

CODE OF CONDUCT FOR STUDENTS

Preamble

- Conduct of students of SFIT is governed by the college policy, student's code of conduct and the applicable law of the state and the union.
- It is designed to promote the vision and mission of the college and to protect the rights of the students, faculty and staff harmoniously.
- The college grants the democratic privilege to the students with its obligations.
- The college encourages the cultivation of capacity for reasoning and innovation in the pursuit of knowledge with regard for rules as well as dignity and worth of the colleagues.
- The college policy encourages all around growth of personality, communication and ethical behavior through extra circular and co- circular activities.
- The student is obliged to comply with all rules, regulations and policies of the college and is obligated to disclose truth about the involvement in any disciplinary matter to the appropriate authority.
- This code is applicable equally to students in college, sponsored activities outside the college and to student groups or association.
- It will also prevail in the pending conduct matters even if the student leaves the college.
- The students will be provided expression of their views through representation in the policy making.
- Freedom of expression by word or symbol is also guaranteed as per Constitution of India subject to orderly and harmonious operation in the college.

I. General Conduct Rules

The following behaviors constitute violation of the general conduct rules and students who are responsible for it will be subject to disciplinary action.

1. Violation of college policy, rules and regulations.
2. Indecent conduct.
3. Disruption of regular college activities.
4. Threatening a person through unwanted conduct and intimidation causing reasonable fear for safety.

5. Theft and damage to the property of the college.
6. Public intoxication or possession of narcotics and other dangerous material causing public threats.
7. Falsification, forgery and providing misinformation.
8. Unauthorized access to the college property and using college property for unauthorized activities.
9. Gambling, stalking and sexual misconduct in the campus.
10. Filing complaints without basis intentionally.
11. Failure to attend the summons extended by the respective authorities.
12. Failure to comply with sanctions imposed on pending disciplinary violations of rules and orders.
13. Violation of rules and orders given by the Director from time to time according to the contingent situation.

The due procedure is in place in the college for resolving violation of general conduct matters including:

- a) Reporting the incident.
- b) Preliminary investigation of the incident by an appropriate authority.
- c) Promoting the charges as needed, arrange an administrative meeting, notices and hearing as per due procedure, administrative action, interim action till final resolution is made.
- d) Resolution by either mediation or disciplinary procedure.
- e) Formal hearing as per legal procedure and sanctions imposed.

II. Code Of Conduct With Respect To Academic Honesty

1. The students are prohibited to engage in any activity which are not academically honorable and are violating the academic honesty.
2. Plagiarism namely presenting another person's work as one's own.
3. Cheating on examinations.
4. Unauthorized collaboration in academic work.
5. Falsification and fabrication of information in academic exercises.
6. Multiple submissions from the same document.

Conclusion

Procedure for reporting matters of academic dishonesty, production of proof, procedure for resolving issues and type of penalties to be imposed are established by the college including grievance procedures for the guilty person.

III. Code Of Conduct Regarding Behavior In The Classroom Or In Any other Learning Environment Authorized By The College

- The college prohibits all disruptive behavior in the classroom or learning environment including:
 1. Making or receiving personal telephone calls.
 2. Text messages during the class.
 3. Verbal or physical threats in the class.
 4. Inappropriate interference in classroom discussions, offensive expressions and excessive rudeness.
 5. Excessive conversation in the class, leaving and entering the class frequently and disturbing movements in the class.

Conclusion

At the first instance such behavior may be tackled by the lecturers in private or by warning under intimation to the higher authorities or by detention outside the class as per procedures.

If the violations are of such nature are very serious, formal procedures may be followed including reporting, framing of charges, hearing and punishment etc.

Opportunity for appeal will also be available before making final decision.

IV. Code Of Conduct Regarding Discrimination

1. The college prohibits discrimination with respect to colour, sex, religion or disability either collectively or individually as per constitutional provisions of the Government of India
2. If any individual or group feels to be discriminated a complaint maybe filled individually or as a group, the charges will be investigated and proper redressal and procedure will be adopted including punishment of the DT.

V. Code Of Conduct With Regards To Alcohol and Drugs, Tobacco And Tobacco Products etc.

1. The college prohibits the possession, use, transaction or distribution of alcohol and alcoholic beverages, tobacco and tobacco products.
2. Events with alcohol are subject to the policy prescribed by the college.
3. The college prohibits the presence of drugs in the campus as directed by the Government of India.
4. The violation of the code of conduct in the case of drugs possession leads to disciplinary action not only by the college but also by the Government of India.

VI. Code Of Conduct With Regards To Sexual Misconduct

1. The college prohibits sexual misconduct of any nature and strives to end all types of sexual discrimination and misconduct in the campus.

2. Even consensual sexual contacts are prohibited at public level. Dating violence, domestic violence, any kind of sexual contacts, sexual exploitation, sexual harassment, hazing and stalking etc. are banned in the campus.

Conclusion

Procedures for controlling offenses are placed at the administration level and government level.

VII. Code Of Conduct With Regards To Ragging Of Any Kind In The Campus

1. The college strictly prohibits ragging or hazing in the campus and
2. It is punishable as per the college law as well as the state and union law.

Conclusion

Procedures are in place for preventing ragging and punishing the guilty.

VIII. Code Of Conduct With Regards To Class Attendance

1. Each student has to take full responsibility for academic and intellectual growth and development.
2. The students are expected to maintain full attendance in the course as mentioned in session plan and the college insists of 100% attendance. Absence is excused only on the grounds of critical illness certified by authorized doctor.
3. The college insists that even in the above case also maximum absence cannot exceed 15%. No absence is excused for religious obligations or legal obligations unless approved by the highest authority.

IX. Code Of Conduct With Regards To Privacy Of Student Records

1. The college prohibits intrusion into the personal information of students by any unauthorized person.
2. The students are expected to give consent to inspect, verify and assess all educational qualifications, information and documents presented as pre-requisite for admission in line with the rules and establish its authenticity through authorized persons.

Conclusion

Verification procedures and disclosure of information, as per procedures for admission and attendance in the college.

X. Code Of Conduct With Regards To Student Association, Groups And Clubs In The Campus

1. The students will be given opportunity to pursue personality development activities through extra circular and co-circular activities, association and clubs etc. as per procedures after to setting their objectives, activities and conduct and procedures as provided by the appropriate authority.
2. Certain facilities will also be extended in such cases. Any violation of the agreement and rules will lead to withdrawal of permission and charter of this group.

XI. Code Of Conduct With Regards To Student Events

1. The students are permitted to arrange only college sponsored events even if the events are held under auspices of the permitted groups.
2. For such events the college will authorize resources partially or fully and ensure security, safety and control as required.

XII. Code Of Conduct With Regards To Use Of College Premises

1. The college campus maybe used by students association for postures, publicity, pamphlet distribution, speeches and public notices with permission from the college which will be regulated by the college rules and regulations regarding the matter.

XIII. Code Of Conduct With Regards To Use Of College Information System

1. The college information system can be used only by the authorized students selectively through the password issued by the institute.

XIV. Code Of Conduct With Regard To Interaction With Relatives In The Institute

1. The college does not encourage any advantage to the students through their personal relation or blood relation with either staff or faculty for their personal benefits.

XV. Conclusion

The institution maintains a procedure for participation of students in matters connected to their welfare in the campus and appropriate grievance procedure are in place for suitable redressal.

Bro. Melchior Tom
Director

CODE OF ETHICS FOR STUDENTS

1. Build up capacity for reasoning and innovation in the pursuit of knowledge with regard for college vision & rules, dignity and worth of colleagues as well as democratic values.
2. Concentrate on growth of personality, communication skills and moral behavior through interactive co – curricular and extra-curricular activities.
3. Maintain high levels of Academic Honesty and Transparency, accept criticism & credit others work.
4. Be responsible in all actions and own responsibility for the decision taken and work done.
5. Be equitable to all and avoid all kinds of discrimination which hinders growth of humanity.
6. Be sensitized to social evils, social imbalance and needs of social development.
7. Support and participate in activities of professional society, follow standards of integrity, creativity, productivity and professional ethics in all practices.

Br. Melchior Tom
Director

REPORT

WORKSHOP ON SUICIDE PREVENTION

Date: 1st May 2021

Time: 11am to 1pm

On the Online Platform

Organized By: SFIT NSS Unit in collaboration with Sister Living Works

No. of Participants: 86

Department	CMPN	INFT	EXTC	ELEC	MECH	STAFF
No. of Volunteers	17	23	31	11	2	2

Objectives:

- The main objective of the workshop was to help the students to cope with the stress and anxiety related issues during the COVID 19 lockdown period.

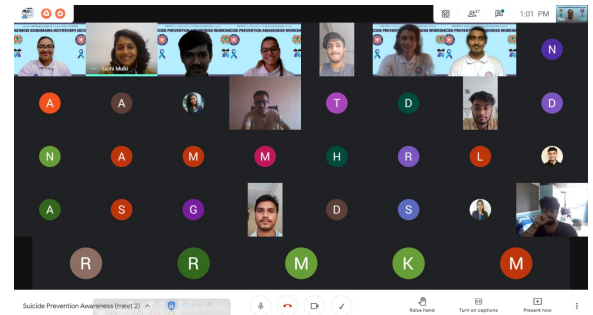
The issues discussed during the workshop helped the young adults to be mentally and physically strong.

The event was organised with the collaboration of the Non Governmental Organisation Sister Living Works.



Paul Fernandes,

NSS Programme Officer, SFIT



UNNAT BHARAT ABHIYAN 2018-19

Electrification of One household on Bhaliwali village Virar:

The NSS Volunteers of SFIT had adopted a rural village Bhalivali near Virar of Palghar District. For four consecutive years the volunteers had been conducting rural camps in this village. During the rural camp on 20th December 2018, the NSS Volunteers had also installed solar panels with one lamp in a household of the village which had no electricity connection. The solar panels were assembled by the volunteers in the campus and installed in the household during the camp.

Mr. Paul Fernandes, the NSS PO of SFIT, Borivali guided the student volunteers in installing the solar system for the forest dwellers.



Mr. Paul Fernandes

NSS PO/ Social Service Coordinator

REPORT: VISIT TO VANAPRASHTASHRAM (BHAYANDER)

Date: 13th January, 2018

Day: Saturday

Time: 9:00 am – 1:00 pm

Venue: Vanaprashtashram Bhayander West

Coordinators – Rahil Virani (SE EXTC) & Rodney Pinto (SE IT)

No. of Participants: 39

Department	CMPN	EXTC	INFT
No. of participants	14	15	8

OBJECTIVE

- To interact with the residents of Vanaprashtashram
- To listen to their stories, needs and problems

Vanaprashtashram is a home for the elderly situated at Bhayander west. It is a home for about 125 elderly men and women. Some of the elderly are here in the Ashram with their own accord where as some are kept here by their family. The surroundings of the ashram are beautiful and the management takes good care of the members.

The NSS volunteers assembled at 8:30 am at Bhayandar West Bus station and took a bus to the Ashram. Reached the Ashram around 9:00am. After reaching there, they interacted with the elderly. The elders were warm and friendly and were overjoyed to interact with the volunteers and share their experiences.

The volunteers observed that the elderly were active and healthy. The surroundings were neat and clean. The members spent their time cleaning the surroundings and praying. It was a good experience for the NSS Volunteers. The visit concluded at 1:00 pm.



Paul Fernandes

NSS Programme Officer, SFIT



REPORT

VERSOVA JETTY BEACH CLEAN UP

Date: 17th September, 2016

Time: 7:45 am to 12:00 pm

Venue: Versova Jetty Beach, Andheri

Organized By: SFIT NSS Unit in collaboration with
Versova Resident Volunteers and Maharashtra Maritime Board

No. of Participants: 75 NSS Volunteers

Department	CMPN	IT	EXTC
No. of Volunteers	23	41	11

Objectives:

- To celebrate the International Coastal Clean-up Day and patronize Swach Bharat Abhiyaan
- To encourage our students to take an active role in the preservation of the ocean
- To help maintain beaches clean and trash free

To mark the International Coastal Clean-up Day, SFIT NSS Volunteers in collaboration with Versova Resident Volunteers and Maharashtra Maritime Board, Mumbai participated in a mega clean up drive. At 7:45am NSS Volunteers assembled at the Versova Jetty Beach. After the initial welcome and introduction by the Maharashtra Maritime Board, the gloves and masks were distributed. The volunteers proceeded to the beach and there they were provided with cleaning materials like spades, shovels and bin bags and tubs. The students were assigned spots to be cleaned. They picked garbage of all kinds and later segregated them and transferred them onto tractors carrying wet and dry waste. The cleanliness drive went on up to 11:30am after which refreshments were served to all.



Paul Fernandes
NSS Programme Officer, SFIT



Report

Dahisar River Wall Beautification

Date: 4th and 5th March 2016

Day: Friday and Saturday

Time: 8:00am to 4:00pm

Venue: Along both sides of the first bridge towards Dahisar station from SFIT.

No. of Participants: 12 NSS Volunteers

Objective:

- To save rivers of Mumbai
- To beautify the walls of Dahisar River

Mumbai Municipal Corporation has a plan to rejuvenate four rivers of Mumbai namely Dahisar, Mithi, Ohiwara and Poisar. In view of this a River march was organized and in preparation of the river March there was beautification of the walls of the rivers.

Mayor Dr. Shubha Raul approached the SFIT NSS unit to contribute towards the cause of saving the rivers and river march, by choosing to beautify a portion of the Dahisar river wall which is closer to the college.

Ten NSS volunteers came forward to support the cause by beautifying the river wall. The theme of the art was river life. The art revolved around waves, lotus, fishes, boats and such. The color, brushes and refreshments were provided by the Local Corporator.



A handwritten signature in blue ink, reading "Paul Fernandes".

Paul Fernandes
NSS Programme Officer

REPORT

BORIVALI POLICE STATION CAMPUS BEAUTIFICATION

Date: 29/04/2017 – 30/05/2017

Day: Saturday & Sunday

Venue: Borivli Police Station Campus

Number of Volunteers: 11

Department	CMPN	EXTC	IT
No. of volunteers	02	06	03

Objective: To beautify the walls of Borivali Police Station campus.

It was a great privilege for about eleven SFIT NSS Volunteers to spend quality time beautifying the walls of Borivali Police Station Campus. The Beautification Drive was organized in collaboration with Make A Difference (MAD) Foundation.

A few spaces within the Police campus were selected for painting and art work. Apart from SFIT There were also volunteers from Model College and St. Xavier's SFIT NSS volunteers painted the Police Logo on the main wall of the police station. They were also involved in painting the exteriors as well.

The paint and brush were provided by the local corporator. It was a good team work by all the participants and the police campus looked beautiful at the end of the beautification drive



Mr. Paul Fernandes
NSS Programme Officer



Cleanliness Drive at Borivali Station on 26th January 2016

NSS unit of St Francis Institute of Technology along with SRC and ISTE organized a cleanliness drive at Borivali Station on 26th January 2016.

OBJECTIVES:

1. To develop a sense of social and civic responsibility amongst the citizens.
2. To lend a helping hand to railway authorities in cleaning the station.
3. Upholding Dignity of labor.
4. To create social awareness about cleanliness, health and hygiene.

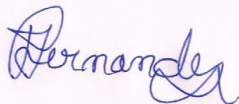


BRIEF REPORT OF THE PROJECT:

The volunteers assembled near the main ticket counter by 9.45 am. In deference to our nation, the event was started by singing the national anthem. Along with our faculty members, few of the people in the vicinity joined us in the same. Followed by that, few of our volunteers enacted a short skit, spreading awareness about cleanliness, health, hygiene and creating social consciousness among citizens. Holding the banner of our title sponsor, **Bisleri.co**, volunteers posed for a group photo.



Further on, the equipment required to clean the dry waste was distributed. Each group having approximately 12 members, were provided with brooms, masks, hand gloves, dust pans and garbage bags. Volunteers dispersed off to their allocated location and started cleaning. There were various occasions wherein volunteers were spotted communicating with local people. Dry waste cleaning was carried on till 11.45 am. Further, for wet cleaning, equipment was distributed. All the groups were provided with buckets, scotch brite, mop, active wheel and a piece of cloth. All the 8 platforms and subways were cleaned. Simultaneously, along with the cleaning, skits were performed on a bridge and on the east side of the railway station. All the volunteers were appreciated for their active cooperation.



Paul Fernandes

NSS Programme Officer

Blood Donation Drive

Date: 10:00 am to 4:00 pm

Time: 23rd September, 2017

Venue: Assembly Hall, SFIT

Organized By: 34 NSS

Department wise Volunteers:

UNIT	CMPN	EXTC	IT
NSS	13	09	12

Objectives:

- To encourage students of SFIT to donate blood and spread awareness regarding it as it is the need of the time.
- To create awareness among students about thalassemia.

The blood donation was organized by NSS SFIT in collaboration with **MGM Blood Bank, Bandra**. The blood donation preparations started at 8 a.m. as soon as volunteers gathered. The hospital staff arrived at 9.15 a.m. with the required equipment. A Tulsi plant was offered as a symbol to the head representatives of respective hospitals. The blood donation started at 10:00 a.m. and went on till 4:00 p.m. The Thalassemia Screening was started along with blood donation. It was conducted in collaboration with Think Foundation. A total of 178 units of blood was collected and 240 samples were screened for Thalassemia.



Paul Fernandes
NSS Programme Officer

REPORT

AWARENESS ON HYGIENE/ CLEANLINESS AND HEALTH/DENGUE AND MALARIA

Date: August 4, 2018

Day: Saturday

Time: 10 am to 1pm

Venue:

- Shivaji nagar chawl, borivali-west
- Sheetal Nagar Borivali
- Slums behind SFIT

No. of participants: 53 NSS Volunteer

Department	CMPN	IT	EXTC
No. of Volunteers	20	14	19



Objectives:

- To spread out the awareness about Cleanliness and Hygiene
- To make people aware of the symptoms and preventive methods of dengue and malaria
- To impart the knowledge of Do's and Don'ts in order to keep the living places clean and hygienic.

