STUDENT HANDBOOK
Undergraduate Programme
2015-18
Dear Student,

A warm welcome to Azim Premji University!

We are extremely pleased to share this handbook with you, as you formally become a part of the first group of undergraduate students of our University. We look forward to working with you over the coming three years.

This handbook includes information about:

1. Academic and non-academic norms, guidelines, and rules regarding life at University.
2. Opportunities for personal growth and development available within the undergraduate programme.
3. Procedures to be followed when resolving disputes, and when responding to emergency situations.

It is important for you to go through this document carefully and to understand what it says. As a member of the first group of students of this programme, you will play a very important role in creating the culture of undergraduate student life at the University. Many of the things that you do will directly or indirectly influence the experiences of future students. While we are confident that you are an energetic and capable student who will make positive contributions to the University, we are aware of the challenges involved in doing something for the first time. It is to address these that we have prepared this handbook.

This handbook is a guide that will help you work with your peers and with staff to create an educational environment that promotes learning, personal growth and well-being of all University members. Faculty members will discuss its contents with you and help you understand why it has been written in this way. These discussions will begin during the Orientation week, and will continue in different ways over the duration of the programme.

We strongly encourage you to read this document from time to time - because as you spend more time in the programme, your capacity to think about it, discuss it, and act upon it will keep getting refined. Do not hesitate to ask questions in case you need any clarifications.

Warm Regards,

The Faculty Group
School of Liberal Studies
Azim Premji University
### Table of Contents

1. **About the University** .............................................. 6  
2. **The Educational Aims of the Undergraduate Programme** .... 7  
3. **University Culture** .................................................. 11  
   3.1 Norms  
   3.2 Unacceptable Conduct  
4. **Academic Codes and Guidelines** ................................. 17  
   4.1 Pathways to Graduation  
   4.1.1 Programme Credit Structure  
   4.1.2 Award of Degree  
   4.1.3 B.A./B.Sc.  
   4.1.4 B.A. (Honours)/B.Sc. (Honours)  
   4.2 Attendance and Participation  
   4.3 Assessment and Grading  
   4.3.1 The Grading System  
   4.3.2 Continuing Registration in the Programme  
   4.3.3 Reassessment  
4.4 Academic Integrity  
5. **Residential Life** .................................................... 27  
   5.1 Norms of Community Living  
   5.1.1 Engagement and Participation  
   5.1.2 Inclusion  
   5.1.3 Respect and Tolerance  
   5.1.4 Safety and Well-Being  
   5.2 Facilities and Infrastructure  
   5.2.1 Residential Block  
   5.2.2 Academic Block  
   5.2.3 Student Rooms  
   5.3 Coordinating Residential Life  
   5.4 Living Together  
   5.4.1 Noise  
   5.4.2 Smoking, Alcohol, and Drugs  
   5.4.3 Care of Our Home  
   5.4.4 Access  
   5.4.5 Health and Safety  
   5.4.6 Decorating Your Room  
   5.4.7 Dress  
   5.4.8 Scheduling Events and Activities  
   5.4.9 Religious Ceremonies and Events  
   5.4.10 Private Vehicles  
6. **Student Development** ............................................. 39  
   6.1 Mentoring  
   6.2 Academic Advising, Extension, and Support  
   6.3 Health and Fitness  
   6.4 Student Initiatives  
7. **Dispute Resolution** .................................................. 43  
   7.1 Academic Issues  
   7.2 Residential Issues  
   7.3 Ragging  
   7.4 Sexual Harassment  
   7.5 Student Affairs Committee  
8. **Responding to Emergencies** ....................................... 47  
   8.1 Emergencies at the Student Residence  
   8.2 Emergencies at the University Campus  
   8.3 Emergencies away from the University Campus or The Student Residence  
   8.3.1 Preventive Steps  
   8.3.2 Reactive Steps  
9. **Information** .......................................................... 50  
10. **Reviewing the Handbook** ......................................... 51
About the University

Azim Premji University was established in Karnataka by the Azim Premji University Act, 2010, as a not-for-profit University. It is recognized by The University Grants Commission (UGC) under Section 22F. The University offers undergraduate, postgraduate, and continuing education programmes that are aimed at making significant contributions to the fields of education and development. The University is a part of the Azim Premji Foundation, and is influenced by its experience of more than a decade of work in education in India.

The Educational Aims of the Undergraduate Programme

The University’s undergraduate programme is aimed at enabling you to become a highly motivated, socially conscious and reflective young citizen by:

1. Preparing you to become an active, self-directed learner with capacities for critical understanding and thinking – capacities that are foundational to flourishing, social and personal.

2. Encouraging you to engage with the challenging social realities in India - this will hopefully motivate you to value your education not simply as a path to personal achievement; but also as preparation to contribute meaningfully to society.

3. Providing you with opportunities and support to create a community of learning along with people from diverse socio-economic backgrounds.

Our curriculum, our ideas about teaching, assessment and grading, and our ethos of working well, feeling well, and relating well are all based upon these educational aims.

As Educators, we want to work with you to create a vibrant, caring, fear-free, safe, and inclusive environment for learning and living. As Teachers, we offer you our time and support both inside and outside the classroom to help you understand your coursework and broader issues in your field of interest. As Mentors, we want to interact informally outside the classroom to get to know you, to find out what interests you, to know what is bothering you, and to offer suggestions to help you resolve disputes and disagreements.
University Culture

When you graduate from this programme, we hope that you will be ‘educated’ in the widest sense of the term. By this we mean that you will not only be someone who has acquired knowledge and skills but is also someone emotionally more mature, unafraid to question and doubt, and a responsible citizen.

This is easier said than done! In order to achieve these goals, it is extremely important that students and staff work together to create a caring, supportive and pro-active environment in which everyone can grow and succeed. But what does this involve and how do we do this?

This part of the handbook highlights the norms and values that we think should influence how you should conduct yourselves and relate with each other. We recommend different ways in which you can study well, feel well, and relate well at the University. We also specify what kind of conduct we consider to be undesirable or unacceptable.

We hope that these guidelines will help us work together effectively.

3.1 Norms

We expect that you will:

1. Take responsibility for your own learning and help support the learning of others.
   - Come prepared for class, participate in discussions, and learn to ask questions.
   - Be respectful while sharing your thoughts, and listen respectfully to others.
   - Collaborate - share your ideas, work in groups, and do not hesitate to either take or receive help from others.

