



SRI MANAKULA VINAYAGAR
ENGINEERING COLLEGE
(AN AUTONOMOUS INSTITUTION)

Department of
Electronics and Communication Engineering

Report on
STUDENT INDUCTION PROGRAM
(2024 - 2028 Batch)

Year / Semester / Section : I / I / B

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Preface

The Student Induction Program for the Batch of 2024-2028 was organized from 09.09.24 to 20.09.24 for the students of I Year/ I Semester/ B Section. This program was designed as an essential onboarding process to help first-year students transition smoothly into the academic environment of the university. The primary objective of the program was to familiarize students with the institutional culture, academic framework, and various opportunities that will shape their future careers. The induction program covered a wide range of activities, including introductory sessions on the department, interactions with alumni, exposure to creative and literary activities, professional body memberships, and workshops aimed at enhancing both academic and personal growth. Students were also introduced to various clubs and societies, technical and non-technical, allowing them to discover new interests and develop skills beyond the classroom. The carefully curated sessions and hands-on activities helped students build connections with their peers, faculty, and industry professionals. By the end of the program, students were equipped with the knowledge and confidence required to embark on their academic journey. The program fostered a sense of belonging and purpose, setting the foundation for a fruitful and enriching experience over the next four years.

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Approved by

Dr.K.Velmurugan

Dean (R&D)

About the Institution



Sri Manakula Vinayaga Educational Trust was founded to provide quality and affordable education to the weaker sections of society. The trust established Sri Manakula Vinayagar Engineering College (SMVEC) in 1999. SMVEC is an autonomous institution affiliated to Pondicherry University. It offers a variety of undergraduate, postgraduate, and research programs in engineering, arts, science, and allied health sciences. SMVEC has a sprawling green campus with well-furnished infrastructure. The college has a Wi-Fi enabled campus, central library, high-end computing facilities, individualized department buildings with advanced laboratories, centralized air-conditioned auditorium, campus security cameras and video surveillance system, mineral water plant, hostels for both boys and girls, and other essential amenities like ATM and post office. SMVEC has been accredited by NAAC and NBA. The college has a good placement record with students getting job offers from top companies in India and abroad. SMVEC students have won many awards and accolades for their academic achievements.

Vision

To be recognized globally for providing high-quality education, innovation, and research to transform lives and serve society.

Mission

The institution aims to provide:

- **Quality education** that combines cutting-edge technologies with best practices.
- **Research and innovation** that is value-based and collaborative with industries and institutions around the world.
- **Employability and entrepreneurship** skills through value and skill-based training.
- **Ethical values** that blend societal righteousness with academic professionalism.

About the department

The Department of Electronics and Communication Engineering (ECE) was established in the year 1999 for imparting a state-of the- art and quality education, training and research in the field of Electronics and Communication Engineering and allied areas. Well Equipped labs and the infrastructure are regularly upgraded not only to serve the purpose of the curriculum prescribed but also facilitate to carry out innovative projects to challenge the fast-changing needs of the society besides undertaking R&D activities in various fields. Right from its inception, the department has been moving forward in achieving academic excellence with a strong commitment and dedicated approach. The department offers the following programmes,


Vision

Facilitate academic excellence and research among Electronics and Communication Engineers to meet the global needs with high competence and ethical professionalism.

Mission

- **Academic Excellence:** To impart learning skills to meet the global challenges in the field of Electronics and Communication Engineering.
- **Research and Innovation:** To provide excellence in research and innovation through multidisciplinary specialization.
- **Employability and Entrepreneurship:** To enhance inter and intra personal skills to make them employable and entrepreneurs.
- **Ethics:** To inculcate the significance of human values and professional skills to serve the society.

Programmes offered

- B.Tech - Electronics and Communication Engineering
 - M.Tech - Electronics and Communication Engineering
 - M.Tech - VLSI & Embedded Systems
 - Ph.D - Electronics and Communication Engineering
- 

Syllabus:

Department	:	Electronics and Communication Engineering
Programme	:	B.Tech.
Semester	:	First
Course Code	:	U23ECM101

Course Outcome The course will enable the student to BT Mapping

- 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 - Homesickness, 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.

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.

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.

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. CO3

UNIT-IV Literary activities

Periods: 12

Team building activities - Quiz - Oral Exercises - Group discussion, Debate, Extempore, Role play, சிறப்பு சொற்பொழிவு - தமிழர் மரபு மற்றும் தமிழர் தொழில்நுட்பம்

UNIT-V Creative arts

Periods: 12

Introduction to painting and renowned artworks - Documentary and Short films - Music - Vocal, Instrumental - Dance - Classical, Cinematic - Mimicry - Mime
Lecture Periods: 60 Tutorial Periods: - Practical Periods: - Total Periods: 60

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", Unicare 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", McGraw Hill, 8th Edition, 2019.
7. Social Life of Tamils Dr.K.K.Pillay A joint publication of TNTB & ESC and RMRL
8. Journey ஓதமிழக வரலாறு மக்களும் பண்பாடும். ஆசிரியர். பிள்ளை, கே. கே. பதிப்பாளர். சென்னை : உலகத் தமிழாராய்ச்சி நிறுவனம் , 2002.
9. கணினித்தமிழ் - முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்.
10. வைகை நதிக்கரையில் சங்க கால நகர நாகரிகம். கீழடி. தமிழகத்தில் நிலவிய சங்ககால பண்பாட்டு வரலாற்றாய்வில் டு. திருப்புமுனை

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>

Induction Programme Schedule:

Date	Day	1 8.45-9.35 am	2 9.35- 10.25 am	3 10.25- 11.15 am	4 11.30-12.20 pm	5 12.20-1.10 pm	6 1.55- 2.45 pm	7 2.45-3.30 pm	8 3.30-4.20 pm
09.09.24 Monday	Day 1	Introduction to Department Dr.P.Raja			Alumni Interaction		Literary Activity Professional bodies-IEI Mrs.R.Gayathri		
10.09.24 Tuesday	Day 2	English Ms.V. Subhavathi			Creative Arts Dr.Vankayala Prakash Chetan		Idea Lab Visit K.Jambulingam		
11.09.24 Wednesday	Day 3	C Programming Mrs.R.Gayathri			Creative Arts Mr.M.Harikrishnan		Bridge course-Maths Dr.S.Rajakumar		
12.09.24 Thursday	Day 4	Literary Activity Robotics Club – Dr. T.Deepa			Literary Activity Professional bodies-ISF Dr.N.Saranya		Physical Activity-Sports Dr.S.Premkumar		
13.9.24 Friday	Day 5	Literary Activity Elecktor Club - Ms.R.Priya		Physical Activity Yoga Awareness program Dr.Vijayarani			UHV-I Dr.A.Jayachitra		
14.9.24 Saturday	Day 6	Bridge course-Maths Dr.S.Rajakumar		Cooking without fire Mrs.Deepa			UHV-I Dr. Kurinjimalar		
16.9.24 Monday	Day 7	Literary Activity Entrepreneur Club Mrs.Anbarasi			Creative Arts Connections-IEI members		UHV-I Dr.Kurinji Malar		
18.9.24 Wednesday	Day 8	Department Lab & College Visit Mr.M.Harikrishnan			Literary Activity Societal Club - Dr.A.Jayachitra		Creative arts Rangoli/Drawing competition		
19.9.24 Thursday	Day 9	Creative arts Poster making & Technical riddle Mrs.V.Logisvary			Literary Activity Societal club Dr.A.Jayachitra		Bridge course-Maths Dr.Rajakumar		
20.9.24 Friday	Day 10	Literary Activity ISTE members Dr. Venkayala chethan prakash			Food Festival Ms.Preetha		Talent show (mimicry, monoact, Elocution, instrument play) Mr.Suseendher		

Attendees of Induction Programme:

Sl. No.	Enroll No.	Name of the Student
1	241726	Aakash.I
2	241711	Abhishek.V
3	241126	Abinesh.S
4	240034	Ajay.R
5	240962	Arthi.P
6	242013	Aswini.A
7	241649	Balavignesh.M
8	241092	Barathselvan.S
9	241736	Bhuvaneswaran.S
10	240506	Chayadevi.L
11	241938	Chezhen.K
12	240963	Dilip kumar.K
13	241224	Elanchezhian.B
14	241130	Gandhiraja.M
15	241934	Giridharan.M
16	240990	Gopika.P
17	240330	Gowtham.R
18	241817	Harini.V
19	241261	Harish Raghavendra.S
20	241876	Hemachandiran.T
21	240822	Hemepriya.T
22	241717	Jeevedha.S
23	241105	Jidhenthraa.V
24	240555	Kaarthikeyan.S
25	241826	Kaviya.V
26	241302	Kishore.B
27	240709	Kubendhiran.V.B
28	240521	Mani Rathinam.V
29	240828	Megha.R
30	240959	Mouleshwar.M
31	241834	Nandhana.K.S

Sl. No.	Enroll No.	Name of the Student
32	240177	Nandhini.I
33	241832	Oviya.R
34	241898	Pavithra.S
35	241242	Prakashraj.R
36	241987	Priyadharshini.M
37	241949	Rahul Raj.N
38	241568	Rahul.S
39	241494	Ramprasath.R
40	241205	Rathish Bala.B
41	241865	Rojitha.P
42	240664	Samvrutha.O.V
43	241028	Sanath Girish
44	241828	Sanjai.K
45	241914	Sarveshwaran.K
46	240690	Sathvika.J
47	241952	Silviya.N
48	241531	Sindhuja lakshmi.S
49	240153	Sriharshinii.S
50	240707	Subashni.D
51	241811	Thamizhkumaran.S
52	241254	Thirumalai rajan S.R
53	241603	Vaasudavan.R
54	240614	Varshinni.S
55	241497	Vigneash.S
56	240944	Yuvashri.R

Day 1 Report: First-Year Induction Programme (09.09.24)

Introduction:

The first day of the First-Year Induction Programme for I Year/I Semester/B Section, held on 09.09.24, served as a formal introduction to the department, its objectives, and professional opportunities. The programme was structured to familiarize students with the Department of Electronics and Communication Engineering, provide them with insights from alumni, and introduce them to professional bodies such as the Institution of Engineers (India) (IEI). Through these sessions, students were encouraged to develop a sense of belonging, understand the importance of networking, and prepare for their academic journey.

Objective:

The main objectives were to:

- Introduce students to the department, its faculty, resources, and opportunities for growth.
- Provide insights into potential career trajectories through alumni experiences.
- Encourage students to understand the significance of professional bodies like IEI and how they contribute to career development.
- Establish an academic and professional foundation that would guide students throughout their university experience.

Event Descriptions:

1.Introduction to Department (8.45 AM – 11.15 AM)

Facilitator: Dr. P. Raja

On the first day, Dr. P. Raja, a Professor and Head of the Department of Electronics and Communication Engineering, familiarizes students with the department. Students learned about the department's vision, mission, and long-term goals during this session. Dr. P.Raja highlighted key facilities like advanced laboratories, research centers, and student clubs that foster innovation and practical learning. To shape their technical skills and professional prospects, the importance of internships, industry partnerships, and research opportunities was emphasized. By the end of the session, students had a thorough understanding of the department's offerings and were encouraged to use available resources for their academic and career development.



Dr. P. Raja, Professor and Head of the Department, introducing students

2.Alumni Interaction (11.30 AM – 1.10 PM)

Facilitator: Alumni Panel



During the alumni interaction session, students gained a real-world perspective on navigating their academic journey. Alumni from diverse professional backgrounds shared their career paths, highlighting the influence of their education and extracurricular experiences within the department. They discussed how internships, projects, and involvement in technical clubs shaped their careers. Alumni also shared the challenges they faced and the strategies they used to overcome them, providing valuable advice on balancing academic work with skill-building activities. The session concluded with a Q&A session, allowing students to ask questions about career growth, industry expectations, and academic planning. This interaction motivated students to think strategically about maximizing their time at university.

3. Professional Bodies – IEI (1.55 PM – 4.20 PM)

Facilitator: Mrs. R. Gayathri

In the final session of the day, Mrs. R. Gayathri introduced the students to the Institution of Engineers (India) (IEI) and explained the role that professional bodies play in an engineer's career. She discussed how IEI offers a platform for networking, knowledge-sharing, and professional development. Students learned about the different membership levels, opportunities for attending conferences, workshops, and certifications that help build a strong academic and professional portfolio. Mrs. Gayathri highlighted the importance of staying connected with industry trends and being part of a global engineering community. The session concluded with a discussion on how students could benefit from being active members of professional bodies right from their first year.

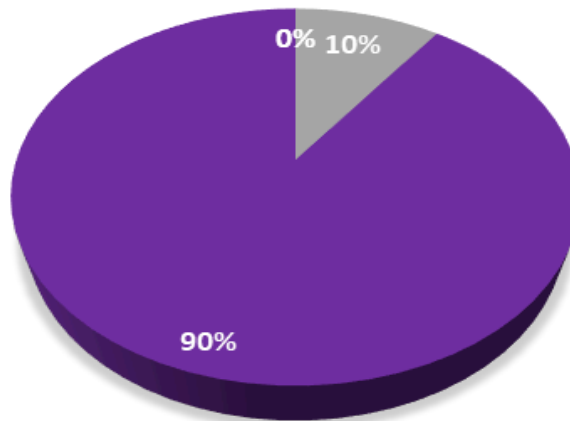


R. Gayathri, Assistant Professor, IEI Student Chapter Coordinator explained about the student membership levels, opportunities for attending conferences, workshops, and certifications that help build a strong academic and professional portfolio.

Feedback Analysis:

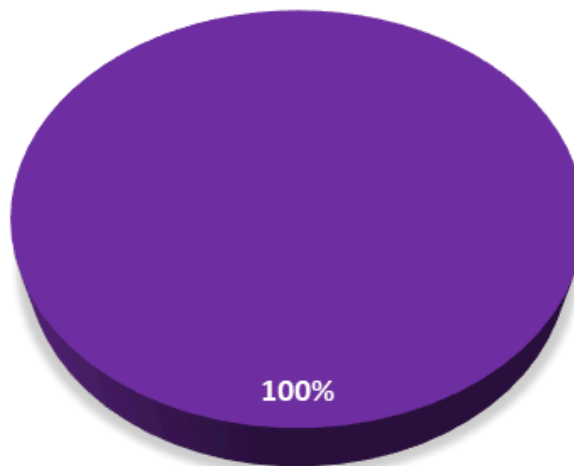
At the end of each session, students were provided with feedback forms to evaluate their experience. The feedback questions were designed to capture the students' satisfaction with the sessions, their relevance, and how well the sessions met their expectations.

How clear was the explanation of the department's vision and goals?



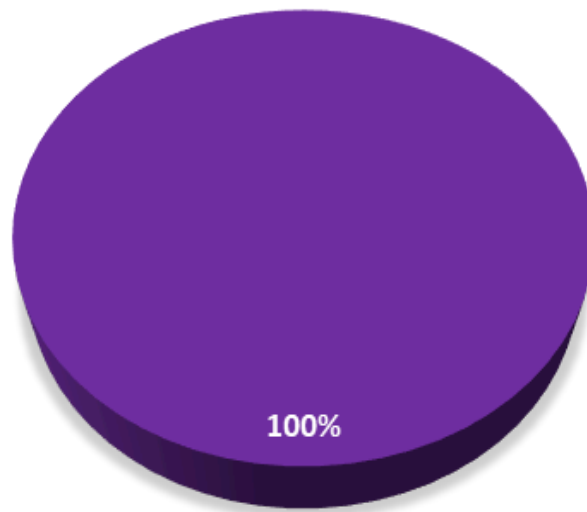
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session introduce the department's resources and opportunities?



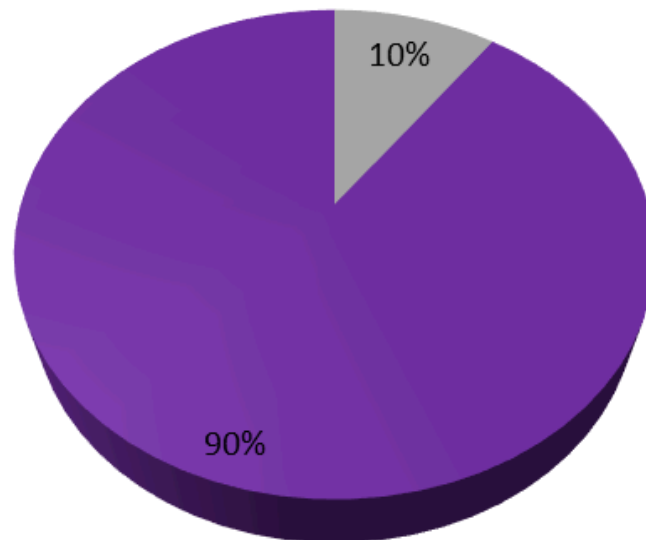
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall engagement during this session?



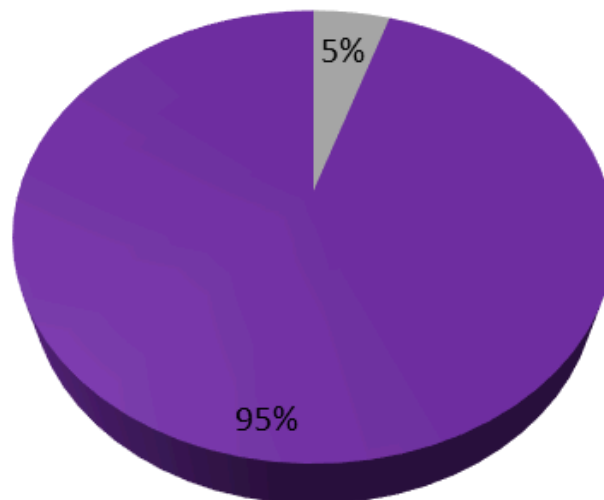
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How informative was the advice shared by the alumni?



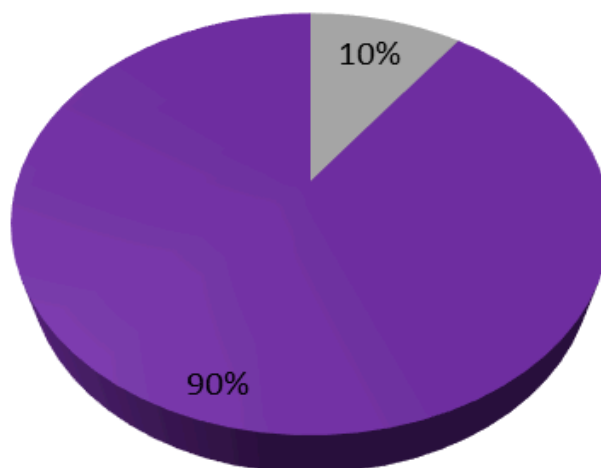
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How useful was the session in helping you understand different career paths?



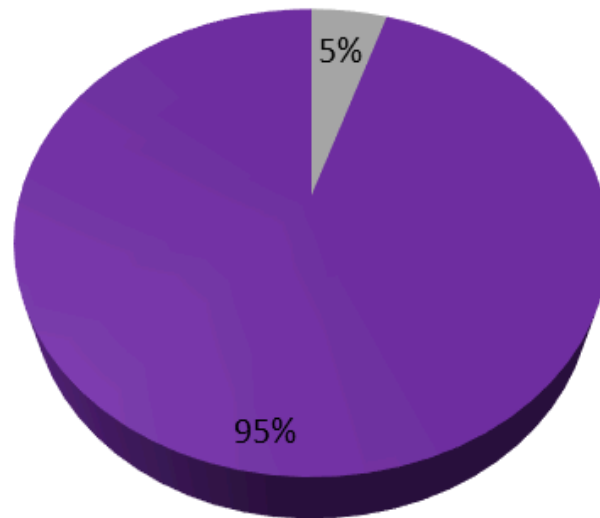
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Were you satisfied with the interaction and the opportunity to ask questions?



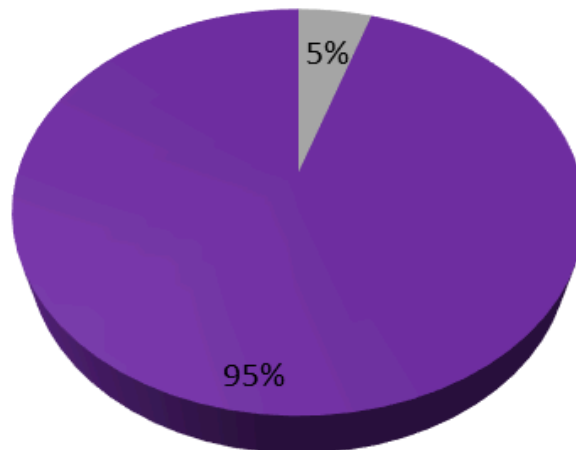
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session explain the benefits of joining professional bodies?



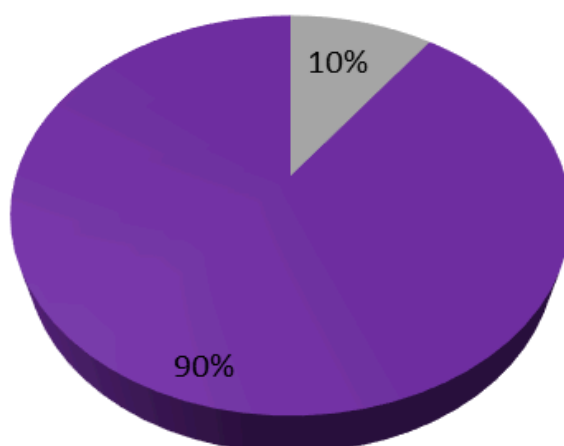
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Did the session provide a clear understanding of how to engage with professional organizations?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How likely are you to consider joining professional bodies like IET based on the session?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 1:

The First-Year Induction Program was highly successful in achieving its objectives across various sessions, helping students to transition smoothly into their academic life. The Introduction to the Department provided a comprehensive overview of the department's resources, faculty, and academic structure, leaving students well-informed and confident about their decision to join the Department of Electronics and Communication Engineering. They were inspired to actively engage in both academic and extracurricular activities, realizing the significance of utilizing the department's offerings to shape their academic journey. The Alumni Interaction session was particularly impactful, as students gained valuable insights from alumni about navigating the academic landscape and future career prospects. The alumni's personal experiences and professional advice provided students with clarity on balancing academic studies with practical experiences such as internships and projects. This session helped students understand the importance of networking and hands-on experience in building a successful career. The introduction to Professional Bodies – IET played a pivotal role in broadening students' perspectives on continuous professional development. They were motivated to engage in activities outside the classroom, particularly those related to professional organizations such as the Institution of Engineers (India). This session helped them understand the advantages of becoming a member of such organizations early in their academic career, offering access to networking opportunities, workshops, and certifications that would enhance their future employability.

Overall, the feedback collected showed that the students were highly satisfied with the content, structure, and delivery of the sessions. They felt more prepared and equipped to embark on their academic journey with a clear vision of how to make the most of the resources and opportunities provided. The induction program effectively fostered a sense of belonging and enthusiasm among students, laying a strong foundation for their academic and professional growth.