About 53 NSS volunteers gathered around 10am at the SFIT College premises to participate in the Awareness on Hygiene/ Cleanliness and Health/Dengue and Malaria.

After preparing the posters the NSS Volunteers proceeded to their selected areas. By seeing their living conditions which are very unhygienic and unhealthy they felt that the people in those areas need such kind of awareness programmes. The people took interest to know about the clean India Campaign and about health problems due to uncleanliness. The people appreciated the efforts taken by our NSS volunteers.

Paul Fernandes

NSS Programme Officer



St Francis Institute of Technology

Student Council Election 2019-20

Student Development Cell conducted interviews on 1 August 2019 and 24 August 2019 for nomination positions and elections for electoral positions on 30 August 2019 for Student Council.

The following candidates were elected and nominated as members of the Student Council.

Sr. no.	Name of the member	Class	Position in Student Council
ELECTORAL POSITION			
1.	Fernandes Joshua Joseph Iona	TE CMPN A	President
2.	Kolte Aditya Kishore	TE EXTC A	General Secretary
3.	Vartak Saisha Sachin	TE EXTC B	Lady Representative
4.	Solanki Yash Sandeepkumar	TE CMPN B	Reserved Representative
NOMINATION POSITION			
5.	Sanket Dalvi	TE CMPN A	Technical Secretary
6.	Komal Torlikonda	TE INFT A	Cultural Secretary
7.	Manas Acharya	TE CMPN A	Joint Cultural Secretary
8.	Steve Mandonca	TE INFT B	Sports Secretary
9.	Ryan Crasta	TE CMPN A	NSS Representative

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31/8/19

CLASS REPRESENTATIVES

Sr. no	Name of the Representative	Class
COMPUTER ENGINEERING		
	Maria Kannitayil	BE CMPN A
	Agnelo Nunes	BE CMPN B
	Justin Raphael	TE CMPN A
	Naitik Zaveri	TE CMPN B
	Chelsea Dsouza	SE CMPN A
	No Nomination	SE CMPN B
ELECTRICAL ENGINEERING		
	Mervin Dcosta	SE ELEC
ELECTRONICS AND TELECOMMUNICATION ENGINEERING		
	Parth Torasker	BE EXTC A
	No Nomination	BE EXTC B
	Shrutee Khot	TE EXTC A
	Ancel Peris	TE EXTC B
	Royston Dmello	SE EXTC A
	Kaivan Shah	SE EXTC B

S. P.
31/8/16

INFORMATION TECHNOLOGY ENGINEERING

No Nomination	BE IT A
No Nomination	BE IT B
Crystal Monis	TE IT A
Parthvi Soni	TE IT B
Martin Devasia	SE IT A
Darshan Limbani	SE IT B

MECHANICAL ENGINEERING

No Nomination	SE MECH
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FIRST YEAR ENGINEERING

No Nomination	FE CMPN A
Ashita Tiwari	FE CMPN B
Sanika Gawas	FE EXTC A
Drashti Thakkar	FE EXTC B
Viral Soni	FE ELEC
Vikas Chaurasiya	FE IT A
Sakshi Nemade	FE IT B
Chaitanya Shirodkar	FE MECH

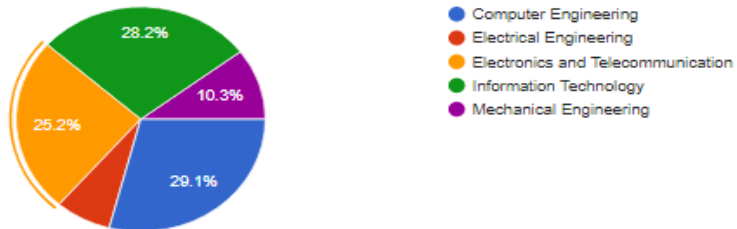
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Who has responded?

Too many recipients to display.

Branch

1,307 responses



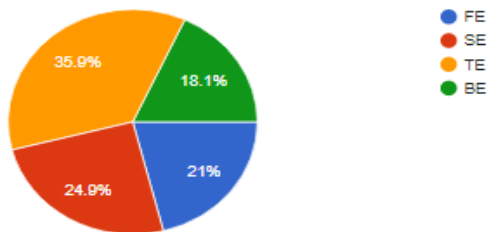
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Select any one

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Year

1,307 responses



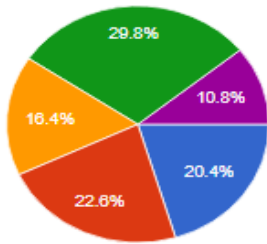
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Select any one

1,307 responses

or President post

e for President post



- Shobhan Akshay Girdharan - T.E. EXTC B
- Simran Dadhich - TE IT A
- Angohekar Mandar Gajanan - TE CMPN B
- Jamage Suyash Sheetal - TE CMPN A
- NOTA

Candidates for Lady Rep

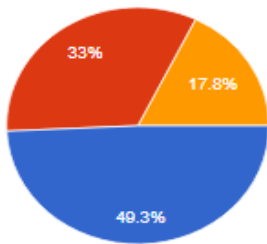
Select any one for Lady Rep

1,307 responses



or General Secretary (GS) post

e for General Secretary (GS) post



- Relson Pinto - TE IT A
- Sawant Kshitij Sandeep - TE CMPN B
- NOTA

Candidates for Represen

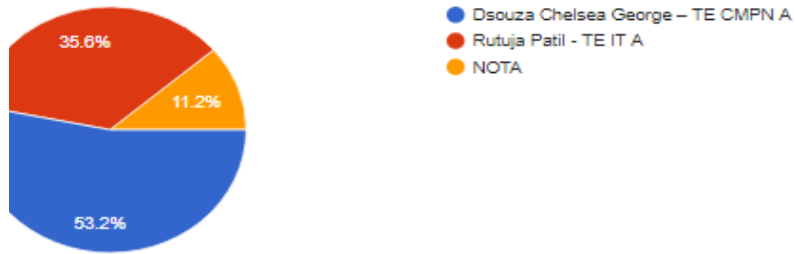
Select any one for Repre

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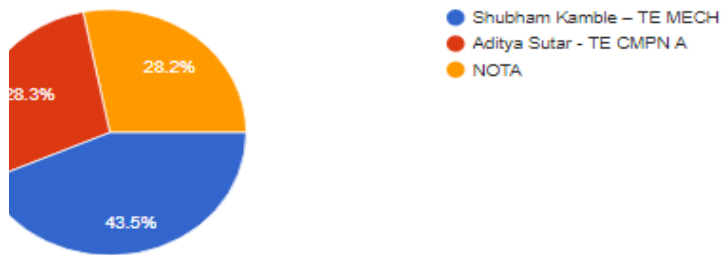
Representative (LR) post

Representative (LR) post



Representative for Reserved category (RR) post

Representative for Reserved category (RR) post



FE Orientation Programme Report

To welcome the newly joined undergraduates to the world of Engineering at SFIT, First Year Engineering Student Orientation Programme 2019 was conducted by Basic Sciences and Humanities Department on Wednesday, 14 August 2019 in the auditorium at 9:30 am. The program aimed at introducing FE students with the academic and non-academic aspects of the course.

The dignitaries for the programme were: Our Director, Bro. Jose Thuruthiyil; Deputy Director, Bro. Vijaykumar Pereira; Executive Committee Member, Mr. Augustine Kurias; Principal, Dr. Sincy George; Financial Advisor, Bro. K. C. Joseph; FE Coordinator, Dr. Poonam Hemnani; Training and Placement Head, Mr. Wilson Pinto; all the Deans and Heads of the Departments. The program commenced with the college prayer followed by the lamp lighting ceremony, which symbolizes the guiding spirit of truth, knowledge and understanding. All the dignitaries along with a FE student lighted the lamps. The excerpts were read from Bhagwad Gita, Kuran, and the Bible, followed by a common prayer by Bro. Vijayakumar Periera, creating a pious and positive atmosphere.

Our Director, Bro. Jose Thuruthiyil introduced the dignitaries and extended a warm welcome to our students with a motivating speech. He emphasized that the success in any aspect of life is enacted by working from the bottom of the heart. Our Principal, Dr. Sincy George addressed the gathering with the achievements and milestones that SFIT has achieved with constant pursuance of excellence. Then, the students were addressed by FE Coordinator, Dr. Poonam Hemnani who welcomed all the students and introduced them to their FE teaching and non-teaching staff. She gave an all-inclusive presentation to impart necessary information about the academic design of the First Year, and the University of Mumbai rules and regulations regarding the academic matters. She focused on the exam pattern, assessment and evaluation criteria, co-curricular and extra-curricular activities, and facilities provided to the students. She also requested them to understand and abide by the Institutional rules and norms.

An informative session was conducted by Training and Placement Head, Mr. Wilson Pinto regarding the placement activities carried out by the Institute. The students were also briefed about the required skills to develop competencies in accordance to the current job market. He guided students to focus on their overall development in technical skills, non-technical skills, and aptitude skills in addition to the academics.

The program ended on an enthusiastic note with a vote of thanks proposed by Ms. Arti Bhatnagar.



1. Our honorable dignitaries rise for the college prayer



2. Our Deputy Director, Bro. Vijaykumar Pereira, leading us in prayer



3. First Year Engineering students



4. Address by. FE Coordinator, Dr. Poonam Hemnani



5. Our Director, Bro. Jose Thuruthiyil, addressing the gathering



6. Our Principal, Dr. Sincy George, addressing the students

First Year Induction Programme 2019

As per AICTE guidelines, First Year Students Induction Programme was conducted during the first half of August 2019. The induction programme was designed in a way to make newly joined students feel comfortable, motivate them towards exploring academic interests and extra-curricular activities. The two-week programme included various sessions on universal human values, literary aspects, subject introduction, creative arts, physical activities and preference-based activities. The activity-oriented learning helped first-year students to explore their potentials and further resulted in the marvellous performance on Independence Day celebration. SFIT campus tour and a visit to the nearby orphanage were arranged for our students to understand the feeling of responsibility towards oneself, one's family, society, & nature. The life Skills session conducted by Ms Deepa Panakal was highly fruitful as commented by a student that "it answered many of my questions and doubts on life and relationship." The value education activities conducted by class coordinators and Universal Human Values sessions by Mr M. Bysani, Mr Paul Fernandez, Ms Deepa Panakal and Mr Praveen Mathew introduced the basics of Holistic Development to our students. The interaction with faculty members and senior students made them more comfortable in the new campus environment. The positive feedback of our students towards induction program is a motivation for Basic Science and Humanities Department to organize more events in this academic year as an extension of Students Induction Programme. First-Year Students Induction Programme 2019 was a great success with the teamwork of entire FE staff under the able guidance of FE Coordinator, Dr Poonam Hemnani.

A few pics are furnished below to give you just a glimpse of the various sessions our students attended:



1. *Playing Musical instruments*



2. Creative Arts session



3. Performing Arts session



4. Session of Literary activities



5. Session on life skills by Ms Deepa Panakkal



6. Session by Training and Placement officer, Mr. Wilson Pinto

Session by Mr. Albert Dsouza

Motivating and guiding students to focus and direct their energies in a manner that they truly realise their potentials.



7. Session by Mr. Albert Dsouza



8. student participation during Sir's session



9. One of the indoor games



10. one more...indoor games



11. And one more...



12. one of the outdoor sports



13. Movies and videos for fruitful discussion and understanding

'UHV Trainer's Report on Sessions conducted in FE 1 and FE 3

Ms Deepa Panakkal

UHV Coordinator

Assistant Professor (Professional Communication and Ethics)

Basic Sciences & Humanities

FE 1 (19 Jan – 30 Jan 2021)

FE 3 (2 Feb - 9 Feb 2021)

In a world that wants peace of mind, joyful life and keeps talking about values but hardly devotes time to it, UHV is a saving grace. We embark on a journey marked by competitiveness and even push our youngsters unknowingly into a race making them face issues like stereotypes, bias, low self-esteem, confusion, peer-pressure, addiction, and such things without preparing them for the same. Unless we start putting efforts in the right direction to empower ourselves and our youngsters expecting results doesn't make sense. UHV makes it possible for us to address concerns that are vital to a human being and hence empowers us to live better lives. That makes this course priceless.

Having Rekha Ma'am as a co-explorer while teaching UHV to FE 1 was a great experience for her inputs added to the effectiveness of discussions. Students of FE 1 were lucky, because given early admissions they got 24 hrs of UHV sessions as compared to the only 12 hrs that was possible for FE 3 due to delayed admissions.

The difference it made to the whole experience was evident. FE 1 students received more interaction time on every topic. They even got the opportunity to bring in personal aspects and hence apply each concept to different scenarios in trying to achieve the best in depth perspective on it all. The questions and discussions went to another level altogether, thus, helping students reap more benefits from each session. The students of FE 1 were totally involved and had tremendous interaction. Their active participation was an important factor in effectiveness of the session. They even proposed that they would want sessions on weekly basis to stay connected with the content and also that they would like to be volunteers in any of the UHV activities so they can keep learning.

In spite of the fact they got only 12 hrs of UHV, the students of FE 3 responded very well to the content and the intent of the program. They related with it to a great extent, making it evident through their questions, inputs and feedback. Not only were they receptive of the content but they also identified topics where they wanted more in-depth discussion. They asked for more sessions where in they could bring in a few of their personal concerns and use the discussion for better understanding of self and relationships. Many of them mentioned that a session like that of UHV is exactly what they needed soon after the lockdown. The UHV sessions according to them helped them to help themselves out of the depressive and negative thoughts that has strongly impacted their minds during the pandemic. Students also pointed out that they were happy about the fact that certain concerns which are vital to life were being addressed through UHV and expressed gratitude for the same.

Major challenge faced was that of time. Both classes wanted more time for further interaction and discussion. Some students it seemed wanted to discuss their personal cases but sessions being online, they seemed to hold themselves back. In an offline session they would have found it easier to discuss those things. Students mentioned that moving into a zone of technical subjects soon after having discussed concepts of UHV was difficult. They needed more time to think over the concept and keep exploring. No wonder, AICTE has planned induction in a manner where no technical subjects are to be introduced in the SIP. But given the pandemic situation and delayed admissions it was difficult.

Suggestions from students can be used for further enhancement of these sessions. Their involvement is what made the sessions fruitful.

Ms Deepa Panakkal
UHV

Coordinator

UHV Trainer's Report on Sessions conducted in FE 6

Bysani Malakondaiah

Assistant Professor

Mechanical Department

FE2 & FE6

Jan 18th to Jan 30th, 2021 &

Feb 2nd to Feb 8th, 2021

Your views on UHV content and its relevance to students/ individuals:

The content of UHV is improvised than previous content. In the previous content there was a little bit discontinuity, the gaps are filled up in the present content.

- The intent throughout the session was to prepare students for events to come in life and help them behave in a way that makes them feel happy and prosperous even in times of adversities.
- The students were given instances to think about they have been a part in recent times where they thought they were unreasonable to the other person in a relationship and after the UHV session how would they deal when in the same situation. This helped in getting comments of agreements and disagreements from the students which started the dialogue.
- I mentioned it at the onset that in the sessions there will be suggestions and not prescriptions.
- It becomes very crucial to relate with students so it helped me initially to start on a lighter note.

Positives / advantages / strengths noted:

- The students were willing to participate in a dialogue.
- A few students were very specific about their disagreement on some of the proposals made during the session thus indicating that they were attentive to the session.
- On concepts learned and understood, students are willing to express either through chat messages or through an audio conversation.
- Some students mentioned in the feedback session about right understanding in a relationship as one of the highlights of the session wherein they further elaborated the way things could change if instead of one doubting the intention of other's can actually regard it to be lack of

competence and can either help the other person overcome it or simply come out of the conflict situation with happiness of self.

Challenges/ difficulties faced, if any:

- The students were giving their opinions on the values discussed but were hesitant to share any instances of their own.
- They were very reluctant to buy the idea of continuous happiness for some of them thought it involved compromising one's passion and ambition.
- It is necessary but at the same time difficult to get reflection from students irrespective of whether it is online/offline mode.

Observations/ suggestions that can further add to effectiveness of the sessions:

- Because of online sessions, student's interactions among themselves was less. Class room sessions will be good.
- Some topic should be decided on which students can have a session where they interact amongst themselves.
- This will help students develop relationships and exercise the values proposed in the sessions.
- It is better that an entire day is dedicated to sessions of UHV along with some fun activities. With subject sessions to follow, it is difficult for students to explore the concepts of UHV.
- It is important to stress on the fact that one does not have to change completely to imbibe the UHV in oneself but it is those small changes that we can make to our natural acceptance which will give us a better perspective to life.
- When we as trainers are willing to discuss our own vulnerabilities of life is when our students will be encouraged to open up about their own.

'UHV Trainer's Report on Sessions conducted in FE 2

Trainers:

Bysani Malakondaiah
Assistant Professor
Basic Sciences & Humanities
Dates: 19th- 22nd & 30th January 2021
Topic: Introduction to UHV, Harmony in the Self.

Paul Fernandes
Assistant Professor/NSS Unit Coordinator
Basic Sciences & Humanities
Dates: 23rd, 25th, 27th & 30th January 2021
Topic: Harmony in the Family.

Praveen Matthew
Assistant Professor
Basic Sciences & Humanities
Dates: 28th, 29th & 30th January 2021
Topic: Harmony in the Family, Society, Harmony in the Nature

At the outset we would like to express our gratitude for being given the opportunity of conduct UHV sessions to FE 2. The students of FE 2 were indeed privileged to experience three trainers and mentors for them. We also feel happy to make this journey as many times as possible and was a very enriching experience to make this journey with the students of FE 2. Guiding and mentoring them all along the way was remarkable. AICTE has incorporated Universal Human Values as part of the Student Induction Program with the purpose of helping the students to develop a holistic perspective about life. It helps each student to make self-exploration, self-study and self-verification of the UHVs and once self-verified with natural acceptance and right understanding, practice them in one's own life and propagate them among classmates and other people around.

