

Prospectus



Arts PracticesTM
for Inclusion

A Practice-Led Learning Programme



Multiple batches annually
Term-based learning format



Inclusion is not integration.
Nor is it a badge of honour.
It's a way of life. We can't do
a little of it; either it is,
or it isn't.

It's fair play, common sense, hard
work, elegantly simple, and
awesomely complex. It's not
building an extra of, it is being in
the one that is.

A kaleidoscope of diversity.

Table of Contents

04

.....
Intent of Arts Practices *for* Inclusion

05

.....
About the Programme

06

.....
Programme Highlights

07

.....
Timelines & Curriculum

11

.....
Assessment

12

.....
Eligibility Criteria

13

.....
Admission Process

14

.....
Engagement with Practice Contexts

15

.....
Testimonials

17

.....
The Programme Faculty

19

.....
About the Organisation

20

.....
Concept Note

21

.....
Contact Details



Intent of Arts Practices for Inclusion (API)

We believe inclusive spaces are created when mainstream institutions, individuals, and communities engage in meaningful, relational experiences with people across diverse abilities, identities, and lived experiences.

But how do the arts facilitate the creation of such relationships?

Across history, the arts have captured and expressed human experience from the pottery, figurines, and seals of the Indus Valley civilization to the temple reliefs and carvings of ancient India. They have long served as a medium through which people make meaning, connect, and express what often cannot be said in words.

The arts are universal in their ability to transcend barriers of language, culture, and difference. Yet, access to them has not always been equal. For a long time, artistic practices have existed within the boundaries of one's own community shaped by language, culture, caste, class, and access. Even today, opportunities to engage with the arts can be influenced by these divides.

Our intent is to gently move beyond these boundaries.

Through shared artistic experiences, people come together not to erase differences, but to engage with it. In doing so, inclusion becomes something lived: connections deepen, differences are held with openness, and belonging is not just spoken of, but truly felt.

Arts Practices for Inclusion (API) is a practice-led learning programme that builds the capacity of individuals to create such spaces across diverse contexts.

Working with the understanding that the arts have the potential to explore and express human experience, API focuses on strengthening relationships across differences, creating pathways that bring empathy, dignity, and participation into shared spaces.

We believe that API offers a practice-based approach that can contribute meaningfully to education, community engagement, and wellbeing by strengthening practitioners to work with diverse groups with sensitivity, awareness, and intention.

In practice, this means participants learn to:

- design and facilitate group sessions using the arts
- work with emotional and social dynamics in diverse groups
- build inclusive environments through sustained engagement

Kollam/Rangoli Art



About the Programme

Arts Practices for Inclusion (API) is a practice-led learning programme that explores how multi-art forms can be used to build participation, connection, and inclusion across diverse contexts.

The programme brings together three interconnected components:

Arts (A)

Developing a working vocabulary across multiple art forms to engage individuals and groups

Practice (P)

Applying these approaches in real-world contexts through sustained engagement, reflection, and feedback

Inclusion (I)

Understanding and facilitating participation, belonging, and relational dynamics across diverse groups

Participants engage not only with methods, but with:

- self and reflective practice
- group processes and facilitation
- the social and contextual realities of inclusion

How learning happens in this programme:

- immersive contact sessions
- ongoing field-based practice
- supervision and feedback
- reflection and documentation

The programme draws from interdisciplinary frameworks including cognitive neuroscience, human development, and lived practice across diverse contexts.

It is also informed by a range of philosophical and cultural perspectives that explore human experience, relationships, and wellbeing.

Grounded in a secular and practice-based approach, API focuses on building the capacity, awareness, and wellbeing of practitioners as they engage with diverse groups and contexts.

At its core, API is about learning how to hold spaces with sensitivity, awareness, and intention so that participation and belonging can emerge meaningfully.

Programme Highlights

Henna Design

API is designed for individuals working with or interested in working with diverse groups across educational, community, therapeutic, and organisational contexts.

The programme follows a term-based format, with multiple batches offered through the year.

Structure of the Programme

- Two immersive in-person learning experiences (7–8 days each)
- Ongoing field-based practice in a chosen context
- Regular documentation and reflective processes
- Periodic supervision and feedback

Participants are encouraged to anchor their practice within their existing work contexts or organisations, allowing learning to be applied in real time.

