|| Jai Sri Gurudev ||

A

Report on

Janus
Gateway to the New Beginning

-2019

Industry Ready Vocational Training Program
(Aptitude, Soft Skills, Verbal & Technical)

at

Adichunchanagiri Institute of Technology
(AIT), Chikkamagalur

In collaboration with

Dept. of HRD
BGS Group of Technical Institutions (BGS-GTI)

Submitted By

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ACKNOWLEDGEMENT

We are very enchanted and enraptured to thank everyone who made his/her Contributions in their different ways has made this possible. Sincere gratitude is hereby extended to the following people who never ceased in helping **JANUS-2019** to get accomplished successfully in helping the students of **BGSIT** this year. Thanks to God for the wisdom and perseverance that has gotten bestowed upon us during **our presence in the JANUS program**. We do believe that **"Industry never goes unfruitful,"** Thanks to all those who helped us achieve this.

We would like to profoundly thank **Sri Sri Sri Nirmalanandanatha Maha Swamiji,** President of *Adichunchanagiri Sikshana Trust* for giving us this opportunity to work with BGSIT and extend a platform to ensure transformation of students in terms of skill and overall personal.

The support, guidance, advice as well as pain-staking effort by the **Training & Placement Department, AIT**, Manager - HR is greatly appreciated. Indeed, without his guidance, we would not be able to put this together. Thank you so much.

We would like to thank all the team members **Ms. Lilly John** (*HR & Operations*), **Mr. Sai Kumar** (*Lead- L&D Product and Process*) and **Mr. Vinod** (*Process Manager*) for the efforts they have put in during the training period is greatly appreciated.

We would like to thank all the IT team members led by **Mr. Sunny Jaiswal** and **Mr. Palwesh Sahu** for the efforts they have put in during the training period **(Online Support)** is greatly appreciated.

Last but not the least, we at ZESTECH also extend our gratitude to the students who were cordially supportive till the end of the **JANUS** training program.

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. **JANUS'19** Training report provides a framework for understanding necessary elements that happened during the period of **24 days** 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 JANUS 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.

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 JANUS 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 BGSIT 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, BGSIT can make more informed choices about how to help their students. This report includes the training philosophy that was a foundation for JANUS, 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 in corporate 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 types of training package does perk up the value in the market.

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

JANUS, 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. JANUS, eventually brings a sea change and enhancement in student behaviour and adjustments which ultimately caters to the need of man power demand in the market. Characteristics of JANUS content and delivery method are used to predict effect sizes and measures of Industry requirement mapping with students' externalizing behaviour. After controlling for differences attributable to research design, JANUS program components consistently associated with larger effects included increasing positive Trainer - Student interactions and communication skills, coaching students to use time out and the importance of placement consistency, and requiring students to practice new skills with their friends during JANUS 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.

JANUS, 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 Pre-Final Year Students. As it follows a hierarchical, multi – level training methodology, JANUS re-mediates industry – Campus gaps 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 JANUS. Assessments happens only a daily basis and for every sessions. Assessments along with student attendance will keep the institution on toes to understand the level of their students which also entitles the students to receive JANUS 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 JANUS a lot in having videos online for the 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, JANUS is a process to experience reality and engineering student must Savour it.

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 rigour 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 ways 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. Fulfil 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.

Mr. Saikumar Y D – *Lead-Product and Process - ZESTECH*

A real movie enthusiast and likes to play with numbers during his free time and professionally aims to implement innovative methods of training that aids the trainees to have a brighter career in their respective fields. Motivates and springs in ideas in young minds w.r.t real time analysis, analytical and reasoning skills. Trained over 5000+students in various major institutes across south India, he developed his passion in Aptitude about a year now and constantly derives tricks to break complex problems into simple form in order to deliver it to the students. He constantly upgrades his knowledge by grasping new trends in the field of Quantitative ability.

Mr. Vivek Chandrashekhar – *Practitioner – Quantitative and Logical Aptitude*

He has been involved in Aptitude training for more than 8 years with the intention of enhancing the productivity and performance of students in various level of education. He has worked in Tamil Nadu and Karnataka. He have been endowed with the ability to train over 3000+ candidates for 4000+ hours, with time management skills that enables them to explore various techniques by using unique ways that help in analyzing and solving problems pertaining to requirements during the placement drives. He carries a high degree of analytical acumen which nicely compliments his exquisite grasp over numbers during any type of interventions. As numbers fascinated him, he enjoys a good command over development in test papers (online/offline).His strengths include solving Interpreted Data, Logical reasoning, Data sufficiency and Quantitative Aptitude, which he uses to mould students from the any stream to be intelligible to compete for better job opportunities.

