



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)]
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1.3.2 Number of Value added courses for imparting transferable and life skills offered during the year --22

2021-22

File Description- DVV

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



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

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 5 - 2021-22						
more contact hours) offered	Course Code (if any)	Year of of	offered	course	students	Students
Democracy, Election and Governance	AN22001	2021	1	30 Hours	795	209
Physical Education and Sports	AN22002	2021	1	30 Hours	795	745
Personality & Soft Skills Development	ACS22001	2021	1	30 Hours	391	362
Value Based Education	VBE42101	2021	1	30 Hours	619	606
Quantitative Aptitude	MCR/Q(21)015	2021	1	30 hours	22	22
Economics	MCR/QE(21)/056	2021	1	60 hours	30	25
MILE-Chemistry in Sports	MILE(21)008	2021	1	30 hours	22	22
MILE-Angels and Demons- Cancel Culture	MILE(21)004	2021	1	30 hours	18	17
MILE-Art and Inequality	MILE(21)009	2021	1	30 hours	27	26
MILE-Deconstructing Colonialism	MILE(21)010	2021	1	30 hours	30	27
MILE- Explorations of Choice in Context:II	MILE(21)011	2021	1	30 hours	19	19
MILE-Issues of Identity in India and US	MILE(21)002	2021	1	30 hours	23	23
Certificate Course in Music Therapy	MCR/MT(21)057	2021	2	30 hours	19	19
Foundation Course in Buddhist Psychology	MCR/BP(21)058	2021	1	30 hours	11	11
Yoga (PG students)	SYLLABUS(MA/MC	2021	1	60 hours	198	192
Cyber Security (PG students)	(MA/MCOM/MSC)	2021	1	60 hours	219	213
Human Rights (PG students)	(MA/MCOM/MSC)	2021	1	60 hours	249	246
Introduction to Indian Constitution (PG students)	(MA/MCOM/MSC-II)	2021	1	30 hours	249	245
Latex, Scilab, English	SYLLABUS(MSC)	2021	1	60 hours	21	21
Certificate Course in Stock Markets and Investment	MCR/SMI(21)059	2021	1	100 hours	26	18
PG Diploma course in Clinical Music Therapy	MCR/DCMT (21)043	2021	1	1440 hours	10	10
PGD-Mindfulness based Counselling	MCR/ML (21)041	2021	1	630 hours	24	22
PG Diploma in Dance Movement Therapy	MCR/DMT (21)042	2021	1	800 hours	23	Pending




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

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 lost independence period
- c. 73rd and 74th 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:

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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.

Gyani

Course Coordinator



4. Bhargava, R., Vanaik, A. (2010) *Understanding Contemporary India: Critical Perspective*. New Delhi: Orient Blackswan.
5. Chandhoke. N., Proyadardhi.P, (ed) (2009), '*Contemporary India: Economy, Society, Politics*', Pearson India Education Services Pvt. Ltd, ISBN 978-81-317-1929-9.
6. Chandra, B. (1999). *Essays on contemporary India*. Har-Anand Publications.
7. Chatterjee, P. (1997). *State and Politics in India*.
8. Dasgupta. S., (ed) (2011), '*Political Sociology*', Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia. ISBN: 978-317-6027-7.
9. Deshpande, S. (2003). *Contemporary India: A Sociological View*, New Delhi: Viking Publication.
10. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins Publishers, New York.
11. Guha, R. (2013). *Gandhi before India*. Penguin UK.
12. Jayal. N.G. (2001). *Democracy in India*. New Delhi: Oxford University Press.
13. Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
14. Kohli, A., Breman, J., & Hawthorn, G. P. (Eds.). (2001). *The success of India's democracy* (Vol. 6). Cambridge University Press.
15. Kothari, R. (1989). *State against democracy: In search of humane governance*. Apex Pr.
16. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Blackswan.
17. Kothari, R. (1995). *Caste in Indian politics*. Orient Blackswan.
18. Sarkar, S. (2001). *Indian democracy: the historical inheritance. the Success of India's Democracy*, 23-46.

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

Heena

Course Coordinator



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)

E. Jadhav
Elka 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 Jadhav
Director of Phy Educator
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, Padamasana, (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)
Ardhs 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)		

Ekdha
Ekta Jadhav
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 reamon 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:

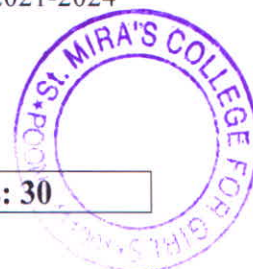
O	A	B	C	F	AB	Ex
43-50	35-42	27-34	20 -26	Less than 20	Absent	Exempted

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



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

Semester: III	Credits: 2	Subject Code: ACS22001	Lectures: 30
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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=JPnJ84h3nlc>

Additional video: 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
- 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 30 minutes

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

How to improve Listening Skills <https://youtu.be/Y9LBUf1NzU0> 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

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=K6IFaXghzK0>

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. Kalthapure
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

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

Extra Credit Course on “Quantitative Aptitude”
Syllabus

Total number of credits : 2 (30 Hours)

Objectives : To enable students to develop skills such as logical thinking, data interpreting required for entrance exams, interview process etc through different quantitative techniques.

Sr.No.	Topic	Number of Lectures
1	Percentage	4
2	Profit & Loss	3
3	Time & Work	3
4	Time & Distance	1
5	Problems on Trains/Boats	2
6	Ratio & Proportion /Problems on Ages	2
7	Alligation or Mixture	1
8	Simple Interest & Compound Interest	3
9	Average	1
10	Area, Volume & Surface Areas	2
11	Permutations	2
12	Combinations & Probability	2
13	Data Interpretation 1. Tabulation 2. Bar Graphs 3. Pie Charts 4. Line Graphs	4
	Total	30

G.M. Phadnis

Course Coordinator



Aranya
Vishali Parayre

St. Mira's College for Girls, Pune

Dept of Economics

2021-22

Credit/ Certificate Course (60 Hrs.)

Number of Credits- 4 (For St. Mira's Students)

Certificate for Outside participants

Course Title- Quantitative Economics

Aims & Objectives of the course

The aim of this Course is to provide students with the mathematical and statistical skills and understanding needed for 'knowing why' and 'when' to apply these techniques.

Learning Outcomes:

At the end of the course

1. Students can perform graphical analysis of functions, sketch curves defined by simple equations.
2. It will build an ability to explain the economic applications of derivative, Matrices and use it to understand economic concepts such as elasticity, marginal cost, income and interest rate determination and input-output determination.
3. The course will help to develop various quantitative concepts and their application to economics and basic finance.

Module I: Equations, Graphs and Derivatives and its applications

A: Linear Equations and Graphs, slope-intercept form, Applications of linear equations in economics-Graphing functions and applications of nonlinear functions in economics—Supply and Demand analysis-Break-Even analysis.

B: Differential Calculus-Derivatives- Higher order derivatives-Increasing and decreasing functions-Optimisation of economic function.

C: Applications in Economics—marginal concepts, relationship between total, marginal and average functions—elasticity of demand- effects of subsidy etc.



Manisha
Coordinator
Dr. Manisha Pimpalkha

Course Coordinator

Module II: Linear Algebra

A: Matrices and basic operations on matrices– Determinants-Inverse of a matrix– Cramer's rule and its application to IS-LM Analysis

B: Input-Output Analysis and policy implications

Module III: Descriptive Statistics and Techniques for presenting data

A: Concepts of Cross -sectional data. Times series data, primary and secondary data along with tabulation and select graphical techniques -Measures of central tendency (only arithmetic-mean, median, and mode) and their suitability.

