



## **3RD CRITICAL EDGE ALLIANCE INTERNATIONAL CONFERENCE**

***Higher Education for the 21st  
Century: Innovations in University-  
Society Partnerships***

***Sept. 19, 2017 - Sept. 23, 2017***



**Tata Institute of Social Sciences,  
Mumbai**

**[www.criticaledgealliance.com](http://www.criticaledgealliance.com)**

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# Introduction

Welcome to the 3rd Edge Critical Alliance International Conference and Workshop on Higher Education for the 21st Century: Innovations in University-Society Partnerships. The two day workshop and 3 day conference aims to focus on one of the key aspect of critical higher education - University-Society Partnerships. It is believed that Innovations and co-creation of knowledge on University-Society Partnerships can deepen democratisation of Higher Education. The event will bring together universities with strong foundations of University-Society partnerships to pool together various models of such partnerships in addressing societal and developmental challenges in a Globalized society. Student workshop aimed at capturing experiences and imaginations of students in articulating and theorising University - Society partnerships

## **Objectives of the Conference are:**

1. To bring together universities with strong foundations of University – Society Partnerships
2. To pool together innovations in University – Society partnerships in addressing societal and developmental challenges in a Globalised society
3. To co-create knowledge on University – Society Partnerships in democratising Higher Education.
4. To generate knowledge on critical and innovative pedagogies in Higher Education through discussion of international initiatives and linking of people and institutions committed to such processes in Globalised society.
5. To bring together key academic administrators and academics among the higher education research community and students for a creative dialogue on the central issues facing contemporary higher education.

## **Subthemes of the conference are:**

- Democratizing Higher Education: Making Learning Available and Accessible to All
- Co-Creativities: University - Society Partnerships
- Co-Learning: Innovative and Critical Pedagogies

# Organizers



## CRITICAL EDGE ALLIANCE

The Critical Edge Alliance is based upon collaboration among institutions that consider themselves as alternatives to conventional higher education and are dedicated to progressive and innovative forms of teaching and research. Through the Critical Edge Alliance, they seek to create a new global community of learning and research aimed at promoting critical and innovative approaches to higher education. Currently seven institutions from six countries participate in this work: The New School (USA), Al Akhawayn University (Morocco), Evergreen State College (USA), Tata Institute of Social Science (India), Universidad de los Andes (Colombia), Pontificia Universidade Católica do Rio de Janeiro (Brazil), and Roskilde University (Denmark).



## TATA INSTITUTE OF SOCIAL SCIENCES (TISS)

TISS has been an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. The TISS works towards its vision through: Creation and provision of socially relevant and high quality professional education in a wide range of inter-disciplinary areas of Social Sciences to a larger number of students from all sections of the society in the country.



## AL AKHAWAYN UNIVERSITY

Al Akhawayn is an independent, public, non-profit, co-educational, Moroccan university committed to educating citizen-leaders of Morocco and the world through a globally oriented, liberal arts curriculum based on the American system. The university enhances Morocco and engages the world through leading edge education and research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equality and social responsibility.



## THE EVERGREEN STATE COLLEGE

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.



### THE NEW SCHOOL

The New School is the only university where a world-renowned design school, a progressive liberal arts college, a distinguished performing arts college, and legendary graduate programs and colleges come together to seek out new ways to create a more just, more beautiful, and better-designed world. The New School's future will be shaped by the core values that have defined their past: academic freedom, tolerance, and experimentation.



### PONTIFICAL CATHOLIC UNIVERSITY OF RIO DE JANEIRO

Pontifical Catholic University of Rio de Janeiro was the first private higher education institution in the country, created by the Catholic Church. Beyond providing education, PUC-Rio undertook the task of assisting the community, based on Christian ethical values, solidarity and human respect. The university operates under the supervision of the Society of Jesus and under the supreme authority of the Cardinal Archbishop of Rio de Janeiro as its Grand Chancellor.



### ROSKILDE UNIVERSITY

Roskilde University was formed under the Act of Copenhagen University's Siting and University Centres of 1970. The founders of the University wanted a different approach to education and science than what was already being practiced at Denmark's three other, traditional universities at the time. Thus RUC's first year was characterised by a completely new educational concept that included elements such as basic studies programmes, interdisciplinary, problem orientation and group project work.



### UNIVERSIDAD DE LOS ANDES

Universidad de los Andes was founded on November 16th, 1948 by a group of young men under the leadership of Mario Laserna Pinzón. It was the first private higher education institution in Colombia that was non-denominational and independent from traditional political parties, as well as from social or economic power groups. It was precisely due to these characteristics, that Universidad de los Andes was able to propitiate a visionary and avant-garde educational program, at a historical moment in Colombia, in which other private universities were bound by political strife.

## Supported by:



### INNOVATION CENTRE DENMARK

Innovation Centre Denmark (ICDK) is a partnership between the Ministry of Higher Education and Science and the Ministry of Foreign Affairs of Denmark. They guide to collaboration with institutions of higher education. They facilitate international networks, partnerships, and agreements between key players in one or more of their seven locations. These locations are Munich, new Delhi, Sao Paulo, Seoul, Shanghai, Silicon valley and Tel Aviv.



### INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

Indian Council of Social Science Research (ICSSR) was established in the year of 1969 by the Government of India to promote research in social sciences in the country. It advise the Government of India on all matters pertaining to social science research as may be referred to it from time to time; and take such measures generally as may be necessary from time to time to promote social science research and its utilization.

## Speakers



**Ms. Mette Ekeroth** is deputy head of mission at the Danish Embassy in New Delhi. She has previously been private secretary to three ministers and first secretary at the Danish Embassy in Seoul. Mette is a political scientist with a background in international relations from University of Copenhagen, Nanyang Technological University (RSIS) and University of Warwick, where she was managing editor of Global Governance.



**Prof. S. Parasuraman** is the Director, Tata Institute of Social Sciences, Mumbai, India since 2004. He has more than three decades of experience as teacher and researcher in Rural Development, Education, Health, Public Policy, Social Protection, Social Exclusion and Inclusive policies, Governance, Water and Energy and a range of inter- disciplinary areas. His current research interests include, governance and accountability framework for social protection measures, agrarian distress, collectives for farm and non-farm livelihoods, inclusive growth, youth for social and economic transformation of rural and tribal areas. He has published extensively on development and disasters. Prof. Parasuraman has held key positions in international organisations such as World Bank, IUCN, Oxfam, Action Aid International and UN including being the Asia Policy Director of Action Aid International, <sup>[SEP]</sup> Team Leader of the Secretariat, World Commission on Dams, <sup>[SEP]</sup> and as Programme Director, Oxfam GB, India Programme and dealt with possibilities and politics of development at the micro and macro level.



**P.K. Shajahan** is a full Professor with School of Social Work at Tata Institute of Social Sciences (TISS), Mumbai where he is the Chairperson of the Centre for Community Organisation and Development Practice. He is currently holding the additional position of Dean, Students Affairs at TISS. His research and publications are in the thematic areas of Communalism, Conflicts and Peace Processes, Minority Rights, Social Innovation and People Centred Development and Social Enterprises. In addition to being one of the founding members of the Critical Edge Alliance

(CEA), he is actively associated with SERESI - Solidarity Economy Reciprocity and Social Innovation, Denmark, International Council on Social Welfare (ICSW), International Association of Schools of Social Work (IASSW) and European Research Network on Social Enterprises (EMES), Belgium.



**Kasper Rishbjerg Eskildsen** is Associate Professor of History of Science at Roskilde University in Denmark. He received his MA from the University of Copenhagen in 1999 and his PhD from Free University Berlin in 2003. Since then, he has worked and taught at many different academic institutions in Denmark, Germany, France, USA and China. He was written broadly on the modern history of universities and the history of the human sciences. He was elected as the first president of the Critical Edge Alliance in 2016.” Professor Hulgård studied sociology at the University of Copenhagen and is PhD in Public Administration from Roskilde University. He is a co-founder of the international research organization EMES (President 2010-2016) researching and providing training and doctoral education in social enterprise and social entrepreneurship. At Roskilde University he is the chair of the research group on Social Innovation and founder of the MA in Social Science in Social Entrepreneurship and Management. In 2006 he founded the Centre for Social Entrepreneurship at Roskilde University based upon a generous grant from the Danish Parliament.



**Prof. Shalini Bharat** is Deputy Director (Academic) and Professor in the School of Health Systems Studies, Tata Institute of Social Sciences, Mumbai. She is also the Program Director, Saksham, the Global Fund supported initiative which implements the TB-HIV Counselling program in Mumbai in collaboration with the Mumbai District TB Control Society. Prior to this, between October 2012 and September 2015, she headed Saksham, a Global Fund round -7 grant to TISS, as its National Program Director. TISS as the Principal Recipient of the grant implemented the counselling capacity development program for HIV counsellors employed with Government of India’s National AIDS Control Program in partnership with 38 University departments in the country.





**Mr. Sune Kaur-Pedersen** is Counsellor, innovation and research and deputy head of Innovation Centre Denmark at the Embassy of Denmark in New Delhi. His work area also covers higher education. For the past ten years he has worked in the Danish Ministry of Higher Education and Science.



**Dr. Prashant B. Narnaware**, is an officer of Indian Administrative Service (IAS) of 2009 Batch. Currently he is Working for the Government of Maharashtra as Collector and District Magistrate, Palghar, Maharashtra. He is having strong inclination for social work. He could successfully innovate and implement some administrative interventions which were not only accepted by Maharashtra State but also by other states like Rajasthan. He is closely working in the sector of water conservation, agricultural innovations and farmers' collectives. He also has strong liking for research and teaching. He is currently serving as Honorary Adjunct Professor at Tata Institute of Social Sciences.



**Dr Zubair Meenai** is a Professor of Social Work at Jamia Millia Islamia and the Honorary Director of Centre for Early Childhood Development and Research. He has been a Fulbright Scholar in Residence at George Mason University, Virginia during 2015. Prof Meenai is an active researcher, practitioner and educator for the last 25 years and has published several books and articles on various facets of developmental social work. He is the founder President of the Indian Association for Social Work Education and has been part of the movement for quality social work education. He has actively collaborated with UNICEF in running an advocacy campaign for Polio eradication in Uttar Pradesh for 10 years. He has also experimented with flipped classrooms and global collaborative classrooms with much success. Prof Meenai has been involved with primary education with the DPEP and SSA as an appraiser, building capacity for micro planning, and conducting research, particularly among the disadvantaged and marginalized. Presently, he is engaged in positioning family strengthening and alternative care for children in need of care and protection.



**Mr. Tarique Mohammad Quereshi**, Assistant Professor in Tata Institute of Social Sciences, is founder of Koshish, a NGO which have formal partnership with TISS. It works to ensure that the destitute get basic human rights, Quereshi has evolved and adapted the organisation, doing research, using techniques like games to build relationships between staff at the homes and the detainees, counselling, non-confrontational lobbying with authorities, outreach to potential employers and much else. Up to now, Koshish has got 30,000 people out of such homes into mainstream life or more appropriate shelters like old-age homes and health facilities. He is a member of a working group looking into the National Urban Health Mission Plan, and has been involved in the Delhi and Maharashtra law-drafting committees. Recently, Ashoka an international body of social entrepreneurs, recognizing his efforts has elected him as fellow. He is also featured in *Forbes* India! *Forbes* India Magazine - The *Forbes* India 30 Under 30 Lists.

## CEA International Programme Committee



**Kasper Risbjerg Eskildsen,**  
President, CEA, RUC



**P.K. Shajahan**  
TISS



**Prof. Shalini Bharat**  
TISS



**Carl Henrik Ruada**  
Universidad De Los  
Andes



**David McAvity**  
Evergreen State College



**L.H.M. Ling**  
The New School



**Nizar Messari**  
Al Akhawayn



**Daniela Vargas**  
PUC



**Dr. Carl Henrik Langebaek Ruada**, vice-chancellor for academic affairs at Universidad de los Andes, is a Colombian anthropologist, archaeologist and historian. He has been contributing on the knowledge of archaeological evidences. Since 1992 Langebaek is associate professor at the Universidad de Los Andes in Bogotá and from 2000 to 2011 he was the dean of the Faculty of Social Sciences of the university. In 2009 the *Premio Alejandro Ángel Escobar en Ciencias Sociales y Humanas* was awarded to Langebaek for his book *Los herederos del pasado. Indígenas y pensamiento criollo en Colombia y Venezuela*.



**Nizar Messari**, Vice President for Academic Affairs Al Akhawayn University, holds a PhD in International Studies from The University of Miami, Florida. He held different teaching positions in Brazil between 2001 and 2009, and mainly at the Pontifical Catholic University of Rio de Janeiro where he was Associate Dean for Graduate Studies. He also held several consulting positions in Brazil, and in particular to the Brazilian Ministry of Foreign Affairs, to the Brazilian Military and to the Brazilian Oil Company, Petrobras.. He has widely published in issues related to International Relations Theory, international Security and Middle Eastern politics, including in relations between Islam and the West.



**David McAvity** is the Academic Dean for Budget, Space and International Programs at the Evergreen State College in Olympia Washington, USA. His academic background is in mathematics and physics. He has broad experience in international education, as a student, educator, and administrator. Before coming to Evergreen, he was a teacher of mathematics and physics at Atlantic College in Wales, which is one of a group of 16 United World College situated around the world whose educational goal is to enhance international understanding.



**L.H.M. Ling** is Professor of International Affairs. She has authored four books: *Postcolonial International Relations: Conquest and Desire between Asia and the West* (2002), *Transforming World Politics: From Empire to Multiple Worlds* (co-authored with A.M. Agathangelou, York University, 2009); *The Dao of World Politics: Towards a Post-Westphalian, Worldist International Relations* (2014); and *Imagining World Politics: Sihar & Shenya, A Fable for Our Times* (2014). From 2012-2015, Professor Ling served as Associate Dean for Faculty Affairs, Schools of Public Engagement (SPE).



**Prof. Daniela Vargas**, PhD, is Associate Vice President for Academic Affairs, Undergraduate Courses Central Coordination Office in Pontifical Catholic University Rio De Janeiro. Currently, she works as the Central Coordinator of Graduate Courses of PUC-Rio (Pro-Rector of Graduate Courses). She teaches at the Law Department of PUC-Rio. Has experience in the area of Civil Law and Private International Law. In International Law, the areas of interest are Private International Law, Treaty Law, Nationality and Legal Status of Foreigners, International Legal Cooperation, International Family Law, and the Inter-American Human Rights System.

## CEA TISS Team



**P.K. Shajahan**



**Dr. Swati Banerjee** is Associate Professor at the Centre for Livelihoods and Social Innovation, School of Social Work, Tata Institute of Social Sciences, Mumbai, India and Co-ordinator, Right Livelihood College (RLC), TISS, the first RLC in the Asia Pacific Region. She is also a recipient of several fellowships from national and international organizations including German Academic Exchange Service (DAAD), Indian Council of Social Science Research (ICSSR), Ford Foundation, Erasmus Mundus and Erasmus Plus (funded by European Commission) etc. She is also involved in global discussions on social innovation, poverty reduction and achievement of sustainable development goals (SDGs) in UNESCAP Asia Pacific regional forums. Simultaneously, she is part of several grassroots innovation initiatives and processes of participatory development.



**Prof. Manish K Jha** is the Dean, School of Social Work at Tata Institute of Social Sciences, Mumbai. His research interest includes Urban Poverty and Migration, Development and Governance, Marginalities and Justice, Backward caste Movements, Human Rights and Human Security and New Middle Classes. Prof. Jha has been the project lead of research grant from British Council, Erasmus, Ford Foundation, University of Chicago and Animal and Society Institute, University Grants Commission and Indian Council of Social Science Research. Prof. Jha is the vice-president of the Governing board of Calcutta Research Group (<http://www.mcrg.ac.in>). He has been recipient of numerous fellowships and has been visiting professor to a number of noted universities across the globe.



**Dr. Asha Banu Soletti** is currently the Professor and Chairperson at the Centre for Health and Mental Health. Prof. Soletti teaches Masters level courses for the thematic areas- Social Work in Public Health and Mental Health. Prof. Soletti's areas of research include Children affected by HIV/AIDS, Aging and health, Homeless and Tribal elderly. Her field of practice and core expertise includes community health, mental health, community mental health and development, HIV/AIDS, gerontology, cancer care and palliative care. Presently, Prof. Soletti coordinates a field action project "Integrated Rural Health and Development Project" which is located in a tribal belt and caters to the health needs of the Konkana, Warli and Katkari tribes through a social determinants framework.



**Mr. Rohan Sarma**, Masters from Advanced Centre for Women's Studies, School of Development Studies, TISS. He is the Head of Empanelment Committee, Head of Training and Capacity Building, Member Secretary, Steering Committee National CSR Hub, TISS



**Ms. Tehmina Sabuwala** is currently a Project Staff in a field action project at Tata Institute of Social Science (TISS) called GAP Labs. She has spent five years in market research as a researcher and documentarian in Happy Thinking People and Flamingo brand consultancy. At GAP Labs she not only find solutions for challenges faced by Change makers through empirical knowledge available at TISS but involves students, teachers to translate this academic knowledge learnt in university into social action.



**Ms. Gayathri Krishna**, Co-ordinator of the 3<sup>rd</sup> CEA Conference is a Post Graduate in Social Work in Community Organisation and Development Practice from Tata Institute of Social Sciences. Her M.A. Thesis was on Transgender Identities in the state of Kerala, India. Her interest lies in finding inter-disciplinary areas between science and technology and community and development where the benefits of technology becomes accessible to all and contributes to development.



**Dr. Pooja Sharma**, Research Associate, CEA Conference, is an independent researcher and a guest faculty at the Tata Institute of Social Sciences, Mumbai. Her PhD title was on 'Environmental Ethics and its Relevance'. Her research interests span across the area of environmental ethics, water management, corporate social responsibility, sustainability, conflicts and peace processes.





# **DETAILED PROGRAMME SCHEDULE**



## 19 September 2017, Tuesday

### CEA Students' Workshop- Day 1

Venue: Old Conference Hall, TISS Main Campus

- 09:30 **Key Note Address**  
**Mr. Mohd Tarique**, Programme Head, Koshish
- 10:00 **Introduction to CEA, agenda of Student Workshop**  
**Prof. Kasper Risbjerg Eskildsen**, President, Critical Edge Alliance
- 10:45 **Tea Break**
- 11:00 **Plenary Session**  
All the students present their papers/ posters/ videos.  
  
10 minutes presentations  
**Moderator: Mr. Rohan Sarma**
- 13:00 **Lunch Break**
- 14:00 **Plenary Session Continued**  
**Moderator: Dr. Rekha Mammen**
- 16:00 **Tea Break**
- 16:15 **Formation of Groups and Assignment of Facilitator and Rapporteurs**  
**Facilitators: Mr. Mohd Tarique, Ms. Spurthi Kolipaka, Mr. Deepak Kumar Nanda**
- 17:30 **End of first day of the workshop**
- 18:30 **Welcome Dinner for Students at the Guest House**

## 20 September 2017, Wednesday

### CEA Students' Workshop- Day 2

Venue: Old Conference Hall, TISS Main Campus

- 9:00 **Plenary by TISS Student Union**
- 9:15 **Summarising Day 1**

9:30	<b>Students start working in their groups with the facilitator.</b>
11:00	<b>Tea Break</b>
11:20	<b>Session Continues</b>
13:00	<b>Lunch Break</b>
15:30	<b>Finalising the Draft Student Panel Presentations</b>
16:00	<b>Tea Break</b>
	<b>End of the Workshop</b>

<b>20 September 2017, Wednesday</b>	
8:30	<b>Field Visit for Conference Participants</b>
	<b>Seeing is Believing and Learning too</b> CEA members and other conference attendees available on campus who wish to join, visit the field projects

## 21 September 2017, Thursday

8:00- **Collaboration Workshop- Only CEA Members**

14:00 Venue: Library Conference Hall, TISS Main Campus

## CEA Conference- Inaugural Session

Venue: Library Conference Hall, TISS Main Campus

12:00 **Registration Starts. Venue: Main Lounge (Quadrangle)**

15:00 **Opening Remarks**

**Prof. P.K. Shajahan**, Conference Chair

**Prof. Kasper Rishjerg Eskildsen**, President, Critical Edge Alliance

15:30 **Felicitation Address**

**Internationalisation of Higher Education**

**Ms. Mette Ekerøth**, Deputy head of Mission, Embassy of Denmark in India addresses the gathering

16:00 **Keynote Address**

**Higher Education for the 21st Century: Challenges and way forward**

**1. Prof. Lars Hulgard**, Roskilde University Denmark

**2. Prof. S Parasuraman**, Director, Tata Institute of Social Sciences, Mumbai

17:00 **Tea Break**

17:15 **Social Gathering and Interactions** with University Leaders, Students and Civil Society Representatives

**Cultural Evening**

Venue: Main Lounge (Quadrangle)

19:00 **Welcome Dinner for Conference Attendees**

## 22 September 2017, Friday

## CEA Conference- Day 2

9:00 **Plenary Session 1**

**Fostering State- University- Society Partnerships**

Venue: Library Conference Hall, TISS Main Campus

**Dr. Prashant Narnaware, IAS**

9:30

## Parallel Sessions

### Session 1

Venue: Library Conference Hall

**Chair: Dr. Manish K Jha**

### Co-creativities in University – Society Partnerships

1. *University-Industry Partnership in Egypt: The Key to Human Resource Development.-*  
**Dr. Nicholas Andrew Ciccarello III**
2. *University as Think Tank or Beyond : A Case study of the Policy Role and Impact of Tata Institute of Social Sciences-*  
**Ms. Debanjana Das**
3. *University-Society Partnership- The Engagements and Experiments by Jamia Millia Islamia, New Delhi-*  
**Dr. Habeebul Rahiman VM**
4. *Knowledge Politics in Changing Character of University Society Relationship- Ms. Sushwi KE*

