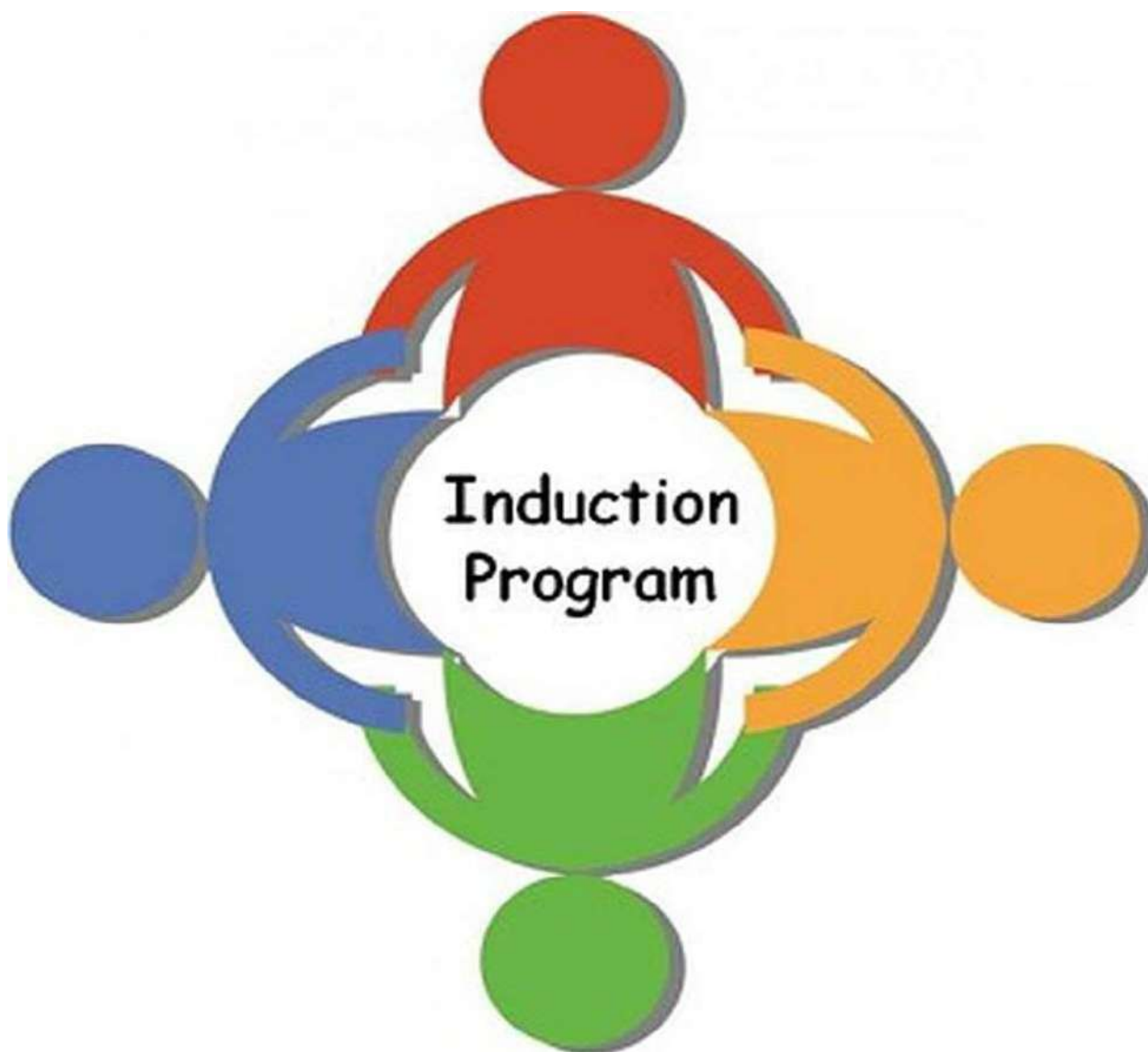




R.M.K. ENGINEERING COLLEGE

(An Autonomous Institution)

R.S.M Nagar, Kavaraipettai, Gummidipoondi Taluk, Thiruvallur Dt - 601206. Affiliated to Anna University, Chennai/Approved by AICTE, New Delhi / ISO 9001:2015 Certified Institution/
Accredited by NAAC with A+ Grade/ All the eligible UG Programs are accredited by NBA, New Delhi



STUDENT INDUCTION PROGRAM

ACADEMIC YEAR: 2026-27

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INAUGURAL CEREMONY

INAUGURATION OF FIRST YEAR 2026 - 27

Monday, 31 August 2026 · 10.30 a.m. · College Auditorium

FELICITATIONS

- Inauguration poster
- Presidential address
- Management addresses
- Chief Guest address



R.M.K.
ENGINEERING COLLEGE
AN AUTONOMOUS INSTITUTION



Inauguration of **FIRST YEAR**

B.E. / B.Tech / M.E. / MBA Classes
(2026 - 27)



Monday 31st August 2026

Time : 10.30 a.m.

Venue : Auditorium

Inauguration poster

R.M.K. ENGINEERING COLLEGE

*The Management, Principal, Deans, Faculty and Staff
cordially invite you to the Inauguration of*

FIRST YEAR B.E. / B.Tech. / M.E. / MBA Classes (2026 - 27)

*on Monday, the 31st August 2026 at 10.30 am
at the College Auditorium*

Thiru. **JAYAPRAKASH A. GANDHI**
Career Consultant & Analyst
has kindly consented to be the Chief Guest and
to address the new entrants

Felicitations by

Thiru. **R.M. KISHORE**, Vice-Chairman

Thiru. **YALAMANCHI PRADEEP**, Secretary

Thiru. **V. MANOHARAN**, Advisor - RMK Group of Institutions

Thiru. **T. PITCHANDI**, I.A.S. (Retd.) Advisor - RMK Group of Institutions

Dr. **M.S. PALANICHAMY**, Advisor - RMK Group of Institutions

Presidential Address

Vidya Ratna Thiru. **R.S. MUNIRATHINAM** Ex. MLA
Founder - Chairman

Invitation to the inauguration of First Year B.E. / B.Tech. / M.E. / MBA classes (2026–27)

Management Team

Smt. Manjula Munirathinam
Chairperson

Shri. R.S. Munirathinam
Founder - Chairman

Shri. R. Jothi Naidu
Director

Shri. R.M. Kishore
Vice - Chairman

Shri. Yalamanchi Pradeep
Secretary

Dr. Durgadevi Pradeep
Vice - Chairperson

Smt. Sowmya Kishore
Management Trustee

Dr. M.S.Palanichamy
Advisor

Shri. T.Pitchandi, I.A.S(Retd)
Advisor

Shri. V.Manoharan
Advisor

Dr. K.A.Mohamed Junaid
Principal

Dr. K. Manivannan
Dean-EA

Dr. K.K.Sivagnana Prabhu
Dean-CDC

Dr. S. Pavai Madheswari
Dean-Academics

PROGRAMME

- | | |
|-----------------------|------------------------|
| ➤ Invocation | ➤ Presidential Address |
| ➤ Welcome Address | ➤ Feedback |
| ➤ Felicitations | ➤ Vote of Thanks |
| ➤ Chief Guest Address | ➤ National Anthem |



R.M.K. ENGINEERING COLLEGE

(An Autonomous Institution)

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LAKSHMIKANTHAMMAL EDUCATIONAL TRUST

Plot No. 2981, Z Block, 1st Street, 13th Main Road, Anna Nagar, Chennai-600 040
Phone: 044 - 26211504, 26266046

Management team and programme of the inaugural ceremony

Date & Time	31 August 2026 (Monday), 10.30 a.m.
Venue	College Auditorium
Mode	In person
Presided by	Vidya Ratna Thiru. R. S. Munirathinam, Ex. MLA, Founder-Chairman
Chief Guest	Thiru. Jayaprakash A. Gandhi, Career Consultant and Analyst
Felicitations	Thiru. R. M. Kishore, Vice Chairman; Thiru. Yalamanchi Pradeep, Secretary
Participants	First-year B.E./B.Tech. students

Introduction

The first-year inauguration welcomed the new entrants for the academic year 2026–27. The invitation covered B.E., B.Tech., M.E. and MBA classes; this report focuses on the first-year engineering students. The management and chief guest emphasized practical learning, disciplined study, innovation and responsible participation in college life.

Objectives

- Welcome the new students and introduce institutional expectations.
- Encourage effective use of academic facilities and student support.
- Connect engineering education with practical skills and career preparation.

Presidential Address by the Chairman

Vidya Ratna Thiru. R. S. Munirathinam, Founder-Chairman, emphasized the institution's commitment to quality education and preparation for a changing professional world. He explained the importance of advanced infrastructure, modern laboratories, Centres of Excellence and industry-oriented learning opportunities.

He encouraged students to connect academic knowledge with practical skills, research, innovation and real-world applications. Students were urged to participate in skill-development programmes, projects and placement training, while developing confidence, leadership, discipline and ethical values. His message called for competent and socially

responsible professionals who contribute to society and the nation.

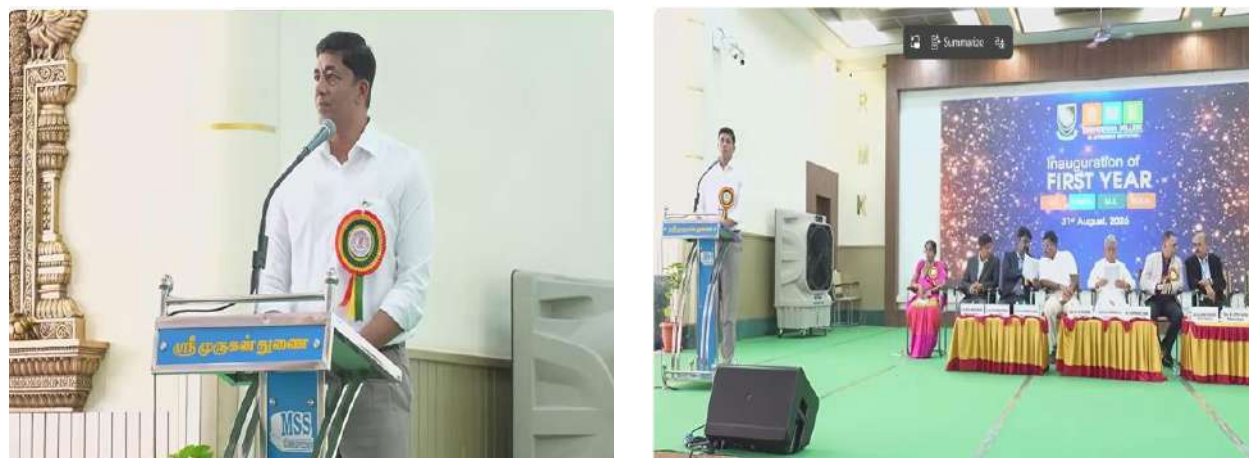


Chairman's address during the first-year inauguration on 31 August 2026.

Address by the Secretary

Thiru. Yalamanchi Pradeep welcomed the newly admitted students and congratulated them on joining the institution. He emphasized learning by doing, dedication, hard work and continuous learning. He described the role of industry collaboration, workshops, hackathons, projects, paper presentations and seminars in building technical competence.

He encouraged students to use the infrastructure, faculty expertise and learning opportunities available on campus. He also urged them to take part in sports and extracurricular activities and to make their engineering journey both productive and rewarding.



Secretary's address and the assembled dignitaries.

Address by the Vice Chairman

Thiru. R. M. Kishore highlighted the need to connect academic learning with industry requirements through knowledge partners, industry-oriented curricula and Centres of Excellence. He encouraged curiosity, communication skills and disciplined learning, together with effective use of the IDEA Lab and advanced laboratories.

Students were encouraged to develop products and patents and to value foreign-language learning, punctuality and academic integrity. Addressing parents, he emphasized cooperation with the institution in supporting students' progress.



Vice Chairman's address during the inaugural ceremony.

Chief Guest Address

The chief guest addressed the new entrants on engineering education, practical learning and preparation for future careers. He congratulated the students and encouraged them to develop skills beyond the prescribed syllabus.

Highlights

The address emphasized awareness of emerging technologies, including Artificial Intelligence and cloud computing, and participation in projects, workshops, hackathons and seminars. The chief guest explained the importance of communication, aptitude, leadership, creativity and professional behaviour in career development.

Using real-life examples, he encouraged students to think independently, embrace innovation, learn from failure and explore opportunities beyond their chosen branches. He also stressed the importance of good friendships, respect for parents and teachers, and consistent effort towards personal goals.

Key takeaways

- Combine sound academic foundations with practical work and continuous learning.
- Build communication, problem-solving and professional skills from the first year.
- Explore interdisciplinary opportunities and learn constructively from setbacks.

- Make responsible personal choices and work steadily towards career goals.



Chief Guest Thiru. Jayaprakash A. Gandhi addressing the first-year students.

The inauguration introduced expectations for academic engagement, personal responsibility and professional development. The four addresses encouraged students to use the institution's facilities and opportunities purposefully throughout their engineering studies.

1. INTRODUCTION

The Student Induction Programme (SIP) 2026–27 was designed to help first-year students transition smoothly from school to college life at R.M.K. Engineering College. The programme introduced students to the institution's academic environment, facilities, values, expectations and opportunities for personal and professional growth.

A range of academic, technical, cultural, environmental and student engagement activities was planned and conducted to create a supportive and welcoming learning environment. The programme aimed to build students' confidence, encourage active participation and help them develop a sense of belonging to the institution.

2. OBJECTIVES OF THE STUDENT INDUCTION PROGRAMME

The major objectives of SIP 2026–27 were:

- To familiarise students with the college environment, academic regulations, departmental facilities and institutional practices.
- To strengthen students' foundational knowledge through bridge courses in relevant subjects.
- To develop communication skills, technical competence, career awareness and essential professional skills.
- To introduce students to library resources, laboratories, sports facilities, student support systems and placement opportunities.
- To encourage teamwork, leadership, creativity and participation in Student Activity Centre (SAC) activities.
- To promote environmental awareness and social responsibility through initiatives such as *One Student – One Tree*.
- To provide guidance and support through counselling, mentoring and other student development activities.
- To encourage continuous learning and holistic development throughout the first year.

3. OVERVIEW OF SIP 2026–27

The SIP 2026–27 activities included a bridge course conducted from 18 August to 6 September 2026, designed to strengthen students' academic preparedness before they progressed into their regular engineering curriculum.

The programme featured institutional and departmental orientation, a campus tour, library orientation, and visits to the Robotics and AR/VR laboratories. Students were also introduced to training and placement opportunities and participated in professional development initiatives, including a Career Development Programme by Mr. Aswin and an eminent lecture by Ms. Sudha Ramen.

Environmental responsibility was promoted through the *One Student – One Tree* initiative, encouraging students to contribute to a greener campus and develop a commitment to environmental sustainability.

In addition to these scheduled events, SAC activities, counselling, mentoring and online courses provide opportunities for continued engagement during the first year. The implementation and progress of these activities are documented through an activity action plan and status monitoring framework, which distinguishes completed events from ongoing and long-term initiatives. This systematic approach supports effective coordination, documentation and follow-up of the Student Induction Programme.

4 SIP 2026–27 – ACTIVITY ACTION PLAN AND STATUS MONITORING

S. No.	Activity / Programme	Action Plan	Nature of Activity	Status
1	Bridge Course	Conduct planned sessions and complete the prescribed modules.	Time-bound	Closed
2	Career Development Programme by Mr. Aswin	Organise the programme and document student participation.	One-time	Completed
3	Eminent Lecture by Ms. Sudha Ramen	Arrange the lecture and maintain attendance and event records.	One-time	Completed

4	One Student – One Tree	Coordinate tree planting and monitor tree survival and growth.	Long Term	Long Term
5	Student Activity Centre (SAC) Activities	Organise student activities and monitor participation throughout the first year.	Continuous	Long Term
6	Sports and Cultural Activities	Encourage participation and maintain activity records throughout the year.	Continuous	Long Term
7	Counselling and Mentoring	Conduct periodic interactions and monitor student progress.	Continuous	Long Term
8	Online Courses	Encourage enrolment, monitor progress and follow up on course completion.	Continuous	In Progress
9	Mathematics Bridge Course	Conduct sessions according to the timetable and assess student learning.	Time-bound	Closed
10	Business Communication	Conduct planned sessions to develop communication skills.	Curriculum-based	In Progress
11	Universal Human Values-I (UHV-I)	Conduct planned sessions and encourage student participation.	Curriculum-based	In Progress
12	C Programming	Conduct theory and practical sessions as scheduled.	Curriculum-based	In Progress
13	Library Orientation	Familiarise students with library resources and services.	One-time	Completed
14	Campus Tour	Introduce students to important campus facilities.	One-time	Completed
15	Robotics and AR/VR Lab Visits	Introduce students to laboratory facilities and practical applications.	One-time / Event-based	Completed
16	Training and Placement Orientation	Familiarise students with placement activities and career development opportunities.	One-time	Completed
17	Department HoD Orientation	Introduce students to departmental facilities, academic expectations and support systems.	One-time	Completed

18	SIP Documentation and Final Report	Collect activity reports, photographs, attendance and supporting records.	One - time	Completed
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MODULE 1: UNIVERSAL HUMAN VALUES-1

Topic: Programme for Fulfilment of Basic Human Aspiration

Resource Persons: Dr.P.S.Latha Mageshwari, Dr.R.Subhashini, Dr.M.Meena, Dr.A.Vijayalakshmi, Dr.S.Anita, Dr.R.Thinesh Kumar, Ms.A. Parvathi Priya, Ms.P.Malini Anandraj, Mr.S.Karthikeyan, Mr.R.Prabhu, Ms. Karthika

Department: S&H (Physics, Chemistry and General Engineering)

Mode: Physical mode

No. of Sections: 22

Date: 01/09/2026 – 07/09/2026

Participants: First-year B.E./B.Tech. Students

1. Objectives:

The course was organized with the following objectives:

To encourage students to engage in self-exploration and understand their needs, values, expectations, and goals.

To create awareness among students about the basic human aspirations of continuous happiness and prosperity.

To develop an understanding of the importance of harmony within oneself, with others, and with nature.

To help students recognize and understand the relationship between the Self (I) and the Body.

To enable students to develop a holistic perspective towards education, relationships, and professional life.

2. Highlights of the Course

The session enabled the students to:

Understand the basic human aspirations of happiness and prosperity and their significance in human life.

Develop clarity regarding right understanding, right relationships, and physical facilities.

Recognize the importance of self-exploration in understanding oneself and achieving inner harmony.

Understand the distinct needs and roles of the Self (I) and the Body.

Reflect on different approaches to fulfilling basic human aspirations.

Develop a value-based perspective towards education, personal life, and professional responsibilities.

Understand the need for harmony at the level of the individual, family, society, and nature.

3. Nature of the Programme

The sessions combined concept explanation, worked examples, guided problem solving, student interaction and online assessment. The screenshots supplied for the course show Google Meet-based delivery and presentation of worked mathematical examples, including partial derivatives and partial fractions.

4. Syllabus and Content Covered

UHV-I course contents covered in Students Induction Program. It's a Pre requisite course for UHV-II course.

S.NO	Title of the Lectures
1	Introductions
2	Exploring our Aspirations and Concerns
3	Basic Human Aspiration & its Fulfilment
4	Program for Fulfilment of Basic Human Aspiration
5	Fulfilment of Aspirations at Individual Level
6	Resolution of Concerns at Individual Level
7	Ensuring Health

8	Fulfilment in Relationship -Trust
9	Shifting from Reaction to Response in Relationship
10	Fulfilment in Relationship - Respect
11	Shifting from Competition to Excellence
12	Understanding Role in Society
13	Understanding Role in Nature
14	Sum Up & Program of Action
15	Self-evaluation

5. Additional Enrichment Activity

An additional session on Universal Human Values (UHV) was conducted to introduce students to the basic human aspirations of continuous happiness and prosperity. Students were guided through concepts such as self-exploration, harmony in the Self and Body, right understanding, relationships, and physical facilities. The session provided students with an opportunity to reflect on their aspirations and develop a value-based perspective towards personal, academic, and professional life. Student feedback indicated that the session was useful in understanding the basics of Universal Human Values and the importance of harmony in everyday life.

6. Teaching–Learning Methodology

Concept introduction followed by simple and relatable examples from everyday life.

Interactive explanation of UHV concepts such as happiness, prosperity, self-exploration, relationships, and harmony.

Self-exploration activities to encourage students to reflect on their thoughts, aspirations, and experiences.

Interactive questioning and discussion to facilitate student participation and clarify doubts during the sessions.

Google Form Pre survey to assess students’ thoughts understanding progress.

Use of digital presentations to support effective explanation and interactive learning.

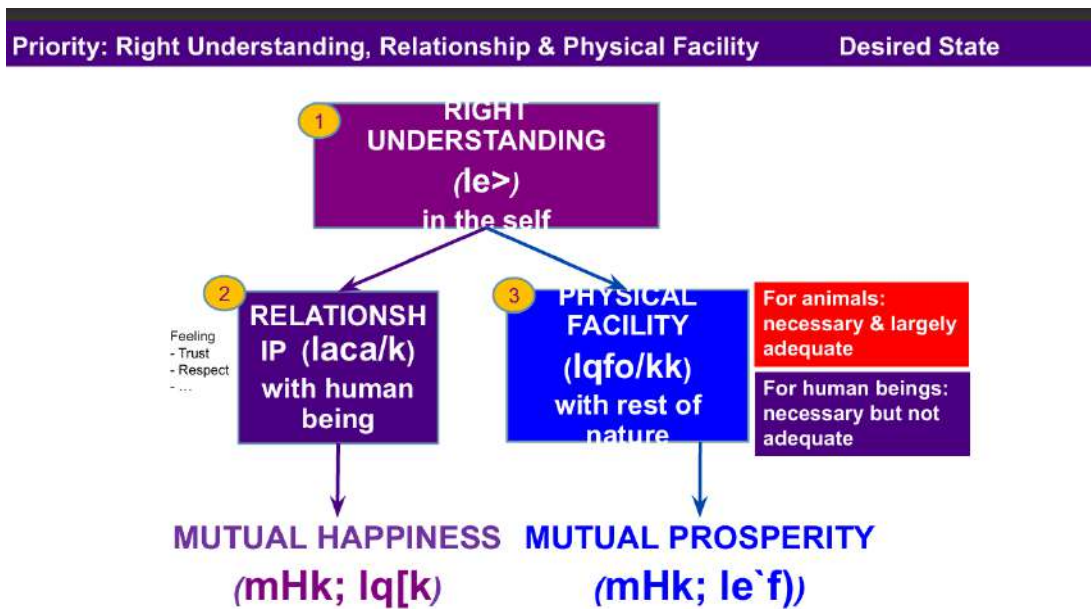
7. Assessment and Student Participation

Participating students actively completed the UHV-I pre-survey before the commencement of the course.

The pre-survey was conducted to understand the students’ existing awareness and perception of human values, happiness, relationships, and ethical living.

The responses helped identify the students’ initial level of understanding and areas requiring greater attention during the UHV-I sessions.

The survey responses were used as a baseline for understanding the effectiveness of the course and planning suitable interactive and reflection-based activities.



Discussion About Priority of Living

8. Participation and Performance

Participating students actively engaged in the UHV-I sessions and activities.

Students demonstrated varying levels of understanding, with many showing good awareness of the concepts discussed.

The remaining participating students were encouraged to improve their understanding through reflection, discussion, and continuous participation.

Topic-wise activities, interactive discussions, reflection exercises, and assessments were used to monitor learning and provide opportunities for reinforcement.

9. Overall Learning Impact

The UHV-I course provided students with a structured introduction to essential human values and ethical understanding. The combination of concept explanation, self-exploration, guided activities, interactive discussions, reflection exercises, and assessments supported students in developing clarity about happiness, prosperity, relationships, harmony, and responsible living. The participation and assessment records indicate active student engagement and improved understanding of value-based concepts, while the course also encouraged students to reflect on their thoughts, behaviour, and relationships in everyday life.

10. Screen Documentation

The following screenshots provide evidence of the UHV-I sessions and classroom interaction. They illustrate the explanation of human values, self-exploration, happiness and prosperity, relationships, harmony, and the four orders of nature through interactive discussions, reflection activities, and student participation.



Concept Discussion on Human Values and Happiness

11. Conclusion

The UHV-I sessions combined concept explanation, self-exploration activities, real-life examples, guided discussions, student interaction, reflection exercises, and assessment. The sessions focused on understanding values, happiness, prosperity, relationships, harmony in the self and family, and harmony with nature. The supporting records and screenshots demonstrate active student participation, meaningful discussions, and reflection-based learning throughout the course.

MODULE 2 – PHYSICAL HEALTH AND RELATED ACTIVITIES

2.1 YOGA & WELLNESS ORIENTATION AND PRACTICE SESSION

Title	Yoga & Wellness Orientation and Practice Session for First-Year Engineering Students
Date	27/08/2026 – 29/08/2026

Resource Person	Mr. Karthikeyan S, Assistant Professor / AICTE IDEA LAB Coordinator, R.M.K. Engineering College
Coordinating Unit	AICTE IDEA LAB, in coordination with the Department of General Engineering
Mode	Online (Google Meet) – live orientation talk and guided practical session
No. of Batches	All first-year B.E./B.Tech. batches
Participants	First-year engineering students

Background and Purpose

The Yoga & Wellness programme was organised as part of the Student Induction Programme for first-year engineering students. The session addressed the challenges typically faced while adjusting to a new academic environment — new responsibilities, academic expectations and deadlines, screen time and digital distractions, sleep and lifestyle changes, and the management of stress and emotions.

The programme presented wellness as an important foundation for student performance and personal development, and introduced yoga as an approach that brings together body, breath and mind, with the goal of balance, awareness and well-being.

Session Objectives

Promote awareness of physical and mental wellness among first-year students.

Introduce yoga beyond physical exercise, with emphasis on body, breath and mind.

Provide simple practices for stretching, breathing, basic postures and relaxation.

Encourage healthy sleep, food, hydration, movement and mindfulness habits.

Create awareness about responsible technology use and focused study time.

Encourage students to seek support when stress becomes difficult to manage.

Nature of the Programme

The session combined awareness-oriented discussion with simple practical wellness practices, guided live by the Resource Person over Google Meet. The presentation moved from the importance of wellness in engineering life to yoga awareness, student benefits, practical exercises, breath and mindfulness, digital wellness, balanced habits, and a daily 10-minute wellness challenge. Selected slides from the session are included at the end of this report.

Programme Content Covered

Module	Key Points Covered
I – Wellness in Engineering Life	Why wellness matters for engineering students; connecting personal wellbeing to academic and career performance.
II – Yoga Awareness	Meaning and scope of yoga; yoga as an integration of body, breath and mind rather than physical exercise alone.
III – Practical Session	Gentle neck movements, shoulder relaxation, simple stretching, deep breathing, basic yoga postures and short relaxation, with guidance to listen to the body and avoid forcing any movement.

IV – Breath & Mindfulness	Guided practice: sitting comfortably, keeping the spine relaxed and upright, slow inhalation and exhalation, and repeatedly returning attention to the breath.
V – Digital Wellness	Avoiding unnecessary scrolling, taking regular screen breaks, protecting sleep from phone use, creating focused study time, and spending offline time with people and nature.
VI – Daily Wellness Formula	MOVE, BREATHE, REST, CONNECT and FOCUS — a simple five-part framework for a balanced student day.

Daily Wellness Formula

Component	Description
MOVE	Spend time being physically active.
BREATHE	Pause and breathe consciously.
REST	Protect your sleep.
CONNECT	Maintain healthy relationships.
FOCUS	Give full attention to one task at a time.

Five Habits for a Balanced Student Life

Sleep adequately.

Eat and hydrate well.

Move your body every day.

Practice a few minutes of breathing or mindfulness.

Ask for support when stress feels difficult to manage.

Take the 10-Minute Challenge

Students were encouraged to try a simple daily practice that they could repeat independently:

3 minutes — Stretch

3 minutes — Breathe

2 minutes — Be still

2 minutes — Reflect with gratitude

The session reinforced that small daily habits can create meaningful change.

Teaching–Learning Methodology

Live online orientation talk via Google Meet introducing wellness in engineering life and the scope of yoga.

Guided practical session covering gentle movements, stretching, breathing, basic postures and relaxation,

demonstrated on-screen for students to follow along.

Breath and mindfulness practice with step-by-step guidance.

Interactive discussion on digital wellness and balanced student habits.

Screen-shared, slide-based presentation material to support visual explanation.

Student Development Benefits

Improved concentration and focus.

Support for stress management.

Better posture and flexibility.

Calmness and emotional balance.

Support for better sleep and daily discipline.

Assessment and Student Participation

Assessment Component	Evidence / Record
Orientation feedback / interaction	Verbal feedback and participation via Google Meet chat/audio during the practical and breath & mindfulness segments.
Attendance & participation record	Batch-wise Google Meet attendance record maintained for the Student Induction Programme.
Student responses	In-session engagement during the practical exercises and the 10-minute challenge discussion.

Programme Outcomes

PO	Programme Outcome
PO1	Explain why wellness matters as a foundation for engineering education and student performance.
PO2	Describe yoga as an integration of body, breath and mind rather than physical exercise alone.
PO3	Demonstrate simple stretching, breathing, basic postures and relaxation practices.
PO4	Apply a basic breath and mindfulness technique to support calmness and focus.
PO5	Identify responsible digital habits that protect sleep, study time and offline connection.
PO6	Relate the daily wellness formula (MOVE, BREATHE, REST, CONNECT, FOCUS) to everyday student life.

Message to Future Engineers

The session highlighted that engineering education develops knowledge and skills, while yoga and wellness help develop the person who uses that knowledge. A successful engineer was presented as

someone who cultivates a healthy body, a calm mind, a focused attitude and balanced values.

Overall Learning Impact

The Yoga & Wellness programme gave first-year students a simple, practical framework for connecting physical activity, conscious breathing, rest, healthy relationships and focused attention. It also addressed digital habits and encouraged students to build sustainable daily routines, helping them understand practical ways to include yoga and wellness in everyday student life.

