

**Raja Shankar Shah University, Chhindwara (MP)**  
**New Scheme of Examination as per AICTE Flexible Curricula**  
**Bachelor of Technology (B.Tech.)**

**W.E.F. JULY 2025**

**GROUP A: (AB, RM, AN, AT, CS, EE, EI, EV, EX, IE, IT, MI, MM, AG, SD, CO, PC)**

S.No	Subject Code	Category	Subject Name	Maximum Marks Allotted					Total Marks	Contact Hours per week			Total Credits
				Theory Slot			Practical Slot			L	T	P	
				End Sem.	Mid Sem Exam.	Quiz/ Assignment	End Sem.	Lab work & Sessional					
1.	BT201	BSC-3	Engineering Physics	70	20	10	30	20	150	2	1	2	4
2.	BT202	BSC-4	Mathematics-II	70	20	10	-	-	100	3	1	-	4
3.	BT203	ESC-4	Basic Mechanical Engineering	70	20	10	30	20	150	3	-	2	4
4.	BT204	ESC-5	Basic Civil Engineering & Mechanics	70	20	10	30	20	150	3	-	2	4
5.	BT205	ESC-6	Basic Computer Engineering	70	20	10	30	20	150	3	-	2	4
6.	BT206	HSMC-2	Language Lab & Seminars	-	-	-	30	20	50	-	-	2	1
7.	BT107	DLC-1	Internship-I (60 Hrs Duration) at the Institute level	To be completed during first/second semester. Its evaluation/credit to be added in third semester.									
			Total	350	100	50	150	100	750	14	2	10	21

Automation and Robotics(AB), Robotics and Mechatronics (RM), Agriculture Engineering (AN), Agriculture Technology (AT), Computer Science & Engineering(CS), Electrical Engineering (EE), Electronics & Instrumentation Engineering (EI), Electric Vehicles (EV), Electrical & Electronics Engineering (EX), Applied Electronics & Instrumentation Engineering (IE), Information Technology (IT), Mining Engineering (MI), Mining and Mineral Processing (MM), 3 D Animation & Graphics (AG), Computer Science & Design (SD), Computer Engineering (CO), Petrochemical Engineering (PC)

1 Hr Lecture	1 Hr Tutorial	2 Hr Practical
1 Credit	1 Credit	1 Credit

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**RAJA SHANKAR SHAH UNIVERSITY, CHHINDWARA (M.P.)**  
**New Scheme Based On AICTE Flexible Curricula**  
**B. Tech. First Year**

**Branch- Common to All Disciplines**

<b>BT201</b>	<b>Engineering Physics</b>	<b>2L-1T-2P</b>	<b>4 Credits</b>
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**Course Contents:**

**Module 1:** Wave nature of particles and the Schrodinger equation (8 lectures)

Introduction to Quantum mechanics, Wave nature of Particles, operators, Time-dependent and time-independent Schrodinger equation for wavefunction, Application: Particle in a One dimensional Box, Born interpretation, Free-particle wavefunction and wave-packets,  $v_g$  and  $v_p$  relation Uncertainty principle.

**Module 2:** Wave optics (8 lectures)

Huygens' principle, superposition of waves and interference of light by wave front splitting and amplitude splitting; Young's double slit experiment, Newton's rings, Michelson interferometer, Mach-Zehnder interferometer.

Farunhofer diffraction from a single slit and a circular aperture, the Rayleigh criterion for limit of resolution and its application to vision; Diffraction gratings and their resolving power.

**Module 3:** Introduction to solids (8 lectures)

Free electron theory of metals, Fermi level of Intrinsic and extrinsic, density of states, Bloch's theorem for particles in a periodic potential, Kronig-Penney model (no derivation) and origin of energy bands. V-I characteristics of PN junction, Zener diode, Solar Cell, Hall Effect.

**Module 4:** Lasers (8 lectures)

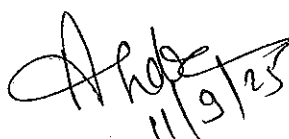
Einstein's theory of matter radiation interaction and A and B coefficients; amplification of light by population inversion, different types of lasers: gas lasers (He-Ne, CO<sub>2</sub>), solid-state lasers (ruby, Neodymium), Properties of laser beams: mono-chromaticity, coherence, directionality and brightness, laser speckles, applications of lasers in science, engineering and medicine. Introduction to Optical fiber, acceptance angle and cone, Numerical aperture, V number, attenuation.


