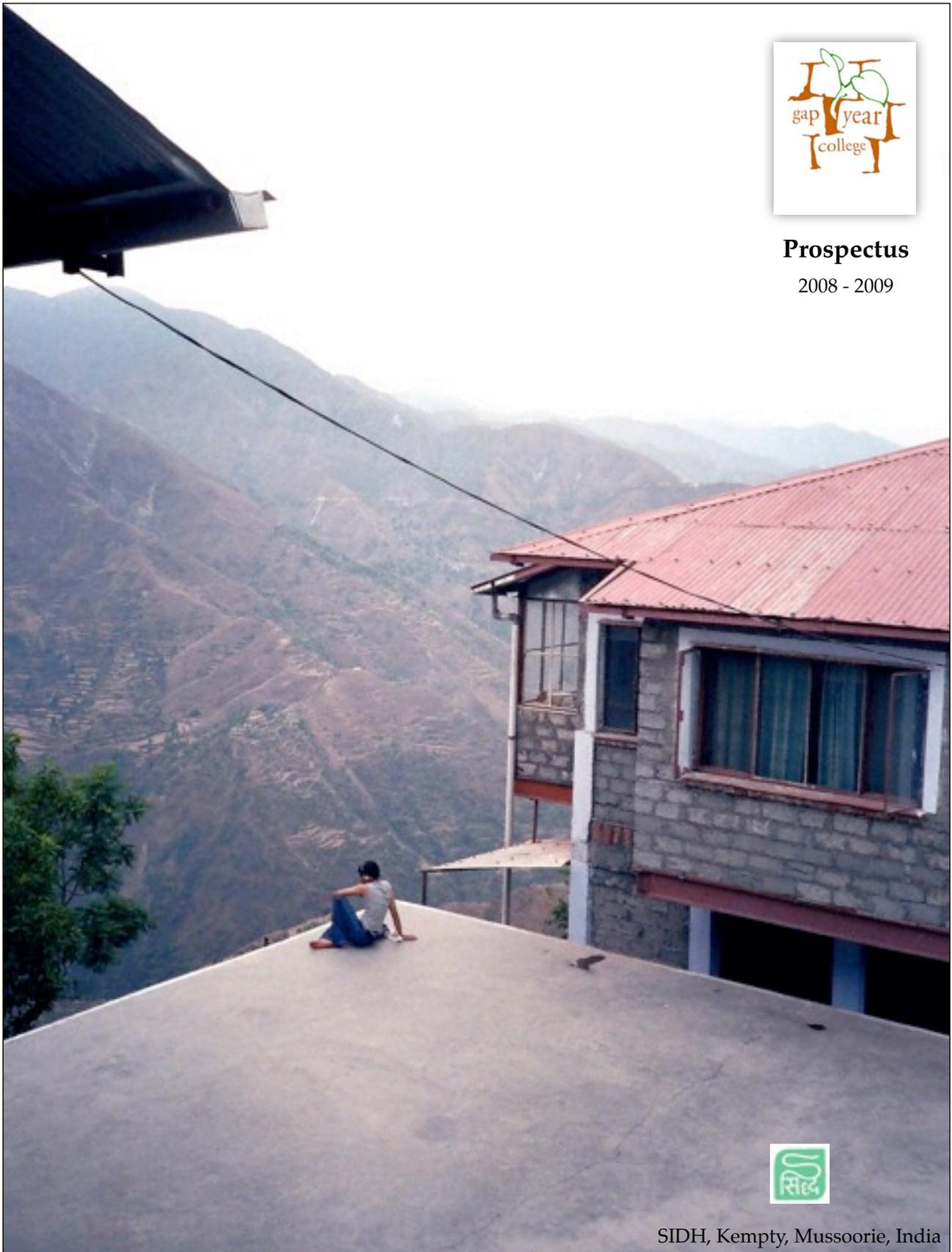


## Prospectus

2008 - 2009



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

### The Eligibility

- Minimum Age: 18
- Academic Minimum: High School
- Academic Desired: Undergraduate or Graduate
- Language Ability Minimum: Proficiency in English OR Hindi (and willingness to learn the other).
- Language Ability Desired: Proficiency in English AND Hindi.
- Open minded and fond of learning new things.
- Willing to explore beyond conventional career/educational paths.

