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Reporton

**pragnyan**

-2017

**Long Term(Aptitude,Soft SkillsandVerbal)  
LifeSkillsEnhancementTrainingProgram**

At



**Adichunchanagiri Institute of Technology  
(AIT), Chikkamagalur**

Incollaboration with



Dept.ofHRD

**BGSGroupofTechnicalInstitutions(BGS-GTI)**

SubmittedBy

**Z ZESTECH**  
INNOVATION, GROWTH & VALUES

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## PREFACE

In order to understand what it means to be industry ready during college days, students must develop and learn both a foundation of placement ready subjects and an understanding of the key elements critical to achieving success. **PRAGNYAN'17** Training report provides a framework for understanding necessary elements that happened during the period of **3 months** in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students. Successful student enhancement in developing the needed skills starts with strong relationships. This report emphasizes the necessary skills in building and maintaining professional growth during the course of studies. It is fundamental to achieve what is required. This exhaustive report gives a complete idea of where the students of **AIT** must improve and more specifically defines the **Expected Vs Reality** ratio. When we look at the dynamics of students and learning ability, it is easy to see why it can be a challenging topic to learn. Experience in understanding the importance is what students need, yet this takes time. Until they get this experience, it is up to the expert trainer to provide them with the conceptual foundation and introduce them to the skills necessary for understanding and implementing the same in their professional career. This report will help in understanding these training challenges.

The report is prepared keeping three main goals in mind

- ❖ **Accuracy:** This report is the result of three months of facilitating, researching, training group communication, student's interaction, HR managers' interaction and PRAGNYAN Process flow compliance. It is important to train our students' skills that are based in research from both the field of engineering and other related disciplines. This report places a clear emphasis on training skills first but also ensures that those skills are based on rigorous and current research.

**Simulation of the Student experience:** To describe and explain students' skill development

**A structured approach:** PRAGNYAN'17 - report defines student skill achievement in terms of

These elements

1. Class size
2. Interdependence of classmates
3. Student identity based on attendance and evaluation,
4. Institution goals, and
5. Training Goals and Structure

This framework allows students to place new information and skills development into a larger context. In this report, we will discover the unique dynamics PRAGNYAN Training process and execution, the essential skills that lead to success, and the roles, tasks, and processes that pave the way for effective cooperative work. By examining students from each of these viewpoints, we come to understand the dynamic capacity of each class and learn to treat each class as a unique learning opportunity. To be competent in the process, as this report emphasizes, students must learn to identify each class situation as unique, assess what skills are needed, and effectively apply the appropriate skills and procedures. In essence, the goal of this report is to provide a toolbox from which AIT can draw in any group situation—whether planning a function with a Professional club on campus or participating in a task-oriented group project in an academic context.

This report contains a number of features to enhance student learning:

- ❖ **Putting the Pieces Together boxes:** The five core elements identified previously in defining a class are used as a structure for evaluating group effectiveness.
- ❖ **Skills grounded in a solid research base:** The best advice for student skills enhancement is drawn from industry research and theory, which has identified the most effective processes and results for group interaction.

Thus the skills presented and suggested in the report are research based.

Armed with specific principles, procedures, and feedback techniques, AIT can make more informed choices about how to help their students. This report includes the training philosophy that was a foundation for PRAGNYAN, syllabus examples for the training course, methods of obtaining feedback from students about the course and their learning experiences and expectations.



## 1. INTRODUCTION

Training forms an integral part towards nurturing the overall persona of an aspiring professional. Generally, today's job market demands more than just knowledge and skills. Beyond these job-specific technical skills, analytical reasoning & soft skills are universally sought by employers. The challenge is to introduce a program which allows students to learn and capitalize their competencies.

As a matter of fact, the skill sets are going to be crucial for professionals working in a gamut of fields. These courses come in handy in honing up personal effectiveness as well as the innate leadership skills. These skills are more than a must incorporate setup. One of the most interesting facts of training is that it definitely makes your kin-aesthetic senses coupled with positive atoms. You get more confident in each dealing that you make in your particular field of work. You start making the waves and people start noticing the change in your persona.

The advantage that you gain out of this valuable training facility is that you start getting recognition's of being an indispensable as well as a valuable asset for the organization you are working for. Industry experts do give vent to the opinion that this type of training package does perk up the value in the market.

Our training programs do enhance one's competencies which enable them to get an opportunity to acquire aptitude, reasoning, fluency with leadership and team building skills to reach a pinnacle level of performance and unleash their true potential.

PRAGNYAN, an intense, well researched, short term training signature program by ZESTECH for engineering students to enhance their skills sets towards placement requirements for the current industry standards. PRAGNYAN, eventually brings a sea change and enhancement in student behavior and adjustments which ultimately caters to the need of man power demand in the market. Characteristics of PRAGNYAN content and delivery method are used to predict effect sizes and measures of Industry requirement mapping with students' externalizing behavior. After controlling for differences attributable to research design, PRAGNYAN program components consistently associated with large effects included increasing positive Trainer - Student interactions and communication skills, coaching students to use timeout and the importance of placement consistency, and requiring students to practice new skills with their friends during PRAGNYAN training sessions. Program components consistently associated with smaller effects included teaching students problem solving; coaching students to promote cognitive, academic, or social skills; and providing other, additional services which helps candidates to come out as employable commandos. The results have implications for selection and strengthening of existing Placement Trend.

PRAGNYAN, is one of the signature programs by ZESTECH which matches with NASSCOM's current industry training curriculum which makes this program a one-stop solution for students joining Engineering in any field of their choice. Training is conducted for the I, II and III Year Students. As it follows a hierarchical, multilevel training methodology, PRAGNYAN remedies industry - Campus gap successfully. Abstract Attention Process in the Program improves student coordination in accomplishing tasks and also develops trainer-student interaction.

The evaluation process helps ZESTECH to identify outcomes in a timely fashion. This helps the campus to tangibly visualize 'Need Vs Reality' and constantly improving training delivery methods to have the ratio to '1'. The assessments will also help in detecting changes that must be made to improve course design, content which dynamically improves the contribution to the overall effectiveness of PRAGNYAN. Assessments happen only on a daily basis and for every session. Assessments along with student attendance will keep the institution on toes to understand the level of their students which also entitles the student to receive PRAGNYAN Certificate which validates the outcome. As, the Pre-assessment happens before the commencement of the program, the three other evaluations will give us a clear picture of where the student's position is after the training. Outcome based Training Model plays a vital role in giving the change that is needed.

Technology, favors PRAGNYANalotin having videos online for these sessions that students have learned. Videos and trainer interaction online, helps the candidate get in touch with experts constantly even after the training classes are over. Online evaluations will help in understanding students' responsibility factor which will in turn help students to get in touch with the trainers for doubts and clarifications. A powerful research team constantly working on industry requirements, helps to set the training and evaluations in a very vivid manner and constant check on Quality ensures the gaps are bridged.

During the process, star performers are identified extensively. These star performers are the ones who have performed excellently well in the sessions. These candidates' parents are contacted over the phone and giving them the good news about their wards. This, indeed improved students' motivation and was visually seen that the students started participating and performing exemplify well in the training sessions.

All said and Done, PRAGNYAN is a process to experience reality and engineering student must Savor it.



## 2. TRAINERS' PROFILE

ZESTECH has set in place an organizational structure that provides clear lines of control, responsibility and communication. In a business as diverse as ZESTECH, there are many different jobs. Its structure is concrete, so to help individuals within the business understand their roles and responsibilities, ZESTECH has a set of Business Principles that demonstrate its commitment to operating ethically and responsibly. This helps every contributor understand where his or her role contributes to overall performance and enables the whole workforce to work together to achieve the business' aims and objectives.

This structure gives contributors clear guidelines for how to proceed, how to take actions, how to accomplish any task. This majorly resolves disagreements among the departments. It not only resolves conflicts, ZESTECH's structure binds the contributors together in any mission that is undertaken. It eventually gives meaning to any contributor joining ZESTECH as well as to ZESTECH itself.

While the need for structure is clear, the best structure for a particular coalition is harder to determine. ZESTECH designed this best structure by keeping in mind who its contributors are. What the setting is and how far the organization has come in its development. ZESTECH lives with values and the main value comes from the strong contributors in key departments.

High-performing knowledge contributors of ZESTECH tend to be self-motivated by intrinsic factors, adding to the opportunity to ZESTECH directly motivate them. Moreover, the complex and exhaustive nature of their work and output limits the ability to directly measure productivity. Simply keeping knowledge contributors "satisfied" won't suffice. In order to retain and sustain high levels of engagement, ZESTECH came up with an explicit strategy and cannot rely upon historical sources of motivation. Traditional sources of motivation like pay, work conditions, and benefits are simply not enough. This was clearly understood in the very beginning of this structure.

