

Deeksharambh: Student Induction Program: Session IX: Topics for Mentoring - A

Prof. Rajeev Sangal
IIIT Hyderabad

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5-day FDP on
Universal Human Values for
Deeksharambh: Student Induction Program
NIT Patna

- I **Student Induction Program**
- II **Mentoring & Universal Human Values (UHV)**
- III **Topics – from Mentors' Manual**

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!

Student 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 (UHV)**
- 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!

Student Induction Program – Activities

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 **Mentoring & Universal Human Values (UHV)**
 - *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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II. Mentoring & Universal Human Values

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

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

Four aspects of **Human Goal** (*maanav lakshya*).

At the level of:

- 1 **Self:** *Clarity - Samaadhan* (Right understanding in self)
- 2 **Family:** *Prosperity - Samriddhi* (More than my physical needs)
- 3 **Society:** *Absence of fear - abhaya* (Justice - nyaaya)
- 4 **Nature:** *Co-existence - Saha-astitva* (Mutually enriching cycle)

III. Topics in UHV

III. 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.)

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This is the core purpose of education.

Switch to Mentors' Manual

Units in Mentors' Manual

<i>Unit</i>	<i>Topic</i>	<i>Chap.</i>	<i>Page</i>
1	Student Aspirations	1	
	Family Expectations	1	
	Gratitude	3	p5
2	Competition vs. Cooperation	4	p7 (brief)
	Cooperation for Excellence	5	p11
3	Human needs of (a) self and (b) body	7	p19 (No)
	Peer pressure → Scenario. Need for respect	8	p23 (→ Sc)
	Prosperity → I know my needs; I have more than my needs; I know that ...	9	p29
	Peer pressure & English.	10	p33

...Units in Mentors' Manual

<i>Unit</i>	<i>Topic</i>	<i>Chap.</i>	<i>Page</i>
4	Relationships	11	p37
	→ Ex. Gift culture	11	p38
	→ Ex. Tea vendor at station	11	p39
	Trust	12	p41 x
	Respect	13	p43 x
5	Nature/environment – Four or- ders in nature	15	p49

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