Azim Premji University

OUR UNIVERSITY

PLACEMENT BROCHURE 2024

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

The illustrations used in our Placement Brochure each year, seek to represent the rich diversity of folk art, expressive of community and sustainability, across the states of India.

Madhubani art which originated in the Mithila region is created with fingers, twigs, brushes, nib-pens, and matchsticks, using natural dyes and pigments, and is characterized by eye-catching motifs and patterns. Traditionally, this is created by women and depicts mankind in association with nature.

The paintings adapted in this year's brochure have been created by Madhubani artists Leela Devi and Ranjana Das.

We would like to thank students for some of the photograph used in the brochure.

Contents

Creating Leaders for Social Change
Azim Premji University: An Introduction
University Degree Programmes
Vibrant Academic Environment
Master of Arts in Education (M.A in Education)
MAster of Arts in Development (M.A in Development)
Master of Arts in Public Policy and Governance (M.A in PPG)
LLM in Law and Development (LLM)
Master of Arts in Economics Development and Policy (M.A in Economics)
B.Sc Biology
B.Sc Mathematics
B.Sc.,B.Ed
B.A Humanities
B.Sc Physics
BA Economics
BA English
BA Philosophy
BA History
Life on Campus
Admission and Student Support
Placements Overview
Guidelines for Organizations Participating in the Placement Process

Creating Leaders for Social Change

It gives me great pleasure to share with you that 409 students of the batch 2024, will soon graduate from our M.A. Education, M.A. Development, M.A. Public Policy & Governance, M.A. Economics, LL.M. in Law and Development, BSc B.Ed., BA Economics, BA English, BA History, BA Philosophy, BSc Biology, BSc Mathematics and BSc Physics programs.

Our graduating class is capable and committed to making a genuine difference to society. Students from across the country choose Azim Premji University not only because of the knowledge that they will gain here but for the University's purpose and its commitment to social change. On our part, we select applicants based on their relevant capacities, as well as their social commitment. Once at the University, the students participate in a learning process that builds on their inherent motivation and develops capacities of independent thinking, creative problem-solving and action on the ground. Our faculty, along with their academic expertise, have extensive experience in the social sector. They work with the students inside and outside the classroom to make their experience one of genuine learning.

Our alumni are working across the length and breadth of the country, many of them in most disadvantaged areas. In the past ten years, a large majority of the over 3942 students who have graduated, have chosen to work in the social sector. They have taken up a range of roles from program design, implementation and evaluation, mobilization, to advocacy and research. The graduates of M.A. Education are contributing to the capacity enhancement of teachers and education functionaries, curriculum development and school management, amongst other areas of Education. The graduates of M.A. Development and M.A. Public Policy & Governance are contributing, in varied roles, to the domains of livelihood, health & nutrition, sustainability, governance and other integrated development issues. The graduates of MA Economics are contributing to varied roles with think-tanks and grassroots on the broader economic and development issues. Likewise, most of our LL.M. alumni are contributing to social causes, working in the areas of litigation or with social organizations, including policy think-tanks. Some of them are working in prominent law colleges where they contribute towards enhancing the quality of legal education and are advancing the cause of ethical lawyering.

The graduating batch of 2024 is seeking opportunities to work with organizations such as yours, with the purpose of contributing to building a better society. This document will give you a glimpse of the enthusiastic and committed group of students who are now passing out. We look forward to engaging in a dialogue with you to take this forward.

Indu Prasad
Vice Chancellor
Azim Premji University

Azim Premji University: An Introduction

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

Currently, the Foundation works in seven states across India, and has a dedicated team of over 1400 members. The work of the Foundation is organized through its field institutions. The institutionalized nature of the work is informed by the reality that long term and consistent engagement with multiple stakeholders is necessary for educational change. This deep, on the ground engagement includes capacity development of teachers, head teachers and other education functionaries, and it also involves work on curriculum, assessment, policy issues at the State and National level.

The roots of the University lie in the learning and experience of the Foundation. The Foundation established the University for an explicit and clear social purpose, as a part of a larger strategy to contribute to the Education and Development sectors in the country.

The University started in 2011, offering two post graduate programmes; M.A. Education and M.A. Development and currently has eight specializations on offer within these programmes. The Undergraduate programme and a new M.A. Programme in Public Policy and Governance were started in June 2015. In 2016, the University added Masters in Law, in Law and Development (LL.M). In 2018, a 4 - year dual degree programme (B.Sc. B.Ed.) has also been introduced. This expansion is guided by a clear framework that addresses the need, quality and relevance of the programmes to our core social purpose.

In the last eight years, the University has enrolled more than 2500 students and built a dedicated team of 300 faculty and staff. This year on campus, there are around 680 post graduate and 320 undergraduate students. Over 1300 students have graduated in the past six years, most of them working in the social sector.

Vision

Education for Social Change

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

Mission

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

- Prepare graduates with great competence, integrity and social commitment
- Expand the frontiers of knowledge in education, development and allied fields through research
- Support and enhance the work of the education and development sectors in the country through continuing education
- Contribute to change in policy and practice in the Indian education and development sectors through advocacy and public communication

University Structure

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

1. School of Education
2. School of Development
3. School of Policy and Governance
4. School of Arts and Sciences
5. School of Continuing Education

These schools have ownership for the programmes and key initiatives in their respective domains, and an overarching coherence and alignment with our core social purpose. Illustratively, the School of Education has ownership of the M.A. Education programme, and initiatives like the 'Philosophy of Education', 'Work and Education' etc. Similarly, the M.A. Development, M.A. Public Policy and Governance, LL.M. in Law and Development and the Undergraduate programmes are owned by respective schools. M.A. Economics with specializations in Development and Policy was launched in July 2019.

School of Continuing Education is responsible for the design and development of all in-service programmes. It has a direct impact in enhancing the capacity of practicing professionals. Over the last six years, it has designed and delivered several capacity enhancement programs, largely for district/state level government functionaries from states and also NGOs engaged in grassroots and development work. These programs are typically 1-2 weeks and cover a very wide range of areas within the education domain, livelihoods, public policy etc. In 2016 - 17 alone, more than 100 workshop have been done, reaching over 2200 participants.

University Research Centre is an important initiative of the University which coordinates and facilitates research projects of faculty and members from our field institutions and also offers grants for research in areas of interest for the Foundation. The Research Centre also hosts initiatives focusing on specific areas of significant relevance to India. For example, The Centre for Sustainable Employment (CSE) is a dedicated centre, whose aim is to generate and support research in the areas of job creation, employment, and sustainable livelihoods. Recently, CSE has come up with the Status of Working India Report 2018. The Centre for Urban Ecological Sustainability is another such platform for work that needs to be done in the global south context for advancing urban sustainability research and action.

The **University Working Paper Series** complements existing publishing activities of the University by providing a regular venue for presenting research undertaken by its member.

University Degree Programmes

Programme Structure

The degree programmes at Azim Premji University aim to develop competent and committed professionals for the education and development sectors in India.

The Master of Arts in Education programme aims to help individuals develop into reflective education professionals with a conscious alignment towards humanitarian and social concerns.

The Master of Arts in Development programme aims to provide students with a sound grounding in core areas of development theory, research and practice from a multidisciplinary perspective.

The Master of Arts in Public Policy and Governance (MPG) will prepare students to become critical and analytical thinkers who can develop effective and equitable solutions to public policy and governance challenges.

The postgraduate programme in Law and Development seeks to initiate a decisive, novel and meaningful intervention at the intersection of the domains of Law and Development in India.

In alignment with these program goals, our placement objective is to see all our students engaged with and contribute to the social sector, in a variety of roles.

i. As grass root field practitioners on the ground where their expertise and competence is much needed

ii. As contributors to policy making, implementation and evaluation

iii. As researchers adding to knowledge in their chosen domains

Degree programmes at the University follow a credit based system

Master of Arts in Education
(Full Time, 2 years, 80 Credits)

Focus areas

1. Science Education
2. Social Studies Education
3. Early Childhood Education
4. Teacher Professional Development
5. School Organisation Leadership and Management

Bachelor of Arts (B.A.) and of Science (B.Sc.) with option of an Honours degree
(Full Time, 3 years, 84 Credits)

Specializations

1. Economics
2. English
3. Philosophy
4. History
5. Biology
6. Physics
7. Mathematics

4-year dual degree in Science and Education (B.Sc.B.Ed.)
(Full Time, 4 years, 160 Credits)

Specializations

1. Life Sciences
2. Physical Sciences

Master of Arts in Public Policy and Governance
(Full Time, 2 years, 80 Credits)

Master of Arts in Development
(Full Time, 2 years, 80 Credits)

Specializations

1. Livelihood
2. Public Health
3. Sustainability

Master of Economics
(Full Time, 2 years, 80 Credits)

Tracks

1. Master's thesis
2. Master's internship

Masters' program in Law - LL.M (Law and Development)
(One year, full time, 36 credits)

Our Faculty, Teaching and Learning Process

Over the last few years we have built a very committed faculty team of 140 members. Most faculty have doctoral degrees in relevant domains and many have personally contributed to the social sphere and have been actively engaged in setting up and running NGOs and schools across the country. The blend of academics and field experience among the faculty creates a very vibrant, rich and collegial environment. Added to this, the wealth of experience and practice related expertise of Azim Premji Foundation's field institution members, guest lectures from several practitioners and academicians from outside have immensely benefited students.

University Diploma Programmes

Our diploma and postgraduate diploma programmes are meant for practicing professionals in areas directly relevant to their day-to-day work. These programmes are designed as blended online work and in-person classroom mode. Our faculty are from both the University and very experienced practitioners from various organisations.

Our programmes aim to

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

ii. ensure that they reflect the University's social purpose and

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

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

Detailed profiles of faculty are available at:

http://azimpremjiuniversity.edu.in/people

Master of Arts in Education (M.A. Education)

The Master of Arts (M. A.) in Education offers students a multifaceted liberal exposure to the disciplinary domain of education, a commitment to societal goals, and an emphasis on the study of education as a fundamental human social practice. Here are overviews of the focus and the components of our programme.

Programme Focus: The main objectives of the MA Education are to develop a reflective understanding of educational theory and practice, knowledge of curriculum and pedagogy in a particular school subject area, capabilities to design and implement specific educational actions and dispositions required for educational action in the Indian context. It also aims to nurture a community of learners with a desire for self-motivated professional development.

Programme Components. Given the above programme focus, the M. A. Education course is organized as follows:

1. **Ten compulsory (core) courses on foundational areas in education:** Nearly 50% of the credits are allocated to the core courses that are considered necessary for understanding education as a domain of study. They address a range of key questions such as: What is education? Why is there a need for education? What kind of content will help achieve the aims of education? What are the ways in which engagement with content can be best facilitated? How can we determine if these learning objectives and educational aims are being attained? The programme also seeks to equip students with an introduction to tools of research that will serve them in identifying research questions as well as conducting rigorous and systematic investigations.

   These are the core courses: Philosophy of Education, Child Development and Learning, Sociology of Education, Introduction to School System in India, Schools as Organisations, Curriculum Studies, Teacher Professional Development, Consolidation of Programme Experience, and Field Research 1 & 2.

2. **Four compulsory (school subject) courses on Curriculum, Content, Pedagogy, and Material development:** Each student has to choose a set of four courses in curriculum and pedagogy from one of the following areas: Language Education, Mathematics Education, Social Studies Education, Science Education, or Early Childhood Education. The aim is to help students understand one school subject area in depth: its nature, curricular and pedagogic knowledge, and issues in assessment and material development in the teaching and learning of that subject.

3. **Three electives:** The students choose three electives in their fourth semester which may include courses in educational practice, or courses that enhance perspective or disciplinary understanding in education. Students can also choose a course of Independent Study in the fourth semester in lieu of any one of the elective courses.
4. **Seventeen weeks of field experience (fully curated by the University):** A key assumption of this programme is that students will build knowledge, skills and dispositions both through university classroom work, as well as a variety of engagements in schools and other field settings. Towards this end, during the programme, students will undergo

    a. Two weeks of field immersion (in our Field locations) during the first semester

    b. Three weeks of organisation internship (outside our organisation) at the end of the second semester

    c. Twelve weeks of internship (in our Field locations) during the third semester; this intense engagement comprises of:

    - Observation – Understanding community, system, school, and teaching
    - Teaching in school – Lesson planning, resource development, teaching
    - Teacher support – Participation, preparation, and direct engagement
5. **Weekly Practicums during the in-campus semesters:** These are activities embedded in some of the core and elective courses with an aim to understand theory-practice linkages. They can be based in settings like private and public schools, preschools and Anganwadis or NGOs working with children and education.
6. **One compulsory Consolidation Course:** In this course, the students synthesise the knowledge and experiences gained throughout their Master's programme. This helps them consolidate their learnings, at both an individual and a collective level.
7. **Open Courses:** During the programme, students also choose two horizon-broadening Open Courses in which they explore areas of human and social interest that focus on themes related to the arts, culture, the sciences, and other subjects of topical interest.

Master of Arts in Development (M.A. Development)

The two-year programme prepares students from diverse backgrounds to work for social change. The programme enhances their ability to understand and analyse the status quo and imagine an alternative future. Furthermore, it exposes students to ground realities in multiple settings through field practice such as exposure to people's lived realities through field visits, visits to organisations working on development issues, joining University's engagement with communities in the vicinity.

Through this programme, students acquire a core foundational understanding of development concepts and theories and relate these to social actions in the domains of health, education, livelihoods, sustainability and local governance. The courses are taught by a set of competent academics and practitioners who use different pedagogies such as classroom lectures and discussions, workshops, games and simulations, and field visits to understand people's lived realities. Students learn to express their ideas and work through writing, films, photography, posters and oral presentations.

Programme Structure

M.A Development Programme is of 80 credits and the following three constitute it's primary components:

a) 8 core courses in the first year [34 credits],

b) 8 electives in the second year [24 credits], and

c) 3 field practice components [18 credits].

Core Courses

The core courses help students build an understanding of India's development context and experiences and engage with a) development thoughts, ideas, their evolution and critiques, b) a conceptual understanding of the role of the state and civil society, c) methods for social research and action, and d) different kinds of on-the-ground social action.

List of Core Courses - Sociology of Modern India, Ecology and Development in India, Indian Economy and Development, Foundations of Social Research and Reasoning, Theories and Histories of Development, Social Interventions, State, Democracy and Civil Society in India, Methods for Social Research and Action

Electives

In the second year of the programme, the elective builds on the core courses and aims to deepen and broaden students' understanding and competencies on a wide range of development issues relevant for meaningful development practice. Students choose from a range of 55-60 electives covering advanced concepts, analytical skills and competencies for development action.

