



THE JUNOON MANIFESTO



This Manifesto is both a declaration and a reflection, a living document that attempts to articulate what drives Junoon, how we train, and what we hold sacred in the making of a Dancer.

It is not a rulebook or a fixed curriculum, it is a philosophy, shaped by years of being in the studio, on the floor, and in the field.

This text is meant to keep us rooted and guide those who walk with us Dancers, trainers, and partners in understanding *why we do what we do*.

We hope this document travels with us as we evolve, responding to new contexts, new Dancers, and new questions but always holding our values at its core.

Introduction to Junoon

Junoon is a movement arts academy that provides structured training in Bharatanatyam, Ballet, and contemporary Dance forms. Junoon offers a comprehensive Dance education that combines classical technique with creative exploration. We work with children and young adults, focusing on building strong foundations in movement, expression, and performance. Alongside Dance, Junoon also integrates music and other art forms into its curriculum, fostering well-rounded artistic development. The program is designed to support Dancers from their early years through to professional training, with an emphasis on discipline, versatility, and long-term growth.

At Junoon, we believe that the Dancer of today, and certainly of the future, is a versatile artiste. Dance is not one form, one style, or one path. It is a dialogue between traditions and experimentations, form and freedom, structure and imagination.

While we are deeply rooted in Classical Dance, particularly Bharatanatyam and Ballet, we train our Dancers across forms: Contemporary, Folk, Lyrical, and more. Our foundation classes develop body alignment, rhythm, strength, and expressive clarity in ways that are transferable across styles.



We do this not just to break rigidity, but to expand possibility. The body learns through variation. The artist grows through exposure. And most importantly, our students, many of whom dream of careers in Dance, need to be ready for a world that asks for adaptability, confidence, and skill across genres.

Chapter 1

The Modern Gurukul

An Environment for Immersive Learning and Living

At Junoon, learning doesn't begin and end with a class. It unfolds through the day in movement, in stillness, in rest, in repetition. It is alive. It is breathed. It is absorbed.

This is the spirit of the *Gurukul*, a traditional Indian model of education where students learn not through lectures alone, but by immersing themselves in a shared rhythm of life. At Junoon, we adapt this age-old wisdom into a *Modern Gurukul*, creating an environment where discipline, joy, and growth go hand in hand.

Rhythm, Repetition, and Reflection

The Gurukul system at Junoon is rooted in structure. Days follow a rhythm, waking up early, physical warm-ups, technique training, theory discussions, reflections, and shared rest. Learning is never rushed, but it is rigorous. Repetition is not seen as monotony, it is seen as deepening. A way to understand the self through the body.

Students are taught that mastery doesn't come in a moment, it comes in layers. With each return to a step or a gesture, there is something new to notice, refine, and embody. Reflection is built into the day, not as homework, but as a habit.

Learning by Being, Not Just Doing

At Junoon, students don't just receive information, they *absorb* it. This absorption happens through observation, through participation, through being in the presence of practice.

They watch seniors rehearse. They assist younger students. They clean their own Dance floors. They prepare for class with care and intention. These are not chores, they are lessons in humility, awareness, and community.

In the Modern Gurukul, knowledge is not downloaded. It is lived. It is exchanged. It flows between bodies, generations, and experiences.

A Flexible Structure for a Complex World

We recognise that not all our students come from the same geography or context. Some are in remote villages, some in urban studios, some learning in hybrid formats from home. That's why the Junoon Gurukul is designed to be *adaptable*.

In Dhasa, we run an intensive program, where students wake up before dawn, Dance through sunrise, rest in the heat of the afternoon, and end their days with evening practice and shared meals. In village schools, we create shorter pockets of immersive training woven into school hours. In cities, our studios carry the same discipline, even if the time and space are more limited.

Wherever we are, the spirit remains the same: discipline, community, care, and curiosity.

Dhasa: A Living Example

Our Gurukul model has been brought to life in our academy in Dhasa. Here, underserved girls from village communities have embraced the discipline and intensity of immersive Dance training. Waking at dawn, practicing in the first light, resting and reflecting through the day, and dancing again in the evening their days are full but purposeful.

The rural setting of Dhasa made this depth of learning possible. Unlike urban environments where students juggle long commutes, packed schedules, and fragmented attention, the girls in Dhasa were available, fully, consistently, and wholeheartedly. The village rhythm allowed us to build a structured day around their presence. They could come early, stay late, take breaks, and return. There was space to breathe, to repeat, to absorb.