Screen Documentation

Selected slides from the session presentation, shared on-screen during the Google Meet session, are included below as documentation of the programme content and learning sequence.



Programme title and overall theme



Practical session



Breath & mindfulness



10-minute daily challenge

Yoga and wellness formed a supportive component of student induction by addressing both personal well-being and the demands of engineering education. The session, conducted from 27/08/2026 to 29/08/2026 by Karthikeyan S, Assistant Professor / AICTE IDEA LAB Coordinator, encouraged students to understand yoga as an integration of body, breath and mind, and to apply simple practices in daily life.

The practical session, mindfulness guidance, digital wellness suggestions, balanced-life habits and the 10-minute challenge collectively encouraged students to develop a healthy body, calm mind, focused life and successful future, providing a practical foundation for continuing wellness habits throughout engineering education.

Healthy Body • Calm Mind • Focused Life • Successful Future

2.2 PHYSICAL ACTIVITIES AND SPORTS

Department: All Departments

Mode: Offline mode

Date: 01/09/2026 – 07/09/2026 (Conducted Branch wise for every department)

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose:

Sports and physical activities play an important role in the holistic development of students. They contribute not only to physical fitness and health but also help students develop discipline, teamwork, leadership, confidence, sportsmanship, and a positive competitive spirit.

As part of the institutional sports activities for the academic year 2026–27, students were encouraged to participate actively in various indoor and outdoor games and athletic events. The programme provided students with opportunities to identify and develop their sporting abilities while maintaining a healthy balance between academic activities and physical well-being.

The sports programme was organized with the purpose of promoting regular physical activity, encouraging participation in sports, identifying talented students, and providing opportunities for students to represent the institution in various sports competitions. The activities also helped students develop interpersonal skills, team spirit, perseverance, and a sense of responsibility.

The programme emphasized the importance of sports as an integral part of student life and encouraged students to adopt a healthy, active, and disciplined lifestyle.

2. Objectives:

The key objectives of the Sports Programme are:

1. Promoting Physical Fitness-To encourage students to participate regularly in physical activities and develop strength, stamina, flexibility, coordination, and overall physical fitness.
2. Developing Teamwork-To provide opportunities for students to work together as a team, understand team responsibilities, coordinate effectively, and work towards common goals.
3. Enhancing Discipline and Sportsmanship-To develop discipline, punctuality, fair play, respect for opponents, and a positive attitude towards winning and losing.
4. Identifying Sporting Talent-To identify students with potential in different games and athletic events and provide them with suitable opportunities for further training and participation.
5. Developing Leadership Skills-To encourage students to take leadership responsibilities such as coordinating teams, organizing activities, and supporting fellow participants.
6. Building Confidence-To help students overcome hesitation and develop self-confidence through active participation in sports and competitive events.

7. Promoting Healthy Lifestyle-To create awareness among students about the importance of regular exercise, physical activity, healthy habits, and maintaining overall well-being.

8. Encouraging Competitive Spirit-To develop a healthy competitive spirit among students and motivate them to continuously improve their skills and performance.

3. Nature of the Programme:

The Sports Programme is a physical activity-oriented and participatory programme designed to encourage students to engage actively in sports and athletic activities. Its nature can be described through the following key characteristics:

1. Physical Activity-Based

The programme focuses on active participation in various indoor and outdoor games and athletic events, promoting physical fitness and healthy living.

2. Participatory and Inclusive

Students are encouraged to participate according to their interests, abilities, and sporting skills. The programme provides opportunities for students from different backgrounds and skill levels.

3. Team-Oriented

Team-based games promote cooperation, coordination, communication, mutual support, and collective responsibility among students.

4. Skill-Oriented

The activities enable students to develop and improve sport-specific skills, physical coordination, agility, endurance, and tactical understanding.

5. Competitive in Nature

Participation in sports provides students with opportunities to experience healthy competition, set performance goals, and strive for continuous improvement.

6. Leadership-Oriented

Students get opportunities to demonstrate leadership by coordinating teams, taking responsibilities, supporting team members, and managing sporting activities.

7. Discipline-Focused

The programme emphasizes punctuality, adherence to rules, respect for officials and opponents, and responsible participation.

8. Holistic Development

The programme contributes to the overall development of students by strengthening physical fitness along with emotional, social, interpersonal, and leadership skills.

4. Evidence of Student Engagement:

Students demonstrated active participation and enthusiasm throughout the sports activities. They showed interest in different games and athletic events and actively involved themselves in practice sessions, team activities, and competitions..

5. Overall Learning Impact:

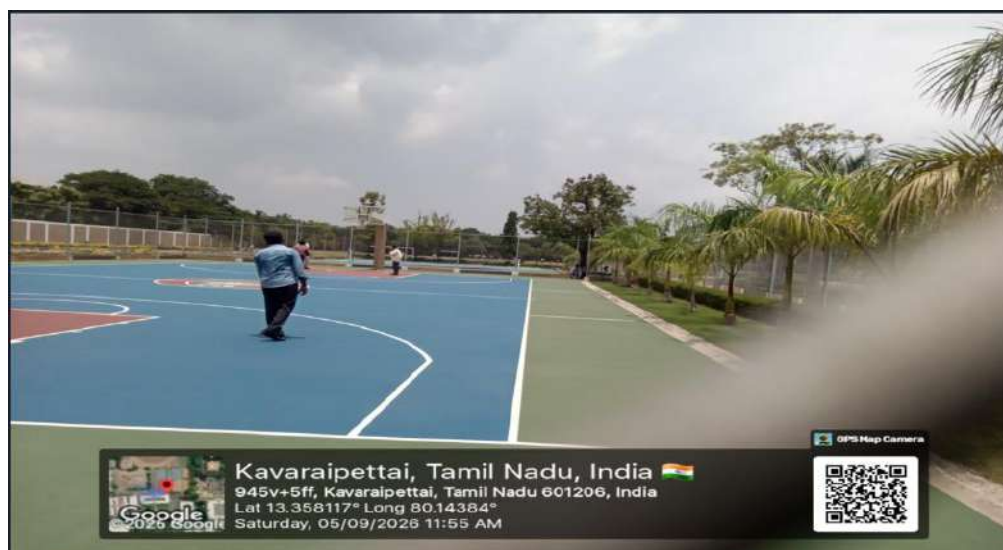
Participation in competitive events enhanced students' confidence and encouraged them to face challenges with determination and perseverance. Students also developed leadership qualities by taking responsibility for teams and supporting their peers.

6. Screen Documentation:

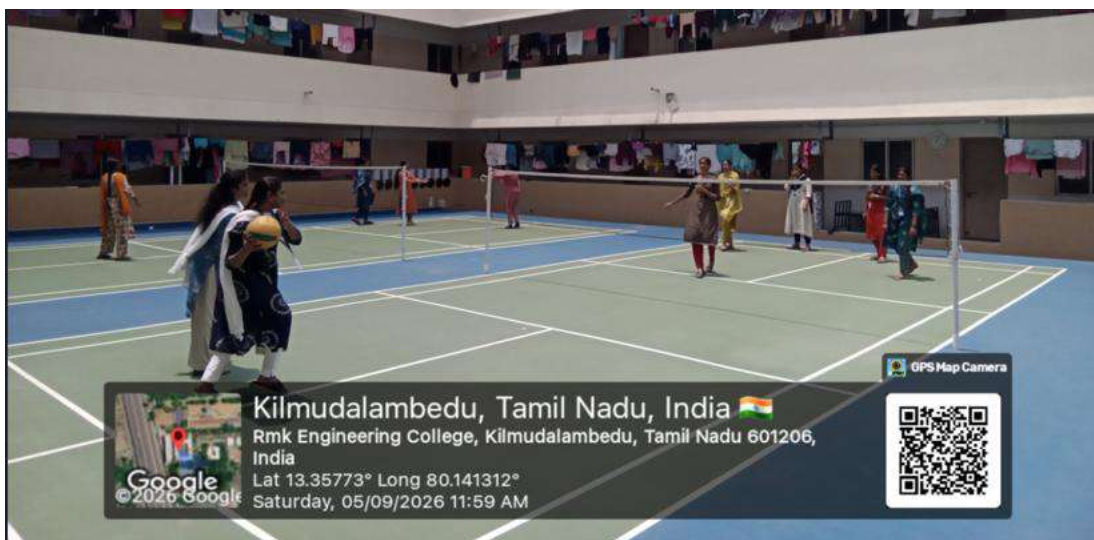
The following screenshots provide evidence of the Student Induction Program Module 2: Physical health and related activities



Students actively engaged in the sports registration and coordination



Students participating in basketball activities, demonstrating sporting skills and team spirit



Students actively participating in indoor sports activities at the college sports facility

7. Conclusion:

The Sports Programme for the academic year 2026–27 successfully provided students with opportunities to participate in physical activities, games, and athletic events. The programme encouraged students to recognize the importance of physical fitness and adopt an active and healthy lifestyle.

The activities effectively promoted teamwork, discipline, leadership, confidence, perseverance, cooperation, and sportsmanship among students. Participation in sports also provided students with a platform to identify their sporting talents and develop their skills through practice and competition.

Overall, the Sports Programme proved to be an effective component of student development, contributing to physical well-being, social interaction, emotional strength, and overall personality development. It created a positive and engaging environment in which students could learn, compete, collaborate, and grow beyond the academic classroom.

MODULE 3 – FAMILIARIZATION OF DEPARTMENT / BRANCH AND INNOVATION

3.1 PRINCIPAL’S ADDRESS

Resource Person	Dr. K. A. Mohammed Junaid, Principal, R.M.K. Engineering College
Date	08/09/2026
Mode	Virtual mode
Participants	First-year B.E. students

Report on the Principal’s Address

R.M.K. Engineering College conducted the Principal’s Address on 8 September 2026 through virtual mode for the first-year B.E. students as part of the Student Induction Programme 2026–27. Dr. K. A. Mohammed Junaid, Principal, addressed the students and introduced them to the institution’s values, academic practices, learning opportunities, and career development initiatives.

The Principal warmly welcomed the newly admitted students and congratulated them on joining the institution. He outlined the college’s vision and mission, emphasizing quality education, professional competence, ethical conduct, and social responsibility. He encouraged students to uphold integrity, discipline, teamwork, innovation, and respect throughout their academic journey.

Explaining the advantages of the institution’s autonomous status, the Principal highlighted the flexibility to design curricula aligned with industry requirements and adopt student-centred teaching methods. He discussed the importance of internships, mini-projects, technical paper publications, and courses in Universal Human Values, aptitude, and reasoning. He also referred to supplementary arrear examinations, foreign-language audit courses, and proposed opportunities for semester-long internships, off-campus learning, and semester-abroad programmes.

The Principal introduced RMK Nextgen, an AI-powered personalized learning initiative developed in partnership with Edwisely. He explained how digital learning snippets, assessments based on Bloom’s Taxonomy, and detailed performance analytics would support students’ learning and help identify areas requiring improvement.

The address also covered the salient features of Curriculum 2026, including the integration of theory and laboratory learning, Design Thinking, term paper writing from the first semester, programming, and AI tools. The Principal highlighted hackathons, credit transfer through online courses such as NPTEL, and internships in the third, fifth, and eighth semesters. Professional communication, TOEFL certification, foreign-language learning, and employability enhancement courses were presented as important components of students’ overall development.

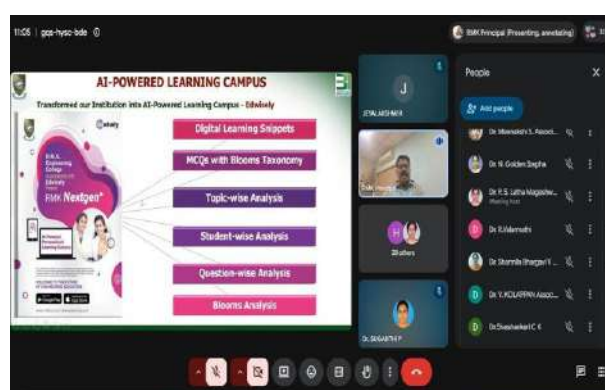
A major focus of the session was the 360° Placement Training Programme, comprising 1,002 hours of training over four years. The Principal explained that the programme included career counselling, recruitment readiness, life skills, corporate-specific training, placement preparation, programming, and problem-solving. He emphasized the development of logical ability, quantitative aptitude, English proficiency, and technical skills to prepare students for employment and entrepreneurial opportunities.

The Principal also highlighted the institution's recognition for its campus environment and food safety practices. He encouraged students to participate in academic, co-curricular, professional, and community service activities, including ECO Clubs, NSS, UBA, and YRC.

The session provided students with an overview of the institution's academic expectations, support systems, and opportunities for growth. The address concluded with an appeal to make effective use of these opportunities, develop professional competence, and contribute to society as responsible engineers.



Principal's address – Autonomous Institution



Principal's address – AI-powered learning campus



Principal's address – Highlights of Curriculum 2026



Principal's address – Highlights of Regulations 2026

3.2 FAMILIARIZATION OF DEPARTMENT – HOD ADDRESSES

Participants	First-year students of the nine departments and programmes listed below
Period	1 to 5 September 2026
Mode	Offline; department seminar halls and classrooms

Overview

The departmental orientation sessions introduced newly admitted students to their academic programmes, faculty, laboratories, Centres of Excellence and professional opportunities. This report brings together the key proceedings of all nine departmental sessions with their photographs. The sessions emphasized strong fundamentals, practical learning, industry interaction and early preparation for academic and career development.

Sessions included

No.	Department or programme	Date
1.	Computer Science and Engineering	1 Sep 2026
2.	Information Technology	2 Sep 2026
3.	Civil Engineering	3 Sep 2026
4.	Computer Science and Engineering Artificial Intelligence	3 Sep 2026
5.	Electronics and Communication Engineering	3 Sep 2026
6.	Advanced Communication Technology	5 Sep 2026
7.	Computer Science and Business Systems	5 Sep 2026
8.	Computer Science and Engineering AR VR and Media Design	5 Sep 2026
9.	VLSI Design and Technology	5 Sep 2026
10.	Mechanical Engineering	5 Sep 2026
11.	Electrical and Electronics Engineering	5 Sep 2026

3.2.1 COMPUTER SCIENCE AND ENGINEERING

Date / Time	1 September 2026
Resource Persons	Head of the Department; Mr. Prabhu; final-year students Parthasarathy, Sri Harini and Pranav M.

Department orientation

The Department of Computer Science and Engineering organized an orientation and placement awareness session for its first-year students. The Head of the Department welcomed the students and introduced the department's vision and mission, Programme Educational Objectives (PEOs), Programme Specific Outcomes (PSOs), faculty strength and achievements. The first-semester syllabus and curriculum structure were explained to help students understand their academic pathway.

Centres of Excellence and technical opportunities

Students were introduced to Centres of Excellence in Full Stack Development, Cloud Computing, Cyber Security and SAP. The Full Stack Development orientation covered its curriculum, knowledge partner, courses and certification requirements. The session also outlined international internship opportunities, IEEE and Springer conferences, hackathons, competitions and paper presentations, emphasizing the value of participation from the early years of study.

Programming and professional development

The orientation highlighted CodeTantra and SkillRack as platforms for regular programming practice. Students were encouraged to strengthen their coding fundamentals, create professional LinkedIn profiles and develop projects that could be deployed and demonstrated. Distinguished alumni associated with Zoho, Cognizant and Walmart were mentioned to illustrate possible professional pathways.

Placement guidance and senior interaction

Mr. Prabhu addressed the students on placement preparation and the importance of systematic technical practice. Final-year students placed in Soliton shared their experiences: Parthasarathy explained year-wise preparation, Sri Harini discussed online coding platforms, and Pranav M emphasized programming skills and their application during placement drives. Their guidance connected long-term preparation with practical recruitment expectations.

Learning outcomes

The programme introduced students to the department's academic direction, technical resources and career opportunities. It encouraged early programming practice, participation in technical events, professional networking and the development of practical projects. The interaction with faculty and seniors provided a foundation for planning academic and professional development throughout the undergraduate programme.

Photographs



First-year CSE students attending the orientation session.



Presentation and interaction during the CSE orientation.

3.2.2 INFORMATION TECHNOLOGY

Date / Time	2 September 2026, 12.35 p.m. to 3.05 p.m.
Resource Persons	Dr. Sheerin Banu, Professor and HoD; Ms. Kanniga Parameshwari M., Assistant Professor and Centre of Excellence Coordinator; Dr. A. Anna Lakshmi, Associate Professor and RHP–SkillRack Coordinator.

Department familiarization

The Information Technology orientation introduced first-year students to the department's academic environment, learning opportunities and professional expectations. Dr. Sheerin Banu highlighted the department's academic and operational strengths and encouraged students to use the available resources to build technical competence and confidence.

Industry collaboration and career readiness

The session explained academic collaboration with Virtusa and Hexaware, including industry-aligned learning, certifications and skill-building opportunities. Students were introduced to changing hiring patterns and the importance of aligning technical and professional skills with recruitment expectations. The discussion connected classroom study with practical industry requirements and sustained placement preparation.

Advanced learning and academic pathways

Honours and Minor opportunities in Full Stack Engineering and the Internet of Things were presented as pathways for advanced and interdisciplinary learning. Articulation arrangements and credit transfer opportunities were discussed in relation to academic progression. The session also referred to the University of Western Australia collaboration as a source of international exposure and academic enrichment.

RHP and coding practice

Dr. A. Anna Lakshmi explained the Recognizing High Performers initiative through the RHP–SkillRack programme. The session emphasized the importance of structured practice, identification of high-performing students and continued skill development. The Centre of Excellence orientation introduced students to opportunities for developing industry-relevant knowledge alongside their regular coursework.

Learning outcomes

The programme familiarized students with industry partnerships, emerging specialization options, academic progression and coding-development platforms. It encouraged them to begin career preparation early and participate actively in technical learning, certifications and departmental activities.

Photographs



Department presentation during the Information Technology orientation.



First-year IT students attending the departmental session.

3.2.3 CIVIL ENGINEERING

Date / Time	3 September 2026, 12.35 p.m. to 3.05 p.m.
Resource Persons	Dr. L. Andal, Professor and HoD; Ms. Aishwarya R, Associate Professor and Centre of Excellence Coordinator.

Academic strengths and infrastructure

The Civil Engineering orientation introduced first-year students to the department's academic strengths, laboratories, professional opportunities and research activities. The presentation highlighted NBA accreditation, 88 University ranks and four Anna University gold medals since the department's inception, together with laboratory facilities and industry interaction supporting practical learning.

Knowledge partnerships and specialization

Students were introduced to the Tata Consultancy Services knowledge partnership in GIS and Smart Cities and the Centre of Excellence in Concrete and Formwork established with L&T Construction. These initiatives linked civil engineering fundamentals with geospatial applications, construction practices and technology-enabled infrastructure planning. Honours pathways covered Geo-Informatics, Smart Cities and Urban Infrastructure, Green Building and Project Management, and Intelligent Transport Systems. Minor opportunities included Virtual and Augmented Reality and Artificial Intelligence and Data Science.

Professional societies and student activities

The session explained the roles of the Indian Concrete Institute (ICI), Indian Society for Technical Education (ISTE), Institution of Engineers (India) (IEI) and Indian Green Building Council (IGBC). Students were encouraged to participate in the Civil Engineering Students' Association (CESA) and the national-level technical symposium Colosseum to develop technical knowledge, communication, teamwork and leadership.

Research and career development

The department's research activities included faculty projects supported by DST, AICTE and DAE, student projects implemented on campus, interdisciplinary work, consultancy and material-testing services. Career guidance covered placements, internships, in-plant training, workshops, mock interviews and expert talks. Alumni interaction was highlighted as a source of guidance for employment, higher studies, research and entrepreneurship.

Learning outcomes

The session presented Civil Engineering as a discipline spanning conventional construction and emerging areas such as smart infrastructure, green buildings, intelligent transportation and digital technologies. Students gained an overview of the academic, professional and industry-linked opportunities available for developing technical competence and contributing to sustainable infrastructure.

Photographs



Civil Engineering departmental familiarization session in progress.



Faculty presentation and student participation in the Civil Engineering session.

3.2.4 CSE (ARTIFICIAL INTELLIGENCE)

Date / Time	3 September 2026, 12.35 p.m. to 3.05 p.m.
Resource Persons	Dr. Sandra Johnson, Professor and HoD; Dr. R. Priyanka Pramila, Associate Professor and Centre of Excellence Coordinator; alumni participant.

Department orientation

The CSE–Artificial Intelligence orientation introduced first-year students to the department’s academic environment, faculty guidance and opportunities for innovation. Dr. Sandra Johnson outlined the department’s academic and operational strengths, helping students understand how their programme could support technical learning and professional development.

Collaboration with Cognizant

Dr. R. Priyanka Pramila highlighted the academic collaboration with Cognizant. The session described industry-aligned curricula, certifications and skill-building modules intended to strengthen students’ technical and professional competencies. Discussion of evolving hiring patterns helped students understand the need to prepare for industry expectations through consistent learning and practice.

International collaboration and articulation

The University of Western Australia collaboration was presented as an opportunity for global academic exposure and enrichment. Articulation pathways were discussed in relation to academic transitions, credit transfer and continued higher studies across collaborating institutions. These elements introduced students to possible international learning and progression routes.

Advanced specialization and alumni interaction

The orientation introduced Honours and Minor learning opportunities in Quantum Intelligence and Computational Sciences. The specialization was described as a pathway for developing advanced knowledge and research aptitude in emerging fields. An alumni interaction on the theme My Journey to Success at R.M.K. Engineering College gave students an additional perspective on making effective use of their college years.

Learning outcomes

The session combined departmental familiarization with industry exposure, recruitment awareness, international collaboration and advanced specialization. Students were encouraged to connect academic study with practical skills, explore research-oriented learning and plan their future academic and professional development.

Photographs



Departmental presentation during the CSE–AI orientation.



Presentation on academic and industry-linked learning opportunities.



Interaction with students during the CSE–AI session.



First-year CSE–AI students attending the orientation.

3.2.5 ELECTRONICS AND COMMUNICATION ENGINEERING

Date / Time	3 September 2026, 12.35 p.m. to 3.05 p.m.
Resource Persons	Dr. T. Suresh, Professor and HoD; CoE Coordinators Ms. Iyswariya A, Ms. Bhavani, Dr. Vidya Lakshmi, Ms. Priyadharshini and Dr. Deepa; Dr. T. D. Subash, IEEE Coordinator; fourth-year students Mr. Vishal, Mr. Kalifathula and Ms. Derina.

Address by the Head of the Department

Dr. T. Suresh welcomed the first-year students and explained the department's vision, academic achievements and opportunities in Electronics and Communication Engineering. He encouraged students to use the laboratories, faculty expertise and industry collaborations, and to participate in Centres of Excellence, professional societies and research activities.

Centres of Excellence

The coordinators introduced their respective centres and hands-on learning opportunities. Ms. Iyswariya A discussed Telecom and practical telecommunication projects. Ms. Bhavani introduced VLSI, chip-design tools and semiconductor projects. Dr. Vidya Lakshmi explained Embedded Systems, including embedded programming, sensor networks and smart connected devices. Ms. Priyadharshini covered Automotive Electronics and emerging in-vehicle technologies. Dr. Deepa introduced Robotics and automation.

IEEE and professional participation

Dr. T. D. Subash explained the role of IEEE in students' technical and professional development. He outlined membership benefits, including technical publications, workshops, conferences and networking opportunities, and encouraged active participation in student chapter activities.

Senior student experiences

Fourth-year students shared placement experiences and preparation strategies. Mr. Vishal offered guidance on technical preparation and interview readiness. Mr. Kalifathula described the challenges in his placement journey and the importance of sustained effort and skill development. Ms. Derina encouraged students to begin preparation early, build strong fundamentals and use departmental resources effectively.

Learning outcomes

The orientation connected core electronics and communication learning with Telecom, VLSI, Embedded Systems, Automotive Electronics and Robotics. It also introduced research, consultancy, interdisciplinary projects, internships, in-plant training, higher studies and entrepreneurship. Faculty guidance, IEEE awareness and senior interaction helped students identify academic and professional pathways within the discipline.

Photographs



Welcome display for the ECE student induction session.



Presentation during the ECE departmental orientation.



Faculty interaction with first-year ECE students.



Student participation in the ECE orientation.

3.2.6 ECE (ADVANCED COMMUNICATION TECHNOLOGY)

Date / Time	5 September 2026
Resource Persons	Dr. J. Jasmine Hephzipah, Professor and Head; Mr. S. P. Vijayavardan Reddy, Assistant Professor; Mr. V. Ramkumar, Assistant Professor.

Programme introduction

The orientation introduced first-year students to B.E. Electronics and Communication (Advanced Communication Technology), offered under the Department of Electronics and Communication Engineering. It outlined the programme's technological focus, learning opportunities, professional expectations and career pathways.

Communication technologies and industry links

The session covered wireless and high-speed communication, 4G and 5G technologies, communication networks, signal processing, IoT, embedded systems, and antenna and RF technologies. Tata Elxsi and NEC Corporation India Pvt. Ltd. were identified as knowledge partners. Industry interaction was presented as a means of connecting academic study with current applications and professional practice.

Practical learning and innovation

Laboratory-based learning covered communication systems, digital signal processing, electronic devices and circuits, embedded systems, IoT, microprocessors and microcontrollers, computer networks, VLSI and digital systems. Students were encouraged to develop analytical, troubleshooting, design and implementation skills. Innovation themes included smart connected systems, intelligent devices, signal and image processing, automation and AI-enabled communication.

Research and professional development

Faculty-guided and interdisciplinary projects, mini-projects, prototypes and research-oriented applications were discussed as opportunities for practical exploration. Workshops, expert talks, value-added programmes, technical competitions and internships were highlighted as ways to strengthen communication, teamwork, leadership and problem-solving alongside technical knowledge.

Career pathways and learning outcomes

Career awareness covered telecommunications, wireless technologies, IoT, embedded systems, networking, signal processing, electronics and semiconductor industries, research, higher studies and entrepreneurship. Students were encouraged to use placement training, alumni guidance and industry exposure to plan their development. The orientation emphasized strong fundamentals, hands-on learning and continuous upskilling.

Photographs



Presentation during the ACT programme orientation on 5 September 2026.



First-year students participating in the ACT orientation.

3.2.7 COMPUTER SCIENCE AND BUSINESS SYSTEMS

Date / Time	5 September 2026
Resource Persons	Dr. K. Chidambarathanu, Professor and Head; Dr. V. Kavitha, Associate Professor and Centre of Excellence resource person; senior students and alumni.

Department introduction

The CSBS department conducted its orientation for first-year B.Tech. students in the department classroom and seminar hall. Dr. K. Chidambarathanu welcomed the students and introduced the department's vision, mission, activities and achievements. He encouraged students to strengthen academics, technical skills and professional communication from the first year.

Industry learning and technical participation

The session outlined activities with industry partners and the knowledge partner, linking computing and business-oriented learning with professional practice. Students were encouraged to participate in hackathons, conferences and technical events, present papers and projects, and develop problem-solving and teamwork skills. The Recognized High Performance (RHP) programme was introduced as a means of identifying and supporting high-performing students.

Centre of Excellence and experience sharing

Dr. V. Kavitha explained how the Centre of Excellence connects academic learning with industry requirements through training, facilities, real-time projects and certifications in emerging technologies. Senior students and alumni shared experiences of technical events, hackathons, internships and placement preparation. Their advice on time management and active participation helped students relate available opportunities to their own academic journey.

Resource person profile

Dr. K. Chidambarathanu has served at R.M.K. Engineering College since June 2003, with over 24 years of teaching and over 10 years of research experience. His interests include Data Analytics, Web Programming and IoT. His profile includes more than 20 journal papers, over 10 Scopus-indexed conference papers, MSME project mentorship, AICTE support for an STTP, seven workshops and FDPs, faculty awards from Cognizant and Virtusa, and Wipro J2EE certification. He was also shortlisted for AICTE LITE and has mentored Smart India Hackathon winning teams in 2018 and 2019.

Learning outcomes

Students gained awareness of industry-linked activities, RHP support, hands-on training and professional opportunities. The HoD's guidance, CoE presentation and interaction with seniors and alumni encouraged students to begin their studies with clear goals and sustained participation.

Photographs



HoD presentation on the department's vision and mission.



The HoD addressing first-year CSBS students.



Geotagged record of the CSBS orientation session.



Presentation of departmental activities.



Students attending the CSBS departmental orientation.



Centre of Excellence session by Dr. V. Kavitha.

3.2.8 CSE (AR/VR AND MEDIA DESIGN)

Date / Time	5 September 2026, 12.35 p.m. to 3.05 p.m.
Resource Persons	Dr. S. Thanga Ramya, Professor and HoD; Dr. Girija M. S., Professor; Dr. Uma Maheswari S., Associate Professor; alumnus Mr. Gokulashik M.; final-year placed students Mr. Guru Santhosh G and Ms. Vidushi Pansari; IEEE student members Mr. Mohit Sarvesh and Ms. Lakshitha.

Department introduction

The Department of CSE (AR/VR and Media Design) conducted an induction session on the department and its significance in digital innovation. Dr. S. Thanga Ramya introduced the department and emphasized its specialization in augmented reality, virtual reality and media design. The pre-event brochure records the session date and time, while the post-event brochure summarizes the proceedings.

Academic framework and practical learning

Dr. Girija M. S. outlined the academic framework and its significance for students. Dr. Uma Maheswari S., Associate Professor and point of contact for the Digital Experience Centre of Excellence, highlighted the Digital Experience Lab and its role in practical learning. These presentations introduced students to the department's academic structure and opportunities to connect concepts with applications.

Alumni and senior student interaction

Alumnus Mr. Gokulashik M. and final-year placed students Mr. Guru Santhosh G and Ms. Vidushi Pansari motivated the students and shared resources to support their learning journey. Their participation provided a link between the experiences of earlier batches and the expectations of newly admitted students.

IEEE awareness

Student members Mr. Mohit Sarvesh and Ms. Lakshitha introduced IEEE activities, membership and opportunities. The session encouraged awareness of professional participation alongside regular academic learning.

