Insights

Higher Education and ‘Crap Detection’

Social media is fast becoming—or has it already become?—a very important place for the younger generation for gathering information and forming opinions. The television news and debates are other important sites of ‘learning’ today for all, including the young. These new sites of ‘learning’ bring to mind an old book by Postman and Weingartner, namely “Teaching as a subversive activity”. Postman and Weingartner in this book argue that one of the most important goals of education should be to make students “experts at crap detecting”. While one may not agree with all that the book recommends the authors characterization of ‘crap detection’ does have very valuable points to make. For example, “This perspective allows one to be part of his own culture and, at the same time, to be out of it. One views the activities of his own group as would an anthropologist, observing its tribal rivals, its fears, its conceits, its ethnocentrism. In this way, one is able to recognize when reality begins to drift too far away from the grasp of the tribe.”

Present-day news, television debates and social media all seem to be losing grip on reality; or may be worst, they collectively seem to be making a point that reality is simply the imagination that one prefers; there is nothing more to it. Period.

One wonders if we are able to create an atmosphere and conduct our teaching in a manner that we all collectively—the faculty and students—become increasingly better at ‘crap detection’. It seems that the most important challenge for Indian higher education presently is not to get a few universities into the world’s top hundred list or to make our students learn all the theories so far created by humankind; but to develop a ‘crap detecting’ device in their minds which goes ticking every time a new idea wants to lodge itself therein; to examine it thoroughly before making it part of their belief system. And that to my mind is the biggest challenge of our university as well. Neither the faculty nor the students can meet this challenge alone; the only possibility remains in pushing ourselves to deeper intellectual scrutiny together; and ask continuously: is our teaching ‘subversive’ enough to all kinds of authority?

Rohit Dhankar
Director, School of Education
Azim Premji University held its third convocation ceremony on September 5, 2015 at Jnana Jyothi Auditorium in Bengaluru. Azim Premji, Chancellor of the University conferred degrees on the third batch (2013-15) of 220 students from the M.A. Education and M.A. Development programmes. The students are already working with various social sector organisations across the country.

The programme started with a welcome address and sharing of the University Report by Anurag Behar, Vice Chancellor, followed by a short musical performance by the students. Azim Premji, in his address expressed pleasure at the strides the University had taken in these few years and acknowledged that this was possible due to the highly capable team which shares a deep commitment to the social purpose of the University. He also thanked the supportive partners including state governments like that of Karnataka, social sector organizations across the country. Azim Premji University shared with the graduating students five important lessons that this was possible due to the highly capable team which shares a deep commitment to the social purpose of the University. He also thanked the supportive partners including state governments like that of Karnataka, social sector organizations across the country.

He shared with the graduating students five important lessons which he had learnt in the “University of Life” -

- Dream, Work hard and be Self-confident- Vision without action is hallucination. Go ahead, dream and think of the kind of society you want for our country but be prepared to slog to convert your dreams into reality. Ideas are great and could be the seeds of new things and new inventions. But ideas are not enough. Ultimately, we have to roll up our sleeves and get down to applying these ideas. The key to success is execution.

- Learn to listen- Listen to people who make you uncomfortable very carefully because these are the people who will also give you new perspectives and ideas that you may not have thought of. After all, it is disagreement and debate that surfaces new perspectives and ideas. The key to success is execution.

- Integrity is at the core of everything- Integrity is the beacon that guides us and the energy that gives us courage. We must not compromise on it under any circumstances. Integrity is also delivering on your commitments to everyone. The highest form of integrity is the commitment you make to yourself. He concluded his address by congratulating the graduating students and expressing confidence that they would make a real difference to our country in their own way. The formal ceremony ended with the singing of the national anthem.

Events Update

Convocation 2015

Kathavana in it’s Fourth Edition

Literature can play a tremendous role in children’s lives. Engagement with literature helps children to expand their imagination, engage with characters, empathize with real-life situations and examine ethical issues. But, how well are schools and teachers qualified to guide children to become good readers? Teachers cannot bring the power of literature to children’s lives, when their own lives are untouched by it. While conceptualizing Kathavana 2015, we decided to address this problem by adopting ‘Teachers as Readers’ as the theme for the Kathavana this year.

The second day took off as a colourful festival at the playground of the Government Model Primary School for Girls in Sarjapur, attended by nearly 50 children from 26 schools of the nearby clusters. Organizations like Bookalore, Kathaalaya, Bimsbaand Tarikta as well as the students of the University engaged the children through their activity centers while various books publishers set up bookstalls for children and teachers. The excitement on the faces of children was visible as they indulged in fun-filled activities, engaged in storytelling, reading, puppetry shows, writing, painting and drama performances. The spirit of Kathavana was truly alive here, unleashing the creative energy of the children.

The third and final day of Kathavana 2015 took a select group of teachers through an experience of reading and analyzing a short piece of writing around various dimensions of literary appreciation and criticism. The Foundation plans to work with these teachers continuously over the next few months, building on the insights gained from this initial workshop and exploring how such conversations on different forms of literature can be used as a pedagogical process with school children as well. Kathavana in this new format aims to build the reading culture amongst teachers so that they in turn can inspire students to discover the world of reading and exploring.

Manthan

Manthan, the annual research conference of Azim Premji Foundation, brings together members of the Foundation, engaged in research. MANTHAN 2015 was held at the Azim Premji University premises on August 6 & 7, 2015 and had 71 participants from the University, Field Institutes, Azim Premji Foundation Schools.

The conference had 46 presentations focused on five different themes:

- Teacher Professional Development through Voluntary Teacher Forums, Teacher Learning Centres, Bala-melas; Strategies of Teacher Professional Development through peer planning and collaboration; Building capabilities for becoming a reflective practitioner through action research and through describing the journey of change teachers undergo

- In-service Teacher Training. Issues related to principles and capabilities of Master Resource Persons, Implications of the gap between teacher capabilities and requirements of teaching the content for teacher training and perception of teacher participants on in-service training

- Classroom practices and pedagogy that have implications for teacher education

- Pedagogical practices that have implications for in-service teacher training

- Goodpractices in Public Education

The conference started with a panel discussion on Teacher Education with Dr. Arvind Sardana, Director of Ekalavya, Ms Vimala Ramachandran of Educational Resource Unit and Dr. Indira Vijaysimha of Azim Premji University as the key panelists. This was moderated by Shri Hridaya Kant Dewan. Shri S.C Behar gave the closing key note address titled ‘The Landscape of Research’
Events Update

6th Annual International Conference Of CESI

The 6th Annual International Conference of the Comparative Education Society of India (CESI) was held at Azim Premji University, Bengaluru on December 14 - 16, 2015. The theme of this year’s conference was ‘Education: Domination, Emancipation and Dignity’ which addressed the double-edged character of education.

