

# Placement Brochure

M.A. in Education  
2020-22 Batch

Centre of Excellence in Teacher Education  
Tata Institute of Social Sciences, Mumbai



Centre of  
Excellence in  
Teacher  
Education

# Contact Details

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## Placement Cell Members

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## Faculty Representative

Prof. Mythili Ramchand: mythili.ramchand@tiss.edu

## Staff Representative

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# About TISS

Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work to create human service professionals to address the issues of unemployment and poverty in the context of the Great Depression of the 1930s. In 1944, it was renamed as the Tata Institute of Social Sciences, and in 1964 the Government of India (GoI) declared TISS as Deemed to be a University under Section 3 of the University Grants Commission (UGC) Act, 1956.

## Vision & Mission

Since its inception, the Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centered, ecologically sustainable, and just society that promotes and protects the dignity, equality, social justice and human rights for all.

In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences organizes teaching programs to facilitate the development of competent and committed professionals for practice, research, and teaching; undertakes research; develops and disseminates knowledge; and reaches out to the larger community through extension, at the local, national, regional and international levels.

The TISS works towards its vision through:

- Creation and provision of socially relevant and high-quality professional education in a wide range of interdisciplinary areas of Social Sciences to a larger number of students from all sections of the society in the country.
- Facilitation of autonomous research and dissemination of knowledge.
- Support knowledge creation through strong M.Phil. and Ph.D. programs and Postdoctoral scholars.
- Strategic extension, field action, and advocacy through training and capacity building of State and non-State institutions and personnel.
- Initiate field action and advocacy to demonstrate and facilitate the creation of policies and programs.
- Professional response to natural and human-made disasters, through participation in relief and rehabilitation activities.

# About Centre of Excellence in Teacher Education (CETE)

The Centre of Education Innovation and Action Research (CEIAR), was established in 2015, as an independent center at TISS Mumbai and later renamed as Centre of Excellence in Teacher Education (CETE) in 2019. It addresses the needs of Indian education by promotion and engagement with innovation in the school curriculum, pedagogy, teacher education, and higher education curriculum as well as engages with innovative use of new technologies and media to raise relevance, quality, and standards of education. Towards this, the Centre collaborates and engages with research, development, teaching, and field action.

The Centre offers teaching programs: MA Education, Integrated BEd MEd, MPhil, and Ph.D. in Education. It also offers short-term, blended, and online courses and programs: the Reflective Teaching with ICT for in-service teachers and teacher educators and the Post Graduate Certificate in Education Perspectives and Research for Teacher Educators and Administrators.

## Projects and Initiatives

### **Connected Open Online Learning (COOL)- A Response to COVID-19 (<https://www.tissx.tiss.edu/>)**

As a response to COVID- 19, COOL provides online educational resources to teachers, teacher educators, and students to continue teaching-learning during this time. Some other initiatives under COOL include ground assessment study, weekly podcast series with key stakeholders in school education, multilingual webinars for school teachers and students, OER Repository- content curation and creation, etc.

### **Connected Learning Initiative (CLix) (<https://clix.tiss.edu/>)**

CLix is a technology-enabled initiative at scale for high school students, offering a scalable and sustainable model of open education, to meet the educational needs of students and teachers.

### **An integrated approach to Technology in Education (ITE)**

Operationalized in eighteen mostly rural locations in Eastern and Northern India, the central concept of ITE is to integrate digital technologies into the curriculum and instructional

plans of teachers in government schools and other learning centers participating in the initiative. The initiative seeks to improve teaching and learning processes and foster authentic and project-based learning for the older children and adolescents by adopting a largely constructivist pedagogical framework.

### **Teachers Education Masters Programme (TEMP)**

TEMP is a 2-year master's program, designed for teacher educators in collaboration with the Swedish Committee for Afghanistan & Teacher Educator Dept., Govt. of Afghanistan. The courses include education foundations, education & society, pedagogic specializations, and thematic understanding of ICT in education, gender and education, designing materials, leadership, etc. along with students undertaking a research project/field attachment.

### **DIET Strengthening Program**

The center provides academic support to DIETs in Karnataka to emerge as vibrant educational resource centers, and effectively implement the DIET's programs and build teacher educator's capacity through the postgraduate certificate program – Contemporary Education Perspectives.

### **A Multimodal Approach to Teacher Professional Development in low resource settings**

The project aims to implement elements of two innovative approaches on Teacher Professional Development (TPD) developed by the Centre of Excellence in Teacher Education (CETE), Tata Institute of Social Sciences (TISS). It is designed for under-resourced and developing contexts with a collaborative adaption to suit the national contexts of the participating countries in South Asia. With the usage of diverse technologies and modalities for TPD that are context-appropriate and combined with action research and social learning through the formation of Professional Learning Communities, while building on the communities of practice that exist or get developed through mobile-based chat groups.

### **Technology Enabled Learning for Teachers & Adolescents for 21st century (TELTA 21)**

The Technology Enabled Learning for Teachers & Adolescents for the 21st century (TELTA 21) project aims to capacitate teachers and adolescents from the government schools in Mumbai to adapt technologies for deep, connected, and authentic learning so that they can improve their own and their communities' lives. The project aspires to enable adolescents (classes 6 to 10) from government schools to be 21st century learners (analytical and critical thinkers, innovative producers, technology adapters) through technology enabled learning activities.