2. Work towards your own well-being, and actively contribute to the well-being of others.
   - Talk to someone if something is bothering you. Listen to others if something is bothering them.
   - Be mindful of how your peers are feeling and respond appropriately if you think something is wrong (not everyone speaks up when something is bothering them).
   - Get active: take some form physical activity every day, and encourage your peers to do the same. Play a sport, dance, go for a run.
3. Engage with different ideas and get to know people.
   • Spend time with your peers and your teachers and find out who they are.
   • Read books, watch films, listen to music that you haven’t before. Share your experiences with others.
   • Talk about and try to understand why there are similarities or differences between you and others at the University. This may lead you to examine your own beliefs, values, and understanding.
4. Take initiative! Organise activities and clubs with others. Participate in workshops, seminars and events.
5. Be respectful, kind and fair to all members of the University community.
   • Treat all people the way you would like them to treat you. Be aware of how your actions affect those around you, and let this awareness guide your behaviour.
   • Resolve differences through dialogue and negotiation. You do not have to agree with everyone about everything, and not everyone has to agree with you. Even in disagreement, be civil and friendly, and make an effort to understand others and to make yourself understood. Some things take time!

3.2 Unacceptable Conduct

In addition to these norms, it is equally important for you to note that there are certain kinds of conduct that we consider undesirable and unacceptable. We specify these in order to make the University a place where everyone feels safe and free, and is able to do their best.

We consider the following conduct to be entirely unacceptable:
1. Physical and Verbal Abuse.
2. Emotional Abuse: Intimidation, Humiliation, Blackmail, Spreading False Information.
3. Bullying and Cyber-Bullying: Systematic, contemptuous behaviour, either in person or ‘online’, that is intended to hurt another person. It often involves physical, verbal, and/or emotional abuse.
5. Ragging: Ragging is a specific form of intimidation and bullying, most often targeting student/s of junior cohorts by those of the earlier ones, that is completely unacceptable in the University. It is also unlawful. Any student who is found guilty of ragging will face immediate expulsion from the programme and may be subject to legal processes.
6. Sexual Harassment or Abuse: The University has stringent rules against any form of sexual harassment. Violation of these rules will invite serious consequences and in addition, perpetrators will be subject to legal processes.
7. Vandalism: Intentionally damaging or destroying University property or the property of others.
8. Theft: Taking another person’s property without permission.
9. Possession, use, or sale of tobacco-based products, alcohol, and narcotics in the University Campus and the Student Residence.
10. Possessing or using weapons.

Behaviour that violates the norms highlighted above has the potential to disrupt community life and cause conflict and pain. It will constrain the University to take disciplinary action. Please do your utmost to prevent and avoid these situations and to dissuade others from such behavior. The autonomy and freedom that the University wants to encourage among students requires you to be mindful and responsible for your speech and action.

Depending on the situation and based upon some kind of investigation, violations of norms will be responded to with clarifications, formal and informal dialogue, formal warnings and assignment of penalties aimed at making amends, to even asking someone to leave the programme. Except where indicated otherwise, decisions in these matters will be made by the Student Affairs Committee (See Section 7.5 of the handbook) and other University authorities.
At the University, we are committed to providing you with an educational experience that is both responsive to your needs and concerns, and that is in line with the broader vision of equity and justice on which it has been founded. In order to do this effectively, the University has formulated academic policies that guide all teaching and learning - curriculum development, course design, approaches to teaching, and assessment of student learning.

These standards are laid out in the Framework of Standards for Qualifications (FOSQ). In this section of the handbook, we have summarised information from the FOSQ that is relevant to your study at the University. You will have access to the original document, and are welcome to go through it if you are interested.

4.1 Pathways to Graduation

4.1.1 Programme Credit Structure

The University uses a system of Academic Credits to quantify and recognise learning achievement. Credits are indicators of the learning that you are expected to have achieved on successfully completing different courses in the programme. Typically, you need to spend about 40 hours (unless specified otherwise), including both guided and self-directed study to obtain 1 academic credit. Guided Study includes classroom instruction, tutorials and assessment activities.

Largely, the programme is made up of 3 credit courses. These will mostly be taught courses, and courses based on laboratory/studio work. In the later stages of the programme you may have a few courses that involve either fieldwork or independent study.

For a 3 credit taught course, you will need to complete around 120 hours of study in a semester - typically, this will include a minimum of 48 hours of guided study, and approximately 72 hours of self-directed study over a period of 16 weeks. For a 3 credit course that is based on laboratory/studio work, you will approximately spend 96 of your 120 hours of study working in the laboratory/studio over a duration of 16 weeks.

If you are interested, you can find out about the credit requirements of courses involving fieldwork and independent study in the FOSQ.
The following table details the overall credit structure of the undergraduate programme:

<table>
<thead>
<tr>
<th>Section of the Curriculum</th>
<th>B.A./B.Sc.</th>
<th>B.A.(Hons.)/B.Sc.(Hons.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Curriculum (36 Credits)</td>
<td>Foundations</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Understanding India</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Creative Expressions</td>
<td>6</td>
</tr>
<tr>
<td>Specialisations (48/60 Credits)</td>
<td>Major</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Minor or Distributed</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td>84</td>
<td>96</td>
</tr>
</tbody>
</table>

The curriculum of the programme has two key elements - the Common Curriculum and the Specialisations.

The Common Curriculum (36 credits) aims to introduce you to ways and modes of thinking that will enable you to develop critical and analytical abilities, and sensibilities for dialogue, reflection and co-operative learning. It also includes themes and aspects that we believe are important for every student in the programme, regardless of specialization. These capacities and explorations evolve and develop over a lifetime and the common curriculum is expected to be a rich initiation into this process. It has three components:

1. Foundations (15 credits), which are courses aimed at enabling you to develop broad capacities for communication, reasoning, and critical reflection.
2. Creative Expressions (6 credits), which involves systematic engagement with art, craft, music, and sport and is aimed at enabling you develop skills that allow you to ‘know’ using both your body and your mind.
3. Understanding India (15 credits), which aims to enable you to develop thoughtful and meaningful understanding and responses to the complex Indian reality.

