

## **DEPARTMENT OF MCA**

### **Summary Report on “21days AICTE Based Student Induction Program (SIP)”**

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**Date:** 2<sup>nd</sup> Jan 2025 to 7<sup>th</sup> Feb 2025

**Venue:** St Francis College

**Academic Year:**2024-2025

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#### **Executive Summary**

St. Francis College implemented a meticulously planned 21-day AICTE Student Induction Program (SIP) to facilitate a seamless transition for new students into their academic and social college life. This comprehensive initiative aimed to foster a strong sense of belonging, instill core values, and promote academic readiness through a holistic approach. The program was structured into three distinct phases—Initial, Regular, and Closing—each designed to provide a well-rounded introduction to college life and personal development.

The Initial Phase focused on establishing a solid foundation through orientation activities. Students participated in registration, diagnostic testing, introductions to faculty and departments, and campus familiarization. This phase also included opportunities to explore the local community through heritage and NGO visits, fostering engagement with their peers and faculty through interactive sessions. The Regular Phase expanded on this foundation by integrating academic and extracurricular activities, such as creative arts, sports, expert talks, and community service. This phase aimed to develop a diverse skill set and encourage holistic growth.

The program concluded with the Closing Phase, which featured a final feedback session, assessment activities, reflections, and a celebratory Fresher’s Day. This phase provided students with an opportunity to reflect on their experiences and celebrate their transition into the college community. Throughout the entire program, students were consistently encouraged to actively participate, develop their skills, and begin building their academic and professional journeys within a supportive and nurturing environment. The SIP at St. Francis College proved to be a transformative experience, effectively preparing students for their academic endeavors while also instilling values and fostering community.

## **Initial Phase**

The Initial Phase of the 21-day AICTE Student Induction Program (SIP) at St. Francis College was meticulously crafted to provide incoming students with a robust foundation, ensuring they embarked on their academic journey with comfort and confidence. This crucial phase commenced on Day 0 with the student registration and section allotment process, conducted between 8:30 AM and 1:00 PM. During this period, students, accompanied by their parents, were warmly welcomed by faculty and student volunteers. In addition to completing the necessary registration formalities, students received their academic handbooks, which served as comprehensive guides to college policies, curricula, and resources. Following registration, students were introduced to the campus layout, facilitating a smooth transition into their new environment. In the afternoon, students engaged in their first interaction with batchmates and faculty members through an informal setting, featuring ice-breaking activities designed to foster a sense of attachment and camaraderie.

**Day 1** was pivotal, beginning with the PG Orientation session, followed by the SIP Inauguration, and a formal Introduction to the Department and Faculty between 10:00 AM and 11:45 AM. This session aimed to provide students with a clear understanding of their academic departments and the faculty members who would guide them. The program continued with a Parents Interaction Session from 11:45 AM to 12:45 PM, where parents were introduced to the faculty and key aspects of student support, including counseling services, academic support systems, and career guidance, were discussed. After lunch, the day concluded with a session on Library Registration and Digital Resources Orientation from 1:30 PM to 3:00 PM, followed by a Diagnostic Test from 3:00 PM to 3:30 PM. The diagnostic test aimed to gauge students' academic readiness and identify areas where they might require additional support, ensuring a tailored approach to their academic development.

**Day 2** focused on career development and college exploration. The morning session, from 11:45 AM to 12:45 PM, covered Placement, Internship, and Project Orientation, highlighting the various opportunities available to students throughout their academic years. This session aimed to equip students with the necessary information to make informed decisions about their future careers. In the afternoon, from 1:30 PM to 3:30 PM, students participated in an Ice-breaking Session followed by a comprehensive Campus Tour. The tour ensured that students were well-acquainted with the campus facilities, including laboratories, libraries, student centers, and recreation areas, enabling them to navigate their new environment with ease.

**Day 3**, students took part in a Local Area Visit to a nearby Heritage Site, running from 8:30 AM to 3:30 PM. This outing provided students with an opportunity to explore the cultural and

historical context of their surroundings, fostering a deeper understanding of their local community. It also promoted team bonding and engagement among students, creating a sense of shared experience.

