

Master's Degree Programme

PROSPECTUS

2020–2021



Tata Institute of Social Sciences

PROSPECTUS FOR
MASTER'S DEGREE PROGRAMMES
2020–2021



TATA INSTITUTE OF SOCIAL SCIENCES

(A Deemed University, established under Section 3 of the UGC Act, 1956)

V.N. Purav Marg, Deonar, Mumbai 400088

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ACADEMIC CALENDAR 2020–2021*

Academic Activity	Semester I	Semester III
Reopening of the Institute (For Faculty)	13 July 2020	13 July 2020
Commencement of Online Classes	24 August 2020	27 July 2020
Announcement of Examination Time Table	5 October 2020	15 September 2020
Last Lecture Day	5 December 2020	7 November 2020
Examination Preparatory Period	6 –13 December 2020	8–15 November 2020
Semester Examinations	14–19 December 2020	16–21 November 2020
Submission of Grades	24 December 2020 or within 5 days of receiving answer sheets, whichever is earlier	26 November 2020 or within 5 days of receiving answer sheets, whichever is earlier
Internship/Field Work/ Field Practicum etc	-	23 November to 20 December 2020
Vacation	21 December to 3 January 2021	21 December to 3 January 2021
Finalisation and Confirmation of Courses for II/IV Semester (Optional, Compulsory, CBCS, etc.)	On or before 30 November 2020	On or before 30 November 2020
Mapping of II/IV Semester courses in Student Management System by School Secretariats	1–10 December 2020	1–10 December 2020
Payment of II/IV Semester Fee and Completion of Semester Registration by all Students	20–25 December 2020	16–25 December 2020

Academic Activity	Semester II	Semester IV
Commencement of Classes/Fieldwork	4 January 2021	4 January 2021
Declaration of I/III Semester Results	4 January 2021	4 January 2021
Last Date of Registration for Supplementary/Improvement/ Re-Evaluation by students through SMS	6 January 2021	6 January 2021
Conduct of Supplementary/Improvement/ Re-Evaluation of II Semester Courses	On or before 16 January 2021	On or before 16 January 2021
Result Declaration of Supplementary/ Improvement/Re-Evaluation of II Semester Courses	On or before 23 January 2021	On or before 23 January 2021

Academic Activity	Semester II	Semester IV
Announcement of Examination Time Table	10 March 2021	10 March 2021
Last Lecture Day	24 April 2021	24 April 2021
Examination Preparatory Period/ New Admissions PIT & PI	26 April to 1 May 2021	26 April to 1 May 2021
Semester Examinations	3–13 May 2021	3–13 May 2021
Submission of Grades	18 May 2021 or within 5 days of receiving answer sheets, whichever is earlier	18 May 2021 or within 5 days of receiving answer sheets, whichever is earlier
Convocation	27–29 May 2021	27–29 May 2021
Vacations	24 May to 20 June 2021	24 May to 20 June 2021
Block Fieldwork/Internships	To be announced by the respective Schools	To be announced by the respective Schools
Institute Day	To be held in the month of January 2021.	To be held in the month of January 2021.
Finalisation and Confirmation of Courses for I/III Semester (Optional, Compulsory, CBCS etc)	On or before 6 June 2021	On or before 6 June 2021
Mapping of I/III Semester courses in SMS by School Secretariats	7–9 June 2021	7–9 June 2021
Payment of I/III Semesters Fee and Completion of Semester Registration by all Students	13–20 June 2021	13–20 June 2021
Commencement of Classes for I/III Semester Academic Session 2021–2022	21 June 2021	21 June 2021

* Subject to change in Gol Holidays. Applicable for Mumbai, Tuljapur and Hyderabad Campuses.

- Semester I/III** : Classes for 15 Weeks
Diwali Vacation : 21 December 2020 to 3 January 2021
Semester II/IV : Classes for 15 weeks, plus 4 non-instructional days
 (QuinTISSence, Sports Day, Literary Festival & Institute Day)
Summer Vacation : 24 May to 20 June 2021 (28 days)
Academic Council Meeting : 12 February, 21 May, 13 August and 12 November, 2021

Rules are subject to modifications from time to time. Modified rules will be accordingly communicated as applicable.

INSTITUTE DEEMED TO BE UNIVERSITY

Number F, 11-22/62-U2,
Government of India
Ministry of Education
New Delhi, the 29th April, 1964

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declared that the Tata Institute of Social Sciences, Bombay, which is an institution for higher education, shall be deemed to be a University for the purpose of the said Act.

Sd/-
(PREM KRIPAL)
Secretary

PRINCIPLES GOVERNING STUDENTS' STAY AT TISS

TISS has a zero tolerance policy towards discrimination and violation of dignity of fellow students or other members of the TISS community on the basis of caste, religion, region, disability, gender, sexual orientation and race.

TISS cares for its students and takes measures to ensure their safety and security. The Institute has all forms of support services, administrative mechanisms, and rules and regulations to make the safety and security systems work for the welfare of its students. As responsible adults, the students are expected to behave in a manner that ensures their safety and security and uphold the dignity of the Institute.

Offices for Protecting and Honouring Students' Rights and Dignity

Women and Gender Development Cell

Equal Opportunities Cell

SC/ST Cell

Offices for Welfare of Students

Grievance Redressal Committee

Office of Students' Affairs

Counselling Cell

Health Centre

TISS

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SECTION 1

Introduction

I

About TISS

1.1 OUR PAST AND PRESENT

The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work in Mumbai to create human service professionals to address the issues of unemployment and poverty in the context of the Great Depression of the 1930s. In 1944, it was renamed as the Tata Institute of Social Sciences, and in 1964 the Government of India (GoI) declared TISS as Deemed to be a University under Section 3 of the University Grants Commission (UGC) Act, 1956.

The vision of Tata Institute of Social Sciences has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

From its inception, TISS has aimed to stay at the cutting edge of education, research and outreach in important areas of human development and public policy concerns. It has provided support to government institutions and grassroots organisations and applied its academic research and field expertise to assess policies around social needs and social welfare. TISS has consistently engaged in seeking solutions to the complex real world issues that concern people in India.

Responding to the requirements of a changing world involved stepping outside and going beyond the disciplinary boundaries of conventional higher education curricula, systems and processes to create innovative solutions to problems. Between 2004–2006, TISS initiated a process to expand and adapt its academic structure to respond to the changing context in the country. It was felt that the higher education system needed to evolve in order to meet the challenges and utilise the opportunities created by the economic and political context of globalisation. The broad objective was to further strengthen the Institute's existing capacities and to develop new skills and initiatives to expand its mandate.

As a community-engaged social science university, TISS has evolved as an educational ecosystem where students learn to ideate, innovate and translate what they learn for bringing about change in society. It is a space where classroom learning is blended with exposure to the field, communities, institutions, industry and the corporate sector. It is also the space where courses and programmes are developed to address societal and national level challenges and where faculty and students co-create model field action projects for bringing people-centered solutions to vexing social problems. Indeed, TISS occupies a unique position among institutions of higher learning in the country and its contribution goes beyond the stated goals of conventional universities.

Today, TISS offers teaching, research and outreach programmes from four campuses: Mumbai (Main and Naoroji); Tuljapur, established in 1986; and Guwahati and Hyderabad, both established in 2011. The Institute also offers teaching, training, research and development support from Centres at Chennai (Tamil Nadu, 2012), Patna (Bihar, 2015), and Chuchuyimlang (Nagaland, 2015). These centres are supported by State/Central Government, various foundations, and the corporate sector.

TISS is a unique institution that brings together high quality scholars and practitioners from Social, Economic, Political, Physical, Habitat, Engineering, Health, and Environmental Sciences to co-create teaching and research programmes to address the most critical current and emerging issues of the nation. It is one of the key universities supported by the UGC/Ministry of Education in the disciplinary and inter-disciplinary areas of Social Sciences that provides teaching and research to build human service professionals for the social sector. The TISS experience moulds students into skilled professionals capable

of working with the government, corporates, and civil society. TISS is engaged in knowledge creation that is fundamental to understanding ways of achieving inclusive sustainable development; access to health, water, sanitation, education and employable skills; peace building; and national security.

As an institution offering education in the inter-disciplinary areas of Social Sciences, the curriculum of the programmes offered at TISS strives to enable students to understand the pulse of society and chart change processes that create appropriate solutions to some of the most pressing issues in the country. TISS has collaborative research and student exchange programmes with over 100 universities and institutions across the world, in addition to being a member of several university networks — Himalayan Universities Consortium, Erasmus Mundus Partnership, Global Labour University, BRICS Network University, McDonnell International Scholars Academy, and others.

Over the years, TISS has made consistent contributions to civil society and the development sector through its education, research, field action and extension. The Institute has imparted education and trained generations of social work, management and development professionals. Today, TISS has earned recognition as an institution of repute from different Ministries of GoI; various State Governments; international agencies such as the United Nations; and the non-government sector, both national and international. A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination.

In the 3rd cycle of assessment held in February 2016, the National Assessment and Accreditation Council (NAAC) rated TISS with a score of 3.89 out of 4.00, the second highest score among universities accredited thus far. In earlier rounds, NAAC had awarded a 5-Star rating to the Institute in 2002, and re-accredited the Institute with an 'A' Grade in 2010. In April 2018, the UGC awarded TISS with a 'Category 1' Deemed to be University Status. Currently NIRF ranked TISS at 34th among all universities and 57th among all Institutions of higher education. Globally QS I-Gauge has rated TISS with Diamond rating and the World University Rankings has ranked TISS among top 200 universities for SDG 1, 5, 10 and top 300 for SDGs 7, 9, 12, 16 and 17.

1.2 ORGANISATIONAL STRUCTURE

The Director, as the Vice-Chancellor of the Institute, works with the Deputy Directors of all 4 campuses and the Registrar to lead the Institute.

Academic Structure

The academic structure of the Institute consists of Deputy Directors of campuses, Deans of Schools, and Chairpersons of Independent Centres. While the Academic Council and Facilitation Committee function at the Institute level on the principle of collective decision-making process, the Deans and Chairpersons, along with the School Boards, are empowered to deal with academic matters at their levels.

Administrative Structure

The Registrar is the Administrative Head of the Institute. The administrative structure comprises 4 broad divisions: (i) Academic, (ii) Finance, Accounts and Audit, (iii) Personnel and Administration, and (iv) Infrastructure Development and Support. The Registrar also leads Resource Units like the Computer Centre, and the Publications Unit.

