



PROSPECTUS

Diploma & Post Graduate Diploma in Dance Movement Therapy (with an exit option at the Diploma Level) 2024 – 2025

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IMPORTANT DATES

| | |
|--|-----------------------|
| Last Date for Receipt of Completed Form at the TISS in Mumbai | May 12, 2024 |
| *Interview | May 15, 16 & 17, 2024 |
| Announcement of Selection by email | May 24, 2024 |
| *Orientation and Commencement of Academic Session 2024 – 2025 | June 13, 2024 |
| *Note: These dates are tentative and subject to change | |

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TATA INSTITUTE OF SOCIAL SCIENCES

INTRODUCTION

The Tata Institute of Social Sciences (TISS) was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work, a post-graduate school of social work of national stature to meet the emerging need for trained human service professionals. It was accorded the status of a Deemed University in 1964 and has been funded by the University Grants Commission (UGC) since then.

Since its inception, the TISS has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice. It has earned recognition as an institution of repute from different Ministries of the Government of India (GoI); State Governments; international agencies, such as the United Nations; and the non- government sector, both national and international. A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination. In recognition of its social contribution and academic excellence, it was awarded a 5-Star rating by NAAC in 2002. In 2009, TISS's re-accreditation assessment outcome is a grade A with a score of 3.88 out of 4 (under the new grading system of the NAAC), the highest score by any institution in the country.

ABOUT CENTRE FOR LIFELONG LEARNING

The School of Social Work promotes education in social work that is democratic, emancipatory, and egalitarian and one that develops a critical perspective in students. It offers dynamic and relevant programmes at the Doctoral, Master's and Certificate levels. It also identifies new areas for social work practice and evolves innovative strategies through practice-based research and field action projects. Other thrust areas of the School are research, networking and liaising with governmental and non-governmental organisations for capacity building, policy and programme development, and extension. Since April 2020 the Centre for Lifelong Learning has been attached to the School of Social Work, Mumbai at TISS.

The Centre for Lifelong Learning (CLL) was established on February 15, 2006, with the objective of providing training for adult learners in the areas of expertise in the Institute. The CLL was earlier known as Department of Extra Mural Studies, which was established in 1981.

It caters to two kinds of adult learners: (a) The Professional groups getting trained for their continuing education and (b) the general population from diverse backgrounds who are outside the formal education system or those who have not had the opportunity to access formal education system and want to access training or goal-oriented short-term vocational programmes.

Vision

By promoting the philosophy of lifelong learning, the CLL would maximize the capacities and potential of adult learners to contribute meaningfully as citizens to create a society that promotes and protects the values of dignity, equity, social justice and human rights.

Mission

Through extension, training, teaching, and research, the Centre will,

- Develop lifelong learning as a discipline of study and field of practice
- Engage with diverse populations of adult learners, irrespective of caste, gender, class, ability and age.

Objectives

- To devise and implement relevant and need based certified training programmes for a range of adult learners towards responsible citizenship.
- To prepare and implement a comprehensive strategy for lifelong learning for the elderly and youth populations.
- To integrate Information, Communication, Technology (ICT) in the teaching learning processes.
- Become a nodal centre in TISS for Distance Education and e-learning.

ABOUT KOLKATA SANVED

Kolkata Sanved grew from a research project initiated by founder Sohini Chakraborty (who was an Ashoka Fellow then) in 1998 called —Rangeen Sapney (colorful dreams), which gave birth to a platform called Sanved in 2000 for transforming the lives of survivors of violence and human trafficking through Dance Movement Therapy (DMT). Kolkata Sanved (K.S), based in Kolkata (since 2000), is based on this premise that dance movement therapy (DMT)¹ is a powerful healing medium which can be practiced across all age groups and populations. Kolkata Sanved is a women led pioneer in the field of dance movement therapy (DMT) in India and South Asia, advancing theories and approaches, and championing DMT as a holistic tool for social transformation. *Sampoornata* (fulfillment) is Kolkata Sanved's innovative approach to DMT.

Through the development of the '*Sampoornata*' model, Kolkata Sanved has been recognized as an organization moving beyond the realms of traditional DMT and arts-in-development practices. It believes that art encourage participants to develop a range of life skills, most notably the ability to think creatively. This ability enables participants to make empowered life choices, such as pursuing a range of livelihoods or seeking an education to increase financial stability. Art improves the ability to express oneself powerfully and creatively, a vital tool in giving the marginalized a voice. Performance creates a community, and from a community, comes shared knowledge, support and strength.

Kolkata Sanved helps survivors recover, become self-dependent, enhance self-esteem, and become change agents within society. The organisation harnesses the power of dance and dance / movement therapy to heal, empower and transform individuals who have experienced violence, particularly various forms of gender based violence into active citizens and changemakers.

Kolkata Sanved has pioneered the use of Dance Movement Therapy (DMT) as an effective alternative approach to recovery and rehabilitation for survivors of human trafficking and gender based violence, HIV/AIDS patients, and people living with psychosocial disabilities, among other groups.

¹ DMT is the term used internationally. However, the *Sampoornata* model of K.S. includes the concept of developmental practice.

Kolkata Sanved's innovative and specialized curriculum *Sampoornata* (Fulfillment) uses DMT to address the rehabilitation needs of women recovering from violence and abuse. At its core, the program allows survivors of trafficking and violence to develop specific life-skills that are important for their social reintegration, through a culturally familiar and non-threatening medium. The group dynamics and collaboration that emerge from DMT serve as a platform for redefining social roles, incubating new self-images, and fostering new community norms and values. With these new skills and positive community-life experiences, these women can then re-enter society and act as agents for themselves. The DMT process allows for holistic alternative form of therapy that concentrates on building positive attitudes and a positive body image among participants of its programme.

Mission

Their mission is to enhance gender equality and improve mental health and wellbeing of marginalized individuals and communities by building an ecosystem for Dance Movement Therapy for Social Development. We strive to create DMT Practitioners, leaders and change makers in the field, especially from vulnerability communities. In an effort to achieve this, we are aiming to set up a Centre of Excellence (COE).

Vision

We dream for a healthy , violence-free, gender-equal, creative society of empowered individuals.

Achievements:

- Since 2004, Sanved has broken new ground by taking its work to NGOs, marginalized communities, mainstream schools, NGO & government-run shelter homes, mental hospitals ;by collaborating with 60+ organizations and governments across South Asia. Honed over the past two decades, *Sampoornata* is a globally recognized approach today. To date, Kolkata Sanved has reached 65,000+ survivors and connected with more than 100,000+ citizens.
- Received 10 national, international awards such as: The organization was awarded the prestigious Beyond Sport Award for Best Health Project in 2009, the Diane Von Furstenberg Award for transforming other women's lives in 2011 and The Global Catalyst Award 2014.
- KS's work published in more than 50 news media globally; KS's work published in 12 national-international journals, books
- KS was featured in an international documentary film Little Stones with 70+screening globally In October 2021 Kolkata Sanved work showcased at Oprah Winfrey Network

DIPLOMA & POST GRADUATE DIPLOMA IN DANCE MOVEMENT THERAPY

(with an exit option at the Diploma Level)

INTRODUCTION

Dance and movement are inseparable from the mind, the world, and life itself. Life is a journey or a process which begins from the body in action. Dance and movement leads to a flow of energy that instigates one to communicate and connect with oneself and the world, which in turn helps to develop the dynamics of life.

Dance is the most fundamental of the arts, involving a direct expression of one's self through one's body. It is an especially intimate and powerful medium for therapy. Based on the assumption that body and mind are interrelated, dance/movement therapy is defined by the American Dance Therapy Association (ADTA) as "the psychotherapeutic use of movement as a process which furthers the emotional, cognitive, and physical integration of the individual." Thus, dance/movement therapy affects changes in feelings, cognition, physical functioning, behaviour and social reintegration.

Dance has been marginalized in social, political, and cultural contexts. Dance⁴ has certain specified roles to play in society – a source of entertainment, serving the Gods and Goddesses (*Devdasi pratha*) and *nachhnewalis*⁴ in some communities. Conversely, from certain cultural and religious perspectives, its practice has been paralleled to committing a sin.