Day 2 Report: First-Year Induction Programme (10.09.24)

Introduction:

The second day of the First-Year Induction Programme, held on 10.09.24, was dedicated to enhancing communication skills, fostering creativity, and familiarizing students with innovative technological spaces. The day was divided into three main sessions: English language enhancement, Creative Arts, and an Idea Lab visit. Each session was designed to inspire creativity, boost confidence, and introduce students to various learning and innovation spaces within the institution. The day aimed to build a holistic skill set essential for both academic and personal growth.

Objective:

The main objectives were to:

- Improve students' communication and English language skills, essential for academic success and professional interactions.
- Foster creativity and critical thinking through the arts.
- Expose students to innovation spaces like the Idea Lab, where they could explore hands-on learning and innovative problem-solving.

Event Descriptions:

1. English Language Session (8.45 AM – 11.15 AM)

Facilitator: Ms. V. Subhavathi



The day began with a comprehensive session focused on enhancing English language skills, facilitated by Ms. V. Subhavathi. The session covered various aspects of communication, including grammar, vocabulary, and spoken English. Ms. Subhavathi used interactive teaching techniques, such as group discussions, presentations, and role-playing, to help students improve their fluency and confidence. By the end of the session, students had a clearer understanding of effective communication in both academic and professional contexts. They were encouraged to continue practicing their language skills in order to succeed in presentations, interviews, and collaborative work.

2. Creative Arts Session (11.30 AM – 1.10 PM)

Facilitator: Dr. Vankayala Chetan Prakash

The Creative Arts session aimed to stimulate students' imagination and creativity. Dr. Vankayala Chetan Prakash facilitated the session, introducing students to different forms of art and encouraging them to express themselves through various mediums. This hands-on activity allowed students to explore their artistic side, whether through drawing, painting, or crafting. The session emphasized that creativity is not only important for the arts but also for problem-solving and innovation in engineering and other technical fields. The students' active participation made the session highly engaging and enjoyable, as they were able to showcase their artistic talents while learning new ways to think creatively.



Hands-on activity allowed students to explore their artistic side, through drawing, painting, or crafting

3. Idea Lab Visit (1.55 PM – 4.20 PM)

Facilitator: Mr. K. Jambulingam

In the final session, students visited the Idea Lab, an innovation hub within the institution. Facilitated by Mr. K. Jambulingam, this visit was designed to introduce students to the lab's resources, including advanced tools, equipment, and software for prototyping and design. Mr. Jambulingam explained how the Idea Lab serves as a space where students can bring their technical ideas to life, offering guidance on how to work on projects related to electronics, robotics, and software development. The students were highly engaged as they were shown examples of previous student projects and were encouraged to think of their own innovative ideas. The visit ignited a sense of curiosity and excitement, motivating students to start thinking about their future projects and involvement in the lab.



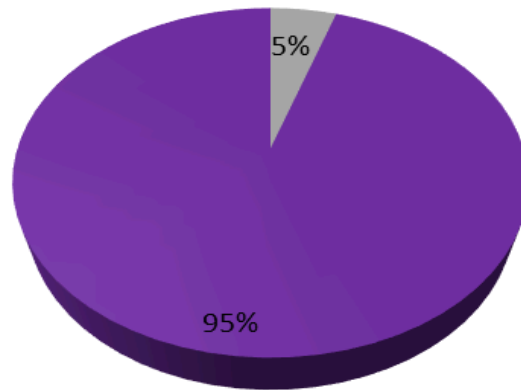
Students were highly engaged as they were shown examples of previous student projects and were encouraged to think of their own innovative ideas.

Feedback Analysis:

At the end of each session, students were provided with feedback forms to evaluate their experience. The feedback questions captured students' satisfaction with the sessions, their relevance, and how well the sessions met their expectations.

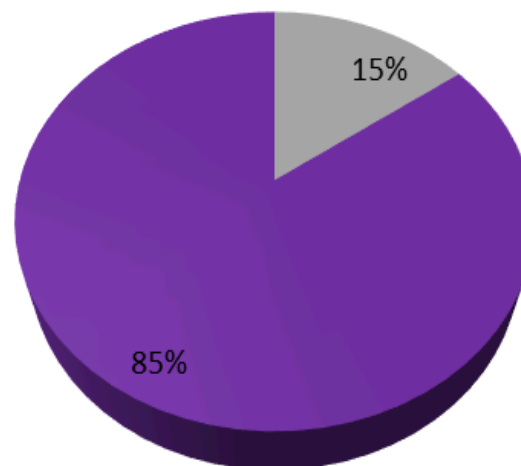
Feedback Questions for Each Session:

How clear and effective was the explanation of English language concepts?



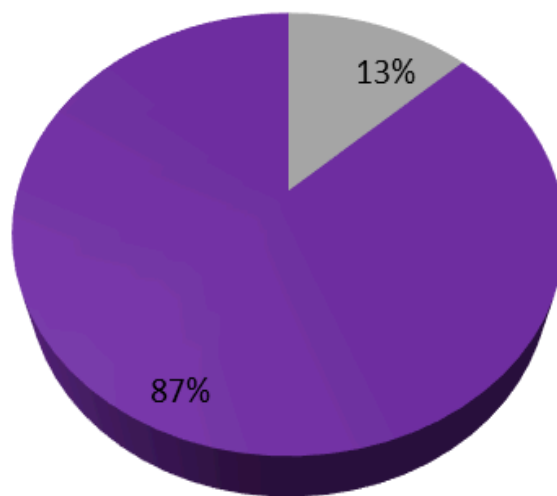
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session improve your confidence in communication skills?



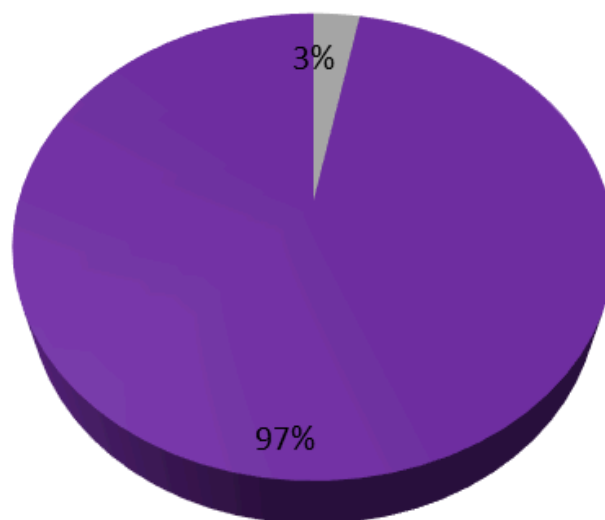
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall engagement and teaching methods used during the session?



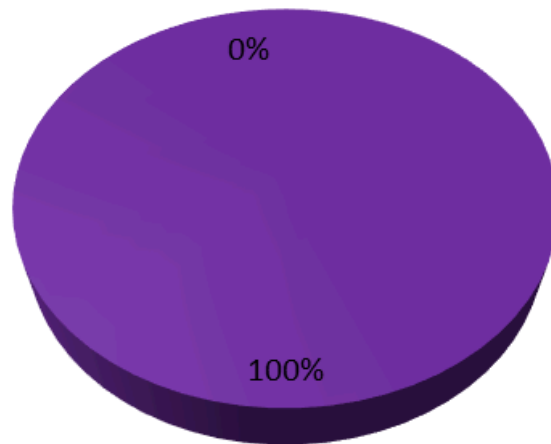
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How effectively did the session stimulate your creativity?



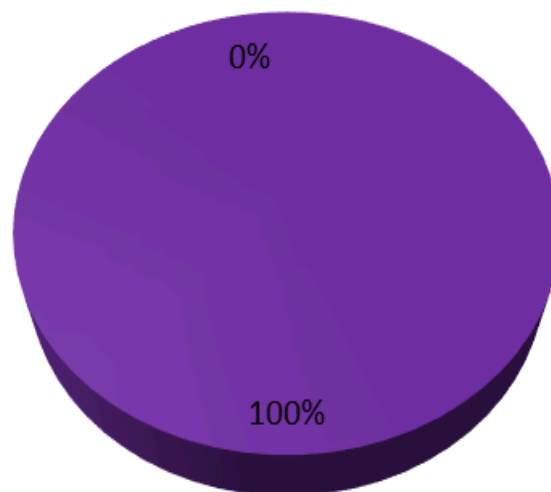
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session encourage you to think creatively in non-artistic contexts, such as engineering?



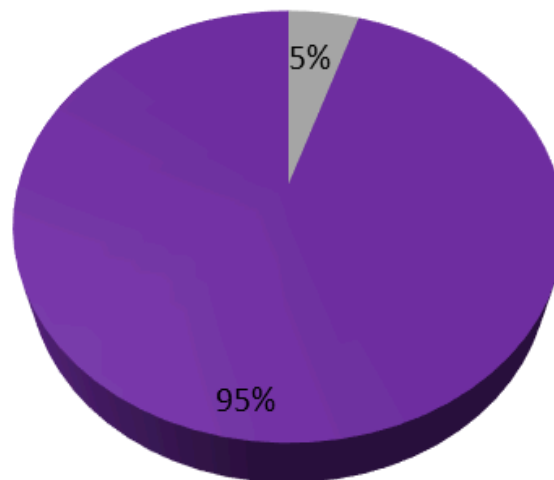
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the Idea Lab visit introduce you to the resources available for student projects?



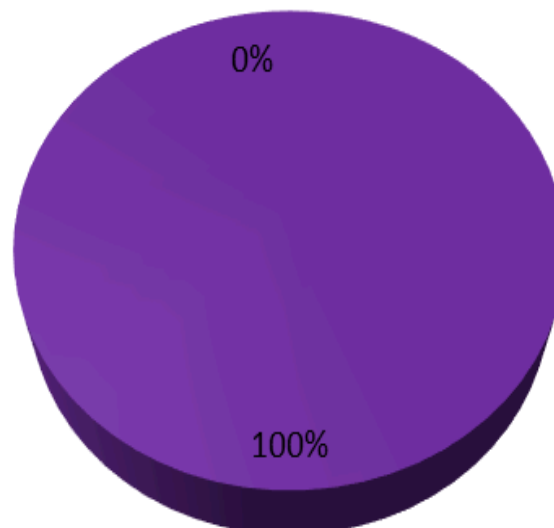
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How inspiring was the session in motivating you to start thinking about your own technical projects?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall experience of the lab tour and the information provided?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 2:

The English language session employed an engaging, interactive approach to enhance students' communication abilities. As a result, students felt more confident in clearly articulating their thoughts both verbally and in writing. They also gained insights into the significance of effective

communication in their academic pursuits and future careers. The session's relevance and engagement were evident through positive feedback, with many expressing a desire to further develop their language skills.

Moving on to the Creative Arts session, its objective of fostering creativity and artistic expression was met. Students not only engaged in artistic pursuits but also learned of creativity's broader application in problem-solving, a vital skill in technical fields. This hands-on session enabled students to explore their talents, with many expressing satisfaction at showcasing their creativity. It left a lasting impression, encouraging them to think creatively and incorporate it into their academic work.

The Idea Lab visit proved to be a highlight, sparking curiosity and excitement. Students were introduced to state-of-the-art facilities and inspired by their seniors' innovative projects. This session motivated them to consider utilizing the lab for their projects, enriching their learning through practical application. The visit successfully instilled a sense of innovation, with many eager to embark on projects and explore the lab's potential.

Overall, the second day of the induction program left a strong impression on the students, equipping them with essential skills and motivating them to explore their creative and technical potential.

Day 3 Report: First-Year Induction Programme (11.09.24)

Introduction:

On 11.09.24, the third day of the First-Year Induction Program, emphasized the integration of essential programming and mathematical skills with creativity. The program's sessions were meticulously designed to introduce students to C Programming, stimulate their creative talents in the arts, and bolster their mathematical foundation through a dedicated Bridge Course in Mathematics. Each session aimed to establish a solid basis for students' technical education while simultaneously cultivating creative thinking and problem-solving abilities, ensuring a holistic development.

Objective:

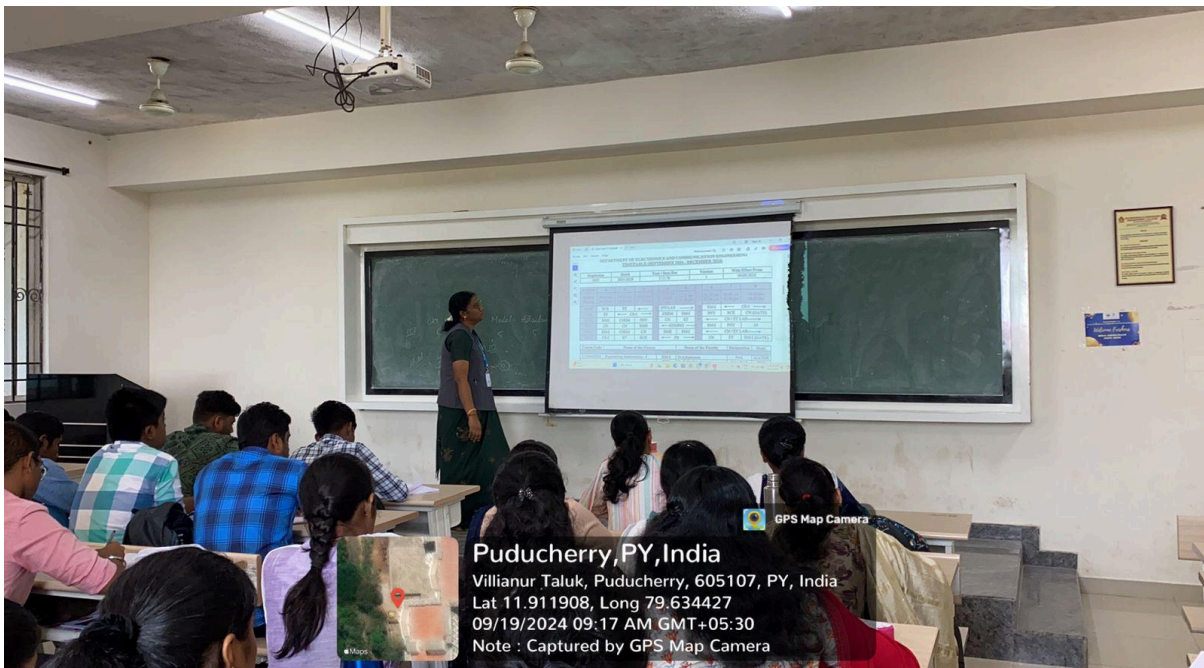
The primary objectives of Day 3 were:

- To introduce students to the fundamentals of C Programming and its applications in engineering.
- To continue fostering creativity through arts, emphasizing the role of creativity in problem-solving and technical fields.
- To provide students with a bridge course in mathematics, ensuring that they have the foundational knowledge required for their upcoming coursework.

Event Descriptions:

1. C Programming Session (8.45 AM – 11.15 AM)

Facilitator: Mrs. R. Gayathri



The session covered the basics of programming, including the syntax, structure, and functions of the C language.

During the morning session, Mrs. R. Gayathri introduced students to the fundamentals of C Programming, including syntax, structure, and functions. The session highlighted how C Programming is employed in problem-solving and engineering. Mrs. Gayathri stressed the significance of logical thinking and algorithm development in coding. Through practical examples and discussions, students gained insights into writing simple programs, compiling code, and debugging errors. To reinforce their understanding, students engaged in hands-on coding exercises under Mrs. Gayathri's guidance, allowing them to apply their knowledge to real-world scenarios.

2. Creative Arts Session (11.30 AM – 1.10 PM)

Facilitator: Mr. M. Harikrishnan

During the Creative Arts session led by Mr. M. Harikrishnan, students delved into artistic endeavors that stimulated out-of-the-box thinking. This session was designed to unleash students' creativity, enabling them to express themselves through art. It also highlighted the practical applications of creative thinking in disciplines such as innovation, design, and engineering, making it relevant to their future academic pursuits. Students engaged in drawing, crafting, and various creative tasks, enhancing their artistic skills while honing their problem-solving abilities. The session was interactive, fostering collaboration on group projects and encouraging students to share their imaginative ideas.



Students participated in drawing, crafting, and other creative tasks, which not only stimulated their artistic skills but also nurtured their problem-solving abilities.

3. Bridge Course – Mathematics (1.55 PM – 4.20 PM)

Facilitator: Dr. S. Rajakumar

To conclude the day, Dr. S. Rajakumar led a Bridge Course in Mathematics, targeting students who might have faced difficulties with advanced math in high school. The session aimed to reinforce essential mathematical foundations, such as algebra, calculus, and trigonometry, crucial for their upcoming engineering coursework. Dr. Rajakumar revisited these concepts, bridging any knowledge gaps and providing practical skills to handle more advanced subjects. Real-world examples were utilized to demonstrate the relevance and applicability of mathematics in engineering, making the subject more relatable and comprehensible. By the session's end, students had a stronger grasp of key mathematical principles and enhanced confidence in their ability to tackle mathematical challenges in their academic journey.



Dr. Rajakumar revisited important mathematical concepts, such as algebra, calculus, and trigonometry, that would be essential for the students' upcoming coursework in engineering.

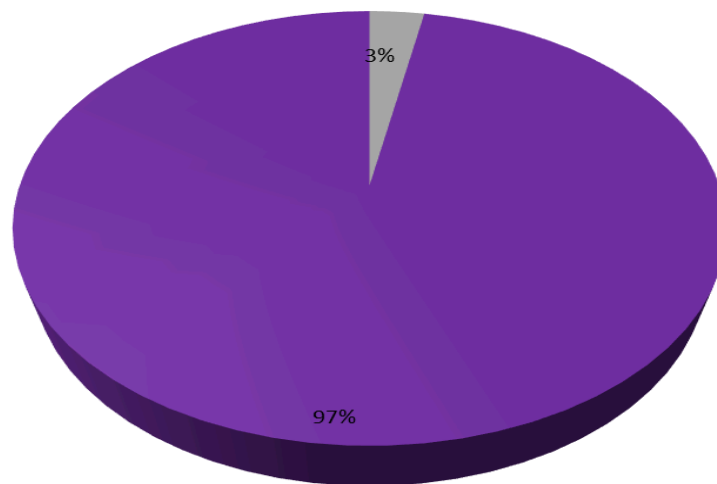
Feedback Analysis:

Students were asked to provide feedback on each session, focusing on the clarity, engagement, and relevance of the content.

Feedback Questions for Each Session:

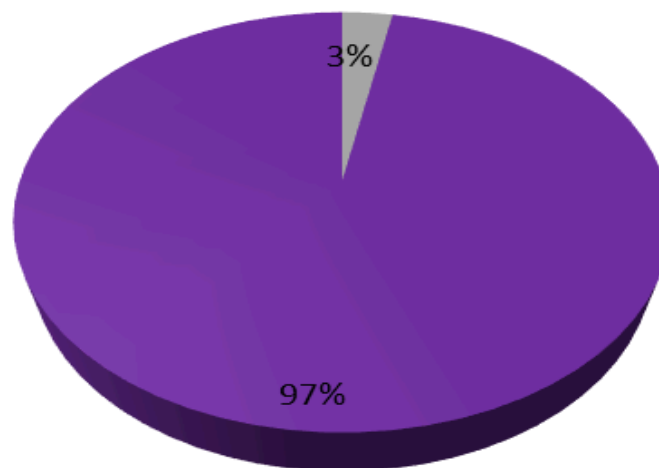
How clear was the explanation of basic C Programming concepts?

How clear was the explanation of basic C Programming concepts?



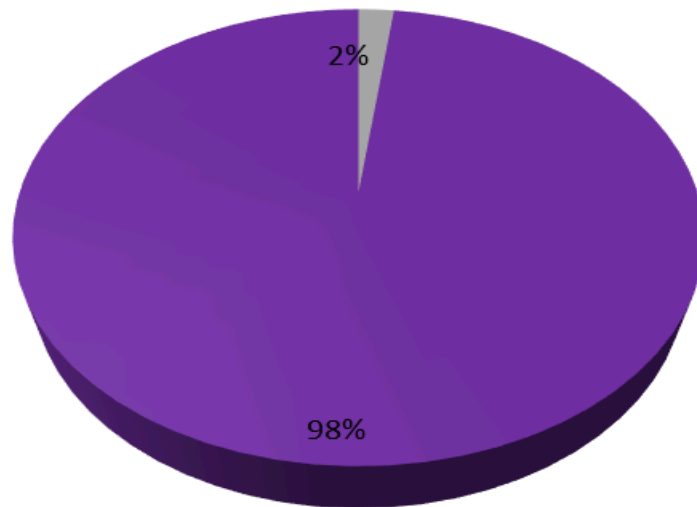
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session engage you in practical coding exercises?



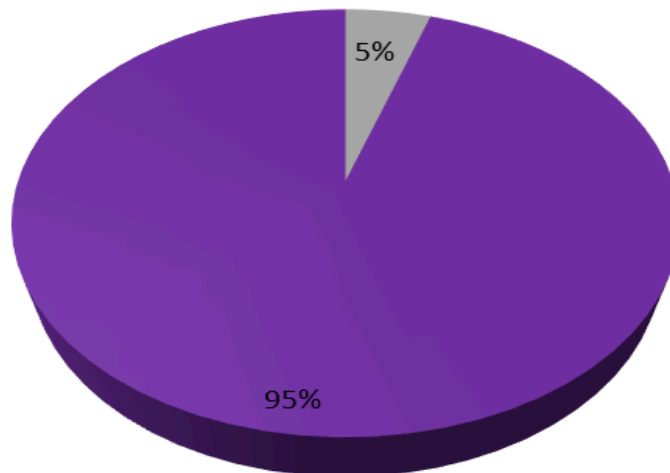
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall content and delivery of the session?



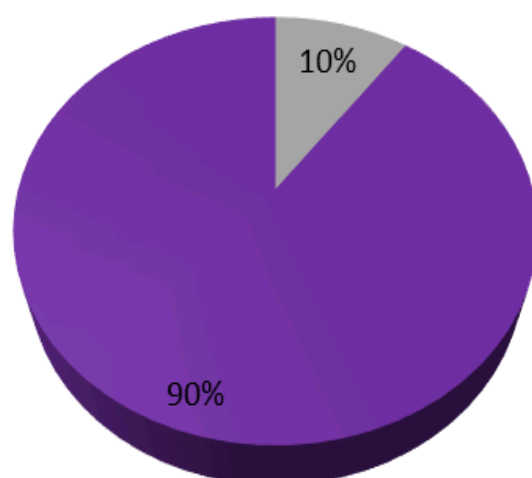
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How effectively did the session stimulate your creativity?



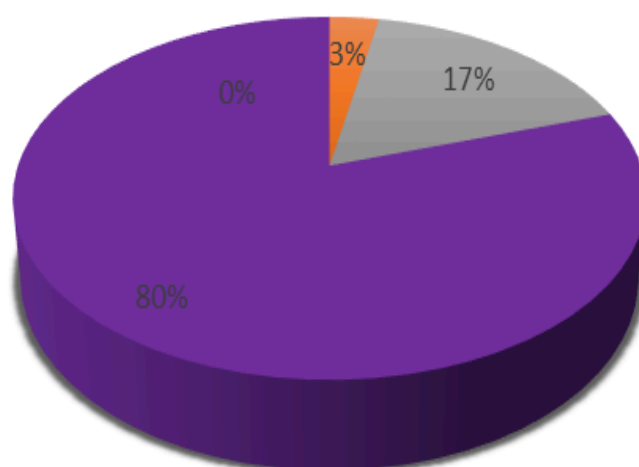
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the opportunity to express your creativity in this session?



