

United Nations Educational, Scientific and Cultural Organization



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



University of Victoria



Knowledge. Voice. Democracy.
PRIA

FESTIVAL OF LEARNING

INDIA

April 2016

Prepared by:

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

FOREWORD

We are pleased to be able to share this report on the Festival of Learning that took place in several cities in India during the second half of April, 2016. The Festival of Learning was one of the activities designed to share the knowledge generated during the Next Generation of Community Based Researchers project carried out by our UNESCO Chair. The NextGen project has been supported by the Social Sciences and Humanities Research Council of Canada and the many partners with whom we have worked over the past two years. The Festival itself was supported with generous funding from the Canadian Commission for UNESCO. The idea of the Festival was to create a series of diverse opportunities for sharing the results of our research projects in different parts of India and with a wide variety of local participants.

Our Festival saw us addressing researchers, civil society leaders, local government officials and others on issues that linked our findings on the role of community based research to the solution of local problems. Our discussions included how CBR might be best used as part of the national campaign in India to build latrines and toilet facilities for the 70 per cent of the population that still has no such facilities. We engaged with post-graduate students in the State of Chattisgahr, one of the poorest States in India in a four day training programme. We met with senior national level policy leaders, communications leaders, senior state officers and many activist scholars and community leaders.

A Festival often implies a spirit of joy. We chose the idea of a Festival as a way to think about sharing our research results because it should be a joy as well as an opportunity to learn. And with most Festivals there was a sharing of knowledge back and forth. There was sharing between community leaders and academics, between those from the city and those from the rural areas, from those from outside India with those from India, from those with massive administrative responsibilities and those individuals who simply care deeply about making this a better world.

We were honoured by the reception and the spirit that our Festival met as we moved about the country and re-dedicated by what we learned to continuing to shape our work so that it can best bring visibility to the deep issues that people in our communities care about and so that we will hear from those who have been invisible for far too long.

Rajesh Tandon and Budd Hall, Co-Chairs

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

HYDERABAD

The workshop on '*Learning to do Community Based Research: Perspectives, Opportunities & Ways Forward*' was organized by the UNESCO Chair, as part of the program under the 'Festival of Learning', on April 18, 2016, in collaboration with Centre for Economic & Social Studies (CESS), Hyderabad. The welcome address for the workshop was given by Professor Revathi, from CESS, who welcomed the speakers and the participants and re-confirmed CESS's commitment of continued support to such initiatives. Thereafter, the broad context of the workshop was given by Mr Manoj Rai Director, PRIA, who also welcomed the guests and the participants and expressed his gratitude towards CESS and others for organizing the event.

SPEAKER'S NOTES

Dr Rajesh Tandon

Dr Tandon began his speech by sharing reflections from the history of Participatory Research (PR).

He underlined the three main principles with which the network of participatory research began in the 1970s and the 1980s. These principles were:

- (i) Valuing indigenous local knowledge
- (ii) New knowledge can only be built on the basis of valuing local knowledge, and
- (iii) Need to engage and deliberate on this knowledge

However, he shared that despite of this, what he found was the disengagement between academia and the field of participatory research.

Moving further, he shared that '*the language of PR entered into development discourse and discussions through the larger international development network. This was the time when eminent scholars like Dr Robert Chambers marketed the concept of PR, through the lens of Participatory Rural Appraisal (PRA), as it became the method of data collation and analysis, especially in the rural areas*'. It was at this time when PR also began to be taught in the departments of sociology, gender studies etc. Further, it was in the 1990s when PRIA began to interact with academic institutions to promote PR methodology and also used this opportunity to give practical learning to the students.

Sharing PRIA's experience in this context, Dr Tandon shared that, '*PRIA began to convene regional consultations on 'Citizenship & Governance' involving academics and practitioners in different parts of India. Workshops were held in cities like Varanasi, Jaipur, Siliguri, Hyderabad etc. for a period of over 5 years*'. In these consultations, practitioners, CSOs, local government officials would come together on the same platform with academics to present joint views on how '*governance can become a people centric effort*'.

He further shared about Global University Network for Innovation (GUNi) (which he discovered in 2007), a baby of UNESCO, which has over 5000 universities as members from all across the world.

GUNi, every two years, produces a report on a particular aspect of higher education. He mentioned that he and Dr Budd Hall were invited to participate in the production of the report, which focused on *'Contribution of Civil Society in Human & Social Development, in 2008. It was here that they found that 'in most of the development issues such as gender, exclusion of dalits, water pollution, soil pollution, etc; the First Information Report (FIR) came from the world of practice, and not from research or academia.'*



Pic 1: Dr Rajesh Tandon, sharing his reflections on the workshop with the audience

Therefore, when he and Dr Hall participated in the 2009 UNESCO Conference on Higher Education in Paris, they spoke about valuing local knowledge/indigenous knowledge. They also mentioned about the disconnect between the world of practice and research, and the importance of bringing the core functions of research and teaching in sync with real world issues. It was after this conversation, that they were invited to be the UNESCO Chairs in CBR & Social Responsibility in Higher Education. Finally, the Chair was set up in the summer of 2012.

One of the main achievements of the Chair as an institution has been the contribution of the Co-Chairs as guest editors in the 5th GUNi Report on Higher Education, titled *"Knowledge, Engagement and Higher Education: Contributing to Social Change"*. It is an exclusive book as it contains stories/examples of community university engagement and its role in social change from numerous countries all across the world.

Coming to the Indian context, Dr Tandon shared that during the preparation of the 12th Five Year Plan, a sub-committee on *'Strengthening Community Engagement in Higher Education'* was set up. Here, it emerged that the general conception of community engagement was being understood as merely a sub-set of activities which fell under the NSS domain. The argument put against this conception was that true community engagement was not something that can be ghettoized in the

NSS domain, and that it needs to be integrated in the core functions of Higher Education, along with research (production of new knowledge), teaching (training the next generation researchers). At the state level, efforts need to be directed towards incorporating the principle of social responsibility in our respective domains (adapted to the local contexts), and move it forward.

Dr Budd Hall

Dr Hall began his reflections by mentioning about the 'wicked' and 'persistent' problems of today's times (such as climate change, health disparities, economic insecurity etc.), and the solutions to which are not easily available. It is here that knowledge has a critical role to play in addressing these challenges and for providing sustainable solutions. A combination of knowledge coming from the private sector, communities and the academia is the way forward for us.

He shared that *'today, students and academics are slowly but surely calling for new relationships, and a decolonized higher education system'*. He mentioned that *'during discourses, we often hear about terms like knowledge economy and knowledge society. However, these knowledge systems are exclusive of value based or social justice based influences. In contrast, knowledge democracy is an aspect which acknowledges the existence of multiple knowledge systems'*. He mentioned that there are as many knowledge systems in the world, as there is multi-disciplinarity of biodiversity. However, one of the biggest challenges in this respect is our dependence on the 450-500 year old colonial knowledge system. Further, in addition to the multiple forms of knowledge, there are also several different ways of representing knowledge such as theatrical, dramatic forms etc. These are primarily the ways in which knowledge is shared in the society.

Continuing further, Dr Hall emphasized the importance of *'co-construction of knowledge'*, as he cited the UNESCO Chair's project on *'Mainstreaming Community University Research Partnerships'*, as a step forward in this direction. He showcased the project's open-source publications (book and manual), as being an excellent example of this idea, from where numerous leads can be taken and the good work be taken forward. He also shared that it is essential that we move towards open access knowledge systems, and urged academics to put their knowledge into forms which are free and accessible to everyone.

Dr Hall shared about how this purpose was being achieved in different parts of the world. While *'new structures are being created in universities (Such as the office of community based research at the University of Victoria), some are incorporating the language involving the term 'community university engagement' into their strategic visions and missions'*. Rise of regional and global networks are further pushing forward the idea of community engagement as envisaging the triple concepts of research, teaching and learning, and service and outreach. Dr Hall, however, pointed to the challenge that *'many universities still continue to favor knowledge production that adorns journals or that which can attract research funding. Therefore, it was of utmost importance that community university engagement is not only acknowledged in the academic arena, but also incentivized and given due credit.'*

Pointing to other challenges, he shared that eminent among them were the '*reduction in funding towards these efforts, the difference in the knowledge cultures of academia and civil society organizations/local governments etc.*' This difference is evident from the examples that while the communities use and mobilize knowledge to find solutions to pressing issues, the same knowledge in the academic world remains limited to publication journals, whose societal relevance is nil. Further, the imperialistic domination of English Language contributes to alienation and exclusion, thus hampering the achievement of 'knowledge democracy'.

However, he shared that as while are faced with challenges, the opportunities are in plenty as well. Today, we have a number of '*excellent professional literature on the topic (GUNI's Higher Education Report), innovations (such as the creation of the UNESCO Chair on this aspect), and a lot more efforts from the European Union (EU), knowledge democracy movement and international networks.*'



Pic 2: Dr Budd Hall, sharing his experiences as UNESCO Co-Chair

OPEN DISCUSSIONS

Dr Mazhar Hussain, COVA

- *There is a need to get the universities and students interested in taking up field based research.*
- *Motivating and encouraging organizations working at the grassroots to establish linkages with the academic world*

Dr Nilanjana Ray, TISS, Hyderabad

- *Need to establish linkages between academia and institutions working at the grassroots level.*

- *When organization who work in CBR, give preference to project management skills at the time of recruitment, this serves as a huge disincentive for students and faculty alike.*



Pic 3 & 4: Open discussions

Prof Reddy

- *Structural changes taking place in the state higher education framework, means that there is an increased population of students from socially disadvantaged groups entering higher education.*
- *There is an increasing gap between the faculty and the changing student composition. Therefore, it is essential that the 'lived experience/knowledge' of such students is integrated into the curriculum.*
- *It needs to be ensured that the learning takes place from different disciplines and is not kept in silos"*

Dr Rajesh Tandon

- *Students should be given credit for community engagement. Unless this is done, community engagement cannot become a systemic activity.*
- *Engagement should be university wide and not ghettoized into social sciences alone. An ideal example in this case is the Science Shops in Europe, which actually began the process of community engagement with natural sciences like metallurgy, chemical engineering etc. This model, not only provided students with due credits for engagement, but also recognized the faculty engaged in this work, in their annual performance reviews.*
- *Massive expansion in post secondary education is resulting in increasing number of first generation students having access to higher education. These students, who come from a very different socio-cultural and economic context, feel disconnected with the age long curriculum*

being followed in universities. Therefore, unless we pay attention to curriculum and pedagogy, we will do injustice to this new generation of students.

