



**SADHU VASWANI MISSION'S**  
**St. Mira's College For Girls, Pune**  
**Autonomous (Affiliated to Savitribai Phule Pune University)**  
**Reaccredited by NAAC- A Grade, Cycle 4**  
**[ARTS, COMMERCE, SCIENCE, BSc(Computer Science), BBA, BBA(CA)]**  
**6, Koregaon Road, Pune-411001. [INDIA]**  
**Ph./Fax: 26124846; Email: info@stmirascollegepune.edu.in**

**1.3.2 Number of Value added courses for imparting transferable and life skills offered during the year 2022-23 - 21**

**2022-23**

**File Description- DVV**

- **List of Value Added Courses Offered**
- **Syllabus along with Course Outcome**



**1.3.2 Details of value-added courses for imparting transferable and life skills offered during the year**

**1.3.3 Number of students enrolled in the courses under 1.3.2**

<b>Name of the value-added courses (with 30 or more contact hours) offered</b>	<b>Course Code, if any</b>	<b>No. of times offered during the year</b>	<b>Duration of course (in hours)</b>	<b>Number of students enrolled during the year</b>	<b>1.3.3 Number of students who completed the course during the year</b>
Basic German (Level 1 A)	MCR/GB(22)046	2	30 Hours	61	48
Civil Commando Services	MCR/CC(22)052	1	30 Hours	36	31
Spoken English	MCR/SE(22)007	1	30 Hours	30	19
Adventurous Sports/ Activity	MCR/AS(22)032	1	30 Hours	39	39
Basic Spanish (Level 1)	MCR/SB(22)004	1	30 Hours	30	30
MILE- Art & Violence	MILE(22)008	1	30 Hours	21	21
MILE- Creative Writing	MILE(22)009	1	30 Hours	17	17
Cyber Security	SPPU	1	60 hours	39	39



Human Rights	SPPU	1	60 hours	147	147
Introduction to Human Constitution	SPPU	1	30 hours	147	145
Yoga	SPPU	1	60 hours	94	93
Mathematics Scilab	SPPU	1	60 hours	39	39
PG Diploma Course in Clinical Music Therapy	MCR/DCMT (21)043	1	1440 hours	9	9
PGD-Mindfulness based Counseling	MCR/ML (21)041	1	630 hours	24	24
PG Diploma in Dance Movement Therapy	MCR/DMT (21)042	1	800 hours	23	9
Foundation Course in Buddhist Psychology	MCR/BP(21)058	1	30 Hours	9	5
Certificate Course in Introduction to Psychology	MCR/IP(22)044	1	30 Hours	13	9
Physical Education and Sports	AN22001	1	30 Hours	365	352
Democracy, Elections and Governance	AN22002	1	30 Hours	773	728
Personality & Soft Skills Development	ACS22001	1	30 Hours	538	404
Value Based Education	VBE42101	1	30 Hours	629	460



**1.3.2 Details of value-added courses for imparting transferable and life skills offered during the year**

**1.3.3 Number of students enrolled in the courses under 1.3.2**

<b>Name of the value-added courses (with 30 or more contact hours) offered</b>	<b>Course Code, if any</b>	<b>No. of times offered during the year</b>	<b>Duration of course (in hours)</b>	<b>Number of students enrolled during the year</b>	<b>1.3.3 Number of students who completed the course during the year</b>
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**German Language Course**  
**Syllabus and Lesson Plan**  
**Year: 2023 (July-September)**  
**Duration- 30 hours and 45 hours**  
**Teacher- Hiteshi Jain**

<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>
<b>Vocab</b>  Alphabet Numbers Greetings Introduction Countries and Languages	<b>Vocab</b>  Hobbies Days of the week Professions	<b>Vocab</b>  Places in the city Asking for and giving directions Modes of Transport	<b>Vocab</b>  Months Seasons Food & Drinks Going shopping
<b>Grammar</b>  Verb Conjugation Personal pronouns Wh- Questions	<b>Grammar</b>  Definite Articles Yes/ No Questions	<b>Grammar</b>  Indefinite Articles Imperativ	<b>Grammar</b>  Plurals Negation

<b>WEEK 5 (end of 30 hours)</b>	<b>WEEK 6</b>	<b>WEEK 7</b>	<b>WEEK 8 (end of 45 hours)</b>
<b>Vocab</b>  Conversations during meals Talking about preferences Describing food	<b>Vocab</b>  Time Talking about family Making appointments Apologising if you're late	<b>Vocab</b>  Making plans Invitations Describing your day	<b>Culture</b>  Introduction to German culture: music, food, traditions, festivals, and major cities.
<b>Grammar</b>  Nominative and Accusative Case	<b>Grammar</b>  Modal Verbs Possessive articles	<b>Grammar</b>  Separable Verbs Past tense of have and to be	<b>Exam Prep</b>  Revision lectures to help them prepare for the exam



**Note:**

- Both courses will be referring to the Netzwerk A1 textbook.
- The 45-hour Level A1.1 course will cover the first six chapters i.e. half of the Netzwerk A1 textbook.
- The 30-hour Basics of German course will cover the first 4.5 chapters of the Netzwerk A1 textbook.
- At the end of the 30-hour value-added course, St. Mira's students will receive 2 credits upon fulfilling the attendance criteria and passing the exam.
- At the end of the 45-hour A1.1 course, CLL students and all those St. Mira's students who have opted for the same will get a certificate of completion upon fulfilling the attendance criteria and passing the exam.
- Separate exams will be held for the 30-hour and 45-hour courses.





# Indian Military Training Center

## Syllabus and Terms of Commando Training.

- Total Course Fees :- **INR. 2000/- (Two Thousand only)**
- Fees Collection and Distribution between the College and A.I.C.E. be done in advance for the Complete course. It will be done by the College.
- The Course will be conducted for College official Students Only.
  - If Due to some unavoidable reasons, any lecture is missed, It will be covered in the same week or next week as per the convenience of the College.

## Syllabus for Commando Training

Day	Syllabus
1	Introduction of Army Discipline, Basic Commands like Savdhan, Vishram.
2	Dahine Mud, Bayen Mud, Piche Mud, Basic Commands Practice.
3	Salute, Bayen Salute, Dahine Salute, Samne Salute, Khuli Line Chal, Nikat Line Chal, Kadwar Line Ban.
4	Introduction to March Pass. Stamp Foot March
5	Practice of Military Commands Covered above with stam Foot March.
6	Self Defense :- Rules of Commando Life, Mental Preparation, Basic Blocks.
7	Different Punches and Kicks for knocking down of Evil.
8	Practice of Blocks, Punches and Kicks.
9	Operating of Air Guns:- Safety Precautions, Information about guns, Firing Positions.
10	Practice of Air Gun firing. , Use of papper spray for self defense.
11	Fire Fighting, First Aid.
12	Rapelling
13	Lifting Methods,
14	Basic Commands, Games (Kabaddi, Specially designed group Games, Rugby.
15	Emergency Acupressure Techniques :- Introduction to Acupressure, Sujok, Emergency Acupressure Points.
Introduction to Indian Armed Forces and how to join Them. Every Session will consist of Specially Designed ground games to inspire team spirit and leadership in cadets.	

If Some more information is needed, Let us know and we will promptly make it available to you...

Expecting positive decision at your end...

Yours Faithfully,



Dr. Adwait Deshpande.  
(President)



**Syllabus for the 'Spoken English' Course at St. Mira's College.**

**Language Focus**

1. Tenses
2. Questions- Question words
3. Present Simple- Present Continuous
4. Prepositions
5. Past Simple- Past Continuous
6. Regular- Irregular Verbs
7. Adverbs
8. Quantity (much/many)
9. Articles
10. Verb patterns
11. Future forms
12. Comparatives, Superlatives
13. Synonyms- Antonyms
14. Phrasal Verbs
15. Present Perfect

Vocabulary related to the above and that introduced through Reading, Listening lessons.

**Everyday English**

**Social Expressions**

1. Thank you/ my pleasure
2. Making conversation- Interjections
3. Saying when...
4. Expressing doubt and certainty
5. Question tags

**Objectives**

1. To enable the pre-intermediate learners to extend their knowledge of the language and allow them to activate what they have learnt.
2. There is also an emphasis on increasing fluency, so that the learners feel able to actively participate in conversations and discussions.
3. To ensure that the learners enjoy the course and that it will give them a real sense of progression in their language learning.
4. To instil confidence in the learners to interact in a social, professional and global environment.



**St. Mira's College for Girls, Pune**  
**(Autonomous, Affiliated to Savitribai Phule Pune University)**  
**Department of Physical Education**

**Course Name:** Adventurous Sports/ Activity

<b>Subject Code:</b>	<b>Number of Credits: 2</b>	<b>Lectures:30</b>
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**Course Outcomes:**

At the end of this course, the learner will be able to:

- Reinforce the physical and mental fitness and wholesome development among learners.
- Reinforce the qualities like leadership, helpfulness, adjustment, sympathy, group cohesion, unity, sincerity, patience among learners.
- Enrich once capacity to deal with odd situations with courage and determination.
- Develops self confidence and encourage creativity among learners.
- Recognize opportunities for leisure time activities and life time adventure sports among learners.

**Unit 1- Theory**

1. Introduction of Adventure Activities
2. Introduction of different Type of Activities
3. Equipment's or Material Required for different Activities
4. Safety Measures
5. Highest Peaks of World, Asia, India, and Maharashtra.
6. Forts of Maharashtra.

**Unit 2- Practical ( Activities)**

- A. One night Stay Camping and Bonfire activities
- B. Trekking (4 -5 hours)
- C. Rappelling, River Crossing (Zipline), Balancing on Rope, Rock Climbing, and.

Ekta Jadhav  
Course Coordinator

Dr. Shalini Iyer  
Credit Course Incharge

Dr. Jaya Rajagopalan  
Principal Incharge



## Spanish Syllabus- Basic

### Unit 1

- Greetings and presentations.
- Personal information
- Masculine and feminine forms of adjectives and nouns.
- Present Indicative of verbs such as *ser, llamarse, trabajar, vivir*.
- Basic interrogatives such as *dónde, qué, de dónde, cómo*.
- Alphabets and numbers

### Unit 2

- Formal and informal greetings and presentations
- To ask for and give personal information.
- To ask for phone number.
- Demonstrative adjectives
- Possessive adjectives
- Plural form of adjectives and names.
- Present indicative of regular verbs.

### Unit 3

- Locate objects.
- Describe places (houses)
- Determinate articles
- Present indicative of verbs like *estar, tener, poner*.
- Prepositions of place

### Unit 4

- To ask for the address to a particular place and to give the address.
- To tell of the existence of objects.
- To offer explanations to arrive at a particular site.
- To ask for and tell the time. Clock Reading.
- To ask for the timetable.
- Indeterminate articles
- *Hay/Está(n)*
- Present indicative form of *ir, dar, venir, seguir*, and *cerrar* with more examples.

### Unit 5

- To ask for a particular desired object or necessity and to respond to the same.
- To ask for the bill after having received service.
- To place an order for food at a restaurant.
- To express likes and dislikes.
- Regular and irregular imperatives
- Verb: *gustar*
- Present indicative form of *querer, poder, hacer*.



**St. Mira's College for Girls, Pune, India,**

**Borough of Manhattan Community College (BMCC), New York, USA**

**Collaborative course [COIL]**

**MILE: Art and Violence**

	<b>Subject Code:</b>	<b>Lectures: 30 hours</b>	<b>Credits: 2</b>
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**Objectives and Learning outcomes**

**Objectives**

1. To gain comparative knowledge of art and violence through intercultural exchange
2. To develop understanding of how art becomes a marker of the social distinction (caste, gender, class, race, ethnicity, religion) leading to violence
3. To comprehend the power relations embedded in art and society.
4. To understand the interconnection between art and violence

**Learning Outcomes**

- To enhance the ability to use digital tools and resources.
- To identify various interdisciplinary fields using transnational literature and foster advanced learning.
- To Illustrate a critical viewpoint to examine cultural practices, developing ability to problematize; formulate hypothesis and research questions, identify and consult relevant sources, carry out fieldwork, employ moral and ethical standards and write a research report.
- To develop the skill to create and critically comment on the creation
- To develop a global world view with understanding of various forms of social inequality and social diversity as reflected in art
- To collaborate on a project with people from across the globe

<b>Unit 1: Introduction</b>	<b>6</b>
<ul style="list-style-type: none"><li>● Introduction:<ul style="list-style-type: none"><li>○ Ice-breakers- SLACK</li></ul></li></ul>	

<b>Unit 2: Ancient Western Art and the Art of Violence</b>	<b>8</b>
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<ul style="list-style-type: none"> <li>• Video by Dr Yan Yang <ul style="list-style-type: none"> <li>○ Assignment on the Indian Moghul Art on SLACK</li> <li>○ Synchronous session for discussion</li> </ul> </li> </ul>	
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<b>Unit 3: Indian Art and Violence</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• Synchronous Lecture on Mena Malgaonkar and Kisalay Vora <ul style="list-style-type: none"> <li>○ Assignment - select any work of art from any culture and as a group explain its history of violence</li> </ul> </li> </ul>	

<b>Unit 4: 1000 years of Christian Art</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• Synchronous lecture by Dr Yan Yang on Christian Art before 13th C <ul style="list-style-type: none"> <li>○ Synchronous session for discussion (29th March 2023)</li> <li>○ Making showcase film</li> </ul> </li> </ul>	

Other details -

- A. Duration of the course- 26th January to 30th March 2023
- B. Course Co-ordinators – Dr. Snober Sataravala
- C. Course Instructor – Dr Yan Yang, NY  
Dr. Snober Sataravala
- D. Remuneration to the Instructor – NIL
- E. Fees of the course – NIL



**St. Mira's College for Girls, Pune, India**  
**and Borough of Manhattan Community College, New York, USA**  
**Collaborative Course**

**MILE: Creative Writing**

	<b>Subject Code:</b>	<b>Lectures: 30</b>	<b>Credits: 2</b>
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**Objectives and Learning outcomes**

**Objectives**

1. Advance students' knowledge and understanding of different genres of creative writing
2. Enable students to develop the skills required to give creative expression to their personal thoughts, emotions and ideas
3. Assist students in engaging with different forms of writing such as the haiku, sonnet, drama and short fiction.
4. To gain comparative knowledge of various cultures and literary genres and styles through intercultural exchange

**Learning Outcomes**

- Understand the various types of creative writing and mark out their features
- Develop skills of creative writing through prompts and practical exercises
- Develop critical viewpoints to examine different pieces of writing and to incorporate different techniques in their own writing
- To enhance the ability to use digital tools and resources

