



Student Induction Program Handbook v2



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This document is intended for planning and implementing the SIP.

Suggestions welcomed.

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Introduction

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values, while at the same time prepare them for gainful, fulfilling employment.

Educational institutes were established to be at the frontier of knowledge and to develop the students to their full potential so that they are able to participate meaningfully not only in their profession but also in their family, society, and their natural environment. They are expected to generate graduates with specific capabilities, as well as produce new technologies, products, and processes needed by the nation. The graduating student should be ready for the job market, but also have a holistic outlook towards life and have a desire and competence to work for national needs and a broad understanding of society and relationships. Because of the immense competition and in a rush to get admission in India's best institutions, the student is not able to determine for themselves their interests and their goals, which is a major factor in the current state of demotivation towards studies that exists among UG students. The success of gaining admission but failure in getting the desired branch, with peer pressure generating its own problems, leads to an environment that is demotivating and corrosive. The start of hostel life without close parental supervision at the same time further worsens it with a poor daily routine.

The students come from various backgrounds and the new students are basically moving from one culture to another. Each family, institution, region, community, etc. have evolved their way of life, their cultures over a while. Today, a major issue is that one culture tends to oppose other cultures. This is because of their basic assumptions, and therefore their thoughts tend to differ. Even though there are commonalities at the core value level, the conflict is at the level of expression and details. With this situation, it is imperative to articulate the essence or core aspects of human culture and civilization, i.e. understand universal human values like trust and respect, love and compassion; and appreciate the various expressions, different approaches taken in different regions.

To come out of this situation, a multi-pronged approach is needed. One will have to work closely with the new entrants in making them feel comfortable, allow them to explore their academic interests and activities, reduce competition and make them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character. We must place great emphasis

on not only educating successful engineers of the future, but also creating well-rounded personalities, who contribute to society, are respectful of and can adapt to their surroundings, and prove themselves to be great thinkers and problem solvers in all avenues of life. The Induction Program aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. It would prepare newly admitted undergraduate students for the new stage in their life by facilitating a smooth transition from their home and school environment into the college and university environment. During this, the student would build a healthy lifestyle, become aware of others and society beyond the individual, enhance creativity, bonding, character, and develop sensitivity towards self and one's relationships, and also bond with their own batch-mates and senior students as well as faculty members. Besides the above, several meta-skills and underlying values are needed.

So, when new students join an institution, they are to be welcomed and oriented to the institute, its vision, people, purpose, culture and values, policies, programs, rules, and regulations, etc. through a well-planned three-week interaction before regular classes start. They should feel at ease by lowering the burden of syllabus and credits. This is necessary for a student to acclimatize to the new environment of a college and to create a bond between the teacher and a student. An idea to introduce an induction program in the curriculum, to equip the students with communication skills, and get them acquainted with the culture of the institution and human values, was formalized. A student has to undergo this induction program after joining the institute and before the commencement of classes. Normal classes of the engineering program shall begin after the students have undergone a three-week induction program.

The purpose of this document along with the accompanying details is to help institutions/colleges in understanding the spirit of the Induction Program and implementing it. The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner.

Student Induction Program (SIP)

When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. It is important to help them adjust to the new environment and inculcate in them the ethos of the institution with a sense of larger purpose.

In SIP, we want to provide an exposure to essence in the context of the whole humanity first. Then we can take a representative cross-section of all cultures as expressions of this essence. A yardstick to evaluate these various options is provided to guide the student towards a humanistic culture founded on the truth and universal human values like love and compassion. For example: We want to live with fulfilment as a society. This part is common, universal. To exemplify this, we may expose students to traditional Indian culture and philosophy as well as contemporary western culture and thought.

The SIP consists of different activities which includes meeting new students, socializing with teachers and other people in the university. Secondly associating with the Local area or city, knowing different departments, associating with the department heads, local stores and necessary shops for the survival at new place. Basically, getting information about the rules and regulations of the university which includes dos and don'ts. Other activities which may involve students in several creative, cultural and co-curricular activities through which they can explore themselves and get idea about their intrinsic desires and interests which may help them in the long run.

In order to make it worth, at the initial level of joining of student various seminars, lectures by eminent personalities, sessions by the appointed mentor for the student is being done to make them more familiar with the university environment. It has been seen that student after schooling when moves towards further studies for either under graduation or post-graduation has got so many confusions and false knowledge about the college and the curriculum. They should know the basic idea about the fruits and prospects of the particular course and the university or institute in which they are entering. To have faith about their choices and to know that after completion, they will be well equipped with the values and skills.

With this background, the SIP has been formulated with specific goals to help students to:

- Connect to the basic principles through specific examples.
- See and appreciate various cultures, to see the commonality amongst them, in the light of clarity about human culture and civilization.

- Become familiar with the ethos and culture of the institution (based on institutional culture and practices)
- Set a healthy daily routine, create bonding in batch as well as between faculty members and students
- Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the Self--Family--Society--Nation--World--Entire Nature
- Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond.
- Overcome weaknesses in some essential professional skills – Mathematics, Language proficiency modules (only for those who need it).

One way of implementing this would be to setup mentor-mentee network under which 1st year students are divided into small groups, each assigned to a senior student as a Student Buddy, and to a faculty member as a Faculty Mentor. Thus, a new student has their guidance through regular interactions. They can discuss their aims and aspirations as well as concerns whether social, psychological, financial, academic, or otherwise.

To enable undivided attention on this, normal classes were scheduled only after this program was over. Its purpose is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.

The various modules or core areas, the activities in which the student would be fully engaged throughout the day for the entire duration of the program, recommended for the 3-week SIP are:

- SIP Module 1: Universal Human Values I (UHV I) 22 hours
- SIP Module 2: Physical Health and Related Activities 51 hours
- SIP Module 3: Familiarization of Department/ Branch and Innovation 06 hours
- SIP Module 4: Visit to a Local Area 10 hours
- SIP Module 5: Lectures by Eminent People 06 hours
- SIP Module 6: Proficiency Modules 06 hours
- SIP Module 7: Literature / Literary Activities 30 hours
- SIP Module 8: Creative Practices 49 hours
- SIP Module 9: Extra Curricular Activities 06 hours



Music performance at Orientation-Induction Program. Courtesy: IIT (BHU) Varanasi



Address by authorities at Orientation-Induction Program. Courtesy: IIT (BHU) Varanasi



Dance performance at Orientation-Induction Program. Courtesy: IIT (BHU) Varanasi

Sample 3-week Activity List

| | |
|--------|---|
| Week 1 | Inaugural Function Regular SIP Activities (See Hours Plan) |
| Week 2 | Regular SIP Activities (See Hours Plan) |
| Week 3 | Regular SIP Activities (See Hours Plan) Valedictory and Closing Ceremony (Celebration) |