TECHNICAL SESSION-I: COMMUNITY BASED RESEARCH

Mr. Walter Lepore

Mr. Lepore shared that the goal of the UNESCO Chair was to promote the practice of CBR and increase access to training and resources in this field. One major effort in this direction was the study on 'Strengthening Community University Research Partnerships', which came up with the finding that 'although there is a large appetite for training and capacity building in CBR, but there is a lack of information on how to train the researchers or where such training is being provided'. This was the research idea behind the current project on '*Training the Next Generation of Community Based Researchers (NextGen)*'.



Pica 5: Mr. Walter Lepore sharing the findings of the NextGen project

Further, he shared about the precise research design for the subject and the selection of thematic reviews, research instruments such as the global survey and the case studies. While the thematic reviews focused on analyzing pedagogy, resources, best practices in CBR training, the survey aimed to collate statistical data on global CBR training. From the survey, it emerged that although most of the respondents have had previous experience in CBR, they did not receive any formal training in the same, and also expressed interest in getting trained in the same. Further, the case studies outlined the best practices in this field giving detailed information on various aspects of CBR training followed by institutions across the world.

He further shared that as next steps to the project; the Chair intends to create an 'International Consortium on CBR training', which will bring together experts and institutions interested in working in this area of work, and carrying it forward.

Dr Darlene Clover

Dr Darlene Clover outlined key principles of gender justice which need to be incorporated in all forms of research including CBR. The principles were:

- *Any gender/feminist focused research must be linked to the larger struggle for women's equality and equity.*
- *The research findings must be used to promote gender justice.*
- *There was a need to create a synergy between the epistemologies of research, and explore the linkages of research to women issues.*
- *All languages of research need to be decoded.*
- *Painful and distressing questions on women, with respect to safety, violence, homelessness, poverty etc. needs to be addressed.*

Further, Dr Clover drew broad conclusions on research perspectives and their link with gender issues. They are:

- *Research is about asking questions. However, we need to work on, 'how do we ask questions, role of questioning', 'who has the right to question' etc.*
- *It is important to consider ways and means for adjusting to the mobility of women in and out the research project. Considering their responsibility in reproductive work, we need to find ways such that whenever they re-enter a research project, they don't feel disconnected.*
- *It is essential to re-consider the venues where we host the programmers such as workshops, seminars etc. This is because the entire effort can prove futile if people cannot reach these spaces and make use of it.*
- *The researchers are often trained to analyzed volumes of quantitative and statistical data, but it is also important to consider that, 'how we analyze data in the form of commentaries, visuals, plays etc.*
- *Collective process of analysis is one of the most important aspects of research. Therefore, efforts should be aimed at collating individual stories, especially those coming from women, into collective stories.*



Pica 6: Dr Darlene Clover sharing her reflections on 'Gender perspectives in research & training'

Dr Krishna Reddy, Osmania University

In his statement, Prof Reddy shared some of his reflections with respect to community engagement and community based research. Some of them are:

- *There are tremendous obstacles that the communities within universities face with respect to CBR, such as the rigidity of curriculum, issues of marginality/exclusion etc.*
- *There needs to be a revision of course curriculum and pedagogy in universities. However, considering the rigid structure of universities, change in syllabi continues to be an uphill task. Therefore, one suggestion on this front can be submitting a proposal to the UGC on 'how to visualize universities in the present context, and especially in relation to CBR'.*
- *The collapse of dialogue between the teaching university, students and administration is leading more fragmentation between stakeholders.*
- *At present, the research agenda in universities is badly shaped. There was a need for bringing in new perspectives and multi-disciplinarily in research.*
- *Need for designing special training modules for training students/researchers in CBR.*
- *It is important to have channels connecting universities and the communities. Herein, research organizations like PRIA can play an important role.*



Pica 7: Dr Krishna Reddy, sharing his ideas on the local landscape in Andhra Pradesh with respect to CBR

Dr Reddy, Retired Professor, IIM-Kolkata

Dr Reddy shared his personal study on the drop in Child Sex Ratio in India, and the gradual increase in daughter deficit in India over time. He called for examining data on government schemes like 'Beti Bachao, Betipadhao' and addressing the challenge in an effective manner.

OPEN DISCUSSIONS

Dr Rajesh Tandon

Carrying forward the point mentioned by Professor Reddy, Dr Tandon said that secondary data helps us identify the problem at hand, while it is our job to find out what can be done about it. He made the following comments:

- *Statistical analysis can help us understand the problem, but not the causality.*
- *It is essential to build trust with the community, if we want to engage with it in a sensible manner.*
- *We need to enable the communities in a manner that they can find solutions to their problems 'themselves'.*

- *It is also important to understand that CBR does not intend to displace macro-analytical research, but only helps in identifying the contextually relevant picture.*

Mr. Sudhakar, WaterAid

- *WaterAid, as an advocacy organization takes research (real time/community based/action oriented) as an important means of designing our programs.*

Dr Ipsita Sapra, TISS Hyderabad

- *Taking her own efforts of partnering with universities, CSOs, and Government of AP, as an example, she shared that, 'Although permanent systematization of relationships can be a challenge, preliminary interfaces with stakeholders and trust building can play a key role in enabling institutionalization of community engagement in the academia'.*
- *We might be producers of knowledge, but we are 'yet to learn how to systematize our existing knowledge in a way that it is accessible to one and all, and also benefits them in the long run'.*

Kiran, Hyderabad Central University (HCU)

- *Stating resource limitations as one of the major challenges in achieving meaningful community engagement, she said that we need to find ways and means to sustain and also incentivize this kind of work.*

Arifa Sultana, PhD scholar, CESS

- *We can think of the possibility of linking project work, which are a part of the UG/PG curriculum with the ideas of community based research; and further try to link universities and NGOs/CSOs.*
- *The partnership with CSOs/NGOs entails a very important aspect of 'who decides the research question'. So, even if we manage to strike a partnership and still, it is the university scholars to play the lead role, it is but natural that the NGOs will lose their enthusiasm. Therefore, it is essential that responsibilities are shared for co-creation of new knowledge.*

Dr Mazhar Hussain, COVA

- *Absence of representation of individuals in research, automatically reduced their participation in shaping research policies.*
- *It is also important to consider that research may not be associated with any institution in particular, but can still contribute towards knowledge generation.*

Dr Rajesh Tandon

- *We need partnerships (between community based organizations, local governments, universities, trade unions, banks etc.) which are built on trust, have longevity and are not semester bound.*
- *If such relationships of trust are created all across Hyderabad, there will be enough local actors who will be able to draw value out of this, and can be involved in such initiatives.*



Pic 8 & 9: Open discussions

Comments from the Chair: Mr SriKanta Natha Reddy, Joint Secretary, Higher Education, Government of Andhra Pradesh

Mr Reddy, representing the Government of Andhra Pradesh, outlined the government's concern about CBR and re-iterated that when people are involved in the framing up the policies which are meant for them, their success rate is very high. He also spoke about his experience of Participatory Rural Appraisal (PRA), as a forester, back in 2000s, where he was asked to involve the community in preparing micro plans for *Van Sanrakshan Samiti*. He shared that whenever the communities played an active part in the planning process, all activities were successful and the entire area benefitted.

Some of the other reflections shared by Mr Reddy are as follows:

- *The increasing GER is resulting in a huge number of first generation students entering the Higher Education Institutions. It is important to understand the demands of this cadre of students.*

- *We need to have higher education systems which can address community needs. However, we need to be careful to limit our outreach to positive engagement, and not trespass their personal space.*
- *Role of NGOs in CBR is important, because if we are able to understand the thought process of people (with whom the NGOs work), the purpose of reaching out to them will be served.*
- *The pressing need in today's times is to transform university syllabi from irrelevance to relevance; however, resistance for this, which comes from the academic system itself, is a major challenge.*
- *Change is required to bring in quality research based on the inputs from the grassroots/community.*



Pic 10: Mr Reddy, sharing the governmental perspective on CBR

TECHNICAL SESSION-II: COMMUNITY CENTRIC RESEARCH IN WASH

The post lunch session of the workshop focused on **Community Centric Research in WASH**. This session was chaired by Mr. Manoj Rai, Director PRIA and the other panelists included Dr. Sakshi Saini, PRIA, Dr. Jayalakshmi, HOD, Centre for Policy Research, NIRD and Prof. Indrakant, RBI Chair Professor, Council for Social Development, Hyderabad.

Introduction: Mr. Manoj Rai, Director, PRIA.

Mr. Manoj Rai began the session by summing up the pre-lunch session as and set up the agenda for the post-lunch session. Summing up the pre-lunch session, he said that '*most of the people who*

spoke indicated the need for Community Based Research (CBR). Talking about research opportunities, Mr. Rai said, 'Whether it is an academic, NGO worker or a freelancer, there are plenty of opportunities, and in this session, we will try to provide glimpses from the field of sanitation and the various opportunities it provides with respect to CBR'.

SPEAKER'S NOTES

Dr. Sakshi Saini, Assistant Program Manager, PRIA

Dr. Sakshi began by looking back into the historical roots of sanitation. She said that *"Mahatma Gandhi believed that sanitation is more important than political independence"*.



Pic 11: Dr Sakshi Saini, presenting an overview of sanitation issues in Andhra Pradesh

Further, she stated that although sanitation was part of the planning process in India (dating back to the first five year plan), India has still not been able to achieve the goal of sanitation for all. Emphasizing the importance of sanitation, she highlighted the importance accorded to it under both, the Millennium Development Goals (MDGs) and the most recent Sustainable Development Goals (SDGs).

Commenting on the status of sanitation in Andhra Pradesh she said that, *'Out of 29 states in India, Andhra Pradesh stands at 24th position, and the goal of sanitation sounds very distant, as not even 1/3rd of the Gram Panchayats are Open Defecation Free (ODF).'*

'However, there are also positive experiences wherein remote tribal villages, who despite not being participants of these policies and programmes; have achieved the goal of sanitation for all'.

'There is definitely something for us to learn from this and Swachh Bharat Mission (SBM) opens a sea of opportunities, as it has a component of Rapid Action Learning Unit (RALU), where the process of learning has been given much importance'.

Highlighting the challenges, Dr. Sakshi indicated the following issues, which can be taken up as research topics:

- *Lack of people's participation and lack of information on the issue.*
- *Challenging social myths through a well thought out strategy.*
- *Systematic analysis of data with respect to sanitation status in the state.*
- *Detailed analysis on the financial capacities of the people.*
- *Study on whether the incentives meant for the people, is actually reaching out to them, and whether it is timely or delayed.*

"These are a few questions arising in the field. We need to find out solutions" said Dr. Sakshi. Commenting on the issues that SBM is facing currently, she added that:

- *Mismatch of data in identifying beneficiaries emerges as a major roadblock.*
- *There is a need to address various superstitions, and keep a check on the information reaching out to the community.*
- *Demystification of technical knowledge was the need of the hour.*
- *Understanding the link between sanitation and access to water. Is sanitation stand alone or is it linked with water? If yes, do we have a common policy or programme?*

Dr. Saini ended the presentation by opening the floor for discussion.

