



Curating a responsible digital world

**Kerala University of  
Digital Sciences,  
Innovation and  
Technology**

**STUDENT  
INDUCTION  
PROGRAM**



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# Introduction

## 1.1 Background

The graduating student must have excellent 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 a professional, 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 that exists among UG students towards studies.

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. For some, the start of hostel life without close parental supervision at the same time, further worsens it with also a poor daily routine.

## 1.2 Extending a Helping Hand

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

When new students enter an institution, they also come with diverse thoughts, backgrounds and preparations. They come into a new unfamiliar environment, and many of them have little knowledge of a university/college. An important task, therefore, is to welcome the new students to higher education and prepare them for their new roles.

The transition from school to university/college life is one of the most challenging events in a student's life. Currently, precious little is done by most institutions, except for an orientation program lasting a couple of days. Student Induction is designed to help in the whole process. Therefore, it should be taken seriously, and as something more than a mere orientation program.

## 2 Student Induction Program - Purpose & Concept

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

The term *induction* is generally used to describe the whole process whereby the incumbents adjust to or acclimatize to their new roles and environment. In other words, it

is a well-planned event to educate the new entrants about the environment in a particular institution, and connect them with the people in it.

Student Induction Program engages with the new students as soon as they come into the institution; regular classes start only after that. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture and values, and their mentor groups are formed. Then the different activities start, including those which are daily.

Here is a list of activities:

- Physical Activity
- Creative Arts and Culture
- Mentoring & Universal Human Values
- Familiarization with College, Dept./Branch
- Literary Activity
- Proficiency Modules
- Lectures & Workshops by Eminent People
- Visits in Local Area
- Extra-Curricular Activities in College
- Feedback and Report on the Program

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. These are included under Proficiency Modules.

There will be a one-week-long induction program for the PG 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.

### **3 Daily Activity**

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.

### **3.1 Physical Activity**

This would involve a daily routine of physical activity with games and sports. There would be games in the evening or at other suitable times according to the local climate. These would help develop teamwork besides health. Each student could pick one game and learn it for the duration of the induction program and hopefully, continue with it later.<sup>1</sup>

### **3.2 Creative Arts**

Every student would choose one skill related to the arts whether visual arts or performing arts. Examples are painting, music, dance, pottery, sculpture etc. The student would pursue it every day 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.

### **3.3 Mentoring and Universal Human Values**

*Mentoring* and connecting the students with faculty members is the most important part of student induction.

Mentoring takes place in the context and setting of *Universal Human Values*. It gets the student to explore oneself and experience the joy of learning, prepares one to stand up to peer pressure and take decisions with courage, be aware of relationships and be sensitive to others, understand the role of money in life and experience the feeling of prosperity. The need for character building has been underlined by many thinkers, universal human values provide the base.

The methodology of teaching this content is extremely important. It must not be through do's and don'ts, but by getting the 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.

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 the 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 2-year stay and possibly beyond.

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<sup>1</sup>For new students entering the hostel, there would also be a morning activity coming to the field at 6:30 am for light physical exercise or yoga. There could also be gardening or other suitably designed activity where labour yields fruits from nature.

## **4 Other Activity**

Activities that are not there on a daily basis, but are conducted for 3-4 days (typically in the afternoons) and change thereafter.

### **4.1 Familiarization with College, Department/Branch**

The incoming students should be told about the credit and grading system and about the examinations. They should be informed about how to study in university differs from the study in school/college. They should also be taken on a tour and shown important points such as the library, canteen, and other facilities.

They should be shown their department and told what it means to get into the branch or department. Describe what role the technology related to their department plays in society, and after graduation what role the student would play in society as an engineer in that branch. A lecture by an alumnus of the Dept. would be very helpful in this regard. They should also be shown the laboratories, workshops and other facilities.

The above should be done right in the first two days, and then over the afternoons thereafter, as appropriate.

### **4.2 Literary Activity**

The literary activity would encompass reading a book, writing a summary, debating, enacting a play etc.

### **4.3 Proficiency Modules**

The induction program 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.

The problems arising due to lack of English skills, wherein students start lagging or failing in several subjects, for no fault of theirs, would, hopefully, become a thing of the past.

### **4.4 Lectures & Workshops by Eminent People**

Lectures by eminent people should be organized, say, once a week. It would give the students exposure to people who are eminent, in industry or engineering, in social service, or in public life. Alumni could be invited as well.

