

**DR. BAPUJI SALUNKHE INSTITUTE OF ENGINEERING & TECHNOLOGY,
KOLHAPUR**

INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 1

31st August, 2026

1. Inauguration of the Induction Programme

The six-day Induction Programme for First-Year Engineering students was inaugurated on 31st August, 2026 at Dr. Bapuji Salunkhe Institute of Engineering & Technology (BSIET), Kolhapur. The programme is being conducted from 31st August to 5th September 2026 with the objective of providing newly admitted students with a smooth transition into engineering education and introducing them to the academic, professional and co-curricular environment of the institute.

The inaugural programme was conducted in the presence of Principal Dr. Suhas G. Sapate, Director – Professional Units Mr. Viren D. Bhirdi, Head of Department Dr. Jitendra J. Shinde, and Induction Programme Coordinators Prof. Rohan B. Patil and Dr. Sagar S. Ingole. The dignitaries welcomed the students and highlighted the importance of discipline, continuous learning, skill development, professional ethics and active participation in institutional activities.

The Induction Programme has been planned as a comprehensive student-development initiative covering motivation, communication, human values, creativity, mental well-being, higher education, entrepreneurship, industrial exposure, yoga and wellness, team building and campus familiarisation.

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2. Session 1 – Time Management in Engineering

Time: 10:15 AM to 12:00 PM | Resource Person: Mr. Prasanna Karmarkar

The first academic session of Day 1 was conducted on the topic “Time Management in Engineering”. Mr. Prasanna Karmarkar, the expert resource person, interacted with the First-Year Engineering students and explained the importance of effective time management during the four-year engineering journey.

The session focused on planning and organizing daily activities, setting priorities, preparing realistic academic schedules, avoiding procrastination, maintaining consistency and making effective use of available time. Students were encouraged to distinguish between urgent and important activities and to develop a disciplined routine for lectures, self-study, assignments, practical work, examinations and personal activities.

The resource person also emphasized that time management is not merely about preparing a timetable, but about developing the habit of using time purposefully. Students were motivated to set short-term and long-term goals and regularly review their progress. The interactive nature of the session helped students understand how proper planning can reduce academic stress and improve productivity, punctuality and overall performance.

Outcome: Students gained awareness about the importance of planning, prioritization, punctuality, discipline and consistent effort as essential habits for successful engineering education.

PHOTO – SESSION 1: TIME MANAGEMENT IN ENGINEERING



3. Session 2 – Why Engineering? – Motivational & Informative Session

Time: 01:00 PM to 02:00 PM | Resource Person: Dr. Poorva Waingankar

The second session of Day 1 was a motivational and informative interaction on “Why Engineering?”. Dr. Poorva Waingankar guided the students on the significance of engineering education and the opportunities available to engineering graduates in the rapidly changing technological and professional environment.

The session encouraged students to understand the purpose behind their choice of engineering and to look beyond examination-oriented learning. The resource person highlighted the importance of technical knowledge, problem-solving ability, communication skills, creativity, adaptability, teamwork and continuous learning. Students were motivated to identify their interests, explore different engineering domains and gradually build a clear academic and career direction. The interaction also emphasized the importance of participating in co-curricular activities, developing professional skills and taking responsibility for one's own learning and growth.

Outcome: The session helped students develop a positive outlook towards engineering education and encouraged them to set meaningful academic, personal and career goals from the beginning of their first year.

PHOTO – SESSION 2: WHY ENGINEERING?



4. Session 3 – Campus Tour

Time: 02:30 PM onwards | Coordinators: Class Coordinators

The third session of Day 1 was a Campus Tour designed to familiarize First-Year Engineering students with the facilities and important areas of the institute. The tour was conducted by the respective Class Coordinators and provided students with an opportunity to understand the physical and academic infrastructure available to them.

During the campus tour, students were introduced to the major facilities including the Institute Library, Engineering Laboratories, Sports Area and Cafeteria. The coordinators explained the purpose and appropriate use of each facility and guided students regarding discipline, safety, cleanliness and responsible use of institutional resources.

