POSTGRADUATE PROGRAMMES
Developing Leaders for Social Change

ADMISSION BROCHURE
2016 – 18
M.A EDUCATION  M.A.DEVELOPMENT  M.A. PUBLIC POLICY & GOVERNANCE
Azim Premji University was established by the Foundation in 2010. The Foundation’s vision is to contribute to the realization of a just, equitable, humane and sustainable society. To realize this vision Azim Premji Foundation has been working since 2001 towards making deep, large scale and institutionalised impact on the quality and equity of education in India, along with related development areas.

The Foundation established the University for an explicit and clear social purpose, as a part of a larger strategy to contribute to the Education and Development sectors in the country.

Arising from the vision of education for social change, the University aims to create outstanding and effective programmes that:

- 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.
Postgraduate Programmes Overview

The postgraduate programmes are full time, 2 year (4 Semester) programmes. The curriculum consists of core courses, electives, open courses and field practice. Students may choose specializations or do a general programme.

<table>
<thead>
<tr>
<th>M.A. EDUCATION</th>
<th>M.A. DEVELOPMENT</th>
<th>M.A. PUBLIC POLICY AND GOVERNANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Pedagogy</td>
<td>Sustainability</td>
<td>Specializations to be decided</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Livelihoods</td>
<td></td>
</tr>
<tr>
<td>School Organization, Leadership and Management</td>
<td>Health and Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law and Governance</td>
<td></td>
</tr>
</tbody>
</table>

Vibrant Learning Environment

Our committed faculty team of 130 members bring with them, a rich blend of teaching, research and field experience. The teaching and learning processes inside and outside the classroom are designed to ensure that students and faculty engage each other in dialogue and questioning so that they develop critical thinking and self-learning capabilities.

Faculty are facilitators of learning, creating an environment that is not competitive, but one that focuses on the students own accomplishments in learning.

- **Exciting opportunities to learn, outside the class room.**
- **Weekly Colloquium lectures by guest faculty/practitioners.**
- **Opportunities to participate in Research Conferences, National and International Seminars and workshops on campus.**
- **Field trips as part of courses.**

Student Diversity

A community of students from over twenty five states, different educational and socio-cultural backgrounds, fresh and experienced students. We value and encourage this diversity and you will enjoy and learn with this experience.
Master of Arts in Education
2016-18

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 specialise 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 comprising:

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

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
<th>SEMESTER III</th>
<th>SEMESTER IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Education</td>
<td>Philosophy of Education</td>
<td>Elective 1</td>
<td>Elective 6</td>
</tr>
<tr>
<td>Sociology of Education</td>
<td>Child Development and Learning</td>
<td>Elective 2</td>
<td>Elective 7</td>
</tr>
<tr>
<td>Child Development and Learning</td>
<td>Introduction to Education Research</td>
<td>Elective 3</td>
<td>Elective 8</td>
</tr>
<tr>
<td>Education Policy and School Systems</td>
<td>Curriculum Studies</td>
<td>Elective 4</td>
<td>OR</td>
</tr>
<tr>
<td>Comparative History of Education</td>
<td>Political Economy of Education</td>
<td>Elective 5</td>
<td>Option of Independent Study</td>
</tr>
<tr>
<td>Open Course 1</td>
<td>Open Course 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Immersion (2 Credits)</td>
<td>Research (2 Credits)</td>
<td>Field Project (6 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

|                      | 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.

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.
**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 out of 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.

<table>
<thead>
<tr>
<th>SPECIALIZATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| **Curriculum and Pedagogy** | The Curriculum & Pedagogy 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. Specialization electives example:  
- Pedagogy and Curricular Material Development courses in Language, Maths, Science, Social science  
- Assessment in Education |
| **Early Childhood Education** | 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. Early Childhood Education:  
- Policies, Principles and Practices  
- Planning, Management and Evaluation of Early Childhood Education programs and institutions  
- Early Mathematical Development  
- Assessment in Early Childhood Education |
| **School Leadership, Organization and Management** | 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.  
- Introduction to School Leadership and Management  
- Approach to Changing Educational Practice  
- Economics of Education  
- School System Analysis |
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 six 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/SitePages/school-of-education-faculty.aspx

CAREER OPPORTUNITIES AND PLACEMENT

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 centers etc. Some students also choose to be school teachers or pursue higher education opportunities.