List of Electives (Illustrative) – Economics of Sustainability, Programme Evaluation for Development Action, Health Medicine and Society, Public Healthcare, Rights and Accountability, Engaging Legal Tools for Social Action, Competencies for Designing Livelihood Interventions, Critical Perspectives on Financial Inclusion, Sustainability in Planning and Practice, Agricultural livelihoods in Contemporary India, Education and Development Interlinkages, Understanding Social Sector Organizations, Understanding the coastal zone, Women and Work, Water: Resource, history, management and challenges, Food Nutrition and Public policy, Introduction to Disaster and Risk Reduction.

Field Practice

Field Practice forms an integral part of the M.A. Development programme. It helps students learn from ground realities and ongoing social interventions. It also allows students to reflect on their role as change agents in the development domain and effectively build skills for development action. These three components add up to 16 weeks of fieldwork during the two-year program.

Field Immersion, Sem I

Two Weeks (Student-led)

Short Description

Field Immersion takes place in the middle of the first semester, about two months after the programme starts. The focus is on immersing oneself, experiencing and connecting with the lived realities of the groups and communities. The Field Immersion is designed to enable the students to relate to and engage with people in rural, forest and coastal communities and local institutions and social processes.

Field Internship at the End of Sem II

Six Weeks

Short Description

The field Internship is designed for students to be part of a development action by spending six weeks interning with State agencies or civil society organisations focusing on specific development intervention/ action. This internship is designed in consultation with the host organisation to help the students understand various development issues and action processes in a specific context through on-the-ground field experiences and reflect on the challenges of development action. This practical experience of working with development organisations provides the students with skills and understanding that help them relate their course learning to the real world as active participants.

Independent Field Project Between Sem III and IV

Eight Weeks

Short Description

The eight-week Field Project is structured to offer the students a rich and rigorous learning experience through independent field-based work in their area of interest. The work may be a study of specific field-level issues resulting in a report or a pre-survey intended to inform the design of a future intervention or an advocacy brief on a particular issue. The field project is based on students' imagination and initiative under faculty guidance. The field project is also designed to help students learn the basics of the specific modes of dissemination and communication (e.g., through photo essays, posters, power points, and policy briefs).

Course of Independent Study: Interested students can take up an independent study in lieu of one elective in the 4th semester. The independent study component is structured to allow students the freedom to go beyond the syllabus and thoroughly explore a topic of their interest under the guidance of a faculty mentor

Practicums

In addition to field practice, many core and elective courses organise 'practicums', which are 1-2 days of field visits as part of the syllabus and contribute to students' understanding of development issues and action.

Career Opportunities

On completing the programme, students have career opportunities in different government agencies and social sector organisations, academia, policy think tanks, funding organisations, research-based institutions and media. We have more than 1000 alumni who successfully contribute in the domains of livelihoods and economic development, ecology and environment, governance, health and education across the country. Most of these engagements are inter-disciplinary in nature.

Master of Arts in Public Policy and Governance (MPG)

The MPG is a rigorous two-year programme which trains students in designing, analysing and evaluating solutions to public problems. The programme is based on an explicit recognition that Public Policy and Governance in India require meaningful interventions that contribute to purposeful institutional mandates, better governance processes, and enhanced evaluation and implementation capacity. The programme enables its graduates to examine and evaluate ideas, mechanisms and practices that shape solutions to governance problems and to undertake critical and impactful research. The programme is an optimum blend of theoretical perspectives and practical skills, covering a range of disciplines such as law, economics, politics and sociology, along with relevant quantitative and qualitative tools of analysis. The programme is designed to equip its graduates with knowledge and competencies required to think deeply and act purposefully in challenging situations of solving problems.

Core Courses

Core Courses help students build an understanding about India's system of policy and governance and draw from several disciplines of social sciences and humanities. The twelve core courses in the programme adopt a heterodox approach to understanding the essential principles and values that undergird India's public institutions and their operations, besides the everyday experiences of people in engaging with the state. The core courses also enable students undergo rigorous quantitative and qualitative methodological training to become adept at designing and conducting research and analysis in the policy sector.

Elective Courses

Elective courses aim to deepen and widen knowledge in specific domains of Public Policy and Governance in India. Students can choose up to seven elective courses that are designed to expose students to sectoral practices and contexts in a manner that will ease their transition into the 'real world'. They can also choose courses that are informed by a deeper social science inquiry. Courses focused on health, sustainability, livelihoods, education, urban governance, rural governance, land, environmental policy, energy security, program implementation, strategic planning, legal system reform, technology and citizenship, religion and governance are among the electives currently being offered.

Field Practice

The field practice component of the MPG programme has three components: (i) a 'law and policy hub project' and (ii) two rounds of internship.

Through the year-long law and policy hub projects students will learn to identify and understand a real-world public problem, following a theoretically informed protocol. The objective of this project is to provide students with sufficient and systematic immersive exposure to the nature and sites of public problems. These sites would include both institutions of the state and points of interface between the citizens and public institutions. Having got their exposure to the sites and the problems, students will also identify and understand a real-world policy intervention and study it in-depth. This is expected to build their understanding of how policy interventions work in the real-world situations.

In the second year, students will do two rounds of internships in a carefully chosen public, private or non-government organisation engaged in policy and governance related work. The first internship is between the second and third semesters and is six weeks long. The second internship is between the third and fourth semesters and is eight weeks long. These internships provide students with an opportunity to learn by applying what they have learnt in the classroom and from the law and policy hub projects while working on short-term assignments in these organisations. Further, the internships also aim to connect students with the networks of policy practice and organisations.

LL.M. in Law and Development

Objectives

The LL.M. in Law and Development is intended to achieve the following objectives: (i) facilitate the creation of a diverse cohort of academically proficient and socially engaged scholars and practitioners of law; (ii) introduce law students to the context, debates and imperatives of the processes of development in India, and the significant role of legal institutions in conditioning these processes; and (iii) enable students to critically engage with the possibility and the means of using law as an agency of positive social change. The LL.M. is designed for a small cohort of students to ensure an immersive and intensive educational experience. It will benefit students who seek to make a mark in the legal system, government, civil society, academia and the world of ideas.

Teaching Philosophy

In pursuance of the objective mentioned above, the LL.M. in Law and Development integrates a rigorous philosophical and conceptual analysis of legal doctrine with a social scientific enquiry into law and society in India. This includes two distinct approaches to the study of law and legal institutions in India. The first is to develop a textured, empirical understanding of how law and legal institutions operate in Indian society that avoids a purely doctrinal or instrumental approach to these phenomena. The second is to develop the disposition to use the professional and academic knowledge developed through the LL.M. in responding to critical problems in law and social policy. In this manner, the LL.M. in Law and Development at Azim Premji University

seeks to make an intervention in postgraduate legal education in India that has the potential to build a new cohort of legal academics, scholars and practitioners who will make significant contributions to India's development through legal education and critical legal practice.

Curriculum Outline

The LL.M. in Law & Development is a one year programme spread over two semesters. The programme consists of three components - core and elective courses, field engagement, and a dissertation. Students must achieve a minimum of 36 credits spread over these three components to complete the programme successfully over the two semesters.

Students must complete the following three mandatory core courses to acquire an understanding of the law through a substantive enquiry into justice and equity as well as by gaining skills in legal research methods - **Law & Justice in the Globalizing World, Research Methods and Legal Writing, and Comparative Public Law/ Systems of Governance**. In addition, students must complete a core course on **Law and Development** to gain an interdisciplinary understanding of the law. Students are also expected to complete three elective courses over two semesters. A wide range of elective courses that intersect the domain of law and other related areas such as anthropology, ecology, education, and political philosophy are available for students to develop their areas of academic interests. All students also participate in a year-long field engagement programme that exposes them to an experiential understanding of law and society. The students are also required to write a dissertation that helps them develop their skills and confidence in conducting more advanced or independent research such as a doctoral degree, conceptualizing an independent research project, or making an informed social intervention.

Master of Arts in Economics (M.A. Economics)

The MA in Economics (with specialization in Development and Public Policy) is designed to closely align with Azim Premji University's mission to develop competent and committed professionals for the development sector. The MA in Economics program develops the next generation of Economists with the theoretical knowledge, and technical skills to perform high quality analyses, while at the same time being grounded in the institutional, developmental, and ecological context of contemporary India. The program develops students' strong technical economic skills along with contextual understanding of development issues facing India.

Program Goals

The program objective of the MA in Economics is to develop a wide range of skills—the ability to make sense of a complex social reality, a strong aptitude in dealing with abstract numbers and statistics, a sense of the historical context of societies, an understanding of human motivation and a feeling for the moral and ethical underpinnings of social arrangements.

Azim Premji University's unique approach is to provide students with a strong understanding of the Indian economy, economic theory, tools of analysis and the ability to practically apply these to current economic and development issues. Upon completion of our program our goal is to have students of Economics who are socio-politically engaged, quantitatively adept and able to engage in the development sector and provide solutions for pressing problems.

A MA in Economics provides students with several skills and preparation for entering the world of work. Employers from the public to private and non-profit sector value the knowledge base and skills, both quantitative, analytical, and empirical, that economists acquire.

Knowledge and Skills

Our students graduate with a sound understanding of contemporary challenges to economic development in India. The programme ensures that our students can think critically, communicate with clarity and engage with empathy, and have high quality economic training. Our graduates have all the necessary knowledge and skills required for public and academic engagement in various roles:

[Note: C refers to Core Courses, E refers to Elective Courses]

- **Quantitative Skills:** Students are exposed to cutting edge Statistical and Econometric methods through courses such as Quantitative and Qualitative Research Methods (C), Econometrics of Impact Evaluation (C) and Applied Multivariate Statistics (E). They are trained further in applying these tools to a wide variety of contexts in other courses that they undertake during their MA such as Climate Change Economics (E).

- **Integrated understanding of Development Economics:** Unlike standard MA curricula that begin by introducing students to Micro and Macroeconomic Theory, we train our students to approach Economic Theory through two uniquely designed core courses: Microeconomics and Macroeconomics of Development. These courses take them through economic theory in the context of a developing society like India.

- **Field experience and sensitivities:** The mandatory field practice component of our MA programme trains our students to map their 'classroom knowledge' into action, and in addition, requires them to apply qualitative methods in the field, a skill that many economists are found lacking in. On the other, courses such as Economics of Identity (C), Feminist Economics (E) etc., bring into them the much required socio-economic and political sensitivities that are crucial in navigating the challenges in policy-making and development, including that in the workplace.

- **Software and data skills:** Our courses expose the students to different conventional and unconventional datasets including but not limited to: National Family Health Survey, National Sample Survey, Periodic Labour Force Survey, Consumer Pyramids Household Survey (Centre for Monitoring Indian Economy), MGNREGA, National Food Security Allocation, Socio Economic Caste Census, Primary Census Abstracts, Indian Meteorological Department Climate Dataset, Village Level Studies (VLS-ICRISAT) etc., and we acquaint them with the scopes and limitations of each. In the process of analysing these datasets, they not only acquire knowledge of Stata, R and Python, but also learn advanced techniques such as OCR and Web-Scraping, through courses such as Computational Economics (E).

- **Ability to think critically:** Like any other trained Economists, our students learn theoretical models through courses such as Mathematical Models in Economics (C), Advanced Micro and Macroeconomics (E), but in addition, courses such as History of Economic Thought (E) and Economics of Identity (C) ensure that our students graduate with diverse perspectives offered by different schools of thoughts within Economics. Further, courses such as Sociology of Development, Ecology and Development in India, Political and Legal Institutions, provide them with a holistic framework to think critically, a skill that is increasingly rare among contemporary economics graduates.

- **Effective Communication Skills:** Effective communication plays a unique role in the modern workplace, whether it is a 140 character tweet about some breakthrough work that an organisation has recently carried out, or a 140 page policy draft that it proposes to the local government. The uniquely designed course, Communicating Economics (C), trains our students in creating advanced visuals, as well as in different media of verbal and written communication as suitable for a diverse set of purposes and audiences.

- **Research and Analytical Capacities:** Either through the Masters Thesis track or the Internship track, our students gain direct experience in problem solving and analyses. While the thesis track cements skills in conceptualizing and articulating a research question, evaluating and applying appropriate research methods and creating a rigorously reasoned manuscript, the internship track exposes students to a variety of contexts in which economists work within the development sector (broadly defined). These exposures, on one hand strengthen their analytical abilities, while on the other, prepare them for a smooth transition from the classroom to the workplace.

Bachelor of Science in Biology

The bachelor in biology program encourages a student to observe and explore the life around them while making connections across disciplines.

The biology programme aims to equip students with the following:

- Knowledge about the broader context of Biology and understanding the interconnectedness between different disciplines of biology.
- The ability to apply knowledge into practice and solve problems and challenges that emerge in the many different fields of study in biology.
- The awareness of different tools and techniques available in biology that can be employed towards problem-solving and creative thinking in different areas and contexts employed in academia and laboratory setups.
- Oral and written communication skills to ideas in biology effectively to a variety of audiences with different technical backgrounds.
- Data exploration, visualization, and analysis that students can employ in different areas and contexts.
- Awareness of the biological, ecological, and environmental problems and their interlinks with the larger concerns of the society.
- Integrity in work, sensitivity and ability to work in large groups, showing team spirit.

Curriculum and Courses

Biology majors take the following core courses for a total of 35 credits:

1. Introductory biology 1 and 2
2. Molecular biology and biochemistry
3. Introduction to Genetics
4. Evolutionary Biology
5. Understanding Plants
6. Quantitative methods in Biology
7. Calculus for Biologists
8. General Physics
9. General Chemistry

The students are also required to take at least 9 credits of electives. They have a wide range of elective courses to choose from, such as Introduction to biophysics, Introduction to ecology, Environmental science, Animal behaviour, Ecological methods and statistical techniques, Introduction to Conservation Biology, Cell and developmental biology, and R programming for biology.

Students in the honours pathway take an additional 12 credits, 6 of which are acquired through additional coursework and 6 through project work. Through the project, students receive rigorous training in posing scientific questions, conceptualizing testable hypotheses, conducting experiments, and documenting their results in the form of presentations, and a thesis. Students have undertaken a wide array of interdisciplinary projects across ecology, environmental policy, microbiology, developmental biology, animal behaviour, psychology and cognitive science. The intimate engagement of biology faculty and the diverse range of projects make it a very rich experience for the biology community at Azim Premji University as a whole. All honours students are required to take a seminar course in which they critically read peer-reviewed literature. Students who have not opted for the honours pathway also get some research exposure through a required Lab and field techniques course.

