

ALUMNI STORIES

PART V

M.A. Education






Vision

Education for Social Change

To contribute to the realisation of a just, equitable, humane and sustainable society.





Follow Our Change Makers!

Stories of alumni at work

Part V



Ashish Sharma

M.A. Education, 2012-14

Capacitating Science Teaching and Learning

“Perspectives and thinking out of the box makes things easier.”

Ashish works as a teacher trainer at Azim Premji Foundation, having donned many other roles for the past seven years. As a teacher trainer for science, he works on science awareness, connecting basic life observations and activities to scientific knowledge and concepts. He also contributes to content creation in the teaching-learning modules.

As part of his role, Ashish visits many schools, works with teachers and students, identifies challenges, conducts workshops, supports local/ block level engagements such as capacitating teachers through organising different trainings for Children With Special Needs, Continuous and Comprehensive Evaluation, State Initiative for Quality Education etc. Due to his sheer dedication towards inducing science and technology knowledge in the students, many students participated and won prizes in the National Level Science Congress. He is also involved in Field Researches, astronomy for



science awareness, dedicated work with different subject groups, engaging teachers and community by working on Science and Society.

Ashish started his career as a teacher of physics and chemistry in an engineering college. After a year and a half, he felt the need to study further, thereby joining Azim Premji University in 2012. His passion to work on the ground, made him join Azim Premji Foundation in 2014 after graduation.

Ashish admits that dedication towards work is the greatest success mantra in his work life. The knowledge he acquired at Azim Premji University to see things with different perspectives, to think out-of-the-box and respond suitably to situations, is helping him tackle challenges, limitations and circumstances in the field.

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Prashant Keshav

M.A. Education, 2012-14

Transforming Careers to Achieve Personal Excellence

“Exploring the myriad possibilities of career and striving to shift the narrative from market-driven careers to interest-driven ones.”

Prashant Keshav runs Career Buddy, a career guidance and advisory firm in Pune, Maharashtra. Along with two partners he started this firm in 2020 with the aim of enabling and preparing fresh graduates and young aspirants for the professional world along with empowering the experienced to seek greener pastures and accelerate career growth. The team carries out a diagnosis to analyse an individual's requirements and offers customised need-based solutions.

Prashant has a clear vision, spirit and focus to alter job mindsets, transform careers, and yield a more excellence oriented professional environment. Building credibility, reaching out to the audience, and making efficient investments are only some of the challenges that stand before Career Buddy as it strives to shift the narrative from market-driven careers to interest-driven ones.



Prashant, an MBA graduate, worked with several telecommunication firms for a decade. But a deep sense of dissatisfaction with corporate jobs and a weekend volunteership with Bharti Foundation where he engaged in conversations about the importance of education with migrant children and the myriad possibilities of careers, transformed into pursuing the M.A. Education programme at Azim Premji University. The course set the stage for him to comprehend the theoretical and field reality of the education system in rural and urban settings. His vast experience of working in many firms working on team management, donor management, impact, and implementation monitoring, and organising capacity building workshops prepared him to start Career Buddy. (www.careerbuddy.net.in)

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Shashi Bhushan Kumar

M.A. Education, 2012-14

Creating Student Friendly Learning Spaces

“There is no space for mistakes in teaching. We are doing a sophisticated task of preparing human beings for their life.”

Shashi Bhushan works as a teacher trainer in the Indian wing of an international development organisation Humana People to People. Collaborating with the District Institute of Education and Training (DIET), he works with teachers of government schools. The programme implementation is done through a methodology, doctrine of modern method which incorporates activity-based learning, art integrated learning, student centric-student driven teaching learning practices and so on in teacher training. The training also includes extensive travelling, community visits and interventions, and so on. The intervention helped transform D.El. Ed classrooms into student friendly learning spaces, eventually transferred into school classrooms through effectively trained teachers. Many government schools have now adapted this modern method over the traditional one.