### Session 2

Venue: Old Conference Hall

**Chair: Prof. Lars Hulgard**

### Co-creativities in University – Society Partnerships

1. *Developing Criminal Justice Social Work through University-Society Partnerships: The Prayas Initiative- Prof Vijay Raghavan, Dr. Sharon Menezes*
2. *University-Community Partnership and its contribution for Community Development: in the case of University of Gondar, Ethiopia- Mr. Ajanaw Alemie Desta*
3. *State-Society Entanglements: Training Community Workers In Social Accountability- Prof. Mouleshri Vyas, Dr. Sohini Sengupta*
4. *Field Action Projects: University – community engagement to re-position Social Work Education in India- Prof. Surinder Jaswal*

11:00 **Tea Break**

11:30

## Parallel Sessions

<p><b>Session 1</b> Venue: Library Conference Hall</p> <p><b>Chair: Prof Shalini Bharat (TBC)</b></p> <p><b>Co-creativities in University – Society Partnerships</b></p> <ol style="list-style-type: none"> <li>1. <i>Glistening the Desolate Charms: Talent Endorsing Experiments with the Students of Rural Schools in Kerala.- Dr. Jose Antony</i></li> <li>2. <i>Social and technological potentials and challenges of knowledge work in a global world- Dr. Katia Dupret</i></li> <li>3. <i>Solidarity Economy, Reciprocity and Social Innovation- SERESI- International Higher Education platform for research, learning and collaboration.- Prof Lars Hulgard, Prof. P K Shajahan, Prof. Jean-Louis Laville</i></li> <li>4. <i>Indian University in the Research and Innovation Ecosystem with Society – The Role of Information Technology- Mr. Pranay Singh</i></li> <li>5. <i>Partnership for Building Disability Awareness: Role of 3 Sectors-Dr. Sandhya Limaye, Prof. Srilatha Juvva</i></li> </ol>	<p><b>Session 2</b> Venue: Old Conference Hall</p> <p><b>Chair: Dr. Swati Banerjee</b></p> <p><b>Co-creativities in University – Society Partnerships</b></p> <ol style="list-style-type: none"> <li>1. <i>An Empirical Case Study on University – Society Partnership: Field notes and Reflections- Ms. Debanita Biswas</i></li> <li>2. <i>“Coque Vive – Coque is Alive”: Academia-activist joining forces in an youth-oriented communication and digital empowerment initiative in Recife, Brazil- Mr. Norbert Wildermuth</i></li> <li>3. <i>Teaching Gender &amp; Islamic Cultures through University- Society Partnerships- Dr. Therese Ann Saliba</i></li> <li>4. <i>University-Society Partnership: A Case of University Extension Education Program for Farming Communities in India- Mr. Uttam Kumar Sahoo</i></li> <li>5. <i>Volunteer Engagement Model for enhancing the Social Mission of higher education in Urban area- Mr. Salim Jafri, Dr. Aswathy Pillai</i></li> </ol>
13:00	<b>Lunch Break</b>
14:00	<b>Parallel Sessions</b>
<p><b>Session 1</b> Venue: Library Conference Hall</p> <p><b>Chair: Prof. Garbi Schmidt (TBC)</b></p>	<p><b>Session 2</b> Venue: Old Conference Hall</p> <p><b>Chair: Dr. Asha Banu</b></p>

<p><b>Co-Learnings – Innovative and Critical Pedagogies</b></p> <ol style="list-style-type: none"> <li>1. <i>Liberal Arts in India: An experiment by Ashoka University-</i> <b>Ms. Harshita Tripathi</b></li> <li>2. <i>Learning on Silk Roads: Collaborative Partnerships and Innovative Critical Pedagogies for Studies Abroad-</i> <b>Dr. Hirsh Diamant</b></li> <li>3. <i>From South Korea to Western Washington: An Experiment in Intercultural Education-</i> <b>Dr. Lori Blewett</b></li> <li>4. <i>Reflective Practices based STRIP Model-</i> <b>Dr. Asawari Bhave-Gudipudi, Dr. Namrata Kamble, Ms. Priya Singh,</b></li> </ol>	<p><b>Co-Learnings – Innovative and Critical Pedagogies</b></p> <ol style="list-style-type: none"> <li>1. <i>Experiencing Diversity and Inspiring Action: Lessons from Community Education on Disability in a Campus Context-</i> <b>Dr. Madhura Nagchoudhuri, Prof. Srilatha Juvva</b></li> <li>2. <i>Beyond (methodological) Nationalism and Epistemological Behaviouralism: Global Humanities program and Global Health course at Roskilde University, Denmark-</i> <b>Dr. Rashmi Singla</b></li> <li>3. <i>“Immersive Learning in Mental Health”-</i> <b>Mrs. Madhuri Menon, Ms. Smriti Vallath</b></li> <li>4. <i>New Conceptions of Gender and the Quest for Global Equality – what works in the classroom?-</i> <b>Dr. Doris H Gray</b></li> </ol>
15:30	<b>Tea Break</b>
16:00	<b>Parallel Sessions</b>
<p><b>Session 1</b> Venue: Library Conference Hall</p> <p><b>Chair: Dr. Therese Saliba</b></p> <p><b>Co-Learnings – Innovative and Critical Pedagogies</b></p> <ol style="list-style-type: none"> <li>1. <i>Vocationalisation of Curriculum and Decentralization: a study on how to make education productive and inclusive in Jammu and Kashmir.-</i></li> </ol>	<p><b>Slot for Bi-lateral Meetings</b> Venue: Old Conference Hall</p>

**Ms Rabiya Yaseen Bazaz**

2. *A study on new age organisations focusing on building employability skills in college students-* **Dr. Pooja Sharma, Ms. Shruti Shah, Dr. Satarupa Dutta, Dr. Shalila Raj**
3. *An Analysis of the Technology Acceptance Model in Understanding University Academics' behavioural Intention to Use E-learning.-* **Mr. Ibrahim Tanimu Adamu**
4. *Provision and Management of Technical and Vocational Education and Training (TVET): An Economic Empowerment to Rural Dwellers in North-West, Nigeria-* **Mr. Kabir Umar**

17:30 **End of Day 2 of the Conference**

**23 September 2017, Saturday**

**CEA Conference- Day 3**

9:00 **Plenary Session 2**

**Learning- Action Praxis in Social Work**

Venue: Library Conference Hall, TISS Main Campus

**Prof. Zubair Meenai, Professor in Social Work, Jamia Millia Islamia**

9:30

**Parallel Sessions**

**Session 1**

Venue: Library Conference Hall

**Chair: Dr. Katia Dupret (TBC)**

**Co-Learnings – Innovative and**

**Session 2**

Venue: Old Conference Hall

**Chair: Mr. Norbert Wildermuth (TBC)**

**Co-Learnings – Innovative and**




	<b>Critical Pedagogies</b> <ol style="list-style-type: none"> <li>1. <i>Countering Hegemonic Practices: A Feminist Research Methodology</i>- <b>Ms. Dipannita Bhattacharjee</b></li> <li>2. <i>Curriculum Building and Training in Child Protection: A Participatory Model</i>- <b>Dr. Mohua Nigudkar</b></li> <li>3. <i>Learning Gender Teaching Gender: Feminist Pedagogies and Current Challenges</i>- <b>Dr. Shewli Kumar</b></li> <li>4. <i>Reconciling Pedagogy: Improving Maternal Health of Korku's in Melghat Tiger Reserve of Maharashtra</i>- <b>Mr. Nitin Ganorkar</b></li> <li>5. <i>GAP Labs</i>- <b>Ms. Tehmina Sabuwala</b></li> </ol>	<b>Critical Pedagogies</b> <ol style="list-style-type: none"> <li>1. <i>Critical Media Pedagogies through Web Archives</i>- <b>Prof K P Jayasankar</b> <b>Prof Anjali Monteiro</b> <b>Mr. Faiz Ullah</b></li> <li>2. <i>Continuity and Change in Critical Pedagogies and Co-Creativities at Roskilde University</i>- <b>Dr. Johan Fischer, Dr. Lasse Koefoed</b></li> <li>3. <i>The Spring Project: Stories in Pedagogical Practice</i>- <b>Ms. Ryan Ariel Fazio</b></li> <li>4. <i>Participatory Approaches in Livelihoods Learning and Action: A Pedagogy for Grassroots Innovation</i>- <b>Dr. Swati Banerjee</b></li> </ol>
11:00	<b>Tea Break</b>	
	<b>Parallel Sessions</b>	
11:30	<b>Session 1</b> Venue: Library Conference Hall  <b>Chair: Prof. Anjali Monteiro (TBC)</b>  <b>Co-Learnings – Innovative and Critical Pedagogies</b> <ol style="list-style-type: none"> <li>1. <i>Role of Quality Teaching In Social Transformation Of Higher Education</i>- <b>Dr. V. Gurunadha Rao</b></li> <li>2. <i>Implementing a collaborative experiential education programme between Haryana Government and Ashoka</i></li> </ol>	<b>Session 2</b> Venue: Old Conference Hall  <b>Chair: Dr. Shewli Kumar</b>  <b>Democratizing Higher Education: Making Learning Available and Accessible to All</b> <ol style="list-style-type: none"> <li>1. <i>Equity in Higher Education: Where Do We Lack?</i>- <b>Dr. Poonam Sharma</b></li> <li>2. <i>Democratisation of Higher Level Education in India: Lessons to be drawn from the Scandinavian Educational Policy</i>- <b>Mr. Deepak Kumar Nanda, Ms. Soma</b></li> </ol>

	<p><i>University: lessons for higher education-</i> <b>Mr. Jitendra Khanna</b></p> <p>3. <i>Knowledge practices in Agriculture: Scientific knowledge and Farmers' Practices-</i> <b>Prof Leena Abraham</b></p> <p>4. <i>Organic Education as Governance/ Organic Governance as Education-</i> <b>Dr. Rizio Yohannan Raj</b></p>	<p><b>Sarkar</b></p> <p>3. <i>Inequality in Higher Education and Types of Model to Access it: Bone of Contention between Scheduled and Non-Scheduled Categories-</i> <b>Dr. Parul Singh</b></p> <p>4. <i>Learning by Doing at Xing Wei College: Students Recruiting Their Favoured Professors (Poster)-</i> <b>Dr. Qiangqiang (Philip)Zhang, Mr. Xiongfei (Cain) Ding, Mr. Shuai (Durant) Liu, Mr. Zhengtao (Ronaldo) Gu</b></p>
<p><b>Business Meeting of CEA Administrators and Nodal Officers</b>  <b>Venue: Committee Room, Near Registrar's Office</b></p>		
13:00	<b>Lunch Break</b>	
14:00	<p><b>Plenary Session 3</b>  <b>Venue: Library Conference Hall, TISS Main Campus</b></p> <p><b>Chair: Prof K P Jayasankar (TBC)</b></p> <p><b>Learners Agenda for University – Society Partnerships</b>  Presentation by students on the outcome of students' workshop</p>	
15:00	<p><b>Closing Plenary</b>  <b>Venue: Library Conference Hall, TISS Main Campus</b></p> <p><b>Roads ahead</b>  <b>Strengthening the Collective</b>  <b>Publications</b>  <b>Closing Remarks</b></p>	



# ABSTRACTS

**3rd Critical Edge Alliance International Conference  
on Higher Education for the 21st Century:  
Innovations in University-Society Partnerships**



22 September, Friday

**Session1**

**Venue: Library Conference Hall**

**Time: 9.30 am- 11.00 am**

**Co-creativities in University – Society Partnerships**

**University-Industry Partnership in Egypt: The Key to Human Resource Development.-  
Dr. Nicholas Andrew Ciccarello III**

One of the most prominent reform movements of the 21st century has been the university industry partnerships. Recent changes in the world system represented by globalization, economic competitiveness, industrialization (Mowery & Nelson, 2004), increasing numbers of university researchers engaging in academic entrepreneurship (Shane, 2005), a growing share of industry subsidy in university budget (Hall, 2004), as well as increasing policy pressure for universities to help improve national economic growth (Greenaway & Hayne, 2000) have greatly contributed to a growing partnership between universities and business organizations. This partnership can help retain and develop a highly skilled workforce, provide a competitive advantage to universities and businesses, accomplish organizational goals and objectives, and can address the demands of both parties concerning human resource education and workforce development (Glenn, 2005; Salter & Martin, 2001; Shane, 2005; Slaughter & Rhoades, 2004).

### **Statement of the Problem**

Partnerships between universities and businesses appear to be a valid solution to many social and economic problems in a country. Studies on the partnerships between universities and industry have been particularly intense since the 1990s both at the national and international level (Anderson, 2001; Bowie, 1994; Clark, 1998; Davies, 2001; Geiger, 2004; Michael & Holdaway, 1992; Rhoades & Smart, 1996; Slaughter & Leslie, 1997; Slaughter & Rhoades, 2004; White & Hauck, 2000). A study by Van Burn and Erskine (2002) indicates the lack of partnership efforts between universities and businesses from the university perspective. Researchers have indicated that more research is needed to determine the status of such partnerships (Eyler, Giles, Stenson, Gray, 2001; Gelmon, 2000; Holland, 2001; Howard, Gelmon, Giles, 2000). To conclude, the topic of university-industry partnership in Egypt is a new topic and to the researcher's best knowledge, there appears to be no studies addressing and researching this area. Therefore, the purpose of this study was to determine the level of university-industry partnerships in Egypt from the university perspective.

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### **The Methodological Approach**

This study took place in the American University in Cairo (AUC), one of the leading universities in the Middle East. Presently, AUC hosts more than 6,000 students, and employs more than 400 faculty. AUC was chosen for this study because of the following: the researcher's immediate past affiliation as the Jameel Endowed Chair of Management, and Associate Professor in the School of Business for five years; the university's reputation for academic quality locally and internationally; and, its location as a major city for business and industry. The target population for this study was all faculty members at the American University in Cairo for the academic year 2016/2017. A list of faculty members was obtained from the registrar office to determine the population frame for the study. The instrument used in this study was developed by the researcher after an extensive review of related theory and research and following survey design procedures founded in the literature. Items in the instrument were drafted by the researcher and submitted to several content judges for review and to determine the face and content validity of the instrument. A random sample of 220 faculty members participated in the study by completing the researcher's designed questionnaire, the "University-Business Partnership Questionnaire (UBPQ) ".

### **Main Conclusion and Relevance to an International Audience.**

The results indicated that participants perceived an overall high level of partnership between AUC and industry. Moreover, based on t-test and ANOVA analyses, significant differences were found in faculty members' perceptions based on academic rank and country of graduation. However, significant differences were not found based on gender, years of experience, and type of faculty. Faculty members' academic rank and country of graduation are strong predictors of the level of university business partnership. The study ends by offering a number of practical and theoretical implications for the field of study. This study is also beneficial to academics and practitioners worldwide. This study is extremely important to researchers and industry leaders in Egypt as well as to international business organizations. To elaborate, the Egyptian economy will be nurtured if universities and businesses cooperate for the ultimate goal of organizational success which ultimately leads to improvements in the national economy. This argument is supported by the views of Greenaway and Hayne (2000) who mentioned that partnerships can lead to improved national economies. Having a healthy and balanced economy in Egypt is one of the major attributes that attracts international organizations beside other qualities such as safe investment environment, good quality labor resources, and huge markets. Therefore, international business organizations located in the United States, Europe, Africa, and Asia need to have an advanced and clear picture of the level of cooperation that exists between universities and industry. Such environments may

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produce skilled labor force that can be used effectively by both universities around the world, and international business organizations.

**University as Think Tank or Beyond: A Case study of the Policy Role and Impact of Tata Institute of Social Sciences- Dr. Ananaya Samajdar and Ms. Debanjana Das**

In today's day and age of collaborative governance, public policy making and implementation are no longer the sole preserve of Governments; various non-governmental entities such as NGOs and academic institutions such as Universities are playing a role in influencing and shaping public policy. Several social problems are complex, and require specialized knowledge and expertise to address that Governments may not necessarily be in possession of.

The Oxford University Online defines University as a "High level educational institution in which students study for degrees and academic research is done." However, Universities have been widely seen to go beyond teaching, granting degrees, carrying out basic research and pursuing knowledge for its own sake to include applied research and policy research in their gamut of functions.

In taking up policy research, some universities have started taking on some features of think tanks. Think tanks are "organizations engaged on a regular basis in research and advocacy on any matter related to public policy. They are the bridge between knowledge and power in modern democracies" (UNDP, 2003).

While some universities have set up think tanks within them (for example the Institute of Development Studies at University of Sussex), the case of Tata Institute of Social Sciences (TISS) illustrates that the various teaching and research centres of an university can function like policy think tanks. The case of TISS, a deemed university, does not fit in with what Gutbrod (2012) comments viz. "weighing in on specific issues is beyond the mission of universities" and academics are "typically not organized for deep policy linkages".

Therefore, given the divergent insights arising from some commentaries and the empirical reality of a certain prominent university, the questions that arise are: *In the current Indian context, what are the extent, range and types of involvement of universities in the public policy process? Do universities play roles similar to or different from think tanks in this regard?* This question is addressed in this paper with respect to the exploration of TISS as a case, which would illustrate the range of a university's impact on public policy making and implementation.

This paper therefore employs the single case study methodological approach, and relies on secondary literature and practitioner insights as data sources. The paper finds that TISS has shown wide and deep engagement with the policy process, by engaging in policy advocacy, policy formulation, policy implementation and policy evaluation ;it does not merely carry out research that has an effect on policy. This paper argues that *TISS, a university, goes beyond being a policy think tank in terms of its shaping and impacting of public policy*. A few illustrations of TISS's policy role will be elaborated in this paper, some of which are indicated below:

a) **Research and research-based advocacy:** Resource Centre for Juvenile Justice, a TISS Field Action Project, undertook a research study in 2008 that highlighted several concerns regarding JCLs (Juveniles/Child in Conflict with Law). This study was accepted by Bombay High Court and resulted in changes in the initiatives of the Government departments related to Juvenile Justice.

b) **Policy formulation:** Formulation of the policy document of the Rashtriya Uchchar Shiksha Abhiyan (RUSA) of MHRD, Govt of India by Centre for Public Policy and Governance, TISS and of the shaping of the Guidelines on CSR and Sustainability for Central Public Sector Enterprises (2013) of the Department of Public Enterprises, Government of India by the National CSR Hub, TISS.

c) **Field action projects:** Certain field actions of project of TISS have been adopted by Government as policy initiatives. For example, the Special Cell for Women and Children has been a part of the Departments of Home and Women and Child Development of Government of Maharashtra and has been expanded to various districts of Maharashtra.

d) **Policy implementation:** Implementation of RUSA by the RUSA Resource Centre, TISS.

In the concluding discussion, this paper will speculate on some implications of universities playing such a policy role: On the Positive side, such policy role played by universities enables universities to solve societal problems going beyond 'ivory tower' analysis. On the flip side, when policy research is commissioned by government, there is a likelihood of the compromising of academic freedom which is known to be a foundational characteristic of universities. However, such compromise might be necessary in the interests of obtaining buy-in of governmental actors and having some impact, rather than no impact on the solution of societal problems.

University-Society Partnership- The Engagements and Experiments by Jamia Millia Islamia, New Delhi- **Dr. Habeebul Rahiman VM**

It is well recognized that though university is a community of intellectuals engaged in pursuit of knowledge and skills, its existence is justified only if it succeed in producing

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effective and efficient leadership at various spheres of life as per the requirement of the society. Thus, a university has inseparable bond with the society which it is expected to serve, and more so when the society invests huge amounts of money every year for the sustenance and promotion of universities. A good university can make plethora of changes in the existing system and contribute tremendously to the development of nation. Jamia Millia Islamia, a Central University at the Capital of India, has such a tradition and legacy to share.

The present paper addresses the questions such as: What could be the possible role a university can perform in handholding and uplifting even the weakest sections of the society? What were the motive behind the Jamia Millia Islamia movement? What had been the engagements of Jamia with society and its concrete contributions to the Independent India, and to the world at large? What had been the limitations as well as hindrances in the way of its delivery of services? And to what extend the model it has experimented can be adopted and replicated in similar circumstances?

The paper uses first-hand data from those who have grown up with and witnessed the university growing step by step with its role in the Independence movement, in natural and man-made disasters, in handholding and uplifting the minorities and marginalized, and in creating social capital for the development and reconstruction of the nation. The paper touches upon the concepts and issues like Khilafat movement, Nai Taeleem, steps towards universalization of education, outreach activities of the university, the rural development institute, the exemplary leadership and the ongoing engagements of the university as per the vision of its founders.

The paper also throws light on the learning and observations of the researcher who had been constantly engaging himself with the university neighborhood to develop it to a model village. It gives a brief account of the initiatives which the researcher himself has undertaken, or was being part of, to deepen and strengthen its ties with its neighborhood and with the society at large.

Being a faculty member of the department of social work, which was initially established as a rural development institute, it continues its legacy of constructive social engagements over a period of fifty years, through many of its initiatives, including Research and Resource Unit of Social Work with Minorities. Besides this, the paper also takes the help of information available in the literature on the subject to develop a deeper understanding of the subject.

The paper argues that Jamia Millia Islamia was more of a movement than a university in its popular sense, and it has influenced the life of the nation and contributed substantially



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to its independence and growth. Its contributions in conducting action researches, creating literate society, promoting communal harmony, helping youth in de-addiction, addressing disasters, sensitizing society against social evils, promoting secular values, dignifying manual labor, addressing shelter problems of the homeless, and evaluatory interventions in government run development programs, among others, carry a message for the world at large about the scope and reach of a university in engaging with the larger society and making value additions in its standard of living.

