Welcome to “MUWCI”!

This handbook contains all the information that you need to know as a student of UWC Mahindra College, ranging from an overview of the UWC movement, to academics and residential life, to the services you’ll find on campus, to the policies and information you’ll need to make the most of your time at MUWCI.

An updated version of this Handbook will be published in August 2020 with information specific to the 2020-21 Academic Year. Students are required to have read the entire contents of the updated Handbook before their arrival on campus.

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The UWC Movement
The UWC movement has its roots in the European Cold War experience. The founder of the movement, Kurt Hahn, was inspired when he saw German and French generals study side by side in NATO academies, only a few years after the end of World War II. UWC Atlantic College was formed as an attempt to emulate this. The thought was that by bringing students together from all over the world, in an intentional, residential setting and with an intensive study programme, prejudices would be overcome and narrow-minded nationalism would be rooted out. At the heart of the UWC ideology is an attempt to bring peace by promoting an open-minded internationalism. However, the ideology goes beyond this and the movement attempts to foster an ethos of solidarity, compassion and environmental concern. There are 18 UWCs formed under this movement and while each has its own distinctive character, we are united under the same mission.

The idea of a United World College in India first emerged in the early 1980s. This aspiration became a reality in 1997 after the late Mr. Harish Mahindra pledged the financial support of the Mahindra Group, one of India's leading business houses, to create our campus in a stunning rural location around 40 km west of Pune.

Mission Statement & Values
The UWC mission statement and the UWC educational model summarize our context for living and working at UWC Mahindra College.

The UWC Mission Statement
UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWC is a unique organisation; it is the only global educational organization that brings students together from all over the world, selected from within their own countries, on merit.
and regardless of their ability to pay. These students come together at one of the 18 United World Colleges (UWC) that aim to foster international understanding and peace.

The UWC Educational Model

**UWC Values**
Through its unique educational model, UWC aspires to create agents of positive change in line with UWC’s core values:
- *International and intercultural understanding*
- *Celebration of difference*
- *Personal responsibility and integrity*
- *Mutual responsibility and respect*
- *Compassion and service*
- *Respect for the environment*
- *A sense of idealism*
- *Personal challenge*
- *Action and personal example*

**Educational Vision**
UWC Mahindra College (hereinafter referred to as “the College”) is committed to a vision of education that guides and inspires every member of its community. It is a vision that challenges young people to reach their potential and to become “agents of change” in the

*Updated May 2020*
world. There is no “ideal” UWC candidate. The diversity of experience and opinion that the student will encounter here is necessary in order to understand differences and to learn to value them.

Over two decades, the College has touched the lives of talented young people from all corners of the globe and from all walks of life, who have come here to live and learn together. Alongside a rigorous academic curriculum based on the International Baccalaureate (IB) programme, students coordinate numerous community engagement and campus service projects.

Cross-cultural learning in a dynamic community of over 80 nationalities, including young people from the surrounding villages, transcends the limitations of the classroom. Also, the local context provides an opportunity for social responsibility and community engagement, which addresses many of the most pressing issues of the 21st century: poverty, inequality and lack of access to basic resources.

UWC Mahindra College is not an easy option, for the challenges are real and the expectations are high. When the student accepts a place here, he/she commits oneself to a demanding range of experiences, from the highest academic goals to some of the more challenging realities in rural India. But this is also an immensely rewarding and fulfilling option. For young people excited by the possibility of change and motivated to act through personal example and courageous leadership, there are real opportunities to make a difference. The expectation is that the time here will be a springboard to a lifetime commitment to living the mission of the UWCs.

When accepting a place at the College, the student signals that they are willing to follow the Guiding Principles of UWC Schools and Colleges, agree to abide by the rules and guidelines, and participate enthusiastically in the academic and student life on campus. Furthermore, the student is signing up to engage in the co-curricular Triveni programme, which encompasses on-campus and off-campus activities, thereby allowing the student to put our mission and values into practice. The students are encouraged to periodically reflect upon all learning outcomes as they move through their UWC experience.

**Guiding Principles of UWC Schools and Colleges**

These principles draw their inspiration from Kurt Hahn’s pioneering work in founding the UWC movement. Though set within the context of Hahn’s original thought, these principles reflect the intervening 50 years of experience and more recent advances in educational thinking. Underpinning these principles is the pursuit of peace and justice as the founding aim of the UWC movement.

UWC schools and Colleges offer life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole person; its task is to encourage an integrated development of human potential across different dimensions ranging from the intellectual, moral and social to the aesthetic, emotional, and spiritual.

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Each school and College responds to the UWC mission within the context of its location; this creates distinctive identities based upon local resources and opportunities. All UWC schools and Colleges, however, share the same basic values as outlined in the following UWC principles that form the core of our educational philosophy.

**UWC Guiding Principles**

1. *That this education should take place within a deliberately diverse College community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.*

2. *That this education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.*

3. *That physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all areas of development.*

4. *That community engagement is at the heart of College life. This requires the full and active participation of all members of the school or College.*

5. *That students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and an individual level.*

6. *That opportunities for students to practice personal initiative, self-discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.*

7. *That recognition is given to the fact that each individual possesses unique talents and abilities. Each College should facilitate programmes that enable all selected students to fulfill their potential.*

**Living in a UWC Community**

As members of the UWC community, we have the responsibility to make it a good place to live and work. A good place is one where people can feel safe and where people are thoughtful, respectful and courteous towards others. Each UWC has agreed to follow a common Code of Conduct and UWC National Committees are obliged to ensure that all nominated students agree to abide by it. Accepting a place at the College is conditional upon the agreement with this Code of Conduct and abiding by community agreements and guidelines.

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At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good-heartedness from all members of the UWC community and recognition that cultural norms are diverse. The common code of conduct is required to make expectations clear.

The common Code of Conduct is required to make expectations clear. Students who accept to study at a UWC School or College commit to the pursuit of a healthy lifestyle, one that avoids harm to self and to others. The following are not tolerated:

- Consumption, possession and/or distribution of
  - drugs for recreational or other non-medically prescribed purposes
  - tobacco, vaping and other related products
  - alcohol on school property and school sponsored activities
- Sexual activity in student rooms and any other shared or public spaces
- Violence of any kind including hazing, bullying, harassment or any other form of abuse
- Assault, including but not limited to verbal, physical and sexual
- Stealing or “borrowing without permission”

The expectation is that the UWC Common Code of Conduct will be followed both in action and in spirit. Those who breach the code will lose the right to remain in their UWC School or College.

In addition to the UWC Common Code of Conduct each UWC has its own code which is governed by the country it is located in. Here in India the College is bound by Indian laws for issues concerning sexual conduct, drinking and smoking. Students will be given a presentation by a legal expert as part of their orientation programme but some of the important aspects of the law are given below in brief.

- POCSO (Protection of Children from Sexual Offences) is the law that deals with all forms of sexual assault and offences concerning children. POCSO defines a child as a person below 18 years of age, and defines different forms of sexual abuse including penetrative and non-penetrative assault, sexual harassment and pornography. The Act requires mandatory reporting of sexual offences. This casts a legal duty on the person who has the knowledge that a child has been sexually abused to report the offence, failing which he/she will be imprisoned and/or fined.
- Consumption of alcohol by students is prohibited both on campus and also when one is on a college trip, visit or outing. Infractions attract disciplinary action including expulsion. This is in line with the laws of the state of Maharashtra, where the minimum

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The legal age for consuming any kind of alcohol is 21 years (25 years for hard liquor and 21 for beer and wine). Laws are similar for other states in the country.

- In India, smoking and consumption or sale of tobacco products is prohibited on educational campuses and within a 100m perimeter. Sale of tobacco products to those under 18 years is also prohibited. Smoking is also banned in public places (roads, hospitals, public transport etc.) and violations attract heavy fines.

**Community Framework at UWC Mahindra College**

Responsibilities are most effectively managed if they are shared and accepted by all members of the community. The UWC educational model seeks to provide individual freedom and expects individual accountability. There is an expectation that all community members follow agreed guidelines and participate in meetings. All members are expected to contribute not only to the College community but also to other communities that they belong to, and where necessary, propose appropriate alternative ways of managing community living.

**Your Place in the Wider UWC Movement**

When you join the College, you become one of more than 1300 new first year students and more than 4000 UWC Diploma level students studying in the 18 Colleges worldwide. On Graduation, you will join over 60,000 UWC alumni. The College wants you to stay connected because together we can do much more than we can individually. More than 3/4ths of students receive some form of financial support to enable them to study at the College. Your national committee is composed of volunteers and is one of the 159+ National Committees existing in almost every country in the world. We are the only global movement that selects students from a diverse range of countries based on merit and potential. The money and time
donated by volunteers and benefactors is given not for what the students will gain during their two years at a UWC but for the strong belief in their commitment of a lifetime to a more peaceful and sustainable world. The College seeks to promote the discovery of ways to achieve social justice and sustainable practices.

**History of Giving and Support**

The College creates opportunities for many young individuals. If you have been lucky enough to be offered a place and to benefit from the friendships and opportunities that being a member of the College confers on them, the college asks that you and your family to keep us in mind and to consider giving someone else the opportunity which you have had. Many graduates will say that your “real UWC experience truly begins after you leave your College!” Your commitment to the mission, collaboration with others, volunteering and financial support at levels commensurate with your own personal life circumstances are expected throughout your life.

**Responsible Participation**

Collaborative living in any community includes paying careful attention to the following:

- being engaged and engaging others
- maintaining the trust of others and being willing to trust
- contributing to the community in which you live
- making a deeper commitment to fewer activities
- aiming for simplicity, focus and balance
- reflecting before responding instead of instantly reacting
- being positive and optimistic
- following up ideas with reflective action
- avoiding speculation when limited information is available
- admitting you might be wrong

**You as an Individual in the College Community**

The first and most important responsibility you have is to look after yourself: rest enough and make sure that you are able to gain from and contribute to everything going on at the College. This requires organisation and self-discipline, and that you communicate with others, seeking to build their trust in you and also build the trust you have for them. Looking after yourself means building and maintaining relationships. Keep in touch with your family and friends at home!

**Your Place in the Communities around the Hill and the Akshara Programme**

In the surrounding Mulshi valley, especially the area you pass by road following the line of the Mula River, are 7 local villages that are located within close vicinity of the College. Paud, the local town, is 7 km away and the Kolvan Valley is on the other side of our hill. The College encourages you to form friendships with members of the local community, either by getting to know the staff on campus or through community interaction. Overnight visits and homestays are highly encouraged during the two years, and will also be occasionally organised by the College through the co-curricular Triveni programme.

Initially known as Equal Access to Opportunity (EATO), the Akshara Programme began in 2005 with the help of an initial grant provided by a UWC-USA alumnus. Akshara (meaning Alphabet

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in Hindi) empowers rural youth and children by providing them access to educational opportunities and personal support. The programme is based on the campus of the College and operates in collaboration with the College. The Akshara programme is integral to our College and we highly encourage cross-programme initiatives.

**Community Structures at the College**

The following are key community structures at the College and the various affiliations and sub-communities the student will be part of:

**Your Adviser Group**

Your Adviser will work with you to make sure that your UWC experience is as meaningful as possible. They will help you set realistic and challenging expectations and maintain the balance between your academic programme, your engagement with Triveni and your life in the UWC community. The Adviser Group is the smallest formal forum in which you can express your opinions during weekly meetings. On the other hand, it is also your first ready-made “family” in the community.

**Your Wada**

When you join the College, you will also join a ‘Wada’ - a Marathi word for a dwelling around a common communal space. Your Wada will be your home for the two years of your stay and an immediate, smaller community to live in within the College. In your Wada, your obligations extend to those in your room (generally 3 other students), your house (or landing if you are in Wada 5) and to those in the rest of the Wada, generally about 50 students and 4 or 5 members of faculty and their families. One of these faculty members will serve as your ‘wada parent’ and your key point of contact for residential life.

Participating in the life of the Wada is central to gaining the most from your experience on the hill and provides the opportunity for initiatives and ideas to be shared and explored. Your Wada will develop its own character through the participation of its members and the guidance of faculty members. Wada Parents are responsible for promoting a positive atmosphere in the Wada and will seek support for this from students and other faculty in the Wada.

**Wada Meetings**

Wada meetings are organized on a weekly basis to allow you an opportunity to speak with those you live most closely with, regarding issues of importance to the community. These Wada meetings significantly contribute to the healthy residential life at the College.

**The College Meeting**

College Meetings, which happen bi-monthly, provide a forum for sharing information around issues and themes of community life. They are facilitated by students and cover a variety of purposes - as an opportunity to introduce new ideas or share matters of concern, as a showcase for short promotional performances, as a forum to share personal perspectives about pressing global issues and so on. When presented ideas require collective decision-making, they may be passed to the College Assembly. The College Meeting and the College Assembly represent a crucial part of the UWC experience as well as a student initiation into modes of participation in civil society beyond life at the College.

*Updated May 2020*
**College Assembly**
The College Assembly is a body consisting of 15 elected students and 2 faculty members. Students play a vital role in taking discussions forward and fully participate in the decision-making process at the institutional level. College Assembly provides a hands-on learning opportunity for you to contribute to the development of the College community.

**Student Participation in Decision Making**
Student members, who are part of the College Assembly, attend all College-related meetings (e.g. faculty meetings, Student Life meetings etc.) and have representative and participatory roles on various committees on campus such as the Food, Health and Safety, Admissions & Advancement, Heads’ Committees and other decision-making bodies. At these key College committees, they represent ideas of the student body as members and have voting rights to voice their opinions on proposals presented.

**Other Ways to Share Ideas**
A range of other platforms are available for students to express their perspectives. Students voice their opinions through discussion groups and notice boards. All students should take responsibility to bring forward their concerns so that important issues are dealt with transparency and accountability. Voicing a personal concern directly with the person involved shows care and respect. Minority or alternative voices are viewed as legitimate and alternative views based on cultural backgrounds are respected. Anonymous messages are not considered an acceptable way to voice concerns.

If there is a subject that you truly care about, you can also feel comfortable calling a meeting to discuss the issues with those around you. There are trained facilitators on campus who will be available to mediate discussions.

**Social Media Forums**
Social media forums (such as Facebook groups) are not considered the most appropriate platforms for discussing existing internal issues at the College. Furthermore, any bullying, harassment or hazing reported to the administration as occurring on social media and other online forums, including the college email network, will be subject to the UWC Code of Conduct and subsequent consequences.

*Updated May 2020*
Learning through Residential Life

Being part of the College means actively participating in the well-being of the community. You will thus be expected, individually and with other members of the community, to live by the values upon which the College is founded. There might be aspects of residential life with which you may be unfamiliar at first, like living with other students in one room and living in a community of people from all around the world.

