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ISO 9001:2015 | NBA  
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Certified Institute

NBA Accredited Institute with 'A' Grade

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As per AICTE (2023 Survey), TCET is Among Top 37 Engineering Colleges to Implement NEP-2020  
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50th All India Ranking in Times of India Ranking - 2023, 68th & 78th in All India Rank by Outlook survey published in June 2019 & May 2018 respectively



# DEPARTMENT OF ENGINEERING SCIENCES & HUMANITIES

## Student Induction Program

A.Y. 2024-2025



Zagdu Singh Charitable Trust's (Regd.)

# THAKUR COLLEGE OF ENGINEERING & TECHNOLOGY

## Autonomous College Affiliated to University of Mumbai

Approved by All India Council for Technical Education(AICTE) and Government of Maharashtra  
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TCET/ES&amp;H/93 of 2024

Revision A

28<sup>th</sup> November, 2024

## **A Report on Student Induction Program (SIP)** **for F.E./F.T. Students** **A.Y. 2024-2025**

1) **Event:** -The Student Induction Program (SIP) was conducted for newly admitted F.E/F. T students from 02nd September to 6th September 2024. This SIP was to help new students by familiarizing them with the new environment, introducing the institution's culture, making them familiar with other students & faculty members, and exposing them to universal human values with self-exploration. The SIP was conducted again for the late admitted students in online mode on 28th September 2024, and 19th October 2024. Principal address was conducted on 6<sup>th</sup> November 2024. A total of 1297 students participated in this program. The SIP Core Committee members, faculty members, and student volunteers worked extensively to ensure the SIP was well organized. The following report includes the schedule and various events during the induction program. The SIP was conducted for the F.E./F.T. newly admitted students. SIP aims to orient F.E./F.T. students about the institute, autonomy, departmental activities, teaching-learning process, professional body, and social body activities. Students were also familiarized with facilities, the infrastructure of their core departments, Holistic Multidisciplinary Education (HME), proficiency module (Soft Skills), evaluation & assessment system, course objective, course outcome, learning objective and learning outcome, formative assessment, ERP, Universal Human Values (UHV), student leadership, Literary-Debate/Public speaking, creative arts, physical and mental health activities. The orientation of HOC Cell and Training and Placement was completed.

The induction program comprised thought-provoking activities like motivational lectures, social sensitization through poster making, team-building activities, lectures by eminent faculties, debates, and institute orientation sessions. The foundation of SIP was to ensure a smooth transition for the students into the institute culture. In general, it gave the students an insight into the extracurricular and co-curricular activities happening in the Institute throughout the year, which will help them improve their soft skills.

- 2) **Date:** 2<sup>nd</sup> to 6<sup>th</sup> September 2024, 28<sup>th</sup> September 2024, 19<sup>th</sup> November 2024, and 6<sup>th</sup> November 2024.
- 3) **Time:** 9:30 AM - 4.30 PM
- 4) **Venues:** 5<sup>th</sup> floor classrooms

**Participants:** All the 1297 students of F.E/F. T participated in SIP 2024-25. The following branches were involved

### GROUP 1

- Computer Engineering (COMP)
- Computer Science and Engineering (Cyber Security) (CSE)
- Artificial Intelligence and Data Science (AI&DS)
- Electronics Engineering and Computer Science (E&CS)
- Civil Engineering (CIVIL)
- Internet of Things (IOT)

### GROUP 2

- Electronics and Telecommunication Engineering (E&TC)
- Information and Technology (IT)
- Mechanical and Mechatronics Engineering (MME)
- Mechanical Engineering (MECH)
- Artificial Intelligence and Machine Learning (AI&ML)

- **Objectives:**

The main objective of this program was to learn about the institutional policies, processes, practices, culture, values, and familiarization with the respective branch. The main objectives of SIPs were:

- To make the students familiar with the new environment.
- To explore their academic interests and activities.
- To make them ready to work for excellence in the competition.
- To develop the team building & leadership qualities.
- To Build a strong relationship between faculty members and students.
- To give them a broader and holistic view of life.

The Student Induction Program in F.E/F.T. SEM-I was divided into fifteen modules, and the objectives and outcomes for each module are given in the table below.