Central to realizing our vision is to see our students engaged with the social sector after they graduate. For the third year running, the University has had very healthy placements. More than 400 students have successfully graduated so far and many of them are currently working in NGOs, corporate social responsibility units, research institutions, schools etc.
Master of Arts in Development

2016-18

The Master of Arts (M.A.) 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 key curricular objectives of the programme are:

- Acquire core understandings in and across disciplines that inform the complexities of development.

- Critically relate these conceptual and theoretical frameworks to dimensions of development in areas such as health, education, livelihoods and sustainability.

- Enable students to engage with lived realities of people and communities through field opportunities.

- Explore ethical dimensions of individual and collective agency in processes of development.
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 (Semester I and II) - 32 Credits
- Electives (Semester III and IV) - 24 Credits
- Open courses (any Semester) - 4 credits
- Field practice (Semester I and IV) - 12 Credits

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
<th>SEMESTER III</th>
<th>SEMESTER IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Development</td>
<td>Law and Governance</td>
<td>Elective 1</td>
<td>Elective 6</td>
</tr>
<tr>
<td>Economics of Development</td>
<td>Theory and Philosophy of Development</td>
<td>Elective 2</td>
<td>Elective 7</td>
</tr>
<tr>
<td>Political Philosophy and Politics in India</td>
<td>Introduction to Research</td>
<td>Elective 3</td>
<td>Elective 8</td>
</tr>
<tr>
<td>Ecology and Development</td>
<td>Social Interventions</td>
<td>Elective 4</td>
<td>OR</td>
</tr>
<tr>
<td>Open Course 1</td>
<td>Intro. to Education, Health and Livelihoods</td>
<td>Elective 5</td>
<td>Option of Independent Study</td>
</tr>
<tr>
<td>Open Course 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Immersion (2 Credits)</td>
<td>Field Internship (4 Credits)</td>
<td>Field Project (6 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

20 22 15 15

CORE COURSES
The core courses will set the context and provide the theoretical and analytical background for understanding the key debates and issues in the domains associated with development. While some core courses are drawn from selected disciplines to help students to develop a deep understanding of the nature of development, other core courses are ‘inter-disciplinary’, and attempt to integrate the learnings in sociology, economics, politics and provide students an opportunity for transformative learning. Core courses are expected to provide adequate knowledge, skills and attitude to embark on a deeper exploration of specific themes and practices in development. 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 development. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of developmental theory and practice. Typically, 40 – 50 electives are on offer each year. Electives could be 2, 3 or 4 credits.

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.

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.

Field practice is held in all the semesters, either during the semester or in the intervening period between semesters.
<table>
<thead>
<tr>
<th>Field Practice Type</th>
<th>Short Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weekly Practicums</strong>&lt;br&gt;One Day Per Week</td>
<td>Practicums are field experiences comprising of an organized set of activities outside the classroom with the aim of embedding theoretical learning in practical experiences. Students also learn to work in groups.</td>
</tr>
<tr>
<td><strong>Field Immersion, SEM I</strong>&lt;br&gt;Two Weeks</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Field Internship</strong>&lt;br&gt;End of SEM II&lt;br&gt;Six Weeks</td>
<td>Students spend six weeks interning with an organization engaged in development action. This internship is designed in consultation with the host organization to help the students understand various development issues through on the 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.</td>
</tr>
<tr>
<td><strong>Field Project</strong>&lt;br&gt;End of SEM III&lt;br&gt;Eight Weeks</td>
<td>The eight weeks Field Project is structured to offer the students a rich and rigorous field-oriented learning experience. Students are encouraged to focus on a specific development issue, identify specific areas of intervention or study, develop a proposal and implement it. The projects are mentored by faculty from proposal to final report. 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 implementing interventions, research etc.</td>
</tr>
</tbody>
</table>

**Independent Study**
Students can choose to do an independent study, in place of an 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. 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 in consultation with their faculty mentor.

