AURORA

Alliance of Universities to Reinforce Teacher Trainee Curricula to Outcast Radicalism and promote Equality in Asian Societies

https://auroraerasmus.org/

Co-funded by the Erasmus+ Programme of the European Union

The AURORA project has been funded with support of the Erasmus+ Program of the European Commission and coordinated by Banasthali Vidyapith, India. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Vidyapith and Commission cannot be held responsible for any use which may be made of the information contained therein.

WP 2: Development
Accreditation Process and Progress Report on Developed Courses

P6 Tribhuvan University

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Agenda – Task for today

Presentation about the process and progress of accreditation of academic courses in Tribhuvan University.

Accreditation Procedure for a course in Tribhuvan University, Nepal

The Accreditation Procedure for a course in Tribhuvan University follows a certain process which includes Board of Studies, Academic Council of Faculty of Education, Tribhuvan University as in exercise of the powers conferred by Tribhuvan University Act 2049 BS (1992 AD). The courses which were passed from Academic Council of Faculty of Education is on pipeline to be passed from Academic Council of Tribhuvan University.

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Academic Courses Matrix:

Course	Programme	Approval Bodies (Date of Approval)
Gender and Social Inclusion	Social Ed.351 B.Ed. Sixth semester	Academic Council of Faculty of Education (13 July 2023)
Inclusive Curriculum Planning and Practice	M.Ed. (Inc. Ed. 526) Second semester	Academic Council of Faculty of Education (13 July 2023)
Globalization and Global Citizenship	B.Ed. (Sost.Ed. 201) Sixth Semester	Academic Council of Faculty of Education (13July 2023
Inclusive pedagogical Approaches to Hearing Impairment and Deaf-Blindness	M.Ed. (Inc.Ed. 535) third semester	Academic Council of Faculty of Education (13 July 2023)
Inclusive Pedagogical Approaches of Blind and Visual Impairment	M.Ed (Inc.Ed. 536) third	Academic Council of Faculty of Education

Training Module as Value Added courses

S. N.	Name of Module	Credit	Period
1	Enhancement of of Active Citizenship and Democratic Values	3	45 hours
2	Improving of Response to Prevent Radicalism	3	45 hours
3	Inclusive Education and Gender Eduality	3	45 hours

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Documents related to Approval of Courses

त्रिभुवन विश्वविद्यालय
खुला तथा दूर शिक्षा केन्द्र

त्रिभुवन विश्वविद्यालय खुला तथा दुर शिक्षा (अनलाईन) कार्यक्रम सञ्चालन व्यवस्थापन समितिको बैठक

मिति: २०७९।०७।२९ गते मंगलबार (Nov 15, 2022)
समय: बिहान ८ बजे
अध्यक्ष – शिक्षाध्यक्ष, प्रा डा शिवलाल भुसाल

त्रिभुवन विश्वविद्यालय खुला तथा दूर शिक्षा (अनलाइन) कार्यक्रम संचालन व्यवस्थापन समितिको बैठक, त्रि. वि. का श्रीमान उपकुलपतिज्यूको विशेष उपस्थिति र त्रि वि का शिक्षाध्यक्ष एवं यस समितिका अध्यक्ष प्रा.डा. शिव लाल भुषालज्यूको अध्यक्षतामा बस्यो। बैठकको उपस्थिति निम्नानुसार रहेको थियो।

बैठकमा उपस्थितिहरूको नाम:

१)	प्रा डा धर्मकान्त बास्कोता, उप-कुलपति, त्रि वि	विशेष अतिथि
२)	प्रा डा शिवलाल भुषाल, रेक्टर	अध्यक्ष
३)	प्रा डा पेशल दाहाल, रजिष्ट्रार	सदस्य
४)	प्रा डा कुशुम शाक्य, डिन, मानविकि संकाय	सदस्य
५)	प्रा डा चित्र बहादुर बुढाथोकी, डिन शिक्षा शास्त्र संकाय	सदस्य
६)	प्रा डा सुवर्ण शाक्य, निर्देशक, सुचना प्रविधि तथा नव प्रवर्तन केन्द्र	सदस्य
७)	प्रा डा बिनिल अर्याल, डिन, विज्ञान तथा प्रविदि अध्ययन संस्थान	सदस्य
८)	प्रा डा महानन्द चालिसे, निर्देशक, स्कूल अफ मेनेजमेन्ट	सदस्य
९)	प्रा पुष्पराज जोशी, नियन्त्रक, परीक्षा नियन्त्रण कार्यालय	सदस्य
१०)	श्री रोमकान्त पाण्डे, उप प्राध्यापक, शिक्षा शास्त्र केन्द्रिय विभाग	सदस्य
११)	श्री पुर्णलाल श्रेष्ठ, प्रमुख, केन्द्रिय पुस्तकालय	सदस्य
१२)	शिवराज संजेल, क्याम्पस प्रमुख, जनभावना क्याम्पस	सदस्य
१३)	डा गंगाराम गौतम, निर्देशक, खुला तथा दुर शिक्षा केन्द्र	सदस्य सचिव
१४)	प्रा डा लेखनाथ शर्मा, प्राध्यापक, शिक्षा शास्त्र केन्द्रीय विभाग	आमन्त्रित
१५)	डा वेद प्रसाद ढकाल, उप निर्देशक, खुला तथा दुर शिक्षा केन्द्र	आमन्त्रित
१६)	श्री अशोक सापकोटा, उप प्राध्यापक, खुला तथा दुर शिक्षा केन्द्र	आमन्त्रित
१७)	श्री सुरज प्रसाद श्रेष्ठ, आर्थिक उप नियन्त्रक	आमन्त्रित
१८)	श्री अन्जना राजभण्डारी, शाखा अधिकृत, खुला तथा दुर शिक्षा केन्द्र	आमन्त्रित
१९)	श्री पुरुषोत्तम श्रेष्ठ, लेखापाल, खुला तथा दुर शिक्षा केन्द्र	आमन्त्रित

