



Azim Premji  
University

**M.A. EDUCATION PROGRAMME**

# **FIELD PRACTICE**

## **2017 - 2019**



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## The University

Azim Premji University was established in Karnataka by the Azim Premji University Act 2010 as a not-for-profit University and is recognized under Section 22F of the University Grants Commission Act 1956. The beginnings of the University are in the learning and experience of a decade of work in school education by the Azim Premji Foundation. The University offers Undergraduate, Postgraduate (Masters Programmes in Development, Education and Public Policy & Governance) and Continuing Education programmes. Our programmes aim to prepare students with great competence, integrity and social commitment.

## Vision

*Education for Social Change*

To contribute to the realization of a just, equitable,  
humane and sustainable society

## Mission

- Prepare graduates with great competence, integrity and social commitment
  - Expand the frontiers of knowledge in education, development and allied fields through research
  - Support and enhance the work of the education and development sectors in the country through continuing education
  - Contribute to change in policy and practice in the Indian education and development sectors through advocacy and public communication
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# Master of Arts in Education

(M. A. Education)



The Master of Arts - Education Programme at Azim Premji University is a broad-based programme of study that includes theory, practice, research, policy and planning in education. It has sought to forge interconnections with the larger context of education in India as well as with the range of principles and practices that inform education studies today. It attempts to develop educational professionals capable of analysis, reflection, conceptual thinking, and meaningful action.

Students who have done our programmes will develop the following:

- The vision, social concern, and motivation to create a basis for action.
- Understand the possibilities, successes and setbacks of his/her initiative.
- Take steps that help develop educational theory and practice further by finding contextually-grounded solutions.
- Broad imaginative and critical capacity, and an informed engagement with different perspectives.

The specific objectives of the programme are

- Understanding educational theory
- Understanding educational practices in Indian School education
- Establishing the theory-practice continuum
- Implementing independent educational interventions
- Nourishing professional development
- Creating cooperative communities and values of cooperation

## Programme Structure

<b>Semester I*</b> <ul style="list-style-type: none"> <li>• Child Development and Learning I</li> <li>• Comparative History of Education</li> <li>• Educational Policy and School Systems</li> <li>• Philosophy of Education I</li> <li>• Sociology of Education</li> <li>• Open course**</li> <li>• Field Immersion I</li> </ul>	<b>Semester II*</b> <ul style="list-style-type: none"> <li>• Child Development and Learning II</li> <li>• Curriculum Studies</li> <li>• Introduction to Research</li> <li>• Philosophy of Education II</li> <li>• Political Economy of Education</li> <li>• Open Course**</li> <li>• Field Immersion II</li> </ul>
<b>Semester III***</b> <ul style="list-style-type: none"> <li>• Specializations : Early childhood Education, Teacher Professional Development, Curriculum and Pedagogy and School Organization Leadership and Management</li> <li>• Students can take up to 5 elective courses (ex. Pedagogy of sciences (Curriculum and Pedagogy specialization), Managing school systems (School Organization Leadership and Management)</li> <li>• Field Internship (Between semesters III and IV)</li> </ul>	<b>Semester IV***</b> <ul style="list-style-type: none"> <li>• Specializations : Early childhood Education, Teacher Professional Development, Curriculum and Pedagogy and School Organization Leadership and Management</li> <li>• Students can take up to 5 elective courses (ex. Curriculum and Pedagogy in Early Childhood Years (Early Childhood Education specialization), Curriculum, pedagogy and assessment in pre-service teacher education( Teacher Professional Development specialization)</li> </ul>

\* The courses in Semesters I and II are core courses and have to be taken by all students.

\*\* Students are expected to take 2 open courses (total 4 credits) through the program. They can choose when to do it.

\*\*\* Elective Credits have to total up to a minimum of 26 credits including semester III and IV – students can choose any number of electives to meet this requirement.

# Field Practice

Engagement with field practice forms an integral part of the Master’s programme. It helps students develop a nuanced understanding of perspectives developed during engagement with course readings and class discussions. The primary objective, is to facilitate exposure to a variety of field settings in Indian educational contexts, and be sensitised to issues pertaining to fieldwork. This will enable students to build necessary attitudes and skills to engage with different requirements of fieldwork after their post-graduate programme. It is also hoped that these experiences will build humility, empathy, optimism and a sense of conviction among students and provide opportunities for students to introspect on their positioning with respect to the field practice context.

Field engagements in the programme take two distinct forms.

- i. Weekly Practicum that relate to course work. Many of the Core and Elective courses have practicum experiences. These are organized set of activities and experiences outside the classroom typically scheduled on a Wednesday.
- ii. Sustained field engagements ranging from 2 weeks to 6 weeks.

