RESEARCH ARTICLE

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ASSESSMENT OF STUDENT ANXIETY: EFFECTS OF A 15 DAYS TRANSITIONAL CURRICULUM FOR NEW FIRST BAMS STUDENT

[1]Dr.Rajesh Shivajirao Kolarkar, [2]Dr.Rajashree Kolarkar, [3]Dr.Pratap Jadhav and [4]Dr. Mahesh Talekar

[1]Professor and HOD YMT Ayurvedic Medical College Kharghar, Navi Mumbai.
[2]Professor at Smt.K.G.Mittal Ayurvedic College Mumbai
[3]Bio- statistician Seth G.S.Medical College and KEM Hospital Mumbai
[4]Lecturer YMT Ayurvedic medical College Kharghar NaviMumbai

ARTICLE INFO

ABSTRACT

The current century has been called the Age of Anxiety, but concerns about fear and anxiety are as old as humanity itself. Although fear has been of interest since ancient times, anxiety was not fully recognized as a distinct and pervasive human condition until shortly before the beginning of the present century. It is said that Freud who first proposed a critical role for anxiety in personality theory and in the etiology of psychoneurotic and psychosomatic disorders. Anxiety was the "fundamental phenomenon and the central problem of neurosis" (Freud, 1836, p.85) but 2600 years ago super psychologist Buddha explained that All phenomena have mind as their forerunner; they all are mind-made. If one speaks or acts with an evil mind (i.e., engages in dasa*akusala*), then suffering (*dukha*) will follow just as the wheels of a cart follow the footsteps of the ox that is pulling the cart. All phenomena have mind as their forerunner; they all are mind-made. If one speaks or acts with a purified mind (i.e., engages in *dasakusala* and *puññakamma*), happiness (*sukha*) follows one like one's own shadow. That is the source of "nirāmisasukha", which eventually leads to *Nibbāna*.. For Freud, anxiety was "something felt" a specific unpleasant emotional state or condition of the human organism that included experiential, physiological, and behavioral components. From this year 2020-2021 the Central Council of Indian Medicine (CCIM) has created 15 days Transitional curriculum for ASU colleges and Maharashtra University of Health Sciences has implemented it as it is from this academic year 2020-21. After introducing and effectively implementing 15 days Transitional curriculum to First BAMS newly admitted student a significant reducing the anxiety and increased retention rate and improved academic performance of students. This study was done to analyze the anxiety levels of newly admitted First BAMS students in Mumbai to determine the effect of Transitional Curriculum orientation program and would assist in lowering anxiety levels. The State-Trait Anxiety Inventory Form Y-1 (STAI) was used to measure anxiety levels before and after Transitional Curriculum program was administered.

INTRODUCTION

ASU colleges and study in our country is increasing every year. According to the study graduate enrollment admissions are increasing day by day. It was necessary to start such type of orientation Programme in BAMS professionals in ASU education. Educationalists have continued to research what BAMS graduate students need and how to assist them during their graduate studies.

Then they have concluded that graduate students are struggling with academic performance and persistence within their programs. We can state that graduate study could indeed be stressful on a person, causing a decline in academic performance derived from fear of failure and extreme anxiety. To add to the stressfulness of actually obtaining a graduate degree, many students have the same fears and anxieties entering into a graduate *Ayurvadacharya* program as when they entered their undergraduate.

They all come from science stream and after entering the course whole terminology tremendously replace. Course is in Sanskrit, English and regional language. They face new terminology, new subjects, *Darshana* philosophical study, and Basic principles of Ayurveda etc. And they have to face geographical weather change, accommodation problem etc. They have to study Ayurveda as well as modern sciences also. To help alleviate the questions and concerns of incoming First BAMS graduate students, CCIM, universities and colleges have turned to Transitional Curriculum orientation programs to help ease students into their new educational environment. Orientation, as defined by Poock (2002), is "any effort on the part of an institution to help entering students makes the transition from their previous environment to the collegiate environment and to enhance their success in [graduate education]" (p. 232). According to Poock (2002), though "participation in graduate orientation programs has the value of increasing students' academic persistence and retention in their programs" (p. 232), high attrition rates can be up to 70% in some disciplines. Researchers feel that significant notice should be dedicated to students entering graduate school and that orientation programs designed to help introduce students into new programs are imperative, yet still missing from graduate programs at universities (Barker, Felstehausen, Couch, & Henry, 1997; Taub&Komives, 1998; Poock, 2002).