Shashi Bhushan’s journey in the field of education began when he joined Pratham as a teacher. His interactions with children motivated him to pursue education and he joined Azim Premji University. After graduating, he joined Humana People to People, where initially adapting to the programme faced a lot of resistance from students and teachers.

Shashi Bhushan recalls some key lessons about innovative pedagogical practices from Azim Premji University substantially aided his work in the field. He dreams to eventually start his own school where students can have a good learning experience at a low cost.

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Vishnu Vijayan

M.A. Education, 2016-18

Finding Rhythms in Life

“Children should be allowed to see all the colours of the rainbow, not just one.”



Vishnu is a tabla instructor at Headstart School, Bangalore. Having had a long-standing relationship with music from a fairly young age, he has explored art through tabla. Over time, he has identified an intersectionality between teaching and music and chose to pursue that. He says there is music all around us and it's only a matter of finding that rhythm, playing around with it and exploring it. He believes that the narrative and the exclusiveness around music and art must change to make it more accessible.

While previously working at a government school in Bangalore, Vishnu encouraged students to make their own instruments from everyday things found at home thereby validating that music is

found all around us and not just in instruments. His belief is that music must be brought into the mainstream system, not just as a co-curricular or optional subject in schools, following the stipulations that the National Curriculum Framework promotes with respect to music. Studying at Azim Premji University has helped him explore the idea of aesthetics and understand the potential that art has in the lives of children.

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Vaishnavi Mohan

M.A. Education, 2016-18

Educational Innovations at the Grassroots

“Do good and be good.”

Vaishnavi is a teacher in Pokhrama Foundation Academy in Pokhrama village in the Lakhisarai district of Bihar. She teaches English, Maths and theatre along with developing the curriculum followed in the school and determining the syllabus for the class in consultation with teachers. She collaborates with organisations outside the school to invite women professionals to interact with students to create awareness about the immense opportunities for women. Vaishnavi feels immensely proud when she sees students coming out of their shells and showing curiosity towards learning.

Vaishnavi, an engineering graduate, started her career in education with a fellowship with Teach for India and then joined the M.A. Education programme at Azim Premji University. Her prior experience helped her relate the educational theories and learning at the University with her practical experience at Teach for India.



Vaishnavi’s experience also includes working as an Educational Specialist for quality improvement of literacy and numeracy with the Andhra Pradesh State Social Welfare Department. Here, she was monitoring 189 residential institutions from grades 5 to 12 for ST/SC students, finding gaps within the system and designing programmes for bridging the gap and implementing the same. Vaishnavi reflects that her work is a drop in the ocean.

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B Eswara Rao

M.A. Education 2017-19

Working for the Farmers

“In the current scenario, result based management is the need of organisations and community involvement at each stage of the project is a must because the community knows its needs best.”

Eswara works with Accion Fraterna Ecology Centre in Andhra Pradesh as a Planning, Monitoring and Evaluation Associate. The organisation works on empowering small, marginal farmers and landless families through agro-ecology, drought mitigation, natural resources development and sustainable livelihoods. The collective goal of the various projects is to reduce the farmer's input costs and help them get high yield from the diversified crops by the community-based organisations approach. Eswara monitors on ground implementation and fulfilment of project goals. He overlooks two mandals consisting of 60 villages and around 4000 farmers.

A day in Eswara's life generally involves field visits to the villages, focussed group discussions with the Sasya Mitra groups, informal community groups of 20-25 farmers and Farmers Producer Organisations. After discussions with the groups, he analyzes the data and makes reports based on the analysis. This helps the



organisation get a glimpse of on ground issues, challenges, focus areas as well as the success stories. He monitors employees on the ground and helps them with technical and documentation support. Eswara shares that it is not only him who monitors the project, he works side by side with the community; every day on the field is a new learning from them. The M.A. Education programme at Azim Premji University and particularly the course on Educational Governance and Decentralization has tremendously helped Eswara understand and execute his projects.

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Tina Rajendra Pushpa Katakwar

M.A. Education, 2016-18

Redressing the Norms

“Change in society is not easy as it involves collective efforts and an indefatigable spirit.”



