



DECLARATION

It is certified that the data and information provided in Metric No. 1.3.2 for value-added courses for imparting transferable and life skills offered during the assessment period are true to the best of my knowledge, and it is as per the office records of the university.

Hence certified

Prof. Girish Kant Pandey
(Registrar)

1.3.2. Value added Courses

Brochure, Syllabus and Program outcome

S.No.	Name of the Course	Pg. No.
1	Certificate course in Yoga Education & Philosophy	3-6
2	Certificate in Translations	7-11
3	Certificate course in Econometrics	12-15
4	Certificate course in GST	16-18
5	Certificate course in Women Law & Gender Justice	19-27
6	Certificate course in Community Based Participatory Research	28-43

Certificate Course in Yoga Education & Philosophy

Certificate Course in Yoga Education & Philosophy

Note : Duration of this course shall be of 01 Semester (six months).
There shall be 02 papers of 50 marks each - 01 Theory &
01 Yogic Practices

PAPER - I

- Unit- (I) Introduction to Philosophy & Yoga- Meaning and Definition of
Philosophy & Yoga;
Basics of Indian & Western Philosophy.
- Unit- (II) Introduction to Yogic Texts :-
(i) Patanjali Yoga Sutra (ii) Hath Pradeepika
(iii) Bhagavat Geeta (iv) Gherand Sanhita
- Unit-(III) Introduction to Different Types of Yoga :-
(i) Janana Yoga (ii) Bhakti Yoga (iii) Karma Yoga,
(iv) Raja Yoga (v) Mantra Yoga
- Unit-(IV) Introduction to Yoga Therapy
(i) Yogic life style and diet
(ii) Asana & Pranayama & their Physiological effects
(iii) Satkarma - Benifits & Precautions
- Unit-(V) Development of Yoga through Yoga Gurus & their contributions :
(i) Sri Aurobindo
(ii) Swami Vivekananda
(iii) Shriram Sharma Acharya
(iv) S. Kuvalayanand
(v) B.K.S. Iyengar
(vi) Swami Satyanand Saraswati

Reference Books :-

योग विज्ञान	-	स्वामी विद्यानंद सरस्वती
हठ प्रदीपिका	-	कैवल्यधाम लोनावाला
घेरण्ड संहिता	-	बिहार स्कूल ऑफ मुंगेर
पातंजल योग सूत्र	-	गीता प्रेस, गोरखपुर
भारतीय दर्शन की रूपरेखा	-	हरेन्द्र प्रसाद सिन्हा
Integrated Yoga Therapy	-	H.R. Nagendra

Pati
05/08/19

Shu
05/08/19

Rajana
5-8-19

05/08/19

05-8-19

प्रमाण पत्र पाठ्यक्रम :- योग शिक्षा एवं दर्शन

द्वितीय प्रश्न पत्र – किर्यातुगक डुग (Yogic Practices)

1. डवन डुकुत आसन – डलग एक
गठिरुडल नररुधक सडूह (Anti - Rheumatic Group)
 - डलदलंगुलर नडन एवं गुलुड नडन
 - गुलुड कक
 - ऑलनु नडन एवं ऑलनु कक
 - अरुदुड तरतली आसन एवं डूरुण तरतली आसन
 - डुषुठरकल डंध एवं डणरडंध नडन, डणरडंध कक
 - कुुहनी नडन, कुुहनी कक, सुकंध कक
 - डुरीवल संधललन आसन
2. डवन डुकुत आसन – डलग दुु
वलत नररुधक सडूह (Digestive / Abdominal Group)
 - डलदुतुथलन आसन, डलद संधललन आसन, डलद कक आसन
 - सुडुत डवन डुकुत आसन
 - सुडुत उदरलककुषण आसन, शव उदरलककुषण आसन
 - नुुकल आसन
3. डवन डुकुत आसन = डलग तलन
शकुतडंध सडूह (Energy Block Postures)
 - रऑऑ ककुषण आसन
 - ककुकी कललन आसन
 - नुुकल संधललन आसन
 - कलषुठलतकुष आसन
 - कुुऑल कललन आसन
 - उदरलककुषण आसन
4. सुूरुड नडसुकलर
5. डटकडुड - ऑलनेती, कडलडडलतल, कुनुऑल कुरलडल
6. डुरलणलडलड - नलडुी शुरुधन (अनुलुड-वललुड), डुरलडरी
7. डुग नरदुरल - शवलसन

05/08/19

05/08/19

Ranjana
5-8-19

05/08/19

05-8-19

सर्टिफिकेट कोर्स से हमारे प्राचीन साहित्य को

पढने ,जानने, सीखने , को मिलेगा चूँकि हमारे विभिन्न धर्म ग्रंथो में प्राचीन काल से ही महर्षि पातंजलि का योगसूत्र, महर्षि स्वाति राम जी का हठयोग प्रदीपिका, महर्षि घेरनड का घेरणड संहिता , इसमे शारिरीक और मानसिक शुद्धि करण की विस्तार से जानकारी दी गयी है।

प्राचीन काल से ही हमारे योगियों का योगदान रहा है जैसे महर्षि श्री अरविंद, स्वामी विवेकानंद, कुवलयाणंद जी ,बी के एस आयंगर, स्वामी सत्यानंद सरस्वती ,श्रीराम शर्मा आचार्य , हमारे प्राचीन ऋषि-मुनियों ने धारणा ध्यान और समाधि तक पहुंचाने में सहायक सिद्ध हुआ है।

योगाभ्यास के द्वारा भी आसन,प्राणायम बंध,मुद्रा षठ कर्म में नेति, धौति, नौलि, वसती कपालभाति त्राटक की क्रियाओ से भी शरीर की शुद्धि हेतू योग सहायक सिद्ध हुआ है। जो आजकल के मानव जीवन में योग की अनिवार्यता, आवश्यकता जरूरी है।

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Certificate in Translations

Certificate Course in Translation 2021

Paper - ITheory of Translation
(अनुवाद के सिद्धांत)

114.01

100 Marks

Translation Definition, Aim, Importance and Scope, Demerits, Limitation, Good Translation, Theories of Translation
सीमाएँ,
अनुवाद-सिद्धांत

अनुवाद की परिभाषा, अनुवाद का उद्देश्य, महत्व और व्यवहार-क्षेत्र, अनुवाद के दोष, अनुवाद की सफल अनुवाद,

Processor Translation- Nida's View, Nemark's View
Bathgate's View, Conclusion

अनुवाद प्रक्रिया- नाइडा का चिंतन, न्यूमार्क का चिंतन, बाथगेट का चिंतन, निष्कर्ष

Types of Translation, Type of Extra Linguistic Translation, Types of Intra-Linguistic Translation, Types of Secondary Translation