<b>Unit 1: Introduction - Poetry</b>	<b>15</b>
<ul style="list-style-type: none"> <li>● Introduction: Pre course interactions <ul style="list-style-type: none"> <li>○ Ice-breakers- creative introductions on Padlet</li> <li>○ Everything you Need to Write a Poem (and how it can save a life) - Tedx UTSC Talk by Daniel Tysdale</li> <li>○ Synchronous discussion on sonnets and interactions</li> <li>○ Reflections/Assignments - Writing Haikus and Sonnets</li> </ul> </li> </ul>	

<b>Unit 2: Drama</b>	<b>5</b>
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<ul style="list-style-type: none"> <li>● Euripedes- Medea's Feminist Speech</li> <li>● Examining the Emotional Range of Writing</li> <li>● Myths Revisited- Incorporating Emotions creatively</li> <li>● Synchronous Session - Spoken Word poetry/speech</li> </ul>	
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<b>Unit 3: Short Fiction</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● Stream of Consciousness Style</li> <li>● The Tell-Tale Heart by Edgar Allen Poe- Animation</li> <li>● "Happy Endings" - Margaret Atwood</li> <li>● How to Build a Fictional World- Kate Messner (TedEd)</li> <li>● Sync</li> </ul>	

<b>Unit 4: Active Component</b>	<b>5</b>
<ul style="list-style-type: none"> <li>● Composing a haiku, a sonnet and a dramatic monologue/dialogue - Assignments</li> <li>● Synchronous sessions- Analysing sonnets, Performing Spoken Word, Composing stories</li> </ul>	

Other details -

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| A. Duration of the course-          | February- March 2023                |
| B. Course Co-ordinators –           | Florence M. Homolka<br>Komal Tujare |
| C. Course Instructor –              | Florence M. Homolka<br>Komal Tujare |
| D. Remuneration to the Instructor – | NIL                                 |
| E. Fees of the course –             | NIL                                 |





**St. Mira's College for Girls, Pune**  
**M.sc Computer Science**  
**Compulsory Credit Course**  
**Introduction to Cyber Security / Information Security**  
**Total Credit =4 [For 100 marks]**

**Lectures Distribution**

Module	Module Name	No Of Lectures	Classroom lectures	Self-based lectures
1	Pre-requisites in Information and Network Security	14	6	8
2	Security Management	13	1	12
3	Information and Network Security	13	1	12
4	System and Application Security	20	7	13
		<b>60</b>	<b>15</b>	<b>45</b>

**[25% classroom teaching+75% self-based learning]**

**Evaluation Type based on each module**

Module	Module Name	Type of exam	Marks	Credit
1	Pre-requisites in Information and Network Security	Multiple choice questions	25	1
2	Security Management	Assignment	25	1
3	Information and Network Security	Open book test	25	1
4	System and Application Security	Presentation	25	1
			<b>100</b>	<b>4</b>



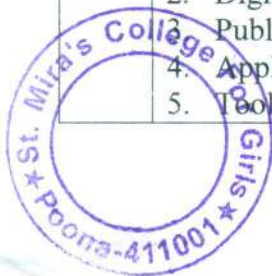
*Dr. Shalini Iyer*  
**Course Coordinator**

*Mr. Swati Pulate*



**Module-1**  
**Pre-requisites in Information and Network Security**  
**Total Number of lectures 14**

Chap No	Topic	No. of Lect.	Study Material	Minute
1	<b>Overview of Networking Concepts</b> <ol style="list-style-type: none"> <li>Basics of Communication Systems</li> <li>Transmission Media</li> <li>Topology and Types of Networks</li> <li>TCP/IP Protocol Stacks</li> <li>Wireless Networks</li> <li>The Internet</li> </ol>	3	<ul style="list-style-type: none"> <li>E-Resource for Chap-1</li> </ul> Recorded lectures: <ul style="list-style-type: none"> <li>Lecture-1</li> <li>Lecture-2</li> <li>Lecture-3</li> <li>Lecture-4</li> </ul> Reference material: <ul style="list-style-type: none"> <li>Transmission Media</li> <li>Types of Network</li> <li>TCP/IP Protocol</li> <li>Wireless Network</li> <li>Internet</li> </ul>	<ul style="list-style-type: none"> <li>65</li> <li>12</li> <li>24</li> <li>30</li> <li>39</li> <li>22</li> <li>14</li> <li>05</li> <li>17</li> <li>13</li> </ul>
			<b>Minutes</b>	<b>241</b>
2	<b>Information Security Concepts</b> <ol style="list-style-type: none"> <li>Information Security Overview: Background and Current Scenario</li> <li>Types of Attacks</li> <li>Goals for Security</li> <li>E-commerce Security</li> <li>Computer Forensics</li> <li>Steganography</li> </ol>	3	<ul style="list-style-type: none"> <li>E-Resource for Chap-2</li> </ul> Recorded lectures: <ul style="list-style-type: none"> <li>Lecture-1</li> <li>Lecture-2</li> <li>Lecture-3</li> </ul> Reference material: <ul style="list-style-type: none"> <li>Information Security</li> <li>Goal for Security</li> <li>Digital Watermark</li> <li>E-commerce Security</li> <li>Computer Forensics</li> <li>Steganography</li> </ul>	<ul style="list-style-type: none"> <li>60</li> <li>44</li> <li>40</li> <li>44</li> <li>11</li> <li>03</li> <li>07</li> <li>11</li> <li>15</li> <li>14</li> </ul>
			<b>Minutes</b>	<b>249</b>
3	<b>Security Threats and Vulnerabilities</b> <ol style="list-style-type: none"> <li>Overview of Security threats</li> <li>Weak / Strong Passwords and Password Cracking</li> <li>Insecure Network connections</li> <li>Malicious Code</li> <li>Programming Bugs</li> <li>Cybercrime and Cyber terrorism</li> <li>Information Warfare and Surveillance</li> </ol>	4	<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>E-resource for chap-3</li> </ul>	
4	<b>Cryptography / Encryption</b> <ol style="list-style-type: none"> <li>Introduction to Cryptography / Encryption</li> <li>Digital Signatures</li> <li>Public Key infrastructure</li> <li>Applications of Cryptography</li> <li>Tools and techniques of</li> </ol>	3	<ul style="list-style-type: none"> <li>E-Resource for Chap-4</li> </ul> Recorded lectures: <ul style="list-style-type: none"> <li>Lecture</li> </ul> Reference material: <ul style="list-style-type: none"> <li>Digital Signature</li> <li>Digital WaterMarking</li> </ul>	<ul style="list-style-type: none"> <li>100</li> <li>30</li> <li>05</li> <li>06</li> </ul>



Shalini Iyer  
Dr. Shalini Iyer  
Course Coordinator

Swati Phatak

	Cryptography		<ul style="list-style-type: none"> <li>• <u>Applications of Cryptography</u></li> <li>• <u>Tools and Techniques of cryptography</u></li> </ul>	<ul style="list-style-type: none"> <li>• 17</li> <li>• 15</li> </ul>
			<b>Minutes</b>	<b>173</b>
	<b>Module-1 Test(MCQ based)</b>	<b>1</b>	<b>Evaluation -online exam</b>	<b>60</b>

**Module-2**  
**Security Management**  
**Total Number of lectures =13**

Chap No	Topic	No. of Lects.	Study Material	Minute
1	<b>Security Management Practices</b> <ol style="list-style-type: none"> <li>1. Overview of Security Management</li> <li>2. Information Classification Process</li> <li>3. Security Policy</li> <li>4. Risk Management</li> <li>5. Security Procedures and Guidelines</li> <li>6. Business Continuity and Disaster Recovery</li> <li>7. Ethics and Best Practices</li> </ol>	6	<ul style="list-style-type: none"> <li>• <u>E-Resource for Chap-1</u></li> </ul> Reference material: <ul style="list-style-type: none"> <li>• <u>Cyber Law</u></li> <li>• <u>Cyber Law need and security Policy</u></li> <li>• <u>Information System Audit</u></li> <li>• <u>Security Procedures and Guidelines</u></li> <li>• <u>Ethics and Best Practices</u></li> </ul>	<ul style="list-style-type: none"> <li>• 120</li> <li>• 37</li> <li>• 03</li> <li>• 08</li> <li>• 17</li> <li>• 28</li> </ul>
			<b>Minutes</b>	<b>213</b>
2	<b>Security Laws and Standards</b> <ol style="list-style-type: none"> <li>1. Security Assurance</li> <li>2. Security Laws</li> <li>3. IPR</li> <li>4. International Standards</li> <li>5. Security Audit</li> <li>6. 6. SSE-CMM / COBIT etc</li> </ol>	6	<ul style="list-style-type: none"> <li>• <u>E-Resource for Chap-2</u></li> </ul> Reference material: <ul style="list-style-type: none"> <li>• <u>Cyber Crime</u></li> <li>• <u>IPR</u></li> <li>• <u>SSE-CMM</u></li> <li>• <u>Security Audit</u></li> <li>• <u>COBIT</u></li> </ul>	<ul style="list-style-type: none"> <li>• 90</li> <li>• 16</li> <li>• 12</li> <li>• 07</li> <li>• 120</li> <li>• 03</li> </ul>
			<b>Minutes</b>	<b>248</b>
	<b>Module-2 Test</b>	<b>1</b>	<b>Evaluation -Assignment Test</b>	<b>60</b>



Shalini Iyer  
 Dr. Shalini Iyer  
 Course Coordinator

(Swati Pulate)



**Module-3**  
**Information and Network Security**  
**Total Number of lectures 13**

Chap No	Topic	No. of Lectures	Study Material	Minute
1	<b>Access Control and Intrusion Detection</b> 1. Overview of Identification and Authorization 2. Overview of IDS 3. Intrusion Detection Systems and Intrusion Prevention Systems	3	<ul style="list-style-type: none"> <li>• <u>E-Resource for Chapter-1</u></li> </ul> Recorded lectures: <ul style="list-style-type: none"> <li>• <u>Lecture recording-1</u></li> <li>• <u>Lecture Recording-2</u></li> </ul> Reference material: <ul style="list-style-type: none"> <li>• <u>AAA Video</u></li> <li>• <u>Access Control</u></li> <li>• <u>Digital Signature Video</u></li> <li>• <u>Digital Certificate Video</u></li> <li>• <u>IDS &amp; IPS Video</u></li> <li>• <u>IDS Video</u></li> </ul>	<ul style="list-style-type: none"> <li>• 70</li> <li>• 10</li> <li>• 30</li> <li>• 05</li> <li>• 05</li> <li>• 05</li> <li>• 08</li> <li>• 08</li> <li>• 07</li> </ul>
			<b>Minutes</b>	150
2	<b>Server Management and Firewalls</b> 1. User Management 2. Overview of Firewalls 3. Types of Firewalls 4. DMZ and firewall features	4	<ul style="list-style-type: none"> <li>• <u>E-Resource for Chapter-2</u></li> </ul> Recorded lectures: <ul style="list-style-type: none"> <li>• <u>Lecture recording-1</u></li> <li>• <u>Lecture recording-2</u></li> <li>• <u>Lecture recording-3</u></li> <li>• <u>Lecture recording-4</u></li> </ul> Reference material: <ul style="list-style-type: none"> <li>• <u>DMZ Security Video</u></li> <li>• <u>Firewall</u></li> <li>• <u>Role Based Access Control</u></li> </ul>	<ul style="list-style-type: none"> <li>• 120</li> <li>• 22</li> <li>• 08</li> <li>• 20</li> <li>• 41</li> <li>• 07</li> <li>• 13</li> <li>• 11</li> </ul>
			<b>Minutes</b>	242
3	<b>Security for VPN and Next Generation Technologies</b> 1. VPN Security 2. Security in Multimedia Networks 3. Various Computing Platforms: HPC, Cluster and Computing Grids 4. 4. Virtualization and Cloud Technology and Security	5	<b>Classroom Teaching</b> <ul style="list-style-type: none"> <li>• <u>E-Resource for Chapter-3</u></li> </ul>	
	<b>Module-1 Test</b>	1	<b>Evaluation-Open Book Test</b>	60



*Shalini Iyer*  
**Dr. Shalini Iyer**  
**Course Coordinator**

*[Signature]*  
**[Swati Pulate]**

**Module-4**  
**System and Application Security**  
**Total Number of lectures 20**

Chap No	Topic	No. of Lect	Study Material	Minute
1	<b>Security Architectures and Models</b> 1. Designing Secure Operating Systems 2. Controls to enforce security services 3. Information Security Models	5	<ul style="list-style-type: none"> <li>E-Resource for Chap-1</li> </ul> Recorded lectures <ul style="list-style-type: none"> <li>Lecture 1</li> <li>Lecture-2</li> <li>Lecture-3</li> </ul> Reference material: <ul style="list-style-type: none"> <li>Biba Model Video</li> <li>Operating System Security Concept</li> </ul>	<ul style="list-style-type: none"> <li>120</li> <li>29</li> <li>20</li> <li>30</li> <li>03</li> <li>14</li> </ul>
			<b>Minute</b>	<b>216</b>
2	<b>System Security</b> 1. Desktop Security 2. email security: PGP and SMIME 3. Web Security: web authentication, SSL and SET 4. Database Security	5	<ul style="list-style-type: none"> <li>E-Resource for Chap-2</li> </ul> Recorded lectures <ul style="list-style-type: none"> <li>Lecture-1</li> <li>Lecture-2</li> <li>Lecture-3</li> <li>Lecture-4</li> <li>Lecture-5</li> <li>Lecture-6</li> </ul> Reference material: <ul style="list-style-type: none"> <li>PGP</li> <li>S-MIME</li> </ul>	<ul style="list-style-type: none"> <li>60</li> <li>29</li> <li>19</li> <li>37</li> <li>17</li> <li>22</li> <li>12</li> <li>28</li> <li>28</li> </ul>
			<b>Minute</b>	<b>252</b>
3	<b>OS Security</b> 1. OS Security Vulnerabilities, updates and patches 2. OS integrity checks 3. Anti-virus software 4. Configuring the OS for security 5. OS Security Vulnerabilities, updates and patches	5	<b>Classroom Teaching</b> <u>E-Resource for Chap-3</u>	
4	<b>Chapter 4: Wireless Networks and Security</b> 1. Components of wireless networks 2. Security issues in wireless	3	<ul style="list-style-type: none"> <li>E-Resource for Chap-4</li> </ul> Recorded lectures <ul style="list-style-type: none"> <li>Lecture-1</li> </ul> Reference material: <ul style="list-style-type: none"> <li>Wireless Network Security Video</li> </ul>	<ul style="list-style-type: none"> <li>30</li> <li>43</li> <li>34</li> </ul>
	<b>Module-4 Test</b>	2	<b>Presentation based</b>	<ul style="list-style-type: none"> <li>120</li> </ul>
			<b>Minute</b>	<b>227</b>



Shalini Iyer  
Dr. Shalini Iyer  
Course Coordinator

[Swati Pulate]





Screen shots of Course details on STUDIUM Online Learning Platform

**Compulsory Credit Course for PG Students- HUMAN RIGHTS 2022-23**

The screenshot displays the 'The Human Rights' course page on the Studium platform. The interface includes a sidebar with navigation options such as 'My Progress', 'Notice Board', 'My Subjects', 'Schedule', 'Attendance Analysis', 'Exams', 'Feedback Form', and 'Log out'. The main content area features a 'The Human Rights' title, a 'Total Credits: 00' indicator, and a paragraph explaining the principles of human rights education. The bottom of the page shows a progress bar for 'BOOK 1- Unit 1' and 'BOOK 1- Unit 2'.

