

# 2<sup>nd</sup> SAWA Regional Workshop Report [2025]



[03/MAR/2025]

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## 2<sup>nd</sup> SAWA Regional Workshop Report 2025

### Advancing IWRM Research in South Asia with Gender-Sensitive Interdisciplinary Research Tools

### Gendering Water and Climate Science Research in South Asia



29<sup>th</sup> January 2025 to 6<sup>th</sup> February 2025

Hotel Queen's  
Kandy, Sri Lanka

## Project funder and consortium partners



Canada

### Funder

International Development Research Center (IDRC)  
Ottawa, Canada



### Consortium Lead

Postgraduate Institute of Agriculture, Faculty of Agriculture  
University of Peradeniya, Peradeniya, Sri Lanka



### Consortium Partner

Institute of Water and Flood Management (IWFM),  
Bangladesh University of Engineering and Technology, Dhaka, Bangladesh



### Consortium Partner

Nepal Engineering College, Changunarayan  
Bhaktapur, Nepal

## Project core team

### 1. Prof. N.D.K. Dayawansa (Lead)

Professor, Faculty of Agriculture, UoP, Sri Lanka

### 2. Prof. M. Shahjahan Mondal (Co-Lead)

Professor, IWFM, Bangladesh University of Engineering and Technology, Bangladesh

### 3. Mr. Robert Dongol (Co-Lead)

Associate Professor, Nepal Engineering College, Nepal

### 4. Dr. Sreenita Mondal

Regional Research Lead

Gendering Water and Climate Science Research in South Asia project

### 5. Ms. Suchita Jain

Regional Research and Training Coordinator

Gendering Water and Climate Science Research in South Asia project

### 6. Ms. Niluka Kurupuracchi

Research Coordinator – Sri Lanka

Gendering Water and Climate Science Research in South Asia project

### 7. Ms. Sinora Zaman

Research Coordinator – Bangladesh

Gendering Water and Climate Science Research in South Asia project

## Picture credits

The LENZ and to the training participants

## Table of Contents

Introduction.....	5
About the SAWA Program.....	5
Evolution of the Program.....	5
Current Focus: Gendering Water and Climate Science Research in South Asia .....	6
2 <sup>nd</sup> SAWA Regional Workshop 2025 .....	6
Expected Outcomes .....	6
Programme agenda .....	7
Module Summary .....	8
Day 1   29 <sup>th</sup> January 2025 .....	8
Day 2   30 <sup>th</sup> January 2025 .....	11
Day 3   31 <sup>st</sup> January 2025.....	13
Day 4-7   1 <sup>st</sup> – 4 <sup>th</sup> February 2025.....	14
Day 8   5 <sup>th</sup> February 2025 .....	14
Day 9   6 <sup>th</sup> February 2025 .....	16
Participant’s feedback.....	18
Outcome.....	19