**Module 5:** Electrostatics in vacuum (8 lectures)

Calculation of electric field and electrostatic potential for a charge distribution; Electric displacement, Basic Introduction to Dielectrics, Gradient, Divergence and curl, Stokes' theorem, Gauss Theorem, Continuity equation for current densities; Maxwell's equation in vacuum and non-conducting medium; Poynting vector.

**List of Experiment**

1. To determine the dispersive power of prism.
2. To determine the  $\lambda$  of sodium light with the help of newton's Ring.
3. Resolving Power of Telescope.
4. YDSE (Young's double slit Experiment).
5. To determine the frequency of AC mains supply.
6. V-I Characteristics of P-N junction diode.
7. To determine the  $\lambda$  of diode loses by single slit diffraction.
8. To determine the plank's constant with the help of photocell.
9. Hall's effect experiment.
10. Calibration of ammeter by using reference zener diode.

  
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11. To study the effect of temperature on reverse saturation current in P-N junction diode and to determine the energy band gap.
12. To determine the  $\lambda$  of sodium by using plane diffraction grating.
13. To determine the prominent lines of mercury source by plane diffraction grating.
14. To determine the numerical aperture of an optical fiber.
15. To determine  $\lambda$  of given laser by plane diffraction grating.

#### Suggested Reference Books

1. A. Ghatak, Optics.
2. O. Svelto, Principles of Lasers.
3. David Griffiths, Introduction to Electrodynamics.
4. D.J. Griffiths, Quantum Mechanics.
5. Halliday & Resnick, Physics.

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**RAJA SHANKAR SHAH UNIVERSITY, CHHINDWARA (M.P.)**

**New Scheme Based On AICTE Flexible Curricula**

**B. Tech. First Year (II Semester)**

**Branch- Common to All Disciplines**

<b>BT202</b>	<b>MATHEMATICS-II</b>	<b>3L-1T-0P</b>	<b>4 Credits</b>
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**OBJECTIVES:** The objective of this course is to familiarize the prospective engineers with techniques in Ordinary and partial differential equations, complex variables and vector calculus. It aims to equip the students to deal with advanced level of mathematics and applications that would be essential for their disciplines. More precisely, the objectives are:

- To introduce effective mathematical tools for the solutions of ordinary and partial differential equations that model physical processes.
- To introduce the tools of differentiation and integration of functions of complex variable that are used in various techniques dealing engineering problems.
- To acquaint the student with mathematical tools available in vector calculus needed various field of science and engineering.

**Course Contents:**

**Module 1: Ordinary Differential Equations I :(6 hours):** Differential Equations of First Order and First Degree (Leibnitz linear, Bernoulli's, Exact), Differential Equations of First Order and Higher Degree, Higher order differential equations with constants coefficients, Homogeneous Linear Differential equations, Simultaneous Differential Equations.

**Module 2: Ordinary differential Equations II:(8 hours):** Second order linear differential equations with variable coefficients, Method of variation of parameters, Power series solutions; Legendre polynomials, Bessel functions of the first kind and their properties.


**Module 3: Partial Differential Equations (8 hours):** Formulation of Partial Differential equations, Linear and Non-Linear Partial Differential Equations, Homogeneous Linear Partial Differential Equations with Constants Coefficients.


**Module 4: Functions of Complex Variable (8 hours):** Functions of Complex Variables: Analytic Functions, Harmonic Conjugate, Cauchy-Riemann Equations (without proof), Line Integral, Cauchy-Goursat theorem (without proof), Cauchy Integral formula (without proof), Singular Points, Poles & Residues, Residue Theorem, Application of Residues theorem for Evaluation of Real Integral (Unit Circle).

**Module 5: Vector Calculus (10 hours):** Differentiation of Vectors, Scalar and vector point function, Gradient, Geometrical meaning of gradient, Directional Derivative, Divergence and Curl, Line Integral, Surface Integral and Volume Integral, Gauss Divergence, Stokes and Green theorems.