अनुवाद के प्रकार - भाषाबाह्य अनुवाद - प्रकार, भाषाकेंद्रित अनुवाद - प्रकार, गौण अनुवाद- प्रकार

Type of Text

पाठों के प्रकार

Translation Work - Types of Translator, Abilities of Translator, Language of Translator, Methods of Translation, Evaluation, Lexical, Syntactical, Semantic Contextual, Teaching of Translation in Monolingual and Bilingual Contexts
शिक्षण-समभाषिक

अनुवाद कार्य- अनुवाद के प्रकार, अनुवाद की क्षमताएँ, अनुवाद की भाषा, अनुवाद मूल्यांकन की विधियाँ कोशगत, वाक्यविन्यासगत, अर्थगत, संदर्भगत अनुवाद

संदर्भ में अनुवाद-शिक्षण, द्विभाषिक संदर्भ में अनुवाद-शिक्षण

Books Recommended निर्धारित पुस्तकें -

- (1) Aspects of Translation - L. Forster (Ed.) A.D. Booth (Sicker and Warberg, London).
- (2) A Linguistic Theory of Translation - J.C. Catford (Oxford University Press, London).
- (3) Towards A Science of Translating - E.A. Nida (Leiden, E.J. Brill).
- (4) Translation and Translation - J.P. Postgate (London : Bell).
- (5) अनुवाद सिद्धांत की रूपरेखा - सुरेश कुमार (वाणी प्रकाशन, दिल्ली).

- (6) अनुवादकला सिद्धांत और प्रयोग - कैलाशचंद्र भाटिया (भारतीय ग्रंथ निकेतन, दिल्ली).
- (7) अनुवाद विज्ञान - भोलानाथ तिवारी.
- (8) अनुवाद सिद्धांत और समस्याएँ - रवींद्र श्रीवास्तव एवं कृष्ण कुमार गोस्वामी.
- (9) अनुवादकला और समस्याएँ - वैज्ञानिक अनुसंधान और संस्कृति मंत्रालय, भारत.
- (10) भारतीय भाषाओं से अनुवाद की समस्याएँ - भोलानाथ तिवारी एवं किरण बाला (शब्दकार, दिल्ली).

Certificate Course in Translation 2021

Paper - II

114.02

Practice of Translation-Hindi to English & English to Hindi

100 Marks

There will be ten questions of equal marks based on the matter on the following topics. Each Topic will have two passages one for Hindi-English Translation and the other for English-Hindi Translation (Students can use dictionaries)

इस प्रश्न-पत्र में निम्नलिखित प्रकरणों पर आधारित समान अंकों वाले दस प्रश्न पूछे जाएंगे। प्रत्येक प्रकरण पर दो गद्यांश होंगे— पहला हिंदी-अंगरेजी अनुवाद के लिए और दूसरा अंगरेजी-हिंदी अनुवाद के लिए। छात्र शब्दकोश इस्तेमाल कर सकते हैं।

- | | | |
|--------------------|---|-----------------|
| 1. News | - | समाचार |
| 2. Official Letter | - | कार्यालयीन पत्र |
| 3. Literary Essay | - | साहित्यिक निबंध |
| 4. Conversation | - | वार्तालाप |
| 5. Advertisement | - | विज्ञापन |

Books Recommended निर्धारित पुस्तकें -

- (1) How to Translate in to English (Incorporating Spoken English) - R.P. Sinha, Bharat Bhawan, Patna.

Certificate Course in Translation

Program Learning Outcome: Certificate Course in Translation

This course aims to enable learners to :-

1. translate for various professional endeavors and human resource in general
2. translate various forms of writing in literature as well as other disciplines like print, electronic and social media

Specific Outcome

Paper -I : Theory of Translation

1. This paper helps to understand the semantic relationship between the source language and the target language .
2. To make the students understand the norms and measures for a good translator.

Paper -II :Practice of Translation - Hindi to English & English to Hindi

This paper enables the students:

1. to make innovative and creative use of their competence in Hindi, English and other regional languages.
2. to groom their skills of translation into professional expertise.
3. to interpret and translate various forms of prose including folk and ethnic literature, both inventively and critically.

Course Outcome :

On completion of the course, the students will :

1. be acquainted with the better standards of translation, theory as well as practice.
2. be able to perform as translators in multiple fields of translation such as literary, academic, social, legal and administrative.

Certificate Course in Econometrics



SCHOOL OF STUDIES IN ECONOMICS PT. RAVISHANKAR SHUKLA UNIVERSITY, RAIPUR (C.G)

Admissions open
Certificate Course in
Econometrics and
Mathematical Economics
for the academic Year
2021-22

- Eligibility for Admission**
- Graduate degree in any discipline
 - Duration of the course : six months

FEES: 2500/-
LAST DATE OF FORM
SUBMISSION IS 30TH
SEPTEMBER, 2021

LINK : prsuuniv.in

Course Objectives: The objective of this course is to provide the basic knowledge of econometrics and mathematical economics that is essential equipment for any serious economist or social scientist. The course will enable the students to compete in competitive exam like NET-JRF, GATE-ECONOMICS and others.

For Details Contact : Dr. Ravindra Brahme, Professor & Course Coordinator
SoS in Economics, PRSU. (M) + 91-9827110259. (Email) ravibrahme@gmail.com

School of Studies in Economics
Pt. Ravishankar Shukla University, Raipur (C.G)

Certificate Course in Econometrics and Mathematical Economics

Scheme of the Examination

Paper	Name of papers	Marks
First	Fundamentals of Econometrics and Mathematical Economics	100
Second	Project work	
	Project report writing	50
	Project work presentation	30
	Project work viva-voce	20
	Total marks	200

Paper I: Fundamentals of Econometrics and Mathematical Economics
(Code: Eco/E and M-0204-22)

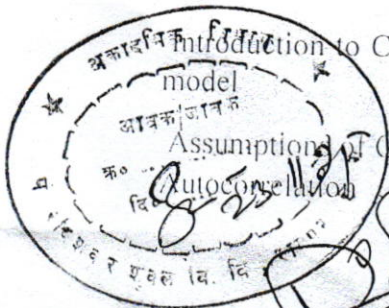
Course Objectives: The objective of this course is to provide the basic knowledge of econometrics and mathematical economics that is essential equipment for any serious economist or social scientist. The course will enable the students to compete in competitive exam like NET-JRF, GATE-ECONOMICS and others.