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Studium - Students

student.studiumtech.in/activity/CourseMaterial

Studium - Students Apply for Home Lo... Full article: Explains... Dashboard

Unit 3- Status and Rights of Socially and Economically Disadvantaged People

Human Rights belong to everyone regardless of any distinction. However, due to socio-cultural and other perspectives, some sections of people face greater vulnerability. This unit looks at indigenous people, persons belonging to Scheduled Castes/Scheduled Tribes, older persons, persons with disabilities and minority rights.

What does it mean to be stateless?

Unit 4- Human Rights of Special Category of Vulnerable Groups

In spite of the guarantee of human rights, to mankind by the international community at times, due to technical-legal aspects, socio-economic, cultural and other problems, a section of the humanity are at risk and are unable to enjoy the guaranteed human rights. This unit examines human rights issues relating to such special category of vulnerable groups, stateless persons, sex workers, migrants and persons affected or infected by HIV/AIDS will be subtly discussed.

Women's Rights as Human Rights

STUDYUM

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Search

10:57 PM 6/5/2023

Ms. Veena Kenchi  
Course Instructor



Dr. Shalini Iyer  
Course Coordinator



**ST. MIRA'S COLLEGE FOR GIRLS, PUNE**  
 Autonomous- Affiliated to Savitribai Phule Pune University  
 Department of Politics and Public Administration

Screen shots of Course details on STUDIUM Online Learning Platform

**Compulsory Credit Course for PG Students- INTRODUCTION TO CONSTITUTION 2022-23**

**Introduction to Constitution**

PG CREDIT COURSES 2022-23

**Introduction to Constitution**

Total Credits: 0/0

This course introduces students to the Constitution of India. The Constitution, being supreme law of the land, must be known to every citizen of India. It begins with the Preamble, which indicates the source and objects of it. We, the people of India, are the source of the Constitution and have resolved to constitute India into a sovereign, socialist, secular, democratic and republic. The Course has been designed for everyone to make acquaint themselves with their fundamental rights and of others. No right is absolute one; it is subject to others right, as well. Directive Principles of State Policy are nothing but rights, though not enforceable by any court. These Directive Principles are basically 'Fundamental Principles' in the governance of the country. Powers and freedoms come with responsibility, State's responsibility to implement Directive Principles and citizens must perform their duties towards others, society and nation.

**UNIT 1: PHILOSOPHY OF THE INDIAN CONSTITUTION**

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**Samvidhan - Making of the Constitution of India**  
 Series: Samvidhan - Episode - Making of the Constitution of India  
 Episode: 13 - 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 152nd, 153rd, 154th, 155th, 156th, 157th, 158th, 159th, 160th, 161st, 162nd, 163rd, 164th, 165th, 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1771st, 1772nd, 1773rd, 1774th, 1775th, 1776th, 1777th, 1778th, 1779th, 1780th, 1781st, 1782nd, 1783rd, 1784th, 1785th, 1786th, 1787th, 1788th, 1789th, 1790th, 1791st, 1792nd, 1793rd, 1794th, 1795th, 1796th, 1797th, 1798th, 1799th, 1800th, 1801st, 1802nd, 1803rd, 1804th, 1805th, 1806th, 1807th, 1808

**Subject Title:**

**Credit Course Title:**

[PG Yoga Credit Course]

<b>Semester: I</b>	<b>Credits: 4</b>	<b>Subject Code:</b>	<b>Lectures/Hours: 60</b>
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**Course Outcomes:**

At the end of the course

- Outcome 1: perform different 'asanas' (yogic body postures), 'pranayama' (breath control) and understand the importance of Hatha Yoga.
- Outcome 2: demonstrate basic skills associated with yoga activities including strength, flexibility, balance and coordination.
- Outcome 3: improve awareness, focus, concentration so as to achieve a state of calmness, clarity of thought, a sense of balanced energy and lightness of body and mind.
- Outcome 4: improve emotional stability, inculcate mental hygiene and holistic health

**Unit 1: Introduction to Yoga, Suryanamaskar and Pranayama**

**Credits:1  
Hours:**

**Chapter 1 . Definition of Yoga**

- Definition of Yoga
- Different Types of Yoga
- Benefits or advantage of Yoga

**Chapter 2. Suryanamaskar**

- Suryanamaskar 12 steps
- Advantages of Suryanamaskar
- Precaution while doing Suryanamaska

**Chapter 3. Pranayama**

- Meaning of Pranayama
- Benefits of Pranayama
- Types of Pranayama

**15 hours**

**Unit 2: Yoga Asanas**

**Credits:2**

Board of Studies	Name	Signature
Chairperson (HoD)	Dr. Shalini Iyer	<i>Shalini Iyer</i>

*Rupel*





	<b>Hours:</b>
<b>Chapter 1. Procedure and Precaution of doing different asanas</b> <ul style="list-style-type: none"> <li>• Meaning of Asanas</li> <li>• Warm up exercise</li> <li>• Cooling Asana</li> <li>• Precaution while performing Asana</li> </ul> <b>Chapter 2. Asanas in supine, sitting and standing position</b> <ul style="list-style-type: none"> <li>• Method, precaution of Asanas in standing position</li> <li>• Method, Precaution of Asanas in sitting position</li> <li>• Method, precaution of Asanas in supine position</li> </ul>	<b>20 hours</b>

<b>Unit 3: Meditation and Mudra</b>	<b>Credits:3 Hours:</b>
<b>Chapter 1. Meditation and Yog nidra</b> <ul style="list-style-type: none"> <li>• Meditation types and its benefits</li> <li>• Omkar chanting</li> <li>• Guided Meditation</li> <li>• Tratak</li> </ul> <b>Chapter 2. Mudras</b> <ul style="list-style-type: none"> <li>• Types of Mudras, benefits and methods to perform different mudras</li> </ul>	<b>15 hours</b>

<b>Unit 4: Chair Yoga and Face Yoga</b>	<b>Credits: 10 Hours:</b>
<b>Chapter 1. Chair Yoga</b> <ul style="list-style-type: none"> <li>• Chair Suryanamaskar</li> <li>• Asanas on chair</li> </ul> <b>Chapter 2. Face Yoga</b> <ul style="list-style-type: none"> <li>• Facial exercises for forehead, neck, lips, eyes and cheeks</li> <li>• Facial tapping and face massage</li> <li>• Spoon exercise</li> </ul>	

<b>Board of Studies</b>	<b>Name</b>	<b>Signature</b>
Chairperson (HoD)	Dr. Shalini Iyer	<i>Shalini Iyer</i>

*Rupa*



<https://youtu.be/JEoxUG898qY>



Board of Studies	Name	Signature
Chairperson (HoD)	Dr. Shalini Iyer	<i>Shalini Iyer</i>

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Rupel Ghesota

## Introduction to Yoga Credit Course

Syllabus for 'Yoga Credit Course program\*' for students of University of Pune is given below.

The program will be of 4 credits and it will be delivered in 60 clock hours\*\*.

\*: Course material for this program will be developed by CINS \*\*:.

These clock hours also includes practical sessions and demonstrations wherever required.

SR. NO.	TOPIC	HOURS	MARKS
Module 1	Introduction to Yoga, Suryanamaskar and Pranayama	15 hours	25
Chapter 1:	Definition of Yoga and types of yoga and its benefits		
Chapter 2	Suryamaskar		
Chapter 3	Pranayama		
Module 2	Yoga Asanas	20 hours	25
Chapter 1	Procedure and Precaution of doing different asanas		
Chapter 2	Asanas in supine, sitting and standing position.		
Module 3	Meditation and Mudras	15 hours	25
Chapter 1	Meditation and yog nidra		
Chapter 2	Mudras		
Module 4	Chair Yoga and Face Yoga	10 hours	25
Chapter 1	Chair Yoga		
Chapter 2	Face Yoga		

*Rupal*  
Rupal Guesota

*Shalini*  
Dr Shalini  
Coordinator





## **Detail Syllabus for Credit Course for University of Pune**

### **Module 1: Introduction to Yoga Suryanamaskar and Pranayama**

#### **Chapter 1: Definition of Yoga**

1. Definition of yoga.
2. Different types of yoga .
3. Benefits or advantage of performing yoga.

#### **Chapter 2: Suryamaskar**

1. Suryanamaskar 12 steps
2. Advantage of doing Suryanamaskar
3. Precaution while doing Suryanamaskar

#### **Chapter 3: Pranayama**

1. Meaning of Pranayama
2. Benefits of Pranayama
3. Types of Pranayama

### **Module 2: Yoga Asanas**

#### **Chapter 1: Procedure and Precaution of doing different asanas**

1. Meaning of Asanas
2. Warm up Exercise
3. Cooling Asana
4. Precaution while performing Asanas

#### **Chapter 2: Asanas in supine, sitting and standing position**

1. Method , Precaution of Asanas in standing position

*Rupel*  
(Rupel Gesota)

*Shalini*  
Dr. Shalini Yer  
Coordinator



2. Method , Precaution of Asanas in sitting position
3. Method , Precaution of Asanas in supine Position

### **Module 3: Meditation and Mudras**

#### **Chapter 1: Meditation and yog nidra**

1. Meditation types and its benefits
2. Omkar chanting
3. Guided Meditation
4. Tratak

#### **Chapter 2: Mudras**

1. Types of Mudras , benefits and methods to perform different mudras.

### **Module 4: Chair Yoga and Face Yoga**

#### **Chapter 1: Chair yoga**

1. Chair Suryanamaskar
2. Asanas on chair

#### **Chapter 2: Face Yoga**

1. Facial exercises for forehead, neck, lips, eyes and cheeks.
2. Facial tapping and face massage
3. Spoon exercise

*Rupal*

(Rupal Ghesota)

*Shalini Iyer*  
Dr. Shalini Iyer  
Coordinator



**Msc Computer Science**  
**Compulsory Credit Course 2022-23**

**Scilab**

**Total Credit =1 [For 25 marks]**

**Lectures Distribution**

Module	Module Name	No Of Lectures	Classroom lectures (Min)	Self-based lectures (Min)
1	Unit 1	1	60	35 + 90 = 125
2	Unit 2	2	-	31+ 80 = 111
3	Unit 3	4	40	75
4	Unit 4	3	20	-
5	Unit 5	2	60	125 + 120
6	Unit 6	3	60	165 + 167
		15	4	888 = 14.8 Hrs.approx.

**[25% classroom teaching+75% self-based learning]**

**Evaluation Type based on each module**

Module	Module Name	Type of exam	Marks	Credit
1	Unit 3,5 and 6 1	Assignment	15	-
3	Unit 2 and 6 2	A signment	10	-
			25	1

*h.m. Phadnis*  
Mrs. Gitanjali Phadnis  
Course Instructor



*Shalini Iyer*  
Dr. Shalini Iyer  
Course Coordinator



**Module**  
**Pre-requisites in Scilab**  
**Total Number of lectures 18 Approx**

Module No	Topic	No. of Lect.	Study Material	Minute
1	Installation of the software Scilab. Basic syntax, Mathematical Operators, Predefined constants, Built in functions.	1	<ul style="list-style-type: none"> <li>Classroom Teaching</li> <li>E Resources -                             <ol style="list-style-type: none"> <li>1) <u>Study Material</u></li> <li>2) <u>Scilab Lecture 1</u></li> </ol> </li> </ul>	60 90 35
			<b>Minutes</b>	<b>185</b>
2	<ul style="list-style-type: none"> <li>Complex numbers, Polynomials, Vector Matrix. Handling these data structures in functions.</li> </ul>	2	<ul style="list-style-type: none"> <li>Classroom Teaching</li> <li>E Resources -                             <ol style="list-style-type: none"> <li>1) <u>Study Material</u></li> <li>2) <u>Scilab Lecture 2</u></li> </ol> </li> </ul>	- 80 31
			<b>Minutes</b>	<b>111</b>
3	Programming <ul style="list-style-type: none"> <li>- Functions</li> <li>- Loops</li> <li>- Conditional statements</li> <li>- Handling .sci files</li> </ul>	4	<ul style="list-style-type: none"> <li>Classroom Teaching</li> <li>E Resources -                             <ol style="list-style-type: none"> <li>1) <u>Study Material</u></li> </ol> </li> </ul>	40 75
			<b>Minutes</b>	<b>115</b>
4	Installation of additional packages e.g. 'optimization'	3	<ul style="list-style-type: none"> <li>Classroom Teaching</li> </ul>	20
			<b>Minutes</b>	<b>20</b>
5	Graphics Handling <ul style="list-style-type: none"> <li>- 2D, 3D Graphs</li> <li>- Generating .jpg files</li> <li>- Function Plotting</li> <li>- Data Plotting</li> </ul>	2	<ul style="list-style-type: none"> <li><b>Classroom teaching</b></li> <li>E Resources -                             <ol style="list-style-type: none"> <li>1) <u>Study Material</u></li> <li>2) <u>Scilab Lecture 5_1</u></li> <li>3) <u>Scilab Lecture 5_1 – Surf Command</u></li> <li>4) <u>Scilab Lecture 3D graphs</u></li> </ol> </li> </ul>	60 120 31 43 51

*h.m. Phadnis*  
Mrs. Gitanjali Phadnis  
Course Instructor



*Shalini Yer*  
Dr. Shalini Yer,  
Course Coordinator

			Minutes	285
6	Applications - Numerical Linear Algebra (Solving linear equations, eigen values etc.) - Numerical Analysis – iterative methods	3	<ul style="list-style-type: none"> <li>• <b>Classroom teaching</b></li> <li>• <b>E-Contents:</b> <ol style="list-style-type: none"> <li>1) <u>Study Material 6_1</u> <u>Study Material 6_2</u></li> <li>2) <u>RREF</u></li> <li>3) <u>Regula Falsi Method</u></li> <li>4) <u>Regula Falsi Method</u> <u>Program</u></li> <li>5) <u>Newton Raphson Method</u></li> <li>6) <u>Linsolve command</u></li> <li>7) <u>Eigen Values and Eigen</u> <u>Vectors</u></li> </ol> </li> </ul>	60  165 15 30 36  38 28 20
			Minutes	392