The library visits familiarized students with the availability of textbooks, reference books and learning resources that can support their academic studies. The Laboratory visit helped students understand the importance of practical learning and the role of laboratory work in engineering education. Students were also introduced to the Sports Area, highlighting the importance of physical activity, recreation and teamwork. The Cafeteria was also covered as an important student facility within the campus.

The campus tour helped reduce the unfamiliarity associated with joining a new institution and enabled students to locate essential facilities confidently. It also

encouraged students to make constructive use of the resources provided by the institute throughout their academic journey.

Outcome: Students became familiar with the campus layout and key facilities and gained awareness of the available academic, practical, sports and student-support resources.

PHOTO – SESSION 3: CAMPUS TOUR



5. Overall Outcome of Day 1

The first day of the Induction Programme provided students with a well-structured and positive beginning to their engineering education. The inauguration introduced students to the vision and objectives of the programme, while the expert sessions addressed time management and the purpose and opportunities of engineering education.

The campus tour complemented the academic sessions by familiarizing students with the institute's infrastructure and resources. Overall, Day 1 helped students build confidence, develop awareness about responsible academic habits, understand the broader purpose of engineering education and become comfortable with their new campus environment.

6. Programme Coordination

The Day 1 activities were planned and coordinated under the guidance of the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar S. Ingole, with the active support of the Head of Department, Class Coordinators, faculty members and the organizing team.

7. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HOD, BSIET	Dr. Suhas G. Sapate Principal, BSIET

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INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 2

1st September, 2026

1. Introduction

Day 2 of the six-day Induction Programme for First-Year Engineering students was conducted on 1st September, 2026. The day's activities were designed to promote value-based thinking, effective communication, confidence, creativity and active student participation.

The programme combined expert-led interactive sessions with a creative activity, supporting the holistic development of students and helping them adapt positively to their new academic and social environment.

2. Day 2 Programme Overview

Time	Session	Topic	Resource Person
10:15 AM – 12:00 PM	Session 1	Universal Human Values	Adv. Pooja Kulkarni
01:00 PM – 02:00 PM	Session 2	Communication Skills & Public Speaking	Dr. Supriya M. Patil
02:30 PM onwards	Session 3	Creative Art Activity	Mrs. Pradnya Patil

3. Session 1 – Universal Human Values

Time: 10:15 AM to 12:00 PM | Resource Person: Adv. Pooja Kulkarni

The first session focused on “Universal Human Values”. Adv. Pooja Kulkarni guided students on the importance of values in personal, academic and professional life. The session highlighted right understanding, responsible behaviour, mutual respect, empathy, trust, cooperation and harmonious relationships. Students were encouraged to

understand that engineering education involves not only technical knowledge but also ethical thinking, social responsibility and concern for others.

Through interaction and practical examples, students were encouraged to reflect on their aspirations, relationships and responsibilities and to develop a balanced approach to life. The session emphasized that strong human values help future engineers take responsible decisions and contribute positively to society.

Outcome: Students developed awareness of the role of human values in becoming responsible, ethical and socially conscious individuals and professionals.

PHOTO – SESSION 1: UNIVERSAL HUMAN VALUES



4. Session 2 – Communication Skills & Public Speaking

Time: 01:00 PM to 02:00 PM | Resource Person: Dr. Supriya M. Patil

The second session focused on “Communication Skills & Public Speaking”. Dr. Supriya M. Patil highlighted the importance of effective communication in engineering education, professional life and everyday interactions.

The session covered clarity of thought, active listening, body language, confidence, vocabulary, audience awareness and effective presentation of ideas. Students were encouraged to overcome hesitation and develop confidence in expressing themselves before a group.

The resource person explained the relevance of communication skills in presentations, interviews, teamwork, leadership, project discussions and professional

interactions. Students were motivated to participate actively in discussions and continuously improve their speaking and listening abilities.

Outcome: Students gained awareness of effective communication and were motivated to improve their public speaking, confidence and interpersonal skills.

