ALUMNI STORIES

PART IV

Vision

Education for Social Change

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

October, 2020

Dear Readers,

We are happy to share the next set of Alumni Stories! Student volunteers from the first year of M.A. Education, M.A. Development, and M.A. Public Policy and Governance programmes shadowed alumni in locations across the country, during their winter break. This time 17 volunteers from the Class of 2019-21 met 42 alumni.

This project that we embarked upon 3 years ago has evolved beyond capturing the story. Interactions with alumni at their work place and understanding their contribution to the University's vision of a just, equitable, humane and sustainable society, help our students visualize their future careers and contextualize their education at the University. For the alumni, this is a great opportunity to meet students' face to face to get a first-hand account of what's happening at the University today. From all accounts, both students and alumni enjoy this interaction; we hope to facilitate many more such connects in future.

Thanking the enthusiastic team of student volunteers, for compiling these stories so carefully. And to our alumni out there, thank you for sharing, your stories do us proud.

As we share this, we are acutely aware that at this time the alumni community is deeply engaged with COVID-19 relief and day-to-day life has undergone a complete transformation. We hope to feature stories about our alumni COVID-19 warriors shortly.

Warm regards,
Padma Nayar
Alumni Office, Azim Premji University
alumnioffice@apu.edu.in

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Shivani Tanwar

M.A. Education | 2013-15

Building inclusive classrooms

"Each system that you're a part of, is a part of a larger system. Give your best to doing what you're a part of, and the whole will evolve."

Shivani joined Azim Premji University to broaden her spectrum of knowledge of the Education sector and to strengthen her will to use education as a tool for social development.

Shivani says that her journey at Azim Premji University was an eye opener, which changed her view of the world by giving her perspective. She joined Shiv Nadar School, Noida after completing M.A. in Education. Shiv Nadar School provides students an environment that challenges them into discovering their talent and skills, students are inspired by the joy of learning by fostering a culture of creativity. The school works for students to be ethical, respectful, happy and purposeful citizens of society.

Shivani teaches class 3 and is an active participant of the Social Inclusion Cell of the school, which aims at providing education to children from economically backward sections of society for free. She conducts meetings with the parents of such children to educate them about how they can support their children in their education and not make them feel left out. "After every 50 minutes of a session, I get a satisfaction that I am contributing to the future of the world by educating young minds", she adds.

Shivani Tanwar can be reached at shivani.tanwar13@apu.edu.in

Varsha Gupta

M.A. Education | 2013-15

Capacity building for child-centred learning

"I think a teacher is a person who doesn't just impact the lives of students but ultimately the future of the world."

Varsha facilitates capacity building of in-service government school teachers in East Delhi Municipal Corporation schools to improve their pedagogical skills and subject-related competencies in elementary education. Tech Mahindra Foundation where she works, has an overarching goal of 'Empowerment through Education' and it's work in primary education focuses upon thematic areas of school improvement, teacher empowerment and learning enrichment.

There are limitations in providing continuous support to teachers through short term training programmes. Varsha finds that even though teachers may change their perspective towards education through these programmes, they struggle to implement new methodologies in their classrooms falling back on traditional ways of teaching. To overcome this challenge, quite often after training, Varsha observes the class of the participants to facilitate application of their learning. This also gives her further insight into ways of improving training. There have been several instances of huge transformations taking place in the classrooms of teachers she has trained; a lot of teachers write her back after training, mentioning the impact of her training in their classrooms.

Varsha strives to enable teachers towards child-centred learning, leading to the development of their students; her goal is to create happier classrooms.

Varsha Gupta can be reached at varsha.gupta13@apu.edu.in

Anubhav Kumar Singh

M.A. Education | 2013-15

Creating space for vocational education

"Integration of vocational education in the mainstream requires a supportive ecosystem to make it sustainable, while advocating for dignity of labour and dissolution of gender norms."

Anubhav leads the programme management unit, Department for Vocational Educational Training at Lend a Hand India in Delhi, Rajasthan and Jharkhand which works on creating better access to vocational education, vocational training, career development, employment and entrepreneurial opportunities for the underprivileged through partnering with non-profit organizations, community groups and local state governments. He works towards the integration of vocational education as an 'applied learning' method with mainstream education at Secondary and Higher Secondary Levels and steers the 'school to work' transition.

As a Project Catalyst, Anubhav works through public and private partnerships, at Lend a Hand India, to deliver technical and domain expertise consultancy to multiple state governments and

agencies. They support state governments to implement central government schemes of vocational education. They support state governments to implement central government schemes of vocational education. Project Catalysts reaches 10,000+ schools impacting more than 10,00,000+ students across the country. The organization also engages in direct training of 9th and 10th grade students in 670+ government schools impacting 25,000+ students through the Multi Skill Foundation course. Anubhav's work impacts the vocational education domain at the policy level; direct intervention at the school level makes the student more employable and therefore increases their upward mobility.

Anubhav Kumar Singh can be reached at
anubhav.singh13@apu.edu.in

Seema Mundoli

M.A. Development | 2012-14

Demystifying urban ecology

"Research and teaching are intertwined. Questions from students continue to stump me, triggering more research; while research in a new area is used to stimulate students."

As a member of the faculty at her alma mater, Azim Premji University, Seema teaches in the postgraduate and undergraduate programmes. Along with this, she follows her passion for research looking at nature in cities.

Seema's research is focussed on urban sustainability, land use changes, and on communicating science to the public. She has co-written a popular non-fiction book, 'Cities and Canopies' with a colleague. This best-selling book, written keeping a general audience in mind, is a vital, refreshing look at the urban environment, and is perhaps the best example of Seema's ideas of engaging with multiple audiences to talk about biodiversity, climate change, and even the emotions people associate with nature. Seema is now studying urban commons through a lens of historical data to examine how the commons, and land use patterns have changed. Her other long term research projects include the circular economy of the East Kolkata Wetlands and the ecological changes in the Yamuna river basin.

Seema is co-writing her next book on water, again, for general readers. She believes that the lens of urban ecology allowed her to see the city, and engage with it in a completely different way.

Seema Mundoli can be reached at seema.mundoli@apu.edu.in

Kshema Varghese

M.A. Development | 2015-18

Arts is my space; Arts is where I want to be

"I always tried connecting what I understood in theory to what I worked in the spaces of art and that has helped me to get profound knowledge of various works of art."

With a decorative lamp and fairy lights strung up, her walls depicting the life of Kerala, Kshema Varghese belongs in Mamangam Dance Company, Kochi. While managing bookings for the studio, she works with a team to invite artists to perform here, ideating with them on their performance, planning screenings and discussions, and festivals in this space.

Having the academic background and personal on-field experience in the arts space, Kshema stands out in her field. The M.A. Development programme has expanded her horizons and helped her in articulating not only her work, but also the work of artists she is associated with. She enjoys being in a space that creates conceptual understanding, where she and other artists can mentor students, breaking certain monopolies found in art circles. Conversations around new ideas with artists from various backgrounds, highlighting topics considered taboo in society, with the idea of collectivization of likeminded people keeps her rooted.

