



# Online Student Induction Program Model Guide

Session 2020 – 21



# **Student Induction Program (SIP) Module for session 2020-21**

(Proposed under COVID-19 situation)

As we all are aware about the pandemic situation being faced by the whole country, which has adversely affected most of the activities of day to day life, including the academics. The severity of this situation is varying from city to city and state to state. Every state has a different academic schedule for the upcoming session, particularly for the newly admitted batch. Let us hope that the situation becomes normal in the coming months.

The SIP committee has discussed the issue at length to work out a proposal for the effective implementation of the SIP and to achieve the required objectives under the prevailing situations.

The committee proposes the following guidelines for the same:

1. The duration of SIP may be reduced from three weeks to two weeks in order to compensate for the delayed commencement of the academic session.
2. Most of the activities may be planned in online mode, if the situation does not permit the physical presence of students in colleges in the initial month of the academic session.
3. The following schedule may be followed by each and every technical institution of the country.

<b>Day</b>	<b>Session-I 7.00-8.30 am</b>	<b>Session-II 9.30-11.00 am</b>	<b>Session-III 11.30 am-1.00pm</b>	<b>Session-IV 3.00 pm-5.30 pm</b>
Day 1		Welcome Address by the Principal & Introduction of the students	Group Activity Introduction to Deptt. & its faculty by HoDs	
Day 2	Batch A Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Universal Human Values I (UHV I)
Day 3	Batch A Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Universal Human Values I (UHV I)
Day 4	Batch A Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Universal Human Values I (UHV I)
Day 5	Batch A Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Universal Human Values I (UHV I)
Day 6	Batch A Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Universal Human Values I (UHV I)
Day 7		Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch B Inspiring Movie

Day 8	Batch B Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Universal Human Values I (UHV I)
Day 9	Batch B Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Universal Human Values I (UHV I)
Day 10	Batch B Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Universal Human Values I (UHV I)
Day 11	Batch B Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Universal Human Values I (UHV I)
Day 12	Batch B Physical Health and Related Activities	Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Universal Human Values I (UHV I)
Day 13		Expert Lecture of Eminent Personalities as per Appendix-I	Group Activity Skill/ creativity based activities as per Appendix-II	Batch A Inspiring Movie
Day 14		Concluding Session Providing the guidelines for the classes etc. and Feed Back		

1. All of the above activities are planned in such a way so that these can be conducted in online mode, in case the students are not allowed to report physically by that time. This is a short version of the full 3-week SIP. Appendix 3 contains the various modules or core areas recommended for the 3-week SIP, but for the 2-week online SIP or eSIP, colleges may apply themselves in as many areas as feasible for them.
2. All activities of Session-I and Session IV may be in batches A & B (each batch contains 50% of the students irrespective of branch/ discipline. The groups may be mixed from all departments/branches to foster inter-department/branch relationship) if at all there is a need to split the students into batches and will be taken care of by the SIP coordinator/ Proctor of the college. If there is no need to split the batches, Session-I and Session IV may be run for all days for all the students jointly.
3. UHV-I in Session IV will be resourced by the UHV Cell of the college. The faculty teaching UHV-I must be AICTE certified and use the latest AICTE approved material only
4. All activities during session-II will be for all the students jointly and will be arranged by the SIP coordinator/ Proctor of the college.
5. All activities during session-III will be Group activities. The groups may be formed department/ branch wise.
6. During session-II and session-III, all activities from Appendix-I and Appendix-II may be covered respectively.

## Appendix –I

<b>S.No.</b>	<b>Detail of Lecture (By Eminent People)</b>
1.	Communication Skill Development Module
2.	Information about General Health
3.	Special Lectures from Subject Experts
4.	Information about Architecture of India
5.	Information about Agriculture of India
6.	Introduction to technology
7.	Any other relevant Lecture/Lectures

## Appendix –II

<b>S.No.</b>	<b>Details of Activities</b>
1.	Yoga & Meditation
2.	Heritage Walks*
3.	Indian classical music & dance
4.	Holistic Food
5.	Craft Workshop
6.	Video/Short Film making with social message
7.	SKIT/Ad Making
8.	Theme based Poster Making
.	Essay/Article writing
10.	Speeches (Theme Based)
11.	Project-Best Out of Waste
12.	Any other relevant activity/activities

*\*Heritage Walks includes Information about local area history, Monuments, Business, Industry, Sports, and Culture etc.*

## Appendix –III

### Description of the activities included in the Induction program

**SIP Module 1: Universal Human Values I (UHV I)**

**22 hours**

The purpose is to help develop a holistic perspective about life. A self-reflective methodology of teaching is adopted. 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 an unit in nature. Through this process of self-exploration, students are able to discover the values intrinsic in them. The session-wise topics are given below:

**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.

**SIP Module 3: Familiarization of 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.

**SIP Module 4: Visit to a Local Area**

**10 hours**

To relate to the social environment of the educational institution as well as the area in which it is situated through interaction with the people, place, history, politics...