Emancipation & dignity have begun to draw considerable attention in recent years as central issues in education. This has been accelerated by several social processes, including the emergence of social movements and organizations across India and the world, struggling to improve the conditions in which ordinary people live.

It has been pointed out that educational systems, doctrines and practices could actually be party to the blocking of opportunities and to forcing people into relations of subjugation. Conscious efforts need to be made to ensure that education takes a form which does indeed help in opening up new opportunities and access to resources and builds new relationships that are empowering. A particular concern has been that education, teacher education, the challenge of globalization, children and youth studies, historical perspectives on education, teacher education, the challenge of globalization, the alternative schools & so on.

Nine special sessions were organized with speakers who are experts in their field. These sessions were on some issues which are central to the transformation of education in contemporary India. There was a special session on the challenges to education in Karnataka, as the state where this year’s CESI annual conference was held. Other themes for special sessions included language and power, teacher agency, the labour market, gender and intersectionality, debates on quality in higher education, the alternative education schools, the teaching of history and reflections upon NGO efforts to transform government education policy.

The conference concluded with a cultural event in which the Tharikatta Kala Kammata presented a Yakshapana performance called “Mahisha Mardhini”. Yakshapana is a folk theatre-dance form popular in western Karnataka, which uses highly stylized masks and dresses to depict mythological themes. Tharikatta Kala Kammata has adapted Yakshapana to issues of patriarchy and gender. The performance through its reversals of stereotypes and celebration of marginalized cultures mirrored aptly the struggle to rework education and restore autonomy and dignity in it.

The conference brought together scholars, academics, activists & NGO personnel from across the world to explore the challenges education faces in living up to its historical promise & to engage in a constructive critique of educational systems and processes. Abstracts were received, from eight countries other than India including Australia, Canada, Germany, Nepal, Pakistan, UAE, UK and USA. This conference which was attended by more than 200 people from across the world had 127 papers presented in twenty-nine sessions of one and half hour each. A round table discussion was held on December 15, 2015 over the proposed new education policy due to be released by the MHRD. The sessions ranged over various themes, including the relation between education and class, caste and gender inequality, governance and policy making in education, curricula and the politics of knowledge, organizational aspects of education, assessment and evaluation, questions of identity and selfhood, the debate over privatization of education, language and power in education, early childhood education, childhood and youth studies, historical perspectives on education, teacher education, the challenge of globalization, the alternative schools & so on.

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The tank focused on children’s roles in guiding us adults in our adult life courses. This educational role of children on adults is usually lost in the focus on children as objects of care and education. Valsiner discussed the role of child(ful)ness as a resource for imagination and innovation, emphasizing the relevant feature of education of adults that de facto happens in any family.

Listening to Children’s Voices: Towards an Agenda of Caring

A panel discussion titled, “Listening to Children’s voices: Towards an agenda of caring,” was organized on November 20, 2015. The discourse on the need to listen to the ‘voices’ of children attempted to bring to the fore issues of marginalization of childhood. Working towards an agenda of caring the panelists called for a closer attention from practitioners, academicians and policy makers to children’s voiced utterances as well as their silences, which are shaped by adult attitudes, socio-political contours, historical, cultural notions and institutional contexts.

The panel discussion had distinguished speakers like:
- Harsh Mander, Social worker, writer, Director of the Centre for Equity Studies, who shared his experiences of working with children from marginalized communities.
- S. Anandakrishnan, Academic, Child Development expert spoke on the “Silent voice of the child.”
- Padma Shri Shantha Sinha, , Macgubayy award winner and founder of MV Foundation, who spoke on “Exercising Agency: Shaping New Destinies.”

Consultation on Ethics in Public Health Research and Practice

A Consultative Meet on the, “Ethics in Public Health Research and Practice,” was facilitated by the Health and Nutrition Team on September 4, 2015. Attended by a group of well-established practitioners in the field of public health, the purpose of the meet was two-fold: 1) to initiate an ongoing dialogue towards identifying the most relevant needs for capacity-building in ethics among public health practitioners and researchers; 2) to commence the process of developing and offering a course for in-service professionals in varying roles within the field.

The deliberations during the Meet raised several pertinent issues regarding the current tensions between research ethics and public health practice ethics (the latter is still emerging as a field of enquiry); the critical need for ethical engagement in public health practice and the relevant experiences with specific pedagogical tools for capacity-building.
Events Update

Living at the Margins of Bengaluru’s Lakes: Untold Stories of Change, Loss and Hope

Marthe Derkzen, a visiting Ph.D student from VU University Amsterdam with support from Azim Premji University, hosted a two day photo exhibition titled, “Living at the margins of Bengaluru’s lakes: Untold stories of change, loss and hope” on Oct 31 & Nov 1, 2015 at the Chaya Gallery, Rangoli Metro Art Centre. The exhibition, that attracted considerable interest with close to 750 visitors, was also supported by funding from USAID and the Ashoka Trust for Research in Ecology and the Environment. People from all walks of life visited the gallery and were in awe of the photographs and the stories behind the same.

“This is really an eye opener for people like us who live in the urban area. I was unaware of how lakes in the city were used by the city’s marginalized, and how severely they are impacted by the pollution of these lakes,” said Priya Dileep, an IT professional in the city.

The idea to design a photography exhibition evolved from research looking at how residents of low-income settlements next to the city’s lakes depend on the ecological and environmental services provided by lakes, and how they are impacted by lake pollution and degradation. The exhibition featured Bhathawalali, Vibudipuram, Puttenahalli (JP Nagar) and Madivala lakes. The research on which this exhibition was based was carried out between May and October 2015 by Marthe Derkzen. The work has been done in collaboration with Harini Nagendra and Seema Mundoli from the Sustainability initiative at Azim Premji University in Bengaluru.

The exhibition (English and Kannada) two day exhibition had a series of 24 photographs on display, taken by Arati Kumar Rao, Marthe Derkzen and Anoop Bhaskar, with accompanying text by Marthe Derkzen. A significant feature of the exhibition was the presence of residents from the lakes, individuals who were themselves the subjects of the photographs displayed. These individuals are the casualties of the rapid urban growth witnessed by the city, but whose voices often remain unheard. The exhibition presented the untold stories of these people living at the margins of Bengaluru’s lakes, narrating their experiences of loss, hope and stories of change.

On Poverty and Destitution: Public Lecture by Prof Jan Breman

Jan Breman, Distinguished Professor of Development Sociology, University of Amsterdam delivered a public lecture on ‘On Poverty and Destitution’ as a part of the Public Lecture series of Azim Premji University on October 8, 2015 at the Ginserv Auditorium, Bengaluru.

