



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

1.3.2 Number of Value added courses for imparting transferable and life skills offered during the year ---11

2020-21

File Description- DVV

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



Jh
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 4 - 2020-21

more contact hours)offered	Course Code (if any)	Year of offered	course	students	Students
Democracy, Election and Governance	AN22002	2020	1	30 hours	691
MILE Whose Thalis is This? The Study of Food	MILE(20)001	2022	1	30 hours	27
MILE Issue of Identity in India and US	MILE(20)002	2020	1	30 hours	30
MILE Education with SOUL	MILE(20)003	2020	1	30 hours	12
MILE-Angels and Demons	MILE(20)004	2020	1	30 hours	16
MILE Mental Health and Resilience through	MILE(20)005	2020	1	30 hours	20
MILE Border, Home and Displacement	MILE(20)006	2020	1	30 hours	15
MILE Exploration of Choice in Context	MILE(20)007	2020	1	30 hours	24
PGD in Mindfulness Based Counseling	MCR/ML(1820)041	2020	1	420 hours	19
Certificate Course in Organizational	MCR/OD(20)055	2020	1	45 hours	10
Certificate Course in Gender and Culture	SPPU	2020	1	75 hours	10




Principal Incharge
St. Miras 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 post 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:

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



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. Chaterjee, 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 आयकाड', सुहास पळशीकर द युनिक अँकडमी पब्लिकेशनप्रा.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 अँकडमी पब्लिकेशन्स प्रा.लि
४. भोळे. भा.ल. (२०१५). भारतीय गणराज्याचे शासन आणि राजकारण. नागपूर: पिंपळापुरे वुक प्रकाशन
५. कसवे. रावसाहेब. (२०१०)डॉ. आंबेडकर आणि भारतीय राज्यघटना. पुणे: सुगावा प्रकाशन



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

and Laguardia Community College, New York, USA

Collaborative course



MILE:Whose Thali is this: Study of Food Cultures

Subject Code:

Lectures:

Credits: 2

Objectives and Learning outcomes

Objectives

1. To gain comparative knowledge of food cultures through intercultural exchange
2. To develop understanding of how food becomes a marker of the social distinction (caste, gender, class, race, ethnicity, religion)
3. To comprehend the power relations embedded in food culture.
4. To understand the interconnection between food cultures and issues of body image and well-being.
5. To Make sense of food habits and ethos in the context of global economy

Learning Outcomes

- Develop a sociological imagination to make sense of the reality in a more comprehensive manner.
- Familiarize with various interdisciplinary fields using sociological knowledge and foster advanced learning.
- Develop a global world view with understanding of various forms of social inequality and social diversity
- Develop 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 enhance the ability to use digital tools and resources.

1: Introduction

6

- Introduction: how food is sociological
- Theorizing food
 - Marx: Food as fetish
 - Durkheim: Food as totem
 - Feminism: Food as women's issue

Shinde

Warkhi

Course Coordinator



Unit 2: Food and Power

- Food as sociological phenomenon
 - Food as identity
 - Food as power
 - Food cultures and everyday
 - Food as distinction (caste, class, ethnicity, religion, gender)
- Food cultures, Body/health concerns and cultures of wellbeing
- Food cultures and global economy
 - Cosmopolitanism and food
 - Marketing

Unit 3: Active Component

15

- Oral history data collection
- Making Photo essays
- Making ethnographic film

Other details -

A. Duration of the course- 1st October – 8th November

B. Course Co-ordinators – Dr. Vaishali Diwakar
Dr. Vaishali Joshi *Mal.*

C. Course Instructor – Dr. Vaishali Diwakar
Dr. Vaishali Joshi *Mal.*
Dr. Alice Baldwin, NY

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL

Diwakar Joshi

Course Coordinator

St. Mira's College for Girls, Pune
Department of Politics and Public Administration
MILE ----- Online Credit Course
Title- Issues of Identity in India and US



Nov-Dec 2020	2 credit course	30 hours
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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?

