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

---

Master of Arts in Development
(M.A. Development)

The M.A. Development programme aims to prepare individuals capable of informed and thoughtful development action. It enables students to become aware of the complexity, depth and scope of the discourse of development, its ethical imperatives and its implications for policy and action with special reference to the Indian context. The M.A. Development is designed as a 72-credit, postgraduate degree programme, requiring full-time engagement for four semesters in two academic years. The curriculum is broad-based and encompasses theory, practice and research relating to development.

Programme Structure of M.A. Development

<table>
<thead>
<tr>
<th>Semester I*</th>
<th>Semester II*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sociology of Development</td>
<td></td>
</tr>
<tr>
<td>• Economics of Development</td>
<td></td>
</tr>
<tr>
<td>• Political Philosophy and Politics in India</td>
<td></td>
</tr>
<tr>
<td>• Ecology and Development</td>
<td></td>
</tr>
<tr>
<td><strong>Field Immersion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Research</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Theory and Philosophy of Development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Law and Governance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Interventions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Education, Health and Livelihoods</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills for Development Practice</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester III*</th>
<th>Semester IV*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Internship (Between semesters II &amp; III)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Skills for Development Practice</strong></td>
<td></td>
</tr>
<tr>
<td>Students can take up to 4 elective courses. Alternatively they can take 3 elective courses and one course of independent study.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open Courses 1 and 2</th>
</tr>
</thead>
</table>

* The courses in Semesters I and II are core courses and have to be taken by all students. In Semesters III and IV students can choose from a range of 30 elective courses each Semester that include Specialization 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. The Field Practice allows students to reflect on their role as change agents in the development domain and build skills for development action effectively.

The Field Practice is divided into three components:

- In the first semester, students go for a two week Field Immersion to a rural / urban/ forest setting for an exposure to the life and dynamics of diverse communities.

- At the end of the second semester, students go for a six week Field Internship with an organization engaged in development action. The Field Internship provides students with an experience of working with development organizations and helps them understand how ideas of development are translated into practice.

- After the third semester, students plan and design an eight week Field Project with a faculty mentor and execute that project either independently or under the aegis of a development organization.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Duration</th>
<th>Timing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Immersion</td>
<td>2 weeks</td>
<td>Semester I (Usually in September)</td>
<td>2</td>
</tr>
<tr>
<td>Field Internship</td>
<td>6 weeks</td>
<td>End of Semester II (May - July)</td>
<td>4</td>
</tr>
<tr>
<td>Field Project</td>
<td>8 weeks</td>
<td>End of Semester III (November - December)</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>16 weeks</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Besides these three components, every Wednesday in a semester is dedicated to field visit (practicum) in and around Bengaluru as part of course learning.

Role of Host Organizations

The Field Practice offers an excellent opportunity for organizations to work with young talented students and inspire them to take on future roles in the organization. Along with faculty involvement in all the three components of field practice, it is envisaged that the host organizations play an active role in each of them. Given that the objective, process and expected outcome of each component of field practice is different, the role played by the host organization also varies.
Field Immersion - Two Weeks

Field Immersion is the first of the field experiences for the students in the M.A. Development programme. The focus is on immersing oneself, experiencing and connecting with the lived realities of the groups and communities, keeping in view the diverse profiles of the students and the fact that, for many, this will be the first time they will be engaging with communities as a learner. The Field Immersion is designed to enable the students to relate and engage with people in rural/urban/tribal communities, where they are expected to view it from an observer/student point of view rather than from that of an actual participant.

The objectives of the Field Immersion are:

- To observe, experience and reflect on the lived realities of people and communities.
- To experience the strengths and challenges of working together as a group.
- To reflect on their personal experiences, behaviour and attitudes while engaging with different social groups and communities.

Field Immersion is student-driven with mentoring provided by the faculty. The host organization which facilitates the field immersion is selected after careful consideration of various factors. These include their presence and involvement with the community, basic facilities for students to stay in the village, willingness and shared understanding of objectives.

Students are formed into groups of 10-15 each keeping in view their heterogeneity in terms of age, experience, regions and gender.

Over the last few years, more than 25 organizations have collaborated with the University to ensure that students have an enriching field immersion.

Role of Host Organizations
In Field Immersion, the host organization is expected to help student find appropriate boarding & lodging, introduce the student to the community, facilitate their interaction with the communities, and provide general assistance to the students in their reflections. The host organizations are not required to familiarize the student with their own programmes and interventions.

Field Internship - Six Weeks

At the end of the second semester, students spend six weeks interning with an organization engaged in development action anywhere in India. This internship is designed in consultation with the host organization to help the students understand various development issues through on-ground field experiences. This practical experience of working with development organizations provides the students with skills and understanding that help them relate their course learning to real-world problems.

The specific objectives of the Field Internship are to help students:

- Develop an understanding of the nature and role played by the particular NGO, government agency or department in development.
- Engage in a project / fieldwork to understand the nature of interventions, its objectives, strategy, tactics, output, and possible outcomes.
- Deepen practical knowledge of various interconnected development domains, such as education, health, livelihoods, agriculture, energy, water, forests, etc.

