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Induction Program



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To
The Director(s)/Principal(s)
Institutions/Colleges affiliated to
Dr. APJ Abdul Kalam Technical University
Uttar Pradesh, Lucknow

Subject: Schedule of AICTE Mandate Induction Program

Sir/Madam,

In continuation with the letter AKTU/Dean UG/2019/194 dated 29/06/2019, it is expected from all the institutions/colleges to follow the attached schedule of induction program. The institutions/colleges have to send their **induction program schedule** duly signed by Director/Principal latest by 28th July 2019 at induction.program@aktu.ac.in and the same to be **displayed on their website**.

Please find the guidelines for the smooth conduction of Induction Program on university website at given link.

<https://aktu.ac.in/pdf/syllabus/Syllabus1819/allnew/AICTE%20Syllabus%202018-19%20-Common.pdf>

Thanking you.

With Warm Regards

Dr. Arun Kumar Singh

Copy to:

1. TEQIP-III Coordinator
2. Registrar, APJ AKTU, Lucknow.
3. Finance Officer, APJ AKTU, Lucknow.
4. Examination Controller, APJ AKTU, Lucknow.
5. Value Education Cell, APJ AKTU, Lucknow.
6. Staff Officer, Honorable Vice Chancellor for kind information.

Dr. Arun Kumar Singh

Topic for Universal Human Values Discussion with 1: 20 Mentor – Student ratio (Mentor must have certificate of 8 Days Universal Human Values and Professional Ethics FDP Organized by Value Education cell of University)

Details of each topic given in Mentor Guide

UHV Lecture Topic1- Aspirations and Family Expectations

UHV Lecture Topic2-Purpose of Course

UHV Lecture Topic3- Self and Body

UHV Lecture Topic4- Peer Pressure, Peer Pressure and English

UHV Lecture Topic5- Activates of self

UHV Lecture Topic6- Prosperity

UHV Lecture Topic7- Relationship in family -Justice

UHV Lecture Topic8- Trust, Anger

UHV Lecture Topic9- Respect, Self Confidence

UHV Lecture Topic10- Gratitude

UHV Lecture Topic11- Relationship vs Transaction

UHV Lecture Topic12- Competition and Cooperation

UHV Lecture Topic13- Competition and Excellence

UHV Lecture Topic14- Interaction and Ragging

UHV Lecture Topic15-Four Orders of Nature

Schedule

The activities during the Student Induction Program would have an Initial Phase, a Regular Phase and a Closing Phase. The Initial and Closing Phases would be two days each.

5.1 Initial Phase

Time	Time	Activity
Day 0	Whole day	External students arrive - Hostel allotment. (Preferably do pre-allotment)
Day 1	09:00 am - 03:00 pm	Academic registration
	04:00 pm - 06:00 pm	Orientation - Institute/college level
Day 2	09:00 am - 10:00 am	Diagnostic test (for English etc.)
	10:15 am - 12:25 pm	Visit to respective depts.
	12:30 pm - 01:55 pm	Lunch break
	02:00 pm - 02:55 pm	Director's/Principal's address
	03:00 pm - 05:00 pm	Interaction with parents by Director/Principal
	03:30 pm - 05:00 pm	Mentor-mentee groups meet - Introductions of new students within group. (Same as Universal Human Values groups)

In the Orientation Program on Day 1, the Principal, Deans, and other college functionaries address and welcome the new students along with their parents. It serves to provide space for telling the new students about the college, and their academic and student life.

5.2 Regular Phase

After the first two days is the start of the Regular Phase of induction. In this phase, there would be regular sessions conducted every day.

5.2.1 Daily Schedule

Some of the activities are on a daily basis, while some others are at specified periods within the Induction Program. We first show a typical daily timetable.

Typical day (Day 3 onwards):

Session	Time	Activity	Remarks
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I	09:00 am - 10:55 am	Creative Arts / Universal Human Values	
II	11:00 am - 12:55 pm	Universal Human Values / Creative Arts	
01:00 pm - 02:00 pm Lunch break			
III	02:00 pm - 02:55 pm	Afternoon Session See below	
IV	03:00 pm - 03:55 pm	Afternoon Session See below	
V	04:00 pm - 05:00 pm	Games & Sports	

Sundays are off. Saturdays have the same schedule as above or have outings.