Towards the end, the paper also puts forward an outline of the possible interventions a university can make to justify its existence and deliver its due for the welfare of the society.

**Knowledge Politics in Changing Character of University Society Relationship-  
Ms. Sushwi KE**

University as an embodiment of ideas shares intricate relationship with society. It has an institutionalised role in creating and codifying knowledge. Indeed it is society's method of institutionalizing knowledge creation and dissemination. This significant function of university is performed in reciprocity with society. This reciprocity of knowledge creation and dissemination does take place in the pretext of the very fundamental idea on which university stands in which diverse branches of knowledge co-exist and, therefore, 'knowledge as a social product' gets mediated by pre-existing concepts and knowledge available in society supported by the social conditions of our access.

University as an architect of future and significant institution of society provides best teaching over entire branch of knowledge. It offers wide range of learning to students irrespective of class, caste, religion, gender, or region and equips its community of scholars with the ability of intellectual questioning. Consequently university shapes students not merely through training of their intellect but by the disciplining of their spirit as well. It is in this context besides transfer of knowledge it acquires another significant function of research. In fact university society partnership gets enriched with the existence of diverse branches of knowledge which is codified and objective with constant inquiry. Society uses 'epistemic accessibility' through abstract disciplinary knowledge to be in conversations with what it should be like. The theoretical knowledge enables society to connect the present with the past and the future. It gives society an idea or imagining an alternative future which not yet thought. In fact the availability of abstract theoretical knowledge also ensures distributive justice.

In Indian context with its commitment of nation making agenda on the lines of democracy and social justice based on firm belief in individual dignity and having equality of opportunity university has played vital role in ensuring this. State being the central player

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in ensuring development on the model of greater emphasis on scientific knowledge has also led to displacement of people and was challenged by people's protest. Knowledge emanating from universities embedded on reason and humanism was equally questioning some of the long cherished values particularly with regard to position of women in society and the prevailing caste system.

In a way 'epistemic accessibility' enables its knowledge producers to have intellectual questioning and filled the gap between producer of knowledge and user of knowledge. 'Women Studies', 'Environmental Studies' or 'Dalit Studies' becoming part of the legitimate body of knowledge is the result of constant interaction between university and society.

Thus, access to disciplinary methods helps its knowledge producers in understanding the provisional nature of knowledge as they gain new insights into their object of study. It assists student in becoming critics of knowledge and critical producers of knowledge.

Indeed with democratization of knowledge 'institution of society' became 'institution in society' and have achieved success in several directions particularly in creating society based on socialistic pattern of society.

However, over a period of time with the increasing complexity of society also led deterioration in teaching and learning with de-motivated students and teachers has affected the very culture of learning. Under changed ideological framework of economic liberalization also brought change in the role of state. Universities are too expected to raise their own funds and taking new roles if they are to function effectively in national life.

Now under globalization led model of consumerist development 'knowledge economy' and 'knowledge society' has become new buzz word. 'Knowledge' is equated with 'skill' or 'useful knowledge'. Therefore, knowledge which is 'given' is less significant than knowledge which has application value. In a technology driven world knowledge is electronically accessible has also altered teacher taught relationship. Such development has affected perception of society in deciding importance attached to particular disciplines. As a result Engineering, Management was supposed to be a 'class discipline' but now recent trends have shown they have become 'mass discipline'. Now with coming up of 'fashion technology', 'business management' 'clinical psychology', 'applied economics', 'biotechnology', 'nanotechnology' and more such disciplines embedded in 'usefulness' 'contextual' is transforming the very idea of university.

Therefore, university is now being expected to redefine its relationship with society as it is now being viewed more as private good than public. Individual is the main beneficial.

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Emergence of large number of ‘private university’, deemed university’ ‘research and development units’ is reflection of this change. Sites of learning are seen as provider of immediate goals with skill and project based learning. But the larger question is university is not embodied with this short term gains. It is being organs of civilization and repository of diverse branches of knowledge has to deal with larger existential, real, long term issues which touch larger humanity. Taking the context in the background new social contract is the need of the hour between university and society.

**Session 2**

**Venue: Old Conference Hall**

**Time: 9.30 am- 11.00 am**

**Co-creativities in University – Society Partnerships**

**Developing Criminal Justice Social Work through University-Society Partnerships: The Prayas Initiative- Prof Vijay Raghavan, Dr. Sharon Menezes**

Social work education offers learning through theoretical and experiential learning. Field education is a crucial part of the education process. Social work educators are engaged in field practice, and they bring to the classroom their practice knowledge; while also creating spaces for experiential learning in the field. One such initiative is the role of field action projects in social work education. These projects offer a platform for building partnerships with State, civil society organisations, and other educational institutions, towards facilitating social justice and change. While such projects entail an essential professional initiative on the part of the educator, they play a vital role in offering students an educational context for professional learning (Dave, Raghavan and Solanki, 2012).

The placement of trained social workers to work with marginalised populations being processed by the criminal justice system, whether as children or adults, offenders or victims, or their families has taken roots since the last two centuries in the Western countries, especially in the United States and has come to be known by the term criminal justice social work (Wilson, M., 2010). However, in the Indian context, this concept is yet to develop into a trajectory within social work practice. Rudimentary elements of this practice can be seen in the work done by juvenile probation or child welfare officers within the juvenile justice system; and prison welfare and probation officers in the adult probation system. However, these spaces are increasingly being lost as a result of the shrinking of the welfare state since the eighties (Nair and Raghavan, 2017). In this context, this paper discusses the initiatives of a field action project of the Centre for

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Criminology and Justice, School of Social Work, Tata Institute of Social Sciences, namely *Prayas*. Besides intending to demonstrate the need for a cadre of trained social workers within the criminal justice system, *Prayas* offers a model of practice of criminal justice social work. The project has been engaged in establishing partnerships with the criminal justice and allied systems, towards extending social work practice to vulnerable and marginalised populations processed by the criminal justice system, such as persons being processed by courts and police systems, prisoners, women subject to commercial sexual exploitation, and persons in destitute states (Raghavan, 2013; Raghavan and Mishra, 2017).

At one level, social workers and social work educators have worked with the criminal justice and allied systems towards facilitating change in policy and procedure. The TISS has worked towards improving access to legal rights of persons processed by the criminal justice systems and towards promoting the use of laws to aid rehabilitation of vulnerable groups. At another level, partnerships have been established with civil society agencies to mobilise resources, and arrive at a model (known as the NGO Placement Model) of social work practice for rehabilitation of persons processed by the criminal justice system. At yet another level, partnerships are established with other educational and training agencies like colleges/departments of law, psychology, women's studies, vocational training institutes, etc.

Such partnerships have opened pathways for students' learning through field work and research engagements. With particular focus on criminal justice social work, engagements through these partnerships have played a crucial role in designing course curricula and pedagogy. They have contributed to knowledge in the field of criminal justice social work, criminology and corrections.

This paper will trace the trajectory of *Prayas* work towards establishing and sustaining partnerships between the TISS and societal systems. It illustrates how these partnerships create platforms for developing knowledge, social work field education, and development of professional arenas for educators. In sum, the paper argues that field action projects offer a framework for University-Society partnerships that are significant for facilitating professional education.

University-Community Partnership and its contribution for Community Development: in the case of University of Gondar, Ethiopia- **Mr. Ajanaw Alemie Desta**

Universities and local communities where they are located must ideally co-exist in a mutual and beneficial relationship. One affects the growth and development of the other.

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Hence, this study examined the nature, benefits, challenges and opportunities of university-community partnership and its implications for community development in the case of University of Gondar. The study employed descriptive research design using qualitative methods. Purposive sampling technique was used in order to select participants of the study. Key informant interviews and focus group discussions were employed to collect the primary data. Secondary data were collected using document review so as to complement the primary data. The thematic data analysis technique was used to analyze the data. The study found that University of Gondar has engaged with local communities in various forms, including direct community services and projects, community intervention projects, student services such as Team Training Program (TTP) and field practice. The partnership is mutually beneficial both for the university and the community even though some forms of engagement did not provide direct benefits to the community. The university is benefiting from the partnership in utilizing the community as a learning ground, which enables both staff and students to develop values, skills and understanding of the real world issues; in developing a curriculum responsive to the needs and problems of the community and in promoting the quality of teaching and learning. The community benefited from the partnership through sharing the personal and professional expertise of students and staffs which in turn helps to develop their capacity of solving their problems. The partnership has faced some challenges which hinder the progress of the initiatives. These challenges include lack of visible benefits such as lack of sustainability, resource limitation, community fatigue and lack of strong system. Despite the challenges, there are opportunities of partnership both in the community and the university. Both the university and the community have a special interest to collaborate and cooperate in order to address their common problems. Hence, if challenges are addressed and opportunities are widely used, university-community partnership can be developed in a better way in the future.

**State-Society Entanglements: Training Community Workers In Social Accountability-  
Prof. Mouleshri Vyas, Dr. Sohini Sengupta**

Accountability and transparency initiatives are increasing in importance with scarcity of public finance availability for social sector programmes. In the context of India, pressure comes from civil society actors and constitutional authorities. While civil society actors have focussed on grassroots democratization, others with focus on governance reforms have stressed on reducing 'corruption'. Local communities are not just recipients or beneficiaries of public programmes but also participants and implementing agents following decentralization processes. Consequently the lines between rights-holders and duty-bearers are merging as the responsibility for better implementation of and outcomes from public welfare programmes get devolved to local government bodies (gram sabha) aided by suitably trained community workers. Efforts at training social auditors unfold in the cusp between transparency initiatives seeking active citizenship and state

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administration in search of large numbers of professionally trained community workers. This paper describes and analyzes the experience of training grassroots resource persons in conducting social audit of government of India's flagship social sector programme, the NREGS post the formulation of the Government of India's Audit of Scheme Rules. There is a large body of literature on the NREGS, arguably the largest public works programme in the world. The present contribution refers to this literature tangentially, focussing instead on the training of community social auditors who are being put in place as a legal requirement to make NREGS deliver its mandated objectives. Specific aim of this paper is to discuss the challenges in delivering education that draw upon and seek to transform state society interactions in a participatory process where multiple actors forward diverse institutional interests.

### **Theoretical Question**

Social audit has been viewed as an instrument that strengthens the legitimacy of the state as well as trust between the state and a range of community stakeholders. Thus, it has a social wealth creating function by enabling trustworthy networks and relationships to emerge (CGG 2005). Using the notion of social capital as formulated by James Coleman as a positive resource and Pierre Bourdieu as an instrument of domination, this paper communicates a broader understanding of the potential and implication of social accountability practice in the area of social service delivery. The paper also draws upon Michael Lipsky's concept of 'Street Level Bureaucracy' to examine the practice context of social accountability work performed by grassroots social auditors. By drawing on this concept, it is possible to identify the challenges in designing a training programme where innate qualities of participants including prior work experience and contextual knowledge is given as much importance as the objective learning of rules, formats, procedures and normative requirements of specific public programmes or constitutional audit authorities (CAG) leading to the development of professional or managerial qualities. Broader question here is what leads to more credible social audits and whether better social audits lead to increased accountability of service delivery machinery and hence better outcomes for people in need through legal entitlements under the rights based social welfare programmes. Should frontline social auditors (such as the district resource persons in this case) be good community workers with high levels of 'discretionary skills to work and deliver in challenging community contexts and administrative circumstances or should they simply learn to be good professionals?

### **Main Arguments**

Under the audit of scheme rules, Government of India issues a set of guidelines to the state governments for improving the implementation of the Mahatma Gandhi National

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Rural Employment Guarantee Act (MGNREGA), a social legislation that underpins the rural public works programme guaranteeing wage employment on demand by community members. MGNREGS emerged from civil society campaigns to make right to work a fundamental right for all citizens. It has great potential to stem rural distress but works best in areas where effective accountability mechanisms are in place. Frontline community social auditors called district, block and village resource persons are viewed as the key implementing agents to

make MGNREGS deliver its potential benefits by checking malpractice and mobilizing and animating the wage-seeking beneficiaries and right-holders and the gram sabha, the rural local government body in charge of the accountability mandate.

Based on the analysis of the certificate course on social accountability and social audit designed and implemented by the Tata Institute of Social Sciences, to train 5000 selected community social auditors, the paper presents two broad arguments; about the nature of work that community social auditors are expected to perform and the kind of professional training programmes that equip them to fulfil these tasks. The standardization requirements of large-scale national programmes are likely to be shaped by contextual factors in social audit locations, constituted by local administration and communities of right holders.

These aspects tend to be viewed as compromise of quality of standardized training. Using the concept of ‘street level bureaucracy’ we can build more nuanced perspective about grassroots social audit that points towards the need for more customized training based on actual practice of what works to meet local conditions.

Cascade training model use in this programme, provided the opportunity to give standardized inputs through multi-stakeholder designed curriculum for the training of trainers. The model also gave space for contextual interpretation as the trainers used the same curriculum for teaching social auditors at state level. While cost-effective, cascade trainings suffer from being top down in nature, risk dilution of quality at each level and provide less scope for developing the innate abilities of individual community workers (see UNESCO 2005). For effective accountability mechanisms at the grassroots level, professionally trained community workers must be able to establish trust between local administration, the community (gram sabha) and wage-seekers. Social inequality at the community level and the relative powerlessness of individual wage seekers, make this challenging, as new social capital is built, older interest networks will be disturbed. Social auditors must perform their task of empowerment that is holding public administration and officials responsible for fulfilling their obligations, without becoming a mere policing arm of bureaucracy.

## Conclusion

The role of the social audit community workers is highly demanding as they are expected to bridge the gap between wide range of community needs and efficient and equitable delivery of ‘narrowly defined/specific’ public welfare goods. They are deemed as part of the local community and hence closer to grassroots concerns and reality as well arms of state institutions. Professional training programmes are required to mould newly recruited community workers into these multifarious, sometimes conflicting roles. How the training is designed and the methodologies used for imparting this knowledge and practice elements, therefore is critical for fulfilment of the larger objective of accountability initiatives. Training

social auditors also highlight questions about the role of higher education social work institutions as providers of professional services towards efficient administration and ‘good governance’ or partners in processes catalysing grassroots democracy, without assuming easy compatibility of the two approaches.

**Field Action Projects: University –community engagement to re-position Social Work Education in India- Prof. Surinder Jaswal**

Social Work is a profession of practice – and field work and field practice plays a key role in its development. However content analysis of the Indian Journal of Social Work (IJSW) over the last 70 years – reveals the declining trend in documentation of field work as well as field research in social work; the adoption of a micro-based model which has led to inappropriately designed field work programmes producing students’ unsuited to meet the developmental need of Indian society; an over emphasis on the remedial and curative roles of the profession which do not fit the social conditions in India and other developing countries. This gap between the social reality and practice models has led to an intensive re-examination of the practice approaches and of the focus of field Instructions in India, resulting in efforts to develop indigenised, macro-based models. This paper reviews field action projects initiated by TISS to respond to issues in the field of health and disasters. The paper analyses the role of the field action projects –a university –community engagement, in shaping practice-based knowledge in social work education and practice in health in India. The paper concludes that while Field Work has been recognized as an important component of social work, field action projects represent an important university community engagement and have incubated indigenous initiatives to contribute to theory building and practice.



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**Session 1**

**Venue: Library Conference Hall**

**Time: 11.30 am- 1.00 pm**

**Co-creativities in University – Society Partnerships**

**Glistening the Desolate Charms: Talent Endorsing Experiments with the Students of Rural Schools in Kerala.- Dr. Jose Antony**

The Sree Sankaracharya University of Sanskrit named after the sage Guru Adishankara is positioned in the midst of rural dwellings of the different Districts in Kerala and is catering to the academic hopes of the rural youth and minority communities. Majority of the students perusing graduate, post graduate and doctoral research programmes in the Linguistic, Artistic, Social and Humanity streams of higher education belong to the deprived and disqualified social dwellings. The geographical and demographical states of affairs of the University give herself an image of a rural University. The Social Work Department of Sree Sankaracharya University of Sanskrit, Kalady has recognized the following upsetting social situation through the community field work in the surrounding villages and rural communities.

The school going adolescent children in the rural Kerala specifically with the government owned and aided high schools are not getting sufficient technical and fiscal shore up and opportunities for the fine tuning and glistening of their talents. The naturally gifted nature of the ordinary children in the periphery dwellings is always forsaken and ends up as the desolate charm, and unfortunate or unsuccessful in the highly competitive and capital controlled social order in Kerala. Even if they are provided with the usual governmental supports and avenues through the government educational systems depending on the meager government allocations for the fostering and exhibition of their capacity and potentials it is a fact that they really lag very much in the competition with their contemporaries on the other end. The assessed personality profiles of the talented adolescent children in the government schools especially in the rural villages are not polished as that of the children from the self-financed private schools in the nearby township.

The children of self-financing schools get superior parental support, teachers guidance and encouragement, psychological facilitations by the professionals, regular coaching and mentoring with their half potentials, exposures with the modern equipments and opportunities, and the solid financial backing in making themselves competitive and achieving in the market based culture. Hence the socio culturally restricted children from the government schools can't afford to the highly expensive personality development or talent promoting trainings, and capacitisement experiments. This happens not for the

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reason that the children in the government schools in the rural geographies are lacking with their potentials, and creativity but just they can't utilize them owing to the poor availability, accessibility and affordability with the supports and facilitations.

The Department of Social Work in response to this realization started an experimentation of identifying and nurturing young talents from the nearby schools and communities through the post graduate students in the social work programme. The objective of the programme was to provide talent endorsement for the rural children through the training interventions of the post graduate social work students (empowered through the TOTs). The programme was known as "TALENT SCAN". The experimentation was to train the social work students through Training of Trainers (TOT) intervention and making them as trainers in the school setting. The content of training was equipping the trainers to identify the talents by giving generalized personality and talent endorsement training to the students in the school, to work with the psycho-social dimensions of the talented students, to facilitate the development of the particular talent identified like artistic, academic, athletic, and creative by giving coaching, mentoring, and motivational inputs. The support of the locally available skilled trainers also was made use in the process. The teachers and parents also were given some support in terms of motivating the students, and sustaining the support system. The MSW students further made the parents, teachers and the community involved in the process. They could identify and channelize the community resources in terms of sponsorships, and community experts. The field work programme attached with the academic programme was used along with the voluntary service of the teachers and supports during evenings and holidays.

The experiment was really challenging in the beginning but later it has become a well-recognized initiative as participation and collaboration with the Community and the University has started to facilitate the department by allocating a financial support through the budget allocation. The parents, students and teachers of the nearby rural schools started to demand for the programme and it is a regular activity in all the four campuses now. The end result is an experience of the post graduate students getting specially trained and empowered in human resource development techniques and also in turn the desolate charms of the rural villages are supported to support themselves in making their existence dignified and glisten. The entire effort also could follow the scientific sanctity of social work methods and profession in promoting the unattended and forsaken talents of the rural communities and making them empowered to face the challenges of life by making them more confident, competitive and contributing.

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**Social and technological potentials and challenges of knowledge work in a global world-  
Dr. Katia Dupret**

This paper is both a discussion and an invitation to joint partnership and research on a global level.

Consequences of digital connectivity and technological development has both posed potentials and challenges to the way knowledge workers get their jobs done, interact, get job opportunities etc. In short this development has tremendous consequences on the ways they organize their working lives.

Digital connectivity and technological development has as consequence that products and services are built faster, better and cheaper. Also, colleagues are no longer geographically placed in the same country or in the same organization. Further, employees are employed to a less and less degree on long term contracts. Workplaces reorganize and only a small amount of knowledge workers sit back with tenure and long-term contracts and seem to having heightened responsibilities and work intensity, while many colleagues are employed on short term contracts and only to limited extend connected to the workplace. As a consequence, knowledge workers with both long- and short-term contracts are required new competences: to be able to create relations and team work on a global level and make decisions on a whole range of aspects in their job that are digitally informed. This acquires new technological literacy and technologically mediated social competences that are not only addressing the technical aspects of the new technological potentials i.e. to be able to analyse big data, deal with data mining and management and not least digital security. Rather, today's knowledge worker needs to be able to couple technological literacy with the practical and social aspects of making oneself attractive to be able to get the next (short term job), having colleagues that are either employed on very different premises than yourself or not physically present, finding new ways to get promoted and further qualifications etc.

This paper addresses how the social aspects and subjective experiences of the new types of employment are mediated through new technologies and it investigates how the use of new technologies influence social and subjective experiences about for example loyalty and meaningfulness. Also, it aims at investigating and discussing new initiatives of knowledge sharing, collective innovation and social entrepreneurship in relation to work tasks and organizations hiring casual labour.

This paper thus invites to discuss how new technological developments on the labour market may pose social challenges and potentials to staff and organizations. How may the

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use of new technologies challenge or support new and less precarious forms of employment within knowledge work? What differences in terms of technological literacy and social competences does the technological development and the globalized labour market demand from organizations and staff? And not least how can knowledge sharing, job sharing, collaborations, and social entrepreneurial projects in relation to the challenges help make a more sustainable labour market for knowledge workers?

The theoretical resources mainly used in this part of the research project is Science and Technology (Latour, Verbeek, Olesen), Critical Organization theory (Martin Parker), Critical social psychology (Sherry Turkle, Ernst Schraube, Niels Christian M. Nickelsen), Feminist theory and philosophy (e.g. Gilligan, Levinas), sociology (Scholz).

