



The formal education system in India is a centre of debate, discussion and intervention at a level that has not been seen in its post-colonial history. As the Indian State asserts its right to be counted amongst the growing economic powers and works towards its integration into the global economy, the demands for such a development in which a literate and technically trained workforce rates high, are being acutely felt.

This critical juncture is marked by a confluence of at least four kinds of fluxes:

1. Economic growth and the opportunities of upward mobility that it offers particularly to the middle class, coupled with unacceptable levels of inequality and marginalisation, are creating new forms of stress and tension in the social fabric and in relational and intra-personal spaces.
2. Public policies with regard to social sectors like health and education are undergoing major reversal in their ideological orientation. Education is increasingly looked upon as a marketable commodity as opposed to a social good. At the same time, elementary education as a constitutional right is being asserted particularly as a consequence of the recent legislative initiatives.
3. Consensus on 'what is good education' is shrinking rapidly making the very enterprise of professional preparation of educators a

contested territory.

4. Education as an area of knowledge is going through a turmoil and its gross inadequacies in making sense of education as a phenomenon is increasingly being demonstrated.

The pressing demands of global capitalism and the knowledge economy as well as the rising social aspirations of its own people within a conflicted and unequal society, have led to a massive expansion and diversification of education at all levels in India. This has been accompanied with increasing concerns about 'quality' of the various dimensions of education. The School of Education Studies (SES) at AUD has been established to understand, analyse and engage with these different challenges that education as a discipline and practice presents.



MA Education

VISION OF SES

SES at AUD is envisioned to evolve as a community of professionals and scholars endeavoring to understand education in its historical and contemporary contexts through engaged scholarship and practice. The School proposes to bridge the gap between the theory and practice of education in its multiple locations – in that it would foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. The School would work towards development of a rigorous praxis-based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy, planning and administration. MA Education is the first programme of the School. The programme is currently located in the Dwarka Campus of the University but will be offered from the Kashmere Gate campus in the academic year 2013-14.

The School will launch its MPhil / PhD and other programmes in education in the near future.

PROGRAMME OBJECTIVES

- Locate education in the varied contexts in which it operates
- Appreciate the multiple dimensions of education – as a social phenomena and as an area of knowledge
- Develop analytical capability and independent thinking about issues in education and society
- Read and comprehend academic literature relevant to education
- Develop a deeper understanding of both theories in and practice of education, through multiple disciplinary perspectives

ELIGIBILITY

Essential: Bachelors / Masters degree with minimum 50% marks (or equivalent grade) in any discipline.

Desirable: Minimum of one year's work experience in the field of education or a diploma in education.

Relaxation of 5% for candidates belonging to SC and ST and Physically Disabled (PD) categories.

FEE

Rs. 16,500 per semester and a refundable caution deposit of Rs. 2,000. For other details such as fee waiver and scholarships please refer to the main university bulletin.

PROGRAMME CONTENT AND DELIVERY

The programme aims to make possible the study of education both as a social phenomena and an area of knowledge and situate it within the socio-historic-politico-economic structures and processes of our society. It will use multiple disciplinary perspectives (of sociology, history, psychology, philosophy) to analyse and critically understand the various processes and systems of education, by engaging with both the theory and practice of education. In this way, it would hope to contribute to the development of education as a discipline – by bringing together a range of literature and theories which can help us examine varied educational phenomena, by actively engaging with the field (with the possibility of sustained relationship with public systems of education) and by contributing towards research in education (theoretical analysis, critical and constructive interventions and empirical studies).

Students will be exposed to various critical debates in contemporary education as well as field realities and hands-on experience with processes like textbook and curriculum development through a combination of taught courses, workshops, seminars and research and field components. The programme will focus on building analytical skills, and oral and written communication ability.

CREDIT DISTRIBUTION

This two year MA programme will include fifteen taught courses –

- Nine core courses- seven of which are of 4 credits each and two of 2 credits each.
- Six elective courses of 4 credits each.