B: Measures of Dispersion: Absolute and relative measures of dispersion (range, quartile deviation, mean deviation and standard deviation) with simple applications

Module IV: Correlation and Regression Analysis

A: Concept and significance of Correlation; Karl Pearson's coefficient of correlation: Spearman's rank correlation coefficient (with the help of excel)

B: Simple regression analysis-Method of Least Squares and Regression Lines, Regression Coefficients, Estimation and forecasting of trend by the Least Squares Method.

Evaluation:

A. Mathematics

1. Objective type test to assess fundamental concept clarity & comprehension of the suitability of applying mathematical methods (20 marks)
2. Application based assignment on mathematical techniques (30 marks)

B. Statistics

3. Objective type test to assess fundamental concept clarity & comprehension of the suitability of applying statistical methods (20 marks)
4. Assignment including application based empirical application of the statistical methods (30 marks)

The tests will be conducted online using google quiz/forms and the assignment will have to be submitted by the students on google classroom within the time span assigned by the course instructors.

Additional Reference Reading List

Chiang A. C (1984). Fundamental Methods of Mathematical Economics, 3rd

M. P. Pimpelkhare
Coordinator
Dr. Manisha Pimpelkhare



edition, McGraw-Hill,.

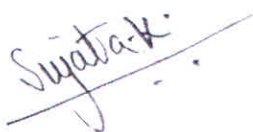
Dowling Edward T. (2004). Introduction to Mathematical Economics, Schaum's Outline Series in Economics, Tata McGraw -Hill.

Gupta S.P. (2014). Statistical Methods, S. Chand publishing

Patra S.C.: Mathematical Techniques for Economic Analysis, Himalaya Publishing House, Mumbai,2010.

Sancheti D.C. and V.K. Kapoor (2014). Statistics-Theory Methods and Applications, S.Chand.Sydsaeter, Knut., and Peter Hammond (2002) , Mathematics for Economic Analysis, Pearson Education India, 1st edition, 2002.

- The syllabus for this Certificate/ Credit Course on Quantitative Economics is designed by Dr. Sujata S. Khadilkar and Mr. Harishchandra Sharma from the Dept of Economics, S.K. Somaiya College of Arts, Science and Commerce, Vidyavihar Mumbai. They are also the course instructors.



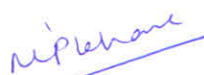
Dr. Sujata Khadilkar

Course Instructor – Statistics



Mr. Harishchandra Sharma

Course Instructor- Mathematics



Dr. Manisha Pimpalkhare

Course Coordinator

Course Coordinator



Dr. Shalini Iyer

Credit Course Incharge

St. Mira's College for Girls, Pune, India
and Laguardia Community College, New York, USA

Collaborative course

MILE: Chemistry in Sports

Subject Code: Lectures: 30 hours Credits: 2

Objectives and Learning outcomes

Objectives

1. To develop an understanding of how Chemical Changes occur in our bodies while indulging in any Sports activity.
2. To recognize the importance of nutritional food in the field of Sports through an intercultural exchange of thought.
3. To appreciate the inter-connection between the chemistry of body, Nutrition and diet with the performance in Sports.
4. To share and appreciate the knowledge of Sports Chemistry through the intercultural exchange programme.

Learning Outcomes

- Ability to explain the chemical changes in the human body during involvement in sports activity.
- Ability to explore the Sports Culture and Diet habits across Countries.
- Ability to develop a global perspective in order to comprehend various forms of diet and nutrition with social equality and diversity
- Ability to familiarize oneself with various interdisciplinary fields using sports culture and foster advanced learning.

Unit 1: Introduction

15

- Introduction: Pre course interactions- St. Mira's College, Pune & LaGuardia, New York
 - Ice-breakers
 - Asynchronous Discussion and interactions
 - Sharing and Collaboration on the Padlet Application

Unit 2: : Intercultural activity/ Collaboration

10

- India and New York or other countries Sports Culture exchange (Practice plan, Workout pattern, Diet, Energy Drink Habits and Performance etc.)
 - Preparing videos/ PPTs
 - Synchronous session for disc
 - Comments of Padlet app



J.D. Satavale
Course Coordinator

Unit 3: Chemical Changes in body	5
<ul style="list-style-type: none"> ● Lactic Acid Formation in Body ● Hormonal Changes in Body while indulging in Sports ● Nutritional and Diet (Energy Bar, Energy drinks, Supplements (Creatine)) 	
Unit 4: Active Component/ Collaboration with teams	20
<ul style="list-style-type: none"> ● Preparing and Presenting Presentations in groups. 	

Other details -

A. Duration of the course- 1st March to 30th April 2022.

B. Course Co-ordinators – Dr. Marta Kowalczyk
Mrs. Ekta Ashok Jadhav

ejadhav

C. Course Instructor – Dr. Marta Kowalczyk
Mrs. Ekta Ashok Jadhav

ejadhav

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL



J.S. Satkarvale

Course Coordinator

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

and LaGuardia Community College, New York, USA

Collaborative course 14th March to 15th April 2022

MILE: Angels and Demons- Cancel Culture

Subject Code: **MILE (2) 004** Lectures: 30 Credits: 2

Objectives and Learning outcomes

Objectives

1. To gain comparative knowledge of various cultures and politics through intercultural exchange
2. To develop a moral understanding of how human being have a potential to accomplish great things as well as inflict terrible pain
3. To comprehend the concept of Cancel Culture and its implications in our local and global life.
4. To analyse Cancel Culture through an interdisciplinary approach of Criminal Justice, Politics and Literature.

Learning Outcomes

- Develop an empathetic imagination to make sense of the reality in a more comprehensive manner.
- Familiarize with various interdisciplinary fields to foster advanced learning.
- Develop a global world view with understanding of various forms of conflict and power
- Develop critical viewpoints 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 enhance the ability to use digital tools and resources.

Unit 1: Introduction- Angels and Demons- Cancel Culture and Criminal Justice 8

- Introduction to Cancel Culture
- Zimbardo- The Psychology of Evil
- SYNCHRONOUS SESSION - based on the reading shared by Andre on Cancel Culture.

Active Component- Students to make their Self- Introduction videos and upload on Flipgrid.

Ugema *Spraveds*

J.P. Sataravale

Course Coordinator



Unit 2: Angels and Demons- Cancel Culture and Politics

6

- *Stories of Stereo typing in Politics- Terrorism*
- *Case Study- AFSPA and its implementation in India*
- Synchronous Session- based on the readings shared by Veena on AFSPA and Terrorism.

Active Component- Students will be asked to find more examples of Community stereo-typing and discussion about it will be lead in the synchronous session. (News Articles)

Unit 3: Angels and Demons-Cancel Culture and Literature

6

- *Stories of Stereo typing in Literature*
- Case study: Arundhati Roy
- SYNCHRONOUS Discussion- based on the readings shared by Suhaile on Cancel Culture in Literature

Active Component- Students will be asked to find more examples of Literature stereo-typing and discussion about it will be lead in the synchronous session.

Unit 4: Group Assignments

10

- Student Groups - Students can select any 2 examples of Stereotyping and explain its implications in terms of Cancel Culture.

Other details -

A. Duration of the course-

14th March – 15th April 2022

B. Course Coordinators –

Ms. Veena Kenchi
Mrs. Suhaile Azavedo

Veena
Suzaavedo

C. Course Instructor –

Ms. Veena Kenchi
Mrs. Suhaile Azavedo
Mr. Andre Anteliz

Veena
Suzaavedo

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL



J. J. Sakaravale

Course Coordinator

Course will be conducted in both Synchronous and Asynchronous Modes

The Course will be conducted in an asynchronous mode on the Flipgrid platform. The students will require a google account to access the platform.

We will also have 4 synchronous sessions with the Professor and Students of LaGuardia University, New York.

Flipgrid: Online Discussion Board

For this course, you will participate in an online discussion board with students at LaGuardia University, New York.

