



**India Launch of UNESCO Chair and Symposium on
“Fostering Social Responsibility
in Higher Education”**

December 10, 2012

Jointly organized

by

Jamia Millia Islamia

&

Society for Participatory Research In Asia, New Delhi

Venu: Tagore Hall (1st Floor)

Dayar-i-Mir Taqi Mir

Jamia Millia Islamia

New Delhi

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PART I

India Launch of UNESCO Chair

1. Background:

The Communiqué of the 2009 World Conference on Higher Education (organised by UNESCO in Paris) proclaimed the Higher Education as a public good. The Article two of this communiqué emphasised that given “the complexity of current and future global challenges, Higher Education has the Social Responsibility to advance our understanding of multifaceted issues which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, *inter alia* food security, climate change, water management, inter-cultural dialogue, renewable energy and public health.”

It is widely argued that in recent time the development has become more vertical and less horizontal. And a large number of people have been left behind. The developing countries are facing a far greater challenge in this regard. For example, despite being a fastest growing economy, India is still witnessing social exclusion, urban poverty, environmental degradation, conflict and violence at an unabated pace. A greater number of people are either with low education or without any formal education. The traditional knowledge is not recognised, and indigenous skill and knowledge system is dying.

Under the given circumstances, there is an urgent requirement to reorient the development process in line with the needs of local community and social problems. We need to ensure that the fruits of development reach to each citizen and be sustainable. Hence, it is very important to include the whole community into the process of development. It is recognised that for an inclusive and sustainable development, a new knowledge, enhanced human competencies and new institutional capabilities are required. The institutions of higher learning need to engage the community in the process of knowledge production. It has two important dimensions:

- i. Involving the community and using traditional knowledge
- ii. Sensitising the individual knowledge seekers to local, national and global needs of community and society

The number of individuals entering into university education is increasing. Interestingly, one-half of the students enrolled in institutions of Higher Education live in developing nations and that the number of university students worldwide is expected to double between 2000 and 2025. The potential for social participation by students, young and old, now and in the years to come, is massive. The extent to which this potential can be realised will depend on universities worldwide mobilising students, faculty, staff and citizens in programs of mutual benefit. Hence, the

educational institutions can play a significant role to be a harbinger of positive transformation in society.

The Government of India has also started recognising the potential of Higher Education in generating knowledge to meet contemporary challenges. Indian government's investment in higher education sector has grown in recent times, and is likely to grow further in the 12th five year plan.

The 12th Five Year Plan has recognised 'Social Responsibility in Higher Education' as an important pillar of the future directions in Higher Education in India. This emerged from a sub-committee on 'Strengthening Community Engagement in Higher Education in India' set up by the Planning Commission in September 2011. The terms of reference of the sub-committee were:

- i. To study and critically examine current status of Community Engagement of Higher Education Institutions.
- ii. To provide strategy, structure and plan for re-establishing and strengthening Higher Education's close linkages with the society through a well-coordinated approach so that the universities and colleges could engage more intensively than before with wider society and contribute to the local and regional development and provide intellectual leadership to the society.
- iii. To conceptualise programmes, activities and recommend institutional mechanism, estimate funding requirement for the purpose.

It has been also mentioned in the 12th plan that a variety of Higher Education Institutions offering innovative and relevant curricula designed to serve different segments of the job market or provide avenues for self-employment must be developed. Specific emphasis must be given to the expansion of skill-based programmes in Higher Education. The relative strengths of different types of institutions must be harnessed to serve different needs. By improving engagements with the community, Institutions of Higher Education can reinforce the values of Social Responsibility amongst the youth. The Planning Commission believes that partnerships with communities and civil society need to be encouraged to realise this potential.

According to Dr. Narendra Jadhav, member of the Planning Commission of India "the young students who enter universities and colleges are energetic, curious and interested to make some contributions. Proper guidance and support by the institutions at this juncture can reinforce their ethical and social responsibilities. While many individuals in such institutions have undertaken innovative efforts, there has not been an adequate institutional mechanism for promoting the same."