Hours Plan

| Activity | Total Available Hours | Remark |
|--|------------------------------|--|
| SIP Module 2: Physical Health and Related Activities | 51 | Morning and evening session. Two evening sessions will be used for Visits |
| SIP Module 8: Creative Practices | 49 | Two full second halves will be used for visit 4 lectures of eminent persons of 75min |
| SIP Module 1: Universal Human Values I (UHV I) | 22 | Session two will be used for this |
| SIP Module 7: Literature / Literary Activities | 30 | Session 1 and 3 will be used for this |
| SIP Module 6: Proficiency Modules | 6 | Session 1 and 3 will be used for this |
| SIP Module 4: Visit to a Local Area (Field visit) | 5 | One full second half |
| SIP Module 4: Visit to a Local Area (Village visit) | 5 | One full second half |
| SIP Module 3: Familiarization of Department/ Branch and Innovation | 2 | Two hour sessions in second half |
| SIP Module 5: Lectures by Eminent People | 5.5 | 4 x 75 min sessions in second half |

Sample Daily Routine

| Time | Events |
|---------------|---|
| 6:00 – 7:30 | Physical Health and Related Activities (yoga/khel/sports...) |
| 7:30 – 9:00 | Breakfast |
| 9:00 – 10:00 | Session 1 / Talk |
| 10:00 – 11:15 | Session 2 / Talk |
| 11:15 – 11:30 | Pause |
| 11:30 – 12:30 | Session 3 / Talk |
| 12:30 – 13:45 | Lunch Break |
| 14:00 – 15:15 | Interactive Session/ Creative Practices |
| 15:15 – 16:20 | Interactive Session/ Creative Practices |
| 16:20 – 16:30 | Pause |
| 16:30 – 17:45 | Interactive Session/ Creative Practices |
| 17:45 – 17:55 | Pause |
| 18:00 – 19:30 | Physical Health and Related Activities (health counselling, sports and games) |
| 19:30 – 21:00 | Dinner Break |
| 21:00 – 22:00 | Informal Interaction with Student Buddies, Entertainment |

Assessing the Implementation and Impact

The institution / college is expected to take feedback and prepare appropriate reports for assessing the impact and for further improvement of SIP. The basic feedback forms are included with the SIP Teaching Materials. AICTE will also conduct periodic assessment to ascertain the implementation efforts and impact of the SIP and related activities.

Faculty Development

To ensure the implementation of SIP, and in particular to prepare the faculty, the National Coordination Committee for Student Induction (NCC-IP) has been formed. It offers various faculty development programs (FDPs) with the support from AICTE HQ and Regional Offices.

UHV Faculty (Mentors): Every institution is expected to prepare UHV Faculty in the ratio of 1:20 (1 faculty per 20 newly admitted students). Faculty from every teaching department are to be prepared. The basic preparation is participation in an 8-day FDP-SI (UHV).

Faculty for other Modules: Institutions/colleges generally have faculty, coaches, student clubs, and alumni for these areas. FDP and comprehensive material will also be made available.

SIP Teaching Material and More Details

The SIP Handbook as well as detailed guides and material for each of the modules is available on the AICTE website (<http://www.fdp-si.aicte-india.org/download.php>).

Details and Reference Documents:

1. G012 SIP Handbook v2 (this document)
2. Teaching Material for UHV-I v2.1
3. Teaching Material for SIP modules 2 to 9 v1
4. G008 Facilitator (Mentor) Manual Version 2.1
5. G911 UHV Cell, Nodal and Resource Centers
6. G009 RP Development Process v2

SIP Modules:

Each module is briefly described below. The guidelines and resources available for each module are also included.

SIP Module 1: Universal Human Values I (UHV I) 22 hours

The course is designed with the purpose of helping students in developing a holistic perspective about life. The teaching methodology adopted is self-reflective in nature and encourages dialogue between the student and the faculty. It opens the space for the student to explore his/her role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as a unit in nature. The course and its vision of inculcating the universal human values paves the way for self-exploration and greater understanding and coherence of the universality of human existence. Through this process of self-exploration, students can discover the values intrinsic in them.

It gets the students to explore themselves and allows them to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships with colleagues and supporting staff in the hostel and department, being sensitive to others, etc. This is the core or foundation module of the Student Induction Program (SIP). It is meant to draw attention of the student to broader issues of life and augment the development of their understanding or perspective about life holistically, in all its dimensions. After all, it is the understanding which is at the base of deciding what is valuable in life, what are one's values. In turn, these values decide one's behavior and work; and therefore, the quality of their life. Hence, the course covers aspects of life ranging from the individual to the society, it sheds light on the different kinds of interpersonal relationships and delves into the intricacies of human ambition and the role we play as part of nature and it also reminds us that through all our aspirations and the efforts we make to fulfil them, one thing that holds great importance throughout is our health.

The detailed objectives of the UHV module (UHV-I) are as follows:

- To help the student to see the need for developing a holistic perspective of life.
- To sensitise the student about the scope of life – individual, family (inter-personal relationship), society and nature/existence.
- Strengthening self-reflection.

- To develop more confidence and commitment to understand, learn and act accordingly.

Methodology:

- A self-reflective methodology of teaching is adopted. It facilitates understanding through self-exploration. The dialogue starts between the faculty and the student.
- It opens the space for the student to explore his/her role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as a unit in nature.

Through this process of self-exploration, students are able to discover the values intrinsic in them.

| Session No. | Topic Title | Aspirations and Issues | Basic Realities (underlying harmony) |
|-----------------|-----------------------------|--|--|
| 1 | Welcome and Introductions | Getting to know each other | Self-exploration |
| 2 and 3 | Aspirations and Concerns | Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals | Basic human aspirations Need for a holistic perspective Role of UHV |
| 4 and 5 | Self-Management | Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement... | Harmony in the human being |
| 6 and 7 | Health | Health issues, healthy diet, healthy lifestyle Hostel life | Harmony of the Self and Body Mental and physical health |
| 8, 9, 10 and 11 | Relationships | Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure | Harmony in relationship Feelings of trust, respect... gratitude, glory, love |
| 12 | Society | Participation in society | Harmony in the society |
| 13 | Natural Environment | Participation in nature | Harmony in nature/existence |
| 14 | Sum Up | Review role of education Need for a holistic perspective | Information about UHV-II course, mentor and buddy |
| 15 | Self-evaluation and Closure | Sharing and feedback | |

For details on the content, methodology, process and how to teach this module, please refer to:

- UHV-I Mentor's Manual for Student Induction Program, Version 2.1 August 2020
[http://www.fdp-si.aicteindia.org/download/Guidelines/G008%20Facilitator%20\(Mentor\)%20Manual%20Version%202.1.pdf](http://www.fdp-si.aicteindia.org/download/Guidelines/G008%20Facilitator%20(Mentor)%20Manual%20Version%202.1.pdf)
- Presentations for UHV-I (SIP Teaching Material) http://www.fdp-si.aicte-india.org/AicteSipUHV_download.php



Discussion and interaction in Universal Human Value classes between students and faculty members.
Courtesy: IIT (BHU) Varanasi

SIP Module 2: Physical Health and Related Activities 51 hours

This module is intended to help understand the basic principles to remain healthy and fit and practice them through a healthy routine which includes exercise, games etc. Physical activities will help students remain healthy and build strong bones and muscles, control weight, and reduce symptoms of anxiety and depression.

