

||Jai Gurudev||

Sri Adichunchanagiri shikshana trust

Adichunchanagiri Institute of Technology

Chikkamagaluru

DEPARTMENT OF HRD

All students are hereby informed that training program will commence from 9th august to 1st September 2021. In this regard, all are informed to attend the training without fail.

Venue: BGS seminar hall

Reporting Timing: 9 AM

1. Copy to all HODs


Dr. C.T. JAYADEVA
Principal B.E.,M.Tech.,Ph.D
Adichunchanagiri Institute of Technology
CHIKKAMAGALURU-577102



|| Jai Sri Gurudev ||

Sri Adichunchanagiri Shikshana Trust ®



Adichunchanagiri Institute of Technology

Chikkamagaluru



Long Term Life Skills Enhancement Training Program

(Aptitude, Soft Skills, Verbal & Technical)

at

Adichunchanagiri Institute of Technology (AIT),
KM Road, Chikkamagaluru, Karnataka 577102



Dept. of HRD

BGS Group of Technical Institutions (BGS-GTI)

Dr. C.T. JAYADEVA

Principal

B.E.,M.Tech.,Ph.D

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Adichunchanagiri Institute of Technology

Chikkamagaluru

pragnyan
2021

**Long Term Life Skills Enhancement
Training Program**

(Aptitude, Soft Skills, Verbal & Technical)

at

Adichunchanagiri Institute of Technology (AIT),
KM Road, Chikkamagaluru, Karnataka 577102



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

2021-22

Sl No	USN	Name	Gender	Branch
1	4AI18CS101	SHREYA GIRISH	Female	CSE
2	4ai18cv037	Dharshan J.S	Male	Civil
3	4AI18EE012	D.V BHOOMIKA	Female	EEE
4	4AI18CV009	Amith v	Male	Civil
5	4AI16EE062	USHA K H	Female	EEE
6	4ai18is023	Kishan GS	Male	ISE
7	4AI18EC087	Rakshitha M G	Female	ECE
8	4ai18me022	Hemanth sn	Male	Mech
9	4AI18CS063	Nischitha.R	Female	CSE
10	4AI18CS002	AIKYA M H	Female	CSE
11	4AI19CV411	POOJA N	Female	Civil
12	4AI18EC127	ANUPRIYA C.A	Female	ECE
13	4AI18CS083	RIYA	Female	CSE
14	4AI18IS019	Jyothi R	Female	ISE
15	4AI17CS007	AKSHATHA.B.S	Female	CSE
16	4AI18EC066	Nithin Javagal	Male	ECE
17	4AI19ME418	RUDRAMUNI S	Male	Mech
18	4AI18EC110	Swasthik R Gowda	Male	ECE
19	4AI18CS093	SANNIDHI	Female	CSE
20	4AI18CV098	SHANMUKH NEGALUR	Male	Civil
21	4AI18CS070	POOJA KM	Female	CSE
22	4AI18EC107	SUPRIYA K	Female	ECE
23	4AI18CS015	BHOOMIKA	Female	CSE
24	4AI18CS073	Prajwal S Moudgalya	Male	CSE
25	4AI19ME409	MAHANTESH SHASTRI	Male	Mech
26	4AI18CS100	SHRAVYA D S	Female	CSE
27	4AI18IS064	JAGATH J S	Male	ISE
28	4ai19cs109	Soundarya mk	Female	CSE
29	4AI18ME056	SANTHOSH KUMAR E	Male	Mech
30	4AI18IS050	Shreya stanik.D	Female	ISE
31	4AI18CV026	CHANDANA B S	Female	Civil
32	4AI18CV043	GAGANASHREE K IDARAMANI	Female	Civil
33	4AI18IS058	Supritha H H	Female	ISE
34	4AI18CS009	N R ARUN KUMAR	Male	CSE
35	4AI18EE019	JAYASHREE AS	Female	EEE
36	4AI18CS129	AKASH B S	Male	CSE
37	4AI18EC040	HEMANTH KUMAR S N	Male	ECE
38	4AI18EC074	PRANAVI K	Female	ECE
39	4AI18CS110	Sri Hari N U	Male	CSE
40	4AI18CS104	SHRIYA. K. H	Female	CSE
41	4AI18IS039	Rachana C S	Female	ISE
42	4AI18ME032	Mohammad Adeeb	Male	Mech
43	4AI18EC112	TEJASWINI G S	Female	ECE
44	4ai18ec015	Bharath H J	Male	ECE
45	4AI18IS028	MUSKAN	Female	ISE
46	4AI18EE004	ANKITHA S	Female	EEE

47	4AI18IS049	SHIVARAJ B C	Male	ISE
48	4AI18CS089	SAGARIKA B S	Female	CSE
49	4AI18IS057	Suchitra NS	Female	ISE
50	4AI18ME026	KRUSHIK DM	Male	Mech
51	4AI19CV414	Savitha k m	Female	Civil
52	4AI18IS034	PRAGATHI KY	Female	ISE
53	4ai18ec027	Deepthi N E	Female	ECE
54	4AI18CS091	SAMIKSHA MADIVAL	Female	CSE
55	4AI19ME400	Akash A M	Male	Mech
56	4AI18IS007	BHAVANA R	Female	ISE
57	4AI18CS051	Meghashree. B	Female	CSE
58	4AI18EC075	Prasidh R Shetty	Male	ECE
59	4AI18IS043	SAKSHI V	Female	ISE
60	4AI18CS014	BHAVANA BN	Female	CSE
61	4AI18ME039	NIKHIL GOWDA B M	Male	Mech
62	4AI18IS026	MANOJ.U	Male	ISE
63	4AI18IS059	SUSHMA BH	Female	ISE
64	4AI18CS103	SHRIVATHSA B V	Male	CSE
65	4AI18CS007	ANKITHA AP	Female	CSE
66	4AI18EC020	BHOOMIKA J	Female	ECE
67	4AI18EC030	DIVYASHREE B P	Female	ECE
68	4ai18is027	MEGHA D M	Female	ISE
69	4AI18CS072	PRAGNA SUDHIR	Female	CSE
70	4AI18CS112	SUKITH A S	Male	CSE
71	4AI18EC046	KIRAN KUMAR S K	Male	ECE
72	4AI18EC070	PAVAN GOWDA A.Y	Male	ECE
73	4AI18EC111	Tanuja sc	Female	ECE
74	4AI18CS056	Namitha GD	Female	CSE
75	4AI18CS107	SNEHA B.L	Female	CSE
76	4AI18IS024	Kruthika N.P	Female	ISE
77	4AI18ME050	SAGAR HU	Male	Mech
78	4AI18CS018	CHAITRA B L	Female	CSE
79	4AI18CS069	PHALGUNI SHARASCHANDRA	Female	CSE
80	4AI18EC011	ARPITHA T D	Female	ECE
81	4AI18IS066	KAVANA K	Female	ISE
82	4AI18EC031	FARHATH FIZA	Female	ECE
83	4AI18EC119	VIDYA. S	Female	ECE
84	4AI18IS009	BHOOMIKA R	Female	ISE
85	4AI18CS026	DEEPIKA G	Female	CSE
86	4AI18IS017	HEMA HV	Female	ISE
87	4AI18CS061	Nisarga Nayak	Female	CSE
88	4AI18CS118	THANYA	Female	CSE
89	4AI19CS402	Ganashree c j	Female	CSE
90	4AI18CS028	DHANUSHREE. V.L	Female	CSE
91	4AI19EC400	Chandana K S	Female	ECE
92	4AI18EC064	NIKITHA GB	Female	ECE

93	4AI18EC108	Sushma Hg	Female	ECE
94	4AI18CV120	YASHWANTH K	Male	Civil
95	4ai18ec021	Bhoomika.TJ	Female	ECE
96	4AI18IS018	Jayalakshmi V R	Female	ISE
97	4AI18ME043	PARTHA SARATHI YS	Male	Mech
98	4AI19ME429	Varun K M	Male	Mech
99	4AI18CS021	CHANDANA K P	Female	CSE
100	4AI18CS114	SUSHMA B P	Female	CSE
101	4AI19ME407	LIKITH RN	Male	Mech
102	4AI18ME021	HEMANTH H J	Male	Mech
103	4AI18CS040	LATHA T J	Female	CSE
104	4AI19CS410	SWATHI D	Female	CSE
105	4AI18EC041	HINA FATHIMA	Female	ECE
106	4AI18ME073	Vinaya Bm	Male	Mech
107	4AI18IS053	SNEHA S HEGDE	Female	ISE
108	4AI19ME420	SANDEEPA G	Male	Mech
109	4AI18EC038	HARSHITHA D	Female	ECE
110	4AI18CS121	Varun R Hebbar	Male	CSE
111	4AI18CS011	AYESHA SHABNAM	Female	CSE
112	4AI18EC119	VIDYA S	Female	ECE
113	4AI19ME421	SHASHANK B P	Male	Mech
114	4AI19CS409	SHREYAS M J	Male	CSE
115	4AI18CS062	NISCHAL B J	Male	CSE
116	4AI18EE018	JAHNAVI KJ	Female	EEE
117	4AI18IS006	BHARATH S	Male	ISE
118	4AI18EC007	AMSHA BS	Female	ECE
119	4AI18EC002	ADITHI S MAIYA	Female	ECE
120	4AI18IS045	SAMPREETHA V KADAGALNAD	Female	ISE
121	4ai18me018	Girish Nc	Male	Mech
122	4AI18EC105	SUMMAIYA FATHIMA	Female	ECE
123	4AI18EC045	KAVYA S	Female	ECE
124	4AI18IS032	POOJA C C	Female	ISE
125	4AI18CV406	CHANDAN H.K	Male	Civil
126	4AI18EC118	VATHSALA G.M	Female	ECE
127	4AI18IS065	ANUSHA S N	Female	ISE
128	4AI18ME025	KIRAN A E	Male	Mech
129	4AI18CS020	CHANDAN V SHET	Male	CSE
130	4AI18EC095	SAHANA.H.B	Female	ECE
131	4AI18IS015	GIRISH GOWDA D K	Male	ISE
132	4AI18ME072	VEENA R N	Female	Mech
133	4AI18CS017	BRUNDHA K M	Female	CSE
134	4AI18CS005	ANANTHAKUMAR M V	Male	CSE
135	4AI18EC109	SUVEEN R	Male	ECE
136	4AI18EC024	CHANDAN K N	Male	ECE
137	4AI18EC096	SAHITHYA E L	Female	ECE
138	4AI18CS052	MOHITH NH	Male	CSE

139	4AI18EC008	ANUSHA H E	Female	ECE
140	4AI18EC086	Rakshitha DP	Female	ECE
141	4AI19ME402	Avinash Alban Fernandis	Male	Mech
142	4AI18CS127	SHASHANK DEEKSHITH B B	Male	CSE
143	4AI18EE038	SAHANA H L	Female	EEE
144	4AI18CV033	DARSHITHA TR	Female	Civil
145	4AI18CV047	HARSHITHA BL	Female	Civil
146	4AI18CS116	TEJAS J SHETTY	Male	CSE
147	4AI19CV418	SUPRIYA K	Female	Civil
148	4AI18EC080	PRIYA VARSHINI CS	Female	ECE
149	4AI18EC056	MEGHANA G P	Female	ECE
150	4AI18IS060	TANMAYA.M	Female	ISE
151	4AI18CS043	MANIKA KESHARWANI	Female	CSE
152	4AI18ME063	SUCHITH.S	Male	Mech
153	4AI18CV011	ARAVIND S	Male	Civil
154	4AI18CS055	NAGASHREE H D	Female	CSE
155	4AI18EC032	FIZA	Female	ECE
156	4AI18CS102	SHRIMAN A S	Male	CSE
157	4AI18EC009	ANVITHA SHEKAR C	Female	ECE
158	4AI18EC100	SHARANSWAMY.B.N.	Male	ECE
159	4AI18CS067	NIVEDITA G HEGDE	Female	CSE
160	4AI18EC114	THAMPITHA Y S	Female	ECE
161	4AI18EC063	NIKITHA B.L	Female	ECE
162	4AI18IS008	BHOOMIKA.C.SHETTY	Female	ISE
163	4AI18EC025	CHANDANA A N	Female	ECE
164	4AI18IS036	PRIYANKA K SHETTY	Female	ISE
165	4AI18EC088	RAKSHITHA R	Female	ECE
166	4AI18EC094	sahana NH	Female	ECE
167	4AI18EC022	BINDUSHREE R	Female	ECE
168	4AI18EC113	TEJASWINI N.A	Female	ECE
169	4AI18IS016	H S DARSHINI	Female	ISE
170	4AI18ME058	SHASHANK SHETTY B S	Male	Mech
171	4AI18EC106	Supritha K L	Female	ECE
172	4AI18IS921	KAVYA ME	Female	ISE
173	4AI18EE003	Amulya D M	Female	EEE
174	4AI18CS050	MEGHANA KS	Female	CSE
175	4AI18IS040	Rohan C	Male	ISE
176	4AI18EC067	NITHYA G	Female	ECE
177	4AI18CS076	PRUTHVISHREE S K	Female	CSE
178	4AI18CS049	MANSI DUTT KS	Female	CSE
179	4AI18CS053	MONIKA M	Female	CSE
180	4AI18CS090	Sambram Gowda S M	Male	CSE
181	4AI18EC003	AISHWARYA R	Female	ECE
182	4AI18CS105	SINCHANA.S	Female	CSE
183	4AI18CS115	SUSHMA K	Female	CSE
184	4AI18IS003	AMULYA C.N	Female	ISE

185	4AI18EC047	KRUTHIKA N S	Female	ECE
186	4AI16CS001	Advith A	Male	CSE
187	4AI18CS085	ROMIYA TARANUM	Female	CSE
188	4AI18CS012	B SAQLEN PASHA	Male	CSE
189	4AI18CS039	LALITHYA MS	Female	CSE
190	4AI18CS006	ANANYA K N	Female	CSE
191	4AI18IS044	SAMPOORNA HS	Female	ISE
192	4AI18EC072	POOJA HC	Female	ECE
193	4AI18ME006	ANANYA J.S	Female	Mech
194	4AI18CV027	CHETAN RACHAPPA KESARABHAVI	Male	Civil
195	4AI18CS035	JEEVAN GK	Male	CSE
196	4AI17ME098	Madam vp	Male	Mech
197	4AI18IS012	CHINMAYI.I.S	Female	ISE
198	4AI18EC054	Megha K C	Female	ECE
199	4AI18EE419	Varshitha	Female	EEE
200	4AI18CS075	Pruthvik A Chikkatur	Male	CSE
201	4AI18CS092	SANGEETHA V V	Female	CSE
202	4AI18CS099	SHIVANI CM	Female	CSE
203	4AI19EC408	SURYA H	Male	ECE
204	4AI18EE024	LOHITH AS	Male	EEE
205	4AI18ME052	SAJITH J	Male	Mech
206	4AI18EC079	Priyanka SD	Female	ECE
207	4AI18EE031	Nanda kumar	Male	EEE
208	4AI18CS036	JUVERIA IRAM	Female	CSE
209	4ai19me419	Sachin Bellanakeri	Male	Mech
210	4AI19EC406	SACHIN S P	Male	ECE
211	4AI18CS022	Chandana K S	Female	CSE
212	4AI18EC115	VARNITHA G S	Female	ECE
213	4AI18IS013	DEEKSHA J	Female	ISE
214	4AI18ME013	BHARATH V R	Male	Mech
215	4AI18CS071	POOJA M	Female	CSE
216	4AI18EE043	SHRUNGA K S	Female	EEE
217	4AI18EE022	Keerthana D	Female	EEE
218	4AI18EE040	Shalini tl	Female	EEE
219	4AI18CS078	RACHANA MC	Female	CSE
220	4AI18CS079	RAMYA R K	Female	CSE
221	4AI18EC122	YAMUNA B M	Female	ECE
222	4AI18EE034	PAVAN R AMBEKAR	Male	EEE
223	4AI18IS055	SOUJANYA B S	Female	ISE
224	4AI18IS001	ABHISHI B M	Female	ISE
225	4AI18CS058	Niharika T S	Female	CSE
226	4AI18ME065	SUHAS K S	Male	Mech
227	4AI18CS044	MANJUNATH C C	Male	CSE
228	4AI18CV060	MANOJA M P	Male	Civil
229	4AI18CS016	BHOOMIKA R	Female	CSE
230	4AI18IS035	PRAPTHI.D	Female	ISE