The timing and duration of these components are given in the table below

Component	Duration	Timing	Credits
Field Immersion I	2 Weeks	Semester I (In September)	2
Field Practice II	2 Weeks	Semester II (In March)	2
Field Internship	6 Weeks	End of Semester III (November– December)	6
Total	10 Weeks		10

## Field Immersion - Two weeks

The first academic semester will have a two week period for field engagement. This two-week period will generally be around mid-semester. 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 that could be built upon meaningfully throughout the programme. Considering that a majority of students may not have had any opportunity to be observers in educational settings, a meaningful experience of two credits is envisaged. Students 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.

- Students are expected to have engaged with the different levels and processes of the government school system, which would include but not be limited to:
  - Observations of school activities
  - Observations of and discussions (informal and formal) on: various government schemes/ facilities (e.g. mid-day meal, free-school uniforms, scholarships); teaching learning process in general.
  - Observations of and interaction with children on their: family lives; school lives.
  - Engagements with parent community and school-community processes (e.g. parent-teacher meetings; School Management Committee meetings) to understand: school-community linkages.
  - Interactions and discussions with education functionaries at the sub-district level (e.g. Cluster Resource Persons, Block Resource Persons, Block Resource Coordinator; Block Education Officer, Education Coordinator)
  - Interactions and discussions with some members of local Panchayat Raj Institution (PRIs) to understand the local governance system

<b>Duration</b>	2 Weeks / 2 Credits
<b>Location</b>	Schools and other Educational Settings (e.g. DIETs, Field institutes, etc.) facilitated by Azim Premji Foundation
<b>Timing</b>	Two Weeks in September
<b>Output</b>	Field Immersion Report (1500 words)

## Field Practice - Two weeks

The second semester field practice builds upon the understandings gained from first semester core courses, practicum and related field immersion. Students will now engage with a small, supervised research study. As part of the Introduction to Research (ITR) core course, a research project is conceptualized and implemented with guidance received from ITR course faculty. Students will decide to work in multiple field sites in pairs depending on their project. This would also serve as a useful exercise for students who may plan to undertake a research project as a part of their fieldwork during the third and possibly fourth semester.

### Structure and Scope

- i. This 2 week project provides students with an opportunity to work on all phases of a research study, from conceptualization, data collection, analysis and writing.
- ii. The ITR course will drive the conceptualization and implementation of the mini-research project.
- iii. The project may substantively draw from the core courses.
- iv. Multiple field sites may be explored, depending on students' interest and subject to feasibility, including the APF Field Institutions visited as part of the first semester field immersion.
- v. Students will submit a report on their project.
- vi. This could potentially lay the foundation for 3rd semester field-work.

<b>Duration</b>	2 Weeks / 2 Credits
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<b>Location</b>	Multiple Educational Field Settings
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<b>Timing</b>	Mid-Semester Break: March
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<b>Output</b>	Research Study Report (2000-3000 Words)
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## Field Internship – Six weeks

The Semester III field internship is aimed at providing students a focused opportunity to work on a specific issue/problem in the field of education. The work will develop capacities in students to engage meaningfully with all phases of a project – from studying, reading and planning, to implementation, analysis and reflection and oral presentations as well as a written report. This longest fieldwork engagement will be conceptualized keeping in mind the specialization track the student has chosen or the general track requirements as the case maybe. The work could take a variety of forms e.g., Research, Teaching, Internship, Curriculum Development, and others. Each specialization will build permissible models of field engagements for their students. Specific requirements are detailed in separate specialization and general track documents, which students will need to refer to while planning their fieldwork and milestones. Students' final presentations will take the form of a 3-day 'student symposium' involving participation from students in the first year as well as assessment by a faculty panel. The Semester 3 field engagement is worth **6 credits**.

Given the emphasis on quality and depth of engagement, substantial emphasis is placed on preparation of students to undertake this exercise; hence mentoring is critical. In addition to full-time faculty within the School of Education, adjunct faculty, Foundation members, and people external to our institution can potentially play supervisory roles for this component.

<b>Duration</b>	Two Semesters (Actual Fieldwork : 6 Weeks) / 6 Credits
<b>Location</b>	To be determined by the nature of the student's project.
<b>Timing</b>	Will extend through all of third and fourth semesters. The actual fieldwork will take place between November – December.
<b>Output</b>	Presentation in 'Student Symposium' and submission of final report in March.