Kshema has been working with art and literary festivals in Kerala as a creative collaborator and is closely associated with the Women in Cinema Collective (WCC) forum as a working team member. She would like to continue her education in gender and art spaces, and explore start up ideas for mental health wellness.

Kshema Varghese can be reached at
kshema.varghese15@apu.edu.in

Ruchi Milind Shevade

M.A. Education | 2016-18

Making child friendly libraries accessible

"Storytelling is an important tool for mutual learning spaces. We are trying to make child friendly, joyous reading material accessible to all."

Ruchi works as a Research Associate with Eklavya Foundation in Bhopal. She started as a documentation and reading campaigner with the ' Padho likho maza karo' programme, an initiative aiming at nurturing the culture of reading in the community. Under this initiative, reading rooms have been set up in the rural and peri-urban areas of Bhopal and Raisen districts, with the help of the members from the community. This is run by two women facilitators who make consistent efforts towards getting youth involved in the process. Daily activities in these rooms include storytelling, origami-craft, poems etc.

To pursue her keen interest in research and publication, Ruchi has shifted to the publications team after a year with the reading initiative. In her own words, she would be best described as a "raumdeuter" which means "Space Explorer" in German, a free-lancer within the organization who identifies the spaces to which she could contribute. As a result, she gets to work on many short-term projects spanning a diversity of themes and topics.

Till date, Ruchi has been part of teams in a couple of publication projects. Recently, she also got a chance to engage with children with special learning needs, while being part of the Bal Vikas course conducted by Eklavya in collaboration with Institute of Home Economics, Delhi.

Ruchi Milind Shevade can be reached at
ruchi.milind16_mae@apu.edu.in

Piyuli Ghosh

M.A Education | 2016-18

Mainstreaming the alternative

"In a dynamic society, we cannot depend upon formal schooling alone to provide all kinds of knowledge, it is the job of community to find alternative ways of education."

As a young social change maker, Piyuli is continuously experimenting to make alternative education more accessible. She has been able to find and design active spaces in line with the interest and aptitude of children, which have been successful in providing them with exposure to sustainable and effective learning.

Piyuli has set up Life School, an open learning community in Bhopal which provides children with experiential learning sessions on certain life skills. This space has been designed in such a way that it can easily facilitate a shift from a formal to informal learning environment, and open up the boundaries of 'school education' with a more practical approach. Children, from 5-14 years of age, spend their weekends and vacations attending life skill sessions where they learn basic yet important things like how to grow food or how to use public spaces.

Her interest in sustainable living has prompted Piyuli to start Anant which kindles interest in ecological consciousness, healthy eating and growing one's own food. As a part of this initiative, organic farmers' markets Anant Mandis are organised twice a month in Bhopal where farmers and buyers interact. Workshops related to healthy and sustainable living are organised here.

Piyuli Ghosh can be reached at piyuli.ghosh16_mae@apu.edu.in

Girija Patil

M.A. Education | 2014-16

Helping budget schools ensure quality education

"Working with children and making their learning space vibrant gives me satisfaction, we are trying to develop inclusivity in schools so that students with a different learning pace can feel comfortable."

Girija is working with the School Transformation Programme at Varthana, a non-banking financial company. As part of her role at Varthana, Girija reaches out to low-fee private schools. She engages constantly with teachers of these type of schools to find ways to enhance the quality of education.

With the goal of promoting inclusion of all kind of learners in class, Girija works with training teachers to develop different kinds of pedagogies. This training programme is about helping teachers work with various types of students with different cognitive capabilities, sharing their classroom. These pedagogies include the development of teaching learning material for children with different learning pace. As education is an interactive process which enhances the behavioural skills of a child, this initiative also works on behaviour management. Visual learning is a key factor for enhanced education, and Girija is also researching on various means that can constitute print rich classrooms to make learning more interesting in school.

After the intervention of Varthana in these budget schools, there has been a visible change in the behaviour of children and teachers. The learning space has become more vibrant and inclusive.

Girija Patil can be reached at girija.patil14@apu.edu.in

Shruti Ajit

M.A. Development | 2013-15

Conservation through the lens of values

"I strive to live based on the values that I want to see in the world."

After trying her hand at a couple of opportunities, Shruti followed her heart. She joined Kalpavriksh, a non-governmental organization in Pune to work on conservation. Kalpavriksh, has 40 years of experience working on impact of development on the environment, biodiversity and people and has been looking at changing the conservation narrative in India to make it inclusive and democratic.

Shruti has been with the organisation for the past five years working in the Conservation and Livelihood Programme, on documentation and advocacy around laws and policies that impact democratic conservation including the Forest Rights Act. She has been part of co-ordinating of the Community Forest Rights - Learning and Advocacy (CFR-LA). She has been working in Rajasthan on documenting gendered articulation of Raika,

a pastoral community living around Kumbhalgarh Wildlife Sanctuary. The process aimed to include women voices in the larger issues around pastoralism and their rights and access over natural resources. By having a firm belief that 'People are not projects', she believes that when one takes on the process, one has responsibility to take it through. Her workspace provides space to live by her ethics and the required balance of responsibility and independence which is crucial to her work.

Shruti Ajit can be reached at shruti.ajit13@apu.edu.in

Ajay More

M.A. Development | 2015-17

Innovation through change

"Change comes with questioning, and giving a practical edge to the work you do."

From Satara in Maharashtra, Ajay's first brush with city life was when he moved Pune for his education. Thereafter, he worked with Infosys and Accenture for four and half years. He then pursued the M.A. Development programme at Azim Premji University from 2015-17, after which he interned at IT for Change in Bengaluru.

Being an engineer with an interest in technology, Ajay works as a Software Developer at Parallel Learning, a start-up, which aims to create an empowered future through e-learning. Parallel Learning primarily caters to the industrial sector for which they design and develop content, and use engaging modules to provide safety assistance through printing and designing, giving information on safety symbols to workers in mechanical industries. He also develops software for an NGO and a University.

Emphasizing on values like self-independence, Ajay says that work autonomy is important wherever we go. He believes that one should build their learning on a platform of understanding born out of intense questioning, and this micro-analysis helps social change. He is of the firm opinion that sustainable governance should be the basis of negotiating issues that concern us. Policy and law fascinate Ajay; he wishes to be involved in multiple things that matter to human beings in their day to day life.

Ajay More can be reached at ajay.more15@apu.edu.in

Meekha Hannah Paul

M.A. Development | 2011-13

Mobilizing support through communication

"Development is a process and a constantly evolving one, but ensuring sustainability is most crucial."

