



Dr. T. THIMMAIAH INSTITUTE OF TECHNOLOGY

Affiliated to Visvesvaraya Technological University, Belgaum,
Approved by AICTE, New Delhi & Recognized by Govt of Karnataka



Department of Training and Placements

CIRCULAR

Ref: /Dr.TTIT/2018-19/APL/002

Date: 09.04.2019

Its informed to all HOD's that, **BYJU's is conducting a career counselling program cum workshop** for 2nd Year and 3rd Year Students in **Student Centre** on 10.04.2019 from 11:00 AM to 1:00 PM

Placement Coordinators of respective department are responsible for student gathering, discipline and attendance

A consolidated report to be submitted to Dean Office on the same.

Mr. Syed Thouheed Ahmed

P&T Coordinators

PLACEMENT OFFICER

Dr. T. Thimmaiah Institute of Technology
Oorgaum Post, KGF - 563120, Karnataka.

PRINCIPAL
9/4/19
EEE

Copy to

1. Dean Office
2. Vice Principal Office
3. All HoD's (CSE | ECE | EEE | Civil | ME | Mining | Science)

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9/4/2019
Dr T Thimmaiah Institute of Technology
Oorgaum KGF 563 120



To Dean madam

Please do the needfull.

Date :- 10/04/2019

Time :- 11am - 1pm

Venue :- Student Center

Target :- 2nd & 3rd year

09/04/2019

To,
The Placement Department,
Dr.T.Thimmaiah Institute of Technology
KGF
Karnataka 563120

PLACEMENT OFFICER
Dr. T. Thimmaiah Institute of Technolo
Oorgaum Post, KGF - 563120, Karnata

Subject: Regarding Career counseling session for 3rd year and 2nd year engineering students of Dr. TTIT

Dear Sir,

We would like to thank you for giving us an opportunity to address and interact with all the 3rd year engineering students of your renowned institution; the duration of the workshop will be for 2hrs.

Given below is the description of the workshop.

Part 1: Math Workshop

This part will cover patented techniques to crack Math problems and will be around these concepts viz. Geometry, Ratios, Algebra, and Successive Percentage. Here we will teach unconventional techniques which will help them solve the questions in less than 2 Mins and also placement related questions will be experimented.

Part 2: English Workshop

Solving English question in a mathematical way, Reading only 20% of the RC (reading comprehension) and answering the entire question. (Patented technique)

Part 3: CV Workshop

In this part, we will review various resumes/CVs and the commonly committed mistakes. Also, how resumes will vary from when applying for a Job & when applying for Higher Education.

Part 4: Profile Building workshop

Here, we give all the information about the courses/ activities the students need to do to build their profile strong. We customize profile building activities for each department.

Part 5: Case Study

Various case studies will be discussed on how can students strategically plan their career and how to avoid common mistakes. For eg. When planning for technical career the CV building will be different from when planning for Management career.

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Part 6: Higher Education Options

Finally, unique & highly specialized programs for Technical, Managerial & Techno-managerial programs will be discussed.

Part 7: One-on-one CV Analysis

This is the critical part where student's Resume/CV will be individually review and a profile Gap analysis will be done by trained experts from BYJU's. This will help student identify the gaps/problems in their profile and what is the timeline that they can plan to achieve their target career.

Part 8: Indian and International education opportunity

GRE/ CAT/ GMAT/ UPSC/ GATE possibility of getting the seats. Details about Abroad universities, funding options, profile building, part-time jobs etc.

Follow-up session (only for interested students) 45min

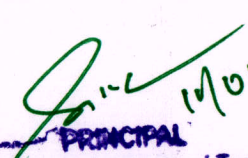
We give FREE 1000 rupees coupon for students to attend One on One doubt clarification session with our experts in the same room.

