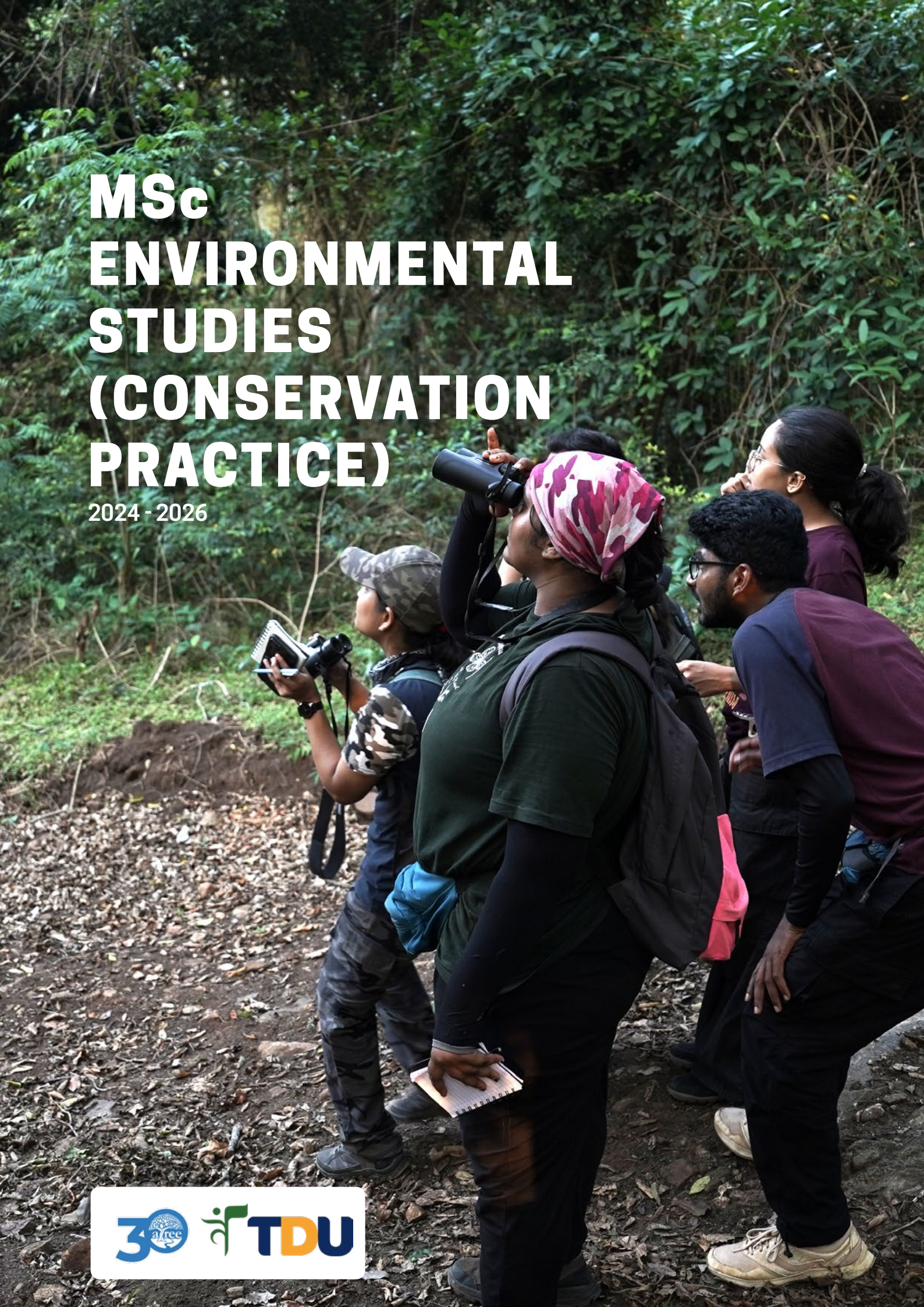
MSc ENVIRONMENTAL STUDIES (CONSERVATION PRACTICE)

2024 - 2026



CONTENT

ABOUT US

About ATREE

Ashoka Trust for Research in Ecology and Environment (ATREE) was founded in 1996. ATREE is a global non-profit organisation that generates interdisciplinary knowledge and informs policy and practice in conservation and sustainability.

At ATREE, we focus on applied science through research, education and action that influence policy and practice in the conservation of nature, management of natural resources and sustainable development. ATREE is recognised as a Scientific and Industrial Research Organisation by the Ministry of Science and Technology, Government of India.

A think tank that provides policy coherence, interdisciplinary knowledge and institutional framework.

An academic institution that provides applied and interdisciplinary education to the next generation of environmental leaders.

A grassroots organisation that aims to enhance the lives and livelihoods of local communities through scientific insights.

About TDU

The University of Trans-Disciplinary Health Sciences and Technology (TDU), sponsored by the FRLHT Trust, was legislated by the Government of Karnataka in 2013. The University promotes trans-disciplinary research and education.

The University of Trans-Disciplinary Health Sciences and Technology (TDU) is focusing on creating new transdisciplinary knowledge systems in diverse areas, including medicine, health sciences, Indian Traditional Health Sciences, Conservation of natural resources, Biomedical Engineering, Bioinformatics, Management studies, Arts and Culture, Social Sciences, Performing and Fine arts, Cinema, Design, Architecture, Engineering, Management and Policy Studies.

Educational programs offered at TDU are research-oriented, exploring the in-depth transdisciplinary understanding of different knowledge domains. TDU has a special focus on experiential learning, competence-based evaluation and feedback mechanisms.

About MSc Environmental Studies (Conservation Practice)

The MSc. Environmental Studies course in Conservation Practice, jointly offered by ATREE and the University of Trans-Disciplinary Health Science and Technology (TDU), equips natural and social science students with interdisciplinary knowledge, perspectives and skills to understand and address conservation challenges. This course is curated to create young environmental leaders whose interdisciplinary skills will add value to corporate social responsibility and sustainability offices, development and conservation NGOs and government-line departments dealing with environment and development portfolios. In academic institutions, these leaders will lend a practical edge.