### **Connected Learning for STEM (CL4STEM)**

The project seeks to build capacities of middle and secondary school newly qualified teachers (NQT) in science and mathematics for fostering inclusive higher-order learning

in their classrooms. It aims to pilot the Connected Learning Initiative (CLIX, <https://clix.tiss.edu>) innovation, developed and scaled in India, to new contexts in Bhutan, Nigeria, and Tanzania, through a South-South collaboration, and research its effectiveness and potential for scaling. CL4STEM is funded by the IDRC under the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX) and is one of the ten awardees of the reputed global KIX awards.

## Partners

The center pursues active collaborations with central government, various state government and national NGOs as well as invites global expertise to steer research, training, and educational changes across cultures.



### National Partners

- ▣ Central Board of Secondary Education (CBSE)
- ▣ Ministry of Human Resource Development (MHRD)
- ▣ Ministry of Education (MoE) – for Diksha
- ▣ National Council of Education Research & Training (NCERT)
- ▣ National Council of Teacher Education (NCTE)
- ▣ NITI Aayog

### State Level Partners

- ▣ Govt. of Chhattisgarh
- ▣ Govt. of Mizoram
- ▣ Govt. of Rajasthan
- ▣ Govt. of Telangana
- ▣ Govt. of Goa
- ▣ Govt. of Karnataka
- ▣ The Center for Education Research and Practice, Jaipur

- ▣ Department of Education, Mizoram University, Aizawl
- ▣ Assam – Samagra Shiksha, Assam & SCERT Assam
- ▣ Eklavya, Bhopal
- ▣ Homi Bhabha Centre for Science Education, TIFR, Mumbai
- ▣ National Institute of Advanced Studies, Bengaluru
- ▣ State Council of Education and Research and Training( SCERT), Chhattisgarh
- ▣ Tata Class Edge
- ▣ Inter-University Centre for Astronomy and Astrophysics, Pune

## International Partners

- ▣ Massachusetts Institute of Technology, Cambridge, MA USA
- ▣ Trinity College, Dublin.
- ▣ Teacher Educator Department, Govt of Afghanistan
- ▣ University of Sussex
- ▣ King's College London

## Awards

**UGC-UKIERI grant** for collaboration between Tata Institute of Social Sciences, Azim Premji University, and King's College, London

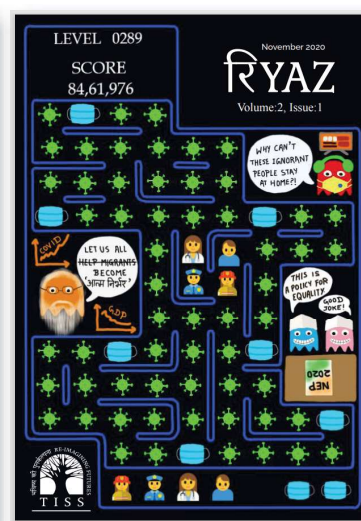
**UNESCO-King Hamad Prize (2017, UNESCO)** awarded to the Connected Learning Initiative (CLIX) for the use of ICTs in Education

**Open Education Awards** (2019, Open Education Consortium) for Excellence Resources, Tools and Practices under the category of Open Collaboration

## Publications

Student Periodical, Riyaz has had four issues in the academic year 2019-20 that feature the contribution from the students and faculty to express their experiences and thoughts with regard to education.

The Faculty of CETE continuously makes significant contributions to the knowledge under the discipline of education through research and publications. Please find the faculty publications [here](#).



# CETE Highlights 2020-21

## 1. Launch of CETE in a new premise



The ERC was inaugurated by the Chief Guest -Dr Sugra Chunawala, Dean of Homi Bhabha Centre for Science Education (HBCSE) in September 2019. The ERC houses research literature, teaching-learning resources, textbooks and children's literature and include archival resources and access to digital resources, which are accessible to the neighbourhood schools and to the wider

community. ERC also promotes social learning through interaction among the professional community of education experts, the teachers, the teacher educators, and the students of education.

## 2. Open Conference on Computer Edu. (OCCE) 2020



The ERC was inaugurated by the Chief Guest -Dr Sugra Chunawala, Dean of Homi Bhabha Centre for Science Education (HBCSE) in September 2019. The ERC houses research literature, teaching-learning resources, textbooks and children's literature and include archival resources and access to digital resources, which are accessible to the neighbourhood schools and to the wider

community. ERC also promotes social learning through interaction among the professional community of education experts, the teachers, the teacher educators, and the students of education.

### 3. UNESCO and CETE released the third 'State of the Education' Report



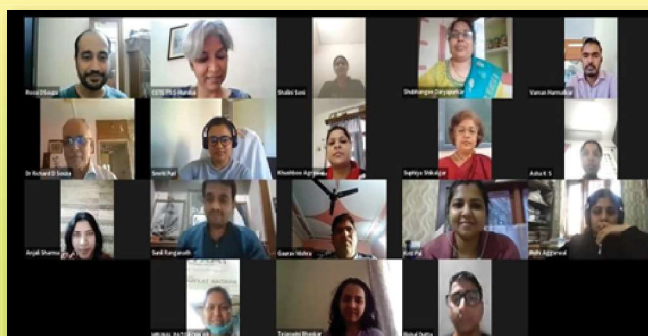
CETE and UNESCO in synergy released the 'State of the Education' report on October 5, 2021. The report is extensive research that relied on three distinct sources: data from Periodic Labor Force Survey (PLFS) and the Unified District Information System for Education (UDISE), authentic groundwork and telephonic interviews.

### 4. Launch of Riyaz, the student magazine



Riyaz, the student magazine of CETE was launched in September 2019 with the objective to encourage students to write as well as provide a platform to promote discussions on various aspects of education. The magazine publishes entries from students and faculty of education in different literary forms including articles, essays, poems, journal etc. Riyaz has published seven issues since its launch under [Volume 1 & Volume 2](#).