# Introduction

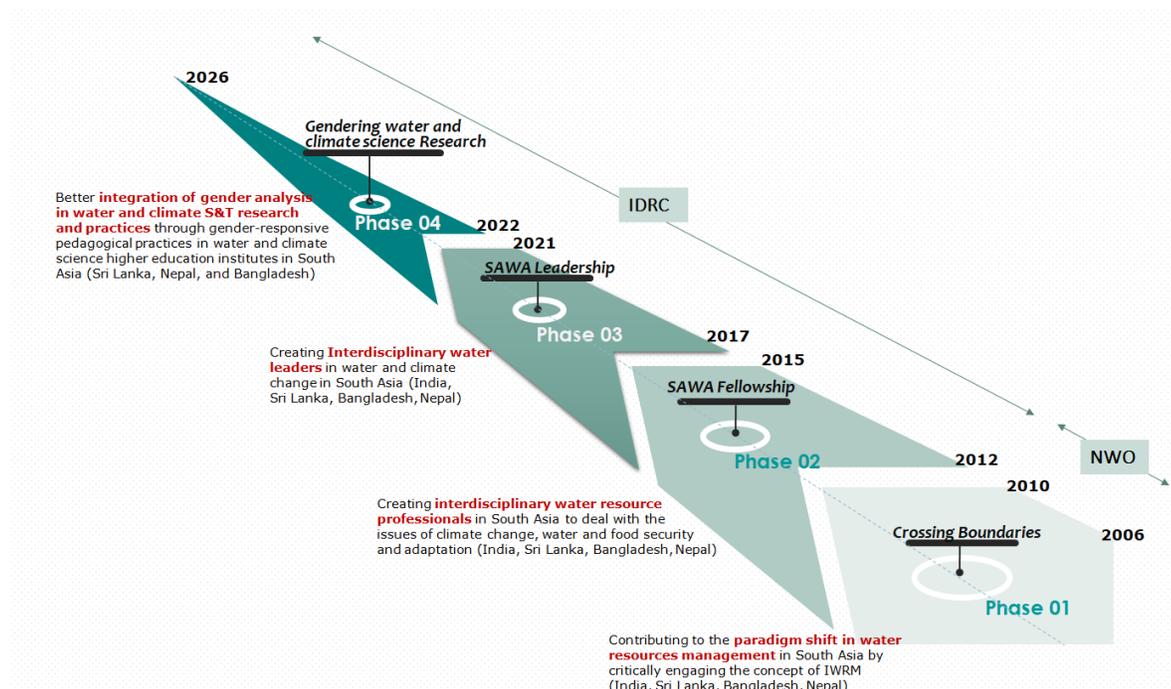
## About the SAWA Program

The South Asia Water (SAWA) Program is a pioneering fellowship initiative designed to develop capacity among young scholars across South Asia. Since its inception in 2005, the program has aimed to establish long-term partnerships in water science and technology while addressing the region's critical water and climate challenges. Developed by a South Asia-based consortium of four engineering institutes (PGIA, BUET, CWR and nec) and a water policy research institute (SaciWATERs), SAWA focuses on interdisciplinary education, innovation-driven research, and gender-inclusive approaches to water resource management. Its primary goals include:

- ☑ Train a critical mass of South Asian water professionals in interdisciplinary approaches to integrated and gender-sensitive water resources management, while fostering a more balanced gender representation within the field.
- ☑ Conduct research focused on social learning and innovation in real-world settings, involving water resource users and other stakeholders as key participants in capacity-building efforts.
- ☑ Build a knowledge base on Integrated Water Resources Management (IWRM), gender, and water issues while fostering collaboration across South Asia through networking, publications, and events such as workshops and conferences.

## Evolution of the Program

Over the past two decades, the SAWA program has undergone several phases of evolution, each with a unique focus while remaining aligned with its core objectives. The below diagram shows the SAWA trajectory:



## Current Focus: Gendering Water and Climate Science Research in South Asia

Currently, the consortium is involved in an action research project, "Gendering Water and Climate Science in South Asia", funded by the International Development Research Centre (IDRC) that seeks to improve the integration of gender analysis and larger interdisciplinary research and practice in Water and Climate Science (WCS) in South Asia by refining pedagogical practices and capacity building of fellows towards their postgraduate and doctoral research.

### 2<sup>nd</sup> SAWA Regional Workshop 2025

As part of the project, a Regional Training Workshop titled Advancing IWRM Research in South Asia with Gender-Sensitive Interdisciplinary Research Tools for the SAWA awardees was organized in Kandy, Sri Lanka from 29th January to 6th February 2025. The objective of the training workshop was to

- ✦ build the capacity of the post-graduate students of IWRM (SAWA Awardees) through various theoretical and analytical frameworks for the integration of water research across the social and natural sciences; methods conducive to inter-disciplinary research on water and climate science through innovative pedagogical approaches.
- ✦ develop leadership skills through activities such as team-building sessions, communication skills, application of negotiations and conflict resolution in the field.

### Expected Outcomes

- ✦ A clear understanding of interdisciplinarity and interdisciplinary research
- ✦ Conceptual understanding of gender
- ✦ Fundamental know-hows of methodological frameworks to carry out interdisciplinary research on water and climate change
- ✦ Understanding Basics of scientific writing
- ✦ Enhanced communication and presentation skills

The workshop brought together 17 SAWA fellows pursuing their Master's in Integrated Water Resources Management (IWRM) and five professors from three institutions across Bangladesh, Nepal, and Sri Lanka.

# Programme agenda

The nine-day training program was designed to equip students with research methods and theoretical frameworks for interdisciplinary water research. Topics include paradigms in interdisciplinary research, frameworks and theories in water research, research tools and techniques, climate change science and societal implications, and methods of analysis and interpretation. A significant focus was placed on integrating the conceptualization and application of gender in Water, Climate, and Society (WCS) research. Additionally innovative pedagogical approaches were adapted for the better understanding.

Beyond classroom teaching, the program featured a robust fieldwork component to enable participants to apply their learning in research methods and leadership. The three-day fieldwork, conducted near Kandy, served two main objectives: first, to allow students to apply the research methods they have learned to address specific research questions; and second, to gather diverse perspectives from the local community. This includes understanding water accessibility for agriculture, the impacts of climate and environmental changes on livelihoods, and employing mediation skills to propose equitable and just adaptation strategies.