Documentation and learning outcomes

The session was documented through a pre-event brochure, a list of presenters, geotagged photographs and a post-event brochure, covering departmental familiarization, academic guidance, Digital Experience Lab awareness, alumni and senior interaction, and IEEE participation. The session introduced students to the learning environment and professional opportunities associated with AR/VR and media design.

Photographs



Departmental induction session in progress.



Faculty presentation during the departmental orientation.



Presentation on academic and practical learning opportunities.



Student interaction during the induction session.



Experience sharing and interaction with the first-year batch.



Presentation to the first-year students.



Student participation during the departmental session.

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Accredited by NAAC with A+ Grade / All the Eligible UG Programs are accredited by NBA, New Delhi

STUDENT INDUCTION PROGRAM 2026-27

**COMPUTER SCIENCE ENGINEERING (AR/VR AND MEDIA DESIGN)
AND ITS SIGNIFICANCE DIGITAL INNOVATION**

Dr.S. THANGA RAMYA B.E. M.S (BY RES), PH.D.,
Professor & Head of Computer Science Engineering (AR/VR and Media Design)

Organizing Committee

Smt.Mangala Munirathnam Chairperson	Smt.R.S.Munirathnam Chairman	Smt.L.Rathi Naide Director	Smt. R. M. Kishore Vice Chairman
Smt.Valmunchi Pradeep Secretary	Dr.Burgadevi Pradeep Vice-Chairperson	Smt.Sowmya Kishore Trainer	Dr.K.A.Mohamed Anasud Principal
Dr.K.K.Sivaganesa Prabha Dean-CBC	Dr.K.Manivannan Dean - External Affairs	Dr.S.Pavai Madhewari Dean - Academics	Dr. S. Thanga Ramya HOD-CSD

5/9/2026
12.35-3.05 pm

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STUDENT INDUCTION PROGRAM 2026-27

Dr.S.Thanga Ramya, Professor & Head of CSE(AR/VR and Media Design), introduced the department and emphasized its AR/VR specialization. Dr. Uma Maheswari S, Associate Professor and SPoC of the Digital Experience CoE, highlighted the Digital Experience Lab and its role in practical Learning. Dr. Garjia M.S., Professor, outlined the academic framework and its significance for the students. About Mr.Gokulashankar M and Final Year - Placed Student Mr. Garu Santhosh G and Ms. Vileshvi Pawari motivated the students and shared valuable resources to support their learning journey. Pre - Final Year Students Mr.Mohit Sarvesh B and Ms. Lakshitha created awareness among the students about IEEE activities, membership and opportunities.

TIME: 12.35-3.05 pm
DATE: 5/9/2026

Pre and Post-event brochures summarizing the proceedings

3.2.9 VLSI DESIGN AND TECHNOLOGY

Date / Time	5 September 2026
Resource Persons	Dr. A. Swarnalatha, Professor and Head; Dr. S. Karunakaran, Associate Professor.

Programme introduction

The orientation familiarized first-year students with B.E. Electronics Engineering (VLSI Design and Technology), under the Department of Electronics and Communication Engineering. It introduced the pathway from semiconductor-device fundamentals to integrated-circuit and system design.

Semiconductor fundamentals and fabrication

The programme overview covered semiconductor materials and devices, digital electronics, MOS structures, MOSFETs, CMOS technology, and analog and digital VLSI. Fabrication topics included oxidation, diffusion, ion implantation, lithography, etching, isolation and epitaxy, helping students understand the stages involved in semiconductor manufacturing.

Design tools and hands-on learning

Students were introduced to Electronic Design Automation, HDL-based modelling using Verilog/VHDL, simulation, synthesis, FPGA implementation, design verification and testing. Design examples included adders, multipliers, ALUs, counters, registers, shift registers, multiplexers, finite state machines, arithmetic circuits, memory structures and digital subsystems. Laboratory learning connected electronic devices, digital systems, microprocessors, microcontrollers, embedded systems and communications with practical design and debugging.

Innovation and research

The orientation encouraged exploration of low-power VLSI, System-on-Chip design, hardware acceleration, IoT hardware, AI hardware, edge computing, hardware security and advanced semiconductor technologies. Faculty-guided and interdisciplinary projects, workshops, expert talks, value-added courses, technical competitions and internships were highlighted as opportunities to strengthen research aptitude, teamwork and professional communication.

Career pathways and learning outcomes

Career awareness covered ASIC, FPGA and physical design, design verification, semiconductor fabrication and testing, embedded systems, electronics product development, research, higher studies and entrepreneurship. The session emphasized strong fundamentals and the ability to design, simulate, verify, test and implement systems. It provided an initial framework for students to plan technical learning and professional development in the semiconductor sector.

Photographs



Presentation during the VLSI orientation on 5 September 2026.



Faculty interaction with first-year VLSI students.

3.2.10 ADVANCED COMMUNICATION TECHNOLOGY

Department: Electronics and Communication Engineering

Programme: B.E. Electronics and Communication (Advanced Communication Technology)

Mode: Offline **Participants:** First-year B.E. ACT students

Resource Persons: Dr. J. Jasmine Hephzipah, Professor & Head; Mr. S. P. Vijayavardan Reddy, Assistant Professor; Mr. V. Ramkumar, Assistant Professor.

1. Background and Purpose

Module 3 introduced first-year students to the academic focus, technological scope and career pathways of the Advanced Communication Technology (ACT) programme. It highlighted the role of communication technologies in modern digital systems and encouraged students to build strong fundamentals, practical skills, innovative thinking and professional competence.

2. Objectives

Introduce the ACT programme and its major technological areas.

Explain applications of wireless communication, 4G/5G, IoT, embedded systems, networking, signal processing, antenna/RF and emerging technologies.

Create awareness of laboratory learning, projects, workshops, internships, research and industry exposure.

Highlight professional development, higher studies, entrepreneurship and career opportunities.

3. Programme Highlights

The session emphasized the connection between classroom learning and real-world engineering practice. Tata Elxsi and NEC Corporation India Pvt. Ltd. were identified as Knowledge Partners supporting industry-oriented exposure and awareness of current professional expectations.

Hands-on learning: Laboratory work and practical activities in communication systems, electronic circuits, digital signal processing, microprocessors/microcontrollers, IoT, embedded systems, computer networks and VLSI help develop design, analytical and troubleshooting skills.

Innovation and research: Students were encouraged to explore smart and connected systems, intelligent devices, automation, AI-enabled communication, prototypes, mini-projects and interdisciplinary applications.

Academic and professional development: Technical workshops, expert talks, value-added programmes, competitions, teamwork and communication-skill activities support students' personal and professional growth.

Career pathways: Opportunities include telecommunications, wireless systems, 4G/5G, IoT, embedded systems, networking, semiconductor and electronics industries, signal processing, research and development, higher education and entrepreneurship.

4. Learning Impact and Documentation

The module helped students understand the breadth of ACT and the importance of combining theoretical knowledge with practical implementation, innovation, teamwork and continuous upskilling. The session photographs provide visual evidence of student participation and engagement and may be used for institutional documentation, quality assurance and accreditation records.

During the ACT departmental induction session, documenting the resource persons' interaction with first-year students and the presentation of programme - related information



5. Conclusion

The departmental induction familiarized students with the ACT programme's technological, industry-oriented and professional ecosystem. It encouraged them to make effective use of laboratories, projects, industry interaction and skill-development opportunities to become technically competent, innovative and industry-ready professionals.

3.2.11 COMPUTER SCIENCE AND BUSINESS SYSTEMS

Title: Orientation to the Department of CSBS – Activities, Opportunities and Excellence

Resource Persons: Dr. K. Chidambarathanu, Professor & Head/CSBS; Dr. V. Kavitha, Associate Professor (Centre of Excellence); Senior students and Alumni of the Department

Venue: Department of CSBS Classroom and Seminar Hall, R.M.K. Engineering College

Department: Computer Science and Business Systems (CSBS)

Mode: Offline (In-person)

Date: 05/09/2026 (Saturday)

Participants: First-year B.Tech. Computer Science and Business Systems Students (2026-27)

1. Background and Purpose

As part of the Student Induction Program 2026-27, the Department of Computer Science and Business Systems organized a department orientation session for the newly admitted first-year students. The session aimed to familiarize the students with the department, its vision and mission, the academic and industry-linked activities carried out, and the opportunities available to them for learning, skill development and professional growth during their four years of study.

2. Objectives

- Introduce students to the vision, mission and academic ecosystem of the CSBS department.
- Create awareness of the activities carried out with industry partners and the knowledge partner.
- Motivate students to participate in hackathons, conferences and other technical events.
- Introduce the Recognized High Performance (RHP) programme and the Centre of Excellence (CoE).
- Help students learn from the experiences of senior students and alumni of the department.

3. About the Resource Persons



Dr. K. Chidambarathanu, M.E., Ph.D.

Professor and Head, Department of Computer Science and Business Systems, R.M.K. Engineering College

Dr. K. Chidambarathanu has been working at R.M.K. Engineering College since June 2003 and has more than 24 years of teaching experience and more than 10 years of research experience. He obtained his B.E. (Computer Science and Engineering) from Madurai Kamaraj University, M.E. (Computer Science and Engineering) from Anna University, Chennai, and his Doctoral degree in Information and Communication Engineering from Anna University, Chennai. His areas of interest include Data Analytics, Web Programming and IoT.

He has published 20+ papers in reputed journals and presented more than 10 papers in Scopus-indexed conferences. He has received funds from MSME as project mentor and from AICTE for organizing an STTP, and has organized 7 workshops and FDPs. He has received the Best Faculty Award from Cognizant and Virtusa and is a Wipro Certified Faculty in the J2EE domain. He was shortlisted as an AICTE LITE Faculty Coordinator – AICTE’s brand ambassadors of change for implementing the transformational goals of NEP 2020. He mentored the winning teams in the Smart India Hackathon 2018 and 2019. He cleared the National Programming Aptitude Test conducted by NPTEL in association with ACM with a score of 100% (94th percentile), received gold medals in HackerRank’s Java and C++ domains and silver medals in the problem-solving domain and 30 Days of Code challenge, and was ranked in the top 5% in the LinkedIn C assessment and the top 15% in the Java assessment.



Dr. V. Kavitha

Associate Professor

Resource person for the session on the Centre of Excellence (CoE), R.M.K. Engineering College.

4. Proceedings of the Session

4.1 Address by the Head of the Department

Dr. K. Chidambarathanu, Professor and Head, Department of CSBS, welcomed the first-year students and introduced them to the Vision and Mission of the department. He then gave an overview of the major

activities and achievements of the department:

Area	Highlights Presented
Industry Partners & Knowledge Partner	Activities carried out in collaboration with the department's industry partners and knowledge partner, including industry-oriented learning and exposure to business and technology practices.
Hackathons	Student participation and achievements in hackathons, and opportunities for first-year students to build problem-solving and teamwork skills.
Conferences	Conferences and technical events organized by the department, and encouragement for students to present papers and projects.
Recognized High Performance (RHP)	The RHP programme, through which high-performing students are identified and supported to reach their full potential.
Centre of Excellence (CoE)	The Centres of Excellence in the college that provide hands-on training in emerging technologies.

He encouraged the students to make the best use of these opportunities from the first year onwards, and to focus on academics, skill development and professional communication to become industry-ready professionals.

4.2 Session on the Centre of Excellence (CoE)

Dr. V. Kavitha, Associate Professor, addressed the students on the Centre of Excellence. She explained the purpose of the CoE in bridging academic learning and industry requirements, the facilities and training programmes available, and the opportunities for students to work on real-time projects and earn certifications in emerging technologies. She encouraged first-year students to take part in CoE activities alongside their regular academics.

4.3 Address by Senior Students and Alumni

Senior students and alumni of the department shared their experiences with the first-year students. They spoke about their journey in the department, their participation in technical events and hackathons, internships and placement preparation, and offered practical advice on time management and making the most of the opportunities in college. The interaction helped the new students connect with their seniors and gain confidence.

5. Outcomes of the Session

- Students understood the vision, mission and academic environment of the CSBS department.
- Students became aware of the department's industry partnerships and knowledge partner activities.
- Students were motivated to take part in hackathons, conferences and the RHP programme.
- Students learnt about the Centre of Excellence and the opportunities for hands-on learning.

- Interaction with seniors and alumni gave students practical guidance for their academic and career journey.

6. Photo Documentation

The following photographs document the department orientation session.



HOD/CSBS presenting the Vision & Mission of the department



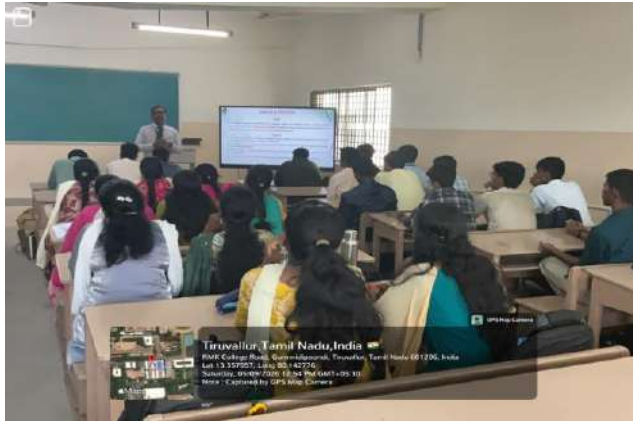
HOD/CSBS addressing the first-year students



Orientation session in progress (geo-tagged)



HOD/CSBS explaining the department activities (geo-tagged)



First-year CSBS students attending the session (geo-tagged)



Session on the Centre of Excellence by Dr. V. Kavitha

7. Conclusion

The department orientation session conducted by the Department of Computer Science and Business Systems under the Student Induction Program 2026-27 gave the first-year students a clear picture of the department, its activities and the opportunities available to them. The address by the Head of the Department, the session on the Centre of Excellence and the interaction with senior students and alumni together motivated the students to begin their engineering journey with clear goals and active participation.

3.2.12 DEPARTMENT OF SCIENCE AND HUMANITICS

Resource Person	Dr. M. Balasubramanian, Professor and Head, Science & Humanities Department
Mode	Face to Face
Date	18/08/2026 – 21/09/2026
Participants	First-year B.E./B.Tech. Students (2026–30 Batch)

1. Introduction and Purpose

The Department of Science and Humanities welcomed the 2026–30 batch as part of the Student Induction Program 2026–27. The HoD Address introduced students to the Department’s vision, mission, academic expectations, learning opportunities, support systems, and student-development initiatives. Emphasis was placed on discipline, regular attendance, continuous learning, professional development, and responsible citizenship.

2. Vision and Mission

The Department aims to develop analytical thinking, scientific temperament, creativity, ethical values, interdisciplinary knowledge, and global competence. Its mission focuses on strengthening foundational knowledge, promoting critical thinking and research, supporting holistic and value-based development, engaging with industry and academic institutions, and creating an inclusive environment for lifelong learning.

3. Department Highlights

Faculty strength: 53, including 31 Ph.D. holders and 12 faculty members pursuing Ph.D.
Faculty members regularly enhance their knowledge through online courses, FDPs, and webinars.
The Department maintains a strong academic environment with experienced and qualified faculty.

4. Academic Excellence and Student Development

Pass percentage is consistently above 85%, with new courses and digital content introduced to support current learning needs.

Activity-based, project-based, MCQ-based, and continuous assessment practices are followed.

Students are encouraged to participate in sports, symposiums, hackathons, technical clubs, conferences, Idea Lab projects, and innovation competitions.

Self-learning through SWAYAM/NPTEL, Coursera, Udemy, edX, MIT OpenCourseWare, Infosys Springboard, AWS Academy, Google Cloud, and NASSCOM FutureSkills was encouraged.

5. Academic Process and Good Practices

Unit Tests, MCQs, assignments, mini-projects, internal assessments, and Model Examinations form part of the academic process.

Students are expected to maintain regular and punctual attendance and be present in classrooms before lectures begin.

Daily study, independent problem-solving, timely submission of assignments and laboratory records, and disciplined classroom behaviour were emphasized.

Students were advised to use available time productively and avoid unnecessary movement during lecture hours.

6. Academic Support, Activity-Based and Project-Based Learning

Corrective academic support is provided based on RMK NextGen outcome analysis, along with UHV and Tech Club sessions and personalised coaching where required.

Students are encouraged to participate in model building, poster presentations, role play, case studies, mini-projects, Technical Club projects, Fab Lab, and AICTE Idea Lab activities.

Project activities develop planning, execution, documentation, presentation, communication, teamwork, creativity, and problem-solving skills.

Students are encouraged to participate in research paper presentations, publications, patents, and competitions.

7. Innovation, Placement and RMK NextGen

Fab Lab and AICTE Idea Lab provide platforms for innovation, critical thinking, teamwork, creativity, and problem-solving.

Branch-specific guest lectures and industry-oriented activities provide exposure to emerging technologies. Placement training and Centres of Excellence follow a 360° approach from the first year onwards.

RMK NextGen supports digital learning, MCQs, topic-wise and student-wise analysis, assessment, feedback, career recommendations, reminders, and self-analysis.

Live Assessment and Live Survey initiatives promote interactive classroom learning.

8. Holistic Development and Additional Opportunities

The Student Activity Cell provides opportunities for co-curricular participation and overall personality development.

Japanese and German language learning opportunities were introduced as additional professional skills.

Value-based education, communication, emotional intelligence, ethical responsibility, discipline, and social responsibility were emphasized.

Students were introduced to Honors and Minor Degree programmes involving additional credits beyond the Major Discipline.

9. Expectations from Students

Maintain regular and punctual attendance and follow campus discipline and culture.

Respect faculty, staff, peers, and institutional practices, including the prescribed dress code.

Develop daily study habits and complete academic work on time.

Actively participate in academic, technical, innovation, project, and student activities.

Use digital learning and self-learning opportunities effectively and develop technical, communication, teamwork, creativity, and problem-solving skills.

Work towards becoming responsible and socially conscious citizens.

10. Overall Impact and Conclusion

The HoD Address provided students with a clear understanding of the Department's academic environment, learning resources, support systems, innovation facilities, placement initiatives, digital learning platforms, and opportunities for holistic development. The session emphasized punctuality, discipline, self-directed learning, continuous improvement, and meaningful participation in institutional activities.

The session concluded with an encouraging message that R.M.K. Engineering College is committed to supporting students throughout their four-year journey and enabling them to achieve their ambitions.



“Work for your satisfaction, for your conscience, you will reach excellence!”

**Welcome to R.M.K. Engineering College.
 Happy Learning and a Comfortable Stay for Four Years.**

3.2.13 RMK NEXTGEN – HANDS-ON DEMONSTRATION

Resource Person: Ms. Amrith, Product Manager, RMK Nextgen Solutions, Hyderabad

Mode: Virtual Mode

Date & Time:

1. 02/09/2026 – 8:30 am to 10:20 am [IT, CSE (AI), ECE (VLSI)];
2. 02/09/2026 – 1:30 pm to 03:05 pm [CSE];
3. 07/09/2026 – 1:30 pm to 03:05 pm [ECE, CE, ME, EEE, CSBS, CSD]; ECE (ACT)

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose:

The Students' Induction Program (SIP) included a hands-on orientation to the AI-powered RMK Nextgen application to familiarize first-year students with a digital platform intended to support their academic journey and overall development. The session was conducted in virtual mode and was organized branch-wise for the participating first-year students.

The programme combined an introduction to the RMK Nextgen application with a live demonstration, enabling students to understand the login procedure, user credentials, major features, facilities, and practical use of the application.

2. Objectives:

The key objectives of the programme are:

- To familiarize first-year students with the features and functionalities of the AI-powered RMK Nextgen application.
- To provide students with practical exposure through a hands-on demonstration of the application.
- To enable students to understand how the application can be effectively utilized for academic and personal development.

3. Nature of the Programme:

The RMK Nextgen session was a virtual, application-oriented and demonstration-based induction activity. Its nature can be described through the following key characteristics:

- Virtual and Orientation-Based – The programme was conducted in virtual mode as part of the Student Induction Program for first-year students.
- Hands-on and Demonstration-Oriented – Students were given a live demonstration of the RMK Nextgen application to understand its practical use.
- Application-Focused – The session concentrated on the application's login process, credentials, features and facilities.
- Interactive and Participatory – The demonstration provided students with an opportunity to follow the application interface and understand its functionality.
- Student Development-Oriented – The programme highlighted how the AI-powered application can support students in their academic journey and overall development.

4. Evidence of Student Engagement:

Students participated in the virtual orientation sessions and followed the live application demonstration. The screenshots document student participation in the online session, the presentation introducing RMK Nextgen, and the application

interface being demonstrated during the programme.

5. Overall Learning Impact:

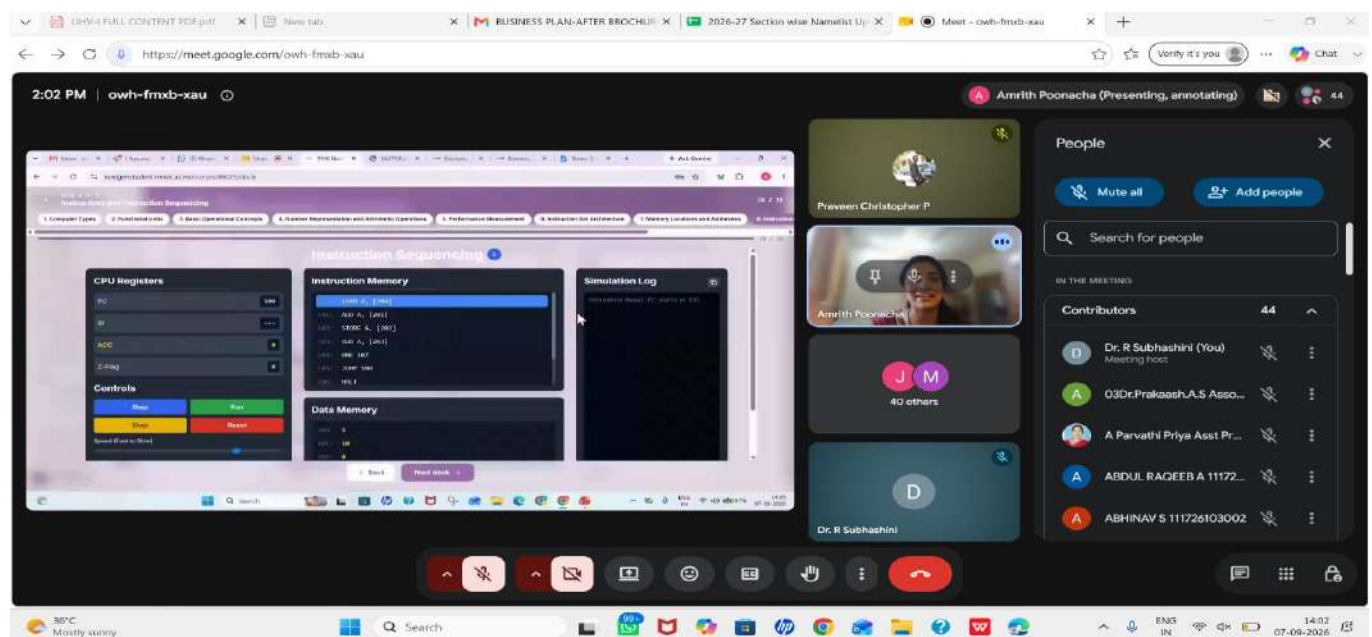
The programme provided first-year students with an initial practical understanding of the RMK Nextgen application. Students became familiar with the login procedure, user credentials, major features and facilities of the application. The live demonstration helped students understand its practical usage and its potential to support their academic journey and overall development.

6. Screen Documentation:

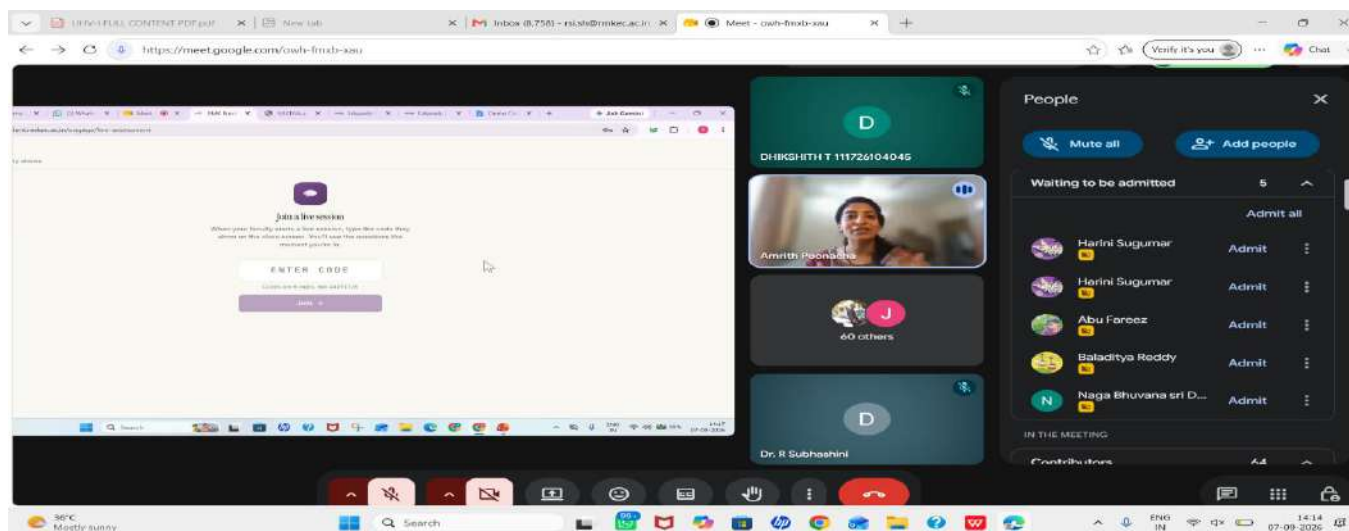
The following screenshots provide evidence of the Student Induction Program – RMK Nextgen Hands-on Demonstration.



Virtual Student Orientation Session introducing RMK Nextgen



Live demonstration of RMK Nextgen application features and interface



RMK Nextgen application login/interface demonstration during the virtual session

7. Conclusion:

The RMK Nextgen hands-on demonstration successfully supported the objectives of the Student Induction Program by introducing first-year students to an AI-powered digital application in an accessible and practical manner. The session enabled students to understand the **application's** login procedure, features, facilities and practical usage. Overall, the programme provided a useful orientation to RMK Nextgen and its potential role in supporting students' academic and personal development.

3.2.14 CAMPUS TOUR AND COE LAB VISITS

i. CAMPUS TOUR

Resource Persons: Respective counsellors and Branch coordinators

Department: All Departments

Mode: Physical mode

No. of Batches: 22 SECTIONS

Date: 01.09.2026 To 07.09.2026

Participants: First-year B.E./B.Tech. Students

As part of Module - 3 of the Student Induction Program 2026-27, Campus Tour and CoE Lab visits were planned for three periods and Robotics Lab/AR-VR Lab & Idea lab were planned for two periods for all the First-year classes. These activities were planned from 01/09/26 to 07/09/26. Detailed schedule is attached with all details such as Branch, section, venue, date, time and Counselors involved in the process. List of places to visit are also attached.

CAMPUS TOUR AND CoE LAB VISIT SCHEDULE (SIP 2026-27)

(Sample)

Date : 01.09.26 FN Timing : 9.20 am – 12.00 noon					
Timing	9.20 to 09.50	9.50 to 10.10	10.20 to 11.20	11.20 to 12.00	Counselors/ In-charges
CSE&BS	SS Block, Idea lab 3, SMT PV Block, Power House, Auditorium, SV Block VR Block, Robotic & Cognitive AI CoE Lab	Amma Mandapam, Temple, RJ Block, Idea lab 1 &2 Co-work space, AR/VR CoE Lab, Corporate centre	NB Block, RM Block, Mess, Transport, Sewage Treatment Plant Playground, Boys Hostel, Gym	SN Block, Library, Computer Centre, Centre of Excellence	Dr.P.Suganthi Dr.R.Rajaraman

CSE (AR/VR&MD)	Amma Mandapam, Temple, RJ Block, Idea lab 1 &2 Co-work space, AR/VR CoE Lab, Corporate centre .	SS Block, Idea lab 3, SMT PV Block, Power House, Auditorium, SV Block VR Block, Robotic & Cognitive AI CoE Lab	SN Block, Library, Computer Centre, Centre of Excellence .	NB Block, RM Block, Mess, Transport, Sewage Treatment Plant, Playground, Boys Hostel, Gym	Dr.A.Elumalai Dr.R.Subhashini
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Sl. No.	Block	Places to visit – CoEs and other venues
1		Amma Mandapam
2	RJ Block	Principal office
3		Administrative office
4		ATM
5		Board room
6		Centre of Excellence in Outcome Based Education
7		Waiting hall
8		AR/VR Lab - CoE
9		Career Development Centre
10		Training and Placement office
11		Co-working space
12		Research Laboratory
13		Communication skills laboratory
14		Xerox shop
15		AICTE Idea lab - I&II
16		Higher Education Cell
17		Corporate Centre

18		Seminar Hall I & II
19		e-cell
20	SV Block	Auditorium
21		CE and MECH departments
22		Seminar Halls 1,2 & 3
23	VR Block	Controller of Examinations office
24		ACT & VLSI Departments
25		ECE labs (LIC lab, Communication systems lab, EDC lab)
26		DSP lab, Computer Networks lab, Embedded systems & IoT CoE, Microprocessor and Microcontroller labs
27		VLSI lab, Robotics & Cognitive AI CoE
28	RM Block	ECE & IT Departments
29	SN Block	Central LIBRARY, Digital Library
30		Centre of Excellence labs
31		Telecom & IoT CoE, VLSI & IoT CoE
32		Computer Centre
33		ATOS cloud computing CoE
34		Cognizant AI CoE, Full stack CoE, Cybersecurity CoE
35		SAP CoE, Factory Automation CoE, Full stack computing CoE, TCS Information Security lab, GIS and smart cities CoE, Product Life Cycle Management (PLM) CoE
36	PV Block	Electrical and Electronics labs, MBA Department
37	NB Block	CSE, CSE (AI), CSE&BS, EEE, CSE (AR/VR&MD) Departments
38	NB Block	RO Plant
39	Near SS Block	Power House
40	SS Block	Idea lab III & SMT
41		Ground floor labs
42		Automotive Electronics CoE
43		Special Machines lab, Lathe shop, Carpentry and Smithy shop
44		Strength of materials lab, Dynamics lab, Metrology and Measurements lab, Steam lab, FM lab, Machining lab,

45		Geotechnical Engineering lab, Heat and Mass Transfer lab, Foundry and Smithy shop, Thermal Engineering lab, Refrigeration and Air conditioning lab
46		S&H Department HoD office
47		Physics, Chemistry and Computer Labs
48		Transport office
49		Seminar hall
50		Drawing hall
51		Department library, Smart room, NSS/Youth Red cross rooms
52	Boys Hostel	GYM
53		Mess facilities
54		Transport
55		Sewage Treatment Plant
56		Playground
57		Boys Hostel I, II & PG Hostel

Photographs of the program





Conclusion:

The campus tour and Center of Excellence visits provided invaluable insight into the institution's academic ecosystem. Witnessing the cutting-edge technology and real-world research taking place in the CoE highlighted how effectively the campus bridges theoretical learning with industry application. The state-of-the-art facilities, paired with a vibrant student culture, strongly reinforce the institution's commitment to fostering innovation and preparing students for successful future careers.