**Textbooks/References:**

1. G.B. Thomas and R.L. Finney, Calculus and Analytic geometry, 9th Edition, Pearson, Reprint, 2002.
2. Erwin kreyszig, Advanced Engineering Mathematics, 9th Edition, John Wiley & Sons, 2006.
3. W. E. Boyce and R. C. DiPrima, Elementary Differential Equations and Boundary Value Problems, 9th Edn., Wiley India, 2009.
4. S. L. Ross, Differential Equations, 3rd Ed., Wiley India, 1984.
5. E. A. Coddington, An Introduction to Ordinary Differential Equations, Prentice Hall India, 1995.
6. E. L. Ince, Ordinary Differential Equations, Dover Publications, 1958.
7. J. W. Brown and R. V. Churchill, Complex Variables and Applications, 7th Ed., McGraw Hill, 2004.
8. N.P. Bali and Manish Goyal, A text book of Engineering Mathematics, Laxmi Publications, Reprint, 2008.
9. B.S. Grewal, Higher Engineering Mathematics, Khanna Publishers, 36th Edition, 2010.

  
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RAJA SHANKAR SHAH UNIVERSITY, CHHINDWARA (M.P.)

New Scheme Based On AICTE Flexible Curricula

B. Tech. First Year

Branch- Common to All Disciplines

BT203	Basic Mechanical Engineering	3L-0T-2P	4 Credits
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**Course Contents:**

**Module I:**

**Materials:** Classification of engineering material, Composition of Cast iron and Carbon steels, Iron Carbon diagram. Alloy steels their applications. Mechanical properties like strength, hardness, toughness, ductility, brittleness, malleability etc. of materials, Tensile test- Stress-strain diagram of ductile and brittle materials, Hooks law and modulus of elasticity, Hardness and Impact testing of materials, BHN etc.

**Module II:**

**Measurement:** Concept of measurements, errors in measurement, Temperature, Pressure, Velocity, Flow strain, Force and torque measurement, Vernier caliper, Micrometer, Dial gauge, Slip gauge, Sine-bar and Combination set.

**Production Engineering:** Elementary theoretical aspects of production processes like casting, carpentry, welding etc Introduction to Lathe and Drilling machines and their various operations.

**Module III:**

**Fluids:** Fluid properties pressure, density and viscosity etc. Types of fluids , Newton's law of viscosity , Pascal's law , Bernoulli's equation for incompressible fluids, Only working principle of Hydraulic machines, pumps, turbines, Reciprocating pumps .

**Module IV:**

**Thermodynamics:** Thermodynamic system, properties, state, process, Zeroth, First and second law of thermodynamics, thermodynamic processes at constant pressure, volume, enthalpy & entropy.

**Steam Engineering:** Classification and working of boilers, mountings and accessories of boilers, Efficiency and performance analysis, natural and artificial draught, steam properties, use of steam tables.

**Module V:**

**Reciprocating Machines:** Working principle of steam Engine, Carnot, Otto, Diesel and Dual cycles P-V & T-S diagrams and its efficiency, working of Two stroke & Four stroke Petrol & Diesel engines. Working principle of compressor.

**Reference Books:**

- 1- Kothandaraman & Rudramoorthy, Fluid Mechanics & Machinery, New Age.
- 2- Nakra & Chaudhary, Instrumentation and Measurements, TMH.
- 3- Nag P.K, Engineering Thermodynamics, TMH.
- 4- Ganesan, Internal Combustion Engines, TMH.
- 5- Agrawal C M, Basic Mechanical Engineering, Wiley Publication.
- 6- Achuthan M., Engineering Thermodynamics, PHI.

**List of Suggestive Core Experiments:**

Theory related Eight to Ten experiments including core experiments as follows:

- 1- Study of Universal Testing machines.
- 2- Linear and Angular measurement using, Micrometer, Slip Gauges, Dial Gauge and Sine-bar.
- 3- Study of Lathe Machine.
- 4- Study of Drilling Machines.
- 5- Verification of Bernoulli's Theorem.
- 6- Study of various types of Boilers.
- 7- Study of different IC Engines.
- 8- Study of different types of Boilers Mountings and accessories.

  
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**B. Tech. First Year**

**Branch- Common to All Disciplines**

BT204	Basic Civil Engineering & Mechanics	3L-0T-2P	4 Credits
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**Course Contents:**

**Module: Building Materials & Construction**

Stones, bricks, cement, lime, timber-types, properties, test & uses, laboratory tests concrete and mortar Materials: Workability, Strength properties of Concrete, Nominal proportion of Concrete preparation of concrete, compaction, curing.

Elements of Building Construction, Foundations conventional spread footings, RCC footings, brick masonry walls, plastering and pointing, floors, roofs, Doors, windows, lintels, staircases – types and their suitability

**Module-II Surveying & Positioning:**

Introduction to surveying Instruments – levels, theodolites, plane tables and related devices. Electronic surveying instruments etc. Measurement of distances – conventional and EDM methods, measurement of directions by different methods, measurement of elevations by different methods. Reciprocal leveling.