In addition to knowledge sharing and field exposure, a whole day will be dedicated to enhance the fellows' skills in data analysis and research presentation. Students will document the methods used, elaborate on their findings, and suggest the best possible solutions. On the final day of the workshop, three groups, each comprising at least one SAWA fellow from each participating country, presented their research findings. External experts provided valuable feedback to refine their work for submission to a joint publication.

The day-wise summary of the nine-day residential programme is as follows:

Day	Date	Schedule
Wednesday	29 January 2025	Inaugural & Classroom sessions <b>on linking climate change and IWRM</b>
Thursday	30 January 2025	Classroom sessions <b>on Mixed method approach and qualitative Research</b> <i>Evening - Cultural program</i>
Friday	31 January 2025	Classroom sessions <b>data coding, participatory GIS and Questionnaire designing</b>
Saturday	01 February 2025	First half of the day- Field work, <i>Evening- data entry/discussion/desk work</i>
Sunday	02 February 2025	First half of the day- Field work, <i>Evening- discussions/desk work</i>
Monday	03 February 2025	First half of the day- Field work, <i>Evening- discussions/desk work</i>
Tuesday	04 February 2025	Excursion to Nuwara Eliya
Wednesday	05 February 2025	Working with field data and preparing field summary
Thursday	06 February 2025	Presentations and closing ceremony

The detailed programme agenda can be accessed at [Final Agenda 28th.pdf](#)

# Module Summary

Day 1 | 29<sup>th</sup> January 2025

## Introductory session

On the first day of the workshop, after the opening ceremony, the introductory session organized by the core team members to get participants acquainted with the SAWA programme. At first **Prof. NDK Dayawansa** welcomed all participants and stressed on strengthening the network among the SAWA fellows from the three partnering Institutions followed by an inaugural address by IDRC officer, **Mr. Ian Thompson**. Emphasizing on our rapidly changing relationships to lands and waters he mentioned that strong linkages of Indigenous knowledge to land and water are required. The project being part of a much broader programme of work on gender in the sciences, technology, engineering and mathematics fields or stem that aims to dismantle the systematic barriers that hinder woman's participation and leadership in STEM fields.

After that, the Programme leads from the partnering Institutions, **Prof. Shahjahan Mondal** (BUET), **Mr. Robert Dongol** (NEC) and **Prof. NDK Dayawansa** (PGIA) shared their experiences as three of them are part of the programme since 2005. The changes this program has brought and challenges faced in due course of time were discussed by them.

In continuation, **Dr. Sreenita Mondal** talked about the current phase of the programme, followed by an address from the Director – PGIA, **Prof. D.K.N.G. Pushpakumara**. A short documentary prepared by one of first cohort fellows from Nepal Engineering College was shown to all of them. This was from the first regional workshop in Kathmandu. At the end of the introductory session, **Ms. Niluka Kuruppuarachchi** extended a thanking note to everyone.



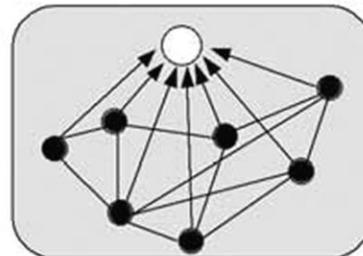
## Module 1 & 2 | Interdisciplinary Water Education and Research and The design of an Interdisciplinary Research Project in IWRM | Prof. E. R. N. Gunawardena

Post tea, the day 1 continued with the first module where participants learnt about the meaning of IWRM (Integrated Water Resources Management) and the main focus of the program which gave them an overall understanding of IWRM and how could they incorporate it into their research studies. The institutional partnership was discussed and the concepts of various levels of integration such as Disciplinary, Multidisciplinary, Participatory, Interdisciplinary and Transdisciplinary were also explained by Prof. Gunawardena. The major changes happened in the curriculum were narrated. Finally, the participants reached the most significant part of the session, where they gained clarity on how to select appropriate research projects under the umbrella of IWRM. This was followed by a meaningful discussion that helped clear any remaining doubts.