To conclude, the visit to the campus and its Center of Excellences demonstrated a highly commendable standard of academic and technological infrastructure. The innovative projects and research frameworks observed within the CoE underscore the institution's capacity for high-impact research. This tour successfully highlighted strong potential pathways for future industry-academic collaborations, talent recruitment, and shared technological advancement.

The campus and CoE visit offered a firsthand look at a thriving academic environment driven by innovation. The integration of advanced research facilities with student-centric spaces confirms the institution's role as a leader in preparing the next generation of industry professionals.

Detailed Schedule and Report Link:

<https://drive.google.com/file/d/160SF8Ulk8AfO2VSdV88ykfV8JKN2MMW4/view>

ii. AR/ VR LAB AND IDEA LABS AR/ VR LAB AND IDEA LABS

Resource Persons: IDEA Lab and AR/VR Lab Faculties

Department: All Departments

Mode: Physical mode

No. of Batches: 22 SECTIONS

Date: 01.09.2026 TO 07.09.2026

Participants: First-year B.E./B.Tech. Students

1. IDEA Lab 1 – Manufacturing and Prototyping Facilities

In IDEA Lab 1, faculty members introduced the students to various advanced prototyping and fabrication facilities available in the laboratory. The faculty explained the working principles, applications, and basic operation of the following equipment:

3D Printer – Students were introduced to the process of converting digital designs into physical three dimensional models.

3D Scanner – Faculty explained how physical objects can be scanned and converted into digital 3D models.

PCB Milling Machine – Students were introduced to PCB prototyping and the process of fabricating printed circuit boards.

Heat Press Machine – Faculty explained its applications in heat-transfer-based fabrication and printing processes.

The session helped students understand the practical applications of these facilities and encouraged them to explore design, prototyping, fabrication, and innovation.

IDEA Lab 2 – Electronics and Innovation Support

IDEA Lab 2 mainly focuses on electronics-related activities and provides students with the necessary components and resources for developing innovative projects.

The faculty explained the availability and utilization of electronic components and supporting facilities for students participating in hackathons, symposiums, project exhibitions, technical competitions, and other innovation-related events.

Students were encouraged to make effective use of the IDEA Lab facilities and electronic components for developing

and testing their project ideas. This facility enables students from different departments to gain practical experience and transform their ideas into working prototypes.

2. AR/VR Lab – Virtual Design and Creative Technologies

In the **AR/VR Lab**, faculty members introduced students to various concepts related to **Augmented Reality (AR), Virtual Reality (VR), and immersive technologies**.

The faculty explained:

- **Virtual Game Design** – Introduction to the concepts and techniques involved in designing virtual games and interactive environments.
- **Hologram Techniques** – Basic concepts and applications of holographic technologies.
- **Design-Oriented Techniques** – Introduction to creative and digital design techniques used for developing innovative virtual and interactive experiences.

The session provided students with an opportunity to understand the creative and technological possibilities of AR/VR and encouraged them to explore **virtual environments, game development, holographic applications, and innovative digital designs**.

Screen Documentation:

The following photographs provide evidence of the activities and student participation during Module 3 – Familiarization of the departments conducted at the IDEA Lab 1, IDEA Lab 2, and AR/VR Lab as part of the Student Induction Programme 2026–27





Conclusion:

The visits and demonstrations at the IDEA Lab 1, IDEA Lab 2, and AR/VR Lab provided students with practical exposure to different areas of innovation and emerging technologies. Students gained awareness of 3D printing, 3D scanning, PCB fabrication, electronics prototyping, virtual game design, hologram techniques, and digital design. The sessions encouraged students to utilize the laboratory facilities for developing innovative projects and participating in hackathons, symposiums, competitions, and other technical activities.

iii. ROBOTIC - LAB EXPOSURE ACTIVITY REPORT

Title	Orientation to the Robotics Lab and Humanoid Robot Lab – Centre of Excellence (CoE) in Robotics and Cognitive AI
Venue	CoE in Robotics and Cognitive AI, R.M.K. Engineering College
Resource Person(s)	Dr. Magesh T / CoE faculty and HCL Tech resource person(s)
Coordinating Unit	Robotics and Cognitive AI CoE, in coordination with AICTE IDEA LAB
Mode	In-person lab visit and demonstration
Date	18 August–6 September 2026
Batches / Participants	23 batches of first-year B.E./B.Tech. students

1. Background and Objectives

As part of the Student Induction Program, first-year students visited the CoE in Robotics and Cognitive AI to gain introductory exposure to robotics, humanoid systems, automation and AI-enabled hardware. The session aimed to build awareness of the laboratory facilities and their relevance to engineering projects, certifications, internships and placement opportunities.

2. Facilities and Topics Covered

Walker Tienkung Embodied Intelligence humanoid robot and its key features.

Doosan A0509 collaborative robot and DOBOT Magician kits for automation and training.

Robotics simulation tools: ROS2, Gazebo, RoboDK and Isaac Sim.

NVIDIA Jetson AGX Orin AI hardware, and Fire Bird / Spark V embedded robotics platforms.

Overview of CoE-linked certification, internship and placement pathways.

3. Teaching–Learning Methodology

The programme included an orientation talk, guided laboratory walkthrough, live demonstrations of humanoid and collaborative robots, explanations of embedded-robot workstations, and an interactive question-and-answer session.

4. Student Participation and Learning Outcomes

Students showed interest in the humanoid robot demonstration and the laboratory facilities. The visit helped them recognise the role of the Robotics and Cognitive AI CoE, identify major robot platforms, become familiar with common simulation tools and AI hardware, and understand possible project and career pathways.

5. Conclusion

The Robotics Lab exposure provided first-year students with a practical introduction to robotics and cognitive AI. The demonstrations connected classroom learning with current robotics platforms and highlighted opportunities for future projects, certifications, internships and placements through the CoE.



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All the Eligible UG Programs are Accredited by NBA, New Delhi

***Walker Tienkung Embodied Intelligence humanoid robot — RMK Engineering College
Robotics Lab.***

Resource Persons: Respective counsellors and Branch coordinators

Department: All Departments

Mode: Physical mode

No. of Batches: 22 SECTIONS

Date: 01.09.2026 To 07.09.2026

Participants: First-year B.E./B.Tech. Students

As part of Module - 3 of the Student Induction Program 2026-27, Campus Tour and CoE

Lab visits were planned for three periods and Robotics Lab/AR-VR Lab & Idea lab were planned for two periods for all the First-year classes. These activities were planned from 01/09/26 to 07/09/26. Detailed schedule is attached with all details such as Branch, section, venue, date, time and Counselors involved in the process. List of places to visit are also attached.

CAMPUS TOUR AND CoE LAB VISIT SCHEDULE (SIP 2026-27)





Figure 31.



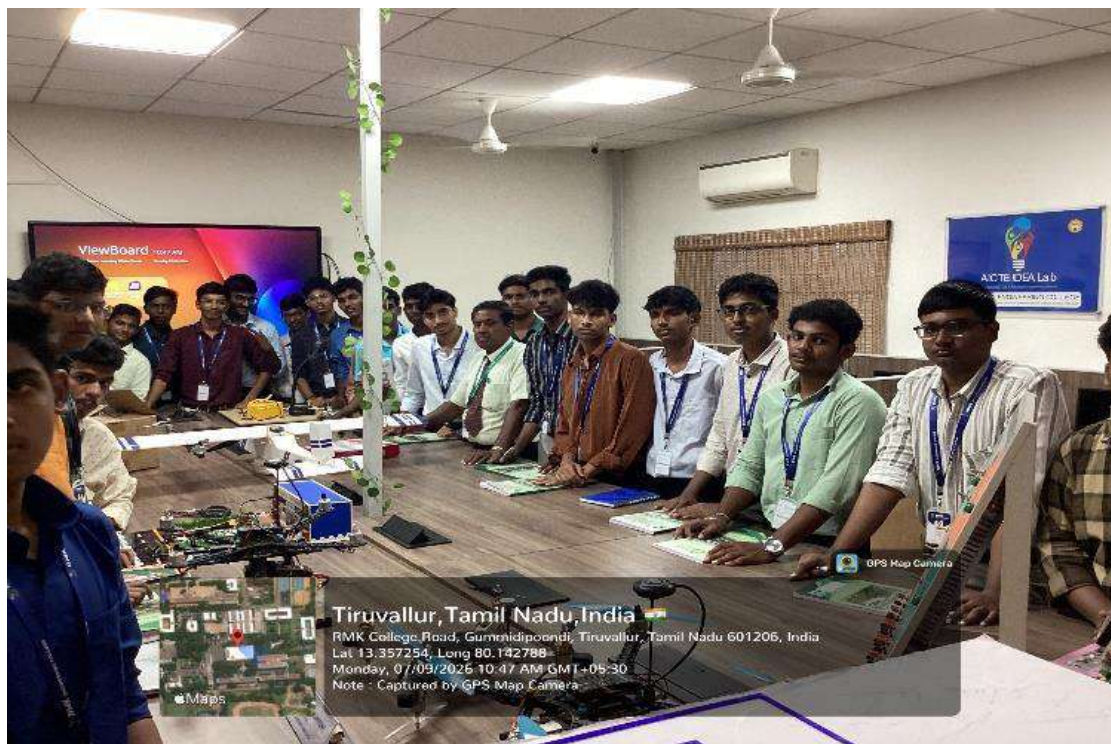


Figure 35.



Figure 36.

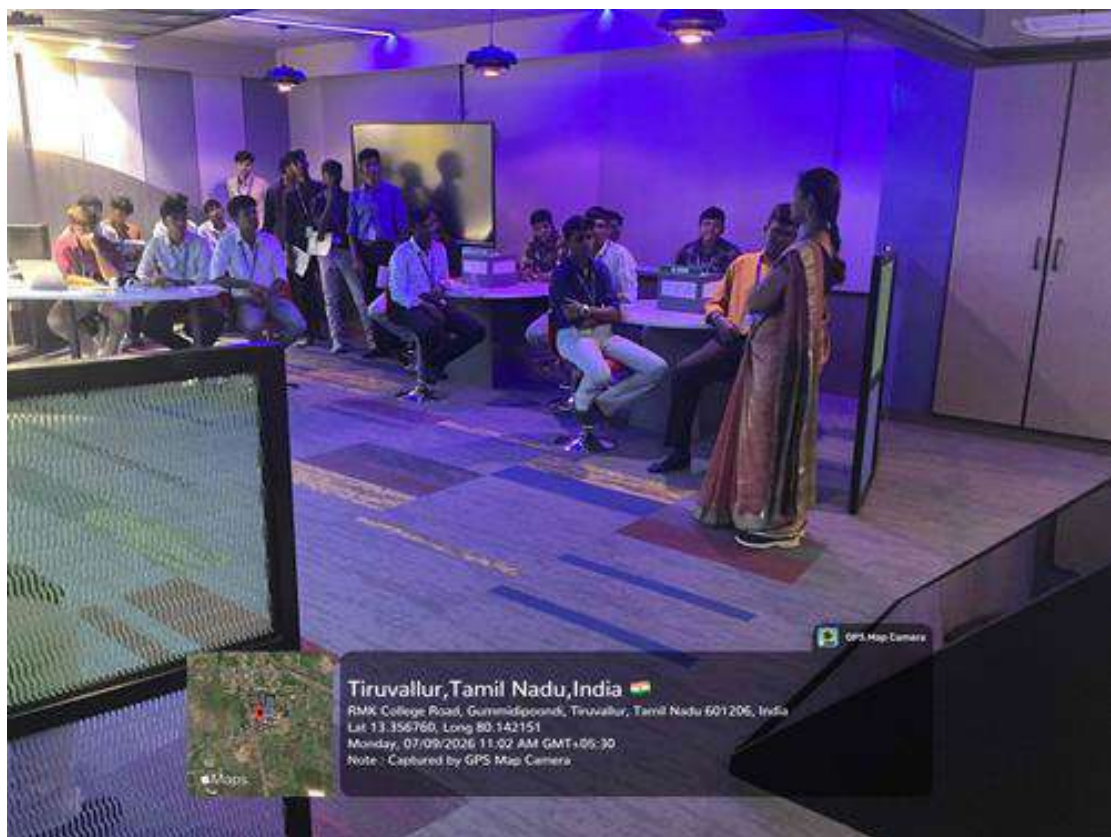


Figure 37.

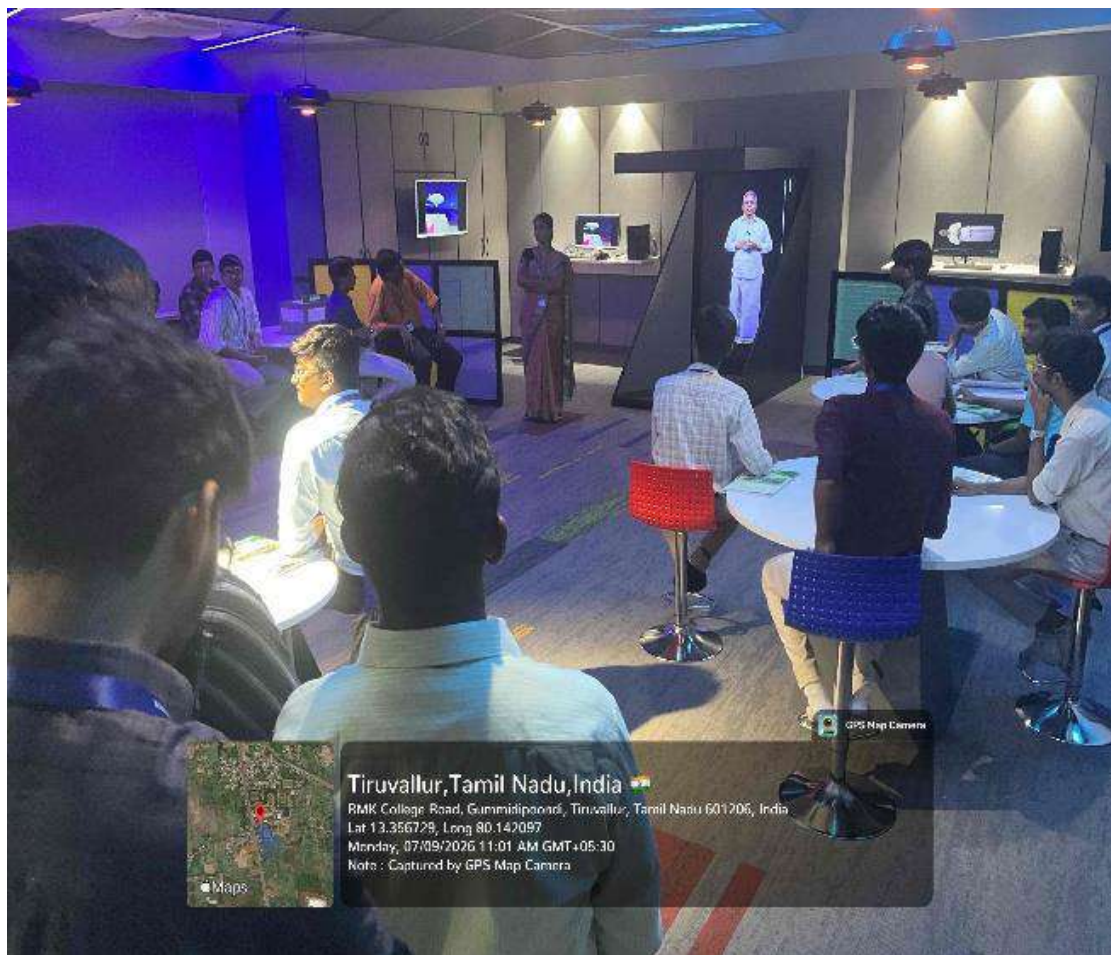
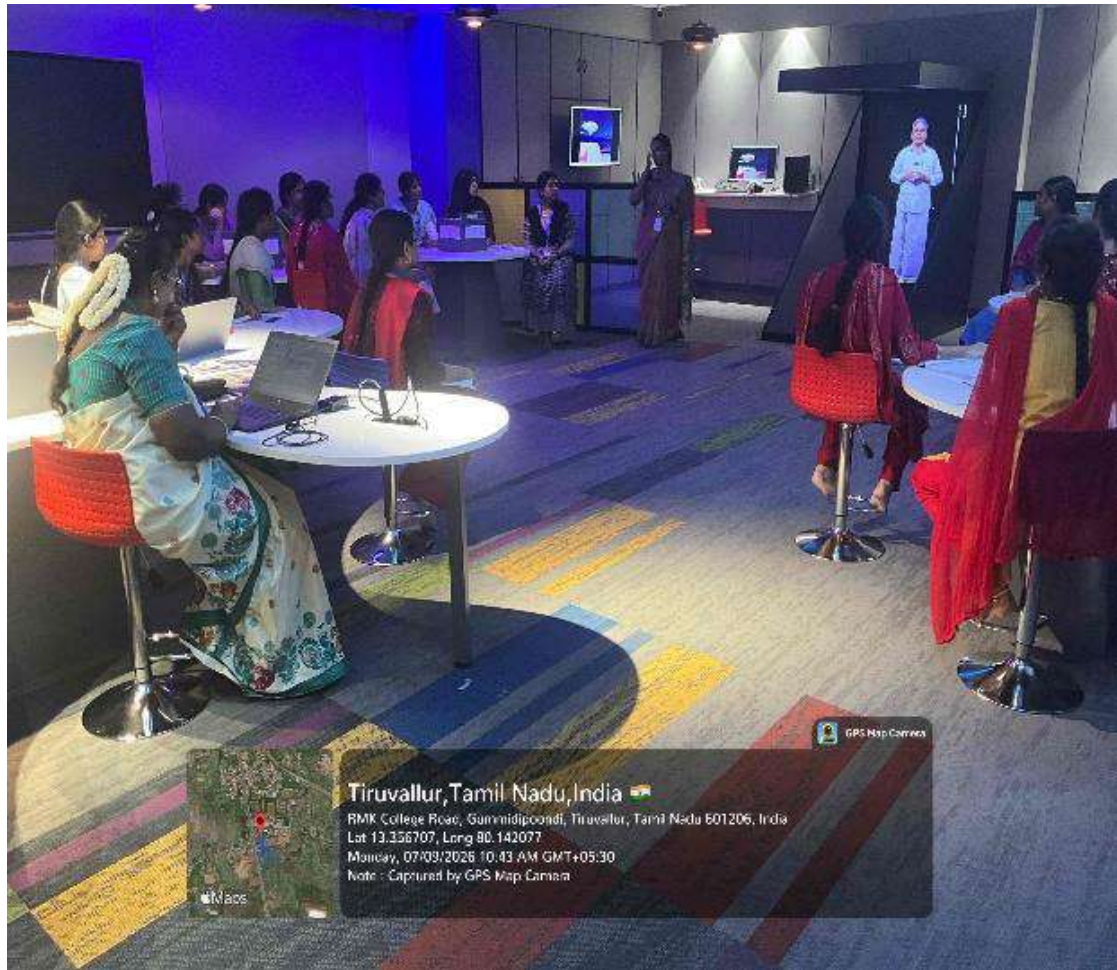


Figure 38.



Figure 39.



Tiruvallur, Tamil Nadu, India 🇮🇳

RMK College Road, Guvaidipondi, Tiruvallur, Tamil Nadu 601206, India

Lat 13.356707, Long 80.142077

Monday, 07/09/2026 10:43 AM GMT+05:30

Note: Captured by GPS Map Camera





Figure 45.



["linecount":1,"0":"Shot with my Galaxy
Tab A7 Lite"]
September 03, 2026



("lifecount":1,"0": "Shot with my Galaxy
Tab A7 Lite")
September 03, 2026









Figure 57.



Figure 58.



Figure 59.



Figure 60.



Figure 61.



MODULE 4 – VISIT TO A LOCAL AREA

Visit to a Local Area

Field visit for contextual learning

4.1 VIRTUAL TOUR OF LOCAL PLACES

Activity	Virtual tour (virtual field trip)
Mode	Online mode
Participants	First-year B.E./B.Tech. students

Objectives

- Virtual field trips offer digital explorations of our world through images, videos, audio clips, animations and sounds.
- Virtual field trips enable students to make connections and compare theoretical information with practical situations.

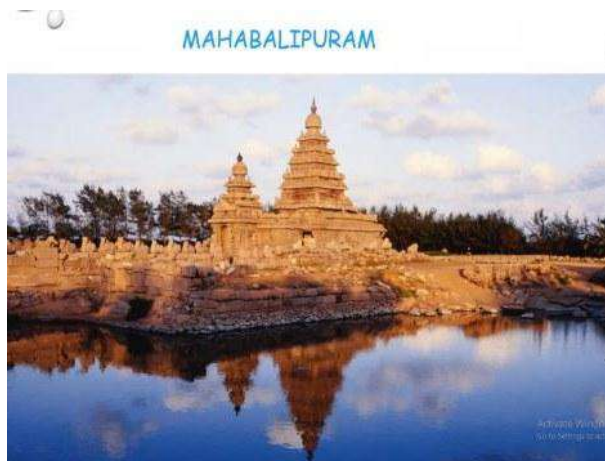
Highlights

- The virtual tour offered students a way of feeling connected to the places even though they were far away.
- The virtual tour consisted of several segments, offering students a way of “visiting” the places virtually.
- Places covered included Mahabalipuram, the Museum and Chennai Port.

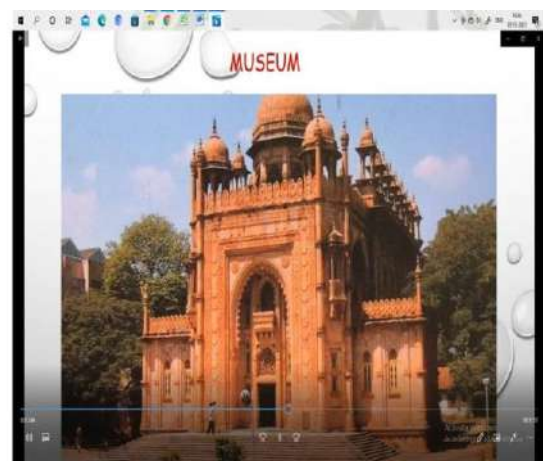
Video Link

<https://drive.google.com/file/d/1ff29BFpBDwjhfkwR-5ce7WHZLdQkG7wk/view?usp=sharing>

Photographs



Mahabalipuram



Museum



Reading hall shown during the virtual tour



Chennai Port

MODULE 5 – LECTURES BY EMINENT PEOPLE

Lectures by Eminent People

Directly involves eminent speakers

5.1 EMINENT LECTURE BY MS. SUDHA RAMEN, IFS

Eminent Speaker	Ms. Sudha Ramen, IFS, Member Secretary, State Planning Commission, Government of Tamil Nadu, Chennai
Presided by	Vidya Ratna Thiru. R. S. Munirathinam, Ex. MLA, Founder-Chairman, R.M.K. Group of Institutions
Organized by	Department of Science & Humanities, R.M.K. Group of Engineering Colleges
Date & Time	12/09/2026 (Saturday), 10.30 a.m. – 12.00 noon
Venue	RMKEC Auditorium
Mode	Offline (in person)
Participants	First-year B.E./B.Tech. students (2026–27) of R.M.K. Engineering College, R.M.D. Engineering College and R.M.K. College of Engineering and Technology

Background and Purpose

As part of the Student Induction Program 2026-27, the Department of Science & Humanities of the R.M.K. Group of Engineering Colleges organized a session by an eminent speaker for the first-year B.E./B.Tech. students. The purpose of the session was to expose newly admitted students to the experiences and perspectives of an accomplished public administrator, and to motivate them to approach their engineering education with clear goals, discipline and a sense of social responsibility.

Objectives of the Session

- Inspire first-year students through the experience of a distinguished officer in public service.
- Create awareness of career opportunities in civil services, governance and public policy.
- Highlight the role of engineers and technology in the development of the State and society.
- Encourage students to develop values such as discipline, perseverance and social responsibility.
- Provide an opportunity for students to interact directly with the Chief Guest and clarify their questions.

About the Eminent Speaker

Ms. Sudha Ramen, IFS, is an officer of the Indian Forest Service and presently serves as Member Secretary, State Planning Commission, Government of Tamil Nadu. The State Planning Commission advises the

Government on development planning and policy for the State. Her experience in administration and public service made her an inspiring resource person for students beginning their professional education.

Programme Schedule

The programme was conducted according to the following agenda:

Time	Programme	By
10.30 a.m.	Lighting the Kuthuvilakku	—
10.32 a.m.	Invocation	—
10.35 a.m.	Welcome Address	Dr. K. A. Mohamed Junaid Principal, R.M.K. Engineering College
10.40 a.m.	Introduction of the Chief Guest	Dr. N. Anbuezhian Principal, R.M.D. Engineering College
10.45 a.m.	Felicitations	Shri. R. M. Kishore, Vice-Chairman R.M.K. Group of Institutions
10.50 a.m.	Felicitations	Shri. Yalamanchi Pradeep, Secretary R.M.K. Group of Institutions
10.53 a.m.	Felicitations	Shri. V. Manoharan, Advisor R.M.K. Group of Institutions
10.56 a.m.	Felicitations	Shri. T. Pitchandi, I.A.S. (Rtd.), Advisor R.M.K. Group of Institutions
10.59 a.m.	Felicitations	Dr. M. S. Palanichamy, Advisor R.M.K. Group of Institutions
11.02 a.m.	Presidential Address	Vidya Ratna Thiru. R. S. Munirathinam, Ex. MLA Founder-Chairman, R.M.K. Group of Institutions
11.15 a.m.	Special Address	Ms. Sudha Ramen, IFS Member Secretary, State Planning Commission, Govt. of Tamil Nadu
11.55 a.m.	Vote of Thanks	Dr. N. Suresh Kumar Principal, R.M.K. College of Engineering and Technology
12.00 noon	National Anthem	—

Proceedings of the Event

The programme commenced at 10.30 a.m. with the lighting of the Kuthuvilakku by the Chief Guest, Ms. Sudha Ramen, IFS, along with the Founder-Chairman and other dignitaries, followed by the invocation. Dr. K. A. Mohamed Junaid, Principal, R.M.K. Engineering College, delivered the welcome address and extended a warm welcome to the Chief Guest, the management, faculty members and students.

Dr. N. Anbuezhian, Principal, R.M.D. Engineering College, introduced the Chief Guest to the gathering. The Chief Guest was then honoured by the management, and felicitations were offered by Shri. R. M. Kishore, Vice-Chairman; Shri. Yalamanchi Pradeep, Secretary; Shri. V. Manoharan, Advisor; Shri. T. Pitchandi, I.A.S. (Rtd.), Advisor; and Dr. M. S. Palanichamy, Advisor, R.M.K. Group of Institutions.

Vidya Ratna Thiru. R. S. Munirathinam, Ex. MLA, Founder-Chairman, R.M.K. Group of Institutions, delivered

the presidential address. He welcomed the first-year students to the institution and encouraged them to make the best use of the opportunities available during their years of study.

Highlights of the Special Address

Ms. Sudha Ramen, IFS, delivered the special address to the first-year students. Drawing from her experience in public service, she spoke on the following aspects:

- The importance of setting clear goals at the beginning of college life and working consistently towards them.
- The value of discipline, curiosity and continuous learning in building a successful career.
- Opportunities in civil services, public administration and policy-making for engineering graduates.
- The role of engineers and technology in the planning and development of the State and society.
- Responsibility towards society and the environment, and the need to contribute meaningfully to the nation.

Student Interaction

The special address was followed by an interactive session. Students from the audience raised questions on career choices, preparation for competitive examinations and personal development, which the Chief Guest answered patiently. A student was also invited on to the stage for a direct interaction with the Chief Guest. After the session, the Chief Guest interacted informally with groups of students, who shared their aspirations with her. The interaction was lively and well received by the students.

Vote of Thanks

Dr. N. Suresh Kumar, Principal, R.M.K. College of Engineering and Technology, proposed the vote of thanks. He thanked the Chief Guest for her inspiring address, the management for their constant support, and the faculty members, coordinators and students for the successful conduct of the programme. The event concluded at 12.00 noon with the National Anthem.

Outcomes of the Session

- Students were motivated to set clear academic and career goals from the first year.
- Students gained awareness of career paths in civil services, governance and public policy.
- Students understood the role of engineers in the development of the State and society.
- The interaction session helped students gain clarity and confidence regarding their career aspirations.

Photo Documentation

The following photographs document the major moments of the event.



