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Deeksharambh

Student Induction & Orientation Program (SIOP)

2020

IIMT UNIVERSITY

Ganga Nagar, Meerut - 250001

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FOREWORD NOTE

The student Induction and orientation program is to help new students to adjust and to settle comfortably in the new environment, to inculcate in them the human values, ethics, and culture of the University, help them build bonds with their seniors, batch mates, and faculty members, and expose them to a sense of today's competitive world's requirement and self-exploration with ethics and values.

During an induction program, the students are introduced to all various activities enlisted in the SIOP brochure which is designed strictly on the guidelines of the Quality Mandate of UGC. The induction-orientation program will make all new students well acquainted with rules - regulations, the expected code of conduct of the students of the University, and various facilities, and university policies for the students.

This program will help the students to settle in the University environment and will guide them with their transition into post-secondary which will be a new educational experience.

IIMT University welcomes all the newly admitted students and wishes them to pass out with a bright and prosperous future.

Prof. V. K. Singh

VICE CHANCELLOR

A GUIDE TO STUDENT INDUCTION PROGRAM

ON THE GUIDELINES OF QUALITY MANDATE OF UGC

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8. IIMT College of Medical Sciences (Pharmacy)
9. IIMT College of Medical Sciences (Allied Health Sciences)
10. IIMT College of Medical Sciences (Nursing)
11. School of Commerce and Management
12. School of Computer Science and Applications
13. School of Media, Film and Television Studies
14. College of Education
15. College of Law
16. School of Hotel Management, Catering and Tourism

1. INTRODUCTION

Transitioning from school to university/college is one of the most challenging events in a student's life. When new students enter an institution, they come with diverse thoughts, backgrounds, and preparations. They come into a new unfamiliar environment, and most 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 roles.

Currently, precious little is done by most institutions, except for an orientation Program 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 a mere orientation program.

2. DEEKSHARAMBH - STUDENT INDUCTION PROGRAM

The purpose of Deeksharambh - Student Induction Program 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 Program 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 / School, visits to Dept./Branch/ Programme of study and 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.

List of activities to be included:

- Physical Activity
- Mentoring
- Familiarization with Dept./Branch
- Creative Arts and Culture
- Literary Activity
- Lectures by Eminent People
- Visits to Local Areas
- Extra-Curricular Activities in School

Besides this a checklist is provided in Appendix 1 to help concerned staff organise Induction Program.

3. DAILY ACTIVITIES

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

3.1 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 teamwork. Each student should pick one game and learn it for the duration of the Induction Program and hopefully, continue with it later.

3.2 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. The focus should be on inculcating values of equality and responsibility towards one's fellow citizens of any caste, class, or creed. During the discussion issues and requirements of SC/ST/OBC students should be assessed and addressed. Mentor-mentee relationships can help students form a bond with faculty members which can be of great help during various tough times in study courses.

The 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 from only one department or from outside of the Institute.

The following topics may be discussed during the Mentoring sessions.

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

Small groups of 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 the rest of the semester and not stop with the Induction Program. A follow-up in a later semester could even be considered.

Besides drawing the attention of the student to the issues of life and their role in the larger society, it would build relationships between teachers and students that 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.

A suggestive primer for mentoring on Universal Human Values is in Appendix 2 for reference.

3.3 Student Welfare Fund

The University has created a Student Welfare Fund with the objective of making financial assistance available for meeting the welfare needs of students in need, such as emergent medical assistance, purchase of books and study material and any other comparable needs of students.

4. OTHER ACTIVITIES

The activities which can be offered during Induction Program are discussed in this section. Activities or short-term courses for upgrading the communication skills of students can also be included in this Program. The learning needs of the students can be identified and accordingly, appropriate remedial/SWAYAM course/s should be recommended for those students. Soft skills like basic English, mathematics, writing, and communication skills, etc can also be part of this Program.

All institutions can adapt the scheduling and organization of such activities depending on the type of resources available to the College/University. However, it would be preferable if all of these could be accommodated in the Program.

4.1 Familiarization with School/Department

Students should be familiarised with their school/department/Program 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 organized.

4.2 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 enhance creativity, hopefully flowing into their studies later.

4.3 Literary Activity

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

4.4 Lectures by Eminent People

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

4.5 Visits to Local Areas

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 underprivileged. These are to be arranged after the induction program is over, better on a Saturday or as decided by the University / College.

4.6 Extra-Curricular Activities in College

The new students should be introduced to the extra-curricular activities at the college/ university. 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.

5. SCHEDULE

The activities during the induction program can have an initial phase and a Regular Phase.

5.1 Initial Phase

DAY	TIME	ACTIVITY
Day 0	09:30 am – 04:00 pm	Academic registration & admission formalities
Day 1	09:30 am – 12:25 pm	Institution orientation
	12:30 pm – 01:25 pm	Lunch break
	01:30 pm – 03:55 pm	Department orientation
	04:00 pm – 05:00 pm	Mentor-mentee groups – Introduction within group

5.2 Regular Phase

The regular phase of induction will start after the first day. In this phase, regular programs should be followed 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. The Sessions on Mentoring with Universal Human Values can be organized as per section 3.2 or Appendix 2. A typical daily timetable, which starts from the 2nd day is mentioned below:

Example of Daily Schedule (Day 2 onwards)

Session	Time	Activity	Remarks
I	09:30 am – 10:55 am	Morning Session	Lectures by eminent people
II	11:00 am – 12:25 pm	Mentoring with Universal Human values	
	12:30 pm – 01:25 pm	Lunch break	
III	01:30 pm – 02:25 pm	Afternoon Session/ Bridge Courses	Department will display the schedule
IV	02:30 pm – 03:55 pm	Afternoon Session/ Bridge Courses	Department will display the schedule
V	04:00 pm – 05:00 pm	Games	Department will display the schedule

5.2.2 Afternoon Activities (Non-Daily) (Friday & Saturday)

The following activities can be scheduled at different times during the Induction Program, as per the context and the feasibility of the HEIs.

- Familiarization to School/Department
- Creative Arts and Culture
- Literary Activity
- Lectures by Eminent People
- Visits to Local Area
- Extra-Curricular Activities in School

Tentative activity schedule for the afternoons (session may be adapted to suit local needs):

Session	Activity	Remarks
III & IV	Familiarization with School / Dept.	Day 1
IV	Creative Arts and Culture	Day 2, 3 and 4
III	Literary (Play acting/ Reading/ Writing)	Day 2, 3 and 4
I	Lectures by Eminent People	As scheduled - 3-5 lectures
-	Visits to Local Area	On Saturdays (after the Induction Program is over)
III & IV	Extra-Curricular Activities	Day 5
III and IV	Report on the Induction Program (group wise)	Day 6

Daily Additional Schedule for Hostellers

Session	Time	Activity	Remarks
Morning	06:00 am	Wake up call	
	06:30 am - 07:10 am	Physical activity	(Mild exercise and yoga)
	07:15 am - 08:55 am	Bath, Breakfast, etc.	
Evening	05:00 pm - 05:25 pm	Snacks break	
	05:30 pm - 08:25 pm	Rest and Dinner	
	08:30 pm - 09:25 pm	Informal Interactions (not daily)	(in hostels)

5.3 Follow-Up After Induction

The purpose of Deeksharambh is to help students get familiarized with the institution and its ethos. Undoubtedly time is an important factor for such processes and that is why, it is suggested that the groups which are formed during the Induction Program function as mentor-mentee networks. These groups can work on fulfilling the requirements of newly admitted students with regard to linguistics/communication skills. Bridge/preparatory courses may also be offered for weak students in different subjects. 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; for 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 of students, as well as teachers, would be from the same school/department. (On the other hand, it is good to mix the students of different departments in the hostel.)

5.3.1 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 the classroom. Further, following items may also be included:

- Organize three days of field visits for social sensitization during the semester, for example to a village, hospital, orphanage, etc.
- Organize one visit to monument for the purpose of bonding as well as awareness about history or city.

5.3.2 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 program, conduct group discussions, and organize lectures by eminent people. Subsequently, the group discussions can also be arranged once a month.

6. SUMMARY

The goal of higher education is to nurture human beings responsible for their betterment and capable of sustaining society and nature, besides enabling them to procure a position to earn their livelihood. The incoming undergraduate students are often influenced by their parents and society to join higher studies without understanding their own interests and talents. There is a high probability that students fail to develop an understanding of the goals of Educational Institutes as well as higher education. The graduating student must have knowledge and meta-skills related to his/her work and as a citizen.

Deeksharambh should be designed for the new students to help them feel comfortable, draw their attention 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, open new horizons of life and leading to character building.

Mentoring based on Universal Human Values such as Truth, Righteous conduct, Love, Non-violence and Peace can act as an anchor or pivot of the induction, and help in developing self awareness and sensitivity, feeling of equality, compassion and oneness. Students' attention need to be drawn to society and nature. Help them reflect on their relationship with their families, which is extended to School as a family and connects students among themselves and with teachers, so that they can share any difficulty they might be facing and seek help.



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Appendix 1

**Preparing for Student
Induction Program - Check List**

PREPARING FOR STUDENT INDUCTION PROGRAM – CHECK LIST

A.1.1 INDUCTION POLICY

- Every institution shall have an induction policy in line with quality mandate of the UGC and UGC guidelines for the induction of students
- Induction shall be mandatory for all the fresh students admitted to any/UG Program offered by the institution
- .Induction policy must detail out the guidelines, objectives and procedure of conducting induction
- Lectures/talks should be no more than 20%, with activities taking most of the time
- Activities to be conducted by grouping students into small groups (including group discussions).

A.1.2 PARTNERS IN INDUCTION PROGRAM

- Newly admitted students
- Heads of the institutions
- Important functionaries/ Administrative staff
- Faculty mentors
- Selected alumni
- Students council/association
- Selected senior students
- Civil society
- Invited distinguished people

A.1.3 BROADER AREAS

- Meaning, purpose and relevance of higher education in realizing the purpose of life.
- National Development concerns, development perspectives and priorities.
- Connect with community, world of work and global society.
- Self-empowerment, motivation, team work and leadership development.

- Institutional rules and regulations, norms, academic and administrative structure and learning resources.
- Elective living in a constructive and creative way with competence and confidence; life skills including elective communication, decision-making, problem-solving, creative thinking, critical/ scientific thinking, interpersonal skills, self-awareness, empathy, equanimity, coping with stress and resilience.
- Building a bond with faculty and mentoring.
- Institutional culture ethos, etiquette and manners and value system.
- Available internal and external sources (curricular, co-curricular and extracurricular) for all-round and holistic development.
- Sports, cultural, creative, counselling, and welfare activities pursued by the institution.
- Emerging career opportunities and challenges.
- Introduction and importance of subjects/courses of study selected by the students.
- Awareness about the institutional mechanism that exists with regard to anti-ragging, prevention of sexual harassment, Swachh Bharat Abhiyaan, anti-intoxicants awareness etc. (Only selected items be taken in the Induction Program.)
- Health/ hygiene/ yoga/ time management, etc.
- E-learning resources, application of ICT and social media for making education employable.

A.1.4 PREPARATIONS BEFORE INDUCTION

- Induction should be a well planned process of introducing the new students to higher education, and the institutional culture. Before it is conducted, it is essential to plan all the activities in advance. The following preparations are recommended:
- A hyper link on Induction of new students is to be created on the website of the institution having information about the induction, detailed schedule, provision for daily reporting, feedback, etc.
- Joint meeting of all the partners involved in influencing the process of education.

- Full support from the head of the institution and top management.
- New students be informed that the Induction is a mandatory non-credit course for which a certificate will be issued by the institution.
- Ensuring compulsory participation by teachers and other partners.
- Detailed scheduling of the activities based on the nature, size and location of the institution.
- Preparing Induction Policy and charter for students stating their responsibilities.
- Composition of the Induction committee which will prepare a detailed Induction Program in consultation with the head of the institution, facilitate the conduct, monitor and coordinate the whole Induction Program
- Appoint a Mentor Coordinator before the Induction Program begins. His/her responsibility is to form mentor groups, ensure the smooth running of group discussions, and hold meetings with mentors periodically.
- Conducting a half-day workshop for partners on how to conduct induction.
- Training Program for faculty to be conducted for mentoring students and imparting holistic education and larger vision of life.

A.1.5 LEVELS OF INDUCTION

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

A.1.6 INDUCTION PROGRAM FOLLOW UP

Activities to be carried out beyond 1-week in the 1st semester:

- Mentor groups to meet once a week and continue meeting till the end of semester.
- Organize 3 field visits for social sensitization during the semester, for example to a village, hospital, orphanage, etc.
- Organize a visit to a monument or landmark for the purpose of bonding as well as awareness about history or city.

A.1.7 IMPORTANT POINTS

- Induction Committee of the institution will decide about the detailed Program depending upon the type of institution, Programs offered, levels of Programs, number of teachers and students, location, etc.
- Induction should be given wider publicity through the website and media.
- The institution must keep all records relating to induction and evolve mechanisms for regular interaction with the students
- Mentor Coordinator should be appointed before the Induction Program begins.
- His/her responsibility is to form mentor groups, ensure the smooth running of the group discussions, and hold meetings with mentors periodically.
- Institution must conduct half-day workshops for orienting the teachers on how to conduct induction.
- The mentor groups will continue for the whole duration of a Program of study, assist students through interaction on contemporary concerns and develop their competencies/talents to be successful in their future ventures.
- Use of technology in learning should form an integral part of higher education.
- All teachers should be encouraged to attend the induction/ orientation Program.
- In case of large institutions/ geographically scattered campuses, the institutional level induction may be done in batches/ or through video conferencing.

A.1.8 RECOMMENDED ACTIONS DURING THE STUDENT INDUCTION PROGRAM

- Set objectives for Induction Program.
- Make induction a team effort.
- Prepare a well-structured Induction Program.
- Provide a timetable of events.
- Have induction coordinators acting across Programs opportunities for active engagement.
- Make induction student-centred, and respond to diversity; incorporate icebreaking activities.

