MEET OUR GRADUATES

MASTERS PROGRAMMES, 2014-16

PLACEMENT BROCHURE
The cover design seeks to represent Azim Premji University as a space for growth and inclusion where students and faculty work together to contribute to the realization of a just, equitable, humane and sustainable society.

The illustration on the cover has been taken from an artwork which has been created for Azim Premji University by Ram Soni, who comes from family with a long tradition in Sanjhi art. Sanjhi is a traditional craft form that represents motifs from day to day life through intricate patterns and designs cut into paper using special scissors.

We would like to thank students for some of the photographs used in this brochure.
Contents

01. Developing Leaders for Social Change ................................................................................................................................. 01
02. Azim Premji University: An Introduction ............................................................................................................................... 02
03. University Degree Programmes ............................................................................................................................................... 04
04. Masters Programmes ................................................................................................................................................................. 06
05. Vibrant Academic Environment ............................................................................................................................................ 08
06. Master of Arts in Education (M.A. Education) ......................................................................................................................... 10
07. Master of Arts in Development (M.A. Development) ........................................................................................................... 14
08. M.A. Education Field Work Orientation ................................................................................................................................. 18
09. M.A. Development Field Work Orientation ........................................................................................................................... 22
10. Placements Overview ................................................................................................................................................................. 26
11. Experiences after the Programme ........................................................................................................................................... 30
12. Snapshot of Students' Profile 2014-16 .................................................................................................................................... 32
13. Students' Profile - M.A. Education ........................................................................................................................................... 34
14. Students' Profile - M.A. Development .................................................................................................................................... 54
15. Guidelines for Organizations Participating in the Placement Process ..................................................................................... 84
16. Placement form ............................................................................................................................................................................ 87
Developing Leaders for Social Change

Azim Premji University was established by the Azim Premji Foundation in 2010. It was founded with a clear social purpose, as part of a larger strategy to contribute to the education and development sectors in the country.

Our vision is “Education for social change, to contribute to the realisation of a just, equitable, humane and sustainable society”. The roots of the University lie in the learning and experience of the Foundation.

The University started offering two post graduate programmes, M.A. Education and M.A. Development in 2011, and currently has eight specializations on offer within these programmes. The Undergraduate programme and a M.A. in Public Policy and Governance have been introduced from the academic year 2015.

Students choose to come to our University because of its social purpose. Our rigorous admission process considers both the relevant capacities and the social commitment of the applicants. Once at the University, the students have a learning experience that builds on their inherent motivation and develops the capacities of independent thinking and sustained action. Our faculty have deep academic expertise along with decades of experience in the social sector. They work with students inside and outside the classroom to make their experience a genuine crucible of learning.

Having gone through this experience, our graduating class is a group of capable and committed people wanting to go out and make a genuine difference.

In the past three years, over 400 students have successfully graduated, almost all of whom have chosen to work in the social sector. They have taken up a range of roles; the large majority work at the grassroots in rural areas and small towns, and a significant number work in research and advocacy organizations. The range of roles that the graduates of M.A. Education are contributing in, includes capacity enhancement of teachers and education functionaries, programme management, curriculum development and academic research; graduates of M.A. Development are contributing in roles across the domains of livelihood, health and nutrition, sustainability, governance and other integrated development issues.

The batch of 2014-16 with over 300 graduates from the M.A. Education and M.A. Development programmes is now seeking opportunities to work with organizations such as yours, 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 University: An Introduction

Azim Premji University was established by the Azim Premji Foundation in 2010. The Foundation’s vision is to contribute to the realization of a just, equitable, humane and sustainable society. To realize this vision the Foundation has been working since 2001 towards making deep, large scale and institutionalized impact on the quality and equity of education in India, along with related development areas.

Currently, the Foundation works in eight states across India, and has a dedicated team of over 1000 members. The work of the Foundation is organized through State and District level institutions. The institutionalized nature of the work is informed by the reality that long term and consistent engagement with multiple stakeholders is necessary for educational change. This deep, on the ground engagement includes capacity development of teachers, head teachers and other education functionaries, and it also involves work on e.g. curriculum, assessment, policy issues at the State and National level.
The roots of the University lie in the learning and experience of the Foundation. The Foundation established the University for an explicit and clear social purpose, as a part of a larger strategy to contribute to the Education and Development sectors in the country.

The University started in 2011, offering two post graduate programmes; M.A. Education and M.A. Development and currently has eight specializations on offer within these programmes. The Undergraduate programme and a new M.A. Programme in Public Policy and Governance were started in June 2015. This expansion is guided by a clear framework that addresses the need, quality and relevance of the programmes to our core social purpose.

In the last five years, the University has enrolled 1250 students and built a dedicated team of 220 faculty and staff. This year on campus, there are 690 post graduate and 105 undergraduate students. Over 420 students have graduated in the past three years, most of them working in the social sector.

Vision

*Education for Social Change*

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

Mission

Arising from the vision of education for social change, to realize a just, equitable, humane and sustainable society, the University aims to create outstanding and effective programmes that:

- Contribute to change in policy and practice in the Indian education and development sectors through advocacy and public communication

University Structure

To enable academic and operational focus, the University is organized into 5 schools –

1. School of Education
2. School of Development
3. School of Policy and Governance
4. School of Liberal Studies
5. School of Continuing Education

These schools have ownership for the programmes and key initiatives in their respective domains, and an overarching coherence and alignment with our core social purpose. Illustratively, the School of Education has ownership of the M.A. Education programme, and initiatives like the ‘Philosophy of Education’ seminars, ‘Work and Education’ etc. Similarly, the M.A. Development, M.A. Public Policy and Governance and the Undergraduate programmes are owned by respective schools.

School of Continuing Education is responsible for the design and development of all in-service programmes. It has a direct impact in enhancing the capacity of practicing professionals.

University Research Centre coordinates and facilitates research projects of faculty and members from our field institutions and also offers grants for research in areas of interest for the Foundation.
University Degree Programmes

Programme Structure

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 multidisciplinary 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.
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Degree programmes at the University follow a credit based system.

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Specializations</th>
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<tbody>
<tr>
<td><strong>Master of Arts in Education</strong>&lt;br&gt;<strong>(Full Time, 2 years, 72 Credits)</strong></td>
<td>1. School Organization, Leadership and Management&lt;br&gt;2. Curriculum and Pedagogy&lt;br&gt;3. Early Childhood Education&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Master of Arts in Development</strong>&lt;br&gt;** (Full Time, 2 years, 72 Credits)**</td>
<td>1. Livelihood&lt;br&gt;2. Public Policy&lt;br&gt;3. Health and Nutrition&lt;br&gt;4. Law and Governance&lt;br&gt;5. Sustainability&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Master of Arts in Public Policy and Governance</strong>&lt;br&gt;<strong>(Full Time, 2 years, 72 Credits)</strong></td>
<td>-&lt;br&gt;</td>
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<tr>
<td><strong>Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) with the option of an Honours degree</strong>&lt;br&gt;<strong>(Full Time, 3 years, 84 Credits)</strong></td>
<td>1. Economics&lt;br&gt;2. Combined Humanities&lt;br&gt;3. Biology&lt;br&gt;4. Physics&lt;br&gt;</td>
</tr>
</tbody>
</table>
Masters Programmes

These programmes consist of a set of essential core courses which provide students the necessary foundation in the domains and a range of elective courses from which students can choose, based on their area of interest.

Specialization
Students acquire specializations by choosing a specified set of electives and doing their final field project, within their area of specialization. In the academic year 2015, there are over 100 electives on offer. They may also opt for a general programme, without any specialization.
Field Practice

Field practice is an integral component and students spend a total of about 20 weeks on field. Field work is carefully organized, starting with weekly practicums that attempt to connect classroom learning with practical situations, followed by a field immersion where students spend two weeks in a field location, often living with the communities and getting an on the ground experience. In the second, third and fourth semesters the field practice involves small research projects, internships where students work with organizations and finally they engage in an independent field project, often related to their specializations.

Students have the option of pursuing a course of independent study under faculty guidance, in an area of their interest. Students also study two open courses of their interest from areas like Art, Cinema, Music, Theatre, Sports etc. as an opportunity to engage in their area of interest beyond the curriculum.

Our Faculty, Teaching and Learning Process

Over the past five years we have built a very committed faculty team of 130 members. Most faculty have doctoral degrees in relevant domains and many have personally contributed to the social sphere and have been actively engaged in setting up and running NGOs and schools across the country. The blend of academics and field experience among the faculty creates a very vibrant, rich and collegial environment. Added to this, the wealth of experience and practice related expertise of Azim Premji Foundation’s field institution members, guest lectures from several practitioners and academicians from outside have immensely benefited students.

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

Our programmes aim to

(i) promote excellence in learning appropriate to the diverse contexts that students come from

(ii) ensure that they reflect the University’s social purpose and

(iii) nurture students who are capable of making sensitive ethical choices, are socially engaged and capable of thoughtful and skillful action.

In line with this, the teaching and learning processes inside and outside the classroom are designed to ensure that students and faculty engage each other in dialogue, questioning and also address issues of inclusion and diversity. Faculty are facilitators of learning, creating an environment that is not competitive, but one that focuses on the students own accomplishments in learning.

Detailed profiles of faculty are available at http://azimpremjiuniversity.edu.in/people
Vibrant Academic Environment

Events

We have made significant resource commitments in creating platforms for learning, networking and knowledge sharing, given their criticality to nurturing a vibrant academic environment. These events are of varying nature, both in their design, participant profile and reach. Key among them are:

a. International Seminars like ‘Philosophy of Education’ and ‘Law and Governance’ are in their fifth year now, providing a platform for national and international scholars to come together. Each of these are focused on specific themes; Social Justice and Education, Policy Issues in Education, Legal System Reform, Right to Welfare, Public Policy, Understanding Governance in India etc.

b. University Colloquia are a weekly event, where academics and practitioners are on campus, sharing their research / field experiences with the students and faculty body. We have hosted more than 200 such talks.
c. Public Lecture series has been very successful in creating and sustaining an ongoing dialogue around key social issues.

d. MANTHAN, the annual research conference, brings together researchers from the University and field locations. In its fourth year now, MANTHAN consists of panel discussions with experts, research presentations and capacity building workshops. It has established a unique place for itself by bringing field practitioners and academics to a common research platform.

e. Kathavana is the annual children’s literature festival that brings together hundreds of young children and teachers, instilling in them the love for literature. Plays, workshops on drawing, puppet making, other performances, and book exhibitions are all part of this grand event.

f. Summer schools/workshops are typically for 5-10 days on specific domain areas/themes and participants are usually people already working in these areas. Recent ones include summer schools on ‘Philosophy of Education’, ‘Changing Nature of Public and Private in Education’ in collaboration with TISS and Kings College, London, ‘Advanced Graduate Workshop in Indian Development’ for doctoral students, in collaboration with Institute of New Economic Thinking, New York.

Student Initiatives

The immense diversity in the student cohort has ensured that campus life is vibrant and enjoyable. Several student-led activities have become part of daily life on campus and each one has contributed to their learning in multiple ways.

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

Admissions and Students’ Support

Integral to our vision and core purpose, is the commitment to inclusion and diversity. The University strives to ensure that students from disadvantaged backgrounds can access quality higher education. Equally critical is our commitment to ensure that they are supported to overcome disadvantages and realize their potential. Our admission process, extensive reach, selection process of tests and interviews and extensive financial support for disadvantaged students are all aimed towards this.

Our student profile reflects the diversity

- We currently have students from 25 states
- 50% of students are from small towns and rural areas
- 36% of our students were women in year 1, we currently have 50% women students
- Over the last three years, around 45% of our students have prior work experience at NGOs, in teaching or at corporates.
- Diversity is also reflected in their background of undergraduate study in Humanities, Science and Engineering.

Student wellbeing is central to the University’s functioning and we are keen on building a caring community. We recognize that many students need intensive support and sensitive care to realize their potential.
Master of Arts in Education
(M.A. Education)

The Master of Arts (M.A.) in Education is designed for students seeking a multifaceted 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 a 72 credit, two-year, full-time, postgraduate degree programme. It is organized 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 26 credits from elective courses, of which one must be a pedagogy course. The remaining courses can be used to specialize 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 specialize in Curriculum and Pedagogy, School Organization, Leadership and Management and Early Childhood Education.

Open Courses

These courses are open to all students enrolled in the degree programmes. Students are required to enroll 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>Core Courses</td>
<td>Philosophy of Education, Sociology of Education, Child Development and Learning, Curriculum Studies, Introduction to Research, School Education Systems</td>
</tr>
</tbody>
</table>
| Electives        | Curriculum and Pedagogy  
| School Organization, 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 10 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 organizations, public agencies, colleges and other organizations. Students may integrate their field practice with internship. In addition, they have regular meetings with a faculty mentor during the semesters.

Independent Study
The independent study is conceptualized as a minimum 3 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, in teacher education and also in various professional capacities, curriculum designers, social entrepreneurs, policy specialists and researchers. Students may also work with the government on education specific projects.
Master of Arts in Development (M.A. Development)

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. 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 a 72 credit, postgraduate degree programme organized 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>
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<tbody>
<tr>
<td><strong>Electives</strong></td>
<td>Health and Nutrition</td>
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</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**

All students are required to take two open courses and obtain 4 credits.

An exciting range of open courses are offered every semester in different areas like Art, Cinema, Photography, Music, Dance, History, Science, Sports etc.

**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, organizational internship for 6 weeks and a field work project of 8 weeks.

Student field 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.

**Career Opportunities**

Students can look forward to career opportunities in several government, private and non-government organizations, academia, policy think tanks, politics, corporate social responsibility departments of businesses, funding organizations and media. Students can look forward to working in the fields of livelihoods and economic development, ecology and environment, governance, health and education.

The University works with potential organizations, 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 conceptualized 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.
Semester 1 - Field Immersion

In the first semester, students undertake a two-weeks field immersion 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 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.

Semester 2 - Field Immersion

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 2014-2016, faculty coordinators facilitated visit of students, in small groups, to educational settings which included field institute sites of the Azim Premji Foundation, non-government organizations working with education interventions and alternative schools. Faculty provide 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 Internship

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 specialize 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 organizations 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 organizational 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.

M.A. Education Field Work Orientation

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 conceptualized 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 organizations working in the area of education.
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The first thing one notices inside a Khelghar classroom is an emphasis on uniting Kala, Khel and Samvad in Education which can be seen everywhere, the environment, the teaching and the preparations. Every class begins with children and Tais (as teachers are addressed here) cleaning the rooms, after which the children settle into their corners with things they find of interest. Some can be seen playing board-games, while some read books and still others create chaos by playing cricket in the heart of the room. Once it’s time for the lessons, the Tai brings them back together in a group.

The strength of this place lies in its small but immensely dedicated team of teachers and staff who work around the year to create meaningful experiences for the children. The Khelghar office buzzes through-out the day with tasks of class planning, as teachers can be seen making posters, designing activities, selecting books and preparing tests though it does not end here and involves the Tais each day walking through the basti calling students.

As appreciative and curious as I was about their work, I truly understood the importance of organizations working closely with communities only when I sat one evening chatting with the Youth Group at Khelghar. This group comprises of young adults who are now working or pursuing higher studies and have been coming to Khelghar ever since they were kids. Each of these adults have spent their childhood struggling with difficult circumstances. The similarity in all their journeys is the support and sense of belonging they found at Khelghar. A girl who lost her parents at the age of 12 and was almost forced into marriage by relatives, found in Khelghar the voice to oppose that decision. A child of ten who supported her family working as a labourer at construction sites and households, found in Khelghar the hope to be able to change her circumstances. Both of them today are young women who struggled through their Education and are now earning enough to support themselves and their families. The shyest person in this group, Anil, has long harboured the dream of becoming a teacher, similar to the ones he found here. Out of the many things that I have absorbed from Khelghar, one is the reinforced belief in the importance of providing a meaningful childhood, to one child or many, but to provide it in a way where the child truly finds the space to blossom.

“A great change in a single individual can change the destiny of the entire humankind”

A Mallu, brought up in Northern India struggling with identity of fitting in the given box, a casual Engineer, dissatisfied IT employee and a passionate human being. Questioning the underlined facts of life, humanity and purpose pulled me to Azim Premji University. The perfect decision I have ever taken in life. The transition from terms like comfort, cribbing, blame to lead, change and initiate was a beautiful process. Unfamiliarity to social science and the ‘field’. Understanding the social structures, the components of life, interplay of power, Sociology and philosophy of Education at Yadgir, APF and all of it leading to stirring of the soul. Taking to a higher desire and then a vow to create Change. One year of Azim Premji University gave a systemic knowledge and a wider version of situations, questioning the given and the sublime assumptions. Later a self-initiated project in a group on School Management Committee gave a better sub-structure to the learnings in Dhamtari, Azim Premji Foundation.

Later, my field engagement in summer at Rajasthan, next to endless Aravalli’s, threatening heat and bright colours working for the Campaign “Shiksha Ka Sawal” was the best of my field experiences. It helped me to unleash my own hidden potential to initiate a process. The campaign worked closely with the school, children, teachers and community. The knowledge of the power structures, the policy politics, economy interplays, gender stereotype struggles faced in such a rural setting pushed me further to re-create. The communication to the community about the need for Education, or a good quality education as a right and if the basic amenities like quality drinking water, or a 1:30 Student - Teacher ratio, functional toilets or a functional SMC is missing. To file RTIs on behalf of them, was really challenging. As a part of open course I took an elective ‘Theatre forum’. I learned how to intervene in a situation, making a shift of power. I was able to speak to people, locals in large groups on visiting to NREGA site in spite of language and dialects constraints, going to their community in the evening, singing songs and collecting people and speaking about education. All of this helped me to create change within. We as a team of 4 were successfully able to cover 35 schools and file 50 RTIs in one month. This struggle will be most memorable. Thank you so much Azim Premji University.

Shuchi Sinha

Anjali Vijayan
Field Practice forms an integral part of the M.A. Development programme. It helps develop a deeper understanding of the practical implications of the learning acquired through course work. The field practice allows students to reflect on their role as change agents in the development domain and build skills for development action effectively. The field practice is divided into 3 components

1. In the first semester, students go for a 2 week field immersion to a rural or urban setting for an exposure to the life and dynamics of diverse communities.

2. At the end of the second semester, students go for a 6 week field internship with an organization engaged in development action. The field internship provides students with an experience of working with development organizations and helps them understand how ideas of development are translated into practice.

3. After the third semester, students plan and design an 8 week field project with a faculty mentor and execute that project either independently or under the aegis of a development organization.

Besides these 3 components, every Wednesday in a semester is dedicated to field visit (practicum) in and around Bengaluru as part of the course learning.

Semester 1 - Field Immersion
1. To observe, experience and reflect on the lived realities of people and communities.
2. To experience the strengths and challenges of working together as a group.
3. To reflect on their personal experiences, behaviour and attitudes while engaging with different social groups and communities.

Semester 2 - Field Internship
1. Develop an understanding of the nature and role played by the particular NGO, government agency or department in development.
2. Engage in a project or field work to understand the nature of interventions, its objectives, strategy, tactics, output and possible outcomes.
3. Deepen practical knowledge of various interconnected development domains such as education, health, livelihoods, agriculture, energy, water, forests etc.

Semester 3 - Field Project
1. To provide the students with an opportunity to design a development study or action and apply the course and field practice learning in designing and implementing the project.
2. To learn from real life experience of implementing a project in a given socio-economic, political or ecological context.
Besides these 3 components, every Wednesday in a semester is dedicated to field visit (practicum) in and around Bengaluru as part of the course learning.

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As we go on with our lives, submerged in the processes of becoming and un-becoming, there are some events that occur which lend to our character, to who we become. The International Summer School on Pluralism, Development and Social Change in Indonesia was one such event of my life. The participating countries were India, South Africa, Kenya, Netherlands and Indonesia. I had only imagined what it would be like to get an academic exposure of the sort, but my experience surpassed my imagination by leaps and bounds. Learning about pluralism in terms of identity, religion, environment, governance and reconciliation and social cohesion through various lectures, dialogues and excursions with a group of people from plural backgrounds themselves, has been one of the most enriching experiences of my life. Connecting these themes with social change and development has put a lot of what I have been studying as a student of development in perspective. As a part of the summer school, we were required to design workshops, to be conducted at our respective organizations, assimilating all that we have learnt in the course of these three weeks. The purpose of this workshop was to share with as many people as possible what we learnt at the summer school, so that not just those who were selected for the programme benefit from it. It feels amazing to think that I now have a home to stay in, in all these four countries! It truly has been an experience of a lifetime - learning from some of the most established academicians and professors across the world, and from young people determined to make a change. I feel grateful to my university for believing that I deserved the opportunity and for facilitating the same, and I hope that Azim Premji University continues to be part of this programme and many such programmes!

Sreeradha Mishra

There are some topics for which you cannot find simple answers; Pluralism, Development and Social Change is one such topic. But what if you get an opportunity to ponder on it in a serene environment miles away from your home country, with young and energetic minds from 5 different countries, with an international faculty having vast experience on the topic and by learning not only through theory but through activities, movies, site visits, excursions in a dense forest and through informal discussions throughout the day. The International Summer School on Pluralism, Development and Social Change was one such unique opportunity for me.

Pluralism as per my discovery means going beyond the idea of tolerance to include dialogue, active engagement with diversity, giving voice to the subaltern, understanding our prejudices and the context within which they originate. The summer school began with an exercise of understanding our own prejudices of other countries and reflect upon what shapes these prejudices. Later we moved on to discuss the Pluralism issues within our countries to realize that the issues in all the countries boiled down to certain basic questions about the mainstream idea of development and others, the place of religion within democracy, the question of identity, etc. Our definition of Pluralism was challenged by the concept of “earthling” - the idea that the earth should be seen as a living entity and we have to reshape our understanding of who we are as human beings to re-situate our identity and the question of development in the larger picture. We also explored the question of reconciliation and social justice and emerging democratic spaces to counter hegemonic ideas.