Welcome banner for the Eminent Speaker at the campus



Lighting of the Kuthuvilakku by the Chief Guest



Presidential Address by the Founder-Chairman



Felicitation of the Chief Guest by the Management



Special Address by Ms. Sudha Ramen, IFS



Chief Guest addressing the first-year students



First-year students attending the Special Address



Founder-Chairman addressing the gathering



Students raising questions during the interaction



On-stage interaction with a student



Chief Guest interacting with students after the session

The Eminent Lecture by Ms. Sudha Ramen, IFS, organized under the Student Induction Program 2026-27, was conducted successfully and provided the first-year students with valuable insights from a distinguished public servant. The session, together with the interaction that followed, motivated the students to pursue their engineering education with purpose, discipline and social commitment. The Department of Science &

Humanities places on record its gratitude to the Chief Guest and the management of the R.M.K. Group of Institutions for making the event a success.

MODULE 6 – PROFICIENCY MODULES

6.1 BASIC MATHEMATICS

Title: Strengthening Mathematical Foundations for First-Year Engineering Students

Resource Persons: Dr. A. Elumalai, Dr. N. Golden Stepha, Dr. K. Srinivasan, Dr. C. K. Sivasankari, Dr. P Suganthi, Dr. V. Kolappan, Mr. M. Muthukumaar , Dr. A.S. Prakaash, Dr. H. Mary Henrietta.

Department: Mathematics

Mode: Virtual mode

No. of Batches: 9

Date: 18/08/2026 – 06/09/2026

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose

The Bridge Course in Engineering Mathematics was organized as part of the Student Induction Program to refresh essential mathematical foundations before students began first-year engineering mathematics. The course was designed to strengthen prerequisite concepts and improve students' computational and problem-solving readiness.

2. Course Objectives

Strengthen the fundamental mathematical concepts required for first-year Engineering Mathematics.

Refresh prerequisite skills in differentiation, integration, algebraic manipulation, matrices, complex numbers and vectors.

Develop basic computational and problem-solving skills through guided examples and practice exercises.

Help students approach engineering mathematics with greater confidence and conceptual clarity.

3. Nature of the Programme

The sessions combined concept explanation, worked examples, guided problem solving, student interaction and online assessment. The screenshots supplied for the course show Google Meet-based delivery and presentation of worked mathematical examples, including partial derivatives and partial fractions.

4. Syllabus and Content Covered

The official bridge-course syllabus comprises seven foundational areas: Differentiation, Partial Derivatives, Partial Fractions, Integration, Matrices and Determinants, Complex Numbers and Vectors.

Module	Area	Major Concepts / Course Activities
I	Differentiation	Functions, function of a function, basic rules, standard derivatives, product, quotient, chain and implicit differentiation.
II	Partial Derivatives	Functions of two variables; first- and second-order partial derivatives; worked examples and practice problems.
III	Partial Fractions	Proper/improper fractions, distinct and repeated linear factors, quadratic factors; decomposition problems.
IV	Integration	Standard formulae, substitution, integration by parts, algebraic/exponential/trigonometric integration and Bernoulli's formula.
V	Matrices & Determinants	Matrix operations, transpose, determinants, minors, cofactors, inverse and applications including eigenvalues/eigenvectors.
VI	Complex Numbers	Real and imaginary parts, representation, equality, addition, subtraction, multiplication, conjugate and modulus/argument.
VII	Vectors	Scalars and vectors, magnitude, unit vector, vector operations, scalar multiplication, dot product and cross product.

5. Additional Enrichment Activity

An additional session on Overleaf/LaTeX was included to introduce students to professional mathematical document preparation. Students were guided in creating mathematical expressions and preparing PDF documents. Student feedback in the batch record specifically noted that the session was useful for learning the basics of LaTeX and creating professional mathematical documents.

6. Teaching–Learning Methodology

Concept introduction followed by simple, progressively structured examples.

Live explanation of mathematical notation and step-by-step problem solving.

Hands-on practice to reinforce each topic.

Interactive questioning and doubt clarification during sessions.

Google Form / online MCQ quizzes to check conceptual understanding.

Use of digital presentation and virtual classroom tools to support visual explanation.

7. Evidence of Student Engagement

The available session screenshots document active online teaching of partial derivatives and partial fractions, with worked solutions displayed during the sessions. The course records also document student responses through Google Classroom/online assessment activities.

8. Assessment and Student Participation

Assessment was integrated throughout the bridge course through topic-wise MCQ quizzes, practice exercises and comprehensive tests conducted during the programme.

Assessment Component	Evidence / Record	Purpose
Topic-wise MCQ quizzes	Conducted after modules/topics	Immediate check of conceptual understanding
Short comprehensive test	Conducted during the programme	Short comprehensive practice assessment
End-stage assessment	Conducted during the programme	Broader end-stage assessment
Student responses	Online submissions / GCR	Evidence of participation and engagement

9. Participation and Performance

Students actively participated in the Engineering Mathematics bridge course.

Students demonstrated varying levels of performance, with many showing good understanding of the concepts covered.

Topic-wise quizzes and assessments were used to monitor understanding and provide opportunities for reinforcement.

10. Course Outcomes

CO	Course Outcome
C01	Apply fundamental rules of differentiation to simple functions.
C02	Compute first-order and second-order partial derivatives of simple functions.
C03	Decompose rational functions into partial fractions.
C04	Evaluate basic integrals using standard techniques.
C05	Perform basic matrix operations and evaluate determinants and inverses.
C06	Perform elementary operations involving complex numbers.
C07	Apply basic vector operations, including dot and cross products.

11. Overall Learning Impact

The bridge course provided students with a structured revision of essential mathematical prerequisites before entering the first-year engineering curriculum. The combination of explanation, guided practice, online quizzes and cumulative tests supported both conceptual reinforcement and problem-solving practice. The participation and assessment records indicate that a substantial group of students achieved strong performance, while the course also helped identify areas where continued practice would be beneficial.

12. Screen Documentation

The following screenshots provide evidence of the online delivery and classroom interaction during the Mathematics Bridge Course. They illustrate the explanation of partial derivatives, second-order derivatives and partial-fraction decomposition through worked examples.

Dr. Suganthi (Department of Mathematics, IIT Madras) Partial Derivatives July 18, 2020 6 / 13

Second-Order: Problems 1-3

- $f(x, y) = e^{2x} \sin y$
 $f_{xx} = 4e^{2x} \sin y, \quad f_{yy} = -e^{2x} \sin y, \quad f_{xy} = 2e^{2x} \cos y$
- $f(x, y) = \ln(x + y)$

Worked examples on second-order partial derivatives.

Problems 6 - 10
Repeated Linear Factors

Decompose the following into partial fractions:

$$\frac{3x^2 + 1}{(x-1)^2(x+2)} = \frac{A}{x-1} + \frac{B}{(x-1)^2} + \frac{C}{x+2}$$

$$3x^2 + 1 = A(x-1)(x+2) + B(x+2) + C(x-1)^2$$

$$3x^2 + 1 = A(x^2 + x - 2) + B(x + 2) + C(x^2 - 2x + 1)$$

$$3x^2 + 1 = (A+C)x^2 + (A+B-2C)x + (-2A+2B+C)$$

Hint: Include one term for each power of the repeated factor.

$$3x^2 + 1 = x^2(A+C) + x(A+B-2C) + (-2A+2B+C)$$

Problems 11 - 15
Non-repeated Quadratic Factors

Guided problem solving on repeated linear factors in partial fractions

The screenshot shows a PDF document titled "Partial Fraction (2).pdf" in a web browser. The document content is as follows:

Rational Functions
Definition
A rational function is a ratio of two polynomials:
$$R(x) = \frac{P(x)}{Q(x)}, \quad Q(x) \neq 0$$

where $P(x)$ and $Q(x)$ are polynomials.

Goal of Partial Fractions
To rewrite a complex rational function as a sum of simpler "building block" fractions.

At the bottom of the document, there is an "Ask AI Assistant" button and a search bar with the text "Why is this information important?".

Rational Functions and Partial Fractions

The screenshot shows a Google Meet session. On the left, a Mentimeter presentation is displayed with the question "Type the derivative of (1/x)". The presentation shows a word cloud with various mathematical expressions, including "logx", "1/x", "1/x^2", "1/x^3", "1/x^4", "1/x^5", "1/x^6", "1/x^7", "1/x^8", "1/x^9", "1/x^10", "1/x^11", "1/x^12", "1/x^13", "1/x^14", "1/x^15", "1/x^16", "1/x^17", "1/x^18", "1/x^19", "1/x^20", "1/x^21", "1/x^22", "1/x^23", "1/x^24", "1/x^25", "1/x^26", "1/x^27", "1/x^28", "1/x^29", "1/x^30", "1/x^31", "1/x^32", "1/x^33", "1/x^34", "1/x^35", "1/x^36", "1/x^37", "1/x^38", "1/x^39", "1/x^40", "1/x^41", "1/x^42", "1/x^43", "1/x^44", "1/x^45", "1/x^46", "1/x^47", "1/x^48", "1/x^49", "1/x^50", "1/x^51", "1/x^52", "1/x^53", "1/x^54", "1/x^55", "1/x^56", "1/x^57", "1/x^58", "1/x^59", "1/x^60", "1/x^61", "1/x^62", "1/x^63", "1/x^64", "1/x^65", "1/x^66", "1/x^67", "1/x^68", "1/x^69", "1/x^70", "1/x^71", "1/x^72", "1/x^73", "1/x^74", "1/x^75", "1/x^76", "1/x^77", "1/x^78", "1/x^79", "1/x^80", "1/x^81", "1/x^82", "1/x^83", "1/x^84", "1/x^85", "1/x^86", "1/x^87", "1/x^88", "1/x^89", "1/x^90", "1/x^91", "1/x^92", "1/x^93", "1/x^94", "1/x^95", "1/x^96", "1/x^97", "1/x^98", "1/x^99", "1/x^100".

On the right, the Google Meet interface shows a list of participants: Nishanth M, u pavithra u pavithra, 51 others, and Dr. SUGANTHI P (You, ...). The bottom of the screen shows the Google Meet controls, including a "You are presenting" overlay with buttons for "Show my screen anyway" and "Stop presenting".

Interactive Learning Activity Using Mentimeter

13. Conclusion

The Engineering Mathematics Bridge Course conducted under the Student Induction Program provided first-year students with a focused foundation in the mathematical concepts needed for engineering studies. The

programme covered the prescribed seven modules and supplemented them with practice, assessments and an introductory mathematical document preparation activity using Overleaf/LaTeX. Student participation, assessment performance and feedback indicate that the course was useful in strengthening mathematical readiness and confidence for the first-year curriculum.

6.2 ENGINEERING PHYSICS

Title	Strengthening Engineering Physics Foundations for First-Year Engineering
Resource Persons	Dr. Nixon Samuel Vijayakumar G; Dr. Latha Mageshwari P S; Dr. Sudha D; Dr. Jagadesan A; Dr. Subhashini R
Department	Physics
Date	18/08/2026 – 06/09/2026
Participants	First-Year B.E./B.Tech. Students

1. Background and Purpose

The Engineering Physics Bridge Course was designed as part of the Student Induction Program to strengthen the foundational knowledge required for first-year Engineering Physics. The programme provides a structured transition from higher-secondary physics to engineering-level concepts by revisiting essential mathematical tools, electrical conduction, solid-state physics, semiconductors, wave optics, lasers, optical fibres and introductory modern physics.

2. Course Objectives

Recall the basic concepts of modern physics studied in HSC and attend GATE questions.

Understand the basics of atomic structure and energy bands.

Explain the fundamental properties of semiconductors and lasers.

Apply simple mathematical concepts required in Engineering Physics.

Develop confidence to study quantum physics and semiconductor devices.

3. Nature of the Programme

The bridge course is structured as a foundation programme with concept-based learning, simple mathematical applications, qualitative explanation of physical phenomena and opportunities for demonstration-oriented learning. The syllabus provides a progressive pathway from mathematical tools and basic electrical concepts to semiconductor devices, optical technologies and modern physics.

4. Syllabus and Content Covered

Module	Module Area	Major Concepts / Course Content
I	Mathematical Tools for Engineering Physics	Scientific notation; least count; significant figures; logarithmic and exponential functions; graph plotting and interpretation; basic differentiation and integration; unit conversion and dimensional analysis; calculator operations.
II	Electricity, Conductors and Basics of Solid-State Physics	Electric current; Ohm's law; resistance and resistivity; conductors, insulators and semiconductors; qualitative drift velocity; free electrons; energy bands and classification using

		energy-band diagrams.
III	Semiconductors and Electronic Materials	Free electrons and holes; intrinsic and extrinsic semiconductors; p-type and n-type materials; PN junction diode; forward and reverse bias; Fermi energy level; introduction to LEDs and laser diodes.
IV	Wave Optics, Lasers and Optical Fibres	Electromagnetic spectrum; reflection and refraction; total internal reflection; optical fibre principle; numerical aperture; laser characteristics; spatial and temporal coherence; ordinary light versus laser light; applications in communication.
V	Introduction to Modern Physics	Failure of classical physics; blackbody radiation; Planck's quantum theory; photoelectric effect; matter waves; de Broglie wavelength; Heisenberg uncertainty principle; Schrödinger wave concept; overview of quantum physics applications in computing and nanotechnology.

5. Learning Outcomes of the Modules

Module	Learning Outcome
I	Students will perform simple mathematical operations required in Engineering Physics.
II	Students will understand electrical conduction and energy band concepts.
III	Students will understand the working principles of semiconductor devices used in engineering.
IV	Students will understand the fundamentals of laser technology and optical communication.
V	Students will develop the foundation needed for quantum mechanics and quantum computing.

6. Suggested Practical Demonstrations / Learning Activities

The syllabus includes the following optional practical demonstrations and virtual learning activities to support conceptual understanding:

Verification of Ohm's Law.

PN Junction Diode Characteristics.

Laser Beam Demonstration.

Optical Fibre Light Transmission.

Band Gap Demonstration using Simulation.

Simple Quantum Simulation Videos (Virtual Lab).

7. Teaching–Learning Methodology

Concept introduction using simple and progressively structured explanations.

Illustration of physical concepts through examples, diagrams and applications.

Guided practice of basic mathematical tools required for Engineering Physics.

Interactive questioning and doubt clarification during sessions.

Use of demonstrations, simulations or virtual learning resources wherever appropriate.

Short formative assessments or MCQ-based activities to check conceptual understanding.

8. Assessment and Student Participation

Assessment may be integrated throughout the programme through topic-wise practice, short MCQ activities and end-stage assessment. These activities support monitoring of conceptual understanding and identification of topics requiring further reinforcement.

Assessment Component	Purpose
Topic-wise practice / MCQ activities	Immediate check of conceptual understanding and reinforcement.
Conceptual questions and interaction	Assessment of participation and understanding during sessions.
End-stage assessment	Broader assessment of learning across the bridge-course modules.

9. Course Outcomes

CO	Course Outcome
BCO1	Apply basic mathematical tools used in Engineering Physics.
BCO2	Explain electrical conduction and energy band concepts.
BCO3	Describe the properties and applications of semiconductor materials.
BCO4	Explain the basic principles of lasers and optical fibres.
BCO5	Understand the elementary concepts of modern physics required for quantum mechanics and nanotechnology.

10. Expected Learning Impact

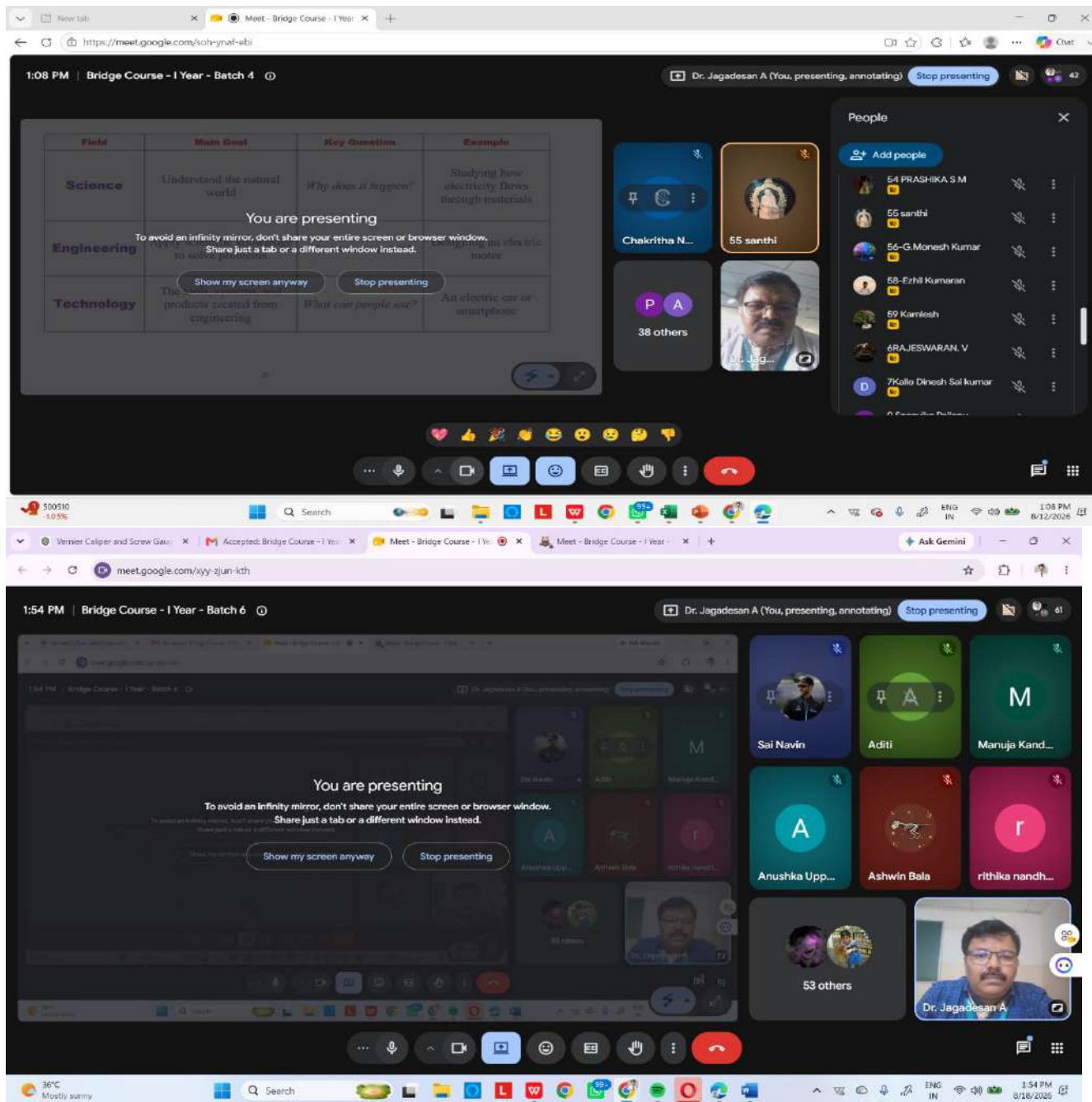
The bridge course is expected to improve students' conceptual readiness and confidence before they undertake the first-year Engineering Physics curriculum. By connecting mathematical foundations with electrical, semiconductor, optical and modern physics concepts, the programme establishes a common baseline and supports a smoother academic transition.

11. Resource Persons and Responsibilities

S. No.	Resource Person	Suggested Academic Contribution
1	Dr. Nixon Samuel Vijayakumar G	Physics concept delivery and academic coordination.
2	Dr. Latha Mageshwari P S	Module delivery, student interaction and conceptual reinforcement.
3	Dr. Sudha D	Module delivery, demonstrations/learning activities and assessment support.
4	Dr. Jagadesan A	Programme coordination, module delivery and assessment coordination.
5	Dr. Subhashini R	Module delivery, student engagement and learning support.

12. Screen Documentation / Evidence

Photographs or screenshots of the actual sessions, student interaction, demonstrations, simulations and assessment activities may be inserted in this section as documentary evidence of programme delivery.



Interactive Learning Activity

13. Conclusion

The Engineering Physics Bridge Course provides first-year students with a focused foundation in the essential concepts required for Engineering Physics. The prescribed modules progressively develop readiness in mathematical tools, electrical conduction and energy bands, semiconductor materials and devices, lasers and

optical fibres, and introductory modern physics. The programme is therefore expected to strengthen conceptual clarity and confidence for subsequent study of Engineering Physics and related technologies.

6.3 BUSINESS COMMUNICATION

Programme: Orientation Program on Business Communication

Academic Year: 2026–27

Faculty Handled:

Dr. D. Sudha, Associate Professor (Physics)

Dr. G. Nixon Samuel Vijayakumar, Professor (Physics)

Dr. A. Vijayalakshmi, Professor (Chemistry)

Ms. P Malini Anandraj, Assistant Professor (Chemistry)

Dr. R. Subhashini, Associate Professor (Physics)

Dr. A. Jagadesan, Associate Professor (Physics)

Ms. A. Parvathi Priya, Assistant Professor (Chemistry)

Dr. P. S. Latha Mageshwari, Professor (Physics)

Dr. R. Thinesh Kumar, Associate Professor (Chemistry)

Mode: Offline Mode

Date & Time:

1. 01.09.2026/ 9.20 am – 10.10 am [CE, ME, CSE &BS, CSE (AR/VR &MD)

ECE(VLSI)]

2. 03.09.2026/ 9.20 am – 10.10 am, 2.10 pm – 3.05 pm [CSE, EEE]

3. 05.09.2026 / 10.20 am – 11.10 am, 2.10 pm – 3.05 pm [CSE, ECE]

4. 07.09.2026 / 8.30 am – 9.20 am, 10.20 am – 11.10 am [CSE(AI), IT, ECE(ACT)]

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose

The orientation program was designed to introduce first-year engineering students to the fundamentals of Business Communication. Recognizing that effective communication is a cornerstone of professional success,

the program aimed to bridge the gap between technical knowledge and workplace readiness. It provided a platform for students to understand how communication skills complement engineering expertise in academic, industrial, and entrepreneurial contexts.

2. Objectives of the Orientation Program

Develop communication awareness: Help students appreciate the role of communication in professional and academic settings.

Introduce business etiquette: Familiarize students with workplace norms and professional conduct.

Enhance teamwork skills: Encourage collaborative learning and group interaction.

Prepare for industry: Equip students with communication strategies relevant to interviews, presentations, and project work.

3. Nature of the Programme

The program was interactive and activity-based, combining lectures, role plays, case studies, and group discussions. Sessions were structured to balance theoretical insights with practical exercises, ensuring students could immediately apply concepts in simulated scenarios.

4. Highlights of the Orientation Program

Expert sessions by faculty and industry professionals.

Interactive workshops on presentation skills, email etiquette, and professional writing.

Role-play activities to simulate workplace communication challenges.

Peer discussions fostering collaborative learning.

Feedback mechanisms to help students identify strengths and areas for improvement.

5. Benefits of Business Communication

Improved clarity in expressing technical ideas.

Enhanced employability through better interview and presentation performance.

Stronger teamwork and leadership skills.

Professional confidence in academic and workplace interactions.

Global readiness for international opportunities.

6. Evidence of Student Engagement

Students actively participated in group discussions, role plays, and Q&A sessions. Feedback forms indicated high levels of interest, with many students noting that the program helped them overcome stage fear and improved their ability to articulate ideas. Attendance was consistent, and peer-to-peer interaction was strong, reflecting genuine engagement.

7. Documents / Evidence of the Programme:

The uploaded report indicates that screenshots of the online orientation session are to be inserted. This section is therefore retained as an evidence/documentation placeholder.





Screenshots of the online orientation session.

8. Conclusion:

The orientation program successfully introduced first-year engineering students to the essentials of business communication. By blending theory with practice, it laid a strong foundation for their academic

journey and future professional endeavors. The program not only enhanced communication skills but also instilled confidence, teamwork, and industry readiness among participants.

6.4 PROFESSIONAL COMMUNICATION

Resource Persons: Ms. R. Jeyalakshmi, Mr. M. Ravikumar, Ms. M. Rubitha

Division: English

Mode: Virtual mode

No. of Batches: 8

Date: 20/07/2026 – 13/08/2026

Participants: First-year B.E./B.Tech. Students

Background and Purpose

The Bridge Course in **Professional Communication** was organized as part of the Student Induction Program to strengthen the English language and communication skills of first-year engineering students. The course was designed to refresh essential grammar, vocabulary, reading, writing, speaking and listening skills and to help students communicate confidently in academic and professional contexts.

Course Objectives

Strengthen students' fundamental English grammar and vocabulary.

Develop effective reading, writing, speaking and listening skills.

Improve students' confidence in using English for academic and everyday communication.

Enhance students' awareness of verbal and non-verbal communication.

Equip students with essential soft skills and business communication skills.

Familiarize students with practical communication tasks such as dialogue writing and email drafting.

Nature of the Programme

The sessions combined interactive explanation, guided practice, email-drafting practice, active-listening activities and student interaction. Practice activities were used to reinforce learning and monitor students' progress.

Syllabus and Content Covered

Module	Area	Major Concepts / Course Activities
I	Grammar Foundations	Parts of Speech, Subject–Verb Agreement, Wh-Questions, Yes/No Questions, Common Errors in English.
II	Language and Vocabulary Development	Understanding the Significance of English, Improving Language Skills, Vocabulary Development, Business Vocabulary, Idioms and Phrases, Phrasal Verbs, Connecting Words.
III	Communication and Soft Skills	Communication Skills, Non-Verbal Communication and Soft Skills.
IV	Reading and Writing Skills	Reading Skills, Writing Skills, Dialogue Writing and Email Drafting.
V	Speaking and Listening Skills	Short Conversations and Active Listening.
VI	Integrated Communication Practice	Activities integrating grammar, vocabulary, reading, writing, speaking and listening skills.

Teaching–Learning Methodology

Interactive grammar instruction with examples and guided practice.

Vocabulary-building activities and contextual language practice.

Dialogue-writing and email-drafting practice.

Reading and writing exercises.

Active-listening activities.

Assessment and Student Participation

Assessment was integrated throughout the Bridge Course through grammar exercises, vocabulary activities, reading and writing tasks. These activities provided opportunities for students to practise language skills and demonstrate their progress.

Course Outcomes

CO	Course Outcome
CO1	Identify and use fundamental English grammar structures in appropriate contexts.
CO2	Recognize and correct common errors in English usage.
CO3	Develop vocabulary through business terms, idioms, phrases, phrasal verbs and connecting words.
CO4	Demonstrate effective reading and writing skills in

	academic and professional contexts.
CO5	Demonstrate effective verbal and non-verbal communication in everyday and professional situations.
CO6	Construct appropriate dialogues, short conversations and professional emails.
CO7	Demonstrate active listening and effective communication skills in interactive situations.

Overall Learning Impact

The Bridge Course provided first-year engineering students with a structured foundation in English language and communication. The combination of grammar reinforcement, vocabulary development, reading and writing practice, speaking activities and active listening helped students improve their confidence and readiness for academic and professional communication.

Conclusion

The Bridge Course on **Professional Communication**, conducted under the **Student Induction Programme**, provided students with focused practice in essential language and communication skills. The programme integrated grammar, vocabulary, reading, writing, speaking, and listening activities with practical communication tasks. The course is expected to enhance students' ability to communicate effectively and confidently during their first-year engineering studies and in future professional contexts.

Snapshots:



10:17 AM | Bridge Course - I Year - Batch 1

JEEVALAKSHMI R (Presenting, annotating)

Subject	Singular	Plural
I Person	Utu	
II Person	Uvc	
III Person	Uu, Uu, Uu	Uyu

Participants:

- JEEVALAKSHMI R
- Rohitkesh Nimal A
- Saharish R
- Sakraraman Marudandan
- Sakraraman Jomsontha
- Chendrasekar Alka Che...
- Siddhagokhargan G
- 50 others
- Dr. K. Srikrishna Assoc...

Turn on microphone (not +)

91°C Partly sunny

Search

10:17 AM 7/24/2025

6.5 BASICS OF DIGITAL ELECTRONICS

Title: Strengthening Mathematical Foundations for First-Year Engineering

Resource Persons:

Ms.S.Karkuzhali,

Ms.A. Iyswariya,

Ms.G. Bhavani,

Ms.S. Priyadharshini,

Ms.M. Naveena, ,

Mr.T. Joel,

Dr.V. Bajali ,

Ms.Y.M. Blessy Department: ECE & GE Mode: Virtual mode

No. of Batches: 9

Date: 16/78/2026 – 25/08/2026

Participants: First-year B.E./B.Tech. Students

Background and Purpose

The Basics of Digital Electronics course was organized as part of the Student Induction Program to introduce students to the fundamental concepts of electronics and digital systems before they commenced their regular engineering curriculum. The course was designed to familiarize students with basic electronic components, circuit laws, measurement instruments, number systems, logic gates, semiconductor devices and elementary digital circuits.

The programme aimed to develop students' foundational knowledge, practical awareness and logical thinking skills required for subsequent courses in electronics, electrical engineering and digital systems.

Course Objectives

The major objectives of the course were to:

Introduce students to the fundamental concepts of electrical and electronic systems.

Familiarize students with basic electronic components such as resistors, capacitors, diodes and transistors.

Develop basic skills in using multimeters, oscilloscopes and breadboards.

Reinforce fundamental circuit laws including Ohm's Law, KVL and KCL.

Introduce students to number systems and digital logic concepts.

Develop an understanding of logic gates, truth tables and Boolean expressions.

Introduce students to semiconductor materials, PN junction diodes and rectifiers.

Provide students with basic problem-solving and circuit-analysis skills.

Nature of the Programme

The sessions combined concept explanation, visual presentations, worked examples, demonstrations, guided problem solving, interactive questioning, practical activities and online assessment.

The course used digital presentation tools and interactive learning activities to explain fundamental concepts such as electronic components, circuit laws, number systems, logic gates, truth tables and semiconductor devices.

Students were encouraged to participate actively through discussions, questioning, problem-solving activities and quizzes. Practical demonstrations and circuit-related activities were used wherever appropriate to connect theoretical concepts with real-world applications.

Syllabus and Content Covered

The official bridge-course syllabus comprises seven foundational areas: Differentiation, Partial Derivatives, Partial Fractions, Integration, Matrices and Determinants, Complex Numbers and Vectors.

Module Area Major Concepts / Course Activities

Introduction to Electronics

Definition of electronics; difference between electrical and electronic systems; basics of current, voltage and resistance; resistor, capacitor, diode and transistor; analog and digital signals.

