



DEPARTMENT OF
ARTIFICIAL INTELLIGENCE & DATA SCIENCE
FIRST YEAR INDUCTION REPORT
2024 - 2025

Course Code: U23ADM101

Course Title: Induction Programme

Course Category: Mandatory Course

Course Regulation: R-2023

Credit: Non - Credit

Periods: Two Weeks (09.09.24 to 20.09.24)

❖ Index

- Preamble
- Course Outcomes & Syllabus
- Student Details
- Time Table

❖ Induction Program Report

- Lesson plan
- Test in C
- Performance Analysis of Students

PREAMBLE

Induction day is particularly important for engineering college students for several key reasons:

- 1. Orientation to the College:** Induction Day provides students with their first official introduction to the college campus, facilities, and resources. This orientation helps them become familiar with the layout of the campus, locate important buildings, and understand the services available to them.
- 2. Understanding College Policies:** During induction, students are briefed on the college's rules, regulations, and academic policies. This includes information about attendance requirements, grading systems, academic integrity, and other important guidelines. Understanding these policies from the outset can prevent misunderstandings later in the academic journey.
- 3. Meeting Faculty and Staff:** Induction Day often includes opportunities for students to meet their professors, advisors, and other support staff. Establishing these early connections can be essential for academic success, as students can seek guidance and assistance when needed.
- 4. Setting Academic Expectations:** Engineering programs are known for their rigor, and induction day can help set realistic academic expectations. Students may learn about the workload, time management strategies, and study skills necessary for success in engineering coursework.
- 5. Introduction to Engineering Resources:** Many engineering colleges have specialized resources, such as laboratories, research centers, and equipment, that are critical for engineering students. Induction day provides a chance for students to become acquainted with these resources and understand how they can access and utilize them for their academic and research needs.
- 6. Building a Support Network:** Meeting fellow engineering students during induction is an excellent opportunity to start building a support network. Students can form study groups, connect with peers who share similar interests, and begin establishing a sense of community within the engineering program.
- 7. Career Planning and Development:** Some induction programs may introduce students to career services and resources early on. This can help students start thinking about their career goals and how to prepare for internships, co-op experiences, and job opportunities in the engineering field.

- 8. Fostering a Sense of Belonging:** Engineering programs can be challenging, and many students may feel overwhelmed at times. Induction day can help create a sense of belonging by reassuring students that they are part of a supportive academic community and that they are not alone in facing the challenges of engineering studies.

In summary, induction day plays a crucial role in acclimating engineering college students to their academic environment, providing essential information, and helping them establish the foundation for a successful and rewarding academic journey in the field of engineering.

ORIENTATION PROGRAM - COLLEGE LEVEL

The First Year Induction Day Orientation Program Was Inaugurated on **06.09.2024 (Friday)** by the Management and Director-cum- Principal.

ORIENTATION PROGRAM -DEPARTMENT LEVEL

An orientation program at the department level in a college or university is a crucial event that helps new students get acquainted with the specific department they are joining. The **Head of the Department Dr.J.Madhusudanan, Professor** and the **Program Academic Coordinator Dr. M. Auxilia, Associate Professor** addressed the first year students about our College Vision and Mission, Department Vision and Mission, Program Outcomes, Program Educational Objectives, Program Specific Objectives, Curriculum, Various Lab facilities, Ability Enhancement courses, Career and skill development courses and concluded with the highlight of Past Placements records.

Department	Artificial Intelligence and Data Science		Programme: B.Tech.						
Semester	I		Course Category : MC			End Semester Exam Type:			
Course Code	U23ADM101		Periods / Week			Credit	Maximum Marks		
			L	T	P	C	CAM	ESE	TM
Course Name	Induction Programme		-	-	-	Non-Credit	-	-	-
Prerequisite	-								
Course Outcomes	On completion of the course, the students will be able to								BT Mapping (Highest Level)
	CO1	Develop holistic attitude and harmony in the individual, family, and Society							K2
	CO2	Acquire grammar skills and capable to write and speak English confidently							K2
	CO3	Understand the basic concepts in Mathematics and Programming							K2
	CO4	Know about the art and culture, language and literature of this vast secular nation							K2
	CO5	Identify the inherent talent and develop it professionally							K3
UNIT-I	Universal Human Values					Periods: 12			
Welcome and Introductions - Getting to know each other, Aspirations and Concerns - Individual Academic and Career, Expectations of Family, Peers, Society, Nation, Fixing one's Goals, Self-Management - Self-confidence, Peer Pressure, Time Management, Anger, Stress Personality Development, Self-improvement, Health - Health issues, Healthy diet, Healthy lifestyle, Hostel life, Relationships - Home sickness, Gratitude towards Parents, Teachers and others Ragging and interaction, Competition and Cooperation, Peer Pressure, Society - Participation in Society, Natural Environment - Participation in Nature, Sum Up - Role of Education, Need for a Holistic Perspective, Self-evaluation and Closure - Sharing and feedback.									CO1
UNIT-II	Proficiency in English					Periods: 12			
Communication skills - Prognostic test on Grammar - Synonyms, Antonyms, Tenses, Sentence Completion, Idioms and Phrases, One- word Substitution, Homophones, Homonyms, Use of Prepositions, Subject-verb - Agreement - Writing - Paragraph writing, Letter writing, Essay writing, Story Development.									CO2
UNIT-III	Bridge Course in Mathematics and C Programming					Periods: 12			
Mathematics: Fundamentals of differential and integral calculus: Theory and Practice, Limit of function - Fundamental results on limits - Continuity of a function - Concept of differentiation - Concept of derivative - Slope of a curve -Differentiation Techniques - Derivatives of elementary functions from first principle - Derivatives of inverse functions - Logarithmic differentiation - Method of substitution - Differentiation of parametric functions -Differentiation of implicit functions - Higher order derivatives. Integrals of functions containing linear functions -Method of integration (Decomposition method, method of substitution, integration by parts) - Definite integrals. Simple definite integrals - Properties of Definite integrals - Reduction formulae - Area and volume - Length of curve - surface area of a solid.									CO3
C Programming: Features of C and its basic Structure - Keywords - constants - variables - operators - Data types - Formatted input and output statements - Control and Looping statement - Arrays - Functions - Strings - writing simple C programs.									
UNIT-IV	Literary Activities					Periods: 12			
Team building activities - Quiz - Oral Exercises - Group discussion, Debate, Extempore, Role play, சிறப்பு சொற்பொழிவு - தமிழர் மரபு மற்றும் தமிழர் தொழில் நுட்பம்									CO4
UNIT-V	Creative Arts					Periods: 12			
Introduction to painting and renowned artworks - Documentary and Short films - Music - Vocal, Instrumental - Dance - Classical, Cinematic - Mimicry - Mime.									CO5
Lecture Periods: 60			Tutorial Periods:		Practical Periods:		Total Periods: 60		