Students plan their work with the support of the host organization under the broad guidance of a faculty member. The host organization assigns a staff as a field mentor to guide and support the student in his/her work. The field mentor is responsible for: (i) developing the work plan along with the student, (ii) guiding the student during the internship and also providing periodic feedback, (iii) assessing the quality of work done and also helping the student deal with any issues he/she faces during the internship, (iv) assessment and grading at the end of the internship and (v) coordinating with the field practice team at the University.

Over the last few years students have done their internship with nearly 100 organizations across 20 states.

Role of Host Organizations
In Field Internship, the host organization designs appropriate studies / projects, assigns one of their staff as a field mentor, guides the student in undertaking the work, supervises his/her performance, evaluates the reports submitted and provides feedback to the University in a pre-determined format. In a way, Field Internship is led by the host organization. The host organization is also expected to provide boarding & lodging for the students, or assist them to find one.
**Field Project - Eight Weeks**

The eight weeks Field Project is structured to offer the students a rich and rigorous field-oriented learning experience with high faculty ownership of the process and outputs. The student is encouraged to focus on a specific development issue, identify specific areas of intervention or study, develop a proposal and implement it.

The Field Project is expected to achieve the following objectives:

- To provide the students with an opportunity to design a development study or action and apply her course and field practice learning in designing and implementing the project.
- To learn from real-life experience of implementing a project in a given socio-economic, political or ecological context.

Students can choose to work with an organization during the eight weeks to design and implement their project proposal. They design and suggest their own projects, and work independently with communities.

Each student is matched with and assigned a suitable Faculty 'Guide', who guides and assesses the student through the entire Field Project. On completion of the project, students write a comprehensive, conceptually framed and succinct 5000 words (15 pages) project report and make a formal presentation to an independent panel of faculty members.

Over the years, our students have done their Field Projects with 60-70 organizations across the country.

**Role of Host Organizations**

In Field Project, the Faculty mentor and the student work with potential host organizations to structure meaningful projects for the students that reflect their learning in the course work and other field practice components. Once the project proposal is finalized, the organization helps the student in working out all the operational details (such as finding appropriate accommodation, finalizing work plan and so on), introduces them to key people both within and outside the organization, and supervises their stay. The host organization plays a supportive role and unlike Field Internship, they are not expected to guide/mentor the student.

**Nature of work done by the students**

Every year, nearly 180-200 students of M.A. Development are engaged in the three components of field practice. The Field Immersion being an exposure for the students to the life of the communities, it does not require the students to produce any report. The other two components, namely Field Internship and Field Project, have the potential to make a meaningful contribution to the work being done by the organizations. We list below some of the work our students have done in their Field Internships and Field Projects.

<table>
<thead>
<tr>
<th>Baseline surveys</th>
<th>Community mobilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feasibility studies</td>
<td>Organizational studies</td>
</tr>
<tr>
<td>Social impact studies</td>
<td>Training manuals</td>
</tr>
<tr>
<td>Stakeholder analysis</td>
<td>Project documentation</td>
</tr>
<tr>
<td>Value chain analysis</td>
<td>Case studies</td>
</tr>
<tr>
<td>Ethnographic studies of communities</td>
<td>Photo essays and others</td>
</tr>
</tbody>
</table>

A journal has been published during 2014-15 with the papers that students have written based on their Field Internships and Field Projects. Our students have also presented papers in various conferences and won awards in case study competitions.
A few of the organizations where our students have done their Field Practice so far are given below:

**Field Immersion**
- Covenant Centre for Development (Tamilnadu)
- Srinivasan Service Trust (Tamilnadu)
- Foundation for Ecological Security (Andhra Pradesh)
- Sarang (Kerala)
- People’s Action for Development (Tamilnadu)
- Jan Jagran Shakti Sangathan (Bihar)
- People’s Union for Civil Liberties (Rajasthan)
- Care Society (Tamilnadu)
- Mobility India (Karnataka)

**Field Internship**
- Bihar Rural Livelihoods Promotion Society (Bihar)
- Kudumbashree (Bihar)
- SELCO (Karnataka)
- PRADAN (Madhya Pradesh)
- Bharat Agro Industries Foundation (Maharashtra)
- Swasti (Karnataka)
- State Health Society (Bihar), Ekjut (Bihar)
- Helpage India (New Delhi)
- Centre for Science and Environment (New Delhi)
- World Wild Fund (Karnataka)
- Dakshin Foundation (Karnataka)
- Centre for Study of Developing Societies (New Delhi)
- Ashoka Trust for Research in Ecology and the Environment (ATREE) (Karnataka)

**Field Project**
- Swades Foundation (Maharashtra)
- UN Women (New Delhi)
- Sulabh International Social Service Organization (Karnataka)
- Majdoor Kissan Shakti Sangh (Rajasthan)
- Public Health Foundation of India (New Delhi)
- SOCHARA (Karnataka)
- Foundation for Research in Support of Fish Workers (ICSF) (Tamilnadu)
- Foundation for Democratic Reforms (Andhra Pradesh)
- Care India (New Delhi)
- Foundation for Ecological Security (Andhra Pradesh)
- Samvad Society for Advocacy and Development (Madhya Pradesh)
- Janaagraha (Madhya Pradesh)
- Centre for Sustainable Agriculture (Andhra Pradesh)
“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