



SADHU VASWANI MISSION'S
St. Mira's College For Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)
Reaccredited by NAAC- A Grade, cycle 3
[ARTS, COMMERCE, SCIENCE, BSc(Computer Science), BBA, BBA(CA)]
6, Koregaon Road, Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: office@stmiracollegepune.edu.in

1.3.2 Number of Value added courses for imparting transferable and life skills offered during the year ----18

2019-20

File Description- DVV

- List of Value Added Courses offered
- Syllabus along with Course outcome



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St. Miras College for Girls, Pune (Autonomous-Affiliated to Savitribai Phule Pune University)

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years
 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above

Year 3 - 2019-20						
more contact hours) offered	Course Code (if any)	Year of of	offered	course	students	Students
Civil Commando Training	MCR/CC(19)052	2019	3	30 hours	84	72
Certificate Course in School Counselling	MCR/SC(19)047	2019	1	60 hours	40	39
Mathematics & Statistics For Economic Analysis	MCR/MS(19)053	2019	1	30 hours	32	30
Foundations of Kathak	MCR/KD(19)027	2019	1	30 hours	17	11
Basic Spanish (Level 1)	MCR/SB(19)004	2019	1	30 hours	37	26
Japanese Language Beginners	MCR/JP(19)049	2019	1	30 hours	20	20
Spoken English	MCR/SE(19)007	2019	1	30 hours	87	36
Social Well Being	MCR/FS(19)050	2019	1	30 hours	23	12
Basic German Language	MCR/GB(19)046	2019	1	30 hours	32	31
Quantitative Aptitude	MCR/Q(19)015	2019	1	30 hours	21	14
Adventurous Sports/Activity	MCR/AS(19)032	2019	1	30 hours	43	40
Inclusion	MCR/DA(19)025	2019	1	30 hours	52	43
Yoga (PG students)	SPPU	2019	1	60 hours	195	195
Cyber security (PG students)	SPPU	2019	1	60 hours	195	195
Human Rights (PG students)	SPPU	2019	1	30 hours	195	195
PG Diploma in Dance Movement Therapy	MCR/DMT(18)042	2019	1	400 hours	16	16
ertificate Course in Mindfulness Based Counselin	MCR/ML(18)041	2019	2	420 hours	18	18
Latex, Scilab. English	SYLLABUS(MSC)	2019	1	60 hours	24	24




Principal incharge
 St. Mira's College for Girls, Pune.



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 stamp 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 paper sprey for self defense.
11	Disaster Management-: Importance of Disaster Management. Information about fire fighting, Electrical Safety,
12	Water Disaster Management, Types of Knots, emergency stature,
13	Lifting Methods, Bomb Threat Action Plan.
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)

(Dimple Bache)
Coordinator

Course Coordinator





SYLLABUS



Certificate Program: School Counselling

Module	Title	Details	Duration (Hours)	Marks Allocated	Assignment Type
	Contact Program 1	Course Orientation & MINDSET FOR INCLUSION - Fundamentals & Terminologies	5	-	Not Applicable
1	Inclusive Education	<ul style="list-style-type: none"> > Inclusive Education: Concepts & terminology > Understanding the difference between Inclusion & Intregation Social Inclusion & its impact on Classroom Environments > Models of Inclusion (Medical Model / Social Model / Charity Model) > Preview of Indian and International Laws concerning SEN and Inclusive Education. > 'Whole School Approach' 	5	10	MCQ
2	Identification of Special Education Needs	<ul style="list-style-type: none"> > Understanding Children and their Developmental Needs in context of schooling > Understanding of High Incidence Disabilities and Disorders (SpLD , ASD , ADHD , Emotional & Behaviour Disorders) > Educational facilities and provisions for students with Special Education Needs- Global and National scenario 	15	20	(10) + Application (10)
	Contact Program 2	Identification of Special Education Needs : Process (Referrals & Observations) & Tools (Screeners)	5	15	Group Assignment (Submission due online 10 days after the contact program)

Albedis
 Ms Shamin Albedis
 Course Coordinator

 Course Coordinator



3	Professional Counselling in the Schools	<ul style="list-style-type: none"> > Role of School Counsellor > Dynamics of Team approach to SEND and Inclusive Education- Teachers, Parents, Resource Room personnel, School administrators > Referral Process, Documentation, Communication > Classroom Observations, Screening & Record keeping > Psychoeducational Assessment - Need , Pre & Post Process > Conducting Group Counselling Sessions (Life Skills and Guidance Sessions) > Counselling for Emergency/Trauma Situations, social problems 	20	20	2 (10) + Application (10)
	Contact Program 3	Counselling Skills (Foundation) - Special Focus on Group Counselling Situations (LSGC)	5	15	Group Assignment (Submission due online 10 days after the contact program)
	Case Study Assignment		1.5	15	Option to give the suggested solution for 1 out of 3 given situations in school environments
	Reflective Essay on Role of School Counselor		1.5	15	
	Summative Evaluation		2	50	15 Direct + 35 Application Based Questions
	TOTAL		60	160	

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 205-206 Midas Chamber, off New Link road, Andheri (W), Mumbai 400053, India.
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 www.drishtionline.com

Hebah
Ms. Shamin Pabek
Course coordinator

Course Coordinator



Credit Course
Mathematics & Statistics for Economic Analysis

No of Credits: 02	Course Code:	No. of Hours: 30
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Objectives
<ul style="list-style-type: none"> To familiarize the students with a basic understanding of Mathematics and Statistics. To equip the students with the ability to apply these mathematical and statistical tools to Economic Analysis.

Unit 1: Statistical Tools for Economic Analysis	15
<ul style="list-style-type: none"> 1.1 Measures of Central Tendency; Measures of Dispersion. 1.2 Standard Deviation. 1.3 Uni-variate and Bi-variate frequency distribution and Correlation 1.4 Regression Analysis (Linear Regression) 1.5 Random Variables- discrete and continuous 1.6 Probability and Probability Distribution 	

Unit 2: Mathematical Tools for Economic Analysis	15
<ul style="list-style-type: none"> 2.1 Matrix Algebra 2.2 Differentiation and its application in Economic Theory 2.3 Maxima and Minima – Economic Applications 2.4 Integration and its Application in Economics 2.5 Time Series 	

Reference Books:
<ol style="list-style-type: none"> 1) Agarwal, B.L. (latest ed): “ Basic Statistics”, Wiley Eastern Ltd, N. Delhi. 2) Ayres, Frank Jr (latest ed): “Calculus”, McGraw Hill Book Co, Singapore & London. 3) Gupta, S.C. (2009):“Fundamentals of Statistics” Himalaya Publishing House, Mumbai. 4) Lipschutz, Seymour (latest ed): “Theory and Problems of Probability”, McGraw Hill Book Co, Singapore and London. 5) Sampat Mukherjee and Lalima Mukherjee (2013):‘Statistics for Economics’, New Central Book Agency (P) Ltd, Kolkata.