Unit-I

Introduction to Econometrics and Econometric Analysis, Steps involved in Econometric Analysis

Introduction to Classical Linear Regression Model- Two variable classical linear regression model

Assumptions of Classical Linear Regression Model-Multicollinearity, Heteroscedasticity and Autocorrelation



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11-21

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Unit-2

Classical Linear Regression Model assumptions, Estimation of the regression model, Properties of Ordinary Least Square estimators, Regression analysis: Objective, Statistical Analysis, and Interpretation of results, Hypothesis Testing-Types of Hypotheses, Test statistic, Critical Region.

Unit-3

Hypothesis testing: Level of significance and confidence interval approach; Goodness of Fit(R^2): Concepts of Explained Sum of Squares (ESS)-Residual Sum of Squares -Total Sum of Squares

Multiple Linear Regression Model: Interpretation of the model, Statistical Analysis. Interpretation of the results, Model misspecification: R^2 vs Adjusted R^2 .

Unit-4

F statistics-Application of F Statistics-Overall significance of the model-Equality between two regression coefficients- Testing the validity of linear restricted and Unrestricted models

Introduction to Dummy Variable, Statistical Analysis of the Dummy variable models. Simultaneous equation model – specification – identification – rank and order conditions – problems. Introduction to Time Series Analysis, Forecasting Time Series. Concept of stationarity Forecasting with ARIMA Modelling.

Unit-5

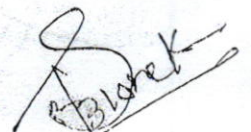
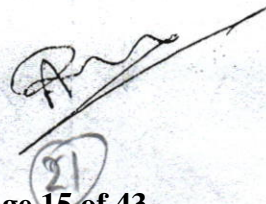
Sets, functions and continuity, sequence, series, Differential Calculus and its Applications. Difference and Differential equations with application, Linear Algebra- Matrices, Vector Spaces

Paper II:Project-Report and Viva- Voce (Code: Eco/E and M-0204-23)

The students are required to submit a Project Report. The project would enable them to learn the applications of the econometric techniques for preparing project reports. The project report should be 25-30 pages and consists of the statement of the problem, review of literature, theoretical and empirical methodology, sources and nature of data, econometric method and analysis, economic/statistical inferences, conclusions, and references.

Textbooks

1. Basic Econometrics, D N Gujarati
2. Introductory Econometrics: A modern approach Wooldridge
3. Fundamentals of Mathematical Economics, S.C. Gupta & V.K Kapoor
4. Mathematics for Economists, Mehta &Madhani



Certificate Course in GST

Certificate Course in GST

Syllabus

Paper 1: Fundamentals of Goods and Services Tax Paper code: ECO/ GST-0204-24	Total marks for Evaluation :200	
	Papers	Marks
Paper 2 : Project Report & Viva – Voce Paper code: ECO/ GST-0204-25	Paper 1	100
	Paper 2	100

Course Objective: This Course will cover highlights of the Goods & Services Tax which include 5 units.

Paper 1: Goods and Service Tax

Course code: Eco/GST-0240-24

Unit 1: Overview of Goods and Services Tax, Levy of an Exemption from Tax and Registration

Overview of GST, Implementation of GST, Liability of the Tax Payer, GST Network ,GST Council ,Levy of GST – Introduction, Composition Scheme, Remission of Tax / Duty, Registration Procedure, Important Points, Special Persons, Amendments / Cancellation, Self-Examination Questions

Unit 2: Meaning and Scope of Supply, time of supply and valuation in GST

Taxable Supply, Supply of Goods and Supply of Services, Course or Furtherance of Business, Special Transactions, Time of Supply –Goods, Time of Supply –Services, Other Points, Transaction Value, Valuation Rules, Self-Examination Questions

Unit 3: Payment of GST, Electronic Commerce & Job Work

Introduction, Time of GST Payment, How to make payment,Challan Generation & CPIN,TDS & TCS,Introduction to Electronic Commerce, Tax Collected at Source(TCS)

Procedures for E-commerce Operator, Introduction to Job work, self-Examination Questions

Unit 4: Input Tax Credit, Input Service, Distributors & Matching of Input Tax Credit, Introduction, Important Points, Job Worker, Case Studies – Part I, Case Studies – Part I, Concept of Input Service Distributor, Legal Formalities for an ISD, Distribution of Credit, Returns, GSTR-2, Other Taxable Persons, Annual Return, Self-Examination Questions

Unit 5: Overview of the IGST Act, Place of Supply of Goods & Services, GST Portal, Overview, Other Provisions, Introduction, Registered and Unregistered Persons, Case Studies – Part I, Case Studies – Part II, Introduction to GST portal GST Eco-system, GST Suvidha Provider (GSP), Uploading Invoices, Self-Examination Questions

Paper 2: Project Work Report (70 marks) and Viva- Voce (30 marks)

Paper code: ECO/ GST-0204-25

Project-Report and Viva- Voce

The students are required to submit a Project Report. The project would enable them to learn the applications of GST for preparing project reports. The project report should be 25-30 pages and consists of the statement of the problem, review of literature, theoretical and empirical methodology, sources and nature of data, method and analysis, inferences, conclusions, and references.

Certificate Course “Women Law and Gender Justice”

CENTRE FOR WOMEN'S STUDIES

Pt. Ravishankar Shukla University, Raipur, Chhattisgarh
(Accredited "A" Grade by NAAC)



YEAR OF ESTABLISHMENT: 2001

The Centre was started in the year 2001 to mark "Women Empowerment Year". Objective of the centre is to promote women's studies to translate the component of empowerment of women. Centre is designed to act as catalysts for promoting and strengthening women's studies through teaching, research, curriculum field and extension work training and continuing education etc. Centre is planning to work, in the area of equality, economic self-reliance, girls education, health, women rights, law, social exploitation and awareness activities etc.

OBJECTIVE

To promote women's studies to translate the component of empowerment of women.

Vision

To create awareness about gender equality and its outcomes and empowering them through gender equity programmes thereby enhancing the ranking in gender development indices in Chhattisgarh "

Mission

- To bring about attitudinal changes, with regard to gender sensitivity and helping students to internalize equality
- To undertake minor and major research activities funded by national and international bodies such as UGC, ICSSR, ICMR, WHO, Pop Council etc thereby enhancing the research expertise
- To conduct awareness programmes on various issues and problems pertaining women especially in rural areas.
- To network with other universities and organizations which are actively involved in gender equality and women's empowerment and bring them in action.

THE SANGWARI CBPR HUB

IN CHHATTISGARHI DIALECT,
"SANGWARI" MEANS FRIEND.