Meekha works with Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on the Indo-German collaboration 'Water security and climate adaptation in rural India' which is part of their Environment, Climate Change and Natural Resource Management Programme. She leads the knowledge management and communications portfolio where she focusses on developing material to support capacity building and evidence-based documentation of the project that is operational in the states of Rajasthan, Madhya Pradesh, Uttar Pradesh, Tamil Nadu and Karnataka. Meekha and team work closely with these state governments on themes like water security and climate adaptation, and to make policy recommendations to scale up the project.

Having developed expertise in using digital knowledge management platforms, Meekha uses social media effectively to share project activities. She plays a key role in curating and designing technical sessions on her project, and GIZ, for sharing at various national and international events. She liasons with the bureaucracy at Ministry of Rural Development and Ministry of Jal Shakti in policy advocacy on topics of water security, climate adaptation, sustainable development goals and social protection.

Her early years of work at Kudumbashree has nurtured a strong interest in livelihood and women empowerment. Meekha believes larger women representation in development could bring in diversity and perspective to the sector.

Meekha Hannah Paul can be reached at
meekha.paul@apu.edu.in

Sayantani Mukherjee

M.A. Development | 2012-14

Women give more to their jobs

"Women entrepreneurs have the power to bring about positive outcomes for everyone and for creation of employment opportunities."

A vibrant development professional and an advocate for gender equality, Sayantani aspires to see more women entrepreneurs realizing their dreams. In her current role with the United Nations Development Programme (UNDP), Sayantani works towards promoting women entrepreneurship,where she designs and implements interventions which help women entrepreneurs who often face hurdles in terms of persisting gender biases and socio-cultural barriers which lead to limited access to training, knowledge, markets and finance.

Sayantani's role requires her to manage innovative platforms to support women entrepreneurs by providing access to markets, skills and finance to their ventures with an underlying focus on the Sustainable Development Goals (SDG). She quotes studies which conclude that women-led companies generate revenue more sustainably and responsibly. Sayantani aspires to see more women participate in the larger economic activity with increased representation in public leadership and decision making process. She believes that women should be empowered to make conscious and independent decisions.

On her evolving social development journey, Sayantani has had the opportunity to work with organizations in the livelihood and microcredit sector that has helped her visualise her work with women entrepreneurs better.

Sayantani Mukherjee can be reached at sayantani.m@apu.edu.in

Chandra Prakash Bhakuni

M.A. Development | 2012-14

Nurturing education for change

"I alone cannot change the world, but I can cast a stone across the waters to create many ripples." , Mother Teresa

Chandra Prakash is working as a Senior Fellow in the domain of school operations (academics) with the Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS), part of the Department of Social Welfare nurturing 1 lakh plus children belonging to marginalized communities through their residential schools. His role includes policy design wherein he deep dives into understanding various academic and operational aspects like academic schedule, staffing pattern, establishment norms, service rules, academic performance, etc. and provides insights and analysis for sound policy decisions. He is also responsible to provide best in class opportunities for students to get admission to the premier institutions in the country. He is happy that besides IIT- NEET, some students have made it to Azim Premji University as well.

Chandra Prakash started his journey in the education field with the Azim Premji Foundation (APF) where he was able to gain an understanding of educational perspective, pedagogy and andragogy. Thereafter, with an intention to get a better understanding of the government education system, he joined SCERT, Delhi as a fellow where he has worked in both academic and operational capacities, on programmes like Online Teachers Capacity Building Programme, Entrepreneurship Mindset Curriculum etc.

At this juncture, having gained a fair degree of understanding of the government education system, he wishes to contribute to a just, equitable, humane and sustainable society.

Chandra Prakash Bhakuni can be reached at
chandra.bhakuni@apu.edu.in

Roma

M.A. Development | 2014-16

Mushrooming (ad)ventures

"If you've decided to start your own venture, you will have to stay the course and overcome the obstacles and challenges that come your way."

During her internship with a waste management organisation, Roma found her interests lay in sustainability and organic produce. She wanted to start her own venture and an article on mushroom cultivation caught her imagination. Roma realised the medicinal value of mushrooms and its immense potential as a cost effective, environment friendly, and protein rich food which could resolve malnutrition, a severe problem in India. She joined ICAR - Directorate of Mushroom Research, Solan to learn about mushroom cultivation.

The biggest challenge Roma faces is to convince people about the nutritional value of mushrooms, not as gourmet food but as something widely available in local markets. Her mission is to make people aware of its varieties and value as a simple and sustainable food which can help local communities attain their nutritional goals in an affordable way.

Roma was amongst the top 30 participants selected in the Britannia Marie Gold 'My Start-up contest' where she shared her entrepreneurial venture, and quest to popularise mushrooms through the sale of homemade products like pickles and snacks. She was lauded for her efforts and received a lot of exposure through this experience. Roma is currently working on finding space for cultivation, and further research. As a part of her objective in creating awareness, she is planning to start a blog to share her knowledge and experience related to mushrooms in the online space.

Roma can be reached at roma14@apu.edu.in

Linda

M.A. Development | 2012-14

Wellness drives through Artificial Intelligence

"A professional balance based on mutual respect and trust between researchers and the community is required for an objective analysis, to provide appropriate solutions to the community."

Linda is a Project Leader with an artificial intelligence company Jubi.AI which makes chatbots. Her project centres on reaching out to people from Tier 2 and 3 cities in India through websites and apps, using the chatbots. Through this, awareness about issues of financial inclusion and literacy, and promotions for social initiatives on health care, especially sexual health and well-being are disseminated. Linda is sensitive to the requirement to provide accurate information to audiences in a way that it addresses their concerns appropriately. The major challenge she faces in communication of sexual health and well-being is the lack of proper exposure to sex education in the country. Often the requirement is to incorporate basic information, and to bust a lot of myths while you are at it. Sophisticated and layered information, in most cases, does not help.

In her current role, Linda acknowledges the importance of field work and the experience she gained through engaging with it. While curating content for the chatbot, it is required to understand the ground reality and make a good assessment of people's needs. Her experiences from the field helped in providing valuable insights to the team in making content efficient, with the larger goal of increasing social impact.

Linda can be reached at **linda.shaji@apu.edu.in**

Dhivya E

M.A. Education | 2014-2018

Making education accessible

"I believe social struggle is the main hindrance to education. I aim to make education sustainable by making it more career oriented."

Dhivya works at Nagaloka, a Buddhist training and conference centre at Nagpur. Here, children from socio-economically deprived backgrounds and dropouts are given an opportunity to complete their school education, and are supported financially to pursue higher studies as a way out from deprivation.

Dhivya combines the roles of an academic and programme coordinator along with working as an alumni coordinator. She conducts workshops for students every two months, she designs the syllabus, trains teachers and works on curriculum development. As Academic coordinator, she carefully observes teaching, students' involvement, and interactions around her. She works with teachers on Teaching Assessment evaluation and has conducted workshops on Teacher Performance Evaluation, where she delves into classroom management, effective teaching and learning, evaluating teachers' performance, teachers' qualities, teaching methodology, lesson plans, and the interaction between teachers themselves, and with students. Dhivya's work made the teaching learning process more engaging and vibrant.