- Each time you enter the Flipgrid discussion board, you will see reading/links that you should review at first.
- Next, you will see a prompt related to your learning that you will need to respond to. You will post your response to the prompt in video form (3 mins)
- Lastly, you will find and watch one video response from a student in the partner class and respond to their post. You may respond to video posts from the partner class in writing or video depending on your preference, but your own initial post must always be in video.
- In order to receive full credit, it is important that you post your own video response and respond to one post from an individual in the partner class (you can respond to more than one if you like, but you don't have to).

Also, please try to respond to someone who does not already have a response. If you find that all the videos from the partner class already have responses then you can feel free to respond to any video post.

The online discussion board can be accessed through a Gmail account through the following link: <https://flipgrid.com/441ddcd8> In the Gmail account, please be sure your name is in the address. Otherwise, I will not know who the account belongs to when I am grading!

The Flipgrid Discussion Board will be used in two ways.

- First, it will be used to record your attendance for whichever week it is assigned. If you do not post a video of your own or you do not respond to someone else's video post by the due date each week, you will be marked absent. This will become part of your participation grade.
- Second, the actual work you do on the Discussion Board will also count towards your class grade. Finally, please note that I am looking for responses that are meaningful. It is not enough to just say that a post is 'great' or 'interesting', I am looking for you to show that you have really thought about the information provided and that you are making connections to the learning that is taking place during lectures/reading activities.

Please do not be afraid to ask questions! 😊 If there is something you want to know or are curious about this is your opportunity to ask. Asking questions is an integral part of having a real conversation/dialogue and this is exactly the point of the discussion board!!

Gema

J.A. Sataravale

Course Coordinator



St. Mira's College for Girls, Pune, India,
 Borough of Manhattan Community College (BMCC)
 and Laguardia Community College, New York, USA

Collaborative course

MILE: Art and Inequality

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

Objectives

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

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

Unit 1: Introduction	6
<ul style="list-style-type: none"> • Introduction: <ul style="list-style-type: none"> ○ Ice-breakers- SLACK 	

Unit 2: The Western Renaissance

8

J.T. Sataravale

Course Coordinator



- Video by Dr Yan Yang
 - Assignment on the Mona Lisa on SLACK
 - Synchronous session for discussion (12th March 2022)

Unit 3: The Indian Renaissance and Moderns

8

- Synchronous Lecture on “Mughal Paintings” by Prof Radhika Seshan (19th March 2022)
- Synchronous Lectures on “Indian Modern Art” by Mena Malgaonkar (26th March 2022)
 - Assignment on the replicating a work of art in your own style with explanation on PADLET

Unit 4: The Western Moderns and Post Moderns

8

- Video on Dadaism
 - Synchronous session for discussion (2nd April 2022)
 - Creating your own Dada poem on PADLET
 - Making showcase film

Other details -

A. Duration of the course- 5th March to 20th April 2022

B. Course Co-ordinators – Dr. Snober Sataravala

J. T. Sataravala

C. Course Instructor – Dr. Dr. Kelly Aliano, NY
Dr Yan Yang, NY
Dr. Snober Sataravala

J. T. Sataravala

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL



Course Coordinator

St. Mira's College for Girls, Pune, India
and Laguardia Community College, New York, USA

Collaborative course



MILE: Deconstructing Colonialism 2021-2022

MILE(21)010	Subject Code:	Lectures: 30	Credits: 2
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Objectives and Learning outcomes

Objectives

1. Advance students' knowledge and understanding of colonisation
2. Enable students to develop diverse perspectives towards Imperialism and they way it has shaped and influenced culture
3. Assist students in ethically engaging with peers across borders
4. To gain comparative knowledge of various cultures and histories through intercultural exchange

Learning Outcomes

- Understand the historical context of colonisation and its impact on modern world
- Develop a global world view with an understanding of the nuances of imperialism and the effects of living in a post-colonial country
- Develop critical viewpoints to examine colonisation, 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 enhance the ability to use digital tools and resources.

Unit 1: Introduction	15
<ul style="list-style-type: none"> ● Introduction: Pre course interactions- SOUL, LaGuardia <ul style="list-style-type: none"> ○ Ice-breakers ○ Synchronous discussion and interactions ○ Reflections/Assignments 	

Komal V Pusane
Komal V Pusane
COURSE INSTRUCTOR

S. S. Sakaravale
S. S. Sakaravale
Course Coordinator

Unit 2:	5
<ul style="list-style-type: none"> ● A Short History of India - Gordon Kerr <ul style="list-style-type: none"> ○ Documentary Screening - Bengal Shadows ○ Film Screening - North West Frontier 	

Unit 3:	5
<ul style="list-style-type: none"> ● Culture and Imperialism by Edward Said - Book chapter - There are two sides ● Why is colonialism (still) romanticized? Farish Ahmad-Noor - TED Talk 	

Unit 4: Active Component	5
<ul style="list-style-type: none"> ● White Man's Burden - Poem by Rudyard Kipling - Assignment ● Oral history data collection ● Making Photo essays ● Making ethnographic film 	

Other details -

A. Duration of the course- March - April 2022

B. Course Co-ordinators – Dr. Robin Kietlinski

Ms. Komal Tujare

C. Course Instructor –

Dr. Robin Kietlinski

Ms. Komal Tujare

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL



J.T. Saxonavale

Course Coordinator

St. Mira's College for Girls, Pune, India
and Laguardia Community College, New York, USA
Collaborative course



MILE: Explorations of choice in context: II 2021-2022

MILE(21)011	Subject Code:	Lectures: 30	Credits: 2
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Objectives and Learning outcomes

Objectives

1. To gain comparative knowledge of choice-making procedures through intercultural exchange
2. To develop an understanding of how individual choices are shaped by social contexts.
3. To understand the biases based on social location (e.g. race/ethnicity, gender, class)
4. To systematically study the nuances of choice-making in various fields in young adults.

Learning Outcomes

- Familiarize with various interdisciplinary fields using sociological knowledge and foster advanced learning.
- Develop a global world view with an understanding of various forms of social inequality and social diversity.
- Develop critical viewpoint to examine decision-making practices, developing the 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 enhance the ability to use digital tools and resources.

Unit 1: Introduction: Explorations of choice in the context	6
<ul style="list-style-type: none"> · Individualism-Collectivism, · Independent and Interdependent self · Biases based on social location (e.g. race/ethnicity, gender, class) 	

Unit 2: Major Areas of Choice	12
<ol style="list-style-type: none"> 1. Education and Career 2. Love and Marriage 3. Diet and Health 4. Sustainability and Environmental Behaviors 	

Dr. Vaishali Diwakar
Dr. Vaishali Diwakar

J. T. Saravali
Course Coordinator



Unit 3: Active Component	12
·Data collection ·Report writing ·Film review ·Video making	

Other details -

A. Duration of the course-

23rd March 2022 – 27th April 2022

B. Course Coordinators –

Dr. Vaishali Diwakar

C. Course Instructor –

Dr. Vaishali Diwakar

Dr. Tomo Imamichi

Course Coordinator



St. Mira's College for Girls, Pune

Department of Politics and Public Administration

MILE-- Online Credit Course MILE(21)002

Title- MILE: Issues of Identity in India and US

26th Oct- 27th Nov 2021

2 credit course

30 hours

COURSE DESCRIPTION

The course is aimed at providing students an insight into issues of Identity in India and United States (US). The collaborative learning aims at enhancing student understanding of caste, race, religion and language. It aims at inculcating a global perspective about diversity and discrimination.

Course Outcomes-

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

1. List the various issues of Identity in India and US
2. Identify issues of discrimination in India and US.
3. Demonstrate the ability to analyse the similarities and differences of discrimination in both the countries.
4. Discuss the Kashmir issue in terms of religious identity.
5. Identify the elements of the social identity theory used in partitioning of India.
6. Explain and examine the language policies in India and US

UNIT I- CASTE, RACE AND IDENTITY

(10 HOURS)

- Issue of Caste in India
- Issue of Race in US
- Assignment- Identify issues of discrimination in both countries. Are there any similarities? Are there any differences?