Students learn to live with others and appreciate their needs and differences in the residences. The wada parents and other adult members of the community work closely with students to ensure that the quality of residential life reflects and promotes the goals of the College. They provide advice, direction, and support for the students in their residence; they also uphold and enforce the expectations and rules of the College. These discussions happen primarily in weekly residential staff meetings, overseen by the Head of Student Life, with wada parents and student representatives in attendance.

More in-depth descriptions of the college’s residential life structures are available [here](#).

**Objectives for Residential Life**

1. To create a healthy living environment, which encourages adequate time for sleep and study.
2. To foster an environment that supports and respects cultural differences and the individual's need for privacy.
3. To assure to the best of our ability, the safety and well being of all students, while complying with the legal expectations for an institution such as ours.

*Updated May 2020*
4. To create a community in which discussions about communal living can take place and students are aided in finding ways to express their needs.

**A Typical Day**
Classes at the College start at 8:00 am and end at 4:00 pm to leave afternoons free for co-curricular Triveni activities, meetings and informal interactions. See the two-week timetable at the end of this document.

Saturdays are meant to be “free” days for students to recuperate from a busy week. On Sundays, some activities are planned for the students.

**Meals in the Cafeteria**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am - 9:00 am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>11:15 am - 11:30 am</td>
<td>Morning Snacks &amp; Beverages</td>
</tr>
<tr>
<td>12:55 pm - 2:30 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>4:00 pm - 4:45 pm</td>
<td>Afternoon Tea / Coffee / Cookies</td>
</tr>
<tr>
<td>7:00 pm - 8:00 pm</td>
<td>Dinner</td>
</tr>
<tr>
<td>10:30 am - 1:30 pm</td>
<td>Sunday Brunch</td>
</tr>
</tbody>
</table>

**Check-In and Night Routines**
Check-in ensures that all students are safe and on campus at the end of a working day. Wada parents are obliged to ensure that students are safe so it is mandatory for students to be present for check-in.

In a small community, it is not always easy to find the peace and quiet that is such an important condition for meaningful reflection and thought and also much needed rest. In this context, it is important to respect others and not create noise in the Wadas. As the school day is very busy with many interactions, it is important to have some quiet time at the end of the day, to get adequate sleep and to establish a healthy rhythm for the working week.

**Important Night Routine Timings**

**Check in:**
9:15 pm - 9:30 pm (Sunday, Monday, Tuesday and Thursday)
8:00 pm- 9:00 pm (Wednesday Check in and Wada Meeting)
10:00 pm - 10:15 pm (Friday and Saturday)

**Noise & Movement Restrictions:**
11:00 pm (Sunday to Thursday)
12:30 am (Friday and Saturday)

*Updated May 2020*
Your Room

Personal Space
Your room is shared with other individuals and therefore should not be treated as a private space. Be thoughtful about the needs of those around you. After the noise curfew, it is necessary to respect that others may want to wind down for the day. Noise curfew does not entail complete silence; however, it does require that you respect the fact that some peers may wish to sleep. Sexual activity in any public space, including in student rooms which are shared spaces, is unacceptable at any time. The rights and privacy of your roommates must be respected.

The College encourages the formation of good, sound relationships with everyone in the community. All members of our community, in their relationships with one another, are expected to maintain a very high standard of conduct at all times. These interactions are an important part of the UWC experience but it is also important to remember that an exclusive relationship during your time here can be a powerful limiting factor on your education.

Cleanliness and Care of Property
Cleanliness and personal hygiene are very important in living in a community. You are expected to keep your room clean and uncluttered for well-being and safety reasons, but also out of respect for those with whom you share these spaces. As part of the education at the College, you must learn sustainable habits to take care of yourself and those around you, including cleaning your own corners and public areas, doing laundry, using available transportation and cooking when necessary.

Equally, you must be committed to taking care of common College property. It is your responsibility to ensure that anything you use is properly cared for and is ready to be used by the next person. Put things back where you found them and in the same (or better condition) that you received them in.

Pets and Animals on Campus
No pets are allowed. No stray dogs are allowed to enter the cafeteria, academic areas, or the residential areas. Feeding of dogs and other strays is strongly discouraged.

Awareness

Helping around Campus
There are many opportunities to help around campus. Not all of these will be formal or organised activities. As a UWC student, you are expected to show initiative and to take action. Mahatma Gandhi put it succinctly: “be the change you want to see.” There are many aspects of community life that benefit from everyone’s involvement, not just those who are paid to do a job!

Excessive Display of Wealth
As a student body you are intentionally selected across a wide range of socio-economic backgrounds to ensure that our diversity does not just cover national, cultural and religious differences. Given this intentional diversity, we seek to promote the original UWC practice of seeking to live within collectively determined economic limits. The process of self-determining these limits can in itself be an illuminating learning experience. Examples of community-driven

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decisions include a limit on the number of e-commerce packages one can receive in a term, to restructuring student fundraising events so they are accessible to all.

Ultimately, no value is attached to having possessions or not having them, and all members of the community are celebrated for who they are and what they contribute. To ensure this, there should be a strong sensitivity from all community members around EDW (excessive displays of wealth). If it is within your means, you are asked to be considerate to everyone on campus and think hard about whether it is necessary or appropriate to bring objects of high monetary value.

As part of our ongoing political education, around race, caste and gender, we will also touch upon questions of equity and economic justice. These ideas will be unpacked in adviser meetings, Core learning sessions, and through the PSHE (Personal, Social, Health & Economic) Education Programme for all first year students.

Mobile Phones
Mobile phones may be used only in the residential areas, and preferably limited to your wada courtyards. Students are not allowed to use mobile phones in the academic areas and a teacher may confiscate the phone in case of a breach of this guideline.

Cultural Awareness
One of the exciting things about being in a UWC is the opportunity to live in cultures other than one’s own. You will find it interesting to be part of the local community in rural Maharashtra. You would need to interact with the staff and surrounding communities and be sensitive to the cultural nuances of various communities and evolve your own understanding of appropriate behaviour through this. This may involve being careful about public displays of affection or wearing appropriate clothing while visiting surrounding villages or travelling in India. When attending Triveni activities, it is essential to be respectful of these guidelines.

Environmental Awareness
We are located within the Western Ghats – one of the world’s biodiversity hotspots, and our campus was designated a biodiversity reserve in 2006. You will be living in close proximity with wildlife species and must exercise caution in these interactions. Venomous snakes and scorpions (don’t walk barefoot!), feral dogs, and wild boar are routinely found on campus. It is always a good idea to keep calm in these instances. It is in your best interest to ensure that food and waste are stored properly at all times. Our academic year starts at the height of the monsoon season and ends in a very hot, dry summer characterised by wildfires on and around campus. This progression of the seasons is a true spectacle and you are encouraged to engage with the ever-evolving landscape.

All members of the community are expected to be responsible and prudent in the use of resources. Recycle when appropriate, compost wastes and help conserve and preserve the College’s facilities and resources.

The College has disposal bins to separate wet waste (food), paper and plastic, which are colour coded and marked. All food items must be disposed of in the appropriate bins, and paper and plastic must be separately disposed of in one of the two other bins provided. Bins are marked to indicate what should be thrown inside.

*Updated May 2020*
Coolers are not provided in the Wadas. Refrigerators that are bought by students and left in storage during vacation time must have the name of the person who will collect them at the beginning of the next semester. However, we discourage students from buying their own personal electronic equipment and use the ones provided in the Wada common rooms.

Our water is drawn from the Mula River, treated on site, and used for drinking, washing, the cafeteria, and gardening. Our calculations show that besides what is used for gardening, we use a lot of water for every student every day. You are expected to use water with care and thought in your day-to-day lives, and to report leaks immediately to the maintenance department and encourage the same behaviour in others. You are encouraged to participate in rainwater harvesting and water retention landscaping projects during your two years on campus.

Three meals are provided buffet-style by Sodexo every day (two on Sundays when brunch is offered). Every meal has a variety of vegetarian options; one meal a day has a choice of non-vegetarian dishes, and breakfast has a choice of eggs and vegetarian options. There is an Austerity Dinner once a week and Meatless Mondays. You can return to the buffet line as many times as you please, so first try new dishes before filling your plate! All days are “No Wastage,” meaning that no food is to remain on your plate at the end of your meal. Fresh fruit and vegetables are available from roadside vendors in Paud, and western-style groceries are available in Pune. Each Wada’s common room is equipped with a modest kitchen and refrigerator that must be kept clean to avoid wildlife and stray dogs.

**Gate and Room Searches**
Random searches of vehicles and people entering and leaving the campus are conducted throughout the year. Routine random checks of students and their belongings will be conducted by security on duty when students return from off campus events and outings.

**On & Off Campus**

**Protocols for Leaving Campus**
There are many occasions when students have opportunities to be off campus. On most of these occasions, you will not be accompanied by faculty.

A parental agreement attached to the original joining papers grants permission for students to leave campus on all the occasions listed below. The College accepts no liability or responsibility for any loss, injury, or safety issues associated with or resulting directly or indirectly from these unaccompanied off campus trips.

Students are informed about how to keep themselves, others and their possessions safe while travelling. This is being done in written form, through discussion and through classes that are being offered by on campus and off campus specialists. As a safety measure, the college allows students to leave only in groups of three with at least one working mobile phone among the group.

**Short Leave from Campus**
There are numerous circumstances under which students have permission to leave the campus unaccompanied by staff. These are described below. The College accepts no liability

*Updated May 2020*
for the welfare and safety of students when they are unaccompanied by College staff. For overnight stays and unaccompanied Project and Travel Weeks, students must go in groups of not less than three and must carry mobile telephones.

Students can leave campus:

- **After school on weekdays:** Leaving campus after school on a day when the student does not have any co-curricular commitments is permitted. Students are expected to be back on campus by check-in that same evening.

- **Saturday/Sunday Day-trips:** Outings for shopping or spending the day in Pune are permitted. Students are expected to be back on campus by check-in that same evening.

- **Overnights/Exeats:** For overnights, the students are allowed to leave campus on either Friday or Saturday night once a month. Before students leave for an overnight they are expected to have a discussion with the Wada Parent about the travel plans, boarding and lodging arrangements that have been made. This is to ensure the safety and well-being of the students. Students are at liberty to spend that night off campus and return the next day by check-in. For exeats the students may leave the campus on the day specified by the College after classes are finished and return before check-in on Sunday. Students are required to travel as groups of at least three in number. Prior permission from the wada parent must be requested and approved before leaving the College.

None of the above can be combined. You will not be allowed to combine an overnight or an exeat with Project Weeks or long vacations. If an overnight has not been utilised, you forfeit the right to utilise it later.

Wada parents will refuse permission for **overnights** if:

- They consider that to be in the best interests of the student for safety reasons
- The student has been grounded for having been late or missed check-in

**Visitor Policy**

All students who plan to have guests on campus are required to inform their wada parents in all instances. If anyone other than the parents are visiting the student, the Wada Parent needs to receive an email from the parent/guardian consenting to this visit and confirming the details of the guest at least 48 hours in advance. You are encouraged to have your guests participate in campus life by inviting them to give a talk, seminar, workshop, etc. Please coordinate this with the Triveni office or the respective academic department.

Students must inform wada parents in the case of visits and deliveries by drivers and/or parents. In case, the information is not available with the Wada Parent, it is possible that the guest will not be allowed to visit. Such visits and deliveries are not recommended in general and will be restricted to seven a year.

Parents of incoming first years are welcome to drop their children off at the campus at the beginning of the year. They, however, should not then stay on campus, as we would like the students to be able to integrate into the community in an uninterrupted manner.

*Updated May 2020*
Visitors (family or friends) are not to be invited to campus till 30 September when first and second year students are getting to know each other, and after 1 April. A student is permitted to have parents or visitors on the campus as guests for a maximum duration of 4 nights in the college guesthouses (subject to availability) in an academic year. Unused days do not roll over to the following term. Standard rates will be applicable for the stay in the guesthouses. Parents and visitors are not permitted to be on the residential part of the campus after check-in time. Our guidelines require that the student take full responsibility for the behaviour of their guests who are expected to comply with all College rules. There are no camping facilities at the College or its surroundings.

Please refer to the detailed Visitor Policy here.

Parents & Guardians
Parents may visit the room of their student only with prior consent from other roommates, and permission and supervision of the Wada Parent. We request parents to not delay departure from the residential area to respect the privacy of other students.

Guest Arrival Procedure
Upon arrival at the College and registration at the main gate, visitors will receive a visitor’s card, which should be worn or kept on their person during their stay on campus.

Guests staying in the guesthouse will then be brought to the Security Desk where they will be required to sign the visitors policy, settle the bill for their stay on campus, receive their cafeteria coupons and keys for guest rooms.

Guest House Booking Procedure
If guest house accommodation is required, it will be booked on a first-come-first-served basis. However, preference will be given to official guests (e.g. external speakers for workshops, university reps, Outreach Programme participants etc.). For this reason, anyone booking accommodation for private guests will not get a confirmation of their reservation until 14 days before the guest’s expected date of arrival.

Please contact your Wada Parent if you are in need of guest house accommodation and they will help you.

Guesthouse Charges
These charges cover the College’s costs and help support the scholarship fund. Cafeteria food charges are included in the cost of the guesthouse.

- ₹1500 per first person per room per night (non A/C)
- ₹2000 per first person per room per night (with A/C)
- ₹1000 per additional person per night
- ₹500 per additional child per night

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Learning through Academics

International Baccalaureate (IB)
The IB is a two-year pre-university programme. To receive an IB Diploma, every student is required to complete six subjects: three at higher level (HL) and three at standard level (SL). The intention is to provoke students to go into considerable depth, with many higher level subjects covering much of what would normally be taught during the first year at University, without sacrificing breadth. You are encouraged to visit the IB website at www.ibo.org for further information.

The IB requires students to select one subject from each of the following groups:

- **Group 1: Language 1 (a literature course in the student’s best or mother tongue language)**
  - English Literature (HL/SL)
  - English Literature & Language (HL/SL)
  - Spanish Literature (HL/SL)
  - Mother Language Self-Taught (SL)

- **Group 2: Language 2 (a second language, at beginner or intermediate level)**
  - English B (HL/SL)
  - Hindi B (HL/SL)
  - Spanish B (HL/SL)
  - Spanish Ab Initio (SL)

*Updated May 2020*
- **Group 3: Individuals and Society**
  - Psychology (HL)
  - Philosophy (HL/SL)
  - Global Politics (HL)
  - History (HL/SL)
  - Economics (HL/SL)

- **Group 4: Experimental Sciences**
  - Physics (HL/SL)
  - Chemistry (HL/SL)
  - Biology (HL/SL)
  - Environmental Systems & Societies (SL)
  - Computer Science (HL/SL)

- **Group 5: Mathematics**
  - Math A&I - Applications & Interpretations (HL/SL)
  - Math A&A - Analysis & Approaches (HL/SL)

- **Group 6: Arts**
  - Visual Art (HL/SL)
  - Film Studies (HL/SL)
  - Theatre (HL/SL)

In addition to this, every student is required to complete an *Extended Essay*: a piece of independent research (up to 4000 words); follow a course in *Theory of Knowledge*. Finally, students must participate fully in the Triveni programme (Creation, Action and Service for the IB).

