Insights

Faculty – At the core of student wellbeing

As I write this, around 400 students have just joined the University, registering themselves in one of the three postgraduate programmes. As always it is a time of great happiness to see such a richly diverse student body enroll themselves for programmes that will prepare them for careers in the social sector.

This diversity of student profile does not come about easily, it requires planning and the right process. If today we have over 50% women students, around 50% students from small towns and rural areas, and around 50% of students on scholarships it is because our admissions process enables this, through extensive reach out, tests and interviews in multiple locations and very close follow up with students. March and April are deeply moving times of personal epiphany for us each year as we form ‘interview panels’ to meet shortlisted candidates across the country. Invariably all our faculty come back deeply moved or indescribably thrilled as they meet candidates from the widest spectrum of our society. A bond is in fact formed right there and there is an uplifting feeling amongst the faculty that we must do all we can to make these two years at the University the best possible learning experience for students.

Nothing reflects this more than the way our orientation programme has evolved since we first began in 2011. Last year we had a pre-orientation programme called “pathways” that was designed to specifically help disadvantaged students. It might have been a good effort but the faculty this year have created a completely new orientation programme borne out of a deep academic and pedagogic conviction of how a constructive orientation programme can be conceived.

On July 13, 2015 we also welcomed our first batch of very young friends in the Undergraduate programme. It is heartening to see more than two years of intense preparation come to life!

One of the best things to emerge from the way we have organized ourselves into different schools is that very naturally and logically, they own the overall student wellbeing and it is heartening to see the faculty coming forward to participate in various students support activities. Perhaps towards the end of this academic year, one of the faculty members will continue this thread of conversation. I sign off with hope and optimism.

S. Giridhar
Registrar and COO
Events Update

Justice: The Letter and the Spirit

The Law and Governance Clinics at Azim Premji University hosted its inaugural one-day Clinic Exhibition entitled ‘Justice: The Letter and the Spirit’ on May 10, 2015. This exhibition was a journey through four development clinics which is a novel initiative of the students of the Law and Governance specialization of the M.A. Development Programme. The exhibition conducted at Vismaya Gallery, Rangoli Metro Art Center Boulevard, MG Road featured work carried out between October 2014 and May 2015 by the ‘Criminal Justice Clinic’, the ‘Environment Clinic’, the ‘Democratic Institutions and Processes Clinic’ and the ‘Human Rights Clinic’ at Azim Premji University. These student projects included strengthening the juvenile justice system in Karnataka, securing rights of forest-dwelling communities in Gudalur, Tamil Nadu, developing data-driven election campaign in Mandya, Karnataka, and realizing the rights of street vendors in Karnataka and elsewhere. The exhibition featured posters, comic strips, infographics, documentary films and one-on-one interaction with the educators and students on their experiential learning.

Clinical education, a pedagogy tool used to facilitate and train students in engaging with projects of social transformation, was a concept that many visitors were curious and fascinated about. The exhibition which was attended by approximately 700 people was a great success, attracting a wide range of individuals and organizations. From individuals working for NGOs and Think Tanks to the layman strolling down M.G. Road, the event was well received by all and for many, a first encounter with these kind of student projects. The students too found it to be a great learning experience, sharing their learning with a non-academic audience. Further details about the Law and Governance Clinics at Azim Premji University can be found online at [https://laplawgdevclinics.wordpress.com](https://laplawgdevclinics.wordpress.com)

The exhibition was widely covered in the print and electronic media including Deccan Herald, Hindu, Deccan, Malayala Manorama, Vijay Karnataka, Times of India, Deccan Herald, Malayala Manorama, Vijay Karnataka, Times of India, Hindustan Times, and the online channels of the television channels, DD, NTV and NTV Plus.