Session Date : 10/04/2019

Time : 11AM to 1PM

Best Regards,

Nitin Kumar
(BYJU'S)


10/04/2019
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Dr T Thimmamah Institute of Technology
Doragum K G F 563 120

09/04/2019

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The Placement Department,
Dr.T.Thimmaiah Institute of Technology
KGF
Karnataka 563120

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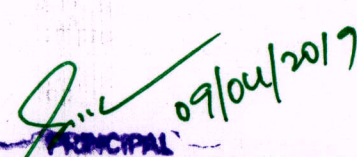
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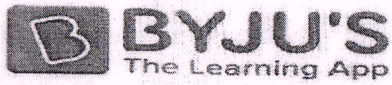
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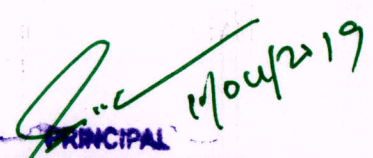
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Nitin Kumar
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Gordalur K G F 563 120

Verbal Workshop

Reading comprehension:

The nub of the restorationist critique of preservationism is the claim that it rests on an unhealthy dualism, which conceives nature and humankind as radically distinct and opposed to each other. Dissatisfaction with dualism has for some time figured prominently in the not so happy writings of environmentalists with mainstream industrial society, as in the writings of Carolyn Merchant and Theodore Roszak. However, the writings of the restorationists themselves— particularly, William Jordan and Frederick Turner—offer little evidence to support this indictment. In their view, preservationists are imbued with the same basic mind-set as the industrial mainstream, the only difference being that the latter exalts humans over nature while the former elevates nature over humans. While it is perhaps puzzling that Jordan and Turner do not see that there is no logic that requires dualism as a philosophical underpinning for preservation, more puzzling is the sharpness and relentlessness of their attack on preservationists, accentuated by the fact that they offer little, if any, criticism of those who have plundered the natural world.

The crucial question, however, about the restorationist outlook has to do with the degree to which the restorationist program is itself faithful to the first principle of restoration: that nature and humanity are fundamentally united rather than separate. Rejecting the old domination model, which sees humans as over nature, restoration theory champions a model of community participation. Yet some of the descriptions that Jordan and Turner give of what restorationists are actually up to—for example, Turner's description of humans as "the lords of creation," or Jordan's statement that "the fate and well being of the biosphere depend ultimately on us and our relationship with it"—do not cohere well with the community participation model. Another holistic model—namely, that of nature as an organism—might be more serviceable to the restorationists. As with the community model, the "organic" model pictures nature as a system of interconnected parts. A fundamental difference, however, is that in an organism the parts are wholly subservient to the life of the organism. If we could think of the biosphere as a single living organism and could identify humans with the brain (or the DNA), or control center, we would have a model that more closely fits the restorationists' view.

However, to consider humans as the control center of the living earth is to ascribe to them a dominating role in nature. Is this significantly different from the old-fashioned domination model? In both systems humans hold the place of highest authority and power in the world. Also, neither view recognizes any limits to the scope and range of legitimate human manipulation in the world. This does not mean that there are no constraints; only beneficial manipulation should be undertaken. But it does not mean that nothing is off-limits. A further parallel is that, because the fate of the world rests on humans, they must have a clear idea of what needs to be done.

- 1) The author's primary purpose in the passage is to
 - (A) examine the similarities and differences among models for environmental philosophies
 - (B) formulate a new philosophical model of the relationship between humans and their environment
 - (C) critique a modern-day environmental philosophy
 - (D) argue that one particular environmental philosophy is more workable than competing approaches
 - (E) demonstrate the limited usefulness of models as the basis for environmental philosophies

- 2) Which of the following best expresses the function of the first paragraph in relation to the passage as a whole?
 - (A) to establish the parameters of an ensuing debate
 - (B) to identify problem areas within a school of thought, which are then explored in greater detail
 - (C) to discuss secondary issues as a prelude to a more detailed examination of a primary issue
 - (D) to provide an historical backdrop for a discussion of modern-day issues
 - (E) to introduce opposing viewpoints, which are then evaluated

- 3) Which of the following models would the author most likely agree is least like the other models listed below?
 - (A) domination model (B) holistic model (C) community participation model (D) dualist model (E) organic model



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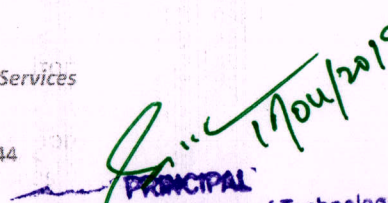
ms@byjus.com



fb.com/ByjusGRE



+91 8884 544 444


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 Dr. T. Thimmiah Institute of Technology
 Oragadam, K.G.F. - 563 120

GRE Passage 1

Tocqueville, apparently, was wrong. Jacksonian America was not a fluid, egalitarian society where individual wealth and poverty were ephemeral conditions. At least so argues E. Pessen in his iconoclastic study of the very rich in the United States between 1825 and 1850.