The IB Diploma is very well accepted by universities in countries across the globe. The IB Diploma is a deliberate compromise between the specialization required in some national systems and the breadth provided in others, and is seen to provide a good balance.

**Course Selection**

Though subjects are chosen in Orientation Week, they can usually be changed with the permission of the two relevant teachers and the Head of Academics during the first term. Courses may however close due to high enrollment so give enough thought to your initial choices!

The IB allows three HL + three SLs. Which level to take a course at must be decided by October of the second year, when registrations occur for the IB, but is usually settled by the end of the first year.

Also notice that Environmental Systems and Societies is only offered as a Group 4 subject.

*Updated May 2020*
The Courses We Offer

Group 1 - Studies in Language and Literature

**English A: Literature**
Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages and by considering a range of critical approaches. Through the study of works originally written in English and works translated into English from many languages, the course introduces students to diverse cultural perspectives.

**English A: Language and Literature (L&L)**
English Language and Literature is, at its core, a cultural studies course. While studying the traditional literary art forms of the novel, drama, and poetry, L&L students will also investigate, more broadly, media and communication. Additionally, students will study how language, broadly understood, interacts with/as cultural expression and mass communication. Topics may include: the use of social media as persuasive speech, postcolonial re-readings of original texts, rhetoric and visual literacy of propaganda art, how language constructs gender identity, advertising, blogs, satire, bias, and use of style and register. In addition to studying English language and vocabulary, literary devices, English grammar, mechanics, and style, students can expect to write quite extensively in L&L. The course is intended for both native and non-native speakers of English.

**Hindi A: Literature (only SL)**
Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages and by considering a range of critical approaches. Through the study of works originally written in Hindi and works translated into Hindi from many languages, the course introduces students to diverse cultural perspectives

**Spanish A: Literature**
Through the study of a wide range of literature, this course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages and by considering a range of critical approaches. Through the study of works originally written in Spanish and works translated into Spanish from many languages, the course introduces students to diverse cultural perspectives.

**School-supported Self-taught Course**
Self-taught courses aim to encourage student’s appreciation of Literature in their mother tongue, to develop their capacity to read responsively and to give you the tools necessary to discuss and analyse literary texts. In this course, we explore techniques for reading responsively, key aspects of literary texts, terms and concepts useful for literary analysis, and the fundamental formats of literary commentary and analysis (close reading, commentary,
essay). The self-taught course differs from other Language A1 courses in that we will only cover one part (out of four) of the course material in a class-based setting. Of the 10 works, students are required to study to complete the IB Syllabus, we will be reading and discussing two in class; the other eight students study on their own time, either independently or in a group with other students who are completing the course in their language. To this end, we see this course as a forum for discussion and reflection in which we hope to share with students some basic approaches to reading, discussing and writing about literary texts, which they will then be able to apply both to the texts we study here together, and to the texts they study in their own language.

Language self-taught is available at SL only.

**Group 2 - Modern Languages**

Group 2 consists of two modern language courses—language ab initio and language B—that are offered in Arabic (TBC), French and Spanish languages.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

**English B**

The course looks at developing students’ intercultural understanding and using language in a range of contexts and for a variety of purposes. In order to facilitate learning, the course focuses on texts in the following core areas: Social Relationships; Communication and Media; Global Issues. The course also addresses any two options of the following: Health, Culture and Tradition, Leisure, Cultural Diversity, Science and Technology.

This course is for non-native speakers who have had limited exposure to spoken and written English and Anglophone culture.

**Language ab initio: Spanish**

Ab initio is an additional language-learning course designed for students with no previous knowledge of the target language.

The language ab initio course is organised into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Language ab initio is available at SL only.

*Updated May 2020*
**Language B: Spanish**

Language B is an additional language-learning course designed for students with some previous learning of that language. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

Students who are interested in taking a Language B course will need to pass a placement test during Orientation Week to ensure that they have the right level for the course.

**Group 3 - Individuals and Societies**

**Economics**

The study of Economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made. As a social science, Economics uses scientific methodologies that include quantitative and qualitative elements. As part of the IB Diploma Programme, the Economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. The course encourages students to develop international perspectives, fosters a concern for global issues, and raises students’ awareness of their own responsibilities at a local, national and international level.

**History**

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is an exploratory subject that poses questions without providing definitive answers. In order to understand the past, students must engage with it both through exposure to primary historical sources and through the work of historians. Historical study involves both selection and interpretation of data and critical evaluation of it. In their first year, students study topics in 20th century world history – e.g. Cold War and Single-Party states. In their second year (not done by SL) students focus on the history of South Asia (India, Pakistan, Bangladesh, Sri Lanka) in the 19th & 20th centuries. Political History is stressed by the IB as is the role of powerful individuals in shaping history. Social, cultural and economic history also receives some attention. Students interested in India should do the HL course. The SL is a one year course and focuses on 20th century World History.

**Psychology**

Psychology is the systematic study of behaviour and mental processes and has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. In the first year, students deal with the ethical concerns raised by the methodology and application of psychological research followed by examining the interaction of cognitive (higher mental process such as memory), sociocultural (the influence of culture, society effect of groups on individuals and

*Updated May 2020*
vice versa), and biological (the role of neurochemicals, hormones, genetics in the study of human behaviour) influences on human behaviour, thereby adopting an integrative approach. In the second year, students utilise these levels of analysis to understand one or two of these option chapters - Abnormal Psychology, the Psychology of Human Relationships, Developmental Psychology or Health Psychology. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding. For 2020-2022, the course will only be offered at the Higher Level.

**Philosophy**
Philosophy lies at the heart of all major ideas that have shaped history. This course covers themes of epistemology, ethics, political philosophy and philosophy of self. You will encounter many celebrated theories from Western philosophy, but the focus is on philosophy as an activity rather than a catalogue. You will explore the subject through classroom dialogue and should be prepared to question your own beliefs.

**Global Politics**
Global Politics is an IB course that draws on various disciplines from the humanities and the social sciences, reflecting the complexity of contemporary political issues. You will explore fundamental political concepts such as power, rights, sovereignty, and development on your way to developing an understanding of political activity and issues at the local, national, and global levels. More than just an introduction to international relations, Global Politics includes four core units that together comprise the unifying theme of 'people, power, and politics.' For 2020-2022, the course will only be offered at the Higher Level.

Note: **Environmental Systems and Societies** (ESS) described below under Group 4 can simultaneously fulfill both Group 3 and Group 4 requirements, but only in the case where the student decides to take two Group 6 subjects.

**Group 4 - Experimental Sciences**

**Chemistry**
Chemistry is a subject which enables us to understand the underlying principles of some of the most important natural and man-made phenomena which control the very existence of the living species of this world. In the first year, you study and carry out experiments related to subject-specific core topics (related to basic physical chemistry, some inorganic and some organic chemistry). In the first year and a half, the core topics will be: quantitative chemistry, atomic theory, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction and organic chemistry. The last term will be devoted to option topics, the most popular ones being: Biochemistry, Medicine and Drugs, and Environmental Chemistry. While 75% of the course is theory, 25 percent of the time will be allocated to practical work.

**Biology**

*Updated May 2020*
Biology is the study of living organisms. This study is undertaken at a variety of levels from the molecular to the biosphere. By the end of the course, you will have developed an appreciation of the interaction between these levels and of organisms as functioning entities within the biosphere and that the unity of the entire world at the level of the biosphere or within an organism is assured and dependent on a dynamic equilibrium balance. 25% of the course will involve experimental work and fieldwork. A successful student will develop biological knowledge through questions, observation, hypothesis formulation and testing under controlled conditions. Broad topics to be covered in the course include Cell Biology & Genetics, Biochemistry, Ecology, Classification and diversity, Plant Science, Cell respiration and Photosynthesis and Human health and physiology.

**Physics**
Physics aims to provide students with a conceptual understanding of the fundamental laws of nature and the ability to apply this knowledge to practical situations. The course is designed as a university entrance qualification for would-be scientists, engineers and medical practitioners with a non-calculus oriented core syllabus and additional calculus-related optional topics. Measurements and uncertainties, mechanics, thermal physics, waves and oscillations, electricity and magnetism, atomic, nuclear and quantum physics, energy sources and climate change and digital technology make the core topics that will be studied in the first one and a half years. The remaining time will be devoted to the optional section that includes astrophysics, optics and waves, biomedical physics, particle physics, special and general relativity, communications, of which two are chosen for study in greater depth.

**Environmental Systems and Societies (ESS) SL only**
Environmental Systems & Societies (ESS) is a SL IB course offered for ‘non-scientist’ students that aims to provide a coherent and informed perspective on the linkages between humanity and our environment. Using a “systems approach,” this course covers topics in ecology, human resource use, conservation, pollution, and environmental value systems. Students do not require a background in science or math, however you will learn to use statistical tools and other practical skills through fieldwork and laboratory exercises. The College’s location in the Sahyadri Hills provides an ideal opportunity for the study of seasonal grassland and dry tropical forest ecology. Many classes will be scheduled outside in the surrounding Biodiversity Reserve.

**ESS counts as a Science (Group 4) and not as a Group 3 subject at this College. The College will however permit ESS to fulfill both Group 3 and Group 4 requirements for students taking two Group 6 subjects.**

**Computer Science**
Computer Science previously formed an option in Group 5 of the Diploma Programme curriculum but now lies within Group 4. As such, it is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies. This group change is significant as it means DP students can now select computer science as their Group 4 subject rather than having to select it in addition to Mathematics as was previously the case.

*Updated May 2020*
Group 5 - Mathematics

There are two course in Mathematics:
1. Mathematics: Analysis and Approaches
2. Mathematics: Applications and Interpretation

Both are offered at Higher level (HL) and Standard level (SL).

Mathematics: Analysis and Approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Mathematics: Applications and Interpretation is being designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

There will be a placement test during the orientation week based on which we make the appropriate level recommendations. Students should understand that the different levels are levels of comfort and not levels of intelligence. The placement tests strive to place students in the appropriate comfort levels based on their skill to prevent migration between levels during the second year which can be harder to cope with. Students will be allowed to shift from one level to another at the end of the first term based on the student’s performance and teacher’s recommendation.

Group 6 - The Arts

Visual Art
Art IB offers an introduction to a variety of media including: drawing, painting with water, acrylic or oil, clay pottery, screen-printing, sculpture, plaster-casting and more. The student is encouraged to go deeper into one or more of these to begin to uncover a personal mode of artistic expression. Students explore the work of artists from the ancient world to the present day in a practical way through their personal workbook and create a set number of works for exhibition. Skills developed include familiarity with media and techniques to help the student explore her/his own ideas. There are no formal prerequisites for this course, though it demands the interest to learn by doing and the perseverance to develop through creating work.

Theatre
The Theatre Arts course is a cohesive blend of theory and practice, aiming to equip students with the tools to both create and critically analyse the broad realm of theatre and performance. The first semester centres on the theme of Theatre for Social and Political Change, and invokes artists like Bertolt Brecht, Augusto Boal, Habib Tanvir, Safdar Hashmi, and Badal Sircar. In the second semester, we move onto looking at Theatre Histories and consider the evolution of theatre in Africa, the Americas, Asia-Pacific, Europe, and the Middle East. In this effort, the students are introduced to various writers and practitioners from across the globe.

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and explore their ideas through small group assignments. Some examples of the work we look at include: Ngugi wa Thiong’o, Guillermo Gomez-Peña, Anna Deavere Smith, Sanskrit Drama, and Antonin Artaud, to name a few. In the second year, Theatre Arts students move on to looking at the broad realm of Performance Studies, and along with skill building in acting, writing, directing and design, students study the ideas put forth by performance theorists like Diana Taylor, Richard Schechner and Rustom Bharucha. No prior experience with theatre is needed to take this course.

**Film Studies**

Film Studies for the IB diploma offers the students not only an introduction to the history and theory of the art of film, but also a practical exploration into the filmmaking process. The course does not build on any previous learning experience but navigates the student through some basic knowledge, concepts and skills to be developed over a two-year period. At the end of the course, the student not only gets a taste of theory and practice, but also learns that filmmaking is a highly collaborative process involving detailed preparation and good time management. No prior experience with film is needed to take this course and the College has cameras and equipment available for students to use.

**Theory Of Knowledge (TOK)**

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on different areas of knowledge. Also to consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. In addition, TOK prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge and to recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

**Academic Expectations**

**Academic Honesty**

Academic integrity is fundamental to all schools. We expect all students to act honestly in every part of their academic lives.

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behaviour, but is by no means exhaustive:

- plagiarism: offering the words, ideas, works, or arguments of another person (in whole or in part) as one’s own, including works of art whether music, film, theatre arts or visual arts
- copying from another student or making information available to another student during a test or examination
- fabricating or falsifying research data

*Updated May 2020*
- submitting the same piece of work for more than one course (this is strictly forbidden by the IBO)
- communicating with another student during examinations
- bringing into the examination room materials which are not permitted
- interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files or library materials
- altering grades awarded by a teacher
- using an unauthorised calculator or unauthorised material during a test or an examination

The consequences are (but are not limited to):
1. First offence: a fail mark will be given for the assignment or test and a warning letter by the Head of Academics will be sent to parents or guardians and the National Committee.
2. Second offence: a fail mark will be given for the assignment or test and a warning letter by the Head of College will be sent to parents or guardian and the National Committee.
3. Third offence: expulsion or suspension from the College following a Disciplinary Hearing.

If a teacher has reasons to believe that a piece of work to be submitted to the IBO is not authentic, that work will not be accepted. This could result in no grade being awarded in that subject and therefore an overall fail for the IB Diploma. The formal IB procedure will be followed in cases of any malpractices during IB examinations. Proven cases of theft of examination or test materials will result in expulsion from the College on first offence.

**ManageBac**
All students have an account with ManageBac which is used to support academic and UWC learning objectives, including reflections for your Trivenis. You are required to check your account daily and failure to comply with the deadline stated on ManageBac “because you did not check” is not a valid excuse. Reports for guardians and National Committees are also to be accessed through ManageBac. An orientation to ManageBac will be arranged at the beginning of the year.

