



غلام اسحاق خان انجینیئرنگ سائنسز و ٹیکنالوجی
Ghulam Ishaq Khan Institute of
Engineering Sciences and Technology

Student Development

In

GIK INSTITUTE



Message from the Office of Student Affairs

Dear Students,

Office of Student Affairs has prepared student development program for GIKI students that seeks to mentor students in their academics as well as to take advantage of many rich opportunities in their personal life. *Student Development in GIK Institute* is part of our effort to answer the critical need of students, who encounter problems in their academic and social life at campus. We hope that this document proves helpful to you, because we have tried to make its text as comprehensive as possible. Stay in touch with Office of Student Affairs in any query regarding your academic, personal and social matters.

Office of Student Affairs

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1. Role of Academic Advising

The purpose of academic advising in GIK Institute is to guide and provide information to students about their academic processes and challenges. At the time of the orientation, students may need just the schedule of class, but as time goes on they move to next semesters and they may need different kind of advices that what subjects to choose, how to manage graduating requirement, what majors and minors to choose, how to explore career path etc. Academic advising provides guidance in these issues so that students may take correct decision at right time.

2. Academic Advising

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary”

(Crockett, David S., (ed.), Advising skills, techniques and resources: A compilation of materials related to the organization and delivery of advising services. ACT Corporation, Iowa City, Iowa, 1987)

Following is excerpted from Burns Crookston's Journal of College Student Personnel, volume 13, pp. 12-17.

"Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills"

3. Office of Student Affairs

Student Affairs Office provides advising services to GIKI students, because an informed student can make most of the many opportunities for his academic, personal and social growth. Student Affairs Office tries its best to utilize the entire human potential, to encourage the development of character, leadership, integrity, vision, and courage in our students.

When students join GIK Institute, as undergraduate students, they confront a set of decisions that which courses to choose? How much time to spare for studies? What subject to specialize in? How to manage his personal and social life without the help of

family and other support structures they have left behind? It is necessary to solve these situations on immediate basis with correct decisions; otherwise they might have serious consequences in future.

In GIK Institute, students are away from their families, they may have the option whether to chat with friends whole the time or go back to the room to study. This is the time when some of the students make right decisions and the time of the graduation they feel satisfied, because they got what they came here for, while others who were far less positive for their studies they have wasted most of their years at college.



George Bernard Shaw claimed that “Youth is wasted on the young; it is because youth are not paying for it”.

“Academic advising facilitates student development. Academic advising involves advisees’ learning more about three major components and the interrelatedness of these three components in making well-suited academic, career and life goals, plans and choices. The three major components are the self, the college environment, and the environment that is external to the college.

The component of the self involves the students examining their values, personalities, cultures, likes/dislikes, strengths/challenges, skills, attitudes and beliefs. Successful students will learn more about each of these aspects of the self and they will become aware that they are in a constant state of evolution, creating the need for their evaluation, and the reevaluation of the self. In effect, students should learn means by which they can maintain a sense of self throughout the life span.

The second component, the college environment, involves students learning how to navigate themselves through their academic careers, becoming aware of the purposes of higher education, seek diverse and challenging educational and social experiences, use available resources, make well-informed decisions regarding their academic career, and develop a regard for lifelong learning.

The third component, the environment external to the college, mandates that the student cultivates a worldview, achieve a sense of

purpose in life, and develop in ways that foster personally defined success, wellbeing happiness, and fulfillment in ever-evolving world. Ultimately, the student will achieve a comprehension of the connections between these three components and will strive to achieve ongoing development in each. Such could result in the student's long-term development, self-direction and personal potential well beyond the college years".

(Voices for the Field: Advisement Philosophy, Nikki Allen Dyer, NACADA Monograph Series No. 16, 2007).

4. Understand the Transition

Why do some undergraduates feel they are making the most of their years at college, while others are far less positive? What choices and attitudes distinguish between these two groups? What can an individual student do, and what can any college do, to improve the chances that on graduation day that student will say, "I really got, what I came here for"?

(p. 1, Making the Most of College, Richard J. Light, Harvard University)

The transition to college involves many changes which significantly change your personal, social and academic life, and students must understand that it might take time to adjust to these changes.