Considering these, the Planning Commission has recommended including 'Fostering Social Responsibility' as an integral part of the strategy for advancing Higher Education in the 12th Five Year Plan. Dr. Pawan Agrawal, Adviser (Higher Education), Planning Commission opines that

“by improving engagements with the community, Institutions of Higher Education can reinforce the values of Social Responsibility amongst the youth. Partnerships with communities and civil societies need to be encouraged to realise this potential.”

Recognising that Higher Education has isolated itself from the society resulting in breakdown of this vital social contract, the government felt that there is a need to launch a campaign to re-establish and strengthen Higher Education’s close linkages with the society through a well-coordinated approach going way beyond the prevailing National Service Scheme (NSS). Universities and colleges should be encouraged to engage more intensively than before with wider society and contribute to the local and regional development in mutually supportive ways.

2. PRIA as a Bridging Institution:

The roles of PRIA in more than three decades have brought it to limelight in the area of Social Engagement and Higher Education. The PRIA has been involved in the propagation and execution of Community Engagement for long.¹

A new UNESCO Chair has been established in 2012 at the University of Victoria (Canada) in partnership with PRIA on Community-Based Research and Social Responsibility in Higher Education. Dr. Rajesh Tandon (Founder President, PRIA) is Co-Chair with Dr. Budd Hall, University of Victoria (Uvic.).

This UNESCO Chair is unique in two respects: *first*, it creates a Co-Chair mechanism in two different institutions; and *second*, these two institutions are distinctive. It is also unique since a civil society organisation (PRIA) has been named in this UNESCO Chair for the first time; thereby creating a unique South-North partnership between academia and civil society.

The UNESCO Chair supports North-South-South and South-South partnerships that build on and enhance the emerging consensus in knowledge democracy. It strengthens recent collaboration between the Higher Education section in UNESCO, the Global University Network for Innovation (GUNI), Global Alliance on Community University Engagement and other Regional and Global Networks. It co-creates new knowledge through partnerships among universities

¹ A few examples of PRIA’s association with the academic-community engagements are as below:

- i. Engagement of *dalit* girls with the Kurukshetra University to study the dynamics of caste discrimination and their future career options, through Centre for BR Ambedkar Studies.
- ii. Mysore University has created a system of student support to women’s self-help groups from neighbouring communities and on-going capacity development of local *panchayats* .
- iii. Garhwal University created a mechanism to engage local communities in identifying issues and problems they face in agriculture and rural development so that MPhil and PhD students could identify topics for research from this list; research findings are shared with the local communities regularly.
- iv. Association of School of Social Work in India and PRIA worked with faculty and students of 24 different Schools around the country to facilitate direct engagements of both students and teachers in facilitating community empowerment.
- v. Students and teachers of business administration departments from Patna and Muzaffarnagar supported local *panchayats* in village planning by collecting data of local assets and mapping the village.
- vi. Students and faculty of local colleges from planning and economic departments helped Dumka municipality in preparing plans for the up gradation of city’s infrastructure.

(academics), communities (civil society) and government (policy makers) leading to: new capacities; new solutions to pressing problems related to sustainability, social and economic disparities, cultural exclusion, mistrust and conflict; awareness among policy makers; enhanced scholarship of engagement; and of Social Responsibility in Higher Education.

In this context, UNESCO Chair has proposed to the Planning Commission, Gov. of India to organise ten symposiums in the different parts of India in the collaboration of various Universities/Institutions.

The purpose of these symposiums is to generate debates and promote action in new ways of strengthening community engagement by Higher Education Institutions (HEIs) in India.

There have been many experiences and approaches to Community Engagement in India in the past. Historically, Higher Education in India has attempted in integrating advanced knowledge and skills with larger social concerns. General education, complementing curricular instruction of more specialised varieties was thought to be important in shaping future citizens and enabling active engagement with society. From the pre-independence Zakir Hussain Commission to the post-independence, Radhakrishnan and then the Kothari Commission on Higher Education; Indian educationists have emphasised the need for students to be aware of social issues. The instituting of the National Service Scheme (NSS) in 1969 was a concrete manifestation of this emphasis. This was, however, in the mode of ‘adding on’ Community Engagement to teaching and learning. While many worthwhile projects are undertaken by the NSS (such as blood donation, building village roads, afforestation, teaching children in urban slums), they tend to remain as assorted activities without any clear links to the main role of Higher Education itself.