Solidarity Economy, Reciprocity and Social Innovation- SERESI- International Higher Education platform for research, learning and collaboration.- **Prof Lars Hulgard, Prof. P K Shajahan, Prof. Jean-Louis Laville**

## **Background**

The social movements and political parties that were building the universal welfare state in its most advanced form have failed to produce a vision for the future. Already in the late 1980s, scholars from the communitarian and critical traditions of social science expected a gradual breakdown of the universal welfare state due to a combination of bureaucratization and a missing space for civil society. Since the beginning of the new millennium, a gradual privatization and marketization of social responsibility and citizenship has intensified on a global scale. Scholars have argued that political parties most directly affiliated with the public welfare state were stuck in the victories of the past, unable to define a way forward, while remaining uninterested in collaborating actively with new social movements and organized civil society. Simultaneously there is an amazing diversity and creativity of vibrant citizen initiatives engaged in articulating new forms of reciprocity. Thus, the welfare framework seems fragile if not able to link positively the institutional capacity of the welfare state to these new citizen driven initiatives and hybrid entities that are emerging at an increasing speed.

We believe that the withdrawal of the universal welfare state is happening without a simultaneous investment in the institutionalization of new links between the redistributive capacity of the state and the reciprocal capacity of civil society, citizens will intensify their competition and fight over scarce resources between themselves.

Higher education in Humanities and Social Sciences as well as in applied social sciences have been hugely influenced by such dilemmas evolved in the development thoughts since the onset globalisation and resultant processes thereby not being able to respond to the epistemic challenges it brought along.

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An academic platform to evolve such thoughts was found to be extremely relevant in the context of the changing social and developmental realities of today.

### **Objectives**

The goal of this platform is to provide a new perspective on welfare. Accordingly, the platform aims at providing a horizon for a complete and renewed articulation between equality and freedom, between public institutions and civil society.

First, it wants to make visible a lot of experiments and initiatives, which exist but not considered as important contributions for a new socio-economic equilibrium.

Second, it wants to combine different trends in researches that so far are not connected properly: solidarity economy, conceptualized mainly through empirical observations in Southern countries; reciprocity suggested as principles to overcome the divide between market and redistribution shared by neo-liberal and Keynesian thinkers; the social innovation promoted as an emerging people-centred approach.

Third, it provides a space for exchanges between three communities too much separated: researchers, elected representatives in charge of public policies, and civil society actors. These three communities can learn a lot from each other if they share a co-evaluation of the existing experiments. The platform will provide such an arena for mutual learning.

Fourth, it aims to generate a new articulation of the need for Higher education in Humanities and Social Sciences and Applied Social Sciences to reflect the changing trends in development thinking, corresponding citizen responses and reciprocity among multiple actors using social innovation approaches.

The platform will offer research, learning and collaboration with scholars, practitioners and public officials nationally and internationally. Activities will define a stronger societal position for civil society without losing the objectives of social justice, redistribution and the institutional capacity of the old universal welfare state. It is the expectation of people and organizations affiliated with the platform that a reinforced bridge between the public welfare state and a strong civil society has the potential of becoming a channel for innovation of services and resources in a resilient welfare model that will empower citizens and communities to face the negative consequences of marketization and privatization.

### **Two guiding core themes**

1. South-North dialogue on solidarity economy, reciprocity and people-centred social innovation

From the research on solidarity economy we know that a much more differentiated understanding of economic integration is required than what is usually understood by the term ‘market economy’ (Laville, 2010; Fraser, 2014). People-Centred Social Innovation (PCSI) put emphasis on empowerment as intrinsic to the development process. This means that people and organizations engaged in collaborative arenas can produce PCSI, which bring socially desirable outcomes by adopting processes that put faith in diverse forms of knowledge. Thus, we adopt an integrated approach that observes “process” and “outcome” as being equally important in enabling social innovation (Hulgård & Shajahan, 2013). Thus, the platform adopts an integrated approach that emphasises the importance of participatory processes both in the approach to specific examples of social innovation and in the approach to dialogues on forms of knowledge.

## 2. Relational welfare and the reciprocal-institutional welfare state

Welfare state theorists usually distinguish between three overall models of welfare states that evolved gradually in the wake of the Second World War. These models are the residual, the achievement-performance, and the institutional-redistributive model of welfare. Scandinavian countries were among the most advanced examples of the institutional-redistributive model in the sense of having implemented universalism as a founding principle in the welfare system. However, the principle locus for the generation of an institutional-reciprocal welfare state, civil society, is so far the weakest societal sphere in terms of institutional power (Somers, 2008). With its success in stimulating equality and creating high levels of trust and social capital the Scandinavian welfare states would make a unique starting point for becoming an engine in the generation of a relational (Donati, 2014) or institutional-reciprocal (Hulgård, 2015; 2016) welfare state.

SERESI is conceived to provide a framework to influence the development thinking by merging reciprocal-institutional principles with that of civil society engagements in solidarity economy and social innovation.

**Indian University in the Research and Innovation Ecosystem with Society – The Role of Information Technology- Mr. Pranay Singh**

The last two decade witnessed rapidly increasing trends in the pattern of global science and technology system, namely; Internationalization of Research & Development and Globalization of innovation. Internationalization of Research & Development signifies Foreign Direct Investment (FDI), foreign Research & Development affiliates of Trans National Corporations (TNCs) and other Corporations for international collaborations. Business and knowledge-process outsourcing, R&D based technical services outsourcing and moving other institutional and organizational operations to foreign locations are also considered in this category. Global products can be created by driving greater integration of R&D across different locations, thus efficiently combining multiple talents and

capabilities of different economies. There are a number of innovation network operations conducted or contracted to foreign locations that create new business opportunities. The rise of Information and Communication Technologies (ICT) and the new structure of science-based technologies were seen to foster the de-linking of R&D and manufacturing activities in the decade beginning in the 1980s. The decade since the 1990s is seen to have paved the way for the fourth wave. In India, this phase witnessed the introduction of new economic reforms that promoted liberalization and FDI for both financial and R&D-related components. The International Technology Transfer Programme (ITTP) supports transfer of technologies, projects and services from India with a view to enhance the reach of Indian industry beyond the national boundaries. Indian universities have been at the centre of debate due to varied reasons; one clear indication coming out from the contemporary debate of the university system in India is the urgent need for the transformation of Indian university. In recent years, Indian government through various policy articulations, programs and creation of varied types of institutions have given a strong indication of its desire to undertake the path of innovation led economic growth.

## Literature Review

Scholars and academicians are now increasingly recognizing that innovation happens through a complex set of interactions and relationships among institutional actors such as government, industry and university. The dominant theoretical model arguing this is the „System of Innovation (SI)“ approach (Schrepf and Schroeder 2013). The network perspective is also the basic tenet of the other approaches such as „Triple Helix“ (Etkowitz and Leydesdorff, 2000), „National Innovation Capacity“ (Furman *et al.* 2002), „Cluster-based theory“ (Porter, 2000). These models posit that the networking between institutions play an important role in the development of an innovation ecosystem that facilitates an environment for productive knowledge exploitation. On the other-hand in the „triple helix model (THM)“ university is placed in the forefront of innovation activities, envisaged to play a more direct role in the innovation process (Etkowitz and Leydesdorff, 2000). THM suggests three possible models of university-industry-government linkages: „statist model“, „laissez-faire model“ and „triple helix“. In spite of a large university system in India, the poor visibility of Indian universities in global ranking, only a few university/university colleges involved in research activity and issues of skill gap between university graduates and industry requirement, limited interaction of universities with industries have focused attention on the need for urgent corrective action. India's leading scientist Prof CNR Rao (2014) has called for a national mission that is focused on improving education standards and employment opportunities for the millions of young people. The recent issue of Nature (2015) has examined extensively the issue of research management priorities for science in India. The issue of quality, falling standard has been linked to lack of autonomy of universities (see for example Dahiya,

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2011; Kanhere *et al.*, 2009). The present debate on innovation argues for Indian universities to engage in activities that can help exploit scientific research for societal and economic impact. Indian universities' role is primarily seen as limited to education and training but otherwise it is largely a passive entity in innovation system (Datta and Saad, 2011). The national mission on education through ICT (NMEICT) was initiated during XI five year plan period an attempts to leverage the potential of ICT in teaching and learning process for the benefit of all the learners in higher education institutions in any time anywhere, Developing New Institutional Mechanisms for Strengthening University System. Digital e-content has been produced in 77 subjects at postgraduate level coordinated by INFLIBNET.

### **Finding and Conclusions**

This can be observed that, India has aim to establish world class universities. The XII five year plan provides a miserly „3,000 crores for research and innovation initiatives. According to World Bank, establishment of a world-class university (WCU) in the late 19th century required an investment of over \$50million (Salmi, 2009). It is estimated that the cost of establishing one world class university is close to \$1,500 million (Rs. 6,750 crore). Establishment of new Institutes of National Importance (INIs) like Indian Institutes of Technology, Indian Institutes of Management, National Institute of Technologies, to achieve a world-class university system are appreciated but there is a greater need to integrate these together in an ecosystem. (Ramprasad, 2011). Universities for Research and Innovation Bill“ 2012 do promote academic entrepreneurship by provisioning the setting up of universities for research and innovation with greater autonomy but there is silence of this thesis in the „science technology innovation policy“ 2013 (STI, 2013). The study is important in the context of the present engagement of emerging and developing economies that are also exploring innovation model for development. Drawing from Datta and Saad (2011) this paper also finds synergy in thought that the higher education sector in India shares relationship with the industry but the two do not contribute to India's innovative capacity in a pattern observed in developed nations. Another important initiative is the National Knowledge Resource Consortium (NKRC) setup in 2009. NKRC provides connectivity of libraries and information centres of CSIR and DST laboratories. These e-resources covers almost all subject disciplines including arts, humanities, social sciences, physical sciences, chemical sciences, life sciences, computer sciences, mathematics etc.



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**Partnership for Building Disability Awareness: Role of 3 Sectors-Dr. Sandhya Limaye, Prof. Srilatha Juvva**

Social Work encourages the use of partnership practice. Disability Social Work has caught the attention of academia recently. Work in this sector requires us to use the approach of partnership practice. Collaboration and networking with NGOs, State and academia is a route that helps to ameliorate concerns that hinder development of persons with disability.

Generating awareness and sensitivity amongst various stakeholders is a major challenge that has been recognized both by all the three sectors. It was felt that there is an urgent need for in-service training amongst the various stakeholders to create awareness about the rights and entitlements of People with Disabilities, provisions in various schemes, developmental programmes, ways and means to access their specific entitlements and those that they are entitled to as equal citizens.

The Rehabilitation Council of India and the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Government of India collaborated with the Centre for Disability Studies and Action (CDSA), Tata Institute of Social Sciences (TISS), Deonar, Mumbai in the year 2015-2017. The main purpose for this collaboration is to create awareness, provide appropriate knowledge and material for skill development, address concerns, questions and suggestions regarding service provision and any other information regarding persons with disabilities, their needs and abilities, so that our society is inclusive and accessible to all. Till today, the Center for Disability Studies and Action with the support of RCI, had conducted 13 in service training programme for different stakeholders such as lawyers, police, teachers, social workers, medical professionals, Asha health workers, university Faculty and scholars.

The participants shared that they felt empowered and had knowledge about how they could partner with persons with disability, they would make a small but significant change with the knowledge they acquired. They emphasized that they need more such sensitization programs on disabilities.

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Session 2

Venue: Old Conference Hall

Time: 11.30 am- 1.00 pm

Co-creativities in University – Society Partnerships

An Empirical Case Study on University – Society Partnership: Field notes and Reflections- **Ms. Debanita Biswas**

In 2011, Tata Institute of Social Sciences, Mumbai, celebrated its 75th Anniversary by initiating the 'Transforming M (East) Ward' Project with the objective of improving human development indices through participatory people-centric development approach. The institute follows the '*alternative mode of co-construction of knowledge between academia and the communities....*' (Hulgard and Shajahan, 2013). This paper is based on the researcher's empirical engagement as Programme Officer with the project for two years, as a resident of this ward for sixteen years (1999-2016), and as a field-work intern in this ward during M. A. in Social Work (Health and Development, 2009 - 2011) and M.A. in Community Media (2015 – 2016), TISS. 'Transforming M Ward' project has been initiated by the director of TISS with a core team of faculty from the various schools of the institute, and six Program Officers (POs) in 256 slums of the M-East Ward. The objectives of the project have been: social transformation by way of ensuring participation of the communities in knowledge building; claiming the rights and entitlements of marginal people; and fulfilling social obligation towards immediate neighbourhood (M Ward Project Report, 015). The project has adopted participatory research methodologies for shared knowledge building with the community. The communities have been organised by practising the Community development Model for Social Change (Marie and Dorothy, 2005), listening to people (Parasuraman, 2003), linking micro-macro aspects of community development (Bhattacharyya, 2004), and training community members as enumerators and research investigators for conducting the socio-economic base-line survey. M-East Ward, the location of the study, is comparable to Sub-Saharan Africa on the basis of its score of 0.05 Human Development Index (HDI), (Human Development Report, 2009). The State has facilitated the development of M ward as a slum ward (Bhide and Solanki, 2017). The government official from the State Department mentioned M East Ward as '*the wrong ward to study*' to a researcher as research field/location (Bjorkman, 2014). The institute, in the first phase, suspended all academic schedules for a week. All staff (academic and non-academic) as well as students were involved in the data collection process for this duration—a step that has been taken for the first time in the history of TISS, a public funded Deemed University in India. The researcher, through the process, reflects upon the questions of *power and research ethics* that permeate social action projects across the globe, in terms of *a politics of language, a politics of the subject, and a politics of collective action* (Gibson-Graham, 2006).

Through the case study method, the paper aims to document the challenges and possibilities that emerge from the shared knowledge-building process of this University-Society partnership with respect to the participation of community volunteers. In context of this Social Action and Research Project of TISS, the case study from Vashinaka area is empirical, as well as experiential, wherein the community volunteers and the researcher are, both, participants. The paper tries to locate their engagement by reflecting on their participation during the three phases: community organising, household's enumeration, and socio-economic baseline survey. The study posits to explore the diverse prospects of reciprocal knowledge-building partnership within the co-creativities, and create dialogue in addressing the developmental challenges of Global society.

**“Coque Vive – Coque is Alive”: Academia-activist joining forces in an youth-oriented communication and digital empowerment initiative in Recife, Brazil- Mr. Norbert Wildermuth**

In my paper, I will discuss the interaction between university employed scholars of media studies / journalism and civil society/community based organisation anchored activists as studied in Recife, North East Brazil. That is, I will develop a theoretical perspective based on the concrete experiences encountered in a Brazilian, community based youth project, the ETAPAS project, located in Coque, “a morada da morte” (“homestead of death” in local parlance), arguably one of the most dangerous *favelas* in Recife, Brazil. The experience of ETAPAS, which I have studied in 2008 as part of a larger research project on participatory communication and new media in Nepal and Brazil, shows that the new digital means of mediated communication can play an important role in attempts to socially include and empower young marginalized people, I will argue.

In this context I will propose a multi-dimensional framework that seeks to overcome some of the theoretical and conceptual shortcomings of the digital divide debate (Wildermuth 2010). Based on the principles of the participatory paradigm in development communication studies, this framework advocates a focus on *digital empowerment* rather than *digital inclusion*, understanding young people as subjects and actors with the (potential) ability to challenge and alter their conditions of living. The resulting perspective provides a more adequate concept to designate those ICT-facilitated processes by which “people gain new abilities and ways to participate and express themselves in a networked society” (Mäkinen, 2006: 381), I will argue.

However, as my case study also suggests, ICTs will not achieve their full potential without suitable attention being paid to both the wider processes of community development that they are intended to assist and to the social context within which they

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are implemented. The omnipresent lure and threat of gang-related criminal activities and (often deadly) violence, which shape and affect the life trajectories of male and female adolescents in many consequential ways, constitute for example major impediments to the realization of social and human developments in the studied communities (Freitas 2005). The design and implementation of an adequate media-facilitated intervention- and mobilization strategy is a challenge that exceeds by far the provision of access, the selection of the right communicative applications and the development of adequate software to be used with them.

Last but not least, it demonstrates the productivity of a cooperation between scholars and activists in bringing together their respective skills and motivations, for the purpose of social change amongst youth of some of the most disprivileged segments of urban Brazil. These reflections I will link to comparable, research-based insights made in other parts of Brazil and in Kenya, Zambia and Sierra Leone on occasions of two dozen filed visits between 2004 and 2017.

**Teaching Gender & Islamic Cultures through University-Society Partnerships- Dr. Therese Ann Saliba**

This presentation will discuss a series of workshops for K-12 teachers on “Islam, Gender, and the Middle East in Global Context” held in Western Washington state. The workshops were a co-creation of two college professors, who were joined by members of the Muslim community; the Masters in Teaching program, which provided certification hours for teachers in cultural competency; a community activist/organizer who engages in international work with refugees, and the Office of the Superintendent of Public Instruction in Washington State, which helped publicize the workshop. The workshop was designed to promote cultural competency in teaching on the Arab world and Islam, as they relate to questions of gender and contemporary politics of the Middle East.

At this critical historical juncture, in the wake of the “Global War on Terror,” with an unprecedented global refugee crisis particularly from Muslim majority countries, Muslims remain among one of the most misrepresented and misunderstood groups, contributing to rising Islamophobia and intolerance across the world. According to a 2010 Pew Research survey, most Americans say they know little about the Muslim religion and its practices, and about the Middle East as a significant region in the world. Moreover, there have been reports of rising hate crimes and intolerance against Muslim students, particularly in US schools and universities. While critiques of gender practices within Islam are legitimate, they are often invoked to further fuel anti-Muslim rhetoric and policies, with disregard to the range of perspectives and organizing offered by Muslim women themselves.

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This presentation offers a fruitful model of University-Society partnership that brings together the academic, Muslim, activist, and teaching communities to spread more understanding about Islam to achieve the following goals:

- ☐ ☐ To promote cultural competency in teaching on Arab & Islamic Cultures
- ☐ ☐ To introduce teachers to the historical foundations and cultural diversity within the Arab and Islamic worlds
- ☐ ☐ To understand the role of Islamic politics in current world events
- ☐ ☐ To understand the experiences of girls and women in Islamic cultures
- ☐ ☐ To enhance our work with Muslim students and families
- ☐ ☐ To share resources related to Arab & Islamic cultures
- ☐ ☐ To encourage integrating this knowledge into our own teaching in a way that builds cross-cultural understanding and challenges stereotypes of Arab & Islamic cultures—both in this critical region of the world and in our own communities

The workshop was structured to link the University/College with K-12 teachers, and included a very popular roundtable discussion with local Muslim parents and youth, particularly mothers and daughters, discussing the stereotypes and challenges they face in school and in their communities. It also included a presentation/discussion by a Seattle organizer and activist who has been providing humanitarian, legal, and health aid to refugees in Jordan, Greece, and Macedonia. The workshop was free and open to all interested teachers and community educators, and included a complementary Middle Eastern lunch, along with a number of teaching activities and resources. It was offered on four different dates over a 3-year period at three different sites, and was made possible by a Henry Luce Foundation Educational Outreach Grant to *The Encyclopedia of Women & Islamic Cultures* and by the support of The Evergreen State College and the University of Washington, Bothell,

Moving from the regional and US national context, this presentation also aims to address some global initiatives that co-create knowledge, and seek to teach tolerance and understanding of Muslims and Islamic cultures and communities—one of the critical challenges facing our society and educators today. This model effectively links academic with community-based knowledge, and reaches out to those who are educating our children for greater societal transformation.

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**University-Society Partnership: A Case of University Extension Education Program for Farming Communities in India- Mr. Uttam Kumar Sahoo**

In contemporary era, partnership of knowledge exploration between university and society can play a pivotal role in resolving multiple societal challenges. In this context, the present paper highlights the model and impact of a university extension education program in agriculture sector; which has a focus on solving the different challenges of farming community. The extension education initiative of a state funded public university –Orissa University of Agriculture and Technology (OUAT) not only disseminates knowledge to the farming community; but also contributes to the university research system for finding solution to the farmer's problem. It operates by the principle of university-society partnership and teaching& learning by doing. The extension education program is involved in knowledge exploration and co-learning with farming community through a network of Krishi Vigyan Kendra's (KVK) in different agro-climatic zones of Odisha. Through these KVK's, the university organizes training program for capacity building of multiple stakeholders(such as -field functionaries of agriculture department, farmers, school dropout rural youths and members of non-government organisation)in the farming sector. The university organises large scale front line demonstration of best agricultural practices on agriculture and latest technological advancement in farming sector; collects and analyses soil and water samples in different agro-climatic zones to help the farming community. Also, for providing agricultural inputs, technology and knowledge upgradation of farming community the university has developed a single window delivery system –i.e. Agricultural Technology Information Center (ATIC). In addition to this, the University Extension Block Programme (UEBP) carries out field validation of new technologies in agriculture sector, farm advisory services and identification and documentation of farming problems. Importantly, as a part of academic pedagogy of the University, the UEBP programme also facilitates Rural Agricultural Work Experience for students. During last forty two years of its establishment, these multiple initiatives in higher education program by OUAT has helped to meet the need of trained manpower in agriculture sector, in the state of Odisha. These initiatives have enabled significant growth in agricultural production and productivity levels. Essentially, the adequate availability of food grains is also helping to meet the challenges of food insecurity in the state.

**Volunteer Engagement Model for enhancing the Social Mission of higher education in Urban area- Mr. Salim Jafri, Dr. Aswathy Pillai**

In India, many of the higher education institutions (HEI) are situated in heart of cities or nearby cities. These cities are also quite often blessed with many industries where a large number of professionals with cutting edge education and experience work. On the other

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side students from different parts of the country and outside pursue their education in these institutions. What is shared by many students in these institutions and the highly educated professionals in the industries is that a social consciousness and urge to contribute to the society.

