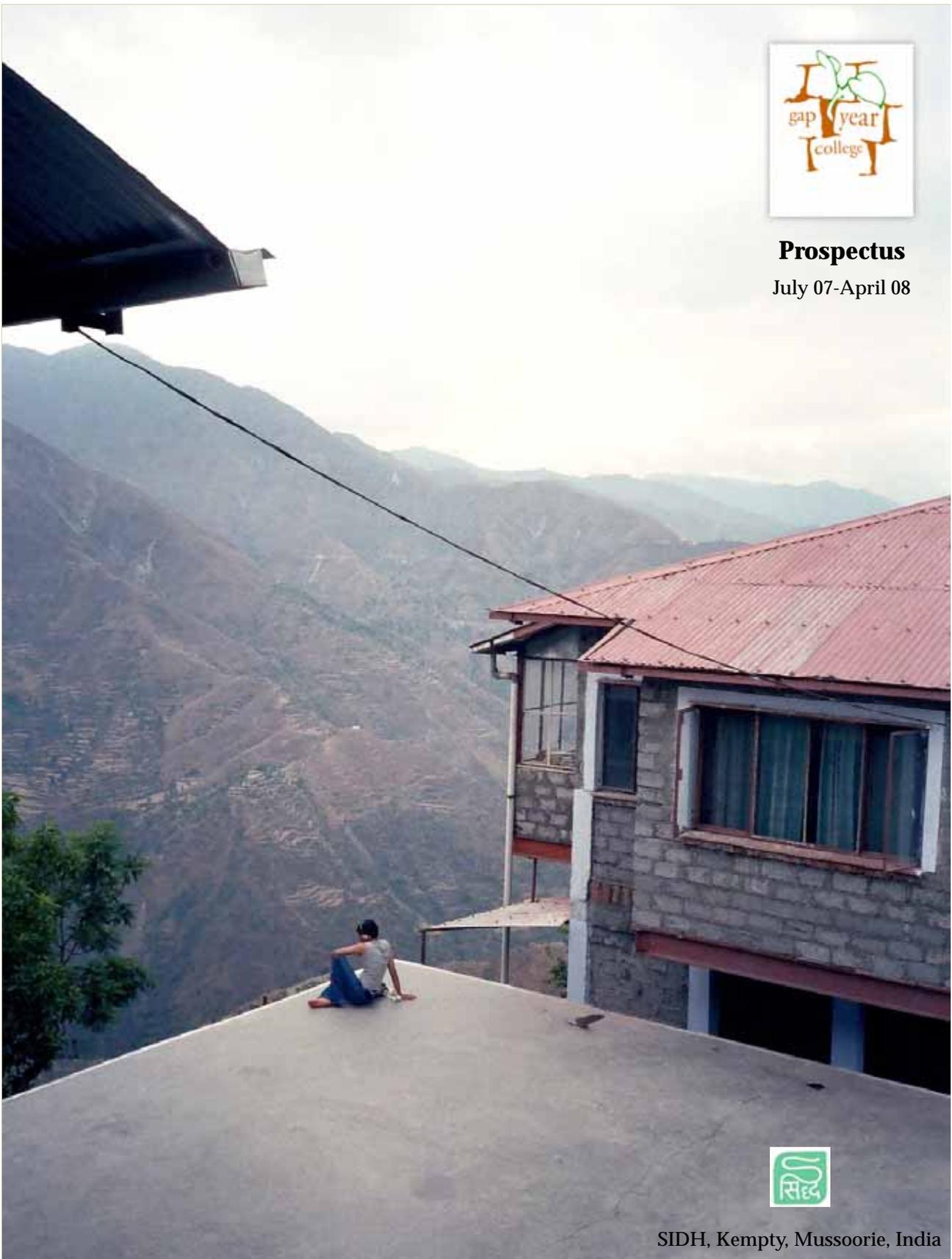


Prospectus

July 07-April 08



SIDH, Kempty, Mussoorie, India

The Gap Year College aims to enable individuals through its education programmes to be self-motivated and self-confident visionaries engaged in meaningful, productive and sustainable work, and living in harmonious relationships.