The topics covered during the sessions had all the lessons for an individual to arrive at a definite human conduct at all four levels of existence namely at the level of the individual self, as a member of the family, as a part of the society and as a unit in the nature. They are very relevant and helpful to the students to develop and strengthen their heart power and encourage them to express their valuable feelings of trust, respect, affection, care, guidance, reverence, glory, gratitude and love. It is indeed very important to the students to make balance between the brain and the heart, as the subjects that they learn are developing and strengthening their brain power.

We were a combination of three of us each one having unique style of presentation and sharing of apt example from our life experiences. And we believe that the students had a good treat and a lot to take home. There was active interactions from the students by way of answering the questions on the chat. Their interactions indicated that they are attentively listening to what is discussed and have understood it. Also it was very clear from the feedback session that the students have learnt many lessons for life and are eager to practice them.

I would like to suggest that one's we have established a UHV cell in the college we can include a few interested students from this batch as volunteers and take their services for the follow up program. Once every month or fortnight a follow up session can be arranged and it has to be within the curriculum.

Bysani Malakondaiah
Mathew

Paul Fernandes

Praveen

UHV Trainer Report

Name : Ms. Rekha Ajikumar

Designation : Assistant Professor

Department : Basic Science and Humanities(BSH)

Class : FE 4

Dates of UHV session conducted : 02/02/2021 - 09/02/2021

The sessions of Universal Human Values (UHV) as recommended by the AICTE was conducted for all the FE classes of the academic year 2020-2021. It was a great experience to be the UHV trainer for the class FE 4. The first topic of this session was introduction i.e knowing each other by our names, designation and then we discussed our aspirations, expectations and concerns. This gave us an idea about our thought process and gradually developed the feeling that the basic aspiration is continuous Happiness and Prosperity. This led to the topics like physical facility, fulfilment of relationship and right understanding. To understand concept of relationship, the concept of self and body was introduced with the theme that self and body is a co-existence. Knowledge of the self and the deep understanding of co-existence of self and body is essential in today's youth. This relates to their life that they should not be under the influence of social acceptance. In fact they should always be driven by natural acceptance with the help of right understanding. With the help of self exploration they can achieve self confidence, overcome the peer pressure, escapism and so on. The circadian rhythm which regulates the body's wake-sleep cycle systematically is of great importance as it ensures health in the body. This will definitely lead to harmony in self. The concept of "Pause and think, the clarity between reaction and response, the clarity of right understanding which clearly differentiates natural acceptance and social acceptance are really useful to every individual. The nine feelings which bridges oneself to another self is the backbone for the fulfilment in every relationship. This fulfilment ensures harmony at family level, society level, nature level and also with the existence. With these values inculcated in each one of us we will definitely lead to mutual happiness and mutual prosperity.

In each session, the students were encouraged to share their reflections and experiences on the respective topics. In an online session, initially it was a challenge to make them speak. Gradually they started sharing their views and this led to a better interaction. It is only through interactions and participation that the topics become clearer. For every topic of this session there should be enough time for the students to know and understand the concepts and then self explore them so that they can realize and relate to their life. Since the sessions had to be completed in six days, the time for interaction was limited.

The daily quiz and assignment helped the students to understand the concepts. Some students mentioned in their feedback that they interacted with their family members to complete the assignments. In the feedback session they were happy to share the impact of the UHV in their daily life.

As UHV trainer this was my first experience to share the knowledge of UHV with the students. It was an enriching experience. I thank Ms. Deepa Pannakal, Mr. Bysani M and Mr. Paul Fernandes for their guidance and support. I believe that we all co-explorers can surely spread the fragrance of the UHV far and wide.

Prepared by:
Ms. Rekha Ajikumar
14/02/2021

'UHV Trainer's Report on Sessions conducted in FE 5

AICTE has incorporated Universal Human Values as part of the Student Induction Program to help the students develop a holistic perspective regarding life. It helps every student make self-exploration, self-study and self-verification of the UHVs. After verification of these concepts, they can practice them in one's own life and propagate them among family members, classmates and other people. UHV aims to ensure 'definite human' conduct in every individual.

AICTE's Universal Human Values sessions conducted in FE 5 class from 2nd February to 9th February 2020. All the concepts introduced as proposals to make further self-verification. This helped them understand the valuable feelings of trust, respect, affection, care, guidance, reverence, glory, gratitude and love. According to students, it created an urge to live in harmony with all four levels, namely, at the level of the individual self, as a member of the family, as a part of the society and as a unit in nature.

FE 5 students wholeheartedly accepted the UHV sessions and happily interacted with the trainer to solve their doubts. Students with contradictory viewpoint mentioned that they would try to verify UHV. The majority of the class submitted daily assignments on time with a feeling of maintaining a personal diary. Daily assignments helped students understand themselves in a better way. The class requested further follow-up sessions to enlighten their understanding and lifestyle. Also, it was very clear from the feedback session that the students have learnt many lessons on life and are eager to practice them.

UHV Trainer:

Praveen Mathew Kurien
Assistant Professor
Basic Sciences & Humanities

UHV Trainer's Report on Sessions conducted in FE 6

Dalal Yunus Yusuf

Assistant Professor

Mechanical Department

FE6

Feb 2nd to Feb 9th, 2021

Your views on UHV content and its relevance to students/ individuals:

- The intent throughout the session was to prepare students for events to come in life and help them behave in a way that makes them feel happy and prosperous even in times of adversities.
- The students were given instances to think about they have been a part in recent times where they thought they were unreasonable to the other person in a relationship and after the UHV session how would they deal when in the same situation. This helped in getting comments of agreements and disagreements from the students which started the dialogue.
- I mentioned it at the onset that in the sessions there will be suggestions and not prescriptions.
- It becomes very crucial to relate with students so it helped me initially to start on a lighter note.

Positives / advantages / strengths noted:

- The students were willing to participate in a dialogue.
- A few students were very specific about their disagreement on some of the proposals made during the session thus indicating that they were attentive to the session.
- On concepts learned and understood, students are willing to express either through chat messages or through an audio conversation.
- Some students mentioned in the feedback session about right understanding in a relationship as one of the highlights of the session wherein they further elaborated the way things could change if instead of one doubting the intention of other's can actually regard it to be lack of competence and can either help the other person overcome it or simply come out of the conflict situation with happiness of self.

Challenges/ difficulties faced, if any:

- The students were giving their opinions on the values discussed but were hesitant to share any instances of their own.
- They were very reluctant to buy the idea of continuous happiness for some of them thought it involved compromising one's passion and ambition.
- It is necessary but at the same time difficult to get reflection from students irrespective of whether it is online/offline mode.

Observations/ suggestions that can further add to effectiveness of the sessions:

- Some topic should be decided on which students can have a session where they interact amongst themselves.
- This will help students develop relationships and exercise the values proposed in the sessions.
- It is better that an entire day is dedicated to sessions of UHV along with some fun activities. With subject sessions to follow, it is difficult for students to explore the concepts of UHV.
- It is important to stress on the fact that one does not have to change completely to imbibe the UHV in oneself but it is those small changes that we can make to our natural acceptance which will give us a better perspective to life.
- When we as trainers are willing to discuss our own vulnerabilities of life is when our students will be encouraged to open up about their own.

'UHV Trainer's Report on Sessions conducted in FE 7

Paul Fernandes

Assistant Professor/NSS Unit Coordinator

Basic Sciences & Humanities

FE 7

Dates: 4th -9th February 2021

28-30 Jan 2021

At the outset I would like to express my gratitude for being given the opportunity to take UHV sessions. This is a journey that I would like to make as many times as possible. It was a very enriching experience to make this journey with the students of FE 7. Guiding and mentoring them all along the way was remarkable. I believe that the AICTE has incorporated Universal Human Values as part of the Student Induction Program with the purpose of helping the students to develop a holistic perspective about life. It helps each student to make self-exploration, self-study and self-verification of the UHVs and once self-verified with natural acceptance and right understanding, practice them in one's own life and propagate them among classmates and other people around.

The topics covered during the sessions had all the lessons for an individual to arrive at a definite human conduct at all four levels of existence namely at the level of the individual self, as a member of the family, as a part of the society and as a unit in the nature. They are very relevant and helpful to the students to develop and strengthen their heart power and encourage them to express their valuable feelings of trust, respect, affection, care, guidance, reverence, glory, gratitude and love. It is indeed very important to the students to make balance between the brain and the heart, as the subjects that they learn are developing and strengthening their brain power.

One of the highlights I would like to point out is that on the last day of the session one of the boys raised his hand of course virtually and when I asked him he said I want to tell you that my mother and father also were attending the UHV sessions. It was a good feeling for me too as the topics discussed in the sessions were of almost value for all human beings. There was active interactions from the students by way of answering the questions on the chat. Their interactions indicated that they are attentively listening to what is discussed and have understood what it.

Challenges faced were a few technical glitches such as when I wanted to show a video clipping the audio could not be heard and then I had to give the students the link and give them time to watch it and then come. And also all the topics could not be discussed elaborately.

I would like to suggest that one's we have established a UHV cell in the college we can include a few interested students from this batch as volunteers and take their services for the follow up program. Once every month or fortnight a follow up session can be arranged and it has to be within the curriculum.

Paul Fernandes

Seminar for First Year Engineering students

Organised by Basic Science and Humanities Department

as part of FE Student Induction Programme

on Friday, 09 August 2019

Seminar Title: 'Make it Count'

Resource person: Ms Deepa Panakkal

(Sub topics: life skills like mechanisms to cope with stress and goal setting)



Some key issues and concerns observed among adolescents include those relating to forming a self-image, managing emotions, building relationships, strengthening social skills, and dealing with or resisting peer pressure. Students at this stage are more prone and vulnerable to high risk situations and may easily succumb to it.

How well an adolescent deals with these issues is decided by a host of factors that include their personality, psychosocial support from the environment (that includes parents, teachers and peers), and the life skills that they possess. As educators this has to be one of our prime focus. The seminar that was organised for our First year Students was one important step towards the same.

The seminar was organised for all the 8 classes of first year engineering. Given the large no. of students, the sessions were conducted in two slots for 4 classes each. The resource Person, Ms Deepa Panakkal, focussed majorly on helping students identify and enhance upon some of the important life skills using real time examples that were easily relatable to students. She emphasized on how students need to focus on their ability for adaptive and positive behaviour that would enable them to deal effectively with the demands and challenges of life and also better equip them to handle failure as a learning experience. 'Positive behaviour' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions. This was one of the main messages extended to students.

The session also focussed on interpersonal skills that help people to communicate effectively, empathize with others, and cope with managing their lives in a healthy and productive manner. While all these capabilities were discussed, the importance of being respectful and humble was also emphasized.

Thus the session focussed on helping students to value their own self and the skills that make them not just competent professionals but also individuals with strong sense of values and character.



Feedback form for UHV

Questions Responses 128

128 responses



Accepting responses



Summary

Question

Individual

Surname

128 responses

Dsouza

Lopes

Kadam

-

Corda

Rebello

Pereira

Dhuri

Pathare



Name

128 responses

Vedant

Nick

Dhruv

Yash

Viraj

Simson

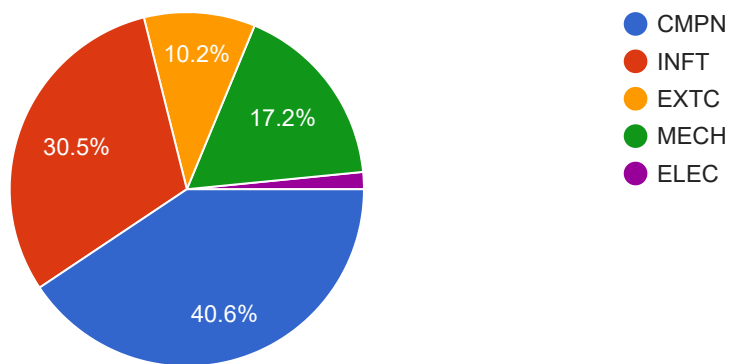
JUAN

Balin

Jonathan

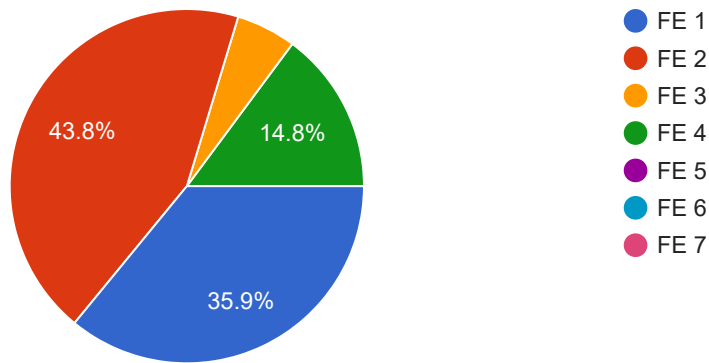
Branch

128 responses



Class

128 responses



Name of the UHV trainer/ teachers involved in UHV sessions for your class

128 responses

Rekha Ajikumar

Deepa Panakkal

Bysani sir, Paul sir, Praveen sir

Mr. Paul Fernandes, Mr. Praveen K

Rekha ajikumar

Deepa mam and Rekha mam

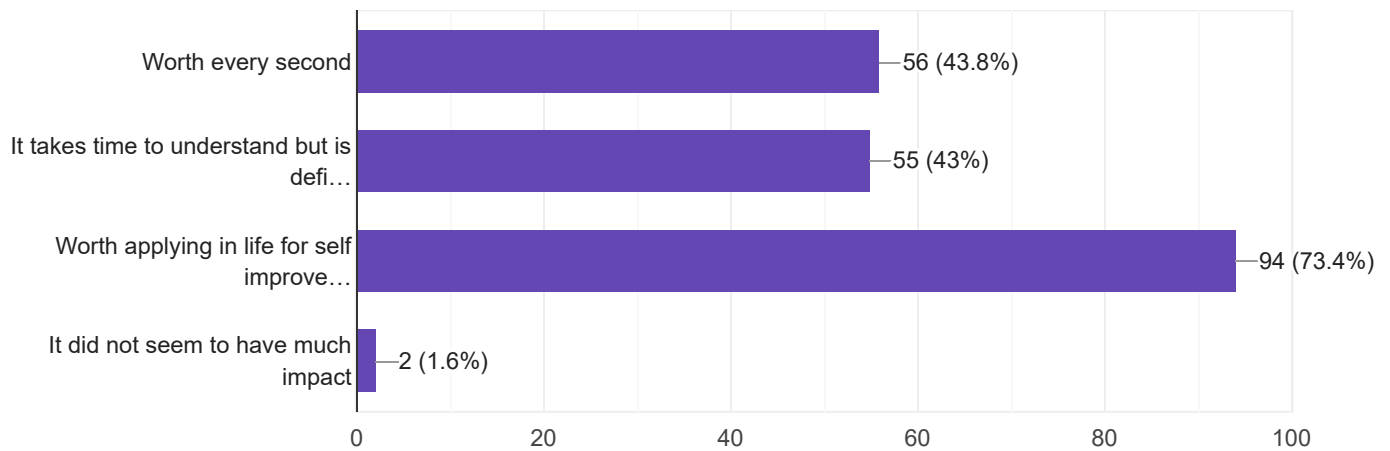
Bysani sir ,

Bysani Malakondaiah

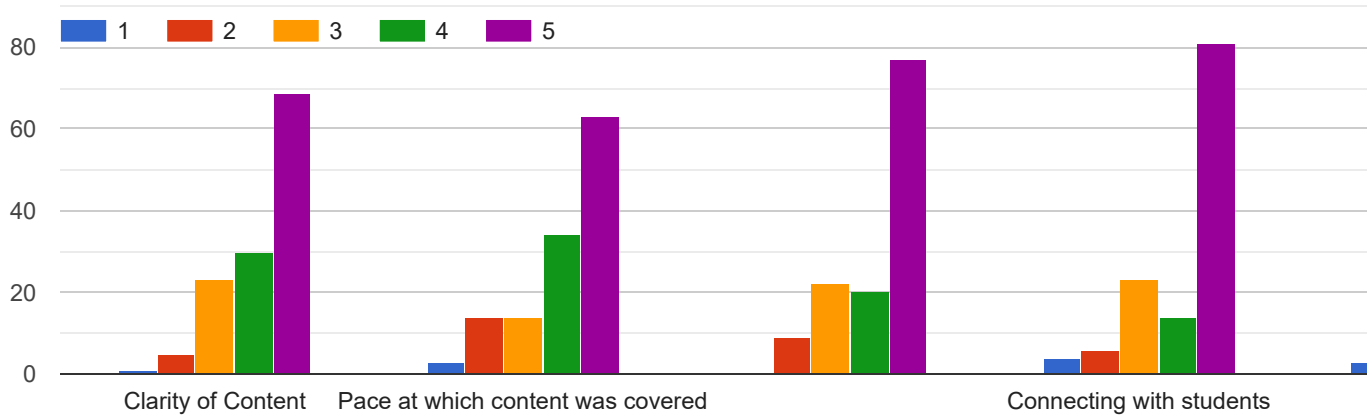
Deepa Panakkal and Rekha Ajikumar

1. How did you find the sessions of UHV?

128 responses

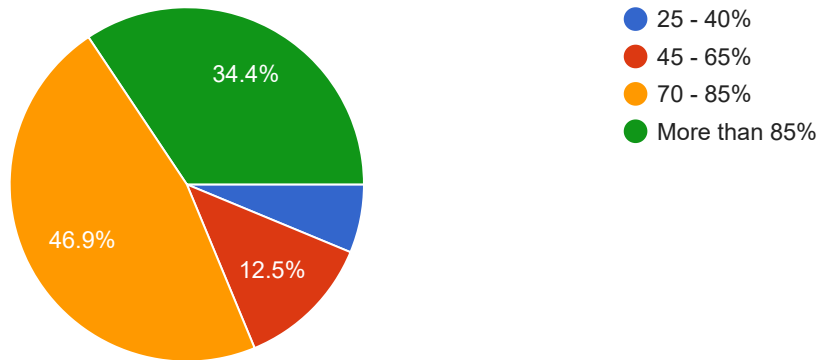


2. Your feedback on your UHV trainers and teachers involved in the UHV sessions. (NOTE: 1 is low score/ less effective and 5 is the highest score / most effective)



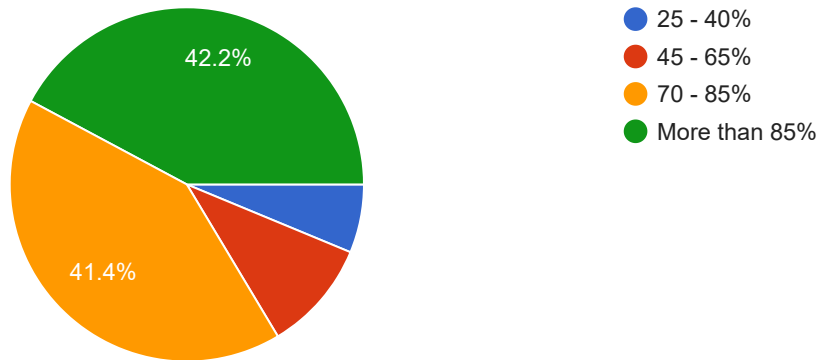
3. To what extent did the UHV sessions guide you to understand and manage your own behaviour and responses to people and situations

128 responses



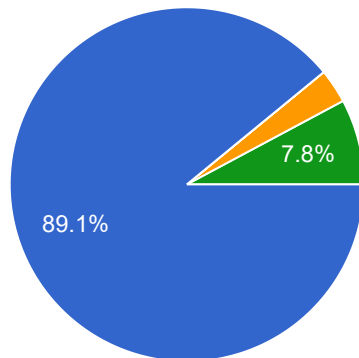
4. To what extent did the UHV sessions prepare you to confidently understand and handle various concerns like peer pressure, addictions, low self-esteem, biased approach, etc.