Statutory Bodies

1. *Governing Board*: The Governing Board, as the highest executive body, plays the pivotal role of laying down policies, both academic and governance.

2. *Academic Council*: The Academic Council deliberates on matters of academic nature and steers the Institute to maintain academic standards of excellence. The Council approves the academic programmes of all Schools/Centres and provides directions for future academic growth and development.
3. *Research Council*: The Research Council (RC) provides direction and guidance to the Institute to create an enabling environment for research and sharing; and to position it as an academic leader in the social sciences.
4. *Finance Committee*: The Finance Committee supports and supervises the raising of funds for the Institute's development and functioning; and also facilitates and monitors finances to ensure transparent and accountable governance.
5. *Planning and Monitoring Board*: The Planning and Monitoring Board is the principal Planning Board of the Institute and is responsible for monitoring the development programmes of the Institute.

In addition to the Statutory Bodies of the Institute, the Facilitation Committee — a senior level management committee — meets regularly to ensure alignment in decision making, management and coordination amongst Schools, Centres and the Administration.

1.3 RESEARCH AND EXTENSION

Over the years, through its research in social work, social sciences, human resources management, health systems and allied fields, TISS has made consistent contributions to civil society and the development sector and helped shape planning, policy and programme formulation, foster critical rethinking and development of people-centred interventions. The role of TISS in conducting pioneering research and extension activities rooted in the context of societal realities, and aimed at influencing policy and practice for positive social change, is widely acknowledged.

Research work carried out at TISS has been increasingly used for capacity building, field action, academics and policy advocacy on a spectrum of social, economic, health, development and environmental issues. During 2019–2020, there were a total of 206 on-going research and documentation projects at the Institute. Of these, 10 research projects were in multi-disciplinary areas, while the remaining were anchored in various Schools/Centres. The continuing areas of research include children and youth; women; climate change; community development; corporate social responsibility; dalits and tribals; disaster management; education; food security; governance; human rights; labour and migration; health and mental health; natural resources management; rural development; urban issues; gender and development; among others.

Research studies conducted at the Institute also result in numerous reports, publications and books. These publications become public domain documents that are easily accessible and widely disseminated and used by a cross-section of people and agencies for research purposes or policy advocacy. In 2019–2020, the TISS faculty brought out 376 publications as peer reviewed journal articles in some of the most renowned journals; chapters in books; authored/edited volumes published by reputed publishers; and other writings that include book reviews, articles in newspapers, magazines and reports.

Extension activities at TISS include adult learning, continuing education, and field action, to promote a meaningful and sustained rapport between the Institute and the community at large. The Institute reaches out to the working population across social and economic sectors through its full-time and part-time Diploma and Certificate programmes for adult learners, as well as training and capacity-building programmes throughout the year.

The TISS has been undertaking innovative field action projects (FAPs) since its inception. These FAPs focus on empowerment of the marginalised groups, testing new approaches and strategies in response to changing social realities, facilitating development of field-based knowledge and practice–theory continuum, among others. The FAPs address a wide range of issues with the broad goal of a more equal and just society, through capacity-building, empowering people to exercise a more informed choice, and secure their rights. Many important institutional innovations such as Child Guidance Clinics, social workers/counsellors in Hospitals and Family Courts, Special Cells for Violence against Women in Police Stations, Childline (a national helpline for children in distress) — all began as FAPs of TISS and gradually became a part of the public institutional structure.

The total numbers of FAPs currently active are 35. These cover a variety of issues and community groups such as, violence against women, rights and rehabilitation of persons processed by the criminal justice system, children in conflict with law, homelessness and beggary, education of tribal children, child and adolescent mental health, empowerment of tribal and dalit youth, access to health in rural and tribal areas, sustainable livelihood, food security, adult education, and psycho-social intervention to address multi-drug resistant TB, to name a few.

1.4 RE-IMAGINING FUTURES: MAKING A DIFFERENCE TO THE NATION

The TISS has worked radically to transform academic culture that has long been constrained by structural bottlenecks and the meagre and consistently declining resources available to universities. Academic collaboration and networking with other institutions, both in India and overseas, is a priority area. These

collaborations are geared towards strengthening the Institute's capacities to fulfil its vision of being an institution of excellence in higher education that develops and applies knowledge in pursuit of social justice and human rights for all. By instituting chairs, fellowships and scholarships, TISS seeks to further strengthen independent research, in a climate of intellectual rigour and academic freedom.

The TISS is continuously upscaling its capacity to develop and disseminate print, electronic and audio-visual knowledge resources, as well as augmenting and upgrading its academic, administrative and infrastructural capacities. The Institute draws nourishment from close relationships with the government, inter-governmental organisations, academic, communities, NGOs, industry and alumni.

1.5 KEY POSITIONS

Director	: Prof. Shalini Bharat M.A., D.Phil. (Allahabad)
Deputy Director	: Prof. Surinder Jaswal M.A. (TISS), Ph.D. (London)
Deputy Director (Officiating), TISS Hyderabad	: Prof. Aseem Prakash M.A., M.Phil., Ph.D. (JNU)
Deputy Director, TISS Guwahati	: Prof. Kalpana Sarathy M.A. (Chennai), M.Phil. (Bangalore), Ph.D. (JNU)
Dean, TISS Tuljapur	: Prof. Ramesh Jare M.A. (TISS), Ph.D. (YCMOU, Nashik)
Registrar	: Col. R.M. Joshi (Veteran) M.Sc. (Garhwal), M.Sc. (Madras)
Dean, Academics	: Prof. P.K. Shajahan M.A. (MGU), Ph.D. (Delhi)
Dean, Students' Affairs	: Prof. Ashabanu Soletti M.A., Ph.D. (Madras)

Dean, School of Social Work	: Dr. Shubhada Maitra M.A. (TISS), Ph.D. (Mumbai)
Dean, School of Management and Labour Studies	: Dr. Sasmita Palo M.A., M.Phil., LL.B., Ph.D. (Berhampur)
Dean, School of Health Systems Studies	: Dr. K. Anil Kumar M.Sc. (Kerala), Ph.D. (IIPS)
Dean, School of Development Studies	: Dr. Ritambhara Hebbar M.A., M.Phil., Ph.D. (Delhi)
Dean, School of Education	: Dr. Disha Nawani M.A., M.Phil., Ph.D. (JNU)
Dean, School of Media and Cultural Studies	: Prof. Lakshmi Lingam M.A. (Andhra), Ph.D. (IIT-B)
Dean, School of Habitat Studies	: Prof. Amita Bhide M.A. (TISS), Ph.D. (Mumbai)
Dean, Jamsetji Tata School of Disaster Studies	: Dr. Janki B. Andharia M.A. (TISS), Ph.D. (East Anglia)
Dean, School of Human Ecology	: Dr. Rajani Konantambigi M.A. (Karnataka), Ph.D. (TISS)
Dean, School of Law, Rights and Constitutional Governance	: Prof. Arvind Tiwari M.A., Ph.D. (Sagar)
Dean, School of Vocational Education	: Prof. Neela Dabir M.S.W. (Mumbai), Ph.D. (SNDT-Mumbai)
Associate Dean, School of Vocational Education	: Dr. Madhushree Sekhar M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert McNamara Fellow)
Associate Dean, School of Research Methodology	: Dr. D.P. Singh M.Sc. (Vikram), Ph.D. (Mumbai)
Chairperson, Centre for Development Practice and Research, Patna	: Prof. Pushpendra Kumar Singh M.A. (H.N. Bahugana)
Chairperson, Centre for Education Innovation and Action Research	: Prof. Padma Sarangapani M.Sc. (IIT-M), M.Phil., Ph.D. (Delhi)
Chairperson, Centre for Studies in Sociology of Education	: Prof. Leena Abraham M.A., Ph.D. (Mumbai)
Chairperson, Centre for Social Exclusion and Inclusive Policy	: Prof. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)
Librarian, Sir Dorabji Tata Memorial Library	: Dr. Satish Kanamadi M.L.I.Sc., Ph.D. (Karnataka), P.G.D.L.A.N. (Hyderabad)
Liaison Officer, SC/ST Cell	: Prof. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)
Liaison Officer, Equal Opportunities Cell	: Dr. Alex Akhup M.A., M.Phil. (Delhi), Ph.D. (TISS)
Dean, TISS Alumni Association	: Prof. Bipin Jojo M.A. (Utkal), M.Phil., Ph.D. (TISS)
Chairperson, International Relations Office	: Prof. Madhushree Sekher M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert Mc Namara Fellow)
Chairperson, Women and Gender Development Cell	: Dr. Shewli Kumar M.A., M.Phil., Ph.D. (Delhi)
Deputy Registrar, Personnel and Administration	: Vacant

Deputy Registrar, Finance and Accounts	: Ms. Indira Pashupathy M.Com. (Osmania), Cost Accountancy (ICWAI), D.F.M.A. (ICFAI), D.H.A. (MKU)
Deputy Registrar, Academic	: Mr. Narendra Mishra M.C.A., P.G.D.C.A. (IGNOU)
Administrative Officer, Personnel and Administration	: Mr. S.B. Chavan M.Sc. (MPKV)
Assistant Registrar, Academic	: Mr. Mustafa Momin M.Com. (Shivaji), D.P.M. (TISS), F.S.M., P.G.D.E.M. (Mumbai), M.A.L.M. (MKU)
Assistant Registrar, Personnel and Administration	: Ms. Roja T. Pillai M.A. (Mumbai)
Assistant Registrar, Infrastructure Development and Planning	: Mr. Damu G. Bhalerao D.P.M. (TISS), M.A. (TMV), M.B.A. (ADTU), G.D.I.C.M. (MIT)
Assistant Registrar, Short-Term Programmes	: Ms. Veena P. Shinde B.Sc. (Mumbai), D.H.R.M (Welingkar), P.G.D.B.M. (NIPM)
Assistant Registrar (Officiating), Finance and Accounts	: Mr. Anand Khole M.B.A. (YCMOU, Nashik)
Assistant Registrar (Officiating), Finance and Accounts	: Ms. Joycie Dias M.Com., D.H.R.M. (Mumbai)
Systems Manager and Chairperson, Computer Centre	: Mr. V. Sivakumar B.Sc. (Chennai), M.C.A. (Hyderabad)
Training & Placement Officer, Career Development and Facilitation Centre	: Ms. Leela Banerjee M.B.A. (Mumbai), L.L.B. (Govt. Law College) Dip. Counselling (TISS)
Counsellor, Health Centre	: Ms. Swapna Redij M.A. (TISS)

2. Master's Degree Programmes: General Information

2.1 RESERVATION

- 2.1.1.** Reservations for Scheduled Caste (SC) and Scheduled Tribe (ST), Other Backward Classes (OBC) and Economically Weaker Sections (EWS) are provided as Vertical Reservations as per the table below:

Category	Percentage
Scheduled Caste (SC)	15
Scheduled Tribe (ST)	7.5
Other Backward Classes (OBC)	27
Economically Weaker Sections (EWS)	10*

* EWS reservation has been progressively implemented since 2019

- 2.1.2.** As per relevant guidelines on the matter, horizontal Reservation for Persons with Disabilities, Armed Forces, and Kashmiri Migrants are provided at 5% each as supernumerary seats.