ZESTECH is organized by its functions. And these functions are called departments, which plays a major role in the reality of what has been achieved all these years. A combination of all the departments of ZESTECH becomes a well-honed team of professionals with constant rigor of achievement and purpose. These departments are collectively responsible for the organizational growth.

**Learning and Development:** The core aim of the department is to support learning in its broadest sense, reinforce effectiveness and motivation through learning actions and systematically develop the knowledge, skills as well as behavioral and technical competencies of the students that ZESTECH trains. The ACE department which develops content by consulting the experts. Content research is made evasively to support training functionalists. The L&D team of experts more importantly work on identifying skills based gaps and develop training assignments accordingly. Expert rating on trainers happen in a timely fashion. This helps the Trainers in ZESTECH not to compromise on mediocrity. Highly acclaimed training programs were made in the L&D Lab which helps in making a gap free man power. The L&D team members need to deliver one time project at times or work on a project on an ongoing basis, either which way the team is so dynamic that the task can be completed much less in time.

Learning and Development department of ZESTECH came up with the following four strategies that enabled training programs to align training goals with campus goals:

**Aligning training goals with campus goals:** Use a TNA (Training Needs Analysis) assessment process. This boils down to identify goals (performance outcomes for a campus), tasks, modules, course contents, trainers needed to achieve those goals and the knowledge, skills attitudes needed to perform those tasks. Define and prioritize the process and goals to determine which training program is most suitable and which has the most impact on performance.

**Improve human performance:** Determine the environmental and man-made barriers to training effectiveness and the rationale behind performance gaps. Fulfill the non-training gaps through thorough Analysis.



**Select the right blend of delivery options:** The training experts of ZESTCH, come up with various delivery options for a prescribed course. E-learning is the proven method to provide just-in-time training and accessible resources for performance update even after the training program is over. L&D department of ZESTECH is crucial in these aspects

**Consider internal versus external options:** External consultants or custom-built materials may be more cost-effective in the long run if employed early on in the training process that we have. Their expertise and insight can close a performance gap quicker than an internal or off-the-shelf training solution.



### 3. TRAINING REPORT FOR AIT

ZESTECH always thrives at understanding Indian Industry requirement for every year and this puts us in the driving seat always when it comes to Learning and Development. Training related circumstance must be vivid and useful for the current trend, which can serve circumstance like real hiring. ZESTECH always strives in offering industry related module structure which caters to the need of current industry pattern in hiring. Consistent information standard and data form should be used in the learning system covering the national standards of recruitment. This model of preparing the module makes the independent data form into a concrete structure for training delivery.

Interface of industry trend and module structure is made simple by intensive research by the ZESTECH team of experts who function using a scientific structure and mechanism towards understanding the needs. Everywhere, system is simple to manipulate. However if the pattern of hiring and industry and global industry requirements changes, the Indian market gets into the mode of upgradation. And this is always visible in the module structure every year. Nowhere in the history of ZESTECH is the same content available for training delivery as well. Constant upgradation and learning towards the needs makes the structure of learning more prolific and helpful.

The evaluated research of the need, plays a major part in understanding the trend in the coming years as well. This helps ZESTECH to foresee the requirements and mend the learning content accordingly. Matching to the current technology trends, the evaluation of the learning also keeps transcending to the next level of excellence. All the more, these are the changes and challenges which keeps ZESTECH growing strong. ZESTECH's system of training module design is always Compatible, Expansible and flexible to meet the development of the training module and training itself.

#### System Structure

ZESTECH uses structure methods to develop the course content thereby developing students' ability in meeting the current demands. Structure means, the relation among comprising elements in the system. Structure method emphasizes the rationality of the module required for the current requirement and also puts forward some rules to increase rationality, such as resolvability of current challenge in getting hired, module independence and uniqueness. It also resolves the challenge of information concealment, as it is an indigenous effort by the team of experts. Such a structure of a learning system gives a clear idea of course arrangement and thereby delivering a world class training program.

#### Structure Management

To arrive at a structure, it takes a lot of effort to understand the gap in the campus to industry connect. Managing a structure for learning content for the current development of the students keeping in mind the future becomes a daunting task. The skill sets for the same profile and positions keep changing. Adaptability towards understanding the change becomes inevitable. Constant and consistent visit to the corporate sectors, made the task exciting and we understood that learning towards employability enhancement is never ending and perpetual. The industry based skill development modules are developed, tried and tested through various means before getting it on the floor. ZESTECH follows a strong protocol in constant upgradation of course content with respect to hiring standards and the strong structure management techniques help us to meet the demands as mentioned above.

The module structure is an organized set of research, content making, realization, evaluation and gap management. It is a combination of corporate interaction and ZESTECH's team of experts' module design. The content design will not be visible to the untrained observer, however they always give a powerful outcome to the present and affect all dimensions of unskilled workforce.

**3.1. MODULES COVERED FOR 3<sup>RD</sup> SEM ENGINEERING STUDENTS OF AIT**

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Simple Equations and Ages	Parts of Speech-I
2	Averages	Parts of Speech-II
3	Syllogisms	Parts of Speech-III

<i>Count</i>	<i>Soft Skills</i>
1	Advanced Speaking
2	Turn Coat- An opinion Based Speaking
3	Creation- An Engineer's Style
4	Knowing and Achieving Goals
5	Soft Skills Mela
6	Stream Evolution

**3.2. MODULES COVERED FOR 5<sup>TH</sup> SEM ENGINEERING STUDENTS OF AIT**

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Percentage	Tenses-I
2	Profit & Loss	Tenses-II
3	Time & Work	Tenses-III
4	Time, Speed & Distance	
5	Set Theory	

<i>Count</i>	<i>Soft Skills</i>
1	Idea Generation- An Engineer's Need
2	Creativity and Decision Making
3	Soft Skills Mela- Full Body Communication
4	Tech Sav y

3.3. MODULESDESCRIPTION-5<sup>th</sup>SEMESTER

# Quantitative Aptitude- Syllabus

Module name	Percentages, Profit and Loss	Domain	Quantitative Aptitude
<b>Module Description</b>	The module explains the concepts on <b>finding the percentages</b> from the fractions and vice-versa. It also deals with the consumption and basics of profit and loss and transactions value.		
<b>Module Objective</b>	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
<b>Module Outcome</b>	Students will skillfully predict the directions and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
<b>No of Hours</b>	2 hours		

Module name	Time and Work	Domain	Quantitative Aptitude
<b>Module Description</b>	The module explains the relationship between Work and Time in 2D and 3D analysis. Students are taught the basic relationship between time and Work, men and days, concept of man days and LCM will be taught in the module.		
<b>Module Objective</b>	The student should understand the basic definitions and method of calculating the <b>parameters related to Proportionality constants.</b>		
<b>Module Outcome</b>	Students will skillfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
<b>No of Hours</b>	2 hours		

Module name	Time, Speed and Distance	Domain	Quantitative Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Time, Speed and Distance</b> and the basic formula. Basic rules of Trains, Boats and Races will be taught to the students in an analytical way.		
<b>Module Objective</b>	The student should understand the basic notations and represent the data.		
<b>Module Outcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Set Theory	<b>Domain</b>	Reasoning Aptitude
<b>Module Description</b>	The module explains the concepts on <b>Set Theory</b> using the basic notations of these sets. Venn diagram concepts are to be taught to the students to represent the data in the easier way and concept of maxima and minima will be taught to the students to represent, analyse and understand the data in the easier way.		
<b>Module Objective</b>	The students should understand the basic notations and represent the data.		
<b>Module Outcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “Objective Arithmetic” by Rajesh Varma		
<b>No of Hours</b>	2 hours		

### 3.4. MODULE DESCRIPTION-3<sup>rd</sup> SEMESTER

<b>Module name</b>	Averages	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	The module explains the concepts averages and the methods of finding the averages and the logic behind finding the solutions with the concept of weighted average. Basics of statistics with mean, median and mode will be taught to the students		
<b>Module Objective</b>	The students should understand the basic statistics and the data representation		
<b>Module Outcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
<b>No of Hours</b>	2 hours		

<b>Module name</b>	Simple Equations and Ages	<b>Domain</b>	Quantitative Aptitude
<b>Module Description</b>	The module explains the concepts of solving an equation with the concept of variables and constants and method of solving the equations by reading and analyzing the questions, solving quadratic equations is also taught.		
<b>Module Objective</b>	The students should understand the basic statistics and the data representation		
<b>Module Outcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Reference books</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
<b>No of Hours</b>	2 hours		