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ख) Institute of Education and Research (IER) of the University of Dhaka (DU) को नेतृत्वमा बंगलादेशको University of Dhaka (DU) भुटानको Samtse College of Education of Royal University, भियतनामको Vietnam National Institute of Educational Science (VNIES), टिमोर लेस्तेको National University of Timor-Leste र नेपालको Tribhuvan University (TU) को सहकार्यमा Students' Participation and Learning Achievement at Secondary Level During Pandemic and Beyond: Impact ofGender and Inclusive Pedagogical Approaches परियोजनाका तालिम कार्यक्रमहरु परियोजना अनुरुप सञ्चालन भैरहेको र तेह्रौंदिन तथा समापनमा शिक्षकको योजेल तयार हुने क्रममा रहेको जानकारी गराइयो।

ग) Banasthali Vidyapith, भारतको संयोजकत्वमा भारतकै Anugraha Insittute of Social Sciences, Edulab Educational Exchange Private Limited, Kalinga Institute of Social Sciences, The Savitribai Phule Pune University; नेपालको त्रिभुवन विश्वविद्यालय, नेसनल ल कलेज र पोखरा विश्वविद्यालय; चेक रिपब्लिकको Masarykova Univerzita; स्पेनको Universidad De Malaga; रोमानियाको Universitatea Babes Bolyai; र आयरल्याण्डको University College Cork – National University of Ireland, Cork ले संयुक्त रुपमा European Commission: Education, Audiovisual and Cultural Executive Agency मा Erasmus+ Capacity Building in the field of Higher Education अन्तर्गत Alliance of Universities to Reinforce teacher training curricula to Outcast Radicalism and promote equality in Asian societies (AURORA) परियोजनाका तालिमका पाठ्यक्रमहरु तैयार भैसकेकोले यी तालिमका पाठ्यक्रमहरुलाई स्वीकृति गर्ने निर्णय गरियो।
तालिमका विषयहरु निम्नानुसार छन्

तालिम मोड्युल	तालिम पाठ्यक्रमको नाम	अवधि
मोड्युल १	**Enhancement of Active Citizenship and Democratic Values**	४८ घण्टा (३ क्रेडिट आवर बराबर)
मोड्युल २	**Inclusive Education and Gender Equality**	४८ घण्टा (३ क्रेडिट आवर बराबर)
मोड्युल ३	**Addressing Extremism in the Community**	४८ घण्टा (३ क्रेडिट आवर बराबर)

यी तालिमका कार्यक्रमहरुलाई खुला तथा दुर शिक्षा केन्द्र र शिक्षाशास्त्र केन्द्रिय विभाग तथा अन्य क्याम्पसमा शिक्षक शिक्षाका विषयहरुमा अध्ययन गर्ने विद्यार्थीहरुलाई तालिमको रुपमा सञ्चालन गर्ने निर्णय गरियो।

२) अनलाईन पठनपाठनको प्रभावकारीताको अनुसन्धानको प्रगति:

त्रिभुवन विश्वविद्यालय कार्यकारी परिषदको निर्णय अनुसार खुला तथा दुर शिक्षा केन्द्रबाट सञ्चालन गरिएको अनलाइन पठनपाठन सँग सम्बन्धित अनुसन्धानको कामहरु निरन्तर रुपमा अगाडि बढेको कुरा बैठकमा जानकारी गराइयो सो अनुसन्धान सञ्चालन गर्न गठित अनुसन्धान कार्यान्वयन समितिका संयोजक प्रा डा लेखनाथ शर्माज्युले तथ्यांक संकलनको काम निरन्तर रुपमा अगाडि बढेको र अनुसन्धानकर्ताहरु सातवटा क्षेत्रमा क्षेत्रमा परिचालित भइरहेको कुरा प्रस्तुत गर्नुभयो।

३) प्राज्ञिक लेखन र प्रकाशन तालिम:

त्रिभुवन विश्वविद्यालय खुला तथा दुर शिक्षा केन्द्रले विगत केही वर्षदेखि वि वि मा कार्यरत शिक्षकहरुको Academic Writing for Publication क्षमता विकास गर्न उद्देश्य राखी कार्यशालाहरु सञ्चालन गरिरहेको छ। यस कार्यक्रमलाई विस्तार गर्ने क्रममा निकट भविष्यमा वि वि का विभिन्न क्याम्पसमा कार्यरत शिक्षकहरुलाई Academic Writing for Publication सम्बन्धि कार्यशाला सञ्चालन गर्न खुला तथा दुर शिक्षा केन्द्रको योजना अनुरुप केन्द्रले काठमाडौंस्थित अमेरिकी दूतावास अन्तर्गत Regional English Language Office सँग विभिन्न चरणमा छलफल गरी शिक्षकहरुको दैनिक पठनपाठनमा देखिएका चुनौती तथा समुदायमा देखिएका विषयवस्तुहरुलाई समेटेर प्राज्ञिक लेखनबाट सामुदायिक