2.2 GOI POST-MATRIC SCHOLARSHIPS FOR SC, ST AND OBC (NC) STUDENTS

Students from SC and ST background, whose annual family income is less than Rs. 2,50,000/- (Rupees Two lakhs and fifty thousand only) during the last financial year are eligible for the Government of India Post-Matric Scholarship (Gol-PMS).

These OBC (NC) category students whose parents' annual income is less than Rs. 1,00,000/- (Rupees one lakh only) during the last financial year are also eligible for the Gol-PMS.

To avail these scholarships, students have to obtain valid Income Certificate from competent authorities such as the Revenue Officer, Tahsildar, Nayab Tahsildar, Block Development Officer or the District Magistrate/Collector of the respective State Government.

2.2.1 One-time travel allowance for SC and ST Students

The SC and ST students admitted to any full-time programme in any campus of TISS, and who are eligible for Gol-PMS are entitled to claim the travel expenses incurred from the place of residence to the respective TISS Campus at the time of joining the programme. The mode of travel is limited to ordinary sleeper class or its equivalent class (by rail/government bus transport only). There will be no reimbursement for travel by air/private bus/taxi. Students have to produce the ticket — either hard copy/digital — with the eligibility documents.

2.2.2 English Language Class

The TISS SC/ST and EOC Cells organises English language classes in collaboration with the students' union to help interested students improve their skills in speaking and writing in English. This special class is open to students from all backgrounds.

2.3 DEPUTED CANDIDATES

Officials from State and Central Government Departments and Ministries can seek deputation to any of the Master's / Certificate / Diploma programmes offered by TISS with the support of their government. The deputed candidates must fulfill all necessary academic qualifications and be selected and recommended by the concerned ministry/department for the said study programme. The number of

deputed candidates admitted to each programme is determined by the School/Centre. Each programme has specific procedures to admit deputed candidates, depending on the number of students it can accommodate.

2.4 RULES REGARDING ADMISSION TO MASTER'S DEGREE PROGRAMMES

2.4.1 Confirmation of admission to the Master's programmes of TISS is subject to uploading all required documents by the student, verification of original certificates and final mark-sheets.

2.4.2 If any document and statement furnished by the applicants/students is found to be incorrect at any time during the programme of study, they are liable to be debarred permanently from the programme, and will not be eligible to apply to any other programme in future at the Institute.

2.4.3 Candidates selected for admission are required to submit a medical fitness certificate in the prescribed format to confirm admission to the Institute.

2.4.4 A candidate, who has been admitted provisionally pending results of the final year examination of the qualifying degree, shall submit the final year mark-sheet, provisional degree certificate of passing and migration certificate to the Academic Section. Photocopies of final year mark-sheet and provisional degree certificate may be verified by showing original documents and then submitted to the Academic Section; Migration Certificate has to be submitted in the original. These documents should be submitted to the Academic Section within the prescribed period, failing which the student's admission will be cancelled. No relaxation will be made to this rule.

2.4.5 Failure in final year examination of the qualifying degree will lead to automatic cancellation of provisional admission to the programme.

2.5 OTHER IMPORTANT RULES

2.5.1 *Discipline:* Students admitted to the Institute are expected to fulfill all academic requirements, as well as follow all the rules and regulations related to the study programmes and life on campus. As students of TISS, they must observe the rules and maintain decorum in behaviour while on Institute campuses and during fieldwork, study tour, rural practicum, relief work, and block fieldwork/internship. Misbehaviour and violation of rules will lead to disciplinary action in the form of fine, withdrawal/denial of academic prizes, suspension/discontinuation from the hostel and the dining hall, or suspension/cancellation of registration as a student of the Institute. The Director, or other officials or appropriate bodies, constituted for the purpose, have the power to award punishments including levying fines, discontinuation from hostel and dining hall, and suspension and/or revocation of registration as a student, for non-observance of rules and regulations. The ***Handbook for Students*** provides a detailed account of all Rules and Regulations to be followed during the course of study/stay at the Institute.

2.5.2 Taking up employment, a remuneratory job or registering for another programme of study while pursuing a programme of study at the Institute is not permitted. The student will have to seek temporary withdrawal from the programme before taking up employment or joining another programme of study with prior permission of the concerned school Dean.

2.5.3 Students who have any outstanding dues or advances against them while studying for any programme in the Institute and have not cleared the same at the time of graduation/completion will not be considered for admission to any other programme at the Institute unless they clear their arrears/dues. Those who have availed of financial support from the Institute for any programme of study will not be eligible for the financial aid for the second programme at the same level of study.

2.5.4 SC and ST candidates who are eligible for application fee discount, owing to their eligibility for Gol-PMS can avail the same for a maximum of two times for the same level of study. However, if admitted in subsequent times, they will be eligible for other support as per existing rules governing the same.

2.5.5 *Participation in Relief Work:* In keeping with the Institute's tradition, students may be called upon to participate in disaster rescue, relief and rehabilitation work and extension activities of the Institute, in or outside Mumbai, from time to time, and as demanded by the situation. All students are expected to participate in these activities, which emerge from the character of the Institute that cares for people in need of support. Participation of students in community service is encouraged and honoured.

2.6 INTERNATIONAL STUDENTS

2.6.1 Introduction

Admission of international students to all the Master's Degree programmes offered by TISS across campuses is done through the International Relations Office (IRO). The admission process for international students runs from September to the end of March for programmes commencing in early June.

2.6.2 Eligibility

Any person who is not an Indian Citizen or a Permanent Resident of India, is considered as an international student'. Similarly, Foreign Nationals, Overseas Citizen of India (OCI-Dual citizens), and Non-Resident Indians (NRI) are also considered under the category of international students.

International applicants should have minimum 50% marks/GPA in the Undergraduate/Bachelor's degree programme to be eligible to apply. International students interested in applying for the M.A. Human Resource Management and Labour Relations and the M.A. Organisation Development, Change and Leadership programmes will additionally and mandatorily require a GMAT score of 650 and above.

International students can apply for a maximum of 2 programmes across Schools/Campuses and must ensure that they fulfill all the basic eligibility requirements/criteria for the programme(s) they are interested in as mentioned on the TISS website (www.admissions.tiss.edu).

Proof of proficiency in the English language is essential for those applicants who have studied in a University located in a non-English speaking country or where the mode of instruction was not English.

Only those students who have qualified from Foreign Universities or Boards of Higher Education recognised as equivalent by the Association of Indian Universities (AIU), are eligible for admission. Foreign nationals who have studied in India and Nepali nationals are also eligible for admission.

2.6.3 Admission

International Students must apply to the interested programme(s) through the Online Application Portal available on the <https://iro-admissions.tiss.edu/login/> or write to iro@tiss.edu for more information/clarification.

An application fee of USD 100 for the first programme and USD 50 for the second programme, if applicable, is to be made towards application processing charges. This fee is mandatory and non-refundable.

Applicants must also upload scanned copies of the Original Certificates listed in the eligibility form.

International students are required to undergo the Online Written Essay Test, i.e., the International Entrance Test (IET) and a Zoom/Skype Interview as part of the selection process. The Written Test will be held in the month of January, and the Zoom/ Skype/ Telephonic interviews in February or March for programmes commencing in June of that year. For any further details/updates please visit IRO <https://iro-admissions.tiss.edu>

2.7 AUDITING OF STANDALONE COURSES

Persons holding a Bachelor's Degree may be permitted to audit not more than three lecture courses in a semester, excluding fieldwork / internship and research projects, on the payment of Rs.1,000/- per course as special students after seeking permission from the School Dean/Centre Chairperson. Such students will have to adhere to the attendance rules and participation guidelines applicable for regular students enrolled in that course. On successful completion of the course, a certificate of participation will be given. No grade card will be generated in such cases.

2.8 STUDENT SUPPORT SERVICES

Various support services available for the students are mentioned below; with the detailed rules and procedures governing these facilities and services given in the *Handbook for Students 2020–2021*.

2.8.1 Office of Students' Affairs

The Office of Students' Affairs (OSA) is the main link between students, faculty and the administration of TISS. Headed by the Dean (Students' Affairs), the purpose of the Office is to create a climate which promotes personal and academic development of students. The Office strives to help students in adjusting to TISS life and help them take full advantage of the academic and social environment here.

2.8.2 Accommodation/Hostels

Limited hostel facilities are available in the Mumbai, Tuljapur and Guwahati campuses; the Hyderabad Off Campus is currently non-residential. Admission to the hostels is restricted to full-time, bonafide students, subject to availability of seats. Deputed candidates, irrespective of the category they belong to, and from the cities where TISS campuses are located will not be allotted hostel accommodation. For further details related to campus-wise hostel accommodation, you may contact the OSA in the respective campuses.

2.8.3 Health Care and Counselling Services

The Institute provides free medical consultation and counselling services in all its various campuses. Details of healthcare and counselling services of the campuses are available with the OSA/Campuses In-charge.

2.8.4 SC/ST Cell and Equal Opportunity Cell

The TISS had set up a Student Service Cell in 1986, with financial assistance from the then Ministry of Welfare, GoI, to assist students from the Scheduled Caste (SC) and Scheduled Tribe (ST) communities to improve their academic performance and to optimise their personal and social development at the Institute. In 1988, the Institute obtained approval of the UGC to set up a Special Cell for SC/ST. This Cell began functioning from 1989 onwards. With subsequent government guidelines to establish special Cells also for Other Backward Classes (OBC), Religious Minorities, and Persons with Disabilities (PWD), and the primary objectives of all these Cells were by and large the same, the Institute established a

larger umbrella called Social Protection Office (SPO) in 2012 and brought the functioning of all these Cells under the overall control of a Dean- cum-Liaison Officer, SPO.