Pedagogy: The vibrant biology programme follows a pedagogic style that is highly interactive and encourages students to actively involve asking questions, think critically and creatively. Along with classroom lectures, we involve students in classroom discussion, debates, group work and activities. Faculty try to impart hands-on experience in designing experiments and making students aware of the 'real world' problems through experience in laboratory and fieldwork and involving students in discussing case studies in contemporary issues bridging science and society.

Bachelor of Science in Mathematics

Introduction

The mathematics programme aims to equip students with the following:

- Mastery over foundational subjects in mathematics
- A disposition towards problem-solving, and towards creatively employing the tools and ideas from coursework in different contexts
- The ability to apply mathematics in the workplace to solve challenges that emerge in the many different fields of study that rely on quantitative proficiencies.
- Oral and written communication skills to convey mathematical arguments effectively to a variety of audiences with different technical backgrounds
- The skill and sensibility to use their mathematical knowledge and training to contribute to their roles as citizens engaged constructively and creatively with society
- Integrity in work, and the sensitivity to question the social implications of any technical work they are engaged in.

Curriculum and Courses

Our curriculum aims to prepare students for higher studies and careers in mathematics and various allied disciplines.

Mathematics majors take the following core courses:

1. Introduction to Mathematical Thinking 1 and 2
2. Calculus 1-3 (foundations, real analysis, and multivariable analysis)
3. Linear Algebra
4. Abstract Algebra
5. Probability
6. Introduction to Programming
7. Numerical Methods

They also choose five elective courses, three in mathematics or a heavily mathematical course in another discipline, and two others from any allied discipline. Some of the courses taken by students up to now are Differential Equations, Statistics, The Nature of Mathematics, Applied Game Theory, Nonlinear Dynamics, Introduction to Physics, Paradoxes, Electronics and Astronomy.

The pedagogy of the core courses requires students to engage actively with the material, questioning all claims until they are proved to their satisfaction, communicating their ideas to peers, and engaging in group work. They acquire solid foundations in discrete mathematics, analysis, linear and abstract algebra, and probability. They are introduced to algorithmic thinking and Python, and the uses of computational techniques in various areas of mathematics.

Through electives, students can specialise and prepare for higher studies and careers by taking more advanced mathematics courses, or by exploring the use of mathematics in economics, physics, philosophy of biology.

Some students also complete an honours degree by taking an additional two courses and completing a project. The honours project involves the exploration of a topic in depth over eighteen months and demands mathematical proficiency, independence, and creativity from the students. Some past and ongoing projects are in knot theory and braid groups, mathematics education, topological data analysis, statistics, and Cayley graphs.

The faculty in the mathematics group have backgrounds and research interests in algebra, geometry and topology, data and statistics, logic and distributed systems, and mathematics education.

Bachelor of Science and Bachelor of Education (B.Sc.B.Ed)

Azim Premji University launched a new 4-year dual major undergraduate programme, in the academic year 2018. In keeping with its vision of *Education for Social Change*, the University has developed the programme to prepare young people to become outstanding science and mathematics teachers and educators, with deep disciplinary understanding in the sciences/mathematics, and who are socially and ethically committed human beings.

The University is uniquely placed to provide opportunities for such learning as it is a part of the Azim Premji Foundation which has Field Institutes across the country which have been working in the domain of school education at the ground level for the last two decades. The programme design draws on this wealth of experience of field practices and endeavours to make the initial teacher preparation both theoretically rigorous and practically effective.

1. Aims of the Programme

The programme prepares students to become theoretically sound and practically grounded teachers through equal emphasis to disciplines and educational understanding. The curriculum is based on the following five core aims for initial teacher preparation that we consider very important[1].

[1]Teacher Education Framework of Azim Premji Foundation

1.1. Deepening Knowledge in Subjects

Much of the focus of teachers' work lies in the teaching of subjects that have disciplinary origins (or in teaching languages). For subject teaching to be meaningful, teachers need to possess a profound understanding of the fundamental conceptual structures and procedures of that discipline. Our programme aims to prepare teachers to be able to place the subject matter they teach in a wider perspective of human knowledge, its modes of construction and justification as well as its impact on human societies.

Students of this programme have an option of enrolling either in Physics, Biology or Mathematics as subject majors to gain a deep understanding of those disciplines.

1.2. Developing Educational Judgement

Good teaching needs teachers to possess capacities to make appropriate educational judgements. These are abilities to understand the demands of education and relate it to the context in which the educating is happening. Judgement is relating knowledge and intuition to context in a meaningful and practical way.

Teaching can never be a mere application of theories generated from different disciplines like psychology, sociology, and philosophy. An effective teacher must have the ability to make educational judgements based on the perspectives gained through engagement with these disciplines. For a novice teacher, educational judgement also develops through guided practice and honing the ability to critically reflect on what they observe about themselves and others during the teaching-learning process.

Students of this programme would have a strong foundation in perspectives of education along with long and rigorous experiences of practice in relevant educational contexts.

1.3. Developing Pedagogical Content Knowledge

Teachers need to evolve their own understanding and abilities of ways in which they could restructure subject-matter and concepts in given areas of the curriculum to aid students in understanding these. To be able to do this along with understanding the learner and have a deep understanding of the subject matter, they also need to possess content specific teaching and assessment strategies.

We believe that science at the school level should be highly observational and experimental, and our curriculum provides extensive opportunities for developing a wide range of content specific pedagogical approaches.

1.4. Critical Awareness of Language as a Mediator of 'Knowledge' and 'Identity'

Language provides the primary modes of interaction in any teaching-learning situation, in speaking, comprehending, reading, and writing. Language has a social dimension with implications for the structuring of "identity" and "power relations" within classrooms and schools. In a multi-lingual country like India, it is even more important for the teacher to be critically aware of the role of language in education and to be sensitive to the languages that are present in any classroom.

Students of this programme would be given opportunities to immerse themselves and operate in an educational context effectively in one Indian language other than English.

1.5. Nurturing Sensitivity and Relational Capacities

Becoming a teacher places a person in multiple interactive relationships with students, colleagues, and administrators in school as well as with families and communities. Teachers thus need to develop capacities for understanding the requirements for sustaining meaningful relationships and learn to function with sensitivity and skill in responding to these requirements.

The programme is fully residential, and the residences are organized based on Care Ethical principles with emphasis on building and nurturing relationships in a diverse community. Both within the classrooms and outside of it, emphasis would be laid on students' ability to relate meaningfully with others.

2. Programme Structure

The B.Sc.B.Ed. is a **120 credit programame** to be completed in a four-year period. The curriculum is divided into three broad areas – a common curriculum, subject preparation in the sciences/mathematics, and teacher education. The curriculum is designed with the following course and credit structure:

Type of Course	Credits	Semester(s)
1. Common Curriculum	21	S1 and S2
2. Subject Preparation	48	S1, S2, S3, S4, S5, S6, S8
3. Teacher Education	51	S3, S4, S5, S6, S7, S8
3a. Perspective Courses	15	S3, S4, S5
3b. Pedagogy Courses	23	S5, S6, S7, S8
3c. Professional Practice	15	S5, S7
Total	120 credits	

2.1. Common Curriculum

The common curriculum provides opportunities for students to develop critical thinking and communication skills through a set of foundation courses. While critical reading strengthens their core linguistic skills, the public reasoning course engages with logic, argumentation, and ethics. The students further do courses on Understanding India gaining historical and political perspectives on India and engaging with different identities like caste, class, gender and how they affect the social and economic opportunities of Indians.

Creative Expressions in the common curriculum gives opportunities for students to engage with aesthetic and embodied learning. Courses in this component are offered in "workshop" modes and span the spectrum of embodied learning from arts to sports. These are critical skills for developing teachers for more holistic engagement with educational practices.

The common curriculum courses are shared with student cohorts from other undergraduate programmes of the University. This provides opportunities for students to engage in a vibrant academic culture.

2.2. Preparation in the Sciences/Mathematics

The curriculum for the Teacher Education students for their subject preparation is the same as the curriculum for the 3-year Bachelor of Science programmes in physics, biology, and mathematics. The students would share classes with other students of science/mathematics in the undergraduate programmes of the University. These courses provide a solid grounding in sciences/ mathematics to teacher-students.

The subject preparation has **48 credits.**

2.3. Teacher Education

The teacher education curricular area has **51 credits**. It builds on the foundational capacities developed during the first year of the programme through the common curriculum and the introductory courses in the disciplines. The curricular area is divided into three sub-areas.

2.3.1. Perspectives

The courses in perspectives draw upon the disciplines of philosophy, sociology, psychology, history and linguistics to explore how each describes and analyses educational processes and problems. As mentioned earlier, we believe that a deep engagement with these perspectives is a necessary condition for a teacher to have the ability to make good educational judgements.

Education for social change would require teachers not just to possess critical evaluation of previous and existing educational processes, but also have the ability to propose and execute new curricula that aim to bring about desired changes.

2.3.2. Pedagogy courses

A sub-component on curriculum, assessment and pedagogy draws upon the critical perspectives gained earlier and go on to develop the ability to design curriculum, create appropriate curricular materials, adopt effective instructional strategies and develop assessments that are relevant and promote learning – in their specific disciplinary areas. Courses on teaching mathematics in different school grades, physics, biology and building experiments and demonstrations are central to preparing middle-school science teachers.

Good teaching requires paying attention to and drawing upon the sensorial and embodied experiences of the learners. A course on craft of teaching and creative pedagogic practices would lay emphasis on developing such capacities in the student-teachers.

2.3.3. Professional Practice

This programme has a strong emphasis on practice, and it leverages the experience and networks of the Field Institutes of Azim Premji Foundation. The professional practice sub-components attempt to prepare students to understand the different school contexts in India. It aims to give them exposure to both private schools and government schools. Professional Practice is divided into three components:

1. **Local School Engagement** – The Local School Engagement gives opportunities for student-teachers to develop their understanding of schools as educational institutions and observe and participate in the teaching-learning processes by visiting local schools around the university once a week.
2. **Government Schooling in India** – Through the Districts Institutes of the Foundation, student-teachers would visit government schools and other educational institutions and get opportunities to interact with the various functionaries within this system. Through these experiences they develop insight about the ecosystem of school systems within which a schoolteacher operates.
3. **Induction into Teaching** – This is a semester long capstone experience which happens in the seventh semester of the programme. The students are placed in one of the Azim Premji Schools in the Field Institutes of the Foundation and they would have opportunities for observation, guided instruction, and independent teaching in upper-primary and secondary science/mathematics classrooms.

Humanities Portfolio

Vision:

Azim Premji University is committed to effecting social justice through education. Bearing this primary vision in mind, the Humanities curriculum has been designed in such a way that it seeks to break away from the typically elite bastions that a Humanities programme within Liberal Studies tends to be. Our programme is structured in a way that abets the involvement of the widest possible diversity of students in the Humanities pathway.

The Programme and Curriculum:

A Humanities undergraduate earns a Bachelor of Arts (B.A.) degree. Like all other B.A. and B.Sc. students at the university, a Humanities student also has to do the following set of courses:

1. Common Curriculum (Understanding India courses, Critical Reading and Writing, Public Reasoning)

2. Courses in the Major

The Humanities track at Azim Premji University is made up of an equal emphasis on three disciplines: English, History, and Philosophy. A Humanities graduate takes 4 courses (worth 12 credits) in each of the three disciplines at the end of their undergraduate education. In addition, students can choose a specialization pathway wherein they take an additional 3 courses (worth 9 credits) in any one discipline of their choice.

In each discipline, we focus on imparting a broad disciplinary content knowledge, alongside focusing on certain common skills and capacities revolving around writing, critical thinking and public reasoning.

List of Courses:

Core courses: Pre-modern India, Imperialism and Colonialism, Colonial India, History and the Idea of India (History); Introduction to Philosophy, Political Philosophy, Ethics, Epistemology of Science (Philosophy); Introduction to Literature, Contemporary India through Literary and Cultural Texts; Romantic Literature; The Novel or Drama.

Pathways Courses: Intellectual and Cultural Aspects of Modernity, History from the Margins, Ancient India (History); Paradoxes, Aesthetics, Philosophy of Law, The Self (Philosophy); Writing for the Public, Literary Criticism and Theory, The Body in Pain or Cinema and Us (English).

Classroom Pedagogy:

Humanities classrooms follow a unique pedagogy that involves a mix of lecturing, discussion and group work/ activities. The faculty try to impart as much hands-on learning as possible, inviting students to hone their ability to take what is taught in the classroom to the "real world" outside of the classroom. In the Humanities classroom, this typically works with students discussing numerous contemporary issues and analyzing them using the skills and capacities, concepts and frameworks, imparted through coursework.

Skills and Capacities:

A typical Humanities graduate possesses the following skills and capacities:

1. Writing (all kinds: blogs, journalistic writing, critical/ analytical writing, specialized articles, summarizing, content-production, precis writing, etc.)
2. Copyediting
3. Critical thinking
4. Public Reasoning
5. Working with an archive (musical, print, manuscript, digital)
6. Textual analysis
7. Content/ Domain knowledge in History, English and Philosophy
8. Basic skills in print and video journalism
9. Basic knowledge in archiving: Collection and analysis of primary data

Our graduates go through very rigorous training in writing and critical reading, public reasoning, and analytical thinking. They are, hence, uniquely suited to any kind of employment that requires the ability to do systematic analytical work on short-term or long-term projects that require research, writing, or both. They are also very well skilled to carry out tasks such as copyediting, summarizing, content generation, and precis writing. Human rights agencies, NGOs, journalism, research projects, archiving projects, and publishing houses form the natural home for our graduates.

Our graduates have worked at Amnesty International and Microsoft Research in the past. They have successfully gained admission into higher education programs, particularly master's programs, in a variety of streams in India as well as abroad. Our graduates can be found in TISS Mumbai, SOAS London, Center for Modern Indian Studies, University of Gottingen, amongst others.

Bachelor of Science in Physics

Introduction

As an effort to capture the vision of our physics programme for potential employers, we have listed a few of the learning outcomes desired for every student:

- Build conceptual, qualitative, and quantitative models of everyday phenomena using physical principles, by applying existing knowledge, or by acquiring relevant knowledge.
- Possess capabilities to design experiments or build simple demonstrations and collect and analyse the resulting data.
- Apply physics in everyday life, with knowledge of how things around us work and the ability to fix most minor issues.
- Articulate and communicate technical information to a general and/or STEM audience.
- Uphold academic and personal integrity at all levels in their work.
- As people trained in physics, have the tenacity to understand a given multidisciplinary problem, pare it to its essentials, and solve the parts thereof with a thorough, patient, and comprehensive work ethic.
- Proactively engage with society and put their science knowledge to work in creating an impact on local and global issues.

To summarize, the students are trained to be rigorous, ethical, creative, and persistent problem solvers, and they are encouraged to apply their learnings to problems outside physics.