5 | Page

Reference Books

1. A Foundation Course in Human Values and Professional Ethics, R.R Gaur, R. Asthana, G.P. Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. Kumar Mohan R, "English Grammar for all (Functional and Applied Grammar)", Unicore Academy, 2022.
3. Seely, John. Oxford A-Z of Grammar and Punctuation. Oxford Publication, 2013.
4. B.V. Ramana, "Higher Engineering Mathematics", Tata McGraw – Hill, New Delhi, 6th Edition, 2018.
5. Dr. A. Singaravelu, "Engineering Mathematics - I", Meenakshi publications, Tamil Nadu, 2019.
6. E. Balagurusamy, "PROGRAMMING IN ANSI C", Mc Graw Hill, 8th Edition, 2019.
7. Social Life of Tamils (Dr.K.K.Pillay) A joint publication of TNTB & ESC and RMRL
8. Journey of Civilization Indus to Vaigai (R.Balakrishnan) (Published by: RMRL)
9. தமிழக வரலாறு - மக்களும் பண்பாடும், பிள்ளை, கே. கே. , சென்னை : உலகத் தமிழாராய்ச்சி நிறுவனம் , 2002.
10. கணினித்தமிழ் - முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்.
11. கீழடி - வைகை நதிக்கரையில் சங்க கால நகர நாகரிகம், தமிழக தொல்லியல் துறை

Web References

1. <http://www.newsociety.com/Books/S/Slow-isBeautiful>
2. <https://www.aplustopper.com/formal-letter/>
3. <https://www.javatpoint.com/c-programming-language-tutorial>
4. <http://www.math.cum.edu/~wn0g/2ch6a.pdf>

SL.NO	ENROLL. NO	NAME OF THE STUDENT
1.	240839	AAKAASH RADJANE D
2.	240379	AARTHI S
3.	240299	ADWAITH M P
4.	240215	AHSAN M
5.	241581	AKASH K
6.	241319	ARATHANA N
7.	240159	ARJUN S
8.	241715	ARUN R
9.	240244	ATHIDH VASUJ J K
10.	241322	ATHIYAVAN T
11.	240174	AVINASH K
12.	240288	BALAJI M
13.	240303	BALAJI S
14.	240343	BHAVANA R
15.	240723	BHAVYA C
16.	240912	BHUVANESH R
17.	240511	BHUVANESH V
18.	241209	BHUVANESHWARAN V
19.	241325	CHANDRU E
20.	240797	DANASHREE S
21.	241655	DANIEL SEBASTIN A
22.	240297	DEEPAK A
23.	240770	DEEPAK P
24.	240569	DEEPIKA M
25.	240755	DEIVASIGAMANI S
26.	240295	DESIKAN N
27.	240706	DEVAPRASATH J
28.	240184	DEVAPRIYAN T
29.	241527	DEVENDRA KUMAR D
30.	240173	DHARANII K
31.	240220	DHARSHINI A
32.	241498	DHARSHINI B
33.	240467	DHELIP KUMAR M
34.	241805	DHINESH K
35.	240956	DHINESH KARTHICK P
36.	241589	DILIPAN G
37.	240722	DINESH KARTHIK M
38.	240772	DIVAGAR J
39.	240856	DURGASRI A
40.	241733	FREDERIC JOEL T



41.	240236	GANESH KALIRAM K
42.	240948	GANGESH SURYAA A
43.	240804	GIRIDHARAN B
44.	240788	GIRISH KUMAR S
45.	240733	GNANAPRAKASH N
46.	240164	GOGHUL C
47.	240625	GOKHUL A
48.	240465	GOPIKA V
49.	240578	GOVRAVASEKARAN
50.	240170	GOVARDHANA KRISHNAN G
51.	240838	GOWSHIK S
52.	241585	GUBERAN S
53.	240688	GURURATHINAM V
54.	241645	HARI GANESH S
55.	240694	HARIESH J
56.	240441	HARIHARAN R
57.	240711	HARIHARAN T
58.	240775	HARINI G
59.	241104	HARINI K
60.	240208	HARINI M
61.	241072	HARINI S
62.	240207	HARIPRIYA M
63.	241083	HARISHA S
64.	240921	HEMA V
65.	240547	HEMACHANDRAN T
66.	241780	HEMNATH B
67.	241492	INBAN S
68.	240813	JAGAN A
69.	241086	JAGAN S
70.	240227	JANANI N
71.	241880	JAVID ALI A
72.	240791	JEEVANANDHAM S
73.	240885	JEIVAN S
74.	240873	JILLEDIMUDI VS CHINNA SATYA
75.	240358	KALAIMAARAN A
76.	240560	KAMALESHWARAN R
77.	240872	KAMIL N
78.	241759	KANAGALAKSHMI P
79.	241085	KANAGHADHIVYALAKSHIMI K
80.	241013	KARTHIGA S
81.	241305	KARTHIKESWARAN S
82.	240745	KARUNAGARAN M