Mr. Abhishith Rao - *Practitioner – Soft-skills*

He is Knowledgeable Soft Skills Trainer and has a sound understanding of needed for workplace success and a strong ability to train employees in improving those characteristics. Has extensive experience with making presentations giving assessments and identifying training needs. Has seven years' experience working as a soft skills trainer. With experience and association with people from various domains it helped him to effectively manage people and their behaviour. He is creative and possesses excellent inter-personal management skills. He has conducted training programs on Communication skills (English grammar, speaking skills), presentation skills, and Time management and has been consistent in nurturing goals towards positive results. He has an overall 20 years of experience in the training domain. His core competency includes programs on corporate etiquette, & Train-the-Trainer workshops. He has managed the entire training functions for the corporate sector including Content development, Mentoring trainers and creating leaders. He has been actively associated with people from various cultural backgrounds to bridge the areas in communication and comprehend the changing needs of an organization. His strong passion in teaching has made his associate in many in-house training sessions.

Ms. Sreevidya - *Practitioner – Verbal*

Sree Vidya is a trainer and coach with an ardent zest for enabling individuals to become skilled in soft skills and language competencies. She has envisioned, initiated and managed Morning Star Creations trust-a charitable trust aimed at empowering individuals through self-employment.
Provided assessments to trainees to identify their personality type and to apply it in career building. Assessed, evaluated and gave corrective advice on presentation skills, group discussion and Interview skills to graduates, post graduates (both engineering and non-engineering). Trained graduates on Basic Corporate culture. Programs included Personal Brand Image, Grooming, Etiquette, Ethics at work place, Giving & Receiving Feedback, Stress management, Time management, Chain of command, Habits and

Pro-action, Thoughts, Behaviour and Feelings. Delivered Communicative English and Business skills training to undergraduate and post-graduate students and created training material and assessment forms.

Mr. Deepak P N - *Practitioner – Verbal*

He has been a Verbal trainer with 4+ years' experience in corporate and college training in Verbal and Soft skills. He has been successful to equip people with skills required to make them perform with a higher degree of confidence and excellence. He has a good flair in communication and has superb command on English. His focus is inclined towards motivating and nurturing the student community to learn the basics of the English language, thereby helping them to gain self-confidence and also be able to successfully clear the Communication tests.

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.

MODULES COVERED FOR ENGINEERING STUDENTS OF AIT

Day	Quantitative and Reasoning Aptitude	Verbal and Logical Aptitude
1	Number Theory I	Parts of Speech
2	Number Theory II	Tenses -I
3	Averages, Alligations & Mixtures	Tenses -II
4	Percentage, Profit & Loss	Subject Verb Agreement - I
5	Ratio, Proportion & Partnership	Subject Verb Agreement - II
6	Time & Work	Jumbled Paragraph
7	Time, Speed & Distance	Error Spotting
8	Permutations	Reading Comprehension - I
9	Combinations	Reading Comprehension - II
10	Probability	Logical Reasoning & Verbal Ability
11	Set Theory & Syllogisms	Vocabulary & Analogies
12	Logical Reasoning	Passage Writing or Essay Writing

Day	SoftSkills
1	Resume Building
2	Email Writing (CRT)
3	Email Writing - Lab
4	Extempore
5	Power Presentation -I
6	Power Presentation -II
7	Group Discussion - I
8	Group Discussion - II
9	Group Discussion - III
10	Personal Interview - I
11	Personal Interview - II
12	Personal Interview - III

Day	TechnicalAptitude
1	C Programming
2	C++
3	Java
4	Solid Works
5	Data Structure
6	Hypermesh

Quantitative Aptitude - Syllabus

Module name	Number Theory - I, II	Domain	Quantitative Aptitude
Module Description	The fundamental module on which a student will learn the basics of **Numbers and the rules of Numbers** and the basis formula involved. It has concepts of HCF and LCM and the concept of factors and the Progressions. It has the basics of Unit digit and Remainder Theorem.		
Module Objective	To equip students with **logical techniques** so that they arrive at a solution rather than using the standard method of formulation.		
Module Outcome	The student gains **extensive knowledge** on handling large numbers, breaking it down into simple form. This helps in solving bigger problems by making it into small segments.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	4 hours		