STATEMENT OF PROBLEM

From this year Central Council of Indian Medicine (CCIM) has created 15 days Transitional curriculum for ASU colleges and Maharashtra University of Health Sciences has effectively implemented it as it is from this academic year 2020-21, it is appropriate to investigate the utility of a 15 days Transitional curriculum graduate orientation program in lowering anxiety levels of incoming graduate students. Depending on how an orientation program is developed, it potentially has the ability to help guide students through the next stage of their academic career and lower stress/anxiety levels of students. Therefore, the problem statement is, "Does a 15 days Transitional curriculum graduate orientation program assist in lowering anxiety levels of incoming graduate students?"

PURPOSE OF THE STUDY

The purpose of this study was to investigate anxiety among First BAMS newly admitted students enrolled at YMT Ayurvedic Medical College Navi Mumbai in order to determine if an intervention reduces anxiety. This intervention provides detailed information on academic and social resources to assist students in acclimating to their course of study. The 15 days Transitional orientation course reduces anxiety.

RESEARCH QUESTIONS

- What level of anxiety exists among incoming newly First BAMS students attending YMT Ayurvedic Medical College?
- Does 15 days Transitional orientation program contribute to the significant reduction of anxiety levels among incoming graduate students?

As previously stated, researchers are finding evidence that student support programs assist in lowering anxiety. Poock (2002), along with other experts on orientation, stated that orientation programs have been an absent component in graduate education (Barker, Felstehausen, Couch, & Henry, 1997; Taub&Komives, 1998). Further, Love and Miller (2002) concluded that transition programs, such as new student orientation programs, "increase student academic achievement, increase retention rates, increase the likelihood of collegiate involvement, reduce risks of unhealthy behavior, and can generally increase levels of satisfaction" (p. 29). Purpose of New Student Orientation Programs. There are varying structures and purposes for new student orientation programs. Nadler, Miller, and Casbere (1998) stated that orientation programs help the student gain a sense of what is essential and focal to the campus; Vilsides and Eddy (1993) claimed that one role of a graduate orientation program

is to reduce student anxiety; and Perigo and Upcraft (1989) hypothesized that assisting students to succeed and adjust are important goals in new student orientation programs. Additionally, Mann (1998) claimed that orientation programs are considered to be useful retention tactics; Hahs (1998) "recommends that increasing retention requires that the institution provide support services such as orientations to increase student satisfaction" (Tacke, 2005, p. 13-14); and Barker, Felstehausen, Couch, and Henry (1997) demonstrated through research that students experiencing orientation have associated higher retention as well as higher academic achievement. Rodriquez (2003), in A Study of Three Approaches to Freshmen Orientation and Student Success as Compared to Non-Orientation Students noted that "an early study by Kopeck (1971) examined the effects of completing an orientation course on academic performance. The study found students taking an orientation course had higher mean grade point averages than non-orientation participants" (p. 24).Although new student orientation goals have different meanings and outcomes, the final result of a new student orientation program is consistently the same: increased academic performance, persistence, and retention (Phillips, Daubman, & Wilmoth, 1986).

New Student Orientation Programs: In ancient times in India the students use to being accepted by the teacher only after strict scrutiny of their physical and mental qualities and behavior. It is explained detail in *Ashtang SangrahaShishyopanayaniyaAdhyay*(Initiation of the student) (Jyotir Mitra, 2008) Although there is limited research on graduate students, anxiety, and new student orientation programs, existing, research provides an idea of how institutions can provide these types of programs enlisted in references.