83.	241110	KAVIARASAN M
84.	241575	KAVINILA S
85.	240916	KAVIYALAKSHMI M
86.	240525	KAVIYA SREE E
87.	240212	KEERTHANA V
88.	240993	KEERTHANADAS S
89.	241925	KISHORE M
90.	240277	KRISHNAKUMAR S (A SEC)
91.	241111	KRISHNAKUMAR S (C SEC)
92.	240472	KRUTHIKA MANICKAM
93.	240408	LOHITH G
94.	241113	LOKEESHWARAN J
95.	241018	LOKESH E
96.	240892	MADHUMITHA V
97.	240988	MAGESHWARI K
98.	240904	MAHADEVA NAVYA LAKSHMI
99.	240927	MAKESHVAR S
100.	240226	MANIMARAN M
101.	240973	MANISH V
102.	241004	MAYANK SAMDARIYA L
103.	240887	MOHAMMED RIFAS M
104.	240400	MOHANAKUMAR K
105.	241107	MONESHWARAN D
106.	240245	MUHITHA M
107.	240318	MUKESH KARTHICK V
108.	240977	MUKESHVARMA G
109.	240124	NALINI N
110.	241043	NAVEEN KUMAR J
111.	241538	NEMINSHANTH S
112.	241006	NIHA SANJEEV K P
113.	240613	NIRANJANA S
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115.	241874	PADMASHRI S
116.	241821	PARKAVI J
117.	240327	POOJA S
118.	240082	PRADEEPA SHREE S
119.	241696	PRASANNA R
120.	240530	PRAVEEN R
121.	240957	PRAVEENKUMAR S
122.	240261	PREETHI S
123.	241016	PRIYADHARSHINI B
124.	240251	RADHESHYAM K

125.	240247	RAGUL L
126.	241514	RAMANAN A
127.	240349	RAMKUMAR G
128.	240224	RAMYA CLEMENCEAU D
129.	241567	RANJITH D
130.	241639	RASIDHAR R
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132.	240612	ROGITH B
133.	240971	ROHAN C
134.	240143	SABARI RAGAVENDHARA R
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156.	241068	SUJITHA A
157.	240504	SUNNY JOSEPH A
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159.	240835	SURENDHAR R
160.	241515	SURIYA PRAKASH R
161.	241621	SURYA PRABA
162.	241299	SWATHI S
163.	240451	SWETHA R
164.	241329	SYED SHAMEER S
165.	241258	TAMILSAMMANTHAM B
166.	240398	THAMIZH SELVAM G

167.	241961	THIRUMURUGAN V
168.	240986	TIVYA ISHWARYA V
169.	240414	UDHAYARAM N
170.	241579	VANKAYALA SAI JYOTSNA
171.	241197	VARSHINI S
172.	240938	VASANTH S
173.	241070	VIDYA M
174.	240360	VIJAAI ANANTH S
175.	240518	YASHVANTH S
176.	242032	YOGESHWAR M
177.	240510	YOGESHWARAN K
178.	241388	YUVARAJ S
179.	240272	YUVASRI P (A SEC)
180.	241476	YUVASRI P (B SEC)

Regulation	Batch	Year / Sec	With Effect From	Hall No
2023	2024 - 2028	I / B		

Day / Time	8.45 am – 9.35 am	9.35 am- 10.25 am	10.25 am – 11.15 am	BREAK (11.15 AM-11.35 AM)	11.35 am – 12.25 pm	12.25pm – 1.15 pm	LUNCH (01.15 PM-1. 55PM)	01.55 pm – 02.45 pm	02.45 pm – 03.35 pm	03.35 pm – 04.25 pm	
MON 09.09.24	Maths	C Prog Mrs.Roselin	English		English	English		Creative Arts Mrs.P.Kanc hanadevi	Creative Arts Mrs.P.Kanc hanadevi	English	
TUE 10.09.24	Literary Activities Ms.V.Siva Eshwari	Literary Activities Ms.V.Siva Eshwari	Literary Activities Ms.V.Siva Eshwari		Literary Activities Mr.Aishwar ya	Creative Arts Mrs.Jayapra tha		English	Maths	UHV Mr.Muthuk umaran	
WED 11.09.24	C Prog Mrs.Roselin e	Literary Activities Ms.Subashi ni	Literary Activities Ms.Subashi ni		UHV Mr. K.Prakash	UHV Mr.Rajan		C Prog Mrs.Roselin	Maths	Literary Activities Mrs.ilakiya	
THUS 12.09.24	Creative Arts Mrs.M.Mee nakshi	Literary Activities Mrs.ilakiya	C Prog Mrs.Roselin		UHV Dr.M.Auxili a	Maths		C Prog Mrs.Roselin e	C Prog Mrs.Roselin	English	
FRI 13.09.24	UHV Mr.Muthuk umaran	Maths	Creative Arts Mrs.Jayapra tha		C Prog Mrs.Roselin	English		Literary Activities Mrs.Keerthi ga	Literary Activities Mrs.Keerthi ga	Literary Activities Mrs.Keerthi ga	
SAT 14.09.24					COOK WITHOUT FIRE						
MON 16.09.24	Maths	C Prog Mrs.Roselin	English		English	English		Creative Arts Mrs.P.Kanc hanadevi	Creative Arts Mrs.P.Kanc hanadevi	UHV Mr.Muthuk umaran	
TUE 17.09.24	Literary Activities Ms.V.Siva Eshwari	Literary Activities Ms.V.Siva Eshwari	Literary Activities Ms.V.Siva Eshwari		Literary Activities Mr.Aishwar ya	Creative Arts Mrs.Jayapra tha		English	Maths	UHV Mr.Muthuk umaran	
WED 18.09.24	C Prog Mrs.Roselin	Literary Activities Ms.Subashi ni	Literary Activities Ms.Subashi ni		UHV Mr. K.Prakash	UHV Mr.Rajan		C Prog Mrs.Roselin	Maths	Literary Activities Mrs.ilakiya	
THUS 19.09.24	Creative Arts Mrs.M.Mee nakshi	Literary Activities Mrs.ilakiya	C Prog Mrs.Roselin e		UHV Dr.M.Auxili a	Maths		C Prog Mrs.Roselin	C Prog Mrs.Roselin	English	
FRI 20.09.24	UHV Mr.Muthuk umaran	Maths	Creative Arts Mrs.Jayapra tha		C Prog Mrs.Roselin	English		Literary Activities Mrs.Keerthi ga	Literary Activities Mrs.Keerthi ga	Literary Activities Mrs.Keerthi ga	