Mr. Rai stated that *'RALU can play the intermediary role of linking community and researchers, as most of the questions that emerged came from the community and not RALU or PRIA or SBM or others'.*

Mr. Mahender, Consultant at SBM Andhra Pradesh.

Adding to what Dr. Saini highlighted, Mr. Mahender shared the following issues with respect to the objective of achieving 'sanitation for all':

- *There is still no clarity that the finances provided by the government under SBM are an incentive and not a subsidy.*
- *There needs to be ownership of the community on the toilets which are constructed.*

Comments from the audience

"Technological quick-fixes do not work too well unless they touch upon people's own interest", says Dr. Ipsita from Tata Institute of Social Sciences. She added that we need to move beyond technological solutions and non monetary incentives can be considered, in the place of monetary incentives, as *"money gets spent but recognition remains",* she emphasized.

Professor V.N. Reddy spoke about how the work of SBM should begin in the early stages in the life of an individual, and *Anganwadi* Centres and schools, can be a good starting point.

There were questions from the audience about:

- *The technical innovations and functions of toilets, posed by students of Indian Institute of Public Health.*
- *Issues related to the link between open drainage systems and health, as shared by a student from Osmania university.*

Mr. Mahendra from SBM answered the questions and suggested that the audience should refer to the SBM website which provided detailed information.

Mr. Muneswara Rao, a Sarpanch, shared his experience of making his village free of Open Defecation Free (ODF). He expressed his willingness to incorporate any suggestion that the members present in the workshop could give him so as to ensure sanitation for all.

Comments from the Panelists:

Dr. Indrakant, RBI Professor, Council for Social Development, Hyderabad.

Dr. Indrakant shared findings from various studies on economics of sanitation and re-iterated the need for establishing linkages between communities and academic institutions. Some of the facts he shared with the audience were:

- *Investment of Rs. 1 on sanitation will give a return of about Rs. 5 to Rs. 6*
- *A healthy individual is more productive and therefore will contribute more to the national output*
- *Absence of toilets leads to contamination of drinking water, thus resulting in health problems for the community*

He shared that as per a study conducted in 2006, *'Due of inadequate sanitation, India is losing out on 6.4% of its GDP, which amounts to about 2000 billion rupees. Further, in per-capita terms, each person is losing out on more than Rs. 2000'*.

He also shared that owing to various cultural myths and superstitions, people are still not very motivated to construct toilets.

Elaborating on what Dr. Indrakant said, Mr. Rai re-emphasized the impact of CBR by sharing his experiences in Chhattisgarh. He shared as to how, *'CBR was helpful in bringing about behavioral change in the community'*.



Pic 12: Professor Indrakant, sharing his ideas on 'Economics in Sanitation'

Dr. Jayalakshmi, HOD, Centre for Policy Research, NIRD.

Dr. Jayalakshmi spoke about various structures of the Government, which were involved in providing sanitation and briefly spoke about previous projects undertaken in the same area. Some of the other ideas she shared are:

- *Adoption of liquid waste management techniques in a district in Telangana.*
- *Involving bare-foot engineers to support the process of toilet construction.*
- *Establishing linkages with Gram Panchayat Development Plans for achieving sanitation for all.*
- *Adapting from the success story of sanitary marts in Tamil Nadu.*



Pic 13: Dr Jayalakshmi, deliberating on 'Research issues in engaging Panchayats in Sanitation'

Mr. Sudhakar, WaterAid

Sharing about the activities of WaterAid, Mr Sudhakar said that *'All of us at WaterAid agree that working for WASH is a non negotiable'*.

Appreciating the pointers made by Prof Indrakant on the impact of WASH on economics, he further added that *'Apart from the direct costs, there are also indirect costs involved, such as the negative impacts on daily wages as a result of falling sick'*.

Further, indicating the various reasons whereby which girls lose out on their education and career, he shared that, *'If my girl doesn't have the facility of changing pads in school, she drops out at the adolescent age and as a result, discontinues her education'*. He therefore re-iterated the need to step beyond macro perspectives like governmental policies, and focus on micro-issues such as operations and maintenance of toilets in schools. He added that, *'It is the lack of sanitation facilities, which restrains people from using utilities like public toilets'*.

Comments from audience

Mr. K. Ramesh, a Sarpanch from Abburu Gram Panchayat detailed out the process he and his Gram Panchayat members undertook, to ensure sanitation for all in their Gram Panchayat (GP). He added that they utilized all the existing schemes and bulk construction processes to achieve sanitation in their village.

'There is an evidence based centre in the UK, which tries to document what works and what doesn't. If there is no academic collaboration so far, we will be happy to collaborate and establish a centre like that for achieving the objectives of attaining full sanitation', assured Dr. Ipsita from TISS.



Pic 14 & 15: Open discussions

Comments from Dr. Budd Hall

Dr. Budd Hall recalled an experience where someone told him *'If you can make a difference in India, you can make a difference anywhere in the world'*.

'We need your voices, your ideas. We need defy the belief, which attributes authoritative research to the experts who come from the global North'. He added that tripartite linkages between the government, civil society and the academia are a great starting point, and that we should all make efforts to contribute towards it.

Comments from Dr. Rajesh Tandon

Dr. Tandon spoke about two major takeaways from the workshop. He suggested that, *'we should all make an effort to share the findings of our research with the very people, who were a part of our data collection processes'*. He added that, *'We need to find a way to share our findings locally, at the mandal level, at the district level, as well at the national level'*.

He concluded by asserting that *'if we want to make a change, it is the community is where we should begin with'*.

RAIPUR

The workshop on *'Capacity Building in Community Based Participatory Research'* was organized by the UNESCO Chair under its program on 'Festival of Learning' from April 20 to April 23, 2016, in collaboration with the *State Planning Commission (SPC), Chhattisgarh*, and support from *Pandit Ravi Shankar Shukla University* and *WaterAid*.

DAY 1: APRIL 20, 2016

The inaugural session of the workshop saw a welcome address given by Dr Rita Venugopalan, Director, Centre for Women's Studies, Pandit Ravi Shankar Shukla University. Further, the vice-chancellor, Professor S K Pandey welcomed the dignitaries and re-affirmed the commitment of the institution towards fulfilling its social responsibility. He emphasized on the important role of Higher Education Institutions in the society, and said that *'Universities are places which attracts young mind, and therefore, as senior academicians, it is our responsibility to mentor and guide them in a way that when they pass out of the universities, they are capable of facing and solving problems of their society'*.



Pic 1: Prof S K Pandey, underlining the importance of linking universities with the society

Dr Rajesh Tandon, Founder-President, PRIA & Co-Chair, UNESCO Chair, briefed the audience on the history of participatory research, and what processes went into the creation of PRIA. He said that *'Unless we value local knowledge, we cannot create new knowledge'*. He also added that *'We need to*

redefine our university courses in such a way that community engagement enters the domain of teaching and research; and is not kept as an add-on activity’.



Pic 2: Dignitaries at the dias: Dr Budd Hall, Prof S K Pandey, Shri Sunil Kumar and Dr Rajesh Tandon (left to right)

Dr Budd Hall, Professor, University of Victoria & UNESCO Co-chair, added to Dr Tandon’s reflections on CBPR. He shared that *‘Despite the western scientific knowledge over the last 500 years, still, we are lacking the intellectual tools needed to address the challenges we are facing today’*. Therefore, *‘unless institutions of higher education find new ways of connecting to the society, our survival in the present challenging times will get difficult; and that collaboration between the worlds of theory and practice is the way forward for us.’*

The last speaker in the session was Shri Sunil Kumar, Vice-Chairperson, State Planning Commission, Government of Chhattisgarh. As a governmental representative, he re-iterated the commission’s commitment to support community led initiatives in the state. He shared that *‘The major challenge of today’s time is that entrenched disciplinarians are not ready to borrow from knowledge democracy, and disregard the fact that knowledge can also come from sources which are different from the already established ones’*. He said that the commission believes that *‘If we are to understand the problems of the state, we need to look inwards, and make most importantly, make our universities relevant and accessible’*.



Pic 3: Shri Sunil Kumar, sharing his reflections on 'Community Based Research in Higher Education & its role in development'

The first technical session on context setting & CBPR started with Dr Rajesh Tandon, underlining the essence of the workshop. He said that, *'Over the next 4 days, we hope to work together with you all and develop an understanding of CBPR, and the required skills, so that at the end of the workshop, the students group have with them a specific research project, which they would work on, in the coming couple of months'*.



Pic 4: Dr Rajesh Tandon, facilitating the first technical session of the workshop

Dr Tandon further shared the findings of the global study undertaken by the UNESCO Chair on *'Training the next generation of Community Based Researchers'*. He shared about how there is a high

demand for CBR was training across the world, while the training opportunities remained scarce. Dr Tandon also presented the five pedagogical principles which ideally characterize such training initiatives. Further to this, as the workshop was organized in the broad framework of supporting the Swachh Bharat Mission (SBM) in the state of Chhattisgarh; Dr Alok Pandey, Deputy Director, PRIA & Mr Rabindran David Shelley, Senior Program Officer, PRIA presented a brief on the history, issues, challenges and innovations under SBM. They shared that the SBM guidelines categorically mentioned Community Led Total Sanitation (CLTS) as the one of the objectives, and about the best practice examples from the community, which can be used as models for ways forward.

Dr Budd Hall, further detailed on the tenets of research, and its principles and value-systems. He shared that 'As no research is objectives, it is our duty as researchers to determine that which side are we on'. He also sang a short song, which said that '*In academics, there are no neutrals there, you either work for status quo or for social change*'.

Further to this, the students were given a short activity in the form of group discussions. They were divided into groups of 8-10, who were asked to discuss about their '*experiences in engaging with the community and the challenges which they faced*'.



Pic 5: Students engaged in group discussions during the first technical session

After this activity, there was an open floor discussion wherein the students came up with several issues and challenges, which were then answered by Dr Budd Hall, in sequence. Some of the important lessons he taught the students were:

- *There is a need to build a rapport/relationship of trust with the communities, and for that you need to spend quality time with hem*

- *There is a difference between 'research in the community' and 'research with the community'. What we emphasize in CBPR is 'research with the community', believing that 'communities are capable of creating and sharing knowledge with or without the help of external researchers'*
- *Choice of methods can either restrict or facilitate the kind of knowledge you generate from the community. You need to have a proper selection of questions and also a variety of other tools, which you can use appropriately, in case the former does not help.*
- *You need not always be in an ideal position while performing research. In the research process, you may be faced with different situations, challenges, power differentials; it is your duty to adapt to the local context and engage in meaningful research.*



Pic 6: Dr Budd Hall, interacting with the students during the open discussion session

Finally, the day ended with comments from Shri P P Soti, Member, SPC, Chhattisgarh, who appreciated the collaborative efforts of the university and the UNESCO Chair for having organized this one-of-a-kind training program on CBPR. He reassured the support of the SPC in the process, and also called on the students and other participants to contribute and provide feedback to the Youth Portal, which was one of the recent initiatives of the SPC.