Going beyond the classroom, Dhivya travels to visit the families of her students to understand their growth. She has taken charge of the living arrangements for girls and ensures their well-being. She works with them to build their confidence. She also coordinates with the 1300 alumnus of Nagaloka for workshops and meetings, and explores ways in which they can give back.

Dhivya E can be reached at dhivya.e14@apu.edu.in

Sudhansu Singh

M.A. Development | 2013-15

Practising sustainable farming

"Farmers do not need incentives; they need knowledge and guidance to help them make their livelihood sustainable."

Sudhansu works at Welspun Foundation for Health and Knowledge, the Corporate Social Responsibility (CSR) wing of the Welspun Group in Maharashtra. As Community Development Manager, he works on the integration of technology into farming, using the three-tier institutional model through which farmers, self- help groups and Farmers Associations are linked catering to the interest of the whole community in a sustainable manner.

Since his placement from Azim Premji University, Sudhanshu has impacted more than 10,000 farmers directly while working on the core issues faced by agriculture in India today. By encouraging the use of non-genetically modified organism seeds, which can be preserved for the next season thus providing seed sustainability, he is making farmers self reliant. Through farm mechanization he is helping the community to overcome the challenges of labour shortage in peak season. His goal is to provide farm-based, low-cost organic manure to farmers so that they can be saved from the vicious nexus of chemical fertilizers promoted by local dealers. Sudhanshu also manages Farmer Producer Organizations involving himself with their internal processes and on field setting up market linkages, enterprise development and rural marketing to help farmers enhance their livelihood through backward and forward linkages.

Sudhanshu attributes his growth and inspiration to work on the ground to the practicum and internship opportunities that he had at the University.

Sudhansu Singh can be reached at sudhansu.singh13@apu.edu. in or sudhansu@bethevoice.in

Sachin Kumar Rathod

M.A. Public Policy and Governance | 2015-17

A career in research

"In the social sector, the focus should be to understand multiple perspectives, unpack the problem and then work on a multi-disciplinary approach to tackle it."

Sachin is a researcher and his areas of interest include understanding the role of caste and land in the transformation of mega cities of India. His research focuses on the history of land and caste in the periphery of Bengaluru, interplay between rural agriculture land and urban commodified land, and the politics of real estate in these areas where caste has a dominant role in the process of large scale accumulation of land. His work 'Speculating on Bangalore's Urbanism: Land Transitions at the City's Edge' attempts to trace the multi-scalar networks that facilitate and structure the commoditization and transformation of land into real estate, and to identify the actors who facilitate the arduous process of assembling small plots of land into large parcels attractive to developers.

Engaged in fieldwork for the Tacit Urban Research Network (TURN)

project Sachin has been studying the experiences of drivers and delivery executives for the platform based economy of Uber, Ola, Swiggy, Zomato, etc.

Sachin believes that working in the field is challenging and gives an opportunity for one to constantly learn and unlearn as one's prejudices are contrasted against stark reality. He recommends an immersive field experience following the unique classroom experience at Azim Premji University as a reality check.

Sachin Kumar Rathod can be reached at
sachinkumar.rathod15@apu.edu.in

Dhriti Pant

M.A. Public Policy and Governance | 2016-18

Pathways in philanthropy

"Looking at vulnerability affects you irreversibly; you are torn between feeling blessed for the privileges you've enjoyed and remorse for the struggles of vulnerable people."

Working at Azim Premji Philanthropic Initiatives as part of the Impact Team, Dhriti's responsibility includes conducting assessments of NGOs working in vulnerable spaces. The field exposure accorded by her work has been eye-opening for Dhriti, she is deeply affected by the positive outlook of vulnerable people, their willingness to share information, and the impact made on their lives through the support extended by the Philanthropy.

Dhriti reminisces about her visit to a Delhi based organization working with persons with disabilities, to conduct the vetting process prior to consideration for a grant. It had a work-centre imparting training for skill development to persons with developmental disabilities. She was struck by their approach to empower beneficiaries to acquire skills and integrate into the mainstream work-force and have sustainable careers. Another experience that struck a chord was at a brick kiln where labourers strived in inclement weather, making bricks for meagre amounts of money.

As she describes the partner NGOs she works with, Dhriti's passion and wide-ranging exposure become evident. Her work has taken her from Bhilvada in Udaipur to Jaluki in Nagaland, and Davangere in Karnataka to Jhabua and Betul in Madhya Pradesh where she has interacted with local NGOs and gained insightful field-specific knowledge about their work and the communities they are engaged with.

Dhriti Pant can be reached at dhriti.pant16_mpg@apu.edu.in

Lauleen Chaliha Das

M.A. Public Policy and Governance | 2015-17

Facilitating career shifts to the social sector

"The mental imagery of assisting children or elderly as depicting the social sector is a narrow perspective. From my intermittent field exposure, I would say to create an impact through field work in the social sector is extremely important."

Lauleen's eyes light up when she speaks of her first job as a Relationship Associate at India School Leadership Institute where she would network with multiple stakeholders in the education sector - principals, management, government and the educational network, and partner with these stakeholders to onboard their principals to the 2-year fellowship programme. Lauleen has moved from this role and now works with Sattva Media and Consulting Pvt. Ltd. as an analyst since July 2019. Sattva focuses on developing scalable solutions for critical socio-economic problems with the potential for social impact.

An initiative of Sattva is 'Careers in Impact' which is a recruitment consulting team. As part of the relatively small team, Lauleen helps address requirements for senior leadership in social organizations, and assists persons seeking to make the transition from the corporate sector to the social sector. Along with placing the right candidate with the right organization, she also creates content for Careers In Impact LinkedIn page, which is very exciting for her as she is doing it for the first time. Looking back at her various roles, Lauleen says resilience and keeping oneself motivated are the most important attribute required to thrive in the challenging social sector.

Lauleen Chaliha Das can be reached at
lauleen.das15@apu.edu.in

Rhea Kaikobad

M.A. Development | 2017-19

Women's empowerment through arts

"Arts are important for community mental health; it provides an avenue for expression that is devoid of judgement."

Rhea Kaikobad always had a passion for the arts. She grew up an avid reader and performer of the Indian dance form Kathak. In 2017, Rhea joined Azim Premji University for the Masters in Development programme. It was here that Rhea was able to understand that there are connections across issues she had always been concerned about, such as women's empowerment and mental health. After graduation, Rhea joined Kolkata Sanved, where she has managed to bring together her passion for dance with her commitment to the mental health of women. Kolkata Sanved is an organisation which uses dance and dance movement therapy for the psycho-social rehabilitation, reintegration and empowerment of survivors of trafficking, sexual violence and other marginalized backgrounds.

Alongside her responsibilities as Project Coordinator, which involve tasks like monitoring and evaluation of field level programmes, creating new evaluation tools and coordination with partner organizations, Rhea is also pursuing a diploma in dance movement therapy. Rhea aspires to use her training to actively support projects at the field level as well as at the organizational level. As Rhea says "Nobody judges what your dance movement looks like, what matters is what it feels like to you." She aspires to practice dance movement therapy and further explore its application, especially for marginalized communities around issues of gender and mental health.

