



Assessing the Effectiveness of Student Induction Programmes in Higher Education: A Case Study of Indraprastha Institute of Management and Technology, Saharanpur

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ABSTRACT :

Student induction programmes play an important role in supporting the transition of learners into higher education. This study examines the effectiveness of the induction programme at Indraprastha Institute of Management and Technology (IIMT), Saharanpur, with emphasis on academic integration, social integration, student involvement, mentoring, institutional awareness and career orientation. A mixed-methods case-study design was adopted, combining a structured student questionnaire with semi-structured interviews of faculty members and programme coordinators. The study is conceptually grounded in Tinto's Student Integration Model and Astin's Theory of Involvement and is contextualized within the University Grants Commission's Deeksharambh Student Induction Programme. The working study involved 150 students from the third and fifth semesters, 10 faculty members and 5 programme coordinators. The study indicates that structured orientation, academic workshops, faculty interaction, networking and student activities are important mechanisms for supporting students' transition into institutional life. At the same time, personalized mentoring, career planning and systematic post-induction feedback emerge as areas requiring greater institutional attention. The study proposes an Integrated Student Transition Model in which induction is connected with academic advising, mentoring, student engagement, wellbeing and career development. The paper contributes a context-sensitive framework for strengthening induction practices in multidisciplinary higher education institutions, particularly in rural and semi-urban settings.

Keywords: Student Induction Programme; Deeksharambh; Student Integration; Academic Integration; Social Integration; Student Engagement; Mentoring; Higher Education; Student Success; Rural Higher Education

1. Introduction

1.1 Background

Transition into higher education is a formative stage in which students must adjust to new academic expectations, institutional procedures, social relationships, learning practices and future career decisions. An effective induction programme can reduce uncertainty by introducing students to institutional culture, academic requirements, support services, campus facilities and opportunities for participation. Induction can also create early opportunities for students to establish relationships with peers and faculty members and to develop a sense of belonging.

In the Indian higher education context, the University Grants Commission (UGC) has provided a national framework through Deeksharambh – A Guide to Student Induction Programme. The framework positions student induction as an important component of the transition into higher education and provides institutions with guidance for planning structured induction experiences.

IIMT Saharanpur provides a relevant setting for examining this issue because it is a multidisciplinary institution serving students from diverse educational backgrounds in a rural/semi-urban context. The study therefore considers induction not simply as a welcome event but as the beginning of a broader process of academic and social integration.

1.2 Problem Statement

Although higher education institutions commonly conduct induction programmes, the presence of activities alone does not establish their effectiveness. A programme may provide institutional information successfully while offering less support for individualized mentoring, career planning or continued engagement. The present study therefore asks how effectively the IIMT induction programme supports academic and social integration and what institutional mechanisms can strengthen its longer-term impact.

1.3 Significance

The study contributes to higher education research by connecting induction practice with established theories of student integration and involvement, while also placing the discussion within the Indian Deeksharambh framework. It additionally contributes an institutional case from a rural/semi-urban multidisciplinary setting, an area that warrants greater empirical attention.

1.4 Research Objectives

- To examine the structure and major components of the student induction programme at IIMT Saharanpur.
- To assess the programme's contribution to students' academic integration.
- To examine its contribution to social integration and institutional belonging.
- To assess opportunities for student involvement and participation.
- To identify strengths and areas requiring improvement.
- To propose an integrated framework linking induction with mentoring, advising and career development.

1.5 Research Questions

1. How effectively does the induction programme support academic orientation and integration?
2. How effectively does it facilitate peer, faculty and institutional interaction?
3. Which induction components are perceived as most useful?
4. What implementation challenges and improvement needs are identified?
5. How can induction be developed into a continuing student-support process?

2. Literature Review

2.1 Tinto's Student Integration Model

Tinto's work on student departure and persistence emphasizes the importance of students' experiences within the academic and social communities of an institution. The model provides a useful basis for evaluating induction because induction activities can initiate academic and social connections that shape students' early institutional experiences.

2.2 Astin's Theory of Involvement

Astin conceptualizes involvement as the quantity and quality of physical and psychological energy that students invest in the college experience. This perspective suggests that interactive workshops, peer activities, student organizations and faculty engagement may be more developmentally meaningful than purely passive information delivery.

2.3 Student Success and Engagement

Research synthesized by Kuh and colleagues emphasizes educationally purposeful activities and institutional conditions that support student success. This reinforces the importance of linking induction to continuing opportunities for engagement rather than treating induction as an isolated event.

