



**Harmal Panchakroshi Shikshan Mandal's
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POLICY ON STUDENT INDUCTION PROGRAMME

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PREAMBLE

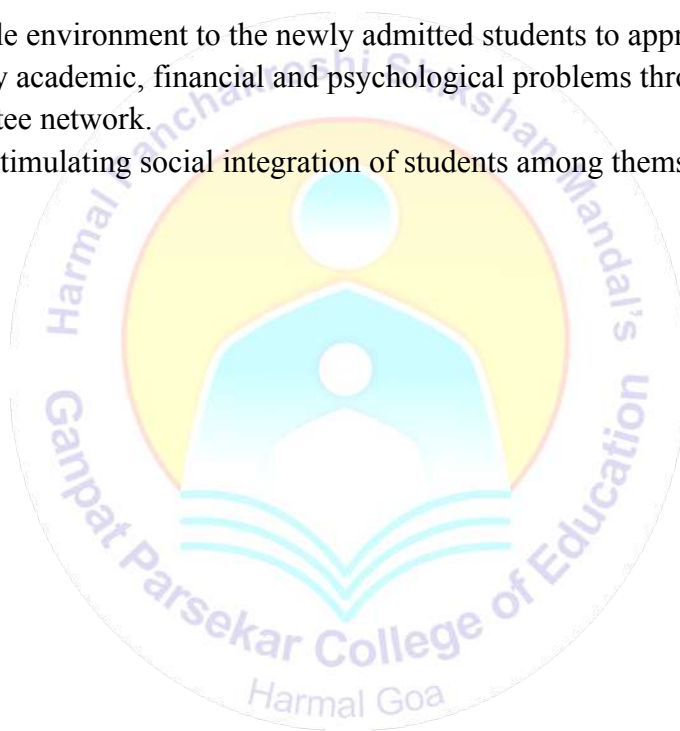
Ganpat Parsekar College of Education believes that teachers can transform lives when given an appropriate opportunity and confidence. Any teacher should adapt to the new circumstances to perform his/her best. GPCOE is committed to providing training and handholding to the newly admitted students. This training policy reflects the institutional belief in the development of all the teacher trainees regardless of age, gender, disability, race or religion.’



“The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution” [NEP 2020]

OBJECTIVES OF CONDUCTING STUDENT INDUCTION PROGRAMME

- ❖ To help the students feel comfortable in the new environment and adjust to the customs and practices of the college.
- ❖ To enable the students to become familiar with the amenities and accessing the intellectual and physical resources of the institutions
- ❖ The main aim of the programme is to instill the ideas, practices and spirit of the college and its unique features.
- ❖ To enable the students to understand and have better relationship with the faculty members for setting the pace of fruitful teaching learning experiences.
- ❖ SIP covers a number of different aspects (SAGE) Socializing, Associating, Governing and Experiencing.
- ❖ To create comfortable environment to the newly admitted students to approach faculty mentor when facing any academic, financial and psychological problems through the well structured Mentor Mentee network.
- ❖ Giving attention to stimulating social integration of students among themselves and with teachers.



Introduction

Transition from school to university/college life is one of the most challenging events in a students' life. When new students enter an institution, they come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment, and many of them have little knowledge of a university/college. An important task, therefore, is to welcome new students to Higher Education and prepare them for their new role. Currently, precious little is done by most institutions, except for an orientation Programme lasting a couple of days. Student Induction is designed to help in the whole process. Therefore, it should be taken seriously, and as something more than the mere orientation Programme.

Student Induction Programme

Purpose of Student Induction Programme is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration.

The term induction is generally used to describe the whole process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it is a well planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it.

Student Induction Programme engages with the new students as soon as they come into the institution; before regular classes start. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed.

Students Induction could cover a number of different aspects (SAGE):

Socializing: meeting other new students, senior students, students union, Lectures by Eminent People;

Associating: visits to University / college, visits to Dept./Branch/ Programme of study & important places on campus, local area, city and so on;

Governing: rules and regulations, student support etc;

Experiencing: Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

The student induction programme seeks to enable students who come with diverse socioeconomic and linguistic backgrounds and prior learning to adjust to the institutional environment and ethos, help create bonding between students as well as between students and faculty and develop an understanding of the self and society at large. The student induction programme will be organised during the first two weeks of the first semester of the 8-semester ITEP. The activities under the induction programme will include:

- i) orientation programme on different aspects of the ITEP and required courses and credit requirements;
- ii) physical activities like team sports and physical training/exercise sessions designed to inculcate team spirit, group cohesion and bonding as well as physical and mental health;
- iii) participation in creative expression activities relating to visual and performing arts like painting, sculpture, pottery, music, dance etc. to develop aesthetic sensibility and creativity;

- iv) motivational lectures by eminent people in the society, visits to local areas of cultural and historical importance and institutions such as Balvatikas/Anganwadi Centres, schools and higher education institutions, hospitals, local artisans, adult and lifelong education activities to develop an understanding of the functioning of various institutions, community and society;
- v) familiarising students with the different Departments/Units within the institution and their roles, including visits to laboratories, workshops, facilities for sports etc. in order to acquaint students with the various facilities available in the institution.