**Academic Transcript**
The academic transcript records attainment, effort and attendance. However, attainment for first years is not reported until February to allow a settling-in period.

The grading points are:

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<td>Year 1</td>
<td>End-January</td>
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<td>Year 2</td>
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<td>III</td>
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<td>Mid-April</td>
<td>IV</td>
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At each grading point, a term grade for attainment (IB scale 1-7) and for effort (Internal scale A-D) will be given, and at grading points III and IV, a cumulative grade and a predicted grade.

**Academic Deadlines**
The IB prescribes deadlines for submission of various components. The College calendar sets out internal deadlines to help you plan and spread your work to successfully meet these deadlines.

For all internal assessments and portfolios, it is your responsibility to adhere to deadlines set by the teacher and posted on ManageBac. Late submissions may not receive feedback from teachers. Failure to heed this reminder will allow the teacher to enter IA (Internal Assessment) marks on to the IB system, after which no subsequent entries are allowed by the IB. Non-submission of the IA will result in a failing grade for the subject and you will need to retake the subject in a later exam session.

**Exams**
End of year exams covering the work studied throughout the year are held in May for first year students. Second year students will be taking their IB Diploma exams at this time, the results of which are published in mid-July. The IBO publishes the exam dates and these are posted on the notice board in the admin block. Exam results are usually published on 6 July and students may log on to the IBO website using their student IB code to obtain them.

**Attendance and Full Engagement**
A condition of accepting a place at the College is that students participate in all aspects of College life. If you are not fully engaged in the life of the College and the active pursuit of the UWC mission and values, you may lose your place and be required to leave the College or not have your scholarship funding renewed for a second year.

Attendance at all classes and Triveni activities is compulsory and absence is only excused if you are temporarily medically or psychologically unfit as confirmed by the doctor or the Counsellor.

Absences are recorded and will appear on the reports and transcripts that are sent to parents or guardians, National Committees and universities applied to.

When a student has three unexcused absences in any subject, the subject teacher will inform the adviser. He or she will then meet the student in order to explore the reasons for the absence and attempt to find a solution. If attendance remains a problem, the adviser will arrange a meeting with the IB Coordinator who will give the student a written internal warning. Further unexcused absences across all subjects will result in a formal letter of warning being sent to the parents or guardians and the National Committee. Further absence in the first year will mean that continuation after the first year will be denied. For second year students, universities will be notified of this problem.

Attendance and effort will also be reviewed at the end of each reporting period and two or more D ("unacceptable") grades or 3 or more C ("unsatisfactory") grades will also result in a formal letter of warning sent out.

*Updated May 2020*
In addition to classes and Trivenis, the College will require attendance at designated events, workshops and seminars deemed essential for living and learning at UWC.

**Academic Supplies**
Textbooks are available on loan from the College for all academic subjects offered. Notebooks, binders, paper and pens may be purchased locally. A start-up pack is provided upon arrival.

The IB Mathematics courses at all levels require a graphical display calculator. Though the College supplies these calculators on loan for those students with full scholarship you are encouraged to purchase one of these—**TI 84 or TI 84+** is recommended—before, or soon after, arrival. Please see the [Student Packing List](#) for more on calculators.

Lent calculators remain the property of the College and will be charged for, if lost or damaged.

Though the College does have computer desktops for student use, students are strongly recommended to either bring a notebook computer with them or purchase one upon arrival. The college can loan a laptop to full scholarship students. Voltage in India can be erratic hence they should also purchase a good surge protector/spike-guard to protect their electronic items and lengthen the battery life of their computers.

*Updated May 2020*
Learning Outside the Classroom

Office of Experiential Learning: Co-Curricular Education
The Office of Experiential Learning includes all the co-curricular programmes in the College including those which fall under Triveni. Triveni, literally meaning three rivers, is a lot more than just the IB co-curricular requirements of Creativity, Action, and Service (CAS). Triveni covers a variety of campus events and programming, travel and project weeks across India, and of course a wide selection of weekly off-campus and on-campus activities. It is part of what we call experiential learning, or learning by doing, to complement the theoretical frameworks in many academic subjects. The Triveni programme is an opportunity to discover what interests you outside the classroom as well to apply what you learn inside it, and to explore your talents and passions and build on them. Moreover, Triveni also helps you learn more about India and the Mulshi and Kolvan valleys so that you better understand the wider context in which you are living. In short, Triveni is one of the key areas where you put the UWC mission into practice and seek to transform yourself and engage with the world around you in a meaningful way.

The Triveni programme has three goals:
- to help you understand local issues and connect them to larger structures
- to develop skills that address your interests
- to apply these skills and reflect upon your accomplishments

First years will be introduced to the Triveni programme at the beginning of the term and are expected to commit to at least four kinds of activities - one on-campus service, one off-campus community engagement, a creative endeavour, and an action-based activity. Some activities, with the discretion of the Triveni Office, can be doubly counted in the above mentioned four categories. You are expected to stick to your chosen activities so as to develop your knowledge of a few focused topics and relevant skills, and to apply and expand these through skill-based projects. As second years who show exceptional commitment and growth, you get the chance to coordinate and run these activities!

Service Learning and Community Engagement
As UWC students, you are expected to be attentive to both our campus community and the local context in which we exist. That is why all students are required to do one on-campus and one off-campus service activity.

In order to successfully engage with service learning, you are asked to critically think about issues around development and empowerment. You are encouraged to carry out a needs assessment, planning, programming, monitoring and evaluation. These help build essential skills and good practices from the field to successfully manage change-making projects for the future. In due time, you can build your own service projects to apply your knowledge and further develop your skill set. Such a project must address a need and it could be based in the campus community, or in one of the neighbouring villages, in partnership with local NGOs in Pune and other Indian cities or anywhere feasible, including your own hometown.

Updated May 2020
Recreational Activities
In addition to the Community Engagement activities that you lead and participate in, you must do at least one creativity and one action-based activity on a weekly basis. These activities are usually led by second years and take place every week. Actions include sports and physical activities like dance and yoga. Creativities include music, dance, theatre, debate and discussion groups and other student clubs. Students are also supported in their efforts to start their clubs and groups that would add to the diversity of activities on campus.

Local Engagement
The Triveni Office organizes homestays in the neighboring villages for all incoming students. You are expected to spend a night with host families who have been vetted by the college and to get to know the people and area around the college. You are encouraged to build upon these relationships through the next two years of your stay on campus.

The Triveni Office also facilitates day long collaborations, including Heritage walks, Waste trails, with local NGOs and community organizations to further acquaint students with the local area. You are encouraged to reach out to the Triveni office for particular requests in helping organize such interactions.

Cultural Celebrations and Exeats
Given the diversity on campus and in our surroundings, you are encouraged to participate in a variety of cultural celebrations that are either school or student-organized through the Triveni programme. Campus-wide celebrations of festivals such as Diwali, Ganesh Chaturthi, Christmas, Holi, and Eid-ul-Fitr are commonplace. Students are expected to learn about these practices and learn to appreciate and engage with cultural differences and the issues around appropriation.

The Triveni programme further includes Regional Weeks wherein students from a particular region share the socio, economic, political, and cultural aspects of their lives back home. As UWC students, you are asked to share with other students your ways of looking at the world. You are urged to bring items, including clothes, games, and stories, that would help you introduce your culture to others.

Updated May 2020
The Triveni office is eager to support students in their short trip planning to explore the nearby areas during the long weekend breaks (exeats) twice in the year. You are encouraged to reach out to host families, visit friends from Pune and elsewhere or embark on meaningful travels.

**Travel and Project Weeks**
Two weeks, one per term, are set aside for experiential learning. Travel and Project weeks take UWC learning out of the classroom and our local context and into the amazing opportunities offered by being in India. All first years are required to go on both the Travel (Experience India) Week and the Project Week. The Travel Week is a chance to discover different parts of India and to learn about their rich history, diversity, and politics among other things. You are encouraged to build skills to help you in becoming thoughtful and independent travellers. In the spring term, you will also participate in a week-long project which is tailor-made for our students. Each project has a specific educational objective and is carried out in collaboration with a selected partner organization. In the past, students have been involved in a wide range of projects, from learning about the struggles of tribal people to working in a crocodile conservation center. Each project seeks to be interactive and you will be active participants rather than passive bystanders.

**Triveni Graduation Requirement**
Each student has to fulfill the Triveni requirements for the UWC and IB Diploma:
- consistently and thoughtfully engage in at least one on-campus and off-campus service learning project throughout, either as a leader or team member
- engage in at least one action and one creation activity on a weekly basis
- completed a general skill building programme
- completed a specific skill building programme
- participate in both Project Week and Travel (Experience India) Week and submit a reflection on each
- has an updated portfolio of Triveni activities with project materials, regular reflections, and end of term reflections
- Pass the swim test and cycling test by the end of their second year

**Triveni Evaluations**
Triveni is meant to be a space where students develop their abilities to set their own goals and then assess themselves. To do this effectively, you will need to maintain your portfolio with notes, pictures, etc. that will help keep track of your journey over the two years. Faculty mentors for different activities, in consultation with the student coordinators, provide term end feedback so that you can have an external perspective on your growth journey. You should use feedback from these Triveni evaluations to improve the subsequent projects you are involved in. Your advisers incorporate feedback about your Triveni involvement (not just projects, but recreation activities as well) in your end-of-term report. These end of term student evaluations go to your National Committees and parents.

Besides student evaluations, the Triveni Office is committed to looking at its own offerings, the work of the partner organizations, and faculty mentors. The Triveni programme also carries out student feedback surveys to improve the quality of learning outside of the classroom.

*Updated May 2020*
**Project-Based Learning**
As one of the UWC at the forefront of experiential education and 21st century skills, the college strives to include project-based learning (PBL) and a strong reflective practice in all areas, both inside and outside the classroom. The college is committed to engaging learning practices in the classroom and disseminating the PBL approach throughout the curriculum. Moreover, in the past, the college has further offered the Project-Based Diploma and currently runs the Project-based Certificate for those learners who wish to go beyond the IB and are self-driven, risk-taking, and interested in learning through doing. The college continues to build upon this legacy and seeks to formulate a UWC Mahindra College specific core programme and provide students with opportunities to investigate real world issues and come up with their own projects. Interested students can approach the Office of Experiential Learning to learn more about this demanding programme and can apply for this IB-plus track once they are on-campus.

**Gap Year Options**
Gap year counselling is designed for students who would like to take a year off between high school and College and spend their time in a meaningful manner. The Triveni Office and Guidance Counsellor assist students in finding internships, volunteer opportunities, skill-building workshops, and short courses to develop their interests. We strongly promote and support well thought-out gap years and many universities favour students who demonstrate a strong gap year experience.

**Learning beyond the IB: MUWCI Core**

*Updated May 2020*
As UWC students, you are committing to learning that helps you realize your potential for the common good. UWC has worked closely with IB for over fifty years as it is an internationally-minded and peace-building curriculum. Both in the classroom and outside in the Triveni program, you are expected to make connections between your personal concerns and local and global structures and trends. However, our commitment to mission-driven education goes beyond the IB. As part of the MUWCI Diploma, all students are asked to enthusiastically participate in the MUWCI Core, which seeks to provide basic knowledge, skills, and attitudes that are key to living with the UWC mission in addition to the IB program. The MUWCI Core program has four units around Host Studies, Political Education, Outdoor and Ecological Education, and Social and Emotional Learning that are directly derived from the mission statement. In each of these units, you are expected to engage in specific modules spread over the two years so as to build skills to be effective citizens and allies to people in our countries and outside.

**Host Studies**

Besides homestays, travel and project weeks, and widespread community engagement in the Triveni programme, the college also offers a “This is India” series, where first years learn about different aspects of India. In conjunction with the Head of Academics, the Experiential Learning Office also seeks to provide language immersion through Hindi and Marathi classes. Students are also encouraged to draw connections between their local contexts and their experiences and learnings in India so as to have lasting takeaways from this part of the MUWCI curriculum.

**Political Education**

An important centerpiece of your UWC education will be the Global Affairs programme where you can learn about pressing issues of global significance. This is a student-led programme so as to deliberately utilise the diverse backgrounds of our student body for effective peer-to-peer learning. Moreover, the college offers an introduction to how key identities such as class, race, and gender play out and the challenges around addressing these in multicultural societies. In order to not just provide a platform for deeper understanding of social justice and political issues but also to give tools for creating change, the political education unit seeks to train students in conflict transformation and peace-building and active citizenship engagement. Students are expected to practice their political skills on campus through different democratic fora such as college assembly, wada meetings, and college meetings.

**Outdoor and Ecological Education**

With Kurt Hahn’s love for the outdoors and belief in its transformative powers and our mission of sustainability, the Outdoor and Ecological Education obviously has an important place in our curriculum. It helps that we are located in a beautiful area with plenty of hills, forests, rivers, lakes, and forts to explore! All first year students will take part in an overnight hike during the Orientation month, where students are encouraged to work together and build a personal connection with the natural world around them. The college also offers a series of lecture-demonstrations on the local biodiversity with trips to hotspots for interested students. Even if you don’t take ESS as an IB subject, the Outdoor & Ecological education unit offers a basic introduction to ecological crises, sustainability, and development for all students so that we are all equipped to meet the environmental challenges of the 21st century. All students are trained in Wilderness First Aid and basic outdoor skills so that they can go on further trips and
even become trip leaders once they have enough experience. Students are also encouraged to undertake a transformative journey in the form of solos—spending a day alone—on Mt. Wilco, the hill next to campus.

**Social and Emotional Learning**
The College recognizes that being an effective and thoughtful participant in our campus community and with the world requires our students to learn about who they are, what their strengths and areas of growth are, and how they can live and work with others. As part of the Social and Emotional Learning, all first years are enrolled in the Personal, Social, and Health Education class. All students throughout the two years have advisers who are supported with a basic advisory curriculum that encourages students to develop key personal, interpersonal, and life skills. Moreover, the college also offers regular inter-faith meetings and religious space for students to engage in and talk about their religious identities and practices. All second year students participate in a Life beyond MUWCI series where they are given a range of tools, from dealing with interviews and resume writing to navigating new places and relationships and maintaining relations over long distances.

**College Services & Facilities**

**Medical Facilities**
Basic medical facilities are available on site and there is a resident doctor on call.
Medical Centre on Campus: The College has a 16-bed medical centre with facilities to handle all kinds of minor emergencies with full time nurses who are easily accessible at any time of the day or night. The Doctor may sometimes be away during weekends for family commitments but is available on call for emergencies. An ambulance remains on campus for use in emergencies.

Local hospitals: The College is affiliated to two of the best hospitals in Pune, the Ruby Hall Clinic and the Jehangir Hospital. Dental procedures and all specialist consultations and investigations carried out as outpatient services are not covered in the school medical programme and any expense incurred from these is borne by the student.