Basic Electronic Circuits and Measuring Instruments

Multimeter and measurement of voltage, current and resistance; overview of oscilloscope; breadboard and basic circuit prototyping; applications of electronics in daily life and industry.

Basic Circuit Laws Ohm's Law and applications; voltage and current sources; series and parallel connections of resistors, capacitors and inductors; Kirchhoff's Voltage Law (KVL); Kirchhoff's Current Law (KCL).

Number Systems & Logic Basics Decimal, binary and hexadecimal number systems; decimal-to-binary and binary-to-decimal conversion; simple binary addition and subtraction; introduction to digital logic systems and Integrated Circuits (ICs).

Basic Logic Circuits AND, OR and NOT gates; NAND and NOR universal gates; XOR and XNOR gates; truth tables; Boolean variables and expressions; gate implementation; Boolean laws and DeMorgan's theorem; simple logic circuits.

Semiconductor Basics Conductors, insulators and semiconductors; P-type and N-type semiconductors; PN junction diode; construction, working, characteristics and applications; half-wave and full-wave rectifiers; overview of filters and regulators; semiconductor applications.

Additional Enrichment Activity

As an enrichment activity, students were introduced to practical circuit prototyping using a breadboard. The activity helped students understand how electronic components can be interconnected to construct simple circuits.

Students were also exposed to the practical identification and application of basic electronic components and measurement instruments. These activities helped bridge the gap between theoretical concepts and practical electronic systems.

Interactive activities such as logic-gate exercises, truth-table construction and number-system conversion problems were also incorporated to improve students' logical and analytical thinking.

Teaching–Learning Methodology

The following teaching–learning strategies were adopted during the programme:

Concept introduction using simple and easy-to-understand explanations.

Use of PowerPoint presentations and visual illustrations.

Step-by-step explanation of circuit laws and numerical examples.

Demonstration of basic electronic components and measuring instruments.

Guided practice on Ohm's Law, KVL and KCL.

Practice exercises on number-system conversion and binary arithmetic.

Construction of truth tables for basic logic gates.

Interactive problem solving involving Boolean expressions and logic gates.

Demonstration and explanation of basic semiconductor devices.

Question-and-answer sessions and doubt clarification.

Practical/breadboard-based activities wherever applicable.

Online MCQ quizzes and Google Form-based assessments to assess conceptual understanding.

Evidence of Student Engagement

The course activities provided opportunities for students to actively participate in the learning process. Student engagement was demonstrated through:

Participation in interactive classroom discussions.

Responses to questions posed during the sessions.

Solving basic circuit and numerical problems.

Number-system conversion exercises.

Construction of logic-gate truth tables.

Identification and discussion of electronic components.

Participation in practical/breadboard activities.

Completion of online quizzes and assessments.

Interaction and doubt clarification during the sessions.

The available classroom records, presentation materials, activity records and online assessment responses provide evidence of student participation and engagement throughout the programme.

Assessment and Student Participation

Assessment was integrated throughout the course through topic-wise MCQ quizzes, practice exercises, numerical problems, logic-gate activities and comprehensive assessments.

Assessment Component	Evidence / Record	Purpose
Topic-wise MCQ Quizzes	Conducted after individual topics/modules	To check immediate conceptual understanding
Practice Exercises	online problem-solving activities	To reinforce concepts through practice
Circuit Analysis Problems	Ohm's Law, KVL and KCL exercises	To develop basic circuit-analysis skills
Number-System Exercises	Conversion and binary arithmetic problems	To develop digital-number-system skills
Logic-Gate Activities	Truth tables and gate implementation	To assess understanding of digital logic
Student Responses	Online submissions / classroom participation	Evidence of participation and engagement

Participation and Performance

Participating students actively engaged in the Basics of Digital Electronics course through classroom interactions, problem-solving activities, practical demonstrations and online assessments.

Students demonstrated varying levels of understanding across the different modules. Many students showed good understanding of fundamental concepts such as basic electronic components, circuit laws, number systems and logic gates.

The practice exercises and topic-wise assessments helped identify areas requiring additional reinforcement. Continuous interaction and guided problem solving provided students with opportunities to clarify their doubts and improve their conceptual understanding.

Course Outcomes

CO	Course Outcome
CO1	Explain the basic concepts of electronics and distinguish between electrical and electronic systems.
CO2	Identify basic electronic components and explain their fundamental functions and applications.
CO3	Use basic measuring instruments and apply fundamental circuit laws such as Ohm's Law, KVL and KCL to simple circuits.
CO4	Perform basic conversions between decimal, binary and hexadecimal number systems and solve simple binary arithmetic problems.
CO5	Explain the operation of basic logic gates, construct truth tables and apply Boolean laws and DeMorgan's theorem to simple logic circuits.
CO6	Explain the basic concepts of semiconductor materials, PN junction diodes, rectifiers and their applications.

Overall Learning Impact

The Basics of Digital Electronics course provided students with a structured introduction to the fundamental concepts required for understanding electronics and digital systems in engineering.

The combination of conceptual explanations, visual demonstrations, numerical exercises, practical activities, logic-gate exercises and online assessments helped students develop foundational technical knowledge and problem-solving skills.

The course enabled students to:

Understand the basic terminology of electronics.

Recognize and understand the functions of common electronic components.

Develop awareness of basic electronic measurement techniques.

Apply fundamental circuit laws to simple circuits.

Understand different number systems used in digital electronics.

Construct and interpret logic-gate truth tables.

Develop basic understanding of Boolean logic.

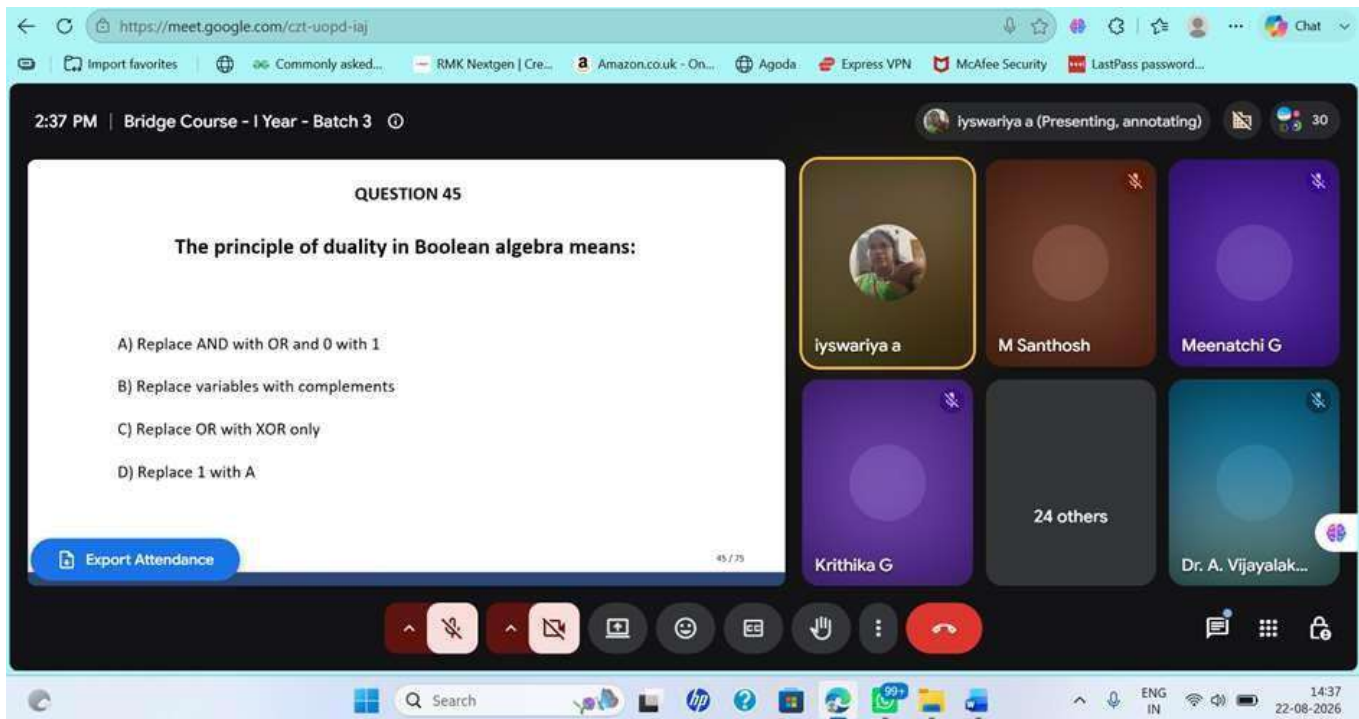
Understand the working principle and applications of semiconductor devices.

Relate electronic concepts to applications in daily life and industry.

The participation and assessment records indicate that the course contributed to improving students' technical awareness, conceptual clarity and confidence before entering their regular engineering courses.

Screen Documentation

The following screenshots provide evidence of the online delivery and classroom interaction during the Basics of Digital Electronics Bridge Course.



Conducting MCQ

10:54 AM | Bridge Course - I Year - Batch 4

B Bhavani G Asst. Professor (Presenting, annotating)

Web whiteboard

34h left to save your board. Save to my boards. Share board.

Share this board and start collaborating. No sign up required.

$F = m(0,1,2,4,5,6,8,9,12,13,14)$

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

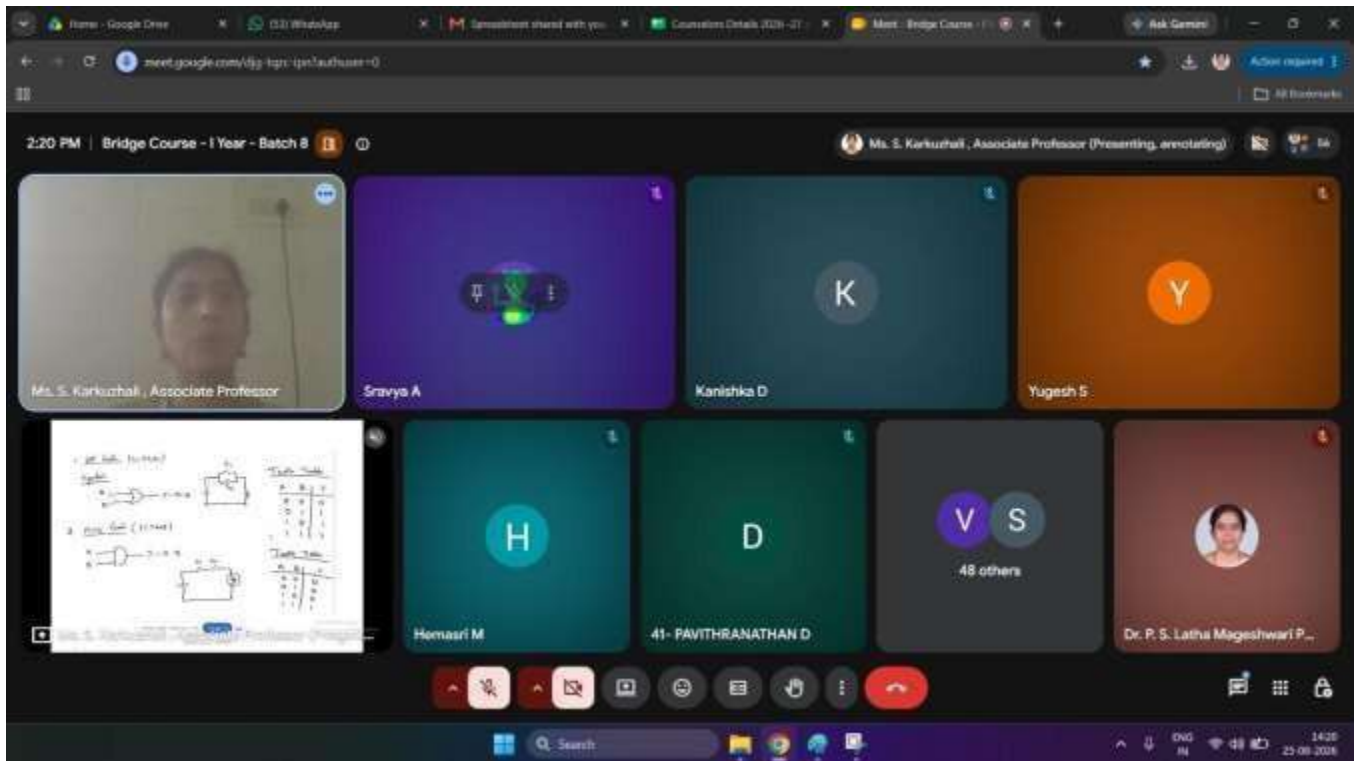
$\bar{C} + A\bar{D} + B\bar{D}$

$\bar{C} + \overline{ACD} + BCD$

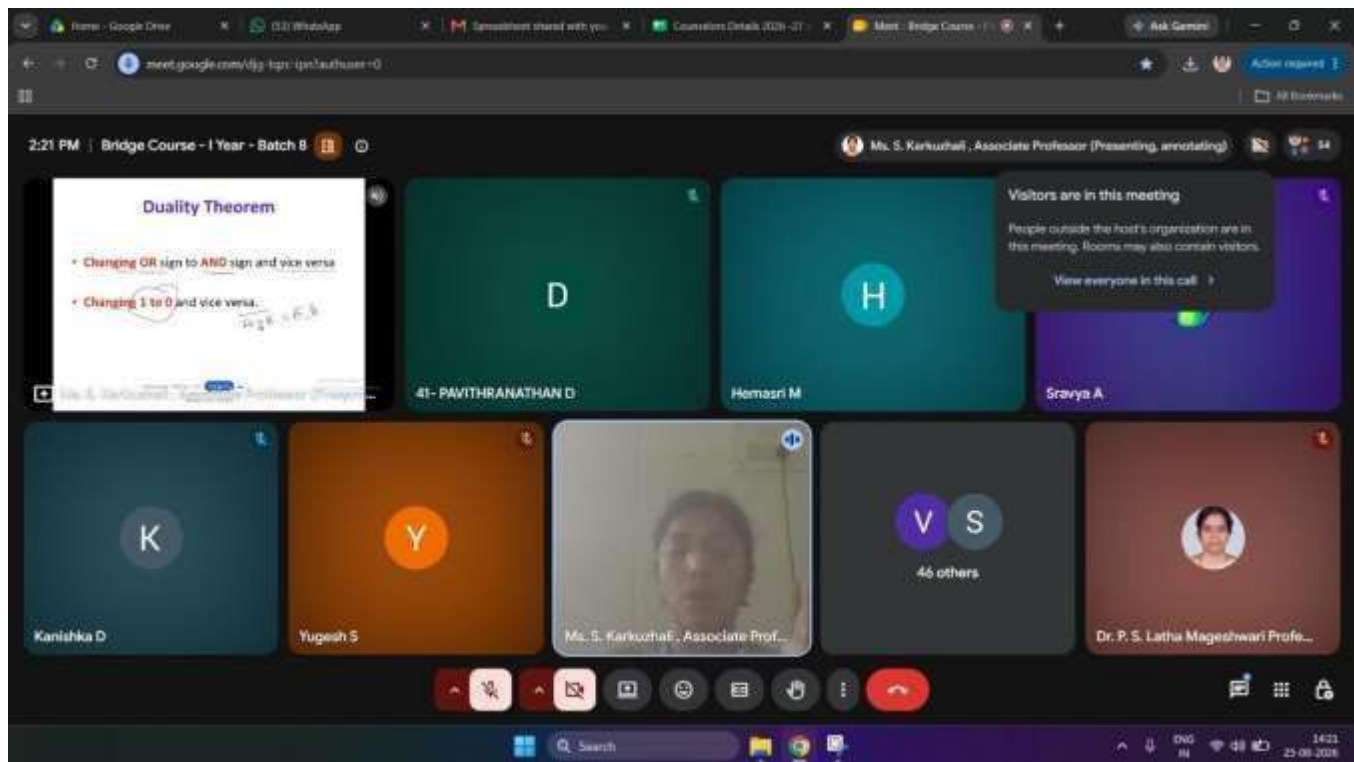
$\bar{C} + (\bar{A}\bar{D} + BD)$

45 others

Simplification Using K-Map



Logic Gates and Boolean Operators



Dualit Theorem and its applications

Conclusion

The Basics of Digital Electronics course conducted under the Student Induction Program provided first-year students with a strong foundation in fundamental electronics and digital concepts.

The programme covered six major modules, beginning with basic electronic concepts and components and progressing through circuit laws, measuring instruments, number systems, digital logic, Boolean algebra and semiconductor devices.

The course provided students with the prerequisite knowledge required for their subsequent engineering studies and helped improve their technical confidence, logical thinking, problem-solving ability and awareness of real-world electronic applications. Overall, the programme served as an effective bridge between students' basic knowledge and the electronics-related concepts they would encounter in their first-year engineering curriculum.

6.6 BASICS OF DIGITAL ELECTRONICS

Resource Persons:

Dr.S.Anita.

Ms.S.Karkuzhali,

Ms.P.Deepadevi.

Mr.R.Prabhu,

Ms.S.Karthika.

Ms.Selvalakshmi,

Department: GE

Mode: Virtual mode

No. of Batches: 9

Date: 24/08/2026 – 29/08/2026

Participants: First-year B.E./B.Tech. Students

Background and Purpose

The **Fundamentals of Digital Systems and IoT** course was organized as part of the **Student Induction Program** to introduce students to the fundamental concepts of electronics and digital systems before they commenced their regular engineering curriculum. The course was designed to familiarize practical implementation of elementary digital circuits.

The programme aimed to develop students' foundational knowledge, practical awareness and logical thinking skills required for digital systems.

Course Objectives

The major objectives of the course were to:

Develop an understanding of **logic gates, truth tables and Boolean expressions.**

Provide students with basic problem-solving and circuit-analysis skills.

Nature of the Programme

The sessions combined **concept explanation, visual presentations, worked**

examples,

demonstrations, guided problem solving, interactive questioning, practical activities and online assessment.

The course used digital presentation tools and interactive learning activities to explain fundamental concepts such as logic gates, truth tables and IoT devices.

Students were encouraged to participate actively through discussions, questioning, problem-solving activities and quizzes. Practical demonstrations and circuit-related activities were used wherever appropriate to connect theoretical concepts with real-world applications.

Syllabus and Content Covered

The official bridge-course syllabus comprises seven foundational areas: Differentiation, Partial Derivatives, Partial Fractions, Integration, Matrices and Determinants, Complex Numbers and Vectors.

MODULE AREA MAJOR CONCEPTS / COURSE ACTIVITIES

LOGIC GATES Logic Gates - verification and interpretation - AND, OR, NOT, I NAND, NOR, Ex-OR, Ex-NOR, Realization of logic functions - universal gates NAND and NOR Gate,

LOGIC IC Familiarization: general bread board- logic ICs- oscilloscope and function generator- verification of De-Morgan's theorem – applications: fire and burglar alarms- generation of clock pulse.
II APPLICATIONS

DIGITAL APPLICATIONS USING LOGIC GATES Industrial control: fuel level indicator - washing machine control - seat belt warning system, cockpit warning light control system, automobile alarm application.

DIGITAL SYSTEM IMPLEMENTATION Arduino: Introduction - interfacing basic input components: pushbutton, potentiometer - output components: LED, 7 segments, buzzer –motors: DC Motor, Servo Motor and Stepper Motor – sensors: Ultrasonic sensor, PIR Sensor, DHT sensor, Soil Moisture - applications.
IV

V BASICS OF IOT Internet of Things: Introduction-types - ecosystem- core architecture – components- hardware- basic protocols-platforms - application: smart home-smart agriculture.

Additional Enrichment Activity

As an enrichment activity, students were introduced to **practical circuit prototyping using a breadboard**. The activity helped students understand how electronic components can be interconnected to construct simple circuits.

Students were also exposed to the practical identification and application of basic electronic components and measurement instruments. These activities helped bridge the gap between theoretical concepts and practical electronic systems.

Interactive activities such as **logic-gate exercises, truth-table construction and number-system conversion problems** were also incorporated to improve students' logical and analytical thinking.

Teaching–Learning Methodology

The following teaching–learning strategies were adopted during the programme:

Concept introduction using **simple and easy-to-understand explanations**.

Use of PowerPoint presentations and visual illustrations.

Construction of **truth tables for basic logic gates**.

Interactive problem solving involving Boolean expressions and logic gates.

Practical/breadboard-based activities wherever applicable.

Online **MCQ quizzes and Google Form-based assessments** to assess conceptual understanding.

Evidence of Student Engagement

The course activities provided opportunities for students to actively participate in the learning process. Student engagement was demonstrated through:

Participation in interactive classroom discussions.

Responses to questions posed during the sessions.

Construction of logic-gate truth tables.

Participation in practical/breadboard activities.

Completion of online quizzes and assessments.

Interaction and doubt clarification during the sessions.

The available classroom records, presentation materials, activity records and online assessment responses provide evidence of student participation and engagement throughout the programme.

Assessment and Student Participation

Assessment was integrated throughout the course through topic-wise MCQ quizzes, practice exercises, numerical problems, logic-gate activities and comprehensive assessments.

Assessment Component	Evidence / Record	Purpose
Topic-wise MCQ Quizzes	Conducted after individual topics/modules	To check immediate conceptual understanding

Practice Exercises	online problem-solving activities	To reinforce concepts through practice
Logic-Gate Activities	Truth tables and gate implementation	To assess understanding of digital logic
Student Responses	Online submissions / classroom participation	Evidence of participation and engagement

Participation and Performance

Participating students actively engaged in the **Fundamentals of Digital Systems and IoT** course through classroom interactions, practical demonstrations and online assessments.

Students demonstrated varying levels of understanding across the different modules. Many students showed good understanding of fundamental concepts such as basic electronic components, circuit laws, number systems and logic gates.

The practice exercises and topic-wise assessments helped identify areas requiring additional reinforcement. Continuous interaction and guided problem solving provided students with opportunities to clarify their doubts and improve their conceptual understanding.

Screen Documentation

The following screenshots provide evidence of the online delivery and classroom interaction during the course.

https://meet.google.com/kve-jyfu-mtq

Sharing de-lit:vlabs.ac.in to this tab Stop sharing

Sharing de-lit:vlabs.ac.in to meet.google.com Stop sharing Share this tab instead

10:38 AM | Bridge Course - I Year - Batch 7

Selvalakshmi S Assistant Professor (You, presenting, annotating) | Presentation audio Stop presenting

Bridge Course - I Year - Batch 7

myvish Sankar

49 others

Richikash M 10:34 AM
yes mam

Send a message

Realization of logic functions with the help of universal gates.

Simulation

Experiment to perform logic with the help of universal gates

Logic diagram showing the realization of logic functions using universal gates (NAND gates).

31°C Mostly cloudy

Search

ENG IN

10:38 AM 8/25/2025

10:54 AM | Batch-9-RMK-Bridge course

Selvalakshmi S Assistant Professor (You, presenting, annotating) | Presentation audio | Stop presenting

KT Jeslin | harshithaa | Pragati | Naga Bhuvana sri Duggu... | 33 others

Batch-9-RMK-Bridge course

Continuous chat is turned off
Messages will not be saved for meeting participants when the call ends. You can pin a message to make it visible for people who join later.

Send a message

Virtual Labs

2 NAND gates as Ex-NOR gate

Ex-NOR gate is actually Ex-OR gate followed by NOT gate. So give the output of Ex-OR gate to a NOT gate, overall output is that of an Ex-NOR gate.

$Y = AB + A\bar{B}$

Figure-2 NAND gates as Ex-NOR gate

A	B	Y
0	0	1
0	1	0
1	0	0
1	1	1

31°C Mostly cloudy

Search

ENG IN

10:54 AM 8/23/2026

6.7 C PROGRAMMING FOR FIRST-YEAR ENGINEERING

Resource Persons: C Programming Subject Handled Faculties

Department: All Departments

Mode: Physical mode

No. of Batches: 22 SECTIONS

Date: 01.09.2026 TO 07.09.2026

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose

The **Programming in C Bridge Course** was organized to strengthen the foundational programming knowledge and problem-solving abilities of students before they progressed to more advanced programming concepts.

The programme focused on developing a systematic approach to solving programming problems by introducing students to the stages involved in transforming a real-world problem into a logical and implementable solution. Particular emphasis was given to **problem-solving, algorithms, flowcharts, and pseudocode** as essential foundations for learning the C programming language.

The bridge course was designed to reduce differences in students' prior programming exposure and provide a common foundation for subsequent programming courses.

2. Course Objectives

The major objectives of the Programming in C Bridge Course were to:

Develop fundamental **problem-solving and logical-thinking skills**.

Help students understand and analyze programming problems systematically.

Introduce the **Input–Process–Output (IPO)** approach.

Develop the ability to divide complex problems into smaller, manageable steps.

Familiarize students with the **design and tracing of algorithms**.

Develop competency in representing solutions using **flowcharts**.

Introduce **pseudocode** as an intermediate step between problem analysis and programming.

Establish a strong foundation for learning **C programming**.

Improve students' confidence in approaching programming problems independently.

3. Nature of the Programme

The programme was conducted as a **four-day bridge course**, with each day focusing on one essential stage of programming problem solving.

The learning progression was structured as:

Problem → Logic → Algorithm → Flowchart → Pseudocode → C Program

The course adopted a progressive and practice-oriented approach, enabling students to move from understanding a problem to developing a structured solution.

4. Syllabus and Content Covered

Day	Topic	Major Concepts / Activities
Day 1	Problem-Solving Approach	Understanding the problem, identifying problem requirements, identifying Input–Process–Output (IPO) , breaking a problem into smaller steps, identifying constraints, developing logical thinking, and solving simple real-world programming problems.
Day 2	Algorithm	Meaning and characteristics of an algorithm, step-by-step solution development, sequence of operations, algorithm design techniques, writing algorithms for simple problems, and tracing algorithms using sample inputs.
Day 3	Flowchart	Flowchart symbols, start/end, input/output, process, decision and connector symbols, flowchart rules, converting algorithms into flowcharts, and developing flowcharts for simple programming problems.
Day 4	Pseudocode	Meaning and purpose of pseudocode, pseudocode conventions, sequence/selection/iteration structures, converting problem statements into pseudocode, converting flowcharts into pseudocode, and writing pseudocode for simple C programming problems.

5. Additional Enrichment Activity

As an enrichment activity, students were encouraged to apply the concepts learned during the four-day programme to **simple real-world programming problems**.

Students were guided to identify:

Problem → Inputs → Processing → Expected Output

and subsequently represent their solutions using algorithms, flowcharts, and pseudocode.

The activity helped students understand that programming is not merely about writing syntax, but involves **analysis, logical reasoning, solution design, and verification**.

6. Teaching–Learning Methodology

The course employed a learner-centred and activity-oriented teaching methodology.

Concept Explanation

Fundamental concepts were introduced through concise explanations, examples, and classroom discussions. Each concept was presented progressively to ensure that students could connect new concepts with previously learned ideas.

Worked Examples

Simple programming problems were demonstrated step-by-step. The instructor explained the reasoning process involved in identifying inputs, processing requirements, and expected outputs.

Guided Problem Solving

Students were guided through the following systematic process:

Understand the Problem → Identify Inputs → Develop Logic → Write Code → Execute → Verify Output

For the bridge-course topics, this process was further reinforced through:

Problem → Algorithm → Flowchart → Pseudocode → C Program

Interactive Learning

Students actively participated through questioning, discussions, problem analysis, and classroom activities. Students were encouraged to explain their reasoning and compare alternative approaches to solving a problem.

Visual Learning

Flowcharts, diagrams, examples, and visual representations were used to help students understand program logic and the relationship between different stages of solution development.

Practice-Based Learning

Students were provided with simple programming problems and exercises to apply the concepts immediately after their introduction.

Continuous Feedback

Students' responses and activities were reviewed continuously. Immediate feedback was provided to correct misconceptions and strengthen their understanding.

7. Evidence of Student Engagement

Student engagement was observed through:

Active participation in classroom discussions.

Responses to problem-solving questions.

Participation in guided activities.

Development of algorithms and flowcharts.

Preparation of pseudocode for given problems.

Participation in topic-wise quizzes.

Submission of activities through **Google Classroom (GCR)**.

Interaction with the instructor during worked examples and practice sessions.

The activities provided opportunities for students to demonstrate both **conceptual understanding and practical application**.

8. Assessment and Student Participation

Assessment Component	Evidence / Record	Purpose
Topic-wise MCQ Quizzes	Conducted after modules/topics – Google Classroom (GCR)	Immediate assessment of conceptual understanding
End-stage Assessment	Conducted during the programme	Evaluation of broader understanding of the concepts covered

Assessment Component	Evidence / Record	Purpose
Student Responses	Online submissions / Google Classroom (GCR)	Evidence of student participation and engagement
Problem-solving Activities	Classroom activities and student responses	Assessment of logical and analytical thinking
Algorithm / Flowchart / Pseudocode Exercises	Student practice work	Evaluation of solution-development skills

The assessment process was primarily intended to provide **continuous feedback and reinforcement** rather than merely evaluate students at the end of the programme.

9. Participation and Performance

Students participated in the programme through classroom discussions, problem-solving exercises, quizzes, and online submissions.

The progressive structure of the course enabled students to move from basic problem understanding to structured solution development. Student participation in activities provided opportunities to identify learning gaps and address them through immediate clarification and additional examples.

The assessment and activity records maintained through **Google Classroom (GCR)** provided supporting evidence of student participation and learning.

10. Course Outcomes

At the completion of the bridge course, students were expected to be able to:

CO1: Understand and analyze basic programming problems using the Input–Process–Output approach.

CO2: Decompose a problem into smaller logical steps and develop a systematic solution.

CO3: Design and trace simple algorithms for programming problems.

CO4: Represent program logic using standard flowchart symbols and conventions.

CO5: Develop pseudocode using sequence, selection, and iteration structures.

CO6: Apply problem-solving techniques as a foundation for developing C programs.

11. Overall Learning Impact

Improved Programming Fundamentals

The course established the fundamental concepts required for students to begin learning C programming systematically.