The Conservation Practice Master's programme offers students a novel, career-centric and practice-oriented master's degree. The programme has a total of 83 credits. Our 'classrooms' are indoor and outdoor spaces on campuses and urban and rural field sites.

Experiential and immersive group learning is a practical thread that runs through these three semesters, focusing on knowledge, perspectives and skills. Student groups pursue 'mini-projects' in these semesters, which apply or test concepts, frameworks and methods on the field. The final semester 'project' involves either an internship with partner organisations or a fieldwork-based thesis project.

Students have the opportunity to pursue a variety of projects in the following categories across diverse locations in India:

1. Nature-Based Environmental Education
2. Wildlife Trade
3. Grassland Restoration
4. Macroinvertebrate Diversity
5. Mitigation Strategies of Asian Elephants
6. Green Mining
7. Traditional Knowledge of Golden Jackals
8. Climate Adaptation in Wetlands

Academy Convenor Message

The MSc Environmental Studies in Conservation Practice, jointly offered by the Ashoka Trust for Research in Ecology and the Environment (ATREE) and The University of Trans-Disciplinary Health Sciences and Technology (TDU), was launched in 2021. This interdisciplinary programme equips students from both natural and social science backgrounds with the knowledge, perspectives, and skills needed to understand and address contemporary conservation challenges. The programme prepares graduates for impactful careers in corporate social responsibility (CSR) and Sustainability offices, development and conservation NGOs, and Government agencies managing environment and development portfolios. These professionals bring a practical edge to academia, bridging research and real-world application.

This practical, inter- and trans-disciplinary course sets a novel benchmark by fostering collaboration between academia and communities, ensuring students develop a holistic understanding of conservation practice. The Master's programme adopts a systems-thinking approach, enabling students to tackle complex environmental issues from multiple perspectives. The curriculum covers biodiversity conservation, restoration, climate change, sustainable development, water management and environmental justice, promoting cross-disciplinary research and collaboration. Through engagement with cutting-edge research and real-world conservation challenges, graduates emerge as leaders capable of shaping policy and practice in sustainability and conservation.

As the Academic Convenor, working with the MSc batch of 2024–2026 has been an enriching experience and we have about 86 students in the last 4 years. This cohort consists of hardworking and exceptionally talented students who have gained hands-on experience in applying interdisciplinary approaches to sustainable development and biodiversity conservation.

Given the right opportunities, I am confident these students will excel in their respective fields. With that conviction, I am pleased to introduce them to you.

G. Ravikanth
Sr. Fellow & Convenor, ATREE Academy

ATREE Faculties

Abi Tamim Vanak
Sr. Fellow

Aravind N.A.
Sr. Fellow

Ashish Kumar
Fellow in Residence

Asmita Sengupta
Fellow

Eapsa Berry
Fellow in Residence

T. Ganesh
Sr. Fellow

Milind Bunyan
Fellow

Priyadarsanan Dharma Rajan
Sr. Fellow

Priyanka Jamwal
Sr. Fellow

Rajkamal Goswami
Fellow

G. Ravikanth
Sr. Fellow & Convenor,
ATREE Academy

Sachin Tiwale
Fellow

Sailendra Dewan
Fellow in Residence

Saloni Bhatia
Fellow

Seshadri K.S.
Fellow

Sharachchandra Lele
Distinguished Fellow

Shrinivas Badiger
Fellow

Siddappa Setty R.
Sr. Fellow

Siddhartha Krishnan
Sr. Fellow

M Soubadra Devy
Sr. Fellow

Vinay Sankar
Fellow in Residence

TDU Faculties

Gurmeet Singh,
Professor and Dean
(Research and
Outreach)

Abdul Kareem
Associate Professor

Unnikrishnan P,
Professor, Member,
Academic Research
and Outreach Council

Coursework

First Semester

Course	Credits	Course Name
	3	Natural History and Basic Ecology
	2	Sociology for Conservation and Sustainability
	2	Economics for Environment and Development
	2	Fundamentals of Environmental Sciences
	2	Conservation Ethics, Issues and Concerns
	1	Basic English
	1	Basic Maths
	2	Communicating Science
	2	Research & Publication Ethics

Second Semester

Course	Credits	Course Name
	2	Remote Sensing & Geographical Information System (GIS)
	3	Advanced Research Methods
	2	Food Systems
	2	Biodiversity and Ecosystem Services
	2	Introduction to Climate Change
	2	C3 Practising Interdisciplinary Research on the Environment
	2	Water Resources

 FOUNDATIONS

 PERSPECTIVES

 DOMAIN SKILLS

 DOMAIN KNOWLEDGE

 ELECTIVES

Third Semester

Course	Credits	Course Name
	2	Project Cycle Management
	2	Conservation & Environment Policy
	2	Impact Assessment
	2	Cultural Diversity & Traditional Knowledge
	2	Field Immersion

Fourth Semester

Course	Credits	Course Name
	35	Project Semester (Thesis/Internship)

Electives

Course	Credits	Course Name
	2	Enterprise-based conservation, ecology and socio-economics
	2	Urban Ecology, Design and Practice for Sustainability
	2	Human-wildlife interactions in a rapidly changing world
	2	Ecological Restoration
	2	Conservation Technology
	2	Approaches to the Conservation

FOUNDATIONS PERSPECTIVES DOMAIN SKILLS DOMAIN KNOWLEDGE ELECTIVES


OUTSIDE THE
CLASSROOM

Experiential Programmes

Our programme weaves experiential and immersive learning into every semester, ensuring a hands-on approach to gaining knowledge, perspectives and skills.

During the second semester, students embark on mini projects and sectoral immersions, applying and testing key concepts, frameworks and methods in real-world settings. Each practical course is designed to enhance experiential learning, fostering collaboration and critical thinking.

Students work in groups, tackling real-world challenges that reinforce classroom learning through hands-on application. Below, you'll find details of these engaging experiential activities of the 2024 batch.