List of activities to be included:

1. Physical Activity
2. Mentoring Sessions
4. Familiarization to Dept./Branch.
5. Creative Arts and Culture
6. Literary Activity
7. Lectures by Eminent People
8. Visits to Local Area
9. Extra-Curricular Activities in College
10. Talent search
11. Aptitude test

Daily Activities

The following activities during Induction Programme would fully engage the students for the entire duration of the Programme.

1. Physical Activity

This would involve a daily routine of physical activity with games and sports. There can be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for the duration of the induction Programme and hopefully, continue with it later.

2. Mentoring

Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Mentoring takes place in the context and setting of universal human values. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc. Human values as enshrined in our constitution like justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation can also be part of this discussion. Focus should be on inculcating values of equality and responsibility towards one's fellow citizens of any caste, class or creed. During discussion issues and requirements of SC/ST/OBC students should be assessed and addressed.

Mentor- mentee relationship can help students form a bond with faculty members which can be of great help during various tough times in courses. Methodology of mentoring this content is extremely important. It must not be through do's and don'ts, but by getting students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values. The teachers must come from all the departments rather than only one department or from outside of the Institute.

The following topics may be discussed during the Mentoring sessions.

1. Day 1: Student aspirations, family expectations
2. Day 2: Gratitude towards people helping me
3. Day 3: Human needs of (a) self and (b) body
4. Day 4: Peer pressure
5. Day 5: Prosperity
6. Day 6: Relationships

Small groups of about preferably 20 students with a faculty mentor each can be used for discussions and open thinking towards the self. Discussion on Universal Human Values could even continue for rest of the semester and not stop with the induction Programme. A follow up in a later semester could even be considered. Besides drawing the attention of the student to issues of life and their role in larger society, it would build relationships between teachers and students which last for their upcoming 3 to 4-years and possibly beyond. It is important, therefore, that it be conducted by faculty members of the University/College, the ones who would teach them.

Other Activities

1. Familiarization with School/Department

Students should be familiarised with their school/department/Programme of study/ laboratories/ workshops/ ICT facilities and other facilities. Besides an orientation helping them differentiate between college life and school life along with career prospects offered by specific courses should be organised.

2. Creative Arts and Culture

Students should be exposed to culture and art forms like painting, sculpture, pottery, music, dance etc. These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into their studies later.

[AnnexureII.pdf \(cbseit.in\)](#)

3. Literary Activity

Literary activity will encompass reading a book/article, writing its summary, and possibly, debating, enacting a play, etc.

4. Lectures by Eminent People

Lectures by eminent people should be organized to provide exposure to students. People who are alumni, socially active, in profession, or in public life should be invited.

5. Visits to Local Area

Organize a visit to a monument or a landmark of the city, like a picnic, for bonding. One or more visits could also be organized to a hospital or orphanage. This would expose them to the under privileged. These are to be arranged after the induction Programme is over, perhaps on a Saturday or as decided by the College. Students can be taken to

1. Harmal Market
2. Harmal beach
3. Sweet Lake
4. Parshuram tekdi
5. Ravalnath Bhumika temples
6. Nearby secondary Schools
7. Nearby banks
8. Nearby rooms for PG

6. Extra-Curricular Activities in College

The new students should be introduced to the extra-curricular activities at the college. They should be shown the facilities and informed about activities related to different clubs etc. This is when selected senior students involved in or leading these activities can give presentations. Various other activities which could be included are role playing/street play, alumni/industry interaction etc.

7. Talent search Event

A talent search programme should be organised during the last day of the induction programme to identify and explore the hidden talents and skills of the newly admitted students.

8. Aptitude test

An entry-level teaching aptitude test should be conducted at the end of the induction programme. A multiple choice question paper should be set, taking into consideration all the aspects of teaching and a quality teacher.

9. Campus tour

A walk on the entire campus of the college is suggested to be organized to introduce the facilities provided by the college to the students as well as the faculties. It can be a virtual presentation or the groups of students can be guided by the faculties themselves so that they can begin having conversation and bond towards each other.

10. Sessions on anti-ragging, scholarship and examination.

The newly admitted students should be made aware about the college policies on antiragging and scholarships. They should also be made aware about the procedure of internal and university examinations and other assessment methods held during the course.

11. Session on 'Socio-psychological well being of a teacher'

A guidance on social and psychological challenges faced by the teachers during pre-service and in-service training should be provided by mental health or other relevant field experts. Also, students should be guided on the coping strategies about these challenges.