231	4AI18IS014	ESHWARI B V	Female	ISE
232	4AI18IS051	SHUBHA. C. O	Female	ISE
233	4AI18CS094	SATHVIK A K	Male	CSE
234	4AI18ME076	VIVEK SHENOY	Male	Mech
235	4AI18CV062	Mohammad Mustafa	Male	Civil
236	4AI18IS052	SHWETHA L R	Female	ISE
237	4AI18CV064	MOHSIN ALI	Male	Civil
238	4AI18CS008	ARJUN RAM KS	Male	CSE
239	4AI18CS900	NISCHITH G	Male	CSE
240	4AI18ME014	Bhavana GS	Female	Mech
241	4AI18EC069	Noor Zeba	Female	ECE
242	4AI18CS030	Ganesh Karthik HG	Male	CSE
243	4AI18IS046	SANJANA GINGADE	Female	ISE
244	4AI18IS063	Vidhathri C V	Female	ISE
245	4AI18EC044	Kavana v	Female	ECE
246	4AI18EC089	RANISHREE C.M	Female	ECE
247	4AI18CS068	PAVITHRA H B	Female	CSE
248	4AI18EC068	NIVETHITHAA S	Female	ECE
249	4AI18CS082	REETH PRADEEP	Female	CSE
250	4AI18CS029	Divya S Nayak	Female	CSE
251	4AI18EC083	Rajeev sg	Male	ECE
252	4AI18IS022	Keerthi S E	Male	ISE
253	4AI18EC028	Dhanush S V	Male	ECE
254	4AI18ME045	POORNACHANDRU H K	Male	Mech
255	4AI18EE002	AMRUTHA H S	Female	EEE
256	4AI18CS130	DEVIKA T R	Female	CSE
257	4AI17EE021	Manoj H N	Male	EEE
258	4AI18ME062	SUBRAMANYA M S	Male	Mech
259	4AI18EE001	Akash H D	Male	EEE
260	4AI18ME033	MOHAMMAD TAHA MOHIYUDDIN	Male	Mech
261	4AI19ME427	Thyagaraj sm	Male	Mech
262	4AI18CV073	PRAJWAL SR	Male	Civil
263	4AI18CV025	CHANDANA B H	Female	Civil
264	4AI19EE407	NIMRA	Female	EEE
265	4AI19ME430	VARUN Y	Male	Mech
266	4AI18CV021	Bhoomika A N	Female	Civil
267	4AI18CS080	RANJINI	Female	CSE
268	4AI18CS054	NAGARASHMI K	Female	CSE
269	4AI19EE401	BHAVANA TS	Female	EEE
270	4AI18ME051	SAI ESHWAR C S	Male	Mech
271	4AI18ME078	Yashwanth H Y	Male	Mech
272	4AI19EE409	Sandhya ID	Female	EEE
273	4AI18CV114	VINAY B M	Male	Civil
274	4AI18IS042	Sakshi.A.D	Female	ISE
275	4AI18CV068	NISHWANTH I N	Male	Civil
276	4AI18CS003	AISHWARYA S	Female	CSE

277	4AI18CS113	Sumanth S	Male	CSE
278	4AI17CS046	LASYA M C	Female	CSE
279	4AI18IS067	SHARADHI AS	Female	ISE
280	4AI18CV007	Akshatha M K	Female	Civil
281	4AI18EE030	MURALI MOHAN M	Male	EEE
282	4AI18ME055	SANJU KS	Male	Mech
283	4AI18EE056	Vikas K. N	Male	EEE
284	4AI18CV040	FIDA AROOJ	Female	Civil
285	4AI18CS081	RANJITHA P	Female	CSE
286	4AI18EE029	MEGHANA N S	Female	EEE
287	4ai18cv116	Vindya B J	Female	Civil
288	4AI18CS086	Roshan M	Male	CSE
289	4AI18IS054	SONIKA M SHETTY	Female	ISE
290	4AI18EE007	Anusha B V	Female	EEE
291	4AI18CS064	NISHA	Female	CSE
292	4AI18CS025	Deeksha HS	Female	CSE
293	4AI18IS056	SOWMYA.M	Female	ISE
294	4AI18CS027	DEEPIKA KV	Female	CSE
295	4AI18CS074	PRATHEEKSHA G S	Female	CSE
296	4AI18IS033	Pracheth Gowda	Male	ISE
297	4AI19ME426	THEJAS MC	Male	Mech
298	4AI18ME057	SATHWIK T R	Male	Mech
299	4AI18CS108	SONIA FATHIMA	Female	CSE
300	4AI19EE402	CHANDANA.P	Female	EEE
301	4AI18EE009	ARSHIYA C Y	Female	EEE
302	4AI19ME404	DIWAKARA M N	Male	Mech
303	4AI18CV001	ADRUSHYA K M	Female	Civil
304	4AI18IS031	NUMAN AHMED	Male	ISE
305	4AI18CS095	Shakira Banu U B	Female	CSE
306	4AI18EC055	Megha NY	Female	ECE
307	4AI18CS004	AMAR. B M	Male	CSE
308	4AI18EE052	Thanmai MS	Female	EEE
309	4AI18CS023	Darshan L C	Male	CSE
310	4AI18EC036	GURU PRASAD B	Male	ECE
311	4AI18CV057	Kotresh s b	Male	Civil
312	4AI18IS029	NANDINI C N	Female	ISE
313	4AI18EE010	ATHMIKA K.C GOWDA	Female	EEE
314	4ai18EE053	Thrinethra p.c	Female	EEE
315	4AI18ME053	SANJAY M A	Male	Mech
316	4AI19CS406	PRAGATHI CS	Female	CSE
317	4AI18EC014	ASHWIN B S	Male	ECE
318	4AI18EC062	NIKHIL H S	Male	ECE
319	4AI18EC125	Yashvanth sb	Male	ECE
320	4AI18EC043	Kadambari.K.K	Female	ECE
321	4AI18EE037	RANGANATHA M	Male	EEE
322	4AI18EE021	Kavya gy	Female	EEE

323	4AI19ME431	YASHWANTH K J	Male	Mech
324	4AI18EC121	VISHNUDEV R GOWDA	Male	ECE
325	4AI18EC052	MANOJ H M	Male	ECE
326	4AI18EC051	MANASA S	Female	ECE
327	4AI18EE017	GEETHANJALI R	Female	EEE
328	4AI18ME067	SUMANTHA U P	Male	Mech
329	4AI18CS024	DEEKSHA C M GOWDA	Female	CSE
330	4AI18ME064	SUDARSHAN GN	Male	Mech
331	4AI18CV020	BHAVANA HV	Female	Civil
332	4AI18CV113	VIJETHA K	Female	Civil
333	4AI18ME031	MOHAMMED ZUBAIR SHARIFF	Male	Mech
334	4AI18ME068	SUNIL R	Male	Mech
335	4ai18ec035	Govindaraj ds	Male	ECE
336	4AI18ME049	RAKSHATH M SHETTY	Male	Mech
337	4AI18ME054	SANJAY M U	Male	Mech
338	4AI18IS062	VARSHA MG	Female	ISE
339	4AI18EE011	CHAITHRA B S	Female	EEE
340	4AI18CV108	Sunil	Male	Civil
341	4AI18ME016	Darshan A N	Male	Mech
342	4AI18IS004	ANUSHA CS	Female	ISE
343	4AI18CS045	Manoj Kumar B G	Male	CSE
344	4ai18ee013	DAKSHATH HP	Male	EEE
345	4AI19CV406	KAVERI A	Female	Civil
346	4AI18IS038	Punarvasu kn	Male	ISE
347	4AI18IS010	BHOOMIKA S R	Female	ISE
348	4AI18CS032	HARISH B CHOUDHARY	Male	CSE
349	4AI17IS033	MEGHANA.K.R	Female	ISE
350	4AI18EE050	SWATHI S T	Female	EEE
351	4AI18EE044	SINCHANA DEV D	Female	EEE
352	4AI18EE026	MAMATHA M	Female	EEE
353	4AI19ME414	Pramod B J	Male	Mech
354	4AI17ME044	MANOJ S .N	Male	Mech
355	4AI18ME046	RAJATH M.G	Male	Mech
356	4AI18CS403	LOHITH K R	Male	CSE
357	4AI18CS060	NIREEKSHA N.P	Female	CSE
358	4AI18EC073	PRAKRUTHI URS C P	Female	ECE
359	4AI17IS005	ANU C R	Female	ISE
360	4AI19ME410	Manoj B P	Male	Mech
361	4AI18CV082	Ruchitha GS	Female	Civil
362	4AI18EE048	SUJAN M Y	Male	EEE
363	4AI18CV018	BHARATH KUMAR BS	Male	Civil
364	4AI18CV097	SEEMA N N	Female	Civil
365	4AI18CV087	SAHANA M	Female	Civil
366	4AI18CS033	HARSHA K P	Male	CSE
367	4AI18EE025	MADAN RAJ GOWDA	Male	EEE
368	4ai19me406	karthik M	Male	Mech

369	4AI17CV117	ANOOP K N	Male	Civil
370	4AI18EC042	HIPPARAGI MURAGESH SIDARAY	Male	ECE
371	4ai18cv083	Sachin	Male	Civil
372	4AI18CV111	Varun Arya	Male	Civil
373	4AI18CS106	SINCHANA V M	Female	CSE
374	4AI18CV090	SANDHYA S S	Female	Civil
375	4AI18CV117	VINUSHA . C	Female	Civil
376	4AI18CV067	NIRANJAN A M	Male	Civil
377	4AI18CS013	BAVIN KOYA	Male	CSE
378	4AI18ME059	SHRAVAN B S	Male	Mech
379	4AI18CV103	SNEHA.B.G	Female	Civil
380	4AI18EE033	NIKHIL. Kb	Male	EEE
381	4AI18CS119	UDAYAKUMAR MAHADEVAYYA RESHMI	Male	CSE
382	4AI18EC085	RAKSHITH KUMAR I M	Male	ECE
383	4AI18EC034	Ganesh SR	Male	ECE
384	4AI18CS048	MANOJ T R	Male	CSE
385	4AI18EE051	Syeda tarannum	Female	EEE
386	4AI18CV053	JYOTHI A R	Female	Civil
387	4AI18ME047	Rajesh D C	Male	Mech
388	4AI18EC078	PRIYANKA H A	Female	ECE
389	4AI18CV070	Pooja N	Female	Civil
390	4AI18EE047	SUHANA PARVEEN	Female	EEE
391	4AI18EC099	SHARAN SHETTY. D. R	Male	ECE
392	4AI18CS065	NISHA BS	Female	CSE
393	4AI18ME008	ANOOP PATEL CM	Male	Mech
394	4AI18EC018	Bhavana T P	Female	ECE
395	4ai18ec018	Bhavana T. P.	Female	ECE
396	4AI18ME079	ZAINUL ABEDIN	Male	Mech
397	4AI18ME036	MudduRanjan C S	Male	Mech
398	4AI19EE411	YASHAVANTH.B.H	Male	EEE
399	4AI18EE023	Kushal s r	Male	EEE
400	4AI18ME071	Ujwal	Male	Mech
401	4AI18ME010	BENAKESHA GB	Male	Mech
402	4AI18EC029	DILEEP KUMAR H C	Male	ECE
403	4AI19Me401	Arunkumar	Male	Mech
404	4AI18ME002	AKARSH R	Male	Mech
405	4ai17me026	Faisal ahamed	Male	Mech
406	4AI18EC006	AMRUTHA MS	Female	ECE
407	4AI18EC059	Namra Sharfain	Female	ECE
408	4AI19ME425	THARESH K C	Male	Mech
409	4AI18ME030	Manoj d	Male	Mech
410	4AI18EC012	Arpitha V	Female	ECE
411	4AI19EC401	JEEVAN P URS	Male	ECE
412	4AI18me027	KUSHAL T B	Male	Mech
413	4AI18EC049	LAVANYA KJ	Female	ECE
414	4AI18EC053	MEGHA G R	Female	ECE

415	4AI18EC071	Pooja BB	Female	ECE
416	4AI18ME019	Harsha Y M	Male	Mech
417	4AI18EC090	RANJITHA K M	Female	ECE
418	4AI18ME029	Manoj.B.H	Male	Mech
419	4AI18ME015	Chethan. A. S	Male	Mech
420	4ai18ec116	Varshini V R	Female	ECE
421	4AI19EE404	KIRAN S T	Male	EEE
422	4AI18CV109	Sushma M	Female	Civil
423	4AI18EC039	HEMALATHA N	Female	ECE
424	4ai18ec050	Lavanya Ls	Female	ECE
425	4AI16EE023	G. VIDYASHREE	Female	EEE
426	4AI18CV003	AISHWARYA B N	Female	Civil
427	4ai18cs037	KARTHIK GOWDA H L	Male	CSE
428	4AI18EC033	Kunjan Bhargav Gajjar	Male	ECE
429	4AI18CV054	Naveen Gowda K.P	Male	Civil
430	4AI18CV123	Akshay H K	Male	Civil
431	4AI18EC092	RONITHA R	Female	ECE
432	4AI18EE049	SUSHANTH L	Male	EEE


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A

Report on

pragnyan -2021

Long Term (Aptitude, Soft Skills and Verbal)
Life Skills Enhancement Training Program

At



Adichunchanagiri Institute of Technology

(AIT), Chikkamagalur

In collaboration with



Dept. of HRD

BGS Group of Technical Institutions (BGS-GTI)

Submitted By

ZESTECH
INNOVATION, GROWTH & VALUES

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We would like to thank all the IT team members 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 **PRAGNYAN** training program.

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. PRAAGNYAN'21 Training report provides a framework for understanding necessary elements that happened during the period of **10 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. Whenever 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 PRAAGNYAN 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, this report uses realistic examples to help the reader get inside what PRAAGNYAN Process is really like. The evaluation report establishes the need for rigorous student seriousness. Student feedback report about trainers gives a detailed view of how the trainers performed which was tracked session wise. The initiatives taken by ZESTECH emphasizes the love for student development.

❖ **A structured approach:** PRAAGNYAN'21 – report defines student skill achievement in terms of five key elements that can be used to evaluate placement effectiveness.

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 PRAAGNYAN 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.

PREFACE

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.

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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 recognitions 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.

PRAAGNYAN, 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. PRAAGNYAN, 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 PRAAGNYAN 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, PRAAGNYAN 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 PRAAGNYAN 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.

PRAAGNYAN, 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, PRAAGNYAN re-mediate 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 PRAAGNYAN. 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 entices the students to receive PRAAGNYAN 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 PRAGNYAN 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, PRAGNYAN is a process to experience reality and engineering student must Savor it.

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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 eavesily 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. 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.