### interdisciplinary

- Crosses disciplinary boundaries
- Common goal setting
- Integration of disciplines
- Development of integrated knowledge and theory

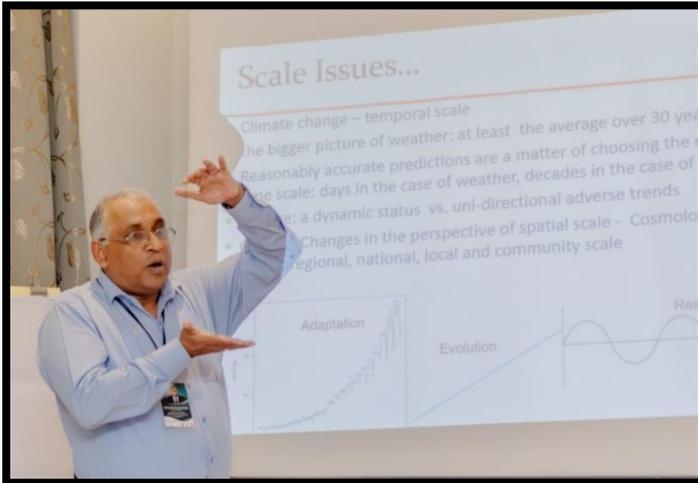


*A visuals from the presentation,*

Click here to access the full presentation [M1 M2 IWRM Education and Research-Presentation-ERNG.pptx](#)

### Module 3 | Climate Change Vulnerability Assessment and Adaptation |

**Prof. Ranjith Premalal De Silva**



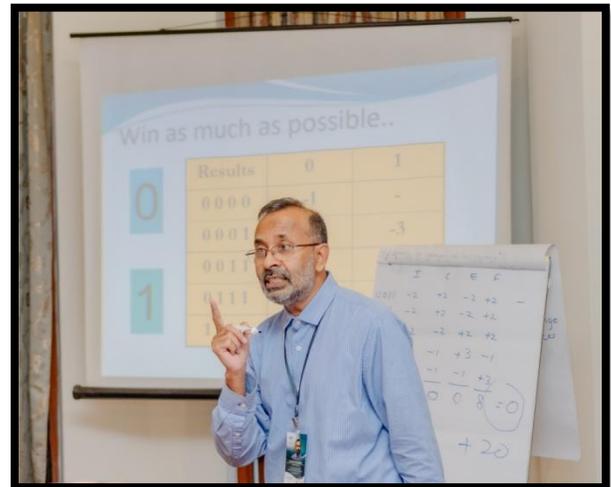
The focus of this module was to learn about climate change, how Earth's climate has changed over time and the changes are inevitable. The major climate change events and trends in different climatic factors such as temperature rainfall were discussed by Prof. De Silva along with some useful climate change statistics. Later the impacts of climate change on the hydrological cycle were discussed. The scale issues were highlighted. Climate change models and statistics specifically in the context to Sri Lanka were also discussed followed by a fruitful discussion and Q/A round. Click [here](#) for the detailed

presentation [M3 climate change.ppt](#)

### Module 4 | IWRM in the context of Climate Change: South Asia Experience |

**Prof. M. I. M. Mowjood**

As the final module of the day, Prof. Mowjood talked about relationship between IWRM, South Asia, and climate change, and how they are interconnected and influence each other. The current situation in South Asia, as well as the core principles and Dublin principles which forms the foundation of IWRM was briefly explained. This module also covered the implementation of SDG 6.5.1 and the challenges associated with it. A case study of the Mahaweli project in Sri Lanka was discussed in detail to understand the context of IWRM. To conclude the session, all participants were invited for an engaging and insightful game that demonstrated how decision-making processes among different institutions are carried out. The slides are available at [M4 Climate Change IWRM.ppt](#)



## Day 2 | 30<sup>th</sup> January 2025

### Module 5 | Mixed Methods Research in IWRM research | Prof. Vishal Narain

On day 2 this module introduced participants to **mixed methods approaches in IWRM research** and started with an overview of paradigms in social science research. Participants learnt about 'Epistemology' which involves the study of knowledge creation and produced. They also learnt about 3 basic paradigms i. e. positivism, interpretivism and critical social science research and positivism and interpretivism have different epistemological foundations. This was followed by how and why qualitative and quantitative approaches can be combined in IWRM research and whether could be done sequentially or in parallel. Some actual examples were also discussed. Based on pre-circulated readings ([Module5 Mixed method research in IWRM research](#)) participants were given the following group exercises.

**Time for group work**

- In the three papers circulated for this session, how is a mixed methods approach use ?
- How is a quantitative research design used ?
- How is a qualitative research design used ?
- What is the value of combining them ?