PHOTO – SESSION 2: COMMUNICATION SKILLS & PUBLIC SPEAKING



5. Session 3 – Creative Art Activity

Time: 02:30 PM onwards | Resource Person: Mrs. Pradnya Patil

The third session was a Creative Art Activity conducted under the guidance of Mrs. Pradnya Patil. The activity provided students with an opportunity to express their creativity through an engaging and hands-on experience.

Students were encouraged to explore imagination, artistic expression and individual creativity. The activity offered a refreshing break from conventional classroom learning while promoting concentration, patience, observation, originality and confidence.

The activity also promoted peer interaction and participation, helping students become comfortable with classmates and creating a positive learning environment. Such creative activities support innovation, out-of-the-box thinking and balanced personality development.

Outcome: Students actively participated in the activity and developed opportunities for self-expression, creativity, collaboration and confidence.

PHOTO – SESSION 3: CREATIVE ART ACTIVITY



6. Overall Outcome of Day 2

Day 2 provided a balanced combination of value-based learning, communication development and creative expression. The Universal Human Values session encouraged responsible attitudes and positive relationships, while the Communication Skills session developed confidence and effective expression.

The Creative Art Activity added an experiential and enjoyable dimension and encouraged students to express their creativity and interact with peers. Overall, the three

sessions contributed significantly to the holistic development of First-Year Engineering students.

7. Programme Coordination

The Day 2 sessions were organized under the guidance of the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar S. Ingole, with the support of the respective resource persons, Miss Dhanashri Jadhav, faculty members and the organizing team.

8. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HOD, BSIET	Dr. Suhas G. Sapate Principal, BSIET

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INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 3

Historical Visit to Panhala Fort, 2nd September, 2026

1. Introduction

As a part of the six-day Induction Programme for First-Year Engineering students, Day 3 was organized as a full-day Historical Visit to Panhala Fort on 2nd September, 2026. The visit was planned to provide students with an experiential learning opportunity outside the classroom and to introduce them to the rich historical, cultural and architectural heritage of the region.

The historical visit aimed to connect students with the history of Maharashtra and the legacy of Chhatrapati Shivaji Maharaj, while simultaneously encouraging observation, teamwork, discipline, responsibility and learning through direct experience.

2. Visit Details

Day	Day 3
Date	2 nd September, 2026
Activity	Historical Visit – Panhala Fort
Duration	Full Day – 10:15 AM to 5:00 PM
Participants	First-Year Engineering Students
Organized By	Dr. Bapuji Salunkhe Institute of Engineering & Technology, Kolhapur
Coordination	Induction Programme Coordinators, Faculty Members and Support Team

3. Objectives of the Historical Visit

- To provide students with experiential learning beyond the classroom.
- To introduce students to the historical and cultural significance of Panhala Fort.
- To develop awareness about the heritage and history of Maharashtra.
- To encourage observation, curiosity, questioning and independent learning.

- To promote teamwork, discipline, punctuality and responsible behaviour.
- To strengthen interaction and bonding among First-Year Engineering students and faculty members.
- To provide students with a refreshing educational experience as part of the Induction Programme.

4. Historical Visit to Panhala Fort

The students visited Panhala Fort, one of the prominent historical forts in Maharashtra. The visit enabled students to observe the fort's historic structures and understand the importance of Panhala in the history of the Deccan region.

During the visit, students were introduced to the historical background of the fort, its strategic importance and its association with the Maratha period. The visit also provided an opportunity to observe the fort's architecture, gateways, defensive features, pathways and surrounding landscape.

The students were encouraged to learn through direct observation and to appreciate the efforts required to preserve historical monuments. Faculty members and coordinators guided students throughout the visit and ensured that the activity was conducted in a disciplined and safe manner.

PHOTO – STUDENTS AT PANHALA FORT



5. Experiential Learning and Student Engagement

The historical visit transformed learning into an experiential activity. Students were able to relate historical information with the physical structures and geographical

setting observed at the fort. The visit encouraged students to ask questions, interact with peers and faculty members, and develop a greater appreciation for history and heritage.

The activity also promoted teamwork and interpersonal interaction. Students travelled and explored the site in groups, followed instructions and supported one another throughout the visit. Such experiences help students develop cooperation, leadership, responsibility and adaptability—qualities that are valuable for their future academic and professional lives.

