The illustrations on the covers and inside, through the medium of Shahpur Phad painting, seek to represent the domains of Education and Development within which Azim Premji University works. The goal of the University is to work towards a just, equitable, humane and sustainable society.

Shahpur Phad painting is a popular style of folk painting, from Rajasthan. This style of rich and intricate painting is traditionally done on a long piece of cloth known as phad, using natural colours.

This artwork is a part of a larger canvas which has been created for Azim Premji University by Vijay Joshi, from Shahpur, Rajasthan.

The photographs are contributions from the students. We would like to credit Ankita Mukherji and Mahesh Basheda for some images used in the brochure.
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DEVELOPING LEADERS FOR SOCIAL CHANGE

The roots of Azim Premji University are in the learning and experience of more than a decade of work in Education by Azim Premji Foundation. The University was established in 2011, by Azim Premji Foundation, as part of its philanthropic initiatives, to contribute to Education and Development in India. The social purpose of the University is reflected in its vision to make significant contributions towards a just, equitable, humane and sustainable society.

The Masters Programmes in Education and in Development offered at the University have been designed to prepare students who are committed to working in the social sector, are passionate about making a difference to the world in which they live, and have the capabilities to translate these desires into effective action.

Students choose to come to our University because of its strong social purpose. They join us after a rigorous selection process. Two years of learning at the University builds upon their inherent motivation and as a result we see a group of capable and committed people wanting to go out and make a genuine difference. This year, we will see our third cohort of students graduating.

The social purpose of the University is reflected in the placement of our first two batches of graduates. Almost all our students are working in the social sector, with the majority placed at the grassroots in various districts across the country. Our students of Education are contributing in a range of roles; capacity enhancement of teachers and education functionaries, programme management, curriculum development, academics and research. Students of Development are contributing in roles across the domains of livelihoods, health and nutrition, sustainability, governance and other integrated development issues.

Our deeply committed faculty, which includes academicians and field practitioners with decades of personal experience in contributing to society, have worked with students inside and outside the classroom to make their experience a genuine crucible of learning. This learning has strong cross-disciplinary anchoring, builds directly relevant skills and fosters perspectives and sensitivity that is at the heart of social commitment. The University has provided the students with a vibrant learning environment that combines academic rigour with intense exposure to the ground realities of this country.

In the last 3 years, we have been growing significantly. The Class of 2013-15 has more than 200 graduates looking for opportunities to work with organisations such as yours, which resonate with the purpose of contributing to building a better society. We look forward to engaging in a dialogue with you to take this forward.

Anurag Behar
Vice Chancellor
Azim Premji University
Azim Premji Foundation was founded as a not-for-profit organisation in 2001 to make significant and long-term contributions to national development. The Foundation identified ‘education’ as a critical lever that directly influences the economic, social and cultural development of India and attainment of its constitutional directives.

The Foundation partners with many State governments across India to contribute to systemic change in the quality of education, especially in our public school education system. In District Institutes across the country, its work primarily focuses on teacher capacity development, education leadership and management, advocacy for policy reforms and it is also engaged in several large research programmes.

Availability of competent talent is a key concern in education and allied development sectors. There is growing recognition within the government and outside that it is critical to have motivated and competent people to improve our education system. Such people are required in many core areas: as teachers, teacher educators and as specialists in the areas of curriculum, pedagogy, early childhood and special education, livelihoods, public health, policy as well as administrators and other functionaries that are crucial to implementation. The University is one of the Foundation’s key responses to the challenges confronting the education and development sectors in India. Azim Premji University was established with the belief that it is critical to address the serious talent and knowledge gaps that exist today. Azim Premji Foundation is the sponsor of the University.

Azim Premji Foundation currently has over 1000 people located in Field Institutes across 25 districts in 8 states and at the University at Bangalore.

Our Vision

The Constitution of India provides the basic underpinning of our social values, ethics and aspirations. The Preamble to the Constitution envisages India as a sovereign, socialist, secular, democratic republic assuring justice, liberty and equality for all – ideals we seek to build and promote.

Our vision is to contribute to the realisation of a just, equitable, humane and sustainable society.

This vision stems from our commitment to the ideals expressed in the Constitution of India and national policy documents.

Our Mission

- 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

Objectives of Azim Premji University

Azim Premji University has been established as a not-for-profit, private autonomous University under the Azim Premji University Act 2010 of the Karnataka Legislature. The University Grants Commission (UGC) has recognised the University and has endorsed its degree programmes under Section 22F. The University offers post graduate programmes in Education and in Development and is home to an exceptional faculty group and a diverse student body with over 550 students across 2 batches.

Azim Premji University has a clear and explicit social purpose. As an institution, it exists to make significant contributions to education in a manner consistent with social justice, equity, humane values and sustainability within the framework of a secular democratic Indian polity. The University is committed to creating an exceptional learning environment and preparing outstanding professionals for fulfilling careers as social change leaders. The University consciously seeks to achieve student diversity by helping students from various backgrounds to overcome economic and social disadvantages and encourages them to pursue higher education.

Education philosophy and core values

• Excellence in Context: Azim Premji University will nurture and encourage standards of teaching, learning and research of an exemplary order. Students will be helped to achieve high levels of competence and skill that are appropriate to their potential. This notion of excellence is contextual and alive to the needs and histories of the students and communities that we serve. The learning programmes of the University will therefore focus on building depth of understanding, capacity for inter-disciplinary learning and research, and build foundational skills in analysis, critical thinking and communication.

• A social purpose: Given its larger social purpose, Azim Premji University will strive to develop a deep understanding of the social impact of education and its role in creating awareness of wider political and ethical issues, in debates on development and policy. This awareness will be reflected in the design of the University’s curriculum and its priorities in research.

• A community that cares: The University will practice and emphasise the values of care and harmony in creating the culture of learning, support and work that defines it as a community and an organisation. Caring is an attitude of concern and responsibility for persons and relationships. This will reflect in its approach to people and relationships both, within the University and outside it.
Azim Premji University has grown in many aspects over the past 3 years; to mention a few, the programmes and specialisations on offer, the size of the student body and the numbers of faculty members. To enable the growth and development of the University and to help the institution remain focussed on the purpose and realise it in substantial measure, the University is organised in 6 operating units consisting of Schools and Centres with specific mandates.

<table>
<thead>
<tr>
<th>Schools</th>
<th>1. School of Education</th>
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<tbody>
<tr>
<td></td>
<td>2. School of Development</td>
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<td>3. School of Policy and Governance</td>
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<td>4. School of Liberal Studies</td>
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<tr>
<td>Centres</td>
<td>1. Research Centre (RC)</td>
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<tr>
<td></td>
<td>2. University Resource Centre (URC)</td>
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</table>

The Schools are responsible for academic programmes. For example, within the purview of the School of Education is the M.A. Education Programme and all its specialisations; similarly the M.A. Development Programme and all its specialisations are the responsibility of the School of Development. Initiatives such as Philosophy of Education (PoE), Law, Governance and Development Initiative (LGDI), and Work and Education find a place within the relevant School.

The Research Centre (RC) is responsible for conceptualising and facilitating research programmes, setting up the overall research framework that includes policies, processes, ethics framework, analytical support etc. The Centre also coordinates and facilitates individual research done by faculty members and members across the Foundation. It also conducts capacity building programmes and supports all common requirements.

The University Resource Centre (URC) is responsible for projects and has already conducted more than fifty capacity enhancement programmes in Education Perspectives, Leadership and Academics for Government functionaries. The University has MoUs with National and State capacity development institutions such as KSRLM, ATI etc. to collaboratively develop programmes for Government functionaries.

This structure helps to support an enabling, integrated and collegial environment at the University where the culture is one of mutual respect and an overall alignment with the social purpose.
Expansion of Programmes and Specialisations offered

The University is constantly expanding its programme offerings.

- For the graduating Class of 2013-15, three new specialisations are on offer. For the Education students, in addition to ‘Curriculum and Pedagogy’, ‘School Organisation, Leadership and Management’ has been offered; in addition to ‘Health and Nutrition’, specialisations in ‘Law and Governance’ and ‘Public Policy’ have been offered for Development students. For the batch of 2014-16, more specialisations are being planned. Students have the choice to pursue a balanced general programme or adopt a more focused study by opting for specialisations.

- In 2015, a new Masters Programme in Public Policy and Governance is being introduced.

- The Undergraduate programme starting in July 2015 will have B.A. and B.Sc. degrees with specialisations in Social Sciences, Humanities and Natural Sciences.

The University plan envisages around 800 students by 2015 and around 3000 students by 2018. A new campus is planned on the outskirts of Bangalore and the campus is expected to be ready by 2017. The University currently operates in leased premises of over 1 lakh square feet at the PES Institute of Technology, Bangalore.

Vibrant academic discourse at the University

University Colloquiums: The University colloquium series is a weekly programme that brings a wide cross section of academicians, field practitioners and social activists to the University for interactions with the students and faculty. Students are exposed to a variety of topics, alternate view points on national and regional issues, research findings and lived experiences. These have helped students at multiple levels - from simply being inspirational to challenging their own established notions. In addition, students organize regular informal interactive ‘Kaapi aur charchaa’ sessions on campus. These have influenced students in their orientation towards various social issues.

Initiatives: These contribute to studying specific interest areas within the broad domain of education and development.
They engage in research, aid in advocacy for policy reforms, disseminate important ideas and opinions through academic journals, other publications, design and develop courses, conduct national and international seminars/conferences, festivals etc. These events where academicians and practitioners share a common platform have paper presentations, panel discussions, plenary sessions etc. on a variety of topics within their domains. Students are actively encouraged to participate in these events as these offer interesting opportunities to enhance their learning through participation in organising, presenting papers etc. Key initiatives currently underway are: Philosophy of Education, Law, Governance and Development, Work and Education and Livelihoods.

Annual Events:
MANTHAN (Meet Annually, Think and Analyse) is an internal research event that brings together researchers across the Foundation, from our field institutes, students and faculty at the University. The event held over 3-4 days has a series of research presentations, panel discussions and plenary sessions organised on various themes within education and development. Students participate mostly through presenting their fieldwork experiences in the form of papers, poster presentations and panel discussions.

KathaVana, the Children’s Literature Festival features a mix of events including book exhibitions of children’s literature in Kannada, English and Hindi; workshops for teachers and librarians; panel discussions by experts on topics of relevance to children’s literature; and fun activities for children and adults.

Unmukt, the Annual festival is a reflection of the University culture of fluidity beyond boundaries. This space nurtures and encourages varied student interests. The coming together of the student community to plan and put together a two-day celebration with guest speakers, workshops, music, song and dance, drama, food stalls, stalls from different NGO’s makes the festival very special.
Partnerships and collaborations

The University strongly believes that student learning is enriched by a variety of learning experiences; this focus on learning from a variety of sources is organised in multiple ways:

• Close working with the Azim Premji Foundation Field Institutions
• Partnerships with other organisations for field work, student projects
• University colloquium series, national and international seminars

Working with the Foundation
The close working with the Foundation’s District Institutes informs the learning and research programmes at the University. Critical components include:

• Students are exposed to challenges on the ground, through short term visits (2 weeks) and long term project work at the Field Institutes (6-8 weeks)
• Many Field Institute members with significant grassroots experience participate in class lectures, joint workshops and joint research projects executed with faculty and students

Other Partnerships
The University students and faculty significantly benefit from partnerships with other organisations, both academic institutions and grassroots organisations. Senior members from these organisations have been involved with various aspects of the programmes - from course design, field project mentorships and guest lectures as part of courses, bringing in deep field perspectives. These are critical to enable students develop a much wider understanding of the education and development domains.

Several research projects in collaboration with these organisations are underway with both students and faculty members involved. An illustrative list of organisations is given below:

• Digantar, Jaipur
• Swami Vivekananda Youth Movement, Mysore
• Vidya Bhawan
• Eklavya, Bhopal
• Swasti, Health Resource Centre
In a brief span of three years, the University has attracted 100 plus full time faculty members who are a set of exceptional academic professionals, many of whom have chosen to join the University for its social commitment and for the opportunity to contribute towards social change.

The diverse faculty group at the University consists of leading academicians and practitioners, distinguished by their emphasis on the integration of research and practice into the classroom. This translates into an enriching blend of theory and practice that informs the curriculum, learning process, fieldwork and institutional design at all levels. Many members of the faculty have personally contributed to the social sphere and have been actively engaged in setting up and running NGOs and schools across the country.

At the University, faculty members seek to create a supportive yet challenging culture of enquiry and discovery with strong cross-disciplinary anchoring that builds skill, fosters perspective and develops sensitivity to social issues. In addition, members from the Foundation’s Field Institutions, Research Centre and Continuing Education teams also are deeply involved with the Degree Programmes in various ways.

Under the aegis of the student mentorship programme, faculty members associate with students to create a closely knit community. Through frequent meetings and interactions, a vibrant learning environment is created on campus. Field work is planned and supervised to vary degrees and the student’s effort and learning through this is evaluated by faculty members.

By constant dialogue with faculty, students are encouraged to gain a deeper perspective of the practical implications of the educational understanding they gain through the programme. The multiple opportunities for field engagement, beginning right from the first semester, set the tone for the programme and also provide exposure to various work environments. The field engagements also allow students to introspect on their own role as change leaders within the larger landscape. The University lays great emphasis on the outcome of the programmes to create ‘reflective practitioners’. The faculty plays a critical role in this process.
The degree programmes at Azim Premji University aim to develop competent and committed professionals for the education and development sectors in India.

The Master of Arts in Education programme aims to help individuals develop into reflective education professionals with a conscious alignment towards humanitarian and social concerns. Graduates are encouraged to become education professionals who understand: (i) The multi-disciplinary social and developmental issues related to education; (ii) Curriculum, pedagogy, assessment and policy issues at the heart of current education debates; (iii) Inclusive education; (iv) Issues associated with school education.

The Master of Arts in Development programme aims to provide students with a sound grounding in core areas of development theory, research and practice from a multidisciplinary perspective. The understanding of development and change includes areas such as health, nutrition, livelihood, environment studies, governance and their influence on education.

Structure of Degree Programmes

Both the programmes are credit based, full time postgraduate programmes offered in a four-semester pattern. They comprise of core courses, elective courses, open courses, field engagements, and independent study/projects, each carrying a specific number of credits. Students need to obtain 80 credits (this has been recently revised to 72 credits for the class of 2014-16) in total from a combination of these as shown below:

1. Core Courses: These courses form the foundation of the programme and are designed to understand the basic assumptions underlying
education and development, set the context and provide the theoretical and analytical background for understanding the key debates and issues in the domains. The core courses are mandatory for all students enrolled in the programme and these are conducted during the first two semesters.

ii. **Elective Courses:** The elective courses are meant to supplement the knowledge acquired in the core courses through more involved engagement with specific areas of educational and development practice. These courses allow students to study specific courses of interest, expand knowledge and skills and orient them towards various dimensions of practice. Students may choose from among several elective courses; they are scheduled in the third and fourth semesters.

iii. **Open Courses:** A well-rounded and balanced curriculum needs to include opportunities for the student to explore areas of human and social interest that focus on themes related to the arts, culture, sciences and other subjects of topical interest. These are not to be thought of as ‘extra-curricular’ but as integral to the curriculum. Several such open courses are offered each semester.

iv. **Practicum:** Many of the courses have practicum experiences built in, that aim to deepen understanding of the various dimensions of practice. Practicums are tied to specific courses and are typically held on a weekly basis with one day per week allocated.

v. **Independent Study / Projects:** The independent study component in the fourth semester is expected to provide students the freedom to go beyond the syllabus and explore a topic of their interest, in-depth. They will have the freedom to define not just the topic of their study, but the form of the final output and the parameters for evaluation, along with their faculty mentor.

vi. **Fieldwork:** Engagement with field practice forms an integral part of the programmes. This will help students develop a deeper understanding of the practical implications of their educational understanding and provides students with the perspective, skills and confidence to conceptualise, plan, implement and reflect. Field engagements are mandatory and are scheduled in all the semesters, during the semester or in the breaks.

vii. **Specialisations:** As a University that focuses on Education and Development, it is imperative that students and faculty wishing to engage with the full breadth of concerns within these domains are able to do so. Students may choose specialisations within existing degree programmes. Each specialisation specifies a set of elective courses that form part of the specialisation. Students need to obtain twenty credits from the specified elective courses to qualify for a specialisation. In addition, specialisations require the students to do their final field project and / or independent study from the specialisation area.

For the 2013-15 batch, the following specialisations are available:

- **Education:** Curriculum and Pedagogy, School Organisation, Leadership and Management
- **Development:** Health and Nutrition, Public Policy, Law and Governance
Students also have the option not to specialise but graduate with a general Masters in Education or Development.

The University constantly reviews and improves the programmes in response to feedback from students, faculty, field institutions and the academic council. The courses indicated in the following sections may thus vary in line with this.

Expectations from students

The University makes every effort to help students grow and realise their potential. The full-time M.A. programmes require rigorous study and presence on campus on a daily basis. Regular classes are scheduled for 4-6 hours daily, with the faculty working hard to stimulate meaningful discussion and learning within the classroom.

To develop deeper perspectives, students are expected to undertake additional reading beyond the classroom. Students are also engaged in writing assignments and term papers, watching documentaries, interacting with visiting experts and are provided with extensive exposure to relevant field and academic training. Instead of a conventional mid-term break, the field trip during the semester provides students a first-hand exposure to the challenges in the education and development sectors and the many responses that are being attempted.
The Master of Arts (M.A.) in Education is designed for students seeking a multi-faceted liberal exposure to the disciplinary domain of education, commitment to societal goals and an emphasis on the study of education as a fundamental human social activity.

A graduate of the programme is expected to become a reflective practitioner having the perspective, social concerns and motivation to create a basis for action; understand the possibilities, successes and setbacks of action taken and take steps that help develop educational theory and practice by finding contextually grounded solutions.

Programme Structure
This is designed as an 80 credit, two-year, full-time, postgraduate degree programme. It is organised in four semesters with field engagements throughout the two years. Each student is required to take the prescribed core courses and is given a choice of elective and open courses.

Elective Courses
Students are required to take thirty two credits from elective courses, of which one must be a pedagogy course. The remaining courses can be used to specialise in any one area of their choice. Students also have the option of pursuing an independent study of their own in place of an elective. The current batch of students have the option to specialise in Curriculum and Pedagogy and School Organisation, Leadership and Management.

Open Courses
These courses are open to all students enrolled in the degree programmes. Students are required to enrol for two such courses during their study; the programme requires the student to obtain 4 credits from open courses.

An exciting range of open courses are offered every semester in different areas like Art, Cinema, Photography, Music, Dance, History, Science, Sports etc.
An illustrative set of core courses, electives and open courses are as follows:

<table>
<thead>
<tr>
<th>Course type</th>
<th>Courses offered in M.A. Education (Illustrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td>Philosophy of Education, Sociology of Education, Child Development and Learning, Curriculum Studies, Introduction to Research, Language, Mind and Society, School Education Systems</td>
</tr>
</tbody>
</table>
| **Electives**     | **Curriculum and Pedagogy**  
|                   | **School Organisation, Leadership and Management**  
|                   | Introduction to School Leadership and Management, Approaches to Educational Change, Educational Governance and Decentralisation, Educational Policies and Programmes, School Management in India, Equity, Quality and Effectiveness Frameworks, School Systems Analysis, Economics of Education  
|                   | **General**  
|                   | Gender and Education, Advanced Social Research, Measuring Development, Vocational Education, Discourses on Nationalism, Introduction to Epistemology                                                                                               |

**Field Practice**
Engagement with field practice forms an integral part of this programme. This helps students develop a deeper perspective of the practical implications of their educational understanding, gained through the first year of their programme.

The field experience module is designed in three components - weekly practicums, two week field exposures over two semesters and one longer field engagement of six weeks, making up a ten week programme of 8 credits. The first and second semesters have weekly one day practicums, and a two week period each for field engagement followed by a six-week internship at the end of the third semester. Internships could be at schools, non-profit organisations, public agencies, colleges and other organisations. Students may integrate their field practice with their internship. In addition, they have regular meetings with a faculty mentor during the semesters.

**Independent Study**
The independent study is conceptualised as a 4 credit course. The independent study component is structured so as to allow students the freedom to go beyond the syllabus and explore a topic of their interest, in depth.

