

Intro

[Profession](#), [Teacher](#)



INTRO Azim Premji University Azim Premji University has a clear social purpose — to make significant contributions towards a just, equitable, humane and sustainable society. The University aspires to do this through the development of talent and the creation of knowledge which can facilitate systemic change in education and allied development areas. This is an explicit commitment to the idea that knowledge and learning have human and social consequences and that their pursuit cannot be separated from these consequences. The roots of Azim Premji University lie in the learning and experience of a decade of work in elementary education by Azim Premji Foundation. The University is one of the key responses to the constraints and challenges confronting the education and development sectors in India. It is also the direct result of a purposeful philanthropic initiative and which by definition is not-for-profit in its orientation.

Guiding Principles Two key principles guide the process of the University's continued evolution. Firstly, the University exists to make significant contributions to education in a manner consistent with social justice, equity, humane values and sustainability within the framework of a secular and democratic Indian polity. This commitment to a specific value orientation is not to be interpreted as a narrowly utilitarian view of the University and is at all times, consistent with academic and institutional autonomy and excellence. Secondly, the University, though constituted as an independent entity, is organizationally continuous with Azim Premji Foundation and integral to its vision. This intimate and unusual linking of the two organizations creates valuable synergies. The close working of the University with the Foundation and its practice informs all learning and research programmes. The Foundation and

its teams in turn gain from the interaction with a vibrant academic community that contributes rigour and focus to the field of practice.

Mission Statement Azim Premji University is committed to developing outstanding programmes of learning, research and advocacy in education and allied development domains. The objectives of the University are: * To develop outstanding, creative and socially committed professionals for the education and development sectors in India. * To significantly invest in research to expand the frontiers of knowledge in education and development and continuously stretch the boundaries of our thought and action. * To contribute to strengthening existing professionals in the education and development domains by creating high quality continuing education programmes and learning content. * To significantly impact practice in the areas of education and development in the country. * To serve as a national education and development resource centre. * To present an authentic alternative voice for educational and social change in India.

Educational Philosophy The educational philosophy behind the Azim Premji University is based on three key principles. Firstly, the University nurtures and encourages exemplary standards of teaching, learning and research. The learning programmes of the University therefore focus on building depth of understanding, capacity for inter-disciplinary learning and research, analytical skills, critical thinking and communication in an atmosphere of academic freedom and integrity. Secondly, the University's agenda continues to be guided by its larger purpose of social change. Hence the University strives to develop a deep understanding of the social impact of education and its role in creating awareness of the wider political and ethical

issues in debates on development and policy. The University offers an exemplary learning environment with a focus on teaching, research and break through inter-disciplinary work. It also offers ample opportunities to work closely with all the Foundation's other education and development programmes to strengthen the connection between theory and practice. Details of the key programmes of the University are available here... more..

Continuing Education Concept

The University Resource Center (URC) aims to develop and transform existing talent through its continuing education programmes for professionals and institutions in the fields of education and development. To this end, the URC looks to:

- * Understand, interpret and respond to the continuing professional development needs in the sector.
- * Create and deliver quality education and training through face-to-face and distance learning modes.
- * Be a critical link between the University and the the worlds of policy and grassroots practice outside.

Objectives

- * Develop high-quality professional development opportunities for existing talent in the sector.
- * Bridge theory and practice by optimal use of resources available in the University.
- * Build the capacity among the Foundation's State and District Institutes.
- * Create a body of knowledge and resources that can inform research and advocacy areas.
- * Create and disseminate knowledge through publications, conferences and institutions such as the Foundation's State and District Institutes
- * Use established and new technologies in order to increase efficiency and reach.