Pessen does present a quantity of examples, together with some refreshingly intelligible statistics, to establish the existence of an inordinately wealthy class. Though active in commerce or the professions, most of the wealthy were not self-made but had inherited family fortunes. In no sense mercurial, these great fortunes survived that financial panic that destroyed lesser ones. Indeed, in several cities the wealthiest one percent constantly increased its share until by 1850 it owned half of the community's wealth. Although these observations are true, Pessen overestimates their importance by concluding from them that the undoubted progress toward inequality in the late eighteenth century continued in the Jacksonian period and that the United States was a class-ridden, plutocratic society even before industrialization.

1. Which of the following best states the author's main point?

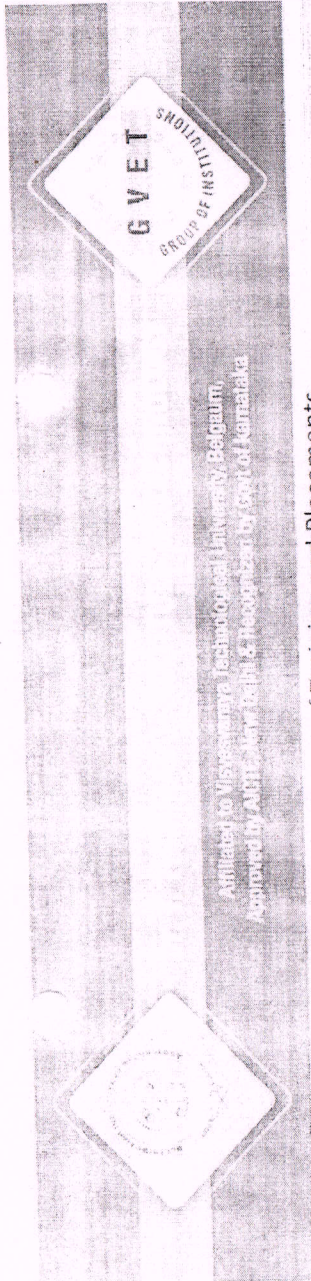
- (a) Pessen's study has overturned the previously established view of the social and economic structure of early-nineteenth-century America
- (b) Tocqueville's analysis of the United States in Jacksonian era remains the definitive account for this period
- (c) Pessen's study is valuable primarily because it shows the continuity of the social system in the United States throughout the nineteenth century
- (d) The social patterns and political power of the extremely wealthy in the United States between 1825 and 1850 are well documented.
- (e) Pessen challenges a view of the social and economic systems in the United States from 1825 to 1850, but he draws conclusions that are incorrect.

GRE Passage 2

Since the Hawaiian Islands have never been connected to other land masses, the great variety of plants in Hawaii must be a result of the long – distance dispersal of seeds, a process that required both a method of transport and an equivalence between the ecology of the source area and that of the recipient area. There is some dispute about the method of transport involved. Some biologists argue that ocean and air currents are responsible for the transport of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. More probable is bird transport, either externally, by accidental attachment of the seeds to feathers, or internally, by the swallowing of fruit and subsequent excretion of the seeds. While it is likely that fewer varieties of plant seeds have reached Hawaii externally than internally, more varieties are known to be adapted to external than to internal transport.

The author mentions results of flotation experiments on plant seeds (lines 5 – 6) most probably in order to

- 1. Support the claim that distribution of plants in Hawaii is the result of long distance dispersal of seeds
- 2. Lend credibility to the thesis that air currents provide a method of transport for plant seeds to Hawaii
- 3. Suggest that the long – distance dispersal of seeds is a process that requires long periods of time
- 4. Challenge the claim that ocean currents are responsible for the transport of plant seeds to Hawaii
- 5. Refute the claim that Hawaiian flora evolved independently from flora in other parts of the world.