128 responses



5. After having attended these sessions, how do you think will you face challenges and difficulties

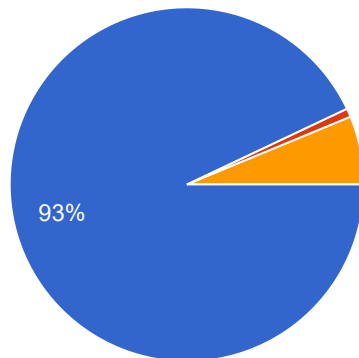
128 responses



- with right understanding and as a better human being
- based on conditioning and popular beliefs
- based on fears, concerns and lack of confidence
- Not sure yet

6. Did the UHV sessions help you to become more responsible towards yourself, your relationships, society and nature

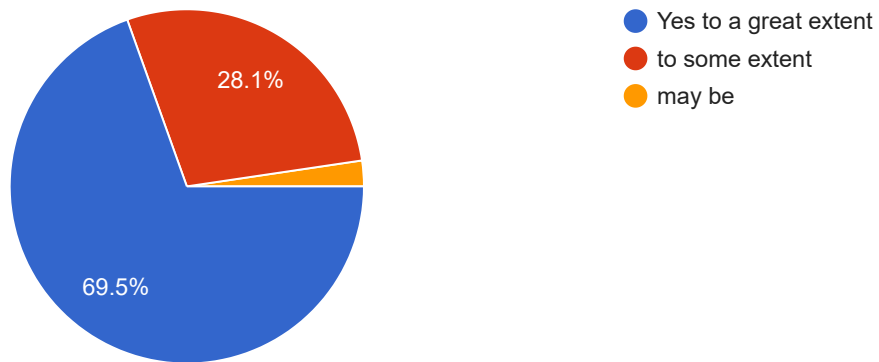
128 responses



- yes
- no
- may be

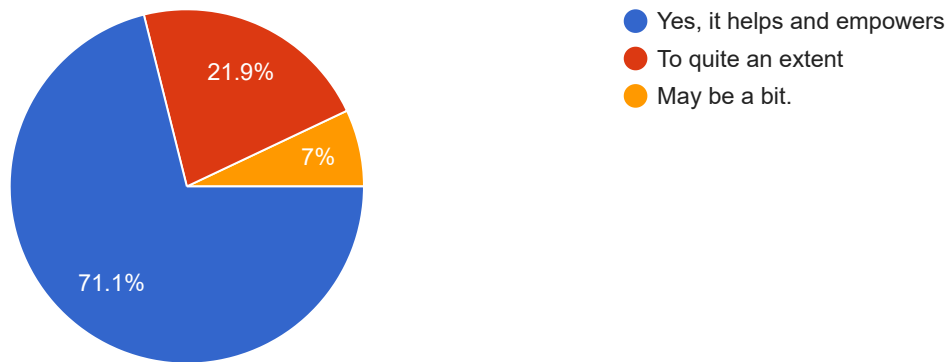
7. Did the UHV sessions help you to bond better with your class, teachers and help you become comfortable with the new environment?

128 responses



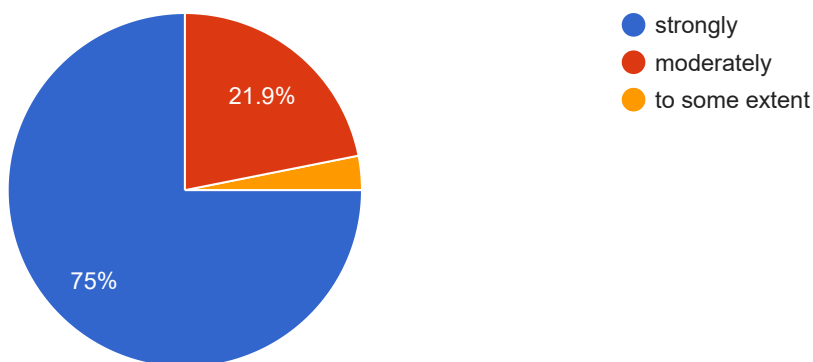
8. Do you think UHV sessions equip you in a big way and empower you not just for college years but for the longer journey of life

128 responses



9. Given your experience, you recommend UHV sessions for students

128 responses



10. Feel free to provide us with your valuable observations and suggestions about trainers and sessions for further effectiveness.

128 responses

The UHV sessions were good and conducted nicely with ppt's. It would be nice to increase the number of video presentation in the session.

Deepa ma'am made the session very interesting and interactive where as Rekha ma'am added her sparkle of suggestions. They are the best!

No there are no suggestions from my side our trainers were the best

Very Nice Session

Love the positive vibes during the lecs. Everything just feels so friendly.

The UHV sessions were very effective and useful as perspective of life. The UHV trainers are also very interactive with the students, clear the doubts

Maybe if it weren't syllabus-based it would be more enjoyable

Our trainer was friendly with us so because of that we were very comfortable to a great extent.



FE3_FEB 2- 9 __ Feedback form for UHV

Questions Responses 31

31 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

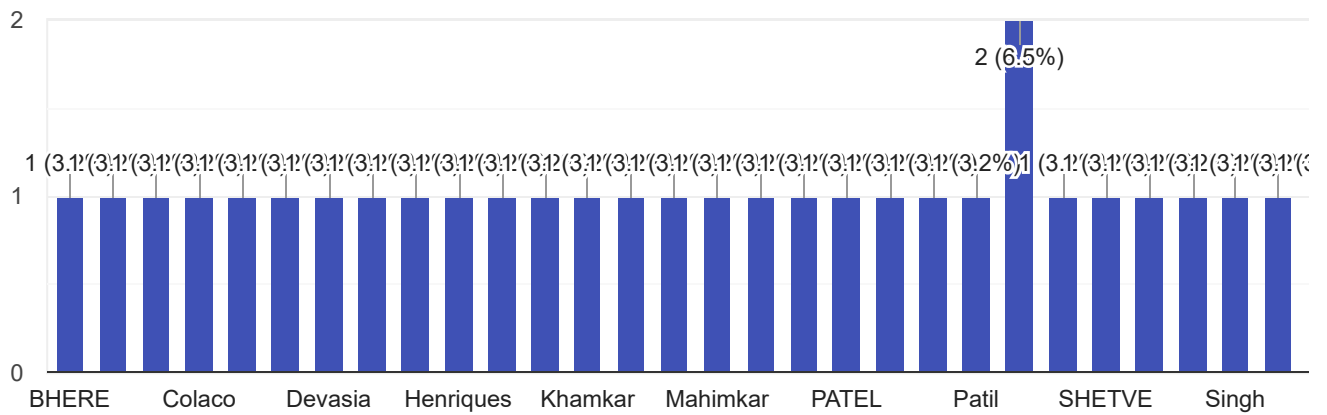
Summary

Question

Individual

Surname

31 responses



Name

31 responses

Jyotiraditya

Aaron

Anish

Cimmona

Lauren

Adarshkumar

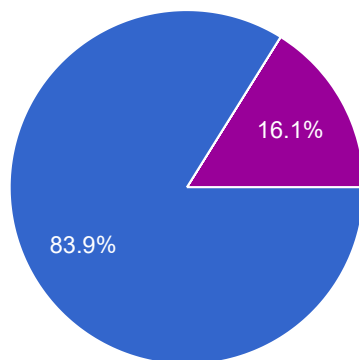
Suryaprakash

Lyann

Shreya

Branch

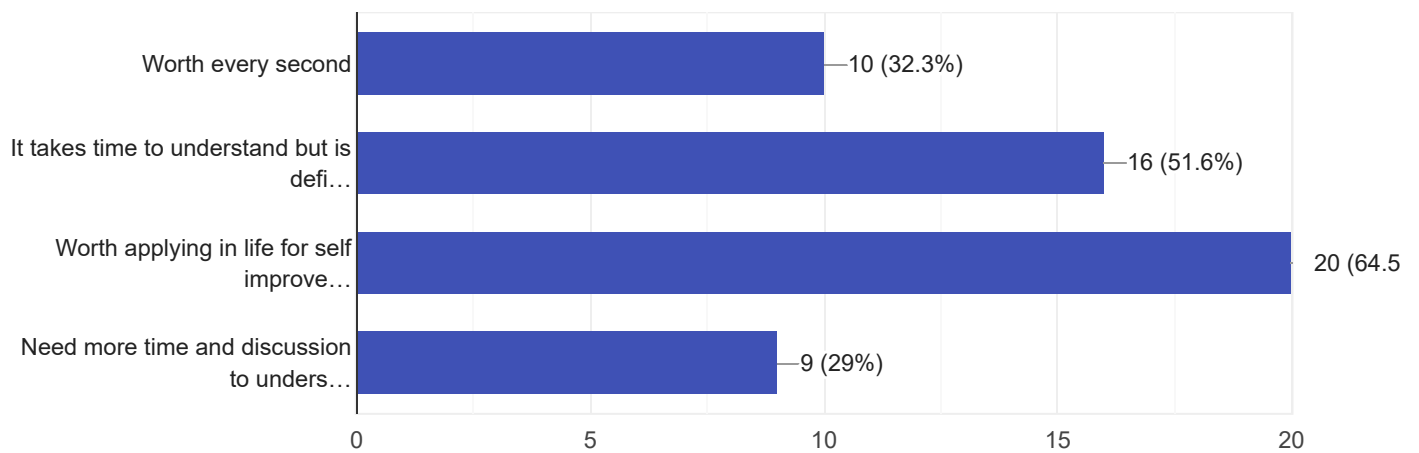
31 responses



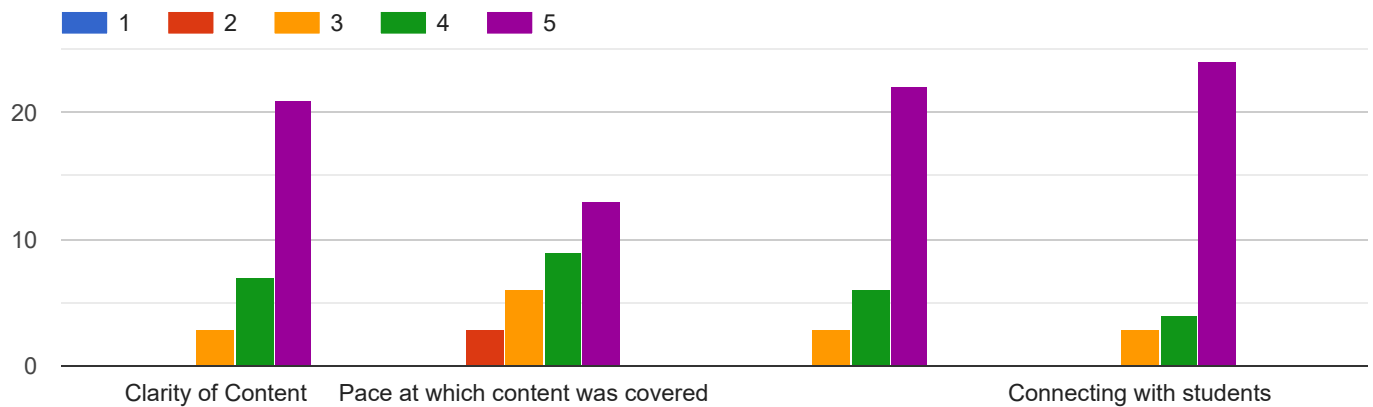
- CMPN
- INFT
- EXTC
- MECH
- ELEC

1. How did you find the sessions of UHV?

31 responses

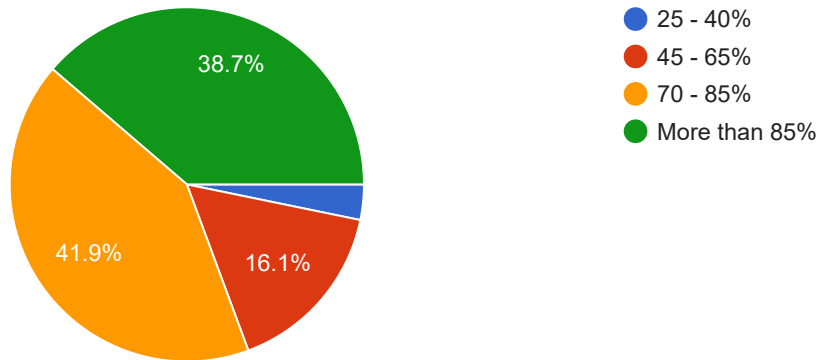


2. Your feedback on your UHV trainers and teachers involved in the UHV sessions. (NOTE: 1 is low score/ less effective and 5 is the highest score / most effective)



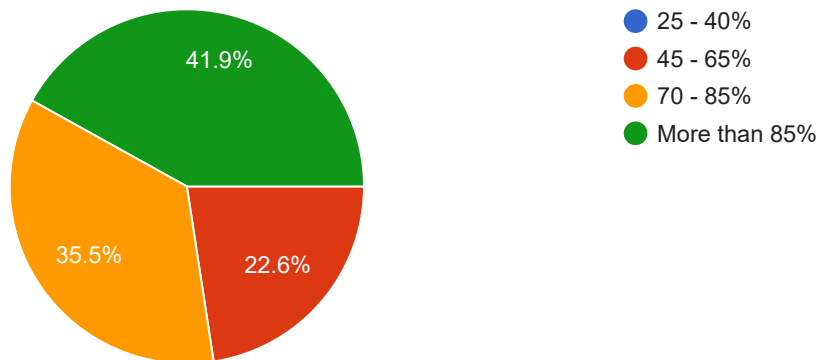
3. To what extent did the UHV sessions guide you to understand and manage your own behaviour and responses to people and situations

31 responses



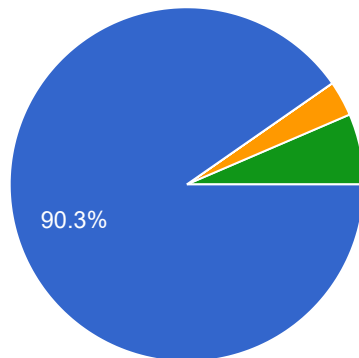
4. To what extent did the UHV sessions prepare you to confidently understand and handle various concerns like peer pressure, addictions, low self-esteem, biased approach, etc.

31 responses



5. After having attended these sessions, how do you think will you face challenges and difficulties

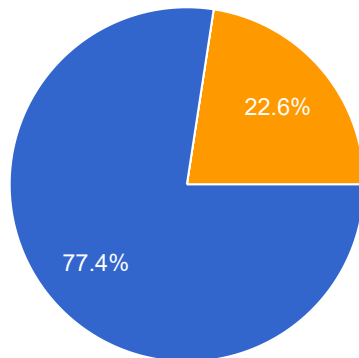
31 responses



- with right understanding and as a better human being
- based on conditioning and popular beliefs
- based on fears, concerns and lack of confidence
- Not sure yet

6. Did the UHV sessions help you to become more responsible towards yourself, your relationships, society and nature

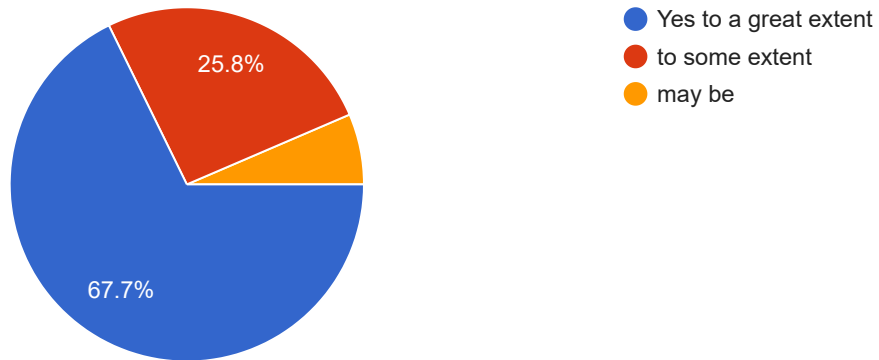
31 responses



- yes
- no
- may be

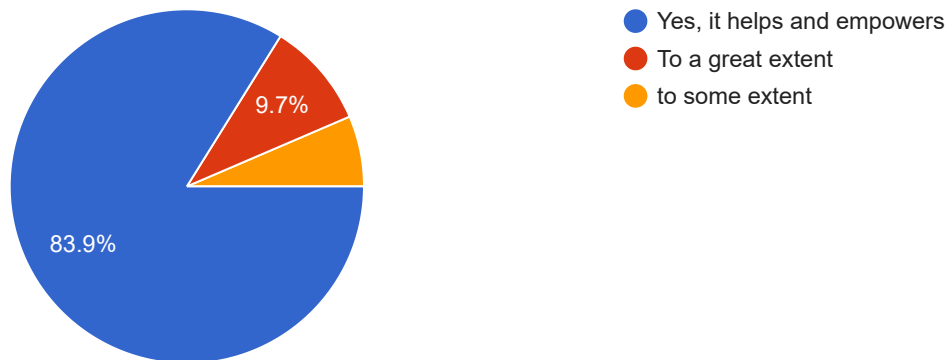
7. Did the UHV sessions help you to bond better with your class, teachers and help you become comfortable with the new environment?