UNIT II- RELIGION AND THE KASHMIR ISSUE

(10 HOURS)

- Partition of India
- Kashmir Conflict
- Assignment- Identify the elements of the social identity theory used in partitioning of India.
- Assignment- Do you believe the partition was aimed to create peace or conflict? Explain

Ujwala

J.T. Sakaravale
Course Coordinator

UNIT III- LANGUAGE POLICY: USA AND INDIA

(10 HOURS)



- Language Policy in India
- Language Policy in US
- The debate of a National Language.
- Assignment-
 - In your view what kind of language policy should US have?
 - In your view what kind of language policy should India have?
 - Do you think the two countries have similar or different language policies? Explain.

The Course will be conducted in an asynchronous mode on the Flipgrid platform. The students will require a google account to access the platform.

Class Code- b863727b

Flipgrid: Online Discussion Board

For this course, you will participate in an online discussion board with students at LaGuardia University, New York.

- *Each time you enter the Flipgrid discussion board, you will see reading/links that you should review at first.*
- *Next, you will see a prompt related to your learning that you will need to respond to. You will post your response to the prompt in video form (3 mins)*
- *Lastly, you will find and watch one video response from a student in the partner class and respond to their post. You may respond to video posts from the partner class in writing or video depending on your preference, but your own initial post must always be in video.*
- *In order to receive full credit, it is important that you post your own video response and respond to one post from an individual in the partner class (you can respond to more than one if you like, but you don't have to).*

Also, please try to respond to someone who does not already have a response. If you find that all the videos from the partner class already have responses then you can feel free to respond to any video post.

The online discussion board can be accessed through a Gmail account through the following link: <https://flipgrid.com/b863727b>. In the Gmail account, please be sure your name is in the address. Otherwise, I will not know who the account belongs to when I am grading!

The Flipgrid Discussion Board will be used in two ways.

- *First, it will be used to record your attendance for whichever week it is assigned. If you do not post a video of your own or you do not respond to someone else's video post by the due date each week, you will be marked absent. This will become part of your participation grade.*
- *Second, the actual work you do on the Discussion Board will also count towards your class grade. Finally, please note that I am looking for responses that are meaningful.*

Yama

J.T. Saramanaka

Course Coordinator

It is not enough to just say that a post is 'great' or 'interesting', I am looking for you to show that you have really thought about the information provided and that you are making connections to the learning that is taking place during lectures/reading activities.

Please do not be afraid to ask questions! 😊 If there is something you want to know or are curious about this is your opportunity to ask. Asking questions is an integral part of having a real conversation/dialogue and this is exactly the point of the discussion board!!

J. J. Sakaravala



J. J. Sakaravala

Course Coordinator

OVERVIEW OF 30-HOUR CERTIFICATE IN MUSIC THERAPY



This course is made up of three stages and contains interactive and experiential elements.

Participants will:

- Gain a thorough understanding of music therapy and how it is used in various settings
- Be able to incorporate some of the tools and techniques learnt into their own therapeutic work with adults and/or children.
- This course is a useful stepping-stone for anyone wishing to undergo the full Post Graduate training in Music Therapy

Part 1: Understanding Music Therapy (10 hours)

Part 1 comprises 5 two-hour modules which aim to:

- Give participants a thorough understanding of music therapy and how it is used in various settings
- Introduce some of the tools and techniques that music therapists use in their work both in one to one and group situations

Part 2: Experiential Day (5 hours)

Part 2 comprises a 5-hour experiential day, focussed on teaching a variety of therapeutic music activities that participants will be able to incorporate into their own therapeutic work with adults and/or children in a healthcare or community setting.

Participants who successfully complete parts 1 and 2 will gain 1 credit and a certificate of completion for the '**Foundation in Music Therapy**.' This then qualifies them to continue on to part 3 for their '**Certificate in Music Therapy**' which carries a further credit.

Part 3: Internship (15 hours)

The internship is designed to be carried out in either the participants' place of work if appropriate, or an appropriate organisation such as a hospital, school or NGO.

A. Roberts

4.

Course Coordinator

PART 1 - UNDERSTANDING MUSIC THERAPY (10 HOURS)



Module	Title	Elements
1 (2h)	Introduction	<ol style="list-style-type: none"> 1. Personal introductions 2. Overview of the course 3. What is Music Therapy? <ul style="list-style-type: none"> • Definitions of Music Therapy • Why Music Therapy? • History of Music Therapy • Music Therapy as an evidence-based practice
2 (2h)	Music Therapy Settings	<ol style="list-style-type: none"> 1. An overview of music therapy in the following areas: <ul style="list-style-type: none"> • Mental Health • Autistic Spectrum Disorder • Dementia
3 (2h)	Music Therapy tools and techniques Relating theory to practice.	<ol style="list-style-type: none"> 1. 'Tools of the trade' 2. Basic improvisation techniques: mirroring and matching 3. Unconscious processes (transference and countertransference) and core theoretical concepts (containment and affect attunement) in relation to music therapy)
4 (2h)	Music and Imagery	<ol style="list-style-type: none"> 1. Music and Imagery 2. Music and relaxation
5 (2h)	Approaches in Music Therapy practice	An overview of five different approaches in Music Therapy Practice and the settings they are suited to: Humanistic, Psychodynamic, Physiological, Developmental, Supportive

PART 2 – EXPERIENTIAL DAY (5 HOURS)



10.00-10.15

Welcome and Introduction to the day.

10.15-11.00

Introduction to clinical improvisation in music therapy

11.00-11.30

Vocal workshop.

Activities and techniques designed to warm up the voice and improve vocal skills

BREAK

11.45-12.15

Therapeutic music activities designed to improve verbal and non-verbal communication

12.15-12.45

Therapeutic rhythm-based music activities designed to improve co-ordination

LUNCH

1.30-2.00

Therapeutic music activities designed to improve/maintain cognitive skills e.g., memory recall

2.00-2.30

Therapeutic Music Activities designed to stimulate creativity and improve emotional well-being

2.30-3.00pm

Video footage with examples of therapeutic music activities designed to improve clients' development in the above four areas.

3.15-3.30pm

Q&A and Close

A. S. S. S.

7.

Course Coordinator

PART 3 – PRACTICAL INTERNSHIP (15 HOURS)



In order to proceed to the Internship, participants must have successfully completed the written assessment for the Foundation in Music Therapy and the 5-hour Experiential Day.

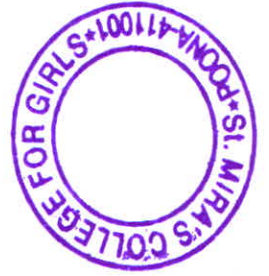
The internship is designed to be carried out in either the participants place of work if appropriate, or an appropriate organisation such as a hospital, school or NGO.

Following the initial guidance and advice on internships given by the course tutors, the participants will be expected to set up their own internships independently.

Time allocation

Task	Time
Setting up the group which includes identifying 2 or 3 clients and planning the therapeutic music program	5 hours
Weekly group sessions. 5 x 45-minute sessions plus 15 minutes per session for setting up	5 hours
Writing up session notes. 30 minutes per session	2.5 hours
Final Report	2.5 hours
Total Hours	15 hours

PRACTICAL INTERNSHIP (CONT)



Participants should use the therapeutic music activities taught on the experiential day, or from modules 3 and 4 of the Foundation course.

They can also use therapeutic music activities they have devised themselves or sourced from elsewhere.

The five sessions should be structured in the same way. For example:

'Hello' song

Rhythm-based activity

Activity to improve communication

Activity to improve cognitive skills

Activity to improve emotional well-being

'Bye bye' song

Students will receive a one-hour weekly supervision from a qualified music therapist throughout their internship plus one hour following their internship for support in writing up their final reports.