MATERIALS AND METHODS

The purpose of this study was to analyze the anxiety levels of newly admitted First BAMS students in Mumbai to determine the effect of Transitional Curriculum orientation program and would assist in lowering anxiety levels. The State-Trait Anxiety Inventory Form Y-1 (STAI) was used to measure anxiety levels before and after Transitional Curriculum program was administered. The population consisted of newly admitted first BAMS students, with data indicating that anxiety levels of entering First BAMS students were significantly lower after completing the Transitional Curriculum orientation program. The findings have implications for institutions seeking to understand anxiety levels of incoming students. The concepts of state and trait anxiety were first introduced by Cattell (1966; Cattell &Scheier, 1961, 1963) and have been elaborated by Spielberger (1966, 1972, 1976, 1979). In general, personality states may be regarded as temporal cross sections in the stream-of-life of a person (Thorne, 1966), and emotional reactions as expressions of personality states (Spielberger, 1972). An emotional state exists at a given moment in time and at a particular level of intensity. Anxiety states are characterized by subjective feelings of tension, apprehension, nervousness, and worry, and by activation or arousal of the autonomic nervous system. The State-Trait Anxiety Inventory (STAI) has been used extensively in research and clinical practice. It comprises separate self-report scales for measuring state and trait anxiety. The S-Anxiety scale (STAI Form Y-1) consists of twenty statements that evaluate how respondents feel "right now, at this moment." The T-Anxiety scale (STAI Form Y-2) consists of twenty statements that assess how people generally feel. The STAI-Y S-Anxiety and T-Anxiety scales are printed on opposite sides of a single-page test form.

RESULTS AND DISCUSSION

S-Anxiety (Male category)

S-Anxiety (Pre): The mean S-anxiety score is 49.78 with S.D of 7.67 where the minimum and maximum score is 40.00 and 65.00 respectively and the median anxiety score at pre level is 51 along with 1st and 3rd quartile value is 43.00 and 55.00 respectively.

Gender = Male

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
Descriptive Statistics[a]								
						25th	50th (Median)	75th
S Anxiety Pre	19	49.7895	7.67810	40.00	65.00	43.0000	51.0000	55.0000
T Anxiety Pre	19	53.6316	7.75464	40.00	65.00	46.0000	57.0000	60.0000
S Anxiety Post	19	36.5789	7.48566	28.00	48.00	30.0000	32.0000	45.0000
T Anxiety Post	19	37.7895	7.08346	29.00	50.00	30.0000	36.0000	44.0000
a. Gender = Male								

Wilcoxon Signed Ranks Test

Ranks[a]		N	Mean Rank	Sum of Ranks	Test Statistics
SAnxietyPost - SAnxietyPre	Negative Ranks	19[b]	10.00	190.00	Z value
	Positive Ranks	0[c]	.00	.00	-3.3828
	Ties	0[d]			P value
	Total	19			0.000
TAnxietyPost - TAnxietyPre	Negative Ranks	19[e]	10.00	190.00	Z value
	Positive Ranks	0[f]	.00	.00	-3.827
	Ties	0[g]			P value
	Total	19			0.000

Gender = Female

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
Descriptive Statistics[a]								
						25th	50th (Median)	75th
SAnxietyPre	41	52.2927	6.64170	42.00	66.00	46.0000	53.0000	57.5000
TAnxietyPre	41	53.6829	6.90449	41.00	65.00	48.0000	53.0000	59.5000
SAnxietyPost	41	36.9512	6.53816	25.00	54.00	31.5000	36.0000	42.0000
TAnxietyPost	41	37.0976	5.82153	28.00	56.00	32.5000	38.0000	41.0000
a. Gender = Female								

Wilcoxon Signed Ranks Test

Ranks[a]		N	Mean Rank	Sum of Ranks	Test Statistics
SAnxietyPost - SAnxietyPre	Negative Ranks	41[b]	21.00	861.00	Z value
	Positive Ranks	0[c]	.00	.00	-5.582
	Ties	0[d]			P value
	Total	41			0.000
TAnxietyPost - TAnxietyPre	Negative Ranks	41[e]	21.00	861.00	Z value
	Positive Ranks	0[f]	.00	.00	-5.582
	Ties	0[g]			P value
	Total	41			0.000

Overall Category

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
Descriptive Statistics								
						25th	50th (Median)	75th
SAnxietyPre	60	51.5000	7.01934	40.00	66.00	46.0000	51.0000	55.7500
TAnxietyPre	60	53.6667	7.11805	40.00	65.00	48.0000	53.0000	60.0000
SAnxietyPost	60	36.8333	6.79024	25.00	54.00	30.0000	36.0000	42.0000
TAnxietyPost	60	37.3167	6.19593	28.00	56.00	32.0000	36.5000	42.0000