Apart from academics what made the Summer School special was the daily interaction on wide variety of topics such as family, history, politics, geography, food, clothing and nonetheless Bollywood. In a span of two weeks we have extended our family beyond Indian boundaries. Thank you Azim Premji University for this opportunity!!

The International Summer school on Pluralism, Development and Social Change is a joint initiative of the University of Humanistic Studies (Utrecht, the Netherlands) and Hivos as partners in the Dutch Humanist Alliance, together w ith PUSADP aramadina (Jakarta, Indonesia), CRCS Gadjah Mada University (Yogyakarta, Indonesia), the Institute for Reconciliation and Social Justice of the University of the Free State, (Bloemfontein, South Africa) and Azim Premji University (Bangalore, India).

The Summer School brings together an international group of staff from civil society based organizations, activists and graduate students and is taught by an international and interdisciplinary staff with expertise in ethics, human rights, social-political theory, comparative religious studies, sustainable development, governance and education. The Summer school is organised annually. Since its launch in 2004, it has hosted participants from India, Nepal, Malawi, South Africa, Namibia, Zimbabwe, Cameroon, Romania, Kenya, Iran, Indonesia, Uganda and the Netherlands.

Haffiz Samnanai
Having pre-planned to take the Health specialization in my third semester, I had reserved my 6 week internship at an organization that did its work squarely in the health sector. And so I chanced upon a not for profit organization called the Institute of Palliative Medicine in Kerala. Palliative Care thus is a broad branch within healthcare that helps the terminally ill and their families deal with the painful ordeal, that is death.

I worked at IPM with their Home Care System whose responsibility was to make pre-planned and regular visits to homes with registered palliative care patients. Set aside the rudimentary goals required of an internship on a technical level and there was something deep and visceral about the human condition, that touched my heart throughout these visits. The air of despondence that surrounded the terminally ill and their primary caregivers (immediate relatives usually) was almost miasmic. And yet these home care visits were something entirely heart warming. The visit of the team felt like a much needed ray of light on the people and their homes we went to. There were jokes cracked over tea, medications resupplied, and frustrations soothed down by the wealth of care and company provided. Nurses despite being specially trained in Palliative Care were of a unique breed. There was this instance where a nurse was caressing the back of an old man diagnosed with 4th stage lung cancer, that stood testament to the kind of care that was being provided. Like a mother to her son. You could sense the broad level of attachment established between them by that act alone, and no power equation of the doctor/nurse-patient scenario manifesting itself. I was also lucky to see communities living up to their tasks of taking care of each other where families alone were just too burdened to do the same. Everybody, from the Accredited Social Health Activists to people in the neighbourhood were pitching in to help. All these were guided by the palliative care team at the location and constantly monitored by them as well.

Nishanth K. S.

The journey from the dinginess of my hostel room to serene Aizawl started a bit late than I wanted to as I had couple of unavoidable errands to finish before catching the bus. The journey started and I found myself next to a migrant Bihari who works for some electronic company, sitting on the aisle seat. We engaged in some small talk about the unknown destination that we both where journeying to. He told me that he had no idea about this place and not much of Guwahati either as it’s not been long that he has shifted his base here in search of a job, like million others who travel to far off lands in search of destined opportunities. Why has migration of labour escalated into a global phenomenon? Is there a transformative silver bullet for this problem?

Here, I would like to take a moment to talk about general perceptions people have about men of Bihar and UP and to be very frank, I didn’t know any better until I started interacting with my classmates who were from that part of the country. They have become my closest friends in the journey and have helped me in ending my prejudice and tendency to stereotype. I understand now that humans in general are defined by shades of grey and need not be classified to groups based on moralistic outlook especially because they belong to a certain region.

It was around midnight and my mom was calling to check on me if I was fine and to know my whereabouts. This conversation happened in my native mother tongue, which happens to be Malayalam and an uncle who sat right in front of me turned around and asked, “Malayali aanale?” (Translation: You are a Malayali. More of a proclamation than a question). I have been many a times told by my non-Malayali friends in the lighter sense that we are an infestation, found just about everywhere. Well this just proved their hypothesis, right? My new Malayali friend was a Doctor and he was a “Neuro-Neonatologist”, who was doing exceptional work among new borns to prevent or curb genetic diseases in the early stage. I was immersed in my thoughts on how we pass people every day, who do exceptional work which has a huge impact on the world and we know nothing about their stories. He also shared very many stories from north east and his experiences, I realized as to how much we learn from just listening to someone and if only we listened more. While parting, doctor uncle expressed his concerns and also shared the fact that he was mighty impressed that for a girl from Kerala to be traveling through these rough terrains of North East was very courageous. I was left wondering whether he would say the same to a boy of my age!

Theertha Menon
Central to realizing our vision is to see our students engaged with the social sector after they graduate. The Placement cell at the University comprising students and faculty mentors work on this aspect. For the third year running, the University has had very healthy placements.

In the last three batches, 420 students have graduated. It is heartening that over 70% of these students chose to work in the social sector (with NGO’s, schools and other organizations) and among them more than 80% opted for work at the grassroots in rural areas and small towns, where their competency is most needed. Reflective of the purpose of the University, students have consciously chosen work, that they believe, fulfils their aspiration of contributing meaningfully to social change on the ground.
Breakup of the sectors that students are working in is as follows

**Nature of organizations 2011-13**

- NGOs: 67%
- Fellowships: 12%
- Government Organizations: 4%
- Corporate Social Responsibility (CSR): 7%
- Schools: 10%
- Fellowships: 1%
- Government Organizations: 2%
- Corporate: 2%
- Funding Organizations: 2%
- Schools / Library: 11%
- NGOs: 82%
i. The roles that students are typically engaged in are Programme Officer / Programme Manager / Project Officer in Education and Development programmes at the district level.

ii. For most graduates without work experience, the salary offered, on an average, was between Rs. 2.40 - 3.60 lakhs per annum.

iii. About 184 organizations have participated in the University placement process so far.

Organizations that have participated in the placement process of Azim Premji University are

- Bosch CSR
- Cashpor
- Catalyst Management Services Pvt. Ltd.
- Central Square Foundation
- Centre for Civil Society
- Centre for Equity Studies
- Centre for Good Governance
- Centre for Health and Social Justice
- Christel House India
- Cipla Foundation
- Creya Learning
- Dakshin Foundation
- Delhi Public School, Warangal
- Design For Change
- Digantar
- Door Step School
- Edcite Learning Pvt. Ltd.
- eDreams Edusoft Pvt.Ltd.
- Educational Initiatives Pvt.Ltd.
- Edutel Technologies Pvt. Ltd.
- Eklavya Education Foundation
- Ekya school
- Enable India
- ENTECRES Labs Pvt.Ltd.
- EQUATIONS
- eVidyaloka
- EZ Vidya
- FitKids Education & Training Pvt. Ltd.
- Foundation for Ecological Security
- Funfirst Global Skillers Pvt. Ltd.
• Gandhi Fellowship
• Gene Campaign
• Gramin Shiksha Kendra
• Green Foundation
• Greenpeace India
• Grey Sim Learning Foundation
• Gyan Prabodhini
• Head Start Educational Trust
• Hippocampus
• Humana People to People India
• Ibtada
• iDiscoveri Education Pvt. Ltd.
• IIMPACT
• IL & FS Education
• Inclen Trust
• India School Leadership Institute (ISLI)
• Initiatives for Development Foundation
• InOpen Technologies Pvt Ltd
• Institute of Leadership & Institute of Development ( ILID)
• Inventure Academy
• Isha Vidhya
• IT for Change
• Jaipur Rugs Foundation
• Janaagraha Centre for Citizenship and Democracy
• Jeevika
• Jhamtse Gatsal Children’s Community
• JK Papers
• Justice and Care
• Kaivalya Education Foundation
• Karadi Path Education Company Pvt. Ltd.
• Kherwadi Social Welfare Association
• Knowledge Consortium of Gujarat
• Kotak Education Foundation
• Kudumbashree
• LabourNet Services India Pvt. Ltd.
• Lend A Hand India
• Life-Lab
• M/s. Wunderbar Kids Pvt. Ltd.
• Makkala Jagrithi
• Mantra Social Services
• Puvidham Rural Development Trust
• QMI Edu trust
• Quality Education Support Trust
• Rahmani Foundation
• Ramana Group
• Rang De
• Re:Imagine Learning Community
• Reap Benefit
• Riverside school
• Room to Read India
• RPG Foundation
• SaciWATERs
• Sagar Public School
• Salaam Bombay Foundation
• Samaj Pragati Sahayog
• Samhita Academy
• Sampark
• Sa-Mudra
• Samvada
• Sant Singaji Educational Society
• Saral Services
• Savanna
• SBI Fellowship
• School Direct
• Schools of Equality
• SELCO Foundation
• Self-Reliant Initiatives through Joint ActionN
• Seva Mandir
• Shantilal Muttha Foundation
• Shelter Associates
• Shoshit Seva Sangh / Shoshit Samadhan Kendra
• Skills2Succeed
• Smile Foundation
• Spandana Sphoorty Financial Limited
• Sri Atmananda Memorial School
• Sri Sri Vidyamandir Matriculation School
• Sudiksha Knowledge Solutions Pvt. Ltd.
• Sunabh International
• Sunflower Group
• Swami Vivekananda Youth Movement
• Swasti
• Teach For India
• Techno Soft
• Tejasvita
• The Akanksha Foundation
• The Bridge Schools
• The Chipper Sage
• The Concerned for Working Children
• The Glocal University
• The Heritage School
• The Samhita Academy
• The Teacher Foundation
• Thermax Social Initiative Foundation
• Thinklabs Technosolutions Pvt. Ltd.
• Tribal Health Initiative
• TVS SST
• Udyogini
• Urmul Trust
• Usha Martin School
• Vanavii Trust
• Vidya Bhanw Society
• Vidya Poshak
• Vignan Group of Institutions
• VOICE 4 Girls
• Walnut school & The wise Buddha Project
• Watershed Support Services and Activities Network
• Youth for Seva
• YUVA
• Zaya Learning Labs
Experiences after the Programme

Food for Life!!

Life post Azim Premji University has been a series of crests and troughs. It was extremely difficult for me to overcome the fact that two years in this intellectually, socially, emotionally, culturally rich place was over and that I was to look ahead for a life without Azim Premji University and importantly its people who completed its presence. However, I moved forward with all the newness that this place had infused in me. I started my work with one of the well-known organizations in Education sector which required me to visit the government schools in the villages of Gujarat. I witnessed few of the most tribal and poor families who sent their kids to the schools nearby. I was happy to see the children crossing the demanding terrains to reach classrooms to be ‘Taught.’ While trying to strike a conversation with one child in standard 3 in my half learnt Gujarati, I tried asking him if he enjoyed coming to school and studying to which he gave a negative response. Since the child’s attendance was consistent, the next obvious question that I asked him was what made him come to the school. He said, “khava matey aawi chu” (I come here to eat the Mid-Day Meal). This little statement of the child had many implicit expressions hidden beneath. On further enquiry I learnt that the child’s parents were labourers in the farm and he had 3 siblings, 2 elder brothers who worked in the farm with their parents, while the youngest one was a year old infant whom his mother carried in the farm. The child left me pondering about a couple of questions. What do we mean by education in context to this child? How will the knowledge of place value (the child was being taught that day) help him fetch food for himself tomorrow when he needs it the most? He made me question the reason of my being there in the school to check the SLO (student learning outcome) of the school in the last state assessment test namely, ‘Gunotsav’. He questioned the foundation and the aims of the organization and its policies that I was working with. I am still unable to answer him back with all the questions he raised for me. Nevertheless, this experience adds to my wisdom and understanding of the unknown. To end with, I would like to share the quote by Roosevelt, “The purpose of life is to live it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience,” this for the experiences in Azim Premji University, in the present place of work and schools and for all the future experiences that possibly I get an opportunity to go through.

Nitu Bahal
M.A Development, Batch 2013-15

At the time of admission, I had misunderstood that Azim Premji University will make my life more colourful and easy. As I have enrolled for Phd. Programme after completing masters in Azim Premji University and am yet to get into the field work component of research, what I want to share is not from the field. Instead it is about how Azim Premji University had made my life more miserable. It is hard these days not to notice how subtle power structures have captured my life, how authority structures kill my honesty and creativity, how society ill-treats certain individuals or groups just because they are born into certain caste, class, race, community or sex, how some individuals are treated less equal than others, how patriarchy has made my body and mind subordinate and many more invisible happenings in the world. It is even more troubling when I see that I am just a cog in the wheel sometimes perpetuating these undesirable and unjust state of affairs. What Azim Premji University has also given me is the courage to face these life situations with hope, perseverance and a sense of justice. How my own human agency can be optimally streamlined to recreate new modes of operation in this world is the biggest lesson I learnt from Azim Premji University. And I do trouble people around me directly or indirectly to rediscover themselves, create a reflective self and become more humane and just individuals.

Vijitha Rajan
Azim Premji Foundation, Batch of 2012-14
It has been more than a year that I have been doing Math with grade IV and V students and it still doesn’t sync in. The initial few days I was nervous because I had never “taught” before. But today when I write this I am excited because the journey has been a series of experiences. And I firmly believe that we do learn from our experiences. People often say, “If you like the teacher, you will also like the subject”- yes, I frequently experience this. There is some personal connect which makes my students approach me. It has made me understand that being an educator is not just imparting academic knowledge but it is much beyond the four walls of the classroom, probably to understand their personal problems, teach them personal hygiene, food habits to name a few. Something that makes me look forward to go to school every day is the kids and their love and affection towards me. There is much more that I learn from each day at school than I “teach”. It teaches me how to be courageous, determined, and strong. I don’t intend to say that all days at school are happy and gay; there are days which are equally challenging, where I have to fight with my own self. However, the best thing about this place is that it has given me the freedom to explore and learn.

I don’t know if I can still call myself a ‘teacher’ because it carries a huge meaning and responsibility but today I can proudly call myself a learner in the process of becoming an educator.

Kavitha
Headstart Educational Academy, Batch 2012-2014

Steering towards Sustainability
The Self Help Group (SHG) - led livelihood promotion programme at Samaj Pragati Sahayog works with around 34000 women of two tribal districts of Madhya Pradesh with the goals of securing appropriate livelihood opportunities for poor households and building strong women-led people’s institutions. My work is concentrated in the Barwaha Tehsil of Khargone District. Programme Officers like me are involved in the micro management of around 250 SHGs i.e. ensuring regular and accurate book-keeping of SHGs, enabling SHG leaders to resolve disputes, linking SHGs with banks, facilitating collective purchase and sale of agriculture output, wholesale dealing of groceries, supporting night schools and encouraging income generating activities.

One of my first responsibilities was to assist a new mitaan for book-keeping of 16 SHGs, all of them in a village called Sirlay. One of the SHGs in this village is Durga Pragati Samuh, a six year old SHG. Fifteen women belonging to the Harijan or the Dalit community, primarily engaged in daily wage labour in the nearby iron factory and agricultural fields are members of this group. Most of the members of this group have not received any formal schooling.

They are living in the outskirts of the village called the Harijan Mohalla. It is a settlement next to a narrow-gauge railway line and lacks several basic civic facilities - roads, sanitation, proper health care. Six years back, these women decided to form their own Self-help group. Six years hence, many of them with the help of internal lending and borrowing have repaired their houses, built bathrooms, invested small amounts in their petty businesses, have purchased goats. They have even purchased small jewellery, something they can call their own. But what is more striking is their ability to collectively steer their group to the different levels of financial sustainability. Their relentless effort for bank linkage is a contribution towards a fairer economic set-up. The office bearers of this group are strong women leaders, armed with vision and skills in negotiation and collective bargaining. The perseverance of self-help groups like Durga Pragati Samuh to bargain with the bank gives hope to the policies in financial inclusion.

N.S. Abhilasha
Samaj Pragati Sahayog, Batch of 2012-2014
Snapshot of Students' Profile 2014–16

Geographical Dispersion

- Maharashtra: 10%
- Bihar: 13%
- Karnataka: 9%
- Uttar Pradesh: 9%
- Kerala: 9%
- Andhra Pradesh: 7%
- Delhi: 7%
- Madhya Pradesh: 6%
- Rajasthan: 3%
- Gujarat: 3%
- Jharkhand: 3%
- Himachal Pradesh: 1%
- Nagaland: 1%
- Meghalaya: 1%
- Manipur: 1%
- Jammu & Kashmir: 1%
- Haryana: 2%
- West Bengal: 2%
- Chhattisgarh: 2%
- Uttarakhand: 3%
- Tamil Nadu: 3%
- Odisha: 3%
- Assam: 2%
- Bihar: 13%
- Maharashtra: 10%
- Karnataka: 9%
- Uttar Pradesh: 9%
- Kerala: 9%
- Andhra Pradesh: 7%
- Delhi: 7%
- Madhya Pradesh: 6%
- Rajasthan: 3%
- Gujarat: 3%
- Jharkhand: 3%
- Himachal Pradesh: 1%
- Nagaland: 1%
- Meghalaya: 1%
- Manipur: 1%
- Jammu & Kashmir: 1%
- Haryana: 2%
- West Bengal: 2%
- Chhattisgarh: 2%
- Uttarakhand: 3%
- Tamil Nadu: 3%
- Odisha: 3%
- Assam: 2%

Age Profile

- 20 - 25 yrs: 65%
- 26 - 30 yrs: 22%
- 31 - 35 yrs: 7%
- 36 - 40 yrs: 4%
- 41 and above: 2%
Students' Profile
M.A. Education

Abhishek Kumar
23yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Physics (Hons.)
M.A. Education

PRIOR EXPERIENCE
9 months as Field coordinator

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
- To study government educational structure and functionaries at Azim Premji Foundation, Bageshwar
- Need analysis of teacher education in a single and multi-teacher school at Azim Premji Foundation, Patna

Adithi Manohar
23yrs

B.A in Psychology, Criminology & English Literature
M.A. Education

5 months in Education

English, Hindi, Tamil, Kannada & Tulu

FIELD EXPOSURE
- The space provided for tribal knowledge of the Koraga tribe of Karnataka in mainstream education, while teaching and learning Social Sciences at a residential school in Surathkal run by Integrated Tribal Development Program
- Understanding the role of educational functionaries and challenges in government schools at Azim Premji Foundation, Sirohi
- Research study on bridge course for slum children at Muskaan and Bachpan, Bhopal

Akash Shukla
23yrs

B.B.A. (Hons.)
M.A. Education

36 months in Education

English and Hindi
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<th>Name</th>
<th>Age</th>
<th>Educational Qualifications</th>
<th>Prior Experience</th>
<th>Languages Known</th>
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</thead>
</table>
| Amita Nizam        | 22yrs | B.A. Sociology  
M.A. Education   | -                                                                              | English, Hindi, Malayalam and Tamil                     |
| Anitha T. S.       | 25yrs | B.E. Information Science and Engineering  
M.A. Education | -                                                                              | English, Hindi, Kannada and Telugu                      |
| Anil Kumar K.      | 26yrs | B.Sc. Bio-Technology  
Bachelor of Education  
M.B.A. Finance  
M.A. Education | -                                                                              | English, Hindi, and Telugu                              |
| Amrish Rai         | 20yrs | B.A. Sociology (Hons.)  
M.A. Sociology(Distance)  
M.A. Education | -                                                                              | English, Hindi, Bhojpuri and Sanskrit                   |
| Ankit Chauhan      | 21yrs | B.A. Psychology (Hons.)  
English and Economics  
M.A. Education | -                                                                              | English, Hindi, and Bhojpuri                            |
| Amrith Rai         | 20yrs | B.A. Sociology  
M.A. Education | -                                                                              | Language not provided                                  |
| Anjali Vijayan     | 24yrs | B. Tech. Bioinformatics  
M.A. Education | -                                                                              | English, Hindi, and Malayalam                           |
| Anjali Vijayan     | 24yrs | B. Tech. Bioinformatics  
M.A. Education | -                                                                              | English, Hindi, Malayalam                               |
| Amrit Rai          | 20yrs | B.A. Sociology  
M.A. Education | -                                                                              | Language not provided                                  |
| Anjali Vijayan     | 24yrs | B. Tech. Bioinformatics  
M.A. Education | -                                                                              | English, Hindi, Malayalam                               |
| Amrik Rai          | 20yrs | B.A. Sociology  
M.A. Education | -                                                                              | Language not provided                                  |
| Anjali Vijayan     | 24yrs | B. Tech. Bioinformatics  
M.A. Education | -                                                                              | English, Hindi, Malayalam                               |
| Ankit Chauhan      | 21yrs | B.A. Psychology (Hons.)  
English and Economics  
M.A. Education | -                                                                              | English, Hindi, and Bhojpuri                            |
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<td>Ankit Kumar Maurya</td>
<td>22yrs</td>
<td>B.A. Journalism (Hons.)&lt;br&gt;M.A. Education</td>
<td>24 months in Education</td>
<td>English and Hindi</td>
<td>-</td>
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<tr>
<td>Bharat Asati</td>
<td>26yrs</td>
<td>B.Sc. Physics, Chemistry and Mathematics&lt;br&gt;M.A. Education</td>
<td>60 months in School&lt;br&gt;24 months in Office Management</td>
<td>English, Hindi and Malayalam</td>
<td>-</td>
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<tr>
<td>Ankita Thakur</td>
<td>22yrs</td>
<td>B.Com. Computer Application&lt;br&gt;M.A. Education</td>
<td>-</td>
<td>English and Hindi</td>
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<tr>
<td>Aparna Bhaurao Chaudhari</td>
<td>31yrs</td>
<td>BSW&lt;br&gt;MSW&lt;br&gt;M.A. Education</td>
<td>8 Years in child education and development</td>
<td>Marathi, Hindi and English</td>
<td>-</td>
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<tr>
<td>Archana Kumari</td>
<td>23yrs</td>
<td>B.Com. Accounts (Hons.)&lt;br&gt;M.A. Education</td>
<td>1 month in Education</td>
<td>English and Hindi</td>
<td>-</td>
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<tr>
<td>Bhavini Pant</td>
<td>27yrs</td>
<td>B.A. English Literature&lt;br&gt;M.A. Education</td>
<td>30 months in Writing &amp; Editing&lt;br&gt;19 months in Education&lt;br&gt;6 months in Historical Archiving&lt;br&gt;6 months in Television and Media</td>
<td>English and Hindi</td>
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<td>English and Hindi</td>
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<tr>
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<td>24 months in Education</td>
<td>English and Hindi</td>
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</tr>
</tbody>
</table>
Bhim Kumar
21yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Physics (Hons.)
M.A. Education