**Table 1: SIP Module - Objectives and Outcomes**

Module Name	Objective	Outcome
M1  Induction about Institute Practices by Class In charge	<p><b>Students will be able to:</b></p> <p>Know about general information and instructions of the institute          know the disciplinary rules and regulations          know about the academic calendar          know the SIP &amp; regular class timetable          know about the dress code &amp; other best practices</p>	<p><b>Students should be able to:</b></p> <p>(i) Report on time for the lecture and follow the instructions as &amp; when provided          (ii) be familiar with the institute's norms          (iii) be acquainted with the academic calendar          (iv) familiar with the slots allotted for lectures and practical          (v) Follow the dress code &amp; participate in best practices</p>

<b>M2</b>  <b>Induction &amp; orientation of the Institute</b>	<p><b>Students shall be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Know the Institute's vision and mission</li> <li>(ii) be aware of Engineering Graduate Attributes</li> <li>(iii) know the Institute hierarchy</li> <li>(iv) Get acquainted with the Institute facilities such as departments and library and their location.</li> <li>(v) Get acquainted with the Autonomy</li> <li>(vi) The department provides specialization, and UG PG courses are also provided.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Be familiar with the Institute's vision and mission &amp; align accordingly</li> <li>(ii) Inculcate Engineering Graduate Attributes in their professional life</li> <li>(iii) Get awareness of the Institute's hierarchy</li> <li>(iv) Utilize the Institute facilities for their professional growth.</li> <li>(v) Be familiar with the Institute's Autonomy.</li> <li>(vi) Know about the specialization courses offered by core branches and the Credit system</li> </ul>
<b>M3</b>  <b>ES&amp;H Department Induction (Culture/ Resources/ Facilities)</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Know the department's vision and mission</li> <li>(ii) know the department hierarchy</li> <li>(iii) get acquainted with the department facilities such as laboratories, workshops, and departmental library along with their location.</li> <li>(iv) know about the attendance guidelines.</li> <li>(v) know about the best practices in ES&amp;H</li> <li>(vi) know the Professional and social activity's objective, purpose, benefits of participation and future scope</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>(i) align with the department's vision and mission</li> <li>(ii) get awareness of the department hierarchy for solving various problems</li> <li>(iii) get acquainted with the department facilities for professional growth</li> <li>(iv) benefit by attending lectures and perform better in the exam</li> <li>(v) Participate actively in the departmental activities</li> <li>(vi) know about the benefits of Professional and social bodies in higher education, competitive exams, and their future scopes</li> </ul>
<b>M4</b>  <b>Proficiency module</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Know about the importance of Reading, Listening, Speaking &amp; Writing.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>(ii) understand the importance of Reading, Listening, Speaking, and Writing.</li> </ul>

<b>M5</b> Student Leadership module	<b>Student will be able to:</b> know about the important Leadership skills like ability to lead, perspective of Team's needs, Relationship building, Time management, Commitment and problem-solving skills.	<b>Students should be able to:</b> Understand the importance of Leadership skills, develop ability to lead, team building skills, Relationship building, Time management, Commitment and problem-solving skills.
<b>M6</b> Physical & Mental Health & related activities	<b>Student will be able to:</b> (i) know about the physical & mental fitness about body. (ii) Know about indoor games and activities	<b>Students should be able to:</b> (i) Aware about benefits of physical & mental fitness about body. (ii) Understanding the benefits of indoor games is important to make them more efficient and focused mind.
<b>M7</b> Universal Human values	<b>Student will be able to:</b> (i) know need and role of professional ethics & values in overall personality development. (ii) Know the importance of understanding correctly and feeling right to achieve happiness. (iii) know the importance of Family	<b>Students should be able to:</b> (i) Know professional ethics & values for their overall development. (ii) understand the importance of Right understanding and Right Feeling to achieve Happiness. (iii) understand the importance of Family in the life
<b>M8</b> Literary Activity	<b>Students will be able to:</b> (i) Be familiar with public speaking skills & time management. (ii) be acquainted with their interested domain for making project.	<b>Students should be able to:</b> (i) Utilize communication skills for develop self-confidence (ii) Present ideas for the domain of interest in making the project.
<b>M9</b> Creative Arts	<b>Students will be able to:</b> (i) Develop skills in various forms of creative expression, such as painting, music, dance, and drama. (ii) Be introduced to different artistic techniques and mediums to enhance creativity.	<b>Students should be able to:</b> (i) Use their creativity and artistic abilities to express ideas and emotions effectively. (ii) Apply learned skills in a creative project, demonstrating their understanding of artistic principles and techniques.

<b>M10</b>  Induction and orientation of Exam	<p><b>Students shall be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Know about the CBCGS-HME scheme and credit assigned to various courses in semester I.</li> <li>(ii) know about the ATKT norms for IA &amp; End Semester Examination and re-evaluation rules.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>(i) Understand the course regulations such as credit points &amp; duration.</li> <li>(ii) understand the ATKT norms for re-evaluation rules and process</li> </ul>
<b>M11</b>  Enterprise Resource Planning	<p><b>Students shall be able to:</b></p> <ul style="list-style-type: none"> <li>(i) know how ERP is used to collect, store, manage and interpret data from various organizational activities.</li> <li>(ii) be acquainted with how ERP provides an integrated and continuously updated view of core organization processes using common databases maintained by a database management system</li> <li>(iii) know how it tracks organization resources—cash, students, available infrastructure &amp; the status of organization commitments: attendance management, exam records, marks and results etc.</li> <li>(iv) know the access of study material for effective conduction of Teaching Learning Process</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>(i) analyze the working of ERP to collect, store, manage and interpret data from various organizational activities.</li> <li>(ii) understand how ERP provides an integrated and continuously updated view of core organization processes using common databases maintained by a database management system</li> <li>(iii) understand how it tracks organization resources cash, students, available infrastructure—and the status of organization commitments: attendance management, exam records, marks and results etc.</li> <li>(iv) understand how it facilitates information flow between all organization functions and manages connections to outside stakeholders as well.</li> </ul>