### 5. School Synergy Workshops



The School Synergy workshop is an enabling support eco-system for Teacher professional development in which all the teachers, teacher educators, student teacher from across India join to attend the sessions taken by experts or professionals in the field of education. Each session generally continues for two weeks. In the first

week, experts teachers or professionals take interactive sessions on relevant topics. The following week teachers contextualize and implement the ideas/learnings in their educational settings and share their experiences. To build on this further a collaborative platform in the form of telegram group " School Synergy Teachers Forum" is created and currently active as a "community of practice".

# Director's Message

**Professor Shalini Bharat**

**Director, Tata Institute of Social Sciences**



With more than 80 years of experience in transformative and inclusive education, the Tata Institute of Social Sciences seeks to create highly knowledgeable and skilled professionals to find sustainable solutions to social problems and work constructively towards social transformation. As a community-engaged University with campuses in Mumbai, Tuljapur, Guwahati and Hyderabad, the Institute's vision is to create socially relevant knowledge and transfer that knowledge through its various teaching programmes and field action projects. The institution has a wide and varied experience in the field of Education. In keeping with the growing importance of addressing core issues on quality in school and higher education, through innovative and scalable new practices, the Centre for Education Innovation and Action Research (CEIAR) was launched as an independent Centre in 2015.

The Centre provides incubation and promotion of innovation that address the needs of Indian education and engages with innovative use of new technologies and media to raise relevance, quality and standards of education. Towards this, the Centre collaborates and engages with research, development, teaching and field action. The Centre's flagship action research programme, the Connected Learning Initiative (CLIX) (<http://clix.tiss.edu>), was awarded the UNESCO-King Hamad Prize for the Use of ICTs in Education (2017 edition) and also Open Education Awards for Excellence Resources, Tools and Practices under the category of Open Collaboration in 2019 from Open Education Consortium.

In 2019, the Centre launched the two-year MA Education programme with the aim of training professionals for the education sector with understanding, perspectives and skills in areas such as teacher education, curriculum, development and education policy and ICT in education, to meet the diverse demands in the country. Students have had opportunities to engage with diverse field contexts and participate in the Centre's initiatives including most recently the 'connected open online learning' initiative launched in response to COVID-19.

As the second post graduate batch graduating from the Centre the students are flagbearers of TISS values and commitment to making a difference in the development sector. I am confident that the students of this programme will add immense value to the education and development sector, as they are socially conscious individuals with relevant skill-sets that prepare them to work in diverse field-oriented and research focused projects, organisations and institutions. I invite you to interact with the students and explore the possibility of engaging them to work with you.

# Chairperson's Message

**Professor Padma Sarangpani**  
Chairperson, CETE, TISS Mumbai



It is with great pleasure that I introduce the second batch of 23 students, graduating from our MA Education Programme (Batch of 2020-2022). Launched at TISS Mumbai in 2019, the two-year MA Education programme aims to develop critical knowledge of the field and discipline, and to give students the opportunity to specialise in areas of their interest.

The programme combines an integrated discipline-based approach with a proactive orientation to policy and institutional contexts of practice. Through their coursework, the students of the batch have gained understanding of education in India, through foundational courses, and understanding of teachers, teaching and curriculum through courses in pedagogic studies. They have been exposed to and engaged with the field and various field sites of education in the course of the programme through specially designed practical courses and internship. They have undertaken research in areas of their interest and have learnt and used many research designs and tools in the course of their study. The programme is designed to offer specialization in at least two areas, through rigorous coursework in areas of pedagogical studies (social sciences, science, mathematics, languages), policy and development, ICT and education, and Teacher Education.

The Centre of Excellence in Teacher Education believes in innovative teaching and learning engagements, where faculty are encouraged to think beyond traditional teaching modes and incorporate sessions via seminar, workshop and lab formats that facilitate more cross-collaborative interactions between students and teachers. Students have had extensive opportunity to use the Centre's specialized designed and developed 'Education Resource Centre'. They have been supported to bring out their own student writing magazine 'Riyaz'. They have participated in several international and national seminars hosted by the Centre. Several students have also engaged in the Centre's response to COVID: the Connected Online Open Learning initiative to curate resources, develop podcasts and engage with research and supporting teachers.

Our Centre provides a vibrant and supportive learning environment and provides students with rich opportunities to learn within and outside the Centre to engage with both theory and practice of Education. Our field action projects and research have won international and national awards and we strive to exemplify the synergy and potential of combining scholarship with field practice. Our students are encouraged to think critically, deeply and proactively shape engagement in Education in India and the developing world context. They have worked hard to acquire perspectives and skills that are relevant to various roles in educational practice and research. Inducted into the values that the Tata Institute of Social Sciences stands for, they will be an asset to the sector.