Learning Engagement

The programme comprises 486 hours of learning, including:

- guided learning sessions (online and offline)
- practice-based engagement
- assignments and documentation
- supervision and feedback

Participants engage in sustained practice with groups and communities, integrating learning into real-world contexts.



Practice-Based Project

The final term culminates in an independent, practice-based project, where participants design and facilitate inclusive spaces, drawing from their learning across the programme.

Commitment

This is an intensive, practice-led programme. Participants are expected to engage consistently with practice, reflection, and learning throughout the duration of the programme.

Programme Timeline & Curriculum

Term	Focus:	Units of Study
Term 1 (154 hrs)	Foundations	<ol style="list-style-type: none"> 1. Orientation to arts, inclusion, and self 2. Building awareness and foundational skills
Term 2 (264 hrs)	Practice & Integration	<ol style="list-style-type: none"> 1. Deepening facilitation skills and application 2. Working with groups and contexts
Term 3 (68hrs)	Independent Application	<ol style="list-style-type: none"> 1. Designing and implementing a practice-based project 2. Integrating learning into real-world contexts
Total 486 Hours		

Each term integrates:

- learning sessions
- practice
- supervision
- reflection

Rajasthani Puppetry/Kathputli



TERM 1 | 154 hours

These units are designed to build facilitation capacity, relational awareness, and applied practice in real-world contexts.

Units of Study

Unit 01 | Experiential Studies in the Arts

This unit includes three modules focused on developing a working vocabulary across art forms through learning sessions and exploring the self as a practitioner through practice and enquiry.

1.1 Circle of Care

Understanding the convergence between arts, science, and human experience.

Exploring theoretical and practical approaches to capacity building, self-awareness, and practitioner wellbeing.

1.2 Arts & Practice: Theory & Skills

* Drama and Play (games and exercises)

* Voice and sound

* Visual arts

* Dance and movement

1.3 Building Inclusion

Expanding ways of understanding and working with groups:

- Being present and responsive to emotional needs in groups
- Understanding group dynamics and patterns of interaction

Unit 02 | Field-Based Practice

Practice sessions with groups and communities. Includes design, implementation, documentation of sessions (36 hours)

Unit 03 | Inclusion Circles

This unit has two modules.

3.1 Preparation for Field Practice

3.2 Designing and Facilitating Inclusion Models

Unit 04 | Supervision of Field-Based Practice

Guided observation and feedback on facilitation sessions to support reflective learning and skill development.

Unit 05 | Assignments & Documentation

Reflective writing, session documentation, and assignments to support integration of learning and practice.

1- Learning sessions refer to facilitated teaching and engagement in structured settings.

2- Practice sessions refer to sessions conducted in real-world contexts within organisations using arts-based approaches to support participation, expression, and inclusion.

TERM 2 | 264 hours

This term focuses on deepening facilitation skills, applying arts-based approaches across contexts, and strengthening integration between learning and practice.

Units of Study

Unit 06 | Application Studies in the Arts

This unit builds on foundational learning to deepen facilitation, therapeutic understanding, and application across diverse settings.

6.1 Circle of Care (Part 2)

Deepening understanding of the relationship between arts, science, and human experience.

Strengthening practitioner awareness, presence, and capacity.

6.2 Arts & Practice: Therapeutic Applications & Interventions

Applying arts-based approaches across contexts:

- Drama and Play (games and exercises)
- Voice and Sound
- Visual Arts
- Dance and Movement

6.3 Building Inclusion (Part 2)

Exploring frameworks that shape inclusion and participation:

- Social and psychological construction of reality
- Inclusion models, approaches, and practices

Unit 07 | Field-Based Practice

Continued facilitation with groups and communities.

Includes design, implementation, and documentation of sessions (90hrs)

Unit 08 | Inclusion Circles

This unit has two modules.

8.1 Implementing Inclusion Models and Understanding Impact

8.2 Individual Tutorials with the Programme Team to support independent project planning

Unit 09 | Supervision of Field-Based Practice

Guided observation and feedback on facilitation sessions to support reflective learning and skill development.

Unit 10 | Research and Documentation

Introduction to documenting practice, reflecting on process, and understanding impact through structured observation and reflection.