Board of Studies

HEAD	DR. SONIYA CHAVAN	<i>S.G. Chavan</i>
COURSE COORDINATOR	DR SHALINI IYER	<i>Shalini Iyer</i>
SUBJECT TEACHER	DR ARWAH MADAN	<i>Arwah Madan</i>
SUBJECT EXPERT	DR. MANISHA PIMPALKHARE	<i>Manisha Pimpalkhare</i>
SUBJECT EXPERT	DR MEENAL SUMANT	<i>Meenal Sumant</i>
SUBJECT EXPERT	MRS. GITIKA BHATI	<i>Gitika Bhati</i>

Course Coordinator



Foundations of Kathak

Subject Code:

Lectures: 30

Credits: 2

Objectives and Learning outcomes

Objectives

- To create awareness of Classical Art Forms and to know basic Traditions of our Indian Culture through medium of Dance.
- To familiarize students along with theoretical, historical knowledge of the Dance Form.
- To equip students with basic techniques and artistic detailing of the art form

Learning Outcomes

- Students will have a sound theoretical foundation of the dance form, namely Kathak
- Students will be able to understand and use the basic Taal
- Students will have a sound base for performance and presentation

1: Introduction

03

- Basic information about Kathak Dance Form
- Its origin and history

2: Taal and its relevance for Kathak

10

- Basics of Taal Teental
- Recitation and showing Theka, Tali, Kaal of the Taal
- Footwork of Single, Dugun, Chaugun

3: Main features of Kathak

10

- Spins (chakkars),
- Footwork (tatkar),
- Todas

4: Practical Forms of Kathak

07

- Semi classical forms
Sargam
Tarana
- Abhinay in form of Bhajan, Geet.

Mrs. Rasika Kulkarni
Course Instructor

Ushali
Dr. Vaishali Joshi
Course Coordinator
Course Coordinator

Shalini Iyer
Dr. Shalini Iyer
Vice-Principal



BASIC SPANISH – LEVEL 1

No. of Credits: 2

No. of hours: 30

Objectives:

- To enable the students to read and understand the basics of Spanish.
- To equip them with the proficiency required for minimal communication in Spanish (especially if one is to travel to a Spanish-speaking country as a tourist)
- To introduce the students to the geography and culture of Spain and Latin America.
- To give the students a basic understanding of the phonetics of the language which will help them understand the pronunciations and speech patterns of native speakers.

Unit 1:

6

- 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:

6

- 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:

6

- Locate objects.

[Signature]
 Course Coordinator



<ul style="list-style-type: none">- Describe places (houses)- Determinate articles- Present indicative of verbs like <i>estar, tener, poner</i>.- Prepositions of place	
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Unit 4:	6
<ul style="list-style-type: none">- 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- <i>Hay/Está(n)</i>- Present indicative form of <i>ir, dar, venir, seguir, and cerrar</i> with more examples.	

Unit 5:	6
<ul style="list-style-type: none">- 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: <i>gustar</i>- Present indicative form of <i>querer, poder, hacer</i>.	

Reference Books:	
<ol style="list-style-type: none">1. <i>Nuevo Ven 1 – Libro del Alumno</i>2. <i>Nuevo Ven 1 – Libro de Ejercicios</i>3. <i>Aula Internacional 1</i>4. <i>Chicos Chicas</i>	


Course Coordinator

To,
Principal
St. Mira's College

I am Mayuri Joshi, Japanese language trainer. Would like to conduct credit courses at our college.

Below mentioned is a course content, methodology, and reference material for the said course.

Japanese Language Beginners

Course content

Date	Hours	Class Plan
03/08/2019	3	Introduction of Japan and Language, Numbers, Greetings, Quiz
04/08/2019	3	Worlds , phrases, situational grammar, games and role plays
10/08/2019	3	New Numbers, Greetings, & phrases, vocabulary with Games
11/08/2019	3	Revision through games , (Chat room)
17/08/2019	3	Begin Japanalogy
18/08/2019	3	New Numbers, Greetings, & phrases, vocabulary with Games
24/08/2019	3	Worlds , phrases, situational grammar, games and role plays
25/08/2019	3	Introduction of culture and Business etiquettes.
31/08/2019	3	Revision through games , (Chat room)
01/09/2019	3	Video/Movie and (Chat room)
Total Hours	30	

Japanese language teaching methodology by Japan foundation.

PCPP

Presentation – Introduction of a topic

Comprehension – Understanding concept by examples.

Practice – Practicing the learnt topics through games.

Production – Actual output of learnt topic.

Reference material

MLC material – Script

Marugoto A1 – Grammar

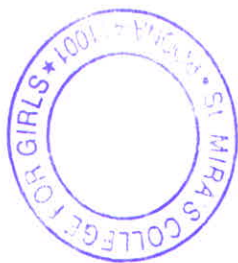
Thank you,
Mayuri Joshi

Manjita Kulkarni
Corse Coordinator

Course Coordinator

*This is a re-printed copy
post internal audit correction
hence course instructor sign
on next sheet.*





To,
Principal
St. Mira's College

I am Mayuri Joshi, Japanese language trainer. Would like to conduct credit courses at our college.

Below mentioned is a course content, methodology, and reference material for the said course.

Course content

Date	Hours	Class Plan
03/08/2019	3	Introduction of Japan and Language, Numbers, Greetings, Quiz
04/08/2019	3	Worlds , phrases, situational grammar, Hiragana script games and role plays
10/08/2019	3	New Numbers, Greetings, & phrases, Hiragana script , vocabulary with Games
11/08/2019	3	Hiragana script , Revision through games , (Chat room)
17/08/2019	3	Begin Japanalogy, Hiragana script
18/08/2019	3	New Numbers, Greetings, & phrases, vocabulary with Games
24/08/2019	3	Worlds , phrases, situational grammar, Hiragana script
25/08/2019	3	Introduction of culture and Business etiquettes.
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Reference material

MLC material – Script

Marugoto A1 – Grammar

Mayuri Joshi
Thank you,
Mayuri Joshi

NSK
Course Coordinator

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.



Name of the Instructor

J.S. Saravale

Understanding the Connections between Self and Social Wellbeing

Subject Code:	Lectures: 30	Credits:2
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Objectives and Learning outcomes

Objectives

- To equip students to understand the connections of interpersonal relationship in their day-to-day life.
- To enable students to identify conflict areas.
- To provide the social-economical-cultural understandings of their everyday reality in order to make and be part of a better society by becoming an influential individual.
- To provide the platform and safety net strategies for the students dealing with love life.

Learning Outcomes

- Students will be able to cope up with conflicts in an effective manner.
- Students will be able to lead their life in a way to escape the distractions in emotional as well as physical level.

1: Introduction	03
<ul style="list-style-type: none">• Conceptualizing self within society.• Integrating the sense of interconnections-sociological imagination.	

2: Me, You and Us Dynamics	10
<ul style="list-style-type: none">• Role of Social Institutions in developing the 'self-Identity'.• Focusing on 'Me' to become part of 'Us' as a nurturing society.• Tools of wellbeing.	

J.P. Jaganmala
Course

3: Exclusively on Falling inLove...	10
<ul style="list-style-type: none"> • Buddhist concept of unconditional love. • Practicalities of Love, marriage and emerging concept of Live-in-Relationships. • Balancing the conceptual love and overall wellbeing. 	
4: Mirror The Images	07
<ul style="list-style-type: none"> • Self-reflection-Practical sessions. • Insights from personal experiences and connections to the concept of 'Oneness'. 	

Other Details -

- The course will be conducted Twice a week in the Sanctuary
- Course Co-ordinator – Dr. Vaishali Joshi (Department of Sociology)
- Course Instructor – Dr. Vaishali Vilas Sonavane.
- Remuneration to the Instructor – Rs. 100/- per student per session
- Fees of the course – Rs. 3000/-

Vonavane

J.S. Jafarabale
Course Coordinator

What we aim to deliver from this course-

This is an effort to enable students to understand the concept of 'self' as emerging connection in development of individual self within social environment. Further providing them platform to share life experiences in order to accumulate strength at the same time peel of the troubled emotions in a secured space. Understanding the connections of Love-Unconditional, Love-Oneness of the Buddhist philosophy to equip them to grow as an independent capable person to influence the world around. Practical sessions will be penetrating, class learnings into real life. In addition, from real life to making it into their experiential knowledge journey.

How we are going to achieve this-

There will be extensive use of pointers- storyline-case studies-Pictures- movie clippings etc.along with the formal lecture to initiate the atmosphere, to open up for the self-learning process of the student.