# Faculty Who Taught Us



**Dr. Padma M. Sarangapani**

**Chairperson, Centre of Excellence in Teacher Education; Professor**  
Ph.D. (Delhi), M.Phil., M.Sc. (IIT-C)



**Dr. Disha Nawani**

**Dean, School of Education; Professor**  
Ph.D. (JNU), M.Phil. (JNU), M.A



**Dr. Arindam Bose**

**Associate Professor**  
Ph.D. (Mathematics Education), M.Sc. (Mathematics)



**Dr. Anusha Ramanathan**

**Assistant Professor**  
Ph.D. (English), M.Phil (English), M.A (English), B.A,(English)



**Dr. Meera Gopi Chandran**

**Assistant Professor**  
Ph.D. (Education), M.A. (Sociology), M.Sc. (Life Sciences)



**Dr. Mythili Ramchand**

**Professor**  
Ph.D. (Education), M.Sc. (Physics)



**Dr. Ajay Kumar Singh**

**Formerly Professor CETE & currently faculty IGNOU**  
Ph.D. (Education), M.Phil., M.Ed, LLB



**Dr. Amina Charania**

**Associate Professor**  
Ph.D. (Education), M.Sc. (Human Development), M.Sc. (Home Science & Human Development), B.A. (Psychology)



**Dr. Gomathi Jatin**

**Associate Professor**  
Ph.D. (Education), SLET (Education), PG Diploma (Management of Education), MA (English), B.Ed. M.Ed., B.Sc (Physics)



**Dr. Nishevita Jayendran**

**Assistant Professor**  
Ph.D. (English), M.Phil. (English), M.A. (English), B.A. (English Honours)

# Faculty Who Taught Us



**Dr. Poonam Sharma**

**Assistant Professor**  
Ph.D. (Social Sciences),  
MA (Education),  
B.El.Ed.



**Dr. Ruchi Sunil Kumar**

**Assistant Professor**  
Ph.D. (Science Edu.)  
M.Sc. (Botany), M.Ed.,  
Diploma (Software  
Technology)



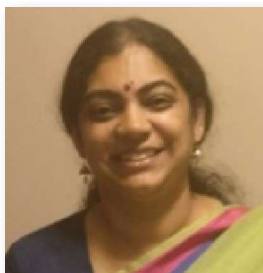
**Dr. Shamin Padalkar**

**Assistant Professor**  
Ph.D.(Science  
Education), M.Sc.  
(Physics)



**Mr. Sadaqat Faqih  
Mulla**

**Project Manager**  
M.A. (Education),  
B.E.(E&C)



**Ms. Bindu  
Thirumalai**

**Associate Professor**  
M.C.A., M.A. in  
Elementary Edu., M.Phil.  
in Education (TISS)



**Ms. Jennifer Thomas**

**Assistant Professor**  
M.A in English, M.A in  
Elementary Education,  
UGC-NET, Ph.D.  
(Pursuing)



**Dr. Rafikh Shaikh**

**Assistant Professor**  
Ph.D. (Role of Instant  
Sharing in Learning),  
M.Sc (Microbiology),  
B.Sc (Botany, Chemistry  
& Microbiology)



**Dr. Sthabir Khora**

**Professor, School of  
Education**  
Ph.D. (TISS), M.A.  
(Hyderabad)



**Dr. Radhika Misquitta  
(Guest Faculty)**

**Director of Research  
and Outreach, Gateway  
School of Mumbai**  
Ph.D. (Special Education),  
M.A. (Special Education)



**Dr. Simathini Dhuru  
(Guest Faculty)**

**Director, Avehi-  
Abacus Project**

# The M.A. in Education Program

The objective of the program is to develop the professional capacities of students for the academic study of education with a view to facilitate their active immersion and self-reflexive involvement in the education field. The program combines an integrated discipline-based approach with a proactive orientation to policy and institutional contexts of practice.

The Master of Arts (Education) program enables a sustained and critical engagement with the discipline of Education especially as it has emerged and expanded in India. The research-based program helps students develop an understanding of and skills relating to education studies as a multidisciplinary field of study, drawing from philosophy, sociology, history, and psychology with an understanding of school curriculum pedagogy, the development of teachers, social justice in education, and education and society. The program is designed to offer students specializations in curriculum and pedagogy (language, mathematics, science, and social science education), education, development and policy; ICT, and new media in education and teacher education. The course also offers advanced disciplinary specializations in different aspects of education.

## Field Attachment

Field Attachment, an integral component of MA Education program allows the students to intern with the education or development related organizations to develop specialized knowledge and skills in certain aspects of the professional practice of education or development related work. FA exposes students to the 'real' settings of educational practice; and to understand and reflect upon the integration of theory and practical field experience. They involve in various aspects of education-related work say, curriculum, training, support to school systems and communities etc. It provides students with an opportunity to understand and explore possibilities for education or development and change through interaction with practitioners. Students are expected to document and present their understanding and reflection of the field experience while mapping and drawing connections with



their learning from other theoretical courses. They develop a holistic understanding of the practice in education through Field Attachment under the guidance a field mentor from the respective organization.

The MA Education batch 2019-21 as part of field attachment has worked with a vast variety of organizations and institutions across country in government, philanthropic and private sectors including SCERT, RTE Forum, Pratham Education Foundation, TATA Trust, alternative schools etc. The batch contributed to these organizations in a meaningful manner and the learning from the field has been immense while the students analyzed the work of the organizations in the larger societal realm.