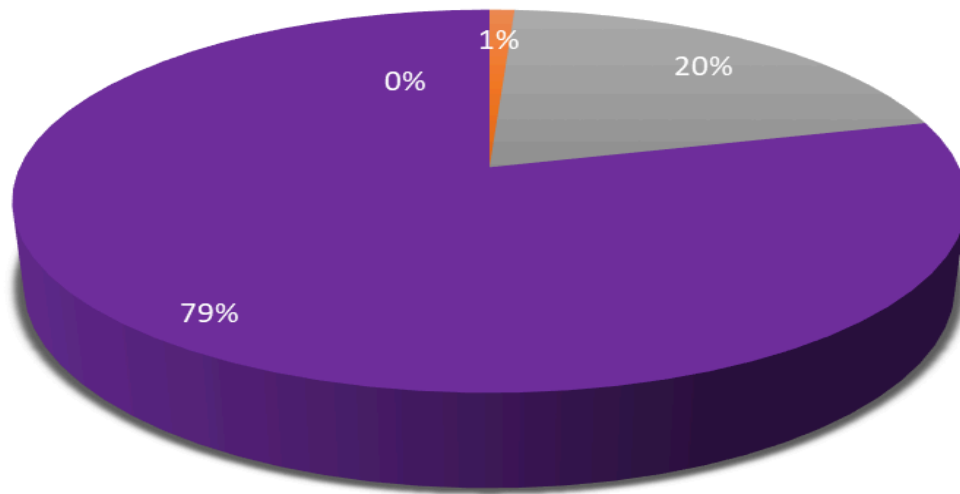
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session help you understand important mathematical concepts?



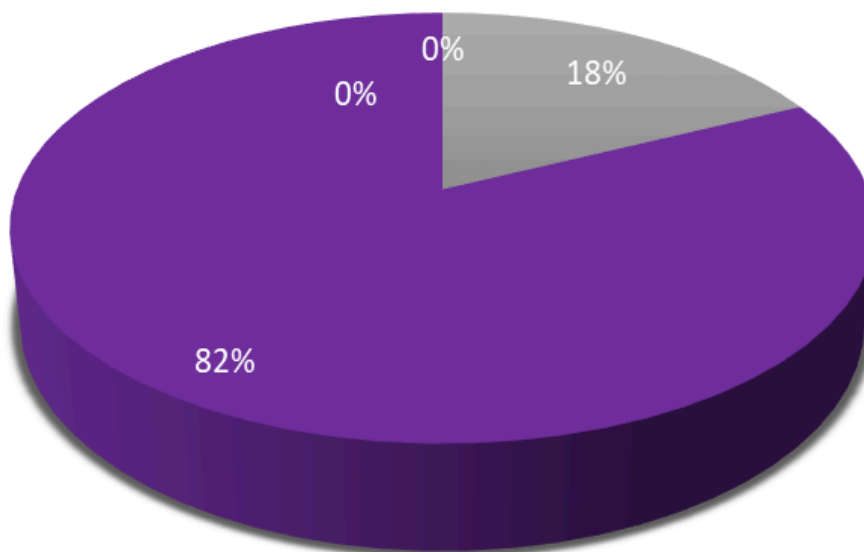
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How relevant was the mathematical content to your upcoming engineering coursework?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall structure and delivery of the session?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 3:

C Programming Session:

- This session effectively introduced students to the basics of coding.
- Students gained hands-on experience by writing basic programs, which boosted their confidence in programming.
- Feedback revealed that students appreciated the clear explanations and practical approach to learning.
- Many expressed eagerness to continue exploring programming in future courses.

Creative Arts Session:

- This session successfully nurtured creativity and innovative thinking in students.
- Students actively engaged in activities and enjoyed exploring their artistic side while understanding its relevance to engineering.
- The session highlighted the importance of creative thinking in problem-solving and innovation.
- Students left with a deeper appreciation for creativity as a tool to enhance their technical work.

Bridge Course in Mathematics:

- This course effectively reinforced essential mathematical concepts crucial for engineering students.
- Dr. Rajakumar's ability to connect abstract mathematical theories to real-world engineering problems made it easier for students to grasp complex concepts.
- Students felt more confident in their mathematical abilities and appreciated the thorough coverage of key topics.
- Feedback indicated a high level of satisfaction with the session, as it provided them with the necessary tools to excel in their upcoming coursework.

Day 3 of the induction program proved to be highly effective in cultivating both technical and creative abilities, thus ensuring students' readiness for the academic rigors ahead. The harmonious integration of programming, mathematical analysis, and creative thinking created a well-rounded and enriching experience, laying a solid foundation for their forthcoming academic pursuits.

Day 4 Report: First-Year Induction Programme (12.09.24)

Introduction:

On September 12, 2024, the fourth day of the First-Year Induction Programme brought together literary activities, technical insights into robotics, professional development through the ISF (Institution of Electronics and Telecommunication Engineers Students Forum), and physical activity through sports. This well-rounded day aimed to provide students with a holistic learning experience, fostering the development of both their intellectual and physical abilities. Additionally, students were introduced to professional organizations and extracurricular opportunities, broadening their horizons and enriching their university experience.

Objective:

The key objectives of Day 4 were:

- To engage students in literary activities that promote critical thinking and communication skills.
- To introduce students to the Robotics Club and its role in fostering innovation and technical skills.
- To familiarize students with the ISF, a professional body that supports the development of skills and networking opportunities in the field of electronics and telecommunication engineering.
- To encourage students to participate in physical activities to promote health and teamwork.

Event Descriptions:

1. Literary Activity – Robotics Club (8.45 AM – 11.15 AM)

Facilitator: Dr. T. Deepa

On day 4, the first session blended a Literary Activity with an introduction to the Robotics Club, under the guidance of Dr. T. Deepa. This session aimed to kindle students' enthusiasm for both literary prowess and robotics. Students actively engaged in creative writing exercises, engaging debates, and thought-provoking discussions centered around themes of innovation and technology. Dr. Deepa introduced the Robotics Club, showcasing its impressive portfolio of past projects and notable achievements. The session emphasized the harmonious coexistence of communication and technical skills in the world of robotics. Additionally, students were prompted to critically assess the ethical and societal implications of robotics technology. The interactive discussions created a platform for students to delve into their ideas, enabling them to present their viewpoints in a structured and creative manner. Through this session, students gained a deeper appreciation for the multifaceted nature of robotics, understanding its significance beyond technical expertise.



Students participated in creative writing exercises, debates, and discussions that were tied to themes of innovation and technology.

2. Literary Activity – Professional Bodies (ISF) (11.30 AM – 1.10 PM)

Facilitator: Dr. N. Saranya

The second session focused on the ISF and its role in fostering professional growth for students in the field of electronics and communication engineering. Dr. N. Saranya introduced students to the benefits of joining professional bodies like the ISF early in their academic journey. The session was structured around a literary activity in which students wrote essays and participated in group discussions about the importance of professional development and networking. Dr. Saranya emphasized the importance of staying updated with the latest industry trends and how being a member of the ISF could open doors to seminars, workshops, and conferences. Students were motivated to actively engage with the ISF and take advantage of the opportunities it offers to enhance their academic and professional careers.



Students were motivated to actively engage with the ISF and take advantage of the opportunities it offers to enhance their academic and professional careers.

3. Physical Activity – Sports (1.55 PM – 4.20 PM)

Facilitator: Dr. S. Premkumar

During the afternoon session, Dr. S. Premkumar led a discussion on Physical Activity and Sports. This session focused on the crucial role of physical fitness in maintaining mental well-being and overall health. To emphasize these points, students engaged in team sports such as volleyball, basketball, and relay races, fostering a sense of camaraderie and teamwork. Dr. Premkumar stressed the importance of balancing academic life with physical activity for a healthy lifestyle. This session provided a much-needed break from the intellectual demands of the morning sessions, allowing students to unwind, rejuvenate, and recharge. Furthermore, the sports activities offered valuable lessons in teamwork, discipline, and leadership, enhancing students' personal and professional development.

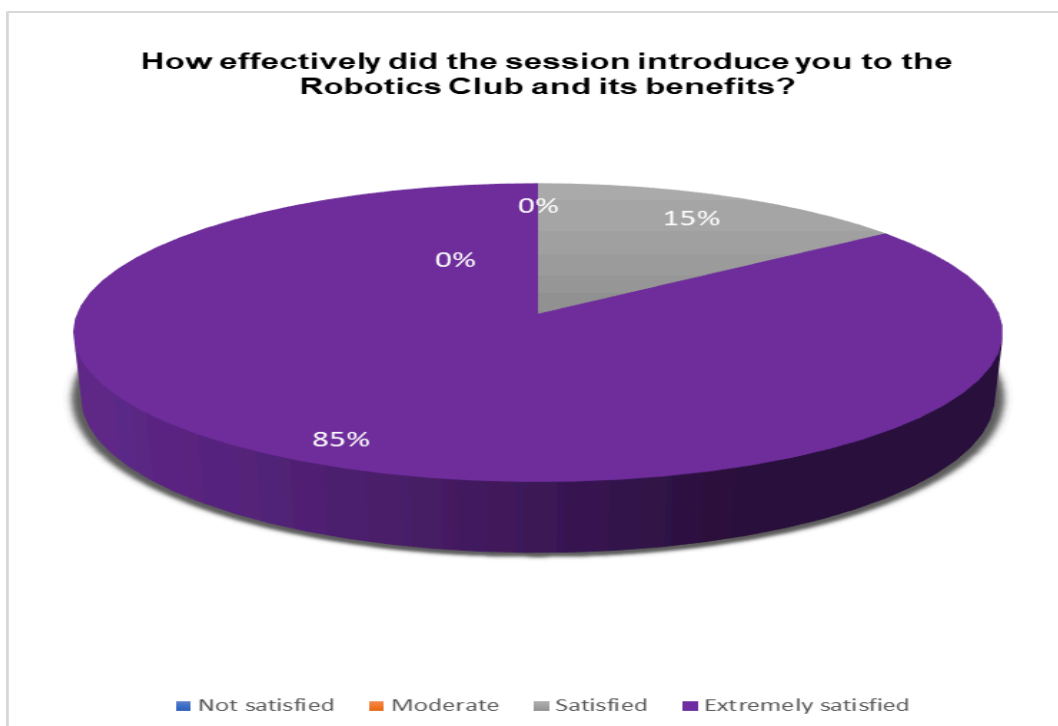


Students participated in various team sports, including volleyball, basketball, and relay races, which fostered the art of teamwork.

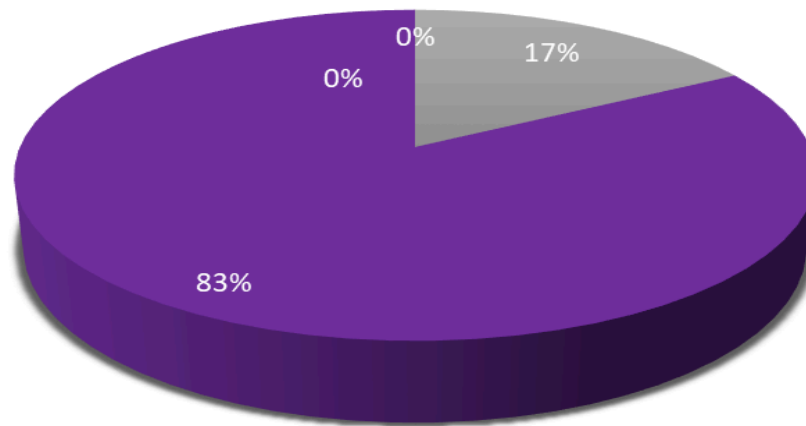
Feedback Analysis:

Feedback was collected after each session, with students evaluating their experiences based on clarity, engagement, and overall satisfaction. The feedback was categorized into four levels: Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

Feedback Questions for Each Session:

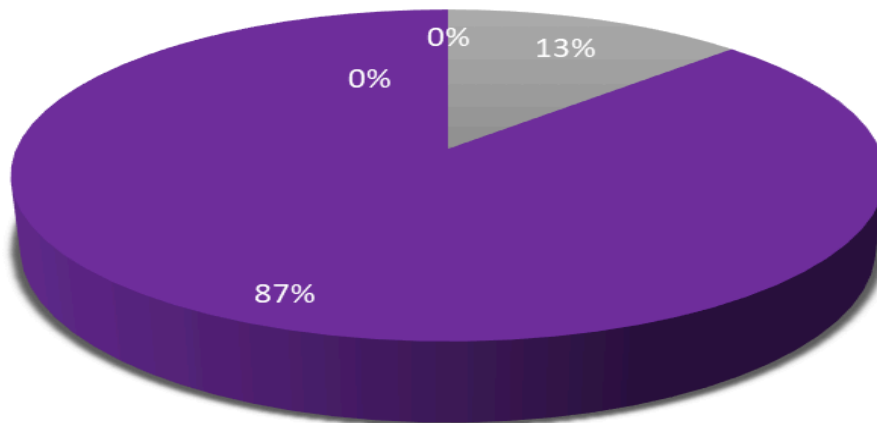


How satisfied were you with the combination of creativity and technical learning in this session?



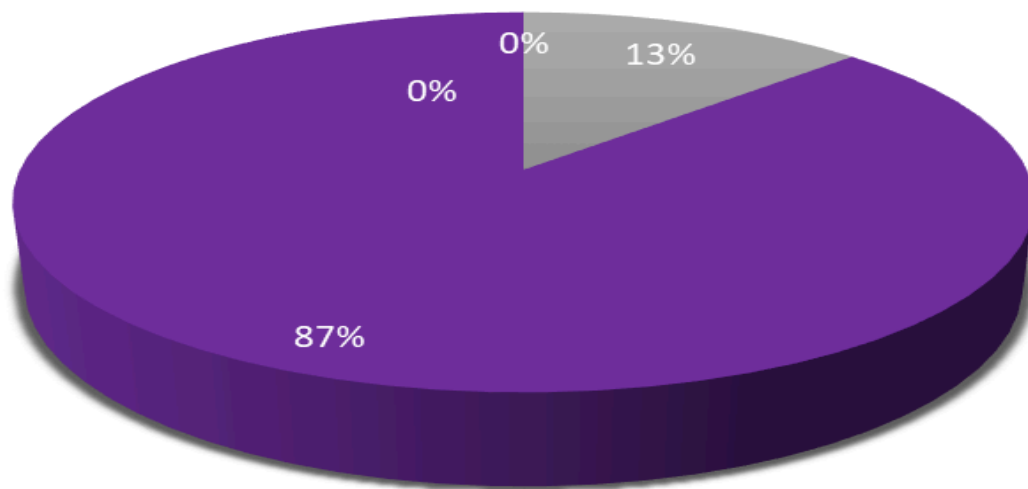
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How clear was the explanation of the benefits of joining the ISF?



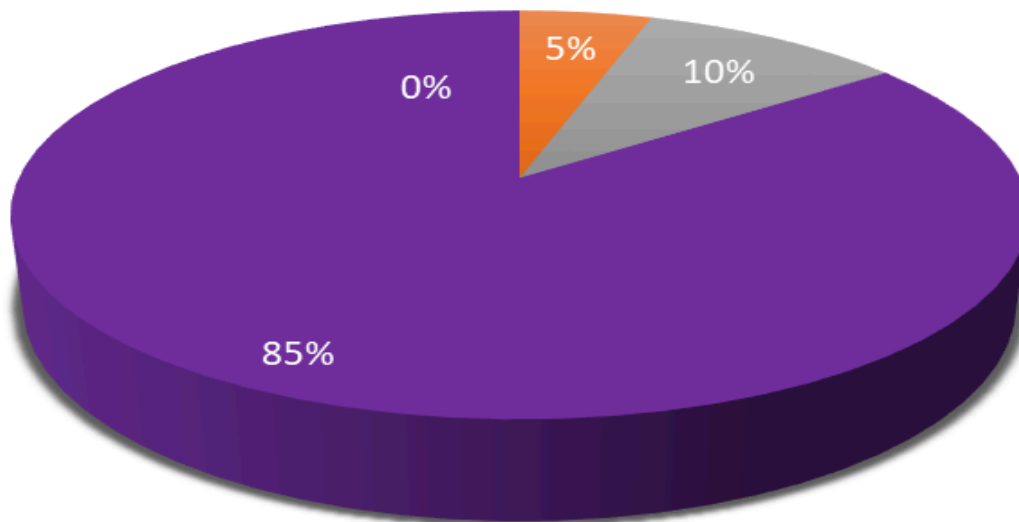
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the relevance of the session to your academic and professional growth?



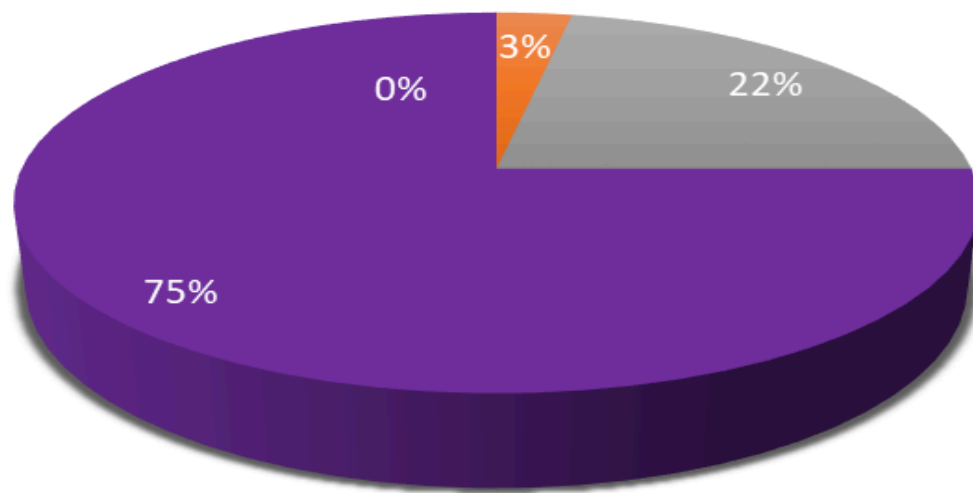
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the sports activities promote teamwork and physical well-being?



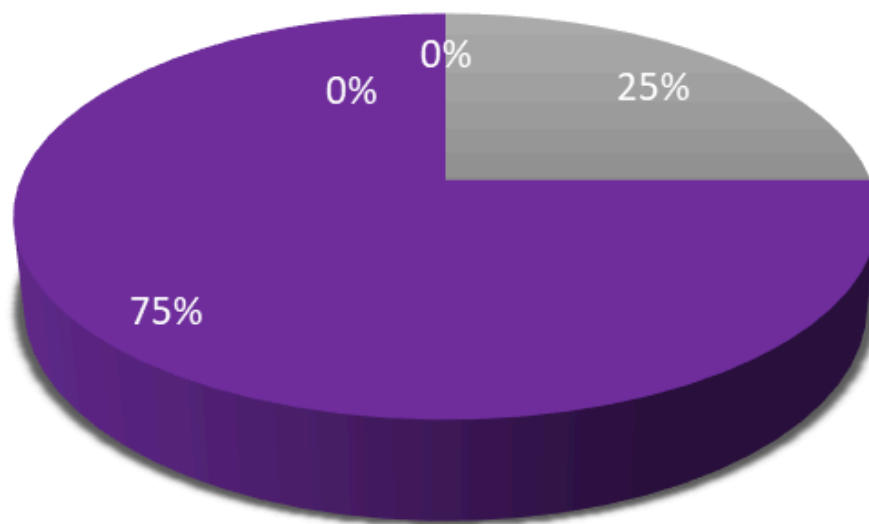
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the organization and variety of sports offered during the session?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How effective was the session in balancing academic focus with physical activity?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 4:

The fourth day's first session successfully integrated literary activities with technical education. Students gained a deeper understanding of how communication and critical thinking are vital in robotics and other technical fields. The Robotics Club introduction inspired students to explore the club's activities further, sparking their interest in joining and contributing to upcoming projects. The session's blend of literary and technical skills was well-received, with feedback showing high levels of engagement and satisfaction. The session on professional organizations, primarily the ISF, effectively conveyed the importance of early engagement in professional development. Students appreciated the information about networking and career growth opportunities available through joining professional organizations. Many students expressed a desire to become ISF members and actively participate in its events and activities. The literary discussions encouraged students to think critically about their future career paths and the benefits of being part of professional communities.

The sports session was a smashing success, fostering teamwork, discipline, and physical fitness among students. They relished the respite from academics, embracing the chance to engage in invigorating physical exercise. Moreover, the activities facilitated peer bonding, nurturing a strong sense of community. The session received overwhelmingly positive feedback, with students expressing their delight in the diverse sports options and the harmonious balance between physical and intellectual pursuits.

Day 4 of the induction program left an indelible mark, effectively blending intellectual, technical, and physical development. Students departed from the sessions feeling a profound connection with their peers, while also gaining valuable insights into extracurricular and professional avenues. The day provided a holistic experience, emphasizing the significance of creativity, professional growth, and overall well-being.

Day 5 Report: First-Year Induction Programme (13.09.24)

Introduction:

The fifth day of the First-Year Induction Programme, conducted on 13.09.24, focused on enhancing students' literacy skills, introducing them to the Elecktor Club, and fostering physical and mental well-being through a Yoga Awareness Program. The day also featured a session on Universal Human Values-I (UHV-I), encouraging students to reflect on ethics, values, and well-being. This holistic approach helped in cultivating a balanced educational experience, promoting both intellectual and personal growth.

Objective:

The primary objectives for Day 5 were:

- To engage students in literary activities, promoting communication, creativity, and critical thinking.
- To introduce the students to the Elecktor Club, emphasizing innovation in electronics and practical learning.
- To raise awareness about the benefits of yoga for physical and mental well-being.
- To inspire students to reflect on universal values and ethical principles through the UHV-I session.