2.4 Deeksharambh and the Indian Higher Education Context

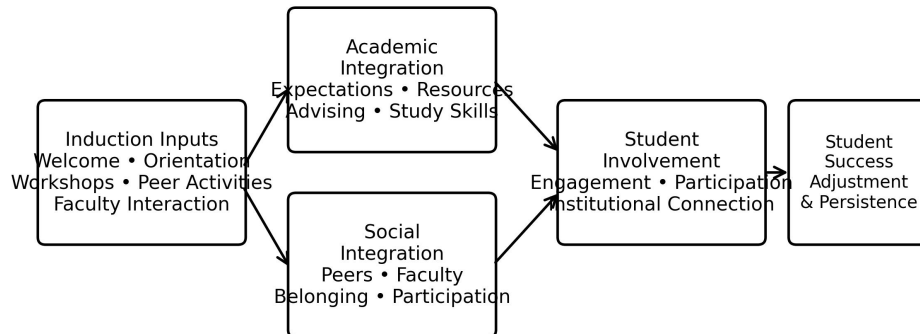
UGC's Deeksharambh provides an Indian policy framework for student induction. The framework is particularly relevant to the present case because it situates induction within broader student-development and institutional-support objectives.

2.5 Research Gap

Three gaps are addressed: the need to view induction as a continuing process; limited case evidence from rural/semi-urban multidisciplinary institutions; and the need to evaluate academic integration, social integration, involvement, mentoring and career orientation together.

3. Conceptual Framework

The study integrates UGC's Deeksharambh framework with Tinto's Student Integration Model and Astin's Theory of Involvement. The resulting framework proposes that induction inputs influence student involvement, which supports academic and social integration and, ultimately, student adjustment and success.

Figure 1. Conceptual Framework for Evaluating Student Induction Effectiveness

Theoretical basis: Tinto's Student Integration Model + Astin's Theory of Involvement

Figure 1. Conceptual Framework for Evaluating Student Induction Effectiveness.

4. Methodology

4.1 Research Design

A mixed-methods case-study design was adopted. Quantitative evidence is intended to capture patterns in students' perceptions, while qualitative interviews provide contextual explanations of programme strengths, limitations and implementation experiences.

4.2 Participants

Participant group	Number	Role in the study
Students	150	Retrospective evaluation of induction experience
Faculty members	10	Experience of planning/delivering induction activities
Programme coordinators	5	Planning, coordination and implementation perspectives

Because the student sample is described as being from the third and fifth semesters, the study should be presented as a retrospective evaluation unless the actual data were collected from first-year students immediately after induction.

4.3 Data Collection

A structured questionnaire was designed around institutional orientation, academic integration, faculty interaction, peer integration, student involvement, wellbeing, career orientation, mentoring, institutional belonging and overall programme effectiveness. Semi-structured interviews were used with faculty members and programme coordinators.

4.4 Data Analysis

Quantitative responses should be summarized using frequencies, percentages, means and standard deviations. Where assumptions and sample characteristics permit, inferential analysis may include reliability analysis, correlation, t-tests, ANOVA or regression. Qualitative responses should be coded thematically. The final submission should report only statistics calculated from the original dataset.

4.5 Ethical Considerations

Participation should be voluntary, responses should be treated confidentially and respondents should not be identifiable in the reporting of findings. Any institutional or ethics approval applicable to the actual study should be reported in the final manuscript.

5. Structure of the IIMT Induction Programme

Day	Time	Activity	Description	Primary objective
Day 1	9:00–10:00	Welcome Address	Introduction by institutional leadership and faculty	Welcome and institutional overview
Day 1	10:00–11:00	Campus Tour	Guided familiarization with facilities	Awareness of campus resources
Day 1	11:00–12:30	Orientation	Academic programmes, policies and support	Academic/institutional orientation
Day 1	12:30–1:30	Lunch/Interaction	Informal interaction	Peer and faculty interaction
Day 1	1:30–3:00	Study Skills Workshop	Study techniques and time management	Academic readiness
Day 1	3:00–4:30	Ice-Breakers	Team-building activities	Peer integration
Day 2	9:00–10:30	Faculty Meet & Greet	Faculty introductions	Faculty connection
Day 2	10:30–12:00	Academic Advising	Individual/small-group guidance	Academic planning
Day 2	12:00–1:00	Student Activities	Clubs/organizations introduction	Student involvement
Day 2	1:00–2:30	Campus Resources	Library and digital resources	Resource awareness
Day 2	2:30–4:00	Networking	Faculty and senior-student interaction	Social integration
Day 3	9:00–10:00	Wellbeing Session	Health and wellbeing awareness	Personal wellbeing
Day 3	10:00–11:30	Career Planning	Career development and pathways	Future readiness
Day 3	11:30–1:00	Alumni Interaction	Informal interaction with alumni	Career/experience awareness
Day 3	1:00–3:00	Cultural/Social Activities	Student participation	Belonging and engagement
Day 3	3:00–4:00	Feedback Session	Student feedback	Continuous improvement

6. Findings

The working study summary indicates that the induction programme contributes positively to students' academic understanding and social integration. Structured workshops, orientation activities and networking opportunities are identified as useful components. The study also identifies personalized mentoring and career planning as areas requiring further strengthening. These findings should be supported in the final journal submission by the actual questionnaire statistics and anonymized interview evidence.