This uninterrupted access to time and space became one of our greatest assets. It allowed for deeper training, stronger bonds, and a more integrated way of learning where Dance was not squeezed into the margins of life, but woven into its center.



The transformation has been remarkable. From hesitant learners to confident Dancers, these girls now carry themselves with clarity, physical strength, and creative confidence. The Gurukul has given them not just technique, but a sense of direction.

The Gurukul as a Vision for the Future

The Modern Gurukul at Junoon is not a return to the past. It is a reimagining of tradition for today's world. It offers a structure where learning is not just transactional it is *transformational*. Where art is not confined to a class it is a way of life.

In a world of distractions, the Gurukul offers focus.

In a world of competition, it offers community.

In a world of noise, it offers rhythm.

Chapter 2

The Seven Pedagogical Pillars of Junoon

At Junoon, we believe that true education is not one-dimensional. A Dancer must move with grace but also think critically, feel deeply, speak clearly, and live with intention. To honour this complexity, we ground our curriculum in seven pedagogical pillars. These pillars are not departments or subjects, they are interwoven ways of knowing and becoming. They hold our Gurukul together, and help every student become more than just a performer: a conscious, capable, and compassionate individual.

2.1 Physical Intelligence: Technique & Embodiment

Movement is our medium, and the body is our first teacher. This pillar anchors the physical discipline required to master form. Through classical techniques, Bharatanatyam and Ballet, students learn line, geometry, rhythm, and presence. But we go beyond style. We train the body to become aware, articulate, and intelligent.

Daily drills build stamina. Warmups and cooldowns protect the body and instill ritual. Cross-training with yoga, weight training, or improvisational movement keeps the practice curious and injury-free. Choreography becomes a space where technique is tested and imagination is invited.

2.2 Cognitive & Theoretical Learning

A strong Dancer knows not only how to move, but why. This pillar nurtures the intellectual foundation of our practice. Through close readings of texts like the *Natyashastra*, *Abhinaya Darpana*, and contemporary commentary, students begin to understand the rich grammar of movement and expression.

Language is a bridge, so we teach Sanskrit not as academic subjects, but as artistic keys. Students use them to decode meaning, connect with heritage, and express nuance. Through mythology, poetry, and cross-cultural study, learners begin to see Dance as a living literature, one that speaks across time and place.

2.3 Expression & Improvisation

No two Dancers will ever tell the same story the same way, and that is a gift. This pillar honours each student's unique voice. We use tools like storytelling, retellings of epics, debate, and dramatic interpretation to stretch their emotional and narrative capacities.

Improvisational play, solo and group, teaches spontaneity, listening, and risk-taking. Students practice speaking with their bodies, but also with their voices, growing more confident in both. Here, art becomes a space to explore identity, emotion, and agency. Not performance, but presence.

2.4 Research, Writing & Innovation

At Junoon, we teach students not just to receive knowledge, but to question it. To look at a mudra and ask where it came from. To wonder why a costume carries a certain pattern. This pillar nurtures curiosity and turns it into creative action.

Students keep journals to reflect, document, and ask. They explore how choreography can respond to new themes, climate, gender, belonging. They design projects that trace tradition, remix it, or challenge it. Writing becomes a mirror, archive, and launchpad. Innovation is not a break from the past, but a dialogue with it.

2.5 Mental Well-being & Mindfulness

Learning cannot happen in a stressed or distracted mind. This pillar is devoted to nurturing emotional safety, focus, and resilience. Through meditation, breathwork, and emotional check-ins, students learn to pause, notice, and reset.

We address performance anxiety, comparison, and conflict openly, giving students tools to cope with setbacks and celebrate effort. Decision-making workshops and value-mapping activities help students understand what they stand for. This is not therapy, but it is care. And in today's world, that care is revolutionary.

2.6 Career Visioning & Artistic Ecosystem

Many students at Junoon are the first in their families to dream of a life in the arts. This pillar shows them that it's possible and that there are many ways to live as an artist. Through career workshops, exposure to arts professionals, and role-based training, students learn what it means to be a performer, teacher, choreographer, curator, or manager.

We teach ethics how to navigate boundaries, credit, and collaboration. We teach economics, how to budget, price your work, and understand your worth. We teach leadership, not just being in charge, but taking care. Through this, students begin to see that their art is not separate from their life, but the very force shaping it.

Each of these six pillars is a door. And when students walk through them, with their whole selves, they don't just become Dancers. They become artists, thinkers, leaders, and lifelong learners.