Event Descriptions:

1. Literary Activity – Elecktor Club (8.45 AM – 11.15 AM)

Facilitator: Ms. R. Priya

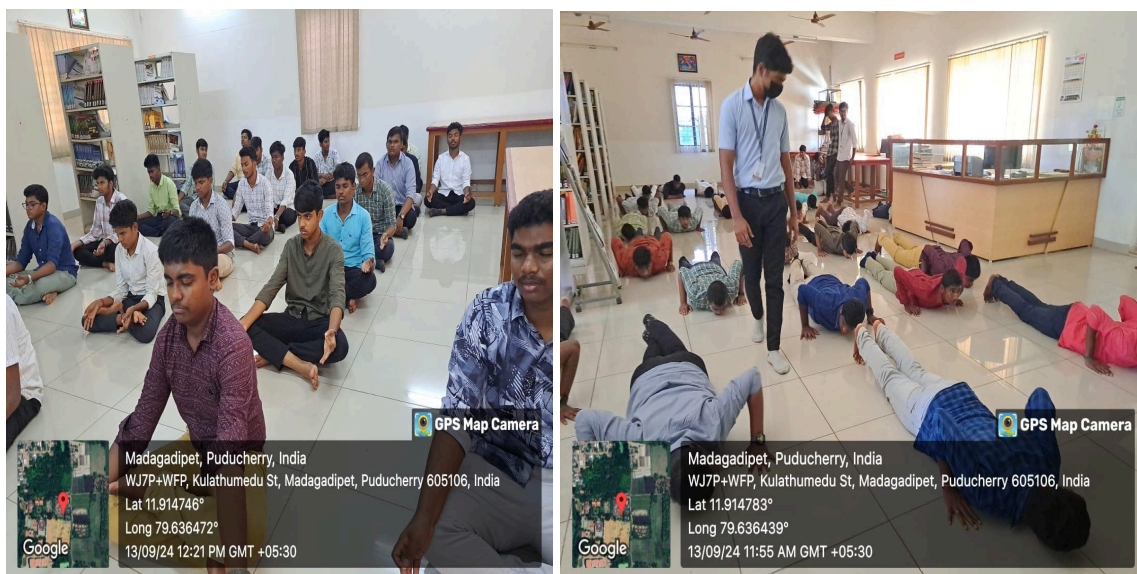


Active participation of students in Elecktor club activities

The day commenced with a Literary Activity led by Ms. R. Priya. This activity was focused on exploring topics related to technology, innovation, and ethics through group discussions and written exercises. It served as a platform for students to express their ideas creatively. Additionally, Ms. Priya introduced the Elecktor Club, an initiative that aims to bridge the gap between theoretical knowledge and practical application by allowing students to work on real-world electronics projects. She shared examples of past projects and encouraged students to participate in upcoming club activities. This session not only provided insights into the practical applications of electronics but also fostered innovation and hands-on learning experiences for the students.

2. Physical Activity – Yoga Awareness Program (11.30 AM – 1.10 PM)

Facilitator: Dr. Vijayarani



The session was interactive, with students participating actively and asking questions about the benefits of specific postures and techniques.

During the mid-morning session, Dr. Vijayarani led a Yoga Awareness Program centered around Physical Activity. The session commenced with a concise introduction to yoga's history and philosophy, emphasizing its crucial role in nurturing both physical and mental well-being. Dr. Vijayarani then guided the students through foundational yoga postures and breathing exercises. The program highlighted yoga's ability to alleviate stress, enhance concentration, and promote overall well-being. Moreover, Dr. Vijayarani encouraged the students to incorporate yoga into their daily routines to cultivate a balanced lifestyle. The session was highly interactive, with students actively participating and inquiring about the benefits of specific postures and techniques.

3. UHV-I Session (1.55 PM – 4.20 PM)

Facilitator: Dr. A. Jayachitra



The session encouraged students to think deeply about their purpose in life, their responsibilities towards society, and how they can contribute to creating a more harmonious and ethical world.

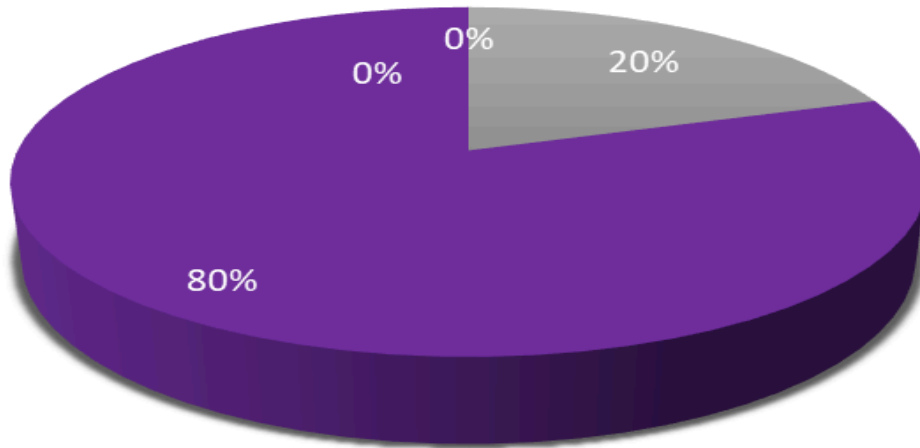
The afternoon was dedicated to Universal Human Values-I (UHV-I), a session led by Dr. A. Jayachitra. This session aimed to foster reflection on ethics, values, and well-being. Dr. Jayachitra started the session by discussing the importance of self-awareness, respect for others, and living in harmony with nature. Through interactive discussions, students explored how universal values such as honesty, empathy, and responsibility play a crucial role in personal and professional development. The session encouraged students to think deeply about their purpose in life, their responsibilities towards society, and how they can contribute to creating a more harmonious and ethical world. This session helped students connect their academic journey with a broader sense of social and moral responsibility.

Feedback Analysis:

Feedback was gathered from students at the end of each session to evaluate their learning experience and satisfaction.

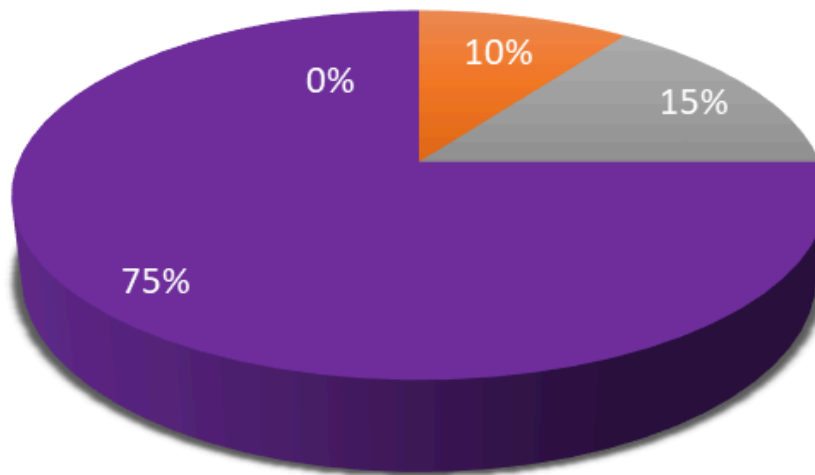
Feedback Questions for Each Session:

How clearly were the objectives and activities of the Elecktor Club explained?



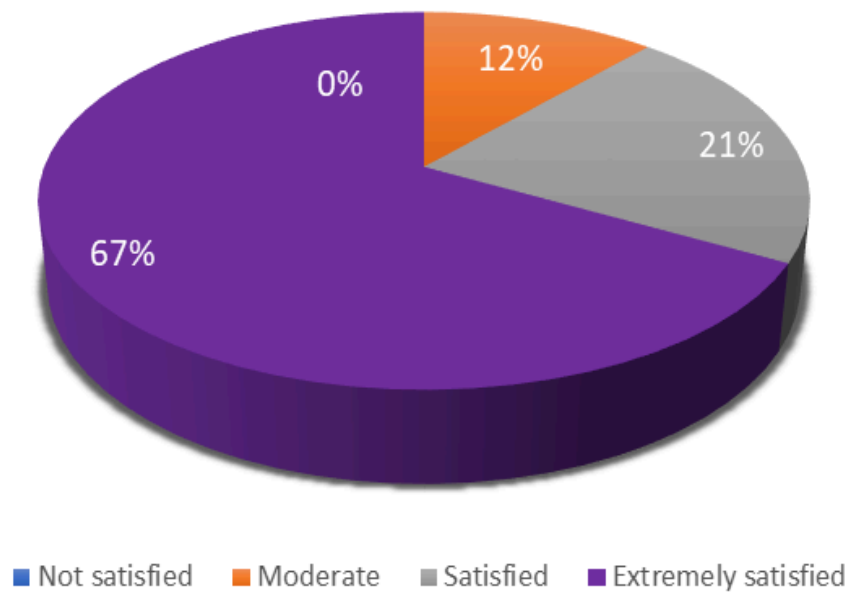
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How clear was the explanation of the benefits of yoga for physical and mental well-being?

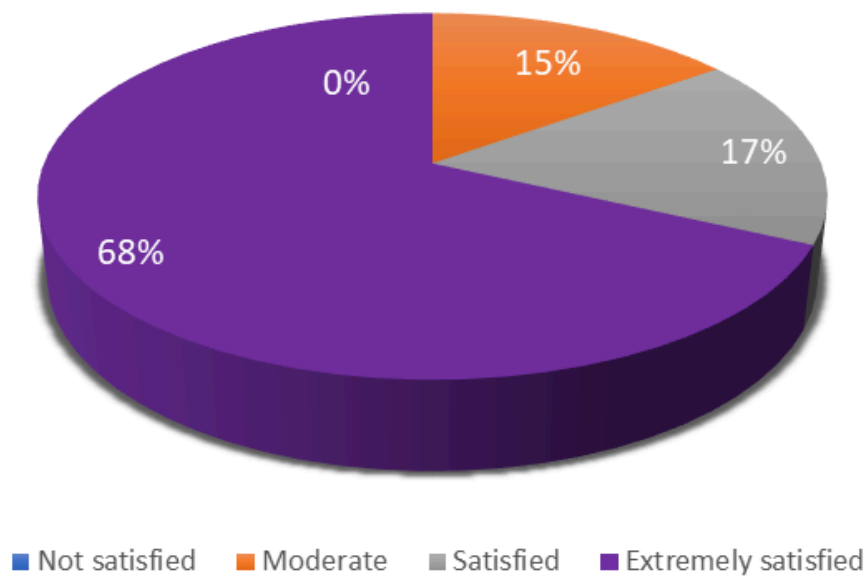


■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

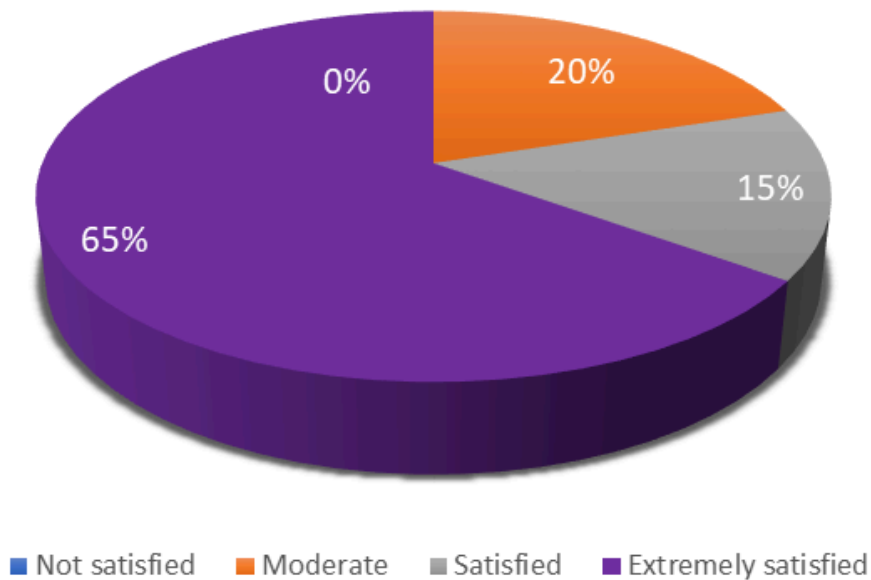
How satisfied were you with the yoga techniques and positions demonstrated?



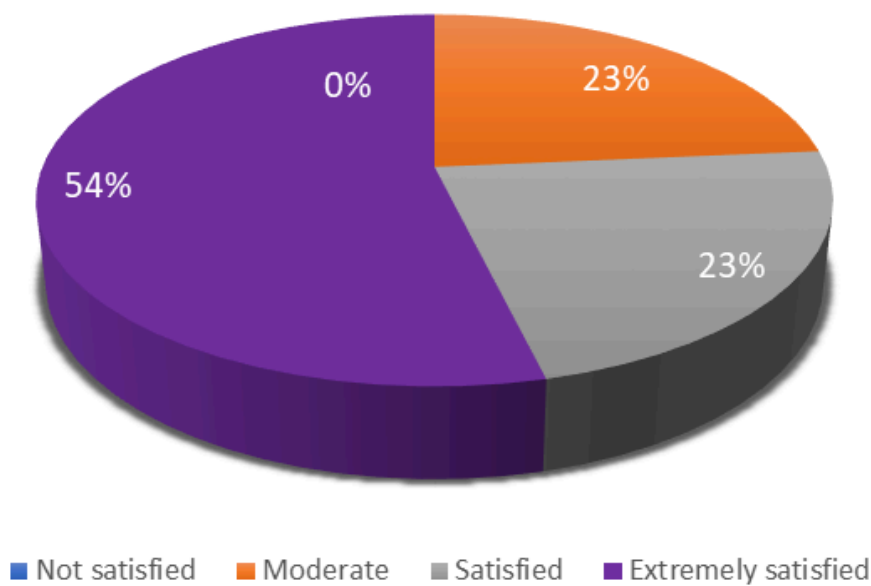
How effective was the session in promoting a balanced lifestyle?

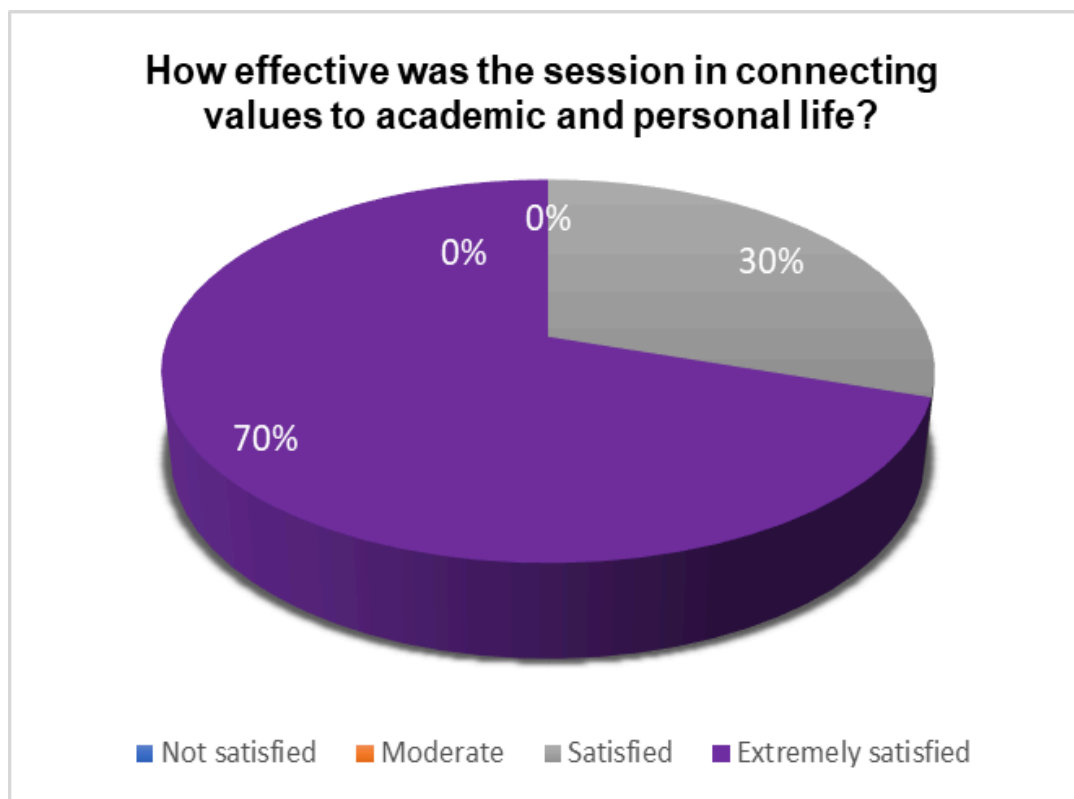


How well did the session encourage reflection on personal values and ethics?



How satisfied were you with the discussion on the importance of universal human values?





Outcome of the Induction Program-Day 5:

The session successfully combined creative writing and group discussions with technical insights into electronics. Students appreciated the introduction to the Elecktor Club and expressed enthusiasm about participating in future projects. Many found the literary activity to be a stimulating way to engage with technological themes, and the club's hands-on approach was well-received. The feedback indicated a high level of satisfaction with the session, as students felt both creatively and technically inspired. The Yoga Awareness Program received highly positive feedback, with students appreciating the introduction to yoga and its health benefits. Many students mentioned that the session helped them feel more relaxed and focused. The interactive nature of the session, combined with practical demonstrations, allowed students to engage deeply with the content. Students also expressed interest in incorporating yoga into their daily routines for better physical and mental well-being.

The UHV-I session was instrumental in encouraging students to reflect on their values and the role of ethics in both their personal and professional lives. Students were highly engaged in the discussions, and many reported that the session helped them think more deeply about their responsibilities to society and the importance of leading an ethical life. Feedback was overwhelmingly positive, with students appreciating the connection between universal values and their academic goals.

Overall, Day 5 of the induction program provided a well-rounded experience that balanced intellectual, physical, and ethical development. Students left the day with a sense of enthusiasm for both their academic journey and their personal growth, feeling more connected to the community and more aware of their potential contributions to society. The day's sessions succeeded in promoting a deeper understanding of both technical innovation and human values.

Day 6 Report: First-Year Induction Programme (14.09.24)

Introduction:

The sixth day of the First-Year Induction Programme, held on 14.09.24, was designed to provide students with a balanced mix of academic enrichment and hands-on creative experiences. The day began with a Bridge Course in Mathematics to strengthen foundational skills, followed by an engaging and enjoyable Cooking Without Fire session to foster creativity and teamwork. The day concluded with a thought-provoking session on Universal Human Values-I (UHV-I), aimed at deepening students' understanding of ethical living. These sessions helped students develop both academically and personally, enriching their induction experience.

Objective:

The primary objectives for Day 6 were:

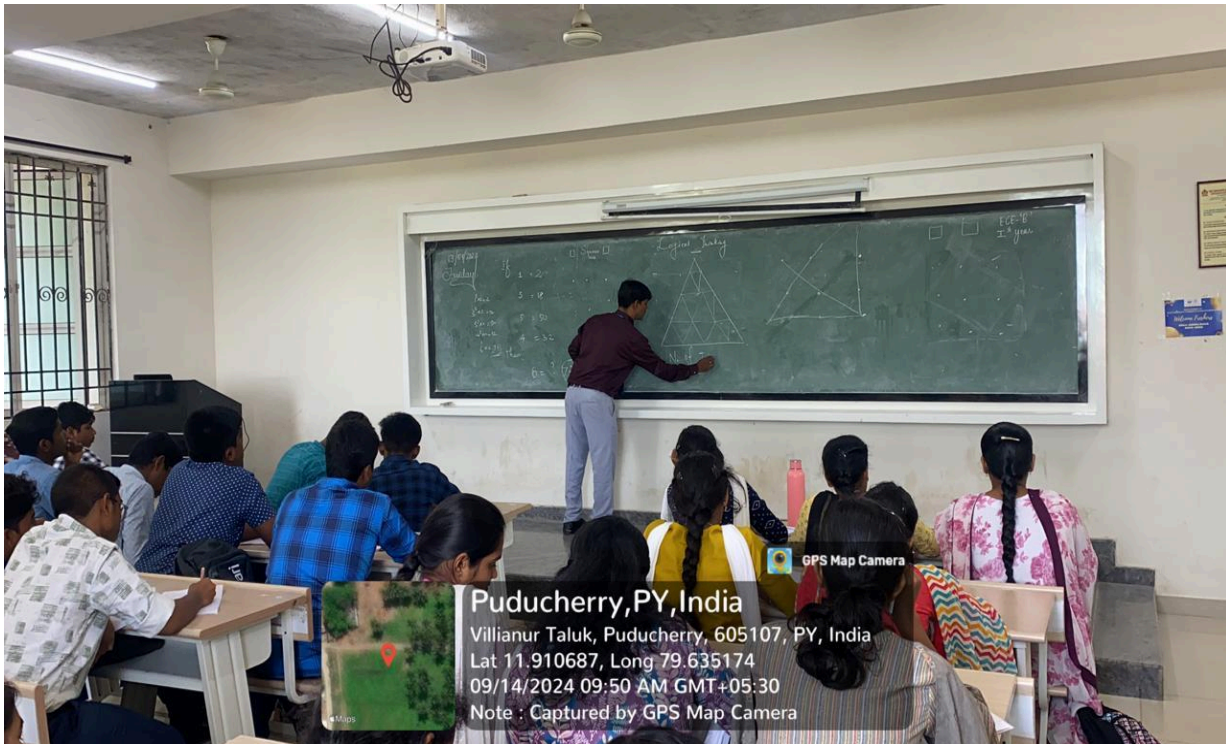
- To reinforce foundational mathematical concepts through the Bridge Course in Mathematics.
- To encourage creativity, teamwork, and practical problem-solving through the Cooking Without Fire activity.
- To instill ethical thinking and reflection on human values during the UHV-I session.

Event Descriptions:

1. Bridge Course – Mathematics (8.45 AM – 11.15 AM)

Facilitator: Dr. S. Rajakumar

The morning began with a Bridge Course in Mathematics led by Dr. S. Rajakumar. This session focused on bridging the gap between high school mathematics and the more advanced mathematical concepts that students would encounter in their engineering curriculum. Topics such as algebra, calculus, and trigonometry were reviewed with an emphasis on their practical applications in engineering. Dr. Rajakumar used real-world examples and interactive problem-solving techniques to engage students and solidify their understanding of key concepts. Students were encouraged to ask questions and participate actively, ensuring that any doubts they had were clarified. The session was well-paced and designed to build confidence in students, helping them transition smoothly into the mathematical demands of their new academic environment.

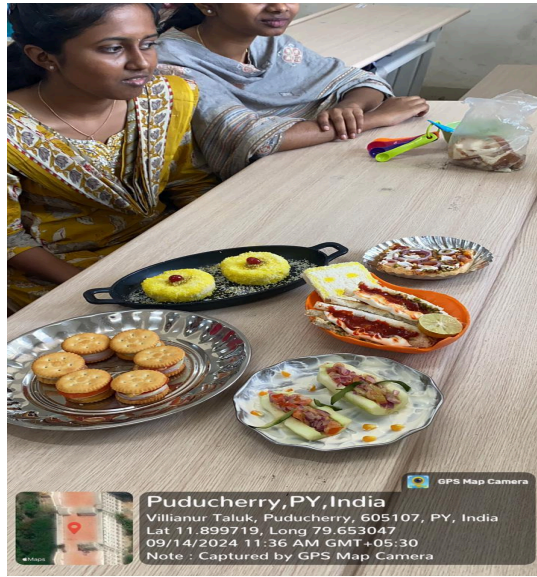


Dr. Rajakumar used real-world examples and interactive problem-solving techniques to engage students during the session

2. Cooking Without Fire (11.30 AM – 1.10 PM)

Facilitator: Dr. T. Deepa

The mid-morning session, titled Cooking Without Fire, was a fun and engaging activity aimed at fostering creativity, teamwork, and practical problem-solving. Dr. T. Deepa facilitated the session, during which students were divided into teams and tasked with preparing a dish using ingredients that didn't require cooking over a flame. The activity encouraged students to think outside the box, communicate effectively, and collaborate as a team. Dishes ranged from salads and sandwiches to desserts, with students explaining their creative process at the end of the activity. The session not only allowed students to bond but also highlighted the importance of working together under constraints, a skill that is highly valuable in both academic and professional settings.



