



SRI MANAKULA VINAYAGAR
ENGINEERING COLLEGE
(AN AUTONOMOUS INSTITUTION)
PUDUCHERRY

**DEPARTMENT OF INSTRUMENTATION AND
CONTROL ENGINEERING**

COMPREHENSIVE REPORT ON STUDENT INDUCTION PROGRAMME

Batch 2026-2030



SRI MANAKULA VINAYAGAR
ENGINEERING COLLEGE
(AN AUTONOMOUS INSTITUTION)
(APPROVED BY AICTE, NEW DELHI AND AFFILIATED TO PONDICHERRY UNIVERSITY)
(ACCREDITED BY NBA-AICTE, NEW DELHI, ACCREDITED BY NAAC WITH "A" GRADE)
MADAGADIPET, PUDUCHERRY - 605 107



DEPARTMENT OF INSTRUMENTATION AND CONTROL ENGINEERING

PROGRAMME OVERVIEW & OBJECTIVES

The Student Induction Programme (SIP) for the incoming batch of B.Tech Instrumentation and Control Engineering (2026–2030) was successfully conducted from 2nd September 2026 to 22nd September 2026 in full compliance with AICTE guidelines and institutional circulars. The primary objective of the programme is to help newly admitted students transition comfortably into the academic environment, build strong interpersonal bonds with faculty members and peers, familiarize themselves with departmental and institutional facilities, and nurture creative as well as human values.

The 3-week induction programme was structured comprehensively across the 9 mandatory AICTE SIP Modules specified in the circular:

- SIP Module 1: Universal Human Values 1 (UHV-I)
- SIP Module 2: Physical Health and Related Activities
- SIP Module 3: Familiarization of Department / Branch of Innovation
- SIP Module 4: Visit to a Local Area / Campus Infrastructure
- SIP Module 5: Lectures by Eminent People & Alumni Interactions
- SIP Module 6: Proficiency Modules & Student Presentations
- SIP Module 7: Literature / Literary Activities & Brainstorming
- SIP Module 8: Creative Practices (Arts, Crafts, Painting, Mehendi)
- SIP Module 9: Extra-Curricular Activities & Team Building Games

Student Induction Program (SIP) – Schedule

Batch: 2026-2030

Day	Time	Activities	Faculty Incharge
Day 1 Wednesday 02.09.2026	9.00 AM – 3.00 PM	Induction Day Program	
Day 2 Thursday 03.09.2026	08.45 AM -10.25AM	Academic Registration	Mrs.P.Kiruthika
	10.25 AM -11.15AM	Literary Activities:Quiz	Dr. D. Sivanandakumar
	11.15 AM-11.30 AM	Break	
	11.30 AM - 12.20 PM	Visit to respective Department Lab	Mrs.T.Sudha
	12.20 PM- 1.10 PM	Scope of Instrumentation Engineers in Core & Software field	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM - 02.40 PM	Self-Introduction	Dr. M. Rekha
	2.40 PM -04.20 PM	Campus Visit	Dr. K. Naveenkumar
Day 3 Friday 04.09.2026	08.45 AM -11.15AM	Overview of SMVEC and Department	Dr.P.Arunagiri
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values : Session 1	Dr. D. Sivanandakumar
	01.10 PM - 1.50 PM	Lunch Break	

	1.50 PM – 2.40 PM	Elocution	Mrs.P.Kiruthika Mrs.R.Revathi
	2.40 PM – 3.30 PM	Pictionary	
	3.30 PM – 4.20 PM	Extempore	
Day 4 Monday 07.09.2026	08.45 AM -11.30 AM	Presentation by HODs: · Basics of Electrical Engineering · Basics of Electronics Engineering · Basics of Civil Engineering · Basics of Mechanical Engineering · Importance of Coding	
	11.30 AM -12.30 PM	Address by Director, COE and Deans	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 4.20 PM	Motivational Speech	
Day 5 Tuesday 08.09.2026	08.45 AM – 11.15 AM	Creative Arts: Advertising	Dr.D. Sivanandakumar
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values: Group Discussion	Dr. M. Rekha
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Placement Opportunities Placement Opportunities for Instrumentation in Core and software Placement Records of Previous batches	Mr.J.Jeevanantham
	2.40 PM – 3.30 PM	IoT in Automation Introduction about Automation	Mrs.R.Revathi
		Development of IoT in Automation	
	3.30 PM – 4.20 PM	NSS Activity	Mr.W.Godfrey Daniel

Day 6 Wednesday 09.09.2026	08.45 AM -11.15AM	Universal Human Values : Session 2	Mr.J.Jeevanantham
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values : Group Discussion	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Poem Writing	Mrs.P.Kiruthika
	2.40 PM – 3.30 PM	Creative Arts: Singing	Dr.K.Naveen Kumar
	3.30 PM – 4.20 PM	Mono Acting	
Day 7 Thursday 10.09.2026	08.45 AM -11.15 AM	Universal Human Values : Session 3	Dr. M. Rekha
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values : Group Discussion	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Lectures & Workshops by Eminent People	Alumni
	2.40 PM – 4.20 PM	Sports Activities	Mr.W.Godfrey Daniel
Day 8 Friday 11.09.2026	08.45 AM -11.15 AM	Entrepreneurship Development Program	MBA Faculty
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	About Finance (Budget, GDP, GNP, etc)	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Proficiency Modules : Mathematics	Mr.T.Shankar
	2.40 PM – 4.20 PM	Universal Human Values : Group Discussion	Mrs.P.Kiruthika