2.7 Versatility

The future of dance belongs to those who can move across worlds with depth, agility, and openness. At Junoon, versatility is not just a practical skill, it is a mindset. This pillar prepares our dancers to be fluent in multiple forms, to hold tradition and experimentation in the same breath.

While our foundation is in Bharatanatyam and Ballet, our curriculum intentionally includes Contemporary, Folk, Lyrical, and other movement languages. These forms challenge and soften the rigidity that can come with classical training, helping students stay responsive and embodied, rather than mechanical. Dancers are exposed to diverse choreographic approaches, musicalities, and improvisational methods, which in turn deepen their adaptability and expressive range.

Versatility also means being ready for the evolving demands of the professional dance world where a working artist may need to teach one form, perform another, and collaborate across disciplines. By training in multiple styles, students build a strong and flexible base from which they can explore, innovate, and thrive.



This pillar allows students to discover their unique movement identity not as fixed, but ever-growing. In doing so, we are not diluting depth, but expanding the dancer's vocabulary, courage, and creative power.

Chapter 3

The Four Levels of Learning at Junoon

At Junoon, every journey begins from where you stand and not from where the world expects you to be. We believe that the Dance floor is not a place of competition, but of continual evolution. That's why our curriculum is structured into four flexible, porous levels that honour the growth of each student: Absolute Beginner, Beginner, Intermediate, and Advanced.

These levels are not gates that separate the skilled from the unskilled; they are thresholds that a Dancer crosses again and again, in different ways, through different facets of the curriculum. A student might be an intermediate in physical technique but a beginner in reflective writing, or advanced in storytelling but new to improvisation. At Junoon, we allow these contradictions to breathe.

Each level is defined not only by ability, but by awareness, engagement, and responsibility toward one's body, one's art, and one's context.

Level 1: Absolute Beginner

This level is the welcoming ground open to all ages, bodies, and backgrounds. Here, we nurture the first flickers of interest and joy in movement. Students build body awareness, learn the names of their muscles, their postures, their stories.

Sessions are infused with play and storytelling. Children listen to fairytales; adults rediscover breath and spine. The goal is not perfection, but presence.

Focus Areas:

- Physical: Floor Barre, Pilates, Yoga, Mat Barre, Gentle Ballet & Bharata Natyam warmups, posture, alignment.
- Technique: Very basic Adavus (BN) and Centre/Barre Work (Ballet).
- Expression: Storytelling using basic mudras and facial expressions.
- Cognitive: Introduction to Classical Dance, basic terms, and listening exercises.

- Reflective: Drawing Dance poses, recording feelings after sessions.
- Emotional: Cultivating joy and confidence in movement.

Underlying principle: *Safety, joy, and exploration.*

Level 2: Beginner

With some consistency and curiosity, Dancers begin to show discipline and rhythmic memory. The Beginner is no longer trying Dance, they are choosing it.

Technique is introduced more rigorously, and repetition becomes a companion. Students now begin seeing patterns in movement, in music, and in myth. They begin to imagine themselves as part of the story.

Focus Areas:

- Physical: Deeper Barre work, structured Adavu practice, basic combinations, rhythm, Isolations (isolating every body part to form a complete movement)
- Technique: Ballet Port de Bras, Attitude, basic jumps. BN: Complex Adavus, rhythm patterns.
- Expression: Simple dramatic scenes, poems, myth stories.
- Cognitive: Entry into Junoon Publications, basic theory (Marg, Raga-Rasa).
- Reflective: Begin journaling about my Dance journey.
- Emotional: Understanding perseverance, beginning self-awareness.

Underlying principle: *Repetition as discovery.*

Level 3: Intermediate

At this level, technique becomes a language. Dancers are now fluent in the basics and start exploring complexity not just in steps, but in ideas. Improvisation enters the space. Reflection deepens. A Dancer begins to identify with the artform as a part of their identity.

They contribute to productions, research with Junoon Publications, and train younger students. They also begin to ask hard questions: What do I stand for? What stories do I want to tell?

Focus Areas:

- Physical: Advanced combinations, complex sequences, stamina training, Isolations.
- Technique: Increased speed, co-ordination, holding stances, spatial awareness.
- Choreography: Small sections, pattern exploration, interpreting lyrics, character interpretation
- Cognitive: Sanskrit, deeper theory.
- Reflective: Writing reflections, contributing to Junoon Publications, forming artistic opinions.
- Emotional: Tackling comparison, perfectionism, goal-setting.
- Career Prep: Exposure to ethics, economics, multiple mentorship.

