



PROSPECTUS

DIPLOMA IN DANCE MOVEMENT THERAPY

2017–18

CENTRE FOR LIFELONG LEARNING

TATA INSTITUTE OF SOCIAL SCIENCES

(A Deemed University, established

Under Section 3 of the UGC Act, 1956)

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(West Bengal Society

Registration Act)

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IMPORTANT DATES

Last Date for Receipt of Completed Form at the Institute by Post and in Person	30 th May , 2017
Personal Interview for Mumbai Course	6 th - 8 th June 2017
Announcement of Selection on TISS Website for Mumbai Course	13 th June 2017
Orientation and Commencement of Academic Session 2017–2018 For Mumbai Course	16 th June 2017
Personal Interview for Kolkata Course	22-23 June 2017
Announcement of Selection on Kolkata Sanved Website for Kolkata Course	30 th June 2017
Orientation and Commencement of Academic Session 2017–2018 for Kolkata Course	29 th July 2017

CONTENTS

Introduction	4
Academic Structure	4
Teaching	5
Research.....	6
Extension and Field Action	6
Key Positions	6
TISS Community	7
About Centre for Lifelong Learning.....	7
Centre for Lifelong Learning Offers.....	8
About Kolkata Sanved.....	9
Diploma in Dance Movement Therapy	12
Eligibility and Admission Procedures	24
SC/ST/OBC Cell.....	25
Requirements for Passing the Counselling.....	26
Rules for Prohibiting Ragging	31
Withdrawal of Diploma	32
Fees and Deposits and Other Charges	33
Location and Access	34

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.

ACADEMIC STRUCTURE

The TISS moved to a new academic structure in February 2006. It currently hosts 9 Schools, 8 Independent Centres, and 3 Resource Centres as indicated below:

Schools

School of Development Studies with 6 Advanced Centres for Women Studies; Study of Developing Economies; Public Policy, Habitat and Human Development; Study of Developing Societies; Social Theory; and Population, Health and Development.

School of Education with 2 Centres in Centre for Elementary Education; and Centre for Higher Education and Development of Indian Language.

School of Habitat Studies with 4 Centres for Climate Change and Sustainability; Centre for Science, Technology and Society; Centre for Urban Planning and Governance; and Centre for Water Policy and Governance; and Centre for Public Health.

School of Health Systems Studies with 4 Centres in Health and Social Sciences; Health Policy, Planning and Management; Hospital Management; and Public Health.

School of Law, Rights and Constitutional Governance with 2 Centres in Centre for Law and Society; and Nodal Centre of Excellence for Human Rights Education.

School of Management and Labour Studies with 4 Centres in Human Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; and Social and Organisational

Leadership Development.

School of Media and Cultural Studies with 2 Centres in Centre for Critical Media Praxis; Centre for the Study of Contemporary Culture.

School of Social Work with 7 Centres in Community Organisation and Development Practice; Criminology and Justice, Disability Studies and Action, Environment, Equity and Justice, Equity for Women, Children and Families, Health and Mental Health, Livelihood and Social Entrepreneurship and Social Justice and Governance.

School of Rural Development with 3 Centres in Community Planning and Governance, Rural Livelihoods and Social Development.

Independent Centres

Centre for Lifelong Learning

Centre for Human Ecology

Centre for Study of Social Exclusion and Inclusive Policy

Research and Development

Centre for Research Methodology

Centre for Studies in Sociology of Education

Jamsetji Tata Centre for Disaster Management

Centre for Library and Information Management

Resource Centres

Computer Centre

Publications Unit

Sir Dorabji Tata Memorial Library

TEACHING

The TISS offers 45 Master's Degree programmes in Counselling, Development Studies, Disability Studies and Action, Disaster Management, Education (Elementary), Globalisation and Labour, Health Administration, Habitat Policy and Practice, Hospital Administration, Human Resources Management and Labour Relations, Media and Cultural Studies, Social Entrepreneurship, Social Work, Women's Studies, Public Health in Health Policy, Economics and Finance, and Public Health in Social Epidemiology; Bachelor's degree programme in Social Work with specialisation in Rural Development; and an integrated M.Phil./Ph.D. programme in Social Work, Social Sciences, Health Systems Studies, and Management and Labour Studies, Master in Library and Information Science, Master in Law, M.A. in Applied Psychology with Specialisation in Clinical Psychology, and M.A. in Applied Psychology with Specialisation in Counselling Psychology. Additionally, it offers 10 Diploma programmes and 2 Certificate programme in various fields of study. It also has a lively Study in India programme, which provides opportunities for international students to study and experience Indian social realities through a blend of theory and field experiences.

