ABOUT US

Azim Premji Foundation, since its inception in 2001 has been working towards making deep and large scale impact on improving the equity and quality of education in India. The Foundation works in the most disadvantaged regions and in partnership with respective state governments. This engagement is institutional and long term, with the understanding that such sustained effort is necessary to contribute to educational change. The Foundation’s work primarily is capacity development of teachers, head teachers and other education functionaries, and it is also involved in working on curriculum, assessment, policy issues at the State and National level.

The work of the Foundation is organized through State and District level institutions set up in seven states, across about fifty districts, with a dedicated team of more than 1000 members.

Azim Premji University was established by the Azim Premji Foundation, under the Azim Premji University Act 2010 of the Government of Karnataka.

The Foundation established the University as part of a larger purpose to contribute to the education and development sectors in the country. The roots of the University lie in the learning and experience of the Foundation.

VISION

EDUCATION FOR SOCIAL CHANGE - to contribute to the realization of a just, equitable, humane and sustainable society.

MISSION

Create outstanding and effective programmes that:

• Prepare graduates with great competence, integrity and social commitment
• Expand the frontiers of knowledge in education, development and allied fields through research
• Support and enhance the work of the education and development sectors in the country through continuing education
• Contribute to change in policy and practice in the Indian education and development sectors through advocacy and public communication
Azim Premji University started in 2011, offering two post graduate programmes; M.A. Education and M.A. Development. It currently has eight specializations on offer in these programmes. In 2015, the University had commenced its Undergraduate programme (B.A/B.Sc.) and an M.A. in Public Policy and Governance. In 2016, the University is offering a new Masters in Law and Development (LL.M). This expansion is guided by a clear framework that addresses the need and relevance to the core social purpose and the University’s ability to offer high quality education.

The University has so far enrolled 1580 students in six batches and built a dedicated team of 220 faculty and staff engaged in teaching, research, continuing education and field practice. In August 2016, 300 students of our fourth batch of post graduate students will graduate and we would have more than 700 social change agents, working towards our vision.

To enable academic and operational focus, the University is organized into 6 schools – School of Education, School of Development, School of Policy & Governance, School of Liberal Studies, School of Continuing Education & University Resource Centre, and the Research Centre. These schools have ownership for the programmes and key initiatives in their respective domains, and have an overarching coherence and alignment with the core purpose of the University.

The governance structures, statutory bodies and necessary operating committees have been well-established and details are displayed on the University’s website. The website also ensures that a wide spectrum of information about the University is available in the public domain.
# Degree Programmes

The degree programmes follow a semester and credits based system, requiring a specified minimum number of credits for graduation. Students get credits for courses successfully completed.

## Programmes

<table>
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<tr>
<th>Programme</th>
<th>Specializations</th>
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<tbody>
<tr>
<td>Master of Arts in Education</td>
<td>School Organization, Leadership and Management, Curriculum and Pedagogy, Early childhood education, Teacher Professional Development (from 2016)</td>
</tr>
<tr>
<td>Master of Arts in Development</td>
<td>Livelihood, Public Policy, Health and Nutrition, Law and Governance, Sustainability</td>
</tr>
<tr>
<td>Master of Arts in Public Policy &amp; Governance</td>
<td>Specializations being planned</td>
</tr>
</tbody>
</table>

Postgraduate programmes consist of a set of essential core courses which provide students with the necessary foundation and a range of elective courses (in the academic year 2016-17, there will be over 120 electives on offer) from which students can choose, based on their area of interest.

Field practice is an integral component of the programme and students spend 16 weeks in field work, in addition to weekly practicums. Field practice is organized in all semesters, moving from exposure engagements in Semester I to organizational internships in Semester II and independent field projects in Semester III. Field work projects typically are done at partner organizations and are mentored and guided by faculty and field supervisors.

Students acquire specializations within the programme by choosing a specified set of electives and doing their final field project, within their area of specialization. They may also opt not to do any specialization and instead do a general programme.

In the final semester, students have the option of doing an Independent Study on a topic connected to the programme. In addition to the core and elective courses, students also study two Open courses of their interest from areas like Art, Cinema, Music, Theatre, Sports, and Literature etc. providing them the opportunity to expand their area of interest beyond the curriculum.
The degree programmes follow a semester and credits based system, requiring a specified minimum number of credits for graduation. Students get credits for courses successfully completed.