Most of the innovative examples of Community Engagement by Institutions of Higher Education tend to focus on ‘helping’ the community through the students. Students volunteer to support local schools, clinics, help in tree plantation or garbage collection etc. In many such examples, the purpose of engagement is almost welfarist, based on the assumption that community needs knowledge and expertise that students bring. The second general purpose in these engagements is learning of students about the local realities through volunteering of their time and efforts. It is important, therefore, to more clearly and forcefully mandate that the core purposes of such Community Engagement by Institutions of Higher Education is to serve mutually agreed interests of both communities and institutions. This implies that the partnership is mutually beneficial and based on give and take by both sets of parties. Its translation in practice would entail recognition of authentic and actionable knowledge that communities have, which institutions can learn from; and empirical and theoretical knowledge of a macro nature that institutions have from which communities can benefit.

The following are illustrative forms of such engagement:

- **Linking Learning with Community Service:** In this approach, the community’s own knowledge is integrated into the design and conduct of the research. New research by

students and their teachers gets conducted and students complete their thesis/dissertation and research papers to complete their academic requirements (which can later be published), and at the same time the community's knowledge is systematised and integrated in this research.

- **Linking Research with Community Knowledge:** In this approach, various faculties and programmes of higher educational institutions devise joint research projects in partnerships with the communities. In this approach, the community's own knowledge is integrated into the design and conduct of the research.
- **Knowledge Sharing & Knowledge Mobilisation:** The knowledge available with students and teachers in various disciplines is made available to the local community to realize its developmental aspirations, secure its entitlements and claim its rights from various public and private agencies.
- **Devising New Curriculum and Courses:** In consultations with local communities, local students, local community-based organisations and local government agencies, institutions of higher education can develop new curricula in existing courses as well as design new courses.
- **Including practitioners as teachers:** Local community elders, women leaders, tribals and civil society practitioners have enormous practical knowledge of a wide variety of issues—from agriculture and forestry to child-rearing, micro-planning and project management.
- **Social Innovations by Students:** In consultation with student unions, associations and clubs, student initiated learning projects which have a social impact can be supported. Such social innovation projects by students can also have meaningful links to curriculum and courses.

In practice, the above six forms can be integrated together in an organic and dynamic manner for each institution and its surrounding communities. These are illustrative of what can be further innovated upon, adapted and evolved by Higher Educational Institutions (HEIs) in partnership with their communities and civil society actors.

The 1st symposium in this series was organised by UNESCO Chair in collaboration with B.P.S. Mahila Vishwavidyalaya, Haryana. This International Symposium on “Fostering Social Responsibility and Strengthening Community Engagement in Higher Education” was focused on three main objectives: *first*, to deliberate on meanings of Social Responsibility in Higher Education; *second*, to share emerging lessons in Community Engagements; *third*, to identify areas for future collaborations (details available at: <http://unescochair-cbrsr.org/events/international-symposium-on-fostering-social-responsibility-and-strengthening-community-engagement-in-higher-education/>).

The formal India launch of UNESCO Chair and the 2nd symposium was organised in collaboration with Jamia Millia Islamia (JMI), New Delhi on “Fostering Social Responsibility in Higher Education.” JMI is a central university located in Delhi. It was established as a part of

anti-colonial activism and the pro-independence aspiration of the politically radical section of western educated Indian Muslim intelligentsia in 1920. It has been established to provide education to the people belonging to the different strata and thus to produce responsible citizens with a spirit of nationalism. It became a Central University by an act of the Indian Parliament in 1988. JMI is widely recognised for its contribution towards making Higher Education more inclusive. It has provided access to many first generations of learners to Higher Education.

Part II

3. A Summary of India Launch of UNESCO Chair and 2nd Symposium Organised in Collaboration with Jamia Millia Islamia (JMI):

The event that took place on 10th Dec. 2012 was divided into two sessions. In the 1st session, the formal launch of UNESCO Chair was done and in the 2nd session, the symposium on “Fostering Social Responsibility in Higher Education” took place. The participants of the event were from different background such as government officials, academicians of various universities across the world, civil societies, researchers etc.