Chhattisgarh is a state in the east of central India. It is heavily forested and known for its temple and rich tribal culture. Chhattisgarhi language has its own charm. Sangwari is the Chhattisgarhi dialect for friendship. It means someone who goes hand in hand. This title of our hub signifies the concept of CBPR which has a similar notion to go hand in hand with academia and community. "Sangwari CBPR Hub" was constituted under tripartite agreement between State Planning Commission, PRIA, and Pt. Ravishankar Shukla University, Raipur. The objective of the Hub is to co-create knowledge with a community groups and academia, focussing on issues related to UN, SDGs 5.

MISSION AND VISION:

To serve the community with research-based knowledge for their development.

OUR GOALS:

- Co-construction of knowledge and its application to deal with community issues, linked to UN SDGs 5.
- To enhance institutional capacity in CBR in universities and other institutions.
- To generate contextually and culturally relevant learning materials in local languages, which will be accessible to students, academic researchers, activists, citizens, civil society organizations, and the general public.
- To create human resources for community researcher
- To generate experiential training in addressing SDGs 5.

The Sangwari CBPR Hub is conceptualised to seek new ways of learning and creating conditions needed for innovative models of research and research training programs in CBR, to flourish. It offers a variety of means to enhance individual & institutional research training capacities and support the transition of our trainees to the workplace in academic and non-academic settings. One of the objectives of the university is quality education and research with social implications and CBPR fulfils these objectives.

Activities of the Hub

The Hub also conducts conferences, seminars, trainings, workshops, symposium and awareness programmes on Community Based Participatory Research focusing on various sustainable development goals.

Three mentors from Pt. Ravishankar Shukla University, Raipur have already completed 21 weeks Mentor Training Program (MTP), including 2 weeks face to face component in 2 phases of the programme. The face to face programmes were conducted at PRIA New Delhi and at the University of Victoria, British Columbia, Canada. The trained mentors are teaching and supervising certificate course. The centre has also conducted workshops to develop research capacities of students for co creation of knowledge through collective action of community and academia. The students of the certificate course will undertake field studies in the community.

ACADEMIC PROGRAMS OFFERED

S.No.	Name of the Course	Duration	Seats
01	Certificate Course on "Women Law and Gender Justice"	Six Month	20
02	Certificate Course on "Community Based Participatory Research" (CBPR)	Six Month	25

- Certificate Course on, Community Based Participatory Research, in collaboration with State Planning Commission has been started from session 2018-19.
- CBPR is also implemented as an elective subject in Choice Based Credit System (CBCS), M.Phil and Ph.D course work.
- To start Certificate, Diploma, PG, M.Phil and Ph.d Course in Women Studies.

NEW COURSE

Choice Based Credit System (CBCS) on Community Based Participatory Research (CBPR) and Gender Sensitization have been started from session 2021-22.

TEACHING STAFF



PROF . REETA VENUGOPAL
DIRECTOR,
CWS, PT. RSU, RAIPUR

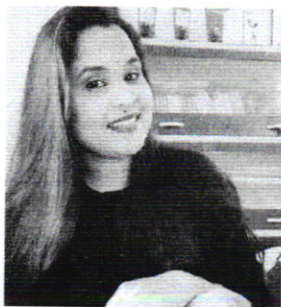


PROF . PRIYAMVADA SHRIVASTAVA
ASSOCIATE DIRECTOR
CWS, PT. RSU, RAIPUR

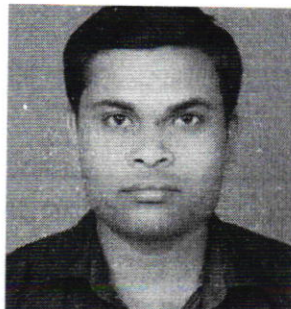


PROF .ADITI (NIYOGI) PODDAR
ASSOCIATE DIRECTOR
CWS, PT. RSU, RAIPUR

NON-TEACHING STAFF



ANIKSHA VARODA
RESEARCH ASSISTANT
CWS, PT. RSU, RAIPUR



MR. KEYOOR BHUSHAN RAO
PROFESSIONAL ASSISTANT
CWS, PT. RSU, RAIPUR



SMT. TARA THANDI
PEON
CWS, PT. RSU, RAIPUR

INTERNAL COMPLAINTS COMMITTEE FOR REDRESSAL OF SEXUAL HARASSMENT AT WORKPLACE

Sexual harassment is a serious and social crime affecting the performance of weaker classes of society especially women at workplaces. In pursuance of UGC (Prevention, prohibition, and redressal of sexual harassment of women employees and students in higher educational institutions) Regulations, 2015 read with Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 an Internal Complaints Committee (ICC) is constituted to deal with the complaints relating to Sexual harassment at the university

COLLABORATIONS PARTNERSHIP GOVT. AGENCIES AND ORGANIZATION



INTERNATIONAL COLLABORATION

OXFAM INDIA, (UNESCO) CHAIR IN COMMUNITY BASED RESEARCH AND SOCIAL RESPONSIBILITY IN HIGHER EDUCATION, , PRIA (PARTICIPATORY RESEARCH IN ASIA).



United Nations Educational, Scientific and Cultural Organization



University of Victoria



Knowledge. Voice. Dem. PRIA

UNESCO Chair in Community Based Research and Social Responsibility in Higher Education

NATIONAL COLLABORATION

• CHHATTISGARH STATE PLANNING COMMISSION, CHHATTISGARH STATE COMMISSION FOR WOMEN AND AIMS, RAIPUR



INFRASTRUCTURE

- CLASSROOM - 01
- OFFICE ROOM - 01
- COMPUTER- 08
- PRINTER – 03
- LAPTOP-01
- PROJECTOR -01
- LIBRARY ROOM- 01

LIBRARY AND DOCUMENTATION

- News Paper cuttings & Articles related to Women Empowerment, Human Rights Violation & Current Gender Issues have been aggregated which serve as baseline data for research assistant and students.
- A small library has been setup in the office of the Centre for Women's Studies, Pt. Ravishankar Shukla University, and at present has about 50 Books /Magazines for students.

MAJOR THRUST AREAS

Gender Audit, Gender Equality, Girl's Education, Gender discrimination and violence, women's health, women's rights, women and society, self defence and Research methodology in Women's Studies, etc.

ADDRESS FOR CORRESPONDENCE

DIRECTOR,
CENTRE FOR WOMEN'S STUDIES, PT. RAVISHANKAR SHUKLA UNIVERSITY, RAIPUR, CHHATTISGARH, 492010, INDIA
EMAIL - CWSPRSURAIPUR@YAHOO.IN
PH- 9425515951

Centre For Women's Studies.

Pt. RavishankarShuklaUniversity, Raipur (C.G.)