Unit 11 | Assignments & Documentation

Continued reflective writing, session documentation, and assignments supporting integration of learning and practice.

TERM 3 | 68 hours

This term focuses on independent application, consolidation of learning, and integration of practice within real-world contexts.

Units of Study

Unit 12 | Independent Practice-Based Project

Participants design and implement an independent project within their chosen context. This includes planning, facilitation, documentation, and reflection on creating inclusive spaces.

Unit 13 | Supervision of Field-Based Practice

Ongoing guidance and feedback to support integration of learning, strengthen facilitation, and deepen reflective practice.



Sukothai Sculpture

Assessment

Assessment in the API programme is continuous and practice-based.

It is based on:

- participation and engagement in learning processes
- facilitation practice in real-world contexts
- reflective documentation
- assignments and presentations

Participants are expected to demonstrate growth in their ability to:

- design and facilitate sessions
- work with group processes and dynamics
- reflect on and adapt their practice

Certification is awarded upon successful completion of all programme requirements, including participation, practice engagement, and assessment components.

Completion, Extension & Continuity

The programme requires consistent engagement across all terms.

In situations where participants are unable to meet the required components due to personal, health, or professional reasons, they may request:

- an extension, or
- continuation in a subsequent batch

Such requests will be reviewed by the programme team and accommodated where appropriate.

API is designed as a learning journey rather than a one-time evaluation, and the programme encourages continuity of practice over rigid completion timelines.

Ancient Celestial Drawings



Eligibility Criteria

This programme is open to individuals who are:

- engaged in or interested in working with people, groups, or communities
- interested in inclusion, participation, and human development
- open to experiential learning and reflective practice

Applicants may include:

- educators and special educators
- psychologists, therapists, and counsellors
- social workers and community practitioners
- artists and facilitators
- healthcare professionals
- HR, DEI, and organisational development professionals

Essential Requirements

- The programme is conducted in English. Participants are expected to be comfortable with reading, writing, and engaging in English.
- Participants must identify or be part of a practice context (organisation, institution, or community setting) where they can engage in ongoing field-based work during the programme.
- Work with multiple or floating groups is also eligible .

Background & Experience

- A background in disciplines such as psychology, social work, education, humanities, medicine, or related fields is helpful but not mandatory.
- Applicants with relevant field experience in working with diverse groups or communities are encouraged to apply.
- Prior experience in the arts is not required, but openness to engaging with arts-based processes is essential.

Flexibility in Eligibility

We recognise that practitioners come from diverse pathways. Applicants who may not meet formal criteria but demonstrate:

- sustained interest
 - relevant experience
 - engagement with inclusion or arts-based work
- may be considered on a case-by-case basis.

Admission Process

🌸 For details on upcoming batches, timelines, and fees, visit:
prajnadhara.snehadhara.org

🌸 You may also write to:
prajnadhara@snehadharafoundation.org

🌸 A member of our team will connect with you to understand your interest and context.

🌸 Batch announcements are made periodically.

🌸 Admissions are processed upon completion of application and interaction.

Khon Drama





Engagement with Practice Contexts

Participants engage with organisations, communities, or group settings as part of their practice.

This allows:

- real-world application of learning
- exposure to diverse group dynamics
- feedback from experienced practitioners

Supervision supports both participants and organisations in strengthening inclusive practices.

The programme also contributes to building awareness and capacity within practice contexts through ongoing engagement.

By the end of the programme, participants develop the ability to independently design and facilitate arts-based spaces that respond to the emotional, social, and relational needs of diverse groups.

Under the Centre for Inclusive Policy of Snehadhara, their latest project on Inclusion in Education is a much needed effort to close the gap between policies and implementation which will help the progress of inclusion in schools. It deepens ones understanding and knowledge of the issues and challenges that one has to overcome in order to make inclusion a reality

— *V.S. Basavaraju, State Commissioner for Persons with Disabilities, Government of Karnataka*



