

## **A REPORT ON FY B.TECH INDUCTION PROGRAMME : ACADEMIC YEAR 2019-20**

As part of the AICTE guideline to conduct a formal induction for the fresh engineering undergraduates, the Applied Sciences and Humanities Department conducted a series of induction sessions for the new batch of students of FY BTech, AY 2019-20 from 6<sup>th</sup>– 19<sup>th</sup> August, 2019.

**Summary:** The aim of the induction programme was to make the newly joined students comfortable, allow them to explore their academic interests and activities, reduce competition and make them work towards excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character. The induction programme was spread over three weeks and included various informative and activity based sessions. It included activities ranging from ice breaking sessions, general counselling and motivational talks to calculator workshops, literary sessions and campus tour. An effort was made to integrate the induction sessions with regular academics to enable the students to gradually ease into the rigours of academics. As a new initiative, corporate trainers were engaged to conduct few sessions to convey valuable lessons effectively.

The details of each session are outlined below :

1. **Orientation** : The orientation programme for FY BTech students was held on 6<sup>th</sup> August in the newly renovated seminar hall and was well attended by students and parents. The students were addressed by the Principal in charge, Prof Y. S. Rao who highlighted the



importance of basic science courses like Physics, Chemistry that are taught in the first year to the engineering students.



The students were also exposed to Maths, the rapidly changing face of the engineering profession with advancements in technology and were encouraged to keep up with the quick shifts in industry preferences.

2. **The Ice breaker session**: Immediately after the orientation, the students had an ice breaker session in two groups of about 60-70 students each. The session was conducted by Mr. Sanket Potdar, an internationally certified and one of the most sought after corporate trainers and Art of Living expert. Mr Sanket Potdar specializes in conducting

induction programmes as well as stress management workshops. The aim of the session was to get the students to mingle and interact with each other, break inhibitions and develop a questioning mentality rather than blindly accepting whatever they are told.



It was a highly interactive and fun filled session which imparted important lessons for the next four years.



He also introduced the students to the Yes + programme of the Art of Living Foundation and conducted simple lessons in breathing techniques for stress management

3. **Session with Dean, Academics:** The students in each individual branch were addressed by Prof. Dr. Surendra Rathod and were introduced to the four year academic scheme. They were also familiarised with the various courses like SCOPE, life skill courses and elective options available to them in the institute and activities under SEWA . They were also informed about the mandatory attendance requirements, examination and promotion rules, assessment and grading pattern.



4. **Session with Dean, Student Affairs and student council:** Each branch of students were addressed by Prof. Dr. Rita Das and introduced to the Code of Conduct and discipline,

anti ragging regulatory measures, attendance criteria, mentor-mentee programme and counselling services. They were introduced to the Students Council members and members of IEEE committee and their departmental committee. They were also appraised about the Grievance Redressal Committee and Internal Complaints Committee. They were shown videos of the previous year's student festival and other activities conducted by the student council.



5. **Session with counsellor:** The counsellor Mrs Mona Upadhyay imparted valuable advice on issues like exam stress, peer pressure etc. and welcomed the students to seek her assistance and support when required. It was an activity based session for better interaction amongst the students.
6. **Calculator workshop:** This workshop had received a lot of positive feedback from the inductees in the previous year and was well conducted by the students of the higher semesters. It introduced the freshers to various functions and operations available in scientific calculators encouraging them to utilise the versatility of scientific calculators to the fullest. As it was conducted by students council, the freshers were able to connect very well.
7. **Session on Universal Human Values:** This session has been made mandatory by AICTE to be a part of the induction program in order to encourage the students to search for happiness within themselves rather than seeking it from their achievements and material possessions. Relevant videos / movies were shown to students which highlighted the right attitude, interpersonal relations, respect for others regardless of age / stature, respect for nature and natural resources, handling the burden of expectations, etc.



8. **Diagnostic Test:** The AICTE has also mandated proficiency sessions in language and in this context, a diagnostic test in English language was conducted based on multiple choice



questions as well as a passage to test comprehension. Students who need improvement were identified based on their score.

9. **Proficiency sessions:** Three English language proficiency sessions spread over six hours were conducted for selected students who were identified based on their score in the above diagnostic test. Some students whose names were not on the list, also attended the sessions, out of self-interest for betterment. During these sessions, basic language and grammar topics were covered to create a strong base for the students.
10. **Literary session:** A literary session for students of each individual branch was conducted by the faculty of Communication Skills. The purpose of the session was to open students' minds to learning from all kinds of sources, including literature. The students had to read short stories and poetry from Hindi and other regional literature, and deliver a group presentation on the values learned from them. Some students even spoke about the application of the said values in the engineering profession and in their student life.
11. **Motivational Session:** A motivational session was conducted for all the students in two groups of about 90 students each. This session was conducted by **Mr Manish Gupta** who is a corporate trainer with over 19 years of experience for business transformation. Being a mechanical engineer from a small town like Rohtak, Mr Gupta could empathise with the students on various issues like language barriers, limitations imposed by so called potential and so on. He shared his experiences as a budding engineer with limited knowledge of English and could connect very well with the students to impart many valuable lessons especially since he has published two books on learning English language despite being a late starter. One of the key messages he passed on was :

**“AIM TO TEACH THE SUBJECT IN WHICH YOU ARE WEAK”**

He focussed on important habits and the importance of shifting from fixed mindset to a growth mindset in order to be able to adapt to the needs of an ever-changing world



A highlight of the session was a pledge made by the students that they would never be restricted by the term **“potential”** (often decided by others) and would set impossible audacious goals and then walk on the path to achieve those goals.



The student response was excellent and could be gauged from the questions and interaction which continued even after the session had ended

*Nearly 50% of the students could not attend the ice breaker session as they joined much later. Hence another motivational and inspiring session was held for these students with Ms Anjana Vinod.*

12. **Motivational session:** Ms Anjana Vinod is a highly accomplished corporate trainer with more than 25 years of experience. She conducted two sessions for the students in groups of 60-70 each. It was an interactive activity-based session where students learnt to work as a team, leadership skills and also the importance of every seemingly irrelevant lesson to their overall growth and success.



These messages were conveyed to the students with the help of short stories and hence were highly effective in shaping their thoughts and attitude for the future. The students found it extremely rewarding and were vocal in their praise.

13. **Session with the librarian:** The librarian introduced the students of each individual branch to the vast database of information available in the SPIT library in the form of books, journals, newsletters and websites. The librarian also informed the students about the book bank facility available and the rules and regulations to be followed
14. **Campus visit:** The three week induction program culminated with a tour of the campus for the students accompanied by faculty members. The students were taken around the premises and shown their laboratories, library, gymkhana, placement office, examination section, canteen, SP Jain mess and also the green surroundings of the campus to ensure they are familiar with the location of various facilities.

### **Feedback from students**

At the end of the induction programme, the students were requested to complete an online feedback form, where they were told to rate each individual session and the overall induction program on a scale of 1-5 (1 being lowest and 5 being highest). Suggestions for improvement were also invited and the students were specifically asked to provide inputs / suggestions, if any, for a second round of induction to be held at the beginning of the second semester in January, 2020.

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