Specialisations involve the study of specific academic disciplines aimed at enabling you develop depth of understanding, capacity for original work, and an interest in inter-disciplinary work. It has two components:

1. The Major (33/36 credits), involving detailed study of one academic discipline (Biology, Economics, Humanities, and Physics this year). It will be made up of a combination of core/required courses and electives.

   Note: Students with a Major in Humanities will undertake 48 credits of study in History, Literature, and Philosophy. These students will be unable to choose a minor without extending their study beyond six semesters.

2. The Minor (15/18 credits), involving study of courses from one discipline or a stipulated set of courses offered in a field. Minors must be chosen at the end of the second semester, the list of minors will be announced in the course of the academic year. In case you do not want to do a minor, you can also choose to distribute these credits the across courses from different disciplines.

4.1.2 Award of Degree

Each academic year will be divided into two semesters of approximately 16 weeks of study. A minimum of six semesters of full-time study is necessary for graduating from the programme.

You may take a break, after approval, of not longer than two semesters from the programme. When rejoining the programme after a break, you will have to satisfy the regulations and guidelines prevalent at the time of re-registration.

You can choose, at the end of the sixth semester, after satisfying the norms of admission, to study four more semesters to obtain one of the Master’s degrees of the University. The University may also permit, after appropriate review, students to extend their programme by two more semesters for additional research and/or course work.

4.1.3 B.A./B.Sc.

To be eligible for the award of the University’s B.A./B.Sc. degree you need to fulfill all the following conditions:

1. Obtain a minimum Cumulative Grade Point Average (CGPA) of 4.5 at the end of the programme;
2. Obtain all the credits assigned to all required courses; and
3. Obtain a total of at least 84 credits.

4.1.4 B.A. (Honours)/B.Sc. (Honours)

To be eligible for the award of the University’s B.A. (Honours)/B.Sc. (Honours) degree, you need to obtain:

1. A minimum CGPA of 6.0 at the end of the third semester and be admitted to the Honours programme;
2. All the Credits assigned to required courses; and
3. Twelve (12) additional credits: 6 credits for thesis/research; 3 credits from an additional course in the Major; and 3 credits from an additional course from the Minor/Distributed list;
4. A total of ninety-six (96) credits including credits assigned to the Honours component (specified in the point above); and

5. A minimum CGPA of 6.5 at the end of the programme.

Note: If you are registered for the Honours pathway but fail to meet the CGPA norm or the obtain the total number of credits specified above, you will still be eligible to graduate with a degree without honours.

4.2 Attendance and Participation

You are expected to actively engage with all aspects of the curriculum. This includes classes, peer-learning processes, field projects and tutorials.

Absence from classes (leave of absence) is permitted only in case of illness or family emergencies. You are expected to inform course instructors/programme coordinators about any prolonged absence from the programme, and obtain leave accordingly.

If you are absent from all academic activities or the student residences for more than two working days without intimation/permission, you will be considered to be absent from the programme without leave.

Please note that course instructors will record attendance by students in all activities that are part of the curriculum, and report the same in the specified format to the Registrar’s Office. The Registrar’s Office will maintain consolidated attendance information and may call students to discuss attendance or absence without intimation. Attendance data may be shared with faculty members, programme coordinators, school heads and other administrative staff. Absence without leave or sufficient cause or reason is liable to disciplinary action.

Unless permitted otherwise by individual course instructors, students may not use devices such as cell phones, tablets, laptops, etc. during classes. Cell phones in particular should be turned off and put away.

4.3 Assessment and Grading

Assessment is a key aspect of teaching and learning. It is a process of collecting and giving feedback that will enable you to examine your understanding, and to take steps to improve it. It also enables your teachers to be responsive to your needs, and to support your learning appropriately.

In the undergraduate programme, faculty will use diverse approaches to evaluate student learning, including: Q&A in the classroom; feedback on exercises; group discussions; discussions in tutorials; individual/group projects and presentations; tests, assignments, examinations, etc. Some of these may be used for grading - grading is a sub-set of the assessment and feedback process.

Each course in the programme, will have its own pattern of assessment and a declared grading system. This will be linked to the specific learning outcomes of each individual course. Over the three years of the programme, you will have the opportunity to experience a variety of assessment and grading activities. By accommodating this diversity of approaches to assessing learning, we hope that you will understand how you learn best, and develop strategies for study and work that allow you to succeed.

4.3.1 The Grading System

The grading system we follow is called a Criterion-Referenced grading system. In this system, grades are not based on relative performance, i.e., how other people do in the course does not affect your grade. In this system, the instructor will define criteria or standards to evaluate the quality of student work and the grade associated with it. These criteria will be expressed in rubrics, which will be made available to you at the appropriate time.

As a general principle, we urge you not to focus all your energies on grade outcomes. In the programme, we are more concerned with the overall learning improvement and accomplishment that has happened for every student, than with your specific grade in each course.

However, this does not mean that grades are irrelevant. We will calculate Grade Point Averages (GPAs) for each course, Semester Grade Point Averages (SGPAs) for each semester, and Cumulative Grade Point Averages (CGPAs) for the programme as a whole.

The University’s grading system awards 8-step letter grades ranging from ‘O’ (Outstanding) to ‘U’ (Unsatisfactory) as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Criteria and Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>10</td>
<td>Outstanding. This grade is awarded for consistently exceptional work that indicates consistent engagement of high quality through the entire course; quality of work at this level is creative, original, thorough, well-researched/well-executed, and well-communicated.</td>
</tr>
<tr>
<td>A</td>
<td>9</td>
<td>Excellent. The quality of work at this level is original, well-argued/well-executed, insightful and well-communicated. It indicates that the student has critically grasped the main ideas and engaged with all the instructional material and often gone beyond them.</td>
</tr>
</tbody>
</table>
Grade | Score | Criteria and Interpretation
--- | --- | ---
A- | 8 | Awarded for work that indicates consistent engagement with the course and theme, and is well-argued/well-executed and well-communicated. While there is room for improvement, and it is not necessarily original, the work is complete and well-rounded.
B | 7 | Awarded for work that indicates robust engagement with ideas/high level of practical skill. The work demonstrates considerable understanding of conceptual and practical issues, but still has significant gaps.
C | 6 | Awarded for work that indicates a satisfactory understanding of concepts and ideas/fair degree of practical skill with considerable room for improvement.
D | 5 | Indicative of reasonable but incomplete conceptual understanding/ability to carry out practical work only with assistance. Intent and capacity for improvement are demonstrated.
E | 4 | Acceptable. The work meets the standards of acceptability but can be significantly improved. It indicates reasonable but incomplete understanding of concepts and ideas/capacity for following instructions, but not demonstrating acquisition of practical skills.
U | 0 | Unsatisfactory work that does not indicate sufficient understanding or skill. There is an insufficient effort to improve oneself and significant lack of attention to detail.
I (ungraded) | - | Incomplete. The work has not been assessed and no grade has been assigned. The instructor may indicate additional work to be done or requirements to be satisfied before grading can be completed.