Day 9 Saturday 12.09.2026	08.45 AM -11.15 AM	Literary activity (debating, enacting a play)	Mr.Antoine Prasad, Department of English
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Literary activity (debating, enacting a play)	
	01.10 PM - 1.50 PM	Lunch Break	
	2.40 PM – 4.20 PM	Universal Human Values : Group Discussion	Mrs.R.Revathi
Day 10 Tuesday 15.09.2026	08.45 AM -11.15 AM	Universal Human Values : Session 6	Dr. M. Rekha
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values : Group Discussion	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Creative Arts: Craft Works	Mr.N.Muthukumaran
	2.40 PM – 4.20 PM	Creative Arts: Pottery	
Day 11 Wednesday 16.09.2026	08.45 AM -11.15 AM	Creative Arts: Short Film	Dr. K. Naveenkumar/ Dr. D. Sivanandakumar
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Creative Arts: Short Film	
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Ad-Zap	Mr.N.Muthukumaran / Mr.W.Godfrey Daniel
	2.40 PM – 4.20 PM	Story telling	
Day 12 Thursday 17.09.2026	08.45 AM -11.15 AM	Membership in professional bodies	Dr. K. Naveenkumar
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Creative Arts: Inner Artist	Mr. J. Jeevanantham
	01.10 PM - 1.50 PM	Lunch Break	

	1.50 PM - 02.40 PM	Advertising	Mr.N.Muthukumaran /
	02.40 PM – 4.20PM	Sports Activities	Mr.W.Godfrey Daniel
Day 13 Friday 18.09.2026	8.45 A.M – 4.20 PM	Industrial Visit	
Day 14 Monday 21.09.2026	08.45 AM -11.15 AM	Creative Arts : Drawing / Painting	Dr. D. Sivanandakumar
	11.15 AM-11.30 AM	Break	
	11.30 AM - 1.10 PM	Universal Human Values : Group Discussion	Mr. J. Jeevanantham
	01.10 PM - 1.50 PM	Lunch Break	
	01.50 PM - 03:30 PM	Presentation of Report by each student	Dr. K. Naveenkumar
	03.30 PM – 04.20 PM	Sports	Mr.W.Godfrey Daniel
Day 15 Tuesday 22.09.2026	08.45 AM -10.00 AM	Creative Arts : Pottery	Mr.W.Godfrey Daniel
	10.00 AM-10.10 AM	Break	
	10.10 AM - 1.10 PM	Psychometric Test	Dr. M. Rekha
	01.10 PM - 1.50 PM	Lunch Break	
	1.50 PM – 2.40 PM	Literary activity: Debating	Mrs.P.Kiruthika
	02.40 PM – 03.30 PM	Local area visit : Hospital/ Historical Monuments / Village	Mrs.T. Sudha
	03.30 PM – 04.20 PM	Sports	Dr. D. Sivanandakumar

Inaugural Session And Dignitaries

The First Year Induction Day 2026 commenced with a formal inaugural session designed to welcome the newly admitted students and introduce them to the institution's academic environment. The programme brought together the management, academic leaders, faculty members, invited guests and first-year students. The stage arrangement and proceedings reflected the formal and celebratory nature of the occasion.



Shri. Deepak Krishnamoorthy delivering his keynote address to the newly admitted first-year students during the inaugural session.

PROGRAMME HIGHLIGHTS

Programme Component	Details
Chief Guest	Shri. Deepak Krishnamoorthy – Cybersecurity Business Partner, India APAC, TCS
Guest of Honour	Shri. Ravikumar Murthy – Regional Head, HR, Academic Alliances, Tamil Nadu & Pondicherry, TCS
Presidential Address	Shri. M. Dhanasekaran – Chancellor, Takshashila University, Tindivanam, Tamil Nadu; Chairman and Managing Director, SMVE Trust
Felicitation Addresses	Shri. D. Rajarajan (Treasurer, SMVE Trust), Dr. K. Narayanasamy (Secretary, SMVE Trust) and Ar. S. Velayudham (Joint Secretary, SMVE Trust)
Welcome Address	Dr. V.S.K. Venkatachalapathy – Director cum Principal, SMVEC
Academic Leadership	Dr. S. Jayakumar (Controller of Examinations), Dr. K. Velmurugan (Dean Research), Dr. S. Anbumalar (Dean Academics), Dr. A.A. Arivalagar (Dean Academics), and Dr. N.S.N. Cailassame (Dean Placement)

The official programme indicates that the induction day was intended as a formal welcome to the first-year students and a starting point for their transition into college life. Held on Wednesday, September 2, 2026, at the college premises under the theme "*Your Next Big Adventure – Be Future Ready*", the event provided an engaging backdrop for incoming students. The presence of institutional leaders and industry representatives from Tata Consultancy Services (TCS) provided students with early exposure to academic, professional, and technical development perspectives.



Academic leadership and industry engagement: Shri. M. Dhanasekaran in a cordial exchange with Shri. Deepak Krishnamoorthy



Dignitaries and faculty members standing in reverence during the National Anthem at the Induction Day 2026 ceremony.

Orientation and Interaction with Head of the Department and Faculty Members

- An orientation and interaction session was organized for the newly admitted first-year students of the Department of Instrumentation and Control Engineering (ICE) as part of the Student Induction Programme.
- The session was conducted in the ICE Lecture Hall 307, Madagadipet, Puducherry, and provided students with an opportunity to become familiar with the department, its academic environment, faculty members, facilities, and student support systems.
- The Head of the Department welcomed the newly admitted students and provided an overview of the department's history, academic achievements, infrastructure, specialized laboratories, curriculum, and scope of Instrumentation and Control Engineering.
- Students were introduced to the academic structure of the programme, including curriculum requirements, attendance regulations, continuous internal evaluation, examinations, academic discipline, and professional ethics.
- The HOD highlighted the importance of regular attendance, punctuality, effective communication, self-discipline, time management, and active participation in academic and departmental activities.
- The session provided information about the career opportunities and higher-study prospects available to Instrumentation and Control Engineering graduates, including opportunities in core industries, automation, process control, manufacturing, research and development, public-sector organizations, and emerging technologies.

- Students were encouraged to make effective use of the departmental laboratories, central research facilities, library, digital learning resources, and other institutional infrastructure to strengthen their technical knowledge and practical skills.
- A faculty interaction session was conducted in which the faculty members introduced themselves, explained their areas of specialization and research interests, and familiarized students with the various academic and mentoring support available within the department.
- Faculty members interacted individually with students, addressed their queries and concerns, and provided guidance regarding academic performance, classroom participation, communication skills, professional behaviour, and overall personal development.
- Students were encouraged to participate actively in technical clubs, student chapters, seminars, workshops, project activities, competitions, co-curricular and extracurricular programmes to develop their technical, creative, leadership, and teamwork abilities.
- The importance of outcome-based education, professional skills, problem-solving ability, innovation, teamwork, and lifelong learning was emphasized to help students prepare for higher education and future professional careers.
- The interaction helped students understand the expectations of the department and institution and encouraged them to take greater responsibility for their academic progress and personal development.