<b>M12</b>  Principal's Address	<b>Students shall be able to:</b> (i) Understand the significance of the Principal's address in shaping the vision and goals of the institution. (ii) Learn how the Principal's address sets the tone for academic, administrative, and co-curricular activities within the institution. (iii) Appreciate the importance of leadership communication in motivating students, faculty, and staff for collaborative growth.	<b>Students should be able to:</b> (i) Analyze the role of the Principal's address in institutional leadership and its impact on the academic community. (ii) Understand how the Principal's message aligns with institutional goals, values, and strategic objectives. (iii) Assess the Principal's approach to foster a vision of continuous improvement and academic excellence.
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### 7) Resource Persons involved: -

Sr. No.	Date	Resource persons	Session
1	3/9/24	<b>Mr. Pradeep Pardeshi</b> Manager, Corporate Sales and Business Development, The Yoga Institute, Mumbai.	<b>Yoga Bliss Session</b> Time – 3:30 PM to 4:30 PM
2	4/9/24	<b>Ms. Sapana Yadav</b> Psychologist, TCET, Mumbai	<b>Mental Health</b> Time – 3:30 PM to 4:30 PM
3	06/09/24	<b>Prof. Zahir Alam</b> Training & Placement Officer, TCET, Mumbai	<b>Training &amp; Placement Higher Education Online Certification</b> Time - 09:30 AM to 10:30 AM
4	06/09/24	<b>Mr. Rahul Talreja</b> Senior Manager Software Engineer, Morningstar, Mumbai.	<b>Skill Development on Futuristic Technology</b> Time - 10.30 AM -11.30 AM
5	06/09/24	<b>Mr. Kuljeetpal Singh Dhoor</b> Senior Director of Technology, Morningstar, Mumbai.	<b>Skill Development on Futuristic Technology</b> Time - 10.30 AM -11.30 AM
6	06/09/24	<b>Dr. Anil Vasoya</b> Head of HOC, TCET, Mumbai	<b>Higher Education, Online Courses &amp; Certification Cell</b> Time - 01:30 PM to 02:30 PM

7	06/09/24	<b>Mrs. Aprajita Singh,</b> Thakur Management Institute, Mumbai	<b>Universal Human Values - II</b> (Self-Assessments & health) <b>Time</b> - 10:45 AM to 12:45 PM
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<b>Name of Associated faculty members in SIP</b>	
<b>Dr. Sunita Pachori</b> (HOD, ES&H Dept.)	<b>Dr. Vinita Agarwal</b> (Deputy HOD, ES&H Dept.)
<b>Mr. Yogesh Bhalekar</b> (Deputy F.E. In-charge)	<b>Mr. Ashwin Pathak</b> (Deputy F.E. In-charge)
<b>Ms. Sonali Singh</b> (Department Coordinator)	<b>Mr. Vinod Salunkhe</b> (Department Coordinator)
<b>Dr. Sajjan Lal</b> (Department Coordinator)	<b>Dr. Ela Agarkar</b> In-Charge, SIP
<b>Ms. Kavita Mhaskar</b> (Assistant Professor)	<b>Mr. Suraj Singh</b> (Assistant Professor)
<b>Dr. Pooja Singh</b> (Assistant Professor)	<b>Mr. Shrikrishna Sonawane</b> (Assistant Professor)
<b>Mr. Vijay Kale</b> (Assistant Professor)	<b>Ms. Yogita Sagare</b> (Assistant Professor)

### 8) Plan & Schedule: -

Dr. Sunita Pachori, HOD, Department of Engineering Sciences and Humanities, Mr. Rohit Kumar Singh, Associate Dean (Academic and Compliance), Dr. Vinita Agrawal, Deputy HOD, Mr. Yogesh Bhalekar, Deputy F.E. In-charge, Mr. Ashwin Pathak, Deputy FE In charge, formed a core committee for the Student Induction Program 2024. The SIP coordinators were Yogita Sagare, Ms. Kavita Mhaskar, Mr. Suraj Singh, Mr. Shrikrishna Sonawane, Dr. Pooja Singh, and Mr. Vijay Kale and Process in charge was Dr. Ela Agarkar.