**Module-III Mapping & sensing:**

Mapping details and contouring, Profile Cross sectioning and measurement of areas, volumes, application of measurements in quantity computations, Survey stations, Introduction of remote sensing and its applications.

**Engineering Mechanics**

**Module-IV**

Forces and Equilibrium: Graphical and Analytical Treatment of Concurrent and non-concurrent Co-planar forces, free Diagram, Force Diagram and Bow's notations, Application of Equilibrium Concepts: Analysis of plane Trusses: Method of joints, Method of Sections. Frictional force in equilibrium problems

**Module – V**

Centre of Gravity and moment of Inertia: Centroid and Centre of Gravity, Moment Inertia of Area and Mass, Radius of Gyration, Introduction to product of Inertia and Principle Axes.

Support Reactions, Shear force and bending moment Diagram for Cantilever & simply supported beam with concentrated, distributed load and Couple.

**Reference Books:**

1. S. Ramamrutham & R.Narayanan; Basic Civil Engineering, Dhanpat Rai Pub.
2. Prasad I.B., Applied Mechanics, Khanna Publication.
3. Punmia, B.C., Surveying, Standard book depot.
4. Shesha Prakash and Mogaveer; Elements of Civil Engg & Engg. Mechanics; PHI
5. S.P. Timoshenko, Mechanics of structure, East West press Pvt.Ltd.
6. Surveying by Duggal – Tata McGraw Hill New Delhi.
7. Building Construction by S.C. Rangwala- Charotar publications House, Anand.
8. Building Construction by Grucharan Singh- Standard Book House, New Delhi
9. Global Positioning System Principles and application- Gopi, TMH
10. R.C. Hibbler – Engineering Mechanics: Statics & Dynamics.
11. A. Borelli & Schmidt- Engineering Machines- statics dynamics, Thomson' Books
12. R.K. Rajput, Engineering Mechanics S. Chand & Co.

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### List of suggestive core Experiments:

Students are expected to perform minimum ten experiments from the list suggested below by preferably selecting experiments from each unit of syllabus.

1. To perform traverse surveying with prismatic compass, check for local attraction and determine corrected bearings and to balance the traverse by Bowditch's rule.
2. To perform leveling exercise by height of instrument or Rise and fall method.
3. To measure horizontal and vertical angles in the field by using Theodolite.
4. To determine (a) normal consistency (b) Initial and Final Setting time of a cement Sample.
5. To determine the workability of fresh concrete of given proportions by slump test or compaction factor test.
6. To determine the Compressive Strength of brick.
7. To determine particle size distribution and fineness modulus of coarse and fine Aggregate.
8. To verify the law of Triangle of forces and Lam 's theorem.
9. To verify the law of parallelogram of forces.
10. To verify law of polygon of forces
11. To find the support reactions of a given truss and verify analytically.
12. To determine support reaction and shear force at a given section of a simply Supported beam and verify in analytically using parallel beam apparatus.
13. To determine the moment of inertia of fly wheel by falling weight method.
14. To verify bending moment at a given section of a simply supported beam.

  
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**B. Tech. First Year**

**Branch- Common to All Disciplines**

<b>BT205</b>	<b>Basic Computer Engineering</b>	<b>3L-0T-2P</b>	<b>4 Credits</b>
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**Course Contents:**

**MODULE-I**

**Computer:** Definition, Classification, Organization i.e. CPU, register, Bus architecture, Instruction set, Memory & Storage Systems, I/O Devices, and System & Application Software. Computer Application in e-Business, Bio-Informatics, health Care, Remote Sensing & GIS, Meteorology and Climatology, Computer Gaming, Multimedia and Animation etc.

**Operating System:** Definition, Function, Types, Management of File, Process & Memory. Introduction to MS word, MS powerpoint, MS Excel

**MODULE-II**

Introduction to Algorithms, Complexities and Flowchart, Introduction to Programming, Categories of Programming Languages, Program Design, Programming Paradigms, Characteristics or Concepts of OOP, Procedure Oriented Programming vs Object Oriented Programming. Introduction to C++: Character Set, Tokens, Precedence and Associativity, Program Structure, Data Types, Variables, Operators, Expressions, Statements and control structures, I/O operations, Array, Functions.