3. UHV-I Session (1.55 PM – 4.20 PM)

Facilitator: Dr. Kuringimalar



Dr. Kuringimalar engaged the students in a dialogue about the importance of living with integrity, compassion, and mindfulness.

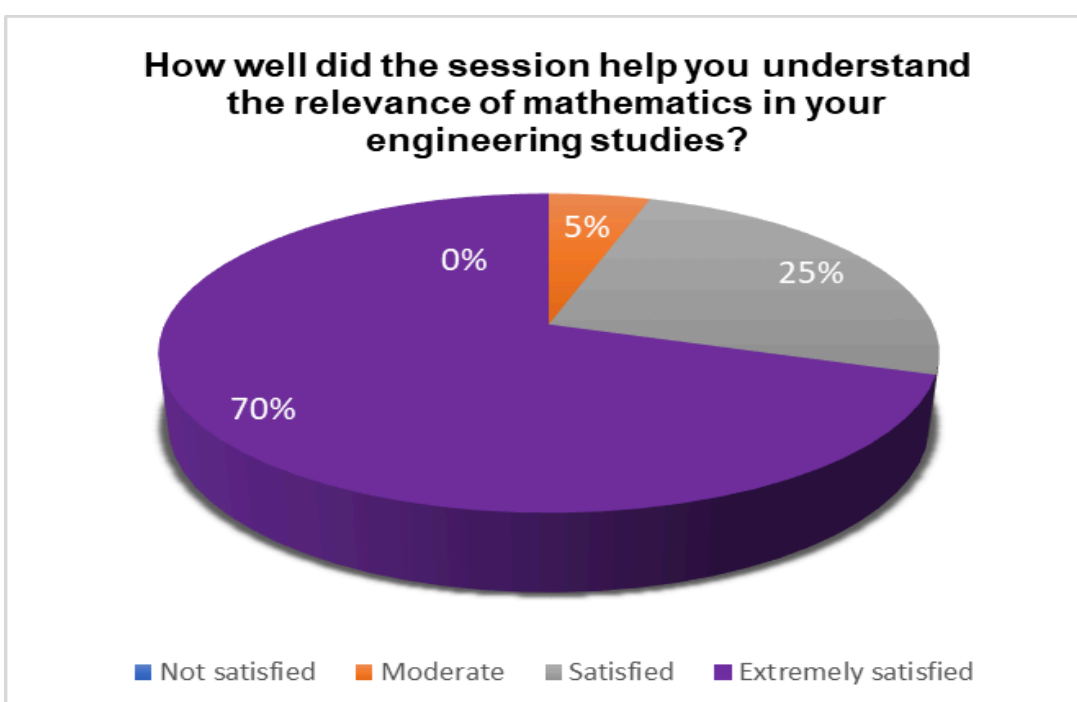
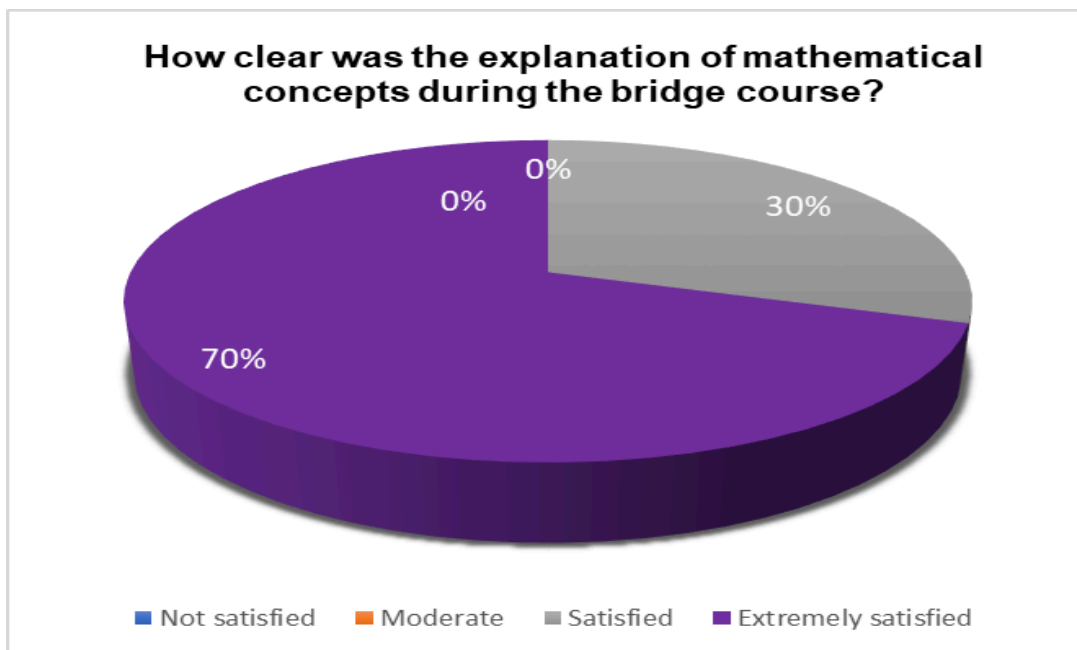
The afternoon session was dedicated to Universal Human Values-I (UHV-I), conducted by Dr. Kuringimalar. The session aimed to deepen students' understanding of values such as empathy, responsibility, and ethical living. Dr. Kuringimalar engaged the students in a dialogue about the importance of living with integrity, compassion, and mindfulness. The session included interactive discussions on how values play a significant role in personal growth, relationships, and professional

success. Students were encouraged to reflect on their own experiences and consider how they could apply these universal values in their daily lives. The session helped students develop a greater sense of social responsibility and provided them with a framework for ethical decision-making.

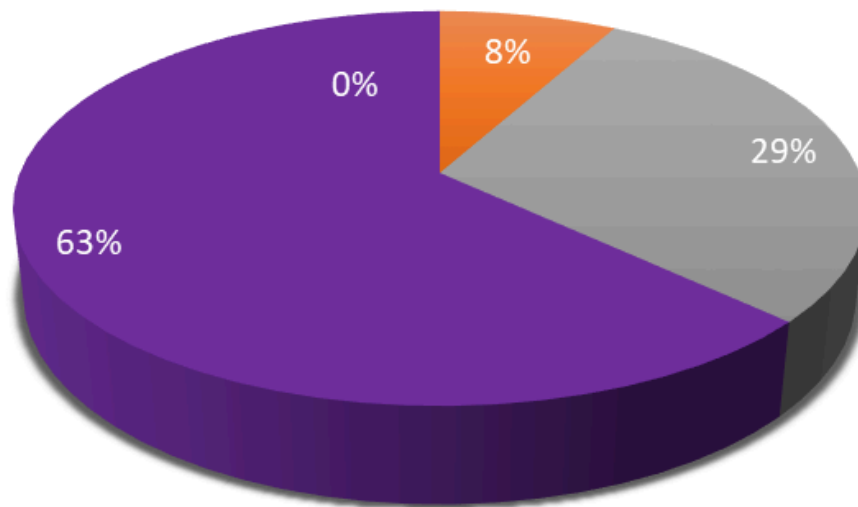
Feedback Analysis:

Feedback was collected from students at the end of each session to evaluate their learning experience and satisfaction. Responses were categorized into four levels: Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

Feedback Questions for Each Session:

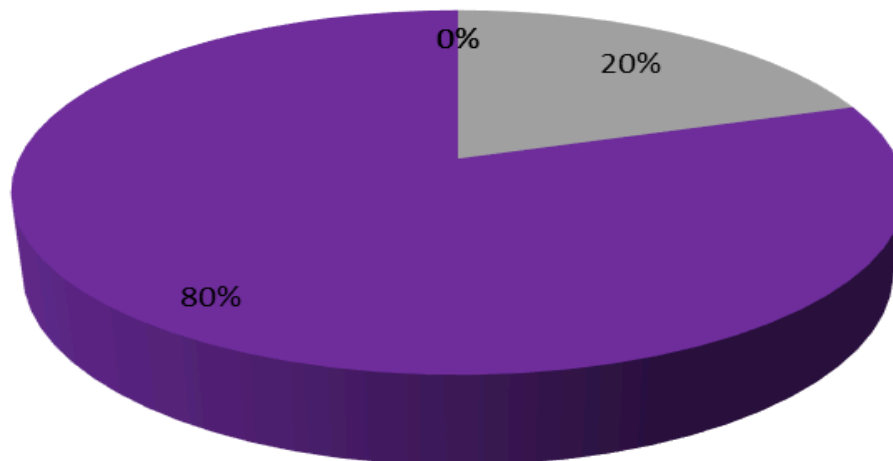


How satisfied were you with the overall pace and structure of the session?



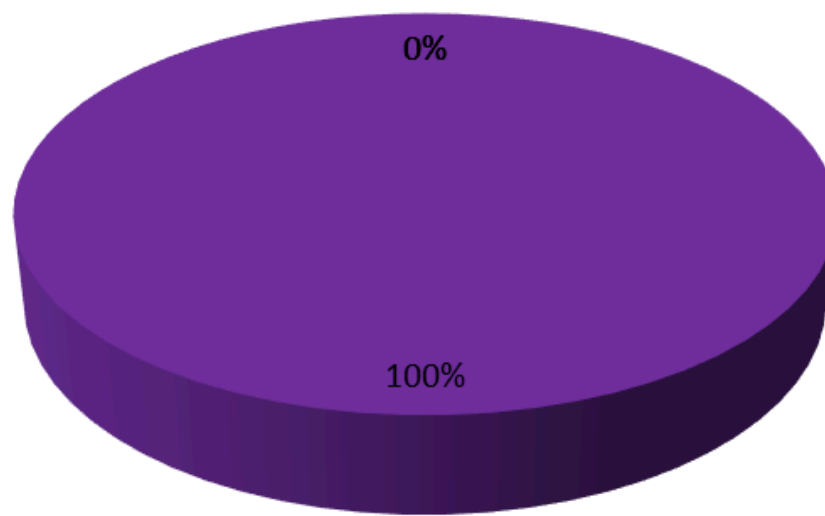
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session encourage creativity and teamwork?



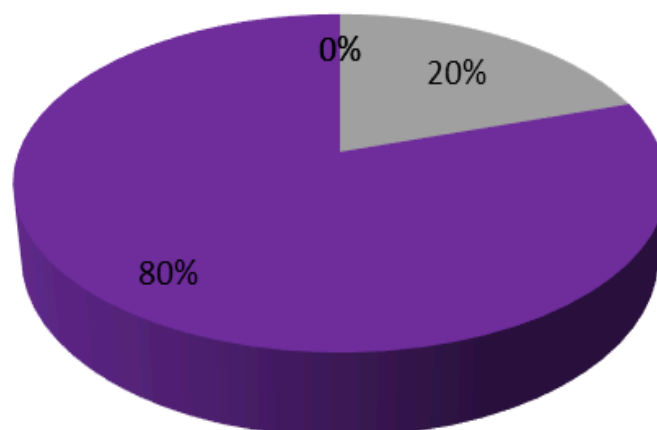
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How enjoyable was the overall experience of participating in this activity?



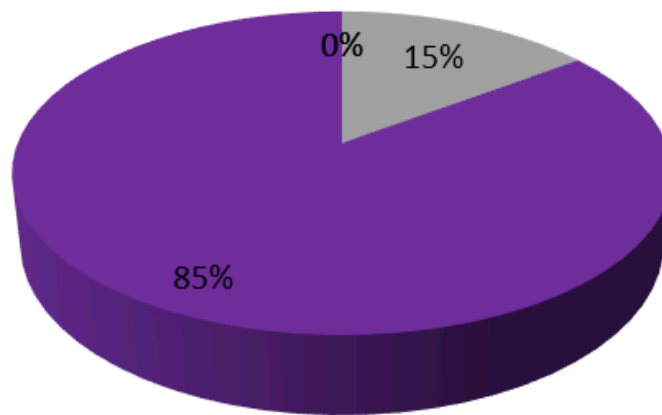
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How enjoyable was the overall experience of participating in this activity? How well did the session encourage you to reflect on universal human values?



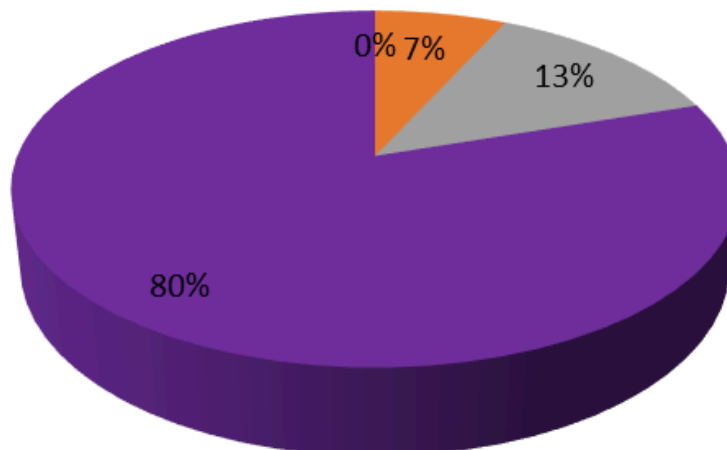
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How clearly were the ethical principles discussed and explained?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How effective was the session in promoting ethical decision-making in personal and academic life?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 6:

The Bridge Course in Mathematics successfully reinforced foundational mathematical concepts and helped students transition smoothly into the more advanced topics they would encounter in their engineering studies. Students appreciated the real-world examples and problem-solving techniques used by Dr. Rajakumar, which made complex topics more approachable. The Cooking Without Fire activity was a highlight of the day, as it provided a fun, hands-on learning experience. Students enjoyed working in teams and found the creative process to be both challenging and rewarding. The activity helped break the ice among students, fostering teamwork and communication. Many students expressed a high level of satisfaction with the activity, noting that it allowed them to think creatively and work collaboratively in a relaxed environment. The UHV-I session, led by Dr. Kurinjimalar, was a powerful and reflective experience for students. The session encouraged deep thought about ethics and personal values, with many students feeling inspired to apply these principles in their daily lives. Students reported that the session helped them gain a clearer understanding of how values such as empathy and responsibility can enhance their personal and professional lives. Feedback showed that students were highly engaged, with most rating the session as "Satisfied" or "Extremely Satisfied."

Overall, Day 6 of the induction programme provided a well-rounded experience, combining academic reinforcement with creative and ethical development. Students left the day feeling more connected to their peers, more confident in their academic abilities, and more aware of the values that will guide them throughout their academic and professional journeys.

Day 7 Report: First-Year Induction Programme (16.09.24)

Introduction:

The seventh day of the First-Year Induction Programme, held on 16.09.24, aimed at fostering entrepreneurial thinking, teamwork, and ethical development. The day began with an engaging session by the Entrepreneur Club, followed by an interactive Connections activity, designed to build communication and networking skills among students. The afternoon concluded with a reflective session on Universal Human Values-I (UHV-I), led by Dr. Kurinjimalar, where students discussed the importance of ethics and values in both personal and professional life. The combination of these sessions provided a holistic experience, nurturing both the intellectual and moral growth of the students.

Objective:

The primary objectives for Day 7 were:

- To introduce students to the fundamentals of entrepreneurship and encourage them to think creatively about starting their own ventures.
- To strengthen connections and communication among students through interactive activities.
- To deepen students' understanding of human values and ethics, reinforcing the importance of responsible and mindful living through UHV-I discussions.

Event Descriptions:

1. Entrepreneur Club (8.45 AM – 11.15 AM)

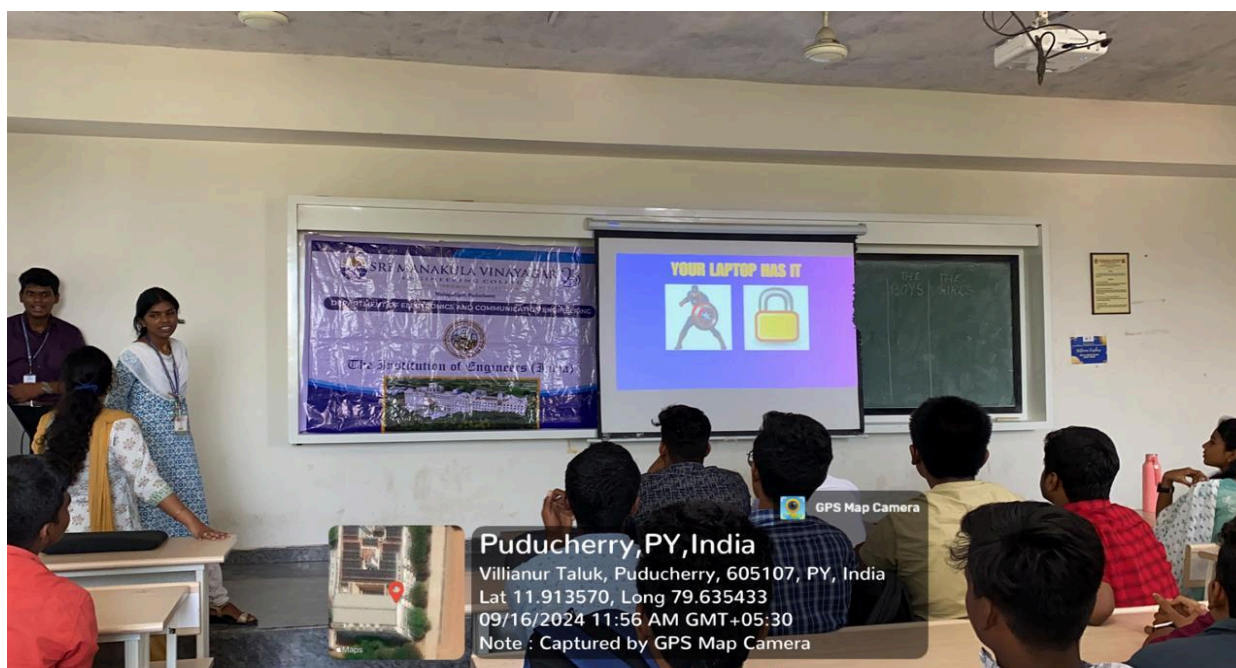
Facilitator: Mrs. Anbarasi

The day commenced with an inspiring session by the Entrepreneur Club, facilitated by Mrs. Anbarasi. The session focused on introducing students to the concept of entrepreneurship, discussing the qualities that make a successful entrepreneur, and the steps involved in transforming an idea into a viable business. Mrs. Anbarasi shared real-life case studies of student entrepreneurs who successfully launched their ventures while still in college. The session highlighted the importance of creativity, problem-solving, and persistence in entrepreneurship. Students were encouraged to brainstorm potential business ideas, and a few were selected to present their ideas to the group. This interactive approach allowed students to experience firsthand what it takes to think like an entrepreneur and the steps involved in building a startup.



The session focused on introducing students to the concept of entrepreneurship, discussing the qualities that make a successful entrepreneur

2. Connections (11.30 AM – 1.10 PM)



Activities included problem-solving tasks, communication exercises, and networking games aimed at building trust, leadership, and cooperation among the students

The second session, titled Connections, was a dynamic activity designed to foster collaboration and networking skills among students. The session involved a series of team-based challenges that required students to work together to achieve common goals. Activities included problem-solving tasks, communication exercises, and networking games aimed at building trust, leadership, and cooperation among the students. The session allowed participants to interact with peers they hadn't previously connected with, helping to break the ice and encourage new friendships. By the end of the session, students had not only learned the importance of teamwork but also gained valuable communication and leadership experience that would benefit them throughout their academic and professional careers.

3. UHV-I Session (1.55 PM – 4.20 PM)

Facilitator: Dr. Kurinjimalar

The afternoon was devoted to the Universal Human Values-I (UHV-I) session, led by Dr. Kurinjimalar. The session built on the discussions from previous days, delving deeper into ethical living and moral responsibility. Dr. Kurinjimalar engaged students in a dialogue about how values such as honesty, empathy, and respect influence both personal and professional success. Students were encouraged to reflect on their own experiences and think about how they could apply these values in real-life situations. The session included interactive group discussions where students shared their perspectives on ethical dilemmas they might face in their future careers. By the end of the session, students left with a stronger sense of social responsibility and a clearer understanding of how to make values-driven decisions.

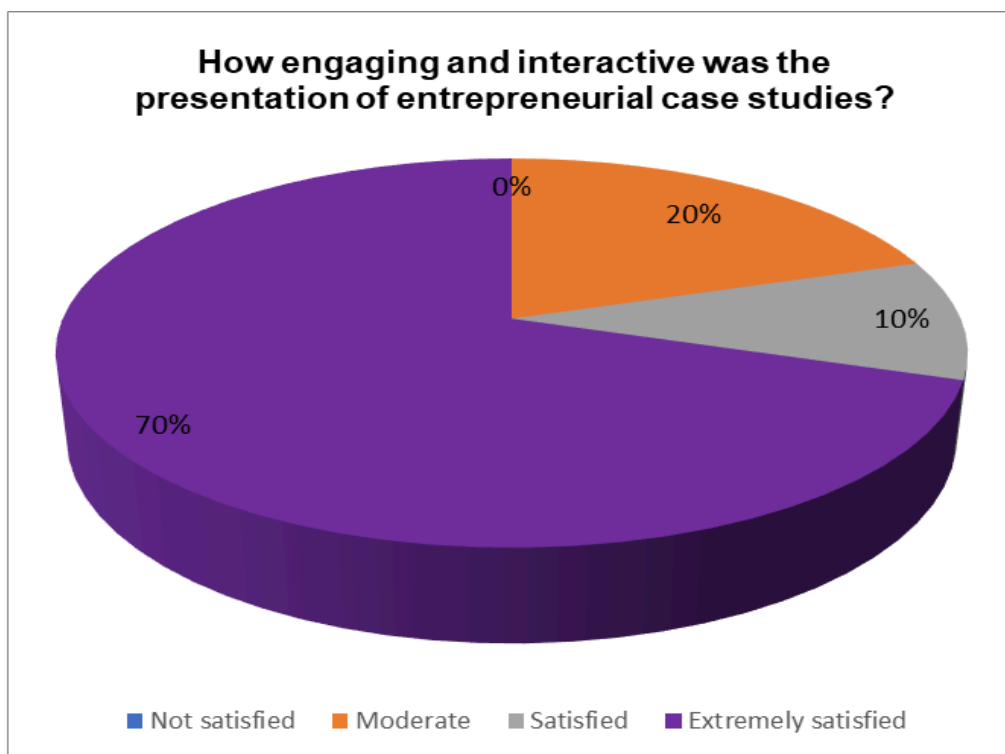
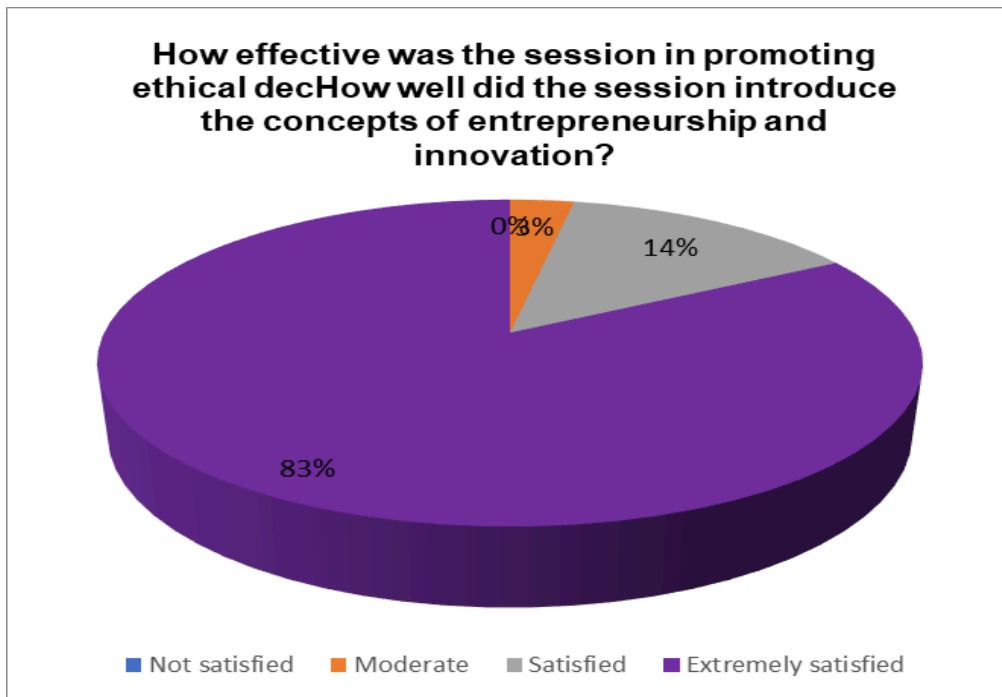


Dr. Kurinjimalar engaged students in a dialogue about how values such as honesty, empathy, and respect influence both personal and professional success.