Improved Logical Thinking

Students were encouraged to analyze problems, identify requirements, and develop solutions before attempting to write code.

Improved Algorithmic Understanding

Students gained an understanding of how a problem can be represented as a sequence of logical and executable steps.

Increased Coding Confidence

By progressing from simple problem statements to structured solutions, students developed greater confidence in approaching programming problems.

Better Understanding of Advanced Concepts

A strong foundation in problem solving, algorithms, flowcharts, and pseudocode is expected to support students in understanding subsequent programming concepts more effectively.

Continuous Learning and Assessment

The combination of classroom activities, guided exercises, quizzes, and online submissions provided opportunities for continuous practice, feedback, and reinforcement.

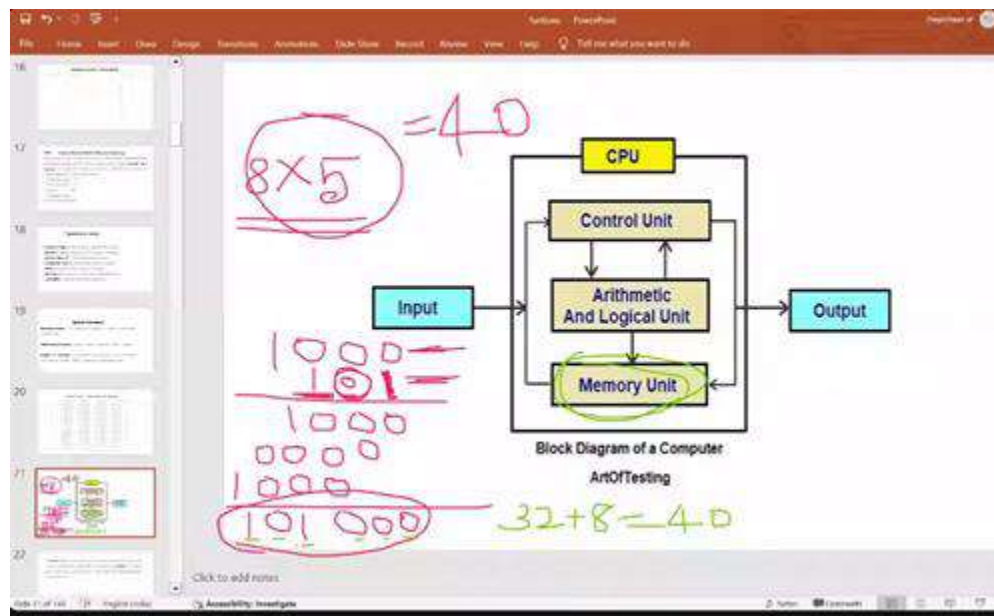
12. Screen Documentation

The following activities may be included as photographic/screenshot evidence of the programme.

Worked Examples

Suggested caption:

Figure 1. Explanation of programming concepts through worked examples.

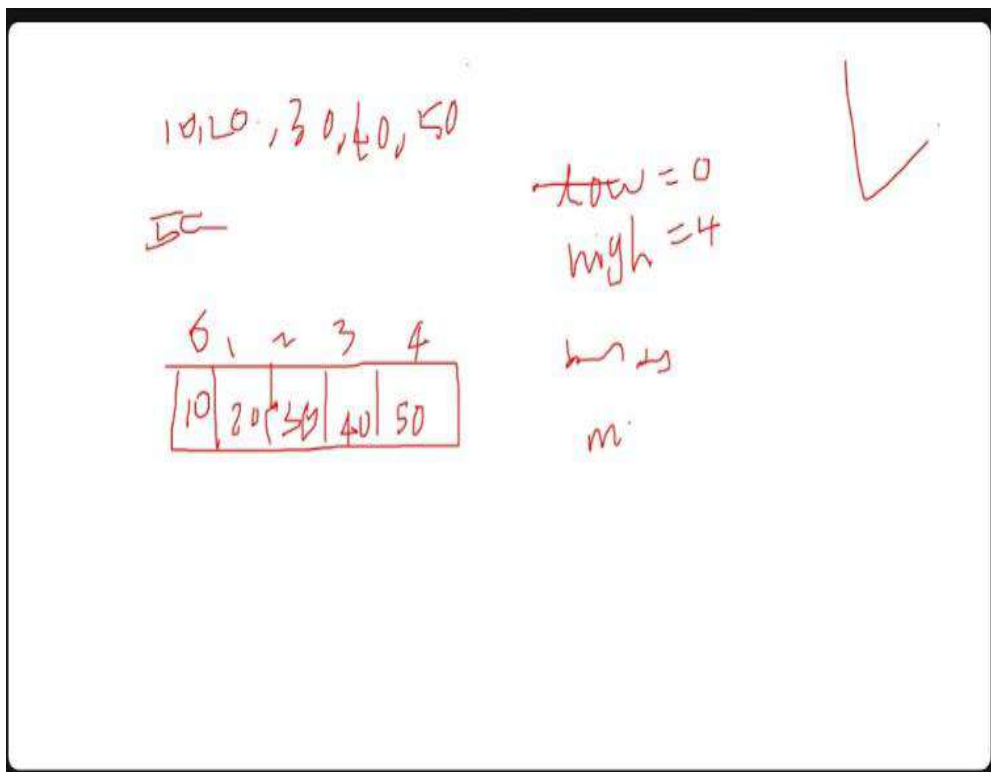


Guided Problem Solving

Suggested caption:

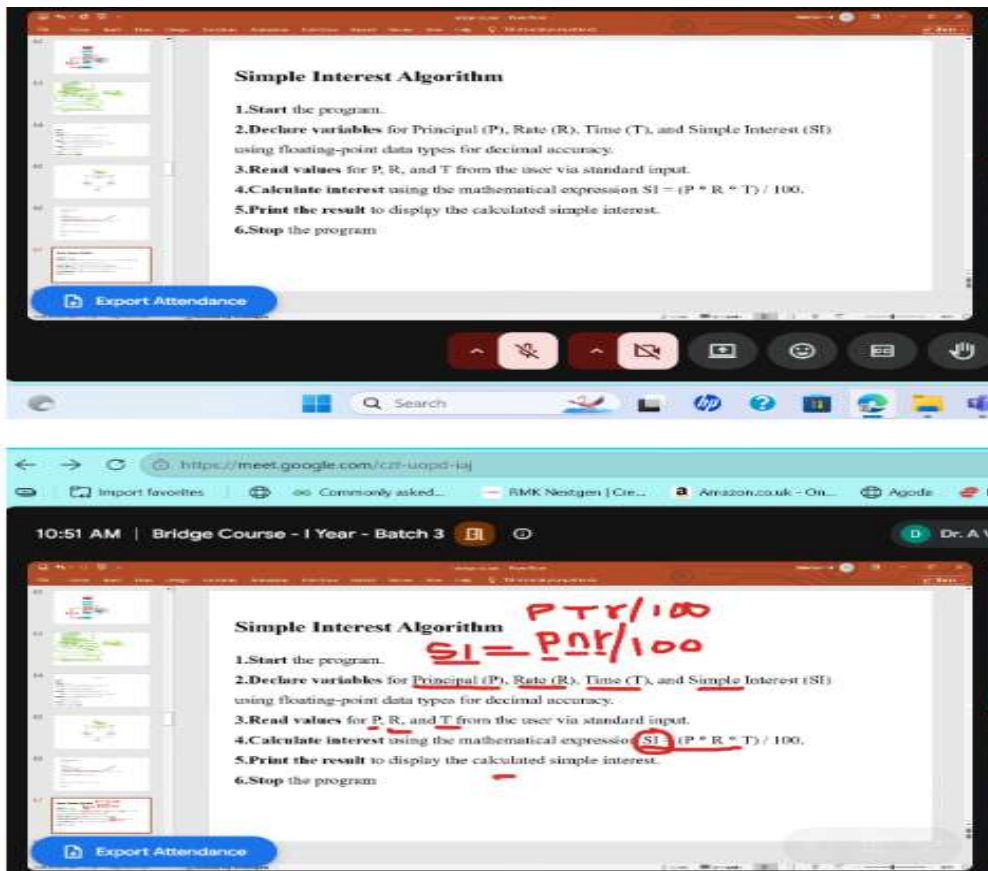
Figure 2. Guided problem-solving activity during the Programming in C Bridge Course.

Interactive Learning Activity



Suggested caption:

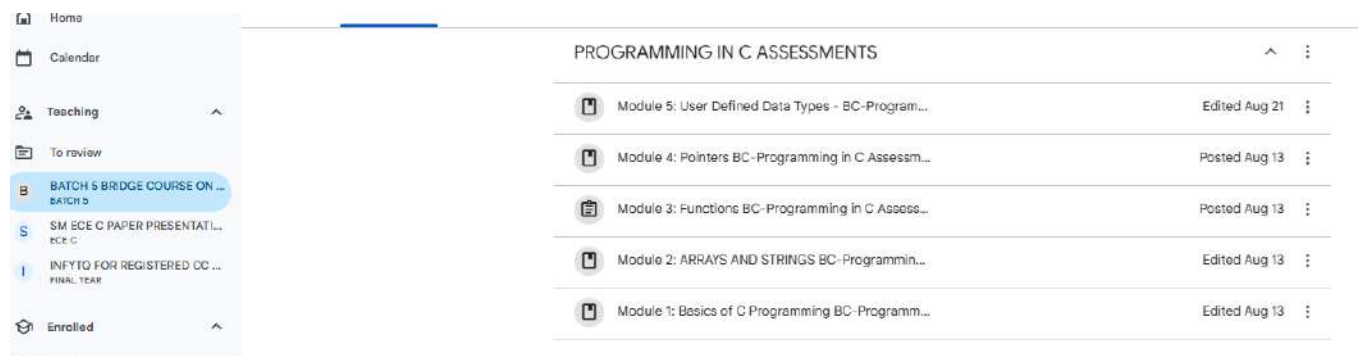
Figure 3. Interactive learning and student participation during the bridge course.



Assessment Activity

Suggested caption:

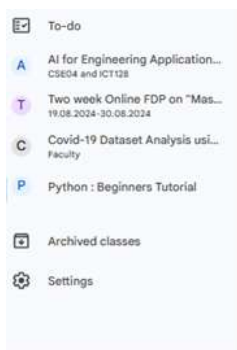
Figure 4. Student participation in topic-wise assessment and learning activities.



Online Submission / Google Classroom

Suggested caption:

Figure 5. Student activity submission and participation through Google Classroom.



13. Conclusion

The **Programming in C Bridge Course** provided students with a structured foundation for learning programming through a progressive four-day learning model.

The course emphasized that effective programming begins with **understanding and analyzing the problem**, followed by systematic solution development using **algorithms, flowcharts, and pseudocode**, before translating the solution into a programming language.

The combination of concept explanation, worked examples, guided problem solving, interactive activities, visual learning, practice exercises, and continuous assessment contributed to a learner-centred environment.

Overall, the programme served as an effective bridge between students' existing knowledge and the programming competencies required for subsequent **C programming and advanced computer programming courses**.

6.8 REPORT ON FOREIGN LANGUAGE ORIENTATION

Japanese N5 Level and German A1 Level Title: Orientation on Foreign Language Learning and Certification

Resource Organizations: Mirai Academy (Japanese) and Inlingua (German)

Coordinated by: Centre for Foreign Languages (CFL)

Mode: Orientation Session

Target Group: First-Year Students

Dates: 2 and 3 September 2026

Participants: First-Year B.E./B.Tech. Students

Background and Purpose

As part of the Student Induction Programme 2026–27, the Centre for Foreign Languages organized orientation sessions for first-year students to introduce the opportunities available for learning Japanese and German. The programme familiarized students with the Japanese Language Proficiency Test (JLPT) N5 level and the German A1 level, and explained how foreign-language competence can support higher education, internships, placements and international career opportunities.

Programme Details

Date	Language / Level	Resource Organization	Beneficiaries
2 September 2026	Japanese – JLPT N5	Mirai Academy	First-year students
3 September 2026	German – CEFR A1	Inlingua	First-year students

Objectives of the Orientation

- Create awareness of the value of foreign-language proficiency in academic and professional development.
- Introduce the structure, learning pathway and expected competencies of Japanese N5 and German A1.
- Explain the benefits of language certification for internships, higher studies, employment and global mobility.
- Motivate students to enrol in the language courses and pursue internationally recognized certification.
- Clarify the training approach, assessment process and progression opportunities in both languages.

Japanese Language Orientation – N5 Level

The Japanese language orientation was conducted by Mirai Academy on 2 September 2026. The session introduced students to the Japanese writing systems—Hiragana, Katakana and basic Kanji—along with elementary vocabulary, grammar, listening and reading skills expected at the JLPT N5 level. Students were also briefed on the JLPT framework, examination components, preparation methods and the relevance of Japanese proficiency to opportunities in Japanese companies, technology-oriented industries, higher education and cultural exchange.

German Language Orientation – A1 Level

The German language orientation was conducted by Inlingua on 3 September 2026. Students were introduced to the Common European Framework of Reference for Languages (CEFR) and the competencies expected at the A1 beginner level. The session highlighted basic communication skills such as introducing oneself, understanding familiar expressions, asking and answering simple questions, and developing elementary listening, speaking, reading and writing abilities. The resource team also explained the academic and career relevance of German for engineering students.

Nature of the Programme

Both sessions were interactive and learner-oriented. The resource persons used examples, simple expressions, cultural references and question-and-answer interaction to make the languages approachable. Students received an overview of course expectations, certification pathways, learning resources and the consistent practice required to build language proficiency.

Key Takeaways for Students

- A clear understanding of the entry-level certification pathways for Japanese N5 and German A1.
- Awareness of the four core language skills: listening, speaking, reading and writing.
- Recognition of the importance of regular vocabulary practice and active participation.

Better awareness of international academic, cultural and career opportunities linked to foreign languages.
Motivation to begin structured language learning during the first year of study.

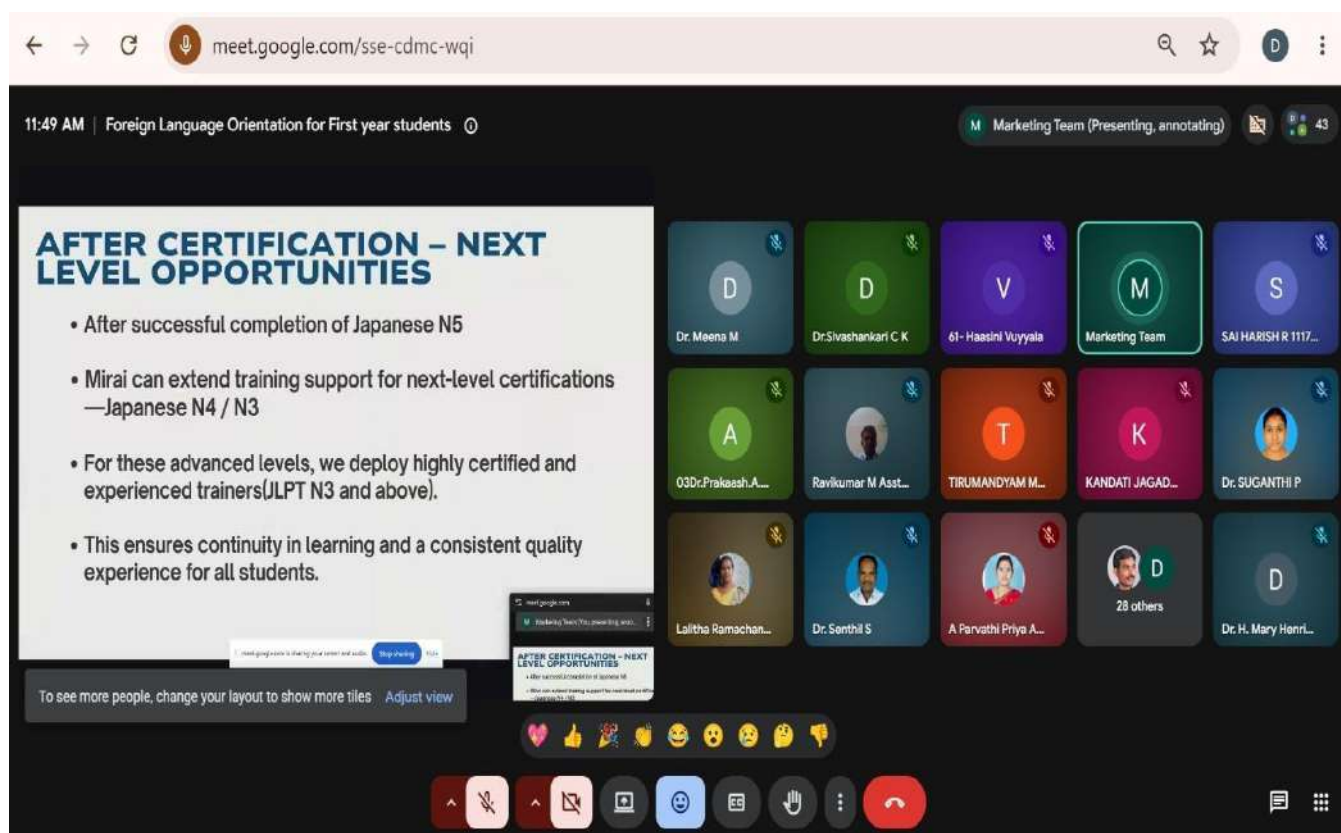
Outcomes of the Orientation

Outcome	Description
Awareness	Students understood the purpose and value of learning Japanese and German.
Certification Knowledge	Students became familiar with the broad requirements of JLPT N5 and CEFR A1.
Career Orientation	Students recognised the relevance of language proficiency to higher studies and employment.
Learner Motivation	The sessions encouraged students to enrol and participate actively in structured training.

Screen / Photographic Documentation

Photographs of the Japanese N5 and German A1 orientation sessions may be inserted below as documentary evidence of student participation and interaction with the resource persons.

[Insert



11:47 | Foreign Language Orientation for First year students ⓘ

Marketing Team (Presenting, annotating) 43

Senior students in Japanese



Dr.Sivashankari C K Marketing Team Dr. Meena M

03Dr.Prakash A.S Asso... 61- Heasini Vuyyala Dr. H. Mary Henrietta As...

SAI HARISH R 111726106... 34 others Dr. SUGANTHI P

Type here to search 35°C Mostly cloudy ENG 11:47 AM

11:53 AM | Foreign Language Orientation for First year students ⓘ

Marketing Team (Presenting, annotating) 43

PRICING & INCLUSIONS

Exclusive Introductory Price for RMK Group

Japanese Language N5 Training: Rs.7,000 + 18% GST + Razor pay charges Per Student

No Other Vendor gives you this price in this field.

Inclusions:

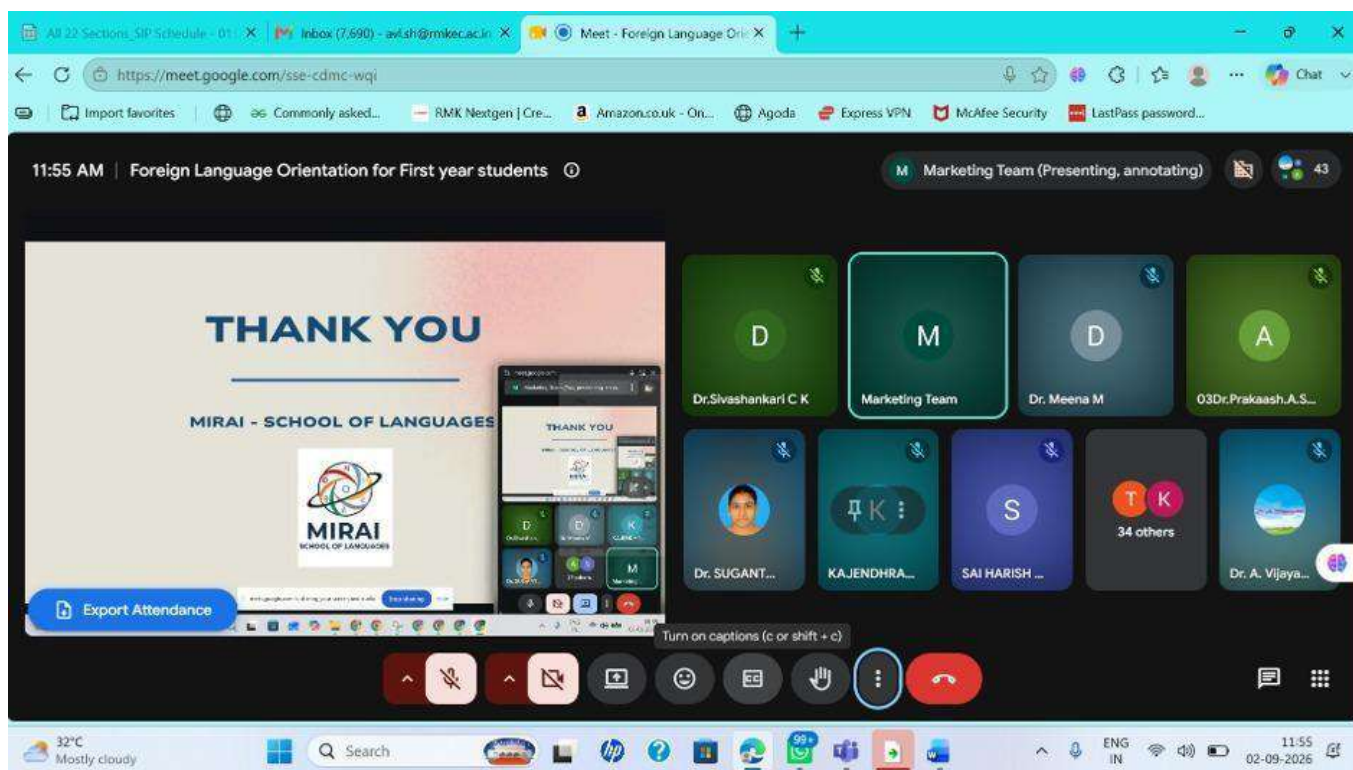
- Trainer charges
- Online LMS Tests for LSRW
- Mid and Post Assessments
- One year Free access to online LMS Portal for self study
- Placement Assistance
- Mentorship for Career in Foreign Companies

Export Attendance

Dr.Sivashank... Marketing Te... Dr. Meena M

03Dr.Prakas... Dr. SUGANTH... KAJENDHRA ...

35 others Dr. A. Vijayalakshmi



Conclusion

The foreign language orientation sessions conducted by Mirai Academy and Inlingua successfully introduced first-year students to Japanese N5 and German A1 learning pathways. The programme created awareness of certification, skill development and global opportunities, while encouraging students to take an early and purposeful interest in foreign-language learning. The sessions served as a useful foundation for the forthcoming language courses and supported the institution's objective of preparing students for academic and professional engagement in an international environment.

6.9 ORIENTATION PROGRAM ON ONLINE COURSES

Academic Year: 2026–27

Resource Person: 1. Dr. R.Subhashini, Associate Professor (Physics)

2. Dr.Lalitha Ramachandran, Associate Professor (Mathematics)

Mode: Online / Virtual Mode

Date & Time:

1. 01.09.2026/ 2.10 pm – 3.05 pm [CE, ME, EEE, CSE &BS, CSE (AR/VR &MD)

ECE(VLSI) & ECE]

2. 05.09.2026 // 2.10 pm – 3.05 pm [CSE]

3. 07.09.2026 / 10.20 am – 11.10 am [CSE(AI), IT, ECE(ACT)]

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose:

The Online Orientation Program was organized as part of the Students' Induction Program to introduce first-year students to SWAYAM and NPTEL as platforms for accessing quality online courses offered by reputed institutions and faculty members. The orientation was intended to create awareness about online learning opportunities relevant to students' branches of study and areas of interest.

The programme provided guidance on identifying suitable courses, enrolling in courses, accessing learning materials and completing course requirements. It also introduced other online learning platforms such as Coursera and edX, with emphasis on their flexible learning options and opportunities for acquiring additional technical and professional skills.

2. Objectives of the Orientation Program:

- To introduce students to SWAYAM - NPTEL as platform for accessing quality online courses offered by reputed institutions and faculty members.
- To create awareness among students about the availability of online courses relevant to their branch of study and areas of interest.
- To explain the procedure for identifying suitable courses, enrolling in courses, accessing learning materials and completing course requirements.
- To motivate students to make effective use of online learning platforms for continuous learning and skill development.

3. Nature of the Programme:

The orientation was an online, awareness-oriented and guidance-based induction activity focused on digital learning opportunities. Its nature can be described through the following key characteristics:

- Online and Orientation-Based – The programme was conducted in virtual mode as part of the Student Induction Program for first-year students.
- Awareness and Guidance-Oriented – Students were introduced to SWAYAM -NPTEL and guided on how to identify and use relevant online courses.
- Self-Learning Focused – The programme encouraged students to learn beyond the prescribed curriculum at their own pace.

- Skill Development-Oriented – Emphasis was placed on developing additional technical, analytical and professional skills.
- Certification and Career-Oriented – The benefits of NPTEL certification in strengthening subject knowledge and students' academic and career profiles were highlighted.
- Flexible and Continuous Learning – Students were encouraged to take up relevant online courses along with their regular academic curriculum for continuous self-learning.

4. Highlights of the Orientation Program:

- The students were introduced to the SWAYAM -NPTEL online learning platforms and their role in enhancing academic and professional knowledge.
- The orientation explained how students can select courses based on their curriculum, career interests and additional areas of specialization.
- The process of course enrolment, accessing video lectures and reading materials, completing assignments and participating in online assessments was discussed.
- The benefits of NPTEL certification were highlighted, particularly for strengthening subject knowledge, developing additional skills and improving students' academic and career profiles.
- Students were encouraged to take up relevant online courses along with their regular academic curriculum for continuous self-learning.
- Other online learning platforms such as Coursera and edX were also introduced, with emphasis on their wide range of courses, flexible learning options and opportunities for acquiring additional technical and professional skills.

5. Benefits of SWAYAM–NPTEL Courses:

- Access to structured learning resources and courses from reputed institutions.
- Opportunity to learn beyond the prescribed curriculum at the student's own pace.
- Development of additional technical, analytical and professional skills.
- Exposure to emerging technologies and interdisciplinary areas.
- Opportunity to earn course certificates and strengthen academic and career profiles.
- Encouragement of self-learning, continuous learning and lifelong learning habits.

6. Evidence of Student Engagement:

The orientation engaged first-year students through an online session focused on the use of SWAYAM and NPTEL. Students were guided on course selection, enrolment, access to video lectures and reading materials, assignments and online assessments. The programme also created awareness of certification opportunities and other online learning platforms.



7. Documents / Evidence of the Programme:

The uploaded report indicates that screenshots of the online orientation session are to be inserted. This section is therefore retained as an evidence/documentation placeholder.

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Lalitha Ramachandran Asst.Professor (Presenting, annotating)

Big Picture

- Self learning
- Importance of self learning
- Swayam-NPTEL
- Other available Online courses

RMK GROUP OF INSTITUTIONS

Participants:

- Lalitha Ramachan...
- Dr. Meena M
- GALI ROHITH 1117...
- Dr. Anita S. Associ...
- Thinesh Kumar R
- DEEPAK KUMAR B...
- KUKKALA SURYA ...
- 5 others
- Dr. R Subhashini

2:38 PM | owh-fmxb-xau

Lalitha Ramachandran Asst.Professor (Presenting, annotating)

Lecture 02: Can We Define Happiness?

THE SCIENCE OF HAPPINESS AND WELLBEING

LECTURE 02

CAN WE DEFINE HAPPINESS?

PROF. PRADYUMN PATNAIK

PROFESSOR OF ENGLISH AND THE SCIENCE OF HAPPINESS
DIRECTOR OF SWAYAM TEJ'S SOCIAL SCIENCE
IN MUMBAI

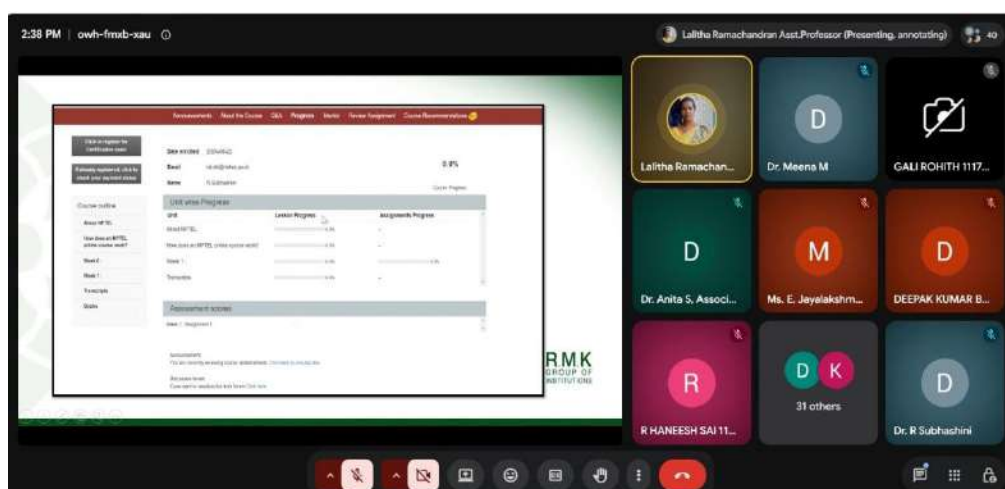
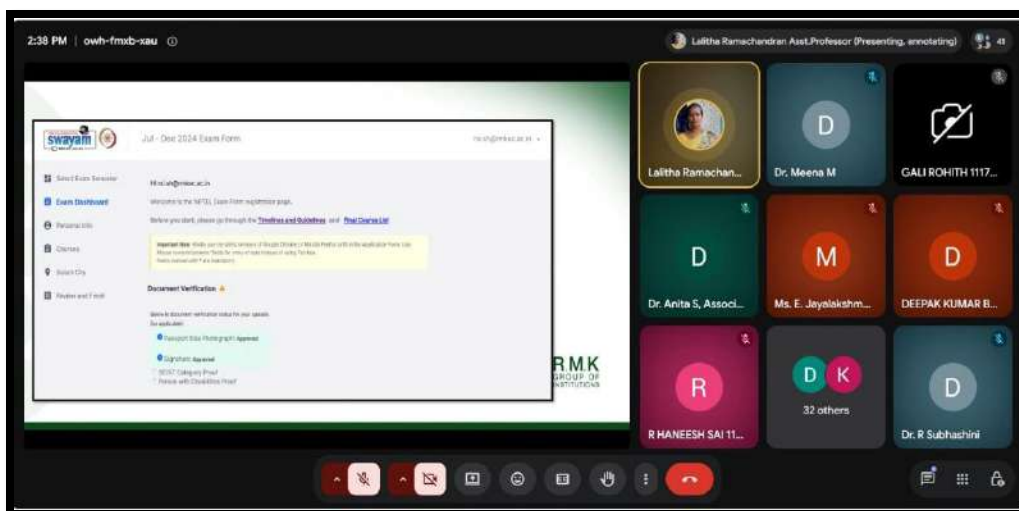
Course outline

- Week 1: Introduction to the Science of Happiness and the role of the mind in happiness
- Week 2: The Science of Happiness
- Week 3: The Science of Happiness
- Week 4: The Science of Happiness
- Week 5: The Science of Happiness
- Week 6: The Science of Happiness
- Week 7: The Science of Happiness
- Week 8: The Science of Happiness
- Week 9: The Science of Happiness
- Week 10: The Science of Happiness
- Week 11: The Science of Happiness
- Week 12: The Science of Happiness

RMK GROUP OF INSTITUTIONS

Participants:

- Lalitha Ramachan...
- Dr. Meena M
- GALI ROHITH 1117...
- Dr. Anita S. Associ...
- Ms. E. Jayalakshim...
- DEEPAK KUMAR B...
- R HANEESH SAI 11...
- 30 others
- Dr. R Subhashini



- Screenshots of the online orientation session.