Mrs. Gitanjali Phadnis  
Course Instructor



Dr. Shalini Yer  
Course Coordinator



**Msc Computer Science**  
**Compulsory Credit Course**

**Latex**

**Total Credit =1 [For 25 marks]**

**Lectures Distribution**

Module	Module Name	No Of Lectures	Classroom lectures	Self-based lectures
1	Unit 1	1	30	30
2	Unit 2	2	-	113
3	Unit 3	4	60	140
4	Unit 4	3	-	89
5	Unit 5	2	30	
6	Unit 6	3	60	228
7	Unit 7	1	-	
		16		

**[25% classroom teaching+75% self-based learning]**

**Evaluation Type based on each module**

Module	Module Name	Type of exam	Marks	Credit
1	Unit 1,2,3,4,5	MCQ	10	
3	Unit 6	Assignment	10	
			25	1

*Vrushi Paranjape*  
Mrs. Vrushi Paranjape  
Course Instructor



*Shalini Iyer*  
Dr. Shalini Iyer,  
Course Coordinator

**Module**  
**Pre-requisites in Latex**  
**Total Number of lectures 16**

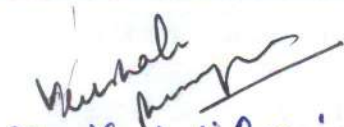
Module No	Topic	No. of Lect.	Study Material	Minute
1	Installation of the software LaTeX	1	<ul style="list-style-type: none"> <li>Classroom teaching</li> <li>Recorded lectures:</li> <li>First Lecture</li> </ul>	30 30 25
			Minutes	85
2	<ul style="list-style-type: none"> <li>Understanding Latex Compilation</li> <li>Basic Syntax</li> <li>Writing equations,</li> <li>Writing Matrix</li> <li>Writing Tables</li> </ul>	2	<ul style="list-style-type: none"> <li>E-resource for chap-2</li> <li>FirstDocument</li> <li>Equations</li> <li>Matrix</li> <li>Table</li> <li>Recorded Lecture:</li> <li>Equations</li> <li>Matrix</li> <li>Table</li> </ul>	30 min     36 18 29
			Minutes	113
3	<ul style="list-style-type: none"> <li>Page Layout – Titles,</li> <li>Abstract</li> <li>Chapters, Sections,</li> <li>References, Equation references,</li> <li>citation.</li> <li>List making environments</li> <li>Table of contents, Generating new commands,</li> <li>Figure handling numbering</li> <li>List of figures, List of tables</li> <li>Generating index.</li> </ul>	4	<ul style="list-style-type: none"> <li>Classroom Teaching</li> <li>E-Resource for Unit 3 <ul style="list-style-type: none"> <li>List</li> <li>Table of Contents-1</li> <li>Table of Contents -2</li> <li>Index</li> <li>Create Bibliography</li> </ul> </li> <li>Recorded Lecture <ul style="list-style-type: none"> <li>References(Bibliography)</li> <li>List</li> <li>Table of Contents Indexpage Coverpage</li> <li>PageLayout</li> </ul> </li> </ul>	60 60       30 10 26 15
			Minutes	201
4	<ul style="list-style-type: none"> <li>Packages: Geometry, Hyperref, amsmath, amssymb, algorithms,</li> <li>algorithmic graphic, color, tilez listing.</li> </ul>	3	<ul style="list-style-type: none"> <li>E-Resource for Unit 4 <ul style="list-style-type: none"> <li>Algorithm</li> <li>Color -Notes</li> <li>ColorText</li> <li>Hyperlink</li> <li>Graphics</li> </ul> </li> <li>Recorded Lecture</li> </ul>	30     29

*Murshida*  
Mrs. Krushali Paranjape  
Course Instructor



*Shalini*  
Dr. Shalini Patil  
Course Coordinator

			<ul style="list-style-type: none"> <li>o <u>Color</u></li> <li>o <u>Graphics</u></li> <li>o <u>Hyperref</u></li> <li>o <u>Algorithm</u></li> </ul>	30
			<b>Minutes</b>	89
5	Classes: article, book, report, beamer, slides. IEEtran.	2	<ul style="list-style-type: none"> <li>• <b>Classroom teaching</b></li> <li>• <b>E-Resource for Unit 5</b> <ul style="list-style-type: none"> <li><u>Book Notes-1</u></li> <li><u>Book Notes-2</u></li> </ul> </li> <li>• <b>Recorded Lecture</b> <ul style="list-style-type: none"> <li><u>Book</u></li> </ul> </li> </ul>	30  30  55
			<b>Minutes</b>	115
6	Applications to: Writing Resume Writing question paper Writing articles/ research papers Presentation using beamer.	3	<ul style="list-style-type: none"> <li>• <b>Classroom teaching</b></li> <li>• <b>E-Contents:</b> <ul style="list-style-type: none"> <li>o <u>Resume</u></li> <li>o <u>ResumeExample</u></li> <li>o <u>Question Paper</u></li> <li>o <u>Letter writing</u></li> </ul> </li> <li>• <b>Recorded Lecture:</b> <ul style="list-style-type: none"> <li>• <u>QuestionPaper_Lecture1</u></li> <li>• <u>QuestionPaper_Lecture2</u></li> <li>• <u>Question Paper_Lecture3</u></li> </ul> </li> <li>• <u>Lecture PPT using Beamer</u></li> <li>• <u>Lecture2 on Beamer</u></li> </ul>	60  60 30   47 21 15  24 31
			<b>Minutes</b>	288
7	Theory, Practical and exercises base above concepts.	1	<b>Assignments</b>	
	<b>Module-1 Test(MCQ based)</b>	1	<b>Assignment</b>	<b>One lecture</b>

  
 Mrs. Vrushali Paranjape  
 Course Instructor.





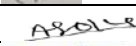
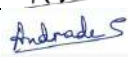
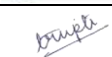
Dr. Shalini Iyer  
 Course Coordinator

**St. Mira's College for Girls in Academic Collaboration with Ashwaas**  
**POSTGRADUATE DIPLOMA IN CLINICAL MUSIC THERAPY (PGD-CMT)**  
**SYLLABUS**

**Total number of hours- 1440hrs**

<b>Semester I (180 hours)</b>	<b>Subject Code: MCR/DCMT(21)043</b>	<b>Lectures: 106</b>
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<b>Clinical Music Therapy in Theory and Practice (CMT/TP)</b>
<b>Learning Outcomes</b>
<b>Students who successfully complete the program will be able to:</b>
<b>Theoretical Foundations</b> <ul style="list-style-type: none"> <li>• Demonstrate their knowledge and understanding of Music Therapy</li> <li>• Demonstrate their knowledge and understanding of several key theoretical approaches to Music Therapy (e.g. psychodynamic, humanistic)</li> <li>• Demonstrate their knowledge and understanding of the core concepts relating to Music Therapy (e.g. holding, affect attunement)</li> <li>• Demonstrate an understanding of what is meant by the therapeutic relationship and therapeutic framework</li> <li>• Demonstrate an ability to integrate theory and practice in their placement settings and in discussion of their work in supervision</li> <li>• Critically research, analyze and evaluate the theory and practice of Music Therapy</li> </ul>

Board Of Studies	Name	Signature
Chairperson (HoD)	Dr. Jaya Rajgopalan	
Faculty	Ms. Sharmin Palsetia	
Faculty	Ms. Hasina Shaikh	
Subject Expert (Outside SPPU)	Dr. Sairaj Patki	
Subject Expert (Outside SPPU)	Dr. Vivek Belhekar	
VC Nominee	Dr. Amruta Oke	
Industry Expert	Ms. Sandy Dias Andrade	
Alumni	Ms. Trupti Poduval	



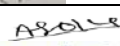






- Critically evaluate and synthesize Music Therapy research findings and literature, and gather appropriate information to support their own findings resulting from their Music Therapy interventions
- Demonstrate an understanding of research methodologies and evidence-based practice in the Arts Therapies and have an understanding of those most appropriate to Music Therapy theory and practice.

### Clinical Contexts

- Use a high level observational and analytical skills
- Demonstrate knowledge and understanding of the work settings within which music therapists most commonly practice
- Demonstrate their knowledge and understanding of the effects of the environment and the role of the institution on a client's well-being
- Demonstrate knowledge and understanding of the different ways in which music is used as a therapeutic tool in a variety of settings
- Demonstrate knowledge and understanding of diagnoses, disabilities and treatment protocols within a variety of healthcare and educational settings
- Demonstrate understanding of current relevant governmental policies and guidance including health and safety and data protection policies
- Demonstrate an understanding of the statutory requirements of the health professions within India and the maintenance of an ethical clinical practice
- Assess and make informed and professional judgements about client need and strengths, complex client issues, and use appropriate assessment, treatment techniques and strategies for meeting client needs
- Know what is necessary to prepare for and carry out work as a trainee clinical Music Therapist in a safe and responsible manner

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## Clinical Music Therapy Methods and Techniques (CMT/MT)

### Learning Outcomes

**Students who successfully complete this program will be able to:**



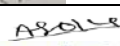
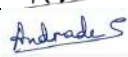

- Understand and employ the core improvisational techniques of mirroring, matching, reflecting and grounding
- Demonstrate knowledge and understanding of the way in which their music can be used to meet the therapeutic needs of clients
- Use advanced expressive, technical and interactive elements of musical improvisation skills
- Develop a therapeutic relationship with clients
- Carry out a variety of group therapeutic music interventions, including music and imagery, music and relaxation, group improvisation, songwriting and group singing/vocalizing
- Demonstrate knowledge and understanding of receptive methods in music therapy and when/how to employ them

## Reflexive and Experiential Learning (RL/EL)

### Learning Outcomes

**Students who successfully complete this program will be able to:**

- Demonstrate a comprehensive understanding of the need for self-knowledge, personal development and ongoing supervision for practising therapists
- Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision

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**Tutorials and Instrumental Tuition (T/IT)****Learning Outcomes****Students who successfully complete this program will be able to:**

- Utilize tutorials in order to consolidate their learning and prepare for the written assignments
- Demonstrate the ability to work independently in planning and implementing tasks at a professional level
- Demonstrate basic playing skills on Ukulele and Keyboard or Guitar

**Self-learning and key skills (SL/KS)****Learning Outcomes:****Students who successfully complete this program will be able to:**

- Manage their time in such a way that they are able to complete the requirements of the course for the first semester
- Present their work in a well-structured and convincing way and with confidence, both orally and in writing
- Use a high level of initiative and work independently
- Communicate appropriately with staff and clients within a team and communicate information and ideas to specialist and non-specialist audiences.
- Demonstrate autonomy, flexibility and creativity in dealing with complex issues and



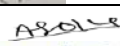


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solving problems

- Demonstrate the ability to work independently in planning and implementing tasks at a professional level
- Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision and personal therapy
- Make a clear presentation of their findings in a seminar setting.
- Undertake independent study into their clinical practice in order to write a dissertation on their clinical work and present, and answer questions about, their work at an end of year Viva.





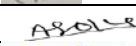
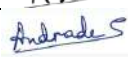
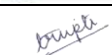
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## Program of study

<b>Semester 1</b>	<b>Subject Code: CMT/TP</b>	<b>Lectures: 70</b>
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<b>Unit 1 Introduction to Music Therapy</b>	<b>16 hours</b>
<ul style="list-style-type: none"> <li>• Orientation to the course</li> <li>• Definitions of Music Therapy</li> <li>• Why Music Therapy?</li> <li>• The therapeutic relationship</li> <li>• The therapeutic framework</li> <li>• History of Music Therapy</li> <li>• ‘Tools of the trade’</li> <li>• Approaches in Music Therapy Practice and the settings they are suited to: Humanistic, Psychodynamic, Physiological, Developmental, Supportive</li> </ul>	2.5h  1.5h  1.5h  1.5h  1.5h  1.5h  3h  3h

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<b>Unit 2 Theoretical Foundations of Music Therapy</b>	<b>42 hours</b>
<ul style="list-style-type: none"> <li>Literature and media discussion</li> </ul>	15h
<ul style="list-style-type: none"> <li>Child development and attachment theory with specific reference to the work of developmental psychologists: Bowlby, Ainsworth, Erikson, Piaget, Stern, Malloch and Trevarthen</li> </ul>	6h
<ul style="list-style-type: none"> <li>An overview of the work of psychoanalysts: Freud, Winnicott, Klein and Rogers and how their work relates to music therapy</li> </ul>	6h
<ul style="list-style-type: none"> <li>Unconscious processes and core theoretical concepts in relation to music therapy</li> </ul>	3h
<ul style="list-style-type: none"> <li>Music Therapy as an evidence-based practice</li> </ul>	3h
<ul style="list-style-type: none"> <li>Academic writing, study and research skills</li> </ul>	9h

<b>Unit 3 Clinical Contexts in Music Therapy</b>	<b>45 hours</b>
<ul style="list-style-type: none"> <li>Observational skills (Mother/Infant observation)</li> </ul>	12h
<ul style="list-style-type: none"> <li>Setting up placements: Referral and initial assessment, assessment procedures and tools</li> </ul>	3h
<ul style="list-style-type: none"> <li>Starting clinical placements: The importance of the musical therapeutic framework, therapeutic relationship, boundary issues and safe practice</li> </ul>	6h
<ul style="list-style-type: none"> <li>Record keeping (including use of recording equipment), Report writing and data protection</li> </ul>	3h



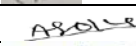

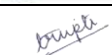
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<ul style="list-style-type: none"> <li>• Music Therapy in the following settings:  Schools, hospitals (oncology, palliative care, mental health, neurorehabilitation), residential homes</li> </ul>	9h
<ul style="list-style-type: none"> <li>• Clinical Studies - an overview of symptoms and treatment in healthcare settings in the following areas:  ASD, Oncology, Learning difficulties and Neurological disorders (Rett Syndrome, Cerebral Palsy, Muscular dystrophy, Multiple Sclerosis, Dementia, Epilepsy, Parkinson's disease)</li> </ul>	12h

<b>Semester 1</b>	<b>Subject Code: Add-on Modules</b>	<b>Lectures: 6</b>
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<b>Add-on Modules</b>	<b>30 hours</b>
Module 1: Ayurvedic Medicine Module leader - Dr. Neelesh Pramod Korde	15h
Module 2: Movement Therapy Module leader - Tripura Kashyap	15h
For learning outcomes see Course Handbook Appendix	

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<b>Semester 1</b>	<b>Subject Code: CMT/MT</b>	<b>Lectures: 22</b>
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<b>Unit 1 Standard Music Therapy Methods and Techniques</b>	<b>14h</b>
<ul style="list-style-type: none"> <li>Imitating or Copying, Mirroring</li> <li>Matching, Reflecting</li> <li>Role Play</li> <li>Accompanying (performance)</li> </ul>	3h 3h 3h 5h

<b>Unit 2 Receptive Methods in Music Therapy</b>	<b>6h</b>
<ul style="list-style-type: none"> <li>Directed Music Imaging</li> <li>Relaxed Music Listening</li> </ul>	3h 3h