PHOTO – STUDENT GROUP / FACULTY INTERACTION



6. Discipline, Safety and Coordination

Throughout the visit, students were instructed to maintain discipline, follow the directions of the faculty and coordinators, remain with their respective groups and take care of the historical site. Special emphasis was placed on responsible conduct, cleanliness and respect for the heritage property.

The visit was coordinated by the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar Ingle, with the support of faculty members, class coordinators and the organizing team. The coordinated efforts ensured smooth movement of students and effective execution of the day's activity.

7. Learning Outcomes

- Students gained first-hand exposure to the historical heritage of Panhala.
- Students developed greater awareness of Maharashtra's history and cultural heritage.

- Students understood the importance of preserving and respecting historical monuments.
- Students strengthened teamwork, communication and interpersonal interaction.
- Students developed discipline, responsibility and group-coordination skills.
- Students experienced learning through observation and real-world exposure.

8. Overall Outcome of Day 3

The Historical Visit to Panhala was an enriching and memorable component of the Induction Programme. It provided students with an opportunity to move beyond conventional classroom learning and experience history, culture and heritage directly.

The visit successfully combined educational exposure with student interaction, teamwork and personal development. It contributed to creating a sense of belonging among newly admitted students and supported the broader objective of the Induction Programme—to develop confident, responsible, aware and well-rounded engineering students.

9. Programme Coordination

The Day 3 Historical Visit was organized under the guidance of the Institute administration and coordinated by Prof. Rohan B. Patil and Dr. Sagar S. Ingole, Induction Programme Coordinators, with the active support of faculty members, class coordinators and the organizing team.

10. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HoD, BSH	Dr. Suhas G. Sapate Principal

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INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 4

3rd September, 2026

1. Introduction

Day 4 of the six-day Induction Programme for First-Year Engineering students was conducted on 3rd September, 2026. The day's programme focused on three important areas of student development: higher education opportunities after engineering, mental wellbeing, and training and placement.

The sessions were designed to help students understand future academic and career pathways, maintain a healthy and balanced mind, and begin preparing systematically for professional opportunities from the beginning of their engineering journey.

2. Day 4 Programme Overview

Time	Session	Topic	Resource Person
10:15 AM – 12:00 PM	Session 1	Higher Education Opportunities after Engineering	Prof. Gajendra Pol
01:00 PM – 02:00 PM	Session 2	Mental Wellbeing	Mr. Suresh Khandekar
02:30 PM onwards	Session 3	Training and Placement	Dr. Karan Patil

3. Session 1 – Higher Education Opportunities after Engineering

Time: 10:15 AM – 12:00 PM, Resource Person: Prof. Gajendra Pol

The first session focused on “Higher Education Opportunities after Engineering”. Prof. Gajendra Pol guided the First-Year Engineering students regarding the importance of planning their future academic and career pathways at an early stage.

The session introduced students to the broad possibilities available after undergraduate engineering education, including postgraduate studies, specialization, research and other advanced academic opportunities. Students were encouraged to identify their interests, strengths and long-term aspirations before choosing a future pathway.

The resource person emphasized the importance of building a strong academic foundation during the undergraduate programme while simultaneously developing technical knowledge, analytical ability, communication skills, adaptability and a continuous-learning attitude. Particular emphasis was also given to pursuing an MS in foreign universities, including the importance of exploring suitable universities and programmes, understanding admission requirements, preparing for required examinations and English-language proficiency, planning finances and scholarships, and building a strong academic and project profile from the first year.

The interaction motivated students to remain aware of emerging fields and opportunities and to make informed decisions regarding higher studies and career development. Early planning was highlighted as an important factor in achieving long-term academic and professional goals.

Outcome: Students gained awareness about higher education pathways and were encouraged to begin planning their academic and career goals from the first year.

PHOTO – SESSION 1: HIGHER EDUCATION OPPORTUNITIES AFTER ENGINEERING



4. Session 2 – Mental Wellbeing

Time: 01:00 PM – 02:00 PM, Resource Person: Mr. Suresh Khandekar

The second session focused on “Mental Wellbeing” and was conducted by Mr. Suresh Khandekar. The session highlighted the importance of maintaining a healthy and positive state of mind during student life.