Session I: A summary of India Launch of UNESCO Chair

This session was started by a welcome speech by Prof. Zubair Meenai, Head, UGC Centre of Studies, Department of Social Work, JMI. Following the welcome by Prof. Meenai, Dr. Budd Hall, spoke of the 35 years of collaboration between Dr. Rajesh Tandon and himself in the development of participatory research. He noted that the focus of the Chair is on contributing to Community Based Research (CBR) and Social Responsibility capacity in the Global South through a focus on advocacy and policy development, capacity-building for the next generation of CBR and assessing the effectiveness of institutional arrangements for facilitating community-university engagement and research.



Dr. Tandon acknowledged many with whom he had worked and learned from over the years. He drew attention to the convergence of thinking between the goals of the UNESCO Chair and 12th Five Year Plan of the Government of India. He noted that the 12th Five Year Plan that will be approved by December, 2012 would make recommendations that all public Universities in India make a commitment to community-university engagement. Four principles for this work were outlined as:

- Mutually agreed interests and needs of both communities and institutions be articulated and respected;
- Engagement must encompass all the three functions of institutions of higher education—teaching, research and outreach/practice;
- Institutional engagement cutting across disciplines and faculties should be mandated, including natural sciences, and not restricted to social and human sciences alone;
- Participation in community engagement projects by students should earn them credits and partially meet graduation requirements and it should be integrated into their evaluation systems.

Prof. Najeeb Jung, Vice-Chancellor, JMI noted that this university has a deep history of Community Engagement. Founded in 1920 by two streams of Muslim intellectuals at the instigation of Mahatma Gandhi, JMI is a product of a ‘fiercely secular and fiercely nationalistic’ Islamic Community that continues its engagement traditions in scores of project from literacy to rural development and to urban planning. JMI welcomed the new Chair and pledged full support to the goals thereof.

Dr. Umarov, UNESCO Representative, provided an overview of the role of UNESCO Chairs in general and hoped that this Chair would be an active and productive one. He told the story of the India mathematics genius, Ramanujan, who with no formal training in maths, became one of the greatest math minds of his generation. The moral of the story is that powerful knowledge exists amongst many people in the world and we should be open to learning from them.

His Excellency Stewart Beck, Canadian High Commissioner to India was delighted to see this new partnership between JMI, PRIA and UVic. He said that Canada has around 300 MOUs between Canadian Universities and Indian Higher Education institutions. The Canadian High Commission looked forward to supporting this effort.

Ms. Sheela Patel, Chair of PRIA Governing Board said that the leadership of PRIA welcomes the Chair and that both Dr. Tandon and Dr. Hall have a huge responsibility to practitioners. The time for reproducing existing knowledge is over. It is the time now to bridge the community and the academy. Poor people’s knowledge is not being heard and it is time that we learn to listen. It is time to give the ‘right to research’ to everyone. Universities have steep learning curves ahead and must learn to work in new and respectful ways.



Dr. David Turpin, President (Univ. of Victoria, Canada) brought greetings and noted that UVic is ranked #1 in Canada and #2 in North America by Times Higher Education rankings of Universities under the age of 50. He also noted the long-standing relationship between UVic and PRIA. He further mentioned that the Chair is part of the very core of what UVic is all about: a

destination university, an institution committed to civic engagement and a university that deeply values experiential learning.

Dr. Narendra Jadav, member of the Planning Commission of the Government of India (responsible for education) and a former Vice-Chancellor of the University of Pune was the Chief Guest. He noted that the gap between Higher Education and society in India is at a crisis level. Higher Education has over recent years distanced itself from the majority of people in society. He has taken the lead in the 12th Five Year Plan calling for the creation of new structures and new practices in community-university engagement. He welcomed the creation of the Chair and said that once the proposed 12th Five Year Plan recommendations are approved, he sees a key role for the India Co-Chair in providing leadership and elements of coordination.

Session II: The symposium on “Fostering Social Responsibility in Higher Education”

After lunch a Panel Discussion followed on “Fostering Social Responsibility in Higher Education in India.” This session was chaired by Dr. Meenakshi Gopinath, Principal, Lady Sri Ram College, Delhi University and member of UGC (University Grant Commission). Dr. Gopinath reminded that universities are centers for the dissenting traditions and that engaged citizenship has to move beyond contemporary fractured polity. The coming together of knowledge, learning and action is like the coming together in Indian tradition of land, water and sky, the cosmic swan.