**PROGRAMME STRUCTURE**

Undergraduate programme has a liberal educational vision and a curriculum that aims to prepare students for personal accomplishment in their areas of interest as well as develop the critical sensibilities for citizenship and social engagement.

All students study courses in a Common Curriculum that nurtures general capacities of critical reading, writing and quantitative reasoning. The “Understanding India” component is a unique feature of the Common Curriculum in which courses aim to develop a deep appreciation of the historical, cultural, ecological, and social context of India and the associated challenges.

The discipline-specific courses, Majors provide breadth and depth in their respective fields. Students have the option of choosing Minors providing them the flexibility to learn other disciplines or even distributing and doing courses from many disciplines. Illustratively, a student could choose a Physics Major and a Development Studies or Applied Mathematics Minor.

Creative Expressions courses promote engagement with Arts, Music, Sports etc.

<table>
<thead>
<tr>
<th>PROGRAMMES</th>
<th>SPECIALIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACHELOR OF ARTS (B.A) &amp;</td>
<td>• Economics</td>
</tr>
<tr>
<td>BACHELOR OF SCIENCE</td>
<td>• Combined Humanities</td>
</tr>
<tr>
<td>(B.Sc.)</td>
<td>• Biology</td>
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<tr>
<td>with the option of an HONOURS DEGREE (3 YEAR, 6 SEMESTERS)</td>
<td>• Physics</td>
</tr>
<tr>
<td>Three year, Full time, 84 credits</td>
<td></td>
</tr>
<tr>
<td>Option of doing honours with 96 credits</td>
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</tbody>
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...
TEACHING & LEARNING

The programmes in the University aim to
(i) promote excellence in learning appropriate to the diverse contexts that students come from
(ii) ensure that they reflect the University’s social purpose and
(iii) nurture students who are capable of making sensitive ethical choices; and are socially engaged and capable of thoughtful and skillful action.

We expect the education at the University to be an important beginning and continuation, not the final stage, of a process of learning.

To enable these in practice:
• The curriculum and individual courses are designed to elicit interest and curiosity and the course content is presented in ways that invite questioning and reflection. Intensive review mechanisms ensure that the courses stay connected to the larger programme objectives.

• Within the specified norms there is significant flexibility in structuring the courses, teaching methods and learning experiences. The spirit of instruction is that of facilitation of autonomous learners.

• The pedagogic practices, inside and outside the classroom are designed to ensure that our students engage each other in dialogue and also address issues of inclusion and diversity.

• Assessments are designed with the objective to provide meaningful, dynamic and constructive feedback to the students while at the same time providing valuable insights to the instructor about the teaching-learning process. The assessment systems are comprehensive; Term papers, reflection notes, group projects, book reviews, presentations etc. are part of the overall assessment scheme.

• A letter grading system is followed; it is non-competitive and does not compare students. The focus is on the student’s own accomplishments in learning.

An important / integral part of the University’s commitment to continuous improvement is the periodic curriculum review and the overall Programme review. Thus, the M.A. Education and the M.A. Development programme curriculum have undergone detailed reviews in the past five years. In 2016, the University has conducted a very detailed Programme review that will enable it to bring valuable insights into every aspect of the programme.

FACULTY

Over the past five years the University has built a committed faculty team of 130 members, many of whom have chosen to join the University because they resonate with the overarching social purpose of the University and the opportunity to prepare students to contribute to social change. Most faculty have doctoral degrees in relevant domains and many of them also have significant field experience. This blend of academics and field experience among faculty creates a vibrant, rich and collegial environment.

Added to this, the wealth of experience of Azim Premji Foundation’s field institutions and their practice related expertise have immensely benefited students. Our attempt to integrate theory, practice and research is perhaps unique among institutions of higher education in the country.
Integral to our vision and core purpose, is our commitment to inclusion and diversity. We ensure that students from disadvantaged economic, social, regional and language/communication backgrounds can access quality higher education. Equally critical is our commitment to ensure that all students are supported academically and personally through various measures, to overcome disadvantages and realise their potential in full.
ADMISSIONS

REACH
We reach out during admissions to ensure that access is not a constraint. Our entrance test is held in 30 centres across the country and interview in 15 locations. In addition, School and College connect and engagement programmes, open houses and webinars are conducted to explain and clarify applicant queries.

INCLUSION
We understand and appreciate the gaps in opportunity that disadvantaged backgrounds cause. To address this gap, we provide these students with a specific weightage in the admission process which gives consideration to a range of disadvantages; economic, caste, gender, parental education etc. enabling them to offset entry level difficulties.