Proficiency in English

Name of the Staffs: (Dr.D.Devi)

- Many job opportunities require proficiency in English, especially in international business, tourism, hospitality, and fields that involve communication with a global audience. The objective may be to enhance career prospects and employability.
- For students, proficiency in English may be essential for academic success, including understanding course materials, participating in class discussions, and writing research papers or essays.
- Introduction to Communication Skills
- Importance and usage of Synonyms
- Importance and usage of Antonyms



Bridge course in Mathematics

Name of the Staffs: (Mr. K.Gurusamy)

- To Understand different methods of differentiation.
- To Understand the definition of an indefinite integral as a result of reversing the process of differentiation.
- Concept of differentiation- Concept of derivative
- Slope of a curve - Differentiation Techniques
- Derivatives of elementary functions from first principle- Derivatives of inverse functions-Logarithmic differentiation.
- Definite integrals and Simple definite integrals and its properties.





Creative Arts - PAINTING

Name of the Staffs: (Mrs. A. Keerthika, Mrs.N.Jayapradha)

Painting can develop communication skills. It also helps you to tap into your subconscious and allows you to communicate your feelings to yourself and the outside world through the pieces you create.

As part of the induction day activities, first-year students participated in a painting and drawing session designed to let them express their creativity and showcase their artistic skills. This activity aimed to provide a relaxed, engaging space for students to bond and unwind while exploring their imagination. Each student was given basic art supplies, including paper, paints, pencils, and brushes, along with the freedom to choose their theme or subject for their artwork.

Many students chose themes like nature, campus life, and personal aspirations, while others experimented with abstract designs and vibrant color combinations. Some painted serene landscapes, while others created detailed portraits or expressive doodles. The activity was facilitated by senior students who provided tips on techniques, color mixing, and composition. They encouraged first-years to explore different styles and approach art with an open mind.

At the end of the session, the completed artworks were displayed in an impromptu gallery, allowing everyone to appreciate the unique perspectives and talents of their peers. The activity fostered a warm and inclusive environment, sparking conversations and connections among students from different backgrounds. Overall, the painting and drawing session on induction day not only allowed students to relax and express themselves but also marked the beginning of new friendships and a supportive campus culture.







RENOWNED ART WORKS

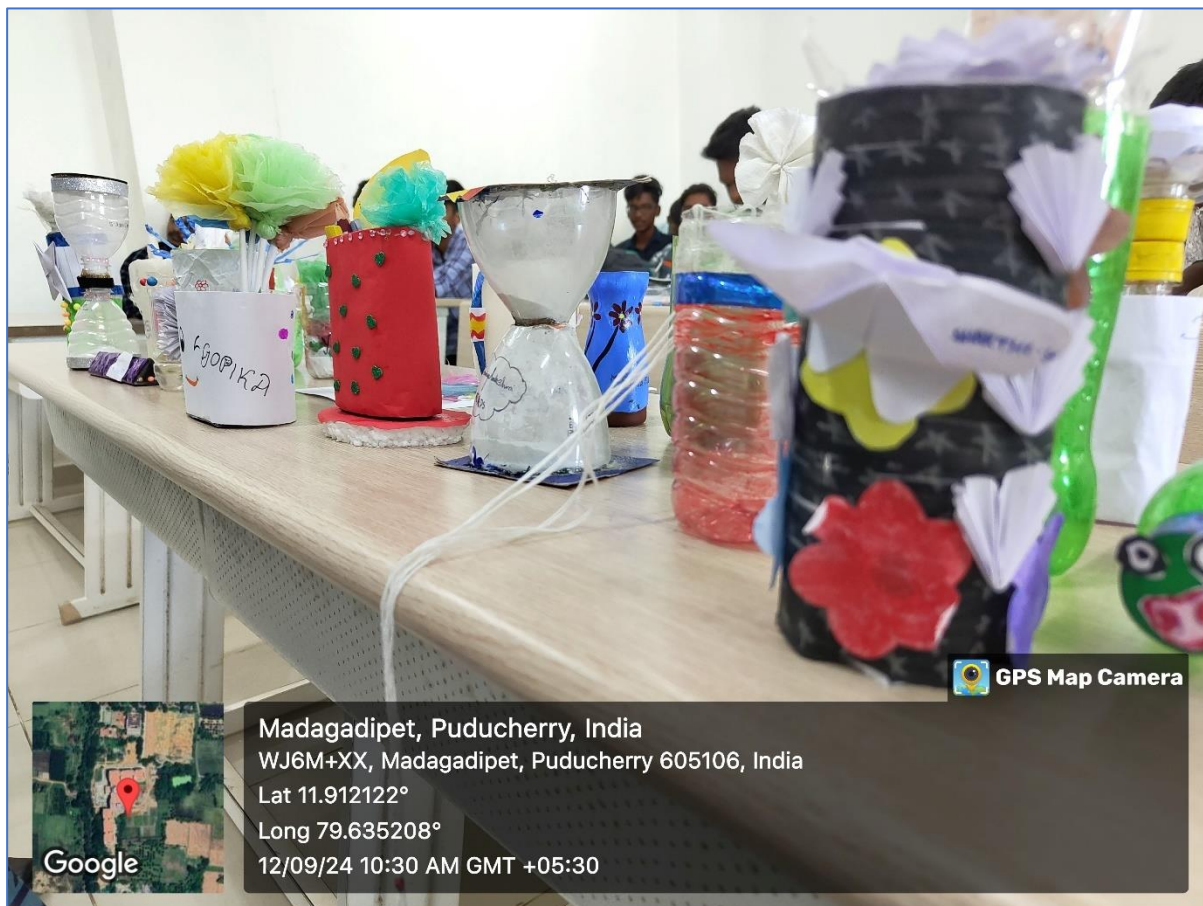
Name of the Staffs: (Mrs. M. Maragadhavalli Meenakshi, Mrs.N.Jayapradha)

As part of the induction day activities, first-year students participated in an eco-friendly initiative to create artwork from waste materials. This activity encouraged students to think creatively while promoting environmental awareness and sustainability. Working in small teams, students collected everyday waste items such as plastic bottles, cardboard boxes, old newspapers, metal scraps, and fabric remnants. The objective was to transform these materials into something beautiful and functional, demonstrating the potential of recycling in everyday life.