- Reduction of Lectures.
- Provide opportunities for group events.
- Include Creative & Performing Arts and Literary Activities Alumni / Industry expert interaction.
- Use senior student buddies.
- Give attention to stimulating early social integration of students amongst themselves and with teachers.
- Ensure that unit and course information is up-to-date and provided to students; provide an early introduction to the issues of plagiarism.
- Information on safety and security; Health and Hygiene facilities
- IT and virtual learning(SWAYAM).
- Environmental Consciousness, Human Values, Movie shows, Clubs.
- Information about sports and cultural opportunities; various funding schemes.
- NSS/NCC.
- Evaluate induction regularly – collect feedback.

A.1.9 STUDENT RESPONSIBILITIES

All students have a responsibility to:

- Treat all members of the University / college community with respect.
- Represent the University / college as responsible ambassadors through their good conduct on and off campus.
- Ensure their actions have a positive impact on the University /College; the local and wider community.
- Assimilate with the University / colleges culture.
- Pursue the academic and professional studies in a diligent, honest and responsible manner.
- Engage with the University/ college initiatives to promote well being of humankind.
- Comply with the University/ College policies and procedures.
- Seek appropriate support and guidance by asking for help when it is needed.
- Be well informed about their responsibilities and rights as a student.
- Work collaboratively with the University / college for sharing of mutual experience.



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Appendix 2

**Primer for Mentoring Sessions
on Universal Human Values**

STUDENT ASPIRATIONS, FAMILY EXPECTATIONS

A. GET TO KNOW THE STUDENTS OF YOUR GROUP

You can begin by introducing yourself in brief, and inform them that you would be their Human Values mentor. Get students to introduce themselves one by one (in a language they are comfortable with).

1. At the personal as well as family level

- Place/city where I come from (I stands for the student)
- Family & schooling background (the extent to which the student is comfortable sharing)
- Hobbies & interests

2. At thought level

- What I wish to be? (What kind of professional career and personal goals, how I project myself, etc.)
- What I wish to do in my life? (What to do in life through career or otherwise). Thereafter, the students may be asked the following to continue interaction:
 - Understanding my own goals, desires, feelings
 - Reflecting on my own actions/behaviour

Assignment-A.1

Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member/teacher/neighbour (one may be encouraged to write about two persons, one from the family and the other from the extended circle).

Students can write in Hindi, English or their mother tongue. Encourage use of mother tongue.

A.2 My Expectations from the Family

Ask students to talk about their family. My expectations from my family members – mother, father, brother, sister, grandfather, grandmother, chacha, chachi, etc.

- You may respond in between if the students are focusing on only material or non-material aspects.
- We may divide the responses into two categories material requirement (tangible things) for the body and non-material requirement (intangible things) like love, respect, care, etc. for the mind. Having done so, the mentor may create a platform for self-introspection by the students so that they prioritise these two types of requirements in their own life.
- Conclude what we want from our family members.

Assignment-A.2

Observe people around you, observe their behaviour. Whose behaviour influences you a lot? for your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.

B. GRATITUDE

B.1 Expectations within Family

In the past session, expectations within the family have been discussed. Goal was to move the focus from material to non-material aspects. Now we expand the circle from family to people who help us live.

B.2 Recognizing the Role of Others

You may ask students to list people who have done things in the past or are doing things for them.

For example, I had meals today in School mess/canteen. Who are the people that helped me so that I was able to have my meals? Some students might answer, I am grateful towards my father as he has paid for it. Ask who else? Some students might say no one else.

One of the answers that might come is: parents paid for the meals, so persons concerned have received their due.

We may revert back: think, can their contribution be fully repaid in terms of money alone?

Someone served the food, someone cooked the food, someone bought the raw materials from the market, someone brought food from farms to market, and someone grew the food. There is a long chain of people who helped us in this process. Do you know who served, who cooked, etc? We do not know most of them. In the hostel, it may happen that we do not even know who had cooked our food today!

Do you feel gratitude towards each one of the people in the chain?

To exemplify the above case, we may narrate a situation like below: during scorching summer, on the road, someone felt so thirsty that it was difficult to sustain without water. You shared your water. The next day the person came with a bucket of water to repay. How would you feel? Do you think even money could repay your contribution?

Think, for such situations, how the contributions can be repaid.

(We may create the spark in the students: how about helping others in similar situations!)

B.3 Our Help to Others

How many people have we helped? Ask the students to think from their past experiences.

How many people are we helping now? Most students might realize that they are doing very little for others.

Assignment B.1

Try to know at least one person whom you do not know well who is in the long chain of people helping to get your meal, or in maintaining living condition or in educating you, etc.

Get to know the person, his or her family, background, current state of thinking and well-being. Submit a write-up after one week from today. Can you ever repay? [For future: The Assignment may be kept open beyond the Induction program. Encourage students to get to know one/two persons and their detailed background. How do you feel for them? Can we ever repay? What best can we do for them?]

C.1 SELF AND BODY

C.1.1 Opening up Larger View

Have a discussion on the role we play as human beings at multiple levels: self, family, hostel, institution, city, nation, world and in nature. What are our responsibilities?

C.1.2 Making Desire/Aspiration List

Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out some of their desires (if they are comfortable doing so). Write the desires so spoken in the form of a list on the board (in the form of bullet points with one or two keywords each). Avoid duplication.

After writing a desire on the board, you could ask why to get the underlying thought. For example, a student might say money. On asking why, he might say to be the richest man, on again asking he might say fame or buy whatever I want. These are two different things and the desire listed as money be changed to money - fame or money - get goods. Make sure that you are not judgmental. Do not deride or make fun of any desire nor should you allow the other students to do so.

C.1.3 Classify Desires

After the board is reasonably complete, you may classify each desire into two categories based on what it is fulfilling:

- Mental need
- Physical need

For example, clothes fulfil the physical need to protect our body from heat or cold. What do “branded clothes” fulfil? Is brand our attempt to fulfil our need for respect and recognition?

Would it ever fulfil the need for clothes? Even if it apparently fulfils it, would it have continuity or break down very soon?

C.1.4 Conclusion

In the end, you can conclude the following:

- The list is not infinite, but finite. It is only some tens in number.
- Most desires relate to mental rather than physical needs.

We would like our desires to be free of mutual conflicts (between desires), free of internal contradictions or contradictions to our naturalness.

Assignment C.1

- Make a list of your desires/aspirations. (You may use the list you have already made in the class).
- For each desire, ask ‘why’. When you come up with an answer, ask ‘why’ again! Keep doing it to get to the underlying thought.
- Write the underlying need that you get (need for feeling or physical need for body).

C.2 NEEDS OF SELF AND BODY

Discuss the needs of Self and Body in tabular form with respect to continuity in time, nature of need (qualitative or quantitative), finite or infinite, fulfilled by, activities etc.

	SELF	BODY
Example needs	Trust, Respect	Food, Clothing
Needs are	Happiness	Physical Facilities (Suvidha)
In Time, needs are	Continuous	Temporary
In Quantity, needs are	Qualitative (no quantity)	Quantitative (limited in quantity)
Needs are fulfilled by	Right understanding and right feelings	Food, clothing, etc.
Activities are	Desiring, Thinking, etc.	Breathing, heart-beat, etc.
Activities	Knowing, Assuming, Recognizing, Fulfilling	Recognizing, Fulfilling
It is of type	Conscious (non-material)	Physico-Chemical (material)

(if time available) knowing, assuming, recognizing and fulfilling (Jaanana, Maanana, Pahchaanana, Nirvaha Karna).

C.2.1 Distinguishing between Needs of Self and Body

Assignment C.2.

Go through the list of desires/aspirations prepared by students earlier, and classify them as satisfying the needs of "I" or the needs of the Body or of Both. You may have done so already.

Assignment C.3

- Give five examples in which you mix your mental and physical needs.
- For each example, what issues do you see due to which inter-mixing takes place and what can be done to resolve them.
- How do you relate some problems in society (e.g. corruption, global warming) due to this intermixing. Give four such problems and discuss.

D. PEER PRESSURE

D.1 Pressure Related to Appearance

The following scenario may be used to start a discussion on the topic.

Scenario 1

You are wearing plain clothes but pleasantly dressed, and going to a party. Before entering the hall you could peep in and find that everybody else is wearing expensive/stylish clothes. What would you do? Leave the place before anyone notices you, or walk in as usual without a concern?

Issues/Questions:

- Do you identify yourself (i.e. do you associate respect) with your clothes?
- Are clothes the most important part of you?
- Do you look at yourself based on others' perceptions of you?

D.1.1 Asymmetric Situation

In Scenario 1, consider that you are wearing expensive/stylish clothes and others are wearing plain clothes. Would you act differently in this case?

Cultural issue

In Scenario 1, consider, instead of plain clothes vs. expensive clothes, the situation is between kurta-pyjama vs. coat-pant or sari vs. slacks-jeans. What would be your action?

Valuable/costly gadgets

Scenario 2

Your friends are using valuable/costly gadgets like mobile, laptops etc. which your family cannot afford you.

Issues/Questions:

Do you feel Internal Pressure that they are a different class of people than you? Do you feel hesitation in making friends and behave normally with them?

D.1.3 Latest Model Gadgets

In Scenario 2, if the issue is of the latest model having an attractive outward look, what would your feeling be?

A Note of Caution to Mentors:

After attending so many HV classes, it is likely that the students (feeling the pulse of the subject) would smartly respond to the above questions in an idealist / right way to show that they are above these petty issues. In that case, you may provoke them to think about whether they would do it in a Real Situation. You may bring it closer to their Life Situation. Would they wear it in their Class Tomorrow?

D.2 Clarifying the Meaning of Peer Pressure

D.2.1 Peer Pressure - Some Basics

- Peer: A 'peer' is someone in your own age group.
- Peer group: Persons of equal rank/quality/ worth.
- Pressure: Pressure is the Feeling that you are being pushed towards making a certain choice - good or bad.

D.2.2 Definition of peer pressure

Peer Pressure on a person is the influence of a Peer Group that encourages to change the person's attitudes, values, behaviours or actions to conform to the Peer Group.

- In all the above situations, if somebody feels any Internal Pressure leading to Inferiority/Superiority Complex, it can be said that the person is under Peer Pressure.
 - Peer Pressure is a psychological pressure one experiences when one holds some Pre-Conditions (like Belief, Thought, Feeling, Behaviour, and Action) which is different from the pre-conditions of people around.

- Peer Pressure forces one to Change / Alter one's Own Values and adopt the Values of others though the latter is actually NOT of substance.
- In other words, it may be said that we act under peer pressure when we try to adopt preconditions Only to Please Others even though we feel it is Not good.
- A few more statements on Peer Pressure
 - Peers influence your life, even if you don't realize it, just by spending time with your peer group.
 - You learn from them, and they learn from you.
 - Peers play a large role in the social and emotional development of children and adolescents.
 - Their influence begins at an early age and increases through the teenage.
 - Responding to peer pressure is part of human nature but some people are more likely to give in, and others are better able to resist and stand their ground. Peer pressure is NOT always negative. But the goal is to be self-organized.

D.2.3 Purpose of Material/Physical Facilities, say Clothes

We may put this issue before the students for deliberation. And finally, it may be summed up as follows. The purposes of dress are to:

- Protect the body as per climatic needs, and
- Cover the body parts as per social norms.

The following questions may be put regarding costly or branded clothes (e.g., branded Jeans & T-shirts): Is it a demand of the body to go for costly & branded clothes OR the body needs comfortable clothes?

Which one is more comfortable cotton or polyester?

What needs does a costly or branded dress (or Jeans/T-shirts) satisfy? Ans: Need for identity, respect etc.

Are these needs of the body or needs of the self?

Ans: Self.

D.2.4 Satisfaction of Needs on Self

Can needs of self be satisfied by feelings or by goods?

Thereafter, the students may be asked to examine, if the same thought is applicable to physical facilities like Mobile phones, Laptops, watches etc.

The answer might be that the brand ensures the quality of the product. But are you buying the brand for the sake of so-called quality or show off value? Would you be willing to remove the visible brand label from your dress?

Observe yourself. Note that the observation is possible in the light of the right proposal. For example, it is possible here by separating the needs of the self and the needs of the body.

Assignment D.1

- Take one or two examples where you have mixed your mental and physical needs (from Exercise 7.2), and re-examine why mixing is taking place.
- What insecurities come to your mind? (This is self observation.)
- Do you see any conflict between desires?

E. PROSPERITY

E. 1 Basics

Prosperity is a feeling that I have more than my physical needs. It implies that:

- I know my physical needs.
- I have more than my physical needs.
- I know that I have more than my physical needs.

In the above, (2) is objective, but (1) and (3) have to do with knowledge of the self.

- Knowledge of the self
- Physical assessment

In the absence of such knowledge, one feels (poor) 'daridra', even when one has a lot of physical resources or wealth. Is it not that two brothers fight over the family possessions, even after each receives crores of rupees?

E.2 Conditions

- I should know my physical needs. I cannot feel prosperous if:
 - My needs are not definite. They keep changing based on what the other person has. If my needs are based on comparing with what the other person has, they will keep fluctuating. For example, if the other person gets item X, I would also need to have it. Or if the other person gets a bigger item Y, I feel that I do not have such an item, even when my needs are fulfilled.
- I should be able to differentiate between the needs of the self and the needs of the body and know that one cannot be fulfilled by the other.
- If I try to satisfy the needs of the self with physical goods, these can never be fulfilled.
 - One is continuous in time, the other is discrete.
 - One is qualitative, and the other is quantitative (and finite).
 - One relates to feelings, the other to physical entities.
- For example, if one tries to satisfy the need for respect by goods (e.g., a larger car or a bigger house), it can never be fulfilled. Or if I try to get respect by position (IAS officer, politician), it cannot be obtained; or if I try to get it by wealth, it cannot be obtained.
- Similarly, to satisfy the needs of the body, I need physical assets, and not feelings. No amount of respect would satisfy hunger, for example.