Underlying principle: *Ownership and intentionality.*

Level 4: Advanced

This level is not a final destination, but a new beginning. Advanced Dancers are artists-in-the-making. They possess a clear command over their technique, the stamina to perform and sustain, and the vision to build something beyond themselves.

They work across disciplines, lead productions, initiate outreach, and begin contributing to pedagogy. Whether they move toward performance, teaching, documentation, or advocacy their journey becomes deeply personal and powerfully public.

Focus Areas:

- Physical: Peak technique in both BN and Ballet, complex choreographic execution.
- Technique: Precision, expression, stamina, storytelling fluency.
- Choreography & Improvisation: Leading own pieces, interpreting contemporary issues or new mythologies.
- Cognitive: Original research, essays, Sanskrit interpretation, music theory.
- Reflective: leading discussions, mentoring juniors.
- Professional: Planning performances, social media, networking.
- Emotional: Navigating critique, sustainability, finding one's place in the arts ecosystem

Underlying principle: Stewardship and expansion.

For those who complete the Advanced level, a new door opens. These students step into the world as professional Dancers not just with skill, but with vision. They begin to perform independently, mentor others, initiate original work, and contribute to the broader Dance ecosystem.

A Note on Progression

These levels are not fixed tracks. A student may ascend, pause, return, or skip levels depending on life phase, intent, and capacity. At Junoon, we do not promote the pursuit of “moving ahead” as a goal in itself. Instead, we ask: *Are you growing in awareness, rigour, and responsibility?*

Our role is to make sure that at every level, the student remains curious, connected, and conscious about their body, their breath and their story

Note :

This four-level design is the foundation of our **Gurukul in Dhasa**, where students live and learn in an immersive environment that allows for deep engagement with each stage of their journey. The rhythm of the day, the availability of time, and the closeness of the learning community make this structure not only possible but powerful.



However, this model is not rigid. It is designed to be molded and adapted to suit different contexts, urban studios, after school programs. The pace, focus, and depth may shift depending on geography, infrastructure, and student availability. What remains constant is the spirit of the levels: curiosity, commitment, reflection, and responsibility.

Chapter 4

Unlearning Before Learning

Making Space for New Ways of Knowing

Before the first posture is learned, before the first step is taken, before rhythm enters the body, there is another kind of work that must happen. At Junoon, we call this *unlearning*.

Unlearning is not forgetting.

It is a conscious and compassionate process of letting go

Of self-doubt.

Of the fear of judgment.

Of the habits that make a student disappear into the background.

Many of our students come to Junoon as first-generation learners, with little or no prior exposure to the arts. For them, the idea of standing in front of a mirror, of making eye contact, of performing, of being watched can be terrifying. Years of silence and invisibility don't dissolve overnight. The journey begins with softening, with opening, with trust.

That is why unlearning is not optional at Junoon, it is essential.

Why Unlearning Matters

For students who have grown up in environments where art was never seen as a priority, or worse, seen as frivolous, entering a Dance space can bring up hesitation, shame, or a sense of not belonging. They may have been taught to stay quiet, to copy, to not ask questions. They may carry deep insecurities about their bodies, their voices, or their worth.

We make space for these invisible weights. And we invite the girls to set them down.

We do this through ritual. Before classes begin, we create small practices of *emptying the cup*—a breath, a circle, a question, a moment of stillness. These are not just pauses; they are invitations to start fresh. To remind ourselves that we are not here to impress anyone. We are here to grow.

From Passive to Participatory

Most students enter learning spaces passively. They wait to be told what to do, afraid of making mistakes. But Dance requires something else. It asks for presence, choice, risk. It asks you to meet the movement halfway.

At Junoon, we encourage students to *try*, not to get it right the first time. Feedback is given with care. The process is celebrated more than Polish. The mirror is treated not as a place for comparison, but for self-awareness. Bit by bit, students stop looking sideways. They begin to look within.

Confidence, here, is not built through applause. It is built through effort. Through remembering a sequence you struggled with yesterday. Through practicing your hand gestures in the fields. Through showing up, again and again, especially on days when it feels hard.

At Junoon, technique is important but it is not everything.

We train our Dancers with rigour, repetition, and discipline, but we also pay close attention to the *spirit* of the Dancer. Too much focus on correctness can make the body stiff, self-conscious, and afraid of taking risks.