PRIOR EXPERIENCE
-  

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Role of NGO's in education and challenges faced by them at Azim Premji Foundation, Madhya Pradesh
• “Is there a demand amongst parents for English Education in Bhopal?” at Azim Premji Foundation, Madhya Pradesh

Bimlendra Kumar
23yrs

B.Sc. Information Technology
M.A. Education

18 months in IT Industry

English, Hindi and Maithili

• Study of socio-economic condition of society and educational system at Azim Premji Foundation, Barmer
• Facilitated science workshop at Gyan (Setu) Prabodhani, Jammu and Kashmir

Bhupesh Kapoor
37yrs

B.Com.
M.Com.
M.A. Education

72 months in Teaching
36 month in Development

English, Hindi and Punjabi

• A study on the functioning of the government education system and its administration structure at Azim Premji Foundation, Dhamtari
• Development of curriculum for migrant student learning centres in slums at Agrasar, Gurgaon

Chitra
22yrs

B.Sc. Chemistry (Hons.)
M.A. Education

B.E. Information Technology
M.A. Education

42 months in IT sector

English and Hindi

• Understanding the influence of various sociological, psychological, policy level factors in relation to education at Azim Premji Foundation, Gulbarga
• Space provided for indigenous knowledge of Garasia tribe in social studies education at Azim Premji Foundation, Bali

Chainani Malti Raju
27yrs

B.Sc. Information Technology
M.A. Education

42 months in IT Industry

English, Hindi and Sindhi

• Study on availability and usage of different teaching and learning materials in government schools for language education at Azim Premji Foundation, Udham Singh Nagar
• Ethnographic study on how daily school practices influence student’s values and identities at Vivekananda Kendra Vidyalaya(VKV), Niausa

Bimlesh Kumar
28yrs

B.A Psychology Hons.
M.A. Education

PRIOR EXPERIENCE
45 months in Education
9 months in Alternative Education cum Livelihood

LANGUAGES KNOWN
English, Hindi and Maithili

FIELD EXPOSURE
• Understanding public education system, and also study of cognitive development - Piaget theory at Azim Premji Foundation, Patna and Bhojpur
• Study on need analysis of teacher training in single - teacher and multi - teacher schools at Government Schools under the guidance of Azim Premji Foundation, Bihta and Vikram block

Notes:
- University Placement Brochure
Dharmendra Kumar Malviya  24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Education (Hons.)
M.A. Education

PRIOR EXPERIENCE
2 months in Investment Banking
1 month in Education

LANGUAGES KNOWN
English, Hindi and Tamil

FIELD EXPOSURE
• Social and economic inclusion under Right To Education at Azim Premji Foundation, Mandya
• Perception of teachers towards in-service teacher training at Azim Premji Foundation, Mandya

Debasish Mohanty  24yrs

EDUCATIONAL QUALIFICATIONS
B.Com. (Hons)
M.A. Education

PRIOR EXPERIENCE
24 months in Education

LANGUAGES KNOWN
English, Hindi and Odia

FIELD EXPOSURE
• Observation of school systems at Azim Premji Foundation, Sirohi
• Study of various aspects of teacher training at Azim Premji Foundation, Sirohi

Deepjeet Kumar  21yrs

EDUCATIONAL QUALIFICATIONS
B.A. Russian (Hons.)
M.A. Education

PRIOR EXPERIENCE
15 months as volunteer in Education

LANGUAGES KNOWN
English, Hindi and Russian

FIELD EXPOSURE
• Understanding government school system in rural India from the lens of sociology and child development at Azim Premji Foundation, Sirohi
• Addressing sexuality education with tribal adolescents at Doosra Dashak, Sirohi

Dipali Agarwal  23yrs

EDUCATIONAL QUALIFICATIONS
B.B.M.
M.B.A.
M.A. Education

PRIOR EXPERIENCE
30 months in Education
12 months in Art

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
• District level hierarchical structure of education system at Azim Premji Foundation, Dhamtari

Debashish Mohanty  24yrs

EDUCATIONAL QUALIFICATIONS
B.Com. (Hons)
M.A. Education

PRIOR EXPERIENCE
24 months in Education

LANGUAGES KNOWN
English, Hindi and Odia

FIELD EXPOSURE
• Observation of school systems at Azim Premji Foundation, Sirohi
• Study of various aspects of teacher training at Azim Premji Foundation, Sirohi

Chryslynn Rose D’Costa  24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics
M.A. Education

PRIOR EXPERIENCE
15 months as volunteer in Education

LANGUAGES KNOWN
English, Hindi and Russian

FIELD EXPOSURE
• Understanding government school system in rural India from the lens of sociology and child development at Azim Premji Foundation, Sirohi
• Addressing sexuality education with tribal adolescents at Doosra Dashak, Sirohi

Deepjeet Kumar  21yrs

EDUCATIONAL QUALIFICATIONS
B.A. Education (Hons.)
M.A. Education

PRIOR EXPERIENCE
12 months as volunteer in Education

LANGUAGES KNOWN
English, Hindi, Odia and Sambalapuri

FIELD EXPOSURE
• Explore educational structure and functionaries at Azim Premji Foundation, Tonk
• Qualitative study of Voluntary Teachers Forum at Azim Premji Foundation, Tonk

Dharmendra Kumar Malviya  24yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Information Technology
M.A. Education

PRIOR EXPERIENCE
34 months in teaching

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• District level hierarchical structure of education system at Azim Premji Foundation, Dhamtari
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
• District level hierarchical structure of education system at Azim Premji Foundation, Dhamtari
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
• District level hierarchical structure of education system at Azim Premji Foundation, Dhamtari
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
• District level hierarchical structure of education system at Azim Premji Foundation, Dhamtari
• Understanding the tribal and general track education system in Odisha at Sikshosandhan, Mayurbhanj
G. Swarna
23yrs

Educational Qualifications:
- B.A. English (Hons.)
- M.A. Education

Prior Experience:
- 39 months in Information Technology
- 12 months in HR Consulting

Languages Known:
- English, Hindi

Field Exposure:
- A brief understanding of the role played by Azim Premji Foundation in the education system of Champawat
- Study of Voluntary Teachers Forum at Azim Premji Foundation, Purola

G. Veena Narasimharao
37yrs

Educational Qualifications:
- B.Com.
- PG Business Management
- M.A. Education

Prior Experience:
- 60 months in Banking
- 39 months in Information Technology
- 12 months in HR Consulting

Languages Known:
- English, Hindi and Telugu

Esmaile
24yrs

Educational Qualifications:
- B.A. English (Hons.)
- M.A. Education

Prior Experience:
- 96 months in Education
- 36 months in Teaching

Languages Known:
- English, Hindi and Punjabi

Field Exposure:
- Study on cognitive development from Piaget’s theory - social stratification and gender disparities in government schools at Azim Premji Foundation, Udham Singh Nagar
- Art and aesthetics in curriculum and classroom of government schools at Azim Premji Foundation, Udham Singh Nagar

Garima Awasthy
21yrs

Educational Qualifications:
- B.A. English (Hons.)
- M.A. Education

Prior Experience:
- 25 months in Education

Languages Known:
- English and Hindi

Field Exposure:
- A study of various school activities, government schemes and facilities at Azim Premji Foundation, Bemetara
- Academic challenges faced by first generation learners in an NGO-run school vis-à-vis government school at Aarohi Bal Sansar, Nainital

Gautam Chand Soni
21yrs

Educational Qualifications:
- B.B.A. Finance (Hons.)
- M.A. Education

Prior Experience:
- 45 days in Finance

Languages Known:
- English, Hindi and Chhattisgarhi

Field Exposure:
- Observation and analysis of the educational challenges at Azim Premji Foundation, Rudrapur
- Study of child labour at Azim Premji Foundation, Rudrapur

Girija Patil
28yrs

Educational Qualifications:
- B.Sc. Electronics (Hons.)
- MBA Human Resources
- M.A. Education

Prior Experience:
- 9 months in Recruitment
- 34 months in an NGO

Languages Known:
- English and Hindi

Field Exposure:
- Exposure to field at Azim Premji Foundation, Pindwara
- Study on bridge courses for school drop outs at Muskaan and Bachpan, Bhopal
Gopal Sharma
30yrs

EDUCATIONAL QUALIFICATIONS
B.V.A. Painting
M.A. Education

PRIOR EXPERIENCE
120 months as freelance artist and designer

LANGUAGES KNOWN
English, Hindi and Rajasthani

FIELD EXPOSURE
• Study on Piaget’s cognitive learning theory at Azim Premji Foundation, Bageshwar
• School leadership and management at Gramin Shiksha Kendra, Sawai Madhopur

Harshwardhan Sharma
27yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electronics and Communication
Diploma in Counselling Skills
M.A. Education

PRIOR EXPERIENCE
39 months in IT Industry
8 months in Education and Training

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Study of drop-outs and role of School Development and Monitoring Committees at Azim Premji Foundation at Shorapur
• Teacher aspirations and factors affecting teacher motivation at Azim Premji Foundation, Yadgir

Harveen Kaur Narula
23yrs

EDUCATIONAL QUALIFICATIONS
Bachelors in Media Studies (BMS)
M.A. Education

PRIOR EXPERIENCE
24 months in Advertising
1 month in Education

LANGUAGES KNOWN
English, Hindi and Punjabi

FIELD EXPOSURE
• Understanding bureaucracy in the education sector, the model of intervention of Azim Premji Foundation and Azim Premji School, Tonk
• Understanding the perspectives of the various stakeholders on the school unification policy at Azim Premji Foundation, Tonk

Himanshu Singh
27yrs

EDUCATIONAL QUALIFICATIONS
B.Tech Mechanical Engineering
M.A. Education

PRIOR EXPERIENCE
19 months in Engineering & Construction

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of theoretical concepts of sociology of education, educational policy, school systems and child development at Azim Premji Foundation, Udham Singh Nagar
• A comparative study of parental expectations from education of two rehabilitated migrant communities at Azim Premji Foundation, Udham Singh Nagar

Himanshu Shukla
28yrs

EDUCATIONAL QUALIFICATIONS
B.A. English Literature, Political Science & Geography
M.A. English Literature
PG Diploma in NGO Management
M.A. Education

PRIOR EXPERIENCE
23 months in BPO industry
35 months in Education

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Understanding of the practise and practicalities of education sector at Azim Premji Foundation, Tonk
• A qualitative research study on the unification of schools in Tonk district, Azim Premji Foundation

Hima Raheemani Shafiqurrahman
26yrs

EDUCATIONAL QUALIFICATIONS
B. Sc. Zoology
B.Ed., M.Ed.
M.A. Education

PRIOR EXPERIENCE
9 months in Education and Social sector

LANGUAGES KNOWN
English, Hindi, Marathi and Urdu

FIELD EXPOSURE
• To understand the educational policy and school system at Azim Premji Foundation, Bemetara
• Study of the educational aspirations of the high school students at Azim Premji Foundation, Dhamtari
<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>
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</thead>
</table>
| Indu Rai            | 29yrs | B.A. English Literature and Mass Communication  
M.A. Education                      | 72 months in BPO and IT                                  | English, Hindi, Nepali, Bengali & Marathi          | • Teaching English in schools, bureaucratic challenges and sociological perspectives at Azim Premji Foundation, Bhopal & Sehore  
• Comparative research of English as a subject in private and government schools linked to job prospects & building cultural capital at Azim Premji Foundation, Bhopal & Sehore |
| Ishita              | 22yrs | B.A. Economics and Geography  
M.A. Education                      | -                                                      | English, Hindi and Punjabi                    | • Evaluating primary school education at Azim Premji Foundation, Uttarkashi  
• Teachers attitude towards special needs at Aasha Special School, Kolkata                                                                                 |
| Ishita Vikramsinh Jhala | 28yrs | B.A. English Literature  
P.G.D.C.A  
M.A. Education                      | 48 months as a volunteer  
32 months in Education sector              | English, Hindi and Gujarati                    | • Study on functions of different education officials within the school system at Azim Premji Foundation, Pithoragarh  
• Impacts of physical / geographical environment on child’s education and well-being at Azim Premji Foundation, Almora |
| Jareer P.           | 23yrs | B.A. History  
M.A. Education                      | 16 months in Education                                  | English, Hindi, Urdu, Malayalm and Arabic      | • Study of pedagogical method at government primary schools and Azim Premji school at Azim Premji Foundation, Dhamtari  
• Study of the child friendly school project at Educate Girls, Sirohi  
• Role of Kasturba Gandhi Balika Vidyalaya, an NGO based girls school in empowering girls from Musher community at Azim Premji Foundation, Patna |
| Jawed Nehal         | 30yrs | B.A. History (Hons.)  
M.A. Education                      | 57 months in ITES  
15 months in Education                    | English, Hindi, Urdu and Bhojpuri             | • Study of educational structure and functionaries at Azim Premji Foundation, Rajsamand  
• Study of the child friendly school project at Educate Girls, Sirohi |
| Jaya Mrinalini      | 25yrs | B.A. History (Hons.)  
M.A. History  
M.A. Education                      | 3 months in Social sector  
1 month in Education                        | Hindi, English and Maithili                     | • Study of the school system of India with special reference to Uttarakhand at Azim Premji Foundation, Almora  
• Environmental impact on girl child education with special reference to Uttarakhand at Azim Premji Foundation, Almora |

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University Placement Brochure | 41
Kushal
25yrs

EDUCATIONAL QUALIFICATIONS
B.E. Information Science
M.A. Education

PRIOR EXPERIENCE
30 months in IT Sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Field exposure to understand educational challenges in Uttarkashi at Azim Premji Foundation, Barkot
• Relevance of English in a child’s current context at Azim Premji Foundation, Barkot,

Karishma Thapa
29yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology
B.Ed. Special Education
M.A. Education

PRIOR EXPERIENCE
72 months in Education

LANGUAGES KNOWN
English, Hindi, Nepali and Bengali

FIELD EXPOSURE
• Rapport building with educational officers in Baloda Bazar at Azim Premji Foundation
• To understand teacher attitudes towards children with special needs at ASHA school, Akshar school and GD Birla girls school, Kolkata

Kishor Krushnarao Gharat
29yrs

EDUCATIONAL QUALIFICATIONS
B.A.
M.A. English
M.A. Education

PRIOR EXPERIENCE
34 months in Education

LANGUAGES KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• To understand the elementary education system of Madhya Pradesh at Azim Premji Foundation, Bhopal and Khargone
• Expectations of trainee teachers from teacher training programme at Azim Premji Foundation, District Institute of Education and Training, Bhopal and Raisen

Karishma
Thapa
29yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology
B.Ed. Special Education
M.A. Education

PRIOR EXPERIENCE
72 months in Education

LANGUAGES KNOWN
English, Hindi, Nepali and Bengali

FIELD EXPOSURE
• Rapport building with educational officers in Baloda Bazar at Azim Premji Foundation
• To understand teacher attitudes towards children with special needs at ASHA school, Akshar school and GD Birla girls school, Kolkata

Kushal
25yrs

EDUCATIONAL QUALIFICATIONS
B.E. Information Science
M.A. Education

PRIOR EXPERIENCE
30 months in IT Sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Field exposure to understand educational challenges in Uttarkashi at Azim Premji Foundation, Barkot
• Relevance of English in a child’s current context at Azim Premji Foundation, Barkot,

Lakshan Jagtap
27yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Mathematics
M.A. Education

PRIOR EXPERIENCE
24 months in Education

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Explore educational structure and functions at Azim Premji Foundation, Rajsamand
• To find out teachers’ perspective towards students’ fear of Mathematics in different domains which affects their learning level at Azim Premji Foundation, Rajsamand

Lakshmi P.
23yrs

EDUCATIONAL QUALIFICATIONS
B.A.
M.A. English
M.A. Education

PRIOR EXPERIENCE
24 months as a Volunteer in Education
6 months as a Graphic Designer

LANGUAGES KNOWN
English and Tamil

FIELD EXPOSURE
• Emphasis of art in curriculum and classroom of government schools at Azim Premji Foundation, Udham Singh Nagar
• Curriculum development for life skills education at Rural India Student Education, Thimmanguthu

Khimani Varun Ashwinbhai
25yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
M.B.A.
M.A. Education

PRIOR EXPERIENCE
5 months in a school
6 months in marketing
3 months in a Café

LANGUAGES KNOWN
English, Hindi and Gujarati

FIELD EXPOSURE
• Study at Azim Premji Foundation, Champawat
• Academic challenges faced by first generation learners at Aarohi, Nainital

Lakshmi
P.
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology
B.Ed. Special Education
M.A. Education

PRIOR EXPERIENCE
72 months in Education

LANGUAGES KNOWN
English, Hindi, Nepali and Bengali

FIELD EXPOSURE
• Rapport building with educational officers in Baloda Bazar at Azim Premji Foundation
• To understand teacher attitudes towards children with special needs at ASHA school, Akshar school and GD Birla girls school, Kolkata

Kushal
25yrs

EDUCATIONAL QUALIFICATIONS
B.E. Information Science
M.A. Education

PRIOR EXPERIENCE
30 months in IT Sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Field exposure to understand educational challenges in Uttarkashi at Azim Premji Foundation, Barkot
• Relevance of English in a child’s current context at Azim Premji Foundation, Barkot,
Leher Chadha
25yrs

EDUCATIONAL QUALIFICATIONS
Bachelors in Management Studies
M.A. Education

PRIOR EXPERIENCE
36 months in Education

LANGUAGES KNOWN
English, Hindi, Marathi, Punjabi and Gujarati

FIELD EXPOSURE
- Brief study of status of education in the government schools in Tonk, Rajasthan and understanding the functioning of Azim Premji Foundation
- Conducted a research project on the perspectives of stakeholders on merging of schools in Tonk at Azim Premji Foundation

Maya Narayan
34yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
M.B.A
M.A. Education

PRIOR EXPERIENCE
21 months at Financial services
62 months in ITES and Banking
2 months volunteered for Teach for India

LANGUAGES KNOWN
English, Hindi, Marathi, Tamil & Kannada

FIELD EXPOSURE
- Brief study of status of education in the government schools in Chittorgarh
- Issues emerging from the implementation of “Ekikaran” in Sirohi and Pindwara

Megha Choudhary
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Political Science (Hons.)
M.A. Education

PRIOR EXPERIENCE
8 months in Education

LANGUAGES KNOWN
English, Hindi and Marathi

Mohammed Nasim Alam
25yrs

EDUCATIONAL QUALIFICATIONS
B.A. Computer Application
M.A. Education

PRIOR EXPERIENCE
11 months in Education

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
- Understanding the role of different stakeholders of education and functioning of Azim Premji Foundation, Tonk
- Qualitative study of Voluntary Teachers Forum at Azim Premji Foundation, Tonk

Mohammed Hussain P.A.
24yrs

EDUCATIONAL QUALIFICATIONS
Bachelors in Management Studies
M.A. Education

PRIOR EXPERIENCE
36 months in Education

LANGUAGES KNOWN
English, Hindi, Marathi, Punjabi and Gujarati

FIELD EXPOSURE
- Brief study of status of education in the government schools in Chittorgarh
- Issues emerging from the implementation of “Ekikaran” in Sirohi and Pindwara
- Conducted a research project on the perspectives of stakeholders on merging of schools in Tonk at Azim Premji Foundation
- Explore how the Azim Premji Foundation Education Leadership training changed the elementary school Head teacher at Azim Premji Foundation, Almora

Mohd. Aaqib
28yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Mathematics
P.G.D.C.A.
UGC NET
M.A. Education

PRIOR EXPERIENCE
22 months in Education

LANGUAGES KNOWN
English, Hindi and Malayalam

FIELD EXPOSURE
- Study about educational functionaries and their role at Azim Premji Foundation, Bageshwar
- Role of Kerala Sasthra Sahithya Parishad in science education of Kerala
- Explore the educational structure and role of functionaries at Azim Premji Foundation, Patna
- Case study on change in head teachers of elementary schools after attending Azim Premji Foundation training at Almora
Moutoshi Pal
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. English, French and Mathematics
M.A. Education

PRIOR EXPERIENCE
5 months in Education

LANGUAGES KNOWN
English, French, German, Bengali, Hindi and Sanskrit

FIELD EXPOSURE
- An introduction to the government system of education at Azim Premji Foundation, Janjgir
- The impact of non-mother tongue medium of instruction in primary government schools at Azim Premji Foundation, Janjgir