Stories of agrarian distress have become a daily staple of our news. Almost as common are stories of loss of manufacturing jobs, and the “jobless” nature of much new growth. How do we make sense of these trends as they impact the lives of masses of people? What strategies of coping have they adopted and how successful have they been? How can we address what is surely the biggest development challenge of the present? Professor Breman drew on a lifetime of scholarship on livelihoods, work and life at the bottom of the economic ladder to address questions of poverty and destitution in contemporary times. The talk touched upon many of the ideas expounded in Professor Breman’s forthcoming book ‘On Pauperism.’ There was a lively Q&A session after the talk.

Einstein: A Stage Portrait – An Unforgettable Experience!

Azim Premji University in association with Bangalore Little Theatre and St Joseph’s College presented ‘Einstein – A Stage Portrait’ an internationally-acclaimed one-person play on December 5 and 6, 2015 at St. Joseph’s Autonomous College Auditorium, Bengaluru. Written and directed by Williard Simms, the play held the audience spellbound for its running time of close to two hours driven by the powerful performance of Tom Schuch. From the moment Schuch appears on stage, inviting the audience to his parlour to have a chat, one is totally under his charm as he recounts the various moments of his life in a conversational tone laced with gentle humor.

What is revealed to us is the portrait of an entirely human Einstein whose scientific work is propelled by an unending curiosity about the way nature works but who faces all the personal tragedies, little joys of family life and moral dilemmas that any ordinary person faces. We saw glimpses of his relationship with his two wives and his two children, his pacifist political beliefs and his clash with the bombing of Hiroshima and Nagasaki which was made possible partly by his scientific discovery, his support for the state of Israel, his love for music, especially Mozart, and many hilarious incidents involving the media and over-enthusiastic fans born out of his global celebrity status. Schuch has been playing Einstein for some 15 years now and he has internalized the character to such an extent that watching the play was like spending an intimate evening with Einstein himself at his home.

The number of people who stayed back for the Q&A session with the director and actor after the two-hour long performance was a proof of how deeply they were involved with the play. During the session Simms explained how the idea of Einstein came about and how he read up everything available on Einstein, including the then unpublished letters to his first wife; before he started writing the play Schuch answered questions about how he manages to remember lines that fill up two hours and how he manages to create such a believable replica of Einstein on stage and how he infuses his performance with such intense passion after playing the same character for 15 years. All in all, a scintillating and unforgettable experience!

Launch of Book on Kabir by Linda Hess

Azim Premji University in association with the Kabir Project organized an event to launch Dr.Linda Hess’s book titled, “Bodies of Song: Kabir Oral Traditions & Performative Worlds in North India” published by the Oxford University Press. Linda Hess is a scholar, writer, and a lover of Kabir. She began her travels to India in the 1960s and has been studying and translating the poetry of Kabir since the 1970s. She has also been singing it, as she has focused on oral and musical traditions of Kabir in North India. She is a Senior Lecturer in the Department of Religious Studies at Stanford University and is well covered in the media in India. The book launch event which was attended by around 180 people was held at National Gallery of Modern Art (NGMA), Bengaluru on December 12, 2015. The highlights of the event included Linda Hess in conversation with Ramachandra Guha, a Film Screening and Discussion: ‘History Vachanas Reveal’ by Deepa Dhanraj, and an exciting performance of Kabir songs by Kaluram Bamaniya and Mandali from Malwa.

International Conference on the Supreme Court of India and Progressive Social Change

Azim Premji University and the University of Chicago organized an International Conference to assess the efficacy of the Supreme Court of India in furthering the interests of the relatively disadvantaged on December 11 - 12, 2015 at the University of Chicago Center, New Delhi. The Conference sought to examine the empirical effects of decisions of the Indian Supreme Court on the everyday lives of marginalized citizens. There is a widespread belief among Indian academics, political activists, and journalists that the Indian Supreme Court is not only an effective agent of progressively progressive social change, but also, perhaps the only governmental institution capable of furthering the interests of the relatively disadvantaged. The conference was designed to explore this belief. The Conference examined whether the interventions of the Indian Supreme Court have realized litigators’ hopes by actually increasing the access to and opportunity for marginalized social groups to live better lives. The Conference was very well attended, with all participants contributing papers beforehand, leading to a lively and informed discussion, and an intensity that was sustained through both days. Notable participants included Upen德拉 Baxi, Marc Galanter, Sudhir Krishnaswamy, Gerald Rosenberg, and Shylashri Shankar among others. Selected papers from this Conference will be published as book in 2016.
Creative Expressions Mela 2015

The Common Curriculum of the Azim Premji University’s Undergraduate programme seeks to engage students on multiple levels such as the intellectual, the affective, the interpersonal, and the physical. Creative Expressions, which is an integral part of this Common Curriculum, is designed to nurture capacities of the body and mind through embodied art practices and physical activity. Creative Expressions workshops complement scientific and humanistic understandings of the world by focusing on physical practice. Students learn about themselves and their relationship with the world, not only through intellect and imagination – as in much of the Common Curriculum - but also in ‘embodied’ ways which reduce the perceived division of body and mind.

Workshops are offered to help students practice the art forms of diverse traditions and cultures, craft their own relationship to the capacities of the body, develop discipline and motivation and cultivate physical ‘intelligence’ and well-being. The aim is to align the psychological and the physiological to bring about a well-balanced individual capable of adaptive and creative responses.

The first semester offered 7 different workshops to students to enroll in, namely:

- Woodwork
- The Creative Expressive Body (movement)
- Theatre for Dialog and Change
- Art and Science in the Natural World
- Introduction to water-colours / mural making
- Making Theatre: Creativity and the human impulse
- Clay work.

“Creative Expressions is like thinking out of the box. 5 days a week we study only our subjects, but on Creative Expressions days, we think in different ways and it is necessary to think in a different way for a student…”

This course has helped me to think more imaginatively. Clay Work taught me the importance of art of step by step construction. This course has enlightened my creativity.

– A Clay Work Student

“I think everybody should know about the nature how it plays a great role like a driving force for every action that happens in nature. We have to appreciate its presence.”

– A Student of Art and Science in the Natural world

The students spent a whole semester expanding the breadth of their experience in the chosen art form, learning in embodied, playful and aesthetic ways, and collaborating with artists. The journey culminated with the Creative Expressions Mela, organized on November 17, 2015, a platform for our students to showcase the work they have done through the semester. It was also an opportunity for students to interact with their peers, those from workshops other than one’s own and speak about one’s process / journey in one’s chosen Creative Expressions course.

“Chiseling, sawing, making accurate measurements, how to be aware of the grain of wood and using it to your advantage, how to source good wood and being aware of where your material comes from.”

– A Woodwork Student

“I learnt how to express very intense and bold ideas without actually speaking or conveying anything by writing.”