Rhea Kaikobad can be reached at
rhea.kaikobad17_mad@apu.edu.in

Kavita Sharad Shah

M.A. Education | 2013-15

Bringing focus to early childhood literacy

"Have the courage to take your ideas forward; you need to be both pragmatic and empathetic. Though the outcome is not in our hands, the hard work is!"

Kavita started her career with organizations working with the government on early childhood literacy programmes; she developed a passion to work in this space with the belief that strong foundational learning can change the discourse of a child's education and well-being. In 2017, she started working on freelance projects, providing support to independent institutions running residential schools in rural Anera and Kutch, Gujarat. She provided training and support to teachers to facilitate growth in student learning and well-being. It was through such interventions with these schools to drive many positive outcomes that Kavita gained confidence to establish her own NGO.

Neev Shikshan Sanstha (NSS) was registered in early 2018, and by then Kavita had funding to support her initiative. She observed that a majority of government and NGO funds are directed towards government schools, leaving low income private schools with little or no support. Often children who attend these schools are first generation learners and owing to the lack of capacity building workshops and support for their teachers, these students are exposed to mechanical rote learning devoid of meaning and application. Kavita and Nitu Bahal, her classmate from Azim Premji University, have designed a fellowship module for practicing teachers which delivers fun-based experiential learning in the native language of the child. At its core, the module has a "child first" philosophy and pedagogy. At present, NSS through their work with 25 teachers, who otherwise would not have had access to professional development along with constant on-field support, is able to reach out to more than 1000 students.

Kavita Sharad Shah can be reached at kavita.shah13@apu.edu.in

Nitu Bahal

M.A. Education | 2013-15

Learning the fellowship way

"We want to encourage a shift from mechanical rote learning to a more meaningful learning experience for children. A child learning in this manner will charter their own course for learning."

Nitu Bahal worked in several prominent educational institutions such as Kaivalya Education Foundation and Room to Read where she gained experience in mentoring fellows from the Gandhi fellowship, course design, monitoring and evaluation of programmes and supporting and training teachers. Nitu now works with Neev Sikshan Sanstha (NSS), an NGO in Vadodara founded by a fellow Azim Premji University alumnus Kavita Shah.

At NSS, Nitu helped design a Fellowship module for practicing teachers which delivers fun-based experiential learning in the native language of the child. At its core, the module has a "child first" philosophy and pedagogy. NSS piloted the Unnati Fellowship by identifying and selecting teachers from 10 low income private schools within Vadodara. As part of the Fellowship, teachers are trained in innovative teaching methodology, such as lesson planning, teaching techniques which involve using more teaching learning materials (TLMs), story-books and tools to facilitate educational growth. NSS monitors the progress of these teachers through individualized teacher and student profiles developed by them. Through workshops, teachers are encouraged to reflect on their life experiences and learning from that, and apply these to teaching.

The first and second batch of the Unnati Fellowship has received overwhelmingly positive feedback from more than 25 teachers who have been engaged with the programme for more than six months; they have started applying their learning in their classrooms.

Nitu Bahal can be reached at nitu.bahal13@apu.edu.in

Priya Sinha

M.A. Development | 2012-14

Climate change education for communities

"Climate Change is a reality; it is the responsibility of each and every one of us to adopt an ecologically conscious lifestyle for survival."

Priya Sinha has been working as a project coordinator in the Development Research Communication and Services Centre (DRCSC) for the last year and a half. Her project focuses upon building the climate resilience of marginalised communities in the Sundarban regions by improving their systems for natural resource management. Communities residing in remote areas such as the Sundarbans are the most vulnerable to the devastating impact of climate change. They are also isolated from the general public, owing to which they have no access to facilities, resources and alternate livelihood options. Agriculture is the sole livelihood amongst people living in these communities.

To provide support to these vulnerable groups, Priya's project provides training and skill building in organic farming, preparing organic manure, nutrition and food intake and sustainable agrarian practices. Through training, they attempt to encourage a shift from chemical agrarian practices to more organic forms. The cultivation of indigenous crops, which are more resilient to the changing climatic conditions is promoted. Alongside this, they encourage the community to adopt saving practices to further sustain their earnings and livelihood as a whole. Priya's organisation provides support to over 1600 beneficiaries in the Sundarbans to become resilient against changing climatic conditions.

Priya Sinha can be reached at priya.sinha@apu.edu.in

Sudeep S

LL.M. in Law and Development | 2018-19

Towards building social consciousness

"While serving in the academic sector, the major challenge I confront is commoditization of higher studies."

Sudeep is passionate about working in academia, in the higher education space. He is thankful for the social-oriented academic environment he had at Azim Premji University and is eager to incorporate his learnings from the University in higher academic discourse. He is an Assistant Professor at St. Joseph's College of Law in Bengaluru where he is trying to introduce contextual reading of law rather than traditional learning confined to the rule book. He would like his students to be law practitioners in the future and not limit themselves to litigation or working in the corporate sector.

Deeply engaged in the narrative of higher education in our country, Sudeep believes that there are many challenges. Privatisation of education and increasing destruction of public education has resulted in alienating a large section of people, especially the marginalized. The business-oriented approach limits the education process to only what market demands, rendering no importance for the inculcation of social values. The exam culture reduces learning to be a subsidiary or an exercise to score more marks. To address some of these issues, Sudeep would like to engage with policies related to higher education in his home state of Kerala in future. For now, he has plans to pursue a PhD.

Sudeep S can be reached at ***sudeep.s18_llm@apu.edu.in***

Mohammed Hussain PA

M.A. Education | 2014-16

Creating a holistic school system

"Though it requires an extraordinary amount of commitment, I feel fulfilled in discharging my role as Principal and guide for over a thousand students."

Mohammed Hussain is now the Principal of Markaz Public Higher Secondary School at Kunnumpuram, Malappuram. He is an advocate for a holistic educational system where a school must go beyond knowledge creation, to create a platform for inculcating social values thereby moulding their students into good citizens. He is working towards evolving a system which is more inclusive, student-friendly and making students able-bodied to overcome all kinds of challenges. He firmly focuses on the three stakeholders' students, teachers, and the community.

Since, most of the students at Hussain's school are from middle and lower income families, foundational skill-building programmes in communication, verbal and written, and basic computer operations are focussed on. For students from divergent backgrounds whose abilities cannot be evaluated fully based on written examinations, Hussain has introduced an alternative evaluation method by including a non-written based component. Contrary to conventional educational systems in which students are not supposed go beyond the text, here the community is integrated through regular interaction like monthly programmes for grandparents.

For this system to be successful forming strong bonds with the teachers and staff is essential for good implementation and practice. The role comes with an abundance of responsibilities, and often his work overflows beyond office hours.