Wilcoxon Signed Ranks Test

Ranks		N	Mean Rank	Sum of Ranks	Test Statistics
SAnxietyPost - SAnxietyPre	Negative Ranks	60[a]	30.50	1830.00	Z value
	Positive Ranks	0[b]	.00	.00	-6.741
	Ties	0[c]			P value
	Total	60			0.000
TAnxietyPost - TAnxietyPre	Negative Ranks	60[d]	30.50	1830.00	Z value
	Positive Ranks	0[e]	.00	.00	-6.739
	Ties	0[f]			P value
	Total	60			0.000

Overall Category

SA pre cat * SA Post cat Crosstabulation

			SA Post cat			Total
			Low	Moderate	High	
SA pre cat	Moderate	Count	9	17	0	26
		% within SA pre cat	34.6%	65.4%	0.0%	100.0%
		% within SA Post cat	56.3%	39.5%	0.0%	43.3%
	High	Count	6	19	0	25
		% within SA pre cat	24.0%	76.0%	0.0%	100.0%
		% within SA Post cat	37.5%	44.2%	0.0%	41.7%
	Extremely High	Count	1	7	1	9
		% within SA pre cat	11.1%	77.8%	11.1%	100.0%
		% within SA Post cat	6.3%	16.3%	100.0%	15.0%
Total		Count	16	43	1	60
		% within SA pre cat	26.7%	71.7%	1.7%	100.0%
		% within SA Post cat	100.0%	100.0%	100.0%	100.0%

T-Anxiety pre-post overall category

TA Pre cat * TA Post Cat Crosstabulation

			TA Post Cat			Total
			Low	Moderate	High	
TA Pre cat	Moderate	Count	8	14	0	22
		% within TA Pre cat	36.4%	63.6%	0.0%	100.0%
		% within TA Post Cat	72.7%	29.2%	0.0%	36.7%
	High	Count	2	24	0	26
		% within TA Pre cat	7.7%	92.3%	0.0%	100.0%
		% within TA Post Cat	18.2%	50.0%	0.0%	43.3%
	Extremely High	Count	1	10	1	12
		% within TA Pre cat	8.3%	83.3%	8.3%	100.0%
		% within TA Post Cat	9.1%	20.8%	100.0%	20.0%
Total		Count	11	48	1	60
		% within TA Pre cat	18.3%	80.0%	1.7%	100.0%
		% within TA Post Cat	100.0%	100.0%	100.0%	100.0%

Gender = Male

SA pre cat * SA Post cat Crosstabulation[a]

			SA Post cat		Total
			Low	Moderate	
SA pre cat	Moderate	Count	5	4	9
		% within SA pre cat	55.6%	44.4%	100.0%
		% within SA Post cat	71.4%	33.3%	47.4%
	High	Count	2	5	7
		% within SA pre cat	28.6%	71.4%	100.0%
		% within SA Post cat	28.6%	41.7%	36.8%
	Extremely High	Count	0	3	3
		% within SA pre cat	0.0%	100.0%	100.0%
		% within SA Post cat	0.0%	25.0%	15.8%
Total		Count	7	12	19
		% within SA pre cat	36.8%	63.2%	100.0%
		% within SA Post cat	100.0%	100.0%	100.0%
a. Gender = Male					

TA Pre cat * TA Post Cat Crosstabulation[a]

			TA Post Cat		Total
			Low	Moderate	
TA Pre cat	Moderate	Count	5	3	8
		% within TA Pre cat	62.5%	37.5%	100.0%
		% within TA Post Cat	100.0%	21.4%	42.1%
	High	Count	0	8	8
		% within TA Pre cat	0.0%	100.0%	100.0%
		% within TA Post Cat	0.0%	57.1%	42.1%
	Extremely High	Count	0	3	3
		% within TA Pre cat	0.0%	100.0%	100.0%
		% within TA Post Cat	0.0%	21.4%	15.8%
Total		Count	5	14	19
		% within TA Pre cat	26.3%	73.7%	100.0%
		% within TA Post Cat	100.0%	100.0%	100.0%
a. Gender = Male					