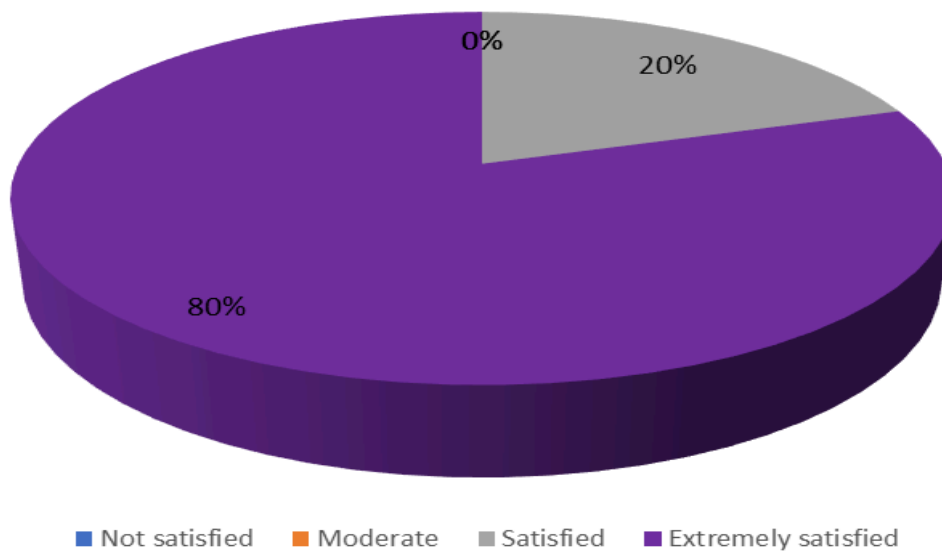
Feedback Analysis:

At the conclusion of each session, students provided feedback to assess their learning experience and level of satisfaction. Responses were classified into four categories: Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

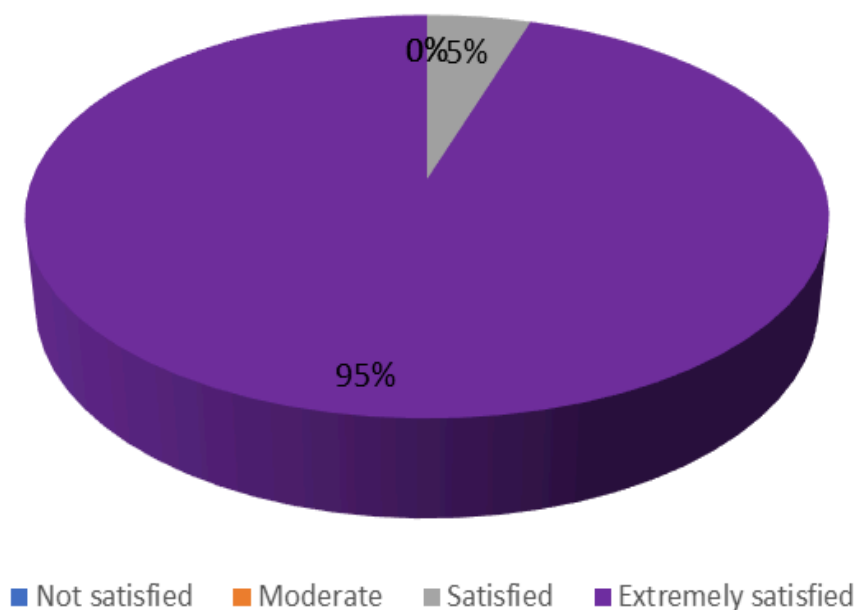
Feedback Questions for Each Session:



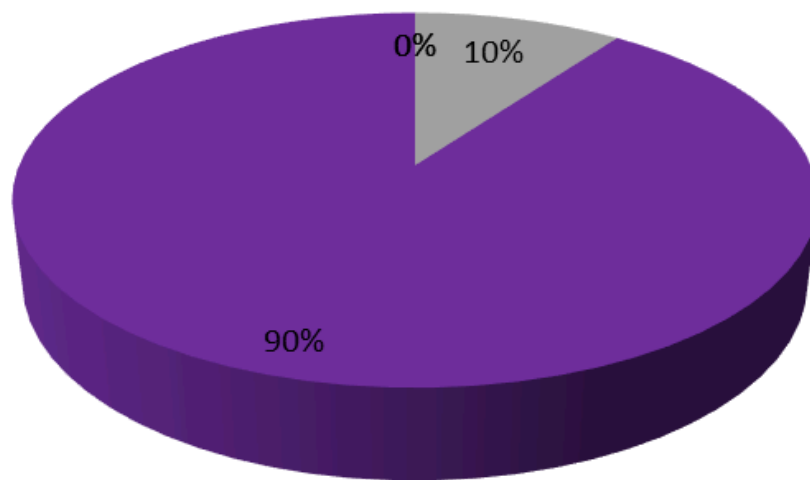
How satisfied were you with the opportunities to present and discuss your own business ideas?



How enjoyable and engaging were the team-based challenges?

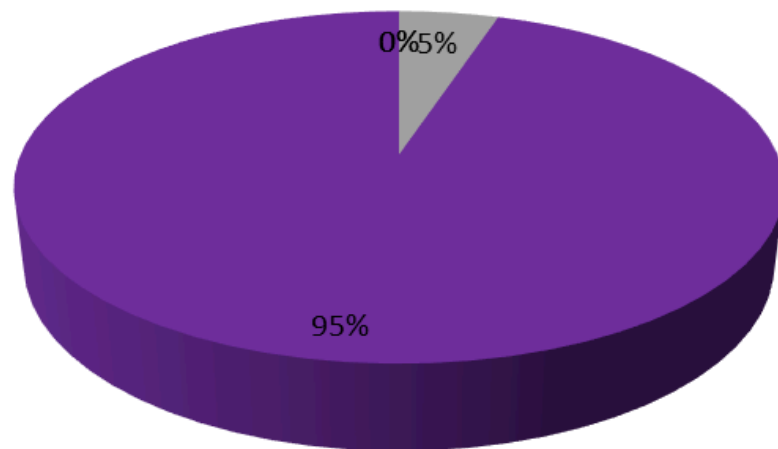


How clearly were the ethical concepts and values explained?

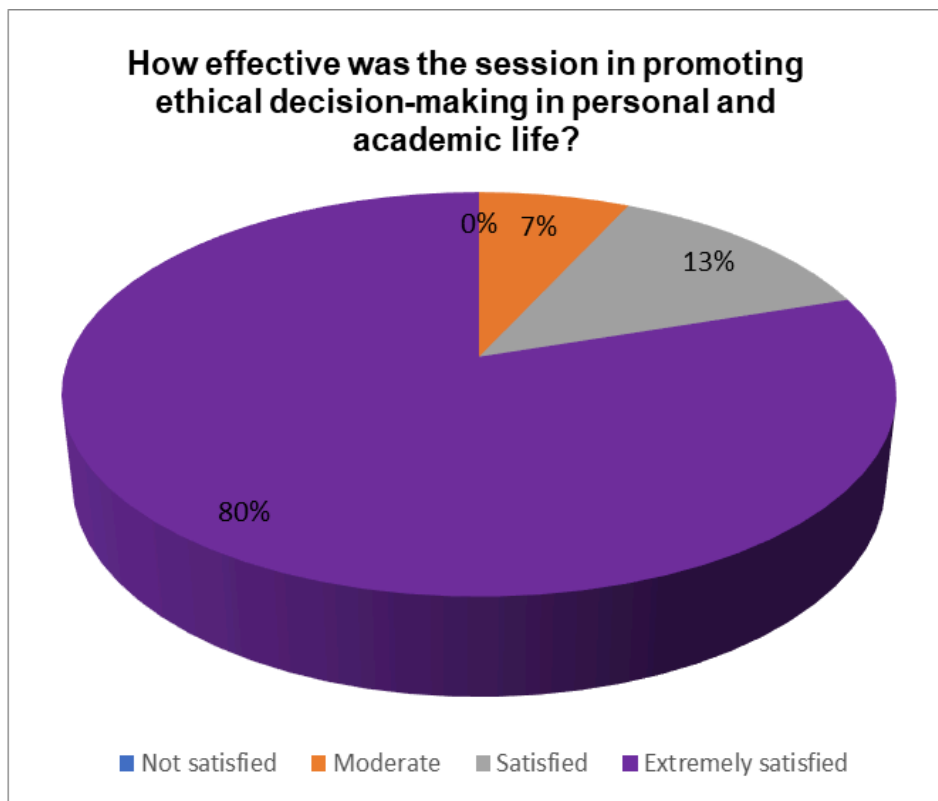


■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session encourage personal reflection on universal human values?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied



Outcome of the Induction Program-Day 7:

The Entrepreneur Club session successfully introduced students to the fundamentals of entrepreneurship. Students left the session feeling motivated to think creatively about potential business ideas, with several expressing interest in exploring entrepreneurship further. Feedback indicated that students were highly satisfied with the session, appreciating the real-life case studies and the opportunity to present their ideas. The Connections session was a highly interactive and enjoyable experience for students. The team-based activities fostered collaboration, leadership, and communication skills, which students recognized as essential for both academic success and future professional endeavors. Feedback indicated that students appreciated the opportunity to interact with peers in a fun and engaging way. The UHV-I session, once again facilitated by Dr. Kurinjimalar, left a lasting impact on students. The ethical discussions resonated with students, encouraging them to reflect on the importance of living with integrity and making values-based decisions. Many students appreciated the group discussions and found the ethical dilemmas thought-provoking. Feedback showed that students were highly satisfied with the session, with the majority rating it as "Satisfied" or "Extremely Satisfied." Students reported that they left the session with a greater sense of responsibility toward their future roles as ethical professionals.

Overall, Day 7 of the induction programme provided a well-rounded experience, combining entrepreneurial insight with team-building and ethical development. The sessions helped students build essential skills while reinforcing the importance of living with values. Students concluded the day feeling inspired, connected, and more prepared to face the challenges of their academic and professional lives.

Day 8 Report: First-Year Induction Programme (18.09.24)

Introduction:

Day 8 of the First-Year Induction Programme took place on 18.09.24 and focused on practical exposure to departmental resources, community engagement, and creative expression. The day's activities included a detailed Department Lab and College Visit, an interactive session with the Societal Club, and a Rangoli/Drawing competition in the afternoon. This day aimed at familiarizing students with the campus, encouraging community service, and nurturing creativity.

Objective:

The objectives were:

- To provide students with an understanding of the various laboratories and resources available within their department and across the college.
- To inspire students to actively participate in societal and community-based initiatives through the Societal Club session.
- To offer students an opportunity to express their artistic skills and foster creativity through a Rangoli/Drawing competition.

Event Descriptions:

1. Department Lab & College Visit (8.45 AM – 11.15 AM)

Facilitator: Mr. M. Harikrishnan

The day began with a guided tour of the department's laboratories and key facilities, led by Mr. M. Harikrishnan. Students were introduced to the equipment, software tools, and research facilities available to them, with each lab showcasing its unique offerings. The tour covered labs related to electronics, communication, and programming, among others, where students had a chance to see demonstrations of practical experiments and the latest technology used in their field. The visit also extended to other college facilities such as the central library, computer centers, and innovation labs, providing a comprehensive view of the resources at their disposal. The session aimed to ensure that students felt comfortable navigating these facilities and confident in utilizing them for academic and research purposes.



Mr.M.Harikrishnan explained college facilities such as the central library, computer centers, and innovation labs, providing a comprehensive view of the resources at their disposal.

2. Societal Club Session (11.30 AM – 1.10 PM)

Facilitator: Dr. A. Jayachitra

Following the lab tour, students gathered for an inspiring session with the Societal Club, facilitated by Dr. A. Jayachitra. The club promotes community service, social responsibility, and sustainability, and this session introduced students to ongoing and upcoming initiatives. The discussion covered topics such as environmental sustainability, education outreach, and healthcare support for underserved communities. Dr. Jayachitra shared examples of successful student-led projects and encouraged first-year students to actively contribute by participating in current club activities. The session concluded with a call for new ideas, where students brainstormed potential community projects, fostering a sense of social responsibility and teamwork.



Student members promote community service, social responsibility, and sustainability, and this session introduced students to ongoing and upcoming initiatives.

3. Rangoli/Drawing Competition (1.55 PM – 4.20 PM)

The day concluded with a Rangoli/Drawing competition, offering students a creative outlet and an opportunity to showcase their artistic talents. This competition encouraged students to design Rangolis or drawings based on a variety of themes, ranging from cultural heritage to environmental conservation. Working individually or in teams, students displayed impressive creativity and technical skill, transforming simple materials into intricate, meaningful artworks. The atmosphere was lively and collaborative, with students sharing ideas and working together to create beautiful designs. Prizes were awarded to the most creative and impactful designs, motivating students to continue nurturing their creative abilities alongside their academic work.

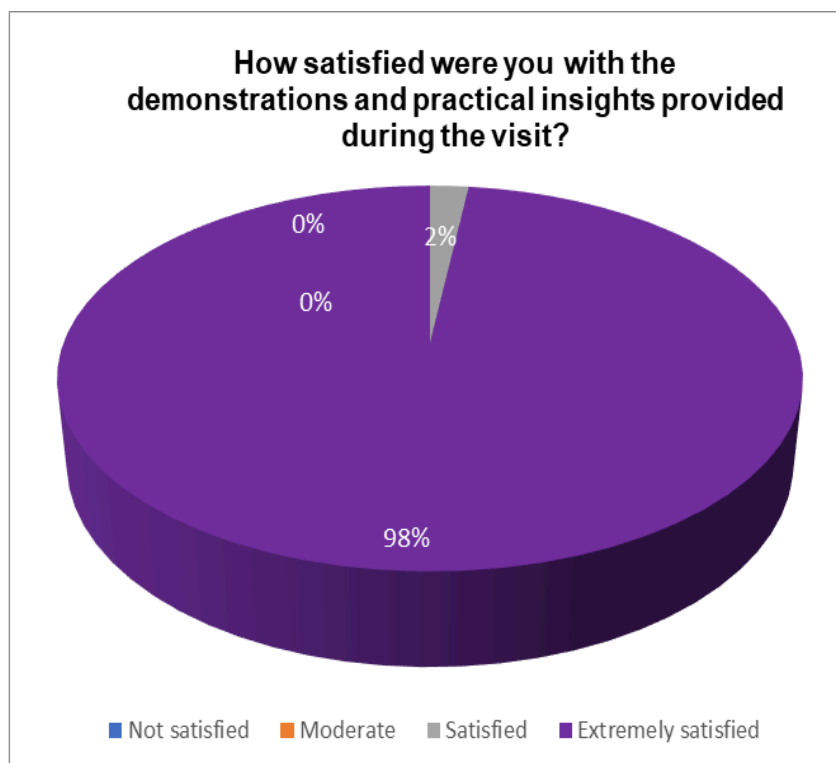
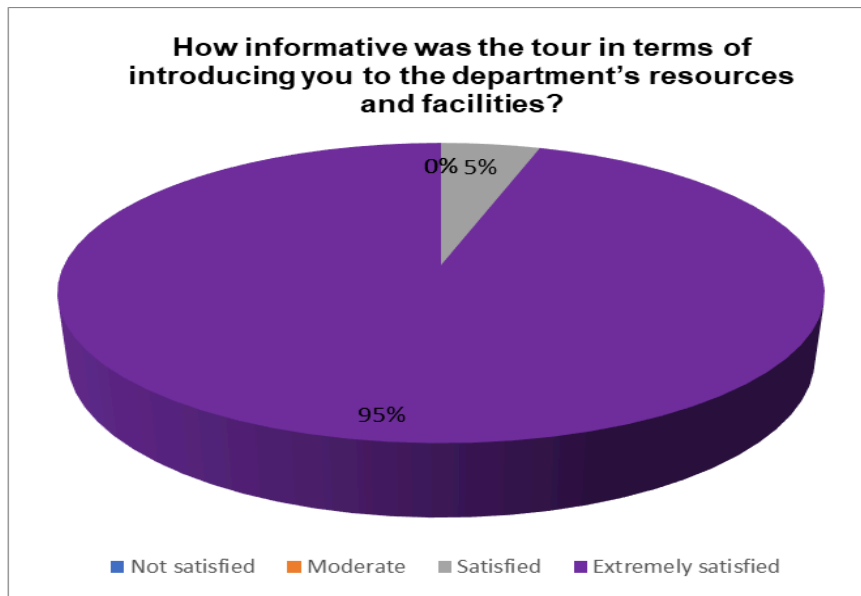


Competition encouraged students to design Rangolis or drawings based on a variety of themes, ranging from cultural heritage to environmental conservation.

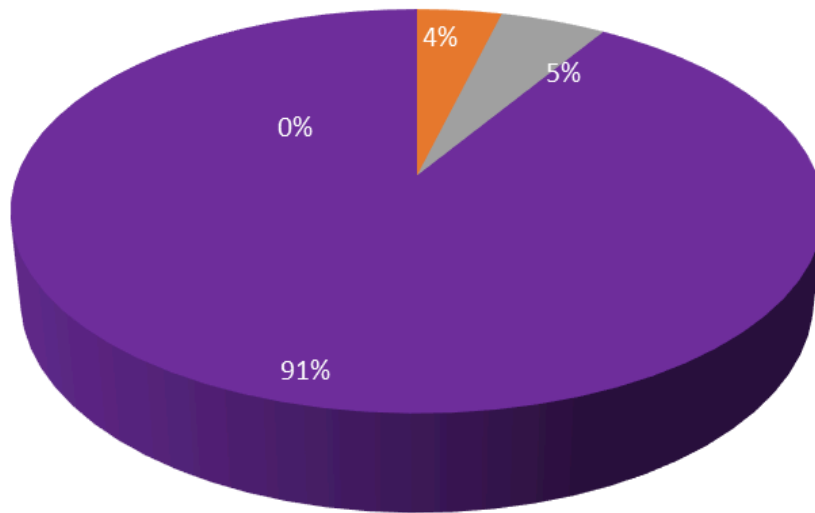
Feedback Analysis:

Feedback was collected at the end of each session to evaluate students' satisfaction and overall learning experience. Responses were divided into four categories: Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

Feedback Questions for Each Session:

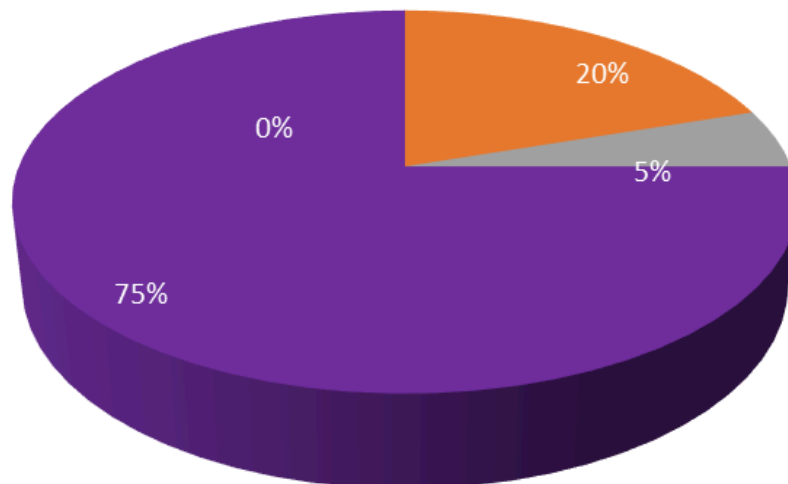


How confident do you feel about navigating and utilizing these resources after the tour?



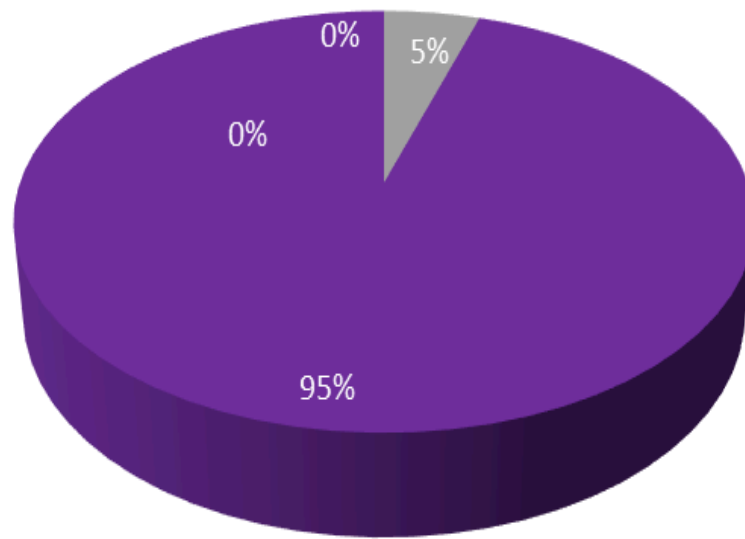
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the session communicate the club's mission and the importance of social responsibility?



