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GUNi - Global University Network for innovation
Disciplines, Professions & SDGs

SDGs & Climate: Key Public Goods

• Higher Education is also Public Good

• HEIs Socially Responsible when support Public Goods

• Engaged Teaching & Research make HEIs Socially Responsible
Teaching SDGs

• New curriculum for understanding ---forestry & agriculture

• New pedagogy for engaged learning---water harvesting

• Socially & ecologically sustainable civil engineering
New knowledge for SDGs

- Partnership approach to research
- Inclusion of multiple perspectives & epistemologies
- Linking knowing with acting—bridging the gap
Disciplinary Rigidities

- Each SDG entails transdisciplinary understanding
- Disciplinary boundaries rigidly define curriculum & pedagogy
- Rigid academic structures—faculty, departments, schools— as gate-keepers
Professional Associations & Public Accountability

• Professions—engineering, medicine, architecture, agriculture—-inward looking

• Leadership in professional associations mostly ‘aging’

• Inter-professional dis-connect
What can be done?

- National HE policy for linkages to SDGs
- Incentivising societally-engaged teaching
- Leadership of HEIs making public commitments
- Inter-professional dialogues with outward accountability
- Community-based participatory research for locally prioritised SDGs
• National policy on UBA & UGC’s Fostering Social Responsibility in India
• ACU, IAU, GUNI promoting SDG focus amongst member universities
• Associations of teachers, students and professions as mobilisers
• UNESCO national & regional offices engage SDGs in Education Futures
• Civil society demand accountability of HEIs?
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