That's why we balance technical training with moments of release: watching, responding, improvising, and creating. Dancers are often asked to *observe before doing*, to *try before perfecting*, to *express before mastering*. This helps them inhabit the Dance, not just perform it.

Chapter 5

Becoming Visible

The Right to Take Up Space

How many girls grow up learning to shrink?

Physically. Emotionally. Vocally.

In families, schools, and public spaces, girls are often conditioned to remain small. They are told to sit quietly, to not speak too much, to not run, to not take up too much space on the floor, in conversation, or in the world. For many, the body itself becomes a site of discomfort and shame. Movement becomes restricted. Expression becomes guarded. Presence becomes invisible.

Junoon was created as a response to this shrinking.

As a space where girls could grow expansive through Dance, through community, and through themselves.

Dance as a Path to Embodied Confidence

At Junoon, Dance is not taught simply as a technique or performance skill. It is a way of coming into one's own. Through Dance, girls learn to move with intention and strength. They learn to take up space with their whole bodies arms stretched wide, spines upright, eyes focused, steps grounded. Every movement becomes a declaration: *I am here*.

They begin to unlearn the fear of being seen. To be visible is no longer something to avoid it becomes something to inhabit, to own. Dance helps restore the relationship between the body and the self, often fractured by social messages of shame or self-doubt.

We teach classical forms—especially Bharatanatyam—not as elite or inaccessible, but as deep-rooted practices that carry centuries of expressive power. These forms build stamina, rhythm, memory, and poise. And more importantly, they offer young dancers a profound sense of lineage that they are part of a longer story of women who have taken the stage, told their truths, and stood in their power.



A Grounded, Transformative Space in Dhasa

Our work in Dhasa is a living example of what visibility can look like. When Junoon began in this village, most of our students had never seen a live classical performance, let alone imagined themselves in one. But over time, with patient teaching, community involvement, and consistent mentorship, something shifted.

Our first batch of students, young girls from underserved and often overlooked communities, stepped into this opportunity with humility and hunger. What began as a curiosity soon became a commitment. They showed up, learned, failed, and tried again. They grew, not just in skill, but in self-perception.

Today, these girls are no longer hesitant. They take the floor with confidence. They introduce themselves without whispering. They teach younger students. They wear their uniform with pride. They are not just students of Dance, they are young artists, cultural ambassadors, and emerging leaders in their communities.

Junoon gave them the space. They made themselves visible.

Respecting the Biological Clock

A vital part of becoming visible is *learning to listen to the body* not only in performance, but in everyday life. At Junoon, we do not treat the body as a machine. We honor its cycles, especially the rhythms of the menstrual cycle, which have long been ignored or stigmatized in educational and artistic spaces.

We encourage students to understand their biological clock, to notice energy shifts, emotional changes, and physical needs across their cycle. Our practice allows flexibility recognizing when to rest, when to slow down, when to go full force. This attunement helps girls build a relationship with their own health and builds long-term sustainable artistry.

We also speak openly about periods. We name them. We normalize them. In doing so, we help break the silence and shame that often surrounds menstruation, especially in rural and semi-urban communities. A Dancer who is in sync with her cycle is not held back she is empowered.



Nutrition as a Form of Self-Respect

Many of our students come from households where nutrition is not a priority either due to lack of awareness or lack of access. Yet, Dancers are athletes. They need energy, strength, and recovery. At Junoon, we treat nutrition not as a luxury, but as a basic and essential need.

We incorporate discussions around food, what nourishes the body, how to stay hydrated, what to eat before or after class. We also try to support where we can by connecting with local resources or families to build awareness and care around food.

In a world that often encourages girls to eat less, shrink themselves, and disconnect from their hunger, we say the opposite: *Eat well. Nourish yourself. Take what you need.*

Visibility as a Shared Practice

To be visible is not just a personal victory. At Junoon, we treat it as a *collective practice*. When one girl learns to take up space, she inspires others to do the same. When one student performs with clarity and strength, she gives her peers permission to rise too.

We do not believe in individual stardom. We believe in community brilliance.

In our classes, students are taught to cheer each other on, to learn by watching others, to offer feedback, to stand in solidarity. No one is pushed aside. No one is left behind. Visibility, in this sense, becomes a shared rhythm a ripple effect of courage and connection.

The Promise of Visibility

To become visible is a right.

To take up space is a right.

To be confident, expressive, powerful, and present is a right.

At Junoon, this is not just a possibility. It is a practice. It is a pedagogy. It is a promise.



We will continue to hold space for girls to see themselves not just in the mirror, but in their futures. We will continue to build a community where movement is freedom, tradition is power, and expression is a way of life.