Syllabus

Women, Law & Gender Justice 2021-22

Part – I Theory

Unit - I

Basic concept : Sex, Gender, Femininity, Masculinity, Androgyny, Sexually, Discrimination and Women Empowerment.

Feminism : Concept and Meaning, Feminism in India, Development and Feminist Development theory.

Constitution of India and the Gender question : Fundamentals rights, Directive Principles of state policy and Fundamental duties.

Unit II

Women Human Right : Historical background, UN Conference and Convention on women Need and Principles of Women's Rights. Natural rights of a girl child.

Law : Concept and Importance. Judicial System RTI,PIL,Legal Aid for women in India Family Court.

Unit III

Law for women in India : Marriage laws : Special marriage Act, 1954, Muslim Personal Law (shari) application Act., 1937, Prohibition of Child Marriage act, 2006.

Divorce Law : Judicial Separation, Divorce and Maintenance (Hindu and Muslim) OPC section 125.

Unit IV

Property Right and Women : Right to succession and inheritance (Hindu and Muslim Law).

Medical Termination of Pregnancy Act.1971, PCPNDT Act, 2000, Prevention of Sexual Harassment of Women in Work place.The indecent – representation of women (Prohibition) Act, 1986, Domestic Violence Act, 2005.

Anti Rap Law (latest criminal amendment act 2012)

Adoption laws in India.

Surrogacy laws in India.

Status of single female parent at the time of adoption.

Succession Act. etc

Unit – V

1. National and State Commission of Women : Role & Responsibilities.
2. Women's contribution in Policy Making and Leadership in Women.
3. Understanding women's issues in Panchyati Raj
4. Gender budgeting.

Part II

Project work :

ACADEMIC PROGRAMS OFFERED

		Duration	
01	Certificate Course "Women Law and Gender Justice"	Six Month	20
02	Certificate Course " Community based Participatory Research" (CBPR)	Six Month	25

Learning Outcomes of Certificate Course "Women Law and Gender Justice"


It is a six months certificate course which provides academic understanding of various legal issues related to women and how women can take help of various laws for their justice.

The course aims at-

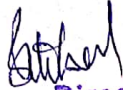
1. Building an understanding about legal aspects in relation to women law.
2. Providing training on legal issues related to gender.
3. It provides an insight to deal with the legal issues faced by women and also about the resources for seeking help related to various legal issues.
4. It also provides various job opportunities for the students in the concerned areas.

Learning outcomes of the Study:

- **Knowledge and Understanding:** Display an awareness and understanding of the ethical, social, political and economic context of the basic concepts, values, principles and rules of the Legal Systems.
- **Intellectual Skills:** To present the logical legal arguments by exhibiting the ability to research and critically analyze and apply legal knowledge in legal problem solving and conflicting perspectives.
- **Professional Skills:** Communicate effectively in oral and in writing, using language and legal terminology accurately and effectively.
- **Transferable skills:** Demonstrate an ability to organize and prioritize work and engage in effective teamwork.


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RAIPUR, C.B.

- **Employability:** Demonstrate a willingness to continuously improve skills and abilities through critical self-reflection and evaluation and initiative to find solutions to issues and problems.
- Further this course will be helpful in minimizing gender bias among teachers, scholars and academicians; whereby students will also develop an equitable and just thinking towards women and LGBTQs.
- The course also put forth a gender bias free teaching-learning process;there by bringing about positive social change towards an egalitarian society.
- A faculty member who values, practices and espouses gender equity would definitely inspire his/her students to make their career decisions in an unbiased and confident manner leading to judicious presence of males and females in all areas of study and profession.
- This course will deliberately provide academic perspectives and inputs to policy-makers whereby, they will be able to address the problems of gender bias in the society through enabling policy making and legislation.


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**Certificate Course "Community based Participatory
Research" (CBPR)**

SYLLABUS

Certificate Course In Community Based Participatory Research

Centre for Women's Studies

*Pt. Ravishankar Shukla University,
Raipur (C.G)*

2018-2019

Certificate Course In: Community Based Participatory Research

Module	Content
Module 1	<ul style="list-style-type: none"> • History and Development of Community Based Participatory Research
Module 2	<ul style="list-style-type: none"> • Ethics and Values
Module 3	<ul style="list-style-type: none"> • Steps in CBPR • Modes of Inquiry
Module 4	<ul style="list-style-type: none"> • Knowledge Mobilization: Representation of Knowledge • Building & sustaining research partnerships • Reflections from face-to-face component
Module 5	<ul style="list-style-type: none"> • Balancing Theory & Practice
Module 5	<ul style="list-style-type: none"> • Balancing Theory & Practice • Field study • Reflections on Process of CBPR from Field Study
Module 6	<ul style="list-style-type: none"> • MTP - Evaluation

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MODULE 1

➤ **History and Development of Community Based Participatory Research**

Learning Objectives

- **Become familiar with** the history and theoretical development of participatory research and CBPR
- **Discuss the** principles of CBPR
- **Describe your** field project using CBPR vocabulary

MODULE 2

➤ **Ethics and Values**

Learning Objectives

- Understand research and the concept of neutrality.
- Explore principles of Indigenous Research ethics.
- Analyze approaches to ethics in other forms of CBPR.

Discussion Questions

- Ethics as a topic covers matters of harm, benefits, rights, responsibilities and relationships. What do you think are the distinctive ethical issues in CBPR and are they really that different from those that arise in 'traditional' research?
- 'Institutional ethical review boards are not really concerned about 'ethics' in the sense of promoting good human relationships and social justice, they are concerned about reducing risk and maintaining institutional reputations'. Is this an unfair characterisation? What is the value of institutional review boards/research ethics committees and what role can community-based ethical review play?
- If large institutions like universities, colleges, hospitals, or international NGOs are involved in CBPR, what steps can community-based organisations take to ensure more genuine power-sharing in the design and management of the research process and outcomes?

the role of ethical Review Boards-institutional and community level.

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MODULE 3

➤ Steps in CBPR

Learning Objectives and Questions for the week

- Become familiar with co-construction of knowledge
- Understand special features of each research step in CBPR
- Learn the considerations in reaching agreement between community and researcher on the research question
- Define research question of your field study and its various steps
- There are spaces in the course space design to respond to three questions: 1) Are there examples of CBPR done only by groups or citizens outside the academy? When is co-constructed knowledge most useful? 2) What are the challenges in coming to a collective agreement with your community partner in the determination of the research question(s)? 3) Share your thinking at this stage of the steps that you will have in the CBPR work that you are planning?