5.2.2 Afternoon Activities (Non-Daily)

The activities given below are scheduled at different times of the Induction Program, and are not held daily for everyone.

1. Familiarization with College, Dept./Branch
2. Literary activity
3. Proficiency Modules
4. Lectures & Workshops by Eminent People
5. Visits in Local Area
6. Extra-Curricular Activities in College
7. Feedback and Report on the Program

Here is the activity schedule for the afternoons and may be changed to suit local needs.

Activity	Session	Remarks
Familiarization with College, Dept/ Branch	III & IV	For 3 days (Day 3 to 5)
Visits in Local Area	III, IV & V	For 3 days - interspersed (e.g., 3 Saturdays)
Lectures & Workshops by Eminent People	III or IV	As scheduled - 3-5 lectures
Literary (Play / Book Reading / Lecture)	III	For 3-5 days
Proficiency Modules	IV or V	Daily, but only for those who need it
Extra-Curricular Activities in College	III & IV	During second week (for 1 or 2 days)
Feedback and Report on the Program		On second last day

Additional Daily Schedule for Hostellers

Session	Time	Activity	Remarks
	06:00 am	Wake up call	
Morn	06:30 am - 07:10 am	Physical activity (mild exercise/yoga)	
	07:15 am - 08:55 am	Bath, Breakfast, etc.	
	05:00 pm - 05:25 pm	Snacks break	
	05:30 pm - 08:25 pm	Rest and dinner break	
Eve	08:30 pm - 09:25 pm	Informal interactions with faculty mentors and student guides (in hostels) As arranged (not every day)	

5.3 Closing Phase

Time	Activity
Second Last Day	
08:30 am - 12 noon	Discussions and Finalization of Presentation within each group (Meeting among students only)
02:00 pm - 05:00 pm	Presentation of Report by each group
Last Day Whole day	Tests of Creative Arts, Universal Human Values (as planned by college)

5.4 Follow Up after Closure

A question comes up as to what would be the follow up program after the formal 3-week Induction Program is over? The groups which are formed should function as mentor-mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological etc. (For every 10 undergraduate first year students, there would be a senior student as a student guide, and for every 20 students (for two such 10-student groups), there would be a faculty mentor.) Such a group should remain for the entire 4-5 year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline²

Here we list some important suggestions which have come up and which have been experimented with successfully.

5.4.1 Follow Up after Closure – Same Semester

It is suggested that the groups meet with their faculty mentors once a month, within the semester after the 3-week Induction Program is over. This should be a scheduled meeting shown in the timetable. (The groups are of course free to meet together on their own more often, for the student groups to be invited to their faculty mentor's home for dinner or tea, nature walk, etc.)

5.4.2 Follow Up – Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters. It is suggested that at the start of the subsequent semesters (upto fourth semester), three days be set aside for three full days of activities related to follow up to Induction Program. The students be shown inspiring films, do collective art work, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

6. Summary

Engineering institutions were set up to generate well trained manpower in engineering with a feeling of responsibility towards oneself, one's family, and country. The incoming undergraduate students are driven by their parents and society to join engineering without understanding their own interests and talents. As a result, most students fail to link up with the goals of their own institution. The graduating student must have values as a human being, and knowledge and met skills related to his/her profession as an engineer and as a citizen. Most students who get 17 demotivated to study engineering or their branch, also lose interest in learning. The Induction Program is designed to make the newly joined students feel comfortable, sensitize them towards exploring their academic interests and activities, reducing competition and making them work

for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and building of character. The Universal Human Values component, which acts as an anchor, develops awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and nature, and character to follow through. It makes them reflect on their relationship with their families and extended family in the college (with hostel staff and others). It also connects students with each other and with teachers so that they can share any difficulty they might be facing and seek help.