**Day 4** emphasized personal growth and values. From 11:45 AM to 12:45 PM, a session on Mentoring and Universal Human Values was held, where students were introduced to the importance of ethics, empathy, and responsible citizenship. This session aimed to instill core values that would guide students throughout their academic and personal lives. In the afternoon, from 1:30 PM to 3:30 PM, students attended an inspiring Guest Lecture from The Art of Living, which focused on mental wellness, stress management, and life skills. This lecture provided students with practical tools to navigate the challenges of college life and beyond.

The week wrapped up on **Day 5** with intellectually stimulating activities. A Debate session was conducted from 11:45 AM to 12:45 PM, encouraging critical thinking and public speaking skills. This session aimed to enhance students' ability to articulate their thoughts and engage in constructive dialogue. In the afternoon, from 1:30 PM to 3:30 PM, students participated in a Literary Activity focused on E-book Reading, where they engaged with contemporary literature, enhancing their analytical and comprehension skills. This activity aimed to foster a love for reading and cultivate the ability to analyze and interpret literary works.

### **Regular Phase**

The Regular Phase of the 21-day AICTE Student Induction Program (SIP) at St. Francis College was meticulously structured to introduce a balanced routine, seamlessly integrating academic proficiency, creative engagement, physical wellness, and community involvement. This phase aimed to cultivate students' multifaceted skills, fostering intellectual, emotional, and physical growth through a diverse array of activities.

**Day 6** marked the commencement of this phase with a Proficiency Module in Basic English, focusing on strengthening students' language and communication skills. This module aimed to equip students with the necessary linguistic tools for academic success. Following the language module, students participated in a General Quiz as part of the Literary Activities, designed to test their general knowledge and analytical abilities. The day concluded with an Extracurricular Activity in Hairdressing, providing a fun and hands-on creative session that allowed students to explore a unique skill.

**Day 7**, students engaged in a Workshop on Music and Theatre under the Creative Arts module, encouraging artistic expression and collaboration. This was followed by a Yoga Session for physical wellness and relaxation, promoting mental clarity and stress relief.

**Day 8** featured an Expert Talk as part of the Guest Lecture Series, offering valuable insights into current industry trends and career opportunities. This was complemented by a Creative Arts Activity focused on Pencil Sketching and Colour Psychology, enhancing students' artistic skills and understanding of colour theory.

**Day 9's** schedule included a Literary Extempore Activity, where students practiced spontaneous speaking and quick thinking. This was followed by a Treasure Hunt as part of the College Familiarization Event, making learning about the campus more interactive and engaging.

**Day 10** continued the Guest Lecture Series, providing further exposure to industry expertise. The day also included Indoor Sports, promoting both intellectual growth and physical well-being through a balanced schedule of academic and recreational activities.

**Day 11**, the Basic English Proficiency Module resumed, reinforcing language and communication skills. This was accompanied by Physical Activities like Zumba and Gym Workouts, encouraging students to maintain a healthy and active lifestyle.

**Day 12** featured another Guest Lecture by The Art of Living, focusing on advanced life skills and wellness techniques. The day concluded with a Yoga Session, allowing students to relax and rejuvenate.

**Day 13** marked a day of community engagement, with students visiting an Old-Age Home (NGO) to foster empathy and social responsibility.

The following days, from **Day 14 to Day 20**, continued with similar modules, including talent shows, creative arts sessions, expert talks, outdoor sports, and team-building activities. These activities were designed to provide a holistic learning experience, promoting not only academic growth but also personal development and community awareness. The Regular Phase effectively balanced intellectual stimulation with creative expression, physical activity, and social engagement, ensuring a well-rounded development for the students.

### **Closing Phase**

The Closing Phase of the 21-day AICTE Student Induction Program (SIP) at St. Francis College, which took place on **Day 21**, marked the official culmination of this comprehensive initiative designed to integrate new students into the college community. The day commenced with a crucial Feedback Collection session, where students were given the opportunity to voice their experiences, opinions, and suggestions regarding the program. This feedback was instrumental in allowing the organizers to assess the effectiveness of the various activities, modules, and sessions, providing valuable insights for future iterations of the program. The

feedback collection process was designed to be thorough and inclusive, ensuring that all students felt heard and valued.