– A Student of Theatre for Dialogue and Change

Events Update
Admissions

Admissions for Postgraduate Programmes, 2016-18 batch in Education, Development, and Public Policy & Governance opened on October 15, 2015 and closed on January 28, 2016. The early admissions cycle for the Undergraduate Programme was completed and about 97 students have been made offers. As part of the admissions process, several school and college connect programmes have been held across the country, with active participation from members of the Foundation, from all field institutes.

Some key Outreach programmes were as follows:

- **Career Guides Seminar**
  A seminar was organized in Calicut (Kerala) at the Centre for Information and Guidance on November 17, 2015. This was attended by career guides of schools and colleges from the Districts of Kannur, Kozhikode and Malappuram districts of Kerala. The seminar covered an overview of the University programmes offered for both UG and PG.

- **NGO Connect**
  We are also working with some organizations in our attempt to reach out to rural and small town areas and bring awareness about the University Programmes. IVDP in Krishnagiri district of Tamil Nadu and Bharat Calling in Hoshangabad District of Madhya Pradesh are working closely with us for this initiative. University admission sessions in select colleges of Vellore (TN), Sirsi (Karnataka) and several other colleges across the country were done by faculty members and members from our field institutes.

- **Telangana Social Welfare Schools**
  As in the last year, we visited the Telangana Social Welfare department’s schools, presenting our Undergraduate programme. More than 250 students from these schools are expected to appear for the admission tests. Along with these programmes, we have also released advertisements in some dailies, magazines etc. and are actively present on the social media as well.

- **Student Events**
  - Students conducted Independence Day celebrations in the University and for the people of Vimochana Nagar, the slum area adopted by Palal club, a club focused on developing social welfare programmes. The Palal Club also organized a Blood Donation Camp with Sankalp Foundation, a Stem Cell Donation drive with the help of Datri organization and raised funds under the project Mission Tuhina to support the treatment of a 12 year old girl suffering from cancer.
  - On the occasion of Narendra Dabolkar’s second death anniversary, a two-day drive titled ‘Resisting Attacks on Voices of Reason’ was organized by students on August 20-21, 2015, for raising awareness on the dangers of superstitious practices. Movie screening, discussions, play, and poster presentations were part of the programme.
  - Students organized an event on “Politics on your Food Plate. Know Your Food,” workshop where Faculty who have extensively worked on genetically modified food as well as organic food in Greenpeace, conducted an interactive session to discuss issues around food.
  - The Cultural Club celebrated Onam and Eid with variety of traditional games and events. The cultural club celebrates the diversity of the country in the University.
  - The Sports Club organized the Azim Premji University Football tournament on October 16, 2015. Two matches were played between team Battalion vs Barcantakara and team Konappana fighters vs Musketeers United. The finals was played between Konappana fighters and Barcantakara. The finals was won by the team Konappana fighters. (Photo in mail) Sports Club also organized a basketball tournament on August 21, 2015.
  - Fresher’s Day was conducted for the 2015-17 batch on August 14, 2015.
  - Remembrance meeting for Professor Kalburgi was organized on September 4, 2015.
  - A tribute to Dr. APJ Abdul Kalam was organized by students followed by a screening of ‘I am Kalam’.
  - Impact Group - Where ideas get momentum – This is a group of students working towards nurturing ideas to create some meaningful change in society. The Impact group has organized two rounds of Quotation Quest competition to encourage students to develop inspiring quotes. Knowledge Junction is another platform created by this group where students facilitate knowledge sharing about the present and past work done by their faculty. This acts as a common platform for faculty and students to engage with a wide spectrum of issues in different areas. It also helps in building awareness among student community about the ongoing things in our University and how they can be part of the same. Knowledge Junction was organized from July 31 to Aug 4, 2015. Several workshops like Scholarly Search using EBSCO Database, research in the field some insights and several games like sudoku and symbolic games were conducted.
  - The Debating Development Initiative hosted its first discussion on August 21, 2015 on the issue of death penalty. Debating Development Initiative (DDI) aims to be an open, judgement-free space that is co-created by students and faculty to enable a deeper engagement with contemporary development issues and events within and outside the course framework. Some of the other interesting debates include a series on the recent Bihar Elections in October and a debate on Religion and Modern Development Initiative (DDI) aims to be an open, judgement-free space that is co-created by students and faculty to enable a deeper engagement with contemporary development issues and events within and outside the course framework. Some of the other interesting debates include a series on the recent Bihar Elections in October and a debate on Religion and Modern State in November 2015.
  - Kaspi Aur Characha is an informal platform started by students where they invite anyone with whom they wish to have a conversation (‘characha’) over a cup of coffee. The idea is to have a discussion without any set agenda. In this platform students invite guests from different walks of life. Some of the guests who were recently invited include Namrata Baneraj, COO of Mentor Together; Dr. Anu Taranath, Educator; Dr. Bruce Lanphear, Professor of Children’s Environmental Health at Simon Fraser University, Canada; C. Jayakumar, Director of PAN India and Claude Alvares, an environmentalist based in Goa, India.
**Integrated Classroom Learning** - The faculty of Azim Premji University are always looking for ways to integrate classroom learning with real-world experiences. A good example of this is the participation of the M.A. Development students in the Mara event at Cubbon Park one month after the orientation of the new batch of students. The event sought to make visible the various people and activities being progressively excluded from what is, nominally, a public space. Faculty members who had taught a class on Urbanization during the Orientation programme; took 15 students to Cubbon Park from the 2015 M.A. Development batch on a Sunday morning, August 23rd, to build puppets under the shade of beautiful trees.

**As a part of Mental Health Day event, Health, Development and Society group at Azim Premji University organized a Forum play and a talk by Anando Chatterjee, Hank Nunn Institute, Bangalore on October 9, 2015. The students engaged enthusiastically on the complex aspects of depression through the Forum play. Students were also encouraged to write down their thoughts, messages, poems, quotes, hand prints, doodles on the theme of ‘Caring for Self and Others’ to show their commitment towards taking care of their own and others mental health. A directory of mental health services in Bangalore compiled by Students of the Health and Nutrition Specialization was also released on this occasion.

**Student Support**

**Meet your Counsellor**

A session on ‘Meet your Counsellor’ was arranged to introduce counselling services to students of all schools. The ‘Reach out Programme’ (ROP) was introduced with the objective of encouraging people to visit counsellors for support. Under ROP, counsellors would extend their consultation and counselling services beyond the physical site to respective residences of men and women of both the Postgraduate and Undergraduate programmes.

**Elections to Students’ Council 2015**

Elections to the Students’ Council of Azim Premji University were held on October 12 and 13, 2015. The University Students’ Council comprises representatives to several important student bodies at the University: the Students Support Committee, Student Residence and Cafeteria Committee, Programme Office, Student Clubs, Library Committee and Placement Cell. Totally 29 students have been elected from the first and second years of the M.A. Development, M.A. Education and M.A. Public Policy and Governance programmes. Congratulations to all the new student representatives!

