

# Deeksharambh: Student Induction Program: Mentoring and Universal Human Values

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**10 August 2020**

*5-day FDP on*  
**Deeksharambh**  
by NIT Patna

- I Institutional expectation & student concerns:  
Bridging the gap
- II Student Induction Program
- III Mentoring & Universal Human Values (UHV)
  - Goals, approach & methodology
  - Topics
- IV Impact on individual student & institution
- V Role of educational institution

- Nation has **expectations** from its engineering colleges to generate manpower that is:
  - **Well trained in technical knowledge and skills**
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  - **Will work for the national needs**
- Incoming undergraduate student has different concerns:
  - Insecurity about one's future – *jobs, livelihood*
  - Unsure of their own aspirations – *low goals*
  - Lack of relationships with teachers – *generation gap*
  - Perhaps used to taking short cuts – *cheating*
  - Group conflicts in campus – *leading to violence*
  - Contradictions in society – *inequality, corruption, groupism, violence*

# Bridging the Gap

How to start bridging the gap?

- 1 **Connect with the student** as soon as he/she comes in
- 2 **Give space** to relate to the new environment
- 3 Work to **develop a holistic view of life**
- 4 Get them to **realize their responsibility**

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Thus, to establish bonding with teachers, assimilation in ethos of institution, enlarging world-view:

- **Start the Student Induction Program** as soon as they enter
- \* Normal classes start later

- **IITs and other premier institutions are facing similar issues!**

Concerned with:

- Motivating students towards studies
  - De-stressing them
  - Bonding with them and making them feel a part of the college
  - Enlarging their vision beyond themselves to society
- Student Induction Program started at **IIT(BHU)** in July 2016.
  - **Council of IITs decision (August 2016):**  
All IITs to start Student Induction Program for all incoming UG students.
  - **AICTE/TEQIP decision (March 2017):** For all engineering colleges
  - **UGC decision (June 2018):**  
To start Student Induction Program for all incoming UG students in colleges in a phased manner.

## II. Induction Program



# Student Induction Program – Goals

Student Induction Program is intended to achieve the following:

- 1 Assimilation in the ethos and culture of the institution
- 2 Exposure to a larger vision of life
- 3 Bonding
- 4 Learning a creative skill in arts
- 5 Regular lifestyle and professional discipline
- 6 Overcoming weaknesses in some essential professional skills (*only for those who need it*)

# Student Induction Program – Goals

Student Induction Program is intended to achieve the following:

- ① Assimilation in the ethos and culture of the institution
  - *Based on institutional culture and practices*
- ② Exposure to a larger vision of life
  - *Based on larger national and human good*
- ③ Bonding
  - *Within the 1st year batch, and with teachers*
- ④ Learning a creative skill in arts
  - *Learn one art form. Examples: Painting, music*
- ⑤ Regular lifestyle and professional discipline
  - *Getting up early, sleeping on time, getting acclimatized to new place*
- ⑥ Overcoming weaknesses in some essential professional skills (*only for those who need it*)
  - *Example: English (proficiency modules)*

*Establish bonding with teachers, assimilation in ethos of institution, enlarging world-view!*

# Induction Program – Activities

**Have an Induction Program for 3 weeks. Classes start after that!**

- 1 Physical activity
- 2 Creative arts
- 3 Mentoring & Universal Human Values
- 4 Literary activity (*encourage Indian languages*)
- 5 Proficiency modules (*optional*)
- 6 Lectures by eminent people, Visits to city & surrounding areas
- 7 Exposure to institution, department/branch, Innovation

**Two activities have classes (Creative Arts, UHV), but no lectures!**

# Induction Program – Activities

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- ① Physical activity
  - *Games and sports, getting up at 5:30/6:00 am*
- ② Creative arts
  - *Examples: Painting, sculpture, pottery, music, dance*
- ③ Mentoring & Universal Human Values
  - *Discussion in small groups of students with a faculty member*
- ④ Literary activity (*encourage Indian languages*)
  - *General reading, writing summaries, debating, enacting a play*
- ⑤ Proficiency modules (*optional*)
  - *English (for those who need it)*
- ⑥ Lectures by eminent people, Visits to city & surrounding areas
  - *From industry, entrepreneurs, public life, social activists, alumni*
- ⑦ Exposure to institution, department/branch, Innovation
  - *How study in college differs from school; handling independence*

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**Mentoring** is through **Universal Human Values class**:

- 1 Class conducted through **group discussions**  
(Not through do's and dont's.)
- 2 **Small groups** – 20 UG students with a faculty mentor each
- 3 **Well defined topics and content**
- 4 **Relates to issues in their life** today

*Creates relationship between teacher and students in the group*

# III. Mentoring & Universal Human Values

## To take student from discipline to self-discipline:

- Has to be an inner process !

## To do it effectively:

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*But what should be the criteria for the design of such a course?*



**Content** of UHV should be:

- **Logical:** Possible to discuss and ask questions in class
- **Verifiable:** Verify in one's experience. Non-mystical
- **Universal:** Non-sectarian. Applicable to all individuals. Ex. Respect.
- **Humanistic:** Good of humanity

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- **Humanistic:** Good of humanity
  
- **Breadth:** Encompassing all aspects of life
- **Useful:** Practiceable in life

## Goals:

- To help students **discriminate between valuable and superficial** in life
- To develop **sensitivity** and **awareness**. Leading to:
  - Commitment, and
  - Courage to act on their own beliefs.
- Not to give values, but allow the students to **discover values** within themselves!