Students will have a maximum of one week following their internships to write and submit their final reports.

Reports must demonstrate that students have a good understanding of the group therapeutic music activities and their benefits. They should also comment on the specific benefits of the activities for each of their clients.

Ashwaas Wellness is in academic collaboration with St. Mira's College for Girls (Autonomous - affiliated to Savitribai Phule Pune University, Pune).

The Certificate in Music Therapy is accredited by St. Mira's College for girls and is worth a total of 3 credits.

Albedia

9.

Course Coordinator

ashwaas
MUSIC THERAPY FOR WELL-BEING

SUGGESTED READING



- Alvin, J. (1975) *Music Therapy*. John Clare Books, revised edition
- Bartleet, B., Higgens, L. (eds) (2018) *The Oxford Handbook of Community Music*. Oxford University Press (Oxford Handbooks Online)
- Bruscia, K. (ed) (1998) *The Dynamics of Music Psychotherapy*. Gilsum NH: Barcelona
- Bruscia, K (ed) (2006) *Case Studies in Music Therapy*. Gilsum NH: Barcelona
- Bunt, L. (1994) *Music Therapy: An art beyond words*. London: Routledge
- Bunt, L., Hoskyns, S. Swami, S. (eds), (2013) *The Handbook of Music Therapy*. Brunner-Routledge
- Darnley-Smith, R and Patey, H. (2003) *Music therapy*. Sage Publications
- Davies, A., Richards, E. (eds) (2002) *Music Therapy and Group Work*. London: Jessica Kingsley Publishers
- Derrington, P. and Oldfield, A. (eds) (2015) *Music therapy in schools: working with children of all ages in mainstream and special education*. London: Jessica Kingsley Publishers
- Edwards, J. (ed) (2016) *The Oxford Handbook of Music Therapy*. Oxford University Press (Oxford Handbooks Online)
- Grocke, D., Wigram, T. (2007) *Receptive Methods in Music Therapy*. London: Jessica Kingsley Publishers
- Hallum, S., Cross, I., Thaut, M., (eds) (2014) *The Oxford Handbook of Music Psychology* (2 ed.) Oxford University Press (Oxford Handbooks Online)
- McFerran, K. (2010) *Adolescents, Music and Music Therapy: Methods and techniques for clinicians, educators and students*. London: Jessica Kingsley Publishers
- Oldfield, A. (2006). *Interactive music therapy - a positive approach: music therapy at a child development centre*. London: Jessica Kingsley Publishers
- Pavlicevic, M. (2002). *Music Therapy - Intimate Notes*. London: Jessica Kingsley Publishers
- Stige, B., Aarø, L. E. (2012) *Invitation to Community Music Therapy*. New York: Routledge.
- Watson, T (ed), (2002) *Music Therapy with Adults with Learning Disabilities*. London: Routledge
- Wigram T. (2004) *Improvisation: Methods and Techniques for Music Therapy Clinicians, Educators and Students*. London: Jessica Kingsley Publishers.
- Wigram T, Pederson I.N., Bonde, L.O. (2002). *A Comprehensive Guide to Music Therapy: Theory, Clinical Practice, Research and Training*. London: Jessica Kingsley Publishers
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Ashwaas

12.

Course Coordinator

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- Anubha Doshi, 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



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- 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, KarishmaHarlalka

- 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- AvantikaMalhautra

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



Albedia 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)



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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



M.Sc. Computer Science

Compulsory credit course

Introduction to Cyber Security / Information Security

Module 1: Pre-requisites in Information and Network Security				
Online Teaching + Practical				
Date	Time	Chap	Topics	Hours
25-1-22	08.00am to 09.00 am	1	Chapter 1: Overview of Networking Concepts 1. Basics of Communication Systems 2. Transmission Media	1
26-1-22	10.00 am to 12.00 am	1	3. Topology and Types of Networks 4. TCP/IP Protocol Stacks 5. Wireless Networks 6. The Internet	2
27-1-22	05.00 pm to 07.00 pm	2	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	2
28-1-22	05.00 pm to 07.00 pm	2,3	5. Computer Forensics 6. Steganography Chapter 3: Security Threats and Vulnerabilities 1. Overview of Security threats 2. Weak / Strong Passwords and Password Cracking	2
29-1-22	05.00 pm to 07.00 pm	3	3. Insecure Network connections 4. Malicious Code 5. Programming Bugs 6. Cybercrime and Cyber terrorism 7. Information Warfare and Surveillance	2
30-1-22	10.00 am to 12.00 am		Test Chapter 4: Cryptography / Encryption 1. Introduction to Cryptography /Encryption 2. Digital Signatures	1 1
31-1-22	05.00 pm to 06.00 pm		3. Public Key infrastructure 4. Applications of Cryptography 5. Tools and techniques of Cryptography	1
1-2-22	08.00 am to 09.00 am 01.00 pm to 02.00 pm		Test1(Written paper) Test2(Practical Viva)	1 1

Total Number of hours=Module-1(14 Hours)

Exam for 25 marks (Online Exam) based on Module 1



Course Coordinator

Shalini raje

Mrs. Swati Pulate

Module 2: Security Management Self-learning mode through moodle [uploading lecture notes+videos+assignment based on each topics]			
Date	Chap	Topics	Hours
	1	Chapter 1: Security Management Practices	
		1. Overview of Security Management	1
		2. Information Classification Process	1
		3. Security Policy	1
		4. Risk Management	1
		5. Security Procedures and Guidelines	1
		6. Business Continuity and Disaster Recovery	1
		7. Ethics and Best Practices	1
	2	Chapter 2: Security Laws and Standards	
		1. Security Assurance	1
		2. Security Laws	1
		3. IPR	1
		4. International Standards	1
		5. Security Audit, 6. SSE-CMM / COBIT etc	1
2-2-2022		Test	1

Self learning hours=12(lectures)

Test hours=1(lecture)

25 marks exam based on module 2



Malini Raj

Course Coordinator

Swati Pulate
 M/s Swati Pulate

M.Sc. Computer Science

Compulsory credit course

Introduction to Cyber Security / Information Security

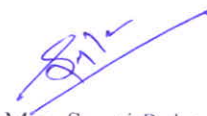
Module 3: Information and Network Security				
Date	Time	Chap	Topics	Lectures
29-3-21	09.00 am to 11.00 am [Break 15 mins] 11.15am to 12.15 pm	1	Access Control and Intrusion Detection	3
30-3-21	06.00 pm to 08.00 pm	2	Server Management and Firewalls	2
31-3-21	06.00 pm to 08.00 pm	2	Server Management and Firewalls	2
01-4-21	06.00 pm to 08.00 pm	3	Security for VPN and Next Generation Technologies	2
02-4-21	09.00 am to 11.00 am [Break 15 mins] 11.15am to 12.15 pm	3	Security for VPN and Next Generation Technologies	3
Module 4: System and Application Security				
03-4-21	09.00 am to 11.00 am [Break 15 mins] 11.15am to 01.15 pm	1	1: Security Architectures and Models 1. Designing Secure Operating Systems 2. Controls to enforce security services	4
04-4-21	10.00 am to 11.00am	Exam for 25 marks based on Module 3		1

Date	Time	Chap	Topics	Lectures
05-4-21	06.00 pm to 08.00 pm	1, 2	3. Information Security Models 2: System Security 1. Desktop Security	2
06-4-21	06.00 pm to 08.00 pm		2. email security: PGP and SMIME 3. Web Security: web authentication, SSL and SET	2
07-4-21	06.00 pm to 08.00 pm	2, 3	4. Database Security 3: OS Security 1. OS Security Vulnerabilities, updates and patches	2
08-4-21	06.00 pm to 08.00 pm	3	2. OS integrity checks 3. Anti-virus software	2
09-4-21	06.00 pm to 08.00 pm	3	4. Configuring the OS for security 5. OS Security Vulnerabilities, updates and patches	2
10-4-21	09.00 am to 11.00 am [Break 15 mins] 11.15am to 01.15 pm	4	4: Wireless Network and Security 1. Components of wireless networks 2. Security issues in wireless	4
11-4-21	10.00 am to 12.00pm	Exam for 25 marks(Presentation +Viva) based on Module 4		2