Readings and links

What is ebonics? By John Rickford

Lingering Conflict in the Schools: Black Dialect vs. Standard Speech By Felicia R. Lee -Jan. 5, 1994, New York Times

<https://www.youtube.com/watch?v=59JY1wDTerM>

<https://www.youtube.com/watch?v=1J4dKnYYIYk>

<https://www.youtube.com/watch?v=e5L03oyqt-Y>

Y. Geeta
Course Coordinator

<https://timesofindia.indiatimes.com/india/constitution-goal-of-casteless-society-still-remains-a-dream-with-rampant-caste-discrimination-sc/articleshow/71396344.cms>

https://www.youtube.com/watch?v=YrHIQIO_bdQ&vl=en



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

Readings and Links

<https://www.bbc.com/news/10537286>

<https://www.youtube.com/watch?v=bTfR7D1NkkE>

https://www.youtube.com/watch?v=vxSd7p1i_TA

<https://www.youtube.com/watch?v=QcvBIRrm73E>

https://www.washingtonpost.com/world/asia_pacific/pakistan-stunned-worried-as-india-retracts-kashmirs-autonomous-rights/2019/08/06/88fad6fc-b7c4-11e9-8e83-4e6687e99814_story.html

<https://www.aa.com.tr/en/asia-pacific/pakistan-unveils-new-map-claims-all-of-kashmir/1931398>

https://www.dropbox.com/s/usbvw6kmypsc09m/robbers_cave_experiment.pdf?dl=0

https://www.youtube.com/watch?v=NCTTc_2W7rA

UNIT III- LANGUAGE POLICY: USA AND INDIA

(10 HOURS)

- Language Policy in India
- Language Policy in America
- 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.

Readings and links

Iliyas Khan and Ahbab Khan; Historical Overview of Language Politics in Post- Colonial India; Global Journal of HUMAN-SOCIAL SCIENCE: GLinguistics & Education; Volume 18 Issue 4 Version 1.0 Year 2018

<https://www.youtube.com/watch?v=E2YHUpjqQAc>

Ilyas
Course Coordinator

<https://www.youtube.com/watch?v=wrr2CRiq9tQ> (Do check out the comments for this video on youtube)

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

<https://www.youtube.com/watch?v=-KyAOUY1Z3Q>

<https://www.youtube.com/watch?v=eNjcAgNu1Ac>

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

https://www.youtube.com/watch?v=oVHsP_tEmYg



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

<https://flipgrid.com/savva5562>

Yewna

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



MILE: Education with SOUL

Subject Code: Lectures: Credits: 2

Objectives and Learning outcomes

Objectives

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

Learning Outcomes

- Understand the philosophy behind inclusive education
- Familiarize with various interdisciplinary fields using transnational literature and foster advanced learning.
- Develop a global world view with understanding of various forms of social inequality and social diversity
- Develop 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 enhance the ability to use digital tools and resources.

Unit 1: Introduction

15

- Introduction: Pre course interactions- SOUL, LaGuardia
 - Ice-breakers
 - Synchronous discussion and interactions

Unit 2: The Dangers of a Single Story

5

Sparedo

J. J. Sarker, M.A.

Course Coordinator

- The Dangers of a Single Story by Chimamanda Ngozi Adichie
 - Single stories on SLACK
 - Synchronous session for disc



Unit 3: The Lives that Matter

5

- "The Kids who Died" by Langston Hughes
- "We should all be Feminists" by Chimamanda Ngozi Adichie
- R U OK
- "I'm Gay" by Eugene Lee Yang

Unit 4: Active Component

5

- Oral history data collection
- Making Photo essays
- Making ethnographic film

Other details -

A. Duration of the course- December to 20th April 2021

B. Course Co-ordinators – Dr. Givanni M. Ildefonso-Sánchez
Dr. Snober Sataravala

C. Course Instructor – Dr. Givanni M. Ildefonso-Sánchez, NY
Dr. Snober Sataravala
Suhaila Azavedo *S.J. Sataravala
Azavedo*