**MODULE-III**

Object & Classes, Scope Resolution Operator, Constructors & Destructors, Friend Functions, Inheritance, Polymorphism, Overloading Functions & Operators, Types of Inheritance, Virtual functions. Introduction to Data Structures.

**MODULE-IV**

**Computer Networking:** Introduction, Goals, ISC-OSI Model, Functions of Different Layers. Internetworking Concepts, Devices, TCP/IP Model. Introduction to Internet, World Wide Web, E-commerce.

**Computer Security Basics:** Introduction to viruses, worms, malware, Trojans, Spyware and Anti-Spyware Software, Different types of attacks like Money Laundering, Information Theft, Cyber Pornography, Email spoofing, Denial of Service (DoS), Cyber Stalking, Logic bombs, Hacking Spamming, Cyber Defamation, pharming Security measures Firewall, Computer Ethics & Good Practices, Introduction of Cyber Laws about Internet Fraud, Good Computer Security Habits.

**MODULE-V**

**Data base Management System:** Introduction, File oriented approach and Database approach, Data Models, Architecture of Database System, Data independence, Data dictionary, DBA, Primary Key, Data definition language and Manipulation Languages.

**Cloud computing:** definition, cloud infrastructure, cloud segments or service delivery models (IaaS, PaaS and SaaS), cloud deployment models/ types of cloud (public, private, community and hybrid clouds), Pros and Cons of cloud computing.

  
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### List of Experiment

01. Study and practice of Internal & External DOS commands.
02. Study and practice of Basic linux Commands – ls, cp, mv, rm, chmod, kill, ps etc.
03. Study and Practice of MS windows – Folder related operations, My-Computer, window explorer, Control Panel,
04. Creation and editing of Text files using MS- word.
05. Creation and operating of spreadsheet using MS-Excel.
06. Creation and editing power-point slides using MS- power point
07. Creation and manipulation of database table using SQL in MS-Access.
08. WAP to illustrate Arithmetic expressions
09. WAP to illustrate Arrays.
10. WAP to illustrate functions.
11. WAP to illustrate constructor & Destructor
12. WAP to illustrate Object and classes.
13. WAP to illustrate Operator overloading
14. WAP to illustrate Function overloading
15. WAP to illustrate Derived classes & Inheritance
16. WAP to insert and delete and element from the Stack
17. WAP to insert and delete and element from the Queue
18. WAP to insert and delete and element from the Linked List



### Recommended Text Books:

1. Fundamentals of Computers: E. Balaguruswamy, TMH
2. Basic Computer Engineering: Silakari and Shukla, Wiley India
3. Fundamentals of Computers: V Rajaraman, PHI
4. Information Technology Principles and Application: Ajoy Kumar Ray & Tinku Acharya PHI.

### Recommended Reference Books:

1. Introduction of Computers: Peter Norton, TMH
2. Object Oriented Programming with C++: E. Balagurusamy, TMH
3. Object Oriented Programming in C++: Rajesh K. Shukla, Wiley India
4. Concepts in Computing: Kenneth Hoganson, Jones & Bartlett.
5. Operating Systems – Silberschatz and Galvin - Wiley India
6. Computer Networks: Andrew Tananbaum, PHI
7. Data Base Management Systems, Korth, TMH
8. Cloud Computing, Kumar, Wiley India

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**RAJA SHANKAR SHAH UNIVERSITY, CHHINDWARA (M.P.)**  
**New Scheme Based On AICTE Flexible Curricula**  
**B. Tech. First Year**

**Branch- Common to All Disciplines**


<b>BT206</b>	<b>Language Lab and Seminars</b>	<b>0L-0T-2P</b>	<b>1 Credits</b>
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**Course objective:** This course intends to impart practical training in the use of English Language for Communicative purposes and aims to develop students' personality through language Laboratory.

Topics to be covered in the Language laboratory sessions:

1. Introducing oneself, family, social roles.
2. Public Speaking and oral skills with emphasis on conversational practice, extempore speech, JAM (Just a minute sessions), describing objects and situations, giving directions, debate, telephonic etiquette.
3. Reading Comprehension: Intensive reading skills, rapid reading, and reading aloud (Reading material to be selected by the teacher).
4. To write a book review. Standard text must be selected by the teacher.
5. Role plays: preparation and delivery topic to be selected by teacher/faculty.