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In reply please refer to
Dispatch No.: Date:

Group B: Development Disabilities

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 535	Inclusive Pedagogical Approaches to Intellectual Disability	3
	Ed. 356	Inclusive Pedagogical Approaches to Autism Spectrum Disorders	3
Specialization	INC. Ed. 537	Inclusive Pedagogical Approaches to Emotional, Behavioral and Attention Deficit Hyperactivity Disorders	3
	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3

Group C: Learning Communication and Language

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 535	Inclusive Pedagogical Approaches to Learning Disabilities	3
	Ed. 356	Inclusive Pedagogical Approaches to Communication Disorders	3
Specialization	INC. Ed. 537	Inclusive Pedagogical Approaches to Language Minorities	3

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	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3

V. Semester Four: Elective Courses, , Practicum and Thesis

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 541	Contemporary Educational Issues	3
	Ed. 543	Academic Writing and Digital Skills for Teachers	3
	INC. Ed. 542	Practicum in Inclusive Education	3

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Specialization	INC. Ed. 525	Pedagogical Approaches to inclusive Education	3
	INC. Ed. 526	Inclusive Curriculum Planning and Practices	3
	INC. Ed. 527	Assessment Practices in Inclusive Education	3
	INC. Ed. 528	Research in Inclusive Education	3
Total			18

III. Third Semester Courses
In third semester students can choose any one group of following courses.
Group A: Sensory and Motor Impairment

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 532	Research Methodology in Education	3
	Ed. 533	Measurement and Evaluation in Education	3
Specialization	INC. Ed. 535	Inclusive Pedagogical Approaches to Hearing Impairment and Deaf- Blindness	3
	INC. Ed. 536	Inclusive Pedagogical Approaches to Blind & Visual Impairment	3
	INC. Ed. 537	Inclusive Pedagogical Approaches to Physical and Multiple Disabilities	3
	INC. Ed. 538	Disability Studies from Inclusive Perspectives	3
Total			18

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In reply please refer to
Dispatch No.: Date:

M.Ed. in Inclusive Education

I. First Semester Courses

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 511	Foundations of Education	3
	Ed. 513	Advanced Educational Psychology	3
Specialization	INC. Ed. 515	Philosophies and Theories in Inclusive Education	5
	INC. Ed. 516	Policy Development for Inclusive Education in Nepal	
	INC. Ed. 517	Understanding Individual Differences for Inclusion	
	INC. Ed. 518	Inclusive Educational Environment	
Total			18

II. Second Semester Courses

Category	Course Nos.	Name of Courses	Credit Hours
Core Course	Ed. 512	Curriculum Practices	3
	Ed. 522	Education and Development	3

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The Courses in Master if Education in Inclusive Education (M.Ed. in IE)
Duration of the course: Two Years
Table 1: Course Structure

Semester	Core Courses and Credit Hours		Speciation Courses and Credit Hours				Teaching practice and Credit Hours	Thesis	Total Credits
	Course I	Course II	Course I	Course II	Course III	Course IV			
I.	3	3	3	3	3	3	-	-	18
II	3	3	3	3	3	3	-	-	18
III.	3	3	3	3	3	3	-	-	18
IV.	3	3	3	-	-	-	3	3	15
Total	24		39				3	3	69

(Signed)

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Eighth Semester			
1.	Es. 451	Guidance, Counselling and supervision	3
2.	Sost Ed. 451-1 Or Sost Ed. 451-2	Educational administration in social studies Or Application of Cartography and Geographical Information System (GIS) in Teaching Social Studies	3
3.	Sost Ed. 452	Project work on School-based Activities	3
4.	Sost Ed. 453	Teaching practices/internship	5
Total			14
Total Courses 39		Total Credit Hours	120

Resolution no. 4
On the recommendation of permanent academic council of Faculty of Education, resolution no. 2, held on 13 July, 2023 has decided to grant permission to change the name of Special Needs Education as Inclusive Education in Master of Education (M.Ed.). The following courses of M.Ed. first semester in Inclusive Education has been permitted to implement from first semester. The courses of second, third, and fourth semesters are on pipeline for granting permission from the permanent academic council of Faculty of Education which are as follows:

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Total			15
Sixth Semester			
1.	Es. 351	Research Methods in Education	3
2.	Sost Ed. 351	Gender and social inclusion	3
3.	Sost Ed. 352	Pedagogical Approaches to Social Studies I	3
4.	Sost Ed. 353	History of Modern Nepal	3
5.	Sost Ed. 354	Indigenous Knowledge, Technology and Education (Seminar)	4
Total			16
Seventh Semester			
1.	Es. 401	Social perspectives in education	3
2.	Sost Ed. 401	Constitution and Governance of Nepal	3
3.	Sost Ed. 402	Geography and Economy of Nepal	3
4.	Sost Ed. 403	Pedagogical Approaches to Social Studies II	3
5.	Sost Ed. 404-1 or Sost Ed. 404-2	Classroom pedagogy for diverse learners or Teachers' Professional Development	3
Total			15
6.			

