



**Prof.Dr.T.J.Sawant** B.E.(Elec.) PGDM,Ph.D Founder-Secretary

## JAYAWANT SHIKSHAN PRASARAK MANDAL's Rajarshi Shahu College of Engineering

S.No.80, Pune-Mumbai By Pass Highway, Tathawade, Pune-411033. (An Autonomous Institute) Affiliated to Savitribai Phule Pune University, Pune I.D.No :PU /PN /Engg./ 173(2001)) AISHE CODE C·41614 Ph.:020-67127777/67127778/67127779/67127780/67127781 Email: principal@jspmrscoe.edu.in Website: www.jspmrscoe.edu.in



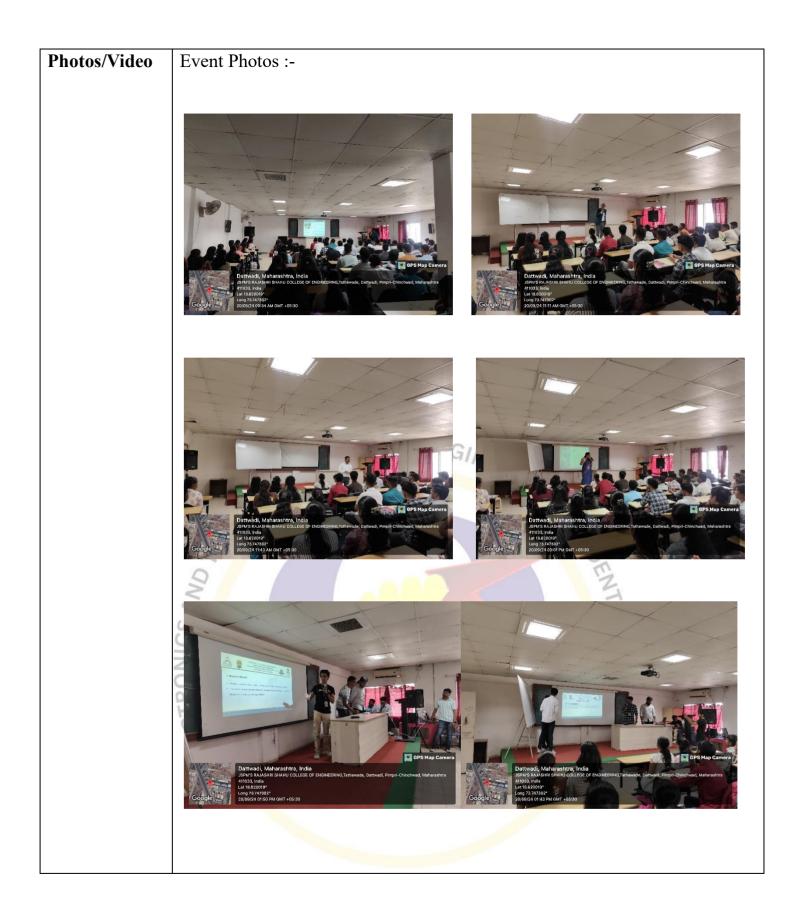
Dr. S.P. Bhosle M.Tech(Prod.), Ph.D(Mech.) Director

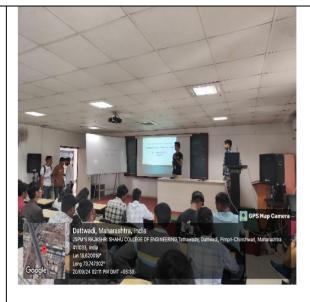
## **REPORT** First Year Induction -2024

- Submitted by: Team ENTESA
- Date of Submission: 20/09/2024
- Organised by: Team ENTESA at Venue: E&TC Seminar Hall