Tina has recently joined Azim Premji Foundation in Chhattisgarh, being truly passionate about the field of education. Her interest in education stems from her time working with Learning Links Foundation at Gadegaon in Maharashtra, where she first began engaging with first-generation learners in English.

Tina also worked on the wellness practices of students and community members. She found various superstitions about the sanitation practices for girls which had a direct and indirect impact on their education. She began to see education as an opportunity to overcome these misconceptions about women's health and hygiene practices. Another myth that Maths is only for boys and girls were supposed to study only arts was dispelled by organising numerous awareness sessions and inviting various role models which made

the people aware that education is for all and should not be decided based on gender.

Tina found changing the mindset of teachers to be highly challenging. But over time, the teacher-student relationship improved and schools became more like joyful learning centres. Parents too started following the best hygiene practices. In her brief years of experience, she believes that each endeavour towards change is very important irrespective of how big or small it is.

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Thulasidas

M.A. Education, 2013-15

Bringing Alive Sustainable Development Goals

“Sustainability is about teaching individuals how to do something, not always doing it for them.”

Thulasidas works as the Block Implementation Manager for the ‘Road to School’ project, a Corporate Social Responsibility (CSR) initiative of Ashok Leyland in association with Learning Links Foundation. The project focuses on bringing to life Sustainable Development Goals (SDGs) that focus on basic numeracy and literacy skills, malnutrition, community development and sanitation.

Thulasidas oversees the execution of the project in Tiruchengode block in Namakkal, Tamil Nadu by coordinating and regulating the work on the field. The satisfaction of examining reports that reflect on the impact of the project always motivates him to continue working relentlessly. His 15-16 hour work schedule is accompanied by myriad day-to-day challenges ranging from clarifying misinformation or miscommunication with school authorities and government officials to organising substitute coordinators in the field due to



an emergency. Even during the pandemic, his team ensured that the learning levels of children were maintained by giving children numeracy and literacy-based worksheets and following-up with them.

Thulasidas uses his ability to communicate and problem-solve to empower his team to stride forth with resilience. He started his career as a Computer Science Engineer but a desire to work in the development sector guided him to the M.A. Education programme at Azim Premji University. He believes that his professional development will help him contribute more efficiently and effectively to the field.

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Muhammed Nuhman

M.A. Education, 2015-17

Providing Access to Quality Education

“There is a need to help schools improve their capabilities to the largest extent possible so that they can become ideal educational institutions which the society needs.”

As the Academic Counsellor and core team member at Hikewise Learning, Nuhman has a vision of helping schools become ideal centres of learning. The organisation provides quality online learning programmes along with personalized academic mentorship and career development services for candidates who have been left out of mainstream education due to various reasons.

After University, he joined Chippersage, in Bangalore, where he worked as an implementation lead for curriculum and material development in language. Between 2018 to September 2020, he was working for their school project in the Kozhikode district of Kerala. The job was really challenging due to the implementation of progressive ideas like teacher professional development in a



conservative society. Nuhman strove on and through his relentless efforts along with well-planned strategies he was able to bring small but relevant changes in the mindset of the stakeholders associated with the school. The very fact that the school authorities insisted that he keeps in touch with them and continues guiding them, Nuhman considers it an achievement in his professional life.

Nuhman accredits learnings from Azim Premji University for igniting the spark to follow his conscience, motivating him to work in the field of education and reaffirming his faith that “Every child has the right for quality education”.

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Riya Parikh

M.A. Education, 2017-19

Enhancing Learning within Classrooms

“Working in education cannot begin at the level of curriculum or policy, it begins in the classrooms and schools.”

Riya teaches English and Social Studies to primary and middle-school students and engages in teacher research for multi-grade, multi-level teaching.

It was during the M.A. Education programme at Azim Premji University that Riya recognized the need to teach and work in proximity with classrooms and schools, before engaging in other domains of the education sector. Her search for a space where research and teaching coexist landed her at NIRMAN in Varanasi, at Vidyasharam - the Southpoint School with two school campuses, one in Varanasi and the other in a riverside village called Betawar. Integrating arts in teaching and providing inclusive, integrated and good education regardless of one's economic background are the main aims of this organisation. Along with teaching, she was also



engaged with work related to the children's library, in projects of arts and theatre for education and organised lectures for NIRMAN, thereby creating critical dialogues in education.