It has been strongly believed for ages that dance⁴ cannot be a medium of social change, socially, politically or culturally. To this day, this notion remains imbibed in the minds of many. Social norms in India are largely patriarchal and perceive the bodies of women and girl children as objects, symbols of purity and/or agents of reproduction. Their bodies are never seen as creative and free agents of life, and dance has been used as a medium of exploitation of the female body for years. On the other hand, dance is also widely acknowledged that dance is an immensely powerful tool. If we look specifically at South Asia, dance is used in multiple contexts including celebrations, rituals, religious occasions, and social gatherings. While treading the path for growth and development, Kolkata Sanved has continuously been experimenting with dance. People from various spheres of life all over the world are researching how breaking down the traditional infrastructure of dance can become a life-skill technique.

Kolkata Sanved works with marginalized populations, a majority of whom are female survivors of sexual, physical, and mental violence/abuse. These women accept the violence as a normal behavior pattern, slowly developing self-blame and a complete loss of self-respect and identity. Kolkata Sanved helps these women to overcome these conditions and to develop a comfort level through which they bond emotionally and physically with their own selves. They need to release their trauma to recover and develop confidence for starting new lives. Kolkata Sanved helps them identify their own potentials as human beings rather than as victims. Society constantly focuses only on class and gender based livelihood options, which Kolkata Sanved attempts to break through the innovative approach of Dance Movement Therapy (DMT) process. There are five recognized schools of thought that have been developed about DMT, and while Kolkata Sanved appreciates and acknowledges these, the organisation has advanced beyond these to create an entirely new approach.

Kolkata Sanved believes in developing artistic skills in marginalized communities for personal development and for the psychosocial rehabilitation and self-expression of the individuals. This is in recognition of the fact that the marginalized communities have the right to develop artistic skills. Kolkata Sanved has broken down many barriers to prove that when development and art are skillfully blended together, the result has been very productive and empowering for those who have experienced this process. In fact, Kolkata Sanved's core employees are a testament to this: all of them come from marginalized communities themselves. After going through the DMT process, they now understand the impact that DMT has had on their lives and have chosen to take up DMT as a career option as a result.

Diploma & Post Graduate Diploma in Dance Movement Therapy (With an option of exit at the Diploma Level)

Dance Movement Therapy (DMT) is a form of a Creative Art Therapy (CAT). Other art forms within the ambit of the Creative Arts consist of: Visual Art, Music, Drama, Expressive Writing/Journaling, Photography, Multimedia Installations and Play. Dance Movement Therapy (DMT) is a form of a Creative Art Therapy (CAT). Other art forms within the ambit of the Creative Arts consist of: Visual Art, Music, Drama, Expressive Writing/Journaling, Photography, Multimedia Installations and Play. The aim of CAT is to enhance Quality of Life (QoL) by enabling a way of expression beyond words or traditional psychotherapy or talk therapy. Therefore, the scope of CAT is as limitless as the imagination in finding appropriate modes of expression. Further, these Arts are both, non-directive and non-pharmacological methods through which healing can occur by drawing on feelings and the unconscious to produce a tangible product: a sculpture, a story, a painting, or a dance. In fact, participating in art-based work has the scope to enable individuals to tap into unexplored areas of their lives and express concerns and conflicts therein, without having to 'talk' about them, in a non-threatening and an 'artistic' manner (White and Davis, 2011).

Today, we find that the lines between science and the Creative Arts for mental health and healing are getting blurred and that there is evidence that the body-mind-environment connection enhances the overall health and well-being of an individual. This holistic perspective, which was manifested in the experiences of KS and the vision of the CLL, at TISS, Mumbai, led to an understanding of the need to connect the Creative Arts to development practice. The need for a DMT Programme in academia also evolved out of a training vacuum and a dearth of adequate practitioners to fill the demand in the field of therapeutic dance and movement in India. The need for a comprehensive training Programme using internationally accepted DMT methods to address realities in the Indian context, motivated KS and CLL-TISS to take the initiative to develop an academic Programme in DMT.

KS and CLL, TISS, Mumbai piloted the Programme in 2013. In 2014, they began offering the Certificate in Dance Movement Therapy (DMT) in two locations: Mumbai and Kolkata. In 2016, this evolved into a Diploma in Dance Movement Therapy. Now, in 2020 it is upgraded to Post Graduate Diploma in Dance Movement Therapy (PGDDMT).

OBJECTIVES AND LEARNER OUTCOMES

| DDMT Programme | PGDDMT Programme |
|---|---|
| <p>Objectives:</p> <ul style="list-style-type: none"> • to create DMT practitioners who would engage with various communities and settings such as, mental health settings, residential institutions, communities, schools, day care centres and more. • provide the trainees with skills of dance movement and its vocabulary in order to achieve competence for its practice in a range of settings and with varied population groups • help trainees to understand and identify with the perspective of human rights, the value of human dignity and non-discrimination based on gender, class, caste, religion, ageism, ability, and sexual orientation. | <p>In addition to the objectives of DDMT Programme the PGDDMT Programme has been designed with additional objectives as follows:</p> <ul style="list-style-type: none"> • to provide advanced-level skills and knowledge on Dance Movement Therapy • to create DMT practitioners who will engage at a more advanced level of DMT practice with: <ul style="list-style-type: none"> - people living with mental illness - people having special needs, autism and developmental disorders - people suffering from violence and sexual trauma |

Learning Outcomes:

| DDMT Programme | PGDDMT Programme |
|---|---|
| <p>By the end of the DDMT Programme, it is expected that the learners will be able to:</p> <ul style="list-style-type: none"> • apply the learning and upgrade their skills, in their practice of DMT • be motivated to reach out to marginalised and vulnerable populations and use their training to empower and heal those in need • utilize the learning experiences during the Programme, for their personal growth and transformation • practice DMT in group settings and individual clients | <p>In addition to the learnings from DDMT Programme, at the end of the PGDDMT Programme, it is expected that the learners will be able to:</p> <ul style="list-style-type: none"> • develop the capacity and basic skills to undertake small scale research • build capacity to use DMT intervention techniques to heal, rehabilitate and empower individuals • apply the Sampoonata approach to their practice of DMT • build advance level capacity to work with specialized population such as trauma, people living with mental illness |

Programme Perspective (DDMT & PGDDMT)

The overarching perspective is integral to the entire curriculum, and would be based on the:

- Human rights perspective and practice
- Constitution of India

- Vision of TISS and Kolkata Sanved (KS)

The core values:

The core values guiding DMT practice include:

- People-centred practice
- Human Dignity
- Peace
- Social Justice
- Sustainability
- Democratic Participation
- Equity
- Acceptance of diversity and non-discrimination
- Dimensions of healing, well-being and empowerment in relation to the different categories of individuals based on location, gender, class, caste, and ability

The perspective and core values of the DDMT & PGDDMT Programmes are the embodiment of an approach that views the development and transformation of people as a central intention. The work ethic of people-centred practice is democratic, emancipatory, egalitarian and inclusive in spirit, one that strives to address the needs of persons from all walks of life, especially the marginalised and vulnerable sections of society. This approach is reflected in various people-oriented professions and more specifically in professional social work practice.

OVERVIEW OF COURSES AND METHODOLOGY

Methodology:

The methodology for organizing the Programme would be based on the principles of adult learning, and would necessitate an experiential, participatory, reflective, field-based and self-learning mode of teaching. The Programme will be structured to include basic dance movement instruction, lectures, interactive group discussions, theories, film screenings, books and article reading and much more.

Theory: Theories provide terminology, explanations, and structures with which to order knowledge, set goals, and operationalize actions. Theories are used to define the phenomena that play a role in DMT. Students will also gain knowledge about DMT theories & approaches, mental health theories and approaches, embodiment theory and theories of counselling skills required for effective practice. These latter theories will be taught partly through lectures and partly through experientials, in which the consequences of the principle for therapeutic action become evident.

Experience: Participants will experience first-hand the different forms of DMT, mind/body approach, group processes, movement observation & analysis skill and therapeutic leadership and facilitation. This will take place both in classes and in workshops, in order to better understand what the process feels like. Through dance and movement, participants will be able to express themselves and to better develop awareness of their bodies. They will also be able to offer their own critical analysis of how the process works and what they believe should be altered.

Fieldwork: Practice sessions in the field (within specialized settings: people living with mental illness, sexual violence and trauma, persons with special needs, autism, and developmental disorders) are a significant part of experience-based learning and form a major part of this course.

Research: This is important for building evidence, credibility and understanding of the impact of DMT. This Programme will provide familiarity with and experience of different parts of the research process, including literature review, study design, data collection, evaluation and reporting.