Total Number of hours=

Module-3(13 Hours)

Module-4 (20 Hours)


Mrs. Swati Pulate





Course Coordinator

INTRODUCTION TO HUMAN RIGHTS & DUTIES



UNIVERSITY OF PUNE

INTRODUCTION TO HUMAN RIGHTS AND DUTIES



Everyone
right



Shalini Eger
Course Coordinator

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Anita Dcunha

Course Coordinator

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Mahesh Jeyar

Course Coordinator

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Shalini Jeyar

Course Coordinator



Human Rights
right



UNIVERSITY OF PUNE

HUMAN RIGHTS OF VULNERABLE & DISADVANTAGED GROUPS

COURSE BOOK - II



Book 2- English.pdf — 21 MB

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Shabani Iyer

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7/127

HUMAN RIGHTS OF VULNERABLE AND DISADVANTAGED GROUPS

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Malini Eyer

Course Coordinator

HUMAN RIGHTS OF VULNERABLE AND DISADVANTAGED GROUPS

SYLLABI

HUMAN RIGHTS OF VULNERABLE AND DISADVANTAGED GROUPS

- I GENERAL INTRODUCTION** 8/127
 Meaning and Concept of Vulnerable and Disadvantaged Groups, Customary, Socio-Economic and Cultural Problems of Vulnerable and Disadvantaged Groups
- II SOCIAL STATUS OF WOMEN AND CHILDREN IN INTERNATIONAL AND NATIONAL PERSPECTIVE**
 Human Rights and Women's Rights –International and National Standards
 Human Rights of Children-International and National Standards
- III STATUS OF SOCIAL AND ECONOMICALLY DISADVANTAGED PEOPLE**
 Status of Indigenous People and the Role of the UN
 Status of SC/ST and Other Indigenous People in the Indian Scenario
 Human Rights of Aged and Disabled
 The Minorities and Human Rights
- IV HUMAN RIGHTS OF VULNERABLE GROUPS**
 Stateless Persons
 Sex Workers
 Migrant Workers
 HIV/AIDS Victims



Anita D Cunha

Course Coordinator

INTRODUCTION TO CONSTITUTION

(TWO CREDITS)

Course Objectives: 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.

Expected Course Outcomes:

To introduce the philosophy of Constitution of India to students.
To acquaint them with their freedoms and responsibilities.

UNIT 1: PHILOSOPHY OF THE INDIAN CONSTITUTION (5 Hours)

- a) Constitutional History of India
- b) Role of Dr. B.R. Ambedkar in Constituent Assembly
- c) Preamble – Source and Objects
- d) Sovereign and Republic
- e) Socialist and Secular
- f) Democratic – Social and Economic Democracy
- g) Justice – Social, Economic and Political
- h) Liberty – Thought, Expression, Belief, Faith and Worship
- i) Equality – Status and Opportunity
- j) Fraternity, Human Dignity, Unity and Integrity of the Nation



Shalini Raj

Course Coordinator

UNIT 2: FUNDAMENTAL RIGHTS (10 Hours)

- a) Right to equality
- b) Right to freedoms
- c) Right against exploitation
- d) Right to freedom of religion
- e) Cultural and educational rights
- f) Right to property
- g) Right to constitutional remedies

UNIT 3: DIRECTIVE PRINCIPLES OF STATE POLICY (10 Hours)

- a) Equal Justice and free legal aid
- b) Right to work and provisions for just and humane conditions of work
- c) Provision for early childhood, Right to education and SC,ST, weaker section
- d) Uniform Civil Code
- e) Standard of Living, nutrition and public health
- f) Protection and improvement of environment
- g) Separation of Judiciary from executive
- h) Promotion of International peace and security

UNIT 4: FUNDAMENTAL DUTIES (5 Hours)

- a) Duty to abide by the Constitution
- b) Duty to cherish and follow the noble ideals
- c) Duty to defend the country and render national service
- d) Duty to value and preserve the rich heritage of our composite culture
- e) Duty to develop scientific temper, humanism, the spirit of inquiry & reform
- f) Duty to safeguard public property and abjure violence
- g) Duty to strive towards excellence

Text/Reference Books:

- a) D. D. Basu, Introduction to the Constitution of India, LexisNexis
- b) Granville Austin, The Constitution of India: Cornerstone of a Nation, Oxford University Press
- c) Subhash Kashyap, Our Constitution, National Book Trust
- d) M.P. Jain, Indian Constitutional Law, LexisNexis



Shahine eye

Course Coordinator

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 Syntax, 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



G. M. Phadnis
 Course Coordinator

Chunika

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 	3
	<ul style="list-style-type: none"> • Function plotting • Data plotting 	
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



G. M. Shinde *Shrinani*

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

Chingra

Shahid

Ruwanja

H.M. Phadnis

Course Coordinator



2	Written Communication Skill Practice for: <ul style="list-style-type: none"> • Correction of errors • Making of Sentences • Paragraph Writing • Leave Application and simple letter writing 	Grammatical use: <ul style="list-style-type: none"> • Punctuation • Meaning & opposites • Real Life conversations • Vocabulary building 	6
3	Presentation Skill practice <ul style="list-style-type: none"> • Preparing in presentation • Delivery of presentation 	Concept of 4 method for presentation <ul style="list-style-type: none"> • Preparation & introduction • Presentation • Evaluation / feedback • Summarization / Conclusion 	6

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Course Coordinator

ST.MIRA'S COLLEGE FOR GIRLS, PUNE
(Autonomous-Affiliated to Savitribai Phule Pune University)



CERTIFICATE COURSE ON STOCK MARKET AND INVESTMENT

Preamble: The Learners often have a lot of theoretical knowledge on financial markets and financial institutions, investments and other financial matters, especially students from the Commerce and Arts stream. However, they lack the practical aspects of the financial markets, investments avenues from both the professional as well as the personal financial management. Being in the field of Commerce and Economics, the learner does have ample employment and self-employment opportunities in the stock markets but very few explore these employment opportunities. The Course would aim at providing a practical approach to the study of stock market and handhold them towards Employment as well as Personal Financial Management.

Course Objectives:

- To recognize various investments and the stock market.
- To explain the terminologies and functions relating to the stock market.
- To equip the learner to function independently in the stock market.
- To equip the learner to analyse financial investments and its prospects.

Course Outcomes:

At the end of the Course the Learner will have

- Ability to demonstrate the basic concepts of stock market and its operations.
- Ability to employ skills acquired to open a Demat and Trading account.
- Ability to analyse the market sentiments and evaluate performance of financial investment.
- Ability to justify Skills acquired to seek employment in the arena of financial markets.

The Skills acquired through the Certificate Course should prepare the learner to appear for the Stock Market Certification Examinations

Workshop Duration - 100 hours

Content & Duration

- **30 hours of input sessions:**
 - **Unit 1** Primary and Secondary market, Stock Indices, Terminologies in stock market, Stock Market Functioning, Opening and managing Demat and trading account, Depository, Risk Management, Trading Mechanism and Settlement.
 - **Unit 2** – Analysis of investments, Fundamental Analysis, Economic Analysis & Industry Analysis, Management Analysis, Financial Statement analysis.
 - Technical Analysis, Charts and patterns, RSI, Moving Average, Candle stick ..
 - **Unit 3** – Strategies for wealth creation – Intra Day trading, Swing Trading and Passive investment, Value investment and Growth investment
 - **Unit 4** – Other investments, Mutual Funds, Derivatives, Futures and options
- **20 hours of practical sessions:** Practice on virtual platform & actual terminal on buying and selling, stock selection, report generation, contract notes, profit and loss report etc.
- **50 hours of personal inputs:** The participant has watch pre-recorded videos, books related stock market, reading financial newspapers, watching financial news to strengthen the relationship between theory and practical. This will also help to know the market sentiments which has great impact on stock prices. Clarifications and analysis by market experts.