- The Student Induction Program was planned and scheduled for one week from 02nd September to 6th September 2024, and for the late admitted students, on 28th September 2024 & 19<sup>th</sup> October 2024. The Principal's address was scheduled on 6<sup>th</sup> November 2024.
- The timetable and load distribution were prepared by Dr. Ela Agarkar, Mr. Suraj Singh, Ms. Yogita Sagare, and Kavita Mhaskar.
- The schedule of the program was made and approved to conduct entire sessions smoothly in SIP, the schedule has been given in **Annexure I**.
- Format for program Feedback & attendance was pre-planned. The sample feedback form is given in **Annexure II**.
  - A daily SIP report was prepared and submitted to the principal's office for updates and further suggestions.

- The Major activities of the induction program in which the student would be fully engaged throughout the day were as follows:

- Familiarization with the Institution and Department:**

The students were introduced to the ES&H department as well as their respective core department programs by their respective Heads of the Department. Hod addressed the students and then followed by department visit and then Shown labs to the students.

- Physical Activity:**

Physical activities involved indoor games/sports during the sessions to develop teamwork. Students could play available games and learnt to work in team.

- Creative Arts:**

In this activity, every student chose one skill related to their interest in various arts like Visual Arts, performing arts, and literature. The creative art involves painting, music, dance, pottery, sculpture, photography, poem, story, etc. These would allow for creative expression develop a sense of inventiveness and enhance creativity which would, hopefully, flow into engineering design later.

- Universal Human Values (UHV)**

Mentoring and connecting the students with faculty members was the most important part of the student induction program. During this session, the student explores oneself and experiences the joy of learning. The session was in the form of group discussions, and real-life experiences which helped students to make decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and experience the feeling of prosperity. It was essential for giving exposure, guiding thoughts, and realizing values. The overall schedule of the student Induction program is given in Table 2.

**Table 2: Day-wise Schedule**

Days 1 02/09/2024	Session	Classes
<b>1<sup>st</sup> session</b> (9:30 am-10:30 am)	Welcome & Interaction with Students/ Induction and Orientation by Class In-charge	All Branches
<b>2<sup>nd</sup> session</b> (10:30 am- 11:30 am)	Institute Orientation	All Branches
<b>3<sup>rd</sup> session</b> (11:30 AM-12:30 PM)	Induction of ES&H Department	All Branches
<b>4<sup>th</sup> session</b> (1:30 PM-2:30 PM)	Literary Activity – I	COMP-II, CSE, E&CS
	ERP	COMP-II, CSE, E&CS
	Proficiency Module	AI&DS
	Logic Building Skills for Engineers	IT, E&TC, MECH, MME
	Student Leadership	AI&ML, CIVIL
<b>5<sup>th</sup> session</b> (2:30 PM- 3:30 PM)	Literary Activity – I	COMP-II, CSE, E&CS
	Institute Tour / Orientation to Library	AI&DS
	ERP	E&TC, MECH, MM

<b>6<sup>th</sup> session</b> (2:30 PM-3:30 PM)	Creative arts -I	COMP-II, CSE, E&CS, IT, AI&ML, CIVIL
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<b>Days 2</b> <b>03/09/2024</b>	<b>Session</b>	<b>Classes</b>
1 <sup>st</sup> session (9:30 am-10:30 am)	ERP	COMP-I &IoT
	Creative arts -I	COMP-II, CSE, E&CS
	Literacy Activity – I	AI&DS
	Proficiency Module	IT
	Literary Activity – I	AI&ML, CIVIL
	Student Leadership	E&TC, MECH, MME
2 <sup>nd</sup> session (10:30 am- 11:30 am)	Literary Activity – II	COMP-I &IoT
	Institute Tour / Orientation to Library	COMP-II, CSE, E&CS
	Creative arts -I	AI&DS
	Familiarization with Dept. Address by HOD of Various Departments	IT
	EXAM Orientation -	AI&ML, CIVIL
	Creative arts-I	E&TC, MECH, & MME
3 <sup>rd</sup> session (11:30 AM- 12:30 PM)	Physical Activity/Indoor games	COMP-I, & IoT
	Logic-building Skills for Engineers	COMP-II, CSE, & E&CS
	Logic-building Skills for Engineers	AI&DS
	Institute Tour / Orientation to Library	IT
	Institute Tour / Orientation to Library	AI&ML, & CIVIL
	Literary Activity – I	E&TC, MECH, & MME
4 <sup>th</sup> session (1:30 PM-2:30 PM)	Yoga Bliss	All Branches

<b>Days 3</b> <b>04/09/2024</b>	<b>Session</b>	<b>Classes</b>
1 <sup>st</sup> session (9:30 am-10:30 am)	Student Leadership	COMP-I, IoT
	Literacy Activity – I	IT
	Anti-ragging	AI&ML, CIVIL
	Proficiency Module	E&TC, MECH, MME
2 <sup>nd</sup> session	Student Leadership	COMP-I, IoT