A group task slide from the presentation. Click for the detailed ppt [M5 mixed methods research in IWRM.pptx](#)

### Module 6 | Basics of Qualitative Research in IWRM research | Prof. Vishal Narain

Post tea break, building upon the discussion of interpretivism in the previous module continued by Prof. Vishal. Since this module was focusing on **basics of qualitative research in IWRM research**, participants got exposed to ethnography as an approach to collecting qualitative data. Participants were introduced to the methods for collecting qualitative data such as semi structured interviews, focus group discussions and key informant interviews for understanding aspects of water use, access and governance. They were also exposed to the value of direct observation of water allocation and distribution practices. The pre-circulated papers ([Module6 Basics of qualitative research in IWRM](#)) were discussed to understand how qualitative research is written, organised and presented. The detailed presentation can be seen at [M6 basics of qualitative research in IWRM.ppt](#)

### Module 7 | Introduction to the field site | Prof. NDK Dayawansa

During the next module the field site was introduced to the participants by Prof. Dayawansa. The module began with describing the climatic condition, climatic zones, different irrigation systems and cultivation season in Sri Lanka i.e. *Maha* and *Yala*. The Murapola Ela Irrigation Scheme which was selected as the field site to demonstrate and learn the field research methodology was discussed in detail. To conduct the field studies, the participants were divided into three groups with each group having a mix of students from different institutes and also good blend of male and female fellows. It was also made sure that each group has a couple of Sri Lankan students since the field work is being conducted in Sri Lanka and the language will be the constrain for the

participants from other countries. Also, the three research questions were given to them to streamline their group research, prepare the checklist and efficiently design the questionnaires. The presentation with detailed information is available at [M7 Introduction to Field Research Themes and Field Sites.pptx](#)

## Research Topics

- 1. Understanding (in)equalities in Irrigation Water Access: Insights from the Gurugal Oya Irrigation Project**  
What factors contribute to the unequal distribution of irrigation water among farmers in the Gurugal Oya Irrigation Project, and to what extent are these inequalities shaped by technological (design) factors/policies/ institutional factors/ geospatial factors/ existing socio-economic inequalities?
- 2. Impacts of irrigation-driven agriculture on livelihoods among diverse socio-economic groups: A case study of Gurugal Oya Irrigation project**  
How has the Gurugal Oya irrigation system impacted household livelihood improvement in terms of income, agricultural productivity, crop diversification, increased employment opportunity and socio-economic well-being?
- 3. The role of Gurugal oya dam construction in addressing farmer needs under changing climate conditions**  
How has the construction of the Gurugal Oya Dam contributed to addressing farmers' needs and enhancing agricultural resilience under changing climate conditions?

The day 2 ended with the **cultural programme** in the evening where everyone enjoyed the regional performances by the participants from the three countries. Also the first cohort fellows from PGIA joined this evening.



## Day 3 | 31<sup>st</sup> January 2025

### Module 8 | Data Coding and Qualitative Data Analysis | Prof. Vishal Narain



This day, the module started with a brief description about Gender and significance of gender studies in IWRM. Then, the concepts of grounded theory and analytic generalization were shared with the participants. The talk continued by explaining the methods like case study, ethnography that are used in qualitative research. The previously shared three articles that used different qualitative methods were also discussed. Explaining how the qualitative data is being collected by him in field, he emphasized upon taking detailed notes in field and to observe the issues directly. Along with practice of writing detailed field

notes, labeling them and coding the data were also discussed. A way to analyzing the texts was also taught where one needs to find keywords first, and then from keywords one can develop concepts or categories for identifying patterns/relationships in data. The detailed presentation can be found at [M8 Analyzing qualitative data.pptx](#)

### Module 10 | Participatory GIS | Ms. Suchita Jain

As one of the interdisciplinary research methods, a module on participatory GIS was designed to explain when and why this method is being chosen in field to collect information. Apart from explaining, what is participatory Geographic Information System (PGIS), how it is different from Participatory Rural appraisal or resource mapping was also taught. The participants were kept engaged with quizzes about participatory GIS maps. It was also explained that how one collect participatory data using can base map /cadastral map/google maps. The importance of gathering local knowledge by involving locals using participatory methods was taught by conducting a small exercise where participants from 3 countries sat with their respective country group and were asked to draw a map of surroundings incorporating all the nearby landmarks as much as they are able to recall. Being local, Sri Lankan students did the best in terms of demarcating the landmarks. Click here to know more about participatory GIS [M10 participatory GIS.pdf](#)



## **Module 9 & 11 | Survey Design and Data Collection in IWRM research, Kobo Tool box and Questionnaire designing | Dr. Sreenita Mondal**