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 modular residential programme (divided into 3-month modules) at the Learning Resource Center, SIDH campus, Kempty, Mussoorie, Uttarakhand, India. The programme aims to admit individuals of 18 years and above, for a process of joyful learning and exploration.

Since the programme is modular in format, a participant can join to do one, two, or three modules of the programme. Particular modules may have a thematic focus that emerges organically from the shared interests of the programme participants. No two modules will be alike. Participants who join up for 3 contiguous modules may also choose to undertake some guided project work in lieu of attending workshops/structured-learning-sessions as part of their third module. The modular format of the programme not only provides flexibility to participants in terms of length of the programme, but also offers multiple entry points to match the convenience of participants.

The schedule for the modules in this session will be:

- Module A: May 1, 2008 to July 31, 2008.
- Module B: September 1, 2008 to November 30, 2008.
- Module C: January 1, 2009 to March 31, 2009.

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 coordinated and conducted by our 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.



### LANGUAGE:

The programme is bilingual, in English & Hindi. What this means is that workshops and other programme activities will usually be conducted in both these languages. It is sufficient for a participant to be proficient in one of these languages, with a willingness to learn the other during his/her stay here. It would be ideal for a participant to be proficient in both English and Hindi. For participants who do not already have it, acquisition of this bilingual proficiency will also be a secondary goal during the programme, for which special intensive language classes may be conducted as part of the programme.

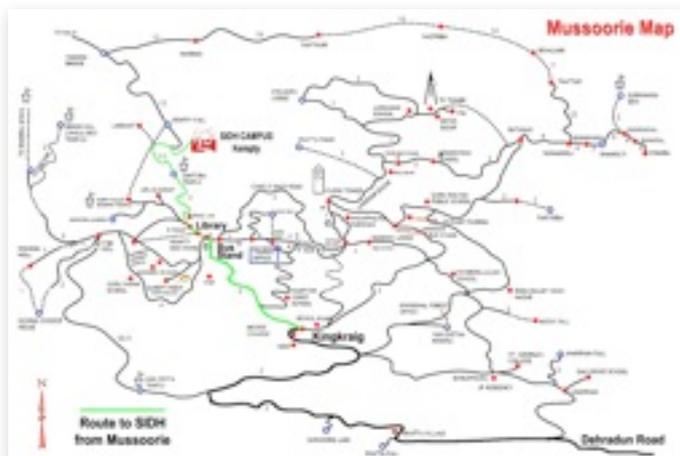


## Where

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 people can discover themselves and possibilities in life.

It has been developed to enable participants 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 an old fashioned stone grinding wheel, or trying their weaving skills on a 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.



## 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:

- The Gap Year College programme will be the student's primary focus.
- The student will participate with full dedication and sincerity towards the objectives of the programme.
- The student shall be an open-minded explorer towards experimentation in thinking, speech, lifestyles, food habits and other activities as required during the study period.
- The 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.
- The student shall abide by the rules and regulations that will govern the programme.



## Mentoring and Guidance:

The student-teacher ratio at the Gap Year College will be better than 4:1. 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 student - mentor ratio will be 3:1 or better.



## The Curriculum:

The curriculum at Gap Year College is divided into five broad course areas. Each course area 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 area.

### 1. Critical Analysis & Evaluation

We as humans continuously evaluate. This course area explores this very trait at a fundamental level. It will deal with the requirements, the processes, the purpose 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:** Lifestyles, History, Philosophy, Economics, Political systems, Globalisation, Literature, Movies.

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

### 2. Communications

Ability to effectively communicate is the key to happy and successful relationships both at home and work. This course area 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 & Film-making.

### 3. Body, Health & Nutrition

Our body's natural design is to be healthy. This course area 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 & Pranaayam.

### 4. Environment & Ecology

Human development and growth is directly linked with environment and ecology. This course area 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 area will introduce students to prevailing environmental problems and issues, and simultaneously to feasible solutions and restorative practices.