There was enthusiastic participation by students in the elections. Starting with a series of both formal and informal debates, where animated discussions on issues important to student life were held, students expressed their commitment to the democratic process by turning up in large numbers to vote. Voter turnout was as high as about 80% for the first years and 66% for the second years. The Investiture Ceremony of the Students’ Council took place on October 15, 2015.

**News Update**

**Career Readiness Workshop**

The placement process for the 2014-16 batch started with a workshop designed as ‘Professional Readiness and Effectiveness Programme’ (PREP), held at the University on October 16 & 17, 2015.

The main objective of the workshop was to help students identify their strengths, passions and values, and thereby choose an appropriate area of work for themselves. Around 60 students attended the various sessions on both the days. Placement support process is an essential part of the M.A. programme and it has connections with our academic preparation and course structure. It is also seen as strongly contributing to the organization’s vision of bringing desirable social change. Keeping these aims in mind, a few more panels were added to the workshop this year. Senior members of the Faculty elaborated on how they had started their career journey and their experiences in the social sector. This gave a few pointers to the students on possible work environment or culture they may encounter when they join any organization and how they may deal with those.

There were two parallel sessions for Education and Development students for understanding the respective sectors. The discussions revolved mostly around what kind of life the students can expect to have after the University – when they join an NGO, a for-profit organization or a government organization, pursue higher education or even start up something on their own.

**Placements**

Placements for the class of 2014-16 has begun and registration has been opened for the same. About 280 students from the 2014-16 batch will be looking for placements. Student volunteers took the lead in organizing several aspects of the process; from placement brochure development, understanding student preferences, organizing sessions around placements etc. A team is working on planning various activities such as Career guidance workshops, Panel discussions and collating the details of Alumni who just graduated and their feedback on improving placements.
Field Visit to Biligiri Ranganna Hills Organized by Health, Development & Society Group

As a part of the Health and Nutrition Specialization, students, researchers and faculty members from the Health, Development & Society Group traveled to Biligiri Ranganna (BR) Hills on August 21 to 23, 2015. The tribal Sholiga community in the BR Hills face many challenges in accessing adequate health care.

The objectives of this educational trip were to:

- Provide students an opportunity to explore health & nutrition issues in the field
- Interact with local health practitioners and learn about their work, responsibilities and experiences;
- Visit the health center and primary school run by the Vivekananda Girijana Kalyana Kendra (VGKK);
- Interact with the local tribal communities and visit a tribal settlement.

The group met with and spoke to eminent public health professionals from the Institute of Public Health, Bengaluru, ATREE, VGKK and Karuna Trust; including Dr. Sudarshan (Director of the Karuna Trust and winner of the Right Livelihood Award). The group also visited Gumballi Primary Health Center, a model PHC being operated by the Karuna Trust in collaboration with the Government of Karnataka. Overall the field trip was a rich learning experience for all.

Understanding Rural India Workshop

Livelihoods Initiative of the School of Development, together with the School of Continuing Education and University Resource Centre conducted a 10 day non-residential course during November 16-26, 2015 on “Understanding rural India: Life and livelihoods at the base of the pyramid.”

The objective of the course was to enable participants to develop an informed view of contemporary rural life and livelihoods and dispel some common false perceptions and myths with a particular emphasis on (i) understanding the transformation rural India is going through and (ii) the contemporary challenges in rural life and livelihoods.

The main themes covered in the course included rural life and livelihoods, socio-political structures and institutions that impact rural livelihoods, rural value chains and livelihoods in transition. The course leveraged highly interactive pedagogical approaches including group exercises, films, lectures, case study discussions and day-long field visit and simulation exercises.

Twenty two participants completed the course and were awarded Certificates of Participation. The participants were from diverse age groups and backgrounds. They included working professionals from NGOs, social enterprises, CSR organizations, the corporate sector and students.

The participants took part enthusiastically in all the discussions and activities. The course was received very well by the participants who felt that they learnt a lot about rural India and especially appreciated the highly interactive pedagogy.

School of Continuing Education and University Resource Centre (SCE-URC)

The University Resource Centre has been renamed as the ‘School of Continuing Education and University Resource Centre.’ The new name reflects SCE-URC’s mandate for offering continuing education programmes, often in collaboration with other Schools at the University. These continuing education programmes are intended for professionals working in the government, non-profit organizations, schools and corporate social responsibility organizations. In addition, SCE-URC leads the University’s efforts towards design and development of frameworks, tools and guides related to assessment of learners, teachers and schools.

Recent highlights:

Education:
- Programmes on perspectives on education for senior government functionaries working on teacher education in Chhattisgarh, Madhya Pradesh, Rajasthan and Chhattisgarh
- Programmes on educational change, classroom observation and teacher support for NGOs who work with the government school system
- Capacity building workshops for NGOs who partner with the University to provide field experience for MA students
- ‘Guide to Teacher Education’ for philanthropists and Corporate Social Responsibility organizations
- Completion of development of school quality assessment and development framework

Development and public management:
- Public Management programmes for Government of Karnataka officers at the Administrative Training Institute (ATI), Mysuru. The programmes covered topics related to education, health, livelihoods, rural development and public management.
- Two-week short course on rural livelihoods for professionals who are new entrants to the domain

Assessment:
- Designed and validated framework and tools for studying teaching practices, classroom processes and teacher’s content knowledge. The study is being currently implemented with a sample of teachers in 11 districts across India.
News Update

Mathematics Workshop Series

Azim Premji University and Ramanujan Mathematical Society have been holding workshops at selected educational institutions in five different cities across India since May 2014. The main objective of the workshop is to provide a platform for Indian Mathematics teachers from across the country to share and advance their knowledge and experience in the subject. The workshop includes two day sessions for teachers of classes 9-12, held twice a year in each city. Topics for each session are carefully selected to suit the teachers’ needs and interests and are conducted in collaboration with At Right Angles, a high school mathematics resource which is a joint publication of Azim Premji University and Community Mathematics Centre. At Right Angles is addressed to mathematics teachers, teacher educators and students connected with the subject.

Workshops are typically held in May and November and the cities covered so far are Delhi, Kolkata, Chennai, Bangalore and Kochi. Teachers continue to share their insights and experiences on the Face book page @ARUM (At Right Angles, U and Math).