Objectives of this module are as follows:

- To understand the basic principles to remain healthy and fit
- to practice them through exercise, games etc.
- Involving health center, staff, sports coaches, faculty, staff, students sports team etc.

This is a good place to have bonding and develop relationship with the students and gives us a chance to come closer to them as a friend first and as a mentor later. While playing (and also times before and after the game), we may associate with them and exchange the ideas with each other during normal talks. It is easy to familiarize with students through these activities. This must include understanding and practice of a healthy life-style including intake, daily routine, physical work etc.

This also gives an opportunity to participate meaningfully for those who otherwise are not able to contribute at other places.

Type of games- involving team, no-competition game, inducing integrity and social values.

Physical exercise- regulation of breathing, regulation of parts of the body.

Physical work- as exercise as well as production- kitchen garden, plantation. These activities will also help them get connected with the farmers and other producers, feel their real-life difficulties and challenges. Once you do something by your own hand, it gives you a firsthand exposure and help to see the details and complicity involved in the process.

Understanding and practice of a healthy life-style becomes Sanskar of the students forever. This helps them to participate and contribute meaningfully in all those areas which were untouched to them. Games inculcate the values of integrity, nationality and complementarity along with the excellence.

Methodology:

- Health counselling
- Khel

- Aerobics
- Sports
- Yoga
- Involving health center staff, sports coaches, faculty, staff, student sports teams etc.



Morning sports and Yoga activities during Induction Program. Courtesy: IIT (BHU) Varanasi



Morning sports and Yoga activities during Induction Program. Courtesy: IIT (BHU) Varanasi



Morning campus walks and jogging during Induction Program. Courtesy: IIT (BHU) Varanasi



Morning sports and Yoga activities during Induction Program. Courtesy: IIT (BHU) Varanasi



Evening sports activities and games during Induction Program. Courtesy: IIT (BHU) Varanasi

SIP Module 3: Familiarization of Institute, Department/Branch, and Innovation 06 hours

This module is for introducing and relating the student to the institution/department/branch; how it plays a role in the development of the society, the state, region, nation and the world at large and how students can participate in it. Trust is necessary for any relation to function, knowing about the institute helps build it between the institute and the students. It is when the students trust the college, will they be able to give their best during their time here without worry. Guest lectures by prominent personalities and alumni will help the students in understanding what's ahead in their time at college. It is absolutely necessary for students to be familiar with their department/branch before the start of proper academic sessions. They need to be made understood how the department plays a role in the world's development and the opportunities it offers to the students.

Objectives of this module are as follows:

- To get a broad perspective about goals of institution, department/branch in the context of the world, the nation, the state and region.
- To get an idea of how the institution operates to fulfill its goals through various disciplines of education, research, development and practice.
- To get an idea of how students can connect /participate in it

Familiarization of department/ branch and college must include proper explanation of the vision and mission of the institute which must focus on the responsibility of the institute for the society and nation.

- Defining Larger goal of the institutions- must be defined in the following sequence- First, overall aim of the society and nation, then aim of education, aim of this category of institution (say Technical) and finally this particular institution.
- Details of how it is planned to achieve the above goal through different disciplines of education, research, development and practice, should be clearly mentioned.
- Students should be properly introduced to these and asked to relate to it and see how they can contribute in this plan- above details, achievement to this date, and contribution to the society.

It also be explained clearly that how this social commitment can be achieved through education and training and how each department are playing their role in this regard,

how a student can be part of the same to achieve the goal, mission and vision of the institute, participate in larger order, ensure connectedness with institute, achievement till date, future plans of the institute etc.

This can be done by lectures on what the course entails, how it affects the real world, opportunities of research and how the students can contribute. The lectures need to focus on the student's commitment to the further the societal progress by taking part actively in the academic undertaking. The achievements till date of the department/institute can be shown to the students so as to give them a practical view on what has been accomplished. The students can be informed on what the institute is currently working on.



Department wise introduction and guest/alumni talks during Induction Program. Courtesy: IIT (BHU) Varanasi

SIP Module 4: Visit to a Local Area 10 hours

For a student to relate to the social environment of the educational institution as well as the surroundings, a place wherein their most significant years students will scribble some indelible memories, an absolute necessity is generated for city visits to let students understand the environment through interaction with the people, place, history, and politics. This activity may also help the students to understand the local problems further, which will help to increase the innovative thinking for the solution to those problems. Under 'City Visits' villages (to understand how the natives manage their lives: production, lifestyle, housing, relations, education, transfer of skills), monuments of the city and near-by historic places (to let the students blend themselves in the cultural ethnicity and learn about it), old-age-homes/orphanages (to evoke a sense a responsibility towards the society and a feeling of gratitude towards their privileges), renowned people who have contributed significantly towards the society can be visited along with a guide/mentor, so that the knowledge of students gets enhanced. Alongside this, they can, in an informal discussion, present their ideas as to how they may contribute towards society. Organizations serving civilization or doing some charitable work may also be visited or collaborated with to get students to understand their working principles and serve mankind.



Visit to Sarnath, near Varanasi and introducing the culture through the visit during Induction Program. Courtesy: IIT (BHU) Varanasi

SIP Module 5: Lectures by Eminent People 06 hours

Guest lectures are a great way to help the students gain a perspective on many different things in the world. Eminent personalities in different fields of expertise like academics, sports, industry, business etc. can share their story and talk about important subjects like career, entrepreneurship, government policies, technology etc. Their stories will act as inspiration for the students embarking on a new phase in life. From these lectures, students will also be able to make note of valuable advice from the experienced persons and apply it in their life. They can know more about many fields and learn more about what interests them on an individual level and make progress in that field. Ensure that the invited guest speakers belong to a diverse set of fields for more diversity in thoughts and experiences.



Student interacting with the speaker during the Guest talk. Courtesy: IIT (BHU) Varanasi



Speaker interacting with audience through meditation. Courtesy: IIT (BHU) Varanasi



Guest talks on entrepreneurial and academic aspects during Induction Program.
Courtesy: IIT (BHU) Varanasi

SIP Module 6: Proficiency Modules 06 hours

This module is to help fill the gaps in basic competency required for further inputs to be absorbed. It includes efforts to make the student proficient in interpersonal communication and expression.

This period can be used to overcome the deficiencies in some important skillsets that the students may have. For example English, Computer proficiency, Hindi, Communication skills, etc.