If you are interested, you can refer to the FOSQ to obtain more detailed information about the University’s grading system.

### 4.3.2 Continuing registration in the programme

You are required to have no overall ‘U’ grades for courses, and an SGPA of at least 4.0 to be eligible to register for the following semester.

### 4.3.3 Reassessment

You are eligible for reassessment if:

1. You are awarded an overall ‘U’ grade in one or more courses in a semester, and have completed at least 70 per cent of all graded assessment activities in these courses.

2. You awarded an ‘I’ grade for a course due to medical reasons or family emergencies.

In these situations, you must complete relevant reassessment activities within four weeks of the end of the semester and obtain at least a ‘E’ in every course to be eligible to register for the following semester.

If even after reassessment, you have an overall ‘U’ grade in one or more courses, you will not be permitted to register for the next semester.

If you obtain a ‘U’ grade in all courses in a semester, you will be asked to leave the programme.

### 4.4 Academic Integrity

Academic integrity is of central importance to our programme. We want our educational process to be founded on trust and cooperation between students and teachers, and supported by effective and timely assessment of learning. We cannot do this without your willingness to adhere to norms regarding the guaranteed originality of your work.

There are many ways in which commitments to academic integrity by students may be compromised in the University.

These include:

1. Production and presentation of work assisted or done by others as one’s own.
2. Violation of norms prescribing malpractice in tests and examinations.
3. Non-participation and lack of contribution by a student in group work where s/he is being assessed.
4. Plagiarism - the deliberate presentation of work and/or ideas, as explained below, as one’s own to meet the academic demands of a course or programme in the University. This includes:
   - Copying, reproducing, or presenting in one’s own work, in part or in full, text, data, graphics, pictures etc., from prior published or unpublished work by others in whatever forms they might be available (papers, articles, books, journals, web-resources) without proper acknowledgment.
• Recycling or re-submitting own work: the resubmission of past work, in part or in full, that is the same or substantially the same for any other assessment (either in the same course or different) without the express consent of the instructor.

• Getting another person to write an assignment on one’s behalf.

• We consider all of the above as serious violations of propriety, and engaging in these will be responded to with appropriate disciplinary action as specified in the FOSQ. In cases of repeated violations of academic integrity, the student is liable to be de-registered from the programme.
Residential Life

Our educational vision is based on the idea that learning involves both individual effort and collective cooperation. At the university, learning does not take place only within classrooms and laboratories where teachers tell students what to do. Learning happens in a variety of ways: by listening to an interesting lecture, study of one’s own, talking to peers, sharing feedback with teachers, spending time with mentors, organising an event, watching a film or playing together.

The University has made a conscious effort to create an environment that provides a variety of structured (planned by the University) and unstructured opportunities for different kinds of learning and growth to take place. This is why the undergraduate programme is fully residential.

All of you are expected to live in the University’s Student Residences during the semester, over the three years of the programme. By ensuring that both you and the staff live and work together, we aim to create a supportive and caring learning community that enables academic achievement, learning, and personal growth.

This part of the handbook specifies details about the standards, practices and rules for residential life that we think should influence how our community should be organised and maintained.

5.1 Norms of Community Living

Our goal is to create a vibrant, safe, and caring residential community that supports academic achievement and personal growth for all. To achieve this goal, we encourage you to keep the following expectations in mind, and to relate with others accordingly:

5.1.1 Engagement and Participation

Students and University staff have a shared responsibility for the creation and maintenance of a community environment that enables the achievement of the programme’s educational aims. No one else will do this for us.

5.1.2 Inclusion

The University is a space where a person can interact with others in a free and open manner.
5.1.3 Respect and Tolerance
As in any community, we can expect to face disagreements and disputes. Our responses to these must be based on understanding, courtesy, and respect.

5.1.4 Safety and Well-Being
All of you are responsible for conducting yourselves in ways that enhance the safety and well-being of every person in the community.

5.2 Facilities and Infrastructure

5.2.1 Residential Block
The Residential Block offers separate student accommodation for male and female students, accommodation for faculty members, a dining area and kitchen, recreational areas, and quiet rooms for study and work. Provision is also being made for an outdoor games and sports area.

5.2.2 Academic Block
The Academic Block includes classrooms with audiovisual facilities (which can be used as study and activity spaces outside timetable hours), laboratories, meeting rooms and staff work spaces.

5.2.3 Student Rooms
Shared occupancy rooms are provided to all students, furnished with three beds, three cupboards with keys, one desk and chair, and shelf space for books and personal belongings. Each room is fitted with lights, a fan, and plug points. Each floor has showers and toilets, accessible to all students of that floor (either men’s or women’s). Washing machines and drying facilities are provided.

5.3 Coordinating Residential Life
The co-ordination of residential life is an important aspect of our effort to create a learning community. Faculty members will spend considerable time living at the Student Residence, some full-time and others part-time, and will work closely with you to coordinate different aspects of the residential student experience.

We plan to create committees that will include both students and faculty, and that will be responsible for coordinating the following areas of residential life in the programme:

1. Wellness and Health
   • Food
   • Safety and Security
   • Responding to Minor Illness and Distress
2. Caring for our Home
   • Cleanliness
   • Maintenance
3. Living Together
   • Scheduling
   • Responding to Emergencies and Crisis Situations
   • Resolving Disputes

We would eventually like you and your peers to take up the responsibility of the hands-on management of these committees, with faculty members being involved in an advisory capacity.

5.4 Living Together
Certain shared rules and guidance are needed to ensure that community standards are maintained and everyone can do their best. We hope that they will serve you as a practical guide for how to live together.