Individual Therapy and Group Therapy: This is a mandatory requirement for practicing DMT as a professional. The purpose of personal therapy is to prepare the students for the challenges and burdens of working with vulnerable individuals. Secondly, it gives students an inside experience of what it means to engage in self-reflection, and of how difficult it can be to try to change habits and behaviors. Thirdly, it prepares the trainee for possible interpersonal entanglements with patients, by making them aware of their own vulnerabilities and enabling them to deal with these in a professional manner.

The Programme will be structured such that the students experience movement in every session and understand the therapeutic value of dance and movement interventions, and basic dance movement in everyday living.

SYLLABUS

LIST OF COURSES AND DISTRIBUTION OF CREDITS

Distribution of Credits

| Distribution of Credits | DDMT (Semesters I & II) | PGDDMT (Semesters I, II & III) |
|-------------------------|-------------------------|--------------------------------|
| Credits in Theory | 20 | 28 |
| Credits in Fieldwork | 10 | 12 |
| Total | 30 | 40 |

- **At the end of Semester I & II: *Diploma in Dance Movement Therapy*** (30 credits:600 hours) and the graduate will be **Dance Movement Therapy Practitioner.**
- **At the end of Semester III: *P.G Diploma in Dance Movement Therapy*** (40 credits:780 hours) and the graduate will be **Dance Movement Therapy Advanced Practitioner.**

Progression: All candidates will be admitted to the PGDDMT Programme; however they will have an option of exiting at the Diploma level. They may seek to upgrade to the P.G Programme at a later time, as per the norms and regulations of the Institute.

Programme Outline

| Course No. | Title of Course | Credits | Hours |
|--|--|---------|-------|
| Semester I & Semester II (DDMT) | | | |
| DDMT1 | DMT and Social Development | 2 | 30 |
| DDMT 2 | Introduction to DMT – USA Approach, European approach, Indian approach and context | 2 | 30 |

| | | | |
|---|---|------------------------------------|------------|
| DDMT 3 | Experiencing Movement – I | 2 | 30 |
| DDMT 4 | Experiencing Dance | 2 | 30 |
| DDMT 5 | Process and Practice of DMT-I | 2 | 30 |
| DDMT 6 | Process and Practice of DMT-II | 2 | 30 |
| DDMT 7 | Process and Practice of DMT-III | 2 | 30 |
| DDMT 8 | DMT and Mental Health | 2 | 30 |
| DDMT 9 | Counselling Theories – Understanding and Application to DMT | 2 | 30 |
| DDMT10 | Integration of Other Art Forms in DMT | 2 | 30 |
| | Sub – Total: Courses | 20 | 300 |
| Fieldwork | Fieldwork with various population group (1 credit = 30 hours) | 10 | 300 |
| Total | Courses and Fieldwork | 30 | 600 |
| Additional requirement during the Programme | Individual Therapy and Group Therapy for personal growth and well-being of the DMT practitioner <ul style="list-style-type: none"> • 12 Group Therapy sessions • 6 Individual counselling sessions | Non-credited but compulsory | |
| Semester III (PGDDMT) | | | |
| PGDDMT 1 | Experiencing Movement – II | 2 | 30 |
| PGDDMT 2 | Process and Practice of DMT-IV (The Sampoonata Model) | 2 | 30 |
| PGDDMT 3 | Embodiment Theory | 2 | 30 |
| PGDDMT 4 | Research Methodology | 2 | 30 |
| | Sub - Total: Courses | 8 | 120 |
| Fieldwork | Direct Fieldwork with specialised population | 2 | 60 |
| Total | Courses and Fieldwork | 10 | 180 |
| Additional requirement during the Programme | Field-based Research (This will include a research paper based on Fieldwork - Students can choose any one area from their fieldwork): 60 hours 3 Skill Workshops- (i) DMT with People living with Mental Illness, (ii) DMT with People having Special Needs, Autism and Developmental Disorders, (iii) DMT and Violence and Sexual Trauma): 30 hours (10 hours each) | Non-credited but compulsory | |
| Grand Total | Semester I, II & III | 40 | 780 |

DDMT & PGDDMT COURSE-WISE DESCRIPTION

DDMT 1: DMT and Social Development (30 hours - 2 credits)

Introduction

This course is for the purpose of conveying the connection between Social Development and Dance Movement Therapy. It will include theoretical perspectives and approaches to social development, emphasizing the dimensions of gender, human rights, culture, and other factors which determine identity and status.

Learner Objectives

By the end of the course students will be able to:

- Explain the development paradigm in India and the global scenario and the processes of marginalisation and exploitation, and develop sensitivity to the concerns of affected populations
- Gain insights into the critical social issues affecting the therapeutic practice of DMT with a focus on gender, caste, class, and identity and the influence of societal systems on the status of therapeutic practice: Family, Work, Politics, Media, Information technology

Course Contents

- The Development paradigm: national and global scenario
- Approaches to Social Problems
- Human Rights Perspective and Practice
- Critical issues affecting therapeutic practice of DMT in society with focus on gender, caste, class, identity, socialization, activism, politics and religion
- Influence of societal systems information technology on status of dance: Family, Work, Politics, Media, Information technology

Methodology: Lecture based, discussion using activity

Mode of Assessment:

- Individual Assignment (weightage 60%)
- Group Assignment (weightage 40%)

DDMT 2: Introduction to DMT – USA Approach, European approach, Indian approach Approach and Context (30 hours - 2 credits)

Introduction

This course will impart a holistic overview of DMT. It will explain the basic foundation of DMT- which includes the evolution, pioneer's history, global approaches, Indian history and Sampoonata Model.

Learner objectives

By the end of the course students will be able to:

- Describe the concept of DMT and its importance in wellbeing and therapy
- Gain knowledge about the historical evolution of DMT at the global level and DMT in India and the innovations done to contextualize DMT
- Explain the Sampoonata Model for practice of DMT

Course Contents

- Introduction to the concept of dance movement therapy and its role in mental health, psycho-social rehabilitation and wellbeing
- The historical evolution and status of dance and DMT over the years
- Western approach to DMT and the pioneer's history
- The emerging Eastern approach to DMT with special focus on India, and the manner in which dance is understood in a social, political, and cultural context
- History, Theoretical framework, Principles and foundations of emerging model of DMT: Sampoonata in India
- Understanding the community-based approach in DMT and its role in social development and change
- Getting an overview of experiencing the DMT process, rather than only 'dance'

Methodology: Lecture based, Body based experiential process, interactive discussion using creative activity

Mode of Assessment:

- Individual writing assignments (weightage 60%)
- Group presentation (weightage 40%)

DDMT 3: Experiencing Movement – I (30 hours - 2 credits)

Introduction

In this course participants will embark on a new journey through the experience of movement. They will learn to use dance movements for self-discovery, but also movements from daily life, spontaneous movements, and rhythms. Participants will understand the importance of movement in DMT and get clear overview of movement observation and analysis. The methodology is based on full movement experience and practicing empathetic movements.

Learner Objectives

By the end of the course students will be able to:

- Develop spontaneity within oneself and enhance creative capacities to create on-the-spot movements, and utilise the collective energy in the group
- Expand movement repertoire and gain a clearer understanding of the use of body movements
- Recognize the importance of movement in life and expand one's awareness beyond the stereotypical notions of dance and movement
- Understand movement observation
- Build movement analysis skill
- Introduce human anatomy and physiology

Course Contents

- Work on space, style, speed, freedom, movement variety, level, and flexibility in dancing
- Creation of movement vocabulary: Begin with basic/simple movements, develop and expand creative vocabulary for leading sessions
- The importance of spontaneous movements
- Creative imagination

- Understand structure and unstructured movements, stylized and free movements, D-type movements, different patterns of movement, and melodramatic movements
- Movement observation practice and Laban movement analysis
- Experiencing and analysing rhythms and movement and linking these to human ability and activity
- Human anatomy and human physiology in relation with DMT

Methodology: Lecture based, body based experiential process, interactive discussion using creative activity

Mode of Assessment:

- Individual writing assignment (weightage 50%)
- Group movement Assignment (weightage 20%)
- Individual Movement Assignment (weightage 30%)

DDMT 4: Experiencing Dance (30 hours - 2 Credits)

Introduction

This course will help students to understand how dance can revive the rhythms of a person’s life and allow them to dream of a brighter future. Participants will get an in-depth understanding of how dance is not merely an art form or a source of entertainment, but also a medium for recovery, healing, and rehabilitation. Participants will get knowledge of therapeutic elements of Indian Dance.