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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 updation. 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 updation 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, Expandable 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 updation 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 3RD 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 5TH 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 Savy

3.3. MODULES DESCRIPTION -5th SEMESTER

Quantitative Aptitude - Syllabus

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-versa. 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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "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 skillfully solve the conditions offered in a question. They will apply deduction skills along with analytical skills by referring to conditions.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "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, analyses 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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "Objective Arithmetic" by Rajesh Varma		
No of Hours	2 hours		

3.4. MODULES DESCRIPTION -3rd SEMESTER

Module name	Averages	Domain	Quantitative Aptitude
Module Description	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		
Module Objective	The students should understand the basic statistics and the data representation		
Module Outcome	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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Simple Equations and Ages	Domain	Quantitative Aptitude
Module Description	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.		
Module Objective	The students should understand the basic statistics and the data representation		
Module Outcome	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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module name	Syllogisms	Domain	Logical Aptitude
Module Description	The module explains the concepts on Syllogisms 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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varna. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

3.5. MODULES DESCRIPTION -3rd SEMESTER

Verbal Aptitude - Syllabus

Module names	Parts of Speech I,II and III	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 tactical 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	"English Grammar in Use" by Murphy. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

3.6. MODULES DESCRIPTION -5th SEMESTER

Module names	Tenses I, II and III	Domain	Verbal Aptitude
Module Description	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.		
Module Objective	To equip students with relevant application of different types of tenses 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 tenses in student's written and oral communication.
Reference books	"English Grammar in Use" by Murphy. "Grammar for IELTS" by Hopkins
No of Hours	2 hours

3.7. MODULES DESCRIPTION -3rd SEMESTER

Soft Skills - Syllabus

Module name	Turn coat - An opinion based speaking	Domain	Soft Skills
Module Description	The module teaches introduces them to opinion based 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	Creation - An Engineer's choice	Domain	Soft Skills
Module Description	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.		
Module Objective	Learn effective creativity techniques to solve a case study		
Module Outcome	Students will think out of the box to solve a problem		
No of Hours	2		

Module name	Advance Speaking	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		

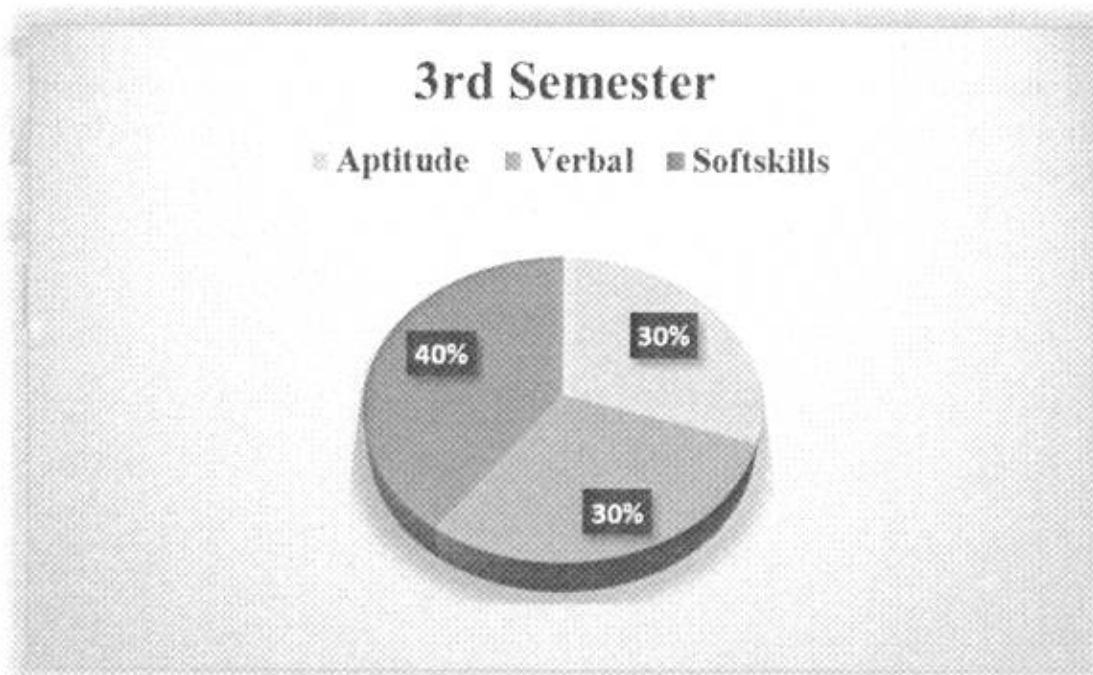
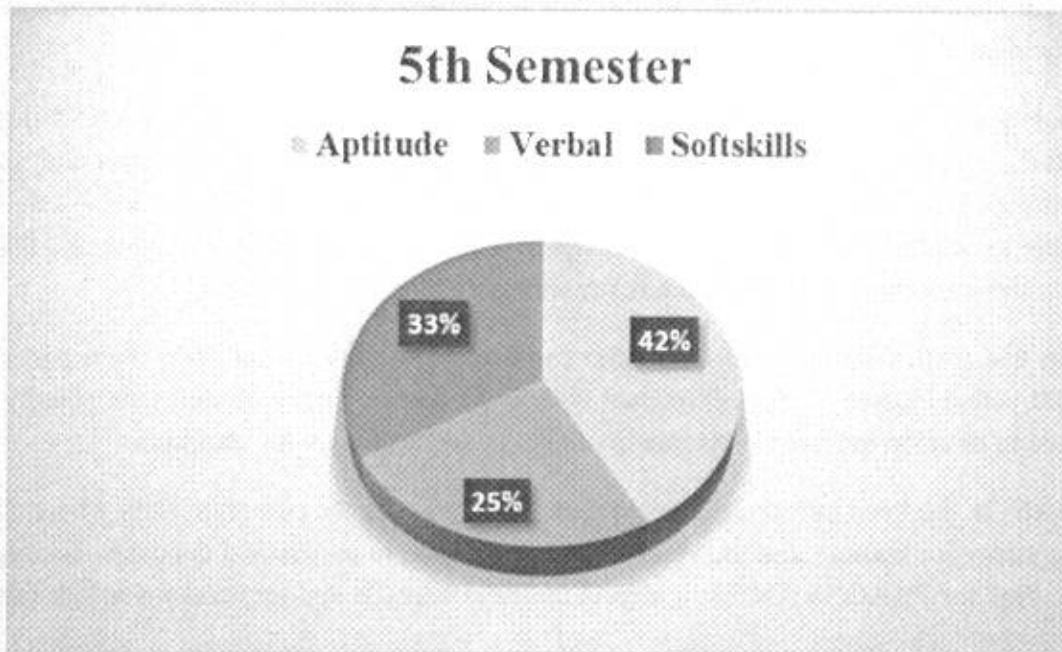
Module name	Knowing and achieving goals	Domain	Soft Skills
Module Description	This module focus on the importance of goals and the difference between a goal and a career objective and the method of formulating goals and the process involved.		
Module Objective	Learn how to set goals		
Module Outcome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

3.8. MODULES DESCRIPTION -5th SEMESTER

Module name	Idea Generation-An Engineer's need	Domain	Soft Skills
Module Description	This module focus 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		
Module Objective	Learn effective idea formulation skills		
Module Outcome	Students will be able to notice the improvements in execution of the ideas.		
No of Hours	2		

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

4.1. MODULE COMPLETION REPORT- SEMESTER 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'21 depending on 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 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.

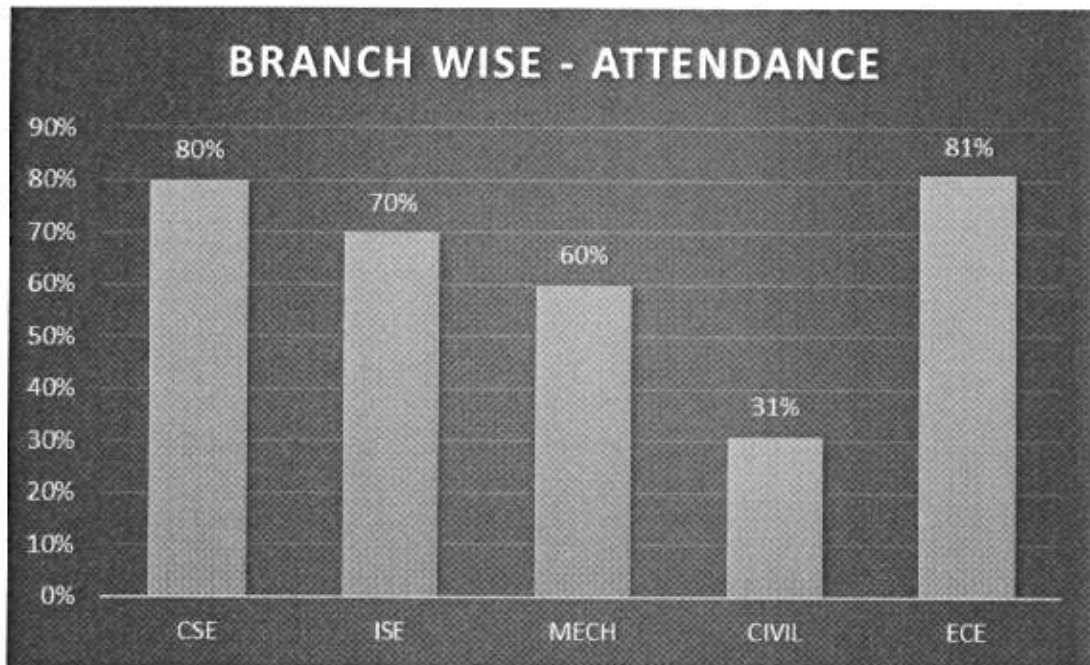
PRAGNYAN'21 has been introduced to provide a foundation for the corporate entry where all the basics are taught in a step-wise manner and the students are given time to understand concepts thoroughly. So, when attendance dips for PRAGNYAN'21, it affects the fundamentals and the students might find it 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.

5. ATTENDANCE ANALYSIS

5.1. AIT- OVERALL ATTENDANCE ANALYSIS - 5TH SEMESTER

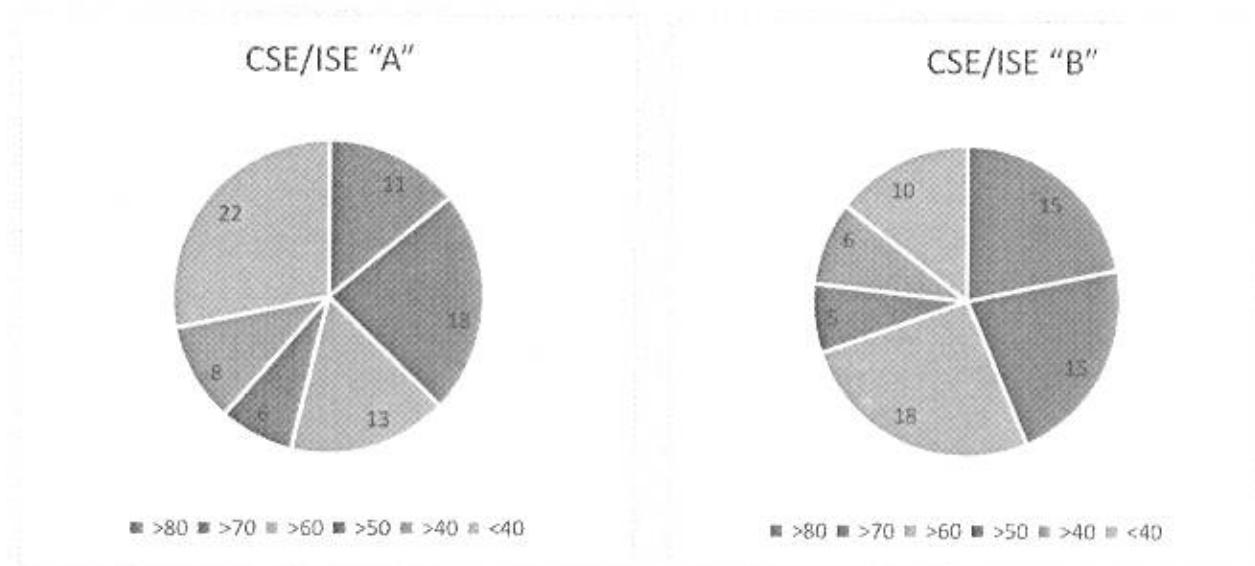


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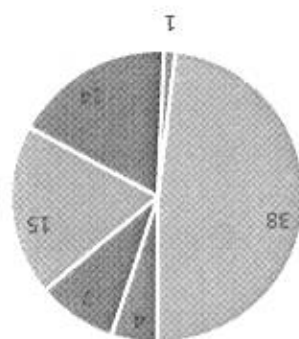
BGSIT- BRANCH WISE LIMIT- ANALYSIS

CSE/ISE "A"

CSE/ISE "B"



■ >80 ■ >70 ■ >60 ■ >50 ■ >40 ■ <40



MECH

MEC

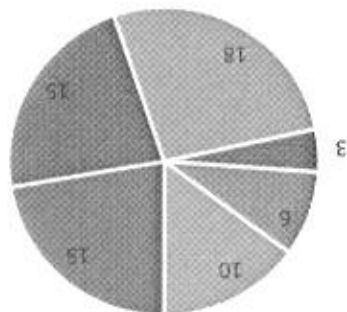
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CIVIL

CIVI

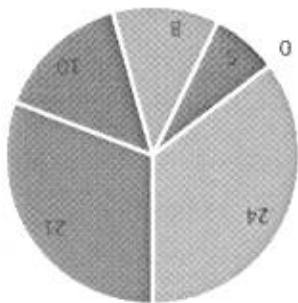
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ECE "A"

ECE "A"

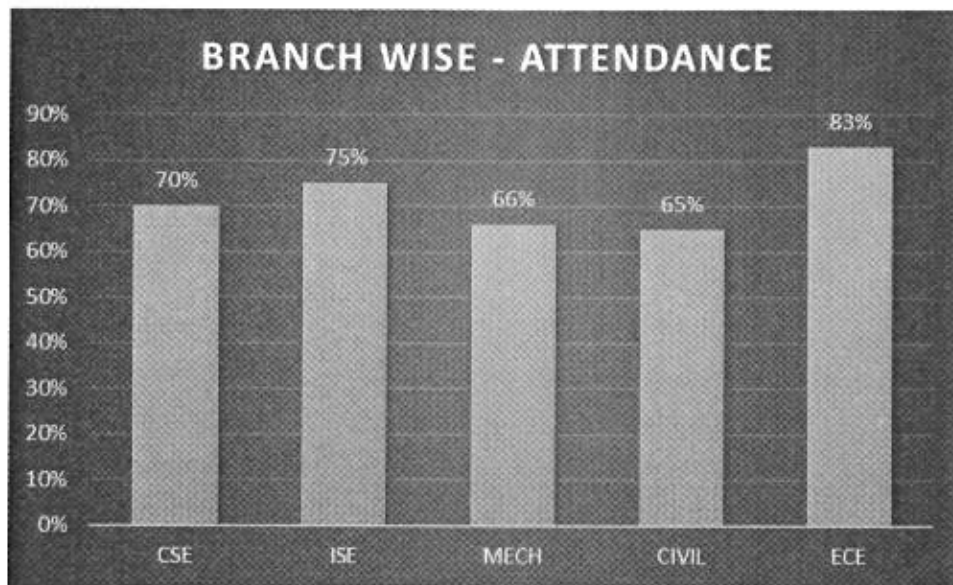
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ECE "B"

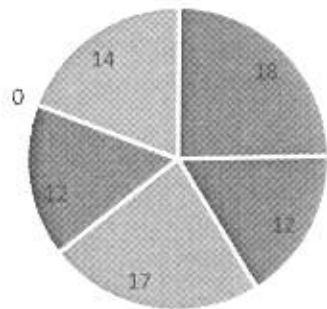
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5.3. AIT- OVERALL ATTENDANCE ANALYSIS- 3RD SEMESTER



5.4 AIT- BRANCH WISE LIMIT- ANALYSIS

CSE/ISE "A"