**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 out of 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.
<table>
<thead>
<tr>
<th>SPECIALIZATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Nutrition</td>
<td>Studies in health, health care and nutrition need to address some of the complex challenges India is facing today around health inequities, implementation challenges of health and nutrition programs and persistent malnutrition. The Health, Nutrition and Development specialization aims to offer a broader and integrated understanding of health by locating it within the larger development narrative and by necessarily engaging with multiple perspectives, approaches and methods.</td>
</tr>
<tr>
<td>Livelihoods</td>
<td>The specialization will enable students to critically engage with, and intervene in issues related to Livelihoods, such as poverty, resource crises and sustainability, livelihood security and diversification, migration, labour standards and regulations, financial inclusion, technological change and skills development. It will provide students with the theoretical knowledge and practical skills and competencies relevant to making a meaningful intervention to improve the livelihood conditions and prospects of the poor and disenfranchised.</td>
</tr>
<tr>
<td>Law and Governance</td>
<td>The Law and Governance specialization intends to create reflexive development practitioners who can sensibly engage with institutions (local, national, international and global), policies, processes, and contexts involving the state, market, social movements, civil society organisations, and individuals.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>This specialization will enable students to understand and engage with the national and global debates on sustainable development. Students are helped to understand the relationship between Nature, Society and Economy. It will provide students the means to gain depth and breadth in sustainability.</td>
</tr>
</tbody>
</table>

**Faculty**

Our faculty come from disciplines such as Philosophy, Sociology, Law, Economics, Political Science, and a keen interest in applying this to the domain of development. Many of them also come with deep field experience in setting up and working with grass root organizations, Governments and other policy making institutions. 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 Development.

Detailed profiles are available at - http://azimpremjiuniversity.edu.in/SitePages/school-of-development-faculty.aspx

**Career Opportunities and Placement**

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 that work in the broad domain of Development in Health, Livelihoods, Agriculture, Urban issues etc. Some students also choose to do research or higher studies.
Master of Arts in Public Policy and Governance
2016-18

Public Policy and Governance are fields of study that focus on public affairs with a shared interest in making public institutions work. Governance understands and explains the institutional, legal and procedural attributes of how state authority is exercised. Public Policy studies executive decisions and processes, evaluates outcomes that aim to achieve collective purposes, and provides solutions to 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 analyze the ideas, mechanisms, practices and outcomes that shape public policy problems, programmes and policies;
- Provide purposive programmatic solutions, and undertake critical and impactful research;
- Become reflective practitioners in 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, four-semester programme of 72 credits with credit distribution as follows:

- Core courses (Semester I, II, III and IV) - 39 Credits
- Electives (Semester III and IV) - 21 Credits
- Open courses (Any Semester) - 4 Credits
- Field practice (Semester Breaks) - 8 Credits

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
<th>SEMESTER III</th>
<th>SEMESTER IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitutional Foundations of State Institutions</td>
<td>Values and Ethics in Public Affairs</td>
<td>Policy Analysis</td>
<td>State Transformation and Governance</td>
</tr>
<tr>
<td>The State, Market and Economy</td>
<td>Processes of State Action</td>
<td>Research and Communication in Policy</td>
<td>Elective 4</td>
</tr>
<tr>
<td>The State and Governance in India</td>
<td>Everyday State in India</td>
<td>Elective 1</td>
<td>Elective 5</td>
</tr>
<tr>
<td>Public Policy in India</td>
<td>Programme Analysis and Evaluation</td>
<td>Elective 2</td>
<td>Elective 6</td>
</tr>
<tr>
<td>Data, Research Design and Descriptive Methods</td>
<td>Causal and Inferential Methods</td>
<td>Elective 3</td>
<td>Elective 7</td>
</tr>
<tr>
<td>Open Course 1</td>
<td>Open Course 2</td>
<td>OR Option of Independent Study</td>
<td>OR Option of Independent Study</td>
</tr>
<tr>
<td>Field Project 1 - Problem Definition Engagement (2 Credits)</td>
<td>Field Project 2 - Problem Solving Group Internship (3 Credits)</td>
<td>Field Project 3 - Policy and Governance Research Fellowship (3 Credits)</td>
<td>State Transformation and Governance</td>
</tr>
</tbody>
</table>