Though community engagement of HEIs has been a much talked about concept in the higher education sector, the same is limited to occasional visits, short term engagements and researching various issues in the community by the students, a long term engagement aiming at sustainable results are very few. Many professionals are willing to share their skills and experience for social uplift and use their spare time for engaging with students in the nearby area. Many industries and corporate are willing to participate in social engagements of higher education through their Corporate Social Responsibility initiatives and other staff-social engagement programs. A collaborative potential of engaging students, volunteers and the industry expertise is hugely under-utilised in the country. The missing link across these parts is an interconnecting agency between professional group or industries and their related academic counterpart. By Volunteer Engagement Model discussed in paper, a group of volunteers from the industry and the community form an agency and collaborates with a HEI to develop a community engagement plan by matching the expertise of the volunteers and needs identified. In this process the entire system of HEI including the formal as well as informal spaces available for community engagement by the students and the faculty members in the HEI become open for collaborating with the agency in bringing sustainable results. In the process the agency maps the skills and experience of available agency volunteers in line with institutions academics to improving their academic content and exposures. The agency also deploys guest professionals or academicians based on availability and needs for the intervention. The agency forms long term bonding to institute and also may contribute or channelize donors for improving institute infrastructure or sponsor various academics and related programs.

By this model, the participating agency is benefitted by enhancement in communication, presentation skills and academic interaction of its volunteers. The agency also helps the volunteers to utilise time of the participating volunteers in social engagements to enhance the quality of education. The students and teachers of the participating institution is exposed to larger avenue of careers and updated professional contents. This will have higher impact than the existing industrial project work as the students are exposed to larger spectrum of industries prevalent to today's scenario.

Mumbai Education Research Innovation and Training (MERIT) is a group of volunteers working in Mumbai, primarily working on enhancing the quality of education in Low Fee schools in Mumbai. MERIT is currently functioning as a Field Action Project of School of Social Work at Tata Institute of Social Sciences (TISS) where the faculty members and

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students are integral part of designing and rolling out the intervention programmes in the schools. Further MERIT provides opportunity for the students of TISS to undertake their weekly fieldwork thereby providing learning opportunities for the students by contributing to the engagement of MERIT in the intervention schools. MERIT volunteers engage with students through science lab project, career and motivational classes etc. MERIT also engages doctors and experts in counselors in improving health, hygiene and related medical & mental health issues. Additionally MERIT promotes overall development of children by engaging artists, musicians and martial art experts etc again mobilised as volunteers. MERIT formed as an agency of volunteers with varied skills and expertise integrates the social mission of the partner institution (TISS), create learning opportunities for students and improve the quality of education in the schools where interventions are held as a Community Engagement Model.

**Session 1**

**Venue: Library Conference Hall**

**Time: 2.00 pm- 3.30 pm**

**Co-Learnings – Innovative and Critical Pedagogies**

**Liberal Arts in India: An experiment by Ashoka University- Ms. Harshita Tripathi**

Liberalism in our country is associated with the Fundamental rights enshrined in our constitution and we feel empowered to have those. However, liberalism in education is an unheard concept in India. The option to explore various subjects and have multidisciplinary approach is perhaps a western education formula which never existed in our education system. As suggested by various committees post independence, from Radhakrishnan committee to Kothari committee; we have been following the model of 12+3+2 education system. In this model one chooses a particular subject post secondary education and excels in the same pursuing higher education.<sup>1</sup> Ashoka University which is established on a collective philanthropy model challenges the status quo of our education model and proposes a multidisciplinary approach towards education.<sup>2</sup> Liberal Arts education at Ashoka University is culmination of science and technology with humanities to address some of the deeper issues of the society and to develop the critical thinking ability of students to pose right questions.<sup>3</sup> This paper explores the development of education model in India and the need of liberal education in the current scenario. In its first part, it deals with the existing models and compare it to the Ashoka model of liberal arts education.<sup>4</sup> It highlights and elucidates the innovative and critical pedagogies which makes it a unique model.<sup>5</sup> The second part focuses on challenges of this new experiment and the collective effort vis-à-vis well established education models existing in our country. In the third part of the paper, there is an in depth discussion on scope and need of



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such education model which impacts the individual and society at larger front.<sup>6</sup> The paper concludes with hope and possibility of several other such courageous experiments in the education sector of our country. The paper is based on qualitative research and any opinion expressed in it is completely personal.

**Learning on Silk Roads: Collaborative Partnerships and Innovative Critical Pedagogies for Studies Abroad- Dr. Hirsh Diamant**

My presentation will explore examples of collaborative learning between Chinese and American students and faculty. Specifically, the presentation will focus on studies abroad of students in Silk Roads academic program and on collaboration between students and faculty of Evergreen State College with Xing Wei College and WuYi University in China.

For centuries, the ancient Silk Roads moved ideas and goods between the great civilizations of Asia, the Pacific Rim, the Middle East, Europe, and the New World. Since pre-history to Genghis Khan, to modern times, the Silk Roads have fostered the development of art, religion, culture, and commerce. The new Silk Road initiative unveiled by President Xi Jinping is developing an infrastructure of railroads and banking institutions with nearly \$1 trillion of government money invested into a project that will be the Silk Roads of 21<sup>st</sup> century.<sup>1</sup>

At Evergreen, students in Silk Roads academic programs, study contemporary and historical Silk Roads and envision sustainable Silk Roads of the future. For over a decade, the Evergreen Silk Roads academic programs provided opportunities for students to travel to Middle East, China, Vietnam, and Japan to experience cultures first hand and to build connections and partnerships with students, faculty, and universities abroad. Central in this work is Evergreen's pedagogy of bridging theory and practice. While studying abroad, Evergreen students engage in service learning; they planted trees in Xian and Inner Mongolia, mentored Vietnamese and Chinese students in American culture and English language, engaged in seminars on Dao Dejing with philosophy students at Zhejiang University, and facilitated skype academic sessions with students in Chinese universities.<sup>2</sup> The development of Silk Roads curriculum at Evergreen was supported by

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<sup>1</sup> Why is China building a New Silk Road? New Economic Forum, retrieved on May 15, 2017

<sup>2</sup> Diamant, Hirsh. "Silk Roads, Service Learning, and Mythmaking" in *Teaching The Silk Road*, A Guide for College Teachers, SUNY Press, 2010, 139-53.

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summer faculty development institutes and by the symposium “Asian Cultures in Secular and Sacred Relations: Past and Present,” at Evergreen in 2009.<sup>3</sup>

My presentation for the Critical Edge Alliance conference will focus on most recent developments in collaborative learning and development of common curriculum between Evergreen, Xing Wei, and WuYi Universities. This presentation will be developed in collaboration with faculty of these colleges and will be supported by students’ papers, art works, and video documentary from our 2017 study abroad trip.

I will illustrate my presentation with examples of successful assignments and explain teaching methodologies that were developed both at Evergreen and in our studies abroad. What emerged from students’ critical reflections about their learning was the unanimous response that meeting Chinese students and working with them on common research projects and presentations was the most important and meaningful part of their experience abroad.

Encouraged by the success of our experiments, we are now developing plans for the 2017-2018 academic year and for our study abroad trip to China and Vietnam in Spring of 2018. For example, we are selecting books and planning common readings and seminars between Chinese and American students for classes that will start in the Fall of 2017. In this way, students will be connected, even before they meet in person. Our goal is to create informal, person to person connections between students and faculty that can last even after our program of 2017-2018 is completed. We believe that through such person to person connection, we can build bridges of cross cultural communication, friendship, and empathy that will foster a better education for the future.

**From South Korea to Western Washington: An Experiment in Intercultural Education-  
Dr. Lori Blewett**

For the past three years, Daejeon University (DJU) in South Korea and The Evergreen State College (TESC) in Western Washington, U.S.A. have collaborated in a unique educational experiment. In this experiment, 14-20 Daejeon students enroll in a full-time, interdisciplinary “learning community program” with 20-26 TESC students. The interdisciplinary programs are taught by TESC faculty in English with the assistance of a DJU faculty member as needed for translation (and increasingly as a co-instructor). This paper describes the history and evolution of this collaborative experiment, its distinct features, and its pedagogical innovations. Using ethnographic, case study research

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<sup>3</sup> Proceeds of the symposium on Asian Cultures in Secular and Sacred Relations: Past and Present, “Save the World in 500 Words: An Exercise in Collective Wisdom,” Evergreen, 2009

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methods, we examine the most recent iteration of the program taught jointly by the authors in Spring, 2017. We ask: What were the challenges and benefits to student learning offered by an interdisciplinary “learning communities” approach to study abroad education? We briefly discuss the program’s potential as a model for other institutions of higher learning.

In 2013 Daejeon University started a new academic unit called, Faculty of Liberal Arts and Global Studies (FLAGS). Their goal was to create a broad Liberal Arts major that would supplement the narrower disciplinary studies that traditionally characterize university education in S. Korea. They imagined a study abroad opportunity as a signature feature of FLAGS. When visiting The Evergreen State College, DJU leaders found staff, faculty, and administrators who shared their commitment to Liberal Arts education and who were enthusiastic about experimenting with a new mode of international study. A primary goal of the DJU-Evergreen collaboration is to give Korean students a full academic immersion experience, not simply an English learning program for Koreans abroad. At the same time, however, the English language proficiency of many FLAGS students is well below the level needed for acceptance and success in a standard U.S. curriculum. Evergreen’s flexible “learning communities” work especially well for meeting these otherwise incompatible conditions. Keeping Daejeon students together in one program alongside a committed set of U.S. students allows for peer support, targeted tutoring, and simultaneous translation as needed, in order to achieve broad objectives for intercultural learning, including the enhancement of cross-cultural communication competence.

Fully integrated, full-time learning communities are the primary mode of instruction at The Evergreen State College. Instead of taking several different classes, students at TESC enroll in a single interdisciplinary class for 16 credits per quarter (the equivalent of four, 4-credit classes at other U.S. institutions). These “programs” as they are called, are team-taught by faculty from differing disciplinary backgrounds. Curricular offerings and teaching partners change each year as faculty design novel interdisciplinary experiences. TESC has hosted three one-quarter DJU-Evergreen partnership programs: *Counter Narratives: Songs and Stories Across Cultures* (taught by professors of Education and Music in 2015); *Essential Ingredients of Intercultural Competence* (taught by professors of Psychology and Sociology in 2016); and *Bridging Cultures* (taught by professors of Communication and Education in 2017).

Researchers and promoters of learning communities have noted,

“...learning communities can offer more: curricular coherence; integrative, high-quality learning; collaborative knowledge-construction; and skills and knowledge relevant to living in a complex, messy, diverse world”

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All three DJU-Evergreen learning community programs have aspired to these goals. One key to the success of these experiments is a pedagogical commitment to de-centering faculty; this is also one of the most intriguing and challenging features of the program. Although students are presented with a complete set of readings, lectures, assignments, and activities, they are also expected to be co-participants in the learning process. They are asked to share their knowledge, ideas, experiences, and perspectives; to be self-reflective and to listen carefully to one another; to be curious and to be critical; to collaboratively generate knowledge inside and outside the classroom and to simultaneously take responsibility for their own learning. For students who are new to Evergreen (including U.S. students) this collaborative, inquiry-based mode of learning is often shockingly different from the uni-directional modes of knowledge transmission they are familiar with. Collaborative models of learning are especially challenging when students do not have many shared experiences or linguistic skills upon which to base their collaboration.

In this paper, we qualitatively examine products of student learning in the Spring 2017 program (weekly photo-voice essays, auto-ethnographies, self-evaluations, and TOEFL exams) and situate student learning in the context of broad program objectives and challenges. Using a case-study approach, we discuss the challenges we faced in creating an effective cross-cultural learning community, some of the pedagogical strategies we used to turn challenges into opportunities for knowledge and skill building, and our assessment of outcomes. We argue that the program generated deep intercultural learning, particularly the development of new intercultural communication competencies. We discuss possible variations of this model that may be viable for traditionally-organized college curriculum.

**Reflective Practices based STRIP Model - Dr. Asawari Bhawe-Gudipudi, Dr. Namrata Kamble, Ms. Priya Singh**

*“We do not learn from experience.....We learn from reflecting on experience.” - John Dewey*

NCERT Journal of Education Bhogayata (2000) asserts that “Reflective practice is required because the teachers of the future should be reflective decision makers in terms of thoughtful persons intrinsically motivated to analyze a situation, set goals, plan and monitor action, evaluate results and reflect on their own professional thinking” (p.117).

Reflective Practice is a method of assessing our own thoughts and actions, for the purpose of personal learning and development. It is highly relevant and helpful towards Continuous Professional Development (CPD). It's also very helpful in teaching and developing young people and children.

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Gosh, 2015, asserts it is not only desirable but almost essential to create reflective prospective teachers who can deal with the complexities of the field of education.

The present paper focuses on developing and testing effectiveness of **STRIP Reflective Model** developed by researchers with an aim to develop and improve reflective practices amongst Professors teaching at higher education institutions.

**STRIP** Reflective Model signifies:

- **S:** Strategies, for reflection,
- **T:** Theoretical background of reflective practices,
- **R:** Reflective Practitioners qualities,
- **I:** Innovations in field of reflective practices,
- **P:** Practicing being a reflective teacher.

The professors of higher education are untrained teachers as B. Ed is not compulsory. It is very important that professors look into ongoing process of teaching practices and make positive changes among the learners. It helps the teachers to become aware of different modalities and instructional learning formats which help them determine success of teaching learning.

In the present action research status of using reflective practices by the Professors was assessed and a model was developed based on the outcome of the survey. The effectiveness of the model was tested by conducting a pre test and post test and determining the 't' value. Apart from this a follow up of the Professors was taken by interviewing them and analyzing their Reflective logs (document analysis) which were maintained by them during the session. The samples included under the study were 30 teachers from MIT College of Engineering, Alandi, Pune. A Multi method approach was adopted by the researcher as the study included survey, product development method and grounded theory. Mixed method design was used as the research included both qualitative and quantitative methods. The research design adopted was convergent parallel design. The tools included open and close ended questionnaire for survey, STRIP model was developed which consisted of modules on Strategies, for reflection, Theoretical background of reflective practices, Reflective Practitioners qualities, Innovations in field of reflective practices, Practicing being a reflective teacher. The module was implemented on the professors for a period of 15 days. From the data obtained the analysis was done to find out how effective the model was in developing reflective practices amongst the

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professors. Along with that to triangulate the findings professors were interviewed and their reflective logs were assessed (document analysis) to find out effectiveness of the STRIP model. The study revealed that the STRIP model was beneficial for the professors and they derived significant value and actively sought out collaboration with peers to help them reflect on their teaching – learning practices. However, some participants struggled with keeping a reflective log and there was evidence of resistance to the training method, particularly from teachers with less expertise. The implication of the study is that reflective practices can make a positive contribution to teacher development on both practical and theoretical level.

Session 2

Venue: Old Conference Hall

Time: 2.00 pm- 3.30 pm

Co-Learnings – Innovative and Critical Pedagogies

Experiencing Diversity and Inspiring Action: Lessons from Community Education on Disability in a Campus Context - **Dr. Madhura Nagchoudhuri, Prof. Srilatha Juvva**

**Background:** The goal of social work education is to prepare a cadre of professionals to be sensitive to the needs of diverse population, who are marginalized and underprivileged such as persons with disability. It aims to recognize and understand the dynamics of social systems and structures and oppression occurring at individual and structural/systemic levels resulting in discrimination, isolation and exclusion. For this, students and faculty themselves need to have an understanding of, and sensitivity towards diversity within the population and the issues that arise in the context of diverse and particularly minority populations. Inculcating empathy and understanding of the situation of persons who are marginalized based on their class, place of residence (urban/rural), language, ethnicity, race, class, caste, sexual orientation, gender and disability is a key requirement. Many of these aspects of an individual's identity are stigmatized and consequently viewed negatively resulting in negative perceptions as well as social rejection of individuals based on such aspects of their identity resulting in loss of self esteem as well as loss of opportunities (Phelan et. al., 1997). While some discussion about stigma and oppression is carried out within the classroom context it is often more theoretical rather than experiential. Co-curricular activities on and off campus provide an important space to provide opportunities for experiential learning to sharpen awareness and internalization of such learnings through a process of reflection and action.

Disability is one aspect of an individual's identity fitting the broader definition provided by Goffman (1963) wherein he defined stigma as an attribute that is “deeply discrediting” reducing the person to a “tainted and discounted” individual. Goffman mentioned three

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major aspects with regard to stigma including bodily or physical deformities, blemishes of individual character and tribal stigma of race, nation or religion. In the case of persons with disability they may be stigmatized and excluded both on the basis of their appearance due to differences in physical characteristics as well as behaviour in cases of developmental disabilities or mental illness, which may be associated with blemishes of individual character in addition to other socio-cultural aspects of their identity where tribal stigma may also be attached.

Within the various kinds of social stratification that exists in a university campus context, one of the least visible groups are the students with disability. Persons with disability themselves are a diverse and heterogeneous group with different levels of functionality and needs that are unique to each person; based on the nature and severity of their impairment as well as the extent to which the physical environment affects their functioning. Therefore developing the sensitivity of those within the higher education system including students, staff and faculty becomes particularly important.

**Process and Analysis:** This paper will focus on one such co-curricular activity which aims at developing an understanding of issues faced by persons with different types of disability, through simulation exercises to facilitate experiential as well as peer learning within the campus community. Through this program community education is undertaken on campus to bring about an awareness of issues of access and exclusion faced by persons with disability. It also sensitizes participants to the diverse needs associated with different types of impairment. Community education fosters peer learning and generates conscious action to facilitate the need inclusion through awareness of the self and the physical and social environment in which the person with disability lives. Each participant is encouraged to introspect and inquire into how they may contribute towards inclusion and accessibility on campus through changes in their own behavior and habits. An analysis of the activities and processes, experiences and feedback of the participants will be presented.

**New Conceptions of Gender and the Quest for Global Equality – what works in the classroom? - Dr. Doris H Gray**

Now more than ever, global collaboration is necessary to the teaching and advocacy of women's rights and gender equality. The new presidency in the US and political trends worldwide make clear that the West is no longer at the forefront of thinking about gender equality.

Hence, genuine partnerships – in which all participants are considered equals – is necessary for the creation of an epistemic community that transcends cultures and borders. Certainly, this equality does not include economic power relationships in which

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the West still dominates. However, economic domination should not translate into intellectual domination – as it so often has in the past.

Conceptionalizing gender and teaching courses on gender requires new thinking and creative approaches. For example, in Morocco, there is a general awareness of gender inequality, there is an awareness of the need for change. However, to date it is not clear what the goals of this change should be, nor the path to achieving them. Further, nearly half of the students enrolled in gender and women's study courses at AUI are men, attesting to the need of including masculinity studies into basic gender studies curriculum.

At the point of this writing, I can offer more questions than answers as I am wrestling how to adapt gender studies to the Arab-Berber-Muslim-Atheist-Jewish-Christian-Moroccan-International student body in my courses. Central questions are:

1. How do we conceptualize equality?
2. What are the benefits of equality in authoritarian societies?
3. How can concepts of equality become inclusive of minorities (especially migrants, refugees), the rural poor, semi-literate populations?
4. How can we develop an egalitarian discourse that is inclusive of all population groups and replace elitist, top-down feminisms?
5. How can we develop project-based learning that allows students to apply concepts directly to the environment they live in?

Living and working in Morocco has demonstrated to me in repeated and unequivocal ways how colonial and infused with privilege discourse within feminist epistemic community is.

### **Structural constraints**

As Director of the Hillary Clinton Center for Women's Empowerment, I am continuously exploring scholarly exchanges and write grant proposal. Almost always, exchange with Western institutions is conceived of sending formidable scholars based in the US/European to Morocco where we host and accommodate them yet in return, our scholars are not offered the same in reverse. That is, we are perceived as "lucky" to have esteemed Western scholars among us but our scholars – even those with degrees from elite universities such as Oxford, Cambridge, Yale etc – cannot be reciprocated.



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The same applies to large grants, even when our applications are considered meritorious, more often than not we are relegated to being a sub-grantee of a Western university.

That is, while we provide “first world” quality scholarly work, our compensation and treatment is that of a “third world” country. I am using this outdated and derisive language on purpose as it illustrates the mentality.

Hence my question: how do we conceptualize and apply equality? It seems that neo-liberal, capitalist or at least materialistic notions infuse epistemic relationships. That is, if we are unequal in economic terms, we are also unequal in scholarly terms.

### **Teaching**

In teaching gender, women’s studies, feminism and masculinity in Morocco, questioning conventional assumptions about gender, the question arises how are we serving our students? One common refrain I hear from my students is that if they internalize the messages learnt in my courses, they become unsuited to integrate into the highly authoritarian, patriarchic Moroccan society. How can they become successful members of a society whose undermining principles they question? I find that we need to equip students with techniques that allow them to adapt and question at the same time.

Over the past few semesters, we have explored innovative teaching methods by combining several classes from different departments and assign projects (i.e. rural health clinic, adult women’s literacy centers, migrant and refugee camps) and encourage students to work in groups, researching these projects and applying theories and concepts learned in class to their project. This collaborative project-based learning allows students a sense of what can be achieved within the constraints of their particular surroundings and develop strategies for social change.

The presentation will elaborate on this innovative teaching methods and offer a basis for discussion on how to improve them.

**Beyond (methodological) Nationalism and Epistemological Behaviouralism: Global Humanities program and Global Health course at Roskilde University, Denmark-  
Dr. Rashmi Singla & Stephen Carney**

This paper aims to illuminate both the challenges and potentials related to two innovative educational efforts at Roskilde University: the Global Humanities Bachelor Program and a Global Health course. Both of these recent initiatives aim to confirm and extend Roskilde University’s long commitment to socially-relevant and critical education, but to adjust that to the new context of increased globalisation and new forms of localisation.