**Career Opportunities**
Students can look forward to contributing to the education sector working with NGOs, in government and private school systems and in teacher education in various professional capacities – as administrators, curriculum designers, social entrepreneurs, policy specialists and researchers. Students may also work with the Government on education specific projects.
This programme aims to prepare individuals who are capable of informed and thoughtful development action and are aware of the complexity, depth and scope of the discourse of development, its ethical imperatives and its implications for policy and action with special reference to the Indian context. This requires conceptual rigour and sensibilities in students.

Through this Programme, students acquire a core understanding in and across the disciplines that contribute to the domain of development and relate them to situations ‘on the ground’. These conceptual frameworks learnt are then related to dimensions of development that are targets of public action and policy such as health, education, livelihoods and sustainability. The Programme provides students with opportunities to encounter and critically engage with instances of challenging problems and attempted interventions, and engage with the complex lived realities of people and communities. A graduate of the programme is expected to explore the ethical and personal dimensions of their social context to locate themselves actively within it.

**Programme Structure**

The programme is designed as an 80 credit, postgraduate degree programme organised in four semesters. Each student is required to take the prescribed core courses and is given a choice of elective and open courses.
An illustrative set of core courses, electives and open courses are as follows:

<table>
<thead>
<tr>
<th>Course type</th>
<th>Courses offered in M.A. Development (Illustrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law, Governance and Development</td>
<td>Legal System Reform, Governance Challenges in India, Law and Development, Ecological Justice in India</td>
</tr>
</tbody>
</table>

Elective Courses

Elective courses are offered in the second year, which allow students to build strength in a domain of their choice and translate the knowledge acquired into action, more effectively. A student has to choose eight electives from any of the five domains: education, health, ecology, governance and livelihoods, in a manner that allows them to focus on a particular domain, approach or problem.
Open Courses
Open courses are common to both the programmes. Please refer this section on Page 12 under M.A. Education.

Field Engagement
Engagement with field practice forms an integral part of the Masters programme.

The field work practice element consists of supervised placements with communities, institutions and government agencies to provide the student with a broad range of experiences and understanding of developmental challenges, mapping strategies, analysis and engagement with tactics and implementation of programmes. During the programme, students go through several field-based learning opportunities including course-based practicum, two-week field exposures, organisational internship for 5 weeks and a field work project of 8 weeks.

Student field work practice is a compulsory, assessed and a faculty supervised activity. The process envisages continuous performance assessment and reports from the field supervisor and evaluation by faculty advisors. Presentations and seminars based on field outputs are part of the assessment and effort at consolidation of learning. The exact nature of the assessment and sharing differs from one field work duration to the other.

The University works with potential organisations, in advance, to structure meaningful field work opportunities for the students. It is expected that all students can be matched with projects offered by the institutions, based on their interests and skills. Students are also welcome to design and suggest their own projects, which must meet the criteria laid out by the University. In general, a faculty member from the University and a nodal person from the partner institute jointly monitor and evaluate the students’ work, based on the learning goals set by the University.

Independent Study
The independent study is conceptualised as a 4 credit course. The independent study component is structured so as to allow students the freedom to go beyond the syllabus and explore a topic of their interest, in depth.

Selection Process
Students go through a rigorous selection procedure of a written test followed by a personal interview. Through this process, the academic preparedness of the student for a Master’s programme as well as their social orientation is assessed.

Azim Premji University is deeply committed to having a diverse student profile and the admission process is designed to attract applicants who show evidence of:

- A deep desire to contribute towards education and development in India
- Demonstrated independence of thought
- Value orientation that is geared towards creating a just, humane, equitable and sustainable society

Encouraging Diversity
Azim Premji University is probably the only University in the country purely working on Education and Development domains. The University started with 85 students in 2011 and has been steadily growing; currently the Class of 2014-16 has 330 students. The University strives to create an exceptional learning environment for students to thrive.

Career Opportunities
Students can look forward to career opportunities in several government, private and non-government organisations, academia, policy think tanks, politics, corporate social responsibility departments of businesses, funding organisations and media. Students can look forward to working in the fields of livelihoods and economic development, ecology and environment, governance, health and education.
environment and prepares outstanding professionals for fulfilling careers as social change leaders. Facilitating and supporting the education of students from diverse socio-economic backgrounds is a priority and is reflected in the following:

a. **Diversity and inclusion in admission:** The University is committed to helping students from various backgrounds to pursue higher education. Students from socially and economically disadvantaged backgrounds are given specific weightage in the admission process, enabling them to offset possible entry level difficulties.

b. **Pathway workshops for students from diverse educational and linguistic backgrounds:** This specially planned programme provides an environment for these students to build language skills in listening, speaking, reading and writing. The objective of these workshops is to help students to use English with confidence for both academic and non-academic purposes.

c. **Financial assistance:** The University extends scholarships to help students cover their fees. In addition, these scholarships also cover expenses towards accommodation and food. In the class of 2013-15, 48% of students have been provided scholarships, thus allowing their access to high quality post graduate education.

In addition to scholarships, students with work experience are supported with:

i) Assistantships for students who are working professional with dependents.

ii) The University facilitates educational loans for students through tie ups with banks.

d. **Technology support:** The University provides all students with laptops and free internet connectivity for their study.

e. **Resource creation:** The University has generated substantial teaching and learning resources and made them accessible through its numerous magazines and online portals. Importantly, these materials are translated into Kannada, Hindi and other regional languages thereby ensuring wide public access. All of these are completely free and accessible to all. More than 5,000 resources are available on our portal and around 25,000 people access these on a monthly basis.

The Student profile of the Class of 2013-15 reflects commitment to social diversity:

- 38% of our students come from either rural areas or small towns
- 49% of our students are women
- 21% of the students are from non-English medium backgrounds
- Over 38% of our students have prior work experience
Direct engagement with educational contexts and practices forms an integral part of the programme and helps students develop a grounded understanding of the practical implications of the various concepts and theories that they study about in the programme. Students have weekly practicums related to various courses and more intensive field practice experiences spread across the two years of the programme.

Broadly, the field practice components of the programme are conceptualised as stages of an overall plan whereby students’ progress from initial exposure, to a more theoretical engagement with educational issues, and finally to an actual educational engagement involving both theory and practice. The students are placed in a wide variety of educational settings for their field practice - schools (different types), public and private agencies engaged in education and non-government and civil society organisations working in the area of education.

**Semester 1 - Field Practice**

In the first semester, students undertake a two weeks field practice component that gives them an exposure to rural communities and provides them opportunities to interact with the various governmental agencies involved with implementing and monitoring education. For this, students are placed in the District Institutes of Learning and Development of the Azim Premji Foundation.

During their field visit students also get an opportunity to engage with members of the Azim Premji Foundation who are involved in educational intervention in remote districts. Students make a presentation of their field work at the University which is assessed.

**Semester 2 - Field Practice**

The field practice component for the second semester is also for two weeks where the objective is to provide students with the experience of studying...
educational processes through a theoretical framework. Students are encouraged to identify issues, concerns, problems and research areas that they might want to work with more closely during the subsequent longer field practice component of six weeks. For the semester 2 field practice for the batch of 2013-2015, faculty coordinators facilitated visit of students, in small groups, to educational settings which included field institute sites of the Azim Premji Foundation, non-government organisations with education interventions and alternative schools. Faculty teaching in semester 2 provided the theoretical frameworks from which students could select one framework to engage more closely with their experiences of education realities at the grassroots level.

**Semester 3 - Field Practice**

The objective of the 6-week field work at the end of the third semester is to provide students an opportunity to contribute to educational practices and interventions by undertaking an internship project. Students can plan different kinds of internship projects such as a small research study, development of a specific intervention, classroom teaching and involvement in ongoing interventions / programme. Students are guided individually by faculty supervisors during the entire duration of semester 3 to enable them to develop a proposal and work plan for this field practice component; the faculty supervisors are also responsible for the overall shape of the field practice engagement of their students and the evaluation and assessment of the work they have undertaken. Students will be placed in institutions that have been identified and approved by the University and also supervised by a field mentor.

Students who have opted to specialise in Curriculum and Pedagogy will have to do a more focused internship that involves direct classroom teaching and a project pertaining to curriculum, pedagogy or teacher development.

**Practicum**

Besides the 10 weeks of field practice, courses in the programme also have structured activities or experiences which aim to build students' understanding of educational contexts, practices and concerns. The practicum experiences form part of specific courses of the programme. Students visit different types of schools, government education departments and offices, non-profit organisations and disadvantaged urban communities as part of their practicum experiences. They engage in a diverse range of activities such as observing classroom instruction, interviewing school personnel and children of different age groups, building an understanding of overall school processes and undertaking practice teaching.

The field practice and practicum component is facilitated in a manner that enables students to develop a wide repertoire of skills necessary to work in organisational settings. These skills include presentation and communication skills, conflict resolution, teamwork, conceptualisation and planning for projects and reflection and sharing of experiences through varied mediums of communication. Students are assessed on each of their field work experiences on the basis of their submission and presentation; their performance is reflected in their overall grade point average.
My field internship experience involved an enormous amount of learning, though not always from the sources I expected. I visited a school in Kundapura, a taluk in the Udupi district in coastal Karnataka to conduct some research based on observations, though my eventual learnings went far beyond that. The school is run primarily for the children of migrant labourers (though several children from the adjoining villages have also joined now) and follows the Montessori method.

It was an eye-opening experience in so many ways; I saw for the first time how the Montessori method actually works, despite having seen the word thrown around in several advertisements and readings! While I immediately fell in love with the school and thought it almost perfect, I gained a lot from the conversations with the teachers there, who both encouraged and tempered my idyllic view of the school. The best part of my experience was all I was taught by the students there, including but not limited to basic Kannada, gardening skills, the ‘proper way’ to hold a book when I read, and how to share ideas and feelings respectfully. This was truly an experience that changed the way I look at schools and education.

- Dhruva Desai, M.A. Education

Having spent a substantial chunk of my adult working life in the IT industry, I was mostly unaware of the education ‘system’ of the country. Though I had also volunteered at an NGO, teaching children, I had little to no knowledge of the parallel influences of governmental policies on the lives of children. In my first semester work internship, I was required to work with Azim Premji Foundation to understand the challenges faced by Block Education Officers and Block Resource Centres in certain districts of Karnataka. This brief stint allowed me to understand some of the challenges of the officials implementing government policies and also provided me with a lens to look at how policies may impact the children in schools. Meeting with and interviewing the Deputy Director of Public Instructions, Block Education Officers, Block Resource Centres and Cluster Resource Centres of the district was more informative than simply reading about their stipulated roles. The kind of field engagement and exposure that I had during the two weeks allowed me to engage better with the theories that I learned in class.

- Divya Joseph, M.A. Education
I did my field immersion in Shorapur, Karnataka. The immersion exposed me to understand various educational issues prevalent in Shorapur and helped in sensitising oneself to those issues. The study was focused on understanding the issues of child marriage and its correlation to girl child dropout in schools. The study helped in understanding the staggering poor conditions of the locals and in understanding the position of education in such a lived reality.

Apart from the study, we were also involved in understanding the working of the Foundation, the government officials of that taluk, and Right To Education (RTE) campaigns. The campaigns were an initiative by the Azim Premji Foundation to raise awareness about RTE among the villagers. We accompanied them to various villages and were part of their campaigns and discussions. The immersion also helped in learning about Teacher Learning Centres (TLCs) which are established by the government and the Foundation for teacher improvement.

Apart from this, immersion experience had been a great opportunity to learn from your peers in terms of understanding each other’s research study, learning to work as a group and having fun!

– Rajarajeshwari T., M.A. Education

Last winter, I was working on Functionaries related to Primary Education with Azim Premji Foundation, Chhattisgarh. Field immersion provides experience to become a good researcher. The people that I met there, have in common, passion and motivation to get things done. Field Research is important to me, for three reasons. Firstly, the richness of the experience has a potential to fill the knowledge gap. Secondly, this is the best way for me to figure out whether the field of development or education fits into my comfort zone and to what extent. Thirdly, it helps to explore ideas where you can solve problems. With the knowledge gained from all the questions, concern and curiosity that drove me all throughout my academic life, I will prepare to get back to my home to do something for my people in education in particular.

– Saurav Mohanty, M.A. Education

Field visits and internships, going by some previous experiences, are often stints one just “goes through” to fulfill requirements, working on a project that is of little relevance to the organisation itself. My two stints in each of the past two terms have though, have been a pleasant departure from this norm. The first, with the Azim Premji Foundation Field Institute at Puducherry was a project that was close to them - to understand the perception of teachers about their profession. The stint was an eye opener - learning about the challenges on the field, sitting in our classrooms is one thing; to hear it from the teachers themselves a whole another, a learning experience that put us on firm grounding.

My second fifteen - day stint was at an alternate school in Bangalore, where I sought to understand their aims of Education, and their notion of the good life - concepts that are abstract and unsuitable for field engagement, one would think. Far from it! Long conversations with the founder of the school - who is quite the philosopher (though he wouldn’t call himself one!), and observing their aims play out in their curricular practices opened me up to a whole new method of education. And I am definitely the richer for it!

– Siddharth S., M.A. Education
The field work practice element of the M.A. Development programme consists of supervised placements with communities, institutions and government agencies to provide the student with a broad range of experiences and understanding of developmental challenges, mapping strategies, analysis and engagement with tactics and implementation of programmes. The various components of the field work practice spread over 17 weeks have different learning objectives, structure and opportunities. Field work comprises of 12 credits and forms 15% of the overall credits for the M.A. Development programme.

Field Immersion
In the first semester, students go for a 2-week field exposure which is meant to provide opportunities to strengthen the theoretical understanding provided through core courses in the semester. Students of the batch of 2013-2015 in groups of 6-10 spent time in over 9 locations spread over India with rural, urban and tribal settings. The immersion created the space to experience the realities of rural and tribal communities, the social, political and economic structures, understand cultural systems and engage with people and institutions. Working in small groups, this was a student-led activity which required them to design, plan and implement the entire immersion. Students formed committees and managed everything from end to end from initiating contact with organisations, handling finance, logistics, completing their field based tasks and also designing a seminar.

Organisational Internship
At the end of the second semester students spent 6 weeks with Community based organisations, peoples movements, NGOs and Government/Panchayati Raj institutions. Specific field activities were designed in consultation with the organisations to promote
understanding of developmental issues, organisational strategies and programme design and to encourage them to be involved in practice. They spent time mapping organisational work strategies, campaigns, implementation efforts and analysed these to link classroom learning with practice. Outputs from the organisational internship included photo journals, reflective essays and presentations that used effective communication techniques and development perspectives to communicate the range of issues and nature of interventions.

The internship has allowed students to experience and engage directly with development problems, processes and practices in organisational settings. The experience of working with development organisations has exposed students to practical skills. More importantly, however, it has created a space for reflection on the predominant ways in which development is carried out in our country.

**Independent Project**

At the end of the third semester, students spend a period of 8 weeks focusing on a special area within the development domain. The student identifies a specific area of intervention, and develops a proposal and implementation process in consultation with a faculty mentor. Over the course of the 8 weeks, the student works towards developing and implementing the intervention successfully. The projects range from community mobilisation initiatives to developing business plans, documentation of processes, developing training proposals, working on advocacy and campaigns related to various issues.

**Ongoing Course - Based Practicum**

Through the semester, different courses design field-based learning opportunities for students that attempt to deepen their understanding of concepts that are transacted in the classroom. On a designated day each week, students work in groups or as individuals, connecting with different organisations, communities and agencies. This takes them out of the classroom into pollution affected communities, women’s self-help group meetings, government organised consultations, small enterprises, sex workers union meetings, and Primary Health Centre’s among other spaces. The practicum is closely connected to the learning objectives of each course and over each of the last two semesters; students have visited several communities or government departments.

Student field work practice is an assessed, faculty supervised activity. The process envisages a continuous performance assessment and reports from the field supervisor and evaluation by faculty advisors. Presentations and seminars based on field outputs are an integral part of the assessment and part of the efforts at consolidation of learnings. The various field engagement learnings have given our students the unique opportunity to examine, understand, analyse, imagine and perhaps redesign the practice of development in our country.
FIELD REFLECTIONS

As a student of Azim Premji University, we had a 6 week internship planned at the end of 2nd semester and for that I chose the education domain as it helps us to think in 360 degrees and take decisions only after seeing the pros and cons of a situation. As an institute, I chose Azim Premji Foundation, Dehradun for two reasons, first, to understand the work culture of a large organisation that works with masses at grassroots level, and second, to see the interventions of education for people who need it. I was associated with the Educational Leadership and Management (ELM) team and worked on a project titled “Effects of ELM Training among Head Teachers of Primary Schools and finding gaps, if any, for next level of training”. This internship gave me an opportunity to learn many things like to see interventions at grass-root level, to work on an independent project, to apply classroom study in field, work with a team, interact with people who are marginalised but have faith in the government system, impact of Sarva Shiksha Abhiyan (SSA) in primary education etc.

At the end, in one sentence, I would like to say that this internship was an eye opener for me in many ways as a student of social science because ultimately we have to work for society and at grass-root level.

- Jay Shankar Kumar, M.A. Development

My field immersion in 1st semester was with the organisation Jan Jagaran Shakti Sangathan (Bihar). The Sangathan works in the field of reforming Government welfare programmes such as Mahatma Gandhi National Rural Employment Guarantee Act, old age and disability pensions and entitlements due from the Public Distribution System (PDS). It is based in the district of Araria in Bihar. The experience for a person like me who had never been to this part of the country before was both an intense and unforgettable one. My field immersion took place in the Gram Panchayat of Mohanpur in the district of Katihar in Bihar. We were confronted by the stark contrasts between the richness of the land and the deprivation of the people in many of the places we visited. We were also inspired by the work of the Sangathan which was slowly bringing about change on the ground, one step at a time. The dedication and perseverance of the Sangathan members as they went about their work was inspiring. The field immersion in Bihar was my first engagement with the field and it changed many of my assumptions about change and development.

- Aditya Verghese, M.A. Development
As I had interned with Solid Waste Collection and Handling (SWaCH), Pune and its mother organisation Kagad Kaath Patra Koshakari Panchayat (KKPKP), it had been a guiding experience for me to work among the waste pickers and their children. I have been mostly involved in the KKPKP Right To Education (RTE) Project. This initiative was undertaken by SWaCH and KKPKP together, in order to provide admissions to the children of the waste pickers under the 25% reservation provision of the Maharashtra Right to Education Act, 2009 and I had the opportunity to help in the admission process of quite a few children of the waste pickers. I was exposed to the reality of the lives of the waste pickers and the issues which they face not only in terms of education but also in terms of health and occupational hazards.

I stayed within the community for about 4 weeks out of the 9 weeks internship and this was an eye opener for me as I got to know the environment and the situations in which they live. Moreover, it was a learning experience in the sense that the course I am into, directly attaches me to working for such communities and I shall further pursue such activities for the social good of these communities.

- Anupa Chakraborty, M.A. Development

I got selected as a participant in 8th International Development Design Summit (IDDS) - Tanzania 2014. The International Development Design Summit (IDDS) is an intense, hands-on design experience that brings together people from all over the world and all walks of life to create low cost technologies and enterprises that improve the lives of people living in poverty.

As part of the summit, I got an opportunity to work with 50 innovators from more than 26 countries around the world. The most appealing thing about IDDS is an eclectic group of innovators from diverse backgrounds such as students, professors, engineers, masons, mechanics, farmers, designers, community organisers etc. come together to co-create with communities, design and develop appropriate technologies with the resources available locally.

Project: Avocados in Tanzania are a plentiful resource but have very little value, selling for as little as 25 Tanzanian Shillings per avocado when sold in bulk. They are under-utilised for being consumed only as a fruit.

Our team worked to add more value to avocados by exploring its alternative uses. In this process, we have developed few working prototypes which can extract oil from dried avocado’s flesh. This oil can be used for cooking purpose. Communities upon realising the merit of the project came forward to take up the ownership of the project.

So, developed prototypes, not research papers, empowered communities by creative capacity building. This gave me an immense satisfaction, motivation to be a change agent and awakened my existing entrepreneurial spirit to new heights.

In this experiential learning process I learnt ‘your skills can change lives of others’.

- Nagabhushan Reddy, M.A. Development
The social purpose of the University, to develop outstanding, creative and socially committed professionals for the education and development sectors in India, has informed and guided the placement process.