Workshop on Urban Street Vending: Challenges and Laws

The Human Rights Clinic students also organized a workshop titled, “Urban Street Vending: Challenges and Laws” on May 6, 2015 for street vendors of Bengaluru. The workshop increased awareness and sensitized all stakeholders on the issues that are faced by street vendors in Bengaluru. The recent Street Vendors (Protection of Livelihood and Regulation) Act of 2014 was a core issue of discussion.

The Human Rights Clinic, an initiative of law and governance students of Azim Premji University believe that integrity of livelihoods is integral to a dignified living. It is for this reason that the students decided to focus on the livelihood issues of street vendors, one of the most marginalized and disadvantaged groups among the labour force.

Summer School on Education

The recently concluded Summer School on Education on the theme ‘Changing nature of the public and the private in school education’ was an inter-institutional initiative of Azim Premji University and Tata Institute of Social Sciences (TISS), with King’s College London, supported by a grant under the UGC-UKIERI Thematic Partnership. The six-day Summer School, from June 15 – 20, 2015 was hosted by Azim Premji University in Bengaluru and witnessed the participation of senior research students from reputed academic institutions in India and other countries and education practitioners from a wide range of non-government organizations working on educational issues across India.

Thematically organized to address different facets of the broader title of the Summer School, the summer school had sessions covering conceptual issues, modes of education delivery, financial requirements and challenges, regulatory frameworks, and an entire day devoted to new areas of research on how the nature of the public and the private in Indian school education has been changing in recent times. Speakers ranged from leading academics and retired career bureaucrats to members of civil society dedicated to the cause of rejuvenating public school education in India. A continuing comparative perspective was ensured through case studies drawing upon the UK context, again facilitated by scholars known for their seminal contributions to these areas of study.

Overall, the summer school drew together a range of critical perspectives, enabling the participants to reflect on a diverse set of questions, current and emergent, pertaining to the changing nature of school education in India and the role of the government and the non-state in this change.

Second Summer School in Philosophy of Education

The Second Summer School in Philosophy of Education was held between June 8-18, 2015 at the Azim Premji University. The theme for this year’s Summer School was “Rationality and Its Discontents”. Participants included research scholars in various disciplines of the Humanities such as Economics, Sociology and Education, and practitioners in the field of Education. Resource persons included faculty members of Azim Premji University, and invited speakers from reputed institutions across India. They addressed the following six themes: Reason as Method and Faculty, Reason and Epistemic Norms, Morality and Reason, Reason and Scientific Hegemony, Public Reason and Reason and Education. The Summer School was geared towards familiarizing participants with the theorizations of reason in various sub-disciplines of philosophy, thereby enabling them to add a dimension of depth to their thinking and research. The salience of abstract theoretical Question to educational practice was underlined via extensive dialectical engagement with the participants.

The Prophet and the Poet

As part of its Public Event series, Azim Premji University hosted, ‘The Prophet and The Poet’, an original play based on letters and articles exchanged between Mahatma Gandhi and Rabindranath Tagore, at Alliance Francaise on May 8, 2015. Presented by Bangalore Little Theatre (BLT), the play explored the correspondence between two visionary men over a span of 25 years. The exchange revealed how the two personalities shared a warm relationship and had great respect for each other even as they differed significantly in their views on the form and content of the freedom movement.

The script was developed from a manuscript compiled by Shailesh Parekh (now published as Gandhi vs Tagore by Viswa Bharati). The play was designed and directed by Vijay Padaki, a life member of BLT since its inception in 1960. The three lead roles were played by Madhu Smriti Shukla, Shameer Mohammed and Shashank Purushotham.
Admissions
This year in line with our framework for new programmes the University has introduced two new programmes:
- Postgraduate programme leading to a M.A in Public Policy and Governance degree.
- Undergraduate programme leading to degrees in Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc). Option of an Honours degree by taking up additional research and projects is also available.

Postgraduate Programmes:
Registration for the Postgraduate programmes, M.A. Education, M.A Development and M.A. Public Policy and Governance was held on June 25-26, 2015. In total, we had 377 students registering. This year, we had an increase in the number of female students and they form 53% of the student population.