<b>Modulename</b>	Syllogisms	<b>Domain</b>	LogicalAptitude
<b>ModuleDescription</b>	The module explains the concepts on <b>Syllogisms</b> using the basic notations of the sets. Venn diagram concepts are to be taught to the students to represent the data in the easier way and concept of maxima and minima will be taught to the students to represent, analyse and understand the data in the easier way.		
<b>ModuleObjective</b>	The students should understand the basic notations and represent the data.		
<b>ModuleOutcome</b>	Students will skillfully predict the representation of data with respect to people and objects based on the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
<b>Referencebooks</b>	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
<b>No ofHours</b>	2hours		

### 3.5. MODULES DESCRIPTION-3<sup>rd</sup> SEMESTER

## Verbal Aptitude- Syllabus

<b>Modulenames</b>	PartsofSpeechI,IIandIII	<b>Domain</b>	VerbalAptitude
<b>ModuleDescription</b>	The module explains the concepts on <b>Parts of Speech and Tenses</b> which is a conglomeration of <b>two fundamental modules</b> . Interpretation of Pronouns is vital to students to learn the tactful art of <b>replacing a noun</b> . The module gives a <b>detailed analysis of usage of four main pronouns</b> out of nine. The module equips students with the <b>relevant functioning</b> of various types of pronouns that are applied in accurately during oral or written communication. It is a strategic module that not only analyses your ability to identify errors but also simultaneously checks on the knowledge of grammar, construction of sentences, vocabulary, and subject-verb agreement of the students.		
<b>ModuleObjective</b>	To equip students with relevant application of Articles and Pronouns that will vitalize their <b>knowledge of application</b> and usage in the module and <b>skillful in identifying basic errors</b> in a sentence. It will <b>equip them in the knowledge</b> to seek correct sentences.		
<b>ModuleOutcome</b>	To see <b>high ratio and higher proportion</b> of apt application of pronouns and articles in a student's written and oral communication.		
<b>Referencebooks</b>	“English Grammar in Use” by Murphy. “Grammar for IELTS” by Hopkins		
<b>No ofHours</b>	2hours		

### 3.6. MODULES DESCRIPTION-5<sup>th</sup> SEMESTER

<b>Modulenames</b>	TensesI,IIandIII	<b>Domain</b>	VerbalAptitude
<b>ModuleDescription</b>	The module explains the concepts on tenses and the appropriate use of tenses in the everyday English and the grammatical errors will be corrected on spot when the assigned task is verified.		
<b>ModuleObjective</b>	To equip students with relevant application of different types of tenses that will vitalize their <b>knowledge of application</b> and usage in the module and <b>skillful in identifying basic errors</b> in a sentence. It will <b>equip them in the knowledge</b> to seek correct sentences.		

<b>Module Outcome</b>	To see <b>high ratio and higher proportion</b> of apt application tense in student's written and oral communication.
<b>Reference books</b>	"English Grammar in Use" by Murphy. "Grammar for IELTS" by Hopkins
<b>No of Hours</b>	2 hours

### 3.7. MODULES DESCRIPTION-3<sup>rd</sup> SEMESTER

## Soft Skills-Syllabus

<b>Module name</b>	Turncoat- An opinion based speaking	<b>Domain</b>	Soft Skills
<b>Module Description</b>	The module teaches introduce them to opinion based speaking and what it means and how to do an <b>impromptu</b> using <b>templates</b> . It also teaches them simple and complex step on how to do a speaking presentation and the tool that are required to develop that skill. Encourage students to come up on stage and present or discuss in a group for a topic and speak against the same topic by changing the decisions. To ensure they have a partial know-how on presentation the students will be asked to deliver an extempore facing the audience.		
<b>Module Objective</b>	To allow students to <b>express themselves</b> more fluently and confidently on the lines of <b>being professional</b> and they would be taught on how to take sides and give their best.		
<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
<b>No of Hours</b>	2		

<b>Module name</b>	Creation- An Engineer's choice	<b>Domain</b>	Soft Skills
<b>Module Description</b>	This module focus on the creativity and emphasize the creativity in the students by asking them to perform the given task by thinking out of the box.		
<b>Module Objective</b>	Learn <b>effective</b> creativity techniques to solve a case study		
<b>Module Outcome</b>	Students will think out of the box to solve a problem		
<b>No of Hours</b>	2		

<b>Module name</b>	Advance Speaking	<b>Domain</b>	Soft Skills
<b>Module Description</b>	The module teaches introduces them to speaking and what it means and how to do an <b>impromptu</b> using <b>templates</b> . It also teaches them simple and complex step on how to do a speaking presentation and the tool that are required to develop that skill. Encourage students to come up on stage and present or discuss in a group for a topic and speak against the same topic by changing the decisions. To ensure they have a partial know-how on presentation the students will be asked to deliver an extempore facing the audience.		
<b>Module Objective</b>	To allow students to <b>express themselves</b> more fluently and confidently on the lines of <b>being professional</b> and they would be taught on how to take sides and give their best.		
<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
<b>No of Hours</b>	2		

Module name	Knowing and achieving goals	Domain	Soft Skills
<b>Module Description</b>	This module focuses on the importance of goals and the difference between a goal and a career objective and the method of formulating goals and the process involved.		
<b>Module Objective</b>	Learn how to set goals		
<b>Module Outcome</b>	Students will be able to notice the improvements that they have showcased in formulating the methods to achieve goals		
<b>No of Hours</b>	2		

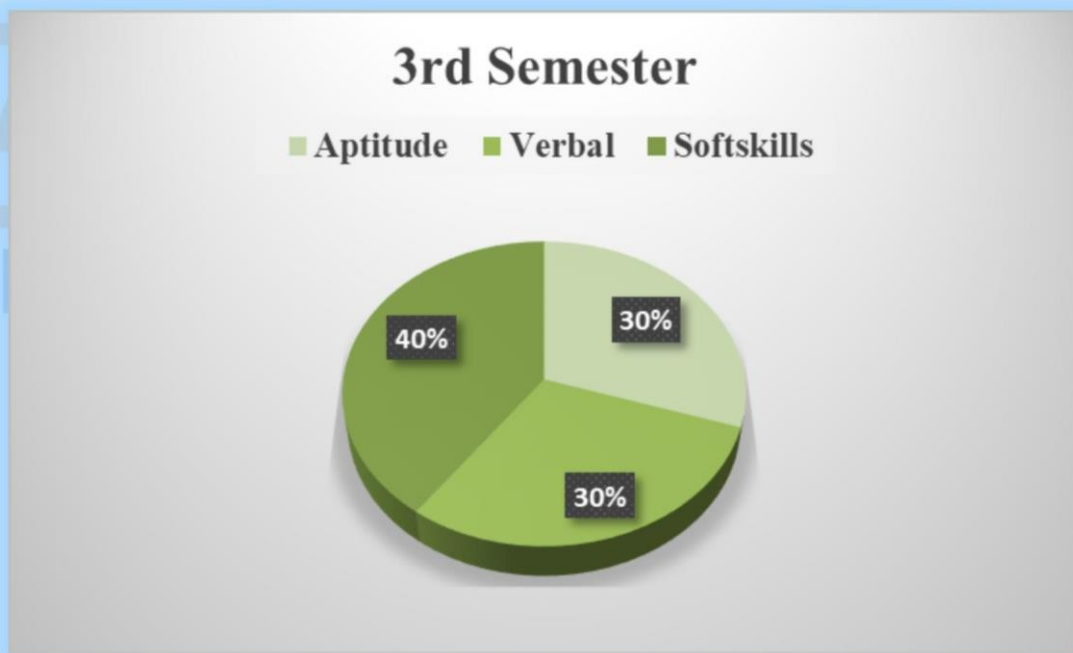
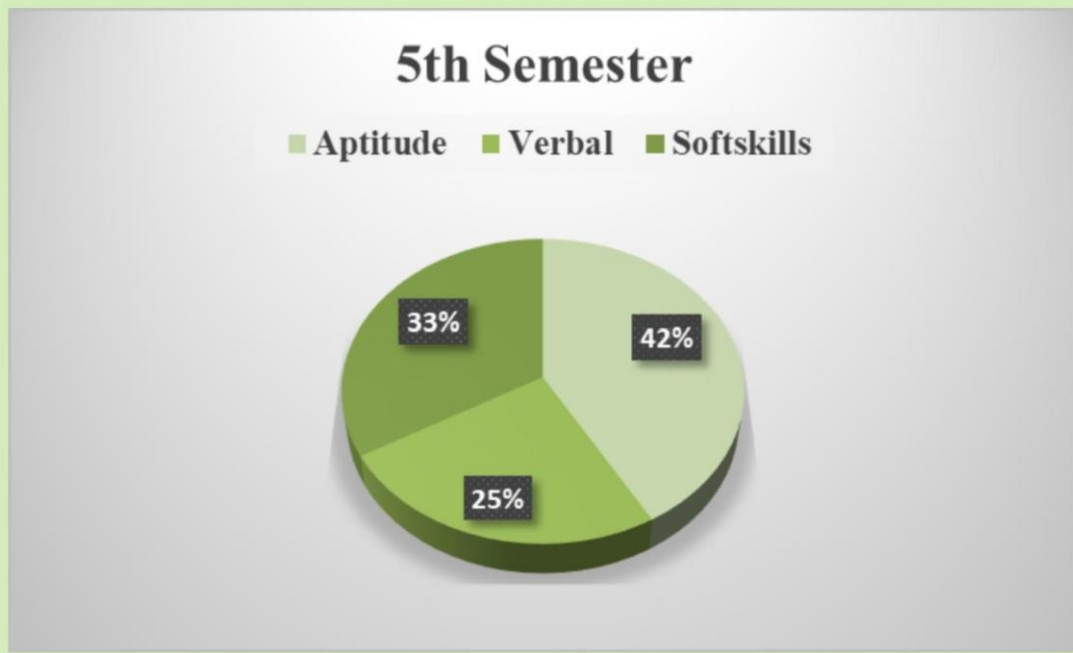
### 3.8. MODULE DESCRIPTION-5<sup>th</sup> SEMESTER