Following the feedback collection, students engaged in Assessment Activities and Reflections. This segment of the day was dedicated to allowing students to reflect on their learning journey throughout the 21-day program. They were encouraged to consider the knowledge, skills, and values they had acquired, as well as the personal growth they had experienced. This reflection process was not only a means of consolidating their learning but also an opportunity for students to recognize the impact of the program on their academic and personal development. The assessment activities, which were varied and engaging, aimed to gauge the students' understanding and internalization of the program's objectives.

The conclusion of the 21-day program was celebrated through a Valedictory Session. This formal event served to recognize and acknowledge the students' active participation and achievements throughout the induction program. Students were commended for their engagement, enthusiasm, and contributions, reinforcing the sense of community and shared experience that had been fostered over the past three weeks. The Valedictory Session was designed to be a memorable and uplifting experience, leaving students with a sense of accomplishment and pride.

The day also featured a vibrant and lively Fresher's Day Celebration, which took place from 11:45 AM to 6:00 PM. This extended celebration provided a fun and engaging conclusion to the induction program, allowing students to relax, interact, and celebrate their transition into college life. The Fresher's Day celebration included a diverse range of activities, such as cultural performances, games, and interaction sessions. These activities were designed to foster a sense of camaraderie and strengthen the bonds between students, ensuring that they left the induction program with lasting memories and deepened connections with their peers. The cultural performances showcased the diverse talents and backgrounds of the students, promoting a sense of inclusivity and appreciation for different cultures. The games and interaction sessions provided opportunities for students to engage in light-hearted activities, fostering a relaxed and enjoyable atmosphere.

This Closing Phase served not only as a wrap-up to the 21-day program but also as a crucial step in setting a positive and encouraging tone for students as they transitioned fully into their academic careers at St. Francis College. The activities and events of this phase were carefully planned to ensure that students left the program feeling motivated, supported, and well-prepared for the challenges and opportunities that lay ahead. The Closing Phase

effectively consolidated the learning and experiences of the program, leaving students with a strong foundation for their future academic endeavours and personal growth.

### **Student Engagement and Participation**

The success of the 21-day AICTE Student Induction Program (SIP) at St. Francis College was significantly attributed to the remarkable enthusiasm and active participation displayed by the students throughout its duration. From the onset, students demonstrated a keen interest in the diverse array of activities offered, ranging from rigorous academic modules to engaging recreational events. This variety played a crucial role in maintaining high levels of engagement and motivation among the students, ensuring they remained actively involved in the program's objectives.

The interactive sessions, which included debates, literary activities, and extempore speaking, were particularly effective in enhancing students' critical thinking, communication skills, and confidence. These sessions provided a platform for students to express their ideas, engage in constructive dialogue, and develop their public speaking abilities. The debates, for instance, challenged students to think critically about various issues, articulate their arguments persuasively, and respect differing viewpoints. Similarly, the literary activities and extempore speaking sessions encouraged students to explore their creativity, improve their communication skills, and build their confidence in expressing themselves.

The diagnostic tests and proficiency modules played a vital role in identifying areas where students needed additional support. By pinpointing specific areas of weakness, the faculty was able to offer targeted interventions, ensuring that all students had the opportunity to succeed. This personalized approach to learning not only addressed individual student needs but also fostered a supportive and inclusive learning environment.

Moreover, the feedback and reflection sessions provided students with a valuable opportunity to voice their experiences, share their learnings, and suggest improvements. These sessions allowed students to reflect on their personal growth, articulate their thoughts on the program's effectiveness, and offer constructive feedback. This iterative process was instrumental in enhancing the program's overall effectiveness, as it allowed the organizers to make adjustments based on student input. Furthermore, it empowered students by making them feel heard and valued, reinforcing the sense of community and collaboration that was central to the program's success.