Key Activities and Programmes

The URC currently serves professionals in the education and development sectors from government, private, civil society and private institutions through three key programmes:

Content Creation: A continuous set of programmes for

catering to these audiences such as Executive Development programmes for senior government officials, school leadership programmes for teachers/teacher educator. Capacity Building: This is done through Continuing Education programmes conducted by URC specialists. The programmes are based on the field needs of individuals/groups identified by the State/District Institutes and other practice units. Consulting: The URC provides professional advice to clients and assists clients identify and implement solutions in areas of expertise including education leadership and management, academics and pedagogy, research, quality and community empowerment. | Research Azim Premji University seeks to contribute to a just, equitable and sustainable society by working in the area of Education and related development areas. The University seeks to create deep, large-scale Institutional impact through the use of a three pronged strategy - create talent, generate new knowledge and create social pressure through University and Field Institutes, work at multiple levels (the Nation, state, district and the sub-district levels), and create multiplier effect through Communication & Engagement and Partnerships. Thinking (knowledge about) and doing (knowing how) are both considered to be strong bases for knowing and are equally emphasized because the absence of field and teaching connections can make research isolated and irrelevant. Also, it is strongly believed that research at the University should impact the quality of life of communities meaningfully. Hence research done at the Azim Premji University aims to be 'locally relevant but globally positioned'. The Research Centre at Azim Premji University provides a long-term research infrastructure that has the capacity to plan, coordinate and execute research that can

produce valuable qualitative and quantitative data about the education and development sectors in the country. Additionally, members of the Degree Programs are also expected to devote a significant amount of time towards research. The overall research strategy is attentive to the need of developing capability to generate high quality and relevant research on the Indian education and development sectors — it actively supports the democratization of research — in the choice of goals, the people involved, the dissemination strategies and an ability to inform the action of all stakeholders.

| Research Projects 1. THRUST AREA RESEARCH | Focus | Project Title | Lead Researcher / Team | Brief Description | Curriculum & Pedagogy | Evaluating the Curriculum for Tent school in a Critical Theory Framework | Malini Bhattacharjee | A project to explore the following issues: To what extent is the Tent School curriculum connected to the reality/needs of migrant children? To what extent is the curriculum in sync with the NCF guidelines? | Technology | Teacher Professional Development in Whole Class Technology Integration through a Design Experiment | Meera Gopi Chandran & S. Santhosh in collaboration with Government of Karnataka and JiL Technologies, funded by Qualcomm | A 3 year research project in 12 schools of Karnataka with the objective to develop a model for teacher professional development in 'whole class technology integration' through a design experiment. | Governance | Developing a model that facilitates Head Teachers to be effective academic leaders | Dr. G. Nagendra Prasad in collaboration with DSERT, Dept. of Education, Government of Karnataka | An assessment based action research that attempts to analyze the gaps in the academic roles of the Head Teachers in Karnataka and enables the DSERT to

initiate mechanisms and address the emerging issues. | Early Childhood Education | Explore issues, challenges and solutions around effective early childhood education | Dr. Devaki L. in collaboration with Field Institute and Schools Team of the Foundation | | Teacher Education | The Role of Teacher Learning Centres in Supporting Distance Program of Teacher Education | Dr Indira Vijayasimha | * Understand Shiksha Mitras present status in terms of knowledge, skills & attitudes about education, children and schools. * Analyse the expectations and needs of the Shiksha Mitras and develop clarity on needs that can be met by the TLC * Track/Monitor the quantity and quality of support provided to students through the TLCs and make the necessary course corrections. * Document the changes in the students' in terms of knowledge, skills and attitudes and analyse various factors that may have contributed to this. | Gender Equity in pedagogy | A study on gender dynamics in classroom | S. Indumathi and Chitra Venkatraman | * Examines gender dynamics in physics and biology sixth and seventh classes * Compares gender dynamics in Government and Private Schools * Study of gender dynamics entails finding out (through non-participant Class Room Observation) * Explore areas like - to whom are questions addressed, whether there is difference in types of questions addressed to the gender groups, whether there is difference in time given to the gender groups to answer; whether the dynamics differ with the gender of teachers | 2. OTHER RESEARCH STUDIES | Focus | Project Title | Lead Researcher / Team | Brief Description | Pre-Service Teacher Education | Framing of BTC Curriculum | Team led by Chandrika with Field Institute (Uttarakhand) | * What are the learnings in processes in implementing Pre-service education * What are the