**SIP Module 5: Lectures by Eminent People**

**06 hours**

Listening to the life and times of eminent people from various fields like academics, industry etc. about careers, art, self-management and so on enriches the student's perspective and provides a holistic learning experience.

**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 effort to make student proficient in interpersonal communication and expression as well as awareness about linguistic and thereafter NLP.

**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.

**SIP Module 8: Creative Practices**

**49 hours**

This module is to help develop the clarity of humanistic culture and its creative, joyful expression through practice of art forms like dance, drama, music, painting, pottery, sculpture etc. Local, national and international case studies, particularly Indian Knowledge Systems, Languages, Culture and Values.

**SIP Module 9: Other Co-curricular Activities**

**06 hours**

This is a category under which things that are not placed in any of the above may be placed. Some clubs and hobby group may be made for each of the above categories, so that students may pursue them even after SIP.

For more details please see G012 SIP Handbook v2

Some specific examples:

**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. The lectures aimed at learning about a particular sector will enlighten them about 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**. 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.

**Yoga and Meditation** is intended to help students understand the basic principles to remain healthy and fit and practice them through a **healthy routine** which includes exercise, games etc. It will help students remain healthy and **reduce symptoms of anxiety and depression**. This also gives an opportunity to participate meaningfully for those who otherwise might not be able to contribute at other places. 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. Yoga provides a **retreat from their chaotic and busy lives**. Yoga provides many other mental and physical benefits along with developing **inner awareness and strength of mind and body**, improving attention and memory and alleviate academic stress, three factors that are important for academic success. **Meditation** allows them to know themselves better, helping them **feel more relaxed and peaceful**.

**Heritage Walks** are required 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. Informing students about the monuments of the city and near-by historic places will let the students **blend themselves in the cultural ethnicity** and learn about it. And learning about industries and about the lives of natives will help them recognize **responsibility towards the society** and a feeling of gratitude towards their privileges, and lessons on how to manage their lives: production, lifestyle, housing, relations, education, transfer of skills. Presently it can be conducted through videos and pictures.

**Creativity based activities/Group Activities** will help the students develop the **clarity of humanistic culture** and its creative, joyful expression. They would be pursuing it according to the schedule. A central theme can be given (not necessary) and all the activities can be organized around it. 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.

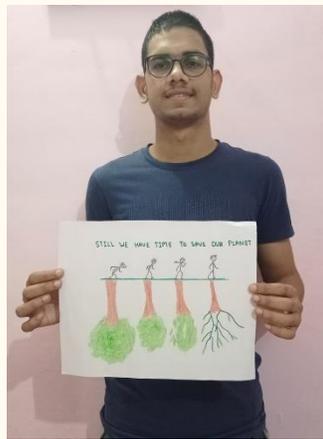
**Holistic Food** is fundamental for human health and well-being. This is not only focused on eating healthy, but also inform the students about **balanced and necessary nutrients** they need to function properly. With this, introduce a **holistic approach of living** which **focuses on wellness and prevention**, providing for their physical, mental, spiritual, and social needs. To achieve balance, students need to be taught to care for their mind, body, and spirit. If any of these three areas is consistently lacking or forgotten about, they will not be at their optimal level of health.

**Essay/Article writing/Speeches (Theme Based)** will give the exposure of local, national, and international literature, these are 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. This will help them know our values and ways of thinking. It will also 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**. It will increase understanding and helps the process of learning because it pushes them, amongst other things, to clarify and sort out ideas and information, to **analyse source material and to exercise critical judgement**. These are also essential job skills. Writing is the basis upon which one's work, learning, and intellect is often judged. The intention is to equip them with communication and thinking skills.

**Project-Best Out of Waste:** Making the best out of waste has been a part of human life since the early ages. It was the human creative mind that gave birth to this extraordinary idea of **using unwanted material in a useful way**. In today's world recycling has a very important place. There are a lot of things around that are labelled as dump. But the irony is that most of the dump collected is useful for others, if recycled. Hence utilizing the best from unwanted things has become a generic necessity of every human's life. It is required to **nurture the value of environmental protection and conservation** among students through creative craft activities like 'Best out of Waste'. This activity will help to enhance not only creativity and presentation skills of the student but also help them to **realize the importance of recycling and reusing waste material** available to them. It will make them realize their role towards **protecting the environment**, aware of uses of waste material, and give them a lesson on reducing waste to save our future, and make their **vision and outlook broader about the nature and society**. It will make them look afresh at what they normally take for granted.

**Craft workshop** will help instill a sense of achievement and pride in students, **boosting their self-confidence**. The opportunity to create whatever they desire helps **foster creativity**. Students will learn to make **correct and effective decisions** by facing and solving artistic challenges. It will give students a chance to interact with others while sharing common interests. This can be used to **educate them about Handicraft** and how it represents our culture and tradition. It promotes the heritage of a country through the use of indigenous materials and it preserves traditional knowledge and talents. This could include origami or clay modeling demonstrations and online workshop.

**Example for Online Activities and Evaluation (Source BTU, Rajasthan):**



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