Riya's work has helped her gain a better understanding of students' abilities. She hopes to utilise her learnings to make her teaching contextual and effective for students and contribute to the areas of teaching and training, language and critical pedagogy, children's literature/libraries, and educational research. Presently, she is consulting as an early language and literacy expert for different projects with NCERT, Language and Learning Foundation in Delhi and TIDE Learning in Bengaluru.

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Kirti Krishna Ratnoo

M.A. Education, 2016-18

Novel Approaches to Language Development and Learning

“I feel it is important to learn and unlearn things. This openness allows me to strike a balance between past experiences and new experiments. So, whenever we discuss ideas, the first thing I say usually is “Let’s give it a try.”

Kirti teaches Hindi as a third language at the Bangalore Steiner School to students from grade 1-8. Following the Waldorf method which includes storytelling, songs, and drama, she weaves her own knowledge and experiences into her pedagogy. She uses form drawing as well as hand work as a tool for language building which are important elements of teaching and learning at the school.

Kirti has also been helping the school to find out ways of accommodating the IGCSE curriculum without losing the spirit of the school’s approach towards teaching and learning. One of her biggest contributions to the school is being able to bring a change in the language development of students as they can recognize, comprehend, and understand the concepts faster through her approaches. This was recognised by the school and her ideas and practices are now being blended with the current approach at the school. Kirti has adapted to the requirements of the COVID-19 pandemic by focussing on listening and speaking skills during



online sessions and guiding students to work on reading and writing in their free time at home.

Kirti’s exposure and experimentation of teaching-learning materials, their effectiveness as well as different language approaches began during her time at Azim Premji Foundation. She has overcome many challenges in leaving her hometown to pursue an M.A. Education programme at Azim Premji University and follow a career of her choice.

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Mohammed Illias K

M.A. Education, 2013-15

Inculcating Values in Young Minds

"Let the students explore, do not teach them."

Mohammed Illias is an Academic Coordinator in ZeeQue and takes care of curriculum planning and implementation and teacher training. ZeeQue preschool network conducts 3-years of preschool classes, has 140 centres both within and outside India, with over 10,000 students and more than 1000 teachers. He finds the environment favourable and a step closer in achieving his vision of inculcating values in children right from a young age.

Mohammed is glad to say that life at Azim Premji University made him pan Indian. The vibrant learning atmosphere in the University gave him a chance for great exposure and interaction. His choice of the 'Teacher Professional Development' and 'Assessment' courses as electives set the stage for some of the key learnings in various



aspects of education which helped him understand the educational scenario better. Much to his satisfaction, he found the learnings greatly helpful and useful in his present job where he implements them in the best way possible.

Mohammed worked as a teacher and a language trainer with an NGO before he decided to join an M.A. Education programme. Being surrounded by young men choosing to earn money over a higher education to serve the country better, he nurtured a vision to change the mindset of the youth in his community. His belief is that everyone should utilize their youth in acquiring knowledge.

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Samra Abdul Razack

M.A. Education 2014-16

Expanding the Horizons

“When the system is stuck with conventional methods, break the barrier, get in and create something new.”



Samra is an academic counsellor at Hikewise Learning, an Ed tech firm based in Calicut, run by a group of young people invested in research and academia who believe in delivering quality education to all. It supports learners of all ages to acquire their degree and upskill their career potential. For her, the learning years at Azim Premji University were followed by a process of unlearning to fit into a work environment which followed rigid conventional methods. Her ideas and a strong desire to put her learnings to practice led her to create a resource centre called ‘Cadence Institute for Excellence and Social Empowerment’ in alliance with four friends.