<b>Unit 3 Group Music Making</b>	<b>16.5h</b>
<ul style="list-style-type: none"> <li>Group Therapeutic Music Activities</li> </ul>	16.5h

<b>Semester 1</b>	<b>Subject Code: RL/EL</b>	<b>Lectures: 23</b>
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<b>Unit 1 Reflexive Learning</b>	<b>15 hours</b>
<ul style="list-style-type: none"> <li>Reflexive learning - group debate</li> <li>Reflexive journals- group discussion</li> </ul>	15h

<b>Unit 2 Experiential Learning</b>	<b>23.5 hours</b>
<ul style="list-style-type: none"> <li>Song-writing module</li> <li>Presentation “The Music of My Life”</li> <li>Vocal techniques</li> </ul>	9h 5.5h 9h

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
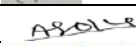

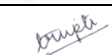


<b>Semester 1</b>	<b>Subject Code: T/IT</b>	<b>Tutorials:12 Lessons: 20</b>
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<b>Unit 1 Tutorials</b>	<b>12 hours</b>
1:1 Tutorials	12h

<b>Unit 2 Instrumental Tuition</b>	<b>20 hours</b>
Ukulele skills	10h
Guitar skills	10h

**TOTAL Hours for Academic Teaching: 240**

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<b>Semester 1</b>	<b>Subject Code: SL/KS</b>	
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<b>Self-Learning</b>	<b>240 hours</b>
<ul style="list-style-type: none"> <li>Personal Therapy</li> <li>Reflexive Journal</li> <li>Preparation for presentation: 'The Music of My Life'</li> <li>Preparation for accompanying performance</li> <li>Literature and media discussion preparation</li> <li>Initial placement observations</li> <li>Weekly preparation and follow-up for internship (networking, writing and responding to emails, setting up placement, visiting placements etc.)</li> <li>Preparation for Music Therapy Presentation for placements</li> <li>Study week</li> <li>Add-on module reading/assessment</li> <li>Assignment preparation (reading/research)</li> <li>Writing assignment</li> <li>Extra Tutorials</li> <li>Guitar and Ukulele lessons and practice</li> </ul>	20h 15h 15h 10h 22h 24h 24h 10h 20h 10h 15h 16h 4h 40h

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
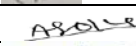

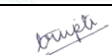
<b>Semester 2</b>	<b>Subject Code: CMT/TP</b>	<b>Lectures: 12</b>
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<b>Unit 2 Theoretical Foundations of Music Therapy</b>	<b>15h</b>
<ul style="list-style-type: none"> <li>Group dynamics in relation to music therapy, focusing on the work of Lewin, Bion, Tuckman and Yalom</li> <li>Music and the Brain (NMT)</li> <li>Research methods</li> </ul>	6h 3h 3h

<b>Unit 3: Clinical Contexts in Music Therapy</b>	<b>6h</b>
<ul style="list-style-type: none"> <li>Music Therapy in Community Settings</li> <li>Counselling Skills</li> </ul>	3h 3h

<b>Semester 2</b>	<b>Subject Code: Add-on Modules</b>	<b>Lectures: 10</b>
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<b>Add-on Modules</b>	<b>15 hours</b>
Module 3: Music and Imagery Module leader - Dr. Min Jeong-Bae  For learning outcomes see Course Handbook Appendix	15h

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<b>Semester 2</b>	<b>Subject Code: CMT/MT</b>	<b>Lectures: 6</b>
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
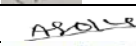

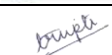
<b>Unit 1 Music Therapy Methods and Techniques</b>	<b>6 hours</b>
<ul style="list-style-type: none"> <li>• Grounding</li> <li>• Dialoguing</li> <li>• 1,2 and 3 note improvisations</li> </ul>	1.5h 1.5h 3h

<b>Unit 2 Receptive Methods in Music Therapy</b>	<b>3 hours</b>
<ul style="list-style-type: none"> <li>• Music Listening</li> <li>• Music and Silence</li> </ul>	1.5h 1.5h

<b>Semester 2</b>	<b>Subject Code: RL/EL</b>	<b>Lectures: 37</b>
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<b>Unit 1 Reflexive Learning</b>	<b>31h</b>
<ul style="list-style-type: none"> <li>• Reflexive discussion group/Reflexive Journals</li> <li>• Supervision group</li> </ul>	15h 16h

<b>Unit 2 Experiential Learning</b>	<b>24hours</b>
<ul style="list-style-type: none"> <li>• Solo Performance with instrument of choice</li> <li>• Free Improvisation Experiential Group</li> <li>• The Dalcroze Method</li> <li>• IRP technique (Edison)</li> </ul>	3h 16.5h 1.5h 3h

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<b>Semester 2</b>	<b>Subject Code: T/IT</b>	<b>Lectures: 20</b>
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<b>Unit 1 Tutorials</b>	<b>12 hours</b>
1:1 Tutorials	12h

<b>Unit 2 Instrumental Tuition</b>	<b>20 hours</b>
Ukulele and Guitar	20h

**TOTAL hours for academic teaching: 132**



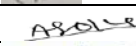

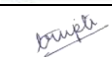
<b>Semester 2</b>	<b>Subject Code: SL/KS</b>	
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<b>Self-Learning</b>	<b>252 hours</b>
<ul style="list-style-type: none"> <li>Personal Therapy</li> </ul>	20h
<ul style="list-style-type: none"> <li>Reflexive Journal</li> </ul>	15h
<ul style="list-style-type: none"> <li>Preparation for performance on solo instrument</li> </ul>	10h
<ul style="list-style-type: none"> <li>Literature and media discussion preparation</li> </ul>	24h
<ul style="list-style-type: none"> <li>Placement: communication with MDT and placement manager, preparing for sessions, maintenance of instruments, process notes, clinical notes etc.</li> </ul>	30h
<ul style="list-style-type: none"> <li>Travel to and from placements</li> </ul>	26h
<ul style="list-style-type: none"> <li>Preparation for Supervision</li> </ul>	24h
<ul style="list-style-type: none"> <li>Study week</li> </ul>	20h
<ul style="list-style-type: none"> <li>Assignment preparation</li> </ul>	

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Subject Expert (Outside SPPU)	Dr. Sairaj Patki	
Subject Expert (Outside SPPU)	Dr. Vivek Belhekar	
VC Nominee	Dr. Amruta Oke	
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• Writing assignment	20h
• Creating poster and leaflets, countdown charts and other resources needed for placements	15h
• Add-on module reading/assessment	15h
• Guitar/Ukulele practice	5h
• Extra tutorial	24h
	4h

Board Of Studies	Name	Signature
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<b>Semester 3</b>	<b>Subject Code: CMT/TP</b>	<b>Lectures: 16</b>
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<b>Unit 2 Theoretical Foundations of Music Therapy</b>	<b>15h</b>
<ul style="list-style-type: none"> <li>Psychodynamic theory in relation to music therapy</li> <li>Research methods: writing a case study</li> <li>Viva preparation and practice</li> </ul>	3h 3h 9h

<b>Unit 3: Clinical Contexts in Music Therapy</b>	<b>9h</b>
<ul style="list-style-type: none"> <li>Music Therapy and Trauma</li> <li>Music Therapy in neo-natal care</li> <li>Music Therapy and Dementia</li> <li>Music Therapy and PMLD</li> <li>Endings</li> <li>Report writing</li> </ul>	1.5h 1.5h 1.5h 1.5h 1.5h 1.5h

<b>Semester 3</b>	<b>Subject Code: Add-on Modules</b>	<b>Lectures: 3</b>
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<b>Add-on Modules</b>	<b>15 hours</b>
Module 4: Hindustani Music and The Art of Improvisation Module leader - Shri Himanshu Nanda For learning outcomes see Course Handbook Appendix	15h

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
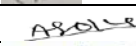

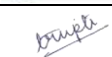
<b>Semester 3</b>	<b>Subject Code: CMT/MT</b>	<b>Lectures: 8</b>
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<b>Unit 1 Music Therapy Methods and Techniques</b>	<b>12 hours</b>
Advanced improvisational techniques <ul style="list-style-type: none"> <li>Holding and Containing</li> <li>3 and 4 note improvisations</li> <li>Basic chord sequences</li> <li>Ragas based on pentatonic scale</li> <li>Exam preparation: Revision and Role play</li> </ul>	1.5h 1.5h 3h 3h 3h

<b>Semester 3</b>	<b>Subject Code: RL/EL</b>	<b>Lectures: 31</b>
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<b>Unit 1 Reflexive Learning</b>	<b>25.5h</b>
<ul style="list-style-type: none"> <li>Reflexive discussion group/Reflexive Journals</li> <li>Supervision group</li> </ul>	9h 15h

<b>Unit 2 Experiential Learning</b>	<b>30.5hours</b>
<ul style="list-style-type: none"> <li>Free Improvisation Experiential Group</li> <li>Plan group music therapy session (in pairs)</li> <li>Deliver group music therapy session</li> <li>Narrative Therapy</li> <li>Art Therapy</li> <li>EFT and EMDR therapy</li> </ul>	16.5h 3h 5h 1.5h 3h 1.5h

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
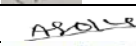

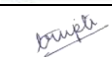


<b>Semester 3</b>	<b>Subject Code: T/IT</b>	<b>Lectures: 20</b>
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<b>Unit 1 Tutorials</b>	<b>6 hours</b>
1:1 Tutorials	6h

<b>Unit 2 Instrumental Tuition</b>	<b>20 hours</b>
Ukulele skills	10h
Guitar	10h



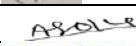

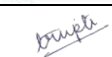
**TOTAL hours for academic teaching: 132**

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<b>Semester 3</b>	<b>Subject Code: SL/KS</b>	
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<b>Self-Learning</b>	<b>252 hours</b>
• Reflexive Journal	20h
• Case study preparation	30h
• Writing case study	30h
• Preparation/revision for Viva	10h
• Preparation/revision for clinical improvisation exam	10h
• Literature and media discussion preparation	20h
• Placement: communication with MDT and placement manager, preparing for sessions, maintenance of instruments, process notes, clinical notes etc.	30h
• Travel to and from placements	
• Preparation for Supervision	26h
• Study week	18h
• Add-on module reading/assessment	20h
• Guitar/Ukulele practice	10h
• Extra tutorials	20h
	8h

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## PG Diploma in Music Therapy Streams and Units

Coursework is divided into four streams representing different elements of the training. Each stream is divided into units.

### **Clinical Music Therapy in Theory and Practice (CMT/TP)**

**Unit 1: Introduction to Music Therapy**

**Unit 2: Theoretical foundations of music therapy**

**Unit 3: Clinical contexts in music therapy**



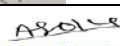
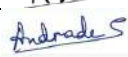

### **Clinical Music Therapy Methods and Techniques (CMT/MT)**

**Unit 1: Core clinical improvisation techniques**

**Unit 2: Advanced clinical improvisation techniques e.g. Transitions**

**Unit 3: Additional music therapy methods: Songwriting, Group therapeutic music activities, Neurologic Music Therapy and Receptive Methods**

**Unit 4: Group Improvisation**

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## **Reflexive and Experiential Learning (RL/EL)**

**Unit 1: Supervision (group and individual)**

**Unit 2: Reflexive discussion group**

**Unit 3: Reflexive Journals**

**Unit 4: Music therapy placements**

**Unit 5: Personal therapy**



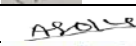

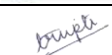
**Unit 6: Workshops (Vocal skills, Songwriting, MI, Creative movement and other arts therapies)**

**Unit 7: Musical improvisation group**

## **Tutorials/Instrumental tuition (T/IT)**

**Unit 1: Tutorials**

**Unit 2: Instrumental tuition**

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Chairperson (HoD)	Dr. Jaya Rajgopalan	
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**St. Mira's College for Girls in Academic Collaboration with Just Being Centre**  
**PG Diploma in Mindfulness Based Counseling: Listening with**  
**Embodied Presence**

Total number of hours- 630

**SUBJECT: SKILLS OF LISTENING & COUNSELING (VERBAL &NON  
VERBAL)**

<b>Semester: 1</b>	<b>Subject Code: MBC-LWEP/SK/</b>	<b>Lectures: 45</b>
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**Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Identify the experiential learning of the attitudes and skills in deep listening and counseling
- Use perceptive skills and observations
- Apply skills in a counseling context

<b>Unit 1: Embodied Presence in the Practitioner</b>	<b>9</b>
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Subject Expert (Outside SPPU)	Dr. Vivek Belhekar	
VC Nominee	Dr. Amruta Oke	<i>Amruta Oke</i>
Industry Expert	Ms. Sandy Dias Andrade	<i>Andrade S</i>
Alumni	Ms. Trupti Poduval	<i>Trupti</i>
Industry Expert	Shilpa Salve	<i>Shilpa Salve</i>
Industry Expert	Benaifer Jesia	<i>Benaifer Jesia</i>



<ul style="list-style-type: none"> <li>• Understanding Embodiment</li> <li>• Interoceptive awareness</li> <li>• Skills of Grounding, Centering and a Whole body approach in listening</li> <li>• Understanding Presence and its role in the listening and counseling process</li> <li>• Identifying states of Presence</li> </ul>	
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<b>Unit 2: Attunement &amp; Resonance</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Sensing, feelings, sensations</li> <li>• Inner attunement</li> <li>• Attunement to other</li> <li>• Resonance – somatic, empathetic and psychological field</li> <li>• Interoceptive awareness of feelings-sensations and felt sense</li> </ul>	

<b>Unit 3: Verbal Skills of Counseling</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Skills of reflection, paraphrasing, summarizing</li> <li>• Skills of open ended and close ended questions</li> </ul>	

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<ul style="list-style-type: none"> <li>• Skills of silence and inquiry</li> <li>• Combining skills in counseling</li> </ul>	
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<b>Unit 4: Intention and Attention in Counseling</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Role of intention in the counseling process</li> <li>• Practices of intention</li> <li>• Importance of self-care of the counselor</li> <li>• Principles of attention in listening and counseling</li> <li>• Dual attention in the counseling process</li> </ul>	

<b>Unit 5: Wholeness</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Working with aligning to wholeness in the body in the counseling process</li> <li>• Working with wholeness through using paraphrasing and reframing verbal skills</li> <li>• Working with titration and pendulation</li> </ul>	

# Practice sessions (30 hours)

# Mindfulness practice (80 hours)

Board Of Studies	Name	Signature
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Industry Expert	Benaifer Jesia	<i>Benaifer</i>



# Assignments (22.5 hours)

Mindfulness Practices: 60

Assignments & Self Study: 22.5

Practical Work: 30

**SUBJECT: MINDFULNESS**

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Chairperson (HoD)	Dr. Jaya Rajgopalan	
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Industry Expert	Benaifer Jesia	<i>Benaifer Jesia</i>



Semester: 2	Subject Code: MBC-LWEP/SK/	Lectures: 45
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### Learning Outcomes:

At the end of the course, the student will be equipped to:

- Carry out experiential learning of mindfulness through formal and informal practices.
- Understand the philosophical underpinnings of mindfulness.
- Apply mindfulness in counseling.
- Generate research findings on mindfulness.