The inaugural welcome event for class of 2015-17 was held on June 26, 2015. The programme included a song by a student of 2013-15, the Vice Chancellor’s speech on the ‘Social Purpose of the University’, the Registrar’s speech on the journey of the University; moving personal accounts of alumni and current students’ experience; and a stimulating panel discussion on how the M.A degree programme prepares them to work towards changing the world. The programme concluded with a musical performance by the Madras String Quartet. More than 500 people; students, parents, faculty and members from the Foundation were present.

The Orientation Programme for the new batch of Postgraduate students was scheduled from June 29 to July 10, 2015. Students went through an intense two-week orientation that attempted to bring a very diverse group to cooperate, engage with each other and prepare themselves for the rigours of the programme. Groups were led by faculty teams who facilitated and coordinated the planned activities of each group. Activities included site visits structured around selected themes like urbanization, violence against women, politics of food and so on. The student groups for the theme urbanization and environmental degradation visited the polluted Bellandur Lake and interacted with local residents there; while the group engaged with understanding violence against women met with members of Vimation, a forum for women’s rights. The orientation concluded with students putting up performances for the University community.

Undergraduate Programmes:
Over 100 students were admitted in the Undergraduate Programme on July 13, 2015. Students moved into their new residences and started orientation week immediately. The faculty members introduced students to various aspects of the University including its strong social purpose and acquainted the students with the culture and learning environment that they would be a part of over the next three years. The study, care and wellness aspects of the programme were highlighted. There were also sessions held on diversity and difference. Members of the faculty presented lively skits and improvised performances. The orientation programme ended with a vibrant performance by the students.

University Resource Center
The University Resource Centre (URC) designs and delivers continuing education programs for practitioners. Some of the key programmes designed and delivered recently include:
- Induction programme for District Education Officers (DEOs) of Rajasthan, in collaboration with our Rajasthan state team. Around 80 DEOs attended the programme in two batches, which covered topics important for developing a systemic understanding of education, such as the journey from constitutional values to Right to Education (RTE), Universalization of education, equity and inclusion, teacher development, quality of education, working at scale and experience sharing by senior government functionaries.
- Programme for academic faculty of District Institute of Education and Training (DIETs), College of teacher education (CTE), Institute of advanced studies in education (IASE) and State Council of Education research and Training (SCERT) at SCERT Raipur, Chhattisgarh in collaboration with our Chhattisgarh team. The programme focused on perspectives on teacher education.
- Workshop on continuous and comprehensive evaluation for Azim Premji Schools, addressing concepts of assessment and evaluation, the process of doing continuous assessment while teaching, principles guiding continuous assessments, and the notions of comprehensiveness within each subject and across school curriculum.

Research Grant Programme
Azim Premji Foundation has launched a Research Grant Programme designed to promote inquiry into areas that are of particular interest to the Foundation.

We seek to fund research in three linked, but distinct areas:
- Education and Allied Areas
- Law and Governance
- Development and Sustainability

While we are open to any broad consideration within the area, the research should be empirically grounded, and be able to inform practice and policy. The duration of projects can range from 1 to 3 years, and the size of the research grants from Rs.5 to 20 lakhs.

Last date for submission of proposals for the first round of grants is 15th August. To learn more about the programme and the terms of reference, visit: www.azimpremjiuniversity.edu.in/research-grant
Student Activities

- **Farewell Function**
The M.A. Education and M.A. Development students who graduated in June this year received a warm farewell on 24th April 2015. All University staff and faculty joined the students in a fun filled evening of singing, dancing and heartfelt speeches.

- **Mission Nepal**
Funds and material were collected to support the people affected by the earthquake in Nepal. The students reached out to the University, the Foundation and the general public to raise funds. Goonj, a social welfare organization, supported the students in delivering the funds raised and the material collected to the victims.