<b>(10:30 am- 11:30 am)</b>  <b>3<sup>rd</sup> session</b> <b>(11:30 AM- 12:30 PM)</b>	Literacy Activity – II	COMP-II, CSE, E&CS, AI&DS
	Physical Activity/Indoor games	AI&ML, CIVIL
	Institute Tour / Orientation to Library	E&TC, MECH, MME
<b>4<sup>th</sup> session</b> <b>(1:30PM-2:30PM)</b>	Familiarization with Dept.	COMP-I, IoT, AI&ML, CIVIL
	Proficiency Module	COMP-II, CSE, E&CS, AI&DS
	Physical Activity/Indoor games	IT
	Institute Tour / Orientation to Library	E&TC, MECH, MME
<b>5<sup>th</sup> session</b> <b>(2:30 PM-3:30 PM)</b>	Creative Arts -II	COMP-I, IoT, COMP-II, CSE, E&CS, IT
	Exam Orientation	AI&DS
	ERP	AI&ML, CIVIL
	Anti-ragging	E&TC, MECH, MME
<b>6<sup>th</sup> Session</b> <b>(2:30 PM-3:30 PM)</b>	Anti-ragging	COMP-I, IoT, IT
	Physical Activity/Indoor games	COMP-II, CSE, E&CS
	Creative arts-II	AI&DS, AI&ML, CIVIL, E&TC, MECH, MME
<b>6<sup>th</sup> Session</b> <b>(2:30 PM-3:30 PM)</b>	Mental Health	All Branches

<b>Days 4</b> <b>05/09/2024</b>	<b>Session</b>	<b>Classes</b>
<b>1<sup>st</sup> session</b> <b>(9:30 am-10:30 am)</b>	Proficiency Module	COMP-I, IoT
	Creative arts -III	COMP- II, CSE, E&CS
	Student Leadership	AIDS, IT
	Literary Activity- II	AI&ML, CIVIL
	Exam Orientation	E&TC, MECH, MME
<b>2<sup>nd</sup> session</b> <b>(10:30 am- 11:30 am)</b>	Logic-building skill for engineers	COMP-I, IoT
	Familiarization of Dept.	COMP- II, CSE, E&CS
	Student Leadership	AIDS, IT
	Literary Activity- II	AI&ML, CIVIL

	Physical Activity/Indoor games	E&TC, MECH, MME
3 <sup>rd</sup> session (11:30 AM-12:30 PM)	Anti-ragging	COMP- II, CSE, E&CS, AIDS
	Creative arts -III	AI&ML, CIVIL, IT
	Familiarization of Dept.	E&TC, MECH, MME
4 <sup>th</sup> session (1:30 PM-2:30 PM)	Creative arts -III	COMP-I, IoT, E&TC, MECH, MME
	Student Leadership	COMP- II, CSE, E&CS
	ERP	AIDS, IT
	Proficiency Module	AI&ML, CIVIL
5 <sup>th</sup> session (2:30 PM-3:30 PM)	Institute Tour/ Orientation to Library	COMP-I, IoT
	Student Leadership	COMP- II, CSE, E&CS
	Creative arts -III	AIDS
	Logic building skill for engineers	AI&ML, CIVIL
	Literary Activity – II	E&TC, MECH, MME, IT
6 <sup>th</sup> session (2:30 PM-3:30 PM)	Institute Tour/ Orientation to Library	COMP-I, IoT, IT, AI&ML, CIVIL
	Exam Orientation	COMP- II, CSE, E&CS
	Physical Activity/Indoor games	AIDS
	Literary Activity – II	E&TC, MECH, MME

Days 5 06/09/2024	Session	Classes
1 <sup>st</sup> session (9:30 am-10:30 am)	Orientation to T&P & HOC	All Branches
2 <sup>nd</sup> session (10:30 am- 12:30 PM)	Lecture by Eminent Speaker	All Branches
3 <sup>rd</sup> session (1:30 PM – 3:30 PM)	Universal Human Values	All Branches

28/09/2024	Session	Classes
1 <sup>st</sup> session (10 AM-11 AM)	Institute Orientation & Induction of ES&H Department	All Branches

2 <sup>rd</sup> session (11 AM-12 PM)	Literary Activity	All Branches
3 <sup>rd</sup> session (12 PM- 1 PM)	Exam Orientation and ERP	All Branches
4 <sup>th</sup> session (2 PM-3 PM)	Student Leadership	All Branches
5 <sup>th</sup> Session (3:00 PM-4:00 PM)	Creative arts & Anti-ragging	All Branches

19/10/2024	Session	Classes
1 <sup>st</sup> session (10 AM-11 AM)	Logic Building	All Branches
2 <sup>nd</sup> session (11 AM-NOON)	Mental Health	All Branches
3 <sup>rd</sup> session (1 PM-2 PM)	Orientation to T&P	All Branches
4 <sup>th</sup> session (2 PM-3 PM)	Universal Human Values	All Branches
5 <sup>th</sup> Session (3:00 PM-3:30 PM)	Test and Feedback	All Branches

## **9) Highlights of the event conducted:**

### **Event flow:**

The highlights of the Student Induction Program of 2024-25 are as follows:

**9.1. Familiarization with College & Orientation to Library:** The new students of various departments visited the College, and their respective departments, and were introduced to the Institute's facilities and resources. Students were also briefed about the library and its different facilities.