- The session also helped establish a positive and supportive relationship between students, faculty members, and the Head of the Department, creating a comfortable environment for students to seek academic and personal guidance.
- Overall, the orientation and interaction programme served as an effective platform for welcoming the first-year students, familiarizing them with the department, clarifying academic expectations, and motivating them to actively engage in their overall development throughout their undergraduate programme.



Dr. P. Arunagiri, HoD of Instrumentation and Control Engineering, interacting with students during the department orientation program.



Faculty guiding and engaging with incoming students on their first day.

Campus Infrastructure & Specialized Lab Visits

- As part of the Student Induction Programme, structured campus familiarization and facility visits were organized for the first-year students to provide practical exposure to the institution's academic, technical, innovative, media, and administrative facilities.
- The visits enabled students to understand the campus infrastructure, specialized facilities, institutional resources, and their relevance to academic learning and overall student development.
- **IDEA LAB:**

Students visited the Idea Lab, where they were introduced to additive manufacturing, rapid prototyping, CAD modelling, 3D printer operation, and different types of printing materials and filaments. A practical demonstration explained the complete process of converting a digital CAD model into a physical prototype through 3D printing. The visit helped students understand the role of modern design and manufacturing technologies in engineering innovation.



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First-year students being introduced to Idea lab equipment and modern technological infrastructure.



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Idea Lab demonstration session in progress for incoming undergraduate students.

- **Nila FM 90.8 Campus Radio Station**

Students visited the campus radio station and were introduced to the functioning of a radio broadcasting and media production facility. They observed the acoustic recording studio, broadcasting console, audio processing equipment, programme production workflow, and basic concepts related to signal transmission and modulation. The visit also highlighted the importance of communication skills, creativity, teamwork, and media technology.



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First-year students visiting the Nila FM broadcasting studio

- **Campus Facilities and Institutional Resources:**

During the campus familiarization activities, students were introduced to important academic buildings, laboratories, learning spaces, administrative facilities, student support facilities, library and other key locations within the institution. The visit helped students understand how to access and effectively utilize various institutional resources during their academic journey.

- The facility visits encouraged students to explore learning opportunities beyond the conventional classroom and helped them appreciate the connection between engineering, innovation, technology, communication, law, ethics, and society.
- The programme also motivated students to make effective use of the institution's laboratories, innovation facilities, learning resources, and co-curricular opportunities for developing technical knowledge, creativity, communication skills, teamwork, and professional awareness.
- Overall, the campus infrastructure and specialized facility visits provided first-year students with hands-on exposure to the institution's diverse facilities, enhanced their awareness of available resources, and helped them become more comfortable and confident in their new academic environment.

Professional Bodies and Student Chapter Awareness

- Awareness sessions on Professional Bodies and Student Chapters were conducted as part of the Student Induction Programme to introduce first-year students to the professional ecosystem of engineering and the opportunities available beyond the regular academic curriculum.
- The sessions were designed to help students understand the importance of professional networking, technical learning, continuous skill development, industry interaction, innovation, leadership, and lifelong learning.
- Students were introduced to various national and international professional societies associated with engineering and technology. The sessions explained the purpose, scope, activities, membership benefits, and career relevance of these organizations.

Professional and Technical Societies Introduced

- IEEE – Institute of Electrical and Electronics Engineers: Students were introduced to IEEE as a global professional organization supporting electrical, electronics, instrumentation, communication, computer, and emerging technologies through technical activities, conferences, publications, competitions, and networking opportunities.

- ISOI – Instrument Society of India: The role of ISOI in promoting Instrumentation and Control Engineering, technical knowledge, professional interaction, industrial awareness, and developments in measurement and automation was explained.
- IETE – Institution of Electronics and Telecommunication Engineers: Students were familiarized with opportunities related to electronics, telecommunications, information technology, embedded systems, and communication engineering.
- ASME – American Society of Mechanical Engineers: The session introduced ASME and its contribution to mechanical engineering, engineering standards, technical knowledge sharing, innovation, and professional development.
- SAEINDIA – Society of Automotive Engineers India: Students were introduced to the organization's relevance to automotive, aerospace, mobility, manufacturing, and transportation technologies, along with opportunities for technical activities and industry interaction.
- ISHRAE – Indian Society of Heating, Refrigerating and Air Conditioning Engineers: The session highlighted the relevance of ISHRAE to heating, ventilation, air conditioning, refrigeration, energy efficiency, and sustainable building technologies.
- ASCE – American Society of Civil Engineers: Students were introduced to ASCE and its contribution to civil engineering, infrastructure development, professional standards, technical knowledge, and sustainable engineering practices.



Dr. K. Naveen Kumar conducting an informative session on professional bodies in engineering colleges for first-year students

Core Values and Benefits of Professional Association

- The session emphasized several important pillars of professional development and explained how professional societies and student chapters can support students throughout their academic and professional journey:
 - Equality and Inclusiveness – Providing an environment where students from diverse backgrounds can learn, interact, and contribute equally.
 - Solutions to Common Problems – Encouraging students to apply engineering knowledge to identify and solve real-world societal and technical problems.
 - Decision-Making Skills – Developing the ability to analyze situations, evaluate alternatives, and make informed technical decisions.
 - Teamwork and Collaboration – Promoting collaborative learning, group projects, technical competitions, and interdisciplinary activities.
 - Information Sharing – Providing access to technical knowledge, journals, seminars, conferences, workshops, webinars, and expert interactions.
 - Financial and Technical Support – Creating awareness about scholarships, grants, project support, technical resources, and other professional opportunities where applicable.
 - Individual Rights and Responsibilities – Promoting professional ethics, responsible conduct, respect for others, and awareness of professional responsibilities.
 - Sharing Ideas and Thoughts – Encouraging students to communicate ideas, participate in discussions, present technical concepts, and exchange knowledge.
 - Professional and Academic Benefits – Helping students gain exposure to technical resources, learning opportunities, certifications, events, and professional networks.
 - Recognition – Providing platforms through which students can showcase their technical achievements, projects, innovations, and contributions.
 - Awareness – Creating awareness about emerging technologies, industry developments, professional trends, and career pathways.