Mohammed Jalaluddin
28yrs

EDUCATIONAL QUALIFICATIONS
B.A. Urdu and English
B. Ed.
M.A. Urdu
M.A. Education

PRIOR EXPERIENCE
72 months in Education
10 months in BPO
1 month as a teacher

LANGUAGES KNOWN
English, Hindi and Urdu

FIELD EXPOSURE
- Study of socio-economic background of the children and its impact on learning and educational structure at Azim Premji Foundation, Champawat
- Study of Volunteer Teacher Forum at Justice and Care, Uttarkashi

M.S. Vishala
40yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology, Psychology and Education
M.A. Education

PRIOR EXPERIENCE
60 months in Education

LANGUAGES KNOWN
English, Hindi, Kannada, Telugu and Tamil

FIELD EXPOSURE
- Study of government education system in Uttarkashi district at Azim Premji Foundation
- Investigation of perception of teachers towards in-service teacher’s training at Azim Premji Foundation, Mandya

Muhammed Fahiz
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. History
M.A. Education

PRIOR EXPERIENCE
12 months in Social and Economic sector

LANGUAGES KNOWN
English, Hindi, Malayalam, Arabic and Urdu

FIELD EXPOSURE
- Educational policies and school systems at Azim Premji Foundation, Jalore
- School leadership and management at Azim Premji Foundation, Almora

Muhammed Bishr
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Political Science
M.A. Education

PRIOR EXPERIENCE
10 months in Education

LANGUAGES KNOWN
English, Hindi, Arabic, Urdu and Malayalam

FIELD EXPOSURE
- Educational policies and school systems at Azim Premji Foundation, Udham Singh Nagar
- Modernisation of madrasas and government policies towards madrasa education at Hadia Centre for Excellence, Calicut and Malappuram

Mushthaq Ahmad
25yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology
M.A. Education

PRIOR EXPERIENCE
10 months in Education

LANGUAGES KNOWN
English, Hindi, Arabic, Urdu and Malayalam

FIELD EXPOSURE
- Educational policies and school systems at Azim Premji Foundation, Uttarakhand
- Modernization of madrasas and government policies towards madrasa education at Hadia Centre For Excellence, Calicut and Malappuram
Nabhanya Jayaswal  
21yrs

EDUCATIONAL QUALIFICATIONS
BSW
M.A. Education

PRIOR EXPERIENCE
26 months in Education

LANGUAGES KNOWN
English, Hindi and Malayalam

FIELD EXPOSURE
- Study on the functioning of government schools at Chinyalisuar
- Schooling behavior amongst children who attend pre-school vs. children who attend formal school directly at government and private schools, Chinyaligaun and Peepalmandi

Nabila Kazmi  
29yrs

B.Tech, M.Tech
M.A. Education

PRIOR EXPERIENCE
45 months in IT Sector
3 months in Education

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
- Understanding the cultural, social and educational background of Chittogarh at Azim Premji Foundation
- Implications of ‘Ekikaran’ in Sirohi and Pindwara at Azim Premji Foundation

Nazia Perween  
22yrs

B.Sc. Information Technology
M.A. Education

PRIOR EXPERIENCE
4 months in IT Sector

LANGUAGES KNOWN
English, Hindi and Urdu

FIELD EXPOSURE
- Understanding the education system and child learning at Azim Premji Foundation, Almora
- Impact of hilly geographical area on child’s education and well-being at Azim Premji Foundation, Almora

Neha Arora  
22yrs

EDUCATIONAL QUALIFICATIONS
B.Ed.
M.A. Education

PRIOR EXPERIENCE
12 months in Social Sector
2 months in Education

LANGUAGES KNOWN
English, Hindi and Urdu

FIELD EXPOSURE
- Observation and study of district level education structure at Azim Premji Foundation, Udham Singh Nagar
- Parental expectations from education of rehabilitated migrant communities at Azim Premji Foundation, Udham Singh Nagar

Nithin Vijayan  
25yrs

B.Tech Mechanical Engineering
M.A. Education

PRIOR EXPERIENCE
12 months in Manufacturing Industry
6 months in Education

LANGUAGES KNOWN
English, Hindi and Malayalam

FIELD EXPOSURE
- Study of single-teacher schools, role of School Management Committee and the nature of work undertaken by educational functionaries at Azim Premji Foundation, Bageshwar
- Case study of Kerala Sasthra Sahithya Parishad in popularising science education in Kerala

Niyas K.  
23yrs

B.A. English Literature
M.A. Education

PRIOR EXPERIENCE
12 months in Development sector
6 months in Education

LANGUAGES KNOWN
English, Hindi, Malayalam, Arabic and Urdu

FIELD EXPOSURE
- Understanding the education system and child learning at Sri Bhuvaneswari Mahila Ashram, Chamoli
- Students aspiration for higher education at Sri Bhuvaneswari Mahila Ashram, Chamoli
Pankaj Kumar
23yrs

EDUCATIONAL QUALIFICATIONS
BSW
M.A. Education

PRIOR EXPERIENCE
48 months in Education

LANGUAGES KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• View of the parents on girl child education at Azim Premji Foundation, Barmer
• Responsibility of Tola sevak in education at Azim Premji Foundation, Gaya

Pooja Baban Bhilare
21yrs

EDUCATIONAL QUALIFICATIONS
BSW
M.A. Education

PRIOR EXPERIENCE
3 months in Social sector

LANGUAGES KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• Study of education system of government schools, education functionaries, teachers and community view at Azim Premji Foundation, Rajsamand
• Study of teacher’s attitude towards continuous and comprehensive evaluation and non-continuous and comprehensive evaluation pattern assessment at Azim Premji Foundation, Rajsamand

Prabhat Kumar Himanshu
21yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Statistics (Hons.)
M.A. Education

PRIOR EXPERIENCE
36 months in Education

LANGUAGES KNOWN
English, Hindi and Bhojpuri

FIELD EXPOSURE
• Study of socio-economic background of children at government school and education system of Bihar at Azim Premji Foundation, Patna and Ara
• Study of Tola sevak work and Education of Mahadalit communities at Pratham Education Foundation, East Champaran

Pradeep Kumar Singh
36yrs

EDUCATIONAL QUALIFICATIONS
B.A.
UGC-NET Geography
M.A. Geography
M.A. Education

PRIOR EXPERIENCE
96 months in Education

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Understanding the educational issues of Pota (Portable) Cabins at Bachpan Banaao, Dantewada
• Shiksha Ka Sawaal Abhiyan at Soochana aur Rajgar Abhiyaan and Rajasthan Patrika, Banswara

Preeti Khurana
21yrs

EDUCATIONAL QUALIFICATIONS
B.A Spanish (Hons.)
M.A. Education

PRIOR EXPERIENCE
9 months in Education

LANGUAGES KNOWN
English, Hindi, Spanish and Punjabi

FIELD EXPOSURE
• Understanding lives of sex workers of Delhi and content development for informal education of their children at Katkatha, Delhi
• Case study on transformation of school under the leadership qualities of head teacher at Azim Premji Foundation, Bageshwar

Priyanka D.
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)
M.A. Education

PRIOR EXPERIENCE
20 months in Corporate sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Understanding the role of educational functionaries and challenges in government schools on the process undertaken for the transformation of a school under the leadership of a teacher at Azim Premji Foundation, Bhasheswar
• Study on the internal functioning of a school (music and education) in Kalkeri Sangeet Vidyalaya, Dharwad.
Purva  
25yrs

EDUCATIONAL QUALIFICATIONS
- B.A. Sociology (Hons.)
- M.A. Education

PRIOR EXPERIENCE
- 13 months in Education

LANGUAGES KNOWN
- English and Hindi

FIELD EXPOSURE
- Expectation of trainee teacher from teacher training programme at Azim Premji Foundation, Bhopal and Raisen
- Study of elementary teacher preparation curriculum (D.El.Ed.) of Bihar at Azim Premji Foundation, Patna

Qaadir Maaz M. A.  
27yrs

EDUCATIONAL QUALIFICATIONS
- B.Com. Human Resources
- Diploma in Counselling skills
- M.A. Education

PRIOR EXPERIENCE
- 65 months in Corporate sector

LANGUAGES KNOWN
- English, Hindi, Kannada and Urdu

FIELD EXPOSURE
- Towards understanding the working of education system at Azim Premji Foundation, Almora
- Single-teacher schools - challenges, perceptions and administrative support at Azim Premji Foundation, Almora

Raghu Ramanujam  
30yrs

EDUCATIONAL QUALIFICATIONS
- B.Com.
- M.A. Education

PRIOR EXPERIENCE
- 33 months in Education
- 45 months in IT Industry

LANGUAGES KNOWN
- English, Hindi, Kannada, Telugu and Tamil

FIELD EXPOSURE
- Understanding the hierarchical structure of education system at Azim Premji Foundation, Almora
- Research on the context of teaching influence on pedagogical practice at Azim Premji Foundation, Uttarakashi

Rahul Kumar  
21yrs

EDUCATIONAL QUALIFICATIONS
- B.A. Labour and Social Welfare (Hons.)
- M.A. Education

PRIOR EXPERIENCE
- 26 months as a private tutor

LANGUAGES KNOWN
- Hindi, English and Magahi

FIELD EXPOSURE
- Study of educational functionaries and socio-economic background of primary school children at Azim Premji Foundation, Janjgir
- Study of non-mother tongue as medium of instruction at Azim Premji Foundation, Janjgir

Rahul Malotiya  
21yrs

EDUCATIONAL QUALIFICATIONS
- B.Com. Computer Application
- Diploma in Computer Application
- Diploma of Telly
- M.A. Education

PRIOR EXPERIENCE
- 14 months in Education
- 1 month in an NGO

LANGUAGES KNOWN
- English, Hindi and Punjabi

FIELD EXPOSURE
- Explore government education structure and functionaries at Azim Premji Foundation, Raigarh
- Study of teachers perspective on assessment in CCE and non-CCE schools.

Rajaram Ramprasad  
31yrs

EDUCATIONAL QUALIFICATIONS
- B.Ed.
- M.A. Sociology
- M.A. Education

PRIOR EXPERIENCE
- 12 months in Education
- 33 months in Rural Development
- 51 months in Health

LANGUAGES KNOWN
- English, Hindi and Telugu

FIELD EXPOSURE
- Explore government education structure and functionaries at Azim Premji Foundation, Raigarh
- Factors related to choice of Anganwadi or private preschool education in selected sample of Medak at Azim Premji Foundation
Ramees N. P.  
26yrs

EDUCATIONAL QUALIFICATIONS
M.Sc. Psychology  
M.B.A, PGD in Institution Management  
M.A. Education

PRIOR EXPERIENCE
24 months in Education

LANGUAGES KNOWN
English, Hindi and Malayalam

FIELD EXPOSURE
• Understanding the education system, roles of education functionaries at Azim Premji Foundation, Sirohi
• Understanding the role of Parent Teacher Association in government schools at Centre for Information and Guidance India, Calicut

Rashmi Jayaprakash  
39yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)  
M.A. Education

PRIOR EXPERIENCE
24 months in Education  
8 months in Banking sector  
22 months in Corporates

LANGUAGES KNOWN
English, Hindi, Kannada, Malayalam and Tamil

FIELD EXPOSURE
• Subject related teaching - learning materials and methods at Azim Premji Foundation, Udham Singh Nagar  
• Understanding teaching profession in Rajasthan through a gendered lens at Azim Premji Foundation, Kolkata

Rashi Tailang  
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology  
M.A. Education

PRIOR EXPERIENCE
2 months in Social sector

LANGUAGES KNOWN
English, Hindi and French

FIELD EXPOSURE
• Practical learning of the theoretical concepts in education policies and school systems - understanding the roles and responsibilities of the government education system and functionaries at Azim Premji Foundation, Mandya  
• Study of English teachers and their understanding of curriculum and its implementation at Azim Premji Foundation, Mandya

Roopal Bakshi  
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)  
M.A. Education

PRIOR EXPERIENCE
-

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of Education system of Baloda Bazaar, Chattisgarh at Azim Premji Foundation  
• Research work on primary and secondary school dropouts in Ratu District and learning level assessment of primary school students, Hurhuri under ASER at Pratham Education Foundation

Ruby Johnson  
43yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Nursing  
M.Sc. Psychiatric Nursing  
M.A. Education

PRIOR EXPERIENCE
52 months in Health sector  
168 months in Nursing education, administration and research

LANGUAGES KNOWN
English, Hindi, Kannada, Tamil, Malayalam Telugu and Arabic

FIELD EXPOSURE
• Challenges of teachers working with special needs (mentally challenged) children at Don Orione Seva and Kripa trust, Bangalore

Sachin Nilkanth Bhambore  
26yrs

EDUCATIONAL QUALIFICATIONS
HSC, D.Ed. B.Ed.  
TET  
M.A. Sociology  
M.A. Education

PRIOR EXPERIENCE
30 months in Education

LANGUAGES KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• Introduction of government functionary in the schooling system at Azim Premji Foundation, Udham Singh Nagar  
• Problems faced by the children in government school in learning Mathematics at Azim Premji Foundation, Udham Singh Nagar
B. Sai Sruthi
22yrs

EDUCATIONAL QUALIFICATIONS
- B.A. Tourism
- M.A. Education

PRIOR EXPERIENCE
- 5 months in Education

LANGUAGES KNOWN
- English and Telugu

FIELD EXPOSURE
- Understanding the education in Almora at Azim Premji Foundation
- Understanding the reasons for drop outs at Azim Premji Foundation, Yadgir

Sachin Mohan Mohite
34yrs

EDUCATIONAL QUALIFICATIONS
- B.Sc.
- MCA
- M.A. Education

PRIOR EXPERIENCE
- 84 months in IT Industry
- 96 months in a Social Organisation
- 15 months in an Educational project

LANGUAGES KNOWN
- English, Hindi and Marathi

FIELD EXPOSURE
- Introduction of government education system at Azim Premji Foundation, Almora
- Role of the government functionaries in policy implementation, at Azim Premji Foundation, Sirohi

Sajitha Nair
21yrs

EDUCATIONAL QUALIFICATIONS
- B.Com. Computer Applications
- M.A. Education

PRIOR EXPERIENCE
- -

LANGUAGES KNOWN
- English, Hindi and Malayalam

FIELD EXPOSURE
- Understanding the educational scenario of Champawat at Azim Premji Foundation
- Understanding the role of Cluster Resource Centre at Azim Premji Foundation, Champawat

Samra Razack Abdul
23yrs

EDUCATIONAL QUALIFICATIONS
- B.A. English Literature
- PG Diploma in Broadcasting Journalism
- M.A. Education

PRIOR EXPERIENCE
- 25 months in Education

LANGUAGES KNOWN
- English, Malayalam and Hindi

FIELD EXPOSURE
- Understanding the educational sector of Almora in Uttarakhand
- Understanding the livelihood and geographical factors that affect the education and population in Uttarakhand

Santosh Bhatt
39yrs

EDUCATIONAL QUALIFICATIONS
- B.A.
- M.A. English
- M.A. Education

PRIOR EXPERIENCE
- 60 months in Education

LANGUAGES KNOWN
- English, Hindi and Garhwali

FIELD EXPOSURE
- Understanding public education system at Azim Premji Foundation, Mandya
- Awareness of English curriculum in government school teachers’ and their views on its implementation at Azim Premji Foundation, Mandya

Santosh Kumar Singh
29yrs

EDUCATIONAL QUALIFICATIONS
- B.A. English, Geography, Sociology
- M.A. English
- MSW Rural Development
- M.A. Education

PRIOR EXPERIENCE
- 72 months in education sector

LANGUAGES KNOWN
- English, Hindi, Bhojpuri and Nepali

FIELD EXPOSURE
- Understanding the hierarchical structure of education system at a state level and exposure to different levels of the government education system and educational authorities at Azim Premji Foundation, Sirohi
- Research on girls’ drop out at Azim Premji Foundation, Sirohi
Selvarani Kannan
41yrs

EDUCATIONAL QUALIFICATIONS
B.E. Instrumentation
M.A. Education

PRIOR EXPERIENCE
59 months in IT industry
18 months as a Systems Engineer

LANGUAGES KNOWN
English, Hindi, Kannada and Tamil

FIELD EXPOSURE
• Study on effectiveness of Mid-Day Meal programme on education in government schools in Yadgir, Karnataka
• Nali-Kali teaching method and its impact on learning in higher grades among social and economically backward children in Surpur district, Karnataka

Shabeer M. K.
27yrs

B.A. Economics
M.A. Education

40 months in Education

English, Hindi, Malayalam, Urdu, Tamil and Arabic

• Study of educational functionaries and the social background of the students in primary schools at Azim Premji Foundation, Patna and Ara
• Study about the role of library in improving children’s reading and learning habits; issues and challenges faced by the school libraries at Azim Premji Foundation, Patna

Shimona Toms
22yrs

B.Com.
M.A. Education

- -

English, Hindi and Malayalam

• Observation and analysis of government schools and their functionaries at Azim Premji Foundation, Uttarakhand
• Mathematics learning - problems faced by children in government schools at Azim Premji Foundation, Uttarakhand

Satyasing Mushahary
27yrs

EDUCATIONAL QUALIFICATIONS
B.A.
M.A. Education

PRIOR EXPERIENCE
36 months in Education

LANGUAGES KNOWN
English, Hindi, Assamese and Boro

FIELD EXPOSURE
• Study of functioning of school system at the ground level at Azim Premji Foundation, Chittorgarh
• A comparative study of prescribed nutrition norms and ground reality of Mid-Day Meal at government schools, Kokrajhar

Saurav Kumar
22yrs

B.B.A.
M.A. Education

- -

English, Hindi and Maghi

• Study of the educational functionaries in government schools at Azim Premji Foundation, Patna
• Understanding the curriculum of english teachers in primary schools and their views on english curriculum at Azim Premji Foundation, Mandya

Scindhia Siddharthan
21yrs

B.Com.
M.A. Education

- -

English, Tamil and Telugu

• Study of socio-economic condition of society and education structure at Azim Premji Foundation, Rajsamand
• View of parents on girl child education at Azim Premji Foundation, Barmer

Scindhia Siddharthan
21yrs

B.Com.
M.A. Education

- -

English, Tamil and Telugu

• Study of socio-economic condition of society and education structure at Azim Premji Foundation, Rajsamand
• View of parents on girl child education at Azim Premji Foundation, Barmer

Saurav Kumar
22yrs

B.B.A.
M.A. Education

- -

English, Hindi and Maghi

• Study of the educational functionaries in government schools at Azim Premji Foundation, Patna
• Understanding the curriculum of english teachers in primary schools and their views on english curriculum at Azim Premji Foundation, Mandya

Shimona Toms
22yrs

B.Com.
M.A. Education

- -

English, Hindi and Malayalam

• Observation and analysis of government schools and their functionaries at Azim Premji Foundation, Uttarakhand
• Mathematics learning - problems faced by children in government schools at Azim Premji Foundation, Uttarakhand

Scindhia Siddharthan
21yrs

B.Com.
M.A. Education

- -

English, Tamil and Telugu

• Study of socio-economic condition of society and education structure at Azim Premji Foundation, Rajsamand
• View of parents on girl child education at Azim Premji Foundation, Barmer

Saurav Kumar
22yrs

B.B.A.
M.A. Education

- -

English, Hindi and Maghi

• Study of the educational functionaries in government schools at Azim Premji Foundation, Patna
• Understanding the curriculum of english teachers in primary schools and their views on english curriculum at Azim Premji Foundation, Mandya

Shimona Toms
22yrs

B.Com.
M.A. Education

- -

English, Hindi and Malayalam

• Observation and analysis of government schools and their functionaries at Azim Premji Foundation, Uttarakhand
• Mathematics learning - problems faced by children in government schools at Azim Premji Foundation, Uttarakhand
**Shriharsh Chandak**  
26yrs

**EDUCATIONAL QUALIFICATIONS**
B.E. Mechanical Engineering  
M.A. Education

**PRIOR EXPERIENCE**
34 months in Marketing

**LANGUAGES KNOWN**
English and Hindi

**FIELD EXPOSURE**
- Study of National Literacy Mission at Azim Premji Foundation, Patna  
- Reviewing library as resource at Azim Premji Foundation, Patna

**Shivani Bail**  
29yrs

**EDUCATIONAL QUALIFICATIONS**
B.Sc. Visual Communication  
Diploma in Governance  
M.A. Education

**PRIOR EXPERIENCE**
30 months in Grant-making in the arts  
23 months in Journalism  
12 months in Marketing

**LANGUAGES KNOWN**
English, Hindi and Tamil

**FIELD EXPOSURE**
- Study of the educational policies in the state of Rajasthan and the administrative structure of the government educational departments that implements these policies at Azim Premji Foundation, Barmer  
- Education and Empowerment: A gendered study regarding the teaching profession at Azim Premji Foundation, Barmer

**Shubhangini Varshney**  
25yrs

**EDUCATIONAL QUALIFICATIONS**
B.Com.  
International I.T. Certifications  
M.A. Education

**PRIOR EXPERIENCE**
20 months in IT industry

**LANGUAGES KNOWN**
English and Hindi

**FIELD EXPOSURE**
- Understanding the work of Rajya Shiksha Kendra (The State Council Educational Research and Training), District Institute of Education and Training, functions of government schools and working of Azim Premji Foundation, Bhopal  
- Is the demand for English medium education linked to job prospects and cultural capital? Study at Azim Premji Foundation, Bhopal