Motivational lectures about life, meditation, etc. Art of Living, Vivekanand Kendra's, S-VYASA, etc. may be organized. Workshops which rejuvenate or bring relief to students would also be welcome, such as Art of Living workshops (3 sessions, 9 hours).

#### **4.5 Visits in Local Area**

A couple of visits to the local landmarks including historical monuments should be organized. This would familiarize the students with the area together with bonding with each other, like in a picnic.

Visits should also be organized to a hospital, orphanage or village. These would expose them to people in suffering or to different lifestyles. This might also sensitize them to engineering needs in these areas.

#### **4.6 Extra-Curricular Activities**

The new students should be introduced to the extra-curricular activities at the university. They should be shown the facilities and informed about activities related to different clubs etc. This is when selected senior students involved in or leading these activities can give presentations, under faculty supervision.

#### **4.7 Feedback and Report on the Program**

Students should be asked to give their mid-program feedback. They should be asked to write their opinions about the program at the end of the first week or so. The feedback should be used to make any mid-course corrections if any.

Finally, at the end of the program, each group (of 20 students) should be asked to prepare a single report on their experiences of the program. On the second last day, each group should present their report in front of other groups. Immediately after their presentation, they should submit their written report. This will also serve as a *closure* to the program.

Finally, formal written or online anonymous feedback should be collected at the end of the program.

### **5 Schedule**

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

## 5.1 Initial Phase

<i>Time</i>	<i>Activity</i>
<b>Day 0</b>	
<i>Whole day</i>	<i>External 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>04:00 pm - 06:00 pm</i>	<b>Orientation - Institute/College level</b>
<b>Day 2</b>	
<i>09:00 am - 10:00 am</i>	<b>Diagnostic test (for English etc.)</b>
<i>10:15 am - 12:25 pm</i>	<b>Visit to respective depts.</b>
<i>12:30 pm - 01:55 pm</i>	<i>Lunch break</i>
<i>02:00 pm - 02:55 pm</i>	<b>Vice Chancellor's/Director's/Principal's address</b>
<i>03:00 pm - 05:00 pm</i>	<b>Interaction with parents by Director/Principal</b>
<i>03:30 pm - 05:00 pm</i>	<b>Mentor-mentee groups meet</b> - Introductions of new students within group. (Same as Universal Human Values groups)

In the Orientation Program on Day 1, the Deans, and other functionaries address and welcome the new students along with their parents. It serves to provide space for telling the new students about the college, and their academic and student life.

## 5.2 Regular Phase

After the first two days is the start of the Regular Phase of induction. In this phase, there would be regular sessions conducted every day.

### 5.2.1 Daily Schedule

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

#### Typical day (Day 3 onwards):

Session.	Time	Activity	Remarks
<b>I</b>	<b>09:00 am - 10:55 am</b>	<b>Creative Arts / Universal Human Values</b>	
<b>II</b>	<b>11:00 am - 12:55 pm</b>	<b>Universal Human Values / Creative Arts</b>	
	<i>01:00 pm - 02:00 pm</i>	<i>Lunch break</i>	
<b>III</b>	<b>02:00 pm - 02:55 pm</b>	<b>Afternoon Session</b>	See below.
<b>IV</b>	<b>03:00 pm - 03:55 pm</b>	<b>Afternoon Session</b>	See below.
<b>V</b>	<b>04:00 pm - 05:00 pm</b>	<b>Games &amp; Sports</b>	

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



### 5.2.2 Afternoon Activities (Non-Daily)

The activities given below are scheduled at different times of the Induction Program and are not held daily for everyone.

1. Familiarization with College, Dept./Branch
2. Literary activity
3. Proficiency Modules
4. Lectures & Workshops by Eminent People
5. Visits in Local Area
6. Extra-Curricular Activities in College
7. Feedback and Report on the Program

Here is the activity schedule for the afternoons and may be changed to suit local needs.