- Opportunities – Connecting students with workshops, conferences, competitions, internships, industry interactions, technical events, and networking opportunities.
- Leadership and Professional Growth – Encouraging students to take responsibility in organizing events, coordinating activities, leading teams, and developing professional confidence.

Student Chapter Awareness

- A dedicated awareness session was conducted to familiarize first-year students with the purpose, structure, activities, and functioning of student chapters associated with professional and technical societies.
- Students were informed that student chapters provide a platform for connecting classroom learning with practical engineering experiences through technical events, workshops, seminars, expert lectures, competitions, project activities, industrial interactions, and peer learning.
- The importance of active participation in student chapters was explained in relation to the development of technical knowledge, communication skills, teamwork, leadership abilities, creativity, problem-solving skills, and professional confidence.
- Students were encouraged to participate in organizing and attending technical talks, hands-on workshops, paper presentations, project exhibitions, quizzes, hackathons, design challenges, industrial visits, conferences, and other professional activities.
- The session also highlighted how interaction with senior students, faculty members, industry professionals, researchers, and members of professional societies can help students understand current technological developments and potential career pathways.
- Students were encouraged to use student chapters as a platform for networking, sharing ideas, identifying their areas of interest, developing professional contacts, and exploring opportunities for higher studies and careers.
- The session emphasized that participation in professional activities should complement academic learning and help students gradually develop into technically competent, socially responsible, ethical, innovative, and industry-ready engineers.

- Overall, the sessions successfully created awareness among first-year students about the role of professional societies and student chapters in academic enrichment, technical exposure, networking, leadership development, and career preparation.
- The programme concluded with the guiding theme: “Learn, Connect, Grow, Lead – Engineers Build a Better Tomorrow Together.”



First-year students attending an informative presentation regarding technical societies and career growth

Universal Human Values (UHV-I) in the Student Induction Programme

Objectives and Core Focus

- Universal Human Values sessions serve as an essential foundational module in the Student Induction Programme to foster a holistic vision of life and self-exploration among first-year students.
- The curriculum guides students away from arbitrary preferences toward a structured understanding based on Natural Acceptance and experiential validation.

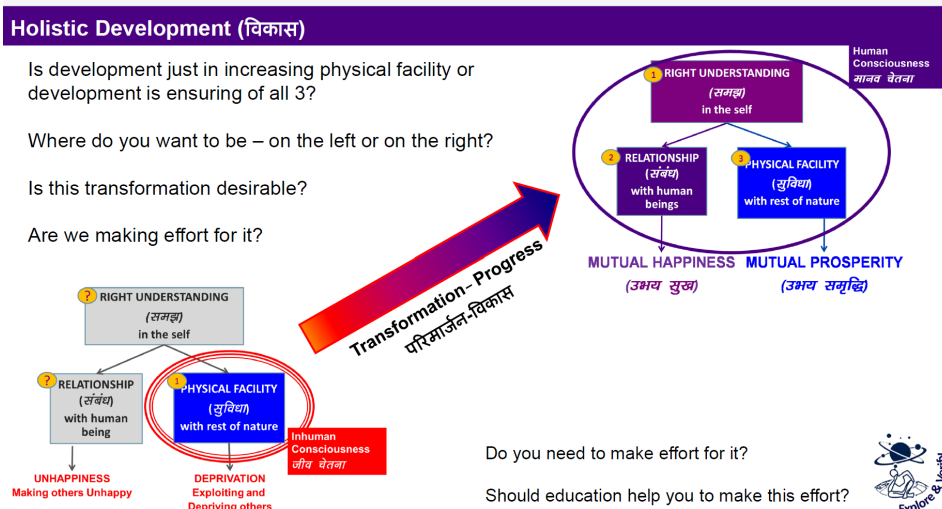
The Four Levels of Harmony

The UHV framework explored during the sessions encourages students to examine and practice harmony across four distinct dimensions:

- Harmony in the Human Being (Self & Body): Understanding the human being as a co-existence of the sentient self ("I") and the material body, distinguishing between continuous happiness (the need of the self) and physical facilities (the need of the body).
- Harmony in the Family: Recognizing family as the basic unit of human interaction, focusing on foundational relational values such as Trust (*Vishwas*) and Respect (*Samman*).
- Harmony in Society: Expanding interpersonal understanding outward to achieve comprehensive human goals, including resolution (*samadhan*), prosperity (*samridhi*), fearlessness (*abhay*), and co-existence (*sah-astitva*).
- Harmony in Nature/Existence: Cultivating environmental responsibility by recognizing the interconnectedness and mutual enrichment of the four orders of nature.

Key Takeaways for Students

- Self-Reflection & Awareness: Providing structured space for students to look inward, evaluate their intentions versus competence, and build emotional intelligence.
- Ethical Conduct: Equipping incoming engineers with the moral compass required for socially responsible behavior and ethical decision-making in their future professions.
- Holistic Growth: Balancing technical competencies with human values to ensure long-term personal well-being and societal contribution.



Educational presentation slide outlining holistic development and human values

Alumni Interaction

- An Alumni Interaction Session was organized for the first-year students of the Department of Instrumentation and Control Engineering as part of the Student Induction Programme.
- Distinguished alumni of the department interacted with the newly admitted students and shared their academic experiences, professional journeys, industry exposure, and career development perspectives.
- The alumni provided practical guidance on academic planning, effective study habits, subject selection, continuous skill development, and making the most of the undergraduate learning experience.
- Students were introduced to various career opportunities and professional pathways available to Instrumentation and Control Engineering graduates across core industries, automation, process control, manufacturing, technology sectors, research, and related fields.



Alumnus addressing students and inspiring them with real-world industry perspectives on campus.