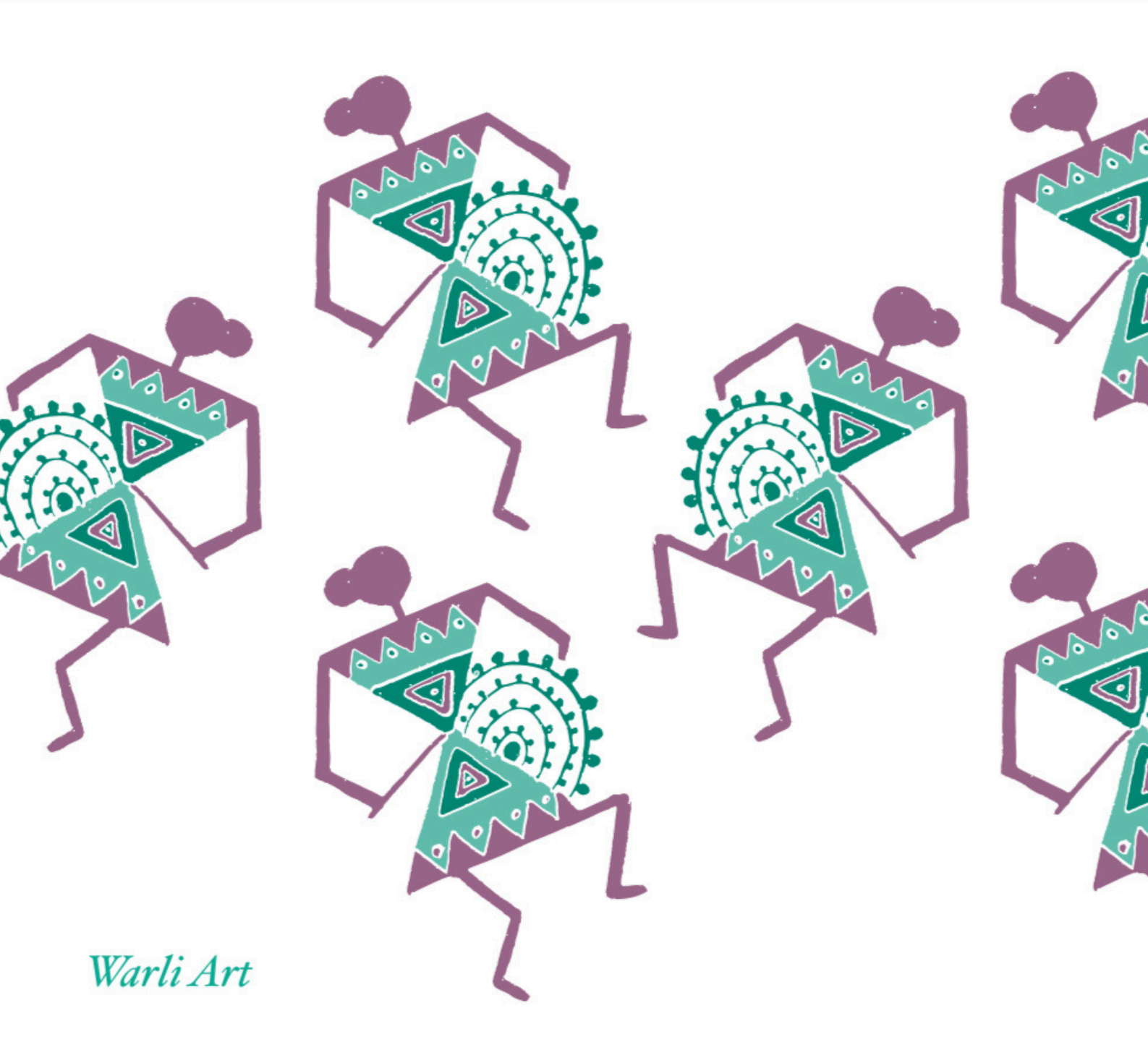
Testimonials *from* experts

In working with children, voice, rhythm, visual arts and play/games have become an integral part of my methodology. Parents of children are co-facilitators in the sessions so this is carried to homes as well. My interactions with parents have become meaningful as I am more aware of how I hold myself and them during the conversations. This is true of my close relationships as well, although I have not been able to do it as consistently like I have at work. In our training programme, we have consciously ensured the use of multi-arts in all modules. A truly engaging learning experience with the Prajñādhara team.