Gender = Female

SA pre cat * SA Post cat Crosstabulation[a]						
			SA Post cat			Total
			Low	Moderate	High	
SA pre cat	Moderate	Count	4	13	0	17
		% within SA pre cat	23.5%	76.5%	0.0%	100.0%
		% within SA Post cat	44.4%	41.9%	0.0%	41.5%
	High	Count	4	14	0	18
		% within SA pre cat	22.2%	77.8%	0.0%	100.0%
		% within SA Post cat	44.4%	45.2%	0.0%	43.9%
	Extremely High	Count	1	4	1	6
		% within SA pre cat	16.7%	66.7%	16.7%	100.0%
		% within SA Post cat	11.1%	12.9%	100.0%	14.6%
Total		Count	9	31	1	41
		% within SA pre cat	22.0%	75.6%	2.4%	100.0%
		% within SA Post cat	100.0%	100.0%	100.0%	100.0%
a. Gender = Female						

TA Pre cat * TA Post Cat Crosstabulation[a]						
			TA Post Cat			Total
			Low	Moderate	High	
TA Pre cat	Moderate	Count	3	11	0	14
		% within TA Pre cat	21.4%	78.6%	0.0%	100.0%
		% within TA Post Cat	50.0%	32.4%	0.0%	34.1%
	High	Count	2	16	0	18
		% within TA Pre cat	11.1%	88.9%	0.0%	100.0%
		% within TA Post Cat	33.3%	47.1%	0.0%	43.9%
	Extremely High	Count	1	7	1	9
		% within TA Pre cat	11.1%	77.8%	11.1%	100.0%
		% within TA Post Cat	16.7%	20.6%	100.0%	22.0%
Total		Count	6	34	1	41
		% within TA Pre cat	14.6%	82.9%	2.4%	100.0%
		% within TA Post Cat	100.0%	100.0%	100.0%	100.0%
a. Gender = Female						

S-Anxiety (Post): The mean S- Anxiety score get reduced 36.57 with S.D of 7.48 where the minimum and maximum score is 28.00 and 48.00 respectively and the median anxiety score at post level is 32 along with 1st and 3rd quartile value is 30.00 and 45.00 respectively.

T-Anxiety (Male category)

T-Anxiety (Pre): The mean T-anxiety score is 53.63 with S.D of 7.75 where the minimum and maximum score is 40.00 and 65.00 respectively and the median anxiety score at pre level is 57 along with 1st and 3rd quartile value is 46.00 and 60.00 respectively.

T-Anxiety (Post): The mean T- Anxiety score get reduced 37.78 with S.D of 7.08 where the minimum and maximum score is 29.00 and 50.00 respectively and the median anxiety score at post level is 36 along with 1st and 3rd quartile value is 30.00 and 44.00 respectively. The difference between pre and post median S-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 19 cases there is reduction in S- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05. The difference between pre and post median T-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 19 cases there is reduction in T- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05.

S-Anxiety (Female category)

S-Anxiety (Pre): The mean S-anxiety score is 52.29 with S.D of 6.64 where the minimum and maximum score is 42.00 and 66.00 respectively and the median anxiety score at pre level is 53 along with 1st and 3rd quartile value is 46.00 and 57.50 respectively.

S-Anxiety (Post): The mean S- Anxiety score get reduced 36.95 with S.D of 6.53 where the minimum and maximum score is 25.00 and 54.00 respectively and the median anxiety score at post level is 36 along with 1st and 3rd quartile value is 31.50 and 42.00 respectively.

T-Anxiety (Female category)

T-Anxiety (Pre): The mean T-anxiety score is 53.68 with S.D of 6.90 where the minimum and maximum score is 41.00 and 65.00 respectively and the median anxiety score at pre level is 53 along with 1st and 3rd quartile value is 48.00 and 59.50 respectively.

T-Anxiety (Post): The mean T- Anxiety score get reduced 37.09 with S.D of 5.82 where the minimum and maximum score is 28.00 and 56.00 respectively and the median anxiety score at post level is 38 along with 1st and 3rd quartile value is 32.50 and 41.00 respectively. The difference between pre and post median S-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 41 cases there is reduction in S- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05.

The difference between pre and post median T-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 41 cases there is reduction in T- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05.

S-Anxiety (Overall category)

S-Anxiety (Pre): The mean S-anxiety score is 51.50 with S.D of 7.01 where the minimum and maximum score is 40.00 and 66.00 respectively and the median anxiety score at pre level is 51 along with 1st and 3rd quartile value is 46.00 and 55.75 respectively.