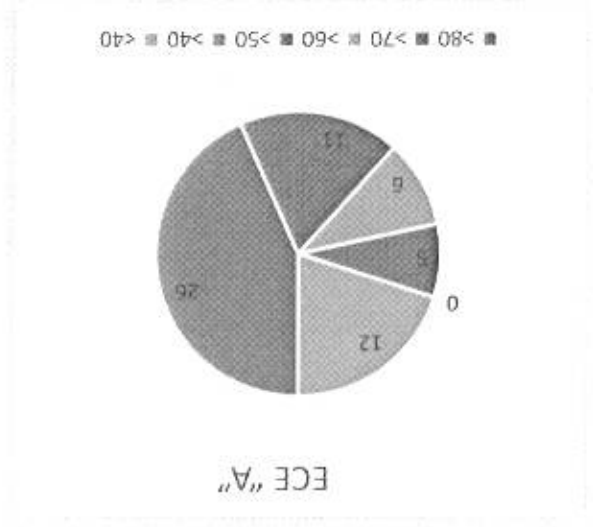
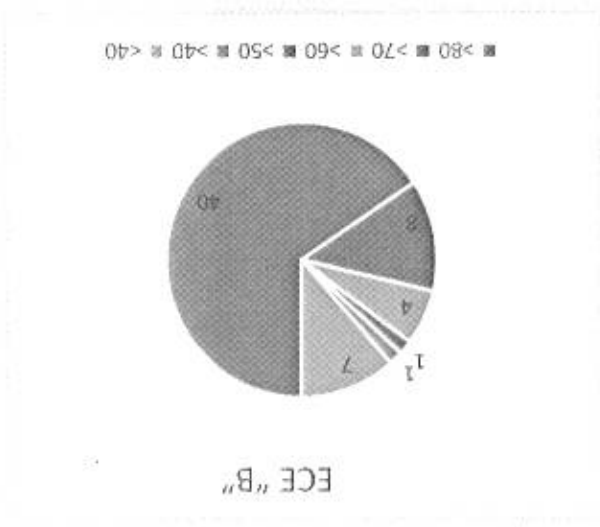
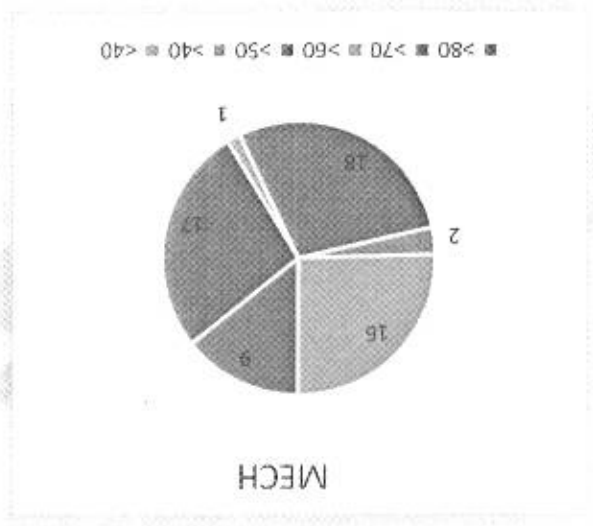
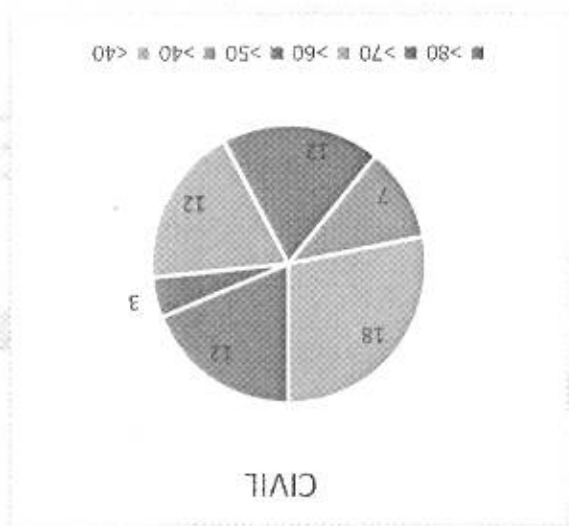


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CSE/ISE "B"



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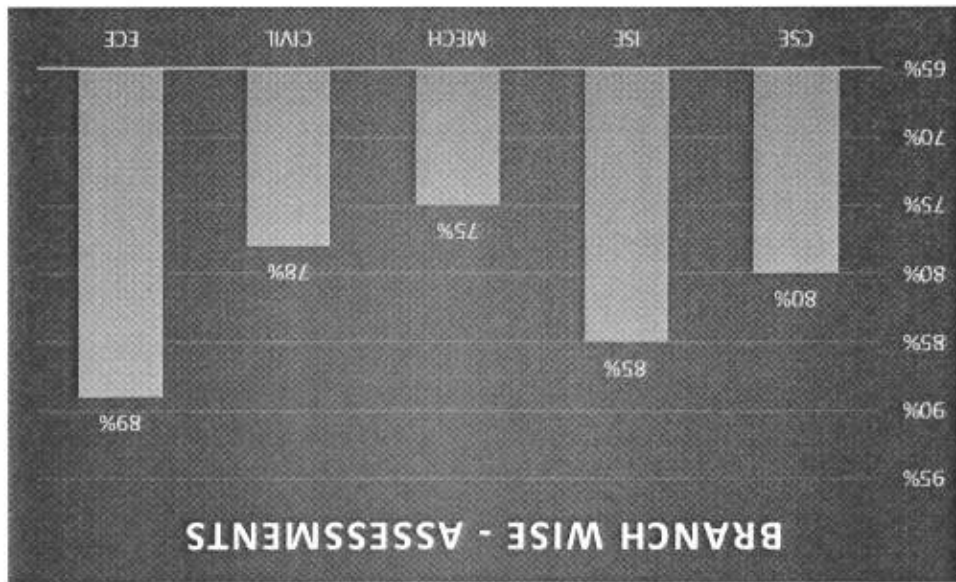
6. EVALUATIONS – STUDENT PERFORMANCE TRACKING

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.

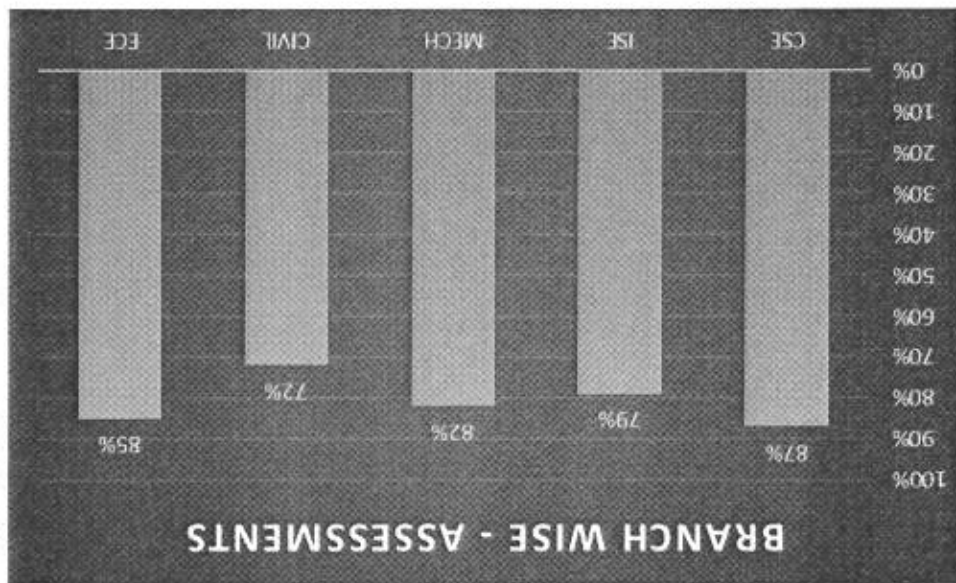
Measurement and evaluation of learning had its effect on the students. Feedback is essential for ZESTECH to know how the students of BGS Institute of Technology are progressing, and evaluation is crucial to the learner's confidence too. There were excellent differences in the improvement of the students. 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. SESSION WISE - EVALUATIONS - AVERAGE SCORES- 5th SEMESTER



6.2. SESSION WISE - EVALUATIONS - AVERAGE SCORES- 3rd SEMESTER



7. PRAGNYAN'21- 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.

7.1. 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: C7.1.

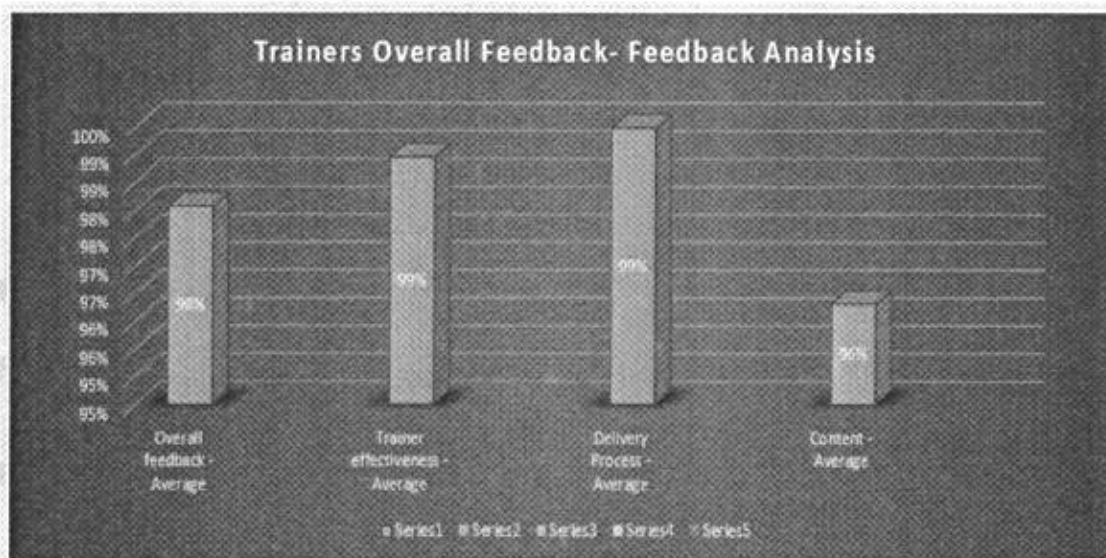
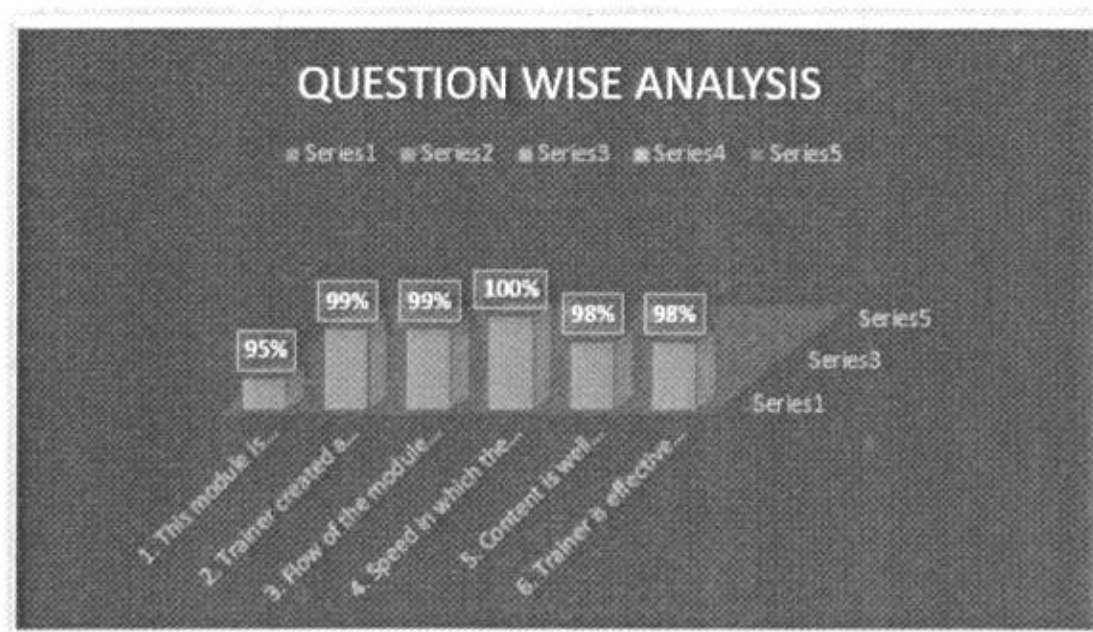


Chart: C7.2.



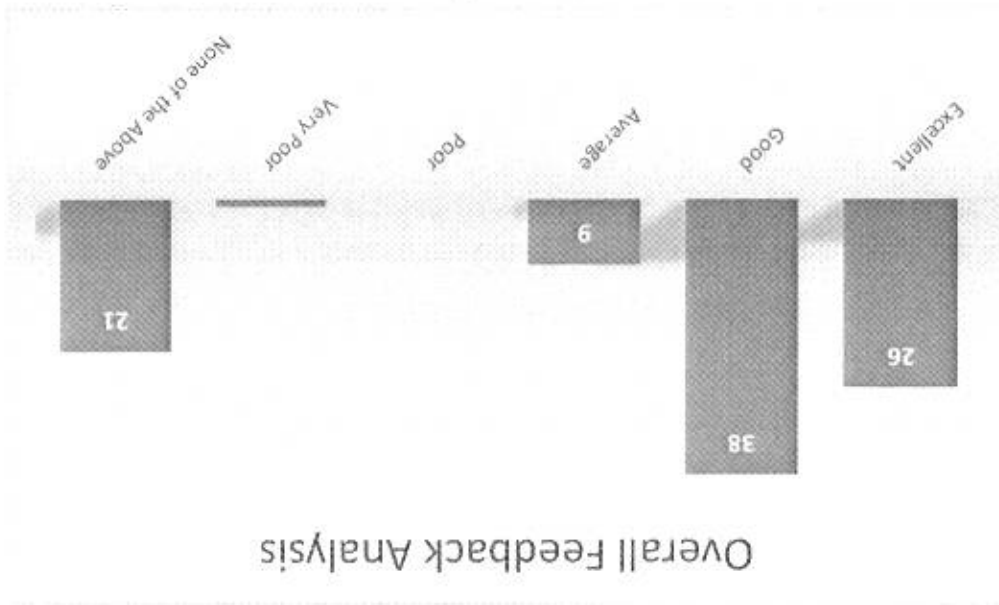


Chart: C73.

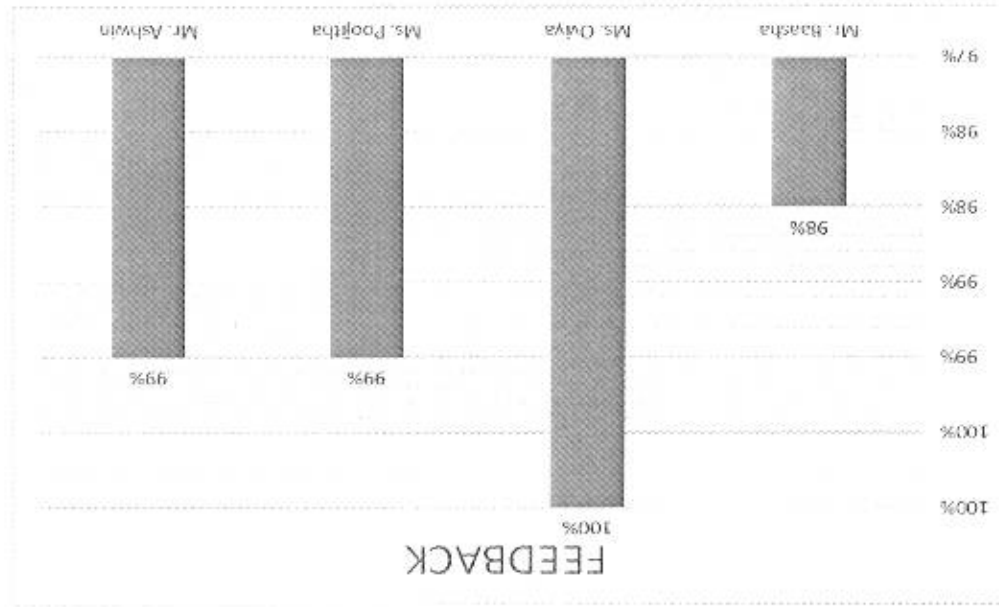


Chart: C74.

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 lead the trainers to feel incompleteness of the program.
- 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 record

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: 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 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 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.

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.

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.

Positives of the Process

ZT-P21-RPT-AIT

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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 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 semester and continue the same for the upcoming semester too!