Module name	Alligations and Mixtures	Domain	Quantitative Aptitude
Module Description	The module deals with concepts from **Mixtures & Alligations.** The basics of mixtures which explains the **v**arious types in it are discussed along with calculating the ratio of two mixtures with same and different types is done. The common rules followed for the allegations are explained and sample problems are illustrated on it.		
Module Objective	The module aims at **solving time consuming problems** related to mixtures and allegations in competitive exams. Students learn to integrate two or more mixtures and deduce the value or quantity of the new mixture which is obtained.		
Module Outcome	The students will be able to crack the trickier questions from Mixtures and Allegations that consumes most of their time by **intelligently interpreting** the given data from the question and calculate the answers.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2		

Module name	Ratio, Proportion and Partnership	Domain	Quantitative Aptitude
Module Description	The module **Ratio, Proportion & Partnerships** deals with the mechanisms of ratio and proportion. The module trains on concepts of Proportion with the help of ratios. The concept of Partnerships is also included and explained with its various types. There are many challenging questions along with basic concepts **to improve aptitude** to the students.		
Module Objective	Helping students to **develop comparisons and analysis** of various ratios. It also reinforces them to analyse the difference between mixed quantity and individual quantity. This module will support their aptitude in associating the quantities with their values.		
Module Outcome	The students will be able to **compare the quantities** and find the efficiency based		

	on the questions.
	They will also be able to **analyse the relationship** of two separate quantities from the questions asked.
Reference books	1. "Quantitative Aptitude" by R.S.Aggarwal.
	2. "Quantitative Aptitude for CAT" by Arun Sharma.
No of Hours	2

Module name	Logical Reasoning	**Domain**	Logical Aptitude
Module Description	The module explains the logical reasoning of **Blood relations, Directions, Coding and Decoding and Cubes**. Concepts will be taught practically and the questions to be solved in an easier way would be taught to the students so that they can understand, formulate and solve it by relating the things.		
Module Objective	Logical thinking define a simple idea from a complex situation which is why it has been made a part of the syllabus		
Module Outcome	Students will improve their defining abilities, logical reasoning skills and aptitude on critical reasoning		
Reference books	1. "Logical Reasoning for CAT" by Arun Sharma		
	2. "Reasoning Ability" by Wiley		
No of Hours	2 hours		

Module name	Percentages, Profit and Loss	**Domain**	Quantitative Aptitude
Module Description	The module explains the concepts on **finding the percentages** from the fractions and vice-verse. It also deals with the consumption and basics of profit and loss and transactions value.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma.		
	2. "Quantitative Aptitude for CAT" by Arun Sharma.		
	3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Time and Work	**Domain**	Quantitative Aptitude
Module Description	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.		
Module Objective	The students should understand the basic definitions and method of calculating the **parameters related to Proportionality constants.**		
Module Outcome	Students will skilfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma.		
	2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Time, Speed and Distance	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on **Time, Speed and Distance** and the basic formula. Basic rules of Trains, Boats and Races will be taught to the students in analytical way.		
Module Objective	The students should understand the basic notations and represent the data.		
Module Outcome	Students will skilfully 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Permutations and Combinations	Domain	Quantitative Aptitude
Module Description	The module explains the concepts of arranging and selecting the things in the given order and the specified conditions and analytical methods of solving the problems about application of permutations and Combinations will be taught.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Profit and Loss using logic.		
Module Outcome	Students will skilfully 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Probability	Domain	Quantitative Aptitude
Module Description	The module explains the concepts on finding the definition of events. Problems based on coins, dices, cards and coloured marbles. Finding the defective items from a mixture of items is also done.		
Module Objective	They should be able to solve problems by demonstrating their logical analysis of Probability.		
Module Outcome	Students will skilfully 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.		
Reference books	1. "Quantum CAT" by Sarvesh K Varma. 2. "Quantitative Aptitude for CAT" by Arun Sharma. 3. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

Module name	Set Theory	Domain	Reasoning Aptitude
Module Description	The module explains the concepts on **Set Theory** 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.		
Module Objective	The students should understand the basic notations and represent the data.		

Module Outcome	Students will skilfully 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.
Reference books	1. "Logical Reasoning" by R.S.Aggarwal. 2. "Logical Reasoning for CAT" by Arun Sharma
No of Hours	2 hours