Medication and supplies: The medical centre is very well equipped with a variety of medicines including pediatric drugs. Students may collect any medicines prescribed from the centre. The College doctor or nurse will take immediate necessary measures to procure any medicine that you require that may not be on the medical centre inventory. The College usually covers all student health expenses and hospitalisation if necessary to the maximum stated in our insurance policy, provided hospitalisation does not occur as a result of student negligence.

Students are not permitted to keep any medication that is:

- Has a potential for abuse
- Has a risk for psychological or physical dependence with use

All students have to meet with the College Doctor and the Mindfulness & Well-being counselor (if psychoactive medications are being taken) upon arrival (as a First Year & in their Second year) and disclose possession of the above medication. These must be deposited at the medical centre immediately. The student would be asked to take the prescribed medicines under supervision of the Medical Team. Distribution of any of the above medication by any student to another student/s is strictly prohibited. If a student is found to be distributing the above medication it will lead to a serious disciplinary consequence.

Counselling
The College provides students with different support structures. An on campus counsellor as well as an off campus counsellor is available for students. They can be approached if any form of guidance or help is required regarding the mental health and wellbeing of a student. The Peer Support Group which entails a group of trained students is also available for one-on-one support. When needed, we can also provide psychiatric evaluation and support.

Both the counsellor and the Peer Support Group are bound by . However, they will need to inform the Head of Student Life if a student is in danger of harming themselves or others. The Head of Student Life will then inform the Head of College, the concerned Wada parent and adviser. The counsellor will keep the aforementioned people informed about the status of the help and support that is being provided, without going into details as to what that support entails. In case of outdoor trips or Project Weeks, the concerned Project Week leaders might also be informed.

Days off are granted in special circumstances. If, due to a serious reason, the student needs to miss one or more classes, these classes may be excused on a case-by-case basis if you have been referred by their adviser to see the well-being counselor. Faculty members are informed.

Updated May 2020
by email by the Counsellor and should mark the attendance as an excused absence. All tests, assignments, etc. should be completed as usual. If there is a need for the student to visit a Psychologist for assessments or a psychiatrist, the Counsellor will inform the parents before an appointment is made. If the parent does not consent for the child to be taken to the specialist, the Counsellor will then write to the parents their professional view and indicate to the parents that the college will not be responsible for the wellness of the child if the advice given is not going to be taken.

A detailed Mental Health Policy is available [here](#).

**Information Technology**

Students enrolled at the college agree to comply with the College’s Information Technology Acceptable Use Agreement, which all students are required to sign on arrival. If you bring a laptop, you are responsible for any repair costs. The College takes no responsibility for damage to, or loss of, a personal laptop or other personal equipment, mobile phones, iPods, cameras etc. WiFi connection is available on campus. Internet connectivity, school email ID credentials, as well as information on how to log on to the campus network, will be given to you through the IT department upon arrival.

**E-mail**

You will be assigned a college e-mail account (@muwci.net) and will be responsible for checking it daily. Important information will be communicated to you through your official e-mail id. The UWC Code of Conduct and IT Acceptable Use Agreement govern all e-mail correspondence.

**College Intranet**

A College intranet is available to all faculty and students to facilitate communication with support staff on campus. A series of Request Forms on the Intranet help with tasks like: maintenance or IT requests, event, equipment and room bookings and so on.

**Request Protocols**

(Online forms are accessible via the College Intranet and shared with students on arrival)

- **Maintenance:** Please complete [this form](#) if you need any assistance or repair work done through the Maintenance department (Electrician, Carpenter, Plumber, Garden).
- **IT:** Please use [it@muwci.net](mailto:it@muwci.net) to request assistance from the IT department. If the request is urgent, or if the internet is down, please make your request by phone on extension no. 152 or 166 or in person.
- **Event Support:** If you wish to stage an event (Special Dinner outside café, Music and/or dance programmes, etc.) that requires support staff’s assistance (Food, Moving furniture, Lighting et cetera), please fill up the [Event Support Form](#) setting out your proposal & requirements. We will discuss the requirements with the Event Committee (events@muwci.net) and accordingly resources will be made available to you.
- **Transport:** If a student wishes to use a college vehicle then a request needs to be made to the transport department using [this form](#). Such usage is chargeable for private use, but if ‘officially’ exempt it should be booked via the respective office e.g. Triveni, Medical Center etc.
- **Lost & found:** Please record any lost or found items on campus through this designated [form](#), which will help security record your request and contact you if found.

*Updated May 2020*
- **Safe/Locker Repair:** Please complete this form if you need any assistance or repair work done for your safes and/or lockers.
- **Telephone Services:** Our campus is well connected through the epabx system for internal communications. For any assistance on procuring personal SIM cards for mobiles, please contact the front desk who can help you with the same. International calls can be made from the same location against cash payments.

**ATM/Cash Machines & Bank Accounts**
There is a Kotak Mahindra Bank ATM available on campus for Indian Rupee withdrawals. It is compatible with Visa Electron & Plus, Mastercard, Maestro, and Cirrus branded cards. Most international cards are subject to the daily withdrawal limit of ₹15,000 but this can vary.

All students are expected to have Indian bank accounts and ATM/debit cards. Students who do not have these before arrival - including students from outside India - will be required to apply for a Kotak Mahindra Bank account during Orientation Week. An active mobile number (Indian or overseas) will be required to complete the registration.

These accounts come with online banking, a debit/ATM card and zero-balance flexibility. The Finance Office will help facilitate the account opening process on campus, however please note bank accounts can take up to 8 weeks to be fully operational. Please make alternative arrangements for pocket money in the interim. The Finance Office cannot receive and hold student pocket money from parents or guardians.

**Library**
The College library has 20,000 books, and cataloguing is computerized. You can either check for a title from the shelf or ask the library staff to check their database. The Dewey Decimal System is used for classification of subjects and this makes finding books on the shelves relatively straightforward. Availability of books can be checked online. Movies are available online as well.
- **Timings:** The study section of the Library is open from 7:00 am to 1:00am daily and the reading section from 8:30 am to 5:00 pm, Monday to Friday.
- **Library Staff** are available from 8:30 am to 5:00 pm, Monday through Friday.
- **Circulation Policy:** Students can borrow ten books for a period of thirty days.

**ID Cards and their usage**
When obtaining an ID card for the first time your pictures will be taken and signatures obtained for students during August each year. You are expected to carry your ID cards all the time whenever you leave the campus on personal visits or field trips. Students who lose their ID cards will be charged ₹150 to recover the cost of replacing them.

**Housekeeping and Food Services**
Sodexo cooks an average of 650 servings a day for students and staff of the College. They work hard at meeting a wide range of preferences in a diverse community that includes vegetarians and cultural tastes from all over the world. Students have input into menu selections through the Food Committee. In order to help reduce waste in an effort to be environmentally friendly, students and staff are requested to take small portions until they know whether they like a dish and can then return for a second helping if still hungry.

*Updated May 2020*
Please do not remove cups, plates or cutlery from the cafeteria area, but if you do for any reason, please bring them back!

**Transport Services**  
We have a dedicated transport office that is responsible for providing vehicles to and from the College as required by community members. Trivenis and other official College events are covered by the College. All costs associated with personal usage of vehicles will be borne by the individual who booked the vehicle. On weekends, a bus to Pune is available at minimum cost on campus with specific pick-up and drop-off times.

**How to book a vehicle:** To book a vehicle, please fill up the form available on the Intranet under Requests at least 24 hours in advance. You will receive an email once the booking has been made to confirm the arrangements. For any further assistance or to know the charges for personal transport bookings, please send mail to the transport office on transport@muwci.net.

**Insurance**  
The College has basic emergency medical insurance for every student which covers up to ₹200,000 in hospitalisation and medical expenses and ₹200,000 accidental cover judged sufficient in an Indian context. Routine medical care and treatment will be given at our medical centre under the supervision of the College doctor and qualified nurses.

The College insurance policies DO NOT cover students’ personal possessions and items of particular value must be insured privately. If you are currently registered for insurance under a parental account, please ensure that the insurance provider is aware that you will be studying in India for 2 years.

**Clothing and Laundry**  
Students wash their own clothes while living on campus. Two to three washing machines are available in each Wada common room, along with a dryer and students supply their own washing powder, which can be purchased in Paud or in Pune. When packing clothing, it is important to consider climate, lifestyle and culture. A good rain jacket or poncho as well as plastic footwear (boots or sandals) are necessities during the monsoon and a warm sweater is important for winter evenings or mornings. While on campus, students generally dress very casually however, they are encouraged to keep in mind the cultural sensitivity of the place both on and off campus and are required to take the responsibility to maintain that respect. Most students will wear t-shirts and shorts/ light pants and sandals. You may bring one set of fancy clothes for special events. For outdoors, good hiking shoes with proper ankle support and grip are recommended for all students.

If you wish to use the swimming pool, you are required to have separate clothing for the pool. Girls are **not allowed to wear two-piece bathing suits** and should ensure that their bathing suit choices are culturally appropriate. A one piece bathing suit or longer swimwear is advisable. Please refer to the packing list.

**Lost and Found**  
Items that are lost will be brought to the Social Centre and kept there.

*Updated May 2020*
To claim the item, please see the security guard at the social centre.

Claim Procedure:
- Please bring 1 witness along with you to claim the item.
- You must state at least two identifications in writing in a claim book wherever applicable.
- The claim book will be placed in the social center, with a security guard.

At the end of the term, the items that have not been picked up will be given to the Free Store.

Support Structures for Students

Advisers
Every student is assigned a faculty adviser whose role is to provide support in academics, Triveni and residential living. Your adviser will ensure that you are on track in all these areas and address any questions or concerns that might arise in your time at the College. You will also be part of an adviser group of nine or ten students that meets each week to discuss important issues or happenings at the College. Your adviser will be the first point of contact for parents/caretakers.

Wada Parents
Wada Parents are responsible for promoting a positive atmosphere in the Wada together with students and other faculty living in the Wada. Your Wada parents are there to help you integrate into the community life and are available to talk to you about issues or ideas you might have!
House Parents
Every faculty member residing in the wada is House Parent for one of the student houses in that Wada. The primary role of a House Parent is to be a ‘reassuring and supportive adult presence’ for students in the house. Students may reach out to their house parents in case of hygiene issues, isolation, homesickness etc. and seek facilitation from their House parents to resolve conflicts among roommates and housemates.

University Guidance
There is a University/College counsellor who will guide you through the process of selecting and applying for places and scholarships at universities and Colleges anywhere in the world. We have many recruiters from top universities coming to the school and it is your responsibility to be aware of these presentations and to attend them, ask questions and to reflect carefully about your university choices and scholarship applications.

You can apply to up to ten universities around the world. We also highly encourage you to take Gap Years

Personal Guidance, Health and Well-Being
The College provides students with different support structures. The college has an on campus counsellor as well as a visiting Clinical Psychologist available for students. They can be approached for any form of guidance or help regarding the mental health and well-being of a student. The Peer Support Group which entails a group of trained students is also available for one-on-one support. We can also provide support and medication through a psychiatrist if needed.

Peer Support Group (PSG)
We also have an informal group of trained students that provides their peers with an alternative, approachable body of people to speak to, in addition to the counsellor, advisers and friends. PSG members live in every Wada and come from diverse backgrounds. They can be trusted to maintain a certain level of confidentiality. However, when they are informed that a student is thinking of harming themselves or others, they will have to notify the counsellor and the Head of Student Life.

Academic and Learning Support
The IB is a demanding academic programme and it takes most students some time to adjust to this new method of teaching and learning. In order to support students academically, the College has a Learning Support Office where they can go for help with skills such as essay writing, time management or study techniques. The Learning Support coordinator works with faculty and advisers to identify students in need of academic support, and students are also encouraged to monitor their own progress and to seek support when they need it.

In addition, we have a Language and Writing Centre in which teachers and peer tutors will be available to support other students with language acquisition and writing in the English, French, Hindi and Spanish.

We also offer regular peer and teacher led support in mathematics through Math Help.

Updated May 2020
**Students with Learning Difficulties**
Students with learning difficulties or other special education needs are encouraged to indicate these needs in their joining papers and to contact the Learning Support coordinator upon arrival at the College. The Learning Support coordinator may also encourage students facing particular difficulties with the academic programme to be assessed for specific learning difficulties, as identification of such difficulties can help the faculty to better support the student. At times, the IB provides special allowances for exams, such as extra time or access to a word processor, to students with identified specific learning difficulties.

**Policies, Protocols and Guidelines**

**Safety and Security**

**On Campus**
The College’s location in rural India presents some unique risks and hazards. However, like many risks, most of these are reduced to minimal levels through careful planning, common sense and good preparation. Specific instructions and advice are always given regarding particular hazards, especially those concerning travel, health, communication when off campus, and personal safety.

Living in a Biodiversity Reserve has some additional challenges. When the College was founded in 1997, there was very little vegetation on campus. Over the years, the campus has become greener due to the hard work of faculty, students and the gardening team. Due to

*Updated May 2020*
regular planting and watering, the wildlife population on campus has also increased. Avoiding unlit areas and wearing shoes is advisable.

The College has security guarding its entire campus. There are secure lockers available to all students, and these should be used for the safe storage of any valuables. Campus supervisors and an excellent support staff manage all the administrative and security requirements of the College. However, everyone must take great care of the security of their own possessions. The College does not insure any personal belongings and cannot be held responsible for any damage or loss to personal items (including money). All our vehicles and drivers are certified and insured.

**Off Campus**

There are specific risks associated with living and travelling in India that may differ from those which exist in a student’s home country. Students are advised to always seek and heed instructions and advice from the College when leaving the safety of the campus. The following are agreed guidelines which students accept to follow at the time of joining.

1. Always carry some form of identification whenever you are off campus. For local travel, a College ID card is sufficient. For all other travel, foreign students should carry a photocopy of their passport and foreign registration documents.

2. Always carry a mobile phone that is charged and turned on, with emergency contact numbers stored in it whenever off campus. Make sure the correct number is registered with the College. When going off campus, travel in groups of at least three.

3. Register your phone with our local emergency system, Mitra. Activating the system will allow us to see where you are, and contact you to hear what kind of help you need.

4. Guidance from the Indian authorities, the US State Department and the UK Foreign Office regarding tourist travel in India forms the basis of the College's position on student travel and off campus activities. The College retains the right to veto any travel plans during the academic term or off campus activities which the College considers unsafe or unwise.

5. Monitor the media: read newspapers daily to ensure that there is no special security threat, political unrest or state bandh (“bandh” means a political party is protesting about some issue and wants the entire state closed for that day, including all transportation and businesses). It is not safe to venture out if there is a bandh, as emotions run high and are often volatile during this time. Elections in the area you are travelling in may also create unrest.