Learner Objectives

By the end of the course students would be able to:

- Explain the therapeutic elements of Indian Dance and its application in DMT
- Practice improvisation as technique and its importance in DMT
- Learn skills in creative dance and its use in therapy
- Learn skills to engage clients through creative processes
- Learn the relevance of dance and empowerment in connection with body
- Appreciate dance movements as communicative and expressive tools despite barriers such as language, age, socio economic conditions, education

Course Contents

- History of modern dance, its functions, and its evolution
- Indian dance and the different forms – classical, modern, and folk dances
- The role of dance in fostering a sense of community
- Therapeutic elements of Dance: Use of hand gestures, rhythm, footsteps, expressions, emotions, shapes, sequences of dance, and how dance is used in therapy
- Dance Movements as communicative and expressive tools despite barriers such as language, age, socioeconomic conditions, education
- Gender, class, caste, ability, age, and dance

Methodology: Lecture based, Artistic Experiential process, interactive discussion using creative activity

Mode of assessment:

- Individual writing assignment (weightage 60%)
- Dance assignment (weightage 40%)

DDMT 5 & 6: DMT Process and Practice – I & II (60 hours – 4 credits)

Introduction

The two courses DDMT 5 & 6 will be a laboratory for in-depth skill building on intervention techniques in group DMT sessions. Participants will explore the overall process including the therapist's facilitation skills, needs assessment, therapist-client relationship, leadership, empathetic reflection, use of need-based movement, documentation, and supervision. The methodology is experiential, whereby students experience the process and practice and draw out learnings from the same.

Learner Objectives

By the end of the course students would be able to:

- To learn the pre-session planning process
- To gain knowledge about group dynamics and analytical skills to understand and effectively utilise these in practice.
- To understand the different roles that individuals play in different settings and populations.
- To gain knowledge and analytical skills about the repertoire of techniques in the practice of DMT.
- To gain moderate competence in the practice skills of DMT.
- To learn the facilitation styles effective for DMT.
- To become aware of the global approaches to DMT.
- To learn advanced techniques of DMT with focus on trauma work.
- To understand a few theories related to therapeutic interventions.
- To learn the process of evaluation and feedback in DMT and the indicators for measuring impact.

Course Contents

- Pre-session planning process: Needs assessment (skills of reaching out to communities, and understanding the community/group/agency); setting Goals and overall Planning for the group; preparation of Session Plan; Treatment Plan
- Skills of Documentation – process, summary, follow up
- Role and importance of Supervision
- Optimum management of Resources
- Application of the Values of DMT
- Facilitation styles– practitioner/ therapist/client relationship
- Feedback and reflections – analytical skills
- Need based techniques for different populations
- Practice and experience in needs-based dance movement and use of creative movement vocabulary.
- Legal and ethical principles of a DMT practitioner
- Challenges and risks when practising DMT.
- Knowledge and skills about Group dynamics and processes.

Methodology: Lecture based, Body based Experiential process, interactive discussion using creative activity

Mode of assessment:

- Individual writing assignments (weightage 50%)
- Group assignments (weightage 20%)
- Movement laboratory (weightage 30%)

DDMT 7: DMT Process and Practice – III (30 hours – 2 credits)
(To be taught by International DMT specialist)

Introduction

This course aims to provide an in-depth skill building on intervention techniques in DMT practice with individual client, Laban Movement Analysis with the understanding of Global practice. Participants will explore the DMT assessment process. Considering the importance of in-depth practice in DMT, this 3 credits course of Process and Practice will enhance the advance level skill. The methodology is both theoretical, experiential and skill building, whereby students experience the process and practice and draw out learnings from the same.

Learner Objectives

By the end of the course students would be able to:

- Gain in-depth understanding of the Global Practice of DMT
- Knowledge on DMT intervention techniques with individual client
- Develop skills of movement assessment and evaluation
- Adopt the legal and ethical principles of a DMT practitioner in a clinical set up

Course Content

- In-Depth understanding of the Global Approach to DMT: History, Theories and approaches of DMT Process and Practice Globally.
- Developing skills on Laban Movement Analysis on Body, Effort, Space and Shape
- Advanced techniques of DMT with special focus on practice with individual client
- Gaining the knowledge to practice DMT in clinical set up
- Assessment of DMT process and impact.

Methodology: Lecture based, Body based Experiential process, interactive discussion using creative activity

Mode of assessment:

- Individual assignments (weightage 50%)
- Movement Assessment (weightage 30%)
- Individual presentation (weightage 20%)

DDMT 8: DMT and Mental Health (30 hours - 2 credits)

Introduction

The aim of this course is to provide a basic understanding of the concepts of Mental Health and Mental illness, the skills of working with people and the role of DMT in the preventive, promotive and the therapeutic context. The course will look at mental health from a well-being perspective as well as clinical perspective, in connection with DMT.

Learner Objectives

By the end of the course students would be able to:

- Develop a basic understanding on the concepts of mental health and wellbeing
- Get an overview on the various mental illnesses
- Develop basic practice skills of counselling in connection with DMT
- Understand the significance of self and self-care
- Integrate DMT approaches in preventive, promotional and therapeutic mental health work

Course Contents

- Concepts of mental health, wellbeing and illness
- Mental health across the lifespan
- Etiology and classification of mental disorders
- Working with individuals and Groups-an introduction
- Self and self-care
- Integrating DMT in the preventive, promotive and therapeutic context

Methodology: Lecture based, experience based (role play especially their particular movement patterns), discussion based

Mode of Assessment:

- Individual writing assignments (weightage 60%)
- Group reading and writing assignments (weightage 20%)
- Group presentation (weightage 20%)

DDMT 9: Counselling Theories – Understanding and Application to DMT (30 hours - 2 Credits)

Introduction

This course builds on the earlier course on DMT and Mental Health, introducing more therapeutic content and counselling skills.

Learner Objectives

By the end of the course students would be able to:

- Gain knowledge about theories in therapeutic counselling
- Understand advanced counselling skills for therapy
- Develop counselling Micro-skills

Course Contents

- Counselling Concepts and qualities of a Counsellor
- Ethics in Counselling
- Basic Counselling Skills
- Stages in Counselling
- Introduction to theories in Counselling and application to DMT: Psychoanalysis; Behaviour Therapy; Cognitive Behaviour Therapy; Person Centred Therapy; Existential Therapy; Feminist Therapy; Narrative therapy; Family Systems Therapy
- Positive Psychology and Strengths Perspective
- Group Counselling

- Crisis Intervention

Methodology: Lecture based and interactive discussion

Mode of Assessment:

- Individual writing assignments (weightage 60%)
- Film watching, reading and writing assignments (weightage 40%)

DDMT 10: Integration of Other Art Forms in DMT (30 hours - 2 credits)

Introduction

Other art forms such as music, drama, and colouring can also be used in the application of DMT. In this course, participants will gain knowledge of these forms and their relationship with DMT. This course is designed to explain the importance of the integration of other art forms in DMT.

Learner Objectives

By the end of the course students would be able to:

- Learn about other art forms and their applications to DMT
- Appreciate the therapeutic value of other art forms
- Develop creative flexibility in using other art forms
- Demonstrate the ability to integrate yoga, meditation, and other art forms (performance and visual art) into DMT

Course Contents

- Music and healing
- Finding inner joy through storytelling and movement
- Art and space
- Wisdom Circle through crafts
- Connection with DMT on all the above arts
- Recognition of creative potential within the group
- Developing facilitator flexibility
- Use of different props within the sessions

Methodology: Lecture based, Body based Experiential process, interactive discussion using creative activity

Mode of assessment:

- Individual writing assignment (weightage 60%)
- Group assignment (weightage 20%)
- Art based assignment (weightage 20%)

Fieldwork (300 hours - 10 credits)

One of the key components of this course it is to practice DMT in the field. This practice will give the practitioners an opportunity to apply their classroom learning to the field with empathy. They will also more thoroughly understand the reality of psycho-social issues, the real needs of the individuals/groups they are working with, and how best to intervene professionally.

A series of field work seminars and skills workshops will be held towards the end of the course in order to orient and expose participants to the various organizations they will be visiting. This will help with understanding the scope, nature and DMT interventions used within different settings.

Participants complete 300 hours of supervised practice facilitation in 3 months by working in the field for 4 hours each day, 6 days a week. Participants work in three different settings, for example in an institution, a community environment, and at a hospital.