However, at the suggestion of the National Commissions for SCs and STs, the SPO was re-constituted in June 2018 into two independent Cells: SC/ST Cell and Equal Opportunity Cell (EOC). The SC/ST Cell deals with the issues of SCs and STs, while the EOC deals with the issues of the OBCs, Religious Minorities and PWD. These two Cells address grievances, if any, related to the discrimination and exclusion, organises supplementary educational support programmes, and guides students in availing of the Gol-PMS and other scholarships of the government. Full details are available in the Information Booklet of the SC/ST and EO Cells, a soft-copy of which is available on the TISS website.

2.8.5 Women and Gender Development Cell and Internal Committee

Gender discrimination is a systematic, unfavourable treatment of individuals on the basis of gender and sexuality, which denies them rights, opportunities or resources within any given society. In TISS, students, faculty members as well as staff members come from different regions, and diverse social and cultural realities. Often, there are stereotypical ideas and prejudices about those different from us, which lends to insensitivity towards certain identities, beliefs, and values. This, in turn, may lead to discriminatory behaviour and hostility on campus.

The Vishakha Guidelines of 1997 against Sexual Harassment — as articulated by the Supreme Court judgement — mandates that it shall be the duty of the employer or other responsible persons in work places or other institutions to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of acts, of sexual harassment by taking all steps required. These guidelines have been further strengthened in the Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act 2013. Further, The Report of The Task Force to Review the Measures for Ensuring the Safety of Women on Campuses and Programmes for Gender Sensitisation, 2013, also called the Saksham document, commissioned by the UGC, addresses issues of sexual harassment specific to higher education campuses, and lays down definitions of sexual harassment and measures to respond to the same. Lastly, the UGC regulations of 2015 against sexual harassment enjoin higher education institutions (HEIs) to publicly commit to a policy of zero tolerance towards sexual harassment, to publicly notify and disseminate the provisions, and to make its policy conform to the UGC Regulations.

Keeping these protocols and mandates in mind, the WGDC at TISS has the following mandate:

- To understand and progressively engage with issues of gender as a social location, intersecting with other vulnerabilities.
- To identify discriminatory behaviours towards persons in gender marginal locations, including cis-women, persons identifying outside the binary, or discriminatory behaviour towards nonnormative sexualities and expressions, and to provide an enabling environment for people to share these difficulties.
- To initiate dialogue on these questions and promote gender-awareness and inclusivity within the TISS community.

Within the WGDC, the Internal Committee (IC) takes up specific complaints of sexual harassment submitted by women students, employees and faculty. The TISS Off Campuses at Tuljapur, Guwahati and Hyderabad have their own independent IC to address issues of gender discrimination.

The WGDC consists of members of the faculty, administration, service staff and student representatives.

The IC consists of faculty, staff and student representatives, and has at least half of its members from women representatives and an external member from outside the Institute who is a gender expert. Any complaints of sexual harassment are to be submitted in writing to the IC. In case you need to talk through the process, the first point of contact for the same can be the student representatives (<https://www.tiss.edu/view/6/women-development-cell/overview-3/>), or the Presiding Officer, IC, WGDC chairperson, WGDC or IC members, within the requisite campus. For more information on the processes and current composition of the WGDC-IC, please visit <http://www.tiss.edu/view/6/women-development-cell/overview-3/>.

2.8.7 Scholarship and Student Aid

A limited number of scholarships and endowments have been created by eminent individuals, foundations and the corporate sector and are available to needy students on the basis of merit-cum-need. Students must apply to the Student's Aid Committee for this purpose and may refer to the *Handbook for Students*, for details.

2.8.9 Grievances Redressal Committee

In accordance with UGC Regulations of 2012, a Grievances Redressal Committee was re-constituted in September 2019 with a senior faculty member as Chairperson. The other members of the Committee are senior faculty members, a student representative, and an Ombudsperson, who is a judge not below the rank of District Judge or a retired Professor with at least 10 years' experience as a professor. The Institute follows the provisions of The Gazette of India (dated March 23, 2013) in addressing the grievances of its students. Please see the Handbook for Students for full details.

3.

Master's Degree Programmes: Rules and Guidelines

3.1 RULES AND GUIDELINES CONCERNING COURSEWORK, ATTENDANCE AND ASSESSMENT

Each Master's programme — leading to the award of a degree — comprises a predefined set of courses of study. This may include a number of courses, a research dissertation, internships, and other activities, each of which is assigned specific credits or may be non-credited, but compulsory. Each programme is defined by a minimum requirement of total credits to be completed satisfactorily for the purpose of the award of a degree, within a stipulated minimum and maximum period of study.

3.1.1 Semester Registration System

Students are required to register online for joining Semesters II, III and IV. Registering for all semesters prior to its commencement is a mandatory requirement for all students of TISS. Semester registration details are used for the academic progression, grade cards and promoting students to next semesters. The semester registration system charts the academic progression and mobility of students across semesters so that all requirements for the award of the degree are completed in a systematic and orderly manner. All students must follow the procedures detailed below for the Semester Registration System, failing which they will not be allowed to continue the programme of study.

Students are required to complete the registration for II, III and IV semesters. Students should choose the Optional, Audit, Extra Credit and CBCS courses during the semester registration. Once the semester registration is saved and confirmed, no changes will be allowed in the courses selected by the student. Students will not be allowed to continue the programme of study, if they fail to complete the semester registration.

3.1.1.1 Login to the Student Management System (SMS) at <https://stud-mgmt.tiss.edu> using your TISS email ID enrolment number as the username and password provided at the time of commencement of classes. After login to SMS, visit the tab — Semester Registration -> Registration Form. Please note that the semester registration link will be activated only after clearing previous fee dues, if any, and after the payment of current semester fees. To know more about the procedure for online payment of fees, please read **4.2**.

3.1.1.2 On the Semester Registration screen, choose the courses (Core, Optional, Audit/Extra Credit, CBCS courses, etc). The School Secretariat has already mapped the courses (Core, Optional and CBCS) available to the students for that particular Semester. Complete the registration of courses for the Semester and submit by clicking Save and Confirm buttons. Once semester registration is confirmed by the student, no changes in the selected courses will be allowed.

3.1.1.3 Upload Documents

It is mandatory to upload all the documents listed in the Students Management portal within the specified time for the Institute to confirm the admission. If students fail upload the document(s) on time, they will not be promoted to the next semester and/or the admission will be cancelled without any further communication.

Upload the following documents for semester registration [Please note that (iv), (v) and (vi) are only applicable for students eligible for the GoI-PMS Scholarship]:

(i) Migration Certificate from your earlier institution/university, if this has not been submitted earlier.

- (ii) Final year mark-sheet and degree certificate to be uploaded before completion of the first semester.
- (iii) Settlement receipt of any advance taken and clearance from the Finance Section.
- (iv) Students eligible for the Gol-PMS scholarships should have submitted application for the scholarship from the Gol and/or their respective State Government. Those who have not done so or whose application has been rejected must pay all fees — tuition, hostel, dining hall charges and other fees, if any — before semester registration.
- (v) Students have to inform the SC/ST Cell and EO Cell of scholarships received from any source, since the money gets directly transferred to their accounts.
- (vi) In order to verify scholarship details, students are required to upload all pages (starting from the date of enrolment at the Institute. If a new account has been opened after joining the Institute, the student should upload the pages from the time of opening the account) of the passbook of their Aadhaar-linked bank account.

All processes related to semester registration needs to be completed as per the procedures/guidelines issued from time to time.

3.1.2 TISS ONLINE LEARNING: TISSOL

The COVID-19 pandemic has necessitated shifting to an online mode for all programmes. TISS has always believed in adopting all tools that can aid learning. Many of our programmes have used Moodle in the past. To ensure continuity of learning for all students during the pandemic period, TISS developed an online learning platform for faculty and students to manage their course teaching and learning. TISSOL has adapted the latest open source MOODLE Learning Management System (LMS) and added several features to run its courses. TISSOL provides many opportunities for teacher-student and peer interaction, a variety of ways for faculty to adopt new modes of assessment and multiple modes for faculty to present the courseware.

The processes and the add-on applications are dynamically updated as the team responds to requests and suggestions from the administrative staff, faculty, and students. For the first time, all campuses and all programmes from undergraduate postgraduate, doctoral as well as short term programmes are housed in a single composite platform. We currently have 55 Master's Degree, 4 Bachelor's, 30 short-term, and 10 Doctoral programmes mapped on the platform across Mumbai, Tuljapur, Guwahati and Hyderabad campuses.

3.1.3 Courses

Courses, dissertation and other course-related activities, which may be conducted both on campus as well as off- campus are of the following kinds:

A course is a prescribed content of a curriculum, with a set number of lessons/lectures, as approved by the Academic Council of TISS. All programmes consist of compulsory and optional courses offered in each semester. All courses carry credits with clear distribution of hours of teaching. In general, one credit refers to 15 hours of instruction and 30 hours of self-study. A few courses may not carry any credit, but would be compulsory to attend (e.g., Research Seminar).

Following the UGC directive, Choice Based Credit System (CBCS) was introduced in 2015, wherein students are required to undertake a certain number of courses to accumulate the required credits over

semesters II, III and IV. A basket of courses is available in these three semesters from which students can select any 4 courses of their interest in order to accumulate a total of 8 credits. Currently, 8 CBCS credits are allotted for students in each study programme. This is specified in the course content of the respective programme. (*Note:* Variations observed in the total number of CBCS credits in some programmes is on account of the nature and total credit load for that programme. For more details, see section on Choice Based Credit System) on [page 53](#).

Students have a choice of auditing optional courses. However, the norms pertaining to attendance and regularity for audit courses remain the same as for compulsory courses. A course is delivered in the form of face-to-face instruction or through prescribed self-study with mentoring, and/or with online support, over the duration of a semester or in concentrated periods during a contact period, or in modular formats. Courses are taught and assessed by, or undertaken under the guidance of, one or more faculty.

Field-based/practical courses are described variously as fieldwork, block field placement, rural practicum, field practicum, practicum, and internship, and are undertaken as per pre-defined schedule of activities. Fieldwork comprises 7.5 hours of practical sessions per day. Depending on the curricular structure of each academic programme, the field-based experiential learning is credited or non-credited. The norms pertaining to regularity in attendance and fulfilling the requirements of the course are at par with taught courses. A supervisor and field coordinator(s), at particular field sites/agencies/organisations, coordinate these sets of activities. The faculty supervisor and/or the fieldwork supervisor conduct assessments of student's fieldwork performance. Details of the field component are available under programme descriptions of respective Schools.

