

POSTGRADUATE PROGRAMMES



*Developing Leaders **for** Social Change*

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About 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 trained professionals in education, development and allied social sectors in India is grossly inadequate, given the scale, complexity of issues and the wide range of competencies required to work in these areas. The key objective of the postgraduate programme is to address this significant talent gap and prepare competent, motivated, socially committed graduates and enable them to engage with social sector.

The University started in 2011 and since then has admitted over 2500 students. It currently offers five postgraduate programmes; M.A. Education, M.A. Development, M.A. Public Policy and Governance, M.A. Economics and LL.M. in Law and Development. We offer Undergraduate Degrees in Social Science, Science, Humanities and a Dual Degree in Science and Education

Seven Batches of postgraduate students have graduated and consistent with our social purpose, almost all of them work in the social sector. Many of our graduates have also set up Social Enterprises implementing pathbreaking solutions to complex social problems.

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.

In a very short span of time, the University has built a team of 200 dedicated people engaged in teaching, research and administration

Postgraduate Programmes

The postgraduate programmes follow a semester and credit-based system. The Curriculum consists of a set of essential core courses, a wide range of elective courses and a well-structured field engagement.

Core Courses cover foundational knowledge and Skills, while also developing a deeper understanding of the domain of study. In the second year, students have the option to focus on sub domains/ themes by choosing a specified set of electives. In the academic year 2018-19, more than 100 theme-based electives were on offer. The Integrated Field engagement is a mix of projects and internships spread across all semesters.

Programme Summary	
M.A. Education (Two-year, full time, 72 credits)	Our efforts to improve public education in India requires highly capable and committed education personnel in substantial numbers. The Master of Arts in Education is a unique broad-based programme of study that includes theory, practice, research, policy and planning in education. They will be equipped to take up roles such as Program Associates/Managers, Curriculum designers, Teacher Educators, School Leaders, Policy maker, Researchers etc.
M.A. Development (Two-year, full time, 72 credits)	Development, broadly understood, refers to the creation of social conditions that secure and contribute to individual and collective well-being in a sustainable and equitable manner. The programme aims to prepare individuals capable of informed and thoughtful development action. They can look forward to a variety of roles such as Program Associates/Managers, Domain Specialists, Researchers and other exciting roles in organisations working in the area of livelihoods, sustainability, public health, social entrepreneurship, financial inclusion, advocacy, etc.
M.A. Public Policy & Governance (Two-year, full time, 72 credits)	The MPG Programme systematically and critically explores the nature and practice of complex public problem solving in a developing constitutional democracy. The programme draws on the disciplines of law, economics, history, philosophy, politics and anthropology to devise an interdisciplinary curriculum that also includes sophisticated empirical analysis of policy choice and programme implementation. Career opportunities would range from programme evaluation, research, policy analysis, programme management, advocacy and other aspects of operations and governance.
M.A. Economics (Two-year, Full time, 72 credits)	The M.A in Economics is a uniquely designed programme to develop the next generation of Economists with the theoretical knowledge, and technical skills to perform high quality analysis, while at the same time being grounded in the institutional, developmental and ecological context of contemporary India. The programme will help students develop strong technical economic skills along with contextual understanding of development issues facing India.
LL.M. in Law and Development (One-year, Full time, 36 credits)	Law and Development seeks to initiate a decisive, novel and meaningful intervention at the intersection of the domains of Law and Development in India. This postgraduate legal education programme is a) inter-disciplinary, b) empirically grounded, and c) refocuses law and legal education to the ethical resolution of critical public policy problems.

Unique 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 students develop deep critical thinking and self-learning abilities.