TRANSITION TO COLLEGE

GKI is considered, a boarding institute because most of you might have to stay on campus during their academic years, and it might be the first time that you are living away from your family where parental guidance and advice were readily available to you. Here, you have to learn to manage your academic, social, and personal matters without support structures, which you have left behind. You have to realize, college life is totally different from school life.

5. Challenges Freshmen Face

There are certain choices what students make at college, some students make these choices carefully and purposefully, while others make them haphazardly, with little thought and planning. The consequences often are profound.

(p. 3, Making the Most of College, Richard J. Light, Harvard University)

In the transition to university, there are perhaps three main factors which influence the student's life at campus, they are

academic adjustment, social adjustment, and emotional adjustment.

- Academic Adjustment, or how well students deal with their academics.
- Social Adjustment, when students engage themselves in the process of individualization from their families.
- Emotional Adjustment, when student have depression during their academics and usually depression in common in freshmen students.

Following are main challenges that freshmen might face at GIK Institute.

4.1) Increased Pace of Academics:

Students admit in the GIKI, come from various academic backgrounds. Most of them are either from the Pakistani Intermediate/Matriculation or the British GCE examination system. Students from intermediate or British GCE examination system are used to have examinations after 1, 2 or 3 years, and most of them are not used to be attentive in the classes because they trust on tuitions and have a mind to prepare everything

near the exams because they are not used to being tested on their learning of subject matter on a regular or weekly basis. But on the other hand, material in college or university is covered much faster and it is tested on regularly, weekly, and quarterly basis in the shape of quizzes, assignments, mid-term, projects, and final examinations.

In GIK Institute, semester comprises of 16-weeks, but the last week is allocated to the final examinations. Students are evaluated by mid-semester test, home assignments, quizzes, case studies, course project, laboratory reports, oral tests, and end-term examination.

4.2) Increased Level of Academic

Difficulty: University level courses need not only be covered faster than school studies but also they demand more attention and engagement towards subjects because university level courses are conceptually more advanced and more challenging. Furthermore, at university level, students cannot expect that everything will be examined as it is given in books and references, but also there are different methods

which are used to assess the knowledge of students. The examination might be conducted in practical or theoretical form, so students must need to clear concepts about their queries. They need to be regular in their classes as well as need to cover pre-requisites before attempting the high level courses.

4.3) Social Support and Adjustment:

Social support is one of the most important protective factor for freshmen, because when they come to GIK Institute they find it entirely unfamiliar environment and they have to develop their social relationships with the people and the environment. GIK is an institute where freshmen find much greater cultural, geographical, and social diversity of people and at some time they feel that, this place is quite impersonal and cold. Some freshmen also feel that GIKI's norms and social life is quite strange and unusual. Freshmen who feel a sense of alienation at GIK Institute, and find it hard to connect with their peers here are at risk of feeling isolated, lonely and homesick. This impaired social adjustment

adversely affects their concentration on academics.

4.4) Increase of Independence Level:

When freshmen come to GIK Institute, their self responsibilities are increased in the sense that not only they have to concentrate on their studies, but also have to take care of them. Many responsibilities are added in their life like; they have to maintain their academic grades, and need to take ownership for every aspect of their life here, like social, residential and personal. Students take time to adjust with these personal responsibilities, and it depends upon them what methods they use to cope with these responsibilities, and how much time they take to adjust with them. While the ability to deal with this increased independence is an essential element of the personal development and maturation process during college, some students will have trouble managing the greater freedom that university life offers. This may become evident when they fail to correctly prioritize the different aspects of their lives here. When that happens, time

management suffers, and academic performance is affected.

4.5) Strong Competition: GIK Institute is considered one of the best engineering institutes of Pakistan. Here, students are admitted who are considered accomplished students of best Pakistani schools. This feeling of being special because of their achievements will be tested when those students come to GIK and when they see that almost everyone here is either as accomplished as they are, and that there are some who have performed better than they did at school. Due to this reason, some students are discouraged, but the others consider it strong challenge, and they prepare themselves to compete at larger level where a lot of multitalented students are their competitors, and standards of evaluation are also different than schools. Learning from the success of others and drawing inspiration from them is a mature and growth-oriented response to competition.