DAY 2: APRIL 21, 2016

The second day of the capacity building workshop at Pt. Ravi Shankar Shukla University, Raipur started with Dr Rajesh Tandon, sharing with the participants the agenda for the day, and details of the technical sessions. The first technical session of the day was dedicated to 'Arts-based methods in research', and the resource person for the session was Dr Darlene Clover, Professor, University of Victoria, Canada. In her session, Dr Clover very clearly articulated about the various forms of arts based research, its implications, and its usability in Community Based Participatory Research (CBPR).



Pic 7: Dr Darlene Clover, sharing her reflections on 'Arts-based Research Methods'

Dr Clover shared that, 'Art forms are very good at capturing dynamic living systems and the multidimensionality that we often encounter while doing CBPR'. She also shared that 'Arts are very creative and imaginative means for knowledge making, and can explain aspects which are otherwise difficult to articulate, and that if we are not addressing critical issues or common assumption, we are not advancing social justice through our own research'. She concluded her presentation by sharing some pictorial depictions of varying situations. She used this to make the students understand about the varied applicability and innovation involved in this form of research.

Further to the presentation, the floor was opened for group discussions among the students on issues like challenges in this kind of research, applicability in the research process, and the considerations that are important to look after, before using these methods. What followed was a good half hour of brainstorming among students in groups, who then came up with a range of issues that marked the use of arts based methods in research. Some of the issues that emerged are:

- *There is a lot of sensitivity involved in this methodology. We need to be very careful of community's values before we use such methods to solve their problems.*
- *Language barriers pose a huge challenge when attempting to use this methodology when working with the communities*

- *While arts based research is not very common, it can be used to good effect, for demonstrating the existential causes behind a particular problem.*
- *The researcher needs to develop appropriate and minimum levels of skills required for using this method meaningfully.*
- *Different arts based methods should be applied to different age groups. For example, while drawing/painting can be used to engage children; others involving more intellectual capacities like role plays can be used when working with adults.*
- *Certain arts based techniques like videography, photography calls for the required technical support.*

To the above issues that were shared with the students, Dr Clover mentioned some crisp pointers about how to apply this method in the field. Some of her important comments were:

- *There is a high degree of ethics involved in using this methodology to serve one's research purpose.*
- *We have to chose the art form which is convenient for the community in question, and also in sync with their values and belief systems*
- *It is a great idea to approach the artists in the communities, and seek their support in fulfilling the research objective through this methodology.*

The second session of day 2, began with the release of the video documentary produced by the PRIA team, working on Swachh Bharat Mission (in association with WaterAid).



Pic 8: Video documentary prepared by PRIA, Chhattisgarh team (in association with WaterAid) being released by Dr Rajesh Tandon;, Dr Budd Hall; Ms. Mansha (WaterAid) & Ms. Asha Srivastava (PRIA)

The second technical session focused on building the students' understanding on aspects like research topic, research question, and research design. The resource person for the session was Dr Sumona Dasgupta, Visiting fellow, PRIA. Dr Sumona began the session by underlining two key principles of Participatory Research, which were, firstly, *that language is not the only source of communication with the communities;* and secondly, *it is essential that the researcher observes the power dynamics in the community with whom he is working.*

Thereafter, Dr Sumona presented before the students the difference between a research topic and a research design, as the former gave a broader perspective on an issue, while the latter focused on a particular doable and feasible aspect under the broad umbrella of the former. She also shared that, *'Social research needs a design/structure before the actual process of data collection and analysis can begin, and therefore a concrete research question needs to be framed before determining the research methods.'* Further to this, Dr Sumona also articulated the difference between a research design and a research method, as the *'first was a logical question, while the second was a logistical question'*.

The students were then invited to form groups and do a small activity on what they learnt in the session. They were asked to think of any broad research topic, and generate two research questions from the same. After exhaustive deliberations and discussions, several groups came up with interesting and enticing research topic and questions, which were shared with rest of the participants. Dr Alok Pandey provided feedback to the students on their ideas, which were complemented by very good suggestions which came from the rest of the audience, the professors in particular. He shared that, *'It is important that we learn, and not worry about the right or wrong questions'*.



Pic 9: Group discussions on 'Difference between research topic & research question'

During this exercise, the students were made to reflect on their learning, and develop in them, the skills and the practical understanding that was required to frame research topics and questions. The day ended with another 5-minute group activity where the students were made to reflect on the challenges that emerged in their respective groups during the discussion process. Some of the points they came up with were, *'the challenge of incorporating the interests of various disciplines, the journey from disagreement to agreement, entrenched biases, jumping to methods before deciding on the concrete research questions etc'*.

DAY 3: APRIL 22, 2016

The third day of the capacity building workshop started with two student groups making their presentations on their understanding of research topic and questions, which was carried forward from the day before. This was facilitated by Dr Sumona Dasgupta, Visiting Fellow, PRIA. This was followed by an open discussion where the students shared their understanding and thoughts on the word 'participation'. While varying inputs were received, this was then titrated against the theoretical aspects of 'participation'. Ms. Wafa Singh, India Research Coordinator, UNESCO Chair, used the theoretical concepts to make the students understand its implications, and the similarities between book concepts and their thought process.



Pic 10: Ms. Wafa Singh, sharing her reflections on 'Perspectives in Participation'

Thereafter, Mr. Walter Lepore presented the research design of the recently concluded study on 'Training the Next Generation of Community Based Researchers'. With his presentation, Mr Lepore tried to make a point on how the project conceptualized. He traced the entire process from the motivation to do the research project, the broad topic, specific research questions, and methodology used and finally, the findings that emerged.

He gave the students some very useful tips on how to narrow down from the topic to the questions, keeping in mind, its feasibility and usefulness in the respective context. He shared that, *'We, as researchers are not free from biases, however, what is important is that we understand and recognize them, and ensure that it does not hamper our research work.'*



Pic 11: Mr Walter Lepore, sharing the research design of the study on 'Training the Next Generation of Community Based Researchers'

Further, Dr Alok Pandey, Deputy Director, PRIA, made a presentation on Participatory Rural Appraisal concepts and tried to build the student's understanding on the issue, and its implications. Dr Pandey detailed out some of the common research methods used in participatory research, and demonstrated the same with practical pictorial depictions. He shared that, *'We need to treat our subjects as 'citizens' and not as 'beneficiaries'. We also need to understand as to which of our acts is impacting other's learning and what influence it is having on them'*



Pic 12: Dr Alok Pandey, sharing his reflections on 'Participatory Research (PR) Methods'

Further to this, the students were made to perform a group activity, and do a practical exercise of research methods like transect walk, resource mapping, social mapping etc. They made to do a quick reece of the university premises and prepare a chart of their findings.

The students were seen as very actively participating in the activity, engaging with the task at hand, and most importantly, showed their keenness to learn new things, which could improve their research skills and abilities.



Pic 13: Group activity on PR methods

Some of the other methods demonstrated were Focused Group Discussions (FGDs), and semi structured interviews. These two methods were practiced in a manner that related to the skills that a researcher needs to acquire in order to do CBR & facilitate community knowledge. The fish bowl method was used for doing FGDs, and the students were made to brainstorm on the topic, '*Lack of employment in the state, and the gender inequality in the same*'.

At the end of the exercise, Dr Alok Pandey, who facilitated the session, used audience feedback to reflect on the process from the point of view of the discussants and the audience alike. Some of the major points which emerged are:

- *Need of a facilitator to lead the discussion is extremely important*
- *Keeping personal views exclusive from the topic of the question is essential.*
- *Playing the role of respectful listener is also an important part of an FGD*
- *Need to ensure that the discussions closely follow the topic at hand.*



Pic 14: Students engaged in Focused Group Discussion

The last session, which particularly focused on development of skills was organized in a way that student volunteers acted as interviewee, while Dr Alok Pandey played the role of an interviewer. Therefore, using the format of a semi structured interview, the students were taught the basic nuances of conducting interviews in the community, and the aspects that needed to be kept in mind.

Some of the major learning's that emerged from this session are:

- *Making the interviewee comfortable in the discussion*
- *Being ready for surprises/unpleasant occurrences*
- *Maintaining the flow of the conversation*
- *Being sensitive towards community values/belief systems*

DAY 4: APRIL 23, 2016

The fourth and final day of the programme started with a session on '*Hindrances of Participatory Research*'. During the session Dr. Sumona Dasgupta shared that at times, research gets affected by the elite, who consider their knowledge supreme. However, the methodology of Participatory Research minimizes the chances of monopolistic practices in the context of knowledge creation and its use. Further, she elaborated on points to be taken care of while doing a research and what all things to be kept in mind while collecting data. The process was supported by experiences of the participants in the process of data collection. In the session, questions were raised about government acceptance of the research reports, and framing of research questions. It was shared that, '*It was necessary to involve the community in a participatory manner before framing the research questions*'. Various participatory tools, methods to select an area with respect to the topic, etc. was also discussed in this session.



Pic 15: Dr Sumona Dasgupta, sharing her reflections with the students

This was followed by grouping the participants, according to their respective universities, wherein the groups planned the topic of research, which they would pursue in the upcoming months. Here, the students and faculty members, together, identified the topic, key questions related to that particular topic, methods of data collection (including sample) and time plan.

Thereafter, they presented their research design before the audience, which included Shri. P P Soti (Member, State Planning Commission). Shri Soti gave a very careful listening to the research presentations, and also shared his feedback on the same. The participants shared following topics during the session:

-
- *Citizens perspective to Solid Liquid Waste Management in Urban and Rural Chhattisgarh (Guru Ghasi Das University, Bilaspur)*
 - *How art can help in the promotion of Swachh Bharat Mission (Indira Kala Sangit Vishwavidyalay, Khairagarh)*
 - *Use of Biodegradable waste and How can CBR be used in village khooparvala (Hidayatullah National Law University, Raipur)*
 - *Waste management system in vegetable market of Raipur city (Indira Gandhi National Open University)*
 - *Awareness of men and women Raipur slum regarding govt. programmes (Sunder Lal Sharma Open university, Bilaspur)*
 - *Positive negative reinforcement regarding sanitation (Pt. Ravi Shankar Shukla University Raipur)*
 - *Dairy farming in Bastar with contribution of children, woman in marketing (Kamdhenu University, Chhattisgarh)*
 - *Responsibilities of villagers in Gram Panchayat development planning – Abhanpur (KushaBhau Thakare Univeristy, Raipur)*
 - *Toilet construction in least amount (Lakhanpur Engieering College, Sarguja)*
 - *Health of Bastar Woman (Schhol of Regional Studies, PRSU, Raipur)*

In the valedictory session of the workshop, Shri Soti opined that the '*efforts made by participants during the workshop were commendable*'. He also shared that '*this is the first time in my life that I am witnessing a programme wherein there students and faculty and making joint presentation of their research ideas on a common platform*'.