The priority given by the University to encourage diversity of socio-economic nature amongst students is reflected in the student profile of our alumni; key indicators mentioned below:

- Class of 2011-13 had students from 17 states across the country; Class of 2012-14 represented 18 states and in 2013-15, we have students from 23 states.
- Around 50% of students come from small towns and rural areas.
- Women represented 36% of Class of 2011-13, 54% of 2012-14 and in the Class of 2013-15, we have 49% women.
- Over the last three years, around 45% students had work experience at NGOs, in teaching or at a corporate.
- Diversity is also reflected in their background of undergraduate study in Humanities, Science and Engineering.

The social purpose of the University was well reflected in the previous year’s placements.

I. More and more of our students are engaged in working with not-for-profit organisations across the country.

ii. Of the total, 60% of graduates across the Class of 2011-13 and 2012-14 are working at jobs at the grassroots level across the country based in the field at district level locations.

Breakup of the sectors that students are working in is as follows:

### Nature of organisations 2011-13

- NGOs 67%
- Fellowships 12%
- Government organisations 4%
- Corporate social responsibility (CSR) 7%
- Schools 10%

### Nature of organisations 2012-14

- NGOs 82%
- Fellowships 1%
- Corporate 2%
- Funding organisation 2%
- Schools/Library 11%
- Government organisations 2%

iii. The roles that students are typically engaged in are Programme Officer/Programme Manager/Project Officer in Education and Development programmes at the district level.
iv. For most graduates without work experience, the salary offered, on an average in both years, was between Rs. 2.40 - 3.60 lakhs per annum.

v. About 100 organisations have participated in the University Placement process so far.

The Placement Cell was successful in placing virtually 90% of students who enrolled for placements before the completion of their final semester.

Organisations that have participated in the placement process of Azim Premji University

- ActionAid
- Adani Foundation
- Agasthya International Foundation
- Akshara Foundation
- Akshara Vidyashram
- Anandwan
- Armaan
- Azim Premji Foundation
- BAIF Development Research Foundation
- Bharatiya Jain Sanghatana
- Bharti Foundation
- Bodh Shiksha Samiti
- Cashpor Micro Credit
- Central Square Foundation
- Centre for Civil Society
- Centre for Good Governance
- Centre for Research and Development
- Dakshin Foundation
- Digantar
- eDreams Edusoft Pvt Ltd.
- Educational Initiatives Pvt. Ltd.
- Ekya School
- Equitable Tourism Options (EQUATIONS)
- eVidyaloka
- EZ Vidy
- Foundation for Ecological Security
- Foundation for Research in Health Systems
- Gandhi Fellowship
- Gramin Shiksha Kendra
- Green Foundation
- Greenpeace India
- Head Start Educational Academy
- Hippocampus
- Ibtada
- iDiscoveri Education Pvt. Ltd.
- IL & FS Education
- India School Leadership Institute (ISLI)
- Initiatives for Development Foundation
- InOpen Technologies Pvt. Ltd.
- Inventure Academy
- IT for Change
- Janaagraha Centre for Citizenship and Democracy
- JK Papers
- Kaivalya Education Foundation
- Kherwlya Social Welfare Association
- Knowledge Consortium of Gujarat
- Kosjish
- Kudumbashree National Resource Organisation
- LabourNet Services India Pvt. Ltd.
- Makkala Jagrithi
- Malkha Trust
- Micro Housing Finance Corporation Ltd.
- Naandi Foundation
- Nanubhai Education Foundation
- Odisha Tribal Development Society
- Paragon Charitable Trust (MUJTANGAN)
- Poorna Learning Centre
- Porgai Artisans Association
- PRADAN
- Pratham
- Pravah
- QMI Edu trust
- Rahmani Foundation
- Re:Imagine Learning Community
- Room to Read India
- RPG Foundation
- SaciWATERs
- Sagar
- Salaam Bombay Foundation
- Samaj Pragati Sahayog
- Samvada
- Selco Foundation
- Seva Mandir
- Shosshit Seva Sangh
- Swami Vivekananda Youth Movement
- Swasti
- Teach for India
- Tejasvita
- The Akanksha Foundation
- The Centre for Environmental Concerns
- The Concerned for Working Children
- The Glocal University
- The Heritage School
- The Samhita Academy
- The Teacher Foundation
- Thermax Social Initiative Foundation
- Udyogini
- Vidya Bhawan Society
- Vignan Group Of Institutions
- Vrutti
- Wipro Applying Thought In Schools (WATIS)
- Young India Fellowship
SNAPSHOT OF STUDENT PROFILE 2013-15

Geographical Dispersion

- Karnataka 18%
- Delhi 13%
- Maharashtra 12%
- Uttar Pradesh 8%
- Kerala 7%
- Tamil Nadu 6%
- Andhra Pradesh 5%
- West Bengal 5%
- Madhya Pradesh 4%
- Rajasthan 4%
- Gujarat 2%
- Haryana 2%
- Jharkhand 2%
- Orissa 2%
- Uttarakhand 2%
- Others 4%

Age Profile

- 20 - 25 Yrs 74%
- 35 and above 7%
- 31 - 35 Yrs 5%
- 26 - 30 Yrs 14%
STUDENTS’ PROFILE
M.A. Education

AAKASH ARVIND CHOWKASE
24 YEARS

Educational Qualifications
B.E. Information Technology

Prior experience
20 months in IT Industry
72 months in Education

Languages known
English, Marathi and Hindi

Field Exposure
• Development of techno-literacy index and study of its relevance in the information age at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand
• Understanding the reasons for absenteeism in school at Azim Premji Foundation, Dehradun

AARUSHI GARG
22 YEARS

Educational Qualifications
B.Sc. Home Science (Hons.)

Prior experience
7 months as a Special educator

Languages known
English and Hindi

Field Exposure
• What makes a subject curricular or extra-curricular? Study at Riverside School, Ahmedabad

ABHINAV DUBEY
29 YEARS

Educational Qualifications
B.A. and M.A. in Geography
M.A. Social Work

Prior experience
15 months in Telecom Industry
9 months in Education

Languages known
English, Hindi, Chattisgadhi and Bhojpuri

Field Exposure
• Study the role of the District Institute of Education and Training (DIET) at Azim Premji Foundation, Dhamtari
• Study the role of discipline in the school context at Muskaan, Bhopal
ADEEBA RAO
24 YEARS

Educational Qualifications
B.A. Psychology

Prior experience
4 months in Education

Languages known
English and Hindi

Field Exposure
• Study of the impact of Right to Education Act and the nature of impact on Non-Formal Education Centres (NFECs) at Vidya Bhawan, Udaipur
• Case study of curriculum as a process, in a progressive school Jnana Prabodhini Prashala at Pune

ADWAIT SATISH DESHPANDE
28 YEARS

Educational Qualifications
B.Tech Instrumentation and Control

Prior experience
60 months in Education

Languages known
English, Hindi and Marathi

Field Exposure
• Study of implementation of Right to Education provisions in Government schools at Azim Premji Foundation, Shorapur, Karnataka
• Understanding epistemological beliefs of tribal children at Veli Mata Ashram School, Nandurbar

AMIT VINAYAK SHINDE
22 YEARS

Educational Qualifications
Bachelor in Social Work

Prior experience
2 months in Social sector

Languages known
English, Hindi and Marathi

Field Exposure
• A study of the effect of implementation of Right to Education and effectiveness of School Development and Monitoring Committees (SDMCs) at Azim Premji Foundation, Kodhati, Bangalore
• A study on impact of moral education in progressive school Jnana Prabodhini Prashala, Pune

AMRITA TIWARI
22 YEARS

Educational Qualifications
B.Sc. Life Sciences

Prior experience
–

Languages known
English and Hindi

Field Exposure
• A study on awareness of Right to Education at Azim Premji Foundation, Sirohi, Rajasthan
• Understanding emotional development of children living in shelter homes at Oniyavara Seva Coota (BOSCO), Bangalore

AMRITA VARADARAJAN
25 YEARS

Educational Qualifications
B.A. Social Work (Hons.)

Prior experience
36 months in Social Development

Languages known
English, Hindi, Tamil, Telugu and Gujarati

Field Exposure
• Research on the relevance of non-formal education in the context of Right to Education at Vidya Bhawan, Udaipur, Rajasthan
• Analysis on pedagogy of value education at Agragamee, Rayagada, Odisha

ANKIT SHARMA
22 YEARS

Educational Qualifications
B.C.A.

Prior experience
6 months in Education

Languages known
English and Hindi

Field Exposure
• Study of the challenges and issues of Anganwadi workers at Azim Premji Foundation, Medak, Telangana
• Understanding Individual differences in a classroom at Azim Premji Foundation, Udharm Singh Nagar, Uttarakhand

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ANUBHAV KUMAR SINGH 26 YEARS

Educational Qualifications
B.Tech Computer Science

Prior experience
14 months in IT Industry

Languages known
English and Hindi

Field Exposure
- Study of socio-economic and cultural factors influencing the enrolment, dropout and retention rate in public schools of Barmer, Rajasthan, facilitated by Azim Premji Foundation
- Understanding the organisational structure and the operation of bureaucracy in a District Institute of Education and Training (DIET) at Azim Premji Foundation, Puducherry

ANUBHA BHATTACHARYA 21 YEARS

Educational Qualifications
B.A. Sociology (Hons.)

Languages known
English, Hindi and Bengali

Field Exposure
- Understanding the role and functions of the Block Education Officer (BEO) and Block Resource Centre (BRC) in supporting the quality of education at Azim Premji Foundation, Bangalore
- An exploration of the level of cognition among children with learning and intellectual disability at Bethany School for Special Education, Bangalore

ANKITA SHAH 22 YEARS

Educational Qualifications
B.A. Economics and English

Languages known
English and Hindi

Field Exposure
- Studied the perception of the tribal and non-tribal community regarding School Management Committee at Azim Premji Foundation, Dhamtari, Chhattisgarh
- Critically examining aims of Art education at the primary stage (I-V) at Digantar, Jaipur

ANSHIKA BHASIN 22 YEARS

Educational Qualifications
B.A. Sociology

Languages known
English and Hindi

Field Exposure
- Understanding role of the head teacher in school effectiveness at Azim Premji Foundation, Dehradun
- Preparation of teachers manual at Mobile Creches, New Delhi
- Comparative study of girls’ educational experiences across the rural-urban divide at Protsahan, New Delhi and Haryana

APOORWA HOODA 21 YEARS

Educational Qualifications
B.Sc. Chemistry (Hons.)

Languages known
English and Hindi

Field Exposure
- Understanding role of the head teacher in school effectiveness at Azim Premji Foundation, Dehradun, Uttarakhand
- Comparative study of girls’ educational experiences across the rural-urban divide at Protsahan, Delhi and Haryana

ARJUN VINODKUMAR LAL 33 YEARS

Educational Qualifications
B.Sc. Bachelor of Physical Education M.B.A

Languages known
English and Hindi

Field Exposure
- A study on implementation of Continuous Comprehensive Evaluation (CCE) at Azim Premji Foundation, Dhamtari, Chhattisgarh
- Understanding and analysis of large scale interventions at Education Initiative, Bangalore
BADARUDHEEN K.P. 23 YEARS

Educational Qualifications
B.Com.

Prior experience
—

Languages known
English and Malayalam

Field Exposure
• Studied the Role of Block Education Officer (BEO) and Block Resource Centre (BRC) in supporting quality education at the block level at Azim Premji Foundation, Bangalore and Vidya Poshak, Dharwad
• Understanding the perspective of different stakeholders regarding history in Kerala school textbooks at Kerala Sasthra Sahithya Parishad, Kannur, Kerala

ASHIMA VISHNOI 22 YEARS

Educational Qualifications
B.A. English (Hons.)

Prior experience
11 months in Education

Languages known
English and Hindi

Field Exposure
• Understanding the transaction of Gender roles in government schools environment - Studied at Azim Premji Foundation, Dhamtari, Chhattisgarh
• Study of teacher persona at Atul Foundation schools, Valsad, Gujarat

DEEPA SHESHADRI 41 YEARS

Educational Qualifications
B.Sc. Mathematics

Prior experience
27 months in Education

Languages known
English and Hindi

Field Exposure
• Observed problems in learning and teaching Mathematics in a Government primary school at Azim Premji Foundation, Dhamtari, Chhattisgarh
• Study of critical thinking in a school at Rishi Valley School, Madanapalle, Andhra Pradesh

DHRASHINI JENEFER R. 22 YEARS

Educational Qualifications
B.Com.

Prior experience
180 months in Education

Languages known
English, Hindi, Kannada, Tamil and Marathi

Field Exposure
• Study of Education system in Karnataka: existing hierarchy; challenges faced by block, cluster and DIET functionaries with respect to teacher training at Block Education Officer’s Office, District Institutes of Education and Training, Bangalore
• A comparative study of possible inter-linkages between social structure and cognitive structure among two sets of children from two different contexts at India International School and Veda Pathashala, Bangalore
• A study on understanding teachers’ perception on school, peers and other stakeholders in Government school at Azim Premji Foundation, Puducherry
• Connecting the philosophy and classroom practices of an alternative school at Marudham Farm School, Tiruvanamalai, Tamilnadu

ASHISH DANGWAL 26 YEARS

Educational Qualifications
B.Sc. Mathematics

Prior experience
6 months in Print Media
8 months in Social Sector
14 months in Education

Languages known
English and Hindi

Field Exposure
• Study of what deters a child from going to school at Azim Premji Foundation, Dehradun, Uttarakhand
• Studied Teacher’s identity formation in a school environment by the students, and outside school by the parents, and its impact on work style of a teacher at SANTULAN - Social Animation Towards United Liberative Action and Sri Sri Ravishankar Vidya Mandir, Kharadi, Pune

AVINAV 25 YEARS

Educational Qualifications
B.Com.

Prior experience
6 months in Print Media
8 months in Social Sector
14 months in Education

Languages known
English and Hindi

Field Exposure
• Study of what deters a child from going to school at Azim Premji Foundation, Dehradun, Uttarakhand
DIVYA DESAI
23 YEARS

Educational Qualifications
B.Com.

Prior experience
24 months in IT Sector

Languages known
English and Hindi

Field Exposure
• Study of technical literacy of children at Azim Premji Foundation, Rudrapur, Uttarakhand
• Study of activities in the school in connection to aims of education at Digantar School, Jaipur, Rajasthan

DIVYA JOSEPH
26 YEARS

Educational Qualifications
B.A. Mathematics
M.Sc. Computer Science

Prior experience
24 months in Teaching

Languages known
English, Hindi and Malayalam

Field Exposure
• Understanding the role of Block Education Officer (BEO) and Block Resource Centre (BRC) at Azim Premji Foundation, Bangalore and Vidya Poskha, Dharwad
• What aims of education do out-of-class formal interactions serve? Study done at Savitribai Phule English Medium School, Pune

DIVYA JAGDISH SHARMA
29 YEARS

Educational Qualifications
B.Com.

Prior experience
66 months in Corporate

Languages known
English and Hindi

Field Exposure
• A study to understand the working and effectiveness of School Development and Monitoring Committees (SDMC) at Raichur and Yadgir local Government schools with the help of Azim Premji Foundation
• Visited a low income private school and an alternative school to understand the moral philosophy in children at Poorna Learning Centre and Model English School, Bangalore

DHRUVA DESAI
23 YEARS

Educational Qualifications
B.A. English (Hons.)

Prior experience
24 months in Education

Languages known
English and Hindi

Field Exposure
• Study of the reasons for dropouts from schools in Shorapur at Azim Premji Foundation, Yadgir, Karnataka
• Study of the pedagogy of value education at Namma Nalanda Vidyapeetha, Kundapura, Karnataka

DIVYA SUBRAMANIAN
39 YEARS

Educational Qualifications
B.A. Mathematics
M.Sc. Computer Science

Prior experience
168 months in IT Sector

Languages known
English, Hindi and Malayalam

Field Exposure
• Study of how parents, teachers and students understand the Right to Education Act at Azim Premji Foundation, Sirohi, Rajasthan
• Understanding how the school helps develop the child’s reasoning capacity at Akanksha Foundation, Pune

DURGA RANJANI POLEPEDDI
24 YEARS

Educational Qualifications
B.Tech
M.Sc. Applied Psychology

Prior experience
24 months in Education

Languages known
English, Hindi and Telugu

Field Exposure
• A study of Government support for Early Childhood Education in Anganwaridis at, Medak, Telangana
• Understanding education and the development of reason at Sri Sri Ravishankar Vidya Mandir, Dharavi, Mumbai
Educational Qualifications

HIMANSHI KHANNA
22 YEARS

B.Com.

Prior experience

24 months in Education

Languages known

English and Hindi

Field Exposure

• Study of Mathematics learning levels of children from different socio-economic backgrounds at Nightingales English High School, Bangalore
• A study on pre-service teacher education in District Institute of Education and Training (DIET) from a bureaucratic perspective, Bangalore, Karnataka

IRA ABHAY HULIKAVI
22 YEARS

B.A. English

Prior experience

20 months in Education

Languages known

English, Hindi and Marathi

Field Exposure

• Study of techno-literacy among children and its relevance in the information age at Azim Premji Foundation, Rudrapur, Uttarakhand
• Study of the implementation of a curriculum in a particular context at Door Step School, Pune, Maharashtra

IRFAN BASHIR
26 YEARS

B.Sc. Zoology, Biochemistry and chemistry
M.Sc. Biochemistry
B.Ed., UGC-NET Life science

Prior experience

11 months in Science Research

Languages known

English, Hindi, Urdu and Kashmiri

Field Exposure

• Study of perception of parents towards girl child education at Azim Premji Foundation, Yadgir, Karnataka
• Understanding educational needs of children in conflict with law at Echo-India, Bangalore, Karnataka
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Educational Qualifications</th>
<th>Prior experience</th>
<th>Languages known</th>
<th>Field Exposure</th>
</tr>
</thead>
</table>
| Ishika Das    | 26 Y  | B.A. English (Hons.)                                | 12 months in PR   | English, Hindi, Bengali and Gujarati | • Study of the functioning of the District Institute of Education and Training (DIET) in Yadgir District, Karnataka  
• Study of the aims of education in an alternative school at Rishi Valley Education Centre, Chittoor, Andhra Pradesh |
| Jafar Saddique T.P. | 26 Y | B.A. and M.A. in English                            | 24 months in PR   | English, Hindi, Malayalam, Urdu and Spanish | • Understanding role of the head teacher in shaping school effectiveness at Purva Madhyamic Vidyalaya, Dehradun, Uttarakhand  
• Philosophical understanding of Moral Education in school at Jnana Prabodhini Prashala, an alternative private school, Pune, Maharashtra |
| Ishika Das    | 26 Y  | B.A. and M.A. in English                            | 12 months in PR   | English, Hindi, Malayalam and Tamil   | • Studied the level of involvement and motivation of School Development and Monitoring Committee (SDMC) members in Government schools in Kodathi Region, Bangalore with the help of Azim Premji Foundation  
• Study on how does an adivasi-run school integrate Adivasi culture at ACCORD (Action for Community Organisation, Rehabilitation and Development), Gudalur, Tamil Nadu |
| Jeeja Egy Joseph T.P. | 40 Y | B.A. and M.A. in Economics                         | 144 months in Ed   | English, Hindi, Malayalam and Tamil   | • Understanding role of the head teacher in shaping school effectiveness at Purva Madhyamic Vidyalaya, Dehradun, Uttarakhand  
• Philosophical understanding of Moral Education in school at Jnana Prabodhini Prashala, an alternative private school, Pune, Maharashtra |
| Manju K.      | 27 Y  | B.Sc. and M.Sc. Physics                             | 24 months in Ed    | English and Tamil                   | • Study on understanding the role of District Institute of Education and Training (DIET) in teacher’s capacity building at Raichur, Karnataka  
• 'Mixed age learning in an alternative school' study at Ananya School, Bangalore |
| Kamlesh Gupta | 27 Y  | B.E. Computer Science                              | 32 months in IT    | English and Hindi                   | • Understanding awareness of Right to Education among various stakeholders at Azim Premji Foundation, Sirsi, Rajasthan  
• Study of aims of education and curriculum transaction at Anand Niketan School, Bhopal, Madhya Pradesh and Blue Mountains School, Ooty, Tamil Nadu |
| Kavita Sharad Shah | 24 Y | B.B.A Finance                                      | 14 months in IT    | English, Hindi and Gujarati         | • Understanding the influence of environment on child’s learning at Azim Premji Foundation, Tonk, Rajasthan  
• Evaluating school curriculum to understand the scope of children’s development through play in pre-school at Eklavya School, Ahmedabad |
**University Placement Brochure**

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**MOHAMMED ILLIAS**
**25 YEARS**

**Educational Qualifications**
B.A. English

**Prior experience**
48 months in Education

**Languages known**
English, Malayalam and Arabic

**Field Exposure**
- Study on subject related learning materials at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand
- Curriculum for a self-sufficient community – a study at Mitraniyateen alternative school, Thiruvananthapuram, Kerala

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**KAVITHA B.S.**
**25 YEARS**

**Educational Qualifications**
B.Tech Information Technology

**Prior experience**
33 months in Education

**Languages known**
English, Hindi, Telugu, Kannada and Tamil

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**KSHAMA G.C.**
**26 YEARS**

**Educational Qualifications**
B.Sc. Physics, Chemistry and Mathematics
M.Sc. Mathematics

**Prior experience**
35 months in Education

**Languages known**
English, Hindi, Kannada and Tamil

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**MUHAMMED DILSHAD A.**
**25 YEARS**

**Educational Qualifications**
B.Com.
M.Com.

**Prior experience**
16 months in Finance
23 months in Education

**Languages known**
English and Malayalam

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**MUNEER C.**
**24 YEARS**

**Educational Qualifications**
B.Tech Mechanical Engineering

**Prior experience**
—

**Languages known**
English, Hindi and Malayalam

---

**MANU V. MATHEW**
**24 YEARS**

**Educational Qualifications**
B.Sc. Physics, Chemistry and Mathematics
M.Sc. Mathematics

**Prior experience**
—

**Languages known**
English, Hindi, Kannada and Tamil

---

**Field Exposure**
- Understanding the implementation of Right to Education and functioning of School Development and Monitoring Committees (SDMC) in Kodathi at Azim Premji Foundation, Rajasthan
- A study on understanding curriculum in tribal context at Vivekananda Girijana Kalyana Kendra, B.R.Hills, Karnataka
- Understanding pre-school education in Anganwadis at Azim Premji Foundation, Medak, Telangana
- Case study of impact of cultural capital on achievement in the school system at Hyderabad, Telangana
- Effectiveness of School Development and Monitoring Committee (SDMC) and Right to Education compliance in Government schools of Kodathi, Bangalore
- Curriculum for self-sufficient community - a study at Mitraniyateen Secondary school, Thiruvananthapuram, Kerala
- A study on the absenteeism in urban primary schools of Dehradun, Azim Premji Foundation, Uttarakhand
- A study on effectiveness of School Development and Monitoring Committee (SDMC) at the General Education Department, Malappuram district of Kerala
- Cultural conflicts between two organisational setups working in a common school platform: Case study of Teach For India intervention in a Municipal Corporation School of Greater Mumbai
**NITU BHATIA**

**Educational Qualifications**

- B.A. Journalism and Mass Communication (Hons.)