E.3 Result

It is a common mistake belief today that the needs of the body are the sole need. If they are satisfied, all their needs would be satisfied.

Education today teaches skills with hardly any thought of values. As a result, the needs of the self remain unfulfilled.

There are two types of people, predominantly:

- Sadhan viheen dukhi daridra (SVDD) (i.e. without resources, unhappy and deprived)
- Sadhan sampanna dukhi daridra (SSDD) (i.e. with resources, unhappy and deprived)
- Our education system at best takes students from SVDD to SSDD state.
- Check this point: What did your parents say, you will get after IIT education?

What is needed is to go to the state of:

- Sadhan sampanna sukhi samriddha (SSSS) (i.e. with resources, happy and prosperous)

This will happen only when we understand (possess knowledge) what are my needs, that the needs of self and body are different, and they both need to be fulfilled separately. If one mixes the two needs, neither can be fulfilled.

E.4 Advanced Topic

Prosperity also extends towards the future. Not only now, I have more than my needs, but in future also I shall have more than my needs.

This comes out of two key understandings:

- Nature has more resources than needed by me and all the people.
 - (India produces 2.6 times the food needed by all its people. But then, why are so many people hungry? Wrong social systems produce shortages for some, riches for others. There are also people who have no money to buy. It happens when there is lack of understanding of relationships or unwillingness to part with whatever is extra.)
- Ultimately, feeling of prosperity comes out of relationships! That is what gives us assurance about the future. We will be discussing relationships next.

Assignment E.1

- What is the meaning of prosperity? Give the areas of living (e.g., food, mobile phone, house) where you feel prosperous and areas where you feel not. Explain with examples.
- Give examples from your life where you think the lack of prosperity is due to your mixing the needs of the self with needs of the body (i.e., you are trying to satisfy the need of the self by physical things, which cannot be satisfied). What would you do about it?

F. RELATIONSHIP IN FAMILY

F.1 Seven Relations

- Parents-children (maataa & pitaa, putra-putri)
- Teacher-student (guru-shishya)
- Brother-sister (bhai-behan)
- Friend (mitra)
- Saathi-sahayogi (leader-assistant at work place)
- Husband-wife (pati-patni)
- System related (Vyavasthaagata sambandh)

F.2 Justice (Nyaya) in Relationship

We have discussed expectations. Now we would like to introduce feeling (Bhaav) in a relationship. The feelings are in us (namely, in self). We can experience the feelings.

The important point is, expectations in relationships are due to feelings. We usually assume that expectations are for goods. For example, expectation in the parent-children relationship is the feelings of Mamta (feeling of caring), and vatsalya (feeling of guidance). The outcome of this would be providing food etc. not vice versa. If there is only a transaction of goods, it is not a relationship, but a transaction or sauda.

Fulfilment of expectation of feeling leads to justice (nyaya). Justice (Nyaya) consists of four elements:

- Recognition/identification of values (mulya ki pehchan) in one-to-one relationships,
- Efforts made for the fulfilment of expectations in the relationship (mulya kaa nirvah),
- Right evaluation of the effort for the fulfilment of values and its success etc. and
- In case of success, the feeling of Mutual Happiness (Ubhay-tripti).

For example, in a Parent-Child relationship, the parent recognizes the feeling of Affection, and the child recognizes the feeling of Gratitude. If a child is hungry, the parent makes an effort to feed the child with a feeling of Care (mamta). And the child, in turn, feels fulfilled and feels Gratitude. Thus, in the process of fulfilment of values, the parent, as well as the child, feels Happiness leading to Ubhay-tripti.

F.2.1 Related topics for discussion

- Sambandh and Sampark
- There are mulya (values) in the relationship

F.2.2 Follow-up questions are:

- Do you want nyaya only on a few occasions or every moment? Answer: Every moment
- Do you think it is the court of jurisdiction that can ensure Nyaya or only open-hearted discussion within the family members is the way for ensuring Nyaya? Answer: Discussion within family members.

Elaborate on how the court cannot ensure nyaya. The court can proclaim only judgement (faisla), and cannot ensure ubhay-tripti. Nyaya would be there if all parties recognize their role in fulfilling expectations.

F.3 Transaction and Relationship

A transaction is where two people work together or exchange something according to some agreed terms. Many functions in society are accomplished by means of transactions.

In a relationship, expectations are related to feelings. The difference between a relationship and a transaction is that in a relationship, the feelings are primary.

F.3.1 An Example - Restaurant Operating through Gifts

Consider the following example. A family went to a restaurant and had a meal. After it was over, they asked for the bill. The bill surprised them. It listed the expenses for the meal, but at the end, it said you do not have to pay anything because your bill has been paid! The surprised family looked around as it asked, but who has paid our bill?

The waiter replied that the previous customer had paid the bill. As the family, start to get up, the waiter asked, would you like to gift a meal to the next customer?

F.3.2 Feel the Feelings

The students were asked, what would you feel if you were in that situation? After a couple of jovial comments, they replied that it obviously would feel good. When asked to close their eyes and feel those feelings, some replied that there would be positive feelings, they would feel gratitude towards the unknown donor, etc. These feelings are what we have earlier called “continuous happiness”.

When the customers would give, they would also feel happy that they are leaving a gift for someone (rather than paying for a service).

F.3.3 Chain of Life

One of the students pointed out that this is what life is. We get gifts from our ancestors, unknown people, and humanity at large. And when we pass away, we leave gifts for the coming generation. This is how life is.

F.3.4 Gift Culture

When we build a society in which gift culture (give and give) is inculcated, it gives happiness to all around (to the giver as well as to the recipient, who in turn can give for someone else).

In the example, when asked how much money would you leave for the next customer, many students replied that they would leave an amount slightly more than the bill.

Now consider two situations, first, the one above, and second, a normal restaurant. In both cases, the meal is eaten, and the money is paid; however, in the former, feelings are generated as well!

F.4 Fair Transaction

The conversation moved to the transaction, we are not against it. But the transaction should, of course, be a fair transaction.

What is fair? Fairness is not determined by only a legal viewpoint, which can give us only the minimum.

A wise society builds its culture and practices in which feelings get generated or enhanced in day-to-day functioning, in its practices, in transactions.

F.4.1 Example - Tea Vendor at a Station

I was travelling on a train from Delhi to Kanpur on a cold wintery night. It was 3rd January, 2011 and the time was about 5 am. The train came to a stop, and I woke up.

On peeping through the window, I noticed that it was a very small station, where even the platform was of quite low height. On getting down, we learnt that a train, just three trains ahead of our train, has had a major accident.

While waiting to find out what would happen next, I went to a tea shop. It was the only tea shop, and it was full because of the train and the cold wintery morning. The tea shop owner declared: Tea will be served to everyone, at the same price, in the same proportion of tea leaves, sugar and milk. I have phoned for milk, and more milk would be arriving soon. And sure enough, a couple of milkmen with milk containers on their scooters started arriving.

F.4.2 Values Imparted by Modern Education

Suppose the vendor had said that I am raising the price of tea to Rs.10, how would you feel? Most students said that they would feel cheated. But legally, as long as he has announced the new price beforehand, it is not cheating.

If a person educated in economics or MBA was there, what would he have said about the tea vendor?

Probably he would have said, "He is a fool; he should increase the price." And he would justify it by referring to the Theory of Supply and Demand.

Where would such an educated person have studied? Perhaps in the best of our business schools and have done an MBA. So the best of our institutions are teaching this to the best of our students, through the best of our teachers!

F.4.3 Societal Values

Under what values is the tea vendor operating, when he is not raising the tea prices? It is the value which says that it is wrong to take advantage of a person, in his time of need or helplessness. And his behaviour generates a good feeling.

At the time of payment for the tea, there were many people wanting to pay and go. All I did was, paid Rs.50 currency note and went away before the vendor could return the money. This is the least I could do to acknowledge the values of that vendor.

Wise societies build their practices and laws which promote values/feelings, even in ordinary transactions.

F.5 Justice Leads to Harmony

The feeling of justice is experienced or realized at the level of family first. Then it extends to the society level and gradually to the world family (vasudhaiw kutumbakam).

F.6 Nine Values (Mulya)

There are nine types of feelings or values in relationships.

- Trust (Vishwas)
- Respect (Samman)
- Affection (Sneha)
- Care (Mamta)
- Guidance (Vatsalya)
- Gratitude (Kritagyata)
- Reverence (Shraddha)
- Glory (Gaurav)
- Love (Prema)

G. MULYA IN RELATIONSHIP: TRUST (VISHWAS)

G.1 Definition

Everybody wants to be Happy and Prosperous. The assurance within myself that the other human being wants to make me happy and prosperous continuously and unconditionally is known as Trust.

G.1.1 Exploring into Trust

Verify the following four statements by asking yourself whether you agree: Proposition regarding want or chaahat

Likely answers of students (write actual answers on the board)

- I WANT to make myself always happy. # Yes
- I WANT to make the other person always happy. # Yes
- The other WANTS to make himself/ herself always happy. # Yes
- The other WANTS to make myself always happy. # ?

Now verify the following four statements on the basis of your competence: Proposition regarding competence or yogyata. #

Likely answers:

- I am ABLE to make myself always happy. # ?
- I am ABLE to make the other person always happy. # ?
- The other is ABLE to make himself/ herself always happy. # ?
- The other is ABLE to make myself always happy. # ??

Take the example of a friend with whom you had a dispute followed by unhappiness.

- The first set of four questions [1-4] is related to my intention or chaahat (in other words, what I really want to be).

The next four [1-4] are related to my competence or yogyata, in other words, whether I am capable of rendering what I want.

The contrast between doubt on intention vs. doubt on competence. In terms of competence, trust can be viewed as To be assured that the intention of the other is always correct. Let us examine, in general, where we go wrong in judging intention and competence.

- We generally evaluate ourselves on the basis of our intention and others on the basis of their competence.
- We seldom look at our competence and other's intention.

A few examples of the above two statements demonstrate my perception: My perception about the other # My perception about myself

The other broke a glass # The glass broke due to slip of my hand
The other did not come on time # I tried really hard to reach on time

The other makes mistakes intentionally # I make mistakes by accident
The other is at fault # I am right
If we can see the intention of others, it might work miracles, as seen below:

- If we have trust on other's intention, we have a feeling of being related to the other and spontaneously start helping the other to improve his competence, if he is lacking.
- If we do not have trust on other's intention, we have a feeling of opposition with the other which leads to fights, dispute, and ultimately to bitterness.

G.1.2 Further Exploration

A demanded/ asked for/ expected something from B that B could not fulfil. Let us explore, who is at fault for such non-compliance A or B. Mentors may ask students the various reasons why B could not fulfil the expectation of A. Possible responses may be like the following:

- B is not having the desired thing.
- B does not want to help A.
- In the past, A did not fulfil the expectation of B. And examples like that.

With some dexterity, the mentor would prove from each of the responses that A could not build up requisite Trust in B for fulfilling his expectation, hence the blame rests on A alone for such non-compliance.

Takeaway: The Intention of the other is always positive (like myself) only the Competence may be lacking.

G.1.3 Assignment G.1

- List the names of persons on whom you have complete Trust on their intention - continuously & unconditionally.
- Name persons you feel close to but not coming in the above list. Why do you lack complete Trust in them? Describe.
- Also list how many people have complete Trust on you. How do you know it?

H. MULYA IN RELATIONSHIP: RESPECT (SAMMAAN)

H.1 Definition

Sammaan = Sam (right) + maan (evaluation) Respect = Right evaluation

H.2 Disrespect (Apmaan)

Whenever the evaluation is not right, it is disrespectful. If we observe, we will find in our day-to-day relationship, we tend to do one of the following four, leading to disrespect: Over Evaluation (Adhi-mulyan) to evaluate for more than what it is. Under Evaluation (Ava-mulyan) to evaluate for less than what it is. Otherwise Evaluation (Anyatha-mulyan) to evaluate for other than what it is. No Evaluation (Amulyan OR Nirmulyan) ignoring to evaluate

H.3 Right Evaluation on the Basis of the Self (I) (of a human being)

Seeing that the other is like me (points (1) to (3)):

- Our purpose is the same since our Natural Acceptance is the same:

- As I want to be and remain continuously happy, so does the other.
- Our purpose is the same: My purpose is to live happily throughout.
- Understanding and living in Harmony at all levels, so it is for the others. Capacity (khsamta) is the same: I have the ability to understand (samajh) and so does the other. As I continuously operate in the form of Desire, Thought & Selection, same is with others.
- The difference is only at the level of Understanding (not just information):
 - If the other has Better Understanding than Me, I need to understand from the other.
 - If the other has Lesser Understanding than Me, I accept the responsibility to improve the Understanding of the other.

H.4 Grave Mistake in evaluating human being

A human being is a coexistence of Self and Body. The needs of the Body and those of the Self are different. The activities of the Body and those of the Self are also different. But we evaluate human beings based on body or society:

- based on rupa (body): e.g. race, colour, size, gender
- based on bala (body): e.g. physical strength
- based on pada : e.g. position
- based on dhan : e.g. wealth, money
- based on beliefs: e.g. based on caste, religion, ideology, and any other beliefs.

In the process, one totally ignores the Self. This is a Grave Mistake and Disrespect to human beings. It has led to differentiation among human beings on the basis of race, nationality, caste, religion, ideology etc. and is the prime cause of conflict.

Assignment H.1

Narrate five interactions you had with others and check whether you had evaluated them based on 5 wrong properties i.e. rupa, bala, pada, dhana & buddhi.