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL

S.J. Sataravala
Course Coordinator

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

and Laguardia Community College, New York, USA

Collaborative course



MILE: Angels and Demons- Global Politics and Literature

Subject Code:

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 beings have a potential to accomplish great things as well as inflict terrible pain
3. To comprehend power relations, systems put in place and the consequences of control
4. To understand the interconnection between global politics and Literature
5. To make sense of various conflicts across borders

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- Ice breaker video of self

3

- Introduction: What's the Point of Stories that aren't even true?-sno
- Why study about Iran and other Countries?-Ice-breaker syn discussion
- What is the importance of Global Politics?-Veena
- Game: Call of Duty icebreaker
- SYNCHRONOUS SESSION- based on the padlet-individual stories

Veena S.S. Saravanan
Course Coordinator

Unit 2: Angels and Demons- Searching for Heroes-Literature



- Zimbardo- The Psychology of Evil
- Milgram's Experiment
- *Persepolis-PPT*
- *Die Welle-trailer*
- Stories: Ordinary people doing extraordinary SYNCHRONOUS Discussion- Pari and St Petersburg and Olga

Unit 3: Angels and Demons-Searching for Heroes- Global Politics

6

- India- Pakistan partition (*The Day India Burned*)
- Kashmir issue – migration and refugees
- Case study: NGO- Borderless World Foundation
- Stories: Ordinary people doing extraordinary work-assignment-
- SYNCHRONOUS Discussion- Zahra and students from Chechnya

Unit 4: Active Component

15

- Oral history data collection-ordinary becoming extraordinary 20m
- Making Photo essays- of your culture, city/ Making ethnographic film 20m
- Synchronous and Asynchronous sessions 10m

Other details -

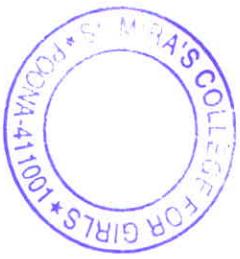
A. Duration of the course- 15th March – 20th April

B. Course Coordinators – Dr. Snober Sataravala *J.S. Sataravala*
Ms. Veena Kenchi *Veena*

C. Course Instructor – Dr. Snober Sataravala *J.S. Sataravala*
Ms. Veena Kenchi *Veena*
Dr. Olga Askakalova, NY *Course Coordinator*

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL



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

and LaGuardia Community College, New York, USA

Collaborative Online International Learning (COIL) Course

Spring 2021

MILE: Mental Health and Resilience through Cultural lens

Subject Code: Lectures: Credits: 2

Objectives and Learning outcomes

Objectives

1. To gain comparative knowledge of meaning of mental health through intercultural exchange
2. To develop understanding of Resilience through a cultural lens (caste, gender, socio economic class, race, ethnicity, religion) .
3. To understand the interconnection between mental health, Culture and Resilience

Learning Outcomes

1. Develop a deeper understanding of mental health needs and resilience through a cultural lens
2. To enhance the ability to use digital tools and resources.

Unit 1: Introduction

4

Students will use Flipgrid to introduce themselves including the following information and end with one question to partner class (less than 2 minutes):

- Name and the meaning of your name
- Birthplace and where your family is originally from (country or state)
- Major and future career goal
- What you know about each other's country or city
- What do you do to unwind yourself after a stressful day?/ What are your ways of managing your mental health?
- Identifying your feelings- using feelings wheel

Identifying your feelings- using

Unit 2: Research on Mental Health, Resilience and its relationship

11

11
Tarjei J.J. Salazar
Course Coordinator



We all face trauma, adversity and stresses but all of us can build resilience to overcome these challenges in life.

1. Mental Health - “Conversations about Home” by Warsan Shire (98-99)
Somalia to UK

Q. How is mental health viewed in your culture ? Please cite at least two articles to support your responses and also add your own experience if it's relevant.