What it is

A “gap year” is usually time taken off for travel, reflection, and more freewheeling explorations and learning that young people are eager for. However, for some, the uncertainties of stepping unguided into such an endeavour can be intimidating. The really ideal thing of course would be for young people to be able to do all this in an environment that is safe, secure, and where guidance and mentoring are always at hand. For parents too it is reassuring to know that their children are in a safe and trusted environment. This is where the Gap Year College comes in...



The Gap Year College is a 9-month residential programme at the Learning Resource Center, SIDH campus, Kempty, Mussoorie, Uttarakhand, India. The programme aims to admit young individuals of 18 years or above, for a process of joyful learning and exploration.

Participants in the programme will investigate possibilities in natural, sustainable, harmonious human development at the level of self, body, family, community, society and the planet. The programme will be co-ordinated and conducted by a three-member resident faculty in association with more than fifteen visiting faculty members, several of whom are personalities of worldwide eminence and excellence.

The programme will expose students to a wide variety of knowledge and skills through lectures, discussions, practical work, field trips, demonstrations, presentations and other interactions.

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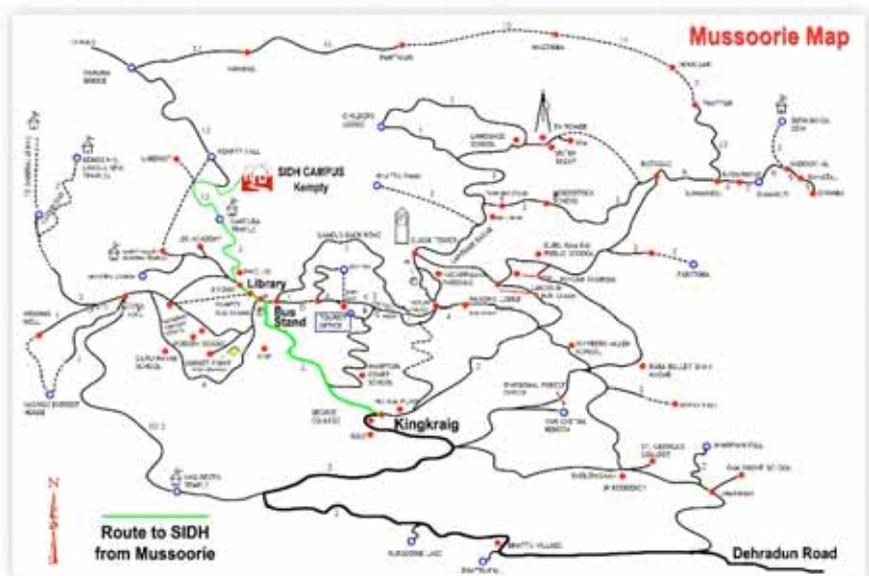


SIDH

The Gap Year College programme is being conducted by the Society for Integrated Development of Himalayas (SIDH), established in 1989. SIDH is located in the mid-Himalayas, at Kempty (12 kms from Mussoorie) in the Jaunpur block of the Tehri Garhwal district of Uttarakhand.

SIDH is committed to providing meaningful, relevant and holistic education to people from both rural and urban backgrounds through its schools, youth courses, teacher training and research.

SIDH's primary mission is to use innovative education as a tool for social change in the direction of harmony and happiness, and to encourage more meaningful exploration and dialogue, not only in the social and political spheres but also within individual mindsets.



Why a Gap Year College

The Gap Year College is a programme where youth can discover themselves and possibilities in life.

It has been developed to enable students to make knowledgeable choices. Choices that will facilitate a life that is meaningful, purposeful and prosperous at the same time. Gap Year College is about exploring life in terms of career, relationships, society, environment and human spirit.

We invite you to come and empower yourself.