All participants are required to prepare a Field Diary (including daily-plans, time-schedules, and notes-on-facilitation/interaction) where they record their fieldwork processes. These diaries will be evaluated as part of their final grade. Students go on field visits in pairs. The participants will be supervised by a Kolkata Sanved Senior DMT practitioner once a week. In addition, space for peer group sharing and guidance is also provided for. There will be a mid- term debrief in the middle of the internship where participants will prepare and present a presentation of their work so far.

PGDDMT 1: Experiencing Movement – II (30 hours - 2 credits)

Introduction

In this course participants will embark on a new journey through the experience of movement. They will learn to use dance movements for self-discovery, but also movements from daily life, spontaneous movements, and rhythms. Participants will understand the importance of movement in DMT and get clear overview of movement observation and analysis. The methodology is based on full movement experience and practicing empathetic movements.

Learner Objectives

By the end of the course students will be able to:

- Develop spontaneity within oneself and enhance creative capacities to create on-the- spot movements, and utilise the collective energy in the group
- Expand movement repertoire and gain a clearer understanding of the use of body movements
- Recognize the importance of movement in life and expand one's awareness beyond the stereotypical notions of dance and movement
- Understand movement observation
- Build movement analysis skill
- Introduce human anatomy and physiology

Course Contents

- Work on space, style, speed, freedom, movement variety, level, and flexibility in dancing
- Creation of movement vocabulary: Begin with basic/simple movements, develop and expand creative vocabulary for leading sessions
- The importance of spontaneous movements
- Creative imagination
- Understand structure and unstructured movements, stylized and free movements, D-type movements, different patterns of movement, and melodramatic movements
- Movement observation practice and Laban movement analysis
- Experiencing and analysing rhythms and movement and linking these to human ability and activity
- Human anatomy and human physiology in relation with DMT

Methodology: Lecture based, body based experiential process, interactive discussion using creative activity

Mode of Assessment:

- Individual writing assignment (weightage 50%)
- Group movement Assignment (weightage 20%)
- Individual Movement Assignment (weightage 30%)

PGDDMT 2: Process & Practice of DMT – IV (The Sampoornata Model)
(30 hours - 2 credits)

Introduction

Learners will explore an in-depth understanding and practice of the overall process of The Sampoornata Model of DMT practice. This Model has been developed by KS, as a culturally contextualized Indian DMT approach. This course will cover the information about the Sampoornata Model. The methodology will be both theoretical and experiential, whereby students will get opportunity to experience and practice skills for using the Sampoornata Model in their practice of DMT.

Learner Objectives**By the end of the course students would be able to:**

- In-depth understanding of the Sampoornata Model in the practice of DMT in India
- Sampoornata DMT intervention techniques
- Develop skills to use the Sampoornata method in DMT practice- its process, survivor-trainer methodology and specialized curriculum
- Gain the skill of trauma-informed care practice through the Sampoornata Model
- Apply DMT intervention techniques both in group settings & with individual client

Course Contents

- Theoretical understanding of Sampoornata Model
- The relevance of the Sampoornata Model in practice of DMT, in the context of Indian socio-cultural, political and economic reality
- Sampoornata DMT Intervention techniques (examples: breathing & meditation, movement meditation, healing touch, relaxation, therapeutic elements of Indian dance, use of props, use of nine emotions, body rhythm, circle movement, creative imagination, DMT for prevention, promotion and psycho-social rehabilitation etc.) - advanced inputs
- Existing indicators of the Sampoornata Model for measuring impact

Methodology: Lecture based, Body based Experiential process, interactive discussion using creative activity

Mode of Assessment:

- Individual writing assignments (weightage 50%)
- Group presentation (weightage 20%)
- Movement laboratory (weightage 30%)

PGDDMT 3: Embodiment Theory: (30 hours - 2 credits)

Introduction

This course will convey research findings in Social Psychology that are an explanation and inspiration for DMT, especially relating to the body-mind connection.

Learner Objectives

By the end of the course students would be able to:

- Develop a foundation of the symbolism of movement
- Obtain a grounding in the bidirectional influence of body and mind

Course Contents

- The states of Body: understanding how our body draws all learning from environment
- Body as a vital tool for all communication and identifying body wisdom
- Clear understanding of body-mind connection
- DMT practice and Embodiment

Methodology: Lecture based and experiential process

Mode of Assessment:

- Individual writing assignment (weightage 60%)
- Reading assignments (40%)

PGDDMT 4: Research Methodology (30 hours - 2 credits)

Introduction

In order to enhance the acceptance for the use of arts-based methods of therapy across sectors, it is important for evidence to be generated on the effectiveness of these. This course will enable students to enhance their ability to undertake and publish research, in order to generate evidence for the effectiveness of DMT.

Learner objectives

By the end of the course students would be able to:

- Gain knowledge about the research methodology: concepts, types and methods
- Develop capacity to write research proposals
- Appreciate the need to integrate the ethical issues in research

Course contents

- Research Design
- Qualitative, quantitative methodology and mixed methods
- Feminist, heuristic and art-based research methodology
- Writing skills, including research proposal writing
- Research questions and hypothesis
- Analysis and interpretation
- Literature reviews
- Citation (References)
- Ethics

Methodology: Lecture based, and discussion based

Mode of assessment:

- Literature review and writing research proposal (weightage 40%)
- Individual research paper during field practicum (weightage 60%)

Fieldwork (60 hours – 2 credits)

One of the key components of the PGDDMT Programme is to prepare the learners to practice DMT with advanced competencies in the field. This practice will give the students an opportunity to apply their classroom learning to the field with empathy. They will also more thoroughly understand the reality of psycho-social issues, the ‘real needs’ of the individuals/groups they are working with, and how best to intervene professionally.

Fieldwork consists of:

| Fieldwork Details | No. of Hours | No. of Credits |
|---|---------------------|------------------------------------|
| Direct Fieldwork (1 credit = 30 hours) | 60 hours | 2 Credits |
| Research | 60 hours | Non-credited but compulsory |
| Skill Workshops: (a) people living with mental illness (10 hours) (b) sexual violence and trauma (10 hours) (c) persons with special needs, autism, and developmental disorders (10 hours) | 30 hours | Non-credited but compulsory |

- Direct Fieldwork - 60 hours (2 Credits):** Students will be engaged in supervised practice facilitation by working in the field for 4 hours each day, 6 days a week. Participants work in three different settings, for example: in an institution, a community environment, a hospital. This course enriches the learning of the previous 10 months. All students are required to prepare a Field Diary (including daily- plans, time-schedules, and notes-on-facilitation/interaction) where they record their practice and facilitation processes. These diaries will be evaluated as part of their final grade. Students go on field visits in pairs. The participants will be supervised by an Expert senior DMT practitioner once a week. In addition, space for peer group sharing and guidance is also provided. There will be a mid-term debrief in the middle of the fieldwork process where the students will prepare and present a presentation of their work so far.
- Field-based Research- 60 hours (non-credited but compulsory):** This will include a research paper based on practice facilitation. Students can choose any one area from their fieldwork. The purpose of engaging the students in writing a research paper is to equip them with skill of scientific inquiry and documentation (academic writing) from the direct experience of going through a research process in the context of their fieldwork. This task is an integral part of fieldwork as students are able to understand that documenting/ generating evidence of intervention impact is part of practice, and not a stand-alone activity. Hence, assessment will be done within the overall performance in fieldwork.

- (iii) **3 Skill Workshops - 30 hours (non-credited but compulsory):** The Skill Workshops, as part of the Fieldwork component of the PGDDMT Programme have been designed to enable students to build specific DMT skills, at an in- depth level. This is required to prepare students for DMT practice at an advanced level. These workshops include specific DMT skills and its varied functions with a particular emphasis on clinical populations in 3 areas:
- (a) people living with mental illness (10 hours)
 - (b) sexual violence and trauma (10 hours)
 - (c) persons with special needs, autism, and developmental disorders (10 hours)

It will include didactic and experiential sessions introducing the theoretical components and practical application of DMT appropriate for above mentioned clinical population.