<p>Courses</p> <p>Foundational understanding of the domain through core courses and over 100 electives for students to choose from. Strong grounding on theory, practice and research.</p>	<p>Faculty</p> <p>The faculty team of 130 comes with extensive experience in teaching, research and field practice. The teacher-student ratio of 1: 10 enables close support, mentoring and feedback. Click here for faculty profiles</p>
<p>Integrated Field Practice</p> <p>A mix of field experiences spread across all semesters consisting of immersion visits, organizational internships, faculty-mentored research projects and independent field projects.</p>	<p>Vibrant Environment</p> <p>An engaging class room experience with interactive pedagogic tools. Learning opportunities through various events - weekly colloquiums, national and international conferences, workshops etc.</p>
<p style="text-align: center;">Learning from Diversity</p> <p style="text-align: center;">Students come from almost all states of India with different educational and socio-economic backgrounds, fresh undergraduates and those with work experience. Over 50 percent of our students are women.</p> <p style="text-align: center;"><i>We value and encourage this diversity and you will enjoy and learn with this experience.</i></p>	



Our Programmes

I. 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 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 focus 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 (Semesters I and II)	32 Credits
Electives (Semesters III and IV)	26 Credits
Field practice (All the semesters)	10 Credits
Open courses (Any semester)	4 Credits

Semester 1	Semester 2	Semester 3	Semester 4
Philosophy of Education- 1	Philosophy of Education- 2	Curriculum and Pedagogy Elective 1	Elective- 6
Child Development and Learning-1	Child Development and Learning-2	Curriculum and Pedagogy Elective- 2	Elective- 7
Sociology of Education	Political Economy of Education	Elective- 3	Elective- 8 or Independent Study
Education Policy and School Systems	Curriculum Studies	Elective- 4	
Comparative History of Education	Introduction to Research	Elective-5	
Open Course	Open Course		
Field immersion (2 Credits)	Research (2 Credits)	Field Project (6 Credits) across 3 rd and 4 th semesters	
20	20	15	17

Note: Students are required to take elective courses worth 26 credits including the curriculum and pedagogy electives. They can opt any number of electives that meet this requirement.

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. [Click here](#) for a glimpse of electives offered.

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. [Click here](#) to know more. (Opens in PDF)

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.

<p>Independent Field Project</p> <p>SEM III and IV</p> <p>Six Weeks</p>	<p>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 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.</p>
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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://azimpremjiuniversity.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; NGOs 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 centres etc. Some students also choose to be school teachers or pursue higher education opportunities.

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

[Click here](#) to see a video of 'Gubbachi Learning Community' formed by our Alumni to enable the educational inclusion of the migrant out of school children.

II. M.A. Development

Development, broadly understood, refers to the creation of social conditions that secure and contribute to **individual and collective well-being in a sustainable and equitable manner**. A robust engagement with this domain needs a large number of persons with varied backgrounds, capacities and interests and an ethical outlook that provide inspiration for development action.



The Master of Arts (M.A.) in Development Programme at Azim Premji University aims to prepare individuals capable of informed and thoughtful development action, aware of the complexity, depth and scope of the discourse of development, its ethical imperatives and its implications for policy and action. They will be in a position to meaningfully contribute to meeting India's growing need for individuals who can engage with development challenges.

The curricular objectives of the programme are:

- ❖ Articulate a historically and socially grounded understanding of India's development experiences
- ❖ Understand and appreciate the evolution of development thoughts, practices and their critiques
- ❖ Empathetically engage with lived realities of individuals and communities as sites of development knowledge and practice
- ❖ Demonstrate ethical sensibilities and practical competencies for imaginative development actions

Programme Design

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

Core courses (Semesters I and II)	32 Credits
Electives (Semesters III and IV)	24 Credits
Field practice (Semesters I-IV)	12 Credits
Open courses (Semesters 1-IV)	4 Credits

Semester 1	Semester 2	Semester 3	Semester 4
Sociology of Modern India	State, Democracy and Civil Society in India	Elective 1	Elective 5
Indian Economy and Development	Theories and Histories of Development	Elective 2	Elective 6
Ecology and Development of India	Social Interventions	Elective 3	Elective 7
Foundation of Social Research and Reasoning	Methods of Social Research and Action	Elective 4	Elective 8 or Course Independent Study
Open Course 1	Open Course 2		
Field Immersion (2 Credits)	Summer Field Apprenticeship (4 Credits)	Winter field Project (6 Credits)	
20	22	15	15

Core Courses: The core courses will set the context and build foundational understanding and appreciation of key developmental concepts, theories and methods as relevant to examining the Indian development experiences. These courses are expected to provide adequate knowledge, skills and orientations to embark on a deeper exploration of specific themes and practices in development. These courses are mandatory for all students.