RESEARCH

The role of academic institutions like TISS in conducting pioneering research rooted in the context of societal realities, and aimed at influencing policy and practice for positive social change, is widely acknowledged. During 2013-14, a total of 179 research projects were ongoing at the Institute funded by Central Ministries and State Governments; NGOs and Trusts; national and international organisations and industry. The ongoing researches at the Institute are in the areas of child, youth, women and gender, community development; dalit, tribal and minority issues; education; health; HIV/AIDS; disaster management; rural and urban issues; governance; natural resource management; livelihood; agriculture; non-formal sector; human resources management and allied issues.

EXTENSION AND FIELD ACTION

As a part of its extension activities, the TISS has been undertaking innovative field action projects (FAPs) since the 1930s. These FAPs focus on the empowerment of marginalised groups, testing new approaches and strategies in response to changing social realities, facilitating development of field-based knowledge and practice-theory continuum, among others. They have always played an integral role in the curriculum of social work education. Many important institutional innovations — such as Child Guidance Clinics, Social Workers/Counsellors in Hospitals and Family Courts, Special Cells for Violence against Women and Children in Police Stations — began as FAPs of TISS and were later absorbed into public institutional structures.

KEY POSITIONS

Prof. S. Parasuraman (Phd)	Director ,TISS
Prof. Shalini Bharat (Phd)	Deputy Director, Academic – Mumbai
Prof. Surinder Jaswal (Phd)	Deputy Director, Research - Mumbai
Mr. C.P. Mohankumar	Registrar, TISS
CENTRE FOR LIFELONG LEARNING	
Prof. Nasreen Rustomfram (Phd)	Chairperson
Dr.Sabiha Vasi	Co-ordinator, DMT
Dr. Lata Das	Assistant Professor
Dr. Saigita Chitturu	Assistant Professor

***DETAILS OF ALL FACULTY MEMBERS AVAILABLE OF THE TISS WEBSITE**

TISS COMMUNITY

The Institute is home to over 159 faculty members who are consistently involved in teaching, research, policy making and community-based institutional building. They are supported by 261 technical and administrative staff members and reach out to nearly 1,600 students at any one time. The TISS community extends far beyond, encompassing an extensive network of partners, former faculty, researchers, activists, and alumni across worldwide.

ABOUT CENTRE FOR LIFELONG LEARNING

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 maximise 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, and,
- 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.

CENTRE FOR LIFELONG LEARNING OFFERS

I. Programmes

- a) Diploma in Gerontology
- b) Diploma in Youth Development and Social Change
- c) Post Graduate Diploma in Counselling
- d) Certificate in Geriatric Care
- e) Diploma in Dance Movement Therapy

II. Design and Conduct Customised Short-term Programme.

Some of the current and proposed programmes are in the thematic areas of,

- Participatory Training Methodology
- Self-Development and Communication Skill
- Developing Leadership Skills for NGOs
- Stress Management
- Counselling at the Workplace
- Pre-Retirement Planning
- Volunteerism.

Some of the recently concluded programmes are:

- Capacity Building for Women Managers in Higher Education
- National workshop for Peer Counsellors on Prevention of Sexual Harassment at the Workplace for the Reserve Bank of India
- Creative Arts for Practitioners

The CLL is part of the Joint Action Committee (JAC), Maharashtra, which has been set up to advocate for the implementation of policies and programmes formulated by the Central Government which remain on paper. These policies include the National Policy on Older Persons (NPOP), 1999; Maintenance and Welfare of Parents and Senior Citizens Act, 2007; and the Indira Gandhi National Old Age Pension Scheme, 2007.

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 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 violence, HIV/AIDS patients, and people living with psychosocial disabilities, among other groups 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.

Mission

To build the ecosystem for DMT for Change across Asia and create leaders and changemakers in the field, especially from underprivileged communities.

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

Vision

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 program.