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		Third Semester	
1.	Es. 201	Learning Psychology	3
2.	Sost Ed. 201	Globalization ad Global Citizenship Education	3
3.	Sost Ed. 202	Religion, Cultural and Science	3
4.	Sost Ed. 203	Understanding our Economy	3
5.	Sost Ed. 204	Understanding our Polities	3
Total			15
		Fourth Semester	
1.	Es. 251	Fundamental of Curriculum	3
2.	Sost Ed. 251	Health and Physical Education	3
3.	Sost Ed. 252	Rural Sociology an Development	
4.	Sost Ed. 253	Regional Geography	3
5.	Sost Ed. 254	Nepalese History and Heritages	3
	Total		15
		Fifth Semester	
1.	Es. 301	Assessment in Teaching and Learning	3
2.	Sost Ed. 301	Digital Skills for Teachers	3
3.	Sost Ed. 302	Ethics and Moral Education	3
4.	Sost Ed. 303	Economic Development	3
5.	Sost Ed. 304	Global Politics and Relations	3

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On the recommendation of permanent academic council of Faculty of Education, resolution no. 1, held on 13 July 2023 has decided to be enforced Integrated Single Discipline program as social studies disciple in B.Ed. in four semesters with 120 credit hours.

Table 1, Course Structure of BSSED (Bachelor of Social Studies Education) Program

S.N.	Course Categories	1st	2nd	3rd	4th	5th	6th	7th	8th	Total Course	Total Credit Houses
1.	Communication	2	2	-	-	-	-	-	-	4	12
2.	Professional Core	1	1	1	1	1	1	1	1	8	24
3.	Social Studies Courses	1	1	1	1	1	1	1	1	23	70
4.	Elective Courses	-	-	-	-	-	-	1	1	2	6
5.	Project Work	-	-	-	-	-	-	1	-	1	3
6.	Teaching Practice	-	-	-	-	-	-	-	1	1	5
Total		6	6	6	6	5	5	5	5	39	120

Table 1, Core and Specialization Course from Semester 1-8

S.N.	Code	Subjects	Credit Hours
		First Semester	
1.	Eng. Ed. 101	English Language I	3
2.	Nep. Ed. 101	General Nepali I	3
3.	Ed.101	Fundamental of Education	3
4.	Sost. Ed. 101	Fundamental of Social Studies	3
5.	Sost. Ed. 102	Propel and Society	3
		Total	
		Second Semester	
1.	Eng. Ed. 151	English Language II	3
2.	Nep. Ed. 151	General Nepali II	3
3.	Ed. 151	Development Psychology	3
4.	Sost. Ed. 151	Understating Our Earth	3
5.	Sost. Ed. 152	World History and Civilization	3
	Total		15

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Signature:
Name:
Date:
Certificate Number of the Notary Public: 123
Date of Expiry of Certificate: Nov.02, 2027 AD
Seal of the Notary Public

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Tribhuvan University
Office of Academic Council
Kântipur
(Official Seal)

In reply, please refer to
Date: 8 Dec, 2023
Reference no. 23/080/081

The Dean,
Faculty of Education,
Tribhuvan University (TU),Balkhu.

Subject: About granting Decision

As per the resolution no. 1, 2, 3, 4, 5 and 19 which is concerned to Faculty of Education has been decided by permanent committee of Academic Council of Tribhuvan University dated on 30 July, 2023, has been sent for implementation.

Nirmala Bhandari
For Chief

Resolution no. 1

There was the practice of selecting of one student based on the highest score in the examination to award medal at Tribhuvan University; however, the evaluation system at TU is based on GPA/CGPA; but not on the basis of percentage and score. As per the recommendation of examination reform and coordinating council held on 24 Jun, 2023, the student with the highest marks is decided to have been awarded medal from this year.

Resolution no. 2
On the recommendation of permanent academic council of Faculty of Education, the resolution no. 10 held on 17 May, 2023 has decided to grant permission to implement the Bachelor of Information Communication Technology in Education (BICTE) curriculum programmes from first semester to fourth semester as follows:

Resolution no. 3

NOTARY PUBLIC NEPAL NOTARY PUBLIC COUNCIL

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Signature:
Name: Anisha Pd. Niraula
Date: 08 DEC 2023
Certificate Number of the Notary Public: 122
Date of Expiry of Certificate: Nov.02, 2024
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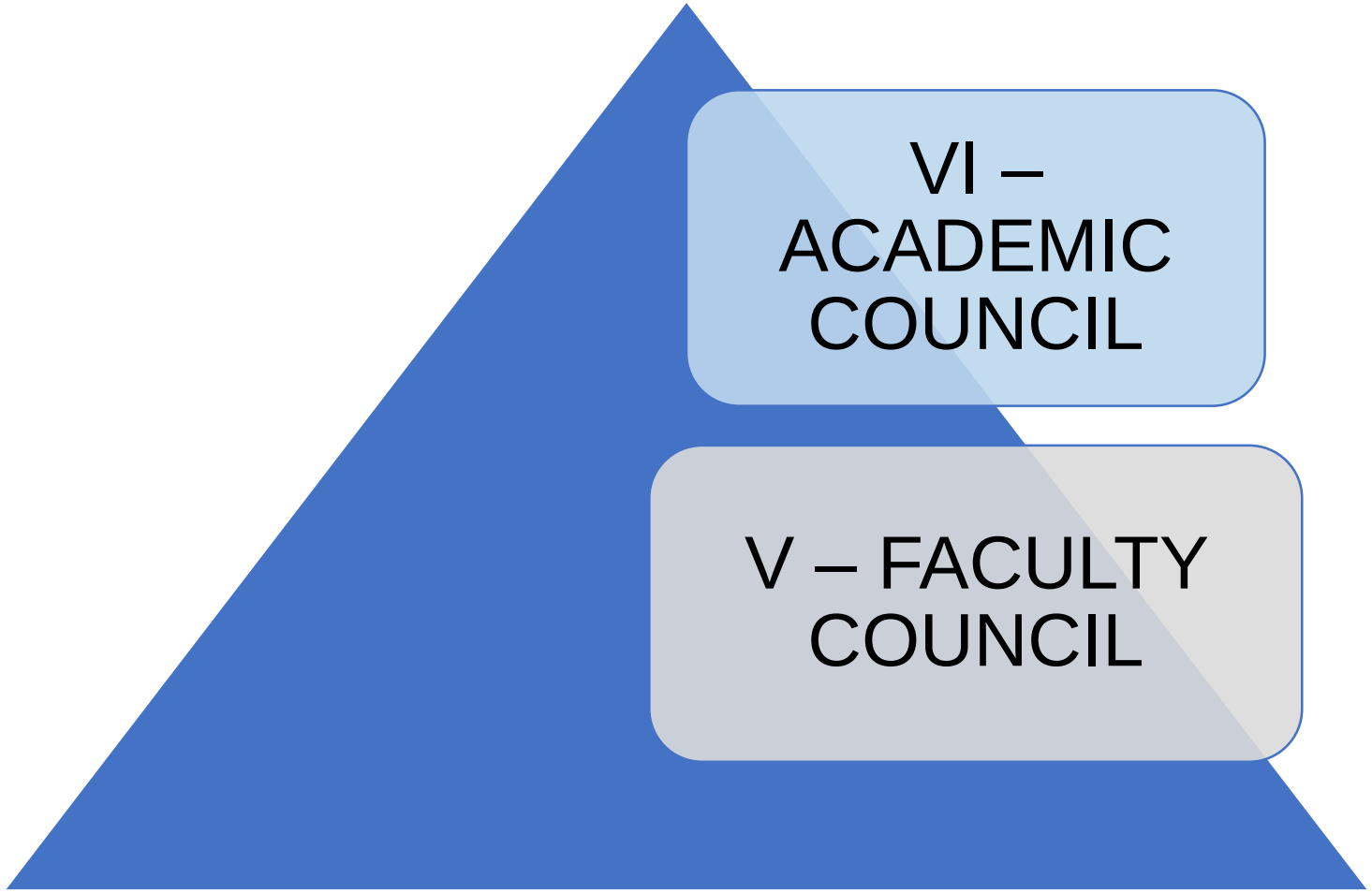
Accreditation Procedure



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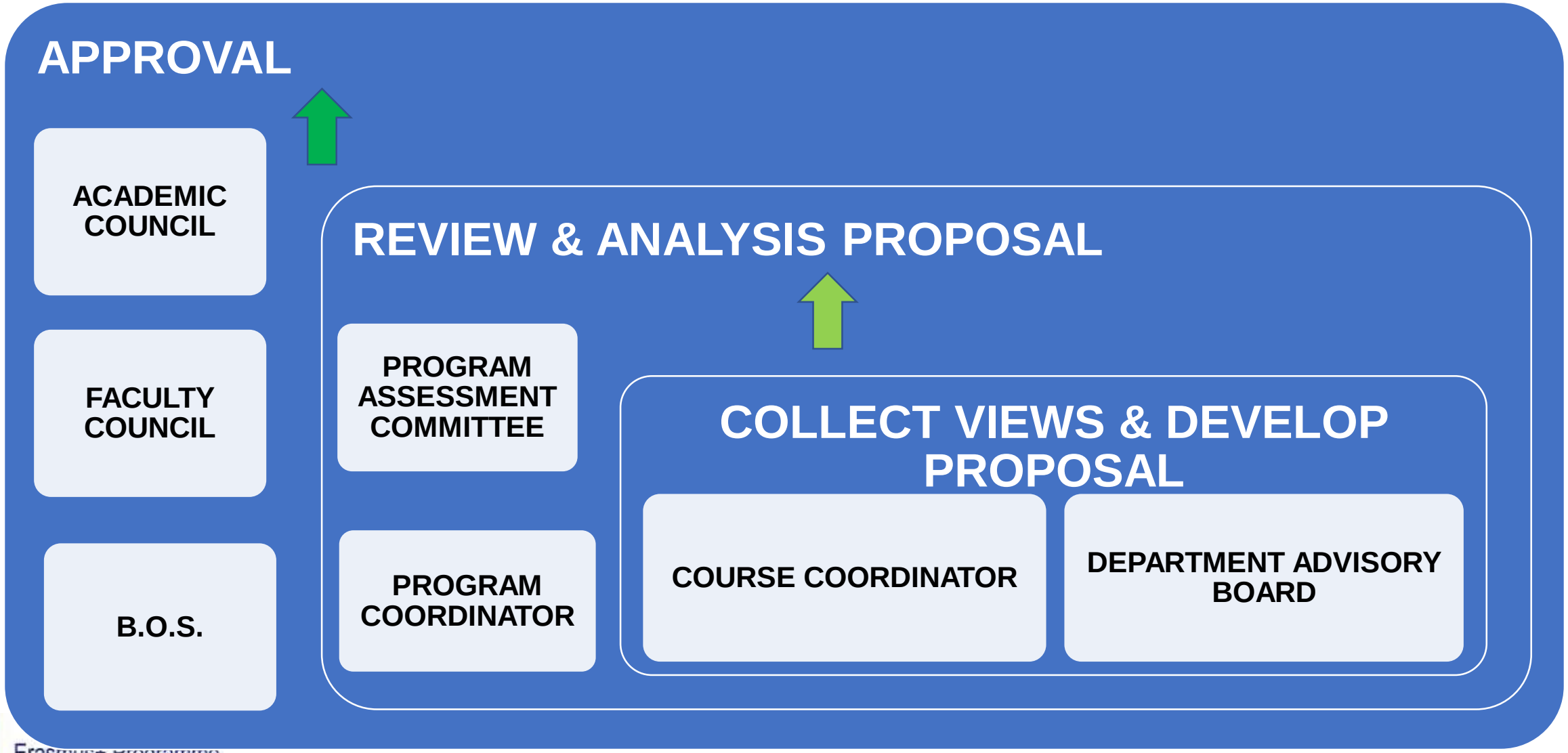
Accreditation Procedure