Verbal Aptitude - Syllabus

Module names	Parts of Speech ,Tenses, Subject-Verb Agreement I and II	Domain	Verbal Aptitude
Module Description	The module explains the concepts on **Parts of Speech and Tenses** which is conglomeration of **two fundamental modules**. Interpretation of Pronouns is vital to students to learn the tactful art of **replacing a noun**. The module gives **a detailed analysis of usage of four main pronouns** out of nine. The module equips students with the **relevant functioning** of various types of pronouns that are applied inaccurately 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.		
Module Objective	To equip students with relevant application of Articles and Pronouns that will vitalize their **knowledge of application** and usage in the module and **skilful in identifying basic errors** in a sentence. It will **equip them in the knowledge** to seek correct sentences.		
Module Outcome	To see **higher ratio and higher proportion** of apt application of pronouns and articles in a student's written and oral communication.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Jumbled Paragraphs	Domain	Verbal Aptitude
Module Description	The module explains the concepts Jumbled Paragraphs and the basic steps of forming a paragraph and the logical methods of doing it.		
Module Objective	To make students **skilful in identifying the methodology of structuring the paragraphs.** It will **equip them in the knowledge** to seek correct sentences.		
Module Outcome	Students will be **careful and tactful while forming the paragraphs**. The module would be a stepping stone towards correct and good written and spoken English.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Error Spotting	Domain	Verbal Aptitude
Module Description	The module explains the concepts of finding the errors. Even those of us who are well-versed with English end up making the silent of English. Error spotting will be taught in a easy and logical approach.		
Module Objective	Encourage kinaesthetic learning among students to make students absolutely fair in the **knowledge and application of grammar** and their usage		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them. This will **positively display correct English** while speaking and writing.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Reading Comprehension	Domain	Verbal Aptitude
Module Description	The module explains the concepts of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. The process of comprehending the decoding the given info is taught.		
Module Objective	Encourage fast reading among the students		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Passage/Essay Writing	Domain	Verbal Aptitude
Module Description	The module explains the methods of writing the Essays that are subjective and narrative and the same method of writing the passages.		
Module Objective	Encourages writing skills and enhances them.		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Vocabulary and Analogies	Domain	Verbal Aptitude
Module Description	The module explains the concepts of using the words in English and understanding the root words and their meanings and forming a logical relationship between two words		
Module Objective	Understand the rules of formation of words and relation between the words		
Module Outcome	Student will not only learn to understand concepts accurately but also the correct application of them.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Module name	Logical Reasoning and Verbal Ability	Domain	Verbal Reasoning
Module Description	The module explains the concepts on **Logical Reasoning.** It deals with the statements & conclusion where the conclusions are determined from the statements and we have to evaluate whether the conclusion is true or false based on the statements given. Statements and related conclusions are also derived from shapes. The module also discusses various types in syllogism such as Statements & arguments, statements & assumptions.		
Module Objective	To **improve critical and logical thinking** to reach to the answer. The conclusions, arguments, assumptions are drawn from conflicting statements, so one needs to have **robust critical and logical thinking**.		
Module Outcome	Students will learn how to logically answer a question by reading the statements and by **deriving** related conclusions.		
Reference books	1. "English Grammar in Use" by Murphy. 2. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Soft Skills - Syllabus

Module name	Resume Building	Domain	Soft Skills
Module Description	A guiding principles of Professional job seeking methods begins with Resume Writing. This modules covers the methods of preparing the resume for the Job description and the step by step methods of what is to be done is focused		
Module Objective	To help the students understand the importance resume		
Module Outcome	Students will be able to prepare the resumes as per the guidelines		
No of Hours	2		

Module name	Email Writing - I and II	Domain	Soft Skills
Module Description	This module focus on the basic steps of writing an email and the process of composing an email and drafting without any errors.		
Module Objective	Learn **effective** email writing techniques.		
Module Outcome	Students will draft email for real-time scenarios without any errors		
No of Hours	2		

Module name	Extempore	**Domain**	Soft Skills
Module Description	The module teaches introduces them to speaking and what it means and how to do an **impromptu** using **templates**. It also teaches them simple and complex steps on how to do a speaking presentation and the tools that a 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.		
Module Objective	To allow students to **express themselves** more fluently and confidently on the lines of **being professional** and they would be taught on how to take sides and give their best.		

Module Outcome	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.
No of Hours	2

Module name	Power Presentation I and II	Domain	Soft Skills
Module Description	This module focus on the presentation for a specific audience to whom the information so conveyed is relevant to. The attempt to have an intense impact on the audience with regard to the topic that is to be presented.		
Module Objective	Learn **effective** speaking skills.		
Module Outcome	Students will be able to notice the improvements that they have showcased than compared to their previous presentations.		
No of Hours	2		

Module name	Group Discussion	Domain	Soft Skills
Module Description	This module focus on the aspects and various dimensions of Group discussion being conducted by the corporate for selection. 3 sessions of intense coaching on GD will give a sea change in the students' mentality of approaching job interviews.		
Module Objective	Learn **effective** speaking skills.		
Module Outcome	Students will be able to notice the improvements in the Group Discussion topics		
No of Hours	2		