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. 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

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 components that are staggered to enable students apply classroom learning to appreciate policy and governance problems and solutions from the ground.
<table>
<thead>
<tr>
<th>FIELD PRACTICE TYPE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM I BREAK</td>
<td>The first engagement will be an investigative exercise wherein students will learn to identify problems, map the institutional terrain, and survey the impacted community.</td>
</tr>
<tr>
<td>SEM II BREAK</td>
<td>The second will be a problem solving internship wherein groups of students will iteratively develop a plan to meet implementation challenges faced by organizations.</td>
</tr>
<tr>
<td>SEM III BREAK</td>
<td>The third and last engagement will involve critical policy and governance research through a fellowship mode in an organization.</td>
</tr>
</tbody>
</table>

Field engagements need not be restricted to a single theme or sector. For example, students can identify encroachment of lake beds in a particular locality as a problem worth investigating and mapping during their first engagement. During their summer internship, student groups can undertake projects that either survey the needs for a particular intervention, assess the impact of a particular programme or examine the potential of scaling up solutions for urban sanitation. In the third and final field engagement, students can undertake a cost benefit analysis or case study or multivariate analysis of microcredit programmes in their research fellowship. The Field component is integrated not only with classroom learning but also with career choices and employment beyond the programme.

SPECIALIZATIONS
Specializations in the programme will aim to deepen student understanding of specific sectoral, organizational and topical dimensions. Such specializations can either be domain specific such as in health and sustainability, or could be process specific such as focused on the NGO sector, Public Management and forms of social enterprise.

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.


CAREER OPPORTUNITIES AND PLACEMENT
Governance and Public Policy are recent professional domains that provide wide ranging career opportunities. We expect our students to undertake challenging careers that involve areas such as but not limited to programme evaluation, survey research policy analysis, programme management, advocacy and other aspects of programme operations and governance.

The dedicated placement cell at the University comprises students and faculty mentors. They provide active support by way of workshops, panel discussions, career counseling sessions, and skill development.
**STUDENT SUPPORT**

We are committed to student learning, wellbeing and care. We provide extensive student support to ensure that students engage with the program fully and are able to realise their potential. A comprehensive set of support initiatives are offered on campus.

- **Academic Support:** Language support, reading and writing classes, tutorials, dedicated faculty contact hours and workshops covering a range of support needs.
- **Personal Wellbeing:** Counselling and Medical services, Self-Development programmes etc.

**FINANCIAL SUPPORT**

We provide financial support for deserving students. Financial support is based on family income.

- **Scholarships:** Full (100%) or part (70%, 50%) for tuition fees, accommodation and food charges.
- **Educational loans:** Facilitated by the University through bank tie ups.
- **Insurance:** All students are covered under illness, accidents and life insurance.
- **Monthly living support:** In very exceptional cases, facilitated through project based work opportunities on campus.

Applicants with work experience may be considered for additional support.
ADMISSIONS: APPLY NOW

We strive hard to ensure that students from disadvantaged economic, social, regional backgrounds can access quality higher education. Socio-economically disadvantaged students are given additional scores in the admission process. This inclusion and diversity is important for us to realise our vision and purpose.

Admission tests are conducted in 30 cities and interviews at 15 different locations across India, providing easy access.

Admissions are through a National Entrance Test (common for all the postgraduate programmes), followed by a personal interview for shortlisted students.

Eligibility: Undergraduate degree in any discipline. Applicants completing their undergraduate degree in 2016 can also apply.

We actively encourage applicants with prior work experience and provide additional weightage in the interview process.

ONLINE APPLICATION AT
azimpremjuniiversity.edu.in

LAST DATE FOR SUBMISSION OF APPLICATIONS:
JANUARY 28, 2016

NATIONAL ENTRANCE TEST:
FEBRUARY 14, 2016 (SUNDAY)
azimpremjuniiversity.edu.in/admissions

Call 1800 843 2001

✉ admissions@apu.edu.in
facebook /azimpremjuniiversity
youtube /user/AzimPremjiUniversity

Pixel B, PES Campus, Electronics City,
Hosur Road, Bangalore - 560100