

POSTGRADUATE PROGRAMMES

DEVELOPING LEADERS FOR SOCIAL CHANGE



Master of Arts in Education

(Brochure 2017-19)

Brief overview of the University



Azim Premji University was established under the Azim Premji University Act 2010 of the Government of Karnataka. Azim Premji Foundation, the sponsoring body set up the University as a fully philanthropic and not-for-profit entity, with a clear social purpose.

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

The University started in 2011 and since then has admitted over 1500 students. It currently offers four postgraduate programmes with eight specialization options and an undergraduate programme with honors option. Four batches of postgraduate students have graduated and consistent with our social purpose, almost all of them work in various roles in the social sector contributing to the development of the country.

In a very short span of time, the University has built a team of 200 including faculty, administration and research. The University conducts several continuing education programmes, in collaboration with many state governments, for functionaries in the education and development domains.

Research is an important area of emphasis and the University Research Centre is currently engaged in several research projects in the Education and Development domains. In addition the University also hosts national and international conferences, seminars, workshops, public lectures and brings out resource material and publications in English, Kannada and Hindi as a contribution to India's school education.

About the Programme

The programmes follow a semester and credits based system, consisting of a set of essential core courses that develop foundational understanding and a wide range of elective courses (in the academic year 2016-17, we have more than 100 electives on offer).

Students can acquire specializations within the programme by choosing a specified set of electives within their area of specialization. Innovative curricular approaches include the option to design and conduct an "Independent Study". Students also have the opportunity to choose courses in areas like Art, Cinema, Music, Theatre, Sports, and Literature etc. to expand their area of interest.

Field practice is an integral component of the programme and students spend 16 weeks in field work at partner organizations engaged in different formats; Immersion, Internships, Research and Independent interventions, mentored and guided by faculty and field supervisors.

POSTGRADUATE PROGRAMMES OVERVIEW

Postgraduate Programmes	
Programmes	Specialisations
Master of Arts in Education (Two year, Full time, 72 credits)	<ul style="list-style-type: none"> • School Organization, Leadership and Management • Curriculum and Pedagogy • Early childhood education • Teacher Professional Development
Master of Arts in Development (Two year, Full time, 72 credits)	<ul style="list-style-type: none"> • Livelihoods • Law, Governance and Policy • Public Health • Sustainability
Master of Arts in Public Policy & Governance (Two year, Full time, 72 credits)	<ul style="list-style-type: none"> • Specializations being planned
Masters' Programme in Law – LL.M. (One year, Full time, 36 credits)	Law and Development



Unique and Challenging Learning Environment

The teaching and learning processes inside and outside the classroom are designed to ensure that students and faculty engage each other in dialogue and discussions so that they develop deep critical thinking and self-learning abilities.

Curriculum

Foundational understanding of the domain through core courses and over 100 electives for students to choose from. Open courses in Art and Craft, Music, Cinema, Literature, Science etc. going beyond the domain to cater to student interests.

Faculty

The faculty team of 130 comes with extensive experience in teaching, research and field practice. The high student teacher ratio of 1: 10 enables close support, mentoring and feedback. [Click here](#) for details on faculty profiles.

Integrated Field Practice

A mix of field experiences spread across all semesters consisting of Immersion visits, 6 week organizational internships, faculty mentored research projects and 8 week independent field projects.

Vibrant environment

Learning opportunities through various events - Weekly guest lectures, national and international conferences, workshops.

Learning from Diversity

Students from twenty five states, different educational and socio economic backgrounds, fresh and with work experience. Over 50 % of our students are women.

[We value and encourage this diversity and you will enjoy and learn with this experience](#)

Master of Arts in Education



Education is so closely associated with people's lives that every individual in the society holds a view about it. However, one begins to recognize the complexity when we discuss the specific problems facing public education in India such as differential access to schooling, problems of infrastructure, lack of quality teaching, children's learning problems and so on, among others.

The Master of Arts (M.A.) Education Programme at Azim Premji University is a broad-based programme of study that includes theory, practice, research, policy and planning in Education. It aims to preparing people with good understanding of education, capabilities for action and deep social commitment.

The structure of curriculum with core and elective courses and specialization streams ensures that the students are initiated into thinking and studying the whole range of educationally important areas of knowledge as well as get a chance to specialize in the area of their interest. Therefore, most of the students go out with an enquiring mind, a set of capabilities to act and to work for social justice in the society.