Technical - Syllabus

Course Name	C and C++ Programming
Course Description	Basic **objective-c** syntax, objects, memory management and To understand how **C++** improves C with object-oriented features
Course Outcome	Understand the fundamentals of **C** programming and Choose the Implement file Operations in **C** programming and semantics of the **C++** programming language. To learn how to design **C++** classes for code reuse.
Course Name	Fundamentals of Data Structures
Course Description	The **objective** of the **course** is to present an introduction to **data** organization, management, and storage format that enables efficient access and modification. More precisely, a **data structure** is a collection of **data** values, the relationships among them, and the functions or operations that can be applied to the **data**.
Course Outcome	Improve the database design by normalization.
Course Name	Hypermesh and SolidWorks
Course Description	The **objective** of the **course** is to present an introduction to design and develop the prototype of an object using the software modelling techniques
Course Outcome	Improve the design technicalities

MODULE COMPLETION REPORT

AIT – JANUS Modules Completion data

Quantitative and Reasoning Aptitude

Modules ECE	CSE	ISE	MECH	CIVIL	
Number Theory I	Yes	Yes	Yes	Yes	Yes
Number Theory II	Yes	Yes	Yes	Yes	Yes
Averages, Alligations & Mixtures	Yes	Yes	Yes	Yes	Yes
Percentage, Profit & Loss	Yes	Yes	Yes	Yes	Yes
Ratio, Proportion & Partnership	Yes	Yes	Yes	Yes	Yes
Time & Work	Yes	Yes	Yes	Yes	Yes
Time, Speed & Distance	Yes	Yes	Yes	Yes	Yes
Permutations	Yes	Yes	Yes	Yes	Yes
Combinations	Yes	Yes	Yes	Yes	Yes
Probability	Yes	Yes	Yes	Yes	Yes
Set Theory & Syllogisms	Yes	Yes	Yes	Yes	Yes
Logical Reasoning	Yes	Yes	Yes	Yes	Yes

Verbal Aptitude	CSE	ISE	MECH	CIVIL	ECE
Parts of Speech	Yes	Yes	Yes	Yes	Yes
Tenses -I					Yes
Tenses -II	Yes	Yes	Yes	Yes	Yes
Subject Verb Agreement - I					Yes
Subject Verb Agreement - II	Yes	Yes	Yes	Yes	Yes
Jumbled Paragraph					Yes
Error Spotting					Yes
Reading Comprehension - I	Yes	Yes	Yes	Yes	Yes
Reading Comprehension - II					Yes
Logical Reasoning & Verbal Ability	Yes	Yes	Yes	Yes	Yes
Vocabulary & Analogies	Yes	Yes	Yes	Yes	Yes

Soft Skills

SoftSkills	CSE	ISE	MECH	CIVIL	ECE
Resume Building	Yes	Yes	Yes	Yes	Yes
Email Writing (CRT)	Yes	Yes	Yes	Yes	Yes
Email Writing - Lab	Yes	Yes	Yes	Yes	Yes
Extempore	Yes	Yes	Yes	Yes	Yes
Power Presentation -I	Yes	Yes	Yes	Yes	Yes
Power Presentation - II	Yes	Yes	Yes	Yes	Yes
Group Discussion - I	Yes	Yes	Yes	Yes	Yes
Group Discussion - II	Yes	Yes	Yes	Yes	Yes
Group Discussion - III	Yes	Yes	Yes	Yes	Yes
Personal Interview - I	Yes	Yes	Yes	Yes	Yes
Personal Interview - II	Yes	Yes	Yes	Yes	Yes
Personal Interview - III	Yes	Yes	Yes	Yes	Yes

Technical	CSE	ISE	ECE	MECH
C	Yes	Yes	Yes	Yes
C++	Yes	Yes	Yes	Yes
Java	Yes	Yes	Yes	Yes
Solid Works	No	No	No	Yes
Data Structures	Yes	Yes	Yes	Yes
Hypermesh	No	No	No	Yes

MODULE COMPLETION PERCENTAGE – SNAPSHOT

BATCH	Aptitude	Logical	Verbal	Technical
B1	Yes	Yes	Yes	Yes
B2	Yes	Yes	Yes	Yes
B3	Yes	Yes	Yes	Yes
B4	Yes	Yes	Yes	Yes
B5	Yes	Yes	Yes	Yes

4.   ATTENDANCE ANALYSIS

AIT, associated with Zestech for JANUS'19 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 120-130 minutes in AIT during JANUS'19 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 all 60-70 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.