INDUCTION & ORIENTATION SCHEDULE

Initial Phase

The initial phase of the induction consists of registration and admission formalities at the school/department level. The schools/departments at IIMT University will follow this schedule to assist new students in adjusting to university life and provide them with the necessary information and resources as per their onboarding schedule.

DAY	TIME	ACTIVITY
Day 0	09:30 am - 04:00 pm	Academic registration & admission formalities by respective departments
Day 1	09:30 am - 12:25 am	Sarasvati Vandana Institution orientation
	12:30 pm - 01:25 pm	Lunch break
	01:30 pm - 03:55 pm	Department orientation
	04:00 pm - 05:00 pm	Mentor-mentee groups - Introduction within group

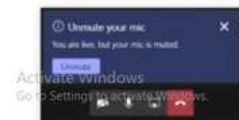
DAILY SCHEDULE (DAY 2 ONWARDS)

Induction & orientation is typically a week-long program at the beginning of the academic year that aims to introduce new students to their university. It typically includes various activities, such as campus tours, information sessions, social events, and opportunities to meet faculty and staff. The goal is to help students familiarize themselves with the university's facilities, services, academic expectations, and campus culture.

Keeping all these points in mind below is the schedule designed for all the schools/departments at IIMT University for activities to be carried out from day 2 onwards.

Session	Time	Activity	Remarks
I	09:30 am to 10:55 am	<ul style="list-style-type: none"> Morning sessions Lectures by Eminent People 	<ul style="list-style-type: none"> As scheduled: 3-5 lectures
II	11:00 am to 12:25 pm	<ul style="list-style-type: none"> Mentoring with Universal Human values Visits to Local Area 	<ul style="list-style-type: none"> On All Day On Saturdays
12:30 pm to 01:25 pm Lunch break			
III	01:30 pm to 02:25 pm	<ul style="list-style-type: none"> Familiarization with School/Department Literary (Play acting/Reading/Writing) Extra-Curricular Activities Report on the Induction Program (group wise) 	<ul style="list-style-type: none"> Day 1 Day 2, 3 and 4 Day 5 Day 6
IV	02:30 pm to 03:55 pm	<ul style="list-style-type: none"> Familiarization with School/Department Creative Arts and Culture Extra-Curricular Activities Report on the Induction Program (group wise) 	<ul style="list-style-type: none"> Day 1 Day 2, 3 and 4 Day 5 Day 6
V	04:00 pm to 05:00 pm	Games	On All Days

WELCOME TO IIMT UNIVERSITY



IIMT UNIVERSITY

Vision

To be a world - class university imparting knowledge and values and providing students, an excellent learning experience through research & innovation in the field of Science, Technology, Management and other areas that will meet the aspirations of world community.



IIMT UNIVERSITY

Mission

University stands for academic, professional and ethical empowerment of the youth by using the state-of-the-art technology, time-tested and innovative concepts, excellent infrastructure and internationally acclaimed facilitators.



IIMT UNIVERSITY



- ❖ IIMT GROUP WITH ITS INCEPTION IN 1994 HAS 5 EDUCATIONAL CAMPUSES, 16 COLLEGES, 2 SCHOOLS AND 2 HOSPITALS UNDER THE FLAGSHIP OF IIMT.
- ❖ A STATE PRIVATE UNIVERSITY ESTABLISHED BY STATE-GOVT. VIDE UP ACT NO. 32
- ❖ A VALUE DRIVEN RESEARCH - ORIENTED UNIVERSITY



IIMT UNIVERSITY



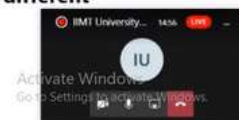
- ❖ IIMT UNIVERSITY OFFERS COURSES AT GRADUATE, POST-GRADUATE AND DOCTORAL LEVEL.
- ❖ VARIOUS PROGRAMMES ARE OFFERED IN DOMAINS OF
 - ENGINEERING
 - MEDICAL
 - PARA-MEDICAL
 - NURSING
 - LIFE SCIENCES
 - BASIC SCIENCES
 - HOME SCIENCE
 - PHYSICAL EDUCATION
 - LAW
 - MANAGEMENT
 - COMPUTER APPLICATION
 - IT
 - MASS COMMUNICATION
 - HOTEL MANAGEMENT
 - EDUCATION
 - AGRICULTURE ETC.



UNDERGRADUATE PROGRAMMES



- Computer Science Engineering
- Mechanical Engineering
- Civil Engineering
- B.Sc. Nursing
- GNM
- ANM
- Pharmacy
- Commerce
- Business Administration
- Computer Application
- Computer science
- Law (3 yr & 5 yr)
- B.Ed
- BHMCT
- Home Science
- Physiotherapy
- Optometry
- Medical Laboratory & Technology
- Biotechnology
- Microbiology
- General Biology
- Agriculture
- Journalism & Mass Communication
- Aviation
- Aeronautics
- Physical Sciences
- BPES
- BPED
- BNYS
- Yoga Diploma
- Polytechnic in different branches.



POST GRADUATE PROGRAMMES

- Civil Engineering
- Computer Science Engineering
- Computer science Applications
- Criminal Law
- Civil Law
- Education
- Pharmacy
- MHMCT
- Commerce
- Business Management
- Temple management
- Journalism & Mass Communication
- Biotechnology
- Microbiology
- Zoology
- Botany
- Physiotherapy
- Post Basic Nursing
- Home Science
- Physics
- Chemistry
- Mathematics
- Statistics
- Agronomy
- Horticulture
- MPED



DOCTORAL PROGRAMMES

- Commerce
- Management
- Computer science and Applications
- Education
- Law
- Biotechnology
- Biochemistry
- Zoology
- Pharmacy
- Physical Education



OUR PATRONS

❖ SHRI YOGESH MOHANJI GUPTA
Chancellor, IIMT University



OUR PATRONS



❖ SHRI ABHINAV AGGARWAL
Pro-Chancellor, IIMT University



ACADEMIC MODEL OF IIMT UNIVERSITY



CURRICULUM DESIGN AND ENRICHMENT



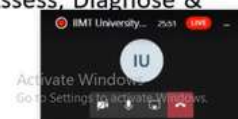
- INDUSTRY ORIENTED EDUCATION APPROACH
- STUDENT CENTRIC EDUCATION PATTERN, CBCS
- INDUSTRIAL TRAINING AND VISITS
- MINOR/MAJOR RESEARCH PROJECTS
- FIELD TRAINING
- CASE STUDIES
- EMPLOYMENT ENHANCEMENTS INITIATIVES
- VALUE ADDED COURSES
- CONTINUOUS EVALUATION
- ENTREPRENEURSHIP DEVELOPMENT FACILITIES



TEACHING-LEARNING PROCESS



- In IIMT University education is not filling of a bucket, but lighting of a fire.
- Curriculum is designed to enhance student knowledge and skill development.
- The syllabus is industry oriented and caters to the dynamic requirements of the professional world.
- The lesson plan is structured and organized in three step format – Assess, Diagnose & Plan.



ASSESS



- Learner's needs
- Resources Available
- Environment
- Readiness to learn





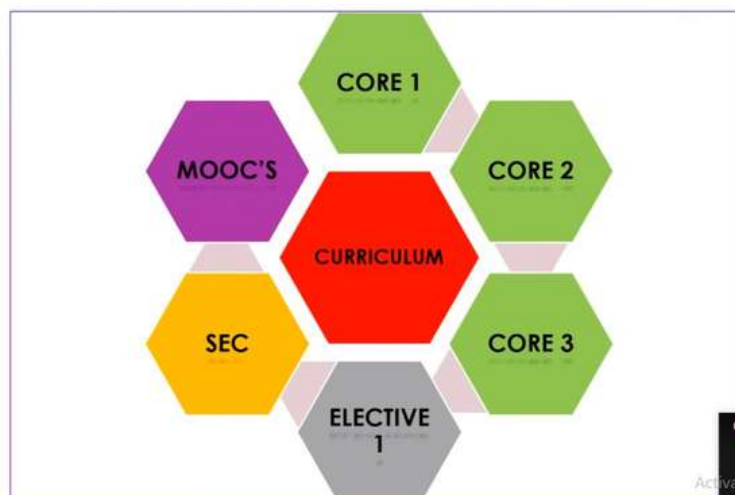
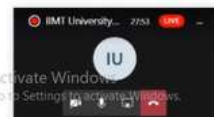
DIAGNOSE

- Previous Knowledge
- Knowledge Gap
- Areas of Improvement



PLAN

- Learning Objectives
- Notes
- Research work
- Learning Topics
- Learning Outcomes



LEARNING METHODOLOGIES



CLASSROOM LEARNING

- Formal Lectures
- Assignments
- Guest Lectures

PRACTICAL LEARNING

- Lab sessions
- Workshops
- Industrial Visits
- Summer Trainings
- Internships

ADVANCED LEARNING

- MOOC's
- NPTEL
- SWAYAM
- Spoken Tutorial
- SEC's
- CSR's
- EEC's



First Year Students Orientation Program Session 2020 21 @ IIMT University

OBJECTIVE OF EXAMINATION CELL



- Timely conduction of examinations
- Timely announcement of results without any room for delay, manipulation and malpractices.
- Dimensions of examination cell:
 - (a)Legislative framework (extract of relevant provisions for the IIMTU Act)
 - (b)Pre-examination process,
 - (c)Examination process, and
 - (d)Post-examination process.



21:43 / 1:00:10 Scroll for details

General Policies of Examinations



- **Student Enrollment**
- After the admission is confirmed, student has to submit TC / Migration Certificate in original.
- Student Enrollment form submission is done to Registrar Office with the payment of fee.
- Enrollment Number once allotted will remain same for the full course.
- The list of enrolled students programme wise is given to Controller of Examination office and only listed students shall be allowed to fill their Examination Forms.



Award of Division & Grading System for the Program



- The division shall be awarded on the basis of final year result.
- If a candidate passes all examinations and secures 50% or more marks but less than 60% marks, he/she shall be graded as C+.
- If a candidate passes all examinations and secures 60% or more marks, he/she shall be graded as B and above as per the table in next slide.
- The candidates at first two top positions only will be awarded medals of Gold and Silver respectively in order of merit.



- Based on the Percentage of Marks obtained in subject, a Letter Grade is awarded.



- Each Letter Grade has the Performance Level and Grade Point as given in the following Table:

Marks Obtained (in Percent)	Letter Grade	Grade Point	Performance Level
> = 90	A+	10	Outstanding
> = 80 and < 90	A	9	Excellent
> = 70 and < 80	B+	8	Very Good
> = 60 and < 70	B	7	Good
> = 50 and < 60	C+	6	Average
> = 40 and < 50	C	5	Below Average
< 40	D	0	Fail
-	S	-	Satisfactory (Only for Dissertation)
-	U	-	Unsatisfactory (Only for Dissertation)



ACADEMIC CALENDAR

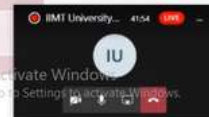


S.No.	Activities	Dates
1.	Completion of Admission Process	31 st October, 2020
2.	Commencement of the Classes of all 1 st year including Diploma 1 st Year etc.	2 nd November, 2020
3.	Last date of submission of Enrolment Form	31 st December, 2020
4.	I Sessional Examinations - Odd Semester and Annual System both. (after completion of about 40% syllabus) (Each paper shall be of 2 hours-2shifts per day)	1 st December to 4 th December, 2020
5.	II Sessional Examinations only for Semester System (after completion of about 70% syllabus)	18 th January 2021 to 21 st January, 2021
6.	Last Date of Submission of Examination Form (Semester System)	31 st January, 2021
7.	Completion of Syllabus of all the programmes under Semester System	20 th February, 2021
8.	III Sessional Examinations - Odd Semester Only (after completion of 100% syllabus) (Each paper shall be of 3 hours – one shift per day)	21 st February to 28 th February, 2021
9.	Preparatory leave for students of Semester System	1 st March to 7 th March, 2021
10.	End Semester Examination (Theory & Practical both) - Odd Semester	8 th March to 26 th March, 2021





11.	II Sessional of Annual Pattern (after completion of 60% syllabus).	23 rd March to 26 th March, 2021
12.	Summer Break	27 th March to 04 th April, 2021
13.	Commencement of Classes - Even Semester	05 th April, 2021.
14.	Last Date of Submission of Exam Form for Annual Pattern Programmes	15 th April, 2021
15.	I Sessional Examinations - Even Semester after completion of 60% of the syllabus and II Sessional Examination of Annual Pattern (after completion of 70% syllabus).	11 th May to 15 th May, 2021
16.	II Sessional Examinations of Even Semester (after completion of 70% Syllabus/III Sessional Examination of Annual System (after completion of 100% syllabus)	26 th June to 30 th June, 2021
17.	Completion of Syllabus of all the programmes	22 nd July 2021
18.	III Sessional Examination of Even Semester.	23 rd July to 31 st July, 2021
19.	Preparatory leave for all the students	1 st August to 8 th August, 2021
20.	End Semester Examination (Theory & Practical) - Even Semester/Annual System	9 th August to 21 st August, 2021
21.	Summer Break of students (for Semester & Annual Both).	22 nd August to 29 th August, 2021
22.	New Academic Session	30 th August, 2021



Business Incubator

IIMT Business Incubator



- IIMT Business Incubator produces young innovative & skillful entrepreneurs
- Drivers of economic growth in the nation.
- Our dedicated team motivate, cultivate & bring out the entrepreneurship spirit among students with pre-mentorship support.



Business Incubator



OBJECTIVES

- ▶ To support entrepreneurs in developing their businesses, especially in initial stages.
- ▶ To provide technological facilities and advices, initial growth funds, network and linkages, co-working spaces, lab facilities, mentoring and advisory support.