**Prior experience**

- 6 months in Education

**Languages known**

- English and Hindi

**Field Exposure**

- Understanding the factors that affect the teaching and learning of Social Science at Azim Premji Foundation, Tonk, Rajasthan
- Study of moral reasoning in children at Digantar Shiksha Evam Khelkud Samiti, Jaipur, Rajasthan

**PALLAVI SETH**

**Educational Qualifications**

- B.A. Geography (Hons.)
- PGDM Rural Management

**Prior experience**

- 24 months in Agro Industries
- 30 months in Social Sector

**Languages known**

- English and Hindi

**Field Exposure**

- Understand the role of District Institute of Education and Training (DIET) and its effectiveness at Azim Premji Foundation, Dhamtari District Institute, Chhattisgarh
- A study on the concept of self in disabled adolescents and role of teacher’s in the lives of disabled children at Aarushi, Bhopal, Madhya Pradesh

**PRANAY KUMAR**

**Educational Qualifications**

- B.A. Psychology, Sociology and Economics
- B.E. Electronics and Communication
- FDMR Rural Management

**Prior experience**

- 2 months as a Special educator
- 24 months in Agro Industries
- 18 months in Social Sector

**Languages known**

- English and Hindi

**Field Exposure**

- Understanding the importance of family’s moral support on child’s learning at school level at Azim Premji Foundation, Tonk, Rajasthan
- Understand the perspective of community and teacher about aims of education at Shramik Adivasi Vikas Sansthan, Jawahar, Thane, Maharashtra

**NAVNEET KAUR**

**Educational Qualifications**

- Bachelor of Tourism Studies

**Prior experience**

- 6 months in Education

**Languages known**

- English and Hindi

**Field Exposure**

- A study on the role of Block Education Officer (BEO) and Block Resource Centre (BRC) at Azim Premji Foundation, Chitradurga, Karnataka
- A study of the factors influencing choice of higher education at National Institute of Fashion Technology, New Delhi

**NEHA PANT**

**Educational Qualifications**

- B.E. Electronics

**Prior experience**

- 2 months as a Special educator

**Languages known**

- English and Hindi

**Field Exposure**

- Understanding the impact of Right to Education on Non-Formal Educational Centres (NFECs) at Vidya Bhawain, Udaipur, Rajasthan
- Learning through Art - A study to understand how art can be integrated in the curriculum in order to teach subjects like English, Mathematics, Science etc. at the Sita School, Tarabanahalli, Bangalore

**NANAK BHATIA**

**Educational Qualifications**

- B.E. Electronics

**Prior experience**

- 26 months in IT sector
- 24 months in Education

**Languages known**

- English and Hindi

**Field Exposure**

- A case study on facts and factors associated with science learning in Government schools of Tonk at Azim Premji Foundation, Rajasthan
- Implementations of aims of education: A study from an educational organisation at Muskaan, Bhopal

**PALLAVI SETH**

**Educational Qualifications**

- B.A. Psychology, Sociology and Economics

**Prior experience**

- 24 months in Agro Industries
- 30 months in Social Sector

**Languages known**

- English and Hindi

**Field Exposure**

- Implementations of aims of education: A study from an educational organisation at Muskaan, Bhopal
- Understanding the impact of Right to Education on Non-Formal Educational Centres (NFECs) at Vidya Bhawain, Udaipur, Rajasthan
- Learning through Art - A study to understand how art can be integrated in the curriculum in order to teach subjects like English, Mathematics, Science etc. at the Sita School, Tarabanahalli, Bangalore

**PRANAY KUMAR**

**Educational Qualifications**

- B.A. Geography (Hons.)
- FDMR Rural Management

**Prior experience**

- 24 months in Agro Industries
- 30 months in Social Sector

**Languages known**

- English and Hindi

**Field Exposure**

- Understanding the importance of family’s moral support on child’s learning at school level at Azim Premji Foundation, Tonk, Rajasthan
- Understand the perspective of community and teacher about aims of education at Shramik Adivasi Vikas Sansthan, Jawahar, Thane, Maharashtra
Educational Qualifications
B.A. Journalism and Communication Studies

Prior experience
—

Languages known
English, Hindi, Marathi and German

Field Exposure
• Development of techno-literacy index and its relevance in information age at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand
• Understanding role of the head teacher in Government school and organisational communication within school at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand

PRATISHTHA NARENDRA INGALE
22 YEARS

PREETA RAJAN
40 YEARS

PUSHKAR KAMALRAJ DEV
22 YEARS

RACHNA
25 YEARS

RAFEEQUE A.S.
27 YEARS

RAJ HARISHBHAI BRAHMBHATT
26 YEARS

Educational Qualifications
B.A. Computer Science

Prior experience
180 months in IT Industry

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• A study on understanding teachers’ perception of schools at Azim Premji District Institute, Puducherry, Tamil Nadu
• Study on aims of education at Centre for Learning, Magadi, Karnataka

PRATISHTHA NARENDRA INGALE
22 YEARS

PREETA RAJAN
40 YEARS

PUSHKAR KAMALRAJ DEV
22 YEARS

RACHNA
25 YEARS

RAFEEQUE A.S.
27 YEARS

RAJ HARISHBHAI BRAHMBHATT
26 YEARS

Educational Qualifications
B.A. Psychology (Hons.) B.Ed.

Prior experience
6 months in Education

Languages known
English, Hindi, Marathi and Punjabi

Field Exposure
• A study on understanding the Impact of student teacher relationship on the self-esteem of the student and its effect on academic achievement at Government Public school, Tonk, Rajasthan
• Study of gender identity development and its effect on the career aspirations in adolescents at Jnana Prabodhini Prashala, Pune, Maharashtra

PRATISHTHA NARENDRA INGALE
22 YEARS

PREETA RAJAN
40 YEARS

PUSHKAR KAMALRAJ DEV
22 YEARS

RACHNA
25 YEARS

RAFEEQUE A.S.
27 YEARS

RAJ HARISHBHAI BRAHMBHATT
26 YEARS

Educational Qualifications
B.Ed.

Prior experience
18 months in Education

Languages known
English, Hindi, Marathi and Gujarati

Field Exposure
• A study on understanding teachers’ perception of their profession at Azim Premji Foundation, Puducherry, Tamil Nadu
• A study on English teaching and learning in public schools at Kerala Sasthra Sahithya Parishad (KSSP), Kannur, Kerala

PRATISHTHA NARENDRA INGALE
22 YEARS

PREETA RAJAN
40 YEARS

PUSHKAR KAMALRAJ DEV
22 YEARS

RACHNA
25 YEARS

RAFEEQUE A.S.
27 YEARS

RAJ HARISHBHAI BRAHMBHATT
26 YEARS

Educational Qualifications
B.A. and M.A. in English Literature

Prior experience
24 months in Education

Languages known
English, Malayalam, Tamil, Arabic and Urdu

Field Exposure
• Understanding the perception on women’s education among women of two different age groups at Azim Premji Foundation, Medak, Andhra Pradesh
• Independent study on the status of traditional folk and tribal art education in primary schools around tribal communities of Bastar district, with the help of ICICI Education initiatives in Chhattisgarh

PRATISHTHA NARENDRA INGALE
22 YEARS

PREETA RAJAN
40 YEARS

PUSHKAR KAMALRAJ DEV
22 YEARS

RACHNA
25 YEARS

RAFEEQUE A.S.
27 YEARS

RAJ HARISHBHAI BRAHMBHATT
26 YEARS

Educational Qualifications
B.A. and M.A. in English

Prior experience
18 months in Education

Languages known
English, Hindi and Gujarati

Field Exposure
• A study on understanding the effectiveness of head teacher in Government schools at Azim Premji Foundation, Dehradun, Uttarakhand
• Teaching moral education in a Nai Talim School; understanding Philosophy behind practices at Jiliya Ashram Shala, Jiliya, Gujarat
RISHAV PAL
23 YEARS

**Educational Qualifications**
- B.A. Economics (Hons.)

**Prior experience**
- 25 months in Education
- 4 months in Teaching

**Languages known**
- English, Hindi and Bengali

**Field Exposure**
- Study of teacher learning materials at Azim Premji Foundation, Rudrapur, Uttarakhand
- Research on factors influencing college choices amongst students, New Delhi
- Understanding the impact of Right to Education on Non-Formal Education Centres (NFECs) in Udaipur district, Rajasthan
- Teacher identity: A study from sociological perspective at Deens Academy, Bangalore

Rohan Raj Nair
23 YEARS

**Educational Qualifications**
- B.Sc. Information Technology

**Prior experience**
- 4 months in Teaching

**Languages known**
- English, Hindi and Malayalam

**Field Exposure**
- A study on the power dynamics in school at The Heritage School, Gurgaon, Haryana
- A study on Mathematics learning levels of children from different socio-economic background at Vidya Bhawan Society, Udaipur, Rajasthan
- A study on power relationships in the school context at Azim Premji Foundation, Rudrapur, Uttarakhand

Ruchita Mittal
25 YEARS

**Educational Qualifications**
- B.A. Communication Studies and Professional Writing (Hons.)

**Prior experience**
- 24 months in Education

**Languages known**
- English and Hindi

**Field Exposure**
- A study on exploring the role of Block Educational Officer (BEO) and Block Research Centre (BRC) at Azim Premji Foundation, Chitradurga, Karnataka
- A study on the philosophy of moral education at Rishi Valley School, Madanapalle, Andhra Pradesh
SAFI AJMAL
24 YEARS

Educational Qualifications
B.A. History (Hons.)

Prior experience
—

Languages known
English, Hindi and Urdu

Field Exposure
• A study on reason for high dropout and low enrolment, and retention rate in Government schools at Azim Premji Foundation, Barmer, Rajasthan
• Research on development of emotion in children at Mahila Jagaran Kendra - Rainbow Homes, Patna, Bihar

SALEEM BADASHASAHEB
34 YEARS

Educational Qualifications
M.A. History
B.Ed.

Prior experience
72 months in Education

Languages known
English, Hindi and Kannada

Field Exposure
• Study of impact of Teacher Learning Centre (TLC) on Teacher Professional Development at Azim Premji Foundation, Yadgir, Karnataka
• Understanding selection and implementation of Social Science material in Digantar schools at Digantar Institutions, Jaipur, Rajasthan

SAMEER TIWARI
25 YEARS

Educational Qualifications
B.Sc. Physics and Mathematics

Prior experience
—

Languages known
English and Hindi

Field Exposure
• Research on absenteeism of students in Government schools near the slum colony at Azim Premji Foundation, Dehradun, Uttarakhand
• Study of power relation between Block Educational Officer (BEO) and Teacher Union at a Government organisation, Barabanki, Uttar Pradesh

SANKET SUNEEL KARKARE
27 YEARS

Educational Qualifications
B.E. Computer Science

Prior experience
45 months in the IT Industry

Languages known
English, Hindi, Marathi and Gujarati

Field Exposure
• Study of techno-literacy in children at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand
• A school with a difference, study at Kalkeri Sangeet Vidyalaya, Dharwad, Karnataka

SARANYA NANDINI
27 YEARS

Educational Qualifications
B.Tech Biotechnology

Prior experience
60 months in IT Industry

Languages known
English and Tamil

Field Exposure
• A study on inclusive education: Perception among primary school teachers and educational functionaries at Government primary schools, Raichur, Karnataka
• Study of teacher persona at Azim Premji Foundation - Migrant Labour school at Epsilon and Windmill, Bangalore

SARANJIT KOUR SOHAL
28 YEARS

Educational Qualifications
B.Com.

Prior experience
70 months in Banking and in an NGO

Languages known
English, Hindi, Bengali and Punjabi

Field Exposure
• Research hypothesis: Reason behind high dropout rate, low enrolment rate and low retention rate and what are the difficulties that the school faces with regular attendance at Azim Premji Foundation, Barmer, Rajasthan
• Understanding the concept of Self in children in Akshamandan School, Pune

SARANJIT KOUR SOHAL
28 YEARS

Educational Qualifications
B.Com.

Prior experience
70 months in Banking and in an NGO

Languages known
English, Hindi, Bengali and Punjabi

Field Exposure
• Research hypothesis: Reason behind high dropout rate, low enrolment rate and low retention rate and what are the difficulties that the school faces with regular attendance at Azim Premji Foundation, Barmer, Rajasthan
• Understanding the concept of Self in children in Akshamandan School, Pune
Educational Qualifications

SEEMA SIROHI
B.A. Journalism

Prior experience
8 months in Journalism

Languages known
English and Hindi

Field Exposure
• Assessing the implementation of Right to Education Act in Government schools at Azim Premji Foundation, Sirohi, Rajasthan

SAURAV MOHANTY
B.Tech
M.Tech

Prior experience
24 months in Energy Sector

Languages known
English, Hindi and Oriya

Field Exposure
• Study of educational functionaries of a district at Azim Premji Foundation, Dhamtari, Chhattisgarh
• Study of organisation model of a ‘result-school’ at Shantiniketan School, Bangalore

SAYANI SARASWATI
B.A. Political Science (Hons.)

Prior experience
22 months in Education

Languages known
English, Hindi and Bengali

Field Exposure
• Study of training needs of Anganwadi workers: Contrast according to socio-economic profiles at Azim Premji Foundation, Medak, Andhra Pradesh
• Understanding self-esteem and emotional regulation in adolescent children based on teacher perception at Teach for India, Pune, Maharashtra

SEENAMARIAM BABU
B.Tech Computer Science

Prior experience
8 months in IT Industry
12 months in Social Sector

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study on usage of different teaching and learning materials (TLMs) to enhance education at Azim Premji Foundation, Udham Singh Nagar, Uttarakhand
• Study on adolescents and autonomy in a philosophical framework at Insight Mission, Kerala

SHAMMI PERVIN LAKRA
Bachelor of Social Work - specialisation in Rural Development

Prior experience
22 months in Animation Industry
10 months in News channel

Languages known
English and Hindi

Field Exposure
• Study on medium of instruction and educational outcome in Government schools at Azim Premji Foundation, Medak district, Andhra Pradesh
• A study on teacher autonomy in a Government school at Azim Premji Foundation, Bhopal, Madhya Pradesh
**Educational Qualifications**

**Shampa Shukla**
B.A. Geography (Hons.)

**Shikhar Lal**
B.A. English, Economics and Political Science

**Siddhant S.**
B.El.Ed.

**Shobana R**
B.Sc. Microbiology

**Shubhrata Vatsal Das**
B.B.M. M.B.A.

**Shivani Tanwar**
B.Tech PGDM

**Field Exposure**

**Shampa Shukla**
- Study of perception of Anganwadi beneficiaries regarding services for children at Azim Premji Foundation, Medak, Andhra Pradesh
- Understanding the perception of body image and effect on self-esteem of Indian adolescent girls at Digantar School, Jaipur, Rajasthan

**Shikhar Lal**
- Prior experience: 24 months in Education
- Languages known: English and Hindi
- Prior experience: 18 months in Education
- Languages known: English, Hindi
- Prior experience: 60 months as a Landscape designer
- Languages known: English, Telugu and Kannada

**Siddhant S.**
- Prior experience: 37 months in Banking
- Languages known: English, Hindi and Tamil

**Shobana R**
- Prior experience: 24 months in Education
- Languages known: English, Tamil, Hindi and Kannada
- Prior experience: 18 months in Education
- Languages known: English, Telugu and Kannada
- Prior experience: 60 months as a Landscape designer
- Languages known: English, Tamil, Hindi and Kannada

**Shubhrata Vatsal Das**
- Prior experience: Study of District Institute of Education and Training (DIE), its functions and impact at Azim Premji Foundation, Dhamtari, Chhattisgarh
- Prior experience: A study on e-Learning and e-Governance: Community contribution and effort in making schools and education systems modern at Srinivasan Services Trust, Ranjangaon, Maharashtra

**Siddhant S.**
- Prior experience: Study on perception of Government school teachers on their profession at Azim Premji Foundation, Puducherry, Tamil Nadu
- Prior experience: Study of the aims of education at an alternative school: Freedom and the good life at Shibumi, Bangalore

**Field Exposure**

**Shobana R**
- Study of Government resource officers in teacher education at Azim Premji Foundation, Shorapur, Karnataka
- Study of teacher persona in Nali-Kali instructors at Government lower primary school, Bangalore, Karnataka

**Shubhrata Vatsal Das**
- A study on the role of the Block Education Officers (BEO) and the Block Resource Centre (BRC) coordinators in the state education system
- A study on the gender identity development in children at Shibumi, Bangalore, Karnataka

**Siddhant S.**
- Study on the perception of Government school teachers on their profession at Azim Premji Foundation, Puducherry, Tamil Nadu
- Study of the aims of education at an alternative school: Freedom and the good life at Shibumi, Bangalore
<table>
<thead>
<tr>
<th>Name</th>
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<th>Prior experience</th>
<th>Languages known</th>
<th>Field Exposure</th>
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<tbody>
<tr>
<td>Sreevidya R. Menon</td>
<td>22</td>
<td>B.A. Economics</td>
<td></td>
<td>English, Hindi, Malayalam and Tamil</td>
<td>• A study to understand the enrolment and dropout rates in Government schools at Azim Premji Foundation, Barmer, Rajasthan</td>
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<td>• A study on how an Adivasi run school integrates Adivasi culture at Viswa Bharati Vidyodaya Trust, Gudalur, Tamil Nadu</td>
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<td>• Can different school experiences shape the aspiration of girls from different sections of society? A study at Azim Premji Foundation, Sirohi district, Rajasthan</td>
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<td>• Study of the aspects of the school that facilitate the nurture of Ahimsa in pups at Sahyadri School, Krishnamurti Foundation India, Pune, Maharashtra</td>
</tr>
<tr>
<td>Sirajudheen K.P.</td>
<td>23</td>
<td>B.Com.</td>
<td>24 months in Education</td>
<td>English and Malayalam</td>
<td>• A study on understanding the effectiveness of School Development and Monitoring Committee (SDMC) of Government schools at Azim Premji Foundation, Kodathi, Bangalore</td>
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<td>• Understanding the role of Kerala Sastra Sahithya Parishad (KSSP) in the formation of Kerala Curriculum Frame (KCF 2007) at Kerala Sastra Sahithya Parishad, Kerala</td>
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<tr>
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<td></td>
<td>• Comparing aspirations and educational experiences of girls of privileged and disadvantaged backgrounds at Azim Premji Foundation, Sirohi, Rajasthan</td>
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<td></td>
<td></td>
<td>• Contextualisation of English curriculum for tribal children in primary classes at Government schools, ICICI Foundation, Bastar, Chhattisgarh</td>
</tr>
<tr>
<td>Sowmya N.</td>
<td>30</td>
<td>B.Sc. Zoology</td>
<td></td>
<td>English, Hindi and Kannada</td>
<td>• Study the benefits of Teacher Learning Centre (TLC) for Teacher Professional Development at Azim Premji Foundation, Surpur, Yadgiri district, Karnataka</td>
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<td>• Study the relationship between education and migration in Soliga tribes at Vivekananda Girijana Kalyana Kendra, B.R. Hills, Karnataka</td>
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<td>Srinath Mohandas</td>
<td>27</td>
<td>B.Com.</td>
<td>18 months in Education</td>
<td>English, Malayalam and Tamil</td>
<td>• A study on understanding the effectiveness of School Development and Monitoring Committee (SDMC) of Government schools at Azim Premji Foundation, Kodathi, Bangalore</td>
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<td>Sreevidya R. Menon</td>
<td>22</td>
<td>B.E. Ed. CTET</td>
<td>36 months in Education</td>
<td>English and Hindi</td>
<td>• A study to understand the enrolment and dropout rates in Government schools at Azim Premji Foundation, Barmer, Rajasthan</td>
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</table>
SRIRAM KUMAR V.
43 YEARS

Educational Qualifications
B.E. Mechanical Engineering

Prior experience
58 months in Manufacturing
190 months in IT Industry
12 months in an NGO

Languages known
English, Tamil and Kannada

Field Exposure
• Study of Right to Education compliance and motivation of School Development and Monitoring Committee (SDMC) members at Azim Premji Foundation, Kodathi, Bangalore
• Study of characteristics of bureaucracy in three Government schools at Azim Premji Foundation, Puducherry

SUCHAIL A.P.
24 YEARS

Educational Qualifications
B.Com.