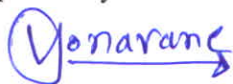
Reading list for before class and after class will be available for students.

After each class, there will be feedback session.

There will be sense of oneness at the time of teaching venture itself.

Maximum focus will be to learn things experientially. Then there will be practical and written tastes to rate the success of the course through the performance of the student.

Proposed By:



Dr. Vaishali V. Sonavane
vvsnavane@gmail.com
09405896795



St. Mira's College for Girls, Pune

Proposed syllabus for German Language Credit Course

*Considering 1 session is of 2 hours. (15 Sessions = 30 hours)

Session 1:

Introduction to the language. Alphabets and pronunciation. Different times of the day. Greetings according to the times of the day.

Activity: Listening to ABCD rap and revising greetings in German to create comfort with this foreign language.

Session 2:

Learning to introduce oneself in German. (Name, Surname, Country, City, Languages). Numbers 0-20.

Activity: learning to write and read these questions. Initiating the process of sentence formation through this activity. Structure of the sentence. Memorizing and using these question answers in small dialogues with partners. Listening to number rap.

Session 3:

Numbers 21-100. Further introduction

(Age, Phone number). Writing and speaking e-mail address. Revising the whole introduction.

Activity: Giving whole introduction in German. Telephone number audio exercises.

Session 4:

Personal pronouns. Regular verb conjugations. Conjugation of to be and to have. Sentence and question construction.

Activity: Practicing conjugations / writing sentences using the verbs and words learnt so far in small groups.

Session 5:

Seasons, Weekdays, Months. Definite Articles with nouns

Activity: Solving exercises. Listening to audios.

Session 6:

Yes/ No questions. Irregular verbs conjugations.

Activity: Practicing and solving exercises.

Session 7: Writing and saying birthdate.

Countries and Languages. Vocabulary related to Birthday.

Miruhar
Maivcha Pimpalkhan
Course Coordinator

Course Coordinator

Activity: Learning and listening to happy birthday song. Searching for vocabulary.

Session 8:

Hobbies. Different types of hobbies. Indefinite and negative articles.

Activity: Solving grammatical exercises.

Session 9:

Different professions. Writing and saying your professions. Different places in cities and vehicles.

Activity: Mimicry game. Writing a small paragraph about your profession.

Session 10:

Possessive articles. Modal verbs in German.

Activity: Solving grammatical exercises.

Session 11:

Family Tree. Official and unofficial timings in German.

Activity: Timings audio exercises.

Session 12:

Accusative case. Definite, indefinite, possessive articles in accusative case.

Activity: Grammar exercises.

Session 13:

Food and drinks vocabulary. Different meals of day.

Listening Test

Dictation (10 marks)

Listening exercise (10 marks)

Session 14:

Viva (20 marks)

Self introduction (10 marks)

Reading (5 marks)

General questions (5 marks)

Session 15:

Written (60 marks)



Mip Khan
Maisha Pimpalkar
Course - Coordinator

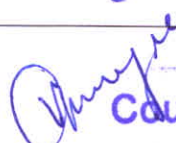
Payalpatil

Quantitative Aptitude Syllabus

2017-18

TOPICS	CONTENTS	Number of lecture required
PERCENTAGE	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. DISTRIBUTION OF QUANTITY 3. SUCCESSIVE GROWTH AND DEPRECIATION 4. COMPARISON OF THE QUANTITY 5. CONCEPT OF NET EFFECT 6. QUESTION BASED ON ABOVE CONCEPT 	4
PROFIT AND LOSS	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. RELATION BETWEEN CP AND SP 3. RELATION BETWEEN CP, MRP AND SP 4. CASES OF WEIGHT AND ARTICLES 5. RELATION BETWEEN THE SELLING OF TWO DIFFERENT ARTICLE 6. QUESTION BASED ON ABOVE CONCEPT 	3
SIMPLE INTEREST	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. CONCEPT OF RATE*TIME 3. RELATION BETWEEN AMOUNT, PRINCIPAL AND INTEREST 4. IMPACT ON CHANGE OF RATE AND TIME 5. QUESTION BASED ON ABOVE CONCEPT 	2
COMPOUND INTEREST	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. CONCEPT OF RATE*TIME 3. RELATION BETWEEN SI, CI AND CI-SI 4. IMPACT ON CHANGE OF RATE AND TIME 5. QUESTION BASED ON SCHEME 6. QUESTION BASED ON ABOVE CONCEPT 	2
TIME AND WORK	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. LAW OF WORK 3. CASES OF MEN AND WOMEN 4. HOMOGENEOUS MAN POWER 5. QUESTION BASED ON ABOVE CONCEPT 	3
PIPES AND CISTERN	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. CONCEPT OF FILLING PIPES, EMPTY PIPE, TANK AND LEAKAGE 3. QUESTION BASED ON ABOVE CONCEPT 	1
SPEED TIME AND DISTANCE	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. DISTANCE COVERED IS SAME 3. RELATION BETWEEN SPEED AND TIME 4. AVERAGE SPEED 5. QUESTION BASED ON ABOVE CONCEPT 	2
TRAIN	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. CASE OF CROSS 3. CASE OF CAUGHT 4. CASE OF MEET 5. QUESTION BASED ON ABOVE CONCEPT 	2
BOAT AND STREAM	<ol style="list-style-type: none"> 1. BASIC CONCEPT 2. RELATION BETWEEN SPEED OF BOAT,CURRENT,DOWNSTREAM,UPSTREAM 3. BOAT TRAVEL BETWEEN TWO POINT 4. QUESTION BASED ON ABOVE CONCEPT 	1




 Course Coordinator

DATA INTERPRETATION PART-1	DI BASED ON PERCENTAGE DISTRIBUTION 1. PIE CHART 2. DOUBLE PIECHART 3. PIE CHART WITH RATIO TABLE 4. PERCENTAGE BASED TABLE	4
DATA INTERPRETATION PART-2	ADVANCED CONCEPT OF DI 1. RELATIONAL DI 2. PUZZLE STRUCTURE	4
MIXTURE AND ALLIGATION	1. BASIC CONCEPT 2. RELATION BETWEEN PRICES AND VALUES 3. CASE OF WATER 4. QUESTION BASED ON ABOVE CONCEPT	2



Course Coordinator





2019-20

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6,Koregaon Road,Pune-411001. [INDIA]
Ph./Fax: 26124846; Email: miracollege@yahoo.co.in

PU/PN/AC/015/(1962)
College Code:- 013

GIS/10AC/2019-20/32

Circular No:- ~~Credit Course/2019-20~~


Date:-20.1.2020

CIRCULAR

The College is organizing Adventure Credit Course for the students, which includes 2 full day treks, Artificial wall climbing and theory of adventure sports, equipment's and safety measures. Those who are interested enrolled their names to course coordinator Ekta Jadhav before 1stFebruary, 2020.


Ekta Jadhav
Coordinator




Dr. G.H. Gidwani
Principal

Course Coordinator

St. Mira's College for Girls, Pune
An Autonomous (Affiliated to Savitribai Phule Pune University)

Department of Physical Education
Adventure Sports | ^{Activity} Credit Course 2019-20

Report

The department of Physical Education and Sport has organised Adventure Sports Credit Course for all the students. Total 43 girls enrolled their names for the credit course out of those 40 girls completed the course successfully. The Course Instructor and the course coordinator was Ms. Ekta Jadhav (Director of Physical Education). This Credit course was of 30 hours – 2 Credits. This Credit Course was consisting of 2 treks- Sinhagad Fort Trek -15th Feb, 2020 and Rajgad Fort Trek 19th Feb, 2020, Wall Climbing on Artificial wall 29th Feb, 2020 and Lectures on introduction of various Adventurous sports activities, Highest peaks of World, India, Asia and Maharashtra, safety measures, adventure sports Equipment's. All the girls enjoyed the trekking and wall climbing activity a lot. It was amazing experience all the girls, to check their physical and mental capacity and talent. This activity exposure to nature, develops self-confidence, overcome fears, enhancement of decision-making power of all the participants. More than 95% of girls have given positive response (Rate-4 and 5) and they would like to do more advance course of adventurous Activity.