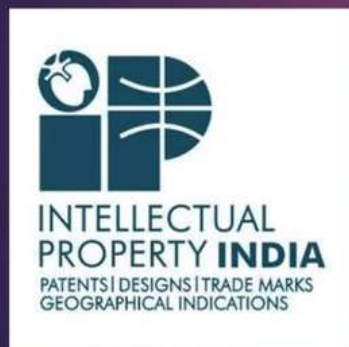
OBJECTIVES

To invest in growth startups, or have links to potential funding sources.

To provide access to compliance services from professionals such as accountants and lawyers; not to mention the invaluable mentoring and networking support available at the incubation center, through the staff and other entrepreneurs at the incubator.



PATENTS



6 Patents Applied
1 Patent Granted

Activate Windows
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PLACEMENTS



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PLACEMENT DRIVES



- On Campus
- Off Campus
- Pool Campus
- Job Fair
- References

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OUR TOP RECRUITERS



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OUR TOP RECRUITERS

- TCS
- Shree Cement
- Torrent Pharma
- Byju's
- Titan
- Hamdard Labs
- Amazon
- Jeevansathi
- Pfizer Pharma
- HDFC Bank
- IBM
- Ranbaxy
- British Telecom
- TCI
- AIIMS
- JK Technosoft
- Genpact
- Apollo Hospital
- Taj
- JW Marriott
- Metro Hospital
- The Oberoi
- The Lalit Hotel
- Max Super Speciality
- Jaro Education
- Tommy Hilfiger
- Fortis Hospital

and many more...

1004
PLACEMENTS IN
2018-2019



1254
PLACEMENTS IN
2019-2020

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BEYOND ACADEMICS.....

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CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES @ IIMT UNIVERSITY

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Examples of Extracurricular Activities



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Art

- Improves motor skills
- Develops problem solving skills
- Encourages self expression
- Encourages creativity
- Encourages acceptance of others

Music

- Improves coordination
- Encourages concentration
- Develops patience
- Improves self-confidence
- Helps in relaxation of mind and body

Drama

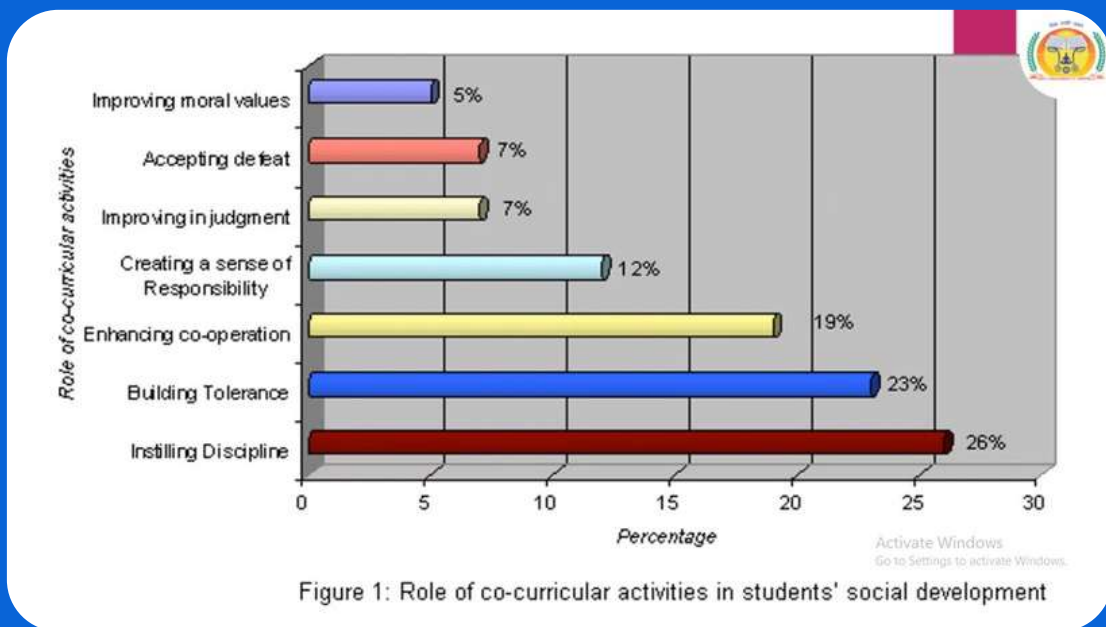
- Improves language skills
- Teaches empathy
- Helps develop a moral sense
- Improves long term memory
- Develops public speaking abilities

Environmental Education

- Improves social awareness
- Improves reading abilities
- Encourages sustainable life choices
- Encourages creativity

Sports

- Teaches coordination
- Improves overall health
- Improves reflexes
- Builds strength
- Teaches team work





FESTS

- ▶ YOUTH FEST
- ▶ CULTURAL FEST
- ▶ SPORTS FEST
- ▶ TECH FEST

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47:40 / 1:00:10

Scroll for details



TECH FESTS

- ▶ INNOVATIVE FESTS
- ▶ PROJECT PRESENTATION
- ▶ HACKATHONS
- ▶ IDEATHONS
- ▶ BUSINESS MODEL COMPETITION

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47:57 / 1:00:10

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CLUBS @ IIMT UNIVERSITY



1. LITERARY CLUB
2. CULTURAL CLUB
3. PDP CLUB
4. ENGLISH CLUB
5. SPORTS CLUB

Activate Windows
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6. COMMUNITY CLUB
7. ALUMNI CLUB
8. INNOVATION CLUB
9. ECO CLUB
10. WOMEN DEVELOPMENT CELL

Activate Windows
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EXTRA-CURRICULAR ACTIVITIES

@

IIMT UNIVERSITY



DEPARTMENT OF SPORTS
DR. DEEPENDER SINGH
SPORTS OFFICER (IIMT
UNIVERSITY)



SPORTS FOR ALL



SPORTS FACILITIES IN IIMTU





IMT Univer... 0:00:33 LIVE

Activate Windows
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Type here to search

14:49 06-11-2020

400 MT STANDARD TRACK



TikTok @vipin_gujjar_007

IMT Univer... 0:00:33 LIVE

Activate Windows
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Type here to search

14:49 06-11-2020

First Year Students Orientation Program Session 2020 21 @ IIMT University

SYNTHETIC BASKET BALL



IMT Univer... 0:00:37 LIVE

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50:48 / 1:00:10

Scroll for details

Type here to search

14:49 06-11-2020

First Year Students Orientation Program Session 2020 21 @ IIMT University



► SWIMMING



50:49 / 1:00:10 Scroll for details

First Year Students Orientation Program Session 2020 21 @ IIMT University



► CRICKET

TWO PITCHES (2 NET PRACTICE ZONE)



50:51 / 1:00:10 Scroll for details

MUD COURT, SYNTHETIC COURT, BEACH VOLLEYBALL



Type here to search

10 LANE SHOOTING RANGE



TAEKWONDO, WRESTLING, BOXING, JUDO



KABADDI COURT



FOOTBALL FIELD

A screenshot of a video recording a football match on a grass field. The scene shows several players in black and red kits in the foreground, with other players and spectators in the background. The video player interface includes a search bar, taskbar, and system tray. A watermark for IMT Univer... is visible in the bottom right corner.

KHO KHO

A screenshot of a video recording a Kho Kho match on a paved area. The scene shows several players in blue and yellow kits in the foreground, with other players and spectators in the background. The video player interface includes a search bar, taskbar, and system tray. A watermark for IMT Univer... is visible in the bottom right corner.

INTER DEPARTMENT

A screenshot of a video recording an inter-department activity on a grass field. The scene shows a group of students in yellow and blue kits participating in an activity. The video player interface includes a search bar, taskbar, and system tray. A watermark for IMT Univer... is visible in the bottom right corner.

CONDITIONING PHYSICAL FITNESS EXERCISES



Shot on OnePlus

IMT Univer... 09:55 LIVE

Activate Windows
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Type here to search

14:49
04-11-2020

This block features a video player with a purple header containing the text 'CONDITIONING PHYSICAL FITNESS EXERCISES'. The video shows a group of students in blue and black athletic wear performing conditioning exercises on a large grass field. In the background, there are several multi-story residential or institutional buildings under a clear sky. The video player interface includes a search bar, taskbar icons, and system tray information.

TABLE TENNIS HALL



IMT Univer... 09:55 LIVE


Activate Windows
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Type here to search

14:49
04-11-2020

This block features a video player with a purple header containing the text 'TABLE TENNIS HALL'. The video shows several students in a well-lit indoor hall playing table tennis. One student in a blue shirt is in the foreground, captured in a dynamic pose as if hitting a ball. Other students are visible in the background, some watching and others playing. The video player interface includes a search bar, taskbar icons, and system tray information.

MULTI GYM, CROSSFIT.



GYM

IMT Univer... 09:55 LIVE

Activate Windows
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Type here to search

14:49
04-11-2020

This block features a video player with a purple header containing the text 'MULTI GYM, CROSSFIT.'. The video is split into two panels. The left panel shows a wide view of a gym with various exercise machines and students working out. The right panel is a closer shot of students performing a weightlifting exercise, with one student in a black shirt lifting a barbell. The video player interface includes a search bar, taskbar icons, and system tray information.

HORSE RIDING



A person wearing a helmet and riding gear is riding a brown horse in an outdoor arena. The horse is in motion, and the rider is looking forward. The background shows trees and a fence.

IBMT Univer... 09:06 14:51

Private Window
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Type here to search

14:49 04-11-2020

RUBBER BADMINTON COURT



Several people are playing badminton on a green rubber court. One person in a yellow shirt is in the foreground, and others are visible in the background. The court is surrounded by a building.

IBMT Univer... 09:06 14:51

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14:49 04-11-2020

YOGA HALL



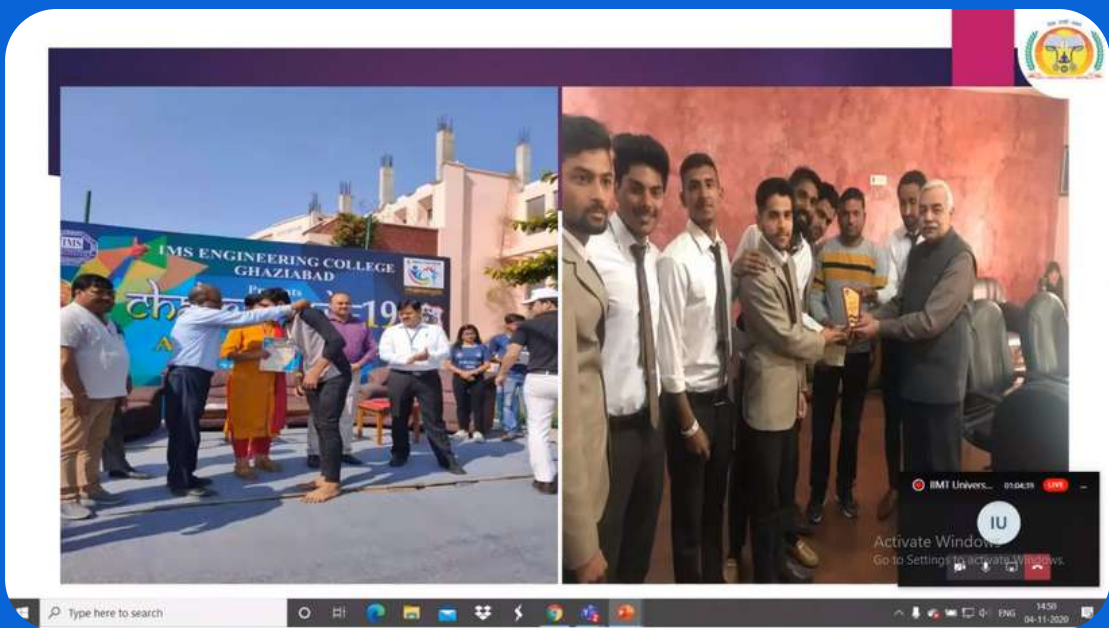
A group of people is practicing yoga in a hall. They are performing a similar pose on colorful mats. An instructor is visible in the background.

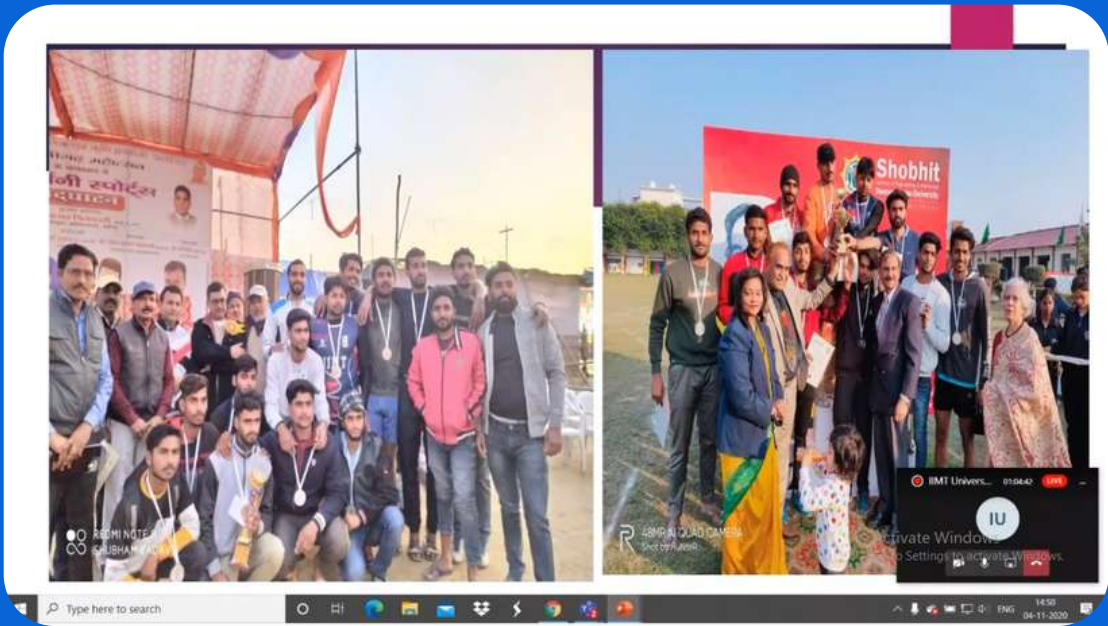
IBMT Univer... 09:06 14:51

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14:50 04-11-2020







INTRAMURAL



DO's & DONT's FOR IIMTU STUDENTS

- Dignity and courtesy inside and outside the university.
- Strict University dress code to be followed
- Should wear identity cards inside the campus and also when attending any meetings outside the campus
- Students shall not entertain visitors without prior permission in the campus.
- Ignorance of not reading any notice/circular displayed shall not be accepted as an excuse for failing to comply with the directions contained in it.
- Spitting, smoking and throwing bits of paper is prohibited.
- Refrain from possessing, consuming or distributing alcohol, harmful drugs, narcotics, ghutkas, chewing gums and smoking cigarettes.