Field Exposure
• Understanding the role of community in enrolment and retention of school dropouts: Perception of education functionaries at District Institute of Education and Training (DIET), Rajajinagar, Bangalore
• Study of Mitraniketan’s curricular aims for secondary education at Mitraniketan, Thiruvananthapuram, Kerala

SUJATA PAUL
32 YEARS

Educational Qualifications
B.A. and M.A. in English

Prior experience
12 months in Academic publishing
24 months in an NGO

Languages known
English, Hindi, Telugu and French

Field Exposure
• Study of Mathematics learning levels of children from different socio-economic backgrounds at Zilla Parishad School, Maharashtra
• Study of social studies teachers use of textbooks at Zilla Parishad School, Maharashtra

SUMIT ARORA
27 YEARS

Educational Qualifications
B.A. History (Hons.)

Prior experience
79 months in Education

Languages known
English, Hindi, Bhojpuri and Magadhi

Field Exposure
• Study of District Institute of Education and Training (DIET) at Dhamtari, Chhattisgarh
• Understanding Free play in school setup by children at Gurunanak Abhsarsath Madhya Vidyalay, Sadar Arah, Bhojpur, Bihar

SUCHAITA TENNETI
26 YEARS

Educational Qualifications
B.A. and M.A. in English

Prior experience
12 months in Academic publishing
24 months in an NGO

Languages known
English, Hindi, Telugu and French

Field Exposure
• Study of learning patterns among teachers in Teacher Learning Centre (TLC) at Azim Premji Foundation, Yadgir, Karnataka
• Study of social studies teachers use of textbooks at Zilla Parishad School, Maharashtra

SUDHANSHU PARITOSH
27 YEARS

Educational Qualifications
B.A. Economics (Hons.)

Prior experience
48 months in Education
13 months in Investment Banking

Languages known
English, Hindi and Bengali

Field Exposure
• A study to understand teachers’ perspectives on Early Childhood Education at Azim Premji Foundation, Medak, Andhra Pradesh
• A case study about implementing Section 12 (a) of the Right To Education Act at a private school, Bangalore
Educational Qualifications

B.A. English
M.A. Social Work

Prior experience
12 months in Social Sector
84 months in Education

Languages known
English and Tamil

Field Exposure
• Understanding teachers’ perception of schools at Azim Premji Foundation, Puducherry
• A study on teaching and learning of history in upper primary classes at Pudvidham Learning Centre, Dharmapuri, Tamil Nadu

B.E. Computer Science

Prior experience
31 months in Development
12 months in Education

Languages known
English, Hindi and Marathi

Field Exposure
• How much awareness of Right to Education Act do various stakeholders have? A study at Azim Premji Foundation, Sirohi, Rajasthan
• How the teaching-learning process happens in an alternative setup? A study at Gram Mangal, Thane, Maharashtra
Educational Qualifications
B.A. Economics, Geography and Anthropology

Prior experience
10 months in Education

Languages known
English and Hindi

Field Exposure
• Study on understanding the effectiveness of head teacher in Government schools at Azim Premji Foundation, Dehradun, Uttarakhand
• Study on child’s freedom in relation to curriculum, pedagogy and institutional culture at Jiddu Krishnamurthi School, Sahyadri, Pune, Maharashtra
• Finding and understanding the reasons behind increasing learner dropouts from Government schools at Azim Premji Foundation, Dehradun
• Observation and analysis of alternative pedagogy at Society for Integrated Development of Himalayas, Jaunpur, Mussoorie
• Study on understanding the effectiveness of head teacher in Government schools at Azim Premji Foundation, Dehradun, Uttarakhand
• Observation and analysis of alternative pedagogy at Society for Integrated Development of Himalayas, Jaunpur, Mussoorie
• Study of techno-literacy among the students at Azim Premji Foundation, Rudrapur, Udham Singh Nagar, Uttarakhand
• Understanding the structure and flow of bureaucracy in District Institute of Education and Training (DIET) at Azim Premji Foundation, Rudrapur, Uttarakhand
## STUDENTS’ PROFILE
### M.A. Development

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Profile Details</th>
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<tbody>
<tr>
<td>Aarti Shastry</td>
<td>21</td>
<td>B.A. Economics, 2 months in an NGO, English, Hindi, Gujarati and Marathi, Critically observed Sivasailam, Covenant Centre for Development, Tamil Nadu.</td>
</tr>
<tr>
<td>Abeer Kapoor</td>
<td>23</td>
<td>B.A. History (Hons.), 12 months in Marketing, Event management and Film making, English and Hindi.</td>
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</table>

### Educational Qualifications

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<td>Aarti Shastry</td>
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<td>2 months in an NGO, English, Hindi, Gujarati and Marathi, Critically observed Sivasailam, Covenant Centre for Development, Tamil Nadu.</td>
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<td>Abeer Kapoor</td>
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<td>B.A. History (Hons.)</td>
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### Prior Experience

- **Aarti Shastry**: 2 months in an NGO, English, Hindi, Gujarati and Marathi, Critically observed Sivasailam, Covenant Centre for Development, Tamil Nadu.
- **Abeer Kapoor**: 12 months in Marketing, Event management and Film making, English and Hindi.
- **Abijeet Singh**: 12 months in Education, English and Hindi.

### Languages known

- English, Hindi, Gujarati and Marathi
- English and Hindi
- English and Hindi

### Field Exposure

- **Aarti Shastry**: Critically observed Sivasailam, Covenant Centre for Development, Kanyakumari, Tamil Nadu.
- **Abeer Kapoor**: Understanding the livelihood, socio-political and economic structure of a tribal village at Keystone Foundation, Kotagiri, Tamil Nadu.
- **Abeer Kapoor**: Placing Hindu nationalism in the context of the election 2014 at the Centre for the Studies of Developing Societies, New Delhi.
- **Abijeet Singh**: Studied the working of a village and its co-operative system at Arohana Dairy, Thanjavur, Tamil Nadu.
- **Abijeet Singh**: Bonded child labour rights and National Minimum Wage Policy for unorganised sector workers, study done at Bandhua Mukti Morcha, New Delhi.
AISHWARYA LAKSHMAN
21 YEARS

Educational Qualifications
B.A. Business Economics

Prior experience
2 months in an NGO

Languages known
English, Hindi, Telugu and Malayalam

Field Exposure
• Understanding the socio-economic and political aspects of the community at Sethumadai village through Keystone foundation, Nilgiris, Tamil Nadu
• Study of the rights of women and children in the urban slums at Mahila Action, Visakhapatnam, Andhra Pradesh

AKSHAY AGARWAL
23 YEARS

Educational Qualifications
B.E. Electrical and Electronics Engineering

Field Exposure
• Understanding difficulties faced by rescued bonded labourers in accessing government facilities, ActionAid India, Baran District, Rajasthan
• Study of specific environment clearance laws in India and their loopholes at Dakshin Foundation, Bangalore

AMBER KUMAR RAI
28 YEARS

Educational Qualifications
B.A. Geography (Hons.)

Field Exposure
• Study of livelihood intervention and water conservation at Srinivasan Services Trust, Pune district, Maharashtra
• Understanding of socio-economic change on households after interventions from the Bihar Rural Livelihood Project at Bihar Rural Livelihoods Promotion Society, Gaya and Khagaria District, Bihar

University Placement Brochure | 49
ANKITA SINGH  
22 YEARS

Educational Qualifications
B.A. History (Hons.)

Field Exposure
• Study of the social, political, economic, cultural and ecological aspects of the Javulke Village at Srinivasan Services Trust, Pune, Maharashtra
• Impact Assessment of With.In, leading together programme at Pravah, New Delhi

ANANYA MISHRA  
24 YEARS

Educational Qualifications
B.A. Economics

Field Exposure
• Studied the social, political, economic, cultural and ecological aspects of the Palaypatti village at Arohana Dairy Cooperative, Thanjavur, Tamil Nadu
• Study of economic empowerment of urban women through livelihood and financial literacy at Development Support Team, Pune, Maharashtra

ANKIT PATODI  
27 YEARS

Educational Qualifications
B.E. Computer Science and Engineering

Field Exposure
• Study of displacement and livelihood issues in a tribal area at ActionAid, Mandla, Madhya Pradesh
• Understanding PESA (Panchayats Extension to Scheduled Areas) Act, tribal Issues and displacement policy in light of human rights at Samvad Society for Advocacy and Development, Jabalpur, Madhya Pradesh

AMIT KUMAR JENA  
26 YEARS

Educational Qualifications
B.A. Sociology (Hons.) & M.A. Sociology

Field Exposure
• Observed socio-economic aspects of tribals in Singhavaram village at LAYA Foundation, East Godavari District, Andhra Pradesh
• Improving access to information on Government schemes at Arohanjee, Rayagada and Nabarangpur District, Odisha

ANANYA MISHRA  
24 YEARS

Educational Qualifications
B.A. Economics

Field Exposure
• Stated the social, political, economic, cultural and ecological aspects of the Palaypatti village at Arohana Dairy Cooperative, Thanjavur, Tamil Nadu
• Study of economic empowerment of urban women through livelihood and financial literacy at Development Support Team, Pune, Maharashtra

ANKIT PATODI  
27 YEARS

Educational Qualifications
B.E. Computer Science and Engineering

Field Exposure
• Study of displacement and livelihood issues in a tribal area at ActionAid, Mandla, Madhya Pradesh
• Understanding PESA (Panchayats Extension to Scheduled Areas) Act, tribal Issues and displacement policy in light of human rights at Samvad Society for Advocacy and Development, Jabalpur, Madhya Pradesh

ANUJ GOYAL  
26 YEARS

Educational Qualifications
B.Tech Bio-technology

Field Exposure
• An elementary study of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) at Jan Jagran Shakti Sangathan, Leti, Araria, Bihar
• Study of water conflicts in Mahanadi basin at Society for Promoting Participative Ecosystem Management, Raipur, Chhattisgarh

ANUJ JOSHI  
22 YEARS

Educational Qualifications
B.A. Economics (Hons.)

Field Exposure
• Understand the socio-economic and political scenario of Thambalapalli village at Foundation for Ecological Security (FES), Chittoor, Andhra Pradesh
• Comparative study of the border districts of Kasaragod and Dakshin Kannada at Azim Premji Foundation, Bangalore
• Worked on the implementation of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and grievance redressal mechanism for a state at Mazdoor Kisan Shakti Sangathan (MKSS), Devdungri, Rajsamand, Rajasthan.
ANUL JAIN 25 YEARS

Educational Qualifications
B.A. History

Prior experience
12 months in social advocacy
24 months as a table tennis coach

Languages known
English, Hindi, Marathi and Gujarati

Field Exposure
• Study of the agricultural economy of Wakalwadi village at Srinivasan Services Trust, Pune
• Studied the health problems of Devara Jeevanahalli slums in Bangalore
• Understanding housing and rehabilitation in Delhi slums at Centre for Policy Analysis, New Delhi

ANUPA CHAKRABORTY 22 YEARS

Educational Qualifications
B.Sc. Economics

Prior experience
2 months in Corporate

Languages known
English, Hindi, Bengali and Assamese

Field Exposure
• Study of ecological, social, political and economic aspects and livelihood pattern at Sarang Hills, Attapady, Kerala
• Understanding the reservation aspect under Right to Education at Kagad Kach Patra Kashtakari Panchayat - Solid Waste Collection and Handling, Pune, Maharashtra

ANUSHKA 22 YEARS

Educational Qualifications
B.Sc. Clinical Nutrition and Dietetics

Prior experience
24 months in Education

Languages known
English and Hindi

Field Exposure
• Understanding socio-economic, political and ecological condition of the village at Arohana Dairy, Trichy, Tamil Nadu
• Study of the scaling up process of participatory learning and action project in districts of Bihar at EKJUT

APURVA KUMAR 27 YEARS

Educational Qualifications
B.Tech Computer Science and Engineering
Public Health Management

Prior experience
21 months in IT sector

Languages known
English and Hindi

Field Exposure
• Study facilitated by SAMWAD Society for Advocacy and Development and Action and Action Aid on the ecological and socio-economic impacts of the nuclear power plant on the tribal community in Mandla district of MP
• Study facilitated by Swasti, on improving care at the community level and referrals through building capacities of Auxiliary Nurse Midwives (ANMs) using mobile technology.

ARULMOZHI VARMAN P. 25 YEARS

Educational Qualifications
B.Tech PG Programme in Advanced Construction Management

Prior experience
26 months in Infrastructure

Languages known
English, Hindi and Tamil

Field Exposure
• Study of how a village functions from an economic stand point and various factors associated with it at Covenant Centre for Development, Sivagangai, Tirunelveli
• Bio-diversity and conservation education, study at Asoka Trust For Research in Ecology and the Environment, Manimuthar, Tirunelveli

ASHA VERMA 23 YEARS

Educational Qualifications
B.E. Electronics and Telecommunication

Prior experience
—

Languages known
English and Hindi

Field Exposure
• Understood village dynamics at Covenant Centre for Development, Sivagangai, Tamil Nadu
• Forest, livelihood and man-animal conflict - A study at Foundation for Ecological Society, Mandla, Madhya Pradesh
EDUCATIONAL QUALIFICATIONS

B.A. Defence and Strategic Studies

Prior experience

Languages known

English, Hindi, Tamil and Telugu

Field Exposure

• Exposure visit to understand the socio-economic life of Kilpillur village at Keystone Foundation, Mettupalayam District, Tamil Nadu
• Study of the border districts of Kasaragod and Dakshin Kannada at Azim Premji Foundation, Bangalore

B.A. Sociology (Hons.)

12 months in National Social Service
1.5 months in Education

Languages known

English, Hindi and Assamese

Field Exposure

• Study of socio-economic, political, ecological and cultural setup of tribal community at Samvad Society for Advocacy and Development (ActionAid), Chutka, Jabalpur, Madhya Pradesh
• Identifying possible tourism circuits at Centre for Microfinance and Livelihood(CML), Guwahati, Assam

B.A. Mass Communication

23 months in Journalism

Languages known

English, Hindi, Tamil and Telugu

Field Exposure

• Understanding coastal livelihoods at People’s Action for Development, Vembar, Gulf of Mannar
• Embroidery of Kutch, livelihoods of women in the sector and organisational role at Qasab, Kutch Mahila Vikas Sangathan, Gujarat
• Rights and privileges of prisoners in Bangalore Central Jail at Azim Premji University (Law and Governance), Bangalore

EDUCATIONAL QUALIFICATIONS

B.A. English (Hons.)

Prior experience

Languages known

English and Hindi

Field Exposure

• Studied socio-economic, political, cultural and demographic setup in and around Attapady; studied the impact of market led development at Sarang Hills, Kerala
• Studied health interventions and prepared CII - Sustainability award under corporate social responsibility of Bokaro Steel Limited, Steel Authority of India Limited (SAIL), Jharkhand

B.A. Political Science (Hons.)

72 months in Media

Languages known

English and Hindi

Field Exposure

• Study of living condition of Sahariya community and the development challenges they are facing at ActionAid, Baran district, Rajasthan
• Issues concerning rights of mentally ill persons, and other human rights issues and concerns, study at National Human Rights Commission, New Delhi

B.A. LLB(Hons.), LLM and UGC (NET, Law)

11 months as a Legal practitioner

Languages known

English and Hindi

Field Exposure

• Studied socio-economic, political, livelihood, tradition and culture of Gond tribes displaced by Bargi dam project and the protest against the proposed Chutka Nuclear Power Plant at ActionAid, Narayan gunj, Mandla, Madhya Pradesh
• Study on migration of child labour from tribal Rajasthan (South) for BT cotton cross pollination to farms in North Gujarat at Peoples Union For Civil Liberties (PUCL) and Prayas Centre for Labour Research and Action (PCLRA), Udaipur and Dungarpur in Rajasthan
HARPREET KAUER 22 YEARS

Educational Qualifications
B.Com. Finance

Prior experience
—

Languages known
English, Hindi and Kannada

Field Exposure
• Studied Socio-economic aspects and livelihood patterns of the Sehariya tribe in Eklera village, Baran district of Rajasthan
• Study of the impact of women Gram Panchayat Presidents on service delivery at Centre for Budget and Policy Studies, Bangalore
• Study on women in distress with focus on two schemes, Ujjwala and Santhwana

FAUZIA NAZNEEN 22 YEARS

Educational Qualifications
B.Sc. Geography (Hons.)

Prior experience
—

Languages known
English, Hindi and Bengali

Field Exposure
• Study of socio-economic, political and ecological impact of agricultural intervention in a tribal village at Bharatiya Agro Industries Foundations, Kelichapada, Jawhar, Thane, Maharashtra
• Understanding the ecology and identifying the law and governance issues in the East Kolkata wetlands at People United for Better Living in Calcutta (PUBLIC), Kolkata.

GAURI SANJAY DEOLE 26 YEARS

Educational Qualifications
B.E. Computer Technology

Prior experience
32 months in IT sector

Languages known
English, Hindi and Marathi

Field Exposure
• Understanding agri-business development, water resource management, capacity building and training at Bharatiya Agro Industries Foundation, Kelichapada, Thane District, Maharashtra
• Study of wetland conservation at Indian National Trust for Art and Cultural Heritage, Pune, Maharashtra

GOWRI OMANAKUTTAN 22 YEARS

Educational Qualifications
B.A. English Literature, Journalism, Psychology

Prior experience
17 months in Media and Development
12 months in Management

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study of alternative livelihoods at Vayali, Thrissur, Kerala
• Policy reform in Community Radio Licensing, study at Maraa, Bangalore
• Study on media for social entrepreneurship at UnLtd Tamil Nadu, Auroville, Puducherry

HARPREET KAUER 22 YEARS

Educational Qualifications
B.Com. Finance

Prior experience
—

Languages known
English, Hindi and Kannada

Field Exposure
• Studied Socio-economic aspects and livelihood patterns of the Sehariya tribe in Eklera village, Baran district of Rajasthan
• Study of the impact of women Gram Panchayat Presidents on service delivery at Centre for Budget and Policy Studies, Bangalore
• Study on women in distress with focus on two schemes, Ujjwala and Santhwana

FAUZIA NAZNEEN 22 YEARS

Educational Qualifications
B.Sc. Geography (Hons.)