**9.2. Literary Activity:** Debating and public speaking activities were undertaken, where different groups of students learned, engaged, and motivated for such extra-curricular activities in the college.

**9.3. Proficiency Modules:** The session was devoted to explaining the importance of reading, writing, speaking, and listening for their future career and emphasized the **importance of training, internship, and how to prepare for interviews, group discussions, etc.**

**9.4. Lectures & Workshops by Eminent People:** Eminent people from various areas were invited to deliver lectures from industry, academia, social science, social work, civil society, alumni, etc. Motivational lectures about life, meditation, universal human values, and emerging technologies to rejuvenate students.

**9.5. Extra-Curricular Activities in College:** The student-driven extra-curricular activities were organized by student councils and clubs under the guidance of faculty advisors for students and informed about how they can join the activities and advised them about related facilities.

**9.7. Familiarization with Core Department Visit:** Students were introduced to their respective departments, objectives, facilities, best practices, achievements, infrastructure, classrooms, and laboratories. Students were also apprised of the various opportunities in research and innovation. Their respective Head of Department and senior faculty members addressed the students of different departments. The presentations included details as follows:

- Introduction to the program outcome and program objectives.
- Outline of the respective course in detail.
- Elective subjects, projects, internships, and training.
- Departmental laboratories.
- Various opportunities in industry as well as research.

**9.8. Doubt/Queries Solving Session:** The doubts/ queries raised by the students during each session were solved by the faculty members who took the proper initiative and action for the same.

#### **Some pictures from the Event:**



## **10) Learnings / Findings:**

- Students demonstrated confidence and adapted successfully to the new academic environment.
- Students understood how to make effective use of the institute's resources and facilities.
- Students formed positive connections with their peers, faculty, and the institution as a whole.
- Students aligned their moral values and behavior with the institute's practices and activities.
- Self-reflection and introspection were constructively applied to meet their academic needs.
- Students embraced the concept of a structured, collaborative learning platform.
- Students showcased outstanding performance in activities organized during the induction program.

## **11) Actions Taken:**

### **A. Planning:**

#### **2. Communication with Students:**

- The Student Induction Program (SIP) details were communicated through department circulars, class announcements, and digital platforms to ensure students were well-informed.

#### **3. Logistical Arrangements:**

- The SIP timetable and load distribution were meticulously prepared by Dr. Ela Agarkar, Mr. Suraj Singh, Ms. Yogita Sagare, and Kavita Mhaskar to ensure a smooth conduction of offline and online sessions.
- Physical arrangements for classrooms, and creative arts sessions were organized in advance for the offline sessions from 2nd to 6th September 2024.
- Technical tools like online meeting platforms, session links, and materials were set up for online sessions on 28th September 2024 and 19th October 2024.

#### **4. Feedback Forms:**

- A structured feedback format was prepared and shared with students to assess the program's impact and gather insights for improvement. A sample feedback form is provided in Annexure II.

**5. Daily Reporting:**

- The SIP daily reports were prepared and submitted to the principal's office to keep the administration updated and obtain suggestions for future sessions.

**B. Conduction:****1. Schedule and Slot Allocation:**

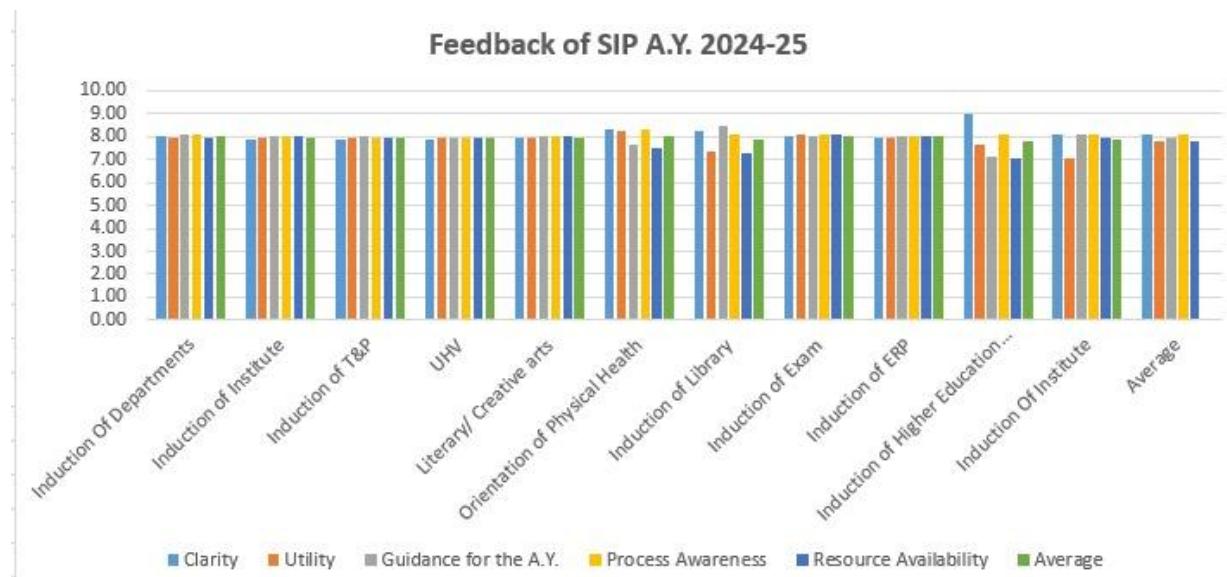
- The SIP was conducted in offline mode for one week, from 2nd to 6th September 2024, to introduce students to the institution and foster interaction.
- Two additional online sessions were scheduled on 28th September 2024, and 19th October 2024 to cover supplementary topics and ensure flexibility for students who could not attend in offline mode due to the late admission of students in CAP round 3 and Institute level.