Module name	Idea Generation-An Engineer's need	Domain	Soft Skills
<b>Module Description</b>	This module focuses on the aspects and various dimensions of generating the ideas being conducted by the corporate for selection. 3 sessions of intense coaching ideas and the method of generating ideas		
<b>Module Objective</b>	Learn effective idea formulations skills		
<b>Module Outcome</b>	Students will be able to notice the improvements in execution of the ideas.		
<b>No of Hours</b>	2		

Module name	Creativity and Decision making	Domain	Soft Skills
<b>Module Description</b>	This module focuses on Mind Mapping Technique, Random Word Technique and Random Picture Technique and using all the tools to come to a conclusion.		
<b>Module Objective</b>	Learn the technique of creating ideas and generating the same		
<b>Module Outcome</b>	Students will be able to take the right decisions with decision making matrix		
<b>No of Hours</b>	2		



**4.1.MODULECOMPLETIONREPORT-SEMESTERANALYSIS**



## 5. ATTENDANCE ANALYSIS

AIT, associated with Zestech for PRAGNYAN'21 is well aware about the importance of attendance. This is done as ZESTECH believes that any impact that we hope to achieve with regard to the modules, requires consistency in attending the classes.

Each module gets a dedicated time of about 120 minutes in AIT during PRAGNYAN'17 depending on the doubts and the assessments time. These modules are curated after a lot of discussion and research into the recruitment process. And the need to repeat modules (Aptitude and Verbal) in class is felt when we have not been able to reach 55-

60 in a class. This again takes time and effort both on our and the college's part. This is why the importance of attendance is stressed as frequently as possible.

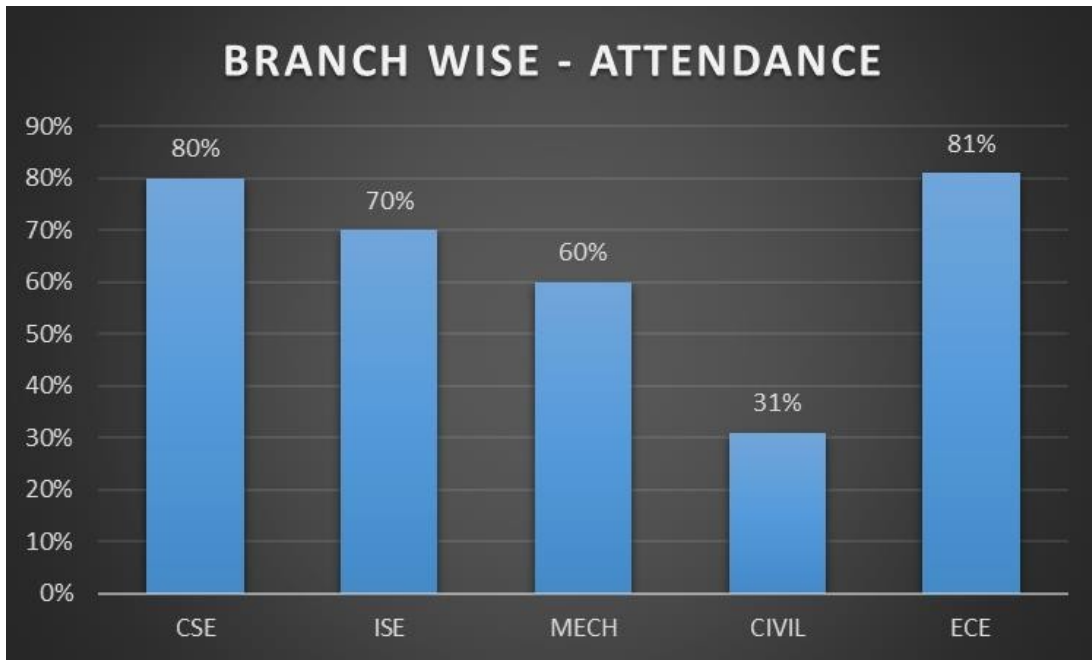
Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop the overall personality of the students along with learning.

PRAGNYAN'17 has been introduced to provide a foundation for the corporate entry where all the basics are taught in a step-wise manner and the students are given time to understand concepts thoroughly. So, when attendance dips for PRAGNYAN'17, it affects the fundamentals and the students might find it difficult to adapt to corporate life.

There are doubt clearing sessions every day as well, where the students can clarify their doubts regarding any module. This way there will be continuity in the modules and learning is ensured.

The overall attendance analysis and day wise attendance analysis is also shared in this report. This will help us to create rigor among the team to improve attendance in low lying classes and thereby achieving student enhancement.

**5.1. AIT-OVERALLATTENDANCEANALYSIS-5<sup>TH</sup>SEMESTER**

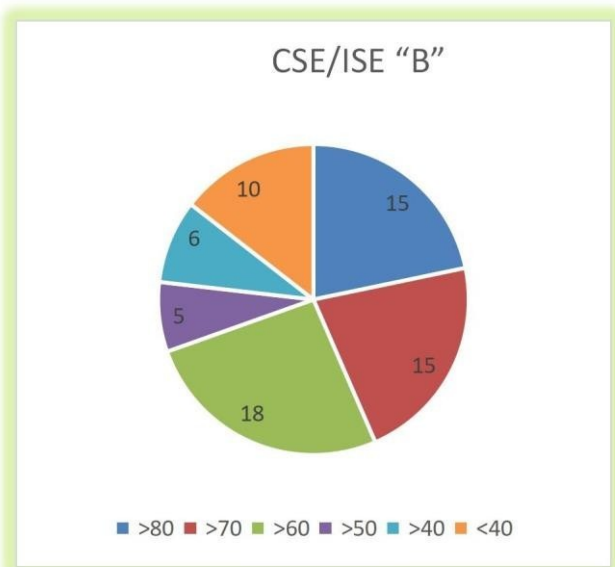
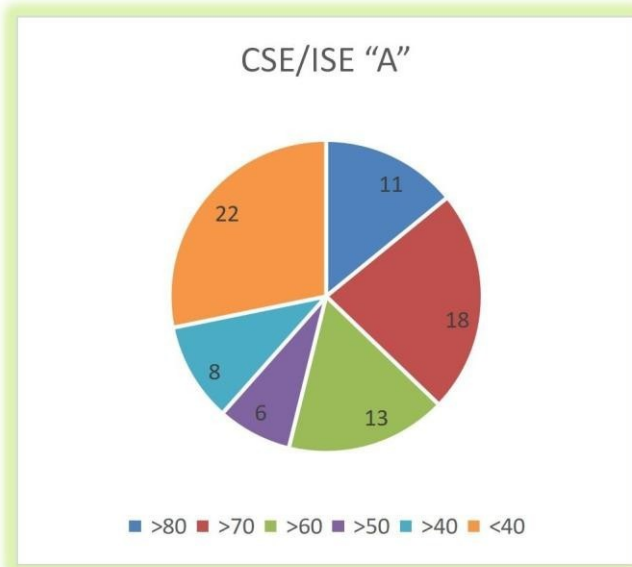


5.2.