Prior experience
—

Languages known
English, Hindi and Bengali

Field Exposure
• Study of socio-economic, political and ecological impact of agricultural intervention in a tribal village at Bharatiya Agro Industries Foundations, Kelichapada, Jawhar, Thane, Maharashtra
• Understanding the ecology and identifying the law and governance issues in the East Kolkata wetlands at People United for Better Living in Calcutta (PUBLIC), Kolkata.

GAURI SANJAY DEOLE 26 YEARS

Educational Qualifications
B.E. Computer Technology

Prior experience
32 months in IT sector

Languages known
English, Hindi and Marathi

Field Exposure
• Understanding agri-business development, water resource management, capacity building and training at Bharatiya Agro Industries Foundation, Kelichapada, Thane District, Maharashtra
• Study of wetland conservation at Indian National Trust for Art and Cultural Heritage, Pune, Maharashtra

GOWRI OMANAKUTTAN 22 YEARS

Educational Qualifications
B.A. English Literature, Journalism, Psychology

Prior experience
17 months in Media and Development
12 months in Management

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study of alternative livelihoods at Vayali, Thrissur, Kerala
• Policy reform in Community Radio Licensing, study at Maraa, Bangalore
• Study on media for social entrepreneurship at UnLtd Tamil Nadu, Auroville, Puducherry

HARPREET KAUER 22 YEARS

Educational Qualifications
B.Com. Finance

Prior experience
—

Languages known
English, Hindi and Kannada

Field Exposure
• Studied Socio-economic aspects and livelihood patterns of the Sehariya tribe in Eklera village, Baran district of Rajasthan
• Study of the impact of women Gram Panchayat Presidents on service delivery at Centre for Budget and Policy Studies, Bangalore
• Study on women in distress with focus on two schemes, Ujjwala and Santhwana

FAUZIA NAZNEEN 22 YEARS

Educational Qualifications
B.Sc. Geography (Hons.)

Prior experience
—

Languages known
English, Hindi and Bengali

Field Exposure
• Study of socio-economic, political and ecological impact of agricultural intervention in a tribal village at Bharatiya Agro Industries Foundations, Kelichapada, Jawhar, Thane, Maharashtra
• Understanding the ecology and identifying the law and governance issues in the East Kolkata wetlands at People United for Better Living in Calcutta (PUBLIC), Kolkata.

GAURI SANJAY DEOLE 26 YEARS

Educational Qualifications
B.E. Computer Technology

Prior experience
32 months in IT sector

Languages known
English, Hindi and Marathi

Field Exposure
• Understanding agri-business development, water resource management, capacity building and training at Bharatiya Agro Industries Foundation, Kelichapada, Thane District, Maharashtra
• Study of wetland conservation at Indian National Trust for Art and Cultural Heritage, Pune, Maharashtra

GOWRI OMANAKUTTAN 22 YEARS

Educational Qualifications
B.A. English Literature, Journalism, Psychology

Prior experience
17 months in Media and Development
12 months in Management

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study of alternative livelihoods at Vayali, Thrissur, Kerala
• Policy reform in Community Radio Licensing, study at Maraa, Bangalore
• Study on media for social entrepreneurship at UnLtd Tamil Nadu, Auroville, Puducherry

HARPREET KAUER 22 YEARS

Educational Qualifications
B.Com. Finance

Prior experience
—

Languages known
English, Hindi and Kannada

Field Exposure
• Studied Socio-economic aspects and livelihood patterns of the Sehariya tribe in Eklera village, Baran district of Rajasthan
• Study of the impact of women Gram Panchayat Presidents on service delivery at Centre for Budget and Policy Studies, Bangalore
• Study on women in distress with focus on two schemes, Ujjwala and Santhwana

FAUZIA NAZNEEN 22 YEARS

Educational Qualifications
B.Sc. Geography (Hons.)

Prior experience
—

Languages known
English, Hindi and Bengali

Field Exposure
• Study of socio-economic, political and ecological impact of agricultural intervention in a tribal village at Bharatiya Agro Industries Foundations, Kelichapada, Jawhar, Thane, Maharashtra
• Understanding the ecology and identifying the law and governance issues in the East Kolkata wetlands at People United for Better Living in Calcutta (PUBLIC), Kolkata.

GAURI SANJAY DEOLE 26 YEARS

Educational Qualifications
B.E. Computer Technology

Prior experience
32 months in IT sector

Languages known
English, Hindi and Marathi

Field Exposure
• Understanding agri-business development, water resource management, capacity building and training at Bharatiya Agro Industries Foundation, Kelichapada, Thane District, Maharashtra
• Study of wetland conservation at Indian National Trust for Art and Cultural Heritage, Pune, Maharashtra

GOWRI OMANAKUTTAN 22 YEARS

Educational Qualifications
B.A. English Literature, Journalism, Psychology

Prior experience
17 months in Media and Development
12 months in Management

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study of alternative livelihoods at Vayali, Thrissur, Kerala
• Policy reform in Community Radio Licensing, study at Maraa, Bangalore
• Study on media for social entrepreneurship at UnLtd Tamil Nadu, Auroville, Puducherry

HARPREET KAUER 22 YEARS

Educational Qualifications
B.Com. Finance

Prior experience
—

Languages known
English, Hindi and Kannada

Field Exposure
• Studied Socio-economic aspects and livelihood patterns of the Sehariya tribe in Eklera village, Baran district of Rajasthan
• Study of the impact of women Gram Panchayat Presidents on service delivery at Centre for Budget and Policy Studies, Bangalore
• Study on women in distress with focus on two schemes, Ujjwala and Santhwana

FAUZIA NAZNEEN 22 YEARS

Educational Qualifications
B.Sc. Geography (Hons.)

Prior experience
—

Languages known
English, Hindi and Bengali

Field Exposure
• Study of socio-economic, political and ecological impact of agricultural intervention in a tribal village at Bharatiya Agro Industries Foundations, Kelichapada, Jawhar, Thane, Maharashtra
• Understanding the ecology and identifying the law and governance issues in the East Kolkata wetlands at People United for Better Living in Calcutta (PUBLIC), Kolkata.

GAURI SANJAY DEOLE 26 YEARS

Educational Qualifications
B.E. Computer Technology

Prior experience
32 months in IT sector

Languages known
English, Hindi and Marathi

Field Exposure
• Understanding agri-business development, water resource management, capacity building and training at Bharatiya Agro Industries Foundation, Kelichapada, Thane District, Maharashtra
• Study of wetland conservation at Indian National Trust for Art and Cultural Heritage, Pune, Maharashtra

GOWRI OMANAKUTTAN 22 YEARS

Educational Qualifications
B.A. English Literature, Journalism, Psychology

Prior experience
17 months in Media and Development
12 months in Management

Languages known
English, Hindi, Malayalam and Tamil

Field Exposure
• Study of alternative livelihoods at Vayali, Thrissur, Kerala
• Policy reform in Community Radio Licensing, study at Maraa, Bangalore
• Study on media for social entrepreneurship at UnLtd Tamil Nadu, Auroville, Puducherry
### Jankiram Durai

**26 Years**

**Educational Qualifications**
- B.Sc. Mathematics

**Prior experience**
- 24 months as a Teacher

**Languages known**
- English, Hindi, Tamil, Malayalam and Marathi

**Field Exposure**
- Study of Micro Watershed Management Project at Sarang, Attapaddy, Kerala
- Study of Micro Drip Irrigation System at Centre for Environmental Concerns, Hyderabad

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### Jyotsna Kishore

**22 Years**

**Educational Qualifications**
- B.A. Sociology and Spanish

**Prior experience**
- 86 months in an NGO

**Languages known**
- English and Hindi

**Field Exposure**
- Socio-economic, cultural and political study at Ramgarh Block with the help of CHIRAG Foundation, Simayal village, Nainital, Uttarakhand
- Study on micro-insurance under financial inclusion at Jharkhand State Livelihood Promotion Society, Ranchi

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### Jesika Ganesha Gatode

**21 Years**

**Educational Qualifications**
- B.A. Sociology, History, English Literature

**Prior experience**
- 6 months in Education
- 12 months in Public service

**Languages known**
- English, Hindi and Marathi

**Field Exposure**
- Socio-economic, political and ecological study of a tribal village at Foundation for Ecological Security (FES), Chikkaballapur, Karnataka
- Study on homelessness and destitution at Koshish- a field action project of TISS, Mumbai

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### Jay Shankar Kumar

**35 Years**

**Educational Qualifications**
- B.A.
- B.E. Computer Science

**Prior experience**
- 126 months in Banking, Telecom, Infrastructure and Education sector

**Languages known**
- English, Hindi and Russian

**Field Exposure**
- Study of interventions at the Foundation of Ecological Security, Chintamani Block, Chikkaballapur, Karnataka
- Study of effects of Education Leadership Management (ELM) training among Head teachers of primary and upper primary schools at Azim Premji Foundation, Dehradun, Uttarakhand

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### Jayati Singh

**22 Years**

**Educational Qualifications**
- B.A.
- B.Sc. Zoology (Hons.)
- M.A. Rural Studies

**Prior experience**
- 2 months in Editing
- 2 months in Education

**Languages known**
- English and Hindi

**Field Exposure**
- Economic and sociological study of a village. Making villagers self-reliant at Covenant Centre for Development, Kanyakumari, Tamil Nadu
- Research on 'Single Women in India' at Centre for Equity Studies, New Delhi

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KRISHNA RADHAKRISHNAN
21 YEARS

Educational Qualifications
B.A. Economics (Hons.)

Prior experience
20 months in Cultural sector

Languages known
English, Hindi and Malayalam

Field Exposure
• Study of social, ecological and livelihood patterns at Sarang, Attapadi, Palakkad, Kerala
• Integrated community development of marginalised tribes, study at Shreyas, Wayanad, Kerala

KRITHIKA NARAYANSWAMY IYER
25 YEARS

Educational Qualifications
B.A. Economics (Hons.)
M.A. Economics

Prior experience
9 months in Development sector

Languages known
English, Hindi, Tamil and Marathi

Field Exposure
• Livelihood intervention and water conservation at Srinivasan Services Trust, Pune
• Skill development of informal sector workers at LabourNet Services Pvt. Ltd., New Delhi
• Study of E-waste management in Bangalore

KSHIRODINEE PRITEE SAHU
22 YEARS

Educational Qualifications
B.A. Economics (Hons.)
PG Diploma in Computer Applications

Prior experience
9 months in Development sector

Languages known
English, Hindi and Odia

Field Exposure
• Study of the socio-economic, cultural, political and ecological aspects in Chapad village at CHIRAG Foundation, Nainital, Uttarakhand
• Study of the activities under livelihood programme with a special focus on community farming at Centre for Youth and Social Development, Koraput, Odisha

KEERTI SUBBA BHANDARY
22 YEARS

Educational Qualifications
B.A. Economics and Sociology (Hons.)

Prior experience
4 months in Development sector

Languages known
English, Hindi, Marathi and Tulu

Field Exposure
• Study of the socio-political, economic, cultural and ecological aspects of the community at Bhartiya Agro Industries Foundation (BAIF), Jawhar, Maharashtra
• A study of loan utilisation patterns in Self-Help Groups (SHGs) at Bagli with Samaj Pragati Sahayog Dewas, Madhya Pradesh

KENA HOLKAR
22 YEARS

Educational Qualifications
B.E. Computer science (Hons.)

Languages known
English and Hindi

Field Exposure
• Connecting theory with practice, understanding the functioning of the Trust at Srinivasan Services Trust, Pune, Maharashtra
• Formed trade unions of domestic work and engaged in the process of ensuring their rights at Indore Domestic workers Solidarity, Indore, Madhya Pradesh
• Examining the implementation of Forest Rights Act 2006 in tribal areas at Adivasi Mukti Sangathan, Sendhwa, Badwani, Madhya Pradesh

KISHORE KUMAR ILLA
26 YEARS

Educational Qualifications
B.Tech

Prior experience
26 months in an NGO

Languages known
English, Hindi and Telugu

Field Exposure
• Understanding the socio-economic structure and participation in activities in villages at Foundation for Ecological Security (FES), Chittoor, Andhra Pradesh
• Understanding the issues related to Jarawa tribe of the Andaman and Nicobar Islands at Andaman Chronicle, Port Blair

KEERTI SUBBA BHANDARY
22 YEARS

Educational Qualifications
B.A. Economics and Sociology (Hons.)

Prior experience
4 months in Development sector

Languages known
English, Hindi, Marathi and Tulu

Field Exposure
• Study of the socio-political, economic, cultural and ecological aspects of the community at Bhartiya Agro Industries Foundation (BAIF), Jawhar, Maharashtra
• A study of loan utilisation patterns in Self-Help Groups (SHGs) at Bagli with Samaj Pragati Sahayog Dewas, Madhya Pradesh

KENA HOLKAR
22 YEARS

Educational Qualifications
B.E. Computer science (Hons.)

Languages known
English and Hindi

Field Exposure
• Connecting theory with practice, understanding the functioning of the Trust at Srinivasan Services Trust, Pune, Maharashtra
• Formed trade unions of domestic work and engaged in the process of ensuring their rights at Indore Domestic workers Solidarity, Indore, Madhya Pradesh
• Examining the implementation of Forest Rights Act 2006 in tribal areas at Adivasi Mukti Sangathan, Sendhwa, Badwani, Madhya Pradesh

KISHORE KUMAR ILLA
26 YEARS

Educational Qualifications
B.Tech

Prior experience
26 months in an NGO

Languages known
English, Hindi and Telugu

Field Exposure
• Understanding the socio-economic structure and participation in activities in villages at Foundation for Ecological Security (FES), Chittoor, Andhra Pradesh
• Understanding the issues related to Jarawa tribe of the Andaman and Nicobar Islands at Andaman Chronicle, Port Blair

KEERTI SUBBA BHANDARY
22 YEARS

Educational Qualifications
B.A. Economics and Sociology (Hons.)

Prior experience
4 months in Development sector

Languages known
English, Hindi, Marathi and Tulu

Field Exposure
• Study of the socio-political, economic, cultural and ecological aspects of the community at Bhartiya Agro Industries Foundation (BAIF), Jawhar, Maharashtra
• A study of loan utilisation patterns in Self-Help Groups (SHGs) at Bagli with Samaj Pragati Sahayog Dewas, Madhya Pradesh

KENA HOLKAR
22 YEARS

Educational Qualifications
B.E. Computer science (Hons.)

Languages known
English and Hindi

Field Exposure
• Connecting theory with practice, understanding the functioning of the Trust at Srinivasan Services Trust, Pune, Maharashtra
• Formed trade unions of domestic work and engaged in the process of ensuring their rights at Indore Domestic workers Solidarity, Indore, Madhya Pradesh
• Examining the implementation of Forest Rights Act 2006 in tribal areas at Adivasi Mukti Sangathan, Sendhwa, Badwani, Madhya Pradesh

KISHORE KUMAR ILLA
26 YEARS

Educational Qualifications
B.Tech

Prior experience
26 months in an NGO

Languages known
English, Hindi and Telugu

Field Exposure
• Understanding the socio-economic structure and participation in activities in villages at Foundation for Ecological Security (FES), Chittoor, Andhra Pradesh
• Understanding the issues related to Jarawa tribe of the Andaman and Nicobar Islands at Andaman Chronicle, Port Blair

KEERTI SUBBA BHANDARY
22 YEARS

Educational Qualifications
B.A. Economics and Sociology (Hons.)

Prior experience
4 months in Development sector

Languages known
English, Hindi, Marathi and Tulu

Field Exposure
• Study of the socio-political, economic, cultural and ecological aspects of the community at Bhartiya Agro Industries Foundation (BAIF), Jawhar, Maharashtra
• A study of loan utilisation patterns in Self-Help Groups (SHGs) at Bagli with Samaj Pragati Sahayog Dewas, Madhya Pradesh

KENA HOLKAR
22 YEARS

Educational Qualifications
B.E. Computer science (Hons.)

Languages known
English and Hindi

Field Exposure
• Connecting theory with practice, understanding the functioning of the Trust at Srinivasan Services Trust, Pune, Maharashtra
• Formed trade unions of domestic work and engaged in the process of ensuring their rights at Indore Domestic workers Solidarity, Indore, Madhya Pradesh
• Examining the implementation of Forest Rights Act 2006 in tribal areas at Adivasi Mukti Sangathan, Sendhwa, Badwani, Madhya Pradesh

KISHORE KUMAR ILLA
26 YEARS

Educational Qualifications
B.Tech

Prior experience
26 months in an NGO

Languages known
English, Hindi and Telugu

Field Exposure
• Understanding the socio-economic structure and participation in activities in villages at Foundation for Ecological Security (FES), Chittoor, Andhra Pradesh
• Understanding the issues related to Jarawa tribe of the Andaman and Nicobar Islands at Andaman Chronicle, Port Blair
Educational Qualifications

B.A. Economics

Prior experience

18 months in Books retail

Languages known

English, Hindi, Malayalam and Marathi

Field Exposure

• Immersing and observing the community from the ecological, socio-economic and political lens at LAYA Foundation, East Godavari, Andhra Pradesh.

• ‘I Never Ask for it’ campaign, Action Hero citizen project at Blank Noise, Yelahanka, Bengaluru

LIJYA JOSEPH PERAYIL
21 YEARS

Educational Qualifications

B.A. Education (Hons.)

Prior experience

—

Languages known

English, Hindi and Odia

Field Exposure

• Understanding implementation of Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) at Jan Jagruti Shakti Sangathan, Katihar, Bihar

• Comparing the efficiency of traditional education with modern education at Gurukul Ashram, Nuapada, Odisha

LALATEINDU CHHURA
25 YEARS

Educational Qualifications

B.B.M. Human Resource

Prior experience

12 months in Education

Languages known

English, Hindi, Kannada, Tamil and Basic French

Field Exposure

• Interned at Pollinate Energy and trained female franchises in selling solar lighting-systems in the urban-slums of Bangalore and worked on product feasibility via interviews and surveys

• A rudimentary exploratory research on the waste management practices via village mapping and profiling at M’linda Charitable Trust

MAITHREYI MOHAN
23 YEARS

Educational Qualifications

B.A. English (Hons.)

Prior experience

—

Languages known

English, Hindi and Garhwali

Field Exposure

• Understanding stakeholders and human rights aspect of development at People’s Union For Civil Liberties, Jaipur

• Research on cultural intervention in the field of education in village communities of Malwa at The Kabir Project, Bangalore and Dewas

MAMTA KANDARI
22 YEARS

Educational Qualifications

B.A. Plant Biotechnology

M.Sc. Psychology

Prior experience

65 months in IT Industry

Languages known

English, Hindi, Tamil and Kannada

Field Exposure

• Study of the livelihood structure of Sivasailam village and to understand the workings and activities of two schools (mentally-challenged and hearing and speech impaired) for differently abled students at Covenant Centre for Development, Sivasailam, near Kanyakumari

• A socio-economic study of those manual scavengers who clean septic tanks and are not hired by the Bangalore Water Supply and Sewerage Board (BWSSB) at Alternative Law Forum, Bangalore

LAKSHMI NARAYANAN G.
29 YEARS

Educational Qualifications

B.Sc. Plant Biotechnology

M.Sc. Psychology

Prior experience

—

Languages known

English, Hindi, Tamil and Kannada

Field Exposure

• Study of Social, Ecological and livelihood patterns. Sarang Hills, Western Ghats, Kerala.

• Situation analysis Study of minor millets in rainfed areas at The Centre for Indian Knowledge System CIKS, Jawadhu Hills, Eastern Ghats, Tamil Nadu

• Baseline Study on Post floods Sustainable livelihood promotion, Wipro Cares and Sri Bhuvaneshwari Mahila Ashram, Uttarkashi Himalayas, Uttarakhand

LALATEINDU CHHURA
25 YEARS

Educational Qualifications

B.A. Education (Hons.)