## Course Curriculum

### Division of Credits:

- ▣ Total credits: 76 credits
- ▣ First-year course credits: 42 credits
- ▣ Second-year course credits: 28 credits
- ▣ Field Attachment: 4 credits
- ▣ Research Dissertation: 6 credits

## Semester wise courses

Semester 1	Semester 2
<p><b>Foundation Courses</b></p> <ul style="list-style-type: none"> <li>▣ Understanding Society</li> <li>▣ Understanding Politics</li> <li>▣ Understanding Economics</li> </ul> <p><b>Educational Studies</b></p> <ul style="list-style-type: none"> <li>▣ Learners and Learning</li> <li>▣ Policy Institution and Practices</li> <li>▣ Social Marginality</li> </ul> <p><b>Advanced Specialisation<sup>1</sup> (any one)</b></p> <ul style="list-style-type: none"> <li>▣ Teacher Education: Introductory themes</li> <li>▣ ICT and New Media in Education</li> <li>▣ Mathematics Education</li> <li>▣ Language Education</li> <li>▣ Science Education</li> </ul>	<p><b>Education Research Methods</b></p> <p><b>Educational Studies</b></p> <ul style="list-style-type: none"> <li>▣ Key Ideas and Concepts in Education</li> </ul> <p><b>Choice-based Courses (Across schools)</b></p> <ul style="list-style-type: none"> <li>▣ Open Elective</li> <li>▣ Elective Foundation</li> </ul> <p><b>Practicum: School Observation</b></p> <p><b>Advanced Specialisation (any one)</b></p> <ul style="list-style-type: none"> <li>▣ Teacher Education: Introductory themes</li> <li>▣ ICT and New Media in Education</li> <li>▣ Mathematics Education</li> <li>▣ Language Education</li> <li>▣ Science Education</li> </ul>

## Semester 3

### Field Attachment

### Research Dissertation (Initial stage)

### Educational Studies

- Inclusive and Special Education
- History of Education
- Curriculum and School

### Advanced Specialisation<sup>2</sup> (any one)

- Education Development and Policy
- Social Science Education
- Teacher Education: Introductory themes
- ICT and New Media in Education
- Mathematics Education
- Language Education
- Science Education

<sup>1</sup>It is compulsory for students to choose at least one advanced specialization. However, If students wish, they can extra credit or audit other specializations.

<sup>2</sup>Students are required to opt from the new courses added to advanced specializations in the second year. However, they can also extra credit or audit the advanced specialisations introduced in the first year.

## Semester 4

### Research Dissertation (Final stage)

### Educational Studies

- Teachers and Teaching
- Analysing Education Innovations

### Advanced Disciplinary Courses (any one)

- Educational Thinkers and Thought
- Cognition and Learning
- Economics of Education
- Management & Administration in Education
- Language Mind and Society
- Teaching Learning and Assessment

### Advanced Specialisation (any one)

- Education Development and Policy
- Social Science Education
- Teacher Education: Introductory themes
- ICT and New Media in Education
- Mathematics Education
- Language Education
- Science Education

## Organizations our alumni are working at

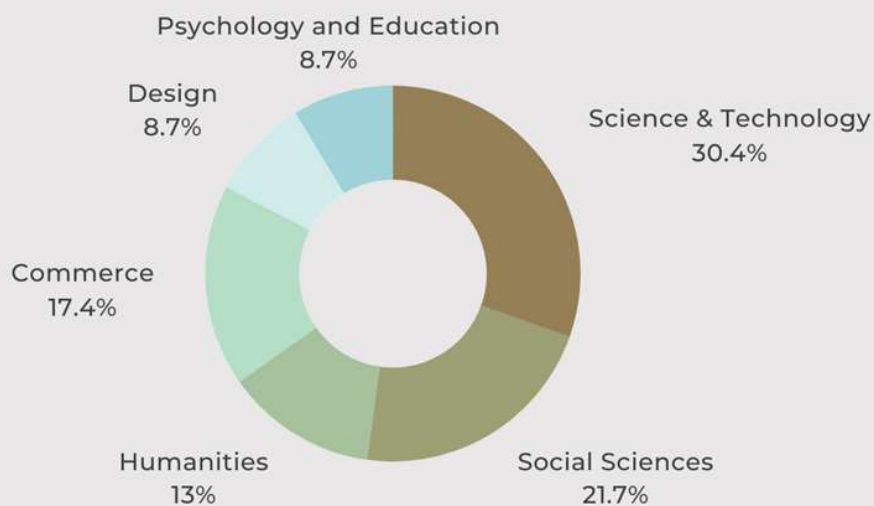


# Batch Details

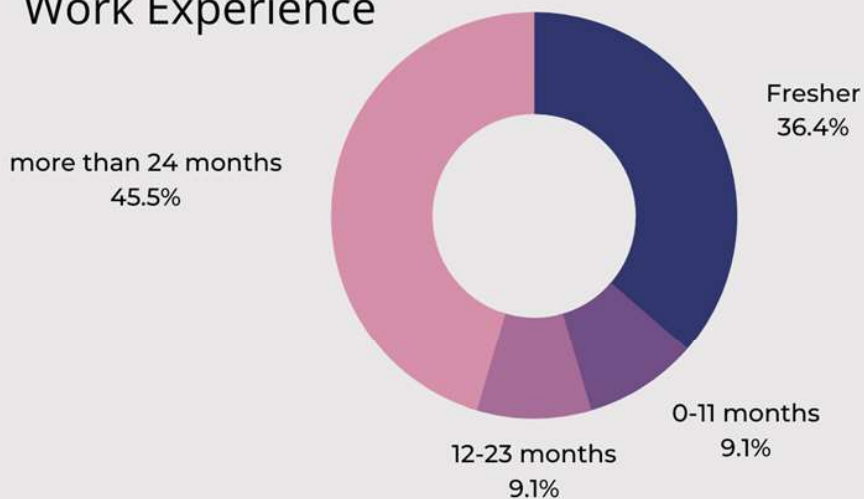
## Gender Diversity



## Educational Background



## Work Experience



# Students' Profiles



**Ajay  
Thomas  
Lukose**

**Bachelor of Science (Physics)**

Speaks Malayalam, Hindi, Tamil and English

**Field Attachment:** SRC Community College (Topic - adult and Lifelong Learning)

**Advanced Specializations:** Maths Education; Science Education

**Research Dissertation:** Understanding lifelong learning.

**Work Experience:** Part time teacher for past 6 years Maths and Physics

**Voluntary Work:** Class Representative

**Linkedin:** <https://www.linkedin.com/in/ajay-thomas-lukose-309377201>



**Aksha  
Mariam  
Poulose**

**B.A. (Hons.) in Sociology and Anthropology**

Speaks English, Hindi and Malayalam

**Field Attachment:** District Institute of Education and Training, Kottayam, Kerala

**Advanced Specializations:** Language Education; Education Development & Policy

**Research Dissertation:** What is the impact of father's/paternal migration on the education of left-behind children in Kottayam, Kerala?