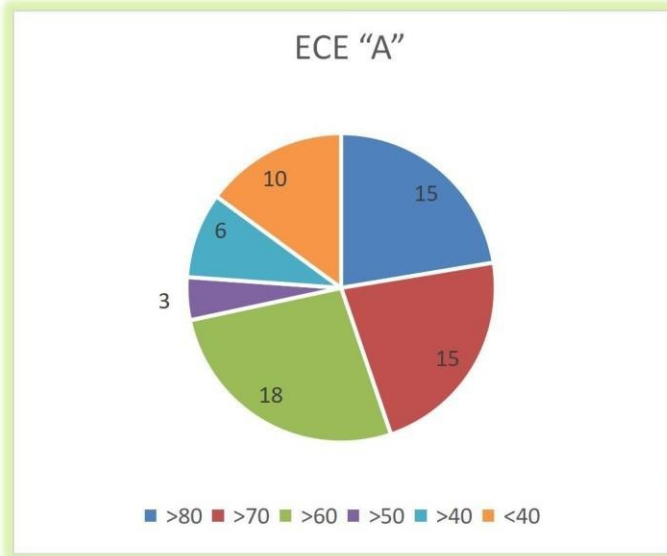
**BGSIT-BRANCHWISELIMIT-ANALYSIS**

**CSE/ISE "A"**

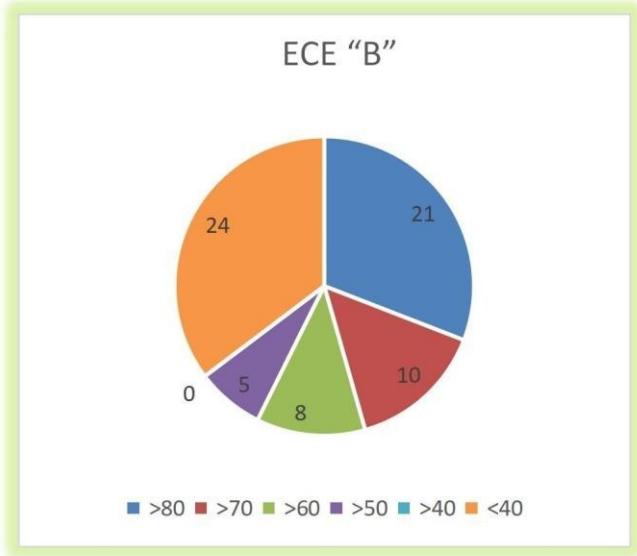
**CSE/ISE "B"**



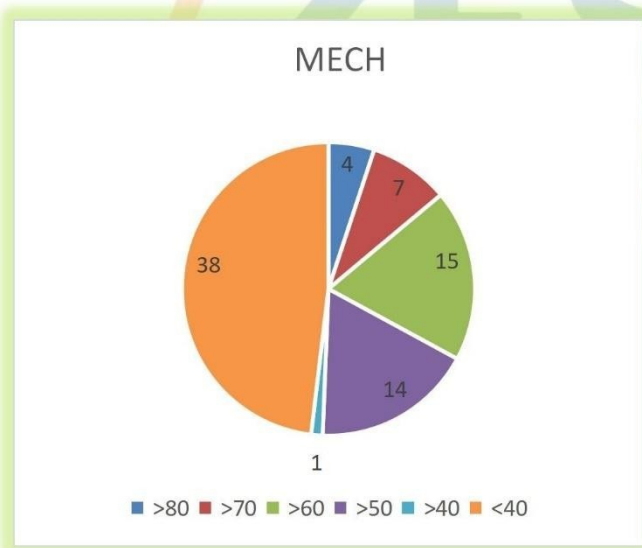
**ECE "A"**



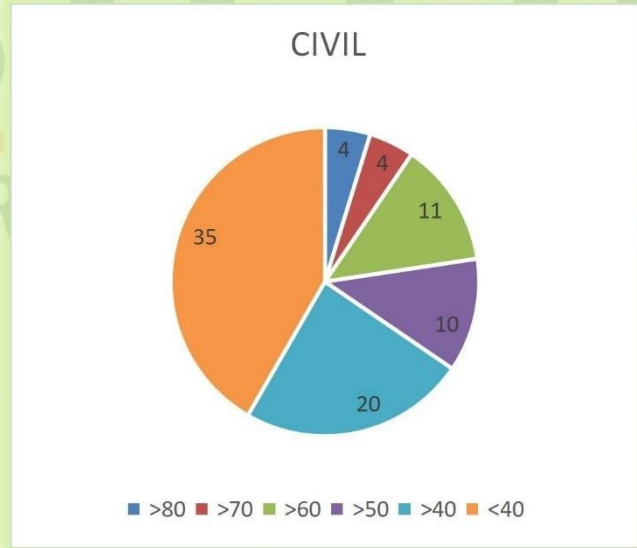
**ECE "B"**



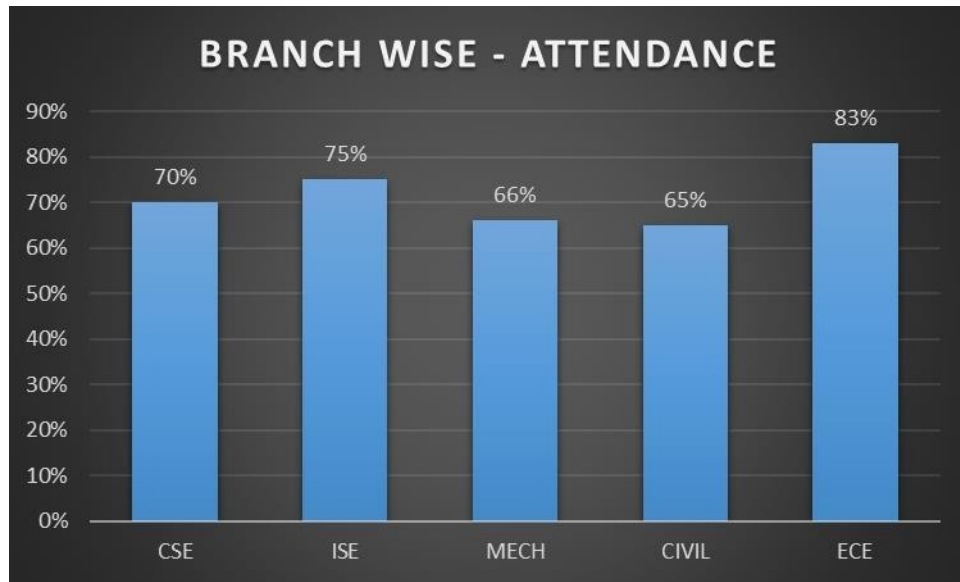
**MECH**



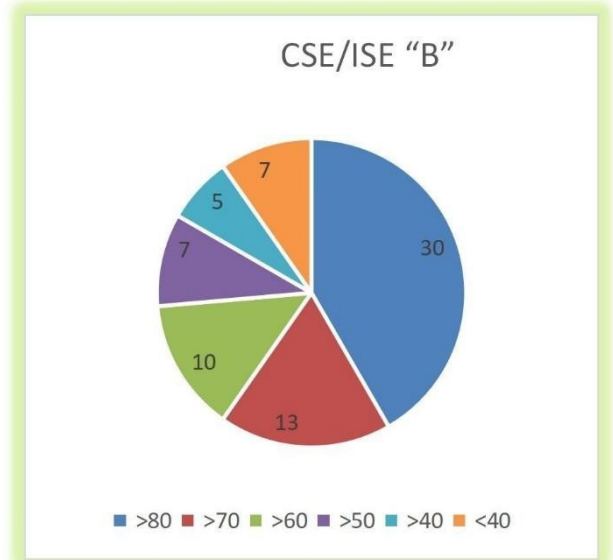
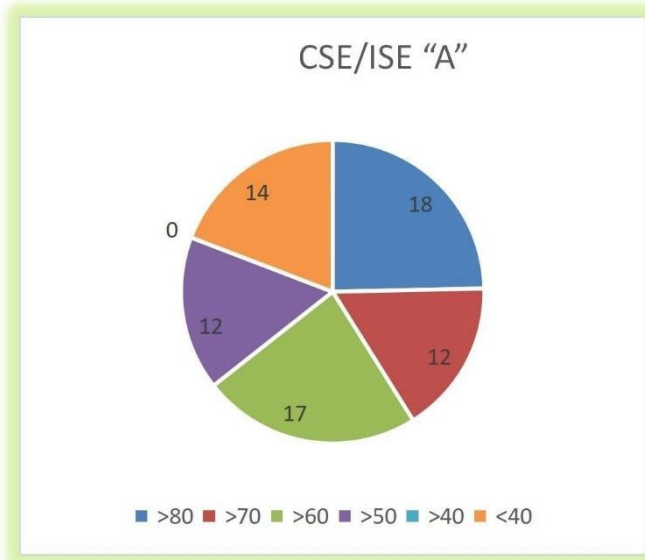
**CIVIL**