5. Time Management

“Things that worked for me in high school, I discovered, don’t work for me in college. I really was unprepared for the amount of material that is presented here and the speed at which it is presented. It was a bit of a shock. Things I picked up quickly in high school I couldn’t pick up so easily any more.

Here at college I wasn’t being checked every day. I did not get off to a great start because I had never really learned to study this enormous amount of material in a systematic way. I tended to do one subject for a big span of time and then neglect it for a week. Then I moved on to another subject, and forgot about that for a week. So there was no continuity within each course. That had a lot to do with it. Finally I figured it out. This year, I am pushing myself to spend a little bit of time every day on each subject.”

Why is it that some undergraduates make the transition from high school to college smoothly, while others have much more trouble? Do certain behavior patterns tend to differentiate students who succeed quickly, making superb academic and personal adjustments to college, from seemingly similar students who do not adjust as well?

To pursue this idea, Constance Buchanan and a group of colleagues from four universities devised detailed protocol to interview two

groups of sophomores in depth. One group had an outstanding first year in all ways, both academic and social, while the other group struggled. The interviewers' goal was to explore how each of the students, as a newly arrival freshmen, had thought about making the transition from high school to college. They hoped to find a few important differences between the two groups of sophomores. They quickly discovered that one difference, indeed a single word, was a key factor. Sophomores who had made the most successful transitions repeatedly brought up this word on their own. Sophomores who had experienced difficulty hardly ever mentioned the word, even when prompted.

The critical word is time, sophomores who had a great first year typically talked about realizing, when they got to college, that they had to think about how to spend their time. They mentioned time management, and time allocation, and time as a scarce resource. In contrast, sophomores who struggled during their first year rarely referred to time in any way.

Several advisors have told me that some first year students find it a real challenge to allocate to their time so they are both happy personally and effective in their academic work. Students who learn to manage their time well are often those who work hard on this topic when they first arrive. It is not easy for every student. It requires systematic effort. But the heavy

demands of most college course, compared with what students faced in high school, reinforce the value of making such an effort. It certainly beats the alternative of feeling overwhelmed when suddenly facing the amount of reading assigned in college courses. When seniors are asked what advice they would offer new arrivals, this idea of learning to manage time is common response. I think it is a wise one. The distinction in attitudes towards managing time translates into a distinction between new students who prosper and those who struggle.

(Dr. Richard Light, Making the Most of College, Harvard University Press (2002)

Here, In GIK you have to realize that parents are not around to wake you, and nobody is to remind you that you are getting late from your class. Even in class, most of the instructors even don't know that you are present or absent. Subjects are taught with increased pace as they were in schools. Even though it is curfew time in hostels but you are free to dance the night away in your room and sleep in when you feel like it. But most of the students don't realize that they are slipping their grades, and they are keeping themselves away from their goals.

Require students to keep time logs. I ask each student to record exactly how his or her time is spent, half hour by half hour, for several weeks. Then I sit and debrief each student, one to one, about what their time log shows. A crucial focus in the debriefing should be on how time in between scheduled obligations is used. For example, a student with a class from 9 to 10 a.m., and then another class from noon to 1 p.m., as two hours of in between time. How should the student use this time? He or she may choose to chat with friends or go back to the room to study. He or she may want to do a few errands or do some physical exercise. There is no single correct thing to do. Rather, whatever he or she chooses, the key point is that it should be done with some thought.

(Dr. Richard Light, Making the most of College, Harvard University Press (2002))

The key to effective time management is literally being your own boss. Now parents and teachers are not as much accountable for your academic growth as you are. One of the biggest blocks in time management is procrastination and most of the freshmen students are victimized by this block because they always have a mind that they are new in the institute and they put off their academic matters for later time and when they realize their mistake it becomes difficult for them to manage whole stuff.

This is the reason that most of the freshmen lose their grade in freshmen year.