Pic 16: Shri P P Soti, sharing his feedback with the students

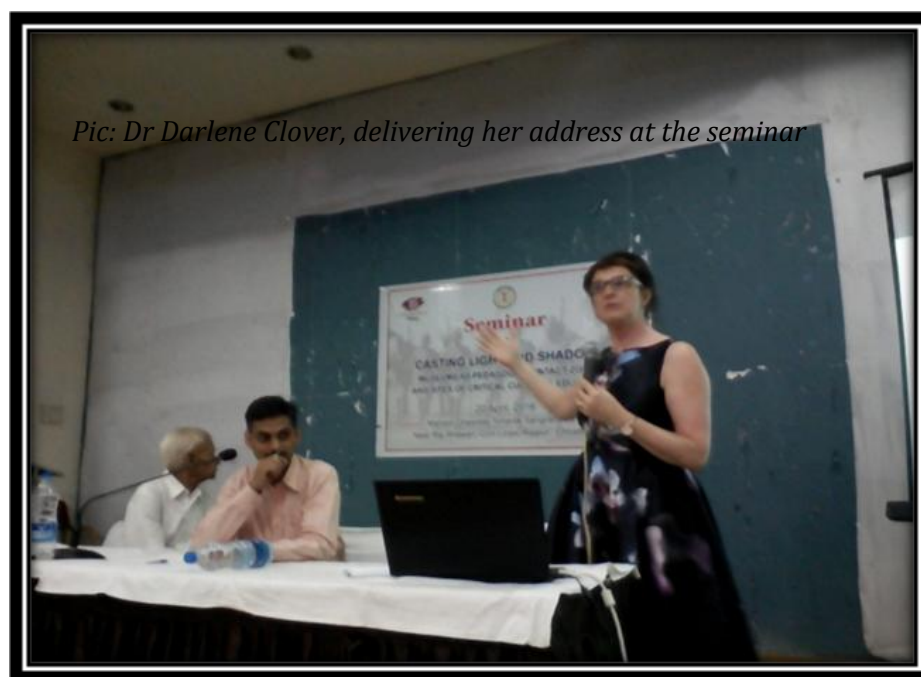
In his concluding remark, Prof. S K Pandey, Vice Chancellor, Pt Ravi Shankar University, Raipur, shared that *'there is need to develop a dynamism and vibrancy among the students and faculty members so that they can identify the issues related to community development and can work those issues for the betterment of the society.'*



Pic 17: Group photograph of the workshop participants

SEMINAR ON “CASTING LIGHT AND SHADOW: MUSEUMS AS SITES OF CRITICAL CULTURAL PEDAGOGY”; BY PROF DARLENE CLOVER, RAIPUR, APRIL 20, 2016

‘Museums can be used as a change agent provided that they are designed appropriately. They can be spaces of potential possibility where adults can be engaged critically and creatively with respect to politics, challenges, and complexities of our times.’ This was highlighted by Prof. Darlene Clover while delivering her talk in a Seminar on ‘Casting Light and Shadow: Museums as sites of critical cultural pedagogy’ at Mahant Ghasidas Smarak Sangrahalay Compound (Near Raj Bhawan, Civil Lines) Raipur, Chhattisgarh on April 20, 2016. Prof. Darlene Clover was visiting India to attend and contribute to the various events planned under the ‘Festival of Learning’ being organised by UNESCO Chair in Community Based Research & Social Responsibility in Higher Education. Around 45 participants from different walks of life attended this seminar.



Pic: Dr Darlene Clover, delivering her address at the seminar

Pic : Dr Darlene Clover, delivering her talk on the ‘museums as sites of critical cultural pedagogy’

The seminar started with a warm welcome address, given by Dr. Alok Pandey, Deputy Director, PRIA. After giving a small introduction of Prof. Darlene, he invited her to give her talk. Prof. Darlene began her talk by sharing an outline of her presentation. During this process she shared that she will be taking examples from various places to substantiate her arguments.

Talking about culture she quoted the Canadian poet Marlene Nourbese-Philip who argued that *‘culture is not an insignificant site of social struggle, but its power lies in masking that very fact’*. Prof. Darlene opined that museums are supposed to be a place where once vibrant objects, arts and artifacts go to die. Museums are motionless/static, one-dimensional, antiquated – dusty ‘shards’,

show lifeless history, elitist/ exclusionary, reverence, silence, imposing, authoritative/scholastic, mere preservers and conversers and warehouses of leisure & entertainment.

Prof. Darlene argued that although that some philosophers like Hooper-Greenhill (2007), Janes (2009) etc. believe that museums got respect through a façade of neutrality, objectivity, and impartiality, but they felt pride in the fact that they stand apart from real world politics (Phillips-2011). On the basis of her experiences, Prof. Darlene shared that public museums have never been neutral warehouses. Citing Mayo (2012) and Hooper-Greenhill (1992), she shared that museums, in general *'try to legitimise the status quo by deciding what has aesthetic and historical value, whose stories and knowledge count and by omission, whose do not'*. She also emphasised that most of the museums tell the stories of the victors and the colonisers (or financed/collected by the victors and the colonisers); the dominant classes/castes.



Pic 2: Audience at the seminar

Sharing that although museums are contact zones (places of domination, elitism, exclusion, control, etc.), Prof Clover said that they are absent from the scholarly literature that identifies sites of challenge, resistance and potential, thus *'making their irrelevance as social institutions, to our troubled world, a matter of record'*. Clarifying that all museums are not similar in nature, Prof. Darlene argued that contact zones were also places where knowledge was shared for mutual benefit. She highlighted that *'public museums were created in the spirit of enlightenment –tolerance, knowledge, human development, and open access to education, art and culture, and museums in Canada offered one of the few means to challenge the avarice and greed of 'industrial conservatism'*.

Prof. Clover shared that the challenge before the museums is to *'use their considerable resources and pedagogical opportunities to respond to the challenges and issues of contemporary society – to take up social, and ecological issues and abandon problematic past, such as the traditions of sexism, colonialism, elitism'*. She shared that Alman (2001) and Howells (2003) visualize museums as doing reconstruction (performing an alternative way of using the museum exhibits to bring attention to absences and the colonial imaginary) and generating an authentic dialogue (beyond sharing monologues of telling others “what they already know”). Prof. Clover concluded her talk by saying that *'museums could serve as a powerful pedagogical tool and a cultural leadership institution, which do not just reflect cultural identity but rather, produce it through the practice of learning'*.

During the open session, it was highlighted by the participants that this is first time in the history of *Mahant Ghasidas Smarak Sangrahalay* this type of programme has been organised. Mr. Arun Sharma one of the senior archaeologists of Chhattisgarh shared that the *'social responsibility of the museums is well beyond what they are considered to be'*. Dr. Sushil Trivedi (former bureaucrat) opined that museums have not been able to portray the role of women in true sense. Some participants argued that there is a *'need for decolonisation of museum in light of current realities of the country'*.

The discussion ended with a vote of thanks given by Dr. Alok Pandey who also moderated the seminar.

JAIPUR

During the Festival of Learning week, the UNESCO Chair in Community Based Research & Social Responsibility in Higher Education (based at PRIA) was invited to attend the All India Media Educators Conference 2016, held from April 22- 24, 2016 at Amity University in Jaipur. This was the second such conference organized in Jaipur by the Prof Sanjeev Bhanawat, Head of Department, Faculty of Mass Communications at University of Rajasthan, and Shri Kalyan Singh Kothari - an experienced media professional from Jaipur city, in collaboration with Amity University. Prof Budd Hall was the keynote speaker and Dr Rajesh Tandon, the lead panelist for one of three plenary sessions, entitled '*Knowledge Democracy and Ethics: Implications for Media Professionals and Educators*', held on April 22, 2016.



Pic 1: Panelists at the session on 'Knowledge, democracy and ethics: Implications for media professionals and educators'.

With more than 500 participants from 16 different states in India, from the fields of media studies and communication, media professionals and representatives from civil society, as well as educators and Vice Chancellors of three universities, the event held promise of being significant in addressing challenges and needs of Media Ethics and Responsibility in Social Development, which was the theme for the 3-day-conclave.

The delay in arrival of one of the chief guests for the inaugural session, gave an opportunity to Dr Tandon and Prof Hall for interacting with some of the panelists and Vice Chancellors. Dr Tandon and Prof Hall set the tone of the session, by changing the power dynamics between the speakers and the audience by bringing the conversation amidst the people on the other side of the dias. True to '*participatory principles*', the tone of the discussion evolved from dreary to energetic over the short span of one hour. Needless to say, the audience was enthralled by this new and refreshing mode of engaging with experts! The other panelists in the plenary session included Professor Dhawankar from Nagpur University's Department of Journalism Mass Communication, and BK KarunaBhai from Mount Abu's Brahma Kumari Ashram.

While both Dr Tandon and Prof Hall stressed upon the keen importance of indigenous knowledge and validating people's experiences in the form of knowledge democracy, Prof Hall also brought into perspective the important notion of respect being integral to being an ethical person. Dr Tandon, artistically wove Prof Hall's words in a narrative on social change and knowledge gaps, and as a result, drew not only several claps and accolades from the audience but also left faculty students and media professionals with a new lens for perceiving their responsibility in the age of 'information overload'.

Other speakers at the conference also spoke about the consequences of 'citizen journalism' in the new digital age of publishing information (or misinformation) globally with the easy click of a button; the learning that 'actions have consequences' should instill balance in reporting, and that if presenting a 'byte' a 'counter-byte' should also be supplied in the interest of steering clear of bias. However, as Prof Hall remarked over a cup of coffee, '*which issues in social development are limited to only two sides?*'

DELHI

The UNESCO Chair in Community Based Research & Social Responsibility in Higher Education, in partnership with the Association of Indian Universities (AIU) organized a policy dialogue on '**Strengthening Community Engagement in Higher Education: Lessons from around the world**' on April 25, 2016. The dialogue witnessed participation by senior academics, representatives from higher education regulatory bodies, international experts, civil society organizations etc.