Dr. Pankaj Mittal, the Vice-Chancellor of an engaged new women’s university in Haryana (Bhagat Phool Singh Mahila Vishwavidyalaya). She spoke of many of the community university engaged projects. They have created a Centre for Society-University Collaboration. They have adopted villages with teams of students and staff working with villagers to create new educational possibilities for children and women in particular.

Mr. Jayant Kumar, Director of CASA, a national NGO welcomed the chair and noted that in India today, for the most part, as students go higher and higher with their studies, they distance themselves from community. In an era when there is much talk of Corporate Social Responsibility, it is high time we had University Social Responsibility.

Dr. Azra Abibi, Assistant Professor of Social Work at Jamia Millia Islamia, presented the Jamia tradition. JMI has been linked to basic education since the ideas of Gandhi’s *Nai Talim* or basic education for all. JMI has been a leader in national literacy work and is looking forward to further collaboration with PRIA through the UNESCO Chair.

Prof. Devi Prasad has recently moved to Tata Institute of Social Sciences. A long-term partner with PRIA, he noted that Higher Education in India is in an alarming state. Currently only 12 per cent of Indian students are accessing Higher Education and the emphasis is overwhelmingly on

professional and technical offerings. Wealth generation is said to be a main goal of Higher Education in India. Social Responsibility, according to Prof. Prasad means three things: responsibility to others, accountability to the institutions and the public and responsibility to one's own values. These things cannot be taught in a classroom alone.

Above discussion followed the presentations by the panel. Many participants acknowledged the significance of strengthening community engagement by HEIs.

Around one hundred participants attended the Launch and the Symposium that followed.

Annexure I

Programme Design and the Brief Bio-data of the Speakers



Jamia Millia Islamia



**University
of Victoria**



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Fostering Social Responsibility
In Higher Education**

December 10, 2012

Jointly organised by

Jamia Millia Islamia, New Delhi

&

Society for Participatory Research In Asia, New Delhi

**Venue: Dayar-i-Mir Taqi Mir
Tagore Hall (1st Floor)
Jamia Milia Islamia
New Delhi**

**India Launch of UNESCO Chair and Symposium on
Fostering Social Responsibility
In Higher Education**

The UNESCO Chair on Community-Based Research and Social Responsibility in Higher Education has been mandated by UNESCO to promote the practice of Community-Based Research with a view to strengthen the linkages between communities and institutions of Higher Education (Website: <http://unescochair-cbrsr.org/>)

It has been arranged that Dr. Budd Hall at University of Victoria (UVic), Canada and Dr. Rajesh Tandon, Society for Participatory Research in Asia (PRIA), New Delhi are co-chairs, in a unique and innovative south-north partnership between academia and civil society.

The progress in science and technology has brought considerable benefits for many, but the associated rapid growth, increasing technology and consumerism has also left a legacy of poverty, social exclusion, cultural corrosion, illiteracy and environmental deterioration. We believe that the Higher Education Institutions (HEIs) can no longer continue to stand aloof and disconnected from this scenario. In fact it needs to create opportunities and offer spaces of encounter where students and communities of the 21st century can learn and explore together ways in which to become more active, engaged citizens in the creation of knowledge for a more just and sustainable world.

In the above context Society for Participatory Research in Asia (PRIA) in collaboration with Jamia Millia Islamia (JMI), New Delhi has organised the **launch** of *UNESCO Chair on Community-based Research and Social Responsibility in Higher Education* and a **symposium** on this theme. The programme details are as below:

Programme: December 10th 2012

Inaugural Session

10.30 am – 12.30 pm

Welcome

Prof. Zubair Meenai,
Head, Department of Social Work
Jamia Millia Islamia
New Delhi

Introducing UNESCO Chair

Dr. Budd Hall
Professor, School of Public Administration
University of Victoria, Canada

Dr. Rajesh Tandon
President
PRIA, New Delhi

Special Address

Prof Najeeb Jung
Vice Chancellor,
Jamia Millia Islamia
New Delhi

Special Address

Dr. Alisher Umarov,
Chief and Program Specialist for Education
UNESCO New Delhi cluster office for Bangladesh,
Bhutan, India, Maldives & Sri Lanka