2. Resilience - “Back to Granada” by Sam Salvon (page 116-127) Granada to UK
Perspectives of Resilience (Developmental and Clinical)
Understanding resilience from Ecological framework. (Bronfenbrenner model)

Q. How do you define resilience ? Do you think you are able to build resilience? If so, how?

3. Relationship between mental health and resilience

Q. How do you think mental health and resilience are related? You can discuss this from existing literature and your own or family experience?

Q. What did you find from this research? Any new perspective you gained which you were not aware of? How will you be applying to your life as a university/college student?

Unit 3: Active Component

15

- Your story of “mental health and resilience” from your cultural point of view
- Making Photo essays - Select a picture/s from your childhood (upto high school) which represents resilience.
- Explore if there is a new interpretation about yourself/your childhood or your journey.
- Identify protective factors that are contributing to your resilience and mental health in your ecological model.

Other details -

A. Duration of the course- 17th March – 29th April

B. Course Coordinators – Ms. Pooja Jain 
Ms. Sharmin Palsetia

C. Course Instructor – Dr. Kyoko Toyama - College Discovery Program
College Discovery Counseling Seminar: Honors and Leadership Seminar
Ms. Sharmin Palsetia
Ms. Pooja Jain

D. Remuneration to the Instructor – NIL

E. Fees of the course – NIL


Sharmin Palsetia
Course Coordinator

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



MILE: Borders, Home and Displacement

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

Objectives

- To gain comparative knowledge of various cultures and politics through intercultural exchange
- To develop a comprehensive understanding of the global refugee and migrant crisis
- To comprehend the interconnection between violence and displacement
- To understand displacement in light of the diverse global socio-political conflicts
- To make sense of national, local and individual reality in light of international conflicts and displacements.

Learning Outcomes

- Develop a sense of empathy towards the “other” through ethical engagement.
- Familiarize with various interdisciplinary fields to foster advanced learning.
- Develop a global world view with understanding of various forms of conflict, displacement and marginalisation.
- 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

07

S. T. Jadhavale
Course Coordinator

- Introduction: Refugees, Migrants and Internally Displaced Persons (IDPs)
 - TEDED: “What does it mean to be a refugee”
- UNHCR: Protection Training Manual - Who is a Refugee?
- 1951 Convention
- Human Rights and Sustainable Development Goal - 16
- Migrants and Refugees in the Pandemic
- Women and Refugees



Unit 2: Dialogue and Deliberation

05

- TED Talk: “What Borders Tell Us About The World”
- TED Talk: “Why I fight for the education of refugee girls (like me)”
- Kiri Atri: UNHCR
- Netflix series: Stateless
- Marijane Andreopoulos: Mobile Library for Refugees

Unit 3: This Side, That Side: Narrativising Displacement

05

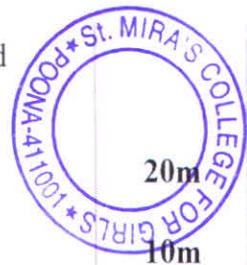
- Humans of Bombay (1)
- Humans of New York (2)
- Rohingya Stories (3)
- Sea Prayer- Khaled Hosseini
- Home - Warsan Shire

Unit 4: Active Component

13

S. J. Salawale
Course Coordinator

- Pre Meeting Activities: Introduce yourself, your city, your culture and country, migrants and refugees in my city, Displaced Identities
- Oral history data collection-Stories of the Displaced (documentary videos/transcribed interviews with photo essays
- Synchronous and Asynchronous sessions
- Reflective Essay
- Assignment: Detailed study of any one refugee group of your choice (on the basis of nationality/race/gender/religion/ethnicity etc); elaborate on their condition, challenges, histories and narratives.
- Research Publication



20m

References:

Migrants and Refugees in the pandemic:

<https://scroll.in/article/963641/a-story-of-swollen-feet-the-physical-toll-of-walking-home-during-lockdown>

Women Refugees:

<https://unu.edu/publications/articles/protecting-female-refugees-against-sexual-and-gender-based-violence-in-camps.html>

Other details -

1. Duration of the course-
2. Course Co-ordinators –

15th March – 20th April

Ms. Komal Tujare

K. Tujare **Course Coordinator**

Ms. Elizabeth Varkey

3. Course Instructors –

Ms. Komal Tujare

K. Tujare

Ms. Elizabeth Varkey

E. Varkey

Dr Tuli Chatterji

4. Remuneration to the Instructor – NIL

5. Fees of the course – NIL

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

and Laguardia Community College, New York, USA



Collaborative course

MILE: Explorations of choice in context

MILE

Subject Code:

Lectures: 30

Credits: 2

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.