Overall Learner Objectives

By the end of the course students would be able to:

- Gain in-depth understanding on issues and needs of clinical population (people living with mental illness, sexual violence and trauma and persons with special needs, autism, developmental disorders)
- Develop the capacity/skills to practice DMT with marginalized groups ((people living with mental illness, sexual violence and trauma and persons with special needs, autism, developmental disorders)

Overall Course Contents

- Specific DMT intervention Techniques related to the above-mentioned clinical populations
- Trauma informed care practice
- Use of props, music, art material for this specific population

Specific Course Content:

- (i) **People living with mental illness:** As the students already has a theoretical understanding of Mental Health, Illness and Wellness, the workshop will prepare them to apply DMT in this particular population group in psychiatric hospital and care institutions. The specific inputs are as follows:
 - Understanding the concepts of techniques like mirroring, connecting and rhythm as well as developing skills for effective application of the same, with persons with mental illness
 - DMT intervention to build inter-personal, cognitive skill and psycho-motor skills
- (ii) **Trauma and Sexual Violence:** In this workshop, students will learn about trauma and its impact with a specific focus on sexual violence. The inputs include:
 - Understanding Trauma: Types of Trauma, Causes of Trauma, Types and effects of Trauma, Post Traumatic stress disorder
 - Principles of trauma-based care and trauma informed care
 - Goals of Trauma Therapy and DMT intervention techniques
- (iii) **Persons with Special needs, Autism, Developmental Disorders:** In this workshop, students will learn about special needs population and the scope/benefits of DMT for this population in terms of emotional, cognitive, social and motor development. The inputs in this workshop will cover:
 - Building perspective on the issues of the special needs population

- Knowledge on Autism, ADHD, Developmental Delays, Intellectual disorder and Down's Syndrome
- Specific DMT intervention techniques for a special needs population (techniques on how to build body-mind coordination, attention span, 25synchronized rhythmic movement development, orientation and coordination with other objects, social skills, sensory issues of this population)
- Principles to work with this population: Understanding what to do? What not to do? What to ignore

DURATION OF THE PROGRAMME

For DDMT:

2 Semesters (I & II), Part-time Programme: Both in Mumbai and Kolkata

Friday: 6:00 pm to 9:00 pm

Saturday: 10:00 am to 6:00 pm

Total of 10 hours per week

For PGDDMT:

Semester III, Part-time Programme (after successful completion of Semesters I & II i.e., the DDMT Programme): Both in Mumbai and Kolkata

Wednesday: 6:00 pm to 9:00 pm

Thursday: 6:00 pm to 9:00 pm

Friday: 6:00 pm to 9:00 pm

Saturday: 11:00 am to 6:00 pm

Total of 15 hours per week

Language of Instruction: English

A few modules will be conducted on a daily and workshop basis (details will be shared in the Timetable)

ELIGIBILITY AND ADMISSION PROCEDURES

| DDMT Programme | PGDDMT Programme |
|---|--|
| Minimum qualifications: <ul style="list-style-type: none"> • An interest in dance, movement, other art forms • Bachelor's Degree (any field) • At least 22 years old | Minimum qualifications: <ul style="list-style-type: none"> • An interest in dance, movement, other art forms • Bachelor's Degree (any field) • At least 22 years old • Successful completion of the DDMT Programme |

All those working in civil and human service organisations, and can see the applicability of DMT in their work. These include: Social Workers, Counsellors, Dancers, Theatre Practitioners, Psychologists, Psychotherapists, Psychiatrists, Medical Practitioners (Physicians), Human Resource Management Personnel, Educators, Development Sector Personnel and all persons working in people oriented professions.

RESERVATIONS

Scheduled Caste, Scheduled Tribe and OBC Candidates

As per the GoI requirements, 15%, 7.5% and 27% seats are reserved for SC, ST and OBC candidates, respectively, in all the Programmes.

If no candidates are available in the category above, then the seats will be offered to the other candidates.

Persons with Disability (PWD)

3% seats are reserved for PWD of which 1% each is reserved for (a) Low Vision/Blindness, (b) Hearing Impairment, and (c) Locomotor Disability/Cerebral Palsy.

If no candidates are available in the (a), (b) and (c) category above, then the seats will be offered to the other candidates.

Admission Procedure

The procedure to admit an aspirant will be based on an individual interview, demonstration of movement. There are 70 open seats in this Programme.

The last date for submitting application forms is May 12, 2024.

Selection and Interview

- Interviews will be held from **May 15, 16 & 17, 2024**
- Eligible applicants will be called for an Online interview. The interaction will include a movement session, and an individual interview.
- All applicants will then be informed of whether they are accepted in the Programme.

The admission process will be conducted online and all the details will be shared on the TISS website. Those satisfying the eligibility requirements will be called for an Interview. The list of Selected Candidates will be notified on the Institute Website. The Institute does not take responsibility for informing by post. Candidates may make enquiries through Telephone No. 022-2552 5253. Interview dates and timings will be intimated to the eligible candidates through e-mail by the Short-Term Programme (STP) Section well in advance. Candidates are requested to be alert and check their e-mails to ascertain such details when nearing the Interview dates. They can also contact the STP and the Programme Coordinator through telephone. If any candidate fails to check the e-mail and thus misses the communication, the Institute will not take any responsibility on this account.

Results will be communicated by email on the May 24, 2024, along with procedure for payment of fee.

Language of Instruction

All instruction and evaluation will be in English.

Accommodations

Outstation participants need to arrange their own accommodations in Kolkata and Mumbai, for the Programme.

Attendance

- (a) *Regularity:* Every student is normally expected to maintain full attendance in the class as well as field work. Also, the fulfilment of required assignment(s) is expected of all students. Any irregularity in this regard or absence without prior permission will affect the evaluation of the student concerned and may entail disciplinary action.
- (b) *Absence from Class:* A student is allowed to sit for examinations provided he/she fulfils the attendance requirements. The minimum required attendance is 75 percent for each course, i.e., 23 hours of a 30 hours Course (2 credits). In the case of those who exceed 25 per cent of absence but are within 33 percent, the Chairperson will decide based on the genuineness of the reasons of the absence whether to permit the student to sit for the examination. In addition, the student will need to do additional course work as decided by the Course Teacher, to compensate for this absence. If the student's absence exceeds that of the maximum 33 per cent, then he/she will not be permitted to sit for the examination. A student, who fails to meet the minimum attendance requirements in a semester, will not be allowed to appear for the examination in that semester. He / She will be permitted only in the next academic year.
- (c) *Absence from Field Work Training:* A student, who is absent for more than two days in field work for any reason, will have to compensate the days of his/her absence in consultation with the field work instructor concerned with information to the Field Work Co-ordinator of CLL.

SC/ST/OBC CELL

TISS had set up a Student Cell in 1986, with the financial assistance from the then Ministry of Welfare, government of India, to assist the students from the Scheduled Castes (SCs) and Scheduled Tribes (STs) for improving their academic performance and optimizing their development in their personal and social life at the Institute. In 1988, the Institute obtained approval of the University Grants Commission to set up a Special Cell for SCs and STs, which started functioning in 1989. Recently, the Institute has incorporated the Other Backward Classes (OBCs) and the Persons with Disability (PWD) into the Cell with similar objectives.

The Cell is headed by a Liaison Officer on behalf of the Cell facilitates the overall welfare of the students, staff and faculty belonging to these communities. Besides him, the Cell consists of a Section Officer and a Statistical Assistant.

For further details please contact Liaison Officer, Prof. Vijay Raghavan (Ext. 5461) and or Section Officer, Mr. Vinayak Shinde (Extn. 5233).

REQUIREMENTS FOR PASSING THE POST GRADUATE DIPLOMA IN DANCE MOVEMENT THERAPY

Discipline

Candidates admitted to the Institute will be under the discipline of the Director and other concerned officers. The Director will have the power to take disciplinary action including laying of fines, suspensions and/or revocation of registration as a student.

Assessment Unit

Assignments

- Practice based
- Writing based
- Practice as research

Each course of study, credited or non-credited, taught or field related, or research study, will be assessed through the following assessment unit types with prescribed weightages, as per a pre-defined schedule, which is provided at the commencement of a semester. These may involve individual or group work:

- (a) Assignments—which are held in the course of the semester, conducted as individual or group assessments.
- (b) Class presentations—individual or group which are held during the semester.
- (c) Reflective journals or field diaries
- (d) Reports or dissertations or productions
- (e) Faculty assessment of class participation or field work, or process aspects of field work or dissertation/research.
- (f) Written tests (open book, closed book, take home) conducted during or at the end of the semester
- (g) Viva/oral test or examination
- (h) Observation by faculty/supervisor
- (i) Non-credited compulsory requirements of programmes require certificates of participation/completion and include evaluative components, which may be mentioned in testimonials.
- (j) No course has only one type of evaluation instrument. Each course has at least an assignment and end semester examination. The end semester examination weightage will not exceed 60% of the course.
- (k) In general, the total number of assessment units will not exceed the number of credits of the course. For e.g. a two credit course is assessed by two units of assessment—an assignment and an examination or two assignments or two tests.