The **objectives** of the dialogue were:

1. *Sharing of experiences in the field of community engagement from India, Canada and Japan.*
2. *Dissemination of the findings emerging from the study on 'Training the Next Generation of Community Based Researchers' (A UNESCO Chair initiative).*
3. *Round-table discussion on methods and strategies for promoting community engagement in Indian Higher Education system.*
4. *Producing key recommendations that can be taken forward for practice (by universities, civil society) and advocacy purposes (with the government).*

POLICY RECOMMENDATIONS

- *Institutions such as the Association of Indian universities (AIU), University Grants Commission (UGC) and Ministry of Human Resources Development (MHRD) must encourage the universities to submit their achievements in the field of Community Engagement (CE) as a compendium. This should then be sent to libraries of various institutions, from where other universities and colleges can emulate best practices in the field. Previously, National Assessment & Accreditation Council (NAAC) used to publish a document on 'Best Practices in CUE', a practice which was discontinued thereafter, and which needed to be revived. It was suggested that AIU could play a major role by disseminating experiences across Indian universities. AIU can integrate knowledge on the topic and have some quality materials published, as offered by Prof Furqan Qamar, Secretary General, AIU. It can also develop policy papers and organize workshops and events for dissemination of best practices. Further, development of papers/manuals on the subject would also help in standardization of the understanding of the concept of community engagement.*
- *Commenting on what can be done for proper documentation/marketing of CE ideas, Dr Rajesh Tandon, UNESCO Co-Chair & Founder-President, PRIA shared the South African (SA) case, and said that the Higher Education Council in SA expects an annual report on CUE, from universities/colleges they support. In this way, there is both the documentation of practices and also the marketing of ideas. Therefore, it is important to understand that 'it is not about*

the money, but the mechanism of engagement'. Further, the model of Canadian/US universities, mandating their PG level students to do project work with community clients, for securing their degrees, can be emulated in the Indian higher education system as well.

- *It also emerged that whenever universities have created a structure/mechanism for undertaking such efforts, Community University Engagement (CUE) has been a runaway success, opined Dr Tandon. A major example in this context is the Science Shops, being run by several European universities. Further, the universities should focus on building sustainable partnerships with local stakeholders (communities, CSOs), for maintaining continuity in the process of community engagement, as a means to deal with the risk of mobile tenure of students. Another method of maintaining continuity was to engage at the level of the professors, rather than Vice-Chancellors who have a limited tenure of four years, opined Prof Qamar.*
- *Dr Budd Hall called for the 'need to opening ourselves towards the society, need to find new ways in our own lives, need to push harder'. He said that, 'we are confronted with the problem of tremendous scientific improvement and the growing gap between the rich and the poor, existing at the same time. Therefore, we need to think about this point, as to what degree, are we doing things differently, with respect to interaction with the community' and 'what impacts have we had on our society'?*
- *Students are usually enthusiastic about the usefulness of Community Based Research (CBR) methods for their own work. They also are excited about framing research topics and questions that are relevant for their communities. In this sense, it was recognized that they needed proper guidance from the end of their professors in relation to executing CBR. Therefore, the teachers need to be trained in skills, attitudes, knowledge to understand the importance of going to, and working with, the communities, opined Dr Manju Panwar, Assistant Professor, Bhagat Phool Singh Mahla Vishwavidyala (BPSMV), Sonapat. Citing his experience at BPSMV, Prof R R Singh, former professor, Delhi University, said that at the university, the 2-day orientation and refresher programs for teachers was divided in a way that, the first was spent in classrooms and university, while the second was spent with the community. He suggested that this model can be emulated for all such courses which are running in several universities. This point was re-iterated by Dr Pankaj Mittal, Joint Secretary, UGC, who called for CUE to be included in the orientation and refresher programs (for teachers) conducted by Human Development Centres of the UGC*
- *Prof N K Ambasht, former professor, Sokoto university, opined that on the lines of CSR, we should now focus on introducing the concept of 'Corporate Educational Responsibility (CER)' in universities, with the latter becoming an essential part of accreditation/affiliation. We should all call for a Government of India policy on CER, which mandates the universities to spend a fixed amount of their budget on achieving CUE. Calling for institutionalization of personal efforts, Prof Ambasht shared that "it is the commitment of universities coupled with an institutional mechanism", is what is required for achieving effective CUE in our universities.*

- *Dr Surajit Sarkar, Associate Professor, Ambedkar University called for motivated and personal efforts at the University for promoting community university engagement and which are not necessarily enforced by higher education regulatory bodies. If the university desires, it is very much capable of bringing about small changes which can help it achieve the desired objectives of CUE. However, having a scheme backed by the UGC itself, definitely helps to streamline activities, and bring the skeptical teachers in-sync with the broad objectives.*
- *There is a need to differentiate between the popular notion of 'extension' (as one of the functions of the universities) and 'engagement', as the two are often considered as being synonymous, opined Dr Sanjay Bhatt, Professor, Delhi University. Further, the universities need to step up their efforts towards reviewing and reviving their system, by way of reviewing their course curriculum, inclusion of community engagement in the regular course curricula, allowing for inter-disciplinarity in community engagement, etc. It is also important to understand that communities have enormous knowledge resources. The universities should devise ways to incorporate the learning's acquired from the community, into its curricula, and take advantage of these resources in its own teaching programs. Further, the universities should also be ready to commit their resources for achieving the desired change we all are aspiring for.*

PROCEEDINGS

The session was inaugurated by Prof Furqan Qamar who welcomed the delegates, on behalf of AIU and the UNESCO Chair, and invited Dr Rajesh Tandon to give his presentation and also moderate the session.

Dr. Rajesh Tandon welcomed the participants and highlighted the role of Participatory Research (PR) in enabling the excluded in India to access their rights. He emphasized that Community-University Engagement (CUE) has to be brought into the Indian Higher Education Institutions (HEIs) because unless universities and communities are connected, no teaching or research is meaningful.

Dr Tandon narrated the brief history of Participatory Research (PR), and also how PRIA began to partner with the academia. Some of the main points he shared are:

- In the early days, people often confused the work done under PR, as being equivalent to community development/social mobilization. Also, there was no serious engagement between NGOs and academia in the 1980s.
- It was only in the 90s, that academia started taking interest in this area, and it was 1992-93 when international development agencies like World Bank, SIDA, etc. began investing in this area, that PRA tools and methods began to gain some notice.
- Gradually, universities & its departments also started taking interest in this methodology. This was also the time when PRIA engaged with the academia in a number of joint

endeavours such as student internships, conduct of inter-professional dialogues and execution of joint research projects.

Citing this experience of PRIA, as a positive one, Dr Tandon mentioned that PRIA's engagements were designed in a manner to bring together researchers and policy-makers, and create opportunities for the training of the Next Generation of Community Based Researchers. In this light, PRIA (between the years 2002-2006) convened 5 national dialogues on '*Citizenship & Governance*', involving academics and practitioners in different parts of India. Workshops were held in cities like Varanasi, Jaipur, Siliguri, Hyderabad and Delhi. In these consultations, practitioners, CSOs, local government officials would come together on the same platform with academics to present joint views on how '*governance can become a people centric effort*'.

During 2006-07, PRIA did a survey on about 300-400 universities for identifying as to how PR was being taught in the academia. What emerged was that '*although there was a mention of PR in the research methodology course, what was not clear was how to teach it, and what to do with it*'. PRIA started its distance education programs (through the PRIA International Academy (PIA)), of the total 2300 students so far, about 40% of completed the course on '*International Perspectives in Participatory Research*', which was designed specifically for the purpose of teaching and training young students and practitioners.



Pic 1: Dr Tandon sharing about his experience as the UNESCO Chair, history of PR and work of PRIA with respect to CUE.

Dr Tandon went on to share the experience of how he and Dr Hall became the UNESCO Co-chairs in 2012. During the preparation of the 12th Five Year Plan, a sub-committee on '*Strengthening Community Engagement in Higher Education*' was set up. The general conception of Community Engagement (CE) was being understood as merely a sub-set of activities which fell under the NSS domain. The argument put against this conception was that true community engagement was not something that can be ghettoized in the NSS domain, and that it needs to be integrated in the core functions teaching and research in Higher Education. At the state level, efforts need to be directed

towards incorporating the principle of social responsibility in our respective domains (adapted to the local contexts), and move it forward.

Dr. Budd Hall, as the UNECSO Co-Chair shared his international experience in the field of CE/CBR, and other ongoing efforts across the world. He began his speech by outlining the four main meanings of CUE:

1) *Experiential learning (e.g., service-learning/engaged learning; community-engaged learning)*: This refers to the student element of the concept of CUE.

2) *Knowledge mobilization/Knowledge impact*: This applies to the function of Higher Education and the process of making sense that all research (participatory/conventional) gets out into the world at appropriate places, where necessary actions can be taken.

3) Policy element (tenure and promotion policies in HEIs): It is important to focus on the policies of career advancement, because if the indicators of the latter were narrowly understood, many scholars would be reluctant in being involved in CBR/PR.

4) Community-Based Participatory Research (CBPR): Research which is not done in the communities, but with the communities

Dr. Hall summarized the main findings of the Next Gen project undertaken by the UNESCO Chair to increase access to high quality training in participatory research for the next generation of community-based researchers around the globe. He shared that, *'we discovered that although many people (students/community organizations) were interested in learning more about CBPR, however, opportunities both inside and outside the universities did not match the demands'*. He also shared about the four thematic case studies (on water governance, participatory citizenship, asset based community development and Indigenous people and perspectives), the findings which emerged from the global survey, undertaken on the 'CBR training opportunities available in CSOs and HEIs globally:

- Over 50% of respondents have not had any formal training experience in CBR, while the most common way of acquiring CBR capacities is through learning-by-doing
- CBR provided at HEIs usually offers *little practical exposure* to real life experience and community problems. HEI-based training continues to be taught in traditional classroom-type approaches for the most part, while learners are calling for experiential opportunities (e.g., community actions) to develop CBR capacities.
- Importance of putting the *emphasis on praxis* and improving the existing CBR fieldwork. Field experience is the single most useful learning approach to CBR.
- *More training* is needed not only on participatory research methodologies and theories, but also on knowledge mobilization and dissemination, consultation and community engagement, research ethics and equity in interdisciplinary partnerships.

Apart from the thematic reviews and global survey, the study also included 21 case studies of institutions providing CBR training from all across the world. Some of the findings which emerged from them are:

- CBR training is being administered singularly; either by a university, a civil society organization or an independent research collective. *Collaborative training efforts are still missing.*
- Countries demonstrating a strong *research ethic culture via national code of conduct* (e.g., New Zealand and Canada) results in the training institutions paying more attention to this aspect.
- Much emphasis was on '*partnership/relationship building*' with the community, through field exposures; rather than developing a deeper understanding of *power differentials and structure* present within a community.
- Most of the training providers use a *combination of cognitive and affective modes of enquiry*; with action based modes being practiced in field immersion activities in HEIs and the training administered by CSOs.