Electives: Elective courses will build upon the concepts, ideas, theories and methods learnt in the core courses to deepen and broaden the understanding about a wide variety of specific, topical and relevant local and global development issues. Elective courses will enhance two broad competencies, namely critical analysis and imaginative practice. These electives cover a range of topics – Gender, technology, public health, Sustainability, Globalization, Policy and Programmes, Poverty, Water etc. Typically, 50-60 electives are on offer each year. [Click here](#) for a glimpse of electives offered.

Concentrations

Within the wide range of electives, the M.A. Development Programme offers students a choice to opt for concentrations. A concentration refers to a set of four elective courses totaling 12 credits, which together cover a specific development theme/topic/domain in a focused and comprehensive manner. Illustrations of concentrations could include *Work and labour in contemporary India*, *Food and Nutrition in Development*, *Social Sector Organizations: Forms and Actions*, *Sustainability for development practice*, *Gender and development etc.* Concentrations will be offered on a year to year basis, depending on students' interest, topicality of the issues and faculty availability. A student can choose more than one concentration across the two semesters.

Course of Independent Study

Students can choose to do a course of independent study, in place of one elective, in the fourth semester. This gives students the freedom to go beyond a set syllabus and explore a topic of their interest in depth under the guidance of a faculty mentor.

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: Field Practice forms an integral part of the M.A. Development programme. It helps develop a deeper understanding of the practical implications of the learning acquired through course work. Field Practice allows students to reflect on their role as change agents in the development domain and build skills for development action effectively. [Click here](#) to know more about field practice.

Field practice has four components.

Type	Short Description
Weekly Practicums	Practicums are field experiences comprising of an organized set of activities outside the classroom with the aim of embedding Conceptual and theoretical learning in practical experiences. Weekly practicums are linked to individual courses
Field Immersion, (Mid first semester) Two weeks	Students go in groups to different parts of the country to immerse themselves in the local ground realities. The Field Immersion is designed to enable students to relate and engage with people in rural/urban/tribal communities. They are expected to observe and reflect on the everyday lives of different communities and learn to appreciate the diversity of life, community and society in India.
Summer Field Apprenticeship At the end of Semester II	The Summer Field Apprenticeship is designed for the students to be part of a development intervention/action as a student apprentice. Such interventions could include state or non-state programme implementation, policy advocacy, mass activism/social movements,

<p>Six weeks</p>	<p>behaviour change campaigns, innovative solutions to current social development challenges, etc. The apprenticeship is meant for the students to learn about the action processes, and critically reflect on the challenges of development action in the field through actively being part of such actions.</p>
<p>Winter Field Project End of Semester III Eight Weeks</p>	<p>Winter field project is aimed to encourage students to take initiative to design a field project and learn to systematically explore, implement and disseminate the project work. Such field projects could be a small research study, piloting an intervention, designing a training manual etc. Winter field projects are undertaken with close mentoring by faculty members</p>

Faculty

Our faculty come from diverse backgrounds and expertise within the field of development. While some are drawn from disciplines like Economics, Sociology, Anthropology, Political Science and Ecology, others come with long standing engagement with the world of development practice thus offering a truly interdisciplinary engagement with the development sector. With their deep seated commitment to the sector, the faculty members provide a vibrant class room learning environment through a range of pedagogies including simulation games, power walk, role play, student seminars etc. All faculty members provide academic mentoring support to the students beyond the class rooms.

Detailed faculty profiles are available at - <http://azimpremjiuniversity.edu.in/faculty-DEV>

Career Opportunities in Development sector

Currently, there is a great need for people who understand the domain of Development. Students with a M.A. Development degree can look forward to a variety of roles in organizations such as NGOs, social movements, farmer producer organisations, state "missions", and others. Some students also choose to do research or higher studies based on their interest.

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

[Click here](#) to see a video of our Alumnus working with the Mishing community at Majuli, Assam

III. M.A. Public Policy and Governance

Public Policy and Governance are fields of study that focus on public affairs with a shared interest in making public institutions work effectively. Governance deals with the institutional, legal and procedural attributes of how state authority is exercised to achieve collective goals. Public Policy studies executive decisions and processes, evaluates outcomes that aim to achieve collective purposes, and provides solutions to public problems.