Students were encouraged to develop self-awareness, positive thinking, healthy routines and effective ways of managing academic pressure. The session emphasized the importance of maintaining supportive relationships, communicating concerns and seeking appropriate guidance whenever required.

The resource person explained that mental wellbeing is closely connected with academic performance, personal relationships and overall quality of life. Students were motivated to maintain a balanced routine and participate in constructive academic, social and recreational activities. The session also highlighted meditation as a useful practice for improving concentration, calmness and self-awareness. Students were encouraged to incorporate simple meditation and mindfulness practices into their daily routine as part of a balanced lifestyle.

The interactive session created awareness among students about the importance of taking care of their emotional wellbeing and maintaining a positive outlook while adapting to the demands of engineering education.

Outcome: Students developed greater awareness about mental wellbeing, balanced living, positive habits and the importance of seeking support when needed.

PHOTO – SESSION 2: MENTAL WELLBEING



5. Session 3 – Training and Placement

Resource Person: Dr. Karan Patil

The third session focused on “Training and Placement” and was conducted by Dr. Karan Patil. The session introduced students to the importance of career preparation and the role of the Training and Placement process in the transition from academic life to the professional world.

Students were guided on the importance of developing employability skills from the first year itself. The discussion highlighted academic performance, technical knowledge, communication skills, aptitude, problem-solving, teamwork, confidence and professional behaviour as important components of placement readiness.

The resource person encouraged students to make continuous efforts to improve their knowledge and skills rather than waiting until the final year. Participation in projects, workshops, internships, technical activities, competitions and other practical-learning opportunities was encouraged. Various placement-oriented activities were also discussed, including aptitude practice, mock interviews, group discussions, resume preparation, coding and technical practice, projects, internships, workshops, industry interactions and participation in competitions. Students were encouraged to take part in such activities regularly to strengthen their employability and confidence.

The session helped students understand that successful placement preparation is a gradual process requiring consistent effort, self-assessment and continuous skill development. Students were motivated to build a strong foundation for their future professional careers from the beginning of their engineering programme.

Outcome: Students gained awareness about the Training and Placement process and understood the importance of early and continuous preparation for employability and career opportunities.

PHOTO – SESSION 3: TRAINING AND PLACEMENT



6. Overall Outcome of Day 4

Day 4 provided students with valuable guidance covering higher education, mental wellbeing and professional career preparation. The first session encouraged students to think about future academic opportunities and plan their careers. The second session highlighted the importance of maintaining mental and emotional balance during student life.

The third session introduced students to employability skills, training and placement preparation. Collectively, the three sessions encouraged students to adopt a balanced approach towards academic achievement, personal wellbeing and future professional growth.

7. Programme Coordination

The Day 4 sessions were organized under the guidance of the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar S. Ingole, with the support of the respective resource persons, faculty members and the organizing team.

8. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HoD, BSH	Dr. Suhas G. Sapate Principal

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INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 5

Date: 4th September, 2026

1. Introduction

Day 5 of the six-day Induction Programme for First-Year Engineering students was conducted on 4th September 2026. The day's programme focused on meaningful industrial exposure and an understanding of how engineering knowledge, technologies and professional skills are applied in real-world environments.

The programme included two parallel industrial visits for students of different engineering disciplines, followed by an expert session on Outcome Based Education (OBE).

2. Day 5 Programme Overview

Time	Session	Programme	Participants / Expert
10:15 AM – 02:00 PM	Session 1 – Industrial Visit 1	AVP Automation	ENTC, EE and E&C Students
10:15 AM – 02:00 PM	Session 1 – Industrial Visit 2	Code Crafter	CSE and CSE(AIML) Students
02:30 PM onwards	Session 2	Outcome Based Education	Principal Dr. Suhas G. Sapate

3. Session 1 – Industrial Visit 1: AVP Automation

Students of Electronics and Telecommunication Engineering (ENTC), Electrical Engineering (EE), and Electrical & Electronics (E&C) visited AVP Automation, MIDC, Shirol, Kolhapur. The visit provided practical exposure to industrial automation and manufacturing-oriented engineering applications.