- The alumni explained the expectations of industries and employers, emphasizing the importance of technical fundamentals, practical knowledge, problem-solving ability, adaptability, teamwork, communication, and professional discipline.
- Guidance was provided on placement preparation, including building a strong technical foundation, preparing for aptitude and technical assessments, participating in projects and internships, developing a professional résumé, and preparing for interviews.
- The alumni also shared information about higher education opportunities, encouraging students to explore postgraduate studies, specialized technical programmes, research opportunities, and other suitable academic pathways based on their interests and career goals.
- Students received guidance on competitive examinations and career-oriented examinations, including the importance of early preparation, systematic study, understanding examination patterns, and maintaining consistency.
- The interaction emphasized the importance of soft skills, particularly communication, presentation, teamwork, leadership, time management, interpersonal skills, and professional confidence.
- Alumni encouraged students to actively participate in technical clubs, student chapters, workshops, competitions, internships, projects, seminars, and extracurricular activities to gain exposure beyond the classroom.
- The alumni also shared practical insights from their own experiences, helping students understand the transition from college life to higher education and professional environments.
- The session provided an opportunity for students to ask questions, clarify their doubts, and interact directly with professionals who had previously undergone a similar academic journey.
- The interaction motivated students to set realistic academic and career goals, continuously upgrade their skills, and take greater responsibility for their personal and professional development.
- Overall, the alumni interaction served as a valuable platform for experience sharing, career awareness, mentorship, and motivation, helping first-year students gain a clearer

understanding of the opportunities and expectations associated with their future academic and professional journey.

Higher Studies Awareness Session

As part of the ongoing orientation and professional development initiatives for incoming undergraduates, a specialized awareness session on higher education was conducted for first-year students on Friday, September 4, 2026, in Madagadipet, Puducherry.

The session was structured to introduce students to global academic pathways and the long-term advantages of pursuing advanced education. Key components of the session included:

- **Global Academic Exposure:** The presentation outlined the primary benefits of pursuing higher education abroad, focusing on international exposure, advanced research opportunities, and professional advancement.
- **Early Academic Planning:** Students were guided on how to strategically build a competitive academic portfolio starting from their first year to prepare for global post-graduate programs.
- **Student Engagement:** Conducted in an interactive classroom environment, the session encouraged active participation among newly admitted students exploring future specialization routes.



First-year students attending a session focused on higher education and career development

Student Presentation Activity on Cutting-Edge Technologies

- A Student Presentation Activity was organized for the first-year students as part of the Student Induction Programme to encourage them to explore emerging technologies and develop effective communication and presentation skills.
- The activity provided students with an opportunity to research, organize, and present information on cutting-edge technologies and contemporary engineering developments before their peers and faculty members.
- Students actively participated in preparing and delivering digital slide presentations on diverse technology-oriented topics related to engineering, automation, cybersecurity, mobility, artificial intelligence, and advanced robotic systems.
- The topics presented by the students included:
 - Cybersecurity and Its Importance: Students discussed data privacy, secure digital transactions, banking security, cyber threats, and the importance of cybersecurity measures in protecting personal, organizational, and AI-based systems.
 - Advanced Process Control (APC): Students explained the significance of advanced process control in industrial automation, including process delays, disturbance rejection, improved process stability, optimization, and energy efficiency.
 - Electric Vehicle (EV) Technology: Students presented the fundamental concepts of electric vehicles, battery energy storage systems, electric motors, charging technologies, and key differences between electric and conventional internal-combustion vehicles.
 - Soft Robotics and Flexible Actuators: Students explored emerging developments in soft robotics, flexible materials, lightweight actuators, safe handling of delicate objects, and multi-directional movement mechanisms.
- Through these presentations, students were encouraged to explore current technological trends, understand their real-world applications, and relate emerging technologies to their engineering discipline.

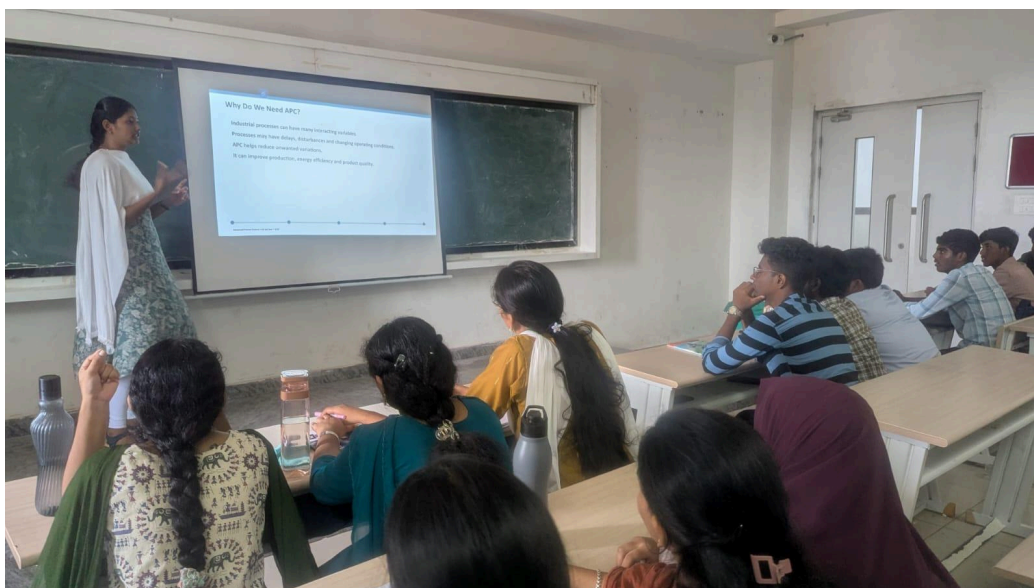
- The activity helped students develop stage confidence and overcome hesitation and fear of public speaking by providing them with a supportive platform to communicate their ideas before their peers.
- Students gained practical experience in content selection, information gathering, slide preparation, organization of technical information, verbal communication, time management, and audience interaction.
- The activity also promoted peer learning, as students gained exposure to different emerging technologies and learned from one another's presentations.
- Particular emphasis was placed on developing the ability to explain complex technical concepts in a simple, structured, and understandable manner, an important skill for future academic and professional environments.
- The presentation activity encouraged students to develop curiosity, creativity, critical thinking, confidence, teamwork, and awareness of technological advancements.
- Overall, the activity served as an effective platform for introducing first-year students to cutting-edge technologies while simultaneously strengthening their communication, presentation, research, and professional skills.