Board Members

Bhaswati Ghosh	President
Sohini Chakraborty	Founder and Secretary
Anuradha Mukherjee:	Treasurer
Dr. Urmimala Sarkar	Executive Member
Dr. Bipasha Roy	Executive Member
Sohini Bhattacharya	Executive Member
Sreeja Debnath	Executive Member

Kolkata Sanved Working Team

Sohini Chakraborty	Founder Director
Moumita Bhattacharya	Administrative and Account Manager
Samita Bhattacharya	Program Manager
Jhulan Mondal	Senior DMT Practitioner
Tilottama Chowdhury	Senior DMT Practitioner
Namrata Kanuga	Creative Project Manager
Rangana Sengupta	Finance Officer

DIPLOMA IN DANCE MOVEMENT THERAPY

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, behavior and social reintegration.

Dance has been marginalized in social, political, and cultural contexts. 'Dance' has certain specified roles to play in society – a source of entertainment, serving the Gods and Goddesses (*Devdasi pratha*) and '*nachhnewalis*' 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 'dance' 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 skilfully 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 in Dance Movement Therapy

Today we find that the lines between science and the creative arts for mental health and healing are getting blurred and there is evidence of the body-heart-mind connection in enhancing the overall health and well being of an individual. The combined perspective based on the experiences of KS and the vision of CLL-TISS culminated in the strong felt need to connect the creative arts to development practice. The need for a certified course in DMT also evolved out of a vacuum in the field of therapeutic dance and movement in India. Because of this vacuum and the need for a comprehensive training programme using internationally-accepted DMT methods, Kolkata Sanved and CLL-TISS took the initiative to develop a Certificate course in DMT in 2013-14 in Kolkata.

The Certificate in Dance Movement Therapy completes three years in April 2016. In the first year (2013-14), 6 students completed the course in Kolkata; in 2014-15, a total of 28 students completed the course in Mumbai (19) and in Kolkata (9). In the current batch of 2015-2016 a total of 32 students will complete the course (Mumbai - 22 & in Kolkata – 10) by the end of April 2016.

OBJECTIVES AND LEARNER OUTCOMES

Overall objective: This course will serve as an intensive introduction to DMT and its uses for recovery, healing, rehabilitation and self-expression. The aim of this course is to create DMT practitioners who would engage with various communities and settings such as, mental health settings (hospitals , mental health clinics), residential institutions (remand homes, prisons, orphanages, old age homes) , communities (slums, footpaths, railway platforms), schools, day care centres and more.

Specific objectives

1. Provide knowledge about the significance of dance movement in healing and well being, rehabilitation, trauma healing, empowerment, and enable the trainees to contextualize this art in India and at the global level.
2. Help the trainees to reflect on the institutions/policies/cultural beliefs that influence the status and understanding of dance movement.
3. 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.

4. Build capacities of the trainees to use these skills to heal, rehabilitate and empower through DMT.
5. 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. These would be underlying the practice of dance movement and the direction of social change.

Learning Outcomes

On the completion of the course, the students would possess a holistic understanding of DMT, and gain competencies to practice DMT ensuring standards of quality, within the perspective and values upheld by the TISS and KS.

At the end of the course, the trainees would be able to

- 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 course, for their personal growth and transformation.

Perspective for the Course

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

- Human rights perspective and practice
- Constitution of India
- Vision of TISS and KS

The core values which would guide the practice would include people-centred practice; human dignity; peace; social justice, sustainability; democratic participation; equity; acceptance of diversity and non-discrimination.

The dimensions of healing, well-being and empowerment will be addressed in relation to the different categories of youth based on location, gender, class, caste, and ability

OVERVIEW OF COURSES AND METHODOLOGY

Theory: The first task is to introduce the history of dance, discuss the evolution of DMT as it grew in formal practice, from a clinical approach to a human rights and gender sensitive approach in India. This includes a theoretical understanding of the broad methodologies of DMT that are used across the developmental lifespan. The values and perspective of DMT in the Indian context, with emphasis on ethical issues will also be discussed. The second task is to consider the differences between dance and movement therapy practices, and evaluate possible

reasons for its effectiveness, particularly in social development, clinical and education settings. They will also gain knowledge about mental health and counselling skills required for effective practice.

Experience: Participants will experience firsthand the different forms of DMT, mind/body approach, group processes, movement observation & analysis skill and therapeutic leadership and facilitation. This will occur both in classes and 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.