3.1.4 Research Study

This is described variously as Dissertation, Project or Research Project, and involves research work to be undertaken individually by a student under the guidance of a faculty member or members. The duration of research work generally spans more than two semesters and is credited variously by the different academic programmes depending on the weightage given to this activity in the curriculum of the programme concerned.

3.1.5 Additional Activities

This includes Rural Camp, Study Tours, Workshops, experiential learning and other non-credited compulsory activities as prescribed by various programmes.

3.1.6 Assessment Unit

3.1.6.1 Each course of study, credited or non-credited, taught or field-related, or research project, will be assessed through the following assessment unit types with prescribed weightages, as per a pre-defined schedule, which is provided at the commencement of a semester. These may involve individual or group work.

Assignments, which are held during the course of the semester, and are conducted as individual or group assessments may take the following forms:

- (i) Class presentations—individual or group.
- (ii) Reflective journals, fieldwork reports or field diaries.
- (iii) Reports or dissertations or productions.

- (iv) Faculty assessment of class participation or fieldwork, or process aspects of fieldwork or dissertation/ research.
- (v) Examination / tests (open book, closed book, take home) conducted during or at the end of the semester.
- (vi) Viva/oral test or examination.
- (vii) Written assignments
- (viii) Observation by faculty/supervisor.

3.1.6.2 Non-credited compulsory requirements of the academic programmes require certificates of participation/ completion and also include evaluative components, which may be mentioned in testimonials.

3.1.6.3 No course has only one type of evaluation instrument (for example, 100% assignment or 100% written exam). Each course will have a minimum of two components for assessment, irrespective of the course credits. The maximum components of assessment will not be more than the course credits. Assessment units could be a combination of an assignment and a written examination or two assignments or two tests. Weightage of the written examination will not exceed 60% of the total evaluation. For example, a two-credit course is assessed by two units of assessment—an assignment and an examination, or two assignments or two examinations.

Course Credits	Units of Assessment
1	2
4	4

3.1.6.4 A student is required to attempt all assessment units to qualify for passing the course.

3.1.6.5 Non-submission of an assignment will be treated as having failed in the course and the student will be given supplementary for that course after completion of all modes of assessment. In the case of supplementary examination, the mode of assessment will remain the same as an acceptable practice. Any change in the mode of assessment will be done in consultation with the School Dean/ Centre Chairperson/ Programme Co-ordinator.

3.1.6.6 In case of failure in courses exceeding four credits in a semester, the student will not be allowed to proceed to the next semester and will have to drop studies for the academic year and rejoin the same semester in the next academic year. This will be shown as “Repeat Semester” in the Grade Sheet. However, the 4 credit rule will not be applicable to Fieldwork / Internship / Field Practicum / Research Project.

3.1.7 Programme Completion/Credit Requirements Fulfillment

3.1.7.1 The programme requirements include credited and non-credited activities.

3.1.7.2 The cumulative grade point average (CGPA) is computed as the credit-weighted average over all courses undertaken over previous and current semesters, of all credits accumulated until that assessment period. The CGPA is reported to one place of decimal and is also reported at the end of each semester on the semester grade card.

- 3.1.7.3 A student must receive a CGPA of 4.0 points in each semester to be considered to have completed the semester/programme successfully. Whereas, the credit point requirement for pass in semester/programme in Master of Law in Access to Justice programme is a CGPA of 5.0.
- 3.1.7.4 The grade earned in a given course will be credited to the student only if he/she has the requisite attendance.
- 3.1.7.5 Students having shortage of attendance as per section 3.1.10 will be considered as failed and will be shown as 'AB' (absent) in the course, even if the assignments have been submitted and they have appeared for tests. Such students will have to undergo supplementary assessments or repeat the course in a future semester.
- 3.1.7.6 All assignments must be completed and submitted as per the predefined schedule.
- 3.1.7.7 Submission has to be done strictly in accordance with the guidelines provided by the course teacher such as, Hard copy submission to the School/Centre Secretariat/course teacher on the announced date. Submission by email or via Moodle on the announced date.
- 3.1.7.8 Submission of assignments in any mode other than specified in the notification and/or submitted beyond the announced date/time will be treated as supplementary examination. In such cases, the student will be shown as 'Absent' and the assignment submitted will be considered as supplementary.
- 3.1.7.9 Non-completion of fieldwork or internship amounts to failure to fulfil the requirement of pass in a semester or year, as the case may be. In such cases of non-completion of fieldwork/internship, the student will not be promoted to the next semester. The student may be admitted to the subsequent semester / year, after successful completion and assessment of the fieldwork/internship.
- 3.1.7.10 Non-completion of research project/dissertation amounts to non-fulfillment of the requirement of award of degree. The degree will be awarded only after successful completion and assessment of the research project/dissertation.
- 3.1.7.11 A student may be allowed to withdraw temporarily from the study programme, provided he/she has successfully completed the first semester. Any withdrawal from the programme without completion of the first semester of studies will be considered as dropping out from the programme.
- 3.1.7.12 A student will have to complete the entire programme within a maximum period of 4 years from the date of admission (for the LL.M. programme this is within 3 years from date of admission). This applies to those who are granted temporary withdrawal from the programme, or repeat a semester/course, or appear for supplementary/improvement examinations. During the extended period, the student will be considered as a private candidate and will not be eligible for ranking and award of prizes.
- 3.1.7.13 A student must satisfactorily complete all compulsory requirements, and accumulate the requisite credits as on the date of completion of a particular programme in order to become eligible for the degree.
- 3.1.7.14 In case a student completes course requirements (including fieldwork, internship, research project) after the Convocation, the date of declaration of result will be at the next Academic Council meeting and the date of award of degree will be the date of next Convocation function. However, a provisional degree certificate will be issued after the result is approved by Academic Council.

3.1.8 Rules for Students Rejoining a Semester/Programme after Withdrawing/Dropping Out

3.1.8.1 *Credit and course work requirements:* A student who intends to rejoin the programme after temporary withdrawal or repeat semester upon completion of all requirements of previous semesters will be enrolled in the ongoing academic year and will have to complete the required credits applicable to that batch for entitlement of degree. Students rejoining the programme will also be required to complete the UGC-mandated CBCS course requirements as applicable for the batch they are joining, along with all other course work, field work, internship, etc. as applicable.

3.1.8.2 Rules regarding rejoining a semester due to lack of attendance/failure: If a student is repeating the course for shortage of attendance/failure in courses for more than four credits, he/she will be required to repeat all the components of that semester (i.e., fieldwork/internship and research work) and complete the same satisfactorily, as the case may be.

3.1.9 Extra Credits and Audits

3.1.9.1 A student can opt to credit additional courses, over and above those prescribed for a programme. For all such credited courses, a student will be required to complete all the assessment units as prescribed.

3.1.9.2 Extra credits will be recorded on the grade card, and indicated as extra credits.

3.1.9.3 Extra credits will not be considered for the purpose of determining CGPA, etc.

3.1.9.4 Extra credits earned in a given semester will not be converted to regular credits at a later stage.

3.1.9.5 A student can opt to audit additional courses over and above those prescribed for a programme.

3.1.9.6 For all audited courses, the course title and 'audit' will be indicated in the grade sheet. The norms of regularity of attendance remain the same even if the course is being audited.

3.1.9.7 Student registering for Extra Credit or Audit and having shortage of attendance or fails in the course will be shown as 'AB' (absent) or failure in the grade card as applicable.

3.1.10 Grading Scheme

A grade point of 4.0 is the minimum requirement for passing in individual courses, including in fieldwork/internship/research project (grade point 5.0 for Master of Law in Access to Justice programme). A minimum grade point average (GPA) of 4.0 is required for passing in a Semester (GPA of 5.0 for Master of Law in Access to Justice programme). Letter Grades and corresponding qualifying descriptions and grade point range are given below.

Letter Grade	Level of Performance/Competence	Grade Point
O	Outstanding Performance — demonstrating high level mastery and ability to apply concepts to new situations	9.0 - 10.0
A+	Excellent — demonstrating mastery of all learning or assessment situations	8.0 - 8.9
A-	Very Good — demonstrating mastery of most learning or assessment situations	7.0 - 7.9
B+	Good — demonstrating thorough competence in most situations	6.0 - 6.9

Letter Grade	Level of Performance/Competence	Grade Point
B-	<i>Moderate</i> — showing reasonably acceptable competence in some situations, minimal competence in others	5.0 - 5.9
C+	<i>Average Competence</i> — demonstrating minimal competence in most situations, while showing considerable capacity for improvement in others	4.0 - 4.9
C-	<i>Below Average Competence</i> — Not passing, but still showing some capacity for improvement or development	3.0 - 3.9
D	<i>Unsatisfactory Competence</i> — Below satisfaction level performance marked by lack of engagement or inability to apply concepts	2.0 - 2.9
E	<i>Highly Unsatisfactory Competence</i> — Complete lack of engagement and comprehension; also frequent absence	1.0 - 1.9
F	<i>Unacceptable</i> — Non-completion of assignments or blank responses in a test or blank answer sheets	0 - 0.9

Remarks in the Semester Grade Sheet

M Mandatory; **Op** Optional; **Au** Audit; **EC** Extra Credit; **CBC** Choice Based Course; **CN** Compulsory & Non Evaluative; **P** Pass; **F** Fail; **Ab** Absent; **CO** Completed; **NC** Not Completed; **R** Regular; **S1** Supplementary 1; **S2** Supplementary 2; **R** Re-evaluation; **I** Improvement Examination; **RC** Repeat Course / Fieldwork / Internship/ Research Project; .

Semester Result Description

PP Passed and Promoted (Passed in all courses, fieldwork/internship and research project)

FS Failed and allowed to keep Semester (that is, failed in courses up to four credits)

FR Failed and Repeat Semester (that is, failed in courses for more than four credits)

The grade point of a course is computed by taking the weighted average of the grade point received for each assessment unit and rounding off to one decimal point.

3.1.11 Attendance

3.1.11.1 Attendance in class and fieldwork is compulsory. Every student is expected to maintain regularity and 100% attendance for all programme requirements: (i) all classes for the courses for which the student is registered, (ii) field practicum, (iii) field trips, (iv) internships, etc. A minimum of 75% attendance is required for all taught courses.

3.1.11.2 *Biometric Attendance*: Biometric attendance is an institutional norm and all students are mandatorily required to follow it. The biometric thumps impression data are linked only to the attendance system, and not to any other applications and databases. The data will be destroyed once the students graduate from the Institute.