- **Expressing Gratitude**
A celebration to express gratitude to the University’s housekeeping staff was organized by the students. The celebration included musical games, distribution of mementos and food specially prepared by students.

- **Kaapi Aur Charcha**
Kaapi Aur Charcha is an informal platform started by students where they invite anyone with whom they wish to have a conversation (‘charcha’) over a cup of coffee. The idea is to have a discussion without any set agenda. In this platform students have invited guests from different walks of life including people like Ian Correa, CEO of Hope Foundation and Sharda Ugra, a senior sports journalist as well as alumni of the University with interesting experiences. On May 12, 2015 the Charcha was led by alumnus Varun Sharma who shared his experience of trying hard to facilitate a village electrification initiative by the tribal village community in Orissa.

Placements

Placement activities for the batch 2013 – 2015 had 103 organizations participating in campus placements between Feb - May, 2015; making 180 offers. Many students also decided to pursue careers, outside the University placement process. Of the offers made, 76% are from NGOs, 13% are from Schools, and the rest include Training Institutes, Corporate Social Responsibility units, Funding organisations, and Fellowships. Large number of offers were for Programme/Project management roles.

Health and Nutrition Round Table Discussion

The Health, Development and Society team at Azim Premji University organized a one- day Round Table discussion on “Nutrition Issues that Impact Primary School Children”, held on April 29, 2015 at Azim Premji Foundation. About 30 representatives from various institutions working on this issue participated in the discussion. The Round Table was organized to share and reflect on the findings of the study on school nutrition being conducted by the Health, Development and Society team: *A Study on School-level Dietary Adequacy and Impact of Cultural Beliefs on Dietary Choice in Rural Karnataka*. The enriching discussion around the papers presented contributed significantly to exploring and enriching several important ideas relating to the health and nutrition of young children, available opportunities for addressing current challenges, and the way forward.
As a part of ‘Pahal’, a student’s initiative for social welfare activities, many of us have been working during past few months in the Vimochana Nagar Slum, a few minutes away from the University campus. Last week while returning from the place at night, we met a 95 year old man. We started calling the old man Taatha, which means grandfather in Telugu.

On enquiring about his family, etc, we learnt that he was living alone and one of his sons had made arrangements for his food with a neighbour. Taatha had problem with his eyesight, had difficulty in walking due to old age; he had not taken a bath for days and had a long beard. We went to his house which was in a dilapidated condition, filthy and in a complete mess. On seeing us he started crying and his wife came out and welcomed us. She was her daughter and would take care of him. We told him half-jokingly that he should take bath daily and dress properly.

The next day we were stunned to see Taatha. He was well dressed and clean shaven- we could not recognize him. Now all of us working at Vimochana Nagar are a part of Taatha’s family and he awaits our presence every day. He looks quite sturdy now and has some amazing stories of his youth to share. One day some of us told him to reduce smoking. Now whenever we pass by and if Taatha is smoking, he quietly moves his hand to hide his bidi. We have to tell him, hiding the bidi will not do, he has to cut down his smoking. I am sure he will listen.

The work that my colleagues have done starting from the day they cleaned up Taatha’s room has had a long-term impact in a person’s life. It is a matter of such joy and pride for all of us. It reinforces my belief that if you have the heart and mind for change you can surely make a difference, however small.