Practice Facilitation: Practice sessions in the field (within social, clinical and education settings - institutions, community groups, hospitals, etc.) are a significant part of the experience-based learning and form a major part of this training course.

The course 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., instructions, lectures, interactive group discussions, film screenings, book and article reading.

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 course will be structured to include basic dance instruction, lectures, interactive group discussions, film screenings, and much more.

SYLLABUS

LIST OF COURSES AND DISTRIBUTION OF CREDITS

Distribution of Credits

Credits in Theory	20
Credits in Practice	10
Total	30

Course Outline

Course No.	Title of Course	No. of Credits (2 credits = 30 hours)
DDMT 1	DMT and Social Development	2
DDMT 2	Introduction to DMT – USA Approach, European approach, Indian approach and context	2
DDMT 3	Experiencing movement	2
DDMT 4	Experiencing dance	2
DDMT 5	Process and Practice of DMT- I	2
DDMT 6	Process and Practice of DMT- II	2
DDMT 7	Process and Practice of DMT- III	2
DDMT 8	DMT and Mental Health	2
DDMT 9	Counselling Theories – Understanding and Application to DMT	2
DDMT 10	Integration of other art forms in DMT	2
FP 11	Practice facilitation 10 x30=300 hours	10 (1credit = 30hours for field practice)
Supervision & Personal therapy	60 hours	Compulsory audit
Total	660 hours= 300 theory hrs + 300 hours field practice + 60 hours supervision and personal therapy	

COURSE DESCRIPTION

DDMT 1: DMT and Social Development- (30 Hours -2 Credits)

Introduction

This course will impart the connection between Social Development and Dance. It will include theoretical perspectives and approaches to social development, emphasising the dimensions of gender, human rights, culture, and other factors which determine identity and status.

Learner Objectives

1. To understand the development paradigm in India and the global scenario.
2. To understand the processes of marginalisation and exploitation, and develop sensitivity to the concerns of affected populations.
3. To gain insights into the critical issues affecting Dance with a focus on gender, caste, class, and identity
4. To understand the influence of societal systems on the status of dance: Family, Work, Politics, Media, Information technology

Contents

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

DDMT 2: INTRODUCTION TO DMT (30 HOURS - 2 CREDITS)

Introduction:

This course will impart a holistic overview of DMT. It will explain the basic foundation of DMT- dance, movement analysis, and psychotherapy and how they relate to understanding physical, emotional, cognitive, and social integration of a person.

Learner objectives:

- To understand the concept of dance and DMT, and its importance in well being and therapy.
- To know the historical evolution of DMT at the global level

- To understand the historical evolution of DMT in India and the innovations done to contextualise DMT.
 - To become aware about the manner in which dance is understood in a social, political, and cultural context

Contents:

- Introduction to the concept of dance and its role in well being and therapy.
- The historical evolution and status of dance and DMT over the years.
- Western approach to DMT and the 5 existing schools of thought.
- 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
- Principles and foundations of DMT and its application to different population groups and settings .
- Movement observation and its interpretation
 - Dance , DMT and Empowerment : Dance movements as communicative and expressive tools despite barriers such as language, age, socio economic conditions, education
 - Understanding the community approach in DMT and its role in social development and change.

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

Introduction

In this course participants will embark on a new journey through the experience of movement. They not only use dance movements, but also movements from daily life, spontaneous movements, and rhythms. Participants will understand the importance of movement in life, which is the basic foundation of DMT. The methodology is based on full movement experience, practicing empathetic movements, experiencing the process rather than only ‘dance’.

Learner Objectives

- To develop spontaneity within oneself and enhance creative capacities to create on-the-spot movements, and utilise the collective energy in the group.
- To expand movement repertoire and gain a clearer understanding on 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.

Course Contents

Part I - 20 hours –Develop Movement Vocabulary

- Work on space, style, speed, freedom, movement variety, level, and flexibility in dancing
- Creation of movement vocabulary : Beginning of the movement vocabulary (Basic/simple movements): Begin with basic/simple movements , develop and expand creative vocabulary for leading sessions
- The importance of spontaneous movements
- Understand structure and unstructured movements, stylized and free movements, D-type movements, different patterns of movement, and melodramatic movements

Part 2: Dance and Physiology: 10 hours

- Human Anatomy and Human Physiology
- Medical illness and movement
- Experiencing and analyzing rhythms and movement linking these to human ability and activity

DDMT 4– Dance (30 hours-2 credits)

Introduction:

This course will help participants 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.