Daily Schedule (Recommended)

Session	Time	Activity	
I	09:30 am - 10:55 am	Familiarization to School/Department / Sessions on anti-ragging, scholarship and examination/Literary Activity/Physical Activities	Day 1 / Day 2/ Day 3/Day 4/ Day 5/Day 6, 7, 8
II	11:00 am - 12:25 am	Campus tour /Creative Arts and Culture / Extra-Curricular Activities in College	Day 2/ Day 3 and 4 / Day 5
	12:30 pm - 01:25 pm	Lunch break	
III	01:30 pm - 5.00 pm	Lectures by Eminent People / Report on the Induction Programme (group wise) / Visit to Local Area	Day 1, 2, 3, 4, 5, 6 / Day 8
Full day	9:00 am - 4:00 pm	Talent search	Day 7
I	9:00 am - 12.25 pm	Aptitude test and assignments	Day 8

Note - The activities are subject to change based on the institutional arrangement.

Preparations before Induction

Induction should be a well planned process of introducing the new students to higher education, the institutional culture. Before it is conducted, it is essential to plan all the activities in advance. The following preparations are recommended:

1. A hyper link on Induction of new students is to be created on the web-site of the institution having information about the induction, detailed schedule, provision for daily reporting, feedback, etc.
2. Joint meeting of all the partners involved in influencing the process of education.
3. Full support from head of the institution and top management.
4. New students be informed that the Induction is mandatory non-credit course for which a certificate will be issued by the institution
5. Ensuring compulsory participation by teachers and other partners
6. Detailed scheduling of the activities based on the nature, size and location of the institution
7. Preparing Induction Policy and charter for students stating their responsibilities.
8. Composition of Induction committee which will prepare detailed induction Programme in consultation with head of the institution, facilitate the conduct, monitor and coordinate the whole induction Programme
9. Appoint Mentor Coordinator before the Induction Programme begins. His/her responsibility is to form mentor groups, ensure smooth running of the group discussions, and hold meetings of mentors periodically.
10. Conducting a half-day workshop for partners on how to conduct induction.
11. Training Programme for faculty to be conducted for mentoring students and imparting holistic education and larger vision of life.

Levels of Induction

1. The induction is to be conducted at the level of institution, faculty/school, department, mentor groups and individual.
2. Face to face interaction, virtual (internet and audio-visual material) and field visits.
3. Pre induction, interface and continuation during course of study even after induction Programme is over.

Important Points

1. Induction Committee of the institution will decide about the detailed Programme depending upon the type of institution, Programmes offered, levels of Programmes, number of teachers and students, location, etc.
2. Induction should be given wider publicity through website and media
3. The institution must keep all records relating to induction and evolve mechanisms for regular interaction with the students
4. A Mentor Coordinator should be appointed before the Induction Programme begins. His/her responsibility is to form mentor groups, ensure smooth running of the group discussions, and hold meetings of mentors periodically.

5. Institution must conduct half day workshops for orienting the teachers on how to conduct induction.
6. The mentor groups will continue for the whole duration of a Programme of study, assist students through interaction on contemporary concerns and develop their competencies/talents to be successful in their future ventures.
7. Use of technology in learning should form integral part of higher education.
8. Institution must conduct half day workshops for orienting the teachers on how to conduct induction Programme
9. All teachers should be encouraged to attend induction / orientation Programme

Follow Up after Induction

The purpose of Induction Programme is to help students in getting familiarized with the institution as well as ethos. Undoubtedly time is an important factor for such processes and that is why, it is suggested that the groups which are formed during Induction Programme function as mentor-mentee network. These groups can work on fulfilling requirements of newly admitted students with regards to linguistics / communication skills. Bridge / preparatory courses may be offered for weak students in other subjects also. 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 a group of 20 students, there would be a faculty mentor. Such a group should remain for the entire duration of stay of the student in the college. The groups with the students as well as teachers would be from the same school/department.

Follow Up after Induction {Same Semester}

It is suggested that the mentor groups meet with their faculty mentors for an hour every week, within the same semester after the induction 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 respective faculty mentor's home for dinner or tea would be welcome. There could also be other activities such as nature walk, etc which help in building relationships among students and teachers beyond classroom) Further, following may also be included:

1. Organization of 3 day field visits for social sensitization during the semester, for example to a village, hospital, orphanage, etc.
2. Organization of 1 visit to monument for the purpose of bonding as well as awareness about history or city

Follow Up {Subsequent Semesters}

It is advised to maintain continuity in subsequent semesters. It is suggested that at the start of the subsequent semesters, three days be set aside for full days of activities related to follow up. Show inspiring films, arrange collective art work and cultural Programme, conduct group discussions, and organize lectures by eminent people. Subsequently, the group discussions can also be arranged once a month.



Kavitha

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Verified and approved by:

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