13. 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.

14. 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 days and speaking	Students were able to come up and speak to a certain level. But more to achieve.

15. 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

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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ZESTECH
INNOVATION, GROWTH & VALUES



|| Jai Sri Gurudev ||



A

Report on

pragnyan -2021

Long Term (Aptitude, Soft Skills and Verbal)
Life Skills Enhancement Training Program

At



Adichunchanagiri Institute of Technology

(AIT), Chikkamagalur

In collaboration with



Dept. of HRD

BGS Group of Technical Institutions (BGS-GTI)

Submitted By

ZZESTECH
INNOVATION, GROWTH & VALUES

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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 **PRAGNYAN-2021** 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 PRAGNYAN 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, BGSIT** and **Mr. Siddhartha** Manager - HR is greatly appreciated. Indeed, without his guidance, we wouldnot be able to put this together. Thank you so much.

We would like to express our gratitude to **Dr. B. K Narendra, Principal**, and **BGSIT** for his useful comments, remarks and engagement throughout the process of Training Program.

We would like to express our sincere thanks to **Dr. Anandraju M B, Director -HRD, BGSIT** for his useful comments, remarks and engagement throughout the process of Janus Training Program.

Furthermore, we would like to express our gratitude to all the HODs for their support during our training programs.

Special heartfelt thanks to **Mrs. Veena Basavraj**, Director – Finance, **ZESTECH** for their constant wholehearted support, guidance and inspiration throughout the training period both by keeping it harmonious and help putting pieces together. We willbe grateful forever for your commitment, dedication and devotion.

We would like to thank all the team members for the efforts they have put in during the training period is greatly appreciated.

We would like to thank all the IT team members 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 **PRAGNYAN** 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. PRAAGNYAN'21 Training report provides a framework for understanding necessary elements that happened during the period of **10 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 PRAAGNYAN 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, this report uses realistic examples to help the reader get inside what PRAAGNYAN Process is really like. The evaluation report establishes the need for rigorous student seriousness. Student feedback report about trainers gives a detailed view of how the trainers performed which was tracked session wise. The initiatives taken by ZESTECH emphasizes the love for student development.

❖ **A structured approach:** PRAAGNYAN'21 – report defines student skill achievement in terms of five key elements that can be used to evaluate placement effectiveness.

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 PRAAGNYAN 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, BGSIT can make more informed choices about how to help its 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.

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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 recognitions 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 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.

PRAAGNYAN, 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. PRAAGNYAN, 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 PRAAGNYAN 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, PRAAGNYAN 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 PRAAGNYAN 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.

PRAAGNYAN, 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, PRAAGNYAN re-mediate 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 PRAAGNYAN. 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 PRAAGNYAN 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 PRAGNYAN 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, PRAGNYAN is a process to experience reality and engineering student must Savor it.

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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 extensively 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. 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.

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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 updation. 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 updation 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 updation 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 4th SEM ENGINEERING STUDENTS OF AIT

<i>Count</i>	<i>Soft Skills and Technical</i>
1	Art of Introduction
2	Presentation Skills
3	Listening Skills
4	Body Language
5	Team Building
6	Written Communication
7	Grooming and Etiquette
8	Public Speaking
9	C Language

3.2. MODULES COVERED FOR 6th SEM ENGINEERING STUDENTS OF AIT

<i>Count</i>	<i>Quantitative and Reasoning Aptitude</i>	<i>Verbal and Logical Aptitude</i>
1	Alligations and Mixtures, Ratios and Proportions	Tech Vocabulary
2	Permutations	Reading Comprehension
3	Combinations	Logical Reading and Verbal ability
4	Probability	Email and Letter Writing
5	Seating Arrangement	
6	Clocks	

<i>Count</i>	<i>Softskills</i>
1	Decision Making and Career Guidance
2	Soft Skills Mela - Full Body Communication

3.3MODULES DESCRIPTION

Verbal Aptitude - Syllabus

Module names	Tenses I, II and III	Domain	Verbal Aptitude
Module Description	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.		
Module Objective	To equip students with relevant application of different types of tenses 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 names	Synonyms and Antonyms	Domain	Verbal Aptitude
Module Description	The module explains the concepts on vocabulary and the applications of Vocabulary in finding the root words		
Module Objective	To equip students with relevant application of different types of synonyms and Antonyms.		
Module names	Para Jumbles	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.		
Reference books	"English Grammar in Use" by Murphy. "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 an easy and logical approach.		
Module Objective	Encourage kinesthetic 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	"English Grammar in Use" by Murphy. "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	"English Grammar in Use" by Murphy. "Grammar for IELTS" by Hopkins		
No of Hours	2 hours		

Soft Skills - Syllabus

Module name	Turn coat - An opinion based speaking	Domain	Soft Skills
Module Description	The module teaches introduces them to opinion based 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	Creation - An Engineer's choice	Domain	Soft Skills
Module Description	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.		
Module Objective	Learn effective creativity techniques to solve a case study		
Module Outcome	Students will think out of the box to solve a problem		
No of Hours	2		

Module name	Advance Speaking	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.	2
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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 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		

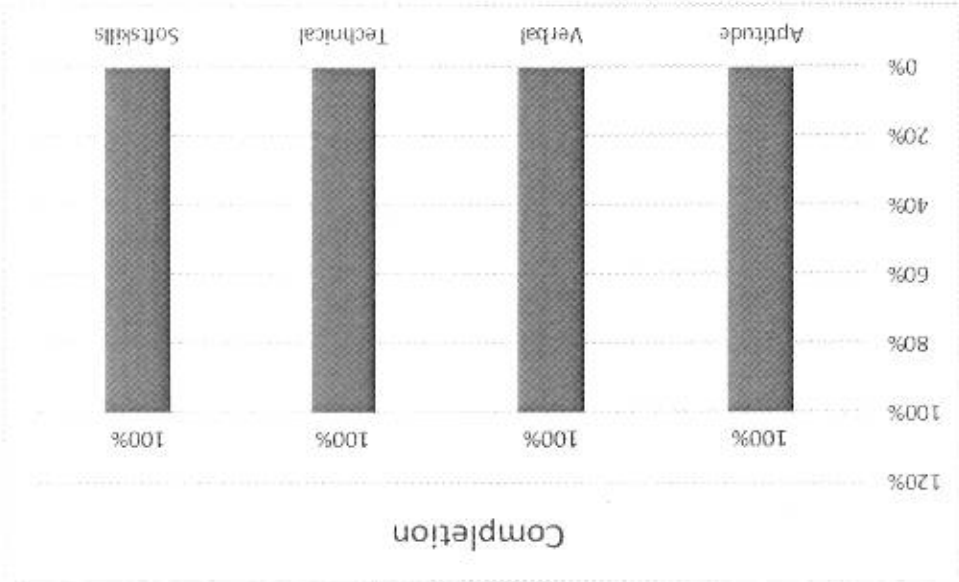
Module name	Extempore	Domain	Soft Skills
Module Description	The module teaches introduces them to speaking and what it means and how to do an impromptu using templates . It also teaches them simple and complex steps on how to do a speaking presentation and the tools that a required to develop that skill. 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	Knowing and achieving goals	Domain	Soft Skills
Module Description	This module focus 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.		
Module Objective	Learn how to set goals		
Module Outcome	Students will be able to notice the improvements that they have showcased in formulating the methods to achieve goals		
No of Hours	2		

Module name	Idea Generation-An Engineer's need	Domain	Soft Skills
Module Description	This module focus 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		
Module Objective	Learn effective idea formulation skills		

Module Outcome	Students will be able to notice the improvements in execution of the ideas.
No of Hours	2

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



4.1. MODULE COMPLETION REPORT- SEMESTER ANALYSIS

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'21 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 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.

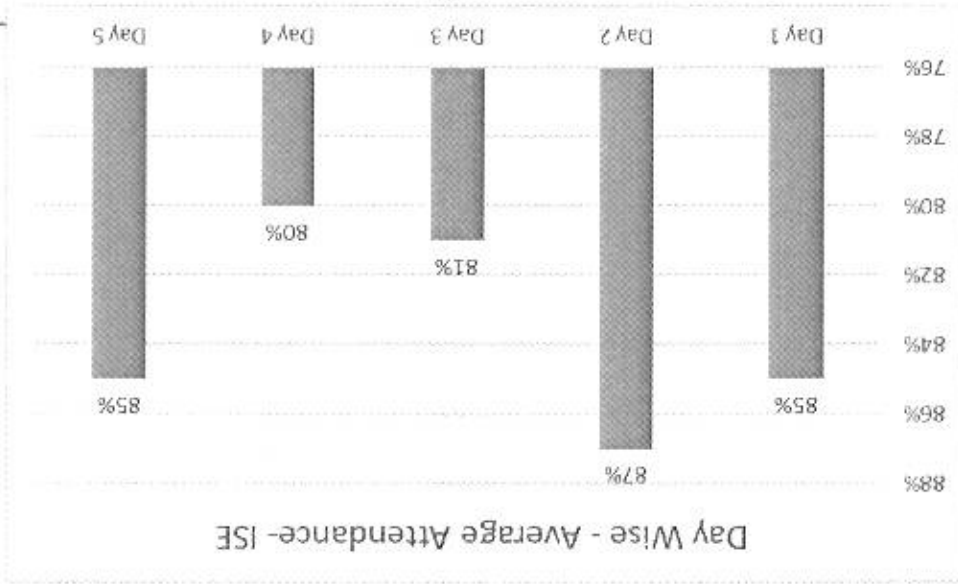
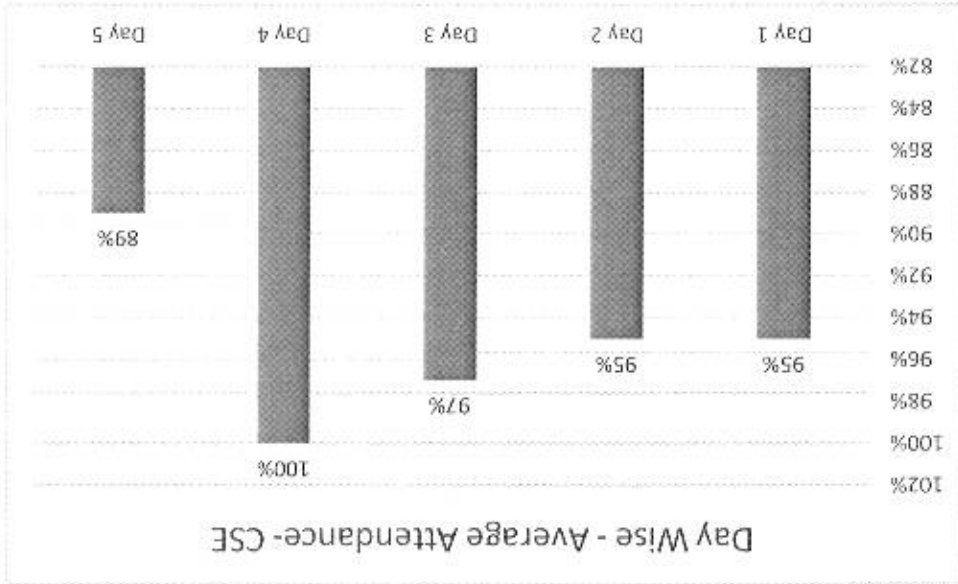
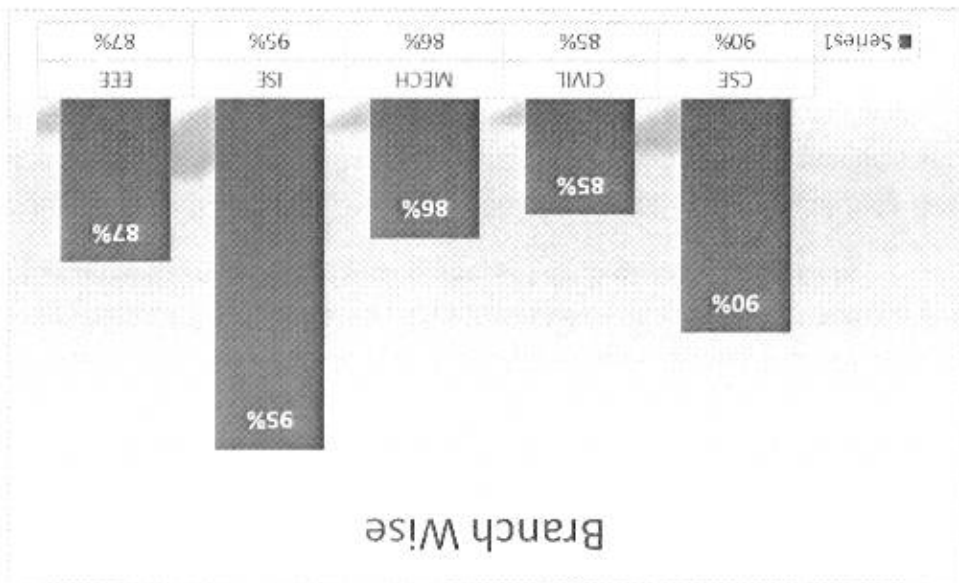
Apart from this, soft skills modules boost the confidence of students and help them participate better in aptitude and verbal classes. They will interact without hesitation. So, all modules are equally important and are designed to develop the overall personality of the students along with learning.

PRAGNYAN'21 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'21, it affects the fundamentals and the students might find it difficult to adapt to corporate life.

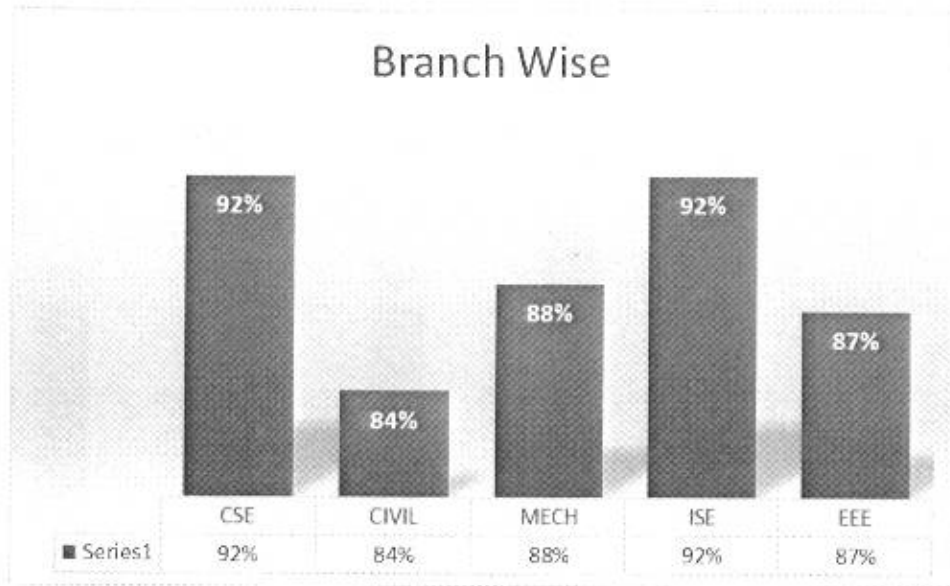
There are doubts clearing sessions every day as well, where the students can clarify their doubts regarding any module. This way there will be continuity in the modules and learning is ensured.

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 low-lying classes and thereby achieve student enhancement.