Learner Objectives

- Gain an understanding about the role and status of dance in a social, political, and cultural context.
- Gain beginning awareness and skills about different dance forms.
- Appreciate the therapeutic elements of Indian dance and its application in DMT.
- Learn skills in creative dance and its use in therapy
- Learn skills to engage clients through creative processes

Course Contents

Part 1: Dance

- History of 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
- Contemporary Dance
- Therapeutic elements of Dance : Use of hand gestures, rhythm, footsteps, expressions, emotions, shapes, sequences of dance, and how dance is used in therapy
 - Movement observation and its interpretation

Part 2: Dance and Empowerment

- Dance Movements as communicative and expressive tools despite barriers such as language, age, socioeconomic conditions, education
- Gender, class, caste, ableism, age, and dance.

DDMT 5, 6, 7: DMT Process and Practice (90 hours – 6 credits)

Introduction: The three courses DDMT 5, 6, 7 will be a laboratory for in-depth skill building in group DMT sessions. Participants will explore the overall process: the therapist's facilitation skills, needs assessment, therapist-client relationship, and leadership, empathetic

Reflection, use of need based movement, documentation, and supervision. Considering the importance of in-depth practice in DMT, there are three courses (total 6 credits) which cover the content of Process and Practice of DMT. The methodology is experiential, whereby students experience the process and practice and draw out learnings from the same.

Learner Objectives: (for DDMT 5, 6, 7)

- 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.

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

Course Content

- 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.

DDMT 7 Processes and Practice of DMT- III (30 Hours-2 Credits)

(to be taught by a German DM therapist)

Content:

- The Global Approach to DMT: History, Theories and approaches of DMT Practice. Clinical approach vs Developmental approach; individual practice and group practice. Recognition of DMT among other professionals in the mental health discipline.
- Psychodynamic theory and embodiment theory in DMT
- Advanced techniques of DMT with special focus on Trauma work: Nature of traumas where DMT has proved effective. Skills and experience of engaging with survivors of sexual violence.
- Monitoring and evaluation of DMT process and impact. Existing indicators for measuring impact. Use of qualitative and quantitative methodology.

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

Introduction:

The aim of this course is to provide a basic understanding on 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 promote mental health and well being in connection with DMT and not the pathological and clinical part.

Learner's Objectives:

- To develop a basic understanding on the concepts of mental health and well being
- To get a overview on the various mental illnesses.
- To develop basic practice skills on counselling in connection with DMT
- To understand the significance of self and self care

- To integrate DMT approaches in preventive, promotional and therapeutic mental health work

Course Content:

1. Concepts of Mental Health, well being and Illness.
2. Mental Health across the life span.
3. Etiology and Classification of Mental Disorders.
4. Working with individuals and Groups-an introduction.
5. Counselling Microskills.
6. Self – and self care.
7. Integrating DMT in the preventive, promotive and therapeutic context.

DDMT 9: Advanced Counselling Skills and Theories – (30 hours – 2 credits)

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

Learner Objectives

- To gain knowledge about theories in therapeutic counselling
- To understand advanced counselling skills for therapy

Content

- Counselling : Concepts, 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

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 relationships with DMT. This course is designed to explain the importance of the integration of other art forms in DMT.

Learner Objectives

- Gain exposure to other art forms and their applications to DMT.
- Understand the therapeutic value of other art forms.
- Developing creative flexibility in using other art forms.
- 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

FP 11: PRACTICE FACILITATION (300 hours – 10 credits)

One of the key components of this course it is to practice facilitation 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. This is a non-credited but compulsory course.

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

hospital. This course enriches the learning done in the previous 10 months.

All participants 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 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.

DURATION OF THE COURSE

One year, Part-time Programme: **June/ July 2017 – April 2018 (Both in Mumbai and Kolkata)**

Fridays from 6:00 pm to 9:00 pm; and Saturdays from 10:00 am to 6:00 pm (total of 10 hours per week)

A few modules will be conducted on a daily and workshop basis (July -5 days, September 10 Days, March 5 days).