Prior experience

21 months in Media

Languages known

English, Hindi and Kannada

Field Exposure

• Study of the livelihood structure of Sivasailam village and to understand the workings and activities of two schools (mentally-challenged and hearing and speech impaired) for differently abled students at Covenant Centre for Development, Sivasailam, near Kanyakumari

• A socio-economic study of those manual scavengers who clean septic tanks and are not hired by the Bangalore Water Supply and Sewerage Board (BWSSB) at Alternative Law Forum, Bangalore

LEKHA K.G.
23 YEARS

Educational Qualifications

B.A. Psychology

Prior experience

21 months in Media

Languages known

English, Hindi and Kannada

Field Exposure

• Study of the livelihood structure of Sivasailam village and to understand the workings and activities of two schools (mentally-challenged and hearing and speech impaired) for differently abled students at Covenant Centre for Development, Sivasailam, near Kanyakumari

• A socio-economic study of those manual scavengers who clean septic tanks and are not hired by the Bangalore Water Supply and Sewerage Board (BWSSB) at Alternative Law Forum, Bangalore
**MUJEEBU RAHMAN K.C.**
23 YEARS

**Educational Qualifications**
- B.Com

**Prior experience**
- —

**Languages known**
- English, Hindi, Malayalam and Urdu

**Field Exposure**
- Immersed with displaced Gond tribes in Madhya Pradesh at ActionAid, Chutka, Madhya Pradesh
- Studied the impact of ‘Operation Sadbhavana’ of Indian Army in developing rural Jammu and Kashmir at Al Irshad Education and Charitable Society (AIECS), Poonch, Jammu and Kashmir

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**NAGA BHUSHAN REDDY**
24 YEARS

**Educational Qualifications**
- B.Tech Mechanical Engineering

**Prior experience**
- 18 months in Development sector

**Languages known**
- English, Hindi and Telugu

**Field Exposure**
- Study of access to National Rural Employment Guarantee Act (NREGA) entitlements for unorganised sector workers at Jan Jagaran Shakti Sangathan, Araria, Bihar
- A study on coastal livelihoods of fishermen community at Selco Incubation, Bhubaneswar, Odisha

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**MANSI KASHATRIA**
21 YEARS

**Educational Qualifications**
- B.E Computer science (Hons.)

**Prior experience**
- —

**Languages known**
- English, Hindi (Hons.)

**Field Exposure**
- Study focusing on livelihood, awareness and upliftment of a Dalit community at Jan Jagaran Shakti Sangathan, Araria, Bihar
- Field research in Sivsagar on ‘Women participation in Development’ at Institute for Culture and Rural Development (I-CARD), Jorhat, Assam

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**MAYA ROY**
21 YEARS

**Educational Qualifications**
- B.Sc. Biotechnology

**Prior experience**
- 6 months at Biotechnology research

**Languages known**
- English, Hindi and Bengali

**Field Exposure**
- Observed the socio economic, political and cultural aspects of Irula tribe in Nilgiris at Keystone Foundation, Nilgiris, Tamil Nadu
- Study of housing for urban poor in Bangalore with focus on community participation under Jawaharlal Nehru National Urban Renewal Mission (JNNURM) for Law and Governance at Swasti, Bangalore
- Water, sanitation and hygiene training of Self-Help Group (SHG) women and public health work initiation in Rehti, Madhya Pradesh

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**MANOJ KURBET**
26 YEARS

**Educational Qualifications**
- B.E Computer Science

**Prior experience**
- 31 months in IT Industry

**Languages known**
- English, Hindi and Kannada

**Field Exposure**
- To understand the socio-political, economic and cultural setup of the community and villages in Sikar district, Rajasthan facilitated by People’s Union for Civil Liberties (PUCL)
- Assessing the awareness about the central govt Backward Region Grant Fund (BRGF) scheme on pilot basis in select gram panchayats of Telangana by community score card tool, carried out by Centre for Good Governance, Hyderabad.

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**NIDHI BHARATKUMAR MISTRY**
22 YEARS

**Educational Qualifications**
- B.A. Sociology, Psychology and Economics

**Prior experience**
- —

**Languages known**
- English, Hindi and Gujarati

**Field Exposure**
- Study of functioning of Self-Help Groups (SHGs) in Pahaddara at Shrimivasan Service Trust, Pune, Maharashtra
- Effect of youth mentoring on school children at Brookings County Youth Mentoring Program, South Dakota, USA
NIDHI TRIVEDI
22 YEARS

Educational Qualifications
Bachelors in Social Work

Prior experience
6 months in Education
12 months in Development Sector

Languages known
English, Hindi and Marathi

Field Exposure
• Study of man-animal conflict, livelihood patterns and economy of Irula tribes at Keystone Foundation, Nilgiris, Tamil Nadu
• Livelihood promotion through organic farming at Wipro Cares and Shri Bhuvneshwari Mahila Ashram, Uttarkashi, Uttarakhand

POORVA AWAStHI
25 YEARS

Educational Qualifications
B.Sc. Mathematic (Hons.)

Prior experience
1 month in Teaching
2 month in Stock analysis and Film marketing

Languages known
English, Hindi and Malayalam

Field Exposure
• Study of ecological restoration and sustainable alternatives in lifestyle at Sarang Hills, Attapadi, Kerala
• Government framework and its implication on the ecological impact of plantations, study at Dakshin Foundation, Bengaluru and Kerala
• Study of socio economic aspects of tribals in Singavaram village of Andhra Pradesh facilitated by LAYA, Addateegala, Andhra Pradesh
• Study of conservation education at Ashoka Trust for Research in Ecology and Environment (ATREE), Manimutharu, Tamil Nadu

NINAN VARGIS
21 YEARS

Educational Qualifications
B.A. Journalism and Mass Communication

Prior experience
4 months in BPO

Languages known
English, Hindi and Punjabi

Field Exposure
• Study of socio-economic analysis of Kelichapada village at Bharatiya Agro Industries Foundation (BAIF) Development Research Foundation, Thane, Maharashtra
• Community mobilisation, Asset Based Community Development (ABCD) and Right To Information (RTI) module designing at SEEKHO, Bishanpur, Kishanganj, Bihar

P. PRANAVI
21 YEARS

Educational Qualifications
B.Sc. Mathematic, Physics and Chemistry

Prior experience
—

Languages known
English, Hindi and Telugu

Field Exposure
• Study of socio economic aspects of tribals in Singavaram village of Andhra Pradesh facilitated by LAYA, Addateegala, Andhra Pradesh

NINAN VARGIS
21 YEARS

Educational Qualifications
B.Sc. Mathematic, Physics and Chemistry

Prior experience
1 month in Teaching
2 month in Stock analysis and Film marketing

Languages known
English, Hindi and Malayalam

Field Exposure
• Study of ecological restoration and sustainable alternatives in lifestyle at Sarang Hills, Attapadi, Kerala
• Government framework and its implication on the ecological impact of plantations, study at Dakshin Foundation, Bengaluru and Kerala
• Study of conservation education at Ashoka Trust for Research in Ecology and Environment (ATREE), Manimutharu, Tamil Nadu

PARMINDER SINGH GILL
23 YEARS

Educational Qualifications
B.A. Journalism and Mass Communication

Prior experience
4 months in BPO

Languages known
English, Hindi and Punjabi

Field Exposure
• Study of socio-economic analysis of Kelichapada village at Bharatiya Agro Industries Foundation (BAIF) Development Research Foundation, Thane, Maharashtra
• Community mobilisation, Asset Based Community Development (ABCD) and Right To Information (RTI) module designing at SEEKHO, Bishanpur, Kishanganj, Bihar

PARESH MOHAN
23 YEARS

Educational Qualifications
B.Sc. Botany (Hons.)

Prior experience
—

Languages known
English, Hindi and Maithili

Field Exposure
• Study of human rights violations as consequent to the practices of illegal mining at People’s Union for Civil Liberties (PUCL), Sikar District, Rajasthan
• Study of health interventions under Corporate Social Responsibility at Bokaro Steel Limited, Steel Authority India Limited (SAIL), Jharkhand

POORVA AWAStHI
25 YEARS

Educational Qualifications
B.Tech Computer science

Prior experience
24 months in Human Resource
6 months in Information Technology
12 months in Social sector

Languages known
English and Hindi

Field Exposure
• Experiencing the realities of rural and tribal communities and understanding the social-economic, political and cultural structures at Sarang alternative school system, Attapady, Kerala
• Evaluation of public distribution system in Lucknow and Unnao districts covering aspects like implementation weakness of the system, challenges faced, innovations and suggestions for improvement under Centre for Good Governance, Uttar Pradesh.
### PRASHANT KUMAR
25 YEARS

**Educational Qualifications**
- B.A. English (Hons.)
- PGDM Finance

**Prior experience**
- 45 months as SAP Consultant

**Languages known**
- English and Hindi

**Field Exposure**
- Field immersion with Seharia community of Banda to understand their livelihood pattern at ActionAid, Baran District, Rajasthan
- Socio-economic and ecological impact assessment of the process of formalization of the Informal E-Waste Recyclers at Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Bangalore.

### RACHEL B. VARGHESE
32 YEARS

**Educational Qualifications**
- B.A. Economics
- PGDM in Print journalism

**Prior experience**
- 33 months in Financial research
- 41 months in Theatre education

**Languages known**
- English, Hindi, Marathi and Malayalam

**Field Exposure**
- Governance of a Panchayat with Sakala as enabler at Konapanna Agrahara Panchayat, Bangalore
- Editing the learning sourcebook at Other India Press, Mapusa, Goa

### PREMULA SUBBA
22 YEARS

**Educational Qualifications**
- B.A. Psychology, Sociology and English Literature

**Field Exposure**
- Study of socio-economic, political and ecological aspects of Wakalwadi village in Pune at Srinivasan Service Trust, Maharashtra
- Human Trafficking and Child Rights – awareness building at Mankind in Action for Rural Growth (MARG), Darjeeling, West Bengal

### PRIYANKA
24 YEARS

**Educational Qualifications**
- B.A. Journalism (Hons.)

**Prior experience**
- 2 months in Social sector

**Languages known**
- English and Hindi

**Field Exposure**
- Study of social, economic and ecological aspect of a village at ActionAid, Baran, Rajasthan
- Impact and functioning of public health system at Urmul Trust, Bikaner, Rajasthan

### RAHUL BHARADWAJ
28 YEARS

**Educational Qualifications**
- Bachelor in Apparel production

**Prior experience**
- 12 months at Manufacturing
- 22 months at Skill development and capacity building

**Languages known**
- English, Hindi and Maithili

**Field Exposure**
- Study of human rights violation in land acquisition cases at Peoples Union for Civil Liberties, Srikar, Rajasthan
- Socio-economic analysis of livelihood interventions and community health care system development initiatives at Bihar Rural Livelihood Project (BRLP), Patna, Bihar

### RAJAT BHARADWAJ
21 YEARS

**Educational Qualifications**
- B.A. Journalism (Hons.)

**Prior experience**
- 3 months in Media
- 10 months in an NGO

**Languages known**
- English and Hindi

**Field Exposure**
- Understanding socio-economic, political and ecological perspectives at People’s Union for Civil Liberties (PUCL), Jaipur, Srikar, Jhunjhunu
- Study of Muzaffarnagar riots and its impact on children at Independent Thought, Noida, Uttar Pradesh
**RAMESHWARA NAND JHA**

**Educational Qualifications**
- B.Tech Mechanical Engineering

**Prior experience**
- 33 months in Automobile Industry

**Languages known**
- English, Hindi and Gujarati

**Field Exposure**
- Impact analysis of Livelihood and Health programmes by JEEViKA under Bihar Rural Livelihood Program Scheme.
- Study of the working of a village-level dairy cooperative and organic farming with Covenant Centre for Development, Tirunelveli.
- Study of the functioning of Karnataka Lokayukta (Ombudsman) as an anti-corruption agency.

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**RAJESH SHARMA**

**Educational Qualifications**
- B.Sc. Chemistry (Hons.)
- PGD Rural Management

**Prior experience**
- 94 months in Development

**Languages known**
- English and Hindi

**Field Exposure**
- Understanding socio-economic, political and ecological perspective of Neemka Thana at People’s Union for Civil Liberties (PUCL), Jaipur and Surj Kat, Districts, Rajasthan
- Study of the socio-economic empowerment of Self-Help Group (SHG) Women at Bihar Rural Livelihood Promotion Society, Gaya, Khagadia, Bihar

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**RAJESH MURMU**

**Educational Qualifications**
- B.B.A (Hons.)

**Prior experience**
- 9 months in Finance

**Languages known**
- English, Hindi and Santhali

**Field Exposure**
- Socio-economic study of tribal community at LAVA Foundation, Rajahmundry, Andhra Pradesh
- Impact of migration on family and social status, study at Professional Assistance for Development Action, Godda, Jharkhand

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**RAKESH RANJAN SINGH**

**Educational Qualifications**
- B.A. Sociology (Hons.)

**Prior experience**
- 120 months in Agriculture
- 24 months in Teaching

**Languages known**
- English and Hindi

**Field Exposure**
- Socio-economic, Cultural and Political study at CHIRAG Foundation, Suyal village, Ramgarh Block, Nainital, Uttarakhand
- Understanding the change in the socio-economic condition of the household after financial inclusion, at Bihar Rural Livelihood Projection, Purnia and Gaya

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**RAMESHWARA NAND JHA**

**Educational Qualifications**
- B.Sc. Agriculture (Hons.)

**Prior experience**
- 119 months in Education
- 44 months in Farm sector and Non-government organisation

**Languages known**
- English, Hindi and Marwari

**Field Exposure**
- Impact evaluation of WADI project on livelihood of tribal people at Maharashtra Institute of Technology Transfer for Rural Areas (MITTRA promoted by BAIF), Jawhar, Thane, Maharashtra
- Livelihood plan of five villages in the desert and community radio need assessment for farmers of Bikaner, Rajasthan

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**RANJANA KUMARI**

**Educational Qualifications**
- B.A. Sociology (Hons.)

**Prior experience**
- 119 months in Education
- 44 months in Teaching

**Languages known**
- English and Hindi

**Field Exposure**
- Socio-economic study of tribal community at LAYA Foundation, Rajahmundry, Andhra Pradesh
- Impact of migration on family and social status, study at Professional Assistance for Development Action, Godda, Jharkhand

---

**RANJITH KUMAR P. S.**

**Educational Qualifications**
- B.E. Electrical and Electronics Engineering

**Prior experience**
- 50 months IT Industry

**Languages known**
- English, Hindi, Tamil and Telugu

**Field Exposure**
- Social and economic analysis for intervention in dairy sector, study at Arohana Dairy, Thanjavur, Tamil Nadu
- Study/Intervention for sustainability and sustainable livelihood at Puvidham Rural Development Trust, Dharmapuri, Tamil Nadu
**Educational Qualifications**

**RONY GEO ALEX**  
22 YEARS

B.A. Social Work

**S. NAIMATHULLAH**  
FAIYAZ  
31 YEARS

B.A. English (Hons.)
PG in Development communication

**RONIKA SUSAN GEORGE**  
24 YEARS

B.B.M.

**REVATHI K.L.**  
21 YEARS

B.A. Psychology (Hons.)

**RITUPARNA BANERJEE**  
29 YEARS

B.A. English (Hons.)
PG in Development communication

**Languages known**

English, Hindi, Kannada, Telugu and Tamil

English, Hindi, Kannada, Telugu and Tamil

English, Hindi, Malayalam and Kannada

English, Hindi, Bengali

**Field Exposure**

- Study of community development at Srinivasan Services Trust, Pune, Maharashtra
- Child development through Government institutions at United Nations Children’s Fund (UNICEF), Raichur, Karnataka

- Socio-economic study of schedule tribes at LAYA Foundation, Rajahmundry, Andhra Pradesh
- Study of vocational training, income generation and livelihood programmes at Community Outreach Programme (CORP), Dharavi, Mumbai and Sawarkar Nagar, Thane

- Ethnographic study of Seagalapally village; study of socio-economic, political and cultural aspects at Foundation for Ecological Security, Chikkaballapur, Karnataka
- Study of urban governance especially administrative reforms, Jawaharlal Nehru National Urban Renewal Mission (JNNURM) at Municipal Affairs Department, Government of West Bengal, Kolkata

- Worked on programme evaluation of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) programme at Jan Jagaran Shakti Sangathan, Araria, Bihar
- Save the Children - Bihar, Odisha end-line review of the project: Children’s alliance for realisation of Child Right’s programme at Independent Thought, Noida, Uttar Pradesh

- Field immersion to understand socio-economic and ecological perspectives of development in rural Rajasthan, facilitated by People’s Union for Civil Liberties, Jaipur
- Study of the inclusion of people with disabilities in Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) at Grassroots Research And Advocacy Movement (GRAAM), Mysore, Karnataka

- Ethnographic study of Seagalapally village; study of socio-economic, political and cultural aspects at Foundation for Ecological Security, Chikkaballapur, Karnataka
- Study of urban governance especially administrative reforms, Jawaharlal Nehru National Urban Renewal Mission (JNNURM) at Municipal Affairs Department, Government of West Bengal, Kolkata

- Worked on programme evaluation of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) programme at Jan Jagaran Shakti Sangathan, Araria, Bihar
- Save the Children - Bihar, Odisha end-line review of the project: Children’s alliance for realisation of Child Right’s programme at Independent Thought, Noida, Uttar Pradesh

- Study of livelihood patterns of the Sahariya tribes in the village of Eklaerya at ActionAid, Baran, Rajasthan
- Urban civic action and policy solutions at Bengaluru Needs You - urban action plan, by M.V. Rajeev Gowda, Bangalore
- National legislative and policy issues at PRS legislative research, New Delhi

**Languages known**

English, Hindi, Telugu

English, Hindi and Bengali

English, Hindi, Malayalam and Kannada

English, Hindi, Malayalam and Kannada

**Prior experience**

- Languages known

- Prior experience

- Field Exposure

- **Languages known**

- **Prior experience**

- **Field Exposure**
SANTOSH KUMAR YADAV 23 YEARS

Educational Qualifications
- B.B.A

Prior experience
- 96 months in Teaching

Languages known
- English, Hindi and Bhojpuri

Field Exposure
- Study of socio-economic, cultural and ecological structures and systems at the micro-level at CHIRAG Foundation, Nainital, Uttarakhand
- Awareness of Sakala, study at Konappana Agrahara Gram Panchayat Office, Bangalore
- Study of Integrated Skill Development Scheme for the textiles and apparel sector including jute and handicrafts, Ministry of Textile, Government of India at Network of Entrepreneurship and Economic Development (NEED), Lucknow, Uttar Pradesh

SAMARPITA CHOWDHURY 27 YEARS

Educational Qualifications
- B.Sc. Biology
- M.A. Ancient Indian History

Prior experience
- 96 months in Teaching

Languages known
- English and Hindi

Field Exposure
- Understanding livelihood generation at Goa Foundation, Velsao, Goa
- Study of aspects of education at Muskaan, Bhopal, Madhya Pradesh

SAURABH KUMAR 30 YEARS

Educational Qualifications
- B.A. Geography (Hons.)
- Advance diploma in Management

Prior experience
- 64 months in Banking and financial services

Languages known
- English, Hindi, Bhojpuri, Maghi, Maithili and Angika

Field Exposure
- Socio-economic, cultural and political study of rural community at CHIRAG Foundation, Uttarakhand
- Economic and social impact evaluation of Bihar Rural Livelihoods Project’s interventions on households at Bihar Rural Livelihoods Project, Gaya, Bihar

SUSHMA SAI KARRA 22 YEARS

Educational Qualifications
- B.A. Psychology, Journalism and Literature

Prior experience
- 26 months in Print media
- 6 months in an NGO

Languages known
- English, Hindi and Telugu

Field Exposure
- Ethnographic study of Kalakudi village at Convenant Centre for Development, Kanyakumari and Tirunelveli, Tamil Nadu
- Study on micro irrigation systems at Centre for Environment Concerns, Hyderabad

SAMARPITA CHOWDHURY 27 YEARS

Educational Qualifications
- Bachelors in Journalism and Mass Communication

Prior experience
- 24 months in Public relations and training
- 6 months in Client relations

