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## Case Brief

ETHNUS is the first professional training firm to sign a comprehensive training contract with an upcoming engineering institution, in a tier-3 city

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**Challenge**

To simultaneously train 1000+ students on their overall personality and make them industry ready.

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**Solution**

Customised program divided into multiple phases, with suitable intervention by detailed evaluation covering aptitude abilities and life skills

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**The above mentioned institute wanted to provide quality education for the students and make them placement-ready as per the standards of the finest corporates in the country, through over all personality development and strong foundation in aptitude and mental ability thus providing valuable resources for the industry**

**Introduction:**

Founded in 2008, this college is a very new entrant into the Engineering education domain. The very aim of the institute is to enrich the present generation's knowledge with the latest technologies and developments in the various fields of engineering.

It offers courses like Computer Science , Electronics & Communication, Electrical & Electronics Engineering, and Information technology.

To begin with, the college has a very clearly drawn process to train students related to placement activity from the very first semester. Amongst several companies which had offered its services, ETHNUS holds much pride in being given the opportunity to train all the four years, across all the branches of engineering students. A fact that talks about our credibility as well as the trust the college management has in us.

ETHNUS suggested a different approach which involved training and evaluating the students in repeated cycles to check the learning and make suitable changes in the methodology. We also wanted to bring about a change in outlook the students had towards life, from silent and timid to Confident and Communicative.

The program was devised into 3 day modules, at the end of which there would be a test and based on the analysis of the test results suitable changes would be made in the corresponding modules. At the back drop we had two predefined objectives; One to make the students more aware of the industry practices and two to make the program friendly and enjoyable.



### **Methodology:**

The approach used at this college is termed as the 'E-T-E Cycle' where E-T-E stands for Evaluate-Train-Evaluate. After the initial assessment of the students, we were able to assess areas that needed core concentration and the training modules were customised around these. The aptitude training was designed to get the fundamentals right and then moved on to advanced topics. Students were made to undergo multiple tests to ensure quality understanding and sound application of the learning. Topics were drawn from both Quantitative Ability and Verbal Ability subjects, that form the foundation for general aptitude.

Based on the analysis of each test, the areas of focus were tweaked and iterations were carried out till the required standards were met. The objective was to make the students think and learn, participate and to enjoy each of our session.

An important observation was that the students were hesitant to open up and express in English, hence the Life Skills program was designed to assist them in expressing their views freely and openly. To this effect the students went through various levels of experiential learning. As an end result students were relatively comfortable communicating in English and even making their voice heard in groups.

### **Conclusion:**

- The students saw a remarkable difference in their verbal scores, in spite of many of them attempting verbal aptitude questions for the first time.
- Consistent improvement was noted in quantitative aptitude in each of the evaluation tests .
- Over all awareness about placements, corporate culture and industry requirements was inculcated into the students.
- The challenge at this institution was, we were training rural students, many of them were from Tamil medium of instruction. Our faculty members helped these students come out with flying colours.
- The program was modeled into '3-day intensive training' programs and absorption time in between to ensure maximum retention.
- Average student rating of our program is Excellent.
- Prominent modules being Quantitative ability, Verbal ability, Group discussions and Life Skills
- We have extended interaction with all the students through our website [www.myethnus.com](http://www.myethnus.com) and the Facebook page. Apart from training, all the information in latest industry trends, job openings, over all grooming activities are carried out to enable all round development of students.



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**TRAINING ASSESSMENT ANALYTICS REPORT**