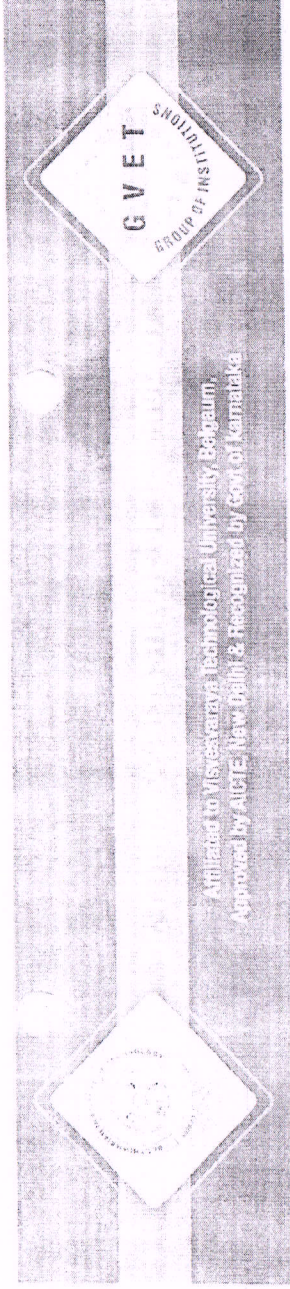


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Department of Training and Placements
 - BYJU'S Career Guidance Workshop (8th - April 2019)

Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
01	Pavithra G Pavithra G	16V16EC034	ECE	9902295269	gpavithra@gmail.com	<i>Pavithra</i>
02	NITHYA K	16V16EC032	ECE	8105322473	dnithya19@gmail.com	<i>Nithya K</i>
03	Keerthi G	16V16EC014	ECE	9148891066	prekeertibg92@gmail.com	<i>Keerthi</i>
04	Shikha K	16V16EC054	ECE	7349479077	shikha.kns19@gmail.com	<i>Shikha K</i>
05	Sonal Sanjama S	16V16EC059	ECE	8296624038	sonali.sanjama539@gmail.com	<i>Sonal</i>
06	Sindhu Kauli A C	16V16EC058	ECE	9880552167	Sindhu.k.v.ig98@gmail.com	<i>Sindhu</i>
07	Shambhavi K	16V16EC052	ECE	9686471136	shambhavi.k1998@gmail.com	<i>Shamb</i>
08	yeshwitha J	16V16EC070	ECE	9249255866	yeshwithaj9@gmail.com	<i>yesh</i>
09	Sushmitha yanig M	16V16EC064	ECE	9448130180	sushmithagyanig16@gmail.com	<i>Sushmitha</i>
10	soomya C	16V16EC060	ECE	9686482772	soomya.sangeetha@gmail.com	<i>soomya</i>
11	Anuradha G	16V16EC005	ECE	9480922029	anuradhagfawadk@gmail.com	<i>Anu</i>