This module was mainly designed to give participants an idea about choosing research methods and designing the questionnaire for a gender inclusive research. Starting from problem identification to research designing, this session discussed about field research methods, sampling procedure, research instruments and data collection. Later, the Kobo toolbox was demonstrated for well-organized data collection. At the end, she discussed about the fieldwork. The participants sat back and prepared the field questionnaires for their respective group research topics. [M9 - survey design and data collection in IWRM research.pptx](#)

### **Day 4-7 | 1<sup>st</sup> – 4<sup>th</sup> February 2025**

#### **Field work**

Multiple prior visits by the project team from PGIA and receiving a great support from the Murapola Ela Irrigation officials, the field work part was successfully completed in the two downstream villages of the Gurugal oya dam. Ms. Ayesha Herath who is working as an irrigation engineer assistant explained **details** about the field site on the first day of the field work (click here for the ppt [Murapola Ela scheme.pptx](#), clarified queries from the participants and also accompanied the team throughout and extended all her support in facilitating meeting with farmers during the questionnaire survey.

The initial three days from 1<sup>st</sup> to 3<sup>rd</sup> February, first half of the days were spent in field gathering information and later-half was utilized to refine questionnaires and entering the data.

### **Day 8 | 5th February 2025**

#### **Module 12 | Introduction to SPSS (Data entering/Recoding/ Descriptive Statistics) | Dr. Sreenita Mondal**

On the day 7 participants took a break for full day excursion to Nuwara Eliya while on day 8 they got involved in analysis the data with the support from the research team and preparing presentations for the next day. After explaining basics of SPSS to the participants, Dr. Sreenita supported participants with data coding and data entry. Each group consisted of six members so divided the tasks such as data entry, map and presentation preparation among themselves.



*Glimpse from the fieldwork in the command area of Gurugal oya reservoir*

## Day 9 | 6<sup>th</sup> February 2025

### Group presentations

During the first half of the day, the **three groups presented** their findings in front of the evaluating professors from PGIA for their suggestions and feedback to be incorporated while organizing the same as working paper. Professors praised their hard work and the enthusiasm to complete the work within the limited time span. They also suggested keeping the same momentum after returning to their own institutions to further develop the findings in form of working paper. The presentations can be located at

Group 1- [Group 1.pdf](#)

Group 2 - [Group 2.pdf](#)

Group 3- [Group 3.pdf](#)

### Experience sharing by the PGIA SAWA alumni

Post lunch, an experience sharing session by the PGIA SAWA Alumni was organized for the current cohort to gain knowledge from their experiences. Five of former SAWA fellows joined the session and shared how the SAWA programme benefitted them personally and professionally. All of them mentioned that the field research methodology course was the most important. The learnings and field exposure they received during this kind of training programme had helped them overcome many challenges after entering the job market. The details of the fellows are as follows:

- **Prof. M. G. T. S. Amarasekara**  
Professor - Faculty of Agriculture, Rajarata University of Sri Lanka
- **Prof. M. T. M. Mahees**  
Professor - Department of Sociology, University of Colombo
- **Dr. S. S. K. Chandrasekara**  
Lecturer - Faculty of Agriculture, University of Peradeniya
- **Prof. Y. G. N. S. Wijewardena**  
Associate Professor - Faculty of Technological Studies, Uva Wellassa University
- **Ms. R. P. S. Chandrasiri**  
Monitoring and evaluation coordinator -Climate Resilient Integrated Water Management Project

### Website launch

This experience sharing session was followed by the Website launch. With the support from **Mr. PK Chathumal** from PGIA the project website is developed using the google platform. The same was demonstrated by **Ms. Suchita Jain**. The website is currently accessible at <https://sites.google.com/view/projectsawa/> and soon will be migrated to a new standalone domain.

### Certificate distribution

Director-PGIA, Prof. Pushpakumara presented participation certificates to all the training participants and organizers certificates to the project team members. The workshop concluded with the vote of thanks from Prof. Dayawansa where she thanked everyone who contributed for this workshop.