The key objectives of the programme are:

- **Understanding educational theory:** Introduce students to theoretical approaches in Education
- **Understanding educational practices in Indian school education:** Help understand educational practices, policies, settings and contexts.
- **Implementing independent educational interventions:** Develop capabilities to plan and implement independent educational interventions
- **Nourishing professional development:** Build capabilities for self-learning and self-motivated professional development.

Programme Design

The M.A. Education is a full-time 2 year, 4 semester programme of 72 credits with credit distribution as follows:

- Core courses (Semester I and II) : 32 Credits
- Electives (Semester III and IV) : 26 Credits
- Field practice (All the semester) : 10 Credits
- Open courses (Any semester) : 4 Credits

SEMESTER I	SEMESTER II		SEMESTER III	SEMESTER IV
Philosophy of Education	Philosophy of Education		Elective 1	Elective 6
Sociology of Education	Child Development and Learning		Elective 2	Elective 7
Child Development and Learning	Introduction to Education Research		Elective 3	Elective 8
Education Policy and School Systems	Curriculum Studies		Elective 4	OR
Comparative History of Education	Political Economy of Education		Elective 5	Option of Independent Study
Open Course 1	Open Course 2			
Field Immersion (2 Credits)	Research (2 Credits)		Field Project (6 Credits)	
20	20		15	17

Core Courses: The core courses will introduce students to key issues in educational thinking and practice. Courses are designed to help students understand education in general as well as in a large democratic, multi-ethnic, multi-lingual and multi-religious society. The idea is to introduce students to issues, problems, key ideas of investigation in each area of study. These courses are mandatory for all students and are 3 or 4 credit ones.

Electives: The elective courses are designed to build knowledge bases – theoretical, practical or procedural -- in particular areas of education. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of educational theory and practice. Typically, 40 – 50 electives are on offer each year. Electives could be 2, 3 or 4 credits.

Independent Study: Students can choose to do a faculty guided independent study, in the fourth semester. This gives students the freedom to go beyond the syllabus and explore a topic of their interest in depth. They will have the freedom to define not just the topic of their study but also to shape the final work and the parameters for evaluation.

Open Courses: A well-rounded and balanced curriculum that allows students to explore areas that focus on themes related to the arts, culture, the sciences and other subjects of topical interest. Students are required to study two courses from a wide range of subjects such as literature, arts, cinema, epics, science, history, dance etc. based on their interest. About 10-15 open courses are offered each semester. [Click here](#) for details on Open Courses.

Field Practice: Engagement with field practice forms an integral part of this Programme. It attempts to help students develop a deeper understanding of the implications of the theoretical and conceptual ideas being developed in the programme. The objective is to expose students to a variety of field settings in Indian educational contexts in order to sensitize them to issues related to the practice of education. Field practice is held in all the semesters, either during the semester or in the intervening period between semesters.

Type	Short Description
Weekly Practicums One Day per week	Practicums are field experiences comprising an organized set of activities outside the classroom with the aim of embedding theoretical learning in practical experiences. They run in parallel with the courses and students learn to conceptualize, plan and implement, critically examine some of the practices in various institutions. They also learn to work in groups.
Field Immersion, SEM I, Two Weeks	The key objective of the first semester field engagement is to provide students with exposure to different levels of the government education system and to offer first-hand experience. They will be provided with a variety of alternatives in terms of levels and contexts of exposure to the different structures, processes and activities that are important parts of the education system.
Research Project SEM II Two Weeks	The primary objective is to provide students a chance to work independently on a research project. They will be in field settings, conducting and recording observations and interviews, to complete a small, supervised research project. All phases of the research project from conceptualization to implementation, analysis and writing will be completed through guidance received through the "Introduction to Education Research" course.
Independent Field Project SEM III and IV Six Weeks	This is aimed at providing students a focused opportunity to work on a specific issue/problem related to the practice of education. The work will develop capacities in students in all phases of a project from reading and planning, to implementation, analysis and reflection, and oral as well as written reporting. The field engagement work of the third semester will be linked to the students' areas of specialization. The work could take a variety of forms such as Research, Teaching, Internship and Curriculum Development. Each student will have a mentor at the placement institution, along with the University faculty member.