3.1.11.3 Operational Guidelines and Policy for Marking Biometric Attendance

Students will mark their biometric attendance twice in each class. The first attendance will be marked within the first 10 minutes of each lecture slot and the second within the last 10 minutes of the lecture slot. Attendance will be awarded only if the biometric attendance is marked twice during class hours.

For example, if the class is between 9.00 to 11.00 am, the first attendance will be marked between 9.00 to 9.10 am and the second between 10.50 to 11.00 am. If the student marks attendance between 9.11 am to 10.49 am, the software will ignore it while processing attendance.

When students have subsequent lectures scheduled at the same venue, biometric attendance will have to be registered again at the start and end of the subsequent lecture in the manner explained above.

It is the responsibility of the students to give manual attendance to the Teacher/Instructor if they are unable to register biometric attendance due to technical issues. The Teacher/Instructor will hand over the manual attendance to the concerned School Secretariat, who will then make the attendance entry in the student management system.

3.1.11.4 Attendance for Courses

- (i) **Absence upto 25%** may be condoned by the School Dean. Remaining absent for 25% of the time is not a matter of right, but a measure to support for students meet medical or health issues or for personal and family crises.
- (ii) **Absence between 26–33%** will make the student ineligible to appear for the examination. The student can, however, appear for the Supplementary Examination whenever it is scheduled to be held.
- (iii) **Absence above 33%** will automatically lead to the student repeating the Course when offered in the next academic year.

This includes absence due to medical emergencies as well.

- 3.1.11.5 The schedule of holidays declared by the Institute for classes and in fieldwork setting will be applicable for the period of fieldwork as well. However for any clarification, the decision of concerned School Dean will be final in this regard.
- 3.1.11.6 Absence for medical or other exigent reasons can be taken with permission through a leave application submitted to the Programme Coordinator. For full-time, on-campus courses, leave of up to 7 days may be granted by the Programme Coordinator. Leave above 7 days, may be granted in consultation with the Chairperson/Dean. In no case, can this exceed 25%.
- 3.1.11.7 Students who have more than 33% absence in any course will not be allowed to undertake the final assessment component such as end of semester examination or a final assignment, and will be declared 'failed' in the course. In such cases, further appearance in examination or completion of assessments will be treated as supplementary.
- 3.1.11.8 Students who have more than 33% absence in courses up to four credits will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations, whenever they are conducted. Students who have more than 33% absence in courses totalling more than four credits will be required to repeat the semester the following year. Students can do multiple repeat semesters within the total time span available for the completion of the programme.
- 3.1.11.9 Students who repeat a course, or courses, due to shortage of attendance or for failure in the regular examination and the two supplementary examinations, will be marked as Repeat Course in the Grade Card, whenever they clear it in a subsequent semester.

3.1.11.10 Attendance for Fieldwork/Internship

- (i) Attendance is compulsory on all days of fieldwork/internship.
- (ii) In the case of internships and field practicum, the maximum days of absence permitted is up to 10% of the total practicum period specified by each programme.
- (iii) For concurrent fieldwork (i.e., fieldwork on certain days of the week), students have to put in a minimum of 15 hours a week, including time spent in Individual Conference/General Conference, but excluding travel time.
- (iv) Absence of up to two days for genuine reasons such as medical/family emergencies is allowed for concurrent fieldwork and block fieldwork/internship (of one month duration) only with prior permission.
- (v) Absence beyond two days needs to be compensated in toto in consultation with the fieldwork coordinator or supervisor.
- (vi) Any absence without genuine reasons and without permission needs to be fully compensated.

3.1.12 Selection of Courses or Specialisations

Students are required to select Specialisations/Optional/CBCS/Audit/Extra Credit courses (wherever applicable) on the Student Management System (SMS) at the beginning of each semester. Students will not be allowed to change their choice of courses/specialisations once they have selected it during the semester registration. In case the number of seats for the above courses/specialisations are limited, the selection will be facilitated by the online system on a first come, first served basis or any other criteria as announced by the respective programmes.

3.1.13 Dissertations / Theses / Self-Study Courses / Research Reports / Field Reports

- 3.1.13.1 Dissertations / theses / field reports, etc. are carried out in phases and are assessed on two counts: process and product evaluation.
- 3.1.13.2 Soft copies (bound copies if mentioned by Secretariat) of the Research Project/Dissertation Report/ Field Reports, duly signed by the Research Guide/ Faculty Supervisor, should be submitted to the Secretariat of the respective School/Centre on or before the scheduled date.
- 3.1.13.3 Late submissions, which are within the extra time given for valid reasons (and as sanctioned by the Dean on recommendation of the Guide/ Faculty Supervisor), will be treated as supplementary submission and the grade card will reflect the same.

3.1.14 Supplementary

- 3.1.14.1 Students are required to apply for Supplementary, if they have failed in a given course, or if they have missed an examination or any other component of assessment for any valid reason (sanctioned by the Dean on recommendation of the Programme Coordinator). They are required to apply online through the Student Management System.
- 3.1.14.2 Supplementary assessment will be announced along with the declaration of semester results. These are applicable in the following situations:

- (i) GPA Score less than 4.0 (less than 5.0 for LL.M. Students)
- (ii) Attendance shortage of more than 25% and upto 33%
- (iii) Plagiarism beyond the permissible limits defined as per UGC/Institute norms.
- (iv) Absent for Examination (including due to medical emergency) up to courses with a cumulative of four credits.
- (v) Delayed or non-submission of Assignments/Research Project/Internship Report (including due to medical emergency)

3.1.14.3 Fee for Supplementary in taught courses is Rs. 200/-

3.1.14.4 Fee for Supplementary in Fieldwork/Internship is Rs. 1,000/-

3.1.14.5 Students who fail to undertake the supplementary or fail in Supplementary-1, will be offered Supplementary-2 as per the schedule announced.

3.1.14.6 Those students who fail to undertake or fail in Supplementary-2, will be declared as failed in the course and will be required to repeat the course in a future semester. Such students will have the option of Supplementary-1 and Supplementary-2 in the case of repeat course also.

3.1.14.7 Student who are unable to appear for the written examination or complete the final assignment due to medical or unexpected emergencies, will be required to give supplementary for that part of the examination only and will be marked S1 in the grade sheet.

3.1.14.8 Students who fail to respond to the call for supplementary exams after two notices from their School Secretariat will be deemed to have failed in that semester and will be required to repeat that semester.

3.1.14.9 Courses completed through supplementary will be identified using the following codes placed against the grade in the grade card: 'S1' for Supplementary-1 and 'S2' for Supplementary-2. Those students who have cleared the course through Supplementary mode will not be considered for award of any prize when the degree is awarded for the programme. This norm will apply even if the student tops the class/fieldwork/research as the case may be.

3.1.14.10 Students who have failed or have supplementary for more than four credits in a semester or accumulated over two or more semesters will be deemed to have failed and will not be promoted to the next semester. In such cases, the student will have to drop out of the programme. All the backlog of credits needs to be successfully completed before being admitted to the next semester.

3.1.14.11 Grades obtained through Supplementary mode will not be considered for re-evaluation.

3.1.15 Improvement Assessments

3.1.15.1 Students are required to apply for Improvement (sanctioned by the Dean on recommendation of the Programme Coordinator), if they wish to improve their grades. Student is required to apply online through the Student Management System.

3.1.15.2 A student, irrespective of the obtained grade, can opt for Improvement Examination after the declaration of results, if the grade is not satisfactory.

- 3.1.15.3 Improvement examination will be conducted for 100% weightage. Examination components, in relation to the previous regular examinations, can be modified by the teacher and a minimum of 02 units of assessment for each course may be preferably maintained.
- 3.1.15.4 In the case of Improvement Examination, the grade thus obtained will be considered as final for the grade sheet.
- 3.1.15.5 Dissertation/Research Project/Internship/Field Placement are excluded from improvement assessment.
- 3.1.15.6 Fee for Improvement Examinations in taught courses is Rs. 500/- which is non-refundable.
- 3.1.15.7 There is no option for second improvement.
- 3.1.15.8 Grades obtained through Improvement mode will not be considered for re-evaluation.
- 3.1.15.9 Courses completed through improvement will be identified using the code 'I' for Improvement placed against the grade in the grade card. Those students who have cleared the course through Improvement will not be considered for award of any prize when the degree is awarded for the programme. This norm will apply even if the student tops the class/fieldwork/research as the case may be.

3.1.16 Re-evaluation

- 3.1.16.1 Students who desire to have their answer paper, research project, or fieldwork/internship performance re-evaluated, will be required to apply for re-evaluation within 10 working days after the declaration of results of the semester, by paying the requisite fees. Re-evaluation means verification of grades and/or reassessment of answer papers, research project, assignments, fieldwork/internship performance. Students are required to apply online through the Student Management System.
- 3.1.16.2 Fee for Re-evaluation of theory courses and fieldwork is Rs. 500/- and Rs. 1,500/- respectively, which are non-refundable.
- 3.1.16.3 Grades of Semester IV, which are subsequently re-evaluated after the Convocation, will not be considered for any prize in which the relevant degree is conferred even if the student tops the class /fieldwork. However, a certificate will be issued to the effect.
- 3.1.16.4 A Committee, with the power to co-opt members, will be constituted by the Dean of the School/ Chairperson of Independent Centre to consider requests for re-evaluation of grades in courses/ research project/fieldwork/internship.
- 3.1.16.5 The Re-evaluation Committee will ordinarily invite a member of the faculty of the Institute based on the expertise required for re-evaluation in the specific courses or the area of research/fieldwork/internship to re-evaluate, unless it decides for some reason, to invite an outsider. The re-evaluator, however, will not be a member of the re-evaluation committee and he/she will not be a member of the Centre to which either the student or the examiner belongs to.
- 3.1.16.6 Re-evaluation will be done for all re-evaluable components of the course / fieldwork / internship / research project.
- 3.1.16.7 The concerned faculty member, who taught the course and assessed the student, will submit a note along with the grade sheet and answer book/assignments, with a view to enlighten the re-evaluator on the course content and the emphasis given while teaching the course, and the broad criteria followed in the assessment. The answer book of the highest, lowest and average grades will accompany the re-evaluation answer book.