**Shuchi Sinha**  
22yrs

**EDUCATIONAL QUALIFICATIONS**
B.A. Economics (Hons.)  
M.A. Education

**PRIOR EXPERIENCE**
9 months in Social sector

**LANGUAGES KNOWN**
English and Hindi

**FIELD EXPOSURE**
- Conducting a qualitative research on Voluntary Teacher Forums in Tonk at Azim Premji Foundation.  
- Functioning of an after-school learning centre in a slum community and their approach towards teaching language through the medium of children's literature, in Khelghar, Pune

**Sneha Pradhan**  
22yrs

**EDUCATIONAL QUALIFICATIONS**
B.Com.  
M.A. Education

**PRIOR EXPERIENCE**
-  

**LANGUAGES KNOWN**
English and Hindi

**FIELD EXPOSURE**
- Getting to know the bureaucratic structure and functioning of Azim Premji Foundation, Uttarkashi  
- Difference in the time allocation of a teacher in a single-teacher school at Azim Premji Foundation, Uttarkashi

**Snehi Kumari**  
23yrs

**EDUCATIONAL QUALIFICATIONS**
B.Com. (Hons.)  
M.A. Education

**PRIOR EXPERIENCE**
24 months in an NGO  
48 months working in a Hospital

**LANGUAGES KNOWN**
English and Hindi

**FIELD EXPOSURE**
- Field exposure at Azim Premji Foundation, Bemetra  
- Educational aspirations at Azim Premji Foundation, Dhamtari
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Qualifications</th>
<th>Experience</th>
<th>Languages Known</th>
<th>Field Exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sooryanarayanan Hariharan</td>
<td>24yrs</td>
<td>B.E. Chemical Engineering, M.A. Education</td>
<td>24 months in Education</td>
<td>English, Hindi, Kannada, Tamil and Malayalam</td>
<td>Understanding the education scenario at Azim Premji Foundation, Sirohi</td>
</tr>
<tr>
<td>Sujeet Kumar</td>
<td>26yrs</td>
<td>B.Com., (Hons.), M.A. Education</td>
<td>61 months in Education</td>
<td>English, Hindi, Bhojpuri and Maithili</td>
<td>Study on cognitive development - Piaget theory at Azim Premji Foundation, Uttarkashi</td>
</tr>
<tr>
<td>Sunhar U.</td>
<td>25yrs</td>
<td>B.Sc. Physics, M.C.J., UGC-NET Journalism, M.A. Education</td>
<td>25 months in Media, 10 months in Education, 2 months in an NGO</td>
<td>English and Hindi</td>
<td>Study about school Mid-Day Meal programme at Azim Premji Foundation, Almora</td>
</tr>
<tr>
<td>Surya K. Venkiteswaran</td>
<td>28yrs</td>
<td>B.Tech. Electronics &amp; Instrumentation, M.A. Education</td>
<td>30 months in IT industry</td>
<td>English, Hindi, Malayalam and Tamil</td>
<td>Study of government educational system at Azim Premji Foundation, Janjgir</td>
</tr>
<tr>
<td>Swapnil Suresh Bansod</td>
<td>23yrs</td>
<td>Bachelor of Computer Application, M.A. Education</td>
<td>-</td>
<td>English, Hindi and Marathi</td>
<td>Study of socio-economic condition in society and educational system at Azim Premji Foundation, Pithoragarh</td>
</tr>
</tbody>
</table>

**Field Exposure**

- Understanding the various aspects of teacher training at Azim Premji Foundation, Sirohi
- Shiksha Ka Sawaal Abhiyaan - To strengthen government schools with community mobilization at Mazdoor Kisan Shakti Sanghatan and Media Action Group of Rajasthan Patrika, Banswara
- Study about educational aspiration of upper primary school students at Azim Premji Foundation, Dhamtari
- Understanding non-mother tongue as medium of instruction at Azim Premji Foundation, Janjgir
- Study of socio-economic condition in society and educational system at Azim Premji Foundation, Pithoragarh
- Understanding the processes, challenges faced and role of block, sub-block level functionaries in policy interventions at Azim Premji Foundation, Sirohi
Tanvi Bansal
24yrs

EDUCATIONAL QUALIFICATIONS
B.Tech.
M.A. Education

PRIOR EXPERIENCE
12 months in IT Industry
12 months in Education

LANGUAGES KNOWN
English, Hindi and French

FIELD EXPOSURE
• Study of girl’s education at Shri Bhuvneshwari Mahila Ashram, Chamoli
• Study of Hindu mainstream education on tribal population in Arunachal Pradesh at Vivekananda Kendra Vidyalaya, Longding

Venu Taneja
24yrs

B.E. Information Technology
M.A. Education

PRIOR EXPERIENCE
13 months in Management

LANGUAGES KNOWN
English, Hindi and Punjabi

FIELD EXPOSURE
• Understanding field related struggle of teachers in Uttarkashi at Azim Premji Foundation
• Comparison of time allocation by teachers in a single and multi-teacher school at Azim Premji Foundation, Uttarkashi

Vivek S. S.
25yrs

B.E. Telecommunication Engineering
M.A. Education

PRIOR EXPERIENCE
30 months in IT Industry
2 months in Education

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Understanding the hierarchical structure of education system and the role of government functionaries in providing education to the tribal population at Azim Premji Foundation, Sirohi
• Research on how the context of teaching (demographic challenges) influence pedagogical practices in schools at Azim Premji Foundation, Uttarkashi

Zahra Kayyum Shakir
32yrs

BSW
M.A. Education

PRIOR EXPERIENCE
15 months in Marine insurance
18 months in Aviation sector
28 months in Logistics

LANGUAGES KNOWN
English, Hindi Gujarati, Urdu and Marathi

FIELD EXPOSURE
• Understanding District Institute of Education and Training functioning, planning, organizing and their working strategies at Azim Premji Foundation, Champawat
• To study teachers’ experience of the New Teachers Course and the impact it has had on their professional and personal growth at The Teacher Foundation, Bangalore

Zamar Fatima
21yrs

EDUCATIONAL QUALIFICATIONS
B.A. History (Hons.)
M.A. Education

PRIOR EXPERIENCE
-

LANGUAGES KNOWN
English, Hindi and Urdu

FIELD EXPOSURE
• Functioning of the school and community at Azim Premji Foundation, Uttarkashi
• Relevance of English in the current context at Azim Premji Foundation, Barkot
Students' Profile
M.A. Development

Aakriti Gupta
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. History (Hons.)
M.A. Development

PRIOR EXPERIENCE
12 months at a National Museum

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of inclusion of disabled at Mobility India, Chamrajnagar
• Sustainable agriculture and market for organic products at Jagori Grameen, Dharamshala

Abdul Azeem
22yrs

B.A. Social Science
M.A. Development

- English, Hindi, Urdu, Bhojpuri and Arabic

Abdul Rasheed K.
23yrs

B.A. English
M.A. Development

- English and Malayalam

FIELD EXPOSURE
• Study of tribal development at Shramik Adivasi Sangathan, Harda and Betul
• Sustainable development at Uravu, Wayanad
• Implementation of Right to Education at a primary school in Bangalore
• Study of socio-economic, political and cultural aspects of a tribal community in Nandurbar
Abhijeet Kumar
26yrs

EDUCATIONAL QUALIFICATIONS
B.Tech
M.A. Development

PRIOR EXPERIENCE
12 months in an NGO

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
• Assessment of benefits of government schemes among tribals at Shramik Adivasi Sangathan, Betul
• Preparation of convergence plan for Mahila Kisan Sashaktikaran Pariyojana beneficiary at Deepak Foundation, Vadodara

Abhijeet Nagraj
26yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
M.A. Development

PRIOR EXPERIENCE
24 months in Music Education
24 months in IT Industry

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• Study of tribal rights and impact of Forest Right Act in tribal areas at Patna, Bihar and Alirajpur
• HIV awareness programme among injection drug users and women empowerment at Samarpan Mahila Vikas Kendra, Mandla

Abhijit Kumar
26yrs

EDUCATIONAL QUALIFICATIONS
B.A. Psychology (Hons.)
M.A. Labour and Social Welfare
M.A. Development

PRIOR EXPERIENCE
33 months in Government of Bihar
50 months in Sales and Marketing
23 months in NGO sector

LANGUAGE KNOWN
Hindi, English and Magahi

FIELD EXPOSURE
• Study of Mewat police atrocities at People’s Union for Civil Liberties, Jaipur
• Study of impact of poor sanitation on livelihood and role of self-help group, Support Programme For Urban Reform, APMAS, Patna

Abhishek Anand
29yrs

EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)
M.A. Development

PRIOR EXPERIENCE
60 months in Development sector

LANGUAGE KNOWN
English, Hindi, Magahi and Bhojpuri

FIELD EXPOSURE
• Organic farming, farmers group, self-help groups at CARE society, Villupuram
• Study of credit needs and loans of neighbourhood group and self-help groups, Support Programme For Urban Reform at APMAS, Patna

Abhishek Neel
30yrs

EDUCATIONAL QUALIFICATIONS
B.B.A. L.L.B.
M.A. Development

PRIOR EXPERIENCE
6 months in Microfinance
25 months in Legal process outsourcing

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• Study of livelihood, health and education interventions in sparsely populated Himalayan villages at Aarohi, Satoli
• Impact of National Rural Livelihood Mission in an intensive block: A study of Pathargama block at PRADAN

Abhishek Neel
30yrs

EDUCATIONAL QUALIFICATIONS
B.A. English Literature, Psychology, Sociology
M.A. Development

PRIOR EXPERIENCE
48 months in an NGO

LANGUAGE KNOWN
English, Hindi, Marathi, Bengali and Esperanto

FIELD EXPOSURE
• Study of the functioning of Dhas Gramin Vikas Kendra, Alirajpur
• Study of benefits gained by women as self-help group members at Convergence of Agricultural Interventions in Maharashtra, Amravati & Akola

Aditi Bhande
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Psychology (Hons.)
M.A. Labour and Social Welfare
M.A. Development

PRIOR EXPERIENCE
33 months in Government of Bihar
50 months in Sales and Marketing
23 months in NGO sector

LANGUAGE KNOWN
Hindi, English and Magahi

FIELD EXPOSURE
• Study of Mewat police atrocities at People’s Union for Civil Liberties, Jaipur
• Study of impact of poor sanitation on livelihood and role of self-help group, Support Programme For Urban Reform, APMAS, Patna

Abhishek Neel
30yrs

EDUCATIONAL QUALIFICATIONS
B.B.A. L.L.B.
M.A. Development

PRIOR EXPERIENCE
6 months in Microfinance
25 months in Legal process outsourcing

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• Study of livelihood, health and education interventions in sparsely populated Himalayan villages at Aarohi, Satoli
• Impact of National Rural Livelihood Mission in an intensive block: A study of Pathargama block at PRADAN

Abhishek Neel
30yrs

EDUCATIONAL QUALIFICATIONS
B.A. English Literature, Psychology, Sociology
M.A. Development

PRIOR EXPERIENCE
48 months in an NGO

LANGUAGE KNOWN
English, Hindi, Marathi, Bengali and Esperanto

FIELD EXPOSURE
• Study of the functioning of Dhas Gramin Vikas Kendra, Alirajpur
• Study of benefits gained by women as self-help group members at Convergence of Agricultural Interventions in Maharashtra, Amravati & Akola
Aditya Krishna
23yrs
EDUCATIONAL QUALIFICATIONS
B.E. Printing and Media Technology
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
• Study of ecological, sociological, political and economic forces and their effects on the villages around Tirunelveli at Covenant Centre for Development
• Role of organization in carrying out research activities for tribals in areas of education, health, ethnography, art and culture at Adivasi Academy, Bhasha Research and Publication Centre, Tejgadh

Akanksha Arya
22yrs
EDUCATIONAL QUALIFICATIONS
B.A. Journalism (Hons.)
M.A. Development

PRIOR EXPERIENCE
6 months in Electronic Journalism
6 months in an NGO

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
• Study of capacity building of rural communities at Avani, Pithoragarh
• Elderly healthcare and services at HelpAge India, Mumbai

Akbar
26yrs
EDUCATIONAL QUALIFICATIONS
B.Sc. Agriculture
M.A. Development

PRIOR EXPERIENCE
10 months in Agricultural sector

LANGUAGE KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Study of joint liability groups at National Bank for Agriculture and Rural Development (NABARD), Belgaum, Ramnagar and Bangalore
• Study of livelihood sources, self-help groups, agricultural practices and survey research at Shri Bhuvneshwari Mahila Ashram, Uttarkashi

Alina Alam
22yrs
EDUCATIONAL QUALIFICATIONS
B.A. Psychology
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• Organic farming at Care India, Tamil Nadu
• Worked in slum areas in relation with livelihood, health, women empowerment and housing for the poor and policy design and implementation leakages at AVAS, Vision India Foundation, Bangalore and Delhi

Amit Kumar Sharma
25yrs
EDUCATIONAL QUALIFICATIONS
B.B.A. Marketing and Human Resources
C.F.A.
M.A. Development

PRIOR EXPERIENCE
4 months in IT sector

LANGUAGE KNOWN
English, Hindi, Bengali, Maqahi and Angika

FIELD EXPOSURE
• Understanding socio-economic, political context and rehabilitation (livelihood) of people, Sri Bhuvneshwari Mahila Ashram, Naitola and Uttarkashi
• Done impact assessment of ongoing CSR projects at GAIL India Ltd., Jhabua

Amita Parulkar
26yrs
EDUCATIONAL QUALIFICATIONS
B.A. Sociology
M.A. Development

PRIOR EXPERIENCE
19 months in Rural Development planning
13 months in Documentary Film Media research

LANGUAGE KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• Study of education, health and livelihoods in the Kumaon region at Aarohi, Naintal
• Policy evaluation and impact - Skill development and training at Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Ministry of Rural Development, Delhi

56
EDUCATIONAL QUALIFICATIONS

Anila Silvy Nixon
B.A. English
M.A. Development

Anita Jose
B.A. Sociology
M.A. Development

Ankireddypalli Nagadathathreya Reddy
B.Tech Electronics & Instrumentation Engineering
M.A. Development

PRIOR EXPERIENCE

-  

LANGUAGE KNOWN

English, Hindi and Malayalam

English, Hindi and Malayalam

Telugu, English, Hindi and Tamil

FIELD EXPOSURE

- Study of the ecological, political, economic and social aspects of the village and the organization’s efforts towards livelihood generation for the villagers at ATREE, Phedikhola
- To compare the carbon footprint of urbanizing villages vis - a - vis remote villages, Kalakkad Mudanthurai Tiger reserve at Manimuthar
- Study of power structure, community responses, functional efficiencies and drawbacks in government and private schools at Mantra4Change, Bangalore
- Development of gender modules for workshops targeting community radio stations and other media practitioners at Maraa, Bangalore
- Participated in various rural development activities with farmers and other key stakeholders in Sennagunamat at Centre for Action and Rural Empowerment
- Research on red films of Telugu - A brief study of the genre, English and Foreign Languages University, Hyderabad

Ankita Sanyal
B.A. Political Science (Hons.)
M.A. Development

Ankur Kumar
B.A. Economics
M.A. Development

Anna Abraham Mulamoottin
B.A. English
Diploma in Human Relations
M.A. Development

1 month in Journalism

English, Malayalam and Tamil

English and Hindi

LANGUAGE KNOWN

English, Hindi and Bengali

English and Hindi

English, Malayalam and Tamil

FIELD EXPOSURE

- Developing conservation based livelihood opportunities, by using renewable energy and other appropriate technology at Avani, Uttarakhand
- Gender neutral laws check on corruption in the public sphere at The Centre for the Study of Developing Societies at Lokayukta, Delhi
- Understanding the implementation of Mahatma Gandhi National Rural Employment Guarantee Act at Jan Jagran Shakti Sangathan, Araria
- Socio-economic study and analysis of bamboo based livelihood project in hilly region at Central Himalayan Environmental Association, Nainital
- Study of the impact of the introduction of organic farming on farmers in Villipuram at Centre for Action and Rural Empowerment Society
- Conditions of oustees of the Sardar Sarovar Project and litigations related to Section 24 (2) under the LARRA, 2013 at Narmada Bachao Andolan, Barwani
Anu Mishra  
22yrs

EDUCATIONAL QUALIFICATIONS
Bachelors in Journalism and Mass communication  
M.A. Development

PRIOR EXPERIENCE
6 months in Social sector  
24 months in Online Media

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
- Study of the socio-economic profile of Pedarangapuram village and understand CSR project by Suzlon Foundation at Covenant Centre of Development, Kanyakumari  
- Work with legal support and awareness for violence team at Jagori Rural Charitable trust, Rakkad, Dharamshala

Anshul Bhatt  
22yrs

B.A. Economics (Hons.)  
M.A. Development

Anupam Singh  
35yrs

B.Pharm.  
M.A. Development

120 months in Health care  
6 months in Education

Anuya Mudholkar  
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics  
M.A. Development

PRIOR EXPERIENCE
10 months in an NGO

LANGUAGE KNOWN
English, Hindi, Marathi, Gujarati and French

FIELD EXPOSURE
- Study of health, education and livelihood programs at Aarohi, Satoli  
- Baseline study to evaluate the effectiveness of traditional birth attendants during ante-natal care, pregnancy, and post-natal care at Kotra and Kherwara, Seva Mandir

Arghadeep Saha  
22yrs

B.Sc. Economics (Hons.)  
M.A. Development

Arun Kumar Singh  
29yrs

B.Tech. Textile Chemistry  
M.A. Development

37 months in Textile Industries

EDUCATIONAL QUALIFICATIONS
B.A. Economics  
M.A. Development

PRIOR EXPERIENCE
10 months in an NGO

LANGUAGE KNOWN
English, Hindi, Marathi, Gujarati and French

FIELD EXPOSURE
- Evaluation of health indicators, education status, livelihood practices and food security status of the tribal community in Chilakda, Dhas Gramin Vikas Kendra  
- Knowledge, attitudes and practises amongst children for education, in slums of urban Vadodara, Sahaj

- Critically observed and understood organic farming as a form of sustainable agriculture at CARE Society, Sennakunam  
- Studied the implementation of VIHAAN project for People Living with HIV and AXSHYA (Tuberculosis Project), involving documentation and analysis, MAMTA Health Institute for Mother and Child, New Delhi

- Analysed and compiled quantitative data for the “State of States” project at Public Affairs Centre, Bangalore  
- Impact analysis and client need assessment of microfinance in three districts of Assam at Centre for Microfinance and Livelihood, Guwahati

- Understanding the implementation of Mahatma Gandhi National Rural Employment Guarantee Act at Jan Jagran Shakti Sangathan, Araria  
- Feasibility study; creation of cash flow and process flow design for the fruit and mini processing units for the cluster cooperative, Wipro Cares – Shri Bhuvaneshwari Mahila Ashram, Uttarkashi
Arundhati Sen
22yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. English (Hons.)
- M.A. Development

**PRIOR EXPERIENCE**
- 10 months in an NGO

**LANGUAGE KNOWN**
- English, Hindi and Bengali

**FIELD EXPOSURE**
- Livelihoods and lifestyles of tribal communities at Khandwa, Betul and Harda, Shramik Adivasi Sangathan
- Community engagement among landless and marginal farmers, with a special focus on yuva saathi at Jan Jagran Shakti Sangathan, Araria and Katihar

Asthा
25yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. Economics and Psychology
  - Nursery Teachers Training
  - M.A. Development

**PRIOR EXPERIENCE**
- 39 months in Education
  - 7 months in Print Media

**LANGUAGE KNOWN**
- English and Hindi

**FIELD EXPOSURE**
- Health, livelihood and education at Aarohi, Satoli
- Village institutions Programme at Seva Mandir, Udaipur

Aswini Kumar Behera
22yrs

**EDUCATIONAL QUALIFICATIONS**
- B.Com. Accounting (Hons.)
- M.A. Development

**PRIOR EXPERIENCE**
- 36 months in Education

**LANGUAGE KNOWN**
- English, Hindi and Odia

**FIELD EXPOSURE**
- Study of women self-help groups, their livelihood pattern, health, gender and different power structures of Guhaldihi village, District Rural Developmental Agency, Mayurbhanj
- Study of gender equality and diversity under Pathway project at Kalahandi and Kandhamal at CARE India, Bhubaneswar

Aumurto Chaudhury
24yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. Psychology, Sociology and Economics
- M.A. Development

**PRIOR EXPERIENCE**
- 1 month in Education sector
  - 1 month in Human Resources

**LANGUAGE KNOWN**
- English, Hindi, Bengali and Kannada

**FIELD EXPOSURE**
- Research on the livelihood strategies of people with disabilities in Chamrajnagar with Mobility India
- Research on the prospects of a community-supported agriculture project in Bengaluru with Samvada

Ayushi Mathur
22yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. Sociology (Hons.)
- M.A. Development

**PRIOR EXPERIENCE**
- 1 month in Education sector
  - 7 months in Print Media

**LANGUAGE KNOWN**
- English, Hindi and German

**FIELD EXPOSURE**
- Study of socio-economic conditions of the villagers to develop an understanding of a model village from their perspective at Samridhi, Palampur
- Rural livelihood at National Small Industries Corporation, Okhla

Bablu Yadav
33yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. Economics
- B.A. Criminology
- A.I.H. Archaeology and Culture
- M.S.W.