Mohammed Hussain PA can be reached at
mohammed.hussain14@apu.edu.in

Ramees NP

M.A. Education | 2014-16

Transforming school education

"It is important to stay focused and consistent once you intervene and attempt changes in the existing schooling system. Support from teachers and students is required to make it effective and long term, otherwise it is easy to lapse into your comfort zone."

Ramees NP is an academic coordinator at Alif Global School, Kozhikode, an international school with classes from lower kindergarten to the 5th standard. The major challenges Ramees faced when he started his career were diminishing enrolment, poor performance in exams by the students and traditional teaching methods applied irrespective of the kind of students and their learning capacities.

Ramees started by changing the perception of schooling from only an in-class activity to connecting it to larger goals of skill development, and using different approaches for different types of learners. Once programmes incorporating play, and remedial classes began, teachers and parents offered their wholehearted support. Ramees is constantly on the lookout for innovative techniques which can make the learning process more lively and

interesting. Currently, he is focused on providing the students a friendly learning environment, with all required facilities, along with striving for autonomy for the teachers in their classrooms.

In times where the purpose of education is defined by market demand rather than by the goal of creating a good citizen, Ramees faces many challenges. He sees the objective of education as the creation of humaneness in students; imparting them life skills, while conducting character transformation through keeping them connected with the community.

Ramees NP can be reached at **ramees.np14@apu.edu.in**

Bikash Chandra

M.A. Education | 2011-13

Immersion in education

"Children love to be part of experiential learning sessions and through this they grasp concepts much better."

Bikash was part of the first batch at the University. After graduating in 2013, he started his career with Pratham Education Foundation. He was part of a team in Assam implementing EdTech project across 10 districts. Bikash worked for Vikalp, implementing an experiential mathematics learning curriculum in affordable private and government schools in Karnataka. In this programme, children learn concepts using eco-friendly physical tools and apply their learnings to solve different problems as per their course book. Apart from his academic role, he also liaises with the Department of Education in the state. Over the years, Bikash's major areas of work has been in capacity development, curriculum design, programme management and teaching.

In addition to his professional work, he has co-founded Pragyam Foundation. The Foundation is currently piloting a socio-emotional well-being initiative called Project Asmi and implementing Library research project in the fields of science, technology, engineering and math (STEM) in collaboration with Pratham Books.

Through his journey of encountering realities inside classrooms and through conversations with concerned stakeholders, he has noticed a maturing in his own perspectives on education. His quest is to pursue research and be able to directly contribute in the education policy making process.

Bikash Chandra can be reached at
bikashbhandary.chetry@apu.edu.in

Siva Sankar Kantheti

M.A. Education | 2011-13

The well-being movement

"Working for a well-being movement in the country so that everyone can live in harmony with self, family, society and values."

Siva is a teacher in inward journeys of personal mastery and a well-being coach. He works in the areas of teacher education, personal mastery, and human well-being. He has been studying how universal human values, positive psychology, and spiritual sciences contribute to transforming teachers, educational leaders, and development professionals.

As co-founder and resource person at VIRIDUS, Siva designs and facilitates programmes on well-being, personal mastery for development leadership, and faculty development programmes on universal human values. He has co-initiated a well-being movement that aims for enabling and empowering practitioners who are working for others well-being.

Through the Transforming Self and Transforming Relationships project, Siva aims to help parents, teachers, and professionals to achieve clarity in their aspirations and fulfilment in relationships, leading to greater joy and richness. As a co-founder of the Center for Holistic Development of Human Consciousness, Siva aims to take universal human values education to individuals in Andhra Pradesh and Telangana.

Siva is a resource person for All India Council for Technical Education, University Grants Commission, Indian School of Development Management, Department of State Educational Research and Training, Karnataka, and various other social purpose organizations.

Siva Sankar Kantheti can be reached at
siva.kantheti@apu.edu.in

Abhinav Kumar

M.A. Development | 2013-15

Creating frameworks for implementation

"It is crucial to have empathy while working in the social sector because only then will we be able to deliver our work with utmost dedication and efficiency."

Having started his career as an engineer in a multinational firm, Abhinav decided to explore his keen interest in the social sector. This led him to Azim Premji University to pursue the Masters in Development programme which helped him gain perspective into the field of development.

Abhinav works with Centre for Policy Research, a research think tank, on capacity building of urban local bodies in improving the delivery of public services like sanitation, housing, water etc. by helping them design an efficient implementation strategy. In doing so, Abhinav and his team partner with civil society organizations, government departments and the private sector to leverage their skills and resources. By ensuring a mechanism for coordination between the private sector and the urban local body, Abhinav has specifically worked on improving door to door collection of solid waste management in Udaipur.

In the improvement of public services, there are challenges. The strategy not only has to take into consideration equity and affordability, but also budget and resource constraints. Key stakeholders too, are often not open to new ways of implementation. However, Abhinav feels that bringing in change in society is a very slow and gradual process, but the impact of these changes are revolutionising.

Abhinav Kumar can be reached at abhinav.kumar13@apu.edu.in

Kavya R

M.A. Education | 2016-18

Teaching what children want to learn

"Learning what is important to one's immediate context and surrounding helps children in understanding and navigating their lives in a better way."

Unsure where her interests lay, Kavya started on her journey of self-discovery by volunteering with different types of NGOs post the Masters programme. She realized over time the joy of working with children and being in a classroom. This, along with a core belief in the right of learners to have the freedom to develop their own thinking and perspective led Kavya to Muskaan in Bhopal.

Muskaan runs a school built on the ideas of inclusion, equity, new knowledge, and understanding, which in itself is unique in the sphere of learning and education. They primarily work with children of indigenous communities residing in the slums of Bhopal.

The school has a unique way of teaching and learning; they focus on what children want to learn, not what the system has to teach. Kavya plays multiple roles in the organization from teaching in the school to building curriculum and pedagogy to suit the specific socio-economic context of the children.

She says that every day is a learning opportunity for her because the children have so much to offer and this keeps her motivated.

Kavya R can be reached at **kavya.r16_mae@apu.edu.in**

Ann Denny

M.A. Education | 2016-18

Creating tutoring linkages from across the world

"It's very satisfying to link learners from different parts of the world to teachers in India, and through this enable their education."

Ann Denny, sat quite excited in the Kochi office of Growing Stars Infotech Private Limited, ready to share her experiences. Growing Stars is an online one-on-one tutoring firm that has students from around the world. It has been two years since Ann joined them and she is currently their Education Manager.

At Growing Stars, Ann has around 100 students assigned to her from various parts of the world. After understanding each student's requirements, she connects them to a set of teachers based out of India. Since the time frame for learning and other inputs differ from learner to learner, she has to skilfully design the curriculum keeping in mind each student's requirement and pace of learning. Working with learners from different ethnic backgrounds, Ann has to interact with each of them differently and patiently, keeping in mind their cultural ethos and the working styles. This, she says,

makes the job a learning process as well. The teacher in-charge of the student too must be well-versed in the curriculum the student follows. This requires Ann to do a proper background study of the teacher and the recommended curriculum as well. Indian teachers are highly valued; students and teachers in the USA are all praise for them, she says.