Ekta Jadhav
Director of Physical Education

Course Coordinator





2019, Certificate Course in Disability: Awareness & Inclusion
EKansh Trust and St. Mira's

	Date / day	Topics	Timing 2 hours each 2 – 4 PM	Name
1		Launch and orientation	6 JAN	Team
2		Types of Disabilities Physical Psychological	7 JAN	Anita Jaya Mira's
3		Psychological Disab Psychological Disab – Social Implications	8 JAN	Jaya Reshma / SAA
4		Early Intervention – Prevention /Detection [milestones]/ intervention	9 JAN	Ekansh Team and paediatrician
5		Early intervention – Social Perceptions & Terminology Psychological	13 JAN	Anita Jaya
6		Different aspects of dignity Simulated session	14 JAN	Ekansh
7		RPwD Accessibility – built structures Accessibility – Software	16 JAN	Anita Anita VI software expert
8		Person with HI – ISL Person with VI – Braille	20 JAN	Prashant / Shruti Rekha
9		Different Therapies available	21 JAN	Dev. Ped./ equivalent
10		Visits by PwD and parents	27 JAN	Families as per availability
11		Visits to schools, NGOs etc	29 JAN	Ekansh team
12		Visits to schools NGOs etc	30 JAN	Ekansh Tream
13		Report Writing	31 JAN	Ekansh Tream
14		Revision	11 FEB	Ekansh Tream
15		Assessments	12 FEB	Ekansh Tream

Sharmin

*Ms. Sharmin Robetia
Course Coordinator*

Course Coordinator

Health and Yoga (2 credits) – 50 marks

For this programme at least two periods per week will be assigned in the college time table. In these periods some physical exercises, games, special programmes on yoga and suryanamaskar, sports activities, lectures on physical and mental health, awareness lectures, etc will be organized for the student teachers under the guidance of the teacher educator. Student teacher should maintain a report of the activities. Marks calculated out of 50 are to be given for the same.

Yoga Education

UNIT:1 Foundations of Yoga CREDIT: 1

A. Introduction to yoga,

- Introduction to Yoga. Meaning, Definition and Characteristics
- History of Yoga The relevance of Yoga today
- Need and Importance of Yoga
- Benefits of yoga, Misconceptions of yoga, Difference between yogic practices

B. Yoga Philosophy

- Four Steps of Life: Brahmacharya (Renunciation), Garahastha (Family Life) Vanaprasthya (Non-attachment), Sanyas (Asceticism)

C. The Astanga Yoga:

Yama - Don'ts, Niyama - Do's, Asana, Pranayama - Breath Control - Life Force Control, Pratyahara - Internalization, Dharana - Meditation, Dhyana – Realization and Samadhi - Absorption

D. Yoga in the Bhagavadgita/Schools of yoga - / Eight kinds of Yoga:

1. Karma Yoga - Work or Action,
2. Hatha Yoga – Physical
3. Raja Yoga- Mental
4. Vedanta Yoga – Philosophical
5. Bhakti Yoga – Devotional,
6. Mantra Yoga - Mantra Chanting
7. Laya Yoga – Esoteric
8. Jnana Yoga – Wisdom

UNIT:2- Introduction to Asanas , Pranayama ,Meditation, Mudra, Shatkarma /kriya,bhandha CREDIT: 1

A. Introduction to Asana , Pranayama ,Meditation

Introduction to Asanas : Yoga and the Spine, Understanding the following asanas , Standing poses, Sitting Poses, Kneeling Poses, Supine Poses, Prone Poses and Arm Support Poses Surya Namaskar & Chandra Namaskar (Sun sequence)

Pranayama :

Breathing techniques : Aspects of Pranayama, The Pranickoshas (anamaya, manomaya, Pranamaya, Vijnanamaya, anandmayaKoshas), Breath health and Pranayama, general Considerations (Contraindications, time, diet, Place, Breathing sequence, Side effects)



Shalini
Course Coordinator

NadiShodhana - AnulomaViloma (alternate nostril breathing), Ujjayi, Sheetal, Sheetkari, Bhramari, Bhastrika, Kapalabhati (lung cleansing exercise), Moorchha, SuryaBhedha,

Major Nadis: Ida, Pingala and sushumna

Meditation: Pratyahar, dharna, dhyana, Samadhi & Relaxation techniques

B. Introduction to Mudra, Shatkarma /kriya, bhandha

Five Groups of Yoga Mudra :

Hasta : (hand) Jnana & Chin, Yoni, Bhairava, Haridya

Mana: (head) hambhavi, Naskagradrushti, khechari, kaki, Bhujangini, Akashi, Shanukhi, Unmani

Kaya: (postural) Vipareetakarni, Pashinee, prana, yoga, Manduki, Tadagi

Adhara : (perineal) Ashwini, Vajroli/sahajoli

Shatkarma /Kriya : Neti, dhauti, Nauli, basti, Kapalabhati Trataka

Bandha : Jalandhara (throat lock), Moola (perineum contraction), Uddiyana (abdominal contraction)

UNIT: 3- Yoga Therapy : CREDIT: 1

3.1 Need and Principles of Therapeutic yoga:

Preventive yoga Practice principles, Alignment, Contraction versus Stretching of Muscles, Yoga Therapy of asana for chronic and acute diseases and disorders

3.2 Yogic concept of Lifestyle diseases: The Five Kosha / Dimensions: Annamay, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha

3.3 Mind Management :Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

3.4 Mantra : Mantrasadhana, Vibrations and personality, Tuning the total personality with mantras

UNIT: 4 CREDIT: 1

4.1 Place of yoga in Secondary Education

4.2 Content Analysis of yoga

4.3 Relation of Yoga with education and other subjects.

4.4 Teaching methods for Yoga

a) Lecture

b) Group Discussion

c) Experiment

d) Discussion

Shalini Raj
Course Coordinator



Communication & Yoga Education

Communication (Any Three) (1 Credit)

Activity : - 1) Communication skills

- 1.1) Introducing each other.
- 1.2) Introducing Self.
- 1.3) Story of your name.
- 1.4) Word game.
- 1.5) Quick Answer
- 1.6) Story from Picture
- 1.7) Scenario expression
- 1.8) Creative fairy tell

Note: - Course in charge teacher can create activity to develop communication skills of student. Above are specimen activities.

Unit – II Yoga Education (Credit 1)

Unit A : Introduction to Yoga & Personality Development.

- 1 Introduction.
2. Learning objectives
3. Yogic concepts of personality
4. Dimensions of integrated personality
5. Yoga for integrated personality development

Unit B : Yoga and Stress Management

1. Introduction
2. Learning objectives
3. Concept of stress
4. Stress -a yogic perspective
5. Yoga as a way of life to cope with stress
6. Yogic practices for stress management
7. Cyclic meditation for stress management

Unit C : Yoga and Self Development

1. Introduction
2. Learning objectives
3. Concept and nature of self -development
4. The concept of values and value education
5. Spirituality and its role in human self-development -yamas and niyamas
6. Helping children develop values
7. Yoga and human excellence

Shalini

Course Coordinator



Savitribai Phule Pune University



Dr. V. B. Gaikwad
M.Sc., M.Phil., Ph.D.