**PRIOR EXPERIENCE**
- 106 months in an NGO

**LANGUAGE KNOWN**
- English and Hindi

**FIELD EXPOSURE**
- Study on impact of rural development schemes in Chilakda at Dhas Grameen Vikas Sansthan
- Review of Forest Rights Act, 2006 in the context of provision for rights for women forest dwellers, National Centre for Advocacy Studies, Pune
EDUCATIONAL QUALIFICATIONS
B.Com.
M.A. Development

PRIOR EXPERIENCE

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
• Study of social, environment and economic dynamics of organic or bio farming at Centre for Action & Rural Empowerment society, Tindivanam
• Socio-economic impact assessment of improving livelihoods of Bamboo dependent communities and enhancing forest conservation through promotion of Bamboo plantation at Central Himalayan Environment Association, Nainital

Dalal Aastha
Umesh
21yrs

EDUCATIONAL QUALIFICATIONS
B.A. Political Science
M.A. Development

PRIOR EXPERIENCE

LANGUAGE KNOWN
English, Hindi, Marathi and Gujarati

FIELD EXPOSURE
• Study on biomass-gasifier and women's employment at Avani, Beninarg
• Impact assessment of self-help groups at Convergence of Agricultural Interventions, Amravati and Akola

Damini
Sharma
23yrs

B.E. Computer Science
M.A. Development

- 

English, Hindi, Chhattisgarhi and Rajasthani

Deepak Kumar
Thakur
34yrs

B.Com. (Hons.)
M.A. Development

95 months in Education
48 months in Sales

- 

English, Hindi, Bhojpuri and Sadri

FIELD EXPOSURE
• Study of Coastal livelihood at Gulf of Mannar, People’s Action for Development, Rameshwaram
• Study of self-help group, community based organizations and livelihood interventions at PRADAN, Khunti
Deepsikha Mahana  
21yrs

EDUCATIONAL QUALIFICATIONS
B.A.
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGE KNOWN
English, Hindi and Odia

FIELD EXPOSURE
• Study of the organizational structure and functioning of different dairy farms in Mayurbhanj
• Understanding the livelihood pattern and study of self-help groups of Guhaldihi, District Rural Developmental Agency

Deepti Arunkumar Khannur  
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Psychology, Economics, Optional English
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGE KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Study of livelihood patterns, health, gender and various power structures of Guhaldihi at District Supply and Marketing Society
• To build a sustainable financial business model for the community water plants in Chikkballapur

Dharamjeet Kumart  
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGE KNOWN
English, and Hindi

FIELD EXPOSURE
• Study of ecological restoration and sustainable alternatives in lifestyle at Sarang, Attapady
• Exploring factors behind a significant difference of change in literacy over 10 years in two village pairs located closely at Azim Premji Foundation, Dhamtari

Dhwani Shah  
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Social Work (Hons.)
M.A. Development

PRIOR EXPERIENCE
13 months in an NGO

LANGUAGE KNOWN
English, Hindi, Marathi, Kutchi and Gujarati

FIELD EXPOSURE
• Issues of Bhil tribals at Dhas Gramin Vikas Kendra, Alirajpur
• Environment and related issues at Kalpavriksh, Pune

Ekta Trehan  
25yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
M.A. Development

PRIOR EXPERIENCE
36 months IT Industry
24 months in Education sector

LANGUAGE KNOWN
English, Hindi and Punjabi

FIELD EXPOSURE
• Study of tribal rights and impact of Forest Right Act in tribal areas of Madhya Pradesh at Khedut Mazdoor Chetna Sangh, Alirajpur
• HIV awareness programme among injection drug users and women empowerment at Samarpan Mahila Vikas Kendra, Mandla

Ganga Singh  
23yrs

EDUCATIONAL QUALIFICATIONS
M.A. English Literature
M.A. Development

PRIOR EXPERIENCE
12 month in Education
6 month in Social sector
18 month as a youth committee member

LANGUAGE KNOWN
Hindi, English, Garhwali

FIELD EXPOSURE
• Socio-economic, health and ecological survey of the village Naitala at Sri Bhuvneswari Mahila Ashram Plan, Uttarkashi
• Impact Assessment of Central Himalayan Environment Association’s initiatives on improving bamboo/ringal based livelihood in Nainital
Gayatri Devi  
33yrs

EDUCATIONAL QUALIFICATIONS
BSW
M.A. Development

PRIOR EXPERIENCE
144 months in Development sector

LANGUAGE KNOWN
English, Hindi and Punjabi, Gaddi and Pahari

FIELD EXPOSURE
- Profiling the panchayat region from economic, social, ecological, political and livelihood perspective at Vellarada Action Council, Trivandrum
- Training on bio-pesticide for field facilitators and Wipro Cares team at Uttarakashi and made a booklet on the same

Goutam Kumar Mahanty
25yrs

B.B.A. (Finance)
M.A. Development

36 months in Finance

English, Hindi, Oriya, Bengali and regional Language

- Study of social, ecological and livelihood patterns at Sri Bhubaneshwari Mahila Ashram, Uttarakashi
- Study of agribusiness, organic farming, seed production, formation and role of Joint Liability Group in Western Vidarbha, at Convergence of Agricultural Interventions in Maharashtra’s Distressed District Programme

Harsh Kinger
22yrs

B.B.A.
M.A. Development

Himakshi Piplani
27yrs

EDUCATIONAL QUALIFICATIONS
B.A.
LL.B
M.A. Development

PRIOR EXPERIENCE
56 months in programme management, 11 months working on drugs and HIV

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
- Study of alternative education, community-led sustainable living and tribal rights in Attapody at Sarang Alternative School
- Study of grassroots-level legal interventions to improve access to justice, specially for vulnerable groups Scheduled Caste, Scheduled Tribe, religious minorities, and women at Centre for Social Justice, Ahmedabad

Hitesh Motwani
24yrs

B.Com.
M.A. Development

8 months in a BPO
6 months in Education sector

English, Hindi, Sindhi and Marwari

- Study of mountain based livelihood in the village of Vikasnagar at Annirudh Ashram, Dehradun
- Study of concurrent education system in villages of Baran under the project Neev - Shiksha ka Sawal at Media Action Group, Patrika, Jaipur

Indha Mahoor
23yrs

B.Tech Information Technology
M.A. Development

- Study of health, education and livelihood issues of Kumaon region at Aarohi, Satoli
- Study of health, education and livelihood issues in the Adivasi areas of Gujarat at Bhaasha Tejgadh, Baroda

- English, Hindi, Urdu and Kashmiri

- Studied the socio-economic and political conditions at Vellarada village at Action Council
- Studied child rights at National Human Rights Commission, New Delhi
Indu Ann Jacob
24yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
Company Secretary (Intermediate Level)
M.A. Development

PRIOR EXPERIENCE
9 months in Human Rights & Advocacy

LANGUAGE KNOWN
English, Hindi, Malayalam, Arabic and Bengali

FIELD EXPOSURE
• Sustainable livelihood and ecology among indigenous and mountain tribes at Ashoka Trust for Research in Ecology and Environment, Phedikola
• Livelihood for women vulnerable to risk and trafficking at Freeset Fabrics, Murshidabad

Jibitesh Sahoo
25yrs

B.A. Economics (Hons.)
M.A. Economics
M.A. Development

Kartik Kwatra
25yrs

B.Tech. Computer Science
M.A. Development

5 months in Technical Business outsourcing

Kaustav Kiron Bhuyan
22yrs

BSW (Hons.)
M.A. Development

Kaushal Kant Pandey
55yrs

B.E. Mechanical Engineering
PGDBM
M.A. Development

PRIOR EXPERIENCE
240 months in Manufacturing
120 months in Corporate Social Responsibility

LANGUAGE KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• Observation of Bhilala culture and livelihood issues at Dhas Gramin Vikas Kendra, Alirajpur
• Ethnographic case studies of migrant workers in Durg satellite township area at Azim Premji Foundation, Raipur

Khartungyo Shimrah
25yrs

B.A. Sociology (Hons.)
M.A. Development

4 months as a Direct Dialogue Recruiter
12 months as a Teacher

Kharingyo Shimrah
25yrs

B.Tech. Computer Science
M.A. Development

5 months in Technical Business outsourcing

LANGUAGE KNOWN
English, Hindi, Manipuri, Tangkhul

FIELD EXPOSURE
• Study of the status of the forest farmer at Bharatiya Agro Industries Foundation, Jawahar
• Study the socio-economic status of Adivasi women at Cohesion Foundation Trust, Navsari District, Gujarat

• Social security of fishermen, women empowerment and child rights at People Development Society, Vamber
• Study of working of law and governance system of India, Indian judiciary and human rights and racial discrimination at Delhi High Court, New Delhi
Lokayyagari Bhairava Prasad
25yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electrical and Electronics Engineering
M.B.A.
M.A. Development

PRIOR EXPERIENCE
6 months in the IT Industry

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
- Analyzing and understanding the socio-economic, political and ecological structures in Madanapalle at Foundation for Ecological Security
- Study of need and scope for kitchen gardening in rural Telangana at Centre for Sustainable Agriculture

Kiran Konkipudi
21yrs

EDUCATIONAL QUALIFICATIONS
BBA
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
- 

Lilhare Satendrasingh Surendra
28yrs

B.Sc. Physics, Chemistry and Mathematics
M.A. Development

66 months as a freelancer

Lalit Hari Patil
22yrs

BSW
M.A. Development

36 months in the Social sector

Lilhare Satendrasingh Surendra
28yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Physics, Chemistry and Mathematics
M.A. Development

PRIOR EXPERIENCE
66 months as a freelancer

LANGUAGE KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
- Study of health, education and livelihood programmes at Aarohi, Satoli
- Study of farmer producer group, farmer producer company and allied livelihood interventions at International Fund for Agricultural Development, Amravati

Madhab Kemprai
24yrs

B.Sc. Computer Science (Hons.)
M.A. Development

- 

Madhan K.
23yrs

B.Sc. Mathematics
M.A. Development

18 months in Investment Banking

LANGUAGE KNOWN
English, Hindi, Assamese and Oriya

FIELD EXPOSURE
- Study of livelihood pattern and ecology of Gulf of Mannar region at People’s Action for Development, Rameswaram and Tuticorin
- Socio-economic impact assessment of bamboo based livelihood at Central Himalayan Environment Association, Nainital and Almora

Kiran Konkipudi
21yrs

EDUCATIONAL QUALIFICATIONS
BBA
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
- 

Madhan K.
23yrs

B.Sc. Mathematics
M.A. Development

18 months in Investment Banking

LANGUAGE KNOWN
English and Tamil

FIELD EXPOSURE
- Observation of NGO programmes and process at People’s Action for Development, Rameshwaram
- Study of poultry and goat farming at Convergence of Agricultural Interventions in Western Vidarbha
EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• Study of socio-economic aspects, health related issues of women and livelihood patterns of Bhil and Bhillala tribe in Alirajpur
• Studied the dynamics of the homeless and carried out a research advocating for right to shelter for homeless in Mumbai at Justice Ventures International, Project India

EDUCATIONAL QUALIFICATIONS
B.A. Philosophy, Education, Sanskrit Literature
PGDBM Marketing & Human Resource, PGDMI Certificate in Enterprise Management
M.A. Development

PRIOR EXPERIENCE
31 months in Education
22 months in Consumer durables
10 months in Banking and Insurance
8 months in an NGO

LANGUAGE KNOWN
English, Hindi, Spanish and Garhwali

FIELD EXPOSURE
• Study of Korku and Paradhi tribals at Shramik Adivasi Sanstha, Betul
• Study of Janni Shishu Suraksha Yojna at National Rural Health Mission, Bani, Allahabad
• Organizations and participatory village development: functioning of public institutions in Vellerada at Action Council, Vellarada, Thiruvananthapuram
• Housing and land entitlements of slum dwellers in relation to human rights and slum development at Association for Voluntary Action and Service, Bangalore

EDUCATIONAL QUALIFICATIONS
B.A. History
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGE KNOWN
- 

FIELD EXPOSURE
• Ecology, sociology and political structure of mountain region in Dehradun at Anirudh Ashram
• Study on bamboo livelihood at Central Himalayan Environmental Association, Nainital

EDUCATIONAL QUALIFICATIONS
B.A. Ancient Indian History, Culture and Archaeology (Hons.)
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGE KNOWN
Hindi, English, Bhojpuri and Haryanvi

FIELD EXPOSURE
• Organizations and participatory village development: functioning of public institutions in Vellerada at Action Council, Vellarada, Thiruvananthapuram
• Housing and land entitlements of slum dwellers in relation to human rights and slum development at Association for Voluntary Action and Service, Bangalore
• Study on the social, economic, political and ecological context of village development at Dhas Grahmin Vikas Kendra, Alirajpur
• Rural marketing: challenges, prospects, strategies and implementation perspective - A study of Senapati and Ukhrul district at North Eastern Region Community Resource Management Project, Shillong
Naveena Kruthiventhi 24yrs

EDUCATIONAL QUALIFICATIONS
B.Tech Electronics & Communications Engineering
M.A. Development

PRIOR EXPERIENCE
27 months in IT sector

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
• Study of sociological, ecological, economic and political aspects in 6 villages around Kanyakumari
• Break free project at Live Jam, Hyderabad

Nawaz Sharif H. 23yrs

B.Sc. Agriculture
M.A. Development

3 months in Agricultural sector

Neha Bhakar 22yrs

B.Com.
M.A. Development

24 months in the Social sector

Neha Joshi 24yrs

B.A. Economics (Hons.)

12 months in an NGO

Nikita Parulekar 24yrs

B.A. Economics (Hons.) with Psychology
M.A. Development

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Nikunja Sonar Bhuyan 28yrs

B.A. English Literature
M.A. Development

12 months in Education

Nikunja Sonar Bhuyan 28yrs

B.A. English Literature
M.A. Development

12 months in Education

English, Hindi and Marathi

FIELD EXPOSURE
• Study of a tribal group and their livelihood at Saarang, Attapadi
• Goat rearing project and its impact on the women at Urmul, Rajasthan

English, Hindi and Assamese

• Critically observed and understood social and political structure of coastal place; their challenges, coastal livelihoods, micro credit, and coastal ecology and how the organization is working on Childline, Rameshwaram, Vembar and Tuticorin Tamil Nadu
• Study of the anthropology of Islam at the Centre for the Study of Developing Societies, Delhi

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)

• Study of a tribal group and their livelihood at Saarang, Attapadi
• Goat rearing project and its impact on the women at Urmul, Rajasthan

EDUCATIONAL QUALIFICATIONS
B.Sc. Agriculture
M.A. Development

3 months in Agricultural sector

• Social, environment and economic dynamics of organic farming in dryland agriculture and sustainable development at CARE Society, Villupuram
• Study of sustainable development at Narmada Bachao Andolan and National Alliance of People’s Movement

FIELD EXPOSURE
• Study of sociological, ecological, economic and political aspects in 6 villages around Kanyakumari
• Break free project at Live Jam, Hyderabad

LANGUAGE KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• A study on exclusion of women from neighborhood groups at Kudumbashree, Trivandrum

FIELD EXPOSURE
• Social, environment and economic dynamics of organic farming in dryland agriculture and sustainable development at CARE Society, Villupuram
• Study of sustainable development at Narmada Bachao Andolan and National Alliance of People’s Movement
Nilesh Kumar Mishra  
24 yrs

EDUCATIONAL QUALIFICATIONS
B.B.A.  
M.A. Development

PRIOR EXPERIENCE
24 months in an NGO

LANGUAGE KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
- Study of coastal area livelihoods and political and socio-economic aspects of Tuticorin and Ramanad at People’s Action for Development
- A study on livelihood opportunities of particularly vulnerable tribal groups at PRADAN, Sundar Pahari

Nithin Sharvirala  
25 yrs

EDUCATIONAL QUALIFICATIONS
B.Tech. Mechanical  
M.A. Development

PRIOR EXPERIENCE
6 Months in Manufacturing

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE
- Study of livelihood patterns, health, gender and various power structures of Roda village at Samridhi, Khangra
- Feasibility study and working for institutional support for the establishment of a Tribal cooperative at Centre for World Solidarity, Hyderabad and Paderu

Nisha Subramanian  
21 yrs

B.A. Journalism and Communication  
M.A. Development

2 months in Media

Nishanth K. S.  
26 yrs

B.Tech.  
M.A. Development

11 months in content writing

Pallav Kumawat  
23 yrs

BSW  
M.A. Development

36 months in the Social sector

Pallavi Gaur  
23 yrs

B.A.Economics (Hons.)  
M.A. Development

14 months in Youth leadership

LANGUAGE KNOWN
English, Hindi, Marathi, Gujarati and Mevadi

FIELD EXPOSURE
- Study of the impact of social security on rural women at Foundation for Ecological Security, Palampur
- Study of vermicompost as a means to livelihood generation amongst rural women in Thane district at Population First, Mumbai
- Human rights violation at People’s Union for Civil Liberties, Rajasthan
- Insight into the lives of weavers at The Handloom School, Maheshwar
Piyush Kumar Chaturvedi
23yrs

EDUCATIONAL QUALIFICATIONS
B.Com.
M.A. Development

PRIOR EXPERIENCE


LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE


Perugu Veerendra Kumar
26yrs

EDUCATIONAL QUALIFICATIONS
B.B.A. Tourism and Hospitality
M.A. Development

PRIOR EXPERIENCE
24 months in Travel and tourism

LANGUAGE KNOWN
English, Hindi and Telugu

FIELD EXPOSURE


Pankaj Kumar
31yrs

EDUCATIONAL QUALIFICATIONS
Bachelor of Physiotherapy
M.A. Development

PRIOR EXPERIENCE
60 months in Clinical physiotherapy
16 months in Health, wellness and fitness

LANGUAGE KNOWN
English, Hindi, Bhojpuri and Kannada

FIELD EXPOSURE
• Study of the lifestyle of Korku tribe at Khandwa and Harda districts, Shramik Adivasi Sangathan
• Study of health and nutrition aspects of two migrant labour schools, and socio-economic and health study of the associated migrant labour community at Azim Premji Foundation, Bangalore

Praveet Chopra
25yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electronics and Telecommunication
M.A. Development

PRIOR EXPERIENCE
4 months in Education

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE


Pravin Narayan Thote
25yrs

EDUCATIONAL QUALIFICATIONS
B.A. Marathi Literature
M.A. Sociology
M.A. Development

PRIOR EXPERIENCE
12 months as a Freelancer
5 months in Data Collection

LANGUAGE KNOWN
English, Hindi and Marathi

FIELD EXPOSURE


Piyush Kumar
27yrs

EDUCATIONAL QUALIFICATIONS
B.A.
LL.B (Hons.)
M.A. Development

PRIOR EXPERIENCE
25 months in Legal industry

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE


• Understanding the activities of self-help groups and marketing challenges at Samridhi, Samba
• Implementation of various government schemes to improve the socio-economic status of Tribes and various departments role associated with it at Integrated Tribal Development Agency, Bhadrachalam


Pramet Chopra
25yrs

EDUCATIONAL QUALIFICATIONS
Bachelor of Physiotherapy
M.A. Development

PRIOR EXPERIENCE
60 months in Clinical physiotherapy
16 months in Health, wellness and fitness

LANGUAGE KNOWN
English, Hindi, Bhojpuri and Kannada

FIELD EXPOSURE
• Study of the lifestyle of Korku tribe at Khandwa and Harda districts, Shramik Adivasi Sangathan
• Study of health and nutrition aspects of two migrant labour schools, and socio-economic and health study of the associated migrant labour community at Azim Premji Foundation, Bangalore


• Study of land rights and livelihood for Scheduled Tribes at Shramik Adivasi Sangathan, Betul
• Technology based intervention for field workers working with sex workers and HIV prevention at Swasti Health Resource Centre, Bangalore

• Understanding Adivasi shramik movement in tribal areas at Adivasi Shramik Sangathan, Betul
• Analysing the improving capacity of tribal communities for participatory management of forests and for better livelihood at Amhi Amchya Arogyasathi, Gadchiroli

68
Priyamvada Rathore
23yrs

B.A. Political Science (Hons.)
M.A. Development

English and Hindi

- Study of socio-economic conditions of villages and to develop a definition of a model village from the perspective of the people of village Chandar at Samridhi, Kangra
- Food Security in India, study how social safety nets in India help in food security and its gender implications at Consumer Unity and Trust Society, Jaipur

Priyanka Navle
21yrs

B.A. Political Science, Journalism and Economics
M.A. Development

1 month in Journalism and Communication
9 months in Urban Development
2 months working on Women and gender issues

English, Hindi and Kannada

- Understanding the state of Mahatma Gandhi National Rural Employment Guarantee Act in panchayats of Araria at Jan Jagran Shakti Sangathan
- Working on the universalization of women’s helpline number at Kerala State Women’s Development Corporation, Thiruvananthapuram

Priya Ramesh
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics
M.A. Development

PRIOR EXPERIENCE

- LANGUAGE KNOWN
English, Hindi, Tamil and Marathi

FIELD EXPOSURE
- Understanding the Affordable housing project undertaken by Bangalore Development Authority in Doodabhanhalli village, Bangalore

Priyanka Jodhani
25yrs

EDUCATIONAL QUALIFICATIONS
B.A. English, Geography and Economics
M.A. Development

PRIOR EXPERIENCE
48 months in the Social sector

- LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
- Study of livelihood patterns, environment, health, self-help groups, gender and various power structures at Srinivasan Services Trust, Hosur
- Formulating strategies for empowering marginalized community in rural settings, devising a tool to collect information on stigma and discrimination relevant in school and study of power in relation with gender and sexuality in collective identity at Swasti, Bangalore

Preeti
26yrs

EDUCATIONAL QUALIFICATIONS
B.Tech.
M.A. Development

PRIOR EXPERIENCE
- LANGUAGE KNOWN
English, Telugu and Hindi

FIELD EXPOSURE
- An insight into the economic, social, political and ecological aspects in Peddarangapuram and the neighboring villages in Tamil Nadu at Covenant Centre for Development, Kanyakumari
- To understand the organization structure and functioning and a case study on the Bedia community women and impact of sex work on their reproductive health at Samvedna, Bhopal