Each credit is equivalent to 1 hour of classroom teaching or 2 hours of tutorial work / workshop / seminar every week over 16 weeks in a semester.

A total of 70 credits have to be completed by each student during the 4 semesters.

ASSESSMENT AND EVALUATION

Students will be evaluated on the basis of attendance, participation and presentation in the class, assignments, term papers and end-term examination. The mode of assessment and its patterns may differ from course to course. Evaluation will be guided by the University rules and regulations.

Those graduating from the School may work as faculty in University and College departments, as administrators, researchers, academicians, curriculum and material developers, as teacher educators, consultants in the many institutions of Education, in the NGO sector, or in Government departments and Educational projects and programmes.

Course Overview

Semester wise course line-up (Credits per course in parenthesis)

	SEMESTER I	SEMESTER II		SEMESTER III	SEMESTER IV
CORE COURSES	Education in India: Institutions, Systems and Structures (2) Introduction to Educational Thought (guided reading course) (2) Child Development (4) History of Education in Modern India (4) State, Society and Education (4)	Introduction to Philosophy of Education (4) Introduction to Educational Research (4) Curriculum Theory and Practice (4) Experiencing education (4)	FIELD ATTACHMENT: NON-SCHOOL BASED (4)		
ELECTIVE COURSES				Choose one from Baskets 1-7 or 4 courses from the list of options	Continue with the basket chosen or 2 courses from the list of options
WORK -SHOP	Basic research skills training	Self development		Any one from the list	
RESEARCH (6)		Formulation of Research Proposal and Student seminar		Student seminar: Research and Progress	Research report and Student seminar

Some courses mentioned in the Programme Structure are subject to approval by the Academic Council of the University

CORE COURSES

- Education in India: Institutions, Systems and Structures
- Introduction to Educational Thought (guided reading course)
- Child Development
- History of Education in Modern India
- State, Society and Education
- Introduction to Philosophy of Education
- Introduction to Educational Research
- Curriculum Theory and Practice
- Experiencing education

ELECTIVE COURSES

Basket 1: Teacher education

- Teacher education I
- Teacher education II
- Advanced course in Sociology of Education/ Philosophy of Education/ Curriculum Studies
- Mathematics/ Science/ Social Science/ Language education

Any 2 courses from all other options

Basket 2: Early childhood Care and education

- Early childhood care and education
- Observation and assessment of young children
- Emergent and early literacy and numeracy
- Approaches to early childhood education curriculum development
- 1 advanced foundation course

Any 1 course from all other options

Basket 3: Higher Education

- Higher education: institutions, policies and practices
- Research & Evaluation in higher education

- Higher education: curriculum, pedagogy and assessment
- Educational policies – institutions, practices and contexts

Any 2 courses from all other options

Basket 4: Mathematics Education

- Mathematics Education I
- Mathematics Education II
- Advanced course on Cognition and Learning
- SUS basic course in Mathematics/ a recommended course in offer from within or outside SES

Any 2 courses from all other options

Basket 5: Science education

- Science Education I
- Science Education II
- Advanced course on Cognition & Learning
- SUS course on Nature of Science/ a recommended course from the options available in SES

Any 2 courses from all other options

Basket 6: Social Science Education

Any two from:

- Social Science Education I
- Social Science Education II
- Environmental education

Any two from:

- SUS/ SLS course in History/ Geography/ Political Science/ Economics/ Sociology/ Social Science
- Advanced course in Cognition & Learning
- Advanced course on Curriculum Studies
- Teacher Education I
- Assessment
- Instructional design and technology
- Gender and Education

Any 2 courses from all other options

Basket 7: Policy Studies in Education

- Educational policies – institutions, practices and contexts
- Comparative studies in history of education
- Disciplinary/ theoretical course from SES or other schools of AUD
- Any other policy course offered by SES or other schools/ Gender and Education/ Teacher Education I/ Higher education (introductory course)/ Indigenous people, knowledge and systems of education