Medium of Instruction: English

ELIGIBILITY AND APPLICATION

Minimum qualifications to apply

- An interest in dance
- College/university Graduate
- At least 21 years old
 - 2 seats are reserved for individuals from marginalized backgrounds (community, underprivileged, survivors)- in Kolkata. (minimal qualification is Std. 12Th pass)

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.

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.

Admission Procedure

The procedure to admit an aspirant will be based on an individual interview, demonstration of movement.

There are 25 open seats in this course.

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 course.

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 per cent, 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. G.G. Wankhede (Ext. 5308) and or Section Officer, Mr. Gaurishankar Kamble (Extn. 5233).

REQUIREMENTS FOR PASSING THE 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 also 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 Grade Sheet

- S1** - Supplementary – 1
- S2** - Supplementary – 2
- Re** - Repeat Course / Fieldwork / Internship / Research Project
- I** - Improvement Examination
- R** - Re-evaluation
- M** - Mandatory
- Op** - Optional
- Au** - Audit
- EC** - Extra Credit

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 semesters, 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.

(vi) *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 reevaluation, 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 a 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

- (a) Students who have successfully completed their programme of study will be admitted to the degree only at the Annual Convocation.
- (b) 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 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/Certificate

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/Certificate

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 AND DEPOSITS AND OTHER CHARGES

FEES FOR CERTIFICATE COURSE IN DANCE MOVEMENT THERAPY (IN RUPEES)

FEES AND DEPOSITS	SEMESTER I	SEMESTER II	TOTAL
STATUTORY FEES			
Tuition Fee	8,000	8,000	16,000
Examination Fee	500	500	1,000
Total	8500	8500	17 000
OTHER CHARGES			
Library	1,000	-	1,000
Convocation Charges	-	800	800
Materials and equipment	800	800	1600
ID Card	300		300
Internship Fee		1000	1000
Total	2100	2600	4400
Grand total	10,300	11,100	21400

Payment of Fees

Procedure for payment will be informed to the candidates in the 1st Week of June 2017

COURSE APPLICATION PROCESS AND FEES

The last date for submitting application forms 30th May 2017, by 5 pm.

Kolkata: Please email all materials to kolkatasanvedacademy@gmail.com with the subject line: "Registration for DMT Certificate Course". If you do not have access to email, you can submit a handwritten application to the Kolkata Sanved, P-27 Garihat Road (South), Dhakuria, Kolkata-700031.

Mumbai: Please submit application forms online to veena.shinde@tiss.edu or by hard copy to Centre for Lifelong Learning, Tata Institute of Social Sciences, P.O.Box 8313, Deonar, Mumbai-400088 Telephone: +91-22 2552 5682

Selection and Interview

- Interviews for Mumbai at Centre for Lifelong Learning, TISS, from **6th to 8th June 2017**
- Interviews for Kolkata: Kolkata Sanved office. **22-23 June 2017**
- Eligible applicants will be called for a personal interaction. The interaction will include a movement session, and an individual interview.
- All applicants will then be informed of whether they are accepted in the program.

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 there will be absolutely no refunds for cancellation once payment is received.

Queries

Any queries about the course, registration, and payment should be emailed to kolkatasanvedacademy@gmail.com, for Kolkata, or to veena.shinde@tiss.edu for Mumbai with the subject line: “Queries about DMT Certificate Course”

LOCATION AND ACCESS:

TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI

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 the Deonar Bus Depot on V.N. Purav Marg, earlier known as the Sion-Trombay Road. The Main Campus houses most of the Schools, Centres, and the administration. 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 nearest TISS is the Deonar Bus Depot.

Locations

Bus Routes

From Dadar Station	:	92, 93, 504, 506, 521 (all Ltd.)
From Chhatrapati Shivaji Terminus	:	21 (Ltd.).
From Bandra Station	:	355, 358, 505 (all Ltd.) and 371
From Kurla Station	:	362 and 501 Ltd.
From Sion	:	352

KOLKATA SANVED

KOLKATA SANVED OFFICE

Direction 1 - From Gariahat Dhakuria Bus Stop - take the road by the side of the Dhakuria flyover towards the railway tracks. Then turn right towards Dhakuria CESC Distribution Station and move ahead towards a dead end. The new office is located besides the building name, "Sunflower", on the left

Kolkata Sanved Office

Direction 2 - From Garia Dhakuria petrol pump stop to cross the road and follow the same direction given above. The new office is located besides the building name, 'Sunflower', on the left