The Master of Arts in Public Policy and Governance (MPG) will prepare students to become critical and analytical thinkers who can develop effective and equitable solutions to public policy and governance challenges. The programme will help students learn about the ideas, mechanisms and practices of public policy as well as the nature, quality and legitimacy of the institutions and practices of governance. Through a carefully designed curriculum the programme aims to prepare students to:

- Critically understand public problems and purposively contribute to their solutions
- Professionally evaluate policies and programmes
- Reflectively engage with public affairs through careers in the government, development organizations, social enterprises, think tanks, the media and other agencies involved in public affairs.

Programme Design

The M.A. Public Policy and Governance is a full-time two-year year, four- semester programme of 72 credits with credit distribution as follows

- i. Twelve core courses 36 Credits – In Semester I, II, III
- ii. Seven Electives 21 Credits – Semesters III and IV
- iii. Field practice 11 Credits– All semesters and semester breaks
- iv. Two Open courses 4 Credits – may be taken in any semester

Semester 1	Semester 2	Semester 3	Semester 4
Politics and Democracy in India	Everyday State in India	Programme Evaluation	Elective 4
State and Governance in India	Legal Foundations of Public Policy	Qualitative Research Approaches for Public Policy	Elective 5
The State, Market and Economy	Values and Ethics in Public Affairs	Elective 1	Elective 6
Public Policy in India	Policy Analysis	Elective 2	Elective 7 Or Dissertation
Data, Research Design and Descriptive Methods	Causal and Inferential Methods	Elective 3	
Open Course 1	Open Course 1		
<p>Field work: Policy & Governance Hub (4 Credits) – during the term time & the first winter break between I and II semester. Internship 1 (3 credits) during the break between II and III semesters Internship 2 (4 credits) during the break between III and IV semesters.</p>			

Core Courses: Core courses adopt a multi-disciplinary approach to understand and examine policy and governance in India and build methodological capacity to analyze and contribute to these domains. They draw from disciplines such as Anthropology, Economics, History, Law, Political Science, Public Administration, Sociology, and Statistics which are foundational to the understanding of Public Policy and Governance domains. They cover the various facets of Public Policy and Governance to prepare students with the knowledge, skills and temperament to subsequently engage with specific sectors and themes. Concurrently, methodological courses equip students to identify and define problems, examine underlying causal and interpretive processes and use sophisticated techniques for policy and governance research. All 13 core courses are worth 3 credits each.

Electives: All electives are in the second year and will allow students to extend their understanding of the foundation disciplines, deepen their methodological training as well as develop domain expertise in particular fields. An illustrative list of electives will comprise courses on land governance, e – governance, gender, health, education, environment, budgeting, taxation, public finance, and corruption

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

Dissertation: Students who are interested in academic pursuits in the field of public policy may choose to write a dissertation for six credits in lieu of two of the seven elective courses. The aim of the dissertation is to build students' ability in analytical thinking and academic writing. Through the dissertation writing process student are also expected to demonstrate their ability to apply and integrate knowledge obtained from the courses and the field. The dissertation writing process will consist of a proposal submission, and the writing and defence of the final dissertation.

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 of Open Courses.

Field Practice: Rigorous field-engagements and internships have been designed as part of the programme to help students learn by observing how policy works in practice. The field engagement has three units that are staggered to enable students apply classroom learning to appreciate policy and governance problems and solutions from the ground.

Field Practice Units	Short Description
Law and Policy Hub * (4 credits)	10 Wednesdays through the first and second semester and 5 weeks in the first winter break.
Summer Internship (3 credits)	6 weeks between Semester II and III
Winter Field Project (4 credits)	8 weeks between Semester III and IV

Law and Policy Hub: Through the hub projects students will learn to identify and understand a real-world public problem according to a theoretically-informed protocol. The objective of this unit is to provide students with sufficient and systematic immersive exposure to the nature of public problems and the sites of public problems, which would include both institutions of the state and points of interface between the citizens and public institutions. Having got their exposure to the site of public policy students will also identify and understand a real-world policy intervention and study it in-depth. This is expected build their understanding of how policy interventions work in the real-world situations.