Finally, Dr Hall outlined the five pedagogical principles that should ideally serve as the benchmark of all CBR training programs. They are:

- *An orientation towards research ethics & values*
- *The development of a deep understanding of power & partnerships*
- *The incorporation of multiple modes of enquiry*
- *Participation in learning CBR and balance between classroom /theory & field/practice*
- *The role of the researcher as CBR facilitator.*

Further to Dr Hall, **Dr Nidhi Sabharwal**, Associate Professor, National University Educational Planning and Administration (NUEPA) shared her experience in the domain of CE by way of her research study on 'civic learning'. She shared that three most important attributes in a university-community equation are:

- Reflective teachers
- Educational leadership
- Commitment of the administration

Dr Sabharwal shared the findings of the study conducted on '*Use of student diversity in higher education to enhance civic learning*'. The study which was conducted in 6 states, and involved 11 HEIs and 3200 students, focused on research questions, such as '*who is engaging? What are they*

doing; and why are they engaging?'. It was found that mostly, it were the undergraduate students (more boys than girls) who were engaging in this process. They were into activities such as campus cleaning, waste management and awareness campaigns. The reason behind such engagement emerged that the students felt a sense of comfort in being with their own community, and this also served as a root for the creation of the students union.

She put forth some **recommendations**:

(i) National policy on civic learning, with autonomy to institutions to devise and practice.

(ii) CE should be an integral part of study programmes.

(iii) Student evaluation and assessment should give credit to their involvement in CE activities.



Pic 2: Dr Nidhi Sabharwal sharing her perspectives on CUE

Picking up from what Dr Sabharwal shared, **Dr Surajit Sarkar**, from Ambedkar University, presented before the audience certain practical lessons which emerged from his university with respect to CE/CUE. He shared his experience on a 'digital story telling' course at his university, wherein the students were asked to visit the *ghats* of the Yamuna river and the communities staying nearby. What emerged from this was that the students got a sense of how vast community's perceptions can be, and how their knowledge about their surroundings surpassed perceivable boundaries.

As Dr Sarkar also mentioned about the 4-credit project based course, which was included in the university curriculum, without a large framework or guideline behind it. Mentioning about the PG courses at his university, Dr Sarkar said that here, the field based activities have taken a more gratifying turn. He cited the example of the course on '*culture and hierarchy differences*', under which the students visited museums and galleries, and presented write-ups on the lessons they

learnt. The result of such initiatives was that, *'suddenly, research and community engagement came together in ways which we could not have imagined earlier'*.

Dr Sarkar shared that the university has also partnered with a local CSO (PRADAAN), for offering field based project experience to MPhil & PhD students. Another fresh perspective shared by Dr Sarkar was that, it emerged that the students are now deeply interested to do CUE, whether it involved credits or not. When delving into the reasons behind this, it was found that students find it as a means of career advancement, getting visibility in local media, utilizing their summer holidays and enhancing their CV.

EMERGNG TRENDS IN JAPANESE HIGHER EDUCATION

Dr Takayoshi Kusago, from Kansai University, shared his Japanese experiences, on why *'community based action and learning was needed and is important'*. Dr Kusago began his presentation by outlining some of the major issues that the Japanese higher education is facing in present times. Some of them are; *depopulation, overcrowded universities, and competition coming from the global world*. He mentioned that these were some of the major issues, which called for new strategies in education and research in the Japanese higher education.

He further, shared about the 'carrot and stick' approach adopted by the national government, which categorized national universities in three types: firstly, the ones who were excellent in teaching and research, secondly, ones with specialized field based and excellent in teaching and research, and thirdly, locally based and excellent in teaching and research. He shared that such universities were mandated by the government to do CE, and the allocation of subsidies to them depended on the CE strategies their shared, which automatically resulted in an increase/decrease in their budget amount.

Commenting on Japanese public universities (including all 3 types), Dr Kusago shared that the latter include *'local-based or local-oriented teaching and research'* as a core strategic activity. Some of the issues which are taken up for collaborative research include local problems such as reconstruction, ageing problems, community development etc. The private universities, faced with fierce competition are also involved in devising *'new teaching methods which are practical and reflective'*. Some of them have also set up an office or a centre for locally-engaged and socially-engaged collaboration.

Citing his experience at Kansai University, Dr Kusago shared about the Centre for Community Collaboration, established in 2005, which was set to promote collaboration with the community. He shared that, *'the target of this center is to build a collaborative relationship with the community in various fields of education, culture, industry, and so on. To realize its purpose, the center has already concluded comprehensive agreements with several local governments and companies. Through these actions, it aims to enrich education and research programs that are inclusive of community interests, such as regional welfare and economy'*. The centre has also signed MoU's with prefectures, cities, rural towns, shopping district, hospitals, etc. The centre also undertook

collaborative research projects, involving faculty members, students and local communities. Some of such projects were:

1. *Project on life history of local people* (undertaken by the faculty of business and commerce, along with the communities, to understand varied views on the ageing society).
2. *Project on community revitalization through residence based exchanges* (undertaken by the department of architecture, faculty of environment and urban engineering, in partnership with the communities for designing whole houses).

Dr Kusago also mentioned about the community based action learning and research initiatives undertaken by Kusago Lab, based at the Social system design of Faculty of Sociology. Here, the graduate students are connected to local communities for joint research projects, to the extent that some of the thesis topics of the graduate students focus on community issues. Some of the other on-going initiatives in Japan include:

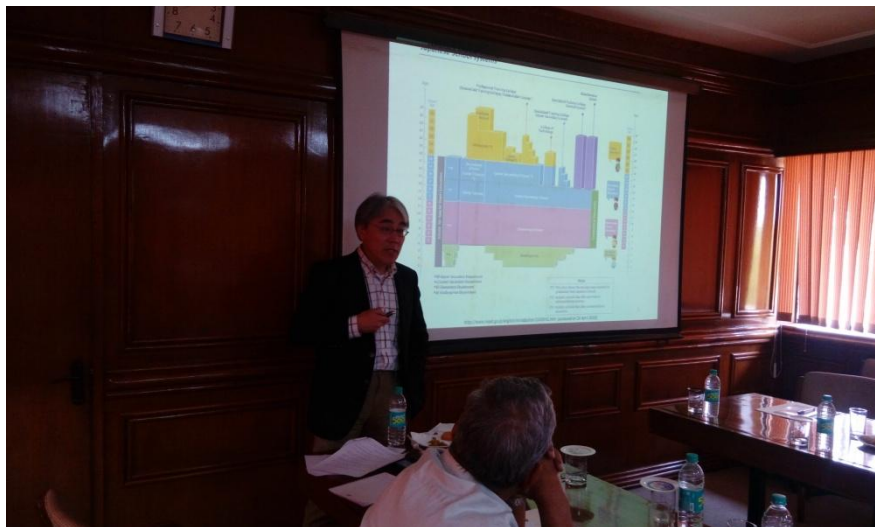
- (i) *Community Life Process Evaluation Method*, in which graduate students engage in community-initiated revitalization action research;
- (ii) *Community Mapping with Jimotogaku method* (also operational in Bhutan, Nepal), which involves blending knowledge and insights from local community with classroom knowledge.

Dr Kusago also outlined the basic tenets of *Collaborative Action Research*. These are:

- Linking research to community practice, involving participatory research, done at the graduate level.
- Mutual collaboration (one which is not enforced by government or experts), which follows a trans-disciplinary approach and focuses on action research.

Dr Kusago also outlined the impacts of having successful community collaboration, on both the students and the university:

- (i) *Real, concrete and deeper understanding of the course work*
- (ii) *Development of skills*
- (iii) *Influence on job selection*
- (iv) *Reputation of being a good university.*



Pic 3: Dr Takayoshi Kusago, sharing experiences from Japan

WAYS FORWARD FROM UGC & AIU

Dr (Mrs.) Pankaj Mittal, Additional Secretary, University Grants Commission (UGC)

- *We can devise a mechanism whereby which some marks can be allocated to faculty's contribution towards CUE, in deciding their API (Annual Performance Index) score.*
- *There is a need to effectively market CUE practices, along with developing/publishing papers on Community Based Research/Participatory Research.*
- *If we have course content on CBR handy, we can recommend it to the universities to include it in the course on 'Research Methodology', to be taught to MPhil/PhD students.*
- *There needs to be a document to popularize the idea/methods of introduction of CBPR into the existing curriculum.*
- *UGC has Human Resource Development Centres in several universities across India, which conducts orientation and refresher program for teachers. In such courses, one lecture on CUE can be made compulsory.*

Prof Furqan Qamar, Secretary General, Association of Indian Universities

- *We need to integrate the varied literature on CBR and CUE, and come up with a policy document which categorically mentions as to what is CBR/CUE and what is not. Further, such a document must also touch upon the varied methods of engagement and how universities can go about it.*

- *Although it is easy to say that things can be done without resources, it is important to understand that in order to make a process sustainable and university wide, having resources at disposal is a must.*
- *Rather than focusing on creation of more structures, we should instead pay attention on integration of CUE within the curriculum, by way of departmental projects.*
- *A compendium/manual/policy brief on the topic needs to be developed, keeping universities as the prime focus.*

NOTE FROM THE UNESCO CHAIR

The UNESCO Chair would like to extend its gratitude towards the participants of this ‘Festival of Learning’. We take this opportunity to let you know that you all have been and continue to be our valued colleagues and we appreciate your continued interest in partnering with us for achieving our objectives. The Chair remains committed to take forward and follow up on the suggestions/action points that have emerged from the series of events, together with all of you. Heartfelt thanks to every one of you, once again.

Sincerely,

UNESCO Chair team

WE'RE IN THE NEWS!!

HYDERABAD



[CITIES » HYDERABAD](#)

Published: April 19, 2016 00:00 IST | Updated: April 19, 2016 05:49 IST HYDERABAD, April 19, 2016

'Community-based participatory research need of the hour'

- Special Correspondent

A day-long consultation on 'learning to do community-based research (CBR): perspectives, opportunities and ways forward' saw experts in rural development and other fields underscoring the need for taking the community along in research activity so as to make it practical.

The focussed meeting had about three dozen participants, including students and research scholars, and was touted as a 'festival of learning'. It was said to be the culmination of a two-year-long project on 'training the next generation of community-based researchers' that the UNESCO chair had taken up.