The students admitted to the college are from diverse backgrounds and can't be expected to have had the same learning opportunities in the past.

The medium of instruction in the college would be in English and those who aren't comfortable with it would face difficulty in understanding the classes. Further, this could even lead to failing the course, prevent them from actively communicating and taking part in discussions, etc.

Students can be given three or four options to choose from based on their needs.

Those who wish to learn Basic English can be encouraged to speak more. Students can be divided into small groups and discussions can be held. This would also help in mingling with fellow students. General guidelines can be given for improving/learning English in the long run. Movies/videos can be shown, students can be encouraged to write, made to read the newspaper, talk about their experiences, etc.

It should be made very clear to them that there is nothing wrong with talking in broken English or making mistakes. Provide an interactive environment and help them build up confidence.

There could be students from non-Hindi speaking regions having trouble understanding Hindi. They could be given supports on similar grounds. This will help ease the adapting process into the new environment.

Similarly, students can be introduced to Indian epics/dramas, world classics, etc. and made to discuss their relevance, get a glimpse of our traditional values and culture.

SIP Module 7: Literature/Literary Activities 30 hours

Through the exposure of local, national, and international literature, this module is aimed at helping the student learn about traditional as well as contemporary values and thought. To develop the clarity of humanistic culture and its expression through literature, students may be exposed to local, regional, national, or international literature. It will help them in understanding traditional and contemporary values and thought.

The available literature certainly includes our traditional literature in Hindi and Sanskrit. This will help them know our values and ways of thinking. They may be asked to read and prepare a summary of it, which will be useful for future generations and also help in reviving the Sanskrit language and its epics. This may be connected to machine translation of Indian languages, particularly the important literature available in Indian languages.

Introduction to work on science- Mathematics, Chemistry, Astronomy, Technology- metallurgy, Systems of medicine- Ayurveda, Architecture, Agriculture, Language including grammar, Indian epics Ramayana, Mahabharata, etc., along with its knowledge base- Vedas, Upanishads, Gita, Brahma-sutra; Systems of Philosophy (Darshanas)- 6 systems of Vedic darshans, Buddhism, Jainism, etc. Three kinds of documents will be prepared for literary activities- two pages, ten pages, and a hundred pages. Two and ten-page documents will be of introductory nature and will be asked to be read by all students whereas a hundred-page document will be in some detail and provided to interested students in that particular kind of literature.

SIP Module 8: Creative Practices 49 hours

This module is to help develop the clarity of humanistic culture and its creative, joyful expression. The students can choose one skill related to visual arts or performing arts. Examples: Painting, sculpture, pottery, music (vocal, instrumental...), dance, drama, literary activities (reading, writing, debating...), etc.

They would be pursuing it every day for the duration of the program. A central theme can be given (not necessary) and all the activities can be organized around it. For example poverty, patriotism, history of the college, technology, etc. Students can learn a dance or song or perform a drama related to this theme. Choosing a relevant theme will help build their character and increase their awareness.

The aim is to create a lively environment, increase the interactions, develop a new skill, and help them appreciate the beauty of non-academic aspects. Small competitions/group works can be organized. Students can be asked to showcase the skills they learned, by the end of this program. The clubs in the college with similar interests can help in conducting this. People or groups who are well established in this field can be invited and workshops can be conducted. Students may be asked to find creative solutions to the current problems faced by those working in these areas.



Students playing flute during their Creative Practices class during the induction program. Courtesy: IIT (BHU) Varanasi



Students practicing classical dance during their Creative Practices class during the induction program. Courtesy: IIT (BHU) Varanasi



Students drawing during their Creative Practices class during the induction program. Courtesy: IIT (BHU) Varanasi



Students playing sitar during their Creative Practices class during the induction program. Courtesy: IIT (BHU) Varanasi

SIP Module 9: Extra Curricular Activities 06 hours

This is a category under which things that are not placed in any of the above may be placed. This has suggestions for sessions or activities that can be conducted like some clubs and hobby group may be made for each of the above categories, so that students may pursue them even after SIP.

Anti-Ragging Briefing: With the advent of college years for students, fear of ragging creeps inside them. With a picture of ragging borrowed from the cinema in their minds, they enter the premises, and hence it becomes essential to introduce them to the rules of the institution against ragging. Many students are away from their homes for the first

time, and it is the responsibility of the institute to make them feel welcomed and safe within the boundaries of the institute. Both formal and informal sessions can be organized informing the entrants about the anti-ragging policies of the institution, along with answering some principal questions like, "What comes under ragging?", "Whom to approach if you witness ragging?", etc.

Wellness Sessions: In this ever-growing competitive world, statistics of mental issues like depression and anxiety are overwhelming, and yet people choose to overlook these issues. "Mental awareness/wellness sessions" provide an answer to this ignorance. The institute can have tie-ups with mental wellness organizations that, in-return, can send in their professionals to deliver lectures on mental health and its importance. Informal sessions by specialists can be organized involving fun yet, affective activities (self-control activities, music therapy activities, discussion activities, or relaxation activities like games to release stress and have a bonding with the peers) to maintain a healthy state of mind. Because of the stigma around mental health, the information of the student approaching for help shall be confidential, and a team of students themselves can be set up to hear out issues of their juniors and help them out professionally.

Informal Interactions: A fresher, oblivious to the college culture and environment, requires informal interactions with seniors to clear their queries regarding the workload of the branches, different clubs, excelling in exams, opportunities provided by the institute to pursue their interests, and maybe even professors.

Seniors, accompanied by faculty members, should visit the hostels of freshers post-dinner to make them feel welcomed and comfortable. Seniors accordingly may choose to sit in the corridors or grounds to share their experiences of their freshmen year and to answer the questions raised by the freshers. Faculties shall be roaming through the hostels to ensure no cases ragging take place. Occasionally refreshments could be taken by the faculties to bond and interact with the freshers. The faculty members shall make sure that all the seniors are out of the freshers' hostels at the end of these sessions.



Student discussing and interacting with seniors in presence of faculty mentors. Courtesy: IIT (BHU) Varanasi



Student discussing and interacting with seniors in presence of faculty mentors. Courtesy: IIT (BHU) Varanasi

Club/Council/Committee Briefings: Clubs/Council/Committee are a vital part of a college's ecosystem and it is thus imperative that students are well briefed regarding them. The details of the briefing will vary from college to college, but the brief outline has been described here, along with the reasons that make such a briefing essential. It would be advisable to have the Secretaries/Presidents and other position holders draft a welcome address for the new entrants. This should serve as an advertisement for the club's activities, scope and culture. A member of the Debate Club, for example, should go through an analysis of why learning how to debate is a useful/interesting skill and how the club members would help the new entrant learn and develop these skills. Similarly, a member of the Design Club could have the club members showcase their skills through a quick extempore portrait creation. This would be quite engaging and entertaining for the spectators. If there are any committees which are not student-run, the people in charge could take it upon themselves to organize this presentation for the students. The main objective would be to ultimately ensure that every student goes into the academic year with a very strong basic idea of what to expect from a club and whom he or she could contact in order to have a better idea of what to do.