**Internship:** 1. Consultant (part-time) for EI Project at CETE, TISS Mumbai ( Aug. 2021-Oct. 2021) 2. Research assistant for Dr. Poonam Sharma (CETE, TISS) 3. Research Assistant , Dr. Divya Kannan- Asst. Professor, Shiv Nadar University (Jan.- Mar. 2021)

**Voluntary Work:** 1. Core Team Member of Anthroposoc (Ashoka University Sociology and Anthropology Society) May 2019- May 2020; 2. Program Team Member and Head of Office counsellors, Young Scholars Program 2019, Ashoka University; 3. Office Counselor, Young Scholars Program 2018, Ashoka Uni.

**Linkedin:** [www.linkedin.com/in/aksha-poulose-39a126159](http://www.linkedin.com/in/aksha-poulose-39a126159)

# Students' Profiles



**Anjali  
Vyas**

**Bachelor of Commerce (Hons.)**

Speaks English and Hindi

**Field Attachment:** Gateway School of Mumbai

**Advanced Specializations:** ICT & New Media in Education; Education Development & Policy

**Research Dissertation:** Study of Parental Influence on Teaching-Learning in ECCE.

**Work Experience:** 1. Verity Knowledge Solutions (Mergers and Acquisitions) (9 Months); 2. Teach For India (2 years); 3. Chrysalis (5 Months)

**Internship:** Gateway School of Mumbai

**Linkedin:** <https://www.linkedin.com/in/anjali-vyas-16ab7386/>



**Anup  
Kujur**

**Bachelor of Arts (B.A.) in English**

Speaks Hindi, English, Kurukh, Sadri, Magahi and Khortha

**Field Attachment:** District Education Office, Nawada, Bihar

**Advanced Specializations:** Teacher Education; Education Development & Policy

**Research Dissertation:** : Education among Mushahars's during Covid-19 and before.

**Work Experience:** The Diksha School (60 months) - Teacher, St. Joseph's School (24 months)

**Certifications:** 1. Diploma in Elementary Education; 2. Central Teacher Eligibility Test

**Linkedin:** <https://www.linkedin.com/in/anup-kujur-7a1761211>

# Students' Profiles



**Bipin B.  
Solanki**

**B.A (Honours) in History**

Speaks English, Hindi, and Gujarati

**Field Attachment:** Jeevandeep Health Education

**Advanced Specializations:** Language Education; Education Development & Policy

**Research Dissertation:** Education during covid -19 for upper primary students of Gujarat government school.

**Work Experience:** 3 Year experience as a Social Science teacher in the English medium school of Gujarat.



**Chetan B.  
Nandardhane**

**Bachelor of Social Work (BSW)**

Speaks Marathi, Hindi, and English

**Field Attachment:** District Institute of Education and Training, Amravati. (Maharashtra)

**Advanced Specializations:** Teacher Education; Education Development & Policy

**Research Dissertation:** Role of Budget in the Functioning of Zilla Parishad Schools: A Case Study of Amravati ZPHS.

**Work Experience:** 1). Apeksha Homio Society - 2 months (Field) 2). Ovi Trust

**Voluntary Work:** 1. Kerala flood Relief Work - 2018 and Kolhapur, Sangli Flood Relief work - 2019. 2. Volunteer ASER, NAS, UNICEF surveys

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# Students' Profiles



**Daniel  
Anandaraj**

**Bachelor of Engineering (Civil Engineering)**

Speaks Tamil and English

**Field Attachment:** District Institute of Education and Training - Kanyakumari

**Advanced Specializations:** Teacher Education; Mathematics Education

**Research Dissertation:** Attitudes towards educational opportunity via Languages education.

**Work Experience:** Makunda Christian Leprosy and general hospital society , 24 months, Mathematics teacher for High school and higher secondary

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**Deepak  
Arora**

**B.Sc., Masters in Computer Application (MCA)**

Speaks Punjabi, Hindi, and English

**Field Attachment:** Connected Learning Initiative (CLix) - studied the accessibility & usability aspects of CLix OER portal

**Advanced Specializations:** ICT & New Media in Education; Education Development & Policy; Science Education; Language Education

**Research Dissertation:** Technology Innovation and its enabling role in Quality Enhancement of school education in India.