6. The College forbids hitchhiking and riding in vehicles driven by other students.

7. Whenever off campus, you should follow the same dress code which applies to Community engagement activities. This is to avoid drawing unnecessary attention and thereby acting in a way that could be interpreted as culturally insensitive.

8. Make sure your hand baggage is with you at all times or in the care of a friend who is observant and knows what is required of them.

9. Do not accept food or drink from strangers whilst travelling. This can be laced with drugs and used to rob unsuspecting passengers, a tactic sometimes used in railway stations and on trains.

10. Students who are stranded or in difficulty must call the College immediately. Arrangements will be made to ensure their safe return.

11. If a student falls sick and needs to be hospitalised, ensure that at least two students stay with them. Contact the College doctor. Similarly, if a student decides to travel back to campus early, they must be accompanied by at least one other student and not travel alone.

*Updated May 2020*
12. You are not allowed to walk on dark roads at night off-campus. Please don’t attempt to walk home from Paud or engage in night excursions, unless accompanied by an adult member of the community.

13. Specific Guidelines from the Triveni Office exist for going on hikes away from the College campus and overnight camping, and these commonsensical expectations should be followed. Please read carefully the following Outdoor Education Safety Guidelines.

Outdoor & Ecological Education Safety Guidelines

Scope

- Hiking and trekking are defined as students spending more than 3 hours or travelling more than 5 km away from campus in a non-urban area. This is not limited to the "wilderness" but also includes forts and remote villages, among others. Contact the Triveni Office if there are any doubts.
- Cyclists going further than Paud or Bhadas, for adventure/expeditions as opposed to commuting.
- Kayaking: all trips organized by College leaders under the supervision of a faculty member, College volunteer or qualified student.
- Climbing: Any climbing activities must be approved on a case-by-case basis. Students who go into Pune to use the top-rope climbing walls or any other form of climbing do so independently of the College.

General Guidelines

The following applies to all College sponsored outdoor activities going off campus. A trip is “official” anytime the College pays (partially or fully) for it, or College gear is involved.

The College designates On-Campus Supervisors (OCS) for all Outdoor and Adventure Triveni projects which are considered official field trips. Suitable candidates for this position include the Head of Experiential Learning, Coordinator for Outdoor & Ecological Education, Head of College, Head of Campus Infrastructure & Services, and Head of Student Life. Others, such as qualified adult volunteers for Outdoor Education, may be designated at the discretion of the Head of College or the Triveni office. It is the responsibility of the student leaders to seek out an OCS to mentor and supervise their trip and to provide a detailed itinerary and risk assessment whenever they decide to organise an unofficial student-led trip.

Student groups are expected to maintain contact with the OCS—twice a day, morning and evening is recommended. A text message from the group adult or student leader is sufficient. If mobile coverage is limited in the area, this needs to be noted in advance.

Student leaders are to be sufficiently prepared to lead trips outdoors. An Expedition Leader Award is required for trips beyond the campus environment, and affirms the leader’s ability to manage risks and take responsibility in an emergency situation. The Triveni office organises basic training to cover the technical and practical skills required for this role. Students will work towards this Award by mastering the skills of the OE Core Curriculum and in obtaining certificates relevant to their discipline.

Updated May 2020
**Camping/Hiking**

Hike Plans must be approved by the OE Department via email at least 7 days in advance.

**Other Hiking Guidelines**

An Expedition Leader is necessary for groups that go beyond the campus environment. There is no such requirement for trips to Sulki or Waghzai unless camping is intended, in which case the OCS must approve of the plan. Students going to Waghzai or Sulki will sign out with the guard, providing an intended return time and contact number. They are recommended to go in groups of three. Beyond the campus environment, prior reconnaissance and confirmation of a campsite is recommended. Where this is not the case, the OCS must give clearance on a case-by-case basis.

If near to (or within) a settlement, contact should be made with local residents/authorities. On open land, access rights are to be confirmed. The field group will confirm the exact location of the camp with the OCS and note any concerns.

On establishing the camp, a member of the nearby community should be contacted and details of this contact (name and phone number) should be shared with the OCS.

The camp should be set up before nightfall. It may be decided by the OCS or Team Leader to set up a night watch.

At least one light source per 3 students, regardless of whether an overnight is intended. There must be at least two functioning mobile phones with the group and any sub-groups for the duration of the trip. These numbers must be shared with the OCS.

Ensure access to sufficient quantities of water, approx. 4–6 liters per person per day, depending on conditions, and sufficient shelter/warmth for an overnight.

The group must submit a Hike Plan (template is available) with the following:

- Name, Wada, house, phone number (subject to point 10)
- Google map of route, destination and nearest road access (both entry and exit)
- Date and estimated time of departure and return to College
- Risk Assessment and Actions-on
- Medical conditions of group members such as but not limited to asthma, diabetes, severe allergies, bleeding disorders

**Cycling Upto Paud/Bhadas**

Only those who have passed the official cycling test may check-out cycles on their own. Students must carry their College ID Cards and a functioning mobile phone that is on-record with the College.

They must inform a guard on duty at the security gate of their intended destination and return time.

Students must travel in groups of three. No student can cycle alone on roads and tracks in uninhabited areas.

*Updated May 2020*
Students must be back on campus before dark. If they are not, a search party may be sent for them, and the student may face future groundings that would not allow them the privilege of taking bicycles or camping off campus.

Guards are asked to verify that students are carrying phones and ID. Students need to show these items upon departure. Guards have the authority to refuse a student the right of exit if he/she is found not to be carrying these items.

**Cycling Expeditions**
Both General and Hiking Guidelines apply. In addition:
- At least one qualified Cycling Expedition Leader per group of 5 students.
- The Expedition plan and risk assessment must be completed.
- Cycling after dark is not allowed
- A support vehicle should be on standby or, if deemed necessary, follow the group.

**Kayaking**
Both General and Hiking Guidelines apply. In addition:
- Reconnaissance of the site is expected: put-in and landing places. Where this is not possible, prior consent must be granted by the OCS.
- All participants must have passed the official swimming test and must wear a PFD.
- A leader participant ratio of 1:8 is expected in known areas unless prior consent has been given by OCS. For unknown routes, a tighter ratio will be expected.
- A lifeguard (or equivalent) to participant ratio of 1:10 is expected for all unexplored routes and open water unless prior consent has been given by OCS.
- A leader is qualified by the Outdoor and Ecological Education department on the completion of the Kayak Certificate. At a minimum, they should have spent 20 hours on the water and be trained in CPR/first aid.
- Communication with the local community is encouraged, to establish appropriateness of paddling: i.e. put-in and take-out spots.

**Climbing**
The college does not have in-house support for any climbing activities. If the college sponsors any climbing activity, it needs to be approved by the Triveni office in consultation with the College Safety Committee, on a case-by-case basis. The following general guidelines apply:
- A qualified guide with Advanced Mountaineering Certificate “A” grade from one of the four approved GOI institutes is required, or equivalent.
- A guide participant ratio of 1:5 is required.
- The guiding company must be approved by the College Safety Committee. The criteria for approval are necessarily stringent and available on request.
- International best practices with regards to redundancies in anchors and harness rigs, use of helmets, quality of ropes, site management etc., are expected.

**Emergency Alarm Actions**
The College’s emergency alarms will be reviewed during Orientation Week and regular drills will be conducted so all community members are familiar with the response process. The College has installed a ‘Public Announcement’ system with speakers in all areas of campus

*Updated May 2020*
including student rooms and will be given instructions for further action accordingly. There are designated Assembly points and students will be briefed about this during Orientation Week and subsequent drills.

**Student Disciplinary Procedures**

Rules ensure that individual freedom is respected and protected. These rules are open to revision and change, and students are encouraged to be actively involved in the process of articulating how communal life is organised. The Wada parents play a key role in developing general guidelines which all members of the community agree to abide by. Rules are generally agreed with second years during August prior to the arrival of our first year students.

Suggestions for change should go through the College Assembly. Rules and consequences can be changed only with the approval of the Head of College.

Consequences for violations of rules related to residential life will normally be dealt with by the Wada Parents and the Head of Student Life and a copy of a Wada Parent Warning will be held in the student file. Repeated infractions or a first time infraction that is of a serious nature will result in a meeting of the Disciplinary Hearing Committee (DHC). The DHC recommendations may include a written official warning against further violations, direct communication with parents and national committees, a meeting with the student’s adviser and teachers, and a referral to a counsellor.

The College hopes to address disciplinary issues in constructive and respectful ways, always protecting the dignity of all those involved. We live in a number of small communities – Wadas, our campus and the local villages. All of our actions impact each other. In an effort to strengthen our community relationships, we will include restorative, as well as retributive, approaches to discipline on campus. Upon arrival at the College at the beginning of the academic year, Disciplinary Procedures will be explained to the whole community.

**Dishonesty**

Including lying, giving a false testimony, cheating, plagiarism, forgery, telephone and computer fraud, or using false identification.

**Theft**

Stealing, use or possession of stolen property. Theft of any kind, including seizing, receiving or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner’s permission is also prohibited.

**Invasion of Privacy**

Students are expected to sleep in their own bed. Disrespect for others’ need for privacy, including sexual intimacy in the residences is strictly prohibited.

**Endangering One’s Self or Others**

This includes:

- engaging in physical violence
- creation of a fire hazard through tampering with the fire safety or detection equipment, disregarding campus fire safety regulations, or smoking
- hitchhiking

*Updated May 2020*
- driving a motor car or motorcycle while under the College’s jurisdiction (this includes exeat, project week and travel week) and riding in a car driven by a person without a license
- possession or use of firearms or other dangerous weapons like knives, nunchucks etc.
- being off campus after check-in without permission from a Wada parent
- handling snakes and other poisonous creatures without expert supervision
- destruction of property belonging to the College or to individuals in the community.
- noise

Many of the College rules are in accord with local, state, and national laws, as well as with College practices. The College reserves the right to conduct searches and/or request testing for drugs or alcohol.

**Discrimination & Harassment Policy**
The College is committed to providing a working and learning environment that is free of discrimination, supportive of personal growth and academic achievement, and one that upholds the dignity, self-esteem and fair treatment of all members of the College community. The College seeks to create a climate that encourages and values each person’s contribution to the development and well-being of the community.

**Harassment**
Discrimination and Harassment, including Sexual Harassment, hazing, hate speech, or bullying (including cyber bullying) is unacceptable and will not be tolerated. The College strictly prohibits any form of Harassment in the college premises whether committed by students, teaching or non-teaching faculty, and other staff.

The College takes utmost care and caution in safeguarding the interests of the students and other members who are a part of the College, without any prejudice to their caste, creed, religion, language, ethnicity, gender and disability. It attempts to eliminate Discrimination against or Harassment including Sexual Harassment of any student or other member in all forms by prohibiting it and by providing for preventive and protective measures to facilitate its eradication and punishments for those who indulge in any form of Discrimination or Harassment. It promotes equality among students from all sections of the society.

The college takes any reporting of this nature very seriously and has an Anti-Discrimination Officer, Anti-Ragging Committee and a Child Protection Officer who will immediately act on these complaints efficiently.

Detailed versions of the College policies against Discrimination, Sexual Harassment and Hazing can be found [here](#).

**Substance Abuse Policy**
The UWC movement is not exempt from the current global reality of drug abuse or the drug market which plagues communities and targets people, especially young people. Drugs, alcohol and tobacco threaten individuals and our community. Our actions can create a positive context so that students develop their understanding and become personally and socially aware and responsible, protecting themselves and others from risk, preventing the acquisition of a habit which can affect or shorten lives.

*Updated May 2020*
Haven confirms the following:

The Substance Abuse Policy is designed to ensure a safe and healthy ‘home’ environment for all members of the community. The consequences for contravention will be guided in the first instance by legal requirements and thereafter by educational considerations, safeguarding the interests of individuals and the community. The College is an alcohol, smoke and drug free campus. All members of the college community agree to abide by the laws of the state of Maharashtra and the UWC Code of Conduct.

Consumption of Drugs, Alcohol and Tobacco Products
Purchasing, possession, distribution, or use of illegal drugs, alcoholic beverages and tobacco products is strictly prohibited and is against the College’s Code of Conduct. The College has a Zero Tolerance Policy towards drugs. Any member of the community involved with illegal drugs in any way will be required to leave the college immediately.

The College is an Alcohol-free and tobacco-free campus. Sale, advertisement, promotion, distribution and use of any alcohol and tobacco products by students is prohibited. A test may be requested where there is suspicion or at random as a preventative measure. Failure to attend or to provide a specimen will be considered as evidence of consumption and the most serious consequences will be considered.

A detailed version of the Substance Abuse Policy can be found here.

Safe Haven Policy (Non-Disciplinary Response)
The priority of the College is to ensure good health and safety of all its members for the prosperity of our community. Recognising that mistakes can be made, the College offers a “Safe Haven” and encourages every student to seek help when a student's health and/or safety is at risk because of:
- an involvement with drugs and alcohol,
- an attempt to harm him/herself or another member of the community,
- any abusive situation and/or any situation that may be harmful to a member of the community.

Students are encouraged to seek help from the faculty and administration, counsellors, Wada Parents, Medical Staff and other adults in the community when any situation arises that may require immediate medical attention or involves the previously described situations.

The purpose of this policy is to ensure the safety of all our students. In general terms, Safe Haven confirms the following:
- Students in need of help may come forward without the risk of being placed on a formal disciplinary status. (Exceptional aggravating circumstances may result in a disciplinary response. Exceptional aggravating circumstances cannot be clearly defined since they are situation-specific. One example would be ‘acts of violence.’)
- A student requesting Safe Haven for another student will not be subject to a disciplinary response. (Exceptional aggravating circumstances may result in a disciplinary response. Exceptional aggravating circumstances cannot be clearly defined since they are situation-specific. One example would be ‘provision of drugs.’)
- College faculty and administration will not, to the extent possible, disclose the names of students who assist others in seeking Safe Haven to the community.

Updated May 2020
Note: In the rare case that there are exceptional aggravating circumstances in a situation, it is possible that the College would revisit the decision. An example of an "exceptional aggravating circumstance" would be if serious bodily harm was done to another student.

Safe Haven cannot be used as a means of avoidance or a shield for a student who seeks sanctuary after he or she knows or suspects that an adult is aware of unacceptable behaviour. Safe Haven does not apply to a student who distributes illegal substances or aids others in obtaining them. The College's treatment of a student who is distributing or aiding others in the acquisition of drugs/alcohol is outlined in this Student Handbook. It is expected that during any Safe Haven request a student will demonstrate honesty and fully disclose the extent of his/her involvement. The absence of full disclosure may result in a disciplinary response.