Cadence provides workshops, certificate programmes and other skill development sessions for college students, conducting sessions in respective colleges and universities. Some of the courses offered are ‘Feminism and its Discontents’, ‘Philosophy of Science’ and ‘Discover

Design’. The vision is to complement and support the existing education system by providing learning in subject areas which may not always be taken up in colleges and universities. These diverse topics help the students to be trained in subjects that contribute to their knowledge and skill development. The remarkable response from the students and faculty after conducting their first workshop encouraged them to continue. They witnessed changes with respect to ‘learning’ and this has made the idea more concrete that it was much needed for the benefit of society.

A major challenge for Samra is funding but she is confident that it will move forward. Samra believes that nothing can and should stop learning.

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Sheetal Paul

M.A. Education, 2011-13

Teachers are the Best Authors

“Every teacher should have the knowledge and skill of creating comprehensive, contextual and critical text for their learners”

Sheetal Paul is a storyteller who works with children’s Literature. “Teachers are the best authors” reads a poster on the Teacher-Author programme - her brainchild which works in enabling students of education and government/ private school teachers teaching language in the primary grades, to create stories. The programme has completed 8 successful batches, with 80 teachers from across India and abroad and has helped create literature in Hindi, English, Gujarati, Chhattisgarhi, and Bundelkhandi languages which has been shared with students by the participating teachers. By guiding the teachers to see the relationship between language learning and knowledge construction, the process includes engaging with existing children’s literature and creating characters from within the context of the learners. Care is taken to ensure that the stories are linguistically comprehensive and critically relevant. For every new batch, the programme is modified, keeping in mind participant’s



teaching experience and understanding. The expectation is to leave participants with theoretical understanding and knowledge-gain about the nature and pedagogy of language.

Sheetal, a first batch graduate from Azim Premji University, has travelled through the field of education for more than a decade now. Her belief is that children’s literature is the best way to enable teachers to create literature for their own students.

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Tsering Tashi

M.A. Education, 2011-13

Giving Monks the Gift of Language

“Like how water takes the shape of the container every time, likewise adapting and adjusting has become part and parcel of life”.

Tsering Tashi is a graduate of the first batch of the M.A. Education programme at Azim Premji University. Tsering joined the Azim Premji Foundation at Yadgir right after graduating, working for nearly two and half years as a teacher trainer for the Government school teachers which was quite challenging. He briefly volunteered at the Tibetan Department of Education, linked with the Education Department of India.

Currently, Tsering works as an English Teacher at a monastery, teaching basic English and basic Computers to senior monks in the age group of 25 to 40 years who are doctorate in Philosophy and Theology. Tsering finds the work challenging considering factors like the variance in community, age group and different backgrounds. His role has further extended to other monasteries.



Tsering is happy to share that he was able to contribute in English language proficiency of monks. Presently some of his students are pursuing science education at Emory university. He credits the theoretical knowledge he gained at the University for giving him direction and perspective. Tsering believes that to bring change in a situation, we need to view things from their perspective to make it easier to resolve and improve the conditions.

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Mukesh Kumar

M.A. Education, 2017-19

Changing Mindsets, Empowering Teachers

“We all have knowledge and we need to believe in continuous learning.”

Mukesh is a Programme Officer at the Kapadwanj Kelavani Mandal, in Kheda, Gujarat, where he has been working since 2019. His role involves working on content, curriculum, early childhood care and education, language, and assessment for pre-primary up to grade 3 in schools.

Mukesh is currently working on a project in collaboration with the Agastya International Foundation to make hands-on science and art education programmes accessible for students in schools and villages in remote areas. Along with his team, he trains volunteers to bridge the gap between classroom theories and practical learning. This programme has become hugely popular among both the students and teachers. Going one step further, Mukesh has learnt Gujarati, supporting teachers in creating and designing their own lesson plans and assessments. This has enabled them to support children with special needs and design remedial education



programmes which has in turn led to an improvement in learning outcomes in students. He actively participates in creating school improvement and development plans which take care of building infrastructural facilities and developing as well as enhancing the skill sets of the children by conducting interesting events for them.