Each team came up with unique and imaginative concepts. Some groups crafted bottle planters and eco-friendly storage containers, while others made intricate wall hangings from newspaper and fabric scraps. A few teams even designed sculptures from discarded cardboard and plastic pieces, showcasing impressive attention to detail and craftsmanship. The students received guidance from senior mentors, who helped them brainstorm ideas and assemble their pieces effectively.

The resulting artworks were displayed in an exhibition that drew admiration from faculty and peers alike. This activity not only allowed students to express their artistic talents but also fostered teamwork and problem-solving skills. The event served as a memorable start to their college journey, instilling values of sustainability and creativity. Overall, the activity was a successful blend of learning, creativity, and environmental consciousness, setting a positive tone for the first-year students' experience.







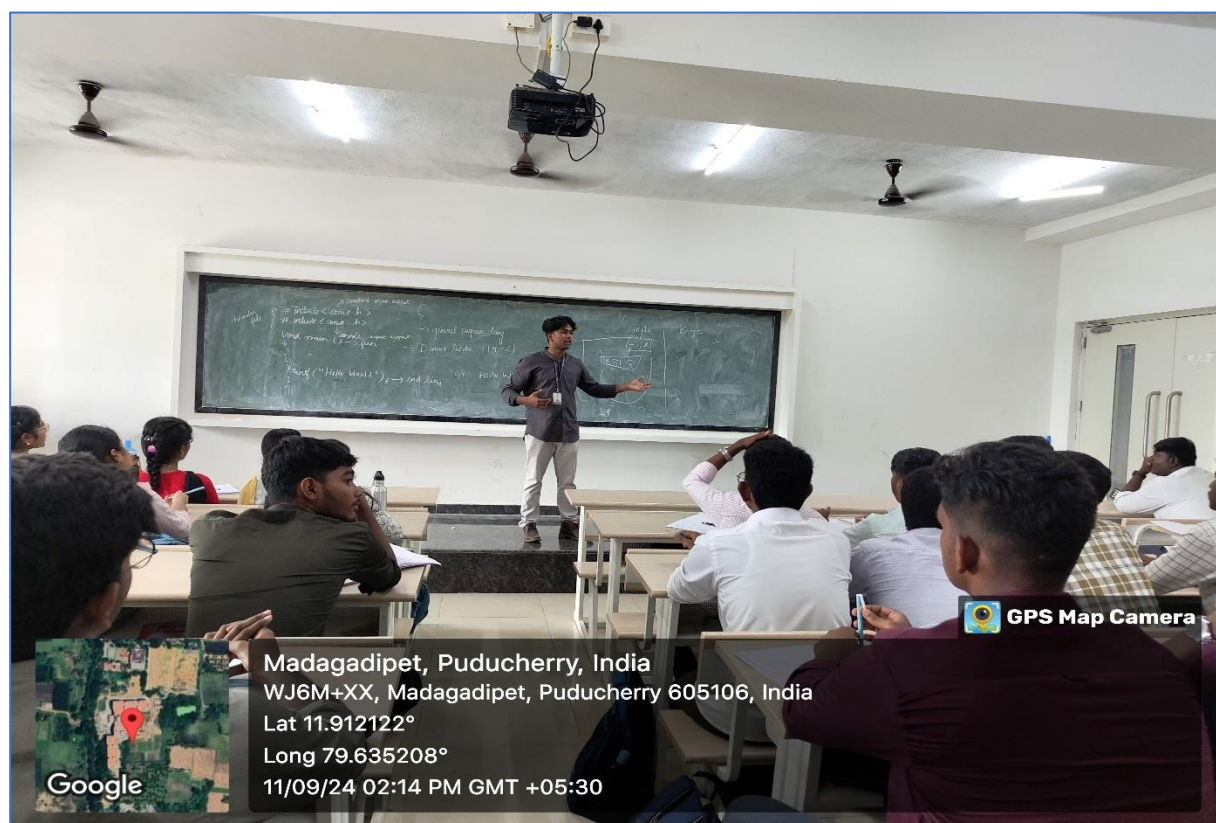


Interaction with Seniors and Alumni

As part of the induction day, first-year students had a valuable opportunity to connect with senior students and alumni in a series of interactive sessions. This event was organized to help new students ease into college life, gain insights into their academic journey, and learn from the experiences of their seniors and predecessors. Seniors introduced themselves and shared personal stories about adjusting to college, tackling challenging coursework, and managing time effectively.

Alumni, now working professionals, spoke about how their college experiences shaped their careers. They offered advice on making the most of campus resources, building networks, and taking up internships and projects relevant to their fields. This gave the juniors a broader perspective on the paths available after graduation and the skills they could develop along the way.

The sessions were highly interactive, with juniors encouraged to ask questions about academics, extracurriculars, and personal growth. This open dialogue helped break the ice and fostered a sense of camaraderie. The seniors and alumni also organized icebreaker games and shared tips on balancing studies and social life, making the juniors feel more comfortable and welcomed. By the end of the event, first-year students left feeling inspired, supported, and more confident in navigating their new environment. This interaction served as a memorable start to their college experience, instilling a sense of belonging and motivation.





Literary Activity – Extempore, Role play

Name of the Staffs: (Mrs.J.Roselin Lourd)

Extempore, a word that originally meant "without time to prepare," comes from the Latin *ex tempore*, which means "out of time." These days, it often comes up when a contestant improvises, when a speaker deviates from the prepared speech, or when a speaker addresses a topic they have not previously examined. Due to their spontaneity and ability to gauge candidates' thought processes, extempore interviews are becoming an increasingly significant component of hiring procedures at prestigious universities and corporations. As a consequence, the organizations are able to evaluate and test applicants on the finest extempore themes listed below-

1. A strong argument with precise reasoning
2. Communication Skills
3. Mental Clarity
4. Presentation of ideas in a time-sensitive, demanding setting
5. Process of Thought
6. Speaking Manner

Extempore allows them to showcase their knowledge, skills, and personality, while adapting to the situation and feedback. The objective of role-playing is to learn, improve or develop upon the skills or competencies necessary for a specific position. Giving a brief about what is extempore and role play and what its importance.