  
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# A Guide to Induction Program

## 1 Introduction

*(Induction Program was discussed and approved for all colleges by AICTE in March 2017. It was discussed and accepted by the Council of IITs for all IITs in August 2016. It was originally proposed by a Committee of IIT Directors and accepted at the meeting of all IIT Directors in March 2016.<sup>1</sup> This guide has been prepared based on the Report of the Committee of IIT Directors and the experience gained through its pilot implementation in July 2016 as accepted by the Council of IITs. Purpose of this document is to help institutions in understanding the spirit of the accepted Induction Program and implementing it.)*

Engineering colleges were established to train graduates well in the branch/department of admission, have a holistic outlook, and have a desire to work for national needs and beyond.

The graduating student must have knowledge and skills in the area of his study. However, he must also have broad understanding of society and relationships. Character needs to be nurtured as an essential quality by which he would understand and fulfill his responsibility as an engineer, a citizen and a human being. Besides the above, several meta-skills and underlying values are needed.

There is a mad rush for engineering today, without the student determining for himself his interests and his goals. This is a major factor in the current state of demotivation towards studies that exists among UG students.

The success of gaining admission into a desired institution but failure in getting the desired branch, with peer pressure generating its own problems, leads to a peer environment that is demotivating and corrosive. Start of hostel life without close parental supervision at the same time, further worsens it with also a poor daily routine.

To come out of this situation, a multi-pronged approach is needed. One will have to work closely with the newly joined students in making them feel comfortable, allow them to explore their academic interests and activities, reduce competition and make them

<sup>1</sup>A Committee of IIT Directors was setup in the 152nd Meeting of IIT Directors on 6th September 2015 at IIT Patna, on how to motivate undergraduate students at IITs towards studies, and to develop verbal ability. The Committee submitted its report on 19th January 2016. It was considered at the 153rd Meeting of all IIT Directors at IIT Mandi on 26 March 2016, and the accepted report came out on 31 March 2016. The Induction Program was an important recommendation, and its pilot was implemented by three IITs, namely, IIT(BHU), IIT Mandi and IIT Patna in July 2016. At the 50th meeting of the Council of IITs on 23 August 2016, recommendation on the Induction Program and the report of its pilot implementation were discussed and the program was accepted for all IITs.

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work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and build character.

## 2 Induction Program

When new students enter an institution, they come with diverse thoughts, backgrounds, and preparations. It is important to help them adjust to the new environment and inculcate in them the ethos of the institution with a sense of larger purpose. Precious little is done by most of the institutions, except for an orientation program lasting a couple of days.

We propose a 3-week long induction program for the UG students entering the institution, right at the start. Normal classes start only after the induction program is over. Its purpose is to make the students feel comfortable in their new environment, open them up, set a healthy daily routine, create bonding in the batch as well as between faculty and students, develop awareness, sensitivity and understanding of the self, people around them, society at large, and nature.<sup>2</sup>

The time during the Induction Program is also used to rectify some critical lacunas, for example, English background, for those students who have deficiency in it.

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

<sup>2</sup>Induction Program as described here borrows from three programs running earlier at different institutions: (1) Foundation Program running at IIT Gandhinagar since July 2011, (2) Human Values course running at IIT Hyderabad since July 2005, and (3) Counselling Service or mentorship running at several IITs for many decades. Contribution of each one is described next.

(1) IIT Gandhinagar was the first IIT to recognize and implement a special 5-week Foundation Program for the incoming 1st year UG students. It took a bold step that the normal classes would start only after the five week period. It involved activities such as games, art, etc., and also science and other creative workshops and lectures by resource persons from outside.

(2) IIT Hyderabad was the first one to implement a compulsory course on Human Values. Under it, classes were held by faculty through discussions in small groups of students, rather than in lecture mode. Moreover, faculty from all departments got involved in conducting the group discussions under the course. The content is non-sectarian, and the mode is dialogical rather than sermonising or lecturing. Faculty were trained beforehand, to conduct these discussions and to guide students on issues of life.

(3) Counselling at some of the IITs involves setting up mentor-mentee network under which 1st year students would be divided into small groups, each assigned a senior student as a student guide, and a faculty member as a mentor. Thus, a new student gets connected to a faculty member as well as a senior student, to whom he/she could go to in case of any difficulty whether psychological, financial, academic, or otherwise.

The Induction Program defined here amalgamates all the three into an integrated whole, which leads to its high effectiveness in terms of building physical activity, creativity, bonding, and character. It develops sensitivity towards self and one's relationships, builds awareness about others and society beyond the individual, and also in bonding with their own batch-mates and a senior student besides a faculty member.

