



Socially Responsible Higher Education: International Perspectives on Knowledge Democracy

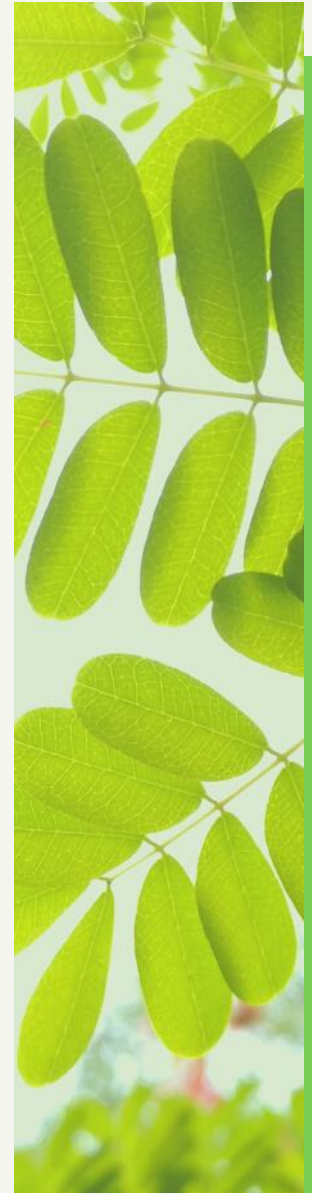
Pre-COP26 Webinar Series: Higher Education, Knowledge Democracy and Sustainability

Dr. Rajesh Tandon

Founder-President, Participatory Research in Asia

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

October 11, 7:30 pm IST



Socially Responsible Higher Education

International Perspectives on Knowledge Democracy

Budd Hall and Rajesh Tandon (Eds.)



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Socially Responsible Higher Education – International
Perspectives on Knowledge Democracy | Brill

Post Pandemic Challenges for Higher Education

Online teaching leading to exclusionary education system

Scientific research under public scrutiny

Climate change impacts require rethinking substance of sustainability

Public investment in nurturing 'nature' and human health



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Urgent actions for higher education institutions

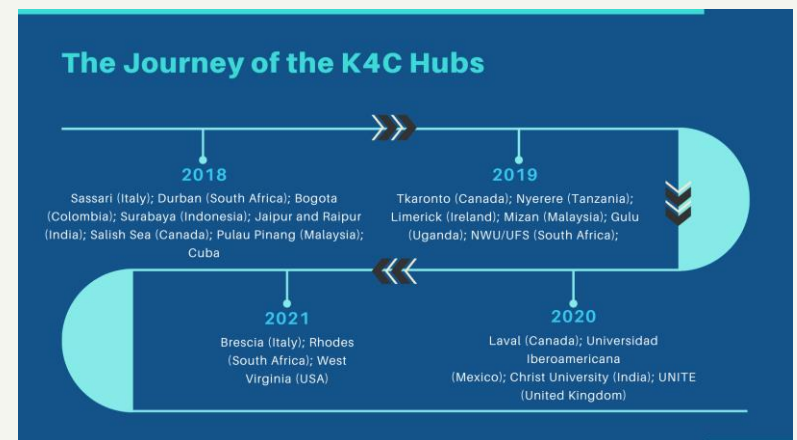
Modifying current curricula and introducing new ones to for addressing SDGs

Using interactive pedagogies to enable learning through interaction with the society