**Work Experience:** HCL Technologies Pvt Ltd - Software Engineer (26 months); Genpact India Pvt Ltd. (Project Lead - (60 months)) , Project Manager - (84 months)

**Internship:** Mazars India LLC-Management Trainee (Technology SME and Social Sector Consulting)

**Voluntary Work:** Core Member of CETE Placement cell, Member of Centralized Placement Cell of TISS, Mumbai, HBCSE CUBE Chatshala (a STEM Education Lab)

# Students' Profiles



**George  
Jose**

**B.Sc. Physics, PG Diploma in Liberal Studies**

Speaks Malayalam, Hindi, and English

**Field Attachment:** District Institute of Education and Training, Ernakulam

**Advanced Specializations:** Language Education; Teacher Education; Math Education; ICT and New Media in Education

**Research Dissertation:** Who Chooses Primary School Teaching as a Career: A small scale survey in Ernakulam, Kerala.

**Work Experience:** 1. Schoogle-TGES (6 months), content developer and teacher auditor

**Internship:** 1. CETE, Research intern under Dr. Poonam Sharma; 2. Physics Teacher, Kristu Raja Public School, Wayanad

**Voluntary Work:** 1. Volunteer, Placement Committee, CETE; 2. National Service Scheme; 3. Football Coach, Manav Sadhana

**Linkedin:** <https://www.linkedin.com/in/george-jose-b9b03816b>



**Harshit**

**Bachelor of Design (Visual Communication)**

Speaks English and Hindi

**Advanced Specializations:** Teacher Education; Language Education; Social Science Education; Education Development & Policy

**Research Dissertation:** A study of the teaching of Social Sciences in Indian classrooms.

**Internship:** 1. Myna Mahila Foundation - designed a workshop manual for menstrual awareness workshops; 2. Sarthak Foundation, conducted story-telling and illustration creating workshops for children and designed a story book.

**Voluntary Work:** Illustrator, Design team, Riyaz

**Behance:** <https://www.behance.net/harshitpratap>

# Students' Profiles



**Karishma  
Rai**

**B.Com., Diploma in Elementary Teacher Training**

Speaks English and Hindi

**Field Attachment:** Adhyayan Quality Education Foundation, Mumbai

**Advanced Specializations:** Teacher Education; Education Development & Policy

**Research Dissertation:** A study of 'I am a Teacher' Program by Heritage School.

**Work Experience:** 1. NIIT (15 months), Training Co-ordinator; 2. Sri Venkateshwar International School (17 months), Teacher

**Internship:** Adhyayan Quality Education Foundation, Research and Development Intern

**Voluntary Work:** Member, CETE Placement Committee

**Certification:** Central Teacher Eligibility Test

**Linkedin:** <https://www.linkedin.com/in/karishma-rai-a69104217/>



**Manasi  
Sridhar**

**B.A. in Psychology**

Speaks English, Hindi, French, and Tamil

**Field Attachment:** Gateway school of Mumbai

**Advanced Specializations:** Maths Education, Language Education

**Research Dissertation:** Impact of language on thinking and cognition in human beings.

**Internship:** 1. Copywriting internship with TSBI (2 months); 2. Sales & marketing internship with LOL Ventures (2 months)

# Students' Profiles



**Mayuri B.  
Shambharkar**

**Bachelor of Commerce**

Speaks Hindi, English, and Marathi

**Field Attachment:** UPAY NGO, Nagpur

**Advanced Specializations:** Teacher Education; Education Development & Policy

**Research Dissertation:** Understanding factors influencing for accessibility of education for children with disability.

**Internship:** UPAY, Research and office intern



**Mehak  
Jain**

**Bachelor of Elementary Education**

Speaks Hindi, English, and Punjabi

**Field Attachment:** Creatnet Education, Delhi

**Advanced Specializations:** Language Education; Teacher Education

**Research Dissertation:** The Occupational Status of Teachers in India: A Dichotomy of Different Standpoints.

**Work Experience:** 1. St. Xavier's School, Delhi - 12 months (PRT English); 2. Mahavir Senior Model School, Delhi - 24 months (TGT English)

**Internship:** 1. NP Co-Ed Sen. Sec. School, Delhi - English Language Expert; 2. Vidyashram School, Varanasi - Observing and designing innovative pedagogic practices; 3. Nishimun School, Delhi - Teacher supporter; 4. Krist Raja School, Delhi - Designing self development workshops for senior secondary students

**Voluntary Work:** Volunteer in design team of 'Aagaz', annual festival of Jesus and Mary College, DU

# Students' Profiles



**Namratha  
Muneeswaran**

**B.Tech. in Chemical Engineering**

Speaks English and Tamil

**Field Attachment:** Integrated Approach to Technology in Education - TISS

**Advanced Specializations:** ICT & New Media in Education; Education Development & Policy

**Research Dissertation:** A study of status of financial literacy among school students.

**Internship:** 1. Internship at ITE, TISS - member of Design Team for 2 WebQuests conducted in schools in Assam, WB, Odisha, Telangana etc.



**Neil  
Maheshwari**

**Bachelor of Design, B. Voc. in Graphics & Multimedia Design**

Speaks English and Hindi

**Field Attachment:** N. G. Acharya & D. K. Marathe College of Arts, Science & Commerce

**Advanced Specializations:** ICT & New Media in Education; Education Development & Policy

**Research Dissertation:** Impact of Covid-19 and other factors on Career Choices of High School students in Urban slums of Mumbai.