- Industrial automation and its importance in modern manufacturing.
- Basic working and applications of CNC machines and CNC-based manufacturing.
- Robotics and automated systems used for industrial applications.
- PLC-based automation and industrial control concepts.
- Role of sensors, control systems and feedback in automated processes.
- Electrical control panels and their role in distribution, protection and automation.
- Importance of safety, precision, productivity and reliability in industrial systems.
- Interaction with technical personnel regarding engineering roles and industrial practices.

The visit helped students connect classroom concepts in electrical systems, electronics, control, instrumentation and automation with practical industrial applications and career opportunities.

PHOTO – SESSION 1: INDUSTRIAL VISIT 1: AVP AUTOMATION



4. Session 1 – Industrial Visit 2: Code Crafter

Students of Computer Science and Engineering (CSE) and Computer Science and Engineering (Artificial Intelligence and Machine Learning) [CSE(AI-ML)] visited Code Crafter, Kolhapur. The visit was designed to provide practical exposure to software development, programming practices, project-based learning and industry-oriented technical skills.

- Importance of programming fundamentals and logical problem solving.
- Practical coding and software development approaches.
- Modern software technologies and industry-oriented tools.
- Project-based learning through mini and major projects.
- Development practices and hands-on technical work.
- Awareness of web technologies, Python, Java, DevOps, machine learning and related software domains.
- Importance of communication, teamwork and professional behaviour in the IT sector.
- Resume preparation, mock interviews, placement support and continuous career development.

The visit motivated students to develop technical skills from the first year and highlighted the importance of practice, projects, self-learning, teamwork and continuous upskilling.

PHOTO – SESSION 1: INDUSTRIAL VISIT 2: CODE CRAFTER



5. Session 2 – Outcome Based Education (OBE)

The second session was conducted by the Principal, Dr. Suhas G. Sapate. The session focused on the purpose of engineering education, expected learning outcomes and the development of knowledge, skills and professional competencies.

- Meaning and philosophy of Outcome Based Education and its role in engineering education.
- Understanding Course Outcomes (COs) and expected learning from each course.

- Introduction to Programme Outcomes (POs) and Programme Specific Outcomes (PSOs).
- Relationship between course-level learning and programme-level graduate attributes.
- Importance of active learning, practical work, assignments, projects and seminars.
- Role of continuous assessment in measuring student learning and achievement.
- Importance of feedback for identifying learning gaps and improving performance.
- Need for self-learning, problem solving, communication, teamwork and professional skills.
- Importance of internships, industrial training, projects and real-world exposure.
- Continuous improvement as an essential part of the OBE process.

Students were encouraged to focus not only on marks but also on knowledge, practical skills, problem-solving ability, communication, teamwork, ethics and professional competence.

PHOTO – SESSION 2: OUTCOME BASED EDUCATION



6. Overall Outcome of Day 5

- Students gained valuable exposure to real-world industrial environments.
- ENTC, EE and E&C students developed awareness of automation, CNC, robotics and electrical control applications.
- CSE and CSE(AIML) students gained awareness of software development practices and industry-oriented technical skills.
- Students understood the importance of practical learning and project-based education.
- Students were introduced to COs, POs, PSOs and outcome attainment under OBE.
- The programme strengthened awareness about career opportunities and industry expectations.
- Students developed motivation for self-learning, continuous improvement and professional development.

7. Learning Outcomes

- Relate engineering concepts with practical industrial applications.
- Understand the importance of industrial automation, software technologies and emerging engineering domains.
- Recognize the importance of hands-on learning, projects, internships and industrial exposure.
- Understand the basic purpose of COs, POs and PSOs in OBE.
- Appreciate the importance of continuous assessment, feedback and improvement.
- Develop technical, communication, teamwork and professional skills from the first year.

8. Programme Coordination

The Day 5 sessions were organized under the guidance of the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar S. Ingole, with the support of the respective resource persons, faculty members and the organizing team.