Prithviraj
Course Coordinator

Usal

Unit 1: Introduction: Explorations of choice in the context

- Individualism-Collectivism,
- Independent and Interdependent self
- Biases based on social location (e.g. race/ethnicity, gender, class)



Unit 2: Major Areas of Choice

12

- Education and Career
- Love and Marriage
- Diet and Health
- Sustainability and Environmental Behaviors

Unit 3: Active Component

12

- Data collection
- Report writing
- Film review
- Video making

Other details -

A. Duration of the course- 15th March 2021 – 30th April 2021

B. Course Coordinators – Dr. Vaishali Diwakar

*Diwakar
VJ*

Dr. Vaishali Joshi

C. Course Instructor – Dr. Vaishali Diwakar

Dr. Vaishali Joshi

Dr. Tomo Imamichi

*VJ
Tomo*

Dwivedi
Course Coordinator

St. Mira's College for Girls in Academic Collaboration with Just Being Centre
PG Diploma in Mindfulness Based Counseling: Listening with
Embodied Presence

Total number of hours- 630

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

Semester: 1	Subject Code: MBC-LWEP/SK/	Lectures: 45
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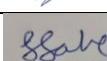
Learning Outcomes:

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

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

Unit 1: Embodied Presence in the Practitioner

9

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

<ul style="list-style-type: none"> • Understanding Embodiment • Interoceptive awareness • Skills of Grounding, Centering and a Whole body approach in listening • Understanding Presence and its role in the listening and counseling process • Identifying states of Presence 	
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<p>Unit 2: Attunement & Resonance</p> <ul style="list-style-type: none"> • Sensing, feelings, sensations • Inner attunement • Attunement to other • Resonance – somatic, empathetic and psychological field • Interoceptive awareness of feelings-sensations and felt sense 	9
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<p>Unit 3: Verbal Skills of Counseling</p> <ul style="list-style-type: none"> • Skills of reflection, paraphrasing, summarizing • Skills of open ended and close ended questions 	9
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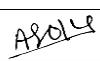
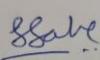
<ul style="list-style-type: none"> Skills of silence and inquiry Combining skills in counseling 	
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Unit 4: Intention and Attention in Counseling	9
<ul style="list-style-type: none"> Role of intention in the counseling process Practices of intention Importance of self-care of the counselor Principles of attention in listening and counseling Dual attention in the counseling process 	

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

Practice sessions (30 hours)

Mindfulness practice (80 hours)

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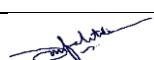
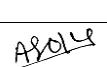
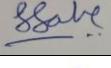
Assignments (22.5 hours)

Mindfulness Practices: 60

Assignments & Self Study: 22.5

Practical Work: 30

SUBJECT: MINDFULNESS

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Alumni	Ms. Trupti Poduval	
Industry Expert	Shilpa Salve	
Industry Expert	Benaifer Jesia	

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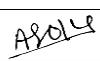
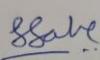
Learning Outcomes:

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

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

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

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

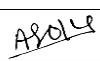
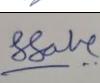
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Industry Expert	Shilpa Salve	
Industry Expert	Benaifer Jesia	

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

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

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

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Industry Expert	Benaifer Jesia	

Mindfulness and Listening

Practice sessions (30 hours)

Mindfulness practice (80 hours)

Assignments (22.5 hours)

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

Semester: 3

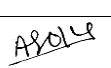
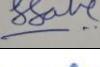
Subject Code: MBC-LWEP/SK/

Lectures: 45

Learning Outcomes:

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

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

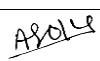
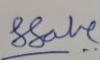
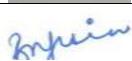
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- Identify key psychological markers in mindfulness practice.