challenges in partnerships with Government in designing and implementing the curriculum | Nali-Kali | Assessing the impact of Nali Kali program in Karnataka | Dr. Namita Gupta | * What is the impact of Nali Kali programe? * How do students participate in the learning process * What does the classroom transaction look like? | University Experience | Exploring University Experience | Dr Devaki L. Dr Reshmi Mitra | * How have experiences at the University impacted students —the pluses and the flip side? * Which of these experiences have impacted them most? * What are the challenges that students face in dealing with these experiences? * Are these experiences placing a section of students at a disadvantage and if so how can these be addressed? * To what extent do differences in gender, socio economic background and economic status shape the way in which the student experiences the University? | Nutrition | Do we know what they eat, and why? A Study on School-level Dietary Adequacy and Impact of Cultural Beliefs in Remote Rural Areas in Southern India | Dr Shreelata Rao | * What is the current nutritional intake of children in Grades 1-5 in terms of both macro- and micro-nutrients, and what is the educational and clinical impact? * What are the household characteristics, both in terms of (i) economic and social status; and (ii) traditional and cultural practices that determine nutritional choices, and how rational are these choices (as judged by whether they contribute to a well-balanced diet)? * Are there deficiencies that can be addressed on the short-term by supplementation or fortification? * Are there locally available solutions (short- or long-term) that can be mainstreamed into the everyday lives and diets of the children to address significant nutritional deficiencies? | Teacher Motivation | A survey on what

motivates teachers | Anantha Padmanabhan Rao | Identify factors that motivate or do not motivate teachers | Mobile Technology and Language Learning | Use of Mobile Technology for Learning English | Nivedita Bedadur | Build English language capabilities of Teachers through the use of Mobile | Pre-Service Teacher Education | Who Opts for Teacher Education? | Dr. Indira Vijaysimha | What is the profile of students who opt for Teacher Education Course | Teacher as a Reflective Practitioner | Action Research (title to be finalized) | Dr. Neeraja Raghavan | Study the processes of becoming reflective teachers | Teacher Professional Development | Teacher as a Practitioner: Evolving an understanding of the teacher's perspective - an ethnographic case study among government school teachers. | Meera Gopi Chandran | The study aims to form an understanding of teacher perception of their professional practice in order to better inform initiatives aimed at teacher development and the conception and assessment of teacher effectiveness. | Ethnographic Action Research | Action Research on training participants in field research to ask the right questions. | Institutional Capacity Development team with University of Pennsylvania | An action research on the process of training people to ask the right questions. |

3. COLLABORATIVE RESEARCH | Focus | Project Title | Lead Researcher / Team | Brief Description | Community -School Connect | Identifying school-community factors associated with improving learning Outcomes | With Michigan State University : Amita Chudgar, Radhika Iyengar and Madhur | * Identify school and community factors associated with improved student learning * Approach - Two period gain-score analysis and hierarchical linear model analysis | Development of Skills | Large Scale Skill

Development Student Survey | With University of Pennsylvania : Devesh Kapur & Megha Aggarwal | * Identifying whether Class X and XII students are aware of courses for skill development * Identifying the need for skills-based courses among students in class X and XII | 4. STUDENT PROJECTS | Focus | Project Title | Lead Researcher / Team | Brief Description | Tracking Students | Effective Process of tracking students of Migrant Labor Schools | With Carey School of Business | Develop a process that enable us to track children who have dropped out of the migrant labor schools. | Teacher Transfer | Policy of Teacher Transfer in Kerala | With IIM Khozikode | Understand the Transfer policy followed in Kerala | Language Teaching | Problems faced by primary school teachers in Teaching English in Kerala | With IIM Khozikode | Identify the problems faced by teachers of Kerala in teaching of English; look at their beliefs about English language teaching | 5. CONSULTANCY PROJECTS | Focus | Project Title | Lead Researcher / Team | Brief Description | ICT in Professional Development | Pre-service Teacher Education through the Distance Mode - Role of ICT | With WIPRO - consulting | * Understand the ICT capabilities in Bihar for pre-service teacher education through distance mode; * Come out with a model for the same | | Our Vision The Indian Context India, after sixty years as a Republic, continues to demonstrate the strength of its political institutions. Economic growth has brought significant improvements in material conditions and opportunities in most parts of the country. Yet, it is still home to too large a number of citizens who are unable to live lives of dignity, free from the fear of poverty, preventable disease or social and political oppression and violence. In spite of constitutional directives the possibility of basic liberties and a more equitable society does not seem any