Curriculum and Courses

The main objective of our curriculum is to build strong foundations. To this end, students are constantly engaged in all forms of problem-solving- mathematical methods, doing experiments and doing computational exercises, all forms complementing each other in helping build a comprehensive and concrete understanding of the foundational physics courses. Laboratory work and programming (Python is the default programming language) are both implicitly present in most of the foundational courses.

All Physics majors have to complete the following core courses, all of which include laboratory components:

1. Introduction to Physics: Experimental and theoretical foundations
2. Mechanics
3. Electricity and Magnetism
4. Waves
5. Thermal Physics
6. Optics
7. Modern Physics
8. Mathematics for Physics 1 (Calculus and Vector Algebra)
9. Mathematics for Physics 2 (Linear Algebra and differential equations)

Students can also choose from a range of elective courses, based on their interests. Most students pick at least two of the following: Advanced Mechanics, Biophysics, Astronomy, Nonlinear Dynamics, Soft Matter Physics, Microcontrollers, Quantum Mechanics.

Honours:

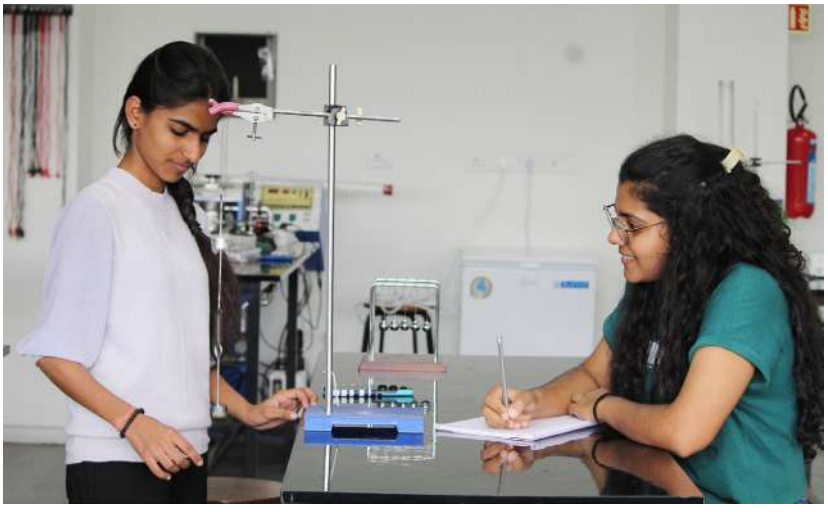
Students in the honours pathway take an additional 12 credits, 6 of which are acquired through additional coursework and 6 through project work. Through the project, students receive rigorous training in posing scientific questions, conceptualizing testable hypotheses, conducting experiments, and documenting their results in the form of presentations, and a thesis.

Some of our students take up an honours project with a faculty mentor at the end of their 3rd semester. This project is completed at the end of the 6th semester. Honours projects are usually decided by faculty, but there have been several occasions where students have pursued projects of their own interest. We have also had interdisciplinary projects, with mentors from the disciplines of Mathematics and Biology. Here are a few examples of honours projects:

- Reviving a Beckman spectrophotometer
- Building a cheap microfluidic device to make a monodisperse droplet emulsion
- Building a radio telescope using a dish-antenna
- Understanding knot theory and its applications
- Understanding shape oscillations in regenerating hydra
- Using tearing as a mechanism to probe brittle to ductile transition in plastics exposed to UV light
- Designing cheap ray boxes and ripple tanks to be used as educational tools in schools
- Understanding Traffic using computational models
- Understanding planetary orbits

Here are some additional skills that our honours students have acquired over the course of their projects:

- Image processing using Python.
- Using opens cad for making 3D models.
- Construction using 3D printer, laser cutter and basic workshop tools.
- Using KiCad to design PCBs
- Using Arduino for data acquisition
- Electronics and instrumentation required for building experimental setups
- Numerical programming using Python



Bachelor of Arts in Economics

The BA in Economics is designed to provide students with a solid understanding of the Indian economy, economic theory, tools of analysis and practical application of these skills to current economic issues. Besides a strong theoretical approach, the BA programme is rigorous with a focus on developing strong empirical and analytical skills. At the end of the programme, students gain familiarity with a variety of data analytics and programming software like R, STATA, GIS, and Python.

Programme Goals

Azim Premji University's unique approach is to provide students with a strong understanding of the Indian economy, economic theory, tools of analysis and the ability to practically apply these to current economic and development issues. Upon completion of our programme our goal is to have students of economics who are socio-politically engaged, quantitatively adept and able to engage in the development sector and provide solutions for pressing problems.

Course Structure

The BA in Economics consists of 84 credits (96 credits for honors) requiring full-time study for six semesters (S1, S2, S3, S4, S5 & S6) over three years. The curriculum is designed with the following course and credit structure:

Type of Course	Credits	Semester(s)
Common Curriculum	36	S1, S2 & S3
Core Courses	24	S1, S2 & S3
Elective courses	24	S4., S5 & S4
B.A. Economics	Total Credit – 84	
Honor's Thesis	12	End of S4 through S6
B.A. Economics (Honors)	Total Credit - 96	

Common Curriculum

Common curriculum courses are common for all students across disciplines and provide contexts of each discipline as well as the various ways in which disciplines interact. These courses develop a toolkit for the remainder of the undergraduate studies. Students are introduced to different modes of thoughts and themes, including writing and communication skills, analytical and critical thinking abilities, facility for language, and ability to connect ideas across fields of study and inquiry. Some of these courses are: Public Reasoning, Critical Reading and Writing, Understanding India and Interdisciplinary Studies in Development, Sustainability, Climate Studies, Education, Data, Democracy and Development.

Core Courses

Core courses cover the foundational knowledge and skills necessary to be able to understand economics from the developmental context of contemporary India. The courses cover traditional economic theory and methods, while also addressing the institutional, developmental, and ecological concerns of India. The core courses consist of the following: Introduction to Economics, Intermediate Microeconomic theory, Political Economy, Intermediate Macroeconomics, Indian Economy, Quantitative Methods in Economics, Applied Linear Algebra, Perspectives in Economics: Communication.

Elective Courses

Elective courses are offered in the third and fourth semesters and are designed for students to extend their foundational knowledge from the core courses and develop domain expertise in particular fields. Some of these courses include History of Economic Thought, Introduction to Climate Change Economics, Econometric Methods, Growth, Theory and Policy, International trade, Labour Economics, Applied Game Theory, Economics and Ethics.

Honors Track

The Honors track is an optional track available to all students. Students work closely with a faculty member on a specific topic, and develop a research question, to write up a thesis.

Bachelor of Arts in English

Introduction to the Program

The BA English program at Azim Premji University seeks to combine a rigorous training in the effective use of the English language with the cultivation of a literary sensibility that is empathetic and critical.

What students can expect from the English Program

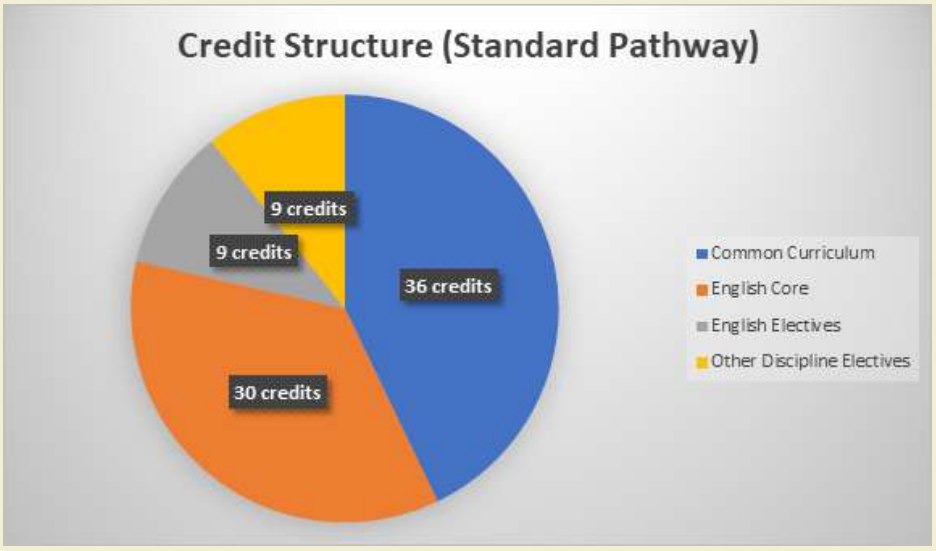
Students opting for the BA in English will learn to love literature: the craft of assembling sounds that move us, of people and worlds that we were too ignorant or preoccupied to notice, and of course arresting stories. Students will be guided through a selection of texts and reading practices that enable them to pay close attention to the formal and aesthetic aspects of texts from diverse locations and perspectives.

In addition, students in the English major at SAS will be trained in different forms of writing (critical, creative, journalistic) and given the choice to learn and use digital media technologies. At the end of three years, we expect all our students to be able to use multiple forms of communication, empathetically and effectively, to address academic as well as larger, non-academic, publics. A crucial component of this is **The Language Centre (TLC)** whose activities range from enrichment sessions aimed at strengthening the English language communication capabilities of students, to workshops as well as semester-long courses on reading and writing.

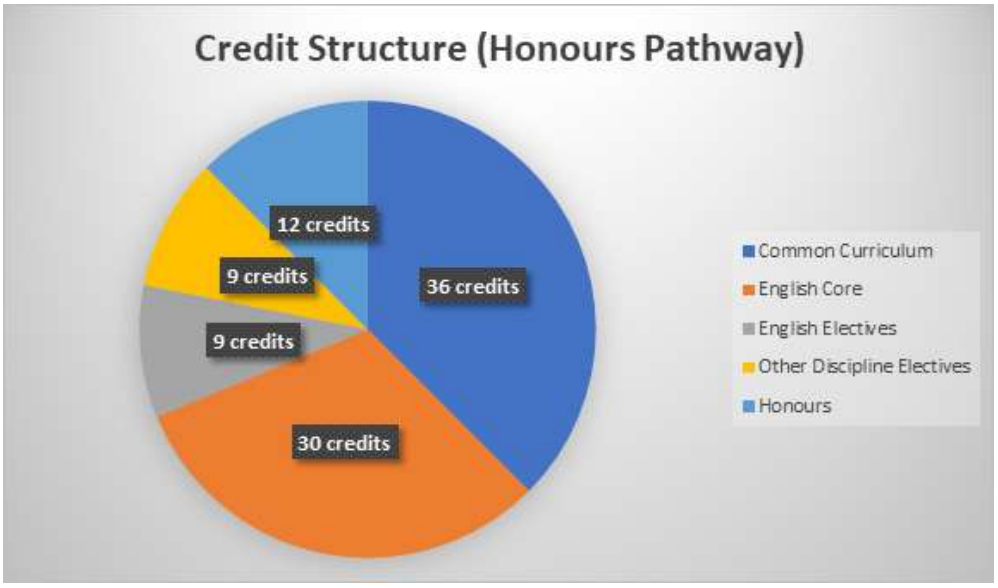
In the BA English classroom, students will be encouraged to draw upon their lived experiences in their study of literatures, and to participate actively in their own learning processes.

Program Structure

Students enrolled in the BA English program can complete their degree as a standard track (acquiring a total of **84** credits) or with an Honours (acquiring a total of 96 credits). Out of these, 36 credits accrue from Common Curriculum courses.



The BA English Honours track requires students to successfully complete **96** credits in total—36 Common Curriculum credits, 48 English major credits, and 12 Honours coursework and thesis credits



BA English Curriculum

The English Core

The core courses offered are mandatory requirements for students who are enrolled in the English major and are distributed across six semesters. A list of courses in the English core are presented in the following table to indicate their place in our curricular imagination.

Course Title	Core Capacities and Sensibilities
(QRE for English Students) Statistics and Society	Comprehend reports/studies on culture and society that use statistics and explore how quantitative data can enrich the understanding of textual materials.
An Introduction to Literature	First of two entry-level courses, the capabilities introduced here relate to a broad spectrum of reading and writing in literature, fostered through reading across genres and contexts (this is a course informed by the experience of multiple iterations in the past).
An Introduction to Creative Writing: Poetry and the Short Story	Second entry-level course; will work in tandem with the Literature in Context 1 course, towards building a practical understanding of the formal and structural elements of poetry and the short story through exercises and forays into writing them. This course will involve students becoming familiar with contemporary and classic poetry and short story texts, critically engaging with their craft, and attempting to produce writing in a variety of forms and techniques.

Literature in Context 1: Poetry and the Short Story From around The World	First of the 'context' courses that focus on the capability of situating literary texts in a particular cultural and historical context. This course will inspect and discuss poetry and the short narrative as reflections of social and cultural issues and as modes of personal expression at various points in time and across many languages.
Literature in Context 2: Contemporary India through Literary and Cultural Texts	The second of three courses on literature studied in its context - context in this case being nation. The course brings together a study of form, theme and context. It builds familiarity with Indian literary texts and allows for an engagement with literature in translation and a drawing on life experiences in written and classroom responses. Capacities are built through a focus on extensive reading and writing.
Literary History: The Romantics: Nature, Self and Society	The only course in the core that focuses on a traditional literary-studies method of locating literature in a particular period and region [Britain with connections to India where possible]. The Romantics are chosen for a 'period-style' survey of literature to best foreground literary sensibilities of reading *ecologically*.
Literature in Context 3: Drama as Text and Performance	This course continues the 'context' series with a close emphasis on a single form: Drama. Drama was chosen for its capacity to combine textual analysis and performance in a literary genre, and the stage and audience become an important aspect of the course. Students will discover the ways in which dramatic texts and performances examine and critique socio-political issues like class, race, caste, gender and sexual orientation.
Perspectives 1: Approaches to Literature	First of the 'perspectives' series that aims to inculcate critical reflection by opening up the 'core' to other disciplinary interventions. The course introduces the methods of literary study to build specific capabilities in a student of Literature – namely, the identification of recent debates in critical thought within the discipline, the ability to apply theoretical insights in the reading of both simple and complex texts and to understand and evaluate the role of Literature and the Humanities in our present context.
Writing for the Public	A practice-based course offered at the end of the program, with a view to easing entry into professional writing-based study or work after students graduate. The course builds capacities in writing and allied skills and builds sensibilities with which to write for/engage with different kinds of readers and different sites of reading and production (some of these sites include teaching and the social sector).

Perspectives 2: Bangalore: Language, Media, Culture	The second in the Perspectives series, this course facilitates intensive study of a single site through perspectives from different disciplines and forms. This is the only course in the English core that focuses on the city as a formation that emerges through texts and textuality. It allows for engagement with local contexts of meaning production in shaping. This course will allow students to harness capabilities and perspectives gathered through three years in the program, including the insights and field practice gained from the UI courses and IS.