— *Lakshmi Satish, Director, Mirra-Chennai*

Inclusion is a very large goal. Millions of people face exclusion—because they are poor, or disabled, or illiterate, or many other reasons. Because of this vast exclusion, any effort at inclusion must also be built for scale. Snehadhara has correctly identified the need for training more and more people as practitioners of inclusion; each trained graduate of the API course will be a messenger for inclusion in a new space, taking Snehadhara's work far beyond what it can itself do. And the arts are a perfect vehicle for this. Throughout history, the arts have helped societies to expand their horizons, and see new possibilities. They speak to people in multiple ways, and the fullness of expressions they contain are a natural fit to the fullness of belonging at the heart of the inclusion agenda.

— *Dr. Ashwin Mahesh, Urbanist, Journalist, Social Changemaker and Social Technologist*



Warli Art

Testimonials *from* students

The course has been a transformative experience for me. It pushes you to do things you would have never imagined yourself doing. That has been the experience not just for me but also for my peers.

— *Deepti Govind*

The course has done so much for me and honestly changed my life. I have to give credit to the course team and faculty as it has helped me learn and grow on multiple levels.

— *Wesley Newton*

It's been a very challenging and practical experience. A must for social workers and artists who can push themselves emotionally and physically to open up and understand the need of art at a collective level as well. Being able to learn how to connect with people through arts has offered a very peaceful and simple way of just working and working around people and engaging with lives and the stories on a day-to-day basis

— *Apoorva Verma*

Drama



The course expanded my knowledge, exposure, and experience in unexplored art modalities (such as drama and community dance) as well as provided a different perception and yet beautiful experiences in modalities I have been engaging in (such as visual arts and play). The faculty ensured we had a space to voice our concerns, admit our mistakes-learn from them, and modelled behavior and skills that we could learn from.

— *Chelna Karnavat*

The Programme Faculty

Meet the visionaries behind Snehadhara Foundation and the masterminds behind our groundbreaking programme, the Arts for Social Inclusion. Dr. Gitanjali G Govindrajan and Sumathi Ramjee, the founders of Snehadhara Foundation, bring a wealth of experience of over two decades in working and teaching children and adults from diverse backgrounds. Their passion for social inclusion through the arts led them to design and implement the API programme. Drawing from their extensive experience, Gitanjali and Sumathi have crafted a curriculum that goes beyond conventional boundaries, providing students with a profound understanding of how the arts can be harnessed for positive societal change.



Dr. Gitanjali G. Govindrajan is a TEDx speaker, social innovator, Arts Practices for Inclusion (API) educator, and the Founder and Executive Director of Snehadhara Foundation. A Rehabilitation Professional (CRR No: A93207) and Arts-Based Therapy (ABT) practitioner, she brings over two decades of experience working at the intersection of inclusion, education, wellbeing, and organisational learning. Her work focuses on reimagining how individuals, institutions, and communities engage with diversity, disability, and human potential through creative and experiential approaches.

With over two decades of leadership in inclusion, education, wellbeing, and organisational learning, she founded Snehadhara Foundation, a Bengaluru-based organisation working with individuals with multiple and moderate to severe intellectual disabilities and other vulnerable groups. Under her leadership, the organisation has also developed a semi-residential assisted living programme for neurodiverse adults, supporting independence, life skills, and community participation.

Dr. Gitanjali is widely appreciated for her warm, engaging, and experiential facilitation style, using storytelling and arts-based methods to translate complex topics such as diversity, leadership, and emotional intelligence into practical organisational capabilities.

Beyond her professional work, Dr. Gitanjali is a deeply creative and adventurous individual whose life reflects the philosophy she teaches. She is trained in Bharatanatyam, Hindustani and Carnatic vocals, African drumming, and Mixed Martial Arts, and is also a motorcycle rider and a great cook.

Her work spans corporate, cultural, and educational institutions, including USAID, CDRI, Volvo, Eischer, Oracle, Applied Materials, Alation, Intel, Google, Accenture, ITC Corporate, and the Museum of Art and Photography, among others.

Her contributions have earned numerous recognitions including the Karnataka Women Achievers Award (2024), Millennium Alliance Global Award (2022), and Nation Builder Award (2021).