Director,
Board of College & University Development
Ganeshkhind, Pune-411 007

Telephone : 020-25601255/25698007

Tele Fax : +91-020-25601256

Email : bcud@unipune.ac.in

Ref.BCUD/76

Dt. 18.03.2015

To,
The Principal/ Directors.
All Affiliated colleges
All Recognized institute
Savitribai Phule Pune University,
Pune

Subject: Guidelines regarding evaluation of Cyber security courses of 4 credits.

Dear Sir/Madam,

As per decision taken by the University authorised, Cyber Security courses of 4 credits has been incorporated in the syllabi of Post graduate courses. We hereby, would like to give the guidelines for the evaluation of these courses. We hereby, would like to give the guidelines for the evaluation of these courses attached herewith.

With regards,

Dr. V. B. Gaikwad
Director, BCUD

ST. MARY'S COLLEGE FOR GIRLS

Principal

Inventory No

Date

File No

To be done

8100
23/3/15

V-8(a)

Shradha

lib

Pl. give a copy to Deepika & Rajashree - k

Received.
Deepika Chadda
26/03/15.

27/03/15



Shradha

Course Coordinator

GUIDELINES FOR EVALUATION OF CYBER SECURITY COURSES OF 4 CREDITS

From the academic year 2014-15, the cyber security courses for 4 credits have been incorporated in the curriculum of Post-graduate degree programmes of Savitribai Phule Pune University.

- Cyber security courses has been divided into 4 modules namely :

Name of Modules	No. Of credit	No. Of hours	No of Marks
Module : 1 Pre-requisites in Network and Information Security	One credit	14	25
Module : 2 Security Management	One credit	13	25
Module : 3 Information and Network Security	One credit	13	25
Module:4 System and Application Security	One credit	20	25

- Evaluation comprises of the Internal Assessment of the aforesaid modules are on the basis of following components:

Name of module	Examination pattern		Marks		
Module 1	Written Examination	Objective questions, MCQs, define/answer in one sentence	7	15	
		Two descriptive questions of short answers	8		
	Hands on /Practical examination along with viva				10
				Total	25
Module 2	Written Examination	Objective questions, MCQs, define/answer in one sentence	7	15	
		Two descriptive questions of short answers	8		
	Hands on /Practical examination along with viva				10
				Total	25
Module 3	Written Examination	Objective questions, MCQs,	7	15	

Shalini eye

Course Coordinator



Introduction to Cyber Security / Information Security

Syllabus for 'Introduction to Cyber Security / Information Security' 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
1	Module 1: Pre-requisites in Information and Network Security	14	25
	Chapter 1: Overview of Networking Concepts	3	
	Chapter 2: Information Security Concepts	3	
	Chapter 3: Security Threats and Vulnerabilities	5	
	Chapter 4: Cryptography / Encryption	3	
2	Module 2: Security Management	13	25
	Chapter 1: Security Management Practices	7	
	Chapter 2: Security Laws and Standards	6	
3	Module 3: Information and Network Security	13	25
	Chapter 1: Access Control and Intrusion Detection	3	
	Chapter 2: Server Management and Firewalls	4	
	Chapter 3: Security for VPN and Next Generation Technologies	6	
4	Module 4: System and Application Security	20	25
	Chapter 1: Security Architectures and Models	5	
	Chapter 2: System Security	5	
	Chapter 3: OS Security	5	
	Chapter 4: Wireless Network and Security	5	

Shalini yeri
Course Coordinator



Detail Syllabus for Credit Course for University of Pune

Module 1: Pre-requisites in Information and Network Security

Chapter 1: Overview of Networking Concepts

1. Basics of Communication Systems
2. Transmission Media
3. Topology and Types of Networks
4. TCP/IP Protocol Stacks
5. Wireless Networks
6. The Internet

Chapter 2: Information Security Concepts

1. Information Security Overview: Background and Current Scenario
2. Types of Attacks
3. Goals for Security
4. E-commerce Security
5. Computer Forensics
6. Steganography

Chapter 3: Security Threats and Vulnerabilities

1. Overview of Security threats
2. Weak / Strong Passwords and Password Cracking
3. Insecure Network connections
4. Malicious Code
5. Programming Bugs

Shalini Eyer

Course Coordinator



6. Cyber crime and Cyber terrorism
7. Information Warfare and Surveillance

Chapter 4: Cryptography / Encryption

1. Introduction to Cryptography / Encryption
2. Digital Signatures
3. Public Key infrastructure
4. Applications of Cryptography
5. Tools and techniques of Cryptography

Module 2: Security Management

Chapter 1: Security Management Practices

1. Overview of Security Management
2. Information Classification Process
3. Security Policy
4. Risk Management
5. Security Procedures and Guidelines
6. Business Continuity and Disaster Recovery
7. Ethics and Best Practices

Chapter 2: Security Laws and Standards

1. Security Assurance
2. Security Laws
3. IPR

Shahin eye
Course Coordinator



4. International Standards
5. Security Audit
6. SSE-CMM / COBIT etc

Module 3: Information and Network Security

Chapter 1: Access Control and Intrusion Detection

1. Overview of Identification and Authorization
2. Overview of IDS
3. Intrusion Detection Systems and Intrusion Prevention Systems

Chapter 2: Server Management and Firewalls

1. User Management
2. Overview of Firewalls
3. Types of Firewalls
4. DMZ and firewall features

Chapter 3: Security for VPN and Next Generation Technologies

1. VPN Security
2. Security in Multimedia Networks
3. Various Computing Platforms: HPC, Cluster and Computing Grids
4. Virtualization and Cloud Technology and Security

Module 4: System and Application Security



Shahini Jyoti

Course Coordinator



Chapter 1: Security Architectures and Models

1. Designing Secure Operating Systems
2. Controls to enforce security services
3. Information Security Models

Chapter 2: System Security

1. Desktop Security
2. email security: PGP and SMIME
3. Web Security: web authentication, SSL and SET
4. Database Security

Chapter 3: OS Security

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

Chapter 4: Wireless Networks and Security

1. Components of wireless networks
2. Security issues in wireless

Shahai eye

Course Coordinator



Savitribai Phule Pune University



Dr. V. B. Gaikwad
M.Sc., M.Phil., Ph.D.

Director,
Board of College & University Development
Ganeshkhind, Pune-411 007

Telephone: 020-25601255/25698007

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Email : bcud@unipune.ac.in

Ref.BCUD/76

Dt. 18.03.2015


To,
The Principal/ Directors.
All Affiliated colleges
All Recognized institute
Savitribai Phule Pune University,
Pune

Subject: Guidelines regarding evaluation of Cyber security courses of 4 credits.

Dear Sir/Madam,

As per decision taken by the University authorised, Cyber Security courses of 4 credits has been incorporated in the syllabi of Post graduate courses. We hereby, would like to give the guidelines for the evaluation of these courses. We hereby, would like to give the guidelines for the evaluation of these courses attached herewith.

With regards,


Dr. V. B. Gaikwad
Director, BCUD





Course Coordinator

GUIDELINES FOR EVALUATION OF CYBER SECURITY COURSES OF 4 CREDITS

From the academic year 2014-15, the cyber security courses for 4 credits have been incorporated in the curriculum of Post-graduate degree programmes of Savitribai Phule Pune University.