Ann Denny can be reached at ann.denny16_mae@apu.edu.in

Vaishnavi Singh Rathore

M.A. Public Policy and Governance | 2015-17

Tales from our forests

"As an environmental writer, while I put in use multiple tools of public policy, law, economics, politics, and ethnography, my attempt is to keep the voices of the people and their relationship with the environment at the centre."

Vaishnavi works as the environment correspondent at The Bastion, a media portal in the online space that focusses coverage on the three verticals of Education, Environment and Sports.

As a child, Vaishnavi spent a lot of time surrounded by trees and she says that "There is a deep childhood bond that I share with jungles and nature". Environmental journalism fascinated her and the Masters in Public Policy and Governance programme helped her gain new perspective and reinforced this ambition. Her work at the The Bastion bridges the gap between media, policy and academia and brings in pure on-ground stories, which makes a real impact on policy makers. It is thrilling to hear Vaishnavi talk about how she chases down leads and stories. For a recent story on the Aravallis, she got her start using social media and then caught on to the entire network of stakeholders from there.

Recently, Vaishnavi has developed a keener interest in policy advocacy, research and analysis. Having worked with two environmental NGOs before turning to full time writing, Vaishnavi feels that the community of those working for environmental justice needs to grow larger and stronger. And media in turn, needs to bring those voices to the forefront.

Vaishnavi Singh Rathore can be reached at
vaishnavi.rathore15@apu.edu.in

Anurag Anand Jain

M.A. Public Policy and Governance | 2015-17

Chasing the spirit of democracy and governance

"Self-reflection is paramount for moving forward."

Anurag is pursuing a Masters in Democracy and Governance from University of Tartu in Estonia. He was previously working as Research Assistant with Lokniti-CSDS where he oversaw the study on the Status of Policing in India. As a lead researcher on the project, he was responsible for framing the questionnaire, administering the survey, collecting and cleaning the data, data analysis, report writing, and report publication. This study provides the data on the working conditions of Police officers, the problems faced by them during crime investigation, and the various issues plaguing the Indian Police system. The findings of this study have been reported by mass media, civil society, and various political leaders for advocacy of police reforms.

Anurag has also worked on studies focusing on voter behavior in the 2019 national elections, various state elections, and the study of 'Politics and Society between Elections'. Prior to Lokniti-CSDS, Anurag has worked with Indian Institute of Human Settlements, Bengaluru as an editorial intern on a research project exploring nexus between groundwater and sanitation. The most important learning for him on his journey so far has been the value of reflection on identifying the field one wants to commit to, and identifying best ways to apply ourselves to it.

Anurag Anand Jain can be reached at **anurag.jain15@apu.edu.in**

Sangeeth S

M.A. Development | 2014-16

Working with migrant labour

"The more you work in the field, you get engaged with the issues around you, and the solutions are more constructive."

Sangeeth is a Research Executive in the Aajeevika Bureau at Ahmedabad. The Aajeevika Bureau works towards ensuring a secure and dignified life to communities' dependent on migration and labour. For Sangeeth, the interest in migrant labour came early during his internship days when he was studying at the University, and he followed his interest through his winter project and later in his job.

Sangeeth works with migrant labour to help them avail of the benefits of the various welfare measures implemented by the government of Gujarat in sanitation, housing, health and also education for their children. He works on a wide range of field based research into aspects of seasonal migration, labour and employment which helps in designing interventions for migrant groups. This also informs policy for migrant workers, and is an

important contribution in defining priorities and programmes that can be adopted by government and industry for the vast number of migrant workers in the state.

Currently, Sangeeth is on a sabbatical exploring new experiences; it has been almost a year since he left Aajeevika Bureau.

Sangeeth S can be reached at sangeeth.s14@apu.edu.in

Mirza Aqdas

M.A. Public Policy and Governance | 2017-19

Nurturing entrepreneurship at the village level

"Change is incremental, only then can it put down roots enough to sustain."

Mirza Aqdas is a Field Coordinator with Kudumbashree - National Resource Organization in Uttar Pradesh. He liaisons with the state government to implement the Startup Village Entrepreneurship Programme, an initiative of the government of India. Through this programme, first generation entrepreneurs are promoted amongst rural women who are part of self-help groups (SHGs). These women often do not have enough education and skill to get a regular employment opportunity and through this programme they gain access to government funds to start their own small scale enterprises.

Starting from identifying women interested in creating their own enterprises to providing them with financial and technical knowledge, Mirza and team help in putting together their business plans and link them with banks, and other government funding programmes for credit accessibility. They provide them with free consultation for one year, and also help them find consumers for their enterprises.

This programme is successfully running in 4 blocks of Uttar Pradesh with the target of generating more than 7,000 women owned enterprises that range from general stores, tailoring units to canteens in government offices. One of the big successes of this programme has been in Najibabad (a block in Bijnor district) where Mirza and his team have negotiated and established 5 canteens run by women in government offices and hospitals in the block.

Mirza Aqdas Beg can be reached at
mirza.aqdas17_mpg@apu.edu.in

Debashree Gogoi

M.A. Development | 2015-17

Enhancing leadership qualities

''Never underestimate yourself; give room to develop your potential, you never know when you can overcome limitations and play to your strengths.''

Debashree works with Piramal Foundation for Education Leadership (PFEL) in Assam. She is the Programme Leader for its State Transformation Programme and looks after three districts. She helps in enhancing the leadership capacities of key stakeholders of education through workshops, executes need assessment as per the district needs, executes learning solutions to meet the child's learning needs as identified, and uses other innovative and requisite tools to identify the impact of the learning and development programmes for student - learning outcomes, school quality, etc.

Debashree works on a range of educational activities. Recently, she and her team worked upon building 'reading corners' in school libraries. She is at present working with the government schools of Kamrup rural district in an enrolment drive by supporting local schools to conduct various activities that were suggested by the government and PFEL for schools that have had below 20 enrolments in last two years.

Debashree identifies the insufficiency of teachers as one of the major problems in the education sector and feels that the implementation of a number of schemes and training programmes for teachers have left them overwhelmed, burdened and confused, leaving the main issues associated with students' learning left unaddressed.

Debashree Gogoi can be reached at
debashree.gogoi15@apu.edu.in

Diana Ann Joseph

M.A. Development | 2016-18

Community participation in local governance

"It's very easy to point fingers at people in power, and at the same time belittle the powerless. Panchayats and communities need to understand, appreciate and recognize each other's position."

Diana Ann Joseph graduated from Azim Premji University in 2018. Since then, she has been working as a Field Coordinator in Kudumbashree - National Resource Organization's Panchayati Raj Institutions (PRIs) and Community Based Organizations (CBOs) Convergence project in collaboration with Assam State Rural Livelihoods Mission in the state of Assam. This project focuses on enabling the working together of Panchayati Raj Institutions and Community Based Organizations to strengthen access to entitlements and enhance community participation in local governance.