<b>Unit 1: Anchors for Mindfulness Practices</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Mindfulness of Breath, Body (Soma) &amp; Body in Movement</li> <li>• Mindfulness of Sound, Thoughts, Presence</li> </ul>	

<b>Unit 2: Relational Mindfulness</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Applications of Mindfulness in Everyday Life</li> <li>• Relational Mindfulness</li> </ul>	

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Industry Expert	Shilpa Salve	<i>[Signature]</i>
Industry Expert	Benaifer Jesia	<i>[Signature]</i>





<ul style="list-style-type: none"> <li>• Self-Compassion and its role in empathy</li> <li>• The holding environment</li> </ul>	
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<b>Unit 3: Research Findings</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Research findings from studies on Mindfulness</li> <li>• Contraindications in using Mindfulness</li> </ul>	

<b>Unit 4: Mindfulness and Listening</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Mindfulness in the listening Process</li> <li>• Similarities and differences in Mindfulness Mediations and the Listening Process</li> </ul>	

<b>Unit 5: Philosophical Underpinnings of Mindfulness</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• The three marks of existence</li> <li>• Attachment and Aversion</li> <li>• Key concepts from Buddhist Psychology, philosophy of J Krishnamurthy and Advaita Philosophy as it applies to Presence,</li> </ul>	

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Industry Expert	Benaifer Jesia	<i>Benaifer</i>



Mindfulness and Listening

# Practice sessions (30 hours)

# Mindfulness practice (80 hours)

# Assignments (22.5 hours)

**SUBJECT: THEORETICAL ORIENTATIONS IN COUNSELING & GROUP  
PROCESS WORK**

Semester: 3	Subject Code: MBC-LWEP/SK/	Lectures: 45
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**Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Understand frameworks of key counseling approaches.
- Understand the orientation of a mindfulness based approach to counseling within the context of psychological approaches in counseling

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- Identify key psychological markers in mindfulness practice.

<b>Unit 1: Theories of Counseling</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Theories of Counseling Approaches</li> <li>Contextualizing Mindfulness Based Approaches within Psychology (Historical Perspectives, Contemporary frameworks)</li> </ul>	

<b>Unit 2: Identifying key psychological markers</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Developmental Stages and Corresponding Emotional Needs</li> <li>Psychiatric Conditions</li> </ul>	

<b>Unit 3: Understanding the Embodied Mind</b>	<b>9</b>
<ul style="list-style-type: none"> <li>The mind-body connection</li> <li>Learning the role of cognition to sensations and implicit memory</li> <li>The felt sense, implicit knowing, intuition and the collective</li> </ul>	

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<b>Unit 4: Principles of Mindfulness Based Counseling</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Concepts from a Humanistic Approach, Compassionate Communication and Focusing in Listening &amp; Presence</li> <li>• The Theoretical Framework of Mindfulness Based Counseling : Listening with Embodied Presence (Main Principles &amp; Rationale for Process)</li> </ul>	

<b>Unit 5: Embodiment</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Embodiment of Feelings</li> <li>• Embodied Cognition</li> </ul>	

# Practice sessions (30 hours)

# Mindfulness practice (80 hours)

# Assignments (22.5 hours)

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**SUBJECT: REFLEXIVE LEARNING**

<b>Semester: 4</b>	<b>Subject Code: MBC-LWEP/</b>	<b>Lectures: 45</b>
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**Learning Outcomes:**

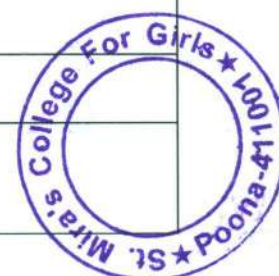
At the end of the course, the student will be equipped to:

- Understand their own inner patterns and beliefs.
- Listen deeply to themselves and extend self-compassion.
- Use observation skills in group processes.

<b>Unit 1: Listening to feelings and needs</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• Listening in Personal Spaces &amp; Journaling Insights</li> <li>• Observation &amp; Noting of feelings, needs, resources</li> </ul>	

<b>Unit 2: Elements of a Professional Space</b>	<b>9</b>
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Board Of Studies	Name	Signature
Chairperson (HoD)	Dr. Jaya Rajgopalan	
Faculty	Ms. Sharmin Palsetia	<i>Sharmin</i>
Faculty	Ms. Hasina Shaikh	
Subject Expert (Outside SPPU)	Dr. Sairaj Patki	<i>Sairaj</i>
Subject Expert (Outside SPPU)	Dr. Vivek Belhekar	
VC Nominee	Dr. Amruta Oke	<i>Amruta</i>
Industry Expert	Ms. Sandy Dias Andrade	<i>Andrade S</i>
Alumni	Ms. Trupti Poduval	<i>Trupti</i>
Industry Expert	Shilpa Salve	<i>Shilpa</i>
Industry Expert	Benaifer Jesia	<i>Benaifer</i>





<ul style="list-style-type: none"> <li>Working with clients in professional settings</li> <li>Engaging in group process work</li> </ul>	
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<b>Unit 3: Understanding different perspectives and experiences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Peer exchanges</li> <li>Group learning and discussion</li> </ul>	

<b>Unit 4: Understanding Self</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Personal Counseling &amp; Therapy</li> <li>Inner Listening Processes</li> <li>Reading and writing from a felt sense experience</li> </ul>	

<b>Unit 5: Designing Group Process &amp; Observation of Group Dynamics</b>	<b>9</b>
<ul style="list-style-type: none"> <li>Group process and facilitation</li> <li>Observing key factors that form groups</li> <li>Observing titration and pendulation in a group process</li> </ul>	

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Industry Expert	Benaifer Jesia	<i>Bjenaifer</i>



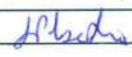




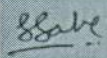
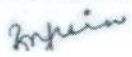
# Practice sessions (30 hours)

# Mindfulness practice (80 hours)

# Assignments (22.5 hours)

**Reference Books:**

- On Becoming a person - Carl Rogers
- The Gift of Therapy - Irvin Yalom
- Sitting Together - Ronald Siegel
- The Miracle of Mindfulness - Thich Nhat Hahn
- Whenever you go, there you are - Jon Kabat-Zinn
- Group Therapy - Irvin Yalom
- A way of being - Carl Rogers
- Focusing - Eugene Gendlin
- In an unspoken voice - Peter Levine
- Non Violent Communication - Marshall Rosenberg

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**St. Mira's College for Girls in Academic Collaboration  
with Artsphere**

**PG Diploma in Dance Movement Therapy (DMT)**

**Syllabus**

**Total number of hours- 800**

<b>Semesters 2</b>	<b>Subject Code: MCR/DMT(21)042</b>	<b>Lectures:</b>
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<b>Subject I (146 Hrs)</b>	<b>Subject Code: DMT/TH/2101</b>	<b>Lectures: 114</b>
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**Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Discuss the psychological and physiological context behind the science of DMT
- Describe various schools of thought of psychology that DMT draws from
- Identify the ways to work in a variety of settings
- Describe ethical boundary setting in DMT work
- Recognize the cultural diversity in DMT work

<b>Unit 1: Introduction to Dance Movement Therapy</b>	<b>(24)</b>
<ul style="list-style-type: none"> <li>● Definition and History of Dance Movement Therapy</li> <li>● Introduction to Body-MindNexus</li> <li>● Principles and Objectives of DMT</li> <li>● Role of dance in Mental and Physical health</li> </ul>	

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<b>Unit 2: Theoretical Reference to DMT</b>	(22)
<ul style="list-style-type: none"> <li>DMT and its relationship with different schools of psychology</li> <li>Critical discussion of psychodynamic literature and its application to DMT</li> <li>Theories about ethical boundary setting in DMT work</li> </ul>	

<b>Unit 3: Tools and Techniques of DMT</b>	(22)
<ul style="list-style-type: none"> <li>Experiential and theoretical work around: <ul style="list-style-type: none"> <li>Embodiment</li> <li>Attunement</li> <li>Kinesthetics</li> </ul> </li> <li>Psychophysiology</li> <li>Introduction to Process work</li> </ul>	

<b>Unit 4: Cultural Competence</b>	(24)
<ul style="list-style-type: none"> <li>Understanding Cultural Diversity</li> <li>6 models of cultural empathy</li> <li>Social Psychology theories about culture</li> <li>Cultural sensitizing through critical reflection</li> </ul>	

<b>Unit 5: Developing Movement Language</b>	22
<ul style="list-style-type: none"> <li>Laban Movement Analysis</li> <li>Anatomy and Kinesiology</li> </ul>	

### Assignments and library hours (16 hours)

### **Facilitation and reflection Hours (16 hours)**

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## Psychology Theories and Applications in DMT



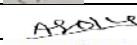
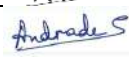
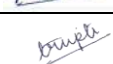
<b>Subject II (220 Hrs)</b>	<b>Subject Code: DMT/PT/2102</b>	<b>Lectures: 128</b>
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### **Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Describe the group dynamics in DMT work
- Employ the facilitation skills among different populations
- Construct their own framework of therapeutic presence by recognizing the scope of the work
- Design structured formats that will help to sketch some basic session planning, research and documentation skills for their work

<b>Unit 1: Working with Groups</b>	(24)
<ul style="list-style-type: none"> <li>● Group Dynamics</li> <li>● Introduction to facilitation skills</li> <li>● Irvin Yalom's Principles of Group work</li> <li>● Tuckman's Group Development Stages</li> <li>● Understanding Neurodiversity</li> </ul>	

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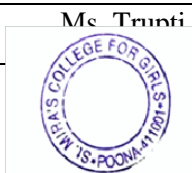


<b>Unit 2: A Brief Study of Additional Applications</b>	(50)
<ul style="list-style-type: none"> <li>• Yoga and DMT</li> <li>• 5 Rhythms</li> <li>• Buddhism, Chakras and DMT</li> <li>• Socio-political and intersectional frameworks</li> <li>• Expressive Arts Therapy</li> <li>• Additional hours for Movement Explorations and Group Process</li> </ul>	

<b>Unit 3: Working with Specific Populations</b>	(32)
<ul style="list-style-type: none"> <li>• DMT with children</li> <li>• DMT with Adults</li> <li>• Psychopathology and DMT</li> <li>• Specialized groups such as: <ul style="list-style-type: none"> <li>- Special Needs Children and Adults</li> <li>- Geriatric Population</li> <li>- Family Constellation work</li> </ul> </li> </ul>	

<b>Unit 4: Working with Individuals</b>	(24)
<ul style="list-style-type: none"> <li>• Psychophysiology</li> <li>• Creating a dyad using metaphors</li> <li>• Carl Jung's theories of Dualities, Individuation</li> <li>• In depth exploration of holding, containing, transference and countertransference in the context of Individual work</li> <li>• Creating tools for client support systems</li> </ul>	

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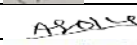
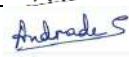
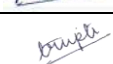


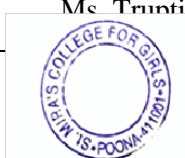
<b>Unit 5: Introduction to Basic Documentation</b>	(22)
<ul style="list-style-type: none"> <li>● Revisiting LMA and Bartenieff Principles</li> <li>● Developing pre and post tests</li> <li>● Types of Research in DMT</li> <li>● Creating tools for client support systems</li> <li>● Session Planning</li> </ul>	

<b>Unit 6: Experiential</b>	(26)
<ul style="list-style-type: none"> <li>● Planning and facilitating sessions for fellow students</li> <li>● Getting individual and co facilitation feedback on facilitation and planning skills</li> </ul>	

**Assignments and Library Hours (18)**

**Facilitation and reflection hours (24)**

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### Facilitation Practice, Reflexivity and Inter-modality

<b>Subject III (186 Hrs)</b>	<b>Subject Code: DMT/FPR/2103</b>	<b>Lectures: 144</b>
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#### **Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Identify the relationship between various art therapies
- Identify the intermodal preferences and opportunities
- Operate in collaborative teams and setups further
- Operate in practical work environment
- Recognize the importance of supervision

<b>Unit 1: Creative Arts Therapy and Expressive Arts Therapy</b>	(24)
<ul style="list-style-type: none"><li>● Relationship between drama therapy, art therapy, music therapy and DMT</li><li>● Model of therapy:<ul style="list-style-type: none"><li>- Needs Analysis</li><li>- Intervention</li><li>- Process work</li></ul></li></ul>	

<b>Unit 2: Different Models and approaches</b>	(28).
<ul style="list-style-type: none"><li>● Understanding similarities and differences in different schools of DMT</li><li>● Relationship between education, occupational therapy and DMT</li><li>● Collaborative Models</li></ul>	

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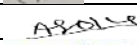
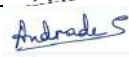
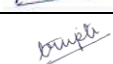
<b>Unit 3: Settings and Assessments</b>	(32)
<ul style="list-style-type: none"> <li>• Self-assessment tools</li> <li>• Professional Code of Conduct from ADTA, ADMP, DTAA and IADMT</li> <li>• Ethical Dilemmas</li> <li>• Developing Case studies</li> </ul>	

<b>Unit 4: Self – work</b>	(28)
<ul style="list-style-type: none"> <li>• Importance of Supervision</li> <li>• Developing individual facilitation skills</li> <li>• Importance of being in therapy</li> <li>• Developing Professional development plans</li> </ul>	

<b>Unit 5: Understanding Research</b>	(32)
<ul style="list-style-type: none"> <li>• Introduction to Quantitative research methods and principles</li> <li>• Introduction to Qualitative Research Methods and principles</li> <li>• Research tools and techniques</li> </ul>	

### Assignments and Library Hours (12)

### Internship and reflection hours (30): Supervised Internship

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## Research Methodologies and Reflection



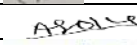
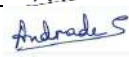
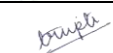
<b>Subject IV (152 Hrs)</b>	<b>Subject Code: DMT/RM/2104</b>	<b>Lectures: 64</b>
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### **Learning Outcomes:**

At the end of the course, the student will be equipped to:

- Interpret the basics of research methodologies
- Propose a research project and report it
- Explore self-care and self-work
- Create professional development plans