31 responses



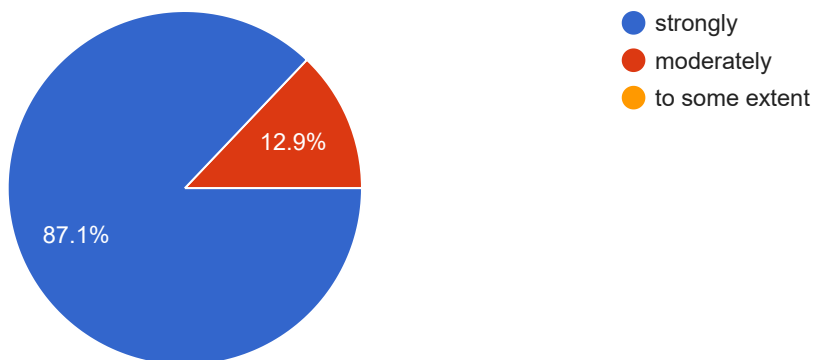
8. Do you think UHV sessions equip you in a big way and empower you not just for college years but for the longer journey of life

31 responses



9. Given your experience, you recommend UHV sessions for students

31 responses



10. Feel free to provide us with your valuable observations and suggestions about trainers and sessions for further effectiveness.

31 responses

The UHV training was done really well. I could see that Deepa ma'am really gave her best at it I enjoyed the session just as they are.

The session was amazing definitely because our trainer was so good . Lots of new thing get to learn by these session ,it is really helpful

The session was definitely worth it and many things we came across which are worth exploring and also to focus on the life front Teacher made her best attempt in making concept of life clear and understandable in a decent manner so at the end i am satisfied with the whole content THANK YOU

Deepa ma'am has done an excellent job she gave her 100% thanks to her 🙏

It was a great experience overall. A strong connection has been build with our trainer in just 6 days. I am no one to give any suggestion as no one is perfect. Just want to say that this experience would be more interactive if it would be an offline class.

The time was less for these values to be understood and be implemented in real situations but surely has helped my thinking process and me grow.



FE 5_FEB 2- 9 __ Feedback form for UHV

Questions Responses 38

38 responses



Accepting responses

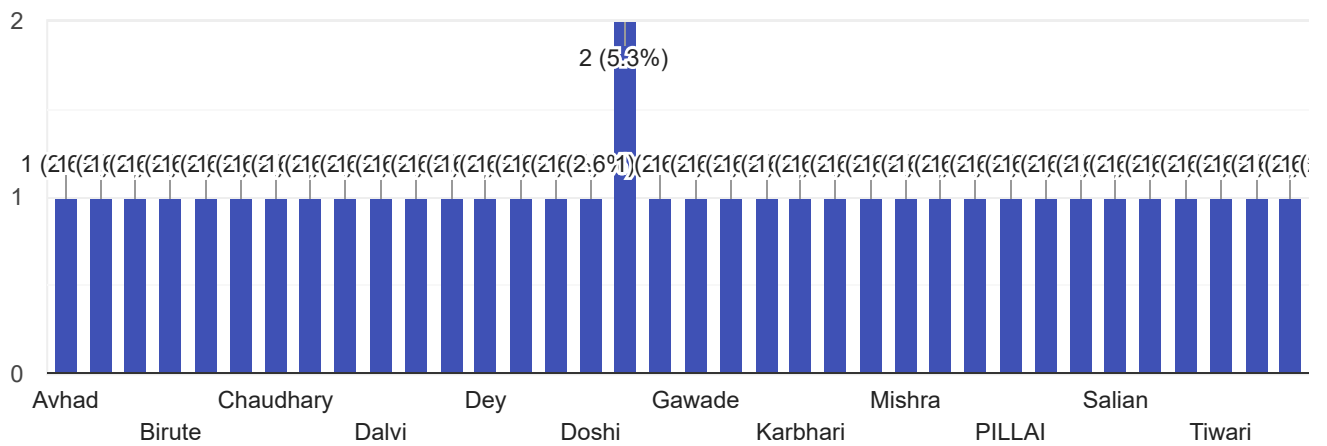
Summary

Question

Individual

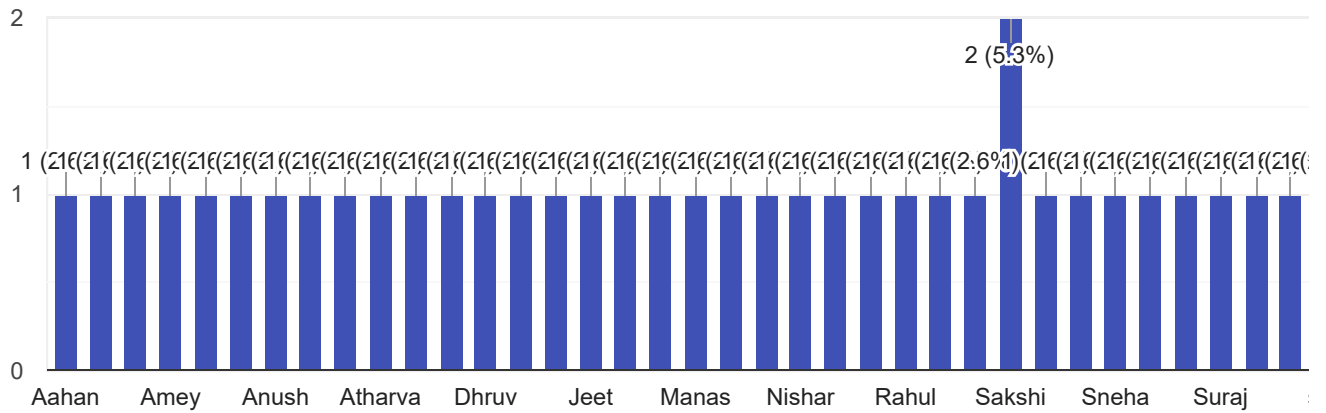
Surname

38 responses



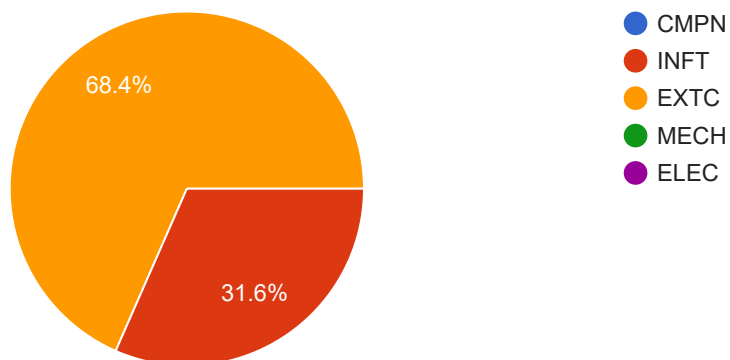
Name

38 responses



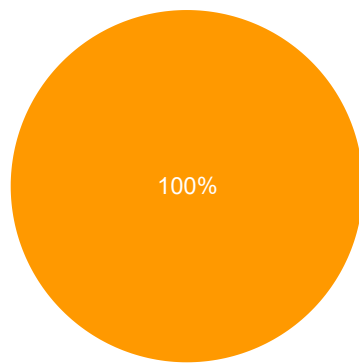
Branch

38 responses



Class

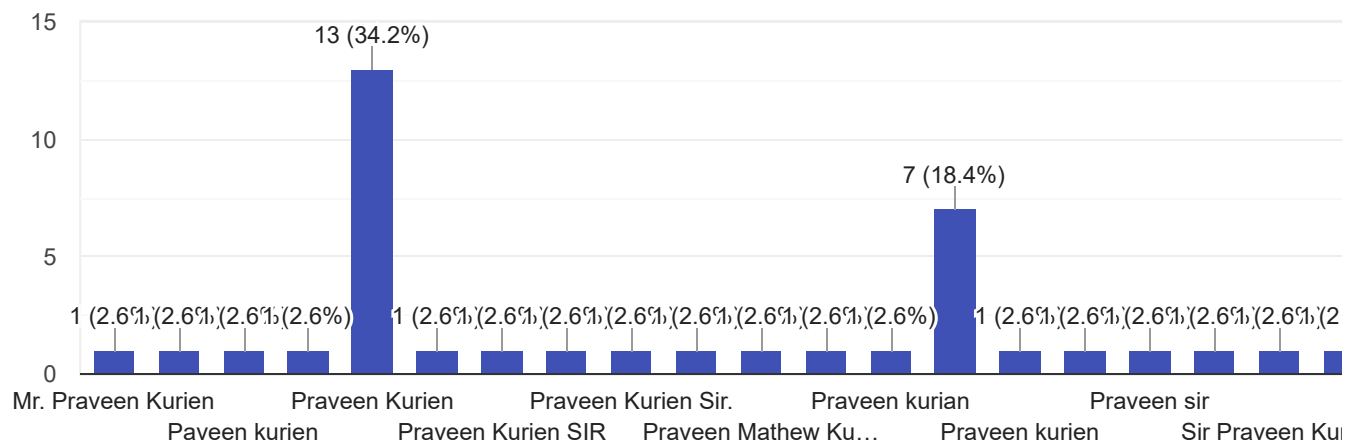
38 responses



- FE 3
- FE 4
- FE 5
- FE 6
- FE 7
- FE 8

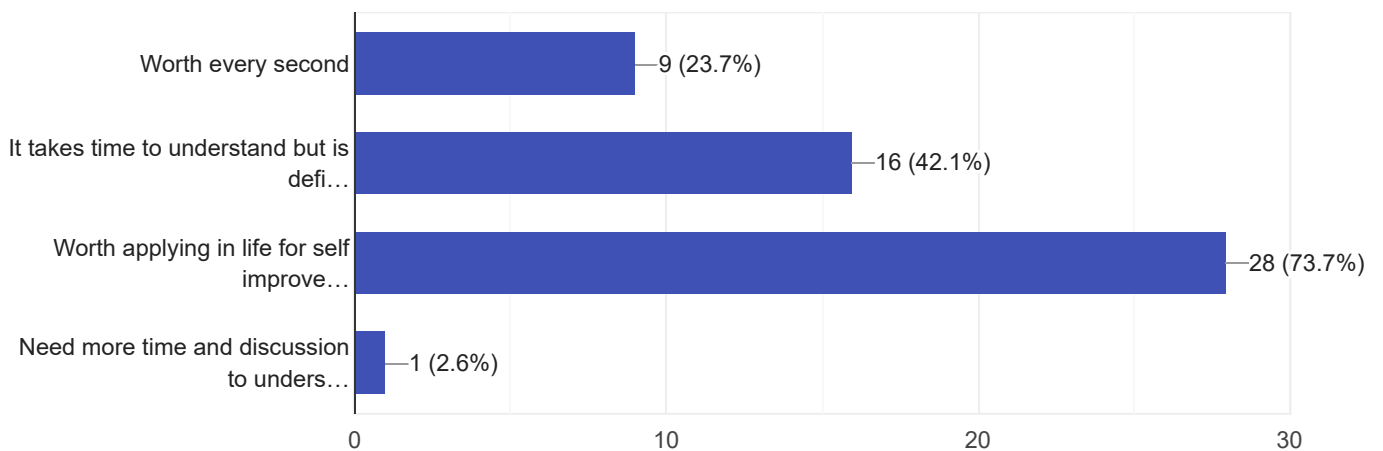
Name of the UHV trainer/ teachers involved in UHV sessions for your class

38 responses

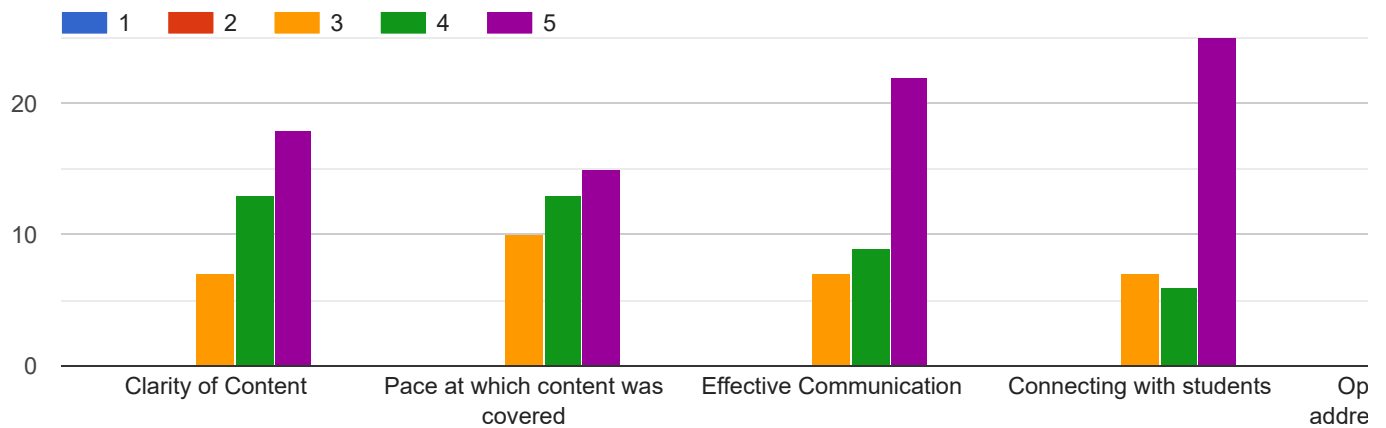


1. How did you find the sessions of UHV?

38 responses

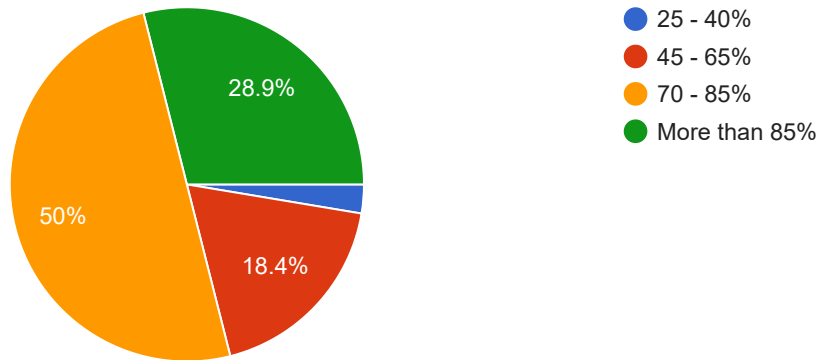


2. Your feedback on your UHV trainers and teachers involved in the UHV sessions. (NOTE: 1 is low score/ less effective and 5 is the highest score / most effective)



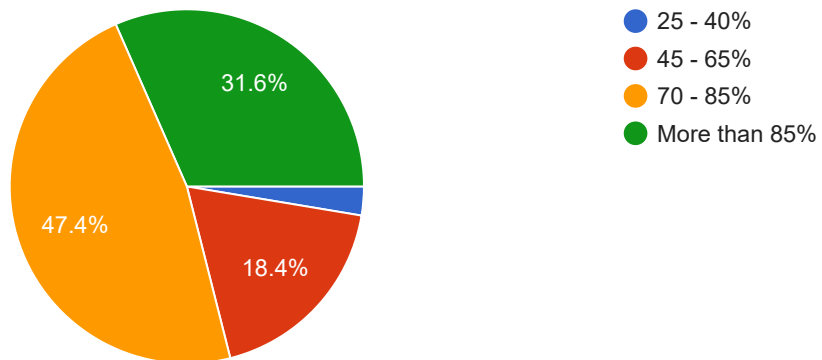
3. To what extent did the UHV sessions guide you to understand and manage your own behaviour and responses to people and situations

38 responses



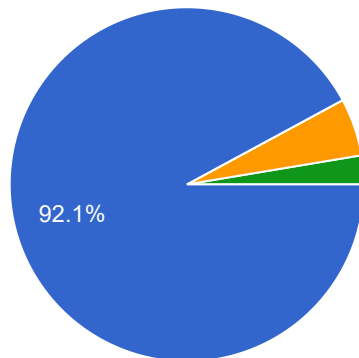
4. To what extent did the UHV sessions prepare you to confidently understand and handle various concerns like peer pressure, addictions, low self-esteem, biased approach, etc.