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Whilst many approaches to globalization attempt to explore interconnection and the mutual construction of social life, they nevertheless prioritize particular ways of looking at the world. Moving beyond these, the Roskilde University initiatives aim to center issues of interdependence and epistemological diversity. Here, students are encouraged not only to consider the ways in which a European/ rational / scientific ‘world’ view can lead to personal understanding and societal freedoms but how the production of dominant ideologies contributes to global inequality, social exclusion and environmental degradation. From this position, we argue that the hegemonic role of Western Science defines ‘progress’, ‘justice’, ‘society’ etc. and thereby western knowledge projects in reproducing inequalities (globally). We aim to challenge by including alternative epistemologies and worldviews marginalized by the hegemony of ‘northern’ theory

Similarly, we argue that the methodological nationalism inherent in much social science research overlooks the connections between the internal (subjective and personal) and external (international) dimensions of life’. Though epistemological behaviouralism redresses the division between internal and international it is problematic in regarding different human activities such as migration distinct in themselves and hardly related to other aspects of life. Our initiatives provide a more comprehensive and in-depth understanding of ‘the global’ by moving beyond these binaries and invoking the complex interrelations between diverse aspects of life.

One strategy lies in problem-based project work where the underlying causes of social, cultural and political marginality are viewed as co-constructed. That general orientation is extended in the Global Health: promotion, practice and power course which is framed around a critical conceptualization of globalisation and a contextualization of today’s global health practice. How can those from the ‘global north’ that are involved in health promotion be made aware of their own motivations as well as global inequities and inequalities? Our focus is on how to focus on both sides in the intervention encounter, illustrating how students’ interactive participation is central to opening up a space where issues of power and identity in the encounter of global health interventions can be critically examined and reflected upon.

The course is framed around a critical conceptualization of globalization covering spatial and ideological dimensions (Fassin, 2012). Today’s practice of global health interventions is contextualized with a broad perspective on historical continuity and ruptures: from legacies of mistrust in colonial medicine to postcolonial approaches to mobile professionals. Both sides in the encounter, emphasising ethno- racial representations and the burden of ‘otherness’ are in focus because the interventions influence both the agents of intervention and the targets (Fetter & Walsh, 2012). The course seeks to create a balance between the expert knowledge position and local knowledge systems through a multi-contextual combination of theory and practice. These initiatives include not only the

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global but also the local aspects through involvement of both agents, organisations at diverse level, such as alumni with own experience of North- South encounters, International Development Studies experts, colleagues such as United Nations/ WHO consultants. There is currently a course partnership with the latter.

The paper also includes evaluation of the initiatives, through both online forms and during an oral discussion in the class with all the students and the course teachers. The major challenges of these initiatives are not only intellectual but also institutional. Can we address global problems through rational social science and whose interest and power positions are we centering by putting “the last first?” How to connect this world of critical analysis and the practical world of health promotion? Are localisation processes problematising global aspects?

Lastly, the survival of such alternative approaches is vulnerable as RU normalizes within the landscape of Danish higher education. This creates pressures to register large numbers of students and to prioritize dominant and labor-market relevant content; all of which threatens the possibilities for innovative and transgressive alternative approaches.

**“Immersive Learning in Mental Health”- Mrs. Madhuri Menon, Ms. Smriti Vallath**

Mental health as a profession has a new set of demands today. With the increase in gaps in the development sector world over, issues of health, education, economy, equality, equity and access to resources, have created imbalances between and within societies. The resultant poverty amidst prosperity, poor access to health care, malnutrition and poor scope for sustained employment leading to financial crisis; further increasing the risk of mental ill health (e.g., Mural and Oyeboode, 2004). In fact, a recent report on global burden of diseases has suggested that 13% of DALYs<sup>3</sup> lost for years lived with disability. A meta analysis completed also suggested that over a 100 million persons living in India require systematic care (Gururaj et.al., 2005); although this review has been reported to have methodological issues (NIMHANS, 2016), we can still extrapolate to say that the figure may not be far off from a true estimate. These are indications of a growing need for mental health professionals who can address this need, urgently.

A good mental health system has the responsibility of reducing burden of untreated mental ill health conditions, decreasing human rights violations, ensuring social protection and improving quality of life of vulnerable and marginalized groups; thereby moving beyond care, and integrating mental health promotion and rehabilitation (WHO,2007). A key factor towards providing such services and strengthening systems remain human resources. A powerful tool to address the growing requirement for professionals in the mental health sector has been through the process of professional education. While there are studies on impact of education and various specialized courses, and on adult learning

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process in the organizational settings, there are few studies that focus on the impact of experiential learning at graduate levels.

The Banyan Academy of Leadership in Mental Health is a higher education program that runs in collaboration with Tata Institute of Social Sciences, Mumbai. BALM was instituted to reduce the gap in systems of mental health due to lack of trained human resources. Starting from the location of the campus, which is situated within The Banyan's 'Clustered Group Home' (CGH) program- which offers inclusive living options for individuals with severe mental illness experiencing long term care needs- BALM offers a unique and novel approach to learning to students. The pedagogy of BALM aims at offering an immersive learning program where students learn in and outside the classroom, often by interacting directly with individuals who experience severe mental illness. With education and pedagogy having acquired a great importance in the 21<sup>st</sup> century, the skills, knowledge and attitudes that people bring to their professions determine the value addition they make to organizations. The growth of the knowledge industry and the demand for service and support functions are becoming critical to this process, in order to meet the complexities of today's environments. While the campus promotes this innovation, it is further facilitating by a comprehensive package that targets skills, builds aptitude and encourages the appropriate attitude and practice to mental health/ill-health.

The campus itself offers an opportunity for organic interactions between user-survivors, students, faculty and staff of The Banyan/BALM. The café, recreation spaces and classrooms are open grounds for all to interact without restriction of time and movement to any party.

The BALM program of creating professionals at various levels, either through the graduate program, or through diploma programs in mental health/ community mental health care, is based on evidence based practices. The core foundation of the course is experiential learning which envisages a feedback loop by which experience is acted upon through reflective observation, leading to abstract conceptualization and experimentation resulting in modified practice intervention (Kolb, 2015). This aids acquisition of knowledge and develop those skills and attitudes that would later mold their practice.

The **aim** of this project is to empirically validate the services offered by The Banyan Academy of Leadership in Mental Health (BALM).

**Method:** In-depth interviews and focus group discussions (FGDs) will be conducted with students who have completed a year at BALM, co-sharing the campus with residents who have severe mental illness. The focus of the interviews and FGDs will be to understand user perspectives of this system- gains, disadvantages and challenges.

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**Analysis:** Each interview and FGD will be analysed inductively, keeping in mind the aim of the study.

The results from the study will offer insight into the positive and negative impact of the program, challenges and will elucidate the way forward for higher education centers.

<b>Session 1</b>	<b>Venue: Library Conference Hall</b> <b>Time: 4.00 pm- 5.30 pm</b>
<b>Co-Learnings – Innovative and Critical Pedagogies</b>	

Vocationalisation of Curriculum and Decentralization: a study on how to make education productive and inclusive in Jammu and Kashmir.- **Ms Rabiya Yaseen Bazaz**

Educational discourses can be found in the world of formal education where role of schooling is imperative. Many theoretical paradigms have offered their insights for understanding the role of formal education in society. Education has been couched in a functionalist framework by various thinkers. Emile Durkheim argue that school through it common curriculum inculcates in pupil shared norms and values and skills needed to perform roles in increasing specialized occupation. However, this rosy image of education is often [criticized](#) by Marxist, neo-Marxists and other critical school of thoughts. Samuel Bowles and Herbert Gintis argue that the present education system is characterized by hidden curriculum ((Haralambos & Heald, 2008). However, the role of education as a capability enhancer is largely determined by the type, content and quality of education. Knowledge can be described on the basis of the capability to undertake a task in the production process (Nathan. D & Kumar A, 2016). In any society the ultimate objective of education is that by the end of it all beneficiaries should be gainfully employed. Education without such enabling feature would remain a mean for cultural reproduction and transmission.

### **Objectives**

- i. To analyze magnitude of youth and educational unemployment in Jammu and Kashmir and its impact on the youth of Jammu and Kashmir.
- ii. To discusses some of the challenges of present educational system and how that challenges can be addressed through restructuring of formal curriculum
- iii. To identify some of the important employment generating sectors of Jammu and Kashmir, and their associated skills, which can become the part of formal curriculum and the role of local government, universities and enterprises in implementation and management of these new vocational courses.

## **Methodology**

This paper has used analytical method and the finding is based on extensive review of related literature and government reports. The secondary data is largely collected from various National Sample Survey Office (NSSO) reports 66<sup>th</sup> round (2011-12), Jammu and Kashmir Economic Survey (2012-15) and National Skill Development Corporation (NSDC).

## **Analysis**

The rising educational unemployment in India in general and in Jammu and Kashmir in particular reveals the malaise of education system. The kind of education received in Jammu and Kashmir is not linking people with the world of work. This results in unemployment and underemployment. Jammu and Kashmir, along with Kerala, Assam, Jharkhand, is one among the major states of India where unemployment for educated youth is highest. In Jammu and Kashmir youth unemployment rate (in principal status) is 14.6 percent where as unemployment rate for the educated youth is 23.3 percent and overall unemployment rate of Jammu and Kashmir is 4.8 percent respectively (NSSO 68<sup>th</sup> round, Employment and Unemployment, 2011-12). For long education system in Jammu and Kashmir concentrate on producing citizen who can fit into white collar and government jobs but very few people get absorbed into these sectors especially those with cultural capital. The occupation structure reveals that 60.2 per cent of the people of Jammu and Kashmir are self employed, 19.4 per cent are casual laborers and only 4.2 per cent works as regular salaried employee (NSSO 68<sup>th</sup> round 2011-12, Informal sector and condition of employment in India). Further, nearly 72 percent of the workers of Jammu and Kashmir are working in informal sector where working conditions often remains poor. Unemployment and underemployment have increased frustration and alienation among youths in Kashmir and is causing their marginalization. In order to restore credibility of the education system it is essential to link education with the world of work such link can be established by changing educational design and practice. Kashmir art, tourism, handloom, power can become employment growth engine for Kashmir, but under the existing centralized curriculum very less knowledge is provided regarding these traditional sectors (NSDC, 2013: Report of Expert Group on Employment in J&K, GOI, 2011: J&K Economic Survey, GOI, 2013-14).

## **Conclusion**

While concluding it can be said that one of the cherished goal of education is to link people with employment. However in Jammu and Kashmir this linkage of education with work seems missing. Today, we need more broad and organic approach to education which would enable educated youth to solve complex array of problems they face in the

modern world. In the absence of privatization and industrial base focus on traditional economic sectors and imparting knowledge of these sectors in school curriculum is highly recommendable. In the atmosphere of armed conflict educational unemployment among the youth can further accelerate social crises of the society. Vocationalisation and decentralization can address the issue of structural inequalities by making education more productive and inclusive. It can also mitigate conflicting situation in the state by providing youth a descent job and a descent life free from poverty, unemployment, atrocities and deprivations. Decentralization and vocationalisation will certainly pave for social development and empowerment of the masses especially of deprived and marginalized categories of Jammu & Kashmir. It will also increase participation of people in the democratic and national building process.

A study on new age organisations focusing on building employability skills in college students- **Dr. Satarupa Dutta, Dr. Shalila Raj, Dr. Pooja Sharma, Ms. Shruti Shah**

### **Employability: The Concept**

Employability has been defined by different scholars as the ability to find an initial employment and remain employed (Hillage & Pollard, 1998; Padmini, 2012). The concept of employability encompasses knowledge, skills and personal attributes which enable a person to acquire as well as sustain in a job (Sumanasiri et al., 2015). Different studies and frameworks have identified that an individual's employability is affected by various external and environmental factors as well (Knight & Yorke, 2002; Ssekasi & Wright 2013; Gowsaliya & Kumar, 2015).

### **Higher Education and Employability**

In the last few decades, the goal of acquiring higher education in India has undergone a major transformation. More and more students aim to pursue higher education with the demand for better job opportunities. In response to these demands, the higher education system has undergone a change and has become more specialized and complex. New and dynamic educational practices, pedagogical nuances and research interests have influenced knowledge production in universities across the country. However, not all developments have been in the interests of the students or the potential employers.

In 2014, the Indian Employability Survey conducted by the British Council revealed that only about 14 per cent students from Indian universities are considered suitable for jobs. It is also reported that 51 per cent companies hire only from the top 20 Indian institutions. Another report by Aspiring Minds on national employability published in 2016 stated that more than 80 per cent engineers in India is unemployable (Banol, 2014; Remya, 2014; Laha, 2016). Clearly, there is a wide gap between the skills acquired by the job aspirants

and expectations of the employers. Limitations in the current system of classroom based knowledge delivery is often insufficient in developing employability among students.

### **Students' Employability: Emerging Trends**

In recent times, a new set of organisations are emerging in different cities across India with the goal of improving students' employability. Their focus is to improve the students' skills, personal and interactive attributes as per the employers demand. They use various individual assessment methods to measure the capacity of the students and offer trainings through workshops. The existing literature does not adequately address the role of these organisations. Therefore, the present study explores the position of such emerging organisations in imparting employability skills to college students.

### **Methodology**

The study aims to identify the scope of these organisations in bridging the gap among education, skills, and employability considering the local as well as global contexts. We propose to develop case studies of four organisations in the different Metropolitan cities of India who offers training programs with a focused approach on improving employability. The objectives of the study are

- To understand the structure and functioning of the organisations
- To understand the methods of skills assessment by the organisations
- To evaluate different tools and techniques used by the organisations to improve employability and leadership skills in students
- To understand the students' perspectives on the effectiveness of the training programme in improving their employability
- To analyse the scope for partnerships between these organisations, higher education institutions, employers, and community

The study proposes to use mixed methods for data collection. Interviews will be conducted with the different stakeholders of the organisations and questionnaires will be distributed to the students.

### **Pilot study and findings**

A pilot study was conducted in an organisation, which was established in 2015 and currently working with 600 students across 20 colleges in Mumbai, Navi Mumbai and Thane. Their focus is on individual skills assessment and skill building training to improve employability among college students.

The major findings from the pilot study shows that

- there is a disparity in the skills imparted through formal education and the expectations of employers.



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- the awareness level among students on employability skills is inadequate.
- the priority focus of formal educational institutions is on admission.
- the students felt the need for skills training courses.
- the private educational institutions are supportive of such initiatives.
- there is inadequate support from government aided educational institutions.

### **Implications of the Study**

The study will broaden scope for the collaboration between various educational institutions and skills training organisations. It will help to inform and influence the policy decisions on quality education and curriculum development for higher education.

### **An Analysis of the Technology Acceptance Model in Understanding University Academics' behavioural Intention to Use E-learning.- Mr. Ibrahim Tanimu Adamu**

In relation to technology acceptance, many African countries are lagging behind especially in using e- systems of teaching, learning and research. Technology has had a great impact in the field of education and has received considerable attention in recent years. More and more schools are filling their classrooms with computers. Technology entails using computers and advancing technological discoveries to create more in depth learning within and outside classroom. The purpose of this study is to identify the level of technology acceptance among academics of Nigerian Universities with special emphasis on e-learning adoption. A number of efforts are now in place to motivate and encourage teachers to utilize the modern technology in Nigeria. However, few researches were undertaken to measure the level of e-learning adoption by university academics. The population of the study consists of all academic staff of universities in northern Nigeria. A sample of 200 academics took part in the study. The structural equation modeling (SEM) technique was employed to explain the adoption process. The general structural model, which includes e-learning self-efficacy, subjective norm, system accessibility, perceived usefulness, perceived ease of use, attitude, and behavioural intention to use e-learning, was developed based on the technology acceptance model (TAM). The findings revealed that the level of technology acceptance among the respondents in terms of awareness and motivation, training, supports and facilities was generally high. Despite this positive acceptance of technology, teachers' readiness for the use of e-learning in teaching and learning processes was found to be at average level.

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**Provision and Management of Technical and Vocational Education and Training (TVET):  
An Economic Empowerment to Rural Dwellers in North-West, Nigeria- Mr. Kabir  
Umar**

The need to empower people through Technical and Vocational Education and Training (TVET) means that proper planning must be done, adequate facilities, equipment and other materials must be put in place and effective management be ensured so that the stated goals will be achieved. Beside the provision of technical knowledge and vocational skills necessary for agricultural, commercial and economic development, TVET also aims at giving training and imparting the necessary skills to individuals for self-reliance economically. This paper looked into the relevance of TVET in improving the lives of rural people (men, women) in North-West, Nigeria. It highlighted some of the economic and educational problems of rural dwellers and the challenges of TVET's implementation in rural areas of North-West, Nigeria. The paper suggested some strategies to be employed to effectively provide and manage TVET for employment generation and economic development of rural people in North-West, Nigeria. In addition to proper planning and adequate financing of TVET, the paper recommended that Vocational Enterprise Institutions (VEIs) be established in rural areas and equipped with trained vocational education instructors and facilities to enable rural dwellers acquire relevant technical and vocational skills necessary for their economic empowerment. Also, governments should encourage the acquisition of technical and vocational skills by giving free capital to all graduates of VEIs and patronizing their products.

**Countering Hegemonic Practices: A Feminist Research Methodology-Ms. Dipannita Bhattacharjee**

Traditional approaches to social science aim at maintaining the existing status quo. Understanding of what constitutes social problems, and subsequently developing research methods to deal with them have been done by persons in locations of power (Smith 1977). Since it is largely men who are in positions of authority, there is a distinct andro-centric bias in the study of social sciences, and in the very process of production of knowledge. Women are virtually absent from positions of power, and are rendered invisible through the frames of reference used by researchers to understand their lives (Acker, Barry and Esselvelld 1991). Thus arises a need for developing practices that are not just anti-oppressive, but emancipatory in nature. Such radical practices, such as feminist research, have derived from and have aligned with the political aims of contemporary social movements.

Feminist research acknowledges that gender is central to constructions of all social relations, thus making individual women's lives as a problematic (Hartstock 1978). It comes down to three basic principles: "research should contribute to women's liberation through producing knowledge that can be used by women themselves; it should use methods of gaining knowledge that are not oppressive; and should continually develop a feminist critical perspective that questions dominant intellectual traditions and can reflect on its own development" (Acker, Barry and Esselvelld 1991). Feminist research attempts to subvert power structures engaged in production of knowledge by questioning the exploitative nature of the natural science model of doing research that renders the participants as mere objects. Instead, feminist research focuses on the presence of situated knowledges, and participants enter the research process as active subjects.

As stated by Shulamit Reinharz, 'feminism supplies the perspective, discipline supplies the method, and feminist researcher resides at their intersection'. Feminist research employs a wide variety of methods and tools, often for the same study, signifying the plurality of feminist methodology. It is important to understand that no method is inherently feminist in nature, but becomes so in the hands of a feminist researcher. Since the researcher is part of her own research, reflexivity is an important component of this process where she is continuously interrogating her location as a feminist and a researcher, and engaging with the boundaries of multiple identities and roles. Understanding that most research processes are exploitative (Wolf 1996) due to objectifying the research participants, feminist researchers strive to be aware of their own

positions of power in their dialogue with the subjects of research. Most feminist research methodologies are also marked by openness to adopting fluid research designs, where the research process is informed through interactions with the participants. This paper talks about the components of feminist research as a critical pedagogy, and its importance in understanding marginalities.

### Curriculum Building and Training in Child Protection: A Participatory Model - **Dr. Mohua Nigudkar**

Issues pertaining to children has usually been among the neglected areas in the development sector. Adult apathy, domination, powerlessness and young age of children render a large number of child vulnerable to neglect, abuse, violence, and exploitation. As per the Annual Report (2015-16) of the Ministry of Women and Child Development, Government of India, “19% of the world’s children” reside in India. Within the country’s population, around “440 million young persons in India is below 18 years”. Further, the Report also states that as per estimates, around “170 million or 40 per cent of India’s children are vulnerable or experiencing difficult circumstances characterized by their specific social, economic and geo-political situations”.

<http://wcd.nic.in/sites/default/files/annual-report-2015-16.pdf>. Moreover, trained social workers working with children are few vis-à-vis the number of children requiring care and intervention.

Considering the urgency of the situation, over the past few years, there have been notable changes and developments in India within key child related areas such as child protection, child rights, missing children, prevention of child abuse, and juvenile justice. This has accelerated the need for enhanced training and capacity building of diverse stakeholders (police, legal persons, government officials, social workers, volunteers, counsellors, adjudicating bodies, etc.). The purpose of training has been largely towards perspective building on child rights, child protection, generating awareness about the newer developments, review of policy and practice, and upgrading of skills.

The University (Tata Institute of Social Sciences) has received invitations from Government Departments of some States, UNICEF, NGOs and civil society organizations to collaborate towards designing customized curriculum, conducting training programmes, and creating relevant Manuals and Modules for this specialized field of working with children. Through a process of different kinds of participatory training programmes and collaboration, the University has been engaged in the above. The endeavour is towards creating a cadre of well-informed and responsive child protection workers across different levels of stakeholders. While such trainings do not necessarily lead to a University degree, nonetheless, they are much needed as it meets the immediate

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field requirements and enhances quality of work in the child sector. It also provides participants a platform to share or reflect upon their work experience, exchange ideas, and obtain newer learnings and insights. Such training programmes also helps the University faculty facilitators to update their own understanding of contemporary field realities, and accordingly revise the university curriculum to make it contemporary and relevant.

The main aim of social work education is to develop within students/learners the appropriate knowledge, attitude, and skills to respond to social issues and work towards mitigating them. While formal degrees, diploma, certification in education, have their own value and cannot be diluted, all practitioners/social workers/volunteers/civil society may not get an opportunity for full time education in Universities. Further, sometimes, their educational degree and what they have learned may not completely match with their work requirements. Thus, there needs to be a simultaneity of educational processes that can meet diverse learning needs, both formally and informally. Field-based collaborative or extension work ensures that the University facilitates knowledge and skill building, strengthens praxis, encourages creativity, and works towards greater synthesis of ideas and experience. It also reduces the perceived ‘gap’ between academic knowledge and field practice.