Science Workshop Series

Azim Premji University has been holding Science Workshops since December 2015 at Practicum Schools. The main objective of the workshop is to provide a platform for the students & teachers of middle school to appreciate and explore the interconnectedness of science. The sense of wonder and curiosity, as Carl Sagan would put it, is what these workshops attempt to encourage. Topics for each session are carefully selected to suit the schools’ needs and interests and are conducted in collaboration with the Teachers of India, a repository of MCF-compliant resources which is a first of its kind multilingual education site in India which is managed by Azim Premji University. Workshops are typically held in and around Bangalore. Two schools of Shantiniketan Education Trust, four schools of the multilingual education site in India which is managed by Azim Premji University and the Azim Premji University have been holding workshops since May 2015.

Workshops include: 1. ‘Earth & Sky’ concepts of patterns, space, distance, exponents, geographical concepts on map making, scale up & scale down, folklore, historical navigation, superstitions etc 2. Importance of failure in scientific experiments 3. Female astronomers, highlighting the fact that science is everybody’s 4. Night sky mapping in low/no cost material, and also on a particular practicum school’s request 5. ‘High School Biology through Comics & Cartoons’

An average of 150 students & 10 teachers participate per workshop. They are lecture-demonstration and hands on interactive sessions of 2 to 4 hours. Apart from teacher-contributed resources, the flag post publications of the Azim Premji University (Learning Curve, AtRiA and I Wonder, the new Science Magazine) continue to provide ongoing support to the participants of these workshops. These high quality learning resources, for practicing teachers and functionaries is available for free downloads at: http://www.azimpremjiuniversity.edu.in/SitePages/resources-publications-landing.aspx

Consultative Workshop – Development

The first of the series of Consultative Workshops, towards ‘Enabling student learning through Field Engagement’ for M.A. Development, was organized at Bangalore on the July 24, 2015. 21 participants from 15 organizations working in various development domains, mostly from Tamil Nadu, Kerala and Karnataka participated in the workshop. Four members from the organizations which have enrolled our students from previous batches for field internship, shared their views on reasons for providing internship opportunities to students, their expectations and challenges with interns and internships in the panel discussion.

The enriching discussion which followed included suggestions towards strengthening the competence and learning opportunities of the students in the field, areas of collaboration and way forward. Qualities required to work at the grassroot level was one of the key takeaways and how can we inculcate that in our students.

During the months of Sept 2015 and Nov 2015 we organized similar workshops at Pune and Lucknow. There were a total of 29 organizations that participated in Lucknow and 30 organizations that participated in Pune. Some of the key takeaways from the workshops included a need for a code of conduct for students and for the organization as well. Students should be briefed about the community; the field experience should be transformational for the student as well as the community; would be helpful to have a formal understanding between NGO and the University; Faculty should visit organizations and make joint plans for study.

Workshop to Review Curriculum Based Food & Nutrition Modules/Activities with Teachers

The first workshop with Government school teachers from Kodathi Gram Panchayat, Bangalore, Karnataka to review curriculum based food & nutrition modules/activities for children aged 5-11 was held on October 6, 2015 in Azim Premji Foundation.

This workshop was the part of a project titled “Curriculum Based Food & Nutrition Intervention for Government Primary Schools in Karnataka, India.” The project has been developed by the Health, Development and Society (HDS) team in collaboration with the Work and Education team at Azim Premji University and the Bangalore District Institute, Azim Premji Foundation.

The project design is based on findings from the Nutrition study – “Do we know what they eat, and why? A Study on School-level Dietary Adequacy and Impact of Cultural Beliefs in Remote Rural Areas in Southern India” being conducted by members of the HDS team at Azim Premji University. Nine teachers from 8 schools participated in the workshop. Four members from HDS team, Azim Premji University and 3 members from Azim Premji Foundation, Bangalore District Institute facilitated the workshop.

Two previously developed modules were shared with the teachers for their review based on their experience: (i) height & weight measurement and (ii) hand washing. Both the modules were generally accepted and teachers expressed that they can be used in classrooms. They suggested the addition of a few innovative transaction methods like play, songs and posters to make the modules more engaging. All the teachers actively participated in the demonstration, and have expressed great interest in starting the program in their schools. They felt the modules were feasible for introduction being curriculum based and delivered by children themselves. Teachers are willing to provide overall supervisory support to these activities in their schools.

The piloting of these modules will be done from November 2015 to February 2016 after taking prior approval from concerned Government officials.
Student Reflections

Independence Day Celebration in Vimochana Nagar
Supriya Ghosh

August 15 or Independence Day, as we call it, is the day we memorialize the struggle of the innumerable martyrs and leaders, who cared little for their personal lives because they had a greater vision, a vision of a free country where everyone was equal. Well, the term equal is by no means a superficial expression; it has a deeper connotation that calls for a transformation in our psyche, hearts and belief systems, pushing one to the edge of discomfort. It entails nothing sort of total parity in social, cultural and economic affairs. The question that all of us ask, one time or the other, is whether we have achieved this egalitarian state of mind and being? The unravelling of the answer is subjective. However as for myself, the Independence Day celebration this year was unusual in a positive way. I didn’t fall prey to cynical contemplation that made me sulk year after year, instead I celebrated it as a day that is meant to fulfill the dreams of millions. I went to Vimochana Nagar, a slum located in Konappana Agrahara of Bengaluru to celebrate the Independence Day along with the other members of Pahal, the social welfare student body of Azim Premji University. Pahal had sponsored and organized a cultural event on the occasion in an open ground of the neighbourhood. The Gram Panchayat members showed up along with other people of the area. The most excited beings on the day were the kids of Vimochana Nagar. The Pahal team had worked meticulously with the kids for weeks to give a shape to what followed that day - the exuberant dance numbers, heart-touching poetry recitation and exquisite songs. The ambience of the place was joyful though the entire programme took place under the open sky but none of us felt the scorching heat as we relished the joyous. Though the entire programme took place under the open sky but none of us felt the scorching heat as we relished the ambience of the place was joyful though the entire programme took place under the open sky but none of us felt the scorching heat as we relished the joyful. Though the entire programme took place under the open sky but none of us felt the scorching heat as we relished the joyful.

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How Pam became a Gifted Teacher

Jyothsna Latha Belliappa

For the past few years I have been collecting life-stories of school teachers who live in and around Bangalore, as part of my research on the teaching profession. Over time it has become one of the most enriching projects I have undertaken, not only in terms of research outcomes but in terms of life-lessons. Here’s one story from Pam, my own primary school teacher, now retired, after a career spanning more than thirty years. The eldest of three sisters, Pam failed twice in high school. “I was always more interested in sports than in studies,” she says, “and I would rather spend hours on a craft project than on my Hindi homework.” As a result, I repeated the eighth standard once and then also the ninth, which meant I ended up in the 10th standard along with my younger sister. It was humiliating. I almost decided to drop out of school. But my teachers called my parents and insisted, “Whatever happens, Pam must take her exams.” So I did the 10th standard board exams thinking that after that I would have nothing to do with formal education. “In the 1970s in Bangalore there weren’t many options for girls who did not go to college. I was good with my hands so I decided to sign up for a course in hair-dressing but as I was returning from the salon, I met a friend. She was going to put in an application for the two-year teacher training certicate at Sacred Hearts School I accompanied her to meet the principal of the TTC. While looking at my friend’s application, Mother Fatima asked me about my own plans. I told her what I intended to do. ‘Why hair-dressing?’ she asked, ‘Why not teaching?’ I explained my predicament. I wasn’t even sure if I would pass my board exams. How could I apply for the TTC? ‘I think you will pass,’ she said, ‘have faith and don’t underestimate yourself.’ On her insistence I applied for the TTC and to my surprise I passed the 10th boards with a first class.”