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

Jayak
Principal Incharge
St. Mira's College for Girls

Course Coordinator



Teaching Methodology:

- Theoretical inputs by experts
- Practical handholding on mock platform and actual platform
- Self-Study Material: Videos and Reading material on financial market analysis

Evaluation Methodology

Continuous Assessment [After each Unit]

Learner to be exempted from Evaluation if the learner qualifies BSE/ NSE Certification

Participation Certificate and Fees:

Tentative Rs.5000 (Yet to be finalized by the College Authorities)

Market Experts – The experts are experienced people who have been working in this industry and who have been trading in the stock market

Theoretical inputs – In puts on various concepts and terminologies in stock market and various strategies adopted by market experts

Practical Virtual Trading - The Learner will be guided to open virtual trading platform like <https://moneybhai.moneycontrol.com/> and will be trained to do investment and trading

Actual Trading–The learner will be guided to open Trading and Demat account with any one of the brokers of NSE/BSE and start investing. Such arrangements would be made or assisted for those interested learners.

- The documentation process would be required to be completed with details of PAN number and Aadhar Number.
- The minimum requirements for investment/trading to be fulfilled [Rs.5000 or as the case may be].

Self-Learning - The course instructor will guide the learner to read and interpret the financial newspapers, websites, YouTube videos and TV channels and discussions.

Instructors–

Dr. Gilbi John [Mentor & Guide]

M Com, MPhil, PhD(Wealth Management), NCFM, BCFM, AMFI.

More than 15 years’ experience in trading in stock market and commodity market.

Associated with one of the leading stock broking firm Motilal Oswal Financial Services Ltd.

Actively involved in training learners to be able investors.

Experts in the field to be invited with experiential knowledge in stock and capital markets or the financial sector.

Coordinator-Academic

Dr. Meenakshi Wagh

Coordinator-Administrative

Dr. Arwah Madan

Head of Department

Dr. Shalini Iyer

Board of Studies	Name	Signature
Chairperson (HoD)	Dr. Shalini Iyer	

Principal Incharge
St. Mira's College for Girls

Course Coordinator



POSTGRADUATE DIPLOMA IN CLINICAL MUSIC THERAPY (PGD-CMT)

Objectives:

- To provide students with the knowledge, experience, skill and confidence to work as professional Music Therapists within a range of clinical settings.
- To give students a thorough grounding in several theoretical viewpoints relevant to the practice of Music Therapy.
- To give students an understanding of clients' therapeutic needs by means of clinical studies in related disciplines.
- To extend students' musical skills and facilitate an understanding of how these can be used to meet the therapeutic needs of clients.
- To provide students with appropriate clinical placements in accordance with India's standards of education and training, with adequate supervision within the programme,
- To develop students' capacity to provide Music Therapy service in institutional settings.
- To provide students with an environment that facilitates self-development appropriate to work as a therapist
- To develop students' abilities to reflect their role of Music Therapy practitioners.
- To provide students with an understanding of basic research and research methodologies of common relevance to the unique field of the Arts Therapies.
- To enable students to research their own practice and to relate this to the wider discipline of Music Therapy.

Learning Outcomes

Students who successfully complete this program will be able to:

Knowledge and Understanding-

- A1- Demonstrate their knowledge and understanding of Music Therapy needs in India
A2 - Demonstrate their knowledge and understanding of several key theoretical approaches to Music Therapy (e.g. psychodynamic, humanistic, behavioral and ecological)
A3 - Demonstrate understanding of current relevant governmental policies and guidance (e.g. in health, social care and education) including confidentiality and consent
A4 - Demonstrate knowledge and understanding of relevant diagnoses and disabilities
A5- Demonstrate knowledge and understanding of the work settings within which music therapists most commonly practice
A6- Demonstrate knowledge and understanding of the application of theory to different client groups and work settings
A7- Demonstrate knowledge and understanding of the way in which their music can be used to meet the therapeutic needs of clients
A8- Demonstrate their knowledge and understanding of the effects of the environment and the role of the institution on a client's well-being

Ms. Lindsay McHale

Ms. Ruth Oreschnick
Dr. Margaret Lobo
Dr. Amruta Oak

Course Coordinator

Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - V.V. Kawadker
Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia Shabedin

A9- 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.

A10- Demonstrate a comprehensive understanding of the need for self-knowledge, personal development and ongoing supervision for practicing therapists

A11- Demonstrate an understanding of the statutory requirements of the health profession within India and the maintenance of an ethical clinical practice

B. Cognitive Skills-

Students who successfully complete this program will be able to:

B1- Use a high level of observational and analytical skills

B2- Conceptualize and integrate theory and practice in a systematic and creative way, and begin to develop their own working style

B3 -Critically research, analyze and evaluate the theory and practice of Music Therapy

B4 -Critically evaluate and synthesize Music Therapy research findings and literature, and be able to gather appropriate information.

C. Practical Skills-

Students who successfully complete this program will be able to:

C1- Use a high level of observational skills

C2- Assess and make informed and professional judgments about client need and strengths, complex client issues, and use appropriate assessment, treatment techniques and strategies for meeting client needs

C3 -Use advanced expressive, technical and interactive elements of musical improvisation skills

C4- Develop a therapeutic relationship with clients

D. Key Skills-

Students who successfully complete this program will be able to:

D1- Present their work in a well structured and convincing way and with confidence, both orally and in writing

D2- Use a high level of initiative and work independently

D3 -Communicate appropriately with staff and clients within a team, and communicate information and ideas to specialist and non-specialist audiences.

D4 -Deal with complex issues both systematically and creatively

D5- Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level

D6 -Use critical reflection in their own clinical work, and appreciate their own limitations as a therapist and the need for appropriate levels of supervision

D7- Make a clear presentation of their findings in a seminar setting.

D8 -Undertake independent study into their clinical practice in order to make a proposal for, and carry out elements of, a research project.

Ms. Lindsay McHale



Ms. Ruth Oreschnick



Dr. Margaret Lobo

Dr. Amruta Oak

Course Coordinator

Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - V.V. Kawadkar

Dr. Jaya Rajagopalan

Ms. Sharmin Palsetia J. Palsetia



Term: I	Subject Code:	Units: 10
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Unit 1: Clinical Music Therapy in Theory and Practice- I	2
<ul style="list-style-type: none"> • Theoretical Foundations of Music Therapy <ol style="list-style-type: none"> a. Introduction to music therapy, the therapeutic framework and the therapeutic relationship b. Theoretical approaches underpinning music therapy practice including psychodynamic principles c. Contextualized psychology, with aspects incorporated from sociology, anthropology, medicine, musicology and education d. Contextualized human development and the ways normal development can be disrupted • Clinical Contexts in Music Therapy <p>Setting up Clinical work</p> <ol style="list-style-type: none"> a. Referral and assessment procedures b. Starting work; the importance of the therapeutic framework, boundary issues and safe practice c. Record Keeping, including the use of recording equipment d. Data protection, Record Keeping and Report Writing <p>Understanding of music therapy practice in the following settings:</p> <ol style="list-style-type: none"> a. Special schools (Autism, PLMD and other conditions causing developmental delay) b. Residential settings for older adults (Dementia) 	