Languages known
- English, Hindi and Bengali

Field Exposure
- Understanding the various aspects and functioning of a particular village and the intervention done by an NGO at Sarang Hills, Attapady, Kerala
- Research for magazine Gobar Times and working on magazine website at Centre for Science and Environment (Environment Education Unit), New Delhi

SANDHYA S. 21 YEARS

Educational Qualifications
- B.A. Sociology

Prior experience
- —

Languages known
- English, Hindi, Tamil and Telugu

Field Exposure
- Village profiling at Arohana Dairy, Thanjavur, Tamil Nadu
- Alternate livelihood design for women at M’linda Foundation, Sundarbans, West Bengal
Educational Qualifications

**SAURABH SHARMA**
- B.C.A
- Prior experience: 58 months in an NGO, 4 months in IT Industry

**SHASHWAT KANT PANDEY**
- B.Com. (Hons.)
- Prior experience: 6 months in Development, 2 months in Finance and Accounting

**SHACHII ANoop Seth**
- B.A. Economics (Hons.)
- Prior experience: 11 months in Media and Public policy research

**SHIPRA AGARWAL**
- B.B.M.
- Prior experience: 24 months in Education

Languages known

- English and Hindi

Field Exposure

**SAURABH SHARMA**
- Community mobilisation and capacity building in a slum through vocational training and skill development at enabling and training adolescents for a successful and healthy adulthood, Madanpur Khadar, New Delhi
- Socio-economic and ecological analysis of tribal villages at BAIF Development Research Foundation - Maharashtra Institute Of Technology Transfer for Rural Areas (MITTRA), Kelichapada, Block Jawhar, Thane, Maharashtra

**SHASHWAT KANT PANDEY**
- Socio-economic study of Pallayapatti village and future prospects of Arohana dairy project at Thanjavur, Tamil Nadu
- Integrated natural resource management at Pradan, Bundelkhand, Uttar Pradesh

**SHACHII ANoop Seth**
- Understanding and developing sustainable methods of adult education at Development Alternatives, New Delhi
- Studied socio-economic, political, ecological and cultural set-up of tribal village at Chutka, Samvad, Jabalpur, Madhya Pradesh
- Worked on a youth innovation project; Initial set-up activities and building database of institutes for linkages of livelihood training for youth at Muskaan, Bhopal, Madhya Pradesh

**SHIPRA AGARWAL**
- Understanding and developing sustainable methods of adult education at Development Alternatives, New Delhi
- Experiencing and understanding development perspectives and economic issues at People’s Union For Civil Liberties, Jaipur, Rajasthan
- A study on Types of Latrines: their advantages and disadvantages to different stakeholders, at Friend In Need in Bangalore and Kameshwaram, Tamil Nadu
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Educational Qualifications</th>
<th>Prior experience</th>
<th>Languages known</th>
<th>Field Exposure</th>
</tr>
</thead>
</table>
| SHRUTI AJIT     | 22 years | B.A. Journalism and Communication Studies                                                  | 6 months in Event management               | English, Hindi, Malayalam and Bengali  | • Understanding social, political and cultural implications, and livelihood of Gond tribe of Chutka village at ActionAid and Samvad, Jabalpur, Madhya Pradesh  
|                 |      |                                                                                             | 2 months in an NGO                          |                                        | • Exploratory research to understand the causal relation between social security nets and fishing behaviour at Dakshin Foundation, Neyyatinkara, Kerala                                                                 |
| SHIVANI DHAVAL ARTE | 22 years |                                                                                             |                                            |                                        |                                                                                                                                                                                                                      |
| SHIVANI BAHUKHANDI | 23 years | B.A. Economics (Hons.)                                                                       | 12 months in Social sector                 | English, Hindi and Punjabi             | • Ethnographic study at Keystone Foundation, Nilgiris, Tamil Nadu  
|                 |      |                                                                                             |                                            |                                        | • Sanitation issues of women and children, study at Jatan Sansthan, Udaipur, Rajasthan                                                                                                                                  |
| SHWETA BHUKHANDI | 21 years | B.Sc. Home Science PGD in Health and Social Gerontology                                      | 2 months in Social sector                  |                                        | • Socio-economic, political and ecological study, and impact of Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) at Jan Jagran Shakti Sangathan, Kharhat, Araria, Bihar  
|                 |      |                                                                                             |                                            |                                        | • Study of vocational training and life skills workshop at Yuvsatta, Chandigarh                                                                                                                                 |
| SHRISHTEE BAJPAI | 21 years |                                                                                             |                                            |                                        | • Study of livelihood pattern of farmers in Kumaun region at Central Himalayan rural action group, Nainital  
|                 |      |                                                                                             |                                            |                                        | • Analysis of community development programmes under ‘WASH’ (Water Access, Sanitation and Hygiene), Shramik Bharti, Kanpur                                                                                      |
| SHIVANI DHAVAL ARTE | 21 years |                                                                                             |                                            |                                        |                                                                                                                                                                                                                      |
| SHRISHTEE BAJPAI | 21 years |                                                                                             |                                            |                                        |                                                                                                                                                                                                                      |
SUDARSHANA SIVARAM
22 YEARS

Educational Qualifications
B.A. Economics, Industrial Relations, Personnel Management

Languages known
English, Hindi, Tamil and Bengali

Field Exposure
• Study of farmers' association and their approach to adopt organic farming at Covenant Centre For Development, Trunelveli District, Tamil Nadu
• Study of social-economic changes in household post financial inclusion at Bihar Rural Livelihoods Promotion Society, Gaya and Khagaria, Bihar

SONU PANDEY
28 YEARS

Educational Qualifications
Bachelor in Prosthetics and Orthotics

Languages known
English, Hindi and Bhojpuri

Field Exposure
• Study of WADI-core livelihood project at Maharashtra Institute of Technology Transfer for Rural Areas (MITTRA promoted by BAIF), Jawhar, Thane, Maharashtra
• Study of Health Education and Livelihood Outcomes (HELO) project at Swasti-Health resource centre, Chikballapur, Karnataka.

TANVI NAIR JANARDHANAN
21 YEARS

Educational Qualifications
B.A. History

Languages known
English, Hindi, Marathi and Malayalam

Field Exposure
• Effects of displacement in the villages around Bargi Dam at Samvad, ActionAid, Madhya Pradesh
• Understanding gender sensitisation among the youth of the slum communities at Population First, Mumbai, Maharashtra

SNEHA
24 YEARS

Educational Qualifications
M.A. Psychology
PGD in Human Resource Development

Languages known
English and Hindi

Field Exposure
• Socio-economic, political and ecological aspects of Kelichapada village at BAIF Development Research Foundation, Thane, Maharashtra
• Study of National Rural Health Mission (NRHM), State Health Society, Patna, Bihar

SONU PANDEY
28 YEARS

Educational Qualifications
Bachelor in Prosthetics and Orthotics

Languages known
English, Hindi and Bhojpuri

Field Exposure
• Study of WADI-core livelihood project at Maharashtra Institute of Technology Transfer for Rural Areas (MITTRA promoted by BAIF), Jawhar, Thane, Maharashtra
• Study of Health Education and Livelihood Outcomes (HELO) project at Swasti-Health resource centre, Chikballapur, Karnataka.

SRIJANA CHHETRI
22 YEARS

Educational Qualifications
B.A. Psychology, Sociology, Literature

Languages known
English, Hindi, Nepali and Bengali

Field Exposure
• Study of the socio-economic conditions of bonded labour at ActionAid, Sunda village, Rajasthan
• Corporate Social Responsibility and raising awareness about environment related issues at World Wide Fund for Nature, Bangalore

SUDHANSU SINGH
22 YEARS

Educational Qualifications
B.Com.

Languages known
English and Hindi

Field Exposure
• Study of socio-economic status of bonded labour at ActionAid, Sunda, Rajasthan
• Restoration of livelihood at Shri Bhuvaneshwari Mahila Ashram, Uttarkashi, Uttarakhand
UPENDER SINGH
28 YEARS

Educational Qualifications
B.A. and Masters in Journalism and Mass Communication

Prior experience
47 months in Journalism and Media Management

Languages known
English and Hindi

Field Exposure
• Study of Women’s Self Help Groups (SHGs) and various livelihood interventions to supplement earnings at CHIRAG Foundation, Nainital, Uttarakhand
• Study of Women Self-Help Groups (SHGs) and designing livelihood interventions and sanitation awareness, Urmul Trust, Bikaner, Rajasthan

V.R. VACHANA
21 YEARS

Educational Qualifications
B.A. Economics

Prior experience
14 months in Social sector
1 month in Labour economics

Languages known
English, Malayalam and Tamil

Field Exposure
• A study on the socio-economic, cultural, political, health and ecological aspects of Attapady with special reference to Tribes at Sarang Hills, Attapady, Kerala
• A study on Non-Communicable Diseases intervention by Tamil Nadu Health Systems Project (TNHSP) and process evaluation of work place based intervention at TNHSP, Government of Tamil Nadu, Chennai

VAISHALI RAWAT
25 YEARS

Educational Qualifications
B. A. History (Hons.) Certificate in International Political Economy

Prior experience
41 months in Development sector

Languages known
English, Hindi and Odia

Field Exposure
• Researching on finances of local self-governments, Panchayati Raj Institutions and Urban local bodies at PRS Legislative Research, Institute for Policy Research Studies, New Delhi
• Monitoring and evaluation of programmes across different thematic areas at UN Women Multi Country Office - South Asia, New Delhi

VARUN H. BHATT
28 YEARS

Educational Qualifications
B.A. Geography and Education PG in Public Relations

Prior experience
67 months in Public and corporate relations

Languages known
English, Hindi, Gujarati, Marathi, Assamese, Bengali, Bodo, Nepali and Odia

Field Exposure
• Ethnographic study at Keystone Foundation, Nilgiris, Tamil Nadu
• Worked on business training cum production centre and on Integrated livelihood aspects of the local community at proposal on weaving at Self Employed Women’s Association of Gujarat, Assam

VINEETA CHHETRI
23 YEARS

Educational Qualifications
B.A. Economics (Hons.)

Prior experience
7 months in Social sector and Education

Languages known
English, Hindi, Nepali, Mizo and Bengali

Field Exposure
• Study of Education, livelihoods and natural resource management in rural Uttarakhand at the CHIRAG Foundation, Nainital
• Shelter homes and governmental intervention, study at Sanlaap, Kolkata

VINEETH KRISHNA E.
24 YEARS

Educational Qualifications
B.A. Economics, Political Science, Sociology

Prior experience
—

Languages known
English, Hindi and Malayalam

Field Exposure
• Socio-economic analysis and data collection at Foundation for Ecological Security, Thamballpalle, Chittoor District, Andhra Pradesh
• Creating a protective environment for conflict-affected children of Jammu and Kashmir at Independent Thought
YASAR AHMAD
22 YEARS

Educational Qualifications
B.Sc. Electronics (Hons.)

Prior experience
26 months in Development sector

Languages known
English and Hindi

Field Exposure
• Socio-economic study of tribal community at LAYA Foundation, East Godavari, Andhra Pradesh
• Impact assessment of intervention in community based organisations, study for Pravah, New Delhi

VISHAL KUMAR BAXLA
26 YEARS

Educational Qualifications
B.Sc. Mathematics

Prior experience
—

Languages known
English, Hindi and Kurukh

Field Exposure
• Analysis of the socio-economic and cultural status of the Sahariya tribals in Rajasthan at Sankalp, Baran, Rajasthan
• Study of village Manhe and horticulture project in Lohardaga at Pradan, Lohardaga, Jharkhand

VITHIKA PANDE
22 YEARS

Educational Qualifications
B.A. Political Science (Hons.)

Prior experience
3 months in an NGO
5 months as Vocal music teacher

Languages known
English and Hindi

Field Exposure
• Study of socio-economic, cultural, political and ecological aspects in a Mauna Village at CHIRAG Foundation, Nanital district, Uttarakhand
• Process evaluation of maternal girl child health schemes in Lucknow and Unnao region at Centre for Good Governance, Lucknow

VIVEK KUMAR MISHRA
26 YEARS

Educational Qualifications
B.E. in Information Technology

Prior experience
36 months in IT sector

Languages known
English and Hindi

Field Exposure
• Impact analysis of Livelihood and Health Programmes by JEEViKA under Bihar Rural Livelihood Program Scheme.
• Study of the working of a village-level dairy cooperative and organic farming with Covenant Centre for Development, Tirunelveli.
• Study of the functioning of Karnataka Lokayukta (Ombudsman) as an anti-corruption agency.
PLACEMENT GUIDELINES

The University has a Placement cell where students play the lead role. The cell is guided by faculty and members of the Foundation across the country and has a dedicated support team for efficient administration. The Placement Cell works with potential employers from different sectors to understand their recruitment needs analyse them and create opportunities for students, both through campus and off-campus placements. Placement support is provided to all students for career opportunities in Government, industry, NGOs multi-lateral agencies and other organisations that work in education and development.

For purposes of better planning and facilitation of interested recruiters on campus, the placement process is divided into two parts:

1. Registration
Organisations who are interested in meeting our students with the view of recruiting them should register themselves by filling up the details required on the Placement form and send it to our placement office by December 15, 2014.

Subsequently, we will identify mutually convenient dates for pre-placement talks (PPT) and other recruitment processes on priority.

2. Pre-placement talk and subsequent recruitment process
A. Participating organisations will be given specific dates for pre-placement talks and recruitment process on mutually convenient dates. The recruitment process would be organised on the Azim Premji University campus at Pixel Park, B Block, PES Institute of Technology Campus, Electronic City, Hosur Road (Beside NICE Road), Bangalore-560 100.

B. Participating organisations are encouraged to provide clear details of the role, location and salary to the University/students, in the registration form and during the pre-placement talks and interviews. This would help students in making informed choices and hence reduce drop outs after an offer is made.

Guidelines for participating organisations
A. The recruitment process will commence from January, 2015 and continue up to March, 2015.

B. Participating organisations, institutions and agencies while registering are requested to inform the Placement cell about the following:
   i. Roles available within the organisation with lateral agencies and other organisations that work in education and development.
   ii. Nature of selection, tests, stages and the tentative time duration that would be required to conduct the whole process.
   iii. Information on the recruitment team that would be visiting Azim Premji University campus (number and composition).
   iv. Any special requirements that need facilitation for smooth running of this process.

C. The list of selected students has to be confirmed within 1 working day of completion of the campus interviews. To facilitate this, it is preferable that key decision makers are part of the campus recruitment process. This will facilitate faster decision making.

D. In the interests of providing equitable opportunity to all students and create a fair recruitment environment for organisations, the recruitment process will be as follows:
   i. When a student gets a confirmed offer (‘first offer’), he / she has 48 hours to either accept or reject the offer
   ii. If the student accepts the offer, he / she is required to drop out of the placement process
   iii. If the student rejects the offer, he / she can continue to participate in the placement process till such time they get another offer
iv. Upon receiving the ‘second offer’, they automatically drop out of the placement process.

E. Recruiting organisations are encouraged to prepare a waitlist in addition to the list of selected students. This will help in the event of a selected student deciding not to take up the offer.

F. Only a written confirmation on the letter head or official mail from the recruiting organisation is taken as a confirmation. Student will continue to attend interviews till they receive a written offer.

In case of multiple interviews, the first offer declared will be taken as final.

**Kindly note:**

- Any communication regarding placements should be made only with the Student Placement Coordinators, Placement Coordinator or Convenor at the University as specified in the placement brochure.
- Any change in date and time will be intimated in advance.

## Placement Calendar and Contact details

Placement at Azim Premji University is a student led activity. The Placement Cell has Student representatives, who coordinate with organisations and facilitate pre-placement talks, interviews and other placement processes on campus. Once we receive your Placement form, our Student representative will get in touch with you to discuss mutually convenient dates.

### Placement Schedule:

- All Fridays and Saturdays from January 23rd, 2015 - April 2015
- Placement week from February 09th, 2015 to February 13th, 2015

### Placement细胞 - Student Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avinav Pandey</td>
<td>+91 9886915707</td>
</tr>
<tr>
<td>Chryslynn D'Costa</td>
<td>+91 8861558946</td>
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<tr>
<td>Rakesh Kumar</td>
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<td>+91 7022166949</td>
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<td>Rituparna Banerjee</td>
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<td>Ronika George</td>
<td>+91 8197481915</td>
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<tr>
<td>Sachin Mohan Mohite</td>
<td>+91 9372744039</td>
</tr>
<tr>
<td>Sumit Arora</td>
<td>+91 8130830347</td>
</tr>
</tbody>
</table>

### Contact Details

**Nisha A.M., Placement Coordinator**  
Azim Premji University  
Phone : 080 66145137  
Email id : placements@apu.edu.in  
Mobile : +91 8095755326

**Padma Nayar, Placement Convenor**  
Azim Premji University  
Phone : 080 66145142  
Email id : placements@apu.edu.in  
Mobile : +91 9243199111
FIELD REFLECTIONS

In the first semester, I was part of a research conducted in a group on the "Impact of the Right to Education Act (RTE) on Non Formal Education (NFE)" in Udaipur district under Vidya Bhawan. The process of working in a group to develop an output that we could own, was both challenging yet satisfying. The experience and learning gained on the relevance of NFE in light of the RTE, in remote areas of Udaipur was exciting and stimulating. We got an opportunity to see the work of two organizations, viz. Vidya Bhawan and Seva Mandir (who ran the NFE centres with technical guidance from the former). This was my first experience with a formal organisation and it was rewarding and motivating. I was able to research and learn about the psychological, sociological and economic issues pertaining to persons with disability and analyse various perspectives to write a policy brief for strong advocacy for the issue. Being a part of the advocacy meet in Bangalore, threw light on how the organization has created an effective space which aids the government, civil society, researchers and the affected-community to come together and work.

Engaging with GRAM gave me clarity on pursuing the Law and Governance specialization as part of my M.A Development course. The work I did during the time helped me realize that my education can be utilized to provide voices to find effective ways to resolve various issues.

- Amrita Varadarajan, M.A. Education

The best learning experiences in my post-graduation happened outside of the formal classroom. It happened in the government school class rooms in different parts of India, in Udaipur in Karnataka, in Along in Arunachal Pradesh, in Bihar and in the Municipal schools of Bombay. The theory that I learned about the politics of the curriculum or child-centred learning or micro-sociology of the classroom or teacher motivation or the philosophy of the National Curriculum Framework (NCF) and State Curriculum Framework (SCF) etc., made more sense when I was sitting along with the students with them in the classroom benches and with the teachers in the staff room who are not super-human beings but merely people who try hard to make the ends meet. I experienced Maths, Kannada, English, Social Science and Science through the eyes of the child, the teacher, the mother, the father, the Block Education Officer, Cluster Resource Persons, the Block Resource Persons BRP and the Panchayat members. And all of them see each other differently. Mathematics is one thing for a child and completely different for a Panchayat member who is in charge of the welfare of the school. I could see how policy designed in the formal worlds of a central office works miserably when it reaches the formal worlds of a classroom. I think this is what Azim Premji University made me experience, which changed the way I look at theories of education.

- Manu Mathew, M.A. Education

For my six-week summer internship, I worked with GRAM (Grassroots Research And Advocacy Movement) in Mysore. The organization aims to enhance the capabilities of communities they work with through evidence-based advocacy. Primarily, their work is at grassroots which boosts efficient implementation of policies and programmes. Their area of work includes the domains of public health, public distribution system, rural livelihood and education. I opted to work with their ongoing pilot study on the inclusion of people with disability in MGNREGA.

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- Revathi K.L., M.A. Development
We are interested in interacting with final year students of M.A. Development and M.A. Education of your University for recruitment. The necessary information for facilitating the same is provided below:

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<th>Name of Organisation</th>
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Selection Process (e.g. - Written Test, Group Discussion, Personal Interview etc.) Please indicate the time each of these processes are likely to take.

Details of members of the recruitment team who would be visiting campus

Any special requirements for selection process (e.g. : Laptop, LCD Projector etc.)

(Placement cell will organise rooms for pre-placement talk and interview process)

Declaration

I hereby agree to abide by the placement guidelines laid down by the Azim Premji University Placement cell.

Thanking you.

Name : Designation :

Place : Date : (Signature)

For any assistance, contact placements@apu.edu.in or call the Placement Coordinator.

Visit the link given here to download / fill the Placement Form online:
http://azimpremjiuniversity.edu.in/SitePages/placement-form-brochure.aspx

Please email/post the Placement form at the earliest to:

Nisha A. M
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