At the teacher training college Pam quickly realized that an interest in art and sports were assets for a primary school teacher. She was nominated head of the class and her confidence grew. After she finished the course she was invited to teach in the same school where she had studied. Pam’s story showed me what a difference a teacher’s simple words of faith and encouragement can do to change a student’s life. Mother Fatima had no ‘hard evidence’ that Pam would indeed pass her exams or that she would become a good teacher afterwards. Yet as her student I can vouch for the fact that Pam became an exceptional teacher. Kind, firm, encouraging and creative, she had an amazing ability to harness a child’s curiosity - whether it was about what would happen next in a story or how long it would take for the beans we eagerly planted in the small patch of land behind our classroom to sprout. She was always interested in the little details of our lives. Students would go up to her desk and whisper their troubles – a story or a worry that was clogging their mind. “In the TTC and to my surprise I passed the 10th boards with a first class.”

Learning to Read and Write: The LiRIL Project

Shailaja Menon

Literacy is a key goal of education. The noted linguist, Michael Halliday famously said that, “When children learn language, they are not simply engaging in one type of learning among many; rather, they are learning the foundations of learning itself…” (Halliday, 1993a, p.93). In recent years, we have been bombarded with reports that many Indian children are not learning to read and write well. Ideally, efforts to reform language and literacy instruction should be based on theoretical and empirical understandings of how children learn to read and write in diverse Indian contexts and in different Indian languages. However the empirical research-base on this is scanty at present.

The Literacy Research in Indian Languages (LiRIL) project is an ambitious attempt to generate preliminary understandings of children’s early acquisition of reading and writing in two different Indian languages – Kannada and Marathi. The two sites included in the study – Yadgir (Karnataka) and Sonale (Maharashtra) – are both socially and economically disadvantaged areas. The broad question being asked in this project is: How are children learning to read and write within these two contexts? In order to answer this question, the LiRIL team has investigated a variety of aspects, such as, (a) tracking 360 children (per site) on a bi-annual basis over the first three grades of school (September 2013-March 2016) (b) observing language and literacy classes for clues on what is emphasized in the curriculum and how it is transacted; (c) analyzing curricular materials in use in the classrooms; (d) interviewing teachers for their beliefs and knowledge related to language and literacy learning; and (e) analyzing the two scripts (Kannada and Marathi) for their potential impact on children’s learning. Although the project is far from complete at the moment, several preliminary understandings have been generated thus far.

Observations suggest that in both the areas studied there is an inordinate focus on lower-order skills (letter-learning, word/ sentence learning) in Grades 1 and 2. There is little emphasis on developing children’s oral language skills, and much of what is taught is disconnected with children’s lived worlds and words. Opportunities to write are restricted to copy-writing and dictation. Teachers lack domain knowledge specific to early literacy and are deficient in language-specific concepts. Correspondingly, children do worse on assessments that tap comprehension and expressive writing, than on lower-order skills such as okshara naming and word reading. Mnemonics and somyakshakshams appear to pose challenges to young readers as they encounter the Kannada and Marathi scripts, raising questions about how best to help children overcome these script-level difficulties.

These kinds of results are far more nuanced in nature than the results of large-scale assessments that are currently available to us, and raise more questions than they answer.

Jyothsna Latha Belliappa is a faculty of the University and she teaches courses in Social Inequality, Gender and Qualitative Research Methods.

Shailaja Menon is a faculty of the University and her area of research and teaching is Language and Literacy.
Colloquia

- Ethical Issues in the Mahabharata: Trichur S Rukmani
  Distinguished Professor Emeritus, Concordia University, Montreal: November 26, 2015
- Reading Indian History (with Reference to Tipu Sultan): S Settar Visiting Professor, School of Humanities, NIAS, Bengaluru: November 19, 2015

Conferences

- Poverty and the Quest for Life: Spiritual and Material Striving in Rural India: Bhrigupati Singh, Assistant Professor of Anthropology, Brown University, USA: August 13, 2015
- The Theory and Practice of Nonviolence in Building Social Movements: C P V Rajagopal - President and Founder-Member, Ekta Parishad: July 23, 2015
- The Education of Desire in Aristotle’s Nicomachean Ethics: Roopen Majithia - Professor of Philosophy, Founder-Member, Ekta Parishad: July 23, 2015
- The Theory and Practice of Nonviolence in Building Social Movements: C P V Rajagopal - President and Founder-Member, Ekta Parishad: July 23, 2015
- The Passionate Journeys of the Gods: Towards an Anthropology of Wonder: Tulasi Srivinas - Associate Professor of Anthropology at Emerson College in Boston: July 23, 2015

Publications & Resources

- Teachers of India portal (Latest topics: English Language Teaching Posters from NCERT, Remembering Ramanujan: An Interview, Discussion: Responsibilities of Teacher, etc.)
- The November issue of Teacher Plus, which focuses on Humour in the Classroom, has been published.
- The September issue of Teacher Plus, which is a special issue for ‘Teacher’ Day, has been published.
- The Hindi issue of Learning Curve on “Early Childhood Education” has been published.
- It also contains a project on radio as a medium of communication.
- Teachers of India portal can be accessed at: http://azimpremjiuniversity.edu.in/SitePages/eventcolloquium-list.aspx

Research


Published Articles in Popular Press

On Education

- They don’t need no thought control: Rohit Dhankar, The Hindu, September 3, 2015
- Merits of No Detention: Anurag Behar, Live Mint, September 5, 2015
- They don’t need no thought control: Rohit Dhankar, The Hindu, September 3, 2015
- Skills-Based-Education- Will it help students?: Rohit Dhankar, Deccan Herald, December 10, 2015
- Value of No Detention: Anurag Behar, Live Mint, November 26, 2015
- Demotivating Teachers: Rohit Dhankar, Deccan Herald, October 10, 2015
- Divided by caste: Anurag Behar, Live Mint, October 16, 2015
- Beyond the pass-fail binary: Rohit Dhankar, The Hindu, September 3, 2015
On Public Policy and Governance
- Will Smart Cities stifle local democracy?: Mathew Idiculla, Scroll.in, December 20, 2015
- Smart City Karnataka: Bhavishyavagaballade?: (Can Smart Cities be the future of Karnataka): Mathew Idiculla, Prajavani, December 19, 2015
- Bengaluru Civic Polls Should Not Be Reduced To Political Sparring: Mathew Idiculla, The Quint, August 21, 2015
- Getting real about corruption: Sudhir Krishnaswamy, The Hindu, August 16, 2015