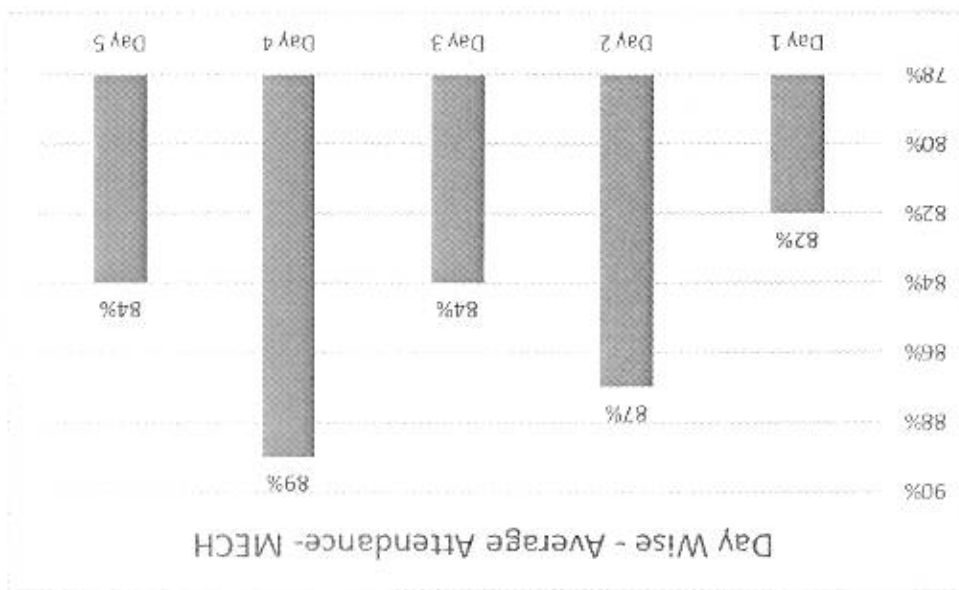
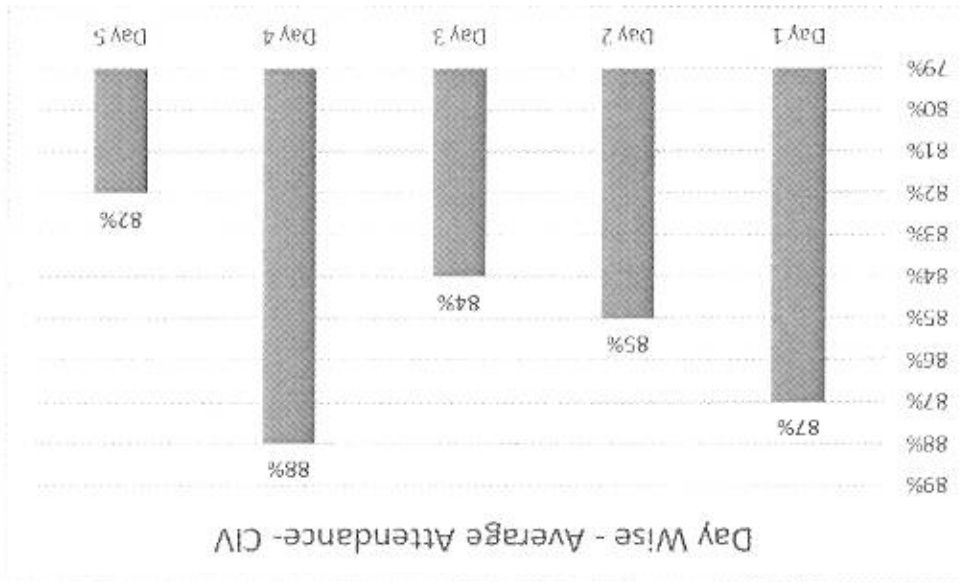
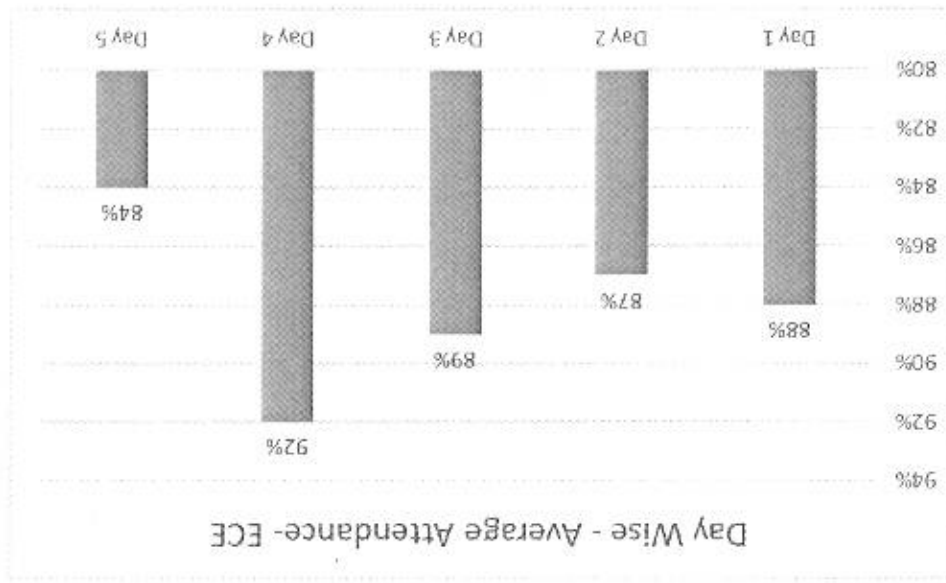
5.1. AIT- OVERALL ATTENDANCE ANALYSIS - 4th SEMESTER BE



5.2. BGSIT- OVERALL ATTENDANCE ANALYSIS- 6th SEMESTER



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6. PRAGNYAN'21- 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.

6.1 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}.

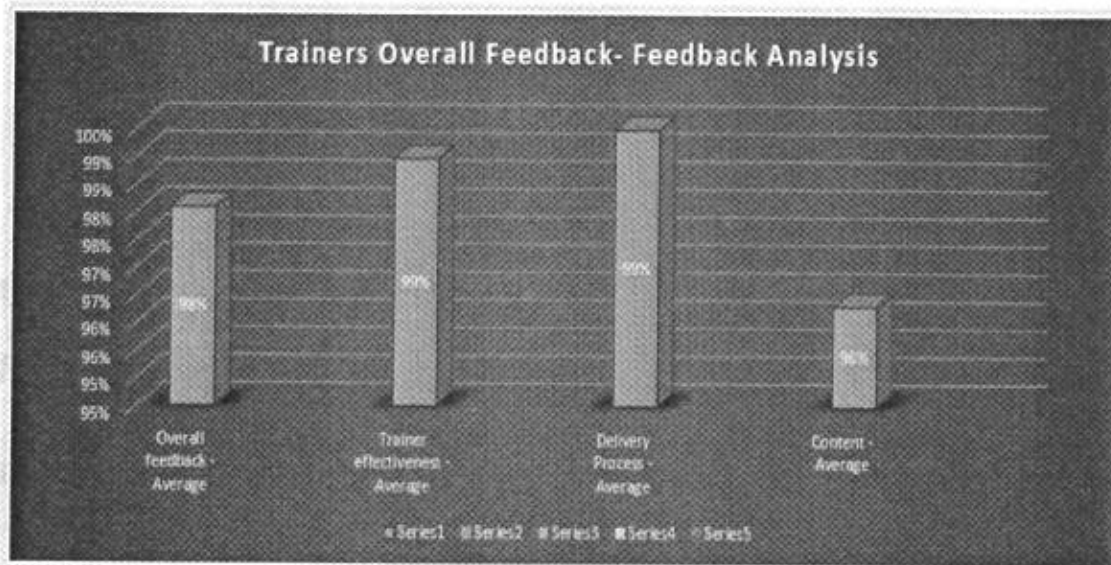
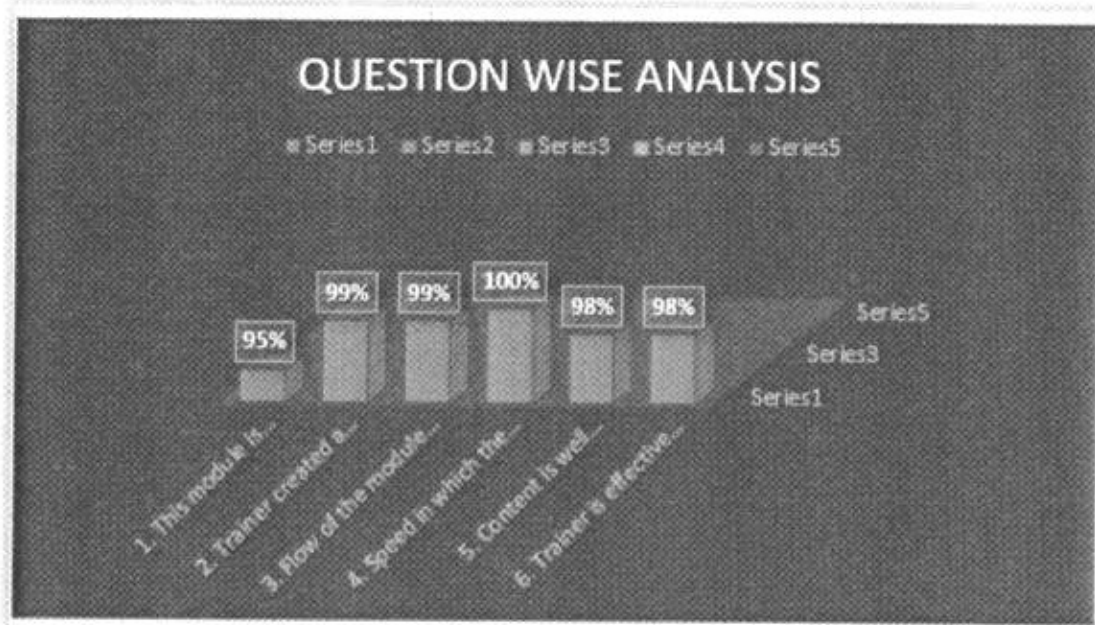


Chart: C_{6.2}.



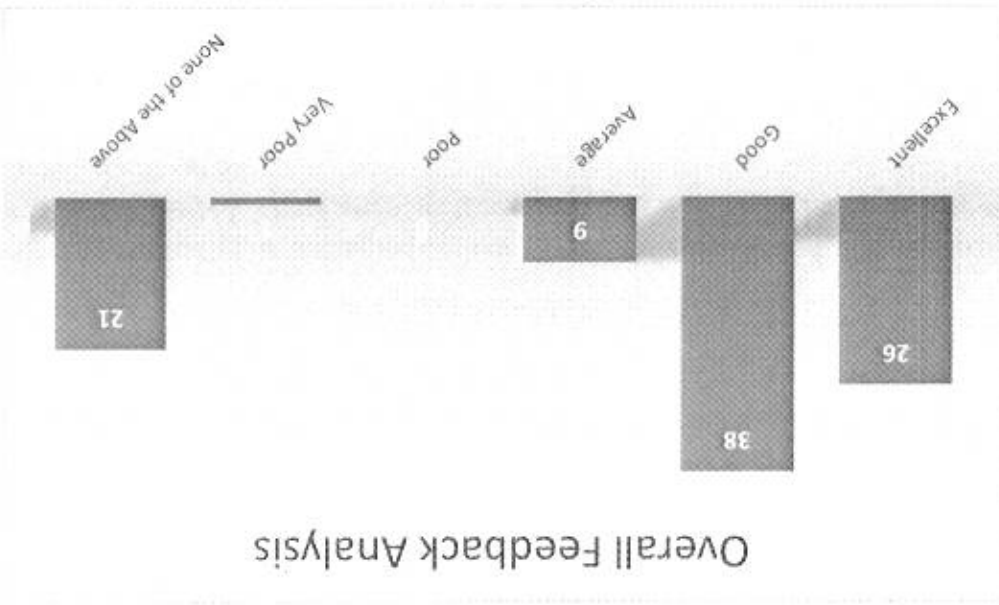


Chart: C₁₀

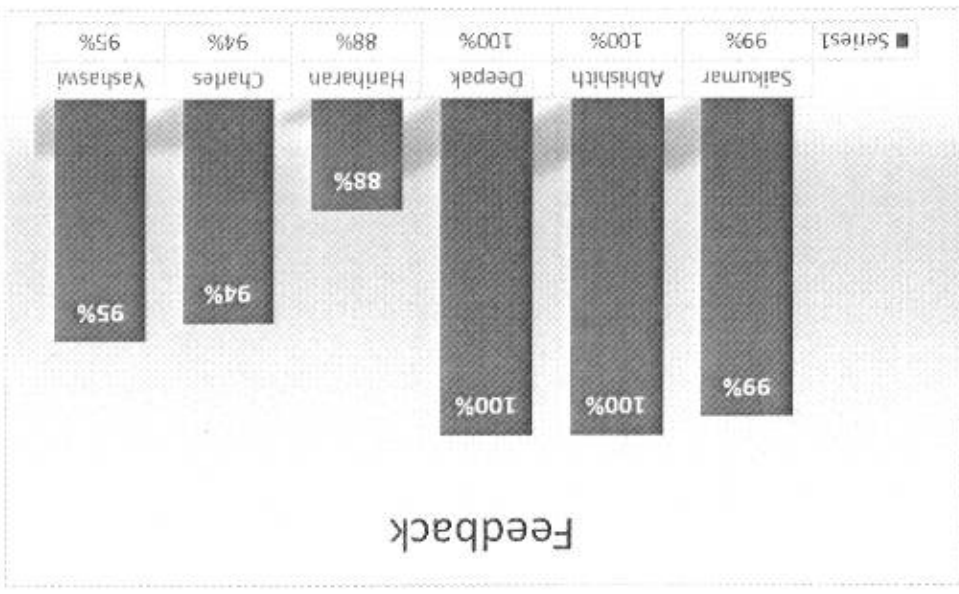


Chart: C₁₁

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.

8. ISSUES FACED BY THE TRAINERS

- This semester had absentees in case of both 5th and 3rd, this lead the trainers to feel incompleteness of the program.
- 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 record

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 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: 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 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 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.

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.

Positives of the Process

ZT-P21-RPT-ATF

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10. 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 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 semester and continue the same for the upcoming semester 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 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."

-- MBA

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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ZESTECH
INNOVATION, GROWTH & VALUES



|| Jai Sri Gurudev ||



A

Consolidated report on



Gateway to the New Beginning

Industry Ready Vocational Training Program

(Aptitude, Soft Skills, Verbal & Technical)

(09th August – 1st September 2021)

At



Adichunchanagiri Institute of Technology

(AIT), Chikkamagalur

In collaboration with

Dept. of HRD



BGS Group of Technical Institutions (BGS-GTI)

Submitted By

ZESTECH
INNOVATION, GROWTH & VALUES
ಇನ್ನೂವಣಿ, ಬೆಳವಣಿಗೆ & ಮೌಲ್ಯ

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Sincere gratitude is hereby extended to the following people who never ceased in helping JANUS to get accomplished successfully in helping the students of AIT 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 Mama Swamiji**, President of *Adichunchanagiri Sikshana Trust* for giving us this opportunity to work with AIT 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** and **Mr. Siddharth Gowda**, 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 express our gratitude to **Dr. C.T Jayadeva, Principal**, and AIT for his useful comments, remarks and engagement throughout the process of Janus Training Program.

We would like to express our sincere thanks to **Dr. Anandraju M B, Director -HRD, AIT** for his Useful comments, remarks and engagement throughout the process of Janus Training Program.

Furthermore, we would like to express our gratitude to all the HODs for their support during our training programs.

Special heartfelt thanks to **Mrs. Veena Basavraj**, Director- Finance, **ZESTECH** for their constant wholehearted support, guidance and inspiration throughout the training period both by keeping it harmonious and help putting pieces together. We will be grateful forever for your commitment, dedication and devotion.

We would like to thank all the IT team members 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.

INTRODUCTION

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 Training report provides a framework for understanding necessary elements that happened during the period of **30 days** in a way that emphasizes the uniqueness of each improvement area & improved area within the institution for the students.

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.

The report is prepared keeping a goal in mind:

❖ **Accuracy:** This report is the result of a 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.

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 JANUS, syllabus examples for the training course, methods of obtaining feedback from students about the course and their learning experiences and expectations.

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.

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.

TRAINERS' PROFILE

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.

Learning and Development department of ZESTECH came up with the following 3 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 ZESTECH, 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.