38 responses



5. After having attended these sessions, how do you think will you face challenges and difficulties

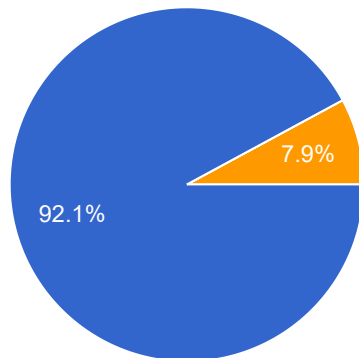
38 responses



- with right understanding and as a better human being
- based on conditioning and popular beliefs
- based on fears, concerns and lack of confidence
- Not sure yet

6. Did the UHV sessions help you to become more responsible towards yourself, your relationships, society and nature

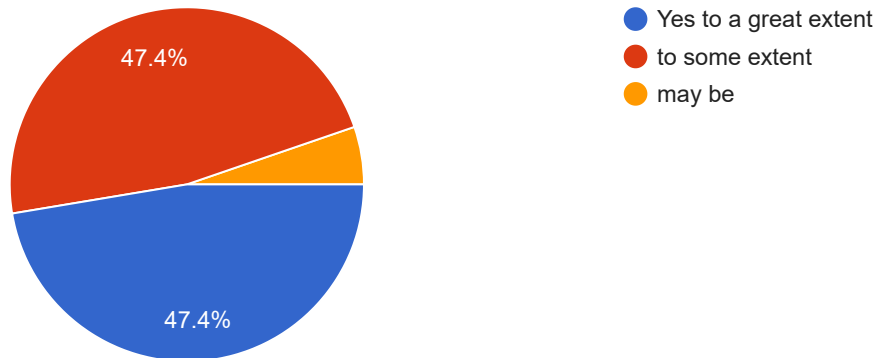
38 responses



- yes
- no
- may be

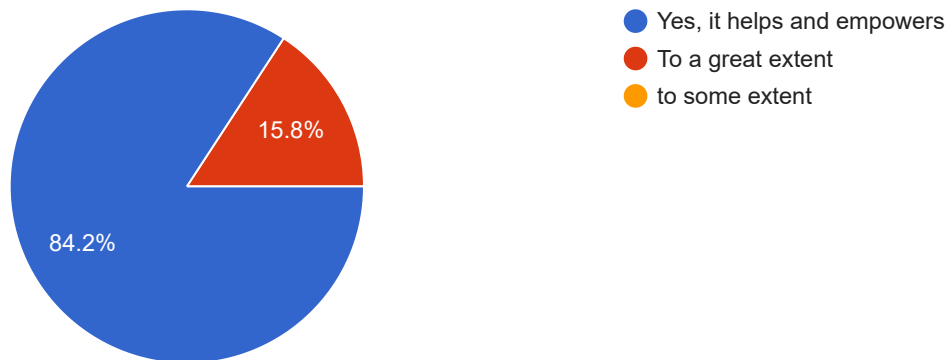
7. Did the UHV sessions help you to bond better with your class, teachers and help you become comfortable with the new environment?

38 responses



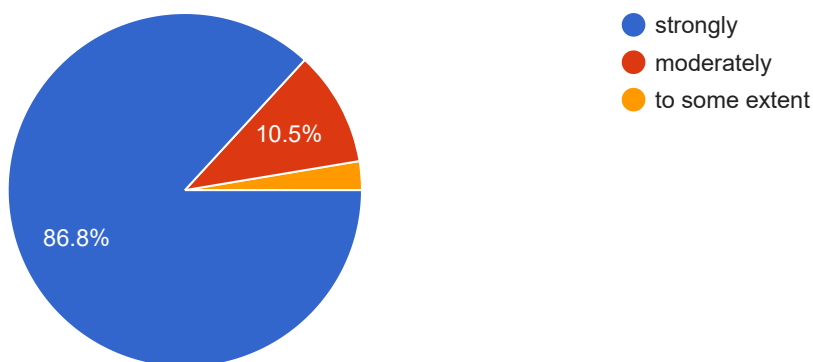
8. Do you think UHV sessions equip you in a big way and empower you not just for college years but for the longer journey of life

38 responses



9. Given your experience, you recommend UHV sessions for students

38 responses



10. Feel free to provide us with your valuable observations and suggestions about trainers and sessions for further effectiveness.

38 responses

topics will definitely help me to grow into a better human being.

UHV session was very much interactive and teachers were also very very good

UHV sessions were very good and helped me understand a great deal towards nature and communication and overall growth

Initially I was a bit scared to open up... But Praveen Sir was really interactive and that boosted up my confidence .

UHV sessions have been very useful for me, I learnt some basic but important lessons in these sessions which will definitely help me to become a good person.

The session was best and praveen sir has done it very nicely. The topics covered are very much effective and will help in rest of our lives also

The sessions were very nice. It helped me to understand my life in a better way. Content was clear and doubt solving was perfect. Overall it deserves 5 star rating



FE 6_Feb 2- 9 __ Feedback form for UHV

Questions Responses 31

31 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

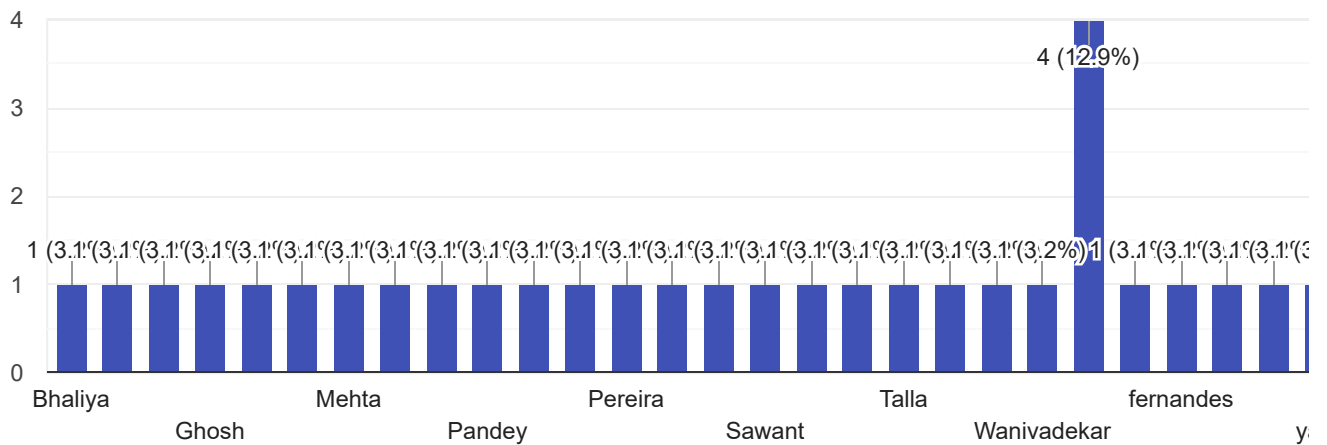
Summary

Question

Individual

Surname

31 responses



Name

31 responses

Vaibhav

Kaustubh

Nidhi

Shawn

Sasank

nathan

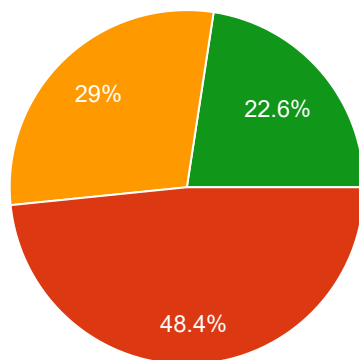
Shantanu

Rishab

Khushi

Branch

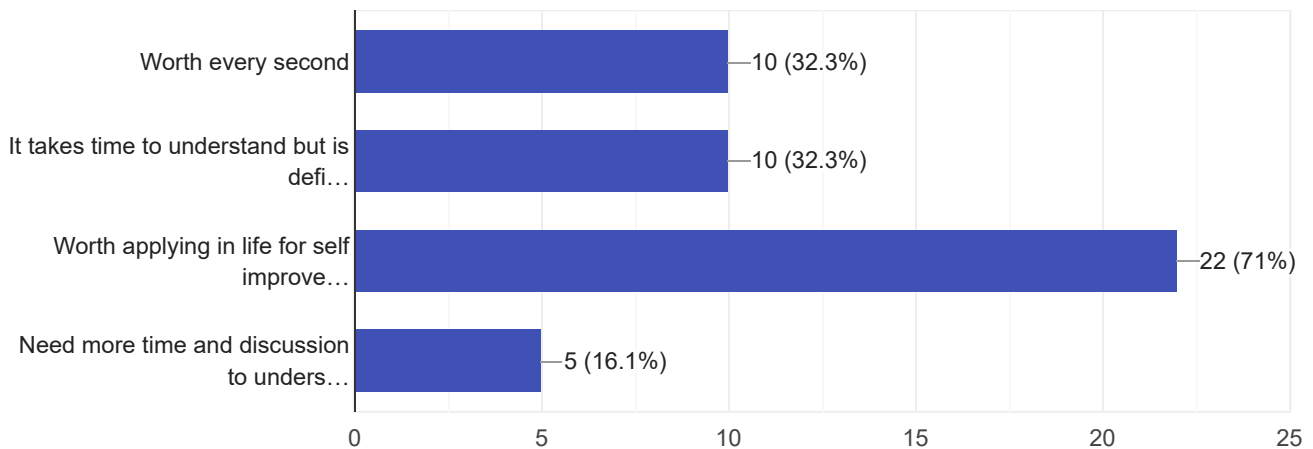
31 responses



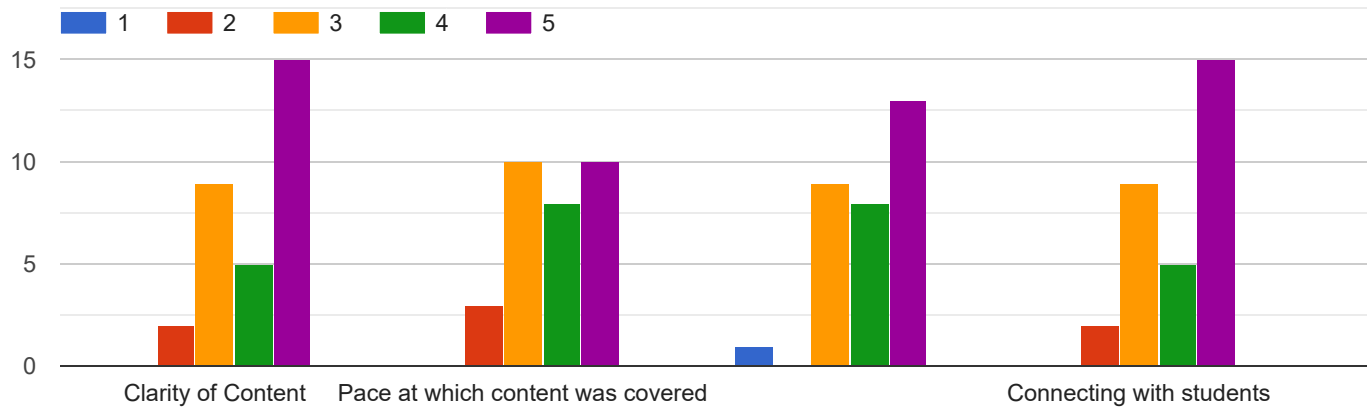
- CMPN
- INFT
- EXTC
- MECH
- ELEC

1. How did you find the sessions of UHV?

31 responses

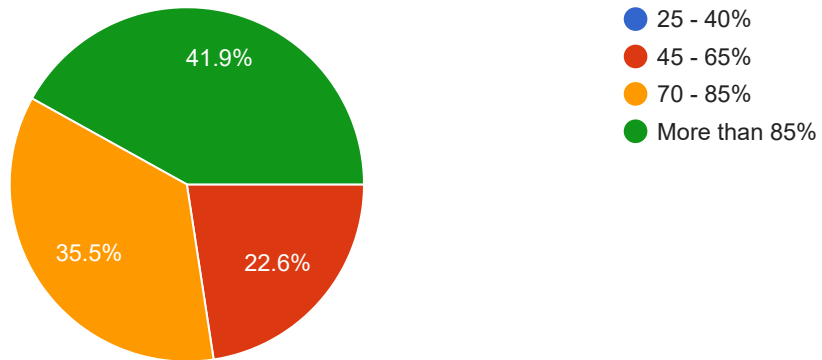


2. Your feedback on your UHV trainers and teachers involved in the UHV sessions. (NOTE: 1 is low score/ less effective and 5 is the highest score / most effective)



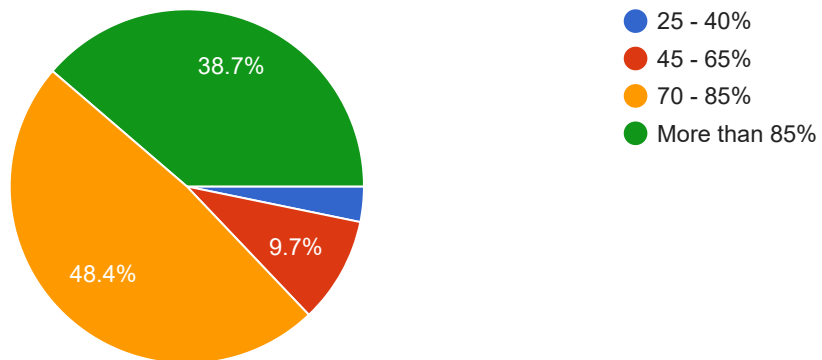
3. To what extent did the UHV sessions guide you to understand and manage your own behaviour and responses to people and situations

31 responses



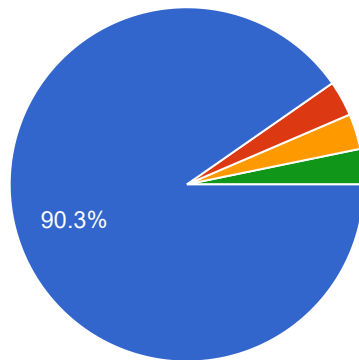
4. To what extent did the UHV sessions prepare you to confidently understand and handle various concerns like peer pressure, addictions, low self-esteem, biased approach, etc.

31 responses



5. After having attended these sessions, how do you think will you face challenges and difficulties

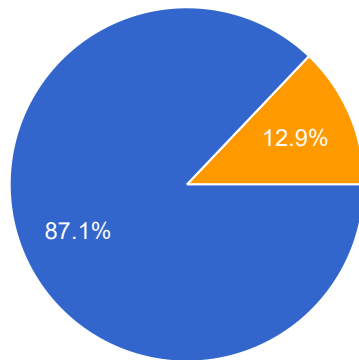
31 responses



- with right understanding and as a better human being
- based on conditioning and popular beliefs
- based on fears, concerns and lack of confidence
- Not sure yet

6. Did the UHV sessions help you to become more responsible towards yourself, your relationships, society and nature

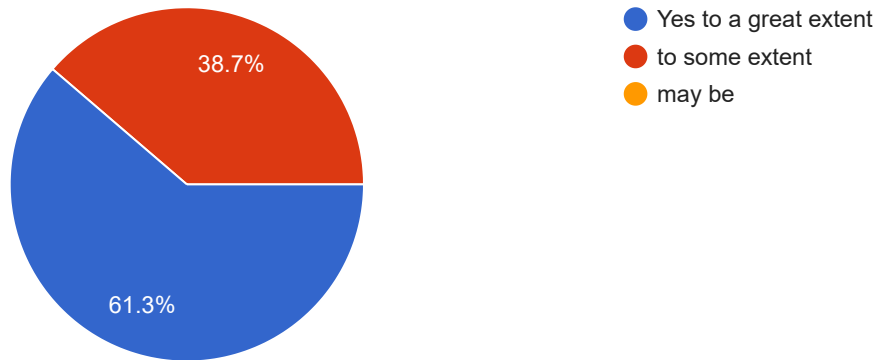
31 responses



- yes
- no
- may be

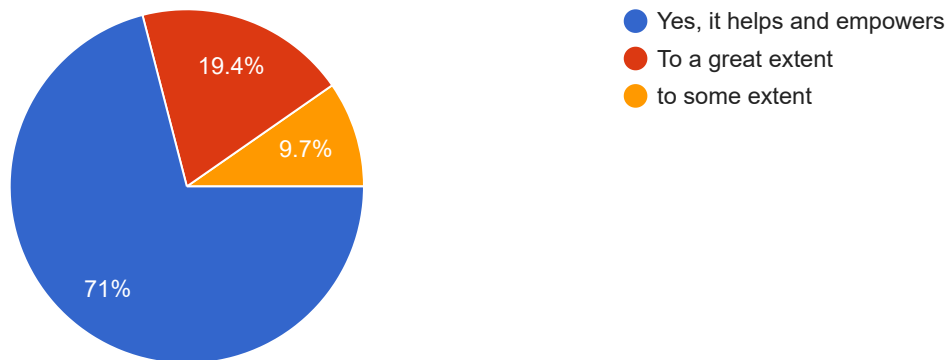
7. Did the UHV sessions help you to bond better with your class, teachers and help you become comfortable with the new environment?

31 responses



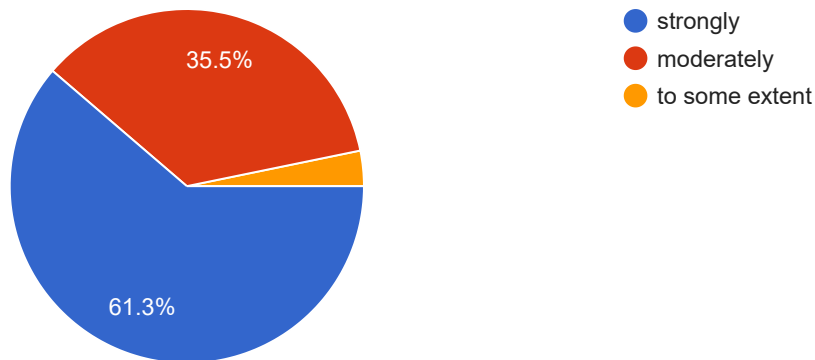
8. Do you think UHV sessions equip you in a big way and empower you not just for college years but for the longer journey of life

31 responses



9. Given your experience, you recommend UHV sessions for students

31 responses



10. Feel free to provide us with your valuable observations and suggestions about trainers and sessions for further effectiveness.

31 responses

Yes the sessions very definitely thought provoking, and also i learned things that i did not know before and also it helped in understanding some things more clearly in life

Thanks a lot for the lectures

Both the trainers were too good. The way the teach is excellent. Especially I thank Mr. Yunus Dalal sir, for such motivational lectures. They have cleared various important quires. And I again thanks both the trainers.

These sessions can't be explained to their full extent by just some written notes. I feel the lectures could have been more related to real life problems. Overall the teachers had given a lot of efforts and it was really worth giving our time to it.

Trainers were good .