**2. Program Execution:**

- Each day's sessions involved activities such as:
  - Familiarization with the Institution and Department: Introductions to the ES&H and core departments by respective Heads of Departments.
  - Physical Activities: Indoor games to develop teamwork and sportsmanship.
  - Creative Arts: Skill-based activities in painting, music, dance, photography, literature, and more to encourage inventiveness.
  - Universal Human Values (UHV): Group discussions, real-life experiences, and reflective exercises to help students understand relationships, decision-making, and the role of values in life.

**12) Feedback Analysis:** The feedback is a very important part of the process of analyzing the weaknesses and strong points. A total of 1297 students participated in the feedback of SIP. The different criteria are based on clarity, utility, guidance, process awareness, and resource accessibility of sessions. The scale of feedback is 1 to 10 is considered.

Sessions/Criterions	Clarity	Utility	Guidance for the A.Y.	Process Awareness	Resource Availability	Average
Induction Of Departments	8.00	7.95	8.11	8.07	7.98	8.03
Induction of Institute	7.87	7.91	8.00	7.99	8.00	7.96
Induction of T&P	7.90	7.92	7.99	7.98	7.98	7.95
UHV	7.91	7.93	7.98	7.98	7.96	7.95
Literary/ Creative arts	7.92	7.96	7.99	8.01	8.00	7.97
Orientation of Physical Health	8.35	8.24	7.65	8.29	7.54	8.01
Induction of Library	8.24	7.33	8.46	8.12	7.25	7.88
Induction of Exam	8.06	8.07	8.01	8.06	8.09	8.06
Induction of ERP	7.95	7.97	8.04	8.00	8.02	7.99
Induction of Higher Education Cell	9.00	7.65	7.11	8.11	7.08	7.79
Induction Of Institute	8.10	7.05	8.11	8.07	7.98	7.87
Average	8.12	7.82	7.95	8.06	7.81	

**Feedback of SIP A.Y. 2024-25**


### 13) Risk & Mitigations: -

Sr. No.	Title	Risk	Mitigations
1	Lack of Engagement	Students might become disengaged	<ul style="list-style-type: none"> <li>○ Designed sessions to be interactive and engaging with hands-on activities.</li> <li>○ Included multimedia presentations, real-world examples, and relatable anecdotes to maintain interest.</li> </ul>

			<ul style="list-style-type: none"> <li>○ Encouraged active participation through Q&amp;A, group discussions, and polls during online sessions.</li> </ul>
2	Time Management	Overrunning scheduled activities or underestimating the time required for certain sessions, disrupting the flow of the program.	<ul style="list-style-type: none"> <li>○ Developed a detailed agenda with accurate time allocations for each session.</li> <li>○ Assigned a dedicated timekeeper to ensure adherence to the schedule during the program.</li> </ul>
3	Participant Variability	Students may have different levels of familiarity with institutional processes, facilities, and universal human values (UHV).	<ul style="list-style-type: none"> <li>○ Conducted a pre-session survey or icebreaker activity to understand the students' knowledge and expectations.</li> <li>○ Customized content to cater to both new students and those with prior familiarity, ensuring inclusivity.</li> </ul>
4	Technical Challenges (Online Mode):	Potential issues with internet connectivity, audio/video glitches, or technical difficulties in online sessions.	<ul style="list-style-type: none"> <li>○ Tested all technical setups, including audio-visual equipment and online platforms, beforehand.</li> <li>○ Have IT support available during sessions to resolve any issues promptly.</li> <li>○ Prepare backup resources such as recorded lectures or alternative communication methods (e.g., WhatsApp groups or email).</li> </ul>
5	Overlap of Activities	Confusion due to lack of clarity in instructions for students.	<ul style="list-style-type: none"> <li>○ Provided a clear and detailed schedule to all participants in advance.</li> <li>○ Used visual tools like infographics or flowcharts to explain the event sequence.</li> </ul>