Diana's work includes developing cadres (local resource groups and internal mentors) who help in initiating discussions on the various schemes, rights, and entitlements among the self-help group (SHG) networks. She coordinates and implements the activities of the project at block / district level, engages in monitoring and evaluation of the activities developed, looks after budgeting and reports to the Block project manager in the Block mission management unit.

While working with women in the community and seeing them multi-task, Diana has grown as a person and feels that she has imbibed a lot of patience. She says that 'learning by observing and then contextualizing for field' is the key, for which the seeds were sown by the University. The interdisciplinary nature of the programme has given her perspective and confidence to analyze societal issues.

Diana Ann Joseph can be reached at
diana.ann16_mad@apu.edu.in

Aditi Pravin Hastak

M.A. Development | 2012-14

Endeavouring for water sustainability

"Water is a very concrete issue of our times. Therefore, it is very close to my heart and I love working on the ground with a practice element in my work."

Aditi's interest has always lain in water. She works with Biome Environmental Solutions Pvt. Ltd. and Biome Environmental Trust in Bengaluru where her work largely revolves around water sustainability, increasing consciousness about wastage and promoting its sustainable use. She has been able to combine scientific and humanistic perspectives to carve out impactful solutions for water sustainability.

Aditi has been part of a water literacy campaign launched by Biome that involves sensitising children from government schools about water conservation. Rainwater harvesting systems in schools have made their water supply regular. One of the most critical learnings for her has been that simpler interventions, rather than more complex ones, are more successful on the field. She feels that participatory design and implementation are of immense

importance and it is through this that individuals / communities get a sense of ownership.

Aditi also works in the domain of planning and implementing rain water harvesting and grey water service; rejuvenation and conservation of lakes and wetlands; recharging wells and groundwater in different parts of Bengaluru. She feels fortunate to be a part of the water management planning group for the new campus of Azim Premji University.

Aditi Pravin Hastak can be reached at aditi.hastak@apu.edu.in

Satish Singh

M.A. Development | 2014-16

Designing political campaigns for social change

''Through the medium of politics, I am able to touch the lives of a large number of people. My politics thrive for the welfare of people.''

On graduating from Azim Premji University, Satish joined Indian Political Action Committee (I-PAC) and worked under the leadership of Prashant Kishore for a couple of years.In this period, he worked across different States such as Punjab, Uttarakhand, Uttar Pradesh and Andhra Pradesh. He worked in various roles ranging from District In-charge to Campaign Team Lead with YSR Congress Party in Andhra Pradesh, and for Indian National Congress' successful campaigns in Punjab. He was involved in the campaign for the Ranikhet constituency in Uttarakhand.

Satish is now the director of a consulting firm `Swastika Political Consultants LLP' working in the domain of political consultancy and public relations management. He campaigned for Kewal Singh Dhillon, Indian National Congress' candidate for the 2019 parliamentary elections from Sangrur constituency in Punjab.

He successfully campaigned for Abhay Singh Chautala for the Ellenabad assembly seat for the Haryana based regional party Indian National Lokdal. He takes pride in being part of designing campaigns that involve working on issues of the constituency such as the loan waiver scheme that has provided relief to many distressed farmers in states like Punjab.

Satish has learnt that in order to formulate campaigns that are beneficial for the people of a particular constituency, one has to immerse oneself completely in the issues facing them. He identifies with his role as an agent of social change by working on campaign designs that revolve around the welfare of the masses, the successful implementation of which can positively affect the lives of people in a sustainable and long term manner.

Satish Singh can be reached at satish.singh14@apu.edu.in

Lakshmi Narayanan Gopalaratnam

M.A. Development | 2013-15

Extending access to activity based learning

"Working in a space where you can touch people's lives positively makes me feel like a superman; it motivates me to keep going."

Though he started his career as an IT professional, Lakshmi Narayanan's primary interest has always revolved around education. His interest in the social sector brought him to Azim Premji University. He works with FSG, a global non-profit which strives to achieve real time social impact against society's toughest challenges by lending out consultancy and advisory services to corporate, foundations and non-Profit / NGO leaders.

Lakshmi Narayanan is engaged with Program to Improve Early Education (PIPE) where he works with affordable private schools in urban areas. The primary objective of his work is improving learning outcomes in these budget private schools by bringing in effective activity based learning, for which market based solutions are sought. Under this programme, organizations dealing with Educational products and solutions are convinced to modify or customise their products and sell them to these schools at lower prices. This programme has been running on a pilot basis as of now, and an improvement in the learning outcomes of primary classes is visible.

Lakshmi Narayanan plans to continue working tirelessly both at the tactical as well as strategic levels, putting to best use his techie skills to make an impact on people's lives; this is what energises him.

Lakshmi Narayanan Gopalaratnam can be reached at lakshminarayanan.gopalaratnam13@apu.edu.in

Goutham G

M.A. Development | 2011-13

Capturing stories of human interest on film

"Love what you do and you will never regret a day of work!"

Goutham is documentary filmmaker working on stories of human interest in the development sector and environment. He co-founded Travelling Tripod Films, a documentary video and photo production company. Since inception, despite many setbacks, his team has been fortunate to have associated with individuals and organizations across India in bringing to life some of the most fascinating stories of challenges, and of positive interventions, in a multitude of domains ranging from environment to wildlife, education, livelihoods, health, gender and sustainability.

The video and photo stories Travelling Tripod Films has created in the past have been beneficial for partner non-profits, philanthropists, policy makers and individuals in spreading awareness about their work, raising funds, bringing volunteers on board, to influence policy, as teaching learning materials, for documentation of projects and programmes and for evaluating the impact of interventions. Some of their body of work has found acclaim at film festivals, and has been featured on national television taking these stories to a larger audience.

Documentary filmmaking according to Goutham is a difficult area to work as far as funding is concerned; however, he believes that if you are really passionate about a story, you will find a way to share it.

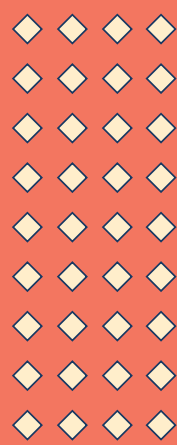*Goutham G can be reached at* **goutham.g@apu.edu.in**

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Authors of Alumni Stories

Aboobacker Siddique PK, Abdul Mubin Khan, Deekshith R Pai, Krishna Kumar Pathak, Lovely Zogta, Maitrey Deshpande, Mohit Dudeja, Namrata Prakash, Nikita Chatterjee, Preethi Sundarajan, Rasika Damodarrao Panse, Saras Gandhi, Simran Malkan, Sujay Pan, Swati Jadhav, Tiasha Banerjee, Urmila Girish

ALUMNI STORIES

PART IV