Haffiz Samnani is a student of M.A. Development (2014-16)

As a graduate in Hotel Management I started working in a corporate firm in Mumbai way back in 2008. But I soon realized that the things that I did at work did not reflect my true interests and I could hardly get any personal satisfaction from what I did. Since then it has been a journey of self-discovery and a quest to do something that I am really passionate about and I must confess that the journey has been an unending one till now. However, when I joined a group of 100 inspiring souls for a Masters in Development at Azim Premji University in 2011, it surely was the first step. Life at Azim Premji University taught me to travel, see and do things that I would have never done before and take that initial plunge. Having no previous knowledge of the development sector, the first Field Immersion to Uttarakhand gave me the freedom to look at multiple aspects of health, education, livelihoods and environment, and helped develop a special liking for the study of energy and environment. But what use is it without like-minded individuals and a flexible platform to take this interest forward. At the University I found both. A platform to debate and discuss issues that mattered both inside classrooms and outside, helping us build on our ideas. It was one such informal discussion around the Koodankulam Nuclear Power Plant crisis that prompted a group of us to visit the protest site and critically analyze the role of nuclear energy in India’s energy future. The following year I was able to work alongside like-minded individuals in travelling and documenting renewable energy best practices across India, both within the academic circles and outside. While these journeys and discussions helped in understanding issues related to energy and environment we were constantly looking at ways to communicate the findings from the field back to the academia and other stakeholders.

That’s how I discovered the film-maker in me! As none of us ever had ever seen a movie camera before (forget making films), it was a struggle learning everything from scratch - shooting, editing, dubbing and screening. If not for all my batchmates and subsequent batch who tolerated our films we would have never got the encouragement to keep improving on it. As time went by I finally could muster enough courage to work independently on a long and treacherous research in Wayanad, Kerala on the environmental degradation in Western Ghats and make a film out of it.

In this course of time I also fell in love with something else. My backpack! Two years at the University gave me the opportunity to travel across the length and breadth of India from tasting ‘Tahir Sadam’ in Tamil Nadu in the South to riding a Bullet in the northern Ladakh, from dancing during a ‘Durga Puja’ celebration in Sunderbans in the East to visiting the holy Ajmer Sharif in the West, and I fell in love with my constant travel companion - my backpack! Today when someone asks me what I do in life, I say I work in the field of environment, make documentary films, travel .. the truth is I have not found my feet in any of these. I have neither published research papers on environment & conservation nor have made documentary films that generated substantial public opinion. But I have surely continued on this path, making short films, working on environment conservation and above all backpacking!

Goutham is an alumnus of Azim Premji University, M.A. Development (2011-13)
Faculty Feature

Kaustuv Roy
Professor of Philosophy and Sociology

In this section we feature write ups by our faculty, and in alternate issues, present candid conversations with them, helping you to know them up close. In the first of such interactions, our editorial team talked with Kaustuv Roy, Professor at Azim Premji University, teaching Philosophy and Sociology.

Kaustuv earned his Ph.D from Michigan State University and has worked for many years as faculty both in India and abroad. He has also taught in schools for several years. His basic degree is in Mathematics and he also holds a diploma in Art. He has a serious interest in Agriculture as well.

In keeping with Kaustuv’s personality, our questions were unstructured and moved from one aspect to another without premeditation.

Q: It has been observed that you have a very unique way of typing in your cubicle. You put the chair on the table and the laptop on the chair and stand while you are typing. How did you arrive at this unique style of working?
KR: Sitting for long hours in a chair and working is a very dangerous practice. It can lead to serious health consequences including obesity, etc. Besides, as a teacher and an artist I have always been on my feet. So it is second nature for me to stand and walk around as I work. Also I think much better when I move around.

Q: We have seen you teaching clay modelling to students at the annual festival ‘Unmukt’. How did you develop an interest in the subject?
KR: I was trained as a potter and craftsman by local artisans very early in life. I also have a deep and abiding interest in horticulture. KR: I was trained as a potter and craftsman by local artisans very early in life. I also have a deep and abiding interest in horticulture. I was trained as a potter and craftsman by local artisans very early in life. I also have a deep and abiding interest in horticulture.

Q: What were you like as a student? Any favourite memories?
KR: I was an indifferent student. School never interested me. It was something one had to go through as a form of punishment. School never taught me the things I wanted to learn. As a child, I wanted to talk to animals, play the tabla, and fly model airplanes. School did not teach me any of those things. The thing I remember of school though is a beautiful campus (an incidental setting that was happenstance) where one could chase deer, climb banyan trees, or eat tamarind and wood apples all day.