# Universal Human Values: Method of Conduct

Form **groups** of 20 students, each **mentored** by a faculty member.

- Classes conducted through **discussions**
- Practical exercises, in real life, **checking** with their self

Faculty come forward to conduct it from **all disciplines/ departments**.

*It is everybody's responsibility! It is the core of education!  
Must not be left only to experts.*

**Human goals** at four levels:

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- ④ **Nature:** Co-existence (*Mutually enriching cycle*)

# Topics Covered in Universal Human Values (5 Units)

- 1 Student aspirations**, family expectations,  
**Gratitude** towards people helping me
- 2 Competition, cooperation, and excellence**,  
Interaction and ragging
- 3 Human needs of (a) self and (b) body**,  
Peer pressure  
Prosperity  
Self confidence – English as source of self-respect?
- 4 Relationships** – Trust, Respect,
- 5 Nature/environment** – Four orders in nature,  
Freedom movement – non-violence but firmness  
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*Designed for gaining clarity about issues of life, developing empathy.  
This is the core purpose of education.*

# IV. Impact on Individual Student & Institution

# Impact on Individual Student

- **Slow and steady**
- **Different parts appeal to different students**

# Practise at Individual Level

- **Self awareness**
  - Ex. Watch when one gets angry
- **One's relationships in family**
  - In nuclear family, extended family
  - Friends in classroom, work place, hostel
- **Relationship in society**
- **Relationship with nature**
  - Avoiding waste, and
  - Right utilization of natural resources

- **Putting humanistic practices in running the institution** – in several facets
- **Slow and sweeping** – Slow at first, but sweeping later!

Impact on the institution in the following:

- ① **Seriousness towards studies** - Better grades
- ② **Better relationships** - Ex. Less ragging towards zero ragging
- ③ **Cultural/youth festivals** - More inclusive and ethnic festival
- ④ **Yuktahar mess**
- ⑤ **Value of work with one's own hand**
- ⑥ **Running department/centre based on relationship**



- ① **Working with non-teaching staff** – UHV workshops for them
- ② **Humanities projects for students**
- ③ **Social internships for students**
- ④ **Impact on faculty**
  - More understanding of students
  - Better relationships with faculty colleagues
  - Helpful attitude towards non-teaching staff

# V. Role of Educational Institution

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- And the **Teacher's role is central!**

# Teacher's Role

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## **Mentoring and UHV requires teacher preparation.**

- Faculty Development Program for Student Induction (3-day and 7-day workshops)
- Teacher has to live the values himself/herself!

*Need to restore the true role of the teacher in education!*



# Some Feedback from Students

- “The meaning of induction program is to welcome the students into the fold of the Institute. We all the students were thoroughly welcomed into the institute. We cannot comment about the climate but barring that almost everything was perfect.”
- “I did not know that morning breeze could be so beautiful, although I was a reluctant walker to Gymkhana ground at 6:15 AM initially.”
- “Induction Program has brought us into the main ethos of the Institute through Human Values, Creative Practice, Physical Education classes.
- “...the most surprising part was the night sessions with our student mentors. It was believed by most of the students that IIT is a place for ragging but the way the seniors interacted with us and helped us to know about the various activities taking place in the entirety of the campus was commendable and we developed a very nice impression with the seniors.”

## ...Some Feedback from Students

- “I wanted to learn an art, but could not do so. Left it in my class 6.”
- “The program focussed on the varied culture and tradition of the city.”
- “The hectic schedule finally could help achieve my parents ultimate dream of early to bed and early to rise.”
- “Majority of the mentors and coaches have done excellent job for us in making our life comfortable in the sultry environment of Varanasi. They always gave us parental pat.”
- “Exposure to city life in the week of August 1-6, 2016 was just great.”
- “Developing world-view session in the week of August 8-13, 2016 was long but it did give new learning in most of us who attended.”
- “The August 03-08-2016 evening session by the mentors and guides were definitely memorable and personal care by the Coordinator in another evening session of 16-08-2016 of mentors/guides were just great barring that we got only ONE LADDU...”

# Conclusions

Universal Human Values is a **critical** part of the Student Induction Program. It has resulted in:

- **Bonding** among students
- **Relationship** between teachers and students
- **Sensitization** to their living environment (hostel and college staff)
- **Assimilation** in the ethos and culture of the institution

Students' attention drawn to:

- **Looking into themselves** regarding
  - Mental and physical needs, peer pressure, honesty, self-confidence
- **Larger issues of life**
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*The experience has been amazing, for students and teachers alike. Mentoring through Universal Human Values discussions has played a pivotal role.*

# Acknowledgement

The **Induction Program** integrates three different prior ideas related to 1st year BTech students:

- ① **Foundation Program** running at IIT Gandhinagar since 2011
- ② **Universal Human Values courses** running at IIIT Hyderabad since July 2005
- ③ **Mentor-Mentee Network** at several IITs for past several decades

Such an **integrated** Induction Program with around 1100 incoming students was run at IIT(BHU), Varanasi in July 2016.

Experience gained by **large scale experiments** in UHV in hundreds of colleges:

- UP Technical University (from 2009)
- Punjab Technical University (from 2011), and
- AP and Telangana colleges (BA, BSc, BCom) (from 2013).

*Thanks*