Anuradha G



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Department of Training and Placements
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Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
1.	Nikhila Patil	19V17EC021	ECE	7358258236	patilnikhila99@gmail.com	<i>Nikhila Patil</i>
2.	Uma Parveen	19V17EC048	ECE	9035486916	umepa.parveen11@gmail.com	<i>Uma Parveen</i>
3	Tabassum F	19V17EC044	ECE	9740471295	Parvija.kanul254@gmail.com	<i>Tabassum F</i>
4	Senanya G	19V16CS073	CSE	899081053	Prasan140@gmail.com	<i>Senanya G</i>
5	Prashanth K	19V16CS051	CSE	9448617514	prashantk1838@gmail.com	<i>Prashanth K</i>
6	Sushmarani-V.S	19V16CS077	CSE	9448842270	Sushmaranisri05@gmail.com	<i>Sushmarani V.S</i>
7	Sharanya S	19V16CS065	CSE	9945487656	Chayasha1999@gmail.com	<i>Sharanya S</i>
8	Sneha P	19V16CS070	CSE	9535146069	Snehaheju18@gmail.com	<i>Sneha P</i>
9	Chandana C	19V16EC009	ECE	8762765781	Chandana.dhruv@gmail.com	<i>Chandana C</i>
10	Gayathri B	19V16EC013	ECE	8217552262	notangayathri199@gmail.com	<i>Gayathri B</i>
11	Pavithra H.V	19V16EC035	ECE	8861555361	Pavithra1667@gmail.com	<i>Pavithra H.V</i>
12	Kaayasaee	19V16EC020	ECE	8844166612	Sree Sree 19781@gmail.com	<i>Kaayasaee</i>
13	Hitesh T.N	19V18ECH01	ECE	9449423074	niteshgowd407@gmail.com	<i>Hitesh T.N</i>
14	Tejas	19V16EC065	ECE	8867516394	tejas1948tejas@gmail.com	<i>Tejas</i>
15	Akhil Babu	19V16EC002	ECE	9481709308	akhilbabuyc@gmail.com	<i>Akhil Babu</i>
16	Mama Thain	19V17EC016	ECE	9164615461	MamaTha.Mamathai	<i>Mama Thain</i>
17	Sanjha Shree	19V17EC040	ECE	9113031459	S1170606@gmail.com	<i>Sanjha Shree</i>
18.	Preeti T	19V17EC026	ECE	8861554456	Preeti1999@gmail.com	<i>Preeti T</i>
19	Chaitanya M	19V17EC005	ECE	9148921240	Chaitanya11899@gmail.com	<i>Chaitanya M</i>
20	Sneethi Kamalini.M	19V15CS038	CSE	9480408842	Sneethi.kamalini@gmail.com	<i>Sneethi Kamalini.M</i>

Dr. T. Thimmiah
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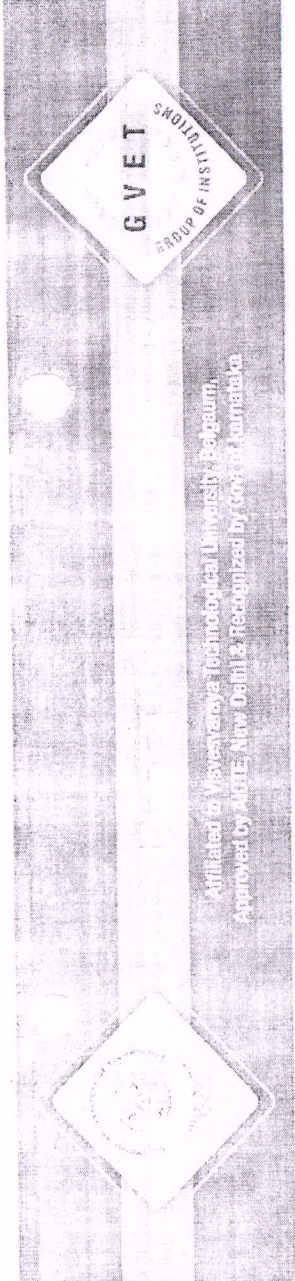