An upcoming 4 year young institution in Salem, Tamil Nadu

III Year Engineering

COMPARISON BETWEEN PRE AND POST TRAINING ASSESSMENTS

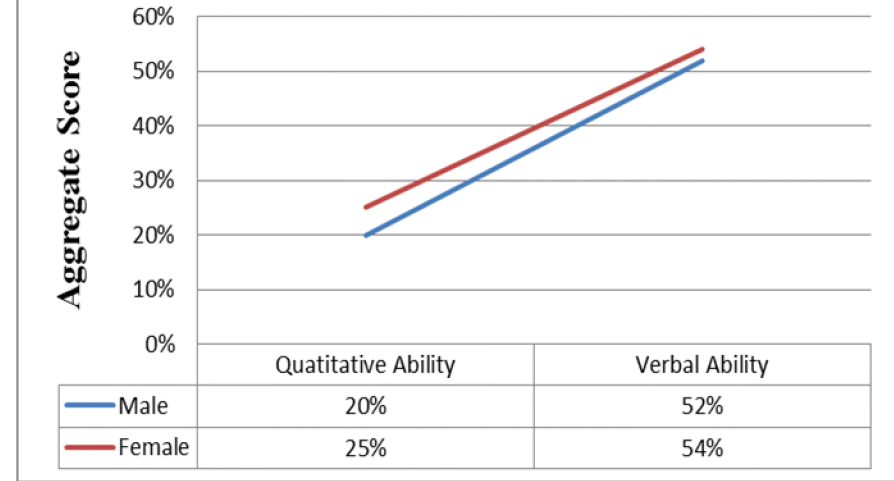
### OVERALL PERFORMANCE

Percentage Score	Before Training	After Training	Movement
	Percentage of students	Percentage of students	
< 20%	14%	5%	↑ (-9%)
21 – 30%	42%	14%	↑ (-30%)
31 - 40%	37%	25%	↑ (-12%)
41 - 50%	7%	34%	↑ (+27%)
51 - 60%	NA	18%	↑ (+18%)
61 – 70%	NA	3%	↑ (+3%)
71 – 80%	NA	1%	↑ (+1%)

### OVERALL PERFORMANCE IN QUANTITATIVE ABILITY

Percentage Score	Before Training	After Training	Movement
	Percentage of students	Percentage of students	
< 20%	50%	36%	↑ (-14%)
21 – 30%	29%	37%	↓ (+8%)
31 - 40%	16%	17%	↓ (+1%)
41 - 50%	4%	9%	↑ (+5%)
51 – 60%	1%	1%	No change

### Aggregate Score - By Gender



### OVERALL PERFORMANCE IN VERBAL ABILITY

Percentage Score	Before Training	After Training	Movement
	Percentage of students	Percentage of students	
< 20%	10%	3%	↑ (-7%)
21 – 30%	22%	6%	↑ (-16%)
31 - 40%	36%	14%	↑ (-22%)
41 - 50%	25%	15%	↑ (-10%)
51 – 60%	7%	22%	↑ (+15%)
61 – 70%	NA	21%	↑ (+21%)
71 – 90%	NA	18%	↑ (+18%)
91 – 100%	NA	1%	↑ (+1%)

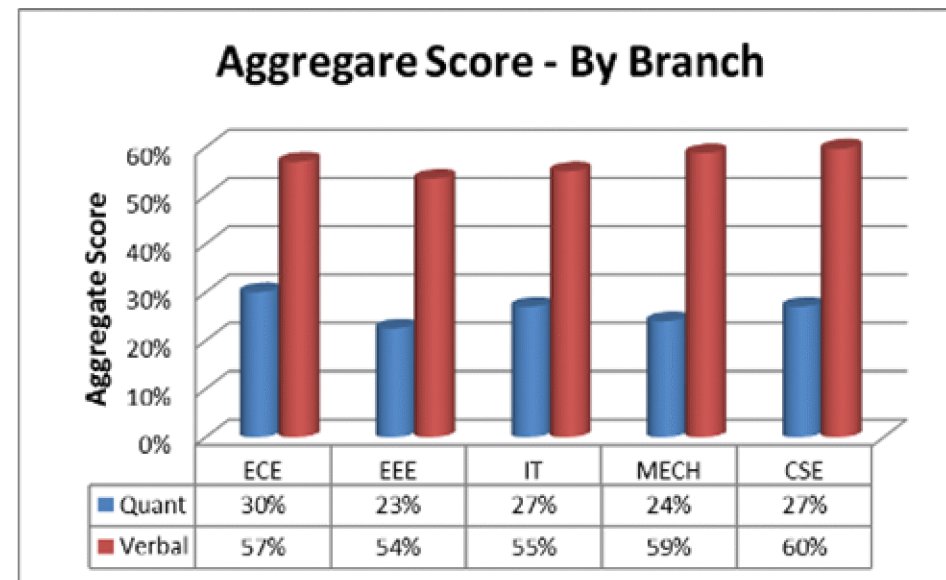
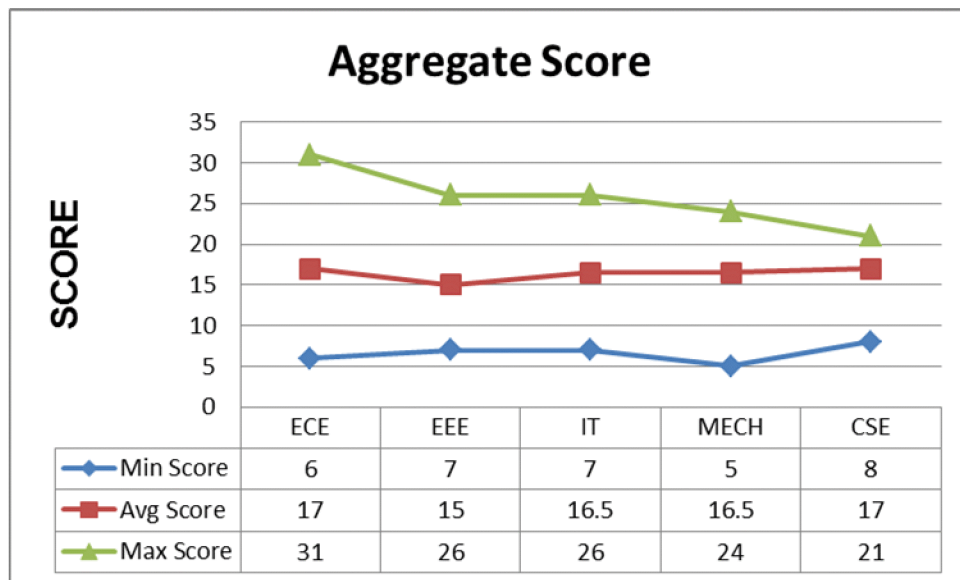
## BRANCH WISE ABSOLUTE SCORES – POST TRAINING