The active participation of the students throughout the SIP not only enriched their learning experience but also contributed to the overall success of the program. Their

enthusiasm, engagement, and willingness to participate in various activities demonstrated their commitment to personal and academic growth. The interactive sessions, diagnostic tests, proficiency modules, and feedback sessions collectively created a dynamic and supportive learning environment, where students were empowered to develop their skills, express their opinions, and contribute to the program's success. This holistic approach to student engagement ensured that the SIP at St. Francis College was a transformative experience, leaving a lasting impact on the students' academic and personal lives.

### **Outcomes and Long-Term Benefits: A Transformative Educational Experience**

The 21-day AICTE Student Induction Program (SIP) at St. Francis College proved to be a transformative experience, yielding several tangible outcomes that extended far beyond traditional academic preparation. The program was meticulously designed to equip students with the soft skills, values, and adaptability necessary for their future success, ensuring a lasting impact on their academic and personal growth. The focus on holistic development, experiential learning, and community bonding created an enriching environment that fostered significant positive changes in the students.

### **Enhanced Communication and Soft Skills Development**

One of the most notable outcomes of the SIP was the substantial improvement in students' communication and soft skills. Through regular participation in literary and extempore activities, students exhibited enhanced public speaking, debate, and interpersonal skills. The debate sessions, for example, challenged students to articulate their thoughts clearly and persuasively, while also developing their ability to listen and respond thoughtfully to opposing viewpoints. The extempore activities encouraged spontaneous thinking and effective communication under pressure, building confidence and fluency. The literary activities, which included discussions and presentations, further honed their ability to communicate complex ideas in a clear and engaging manner. These experiences not only improved their communication skills but also fostered greater self-assurance, which is crucial for both academic and professional success.

### **Increased Self-Awareness and Emotional Well-being**

The program also placed a strong emphasis on students' emotional well-being and self-awareness. Wellness sessions, including yoga, Zumba, and The Art of Living lectures, were integral components of the SIP. These sessions equipped students with effective stress

management techniques, fostering resilience and mindfulness. Yoga and Zumba provided physical outlets for stress relief, while also promoting overall physical health. The Art of Living lectures introduced students to mindfulness practices and emotional regulation strategies, enabling them to navigate the challenges of college life with greater ease. By nurturing their emotional intelligence and resilience, the program ensured that students were well-prepared to handle the academic and personal demands of their college journey.

### **Strengthened Peer Connections and Collaborative Skills**

The interactive sessions and group activities facilitated throughout the SIP were instrumental in strengthening peer connections and promoting teamwork, collaboration, and friendship. These connections are vital for students' future academic projects and group endeavors, as they foster a supportive and collaborative learning environment. Group projects and collaborative activities encouraged students to work together, share ideas, and leverage each other's strengths. This not only enhanced their teamwork skills but also created lasting friendships, providing a strong support network that would benefit them throughout their college years and beyond. The ability to collaborate effectively is a crucial skill in today's interconnected world, and the SIP provided students with ample opportunities to develop this competency.

### **Exposure to Industry Insights and Career Readiness**

The guest lectures offered practical insights into industry trends and career opportunities, making students more aware of the skills and competencies needed in the corporate world. These lectures provided valuable exposure to real-world scenarios and industry expectations, bridging the gap between academic learning and professional readiness. Students gained a better understanding of the skills and competencies valued by employers, such as adaptability, problem-solving, and critical thinking. This exposure not only enhanced their career awareness but also motivated them to develop the necessary skills to succeed in their chosen fields. The insights gained from these lectures provided students with a competitive edge, preparing them for the challenges and opportunities of the professional world.

### **Conclusion:**

In conclusion, the 21-day AICTE SIP at St. Francis College was a transformative experience that went beyond traditional academic preparation. By focusing on holistic



development, experiential learning, and community bonding, the program equipped students with the soft skills, values, and adaptability necessary for their future success. The tangible outcomes of improved communication skills, increased self-awareness, strengthened peer connections, and exposure to industry insights will undoubtedly have a lasting impact on the students' academic and personal growth, setting them on a path to success in their future endeavours.

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