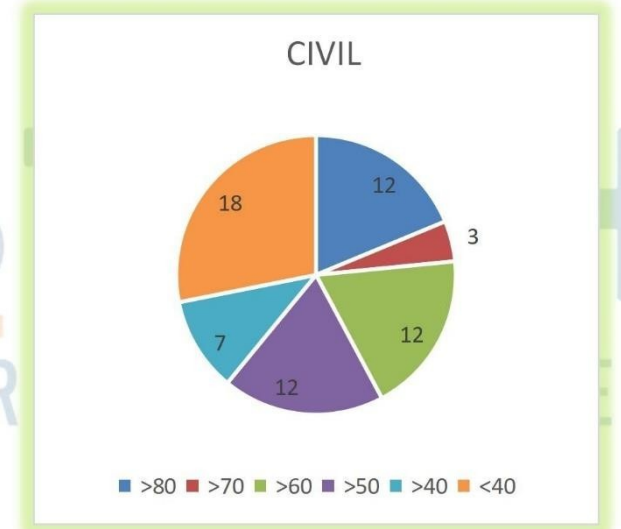
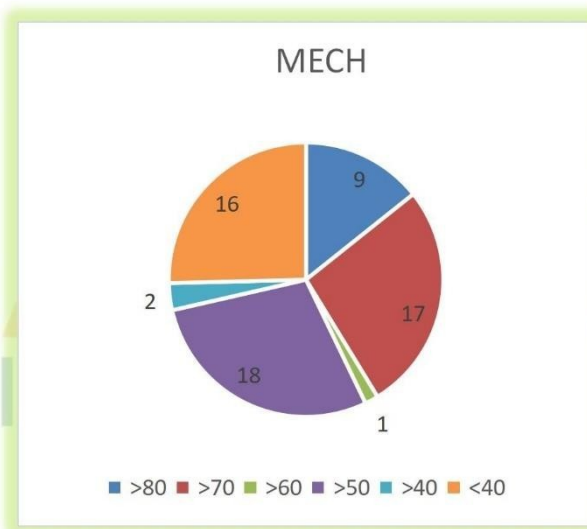
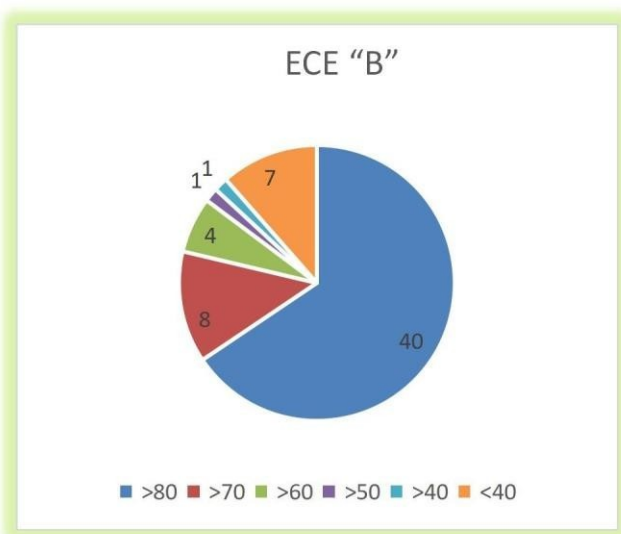
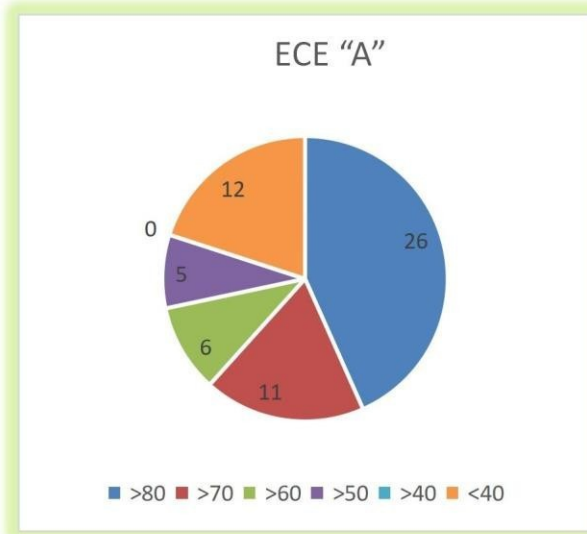


**5.3. AIT-OVERALLATTENDANCEANALYSIS-3<sup>RD</sup>SEMESTER**



**5.4AIT-BRANCHWISELIMIT-ANALYSIS**





## 6. EVALUATIONS–STUDENTPERFORMANCETRACKING

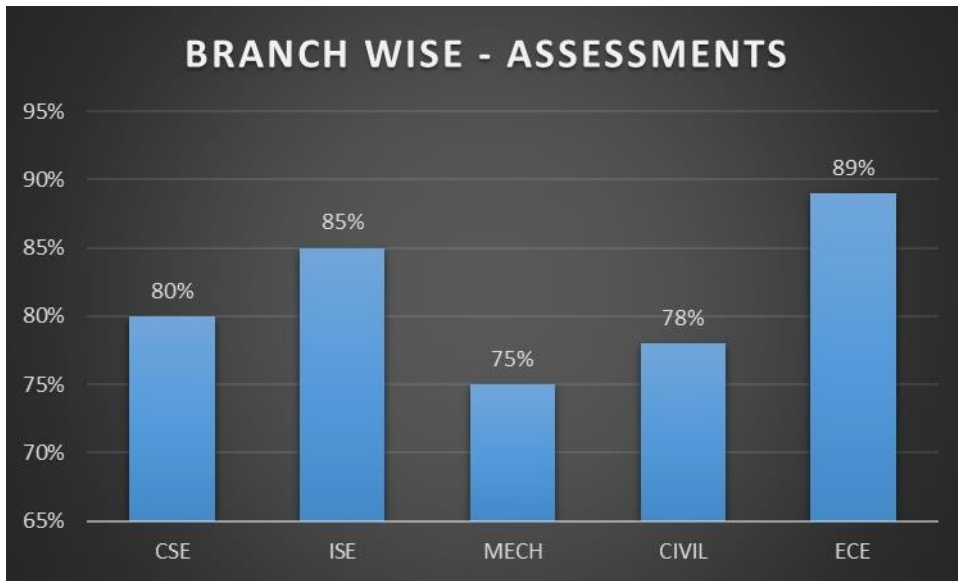
Evaluations form a prime part in PRAGNYAN process. What is the need to train if the growth is not measured? It is always advisable and recommended to have a track on the path that the students are lead to. ZESTECH strongly believes in the fact that if the path is not tracked or if the path leads to a wrong, undesired direction then corrective measures are to be taken to alter it and bring the course right on target. Nevertheless, the module structure, design and delivery is not a flaw. But the growth measurement becomes an inevitable part in the PRAGNYAN process.

Measurement and evaluation of learning had its effect on the students. Feedback is essential for ZESTECH to know how the students of AIT are progressing, and evaluation is crucial to the learner's confidence too. There were excellent differences in the improvement of the students. The focus towards students' skill set improvement never stopped. Students can be switched off the whole idea of learning and development very quickly if they receive only negative critical test results. Always look for positives in negative results. Encourage and support- don't criticize without adding some positives, and certainly never focus on failure, or that's just what you'll produce. This is a much overlooked factor in all sorts of evaluation and testing, and since this element is not typically included within evaluation and assessment tools the point is emphasized point loud and clear here. ZESTECH overcame this long back by constantly seeking help from the Training & Placement Department of AIT to get it cleared once the gap is identified. The results and student development started to become an imperative part of AIT.

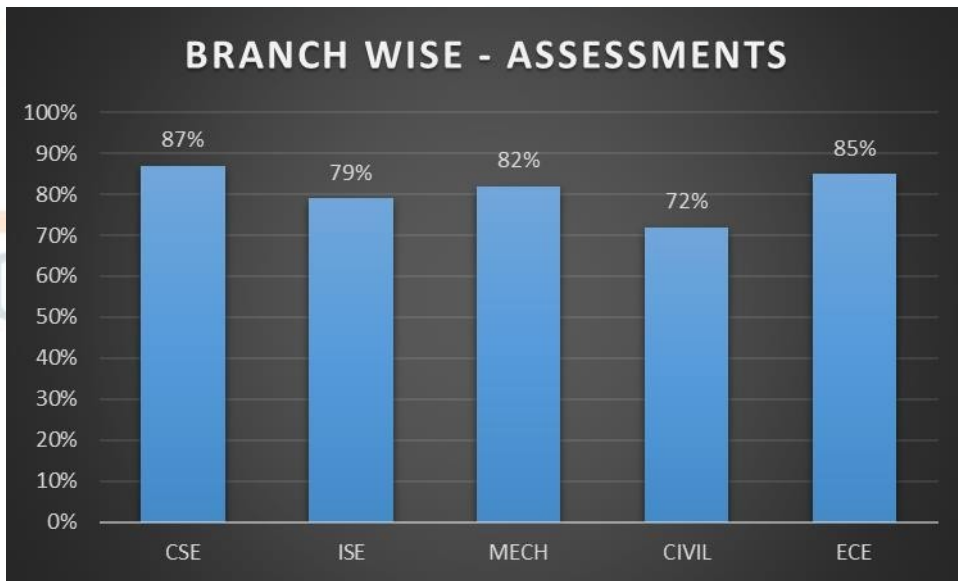
There are multiple Session Wise evaluations happened this year. The evaluation syllabus is prepared at regular intervals. The session wise evaluations at the end of every Quantitative Aptitude and Verbal Aptitude Sessions. The day wise evaluations happen at the end of the day with the previous day's syllabus as the evaluation modules.