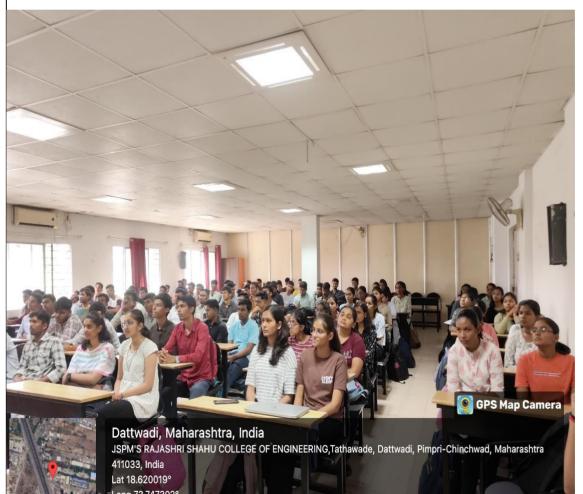
|                       | CATION ENGLA                                                                  |  |  |  |  |
|-----------------------|-------------------------------------------------------------------------------|--|--|--|--|
| Activity Type         | Orientation and Welcome Event                                                 |  |  |  |  |
| Activity Title        | Department Level First Year Induction                                         |  |  |  |  |
| Date(s) of            | 20/09/2024                                                                    |  |  |  |  |
| Activity              |                                                                               |  |  |  |  |
| Duration              | 9:00 AM to 3:00PM (6 hrs)                                                     |  |  |  |  |
| Organizers            | Team ENTESA                                                                   |  |  |  |  |
| Target                | First Year E&TC Students                                                      |  |  |  |  |
| Audience              | SA                                                                            |  |  |  |  |
| Brief                 | The Department First Year Induction was a successful event aimed at           |  |  |  |  |
| <b>Description of</b> | welcoming and orienting the newly admitted students of the Electronics and    |  |  |  |  |
| the activity          | Telecommunication Engineering (ENTC) department. The program began            |  |  |  |  |
|                       | with a warm welcome address by the Head of the Department Dr.S.C.Wagaj,       |  |  |  |  |
|                       | who provided an overview of the department's history, achievements, and       |  |  |  |  |
|                       | the opportunities available to the students.                                  |  |  |  |  |
|                       | Distinguished faculty members, including Dr.Ghate Sir and Piyush              |  |  |  |  |
|                       | Gangurde Sir and Dr. Paithane mam, addressed the students, sharing their      |  |  |  |  |
|                       | insights on the field of electronics and telecommunication engineering and    |  |  |  |  |
|                       | providing valuable advice. The event also featured introductions from         |  |  |  |  |
|                       | various student clubs, including the Coding Club, Robotics Club, E-yantra     |  |  |  |  |
|                       | Club, IoT Club, and C Cube Club, as well as the IEEE and IETE student         |  |  |  |  |
|                       | chapter.                                                                      |  |  |  |  |
|                       | After a lunch break, the students had an opportunity to interact with faculty |  |  |  |  |
|                       | members and department staff, ask questions, and learn more about the         |  |  |  |  |
|                       | department's offerings. The event concluded with a distribution of            |  |  |  |  |
|                       | chocolates to the students as a token of welcome and best wishes for their    |  |  |  |  |
|                       | academic journey.                                                             |  |  |  |  |
|                       |                                                                               |  |  |  |  |