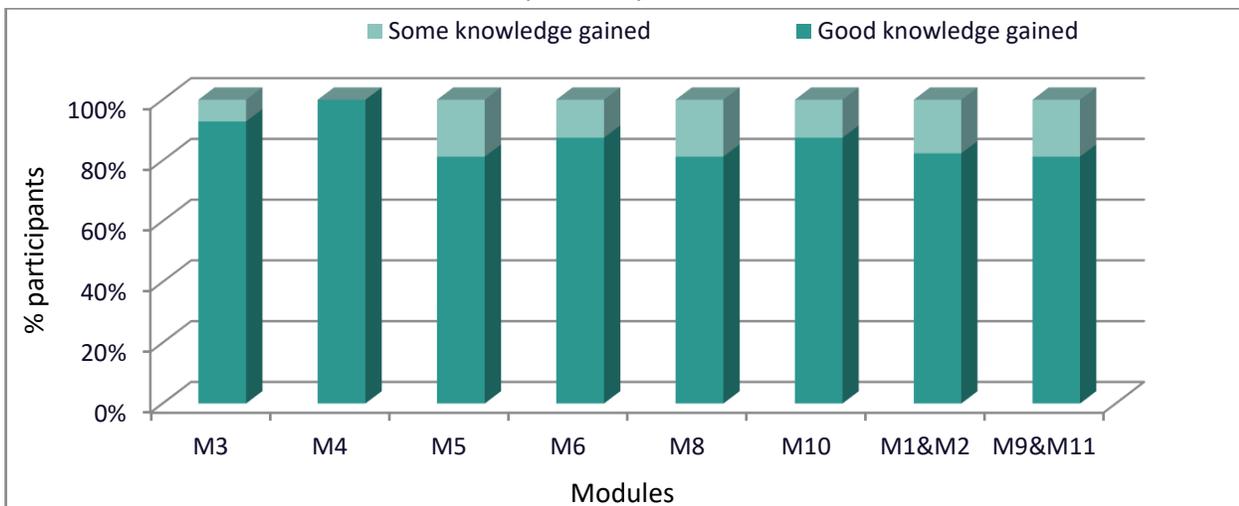
Few clicks from the last day of the programme

# Participant’s feedback

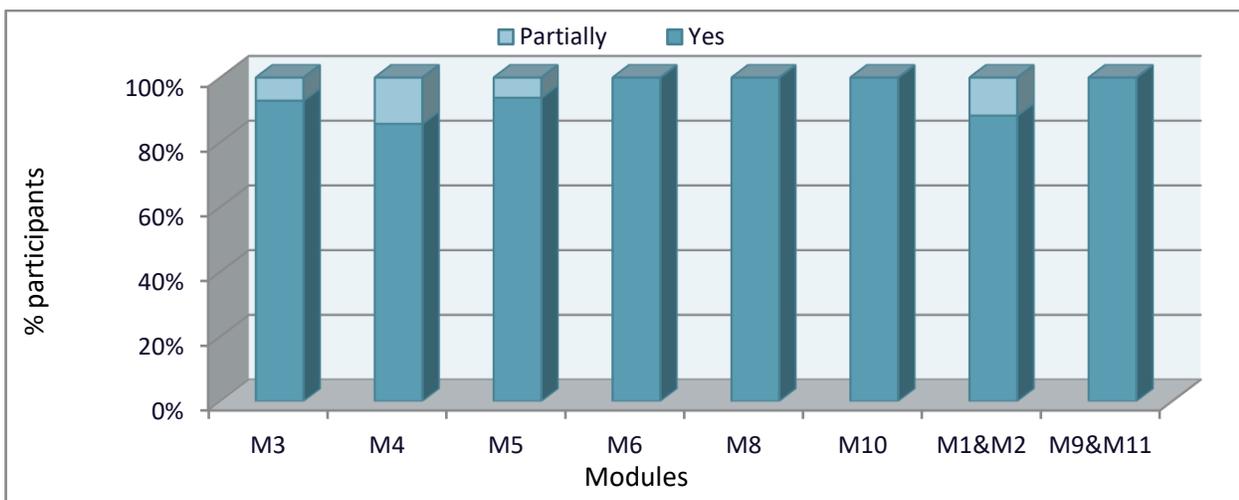
The participants’ feedback was collected through a survey using the google form where they were asked to fill the information in terms of following:

- Knowledge gained – no/some/good
- Whether the instructor was able to meet their expectations in terms of language used, the presentation content and the teaching method adopted- appropriate/difficult to understand/couldn’t understand at all
- Whether the session broaden their knowledge about the topic- yes/no/partially
- Their suggestions were asked to make it more effective

The feedback from all the modules was analyzed and presented below:



Graph representing the percentage response in terms of knowledge gained post each module



Graph representing the percentage response in terms of broadening their existing knowledge about the topic

All participants found that the sessions were effective and appropriate in terms of the content, teaching method adopted and the language used. For the module 4, 9, 10 & 11 there were no specific suggestions however for the other modules there were a few recommendations received to make them more effective which are as follows:

**Module 1 & 2 –**

- Adding more field picture examples, research articles, quizzes about the multi-inter/disciplinary concepts and give more group activities to do.
- Adding more details regarding selection of research topic, adding interdisciplinary elements and examples to understand properly.