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

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

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

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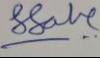
Unit 4: Principles of Mindfulness Based Counseling	9
<ul style="list-style-type: none"> • Concepts from a Humanistic Approach, Compassionate Communication and Focusing in Listening & Presence • The Theoretical Framework of Mindfulness Based Counseling : Listening with Embodied Presence (Main Principles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

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

Practice sessions (30 hours)

Mindfulness practice (80 hours)

Assignments (22.5 hours)

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SUBJECT: REFLEXIVE LEARNING

Semester: 4	Subject Code: MBC-LWEP/	Lectures: 45
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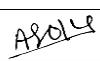
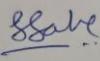
Learning Outcomes:

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

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

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

Unit 2: Elements of a Professional Space	9
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Industry Expert	Benaifer Jesia	

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

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

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

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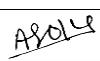
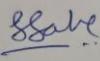
Practice sessions (30 hours)

Mindfulness practice (80 hours)

Assignments (22.5 hours)

Reference Books:

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

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Organizational Development and Change Management- SYLLABUS and SCHEDULE

Week Wed & Sat	Session s	Dates	Topic	Faculty	Hours	Assignment or Assessment
1	1	4 Nov 2020	Experiential Sessions with different methods are used like case studies, role plays, exercises for analysis, and short analytical or practical assignments with an emphasis on skill building and application of concepts in the workplace. Every session will have a Pre-Reading assignment, so participants come prepared for class discussion and activities	Sheetal Sharmin	2	Discussion board will be given as extra credit
	2	7 Nov 2020	Introduction – Concept of Change in Organization. What is Change Management? Need for Change, Industry 4.0, Context of VUCA, Change Management Process, Different models of Change Management	Sheetal Sharmin	2	
2	3	11 Nov 2020	Organizational Development Perspectives , 7 steps in OD Dynamics, Paths and Paradigms of Change. OD - Meaning and Evolution, Values, Beliefs, Assumptions- Cross Cultural Perspectives	Nilima Sharmin	2	One Graded Assignment was given for 20 marks
3	4	18 Nov 2020	The OD Process — The role of OD consultant and ethics of practicing OD. Issues in Consultant-Client Relationships Theoretical foundations of OD – Systems theory, Learning Theory, Applied Behavioral Science, Social Constructivism, etc.	Noel Sharmin	2	
	5	21 Nov 2020	Diagnosis and Program Management - Methods of Data Gathering – interviews, focus groups, observation, survey, obstructive measures; Diagnosis and Feedback, Definition of Stakeholders, Classification of OD Interventions	Sheetal Sharmin	2	One graded Discussion Board was given for 10 marks
4	6	25 Nov 2020	Introduction to Comprehensive OD interventions Part 1 – Search Conferences and Future Search Conferences, Beckhard's Confrontation Meeting	Sharmin Noel	2	
	7	28 Nov 2020	Introduction to Comprehensive OD Interventions Part II - Strategic Management Activities, Stream Analysis, Survey Feedback	Sharmin Noel	2	
5	8	2 Dec 2020	GRID OD, Culture Change, Systems Change - Grid Organization Development, Culture Change –, Schein's Cultural Analysis	Nilima Shalaka	2	Total
	9	5 Dec 2020	GRID OD, Culture Change, Systems Change - Hofstede's Cultural Dimensions, Large-scale Change, High-performance system, Self – managed team, Work redesign, Management by Objective and Appraisal	Nilima Shalaka	2	
6	10	9 Dec 2020	Parallel Learning Structures, The Self design strategy, Appreciative Inquiry	Nilima Shalaka	2	Course Coordinator
	11	12 Dec 2020	Structural Interventions - Quality Improvement Interventions – Total Quality Management, Quality Circles, Quality of Work Life	Nilima Shalaka	2	