Special Address

Ms. Sheela Patel
Chairperson, PRIA, New Delhi

Special Address

Dr. David Turpin
President
University of Victoria, Canada

Special Address

His Excellency Mr. Stewart Beck
Canadian High Commissioner to India
New Delhi

Address by Chief Guest

Dr Narendra Jadhav,
Member, Planning Commission
Government of India, New Delhi

Vote of Thanks

Ms. Martha Farrell,
Director, PRIA International Academy of Lifelong
Learning, PRIA

Lunch *1.00 pm – 2.00 pm*

Panel Discussion *2.00 pm – 3.30 pm*

Subject: fostering Social Responsibility in Higher Education in India'

Chair: **Dr. Meenakshi Gopinath**
Principal, Lady Shri Ram College,
University of Delhi & Member, University Grants
Commission (UGC), Delhi

Panelists: **Prof Pankaj Mittal**
Vice Chancellor,
BPS Mahila Vishwa Vidyalaya, Sonapat, Haryana

Mr. Jayant Kumar
Director Programmes,
Church's Auxiliary for Social Action (CASA)
New Delhi

Dr. Azra Abibi
Assistant Professor,
Jamia Millia Islamia, New Delhi

Prof Devi Prasad
Director, Tata Institute of Social Sciences
Mumbai

Open discussion
Closing Remarks by Chair

Tea ***4.00 pm – 4.30 pm***



Prof. Zubair Meenai
Head, Dept. Of Social Work,
Jamia Millia Islamia

Prof. Zubair Meenai is presently the Head, UGC Centre of Advanced Study in Social Work, Department of Social Work, Jamia Millia Islamia and Honorary Director, Center for Early Childhood Development and Research. Some of his other involvements are: India Director, Network of Child Rights Professionals on “Theorising Child Participation: Learning Across Disciplines”, a network of professionals across India, South Africa, Brazil and UK, supported by University of Edinburg and Leverhulme Trust, UK, National Coordinator, Ministry of Human Resources, Department of Elementary Education and Literacy, sponsored study on “Facilities available for Primary Education in Muslim Predominant Districts, and Project Director of the UNICEF supported “Project on Advocacy and Networking for Health among Under Served” in Western Uttar Pradesh. He also heads the Research and Resource Unit on Social Work with Minorities. He was the Chairman, Working Group on ‘Beggary’ and ‘Education of Muslims’ for the XII Five Year Plan.



Prof. Budd Hall
School of Public Administration
University of Victoria

Prof. Budd Hall is presently a professor of Community Development in the School of Public administration, University of Victoria (UVic). He is also a Co-Chair, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education. In 2010, he became involved with a study carried out by the GACER network entitled, ‘Poverty Alleviation and Sustainability through Community-University Research Partnerships’. Prof. Budd is guest editor of the upcoming edition of the book “*Knowledge, Democracy and Action: Community-University Research Partnerships in Global Perspectives.*” Some of his areas of interests are: Community-Based Research; International Community Development; Learning and Social Movements; Community-University Engagement; Poetry and Social Movements.



Dr. Rajesh Tandon
President,
Society for Participatory Research in Asia (PRIA)

Dr. Rajesh Tandon is the co-founder and President of PRIA, an international NGO, based in New Delhi. He has nearly three decades of work experience in articulating, elaborating and facilitating philosophical and methodological issues of participatory research and popular participation in India, South Asia and across the world. He is a member of the Committee on Higher Education under the Planning Commission of India. He is co-chair of the UNESCO Chair of Community Based Research and Social Responsibility in Higher Education. Dr. Tandon is chairperson of the Global Alliance on Community-Engaged Research (GACER) Network. The GACER was created in May 2008. Dr. Tandon is co-author of upcoming edition of the book “*Knowledge, Democracy and Action: Community-University Research Partnerships in Global Perspectives.*”