Life at Gap Year College

Life at Gap Year College is grounded in the ethos of SIDH, its parent institution. SIDH has for years welcomed people from all walks of life, especially those on a self-exploratory journey looking for a more meaningful, productive and purposeful life. SIDH has always had a family-like atmosphere providing a stimulating and trustworthy space for young people to come and understand themselves and the world better. It has offered people a platform to build themselves as stronger individuals with a better understanding of life and an enhanced set of skills.

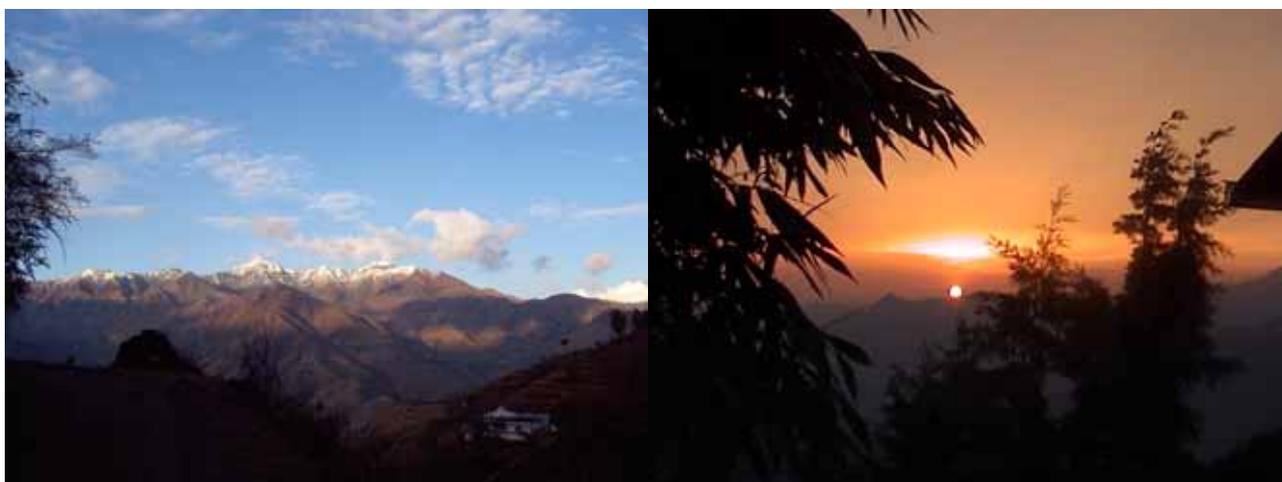
Campus life is dependent on people taking responsibility for themselves and the entire campus; all live together as a community and share work by mutual consent. The participants learn by doing and participating; whether it is in a woodworking or theatre workshop, or whether it is taking turns to grind fresh wheat flour on the old fashioned stone grinding wheel, or simply trying their weaving skills on the loom...



Concepts like 'weekday' or 'weekend' tend to be forgotten at the Gap Year College. Days are filled with enjoyable learning and activity; hard work and leisure merge seamlessly. Even holidays are tied to the waxing and waning lunar cycle, so one can look up at the moon to know when the next holiday is coming along!

The Gap Year College is physically located in the new campus of SIDH, known as the Learning Resource Centre (LRC), which is also the locale for extension programmes and for workshops in partnership with other organisations. Uphill, within walking distance of the LRC is the older campus of SIDH, known as Bodhigram, where a primary and secondary school run.

All around is the beautiful mountain environment, with its clean fresh air, tranquillity, and the ever-changing hues of the sky...



The Philosophy



The Process

At Gap Year College the process of education is one that transcends conventional categorisation to engage with issues, ideas, problems, systems and artefacts through methods of identification, investigation and evaluation. The process is structured around a holistic, non-religious, rational understanding of life.

Identification: Recognising & understanding the core issues, the relevancy and dependencies around any object of investigation (which may be an issue, an idea, a technology...).

Investigation: In-depth exploration, widening of perspective, (and discovering the unknown) about the object of investigation.