- 3.1.16.8 In the case of research project, only the final research report/dissertation will be re-evaluated by a subject expert, internal or external to the Institute.
- 3.1.16.9 In the case of fieldwork/internship, the re-evaluator will review the following:
- (i) Fieldwork/Internship recording of the student,
 - (ii) Fieldwork/Internship diary of the student,
 - (iii) Records of supervisory conferences submitted by the student,
 - (iv) Supervisory diary maintained by the supervisor, and
 - (v) Mid-term and final evaluation form maintained by student and the supervisor.
- 3.1.16.10 In the case of re-evaluation of fieldwork/internship, the re-evaluator will meet the student concerned and get a verbal report in relation to the work done. The re-evaluator may also ask questions so as to assess the student's fieldwork/internship knowledge, skills and attitude. The re-evaluator will also meet the supervisor, field supervisor or contact, faculty adviser, fieldwork/internship coordinator individually and/or collectively to make an objective assessment of the student's work and performance.
- 3.1.16.11 If a student applies for re-evaluation for a failed grade, and fails again in re-evaluation, the student has to appear for supplementary examination.
- 3.1.16.12 A student, who applies for re-evaluation of a Semester IV course(s) after the degree has been awarded, should return the degree certificate and the grade card. The re-evaluation will be completed within 6 months.
- 3.1.16.13 In case of re-evaluation, the grade thus obtained will be treated as final for the grade sheet. Provision of improvement will not be applicable for courses which are re-evaluated.
- 3.1.16.14 Re-evaluated grades of Semesters I to III are considered for the award of prizes, etc. of the Institute. However, in case of supplementary or improvements, the same will not be considered for awards and prizes.
- 3.1.16.15 In case a student gets a better grade after re-evaluation of any assessment components in Semester IV, the same will not be considered for award of prizes. However, a certificate will be issued upon request reflecting the higher grade received.
- 3.1.16.16 If a student applies for re-evaluation for Semester IV, the date of declaration of re-evaluation result will be the date of next Academic Council meeting and date of award of degree will remain the same (in case of failure in re-evaluation, the date for award of degree will be next convocation function).
- 3.1.16.17 Students are required to register for re-evaluation in the announced window period and no requests will be entertained after the completion of deadline.

3.1.17 Transcript for Current Students

The charges for transcript for current students is Rs.100 per semester for First Copy and Rs.50 per semester for additional copies.

3.1.18 Use of Unfair Means

- 3.1.18.1 Students found to have copied/cheated/plagiarised in any assessment unit, will be deemed to have failed in the course and will be required to appear for supplementary evaluation.

3.1.18.2 If the same students are found copying/cheating/plagiarising in an assessment unit in any of the following semester(s), they will be deregistered from the programme.

3.1.18.3 Students found copying/cheating/plagiarising in a research project/dissertation will be deemed to have failed in the research project/dissertation and will be required to do a research project in another area/theme/topic.

3.1.18.4 Students found reporting falsely in the fieldwork/internship recordings will be deemed to have failed in the fieldwork/internship and will be required to repeat the fieldwork/internship in another fieldwork/internship agency in the next academic year in consultation with the Dean/Chairperson and the fieldwork/internship supervisor.

3.1.18.5 Following are some of the Unfair Means considered for penal actions. This is only an indicative, and not an exhaustive, list of the types of unfair means considered actionable:

- (i) Having in possession papers, books, notes or any other material or information relevant to the paper concerned in the examination hall during examination;
- (ii) Giving or receiving assistance of any kind or attempting to do so during the examination;
- (iii) Copying/cheating in examinations, assignments and the fieldwork reports/project reports;
- (iv) Writing question(s) and/or answer(s) on any material other than the answer book given by the Hall Supervisor for writing the answers;
- (v) Tearing off the answer book, supplementary answer books, etc., or a part thereof;
- (vi) Contacting/talking or trying to contact/talk with any other person during the examination;
- (vii) Using or attempting to use any other undesirable method or means in connection with the examinations, e.g., using abusive language in the answer book, disclosing one's identity in the answer book by writing one's name, for example;
- (viii) Smuggling in/out or carrying away the answer book/objective type question paper;
- (ix) Impersonation;
- (x) Any other act amounting to serious misconduct.

3.1.18.6 Students found copying/cheating in the assignment having less than 50% weightage will be given supplementary for that portion of the assignment. If the weightage of that part of assignment is 50% or more in which the student is caught copying/cheating, the entire assignment of the course will be cancelled and a new assignment will be given as supplementary.

3.2 RULES PROHIBITING RAGGING

3.2.1 In pursuance to the Judgment of the Hon'ble Supreme Court of India dated May 8, 2001, in Civil Appeal No. 887/2009, the UGC framed regulations on curbing the menace of ragging in higher educational institutions. These regulations are mandatory for all Universities/Institutions. The UGC has also made it mandatory for all students/parents to submit anti-ragging related affidavits to the institutions at the time of admission. Thus, the students are advised that ragging in any form is strictly prohibited, within the Institute premises or any part of the Institute system or outside the institute.

3.2.2 Ragging involves existing students baiting or bullying new students. It includes display of noisy, disorderly conduct; teasing; excitement by rough or rude treatment or handling; indulging in rowdy, undisciplined activities which cause or is likely to cause annoyance, undue hardship, physical or psychological harm or raise apprehension or fear in a fresher; asking the student to do any act or perform something which he/she will not do in the ordinary course and which causes him/her shame or embarrassment or danger to his/her life; causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violates his/her person or exposes him/her to ridicule; forbear from doing any lawful act, by intimidating, wrongfully restraining, wrongfully confining, or injuring him/her or by using criminal force on him/her or by holding out to him/her any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force, etc.

Please note that the above is only an indicative list.

3.2.3 A list of punishments for those found guilty of participation in or abetment of ragging is given below. The quantum of punishment will depend on the nature and gravity of the offence as established by the Disciplinary Committee or the court of law.

- (i) Cancellation of admission.
- (ii) Suspension from attending classes.
- (iii) Withholding/withdrawing scholarship/fellowship and other benefits.
- (iv) Debarring from appearing in any test/examination or other evaluation process.
- (v) Withholding results.
- (vi) Debarring from representing the Institute in any national or international meet, tournament, youth festival, etc.
- (vii) Suspension/expulsion from the hostel.
- (viii) Rustication from the Institute for periods varying from 1–4 semesters.
- (ix) Expulsion from the Institute and consequent debarring from admission to any other Institute.
- (x) Fine up to Rs. 25,000/-.
- (xi) Rigorous imprisonment up to three years by a court of law.

3.2.3.4 While the first 10 types of punishment can be awarded by the appropriate authority of the Institute itself, the last punishment can be awarded only by a court of law.

3.3 RULES SPECIFIC TO THE MASTER OF ARTS IN EDUCATION (ELEMENTARY) PROGRAMME

These rules are in addition to the rules applicable to all other programmes of the Institute.

3.3.1 Registration and Eligibility for Continuation in the Programme

3.3.1.1 In Semester I, a student has to compulsorily register for 3 courses.

- 3.3.1.2 From Semester II onwards, the student can opt for a minimum of two or more courses. Registration for only one course in a semester is not allowed.
- 3.3.1.3 A student has to pass at least one course in each semester irrespective of the number of courses registered for in that particular semester to be eligible for supplementary examinations in the course in which he/she has failed.

Illustration:

Fails in three courses: Not eligible for the supplementary; he/she has to repeat the semester.

Fails in two courses: He/she can appear for the supplementary exam in both of them. If the student fails in both in the supplementary modes, then he/she will not be allowed to move to the next semester and will have to repeat the semester.

Fails in one course: If the student fails in one course in supplementary mode, but passes in the other, then he/she can move to the next semester and repeat the course he/she has failed in whenever that course is offered next.

- 3.3.1.4 The MAEE programme allows flexibility to complete the courses non-sequentially over four years, except those courses which have a pre-requisite requirement. For example, after completing the Semester I, the student may choose to do the Semester III courses, provided he/she completes the course requirements to register for courses offered in that semester.
- 3.3.1.5 There are six courses which are sequentially tied to each other. For example, Sociology of Education I & II, and Child Development, Cognition and Learning I & II have to be done in sequence. Students may do their Field Attachment along with or after they complete the Research Methods course. All other courses in the programme may be completed as per the convenience of the students.

3.3.2 Attendance Waiver

If a student has already attended the classes of a course but not passed it, he/she will be given attendance waiver for the classes attended when the student repeats the course. Here the term repeating the course refers to fulfilling assessment requirement for passing the course, not necessarily sitting for those classes.

- 3.3.2.1 Fees applicable for re-registration/repeating course is tuition fees plus examination fees.

3.4 AWARD OF DEGREE

- 3.4.1 Students who have successfully completed their programme of study will be admitted to the degree only at the Annual Convocation.
- 3.4.2 Students who are unable to complete course requirements before the regular Convocation will be awarded the degree at the next Convocation.
- 3.4.3 Notwithstanding anything contained in these rules, the Academic Council may, on the recommendation of the Director, by a resolution passed with the concurrence of not less than two-thirds of the members voting, withhold for such a period as they may deem fit, conferment of any degree to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding, e.g., unruly or disorderly conduct, or violence on the Institute campuses, or conviction for an offence involving violence or moral turpitude.

4.

Master's Degree Programmes: Fees and Deposits

4.1 PAYMENT OF FEES

All fees are to be paid through the online mode only, i.e. using a credit card or via net banking as provided in the Students Management System (SMS).

- 4.1.1** Payment of Semester II, III and IV fees should be made on time and by the due date announced by the academic administration.
- 4.1.2** In case of non payment of fees by last date, a fine of Rs. 100/- per week will be imposed. However, the fee payment must be made within the maximum period of 45 days along with the accrued late fee.
- 4.1.3** Semester Registration will be permitted only after payment of fees. In case the student fails to pay the fees and complete the Semester Registration formalities within 8 days from the last date of payment of fees, his/her name will be removed from the registration system and their attendance will not be registered in the biometric system. No request for restoration of attendance will be entertained in this regard.
- 4.1.4** Sponsored/Deputed students will be exempted from paying a fine even if there is a delay in payment of fees. However, their degree will be released only upon clearance of fees for the entire programme.
- 4.1.5** Permanent employees of the Institute, their spouses and up to two children, are exempted from payment of tuition fees to undergo any study programme in the Institute. This exemption will not be applicable to self-financing courses.
- 4.1.6** Students who are away on Exchange Programmes have to pay the regular semester fees, excluding hostel and dining hall fees.
- 4.1.7** Fines, as applicable, will be imposed on all students including those availing Gol facilities, if they fail to pay fees by the stipulated date.
- 4.1.8** Students who are away on internship for a full semester are required to inform the Dining Hall and sign out from there. However, hostel fees will be applicable for them.
- 4.1.9** For information on fees for Supplementary, and Improvement examinations, and Re-evaluation, please check sections **3.1.14**, **3.1.15** and **3.1.16** respectively.
- 4.1.10** Students who did not qualify to complete a semester due to absenteeism in courses up to four credits, have to repeat the course whenever that semester begins along with the regular semester, provided the timetable allows for it. The fee to be paid per course is Rs. 2,000/-
- 4.1.11** Students who did not qualify to complete a semester due to absenteeism in more than four credits in a semester, or attended the classes, but did not appear for/pass the examination will have to repeat the semester whenever it begins along with the regular semester. Such students will have to pay the Semester Fees prescribed for the course enrolled, except caution deposit, wherever applicable.
- 4.1.12** Students who have failed in Fieldwork/ Internship/ Rural Practicum (or not completed due to absenteeism and other reasons), will have to pay the Fieldwork/Internship/Rural Practicum + Examination Fees + Computer Fees as chargeable by the respective School/Centre.