Experiential visits: *Advanced Research Methods Course Projects*

Malai Mahadeshwara Hills Wildlife Sanctuary Visit

Qualitative Methods

For the Qualitative Research Methods section, the students conducted a Focus Group Discussion (FGD) with local Lantana craftsmen. The discussion focused on the craftsmen's experiences with harvesting Lantana camara and creating various products from the invasive species.

The following day, the students were divided into small groups for transect walks across different villages. Each group included at least one Kannada-speaking member to facilitate communication with local residents. During the walks, they documented key village resources such as water sources, grazing areas, and forest patches, and engaged in informal discussions with villagers to understand socio-economic and environmental challenges, including crop damage from wildlife, limited access to drinking water, and inadequate health services.

At the end of the day, each group presented their findings through visual tools such as transect diagrams and village maps, highlighting major landmarks and resources. These presentations were followed by feedback sessions with faculty, who provided guidance on observation methods, interpretation, and presentation skills

Quantitative Methods

For the Quantitative Research Methods section, students were introduced to birding techniques, ethical practices, and species identification through a bird walk, followed by training in the point count method using standardized data sheets. They practiced laying 10×10 m vegetation plots to study plant diversity and learned herpetofauna sampling techniques through simulated exercises, emphasizing careful observation and handling. Additional exercises included measuring tree diameters (DBH), identifying tree species, and using 1×1 m quadrats for ground vegetation sampling. A field excursion through Ponnachi and Palar villages, including visits to the MM Hills Wildlife Sanctuary and night herping sessions, further deepened their understanding of field methods and guided the formulation of relevant research questions for their group projects.

Biodiversity and Ecosystem Services Course Projects

Sl	Group	Title
1	Group 1	Visitor Diversity and Visitation Frequency in Wrightia Tinctoria.
2	Group 2	When a Plant Spreads, Do Bird Guilds Change?
3	Group 3	Study on Effects of Invasives (Senna, Lantana) on the Understorey Vegetation in MM Hills.
4	Group 4	What goes behind making a dung ball?: A study on roller dung beetles.

Food Systems

As part of the Food Systems course, the students visited the Nilgiris to study the complex linkages within the tea industry. The visit included interactions with an Adivasi village to learn about wild edibles, kitchen gardens, and the use of foraged plants in addressing common ailments. They also visited the Keystone Foundation to understand sustainable honey-harvesting practices adopted by local communities. A tea-tasting session introduced them to the diverse flavours of regional teas and demonstrated how processing methods influence taste. Following the field visit, the students reflected on their learnings through an essay capturing their observations and insights from the Nilgiris experience.

Water Resources

The MSc students visited Jakkur Kere to understand the importance of water quality and its influence on the overall health of urban lakes. The students measured the dissolved oxygen content in the lake body along the water depth to observe the variation in oxygen concentration at various depths. Then the students visited the Hebbal Sewage Treatment Plant to understand the various stages of sewage treatment as a part of the urban water resource management system. The students were taken around the facility, where they were shown the various treatment units as the sewage got treated, with explanations about the various processes being employed in the different treatment units.

Practising Interdisciplinary Research on the Environment (C3)

This course builds on the disciplinary knowledge to which students were exposed in semester 1 and focuses on the challenge of linking and integrating this knowledge to study society-environment interactions holistically. As part of the field component of the course, students analyzed a real-life 'successful' solution to an environmental problem. The details are as follows.

Sl	Groups	Project Title
1	Group 1	Amche Mollem Campaign
2	Group 2	Mendha Lekha (Community Forest Governance and FRA implementation)
3	Group 3	The Bhadra Tiger Reserve Resettlement Project
4	Group 4	Silent Valley Campaign
5	Group 5	Plachimada's Victory Against Coca-Cola

Field Immersion

During the third semester, students immerse themselves in field-based learning. For 2 weeks, they carry out fieldwork with different projects at ATREE or with other organizations. For the 2024 batch, the field immersion commenced from 15 - 26 September 2025. The details of the individual immersion projects are below.

Socio-Hydro-Ecological Survey of Orans in Bikaner, Rajasthan

As part of the field immersion, one group of students visited Bikaner, Rajasthan, to study the socio-hydro-ecological dynamics of Deshnok in the arid landscape of the Thar Desert. They conducted household surveys to understand local dependence on groundwater and other water sources, and examined the role of Orans—community-managed common lands—in supporting livelihoods and livestock, while assessing changes in water sources over time. Discussions with the community provided insights into the spread of invasive species and their ecological impacts, as well as agricultural practices and water use for irrigation. The team also carried out a camera-trap survey to study mammal activity in grazing commons and a baseline vegetation survey in Jorbeer, Bikaner.

AMP – Himalayas Initiative in Khangchendzonga Landscape

1. To collect baseline data on human-wildlife conflict and methods of mitigation through community perceptions and patterns of encounters in Sittong region of Darjeeling, West Bengal.
2. To document, analyse and understand the traditional agroforestry practices and changing perspectives of people towards traditional agroforestry due to climate change and social factors in the Sittong region of Darjeeling district.
3. To assess butterfly diversity, abundance, and distribution as bioindicators of ecosystem health and habitat change in the Sittong Region of Darjeeling, West Bengal.
4. To document and map key ecosystem service sites (e.g., sacred groves, water sources, forest patches) with community input and understand the communities' perceptions of these services using PRA tools in the Sittong region of Darjeeling, West Bengal.
5. To observe and document amphibian diversity across socio-ecological landscapes in the Sittong Region of Darjeeling, West Bengal, using call surveys, photographic evidence, and quadrat methods, as well as to record traditional harvesting practices of edible frogs in different communities.

WASSAN Project – Vishakhapatnam, Andhra Pradesh

WASSAN's field immersion integrates preparatory meetings, scoping exercises, and participatory workshops to understand community practices and the socio-ecological context. The team collaborated with WASSAN staff, CSOs, and local communities to finalize study sites and gather information on literacy, crops, and community history. Nutrition and health scoping assessed household food practices, resource allocation, common ailments, and traditional knowledge. Transect walks with elders and farmers documented historical, social, and ecological changes, while soil sampling and biodiversity workshops evaluated the impacts of interventions. Participatory tools, such as biodiversity tracking, actively engaged communities in data collection, decision-making, and learning, combining technical assessment with local knowledge and cultural perspectives.