6.1 Academic Integration

Academic integration is supported through orientation to programmes, academic expectations, study skills, institutional resources and academic advising. These components can reduce uncertainty and help students understand how to navigate the academic environment.

Academic indicator	Result to report	Interpretation
Understanding of academic expectations	Insert actual % / mean	Based on dataset
Awareness of curriculum and assessment	Insert actual % / mean	Based on dataset
Awareness of academic resources	Insert actual % / mean	Based on dataset
Confidence in approaching faculty	Insert actual % / mean	Based on dataset
Awareness of academic support	Insert actual % / mean	Based on dataset

6.2 Social Integration

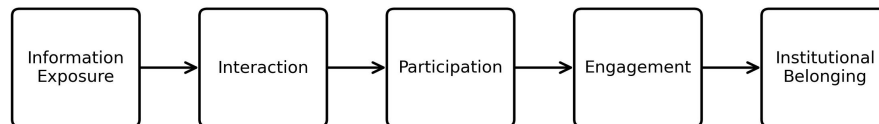
Peer activities, networking, faculty interaction and cultural participation provide opportunities for students to develop relationships and a sense of belonging. These activities align with the social integration dimension of Tinto's framework.

Social indicator	Result to report	Interpretation
Peer interaction	Insert actual % / mean	Based on dataset

Faculty interaction	Insert actual % / mean	Based on dataset
Sense of belonging	Insert actual % / mean	Based on dataset
Participation in group activities	Insert actual % / mean	Based on dataset
Awareness of student activities	Insert actual % / mean	Based on dataset

6.3 Student Involvement

From Astin's perspective, induction is more likely to influence development when students actively participate. Interactive workshops, peer activities, group tasks and student-led engagement should therefore be assessed separately from passive information sessions.



Greater quality and quantity of student involvement are expected to strengthen the transition experience.

Figure 2. Student Involvement Pathway.

6.4 Mentoring and Personalized Support

The study identifies personalized mentoring as an area requiring strengthening. A general induction session can communicate common information, but students may have different academic, personal and career needs. A faculty mentoring system, supported by scheduled follow-up meetings, can extend the benefits of induction beyond the initial programme.

6.5 Career Orientation

Career planning is another area identified for improvement. Career awareness should begin during induction and continue through alumni interaction, internship awareness, skill development, placement orientation and higher-education guidance.

6.6 Qualitative Themes

Theme	Core interpretation
Strengths of the programme	Structured orientation, workshops, faculty interaction and networking provide a supportive transition experience.
Academic integration	Students receive important information about programmes, resources and academic expectations.
Social integration	Peer and faculty interaction create opportunities for relationship-building and belonging.
Area for improvement: mentoring	Greater individualized and continuing guidance is required.
Area for improvement: career planning	Career awareness should be introduced earlier and continued beyond induction.
Continuous improvement	Regular feedback can help refine the programme over successive cohorts.

7. Discussion

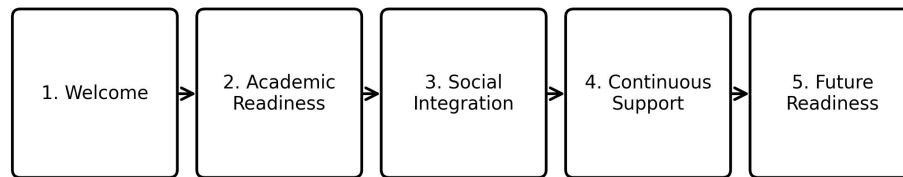
The case demonstrates that induction can be understood as an institutional mechanism for initiating academic and social integration. Orientation activities support academic clarity, while peer and faculty interaction support social connection. Astin's involvement perspective further suggests that the developmental value of induction depends on the extent to which students actively participate.

An important implication is that induction should not be treated as a discrete event. Its effectiveness is likely to be strengthened when the relationships, information and expectations introduced during induction are reinforced through mentoring, advising, student activities, wellbeing support and career development.

