AICTE's New Student Induction Program v2.1

Introduction

In its 49th meeting, held on 14th March 2017, AICTE approved a package of measures for further improving the quality of technical education in the country. This 3-week mandatory Student Induction Program (SIP) based on Universal Human Values (UHV) is one of these key measures.

The SIP is intended to 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.

The present form of the Student Induction Program (SIP) has taken inspiration from and gratefully acknowledges the many efforts in this direction. In particular the Foundation Program at IIT Gandhinagar[1] (July 2011) and the course in Universal Human Values and Professional Ethics[2] (IIIT Hyderabad, 2005; AKTU Lucknow, 2009 and PTU Jalandhar, 2011; overall about 35 universities); and also, the mentorship, internship and apprenticeship programs[3] of several institutions. The SIP amalgamates all the three into an integrated whole, which leads to its high effectiveness in terms of building a healthy lifestyle, creativity, bonding and character. It develops sensitivity towards self and one's relationships, builds awareness about others and society beyond the individual, and also in bonding with their own batch-mates and senior students as well as faculty members.

The purpose of this document along with accompanying details are to help institutions / colleges in understanding the spirit of the Induction Program and implementing it.

It is in line with the thoughts expressed in the NEP 2020:

*"Education is fundamental for achieving **full human potential**, developing an **equitable and just society**, and promoting **National development**".*

"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".

"It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution".

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[1] IIT Gandhinagar places 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. In 2011, in line with this vision, It took the bold step to introduce a five week Foundation Program for incoming 1st year UG students. It involved activities such as games, art, etc.; also science and other creative workshops as well as lectures by eminent resource persons. To enable undivided attention on this, normal classes were scheduled only after this program was over.

[2] The foundation course was started in 2005 at IIIT Hyderabad. In 2009, UP Technical University (now AKTU) introduced it in all academic programs across their 550 colleges. From there on, it has been included in the curriculum of many universities, particularly in technical universities, in quite a natural manner, filling a long-felt need. After AKTU, it was IKG-Punjab Technical University in 2011, then Royal University of Bhutan in 2012 and so on. By 2020, more than 40 universities in India and both universities of Bhutan have been offering this foundation course. Since 2017, it has been a compulsory credit course in AICTE's model curriculum for all UG courses. Faculty from all departments are involved in conducting the course. The content is universal, rational, verifiable and leading to harmony. The mode is a self-exploration (and not sermonising or lecturing). Faculty are to be prepared beforehand. The results have been quite encouraging.

[3] Many institutes 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.

"Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment".

"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".

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 3-week interaction before regular classes start.

Education aims at developing 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. That requires the development of their values as well as skills.

Engineering colleges were established to train graduates in their respective branch/ department of study, 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 beyond. The graduating student must have the knowledge and skills in the area of his study. However, s(he) must also have a broad understanding of society and relationships. Besides the above, several meta-skills and underlying values are needed. Character needs to be nurtured as an essential quality by which s(he) would understand and fulfil his/her responsibility as an engineer, a family member, a citizen etc.

The same applies to all other branches of study – be it professional, vocational or any other area of academic. The graduating student must be a good human being and have the skills in their area of study.

Each family, institution, region, community etc. have evolved their way of life, their cultures over a period of time. The new students are going from one culture to another. Today, a major issue is that one culture tends to be opposed to other cultures. This is because their basic assumptions, and therefore thoughts, are different. 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
- Appreciate the various expressions, different approaches taken in different regions

Our effort is in the context of the whole humanity. However, when it comes to exemplifying these essential concepts, we will have to take to local or national expressions.

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 intent is:
- Connecting the basic principles through specific examples
- To see and appreciate various cultures, to see the commonality amongst them, in the light of clarity about human culture and civilisation.

- To evaluate any specific example, system or culture, with a view to fill the gaps, rather than to criticise or reject it. Further, we can also be mutually enriching for other cultures.

Student Induction Program (SIP)

With this background, the SIP has been formulated with specific goals to help students to:
- 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---International---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 – only for those who need it (e.g. Mathematics, Language proficiency modules)

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 do's 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 which may aid to their future goals and let them work for their personal motives, society and the Nation's development.

The various modules or core areas recommended for the 3-week SIP are:
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:

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	

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.

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. Some clubs and hobby group may be made for each of the above categories, so that students may pursue them even after SIP.

The recommended hours to be allocated are given above. Depending on the available faculty, staff, infrastructure, playgrounds, class timings, hostellers and day scholars etc., the timetable for these activities may be drawn up. Of course, colleges may conduct an inaugural function at the beginning of the SIP; and they may also conduct a celebratory closing ceremony at the end of the SIP.

In particular during the lockdown phase, appropriate care may be taken and some or all activities may be planned in distance-learning or on-line mode.

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)

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.

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).

Student Activity Cell (SAC) – SIP Cell, UHV Cell and Fostering Unit
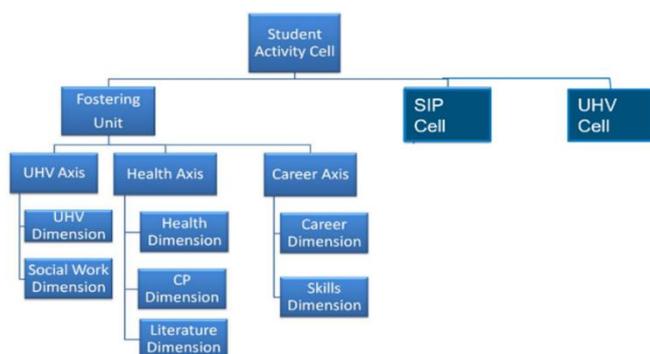
• Student Activity Cell will be a five-tier structure in terms of cell, units, axis, dimensions & Clubs as shown in the figure till dimensions. Details of the clubs will be based on local conditions.
• Director or Principal or Dean of Student affairs will be the Chairman of Student Activity Cell
• SIP 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

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, 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
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 Centres
6. G009 RP Development Process v2