Display of work done by club members of Aero modelling club during orientation. Courtesy: IIT (BHU) Varanasi



Display of work done by Fine Arts club during orientation. Courtesy: IIT (BHU) Varanasi

Intra Fresher Competitions: Care must be taken to have as relaxed a schedule as possible so that any student can freely participate in as many events as possible without having to pick and choose between different interests. One suggestion would be to introduce a points system and have a competition among different branches on the basis of that. The ones who end up on the podium in a particular event will contribute a certain number of points to their branch and will get some personal rewards as well. Broadly speaking, there could be three categories of competitions held: Cultural, Technical and Sports. For example under Cultural, activities like Debate, Dance, Singing, etc. can be conducted.



Intra fresher Dance competition displaying cultural diversity. Courtesy: IIT (BHU) Varanasi



Intra fresher Music competition. Courtesy: IIT (BHU) Varanasi



Intra fresher Sports competition. Courtesy: IIT (BHU) Varanasi



Intra fresher water rocket competition, by aero modelling club. Courtesy: IIT (BHU) Varanasi

Budget for SIP

The expenses in conducting the Student Induction Program would have to be borne by the college. No fees should be collected from the student for the SIP or any of its components. AICTE will not bear any expenses of SIP, except a part of the expenses related to faculty development.

Implementation

Every institution/college is expected to conduct the 3-week SIP under the guidance of the Director/Principal or Dean Students or a senior faculty member. For this, the institution is expected to make an SIP Cell. The SIP Cell will be responsible for planning, and then implementation of the SIP.

Planning the SIP may be done in multiple phases- Pre-Event Planning, Event Planning and Post Event Feedbacks and Settlements.

It should also include a duration for the program like three to four days in which activities need to be scheduled daily in a given time frame.

Pre-Induction Planning – (3 months before the induction program)

Establish of Core Committee

- A core committee of 3-5 faculty members headed by the Director/Dean/SIP Coordinator who have attended the FDP on UHV and strongly feel the value of it for the students are required to be established and commit to implement the Student Induction Program [SIP].
- Core committee should take the responsibility for making the team work effectively.
- This core group will plan the entire Student Induction Program by including other faculty members for various SIP activity committees.
- If these faculty members take it casually and implement as a “routine job” assigned by someone or motivated to work for induction program for any other reason other than helping the students, there will be an undesirable impact on the program. The program will not yield results even if implemented as per the rules on the paper.
- This core group makes sure that some more faculty members attend the FDP on UHV so that there are enough people to handle students. Suggested ratio is 1:20. One faculty for every 20 students. If there are 1000 students, we need 50 faculty members to handle

UHV sessions. Since some faculty who attend FDP may not be interested/capable to teach, it is better to train 25% extra faculty members through FDPs

- If sufficient faculty members are not available, the group size can be increased but this is the last option and not effective as far as SIP objective is concerned.
- An alternative idea is to organize an in-house FDP for the faculty of the college on their own. Resource person can be provided by the AICTE committee. This is potentially transformational step for faculty and the institute.

Pre-Induction Planning – (2 months before the induction program)

Establish Committee for each of the Nine Modules

- Two months of the start of the program, a core group of 3-5 who are ready to work voluntarily and sufficient faculty members to handle UHV sessions are to be identified.
- A coordinator for each of the nine activities needs to be identified by the Core committee.
- A lesson-wise plan for HV sessions of IP needs to be made.
- A faculty who is well-versed with UHV, will lead and prepare rest of the UHV faculty will follow the same.
- A session-wise material to be provided.
- Meet of UHV Faculty have to be scheduled several time over two weeks to discuss each session.
 - The core committee will finalize the schedule including the daily activities.
- The planning will also involve:
 - Identification of eminent people for talk.
 - Identification of resource persons for creative arts.
 - A large number of senior students of college can be enrolled in each of the nine activities by the coordinators for helping the new students.
- The core needs to carefully recruit these students.
- They may be given an orientation about the program and their role.
- They need to help in all activities of IP. Particularly, for CA and HV
 - A properly moderated whatsapp group moderated by the faculty can be formed.

Pre-Induction Planning – (1 month before the induction program)

Establish Student Committee

- A Student Activity Cell need to be developed by the core committee to work for the overall management of the Induction Program & plan activities in a manner for actual successful completion. Director or Principle or Dean of Student affairs will be the Chairman of Student Activity Cell. The structure of Student Activity Cell should be referred to Point 5
- A student committee from existing students need to be made to look after the whole program and its management.
- Counseling and informal communication also need to be done with the existing ones to help and guide them regarding the ways, departments to be approached and hostels and mess related directions for their ease.
- Making one In-charge from Student Activity Cell or Committee for responsibility in his/ her area.

Coordinate with other Departments and Committees

- Duration of the Induction Program need to be planned, venue to settle up the students, number of students joining, interaction to be done with various head of departments and their speeches duration, move around the campus, interaction with the students and teachers- informal one.
- Ask for support from top management of the Institute.
- Call for meetings for preparation and delegation of authority and responsibility.
- Prepare to send a prior invitation to newly admitted students with detailed schedule of the Induction program.
- Liasoning with different departments to make a schedule for the interaction with various HODs, Subject experts and even Director to make a time frame for the activities to be carried out.
- Making a roadmap to facilitate them know the campus initially.
- Venue for each activity within the college needs to be identified.
- Students are to be divided into the sections for UHV.
- Also, a different set of sections are to be formed based on CA (Creative Arts) choice for CA session.
- Attendance sheet for each section needs to be prepared.
- A diagnosis test for Math and English (add some more subject if require) can be

conducted to identify the students who need some input.

- Faculty for the sessions of Math and English needs to be identified.
- Physical trainers for exercise, games and sports to be identified.
- Entire administration of the college needs to be informed about the SIP.
- Alumni can be involved in some activities and certainly, in eminent lectures slot.
- Booking the auditorium for the day, booking the booklets to be distributed to students as a manual of guideline for every semester curriculum, tentative dates for the exams, holiday calendar and contact number lists of various department offices, banks within campuses, emergency helpline for health center and student grievance cell and anti-ragging cell.
- To make a checklist to see the last minute work and record it in a planned way.

Pre-Induction (1 week before the induction program)

Final Check

- Final check list in day one to find all things at same place and will be efficiently working in time frame.
- To look after the sequence in which things are being carried in a planned manner.
- Maintain the decorum of the institute by timely activities followed by Students Activity Cell which is to be formed for the management of the program.
- Everyday end up with successful completion and with a brief checklist of next day activities.
- Co-ordination with the Student Volunteer and Students Activity Cell responsibilities that are handed over are being done in a proper way without any loopholes.