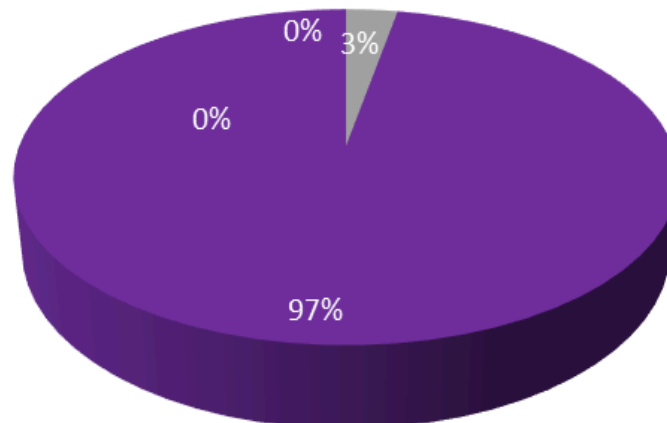
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the competition provide a platform for creative expression?



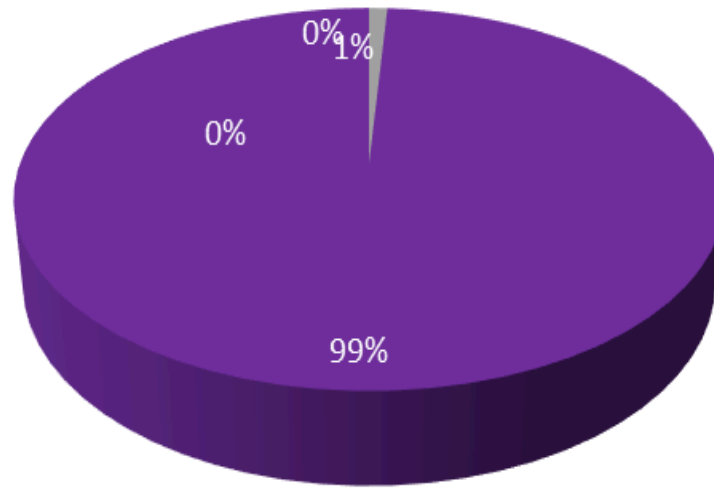
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the cHow engaging and collaborative was the atmosphere during the competition?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall experience of participating in this creative activity?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 8:

The lab and college visit successfully familiarize students with the department's key resources and facilities. Feedback indicated that students left the session feeling more confident in their ability to utilize these resources for academic purposes. The majority of students rated the session as "Satisfied" or "Extremely Satisfied," appreciating the detailed demonstrations and explanations provided by Mr. Harikrishnan. The visit also helped students gain a practical understanding of how they could integrate theoretical knowledge with lab work. The Societal Club session left a strong impact on students, motivating them to get involved in community service projects. Students expressed a keen interest in participating in ongoing initiatives and generating new ideas for future projects. Feedback revealed that students were highly satisfied with the session, particularly appreciating the opportunity to brainstorm new ideas and the emphasis on social responsibility. Many students expressed their intent to join the club and contribute actively to community-based activities. The Rangoli/Drawing competition was a highlight of the day, allowing students to unwind and showcase their creative talents. The competition fostered a friendly, collaborative environment where students felt free to express their artistic abilities. The majority of students provided positive feedback, with most rating the experience as "Extremely Satisfied." Participants particularly enjoyed the chance to work on cultural themes and create designs that reflected their values and interests. The activity helped enhance team spirit and encouraged students to balance academics with creative pursuits.

Overall, Day 8 of the induction programme provided students with a well-rounded experience, blending practical exposure, social responsibility, and creative expression. Students concluded the day with a better understanding of their department's resources, a renewed sense of community, and a positive creative experience, all of which contributed to their personal and academic growth.

Day 9 Report: First-Year Induction Programme (19.09.24)

Introduction:

On 19.09.24, Day 9 of the First-Year Induction Programme offered a mix of creative problem-solving, community engagement, and academic reinforcement. The day featured a Poster Making & Technical Riddle session with Mrs. V. Logisvary, an engaging discussion with the Societal Club led by Dr. A. Jayachitra, and a Bridge Course in Mathematics conducted by Dr. Rajakumar. These activities aimed to foster creativity, encourage social responsibility, and strengthen students' mathematical foundations.

Objective:

The primary objectives of Day 9 were:

- To stimulate creative thinking and teamwork through a Poster Making & Technical Riddle session.
- To deepen students' awareness of societal issues and inspire them to take part in community initiatives through the Societal Club session.
- To provide foundational reinforcement in mathematics to help students transition smoothly into their academic curriculum.

Event Descriptions:

1. Poster Making & Technical Riddle (8.45 AM – 11.15 AM)

Facilitator: Mrs. V. Logisvary

The morning session was designed to challenge students' creativity and technical knowledge. It began with a Poster Making activity where students were tasked with designing posters around a range of themes, including environmental sustainability, technological advancements, and social justice. Working in teams, students brainstormed ideas and created visually compelling posters that convey powerful messages. The session encouraged collaboration, artistic expression, and effective communication of complex ideas.

Following the poster-making activity, a Technical Riddle challenge was introduced. Students were divided into small groups and asked to solve riddles related to basic engineering concepts, logic, and problem-solving. This activity tested their critical thinking skills and teamwork, as students had to work together to decode the riddles. Both activities fostered creative problem-solving and strengthened the students' understanding of technical concepts in a fun, engaging way.



Students were tasked with designing posters around a range of themes

2. Societal Club Session (11.30 AM – 1.10 PM)

Facilitator: Dr. A. Jayachitra

In this session, Dr. A. Jayachitra led a thought-provoking discussion on the importance of social responsibility and community service. The Societal Club aims to engage students in initiatives that address pressing social issues such as education inequality, environmental sustainability, and healthcare for underserved populations. Dr. Jayachitra highlighted ongoing student-led projects and provided examples of how previous batches had made meaningful contributions to society. The session also gave students the opportunity to propose new ideas for community projects, with the goal of instilling a sense of civic duty and fostering a commitment to social change.



The session also gave students the opportunity to propose new ideas for community projects

3. Bridge Course - Mathematics (1.55 PM – 4.20 PM)

Facilitator: Dr. Rajakumar

The afternoon was dedicated to reinforcing mathematical fundamentals through a Bridge Course in Mathematics, conducted by Dr. Rajakumar. This session was designed to help students transition from high school to university-level mathematics, focusing on key concepts that would be essential for their engineering coursework. Topics covered included algebra, calculus, and problem-solving strategies. Dr. Rajakumar used practical examples and interactive problem-solving exercises to help students grasp difficult concepts, ensuring they felt more confident in applying mathematical principles in their academic studies.

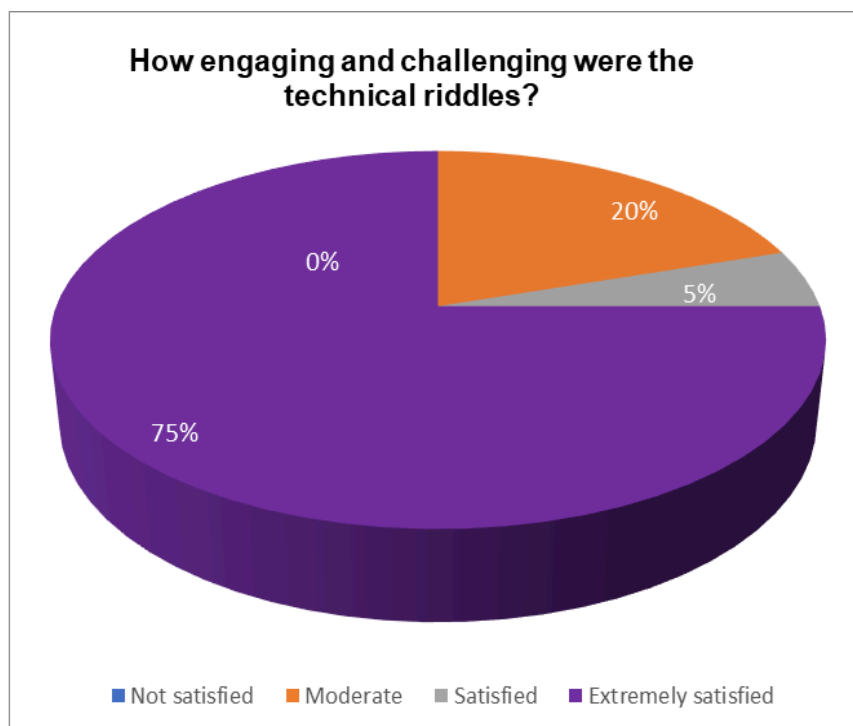
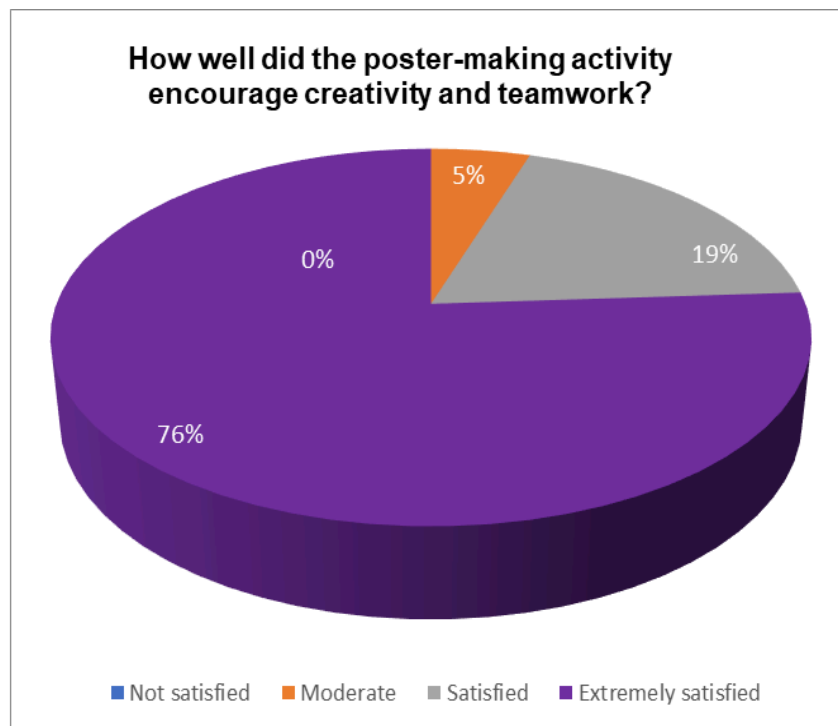


Dr. Rajakumar used practical examples and interactive problem-solving exercises to help students grasp difficult concepts

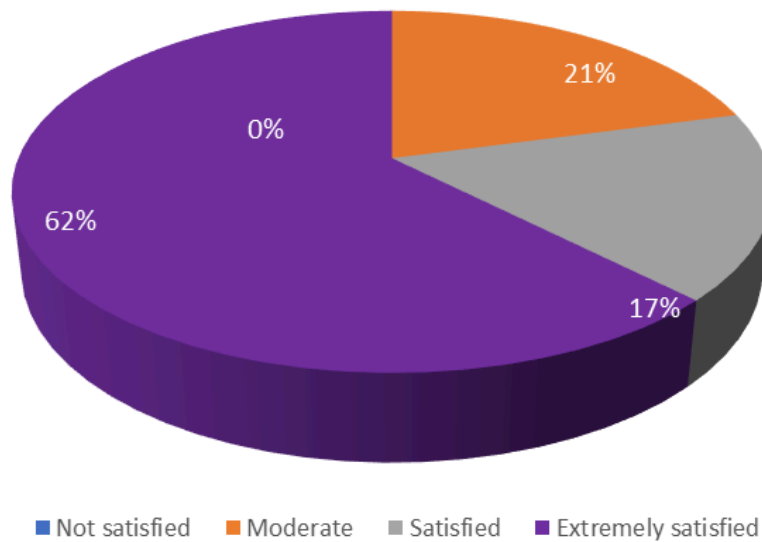
Feedback Analysis:

Students' feedback was collected at the end of each session, and responses were divided into four categories: Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

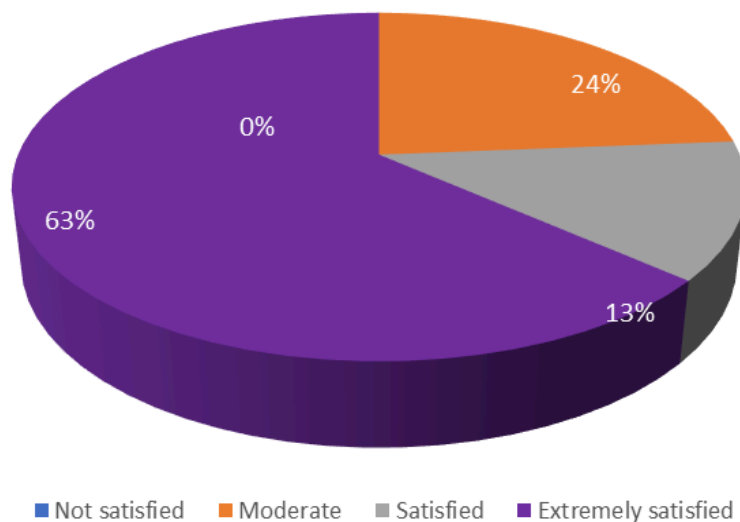
Feedback Questions for Each Session:



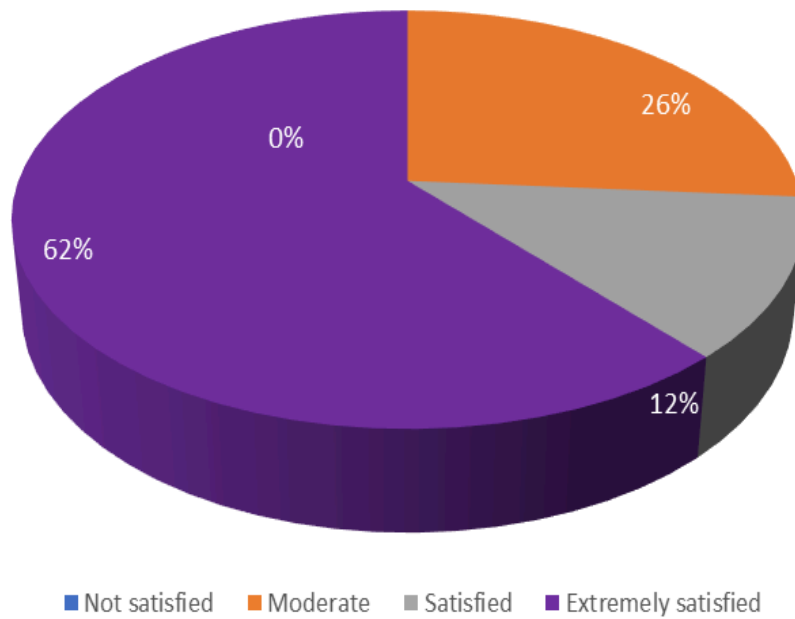
How satisfied were you with the opportunity to apply your technical knowledge in the riddle-solving activity?



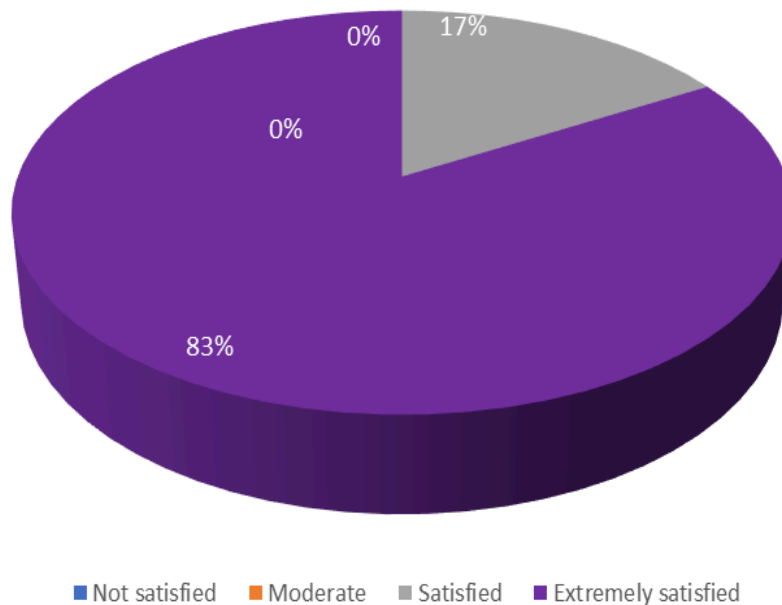
How informative was the session in terms of raising awareness about societal issues and community service opportunities?



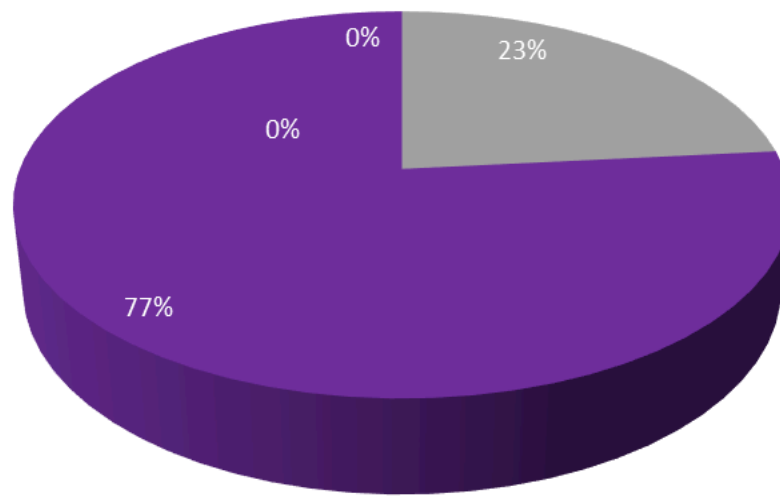
How satisfied were you with the opportunity to propose ideas for societal initiatives?



How clear and helpful were the mathematical concepts explained during the session?

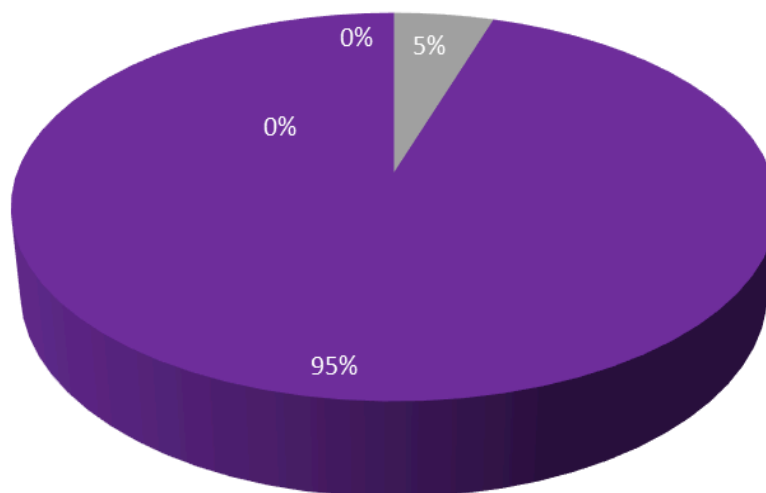


How confident do you feel about applying these mathematical concepts in your academic work?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the overall structure and delivery of the bridge course?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

Outcome of the Induction Program-Day 9:

The Poster Making & Technical Riddle session was highly successful in promoting creative thinking and collaborative problem-solving. Feedback revealed that students enjoyed the creative aspect of poster making, and many felt that it helped them convey complex ideas in a visually appealing manner. The technical riddles provided a fun yet challenging environment where students worked together to solve engineering-related puzzles. The session with the Societal Club left a strong impression on students, with many expressing a keen interest in getting involved in community service initiatives. Dr. Jayachitra's emphasis on social responsibility resonated with the students, and the examples of past projects inspired them to think critically about how they could contribute to societal change. Feedback indicated that students were particularly satisfied with the opportunity to brainstorm ideas for future projects, and many were eager to join the club. The Bridge Course in Mathematics provided much-needed reinforcement of key mathematical concepts. Students appreciated Dr. Rajakumar's teaching style and the practical examples that helped demystify complex topics. Feedback showed that students felt more confident in their mathematical abilities after the session, and many reported feeling better prepared for their upcoming coursework. The majority of students rated the session as "Satisfied" or "Extremely Satisfied," noting that the course was well-structured and comprehensive.

Overall, Day 9 of the induction programme offered a well-rounded experience, combining creativity, social responsibility, and academic reinforcement. Students were engaged throughout the day and left with a stronger sense of how to approach their studies while also contributing to their community. The activities were well-received, and feedback indicated that the objectives of the day were met successfully.

Day 10 Report: First-Year Induction Programme (20.09.24)

Introduction:

Day 10 of the First-Year Induction Programme was a lively and interactive day filled with diverse activities that focused on academic enrichment, cultural celebration, and showcasing student talents. The day began with a session for ISTE members led by Dr. Venkayala Chethan Prakash, followed by a Food Festival hosted by Ms. Preetha, and concluded with a Talent Show featuring a variety of performances coordinated by Mr. Suseendher. The sessions were designed to foster professional engagement, cultural awareness, and creativity among the students.

Objective:

The objectives for Day 10 were:

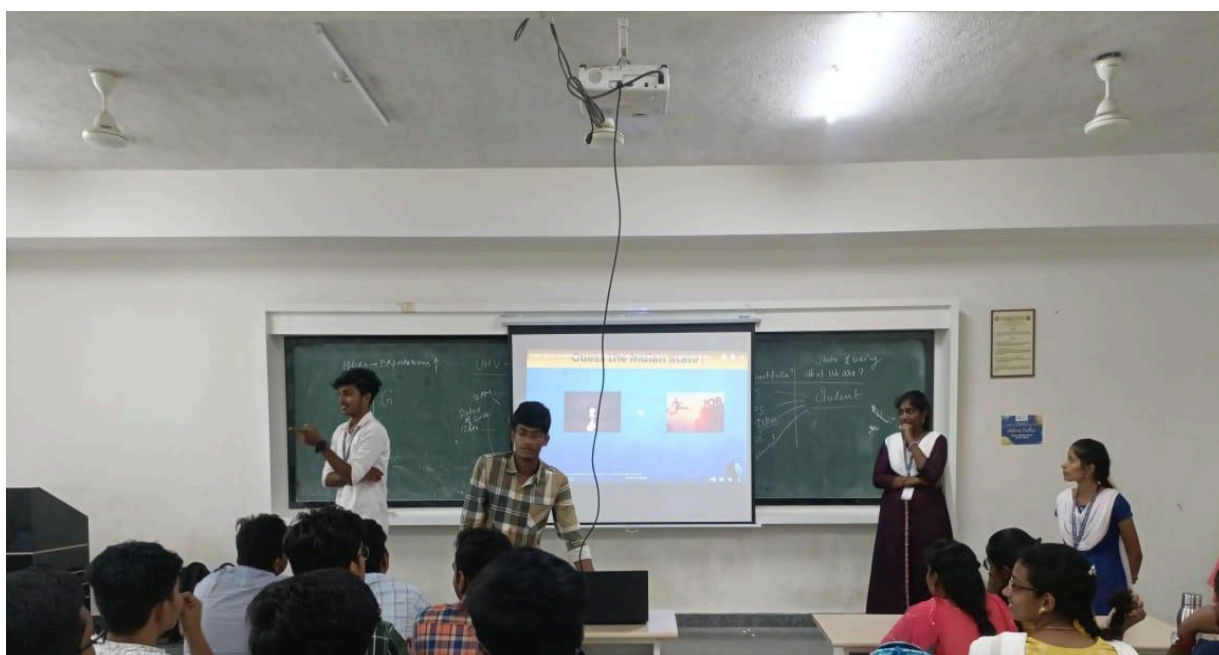
- To introduce students to the Indian Society for Technical Education (ISTE) and encourage them to participate in professional societies that support their academic and career growth.
- To celebrate cultural diversity and promote teamwork through the Food Festival, where students would share and appreciate different cuisines.
- To provide a platform for students to showcase their individual talents during the Talent Show, enhancing their confidence and sense of belonging.