5.4.1 Noise
The student residence should be an environment conducive to study and rest. To maintain this, each of us must avoid noise that disturbs residents or neighbours. All residents are expected to abide by standards of common courtesy in the residential block. Individual voices, social gatherings, and planned meetings should be maintained at low volumes. The same applies to the use of electronic devices and musical instruments. As far as possible, these standards must also apply to what happens during activities in the common spaces in the residential block.

In addition to this, the following timings will be observed as Quiet Hours:
1. From Sunday night-Monday morning to Wednesday night-Thursday morning: 10 p.m. to 6 a.m.
2. Friday night-Saturday morning and Saturday night-Sunday morning: 11 p.m. to 7 a.m.
During these hours, do not engage in activities that create noise, anywhere on the entire premises, including using amplified sound (speakers or other electronic devices), playing loud musical instruments, and noisy social gatherings.

5.4.2 Smoking, Alcohol, and Drugs

5.4.2.1 Smoking
Smoking and/or chewing tobacco anywhere in the student residences is strictly prohibited. We aim to create a healthy environment for all residents, and recognise that tobacco use compromises the well-being of all members of the residential community.

5.4.2.2 Alcohol
Consumption or storage of alcohol by students anywhere in the student residences is strictly prohibited. There is very strong evidence from research that consumption of alcohol from a young age, has serious negative consequences for the individual and often for the community.

5.4.2.3 Drugs
It is illegal to possess, cultivate, consume, or sell narcotic drugs and psychotrophic substances anywhere in India. Possession, cultivation, consumption, or sale of drugs anywhere on the student residences is strictly prohibited.

5.4.3 Care of Our Home

The student residences will be our home during the academic year, shared among people with varying habits and needs. Because it is our home, rather than an institution, we will need to work together to look after it and to make sure that each of us feels comfortable and that we use resources intelligently and creatively.

5.4.3.1 Cleanliness and Hygiene
All residents are expected to take responsibility for ensuring the general cleanliness of common spaces and student rooms in the student residences. These include toilets, corridors, the kitchen and dining area, classrooms, laboratories, quiet rooms, exercise and recreation rooms, and the outdoor space. Even though we will be assisted by dedicated cleaning staff, as community members, we have the ultimate responsibility for keeping our new home clean. Community members are expected to also take care of the garden.

Cleaning staff will not clean your rooms and are not expected to clean spills, litter or mess that we ourselves make during the day. Please do not enter into any private arrangements with cleaning staff to clean your rooms or personal effects.

You are expected to comply with basic health standards to maintain sanitary conditions and hygiene in your rooms. In particular, ensure that you dispose waste and recycle appropriate material at the waste removal locations on each floor.

5.4.3.2 Maintenance
We are proud of the quality of our facilities and have chosen the materials of our student residences with great care. We expect all members of the community to keep the infrastructure in good order; and to look after the furniture, fittings, and equipment in the classrooms, laboratories, hostel rooms, and indoor and outdoor common spaces as though they were your own.

In case of damage or malfunction, inform the appropriate residential life coordination committee immediately. The university’s commitment to a just, equitable and sustainable society also requires us to use resources such as water and electricity as sparingly as is comfortably possible. If you have ideas for how we can do this, please inform the appropriate residential life coordination group.

5.4.4 Access

5.4.4.1 Student Residence
The student residence is located on the outskirts of Bengaluru where we have access to more space and cleaner air. It is a new, suburban neighborhood where housing is spread out and public transportation can be irregular. To enable easy access and ensure personal safety keep these following rules in mind:

1. Only students and University staff are allowed at the Student Residence. Access at the main entrance will be managed using a biometric system.
2. Students are not expected to leave the residences for extended periods during week days, except for programme-related activities. When indeed they do leave the facility, they are required record their entry and exit at the gate and also inform the appropriate persons of any anticipated late return and obtain permission. In any
case, students are expected to be back at the campus not later than the timings indicated below. We aim to encourage a system that is based on openness and self-regulation. We hope that the students will behave in ways that ensure that such an approach is viable and works to everyone’s satisfaction and benefit.

3. We expect all students to be at the student residences between:
   - 10 p.m. and 5 a.m. - Sunday night/Monday morning to Thursday night/Friday morning.
   - 11 p.m. and 5 a.m. - Friday night/Saturday morning and Saturday night/Sunday morning.

If for compelling reasons, you anticipate not being at the residences during these hours, you are required to inform the full-time faculty resident-mentor in advance, and obtain necessary permission to do so. For additional information on questions of personal safety read Section 5.4.5.1 and Section 8.3.1 carefully.

4. Students are permitted home visits on weekends between Saturday lunch time and 9 p.m. on Sunday. Prior permission from a parent/guardian must be sought for these visits at least one day in advance. The duration of these home visits cannot be greater than one night away from the residences. This does not apply to mid-term breaks, and vacations between semesters.

5. Guests of students (including parents) are not permitted to stay at the Student Residence. Guests will have to show photo identification to Security at the entrance to the premises. Students are advised to entertain their guests at the designated spaces in the premises - the ground floor of the residential block, and some common spaces. Other than parents/guardians, guests are not permitted to visit student rooms. They are expected to adhere to Residential Community Standards and Regulations.

5.4.4.2 Student Rooms

1. Male and female students are not permitted to visit each other’s rooms.
2. Resident Mentors may access student rooms when needed. Prior notice will be given whenever possible and community standards of civility and respect will be adhered to.
3. Cleaning staff and maintenance workers will have access to rooms and common spaces in the residential block as and when necessary. Prior information will be given to students about such visits.

5.4.4.3 Common Spaces and Learning Block

In order to accommodate a range of study and work strategies, all residents will have 24-hour access to most common spaces within the student residence premises. Please make responsible use of this freedom and respect residential community standards for noise.