- Cyber security courses has been divided into 4 modules namely :

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		Two descriptive questions of short answers	8		
	Hands on /Practical examination along with viva				10
				Total	25
Module 3	Written Examination	Objective questions, MCQs,	7	15	

Shalini yee
Course Coordinator



Savitribai Phule Pune University



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Director,
Board of College & University Development
Ganeshkhind, Pune-411 007

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Ref.BCUD/ 77

Dt. 18.03.2015


To,
The Principal/ Directors,
All Affiliated colleges
All Recognized institute
Savitribai Phule Pune University,
Pune

**Subject: Guidelines regarding evaluation of Human Rights Education Programme
(2 credits)**

Dear Sir/Madam,

As per decision taken by the University authorised, Human Education Programme of 2 credits has been incorporated in the syllabi of Post graduate courses. We hereby, would like to give the guidelines for the evaluation of these courses attached herewith.

With regards,


Dr. V. B. Gaikwad
Director, BCUD



Shabani eye

Course Coordinator

		define/answer in one sentence		
		Two descriptive questions of short answers	8	
	Hands on /Practical examination along with viva			10
	Total			25
Module 4	Written Examination	Objective questions, MCQs, define/answer in one sentence	7	15
		Two descriptive questions of short answers	8	
	Hands on /Practical examination along with viva			10
	Total			25
GRAND TOTAL				100

- Course- related skill-based practical work will be entirely based on the skills to be developed in the students. It may include the topics as has been prescribed in the syllabi of every module.
- Practical components may be based on laboratory work, on job industrial training, working with NGO or similar organizations, project, group discussion, presentation etc. unless otherwise clearly specified in the given syllabi of all the courses.
- College is supposed to maintain the record of marks allotted to the practical work carried out by the students.
- There shall be combine passing (written exam + practical, viva) of 40%.



Shahar eye

 Course Coordinator


GUIDELINES FOR EVALUATION OF HUMAN RIGHTS EDUCATION PROGRAMME FOR 2 CREDITS

- Students of all the Post graduate programmes have to undergo the Human Rights Education programme
- The Courses under the programme will have no affect on the credit/grade of the students of their regular course of study. The grades earned in the papers of this programme will reflect separately in the mark statement of each student.
- In the HRE Programme there will be three courses.

Paper code	Course Name	Credits	Marks
HRE 101	Introduction to Human Rights and Duties. (Mandatory)	1	25
HRE 102	Human Rights of Vulnerable and Disadvantaged Groups (Optional)	1	25
HRE: 103	Human Rights and Duties in India: Law, Policy, Society and Enforcement mechanism. (Optional)	1	25

- In the three courses, students have to opt for only two courses during their entire Post Graduate Programme Among the three papers, (**HRE 101 Introduction to Human Rights and Duties**) is a compulsory course. In the other two papers (**HRE 102 Human Rights of Vulnerable and Disadvantaged Groups** and **HRE 103 Human Rights and Duties in India: Law, Policy, Society and Enforcement Mechanism**) the students are free to select any one paper as per the decision of the head of the institute.
- At no point of time any two courses should be taken together. (This rule is applicable for the students in part I or from the new academic year).
- The Coordinators of each institute appointed by the Directors/Principal shall monitor the programme under the Supervision of the Head of the institute.

Mahesh
Course Coordinator



- It would be a self-study programme. The students will have to study the materials of each paper, based on the materials uploaded on the University Website. Apart from the materials available on the website, students are free to refer to any reference book of their choice stated in the bibliography. Apart from the reading materials, a video of Lectures delivered by some of the eminent professors will also be available on the University Web Site.
- For evaluation of the papers, any of the models prescribed in the credit pattern for Internal Assessment regulations may please be adopted depending on the Models suitable to the institute.
- Individual faculty member shall have the flexibility to design the concurrent evaluation components in a manner so as to give a balanced assessment of student capabilities across Knowledge, Skills and Abilities based on following assessment tools:
 1. Case Study/ Caselet/ Situation Analysis
 2. Class Test
 3. Open book test
 4. Study tour/ Field visit and report of the same.
 5. Small group Project
 6. Group Discussion
 7. Role Play/ Story telling
 8. Thematic Presentation
 9. Industry Analysis
 10. In depth viva
 11. Quiz
 12. Model Development / Simulation exercises
- A pass in the two papers is compulsory.
- Each Paper carries only One Credit. This means a credit is equal to 25 marks. Hence, the minimum applicable per credit as per the credit system rules need to be adopted as the passing minimum. Based on the marks that are secured by each student the grade may be decided depending on the mark obtained in each paper.
- If any student fails to secure the minimum passing grade of E in any of the two papers, such student may have to repeat such paper and has to pass the paper compulsorily otherwise they won't be conferred the degree.
- The Coordinators of each institute need to maintain a record of the evaluation methods adopted by the respective institute.



Mahesh
 Course Coordinator

The syllabus

Course I

Introduction to Human Rights and Duties

Credit: 1

- I) **Basic Concept**
 - a) Human Values- Dignity , Liberty, Equality , Justice, Unity in Diversity, Ethics and Morals
 - b) Meaning and significance of Human Rights Education

- II) **Perspectives of Rights and Duties**
 - a) Rights: Inherent-Inalienable-Universal- Individual and Groups
 - b) Nature and concept of Duties
 - c) Interrelationship of Rights and Duties

- III) **Introduction to Terminology of Various Legal Instruments**
 - a) Meaning of Legal Instrument- Binding Nature
 - b) Types of Instruments: Covenant-Charter-Declaration-Treaty-Convention-Protocol- Executive Orders and Statutes

- IV) **United Nations And Human Rights**
 - a) Brief History of Human Rights- International and National Perspectives
 - b) Provision of the charters of United Nations
 - c) Universal Declaration of Human Rights- Significance-Preamble
 - d) Civil and Political Rights-(Art. 1-21)
 - e) Economic, Social and Cultural Rights-(Art.22-28)
 - f) Duties and Limitations-(Art. 29)
 - g) Final Provision (Art. 30)



Shalini Sanyal

Course Coordinator

Course II

Human rights of vulnerable and disadvantaged groups

Credit: 1

I) General Introduction

- a) Meaning and Concept of Vulnerable and Disadvantaged
- b) Groups, Customary, Socio-Economic and Cultural Problems of
- c) Vulnerable and Disadvantaged Groups

II) Social status of women and children in International and national perspective

- a) Human Rights and Women's Rights –International and National Standards
- b) Human Rights of Children-International and National Standards

III) Status of Social and Economically Disadvantaged people

- a) Status of Indigenous People and the Role of the UN
- b) Status of SC/ST and Other Indigenous People in the Indian Scenario
- c) Human Rights of Aged and Disabled
- d) The Minorities and Human Rights

IV) Human rights of vulnerable groups

- a) Stateless Persons
- b) Sex Workers
- c) Migrant Workers
- d) HIV/AIDS Victims



Shalini

Course Coordinator

Course III

Human Rights and Duties in India: Law, Policy, Society and Enforcement

Mechanism

Credit: 1

- I. Human Rights in Indian Context**
 - a) Indian Bill of Rights And Sarvodaya
 - b) Preamble- Fundamental Rights- Directive Principles-Fundamental Duties

- II. Human Rights- Enforcement Mechanism**
 - a) Human Rights Act, 1993
 - b) Judicial Organs- Supreme Court (Art 32) And High Courts(Art 226)
 - c) Human Rights Commission- National and State of Maharashtra
 - d) Commission of Women, children , Minority, SC/ST
 - e) Survey of International Mechanism

- III. Human Rights Violations and Indian Polity**
 - a) Inequalities in society-population-illiteracy-poverty-caste-inaccessibility of legal redress
 - b) Abuse of Executive Power-Corruption-Nepotism and favoritism
 - c) Human Rights and Good Governance
 - d)

- IV. Role of Advocacy Groups**
 - a) Professional Bodies: Press, Media, Role of Lawyers-Legal Aid
 - b) Educational Institutions
 - c) Role of Corporate Sector
 - d) NGO's



Course Coordinator

Yoga Syllabus taught for PG Credit Course (SPPU)

Inbox

swati kharote <kharoteswati28@gmail.com>

Tue, Aug 20, 12:56 PM
(3 days ago)

to me

Respected Madam,

Here is the syllabus that I taught.