**Work Experience:** 1. Visiting Faculty for Mumbai University Affiliated Colleges for Mass Media (5 years); 2. Master Trainer for Digital literacy and Digital Marketing for NUSSD at TISS (4 years); 3. Founder at Digitalthali - a Multimedia Design Agency; 4. Part of Curriculum Design Team - B.A.MMC. (Mumbai university)

**Voluntary Work:** Volunteer at NAMIINDIA - Logistics, Organizing Team, etc.

**Linkedin:** <https://www.linkedin.com/in/neil-maheshwari-19298110/>

# Students' Profiles



**Prachi  
Somani**

**B.Com. (Hons.) Finance & Investment**

Speaks English and Hindi

**Field Attachment:** Center for Learning Resources, Raipur

**Advanced Specializations:** ICT & New Media in Education; Education Development & Policy

**Research Dissertation:** A comparative study of impact of COVID on ECCE children from different class backgrounds.

**Work Experience:** Deloitte USI (3.5 years), Associate Solution Advisor (Advisory)

**Internship:** Center for Learning Resources, Raipur

**Linkedin:** <https://www.linkedin.com/in/prachi-somani-07671157/>



**Rashi  
Kohli**

**B.A. (Hons.) Sociology, Bachelor in Education**

Speaks English and Hindi

**Field Attachment:** CLlx OER

**Advanced Specializations:** Language Education; ICT & New Media

**Research Dissertation:** Education Philosophies of Sri Aurobindo - A Case Study.

**Internship:** 1. CLlx OER, Documentation Intern, Integration of CLlx OER with UNICEF India's online portal UniLearn and OER Curator; 2. WWF India, Research Intern; 3. Panchsheel Balak Inter College, Noida, Student Teacher; 4. GD Goenka Public School, Greater Noida, Student Teacher; 5. Procter & Gamble Co. (Whisper), Team Lead; 6. UChicago Center in Delhi, Project Intern

**Voluntary Work:** 1. Member of the Sports Committee, CETE, TISS; 2. Member of Literary and Cultural society, CETE, TISS; 3. Member of literary and culture society, Amity Institute of Education; 4. Cricket captain for Amity Institute of Education

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# Students' Profiles



**Sambit  
Kumar  
Mishra**

**Bachelor of Technology (Information Technology)**

Speaks English, Hindi, Odia, Bengali and Gondi

**Field Attachment:** Department of Education, Moga, Punjab

**Advanced Specializations:** ICT & New Media; Maths Education; Education Development & Policy

**Research Dissertation:** Comparative analysis of the state of education for migrant children in the states of Maharashtra & Kerala.

**Work Experience:** 1. Shiksharth (37 months) - Curriculum and Resource Development Program Coordinator; 2. Chefster Technologies (15 months) - Co-founder and Front End Developer; 3. Omega Healthcare (7 months) - Associate

**Internship:** C02: Constructive Teaching and Learning with Technology, CETE, TISS, Mumbai

**Voluntary Work:** 1. Sports Secretary in CETE, TISS; 2. Editor in Riyaz Magazine; 3. Core member in the Placement Committee; 4. Evening Teacher with Sanskar Kendra (2009 - 2011)

**Linkedin:** <https://www.linkedin.com/in/sambit-mishra-b3b26169>



**Serah  
Merin  
George**

**B.A. in History, B.Ed.**

Speaks Malayalam, English, and Hindi

**Field Attachment:** SCERT, Kerala

**Advanced Specializations:** Educational Development & Policy; Teacher Education

**Research Dissertation:** Hybrid model of education in Kerala perspective.

**Work Experience:** Preschool teacher

**Internship:** Curriculum developer in Jeev Joy

**Voluntary Work:** H2O organization

**Linkedin:** <https://www.linkedin.com/in/serah-george-0b1497215>

# Students' Profiles



**Sweta  
Das**

**Integrated B.A.-B.Ed. in English**

Speaks English, Hindi, and Assamese

**Field Attachment:** Functions of NIOS, Assam

**Advanced Specializations:** Teacher Education; Education Development & Policy

**Research Dissertation:** A Study on Career Maturity of Higher Secondary Students.

**Work Experience:** 1. Kendriya Vidyalaya, Tezpur, Assam - Teaching intern; 2. Gyanmalini Programme, NSS Assam - Teaching intern

**Linkedin:** <https://www.linkedin.com/in/sweta-das-8156311b7>



**Tejaswini  
Bhaskar**

**M.Sc. Mathematics, B.Ed. (Science and Mathematics)**

Speaks Kannada, English, and Hindi

**Field Attachment:** HBCSE, TIFR, Mumbai

**Advanced Specializations:** Maths Education; Teacher Education

**Research Dissertation:** An investigation of coherence between intended, implemented and assessed curriculum in Upper Primary Mathematics.

**Work Experience:** Sri Ramakrishna Vidya Kendra (12 months), Mathematics Teacher

**Internship:** 1. Navodaya Vidyalaya, Mysuru - teaching intern for upper primary to higher secondary classes; 2. Vidya Mandir School, Tamil Nadu - teaching intern for upper primary & secondary classes

**Voluntary Work:** 1. Volunteer, organizing committee, School Synergy workshop series; 2. Volunteer, RKM-Covid19 Response Team; 3. Volunteer, Rajasthan Kabir Yatra 2016

**Certification:** Central Teacher Eligibility Test

**Linkedin:** [www.linkedin.com/in/tejaswini-bhaskar](http://www.linkedin.com/in/tejaswini-bhaskar)

# Students' Profiles



**Vibhor  
Vaid**

**B.A. (Hons.) in English**

Speaks English, Hindi, and Spanish

**Field Attachment:** Language and Learning foundation, Haryana

**Advanced Specializations:** Language Education; Education Development & Policy

**Research Dissertation:** Teaching of English as a second language by Teach for India in 21st century.

**Internship:** 1. SpaceEce, curriculum developer; 2. Teach For India, teacher volunteer

**Voluntary Work:** 1. Volunteer, Student Meet 2022; 2. Volunteer, Literary head, CETE- 2020

**Certification:** IELTS 7.5, CEFR C1, DELE B1

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# Centre of Excellence in Teacher Education

## Tata Institute of Social Sciences, Mumbai

### Contact Details

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