5.4.5 Health and Safety

5.4.5.1 Personal

1. If you are going outside the residences during permitted hours always inform someone of your whereabouts. This could be your roommates, your friends, or any member of your student cluster (see Section 6.1 for details). Adhere to the access timings mentioned in the section above. One of the full-time faculty residents must be informed when you are going for home visits over the weekend.
2. If you are interested, participate in the basic life support and fire safety training opportunities that will be made available, and become a member of the Emergency Response Committee. If you are not interested, be aware of who the student and staff members of this committee are.
3. If you are not feeling well, please tell someone! Basic medical facilities are available at the residences. Members of the staff will help out in case of minor issues, and direct you to professional help as and when needed. There is an emergency vehicle on call 24x7.
4. If you are feeling distressed in any way, don’t hesitate to talk to any student, or faculty member you are comfortable with. All faculty members are available to discuss your personal needs and concerns. You are also welcome to meet the University Counsellor for discussion or advice.
5. If you have a pre-existing health condition or are taking any kind of medication please inform your mentors and your room-mates at the beginning of the semester.

5.4.5.2 Your Room

You are responsible for the safety of your personal belongings. Please keep any valuables locked in your cupboard and take care of the key.

1. Each student will have a room key. Arrange with your roommates how best to keep your room safe.
2. We don’t want fires! Ensure that your electrical appliances, cords, and plugs are in good condition. Appliances should be unplugged when you will be away from the rooms during breaks.

3. Students are not permitted to keep or use the following items in their rooms:
   • Candles and incense.
   • Electric cooker, toaster, induction stove, and microwave.
   • Gasoline and gas-powered equipment.
   • Fireworks and explosives.
   • Combustible materials and poisonous chemicals.
   • Firearms or weapons, replicas of firearms or weapons, and toy weapons.

4. Students are not permitted to keep pets in their rooms.

5.4.5.3 Common Spaces
1. Report damage to infrastructure or malfunctioning equipment immediately. Some of these are potential safety hazards - for example, broken doors or windows, malfunctioning electrical or electronic equipment, and improper waste disposal.

2. If you meet a new or unknown person on the premises, introduce yourself and inquire why they are on the premises.

5.4.6 Decorating Your Room
You are welcome to decorate and personalise your room. When doing so, keep these guidelines in mind:
1. Consult your roommates and make sure that they agree before doing anything.
2. Rearrange the furniture in consultation with your roommates as long as it doesn’t block the door.
3. To hang/paste things on the walls avoid using any material that is likely to damage the paint.
4. Do not apply stickers or draw anything on the walls, door, doorframe, windows, or window frame.
5. Do not hang anything from the ceiling, across the door or window, or over the lights.

5.4.7 Dress
Students are required to dress in a manner that is both appropriate, and respectful of others’ sensibilities.

5.4.8 Scheduling Events and Activities
In addition to regular classes and labs, a number of other activities and events will take place at the student residence. These include mentoring meetings, academic resource centre activities, student club activities, sports, and cultural events. There will be a residential life coordination group that will be responsible for scheduling all these activities and effectively managing the use of available space.

5.4.9 Religious Ceremonies and Events
The University is a secular organisation. None of the Schools or the other Enabling Functions of the University will organise or promote any religious event. No space in the University Campus or Student Residences will be provided for any religious activities or events.

Celebration of festivals by individual students or groups apart, no public event of a religious nature can be organised at the student residence or in study spaces. Celebration of festivals too is subject to the norms and rules of community living specified in this handbook.

5.4.10 Private Vehicles
Students are not permitted to keep private motor vehicles at the student residences. Bicycles are allowed; however safekeeping will be your responsibility. Bicycles must be parked outside the building and cannot be kept in the rooms or the common areas.
Student Development

At several places in the handbook, we have mentioned how the undergraduate programme is based on an idea of education that is broader than just teaching-learning activities that happen inside a classroom. We have also mentioned how achieving these broad educational aims depends upon creating an environment that provides both structured and unstructured opportunities for feeling well, studying well, and relating well. We have already discussed how we like to work with you to create a residential community that will form the context for our educational work. In this section of the handbook, we present the details of the specific, structured, non-classroom opportunities within the programme for developing your capabilities to feel well, study well, and relate well within this caring and supportive community.

6.1 Mentoring

Meaningful education depends upon building trusting relationships and a caring community. What follows from this idea is a need to integrate experiences of ‘study’ and ‘care’ within the undergraduate programme. Questions of teaching and learning are rarely completely separate from questions of wellness and care. Doing well in an examination gives us a sense of satisfaction, engaging with difficult ideas could make us feel frustrated, and studying topics that we are not interested in can bore us. The mentoring system is one of the ways in which we want to allow space for this kind of integration within the programme.

There will be several student clusters with a maximum of 10 students per cluster. Each cluster will have two faculty mentors. As a part of the mentoring process, you will have both individual meetings with faculty mentors, and group meetings with your entire cluster on a regular basis. As a part of the mentoring process, you will have both individual meetings with a faculty mentor, and group meetings with your entire cluster on a regular basis. In these interactions, you will have the space to talk about topics related to your academic and non-academic life at the University. You can share your experiences and learning, ask questions, do things together, and support each other. In addition to this, you can also talk about any problems or challenges that you may be facing with your faculty mentors - they will support you directly or indirectly, and assist you in resolving these issues.
6.2 Academic Advising, Extension, and Support

Teaching and learning involve much more than just interacting in a classroom, working in a lab, participating in tutorials, and preparing for and doing quizzes and assignments. It involves a broader set of activities aimed at enhancing the experience of study in various ways. In the undergraduate programme, these include:

1. advising regarding pathways to graduation, pursuing academic interests both within and outside the programme, and post-graduate study opportunities;
2. extension opportunities for deeper engagement with the curriculum; and
3. support activities for resolving difficulties that arise in regular curricular engagement.

These activities will be coordinated by the Academic Resource Centre. This centre will be run by members of the faculty, and supported by University staff, external resource persons, and students. It will plan and run different kinds of activities both for and with you to enhance your experience of study within the programme.

6.3 Health, and Fitness

Intellectual, emotional and physical health are closely interconnected, and these connections play a very important role in influencing educational experiences. Recognising the importance of this, a number of opportunities are available within the programme to enable you to be healthy and fit and to feel well.

6.3.1 Physical Health

Student lifestyles often result in low levels of fitness, a poor diet and relatively low energy throughout the day. As part of the student experience at University, we will provide a menu of fresh, varied and nutritionally balanced meals, strongly encourage regular physical activity, and help students develop self-care habits that will serve them throughout their lives.