Assigning topics to the student and asking them to present for 3minutes each. List of topics for

Extempore:

1. The impact of technology on society.
2. Climate change and its effects.
3. The importance of education in the 21st century.
4. The benefits of traveling and experiencing different cultures.
5. The role of social media in modern communication.
6. The challenges of maintaining a healthy work-life balance.
7. The future of renewable energy sources.
8. The pros and cons of remote work.
9. The significance of mental health awareness.
10. The role of art and creativity in our lives.



Creative arts- Skit, Mime

Mime and skit performances, whether in a theatrical setting, educational context, or for entertainment purposes, can have various outcomes and impacts on both performers and audiences. Here are some potential outcomes of mime and skit performances.

Entertainment: Mime and skit performances are often intended to entertain audiences. The primary outcome is to provide enjoyment, laughter, and emotional engagement for those watching.

The specific outcomes of mime and skit performances will depend on the purpose, context, and goals of the performance, as well as the skills and creativity of the performers. These performances have the potential to entertain, educate, inspire, and provoke thought, making them a versatile and valuable art form.

Mime and skit performances can bring communities together for shared experiences, fostering a sense of unity and cohesion.



Dance and Singing Performances

Also, students showcased their talents through vibrant dance and singing performances, adding a festive spirit to the event. Students from various backgrounds came together to prepare diverse acts, ranging from traditional dances to contemporary performances and popular song renditions. This activity provided a platform for them to express their creativity and foster a sense of community among peers.

The energy in the class was electric as students took the stage, captivating the students with their enthusiasm and passion. Many students expressed their excitement and nervousness, but the overwhelming support from their fellow students created a warm and encouraging atmosphere. Senior students and faculty cheered loudly, celebrating each performance and highlighting the talent present in the new batch.

The event not only entertained but also helped build camaraderie and confidence among the first-years, marking a joyful beginning to their college journey. Overall, the dance and singing performances were a memorable highlight of induction day, setting a positive tone for the years ahead.







Games Conducted by Seniors

Seniors organized a variety of fun and engaging games for first-year students to help them break the ice and bond with their peers. The event was designed to encourage teamwork, communication, and camaraderie among the newcomers. Activities included many classic games.

Seniors led the activities, providing guidance and support while fostering a friendly and competitive atmosphere. Laughter and cheers filled the air as teams competed, creating an energetic and lively environment. The games allowed first-years to showcase their skills, strategize, and collaborate with their teammates, all while getting to know each other better.

The day ended with awards for the winning teams, but everyone left feeling like a winner, having made new friends and created lasting memories. Overall, the games organized by seniors were a fantastic way to kick off the first year, setting a positive and spirited tone for the students' college journey.



Universal Human Value -I (UHV-I)

Name of the Staffs: (Mrs.P. Kanchana Devi)

- To emphasize the importance of being responsible and ethical citizens who contribute positively to society.
- Critical Thinking: To develop critical thinking skills that enable students to evaluate ethical issues and make informed moral decisions.
- Conflict Resolution: To equip students with skills to resolve conflicts in an ethical and constructive manner.
- Self-Management(Self-confidence, peer pressure,Time management, anger, stress)
- • Self-Management(Personality development, self-Improvement)
- • Health(Health issues, healthy diet,healthy lifestyle, Hostel life)



C-Programming

Name of the Staffs: (Mrs.J.Roselin Lourd)

- The objectives of a C programming language can vary depending on the specific context and the goals of the programmer or project. However, some common objectives when writing C programs includes
- Problem Solving: C is a versatile and powerful programming language that can be used to solve a wide range of computational problems. One of the primary objectives is to use C to develop efficient solutions to these problems.
- Efficiency: C is known for its efficiency and low-level programming capabilities. An objective may be to write code that executes quickly and uses system resources efficiently.
- Features of C and its basic Structure
- Keywords, constants, Variables, datatypes, Looping Statements etc.,



As part of the induction program for first-year engineering students, senior students organized a series of sessions on C programming basics. To foster collaborative learning and interaction, the juniors were divided into 10 teams, each led by senior mentors. This structure allowed for focused guidance, hands-on practice, and active engagement, setting a solid foundation in C programming.

Program Structure and Team-Based Approach The C Basics Programming program was designed to cover essential topics in a structured, team-oriented format:

1. Team Formation and Mentor Assignment:

Juniors were divided into 10 teams of approximately 5-6 members, each led by a senior mentor. This setup encouraged close mentorship, allowing juniors to ask questions freely and receive personalized support.







2. Introduction to C and Setup:

In the first session, seniors introduced C programming, covering its history, uses, and importance in engineering. Each team worked with their mentor to set up their development environments, write their first "Hello, World!" program, and troubleshoot any setup issues.





3. Basic Syntax and Data Types:

This session covered variables, data types, and operators. Through team exercises, juniors practiced defining and using variables and operators under their mentors' guidance, allowing for real-time feedback and clarification.

4. Control Flow Statements and Loops:

Teams delved into control statements (if, else, switch) and loops (for, while, do-while). Mentors provided examples and team-specific tasks, allowing each group to apply control structures in simple programs.



5. Functions and Modular Code:

The concept of functions was introduced to promote modular programming. Teams learned how to define and call functions, exploring parameter passing and return types. Mentors encouraged juniors to solve problems using a structured, modular approach, emphasizing code readability and reusability.

6. Hands-on Team Challenges and Mini Projects:

Each session included coding exercises, with a final mini-project for each team. Projects included tasks such as creating a calculator or developing a basic game. This team-based approach encouraged juniors to collaborate, brainstorm, and practice coding together while relying on their mentor for guidance.