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Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
1.	Aashwagya S	1GV16CS004	CSE	9739048434	ashwaj1@gmail.com	<i>Aashwagya S</i>
2.	Ramya Subh.G	1GV16CS057	CSE	9731198986	ramyachachy19@gmail.com	<i>Ramya Subh.G</i>
3.	Chithra S	1GV16CS012	CSE	7899076088	chithrassridhar@gmail.com	<i>Chithra S</i>
4.	Gayathri C.R	1GV16CS015	ECE	8711992396	gayathri1606@gmail.com	<i>Gayathri C.R</i>
5.	Prayanka C.P.	1GV16CS040	ECR	868460347	yadav18@gmail.com	<i>Prayanka C.P.</i>
6.	Ramya G.M	1GV16CS017	BCP	9182110709	ramyagm@gmail.com	<i>Ramya G.M</i>
7.	Blessy B	1GV16CS010	CSE	9611194914	BlessyBeebu202@gmail.com	<i>Blessy B</i>
8.	Ayasha Pattinama P	1GV16CS009	CSE	8618078360	ayashaay1802@gmail.com	<i>Ayasha P</i>
9.	Ramya Kusum A	1GV16CS014	CSE	8213792065	ramyakusum21@gmail.com	<i>Ramya Kusum A</i>
10.	Deepa.H.N	1GV16CS015	CSE	9916940905	deepah.n.ragava@gmail.com	<i>Deepa.H.N</i>
11.	Divya S.K.R	1GV16CS019	CSE	7829748004	sunitha2612jaya@gmail.com	<i>Divya S.K.R</i>
12.	Gangalhari.K.R	1GV16CS018	CSE	9113894663	gangalhari12@gmail.com	<i>Gangalhari K.R</i>
13.	Keerthana P	1GV16CS029	CSE	7097234773	keerthana204199@gmail.com	<i>Keerthana P</i>
14.	Prisha.N	1GV16CS070	CSE	9686579300	vishvana2000@gmail.com	<i>Prisha.N</i>
15.	V.Nandhini	1GV16CS040	CSE	968670392	Nandhini.v0572@gmail.com	<i>V.Nandhini</i>
16.	Arogha.M	1GV16CS004	CSE	9861292708	pikiri1weel@gmail.com	<i>Arogha.M</i>
17.	Athiia.P	1GV16CS003	CSE	9611349271	akhighk17@gmail.com	<i>Athiia.P</i>
18.	Kavya Bhradab	1GV16CS086	CSE	944755378	kavyabhadrab812@gmail.com	<i>Kavya Bhradab</i>
19.	Mamaiba S	1GV16CS035	CSE	96387426970	mamaibarsaidy982017@gmail.com	<i>Mamaiba S</i>

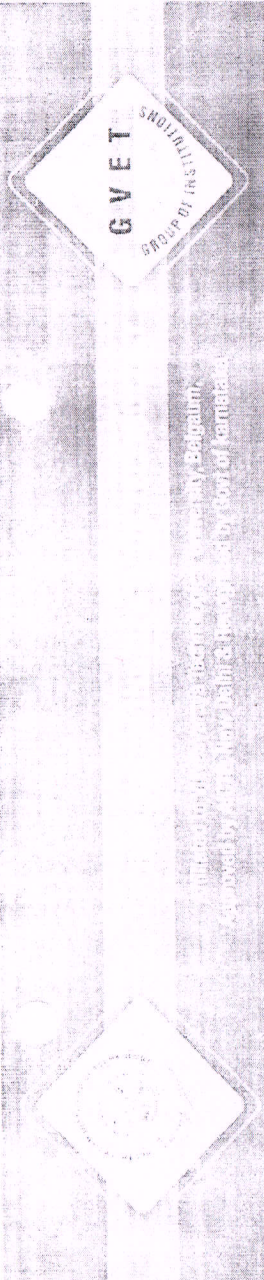
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Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
01	SKRISHNAN. K G	19V16ME038	Mech	7019306773	Rohitshimmar26@gmail.com	[Signature]
02	Chandan. Kumar B M	19V16ME005	Mech	9901143583	chandan264@gmail.com	[Signature]
03	Vinay. K S	19V16ME008	Mech	7019302110	Vinayk186@gmail.com	[Signature]
04	Chandan V B	19V16ME006	Mech	990257872	Chandans18@gmail.com	[Signature]
05	Roopendra. R	19V16ME031	Mech	8660821125	RoopendraR1@gmail.com	[Signature]
06	Sumbath G	19V16ME000	Mech	990125382	SumbathG@Tamil.com	[Signature]
07	Madhu. M	19V16ME015	Mech	7975300514	mm13255@gmail.com	[Signature]
08	B.S.Chetan Suresh	19V16ME007	Mech	8088143674	Chetansuresh1@gmail.com	[Signature]
09	Naveen Reddy M	19V16ME006	Mech	9108062656	naveenreddy.m13@gmail.com	[Signature]
10	DINESH S	19V16ME008	Mech	9488090795	dineshdinesh199@gmail.com	[Signature]
11	Naveen	19V16ME020	Mech	9741303045	b.naveen943@gmail.com	[Signature]
12	Abhishek S Gowda	19V16ME003	Mech	9964421771	Abhishekgowda18@gmail.com	[Signature]
13	INDU DHAR N S	19V16ME047	Mech	7483386599	indudharsuresh1@gmail.com	[Signature]
14	KARTHICK S	19V16ME012	Mech	866037321	Karthick98@gmail.com	[Signature]
15	Selvaudhin D	19V16ME009	Mech	7257026339	SelvaudhinD@gmail.com	[Signature]
16	Mohammed Naseer N	19V16ME004	Mech	9738729240	abunaseer201@gmail.com	[Signature]
17	Waseem Ahmed	19V16ME012	Mech	9483797928	waseemahmed18@gmail.com	[Signature]
18	Rahul G N	19V16ME056	CSE	8147058238	Rahulgn1756@gmail.com	[Signature]
19	Hemanth Kumar N	19V16ME025	CSE	9591197329	Nhkumar@gmail.com	[Signature]
20	Naveen Kumar J	19V16ME016	Mining	9620497268	Naveen.kumar.j@gmail.com	[Signature]
21	J. Titus Wilson	19V16ME024	Civil	9148911512	Titus6252@gmail.com	[Signature]
22	Monal Seemans	19V16ME011	Mining	9008634506	MjSeemans@gmail.com	[Signature]
23	Devraj	19V16ME013	Civil	9663953979	Devrajsharma123@gmail.com	[Signature]