Everyone benefits from regular physical activity and a vibrant playing environment is beneficial for the whole community. Our fitness programmes aim to help your transition to a physically active adulthood. In addition to the traditional attributes of an athlete which sports classes develop - strength, flexibility, agility, stamina, speed, coordination, discipline, sportsmanship - physical activities can cultivate qualities of alertness, spontaneity, spatial awareness, mimesis. In parallel with the goals of the academic classes, physical education aims to expose you to new, difficult or uncomfortable experiences that challenge habitual reactions of fear or insecurity and develop a deeper relationship to the capacities of the body. We encourage a balance of skill development with exploration of new activities, and sufficient rest.

Daily physical activities include team sports, jogging, games and dance. On weekends and holidays there are opportunities for periodic intense activity, such as treks, that require endurance and initiative.

6.3.2 Mental Health

Mental health is more than just the absence of mental disorders or disabilities. It is an essential component of an individual’s ability to think, behave, feel and relate to others in productive and satisfying ways.

As a part of the undergraduate programme, mental health promoting activities include awareness raising, generating positive experiences, and developing resilience to participate fully and meaningfully throughout all aspects of their lives. A few basic skills can help you better cope with adversity, become more resilient, and examine limiting beliefs about seeking help. We provide a cooperative and supportive community life, various opportunities to talk about mental health and training in the life skills that underpin wellbeing.

6.3.3 Illness

We place a strong emphasis on the development of ‘self-care’ and the prevention of illness. In addition to education about nutrition, exercise, hygiene and substance use, we offer certified training to all students in fire safety, first aid and self-defense.

In cases of minor illness, treatment is provided by a local general practitioner selected by the University. Dental care can also be provided on request by a dentist affiliated to the programme. Adequate emergency care facilities are located within a short drive from campus.

6.4 Student Initiatives

In addition to the various opportunities provided by the University for your development as independent, responsible adults, it is important for all of you to take initiative to collectively pursue your interests as well. We encourage the formation of student-governed clubs and the organisation of student-led activities and events.
In order to start a club, a group of you must submit a one-page expression of interest to the faculty group responsible for coordinating student initiatives. Once approval has been granted, the details of the club including the names of the members will be uploaded online. Each club is expected to have its own office-bearer - at the minimum, a convener and a treasurer. Clubs can request funds from the University to conduct their regular business on submission of a funding proposal which clearly outlines why and how much money is needed. A club with a large enough student group must elect their office-bearers through an internal process of election. An annual report documenting the activities (including new members, innovative practices, etc.) is expected to be submitted at the end of an academic year.

Dispute Resolution

Dispute Resolution in the undergraduate learning community will follow this resolution process:

• Fact-Finding: gathering and verifying facts pertaining to the incident/s.
• Mediation: discussion with all individuals involved, either one-on-one or in groups.
• Resolution: deliberation to reach a decision, implement the decision, coordinate enforcement and institute measures to prevent similar disputes in future.

The nature and intensity of specific disputes will determine which groups or committees get involved in this process. Broadly speaking:

• The Student Affairs Committee will be involved in resolving disputes that involve violations of the overall ethos of the undergraduate programme - the list of unacceptable conduct specified in Section 3.
• The various faculty groups - residential life coordinators, academic resource centre coordinators, health and fitness coordinators, etc. - will be involved in dispute resolution pertaining to their area of responsibility, and depending on the nature of the specific situation.
• Your Mentors will be involved in the dispute resolution process in some capacity.

Disputes pertaining to sexual harassment and ragging will be resolved as per the University-level guidelines.

7.1 Academic Matters

All academic matters will be dealt with through processes defined in the FOSQ and other policy documents.

7.2 Residential Issues

When individuals live and work together in close quarters, disagreements and disputes can arise. Our approach to dispute resolution is informed by the ideals of University culture, and by our community standards of Engagement and Participation, and Respect and Tolerance. We do not expect all residents of this learning community to agree with each other at all times. However, we do expect every member to listen
to others, to acknowledge differences, and to resolve disputes through dialogue and negotiation. We are committed to dialogue and collective problem-solving, and we advocate a multi-level and multi-pronged approach to resolving disputes.

Levels of resolution of disputes in residential life:

<table>
<thead>
<tr>
<th>Nature of Dispute</th>
<th>Coordination of Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Interpersonal disputes that arise spontaneously in the context of daily interactions. These are not violations of the code of conduct.</td>
<td>Resolved by the students involved without faculty intervention or with minimum faculty intervention. Assistance from mentors or available resident faculty.</td>
</tr>
<tr>
<td>(b) Disputes that arise around situations that are unique to residential life. These are not violations of the code of conduct or of community standards.</td>
<td>Residential Life Coordination Committees. Coordinated by faculty members of these committees.</td>
</tr>
<tr>
<td>(c) Disputes that arise due to violations of the broader University code of conduct.</td>
<td>Student Affairs Committee.</td>
</tr>
</tbody>
</table>

7.3 Ragging

We want to create and nurture an environment where every individual has the right to live and work with dignity and respect, and is not vulnerable to any kind of bullying or intimidation including ‘ragging’. The University will proactively work towards prevention of such practices and will provide a sensitive and strong system of redressal if such incidents occur.

Ragging is a very serious form of bullying and intimidation and several measures have been taken by the Government to prevent it. The University will strictly enforce guidelines, rules and regulations prescribed by the University Grants Commission (UGC) and all regulatory bodies. Students are requested to go through the circulars/material related to prevention of ragging available on [http://www.ugc.ac.in/oldpdf/ragging/gazetaug2010.pdf](http://www.ugc.ac.in/oldpdf/ragging/gazetaug2010.pdf).

As per the UGC guidelines, ragging constitutes one or more of the following acts:

1. Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student.

2. Indulging in rowdy or undisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student.

3. Asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student.

4. Any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or a fresher.

5. Exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students.

6. Any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students.

7. Any act of physical abuse including all variants of it: sexual abuse, assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person.

8. Any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student.

9. Any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

In case you experience or observe any act of ragging, immediately contact any of the following University members to report the incident:

- Your Mentors
- The Faculty Residents
- The Programme Co-ordinators

7.4 Sexual Harassment

At the University, we seek to nurture an environment based on respect for individual dignity and space for all. The commitment to provide equitable access to men and
women requires that students and staff understand and participate in building a healthy culture of working and living together in this learning space with mutual regard and respect for the other’s personal space.