<i>Activity</i>	<i>Session</i>	<i>Remarks</i>
<b>Familiarization with College, Dept/ Branch</b>	III & IV	For 3 days (Days 3 to 5)
<b>Visits in Local Area</b>	III, IV & V	For 3 days - interspersed (e.g., 3 Saturdays)
<b>Lectures &amp; Workshops by Eminent People</b>	III or IV	As scheduled - 3-5 lectures
<b>Literary (Play/ Book Reading / Lecture)</b>	III	For 3-5 days
<b>Proficiency Modules</b>	IV or V	Daily, but only for those who need it
<b>Extra-Curricular Activities in College</b>	III & IV	During the second week (for 1 or 2 days)
<b>Feedback and Report on the Program</b>		On the second last day

#### Additional Daily Schedule for Hostelers

Session.	Time	Activity	Remarks
	06:00 am	Wakeup call	
<b>Morn</b>	<b>06:30 am - 07:10 am</b>	<b>Physical activity (mild exercise/yoga)</b>	
	07:15 am - 08:55 am	Bath, Breakfast, etc.	
	05:00 pm - 05:25 pm	Snacks break	
	05:30 pm - 08:25 pm	Rest and dinner break	
<b>Eve</b>	<b>08:30 pm - 09:25 pm</b>	<b>Informal interactions with faculty mentors and student guides (in hostels)</b>	As arranged (not every day)

### 5.3 Closing Phase

<i>Time</i>	<i>Activity</i>
<b>Second Last Day</b>	
08:30 am - 12 noon	<b>Discussions and Finalization of Presentation within each group</b> (meeting among students only)
02:00 am - 05:00 pm	<b>Presentation of Report by each group</b>
<b>Last Day</b>	
Whole day	<b>Tests of Creative Arts, Universal Human Values (as planned by the college)</b>

### 5.4 Follow-Up after Closure

A question comes up as to what would be the follow up program after the formal one-week Induction Program is over? The groups which are formed should function as a 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 etc. (For every 10 undergraduate first year students, there would be a senior student as a *student guide*, and for every 20 students (for two such 10-student groups), there would be a *faculty mentor*.) Such a group should remain for the entire 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>2</sup>

#### 5.4.1 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 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.)

#### 5.4.2 Follow-Up – Subsequent Semesters

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

<sup>2</sup>We are aware that there are advantages in mixing the students from different depts. while forming groups.

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 the Induction Program. The students be shown inspiring films, do collective artwork, and group discussions be conducted. Subsequently, the groups should meet at least once a month.

## **6 Organizing the Student Induction Program**

### **6.1 Preparing for the Conduct of the Program**

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

1. Ensure full support from head of the institution and top management.
2. Joint meeting of all the partners involved (see below), in getting their participation in the process of education.
3. Constitution of Induction Committee chaired and convened by Dean which will prepare detailed plan of the induction programme in consultation with the head of the institution, facilitate the conduct, monitor and coordinate the whole induction programme.
4. A hyper link on Student Induction of new students is to be created on the website of the institution having information about the induction, detailed schedule, provision for daily reporting, feedback, etc.
5. New students be informed that the Induction is a mandatory non-credit course for which a certificate will be issued by the institution.
6. Ensure compulsory participation by the involved teachers and other partners.
7. Detailed scheduling of the activities based on the nature, size and location of the institution.
8. Preparing induction policy and charter for students stating their responsibilities.
9. Conducting a half-day workshop for partners on how to conduct student induction.
10. Appoint UHV cum Mentor Coordinator (faculty in charge of Mentoring and Universal Human Values activity of the Program) before the Induction Program begins. His/her responsibility is to form mentor groups, ensure the smooth running of the universal human values group discussions, and hold meetings of mentors periodically.
11. Appoint Departmental Nodal Mentor in each dept. The Dept. Nodal Mentors will play a crucial role in assisting the overall UHV Mentor Coordinator.

12. Training program for faculty to be conducted on how to mentor students based on universal human values and imparting holistic education and a larger vision of life. (Only those faculty members are to be mentors and are to conduct the group discussions in universal human values, who have received a certificate after going through a 3-day followed by a 7-day Faculty Development Program for Student Induction, approved by AICTE.)

**Partners in Induction:**

- Head of the institution
- Important functionaries
- Faculty mentors
- Students council/association
- Selected senior students (student guides)
- Selected alumni
- Civil society
- Invited distinguished people

## **6.2 Organizing the Daily Activities**

For each of the activities below, a faculty member be given the responsibility for its organization, conduct and monitoring.

### **6.2.1 Physical Activity**

Fitness sessions, yoga classes, lecture(s) on facing the world with sportsman spirit, making young students aware that there is nothing like being failure in the world. The world gives opportunities to all.

The incoming students must be divided into batches of 50 students maximum, and a qualified coach in physical education should be attached to each batch. Institute may employ part-time coaches for this purpose for the duration of the Induction Program.