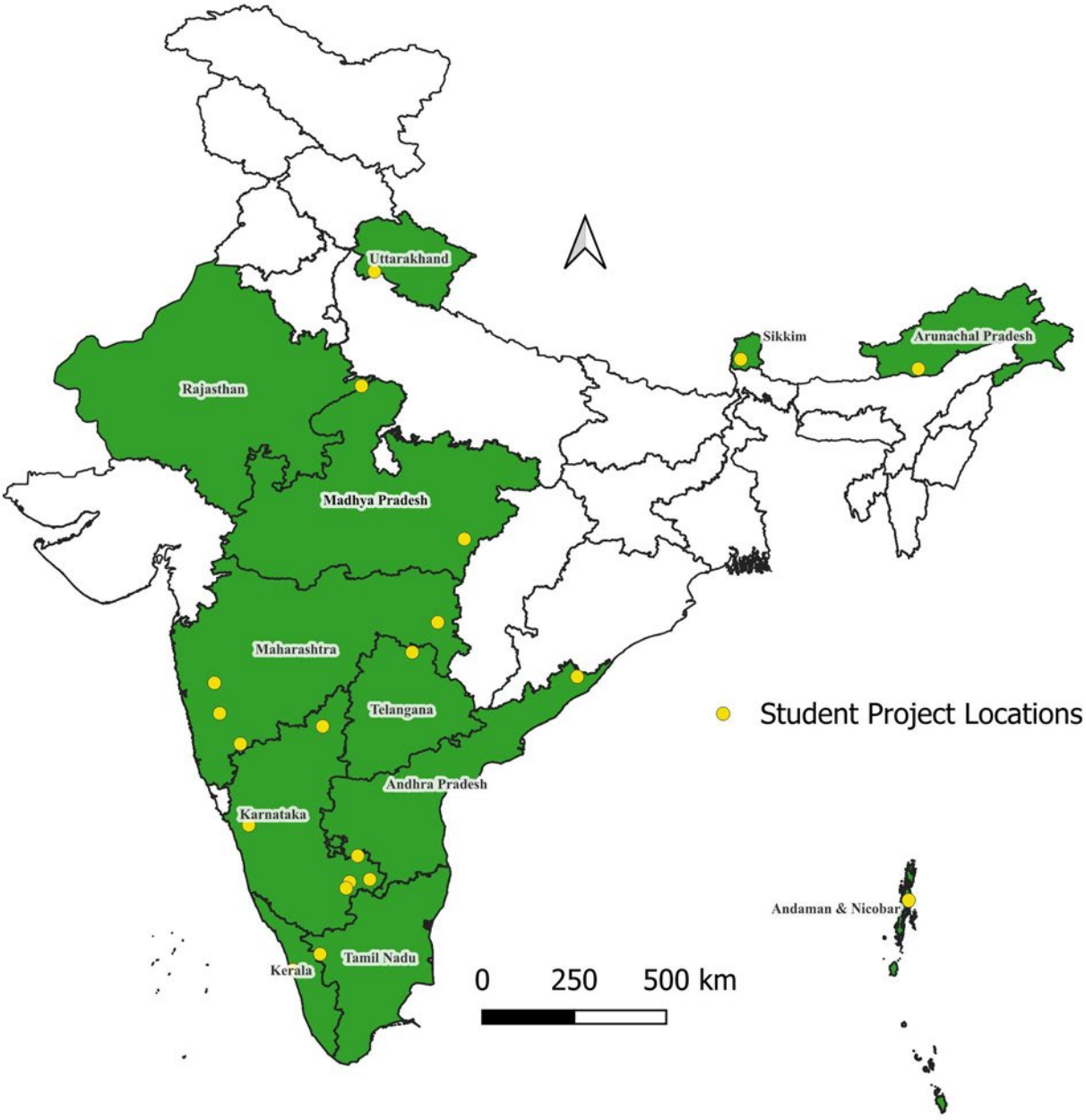
Place-Based Education - Darjeeling

A group of our 2024 batch MSc students went to three Govt. Schools in Sittong, Darjeeling, to work on Place-Based Education with children in Mahaldiram, Mamring, and Panchabhatti, as part of their field immersion programme. Engaging with students from classes 5-10, they talked about environment, sustainability and climate change, led them on nature trails and interesting activities to build a deeper bond with the nature around them. They engaged with hands-on activities such as making a compost pit, nature journaling, local resource mapping, soil testing and working towards kitchen gardening. Through the project, they hoped to facilitate learning and environmental stewardship.

Community-Led Biodiversity Conservation and Climate Resilience - Umsning, Meghalaya

1. To look into human-animal interactions, perception, and conflicts in three fringe villages in Baksa district, Assam, with the collaboration of a local NGO, “Manas Maozigendri Ecotourism Society”. They also did birding with the people in the NGO since they are known for their work on grassland restoration to conserve the habitat of Bengal floricans and hispid hares. They were also taken to a king cobra rescue and release operation by the Assam Forest Department.
2. They documented the Indigenous Traditional Knowledge (ITK) on agriculture and related activities in the six villages under the BOSCO Integrated Development Society (BIDS) small grant program. FGDs were conducted in every village, and ITK on traditional ginger cultivation practices via the Jhum cultivation method, hill paddy agriculture, and community land management was recorded. The work also gave them an inside of their perspective, relationship, and knowledge on nature and the effects of climate change.

Final Dissertation/ Internship Locations



Internship


BOSCO INTEGRATED DEVELOPMENT SOCIETY
BIDS


CPF


Institute of
Natural Resources


IRRI


JEEVAN SHIKSHA


MMES


SACON


WASSAN


Wildlife
Conservation
Trust


Nature
Classrooms


iihs
INDIAN INSTITUTE FOR
HUMAN SETTLEMENTS

My MSc at ATREE provided me with a strong interdisciplinary foundation in sustainability, climate change, and the social dimensions of environmental challenges. The coursework and research training strengthened my analytical and research skills, and encouraged engagement with real-world development issues such as livelihoods, gender equity, and resource management. This foundation has been very valuable in my current role at Samavit, where I work on projects related to livelihoods, climate resilience, WASH, and sustainability. The program helped me understand how environmental and social systems intersect, and that perspective continues to guide my work in the development sector.