Communicate with Newly Joined Students

It is suggested that communication with new students should be started one week before starting of SIP.

- Since the students are yet to join the college, it is better to communicate with them through Facebook/college website/email etc.
- A separate website for the induction program may be created within the college website where all updates can be posted.
- A key step is to take the choice of creative art a student wants to pursue over the period of SIP. Note, a student goes through a single creative art and develops a

reasonable level of familiarity.

- The choices can be collected online or it can be collected on the day students report to the college.
- Once, the choice filling is complete, we will have the data of number of students for each creative art.

Ensure Infrastructure

- Hall with the sufficient capacity to accommodate the newly admitted students for Inaugural Function.
- Auditorium / Conference Hall / Seminar Hall is required for other activities.
- LCD Projector with Screen, Computer system, Laptop and a PPT slide mover required for technical support during SIP.
- Sound system, hands free mike and a collar mike (with heavy/standby battery system).
- Quick technical support and backup must be available for all days to overcome any kind of technical failure (sound system, display system, power supply system etc.).
- For Physical activity – Playground, Indoor & Outdoor Games Facilities like Cricket Bat, Ball, Foot Ball, Basket Ball, Badminton Racket, Table Tennis, Chess, Carom etc. • Musical Instruments like Harmonium, Tabla, Guitar, Synthesizer, Drum etc.
- Venue for each activity within the college needs to be identified.
- Videos on Creative Arts & Culture will be of two categories should be procured.
 - Introductory - Introductory videos will be of small duration. This will focus on the beauty and importance of a particular art. This will be shown to all students.
 - Basic learning. The basic learning videos will help interested students in learning the basics of the art. Locally available resource persons may be used by institute as per availability. At the end of induction, students will be expected to present some art form.
- Transport Facility
- First Aid Box

Induction Program

- Implement the weekly and daily schedule as planned earlier
- Conduct daily meeting with faculty involved

Post Induction

- Consolidate feedback.
- Express gratitude to UHV and CA teachers over a dinner.
- Issue a letter of gratitude to them.
- Announce the plan to engage students post-SIP in a weekly manner with their UHV faculty.
- Get feedback from newly admitted students about their experiences and settlement in the program. [Soft copy/Hard copy]
- Get feedback from various departments regarding their experiences during the program and ask for suggestions and recommendations if any. [Soft copy/Hard copy]
- Mentor – Mentee Program - Mentoring program starts post induction in which for 20 students one faculty member is assigned as faculty mentor.
- Student Buddy Program - on every 10 students there will be one senior student is assigned as student guide.
- Get bills and unsettled receipts from various vendors or department for settlement and payments
- Give an appraisal email to various volunteers and students activity cell for their hard work and efficiency for successful event organization.
- Give a thanks e mail to various departments and their heads for their co-operation and time given during the event.
- Give a vote of thanks to the guest speaker or eminent speaker if called for speech during the event.
- A final Report on SIP should be prepared with all the details.

Follow up

The SIP is only the beginning of the interaction with newly joined students.

An important part of the SIP is to associate one faculty mentor to every small groups of about 20 students; and also associate one senior student buddy to an even smaller groups of about 5 students for the guidance required for holistic development of the newly joined student throughout his/her time in the institution/college.

These activities are to be continued in the ongoing academic program along with other cultural activities through the Student Activity Cell (SAC).

A follow up is required after completion of induction program to welcome the feedback and suggestions from faculties, students and other members involved in the program. Also newly admitted students should give their feedbacks regarding their experiences during the program. It will help in gathering information to the success of the program and also knowing the loopholes which may help for the betterment of the program for upcoming years. Suggestions from faculties should be welcomed to make it better and more innovative every year. This is done for the comfort and ease of newly admitted students so their feedback may bring a light in it regarding their liking and knowledge about college during the event.

The groups which are formed should function as mentor- mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or personal or financial or psychological etc. (For every 10 undergraduate first year students, there would be a senior student as a student guide, and for every 20 students (for two such 10-student groups), there would be a faculty mentor.) Such a group should remain for the entire 4-5 year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline.

Here we list some important suggestions which have come up and which have been experimented with successfully.