It's help me to improve myself in my relationship and understand people in better way

The trainers are quite knowledgeable and explain the topic well. The topics of discussion are valuable and help to great extent in real life situations



FE 7_FEB 2- 9 __ Feedback form for UHV

Questions [Responses](#) 15

15 responses



Accepting responses



[Summary](#)

[Question](#)

[Individual](#)

Surname

15 responses

Bardiya

yadav

Rane

Maurya

GOVARI

Yadav

Bavkar

GIRADKAR

Wani



Name

15 responses

Siddharth

Shivam Kumar

Anushka

Ashutosh

YOGESH

Vishal

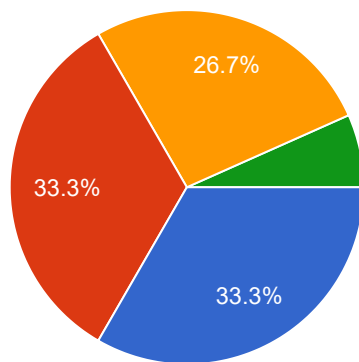
Vaibhav

Yash

Muzaffer

Branch

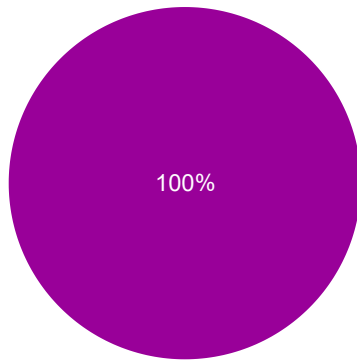
15 responses



- CMPN
- INFT
- EXTC
- MECH
- ELEC

Class

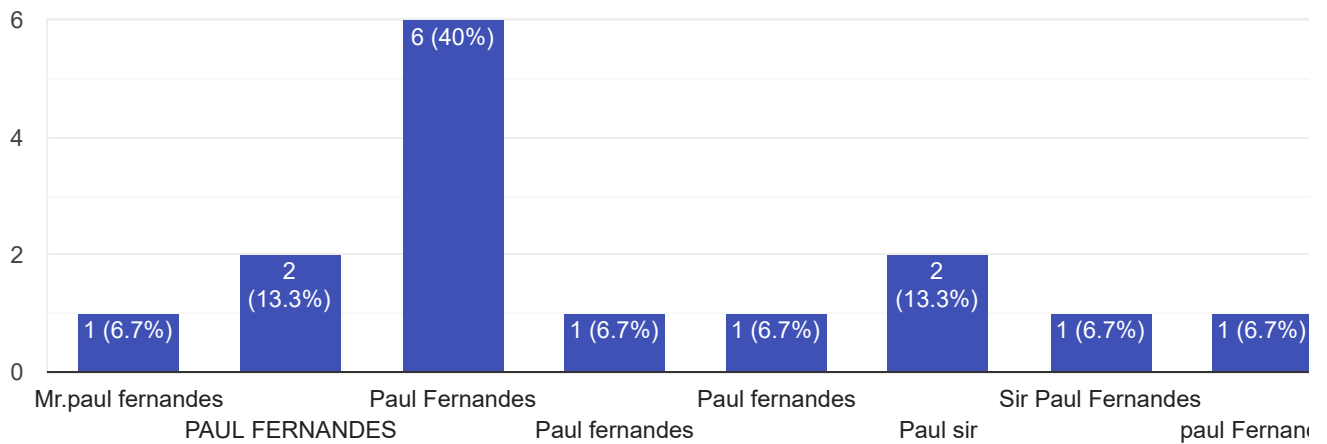
15 responses



- FE 3
- FE 4
- FE 5
- FE 6
- FE 7
- FE 8

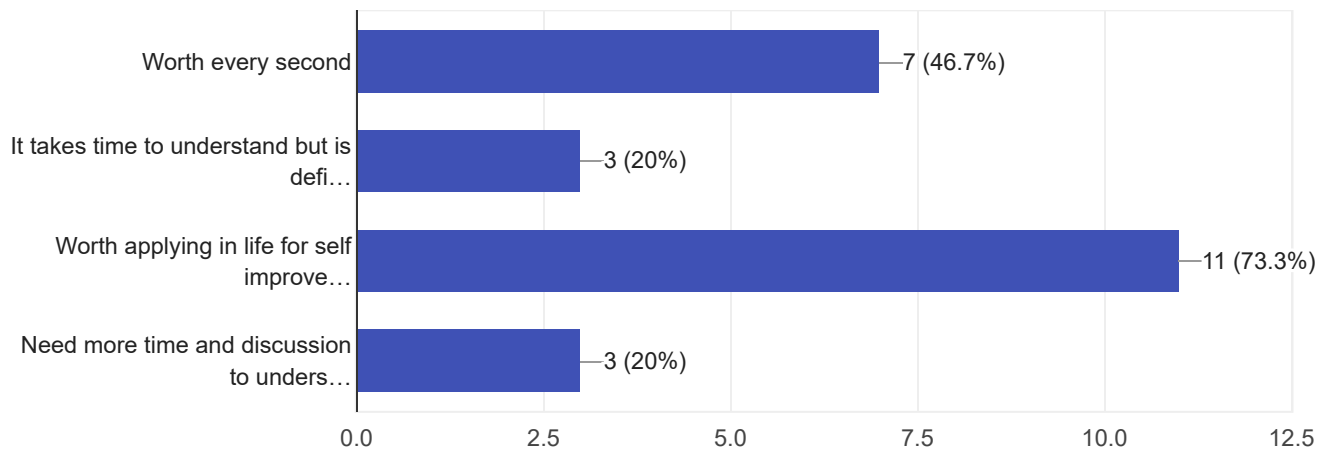
Name of the UHV trainer/ teachers involved in UHV sessions for your class

15 responses

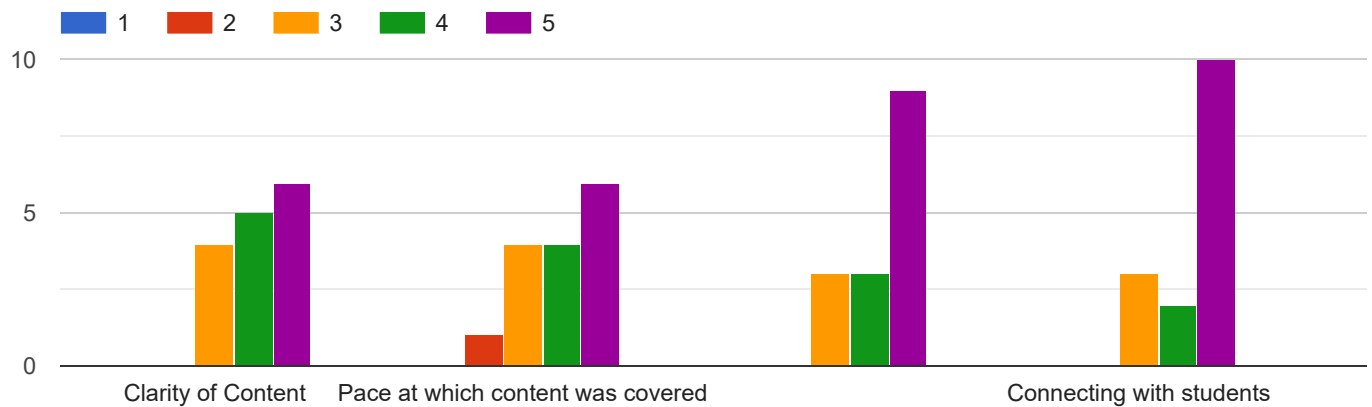


1. How did you find the sessions of UHV?

15 responses

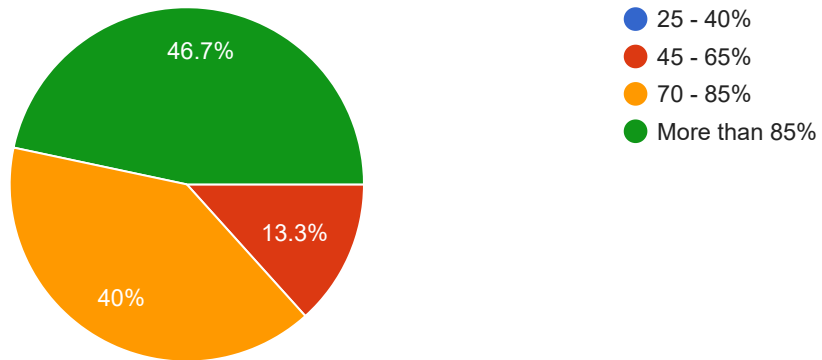


2. Your feedback on your UHV trainers and teachers involved in the UHV sessions. (NOTE: 1 is low score/ less effective and 5 is the highest score / most effective)



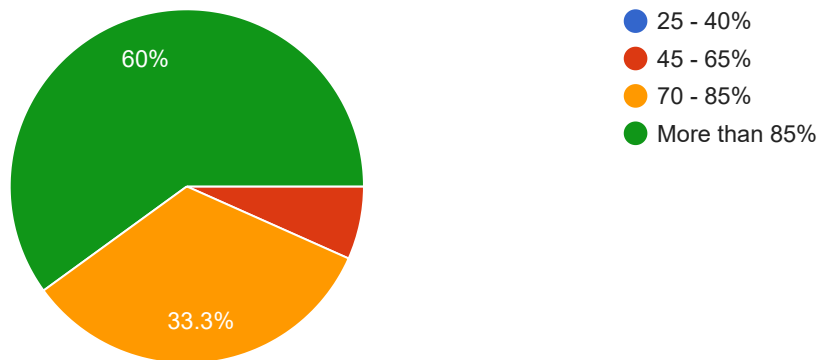
3. To what extent did the UHV sessions guide you to understand and manage your own behaviour and responses to people and situations

15 responses



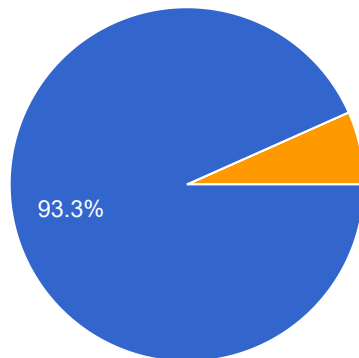
4. To what extent did the UHV sessions prepare you to confidently understand and handle various concerns like peer pressure, addictions, low self-esteem, biased approach, etc.

15 responses



5. After having attended these sessions, how do you think will you face challenges and difficulties

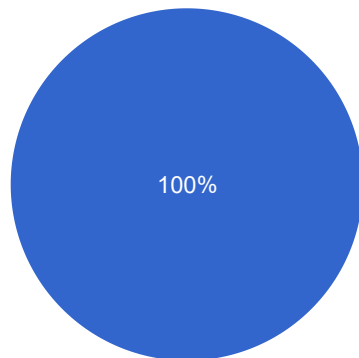
15 responses



- with right understanding and as a better human being
- based on conditioning and popular beliefs
- based on fears, concerns and lack of confidence
- Not sure yet

6. Did the UHV sessions help you to become more responsible towards yourself, your relationships, society and nature

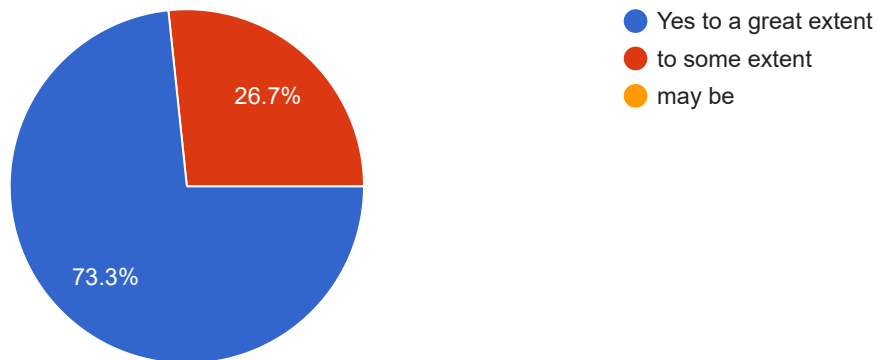
15 responses



- yes
- no
- may be

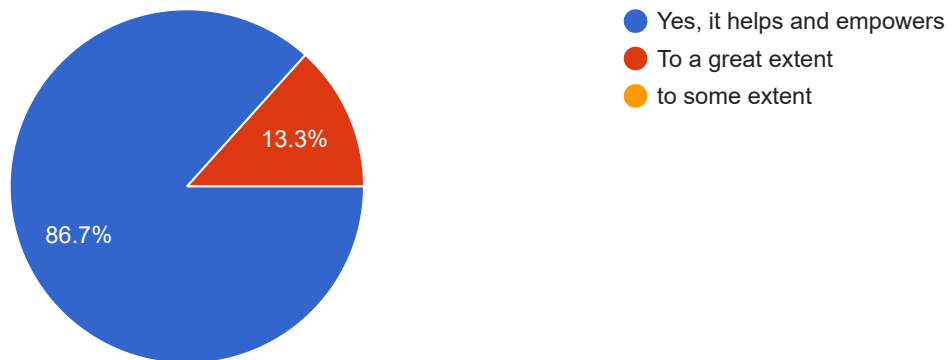
7. Did the UHV sessions help you to bond better with your class, teachers and help you become comfortable with the new environment?

15 responses



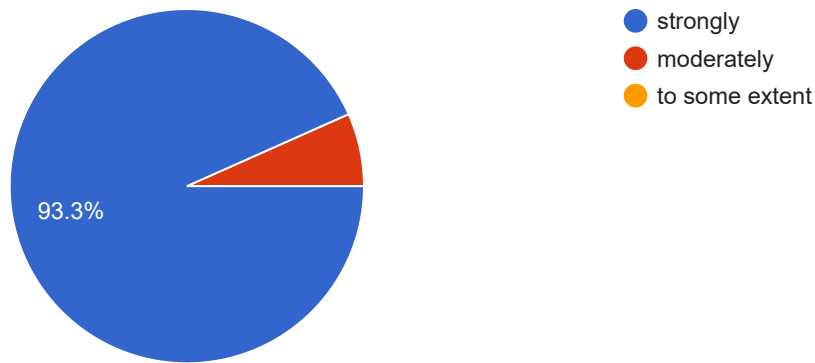
8. Do you think UHV sessions equip you in a big way and empower you not just for college years but for the longer journey of life

15 responses



9. Given your experience, you recommend UHV sessions for students

15 responses



10. Feel free to provide us with your valuable observations and suggestions about trainers and sessions for further effectiveness.

15 responses

The trainer was a good person and gave the best of his values and love...

UHV sessions are best because it teaches the right way to live our life. If you ask then I want more UHV lectures that to from PAUL SIR . So its my request to keep more UHV sessions from PAUL SIR

Good teacher and trainer

Our UHV Trainer Sir Paul Fernandes was The Best Trainer, he Is Just Like A Friend to Us

Most important was his smile and simplicity.Sir had created aura of peace and happiness.his kindness was heart touching.moreover he didnt changed his normal accent with which he was comfortable.he himself applied what he thought.he thought things which were so systematic that i could not have approached

I Learned a lot from UHV sessions. It's very important in everyone's life as I observed so much. I suggest to take it seriously for further effectiveness

Paul sir explained everything very well. It was always a good start to the day.

Student Induction Program 2020-21

Module 1 Universal Human Values

In All India Council for Technical Education's 49th meeting of the Council held on 14th March 2017; it approved a package of measures for further improving the quality of technical education in the country. Articulated in the AICTE Model Curriculum, one of the key measures is the incorporation of education on human values. In the three-week Student Induction Program (SIP), Universal Human Values (UHV) is one of these mandatory measures.

The Basic Science and Humanities department, First Year Engineering (FE) realizes the importance of the initiative and has been trying to conduct the SIP_UHV in the most effective manner possible. Given our experience with UHV last year as well as this time, we've observed quite a few pertinent points.

While last year we got to interact with students offline with much involvement from all faculty and senior students, this year brought new challenges by leaving us no options but to go online with the Induction as well as the sessions.

While going online was a challenge, we had many positives working in our favour. As compared to last year we had more faculty trained and hence eligible to conduct UHV sessions for our students. With more faculty taking interest in not only conducting the session but also encouraging students to speak their minds during the sessions, the result was an effective UHV experience.

We were prepared for the UHV journey. We conducted the UHV in two phases as the admissions were delayed. For the FE 1 and FE 2 classes, UHV was conducted from 19 Jan – 30 Jan 2021 and for the rest of the classes namely, FE 3, FE 4, FE 5, FE 6 and FE 7 the sessions were conducted from 2 Feb - 9 Feb 2021 .

The UHV trainers involved were

FE 1 – Ms Deepa Panakkal and Ms Rekha Ajikumar

FE 2 – Mr. Paul Fernandes, Mr. M.K. Bysani and Mr. Praveen Kurien

FE 3 – Ms Deepa Panakkal

FE 4 – Ms Rekha Ajikumar

FE 5 – Mr. Praveen Kurien

FE 6 – Mr. Yunus Dalal

FE 7 – Mr. Paul Fernandes

With common folders on the UHV Coordinator's drive with day wise allocation of the content that was well curated and received from the NCC-IP. All daily quizzes and assignments were kept ready along with final feedback form in the same folder. This way on sharing this folder, all trainers had ready access to all quizzes, assignments and all the content and resources for

the session. We also had a WhatsApp group of trainers for discussions and sharing of experience, there by helping each other in this journey.

The feedback received from students was majorly positive and many have even asked for UHV sessions to continue. While students were requesting a weekly meet, we do plan to have something on monthly basis for these sessions have been very useful to students. In their feedback not only have the students expressed affirmation and acceptance to the content but also shown affection and gratitude towards the UHV trainers. The feedback is tremendously positive with many students even offering to be volunteers in the UHV journey.

Some of the classes mentioned that they needed more time to discuss and absorb the UHV concepts and also requested that more personal experiences be incorporated in discussion. Many could not open up as they felt uncomfortable with the online set up. Not getting to meet the trainers in person was another concern. All their suggestions and concerns have been taken note of so we can work to help our students better.

The support received from the college, the FE department Coordinator, all the class coordinators and faculty of FE, all the lab assistants who helped us, the trainers who took sessions whole heartedly and the wonderful students who opened up to us to make the most of this opportunity. We believe in this initiative of AICTE and we look forward to making positive impact by reaching out to many through UHV.