Evaluation: Constructive analysis, comparison, validation and summarising.

What this means in actual terms is that each participant of the programme undergoing this process of learning will acquire empowering skills as well as develop a high level of critical/analytical thinking, resulting in overall confidence and competence.



The Studentship

Every student at the Gap Year College would be considered to be undergoing a 'studentship'. Studentship is a commitment by the student during the stay at Gap Year College campus that:

- Gap Year College programme will be student's primary focus.
- Student will participate with full dedication and sincerity towards the objectives of the programme.
- Student shall be an open-minded explorer towards experimentation in thinking, speech, lifestyles, food habits and other activities as required during the study period.
- Student shall not indulge in any activity (thought, speech or action) that harms/hurts any other person's psychological, emotional, physical or material well-being.
- Student shall abide by the rules and regulations that will govern the programme.



The Curriculum:

The curriculum at Gap Year College is divided into five courses. Each course will include teaching modules consisting of lectures, discussions, workshops, demonstrations, presentations, field trips, extensive interactions with visiting faculty, and practical work related to the course. This will ensure that each course is comprehensive and rigorous, yet enjoyable.

1. Critical Analysis & Evaluation (CAE)

We as humans are continuously evaluating our surroundings, relationships, actions and ourselves. This course explores this very trait at a fundamental level. It will deal with the requirements, the processes, the purposes and the effectiveness of evaluation processes. This will be done through extensive evaluation case studies of history, social movements, prevalent lifestyles, books, movies etc.

Topics: Literature, Movies, Relationships, Careers, Lifestyles, History, Philosophy, Economics, Political systems, Industrialisation, Globalisation.

Skills: Fact finding, Journaling, Analysing, Reviewing, Critiquing, Summarising.

2. Communication (Comm)

Ability to effectively communicate is the key to happy and successful relationships both at home and work. This course will explore communication by helping to understand how it takes place in various contexts, and how interpersonal, social, and ideational dynamics are interwoven into it.

Topics: Communication Analysis & Dynamics, Effective Communication, Listening, Observing, Speaking, Writing, Body Language, Presentations, Publishing, Media.

Skills: Public Speaking, Presentation, Body Language, Media & Publishing, Writing And Behavioural Reading, Artistic Communication: Theatre, Music, & Fine Arts.



3. Body, Health & Nutrition (BHN)

Our body's natural design is to be healthy. This course provides knowledge and skills to understand the functioning of the human body and the state of health. Students will be exposed to various knowledge systems, skills, technologies for understanding human body and maintaining health through hygiene, nutrition and cure.

Topics: Body Functions & Systems, Concept of Health, Prevalent Healthcare systems, Fundamentals of Ayurveda & Nature Cure, Nutrition, Home Remedies, Cure vs. Prevention.

Skills: Cooking for Health, Diet Management, First Aid, Body Cleansing & Rejuvenation Techniques, Massage Therapy, Acupressure, Yoga & Pranayam.

4. Environment & Ecology (EE)

Human development and growth is directly linked with environment and ecology. This course will impart an understanding of both local environments and global ecology. After acquainting students with the fundamental constituents of ecosystems and their dynamics, the course will introduce students to prevailing environmental problems and issues, and simultaneously to feasible solutions and restorative practices.

Topics: The Natural Realm: Flora & Fauna, Minerals, Humans and Their Interactions; Issues/Problems: Industrialisation, Waste & Pollution, Ecological Movements, Food Issues, Climate Change; Solutions/ Restorative Practices: Alternate Lifestyles, Building Materials, Waste Management, Energy Management and Resource Management Technologies for Sustainable Development.

Skills: Watershed Management, Waste Management, Water Harvesting, Composting, Implementing power/ Energy Solutions, Afforestation, Animal Husbandry, Organic Agriculture.

The Eligibility

- 18+
- Academic Minimum: High School
- Academic Desired: Undergraduate or Graduate
- Ability to read, write and comprehend spoken English.
- Open minded and fond of learning new things.
- Willing to explore beyond conventional career/educational paths.