Unit 2: Music Therapy Methods and Techniques- I	3
<ul style="list-style-type: none"> • Music Therapy Methods <ol style="list-style-type: none"> a. Clinical Improvisation- Technical, Expressive and Interactional aspects b. Introduction to supportive music therapy interventions • Music Skills and Techniques <ol style="list-style-type: none"> a. Proficient standard of instrumental and vocal competence- percussion, voice, guitar and piano b. Practical peer skills sharing 	


Unit 3: Reflexive Learning- I	2
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Ms. Lindsay McHale 

Ms. Ruth Oreschnick 
 Dr. Margaret Lobo
 Dr. Amruta Oak



Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - V.V. Kawadkar
 Dr. Jaya Rajagopalan
 Ms. Sharmin Palsetia 

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- **Literature and Media Discussion**
 - a. Critical evaluation of literature and media information
 - b. Discussion leadership skills
- **Group Reflection/Debate**
 - a. Active and intentional reflection skills
 - b. Understanding the self and self-in-relationship
 - c. Debates on emerging themes, questions, or challenges in the process of reflection

Unit 4: Experiential Learning- I

3

- **Clinical Placements**
 - a. Carrying out observations, setting up placements
 - b. Beginning 1:1 work with patients in a clinical setting
 - c. Role of guidance and support during the therapeutic process
- **Music Therapy Group**
 - a. Group music therapy
 - b. Exploring the responses to the feelings and emotions that may arise during the training

➤ Student Personal Therapy- I

All students are required to attend personal therapy sessions on a regular basis during their training with The Music Therapy Trust.



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Ms. Ruth Oreschnick
Dr. Margaret Lobo
Dr. Amruta Oak

Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - V.V. Kawadker
Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia *Sharmin*

Course Coordinator

Term: II	Subject Code:	Units: 10
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Unit 1: Clinical Music Therapy in Theory and Practice- II	2
<ul style="list-style-type: none"> • Build on and contextualise core theoretical concepts <ol style="list-style-type: none"> a. An overview of the work of psychoanalysts: Winnicott, Stern and Rogers and how their work helps to further the understanding of the musical therapeutic process b. An overview of the work of Lewin, Bion, Tuckman and Yalom on group dynamics and how these relate to the dynamics of group music therapy • Clinical Contexts in Music Therapy <ol style="list-style-type: none"> a. An understanding of Music Therapy in the following settings: Psychiatric settings (Mental Health) Hospitals (neuro-disability, neonatal care) b. Evidence based practice 	
Unit 2: Music Therapy Methods and Techniques- II	3
<ul style="list-style-type: none"> • Music Therapy Methods <ol style="list-style-type: none"> a. Clinical Improvisation- Supporting, developing and extending improvisational interactions b. Interactive understanding of improvisation- Basis for development and exploration of therapeutic relationship. • Music Skills and Techniques <ol style="list-style-type: none"> a. Receptive methods, songwriting and use of familiar songs in music therapy b. Skills in group work facilitation and teamwork 	
Unit 3: Reflexive Learning- II	2
<ul style="list-style-type: none"> • Literature and Media Discussion <ol style="list-style-type: none"> a. Critical evaluation of literature and media information about topics relevant to music therapy b. Art of critiquing literature Group Reflection/Debate <ol style="list-style-type: none"> a. Active and intentional reflection skills on- opinions, experiences and 	

Ms. Lindsay McHale



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Dr. Margaret Lobo
Dr. Amruta Oak




Ms. Anubha Doshi

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Ms. Sharmin Palsetia

Course Coordinator



reflections on a proposed topic b. Debates on- Ideas in context – culture, interpretation and difference	
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Unit 4: Experiential Learning- II	3
<ul style="list-style-type: none"> • Clinical Placements <ul style="list-style-type: none"> a. Work with patients in a clinical setting b. Role of guidance and support during the therapeutic process c. Clinical notes of the work • Music Therapy Group <ul style="list-style-type: none"> a. Sessions on group music therapy b. Exploring the responses to the feelings and emotions that may arise during the training 	

➤ **Student Personal Therapy- II**

All students are required to attend personal therapy sessions on a regular basis during their training with The Music Therapy Trust.



Ms. Lindsay McHale 
 Ms. Ruth Oreschnick 
 Dr. Margaret Lobo
 Dr. Amruta Oak

Ms. Anubha Doshi
 Ms. Vaishnavi Kulkarni - v.v. Kawadkar
 Dr. Jaya Rajagopalan
 Ms. Sharmin Palsetia 

Course Coordinator


Term: III	Subject Code:	Units: 10
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Unit 1: Clinical Music Therapy in Theory and Practice- III	2
<ul style="list-style-type: none"> • Build on and contextualise core theoretical concepts Understanding theoretical frameworks and concepts in relation to: <ul style="list-style-type: none"> a. Community settings b. Health promotion c. The Nordoff-Robbins approach to music therapy (music-centered) d. Music Therapy in India and the work of The World Federation of Music Therapy • Clinical Contexts in Music Therapy <ul style="list-style-type: none"> a. Community music therapy and health promotion b. Diagnostic information evaluation - case study and academic reviews 	

Unit 2: Music Therapy Methods and Techniques- III	3
<ul style="list-style-type: none"> • Music Therapy Methods <ul style="list-style-type: none"> a. Clinical Improvisation- emphasis on group work, leadership and facilitation skills. b. Role plays from clinical work. • Music Skills and Techniques <ul style="list-style-type: none"> a. Group feedback sessions. 	


Unit 3: Reflexive Learning- III	2
<ul style="list-style-type: none"> • Literature and Media Discussion <ul style="list-style-type: none"> a. Critical evaluation and discussions on the opinions, experiences and reflections on a proposed topic • Group Reflection/Debate <ul style="list-style-type: none"> a. Active and intentional reflection skills on- opinions, experiences and reflections on a proposed topic b. Towards an indigenous Indian clinical music therapy profession 	

Ms. Lindsay McHale 

Ms. Ruth Oreschnick 
Dr. Margaret Lobo
Dr. Amruta Oak



Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - V.V. Kawadker
Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia 

Course Coordinator

Unit 4: Experiential Learning- III	3
<ul style="list-style-type: none"> • Clinical Placements <ul style="list-style-type: none"> a. Work with patients in a clinical setting b. Role of guidance and support during the therapeutic process • Music Therapy Group <ul style="list-style-type: none"> a. Sessions on group music therapy b. Exploring the responses to the feelings and emotions that may arise during the training 	

➤ **Student Personal Therapy- III**

All students are required to attend personal therapy sessions on a regular basis during their training with The Music Therapy Trust.



Ms. Lindsay McHale

Ms. Ruth Oreschnick
Dr. Margaret Lobo
Dr. Amruta Oak

Ms. Anubha Doshi

Ms. Vaishnavi Kulkarni - v.v.Kavadkar
Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia

Course Coordinator

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



gHP

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

gHP

Alabeta

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 *Sandy*

Amubha Doshi

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. Vaishnani 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 	



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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
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- 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

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

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



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



Course Coordinator

Dr. Amruta Oak

Dr. Anjali Kedari

Ms. Sandy Dias

Amrutha Doshi

Dr. Jaya Rajagopalan

Ms. Sharmin Palsetia

Ms. Hasina Shaikh


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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Ms. Sandy Dias

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Anjali Kedari
Sandy Dias
Amubha Deshi

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

Jaya Rajagopalan
Sharmin Palsetia
Hasina Shaikh
Course Coordinator
Ms. Vaishnavi Kulkarni, - V.V. Kulkarni

<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 	

Course Coordinator

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

Dr. Jaya Rajagopalan
Ms. Sharmin Palsetia *Sharmin*
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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Ms. Sandy Dias

Amruta Doshi

Course Coordinator

Dr. Jaya Rajagopalan

Ms. Sharmin Palsetia

Ms. Hasina Shaikh

Ms. Vaishnavi Kulkarni, V.V. Kawadkar

- 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.**



Course Coordinator

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