## List of organizations where our students have done their field practice

Aarohi	Gandhi Sevagram Ashram
Aavishkaar: Center for Science, Arts and Technology	Goa Foundation
Adharshila Learning Centre	Gram Mangal
Agastya International Foundation	Hippocampus
Agha Khan Foundation	Hope Foundation
Akanksha Foundation	IIMPACT
Akshara Foundation	India School Leadership Institute
Alochana Centre for Documentation & Research on Women	Jalaposhan
Anand Niketan	Jana Sanskriti Centre for Theatre of the Oppressed
Azim Premji Foundation	Kaivalya Education Foundation
Bachpan	Kalike
Bachpan Banao	Kalpavriksh, Environment Action Group
Bookworm Goa	Kat-Katha
Bubbles Centre for Autism	Kilkari'
Centre for Learning	Kotak Education Foundation
Centre For Youth and Social Development	Labour Net
Child in Need India	LEHER
Child Rights Trust (RTE Task Force)	Lend a Hand India
Chirag Foundation	Magic Bus
Digantar	Mantra4change
Eklavya	Mazdoor Kisan Shakti Sangathan (MKSS)

Mirambika Alternative school	Shikshamitra
Meghe Groups	Shikshantar (Shikshantar Resource Center for Homeschooling/Unschooling)
Muktangan	Sri Bhuvneshwari Mahila Ashram
Muskaan	STiR Education
Nirantar	Swades Foundation
Nirman	Syamantak
Patha Bhavan	TATA Chemicals
Pragat Shikshan Sanstha	Teacher Foundation
Prajayantna	The Blue Mountains School
Pratham and TATA	The Concerned for Working Children (CWC)
Pratham Education Society	Thermax Foundation
Room to Read	Thulir, Centre for Learning
RV Educational Consortium	Tribal Welfare School
Samavesh, Bhopal	Vidya Bhawan
Santulan	Vidyodaya, Gudulur
Santulan	Vigyan Ashram
Satya Foundation	Vikramshila
Seekho	Vrikshamitra
Shantilal Muttha Foundation	Wadhvani Foundation
Shibumi - An Alternative School	

## A few Schools where our students have done their weekly practicum

Army Public School	Metropolitan Central School
Bluebell Public School	New Baldwin Residential School
BM English School	New Horizon High School
Bright Vistas	Nightingales English High school
Brookfield High	Rao Bahadur Annaswamy Mudaliar High school
Christel House India	RBANM'S Educational Charities
DPS East	Saandeevani Academy for Excellence
DPS North	Shanthiniketan Educational Trust (ICSE) - Mico layout
Government Urdu Model Primary School	Shanthiniketan Educational Trust (Bilekahalli)
Harvest International School	Sri Sri Ravishankar Vidya Mandir
India International School	The Kumaran's School- CBSE Junior-MLS
Kendriya Vidyalaya ASC Center	The Kumaran's School- ICSE Junior/Public School-MLS
Little Millennium - Kasavanahalli	The Samhita Academy

## A few Government schools where our students have done their weekly practicum

Government High School – Dommasandra	Government Tamil Higher Primary School - Anandpuram
Government Higher Primary School- Murugeshpalya	Government Urdu Model Primary school - DJ Halli
Deivaniammal Government Tamil Higher Primary School – HAL	Govt Urdu school - Bommanhalli – Mangammanapalya, Bomanahalli

## A few Special Education Institutes where our students have done their weekly practicum

Asha Kiran Special Needs School	Association for Mentally Challenged
Sri Ramana Maharishi Academy for the Blind	Shradhdhanjali Integrated School (APD)
Baldwins Opportunity School	JSS Sahana Integrated and Special School
The Bethany School for Special Education	

## A few Alternative Schools where our students have done their weekly practicum

Center for Learning	Prakriya Green wisdom
Poorna Learning center	Sita School
Shibhumi	Bangalore Steiner school
The Valley school	Aurinko Academy

## A few Anganwadis where our students have done their weekly practicum

Anganwadi – Kaikondrahalli	Anganwadi – Ambedkar Nagar
Anganwadi – Sullikunte	Anganwadi – Mulluru
Anganwadi – Kachamaranahalli	Anganwadi – Shashtrinagar
Anganwadi – Kodathi	Anganwadi – Gunjurpalya
Anganwadi – Halnayakanahalli	

## A few BBMP schools whose Teachers we work with

BBMP Taskar Town	BBMP NP Street Shivajinagar
BBMP Jogupalya	BBMP Govindharajanagar
BBMP Chinnaiahnapalya	BBMP High School Byraweshwarnagar
BBMP Austin Town	BBMP Girls High School – Jayamahar
BBMP Panchasheelanagar	BBMP Girls High School – Cleveland Town
BBMP Broadway (Hafizia Corp Higher Elementary School)	BBMP Junior College – Tasker Town
BBMP Akkipete	