The following outlines, in general terms, actions that the College may take when a student seeks assistance under the Safe Haven Policy:

- seek an assessment by a trained counsellor/therapist,
- notify parents in an informational, and not a disciplinary context,
- seek an evaluation by a physician,
- create a plan, with the assistance of the aforementioned people, to help the student address his/her situation. Part of this plan may require drug testing and/or separation from the College for a certain period of time to seek professional help, i.e. medical leave.

These considerations are not intended as punishment, but are designed to support the student as he/she is reintegrated into the college community. Possible areas of review may include student leadership positions. Each circumstance will require an individual plan, and other actions may be considered.

After a student has utilised the Safe Haven policy, he/she will most likely be required to participate in periodic drug and alcohol testing when appropriate and/or cooperate in the counselling process. If the student is unable to participate in these measures, then the benefits of Safe Haven may be terminated and his/her standing with respect to formal discipline may change.

Safe Haven is designed to help students seek and receive assistance for themselves or other students in times of crisis or potential crisis. If a pattern of behaviour is observed around Safe Haven, the student will be required to see a counsellor who can further help guide the student toward safer and more successful conducive behaviours. The goal is to encourage students to help themselves and to help others when health and safety may be in jeopardy.

**Drug Testing Protocol**

"Students who accept to study at a UWC school or College commit to the pursuit of a healthy lifestyle, one that avoids harm to self and to others."

-- UWC Code of Conduct

**Protocol 1 - Regularity of tests**

a) Randomised urine tests are to happen between 3 to 5 times every 8 weeks.

b) At the beginning of every 8-week cycle, the Head of Student Life and Counsellor are to decide the number of tests conducted in that cycle, and on what dates they will be...
conducted. There will be no tests during the 2 weeks following summer and winter break.

c) There is provision for unplanned tests to be carried out at the discretion of the Head of College.

Protocol 2 - Selection of Members to be Tested
a) Random drug tests are to be conducted during check-in.
b) When students come to check-in on that particular day, nobody can leave the common room until the randomization process has taken place. Wada parents are responsible to ensure students don’t leave.
c) The Wada parent will then openly conduct a laptop randomization. All students in the wada will be included, and are to be put into the same pool.
d) 2 students from each Wada will be randomly selected for each test.

Protocol 3 - Process for Testing
a) Following random selection, students should be taken straight to the Medical Centre, accompanied by the Wada parent or a designated faculty member.
b) Students can be asked to empty their pockets to prove they are not carrying false samples and will be asked to remove any extra layers of clothing.
c) If there is any suspicion that the sample may have been falsified, the student will be asked to do an immediate retest.
d) Once the results are sent back, the College Doctor sends them to the Head of College with their interpretation.
e) Students will be individually notified and may view their lab result in the Medical Centre, upon request.
f) Neither the laboratory, nor the school is legally obliged to report any positive result to Indian Authorities.
g) The cooperation of students is requested to ensure that testing is valid and reliable.

Protocol 4 - Suspicion and Sample Request
a) Besides regular drug tests, the college will be allowed to test students based on suspicion.
b) Any faculty member can request that a student be tested based on suspicion.
c) In case of such suspicion, at least three people have to meet with the faculty who is reporting the suspicion and discuss the grounds for suspicion. The people have to be three of the following: Head of College, Deputy Head of College, College Doctor, Head of Student Life and Counsellor. Only this committee has the power to approve a request for a test based on suspicion.
d) If deemed necessary, an adult (of the same sex of the student) will either pat down the student or be present in the same room where the sample is taken to make sure the sample is not falsified.
e) If any of these protocols are somewhat not followed by the students, consequences will follow as per DH. In particular, a student who refuses to provide a sample or attempts to falsify a sample will have the missing or false sample sample treated as a positive test result.

Protocol 5 - Safe Haven

Updated May 2020
a) Every student who has enrolled in Safe Haven will be tested between 2 and 5 times per term. There will be no tests during the 2 weeks following summer and winter break. The Head of Student Life and the Health and Well-being Counselor are in charge, at the beginning of every term, to decide the number of tests to be conducted and on what dates they will be conducted.

b) The Counselor will inform each student of the time when they should go to the Medical Centre for testing. The Counselor or a designated Faculty member, in the absence of the counselor, will be present in the Medical Centre when Safe Haven Testing is taking place.

c) The testing procedure will follow Protocol 3.

**Child Protection Policy**

The College is committed to the prevention of child abuse and to the protection of children in line with the United Nations Convention on the Rights of the Child. Decisions to report or act upon suspected cases of child abuse or neglect will be based on the preliminary investigation establishing such act has been committed as defined by the Protection of Children from Sexual Offences (POCSO) Act, 2012 heeding to the prevailing laws of India and Maharashtra.

This commitment means that the interests and welfare of children are our primary consideration when any decision is made about suspected cases of abuse or neglect. We promote safe practice within the College community whereby all students will feel confident to bring their concerns forward and feel supported in those concerns.

The policy outlines various areas of abuse viz. neglect, physical abuse, sexual abuse and emotional/psychological abuse. Protecting the welfare of children is the role of every professional who comes into contact with children at the College. This includes all staff knowing how to respond to suspected cases of child abuse and neglect and the process for reporting suspected case to the relevant persons. The college engages in Safe Recruitment and Staff training and has appointed a Child Protection Officer who acts as the safeguarding lead in making sure the campus is a safe and healthy place for all students.

A detailed copy of the Child Protection Policy as well as the reporting protocol can be found in College compendium on the college Intranet as well as the College Website.

**The Disciplinary Hearing Matrix**

1. A Disciplinary Hearing will be held for any serious infractions of the Code of Conduct as per the disciplinary escalation matrix. The composition of the Committee will be as under:-

<table>
<thead>
<tr>
<th>Role</th>
<th>Designated Member</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presiding Officer</td>
<td>Head of College (HOC) (Chair of Disciplinary Committee)</td>
<td></td>
</tr>
</tbody>
</table>

*Updated May 2020*
<table>
<thead>
<tr>
<th>Member 1</th>
<th>Deputy Head of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member 2</td>
<td>Head of Academics/Experiential Learning or Head of Student Life (depending on the issue)</td>
</tr>
<tr>
<td>Member 3 &amp; 4</td>
<td>Faculty Representatives</td>
</tr>
<tr>
<td>Member 5 &amp; 6</td>
<td>Students (designated for the year from those expressing an interest and being nominated by Faculty)</td>
</tr>
<tr>
<td>Member 7</td>
<td>Head of Campus Infrastructure and Services (HCIS) as legal process</td>
</tr>
<tr>
<td>Member 8</td>
<td>College Registrar (Secretary)</td>
</tr>
</tbody>
</table>

2. The Head of College will be the Chair of the Committee and will hear all the evidence at the time of the hearing but will not be involved in the investigations. In case of a prolonged leave of absence, the nominated Deputy Head will perform the duties of the Chair of the Committee.

3. The Head of Campus Infrastructure and Services will be in attendance to provide legal perspective and the Registrar will act as secretary and document the process to make sure that due process has been followed and documented.

4. In order to build in transparency and consistency, the faculty and student members will be decided from a panel of 3 and 5 members respectively. This is to cater for availability as well as make sure that there is no conflict of interest. The faculty will be responsible for giving an unbiased faculty view to the case while the students will provide the unbiased student perspective. Faculty will be encouraged to volunteer to be on the panel, as will students. In case of non-availability of designated faculty or student members, the HOC can call upon any faculty or student available to complete the quorum i.e. two members from the faculty and two members from the students. The sequence of replacement of the student members will be as for other committees.

5. The quorum for a meeting of the committee shall be the presence, in person, of 5 (five) members of the committee, provided however that at all times, the presence of the HOC/ Deputy Head, 1 (one) faculty and 1 (one) student will be mandatory to constitute a valid quorum.

*Updated May 2020*
6. The Committee after hearing all the evidence will give a decision on (1) Whether a breach has occurred and (2) Consequences. All members of the committee sign a Confidentiality Agreement which binds them. In case of a breach of confidentiality, the member concerned will aside from any other disciplinary measures, cease to be part of the committee.

7. The decisions will be guided by the disciplinary escalation matrix. The matrix has been arrived at after taking into consideration the legal advice on Indian laws, expectations of parents and National Committees and well-being of the students. Subject to a right to appeal to the Board Compliance Officer, the HOC’s decision will be final and binding and they will as far as possible seek to get a majority (if not unanimous) support for such decision. All members will be required to sign off that their opinion has been heard and that due process has been followed. In case any member does not agree with the decision arrived at, they can let it be known and the secretary will record the same.

8. This policy will remain in force throughout the academic year and supersedes all previous policies on the subject from the date of implementation.

**Disciplinary Escalation Matrix**

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Nature of Offence</th>
<th>1st Offence</th>
<th>2nd Offence/ Serious First Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Possession, consumption or distribution of illicit drugs **</td>
<td>DH Expulsion*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Alcohol possession and / or Consumption **</td>
<td>Head of College warning*</td>
<td>DH Suspension/ Expulsion*</td>
<td>DH Expulsion*</td>
</tr>
<tr>
<td>3</td>
<td>Alcohol distribution</td>
<td>DH Suspension/ Expulsion*</td>
<td></td>
<td>DH Expulsion*</td>
</tr>
<tr>
<td>4</td>
<td>Theft</td>
<td>DH Suspension/ Expulsion*</td>
<td></td>
<td>DH Expulsion*</td>
</tr>
<tr>
<td>5</td>
<td>Smoking on Campus / possession of cigarettes / tobacco related products</td>
<td>Wada Parent Warning</td>
<td>Head of College Warning*</td>
<td>DH Suspension/ Expulsion*</td>
</tr>
<tr>
<td>6</td>
<td>Consensual Sexual activity within the ambit of Indian Law in any public area (Any area where a third person can walk in unrestricted) including student rooms</td>
<td>Head of College warning*</td>
<td>DH Suspension/ Expulsion*</td>
<td></td>
</tr>
</tbody>
</table>

*Updated May 2020*
<table>
<thead>
<tr>
<th>Academic Programmes: dishonesty / Plagiarism/ not meeting requirements (e.g. attendance, deadlines, meetings)</th>
<th>Head of Academics Warning</th>
<th>Head of College Warning*</th>
<th>DH Suspension/ Expulsion*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiential Learning Programmes: dishonesty (including misrepresentation in university / college applications) meeting requirements (e.g. attendance, deadlines, meetings)</td>
<td>Head of Experiential Learning Warning</td>
<td>Head of College Warning</td>
<td>DH Suspension/ Expulsion*</td>
</tr>
<tr>
<td>Residential / advisory Programmes: dishonesty / not meeting requirements (e.g. attendance, deadlines, meetings)</td>
<td>Head of Student Life Warning</td>
<td>Head of College Warning*</td>
<td>DH Suspension/Expulsion*</td>
</tr>
<tr>
<td>Breach of Community Guidelines to include: a) Being in a common area (AQ, IT, Library) without permission after check-in or being in unauthorised areas after movement restriction b) Being in Wadas / student rooms (including the courtyard) other than one's own after movement restriction</td>
<td>a) Wada Parent Written Warning</td>
<td>a) Head of Student Life Warning</td>
<td>a) Head of College Warning* b) DH Suspension / Expulsion*</td>
</tr>
<tr>
<td>a) Discrimination b) Sexual Harassment c) Ragging / Hazing</td>
<td>As per Indian Law*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All other offences</td>
<td>Penalty depending on gravity of the offence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: DH – stands for Disciplinary Hearing
*Warning will be shared with the National Committee and parents.

Updated May 2020
**Refusal to get tested will be treated as a positive and will be dealt with the relevant clause of the disciplinary escalation matrix.**

**Information to Parents / Guardians & National Committees:**
This is a guide for the disciplinary committee. The decision of the committee will be final. Every effort will be made to ensure that the application of any sanction is fair and consistent with previous decisions.

Depending on the gravity of the first offence, the first stage may be skipped and the offence treated as a second offence. This will be at the discretion of the Disciplinary Committee.

Any offence committed for the second time will be considered as a second offence irrespective of the nature of the first offence except in the case of serial no. 10.

The College has the right to request a Breathalyzer test of any student already on a disciplinary warning for alcohol consumption.

**Provision for formal disciplinary hearings:**

a. Advance notification to the student, their Advisor, Parents and their National Committee about the alleged offence.

b. The Student will be allowed to be accompanied by a supporting adult (This can be the wada parent, the advisor or any faculty member) who would not be part of any deliberation or decision making.

The outcome of any disciplinary hearing should be clearly communicated as soon as possible after the decision is reached.

In possible cases of expulsion, the Head of College needs to be consulted if they have not been part of the Disciplinary Hearing process before a final decision has been made. The Chair or Representative of the Chair of the Board will be informed of this.

The Disciplinary Hearing Committee decisions will be formally communicated to the student, Advisor, Wada Parent, Parents, National Committees and the Guidance Office. In cases of suspension or expulsion, the college community will be notified. All warnings will be written and will go on file.

**Appeals Procedure**

An Appeal can be made to the Board Compliance Officer for all matters other than those for which there are specific provisions laid down under applicable Law.

**Student Leave Policy**

**Guiding Principle**

Given the long vacations and the several exeats and overnights that the College has, it is expected that students will be residential during all of the working term. At the same time it is

*Updated May 2020*
recognised that a) emergencies can occur, requiring immediate and unforeseen departures, and b) much as the College would like it, important family events will not always coincide with vacations, breaks and exeats.

**Compassionate Leave**

By its very nature it is impossible to foresee. The death of an immediate relative or the life-threatening illness of a parent or sibling may require the immediate departure of a student – sometimes with the date of return uncertain. If you face such an emergency, please contact your Wada parent immediately, explaining the circumstances and your immediate needs. The Wada Parent will contact the Head of Student Life and assist in your request. You are unlikely to have the time to meet all of your faculty members before departure, or be in a mental state to do so. Hence information of your departure would be passed on to your faculty by the Head of Student Life, who will also issue the signed slip you will need to show at the campus gate.

**Discretionary Leave**

Examples of this in the past have ranged from receiving an award or attending a graduation or a cousin’s wedding, to a grandma’s 75th birthday bash or visiting your orthodontist in your hometown. The school has no view on whether these excursions are in your best interest during term time. If you and your family think this leave is crucial it will be permitted if:

1. it is limited to one leave per year, for up to four working days;
2. that you seek the permission of your Wada Parent and obtain the signatures of your teachers well within the period prescribed on the leave form; and
3. that this leave not be combined with any other leave or vacation or exeat. It will be granted only if you are in good standing (not grounded, behind in your work, or on attendance or another form of probation (The Wada Parent will seek confirmation from parents or the institutions being visited).