Abdelia



7	12	16 Dec 2020	Individual Interventions Behavior Modeling, Career Planning and Development, Instrumented Training Coaching and Mentoring <i>Based on a hypothetical Organizational Structure, A Role Play based session using Instrumented Training, Coaching & Mentoring</i>	Nilima Shalaka	2	Discussion Board Extra Credits
	13	19 Dec 2020	Intergroup Interventions Inter-Group Team Building Interventions, Third-Party Peacemaking Interventions: Walton's Approach to Third Party Peace-Making, Organizational Mirroring, Partnering, Interdependency Exercise, Appreciation and Concerns Exercise <i>Demonstration of the Interdependency & Appreciation and Concerns Exercise Techniques. Templates will be shared</i>	Nilima Swati	2	Discussion Board Assignment Question 4 marks
	14	23 Dec 2020	Team Interventions and Team Building Techniques Formal Team Diagnostic Meeting, Formal Group Team-Building Meeting Team Building Techniques – Role Analysis Technique, Role Negotiation Technique, Responsibility Charting, Visioning, Process Consultation Interventions, Gestalt Approach to Team Building Team building activities will be done in class <i>Details of Assignment will be explained in class.</i>	Sharmin Shalaka	2	Participants will work on which OD Intervention they want to implement. They will present on Jan 2
8	15	2 Jan 2021	Participants present their OD Intervention Plans in class- Word Document to be submitted to Sharmin and Swati, PPT – 2, 3 slides to be shown in the class by each participant – they will get feedback	Swati, Sharmin	2	Feedback will be given 6 marks
			From 6 th January we will work on Implementing Change Management for the OD Interventions.			

Course Coordinator



9	16	6 Jan 2021	Change Management Process, Communication Plan for Change Management, Create a Communication Plan for your OD intervention-work through the templates	Swati Nilima	2	
	17	9 Jan 2021			1.5	Discussion Board for Attendance Points Extra Credit
10	18	13 Jan 2021	Change Management – Managing Risks, Evaluate Risks, Managing Resistance to Change; Identify risks in your OD Intervention, Identifying sources of resistance for the OD intervention- Work through the templates	Swati Shalaka	2	
	19	16 Jan 2021			2	Discussion Board for Attendance Points Extra Credit
11	21	20 Jan 2021	Creating an Implementation Plan for the OD Intervention Create an OD Intervention Implementation Plan for your intervention-work through the templates	Swati Noel	1.5	
	22	23 Jan 2021	Evaluating Change Management and OD Interventions- Evaluation Designs, Process and Metrics Create an OD Evaluation Plan for your intervention- work through the templates	Swati Sheetal	1.5	Consolidated for 10 marks
12	23	27 Jan 2021	No Class: Break to prepare for Group Assignment			
	24	30 Jan 2021	Group Assignment – 3 groups. <i>Class will be divided into three groups. Choice of topics to work on, individual and group marks given based on grading rubric.</i> A Detailed case will be given ahead of time. The groups will also be divided before this date. Submit Word Document to Faculty and 10 mins for each group to present in the class. 2 mins for Q&A	All faculty	1.5	Group Assignment 10 marks (Has individual and group component)
			Break to prepare for Final Presentations or Quiz			
13 & 14	25	10 Feb 2021	Final Presentations/Quiz (depending on the group size) (submit the presentations by 8 Feb 2021)	All faculty	3	15 marks
	26	13 Feb 2021				
			TOTAL HOURS		45	



Holidays & Breaks

12 Nov 2020 to 17 Nov 2020	Diwali Break
24 Dec 2020 to 1 Jan 2021	Christmas and New Year
23 Jan to 30 Jan	Break to work on Group Project
31 Jan 2021 to 9 Feb 2021	Break to Finish Final Project

Habesha

Course Coordinator

Undergraduate Certificate Course in Gender and Culture (5 credits) (One semester/ Part- time)

Eligibility

- Higher Secondary Certificate with 55% (HSC pass)

Duration

- Short term course of four months

Course Description

- This Course is of 5 credits (125 marks). There will be special workshops, films and visits as part of the course.
- There will be continuous assessment for 50 marks, written examination for 50 marks and research/ field report (1 credit) for 25 marks. Examination will have essay type/ short note questions.
Total marks for evaluation: 125
- Passing marks: 40%.
Passing (40%) separately in research/ filed report is mandatory.