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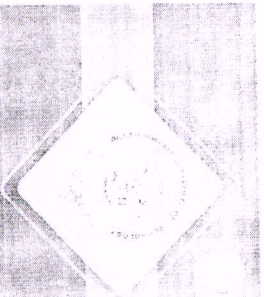


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Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
01	Rashmita Giri	16V17CS053	CSE	8192169633	shalomgiri@gmail.com	<i>Rashmita</i>
02	Vanusha S	16V17CS073	CSE	9686890373	vanusha11321@gmail.com	<i>Vanusha S</i>
03	Bettina S Charles	16V17EC002	ECE	9113554136	bettina121@gmail.com	<i>Bettina S Charles</i>
04	Prityanka D	16V17EE027	ECE	9131874855	prityankadreddy26@gmail.com	<i>Prityanka D</i>
05	Prityan Ka S	16V17EC029	ECE	8762341801	Prityankasreddy@gmail.com	<i>Prityan Ka S</i>
06	Vinutha S	16V17EC053	ECE	9731955434	Vinuthasreddy123@gmail.com	<i>Vinutha S</i>
07	Chandrakala V	16V17EC057	ECE	6362273320	Chandrakalareddy199@gmail.com	<i>Chand V</i>
08	ARBIN TAJ.S	16V16ME003	ME	9686227961	arbin1786@gmail.com	<i>Arbin Taj S</i>
09	SHYAMI L. P.M	16V16ME039	ME	9686084816	shyamilp1999@gmail.com	<i>Shy</i>
10	Preethi N	16V17CS050	CSE	8045517810	Preethi.gvit.1999@gmail.com	<i>Preethi</i>
11	Poovarasasi S	16V17CS048	CSE	7259982517	Poovarasasi.som.1999@gmail.com	<i>Poovarasasi S</i>
12	Tasaneey B	16V17CS023	CSE	8746049605	janikeetha@gmail.com	<i>Tasaneey B</i>
13	SENTHA S	16V17EC043	ECE	9480042245	sanjayosimur@gmail.com	<i>Sentha S</i>
14	MEENA R	16V16EC026	ECE	9686259513	meenara201092@gmail.com	<i>Meena R</i>
15	KAVITHA S.B	16V16EC018	ECE	9900684557	kavithakavitha9@gmail.com	<i>Kavitha S.B</i>
16	Shresthana.P	16V16EC021	ECE	7392856565	kesorbanadolly29@gmail.com	<i>Shresthana P</i>
17	malavika B	16V17CS034	CSE	9749625920	Madhu199926@gmail.com	<i>Malavika B</i>
18	Lavanya S	16V17EC035	ECE	9731870977	lavutink1128@gmail.com	<i>Lavanya S</i>
19	Deepika M	16V17CS016	CSE	9688581823	naidu.4559@gmail.com	<i>Deepika M</i>
20	Shrivas A	16V17EE018	ECE	8151891283	shrivas1ashnu2606@gmail.com	<i>Shrivas A</i>
	Praveen Reddy.N	16V17EE012	ECE	8660627162	praveenreddy8014@gmail.com	<i>Praveen</i>