Outcomes and Feedback:

The team structure proved effective, as juniors received more direct support from seniors and felt comfortable asking questions within their groups. Many juniors highlighted the practical, hands-on approach and appreciated the opportunity to learn in smaller teams, which fostered a sense of camaraderie and active learning.

Conclusion:

The C Basics Programming induction program successfully introduced juniors to foundational programming concepts, aided by a 10-team setup that enhanced learning through close mentorship and collaboration. This approach not only prepared students for future coursework but also strengthened peer connections, making the induction program a memorable and productive experience.

Performance Analysis:

As part of the C Basics Programming induction program, a test was conducted to assess the juniors' understanding of fundamental concepts taught during the sessions. Each of the 10 teams participated, and the test covered key topics like data types, control statements, loops, and functions. The test included both multiple-choice questions and coding problems to evaluate theoretical knowledge and practical skills.

Senior mentors graded the tests based on accuracy, code efficiency, and adherence to C syntax. Individual scores were calculated and then averaged for each team to assess overall performance. High-performing teams demonstrated a strong grasp of basic programming constructs and logical thinking. Feedback was provided to help students improve, focusing on areas like debugging and code optimization. The test results reflected the juniors' readiness for advanced programming topics, with many achieving commendable scores, showcasing a solid foundation in C basics.

C PROGRAMMING TEST MARKS DETAILS

Year / Sem / Sec : I / I / A

SL. NO.	ENROLL NO.	NAME OF THE STUDENT	TEST 1	TEST 2
1	240159	ARJUN S	11	7
2	240244	ATHIDH VASUJ J K	7	9
3	241322	ATHIYAVAN T	8	8
4	240288	BALAJI M	14	14
5	240770	DEEPAK P	15	15
6	240755	DEIVASIGAMANI S	7	8
7	240184	DEVAPRIYAN T	15	11
8	240173	DHARANII K	9	9
9	240467	DHELIPKUMAR M	15	11
10	241805	DHINESH K	15	13
11	240236	GANESH KALIRAM K	7	8
12	240804	GIRIDHARAN B	12	14
13	240688	GURURATHINAM V	7	9
14	241645	HARI GANESH S	absent	absent
15	240441	HARIHARAN R	8	9
16	240208	HARINI K	7	5
17	240208	HARINI M	7	5
18	240207	HARIPRIYA M	0	0
19	241086	JAGAN S	9	15
20	240791	JEEVANANDHAM S	13	10
21	240885	JEIVAN S	15	9
22	240358	KALAIMARAN A	11	7
23	240560	KAMALESHWARAN R	8	13
24	241013	KARTHIGA S	12	14
25	241110	KAVIARASAN M	13	10
26	241575	KAVINILA S	14	14
27	240993	KEERTHANADAS S	11	9
28	241925	KISHORE M	7	11
29	240277	KRISHNAKUMAR	13	4
30	240472	KRUTHIKA MANICKAM	14	8
31	240226	MANIMARAN M	4	6
32	240318	MUKESH KARTHICK V	6	8
33	240977	MUKESHVARMA G	12	11
34	240124	NALINI N	7	10
35	241499	NIVEDA R	15	14
36	241874	PADMASHRI S	14	8
37	241821	PARKAVI J	15	15
38	240957	PRAVEENKUMAR S	12	15

39	240261	PREETHI S	13	15
40	241016	PRIYADHARSHINI B	6	9
41	241514	RAMANAN A	11	11
42	241639	RASIDHAR R	1	6
43	240163	SABARISH S	14	11
44	241012	SAGAYARAJ A	13	15
45	240866	SAKTHI NARAYANA RAO S	8	6
46	240336	SANJAY G	9	3
47	240211	SHANMUGAPRIYA V	10	7
48	240824	SHARANI V	8	9
49	241785	SHAREAN MIRANDA S	9	10
50	240394	SRIMAAN S	14	13
51	240849	SUBASREE G	12	13
52	241068	SUJITHA A	15	15
53	240504	SUNNY JOSEPH A	14	13
54	240835	SURENDHAR R	9	15
55	240451	SWETHA R	8	3
56	240414	UDHAYARAM N	15	12
57	240518	YASHVANTH S	12	10
58	240510	YOGESHWARAN K	10	7
59	241388	YUVARAJ S	12	12
60	240272	YUVASRI P	6	9

Year / Sem / Sec :I / I / B

SL. NO.	ENROLL NO.	NAME OF THE STUDENT	TEST 1	TEST 2
1	240215	AHSAN M	10	06
2	241715	ARUN R	15	12
3	240912	BHUVANESH R	06	10
4	240511	BHUVANESH V	12	12
5	241325	CHANDRU	13	14
6	240794	DANASHREE S	07	10
7	241655	DANIEL SEBASTIN A	15	15
8	240569	DEEPIKA M	11	07
9	240706	DEVAPRASATH J	12	11
10	241527	DEVENDRA KUMAR D	13	10
11	240220	DHARSHINI A	07	08
12	241498	DHARSHINI B	10	10
13	240722	DINESH KARTHIK M	9	9
14	241733	FREDERIC JOEL T	10	14
15	240788	GIRISH KUMAR S	06	14
16	240733	GNANAPRAKASH N	15	11
17	240625	GOKHUL A	07	06
18	240465	GOPIKA V	07	07