**Module 3 –**

- Adding region specific as well as context specific real world example
- Small exercise about assessing climate change vulnerability and adaptation.
- How to add climate change element while selecting interdisciplinary research topic

**Module 5, 6 & 8–**

- more explanation on different methods that can be used in qualitative research
- Incorporating examples from natural science topics
- images and videos could be useful to develop nuanced understanding
- an example of qualitative data analysis done in front of students

## Outcome

The participants were trained in interdisciplinary methods and gendered analysis in water and climate science research. This offline tools oriented mode of training is much more effective and by the end of the training, participants felt more confident about interacting with community and employing qualitative research tools to conduct an Interdisciplinary research focusing gender component.

The training will be helpful understanding importance of interdisciplinarity and to incorporate gender part to their respective dissertation/thesis research.

## Annexure 1

### Course Instructors' profile

**Prof. E.R.N. Gunawardena** has more than 40 years of experience in teaching, research and consultancy in water resources and watershed management before retiring as a Senior Professor. He has an M Sc and PhD in Soil and Water Engineering from Cranfield University, UK. He has served as the Head of the Department of Agricultural Engineering, Dean of the Faculty of Agriculture and the Deputy Vice Chancellor of the University of Peradeniya, Sri Lanka. He was a member of the Global Water Partnership's South Asia group and served as the first Project Director of the Crossing Boundaries Project – a regional capacity building initiative in Integrated Water Resources Management (IWRM) at the South Asia Consortium for Interdisciplinary Water Resources Studies based in Hyderabad, India.

**Prof. Ranjith Premalal De Silva** is a Senior Professor of Geo-Informatics at the University of Peradeniya. He holds a PhD in Applied Remote Sensing and GIS from Cranfield University, UK, along with postgraduate degree in natural resources management from Asian Institute of Technology. He founded the Geo-Informatics Postgraduate Programme and the Geo-Informatics Society of Sri Lanka. Professor De Silva has served as the Vice Chancellor of Uva Wellassa University of Sri Lanka and the University of Vocational Technology, Sri Lanka and served on multiple national and presidential committees. He worked as a consultant for the UN, FAO, World Bank, British Gas and UN's African Spatial Data Infrastructure Programme. He is also an accomplished researcher with 75+ journal publications, 150+ other publications, authored textbooks, and edited over 35 works.

**Prof. M. I. M. Mowjood** is a Senior Professor of Agricultural Engineering at the Department of Agricultural Engineering, Faculty of Agriculture, University of Peradeniya, Sri Lanka. He holds a PhD from Iwate University, Japan. With over 30 years of research and teaching experience, his expertise spans in water resources management, ecological agriculture, and environmental engineering. Prof. Mowjood served as the country coordinator for Cap-Net Lanka (Capacity Building Network for IWRM) and has contributed significantly to the field through his work. He has authored numerous peer-reviewed publications and book chapters and involved in research projects, including those funded by the SATREPS, APN and IDRC. In addition to his academic contributions, he has served as a resource person in various national and international training programs.

**Prof. Vishal Narain** holds a PhD from Wageningen University, the Netherlands and currently working as a professor at Management Development Institute, Gurgaon, India. His teaching and research interests are in the inter-disciplinary analyses of public policy processes and institutions, water governance, vulnerability and adaptation to environmental change and periurban issues. He received the SR Sen Prize for the best book on Agricultural Economics and Rural Development (2002-03) conferred by the Indian Society of Agricultural Economics.

**Dr. Sreenita Mondal** is a Gender and Social Inclusion researcher, holding an M.Phil and a Ph.D. in Human Geography from Jawaharlal Nehru University in New Delhi, India. Currently, she is associated with the Gendering Water and Climate Science in South Asia project as a regional research lead. She has been working in the areas of water resource management, water-based livelihoods, and community engagement applying a gender lens to it. She has worked with various national and international organizations such as SasiWATERS, Centre de Sciences and Humaines, and GenUrb.

**Ms. Suchita Jain** completed her M. Tech. in Applied Geology and trained in geospatial techniques. She carries nearly two decades of experience working with various government and nongovernment organizations focusing on interdisciplinary research around water and climate change. Currently, she is associated as Regional Research and Training Coordinator with the Gendering Water and Climate Science in South Asia project.