Mukesh is motivated by his personal journey and his learnings from the M.A Education programme at Azim Premji University where he met many inspiring people. His work has helped him grow personally and professionally and he hopes to empower as many children of migrant workers as he can, becoming a role model for his community.

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Praveen Oraon

M.A. Education, 2017-19

Igniting Hope through Education

“Education is a right by birth, irrespective of your identity. It allows us to know who we are as human beings and allows us to be a volunteer in eliminating darkness through it.”

Praveen Oraon is a Project Coordinator with Gramin Shiksha Kendra at Sawai Madhopur, Rajasthan, where he anchors two important programmes at present, the English Language Learning Programme and Early Childhood Care and Education. He works towards designing interactive/ alternative content, developing these resources in a way which supports the child’s capacity development both individually and collectively. The interactive programmes make students capable of attaining different skill sets as against the conventional schooling system.

Interactive learning through kitchen gardening where children grow kitchen gardens in the school and place nameplates in a different language are a few of the projects Praveen works on. Project-based learning on various topics where children go to villages and have discussions with the community, collect census data, analyse,



and reflect are some other initiatives. Children narrating news in English in front of their families and communities are proud and fulfilling moments. He also reaches out to parents/communities, seeking community empowerment as a priority in bringing about small changes.

Praveen shares that taking care of the whole school system and its different stakeholders including students and gaining their trust and sustaining it is one of his biggest challenges. He visualises education as fundamental for human development and an alternative education that articulates student’s success in terms of participation, confidence, creativity and the like.

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Ridhima Garg

M.A. Education, 2016-18

Providing Quality Education for Every Child

“I find that teaching requires knowing myself and the child for who she is, as much as knowing the discipline I teach and the educational theory which guides my practice.”

Ridhima is a Fellow at Teach for India, teaching in a government school in Delhi. She also works part-time at Digantar, a school for rural children where she is a part of TARU (The Academic Resource Unit). She plans, designs, and conducts teacher training workshops and Foundations of Education courses offered by Digantar. This role, even though part-time, helped her understand the challenges of planning, designing, and conducting such workshops which emphasizes the aims of education for teaching every subject. Her role is academic, practical as well as administrative in nature.

Ridhima reflects that learnings at the University were consolidated and extremely challenging in some ways. Her experience at Digantar has deepened her understanding of school curriculum and pedagogy but putting it across for teachers and teacher educators who are immersed in their own rhythm and contextual complexities proves difficult.



According to Ridhima, educational theory has helped her understand how the aims of education can come alive in the classroom. She shares that the social standing of children greatly influences their learning and development. She endeavours to study further to obtain a better understanding of the educational space and practice. While teaching children challenges her, it also brings energy and joy to keep learning every day.

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Radhakanta Meher

M.A. Education, 2017-19

Transforming Leadership in Alternative Education

“My work is all about helping people set their objectives whether they are teachers, students, or parents, so that they perform best in their respective areas.”

Radhakanta works as the Principal of Chirag School, an alternative hindi medium school for children from financially disadvantaged backgrounds, located in the remote areas of Uttarakhand. His role involves facilitating the development of a standardized curriculum along with observing, evaluating, and supervising the instructional programme to ensure quality education in the school. It also includes him leading in the formulation and planning for the infrastructure and overall improvement of the school.

Chirag School's educational model is setting an example for 72 schools in the area. His learning being the head has been immensely enriched from working at various levels with challenging context and a diverse community of colleagues. Raising funds for the school is a challenge for Radhakanta, as it is proving difficult to convince people and funding organisations about the school's aim to provide quality education to every child.



Radhakanta joined the M.A. Education programme at Azim Premji University after working for eight years in the field of education, with an aspiration to widen his perspective and extend the understanding of education beyond teaching. The 'Teacher Professional Development' course at the University strengthened Radhakanta's capacity to structure, plan, and execute professional development programmes for teachers and helped in developing his leadership equally.

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Parveen KM

M.A. Education, 2017-19

Unlearning, Learning and Unlearning

“Being an educator, I cannot stress how important it is to reflect. It took a while for me to understand the richness of doing it each day but when I did, it made all the difference.”