➤ Modes of Inquiry

Learning Objectives

- Understand the significance of using multiple modes of research in CBPR.
- Develop an appreciation of diverse set of methods used in these different modes.
- Become familiar with methods of PAR, arts-based methods, and action-based methods.
- Begin to think about how you would teach these approaches with a CBPR framework

MODULE 4

➤ Knowledge Mobilization: Representation of Knowledge

- After successfully completing this week, you will be able to:
 - Know how knowledge and research findings can be represented and communicated in powerful and engaging ways to diverse audiences-social media, exhibitions, demonstrations, petitions to the powerful, etc.

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Knowledge mobilization, representing knowledge and sharing our results

As we have learned over the past weeks, how we communicate our results in CBPR is a critical part, perhaps the most important part of the CBPR process. The term 'knowledge mobilization' is used sometimes to describe the process of making sure that the results of our work have the impact that our communities want. Another way to think of knowledge mobilization is 'sharing the stories'.

The way that we share the results will vary according to our own cultural and political contexts, according to who needs to hear the stories and according to the issues that we are working on in our CBPR projects.

We want to hear from you about your ways of sharing knowledge from the research or about other ways of sharing knowledge that you have heard about in your parts of the world.

We want to build our own K4C Knowledge Mobilization Tool kit over time and we are starting with you as the first contributors.OK?

If you wish to read or see more about KM, there are some additional resources listed below, but the main thing is to contribute your own experience and ideas.

Activity

- Online Discussion | Knowledge Mobilization Guide

➤ Building & sustaining research partnerships

Learning Objectives

- Understand the benefits and challenges of building research partnerships.
- Analyze different knowledge cultures that need accommodation in nurturing strong research partnerships.
- Identify roles of key intermediaries and interface mechanisms in ensuring sustainability of such partnerships between universities and communities.
- Explore the use of formal MOUs and agreements as tools in partnership management.

➤ Reflections from face-to-face component

Learning Objectives

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- Systematize your agenda for personal and professional development of competencies in CBPR.
- Prepare tips for use of various new methods practiced during past two weeks.

MODULE 5

➤ **Balancing Theory & Practice**

Learning Objectives

- Understand the link between theory and practice.
- Understand issues of reliability and validity in research.
- Develop use of praxis in your field study.

Activity

- Online Discussion | Balancing Theory & Practice 1
- Online Discussion | Balancing Theory & Practice 2

➤ **Field study Impact Assessment**

Learning Objectives

- Analyze approaches to the assessment of impact in CBPR: institutional, political, personal, organizational
- Demonstrate commitment and responsibility to local community/civil society / social movements/partners.
- Reflections on Process of CBPR from Field Study

Learning Objectives

After successfully completing this week, you will be able to understand and apply:

- What has worked?
- What has not worked as you had hoped?
- What has surprised you in your work?

➤ **Reflections on Process of CBPR from Field Study**

Learning Objectives

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- What has worked?
- What has not worked as you had hoped?
- What has surprised you in your work?

Activity and Assignment

MODULE 6

MTP - Evaluation

Post MTP - Evaluation

This is your opportunity to provide any final ideas you have about the MTP course. We also would like your ideas about how best to strengthen the K4C network so as to provide support for each of you and your colleagues going forward

Activity

- We will provide an individual evaluation form and welcome open ended reflections- all thoughts/ideas welcome

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Reference

Module 1

History and Development of Community Based Participatory Research

Required Resources

- Hall, B., and Tandon, R. (2017) 'Participatory research: Where have we been, where are we going? – A dialogue'. Research for All, 1 (2): 365-74. <https://dspace.library.uvic.ca/handle/1828/8562>
- PRIA-logue 3rd Edition (2015). Participatory Research in Action: Where is the Future? A dialogue between Dr. Budd Hall and Dr. Rajesh Tandon.
 - **Part 1**
 - **Part 2**
- Etmanski et al. (2014), Introduction. In Etmanski et al. (eds), Learning and Teaching Community Based Research: Linking Pedagogy to Practice. Toronto: U of Toronto Press, pp 3-24. <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Fals Borda, O. (1980), Science and The Common People. In F. Dubell et al. (eds.), Research for the people – Research by the people. Selected papers from the International Forum on Participatory Research in Ljubljana, Yugoslavia. Linkoping University and SVE, The Netherlands Study and Development Centre for Adult Education, pp. 13-40. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M4%20-%20Fals%20Borda%201980%20-%20Science%20and%20the%20common%20people.pdf
- Tandon, R.; Hall, B. (2014). Majority-World Foundations of Community Based Research. In Munck, McIlrath, Hall and Tandon (Eds.), Higher Education and Community Based Research: Creating a Global Vision. London: Palgrave MacMillan, pp. 53-68. <https://link-springer-com.ezproxy.library.uvic.ca/book/10.1057%2F9781137385284>

Additional suggested resources:

- Gutberlet, J., Tremblay, C., Moraes, C. (2014). The Community-based Research Tradition in Latin America. In Munck, R., McIlrath, L., Hall, B., & Tandon, R. (eds.), Higher Education and Community-based Research: Creating a Global Vision. Palgrave Macmillan. pp. 167-180. <https://link-springer-com.ezproxy.library.uvic.ca/book/10.1057%2F9781137385284>
- Loiselle et al. (2014), When Girls Talk Back: Learning through Doing Critical, Girl-Centred Participatory Action Research. In Etmansky et al. (Eds.), Learning and Teaching CBR, Ch. 2, pp. 45-69. <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Flipp, C. (2014). Video on CBPR. Language: English. Length: 8:55. <https://www.youtube.com/watch?v=AePC97aKOJA>

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MODULE 2

Ethics and Values

Required Resources

- Interview Sarah Banks - https://www.youtube.com/watch?v=nePd3oTz_CU
- Ethical Challenges in CBPR (Durham Conference, Feb 2013) - https://www.dur.ac.uk/socialjustice/ethics_consultation/films/ (Navigate to the bottom of the page)
- Centre for Social Justice and Community Action and National Coordinating Centre for Public Engagement (2012) Community-based participatory research: A guide to ethical principles and practice, Bristol, NCCPE, https://www.dur.ac.uk/socialjustice/ethics_consultation/ethics.guide/
- Banks, S et al (2013), Everyday ethics in community-based participatory research. Contemporary Social Science: Journal of the Academy of Social Sciences 8(3): 263-277, <http://www.tandfonline.com/doi/abs/10.1080/21582041.2013.769618#.VMDNaE-hTIU>
-
- Ethics in community-based participatory research, materials on Centre for Social Justice and Community Action website. https://www.dur.ac.uk/socialjustice/ethics_consultation/