<b>Unit 1: Understanding Research</b>	<b>(24)</b>
<ul style="list-style-type: none"> <li>● Introduction to Qualitative research methods and principles</li> <li>● Introduction to Heuristic and reflexive Research Methods and principles</li> <li>● Research Ethics</li> <li>● Research design: Meaning, Need, Features of Good Design, Concepts.</li> <li>● Writing Research Report: Format and style</li> </ul>	



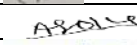
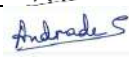
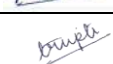
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<b>Unit 2: Self – work</b>	(40)
<ul style="list-style-type: none"> <li>● Importance of Supervision</li> <li>● Developing individual facilitation skills</li> <li>● Importance of being in therapy</li> <li>● Facilitation practice and counseling skills</li> <li>● Group supervision format</li> <li>● Case studies</li> <li>● Developing Professional development plans</li> </ul>	

### Assignments and Library Hours (18)

### Internship and reflection hours (70): Supervised Internship

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Chairperson (HoD)	Dr. Jaya Rajgopalan	
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
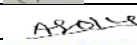
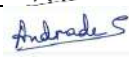



## Pacticum

Subject Code: DMT/PR/2105

### Supportive Modules:

- **Personal Therapy: Students must complete 36 hours of personal therapy during the training and internship period.**
- **Group Process work will be conducted for two hours during every module.**
  - **Supervision will be provided up to 30 hours of their internships.**

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**St. Mira's College for Girls**  
**Autonomous Affiliated to Savitribai Phule Pune University**

**Syllabus- Foundation Course in Buddhist Psychology**

**Course Syllabus**

- No. of Modules – 5
- 50 Hours of Teaching (5\*10)
- 10 Hours of Assignments (20marks per unit\* 5 = 100 marks)
- Timings- 12- 2 pm & 3- 6 pm (2- 3pm- Lunch break)

**Course Outcomes:**

At the end of the course, the learner will be able to

- Describe the basic concepts and theories of Buddhist psychology
- Recognize the motivation of an awakened mind- Bodhichitta
- Integrating mindful movement with breath
- Providing introduction to Buddhist meditation

**Module 1- Introduction to Expressive Arts, Mindful Movement & Breathing**

**Date-** 29th & 30th January 2022

**Teachers-**AnubhaDoshi, PallaviDeshmukh, KarishmaHarlalka

- Intention Setting & Merit dedication
- A tribute to Gautama Buddha - the source of the 2600-year wisdom legacy
- Cultivating the motivation of an awakened mind- Bodhichitta
- Introduction of the participants & Sacred circle with object
- Practicing Mindful movement with Breath
- Introduction to Buddhist meditation

**Module 2- The 4 Immeasurables**

**Date-** 5th & 6th February 2022

**Teachers-**Tripura Kashyap, Anubha Doshi

- Introduction to Brahmaviharas
  - Metta (loving Kindness)
  - Mudita (Sympathetic Joy)
  - Karuna (Compassion)
  - Upekha (Equanimity)
- Theory of Brahmaviharas
- Experiencing seated meditation practices
- Embodied practices through therapeutic movement



### Module 3- Neuroscience, Wellbeing & Resilience (Theory and Practice)

**Date-** 26th & 27th February 2022

**Teachers-** Anubha Doshi, Tripura Kashyap, Karishma Harlalka

- Nature-Based Expressive Arts
- The science of Well-being
- Knowing the Richard Davidson's model: 4 pillars of wellbeing (Awareness, Connection, Insight and purpose)
- Practicing Mindful Movement with Breath
- Embodying the Paramitas (Generosity, Discipline, Patience, Exertion, Meditation and Wisdom)

### Module 4- Buddhist Philosophy and its growing relevance in the Modern Age

**Date-** 12th & 13th March 2022

**Teachers-** Pallavi Deshmukh


- Understanding the Interdependence/Interconnectedness (through the lens of Dependent Origination and Emptiness)
- Knowing the idea of Impermanence
- Awareness of emotions in everyday life
- Studying The Path of the Sacred Warrior - Part 1 & Part 2
- Feeling Harmony and Joy

### Module 5- Mindful awareness and its practice through Art

**Date-** 26th, 27th March 2022

**Teachers-** Avantika Malhautra

- Artistic inquiry through meditative experiences
- Exploring the quality of presence
- Understanding Self-reflection as a resource in daily life

  
Ms. Sharmin Palsetia  
Course Coordinator





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**An Autonomous- Affiliated to Savitribai Phule Pune University**  
**Syllabus 2022-23**

**Name of Course: CERTIFICATE COURSE IN INTRODUCTION TO PSYCHOLOGY**

DATE	DAY	TIME	UNIT	TEACHER	TEACHING HOURS
19th August 2023	Saturday		<b>Unit 1: The Foundation of Psychology– (Science, Research and Perspectives)</b>		
		10am - 10:30 am	Orientation with All Teachers		0.5 hours
		10:30am - 1pm	- Nature and Goals of psychology		
			- Perspectives of psychology	Swaruti	2.5 hours
			- Research in psychology		
		2:15 pm - 4:15pm	-Development of Self and Wellbeing		
			-Self esteem		
			-Self Worth	Swaruti	2 hours
			-Development of Self throughout the lifetime		
20th August 2023	Sunday		<b>Unit 2 : Motivation &amp; Emotion</b>		
		10 am - 1pm ; 2:15pm - 4:15pm	Continue Self and Well being if needed		
			-Drive reduction		
			-Incentive	Swaruti	5 hours
			-Humanistic-Maslow		
			-Self Determination Theory		

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**St. Mira's College For Girls, Pune**  
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**Syllabus 2022-23**

**Name of Course: CERTIFICATE COURSE IN INTRODUCTION TO PSYCHOLOGY**

DATE	DAY	TIME	UNIT	TEACHER	TEACHING HOURS
			-Concept of Emotions		
			- Emotional Intelligence		
<b>WEEKEND 1</b>			<b>TOTAL HOURS - 10 HOURS</b>		
26th August 2023	Saturday		<b>Unit 3: Human Development and Learning - Theory</b>		
		10 am - 1pm	-Biological Basis of Behaviour: Neuron-Structure and function, Autonomic Nervous System and Peripheral Nervous System	Swaruti	3 hours
		2:15pm - 4:15pm	Neuro Science and its connection to Well-being and Resilience		
			- Development Key Issues – Nature and Nurture	Anubha	2 hours
			- Development across the lifespan		
27th August 2023	Sunday		<b>Unit 3: Human Development and Learning - Theory - CONTD</b>		
		10 am - 1pm ;	-Development Cont		
			-Theories of Development	Anubha	5 hours
		2:15pm - 4:15pm	- Learning: Nature and Types		
				Swaruti	
			-Subtypes of Learning- Classical and Operant Conditioning, Trial and Error and Insight		
<b>WEEKEND 2</b>			<b>TOTAL HOURS - 10 HOURS</b>		



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**St. Mira's College For Girls, Pune**  
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**Syllabus 2022-23**

**Name of Course: CERTIFICATE COURSE IN INTRODUCTION TO PSYCHOLOGY**

DATE	DAY	TIME	UNIT	TEACHER	TEACHING HOURS
2nd September 2023	Saturday		<b>Unit 4: Theories of Personality</b>		
		10 am - 1pm ; 2:15pm - 4:15pm	- Nature of personality		
			- Theories of Personality	Anubha	5 hours
			-Psychoanalysis		
3rd September 2023	Sunday		<b>Unit 4: Theories of Personality - CONTD</b>		
		10 am - 1pm	- Nature of personality		
			- Theories of Personality	Anubha	3 hours
			-Psychoanalysis		
		2:15pm - 5:15pm	-Humanistic perspectives	Mugdha	3 hours
			-Existential positions		
<b>WEEKEND 3</b>			<b>TOTAL HOURS - 10 HOURS</b>		
9th September 2023	Saturday		<b>Unit 5: Understanding Psychopathological Disorders</b>		



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**Syllabus 2022-23**

**Name of Course: CERTIFICATE COURSE IN INTRODUCTION TO PSYCHOLOGY**

DATE	DAY	TIME	UNIT	TEACHER	TEACHING HOURS
		10 am - 1pm ; 2:15pm - 4:15pm	- Anxiety Disorders		
			- Childhood Disorders	Mugdha	5 hours
			- Mood Disorders		
			- Eating Disorders		
			- Somatic Disorders		
10th September 2023	Sunday		<b>Unit 5: Understanding Psychopathological Disorders - CONTD</b>		
		10 am - 1pm ; 2:15pm - 4:15pm	- Anxiety Disorders		
			- Childhood Disorders	Mugdha	5 hours
			- Mood Disorders		
			- Eating Disorders		
			- Somatic Disorders		
<b>WEEKEND 4</b>			<b>TOTAL HOURS - 10 HOURS</b>		
16th September 2023	Saturday		<b>Unit 6: Positive Psychology and Mindfulness</b>		
		10 am - 1pm ; 2:15pm - 4:15pm		Anubha	5 hours



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**Syllabus 2022-23**

**Name of Course: CERTIFICATE COURSE IN INTRODUCTION TO PSYCHOLOGY**

DATE	DAY	TIME	UNIT	TEACHER	TEACHING HOURS
17th September 2023	Sunday		Unit 7: Continuous Professional Development		
		10 am - 1pm		Anshuma	3 hours
		3:30pm - 4:30pm	ASSESSMENT		
			- 4 MCQs per teacher covering their units	Vidhisha	1 hour
			- 20 MCQs for 20 Marks		
WEEKEND 5			TOTAL HOURS - 9 HOURS		
TOTAL TEACHING HOURS			50 hours		

**Ms. Anubha Doshi**  
Course Instructor

**Ms. Sharmin Palsetia**  
Course Coordinator

**Dr. Shalini Iyer**  
Coordinator



**Principal Incharge**  
St. Mira's College for Girls

**FY- BA/BCOM/BSC/BBA/BBA(CA)**  
**Subject: PHYSICAL EDUCATION AND SPORTS**  
**(2 CREDITS)**

Physical Education, Sports and Games are an integral part of the educational system.

**Course Learning Outcomes:**

At the end of the Course the learners will be able to:

- Recognize correct and healthy lifestyle habits among learners.
- Recognize the need for physical and mental efficiency in order to overcome fatigue that may occur in daily life.
- Demonstrate the need to improve flexibility and concentration
- Demonstrate alternative ways to boost the immune system through practice of yoga, pranayama and meditation.
- Identify opportunities for leisure time activities and life time sports among learners.
- Relate and develop a positive attitude towards physical fitness and sports that would improve physical, mental, social, emotional and spiritual health.
- Recognize the need for an optimum and wholesome development among learners

The Courses consist of following points

**Semester – I & II**

Sr. No	Course Content	Credits	Hours
1	Credit 1- Physical Fitness and Games	1	30
2	Credit 2-Yoga or Self Defence	1	30

**Credit 1 (30 hours)**

*Ekta Jadhav*  
**Ekta Jadhav**  
**Director of Physical Education**  
**(Course Instructor)**



**Course Coordinator**



## PHYSICAL FITNESS AND GAMES

### A. Physical Fitness Exercise (Without Equipment)

Leg Exercise	Hand Exercise	Core Exercise	Endurance / Jumping Exercise
Squats	Modified / Wall Push-ups	Bend Knee- Sits ups	Brisk Walk (10mins/ 15mins/20 mins)
Lunges	Triceps Dips	Leg Raises	Running Exercise
Wide Squat (Sumo Squats)	Maintain push-up position, Plank with Spinal Rotation	Alternate leg up and Down, Back Sit ups	Both leg, Alternate jump, one leg jump, Duck walk
Reverse Lunge	Side Plank	Bicycle Crunch	Skipping/ Sprints 50mt
Leg raises- Forward, Sideward, Backward, Diagonal	Maintain Decline push-up position,	Side to side twisting of bend leg	Step Exercises (Both leg, alternate leg, up-up-down-down jump)
Cone Drills- Zig-zag Run/ jumps	Inchworm- walk on hand	Forearm Plank	Continues Running (10min/15mins/ 20 min)

### B. Physical Fitness Exercise with Equipment – (Medicine ball exercise, Dumble Exercise (use of water bottle of 1litre or more) other home equipment's)

### C. Games

Athletics, Basketball, Kho-Kho, Kabaddi, Volleyball, Handball, Table Tennis, Badminton.

### D. Recreational Games

Ten passes, Gol kho-kho /Standing kho-kho, Chain Tag, Cone games, Ball games like overhead pass, underhand pass, side pass, Leg cricket, Box Cricket, ice-water, Dodgeball, Throw ball

### E. Theory

1. Concept, definition and Goal (physical, mental & social) of Physical Education.
2. The importance of physical education in day to day life.
3. Aims and Objectives of physical education
4. Health and Health Education (Dimension, Benefits of H.E)
5. Concept of Physical Activity and its importance.
6. Concept of Physical fitness and its components- HRPF and SRPF components
7. Lifestyle Habits
8. Diet and Nutrition
9. Concept of Yoga, Pranayama and Meditation: Benefits in life. (Stress Management)

### F. Exam- Physical Fitness Evaluation Exam is Compulsory for all.

*Ekta Jadhar*  
Director of Phy. Education  
Course Coordinator



## YOGA & SELF-DEFENCE

### A. YOGA

#### 1. Suryanamaskar

#### 2. Yogasanas

Standing Asanas	Sitting Asanas	Lying Asanas (Supine Position)	Lying Asanas (Prone Position)
Tadasana, Vrikshasana	Sukhasana, Padmasana, (Parvatasana)	Ardha Halasana (Both leg / one leg)	Half Bhujangasana
Ardha Chakrasana	Paschimottanasana, Janu Sirsasana	Halasana (Plough pose)	Full Bhujangasana
Uttanpadasana, Utkatasana	Gomukasana Baddha Konasana	Setubandhasana (Bridge pose)	Dhanurasana
Trikonasana (All Types)	Vajrasana, Shashankasana	Pawanmuktasana (One leg/ both leg)	Adho Mukha Svanasana
Virabhadrasana, Utthita Parsvakonasana	Ardha Ustrasana, Purna Ushrasana	Viparit karni, Sarvangasana	Shalabhasana (One leg/ both leg)
Ardha Chandrasana	Ardha Matsyendrasana	Shavasana	Makrasana

#### • Pranayama, Kriya and Meditation

Pranayama	Kriya	Meditation
Anuloma Viloma Pranayama	Kapalbhati	Tratak technique
Bhramari Pranayama		Yoga Nidra

### B. SELF DEFENCE

**BASIC:** To develop reflexes and reaction time:

1) Punch 2) Block 3) Kicking 4) Chong Jong

PUNCH	BLOCK	KICKING	CHONG JONG
Munlong Jireugi (mid section punch)	Arae Marki (down block)	Yop Chagi (side kick)	Self Defence
Olgul Jireugi (high section punch)	Han sobbalmumtong Marki (one hand blade inner)	Ap Chagi (front kick)	
Arae Jireugi (low section punch)	Olyol Marki (upward block)	Dolyo Chagi (round kick)	
	Mumtong Marki (one hand inside)		

*Ektā Jadhar*  
Director of Phy. Edu.  
Course Coordinator





**Reference Books:**

- Bucher, C. A., & Wuest, D. A. (2010). Foundation of Physical Education, Exercise Science and Sports. Tata McGraw Hill Education Private Limited. New Delhi.
- Fahey, T., Insel, P., & Roth, W. (1997). Fit & Well. Mayfield, U.S.A,
- Hayward, V. (2006). Advanced Fitness Assessment and exercise prescription. Human Kinetics, USA.
- Kansal, D. K. (2008). Textbook of Applied Measurement Evaluation & Sports Selection. Sports and Spiritual Science Publication, New Delhi.
- Rahl, R. V. (2010). Physical Activity and Health Guidelines. Human Kinetics. USA
- Hoeger, W.W. K., & Hoeger, S.A. (2007). Fitness and Wellness. Thomas learning. Wadsworth.