## A few Teacher Education Institutes where our students have done their weekly Practicum

Al- Ameen College of Education	New Horizon College of Education
M.S. Ramaiah College of Education	Shanthiniketan Education College
Miranda College of Education	REVA Institute of Education
Caveri B Ed College	MES Teachers College
Vijaya College of Education	



## Student testimonials - Wednesday practicums!

It used to be a fun day full of adventures, observations and learning. I remember very well that at one point it seemed hectic, especially after a long time in Bangalore traffic but it gave me an opportunity to bring my classroom theory into practice. Now I am out of the APU and I miss Wednesday practicums, it taught me numerous things that I cannot write everything here but now I am working and I can use those experiences in my current job.

It was something which helped me a lot in observing the classrooms critically. It also helped me in group activities and how to develop consensus amidst challenges, which is very essential and important to work anywhere in the world. The planning and implementation of planning in a group before every practicum and then writing a short reflection helped me in understanding some complex theories too.

Therefore, I think retrospectively that I should have visited more schools in those two years of infinite learning because I made good contacts in a few schools and I am in touch with them even today. So for the future APUites, go for it without thinking that it is a time waste endeavor because there is no other alternative to acquire knowledge which the Wednesday practicums offer.

*Himanshu Singh*

M.A Education

The things which we can't understand fully in classroom for that we need some practical exposure. Practicum provides same experience which enhance our learning. During my course many of my friends didn't want to go for practicum because they thought that practicum is just waste of time but now when they joined organization especially organization which are working in the field of Teacher Education my friends and even myself realizing what we missed and gained from practicum during MA education program. Some of my friends feel that instead of doing assignment on Wednesday why I didn't go for practicum. As I am working with one of DIET in Bihar I am feeling confident during working with teachers. Practicum which means opportunities to understand children, their classroom activities, teachers' experience sharing, face to face with ground reality and many other things which we can't understand by attending lectures and classroom discussions. So practicum is as important as classroom lectures.

*Bimlendra Kumar*

M.A Education

The practicum is a very good component of the Masters program at Azim Premji University. Whatever you learn in the classroom is just a theory. Your actual learning takes place when you connect theory and practice. Practicum is an opportunity for the integration of theory and practice.

You get an opportunity to interact with stake holders such as- Teachers, students, administrators. And specially, you get the best out of your practicum when you plan your day.

*Maaz*  
M.A Education

I am now working closely with the school with its all aspects like infrastructural and acedimc. Though I have not taken the practicum with much importance as it was supposed to be, any confidence I carry with me to lead a team of gandhifellows to intervene with govt school is just because of those practicums. I get much confidence when I give words starting with 'when I was visiting a school in banglore as a part of our MA programme'' and feel its ability to capture one's reliability.

So , even you don't carry much 'theories' in your mind you should have some experience in the field to work in an org like KEF. Otherwise you will start practising it after joining the org which may cause to a bad name since the APU MA graduates in considered by many organisation as a big brand and they all treat you as experts in the first face itself.

*Shabeer MK*  
M.A Education



“My field immersion in 1st semester was with Jan Jagaran Shakti Sangathan (Bihar). The Sangathan works in the field of reforming Government welfare programmes. My field immersion took place in the Gram Panchayat of Mohanpur in the district of Katihar in Bihar. The experience for a person like me who had never been to this part of the country before was both an intense and unforgettable one. We were confronted by the stark contrasts between the richness of the land and the deprivation of the people in many of the places we visited. We were also inspired by the work of the Sangathan which was slowly bringing about change on the ground, one step at a time. The field immersion in Bihar was my first engagement with the field and it changed many of my assumptions about change and development.”

- Aditya Verghese, M.A. Development

“I interned with Solid Waste Collection and Handling (SWaCH), Pune and its mother organization Kagad Kach Patra Kashtakari Panchayat (KKPKP). It was a big learning experience for me to work among the waste pickers and their children. I was mostly involved in the KKPKP Right To Education (RTE) Project. Under this initiative, I had the opportunity to help in the admission process of quite a few children of the waste pickers. I was exposed to the reality of the lives of the waste pickers and the issues which they face not only in terms of education but also in terms of health and occupational hazards. I stayed within the community for about 4 weeks out of the 9 weeks internship and this was an eye opener for me as I got to know the environment and the situations in which they live. Moreover, it was a learning experience in the sense that the M.A Development course I am studying, directly attaches me to working for such communities and I shall further pursue such activities for the social good of these communities.”

- Anupa Chakraborty, M.A. Development



Azim Premji University

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