- ✓ 1. What is Yoga? Its History?
- ✓ 2. Ashtang Yog (Yam, Niyam, Asan, Pranayam, Pratyahar, Dharna, Dhyan, Samadhi)
- ✓ 3. Suryanamaskar (History, Benefit, Method, Beej-Mantra)
4. Different Asans (History, Advantages, Disadvantages, Different Stages, Methods, Breathing Pattern)
- ✓ 5. Difference between Physical fitness and Asan
6. Pranayam (Deep breathing, Anulom- vilom, Bhramari)
7. Yognidra
8. Meditation
9. Omkar and Prarthana (Benefits)

Thank you.

Regards,
Swati Kharote

Shahini eyen

Course Coordinator



Dance Movement Therapy Diploma (DMT)



Semester I (180 hours)	Subject Code:	Lectures: 106
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Objectives:

- To acquaint students with the basic tenets of DMT.
- To acquaint students with the various schools of thought of psychology that DMT draws from.
- To acquaint the students with the basic tools and techniques, leaning towards applicability of the subject.
- To help students understand the scope of the work
- To acquaint students with the know-how of how to apply the principles of DMT
- To help students develop some basic documentation skills for their work

Unit 1: Introduction to Dance Movement Therapy

(12)

- Definition and History of Dance Movement Therapy
- Introduction to Body-Mind Nexus through:
 - Body Awareness
 - Exploring Body Image
 - Exploring Range of Motion
- Principles and Objectives of DMT
- Role of dance in Mental and Physical health
- Introduction to ethical practice and basic philosophies

Unit 2: Theoretical Reference to DMT

(12)

- DMT and its relationship with different schools of psychology
- Critical discussion of psychodynamic literature and its application to DMT with special focus on the works of:
 - Sigmund Freud

Dr. Amruta Oak *Amruta*
Dr. Anjali Kedari *Anjedani*
Ms. Sandy Dias *Andrade*

Amubha Dasgupta

Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia *Spabetia*
Ms. Hasina Shaikh *Hasina*

Ms. Vaishnavi Kulkarni, V.V. Kawadkar
Course Coordinator



- Carl Jung
- DW Winnicott
- Melanie Klien
- Bowlby
- Carl Rogers
- Eric Erickson
- Working Alliance Theories about ethical boundary setting in DMTwork, such as, theories about:
 - The use of touch
 - Confidentiality
 - Consent
 - Developing Reflexivity etc.

Unit 3: Tools and Techniques of DMT	12
<ul style="list-style-type: none">• Experiential and theoretical work around:<ul style="list-style-type: none">- Embodiment- Attunement- Creative Visualization• Psychophysiology: Understanding emotions and their presentation in the body• Working with metaphors and authentic movement• Working with sound, non- verbal work and somatic experiences• Introduction to Process work (Verbal or Art oriented)	

Unit 4: Understanding Self-work	16
<ul style="list-style-type: none">• Performance in and as therapy (relationship between art, aesthetics and therapy)• Learning Movement observation and how to articulate it and reflect it• Laban Movement Analysis• Kestenberg Movement Profile	

Dr. Amruta Oak *Amruta Oak*
Dr. Anjali Kedari *Anjali Kedari*
Ms. Sandy Dias *Sandy Dias*
Anubha Doshi

Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia *Sharmin Palsetia*
Ms. Hasina Shaikh *Hasina Shaikh*
Ms. Vaishnavi Kulkarni. V.V. Kawadkar
Course Coordinator

<ul style="list-style-type: none"> • Bartenieff fundamentals • Anatomy and Kinesiology 	
Unit 5: Working with Groups	(12)
<ul style="list-style-type: none"> • Group Dynamics • Group as a microcosm of society and family • Introduction to facilitation skills • Introduction to holding / Containing and Counseling skills • Understanding Cultural Empathy and Sensitivity • Psychosocial work • Understanding Neurodiversity 	

Unit 6: Working with Specific Populations	(30)
<ul style="list-style-type: none"> • How to constitute a group • Understanding the populations: • DMT with children in school settings, therapy settings, and with parents. • DMT with Adults • Psychopathology and DMT • Some common psychic states such as depression, obsession, hysteria and psychosis. • Clinical picture: defences, attachment patterns, needs and conflicts • Specialised groups such as: <ul style="list-style-type: none"> - Special Needs Children and Adults - Geriatric Population - Family Constellation work - Post Trauma work - Working with the Physically Disabled - Rehab Settings • Role of the therapist • Developing a therapeutic presence 	



Dr. Amruta Oak *Amruta*
Dr. Anjali Kedari *Anjali*
Ms. Sandy Dias *Sandy*
Amruta Doshi

Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia *Sharmin*
Ms. Hasina Shaikh *Hasina*
Ms. Vaishnavi Kulkarni *-V.V. Kawadkar*
Course Coordinator

- Working with Individuals, theories behind:
 - Setting
 - Working alliance
 - Verbal skills
 - Attunement
 - Spontaneity
 - Creativity

Unit 7: Introduction to Basic Documentation

(12)

- Revisiting LMA and KMP
- How to write a session plan
- Choosing structure and format for session reports based on client, population and setting
- Developing pre-and post- tests
- Studying literature about basic testing, research skills and acknowledgement of biases etc.

After 3 months -

Assignments and library hours (16 hours)

- Critical Reflexivity: In depth study and critical analysis of any one theory or theorist's work including class reflections
- Working alliance setup: Research different methodologies and develop
 - History Taking form
 - Working alliance contract framework
- Assignment on history and pioneers of DMT

Facilitation and reflection Hours (16 hours):

- Peer facilitations and reports
- Art journal development



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 Ms. Sandy Dias *Sandy*
Anubha Daslu

Dr. Jaya Rajagopalan
 Ms. Sharmin Palsetia *Sharmin*
 Ms. Hasina Shaikh *Hasina*
Vaishnavi Kulkarni. -V.V.Kawadkar
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At the end of Semester 1 (end of 6 months) -

Assignments and Library Hours (18):

- Developing an intervention plan for any group of students of their own choice
- Understanding one's own affinity to a specific population group and unpacking the choice through theoretical and personal reflection
- Developing: session plan structures and report

Facilitation and reflection hours (24):

- Developing a plan and conducting a session with the peer group in the presence of one faculty member
- Attending peer facilitations and critically analyzing them
- Developing an art journal



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Ms. Vaishnavi Kulkarni; -V.V.Kawadka

Intermodalities & Research and Reflection

Semester II (110 hours)	Subject Code:	Lectures: 82
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Objectives:

- To acquaint students with Intermodal ways of working with the arts as therapies
- To acquaint students with more psychological frameworks and how they intermingle
- To help students reflect on ethical dilemmas in DMT
- To help the students understand the basics of research methodologies
- To acquaint students with how research and documentation works with DMT.
- To help the students explore self-care, self-work and Continuous Professional Development.