Internships:

(a) The six-week-long first internship will be in a range of organisations which work on policy and governance issues. The students will choose their organisations in consultation with the field mentors of the University. The field mentor will work with the organisations to ensure that the students get to work on specific tasks so that they can “learn by doing” in a real-world, work-life situation. Students will submit a report reflecting on their learning during the internship which will be evaluated. Structured feedback based on this evaluation will help prepare students for the second internship which will be for eight weeks during the second winter break (between third and fourth semester).

(b) The objective of the second internship help them build on the learnings from the first internship by providing an opportunity to learn by applying what they have learnt in the class-room and the field-engagements in an organisational set-up. Further, the second internship also aims to connect students with the networks of policy practice and organisations. As such the second internship is largely student-driven and is for 4 credits.

Faculty

Our faculty come from disciplines such as Political Science, Law, Economics, and Anthropology besides Policy Studies, and have engaged with governments and multilateral institutions in the areas of land governance, local governance, policy evaluation, institutional reforms and other areas in Public Policy. Students will also benefit from the University’s close association with Azim Premji Foundation which has been working with six State Governments in shaping and implementing policies and programmes in the primary education sector. Detailed profiles are available at: <http://azimpremjiuniversity.edu.in/faculty-SPG>

Career Opportunities

Governance and Public Policy are recent professional domains that provide wide ranging career opportunities. Our former students are engaged in challenging careers in areas such as but not limited to programme evaluation, research, policy analysis, programme management, advocacy and other aspects of programme operations and governance.

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

[Click here](#) to listen to Students’ vignettes

Elective courses: Elective courses are offered in the second year and are designed for students to extend their foundational knowledge from the first year and develop domain expertise in particular fields. We expect to offer electives in the following areas: advanced topics in microeconomics, advanced topics in macroeconomics, governance, gender, health, education, environment, public finance, and data programming.

Field Practice:

Engaging and challenging field-engagements and internships are envisaged as part of the programme to help students develop their skills in doing field work - applying skills from Research Methods core course. The field practice allows students to apply classroom learning to development challenges in a variety of contexts.

Master's thesis (Optional):

The Master's thesis is designed to show a student's capacity and skills in producing high quality research that demonstrates knowledge of economic theory, analytical depth of the subject area and appropriate empirical skills. The thesis provides intensive engagement with interesting real-world economic questions. This engagement is expected to cement skills in conceptualizing a research question, evaluating and applying appropriate research methods, creating a rigorously reasoned manuscript and working independently. The project is also meant to spark interest in tackling open questions in the discipline. Moreover, the project encourages independent and self-motivated learning habits amongst students. The majority of the master's Thesis work will take place during summer (some linked directly to the field practice sites), with the analysis and write-up occurring over semester 3 in a master's Seminar class and semester 4

Our Faculty

Our faculty come with varied interest in areas like history of economic thought, classical economics, Indian economy, labor, employment, artisanal economies computational methods, development, sustainability, public policy and governance etc. [Click here](#) for detailed faculty profiles (Opens in PDF).

Career opportunities

A M.A. in Economics will provide students with a number of skills and preparation for entering the world of work. Employers from the public to private and non-profit sector value the knowledge base and skills, both analytical and empirical, that master's students in Economics acquire. Students graduating with an M.A. in Economics will have a range of engaging career options available within the areas of Development, Public Policy and Economics. Students who wish to graduate and seek employment are encouraged to talk to the placement coordinator before their fourth semester. This advisor will work with students to develop an individual plan for seeking employment depending on the student's background and interests.

V. LL.M. in Law and Development

The LL.M. in Law & Development is a full-time one-year programme that is spread over two semesters. The programme consists of three components- core and elective courses, field work, including a four- week external internship and a dissertation. Students must achieve a minimum of 36 credits spread over these three components in order to complete the programme successfully.

The programme is intended to achieve the following objectives:

- Facilitate the creation of a diverse cohort of academically proficient and socially engaged scholars and practitioners of law;
- introduce students from law backgrounds to the context, debates and imperatives of the processes of development in India, and the significant role of legal institutions in conditioning these processes; and
- Enable students to critically engage with the possibility and the means of using law as an agency of positive social change.