Universal Human Values

General Instruction

1. Mode of conducting classes:

- This is not a moral values class. There will be no Dos and Don'ts.
- This class would go primarily on an interactive basis. Out of the deliberation, general (classes) opinion on the point under discussion may be drawn, wherever applicable.
- It is expected that all the students will actively and spontaneously take part in the discussion, (coming out of their shell).
- At the beginning of every class, two students would independently be assigned for writing the summary of the class. They would be asked to present the summary in about 5-7 minutes at the beginning of the next class, and submit the write-up.

2. Evaluation Process:

- There might be take home or open book examinations for this course. Purpose of examination would be to make them reflect. The teacher would evaluate them and also see how much is being absorbed by students. Satisfactory (S) or Unsatisfactory (X) grade.
- Evaluation would be done mainly on the basis of:
 - i. Taking active participation in discussion, exhibiting that the *essence of the topics under discussion* has been grasped.
 - ii. Submission of Assignments with proper thought, on regular basis, and
 - iii. Presentation and submission of summary write-up when the turn comes.

(Mentors may maintain separate notebook for noting the names of the students with date of submission of assignments and summary write-up etc.)

3. Attendance criteria:

Attendance criteria remains the same as per the other courses i.e.in principle, a student is expected to attend all the classes. If the attendance is less than 75% whatever may be the circumstances- the course has to be *Repeated*.

If a student is absent in class, ask him/her the reason for absence in the next class. If a student is absent in consecutive classes, her/she should give reason for absence in writing. Tell them that if students are absent, it breaks continuity of the class discussions. Such absences would affect their final grade.

4. Maintaining a separate class notebook:

Students may maintain a dedicated Notebook for Universal Human Values-II to take notes. At the end of the semester, the mentor may like to give a glance thought it.

It is expected that in the coming semester, the same Notebook will be used which was used when they studied for the course Universal Human values-I this would help the student to find the total material on Human Values in one Notebook for referring in their future life(which in one of the purpose of the course).

5. Remarks

1. Ask every student in the class to write the summary of the class at home, preferably in their course notebook. At the beginning of the next class, randomly select some 2-3 students to present the summary in about 5-7 minutes. This will help you understand whether the students have understood the material covered in the previous class. The student would also be more attentive in the class, since they know that they have to write its summary. Writing the summary helps the students in thinking at home about the material covered in the class. Keep a record of which students have presented the summary in which class.
2. Language is not a bar. They students may speak in English, Hindi, or their mother-tongue.
3. In discussions, take the students from near to far, that is, from what they know to new things and situations.
4. The course will take *ordinary* everyday situations, and not extra-ordinary situations. If we can deal with ordinary situations, hopefully we can deal with extra-ordinary situations as and when they arise.

5. When discussing a situation, avoid the discussion on third persons. Ask the student to place himself/herself in the shoes of the third person, and speak in first person.
6. Bring about a shift from physical things to feeling and mental needs.
7. Do not be judgemental. Students should feel free to speak their mind frankly, without feeling the pressure of being judged. They should feel comfortable and be able to see a bond with you.
8. Avoid talking about hostel, mess, department problems in first few classes. First build a rapport and deliver some content.

Check List for Mentors

S.No	Question	Check
1	Does every student in your class have a course register?	
2a.	Is every student writing course summary for every class in their respective course registers?	
2b.	Are you asking 3-4 students to read the summary before you begin the class?	
3a.	Are you giving written Home Assignments (HA) to be submitted by them? (By now you should have given 2 to 3 home assignments, and they should have submitted 1 to 2 home assignments.)	
3b.	Are you returning their HAs to them with your feedback by the next class?	
4.	Check on the following regarding the conduct of your class	
a.	Are the students interacting?	
b.	Are the students interacting with frankness without feeling the pressure of the being judged?	
c.	Does your language consist of “do”, “don’t”, “should”, ”should not”, “karo”, “chaahiye”, etc.?	
d.	Are you able to draw the attention of the students to their self? When they talk about others in 3 rd person are you able to get them to change it to “I”?	
5	Are students connected to you? Would they share with you any difficulties they might be facing?	