Electives in BA English

The elective courses offered within the English major bring together perspectives from allied disciplines while allowing students to engage in practice. These allied disciplines and practices comprise courses in the following: Writing, Literary Studies, Cultural Studies, Translation, and Media & Communication.

We feel that these disciplinary themes that inform elective choices in the curriculum are best suited to achieve our program-level objectives of diversity, critical and empathetic reading and writing as well as the capacity to engage in meaningful communication in the public sphere. The cluster of elective courses attempts to integrate the more theoretical and text-based aspects of the program with skills and competencies of writing, translating, and making media texts.

Representative List of Elective Courses within the English Major

Media and Communication	Convergence Journalism Documentary Narratives Digital Texts and Textuality
Literary Studies	Literature of the Modern The Novel Literature of Dissent
Writing	Life Writing Writing Children's Literature
Cultural Studies	Reading Culture Body in Society Indian Cinema and Society
Translation	Introduction to Translation Sites of Translation

Bachelor of Arts in Philosophy

The undergraduate program at Azim Premji University aims to prepare highly motivated, socially conscious, and reflective young citizens capable of autonomous learning. The aim is that the graduates of this program will be educated in the widest sense of the term, and that they will strive for both personal understanding and for meaningful public engagement.

The philosophy major derives its objectives directly from these aims. Through discussions with leaders from a wide variety of public service roles and philosophers from around the world, we have become convinced that rigorous philosophical study offers an outstanding way to achieve this rationale. The major aims to prepare students to reason with exceptional competence to reason and engage with others from other backgrounds in public issues in India, and to prepare them for public service in the broadest sense.

Major Goals

The philosophy major aims to support the program goals of the undergraduate program, preparing students to become active and self-directed learners. The philosophy major seeks to equip students to make sense of their lived experience. Furthermore, it provides students with the necessary practice in applying their capabilities both to contribute to society and to enhance their interpersonal relationships. As the discipline of philosophy is new to almost all students, and because we have designed it in a way which requires a minimum of cultural capital, we aim to moderate the influence of class, caste, region, language and disability on access and outcomes.

The philosophy major aims to equip students with strong reasoning skills coupled with an ethical foundation that allows them to tackle the widespread challenges of representation and exclusion. The philosophy major will enable the students to engage these challenges at a more foundational level while at the same time viewing the interconnections between them. We believe that training in philosophy will allow our graduates to excel in a wide variety of roles in NGOs, the civil service, education, journalism, and social activism among others. The major has been designed in close collaboration with those working and hiring in these fields to ensure that students who pass through the major are well equipped in the capabilities valued in these areas.

Course Structure

The BA in Philosophy consists of 81 credits (93 credits for honors) requiring full-time study for six semesters over three years. The curriculum is designed with the following course and credit structure:

Type of Course	Credits	Semester(s)
Common Curriculum and Interdisciplinary Studies	33	S1-S6
Core Courses	36	S1-S6
Streams Courses	12	
B.A. Philosophy	Total Credits – 81	
Honor's Thesis	12	End of S4 through S6
B.A. Philosophy (Honors)	Total Credits - 93	

Common Curriculum

Common curriculum courses are common for all students across disciplines and provide contexts of each discipline as well as the various ways in which disciplines interact. These courses develop a toolkit

for the remainder of the undergraduate studies. Students are introduced to different modes of thoughts and themes, including writing and communication skills, analytical and critical thinking abilities, facility for language, and ability to connect ideas across fields of study and inquiry. Some of these courses are: Public Reasoning, Critical Reading and Writing, Understanding India and Interdisciplinary Studies in Development, Sustainability, Climate Studies, Education, Data, Democracy and Development.

Core Courses

Each course has been designed to develop the capabilities and dispositions described in the major goals above. Due to this, the courses often differ radically from philosophy courses in other institutions, and several courses standard in other institutions are not present here. Instead of focusing on thinkers or taking a historical approach, we have a range of novel courses like Philosophy of Measurement, Philosophy of Non-Violence and Civil Disobedience, and Philosophy of the Environment. Our courses cover broad areas of value theory (political philosophy, ethics, philosophy of law, philosophy of art), epistemology and metaphysics (philosophy of science, philosophy of measurement), logic ('Paradoxes'), but nearly all of our courses cover a wide range of philosophical sub-fields. This is partly because our focus is on capabilities and not on preparing students for graduate study in philosophy.

The focus on developing these capabilities will also influence how each course is taught. We expect most teaching in the philosophy core to be focused on seminar discussion. This method best inculcates the capabilities of working with others, rigorous creativity, self-examination, and the other capabilities described above. Additional classes, field trips etc. will be used wherever they best serve the aims of the major.

Streams Courses

Each student will choose a stream with 4 courses each in a discipline outside philosophy. Two such streams are education and economics.

The education stream will enable students to apply their philosophical capabilities to the discipline of education. Students taking the stream will develop their own philosophically well-founded answer to the question of what people should know, and what we should teach. It is designed in a way to prepare students to work in the field of education. A large field component is envisaged to go along with this. The stream draws on the university's pre-existing expertise and experience in the field of education and is very closely aligned with the foundation's aims.

In a context while dealing with economic data and models is increasingly a central part of public service and public life, students will benefit greatly from the ability to apply their philosophical capabilities to the discipline of economics. The economics stream will equip students with a foundation in economic thought. More concretely, they will gain the capability to construct models, to evaluate economic policy, to work with data and more. These capabilities will equip them well whether they choose to work in journalism, NGOs, development economics, or many other fields of public service and beyond.

Honors Track

Students will benefit from the opportunity to further develop their philosophical capabilities through deep exploration of narrow issues in philosophy. This will give them the chance to practice creative rigor, and students will be expected to produce their own original views, evaluate them, and compare them to other existing views. This will be done both within a research group, and individually. Thus, the aim of the honors pathway is not to prepare students for postgraduate study, for which an honors degree would in any case be neither necessary nor sufficient. Instead, it is to afford students who choose to focus on their academic capabilities the opportunity to hone them.

Bachelor of Arts in History

The undergraduate programme in History at Azim Premji University brings together a committed and critical engagement with the myriad pasts of the peoples of the Indian subcontinent alongside a vision of transformative social change via education. The past, regardless of whether we see it as continuous or as marked by ruptures, is always contentious. And nowhere is this more apparent than in India, where the past is also always present.

The enterprise of comprehending and analysing the past as history cannot be imparted top down. It is something that can only be achieved in collaboration. If history is about reading events, processes and people in context, then it is critical that the classroom where history is taught also actively engages the context and background of students. A diverse student body bears the rich potential of contributing to doing history collaboratively, in a meaningful fashion. Through this pedagogic orientation, the History programme aims to advance in students significant discipline-specific capacities: familiarity with different kinds of archives and primary sources; exposure to different fields of enquiry within the discipline, both theoretical and empirical; and opportunities for practicing history through a variety of methods and sources—from archaeology to oral history. The programme will also build skills and capacities that will ensure a solid foundation to our students for pursuing higher education as well as exploring a range of employment opportunities. Towards that aim, our students will learn to read texts and contexts intelligently, write cogently in different genres and on myriad platforms, and think critically and imaginatively. This combination of skills and capacities that will situate them advantageously in whatever future endeavour they choose to pursue.

History cannot be comprehended in an isolated fashion, divorced from other humanistic and social scientific approaches to understanding the human condition in relation to the world in which we live and act. Reflecting the disciplinary capaciousness and fluidity of history, as well as its critical and ethical responsibility to the present, our programme is founded upon a strong conceptual investment in interdisciplinarity and an openness towards new forms of engagements with the past, while retaining the fundamental rigour involved in the study of History. Thus, our courses productively engage the intersections between history and sociology, economics, environmental studies, political science, religion, cultural studies, and literature, such that our students acquire a well-rounded understanding of the past which they can bring to bear fruitfully on whatever career path they choose to pursue.

Programme Goals

The History major has the following goals and curricular objectives—

- Engage with the recorded past in an inclusive, comprehensive, and rigorous manner
- Develop Historical consciousness and sensibilities
- Relate lessons from the past to present contexts and situations
- Communicate historical knowledge creatively and cogently in the most diverse of contexts
- Practice history (archiving, heritage and preservation, oral histories, folklore, data visualisation, etc.)

Course Structure

The BA in History consists of 84 credits (96 credits for honors) requiring full-time study for six semesters (S1, S2, S3, S4, S5 & S6) over three years. The curriculum is designed with the following course and credit structure:

Type of Course	Credits	Semester(s)
Common Curriculum	36	S1, S2 & S3
Core + Elective Courses	36	S1, S2, S3, S4 & S5
Other disciplines	12	S4., S5 & S4
B.A. History	Total Credit – 84	
Honor's Thesis	12	End of S4 through S6
B.A. History (Honors)	Total Credit - 96	

Common Curriculum

Common curriculum courses are common for all students across disciplines and provide contexts of each discipline as well as the various ways in which disciplines interact. These courses develop a toolkit for the remainder of the undergraduate studies. Students are introduced to different modes of thoughts and themes, including writing and communication skills, analytical and critical thinking abilities, facility for language, and ability to connect ideas across fields of study and inquiry. Some of these courses are: Public Reasoning, Critical Reading and Writing, Understanding India and Interdisciplinary Studies in Development, Sustainability, Climate Studies, Education, Data, Democracy and Development.

Core Courses

History courses are divided into core and electives. There are 8 core courses and 4 electives that each student will have to take. Core courses will be spread over semesters 1 to 6 and will aim to provide (a) domain knowledge of the discipline (b) provide methodological tools and analytical skills, and (c) introduce historiography to the students. In addition, these courses shall build skills of reading, writing, and analytical thinking. Core courses more or less maintain a chronological framework of progression, albeit without the overarching logic of the nation at its centre. Core courses also progress from being introductory-level courses to developing higher order skills and capacities as of analysis and evaluation as students progress in the programme.

Core courses will be offered both at 200 and 300 level, depending upon the semester they are offered in. Electives will be offered at the 300 level only. 200 level courses will seek to hone first order thinking skills such as recalling, understanding, comprehending, and applying concepts in the first year courses, while moving on to higher level thinking skills such as analysis in the courses offered in the second year. 300 level courses will inculcate critical evaluation, analysis, and will teach students to think beyond conventional frameworks and parameters of historiography. Here is a list of the core courses in History: Doing History, Early India, Medieval India, QRE for History, Colonial India, Indian Ocean Worlds, History and the Idea of India, History of the Present.

Elective Courses

The electives courses in the History major aim at allowing students to pursue a particular interest in a set of themes and/or methods to deepen their engagement with certain aspects of the discipline. In a typical history programme in the Indian context, fields of advanced study and/or specialization are customarily delimited in chronological terms by the tripartite periodising logic of ancient, medieval, and modern. Our History programme, while recognizing the advantage of the chronological schema for pedagogic purposes in the Core, breaks away from the traditional specializations in the Electives and offers thematically-oriented courses. Students will take one course from each cluster starting from semester 3 in the programme.

1. **Economic, Labour, and Environmental Histories (3rd Semester Elective)**

   Courses under this header belong to well-established historiographic approaches and subfields in the discipline of history. Focusing on South Asia and India, but often from a global historical perspective, these courses explore key social, political, and economic processes that have had consequential outcomes for the lives and life-worlds of different kinds of laboring peoples and other historically marginalized social groups.

2. **Intellectual and Cultural Histories (4th Semester Elective)**

   Elective courses in this cluster allow students to explore a set of themes and problematics that are typically identified with a set of cognate subfields in academic history: intellectual and conceptual history, history of ideas and thought, as well as historiography and philosophy of history. Courses in this cluster are often explicitly concerned with history's relationship with different theoretical movements in the humanities and social sciences, especially anthropology, through which the question of culture takes centrestage in a strand of historical writing. In other words, through these courses, students can explore the 'meta questions' of history as well as investigate quotidian and material aspects of social life in different periods that nevertheless indicate enormous historical transformations.

3. **Public Histories (5th Semester Elective)**

   Elective courses under this header primarily allow students to explore two things: (a) the interface between disciplinary knowledge in history and its popular dissemination through a range of media, including new media technologies; and, relatedly, (b) contemporary practices of historical preservation, from documents to monuments. This set of elective courses will allow students to engage with communicating history for popular audiences and preservation practices within history. Hence, courses with affinity to this thematic remit will engage students in a wide range of practices in and of history—from 'guide' narratives, folklore and oral history to institutional practices—both state and non-state—of archiving, memorializing, and monumentality.

4. **Global and Connected Histories (6th Semester Elective)**

   Courses in this cluster of electives will expose students to history in an interconnected and global perspective. They break away from a nationalist mooring of the discipline of history (and its implicit Eurocentrism) to ask questions about shifting territorial and fluvial frontiers, oceanic worlds, diasporas and migrations, and the travel of people, cultures, and ideas across the globe.

   Students will be offered a choice of two elective courses each semester under each cluster, and they can choose any one of the two electives on offer. By the end of the programme, each student would have taken 4 elective courses.

Honors Track

Honours in History can be earned by doing 12 additional credits, 6 of these will consist of coursework (3 + 3 = 6 credits) and the remaining 6 credits will be earned by the submission of an honours thesis. Honours can be of two kinds: writing intensive and practice based. The former stream will consist of students formulating a research question, conducting archival or field-based study in order to address the question, and writing an analytical, descriptive, or evaluative thesis. All our previous honours projects in History have been of this kind.

Going forward, we would like to propose a practice or fieldwork-based stream within the Honours project. This would consist of data visualisation, cataloguing, collecting, archiving, surveying, collating, and preserving historical materials. The written component of such a project need not be based on historiographical analysis, argument, and/or critical evaluation. It can consist of a report that covers the methodological and practical aspects of the project. We imagine such projects to contribute to the creation of an archival repository hosted by the History programme.

Life on Campus

Vibrant Academic Environment

The University's Student Affairs Team functions on the understanding that students' physical, social and emotional development contributes as much to their sense of well-being as their intellectual growth. The team works to create a vibrant community life for all students characterized by inclusiveness, respect and empathy for others, cooperation, reflection and dialogue. This spirit is also in alignment with the overall vision of the University of contributing towards a better world.

Various committees are active where students and members work together to make the campus inclusive, safe, and vibrant for all community members:

(i) Arts and Culture Committee: This committee nurtures varied cultural experiences that the campus' inhabitants bring with them. It aims to involve every student in at least one of these aesthetic activities during their time at the University.