Name of the Trainer	Core Domain	Experience in Years
Mr. Sai Kumar Y D	Quantitative and Logical	5
Mr. Hariharan	Quantitative and Logical	7
Mr. Deepak	Verbal Aptitude	5
Mr. Charles	Verbal Aptitude	6
Mr. Charan	Technical	5
Mr. Sagar	Technical	4
Ms. Meghana	Technical	4
Mr. Yashaswi	Technical	3
Mr. Abhinav	Technical	2
Mr. Satish Babu	Technical	8
Mr. Abhishith Rao	Behavioral Skills	10

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.

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.

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 updation 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.

MODULE LIST (ASV and TECH)

	Numerical Ability	Verbal Reasoning	Communication & Behavioural Skills	Technical
Day	Module List			
1	Number Theory	Blood Relations and Directions	Resume Drafting	Basics of C -1
2	Ratios, Proportions & Partnerships	Statements and Assumptions/Conclusions	Email writing- Classroom sessions	Introduction level C-2
3	Alligations and Mixtures	Machine Input and Output	Email writing- Lab sessions	Structures, Arrays & Strings
4	Time and Work, Pipes & Cisterns	Error Spotting	Writing Skills	Data Structures and Algorithms
5	Percentages, Profit & Loss	Passage Writing	Video Resume	Stacks and queues advanced
6	Time Speed & Distance	Reading Comprehension- 1	Group discussion	Java/Python
7	Boats & Streams, Races & Games	Reading Comprehension- 2	Virtual Group discussion	Java/Python
8	Permutations and Combinations	Synonyms and Antonyms	Interview etiquettes	Java/Python
9	Probability	Data Sufficiency	Mock Interview sessions	Java/Python
10	Geometry and Mensuration	Verbal Refresher	Mock Interview	Java/Python

Quantitative Aptitude - Syllabus

MODULES DESCRIPTION

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 basic 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	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "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 various 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 alligations are explained and sample problems are illustrated on it. The module aims at solving time consuming problems related to mixtures and alligations 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 Alligations that consumes most of their time by intelligently interpreting the given data from the Question and calculate the answers.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "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 analyses 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 analyses the relationship of two separate quantities from the questions asked.
Reference books	“Quantitative Aptitude” by R.S.Aggarwal. “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	“Logical Reasoning for CAT” by Arun Sharma “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	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma. “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	“Quantum CAT” by Sarvesh K Varma. “Quantitative Aptitude for CAT” by Arun Sharma.		
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, analyses and understand the data in the easier way.		
Module Objective	The students should understand the basic notations and represent the data.		

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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "Objective Arithmetic" by Rajesh Varma		
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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma. "Objective Arithmetic" by Rajesh Varma		
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 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.		
Reference books	"Quantum CAT" by Sarvesh K Varma. "Quantitative Aptitude for CAT" by Arun Sharma.		
No of Hours	2 hours		

Module Outcome	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.
Reference books	“Logical Reasoning” by R.S.Aggarwal. “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 skillful 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	“English Grammar in Use” by Murphy. “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 skillful 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	“English Grammar in Use” by Murphy. “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	"English Grammar in Use" by Murphy. "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	"English Grammar in Use" by Murphy. "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	"English Grammar in Use" by Murphy. "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 kinesthetic 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	"English Grammar in Use" by Murphy. "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	"English Grammar in Use" by Murphy. "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.		

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	Ansys
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

Technical - Syllabus

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		

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

ATTENDANCE ANALYSIS

AIT, associated with Zestech for JANUS 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 depending on 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.

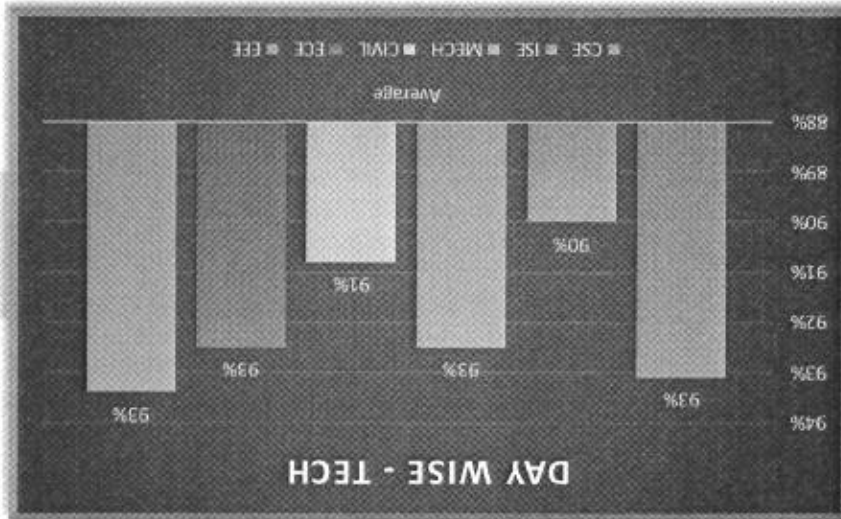
There are doubts clearing sessions every day as well, where the students can clarify their doubts regarding any module. This way there will be continuity in the modules and learning is ensured.

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.



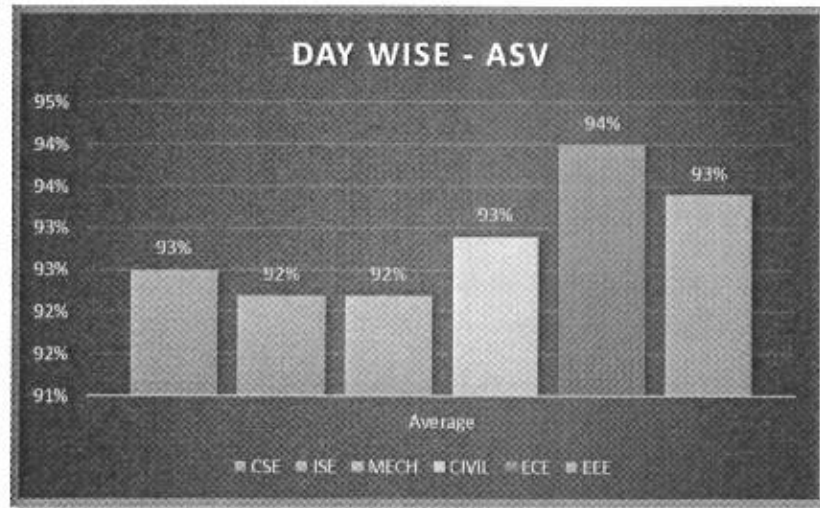
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Average
CSE	99%	95%	95%	90%	95%	80%	90%	91%	95%	95%	93%
ISE	94%	95%	95%	92%	89%	92%	89%	92%	89%	95%	92%
MECH	92%	89%	95%	90%	95%	92%	89%	90%	95%	95%	92%
CIVIL	90%	95%	95%	92%	97%	90%	95%	95%	95%	85%	93%
ECE	91%	95%	90%	95%	90%	92%	95%	98%	99%	95%	94%
EEE	90%	95%	90%	91%	92%	89%	95%	98%	99%	95%	93%

AIT-OVERALL ATTENDANCE ANALYSIS - ASV-DAYWISE



	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Average
CSE	94%	95%	92%	89%	94%	95%	92%	90%	95%	95%	93%
ISE	95%	90%	80%	90%	95%	90%	80%	90%	95%	95%	90%
MECH	95%	90%	95%	90%	95%	92%	90%	92%	91%	95%	93%
CIVIL	90%	94%	95%	92%	90%	92%	80%	95%	95%	85%	91%
ECE	91%	95%	90%	80%	90%	92%	95%	98%	99%	95%	93%
EEE	90%	95%	90%	91%	92%	89%	95%	98%	99%	95%	93%

AIT-OVERALL ATTENDANCE ANALYSIS - TECH-DAYWISE



ZESTECH
INNOVATION, GROWTH & VALUES

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.

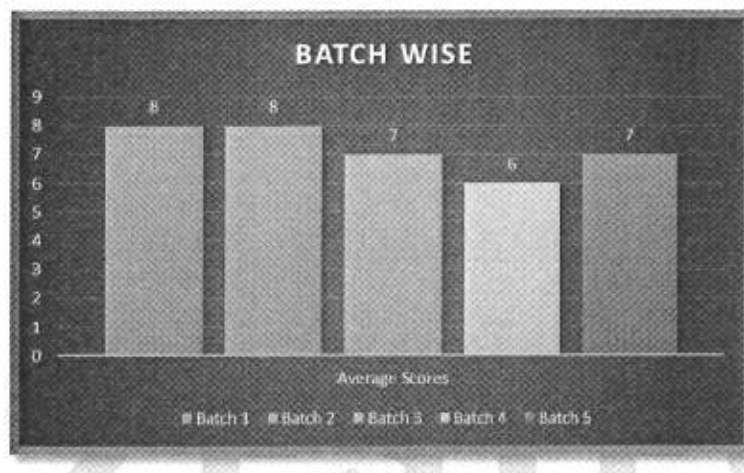
Encourage and support - don't criticize without adding some positives, and certainly never focus on failure, or that's just what you'll produce. This is a much overlooked factor in all sorts of evaluation and testing, and since this element is not typically included within evaluation and assessment tools 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.

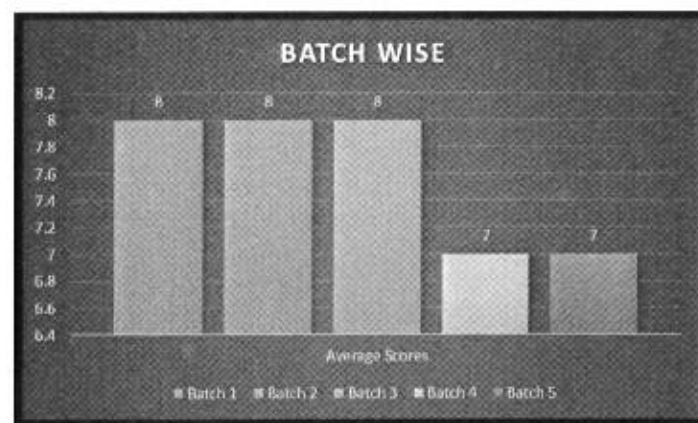
10 Day wise evaluations and 14 Session Wise evaluations happens every year. The evaluation syllabus is prepared at regular intervals. The session wise evaluations at the end of every Quantitative Aptitude and Verbal Aptitude Sessions. The day wise evaluations happen at the end of the day with the previous day's syllabus as the evaluation modules.

TECH SESSION WISE – EVALUATIONS – BATCH SCORES.

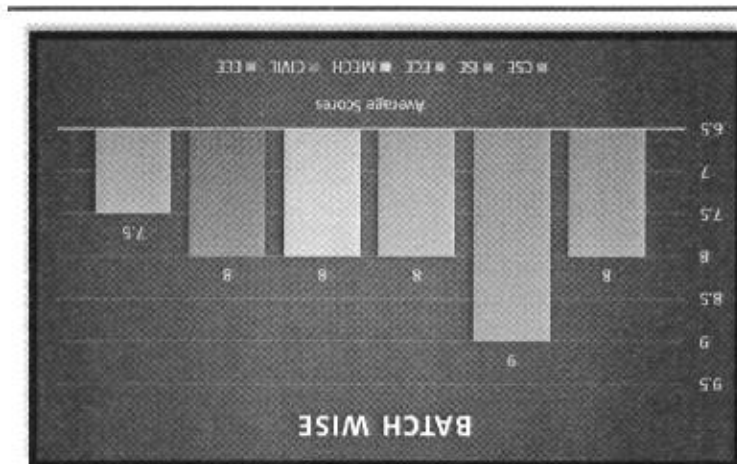
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Average Scores
Batch 1	7	6	7	8	9	9	7	7	7	7	8
Batch 2	8	8	8	7	9	8	6	7	9	8	8
Batch 3	7	6	7	8	9	9	7	7	7	9	7
Batch 4	7	6	7	8	9	8	6	7	9	8	6
Batch 5	7	6	7	8	9	7	9	8	8	7	7

ASV SESSION WISE – EVALUATIONS – BATCH SCORES.

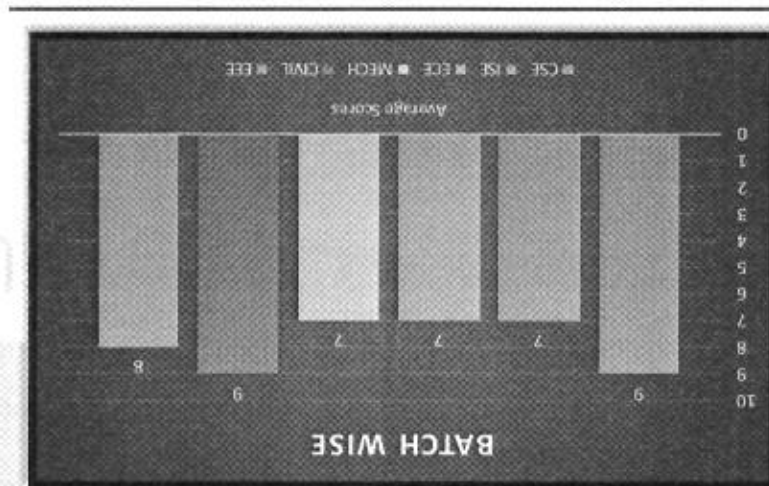
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Average Scores
Batch 1	8	8	7	8	9	8	9	9	7	7	8
Batch 2	8	9	8	8	8	8	8	7	9	8	8
Batch 3	7	9	7	8	9	8	9	8	7	9	8
Batch 4	8	6	7	7	9	7	8	7	9	8	6
Batch 5	7	9	7	8	6	7	8	8	8	7	7



TECH SESSION WISE - EVALUATIONS - BRANCH SCORES.



ASV SESSION WISE - EVALUATIONS - BRANCH SCORES.



JANUS- 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_a.

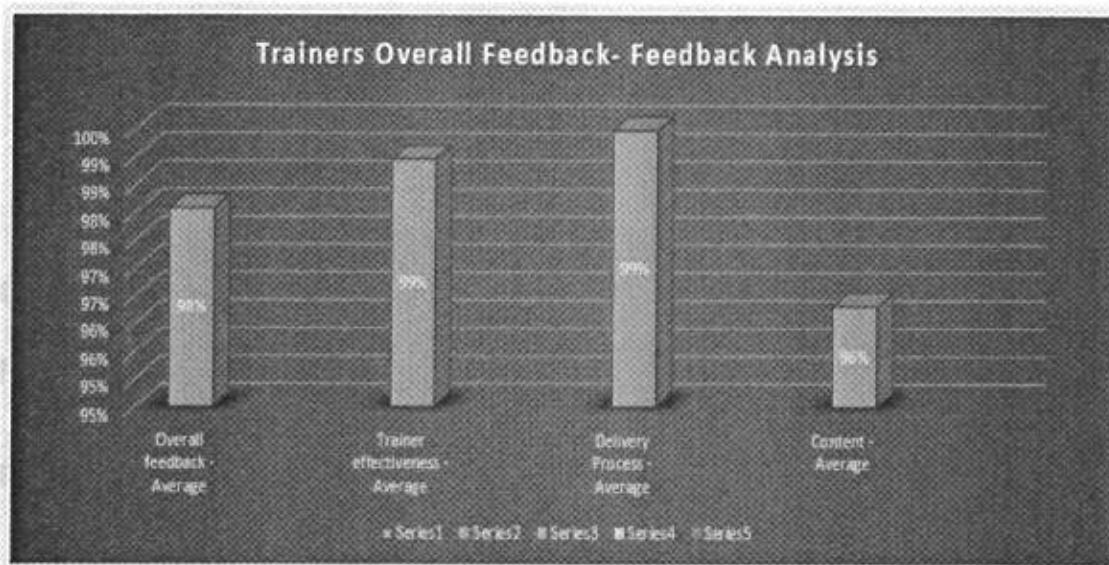
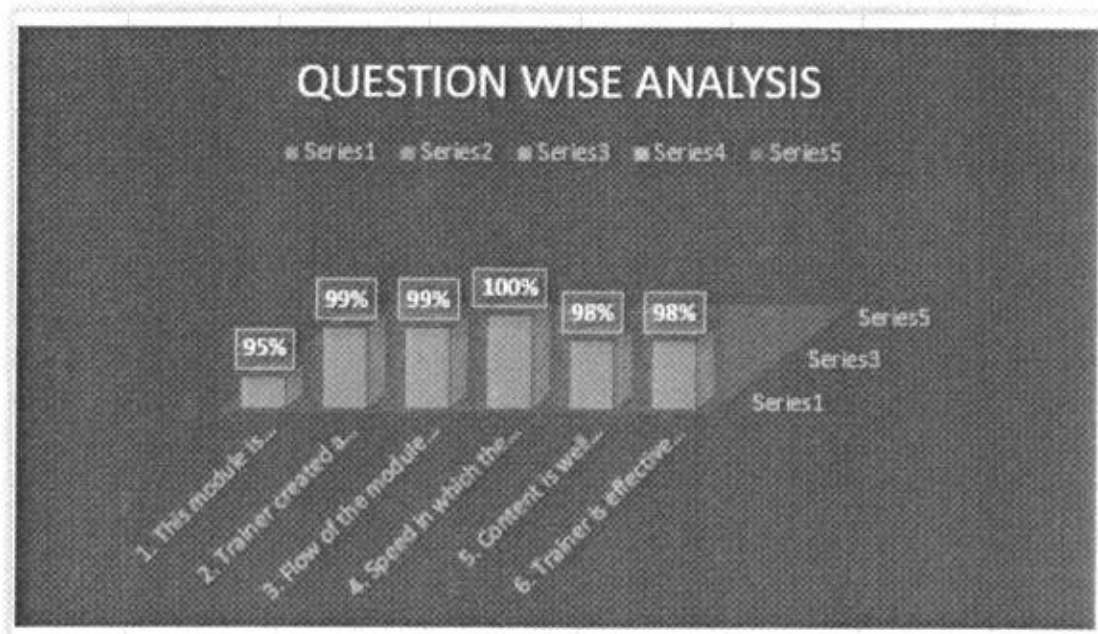


Chart: C_b.