S-Anxiety (Post): The mean S- Anxiety score get reduced 36.83 with S.D of 6.79 where the minimum and maximum score is 25.00 and 54.00 respectively and the median anxiety score at post level is 36 along with 1st and 3rd quartile value is 30.00 and 42.00 respectively.

T-Anxiety (Overall category)

T-Anxiety (Pre): The mean T-anxiety score is 53.66 with S.D of 7.11 where the minimum and maximum score is 40.00 and 65.00 respectively and the median anxiety score at pre level is 53 along with 1st and 3rd quartile value is 48.00 and 60.00 respectively.

T-Anxiety (Post): The mean T- Anxiety score get reduced 37.31 with S.D of 6.19 where the minimum and maximum score is 28.00 and 56.00 respectively and the median anxiety score at post level is 36 along with 1st and 3rd quartile value is 32.00 and 42.00 respectively.

The difference between pre and post median S-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 60 cases there is reduction in S- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05.

The difference between pre and post median T-Anxiety score is compare using Wilcoxon Signed Ranks test. Where in all 60 cases there is reduction in T- Anxiety Score. This implies improvement in Anxiety condition. Since the P-Value= 0.000 which is less than 0.05.

S-Anxiety pre-post overall category: Out of 60 participant**s** we observed in 17 participants there is no improvement or detoriation and for remaining 43 participants we observed S-anxiety score category get reduced by one category which suggest improvement.

T-Anxiety pre-post overall category: Out of 60 participant**s** we observed in 14 participants there is no improvement or detoriation and for remaining 46 participants we observed T-anxiety score category get reduced by one category which suggest improvement.

S-Anxiety pre-post category (Male): Out of 19 participantswe observed in 4 participants there is no improvement or detoriation and for remaining 15 participants we observed S-anxiety score category get reduced by two categories which suggest improvement.

T-Anxiety pre-post category (Male): Out of 19 participant**s** we observed in 3 participants there is no improvement or detoriation and for remaining 16 participants we observed T-anxiety score category get reduced by two categories which suggest improvement.

S-Anxiety pre-post category (Female): Out of 41 participantswe observed in 13 participants there is no improvement or detoriation and for remaining 28 participants we observed S-anxiety score category get reduced by one category which suggest improvement.

T-Anxiety pre-post category (Female): Out of 41 participantswe observed in 11 participants there is no improvement or detoriation and for remaining 30 participants we observed T-anxiety score category get reduced by one category which suggest improvement.

CONCLUSION

The anxiety levels of First BAMS students at YMT Ayurvedic Medical College to determine if Transitional course program have assisted in lowering those levels. The State-Trait Anxiety Inventory Form Y-1 (STAI) was used to measure anxiety levels beforeand after an orientation program was administered. The population consisted of graduate students, with data indicatingthat anxiety levels of entering graduate students were significantly lowered after completing the Transitional course.

Further Scope of the study: This research provides the findings from a limited survey on the reactions of the First BAMS students in YMT Ayurvedic Medical collegeFurther research is necessary to understand the effect of Transitional course on FirstBAMS student of Maharashtra and India. Indeed, a longitudinal andmore geographically and demographically representative study of First BAMS Students is necessary

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Isaac, Paul D. 1993. Measuring Graduate Student Retention. New Directions for Institutional Research, n80 p13-25 Win.

Lang 2004. claimed that "a strong orientation for graduate students can be a powerful tool in reducing the fear and apprehension of new students, and has the potential to not only improve retention, but improve the overall educational experience" (p. 50).

Poock 2002. stated that "orientation programs can assist students in their transition to graduate study, whether such programs are coordinated by an academic department or are offered to all new graduate students through a centralized, campus-wide orientation" (p. 236).

Prof. JyotirMitra edited by Shivprasad Sharma, 2008. Ashtangsangraha published by Chaukhamba Sanskrit series Varanasi,page 11,12,13.

Sue Barker,GinnyFelstehausen,Sue Couch &Judith Henry Orientation Programs for Older and Delayed-Entry Graduate Students Pages 57-68 | Published online: 01 Sep 1997

Tacke 2005. maintains that new student orientation programs developed for graduate students can help them become accustomed to the university environment and assist with navigating the institutional processes.

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