(ii) Health and Wellness Committee: The Health and Wellness Committee works towards strengthening the process of physical and mental health on campus. The committee's objective is to address the concerns of health holistically. This committee comprised members from food, mental and physical health, and students. The committee plans various activities to ensure the overall health and wellness of the community on campus.

(iii)Food Committee: This committee works on improving the food service operations on campus to best serve the needs of the community. The inclusion of diverse cuisines in the menu, while also prioritising nutritionally valuable food is its goal. It encourages student ownership over these choices.

(iv)Inclusion and Diversity Committe: This committee attempts to make the campus inclusive for everyone, by organizing events and facilitating dialogues that promote an understanding and celebration of differences. They collaborate and coordinate with other committees, clubs and groups on campus to ensure fair representation in as many platforms as possible

(v) Sustainability Committee: This committee initiates and supports conversations that propagate sensitivity towards the environment. These take the form of reviewing existing policies or recommending new ones that aim at conservation and sustainable use of resources on campus.

(vi)Sports and Fitness Committee: This committee aims to create a culture that enables every student to fall in love with at least one physical activity during their time here. Through activities and games that improve physical health, it builds discipline and motivation among them, while developing a feeling of camaraderie.

Student Initiatives

The immense diversity in the student cohort ensures that campus life is vibrant, fun and fulfilling. Students initiated and led many activities beyond academics as part of their daily life on campus. Each of these activities and initiatives has contributed to their learning in multiple ways.

- **Student clubs** have been formed, catering to different interests; Cinema, Theatre, Literature, Photography, Sports etc.
- **Positive engagement:** Nature walks, Terrace gardening, Organic farming, Open mic sessions, Strength sessions, Games in the evenings and other positive engagement sessions are the regular happenings at the residences
- **Multiple newsletters** were published by the Student Editorial Clubs
- **The Kaapi Aur Charcha series** invites practitioners from various fields to engage in informal talks with the students
- **PAWS,** an initiative that works for the welfare and well-being of animal friends on campus
- **The University Social Enterprise Cell** is a vibrant platform where many students are trying to come up with innovative solutions to some of the most complex social problems. The cell enables students to share, debate and discuss those ideas and network with individuals and like-minded groups.
- **Community Engagement Cell** is the umbrella under which students engage themselves with social causes in and around the community ranging from education of disadvantaged children, youth engagement, environmental concerns, vaccination camps etc.
- **Unmukt,** the annual cultural festival provides a platform for students to showcase their talents, entrepreneurial spirit and more importantly have fun.
- **University Initiatives:** The University conducts theatre plays, talks, and cultural performances by various artists. This helps students to articulate the values and concepts they learn in the classrooms. These performances enhance the plurality of the university culture.

Admissions and Students' Support

Admissions

The availability of trained professionals in education, development and allied social sectors in India is grossly inadequate, given the scale, complexity of issues and the wide range of competencies required to work in these areas. Azim Premji University's key mission is to address this significant talent gap and prepare competent, motivated, socially committed graduates and enable them to engage with social sector.

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

Our student profile reflects the diversity

- We currently have students from 25 states
- Over 44% of students are from small towns and rural areas
- 60% of our students are women
- 22% of our students have more than 2 years prior work experience at NGOs, in teaching or at corporates.

Diversity is also reflected in their background of undergraduate study in Arts, Science, Commerce, Engineering, Social work, Business Management and Journalism.

Student Support

Student wellbeing is central to the University's functioning and we are keen on building a caring community. We recognize that many students need intensive support and sensitive care to realize their potential.

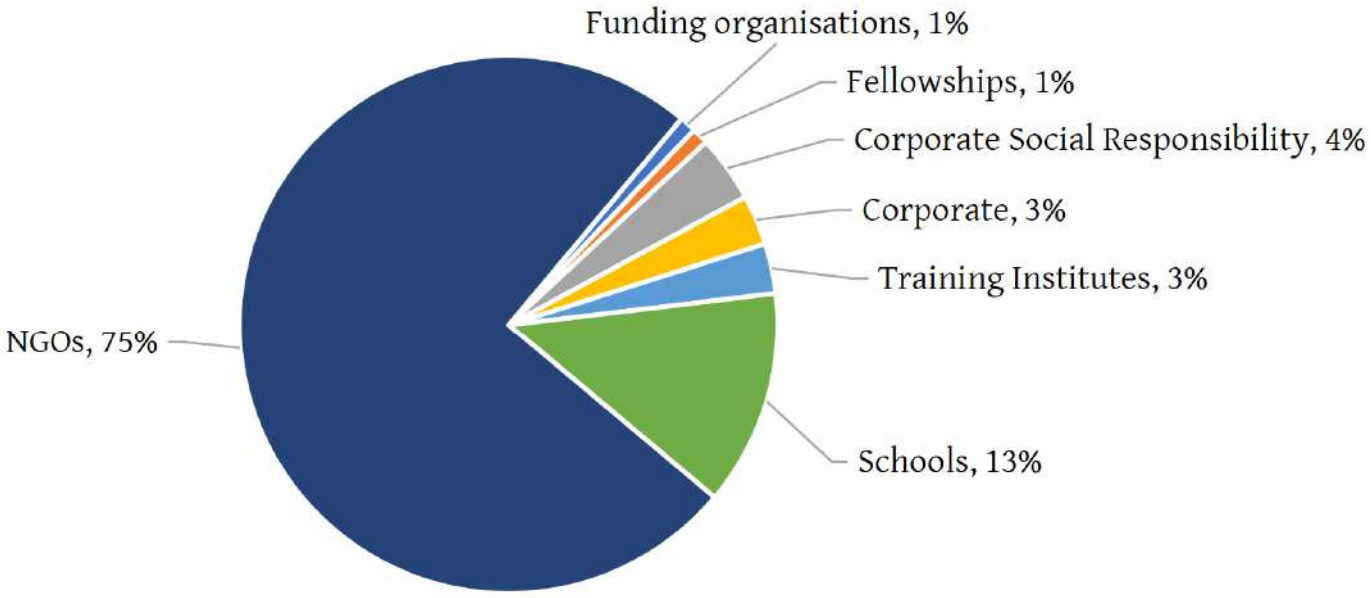
- **Academic Support:** We provide English Language support, Academic reading and writing classes, dedicated faculty contact hours and workshops covering a range of support needs to help them perform better in our rigorous academic programmes.
- **Professional Support:** We prepare students and help them excel in their chosen field by providing professional counselling services and making them participate in self-development programmes. The University has a very active Social Enterprise Cell that provides a platform for students to discuss, debate, share their ideas and come up with innovative solutions to some of the most complex social problems.
- **Personal Wellbeing:** The University makes available opportunities for students to explore way of working towards becoming more effective in their lives both within and outside the University. The Counselling Centre on campus has a team of qualified counsellors professionally trained to listen to and understand students' concerns and help them cope with their challenges and support them in addressing their concerns. The University offers group insurance facility at no additional cost, covering life, hospitalization, and accident insurance.
- **Financial Assistance:** Azim Premji University has an explicit commitment towards supporting economically disadvantaged students. The University provides extensive scholarships, covering tuition and accommodation charges, based on the annual family income of the students. All Postgraduate students with 3+ years of work experience after graduation are eligible for 50% waiver on Tuition-fee.

Placements Overview

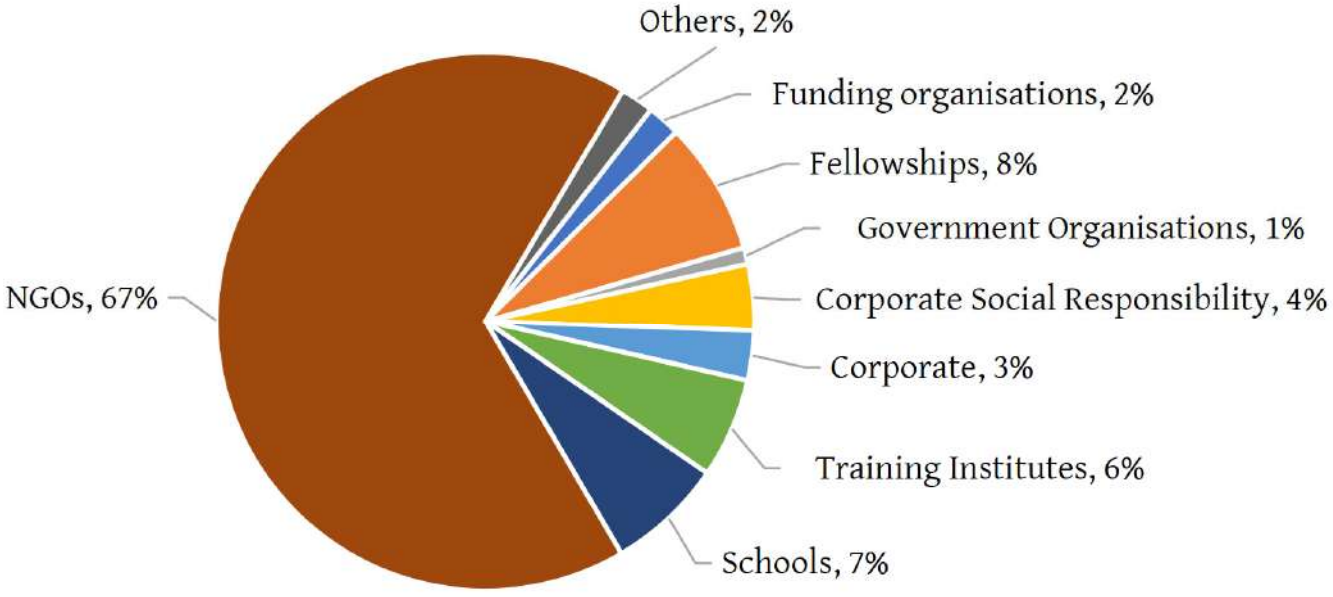
Central to realizing our vision is to see our students engaged with the social sector after they graduate. The Placement cell at the University comprising students and faculty mentors, work on this aspect. For the tenth year running, the University has had very healthy placements.

In the last Eleven batches, more than 3942 students have graduated. It is heartening that over 70% of these students chose to work in the social sector (with NGO's, government programs, fellowships, schools and other organizations) and among them more than 80% opted for work at the grassroots in rural areas and small towns, where their competency is most needed. Reflective of the purpose of the University, students have consciously chosen work, that they believe, fulfils their aspiration of contributing meaningfully to social change on the ground.