5. Creative Design & Architecture (CDA)

Every Human is creative in thought. From the kitchen to laboratories of science, we all employ creative thinking to address problems and get ahead. Design then is seen as a problem solving method. This course focuses on the design process and provides skill-sets to enable the students to realise their creative potential.

Topics: Materials Science, Design Elements, Fundamentals of Architecture, Aesthetics, Resource Management, Structural Analysis, Functionality & Utility, Vaastu & Feng Shui, Alternative Techniques & Materials.

Skills: Planning, Drafting, Graphic Design, Woodwork, Masonry

Resident Faculty:

1. Vinish Gupta

Vinish, 35, a linguist by formal training, has been a teacher and educator in different universities and colleges for almost a decade. He has been involved with environmental and social movements and campaigns; he was also the member of a Buddhist monastic order for over a decade, during which time he had the opportunity to study and explore traditional Indian philosophies and systems of living. Vinish was educated at Jawaharlal Nehru University, at IIT Delhi, and at Deccan College, Pune. His current interests include value education, and design of environmentally sound systems and technologies.

2. Ashok K Gopala

Ashok, 36, is a keen observer of human behaviour and relationship dynamics. He has designed and conducted personality development workshops for students, couples and individuals. In the past he has been an IT Professional (8 years). Natural Health, Environment & Ecology, and Cosmology are his other areas of interest. Ashok was educated at 'The Army Public School, New Delhi', IIT Delhi and Kakatiya University, Warangal.

3. Mridu Mahajan

Mridu, 25, has been working on understanding and implementing holistic education amongst adolescents and youth for the last four years. She has designed and facilitated workshops on life skills with adolescents, youth and teachers from rural and urban backgrounds with organisations such as, Pravah, Jamghat, and British Council. Mridu has studied Economics and Political Science from Duke University, North Carolina, US, and has a keen interest in developing a holistic education curriculum for children and in understanding natural health systems.

Visiting Faculty:

1. Prof Samdhong Rinpoche

Prof. Samdhong Rinpoche is presently serving his second elected term as the Kalon Tripa (Prime Minister) of the Tibetan Government-in-exile. Rinpoche was a friend of the late J. Krishnamurti. Highly respected among the intellectual circles in India and the West, irrespective of their political allegiance, Rinpoche has a deep understanding of the philosophies and spiritual traditions of the world.

2. Satish Kumar

When he was only nine years old, Satish Kumar joined the wandering brotherhood of Jain monks. At the age of eighteen, Satish Kumar left the monastic order and became a campaigner for land reform and propagator of the Gandhian vision. Inspired by the example of Bertrand Russell, he undertook an 8,000 mile peace pilgrimage, walking from India to America without any money. Since 1973, he has been bringing out the *Resurgence* magazine from England. He is the guiding spirit behind a number of ecological, spiritual and educational ventures in Britain. Since 1991 he is Director of Programme at Schumacher College.

3. Venkatesh Rajan

Venkatesh has been a journalist-writer for print, television & web for the last 18 years. He has worked with *The Times of India*, *The Indian Post & Business India*, and was the chief editor for the TV shows *Fiscal Fit-*

ness and *The Economist*. A keen watcher of media and its global growth, Mr Rajan is now a visiting professor at several colleges teaching Journalism and Mass Communication from a socially sensitive perspective.

4. Dr. Vijaya Venkat

Originally a micro-biologist by training, Dr. Venkat has spent the last forty years researching the connection between Health, Food, Ecology and Ethics. Dr. Venkat runs "The Health Awareness Centre" in Mumbai, dedicated to holistic health and healing.

5. Sapna Sangal

Architect. She will be teaching elements of the Creative Design & Architecture course.

6. Oroon Das

Communications Designer. Oroon's practice over the last many years, has been multi-disciplinary across publishing, identity design, exhibitions, product development, music, theatre and film.