Grading Scheme

A grade point of 4.0 is the minimum requirement for passing in Individual courses, including in fieldwork/ internship/research project. A minimum grade point average (GPA) of 4.0 is required for passing in a Semester. Letter Grades and corresponding qualifying descriptions and grade point range are given below.

| Letter Grade | Level of Performance/Competence | Grade Point Range |
|---------------------|---|--------------------------|
| O | Outstanding Performance-demonstrating high level mastery and ability to apply concepts to new situations | 9.0 - 10.0 |
| A+ | Excellent-demonstrating mastery of all learning or assessment situations | 8.0 - 8.9 |
| A- | Very Good-demonstrating mastery of most learning or assessment situations | 7.0 - 7.9 |
| B+ | Good-demonstrating thorough competence in most situations | 6.0 - 6.9 |
| B- | Moderate-showing reasonably acceptable competence in some situations, minimal competence in others | 5.0 - 5.9 |
| C+ | Average Competence-demonstrating minimal competence in most situations, while showing considerable capacity for improvement in others | 4.0 - 4.9 |
| C- | Below Average Competence-Not passing, but still showing some capacity for improvement or development | 3.0 - 3.9 |
| D | Unsatisfactory Competence-Below satisfaction level performance marked by lack of engagement or inability to apply concepts | 2.0 - 2.9 |
| E | Highly Unsatisfactory competence-Complete lack of engagement and comprehension; also frequent absence | 1.0 - 1.9 |
| F | Unacceptable-Non-completion of assignments or blank responses in a test or blank answer sheets | 0 - 0.9 |

Remarks in the Semester GradeSheet

S1 - Supplementary – 1

S2 - Supplementary – 2

Re - Repeat Course / Fieldwork / Internship / Research Project

I - Improvement Examination

R - Reevaluation

M - Mandatory

Op - Optional

Au - Audit

EC - Extra Credit

Semester Result Description

PP- Passed and Promoted (Passed in all courses, fieldwork/internship and research project)

FS – Failed and allowed to keep Semester (that is, failed in upto two courses or 4 credits)

FR - Failed and Repeat Semester (that is, failed in 3 or more courses or more than 4 credits) Programme Completion/Credit Requirements Fulfilment

- (a) The cumulative grade point average (CGPA) is computed as the credit-weighted average over all courses undertaken over previous and current semesters, of all credits accumulated until that assessment period. The CGPA is reported to one place of decimal and is also reported at the end of each semester on the semester grade card.
- (b) A student must obtain a minimum CGPA of 4 (equivalent to C+) and satisfactorily complete the courses equivalent to a minimum of 50% of credits in the first semester, in order to retain his/her seat in the programme.
- (c) A student must maintain a CGPA of 4 (equivalent to C+) in each semester, in order to remain in the programme.
- (d) After obtaining the minimum requirement for the first semester, a student may temporarily withdraw from the programme, through a written application and with adequate reasons for the same.
- (e) Under any circumstances a student must complete all requirements and accumulate all requisite credits of a particular programme within five years from the date of admission into the programme.
- (f) A student must satisfactorily complete all compulsory requirements, and accumulate the requisite credits of a particular programme in order to become eligible for the degree.
- (g) The programme requirements include credited and non-credited activities.
- (h) A student must receive a CGPA of 4 points (equivalent to C+) to be considered to have completed the programme successfully.

Credit Requirements Fulfilment

- (a) The grade earned by a given course will be credited to the student only if he/she has the requisite attendance.
- (b) Students with less than the required attendance will be considered as failed and will be assigned a zero grade point in the course, even if assignments have been submitted and tests have been taken. Students will have to repeat the course in a future semester.
- (c) Any course may be assessed by a variety of assessment units.
- (d) All assignments must be completed and submitted as per the predefined schedule.
- (e) Assignments that are submitted after the prescribed limit decided by each programme (i.e. after the Assignment Due Date, but before an Assignment Closure Date), may be assessed and a penalty of lowering of grade by 1.00 point may be applied.
- (f) No assignment submissions are permitted beyond the assignment closure date, as prescribed by each programme. Student will be given 0 grade and the assignment will be considered submitted as supplementary.
- (g) A student must receive a minimum grade of C+ equivalent to 4 points, to be considered pass in a given course. A student who receives a grade below C+ is expected to improve the grade by appearing for the improvement exam.

Supplementary and Improvement

- (a) Supplementary and Improvement assessment will be announced along with the declaration of semester results.
- (b) Students will apply for supplementary, if they have failed in a given course, or if they have

had to miss examination for any valid reason (sanctioned by the Dean on recommendation of the Programme Coordinator), or for improvement if they wish to improve their grades.

- (c) The supplementary/improvement assessment will be conducted as per a prescribed schedule involving submission of assignments or examination as prescribed for each course.
- (d) In the case of improvement, the better grade will be considered.
- (e) If the student fails to complete a course satisfactorily through supplementary, then the student will be required to register for Supplementary-2 as per the schedule announced.
- (f) If the student fails to complete the course satisfactorily through Supplementary-2, then he/she will be declared as failed in the course and will be required to complete the course in a future semester, along with the requisite attendance, etc.
- (g) For all courses completed through supplementary mode, an S will appear on the grade card, next to the grade. For all courses, where grade is improved through improvement assessment, an I will appear on the grade card next to the grade. For all courses completed through Supplementary-2 mode, an S2 will appear on the grade card next to the grade.
- (h) Grades received through supplementary/improvement mode will not be considered for award of prizes and other mentions of academic achievement of the institute.

Re-evaluation

A student, who desires to have a re-evaluation of his/her answer papers, research project, or field work/internship performance, shall be required to apply for re-evaluation within 10 working days after the declaration of results of the semester, by paying the requisite fees. Re-evaluation means verification of grades and/or reassessment of answer papers, research project, assignments, field work/internship performance.

Re-evaluation Procedure

- (i) A Committee, with the power to co-opt, shall be constituted by the Dean of the School/Chairperson of Independent Centre to consider the requests for re-evaluation of grades in courses/research project/field work/internship.
- (ii) The Re-evaluation Committee will ordinarily invite a member of the faculty of the Institute to re-evaluate, unless it decides for some reason, to invite an outsider. The re-evaluator, however, will not be a member of the re-evaluation committee and he/she will not be a member of the Centre to which either the student or his/her examiner belongs to.
- (iii) The Committee appointed for considering the requests for re-evaluation in theory courses/research project/field work/internship, will meet to appoint examiners based on the expertise required for requests for re-evaluation in the specific courses or the area of research/field work/internship.
- (iv) *Courses:* Re-evaluation in courses will be:
 - (a) Written examinations conducted by the Institute at the end of the semester,
 - (b) Written assignments in lieu of examinations, and/or
 - (c) Written assignments utilised as a part of internal evaluation, in addition to the examination.

The concerned faculty member, who taught the course and assessed the student, will submit a note along with the grade sheet and answer book/assignments, with a view to enlighten the re-evaluator on the course content and the emphasis given by him/her, while teaching the course, and the broad criteria followed in the assessment. The answer book of the highest, lowest and average grades shall accompany the re-evaluation answer book.

- (v) *Field Work / Internship*: In case of field work/internship, the re-examiner will review the following:
 - (a) Field work/internship recording of the student.
 - (b) Field work/internship diary of the student.
 - (c) Records of supervisory conferences submitted by the student.
 - (d) Supervisory diary maintained by the supervisor.
 - (e) Mid-term and final evaluation form maintained by student and the supervisor.

The re-examiner will meet the student concerned and get a verbal report as regards the work he/she has done. The re-examiner may also ask questions so as to assess the student's field work/internship knowledge, skills and attitudes. The re-examiner will also meet the supervisor and get a verbal report about the student's performance. The re-examiner will meet the student and the supervisor at a joint meeting, if necessary. When a student is placed for field work/internship in an agency, where the social worker/senior administrator of the agency directly supervises the student's field work/internship, there is generally a faculty member who is in charge of the student's placement. In such a case, the re-examiner may meet the supervisor and the faculty member who is in charge of the student together. The re-examiner may also meet others concerned, such as the School's Field Work/Internship Coordinator.