This interpretation is compatible with the UGC Deeksharambh framework and with broader student-success literature emphasizing purposeful engagement and supportive institutional conditions.

8. IIMT Integrated Student Transition Model

On the basis of the conceptual analysis, the study proposes an IIMT Integrated Student Transition Model comprising five stages: Welcome, Academic Readiness, Social Integration, Continuous Support and Future Readiness.



Induction → Integration → Engagement → Support → Career & Student Success

Figure 3. IIMT Integrated Student Transition Model.

9. Recommendations

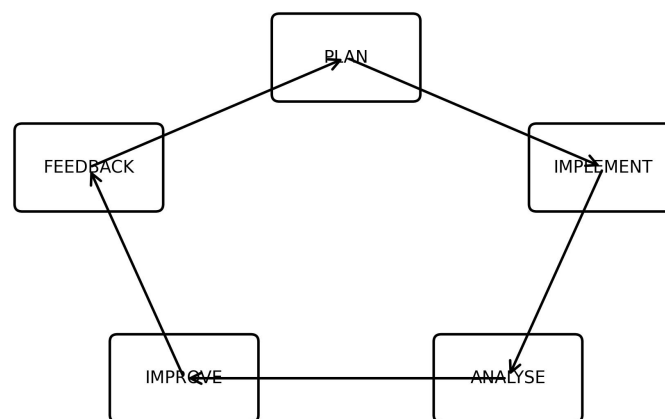
Recommendation	Action
Structured Faculty Mentoring	Assign each new student a faculty mentor and schedule follow-up interactions after induction.
First-Year Transition Plan	Extend induction principles into a structured first-semester and first-year transition programme.
Career Orientation	Introduce career pathways, alumni interaction, internships, skill development and placement awareness early.
Peer Mentoring	Use trained senior students to support newcomers under faculty supervision.
Interactive Learning	Increase group tasks, workshops, problem-solving and student-led activities.
Feedback System	Collect immediate and follow-up feedback and use the findings for programme revision.
Institutional Quality Review	Review induction outcomes periodically through IQAC or an equivalent quality mechanism.

10. Continuous Improvement Framework

An evidence-based induction system should follow a continuous quality-improvement cycle: planning, implementation, feedback collection, analysis, improvement and re-implementation.

Figure 4. Continuous Improvement Cycle for Student Induction.

Figure 4. Continuous Improvement Cycle for Student Induction



Evidence-based cycle for institutional quality enhancement

11. Academic–Social Integration Framework

Effective induction should address academic and social dimensions simultaneously. Academic integration includes curriculum understanding, assessment awareness, study skills and advising. Social integration includes peer interaction, faculty relationships, clubs, cultural activities and institutional belonging.



Effective induction should address academic and social dimensions simultaneously.

Figure 5. Academic–Social Integration Framework.

12. Implications

Academic implications

Induction should be connected with continuing academic advising and mentoring.

Institutional implications

Institutions should treat induction as part of a student-success architecture rather than as an isolated event.

Student-development implications

A comprehensive induction system can strengthen confidence, participation, belonging and awareness of support opportunities.

Policy implications

Institutional induction can be aligned with the UGC Deeksharambh framework.

Rural and semi-urban implications

Structured orientation may be especially useful for students adjusting to new academic, digital, communication and career environments.

13. Limitations

The study is based on a single institutional case and therefore should not be generalized automatically to all higher education institutions. If third- and fifth-semester students are used as respondents, retrospective recall may affect responses. The study also relies substantially on self-reported perceptions. Future research should combine survey data with institutional indicators such as attendance, participation, academic progression, mentoring records and retention.

14. Future Research

- Conduct longitudinal evaluation immediately after induction and after one or two semesters.
- Compare induction programmes across rural, semi-urban and urban institutions.
- Test the proposed IIMT Integrated Student Transition Model across multiple institutions.
- Examine mentoring intensity as a possible mechanism linking induction with belonging and engagement.
- Develop and validate a standardized Indian Student Induction Effectiveness Scale.

15. Conclusion

Student induction is an important institutional intervention at the beginning of the higher education journey. The IIMT Saharanpur case indicates that structured orientation, academic workshops, faculty interaction, networking and student activities can support students' academic and social transition. At the same time, personalized mentoring, career planning and systematic post-induction feedback require greater attention.

The central contribution of the study is the proposition that induction should move from an event-based model to an integrated transition system. The IIMT Integrated Student Transition Model links welcome and orientation with academic readiness, social integration, continuous support and future readiness. Such an approach can strengthen student belonging, engagement and preparedness and can provide a practical institutional mechanism for

continuous quality enhancement.

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