This paper will analyze 1-2 participatory training models that have been designed for the above purpose and highlight some of the processes through which training curriculum, manuals and modules related to child protection have been prepared. The paper will also dwell upon the basic principles of adult learning and participatory training within which such training models are located. Finally the paper will include reflections on the author’s own involvement, insights, and learnings on participatory training.

**Learning Gender Teaching Gender: Feminist Pedagogies and Current Challenges-  
Dr. Shewli Kumar**

With an increasing globalising world there has been a slow influx of the idea of ‘employability’ as the first priority for any educational program. In India the economic policies continue to perpetuate this paradigm and the thrust is to promote an educational process which is based on ‘learning without thinking’ . Critical to this process is the pressure to co-opt women’s movements towards ‘growth-oriented’ strategies rather than strategies for critical thinking and analysis, collective mobilisation and social transformative engagements.

Whilst teaching gender, the challenges in India is to enable learners to not just understand the core ideas of feminist analysis and practice but to embed this learning beyond the liberal, Marxist frames towards a South Asian feminist framework. When I began my

journey into activist/academic engagement I understood that in India feminist learning and teaching has to move beyond just a simplistic gendered understanding towards a deeper understanding of oppressions arising out of caste, ethnicity, religion, culture, disability and class. In the kind of diversities where women in South Asia are located such an understanding will lend greater depth to analyse how globalisation and free trade agreements impact and create enhanced forms of oppression and marginalisation for women and men of such communities. It needs us to develop capacities to critique the imperialist encroachments in economies within countries and their impact on these marginalised communities by pushing them into the informal economy and thereby embedding newer patriarchies within and outside the household.

This paper will comprise of three parts, the first one being a theoretical understanding for feminist analysis in India from a gender and intersectional perspective, the second being the curriculum and pedagogy in the social work programme wherein these are discussed, debated and engaged with students and third being the reflections and learnings as well as the reflexivity of the teacher in her engagement in class and field. The paper aims towards building further insights into emerging feminist pedagogies for teaching, research and practice, which locate the concrete and lived realities of such marginalised communities, the process and methodology of analysis and most of all the process of empowering young people for anti-oppressive feminist practice which enables them to locate the specificities of these women and their communities.

**Reconciling Pedagogy: Improving Maternal Health of Korku's in Melghat Tiger Reserve of Maharashtra- Mr. Nitin Ganorkar**

This research is based on author's field engagement, this paper highlights on Illiteracy, ignorance of health realities and blind faith on '*Padihaar*' / '*Bhumka*' (traditional doctor) and '*Zola Chaap*' (fake doctors) innocent Korku tribal children led to the valley of death every year. The community historically inhabited in Melghat Tiger Reserve (MTR) of Maharashtra State in India is known as dark spot of maternal deaths and hub for child deaths due to Malnutrition. Poor health services, failure of administration and policy implementation, least accessibility of resources are the major affecting factors. It is high time to effectively sensitize the community by adopting the community acceptable scientific pedagogy. Villages inhabited in core area of MTR are far away from modern connectivity facilities. In contemporary era Korku's are victim of commercialization leads them for seasonal migration. They hardly get pure drinking water, enough hygienic food. This research deals with to introduce innovative formal pedagogies for creating health awareness among the Korku indigenous. The research reflects quantitative and qualitative framework using interview schedule, in depth interviews of antenatal (ANC) and postnatal (PNC) mother, and observations in research field and Public Health Centers (PHC). Interviews were conducted with health professionals. Research recently

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conducted in two villages Dhakna (Chikhaldara Tehsil) and Zillangpati (Dharni Tehsil) from June, 2014 to August, 2014 (total sixty one days). The research data collected by adopting Purposive Sampling technique by interviewing one hundred and sixty respondents from both the villages. Statistical Package for Social Sciences used to analyze the data in graphical and table forms. Major findings are Korku community is literally excluded from health facilities, education, and basic livelihood rights. The doctors and other health professionals should belong to the tribal community. The policy campaigning in Melghat should be in local language with local community faces.

Community co-learning initiated through informal education by using pictorial pedagogical pattern which is one of the convenient and influential way in countryside area like Melghat. To the outsiders Korku called them as '*Jangadee*'. The history speaks, for Melghat tribal community it is very hard to trust upon outsider; they avoid adopting the maternal health services from PHC. Pregnant Korku woman hesitate to come in front of outsider health professional for delivery, they are more comfortable with '*Daai*' (midwife from community) for home delivery. Korku dumps infant umbilical cord in own courtyard is also another reason to refuse the institutional delivery. The innovative pedagogies can effectively penetrate in the community with the help of '*Aala Patel*' (a community accepted leader), who is nowhere found connected to health services in MTR. The community never crosses the word of Aala patel. On the certain occasions own lingual pictorial informal pedagogies surly help to bring drastic change in Korku's maternal health.

**GAP Labs- Ms. Tehmina Sabuwala**

One-sixth of humanity continues to struggle daily for survival. Their extreme poverty is so forceful that it literally kills. It continues to kill by the millions each year because extreme poverty deprives people of access to the most basic tools for staying alive. (Jeffrey, 2005). Addressing poverty effectively has been a challenge for many nations and there are many reasons for this challenge from different geographical regions, corruption, health, lack of good governance etc. In every society, there is social inequality which creates social exclusion. This inequality is caused because of various factors such as social, economic and political dimensions. While, the state centric approach to poverty though various poverty eradication programs have brought is limited and unstained results world over, micro initiatives at local levels do not offer the scale and proportion to make significant improvement in the conditions leading to poverty. Poverty will not be ended by sheer will power alone. It will not even be ended by ethical commitment alone, though ethical commitment is essential. It will be ended by bringing the best of our thinking and the best of our science, together with ethical commitment to attend to the very great

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problems of the world. It will require the thinking of scholars and scientists and committed practitioners from across the range of human knowledge. (Jeffrey, 2005).

Thus, Global Action on Poverty (GAP) is one such organization run by Head Held High Foundation which brings different partners and service providers involved in funding, volunteering, research, design, legal, communication and much more to help Changemakers to accelerate their process to scale up and eradicate poverty. Annual GAP summits connects Changemakers, catalysts and mentors from all around the world to operationalize their ideas into actions.

One of the innovative models initiated by GAP is GAP Labs where they have co-created space in academic institutions for Changemakers to engage and synergise their ideas with the researches in the field and try out successful models. GAP Labs are expected to function as a networked system of “Centres of Expertise” fostering close collaboration across multiple disciplines to come up with innovative solutions faced by the Changemakers problems thereby co-creating spaces for research – action praxis. These solutions are brought by accessing empirical knowledge and research outcomes and implement into real life situations faced by the GAP Changemakers.

The paper elaborates this innovative model of ideation curation and operationalisation of the research – action praxis through a nexus of Changemakers, corporates, academic institutions and supporters.

**Session 2**

**Venue: Old Conference Hall**

**Time: 9.30 am – 11.00 am**

**Co-Learnings – Innovative and Critical Pedagogies**

**Critical Media Pedagogies through Web Archives- Prof K P Jayasankar, Prof Anjali Monteiro Mr. Faiz Ullah**

Emerging discourses within media education point towards participatory approaches that rethink the space of the classroom as an enabling and open-ended terrain for students to engage with new media environments and the world outside (Jenkins, et al, 2009). This paper discusses a pedagogical initiative that seeks to provide opportunities for students use the documentary form to explore the city, located within the context of on-ground struggles for social justice. This initiative also uses the potential of the Internet by placing documentary film within an inter-textual frame, in conversation with text, news, music, interviews, and photographs. The project, entitled the *DiverCity Web Archive*, housed at the Tata Institute of Social Sciences, focuses on addressing the erasures of communities, spaces, events and phenomena that underpin the prevalent notion of Mumbai as a world



class city. This politics of forgetting, from the rewriting of events like the 1992 violence to the reconfiguring of spaces such as the mill areas of Girangaon, requires the deployment of history and geography in the service of a homogenised, sanitised imagination of the city. The DiverCity Web Archive attempts to counter this forgetting. It seeks to generate and draw on a range of resources to remember, explore, and evoke alternative experiences and narratives of the city. The archive presently has four sub-archives: *Remembering 1992* (<http://mumbairiots.tiss.edu>), *Mill Mumbai* (<http://millmumbai.tiss.edu>), *Castemopolitan Mumbai* (<http://castemumbai.tiss.edu>) and *WasteLines* (<http://wastemumbai.tiss.edu>). Focusing on the 1992 Memory sub-archive, this paper will discuss the process of its collaborative creation with young citizen students, attempting to explore the political significance of such documentary initiatives, in a context where forgetting has meant the denial of justice. The process of reconstructing this erased recent past through the documentary also offers possibilities for interrogating the act of representation and the partial nature of truths, affirming the understanding that 'looking' is a 'historical act' (Rabinowitz, 1993). The paper also discusses the possibilities of such documentary-based web archives, in terms of the space they provide for resisting regimes of censorship and control in the digital age. The paper will be illustrated with material from the film series 'Remembering 1992' and the website <http://mumbairiots.tiss.edu>.

### Continuity and Change in Critical Pedagogies and Co-Creativities at Roskilde University- Dr. Johan Fischer, Dr. Lasse Koefoed

This paper discusses innovative pedagogies at Roskilde University. At Roskilde University teaching and pedagogical foundations are research-based, problem-oriented, interdisciplinary and student-driven. At the heart of these approaches are student-driven project work and the combination of various learning concepts that together provide a foundation for consistent pedagogical practices strongly supported by the educational structure and the academic profile of the university. This paper discusses how challenges to the teaching at Roskilde University have helped develop new research-based pedagogies without compromising key pedagogical principles. More specifically, we discuss successful initiatives at two MA programmes: firstly, drawing on action/participatory research a course taught in Geography/City, Plan and Process takes place in the socially exposed area Nordvest outside central Copenhagen. Local planners and organisations present students with problems and challenges and parallel to this students take a fieldwork course. Students present theory development and practical solutions to local stakeholders. Secondly, we discuss the Edited Book Project as taught in International Development Studies. A group of students write chapters within a common theme (informality, for example), resulting in an 'Edited Book' as their shared product. This project is an opportunity for students to write shorter academic texts that fit the

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overall theme and progression of the Edited Book and the academic expertise of supervisors. Both teaching initiatives have been successful in two respects: firstly, they have inspired research-based innovation to ensure synergies between teaching and research and, secondly, they have combined theoretical/methodological learning with practice orientation.

**The Spring Project: Stories in Pedagogical Practice- Ms. Ryan Ariel Fazio**

The Spring Project is a short paper presentation exploring the role stories might play in transforming educational spaces into community spaces. The significance of stories, as a sharing of experiences and unique perspectives of the world, occupies a devalued position in pedagogical practice. Rather than vying for attention among the many assignments and class materials, the craft of relating personal experience is expected to take place outside of the classroom and class time, often outside of academic pursuits all together. I am interested in how understanding education as an opportunity to come together in communal and political ways can be fostered and maintained by emphasizing the craft of storytelling and the art of relating narratives. Reconceptualizing the aims and values of education in order to elucidate its moral and political nature provides avenues for seeing beyond a traditional understanding of education as either a means to skill acquisition or the creation of a well-reasoning autonomous being. The Spring Project asks, “how might relating experiences within the classroom foster dispositions of social embeddedness; how can we come to view time spent within the university as time spent within society; and how does emphasizing dialogue as acts of self-articulation lead to the communal and social values necessary to a stronger public realm?” Drawing on narrative, research in critical pedagogy, philosophy of education, and a number of poems and art pieces, The Spring Project presents a student perspective on how these questions might be answered.

**Participatory Approaches in Livelihoods Learning and Action: A Pedagogy for Grassroots Innovation- Dr. Swati Banerjee**

Participation and empowerment are considered to be key drivers for social change and transformation. It helps in eliciting the experiences, views, aspirations and struggles of local communities in decision making processes. A lot of supposedly good planning fails to create social impact at the grassroots essentially because of the top down approach in planning where there is no ownership by the local people. Alternative ideas and initiatives in development and development practice have therefore started experimenting and implementing participatory methodologies in various forms. Participatory methodologies involve a dialogical process between theory and action; and are rooted in the construction and deconstruction of power.

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This paper focuses on ‘Participatory Livelihoods Learning and Action’ which has been conceptualized as an innovative methodological paradigm in livelihoods enquiry and transformation for students and development practitioners working in the field of livelihoods practice. It is an attempt at people centered knowledge generation towards theoretico - practice pedagogical transformations leading to grassroots innovations, where grassroots innovations are understood as community led understanding and solutions for sustainability. It draws from the livelihoods discourse; participatory methodologies and gender, intersectionalities and social exclusion discourses. The underlying principle is to help practitioners and students to critically appraise the politics of participation and empowerment; and simultaneously the applicability of participatory action approaches especially in the context and dynamics of marginalities and inequity in access and control of resources of the poor and marginalized communities. ‘Participatory Livelihoods Learning and Action’ pedagogies exposes students and practitioners to diverse tools, approaches and its applications in participatory livelihoods analysis and planning. The attempt is to repoliticize participation in livelihoods transformation. The paper also draws from practical experiences and complex challenges of the author in implementing this pedagogy at the grassroots; aiming towards a process of collective knowledge building and an attempt to translate the dynamic idea of empowerment to practice.

**Session 1**

**Venue: Old Conference Hall**

**Time: 11.30 am – 1.00 pm**

**Co-Learnings – Innovative and Critical Pedagogies**

**Role of Quality Teaching In Social Transformation Of Higher Education-  
Dr. V. Gurunadha Rao**

Higher education in India is undergoing considerable change. With over 600 million people in India under 25 years old, the system is under tremendous pressure to expand. India’s young population has a huge appetite for education and, as the growth in the size of the middle classes escalates, millions are increasingly able to pay for it. By 2020, India will have the largest tertiary-age population in the world and will have the second largest graduate talent pipeline globally, following China and ahead of the USA. Government plans are in place to transform the sector over the next five years. Every aspect of higher education is being reorganised and remodelled: funding, leadership and management, quality assurance, accountability, relationships with industry, international collaboration, and the way research and teaching are conducted. If these reforms succeed, the breadth and depth of the change will be transformational. But what is actually happening on the ground in the universities and colleges across India? How do they view these national

plans and how are they responding to the enormous social changes happening around them? What do they think the future will look like for their institutions? The world is rapidly changing. The concept of development has shifted its focus from economic-oriented to a more social-oriented one. Social well-being has gradually caught attention of various sectors as the foundation of sustainable development. It can be seen that not only business and industrial sectors have changed their course of development strategies; the higher education sector has also faced the need to change. In responding to shifting global concerns, universities can no longer stay detached from society. Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life. Education has been described as a process of waking up to life also. By the definitions given above we can conclude that education is very important for the human development. In this research paper we studied about the Present Scenario of Higher Education in India. This paper aim was to increase understanding of the various ways in which universities and other higher education institutions generate, contribute to or inhibit social, economic and political change. This paper also discusses the relevance of critical pedagogy which is the need of the hour advanced pedagogy for the future to promote a culture of critical thinking amongst students for social transformation in Indian education.

Implementing a collaborative experiential education programme between Haryana Government and Ashoka University: lessons for higher education- **Mr. Jitendra Khanna**

## **Introduction**

Since Kolb (1) described the theoretical framework for experiential learning in 1984, his model has been widely incorporated into education programmes, occasionally with unconventional variations (2). “Service learning” (3) is a variant of experiential learning which has been used to enhance higher education (4). Other models, such “peer learning”, have also been attempted to bring higher education out of the classroom (5) in many parts of the world, especially in resource-rich countries. In India, higher education has

remained largely confined to the classroom (6) and calls to reform the rigid system have been made repeatedly (7, 8).

Launched in 2016, Ashoka University's Chief Minister's Good Governance Associates (CMGGA) programme strives to provide higher education primarily through experiential learning, along with elements of service learning and peer learning. We believe that by tracking the implementation and evolution of CMGGA over the next two years, and possibly longer, important lessons could be learnt with implications for higher education in India and possibly beyond. This paper describes how Ashoka University plans to study the implementation of CMGGA and what insights can be expected from this research. Set broadly within the implementation research paradigm (9), this research will focus on two overarching questions:

1. What specific strategies are effective in implementing the interventions undertaken within the CMGGA programme?
2. What benefits CMGGA brings to its stakeholders, namely the Associates, the Haryana Government, Ashoka University and the people of Haryana?

### Methods

Monitoring implementation of CMGGA interventions, an external management consultancy firm works closely with Ashoka University staff (constituting the CMGGA Team) to manage implementation of the interventions undertaken by the Associates. The deliverables (work modules) expected from the Associates are developed by the Team in close consultation with the Haryana Government. The team supports the Associates in analysing their observations and presenting the findings to the Government. The Associates are required to make periodic written submissions about progress of their work and to alert the Team about roadblocks. Based on feedbacks from the Associates implementation strategies are modified as needed. To make this process more rigorous, the case study method (10) will be used to identify effective strategies and the critical incident technique (11) will be used to assess their relative effectiveness.

Stakeholder benefits – Associates: Each Associate's experience will be studied based on six independent question related to: individual motivation/goals; evolution of skill set; experience with respect to implementation of the project; experience of interaction with government officials; experience of interaction with the public; and impressions about work days and personal life during and after the programme.

The Experience Sampling Method, regarded as the gold standard for measuring current experiences and within-person variations in social interactions (12, 13), will be used. Data will be collected through questionnaires and prompts that will be sent to participants on

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their mobile phones as text messages. Additionally, ecological momentary assessments (14) will also be used. Data analysis will be done through repeated measures ordinal logistic regression using SPSS software.

Stakeholder benefits – the Haryana Government and Ashoka University, owing to the exploratory nature of the study, qualitative research methods (15) will be used for this purpose. Semi-structured interviews will be conducted with various respondents to capture the data in order to facilitate the subjective evaluation of the programme from the stakeholders' perspectives. The semi-structured interview method allows informants to express their beliefs, life circumstances, and other activities in their words (16). A combination of deductive and inductive approaches will be adopted for the study.

The purposive sampling technique will be used to select respondents for Ashoka University. A mix of stratified random and purposive sampling will be used to select respondents for the Haryana Government officials at the various levels of the Government. Initially, interviewers will familiarize themselves with the setting through open-ended conversations, after which, semi-structured interviews will be conducted. Thematic analysis will be conducted following data reduction, data display, and drawing and verifying conclusions. The responses will be categorized from the transcript to identify recurrent themes (16).

### Discussion

The project will start in July 2017 when the second batch (2017-2018) of Associates begin their scholastic year. Already, preliminary lessons learnt from the first year have been used to modify the programme; it was decided to strengthen training in basic research methodology in order to enable them to assist with research projects that will be undertaken as part of the programme. Also, in order to give the Associates the opportunity to study one aspect of development or governance in depth, the 2017-2018 batch will also submit a dissertation on a topic of their choice under the guidance of an Ashoka faculty. Lesson learnt from CMGGA implementation are expected to further knowledge of delivery of higher education in India and beyond.

**Knowledge practices in Agriculture: Scientific knowledge and Farmers' Practices-  
Prof Leena Abraham**

Knowledge creation is generally associated with experts working in formal settings of universities and research institutions. Yet, much of the knowledge needed for survival, food security and livelihoods for a vast majority of people is produced by individuals and groups neither formally trained nor located in formal institutional settings. Though recently scientists have begun to acknowledge people's knowledges as sustainable and

valuable, especially in areas such as ecological, agricultural and conservation practices, the divide between 'scientific' knowledge and 'peoples' knowledge remains deep. A divide and a hierarchy that are based on the 'scientific' status of the university knowledge, established under colonial conditions and later institutionalised through the projects of modernity, disallowed people's knowledge into the curriculum of modern universities. Nearly two centuries of institutionalisation of the sciences and the establishment of its hegemonic power, however, could not completely displace other knowledges in countries such as India. The growth of the sciences and the expansion of universities failed to adequately address issues of poverty and inequality. Both, the limitations of scientific knowledge as well as challenges posed by the socio-economic and cultural conditions of living contributed to the survival of 'other' knowledges. The questions that arise in this context are whether the existing knowledge chasm can be bridged at all? Is communication across the different epistemologies possible? Can transformed language make scientific knowledge meaningful to people? Is it possible to make 'indigenous/ peoples' knowledges and pedagogies part of the current structures of universities and research establishments?

There are divergent views among scholars on this. There are those who do not consider the divide as deep and serious as there are many similarities between scientific and 'indigenous' knowledges and as they operate in compatible ways in people's everyday practices (Agrawal 1995). Others emphasise the role of historical and socio political factors that have led to the institutionalisation of such a divide (Brass 1982). Some scholars argue that scientific research has 'limited applicability', especially in fields such as agriculture, due to methodological constraints placed on laboratory research and due to setting research objectives that are distant from the requirements of farmers (Suppe 1987). And there are the optimists who wish to go beyond deconstructing the knowledges to reconstruct knowledges that are relevant to peoples' concerns by combining learnings from the universities with field experiences of people (Kloppenber 1991). And finally, there are those who wish to transform education by bringing indigenous knowledges and pedagogies into the class rooms and research departments of universities because 'indigenous/ people's knowledges' offer alternate world views and ethics that provide not only enriching learning experiences but also possibilities for a sustainable future (Kincheloe and Steinberg 2008).

Based on field work conducted among farmers and agricultural scientists in a southern region of India as part of a larger study on 'Knowledge Networks in Agriculture', the paper will explore the nature of knowledge practices and knowledge flows in farming operations. It will also explore the multiple ways by which farmers negotiate the power of scientists and scientific knowledge and create alternate knowledges. The paper will also

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consider whether university- society interconnections in the field of agriculture can be re-envisioned.