### QUANTITATIVE ABILITY

Total Score		0	1	2	3	4	5	6	7	8	9	10	11	12	....	20
<b>BRANCH</b>	<b>CSE</b>	1	0	4	5	7	10	16	9	3	3	1	0	0	....	0
	<b>ECE</b>	0	1	3	1	7	18	7	9	3	4	4	1	1	....	0
	<b>EEE</b>	0	2	6	10	12	9	7	3	0	3	1	1	0	....	0
	<b>IT</b>	0	0	3	8	6	9	2	6	4	4	2	0	0	....	0
	<b>MECH</b>	0	0	3	8	10	11	9	4	3	1	0	0	0	....	0
<b>Total</b>		<b>1</b>	<b>3</b>	<b>19</b>	<b>32</b>	<b>42</b>	<b>57</b>	<b>41</b>	<b>31</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>1</b>	<b>....</b>	<b>0</b>

### VERBAL ABILITY

Total Score		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>BRANCH</b>	<b>CSE</b>	0	0	0	1	0	3	3	6	3	3	7	8	5	3	5	5	4	3	0	0
	<b>ECE</b>	1	0	0	0	1	2	5	4	2	6	7	5	10	8	2	4	0	1	1	0
	<b>EEE</b>	0	1	1	2	1	5	4	0	4	5	3	6	3	12	4	3	0	0	0	0
	<b>IT</b>	0	0	0	0	1	2	4	2	1	8	4	10	3	4	4	0	1	0	0	0
	<b>MECH</b>	0	1	0	0	0	1	2	7	3	4	6	2	2	7	8	5	1	0	0	0
<b>Total</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>13</b>	<b>18</b>	<b>19</b>	<b>13</b>	<b>26</b>	<b>27</b>	<b>31</b>	<b>23</b>	<b>34</b>	<b>23</b>	<b>17</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>



- CSE – Though the maximum score is low, average score is close to the highest score of that branch.
- Though ECE has recorded the highest score, overall performance of the branch is same as other branches

- Students need more practice in quantitative aptitude.
- Performance of MECH and EEE students is relatively lower than other branches in quantitative aptitude
- Performance of students in verbal aptitude is consistent across all branches

### Testing of Hypothesis – Gender based (POST TRAINING)

Aggregate score		AGGREGATE SCORE				Total	
		0 – 10	11 - 20	21 - 30	31 - 40		
Gender	Male	Count	21	120	33	1	175
		% within aggregate score	72.4%	66.7%	60.0%	100.0%	66.0%
	Female	Count	8	60	22	0	90
		% within aggregate score	27.6%	33.3%	40.0%	0%	34.0%

#### Overall:

On an average, female students are better performers. (24% of female students and 19% of male students meet the industry cut-off of 50% or above marks)