Vinhu V (2023 Batch)
Associate - Projects & Research, Samavit Vikas Pvt Ltd.

Alumni Testimonies

The ATREE-TDU MSc course equipped us with invaluable skills to apply to conservation practice. The variety of courses offered encouraged us to think critically about conservation, even questioning the very idea of conservation, so that we can better and more intentionally contribute to this field. It also gave us the freedom to explore areas that were previously unfamiliar. Through my final semester internship, I was involved in the backend development of conservation technology, which gave me the opportunity to learn something entirely new and tackle hurdles that accompany this process. Through this experience, I developed highly transferable cognitive and analytical skills that I find myself applying to my current job in marine megafauna research.

Manya Muthanna Kotera (2023 Batch)
Research Associate, ReefWatch Marine Conservation

The Master's in Environmental Studies (Conservation Practice) helped me understand problems from multiple perspectives, which is essential for problem-solving. The course improved my critical thinking skills, allowing me to better grasp my environment and its workings. RS-GIS, quantitative research, science communication and policy analysis are some of the skills I learnt during the course, and I found these very essential for my career.

Aman Gupta (2022 Batch)
Senior Executive – Sustainability Tamara Leisures Ltd

Alumni Testimonies

The course enhanced my systems and critical thinking, allowing me to view challenges more holistically. It continues to help me consider multiple perspectives and develop well-rounded, sustainable solutions in both professional and personal contexts. Learning QGIS was unexpectedly useful, even for tasks like property hunting and layout planning. Additionally, concepts around sustainable living shaped my lifestyle choices, helping me adopt eco-friendly practices at home.

Supreetha Devarakonda (2022 Batch)
Associate – Grant Management, Ashraya Hastha Trust

The two years of my MSc were very rewarding. It was a journey where, step by step, as time passed, I opened myself to the social side of the environment and action-oriented work and could integrate my scientific research background into it, thanks to all the support and encouragement I received. The strength of this programme and ATREE overall is its people. I have learnt so much from the PhD students (current and passed out), my batchmates and the faculty, some of whom have also become good friends. Some classes did not let me sleep at night in the initial days – it was an intellectually stimulating experience for a science student like me chartering new territories.

Harshit Mishra (2021 Batch)
Project Manager, Foundation for Ecological Security

Alumni Testimonies

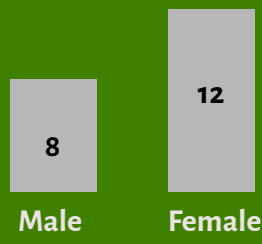
The Conservation Practice course created a space for people from different areas of expertise to come together, each with their own unique perspectives. Throughout the course, we got to discuss and debate various perspectives on conservation. These classroom exercises were always interesting and fun, and would often leave us with more questions than answers. On a personal note, the course provided me with a safe space to truly express myself and grow as a person and at the same time challenged me to push my limits.

Kezia Kunapareddy (2022 Batch)
Research Assistant, ATREE

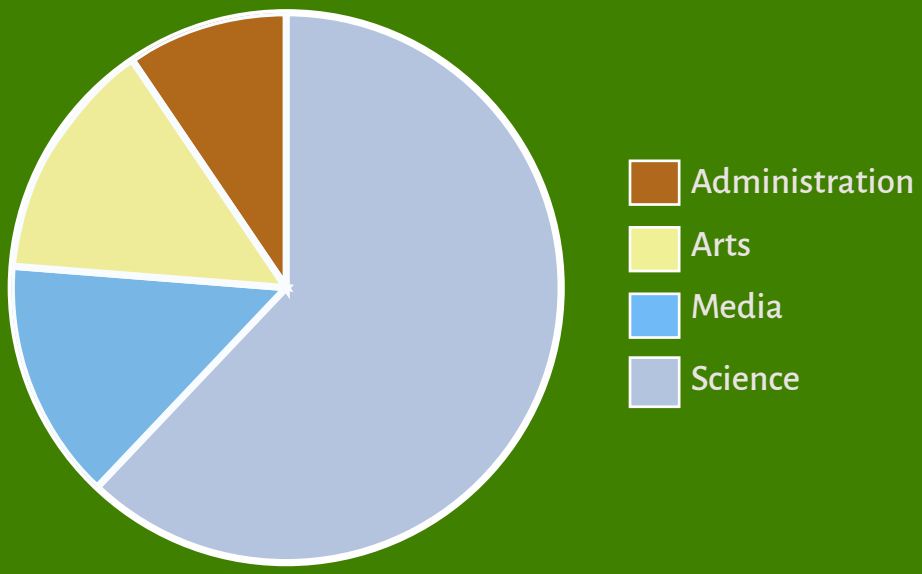
STUDENT PROFILE

Batch Profile (2023–25)

Gender Break-up



Educational Background



Achyuth Sundar

Why Conservation Practice? Driven my a desire to protect biodiversity and the environment from anthropogenic threats, I chose conservation practice to gain interdisciplinary skills for transforming passion into effective action.

Future Ambitions: Aspiring to conduct impactful research that informs on-ground conservation and policy. Dedicated to working with communities across diverse ecosystems to translate scientific findings into sustainable, real-world wildlife protection strategies.

Skills: Research and data analysis, QGIS, photography and post-processing; communication and stakeholder engagement.

Languages: English, Hindi and Tamil

Thesis: Illegal wildlife trade of tarantulas: Trends, trade networks and conservation implications

Ajay Vallabhaneni

Why Conservation Practice? This interdisciplinary course helped me to understand that conservation practice isn't nature or biodiversity. It overlaps with people, policies and research, creating a complex social-ecological framework.