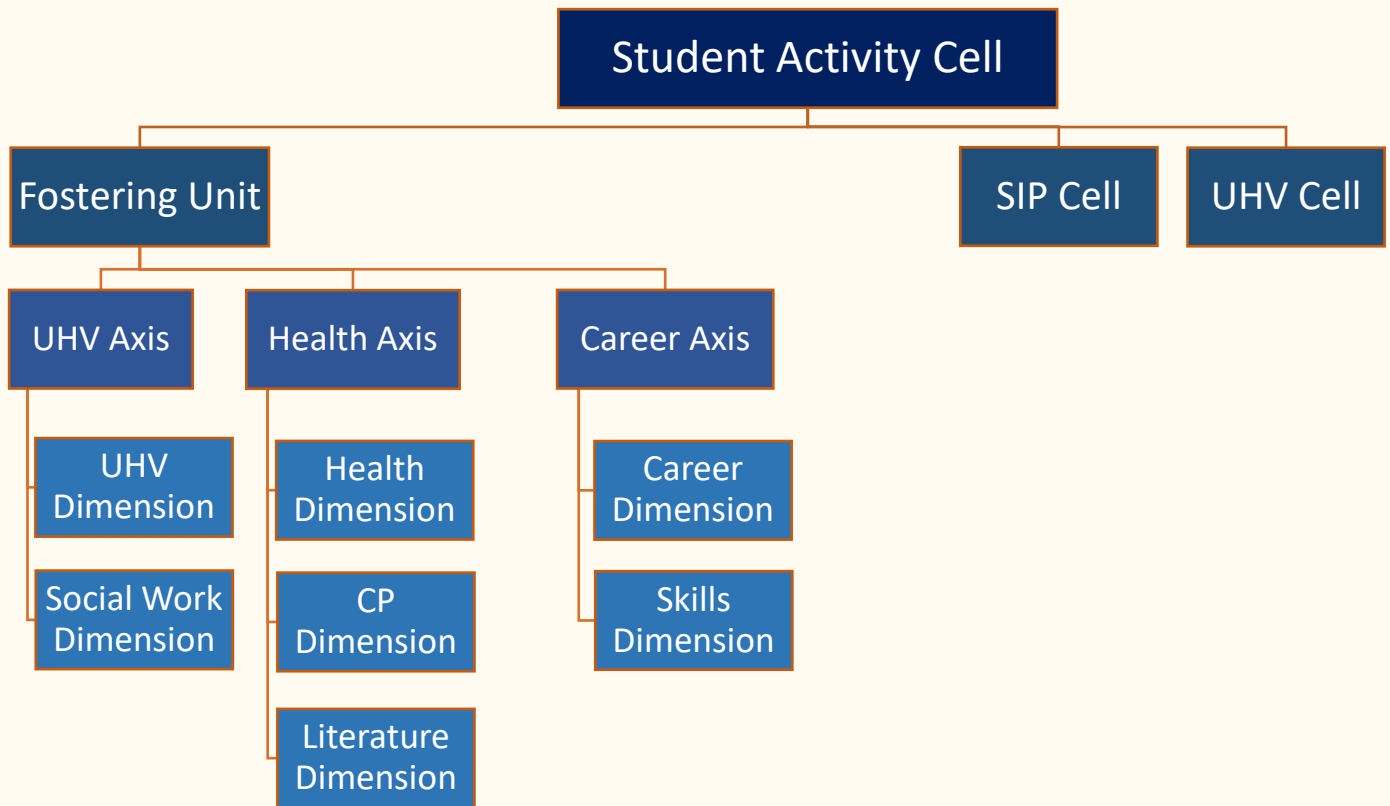
Follow Up after Closure – Same Semester

It is suggested that the groups meet with their faculty mentors once a month, within the semester after the 3-week Induction Program is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their faculty mentor's home for dinner or tea, nature walk, etc.)

Follow Up – Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters in different departments. It is suggested that at the start of the subsequent semesters (up to fourth semester), three days be set aside for three full days of activities related to follow up to Induction Program. The students be shown inspiring films, do collective art work, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

Student Activity Cell (SAC) – SIP Cell, UHV Cell and Fostering Unit



- Student Activity Cell will be a five-tier structure in terms of cell, units, axis, dimensions & Clubs as shown in the figure till dimensions. Details of the clubs will be based on local conditions.
- Director or Principal or Dean of Student affairs will be the Chairman of Student Activity Cell
- SIP Cell (or Induction Unit) will be managed by faculty members with the help of student volunteers. 5 to 7 faculty members will be the members. The SIP Cell will be responsible for planning, organization, coordination and reporting of the annual Student Induction Program with the help of other faculty members and student volunteers
- UHV Cell will be managed by the UHV Convener / Coordinator under the chairpersonship of the director/principal. Faculty members and some students will be the members. They will coordinate the UHV activities like UHV-I during SIP, UHV-II 3rd/4th semester, faculty mentoring program and student buddy program throughout the student's association with the institute/college. UHV Cell will work to incorporate human values in every aspect of education at the institute/college. Preparing UHV Faculty (Mentors) is one of its activities

• Fostering unit will largely be managed by students with the help of one fostering unit faculty mentor. Student will be coordinators for axis, dimensions and clubs. Fostering unit will take support from induction unit as and when required. It will be responsible for coordinating various student clubs and activities in alignment with human values

A well-established Student Activity Cell can also provide support as well as counseling services to the newly admitted students to make them aware about the things as well as groom them for near future.

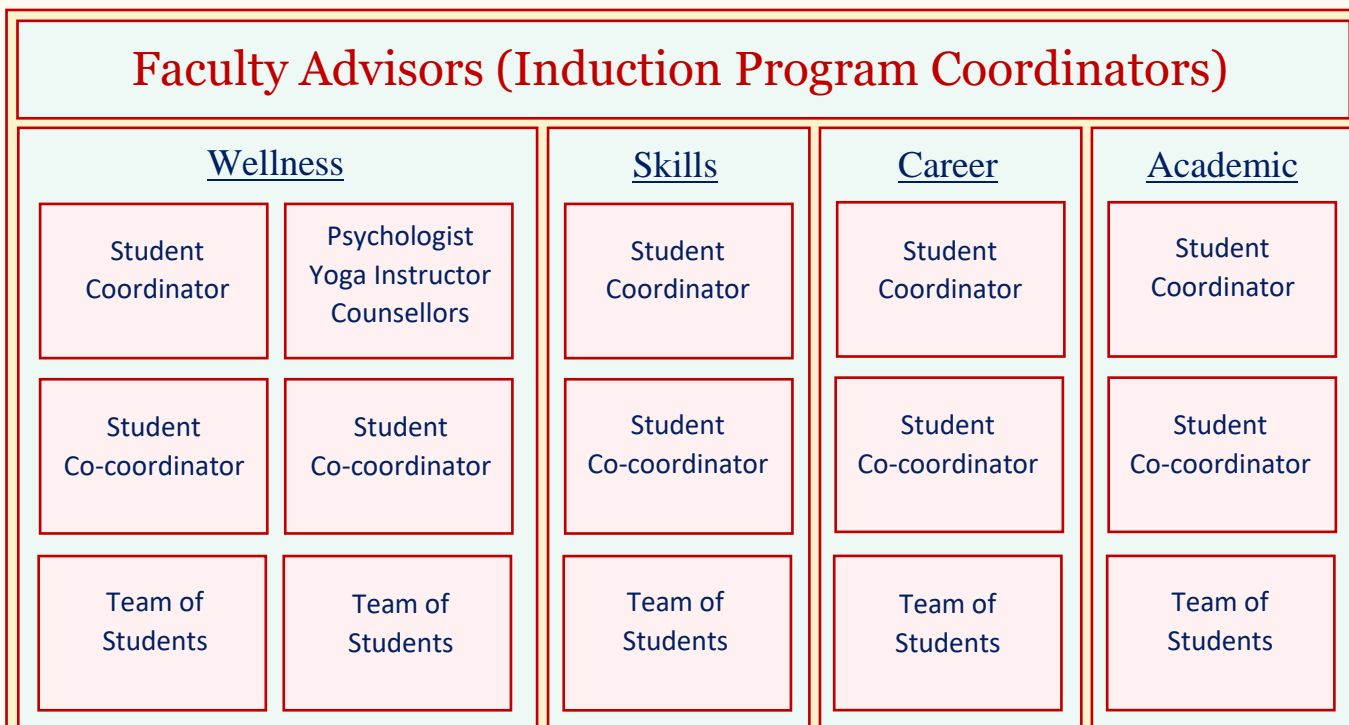
Students Counseling Service (SCS)

In order to provide advice or help to the students of institute, Student Counseling Service (SCS) needs to be initiated. Team of SCS will assist and strengthen the students at institute for enhancing their academic skills and career developments, as well as for their overall wellness. SCS aims to generate the skilled and healthy (both at mental & physical level) human resources in the institute, who will also be able to further contribute potentially in the development of the nation in various arena of science, technology, and humanities.

The following major areas have been identified for SCS:

1. Wellness
2. Skill Development
3. Career
4. Academic

A schematic view of the over-all structure of SCS is shown below:



Further, the SCS shall look after the “Orientation Program” for UG first semester from

The team of each domain will consist of a faculty coordinator, student coordinator(s), student co-coordinator(s) and team of the member students will voluntarily provide their time and services to fulfil the objectives of SCS. These student coordinators will work in close cooperation with the faculty coordinators. The volunteer students will participate from each department and hostels in the team, and special emphasis will be given on their homogeneous distribution in various hostels. Moreover, the student member counselor from student council, and various clubs will also be associated with the SCS team.