Any 2 courses from all other options

List of optional courses

Advanced Foundation Courses:

- Advanced Course in Philosophy of Education
- Advanced Course in Sociology of Education
- Advanced Course in Cognition and Learning
- Socio Emotional Perspective on Educational Failure
- Comparative Studies in History of Education
- Advanced Course in Curriculum Studies

Any introductory course from the trajectories

Research methods:

- Qualitative Research Methods in Education
- Quantitative Research Methods in Education
- Exclusion and Education
- Marginalisation and Education

- Indigenous People, Knowledge and Systems of education
- Gender and Education
- Childhood
- Minorities and education
- Conflict and education
- Politics of education
- Education for special needs

Other courses

- Language education
- Assessment
- Instructional design and technology
- Educational leadership and management

Note:

In semester 3, students have to opt for 4 electives which are on offer in the semester, either from the list of options or choose a basket from 1-7. Those not choosing to pursue a basket of courses, must choose a minimum of one elective and a maximum of two electives from the list of courses in Advanced Foundation Courses.

In Semester 4, students either continue with the basket chosen in Semester 3 or they choose two electives from the list of optional courses on offer in that semester. The list of elective courses stated above is only suggestive.

More elective courses may be added to this list at a later point of time. All the courses may not always be on offer or may be offered in a different semester than stated.

WORKSHOP COURSES

Compulsory workshops

- Basic research skills training
- Self development

Elective workshops

- Material Design and Development
- Programme Evaluation
- Textbook Design and Development
- Curriculum Development

APPLICATION PROCEDURE

The Bulletin of Information and facilities for on-site filling of forms will be available from 27 May 2013 to 23 June 2013 on all working days at the Kashmere Gate campus of the University from 10 am to 4 pm.

Details regarding the application procedure are available in the University Brochure of Information and will be updated from time to time on the University website www.aud.ac.in.

ADMISSION TEST

Selection of candidates to the MA Education programme will be through a written test and an interview.

- The written test will carry a weightage of 75% and the interview a weightage of 25%.
- The written test will be based on two readings (written in English). These readings will be uploaded on the AUD website in the third week of June 2013. Candidates are expected to access and read these prior to the test. These will also be made available during the test. The test will be in English.
- Candidates will be evaluated for their ability to comprehend, apply and articulate their understanding of the readings and their ability to formulate arguments for and against specific positions.
- Candidates will also be required to answer a question on their motivation for pursuing this course, which will be marked.

Candidates securing a minimum of 40% overall in the written test and interview (35% for SC/ ST and PD candidates) will be eligible for taking admissions to the programme. However, admission will be offered to eligible candidates strictly on the basis of merit, as assessed on the basis of the entire entrance process, and availability of seats in each category.

Written exam will be held on July 2, 2013 between 10:30 AM – 2:00 PM
Interviews will be conducted on July 9-10, 2013, 10:00 AM onwards
Venue for both the written exam and the interviews will be Kashmere Gate campus.

Candidates are advised to keep visiting the AUD website for further details or possible changes in the schedule.

NUMBER OF SEATS & RESERVATION

A total of 30 Seats are available for MA Education.

Reservations are provided to the candidates in accordance with the guidelines based on the norms applicable to educational institutions in the NCT of Delhi (subject to change as per Government notifications)

TOTAL INTAKE CAPACITY (for MA Education)		30
Delhi Quota (NCT) (85%)	Total	26
	D -SC (15%)	4
	D-ST (7.5%)	2
	D-OBC (27%)	7
	D-General (not reserved)	13
Open to non-Delhi candidates (Outside NCT) (15%)	Total	4
	O -SC (15%)	1
	O-ST (7.5%)	0
	O-General (not reserved)	3

NCT will mean that the student should satisfy at least one of the following conditions:

- a. The qualifying degree for admission to the programme is from an institution in Delhi.*
- b. The residence of the applicant is in Delhi.*

For further information on system of reservation, please refer to the main university prospectus.