Future Ambitions: To work at the intersection of water conservation and agroecology, applying research and participatory approaches to support climate-resilient livelihoods for a sustainable future.

Skills: Agroecology and sustainable farming practices, Water conservation & landscape planning, QGIS mapping and data analysis and participatory research & field-based analysis.

Languages: English, Telugu and Hindi

Internship: Assessing the impact of crop farming intensification on water dynamics in India and South Africa

Anagha S

Why Conservation Practice? Utilising my sociology & nature education background, I want to actively engage people in intersectional conservation and make them realise we are part of nature, not above or against it.

Future Ambitions: I want to work on documenting TEK from community elders, guiding nature trails and creating inclusive learning spaces for children to contextually understand the environment from their immediate surroundings.

Skills: Writing & communication, visual content creation & photography, guiding nature walks.

Languages: English, Malayalam, Tamil, Hindi. Conversational: Kannada, Marathi, Nepali

Internship: Learning from What & How Animals Eat: Designing Nature-Based Environmental Education for Young Learners

Ananya Guru Sangameshwar

Why Conservation Practice? To tackle environmental-developmental issues with nuance and integrate people, policy, research and practice through interdisciplinary perspectives.

Future Ambitions: To enable civic action, water resources conservation, waste management, ecosystem stewardship and inclusive restoration. I aspire to facilitate dialogue, collective reimagining and sustained engagement around such issues and embed agency, dignity, joy and care into the process.

Skills: Creative communication, campaigning and stakeholder engagement; environmental education and facilitation; sustainability in systems – water, food, waste, land; environmental sampling and participatory research; environmental policy analysis; remote sensing and GIS

Languages: English, Hindi, Telugu, Tamil and Kannada

Thesis: Impacts of restoration on vegetation structure, function and ecosystem services in semi-arid savannas

Aravind Kacham

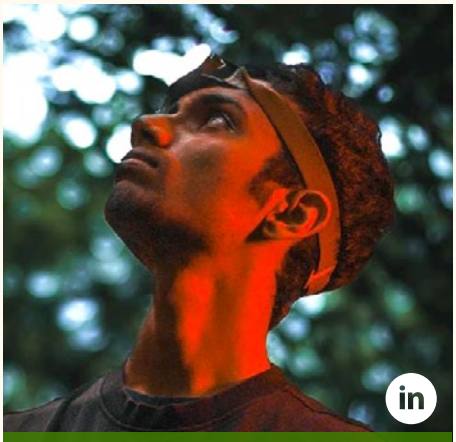
Why Conservation Practice? To learn and bridge environmental and ecological science with political economy and community perspectives, questioning assumptions and democratizing natural resource management for more inclusive conservation and livelihoods.

Future Ambitions: I want to co-design and learn inclusive rural and urban planning frameworks and projects that strengthen livelihoods, rights-based resource management, nutritious food, supply chains, (low-carbon pathways), youth aspirations and social entrepreneurship to ensure projects reflect real community needs and integrate ecological resilience into everyday development.

Skills: Participatory fieldwork and curious learner, project coordination and systems thinking approach. Along with QGIS, mWater, Excel and R studio.

Languages: English, Telugu, Hindi and Odia

Thesis: Navigating Conservation, Land, and Livelihoods: Socio-Ecological and Economic Dynamics in the Proposed Kumarambheem Conservation Reserve, Asifabad. (Telangana)



Ashrith GS

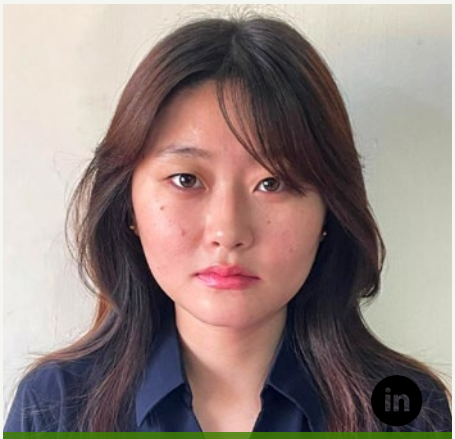
Why Conservation Practice? Conservation Practice blends rigorous field ecology with applied social-ecological thinking for meaningful environmental impact, which would help me evolve into a interdisciplinary thinker.

Future Ambitions: PhD research in freshwater ecosystem resilience, advancing conservation through interdisciplinary approaches and community engagement.

Skills: Freshwater macroinvertebrate taxonomy and ecology, GIS and spatial analysis, statistical analysis and data visualisation

Languages: English, Kannada and Hindi

Thesis: Assessing spatial and temporal patterns of macroinvertebrate diversity in freshwater tanks linked to KC Valley project.



Chhering Drema Thongon

Why Conservation Practice? Before coming to ATREE, I did not realise how limited my idea of "conservation" itself was. ATREE has shaped the way I see Conservation Practice, which is not just limited to the conservation of biodiversity or species. It could mean more than that under different contexts and conditions. I, too, want to make a difference in how the general population sees conservation.

Future Ambitions: To pursue a PhD in the field of glacial hydrology.

Skills: Team work, communication and flexibility

Languages: English and Hindi

Internship: Co-designing mitigation strategies to reduce crop-raids by Asian Elephants (*Elephas maximus*), south of Pakke Tiger Reserve

Why Conservation Practice? Having been brought up in a natural environment, I understand that biodiversity and sustainable ecosystems need protection, and by protecting and enhancing conservation efforts, we are ultimately protecting ourselves.

Future Ambitions: Learn and invent new sustainable ideas to support the community. Attain more human-wildlife interaction-related projects and try to develop AI technology-based conservation practices without neglecting bias.

Skills: Ecological understanding, analytical skills, field-based research.

Languages: Gujarati , Hindi and English

Thesis: Comparative Assessment of Bird Diversity in Forest Patches Across Different land use in Eastern Himalaya

Ghediya Krishna

Gokul Govind R

Why Conservation Practice? To understand and address the ecological root causes behind environmental problems by working across disciplines and building on my work experience in water resources and livelihoods domains.