Scaling up the above amalgamation to an intake batch of 1000 plus students was done at IIT(BHU), Varanasi starting from July 2016.

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## 2.1 Physical Activity

This would involve a daily routine of physical activity with games and sports. It would start with all students coming to the field at 6 am for light physical exercise or yoga. There would also be games in the evening or at other suitable times according to the local climate. These would help develop team work. Each student should pick one game and learn it for three weeks. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

## 2.2 Creative Arts

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, sculpture, pottery, music, dance etc. The student would pursue it everyday for the duration of the program.

These would allow for creative expression. It would develop a sense of aesthetics and also enhance creativity which would, hopefully, flow into engineering design later.

## 2.3 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 with colleagues and supporting staff in the hostel and department, be sensitive to others, etc. Need for character building has been underlined earlier. A module in Universal Human Values provides the base.

Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but get students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.

The teachers must come from all the departments rather than only one department like HSS or from outside of the Institute. Experiments in this direction at IIT(BHU) are noteworthy and one can learn from them.<sup>3</sup>

Discussions would be conducted in small groups of about 20 students with a faculty mentor each. It is to open thinking towards the self. Universal Human Values discussions could even continue for rest of the semester as a normal course, and not stop with the induction program.

Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

<sup>3</sup>The Universal Human Values Course is a result of a long series of experiments at educational institutes starting from IIT-Delhi and IIT Kanpur in the 1980s and 1990s as an elective course, NIT Raipur in late 1990s as a compulsory one-week off campus program. The courses at IIT(BHU) which started from July 2014, are taken and developed from two compulsory courses at IIT Hyderabad first introduced in July 2005.

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## 2.4 Literary

Literary activity would encompass reading, writing and possibly, debating, enacting a play etc.

## 2.5 Proficiency Modules

This period can be used to overcome some critical lacunas that students might have, for example, English, computer familiarity etc. These should run like crash courses, so that when normal courses start after the induction program, the student has overcome the lacunas substantially. We hope that problems arising due to lack of English skills, wherein students start lagging behind or failing in several subjects, for no fault of theirs, would, hopefully, become a thing of the past.

## 2.6 Lectures by Eminent People

This period can be utilized for lectures by eminent people, say, once a week. It would give the students exposure to people who are socially active or in public life.

## 2.7 Visits to Local Area

A couple of visits to the landmarks of the city, or a hospital or orphanage could be organized. This would familiarize them with the area as well as expose them to the under privileged.

## 2.8 Familiarization to Dept./Branch & Innovations

The students should be told about different method of study compared to coaching that is needed at IITs. They should be told about what getting into a branch or department means what role it plays in society, through its technology. They should also be shown the laboratories, workshops & other facilities.

## 3 Schedule

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

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### 3.1 Initial Phase

<i>Time</i>	<i>Activity</i>
<b>Day 0</b>	
<i>Whole day</i>	<i>Students arrive - Hostel allotment. (Preferably do pre-allotment)</i>
<b>Day 1</b>	
<i>09:00 am - 03:00 pm</i>	<i>Academic registration</i>
<i>04:30 pm - 06:00 pm</i>	<i>Orientation</i>
<b>Day 2</b>	
<i>09:00 am - 10:00 am</i>	<i>Diagnostic test (for English etc.)</i>
<i>10:15 am - 12:25 pm</i>	<i>Visit to respective depts.</i>
<i>12:30 pm - 01:55 pm</i>	<i>Lunch</i>
<i>02:00 pm - 02:55 pm</i>	<i>Director's address</i>
<i>03:00 pm - 05:00 pm</i>	<i>Interaction with parents</i>
<i>03:30 pm - 05:00 pm</i>	<i>Mentor-mentee groups - Introduction within group. (Same as Universal Human Values groups)</i>

### 3.2 Regular Phase

After two days is the start of the Regular Phase of induction. With this phase there would be regular program to be followed every day.