The list of available games, sports, or physical activities should be announced on Day1 when the new students arrive. They should be asked to fill their choice with three preferences, and the game or sport be allotted to them as per their preference. There should be a sufficient number of coaches for each game/sport as per norms.

The physical activity should start from Day 3 onwards as a daily activity, wherein the student learns and plays his assigned game during the induction program. It is also important that along with his assigned game the student also practices yoga for at least 7 sessions.

Two days to be kept at the end for conducting fitness test and yoga test in groups. Students are to be given satisfactory (S) or unsatisfactory (X) grades on the mandatory non-credit activity.

### **6.2.2 Creative Arts**

Qualified instructors for arts may be hired on contract basis and be paid honorarium as per norms of the institute. Daily 90 to 120 minute sessions may be arranged.

The list of available art forms, such as vocal music, instrumental music, folk music, painting, sketching, dance, group dance, clay modelling, pottery, dramatics, etc. should be announced on Day 1 when the new students arrive. They should be asked to fill their choice with three preferences, and the art form be allotted to them as per their preference. There should be sufficient number of teachers for each art form. The ratio may be kept as 1 teacher for every 25 students.

The last two days of the Student Induction Program be reserved for assessing the progress of students on satisfactory (S) or unsatisfactory (X) grades for completion of the mandatory non-credit activity.

### **6.2.3 Mentoring and Universal Human Values**

The UHV cum Mentor Coordinator should get the departments to nominate faculty mentors for the activity at least 3 months in advance (preferably, in April/May, before the previous even semester ends), as it will require preparation on the part of the mentors. The number of mentors to be nominated by the departments should be 1 teacher for every 20 new incoming students. Names of Dept. Nodal Mentors should be worked out as well, in consultation between the Dept. and the Mentor Coordinator.

A preparatory meeting should be held well in advance (in May itself) so that mentors come together to function as a team that will conduct the mentoring and UHV activity. The periodic meeting may be arranged for the preparation of how the sessions are to be conducted.

After one year of running the Induction Program, senior students would become available as Student Guides (out of those who have done well in UHV group discussions and it is visible in their behavior). These students would be selected in April/May and be given a 1-day training at the beginning of the session in July/August.

UHV groups of 20 first year undergraduate students should be constituted with at least 2 Student Guides and 1 Faculty Mentor each. The groups would be department-wise and should be formed even before the new students arrive. If there is an intake of 60, there would be 3 groups of size 20 first year undergraduate students with 6 student guides and 3 faculty mentors. Each student guide should be assigned 10 students (out of the 20 students in the group).

The groups have to be populated alphabetically (or in any manner mixing the student without any bias) in a department.

The groups would be meeting every day during the Induction Program after the first day. The first meeting kept on the 2nd or 3rd day, should have the faculty mentors, as well as the student guides, present where they introduce themselves to each other.

In the case of UHV, a mid-term open-book take-home examination is recommended. The question paper is mailed to the students and they have to write it at home and submit it. The question paper is designed to elicit the experiences of students. The mentor can discuss the answers submitted by students in a group discussion. The final examination be kept on the last day of the Induction Program, as an open question paper in which

the major part of the question paper is mailed to the students beforehand, but they have to write the answers in the exam hall. The faculty mentor's assessment that the student engaged thoughtfully in the group discussions would be paramount in awarding satisfactory or unsatisfactory to that student.

The last two days of the Student Induction Program are anyway reserved for assessing the progress of students on satisfactory (S) or unsatisfactory (X) grades for completion of the mandatory non-credit activity.

### **6.3 Organizing the Other Activities**

For each of the activities below, a faculty member be given the responsibility for its organization, conduct and monitoring.

#### **6.3.1 Familiarization with Department/Branch**

The students admitted to a branch would visit their allotted department or branch. The Head of the department and other associated faculty should address the new students right on Day 2 or so. Arrangements should be made about the meeting/gathering. The parents of the students should also be welcomed if they accompany their ward.

It would be helpful if an alumnus of the Dept. relates his professional experience related to the field of the study to the incoming students. For this, he/she should be contacted beforehand.

#### **6.3.2 Literary Activity**

A faculty member interested in literary activity should be assigned for organizing the activity. A list of books that are interesting and educational should be prepared beforehand. Books in Indian languages must be included and even given priority. Students are losing connection with languages in general and their own language, in particular.

Students should be assigned a book or other smaller reading material. They should be asked to read and write a critical summary. They should present their summary in front of their group. A literary group may consist of around 30-40 students.