Future Ambitions: To work in water and natural resource management at the intersection of research, practice, and policy, while contributing technically to strengthen water resource governance.

Skills: GIS and remote sensing, project management, donor and partner management.

Languages: English, Hindi, Malayalam, Tamil and Odiya

Internship: Co-developing catchment assessment for urban lakes in Bangalore

Isha Mahesh Gokhale

Why Conservation Practice? With the world rapidly becoming more complex and interconnected in its development, I believe that comparable measures need to be upkept and taken in terms of conservation to ensure that this growth isn't at the cost of the environment and groups that are vulnerable to its negative effects.

Future Ambitions: I intend to study ecology with a special, heightened emphasis on species (such as various bat and insect species) that are poorly understood, not charismatic and often have their importance to the ecosystem understated, despite being vital to its functioning. I wish to measure their role in such ecosystems while highlighting their invaluability.

Skills: Field survey techniques and biodiversity sampling, scientific writing and editing, public engagement and ecological education.

Languages: English, Hindi and Marathi

Thesis: Ecology of apodid grooming behaviour

Muhammad Amaan Shaikh

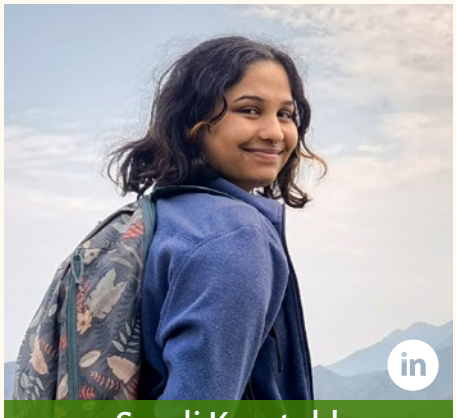
Why Conservation Practice? To move beyond theory and understand ground realities; how conservation is practised, how it can be improved, what is ethical, and whose voices should be heard, and by whom.

Future Ambitions: To work in animal behaviour and cognition, advance enterprise-based conservation initiatives, and bridge science with community knowledge through filmmaking and creative outreach.

Skills: Interdisciplinary research & field methods, community engagement & participatory conservation, creative design and thinking.

Languages: English, Hindi, Konkani and Kannada

Thesis: Speak of the Jackals: Documenting traditional ecological knowledge on Golden jackals (*Canis aureus*) in Uttara Kannada, Karnataka.



Sayali Kaustubh Pandharipande

Why Conservation Practice? I want to work towards biodiversity conservation that is grounded in practice and real-world contexts. This course helped me better understand the interdisciplinary dimensions of conservation.

Future Ambitions: To work at the intersection of ecology, society and conservation through interdisciplinary and field-based engagement.

Skills: Interdisciplinary research, community engagement, fieldwork, Remote Sensing (RS) & GIS, filmmaking and visual storytelling.

Languages: English, Marathi and Hindi.

Thesis: "Green" mining, livelihoods, and rights in Surjagad, Gadchiroli, Maharashtra.

Shailashree

Why Conservation Practice? Conservation Practice allowed me to think from multiple perspectives and enabled me to combine ecology, livelihoods and spatial analysis to address environmental challenges through interdisciplinary approaches.

Future Ambitions: To work at the intersection of research and policy on climate and water systems through mixed methods research to support an equitable and sustainable future.

Skills: Participatory research, QGIS analysis, quantitative data analysis, climate and water system analysis.

Languages: English, Kannada, Hindi

Internship: Understanding heat exposure, water security, and public health in Kalaburagi

Why Conservation Practice? Conservation Practice provides the space to understand and navigate the complex negotiations and trade-offs at play between people, policy, and ecology.

Future Ambitions: To integrate ecological and social research to navigate the relationships between people and nature and use science communication to translate these findings into effective conservation practice.

Skills: Ecological field surveys and biodiversity monitoring; GIS and spatial analysis; stakeholder engagement and science communication.

Languages: English, Hindi and Marathi

Thesis: Perceptions of an Exotic Species *Gliricidia sepium* in a Tropical Savanna

Siddhi Kulange

Theekshitha Thangavel

Why Conservation Practice? Because it is putting words into action, it's the way forward to make real changes.

Future Ambitions: I read somewhere once that we know far more about outer space than we do about our oceans. Our oceans bear the brunt of our actions. I want to use the tools my Master's degree has imparted me with to dive into research, problem-solving, and research-driven mitigation plans that can help our ocean ecosystems adapt to our status quo. But secretly I also want to work on marine megafauna such as whales, as they've always captivated me.

Skills: Research, field sampling, teamwork, QGIS, Data Analysis.

Languages: English, Tamil and Japanese

Thesis: Using MaxENT to assess Current and future distribution of primate species in the Western Ghats

Why Conservation Practice? The Conservation Practice course helps me understand the scientific aspects of sustainable resource management, which I can apply in natural resources management and inclusive growth industries, where I want to work.

Future Ambitions: I want to work in industries that incentivise and add value to sustainable practices and methods of production.

Skills: Policy analysis, value addition to sustainable products, sociological research

Languages: English, Tamil and Hindi

Thesis: Drivers of food sovereignty issues in the tribal and non-tribal communities of Anaikatti Hills, Tamil Nadu and Mandla district, Madhya Pradesh.

Throvnica C

Vedika Kalra

Why Conservation Practice? I chose to study conservation practice to build skills and knowledge across disciplines to be able to address conservation challenges and benefit people and biodiversity.

Future Ambitions: To use data analysis and remote sensing to drive meaningful impact in conservation.

Skills: Remote sensing and GIS, R, Communication

Languages: English, Hindi and Tamil

Internship: Internship with Wildlife Conservation Trust: Assessing the cumulative impacts of altered dry-season hydrology and sediment disturbance on endangered crocodilians and turtles in the Gangetic plains.

Why Conservation Practice? Conservation Practice lets me integrate groundwater, geology, ecology, and social research to address real-world environmental problems through fieldwork, data analysis, and community engagement, while strengthening both my scientific and practical skills.