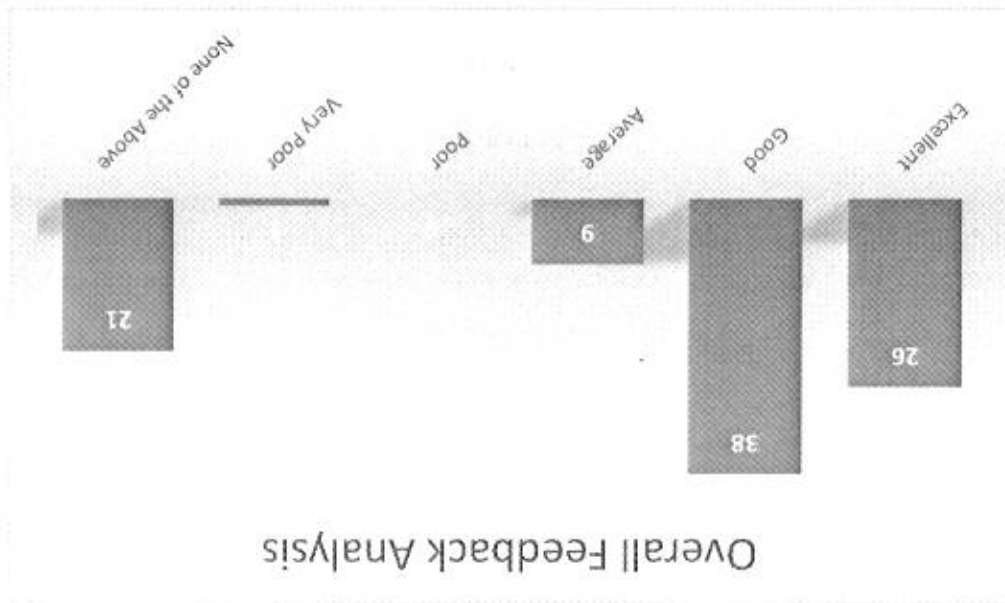


Chart: Ca.

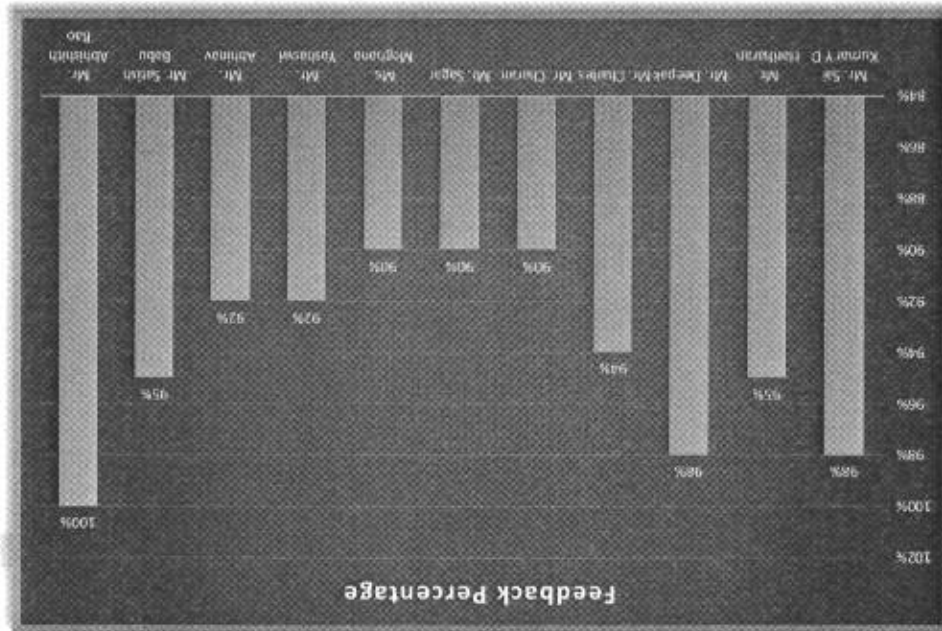
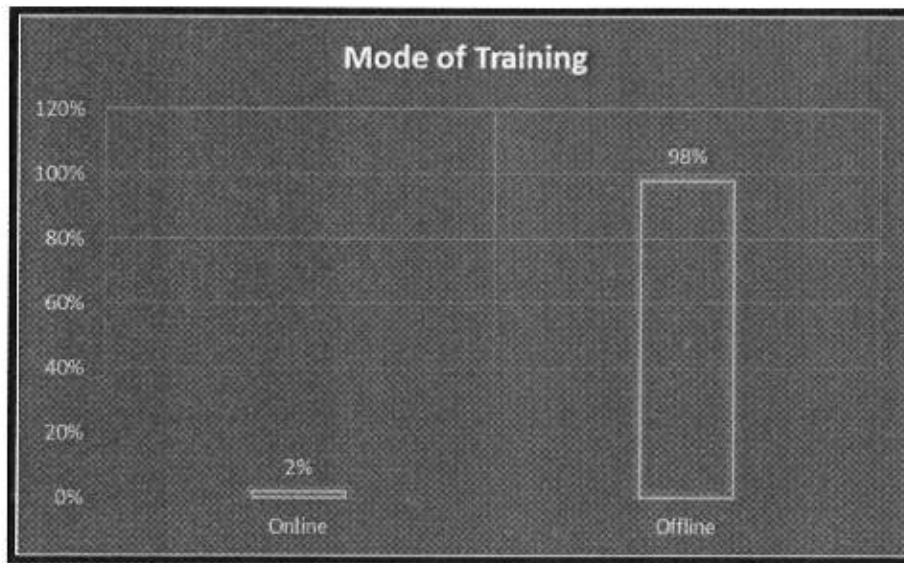


Chart: Ca.

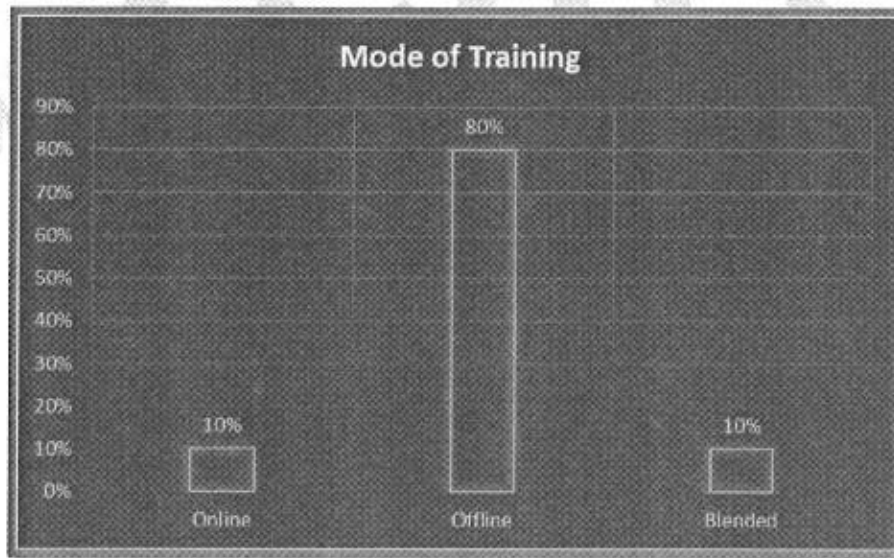
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STUDENT FEEDBACK –TRAINING-TECH

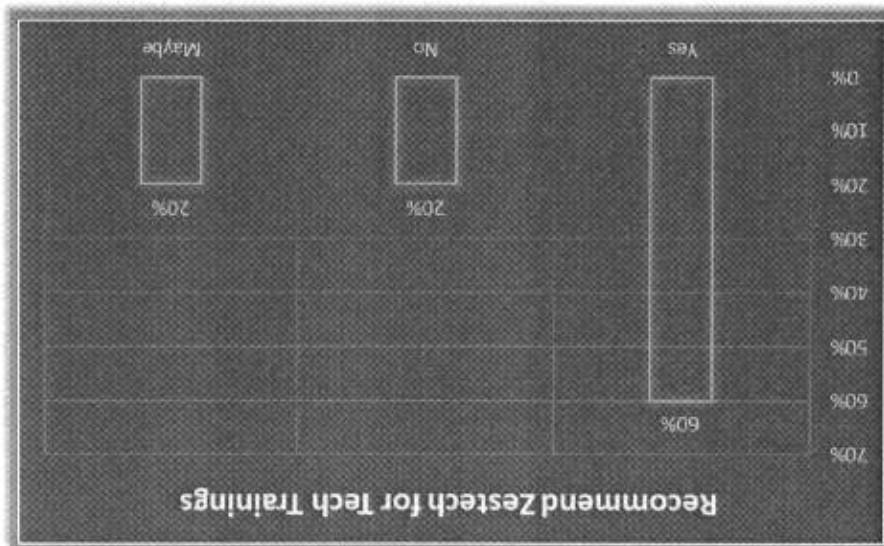
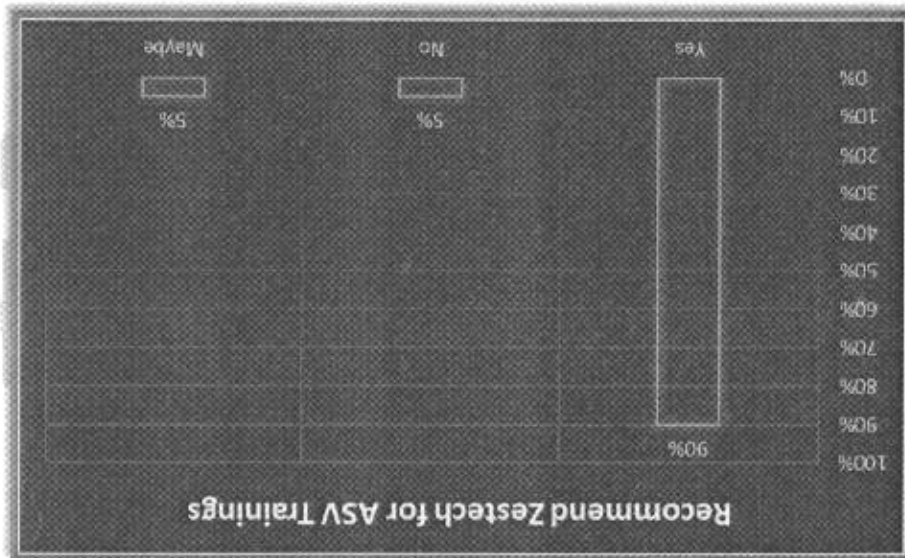


STUDENT FEEDBACK –TRAINING-ASV



“Knowledge about the topic and shortcut methods taught were excellent” – Ms. Bhoonika

“Interactive and giving more types of easy solutions.” – Ms. Nagu Sharu



SUMMARY

Overall, PRAGNYAN 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.

INNOVATION, GROWTH & VALUES


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Career guidance for students

Aptitude, Soft Skills, Verbal & Technical



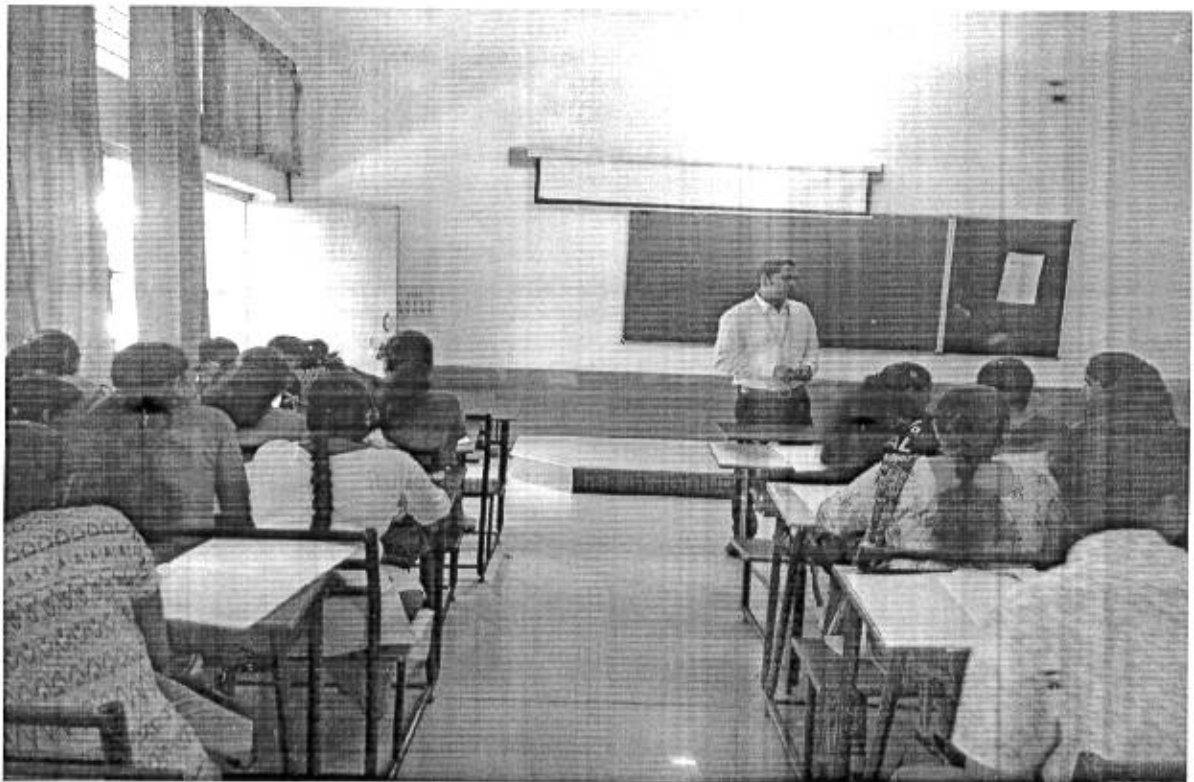
Students Participation in an Activity



Students Participation in an Activity



Students are attending in aptitude classes



Students are attending in Technical classes



Students are attending in soft skill and verbal classes