R. Chandra Mouli
24yrs

B.Tech.
M.A. Development

- LANGUAGE KNOWN
English, Hindi

FIELD EXPOSURE
- Study of social, political, economic and ecological situations in few villages of Uttarkashi, Shri Bhuvaneshwari Mahila Ashram
- Study of Perform, Achieve and Trade Scheme for improving energy efficiency under National action plan for climate change at Centre for Science and Environment, New Delhi
Rajeev Ranjan Rai
31yrs

EDUCATIONAL QUALIFICATIONS
B.A. Spanish (Hons.)
M.A. Development

PRIOR EXPERIENCE
9 months in KPO
63 months in Publishing solutions

LANGUAGE KNOWN
English, Hindi and Spanish

FIELD EXPOSURE
- Study of livelihood, education and health interventions in mountainous villages at Aarohi, Satoli
- Analysis of livelihood initiatives under Mahila Kisan Sashaktikaran Pariyojna and self-help group based handloom promotion at Centre for Microfinance and Livelihood, Guwahati

Rajesh Subburaj
26yrs

B.Com.
M.A. Development

PRIOR EXPERIENCE
48 months in Retail banking
9 months in Administration and Finance

LANGUAGE KNOWN
English, Hindi, Tamil and Telugu

FIELD EXPOSURE
- Sustainable agricultural practices at The Covenant Centre for Development, Kanyakumari
- Documenting displacement and rehabilitation in coal mining areas of Chattisgarh at Jan Chetna Manch, Kolkata

Ramya Kapoor
24yrs

EDUCATIONAL QUALIFICATIONS
B.F.C.Sc. Public Health & Nutrition
PGD Health Management & Interventions
M.A. Development

PRIOR EXPERIENCE
14 months in Public Health
22 months in Education

LANGUAGE KNOWN
Hindi, English and Gujarati

FIELD EXPOSURE
- Sustainability of ecology and livelihoods amongst indigenous mountainous tribes of Phedikhola at Ashoka Trust for Research in Ecology and the Environment
- PAISA Survey - A project for four districts of Chhattisgarh for evaluation of four public schemes, Centre for Policy Research, Chanakyapuri

Rajesh Subburaj
26yrs

B.Com.
M.A. Development

PRIOR EXPERIENCE
48 months in Retail banking
9 months in Administration and Finance

LANGUAGE KNOWN
English, Hindi, Tamil and Telugu

FIELD EXPOSURE
- Sustainable agricultural practices at The Covenant Centre for Development, Kanyakumari
- Documenting displacement and rehabilitation in coal mining areas of Chattisgarh at Jan Chetna Manch, Kolkata

Rashid A. P.
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. History
M.A. Development

PRIOR EXPERIENCE
- Setting up of Integrated Energy Centre in Kanti gram panchayat of Koraput at ABHA Innovation Pvt. Ltd. - incubate of Selco Innovation Centre, Bangalore

LANGUAGE KNOWN
English, Hindi, Malayalam and Urdu

FIELD EXPOSURE
- Understanding socio-economic, political context and rehabilitation at Bhuvneshwari Mahila Ashram, Naitala, Uttarkashi
- Goat value chain study at Vikash Sahyog Kendra, Chhatarpur

Rahul Ranjan
25yrs

B.Tech Mechanical Engineering
M.A. Development

PRIOR EXPERIENCE
6 months in Steel Industry

LANGUAGE KNOWN
English, Hindi and Magahi

FIELD EXPOSURE
- Understanding socio-economic, political context and rehabilitation at Bhuvneshwari Mahila Ashram, Naitala, Uttarkashi
- Goat value chain study at Vikash Sahyog Kendra, Chhatarpur

Ranjit Kumar
28yrs

B.A. Political Science (Hons.)
PG Diploma in Rural Development
M.A. Development

PRIOR EXPERIENCE
36 months in e-governance
26 months in MNREGA

LANGUAGE KNOWN
English and Hindi

FIELD EXPOSURE
- Study of the social, political, economic and ecological aspects of an Indian village at Jan Jagran Shakti Sangathan, Araria
- Goat value chain study at Vikash Sohyog Kendra, Chhatarpur

Rajeev Ranjan Rai
31yrs

EDUCATIONAL QUALIFICATIONS
B.A. Spanish (Hons.)
M.A. Development

PRIOR EXPERIENCE
9 months in KPO
63 months in Publishing solutions

LANGUAGE KNOWN
English, Hindi and Spanish

FIELD EXPOSURE
- Study of livelihood, education and health interventions in mountainous villages at Aarohi, Satoli
- Analysis of livelihood initiatives under Mahila Kisan Sashaktikaran Pariyojna and self-help group based handloom promotion at Centre for Microfinance and Livelihood, Guwahati

Rajesh Subburaj
26yrs

B.Com.
M.A. Development

PRIOR EXPERIENCE
48 months in Retail banking
9 months in Administration and Finance

LANGUAGE KNOWN
English, Hindi, Tamil and Telugu

FIELD EXPOSURE
- Sustainable agricultural practices at The Covenant Centre for Development, Kanyakumari
- Documenting displacement and rehabilitation in coal mining areas of Chattisgarh at Jan Chetna Manch, Kolkata

Ramya Kapoor
24yrs

EDUCATIONAL QUALIFICATIONS
B.F.C.Sc. Public Health & Nutrition
PGD Health Management & Interventions
M.A. Development

PRIOR EXPERIENCE
14 months in Public Health
22 months in Education

LANGUAGE KNOWN
Hindi, English and Gujarati

FIELD EXPOSURE
- Sustainability of ecology and livelihoods amongst indigenous mountainous tribes of Phedikhola at Ashoka Trust for Research in Ecology and the Environment
- PAISA Survey - A project for four districts of Chhattisgarh for evaluation of four public schemes, Centre for Policy Research, Chanakyapuri

Rajesh Subburaj
26yrs

B.Com.
M.A. Development

PRIOR EXPERIENCE
48 months in Retail banking
9 months in Administration and Finance

LANGUAGE KNOWN
English, Hindi, Tamil and Telugu

FIELD EXPOSURE
- Sustainable agricultural practices at The Covenant Centre for Development, Kanyakumari
- Documenting displacement and rehabilitation in coal mining areas of Chattisgarh at Jan Chetna Manch, Kolkata

Rashid A. P.
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. History
M.A. Development

PRIOR EXPERIENCE
- Setting up of Integrated Energy Centre in Kanti gram panchayat of Koraput at ABHA Innovation Pvt. Ltd. - incubate of Selco Innovation Centre, Bangalore

LANGUAGE KNOWN
English, Hindi, Malayalam and Urdu

FIELD EXPOSURE
- Understanding socio-economic, political context and rehabilitation at Bhuvneshwari Mahila Ashram, Naitala, Uttarkashi
- Goat value chain study at Vikash Sahyog Kendra, Chhatarpur

Rahul Ranjan
25yrs

B.Tech Mechanical Engineering
M.A. Development

PRIOR EXPERIENCE
6 months in Steel Industry

LANGUAGE KNOWN
English, Hindi and Magahi

FIELD EXPOSURE
- Understanding socio-economic, political context and rehabilitation at Bhuvneshwari Mahila Ashram, Naitala, Uttarkashi
- Goat value chain study at Vikash Sahyog Kendra, Chhatarpur

70
Rashmi Karody  
41yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electronics and Communications
M.S. Computer Science & Engineering
M.A. Development

PRIOR EXPERIENCE
96 months in IT sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Study of livelihood patterns of the people of Peddarangapuram and neighbouring villages at The Covenant Center for Development, Tirunelveli
• Study of impact of life skills training on women factory workers at Swasti, Bangalore

Ratneshwar Tripathi  
27yrs

D-Pharmacy
B-Pharmacy
M.A. Development

28 months in Pharmaceutical Sales

Ritesh Kumar  
22yrs

B.Sc. Statistics (Hons.)
M.A. Development

10 months in Human Resources

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of livelihood sources of mountain people and self-help groups, and organization impact assessment at Avani, Pithorgarh
• Study of publically financed health insurance schemes in Maharashtra, DILAASA - a hospital based crisis counselling department for women facing violence, policy research on maternal health at Centre for Equity into Health and Allied Themes, Mumbai

Rashmi Karody  
41yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electronics and Communications
M.S. Computer Science & Engineering
M.A. Development

PRIOR EXPERIENCE
96 months in IT sector

LANGUAGES KNOWN
English, Hindi and Kannada

FIELD EXPOSURE
• Study of livelihood patterns of the people of Peddarangapuram and neighbouring villages at The Covenant Center for Development, Tirunelveli
• Study of impact of life skills training on women factory workers at Swasti, Bangalore

Ritika Shukul  
22yrs

EDUCATIONAL QUALIFICATIONS
B.Ed.
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Intervention in areas of infrastructure, education, health and hygiene, financial stability and ecology of the villages at Srinivasan Services Trust, Mysore
• Research on health issues faced by adolescent females during pregnancy and infant mortality rate at Voluntary Health Association of India, Delhi

Ritesh Kumar  
22yrs

B.Sc. Environment & water management
PGD Industrial Relations & Personnel Management

Producing of vermicomposting

Ritu Vaishnav  
27yrs

B.A. Russian
PGD Industrial Relations & Personnel Management
M.A. Development

27 months in Printing and Packaging industry

LANGUAGES KNOWN
English, Hindi, Gujarati and Russian

FIELD EXPOSURE
• Ecological and livelihood sustainability among indigenous and mountain tribes at Ashoka Trust for Research in Ecology and the Environment, Phedikhola
• Working culture of self-help group at APMAS, Sheohar
• Innovative and small scale agricultural practices and livelihood strategies in rural spaces at Srinivasan Services Trust, Mysore
• Study of migrant workers at Institute for Social and Economic Change, Bangalore
Rutwik Khasnis
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
10 months in Journalism

LANGUAGES KNOWN
English, Hindi, Kannada and Marathi

FIELD EXPOSURE
- Study of socio-economic conditions of persons with disability at Mobility India, Chamrajnagar
- Advocacy for Narmada Bachao Andolan, Barwani

Riza Mahanta
25yrs

B.A. Sociology (Hons.)
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Assamese

Roma
27yrs

B.E. Information Technology
M.A. Development

12 months in IT industry

English and Hindi

S. Divya Abirami
21yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology,
M.A. Development

PRIOR EXPERIENCE
16 months in an NGO

LANGUAGES KNOWN
English and Tamil

FIELD EXPOSURE
- Study of social, economic and health issues, and notion of a model village at Samridhi, Palampur
- Study of bamboo livelihood at Central Himalayan Environment Association, Uttarakhand

Sangeeth S.
22yrs

B.A. Economics and Political Science
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Malayalam

Sanjay Kumar Jayswal
24yrs

B.A. English Literature (Hons.)
M.A. Development

28 months in Education

English, Hindi and Sanskrit

Sanjay Kumar Jayswal
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
10 months in Journalism

LANGUAGES KNOWN
English, Hindi, Kannada and Marathi

FIELD EXPOSURE
- Study of socio-economic conditions of persons with disability at Mobility India, Chamrajnagar
- Advocacy for Narmada Bachao Andolan, Barwani

Sangeeth S.
22yrs

B.A. Economics and Political Science
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Malayalam

Sanjay Kumar Jayswal
24yrs

B.A. English Literature (Hons.)
M.A. Development

28 months in Education

English, Hindi and Sanskrit

Sanjay Kumar Jayswal
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
10 months in Journalism

LANGUAGES KNOWN
English, Hindi, Kannada and Marathi

FIELD EXPOSURE
- Study of socio-economic conditions of persons with disability at Mobility India, Chamrajnagar
- Advocacy for Narmada Bachao Andolan, Barwani

Sangeeth S.
22yrs

B.A. Economics and Political Science
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Malayalam

Sanjay Kumar Jayswal
24yrs

B.A. English Literature (Hons.)
M.A. Development

28 months in Education

English, Hindi and Sanskrit

Sanjay Kumar Jayswal
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
10 months in Journalism

LANGUAGES KNOWN
English, Hindi, Kannada and Marathi

FIELD EXPOSURE
- Study of socio-economic conditions of persons with disability at Mobility India, Chamrajnagar
- Advocacy for Narmada Bachao Andolan, Barwani

Sangeeth S.
22yrs

B.A. Economics and Political Science
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Malayalam

Sanjay Kumar Jayswal
24yrs

B.A. English Literature (Hons.)
M.A. Development

28 months in Education

English, Hindi and Sanskrit

Sanjay Kumar Jayswal
24yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
10 months in Journalism

LANGUAGES KNOWN
English, Hindi, Kannada and Marathi

FIELD EXPOSURE
- Study of socio-economic conditions of persons with disability at Mobility India, Chamrajnagar
- Advocacy for Narmada Bachao Andolan, Barwani

Sangeeth S.
22yrs

B.A. Economics and Political Science
M.A. Development

6 months in an NGO
4 months in Marketing

English, Hindi and Malayalam

Sanjay Kumar Jayswal
24yrs

B.A. English Literature (Hons.)
M.A. Development

28 months in Education

English, Hindi and Sanskrit
Sarah Jacobson 22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Economics (Hons.)
M.A. Development

PRIOR EXPERIENCE
12 months in Communications

LANGUAGES KNOWN
English, Hindi and Malayalam

FIELD EXPOSURE
• Study of the criminal justice system in south Bastar conflict area and a case study on political prisoners caught in between the state – naxalite clash at Jagdalpur Legal Aid Group, Bastar
• Human rights lawyering and laws which are discriminative on the grounds of age at Alternative Law Forum, Bangalore.

Saumil Sharma 22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Sociology, Political Science and Psychology
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi, Marathi and Bengali

FIELD EXPOSURE
• Worked on reports, creation of village profiles, painting with narrative, designing brochures and field visits to Adivasi villages at Centre for Experiencing Socio-Cultural Interaction, Ekta Parishad, Madurai
• Project Coordinator of ‘Students Journal of Education and Development’, a social studies peer-reviewed Research Journal published by Azim Premji University, Bangalore.

Sarthak Anand 23yrs

B.Sc. Hospitality and Catering Technology
M.A. Development

PRIOR EXPERIENCE
3 months in Hotel management
3 months in Event management
2 months as a Teacher

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Understand and live the local way of life at Foundation for Ecological Security, Singappagaripalli and Pathapalya
• Livelihoods for the local community through usage of locally available medicinal herbs at Biodiversity Tourism and Community Advancement, Tirthan Valley

Saurav Sinha 25yrs

B.B.M.
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study on livelihood intervention at Avani, Pithoragarh
• Study on animal husbandry at Saiyere Jo Sangathan, Bhuj

Sehaj Singh Raina 23yrs

B.Com. (Hons.)
PGP-CEM
M.A. Development

PRIOR EXPERIENCE
30 months in Sales and Marketing

LANGUAGES KNOWN
English, Hindi, Bengali and Bhojpuri

FIELD EXPOSURE
• Study of watershed management at Foundation for Ecological Security, Madanapalle
• Study of the impact of small hydel power project on irrigation at People’s Science Institute, Dehradun

Satish Singh 23yrs

B.Sc. Economics
M.A. Development

PRIOR EXPERIENCE
1 month in an NGO
1 month in an Insurance company

LANGUAGES KNOWN
English, Hindi and Punjabi

FIELD EXPOSURE
• Study the living condition of Korku Adivasi’s in Khalwa at Shramik Adivasi Sangathan
• Study of HelpAge India and the impact of this intervention on elderly healthcare at Mumbai
Shahab Akhter Malik
29yrs

B.A.
B.C.A.
M.A. Development

72 months in corporate sector

English, Hindi, Urdu, Punjabi, Pahari and Dogri

Shaurya Gupta
25yrs

B.Sc. Botany
M.A. Development

36 months in an NGO
6 months in IT sector

English, Hindi and Urdu

• Study of the social, economic, cultural, ecological and political aspect of Satoli at Aarohi
• Livelihood project Unnati: Non-agricultural based activities at Wipro Cares, Uttarkashi

Shadab Alam
25yrs

B.Sc. Botany
M.A. Development

36 months in an NGO
6 months in IT sector

English, Hindi and Urdu

• Study of the social, economic, cultural, ecological and political aspect of Satoli at Aarohi
• Livelihood project Unnati: Non-agricultural based activities at Wipro Cares, Uttarkashi

Saani Hussain
23yrs

B.A. Economics and Sociology
M.A. Development

24 months in Education
10 months as a Programme Assistant

Languages Known
English, Hindi, Urdu, Arabic, French and German

Field Exposure
• Study of Gorkhaland Territorial Administration and political economy of Phedikhola at Ashoka Trust For Research in Ecology and the Environment, Darjeeling
• Communal harmony, peace and conflict resolution at Centre For Study of Society and Secularism, Mumbai

Shaik Nazma Sultana
21yrs

B.A. Mass Media (Hons.)
M.A. Development

18 months in Social sector

English and Hindi

• Political, ecological, socio-economic and livelihood scenario of villages at Shri Bhuvneshwari Mahila Ashram, Uttarakashi
• Integrated approach of rural development at Deendayal Research Institute, Chitrakoot

Shalini
24yrs

B.A. Journalism
M.A. Development

3 months in Media

English and Hindi

• Study on ecology and environment at Ashoka Trust for Research in Ecology and the Environment, Darjeeling
• Government schools survey and filing of Right To Information at Mazdoor Kisan Shakti Sangathan, Rajasthan
Shenoy Impana  
21yrs

EDUCATIONAL QUALIFICATIONS
BSW  
M.A. Development

PRIOR EXPERIENCE
-  

LANGUAGES KNOWN
English, Hindi, Marathi and Konkani

FIELD EXPOSURE
• Study of the socio-economic status and conditions of some villages in Uttarkashi at Shri Bhuvneshwari Mahila Ashram  
• Study of the trends and sustainability of self-help group of Mhasala taluk at Swades

Shivangi Jain  
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)  
M.A. Development

PRIOR EXPERIENCE
11 months in an NGO

LANGUAGES KNOWN
English, Hindi and Haryanavi

FIELD EXPOSURE
• Overall study of the village and the organization’s contribution to fight against illicit liquor breweries in the early 1990s at Action Council, Vellarada  
• Research on tracking functioning of One-Stop Crisis Centres at ActionAid, New Delhi

Shreeradha Mishra  
22yrs

EDUCATIONAL QUALIFICATIONS
B.A. English  
M.A. Development

FIELD EXPOSURE
• Study of livelihood patterns, health, gender and various power structures of Baripada at Vanvasi Kalyan Ashram  
• Sustainable livelihood programme for landless tribal community in Satara at Vanvasi Kalyan Ashram

Shrivangi Paliath  
30yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electrical and Electronics  
PG Diploma in Journalism  
M.A. Development

PRIOR EXPERIENCE
45 months in Journalism

LANGUAGES KNOWN
English, Hindi, Malayalam, Kannada and Tamil

FIELD EXPOSURE
• Human rights, workers union conflicts and issues, Police atrocities against meo muslims at People’s Union for Civil Liberties, Jaipur  
• Panchayat level governance and local level organizational capacity development at Avantika Foundation, Bangalore

Shinde Ajinkya Ashok  
23yrs

EDUCATIONAL QUALIFICATIONS
BSW  
M.A. Development

PRIOR EXPERIENCE
-  

LANGUAGES KNOWN
English, Hindi and Marathi

FIELD EXPOSURE
• Study of livelihood patterns, health, gender and various power structures of Baripada at Vanvasi Kalyan Ashram  
• Sustainable livelihood programme for landless tribal community in Satara at Vanvasi Kalyan Ashram
Sneha Jha
23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Political Science (Hons.)
M.A. Development

PRIOR EXPERIENCE
12 months as a volunteer

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of police atrocities in a district in Rajasthan, labour and displacement issues at People’s Union for Civil Liberties
• Working on Dil Se campaign for street children at Centre for Equity Studies, Delhi

Soundarajan R.
27yrs

B.E. Mechanical
M.A. Development

English and Tamil

• Study of social, economic, ecological and political situation of the villages in Rampur panchayat and Halalia panchayat at Jan Jagran Shakti Sangathan, Araria
• Feasibility study of solar project and supply chain study of solar technologies at ABHA Innovation Pvt. Ltd., Koraput

Sree Harica Devagudi
21yrs

B.A. Philosophy (Hons.)
M.A. Development

English, Hindi, Marathi and Telugu

• Study of development on tribal community at Vanvasi Kalyan Ashram, Pimpalner
• Perception of community regarding Deepak Medical Foundation, Vadodara

Shreyas S.
26yrs

EDUCATIONAL QUALIFICATIONS
B.E. Telecommunication
M.A. Development

PRIOR EXPERIENCE
18 months in IT sector
3 months as a Volunteer

LANGUAGES KNOWN
English, Kannada and Hindi

FIELD EXPOSURE
• Study of livelihoods, education and health interventions in Satoli village at Aarohi, Nainital
• Open Data initiative on civic works of Municipal Corporations and developing street quality score at Janaagraha, Bangalore

Shubham Bhardwaj
23yrs

B.Tech.
M.A. Development

English and Hindi

• Study of socio-economic conditions of farmers, working of self-help groups and joint liability groups and the impact of organic farming on farmers’ livelihood at Centre for Action and Rural Empowerment Society, Villupuram
• Socio-economic assessment of bamboo based livelihood project, implemented by Central Himalayan Environment Association in Kumaon region of Uttarakhnad
• Sustainability, ecology and livelihoods among tribals of Darjeeling at Ashoka Trust For Research in Ecology and the Environment
• Evaluation of the Land Acquisition, Rehabilitation and Resettlement Act 2013; looking at the merits of direct and simultaneous elections and, sharing alternative solutions to the health-care problems in India at Foundation For Democratic Reforms

Shubhangini Y. Shitole
27yrs

B.Com.
M.Com.
M.A. Development

English, Hindi, Gujarati and Marathi

• Study of development on tribal community at Vanvasi Kalyan Ashram, Pimpalner
• Perception of community regarding Deepak Medical Foundation, Vadodara

Shreyas S.
Sonu Kumar Singh  
21yrs  
EDUCATIONAL QUALIFICATIONS  
B.Sc. Environment and Water Management  
M.A. Development  
PRIOR EXPERIENCE  
-  
LANGUAGES KNOWN  
English, Hindi and Bhojpuri  
FIELD EXPOSURE  
• Study of livelihood patterns, health, gender and various power structures of Guhaldihi at District Supply and Marketing Society, Baripada  
• Farmers livelihood initiatives at Central Himalayan Rural Action Group, Uttarakhand

Sreechand Tavva  
26yrs  
EDUCATIONAL QUALIFICATIONS  
B. Tech.  
M.A. Development  
PRIOR EXPERIENCE  
24 months in Technology  
12 months in an NGO  
12 months in a social enterprise  
LANGUAGES KNOWN  
English, Telugu and Hindi  
FIELD EXPOSURE  
• Survey and analysis of agriculture methods and conditions at Foundation for Ecological Security, Singappagaripalli  
• Environment Impact Analyst for Sustainability projects at Smarter Dharma, Bangalore

Srujanwita Mohapatra  
25yrs  
EDUCATIONAL QUALIFICATIONS  
B.A. Psychology (Hons.)  
LL.B.  
M.A. Development  
PRIOR EXPERIENCE  
-  
LANGUAGES KNOWN  
English, Hindi and Odia  
FIELD EXPOSURE  
• Study of the organizational structure and functioning of different dairy farms in Mayurbhanj, study of self-help groups of Guhaldihi and Pustikar Retail Centre at District Rural Developmental Agency  
• Study of Reflect Circle: An initiative taken by Centre for Action and Rural Empowerment

Steffi Mariam Cherian  
22yrs  
EDUCATIONAL QUALIFICATIONS  
B.A. Political Science and English Literature  
M.A. Development  
PRIOR EXPERIENCE  
-  
LANGUAGES KNOWN  
English, Malayalam and Hindi  
FIELD EXPOSURE  
• Study of grass root activism and outreach of the organization at Action Council, Vellarada  
• Study of the bamboo folk band and the local artisans in the region at Vayali Folklore group, Arangottukara

Suhawan Kumar Singh  
23yrs  
EDUCATIONAL QUALIFICATIONS  
B.Sc. Environmental & Water Management (Hons.)  
M.A. Development  
PRIOR EXPERIENCE  
48 months in an NGO  
LANGUAGES KNOWN  
English and Hindi  
FIELD EXPOSURE  
• Understanding socio, economic, political and cultural structures of Vellarada at Vellarada Action Council  
• Impact assessment of CSR projects at GAIL India Ltd., Madhya Pradesh.