Q: While being interviewed for a film on research at the University, you said you have been a searcher all your life, and that led you to research. Can you tell us a little bit about your ‘search’ in life?
KR: Each civilization comes out of certain original moments, certain authentic insights (one can call it by different names, it does not matter) which recede from the social memory after a long period of domestication. The search is to again contact authenticity, to bring back an original moment in one’s life. It is from this basic search that my “re-search” proceeds.

Q: You list ‘traditional and vernacular knowledge in education’ as one of your areas of interest. What is this about?
KR: Traditional or vernacular knowledge is that knowledge which is inherent in a population and not borrowed or imposed from elsewhere. Today most of the knowledge in our education system is colonial and Western which does not really answer the actual needs of the native. Examples of traditional knowledge are Ayurveda, local agricultural practices, bodily disciplines, local foods, etc. Without understanding vernacular knowledge one is bereft of any ground to stand on, one becomes merely an imitator.

Q: Working for social change has its highs and lows. What keeps you going during tough times?
KR: The most important changes have to be brought in oneself and in one’s relationship with the world. Such effort is relentless and constant. When you approach it with simplicity there is no high or low point. So there is neither any highs nor lows in my approach to things but a steady struggle.

Research Round Up

Transforming Anganwadi Centres into Vibrant Learning Centres
Jigisha Shastri and Kinnari Pandya

Azim Premji Foundation has been working closely with the Telangana State Integrated Child Development Services (ICDS) scheme through its Medak Early Childhood Education Initiative with an objective of transforming Anganwadi centres into quality learning centres, by building perspective and skills of ICDS functionaries, developing advocacy and curricular resources, and networking with parents, beneficiaries and communities. Towards this, a baseline study was undertaken to understand the current status of quality of Anganwadi centres and perceptions of stakeholders towards ICDS services in Medak District.

Findings of the study indicate that:

i) Both Anganwadi workers and helpers recognized the need for training on early education. In absence of Anganwadi workers, 98% helpers took over their roles and engaged with children besides their other work.

ii) The pre-school curricula of Telangana allots 54% of time for educational activities. However, the centres observed in this study spent only 35% of time during the day on Pre-School Education (PSE) activities. Even during the PSE activities, most amount of time is spent in unplanned indoor or outdoor activities followed by free play with materials where social development opportunities are available, but language, reasoning and concept development opportunities are minimal. Findings also indicate:

iii) A relationship between the parents’ understanding of early education and learning outcomes for their children and the kind of opportunities they seek for their children. This highlights a need for creating awareness about child development and importance of early education as well as empowering the parents to demand and avail holistic and quality services. The data suggests, the need for improvement of quality pre-school education in centres together with stimulating home environments.

Based on the findings of this study forty Anganwadi centres have been selected for direct engagement through bi-weekly visits by our field team, experiential participatory trainings for all professionals of ICDS on a regular basis. Periodic tracking through observation checklists reveal that, in the last six months, there has been a 3% increase in attendance, 14% increase in the overall duration of pre-school education activities, 18% increase in accessibility and use of materials, and 40% increase in creating a learning physical environment. The active involvement of whole class is observed in 65% of the centres. Through this large scale intervention with integrated research at all levels, we hope to understand parameters that influence early learning as well as enable a qualitative change in the extent of learning and stimulation available to children below six years of age.