Programme Design

The curriculum has four components

- Core courses
- Elective courses
- Field work (including an external internship)
- Dissertation

Core Courses

The core courses are compulsory for all students. These courses are:

- Law and Justice in a Globalising World
- Law and Development
- Research Methods and Legal Writing
- Comparative Public Law/Systems of Governance

Semester	(1)	(2)
Taught Courses (Core and Elective)	Law and Justice in a Globalising World (4 Credits)	Comparative Public Law/Systems of Governance (4 Credits)
	Law and Development (4 Credits)	Elective Course 2 (3 Credits)
	Research Methods and Legal Writing (4 Credits)	Elective Course 3 (3 Credits)
	Elective Course 1 (3 Credits)	
Field work (including an external internship)	(Runs across the length of the programme) (6 Credits)	
Dissertation	(Runs across the length of the programme) (5 Credits)	
Total Number of Credits = 36		

Electives

Along with the core courses, students will be required to take three elective courses as a part of the programme. Students can take one elective course in their first semester, and two in their second semester. These electives form a vital component of the curriculum and build substantially on the inter-disciplinary enquiry initiated in the core courses, particularly in the core course on Law and Development.

Field work

The LL.M. in Law and Development programme includes a sustained empirical engagement with the field to promote experiential learning and critical interrogation of received normative and analytical frameworks. The compulsory field engagement requirement extends across both semesters. Students will be assigned to one or more faculty advisors who will supervise their field engagement. Small groups of students will work with faculty supervisors to design, implement, evaluate, and digitally archive a unique project relating to their chosen theme within the area of law and development. The skills and tactics utilized in projects include litigation, community organizing, legislative drafting and advocacy, strategic planning, policy research and analysis of media relations, or a combination of these. Through projects, the field engagement will work towards systemic change and law reform. At the same time, field projects will help students appreciate the role that lawyers, and developmental practitioners can play in advancing justice through service.

Our field projects have dealt with issues related to Criminal Justice, Constitutional and Public Law, Human Rights, Legal System Reforms, Politics between Elections, Ecological Justice, Media and Politics, Education Law and State Public Service Commission's Reforms.

Dissertation

The LL.M. in Law and Development programme has a mandatory component of dissertation writing. The dissertation is a critical component of the LL.M curriculum and provides an important opportunity for students to be exposed to the methods and skills essential for scholarly academic writing based on interdisciplinary research. The dissertation process spans across both semesters, and the final output will be a substantial written work of around ten thousand words, of publishable quality.

Dissertation topics have included “The Viability of the Uniform Civil Code”, “The Doctrine of Consideration in Indian Contract Law”, “Analysing Notions of Development in Environmental Decisions of the Supreme Court”.

Our Faculty

[Click here](#) for details of our faculty members teaching the LL.M. in Law and Development Programme.

Career opportunities

The LL.M. in Law & Development programme recognizes that the domains of law and development are intrinsically linked. The programme will allow students to hone their skills in research, advocacy and legal and social work. The interdisciplinary nature of the programme will equip students with sufficient skills to approach a problem from multiple vantage points.

Upon completion of this programme, students can embark upon the following career paths:

- Work in regulatory and governance roles with public and private sector institutions.
- Opt for careers in research and advocacy on issues of development, social justice and public policy.
- Secure academic positions at the various law schools and universities.
- Opt for a socially engaged critical legal practice.

Of the previous batch of our LL.M. students, several are pursuing a career in academics as assistant professors and research associates at law universities. Some have chosen to be litigators and legal officers, others are engaged as researchers with civil society organisations working in the sectors of health, education and socio-economic empowerment.

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 postgraduate programmes), followed by a personal interview by faculty for shortlisted students. The University may also decide to accept other entrance tests/ conduct more entrance tests if required.

[Click here](#) to register for the Postgraduate Programme

Eligibility: Undergraduate degree in any discipline. For the LL.M. Programme the candidate should have an undergraduate degree in Law. We actively encourage applicants with prior work experience and provide additional weightage in the interview process.

Scholarships:

- Extensive need- based scholarships (100%, 70%, 50%) for candidates with family income less than Rupees 5 Lakhs per annum
- Guaranteed 50% tuition waiver for applicants with 3 year of work experience after graduation (For 2-Year Master's Programme only)

Contact Us

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