



STUDENT INDUCTION PROGRAMME REPORT (DEEKSHAARAMBH 2025)

The **Student Induction Programme – Deekshaarambh 2025** was systematically organized by the *School of Rehabilitation and Behavioral Sciences (SRBS)* at AVMC Campus, Puducherry, from **11th to 18th September 2025**, with the objective of facilitating a smooth academic, social, and psychological transition of newly admitted students into the institutional environment. The programme catered to students across multiple disciplines, including **BASLP, MASLP, B.Sc. Clinical Psychology (Hons.), M.Sc. Clinical Psychology, and M.Phil. Clinical Psychology**, ensuring a multidisciplinary orientation framework.

The induction commenced with a formal welcome and institutional orientation, wherein students were introduced to the academic structure, campus facilities, student support systems, and co-curricular opportunities available within the institution. Sessions on **curriculum framework and professional education** provided clarity regarding course structure, credit systems, internships, and regulatory requirements, particularly emphasizing the role of statutory bodies such as RCI and UGC in maintaining academic and professional standards.

A significant component of the programme focused on **professional ethics, anti-ragging policies, and institutional code of conduct**, reinforcing the institution's zero-tolerance stance towards ragging and harassment. Students were sensitized to ethical responsibilities, legal frameworks, and the importance of maintaining professionalism and integrity within clinical and academic settings.

The programme also incorporated sessions addressing **core competencies required in healthcare and behavioral sciences**, including communication in healthcare systems, ethical clinical practice, and management of peer pressure and stress. These sessions emphasized essential skills such as empathetic communication, reflective listening, cultural sensitivity, stress management, and resilience building, which are critical for future professionals in rehabilitation and mental health domains.

In alignment with contemporary educational practices, students were introduced to **digital learning platforms such as SWAYAM**, promoting self-directed learning and skill

enhancement through online courses. Additional sessions on **personality development and time management** facilitated self-awareness, goal setting, and effective academic planning.

The programme further strengthened students' understanding of the academic ecosystem through sessions on **regulatory bodies**, including RCI, UGC, VMRF, and DEPwD, highlighting their roles in ensuring quality education, ethical practice, and professional accountability. Motivational sessions such as "*Secret of Crore*" contributed to fostering a growth mindset, financial awareness, and long-term career vision among students.

To ensure holistic integration into the campus environment, **familiarization sessions** were conducted, including guided tours of academic departments, laboratories, campus infrastructure, and the central library. Students were oriented towards both physical and digital learning resources, including OPAC systems, e-resources, and institutional websites, thereby enhancing accessibility to academic materials and research tools.

The induction programme also emphasized **co-curricular engagement and student development**, highlighting the importance of literary activities, student clubs, cultural participation, and community outreach initiatives. Activities focusing on goal setting, human values, and personal growth were incorporated to nurture leadership qualities, social responsibility, and ethical citizenship among students.

Overall, the Student Induction Programme was **comprehensive, multidisciplinary, and student-centric**, integrating academic orientation, professional training, personal development, and institutional familiarization. The structured schedule, expert-led sessions, and active student participation contributed to creating a strong foundation for academic success, professional competence, and holistic development. The programme effectively achieved its objectives of easing the transition of students into higher education while fostering a sense of belonging, responsibility, and preparedness for future academic and professional challenges.