Focus on locally defined indicators of sustainability

Deeper public engagement for co-conducting scientific research

Nurture trusting relationships with partners, beyond project



7 Key Elements Of Socially Responsible Higher Ed

Recognition of diversities of knowledge systems and epistemologies

Coherence and integration of teaching, research and engagement missions

Contextually responsive, locally rooted, place based and linguistically plural

Socially inclusive, seeking diversity amongst students and academics

Pluriversality replacing universality

Transcending rankings

Reclaiming the purpose of higher education as a public good



MEETING THE WHEC

AGENDA: MAY 18-20 2022

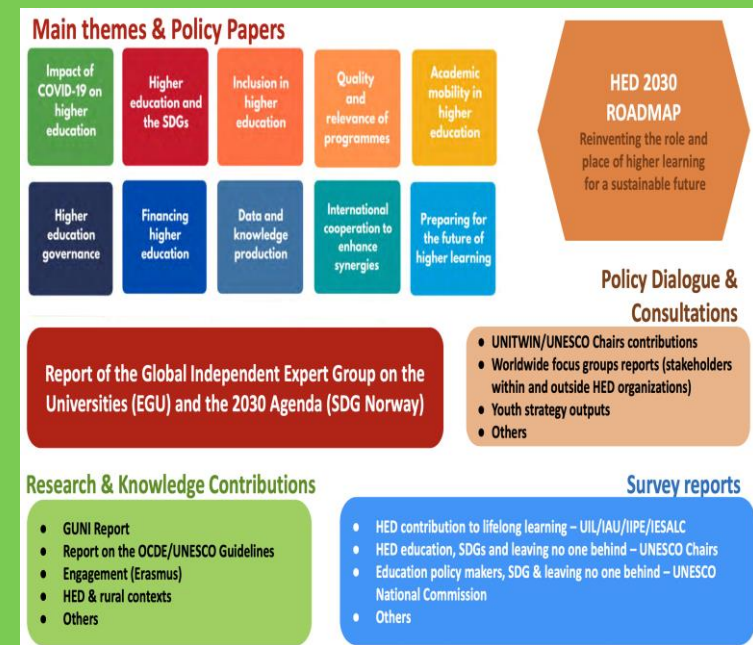
THEME 2: HIGHER EDUCATION AND SDGs

Global citizenship: embedding the 17 SDGs in teaching, learning, research.

Contextualise knowledge generation for addressing climate change & sustainability

Capacity building for research in HEIs and other actors.

THEME 3: INCLUSION IN HIGHER EDUCATION



Useful Resources



Canadian Journal of Development Studies / Revue
canadienne d'études du développement



**The Knowledge for Change Consortium:
a decolonising approach to international
collaboration in capacity-building in community-
based participatory research**

Walter Lepore, Budd L. Hall & Rajesh Tandon

To cite this article: Walter Lepore, Budd L. Hall & Rajesh Tandon (2020) The Knowledge for Change Consortium: a decolonising approach to international collaboration in capacity-building in community-based participatory research, Canadian Journal of Development Studies / Revue canadienne d'études du développement, DOI: 10.1080/02255189.2020.1838887

To link to this article: <https://doi.org/10.1080/02255189.2020.1838887>

Published online: 11 Nov 2020.

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Read more on K4C here <https://www.unescochair-cbrsr.org/the-knowledge-for-change-consortium-lepore-hall-tdandon/>



**Higher Education
in the World 6
Towards a Socially
Responsible University:
Balancing the Global with the Local**



Articles

Disciplines, Professions and the Sustainable Development Goals (SDGs): Challenges in Higher Education in India

Rajesh Tandon

Founder of Society for Participatory Research in Asia (PRIA) and current UNESCO Co-Chair
on Community-Based Research and Social Responsibility in Higher Education

Pooja Pandey

India coordinator of the UNESCO Chair in Community Based Research and Social Responsibility
of Higher Education and Programme Officer at PRIA

Introduction

The United Nation's ambitious 2030 Agenda was signed more than three years ago by most member countries. It comprises 17 Sustainable Development Goals, which are universally applicable to all countries of the world. Recent UN reports indicate serious progress towards achieving these goals in most countries.

India is one of the central countries where achievement of the SDGs will be essential for realising the 2030 Agenda at the next decade. One of the world's poorest, we are in India (SDG 1, No Poverty), regular media reports indicate continued hunger amongst some indigenous and caste communities (SDG 2, Zero Hunger), child malnutrition indicators in India are worse than in several low income countries (SDG 3, Health & Well-being), sexual and gender violence continues to be a reality (SDG 5, Gender Equality).

At the policy level, much of the attention to the SDGs is being led by the national government through NITI Aayog, which has created a national framework not only for regular collection of data on the SDGs but also for setting progressively towards achieving the goals and targets, both quantitatively and qualitatively. The Ministry of Education and Programme Implementation (MPEI) is assisting NITI Aayog in interacting with other ministries and departments to ensure progress on most SDGs. Recently (2019) NITI Aayog's latest SDG India Index Report (2019) showed serious progress on most SDGs, especially in achieving marginalised communities and regions. Commensurate engagement of civil society is also pushing for further concerted actions at the ground level. However, educational institutions have remained somewhat disconnected from the SDGs.

There is a long history of programmes on Education for

PARTNERING WITH HIGHER EDUCATION INSTITUTIONS FOR SDG 17

THE ROLE OF HIGHER EDUCATION
INSTITUTIONS IN MULTI-STAKEHOLDER
PARTNERSHIPS

DR RAJESH TANDON & KAUSTUBH CHAKRABARTI

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Available at:

<https://www.unesco.org/air-cbrsr.org/resources/>

<https://www.pria.org/knowledge-resources-24-0>



Available at: http://www.guninetwork.org/files/download_full_report.pdf



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