19	240694	HARIESH J	15	11
20	241722	HARIHARAN M	15	08
21	240711	HARIHARAN T	12	08
22	241072	HARINI S	06	04
23	240547	HEMACHANDRAN T	15	09
24	241880	JAVID ALI A	12	14
25	240872	KAMIL N	15	13
26	241759	KANAGALAKSHMI P	11	12
27	240745	KARUNAGARAN M	13	09
28	240916	KAVIYALAKSHMI M	12	10
29	240525	KAVIYASREE E	13	14
30	240408	LOHITH G	11	07
31	241113	LOKEESHWARAN J	09	13
32	241018	LOKESH E	15	11
33	240988	MAGESHWARI K	13	12
34	240927	MAKESHVAR S	15	12
35	241004	MAYANK SAMDARIYA L	15	14
36	240887	MOHAMMED RIFAS M	15	10
37	241043	NAVEEN KUMAR J	10	12
38	241006	NIHA SANJEEV K P	15	10
39	240530	PRAVEEN R	08	08
40	240224	RAMYA CLEMENCEAU D	08	10
41	241567	RANJITH D	11	05
42	240612	ROGITH B	12	10
43	240143	SABARI RAGAVENDHARA R	09	07
44	240424	SAISHAMBHAVI YADAV G V	07	09
45	240666	SANDHIYAA E	12	15
46	240879	SHAGITHA BEGAM K	12	11
47	240502	SHAKTHI Y	09	09
48	240151	SHIVAKAILASH D	15	11
49	240243	SHYAM S	13	11
50	241342	SRI DARSHAN S	10	08
51	240500	SRIRAMAN D	11	11
52	240790	SURENDAR K	15	14
53	241515	SURIYA PRAKASH R	12	12
54	241621	SURYAPRABA	15	15
55	241299	SWATHI S	15	12
56	240398	THAMIZH SELVAM G	12	12
57	240986	TIVYA ISHWARYA V	10	14
58	240938	VASANTH S	09	07
59	240360	VIJAAI ANANTH S	15	13
60	241476	YUVASRI P	10	12

Year / Sem / Sec :I / I / C

SL. NO.	ENROLL NO.	NAME OF THE STUDENT	TEST 1	TEST 2
1	240839	AAKAASH RADJANE D	10	11
2	240379	AARTHI S	8	9
3	240299	ADWAITH M P	8	3
4	241581	AKASH K	13	14
5	241319	ARATHANA N	14	12
6	240174	AVINASH K	7	9
7	240303	BALAJI S	12	9
8	240343	BHAVANA R	6	10
9	240723	BHAVYA C	15	15
10	241209	BHUVANESHWARAN V	11	13
11	240297	DEEPAK A	8	7
12	240295	DESIKAN N	11	13
13	240956	DHINESH KARTHICK P	15	15
14	241589	DILIPAN G	9	10
15	240772	DIVAGAR J	12	13
16	240856	DURGASRI A	9	10
17	240948	GANGESH SURYAA A	13	12
18	240164	GOGHUL C	15	10
19	240578	GOURAVASEKARAN	11	12
20	240170	GOVARDHANA KRISHNAN G	8	9
21	240838	GOWSHIK S	9	15
22	241585	GUBERAN S	13	13
23	240775	HARINI G	15	13
24	241083	HARISHA S	11	12
25	240921	HEMA V	6	6
26	241780	HEMNATH B	9	8
27	241492	INBAN S	6	11
28	240813	JAGAN A	-	-
29	240227	JANANI N	9	15
30	240873	JILLEDIMUDI VS CHINNA SATYA SRI CHARAN	14	9
31	241085	KANAGHADHIVYALAKSHMI K	15	13
32	241305	KARTHIKESWARAN S	8	13
33	240212	KEERTHANA V	11	14
34	241111	KRISHNAKUMAR S	11	11
35	240892	MADHUMITHA V	15	13
36	240904	MAHADEVA NAVYA LAKSHMI	15	14
37	240973	MANISH V	13	13
38	240400	MOHANA KUMAR K	14	14
39	241107	MONESHWARAN D	11	9
40	240245	MUHITHA M	9	9
41	241538	NEMINSHANTH S	7	8
42	240613	NIRANJANA S	11	12

43	240327	POOJA S	12	11
44	240082	PRADEEPA SHREE S	13	12
45	241696	PRASANNA R	11	14
46	240251	RADHESHYAM K	13	13
47	240247	RAGUL L	9	10
48	240349	RAMKUMAR G	11	13
49	241693	ROGESHWARAN J	9	10
50	240971	ROHAN C	14	14
51	241534	SARVESH RAM K	12	9
52	240067	SHAKAR N	6	11
53	240228	SREEVARI K	6	14
54	241289	SRIHARIHARAN S	10	11
55	241329	SYED SHAMEER S	11	9
56	241258	TAMILSAMMANTHAM B	13	8
57	241961	THIRUMURUGAN V	13	9
58	241579	VANKAYALA SAI JYOTSNA	9	11
59	241197	VARSHINI S	12	9
60	241070	VIDYA M	12	15

Cook Without Fire - Activity

Students engaged in an exciting and innovative "Cook Without Fire" activity, which aimed to foster creativity, teamwork, and culinary skills. This hands-on workshop encouraged students to explore their culinary talents without the use of traditional cooking methods, focusing instead on fresh ingredients and simple techniques.

The event began with an introduction to the concept of cooking without fire, highlighting the health benefits of using raw ingredients and the creativity involved in preparing such dishes. Students were divided into small teams, each tasked with creating a unique dish using a variety of fruits, vegetables, nuts, and other non-cooked ingredients.


Each team set up a designated work area, and the atmosphere buzzed with excitement as students brainstormed ideas for their dishes. They prepared vibrant salads, refreshing smoothies, energy bars, and even inventive desserts, all while emphasizing presentation and flavor. Seniors guided the teams, offering tips on ingredient combinations and presentation techniques, ensuring that everyone felt supported throughout the process.

As the dishes began to take shape, the students not only honed their culinary skills but also learned valuable lessons in teamwork and communication. The aroma of fresh produce and the colorful displays of their creations made the activity a feast for the eyes as well. After the cooking session, each team presented their dish to the group, explaining their ingredient choices and the inspiration behind their creations.

Judges, including senior students and faculty, sampled the dishes and provided feedback based on taste, creativity, and presentation. Awards were given for categories like "Most Creative Dish," "Best Presentation," and "Tastiest Creation," adding a competitive spirit to the event.

The "Cook Without Fire" activity was not just about food; it was a celebration of collaboration, creativity, and the joy of trying something new. By the end of the day, students had forged new friendships, learned valuable skills, and left with a sense of accomplishment and excitement for the year ahead. Overall, this engaging culinary experience marked a memorable start to their college journey, reinforcing the importance of creativity and collaboration in both cooking and life.


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