Dr. Alisher Umarov
UNESCO New Delhi cluster office

Dr. Alisher Umarov is Chief and Program Specialist for Education, UNESCO, New Delhi for Bangladesh, Bhutan, India, Maldives & Sri Lanka. He joined UNESCO in 1997, and worked in different capacities in the education sector in UNESCO Headquarters in Paris, UNESCO Offices in Tashkent, Bangkok, Almaty, Jakarta, Moscow and New Delhi and UNESCO Category I International Institutes for Educational Planning (Paris) and Information Technologies in Education (Moscow) in close collaboration with government authorities, donor and UN agencies, and NGOs in Central, South and South- East Asia; and Europe. He has also done a number of consultancy works for the Asian Development Bank and World Bank. He has supervised, managed and coordinated the UNESCO education programmes, as well as in the areas of education policy and reform, early childhood education, primary, secondary and Higher Education, literacy and non formal education, teacher education, Information Communication Technology (ICT) in education and others.



**Prof Najeeb Jung
Vice Chancellor,
Jamia Millia Islamia**

Prof. Najeeb Jung is the Vice-Chancellor of the Jamia Millia Islamia, a Central University in Delhi. He had joined the Indian Administrative Services (IAS) in 1973 and worked for 22 years in different capacities in Madhya Pradesh and with the Government of India including posts of District Magistrate, Managing Director of two Public Sector Companies and Jt. Secretary in the Government of India. He was Senior Advisor (Energy) for 7 years at the Asian Development Bank (ADB). He was also a Senior Visiting Fellow and Research Scholar at the Oxford Institute for Energy Studies, Oxford University for 7 years.



**His Excellency Mr. Stewart Beck
Canadian High Commissioner to India**

Mr. Stewart Beck is the High Commissioner to the Republic of India with concurrent accreditation to the Kingdom of Bhutan and to Nepal. He joined the Department of External Affairs and International Trade in 1982 and served abroad in the United States, Taiwan and the People's Republic of China. In Ottawa, he has held a number of positions, including director general of the North Asia Bureau, director general responsible for senior management and rotational assignments and assistant deputy minister for international business development, investment and innovation. He was consul general in Shanghai and prior to his posting to India, he was consul general in San Francisco.



Ms. Sheela Patel
Chairperson, PRIA

Ms. Sheela Patel is Chairperson of PRIA. She is also the founder Director of SPARC (Society for the Promotion of Area Resource Centers), a non-profit society working on issues of equity and social justice in India. She is also a chair of Shack/Slum Dwellers International (SDI). Ms. Patel has been awarded with the prestigious David Rockefeller Bridging Leadership Award for her work with urban poor communities. She has been on the board of organisations like Mobile Crèches for Children of Construction Workers, Swayam Shikshan Prayog (which supports women's empowerment in rural areas in India), and Partners Urban Knowledge Action Research (PUKAR). She is also a member of CTAG. She was awarded the Padma Shri by the Government of India in 2011.



Dr. David Turpin
President
University of Victoria, Canada

Dr. David H. Turpin became the sixth President and Vice-Chancellor of the University of Victoria in 2000. Under Dr. Turpin's leadership, the University of Victoria adopted a strategic plan which sets long-term goals and expressed the vision of being a university of choice for outstanding students, faculty and staff from British Columbia, Canada and around the world. Before joining the University of Victoria, he served as Vice-Principal Academic and Dean of Arts and Science at Queen's University in Kingston, Ontario. An internationally recognised scholar, Dr. Turpin has been listed as a highly cited researcher by Thomson ISI for his work in the fields of plant biochemistry and physiology.



Dr Narendra Jadhav
Member, Planning Commission
Government of India

Dr. Narendra Jadhav is currently serving as a Member, Planning Commission (in the rank and status of Union Minister of State). As Member, Planning Commission, Dr. Jadhav's sectorial responsibilities include Education, Labour-Employment-Skill Development, Sports & Youth Affairs, and Social Justice and Empowerment. In addition, he looks after the States of Bihar, Tamil Nadu, and Goa, besides the Union Territories of Diu-Daman and Dadra-Nagar Haveli. He has also served as Vice Chancellor of University of Pune. In a period of less than three years, under his leadership, a metamorphic transformation of the University was brought about making it dynamic, vibrant, socially conscious and indeed, a Model State University, which is now also the most favored destinations for the foreign students coming to India.