#### 3.2.1 Daily Schedule

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

<i>Sessn.</i>	<i>Time</i>	<i>Activity</i>	<i>Remarks</i>
<b>Day 3 onwards</b>			
	<i>06:00 am</i>	<i>Wake up call</i>	
I	<i>06:30 am - 07:10 am</i>	<i>Physical activity (mild exercise/yoga)</i>	
	<i>07:15 am - 08:55 am</i>	<i>Both, Breakfast, etc.</i>	
II	<i>09:00 am - 10:55 am</i>	<i>Creative Arts / Universal Human Values</i>	<i>Half the groups do Creative Arts</i>
III	<i>11:00 am - 12:55 pm</i>	<i>Universal Human Values / Creative Arts</i>	<i>Complementary alternate</i>
	<i>01:00 pm - 02:25 pm</i>	<i>Lunch</i>	
IV	<i>02:30 pm - 03:55 pm</i>	<i>Afternoon Session</i>	<i>See below.</i>
V	<i>04:00 pm - 05:00 pm</i>	<i>Afternoon Session</i>	<i>See below.</i>
	<i>05:00 pm - 05:25 pm</i>	<i>Break / light tea</i>	
VI	<i>05:30 pm - 06:45 pm</i>	<i>Games / Special Lectures</i>	
	<i>06:50 pm - 08:25 pm</i>	<i>Rest and Dinner</i>	
VII	<i>08:30 pm - 09:25 pm</i>	<i>Informal interactions (in hostels)</i>	

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

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### 3.2.2 Afternoon Activities (Non-Daily)

The following five activities are scheduled at different times of the Induction Program, and are not held daily for everyone:

1. Familiarization to Dept./Branch & Innovations
2. Visits to Local Area
3. Lectures by Eminent People
4. Literary
5. Proficiency Modules

Here is the approximate activity schedule for the afternoons (may be changed to suit local needs):

<i>Activity</i>	<i>Session</i>	<i>Remarks</i>
Familiarization with Dept/Branch & Innovations	IV	For 3 days (Day 3 to 5)
Visits to Local Area	IV, V and VI	For 3 days - interspersed (e.g., 3 Saturdays)
Lectures by Eminent People	IV	As scheduled - 3-5 lectures
Literary (Play / Book Reading / Lecture)	IV	For 3-5 days
Proficiency Modules	V	Daily, but only for those who need it

### 3.3 Closing Phase

<i>Time</i>	<i>Activity</i>
<b>Last But One Day</b>	
08:30 am - 12 noon	Discussions and finalization of presentation within each group
02:00 am - 05:00 pm	Presentation by each group in front of 4 other groups besides their own (about 100 students)
<b>Last Day</b>	
Whole day	Examinations (if any). May be expanded to last 2 days, in case needed.

### 3.4 Follow Up after Closure

A question comes up as to what would be the follow up program after the formal 3-week Induction Program is over? The groups which are formed should function as mentor-mentee network. A student should feel free to approach his faculty mentor or the student guide, when facing any kind of problem, whether academic or financial or psychological

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etc. (For every 10 undergraduate first year students, there would be a senior student as a *student guide*, and for every 20 students, there would be a *faculty mentor*.) Such a group should remain for the entire 4-5 year duration of the stay of the student. Therefore, it would be good to have groups with the students as well as teachers from the same department/discipline<sup>4</sup>.

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

### 3.4.1 Follow Up after Closure - Same Semester

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

### 3.4.2 Follow Up - Subsequent Semesters

It is extremely important that continuity be maintained in subsequent semesters.

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

## 4 Summary

Engineering institutions were set up to generate well trained manpower in engineering with a feeling of responsibility towards oneself, one's family, and society. The incoming undergraduate students are driven by their parents and society to join engineering without understanding their own interests and talents. As a result, most students fail to link up with the goals of their own institution.

The graduating student must have values as a human being, and knowledge and meta-skills related to his/her profession as an engineer and as a citizen. Most students who get demotivated to study engineering or their branch, also lose interest in learning.

The *Induction Program* is designed to make the newly joined students feel comfortable, sensitize them towards exploring their academic interests and activities, reducing competition and making them work for excellence, promote bonding within them, build relations between teachers and students, give a broader view of life, and building of character.

The *Universal Human Values* component, which acts as an anchor, develops awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and

<sup>4</sup>We are aware that there are advantages in mixing the students from different depts. However, in mixing, it is our experience that the continuity of the group together with the faculty mentor breaks down soon after. Therefore, the groups be from the same dept. but hostel wings have the mixed students from different depts. For example, the hostel room allotment should be in alphabetical order irrespective of dept.

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nature, and character to follow through. It also makes them reflect on their relationship with their families and extended family in the college (with hostel staff and others). It also connects students with each other and with teachers so that they can share any difficulty they might be facing and seek help.

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18 June 2017

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