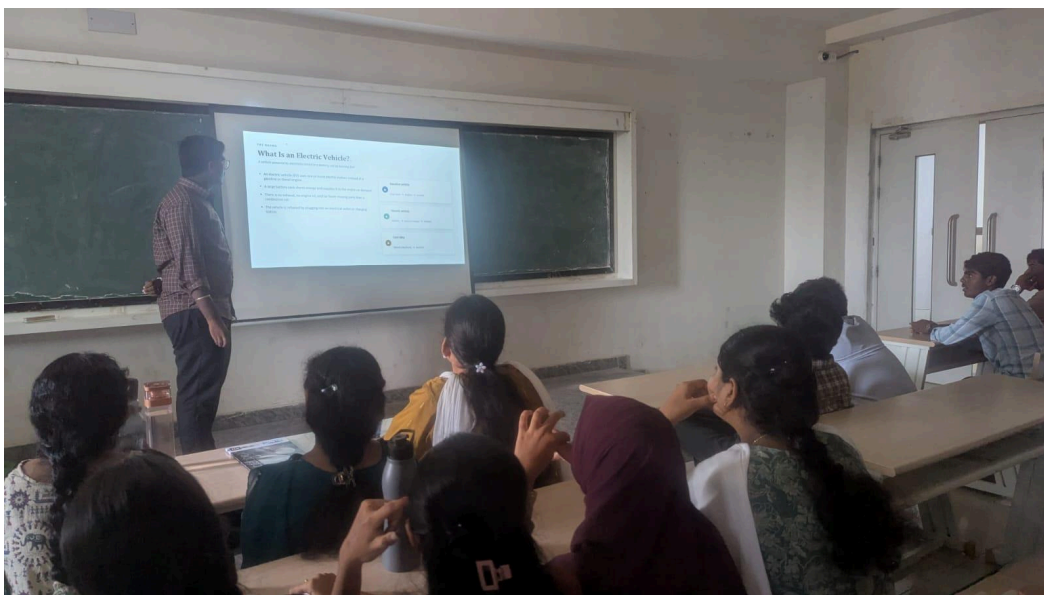
A student-led presentation session in progress during departmental orientation about soft robots



A student-led technical presentation focusing on smart material properties and advantages during the induction program.



Students presenting key engineering concepts on Advanced Process Control (APC)



Interactive classroom sessions capturing student presentations on cutting-edge engineering topics including EV technology.

Creative Practices, Fine Arts and Sustainability Innovation

- A series of creative, artistic, and sustainability-oriented activities were organized as part of the Student Induction Programme to encourage first-year students to express their creativity, develop innovative thinking, and create awareness about important social and environmental issues.
- The activities provided students with a platform to explore their artistic talents, imagination, creativity, craftsmanship, teamwork, and problem-solving abilities beyond the regular classroom environment.

Fine Arts and Poster Painting

- Students actively participated in fine arts and poster-making activities, creating pencil sketches, colored paintings, thematic artwork, and awareness posters.
- Students demonstrated their artistic skills through pencil sketches and creative illustrations, including artwork depicting everyday objects, nature, and imaginative themes.

- Students also created colorful landscape paintings, including nature-based scenes that reflected their observation skills and creative expression.
- Awareness posters were developed on socially relevant and environmentally important themes such as:
 - “Blood Donation – Gift of Life”
 - “Save Water, Save Life”
 - “Unity in Diversity – One World, One Humanity”
 - “Say No to Plastic – Our Oceans are Dying!”
 - “If You Can't Reuse It, Refuse It!”



A display of student-designed posters focused on social awareness and environmental protection during the induction program.

- Through these activities, students communicated important social messages through visual storytelling, creative design, illustrations, slogans, and artistic expression.



Fine art and pencil sketches created by first-year students, showcasing creative expression and artistic talent during orientation activities.

Mehendi and Tattoo Art

- Mehendi and temporary tattoo art activities were conducted to encourage students to explore traditional, contemporary, and decorative forms of artistic expression.
- Students showcased their creativity through floral patterns, mandala designs, geometric patterns, traditional motifs, and contemporary artistic designs.
- Temporary tattoo designs included creative motifs such as dragons, scorpions, spiders, geometric bands, and abstract patterns.
- The activity encouraged students to appreciate artistic diversity, precision, patience, creativity, and individual expression, while providing an informal and engaging platform for interaction among students.



First-year students displaying artistic mehendi patterns and decorative henna art.



A vibrant display of student participation in the temporary tattoo design segment.

Best Out of Waste – Sustainability Innovation

- A Best Out of Waste activity was organized to promote environmental consciousness and demonstrate how discarded materials can be converted into useful and attractive products.
- Students creatively reused materials such as old newspapers, cardboard, ice-cream sticks, paper cups, and other discarded items to develop innovative models and utility products.
- The student creations included newspaper bullock carts, boats made from ice-cream sticks, paper-based desktop organizers, decorative models, and other creative products.
- The activity introduced students to the concepts of reuse, resource conservation, waste reduction, sustainable creativity, and responsible consumption.



students displaying detailed handcrafted models made from recycled materials during induction activities.

- Students were encouraged to look at waste materials from a different perspective and identify opportunities to transform them into functional, decorative, or educational products.
- The activity also promoted teamwork, planning, material selection, craftsmanship, innovation, and problem-solving, demonstrating that creativity can contribute to sustainable practices.



Students proudly displaying their handmade decorative and utility models.

Overall Outcome

- The creative activities provided students with opportunities to discover and showcase their talents outside academics while developing confidence, imagination, patience, collaboration, and innovative thinking.
- The combination of fine arts, awareness posters, traditional and contemporary art, and waste-to-useful-product activities helped students understand the importance of creativity, social responsibility, environmental awareness, and sustainable practices.
- Overall, Module 8 successfully created an engaging environment in which students could Create, Express, Innovate, and Sustain, contributing to their holistic development during the Student Induction Programme.