**6.1.SESIONWISE-EVALUATIONS-AVERAGESCORES-5<sup>th</sup>SEMESTER**



**6.2 SESSIONWISE-EVALUATIONS-AVERAGESCORES-3<sup>rd</sup>SEMESTER**





7. **PRAGNYAN'17-TRAINERFEEDBACKANALYSIS**

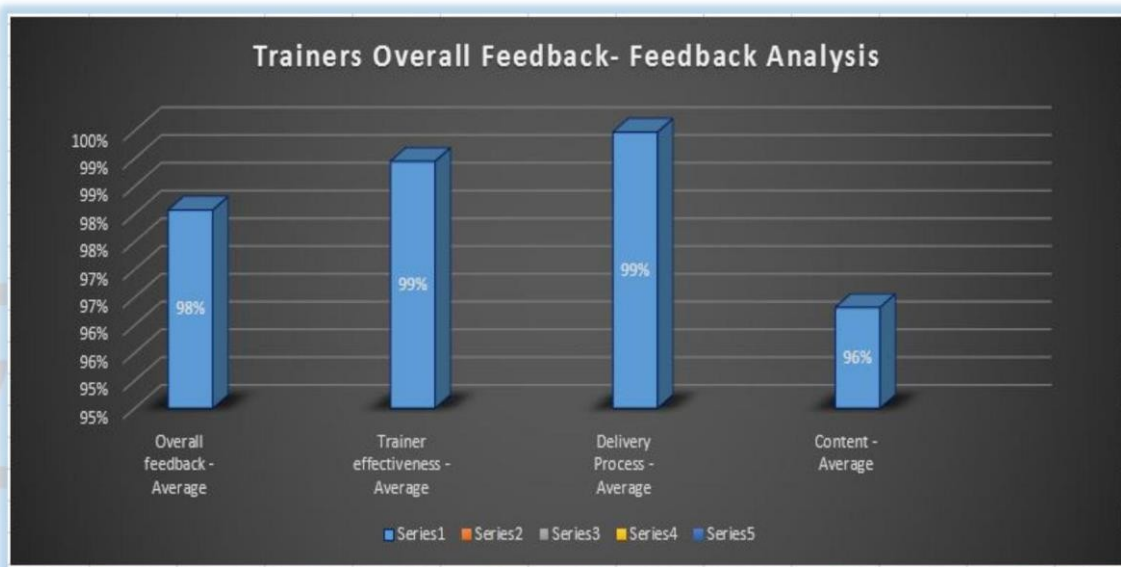
*“Feedbackisthebreakfast ofChampions”*

It is inevitable to bring about a change in the students’ learning path. Only by improving the standards of training this can be achieved. The training standards are nevertheless improved by upgrading the modules for the training program. This confirms the realization only with the help of student feedback about the trainers and their views towards the module and the program.

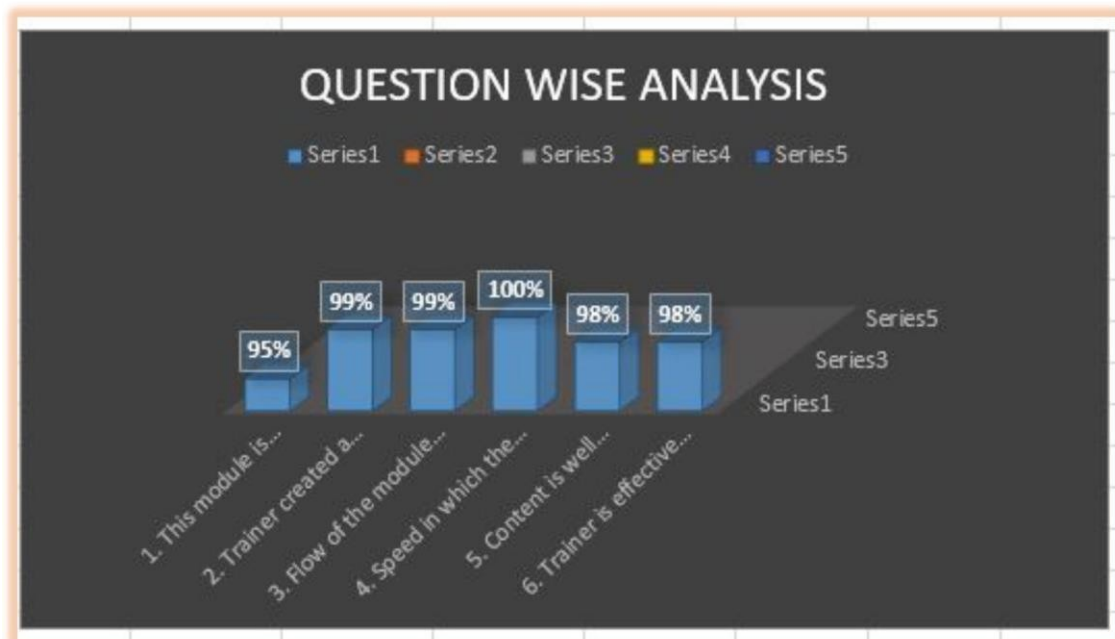
**7.1. FEEDBACKANALYSIS**

The analysis is portrayed below gives a detailed outlook of trainers’ overall feedback percentage with respect to number of students surveyed. These are objective positioning right from understanding the concept still usage of the same in their career.

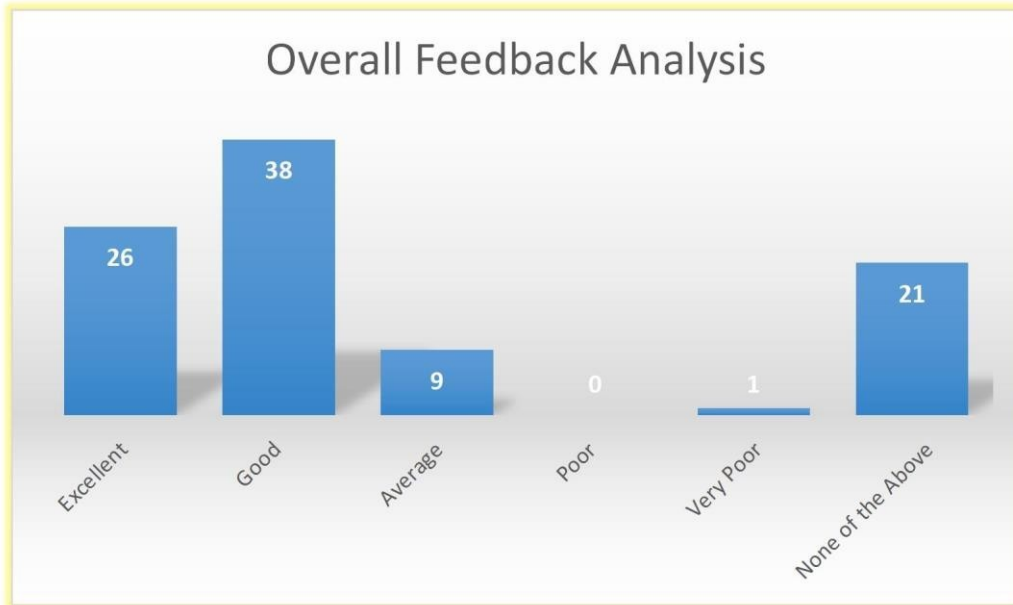
**Chart:C7.1.**



**Chart:C7.2.**



**Chart:C7.3.**



**Chart:C7.4.**

## 8. DIFFICULTIES FACED BY STUDENTS

- Students felt that knowledgeable trainers have to be assigned since the trainer change issue was a challenge for the students to get adopted to the new trainer.
- Students felt more sessions of aptitude would help them to understand the concepts and to solve more questions.
- Students found it challenging to take the session wise assessment every Quantitative and Verbal Aptitude Sessions.
- The classroom seating arrangements were of some challenge in setting up group exercises for learning
- More practice evaluation is a challenge for the students to get on to competitive mode, ZLearn will help the students come out of that challenge having many assessments online.
- The awareness of computer based test is nil among the students and gives a lot of difficulty when they reach the placement process, this again is averted when the students start using ZLearn effectively.
- A comprehensive doubt clearing sessions could have helped the students give more clarity and seriousness about their career, this did not happen as the students had certain cultural programs during the weekend and also the fact that they have to leave for their college bus.