FINANCIAL SUPPORT
Extensive financial support is provided to help deserving students deal with financial constraints. Based on the extent of economic disadvantages and constraints, they are awarded scholarships ranging from 100% to 50% covering tuition fees, accommodation charges and expenses for field engagements etc. In exceptional cases, the University also provides monthly living support and project based student assistantships that help deserving students cover their day-to-day expenses / support their families. The University also facilitates concessional educational loans for students using which they can fund their expenses, either fully or partially.

PROCESS
The admissions process is designed in a way to provide applicants individual attention and guidance throughout the admission cycle.

Our student profile reflects this commitment to equity, inclusion and diversity

• 50% are from rural areas or small towns, from 25 states
• 55% are women
• 50% study on financial support
• 20% of post graduate students are working professionals.
STUDENTS' SUPPORT AND WELLBEING

Student wellbeing and care is central to the University’s functioning.

Organizing an academically rigorous educational experience for a diverse student population requires intensive student support.

We recognize that:
- Many students need significant academic support to enable them to realise their potential and adjust to the new ways of teaching-learning, living together and the environment at the University.
- Stress owing to academics, personal or family circumstances need to be dealt with by providing sensitive support and care.

From inception, various student support initiatives have been designed and delivered. They have evolved in their nature and form over the years, in response to student and faculty feedback on their effectiveness.

ORIENTATION

Students go through a detailed orientation of 2 weeks duration prior to starting the programme. Attending orientation is mandatory and the objective is to prepare students to (i) appreciate the diversity among them and learn to work together (ii) impart some essential academic skills in reading, writing, literature review, basic research etc. (iii) develop bonds with fellow students and faculty, and (iv) sensitize them to the culture of the University.

ACADEMIC SUPPORT

Academic reading and writing classes, English language support, dedicated faculty hours for each course to provide for individual faculty consultations, course specific tutorials, workshops on skill development topics etc. are some of the academic support facilities available to students.

COUNSELLING

Full time professional counsellors are available on campus, to address emotional issues relating to various factors and support student wellbeing.

FACULTY MENTORING

Every student is assigned an individual faculty mentor to provide them guidance right from the start of their studies through to completion.

STUDENT INSURANCE

Students are covered under insurance schemes for health, accident and life at no additional cost.

STUDENT INITIATIVES

Active encouragement and support is given to student clubs, social and cultural initiatives, publications; other formal and informal mechanisms are in place to enable them flourish.
Central to our vision is seeing our students engaged with the social sector after they graduate. The placement cell at the University is largely student driven, with faculty mentors closely associated. Annually about a 100 organizations visit campus for placements and in the 4 batches which have graduated so far, close to 100% students have been placed. With student and organizational connect growing and maturing, we have seen a positive trend of some students opting to pursue fellowships or specific organizations/projects that are closely aligned with their interests.

Overall, it is heartening to see that over 95% of these students chose to work in the social sector (with NGO’s, Schools, and other organizations) and among them more than 80% opted for work at the grassroots in rural areas and small towns, where their competence is most required. Reflective of the purpose of the University, students have consciously chosen work that they believe fulfils their aspirations of contributing meaningfully to social change on the ground.
Integral to the mission of the University is building capacity in working professionals and serving functionaries through significant short courses and programmes. The School of Continuing Education and University Resource Centre is focused on this key objective of the University.

CONTINUING EDUCATION

Over the last five years, we have designed and delivered several capacity enhancement programmes, largely for district/state level government functionaries from states where the Foundation is engaged deeply. In 2015 alone, more than 75 workshops have been done, reaching over 1900 participants. These programmes are typically 1-2 weeks and cover a very wide range of areas within the education domain, livelihoods, public policy etc.

Some key programmes delivered this year include:

- Programmes for BBMP (Bangalore Civic Authority) officers in Urban Governance, Ecology, Professional skills development
- Programmes in Public Policy for senior officers of the Government of Karnataka in collaboration with Administrative Training Institute, Mysore
- Teacher Development /Education Perspectives related programmes for DIET faculty, principals and DDPI’s from Karnataka
- Induction programme for District Education Officers from Rajasthan and Academic consultation workshops for DIET faculty of Bihar
- Classroom Observation and Teacher Support for Kotak Education Foundation
- D.Ed. curriculum review workshops with Sikkim education department

The University (in collaboration with our field institutes) is actively engaged with many state governments, contributing to extremely important areas within education such as curriculum design, textbook development, pre and in-service teacher education and education policy related work.
The University library is home to over 35000 books and 15000 online journals and databases like JSTOR, Manupatra, Questia, EBSCO, Scientific American etc. The collection includes 4000 books in many Indian languages and over 90000 e-books. Over time, the library will evolve into a national resource centre for the Education and Development domains.

