

A Guide to Student Induction Programme

Index

1.0 Introduction

2.0 Student Induction Programme

2.0.1 Physical Activity

2.0.2 Mentoring

2.0.3 Familiarization

2.0.4 Creative Arts and Culture

2.0.5 Literary Activity

2.0.6 Lectures by Eminent People

2.0.7 Visits to Local Area

2.0.8 Extra-Curricular Activities in College

2.0.9 Schedule

2.0.9.1 Initial Phase

2.0.9.2 Regular Phase

3.0 Summary

1.0 Introduction

Transition from school to university/college life is one of the most challenging events in a students' life. When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment, and many of them have little knowledge of a university/college. An important task, therefore, is to welcome new students to Higher Education and prepare them for their new role. Currently, precious little is done by most institutions, except for an orientation Programme lasting a couple of days. Student Induction is designed to help in the whole process. Therefore, it should be taken seriously, and as something more than the mere orientation Programme.

2.0 Student Induction Programme

Purpose of Student Induction Programme is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration. The term induction is generally used to describe the whole process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it is a well-planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it. Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed. Students Induction could cover a number of different aspects (SAGE): Socializing: meeting other new students, senior students, students union, Lectures by Eminent People; Associating: visits to University / college, visits to Dept./Branch/ Programme of study & important places on campus, local area, city and so on; Governing: rules and regulations, student support etc.; Experiencing: Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc. List of activities to be included: 1. Physical Activity 2. Mentoring 3. Familiarization to Dept./Branch. 4. Creative Arts and Culture 5. Literary Activity 6. Lectures by Eminent People 7. Visits to Local Area 8. Extra-Curricular Activities in College. The following activities during Induction Programme would fully engage the students for the entire duration of the Programme.

2.1. Physical Activity:

This would involve a daily routine of physical activity with games and sports. There can be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for the duration of the induction Programme and hopefully, continue with it later.

2.2. Mentoring:

Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Mentoring takes place in the context and setting of universal human values. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc. Human values as enshrined in our constitution like justice, liberty, equality, fraternity, human dignity and the unity and integrity 2 of the Nation can also be part of this discussion. Focus should be on inculcating values of equality and responsibility towards one's fellow citizens of any caste, class or creed. During discussion issues and requirements of SC/ST/OBC students should be assessed and addressed. Mentor- Mentee relationship can help students form a bond with faculty members which can be of great help during various tough times in courses. Methodology of mentoring this content is extremely important. It must not be through do's and don'ts, but by getting students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values. The teachers must come from all the departments rather than only one department or from outside of the Institute. The following topics may be discussed during the Mentoring sessions.

Day 1: Student aspirations, family expectations

Day 2: Gratitude towards people helping me

Day 3: Human needs of (a) self and (b) body

Day 4: Peer pressure

Day 5: Prosperity

Day 6: Relationships Small groups of about preferably 20 students with a faculty mentor each can be used for discussions and open thinking towards the self.

Discussion on Universal Human Values could even continue for rest of the semester and not stop with the induction Programme. A follow up in a later semester could even be considered. Besides drawing the attention of the student to issues of life and their role in larger society, it would build relationships between teachers and students which last for their upcoming 3 to 4 years and possibly beyond. It is important, therefore, that it be conducted by faculty members of the University/College, the ones who would teach them.

Other activities or short term courses for upgrading communication skills of students can also be included in this programme. All HEIs can adapt scheduling and organisation of such activities depending on the type of resources available to the College/University. However, it would be preferable if all of these could be accommodated in the Programme.

2.3. Familiarization:

Familiarization with School/Department Students should be familiarized with their school/department/Programme of study/laboratories/workshops/ICT facilities and other facilities. Besides an orientation helping them differentiate between college life and school life along with career prospects offered by specific courses should be organized.

2.4. Creative Arts and Culture:

In Creative Arts and Culture, students should be exposed to culture and art forms like painting, sculpture, pottery, music, dance etc. These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into their studies later.

2.5. Literary Activity:

Literary activity will encompass reading a book/article, writing its summary, and possibly, debating, enacting a play, etc.

2.6. Lectures by Eminent People:

Lectures by eminent people should be organized to provide exposure to students. People who are alumni, socially active, in profession, or in public life should be invited.

2.7. Visits to Local Area:

Organize a visit to a monument or a landmark of the city, like a picnic, for bonding. One or more visits could also be organized to a hospital or orphanage. This would expose them to the under privileged. These are to be arranged after the induction Programme is over, perhaps on a Saturday or as decided by the University / College.

2.8. Extra-Curricular Activities in College:

The new students should be introduced to the extra-curricular activities at the college/university. They should be shown the facilities and informed about activities related to different clubs etc. This is when selected senior students involved in or leading these activities can give presentations. Various other activities which could be included are role playing/street play, alumni/industry interaction etc.

2.9. Schedule:

The activities during the Induction Programme can have an Initial Phase and a Regular Phase.

2.9.1 Initial Phase:

Day	Time	Activity
1	09:30 am- 04:00 pm	Academic registration & admission formalities
2	09:30 am - 12:25 am	Institution orientation
3	12:30 pm - 01:25 pm	Lunch break
4	01:30 pm - 03:55 pm	Department orientation
5	04:00 pm - 05:00 pm	Mentor-Mentee groups- Introduction within group

2.9.2 Regular Phase

Regular Phase of induction will start after the first day. In this phase regular Programme should be followed every day.

2. 9.2.1 Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Programme. The Sessions on Mentoring with Universal Human Values can be organized as per typical daily timetable, which starts from the 2nd day is mentioned below: Example Daily Schedule (Day 2 onwards)

Day 2	Time	Activity
	09:30 am - 10:55 am	Morning session Lectures by eminent people
	11:00 am - 12:25 am	Mentoring with Universal Human values
	12:30 pm - 01:25 pm	Lunch break
	01:30 pm - 02:25 pm	Afternoon Session -Familiarization to School/Department - Creative Arts and Culture - Literary Activity
	02:30 pm - 03:55 pm	Afternoon Session. -Visits to Local Area
	04:00 pm - 05:00 pm	Games

Day 2, 3 and 4 Literary (Play acting / Reading/ Writing)

Day 2, 3 and 4 Lectures by Eminent People I as scheduled - 3-5 lectures Visits to Local Area - On Saturdays (After the Induction program is over) Extra-Curricular Activities

Day 5 Report on the Induction Programme (group wise) III and IV

Day 6 Daily Additional Schedule for Hostellers Session Time Activity Remarks

10. Summary

The goal of higher education is to nurture human beings responsible for their own betterment and capable of sustaining society and nature, besides enabling them to procure a position to earn their livelihood. The incoming undergraduate students are often influenced by their parents and society to join higher study without understanding their own interests and talents. There is high probability that students fail to develop an understanding about the goals of Educational Institutes as well as higher education. The graduating student must have knowledge and meta-skills related to his/her work, and as a citizen.

The Student Induction Programme should be designed for the new students to help them feel comfortable, draw their attention towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, open new horizons of life and leading to character building. **Mentoring based on Universal Human Values such as Truth, Righteous conduct, Love, Non-violence and Peace can act as an anchor or pivot of the induction, and help in developing self-awareness and sensitivity, feeling of equality, compassion and oneness.** Students' attention need to be drawn to society and nature. Help them reflect on their relationship with their families and which is extended to college as a family, connects students among themselves and with lecturers, so that they can share any difficulty they might be facing and seek help.