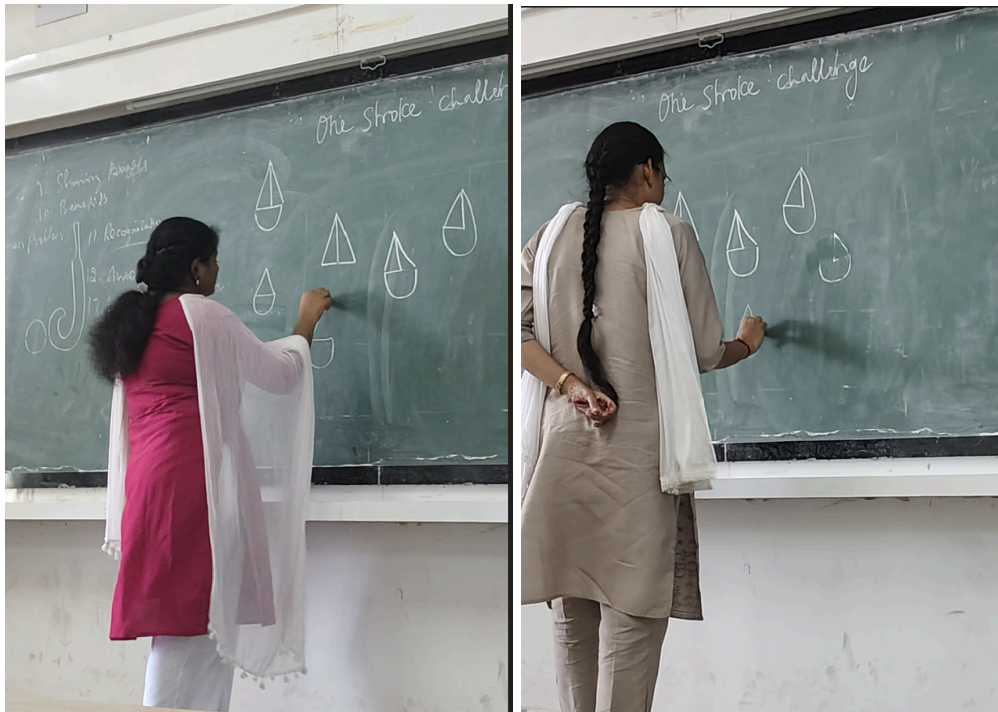


Aravindan showcasing his handmade model during departmental induction day activities.

Extra-Curricular Activities, Recreation and Culinary Talent

- A variety of recreational, interactive, team-building, and culinary activities were organized as part of the Student Induction Programme to provide first-year students with an enjoyable learning environment beyond conventional classroom activities.
- The activities were designed to encourage creativity, teamwork, communication, coordination, problem-solving, confidence, leadership, and peer interaction while helping students build positive relationships with their classmates and seniors.

One Stroke Challenge Game



First-year students attempting the single-stroke drawing challenge during interactive departmental sessions.

- The One Stroke Challenge was conducted as an interactive recreational and problem-solving activity for the first-year students.
- Students were given challenging board-based geometric figures and diagrams and were required to complete the given figure using a single continuous stroke without lifting the writing instrument or retracing a line.
- The activity encouraged students to apply logical thinking, spatial reasoning, concentration, observation, planning, and creative problem-solving skills.
- It also provided an engaging opportunity for students to interact with their peers, discuss possible solutions, and learn through trial and error.
- The activity demonstrated how recreational games can contribute to the development of analytical thinking and decision-making skills in an enjoyable manner.

Senior–Junior Interaction Games



Students taking part in collaborative senior-junior interaction games on campus.

- A series of interactive games and ice-breaking activities were conducted by senior ICE students for the newly admitted first-year students.
- The activities included charades, vocabulary-based games, identification games, communication challenges, and other informal team activities designed to encourage interaction between senior and junior students.
- The activities created a friendly, welcoming, and inclusive atmosphere, helping first-year students overcome initial hesitation and become comfortable interacting with their seniors and classmates.
- The senior-junior interaction promoted a supportive, respectful, and ragging-free environment, while encouraging mutual understanding and positive peer relationships.
- Students developed teamwork, communication, coordination, confidence, quick thinking, listening skills, and interpersonal skills through active participation.



Students taking part in team-building activities and interactive word games

Fireless Cooking Activity

- A Fireless Cooking Activity was organized to provide students with an opportunity to explore creativity, teamwork, presentation skills, and basic food preparation techniques without using fire or conventional cooking appliances.
- Students worked in teams and prepared a variety of no-cook food items, including sandwiches, salads, sweets, desserts, snacks, and refreshing beverages.
- The preparations included layered sandwiches, chocolate Oreo truffles, dry-fruit laddoos, spiced sprouts salads, coconut-chocolate desserts, sweetened beaten-rice (Aval/Poha) delicacies, and mocktails.
- Students demonstrated creativity in selecting ingredients, combining flavors, arranging food attractively, and presenting their preparations in an appealing manner.
- The activity emphasized the importance of cleanliness, personal hygiene, safe food handling, organized preparation, and responsible use of ingredients.
- Students worked collaboratively within their teams, enabling them to develop team spirit, coordination, communication, time management, creativity, planning, and leadership skills.

- The presentation of the prepared food items provided students with an opportunity to demonstrate their confidence, aesthetic sense, communication abilities, and ability to explain their preparation process.



student participation in cooking and culinary-based co-curricular activities.



A vibrant display of creative culinary creations prepared by first-year students during the Cooking Without Fire competition

Overall Outcomes

- Developed creativity and innovative thinking through recreational and culinary activities.
- Enhanced teamwork, coordination, communication, and interpersonal skills.
- Improved logical thinking, spatial reasoning, concentration, and problem-solving abilities through the One Stroke Challenge.
- Strengthened senior-junior interaction and peer bonding in a friendly and supportive environment.
- Promoted confidence and active participation among first-year students.
- Created awareness of hygiene, cleanliness, organized food preparation, and responsible practices through the Fireless Cooking Activity.
- Provided students with a refreshing and engaging break from conventional academic activities.