Our publications At Right Angles, Learning Curve and Language and Language Teaching have been in print for many years now and currently are distributed free to over 5000 teachers, teacher educators, students and others. Our Science magazine, I wonder, launched in 2016 has received much positive feedback. Importantly, these materials are translated into Kannada and Hindi, thus serving a significant national need for high quality resources in Indian languages.

Availability of high quality learning resources, for practicing teachers and functionaries particularly in Indian languages are a serious concern. The teachersofindia.org portal is an online resource created for teachers. The portal is available in multiple languages and contains more than 10000 high quality resources like lesson plans, articles, videos etc. across a range of subjects. Over 25000 people access this on a monthly basis, most of whom are practicing teachers.
Some of the significant studies initiated / completed recently include:

- Revitalization of Local Health Traditions, Small farm dynamics, Maternal health
- Series of projects looking at different aspects of Bengaluru - Urbanization of Bengaluru City, Self-employed workers in Bengaluru, Historical transformation of urban commons
- Exploring the Institutional systems of school education in India
- Informal Science learning
- Studies on “Land Governance in Karnataka”, “District Courts” and a large scale survey on “Crime Victimization”
- The Determinants of Private Investment in India
- Research support to an expert committee constituted by the Government of Karnataka to study the possibility of restructuring the Bruhat Bengaluru Mahanagara Palike (BBMP).

**Research Grants**

Recently, the University launched the Research Grants Programme explicitly for the purpose of promoting research in areas of particular interest to the University - Education and allied areas, Law and Governance, Development, and Sustainability. Aimed at strengthening and supplementing existing efforts in these areas, the research projects will be able to inform practice and policy. The grant is open to individuals and institutions and in the first round (2015-16), 16 projects have been approved including the following:

- Air Pollution governance in Indian cities
- Impact of Medium of Instruction on Learning Outcomes
- Social Diversity in Schools
- Understanding judicial delays in India

In the past year, faculty at the University have published several books, contributed chapters to edited volumes, academic papers and also contributed significant opinion pieces in the popular press in the domains of legal reform, governance, public education and sustainability.
EVEN Ts

The University has consciously made significant resource commitments and created platforms for learning, networking and knowledge sharing, given their criticality to nurturing a vibrant academic environment. These events are of varying nature; in their design, participant profile and reach. Key among them are:

INTERNATIONAL SEMINARS AND CONFERENCES

The Philosophy of Education and Law and Governance international seminars started in 2012 and are in their fifth year now, providing a platform for national and international scholars to present their work and have enriching discussions. In November 2015, we organized two key education related events – A symposium on Childhoods in India: Traditions, Trends and Transformations and also the Sixth annual International Conference of the Comparative Education Society of India (CESI) conference. Several other workshops, seminars and conferences have been held in collaboration with other reputed institutions like the Humboldt University, Germany, University of Chicago, Indian Institute of Human Settlements.

UNIVERSITY COLLOQUIUMS

The colloquium series is a weekly event, where academics and practitioners from a variety of fields, are on campus, sharing their research / field experiences with the students and faculty body. We have hosted more than 250 such talks. The University has uploaded these talks on YouTube and provided the links on the University website for the benefit of the public.

PUBLIC LECTURES

The Public lecture series has been very successful in creating and sustaining an ongoing dialogue around key social issues. We have done more than 50 such lectures over the past five years. In 2015, six public lectures were held, reaching thousands of people.

KATHAVANA

KATHAVANA is the annual children’s literature festival that brings together hundreds of young children and teachers, instilling in them the love for literature. Plays, workshops on drawing, puppet making, other performances, and book exhibitions are all part of this grand event. The third edition of Kathavana in September 2015, had more than 1000 children participate.

SUMMER SCHOOLS / WORKSHOPS

These are typically 5-10 day workshops on specific domain areas/themes and participants are usually people already working in these areas. Recent ones include summer schools on “Philosophy of Education”, “Philosophy of Education for Teachers and Teacher Educators”, “Advanced Graduate Workshop in Indian Development” for doctoral students, in collaboration with Institute of New Economic Thinking, New York and the International summer school on pluralism, development and social change.