Unit 1: Creative Arts Therapy	(18)
<ul style="list-style-type: none">• Expressive arts therapies• Relationship between drama therapy, art therapy, music therapy and DMT• Working with sculpture, text, story and art• Model of therapy:<ul style="list-style-type: none">- Initial Meeting- Needs Analysis- Intervention- Process work- Closure	

Unit 2: Different Models and approaches	(16).
<ul style="list-style-type: none">• Understanding similarities and differences in different schools of DMT such	

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<p>as authentic movement, 5 rhythms, sesame method etc.</p> <ul style="list-style-type: none"> • Working with behaviorism, humanism, existentialism • Relationship between special education, occupational therapy, psychiatry, CBT and DMT • Collaborative Models 	
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Unit 3: Settings and Assessments	(18)
<ul style="list-style-type: none"> • Working in teams • Working with community settings • Working with vulnerable populations • Understanding medical settings: <ul style="list-style-type: none"> - Hospitals - Hospices - Half way homes - Terminal Wards • Self assessment tools • Practical Concerns while working DMT in vulnerable settings • Professional Code of Conduct • Ethical Dilemmas • Feedback mechanisms according to settings • Developing Case studies • Introduction to BESS, Observation parameters and Notations 	

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Amruta Desai

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Ms. Hasina Shaikh *Hasina*
Ms. Vaishnavi Kulkarni *Vaishnavi*
V. V. Kawadkar

Unit 4: Understanding Research	18
<ul style="list-style-type: none"> • Basics of research: <ul style="list-style-type: none"> - How to develop hypothesis - What is primary and secondary data - What are biases and acknowledgements in psychological research - Tools of research • Introduction to Quantitative research methods and principles • Introduction to Qualitative Research Methods and principles • Research and DMT <ul style="list-style-type: none"> - Heuristic research - Reflexive practitioner 	

Unit 5: Self – work	12
<ul style="list-style-type: none"> • Importance of Supervision • Developing individual facilitation skills • Importance of being in therapy • Self – care methods • Art practices • Developing Professional development plans • Culmination and closing of the group 	



End of 9 months -

Assignments and Library Hours (18):

- Difference between creative arts therapy and expressive arts therapy
- Critical Analysis of common ethical dilemmas
- Case study analysis of DMT intervention
- DMT and its relationship with psychodynamic theories

Internship and reflection hours (35):

- Developing an art journal

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- Students will be asked to choose a setting and undergo a supervised internship
- 5 supervision contact hours with a small group

Assessments –

Assignments and Library Hours (18):

- Heuristic research Essay: Introspective and theoretical reflection on the journey of the course and internship with special focus on some theoretical frameworks
- Quantitative Research: Develop a hypothesis and use DMT with a special group to track the pre - and post intervention, to present an analysis.

Internship and reflection hours (70):

- Developing an art journal
- Students will be asked to choose a setting and undergo a supervised internship
- 15 supervision contact hours included with a small group

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 unit.**



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Just Being Center & St. Mira's College [Autonomous – Affiliated to Savitribai Phule
Pune University]

CERTIFICATE COURSE IN

**Mindfulness Based Counselling- Listening with Embodied Presence PROPOSED
SYLLABUS**

Total hours 420

Module 1

Attentiveness in the listening space

No. of Hours: 15

No. of Credits: 1

Module 2

Compassion and Empathy in the listening space

No. of Hours: 15

No. of Credits: 1

Module 3

Listening for insight and from a field of awareness

No. of Hours: 15

No. of Credits: 1

Module 4

Group Process Work

No. of Hours: 10

No. of Credits: 1

Module 5

Applications of counselling to specific groups

No. of Hours: 15

No. of Credits: 1

Module 6

Ethical issues in Counselling

No. of Hours: 15

No. of Credits: 1

Completion for course certification:

Completion of 420 hours of course work

Submission of assignments

Attendance of 80% of class sessions

A total score of over 65% in all



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Alabetia
Course Coordinator

Just Being Center & St. Mira's College for Girls
[Autonomous – Affiliated to Savitribai Phule Pune University]
Announce the certificate course in
Mindfulness Based Counselling- Listening with Embodied Presence

- **Duration of the course:** 420 Hours
- **Topics Covered:** Attentiveness in the listening space, compassion and empathy in the listening space, listening for insight and from a field of awareness, group process work and ethical issues in counselling.
- **Dates:** August 2018 to April 2019

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St. Mira's College for Girls, Pune.
Autonomous – Affiliated to Savitribai Phule Pune University
M.SC. Computer Science
Compulsory Credit Course

Title: Introduction to Latex and Scilab

Eligibility: Bachelor's degree in any Faculty

Objectives: To create understanding of the LaTeX
 To understand the features of Latex useful for production of technical and scientific documentation
 To understand the fundamentals of Scilab and Utilization Development of Proficiency in English and Communication Skills

Course Structure: The course is equivalent to 4 credits. The course can be run in any of the semesters.

Syllabus for LaTeX (1 CREDIT COURSE – 15 hours)


Sr.No.	CONTENT	INSTRUCTIONAL HOURS
1	Installation of the software LaTeX	1
2	Understanding Latex compilation Basic Syntex, Writing equations, Matrix, Tables	2
3	Page Layout – Titles, Abstract Chapters, Sections, References, Equation references, citation. List making environments Table of contents, Generating new commands, Figure handling numbering, List of figures, List of tables, Generating index.	4
4	Packages: Geometry, Hyperref, amsmath, amssymb, algorithms, algorithmic graphic, color, tilez listing.	3
5	Classes: article, book, report, beamer, slides. IEEtran.	2
6	Applications to: Writing Resumae Writing question paper Writing articles/ research papers Presentation using beamer.	3
7	Theory, Practical and exercises based on the above concepts.	1

H. M. Phadnis
Phadnis
Course Coordinator



Syllabus for Scilab (1 CREDIT COURSE – 15 hours)

Sr.No.	CONTENT	INSTRUCTIONAL HOURS
1	Installation of the software Scilab. Basic syntax, Mathematical Operators, Predefined constants, Built in functions.	1
2	Complex numbers, Polynomials, Vectors, Matrix. Handling these data structures using built in functions.	2
3	Programming <ul style="list-style-type: none"> • Functions • Loops • Conditional statements • Handling .sci files 	2
4	Installation of additional packages e.g. 'optimization'	1
5	Graphics handling <ul style="list-style-type: none"> - 2D, 3D - Generating .jpg files • Function plotting • Data plotting 	3
6	Applications <ul style="list-style-type: none"> • Numerical Linear Algebra (Solving linear equations, eigen values etc.) • Numerical Analysis – iterative methods • ODE – Plotting solution curves Comparison with C / C++/ Matlab	6

M. Phadnis

 Course Coordinator

Syllabus for Soft Skills (2 CREDIT COURSE – 30 hours)



The syllabi should consist of practical and the theoretical aspects as well. For every component there shall be the practical and theoretical contents as well.

S.No.	PRACTICAL	THEORY	Duration in hours
	<p>Development of Proficiency in English :</p> <ul style="list-style-type: none"> Practice on Oral and spoken communication skill & testing – voice & accent, voice clarity, voice modulation & intonation , word stress etc. Feedback and questioning Technique Objectiveness in Argument Development etiquettes and manners Study of different pictorial expression of non-verbal communication and its analysis Film presentation (Hollywood movies or English Serials) 	<p>Concepts of effective communication:</p> <ul style="list-style-type: none"> Components of effective communication Communication process and handling them KISS (Keep it short and sweet) in communication – Composing effective messages. Non – Verbal Communication : its importance and nuances : Facial Expression , Posture , Gesture , Eye contact, appearance (dress code). 	9
2	<p>Written Communication Skill Practice for:</p> <ul style="list-style-type: none"> Correction of errors Making of Sentences Paragraph Writing Leave Application and simple letter writing 	<p>Grammatical use:</p> <ul style="list-style-type: none"> Punctuation Meaning & opposites Real Life conversations Vocabulary building 	6
3	<p>Presentation Skill practice</p> <ul style="list-style-type: none"> Preparing in presentation Delivery of presentation 	<p>Concept of 4 method for presentation</p> <ul style="list-style-type: none"> Preparation & introduction Presentation Evaluation / feedback Summarization / Conclusion 	6



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Course Coordinator