Suman Bharti  
22yrs  
EDUCATIONAL QUALIFICATIONS  
B.A. Political Science (Hons.)  
LL.B.  
M.A. Development  
PRIOR EXPERIENCE  
36 months in an NGO  
LANGUAGES KNOWN  
English, Hindi, Bengali and Bhojpuri  
FIELD EXPOSURE  
• Understanding the idea of development at Sarang, Palakkad  
• Impact assessment of functional literacy on women at Udyogini, Ranchi
Sushant Saurav
23 yrs

EDUCATIONAL QUALIFICATIONS
B.Tech. Electrical Engineering
M.A. Development

PRIOR EXPERIENCE
-

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study the socio-economic, political, cultural and ecological aspects of the community at Vellarada Action Council
• Impact Assessment of GAIL Corporate Social Responsibility work in tribal areas of Jhabua

Suman Kumari
21 yrs

EDUCATIONAL QUALIFICATIONS
B.Com. (Hons.)
M.A. Development

PRIOR EXPERIENCE
7 months in Education
12 months as a Chartered Accountant
7 months in an NGO

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of organic farming at Care Society, Pondicherry
• Current practice of lease farming by self-help group members at Samaaj Pragti Sahayog, Kataphod

Sufaid V.
23 yrs

EDUCATIONAL QUALIFICATIONS
B.A. (Hons.) Islamic studies
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi, Malayalam, Urdu and Arabic

FIELD EXPOSURE
• Study of education, health and livelihoods in the Vellarada region at Trivandrum, Kerala
• Study of a slum area to identify their problems; empower them by using existing slum development policies and others

Tarang Singh
23 yrs

EDUCATIONAL QUALIFICATIONS
B.A. English (Hons.)
M.A. Development

PRIOR EXPERIENCE
12 months in Print Media

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of village commons and implementation of Integrated Watershed Management Programme at The Foundation for Ecological Security, Madanapalle, Andhra Pradesh
• Research project on the transitions in Indian nationalism at Centre for the Study of Developing Societies, New Delhi

Tejas M. Chaudhary
26 yrs

EDUCATIONAL QUALIFICATIONS
B.E. Electronics
M.A. Development

PRIOR EXPERIENCE
18 months in an IT startup

LANGUAGES KNOWN
English, Hindi and Gujarati

FIELD EXPOSURE
• Studying ‘Systems of Innovation’ paradigm and Diffusion of Technology and Innovation for internet related services such as e-commerce and e-governance
• Understanding package of practices in agriculture and livelihood promotion by goat keeping at PRADAN, Dhaulpur

Tambare Manohar Pandurang
27 yrs

EDUCATIONAL QUALIFICATIONS
B.B.A. Finance
M.A. Development

PRIOR EXPERIENCE
36 months in an NGO
1 month as a research intern

LANGUAGES KNOWN
Marathi, Hindi and English

FIELD EXPOSURE
• Study of tribal life and issues at Shramik Adivasi Sanghtan, Betul, Harda and Khandwa
• Study of sustainable rural development and corporate social responsibility at Vanarai, Pune

Sushant Saurav
23 yrs

EDUCATIONAL QUALIFICATIONS
B.Tech. Electrical Engineering
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study the socio-economic, political, cultural and ecological aspects of the community at Vellarada Action Council
• Impact Assessment of GAIL Corporate Social Responsibility work in tribal areas of Jhabua

Suman Kumari
21 yrs

EDUCATIONAL QUALIFICATIONS
B.Com. (Hons.)
M.A. Development

PRIOR EXPERIENCE
7 months in Education
12 months as a Chartered Accountant
7 months in an NGO

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of organic farming at Care Society, Pondicherry
• Current practice of lease farming by self-help group members at Samaaj Pragti Sahayog, Kataphod

Sufaid V.
23 yrs

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M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi, Malayalam, Urdu and Arabic

FIELD EXPOSURE
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• Study of a slum area to identify their problems; empower them by using existing slum development policies and others

Tarang Singh
23 yrs

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M.A. Development

PRIOR EXPERIENCE
12 months in Print Media

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
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PRIOR EXPERIENCE
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• Impact Assessment of GAIL Corporate Social Responsibility work in tribal areas of Jhabua

Suman Kumari
21 yrs

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12 months as a Chartered Accountant
7 months in an NGO

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23 yrs

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M.A. Development

PRIOR EXPERIENCE
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23 yrs

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M.A. Development

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12 months in Print Media

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English and Hindi

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• Study of village commons and implementation of Integrated Watershed Management Programme at The Foundation for Ecological Security, Madanapalle, Andhra Pradesh
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• Understanding package of practices in agriculture and livelihood promotion by goat keeping at PRADAN, Dhaulpur

Tambare Manohar Pandurang
27 yrs

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1 month as a research intern

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• Study of sustainable rural development and corporate social responsibility at Vanarai, Pune

Sushant Saurav
23 yrs

EDUCATIONAL QUALIFICATIONS
B.Tech. Electrical Engineering
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study the socio-economic, political, cultural and ecological aspects of the community at Vellarada Action Council
• Impact Assessment of GAIL Corporate Social Responsibility work in tribal areas of Jhabua

Suman Kumari
21 yrs

EDUCATIONAL QUALIFICATIONS
B.Com. (Hons.)
M.A. Development

PRIOR EXPERIENCE
7 months in Education
12 months as a Chartered Accountant
7 months in an NGO

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of organic farming at Care Society, Pondicherry
• Current practice of lease farming by self-help group members at Samaaj Pragti Sahayog, Kataphod

Sufaid V.
23 yrs

EDUCATIONAL QUALIFICATIONS
B.A. (Hons.) Islamic studies
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi, Malayalam, Urdu and Arabic

FIELD EXPOSURE
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• Study of a slum area to identify their problems; empower them by using existing slum development policies and others

Tarang Singh
23 yrs

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B.A. English (Hons.)
M.A. Development

PRIOR EXPERIENCE
12 months in Print Media

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Study of village commons and implementation of Integrated Watershed Management Programme at The Foundation for Ecological Security, Madanapalle, Andhra Pradesh
• Research project on the transitions in Indian nationalism at Centre for the Study of Developing Societies, New Delhi

Tejas M. Chaudhary
26 yrs

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B.E. Electronics
M.A. Development

PRIOR EXPERIENCE
18 months in an IT startup

LANGUAGES KNOWN
English, Hindi and Gujarati

FIELD EXPOSURE
• Studying ‘Systems of Innovation’ paradigm and Diffusion of Technology and Innovation for internet related services such as e-commerce and e-governance
• Understanding package of practices in agriculture and livelihood promotion by goat keeping at PRADAN, Dhaulpur
Tenzin Nyima 22yrs

EDUCATIONAL QUALIFICATIONS
B.A. Literature, Journalism and Psychology
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi and Tibetan

FIELD EXPOSURE
• To study the development issues in the village in terms of sociology, economics, politics and ecology, Baripada, Maharashtra
• To study community health and link with development aspects, at SOCHARA

Tripta Sharma 22yrs

EDUCATIONAL QUALIFICATIONS
B.A. History
M.A. Development

PRIOR EXPERIENCE
12 months in an NGO

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• To study the functioning of self-help groups and analyse the development issues in the villages of Himachal Pradesh
• Unnati: Livelihood Project at WiproCares, Uttarakhand

Tenzchuiso Kashung 23yrs

B.A.
M.A. Development

38 months in the Social sector
15 months in Media
1 month in Communication

Tutul Shaikh 23yrs

B.Sc. Visual Media
M.A. Development

24 months as a volunteer

B.A. Geography (Hons.)
M.A. in Development

Tutul Shaikh 23yrs

EDUCATIONAL QUALIFICATIONS
B.A. Geography (Hons.)
M.A. in Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Hindi and Bengali

FIELD EXPOSURE
• To understand the socio-economic, political and ecological impact of the Singalila National Park area community and villages of Darjeeling at Ashoka Trust For Research in Ecology and the Environment
• Study of impact of self-help groups of rural women in Dholpur at PRADAN

Thertha Menon 24yrs

B.A.
M.A. Development

English, Hindi, Manipuri and Tangkhul

Theertha Menon 24yrs

EDUCATIONAL QUALIFICATIONS
B.Sc. Visual Media
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English, Malayalam, Hindi and Tamil

FIELD EXPOSURE
• Study of alternate education and lifestyle at Sarang school, Attapadi
• Documentation of domestic violence survivors, Foundation for Social Transformation at Guwahati

Tushar Goel 22yrs

B.Tech. Agricultural Engineering
M.A. Development

English and Hindi

Tushar Goel 22yrs

EDUCATIONAL QUALIFICATIONS
B.Tech. Agricultural Engineering
M.A. Development

PRIOR EXPERIENCE
- 

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
• Studied and analysed the ecological, social, political and economic perspectives of the village at Vanvasi Kalyan Ashram, Baripada, Dhule
• Understood the functioning of the District Institute and involvement with different education functionaries at Azim Premji Foundation, Dhamtari
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Qualifications</th>
<th>Experience</th>
<th>Languages Known</th>
<th>Field Exposure</th>
</tr>
</thead>
</table>
| Ulhe Kuldeep Haridas | 28yrs | B.E. Information Technology  
PG Diploma in Urban Environment Management & Law  
M.A. Development | 13 months in the IT industry                                                  | English, Hindi and Marathi            | Study of a model village concept along with self-help group at Samriddhi, Chaudh, Palampur  
Research on agriculture marketing in crop diversified areas at Convergence of Agriculture Intervention in Maharashtra at Amravati, Washim and Akola |
| Vanisha Narendrakumar Tiwari | 21yrs | B.A. Sociology  
M.A. in Development | -                                                                            | English, Hindi, Gujarati and Bhojpuri | Study of socio, economic and political issues of the tribal population in Attapady at Sarang  
Gender equality, reproductive health and legal awareness regarding violence against women at Jagori Grameen Trust, Kangra |
| Vasundhara          | 23yrs | B.A. Sociology (Hons.)  
M.A. Development | 3 months in Public Relations                                                   | English, Hindi and Bhojpuri          | Study of how a model village can be visualized at Samriddhi, Palampur  
Implementation of CSR activities at National Thermal Power Corporation Ltd. and further research on land acquisition and development in Vindhyanagar |
| Vikas Singh         | 21yrs | B.A. Mass Communication (Hons.)  
M.A. Development | 10 months in an NGO                                                            | Hindi, English, Garhwali, Nepali, Jaursari and Himachali | Study of socio-economic, health and ecological survey of Naitala and Ganeshpur at Sri Bhuvneshwari Mahila Ashram, Uttarkashi  
The role livestock plays in the rural economy of 6 districts of Vidarbha at Convergence of Agricultural Interventions in Maharashtra’s Distressed District Programme 2009-2017 |
| Vikash Madduri      | 31yrs | B.E. in Information Technology  
M.A. Development | 35 months in the Manufacturing sector  
25 months as a Software Engineer                                                | Telugu, English, Hindi and Tamil     | Study of political, economic, sociological and cultural aspects of Thoul-Bhud Gram Panchayat, Dehradun at Aniruddh Ashram  
Training need analysis of officials working on e-governance projects of Assam and Meghalaya at National Institute for Smart Government, Hyderabad |
| Vikram Paswan       | 33yrs | B.Com. Accounts (Hons.)  
M.B.A. (Finance)  
M.A. Development | 77 months in an NGO                                                           | English, Hindi, Bengali, Santhali and Bhojpuri | Study of livelihood patterns, health, gender and various power structures of Tribal people at District Supply and Marketing Society  
Study of the most vulnerable tolas for maternal and neonatal care project at Innovators In Health, Samastipur |
Vinaygam R.  
26 yrs

**EDUCATIONAL QUALIFICATIONS**
- B.Com.
- M.A. Development

**PRIOR EXPERIENCE**
- 20 months in Development sector

**LANGUAGES KNOWN**
- Hindi and English

**FIELD EXPOSURE**
- Study of livelihood sources of a village at Sri Bhuvneshwari Mahila Ashram, Uttarkashi
- Child protection in India through the preparation of Child Protection policy at Leher, Delhi

Vishal Janugade  
23 yrs

**EDUCATIONAL QUALIFICATIONS**
- B.E. Mechanical
- M.A. Development

**PRIOR EXPERIENCE**
- 6 months in Manufacturing Industry

**LANGUAGES KNOWN**
- English, Hindi and Marathi

**FIELD EXPOSURE**
- Understanding rural and geographical challenges in hilly areas at Ashoka Trust for Research in Ecology and the Environment, Darjeeling
- Analyzing budgetary provision and implementation of Right To Education under Sarva Shiksha Abhiyan at National Centre for Advocacy Study, Pune

Vishnuprasad A. R.  
24 yrs

**EDUCATIONAL QUALIFICATIONS**
- B.A. History
- M.A. Development

**PRIOR EXPERIENCE**
- -

**LANGUAGES KNOWN**
- English, Hindi, Tamil and Malayalam

**FIELD EXPOSURE**
- Study on the worker problem in Maruthi and Sriram Piston, the issues faced by Mewar community at People’s Union for Civil Liberties, Jaipur
- Study of Shiksha Protsahan Kendra and alternative methods and strategies for primary education at Eklavya Foundation, Hoshangabad

Vivek Kumar Tiwari  
24 yrs

**EDUCATIONAL QUALIFICATIONS**
- B.E. Information Technology
- M.A. Development

**PRIOR EXPERIENCE**
- 8 months in the IT sector
- 72 months in Education

**LANGUAGES KNOWN**
- English and Hindi

**FIELD EXPOSURE**
- Study of socio economic impact, Shri Bhuvneshwari Mahila Ashram, Uttarkashi
- Impact assessment report of CSR work of Gas Authority of India Ltd. in the tribal district of Jhabua in Madhya Pradesh

Vivek Tejaswi  
26 yrs

**EDUCATIONAL QUALIFICATIONS**
- B.Tech. Electronics and Communication
- M.A. Development

**PRIOR EXPERIENCE**
- 23 months in Robotics and embedded systems

**LANGUAGES KNOWN**
- English, Hindi, Bangla and Bhojpuri

**FIELD EXPOSURE**
- Energy need evaluation and livelihood pattern study on Bihar with Selco Foundation
- Study on police atrocity and violation of human rights in Alwar with People’s Union for Civil Liberties

Vinaygam R.
Vrashali Khandelwal
24yrs

EDUCATIONAL QUALIFICATIONS
B.E. (Hons.) Electrical and Electronics Engineering
M.A. Development

PRIOR EXPERIENCE
12 months in IT Industry

LANGUAGES KNOWN
English and Hindi

FIELD EXPOSURE
- Study of the inclusion of disabled, Mobility India, Chamrajnagar
- Legal aid for people affected by dams in Narmada Valley at Narmada Bachao Andolan, Khandwa

Vrinda Manocha
24yrs

B.A. Journalism and Communication studies
M.A. Development

24 months in Media

English and Hindi

FIELD EXPOSURE
- Exploring the implementation of government programmes including Mahatma Gandhi National Rural Employment Guarantee Act and Integrated Child Development Services in Araria at Jan Jagoran Shakti Sangathan
- Exploring education and development in villages of Dhamtari and Nagri at Azim Premji Foundation

William Lahary
28yrs

B.Sc.
PGDRDM
M.A. Development

10 months in an NGO

English, Hindi, Assamese and Bodo

FIELD EXPOSURE
- Study of livelihood interventions at Avani, Tripuradevi, Pithoragarh
- Understanding the challenges faced in self-help group project implementation at Umeed, Jammu and Kashmir Rural Livelihood Mission
Guidelines for Organizations Participating in the Placement Process

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, analyze 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 organizations that work in Education and Development sector.

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

1. **Registration**

   Organizations 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, 2015.

   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 organizations will be given specific dates for pre-placement talks and recruitment process on mutually convenient dates.

   B. Participating organizations 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 the students in making informed choices and hence reduce drop outs after an offer is made.

The recruitment process would be organized 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.

**Guidelines for participating organizations**

A. The recruitment process will commence from January, 2016 and continue up to April, 2016.

B. Participating organizations, institutions and agencies while registering are requested to inform the Placement cell about the following:

   i. Roles available within the organization with corresponding job descriptions, salary and location.

   ii. Nature of the selection processes, 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 24 hrs. 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 organizations, the recruitment process will be as follows:
i. On receiving a job offer, a student has 12 hours to decide whether to accept or regret.

ii. On acceptance of the offer, the student will be out of the placement process.

iii. In case the student does not wish to take up the offer, this can be open to wait-listed students.

iv. Students will not be allowed to appear for interviews with other organizations until he/she takes a decision on the offer in hand.

v. Prior to the start of the placement process, students are requested to share three organizations of their preference based on their interest. On receiving an offer from an organization of their preference, the student will drop out of placements, irrespective of their decision to accept or regret.

vi. Only those students who have regretted their first offer from organizations that are not preferred by them, would be eligible to appear for other interviews with organizations of their preference, after permission (on email) from the Placement cell.

4. Kindly note

- Any communication regarding placements should be made only with the student placement coordinators or with the faculty coordinators specified in the placement brochure.

- Any change to dates and times 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 organizations 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 2016 - April 2016
- Placement weeks are from February 5 - 14, 2016 and March 4 - 13, 2016
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:

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Address (Regd. Office)</th>
<th>Tel</th>
<th>Fax</th>
<th>Website</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Name</th>
<th>Designation</th>
<th>Mobile no.</th>
<th>Email ID</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Positions being offered</th>
<th>Designation</th>
<th>Number of vacancies</th>
<th>Job Description</th>
<th>Location of first posting</th>
<th>Probation details (if any)</th>
<th>Gross Annual Salary (₹)</th>
<th>Other benefits (HRA, PF, medical, insurance etc. if applicable)</th>
</tr>
</thead>
</table>
Please describe your process for selection and the time required for this

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 organize 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:

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

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

Nisha A.M., Placement Coordinator
Azim Premji University,
Pixel Park, B Block, PES Institute of Technology Campus,
Electronics City, Hosur Road (Beside NICE Road) Bangalore – 560 100
Phone: +91 9148780700
Email id: placements@apu.edu.in
Azim Premji University
Pixel Park, B Block,
PES Institute of Technology Campus
Electronic City, Hosur Road (Beside NICE Road)
Bangalore - 560 100. India
Phone: +91 9148 780700
Email id: placements@apu.edu.in
Website: http://www.azimpremjiuniversity.edu.in
https://www.facebook.com/azimpremjiuniversity
http://www.youtube.com/AzimPremjiUniversity