On Arts, Culture and Society
Chandan Gowda, professor at Azim Premji University, writes a weekly column on the arts, culture and society in Bangalore Mirror. A small sample of articles from the series are listed below.
- Recovering Cultural Sight: Chandan Gowda, Bangalore Mirror, December 25, 2015
- A Cult Book From Japan: Chandan Gowda, Bangalore Mirror, December 18, 2015
- Repositioning Nehru: Chandan Gowda, Bangalore Mirror, November 21, 2015
- Regarding Tipu Sultan: Chandan Gowda, Bangalore Mirror, November 23, 2015
- Living Our Moral Legacy: Chandan Gowda, Bangalore Mirror, October 9, 2015
- Gandhi’s First Visit To Bangalore: Chandan Gowda, Bangalore Mirror, October 2, 2015
- The importance of Professor Kalburgi: Chandan Gowda, Bangalore Mirror, September 4, 2015
- Remembering U R Ananthamurthy: Chandan Gowda, Bangalore Mirror, August 21, 2015
- English rule without the Englishman: Chandan Gowda, Bangalore Mirror, August 14, 2015

On Development
- The unsustainable growth: Anurag Behar, Live Mint, December 10, 2015
- Our commitment to a healthy planet (in Kannada): Harini Nagendra, Prajavani, November 28, 2015
- City Loses 85 per Cent Water Bodies in 14 years: Papiya Bhatacharya, The New Indian Express, November 18, 2015
- Gundu Thopus Give Way To A Concrete Jungle: Harini Nagendra, Prajavani, August 3, 2015
- Bengaluru’s disappearing open wells and kalyanis (Kannada): Harini Nagendra, Prajavani, July 20, 2015
- Sankey’s Tank: From Water Reservoir to Biodiversity Hub (Kannada): Harini Nagendra, Prajavani, July 31, 2015
- Bellandur: one lake, multiple meanings (Kannada): Harini Nagendra, Prajavani, July 30, 2015
- Can Bengaluru be a city for everyone?: Narayana A & Mathew Idiculla, Times Of India, July 18, 2015
- Flights of fantasy: Shalabeb Yamin, Deccan Herald, July 14, 2015
- No Place for Trees in the Garden City (in Kannada): Harini Nagendra, Pravajani, July 6, 2015

Published Articles in Journals
- On Education Towards a New Education Policy - Directions and Considerations: Hridayant Dewan and Arancha Melendare, EPW, Vol. 1 No. 48, November 28, 2015

Published Blogs
On Education
- CORE takes off in Bangalore : Arjun Jayadev, CoreEcon, September 15, 2015

On Health & Nutrition
- Cancer care in India: Need for multi-layered communication strategies among providers : Kalyani Subbiah, Health Systems Global, July 6, 2015

On Public Policy & Governance
- Supreme Court Must not Conclude all Pornography Leads to Crime: Sudhir Krishnaswamy, The Quint, August 10, 2015

To read these and more published articles in journals, please visit: http://azimpremjiuniversity.edu.in/ SitePages/resources-journal-articles.aspx

To read these and more published blogs, please visit: http://azimpremjiuniversity.edu.in/SitePages/resources-blog-articles.aspx
1. ‘Court’ is the Indian entry for the Oscars in the Best Foreign Language Film category for 2015. But can you name the only three Indian films that have been nominated for the Oscar in this category?

2. ‘Give It up’ a campaign initiated by the Government of India pertains to which product?

3. Ministry of Tourism, Govt. of India declared which pair of cities as ‘twin national heritage cities’, the first instance of such a tag being given to any of the cities in India?

4. Diarrhoeal disease is the second largest cause of death among children under five. What is the first? (Malaria/ HIV or AIDS / Pneumonia/ Malnutrition)

5. ‘The Man Who Knew Infinity’ is the biography of which great Indian?

6. To be in doldrums is to be in a state of inactivity, stagnation or depression. The origin of the usage is from parts of the Earth’s surface which are called ‘doldrums’. Which parts are these?

7. She along with her husband founded India’s first women’s school in Pune in 1848. Can you name her?

8. The Chairperson of ‘National Human Rights Commission’ should have served in a particular position to qualify. What position?

9. It is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. What is it called?

10. What is the name of the protest movement started in the 1970s in which villagers hugged trees and prevented the contractors’ from felling them?

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(Created by ‘Samvit’ the Quiz Club of Azim Premji University, ‘Samvit’ was founded in September, 2013 by students of 2013 batch to provide a platform for students and faculty of the University who were passionate about quizzing. Since its launch, Samvit and its members have participated in various state and national level quiz competitions and won many prizes.)

Answers to Quiz Time 1503

1. Court, Salaam Bombay, and Lagaan

2. LPG Subsidy

3. Rishikesh and Haridwar

4. Pneumonia

5. The mathematical genius Ramanujan

6. Parts of the Atlantic Ocean and the Pacific Ocean around the equator where the pressure is low and the prevailing winds are calm

7. Savitribai Phule

8. Chief Justice of India

9. Programme for International Student Assessment (PISA)

10. Chipko Movement

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"I don’t ask for the meaning of the song of a bird or the rising of the sun in the morning’’
– Photo by Premula Subba, M.A. Education (2013-15)

'Pixelz' is the photography club of Azim Premji University, founded in November, 2013. The idea was to unite a passionate group of members who are practitioners of Photography in the University to enable them to share their ideas and skills. Pixelz aims to promote amateur Photography among the students and faculty so that they can learn to spend some time away from the books, into the natural world, capturing what they see.

Website: https://sites.google.com/a/apu.edu.in/pixelz

Information Kiosk

Website: www.azimpremjiuniversity.edu.in
Facebook: facebook.com/azimpremjiuniversity
Twitter: twitter.com/azimpremjiunive

Access Academic documents (curriculum, course documents, class schedules, academic calendars, etc)
https://sites.google.com/a/apu.edu.in/eoffice

Employees Portal: pserp.azimpremji.foundation.org
Funny Side Up!

About Azim Premji University

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 realization of a just, equitable, humane and sustainable society”.

We offer Undergraduate, Postgraduate and Continuing Education programmes that aim to prepare students with great competence, integrity and social commitment. Our research programmes also further the development of knowledge and education in the same fields.

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