The Medak Early Childhood Education Initiative, a District Institute of Azim Premji Foundation is a collaborative effort with the School of Education at Azim Premji University, and faculty members Jigisha Shastri and Kinnari Pandya provide mentorship to the field team.
Colloquiums
New Delhi: March 23, 2015
• The Ideas and Practices of the Dalit Movement in Karnataka: Du Sarathi: April 14, 2015
• The Functioning of the Indian Parliament: M.R. Madhavan, President, PRS Legislative Research, New Delhi: April 9, 2015
• Rethinking Development: Arul Sood: April 6, 2015
To read about these and more colloquiums, please visit: azimpremjiuniversity.edu.in > Resources > Publications > Colloquiums

Research
The Rural Urban Dynamics Research Team of Azim Premji University comprising Prof. Seema Purushothaman, Sridhara Lodha and Sheetal Patil made a presentation on its research on “Agricultural Dynamics and Strategies among Small Farm holders of Yadgir” at College of Agriculture, Bheemarayangudi near Shahnur town in Yadgir district of Karnataka on July 6, 2015.

Publications & Resources
• Teachers of India portal (Latest topics: Teaching Measurement, Pencil Spinner for Middle and Senior Schools, Discussion on “Going Beyond Textbooks”)
• At Right Angles (July 2015, Theme: Paradoxes)
• Learning Curve (March 2015, Theme: Relevance of Gandhi’s Nai Talim in India of today)
• Language and Language Teaching (January 2015, Articles, Book reviews, Suggested Readings, Classroom Activities)

Note: 40 teachers attended the Mathematics Teachers Workshop conducted by the At Right Angles team in collaboration with the Ramanujan Mathematical Society. The workshop was conducted at Jain College, Bengaluru on June 26 and 27, 2015. Teachers of India portal can be accessed at: teachersofindia.org and the publications can be accessed at: azimpremjiuniversity.edu.in > Resources > Publications

Published Articles in Popular Press
On Education
• Bridging the divide in classrooms: Anurag Behar, Live Mint, June 24, 2015
• Assessing Education: Anurag Behar, Live Mint, June 10, 2015
• A new education policy: Anurag Behar, Live Mint, May 13, 2015
• Another brick in the wall...Rohit Dhankar, The Hindu, May 5, 2015
• Gender equity in education: Anurag Behar, Live Mint, April 30, 2015

On Development
Starting June 22, 2015, The Hindu carried a series of five articles on deterioration and depletion of lakes and open wells in Bengaluru. The articles have been written, based on the research conducted by Harini Nagendra and Seema Mundoli, who work on sustainability at the Azim Premji University, and Hita Unnikrishnan and B. Manjunatha from the Ashoka Trust for Research in Ecology and the Environment. Two of the articles from the series are listed below.

• Open wells of Bengaluru: Hita Unnikrishnan and Harini Nagendra, The Hindu, June 25, 2015
• The sacred lakes of Bengaluru: Seema Mundoli, Hita Unnikrishnan, B. Manjunatha and Harini Nagendra, The Hindu, June 24, 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 couple articles from the series are listed below.

• The predicament of Black America: Chandan Gowda, Bangalore Mirror, May 1, 2015
• This is not a book of facts about Mysore: Chandan Gowda, Bangalore Mirror, April 24, 2015

To read these and more published articles in the popular press, please visit: azimpremjiuniversity.edu.in > Resources > Publications

Published Articles in Journals
On Education
• Evaluate systems, not schools: Dileep Ranjekar, Civil Society Online, June, 2015
• Spare the rod, save the child: Dileep Ranjekar, Civil Society Online, April, 2015
• Addressing Child Sexual Abuse In India Through Sexuality Education And Teacher Training: Jyothsna Latha Bellappa and Sreeparna Ghosh, A@ Journal of International Law Volume 4(3): 134-144

On Development
• CSR-More questions than answers: Dileep Ranjekar, Human Capital Online (P 8-9), June, 2015
• Are Our Seas Up for Grabs?: John Kurien, Economic & Political Weekly, June 13, 2015
• They Warned Him From Entering This Village, He Went Ahead To Revive It: Varun Sharma, Youth Ki Awaaz, June 09, 2015
• On Interest, Investment and Economic Growth: Alex M. Thomas (with L. Walling), Economic & Political Weekly, April 25, 2015