The University has constituted a committee for the Prevention of Sexual Harassment (POSH). The committee serves the twin purposes of bringing awareness among students about gender-just practices and laws, and of providing redressal to victims of sexual harassment.

As defined by the law, sexual harassment refers to any unwelcome sexually determined conduct such as:

1. Physical contact and advances.
2. Demands or requests for sexual favours.
3. Sexually coloured remarks.
4. Showing pornography.
5. Any other unwelcome physical verbal or non-verbal conduct of sexual nature.

If you experience sexual harassment of any kind, do not hesitate to express your distress by making a complaint, irrespective of who is harassing you. The University has a clearly spelt out, sensitive redressal process for sexual harassment through its Complaints Committee. You can reach out to any of the following:

• Your Mentors
• The Faculty Residents
• The Programme Co-ordinators
• The Chairperson of the POSH Complaints Committee

Given the sensitive nature of such issues, confidentiality is maintained in responding to complaints and resolving conflict.

7.5 Student Affairs Committee

The Student Affairs Committee is an administrative group whose main responsibility is to manage and resolve disputes. It will consist of three faculty members of the School of Liberal Studies. Whenever disciplinary action of any kind is part of the process of resolving a dispute, this committee must be involved.

Responding to Emergencies

At several places in this handbook, we have highlighted how the success of the programme depends upon students and staff creating a learning community that is caring and inclusive. A key activity in this process is developing relationships that contribute to individual and collective wellness by:

1. allowing for different kinds of positive interaction and mutual learning; and
2. proactively responding to distress that is experienced either by an individual or by a group of people.

Some of this will happen formally through classroom engagement, mentor interactions, or club activities; while some of this will happen informally - chatting with your roommates in the evening, playing games, talking about films while having dinner.

However, despite our best efforts to feel well, be safe, and look out for others, emergencies may arise from time to time. While we are confident that our overall preventive approach to engaging with distress and illness will serve us well, it is also important for us as a community to prepare ourselves to appropriately respond to such situations.

An emergency refers to any situation that involves serious and immediate risk to health, life, property, and/or the environment. From fire in a building, to a serious asthma attack, to being involved in accidents or altercations when you are off University property, there are a variety of situations that can be defined as emergencies.

By definition, the occurrence of emergencies is unforeseen - we cannot predict when they will happen. Given this variety and uncertainty of emergency situations, we have specified certain broad guidelines for emergency response instead of trying to think of specific emergency situations and describe the appropriate response to each of them. Ultimately, it is some combination of prior preparation, vigilance and good sense that will help us.
8.1 Emergencies at the Student Residence

In the event of an emergency at the Student Residence follow these guidelines:

1. In case of an emergency, the faculty and student coordinators of the Emergency Response Committee and the full-time faculty residents must be informed immediately.

2. If you are a member of the Emergency Response Committee, you would have received training in basic life support, and will hence be aware of the steps that you need to take to respond to different situations.

3. If you are not a member of the Emergency Response Committee, be aware of which students are members of this committee.

4. All of you will be given basic fire safety training. In the event of a fire, follow the appropriate procedure of evacuating the building and assisting others.

In case of medical emergencies that cannot be resolved with the assistance of the Emergency Response Committee and the medical facilities available at the student residence, an ambulance will be on call 24x7 for transport to the nearest hospital.

In case of non-medical emergencies that require travel away from the premises, a vehicle will be on call 24x7.

8.2 Emergencies at the University Campus

In the event of an emergency at the University Campus follow these guidelines:

1. Each floor of the University Campus has two Emergency Response Team representatives (this team is different from the Emergency Response Committee constituted at the Student Residence). In case of an emergency, find and inform them immediately - they will know how to respond.

2. After this, inform the faculty coordinators of the Emergency Response Committee.

3. In case of a fire, follow the appropriate procedure of evacuating the building and assisting others.

Vehicles for travelling off the University Campus in case of medical or non-medical emergencies will be available.

8.3 Emergencies away from the University Campus or the Student Residence

When you are away from the University Campus or the Student Residence either by yourself, or with other students; either independently, or as part of a University-led activity, follow these guidelines:

8.3.1 Preventive Steps:

1. Always carry some form of identification with you, and ensure that this has information about emergency contact details and your blood group.

2. Always carry a mobile phone that is charged and turned on, with emergency contact numbers stored in it. Make sure the correct number is registered with the University. In case you do not have a mobile phone, please provide alternate details about how you can be contacted easily.

3. As mentioned earlier, always inform someone before you leave, especially when you are travelling alone. Keep someone at the University informed about your whereabouts, and your plans to travel back.

4. Monitor the media: check the newspapers to ensure that there is no special security threat, political unrest or state bandh on the days when you are planning to go somewhere.

8.3.2 Reactive Steps:

In case you are stranded or in difficulty call someone from the full-time resident faculty immediately. Appropriate assistance will be provided depending on the situation.
Information

As mentioned in Section 1, we think of this handbook as a guide that we can refer to and discuss when we encounter various situations as we work and live together in the University.

However, we do recognise that in addition to this, there is a lot of additional, detailed, relevant information about academic, administrative, and non-academic issues that you will need to access from time to time. For instance: What are the library timings?; Where do I get a duplicate ID card made?; What are the dates of the mid-semester break?; What are the details of the courses being offered next semester?

We have set up an internal Wiki in order to house all this information. In order to access this Wiki, you would need to access the following website: [http://ug.azimpemjiuniversity.edu.in/slwiki/](http://ug.azimpemjiuniversity.edu.in/slwiki/). You will have to login using your University email ID and password. On this Wiki, you be able to access information about the semester calendar, the programme curriculum, faculty availability, administrative policies, and other guidelines/rules about University life.

Reviewing the Handbook

As a part of our work to enable you to develop capabilities for critical reflection and meaningful action, we want to involve you in the process of reviewing and revising the contents of this handbook.

At some point of time towards the end of the second semester, based on your ideas, we would like engage in debates and discussions about the effectiveness of the existing norms and guidelines about undergraduate student life in the University. Based on these discussions, we will then accordingly revise the handbook before the new students arrive in the following academic year.

We will determine the specific details of this process at a later point during the academic year.