7. Prema Raghunath

Prema Raghunath is a leading educationalist and special educator, Head-Resource Development, V-Excel, Educational Trust, and formerly Vice-Principal, Vidya Mandir, Chennai (CBSE).

8. Dr Ganesh Bagaria

Besides being an excellent communicator and activist known from his student days at IIT Kanpur, Dr Bagaria is a pioneer in combining tradition and values with education. He currently teaches Electronics and Communication Engineering at Harcourt Butler Technological Institute, Kanpur. He has a deep understanding of Western as well as Indian Philosophy. His research interests apart from theory of electronic communication are: Understanding of Human, Humanness, Human Conduct, Human Education, Human Constitution and Human Civilisation. He is a much-admired teacher and has an ardent student following. His extreme simplicity and remarkable insight makes him a unique person.

9. Dr Vijayaraghavan Chariar

Vijayaraghavan M Chariar has M.Sc and M.Tech and Doctoral degrees in Physics from IIT Mumbai and IIT Delhi. He has researched and taught at NISTADS, New Delhi, BITS Pilani and IIT Kharagpur. Currently he teaches at the Centre for Rural Development and Technology, IIT Delhi. Dr Chariar's current research interests include vernacular and indigenous knowledge, integral education, green technologies, machinery for artisans, and sustainable development.

10. Pratap Somvanshi

Editor, "Amar Ujala", a popular North-Indian daily.

11. Jeff Knaebel

One time Vietnam veteran, licensed pilot, registered professional engineer trained at Cornell and the Colorado School of Mines. Currently a self-exiled expatriate engaged in social work and peace activism on precepts of Gandhi.

12. Dr Rajiv Sangal

Dr. Rajiv Sangal is Director, International Institute of Information Technology, Hyderabad. (www.iiit.ac.in). His areas of interest include natural language processing, artificial intelligence, machine translation and speech processing.

13. Dr Ismile Tak

Dr. Ismile Tak is a reputed Naturopathy, Yoga and Acupressure expert. He has conducted many workshops in India and abroad.

14. Dr Pushpa Verma

Naturopath. Conducts workshops on Pranayam. She has conducted extensive research on raw foods.

15. Sean Lambkin

Master craftsman, woodworking instructor.

Mentoring and Guidance:

The student-teacher ratio at the Gap Year College will be better than 7:1. Apart from the Resident and Visiting faculty, a team of mentors will be available to guide and assist the participants of the Gap Year College. The mentors will include experienced teachers, educators, and their family members. The students will have daily access to their mentors to help resolve in a harmonious way any personal difficulties or problems they might face during the programme. The mentor-student ratio will be 3:1 or better.

**The Fee:**

For Indian / South Asian Applicants		
1	Application Fee (To be sent in with filled-in application form)	INR 1000
2	Late Application Fee (if Applicable)	INR 1000
3	Programme Fee (For the entire programme inclusive of tuition fee, boarding and lodging expenses. To be paid upon admittance to the programme. Does not include travel costs to and from the programme venue)	INR 50000
Foreign / Non-Resident South Asian Applicants		
1	Application Fee (To be sent in with filled-in application form)	US\$ 100
2	Late Application Fee (if Applicable)	US\$ 100
3	Programme Fee (For the entire programme, inclusive of tuition fee, boarding and lodging expenses. To be paid upon admittance to the programme. Does not include travel costs to and from the programme venue, visa expenses etc.)	US\$ 5000

Note: INR = Indian National Rupee, Partial Financial Aid available for 5 studentships.

Payments: All payments to be made through Bank Drafts, drawn in favour of "Society for Integrated Development of Himalayas (SIDH)", payable at Mussoorie, Uttarakhand, India.

Important Dates:

Last Date for receiving applications	15 April, 2007 (30 June 2007 with late fee)
Last date for completion of Admission process	5 July, 2007
Programme commencement	15 July, 2007
Winter Break	24 December, 2007 to 8 January, 2008
Programme completion	18 April, 2008



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