#### Quantitative Ability:

10% students from both genders have scored more than 50% marks

Both genders require equal assistance to boost performance

#### Verbal Ability:

70% of female students have scored more than 50% marks

Male students require more assistance in verbal ability

Performance in quantitative ability		AGGREGATE SCORE			Total	
		0 - 4	5 - 8	9 - 12		
Gender	Male	Count	72	86	17	175
		% within quantitative	74.2%	60.6%	65.4%	66.0%
	Female	Count	25	56	9	90
		% within quantitative	25.8%	39.4%	34.6%	34.0%

Performance in verbal ability		AGGREGATE SCORE				Total	
		1	2	3	4		
Gender	Male	Count	8	64	85	18	175
		% within quantitative	80.0%	71.9%	61.6%	64.3%	66.0%
	Female	Count	2	25	53	10	90
		% within quantitative	20.0%	28.1%	38.4%	35.7%	34.0%

### Testing of Hypothesis – Branch wise (POST TRAINING)

All branches performance in quantitative and verbal abilities		AGGREGATE SCORE				Total	
		0 - 10	11 - 20	21 - 30	31 - 40		
Branch	CSE	Count	6	38	15	0	59
		% within aggregate score	20.7%	21.1%	27.3%	.0%	22.3%
	ECE	Count	6	37	15	1	59
		% within aggregate score	20.7%	20.6%	27.3%	100.0%	22.3%
	EEE	Count	12	35	7	0	54
		% within aggregate score	41.4%	19.4%	12.7%	.0%	20.4%
	IT	Count	3	35	6	0	44
		% within aggregate score	10.3%	19.4%	10.9%	.0%	16.6%
	MECH	Count	2	35	12	0	49
		% within aggregate score	6.9%	19.4%	21.8%	.0%	18.5%

- Performance of students in ECE and CSE branches students is relatively better
- Performance of MECH branch students is moderate
- EEE and IT students fall under the lower bracket and require additional assistance

### Testing of Hypothesis – Branch wise (POST TRAINING)

All branches performance in quantitative ability		AGGREGATE SCORE			Total
		0 - 4	5 - 8	9 - 12	
CSE	Count	17	38	4	<b>59</b>
	% within quantitative	17.5%	26.8%	15.4%	<b>22.3%</b>
ECE	Count	12	37	10	<b>59</b>
	% within quantitative	12.4%	26.1%	38.5%	<b>22.3%</b>
EEE	Count	30	19	5	<b>54</b>
	% within quantitative	30.9%	13.4%	19.2%	<b>20.4%</b>
IT	Count	17	21	6	<b>44</b>
	% within quantitative	17.5%	14.8%	23.1%	<b>16.6%</b>
MECH	Count	21	27	1	<b>49</b>
	% within quantitative	21.6%	19.0%	3.8%	<b>18.5%</b>

- ECE branch has performed relatively better when compared to other branches
- CSE and MECH branches have performed relatively lower when compared to ECE branch
- EEE and IT need more attention with concepts as majority of them fall in the lowest range of marks

### Testing of Hypothesis – Branch wise (POST TRAINING)

All branches performance in verbal ability		AGGREGATE SCORE				Total	
		1	2	3	4		
<b>Branch</b>	<b>CSE</b>	<b>Count</b>	1	18	28	12	<b>59</b>
		<b>% within verbal</b>	10.0%	20.2%	20.3%	42.9%	<b>22.3%</b>
	<b>ECE</b>	<b>Count</b>	2	19	32	6	<b>59</b>
		<b>% within verbal</b>	20.0%	21.3%	23.2%	21.4%	<b>22.3%</b>
	<b>EEE</b>	<b>Count</b>	5	18	28	3	<b>54</b>
		<b>% within verbal</b>	50.0%	20.2%	20.3%	10.7%	<b>20.4%</b>
	<b>IT</b>	<b>Count</b>	1	17	25	1	<b>44</b>
		<b>% within verbal</b>	10.0%	19.1%	18.1%	3.6%	<b>16.6%</b>
	<b>MECH</b>	<b>Count</b>	1	17	25	6	<b>49</b>
		<b>% within verbal</b>	10.0%	19.1%	18.1%	21.4%	<b>18.5%</b>

- Performance of CSE students is relatively higher than other branches  
(Aggregate score = 4)
- Performance of students in verbal aptitude is more consistent across all branches
- Overall performance of students in CSE is higher because of their good scores in verbal ability

**End of report**