UHV Coordinators

Ms Deepa Panakkal

Mr Paul Fernandes

FE 3 to FE 7
February 2 to February 9, 2021
UHV Topics - 2 hr. sessions each day

Day 1	Day 2		Day 3		Day 4	Day 5	Day 6		Day 7
session 1 and 2	session 2 and 3		session 4, 5, 6 and 7		session 8 and 9				
2.2.2021	3.2.2021		4.2.2021		5.2.2021	6.2.2021	8.2.2021		9.2.2021
Welcome and Introductions	Aspirations and Concerns		Self - Management / Improvement		Relationships	Relationships	Society and Nature		Feedback
UHV basic Self - exploration	UHV basic Basic Human aspirations/ Need for a holistic perspective/ Role of UHV	UHV basic Harmony in Human Being	UHV basic Harmony in Human Being	UHV basic Harmony of Self and Body Mental and Physical health	UHV basic Harmony in relationship / Feeling of trust, respect, affection, gratitude	UHV basic Harmony in relationship / Feeling of care, excellence, glory, love	UHV basic Harmony in Society	UHV basic Harmony in nature / existence	UHV basic Sharing and feedback
Getting to know each other	Individual academic, career Expectations of family, peers, society, nation.... Fixing one's goals	Self-confidence, peer pressure, time management, anger, stress....	Personality development, self- improvement	Health issues, healthy diet, healthy lifestyle / Hostel life	Home sickness, gratitude towards parents, teachers and others	Ragging and interaction / Competition and Cooperation / Peer pressure	Participation in society	Participation in Nature	Students give their feedback on the UHV concepts and their experience
Prepared by Ms Deepa Panakkal, UHV Coordinator									

FE 1 to FE 2
January 18 to January 30, 2021
UHV Topics - 2 hr. sessions each day

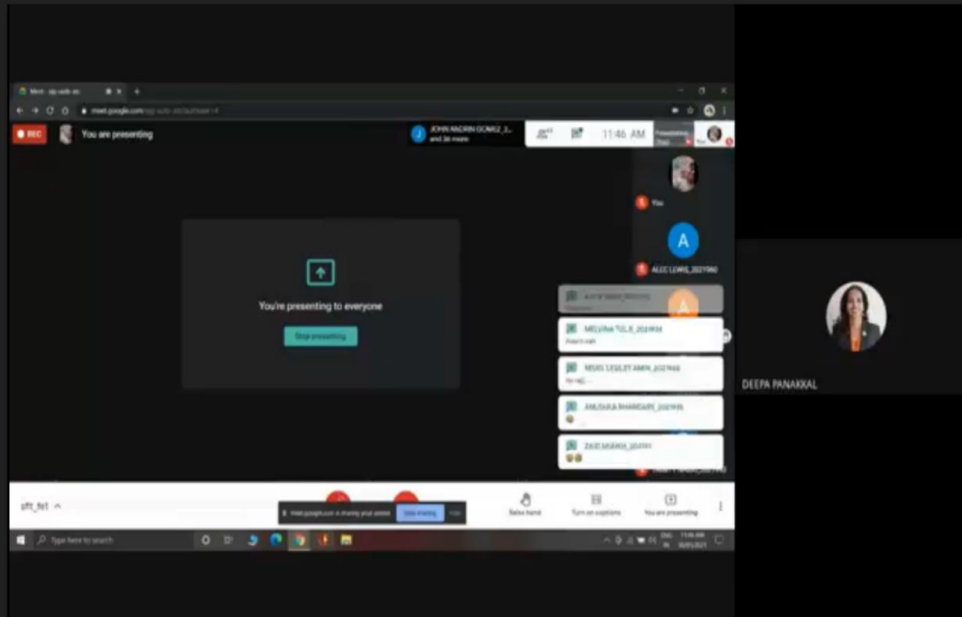
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
18.1.2021	19.1.2021	20.1.2021	21.1.2021	22.1.2021	23.1.2021
Welcome and Introductions	Aspirations and Concerns	Self - Management	Self - Improvement	Health	Relationships
UHV basic Self - exploration	UHV basic Basic Human aspirations/ Need for a holistic perspective/ Role of UHV	UHV basic Harmony in Human Being	UHV basic Harmony in Human Being	UHV basic Harmony of Self and Body Mental and Physical health	UHV basic Harmony in relationship / Feeling of trust, respect, affection, gratitude
Getting to know each other	Individual academic, career Expectations of family, peers, society, nation.... Fixing one's goals	Self-confidence, peer pressure, time management, anger, stress....	Personality development, self-improvement	Health issues, healthy diet, healthy lifestyle / Hostel life	Home sickness, gratitude towards parents, teachers and others

Day 7	Day 8	Day 9	Day 10	Day 11
25.1.2021	27.1.2021	28.1.2021	29.1.2021	30.1.2021
Relationships	Society	Natural Environment	Sum up	Self - evaluation and closure
UHV basic Harmony in relationship / Feeling of care, excellence, glory, love	UHV basic Harmony in Society	UHV basic Harmony in nature / existence	UHV basic Information about UHV-II course	UHV basic Sharing and feedback
Ragging and interaction / Competition and Cooperation / Peer pressure	Participation in society	Participation in Nature	Review role of education / Need for holistic perspective	Students give their feedback on the UHV concepts and their experience

Prepared by Ms Deepa Panakkal, UHV Coordinator

Photos of UHV Sessions (Induction of students)

Active interaction in UHV through chat



FE 1 - Deepaksingh Parihar's feedback in a different style

A collage of presentation slides. The top left slide is titled "UHV Feedback" and has a red arrow pointing to the right. The top middle slide is titled "My Thoughts:" and is divided into two columns: "Before UHV lectures:" and "After UHV lectures:". The bottom right slide is titled "Will i be able to practice UHV forever ?" and contains a list of bullet points. The slides are set against a light green background with a decorative pattern of thin, curved lines. The top left slide also shows a mobile interface with a red header and a navigation bar at the bottom.

UHV Feedback

My Thoughts:

Before UHV lectures:

- Trust only when they are known to you.
- Reaction and Respond are same.
- It require Discipline for Time Management.
- Surround yourself with people of same competens.

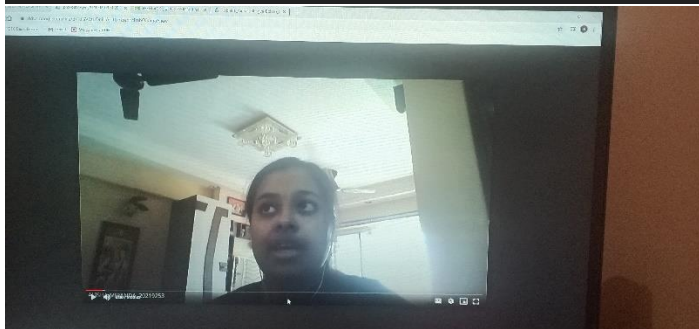
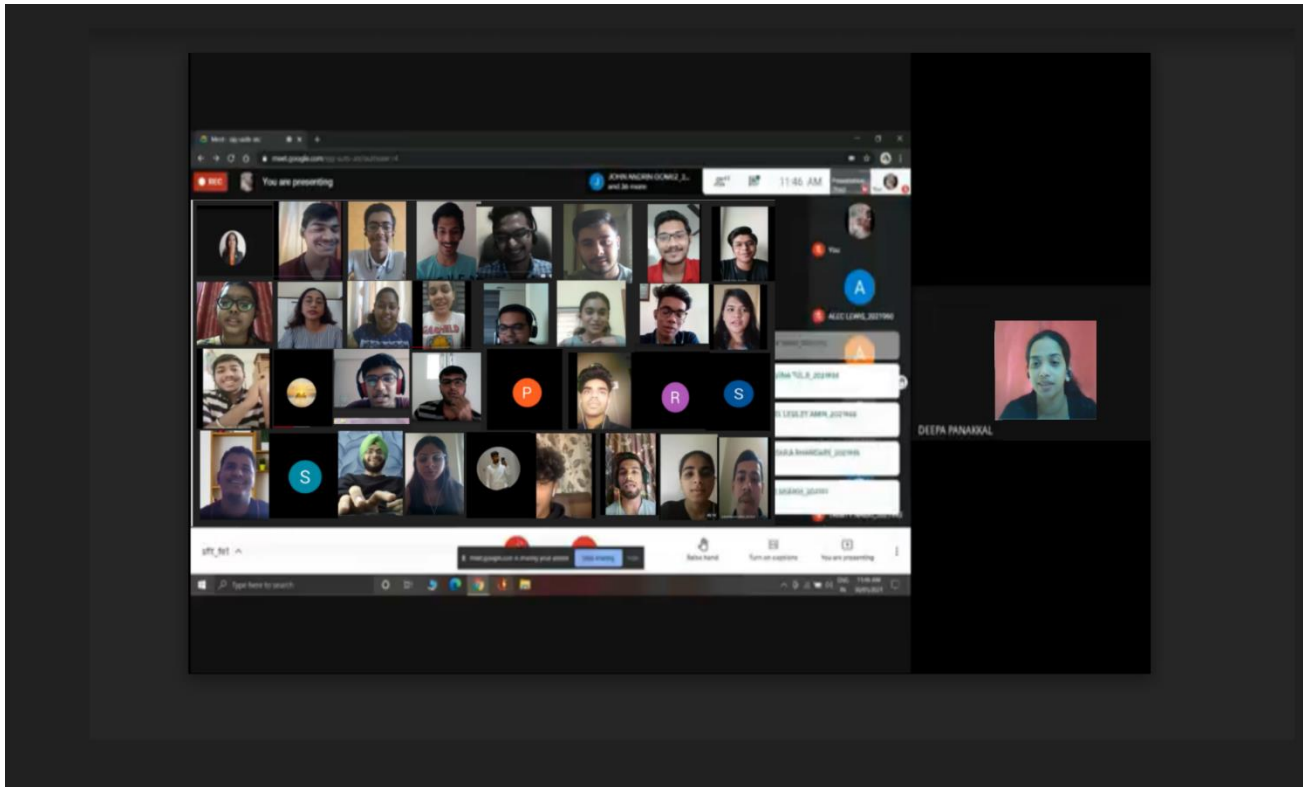
After UHV lectures:

- Show trust to make believe that we understand each others self.
- Pause and Think to Respond in every situations.
- Where there is self management there is a Time management.
- Raise your competence and help others in the same concern.

Will i be able to practice UHV forever ?

- Will look for the positive aspect in every situation.
- I will ask my self is there any better way to deal with this. [Respond > Reaction]
- will not give up on Relationship easily.
- No critic comment of social media is capable to make our day bad.

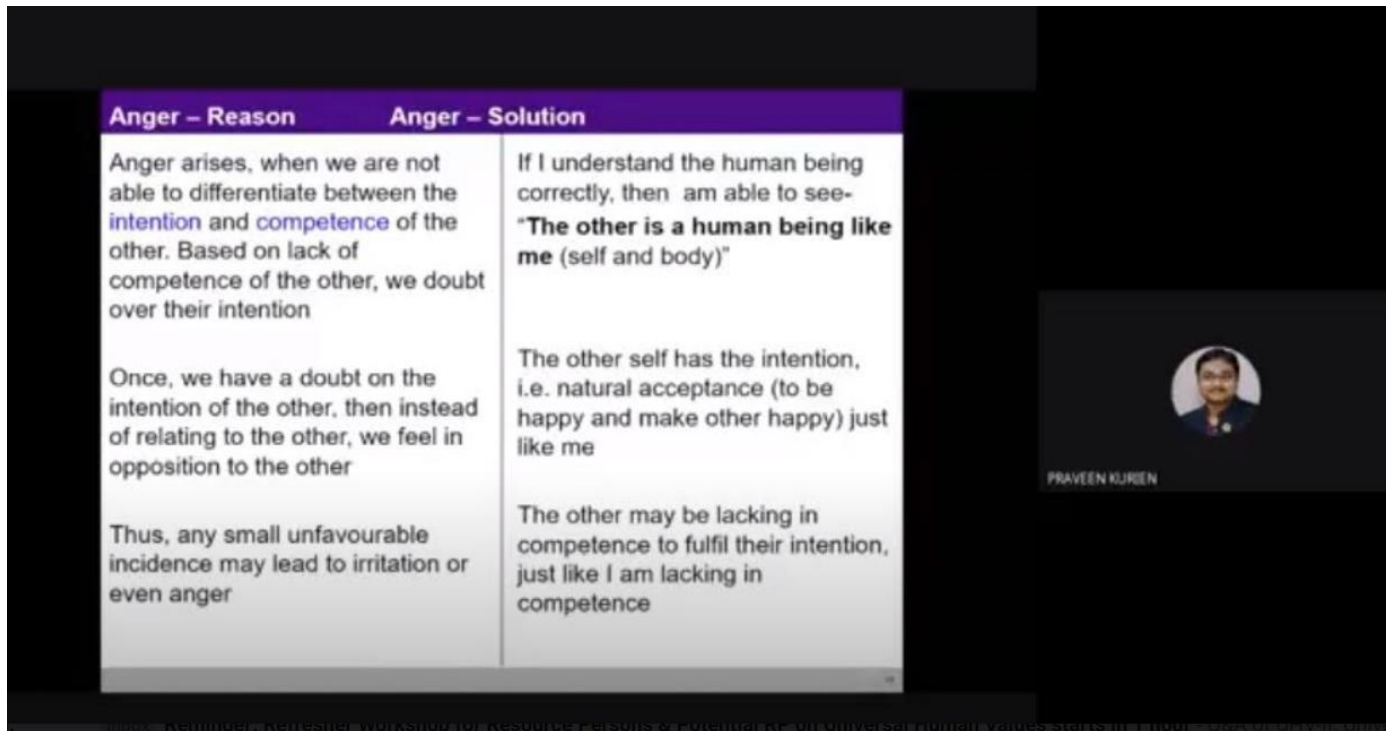
Photos of UHV Sessions (Induction of students)



Photos

Photos of UHV Sessions (Induction of students)

Anger – Reason	Anger – Solution
Anger arises, when we are not able to differentiate between the intention and competence of the other. Based on lack of competence of the other, we doubt over their intention	If I understand the human being correctly, then am able to see- "The other is a human being like me (self and body)"
Once, we have a doubt on the intention of the other, then instead of relating to the other, we feel in opposition to the other	The other self has the intention, i.e. natural acceptance (to be happy and make other happy) just like me
Thus, any small unfavourable incidence may lead to irritation or even anger	The other may be lacking in competence to fulfil their intention, just like I am lacking in competence



The image shows a Zoom meeting interface. On the left, a presentation slide is displayed with a purple header and two columns of text. On the right, a video feed shows a participant named Praveen Kurien. The Zoom toolbar at the bottom includes icons for mute, video, chat, and a timer showing 11:29 AM.

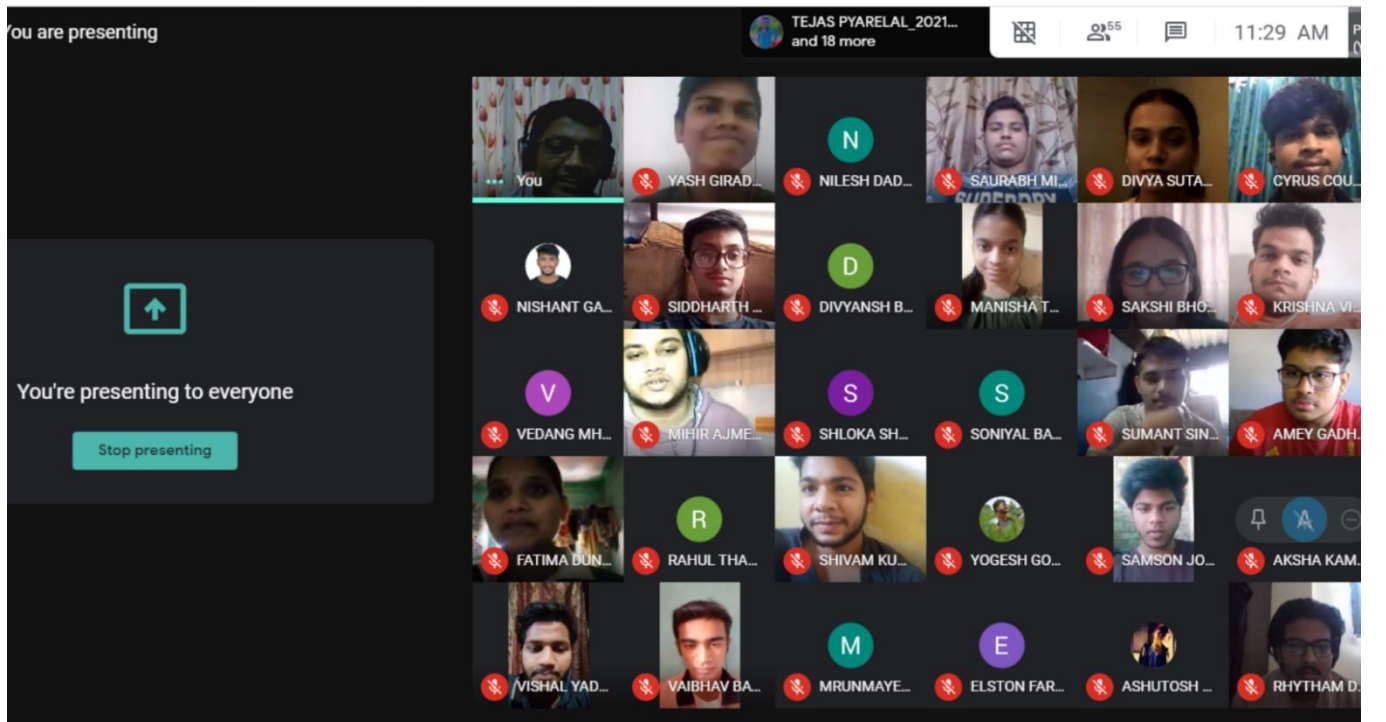
You are presenting

TEJAS PYARELAL_2021... and 18 more

11:29 AM

You're presenting to everyone

Stop presenting



The image shows a Zoom meeting interface with a grid of participants. The top bar shows the presenter's name and the time. The main area displays a grid of participant video feeds, some with initials. A 'You're presenting to everyone' overlay is visible on the left side.