JANUS'19 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 JANUS'19, it affects the fundamentals and the students might find it difficult to adapt to corporate life.

There are doubts 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.
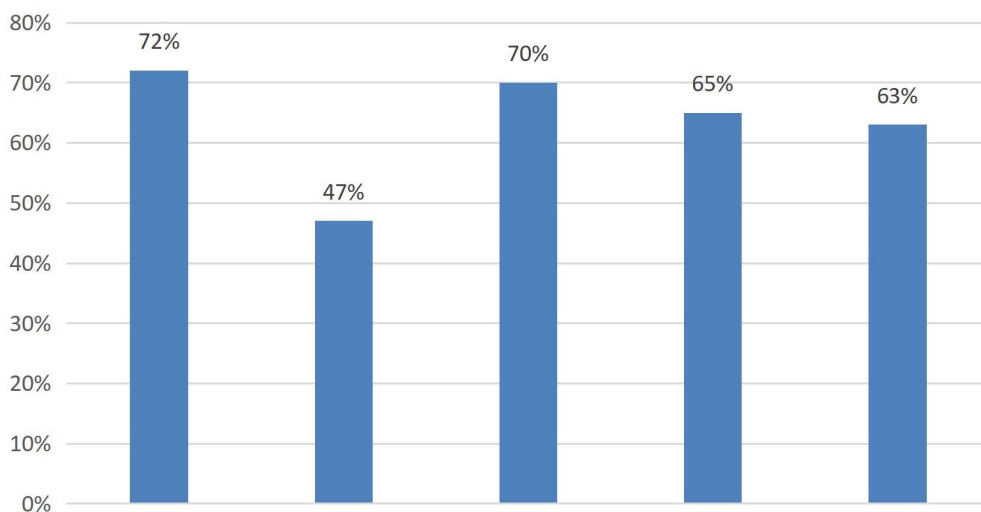
BRANCH WISE ANALYSIS

■ CIVIL ■ ECE ■ CSE ■ ISE ■ MECH
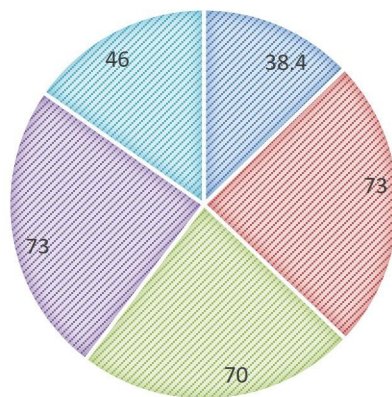
BATCH WISE ANALYSIS

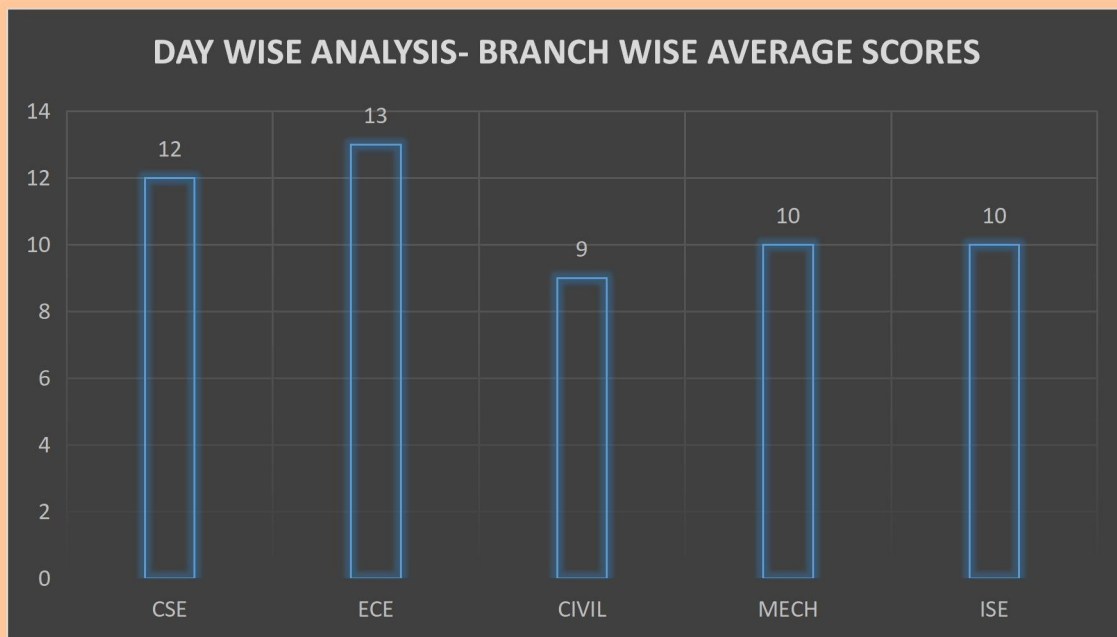# 5.   EVALUATIONS – STUDENT PERFORMANCE TRACKING

Evaluations form a prime part in JANUS 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 JANUS 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.