Students can often make the mistake of placing motivation before work. In waiting to feel motivated enough to begin work, the time slips. Dragging things on till deadline day becomes a problem for habitual procrastinators. This habit only leaves them in a state of panic on the last day, with their work not indicating the effort that it requires and deserves from them. To avoid this, it is essential to diagnose the source of your procrastination. Some students get used to working under pressure, and can only focus when the guillotine of a deadline hangs over them. This habit needs to be broken by learning how to focus in less stressful times. Other times, the sheer size of a task may sometimes deter us from starting off with the project. So, it is important to take things in smaller chunks and to proceed sequentially with them. Things inevitably start falling into place once you begin work on them.



In GIK Institute, students have surprise quizzes, assignments, and multiple deadlines on a single day but they have to learn how to manage their time effectively because time management is crucial to academic success and to experience an accomplished life at university.

Following are few of time management strategies for GIKI students, which will help them out to spend a quality student life at campus.

5.1) Plan Your Semester Activities: You need to plan your semester activities at the start of every semester. You must prepare a planner for your semester activities. In GIKI, there are some fixed activities like midterm and end term which may be conducted at specific period, but there are some other activities which need to be planned as the

semester goes on like quizzes, assignments, and institute events. You must prioritize your time for your academics, but allocate time for extracurricular activities too, because they also play an important role in your academic life. As the semester progresses, fresh additions can be made to the schedule like new assignments, quizzes and projects.

5.2) Frame Your Weekly activities: After completing the broad sense of activities, you need to plan weekly activities. Here, time log will help you out that what assignments must do first, and which course needs more time, and what deadlines I need to meet first. Actually, this narrow down planning help you out in the sense that you get feedback immediately, about your efforts. If students prepare a time log half hour by half hour, then it makes the things more easy for them and it also brings commitment in your decisions. A weekly plan will also help you out to balance your academic, social and personal life in GIKI.

You need to ensure that your plans must be realistic and you need to plan activities in a way that every need must be fulfilled. You need to give proper time to your studies but also need to have proper sleep because if you ignore your health and social life then it brings stress on your mind and you cannot concentrate on your studies. You must need to find a place where you feel better to study.

5.3) Evaluate Your Planner: You must have flexibility in your plans, and you must change the plan if it is not working accordingly or you are not getting benefit from it because they are just to plan your activities. If you lose some activity from your planner then you must need to adjust it later.

5.4) Create a To-Do List: You need to prepare a “Things to Do” list weekly. It reminds you, what important assignments you need to complete and what quizzes you need to prepare in that week. You also do not forget to do important things.



5.5) Utilize Your Time Properly: Students must need to utilize their time properly. Most of the students have very tedious schedule of classes and they have sufficient time during their classes e.g. if their first class was at 8:00am, but next class is at 2:00pm. Normally, students waste their time in between classes because a large part of the day, which should be put to essential use may elapse in between them. During this time you can go through lecture notes, assignments, and quizzes.

5.6) Concentrate on Work: Always remember that one hour of focused hard work is worth more than a couple of hours of distracted effort on a task. If something is bothering you or is constantly on your mind, then it is better to get it sorted out before you sit down to work.

5.7) Keep a Balanced Life: Although academics should always be your first priority at GIKI, but extracurricular activities and social interaction with diverse peers also enrich your university experience. Extracurricular activities help students to develop a balanced and well-rounded personality, which future employers and international universities seek in potential candidates. Moreover, striking an important balance between academics and extracurricular activities provide an accomplished and well-rounded university experience.

6. Study Skills for Students

If two people study in the same way, it is not necessary that the things work for one person would be beneficial for the other one too. But there are some techniques by which students can produce effective results in their academics, because they minimize the forces which increase the gap in the learning of different people, working in the same way. All people have different interests in their lives, and they learn the things in different ways. So it is not possible that every student would feel pleasure by

studying every subject in the program. We can only wish.

The way you study, shows how much you are willing to bring you up, and how you want to present yourself in front of others. Every small decision that you make about yourself, is a reflection of your brain pattern, so you require punctuality, dedication, creativity and self-discipline in your personality. To become a successful college student, this is not the key to put enormous time in your studies, but also you need to spend your time in a smart way. A few of study skills are described below:

6.1) Study Agenda for the Day: First of all you need to refer your day planner, and you have to prioritize your work whose deadline is nearby. Then you need to setup a goal to accomplish the prioritized work in the given day. It might be the quiz, assignment or exam.