DO's & DONT's FOR IIMTU STUDENTS



- Do not possess firecrackers of any kind in the hostel and college campus.
- Do not smear colored powder and splash color water in the guise of festivals and functions
- Do not scribble on the desks or the black board or on the walls of the college and hostel.
- Do not enter the university office during unspecified hours.
- Students are advised not to harm the reputation of the university or individual (fellow students and institute staff) through social and electronic media.
- Respect the university property. Destroying or damaging the university property is punishable.



DO's & DONT's FOR IIMTU STUDENTS



- Students are not allowed to convene any kind of meeting in the campus or any sort of fund collected without the permission of the concerned officials.
- All vehicles should be parked in the allotted place. No vehicle will be allowed to enter the institute premises during the institute timings.
- Students coming by two wheelers have to compulsorily wear Helmet.
- Students who are not availing the bus facility but caught traveling in bus will be charged with full bus fee as fine.
- While attending university functions, the students will conduct themselves in a way as to bring recognition to themselves and to the university.



Rules for Hostellers



- The Hostellers are not allowed to leave the hostel campus after 7.30 P.M (Boys) and 6.00 P.M. (Girls).
- Smoking, Drug addiction, consumption of liquor, chewing of Pan / Pan masala is strictly prohibited inside the hostel campus.
- Involvement of any hosteller in in-disciplinary activity or criminal case in or around the hostel premises could lead to his/her expulsion from the hostellers well the institute.
- The hostellers are not allowed to entertain any guest, friends or relatives in the hostel premises.
- No music or electronic gadget is allowed to be played in the hostel premises.
- No telephone facility for out going calls would be provided to the students.

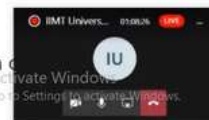




- The hostellers –
 - ❑ are allowed to leave the hostel with the permission of the Hostel Warden / Faculty In charge during the permitted time.
 - ❑ have to take one day advance permission to go out of the hostel for more than one day.
 - ❑ have to submit their parent's permission for going out during vacations or for more than one day.
 - ❑ girl hostellers are not allowed to meet their friends and relatives in the hostel.
 - ❑ are not allowed to arrange any parties in the hostel premises.
 - ❑ are not allowed to change their rooms or spend night in room other than the one allotted without the prior permission from the hostel warden.
- Indiscipline or misbehavior on the part of any hosteller towards the fellow hosteller or staff would liable him / her for expulsion or gross punishment declared by the institute.



- Bulbs, tube lights, fans, glasses, furniture etc should be maintained by the hosteller.
- Cleanliness of the room is the responsibility of every hosteller.
- Mess facility will be provided by the institute.
- Hostel fees once deposited will not be refunded.
- If any hosteller would like to avail the hostel facility in the session ahead, he/she is required to submit the application before going away for the vacations.
- Management reserves the right to alter any rule any time.
- All disputes are subject to Meerut Jurisdiction.
- The hosteller can occupy their hostel room for maximum 5 days before commencement of the next academic session.
- The hosteller should vacate the hostel room maximum 3 days after completion of academic session.



Dos and DO NOTs TO SAFEGUARD FROM CORONAVIRUS

Dos.

- Co-operate with the security personnel for Thermal Screening.
- Wear a face mask before stepping out.
- Carry a soap paper or small soap bar or an alcohol-based hand sanitizer.
- Before beginning day's work, disinfect the desk.
- Maintain social distancing including during interaction.
- Use a tissue paper to touch electric, lift or any other buttons.
- Disinfect the most-touched parts of the car, including the door & door handle etc.
- Wash hands properly before eating and Eat at a distance from others.
- When come home, take a bath and put clothes for washing separate.
- Follow respiratory etiquettes - cover mouth when coughing or sneezing.
- Monitor health closely.
- Drink plenty of water / liquids and eat nutritious food
- Disinfect mobile phone and other items.



Dos and DO NOTs TO SAFEGUARD FROM CORONAVIRUS

DO NOTs

- Do not Remove the face mask at any point and do not use the same mask daily.
- Do not Touch lift buttons and while in the lift, do not face each other.
- Do not Share two-wheeler with anyone to maintain social distancing.
- Do not touch the walls or railing while walking on stairs.
- Do not Touch the surfaces usually used by public.
- Do not Shake hands.
- Do not go for social gathering and avoid crowded places.
- Do not touch eyes, nose, and mouth.
- Do not Dispose used napkin or tissue paper in open areas.
- Do not Take medicines without consulting doctor.
- Do not Keep clothes for washing with others clothes.
- Do not go to workplace in case feel sick or show some worrying symptoms.
- Do not Spit in public places.



INTRODUCTION TO IIMTU OFFICIALS



Prof. (Dr.) Manoj Kr. Madaan
Vice Chancellor



INTRODUCTION TO IIMTU OFFICIALS



Mr. Ashok Kumar
Registrar



INTRODUCTION TO IIMTU OFFICIALS



Dr. T.S. Easwari
Pro Vice Chancellor Academics



INTRODUCTION TO IIMTU OFFICIALS



Prof.(Dr.) Amarjeet Singh
Pro Vice Chancellor Administration



INTRODUCTION TO IIMTU OFFICIALS



Dr. Deepa Sharma
Dean – Research & Planning



INTRODUCTION TO IIMTU OFFICIALS



Dr. Sandeep Kumar
Dean – Student Welfare



INTRODUCTION TO IIMTU OFFICIALS



Dr. A.K. Chauhan
Chief Proctor



INTRODUCTION TO IIMTU OFFICIALS



Mr. Kapil Verma
C.O.E



INTRODUCTION TO IIMTU OFFICIALS



Dr. Jitender Kushwaha
NCC Officer



INTRODUCTION TO IIMTU OFFICIALS



Mr. Amit Kumar
Scholarship Nodal Officer



INTRODUCTION TO IIMTU OFFICIALS



Dr. Renu Mavi
Admission Controller



INTRODUCTION TO IIMTU OFFICIALS



Dr. Pradosh Mani
CRIC Director



INTRODUCTION TO IIMTU OFFICIALS



Dr. Deependra Kumar
Sports Officer



INTRODUCTION TO IIMTU OFFICIALS



Mr. Sandeep Sharma
Central Librarian



INTRODUCTION TO IIMTU OFFICIALS



Mr. Sandeep Tyagi
Hostel Allotment In-charge



INTRODUCTION TO IIMTU OFFICIALS

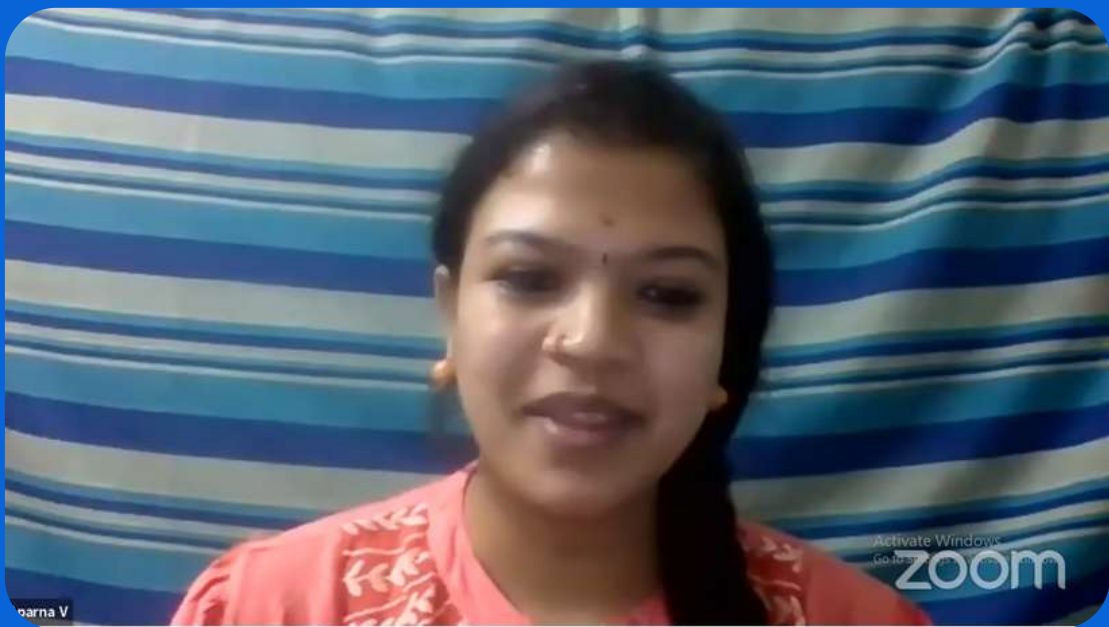


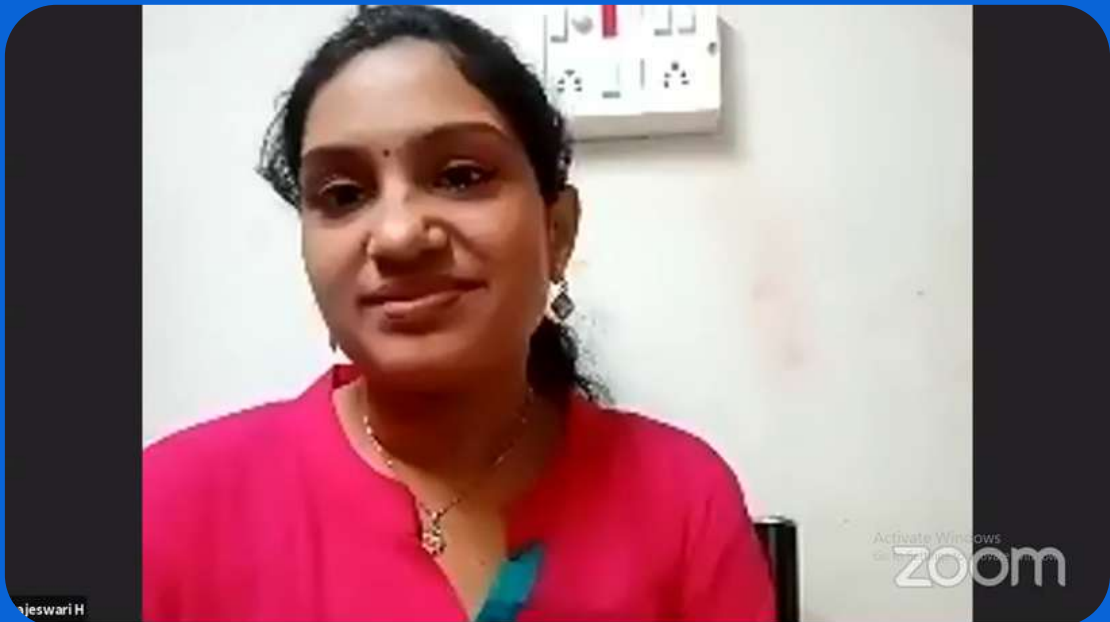
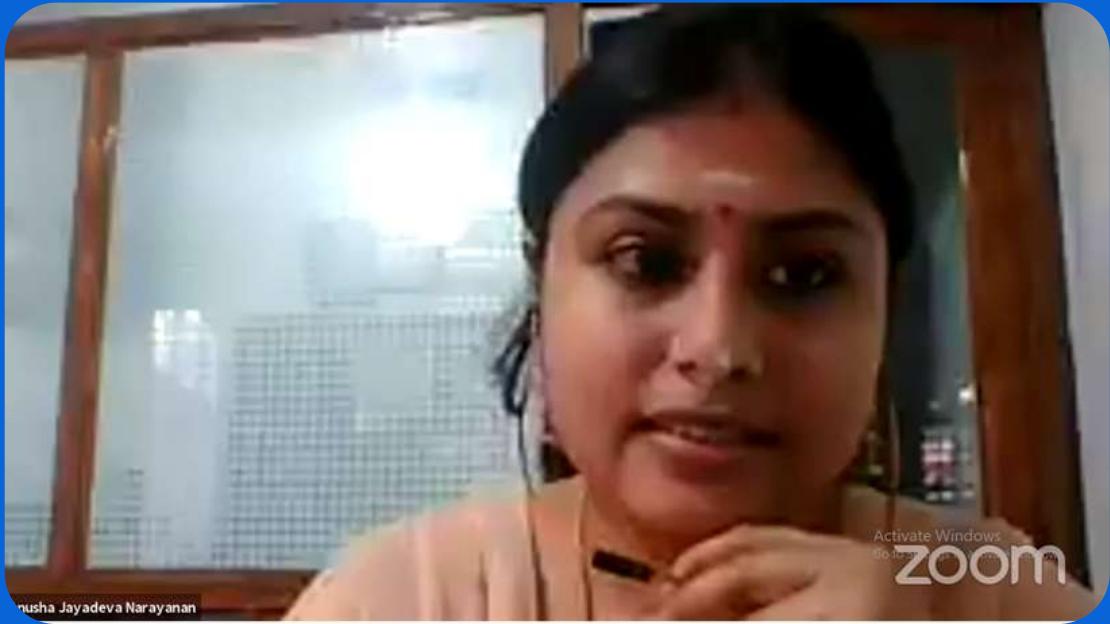
Dr. Aditya Sharma
Transport In-charge