9 Day wise evaluations and 14 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.

DAY WISE EVALUATIONS – BRANCH WISE ANALYSIS SNAPSHOT

DAY WISE ANALYSIS- BRANCH WISE AVERAGE SCORES

Branch	Average Score
CSE	12
ECE	13
CIVIL	9
MECH	10
ISE	10

# 6.   JANUS'19– TRAINER FEEDBACK ANALYSIS

"Feedback is the breakfast of Champions"

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.

FEEDBACK ANALYSIS

The analysis 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 concepts till usage of the same in their career.

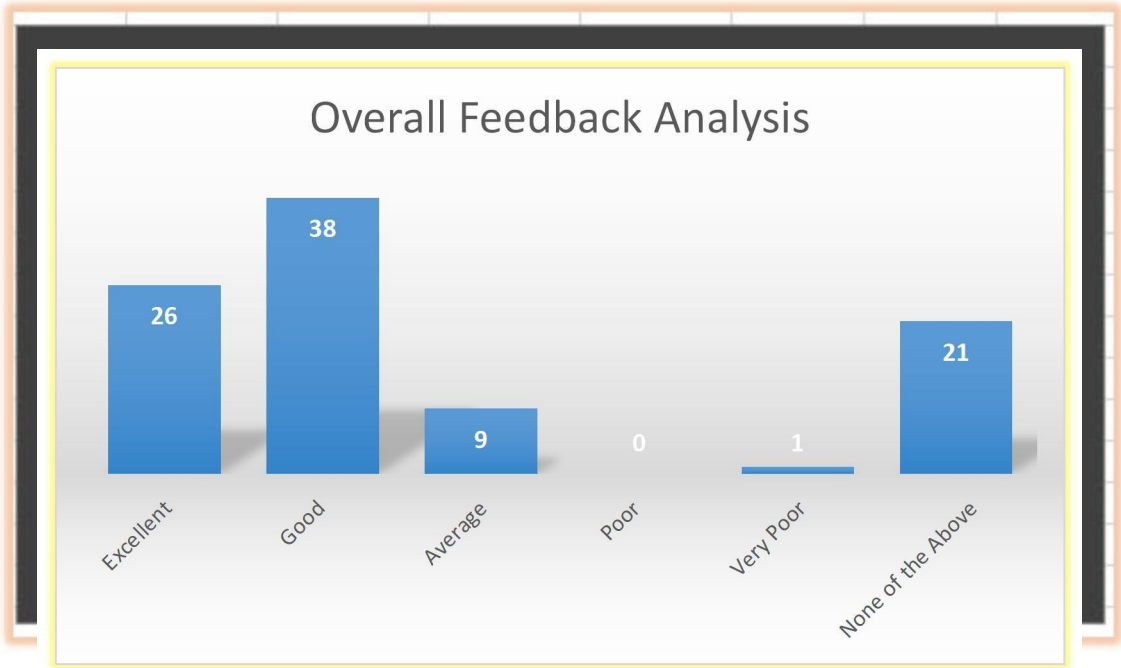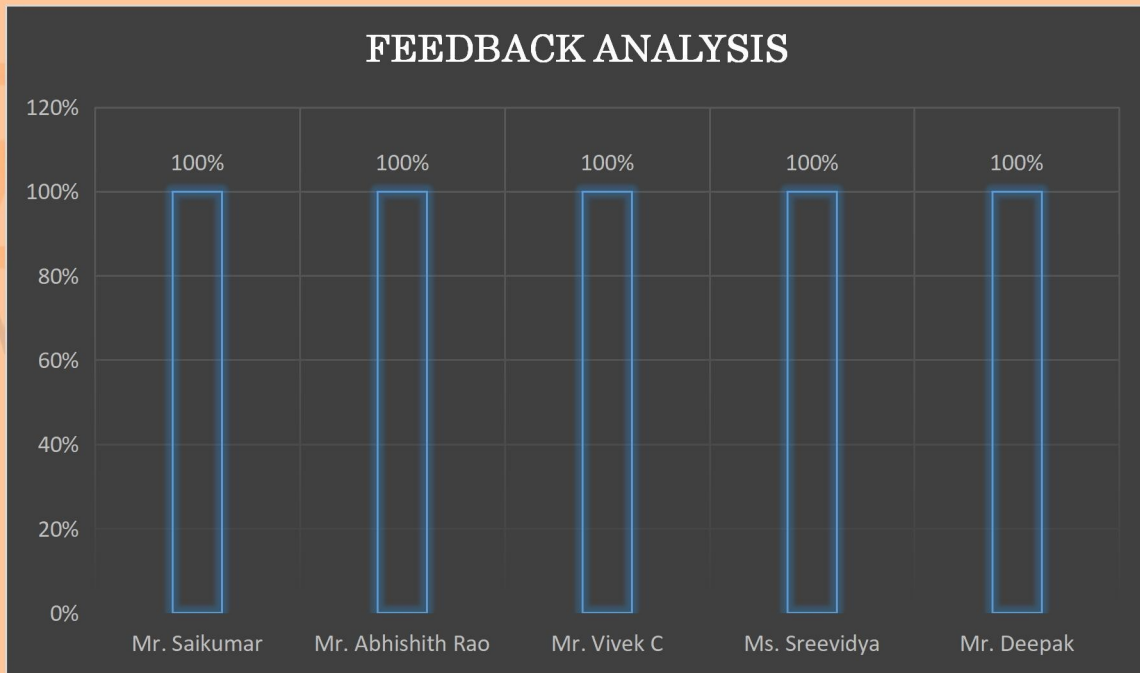**Chart: C$_{6.1}$.**