On Public Policy & Governance
• Gender and Legislative Performance in India: Arima Mishra, Social Story, May, 2015

On Health & Nutrition
• Changing moves: Missioning health in India: Arima Mishra, International Health Policies, June 1, 2015
• More national institutes of medical sciences: a healthy trend?: Shreelata Rao Seshadri, International Health Policies, June 1, 2015
• Decentralization and decision space in the health sector: a case study from Karnataka, India: Shreelata Rao Seshadri, International Health Policies, June 1, 2015

On Public Policy & Governance
• More national institutes of medical sciences: a healthy trend?: Shreelata Rao Seshadri, International Health Policies, June 1, 2015
• Evaluation of health in India: Arima Mishra, International Health Policies, June 1, 2015
• Decentralization and decision space in the health sector: a case study from Karnataka, India: Shreelata Rao Seshadri, International Health Policies, June 1, 2015

On Science
To read these and more published articles in journals, please visit: azimpremjiuniversity.edu.in > Resources > Publications > Journal Articles

Published Blogs
On Development
• Urban biodiversity: We can all do our bit to save it: Sabir Ghosh, Social Story, May, 2015

On Health & Nutrition
• Changing moves: Missioning health in India: Arima Mishra, International Health Policies, June 1, 2015
• More national institutes of medical sciences: a healthy trend?: Shreelata Rao Seshadri, International Health Policies, June 1, 2015
• Decentralization and decision space in the health sector: a case study from Karnataka, India: Shreelata Rao Seshadri, International Health Policies, June 1, 2015

On Public Policy & Governance
• The Black Money Bill: Piecemeal and Superfluous: Nigam Nuggehalli, IndiaCorpLaw, May 5, 2015

On Science
• The Black Money Bill: Piecemeal and Superfluous: Nigam Nuggehalli, IndiaCorpLaw, May 5, 2015

To read these and more published blogs, please visit: azimpremjiuniversity.edu.in > Resources > Publications > Blogs
1. What is the name of the think tank that has come to replace the Planning Commission?

2. ‘Abode of immortals’ is the meaning of India’s newest state capital. Can you name it?

3. Recently the Ahmedabad Municipal Corporation has begun paying people for committing a particular act. What is it?

4. Who is Ira Singhal?

5. Union cabinet has recently approved amendments to Child Labour (Prohibition and Regulation) Act 1986. This was partly motivated by the need to resolve contradiction between this and a newer act that was enacted in 2009. Which act is this newer act?

6. Gangadevipally, Hivde Bazar, Punsari: Which government scheme is modelled on these places?

7. What clause in the amended IT Act ensures that law criminalizing content like obscenity cannot be used to punish a platform like YouTube if it is unaware that it is hosting illegal content?

Answers to Quiz Time 1502

1. NITI Ayog
2. Amaravati, Andhra Pradesh
3. Using a public toilet
4. Topper of UPSC 2014. First person from differently-abled category to achieve such a distinction.
5. Right to Education Act
6. Sansad Adarsh Gram Yojana
7. The ‘safe harbour’ clause.

(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.)
About Azim Premji University

Azim Premji University was established in Karnataka by the Azim Premji University Act 2010 as a not-for-profit University and is recognized by The University Grants Commission (UGC) under Section 22F. The University has a clearly stated social purpose. As an institution, it exists to make significant contributions through education towards the building of a just, equitable, humane and sustainable society. This is an explicit commitment to the idea that education contributes to social change.

The beginnings of the University are in the learning and experience of a decade of work in school education by the Azim Premji Foundation. The University is a part of the Foundation and integral to its vision. The University currently offers Postgraduate Programmes in Education, Development and Public Policy and Governance, Undergraduate Programmes in Sciences, Social Sciences and Humanities, and a range of Continuing Education Programmes.

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