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EDU 480R Enhancement of Active Citizenship and Democratic Values

	L	T	P	C
Max. Marks : 100				
(ESA: 100)	0	0	4	2

Learning Outcome:

- get familiarized with theoretical concepts related to active citizenship and democratic values.
- build a theoretical background related to the concepts in issue and identify implications on practice and experience, models of citizenship and citizenship education.
- develop a strong sense of own culture and identity; knowledge and understanding of local community.
- create strategies for supporting learners to explore active citizenship and community leadership.
- critically appreciate the values and principles of the Active Citizenship (social and personal responsibility and social justice)
- use reflection-based approach to tackle issues related to active citizenship and democratic values.
- identify local structures and resources for community engagement, learning, leadership, service-learning, community-based learning.
- use community development approaches to the promotion of active citizenship.
- exploring active citizenship issues from participants' own experience and the resources and opportunities available to address issues of concern through democraticand civic participation and engagement
- competences to use evaluation methods and tools for Active Citizenship Programs

Active Citizenship and Values

- Concept of active citizenship
  - Ways in which concrete strategies and activities can be used to enhance knowledge and working skills
- Concept of democratic values and active values
  - Implications of the concepts in issue to develop knowledge and modality of concrete application
  - Implications of Democracy, Democratic values and Active values
- Models of instruments to assess participation and empowerment
- Specific activities to apply knowledge and skills is own educational and social contexts.
- Evaluation methods and tools for Active Citizenship Programmes

Service-Learning in Education

- Definition and characteristics of the SL process as a form of critical pedagogy;
- Comparison of SL with other forms of critical pedagogy;
- Ways in which transition can be made from other similar activities to SL
- Benefits of SL for students, teachers, community partners, higher education institutions
- Stages of the SL process
- Role of reflection in SL
- Comparison between reflection and critical reflection
- Models of reflection in SL
- Specific activities in order to foster reflection in SL
- Assessment process in SL

Reference Books:

Suggested E-learning material:

- Bailey-Dempsey C and Reid WJ (1996) Intervention design and development. Research on Social Work Practice6(2): 208–228.
- Baker, J. L. (2000). Evaluating the impact of development projects on poverty: A handbook for practitioners. Washington, DC: World Bank.
- Bamberger, M., Rugh, J., and Mabry, L. (2006). Real world evaluation: Working under budget, time, data, and political constraints. Thousand Oaks, CA: Sage Publications, Inc.
- Besrest, V., Delahais, T., Flichy, A., & Šarūnas, T. (2013). Measuring the impact of the Europe for Citizens Programme. [pdf] Lyon: Euréval & DG Communication.
- CDC Evaluation Working Group (1999). Framework for Program Evaluation in Public Health [Electronic version]. Retrieved [27.04.2021], CDC Evaluation Working Group site: https://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm
- Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hilllsdale, NJ: Erlbaum.
- Davidson, P., Motamedi, K., & Raia, T. (2009). Using evaluation research to improve consulting practice. In Buono, A. (Ed) Emerging Trends and Issues in Management Consulting: Consulting as a Janus-Faced Reality, pp. 61–74.
- Dumbar, J. (2018) Intervention Research and Evidence-Based Quality Improvement. In Mazurek, M., B., & Morrison-Beedy, D. (Eds) Intervention Research and Evidence-Based Quality Improvement: Designing, Conducting, Analyzing, and Funding. Springer Publishing Company.
- Fawcett, S. B., Paine, A. L., Francisco, V. T., & Vliet, M. (1993). Promoting health through community development. In D. Glenwick &

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EDU 504 Gender, School and Society

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	4	0	0	4

Learning Outcomes:

On successful completion of the course, students will be able to:

- approve and appreciate gender equality .
- elucidate the constitutional and legal provisions related to women.
- disapprove the gender bias in family, workplace and educational institution.
- appreciate the role of education in eradicating gender bias.
- discuss the achievements and problems related to transgender.
- reflect roles and responsibilities of various agencies in promoting gender equalities.
- integrate the knowledge about gender into understanding the broader context of inequalities and global problems.