Event Descriptions:

1. ISTE Members Session (8.45 AM – 11.15 AM)

Facilitator: Dr. Venkayala Chethan Prakash

The morning session was led by Dr. Venkayala Chethan Prakash, who gave an insightful introduction to the Indian Society for Technical Education (ISTE). Dr. Prakash explained the objectives of ISTE, which include promoting technical education, providing a platform for professional growth, and offering opportunities for networking and collaboration. The session focused on how ISTE membership can benefit students by giving them access to resources such as technical workshops, conferences, and competitions. Dr. Prakash also shared examples of successful ISTE projects and encouraged students to actively participate in upcoming events. The session ended with an open discussion where students asked questions and expressed their interest in joining the society.



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2. Food Festival (11.30 AM – 1.10 PM)

Facilitator: Ms. Preetha

The mid-day session transformed the campus into a hub of culinary excitement with the Food Festival organized by Ms. Preetha. Students were divided into teams, each representing different regions of India, and tasked with preparing traditional dishes. The festival was not only a celebration of culinary skills but also a lesson in cultural diversity and teamwork. Students worked collaboratively to showcase the rich variety of flavors, techniques, and traditions from across the country. The event was filled with vibrant energy, and students took pride in sharing their dishes with peers and faculty members. The festival fostered a sense of community and allowed students to bond over their shared appreciation for food and culture.

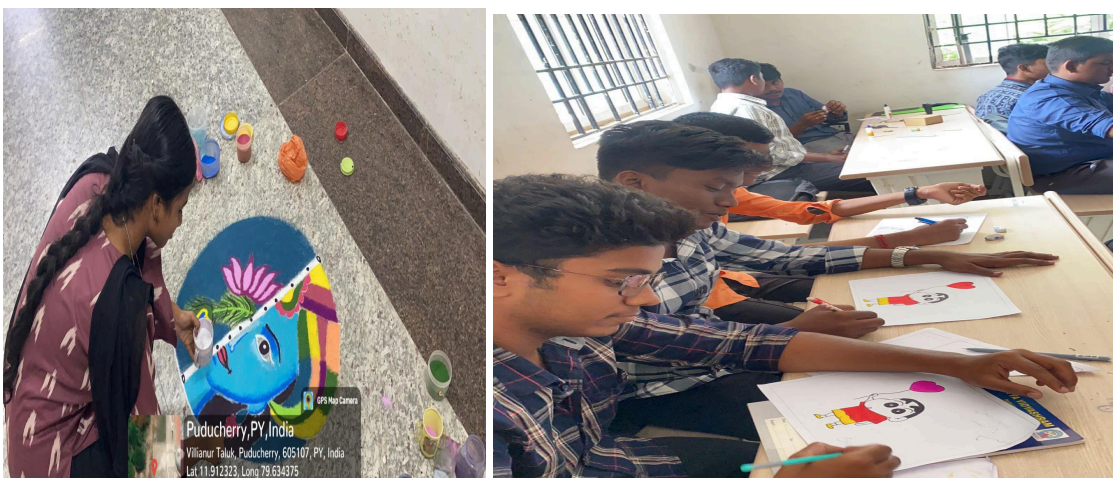


Mid-day session transformed the campus into a hub of culinary excitement with the Food Festival organized by Ms. Preetha.

3. Talent Show (1.55 PM – 4.20 PM)

Coordinator: Mr. Suseendher

The day concluded with a Talent Show, giving students an opportunity to showcase their talents in a supportive and engaging environment. Performances included mimicry, mono acting, singing, dancing, instrument playing, and elocution. The wide range of talents demonstrated by the students added to the festive atmosphere and allowed students to express themselves creatively. The event not only entertained but also encouraged students to step out of their comfort zones and gain confidence in public speaking and performance. Mr. Suseendher facilitated the event, ensuring that each participant felt encouraged and appreciated. The talent show received enthusiastic applause from both peers and faculty, creating a memorable conclusion to the day's activities.

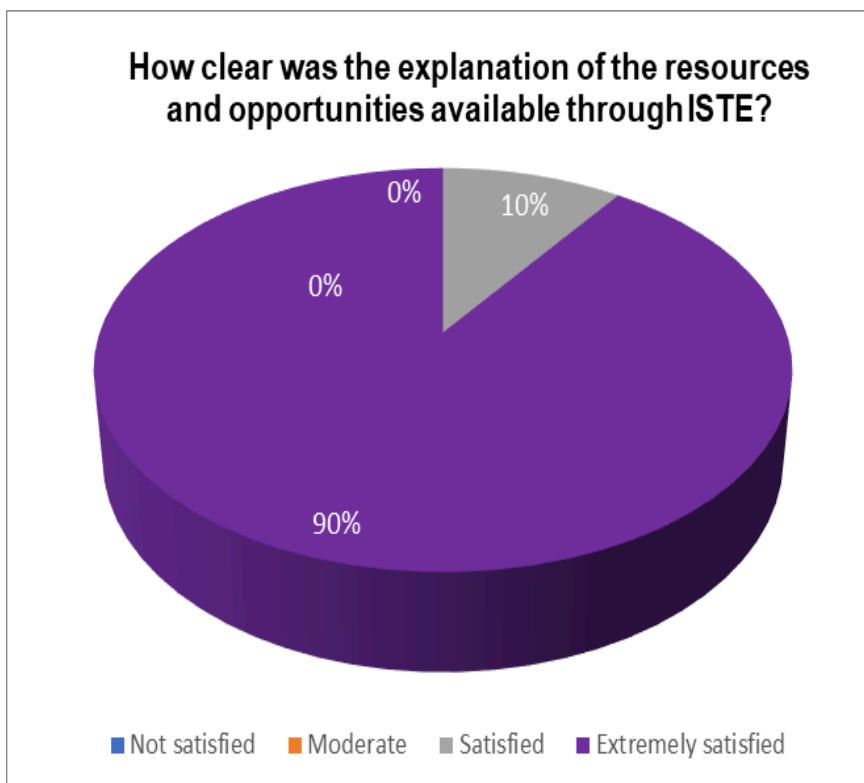
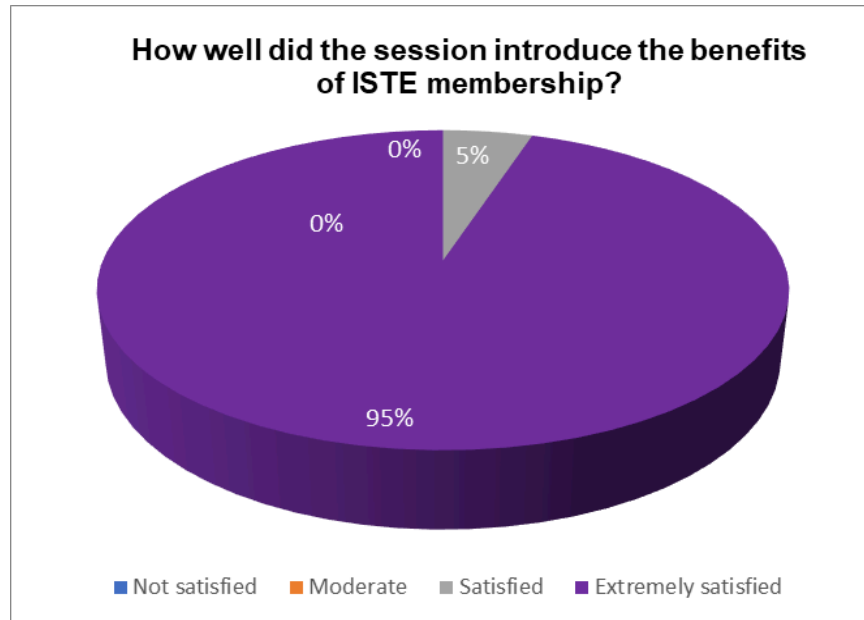


Active participation of students in Talent show

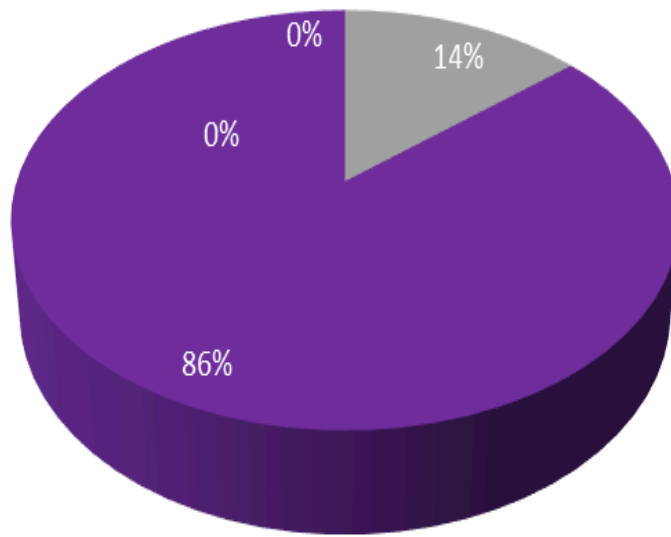
Feedback Analysis:

Feedback was collected from students for each session, with responses categorized as Not Satisfied, Moderate, Satisfied, and Extremely Satisfied.

Feedback Questions for Each Session:

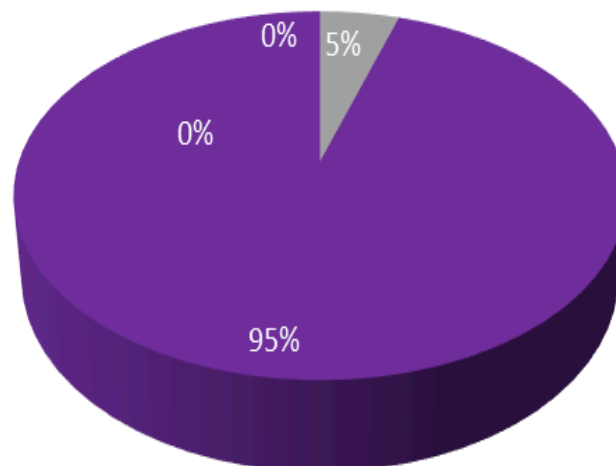


How satisfied were you with the overall delivery and engagement of the session?



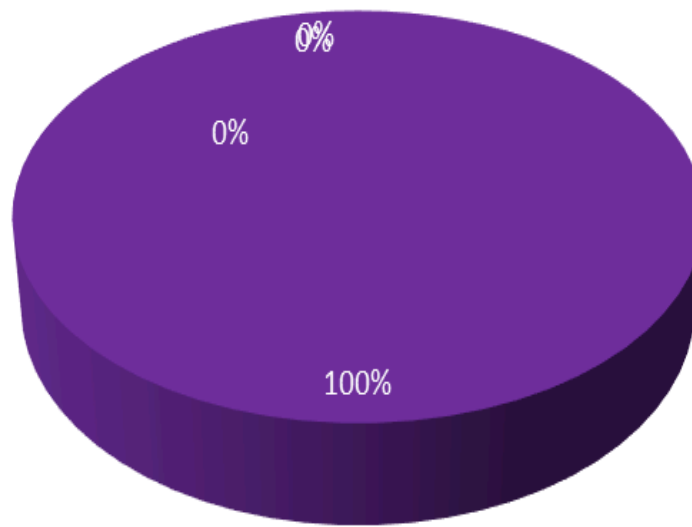
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the food festival promote teamwork and collaboration?



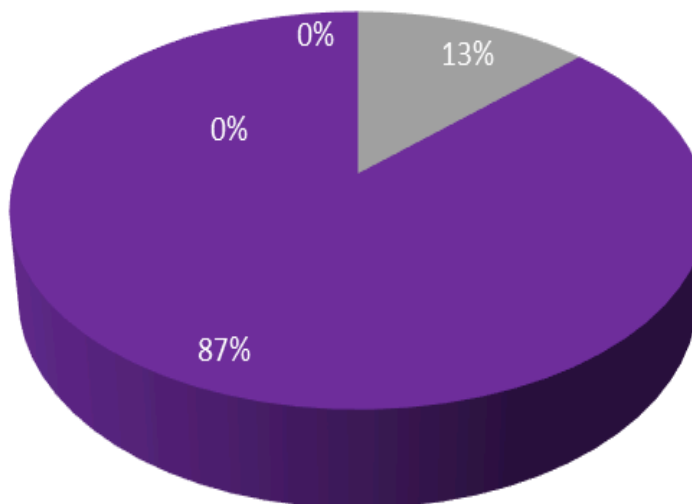
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How enjoyable and culturally enriching was the experience of the festival?



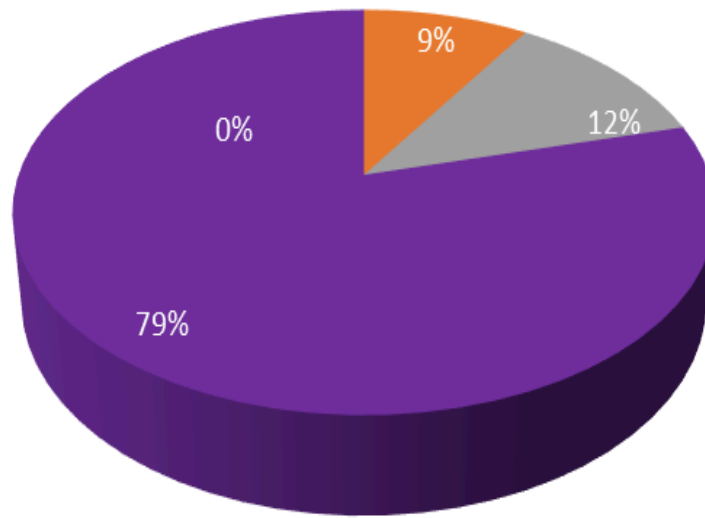
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How satisfied were you with the organization and execution of the event?



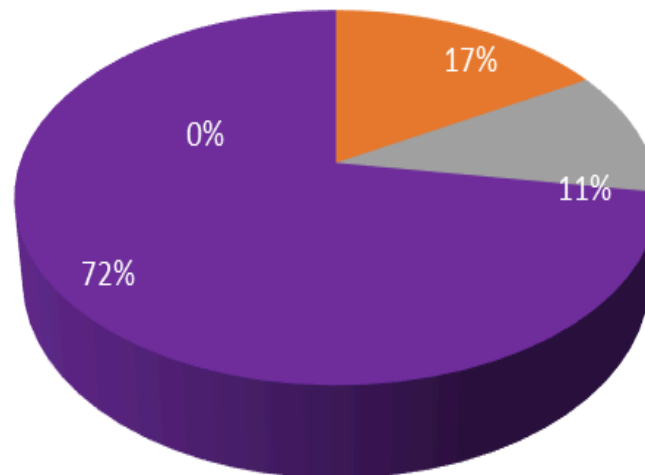
■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How well did the talent show provide a platform for showcasing student talents?

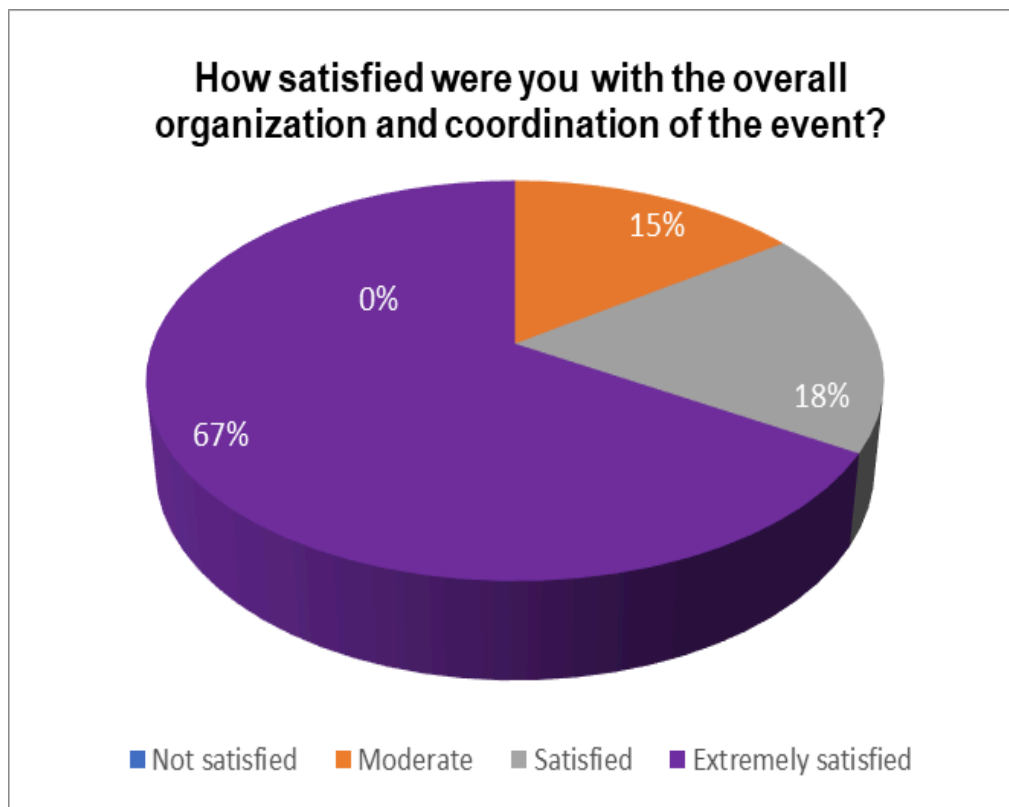


■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied

How enjoyable was the variety of performances during the talent show?



■ Not satisfied ■ Moderate ■ Satisfied ■ Extremely satisfied



Outcome of the Induction Program-Day 10:

The session successfully highlighted the importance of professional development through ISTE membership. Students gained a clear understanding of the benefits of joining the society and how it could support their academic and professional growth. Feedback indicated that most students were either "Satisfied" or "Extremely Satisfied" with the session, appreciating the insights provided by Dr. Venkayala Chethan Prakash and the opportunities that ISTE offers for networking and technical skills enhancement. The Food Festival was a vibrant and enjoyable event that allowed students to appreciate the cultural diversity within their peer group. The event promoted teamwork and cultural awareness, as students worked together to prepare and present traditional dishes. Many students expressed that the festival was a highlight of the induction program, with feedback overwhelmingly positive. Most rated the experience as "Extremely Satisfied," praising the interactive and festive nature of the event. The Talent Show was an excellent way for students to express themselves creatively and build confidence. The variety of performances, ranging from musical acts to drama, showcased the diverse talents of the student body. Feedback showed that students enjoyed the performances and appreciated the opportunity to perform in front of their peers. Most students rated the event as "Satisfied" or "Extremely Satisfied," noting that the show was well-organized and entertaining. The event also helped foster a sense of belonging and camaraderie among the students.

Day 10 of the Induction Programme was a resounding success, offering a perfect blend of professional engagement, cultural celebration, and creative expression. The activities of the day not only enhanced students' understanding of professional societies like ISTE but also allowed them to bond through food and performances. The feedback collected reflected high levels of satisfaction, with students feeling more confident, connected, and motivated as they

moved forward in their academic journey. The outcome of the day aligned well with the objectives, marking a successful end to the induction activities for the week.

Summary of the Induction Programme

The 10-day Student Induction Programme, conducted from 09.09.24 to 20.09.24, was designed to help the 2024-2028 Batch of first-year students smoothly transition into the academic environment of the institution. The programme aimed to introduce students to the department, expose them to extracurricular activities, and promote holistic development through a blend of academic, cultural, and personal growth sessions. The programme consisted of a variety of activities, including introductions to departmental resources, lab visits, creative and literary activities, professional body memberships, and various interactive sessions like alumni interactions, sports, and talent showcases. Each day provided students with unique insights and opportunities to engage with their peers, faculty, and industry professionals, fostering a sense of belonging and community.

Key Highlights of the Programme

Introduction to Department: Students were introduced to the department's academic structure, facilities, and key faculty members by Dr. P. Raja. This session set the tone for the rest of the programme, giving students clarity on what to expect from their journey in the department.

Alumni Interaction: The session with alumni provided invaluable insights into career paths and real-world experiences. The alumni shared their personal journeys, inspiring students to embrace both academic and extracurricular activities to enhance their career prospects.

Creative Arts and Club Activities: Several sessions were devoted to artistic expression, including poster making, rangoli, and drawing competitions, along with club activities like Robotics and Elecktor Club sessions. These activities encouraged students to express themselves creatively and explore new interests.

Professional Bodies Introduction: The introduction to professional bodies like IEI and ISTE highlighted the importance of professional networking and lifelong learning. Students were encouraged to join these bodies to stay connected with industry trends and professional growth opportunities.

Talent Show and Food Festival: A lighthearted and engaging talent show showcased students' hidden talents in mimicry, music, and other artistic performances. The food festival allowed students to bond over cultural diversity and shared experiences.

Student Participation and Engagement

The induction programme saw high levels of participation from students, particularly in the creative and hands-on sessions like the Idea Lab visit, Cooking without Fire, and the Talent Show. Students were enthusiastic about engaging with new ideas and actively participated in competitions, club activities, and group discussions. The alumni interaction and professional body sessions were especially appreciated, as they provided students with practical knowledge and career guidance. Students also enjoyed the interactive aspects of the programme, such as

physical activities, yoga, and sports sessions, which promoted teamwork and physical well-being.

Programme Outcomes

The 10-day induction programme successfully achieved its core objectives of familiarizing students with the department and its academic and extracurricular resources. Key outcomes included:

Enhanced Student Engagement: The diverse activities ensured that students remained engaged throughout the programme, with a notable increase in student participation during creative and physical activities.

Improved Awareness of Professional Development: The introduction to professional bodies and alumni guidance sessions provided students with a clear understanding of the importance of networking and skill development for their future careers.

Building a Sense of Community: Through group activities, competitions, and collaborative projects, students began building lasting connections with their peers and faculty, creating a supportive environment for academic and personal growth.

Confidence and Preparedness: By the end of the programme, students expressed feeling more confident about their ability to navigate college life and make the most of the resources available to them. They also gained a better understanding of the academic expectations and extracurricular opportunities that await them.

Conclusion and Future Steps

The 10-day induction programme was a resounding success, providing students with the tools, knowledge, and confidence they need to embark on their academic journey. The programme fostered a strong sense of community and introduced students to various avenues for professional and personal growth. As a next step, students will be encouraged to participate in departmental and club activities, take up leadership roles, and actively pursue professional development through workshops, seminars, and other opportunities offered throughout their academic career.

Acknowledgments

We extend our heartfelt thanks to the Head of the department, all faculty members, alumni, club coordinators, and guest speakers who contributed to the success of the induction programme. Special thanks to the technician, student volunteers, and the organizing committee for their dedication and hard work in ensuring the programme's smooth execution.



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