Ms. Martha Farrell
Director
PRIA International Academy of Lifelong Learning
PRIA

Ms. Martha Farrell is the Director of PRIA International Academy of Lifelong Learning (PIALL) which is the Continuing and Distance Education Program, where programs on Participatory Monitoring and Evaluation, Urban Governance, Civil Society Building, Panchayati Raj, Gender Mainstreaming and Participatory Development are offered to students and practitioners. She has around 28 years of professional experience with development sector. She has very rich and extensive experience of working on issues related to Formal and Non-Formal Education and Adult Literacy. Other than this, one of her core strength areas is her knowledge and skills on gender issues. She has conducted several training programmes on these issues for development as well as corporate sector professionals.



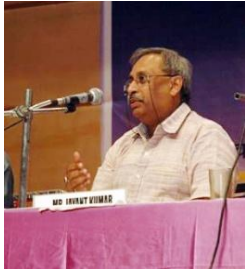
Dr. Meenakshi Gopinath
Principal, Lady Shri Ram College,
University of Delhi &
Member, University Grants
Commission

Dr. Meenakshi Gopinath is currently Principal of Lady Shri Ram College, University of Delhi. She is also a member of University Grant Commission. In addition to her work in Higher Education, her research interests and publications focus on issues of security, peace building, gender, Gandhian philosophy, Marxist politics, Buddhism and the performing arts. Dr. Gopinath is also the Founder and Honorary Director of WISCOMP (Women in Security Conflict Management and Peace) an initiative begun in 1999 to promote the leadership of South Asian women in the areas of international politics, peace, security and diplomacy.



Prof. Pankaj Mittal
Vice Chancellor,
BPS Mahila Vishwa Vidyalaya,
Sonepat, Haryana

Dr. Pankaj Mittal is currently Vice Chancellor of B.P.S. Mahila Vishwavidyalaya. She is an able Educational Administrator with 20 years of experience in Higher Education Policy Planning and has been instrumental in making various plan documents, Pay Commission reports, regulations on various academic issues, guidelines for various UGC schemes, curriculum revision etc. She had for the first time introduced the concept of performance linked funding to the educational institutions. Dr. Mittal has also been a member of various High Powered Committees and Professional bodies like Programme Advisory Committee of Association of Common Wealth Universities, London, Kerala State Council of Higher Education, Rehabilitation Council of India, Central Counseling Board of AIEEE apart from being on the Board of Management of various Universities. She has been representing UGC on National Knowledge Commission.



Mr. Jayant Kumar
Director Programmes,
Church's Auxiliary for Social Action (CASA)

Mr. Jayant Kumar is currently Head of Programme (HOP) in CASA. He joined CASA as a Field Officer in the year 1980. He has worked in different capacities. As CASA's HOP, Shri Jayant Kumar is coordinating all its development related activities in 24 states in India and has been actively engaged with different networks throughout the country. He has actively been engaged with VANI for a long period of time and was its Treasurer too. He has been elected as the Chairperson of VANI (Voluntary Action Network of India).



Dr. Azra Abibi
Assistant Professor,
Jamia Millia Islamia

Dr. Azra Abidi is currently a faculty in the Department of Sociology, Jamia Millia Islamia. Her current areas of interest include the sociology of Muslim women and the sociology of teachers. She is a well recognised researcher and activist on issues of the marginalised, particularly Muslim women.



**Prof. Devi Prasad,
Director, Tata Institute of Social Sciences
Centre for Social Studies, Surat, Former Director**

Professor Devi Prasad is currently Director at the Tata Institute of Social Sciences. He was also a former director of Centre for Social Studies, Surat. He has done extensive research in the areas of Family, Ageing, Child Welfare, SHGs, Civil Societies, social work education, HIV/AIDS, and research methodology. He has wide contacts both in academic as well as in Development sector and has been working closely with the latter. He was involved in international and national research projects, conducted Evaluations and authored a number of research reports. Dr. Prasad is represented on the boards of reputed NGOs, and on several academic bodies/institutions such as UGC Visiting Committees, Tata Institute of Social Science, Mumbai, etc.

Annexure II

The URL of JMI and UNESCO Chair

Jamia Millia Islamia University: <http://jmi.ac.in>

UNESCO Chair: <http://unescochair-cbrsr.org/>