Dr. T. Thimmiah

PRINCIPAL
 Dr. T. Thimmiah Institute of Technology
 Coorgam KGF - 563 120



Approved by All India Engineering Education Society, University, Bangalore,
 Approved by AICTE, New Delhi & Recognized by Govt of Karnataka



Department of Training and Placements
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Sl.no	NAME	USN	BRANCH	PHONE	EMAIL ID	SIGNATURE
1.	A.S. Hemant	1GV16CS026	CSE	7022831839	ishmonth19787@gmail.com	<i>[Signature]</i>
2	SN Sagar	1GV16EC047	ECE	8105940375	sagarmallappa616@gmail.com	<i>[Signature]</i>
3	ROMANUR	1GV16EC045	ECE	7829163314	romanur1603@gmail.com	<i>[Signature]</i>
4	Dhivyaashree M G	1GV16EC018	ECE	9487478756	dhivyaashree@gmail.com	<i>[Signature]</i>
5.	Mdga Kyppa. BR	1GV16EC030	ECE	8660108597	kyppa.br@gmail.com	<i>[Signature]</i>
6.	Sumanika Jallanna	1GV16EC062	ECE	9886652630	sumanika.jhalla@gmail.com	<i>[Signature]</i>
7	Shalini R	1GV16EC050	ECE	6363054083	shalini.2212199@gmail.com	<i>[Signature]</i>
8	KRISHNA.R	1GV16EC023	ECE	7996681146	krishna.khanna1113@gmail.com	<i>[Signature]</i>
9	Akshay.M	1GV16EC084	ECE	9110678114	akshay.kumar@gmail.com	<i>[Signature]</i>
10	Sagar Reddy	1GV16EC018	ECE	9123626284	reddy.sagar@gmail.com	<i>[Signature]</i>
11.	Yogesh Kumar H S	1GV16EC022	EEE	901962966	yogeshkumar@gmail.com	<i>[Signature]</i>
12.	Dhishu V.	1GV16EC040	EEE	8861224080	dhishuv@gmail.com	<i>[Signature]</i>
13	Sachin M Achari	1GV16ME033	MECH	8077552796	sachinm281909@gmail.com	<i>[Signature]</i>
14	Venugopal. A	1GV16ME046	MECH	9686652441	venugopal281909@gmail.com	<i>[Signature]</i>
15	Imaad Hussain	1GV17CS028	CSE	85535533801	imaadhussain1112@gmail.com	<i>[Signature]</i>
16	S SARAN BABU	1GV17CS063	CSE	9632518972	saranbabu1999@gmail.com	<i>[Signature]</i>
17	Priyanka R.	1GV19CS049	CSE	7349056624	priyanka.r@gmail.com	<i>[Signature]</i>
18	Mangy Kumar K.N.	1GV17CS036	CSE	7676573863	mangy.kumar@gmail.com	<i>[Signature]</i>
19	Abhinav K.	1GV19MI1402	MI	9829229883	abhinav.k@gmail.com	<i>[Signature]</i>
20	Naveen Kumar R.V	1GV18CV085	CV	8660573839	naveenr@gmail.com	<i>[Signature]</i>
	Hemant H S	1GV18CV086	CV	7795694371	hemant.h.s@gmail.com	<i>[Signature]</i>
	Mukul D.C.	1GV18CV093	CV	7780094743	mukul.d.c@gmail.com	<i>[Signature]</i>
	Paresh	1GV18CV106	CV	715798919	paresh.p@gmail.com	<i>[Signature]</i>

[Signature]
 28/4/2019

Dr T Thimmalaksh Institute of Technology
 Doraam K G F 563 120