**Topics:** Flora & Fauna, Minerals, Humans and Their Interactions; Issues/Problems, Waste & Pollution, Ecological Movements, Climate Change, Natural Alternatives, 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.

### 5. Creativity, Design & Skills

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 area 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, Natural Landscaping, Tailoring.

## Resident Faculty:

### 1. Vinish Gupta

Vinish, 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 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. Karuna Morarji

Karuna has a long-standing concern with understanding relationships between education and visions of human possibility and development. One avenue through which she is currently examining these issues is doctoral research in Development Sociology at Cornell University. As an educator, she enjoys sharing an appreciation for critical social theory as a lens to see relationships between things that often appear independent and disconnected. Other current interests include food, film, processual / historical analysis and collaborative ways of teaching, learning and living. Karuna has been educated in Sweden, India and USA.



### 4. Chaiti Seth

Chaiti is deeply interested in exploring languages, human behaviour, the environment, and sustainable lifestyles. She has had the opportunity to explore the ecology and environment of a variety of locales in India under expert guidance. She has also worked as a Japanese interpreter. Chaiti was educated in Ahmedabad and Yokohama; she is currently studying Geography and Environment by correspondence from LSE.



### 5. Pawan Gupta

Pawan co-founded SIDH along with his wife in 1989. A committed educator with a deep interest in philosophy, particularly philosophy of education, learning mechanisms and processes, and different spiritual traditions, Gandhian thought, and traditional knowledge; he has for years been exploring and writing on these areas in various newspapers and journals. He has been editor of 'Himalaya Raibar' and some other journals. He is currently associated with IIIT, Hyderabad, as visiting faculty and is also involved with Multiversity. Pawan was educated at IIT, Delhi.



### 6. Anuradha Joshi

Anuradha co-founded SIDH along with her husband in 1989. A post graduate in psychology and an exponent of North Indian classical music, she is deeply interested in traditional wisdom of the village women of the Himalayas. She has co-authored *A Matter of Quality* - a study of people's perspective towards education and "Child and the Family" - a study on the strengths of the joint family system in rural Uttarakhand.



### 7. Jagmohan Kathait

Jagmohan, post-graduate in economics and sociology, has been associated with SIDH for the past 15 years. He began his work in the field of teaching and later moved on to managing research programmes, training camps for youth and other administrative work. He believes that SIDH is the best place to come for someone who wants to understand the true parameters of life and their realities.

## 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 Fitness* 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. Kanwarjit Nagi

Kanwarjit Nagi was trained as an architect but has spent almost 18 years learning, understanding and tinkering with bamboo. His other areas of interest are encouraging problem solving abilities in young children and reducing energy use in buildings.

### 6. Fr. Anand Mathew

Fr. Anand Mathew IMS, is Director of Vishwa Jyoti Communications, Varanasi, a centre for media art and culture committed to promotion of human rights, primary education, communal harmony, and community building through low-cost media. He is a well known social activist and has been associated with various local and national social movements.

### 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 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. Vipul Rikhi

Vipul Rikhi has been a teacher of languages and literature, an editor, scriptwriter and author; he is currently based in Pondicherry.

**The Fee:**

<b>For Indian / South Asian Applicants</b>		
1	Application Fee (To be sent in with filled-in application form. Those applying for more than one contiguous module are required to remit only one application fee)	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 25000 per module
<b>Foreign / Non-Resident South Asian Applicants</b>		
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\$ 3000 per module

**Note:** INR = Indian National Rupee. Partial need-based Financial Aid available. All remittances are non-refundable.

**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:**

	Module A (MJJ08)	Module B (SON08)	Module C (JFM09)
<b>Last Date for receiving applications*</b>	01-Apr-08	01-Jun-08	01-Oct-08
<b>Programme commencement</b>	01-May-08	01-Sep-08	01-Jan-09
<b>Programme Completion</b>	31-Jul-08	30-Nov-08	31-Mar-09
* Applications sent in after this date, must be accompanied by the late fee.			

**Address:**

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