			<ul style="list-style-type: none"> <li>o Assigned faculty members to guide and assist students during the program.</li> </ul>
<b>6</b>	Student Participation	Low participation in certain activities due to lack of confidence or interest.	<ul style="list-style-type: none"> <li>o Created a welcoming and inclusive environment to encourage participation.</li> <li>o Used activities like talent hunts or creative arts to break the ice and foster confidence.</li> <li>o Recognized and rewarded active participants to motivate others.</li> </ul>

#### **14) Outcomes:**

- All the modules M1- M12 from the SIP syllabus prescribed by AICTE were taken by the faculty members of the ES&H department to make students familiar with the facilities, faculty members, and culture of the Institute.
- The students were made acquainted with theory, practical/ tutorial, Outcome, and education during the respective subject orientation.
- All the information about attendance, library, training and placement activities, and higher education opportunities were imparted successfully.
- Students understood the exam scheme, and course structure: credits, assessment, and evaluation mechanism.
- As per the orientation program guidelines given by AICTE in the model syllabus, various co-curricular, and extra-curricular activities, Universal human values sessions based on Value education & Professional ethics, Literary sessions based on Debate/Public speaking, Creative Arts, Physical activities and orientation of professional bodies were conducted which encouraged the student to participate for overall development.

#### **15) Scope of Improvement:**

**15.1. Screening of Inspirational Film/movie:** This activity aims to inculcate good behaviors and values among the students. This activity requires developing goal setting, perseverance, determination, crisis management, team spirit, leadership, the role of mentors, adaptability to change, failure management, etc.

- **Step 1:** Screening of Inspirational Film/movie (short duration), the movie will be selected by experts for the students who will be about to enter the new college life.
- **Step 2:** Movie Analysis will be based on one of the innovative pedagogies for instilling life skills in students. It is a method removed from the regular ‘chalk and talk’ way of teaching, wherein students learn through the most impactful visual medium, further strengthened by a fruitful and analytical conversation among themselves.

### **16) SWOT Analysis:**

<b>Strength</b>	<b>Weakness</b>	<b>Opportunity</b>	<b>Threats</b>
<p>1. Familiarization with the ES&amp;H department, Institute, and Central facilities, Curriculum, Evaluation and Assessment System, Class and subject faculty members, peers, and professional environment with the interactive sessions.</p> <p>2. In-depth knowledge of holistic &amp; multidisciplinary practices, student leadership, logic building, literary and proficiency skills, creative arts, and Talent Show.</p> <p>3. Inculcating universal values, motivating and inspiring the students through UHV sessions and Eminent lectures.</p>	<p>1. Attendance in afternoon sessions during the first two days was less as students were involved in the admission process.</p> <p>2. Late admitted students have less time for the Student Induction Program.</p> <p>3. Outstation students required more time for their accommodation arrangements.</p>	<p>1. Students have sufficient time to settle down in the professional environment and understand the code of conduct.</p> <p>2. Students learned about team building and leadership skills</p>	<p>1. On-going prolonged admission process and addition of third cap round.</p> <p>2. Planning &amp; organization show for more than 800 students in a short time.</p>

### **17) Conclusion:**

All the deputed faculties were actively engrossed in various responsibilities of the induction program. Students were made aware of the theme of holistic & multidisciplinary developments and introduced to the ability to transcend from subjective knowledge to the application of the subject in real-life situations.

1. The Student Induction Program was conducted for all students so that they would know the course structure and the importance of quality education.
2. For all the students attending the Student Induction Program, a test was conducted, 1297 students attempted the test and submitted the report.
3. Overall Student Induction Program feedback was taken on 6/09/2024, 28/09/2024, and 19/10/2024 and the average score of feedback was 8.19/10.

### **18) SW1H Analysis: -**

What	Who	Where	When	Why	How
<u>Student Induction Program (SIP)</u> for F.E./F.T. Students A.Y. 2024-2025	Department of Engineering Sciences and Humanities	Both Offline and Online Mode	2 <sup>nd</sup> to 6 <sup>th</sup> Septe mber 2024 & 28 <sup>th</sup> Septe mber & 19 <sup>th</sup> Nove mber 2024, and 6 <sup>th</sup> Nove mber 2024.	<ul style="list-style-type: none"> <li>● To make the students familiar with the new environment.</li> <li>● To explore their academic interests and activities.</li> <li>● To make them work for excellence in the competition.</li> <li>● To develop the team building &amp; leadership qualities.</li> <li>● To Build a strong relationship between teachers and students.</li> <li>● To give them a broader, and holistic view of life.</li> </ul>	Orientation of Labs, Physical and mental Activities, Creative Arts, and Universal Human Values (UHV) Sessions. Induction of ES&H Department, Literary Activity – I, ERP, Proficiency Module, Logic Building Skills for Engineers, Student Leadership, Institute Tour / Orientation to Library