Parveen works as a Teacher and Coordinator for Grade 1 at Markaz International School. With a specialization in Early Childhood Education, her responsibilities include lesson planning, assessment planning, conducting review meetings, deciding upon materials/resources and extra hands-on activities for the students. The school employs a theme-based method of pedagogy in teaching and learning wherein all subjects are taught around the theme chosen and it helps the students to draw connections between subjects.

Parveen found her way through this new form of teaching and has been developing teaching strategies and activities effectively. She feels that this ability to engage with innovative forms of teaching and learning grew from the understanding gained from the University.

The transition from the University to the workplace was initially a challenge for Parveen as she tried to put her learnings into practice.



She had to juggle between theoretical understandings, the need to use her practical knowledge and to communicate it effectively. What Parveen has gained while working is immense and she highlights the importance of good leadership in any institution and the need to maintain healthy relationships with colleagues. Going back and forth between learning and unlearning sums up her journey thus far.

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Deepika R

M.A. Education, 2016-18

Imparting Impactful Education

“You must find your team, people whom you can work with and who share your joy, grief, and values, who will help you achieve your potential. People who will help you stay focused and committed. People who will help you retain hope in the struggle for justice and equality.”

Deepika is a Curriculum Specialist at Madhi Foundation, Chennai. Madhi engages with the government schools of Tamil Nadu to improve the foundational literacy and numeracy skills of children in early grades. She works in collaboration with the Tamil Nadu state authorities in designing primary grade classroom content for English and Maths, along a curricular framework.

Deepika takes special care that the curriculum encourages critical thinking, is discrimination-free, child-focused and most importantly enables them to connect with their surroundings. Her work is crucial because the curriculum must be thoughtfully designed and implemented to impart impactful education to children.

Deepika shares that the learnings and the freedom to experiment at Azim Premji University were vastly different from the philosophies of the organizations that she has worked with in the past, and



that it was a challenge to accept and adapt to it. Her belief is that an organization’s philosophy can be limiting and collaboration with people from different walks of life can provide scope for experimentation. Her experience so far has made her deeply reflective and conscious about her personal life and work . She envisions a future where she can create flexible and relatable content that offers every child the opportunity to learn effectively and achieve their best potential.

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Kalpana Aravamuthu

M.A. Education, 2011-13

Viewing Education with a Unique Lens

“I believe in staying light when working, and doing my part, and not worrying about immediate results.”

Kalpana is an independent consultant, working to build capacity in organisations. Her other interests are in teaching English (schools, community centers, corporate), and in STEM (Science, Technology, Engineering, and Mathematics), education and careers. She enjoys working with young adults, and helping them to build their confidence and develop a unique voice for expression.

Kalpana joined Azim Premji University after working for twenty years in the corporate sector. She enjoyed being part of a diverse classroom with classmates of all age groups not to mention a myriad of class, caste and religious backgrounds from across the country and with teachers, each of whom were an inspiration. She was keen to look for solutions to the problems that she saw around her and the M.A. Education programme helped her to look at education with a new perspective, thereby strengthening her will to use education as a tool for social development.



Kalpana gained knowledge about the aims of education, language and teaching which she draws upon while conducting her various projects related to education. She intends to make an impact while enjoying her work. Her belief is that one must work without expecting any sudden change, as change is slow.

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Class of 2019-2021.***

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<i>Atulya Pathak</i>	<i>Marzia Ibrahim</i>	<i>Ruchi Mishra</i>
<i>Deeksha Maharani</i>	<i>Megha Raha</i>	<i>Saras Gandhi</i>
<i>Deekshith R Pai</i>	<i>Meghna Sen</i>	<i>Sreekala.M</i>
<i>Ekta Sharma</i>	<i>Abdul Mubin Khan</i>	<i>Swati Jadhav</i>
<i>Keerthana P</i>	<i>Muhsin Al Karni KP</i>	<i>Talloju Madhumathi</i>
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