

Name: Aruna Bajantri

DOB: 30 April 1984

Place: Delhi

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B.El.Ed Adhoc Panel number 75

Category: III

Professional Objective: To contribute professionally and intellectually towards realization of social and democratic vision of school education in India

Educational Qualification

S.No.	Degree/ Certificate	University/School	Year of passing	Marks/ Grades obtained
	PhD (Pursuing) in Educational Studies	ZHCES, Jawaharlal Nehru University, New Delhi	-	---
1.	M.Phil in Educational Studies	Jawaharlal Nehru University New Delhi	2015	7/10, A Grade
2.	MA in Elementary Education	Tata institute of Social Sciences Mumbai	2011	4.66/6,A Grade
3.	MA in Social Work	Tata institute of Social Sciences Mumbai	2007	4.53/6A Grade
4.	B.Sc. B.Ed Integrated	RIE (NCERT) Bhopal	2005	76 %
5.	Higher Secondary Certificate	Kendriya Vidyalaya	2001	79%

Work Experience

1. Institute of Home Economics - Department of Education

Designation: Assistant Professor, B.El.Ed (Pedagogy of Social Science/ Perspectives) against Leave vacancy

Duration: January 2021- September 2021

Subjects Taught:

1. Contemporary India
2. Theory of Pedagogy of Social Sciences
3. Internship Practicum
4. Observing Children
5. School Contact Program
6. Issue based and Pedagogy based projects

2. Kendriya Vidyalaya Sangthan, KV CME, Pune and KV Solapur, Maharashtra

Designation: Trained Graduate Teacher, (Mathematics) Regular appointment

Duration: September 2007- July 2013

Subjects Taught: Mathematics (Grade 6th till 10th)

Activities

Involved in various school level committees

Incharge of examination department for conducting CCE

In Charge of Co-curricular Activities

3. Sir Ratan Tata Trust (SRTT), Mumbai (May 2007-Nov.2007)

I worked as a 'Program Associate' with the Education and Individual Grant team at SRTT. The Job provided an opportunity to look into the proposals assessment, revising them in consultation with grantee organizations, and program evaluation.

Academic writing

M.Phil Dissertation: In my M.Phil dissertation titled “History of Bombay University: A study of Communities, Curriculum and Culture, 1857- 1900”, I attempted to unravel the nuances of a university education during the colonial times. The dissertation highlights the salient aspects of colonial higher education policy, underscoring the idea of university as conceived and implemented by the colonial regime. It further brings out the educational culture that prevailed by the end of the nineteenth century, which sowed the seeds of nationalism and modern science. Falling under the purview of regional and institutional history, the dissertation attempted to throw light on the much understudied aspect of Indian educational history.

M.A Dissertation (2010): As part of partial fulfillment of the Master in Elementary Education program, I wrote a dissertation on ‘Political Dynamics and Social Challenges of Teacher Trade Unions: a case study of three teacher unions of Maharashtra. The dissertation attempts to examine the dynamics and negotiations within the individual organizations, and it also tries to look at how organization deals with changing policy environments with regard to teacher and school education. The three government teachers’ unions were part of data collection which included in-depth interview, participant observation and literature review. The dissertation was supervised by Prof. Padma Sarangpani.

Publications

Bajantri, A. (2020) “Looking into notions of Assessment in Education: Philosophizing Assessment in Education” in Prakash Iyer ed. *Proceedings of International Conferences on Philosophy of Education (2013- 2017). Vol I* Azim Premji University, Bengaluru.

Bajantri, A (forthcoming) “Teachers Unions in Maharashtra: A Study of Structure, Dynamics and Leadership” in Nawan. D and Manjrekar. N (eds) *Field Attachment Reports by TISS MA.EL.Ed students*. Eklavya Publications

Paper Presentations

1. “महाराष्ट्र क्षेत्र या बॉम्बे प्रेसीडेंसी में 19वीं सदी में आधुनिक गणितीय शिक्षा का प्रारंभ एवम व्यवहार” अजीम अिमजी प्रिश् प्रियलय था ल शिक्षल संकलय, दिल् यी प्रिश् प्रियलय,दिल्

यौ ़िलरल संयुक्थ रूप से आयोजजथ संगोष् ठी गणणत शिक्षण : अपेक्षाँ और चुनौततयॉमें आपकल स् िलगथ ।संगोष् ठी 11 से 13 अक्टूबर, 2019 थक शिक्षा संकाय (C.I.E.),

2. "Transitions in Mathematics Pedagogy in 19th Century Maharashtra: Teachers, Textbooks and Translations" presented at the **25th European Conference on South Asian Studies (EASAS, July 2018), Paris, France**
3. "History of Mathematics Education in colonial Bombay Presidency: Making of Mathematics Textbooks in Marathi (1820-1860)" in a **Workshop on History of vernacular mathematical practices in India conducted by the French Institute of Pondicherry, in January 2018**
4. "A History of Bombay University: A Study of Domestication of the Western Education in 19th Century" presented at the **6th Annual International Conference of CESI, held at Azim Premji University, Bengaluru, in December 2015**
5. "Philosophical Explorations of the Teacher Pupil Relationship" presented at the 2nd International Seminar on Philosophy of Education, organised by Azim Premji University , Bengaluru, in May 2014.
6. "Looking at the Notions of Assessment in Education Philosophically" presented at Regional Seminar on Philosophy of Education, organised by Azim Premji University at Jaipur in November, 2012.

Achievement and Distinctions

1. Awarded Junior Research Fellowship (JRF) in Education by University Grant Commission (UGC) in 2010
2. Awarded National Eligibility Test Certificated (NET) for Lectureship in Education in 2010
3. DAAD Germany Fellowship for the year 2011 for Student exchange program, in collaboration with Freie University, Department of Sociology of Education.
4. Awarded Dr. Shankar Dayal Sharma Gold Medal and Certificate of Excellence for Best student of BSc.-B.Ed program at Regional Institute of Education, NCERT, Bhopal in 2005

Core capabilities and Trainings

- o Intensive classroom teaching experience of mathematics pedagogy, classroom management, and material development
- o Good experience of technology based teaching on various platforms like google classroom, googlemeet, Zoom
- o Trained for conceptualising and developing training program, related to school and teacher education curricular reforms
- o Trained to critically analyse and implement educational policies and related government initiatives
- o Sound knowledge of theoretical and pedagogical subjects for teacher education,
- o Experienced in organizing academic conferences and seminars
- o Good networking skills

References;

1. Prof. Padma Sarangpani, Centre for Sociology of Education, Tata Institute of Social Sciences, Mumbai
2. Mr. Rohit Dhankar, Digantar Shiksha evam Khelkud Samiti, Jaipur
3. Dr. Nandini Manjerkar, Centre for Sociology of Education, Tata Institute of Social Sciences, Mumbai

(Contact numbers to be provided on request)