- (f) A student who has applied for the re-evaluation of grade points in a particular course/research project or field work/internship will be first shown the verified grade point. If the student is satisfied with the verified grade point, and gives in writing that he/she is not interested in re-evaluation, no re-evaluation will be done.
- (g) A student, who applies for re-evaluation of a Semester III course(s) after the diploma has been awarded, should return the diploma certificates and the grade card. The re-evaluation will be completed within 6 months.
- (h) The re-evaluation procedure will be completed within a time frame that facilitates the possibility of the student opting for an improvement/supplementary exam.
- (i) A student can opt for improvement examination after the declaration of re-evaluation results, if the grade is not up to the satisfaction.
- (j) In case, the student attempts to re-evaluate a failed grade and is declared failed in re-evaluation, then the student is expected to appear for supplementary exam.
- (k) Re-evaluated grades are considered for the award of prizes, etc. of the Institute.

Pursuit of Unfair Means

- (a) If a student is found copying/cheating/plagiarising in any assessment unit, he/she will be deemed to have failed in the course and will be required to appear for supplementary evaluation.
- (b) If the same student is found copying/cheating/plagiarising in an assessment unit in any other following semester/s, he/she will be deemed to have withdrawn from the programme.
- (c) If a student is found copying/cheating/plagiarising in a research project, he/she will be deemed to have failed in the research project and will be required either to do research in another area with the guidance of the Guide, or opt for additional courses in lieu of research project, in the next academic year.
- (e) If a student is found reporting falsely in the field work/internship recordings, he/she will be deemed to have failed in the field work/internship and will be required to repeat the

field work/internship in another field work/internship agency in the next academic year in consultation with the Dean/Chairperson and the field work/internship supervisor.

Award of Diploma & Post Graduate Diploma

- (a) Students who have successfully completed their Programme of study will be admitted to the degree only at the Annual Conferment.
- (b) Students who have successfully completed and cleared all the necessary requirements of Diploma Programme will only be granted admission to the Post Graduate Diploma Programme.
- (c) Notwithstanding anything contained in these rules, the Academic Council may, on the recommendation of the Director, by a resolution passed with the concurrence of not less than two-thirds of the members voting, withhold for such a period as they may deem fit, conferment of any degree to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding, e.g., unruly or disorderly conduct, or violence on the Institute campuses, or conviction for an offence involving violence or moral turpitude.

RULES FOR PROHIBITING RAGGING

Introduction :

1. Ragging in any form is strictly prohibited, within the Institute premises or any part of the Institute system, as well as on public transport.
2. **Meaning:** Display of noisy, disorderly conduct, teasing, excitement by rough or rude treatment or handling, indulging in rowdy, undisciplined activities which cause or is likely to cause annoyance, undue hardship, physical or psychological harm or raise apprehension or fear in a fresher, or asking the students to do any act or perform something which such a student will not do in the ordinary course and which causes him/her shame or embarrassment or danger to his/her life. Causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violates his/her person or exposes him/her to ridicule or forbear from doing any lawful act, by intimidating, wrongfully restraining, wrongfully confining, or injuring him/her or by using criminal force to him/her or by holding out to him/her any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force.

Punishments

The following shall be the punishments for those who are found guilty of participation in or abetment of ragging. The quantum of punishment shall, naturally, depend upon the nature and gravity of the offence as established by the Disciplinary Committee or the court of law.

- (i) Cancellation of admission.
- (ii) Suspension from attending classes.
- (iii) Withholding/withdrawing scholarship/fellowship and other benefits.
- (iv) Debarring from appearing in any test/examination or other evaluation process.
- (v) Withholding results.
- (vi) Debarring from representing the Institute in any national or international meet, tournament,

youth festival, etc.

(vii) Suspension/expulsion from the hostel.

(viii) Rustication from the Institute for periods varying from 1–4 semesters.

(ix) Expulsion from the Institute and consequent debarring from admission to any other Institute.

(x) Fine up to Rs. 25,000/-.

(xi) Rigorous imprisonment up to three years by a court of law.

While the first 10 types of punishment would be given by the appropriate authority of the Institute itself, the last punishment would be given only by a court of law.

WITHDRAWAL OF DIPLOMA/POST GRADUATE DIPLOMA

The Governing Board, on the recommendation of the Academic Council of the Institute, by a resolution passed with the concurrence of not less than two-thirds of the members voting, can withdraw any degree, conferred by the Institute.

Withholding Conferment of Diploma/ PG Diploma

Notwithstanding anything contained in these rules, the Academic Council may, on the recommendation of the Director, by a resolution passed with the concurrence of not less than two-thirds of the members voting, withhold for such a period as they may deem fit, conferment of any diploma/certificate to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding, e.g., unruly or disorderly conduct, or violence on the Institute campuses, or conviction for an offence involving violence or moral turpitude.

FEES, DEPOSITS AND OTHER CHARGES
FEES FOR DIPLOMA & POST GRADUATE DIPLOMA IN DANCE
MOVEMENT THERAPY (IN RUPEES)

| Fees & Deposits | Diploma (DDMT) | Post Graduate Diploma (PGDDMT) |
|---|-----------------------|---------------------------------------|
| Tuition Fees | 54,000 | 27,000 |
| Fieldwork | 2,000 | 1,000 |
| Total (A) | 56,000 | 28,000 |
| Other Charges | | |
| Examination | 2000 | 1000 |
| IT charges | 4000 | 2000 |
| Library Fee | 3,000 | 1500 |
| Other Charges (ID card, Convocation and Misc.) | 2,500 | 2,500 |
| Students' Competency Fund | 3,000 | 2,000 |
| Development Fund | 10,000 | 5,000 |
| Alumni Fund | 500 | ---- |
| Caution | 2,000 | ---- |
| Total (B) | 27,000 | 14,000 |
| Grand Total (A + B) | 83,000 | 42,000 |

Results will be communicated by email on the May 24, 2024, along with procedure for payment of fee.

REFUND OF FEES

If a student/candidate withdraws before the commencement of the Programme, the entire fee collected from the student, after a deduction of the processing fee of not more than Rs. 1,000/- (One Thousand only), shall be refunded by the Institution to the student/candidate. Should a student leave after joining the Programme and if that vacant seat is filled by another candidate by the last date of admission, the Institute will refund all the refundable deposits together with 50% of the remaining fees paid.

FEE: All international students, except those from developing and SAARC countries, will be charged 5 times the fees of the Indian Students. Students from developing countries will pay 10% more of the fees charged from Indian students. Students from SAARC countries will pay fees as Indian students.

All payment is final and payable before the start of the Programme. There will be absolutely no refunds for cancellation once payment is received.

Queries

Any queries about the Programme, registration, and payment should be emailed to kolkatasanvedacademy@gmail.com, or suhani.patwardhan@tiss.edu with the subject line: —Queries about PGDDMT Programme.

Location, Access and Communication

The two Mumbai Campuses of TISS — the Main Campus and the Malti and Jal A.D. Naoroji Campus Annexe — are both located in Deonar in the North-East Section of Greater Mumbai. The Main Campus is situated opposite to the Deonar Bus Depot on V.N. Purav Marg (also earlier known as the Sion–Trombay Road). The Main Campus houses most of the Schools, Centres and the Administration.

The Naoroji Campus is situated off V.N. Purav Marg on Deonar Farms Road. The nearest local railway station is Govandi. State Transport (ST) buses from Kolhapur, Solapur, Goa, Pune, and other cities pass by the Institute and the nearest ST bus stop is Maitri Park. The BEST bus-stop near to TISS is Deonar Bus Depot.

Location Bus Routes

From Dadar Station: 92, 93, 504, 506, 521 (all Ltd.)

From Chhatrapati Shivaji Terminus (CST): 6

From Bandra Station 352, 358, 505 (all Ltd.) and 371

From Kurla Station 362 and 501 Ltd

Taxi Fares (Approximate): Dadar to TISS: Rs. 170/- CST to TISS: Rs. 260/-, Bombay Central to TISS: Rs. 280/- Bandra to TISS: Rs. 190/-, Kurla to TISS: Rs. 70/-

Postal Address: V.N. Purav Marg, Deonar, Mumbai - 400 088

KOLKATA SANVED

Flat 2C, Poulomi Apartment,

23B, Jatin Bagchi Road,

Kolkata – 700029

Phone: +91 – (033) 35115381

Nearest Landmark – Vivekananda Park,

Between 8th Day Café and Fillers Café

Easy access by car, bus, metro and auto rickshaw, 10 minutes' walk from Golpark , Hindustan Park ,
Triangular Park