Chart: C$_{6.2}$.
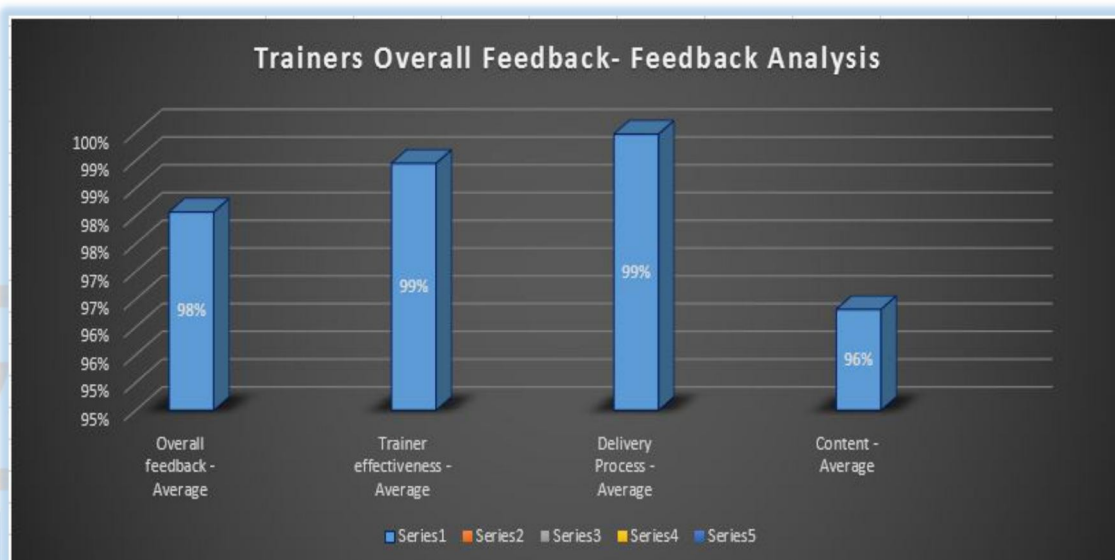
Chart: C$_{6.3}$.

Chart: C$_{6.4}$.

7.   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.   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 Janus 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: An amazing initiative to bring across a change in student mindset. 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 Janus 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 campuses 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.

10.   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 Janus, 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.

11. ACTION PLAN FOR UPCOMING JANUS

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 Semester so that the development of the student is quick and be gauged 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 be live from the coming semester
12. A designated Process Manager for BGSIT was appointed from this Janus and continue the same for the upcoming too!

12. RESPONSIBILITIES OF TRAINERS

1. The whole team has put in efforts 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 changes 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 Janus training.

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

Pre-Training	Post-Training
Most of the students were very reluctant to participate.	Conducted activities in class to help them come 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	Trainer 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 designed 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.

14.   STUDENTS FEEDBACK TOWARDS 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

15. 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 learn.
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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