Future Ambitions: To become a hydrologist working on groundwater-geology linkages, using field research, data analysis, and community-driven solutions to improve water security and climate resilience in vulnerable landscapes.

Skills: Data analysis, laboratory techniques for water quality and microbiology and GIS and remote sensing for environmental research.

Languages: English, Marathi and Hindi.

Thesis: From drains to grains: Longitudinal assessment of groundwater, crop health, and SAT effectiveness of the HN Valley treated wastewater project.

Vidula Rajemane

Vighnesh Manoj

Why Conservation Practice? A degree in Conservation Practice, unlike its allied single-discipline degrees, enables a multidisciplinary perspective that draws on elements from ecology, sociology and education. I believe this holistic approach is likely to yield better solutions to challenging environmental problems.

Future Ambitions: Working at the intersection of conservation and education, I would like to customise environmental education curricula to better fit the localised nature of the environmental issues directly relevant to the students themselves.

Skills: Environmental education facilitation, TLM and syllabus development, and RS and QGIS

Languages: English, Hindi and Malayalam

Internship: Environmental education and livelihoods; A Vangujjar initiative, Jeevan Shiksha internship.

Why Conservation Practice? I selected Conservation Practice to learn about the interaction of humans and nature, enhance sustainable land and water use, and community adaptation to environmental and climate change.

Future Ambitions: My vision is to be involved in conservation and climate adaptation efforts, creating feasible solutions to sustainable agriculture, ecosystem management, and resiliency of communities to environmental and climatic issues.

Skills: Environmental & Agricultural Research, Data Analysis & GIS Skills, Community Engagement & Communication

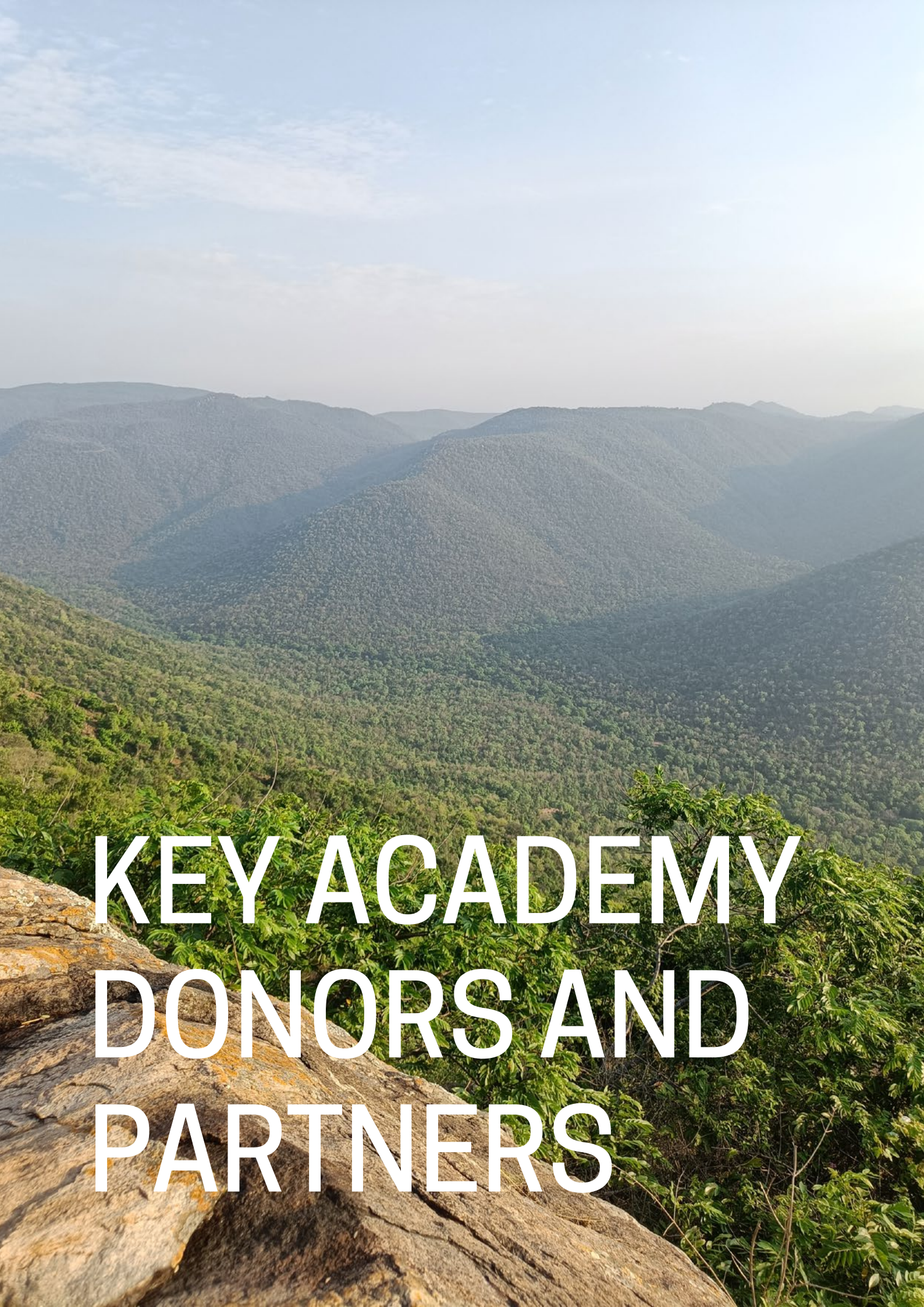
Languages: English and Malayalam

Thesis: Drivers of farming system change and intergenerational adaptation to climate change in the Kole Wetlands of Kerala.

Vishnu A K

MSc ALUMNI PLACEMENT

Alumni Placement



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MSc Student
2024 Batch

Contact Information

Sriram Ravichandran
Placement, Communications and Certificate Course Manager,
Ashoka Trust for Research in Ecology and the Environment (ATREE),
Royal Enclave, Srirampura, Jakkur, Bangalore 560 064
academy.placements@atree.org | +91-80-23635555 (Extn: 121)

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