Unit-I: Basic Concepts related to Gender

- Sex and Gender-Concept and Difference
- Patriarchy and Matriarchy-Concept and Difference
- Gender related terms
  - Gender Bias
  - Gender Stereotype
  - Gender Disparity
  - Gender Equality

Activity – Student will use AURORA Lab
– Analyze Gender Inclusion by introducing the concept of sex and gender and identifying the difference between them.

Unit- II: Constitutional and Legal Provisions

- Constitutional Provisions related to women
- Legal Provisions
  - Dowry Prohibition Act, 1961
  - Sexual Harassement of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013
  - The Protection of Women from Domestic Violence Act, 2005

Activity - Presentation and Discussion on Constitutional Provisions and Legal Polices related to women.

Unit- III: Gender Bias in School and Society

- Gender bias in School Education

  (School Setting, Text Book, Class Interaction and Co-Curricular Activities)
- Gender bias in family
- Gender bias in workplace
- Role of Education in eradicating gender bias in School and Society.

Activity –Student will use AURORA Lab
- Discuss the Gender aspects in Education.

Unit –IV: Transgender Persons: Issues and Legal Provision

- Concept of Transgender Persons
- Problems related to Transgender Persons
- Achievements of Transgender Persons
- Legal Provision for Transgender Persons
- Role of Education to overcome the problems of Transgender Persons

Activity - Presentation and Discussion on Problems and Achievements of Transgender Persons.

Unit –V: Role and Responsibilities in Promoting Gender Equality

- Family
- Community
- Mass Media: Print and Electronic Media

Activity - Student will use AURORA Lab
– Discuss the Cultural, Political, Economical barriers for gender inequality in Education.

Practicum- Any two of the following:

- School Visits/Observe the Schooling Processes from a Gender Perspectives and Submission of its Report.
- Thematic term paper
- Exhibition on gender related issues
- Survey based activity on gender issues

References:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers.
- Bank, B.J. (2007). *Gender and Education: An Encyclopedia*. London: Praeger, Westport.
- Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. New Delhi : Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatt, B.D. & Sharma, S.R. (1992). *Women's' education and social Development*. Delhi: Kanishka.
- Chanana, Karuna(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Mehrotra, S. (2006). *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly, Vol. 41, No. 10 (Mar. 11-17, 2006), pp. 912-918.
- Ramachandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Ramchandran, V. (1998). *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC.

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EDU 402 Creating an Inclusive School

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	4	0	0	4

Learning Outcomes:

Student teacher will be able to:

- analyze and explain the diversity in Indian classroom, School and Society.
- differentiate the concept of Special Education, Integrated Education and Inclusive education.
- analyze and discuss about National initiatives and provisions for Inclusive Education.
- use various aids and equipments in Inclusive Classroom.
- create learning environment of an Inclusive Classroom.
- discuss the role of supportive services in Inclusive Schools.

Course Outline:

Unit –I: Classroom as Reflection of Society

- Meaning of Diversity
- Diversities in Indian Society
- Diversities in Indian Classroom
- CWSN (Children with Special Need) in Classrooms.
  - Concept & Categories

Activity: Discussion on the type of diversity which exist in Indian Classroom.

Unit-II: Inclusive Education: An Overview

- Concept of Inclusion
- Different relative concepts - Special Education, Integrated Education, Inclusive Education.
- National Initiatives for Inclusive Education
  - RCI Act 1992
  - PWD Act 1995
  - Sarva Shiksha Abhiyaan (SSA)
  - NCF 2005

Activity: Explore the concept of 'Inclusion' and critically discuss the inclusive role of education. (Student will use AURORA Lab).

Unit-III: Inclusive Schools - Provision

- Provision in Inclusive Schools
  - Physical Facilities
  - Aids & Equipments
- Curricular Adaption for CWSN.
- Role of a Teacher in Inclusive School.

Activity: Discussion on teacher's role in Inclusive School.

Unit-IV: Generating Learning Environment in Inclusive Classroom

- Pedagogical strategies to support learners' need-
  - Cooperative Learning,
  - Peer Tutoring,
  - Individualized Education Programm (IEP),
  - Multisensory Teaching.
- Evaluation process in Inclusive Classroom (with reference to CBSE & RBSE's Provisions).

Activity: Discussion on Individualized Education Programme (IEP)

Unit–V: Supportive Services for Inclusive Schools

- Role of Supportive Services for Inclusive Schools
  - In-service Teacher Educations Institutions
  - Professionals.
  - Parents
  - Community

Activity: Group discussion on supportive services for inclusive schools.

Practicums: (Any two of the following)

1. Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.
2. Exhibition on Inclusive Education
3. Thematic Term paper.