STUDENT FIELD WORK PROJECTS

Students field work experience has translated into several interesting events on campus. The law and governance specialisation students organized a public event, In pursuit of Justice at the Rangoli Metro Art Gallery, showcasing their field work on Developmental Clinics in Land Governance, Human rights and local governance. The health specialisation students organized a photo exhibition titled At the Threshold of life and death with stories of women they met with, as part of their field work on maternal health. The Education students conducted a two day symposium on campus, bringing together all their field work experience.
**CAMPUS LIFE**

The immense diversity in the student cohort has ensured that campus life is vibrant and enjoyable. Several student-led activities have become part of daily life on campus.

- **Publications:** Student publications “Karvaan” and “The Journal of Education and Development” are into their third edition now.
- **The Debating Development series** started last year and is a forum for interested students to come together and debate contemporary social issues.
- **The Kaapi Aur Charcha series** invites practitioners from various fields to engage in informal talks with the students.
- **UNMUKT**, the annual cultural festival, occupies a special place in the hearts of every member of the University community.
- A variety of clubs have been formed, catering to different interests; **Cinema, Theatre, Literature, Quiz, Photography, Sports**.
- **Pahal** is the umbrella under which a large number of students are actively engaged with social causes ranging from education of disadvantaged children, working with the community around the campus, environmental concerns, blood donation camps etc.

**OTHER KEY PROJECTS**

**TRANSLATIONS**

The University has given significant thrust to its “Translations Initiative” since 2015. Over the next few years we hope to build a large network, both individual and institutional and translate over 17000 pages of material, with the primary focus on translating degree programme level material (academic papers, books, course readings etc.) into Hindi and Kannada and making them available freely and widely. We believe that such an effort will be of immense help to students across the country, educational institutions, and other government and private institutions working in the domains of education and development.

**TEXT BOOK ARCHIVAL PROJECT**

The project aims to create an archive of school books and related material, to facilitate research and development of alternative teaching and learning material. Such an archive, needless to say, would be of immense benefit to researchers across disciplines, curriculum developers, practitioners, and many more who are actively engaged with the domain of education.
HUB FOR EDUCATION LAW AND POLICY
H.E.L.P. started with research and supporting litigation on various aspects of RTE implementation. Over the years, the scope of the hub’s work has broadened significantly in order to be able to address systemic issues in Indian education such as governance in education and teacher education.

SCHOOL CONNECT
The school connect initiative is a significant effort aimed at building a long and mutually beneficial partnership with Bangalore schools. It also served to demonstrate the ‘connect’ between schools and higher education institutions. As part of this, in the last year we conducted several hands-on workshops and sessions with teachers from Bangalore schools; these range from teaching mathematics, science, language, assessment principles etc.

PARTNERSHIPS
We recognize the immense contribution our partners make in building the University. Throughout the year, various programmes are held in collaboration with them. Some key initiatives are The School of Development quarterly workshops with all field partner organizations, the school of continuing education’s partnership with various bodies (ATI, BBMP, NCERT, and SCERT’s) in reaching out to them with short term programmes that enhance capacity in their people. Our publication related partnerships National Centre for Biological Sciences, Teacher Plus magazine, Community Math Centre -Rishi Valley, Vidya Bhawan, Eklavya are extremely valuable in creating excellent learning resources.

SUSTAINABILITY PROGRAMME
The sustainability team is developing a series of video modules that explain the basic concepts in sustainability. These are for anyone who has an interest in sustainability, particularly young school and college going children. We hope that these materials will build significant awareness and understanding among them.

ROAD MAP AHEAD
• Construction of the University campus will begin soon. The 81 acre campus to be developed in phases, will house academic and residential facilities for 10000 students and 650 faculty and staff.
• In the post graduate programme, we will continue to look at opportunities for key specializations within the domains. Post graduate diplomas in specific areas within the domains are also under evaluation.
• The Undergraduate programme will explore opportunities to expand the range of Majors to include Maths, Chemistry, and Human Development in the next 3-5 years.
• Continuing Education programmes will also be a key area of focus and within this Teacher Education, Pedagogy (Language, Science etc.), Assessments, Sustainability, Livelihoods and Health will be priority.
• In November 2016, we will host the Early Childhood Education conference in collaboration with Association of Early Childhood Education and Development.
• Hubs for Policy Evaluation and Implementation and a Hub for Law and Policy are also in initial stages of formation and will soon engage with large research projects.
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