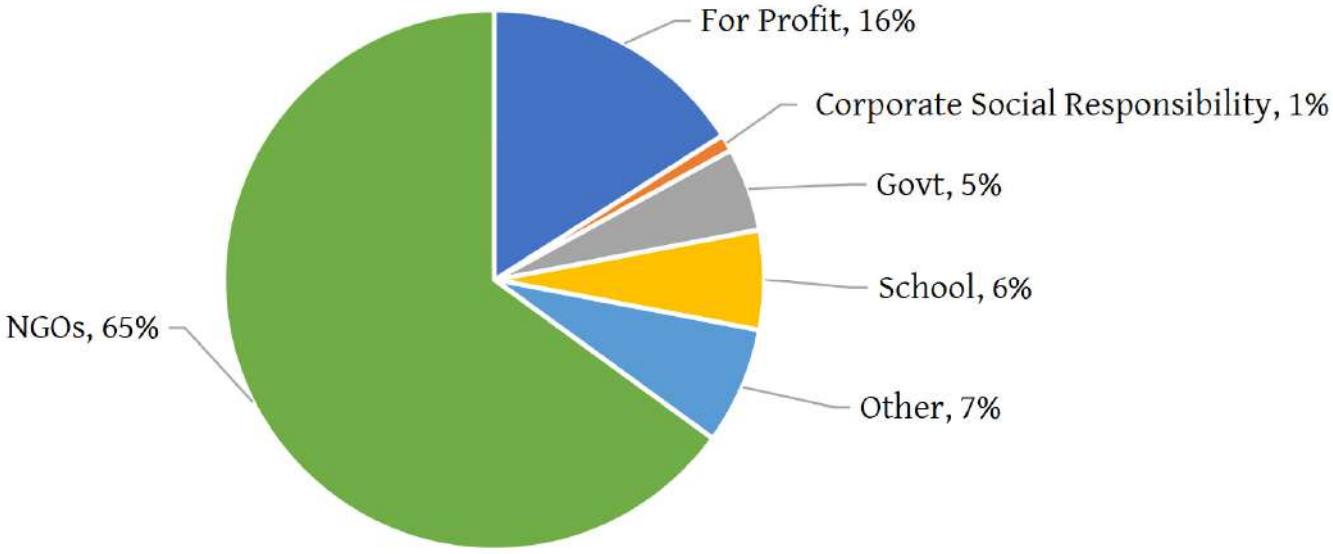
Nature of Organisations 2013 – 15



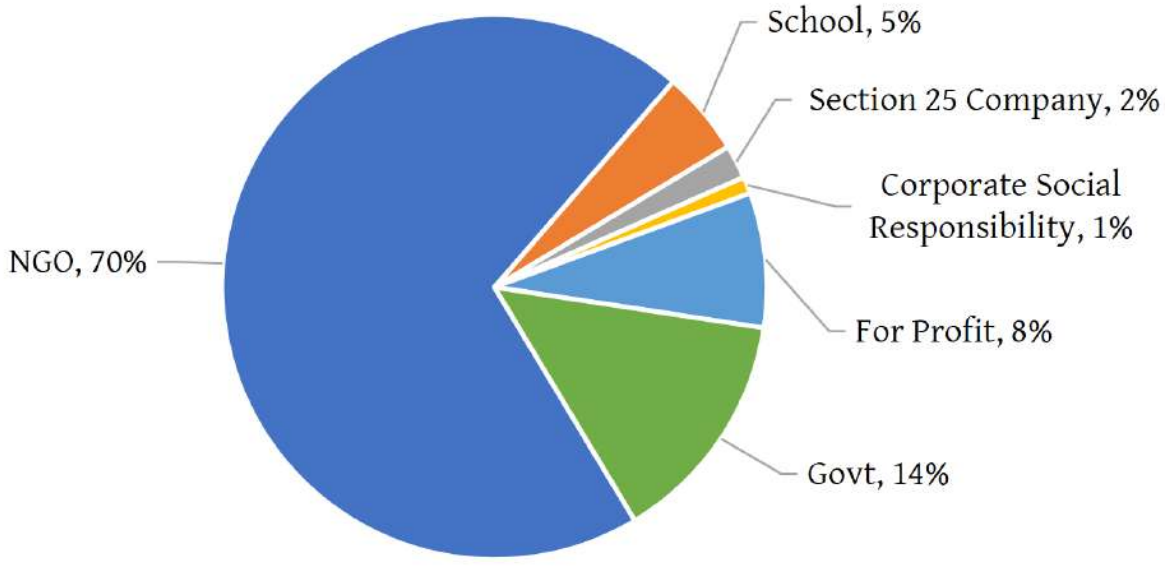
Nature of Organisations 2014 – 16



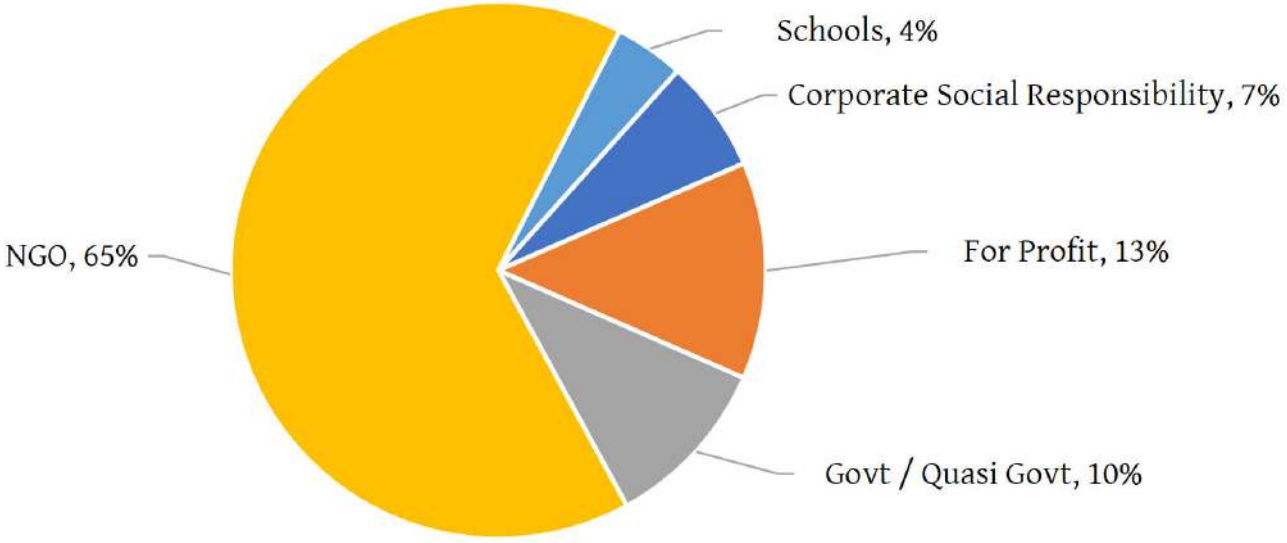
Nature of Organisations 2015 – 17



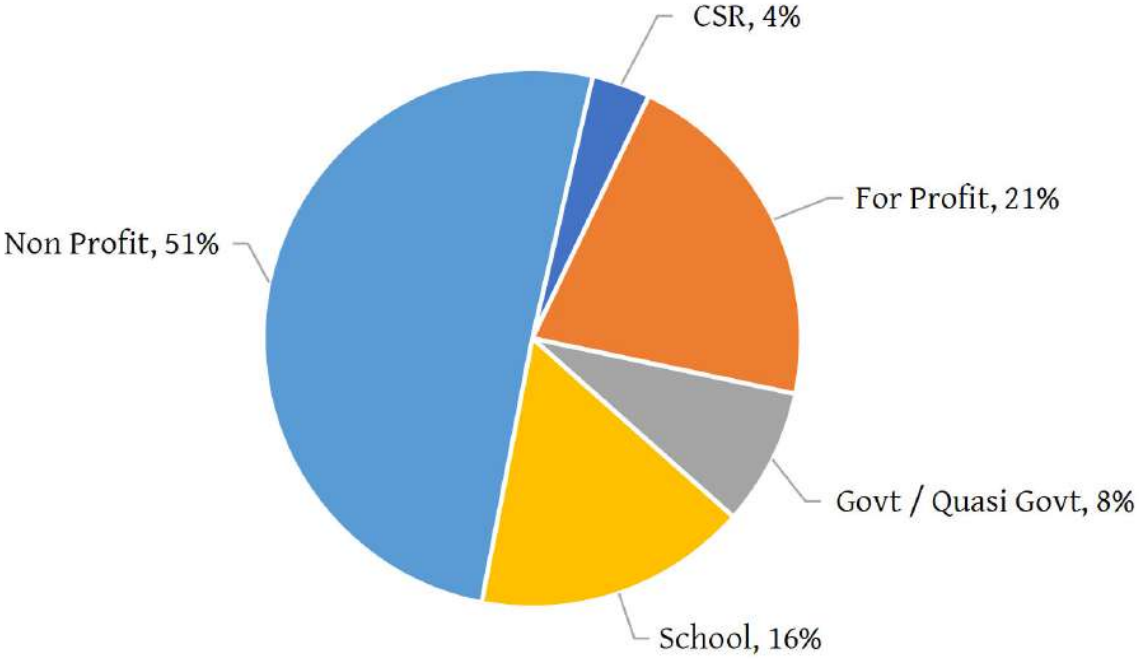
Nature of Organisations 2016 – 18



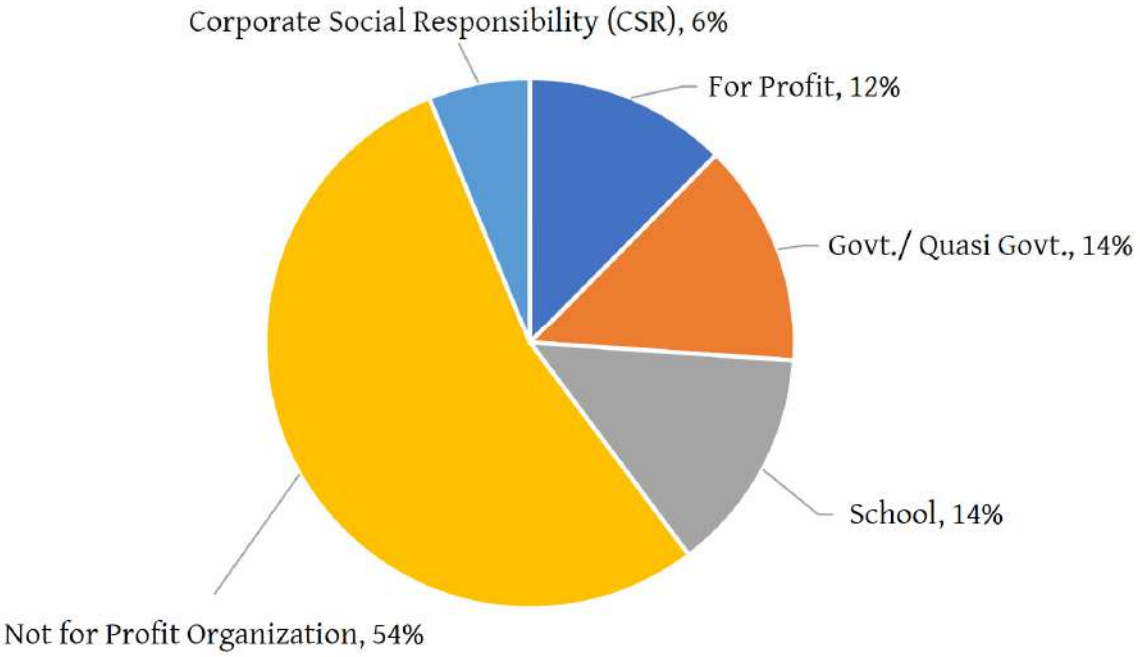
Nature of Organisations 2017 – 19



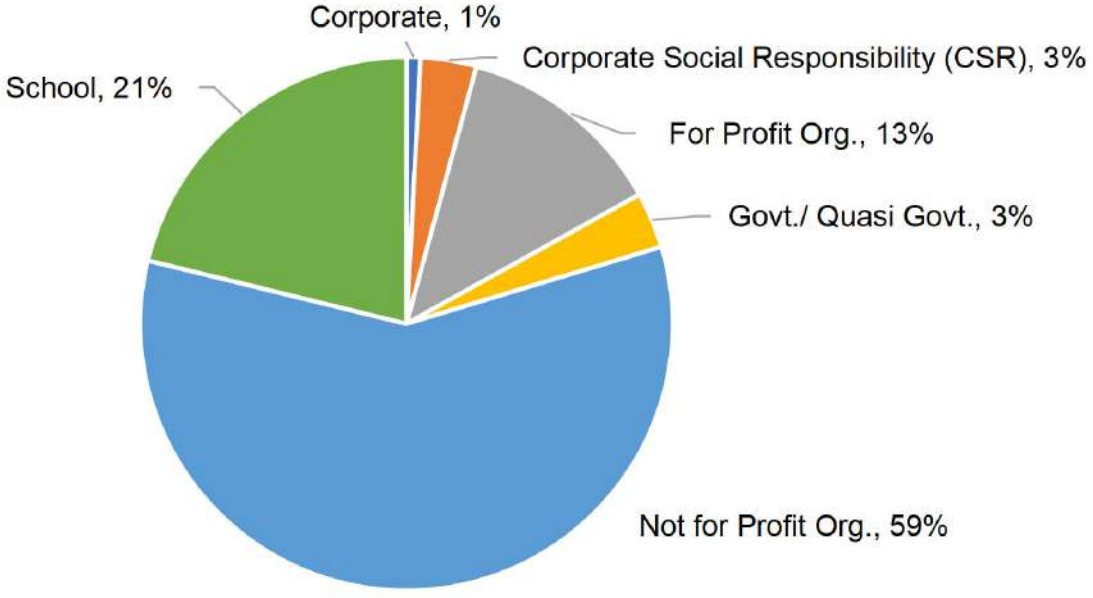
Nature of Organisations 2018 – 20



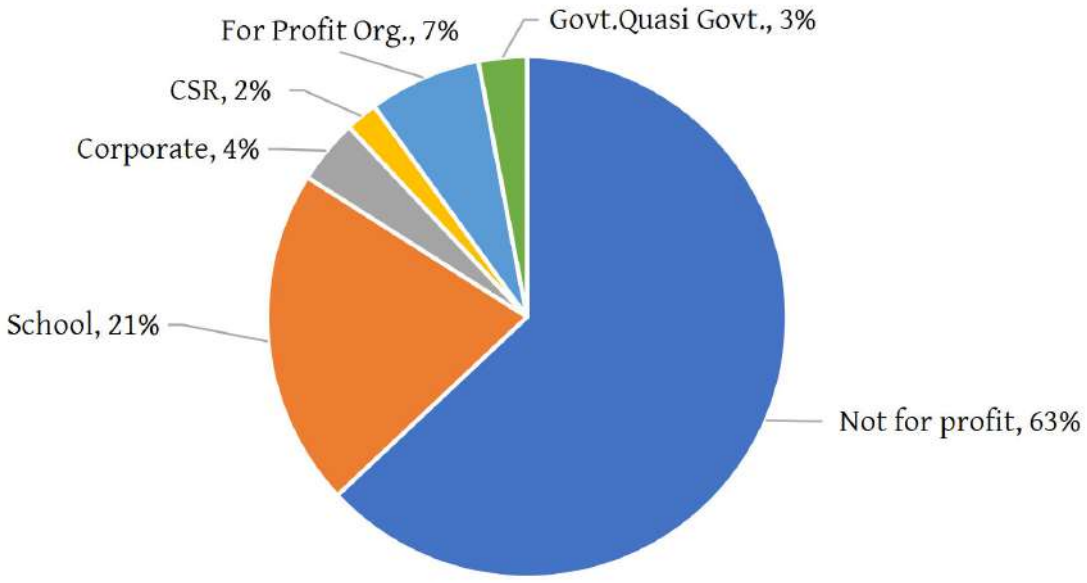
Nature of Organisations 2019 – 21



Nature of Organisations 2020 – 22



Nature of Organisations 2021 – 23



Organizations participated in the placement process of APU

3.2.1 Education Foundation	Aajeevika	Aangan
Aapti Institute	Association of Corporate Counsel (ACC) Foundation	Accion Fraterna - Ecology Centre
Agriculture, Crafts, Trades and Studies (ACT)	Adani Foundation	Accion Franterna (AF) Ecology Center
Ahmedabad University	AIM For SEVA	AIMEE International School
Akanksha Foundation	Akshar Arbol Int School	Akshar School
Akshara Vidyashram	Access Livelihoonds Consulting (ALC) India	Amar Seva Sangam
America India Foundation (AIF)	Amhi Amchya Arogyasathi	AMM Foundation (AM Murugappa Charitable Trust)
Academy of Management Studies (AMS) India	Anandi (Area Networking and Development Initiatives)	Anandwan
Andhra Pradesh Center for Financial System and Services (APCFSS)	Ansrsource India Pvt Ltd	Antara Foundation
Aparna Bhasin Consulting	The Association Of People With Disability (APD)	Azim Premji Foundation - Pre Program Emplyoment Offer (PPEO)
Mahila Abhivruddhi Society, Andhra Pradesh (APMAS)	Azim Premji Philanthropic Initiative (APPI)	Arghyam
Armaan	Arpan	Asia Floor Wage Alliance
Atmananda	Aurinko Academy	Avantha Foundation
Ayang Trust	Azim Premji Foundation	Bharatiya Agro Industries Foundation (BAIF)
Bal Utsav	Bangalore Steiner School	Better India
Bharti Foundation	Biopharmaceutical company (Biocon)	Biome Solutions
Bodh Shiksha Samiti	Bihar Rural Livelihood Promotion Society (BRLPS)	BYJUs
Career Labs Technologies Pvt Ltd	Career360	Cashpor
Centre for Education and Communication (CEC)	Centre for Teacher Accreditation (CENTA)	Centre for Development and Research
Centre for health and social justice	Centre for Good Governance (CGG)	Children's Movement for Civic Awareness
Chipper sage Education Private Limited	Chrisal House	Chrysallis
Cipla foundation	Citizen Matters	ClassKlap
Centre For Learning Resources (CLR) India	Children's LoveCastles(CLT) India	Children's Movement for Civic Awareness (CMCA)