The workshop was organised by the UNESCO Chair in Community-based Research and Social Responsibility, together with the city-based Centre for Economic and Social Studies (CESS) and the New Delhi-based Participatory Research in Asia (PRIA).

As the study identified existential gaps in training for CBR and came out with the best practice models and recommendations, the UNESCO chair intended to use the festival and the events planned as a part of it, to promote learning and training in CBR, said UNESCO co-chairs Rajesh Tandon (global-south representing the Asia Pacific largely) and Prof. Budd Hall from the University of Victoria in Canada (global-north). Earlier, Manoj Rai of PRIA welcomed the gathering and outlined the objectives of the day-long consultation.

Dr. Tandon, who is credited with academic and research works spanning over four decades, took the participants on an educative, enlightening journey, narrating his experience. He outlined how in the 1980s people were dismissive of participatory research and would not take local, indigenous knowledge seriously. "In the 90s though, Participatory Rural Appraisal (PRA) became a methodology that was accepted globally," he said.

The focussed meeting

touted

as a 'festival of

learning'

RAIPUR

TheHitavada
Sunday April 24 2016

Participants from different varsities of State attend UNESCO's workshop at PRSU

■ Staff Reporter
RAIPUR, Apr 23

"THE major challenge of the today's time is that entrenched disciplinarians are not ready to borrow from knowledge democracy and disregard the fact that knowledge can also come from sources, which are different from the already established ones" stated Planning Commission Deputy Chairperson Sunil Kumar in the workshop Capacity Building in Community based Participatory Research here on Saturday.

Kumar also said that the Commission believes that if we are to understand the problems of the State, we need to look inwards, and make most importantly, make our universities relevant and accessible. This 4-day programme was organised by the United Nation Educational, Scientific and Cultural Organisation (UNESCO) in association with the State Planning Commission Chhattisgarh and Pandit Ravishankar Shukla University, Raipur from April 20 to 23. Around 87 participants from 10 Universities of the State attended this workshop.

In the inaugural session of the workshop, Professor S K Pandey, Vice-Chancellor of Pt



Workshop on Capacity Building in Community based Participatory Research underway.

Ravishankar Shukla University, re-affirmed the commitment of the institution towards fulfilling its social responsibility. Dr Rajesh Tandon, founder President of PRIA and Co-Chair of UNESCO, said unless we value local knowledge, we cannot create new knowledge.

Dr Budd Hall, Professor at University Victoria and UNESCO Co-Chair, added to Dr Tandon's reflections on CBPR. He said despite the western scientific knowledge over the last 500 years, still, we lacking the intellectual tools needed to address the challenges we are facing today.

Sunil Kumar, Vice Chairperson of the State Planning Commission, Government of Chhattisgarh, reiterated the commission's commitment to support community led initiatives in the state.

On the first day of workshop, findings of the global study undertaken by the UNESCO Chair on 'Training the next generation of community based researchers' was shared. Dr Alok Pandey and Ravindra David Shelley presented a brief on the history, issues, challenges and innovations under SBM.

On the second day, Dr Darlene Clover, Professor, University of Victoria, Canada, clearly articulated about the various forms of arts based research, its implications, and its usability in Community Based Participatory Research (CBPR).

On the third day some group exercises to develop their skills on various tools and methods of participatory research were done. On the fourth and final day, participants developed their research proposals and presented before the State Planning Commission.

दैनिक भास्कर
RAIPUR, THURSDAY, 21/04/2016

बोरिंग जगह है म्यूजियम, इन्हें कहानियों से दिलचस्प बनाइए

स्टेट प्लानिंग कमीशन और यूनेस्को ने संग्रहालय पर रखा सेमिनार, म्यूजियम पर रिसर्च करने वाली कनाडा की यूनिवर्सिटी ऑफ विक्टोरिया की प्रोफेसर डार्लिन क्लोवर ने पूछा सवाल- कोई क्यों आगया घासीदास संग्रहालय देखने? यहां कुछ स्पेशल नहीं...

DISCUSSION FOR CHANGE



सिटी विक्टोरिया - अपने म्यूजियम में ही अपने पुराने अर्ध। उसे एक भी चीज दिखाने पर नहीं। उसके समकालीन अर्थशास्त्र और बोरिंग-बा लगाना। कोई एक भी चीज मुझे ठेक नहीं था। एक भी चीज देखकर मेरी जिज्ञासा नहीं जाती। वह केवल आपके म्यूजियम को कहानी नहीं है, मुझका का लगना हर म्यूजियम ऐसा ही है, फिर कलाकृत या जर्नलिंग इतने कैले सुनिंग। यह कहना है कि म्यूजियम के पास कंट नहीं होते। बहुत-ही कह दो वे पूरे से भरते होते हैं। कनाडा से आई प्रोफेसर डार्लिन ने क्लोवर को एक प्रेजेंटेशन विषया के अडिटरियम में हुए एक कार्यक्रम में कहा। उन्होंने कहा कि केवल पुरातत्वशास्त्र के साथ आकर्षक म्यूजियम होते हैं, वह भी उन्हीं कहती हैं। सीजन एक्स्पोजीट और डिस्टिक्टिव हो तो म्यूजियम इकट्ठा चीजों का संग्रह है। कहानी कहानियों और सरसामयिक चीजों के म्यूजियम को केवल दिखाने बजाय का सकता है। जरूरत है ऐसे चीजों लाने की, जिससे म्यूजियम से लोग कनेक्ट हो सकें।

स्टेट प्लानिंग कमीशन और यूनेस्को की ओर से संयोजित किया के अडिटरियम में सेमिनार रखा गया म्यूजियम को कैसे

अभयन को जगह बजाय जाए, इस पर रिसर्च कर चुकी प्रोफेसर डार्लिन ने कहा कि स्टैटिस्टिक में भी म्यूजियम को कैल्कुल म्यूजियम माना जाता है। जैसे कैल्कुलेशन में से लैंग्वेज का अर्थ समझने से जुड़ी चीजों का संग्रह है। एक बार एक कैल्कुलेशन ने कहा कि मुझे लोग दो कैल्कुलेशन उदाहरण नहीं लगा कि उस म्यूजियम में विश्व है। दरमसल, इन्फो म्यूजियम अलग-अलग जगह से जुड़ी चीजों का संग्रह है, लेकिन कनेक्ट करना वे जो से नहीं करता। उन्होंने के फैशन के साथ म्यूजियम में रखा। कोई पुरानी कपड़ी लेकर जाएं। हमने लगे के अर्थशास्त्र रखा गया म्यूजियम को कैसे

सेमिनार में प्रोफेसर डार्लिन का कहना था। उन्होंने कहा कि केवल पुरातत्वशास्त्र के साथ आकर्षक म्यूजियम होते हैं, वह भी उन्हीं कहती हैं। सीजन एक्स्पोजीट और डिस्टिक्टिव हो तो म्यूजियम इकट्ठा चीजों का संग्रह है। कहानी कहानियों और सरसामयिक चीजों के म्यूजियम को केवल दिखाने बजाय का सकता है। जरूरत है ऐसे चीजों लाने की, जिससे म्यूजियम से लोग कनेक्ट हो सकें।

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Central Chronicle, Sunday, April 24, 2016

Workshop on 'capacity building in community based participatory research'

87 participants from 10 Universities of the state attended

Raipur, Apr 23:

The major challenge of today's time is that entrenched disciplinarians are not ready to borrow from knowledge democracy, and disregard the fact that knowledge can also come from sources which are different from the already established ones. This was highlighted by Sunil Kumar, Deputy Chairperson of the State Planning Commission in the workshop on 'Capacity Building in Community Based Participatory Research'. Mr. Kumar also said that the commission believes that 'If we are to understand the problems of the state, we need to look inwards, and make most importantly, make our universities relevant and accessible'. This 4 days' programme was organised by the UNESCO Chair in association with the State Planning Commission Chhattisgarh and Pandit Ravi Shankar Shukla University, Raipur during 20-23 April. 87 participants from 10 Universities of the state attended this workshop.

In the inaugural session of the workshop the vice-chancellor of the University Prof. S K Pandey re-affirmed the commitment of the institution towards fulfilling its social responsibility. He emphasized on the important role of Higher Education Institutions in the society, and said that 'Universities are places which attracts young mind, and therefore, as senior academicians, it is our responsibility to mentor and guide them in a way that when they pass out of the universities, they are capable of facing and solving problems of their society'. Dr Rajesh Tandon, Founder-President, PRIA & Co-Chair of UNESCO Chair, shared that 'Unless we value local knowledge, we cannot create new knowledge'. He also added that 'We need to redefine our university courses in such a way that community engagement enters the domain of teaching and research; and is not kept as an add-on activity'.

Dr Budd Hall, Professor, University of Victoria & UNESCO Co-chair, added to Dr Tandon's reflections on CBPR. He shared that 'Despite the western scientific knowledge over the last 500 years, still, we are lacking the intellectual tools needed to address the challenges we are facing today'. Therefore, 'unless institutions of higher education find new ways of connecting to the society, our survival in the present challenging times will get difficult; and that collaboration between the worlds of theory and practice is the way forward for us'. The last speaker in the session was Shri Sunil Kumar, Vice-Chairperson, State Planning Commission, Government of Chhattisgarh. As a governmental representative, he re-iterated the commission's commitment to support community led initiatives in the state. He shared that 'One the first day findings of the global study undertaken by the UNESCO Chair on 'Training the next generation of Community Based Researchers' was shared. It was highlighted that how there is a high demand for CBR training across the world, while the training opportunities remained scarce. Since the workshop was organized in the broad framework of supporting the Swachh Bharat Mission (SBM) in the state of Chhattisgarh; Dr Alok Pandey, Deputy Director, PRIA & Mr Rabindran David Shelley, Senior Program Officer, PRIA presented a brief on the history, issues, challenges and innovations under SBM. They shared that the SBM guidelines categorically mentioned Community Led Total Sanitation (CLTS) as the one of the objectives, and about the best practice examples from the community, which can be used as models for ways forward.

On the second day of the programme Dr Darlene Clover, Professor, University of Victoria, Canada clearly articulated about the various forms of arts based research, its implications, and its usability in Community Based Participatory Research (CBPR). She shared that 'Art forms are very good at capturing dynamic living systems and the multidimensionality that we often encounter while doing CBPR'. She also shared that 'Arts are very creative and imaginative means for knowledge making, and can explain aspects which are otherwise difficult to articulate, and that if we are not addressing critical issues or common assumption, we are not advancing social justice through our own research'.

She concluded her presentation by sharing some pictorial depictions of varying situations. She used this to make the students understand about the varied applicability and innovation involved in this form of research.

On the third day participants did some group exercises to develop their skills on various tools and methods of participatory research.

On the fourth and final day, participants developed their research proposals and presented before the State Planning Commission.

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