**Organic Education as Governance/ Organic Governance as Education-Dr. Rizio Yohannan Raj**

This paper examines the pedagogic possibilities of understanding and practicing education as governance and governance as education in our times. It proposes to co-create a transformative knowledge platform for developing innovative learning methodologies as well as initiating relevant social movements to make co-learning a critical component in higher education.

It observes the ironical lack in our formal educational system, of any creative/critical references to and engagements with the student's immediate social context and cultural environment. Academic disciplines tend to keep a safe distance from the realpolitik, while expecting the learners to deftly deal with and resolve issues concerning society, culture, science, ecosystem etc., as soon as they graduate. This paradox has proved to be the bane of governance as well as contemporary education.

The paper juxtaposes the author's experience of teaching academic courses in different Indian Universities with her current multidynamic engagement in co-creating with a variety of volunteers from the academia and elsewhere, an interdisciplinary, socially transformative public movement called LILA (literally 'play') that works for democratic and inclusive knowledge generation, dissemination and conservation. This apposition shows that the investment of time, resources, ideas and action bears more fruits when an 'organic' (amenable to natural connections) atmosphere for co-learning and co-creation is invoked within the learning space.

Drawing on the insights derived from the LILA experiment, the paper proposes a new pedagogic direction for higher education towards nurturing organic co-learnings and co-creative governance practices within mainstream institutional spaces. In this context, re-understanding and realigning the following fields/actors/agents within an organic chain are recommended as crucial preparatory exercises for educators as well as learners.

- Society as a fair playfield: Knowledge, its seekers and its translators are embedded within the societal/native context. In order to nurture a civic society, one has to enable continuous engagement with education as a quest for learning, and not just as a means to get employment. How do we ensure the 'civicness' of a society in terms of its citizens' philosophical disposition, scientific temper,



grace in communication, aesthetic/imaginative approaches, and inclusive historiographical practices?

- Learner as actor: Emerging from a native context, the learner is an actor driven by her quest for wisdom. She seeks out knowledge as well as individuals who can guide her to make sense of this knowledge. As her seeking is as important as her receiving, her learning action subverts the hierarchies in the field of education today. The learner here has the agency to choose which fields she wants to engage with and how, taking into consideration the organic context, field relevance, time factor, thought process involved, and optimum resource utilization.
- Teacher as Leader/Governance Thinker: The figure of the teacher here is that of the wise leader who is respected and trusted by the community. Such a teacher is found in any space, in different capacities. Higher education must make room for such figures beyond formal qualifications. Anybody who shares knowledge willingly and responsibly becomes a link in an Organic Teacher Connective that may be created and nurtured by an alliance of universities to facilitate inspiration, integrity, drive, openness and patience in learning spaces.
- Institution as Vision: An institution of philosophy, knowledge, and practice can be truly built only when all the above elements come together. The context, the learners, and the teachers together arrive at an organic vision of Performativity, Relevance, Innovation, Sustainability, and Multi-centredness, which the institution then anchors and perpetuates.
- Education as Play: Once the vision is clear and institutionalised, the practice of Education begins. The lessons from this exercise are fed back to the society, which further adopts and re-creates it. Each stakeholder here has the agency to creatively engage with and design knowledge in a way that makes it her own, while remaining within the institutional vision of her choosing. This balance between one's personal quest and shared sense of community is what makes the practice of education a play of adventure, sociability, therapeutic involvement, organic evolution, and symbolism.

As an illustration of how the above 'organic methodology' could be made operational within institutional spaces, the paper looks at the possibility of evolving a scheme of education that incorporates the following 'governance' components as co-learning/co-creative engagements for a learner to complete her University education and be eligible for graduation.

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- a. **Co-learn with the gardener**, whose philosophy of life finds a balanced agricultural practice that aligns with nature's inherent logic.
- b. **Co-learn with the native cook**, whose work brings science, cultural heritage, environment and aesthetics together into a way of life that reveals Scientific Temper
- c. **Co-learn with the dancer**, who reveals to us the need for grace in societal transactions, whether it be business or communications.
- d. **Co-learn with the toy maker**, in whose aesthetic imagination is embedded very valuable lessons for conflict resolution in modern societies.
- e. **Co-learn with the storyteller** in whose orality is embedded our radical chance to arrive at the truths hidden within established histories.

This paper is also a prelude to LILA's proposed project to bring together stakeholders, philosophers and actors at an 'Education as Organic Governance' series of Round Table Seminars in 2018 under the banner LILA Terra-Sutra, towards designing relevant and inclusive education strategies appropriate for various demographic sections in India. The Round Tables will culminate in policy recommendations towards creating an organic system of education, which may be realised through follow-up contact programmes and public panel discussions.

Session 2

Venue: Library Conference Hall

Time: 11.30 am – 1.00 pm

**Democratizing Higher Education: Making Learning Available and Accessible to All**

**Equity in Higher Education: Where Do We Lack?- Dr. Poonam Sharma**

Indian generations have closely observed the deprivation, discrimination and unequal distribution of basic resources to the population deserving reservation today, but still it lacks acceptance among non-reserved segment. The paper attempts to understand that what exactly are the psycho-social factors which affect acceptance of the students enjoying benefits of reservation by the students belonging to the unreserved categories? How it impacts the psychological state of the reserved classes and non-reserved classes. The countries working toward betterment of education and universal access have demonstrated that the highest performing education systems are those that combine equity with quality. It is a researched fact that "Equity and Quality" in education can go hand in hand (OECD, 2012). Within the Asia-Pacific region, for example, Korea, Shanghai-China, and Japan are examples of Asian education systems that have climbed the ladder to the top in both quality and equity indicators. India is the second most populous country in

the world (Ministry of home affairs, 2011) with high population disparity. The Department of higher Education in India aims to provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons (MHRD). In spite of long term efforts, parity in higher education is still an unachievable goal in the country. India is a country of people with diverse backgrounds along with vast difference between “have’s” and “have not’s”. Before the British era education was treasure of the people enjoying upper caste status under Indian social stratification system. Amongst them also mostly, males were the ones who got formal education under the solely existing Gurukul system. Though there is evidence of learned females but the number is very scant. There were those segments of the society which were completely refused to attain education on the basis caste, gender and geographical location. These were mainly the people belonging to the so called castes endowed with lower status such as mostly the ones involved in manual scavenging, serving higher caste people and responsible for overall cleanliness. From 1860-1920 British offered prestigious jobs and higher administrative positions only to the ones belonging to upper caste (Burguière, André; Grew, Raymond, 2001). In 1920s the social unrest paved way to Positive discrimination and certain percentage of Govt. governments of Madras, Mysore, and Bombay commenced reservations for non-brahmins in certain government positions and educational institutions (Lansing, P., & Kuruvilla, S. (1986)). After independence a reservation system protecting rights and representation of lower castes was formalized and since 1950, India is enacting many policies and laws to raise socio-economic status of the deprived classes (UNDP, 2016). Present paper enlightens the readers that why education in India has become reserved versus non reserved entity and why most of us do not know the difference between equity and equality? Paper further discusses that how this understanding of intrinsic and extrinsic psycho-social factors can be effectively utilised for implementing equity in education without compromising the quality? The findings of the study are based on qualitative information fetched from the students and parents seeking admission or their wards in a Private University in Mumbai, mainly belonging to the upper socio-economic strata of the society. NEET, JEE and CAT are amongst the most prestigious common entrance exam for selection of prospective candidates for Engineering, Medical and Management. The paper reveals that ninety five percent of the students out of the total 200, who could not make to any of the common entrance examination, attributed it to the reservation irrespective of how lower they ranked in the common entrance examination. The most interesting fact was that their attribution was validated by their parents. Remaining 5 percent of the students attributed it to the factors such as-lack of hard work, adverse family conditions, health issues and change in the subject of interest. Besides the feelings of injustice, higher IQ levels, incompetency among reserved segment and perception of already raised socio-economic status of reserved segment were expressed. Besides this the paper also discusses the role of two main defense mechanisms

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rationalization and projection which human being used to guard their ego to understand the psychology of unreserved segment. The erroneously portrayed and implemented reservation system is creating a phenomenon of reverse discrimination and unfortunately, creating a wrong attribution of “reserved classes as incompetent class” among unreserved segment. To further the findings the study also attempts to understand the lacunae in the way “reservation policies” are put forth and presented to the people in India leading to widen the feelings of injustice among non-reserved class rather than favoring these affirmative actions by Indian Constitution.

**Democratisation of Higher Level Education in India: Lessons to be drawn from the Scandinavian Educational Policy- Mr. Deepak Kumar Nanda, Ms. Soma Sarkar**

In the wake of rapid privatisation of higher education in India under the clutch of neo-liberal policy, democratisation of knowledge and universities appears to be a mirage as the gateways are shut down structurally for socially and economically backward by increasing competitions, merit based interests and high fee structures of different educational institutions. Along with this changing political interest, the duties of the state has to some extent reduced to individual citizens vis-a-vis the shift from public university to private university in imparting higher education throughout the country. In this context, the paper has debated on the philosophical and empirical erroneousess of “democratisation of universities and neo-liberal educational policy”. It states that the democratisation of knowledge in terms of equal opportunities and access of all at higher education (need based interest) amidst the neo-liberal educational policy and private based universities in India are contradictory and unattainable.

The paper employs a comparative government framework based on policy interest and performance at higher level education in relation to access to all, irrespective of caste and class groups, in a country of neo-liberal policy and a country with social democrats (where higher education is managed, controlled by state). It presents a comparative case study of higher education policies in Scandinavian countries, in particular Sweden, and the Republic of India. The study is based on extensive review of literature, policy documents and personal experience of the author in both the country’s higher education. After a thorough study of policies based on the level of opportunities at higher education and assessment of the performance in connection to human development index and standard of living, the paper derives lessons from the Scandinavian Educational Policy and thereby, recommends policy measurement in strengthening neo-liberal educational system of India.

The relevance of this paper is obligatory to the present scenario where, on one hand, the Indian higher education is facing severe fund crunch and reductions in national budget allocations to higher education, yet on the other, it is seeking “democratisation of

knowledge and universities”. The study is essential under the circumstances of highly synchronised dissent and university autonomy where the political structure is favouring the social and political milieu of hostility and regulated knowledge production for interest groups while being discriminatory to knowledge on gender studies, human rights, exclusionary and inclusionary studies.

**Inequality in Higher Education and Types of Model to Access it: Bone of Contention between Scheduled and Non-Scheduled Categories- Dr. Parul Singh**

In spite of educational expansion, significant social differences in higher education have remained persistent. Social group is the basic attribute of the Indian social system and this system as a social organization of Hindu society is based on highly unequal entitlements to economic and social rights. In the caste ridden society, all activities like social, economic, political, educational and cultural revolve around the notion of caste and each caste has its own separate socio-cultural identity with a social inequality among themselves. There is a huge gap between the scheduled and non-scheduled categories to their social, economic and educational right. Here, the scheduled categories refer to the Scheduled Castes and the non-scheduled categories refer other than the Scheduled Castes and Scheduled Tribes. Inequality involves the historic exclusion and discrimination, in terms of denial of rights of certain groups and castes, particularly the Scheduled Castes (SC). The structure of caste-based social stratification in India presents a unique example of structural and systemic exclusion and deprivation of a very large section of hereditary based low castes. The main argument of this paper is based on the following objectives.

1. To look into different models related to higher education for better understanding of the inequality in Higher Education.
2. To show the spatial pattern and nature of changes of Educational status of Scheduled Caste and nonscheduled categories.
3. To analyze the spatial pattern of Disparity in Educational levels between Scheduled Castes and non Scheduled categories.

This is an empirical study based on the students’ educational accessibility at higher education level. This is a mixed method research, the design for this study was exploratory and the sample size for the quantitative part was 112, the sample size for the qualitative part was 10 each from scheduled and non-scheduled categories. The unit of the sample was Post Graduation Students at higher education level. Data triangulation method was adopted to analyse the data, the quantitative data were analysed through descriptive statistics and qualitative data were analysed through case study approach. The discussion is also supported by two latest unit level data of National Sample Survey Organization (NSSO: round 55<sup>th</sup> and 66<sup>th</sup>) with comparable data for the two social groups namely

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Scheduled Castes and general population (or 'others' as given by NSSO). In the process of development, though the social transformation is on increase, yet the general correlation between caste and education level continues to exist in the sense that the upper castes are moving into higher level education, while the lower castes are remaining into lower level education. There are several models which informs about the structure and process of higher education. The basic models under focus are Choice model, Social Structural model, Educational Decision model and Competition-Adaptation-Exclusion model. These are the prominent models to explain the notion of inequality in higher education and to deconstruct the complexity of achieving higher education by underprivileged sections of society. Along with discussing the models, the paper will also evidently focus on understanding social inequality in higher education. On the basis of data, the paper will discuss the social hierarchy and its impact on higher education in India through regional and social space. Higher education is the threshold where future decisions makers & policy makers generally receive training and are exposed to principles. It is thus critical to focus on mainstreaming social equality issues to allow for equal representation of all sections of society. Equality of educational opportunity, as has been pointed out already, does not consist in a mere provision of opportunities. Rather, it implies that such provisions be actually utilized by all, particularly by those who have been denied such privileges before. If, the expansion of opportunities for secondary and higher education has not really enabled the underprivileged to use them either because of social or economic reasons and has only helped the dominant classes in the society to strengthen their positions, then inequality will remain persistent in the society with wider impact. To bring more equality in society we need to focus on each and every segment of the society.

**Learning by Doing at Xing Wei College: Students Recruiting Their Favoured Professors (Poster)- Dr. Qiangqiang (Philip)Zhang, Mr. Xiongfei (Cain) Ding, Mr. Shuai (Durant) Liu, Mr. Zhengtao (Ronaldo) Gu**

In most colleges, administrators and faculty determine whether to hire new faculty and what types of faculty to hire. This can sometimes lead to a result that students will have less chance to have suitable faculty members that match their interests in specific fields. The faculty, however, are also in a pursuit of meeting their desired students and creating innovative courses. Under the international environment, we've realized this potential problem has gone global and both faculty and students' voices need to be heard. The question is that can we really be able to build a relationship which matches both sides' interests between faculty and student body in the college? The answer is yes. At Xing Wei College, students play a major role in the recruitment of new faculty. It is our belief that only by doing it can students really understand how recruitment works and learn the skills connected with this process. In this poster, we will summarize the process of faculty

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recruitment at Xing Wei College and the lessons that we have learned so far. We have recruited a total of 42 professors and have gained real experience in networking, negotiation, and patience. We have also encountered a number of difficulties, including where to find potential faculty, explaining how our school's systems work to them, designing courses and co-creating syllabi, organizing off-campus excursions, negotiating contracts, and collecting information about student performance at the end of each course. This unique student-centered recruitment process provides thought provoking, first-hand materials for reflecting on the pros and cons of faculty-centered paradigm of education, and on potentials of education beyond classroom. Overall, we believe the model we've set up in Xing Wei College can contribute to other international universities as a practical example.

## List of Presenters

Conference			
	Name	Affiliated Institution	Country
1	Ajanaw Alemie Desta	University of Gondar	Ethiopia
2	Ananya Samajdar	Tata Institute of Social Sciences	India
3	Anjali Monteiro	Tata Institute of Social Sciences	India
4	Asawari Bhawe-Gudipudi	MIT Art Design Technology University	India
5	Aswathy Pillai	MERIT, Tata Institute of Social Sciences	India
6	Debanita Biswas	Tata Institute of Social Sciences	India
7	Debanjana Das	NCSR HUB, Tata Institute of Social Sciences	India
8	Deepak Kumar Nanda	Tata Institute of Social Sciences	India
9	Dipannita Bhattacharjee	Tata Institute of Social Sciences	India
10	Doris H Gray	Al Akhawayn University	Morocco
11	Faiz Ullah	Tata Institute of Social Sciences	India
12	Habeebul Rahiman VM	Jamia Millia Islamia	India
13	Harshita Tripathi	Ashoka University	India
14	Hirsh Diamant	The Evergreen State College	USA
15	Ibrahim Tanimu Adamu	Bayero University, Kano	Nigeria
16	Jitendra Khanna	Ashoka University	India
17	Johan Fischer	Roskilde University (RUC)	Denmark
18	Jose Antony	Sree Sankaracharya University of Sanskrit, Kalady	India
19	K P Jayasankar	Tata Institute of Social Sciences	India
20	Kabir Umar	Bayero University, Kano	Nigeria
21	Katia Dupret	Roskilde University (RUC)	Denmark
22	Lars Hulgaard	Roskilde University (RUC)	Denmark
23	Lasse Koefoed	Roskilde University (RUC)	Denmark



24	Leena Abraham	Tata Institute of Social Sciences	India
25	Lori Blewett	The Evergreen State College	USA
26	Madhura Nagchoudhuri	Tata Institute of Social Sciences	India
27	Madhuri Menon	The Banyan Academy of Leadership in Mental Health	India
28	Mohua Nigudkar	Tata Institute of Social Sciences	India
29	Mouleshri Vyas	Tata Institute of Social Sciences	India
30	Naata Kamble	MIT Art Design Technology University	India
31	Nicholas Andrew Ciccarello III	Al Akhawayn University	Morocco
32	Nitin Ganorkar	Tata Institute of Social Sciences	India
33	Norbert Wildermuth	Roskilde University (RUC)	Denmark
34	Parul Singh	National Council of Educational Research and Training, New Delhi	India
35	P K Shjahan	Tata Institute of Social Sciences	India
36	Pooja Sharma	Tata Institute of Social Sciences	India
37	Poonam Sharma	Amity University Mumbai	India
38	Pranay Singh	National Institute of Technology (NIT), Durgapur, India	India
39	Priya Singh	MIT Art Design Technology University	India
40	Qiangqiang Zhang	Xing Wei College	China
41	Rabiya Yaseen Bazaz	Aligarh Muslim University, Aligarh UP	India
42	Rashmi Singla	Roskilde University (RUC)	Denmark
43	Rizio Yohannan Raj	LILA Foundation for Translocal Initiatives	India
44	Ryan Ariel Fazio	The Evergreen State College	USA
45	Salim Jafri	MERIT, Tata Institute of Social Sciences	India
46	Sandhya Limaye	Tata Institute of Social Sciences	India
47	Satarupa Dutta	Tata Institute of Social Sciences	India
48	Shalila Raj	Tata Institute of Social Sciences	India
49	Sharon Menezes	Tata Institute of Social Sciences	India

50	Shewli Kumar	Tata Institute of Social Sciences	India
51	Shruti Shah	myInstaLink	India
52	Shuai Liu	Xing Wei College	China
53	Smriti Vallath	The Banyan Academy of Leadership in Mental Health	India
54	Sohini Sengupta	Tata Institute of Social Sciences	India
55	Soma Sarkar	Tata Institute of Social Sciences	India
56	Srilatha Juvva	Tata Institute of Social Sciences	India
57	Surinder Jaswal	Tata Institute of Social Sciences	India
58	Sushwi KE	Jawaharlal Nehru University	India
59	Swati Banerjee	Tata Institute of Social Sciences	India
60	Tehmina Sabuwala	Tata Institute of Social Sciences	India
61	Therese Ann Saliba	The Evergreen State College	USA
62	Uttam Kumar Sahoo	Tata Institute of Social Sciences	India
63	V Gurunadha Rao	ZPHS-Kambalapally	India
64	Vijay Raghavan	Tata Institute of Social Sciences	India
65	Xiongfei Ding	Xing Wei College	China
66	Zhengtao Gu	Xing Wei College	China

### Workshop

	Name	Affiliated Institution	Country
1	Adrian Ortega Camara Lind	Roskilde University (RUC)	Denmark
2	Adriana Marcela Escandon Meza	Universidad de Los Andes	Columbia
3	Angela María Aristizábal Borrero	Universidad de Los Andes	Columbia
4	Azam Ansari	Tata Institute of Social Sciences	India
5	Bhupendra Pratap Singh	Tata Institute of Social Sciences	India
6	Daniel Gaviria Tobón	Universidad de Los Andes	Columbia
7	Eeshwara Sethuramalingam	Tata Institute of Social Sciences	India
8	ENishta Sanvy	STFRANCIS WOMENS COLLEGE	India

BEGUMPET, HYDERABAD			
9	Federico Jensen	Roskilde University (RUC)	Denmark
10	Julia Freya Madsen	Roskilde University (RUC)	Denmark
11	Kumar Gandharv Mishra	Independent Researcher (Completed c in 2016 from Cluster Innovation Centre, University of Delhi)	India
12	Lisa Trebs	Roskilde University (RUC)	Denmark
13	Majdouline El Hichou	Al Akhawayn University	Morocco
14	Manish Dubey	IGNOU	India
15	Navjit Gaurav	Tata Institute of Social Sciences	India
16	Phelan Kelsey Adonis Okeson	The Evergreen State College	USA
17	Priya Kumari	Gujarat Council of Secondary Education (GCSE), Gandhinagar, Gujarat	India
18	Purvi Shrivastava	JECRC UNIVERSITY	India
19	Sanchet Sharma	University of Michigan	USA
20	Sergio Yodeb Velasquez Yepes	Universidad de Los Andes	Columbia
21	Shreya Urvashi	Tata Institute of Social Sciences	India
22	Shweta Singh	Tata Institute of Social Sciences	India
23	Yan Pan	The Evergreen State College	USA

# MAIN CAMPUS



WAY TO B. A. R. C.

V. N. PURAV MARG

DEONAR BUS DEPOT  
DEONAR BUS DEPOT

WAY TO B. A. R. C.

V. N. PURAV MARG



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