Optional Resources

- Flicker, S. et al (2007), Ethical Dilemmas in Community-Based Participatory Research: Recommendations for Institutional Review Boards. Journal of Urban Health, 84(4), pp. 478-93. <http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/results?vid=0&sid=443f8b11-7acb-43eb-8a18-170474b78a3d%40sessionmgr103&bquery=PM+17436114&bdata=JmRiPW1uaCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d>
- Smith, L. (2006), Articulating an Indigenous Research Agenda. In Decolonizing Methodologies, Ch. 7, pp. 123-141. UVic call number: GN380 S65. Online readable version <https://ebookcentral.proquest.com/lib/uvic/reader.action?docID=1426837&ppg=212>
- Gov. of Canada (2015), Ethical Guidelines for Research Involving the First Nations, Inuit and Metis Peoples of Canada. <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>

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MODULE 3

Steps in CBPR

Required Resources

- PRIA (1982), Participatory Research: An Introduction. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M6%20-%20PRIA_1982%20-%20Participatory%20Research%20An%20Introduction.pdf
- PRIA (2000), Doing Research with People: Approaches to Participatory research- An Introduction. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M6%20-%20PRIA_2000%20-%20Approaches%20to%20PR.pdf
- UNESCO Chair CBR-SR (2017). Guidelines for Field Study. Mentor Training Program 2018.

Modes of Inquiry

Required Resources

- Finley, S. (2008) Arts-Based Research in Knowles, Gary and Ardra Cole (eds.) Handbook of the Arts in Qualitative Research. Sage: Thousand Oaks, CA pp 71-82. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20Finley_2008%20-%20Arts-Based-Research.pdf
- Clover, D. (2017) Arts-Based Research (Power Point presentation). https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20Clover_2017%20-%20Arts%20based%20research.ppt
- PRIA (1992), Participatory Rural Appraisal: Old wines... https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M7%20-%20PRIA%20-%20PRA.pdf
- Corbett, J., and Lydon, M. (2014), Community-Based Mapping: A Tool for Transformation. In C. Etmanski et al. (eds.), Learning and Teaching Community Based Research. U of T Press: Toronto, pp. 113-134 <http://ezproxy.library.uvic.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=704528>
- Tremblay, C., & Jayme, B. (2015), Co-creating community knowledge through Participatory Video. Journal of Action Research: Special edition on Knowledge Democracy, 13(3), pp. 298-314. <http://journals.sagepub.com/ezproxy.library.uvic.ca/doi/full/10.1177/1476750315572158>
- Sitter, K. (2017), Taking a Closer Look at Photovoice as a Participatory Action Research Method. Journal of Progressive Human Services, 28 (1), pp. 36-48. <http://www.tandfonline.com/ezproxy.library.uvic.ca/doi/full/10.1080/10428232.2017.1249243>

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Additional resources to be taken up in the face to face workshop as well:

- Kinson, S., Pain, R. and Kesby, M. (2007). Participatory action research approaches and methods: connecting people, participation and place. London: Routledge. Available at: <http://ezproxy.library.uvic.ca/login?url=http://www.tandfebooks.com/isbn/9780203933671>

You will find these and other resources in the Module 7 section

- Tuhiwai, Smith, Linda (2013) Research Through Imperial Eyes in Decolonizing Methodologies London: Zed Books 2013
- Tuhiwai, Smith, Linda (2013) Colonizing Methodologies in Decolonizing Methodologies London: Zed Books |

MODULE 4

Knowledge Mobilization: Representation of Knowledge

Resources

The following resources contain examples of different ways that have been used in CBPR to represent co-created knowledge. Use these readings when responding to the **discussion questions**:

- Cole Nussbaumer Knaflic (2015), Storytelling with data, Wiley, Hoboken, NJ. <http://www.storytellingwithdata.com/>
- Patel, S. (2007), Reflections on Innovation, Assessment and Social Change Processes: A SPARC case study, India. <https://www.ids.ac.uk/files/dmfile/CasestudySPARC.pdf>
- Research dissemination videos:
 - https://www.youtube.com/watch?v=A1FO42fO-_8

<https://www.youtube.com/watch?v=6zgSgLTs2hI>

Building & sustaining research partnerships

Required Resources

- Rethinking Research Partnerships collaboration (2017). Rethinking Research Partnerships: Discussion Guide and Tool Kit. From Christian Aid's centre of excellence for research, evidence and learning. <https://www.christianaid.org.uk/resources/about-us/rethinking-research-partnerships>
- Wilson, S. (2008), 'Relational Accountability'. In Research is Ceremony: Indigenous Research Methods. Halifax: Fernwood Publishing. UVic call number GN380 W554 2008 https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M12%20-%20Wilson_2008_Research%20is%20Ceremony.pdf

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Additional Suggested Resource

- Brown, D. L. et al. (2001). Practice-Research Engagement Principles for Civil Society. In D. Brown (ed.), Practice-Research Engagement and Civil Society: In a Globalizing World, Harvard University & CIVICUS, pp 31-48. <http://siteresources.worldbank.org/INTPCENG/1220158-1118058516777/20526704/D87D671E-CDE9-11D5-857B0002A56B5CBF.pdf>

Reflections from face-to-face component

Required Resources

- Small, D. (2005). Reflections of a Feminist Political Scientist on Attempting Participatory Research in Aotearoa. In R. Tandon, R. (ed.), Participatory Research: Revisiting the Roots. New Delhi: Mosaic Books, pp. 74-89. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M10%20-%20Small_2005%20-%20Feminist%20Participatory%20Research%20in%20Aotearoa.pdf
- Tandon, R. (2005). Dialogue. In R. Tandon, R. (ed.), Participatory Research: Revisiting the Roots. New Delhi: Mosaic Books, pp. 275-294. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M10%20-%20Tandon_2005%20-%20Dialogue.pdf
- Guhathakurta, M. (2008). Theatre in Participatory Action Research: Experiences from Bangladesh. In P. Reason

MODULE 5

Balancing Theory & Practice

Required Reading

- Bell, B., Gaventa, J., & Peters, J. (eds.) (1987), We Make the Road by Walking: Conversation on Education and Social Change by Myles Horton and Paulo Freire. Temple University Press, Philadelphia, pp 97-101. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M15%20-%20Bell%20et%20al_1987_We%20Make%20the%20Road.pdf