## 9. ISSUES FACED BY THE TRAINERS

This semester had absentees in case of both 5th and 3rd, this led the trainers to feel incompleteness

- No proper information to students was given regarding the batch or trainer change
- Strategy to bring students to realign is not taken to enhance student placement records
- 

## 10. ZESTECH INITIATIVES

**A. ZLearn:** The E- learning tool by ZESTECH makes the process of conducting tests hassle free and provide students with instant results. During PRAGNYAN students utilized our tool to practice Q & A's for various placement drives/mock drives, and also made use of this tool during Practise test and Mock Tests. This also creates multiple platforms for the students to learn effectively.

**B. Social Media Interaction:** We at ZESTECH wanted to share information regarding latest tech trends and various information with respect to companies, so we decided to share this info in our official ZESTECH Facebook page so that the reach is very high, we also conducted few contests to keep students active and make use of social networking in a productive way.

**C. Parent Calling:** A amazing initiative to bring across a change in student mind set. The star performers are identified in every session. The details are procured and the respective parents are called to inform the same. This has evolved to a performance increase during the PRAGNYAN sessions.

**D. R& I Report:** The ZR&I has come up with a comprehensive report which throws light on campus challenges in making the students industry ready. The report is so intense that it clearly shows the shortcomings from the students, campus as well as general behavioral issues both the sides. It is a constructive report which will enhance the campus to formulate strategies towards student enhancement.

**E. Centre of Excellence ( COE ):** A one stop solution for the students is set up across campuses for the students' skill enhancement to match the industry requirements. It is a centrifugal body where the students need, interests and coaching happens simultaneously thereby bringing Indian education system to an outcome based structure.

**F. ZESTECH School of Learning ( ZSOL ):** ZESTECH School of learning helps an individual to be industry ready for employment in any field. It also helps individuals to be an ace trainer/coach in the respective field and thereby getting employed in ZSol. The candidates have two choices, either to become a Perfect Personnel and become a trainer with ZSol or to become a Reliable Recruit and choose his/her own employment in the field and organization of choice.

## 11. PARENT INTERACTION – A DYNAMIC INITIATIVE

### **Why Is Parental Calling Initiated?**

It is always important to encourage students to do better and work harder so that they excel in whatever they are doing and are motivated to keep doing well. We feel appreciating students is the best way to encourage them. This was one of the many reasons parental calling was introduced in the year 2016.

### **How Is It Done?**

Two students are selected as the top performers of the class in every class conducted in all the campuses. Their details i.e. name, semester, branch and their parent's number is noted down and maintained in a dedicated document. The trainer or a representative from ZESTECH calls the parent and acknowledges their kid's response and involvement in the class. The parents are told to contact the HR department of the college in case of queries in future.

### **What Happens?**

There is a very good chance that the students will try extra hard to do better when they know that they are being recognized. Also, along with recognition in a class of 60, when their parents are called and informed about their progress, they are also being acknowledged about it at home. There is always a sense of pride when your parents are appreciating you for your good work. This way the students stay motivated and their interest level never diminishes.

The parents feel that they are part of their child's college life and growth when they are informed about their progress. Since, placement training classes are being conducted so as to help the students improve their technical skills along with their overall personality to build a successful career; the parents are reassured regarding their child's progress and future when we call them.

### **I Am Professional Badges**

We at ZESTECH want every student recognized and appreciated for the effort they put and want the students to be determined to achieve more. The top performers selected are handed over 'I am professional' badges in the class with a round of applause from all the students. The students are also asked to wear the badge to all the classes henceforth so that they are constantly reminded of what they are capable of and are motivated to stay on the same track.

### **Impact on Students**

The impact this whole process has on the students is quite huge. The students are more confident and assured. The trainers also have told us that the students also open up and start being interactive in the class and don't hesitate to ask questions. This kind of encouragement can go a long way in boosting the confidence of the students and help them participate better in the sessions.



**Positives of the Process**

At the end of Pragnyan, we will have a list of all students who have been selected as the top performers from each class. So, this becomes our database to judge the students who have performed well, who have constantly shown improvement and have in some way benefited from the program.

It is also a huge help for us to have a rough picture as to how the batch will perform in the placement activities in college.

## 12. ACTION PLAN FOR UPCOMING PRAGNYAN

1. Seriousness towards assessment and to ensure more assessments happen the upcoming program
2. Disciplinary actions would be taken when the students don't follow the code of conduct laid by Training & Placement department
3. Making the classes more interesting by using audio and visual aid.
4. To conduct communication class, where the focus would be mainly on improving verbal ability of students
5. New modules which deals with the overall development of the students in all domains
6. Integrating verbal and soft skills in the next Semesters so that the development of the student is quick and begun easily.
7. More emphasis on technical sessions will happen during the upcoming semester
8. More interaction with HOD's and staff members' has to be initiated
9. Defaulters with regard to dress code, non-bringing of Janus books will be tracked daily to curb that existence
10. Defaulters with regard to absenteeism will be tracked to curb the same in future
11. ZESTECH team of experts have come up with a series of Company Specific Training online which will begin from the coming semester
12. A designated Process Manager for BGSIT was appointed from this semester and continues the same for the upcoming semester too!

## 13. RESPONSIBILITIES OF TRAINERS

1. The whole team has put in effort to make the training a success
2. Trainers were provided with checklist, with many components in it to do and to remind the students in the class.
3. A designated Process Manager from the training team was appointed to help run the training successfully.
4. CCT (Client Communication team) played an important role in communicating with the client. Any change in the schedule was informed beforehand.
5. Intense check on the attire was initiated
6. Interact with HOD's to know the success of the ongoing training programme
7. Rapport building with the professors and HOD's was very crucial to know the campus better
8. Trainers shared the latest questions and information about placement to the students
9. Parent calling tracker was maintained, the best performer was appreciated. Parents of the students were called and appreciated
10. Motivated students to perform better and to come out of their shell.
11. The seriousness of HR Internal Assessments must be triggered by the trainers right from the first day of January training.



**14. ANALYSIS OF STUDENTS IN TERMS OF DEVELOPMENT, I.E., PRE AND POST TRAINING ANALYSIS**

<b>Pre-Training</b>	<b>Post-Training</b>
Most of the students were very reluctant to participate.	Conducted activities in class to help them come out of their comfort zone
Social presence of students was very limited	Many quizzes and competition were started to improve their social media presence
Students were not following the HRD dress code	Students were informed about the importance of dressing professionally
Students speaking in English in campus was restricted to a few.	The students felt their level of speaking in English improved to quite an extent
Students' knowledge on current affairs was very limited	Trainee took an initiative to speak about current happenings before they start the class. Apart from that Knowledge Junction helped them to gather more information
Awareness on latest technology was limited	Introduction of Zlearn helped the students go on technology mode of learning
Logical Deduction among students was not up to the mark	Aptitude training sessions were redesigned to improve their logical deduction
Students were not confident on coming to the dais and speaking	Students were able to come up and speak to a certain level. But more to achieve.

INNOVATION, GROWTH & VALUES

## 15. STUDENTS FEEDBACK TOWARD TRAINING

*“The quantitative aptitude sessions helped to learn a lot of concepts in a very few days. The assessments after the session helped us to understand where we stand.”*

--CSE

*“Placement trainers conduct a lot of activities for us to learn and it is very good. I love it when the same happens next semester also.”*

--ECE

*“More of these sessions are needed for us to learn a lot and implement the same.”*

--MECH

### SUMMARY


Overall, Janus learning events were well received by students who rated the experience as either good or excellent. The majority of participants reported an increased awareness in the modules they have learned. The evaluation process, which looked at students' reaction, students' learning, knowledge transfer and training impact, identified a number of improvements needed in order to better achieve stated objectives. These improvements refer to the training design, sustainability, and training focus.

Re-design current training material to ensure that clear and specific objectives guide the process, that a multi-year plan with realistic manageable goals are included in the training curriculum and that follow up support is provided throughout the training process.

Students appreciated the helpfulness and the delivery style of the trainers. Role plays and group discussions were found to be most useful to their learning as well. The training was effective in improving the student's knowledge and awareness. From the feedback of the students, the training facilities/materials need to be improved (training room, course materials). And the students would appreciate if they could have more real-life examples and role plays during the training.

Having the opportunity to apply new skills mattered during the training period. Students reported being better able to apply what they learned had significantly higher gains, as well as higher levels of improvement in their performance. Learners who realized higher gains in motivation and engagement and future orientation reported higher levels of improvement in their performance.

We would like to thank all the people who helped us to finish the training program successfully.

  
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