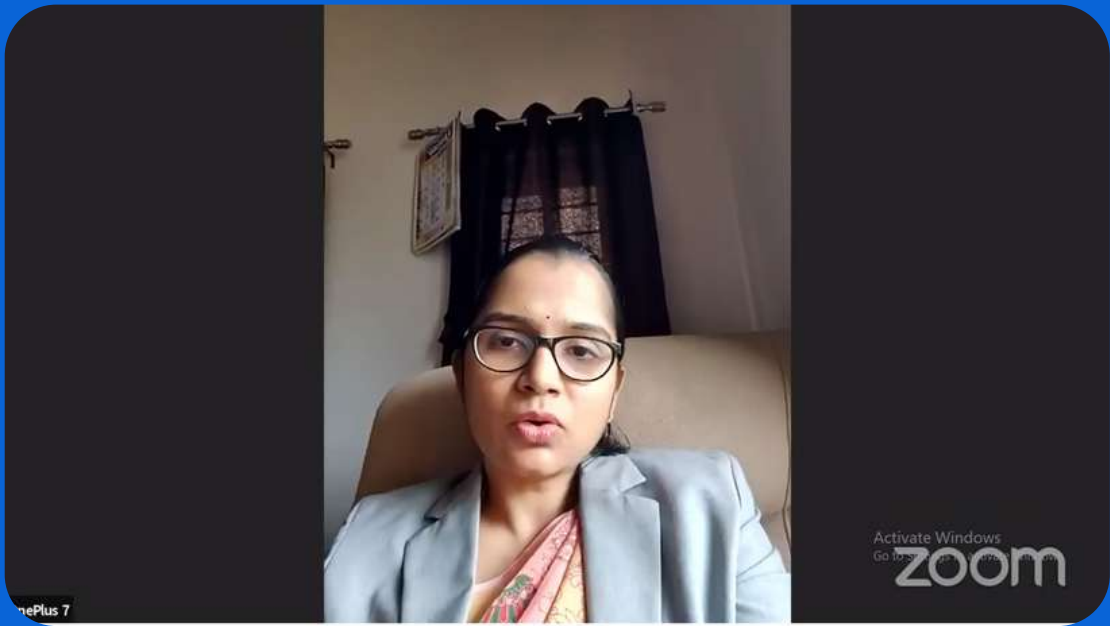


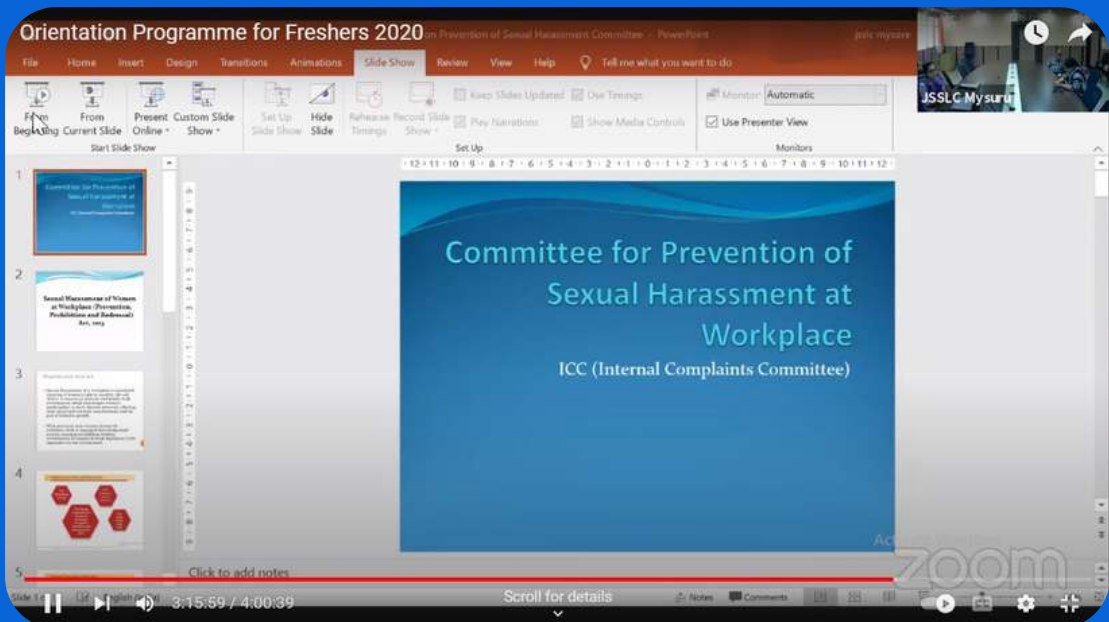
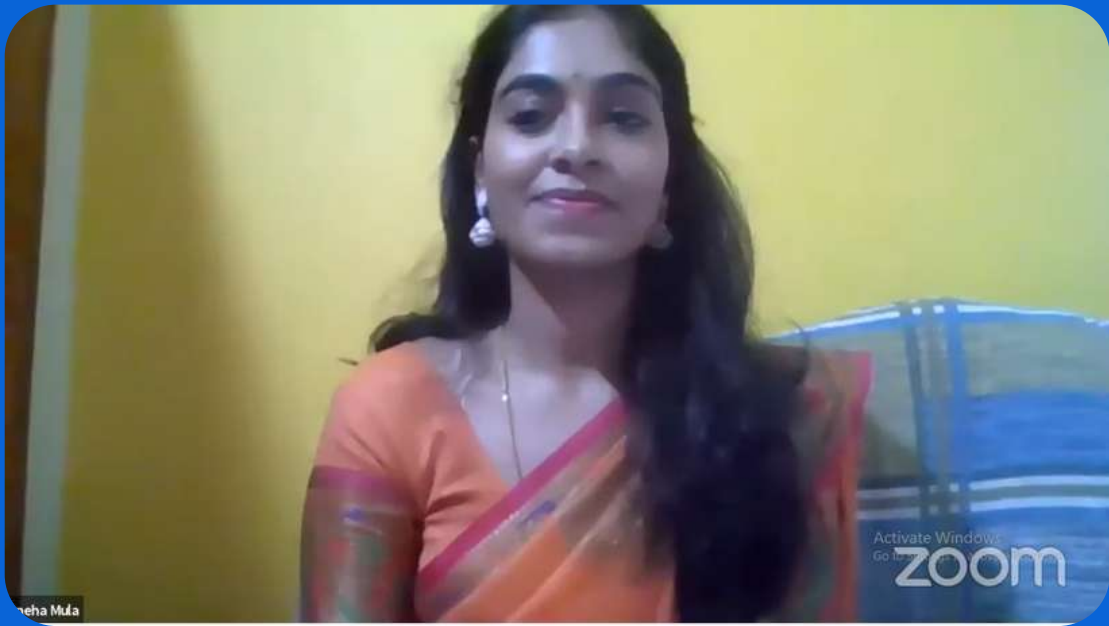
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Puneet S	Poojya S	Neeksha Kn	Shamitha U	Akshatha A S
Nandini S	Daisy Agnes L	Vishwas C P	Mohan N	Manasa M S
Ankitha Thang...	Megha K	Shivani.M	Santhiya Priya...	Roopesh Gowd...
Ravi Deep .R	shashank s holl...	sharmila mn	Shifali Muthapp...	Vinayaka











0:06:24 12:54



Next slide

Contact

- Smt. Usharani M.C. -Chairperson 9632551140
_usbe_rani77@yahoo.co.in
- Smt. Pankaja -Member 9900630952
- Shri. Kumaraswamy -Member 990191353
kumaraswamy.1174@gmail.com
- Smt. Savithri -External Member

No Notes.

Activate Windows
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0:07:10 12:54

Contact

- Smt. Usharani M.C. -Chairperson 9632551140
_usbe_rani77@yahoo.co.in
- Smt. Pankaja -Member 9900630952
- Shri. Kumaraswamy -Member 990191353
kumaraswamy.1174@gmail.com
- Smt. Savithri -External Member

Next slide

THANK YOU

No Notes.

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**IIMT UNIVERSITY
MEERUT
WELCOMES
YOU...**

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IIMT
UNIVERSITY
 — MEERUT (U.P.) —
 Transforming Education System, Transforming Lives



CENTRAL ORIENTATION SCHEDULE

S. No.	DATE	TIME	SCHOOLS/DEPARTMENT
1	4/11/2020	02:00 PM TO 04:00 PM	SET
			SOCSA
2	5/11/2020	10:00 AM TO 12:00 PM	SCM
			SOAH
3	5/11/2020	02:00 PM TO 04:00 PM	LIFE SCIENCES
			BASIC SCIENCES
			EDUCATION
4	6/11/2020	10:00 AM TO 12:00 PM	AGRICULTURE
			COLLEGE OF LAW
			HM & HSc
			BPT/MPT
5	6/11/2020	02:00 PM TO 04:00 PM	ALLIED HEALTH SCIENCES(EXCLUDING BPT/MPT)
			NURSING
			BNYS
6	7/11/2020	10:00 AM TO 12:00 PM	SOPS & PHARMACY



LIIMT
UNIVERSITY
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 Transforming Education System, Transforming Lives



Orientation Schedule (Session 20-21)

A Block - SOPS

Day/Time	09:15-10:15	10:15-11:15	11:15-12:15
Monday, November 09, 2020	English Communication (Dr. Anshu Teotia)	Pharmacognosy (Jyoti Kaur)	OSMM (Dr. Anil Kaur)
Tuesday, November 10, 2020	HAP (Ashish Mishra)	Pharmaceutics-I (Jyoti Kaur)	Jurisprudence (Pyushi Khanna*)
Wednesday, November 11, 2020	Pharmaceutics-I (Jyoti Kaur)	HAP (Ashish Mishra)	Pharm Chem-II (Pyushi Khanna*)
Thursday, November 12, 2020	Jurisprudence (Pyushi Khanna*)	HAP (Ashish Mishra)	English Communication (Dr. Anshu Teotia)



LIMT
UNIVERSITY
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 Transforming Education System, Transforming Lives



Orientation Schedule (Session 20-21)			
B Block - SET			
Day/Time	9:15-10:15	10:15-11:15	11:45-12:45
Thursday, November 05, 2020	Pre-Requisites of Engineering Mathematics (Mr. Kuldeep Singh, HOD First Year)	Pre-Requisites of Computer Fundamentals & Information Technology (Mr. Himanshu Srivastava)	Moving with English (Ms. Vrinda)
Friday, November 06, 2020	Enhancing Knowledge with Spoken & Mtnocs (Mr. Yash Mehta)	Pre-Requisites of Engineering Physics	Global Language: English (Ms. Vrinda)
Saturday, November 07, 2020	Address by Head, and Curriculum distribution	Address by Vice Principal, & Dean	Some tips for good English (Ms. Vrinda)
Sunday, November 08, 2020	Pre-Requisites of Computer programming languages (Mr. Himanshu Srivastava)	Fears & Myths of English (Ms. Vrinda)	Computer Science & Engg: Multi-Dimensional Careers (Dr. K. P. Jayant, HOD-CSE)

Orientation Schedule (Session 20-21)				
B Block - SET (Diploma in EE) Lateral Entry Second Year				
Date	Time	Time	Time	Time
	9:30 am - 10:30 am	10:30 am - 11:30 am	11:30 am - 12:30 pm	12:30 pm - 1:30 pm
5/11/2020	Applied Maths-II Dr. Anil K. Goyal	Elementary Mechanical & Civil Engineering Mr. Manoj Kumar (LLP) Mrs. Vidya Chaturvedi (LLP)	Electrical & Electronics Engineering Material Mr. Ganeshaiah	Dr. Vinod Kumar Sharma, Dean, School of Engg. & Technology, Meerut
6/11/2020	Functional Communication Dr. Anshu Joshi	Electrical Measurement & Measuring Instruments Mr. Anup Kumar	Fundamentals of Electrical Machines Mr. Pawan Saha	Ms. Anamika (HOD) Department of Electrical & Electronics Engineering



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Orientation Schedule (Session 20-21)

B Block - Agriculture

DAY/TIME	9:15-10:15	10:15-11:15	11:15-12:15
FRI (06/11/2020)	About the Departments, facilities and importance of Agriculture (PS)	Dairy Development 1. Role of dairy sector in Indian economy 2. Current status of dairy sector in India (SK)	Personality Development Programme (PDP) (VK)
SAT (07/11/2020)	Agriculture Entomology 1. Introduction of Ag. Entomology (SM)	Presentation, School of Agricultural Sciences 1. What is Apiculture 2. Principles of Apiculture 3. Role of Apiculture in Agriculture (SK)	Soil Science 1. Introduction to Soil Science 2. Soil testing 3. Management of problematic Soils (SS)
MON (09/11/2020)	Agriculture Entomology 1. Role of Entomology in Agriculture	Fundamentals of Genetics 1. Introduction of Genetics 2. About the prominent Scientist - G. J. Mendel and his contribution in Genetics & Plant Breeding	Scientific Management of Livestock 1. Methods of livestock breeding, 2. Housing management,
TUE (10/11/2020)	1. About the ICAR 2. Credit of apiculture 3. Basic facts Entomology (PS)	About Apiculture 1. Scope of Apiculture (SK)	Production practices without Soil 1. Hydroponic 2. Aeroponics (SS)

Orientation Schedule (Session 20-21)