closer for many. Rapid economic growth has also led to increasing disparities and often diminished quality of life in urban and rural areas. This is potentially a source of future conflicts and a matter of concern in the face of rapid environmental degradation that affects all but especially threatens the poor. Education and institutions of learning are crucial both to creation of individual capabilities and also strong social responses that might help us meet these challenges. Education and learning contribute not just to livelihood and marketable skill but also nurture the sensibilities needed for human well-being and flourishing. Equally importantly, education helps build the capabilities that promote just and equitable social and political arrangements. Principles VISION Azim Premji Foundation aspires to facilitate a just, equitable, humane and sustainable society ENABLERS We work in education and related development areas - both for direct impact and for their large positive multiplier STRATEGY We are an operating organization for deep, at-scale and institutionalized impact on the quality of education in India, along with related development areas (e. g. health, ecology, governance and others) The vision of the Azim Premji Foundation is deeply rooted in the Indian Constitution which establishes the idea of the Indian republic. As the Preamble to the Constitution states, all Indians are constitutionally guaranteed the following rights: * JUSTICE, social, economic and political. * LIBERTY of thought, expression, belief, faith and worship. * EQUALITY of status and of opportunity. * FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation. Our vision of education has been drawn from the National Policy of Education which flows from the values articulated in the Constitution. The aims of education stated

in National Policy of Education have been the cornerstone of our approach to education reforms and are worth examining here: Aims of Education (National Policy of Education) * To further the goals enshrined in the Constitution of India. * To recognize that education is for all. It is fundamental to our complete development — material and spiritual. * To refine sensitivities and perceptions that contribute to national cohesion. * To develop scientific temper and independence of mind. * To develop manpower for different purposes of economy. The Landscape of Education in India While the policies and philosophy of the Indian education system have been deeply informed by Constitutional values, and are laudable in all respects, the results on the ground have been mixed. This is not entirely surprising given the vast, complex and diverse canvas covered by the Indian education system. A few facts may serve to illustrate this point: Scale: * 1. 3 million schools and 205 million children; 8. 1 million children out of school. * 7 million education functionaries, including about 5. 5 million teachers. * Government schools account for over 90% of primary rural schools and the government and its partners run the largest mid day meal scheme in the world. Diversity and Complexity: * 28 states, 626 districts and 6500 blocks. Average of 2000 schools per district where each district is dramatically different from the other — ecologically, culturally and socio-economically. * 438 living languages; 22 official languages and 29 languages with more than 1 million speakers. * Scattered tribal populations, habitations in remote areas, girl children, religious and linguistic minorities and the physically challenged present in large numbers and they often have special needs. Despite the complexity of providing quality education in this environment

there has been significant improvement in areas such as infrastructure, access and enrolment. Some key elements include: * Education as a Fundamental Right: Children are legally entitled to free and compulsory elementary education under The Right to Education Act, 2009 (RTE) * Access: 99% of the rural population now has a primary school within 1 km * Enrollment: Enrollment has increased by 18 percent points since 2001. Net Enrollment Ratio today is about 99% * Infrastructure: Sharp improvement in school facilities and number of schools since 2001 * No of Teachers: The pupil teacher ratio has been improving quickly and is soon expected to reach 30: 1 under the RTE. However the goals of universalization of education, quality of learning and equitable opportunities for all have remained elusive. * Universal Education: Literacy is only 65% (Male —76%, Female - 54%). * Retention: Only 39% children reach 10th grade; of these only 40% pass out. * Quality: There many dimensions of quality which includes the holistic development of a child's physical mental and emotional faculties. Even if we exclude these " higher" levels of aspiration and examine the basics of development of basic skills the situation is alarming. For example: * 35% of children in grade 1 cannot recognize numbers 1 — 9. * Almost 50% children in grade 5 cannot read a grade 2 level text . * A central issue is that no real learning happens — classes are " rote driven" with undue focus on memorization rather than conceptual understanding and application. * Equity: Girls and socially disadvantaged backgrounds are 20% lower in literacy — and similarly disadvantaged on all parameters State-run education systems which represent the lion's share of educational activity in India in both school and higher education are in need of urgent reform and

revitalization. The Foundation partners with various state governments in its goal to facilitate deep, at-scale and institutionalized impact in these areas.