| Objectives               | 1. Welcome new students: To provide a warm and welcoming                                                                                                                                                                              |  |  |  |  |  |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| -                        | atmosphere for newly admitted students.                                                                                                                                                                                               |  |  |  |  |  |
|                          | 2. Introduce the department: To present an overview of the Electronics                                                                                                                                                                |  |  |  |  |  |
|                          | and Telecommunication Engineering department, including its                                                                                                                                                                           |  |  |  |  |  |
|                          | curriculum, resources, and opportunities.                                                                                                                                                                                             |  |  |  |  |  |
|                          | <ol> <li>Connect students with faculty and staff: To facilitate interactions between students and faculty members, as well as department staff.</li> <li>Foster a sense of belonging: To create a supportive and inclusive</li> </ol> |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |
|                          | environment where students feel connected to the department and                                                                                                                                                                       |  |  |  |  |  |
|                          | their peers.                                                                                                                                                                                                                          |  |  |  |  |  |
|                          | <ul> <li>5. Inspire students: To motivate and encourage students to embrace their academic journey with enthusiasm and confidence.</li> </ul>                                                                                         |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |
|                          | 6. Provide practical information: To offer students essential                                                                                                                                                                         |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |
|                          | <ul><li>information about department policies, procedures, and resources.</li><li>7. Promote student engagement: To encourage students to participate</li></ul>                                                                       |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |
|                          | in extracurricular activities and engage with the department                                                                                                                                                                          |  |  |  |  |  |
|                          | community.                                                                                                                                                                                                                            |  |  |  |  |  |
| Pos Mapped               | PO1 PO5 PO6 PO8 PO9 PO10 PO 12                                                                                                                                                                                                        |  |  |  |  |  |
| (Add Mapped level 1,2,3) |                                                                                                                                                                                                                                       |  |  |  |  |  |
| 1,2,5)                   | 2 2 2 2 3 3                                                                                                                                                                                                                           |  |  |  |  |  |
| PSO's                    | PSO PSO PSO                                                                                                                                                                                                                           |  |  |  |  |  |
| Mapped                   |                                                                                                                                                                                                                                       |  |  |  |  |  |
| (Add Mapped level        |                                                                                                                                                                                                                                       |  |  |  |  |  |
| 1,2,3)                   |                                                                                                                                                                                                                                       |  |  |  |  |  |
| Resource                 | S E                                                                                                                                                                                                                                   |  |  |  |  |  |
| Person(s)                | 5                                                                                                                                                                                                                                     |  |  |  |  |  |
| (If applicable)          |                                                                                                                                                                                                                                       |  |  |  |  |  |
| Outcomes                 | 1. Increased student satisfaction: A positive first impression and a                                                                                                                                                                  |  |  |  |  |  |
|                          | welcoming atmosphere can contribute to increased student satisfaction                                                                                                                                                                 |  |  |  |  |  |
|                          | and retention.                                                                                                                                                                                                                        |  |  |  |  |  |
|                          | 2. Enhanced understanding of the department: Students gain a                                                                                                                                                                          |  |  |  |  |  |
|                          | clearer understanding of the department's offerings, resources, and                                                                                                                                                                   |  |  |  |  |  |
|                          | expectations.                                                                                                                                                                                                                         |  |  |  |  |  |
|                          | 3. Stronger student-faculty relationships: Interactions with faculty                                                                                                                                                                  |  |  |  |  |  |
|                          | members help to build rapport and establish a foundation for future                                                                                                                                                                   |  |  |  |  |  |
|                          | academic success.                                                                                                                                                                                                                     |  |  |  |  |  |
|                          | 4. Increased sense of belonging: Students feel more connected to the                                                                                                                                                                  |  |  |  |  |  |
|                          | department and their peers, fostering a sense of community.                                                                                                                                                                           |  |  |  |  |  |
|                          | 5. Motivated and engaged students: The induction can inspire students                                                                                                                                                                 |  |  |  |  |  |
|                          | to be enthusiastic about their academic journey and actively                                                                                                                                                                          |  |  |  |  |  |
|                          | participate in department activities.                                                                                                                                                                                                 |  |  |  |  |  |
|                          | 6. Informed students: Students are equipped with essential information                                                                                                                                                                |  |  |  |  |  |
|                          | about department policies, procedures, and resources.                                                                                                                                                                                 |  |  |  |  |  |
|                          | 7. Foundation for future success: The induction provides a solid                                                                                                                                                                      |  |  |  |  |  |
|                          | foundation for students' academic careers and helps them to navigate                                                                                                                                                                  |  |  |  |  |  |
|                          | their time in the department.                                                                                                                                                                                                         |  |  |  |  |  |
|                          | 8.                                                                                                                                                                                                                                    |  |  |  |  |  |
|                          |                                                                                                                                                                                                                                       |  |  |  |  |  |









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| Supporting<br>Document | Schedule:-     | Rajarshi Shahu C              | NPRASARAK MANDAL'S<br>olicge of Engineering<br>TATHAWAD, PINN-11631, (AN AUTOKOMOGS<br>UNTERFORM PINN<br>UNTERFORM STATISTICAL<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOCTORY<br>DIALOC | REGO<br>S. P. Floode<br>M. J. Ph. DM(reb)<br>Hotel<br>Hotel |
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|                        |                | EMAIL PRINCIPAL ASSPMBSCOLLED | UN WEBSITE WWW JSPMISCOLEDUJN Date:-20/09/202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4                                                           |
|                        |                | Time                          | N ENGINEER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                             |
|                        |                | 9am-10am                      | Dr. S.C.Wagaj                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |
|                        |                | 10am-11am                     | Dr. P.M.Ghate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                             |
|                        |                | 11am-12pm                     | P.Gangurde                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                             |
|                        |                | 12pm-1pm                      | Lunch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |
|                        |                | 1pm-2:30pm                    | ENTESA AND<br>CLUBS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                             |
|                        |                | 2:30pm-3pm                    | Dr. S.A.Paithane                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |
|                        | CS AND THE COL |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | UDENTS AS                                                   |
|                        | ELECTRONICS    |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ASSOCIATION                                                 |

Prof. S.S. Chaudhari ENTESA Faculty Co-ordinator

Dr. S.C. Wagaj HOD, E&TC