Similarly, debating and public speaking activity could also be undertaken. If the departments can arrange for a drama workshop where a group of students learns and enact a play it would be very good. Not all the incoming students would do this, but those who wish may be provided the opportunity. Help may be taken from senior students engaged in such extracurricular activities in the college.

#### **6.3.3 Proficiency Modules**

For English, a diagnostic test should be conducted on Day 2 itself. Before the test, the students should be informed that the test would not affect their grades, branch change, or any aspect of their admission, placement, study, etc. The purpose of the test is to provide help to those students who need help in English.

Students having more than 80% marks in their high school or plus 2 need not take the diagnostic test. For those below this cutoff, writing the test is mandatory. Students with

weak performance in the test, must attend a non-credit course in Basic English. Their attending the course is mandatory. There would be no separate fee payable for the course. The classes of Basic English must start from Day 4 at the latest. A one-hour class should be conducted every day. As the time slot would have to be found during the daytime, the students doing the course would miss some of the afternoon activities. (If it is possible to conduct the course in the evening, then the students would not miss the activities during the induction program. Option may be explored.)

#### **6.3.4 Lectures & Workshops by Eminent People**

Eminent people from all walks of life may be invited to deliver lectures, namely, from industry, academia, social science (authors, historians), social work, civil society, alumni etc. be identified and invited to come and address the new students. 3 to 5 lectures may be organized during the induction program, say, about one lecture a week.

Motivational lectures about life, meditation, etc., Art of Living, S-VYASA University, Vivekanand Kendra's, etc. may be organized. Workshops which rejuvenate or bring relief to students would also be welcome, such as Art of Living workshops (3 sessions, 9 hours).

Local resource persons may be contacted for such purposes. Suitable slots in the afternoon/evening may be found suitably for the lectures and workshops.

#### **6.3.5 Visits in Local Area**

A visit to a local heritage site or a local landmark should be organized. It exposes the student to the heritage or history of the place. One should try to make the trip educational and have guides who explain the history behind the place. If there is no such place nearby, alternatively, a trip to a local place of natural beauty may be organized. Another purpose such a visit serves is bonding among themselves, and also with student guides and faculty mentors if they go with them. It is like going on a picnic.

Necessary arrangements would have to be made for arranging buses, guides, and food etc.

Besides the above, a visit may also be organized to a village, an orphanage, etc. The purpose of such a visit would be social awareness. Such a visit should be planned later on, possibly in the third week of the Induction Program.

#### **6.3.6 Extra-Curricular Activities in College**

Every college has extra-curricular activities. Most of them are student-driven. They are organized by student councils and clubs. The extra-curricular activities going on in the college should be presented to the new students under the guidance of faculty advisors for such activity. The new students should be informed about how they can join the activities. Related facilities should be described to them.

Presentation of the activities by the student council should be made in the second week of the Induction Program. Note that all new students would be learning an art form as well as a game, which will give a big impetus to the extra-curricular activity, in time to come.

### **6.3.7 Feedback and Report on the Program**

Informal feedback should be sought from the students at the end of the first week. They should be asked to write their feelings and ideas and submit them in writing.

A final *formal feedback* at the end of the program should be collected from students by their filling a form in writing or online.

Besides the above, each group (of 20 students) should write a report on the Induction Program towards the end of the Program. Thus, there would be as many written reports as there are groups. They would also have to make a presentation of their report. They should be encouraged to use slides while making a presentation.

Presentation of the report should be made in the language they are comfortable with, without any insistence that it should be in English. It is more important that they feel comfortable and confident. Each group may make the presentation through 4-5 of its group members or more.

In case, the number of new students is large, the presentation should be made by each group in front of 4 other groups besides their own, thus there would be about 100 students (in 5 groups) in the audience in a session. Several such sessions could run in parallel or serially.

In each session, their faculty mentors and student guides, if any, should also be in the audience. These sessions would tell you how well the program ran, and what the students are feeling at the end of the program. This would also serve as a *grand closure* to the program.

## **6.4 Some Important Points**

The Student Induction Program is a mandatory non-credit program in the AICTE Model Curriculum 2018. Colleges have to ensure that students have completed the program satisfactorily. Attendance should be taken.

For the creative arts and universal human values components, a test should be conducted to determine what the students were able to gain from these activities. For physical education also, assessment should be done during the last few slots.

For the other activities, attendance would serve to ensure participation.

No fee should be collected from the student for the overall program or any component of the program. The expenses of running the program would have to be borne by the college.