- Encouraged students to recognize and showcase their individual talents and abilities beyond the classroom.
- Contributed to the holistic development, social integration, and overall well-being of first-year students during the Student Induction Programme.

Sports and Recreational Activities

- **Promoting Physical Fitness & Team Spirit:** Outdoor sports sessions, including basketball and team court games, were organized to encourage physical well-being, agility, and active collaboration among first-year students.
- **Strategic Indoor Games:** Indoor tabletop activities, such as carrom board matches and board games, were conducted to foster concentration, tactical thinking, and friendly peer engagement in relaxed social spaces.
- **Holistic Engagement:** These recreational events provided students with a refreshing balance between academic orientation and physical recreation, helping them build camaraderie and ease into campus life.



First-year students participating in indoor games and recreational team-building.



First-year students engaging in an outdoor volleyball match on campus

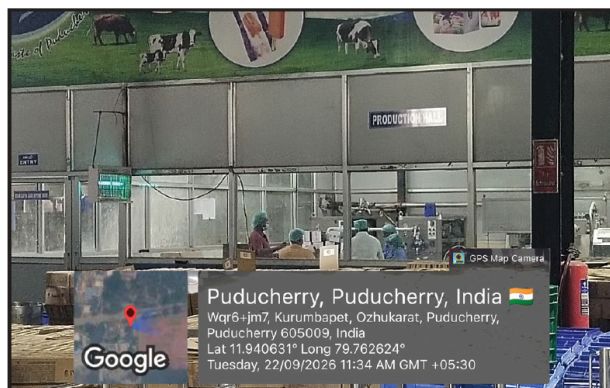
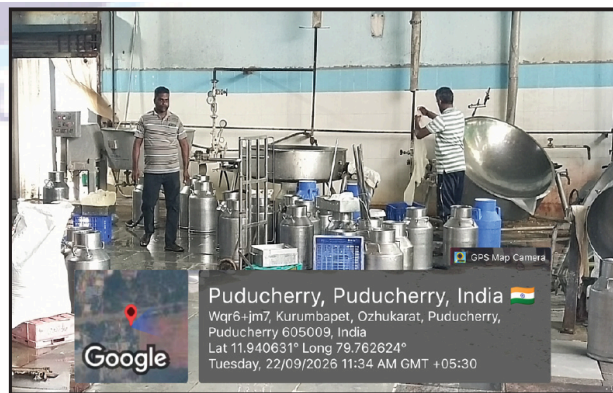


First-year students enjoying an energetic basketball session on the campus court

Local Area Familiarization and Industrial Visit

- As part of the Student Induction Programme, a local area familiarization and industrial exposure activity was organized for the first-year students to help them understand their surroundings and gain practical awareness beyond the classroom.
- The local area visit provided students with an opportunity to become familiar with the important facilities, institutions, public services, commercial establishments, transportation facilities, and other significant places in and around the institution.
- The visit helped students develop a better understanding of the local environment, community, infrastructure, and socio-economic activities surrounding the campus.
- An industrial visit to PONLAIT (Pondicherry Co-operative Milk Producers' Union Ltd.), Puducherry, was organized to provide students with practical exposure to a real industrial working environment.
- Industrial visits play an important role in engineering education by enabling students to observe how theoretical concepts learned in classrooms are applied in actual industrial processes and operations.
- During the visit, students gained an overview of the milk collection, processing, storage, quality testing, packaging, refrigeration, and distribution activities involved in a dairy-processing organization.
- Students observed how different engineering disciplines work together in the dairy industry, including mechanical systems, electrical equipment, refrigeration systems, instrumentation, process control, automation, and utility systems.
- The visit provided students with an opportunity to understand the importance of measurement and monitoring of process parameters in maintaining product quality and process efficiency.
- Students were exposed to the role of instrumentation and control systems in industrial processes, particularly in monitoring and controlling parameters associated with processing, temperature regulation, storage, and other plant operations.
- The importance of quality control and hygienic practices in food-processing industries was explained, enabling students to understand the relationship between engineering systems, product quality, and consumer safety.

- Students also gained awareness of industrial safety practices, maintenance procedures, operational discipline, teamwork, and systematic workflow followed in an industrial organization.
- The visit helped students recognize the importance of automation, process optimization, energy management, preventive maintenance, and efficient resource utilization in modern industries.
- The interaction and observation at the industrial facility enabled students to connect their academic subjects with real-world engineering applications, particularly in the areas of instrumentation, control, automation, electrical systems, mechanical systems, and refrigeration.



First-year students gaining practical industrial exposure through an educational visit to the Ponlait dairy production and processing plant in Kurumbapet, Puducherry

Outcomes of the Visit

- Provided practical exposure to a real industrial environment.
- Helped students understand the sequence of operations in a dairy-processing industry.
- Connected classroom concepts with industrial instrumentation, automation, and control applications.
- Created awareness about quality control, hygiene, safety, maintenance, and industrial discipline.
- Improved students' understanding of interdisciplinary engineering applications.
- Enhanced awareness of industrial career opportunities and workplace practices.
- Developed curiosity about modern industrial technologies and automated process systems.
- Overall, the activity provided a valuable combination of local environmental awareness and practical industrial exposure, supporting the holistic development of first-year engineering students.



First-year students and faculty members during their educational visit to the Ponlait processing plant

OUTCOMES OF THE INDUCTION PROGRAMME

- Seamless Academic Transition: Facilitated a smooth adjustment from high school learning to autonomous engineering curriculum expectations.
- Enhanced Interpersonal Bonding: Developed open communication and healthy relationships with HOD, faculty, senior students, and peers.
- Institutional Awareness: Gained complete familiarity with central campus labs, 3D printing facilities, media centers, and administrative cells.
- Holistic Skill Enhancement: Noticeable improvement in public speaking, digital slide presentation, technical awareness, team coordination, and creative thinking.
- Value & Environmental Sensitivity: Internalized human values, professional ethics, environmental conservation, and social responsibility.