Teaching faculty

- Teaching will be done by faculty at the Women's Studies Centre. Field work/ research will be supervised by the teaching faculty.

Fees

As per the university rules

Intake capacity

- 40 students per class

Location and Mode of Study

- Medium of instruction of the Course: English and Marathi
- This course will be conducted in two modes- the first regular mode of 1 semester (5 hours a week for 15 weeks- 75 hours) or the intensive mode of 2 $\frac{1}{2}$ weeks - (5 hours a day for 15 days- 75 hours).
- This course can be conducted at the University campus or any of the designated off campus centres. The course may be conducted in both/ any of the terms. The centres may be shifted so as to reach out to maximum number of students.



Course Coordinator



Aims

This Course seeks to

- Build theoretical and issue based understanding of different cultural practices, specifically from the gender lens

Objectives

This Course seeks to

- Introduce participants to gender perspective, specifically to the sector of gender, culture and media so as to enable them study/ work in this field further
- Introduce students to writing research/ field report

Course Outline

1. Culture: Gender Perspectives
 - What is culture?/ What is gender?
 - Basic concepts and approaches to the study of culture: Gender perspectives
 - Interrogating Culture: Gender, caste and class
2. Studying Cultural Practices: Ways of reading
 - Literature, voice and memory
 - Myths/Mythology and religious practices
 - Print culture and nation
3. Studying Cultural Practices: Ways of seeing
 - Cinema, television and media
 - Performance
 - Social media
4. Untangling contemporary cases/issues: Gender, culture and politics
 - Any three or four debates from the following or more: Sati, Beauty contests, Muslim woman question, Dance bar ban, Surrogacy, Sex selection
5. Field/ Research work
 - Introduction to doing research/ field work
 - Actual field/ research hours

References

- Niranjan T, V. Dhareshwar (eds), *Interrogating Modernity: Culture and Colonialism in India, Calcutta*, Seagull, 1993.
- Joseph S., *Interrogating Culture: Critical Perspectives on Contemporary Social Theory*, New Delhi Sage, 1998.
- Tharu S, and K Lalitha, *Women Writing in India (600 BC to the Present)*, New Delhi, Oxford University Press, 1991.
- Chakravarti, U. and K. Sangari (Eds.), *From Myths to Markets*, New Delhi, Manohar, 1999.


Course Coordinator



- Uberoi P., *Freedom and Destiny. Gender, Family, and Popular Culture in India*, New Delhi, Oxford University Press, 2006.
- Virdi Jyotika, *The Cinematic ImagiNation*, Permanent Black: New Delhi, 2003.
- Dwyer R. and C. Pinney, *Pleasure and the Nation: The History, Politics and Consumption of Public Culture in India*, New Delhi, Oxford University Press, 2001.
- **Manekkar P., *Screening Culture, Viewing Politics: Television, Womanhood and Nation in Modern India*, New Delhi, 2005.**
- Das V., Critical Events: An Anthropological Perspective on Contemporary India, New Delhi, Oxford University Press, 1995.
- Menon Nivedita, *Seeing like a feminist*, New Delhi: Penguin India, 2012.
- रेगे शमिला, लोकप्रिय संस्कृती पुणे: क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र, 2010.
- भागवत विद्युत (स्वैर अनुवाद), लोकप्रिय संस्कृती: लिंगभाव परिप्रेक्ष्यातून, पुणे: क्रांतीज्योती सावित्रीबाई फुले स्त्री अभ्यास केंद्र, 2012.



Dinkar
Course Coordinator