References:

- Dash, N. (2006). *Inclusive Education for CWSN*. New Delhi: Atlantic Publisher and Distributers.
- Loreman, T.., Jaonne D.., & Davice, H. (2005). *Inclusive Education A Practical guide to Supporting Diversity in classroom*. London: Roudledge Falmer.
- Puri, M. & George, A. (2009), *Handbook of Inclusive Education for Educators, Administrators and Planners*. New Delhi: Sage Publications.
- Balsara, M. (2011). *Inclusive Education for Special Children*. New Delhi: Kanishk Publishers.
- Dash, N. (2003). *Integrated Education for Children, with Special Need*. New Delhi: Dominant Publishers.
- Sharma, B. (2011). *Inclusive Education-Needs Practices and Prospects*. New Delhi: Kanishk Publishers.
- Gargiulo, R. M. & Debbie, M. (2008). *Teaching in Today's Inclusive Classroom*. California, USA: Wadsworth Publishing Company.
- Alur, M. & Timmous. (2009). *Inclusive Education across Cultures*. New Delhi: Sage Publication.

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EDU 531 Education for Awareness and Preventing Radicalisation

Max. Marks : 100	L	T	P	C
(CA: 40 + ESA: 60)	4	0	0	4

Learning Outcomes: Student will be able to:

a. explain the concept of Radicalisation, Terrorism, Extremism.
b. describes general principles of radicalization.
c. identify & analyze radicalisation as a new challenge.
d. discuss the stages in the radicalisation process.
e. explain the concept of human rights.
f. describe human right approach as action against radicalisation and protecting vulnerable communities.
g. discuss the various National & International cases of radicalization.
h. identify various ways of radicalizing others.
i. identify & discuss various Countering & Preventing strategies to Radicalisation.
j. crilicarly appraise the role of education for combating and preventing Radicalisation.

Unit 1 : Introduction to Radicalisation

- Concept of Radicalisation, Terrorism & Extremism
- General Principles of Radicalisation
- Stages in the Radicalisation Process
- Radicalisation as a New Challenge

Unit 2 : The Human Rights Approach

- Concept of Human Rights
- Human Rights Approaches as Action Against Radicalisation
- Protecting Vulnerable Communities
- Role of Legal Authorities, Social Actors, Community and Peers

Unit 3 : Radicalisation: Learning Through Cases

- Real cases of Radicalisation
  - Giuliano Delnevo
  - 'Young Troop' of Attackers at Barcelona & Cambrills
- Cases of radicalisation in Indian context
- Radicalisation and Criminal Activities

Unit 4 :Radicalisation of others

- Radicalising others: Direct Contact V/s. Virtual Contact
- Disseminating Radical Opinions and Ideas through -Terrorism and Hate Speech
- Role of Community, Family & Media in disseminating radicalisation
- Self-Indoctrination: Acquiring a Radical Thinking

Unit 5 : Countering & Preventing Radicalisation

- Education as a means of combating radicalistion
- Role of Teacher
- Role of Educational Institutions
- Education for-
  - Respect to Diversity
  - Learning to live together
  - Good and Global citizenship
- Informal Education as means for preventing Radicalisation
  - Family, Community and Media
- Legal Interventions:
  - UN Legal Instruments
  - EUROPEAN Legal Instruments

Practicum: (Any two of the following)

- A term paper related to any one theme of the course content.
- Identification and discussion on a real case of Radicalisation (National/International)
- Presentation on legal interventions related to combating radicalism.

References:

- Dahri, N. (2019).*Global Jihad, Islamic Radicalisation and Counter Strategy*. Indian Books and Periodicals.
- Hartley, J. (2023).*Counter-Terrorism Community Engagement: Pitfalls and Opportunities*.Routledge.
- Khosrokhavar, F. (2017). *Radicalization: Why Some People Choose the Path of Violence*. The New Press.
- Littler, M. &Lee, B. *(2020).Digital Extremisms:Readings in Violence, Radicalisation and Extremism in the Online Space*. Springer.
- Lombardi, M.,Ragab, E.,Chin, V.,Dandurand, Y.,deDivitiis, V.,Burato, A. (2014).*Countering Radicalisation and Violent Extremism Among Youth to Prevent Terrorism*. IOS Press.
- Lumby, J., Coleman, M. (2007). *Leadership and Diversity: Challenging Theory and Practice in Education*. SAGE Publications Ltd. DOI: https://dx.doi.org/10.4135/9781446213612
- Lynch, O.(2017). Understanding Radicalisation: Implications for Criminal Justice Practitioners. *Irish Probation Journal*, vol. 14.pp.78-91.
- Majeed Khader , Loo Seng Neo , Gabriel Ong , Eunice Tan Mingyi, Jeffery Chin (2016). Combating Violent Extremism and Radicalization in the Digital Era. IGI Global- Publisher of Timely Knowledge.
- Moghaddam, M.,F. (2018). *Mutual Radicalization: How Groups and Nations Drive Each Other to Extremes*. American Psychological Association.
- Noel Clycq, Christiane Timmerman, Dirk Vanheule, Rut Van Caudenberg, StieneRavn. (2019). Radicalisation: A Marginal Phenomenon Or a Mirror to Society. Leuven University Press
- Pandya,A. (2019). Radicalization in India: An Exploration. Pentagon
- Rasheed, A. (2020). *Countering The Radical Narrative*.KW Publishers.
- UNESCO (2016). *A Teacher's Guide on the Prevention of Violent Extremism*. United Nations Educational, Scientific and Cultural Organization, Paris, France.

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