It is suggested to plan your next day the night before. If there will be any fresh change on the next day it might be adjusted accordingly.

6.2) Get a Feel for Your Reading

Material: First of all you must find a place where you can study properly. It might be library, study room or study lounge. If you'll go just page through page of your reading material, then even if you spend whole day at one topic then it will not be helpful for you. You must have a feel for your reading material, and concentrate while you are studying. To become an active reader, it is important to remain focused throughout. You must read the concepts with deep thoughts and try to put some questions in your mind about it, to make sure that you understand all the concepts. You also try to make relations among the topics previously read. After reading the material you must need to read the headings again especially in theoretical courses, because during exams even if you forget the concept of the topic then at least you can elaborate the headings. If you follow

this technique then reading material becomes more interesting and helpful for you.

6.3) Prepare Lecture Notes: You are required to prepare the notes of every lecture. These will be handy for the preparation of your quizzes as well as home assignments. It is very difficult to remind everything which you studied in the whole semester, but if your lecture notes are available with you then you can prepare your exams properly. You must need to prepare your notes effectively so that you could get results in your examinations.

6.4) Group Study: In GIK Institute, we have established the process that students must have combined study with their peers as well as they are allotted the hostel rooms on sharing basis, so that they could have group study, and their concepts might be more clear after the discussions.



They can share their reading material and can support each other in academic and social matters.

6.5) Look at Review Questions: During exams and weekly tests, you are required to have a look at review questions, given mostly at the end of each chapter. Sometimes you read the whole chapter, but during exams you get stuck and clueless. It is better, to test yourself before you appear in the exam.

6.6) Organize your Study Material: You must organize your study material even from the first lecture of your course, because the lecture notes which you prepare yourself are most suitable for you, because they are according to your understanding.

It is suggested that students must have a file, where they must arrange their reading materials in the organization scheme that

suits them. During exams, if your handouts, notes, and other materials are already arranged then you will waste less time in retrieving, and you can give sufficient time to your preparation.

6.7) Respect your Own Learning Style: As you know, every person has different learning style and when you register yourself in any program then it is not necessary that every instructor's teaching style would be according to your learning style.



Sometimes, such kind of disconnect in learning and teaching style may discourage you, but in this case you must appreciate your learning style and you must be more active in your class. You need to clear your concepts from your instructor, TA, and peers. You must use other sources like text books, web, and articles for your understanding.

7. Preparation and Execution of Exams

You must not lose your focus near the exams, but also to stick more on your subjects and must provide more time to your studies. Exam phobia can take the brightest students down, so it is important not to let this stress get to you.

- 7.1) Make Study Group:** During exams, you must prepare the past paper questions as well as the review questions at the end of the chapters. Group study help you in the sense that if any concept is not clear to you then may other peer can help you out, because you do not have sufficient time to consult the reference books at that time.
- 7.2) Read Lecture Notes:** You need to read your lecture notes during the exams so that you may have the idea that what chapters are part of the exam, because it is common that students miss out to study some important chapters because they did not know whether it was part of the exam or not.
- 7.3) Sleep Properly:** You must stick on the planner, and give proper time to

your studies and sleep. You must not stay up the whole night before the exam otherwise you may lose your focus during the exam, and you will not be able to complete your exam properly.

- 7.4) Identify Most Prepared Questions:** Before starting, you must identify the questions which are better prepared than others and start off with these, because it gives confidence if the things get right in the exam.
- 7.5) Don't Get Bugged Down on Questions:** If you get stuck on some question, then you should not waste your time in thinking and worrying about it, but also you should move on other questions, because ideas start to come in mind as you solve other questions.
- 7.6) Be Specific in Your Answers:** You must read your questions properly, and answer them specifically because if you go for other details then it will not help you out in your grades but also it will be the wastage of time. Also do not expect anything on guess, because instructor will grade you what you have written, not on what you have implied.

7.7) Review Your Exam: You must not hand over your paper early, but also you should try to review your paper as many times as you can, because sometimes we have many mistakes in our paper which are overlooked by reviewing the paper.