**Yoga**

- Iyengar, B.K. (2008). Light on Yoga. Orient Longman Pvt. Ltd. Mumbai.
- Iyengar, B.K. (2008). Light on Astanga Yoga. Alchemy Publishers. New Delhi
- Gharote, M. L. (2013). Guidelines for Yogic Practices. The Lonavla Yoga Institute

**Self-Defence**

- Taekwondo- Author: Kim Un-Yong World Taekwondo Federation
- Swayyamsidha Self Defence- Taekwondo-Do By-Taekwondo Association of Maharashtra

*Ekta Jadhav*  
Ekta Jadhav  
Director of Phy. Edu.



Course Coordinator



## Evaluation Methodology

### Evaluation (Health Related Physical Fitness)

Sr. No	Components	Test	Marks
1	Cardio Vascular Endurance	12 min run/ Step up test	5
2	Muscular Strength	Sit ups/ Push-ups	5
3	Body Mass Index (BMI)	Height, Weight	-
4	Theory paper	Assignment / Written test / MCQ on Google form/ Any other suitable method	10
5	Attendance		5
	Total		25

### Evaluation (Yoga Practical or Taekwondo Practical)

TAEKWONDO EXAMS	
Punch-	5 marks
Block-	5 marks
Kicking-	5 marks
Chong Jong-	5 marks
Attendance -	5 marks
Total - 25 marks	

YOGA EXAM	
Student should perform any 8 Asanas and 2 Pranayama techniques- each for 2 marks.	20 Marks
Attendance -	5 marks
Total - 25 marks	

### Rules and Regulations:

- The learners from all streams have to appear for an above examination at the FY Level.
- In order to gain two credits, a learner has to attain minimum 40% in each credit and aggregate 40% in each course.
- Learners who have fail to attain the same or those who remain absent during the entire course or those who have not completed any task will complete the same during the IV Semester.
- Learners will not be considered eligible for promotion to the V Semester without completing the Course (i.e. PHYSICAL EDUCATION AND SPORTS).
- In case of a learner is medically unfit, she would be exempted, however, she has to reappear present for the Class and will have to appear for a theory paper and viva/oral examination.
- Differently-abled learners will be exempted from the course PHYSICAL EDUCATION AND SPORTS on the production of a Certificate issued by Civil Surgeon of respective District Civil Hospital. The student shall have to submit her medical certificate at the time of admission.

**Important Note:** Learners will not be provided exemption from the course for any temporary illness. If she misses any assessment / task, she will be given opportunity in the ensuing semester.

*E. K. T. Jadhav*  
Director of Physical Education  
Course Coordinator



### CRITERIA OF PASSING

	Topic	Credit	Max Marks	Minimum Passing %	Max. Marks	Minimum Passing %
1	Physical Fitness and Games	1	25	40%	50	40%
2	Yoga or Self Defence	1	25	40%		


The students would be awarded a grade for having successfully appeared and passed the Course in physical Education.

**GRADES:** (Marks out of 50)

**GRADING:** Grading for course will be done separately as follows:

O	A	B	C	F	AB	Ex
43-50	35-42	27-34	20-26	Less than 20	Absent	Exempted

If the student does not complete the necessary required of 20 marks, the student will marked as Yet to Clear.

  
Ekta Jadhav  
Director of Physical Edu.



Course Coordinator

**Savitribai Phule Pune University, Pune**  
**For All faculties**

**2 credit Compulsory course for all the First Year students in All  
Faculties**

**Democracy, Election and Governance**

**Objectives:**

1. To introduce the students meaning of democracy and the role of the governance
2. To help them understand the various approaches to the study of democracy and governance

**Module 1 Democracy- Foundation and Dimensions**

- a. Constitution of India
- b. Evolution of Democracy- Different Models
- c. Dimensions of Democracy- Social, Economic, and Political

**Module 2 Decentralization**

- a. Indian tradition of decentralization
- b. History of panchayat Raj institution in the post independence period
- c. 73<sup>rd</sup> and 74<sup>th</sup> amendments
- d. Challenges of caste, gender, class, democracy and ethnicity

**Module 3 Governance**

- a. Meaning and concepts
- b. Government and governance
- c. Inclusion and exclusion

**References:**

1. Banerjee-Dube, I. (2014). *A history of modern India*. Cambridge University Press.
2. Basu, D. D. (1982). *Introduction to the Constitution of India*. Prentice Hall of India.
3. Bhargava, R. (2008). *Political theory: An introduction*. Pearson Education India.



- मराठी संदर्भ ग्रंथ:

१. राही श्रुती गणेश., आवटे श्रीरंजन, (२०१९), 'आपलं आयकार्ड', सुहास पळशीकर द युनिक अकॅडमी पब्लिकेशन प्रा. लि.,.
२. व्होरा राजेंद्र., पळशीकर, सुहास. (२०१४). भारतीय लोकशाही अर्थ आणि व्यवहार. पुणे : डायमंड प्रकाशन.
३. सुमंत, यशवंत. (२०१८). प्रा. यशवंत सुमंत यांची तीन भाषणे. पुणे : युनिक अकॅडमी पब्लिकेशन्स प्रा. लि
४. भोळे. भा. ल. (२०१५). भारतीय गणराज्याचे शासन आणि राजकारण. नागपूर: पिंपळापुरे बुक प्रकाशन
५. कसबे. रावसाहेब. (२०१०) डॉ. आंबेडकर आणि भारतीय राज्यघटना. पुणे: सुगावा प्रकाशन

Вусяна

Course Coordinator





**SUBJECT: Personality and Soft Skills Development**  
**TITLE: Personality and Soft Skills Development**

<b>Semester: III</b>	<b>Credits: 2</b>	<b>Subject Code: ACS22001</b>	<b>Lectures: 30</b>
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**Course Outcomes:**

At the end of this course, the learner will be able to:

- State the significance of understanding, working on the "Self" and Increase awareness by exploring their balance of life, priorities and their intended goals.
- Recognize how team building is nurtured and express how happiness is related to a life of fulfillment.
- Recognize the manner in which we can build a positive attitude and describe various aspects of being a good listener.
- Explain and identify how to carry their personality in the corporate world with competency.

**Unit 1:Self-Management**

**7.5  
Hours**

- Self-Awareness-Introspection  
Concept, Skills, advantages and disadvantages
- Self-Assessment- SWOC Analysis  
Concept, Types, advantages and disadvantages
- Self-Development  
Concept, Scope, Process
- Time Management  
Concept, Importance and Techniques

Self Management: <https://www.youtube.com/watch?v=XtU7ekJRHRg>

Self Awareness: <https://www.youtube.com/watch?v=o4d8UNDeKuE>

<https://www.youtube.com/watch?v=uyQIx2p7Qe8>

<https://www.youtube.com/watch?v=tGdsOXZpyWE>

Time Management: <https://www.youtube.com/watch?v=XltR4CtpgK0>

<https://www.youtube.com/watch?v=JPnJ84h3nle>

Additional video: [https://www.youtube.com/watch?v=op\\_jwGT6Bvc](https://www.youtube.com/watch?v=op_jwGT6Bvc) - Time management tips for students and working - 13.11 min

One Quiz – 30 min





## Unit 2: Corporate Etiquettes

7.5  
Hours

- Business Etiquette
- Online Meeting Etiquette
- Social Media Etiquette
- Dressing Etiquette
- Email Etiquette
- Telephone Etiquette

<https://youtu.be/tRwNHtQpJGg> - Business Etiquette 20 minutes Video

<https://www.youtube.com/watch?v=NqlfZOPMqjA> - 32 minutes Video  
Additional video

[https://www.ted.com/talks/crystal\\_abidin\\_on\\_internet\\_culture\\_and\\_social\\_media](https://www.ted.com/talks/crystal_abidin_on_internet_culture_and_social_media)  
- 17 minutes.

One Quiz – 30 minutes

## Unit 3: Developing Positive Personality Traits

7.5  
Hours

Attitude, Components of Attitude, Functions of Attitude, Factors that determine Attitude, Positive Attitude, Benefits of Positive Attitude, Negative Attitude, Causes and Consequences of Negative Attitude, Steps to build Positive Attitude

### Personality Formation

Listening Skills, Listening Vs. Hearing, Types, of listening, Importance of listening, Advantages of listening, verbal and non-verbal signs of active listening, Barriers to Listening, Guidelines for effective listening.

Attitude for success by Shiv Khera <https://www.youtube.com/watch?v=d2-YvET2LGs> 7.37 minutes

Change your Attitude <https://www.youtube.com/watch?v=O5BnO1VbDbk> 8 minutes

Attitude is everything <https://www.youtube.com/watch?v=qk1Bj58N6Pc> 15 minutes

Fixing 10 shades of negative attitude by Sister Shivani  
[https://www.youtube.com/watch?v=GJYJ\\_F-ISfw](https://www.youtube.com/watch?v=GJYJ_F-ISfw) 30 minutes

The power of Listening <https://youtu.be/saXfavo1OQo> 16 minutes

How to improve Listening Skills <https://youtu.be/Y9LBUfINzU0> 49 minutes

**Unit 4: Team Building and Happiness**

**7.5  
Hours**

**TEAM BUILDING:**

- Concept of Team Building
- Process of Team Building
- Benefits of Team Building
- Essentials of Effective Teams

**HAPPINESS:**

- Nature of Happiness
- Physiological Changes related to Happiness
- Correlates of Happiness
- Spread of Happiness

**Video Links**

- 1) Video on Leadership in Team Building  
[https://www.youtube.com/watch?v=BTWWq\\_1wJWE](https://www.youtube.com/watch?v=BTWWq_1wJWE)
- 2) Simon Sinek on Trusting Teams  
<https://www.youtube.com/watch?v=W5qQJhe7sLE>
- 3) Simon Sinek on How to make your life a success  
<https://www.youtube.com/watch?v=K6lFaXghzK0>
- 4) Ted Talk On Happiness  
<https://www.youtube.com/watch?v=9DtcSCFwDdw>

**Additional Videos**

32 minutes

Team Building Activities <https://youtu.be/jn9JL2L1Ung>

TEDxKlangenfurt talk on Why we're Unhappy-the Expectation Gap by Nat Ware

<https://youtu.be/9KiUq8i9pbE>

What happiness is? Hedonic or Eudaimonic? <https://youtu.be/PdRE6-mJrYY>

**Recommended Text Books:**

1. Santosh Sharma, Personality Development , Thakur Publication, 2016



*Alka*  
Alka B. Kalhapure

**Course Coordinator**

**Reference Books:**

2. Peter Drucker, Managing Oneself by, Harvard Business Review Press; First edition (7 January 2008)
3. Stephen Covey, Seven Habits of Highly Effective People, Simon & Schuster; 12th edition (1 January 2019)
4. Dada J.P. Vaswani, Management Moment by Moment, Sterling Paperbacks, New Delhi, 2008
5. Anjani Sethi and Bhavna Adhikari, Business Communication, McGraw Hill Education (13 July 2009)
6. Deutsche Bank - Training Manual on Etiquette
7. Santosh Sharma, Personality Development, Thakur Publication, 2016
8. Dada J.P. Vaswani, It's all a matter of Attitude Gita Publishing House, Second Edition
9. C B Gupta, Management Theory and Practices-Sultan Chand and Sons, 2014
10. Manage your mind - Gillian Butler, Nick Grey and Tony Hope, Oxford University Press 2018 edition
11. Alka Wadkar, Life Skills for Success. Sage Publication 2016.



*Alka*  
Alka B. Kalhapure  
Course Coordinator





**Sanctuary  
Value Based Education**

**Semester –IV Credits - 2**

**Subject Code:  
VBE42101**

**Lectures: 30**

**Course learning outcomes:**

At the end of this course, learners will be able to:

- Understand the role of values in their lives, personal behavior and social interactions.
- Demonstrate traits as proactive citizens and empathetic human beings.
- Develop a sense of diversity and co-existence.

**Course Content:**

**Unit 1: Character building through Values**

**9**

- Moral values illustrated through the lives of the great heroes of humanity such as Discipline, Honesty and integrity, Ethical code of conduct, Compassion, Forgiveness, Service, Respect, Humility, Gratitude, Simplicity, Faith

**Unit 2: Inculcating Social Citizenship**

**9**

- Awareness of Human Rights
- Awareness of Environmental Issues

**Unit 3: Reverence for all religions and all forms of life**

**6**

- Lives of Saints of all religions
- Vegetarianism and love for all animals

**Unit 4: Life Skills**

**6**

- Self awareness, Meditation, Yoga, Stress Management. Anger Management, Decision making, Interpersonal relationships, cultivating positive thinking

**Recommended Books:**

- Vaswani J. P., 2002. Sadhu Vaswani, *His Life and Teachings*.
- Vaswani J.P., 2000, *Snacks for the Soul*
- Vaswani J.P., 2000, *More Snacks for the Soul*
- Krishna Kumari, 1998, *Life and Message of Dada J. P. Vaswani*
- T. L. Vaswani, 1971, *Awakeners of Humanity*
- East & West Series, monthly journal published by Sadhu Vaswani Mission

1 of 1

Board of Studies	Name	Signature
Chairperson	Dr. Vaishali Joshi	

**Course Coordinator**





St. Mira's College for Girls, Pune  
All S.Y Streams (2021-2024)

Board of Studies	Name	Signature	
Chairperson	Dr. Vaishali Joshi		
Member of Management Board	Dr. G. H. Gidwani		
Faculty	Dr. Meenakshi Wagh		MSWagh
Faculty	Mrs. Veena Kenchi		
Faculty	Dr. Manisha Pimpalkharer		
Faculty	Mrs. Alka Kalhanpure		
Faculty	Mrs. Abhradita Nhavi		

2 of 1

Board of Studies	Name	Signature
Chairperson	Dr. Vaishali Joshi	

Course Coordinator