Specializations

Students have the option of choosing specializations through taking electives as well as doing their final semester independent field project from their specialization area. In total 18/72 credits should be from the specialization area. Currently, the specializations on offer are as follows and more may be added. Students can also do a general programme, without opting for any specializations and in that may choose any elective, based on their interest.

Specialization	Description
<p><u>Curriculum and Pedagogy</u></p> <p>Specialization electives example:</p> <ul style="list-style-type: none"> • Pedagogy and Curricular Material Development courses in language, Maths, Science, Social Science • Assessment in Education 	<p>The C&P specialization enables students to gain sufficient understanding of the issues concerning design, development, implementation and assessment of curriculum, associated material development and the capability to engage in research in this area.</p>
<p><u>Early Childhood Education</u></p> <ul style="list-style-type: none"> • Early Childhood Education: Policies, Principles and Practices • Planning, Management and Evaluation of ECE programs and institutions • Early Mathematical Development • Assessment in Early Childhood Education 	<p>The specialization aims to build a comprehensive understanding of early childhood education and establish the crucial linkage of early year's development and education of children. They get to critically analyze various policies, programs and schemes pertaining to early childhood education in India and learn to plan and implement appropriate curriculum and pedagogic practices</p>
<p><u>School Leadership, Organization and Management</u></p> <ul style="list-style-type: none"> • Introduction to School Leadership and Management • Approach to Changing Educational Practice • Economics of Education • School System Analysis 	<p>This helps students understand schools as organizations and recognize the complexity and challenges of working with schools and their supporting institutional structures. It develops an understanding of policy, regulatory and governance frameworks and systemic challenges within the Indian school education system</p>
<p><u>Teacher Professional Development</u></p> <ul style="list-style-type: none"> • Education of Teachers • Continuous Professional Development • Research in Teacher Education • Comparative Teacher education 	<p>This specialization will include attention to both pre-service teacher education (PSTE) and continuing professional development (CPD) of in-service teachers, often seen as two distinct processes. There is an urgent need in the field for professionals who can meet the challenges of educating teachers in the light of <i>National Curriculum Framework (NCF)</i> and the <i>National Curriculum Framework for Teacher Education (NCFTE)</i></p>

Faculty

Our faculty come from disciplines such as Philosophy, Sociology, Psychology, History, Political Science, Organizational studies and a keen interest in applying this to the domain of education. Many of them also come with a deep field experience in setting up and running schools, working with grass root organizations, government educational programmes etc. This breadth allows us to offer several interdisciplinary courses as part of the curriculum.

Apart from teaching they also are engaged in research projects, with policy issues, institutional reforms and other areas in Education. Students will also benefit from the University's close association with Azim Premji Foundation which has been working with eight State Governments in India in shaping and implementing policies and programmes in the primary education sector.

Detailed profiles are available at: <http://azimpremiuniversity.edu.in/faculty-EDU>

Career Opportunities in Education sector:

There is a pressing need for people who understand education and can assume a variety of responsibilities ranging from classroom teaching, policy formulation, theoretical or conceptual analyses in education.

Students with an M.A. Education can thus look forward to roles in organizations that work in the broad domain of education; NGO's working in the implementation of educational programmes in the public and private space, in design and development of teaching learning materials connected to the school curriculum, as researchers with educational / policy work institutions, teacher educators in teacher training institutions, schools / school chains both mainstream and alternative, early childhood centers etc. Some students also choose to be school teachers or pursue higher education opportunities.

[Click here](#) to read more about our placements.

ADMISSIONS: Apply Now

We strive hard to ensure that students from disadvantaged economic, social, regional backgrounds can access quality higher education. This inclusion and diversity is important for us to realize our vision and purpose

- Admission tests and interviews in 30/15 locations, providing easy access
- Socio economically disadvantaged students are given additional scores in the admission process

Admissions are through a National Entrance Test (common for all the postgraduate programmes), followed by a personal interview for shortlisted students. The University may also decide to accept other entrance tests/ conduct more entrance tests if required.

Eligibility: Undergraduate degree in any discipline. Applicants completing their undergraduate degree in 2017 can also apply. We actively encourage applicants with prior work experience and provide additional weightage in the interview process.

- Online application at azimpremjiuniversity.apu.edu.in
- Last Date for Applications: **January 12, 2017**
- National Entrance Test : **January 22, 2017**

Contact Us

Website: azimpremjiuniversity.edu.in/admissions

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<https://www.facebook.com/azimpremjiuniversity>

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