B Block - Basic Sciences

Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Friday, November 06, 2020	Introduction of LIMT / school of basic sciences & technology	Pre-Requisites of Physics Dr. D K Sisodia	student interaction Mr. sandeep Tyagi
Saturday, November 07, 2020	Address by Dean	Pre-Requisites of Chemistry Mr. vikas Kumar	Enhancing Knowledge with Spoken & Moocs Dr. Najrullah Khan
Monday, November 09, 2020	Introduction of Facilities	Pre-Requisites of Mathematics Dr. Anamdeep Jee Srivastava	Environmental scope & importance & need in recent scenario Mr. sandeep Tyagi
Tuesday, November 10, 2020	Address by Head	Pre-Requisites of Statistics Dr. Najrullah Khan	introduction of environment Mr. sandeep Tyagi



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Orientation Schedule (Session 20-21)			
C Block - BNYS (Allied Health Sciences)			
Day/Time	9:15-10:15 AM	10:15-11:15 AM (BNYS FACULTY)	11:15-12:15 PM (BNYS FACULTY)
11/2/2020	Technical Class (Dr. J NEVATHI)	Technical Class from side of Department (Dr. RYTHIM)	(Dr. KHALID SHAH GOTTI)
11/3/2020	Technical Class (Dr. KHALID SHAH GOTTI)	Technical Class from side of Department (Dr. J NEVATHI)	(Dr. ANAMEKA GUPTA)
11/10/2020	Technical Class (Dr. ANAMEKA GUPTA)	Technical Class from side of Department (Dr. RYTHIM)	English/PDP/Extra-curricular/Co-curricular/EVS session as per concerned Dean (Dr. KHALID SHAH GOTTI)
11/11/2020	Technical class (Dr. RYTHIM)	Technical Class from side of Department (Dr. NEVATHI)	English/PDP/Extra-curricular/Co-curricular/EVS session as per concerned Dean (Dr. ANAMEKA GUPTA)

Orientation Schedule (Session 20-21)			
C Block - Medical Sciences(Pharmacy)			
Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
9th Nov 2020	Introduction to Pharmaceutics Mr Akup Prakash singh	Introduction to Pharmaceutical Chemistry Mr Himanshu sharma	Introduction to Pharmacology Ms pami
10th Nov 2020	Introduction to Pharmacognosy Dr Anand	Introduction to communicative english Mr Ka Deep Kr	Introduction to Remedial biology Mr Manish Ir singh
11th Nov 2020	Introduction to value added courses Ms Anj pradhan/ Ms Lipsi	Pharmacy overview/Examination scheme Dr Abhishek/ Mr Vivek verma/ Dr Easwari	Introduction to Remedial maths Maths teacher to be assigned
12th Nov 2020	Remedial biology/maths	Remedial biology/maths	Remedial biology/maths



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Orientation Schedule (Session 20-21)

C Block - BPT(Allied Health Sciences) (School of HM & HSc)

	9:15-10:15	10:15-11:15	11:15-12:15
Saturday, November 07, 2020	ANATOMY (AA)	PATHOLOGY (CHANCHAL VERMA)	MICROBIOLOGY (ANJEL VASHISHTHA)
Sunday, November 08, 2020	PHYSIOLOGY(SE)	PATHOLOGY (CHANCHAL VERMA)	MICROBIOLOGY (ANJEL VASHISHTHA)
Monday, November 09, 2020	PHYSIOLOGY(SE)	PATHOLOGY (CHANCHAL VERMA)	MICROBIOLOGY (ANJEL VASHISHTHA)
Tuesday, November 10, 2020	ANATOMY (AA)	PATHOLOGY (CHANCHAL VERMA)	MICROBIOLOGY (ANJEL VASHISHTHA)

Orientation Schedule (Session 20-21)

C Block - BSc(BioTech)(Life Sciences)

Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Friday, November 06, 2020	Departmental Orientation & Course Outline	Introduction and Scope of Biotechnology	English Communication
Saturday, November 07, 2020	Examination Pattern, Library	Introduction of Paper-1 (Biochemistry)	English Communication
Sunday, November 08, 2020	Attendance/ Leave and Discipline	Introduction of Paper-2 (Cell Biology)	English Communication
Monday, November 09, 2020	Grievance/ Redressal Cell/ Mentor-mentee and Scholarship System	Introduction of Paper-3 (Biotechnology and Human Welfare)	English Communication
Tuesday, November 10, 2020	Committees/ Extra-Curricular activities and Clubs	Industrial visits/ Seminars/Sports and USE	English Communication



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C Block - BSc(Microbiology)(Life Sciences)			
Day/Time	9-15-10-15	10-15-11-15	11-15-12-15
Friday, November 06, 2020	Departmental Orientation & Course Outline	Introduction and Scope of Microbiology	English Communication
Saturday, November 07, 2020	Examination Pattern, Library	Introduction of Paper-1 (Introduction of Microbial Diversity)	English Communication
Monday, November 09, 2020	Attendance/ Leave and Discipline	Introduction of Paper-2 (Bacteriology)	English Communication
Tuesday, November 10, 2020	Grievance/ Redressal Cell/ Mentor-mentee and Scholarship System	Introduction of Paper-3 (Bioinformatics)	English Communication
Wednesday, November 11, 2020	Committees/ Extra-Curricular activities and Clubs	Industrial visits/ Seminars/Sports and USR	English Communication
C Block - BSc(ZBC)(Life Sciences)			
Day/Time	9-15-10-15	10-15-11-15	11-15-12-15
Friday, November 06, 2020	Departmental Orientation & Course Outline	Introduction and Scope of biology	Environmental Science
Saturday, November 07, 2020	Examination Pattern, Library	Introduction of Paper-1 (Biodiversity of Microbes, Algae and Fungi)	English Communication
Monday, November 09, 2020	Attendance/ Leave and Discipline	Introduction of Paper-2 (Biodiversity- Animals)	English Communication
Tuesday, November 10, 2020	Grievance/ Redressal Cell/ Mentor-mentee and Scholarship System	Introduction of Paper-3 (Atomic Structure, Bonding, General Organic Chemistry and Aliphatic Hydrocarbons)	English Communication
Wednesday, November 11, 2020	Committees/ Extra-Curricular activities and Clubs	Industrial visits/ Seminars/Sports and USR	English Communication
C Block - MSc(Microbiology)(Life Sciences)			
Day/Time	9-15-10-15	10-15-11-15	11-15-12-15
Friday, November 06, 2020	Departmental Orientation & Course Outline	Introduction and Scope of Microbiology	Environmental Science
Saturday, November 07, 2020	Examination Pattern, Library	Introduction of Paper-1 (Fundamentals of Microbiology & Bacteriology)	English Communication
Monday, November 09, 2020	Attendance/ Leave and Discipline	Introduction of Paper-2 (Mycology and Phycozoology)	English Communication
Tuesday, November 10, 2020	Grievance/ Redressal Cell/ Mentor-mentee and Scholarship System	Introduction of Paper-3 (Biochemistry and Instrumentation)	English Communication
Wednesday, November 11, 2020	Committees/ Extra-Curricular activities and Clubs	Immunology	English Communication



Orientation Schedule (Session 20-21)

D Block - Commerce

Day/Time	9:15am-10:15am	10:15am-11:15am	12:15pm-01:15pm
Friday, November 06, 2020	Department Presentation (Mr. Wasik Iqbal)	Scope of research & innovation (Dr. Mohammad Kashif)	Faculty interaction (Dr. Priyank)
Saturday, November 07, 2020	Career guidance (Dr. Ankur Goel)	Interaction with Dean (Dr. Satish Kumar Singh)	Business organisation and management Scholarship guidance (Dr. Ankur Goel)
Monday, November 09, 2020	Interaction with Dean (Dr. Satish Kumar)	Financial Accounting (Dr. Mohd Kashif)	Business organisation and management (Dr. Priyank Sharma)
Tuesday, November 10, 2020	Generic Electives (Dr. Ankur Goel)	Micro Economics (Dr. Arjun Solanki)	Motivational Session (Mr. Wasik Iqbal)

Orientation Schedule (Session 20-21)

D Block - MCA(SOCSA)

Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Thursday, November 05, 2020	Training & Placement Facilities at LIMT by T&P Cell (Headed by Dr. Sanjeev Maheshwar)	Fundamental of Computers & Emerging Technologies, by Mrs. Divya Thwari	Problem Solving using C, by Dr. Deepak K. Sinha
Friday, November 06, 2020	Research & Innovation leading to entrepreneurship and Self Growth in LIMT by R&D (Headed by Dr. Deepa Sharma)	Discrete Mathematics, by Mr. Varun Kumar	Principles of Management & Communication, by Mrs. Deepshikha
Saturday, November 07, 2020	Sports and Grooming Facility at LIMT (Half hour each by Dr. P. D. and Ms. Shweta Kestog)	Computer Organization & Architecture, by Mr. Atul Kumar	Fundamental of Computers & Emerging Technologies, by Mrs. Divya Thwari
Monday, November 09, 2020	Introduction to LIMT Officials*	Problem Solving using C, by Dr. Deepak K. Sinha	Interaction With Seniors



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Orientation Schedule (Session 20-21)

D Block - BCA/BSc(SOCSA)

Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Thursday, November 05, 2020	Training & Placement Facilities at LIMT by T&P Cell (Headed by Dr. Sanjeev Maheshwari)	Computer Fundamental By Varun Kumar	Problem Solving using C, by Ms. Ruchi Bhatnagar
Friday, November 06, 2020	Research & Innovation leading to entrepreneurship and Self Growth in LIMT (by R&D) Headed by Dr. Deepa Sharma)	Mathematics By Mr. Amit Saini	Computer Fundamental By Varun Kumar
Saturday, November 07, 2020	Sports and Grooming Facility at LIMT (Half hour each by BPEd and Ms. Shweta Rastogi)	Problem Solving using C, by Ms. Ruchi Bhatnagar	Computer Fundamental By Varun Kumar
Monday, November 09, 2020	Introduction to LIMT Officials*	Mathematics By Mr. Amit Saini	Computer Fundamental By Varun Kumar



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Orientation Schedule (Session 20-21)			
F Block - BSc(HM) (School of HM & HSc)			
Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Saturday, November 07, 2020	Communication and Extension	Resource Management	Fashion Studies
Monday, November 09, 2020	Communication and Extension	Resource Management	Fashion Studies
Tuesday, November 10, 2020	Communication and Extension	Resource Management	Fashion Studies
Wednesday, November 11, 2020	Communication and Extension	Resource Management	Fashion Studies
Orientation Schedule (Session 20-21)			
F Block - Msc(Food & Nutrition) (School of HM & HSc)			
Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Saturday, November 07, 2020	Research Methods	Advanced Nutritional Biochemistry and Techniques-I	Principles of Food Science
Monday, November 09, 2020	Research Methods	Advanced Nutritional Biochemistry and Techniques-I	Principles of Food Science
Tuesday, November 10, 2020	Research Methods	Advanced Nutritional Biochemistry and Techniques-I	Principles of Food Science
Wednesday, November 11, 2020	Research Methods	Advanced Nutritional Biochemistry and Techniques-I	Principles of Food Science
Orientation Schedule (Session 20-21)			
F Block - BSc(Food & Nutrition) (School of HM & HSc)			
Day/Time	9:15-10:15	10:15-11:15	11:15-12:15
Saturday, November 07, 2020	Food science & Nutrition	FOOD PRODUCTION	Basics of Hospitality Industry
Monday, November 09, 2020	USR	Front Office	HOUSE KEEPING
Tuesday, November 10, 2020	HOUSE KEEPING P (Shalindra Kumar)	Merge class with BscHM-1	RPTER/BOOKS
Wednesday, November 11, 2020	WHU-111	Front Office (Harshita Mirani)	Basics of Hospitality Industry (Mishay Kumar)



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Orientation Schedule (Session 20-21)			
G Block - Nursing (OT)			
DAYS	9:15AM- 10:15AM	10:15AM- 11:15AM	11:15AM- 12:15PM
Saturday, November 07, 2020	College Orientation	Microbiology (Mr. Anwar)	Basic Nursing Care (MS. Kamal)
Sunday, November 08, 2020	Basis of O.T. Techniques (Vishal) [MR.]	English	Psychology (Ms. Chandni)
Tuesday, November 10, 2020	Basis of Anatomy and Physiology (Ms. Wilita)	English	Pharmacology (Ms. Zubayr)
Wednesday, November 11, 2020	Basis of O.T. Techniques (Vishal) [MR.]	ANATOMY & PHYSIOLOGY (Mr. Akshay)	extracurricular
Orientation Schedule (Session 20-21)			
G Block - Nursing (ANM)			
DAYS	9:15AM- 10:15AM	10:15AM- 11:15AM	11:15AM- 12:15PM
Saturday, November 07, 2020	College orientation	English	Health promotion (Ms. Palanee)
Sunday, November 08, 2020	Health promotion (Ms. Anchal)	Primary Health Care (MS. Kamal)	extracurricular
Tuesday, November 10, 2020	Child health Nursing (Ms. Shalby)	English	Community Health Nursing (Ms. Kamal)
Wednesday, November 11, 2020	Primary Health Care (Mr. Fiaz Khan)	Child health Nursing (Ms. Shalby)	extracurricular
Orientation Schedule (Session 20-21)			
G Block - Nursing (GNM)			
DAYS	9:15AM- 10:15AM	10:15AM- 11:15AM	11:15AM- 12:15PM
Saturday, November 07, 2020	College orientation	Nursing Foundation (MS. Aditi)	COMMUNITY HEALTH NURSING (MS. Kamal)
Sunday, November 08, 2020	ANATOMY & PHYSIOLOGY (MS. ASHA YADAV)	FDP	extracurricular
Tuesday, November 10, 2020	PSYCHOLOGY (MS. Palanee)	FDP	Nursing Foundation (Mr. Fiaz Khan)
Wednesday, November 11, 2020	SOCIOLOGY (MS. Anchal)	PSYCHOLOGY (MS. Palanee)	extracurricular