**Unexcused early departure or late arrival after winter vacation or any other break loses you the privilege of availing this type of leave.**

**Working Leave**

Short leaves are granted to individuals and small groups for Triveni, academic, university-related visits, or visa-related/medical-related ones. This type of leave is authorised (and informed to the community) by the relevant College official (Guidance Counselor, Head of Experiential Learning, Head of Student Life, Head of Academics) after verifying its legitimacy and value, and after consulting the faculty, whenever needed. For such leave, you need to approach the relevant College official, with documentary support for the nature and length of your visit, normally two weeks before scheduled departure.

Students are required to follow these instruction while requesting working leave:

- Students should book tickets/make travel arrangements only AFTER their leave is approved by the relevant College Official, Faculty and HOC (if leave requested is longer than 4 days)
- Students should return immediately after their visit, if the visit occurs during term time; they may not take additional time off for other activities.
- Students may not expect special consideration for missed assignments, deadlines, jetlag and/or tests
- Students are expected to complete pending work before they depart if any deadlines fall during their leave

*Updated May 2020*
- Students should not leave their request to the last minute
- Leave request for University related matters:
- The Guidance Office will not approve any leave for non-mandatory off-campus visits, interviews, meetings with universities & colleges
- If the student has an interview/mandatory attendance for a university/college event that is clashing with a class, they must request permission from the Guidance Office and their teachers at least two weeks in advance.
- Email your request to guidanceoffice@muwci.net; with a copy to the Guidance Counsellor, HoSL & HoA and your advisor
- All requests must be made via email and must include the following details:
  - Dates & purpose of visit; itinerary of the visit
  - Intended departure and arrival time/date from MUWCI
  - Copy of email/communication from university mandating the presence of the student for interview/visit/meeting/exam etc.

**Any other leave or violation of the terms of the leave is unexcused.** An unexcused leave will lead to unexcused absences in class and grounding by your Wada parents, usually one week for every (part of the) day that you are missing. Your National Committee and parents will be informed, and the number of days that you missed will be noted on your report card. Failure to inform your Wada parents of your absence may result in expulsion.

It is always the student’s responsibility to catch up on missed work.

**The College does not provide accommodation during the winter and summer breaks:** Students are, therefore, expected to leave the campus immediately after the last day of classes. We can provide some assistance in finding suitable and interesting places to stay during those weeks!

**Early Departures and Late Arrivals**

Permission will not be given for students to leave early or arrive late to College except under very special circumstances. Written application should be made to the Head of Student Life at least **four weeks** beforehand. We reserve the right to refuse a request unless we are satisfied that this is absolutely necessary. Unauthorised early departures or late arrivals will be dealt with as unauthorised absences from campus and incur disciplinary consequences. We ask all students to strictly adhere to our return and departure dates and only request variations in extreme cases for which there will be consequences, regardless of cause, unless beyond the control of the student.

For Project Week, Travel Week or winter break, students are only free to leave campus at the end of the academic day. The Key Dates document specifies earliest arrival and latest departure times for each break, exeat or school project week.

**Mental Health Policy**

**Policy Statement**

The United World College movement is not exempt from the global reality of increasing mental health concerns among students. This policy, which outlines procedures, guidelines and best
practises, is designed to ensure a safe and healthy ‘home’ environment for all members of the community, safeguarding the interests of individuals and the community.

The policy is shared with students, parents and members of the community who are encouraged to become familiar with the content.

The Head of Student Life along with the College Mindfulness and Wellbeing Counsellor, the College Doctor, Advisors and Wada Parents, will work towards ensuring the mental wellbeing of the students, keeping in mind the guidelines of this document.

As far as feasible, UWC Mahindra College will do its best to support any student with a mental health concern. Since there could be different manifestations of mental health concerns, a range of guidelines for ways in which students would be assisted have been provided.

**Pre-Existing Concerns:**

As mentioned earlier, the numbers of adolescents with a diagnosis has increased over the years and some students may be coming into UWC Mahindra College with a pre-existing diagnosis. UWC Mahindra college has systems in place to ensure incoming students are provided with adequate support right from the start as a precaution or maintenance.

**Mention in the Health and Well-being Form:**

It is essential that parents and students mention any pre-existing physical and/or psychological issue the student has experienced when they complete the required Health and Wellbeing Form at the time of Admission. The sooner the College Wellbeing Team knows about a pre-existing diagnosis or episodes, the better support plans can be put in place. A pre-existing diagnosis will not be held against a student who has been admitted to the College.

**On Arrival:**

During orientation week, each student meets with the Medical Doctor and the Mindfulness and Wellbeing Counselor. The student is expected to inform the wellbeing team if there have been any changes in their health/mental health situation; such as a new diagnosis, prescription or medication, change in medication etc. since the Health and Wellbeing Form was submitted during admission.

In order to ensure that the College is able to provide adequate care and support to students, it is important that this information is received well in advance. Given the College’s remote location and limited resources, support systems need to be well planned.

**Response to Pre-Existing Concerns:**

**Medication:**

*All psychotropic medication must be immediately deposited at the Medical Center upon arrival.* Students must submit a copy of the prescription and a detailed report from the treating psychologist/psychiatrist to the Medical center.

*Updated May 2020*
If the student is carrying any medication as a precautionary measure, they are still required to bring a prescription from the treating doctor. Medication will not be replenished, without a prescription from the treating doctor.

**Support on Campus:**

If a student has any history with mental health concerns, an effort would be made through conversation with the Doctor and Mindfulness and Wellbeing Counsellor, to understand how the disorder manifests itself in the personal context of the student. Possible triggers and possible solutions would be discussed right at the outset. Support systems on campus would be clarified to the student. The Students Advisor will be notified. If needed, other support procedures would be set up for the student. For example: fixed appointments with the Doctor/Counsellor, providing safe/quiet spaces to recover, informing other responsible adults, etc.

**Meeting a Local Psychiatrist:**

If a student needs to meet a psychiatrist, this service would be provided off campus, at the expense of the parents.

**Developing Concerns:**

Adolescence is a stage where symptoms of mental health concerns can begin to show signs. The residential Mindfulness and Wellbeing Counsellor is there to assist students through a range of concerns.

The Counsellor will also work with other members of the community- Subject teachers, Advisors, Wada Parents, Learning Support Coordinator and Peer Support Group members to assess possible concerns that might arise while a student’s stay at UWC Mahindra College and ensure that the student is provided with the wide range of support that is available on campus.

**Initial Assessment:**

The Counsellor may identify mental health risks during an individual session with a student who has asked for a meeting. The Counsellor might also be alerted about possible concerns by faculty and students on campus. There would be a conversation with the Counsellor, where the student’s current experiences and past history would be explored. Based on the Counselor’s recommendation, further steps would be taken and support systems on campus would be set up.

**Outside Assistance:**

If after an initial assessment by the Counsellor, there seems to be a possibility of a mental health risk like mood disorders, eating disorders, anxiety disorders, etc. which might need medication, the Counsellor would recommend that the student go for a psychological assessment and subsequently meet a psychiatrist.

Students over 18 years old will be highly encouraged to contact their parents before a psychological assessment. In the case of the student being under 18, the parents will be

*Updated May 2020*
informed, and consent sought, before the assessment. Students will be involved in the conversation between the parents and the Counselor. If a student, whether over or under 18, is prescribed psychiatric medication, parents will be informed. If required, the Counselor or a Peer Support Group member would accompany the student to the college recommended psychologist/psychiatrist.

If a parent/guardian disapproves of the Counselor's recommendation for further assessment, the College will have to determine if it is possible to continue to support the student on campus.

If there is a diagnosis for which medication is prescribed, this is monitored by the Medical center. If the student and parents decide against this recommendation, they will have to give this in writing, and the College will have to determine if it is possible to continue to support the student on campus.

If the Counselor recommends a psychological assessment, transport and consultation fees will be borne by the college. However, the expenses for every consecutive visit will be the responsibility of the parents/students. Likewise, if medication is prescribed, the cost of the medication must be covered by the parents. If a student or parent requests for further psychological assessment, the cost of the assessment will be borne by the parent.

The Leadership team will decide whether the student can be supported from the Student Support Fund on a case to case basis.

If the student receives a diagnosis and symptoms/behaviour persist, impacting the wellbeing of the student or others in the community, the student may be asked to go home till adequate recovery has been achieved, and the College receives a report from the treating Psychiatrist/Psychologist stating that the student is fit to resume College.

**Extended Leave for Mental Health Purpose:**

In some cases, when students are diagnosed with a psychological disorder, the adjustment phase may require family support. In such cases, the school may recommend that the student go home on medical leave until they are stable and able to resume their college life. Alternatively, parents or family members may be advised to come to campus to support the student during the adjustment period. In such instances the Wellbeing team, the Head of Academics and Advisor will work with the student and the family to ensure the student’s academic standing is minimally impacted by working on alternative plans and deadlines. Each case will be reviewed individually taking into consideration the needs of the student.

The national committee will also be informed so that they may also provide any additional support that might be required. If the student is better suited to go home, the cost of the flights will be borne by the parents. In case of financial constraints, the College will discuss possible solutions on a case to case basis.

**Living In The Community:**

UWC Mahindra College tries its best to support every student on campus. However, since it is a close knit community, everyone’s lives are interwoven and when someone is dealing with a

*Updated May 2020*
concern, there is usually a ripple effect on many others. If it is found by the Head of College,
Deputy Head of College, Head of Student Life, the Counsellor, the Doctor and the Advisor that
a student’s mental health concerns are negatively impacting other student/s, a discussion
around the impacts and the possible solutions would be held with all the stakeholders, and all
efforts would be made to support students who are being impacted by this situation.

If the impact on the larger community is frequent, intense or has been occurring over a long
period, a student may be asked to take a medical leave of absence to be under the care of
their family. The duration of the stay would be assessed on a case by case scenario.

Confidentiality:

The Counselor, College Doctor and other faculty members adopt a holistic approach to mental
health support and work hard to ensure that confidentiality is upheld in all matters relating to
the mental health of students. However, it is important to acknowledge the limits to these
efforts. In our attempt to provide the best care, the wellbeing team meets regularly to assess
student cases. During these meetings the Wellness Counselor and the Doctor, or any other
party involved, have the right to share with the team any concerns observed during care.
Additionally, Student-Doctor/Counsellor confidentiality can be breached if the student is
suspected of harming themselves or others, or if any other concerns are present that may
jeopardize a student’s well being and that of any other members of the community.

APPENDIX A:

Specific Developing Concerns:

Through experience, there are a few concerns that are more frequently observed, and this
section deals with the guidelines for these concerns.

The Counsellor, the Doctor, the advisor of the student and the Wada Parents (when needed)
will be responsible for ensuring support systems are in place for the student needing help.
Support systems, which could include regular check-ins, counselling sessions, accessing need
for off campus support, etc. would be put into place depending on the severity of the concern
and each student’s individual needs.

The list is not assumed to be a comprehensive one, and situations outside the following, would
be discussed on a case to case basis, keeping in mind the wellbeing of the student and the
community.

Eating Disorders:

- If a student is suspected to have an eating disorder, which includes the anorexic and
  bulimic spectrum, the following actions will be taken:
- The student will be sent for a psychological/psychiatric evaluation.
- The student will have to have a supervised weigh-in in College Medical Center every
  week.
- The student will have to meet the Counsellor every week for an update.
- The student is recommended to meet with a dietician and a psychiatrist, and the
  parents will be informed of the same.

Updated May 2020
- The recommendations of the doctors, like the diet plan and the possible need for medication, will be conveyed to the parents and the student will be encouraged to follow them.
- The expenses for the first visits to the doctors will be covered by the college, the consecutive ones by the parent/student.
- The student may be accompanied by the Counsellor for the visit to the dietician and the psychiatrist for the first visit.

A student will be asked to return home for an eating disorder if any one of the following were to exist:

- There is a severe loss of weight and the body weight reduces by 15% or more, after the first weight in.
- There is refusal to gain weight and distorted body image (patients view themselves as fat, even though they may be dangerously underweight)

**Self Harm:**
- Any form of self harm including cutting, banging head on the wall, slapping oneself, refusing food, substance use/abuse etc. would be a cause of concern.
- If a student is known to be self harming, the parents and National Committee of the student will be informed immediately.
- The student would need to meet a psychiatrist and the parents would be informed of the recommended course of action.

**Depression:**
- The symptoms of depression need to exist for a minimum of 2 weeks for a possible diagnosis.
- If the symptoms persist, the student will be asked to see a psychiatrist, on informing the parent/guardian.
- The recommendations of the psychiatrist will be conveyed to the parents and a support plan will be made accordingly.

**Anxiety & Panic Attacks:**
- If a student experiences excessive anxiety and/or two panic attacks within two weeks, without any known trigger, then a student would be asked to meet a psychiatrist, after informing the parent/guardian.
- The recommendations of the psychiatrist will be conveyed to the parents/guardians and a support plan will be made accordingly.

**Psychosis:**
- If a student experiences psychotic symptoms, based on an assessment by the counselor, the family will be contacted immediately and the student will be referred to a psychiatrist.
- The student will be kept in the medical center under adult supervision if no violent behaviors are observed.
- In cases where the student with psychosis is exhibiting violent or aggressive behaviors the student may be referred for in-patient care in Pune until the symptoms are under control. The student will be accompanied by a responsible adult.

*Updated May 2020*
- The college doctor will supervise and administer the medication prescribed by the psychiatrist to treat/manage the psychosis.
- The parents/guardians will be asked to arrive on campus within 24-48 hours so the student can be under the care of their family.
- The well-being team, in consultation with the student's family, will devise a support plan based on the recommendations of the psychiatrist.

Time Table:

**Week A:**

<table>
<thead>
<tr>
<th>Timing</th>
<th>Mon</th>
<th>Tues</th>
<th>Thurs</th>
<th>Fri</th>
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<tbody>
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<td>7:00 - 8:00</td>
<td>Breakfast</td>
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<td>8:00 - 8:25</td>
<td>Advisor Meeting</td>
<td>CE Planning</td>
<td>Advisor Meeting</td>
<td>Collaborations</td>
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<td>8:30 - 9:50</td>
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<td>B</td>
<td>C</td>
<td>D</td>
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<td>9:55 - 11:15</td>
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<td>11:30 - 12:55</td>
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<td>E</td>
<td>Core</td>
<td>D</td>
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<td>12:55 - 14:30</td>
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<td>Meetings</td>
<td>A (H, only)</td>
<td>F (H, only)</td>
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<td>Collaborations</td>
<td>Deep Dive</td>
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<td>17:00 - 18:00</td>
<td>Downtime</td>
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<td>8:00 - 8:55</td>
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<td>9:00 - 10:20</td>
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**Week B:**

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Updated May 2020