8. Conclusion:

The Online Orientation Program provided first-year students with an introduction to SWAYAM and NPTEL as platforms for structured online learning and continuous skill development. The programme familiarized students with course selection, enrolment, learning materials, assignments, online assessments and the benefits of NPTEL certification. The introduction to Coursera and edX further broadened awareness of flexible online learning opportunities. Overall, the orientation encouraged students to complement their regular curriculum with self-learning and develop additional technical, analytical and professional skills.

MODULE 7 AND 8: LITERATURE/LITERARY ACTIVITIES AND CREATIVE PRACTICES

7.1 STUDENT ACTIVITY CELL (SAC)

STUDENT PRESENTATION REPORT – 2026–27

Activity	Student Activity Cell (SAC) Presentation to Students
Department	Department of Science & Humanities
Academic Year	2026–27
Mode	Online
Coordinator	Dr. M. Meena
Co-coordinator	Dr. C. K. Sivashankari

1. Background and Purpose

The Student Activity Cell (SAC) of the Department of Science & Humanities presented the SAC PowerPoint presentation to the newly admitted students of the academic year 2026–27 through online mode. The presentation was delivered to the respective student groups on the days and time slots allotted in the Student Induction Programme schedule.

During the presentation, students were introduced to SAC, its objectives, the different clubs and activities functioning under SAC, opportunities for participation and leadership, and the role of student activities in developing skills, confidence, teamwork and social responsibility.

2. Objectives of the Presentation

To introduce students to the Student Activity Cell and its functioning.

To complement academic learning through co-curricular and extra-curricular activities.

To identify and nurture students' strengths, talents and interests.

To develop additional skills, self-awareness, competency and team spirit.

To encourage active participation in clubs, activities and competitions.

To create awareness about social responsibility and Sustainable Development Goals (SDGs).

3. Schedule of SAC Online Presentation

Date	Time	Programme / Branches
02.09.2026 (Wednesday)	1.20 pm – 2.10 pm	CE, MECH, EEE, CSE &BS, CSE (AR/VR & MD) ECE (VLSI), ECE (ACT), CSE (AI)
03.09.2026 (Thursday)	1.20 pm – 2.10 pm	IT – SAC
05.09.2026 (Saturday)	9.20 am – 10.10 am	ECE & CSE – SAC

4. SAC – An Overview

Students were introduced to SAC as a platform that complements academic education by providing opportunities in co-

curricular activities, extra-curricular activities and social responsibility. The presentation emphasized holistic development and exposure across different avenues.

5. Sustainable Development Goals (SDGs)

The presentation included an orientation on the Sustainable Development Goals and their relevance to student activities. Students were briefed on the interconnected nature of the 17 SDGs and were encouraged to understand how participation in SAC activities can contribute to sustainable development.

6. Clubs and Areas of Student Participation

Co-curricular: Language Club, Math Club, Coding Club, Science & Innovation Club and Technical Club.

Extra-curricular: Eco Club, Photography Club, Cultural Club, TEDx Club, Yoga Club, Astronomy Club, Humour Club, Toastmasters Club, Sports Club and Digital Detox Club.

Social Responsibility: Youth Red Cross (YRC), National Service Scheme (NSS) and Unnat Bharat Abhiyan (UBA).

7. Action Plan for 2026–27

Club enrolment through Google Forms.

Creation of Google Classrooms for clubs.

Conduct of one activity and one competition as planned.

Circulation of competition-related circulars and conduct as per norms.

Recognition of winners through prizes and certificates.

Encouragement of student leadership through SAC and club-level responsibilities.

8. Student Leadership

Students were introduced to leadership opportunities within SAC, including SAC Student President, Club Presidents and Club Secretaries. Such responsibilities are intended to encourage ownership, coordination, teamwork and leadership skills.

9. Student Engagement and Learning Methodology

Online presentation and explanation of SAC and its objectives.

Orientation on clubs, activities and participation opportunities.

Introduction to SDGs and social responsibility.

Presentation of glimpses of activities and achievements from 2025–26.

Explanation of the proposed action plan and student leadership opportunities.

10. Key Learning Outcomes

Understand the purpose and functioning of SAC.

Become aware of the different clubs and activities available in the institution.

Recognize the value of participation beyond academics.

Identify opportunities to develop talent, creativity, communication, teamwork and leadership.

Understand the relevance of SDGs and social responsibility.

Take an active role in club activities and competitions during 2026–27.

11. Overall Impact

The online SAC presentation provided newly admitted students with a structured introduction to the Student Activity Cell and the opportunities available beyond the classroom. The presentation helped students understand the role of participation in developing confidence, creativity, teamwork, leadership and social responsibility. The range of clubs and activities presented offered students opportunities to choose activities according to their interests and talents.

12. Conclusion

The Student Activity Cell (SAC) PowerPoint presentation was presented online for the respective student groups according to the allotted induction schedule. The session familiarized students with SAC, its objectives, clubs, activities, SDG orientation, student leadership opportunities and the action plan for 2026–27. The programme encouraged students to actively participate and make effective use of the opportunities available for their overall development.

13. Photographic / Documentary Evidence

The following screenshots provide documentary evidence of the SAC PowerPoint presentation delivered online to students.

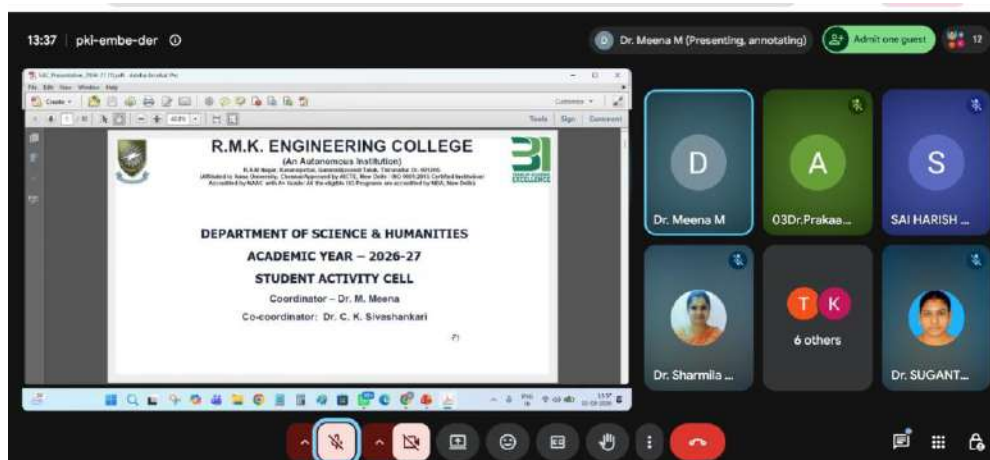


Figure 1: SAC PowerPoint presentation being delivered online to students by Dr. M. Meena.

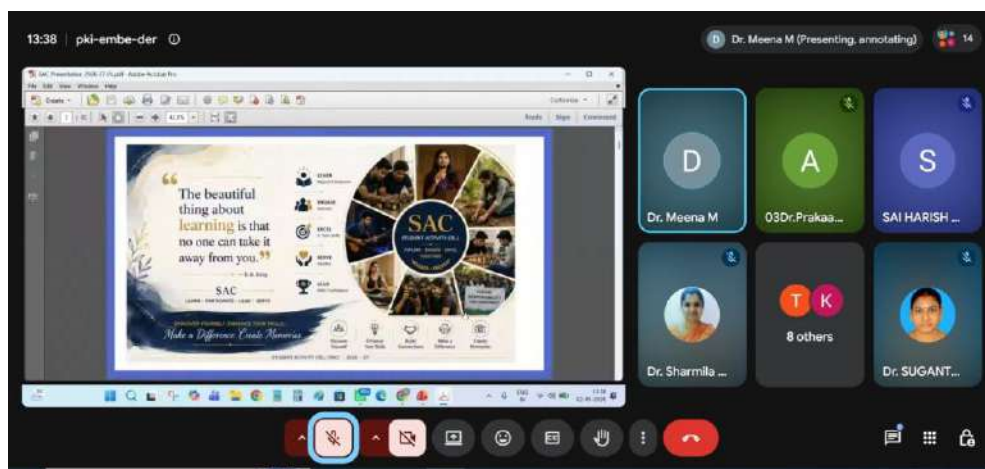


Figure 2: SAC presentation – introduction to the SAC theme and student participation.

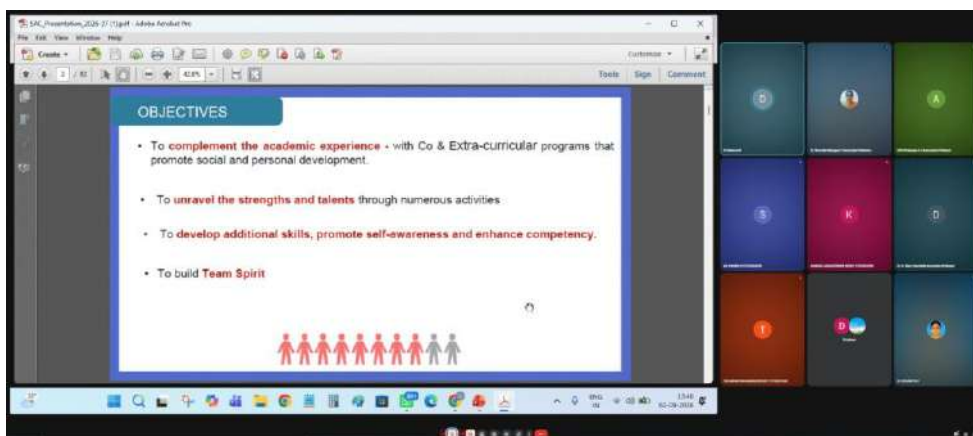


Figure 3: SAC presentation – explanation of the objectives to the students.

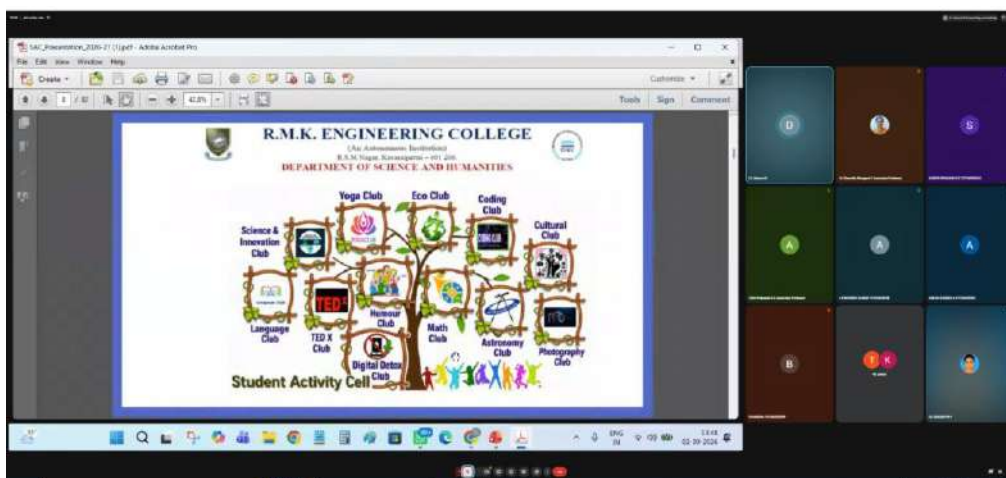


Figure 4: SAC presentation – overview of the clubs introduced to the students.

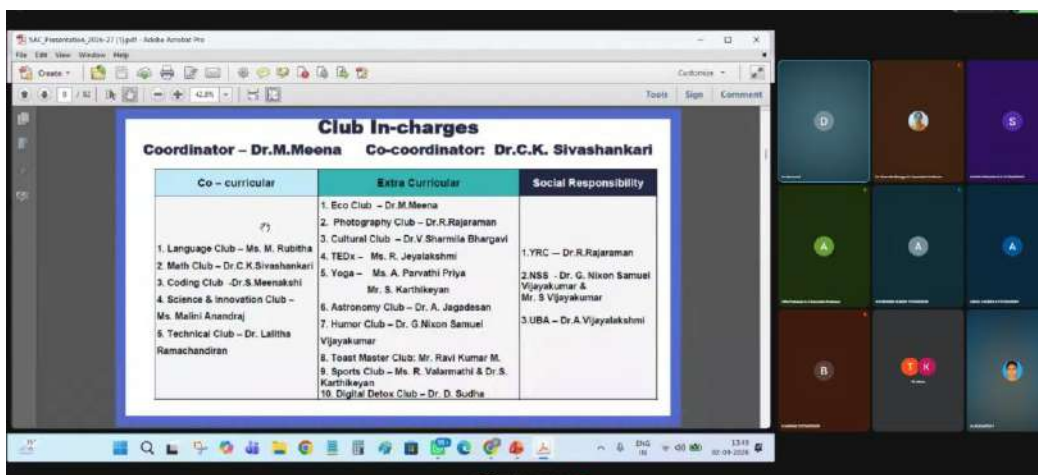


Figure 5: SAC presentation – club in-charges and SAC organizational structure explained to the students.

7.2 CREATIVE PRACTICES

Department: All Departments

Mode: Offline mode

Date: 01/09/2026 – 07/09/2026 (Conducted Branch wise for every department)

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose:

The Students' Induction Program (SIP) is designed to help new students transition smoothly into college life by fostering creativity, teamwork, communication, and a sense of belonging within their new academic community. Beyond academics, SIP activities aim to help students discover their hidden talents, bond with peers, and build confidence in expressing ideas collaboratively.

As part of this program, a classroom activity was introduced where students, working in teams, could choose a topic of personal or social interest and express it through a creative medium of their choice — such as a collage, paper cutting, drawing/sketching, or any other innovative format. This activity was rooted in the belief that creativity is not confined to art classes alone; it is a vital skill that enhances problem-solving, self-expression, and collaboration in every field of study.

2. Objectives:

The key objectives behind this activity are:

Fostering Teamwork – Encouraging students to collaborate, share ideas, divide responsibilities, and work toward a common creative goal, thereby building interpersonal and communication skills.

Unleashing Creativity – Providing a platform where students can think beyond textbooks and express their imagination, perspectives, and emotions through visual art forms.

Peer Bonding – Helping students, who are new to the institution, get to know their classmates better in an informal, relaxed, and enjoyable setting — easing the anxiety of a new environment.

Skill Discovery – Allowing students to explore and showcase talents (artistic, organizational, or leadership) that may not be evident in a regular classroom or academic setting.

Topic-Based Learning – Since students choose a concept of interest (e.g., environment, culture, technology, social issues, campus life), the activity also nurtures awareness and critical thinking about real-world themes.

Boosting Confidence – Presenting their work to the class helps students overcome stage fear and develop presentation and public-speaking skills early in their academic journey.

3. Nature of the Programme:

This activity is a **team-based, creativity-driven classroom exercise** conducted as part of the Students' Induction Program. Its nature can be described through the following key characteristics:

Collaborative/Group-Based – The activity is carried out in teams rather than individually, promoting cooperative learning, shared responsibility, and collective decision-making among students.

Creative and Non-Academic – Unlike conventional academic tasks, this is an informal, expression-oriented activity that relies on artistic and imaginative skills rather than theoretical knowledge or examinations.

Flexible and Open-Ended – Students have the freedom to choose their own topic/concept of interest and the medium of expression (collage, paper cutting, drawing/sketching, or any other creative idea), making the activity student-driven rather than instructor-imposed.

Interactive and Participatory – It requires active involvement of every team member, from brainstorming and planning to execution and final presentation, ensuring inclusive participation.

Skill-Oriented – The program nurtures multiple soft skills simultaneously — creativity, teamwork, communication, time management, and presentation skills — rather than focusing on a single outcome.

Informal and Enjoyable – Conducted in a relaxed, non-evaluative (or lightly evaluative) environment, the activity is meant to be fun and engaging rather than stressful, helping ease students into college life.

Introductory/Orientation-Based – Being part of SIP, the activity is short-term and one-time in nature, designed specifically for the induction phase to help freshers settle in, rather than being a recurring academic assignment.

Outcome-Focused on Holistic Development – The nature of the program is not to test subject knowledge but to encourage overall personality development, self-expression, and peer bonding.

4. Evidence of Student Engagement:

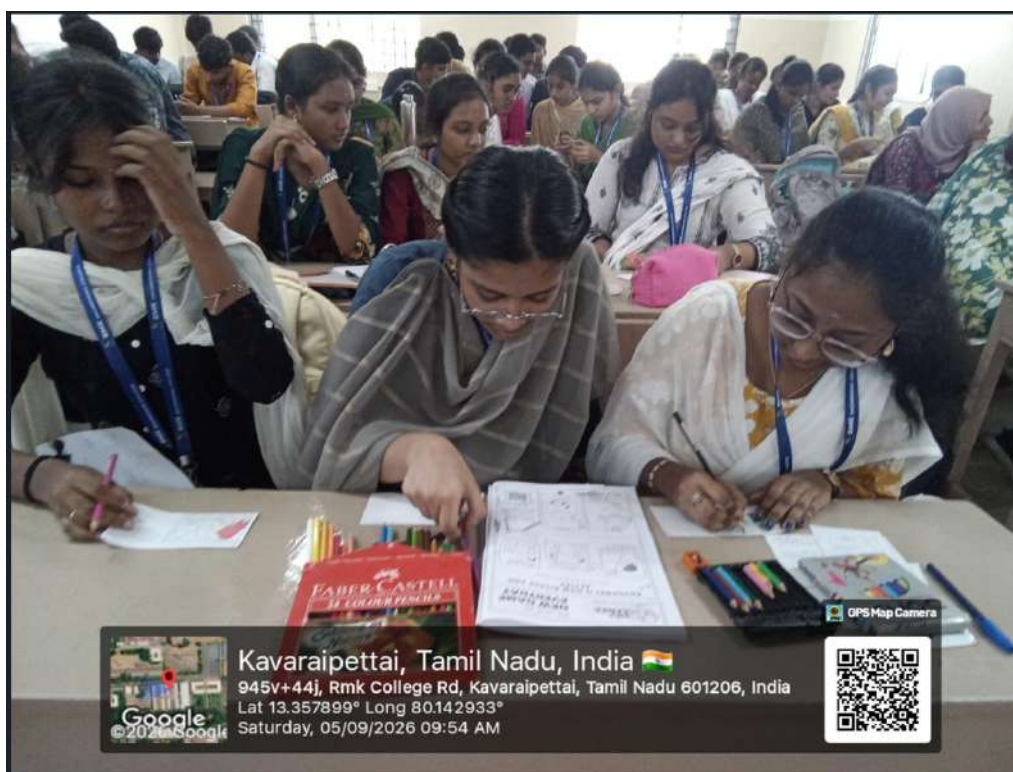
Students actively collaborated in teams, brainstorming ideas, creating collages/drawings, and presenting their concepts confidently — reflecting enthusiastic participation, creativity, and teamwork throughout the induction activity.

5. Overall Learning Impact:

The activity enhanced students' creativity, teamwork, and communication skills while easing their transition into college life. It boosted confidence, encouraged self-expression, and fostered peer bonding. Students gained awareness of real-world topics and developed presentation skills, making the induction experience engaging, memorable, and instrumental in their holistic personal development.

6. Screen Documentation:

The following screenshots provide evidence of the Student Induction Program Module 8 Creative practices skills.



Students engaged in the creative skill activity, sketching and coloring with focused enthusiasm during the Induction Program



Students collaboratively creating origami paper crafts



Cumulative display of creative works by CSE-AI students during the Induction Program

7. Conclusion:

This creative classroom activity successfully fulfilled its objective of blending fun with learning during the Students' Induction Program. It nurtured teamwork, creativity, and confidence among students while helping them bond with

peers. Overall, the activity proved to be an effective and enjoyable medium for holistic development, easing students' transition into college life.

7.3 NCC & RR

Academic Year: 2026–27

Resource person:

1. Dr. Lalitha Ramachandran, Associate Professor (Maths)

Mode: Offline Mode

Date & Time:

1. 01.09.2026/ 10.20 am – 11.15 am [CSE &BS, ME, ECE(VLSI)]
2. 03.09.2026/ 10.20 am – 11.15 am [CSE, CSE (AR/VR &MD), EEE]
3. 05.09.2026 / 10.20 am – 11.10 am, 2.10 pm – 3.05 pm [CE, ECE, ECE-VLSI]
4. 07.09.2026 / 10.20 am – 11.10 am, 2.15 pm – 3.05 pm, [CSE(AI), IT, ECE(ACT)]

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose

The orientation program was conducted to introduce first-year engineering students to the opportunities offered by the **National Cadet Corps (NCC)** and **Rangers & Rovers**. These youth development movements complement technical education by instilling discipline, leadership, teamwork, and social responsibility. The purpose was to help students understand how participation in NCC and Scouting activities can strengthen their academic journey and professional profile.

2. Objectives of the Orientation Program

- Promote discipline and leadership among engineering students.
- Encourage teamwork and collaborative problem-solving.
- Highlight career benefits linked to NCC certificates and Scouting awards.
- Foster social responsibility through community engagement and service activities.
- Expose students to national and international opportunities.

3. Nature of the Programme

The program combined informative lectures, interactive sessions, and multimedia presentations. Faculty coordinators shared their experiences, while junior cadets among the students demonstrated the progression of badges and certificates. Activities included Q&A sessions and motivational talks highlighting the integration of technical knowledge with character-building.

4. Highlights of the Orientation Program

- Introduction to NCC certificates (A, B, and C) and their career relevance.

- Overview of Scouting awards such as Pravesh, Nipun, Rajya Puraskar, and Rashtrapati Award.
- Student testimonials from award recipients.
- Demonstrations of leadership activities including planning, teamwork, and responsibility.
- Career pathways in defence, civil services, higher education, and corporate placements.

5. Benefits of NCC and Rangers & Rovers

- Discipline and time management supporting academic and professional success.
- Physical fitness and resilience through camps and outdoor activities.
- Leadership and employability skills valued by employers.
- Community service fostering civic responsibility.
- National integration and global exposure through camps, jamborees, and international forums.

6. Evidence of Student Engagement

Students actively participated in discussions, and interactive Q&A sessions. Many expressed interest in enrolling for NCC units and Scouting groups. Feedback indicated that students valued the orientation for clarifying career benefits and personal development opportunities. The presence of cadets and rovers/rangers from the school inspired peer motivation.

7. Documents / Evidence of the Programme:

The uploaded report indicates that screenshots of the online orientation session are to be inserted. This section is therefore retained as an evidence/documentation placeholder.



7.4 BENEFITS OF JOINING YRC & NSS

Resource Persons: Dr. R. Rajaraman

Mode: Virtual mode

No. of Batches: 9

Date: 27/08/2026

Participants: First-year B.E./B.Tech. Students

1. Background and Purpose

The Youth Red Cross (YRC) is the youth wing of the Indian Red Cross Society. It aims to develop humanitarian values, social responsibility, health awareness, and leadership qualities among students.

2. Objectives

Promote health awareness.

Encourage voluntary service and social responsibility.

Develop friendship and humanitarian values.

Create awareness on disaster preparedness.

Motivate community welfare activities.

3. Nature of the Programme

The YRC unit conducted awareness programmes, training sessions, demonstrations, and community-oriented activities.

4. Activities Conducted

Health and Safety Awareness, First Aid and Emergency Response, Blood Donation Awareness, Community Service Activities, Environmental Awareness, and Road Safety Awareness.

5. Special Awareness Sessions

CPR Awareness Programme, Angiogram Procedure Awareness Session, and emergency response awareness activities.

6. Student Development Benefits

Leadership, communication, teamwork, first aid awareness, social responsibility, and confidence building.

7. Student Participation and Engagement

Students actively participated in awareness campaigns, training sessions, and community service activities.

8. Outcomes

Students developed humanitarian values, health awareness, leadership skills, and community service orientation.

9. Overall Impact

The activities encouraged active citizenship, social commitment, and humanitarian service.

10. Screen Documentation

The following screenshots provide evidence of the online delivery and classroom interaction during the YRC/NSS Bridge Course.



R.M.K.ENGINEERING COLLEGE

(An Autonomous Institution)

R.S.M Nagar, Kavaraipettai, Gummidipoondi Taluk, Tiruvallur Dt- 601206.





AWARENESS PROGRAMME

Date: 28.07.26
Time: 3.30 PM

On

CENSUS 2027 SELF ENUMERATION

By

Mr. S. Balaji

Tahsildar, Gummidipoondi Taluk

Venue: RJ Block 2nd Floor Seminar Hall



R.M.K.ENGINEERING COLLEGE

(An Autonomous Institution)

R.S.M Nagar, Kavaraipettai, Gummidipoondi Taluk, Thiruvallur Dt- 601206.

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Accredited by NAAC with A+ Grade/ All the eligible UG Programs are accredited by NBA, New Delhi





YRC (Youth Red Cross) Club

Organises

“Drug Free Tamil Nadu” – Mass Anti-Drug Pledge

on 11.08.2026 – 11.00 a.m.

Let us come together to raise awareness and commit ourselves to
building a drug-free society

Organizing Committee

Smt. Manjula Munirathinam Chairperson	Shri. R.S. Munirathinam Chairman	Shri. R. Jothi Naidu Director	Shri. R.M. Kishore Vice Chairman
Shri. Yalamanchi Pradeep Secretary	Dr. Durgadevi Pradeep Vice-Chairperson	Smt. Sowmya Kishore Trustee	Dr. K.A. Mohamed Junaid Principal
Dr. S. Pavai Madheswari Dean Academics	Dr. K.K. Sivangana Prabu Dean-CDC	Dr. K. Manivannan Dean-EA	Dr. R. Rajaraman YRC – Program Officer



R.M.K.ENGINEERING COLLEGE

(An Autonomous Institution)

R.S.M Nagar, Kavaraipettai, Gummidipoondi Taluk, Thiruvallur Dt- 601206.

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BLOOD DONATION CAMP

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NATIONAL SERVICE SCHEME / YRC & RIGHT HOSPITALS




Organizing Committee

Smt. Manjula Munirathinam Chairperson	Shri. R. S. Munirathinam Chairman	Shri. R. Jothi Naidu Director	Shri. R. M. Kishore Vice Chairman
Shri. Yalamanchi Pradeep Secretary	Dr. Durgadevi Pradeep Vice Chairperson	Smt. Sowmya Kishore Trustee	Dr. K. A. Mohamed Junaid Principal
Dr. K. K. Sivagnana Prabu Dean CDC	Dr. K. Manivannan Dean-External Affairs	Dr. S. Pavai Madheswari Dean-Academics	Mr. S. Vijayakumar & Dr. G. Nixon Samuel Vijayakumar NSS-Program Officers Dr. R. Rajaraman YRC Program Officer

Date : 05-08-2026

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11. Conclusion

The Youth Red Cross (YRC) plays a vital role in developing socially responsible, compassionate, and service-oriented students. Through various awareness programmes, training sessions, and community service activities, YRC helps students cultivate humanitarian values, leadership qualities, teamwork, and a spirit of volunteerism. The activities conducted under YRC promote health awareness, social welfare, environmental responsibility, and emergency preparedness, enabling students to contribute positively to society. Overall, YRC serves as an excellent platform for personal growth and community engagement, inspiring students to become responsible citizens committed to the welfare of humanity.

This version is suitable for most college YRC annual reports, activity reports, and event reports.



Screenshots of the online orientation session.

8. Conclusion

The orientation program successfully introduced first-year engineering students to the multifaceted benefits of NCC and Rangers & Rovers. By combining discipline, leadership, and community service with technical education, these programs prepare students for holistic professional growth. The session inspired students to pursue active participation, thereby strengthening their academic, personal, and career profiles.

APPENDIX – SCHEDULES AND FEEDBACK LINKS

1. SIP Schedule

https://drive.google.com/file/d/1eTR7LZHC-X8rIBCTZPMP9TetvAfjaqob/view?usp=drive_link

2. Bridge Course Schedule

https://drive.google.com/file/d/1ncKgf_aKZcXM0CCkv1mX1_iZfBqzR5hN/view?usp=drive_link

3. Bridge Course – Weekly Report to Principal

https://drive.google.com/file/d/1Z3QD26aZvylKTCH017tWOi0Ijhrsx0sV/view?usp=drive_link

4. Bridge Course – Feedback to Principal

https://drive.google.com/file/d/1XbGKk5nuin4s1tnljsB8NChcbfczi2AR/view?usp=drive_link