Sumathi Ramjee is the Joint Managing Trustee at Snehadhara Foundation and is part of the faculty of the Arts Practices for Inclusion Certificate programme that has been launched in 2021. Sumathi, an Arts Based Therapy Practitioner has been the recipient of Pearson Teaching Award for Outstanding Contribution to Special Needs children in the year 2012-2013 and Pearson Special Jury Award in the year 2012-2013. She has presented a poster on “Crossing Sensory Boundaries using Arts” at the South Asia International Autism Conference 2015, Delhi.

Sumathi is a First-Class B. Tech in Electronics from Madras Institute of Technology, Chennai. After working as an assistant director with the Institute for Design and electrical measuring instruments, Mumbai, her field diverged and she acquired a Certificate in Guidance and counselling from Christ College, Bangalore. Thereafter followed a certificate in Learning Disabilities, a Post Graduate Diploma in Creative Teaching, and a Certificate course on Arts Based Therapy from WCCLF, Pune.

Thereon Sumathi practiced Special education, language therapy and ABT at Deepika, Snehadhara, Bubbles Centre for Autism and ASHA in Bangalore. Her domains of specialisation include Children with Learning Disabilities, Autism, Behavioural problems, Developmental Disabilities, Slow learners. She has been the creative director for ASHA school annual day programs for about 8 years.

Sumathi has trained facilitators during courses on “Inclusive Education”, “Learning Disabilities” and “Care givers”, conducted Summer Camps for Mainstream children and has been an ABT Guide to ABT Certificate students. She has led workshops in Teaching Aids, Creative Teaching, Teaching Methodologies, Stress Management, Process of Counselling, Personal Development, Memory techniques and Study skills, Learning Difficulties, Multisensory Teaching techniques, Multiple Intelligence, Differentiated Instruction, Fun ways of teaching Maths and Social Science.

About the Organisation

Snehadhara Foundation (SF) is a Bengaluru-based non-profit organisation dedicated to building truly inclusive spaces where every individual—regardless of ability or background—feels a sense of belonging. Founded in 2012 from a small 3BHK house in J.P. Nagar, SF's journey began with a handful of children from marginalised communities and those with disabilities. The name Snehadhara, meaning “stream of love,” reflects our deep commitment to nurturing spaces rooted in care, dignity, and compassion.

Our pioneering approach to educational transformation centres on the power of arts integration. By infusing music, movement, rhythm, theatre, dance, and play into every aspect of our methodology, we activate a threefold model for meaningful and impactful engagement, particularly within government school ecosystems.

Today, we continue to work with vulnerable communities, using the transformative power of the arts to create spaces of connection, learning, and healing.

In the domain of Direct Care, SF actively works with beneficiaries using arts methodologies, both independently and within other organizations dedicated to working with children and adults with special needs and from vulnerable groups. Moreover, our service delivery model extends beyond direct interventions, encompassing comprehensive training programs for educators, practitioners, corporate citizens and psychologists across schools and learning environments throughout and outside the country through impART.

Prajñādhara trains and certifies practitioners in ABT for the initial few years. It now aims to collaborate with other NGOs, organisations, learning centres, schools and institutions to implement API. Since its inception in Argentina in 2019, this programme has embarked on a transformative journey across numerous cities in India, Nepal, and Sri Lanka, creating an ecosystem of changemakers trained in Arts Practices for Inclusion.



Like with a jigsaw puzzle, every being has a place in the picture. In the bigger picture. It is up to us to look within ourselves and around us to understand our purpose, lead the way for those who are in need of it and discover our place in this journey called life.

In Sanskrit, the fourth Chakra, or Heart Chakra, is also known as the Anahata Chakra which means 'unstruck, unhurt and unbeaten.' The green colour associated with the Heart Chakra symbolises love and relationships, represents the energy centre of an individual's happiness and feelings of compassion. Purple is associated with the Crown Chakra. It is about wisdom and being one with the World; representing transformation, creativity and spiritual awareness.



S14, Meenakshi Residency, Arekere,
Bannerghatta Road, Bangalore 560076

Email: prajnadhara@snehadharafoundation.org

Website: prajnadhara.snehadhara.org

Also visit:

www.snehadharafoundation.org

www.impart.snehadhara.org



Arts PracticesTM
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Design by: Pallavi Baasri/pallavibaasri@gmail.com