Further, the SCS shall look after the “Orientation Program” for UG first semester from the next academic session in 2020.

Working Methodology:

The first step of the SCS team is to identify a student who needs assistance.

Student can contact to the SCS through three medium.

1. Online automated procedure via SCS Webpage
2. SCS office
3. SCS student team members

This will be executed by combination of the regular network and web-based system. For example, a student “A” has an interest related to the various aspects of certain domain of SCS (e.g., academics, career, skill development, international exchange). The following steps will be implemented:

- Either student appointed as team members will identify the student “A”, or that particular student may also contact SCS though web link or SCS office.
- The information related to the student will be registered by the student counselor at the Department in the web-based system using form*

*Note: Until the web-based system is developed, the procedure will run manually through the network by using the similar forms.

- The registered information will be delivered to the “Faculty Coordinator” in his web-based account/SCS office.
- It will be delivered to the web-based account of the “Faculty Coordinator”. He will review and assign to it a certain solution existing in the SCS team through the

appropriate combination of the student coordinator (SC), student co-coordinator, and student counselor existing at that particular department.

- This automated web-based system will set an appropriate & rapid connection between the students who requires assistance and concerned Faculty Coordinator; Student Coordinator; Student Co-coordinator, and Student Counselor at any Department. The solution will quickly reach to the student through the well-established SCS team structure.

Areas of Counseling

1. Academic Counseling

The “Academic Counseling” is related to the various academic endeavors of the students admitted for their education at the institution.

Main Objectives:

- To assist the student related to his/her academic difficulty,
- To assist the student for his/her language related challenges in academic courses,
- To involve the student in Academic Counseling team appropriately to enhance the academics and its related activities,
- Identify the relevant challenges (e.g., career related pressure, wellness etc.) affecting the academics of the student, and channel it to the other sub-groups of SCS for their potential solutions.
- Planning and execution on the academic part of “The Institute's Orientation Program”.

There are three types of major challenges, which encounter to the students when they go into the study of various courses assigned in their curriculum:

(a) Study related; (b) Language related; (c) humanistic aspects of that particular student.

In order to assist the academic hurdles of a student during his/her entire stay at the institute, the above mentioned network will be active and will be providing assistant in form of:

- Connection to the Remedial Classes,
- Academic guidance by the student's counselor (and some teachers as per their consent) at the particular department,
- Academic skill development workshop(s),
- Connection with the activities of various student's clubs and councils.

2. Skill Development

Presenting yourself at different platform of life with the skills of language and self-expression is the important part of each student.

Main Objectives:

- To facilitate the following platforms to the students in order to develop their skills, interests and improve their personality and career opportunities:
 - o Music, Dance, Media, Photography
 - o Softwares and computer programming, Science and Technology, Astronomy
- To provide the language classes for the following languages: Hindi, English, Sanskrit, and German, French, Japanese, etc. (as per the availability of expertise)
- To organize workshops for Creative writing, Technical Writing, and Research Methodology
- Time management
- Preparation for interviews
- To organize various lectures for improving the presentation skill of the students.
- To structure small groups of students and improve the Group Discussions skills of students.

The following structure can be developed for Skill Development network in the Institute to provide skill development platforms:

The Faculty coordinators for the skill development will appoint two student coordinators each from UG level and PG level of the institute. These student coordinators will work in close cooperation with the faculty coordinator. The student coordinators in consultation with faculty coordinators will appoint total 04 Co-coordinators 02 each from UG and PG level. The work of the Skill development counseling team is closely related to some student's club and council activities. The help of student councils will be very crucial for the successful implementation of Skill Development Counseling. The pillars of the team structure i.e., the student guides or volunteers must be having a huge responsibility to communicate with various student clubs to facilitate the required skills to the interested students. Total 14 student guides (08 from UG and 06 from PG level) will be appointed to help the Counseling of students in Skill Development. The total team will have (02 Faculty+ 20 Students).

3. Wellness

The Wellness team will contribute in a holistic wellbeing of the student community. The volunteers have real life experience about understanding the challenges of students which are associated with situations that affects one's intellectual, emotional, physical, spiritual and social wellbeing.

The Wellness team provides a comfortable environment to share issues related to holistic well-being. One may approach the team for seeking help, expressing feelings, discomfort, anger or anxiety in a confidential manner. This body is also a platform for those who seek opinions of experts to deal with relationships, academic backlog, friend circle, campus life, addiction, family pressure, economic conditions, etc. which are important for a contented day to day life. This platform will welcome such people and will try its best to proliferate their enthusiasm and confidence in order to resolve such issues. The team will work in a way so that a student can realize their physical, mental, social and emotional potentials.

Main Objectives:

- Guidance on issues concerning campus life
- Holistic proliferation of happiness among students
- Organization of events, talks and success stories of inspiring personalities including on-campus fellow friends to boost their potential enhancing physical, mental and social well-being

4. Career

Although nowadays students have relatively a lot more career opportunities than before, yet due to lack of proper clarity and counseling they get embroiled in a conundrum to choose a befitting career for themselves. The SCS team will help students in finding the career options that will best suit them and define possible career objectives according to individual student's likings, knowledge and skills. The team will find opportunities of scholarship for tuition fee & foreign internship along with possibilities of different awards and higher educations.

Main objectives:

- Counseling on possibilities for Higher education & Research on an individual basis
- Helping the student to find their best career option based on their liking, knowledge and skill
- Equipping the students with information on different scholarships and fellowships,

nationally and internationally.

- Helping students in their preparation for different placement interviews.

***Web-based Registration Form**

A web-based system will be developed for the activities of various domains of SCS (here example refers to the academic counseling related activities) within the main website of SCS. This process will have the following popups related to various on-line forms.

1. Category:

Click to open the dropdown list

1. Study Related
2. Language Related
3. Examination Related

2. Name of the Student:

3. Registration Year:

Click to open the dropdown list

- 2017 – 2018
- 2018 – 2019
- 2019 – 2020
- 2020 – 2021

4. Registration Number:

5. Hostel's Address:

6. Home Address:

7. Mobile Number:

8. Email ID:

9. Department of the Student:

Click to open the dropdown list

**10. Name of the Student's Counselor
at the Department:**

**Once Department will be selected, next items will be uploaded as per the Department's Curriculum.

*The Drop-down 3 & 4 will be activated only when the student will choose 1. Study Related option. Otherwise, it will go outside of this segment of the form directly to the point 13.

11. Level:

Click to open the dropdown list

12. Courses:

Click to open the dropdown list

All the curriculum of the level selected will be uploaded here and student may select multiple courses in which he/she has problem.

13:

Write your problem in this given space:

SUBMIT

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