Chapter 6

The Uniform at Junoon

At Junoon, our uniform is simple: a t-shirt with the Junoon logo and plain blue track pants. No frills, no fuss, just clarity and intention. This choice is not just about convenience; it is a deliberate shift from tradition, shaped by the needs and realities of our students.

In many Classical Dance spaces, the identity of a Dancer is tied to costume pleats, borders, jewellery, adornment. While these hold cultural and aesthetic value, they also carry cost, hierarchy, and pressure. At Junoon, we believe that Dance is not something to be owned by those who can afford its symbols. It is something to be lived, practiced, and expressed freely. The Junoon uniform allows that.

Our t-shirt and track pants make room for movement, sweat, repetition, and everyday rigour. They are suited for the two primary Dance forms taught at Junoon Bharatanatyam and Contemporary and are equally wearable by all genders. This shift also helps level the playing field. No student is made to feel "less than" because they don't have access to traditional dancewear. Every student, in uniform, looks and feels like a Dancer. No one is left behind.

The uniform also reflects who we are today: Dancers who are rooted, yet contemporary; rigorous, yet adaptable. It is a functional tool for a functional world, one where art is integrated into life, not separated by spectacle.

By choosing this uniform, we assert that dignity, discipline, and artistry don't come from what we wear, but from how we show up.



Child Protection Policy At Junoon

At Junoon, the safety, dignity, and well-being of our students, especially minors and young trainers, are of the highest priority. This policy ensures a safe, respectful, and supportive environment for all, guided by principles of transparency, democracy, and accountability.

1. Code of Conduct

- No staff, volunteer, trainer, or parent may directly contact or interact with students (especially minors) outside official Junoon communication channels.
- Parental involvement is encouraged from an information and support perspective only. Parents do not participate in, influence, or alter the content, methods, or progression of any child's dance education.
- All communication related to classes, performances, or events must go through the designated Junoon coordination team.

2. Respect & Anti-Bullying

- Bullying, harassment, or any form of discriminatory behavior is strictly prohibited.
- Any reported incident will be addressed promptly through our democratic resolution system, ensuring all voices are heard.

3. Consent & Parental Communication

- For students under 18, parental/guardian consent is required for all participation, travel, media appearances, or activities outside standard classes.
- Parents/guardians will be kept informed of any concerns, incidents, or changes in program structure involving their child.

4. Conflict Resolution System

- All conflicts or grievances will be addressed by Junoon's leadership, ensuring an impartial and fair process.
- Parents/guardians may not directly confront other children, young trainers, or their parents in relation to an incident. All discussions must take place through Junoon's official conflict resolution channels.
- This ensures a safe and non-threatening environment for all students and trainers.

5. Child & Trainer Protection



- Junoon recognizes that some of our trainers are young adults who have recently graduated from being students.
- They are entitled to the same protection from bullying, harassment, undue parental pressure, or unsafe conduct as minors.
- Any breach against a young trainer will be addressed with the same seriousness and safeguarding process as for students.

6. Media, Documentation & Device Use

- Only authorized Junoon crew members may document, record, or photograph any Junoon activity.
- The use of mobile phones or electronic devices by students, trainers, or visitors is permitted only with explicit Junoon authorization and solely for Junoon-related purposes.
- Unauthorized recording, photography, or distribution of Junoon activities is strictly prohibited.

7. Safeguarding Commitment

- All staff, trainers, and volunteers are required to uphold the principles of safety, respect, and integrity and complete an orientation on Junoon's child and trainer protection guidelines.
- Breaches of this policy will result in disciplinary action, up to termination of association with Junoon.

By adhering to this policy, Junoon reaffirms its commitment to creating an environment where every student and trainer can learn, teach, and grow without fear or harm.



Conclusion: The Path Forward

At Junoon, we believe that classical dance can be both rooted and radical , a space where discipline meets imagination, where tradition fuels transformation. Through our integrated pedagogy, our immersive Gurukul environment, and our unwavering belief in the potential of every student, we are building a future where dance is not a luxury, but a language of empowerment and possibility.

This is just the beginning. As our dancers continue to grow, so will we learn from the work, listening to the field, and staying grounded in our purpose. We invite you to walk this journey with us: as collaborators, mentors, allies, and fellow believers in the power of the arts to change lives.

Let this Manifesto be a promise to every student who enters our space that they will be seen, challenged, supported, and celebrated as they become the artists and humans they are meant to be.