9. Overall Conclusion

Day 5 successfully combined industrial exposure with academic orientation towards Outcome Based Education. The industrial visits provided students with an early understanding of professional engineering environments, while the OBE session helped them understand learning expectations and outcomes associated with engineering education. The day's activities encouraged students to connect classroom learning with practical applications and begin their engineering journey with continuous learning, skill development and professional growth.

10. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HoD, BSH	Dr. Suhas G. Sapate Principal

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INDUCTION PROGRAMME 2026–27

DETAILED REPORT – DAY 6

Date: 5th September, 2026

1. Introduction

The sixth and concluding day of the six-day Induction Programme for First-Year Engineering students was conducted on 5th September 2026 at Dr. Bapuji Salunkhe Institute of Engineering & Technology, Kolhapur. The day focused on entrepreneurship, future-oriented engineering skills, Artificial Intelligence and software, and the examination system. The programme concluded with a Valedictory Function in the presence of Principal Dr. Suhas G. Sapate and a prize distribution ceremony recognizing three students for their good work in the Creative Art Activity conducted during the programme.

2. Day 6 Programme Overview

Session	Time	Topic / Activity	Expert / Occasion
Session 1	10:30 AM to 12:00 PM	Entrepreneurship Development	Prof. Manish Alvekar
Session 2	1:00 PM to 2:00 PM	Future Engineer: Skills, AI & Real World of Software	Mr. Shubham M. Yamgekar
Session 3	2:30 PM onwards	Examination System	Mr. Shishir R. Kulkarni
Valedictory Function	After sessions	Valedictory Function & Prize Distribution	In the presence of Principal Dr. Suhas G. Sapate

3. Session 1 – Entrepreneurship Development

Time: 10:30 AM to 12:00 PM | Resource Person / Expert: Prof. Manish Alvekar

The first session focused on Entrepreneurship Development and aimed to introduce students to entrepreneurship as a pathway for innovation, start-ups, self-employment and enterprise creation.

- Meaning, importance and scope of entrepreneurship.
- Development of an entrepreneurial mindset based on creativity, initiative and innovation.
- Converting engineering knowledge into useful products, services and solutions.
- Identifying problems and opportunities in society and industry.
- Importance of risk assessment, decision-making, leadership and teamwork.
- Basic stages of developing an idea into a viable venture.
- Importance of communication, networking, perseverance and adaptability.
- Encouragement to participate in innovation, projects, competitions and entrepreneurial activities.

The session motivated students to think creatively, identify opportunities and explore entrepreneurship as a possible career option.

PHOTO – SESSION 1: ENTREPRENEURSHIP DEVELOPMENT



4. Session 2 – Future Engineer: Skills, AI & Real World of Software

Time: 1:00 PM to 2:00 PM | Resource Person / Expert: Mr. Shubham M. Yamgekar

The session highlighted the changing role of engineers and the importance of Artificial Intelligence, software development, practical skills and continuous upskilling.

- Importance of programming, logical thinking and problem solving.
- Awareness of Artificial Intelligence and emerging technologies.
- Importance of hands-on coding, projects and practical implementation.
- Understanding the gap between academic learning and industry requirements.
- Need to learn modern tools, technologies and software development practices.
- Importance of communication, teamwork, creativity and professional skills.
- Need for continuous self-learning and upskilling.
- Encouragement to explore software and AI domains from the first year.

Students were motivated to build strong fundamentals while developing practical skills and awareness of real-world software opportunities.

PHOTO – SESSION 2: FUTURE ENGINEER: SKILLS, AI & REAL WORLD OF SOFTWARE



5. Session 3 – Examination System

Time: 2:30 PM onwards | Resource Person / Expert: Mr. Shishir R. Kulkarni

The session familiarized first-year students with the examination framework, examination rules, evaluation procedures, credits, result declaration, academic guidelines and grievance-related processes.

- Understanding examination pattern, scheme and academic requirements.
- Awareness of internal and end-semester evaluation.
- Importance of continuous preparation and assessment.
- Understanding marks, grades and credits and their academic significance.
- Examination rules, regulations and expected student conduct.