Catalyst Management Services (CMS)	The Concerned For Working Children (CWC)	Deepak Foundation
Deshi (Internship)	DevInsights	Dhaatri
Dharohar	Dhwani RI Systems	Digantar
Development Media International (DMI)	Dubai School	e dreams
Educate Girls	Egg Heads	Eklavya
Ekya	Empower Pragati	Enabling Leadership
Enfold	Equations	Estah Development Society
eVidyalok	Experifun Educational Solutions Pvt. Ltd.	Ez Vidya
Foundation for the Enhancement & Enrichment of Life (FEEL)	Fitkids Education and Training Pvt. Ltd	Forum for Ecological Security
Foundation for Ecological Security	Foundation for Reproductive Health Services India (FRHS)	Funtoot
Gandhi Fellowship	Gene-Campaign	GiftAbled
Going to School	Gram Vikas	Gramashree Foundation
Gramin	Gramin Shiksha Kendra	Green Peace
Gubbachi	Gyan prabodhini	HaqDarshak
Harvard Labs	Has a job	Head Start Educational Academy
Head Stream	Higher Studies- Uni. Of Washington	Hippocampus
Haryana State Rural Livelihood Mission (HSRLM)	Humana - People to People	I-Saksham
Ibtada	ICICI Foundation	IDinsight
Idiscoveri	India Health Action Truct (IHAT)	Infrastructure Leasing & Financial Services Limited (IL&FS)
ILEGAP Govt	INClen Trust	Independent Thought
India Governs	IndiVillage	Initiatives for Development Foundation
Inopen technology	Inqui-Lab Foundation	Inventure Academy
Indian Political Action Committee (I-PAC)	Isha Vidya	India School Leadership Institute (ISLI)
IT 4 Change	iTeach Schools	Jaipur Rugs
Jan Swasthya Sahayog	Janaagraha Centre for Citiizenship and Democracy	Jeewika
Jhamtse Gatsal Children's Community	JHUNJHUNUN (JJN)	JK Papers
Jharkhand State Livelihood Promotion Society (JSLPS)	Justice and care	Kaivalya Education Foundation
Kamala Niketan School	Karadi Path	Kheti Virasat Mission

KKM Trust	Knowledge consortium of Gujarat	Kolkata Sanved
KOSHISH- A Field Action Project of TISS	Kotak Education Foundation	Krishi Janani
Karnataka State Rural Livelihood Promotion Society (KSRLPS)	Kudumbashree NRO	LabourNet
Lakhimpur Shiksha Santhan	Leap Skills	Leeds International School
Lend a Hand	Lets Endorse	Letzdream Foundation
Living Farms	Magic Bus Foundation	Maharashtra CM Fellowship
Makkala Jagriti	Malkha Trust	Mandeshi Foundation
Mantra4change	MAPSAS (Mahadevpura environment protection and development authority)	Markaz Schools
Medha	Meghe group of Schools	Meghshala
Svatantra Micro Housing Finance Corporation (MHFC)	MILT Residential School	Mindseed Education Pvt. Ltd.
Mazdoor Kisan Shakti Sangathan (MKSS)	Mobility India	Naandi Foundation
Nation Policy	NDDB Dairy Services	Neev School
Next Education Pvt. Ltd.	NPM Network	NR Management Consultants India Pvt Ltd (NRMC)
NURTR	Oakridge School	Odisha Tribal Development Society (OTDS)
Phoenix Podar School	Pollinate Energy	Polymath
Poorna	Potter's Wheel	PRADAN (Professional Assistance for Development Action)
Pragat Sikshan Santha	Prakriya Greenwisdom School	Pratham
PRAVAH	Prayas	Population Services International (PSI)
Qualcomm MSM Interface (QMI)	QNAS Marketing	Quest Alliance
Rahmani Foundation	Rainbow Homes	Rajeevika
Ramana Group	Rang De	Rangothri
RD Public School	Re:Imagine Learning Community	Reap Benefit
Rajasthan Grameen Aajeevika Vikas Parishad (RGAVP)	Ripples Learning	Room to Read
Saahas	Saajha	Sagar Public School
Samaj Pragati Sahayog	Samhita Academy	Sampark Foundation
Sangram	Sankalp Foundation	Sankalp Taru
Saral Services	Sarojini Damodaran Foundation	Sarthak Education
SATHI	Savitri Sony Vidya Mandir	SBI Global
Secure Meters	Selco foundation	Serein

Seven Sisters Development Assistance (SeSTA)	Seva Mandir	Seva Setu
Shantilal Muttha Foundation	Shelter Associates	Shiksharth Trust
Shiv Nadar	Shreni Samudaya	Samagra Jankalyan Samiti (SJKS)
SM Foundation	Smart Village Movement	SME Make in India Foundation
Society for Labour and Development	Solid Waste Management	Solidarity Foundation
Some soft	SOS Village	SoStakes
Sports Village	SRIJAN Foundation	SRV International School
Startup	Step Up India	Stir Education
Sukhi Bhava	Sulabh International	Sunbird
Svadha	Swami Vivekananda Youth Movement (SVYM)	Swacch Bharat Fellowship
SWaCH	Swadesh Foundation	Swasthya Swaraj Comprehensive Community Health Program
Swasti	Tata Trust	Teach For India
Techno Soft	Technoserve India	Tejasvita
Telangana Social Welfare Residential Schools	The Action Northest Trust (The ANT)	The Children's Garden
The concerned for working children	The Galaxy School. RAJKOT	The Teacher Foundation
Thermax Social Initiative Foundation	TIDE Learning Systems	Timbaktu Collectives
Titli (Together in Transforming Learning in India)	Trans-disciplinary University	TSWREIS
U&I	Udyogini	Urban Development
Urja Trust	Urmul Trust	Varthana
Vidarbha Nature Conservation Society	Vidhya Vidhai	Vidya Bhawan Society
Vignan School	Vikalp India	Vikasa Vidya Vanam School
Vision Empower	Voice For Girls	Vrutti
Wassan	WATIS Interpreting Service	Wit Fin (Western India Transport Finance company Ltd.)
World School of Design	Wunderbar Kids	XAMCHECK
Yotribe	Young India Fellowship	Youth for Seva

Guidelines for the organization participating in the placement process

The campus placement activity is undertaken by the Placement Cell of Azim Premji University Campus. Once an organization confirms its participation, the information provided by it is made available to the students. This is followed by a process of deciding upon the date/ time of placement process for respective organizations. This is done to ensure that the process goes on smoothly and with minimal logistical inconvenience. Once the slots are decided, the dates of placement process are fixed and the same will be communicated to the organizations.

On Campus Placement process timeline

The recruitment process will commence from 15th January 2024 and continue all Fridays and Saturdays, till 1st April 2024

Organizations taking part in On-Campus placement process:

1. Organizations wishing to recruit students from the Azim Premji University Campus will have to communicate their interest for the same,
    a) By filling the Placement Form and the Job Description(s) including role, salary, location etc. The filled-up placement form along with JDs must be sent to Azim Premji University Placement Cell either in hard copy or soft copy
    b) Nature of the selection processes, tests, stages and the tentative time duration that would be required to conduct the whole process.
    c) Information of the recruitment team that would be visiting Azim Premji University campus (number and composition).
    d) Any special requirements that need facilitation for smooth running of this process.
2. The following details are used to allocate the slots: Job profile being offered, compensation and perks, geographical location and mobility, number of positions offered, etc. The procedure for allocating slots for prospective recruiters during the placement process will be according to the convenience of both the parties and/or accommodated on mutually convenient days on first come first serve basis.
3. The Placement process will comprise of:
    a) Pre-Placement Talk (PPT)
    b) Collection and handing of CVs of interested candidates to the recruiter
    c) Selection process by the recruiter (Recruiter can decide on the process such as written test, group discussion, interview, etc.)
    d) Handing over the list of selected candidates for Placement by recruiter to Placement Cell
4. During the pre-placement talk, the recruiter can make a presentation about the organization, the job profile and respond to the queries of students.
5. Organization should confirm selection of students in writing (letter head, email, any form of document) before leaving Azim Premji University Campus.
6. In case organisation cannot finalise the list of selected candidates before leaving Azim Premji University campus, it must be sent to Placement Cell within 3 working days.

7. All organizations are requested to prepare a waiting list, in addition to the list of students selected for recruitment.
8. No one-to-one interaction by the recruiters is allowed with the candidate before the final selection completes and the student accepts offer. Any communication regarding the placements should be made only with the Placement Cell / Placement in Charge / Student Coordinators mentioned in the brochure.

Students' participation in placement process

In the interest of providing equitable opportunity to all students and create a fair recruitment environment for organizations, the recruitment process will be as follows:

- Students are allowed to appear for any number of organisations till they get an offer
- On receiving a job offer, a student has 12 hours to decide whether to accept or regret
- On acceptance of the offer, the student will be out of the placement process.
- In case the student does not wish to take up the offer, this can be open to wait-listed students.
- Students will not be allowed to appear for interviews with other organizations until he/she takes a decision on the offer in hand.

Communication

- Placement at Azim Premji University is a student led activity. The Placement cell has Student representatives, who coordinate with organizations and facilitate pre-placement talks, interviews and other placement processes on campus. Once we receive your Placement form, our Student representative will get in touch with you to discuss mutually convenient dates
- Any communication regarding placements should be made only with the student placement coordinators or with the faculty coordinators specified in the placement brochure.
- Any change in date or time will be intimated in advance.

Scan to Register for Placements 2024

Placements 2024 registration link:

https://forms.gle/WKJDsdxncskRoeTS9

REGISTRATION PROCESS 2023-2024

The Coordinator,
Placement Cell,
Azim Premji University,
Bengaluru – 560 100, India

We are interested in interacting with final year students of M.A. Education, M.A, Development, M.A. Public Policy and Governance, M.A. Economics, B.A. Economics, LLM in Law and Development and Undergraduate students of your University for recruitment. The necessary information for facilitating the same is provided below:

Name of organization: _____

Which category will suits the organisation most (Tick any one which suits the most)

- ☐ Not for Profit Org.
- ☐ For Profit Org.
- ☐ Corporate Social Responsibility (CSR)
- ☐ Corporate
- ☐ Govt./ Quasi Govt.
- ☐ Policy Thinktank
- ☐ International Org & UN Bodies
- ☐ School
- ☐ Other : _____

Address of Head Quarter (Regd. Office): _____

_____

Tel: _____ Fax: _____ Website/Social Media: _____

Contact Person Name: _____

Designation: _____

Mobile No.: _____

Email ID: _____

Offered Position Details:

	Position 1	Position 2	Position 3
Position Name			
Minimum no of Vacancies			
Joining / Reporting Location Category a) Metro Cities (Delhi, Kolkata, Mumbai, Chennai, Hyderabad, Bangalore) b) State Headquarter (other than Metro Cities) c) District Headquarter d) Block Headquarter or Sub-Block Level			
Joining / Reporting Location			
Minimum Annual Salary (CTC) (in Lakhs) * For example: 2.50, 3.0, 4.25, 8.1, 12.55			
If there is a range of salary for this position is available, then please provide maximum annual salary (CTC in Lakhs) For example: 2.50, 3.0, 4.25, 8.1, 12.55, 5.0			

Note:

a) Please enclose the detailed Job Description along with this form, which will be circulated among students to go through before applying for the offered position.

b) Use the copy of the same form in case the number of vacancies are more than 3

Selection Process and Other details

Please indicate out of which of the following programme you want students to apply for your shared position

- ☐ MA Development (2years Program)
- ☐ MA Education(2years Program)
- ☐ MA Economics (2years Program)
- ☐ MA Public Policy & Governance (2years Program)
- ☐ LLM Law & Development (1 year Program)
- ☐ B.Sc. B.Ed (4 years Program)
- ☐ BA in Economics (3 years Program)
- ☐ BA in English (3 years Program)
- ☐ BA in History (3 years Program)
- ☐ BA in Philosophy (3 years Program)
- ☐ BSc in Biology (3 years Program)
- ☐ BSc in Mathematics (3 years Program)
- ☐ BSc in Physics (3 years Program)

PRE-PLACEMENT TALK (PPT) The selection process is required to start with a PPT which is a platform for the organisation to introduce itself to the larger students body and build clarity. We don't have any time restriction for the duration of the PPT, however it is usually seen to be done within 45-60 minutes. An interactive PPT has more chances to invite greater number of applicants. We highly recommend you to conduct PPT with the larger students body before the selection process starts. Following which you can choose any of the selection processes as per your organisational policy. The PPT can happen Online as well as On-campus. If you are available in Bangalore on any of the available dates, we will be happy to host you. In case in-person visit to our campus is not possible, PPT can be conducted online. The online platform will be arranged by us.

How would you like to conduct pre-placement talk

- ☐ Online
- ☐ On-campus

Note: However if conducting pre-placement talk beforehand is not possible for the organisation, then we can accommodate on the day of selection process to start with

Selection Process

- ☐ Assignment/ Essay/ SoP Writing/ Data Analysis/ Book Review etc..
- ☐ CV Shortlisting
- ☐ Written Test
- ☐ Group Discussion
- ☐ Personal Interview

Tick the mode of placement process * The date of conducting placement process will be finalised later. Local Travel, Food, Stay will be taken care by University if it is on-campus.

- ☐ On-campus placement process
- ☐ On-line placement process
- ☐ Both Online & On-campus placement process

If you have any specific requirements, please mention

Probation period for the above mentioned position (s)

Other Benefits (PF, Gratuity, Insurance, HRA, etc.)

Declaration

I/ we hereby agree

- To abide by guidelines laid down by the Azim Premji University Placement Cell
- To communicate with Placement Cell only
- Not to reach out to applicant students independently until and unless s/he accepts the offer and is connected by Placement Cell
- That the students can join the organisation on or after (date). However if earlier joining is required then it can be negotiated with the students after acceptance of offer.
- That placements at Azim Premji University happens on Fridays and Saturdays starting from (date). The dates will be allocated by Placement Cell on first come first serve basis and after discussion with the organisation
- To complete the placement process within 15 days of starting the selection
- To the policy of placement cell that students are free to appear for any number of organisations till s/he accepts the offer. So early closure with a formal offer reduce the chance of offer getting lost. (As per the policy of Placement Cell, students can not participate for any organisation after accepting an offer)
- That we may keep a waitlist beyond confirmed offers
- That the offer can not be made with an amount less than minimum Annual Salary mentioned by the organization

Connecting with other Organisations

We would highly appreciate your support in getting connected to other organisations. Would you like to suggest any organisation whom we can reach out for placements. If yes, please provide the details below,

	Organisation-1	Organisation-2	Organisation-3
Name of the organisation:			
Contact Person Name			
Email			
Phone Number			

Thanking You.

Name: Designation:

Place: Date:

(Signature)

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

Please email/post the Placement form at the earliest to:
Placement Coordinator
Azim Premji University, Bengaluru
Email id: **placements@apu.edu.in**
Website: http://www.azimpremjiuniversity.edu.in/placements
LinkedIn: https://www.linkedin.com/company/placements-cell-azim-premji-university

Azim Premji University

Survey No. 66, Burugunte Village, Bikkanahalli Main Road,
Sarjapura, Bengaluru - 562125, India

Email id: placements@apu.edu.in

Website: http://www.azimpremjiuniversity.edu.in/placements

LinkedIn: https://www.linkedin.com/company/placements-cell-azim-premji-university