

Why Students Matter and How to Motivate Them: Guidance thru Induction Program

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Introduction

- Nation has expectations from its engineering colleges to generate manpower that is:
 - **Well trained in technical knowledge and skills**
 - **Has a holistic outlook**
 - **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*
- To bridge the gap:
 - Develop relationship between teachers and students
 - Get students to reflect on their own goals
 - Inculcate understanding and feeling of responsibility towards family, institution, and society

- **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
- *Induction Program started at IIT(BHU) in July 2016.*
- **Council of IITs decision (August 2016):**
All IITs to start Induction Program for all incoming UG students.
- **AICTE decision (March 2017):**
To start Induction Program for all incoming UG students in colleges in a phased manner.

- The graduating student
- Bridging the gap
- **Induction Program**
 - Goals
 - Activities
 - Daily schedule
 - Mentoring
 - Universal Human Values discussions
 - Feedback from students

The Graduating Student - Knowledge (*Explanation*)

What do we want a graduating student to possess?

A graduating student must have knowledge of:

- ① Area of study
 - *Have understanding of concepts and skills in his/her branch*
- ② Language
 - *Have ability to read, comprehend, and express oneself in language*
- ③ Society
 - *Know about social, economic and political systems where one lives*
- ④ Relationships
 - *Live and work in family and at workplace, with harmony*
- ⑤ Possess character
 - *Self-reflection, responsibility, courage, and attitude of service*

Bridging the Gap

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

*Start the Induction Program as soon as they enter
– normal classes start later*

Induction Program

Induction Program – Goals

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 (*Details*)

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

- ① Physical activity
 - *Games and sports, getting up at 5:30/6:00 am*
- ② Creative arts
 - *Examples: Painting, sculpture, pottery, music, dance*
- ③ 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 department/branch, Innovation, Exploring Engg.
 - *How study in college differs from school; handling independence*

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

Daily Schedule for Day Scholars – Induction Program

First two days: Registration, Visit to dept./school, facilities, campus.

Typical day (Day 3 onwards):

Sessn.	Time	Activity
I	09:00 am - 10:55 am	Creative Arts / Universal Human Values
II	11:00 am - 12:55 pm	Universal Human Values / Creative Arts
	<i>01:00 pm - 02:00 pm</i>	<i>Lunch</i>
III	02:00 pm - 02:55 pm	Afternoon Session
IV	03:00 pm - 03:55 pm	Afternoon Session
V	04:00 pm - 05:00 pm	Games / Special Lectures

Daily Schedule for Hostelers – Induction Program

Typical day (Day 3 onwards) with morning and evening activity:

Sessn.	Time	Activity
	<i>06:00 am</i>	<i>Wake up call</i>
Morn	06:30 am - 07:10 am	Physical activity (mild exercise/yoga)
	<i>07:15 am - 08:55 am</i>	<i>Bath, Breakfast, etc.</i>
I	09:00 am - 10:55 am	Creative Arts / Universal Human Values
II	11:00 am - 12:55 pm	Universal Human Values / Creative Arts
	<i>01:00 pm - 02:00 pm</i>	<i>Lunch</i>
III	02:00 pm - 02:55 pm	Afternoon Session
IV	03:00 pm - 03:55 pm	Afternoon Session
V	04:00 pm - 05:00 pm	Games / Special Lectures
	<i>05:00 pm - 05:25 pm</i>	<i>Break / light tea</i>
	<i>05:30 pm - 08:25 pm</i>	<i>Rest and Dinner</i>
Eve	08:30 pm - 09:25 pm	Informal interactions (in hostels)

Daily Schedule for Hostellers – Induction Program

Afternoon activities: Change every few days as given below.

Activity	Session	Remarks
Familiarization with Dept /Branch & Innovations	IV	For 3 days (Day 2 to 5)
Visits to Local Area	IV, V and VI	For 3 days - interspersed (e
Lectures by Eminent People	IV	As scheduled - 3-5 lectures
Literary (Play / Book Reading / Lecture)	IV	For 3-5 days
Proficiency Modules	V	Daily, but only for those wh

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

- 1 Class conducted through **group discussions**
(Not through do's and don't'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

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
(Gandhi film on Independence Day followed by discussion in groups.)

*Designed for gaining clarity about issues of life, developing empathy.
This is the core purpose of education.*

Role of Educational Institution

Educational institution is:

- **Not meant** to be a **mirror of society**
 - We cannot find solace in "Look at what type of students we are getting!"
- **Meant** to provide **thought leadership to society**
 - Prepare the next generation
 - Do research and suggest solutions to problems
- And the **Teacher's role is central!**

Teacher's Role

- **Teacher's relationship** with the student is crucial
- **Teacher is a role model** for the student
- **Delivers content** to the student

Teacher has to become a friend, philosopher and guide.

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!

Experience/Feedback

Experience with Induction Program

- Induction Program implemented in four IITs from July 2016
 - IIT(BHU)
 - IIT Mandi
 - IIT Patna
 - IIT Gandhinagar
- All the IITs joined in July 2017
- Recommended duration: 3 weeks

Follow up in subsequent semesters also.

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 5:45 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

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**
- **Responsibility towards nation or larger society**
- **Nature and environment**

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 1100 plus 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