- Importance of attendance, discipline and compliance with instructions.
- Understanding evaluation and result declaration procedures.
- Awareness of appropriate procedures for examination-related grievances.
- Importance of following official examination notices and guidelines.

The session helped students understand their academic responsibilities and prepare systematically for examinations.

PHOTO – SESSION 3: EXAMINATION SYSTEM



6. Valedictory Function

The six-day Induction Programme concluded with a Valedictory Function conducted in the presence of the Principal, Dr. Suhas G. Sapate. The function provided an opportunity to reflect on the learning experiences and activities undertaken by the first-year students during the programme.

- Reflection on the key learning experiences of the six-day programme.

- Appreciation of active student participation in academic, creative and experiential activities.
- Encouragement to continue learning, innovation, teamwork and self-development.
- Guidance to make effective use of institutional facilities and opportunities.
- Motivation to maintain discipline, integrity, curiosity and a positive attitude throughout the engineering journey.



7. Prize Distribution – Creative Art Activity

As part of the Valedictory Function, prizes were distributed to three students who demonstrated good work and creativity in the Creative Art Activity conducted during the

Induction Programme. The recognition encouraged creativity, artistic expression, confidence and active participation in co-curricular activities.

Prize	Student Name
First Prize	Miss. Isha Desai
Second Prize	Mr. Harshal Yedekar
Third Prize	Mr. Akram Attar & Mr. Harshvardhan Harer



8. Overall Outcome of Day 6

- Students developed awareness about entrepreneurship, innovation and start-up opportunities.
- Students were motivated to identify problems and develop innovative ideas.
- Students gained awareness of Artificial Intelligence, software development and future technology trends.
- Students understood the importance of coding, projects, practical skills and continuous upskilling.
- Students became familiar with examination procedures, evaluation, credits and academic guidelines.
- Students understood the importance of discipline and continuous preparation.

- The Valedictory Function provided meaningful closure to the six-day induction experience.
- Recognition of Creative Art Activity performers encouraged creativity and co-curricular participation.

9. Learning Outcomes

- Explain the basic concept and importance of entrepreneurship.
- Recognize innovation and problem solving as components of entrepreneurial thinking.
- Understand the importance of AI and software skills for future engineers.
- Recognize the need for practical learning, coding, projects and continuous professional development.
- Understand basic examination procedures, evaluation and academic requirements.
- Appreciate the importance of credits, results, rules and academic discipline.
- Value creativity, participation, teamwork and co-curricular engagement.

10. Concluding Impact of the Six-Day Induction Programme

The concluding day brought together entrepreneurship, emerging technology skills, academic preparedness and recognition of student creativity. The six-day programme introduced students to the institute environment, engineering education, human values, communication, creative activities, experiential learning, higher education opportunities, mental wellbeing, training and placement, industrial exposure, Outcome Based Education and the examination system.

The programme provided a strong foundation for students to begin their engineering education with confidence, awareness, discipline and a growth-oriented mindset. The Valedictory Function in the presence of Principal Dr. Suhas G. Sapate brought the programme to a formal and meaningful conclusion.

11. Programme Coordination

The Day 6 sessions were organized under the guidance of the Induction Programme Coordinators, Prof. Rohan B. Patil and Dr. Sagar S. Ingole, with the support of the respective resource persons, faculty members and the organizing team.

12. Overall Conclusion

Day 6 successfully concluded the Induction Programme 2026–27 for First-Year Engineering students. The sessions provided a balanced perspective on entrepreneurship, future-oriented technical skills, Artificial Intelligence, software careers and academic examination procedures. The Valedictory Function, conducted in the presence of Principal Dr. Suhas G. Sapate, formally marked the completion of the programme, while the prize distribution appreciated three students for their good work in the Creative Art Activity.

13. Signatures

Signature	Signature	Signature	Signature
Prof. Rohan B. Patil Induction Programme Coordinator	Dr. Sagar S. Ingole Induction Programme Coordinator	Dr. Jitendra J. Shinde HoD, BSH	Dr. Suhas G. Sapate Principal