Additional suggested resource

- Houh, E., and Kalsem, K. (2015), Theorizing Legal Participatory Action Research: Critical Race/Feminism and Participatory Action Research. Qualitative Inquiry, 03/2015, 21(3), pp. 262-276. <http://journals.sagepub.com.ezproxy.library.uvic.ca/doi/full/10.1177/1077800414562897>
- Blencowe C. et al. (2015), Theorising participatory practice and alienation in health research: A materialist approach. Social Theory & Health, August 2015, 13(3-4), pp 397-417. <https://link-springer-com.ezproxy.library.uvic.ca/article/10.1057%2Fsth.2015.23>
- Wallerstein, N., and Duran, B. (2010), Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. American Journal of Public Health, 04/2010, 100(S1), pp. S40-

S46. <http://web.b.ebscohost.com.ezproxy.library.uvic.ca/ehost/results?vid=0&sid=3aeda394-bceb-4407-bbaf-4d98919d1b2e%40sessionmgr103&bquery=PM+20147663&bdata=JmRiPW1uaCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZlJnNjb3BIPXNpdGU%3d>

Field study Impact Assessment

Required Resources

- Singh, W. (2017), Gauging the Impact of Community University Engagement Initiatives in India. ASEAN Journal of Community Engagement, Vol. I (1), pp. 1-16. <https://dspace.library.uvic.ca/handle/1828/8320>
- Lecture (video recorded): Dr. Crystal Tremblay, Special Advisor on **Engaged Scholarship to the Provost at the University of Victoria**.

If you are having trouble viewing this video, please use the following links (note: please watch all three parts): **Part 1, Part 2** and **Part 3**.

- Bowman, S. (2016). Maximising impact through engaged research. Campus Engage. <http://www.columbusproject.eu/SarahBowman.pdf>
- Piggot-Irvine, E., & Zornes, D. (2016). Developing a Framework for Research Evaluation in Complex Contexts Such as Action Research. Sage Open, 1-15. <http://journals.sagepub.com/doi/pdf/10.1177/2158244016663800>
- Tremblay, C., & Jayme, B. (2015). Co-creating community knowledge through Participatory Video. Journal of Action Research: Special edition on Knowledge Democracy, 13(3): 298-314. <http://journals.sagepub.com/doi/abs/10.1177/1476750315572158>
- Tremblay, C. (2017). Impact Assessment of Community-engaged Research at the University of Victoria. Prepared for the Office of the Vice President Research. <https://www.uvic.ca/ocue/assets/docs/CER.UVic.Report.pdf>
- Bagelman, C. & Tremblay, C. (2017). Where pedagogy and social innovation meet: assessing the impact of experiential education in the third sector. In: Osman & Hornsby "Transforming Higher Education: Towards a Socially Just Pedagogy". Palgrave Macmillan. https://link.springer.com/chapter/10.1007/978-3-319-46176-2_11
- A Toolkit for Monitoring and Evaluating Children's Participation. Plan International. Source: <https://plan-international.org/publications/monitoring-and-evaluating-childrens-participation>
- Janzen, R., Ochocka, J., Stobbe, A. (2016). Towards a Theory of Change for Community-based Research Projects. Engaged Scholar Journal, 2(2): 44-64. Available at: <http://esj.usask.ca/index.php/esj/article/view/165/37>
- Chong, J., Gero, A., & Treichel, P. (2015). What indicates improved resilience to climate change? A learning and evaluative process developed from a child-centered, community-based project in the Philippines. In D. Bours, C. McGinn, & P. Pringle (Eds.), Monitoring and evaluation of climate change adaptation: A review of the landscape. New Directions for

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Evaluation, 147, 105–116.

<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ev.20134>

Additional suggested resources

- UNDP (2013). Discussion Paper Innovations in Monitoring & Evaluating Results. [http://www.undp.org/content/dam/undp/library/capacity-development/English/Discussion%20Paper-%20Innovations%20in%20Monitoring%20&%20Evaluating%20Results%20%20\(5\).pdf](http://www.undp.org/content/dam/undp/library/capacity-development/English/Discussion%20Paper-%20Innovations%20in%20Monitoring%20&%20Evaluating%20Results%20%20(5).pdf)
- PRIA (2001), Participatory Planning, Monitoring & Evaluation. <http://122.160.240.198/gsd/collect/1partici/index/assoc/HASH7b31.dir/doc.pdf>
- Tremblay C. (2017), Impact Assessment. Community-engaged Research (CER) at the University of Victoria, 2009-2015. At <http://hdl.handle.net/1828/8166>

Reflections on Process of CBPR from Field Study

Required Resources

- Kolb, D. A (1984). Experiential learning: experience as the source of learning and development (Chapters 8), First edition. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M18%20-%20Kolb_1984_Ch.8.pdf
- Kolb, D. A (2015). Experiential learning: experience as the source of learning and development (Chapters 2), Second edition. https://distance.moodle.uvcs.uvic.ca/pluginfile.php/165141/mod_folder/content/0/M18%20-%20Kolb_2015_Ch.2.pdf
- Online Discussion | Knowledge Mobilization Guide

Handwritten signatures and dates:
10/17/2018
A.M. J.

Learning Outcomes of Certificate Course "Community based Participatory Research" (CBPR)


Community Based Participatory research provides a dialogue with the community members in understanding the issues that exists in the community that requires to be addressed for bringing about a positive change in the community. The value of CBPR for the communities is often manifested as the outcomes to increased capacity and sustainable adoption of evidence-based practices for social change.

The fight against disparities can be won only if the most oppressed communities can be fully engaged as partners in exploring and in taking action to address the health and social problems about which they—not experts as outsiders—care most deeply . CBPR course outcomes provides the opportunities that promote discourse between community and academic partners can help to advance CBPR and better define these outcomes. Community-based participatory research has received increasing recognition in public health, as evidenced in its being named by the Institute of Medicine (IOM) as one of eight new content areas in which all schools of public health should offer training . This training of working with the communities and working for the communities brings about an opportunity to look into the existing issues with a capacity building for bringing a social change within the community for better living.

Community capacity building and sustainability are key outcomes of CBPR for communities. Co-learning opportunities that engage and mutually educate both community members and academics can be useful strategies for identifying meaningful strategies to achieve these outcomes.

As we build on this rich history, our central concern is with helping students, scholars, community members, and practitioners in fields such as health, social welfare, and city and regional planning become more inspired by, comfortable with, and proficient in applying CBPR approaches in their community-based work. Within this context the contributors to this volume explore such issues as cross-cultural and power dynamics in the CBPR process, with particular attention to methods and techniques for helping communities identify their strengths and concerns; issues of rigor and validity in CBPR; and special considerations in conducting CBPR with hidden populations, youths, and other diverse groups.

We offer this course for encouraging participatory research within the communities aiming to build increased capacity for evidence based co-creation of knowledge for positive social change.


— **Director**
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