- 4.1.13** Students who have failed in Research Project/Dissertation or not completed due to absenteeism or other reasons, have to repeat the same. The Repeating/Late Submission with Supplementary Fees for the Research Project/Dissertation (including evaluation fees) is Rs.1,500/-.
- 4.1.14** Students who did not fill the Convocation Form for the Degree Certificate during the said period and requested for the same after the Convocation, will be charged Rs. 500/- as late fees.
- 4.1.15** Students requesting for correction in their name on the Degree Certificate (and other appropriate documents) will be charged Rs. 500/- for the same.
- 4.1.16** Request for additional Grade Card for Semesters I to III will be charged Rs. 200/- per Grade Card.
- 4.1.17** Bonafide Certificates for Visa/Passport/Migration/Loan/Parents IT/Sim Card/Other Scholarships/Railway Concession, etc. will be charged Rs. 50/- each. Gol-PMS students are exempt from paying these charges.

4.2 PROCEDURE FOR PAYMENT OF FEES

- 4.2.1** Fee payment is to be done on the online fee payment portal by logging on to <https://stud-mgmt.tiss.edu> using your TISS email enrollment number username and password provided.
- 4.2.2** After login, visit the tab Fees -> Fee Payment and click on the button 'Make Payment' to pay the fees. Confirm the amount being paid before making the transaction.
- 4.2.3** The outstanding fees with respect to students who have not remitted fees as per the Institute records in the second semester are included in the fees for Semester III. In case this is an error and there are no outstanding fees, the student should contact the Academic & Accounts Sections and show the proof of payment.
- 4.2.4** In case of any changes in the Hostel accommodation and/or Dining Hall charges, please get in touch with the Hostel In-charge and Dining Hall In-charge, respectively.
- 4.2.5** Students having queries or requiring support while making fee payment may write to pgadmission@tiss.edu or call 022-25525252.

4.3 COMPULSORY FEES, DEPOSITS AND OTHER ESTIMATED EXPENDITURE FOR INDIAN STUDENTS (IN INDIAN RUPEES)

- 4.3.1** Fee under fieldwork, internship and lab charges are meant for the purpose it is collected for and are not reimbursable/refundable to the students.
- 4.3.2** Practicum / Study Tour / Rural Field Work / Urban Field Work charges are not part of the fee structure. The expenses for these will have to be met by the students.
- 4.3.3** Caution Deposit will be refunded on online approval of No Dues Certificate at the time of leaving the programme. Dues to the Institute, if any, will be recovered from the Caution Deposit.
- 4.3.4** All receipts for deposits should be carefully preserved and returned at the time of leaving the Institute for claiming the refund.

4.4 FEE EXEMPTION AND OTHER APPLICABLE CHARGES FOR SC/ST STUDENTS, WHO ARE ELIGIBLE FOR Gol-PMS

4.4.1 SC and ST students whose parents/guardian’s annual income is less than ₹2.50 lakh during the financial year 2019-20 and are eligible for Gol-PMS. On producing the valid income certificate issued by competent authorities like Revenue Officer, Tahsildar, Nayab Tahsildar, Block Development Officer or the District Magistrate/Collector of the respective state government, they are exempted from payment of tuition and other course fees. The applicable fee structure is given below.

Fee Structure for Eligible SC and ST Gol-PMS Students of Master’s Degree Programmes				
Component	Semester			
	I	II	III	IV
Group Medical Insurance	1,500	0	1500	0
Students’ Union	500	500	500	500
Convocation Fees	0	0	0	2000
Caution Deposit	2,500	0	0	0
Total Course Fee	4,500	500	2,000	2500
Hostel and Dining Hall Charges: (Applicable only for Hostel Residents)				
Hostel Charges	0	15,000	15,000	15,000
Dining Hall Charges	0	16,000	16,000	16,000
Total	0	31,000	31,000	31,000

4.4.2 The exemption given to the students is subject to fulfillment of the criteria for the award of the Gol-PMS and submission of Gol-PMS form, within the stipulated period, as decided by the Institute. In cases where the students fail to complete the Gol-PMS application for any reason OR in the case of the application being rejected by their respective State Governments for any reason, they are liable to pay all the exempted fees. For the subsequent semesters, the students are required to pay all the fees applicable to general category students.

NOTE: SC and ST students in employment, whose pay is protected during the period of their study and who have already availed the Gol Scholarship for a professional course will not be eligible for the Gol-PMS. Therefore, they are required to pay all the fees, deposits and other charges applicable to general category students.

4.5 FEES APPLICABLE/UPFRONT STUDENT AID FOR OBC(NC) STUDENTS ELIGIBLE FOR GOI-PMS

4.5.1 OBC (NC) students whose parents’/guardian’s annual income is less than ₹1 lakh (one lakh) during the previous Financial Year, on producing the valid OBC (NC) Certificate in the prescribed format and Income Certificate issued by competent authorities like Revenue Officer, Tahsildar, Nayab Tahsildar, Block Development Officer or the District Magistrate/Collector of the respective state government, are required to pay the fees as enumerated in 4.5.2:

4.5.2 Course fees (refer to Fee Chart for General Students) for the programme to which they are admitted. Subject to availability of funds such students will be eligible for upfront student aid of ₹ 12,000/- towards tuition fee at the time of admission. Those who are desirous of availing this facility are required to choose the option for upfront student aid in the TISS Student Management Systems Fee Payment Portal. They would also pay a reduced Caution Deposit of ₹ 2,500/- only instead of ₹ 10,000/- which is applicable to General Category students.

4.6 REFUND OF FEES (FOR I SEMESTER)

- 4.6.1** No refund will be made in case of duplication of application forms.
- 4.6.2** No refund will be made once the application form has been submitted, and even if the candidate does not appear for the Entrance Test or is selected for a programme of study at TISS.
- 4.6.3** If a student chooses to withdraw from the programme of study in which he/she is enrolled in, the Institute will follow the following five-tier system for the refund of fees:

Sr. No	Percentage of Refund of Aggregate Fees*	Time of notice of withdrawal of admission
1	100%	15 days or more before the formally-notified last date of admission
2	90%	Less than 15 days before the formally-notified last date of admission
3	80%	15 days or less after the formally notified last date of admission
4	50%	30 days or less, but more than 15 days, after formally- notifies last date of admission
5	0%	More than 30 days after formally notified last date of admission

*Inclusive of course fees and non-tuition fees, but exclusive of caution money and security deposit)

In case of (1) in the table above, the Institute will deduct an amount not more than 5% of the fees paid by the student, subject to a maximum of Rs. 5,000/- as processing charges from the refundable amount.

(2) Fees shall be refunded by all HEIs to an eligible student within 15 days from the date of receiving a written application from him/her in this regard.

- 4.6.4** Receipt for deposits should be carefully preserved and returned at the time of leaving the Institute for refund.
- 4.6.5** Hostel and Dining Hall deposits will not be adjusted towards any dues, but will be refunded on vacating the hostel.

4.7 REFUND OF FEES FOR CURRENT STUDENTS (OTHER THAN I SEMESTER)

Sr. No.	Percentage of Refund of Aggregate fees*	Point of time when notice of withdrawal of admission is served to HEI
1	100%	Before the date of reopening of semester
2	90%	07 days or less after the date of reopening of semester
3	80%	15 days or less, but more than 07 days, after the date of reopening of semester
4	50%	30 days or less, but more than 15 days, after the date of reopening of semester
5	0%	More than 30 days after date of reopening of semester

* Inclusive of all components of programme fee but exclusive of caution deposit)

Fee Structure for Master's Degree Programmes (2020–2022)*

Components	Social Work				Disaster Management				Development Studies/ Women's Studies				Media and Cultural Studies			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEE	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	5,000	5,000	5,000	5,000	4,000	0	0	0	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
CHARGES	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	0	2,000	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
FUNDS	0	0	0	0	0	5,000	5,000	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	4,000	4,000	0	0	0	0	0	0	0	1,500	1,500
	0	0	0	0	4,000	0	0	0	0	0	0	0	5,000	10,000	10,000	10,000
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
TOTAL COURSE FEE	33,950	27,300	25,800	21,300	36,950	31,300	29,800	16,300	28,950	22,300	20,800	16,300	33,950	33,800	32,300	27,800

Hostel and Dining Hall Charges

OTHERS	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000
	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.

2. Practicum / Study Tour / Rural Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

Fee Structure for Master's Degree Programmes (2020–2022)*

Components	Hospital Administration/ Health Administration				Public Health Policy, Economics and Finance, and Public Health in Social Epidemiology				Library and Information Science				Education (Elementary)			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
TEE	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	10,500	10,500	10,500	10,500
CHARGES	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,000
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	3,000	3,000	3,000	0	0	0	0
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
TOTAL COURSE FEE	32,950	26,300	24,800	20,300	32,950	26,300	24,800	16,300	28,950	25,300	23,800	19,300	27,450	20,800	19,300	20,800

Hostel and Dining Hall Charges

OTHERS	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	3,000	3,000	3,000
	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	3,000	3,000	3,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	6,000	6,000	6,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Urban Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

Fee Structure for Master's Degree Programmes (2020–2022)*

Components	Water Policy & Governance				Urban Policy & Governance				Climate Change & Sustainability Studies				Regulatory Governance			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Tuition	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Examination	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
Health Centre Charges	2,500	2,500	2,500	0	2,000	2,000	0	0	0	1,350	0	0	0	0	0	0
CHARGES	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Fieldwork	0	0	0	2,000	0	0	0	2,000	0	0	0	0	0	0	0	2,000
IT Charges	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
Convocation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ID Card	0	0	1,000	0	0	0	1,000	0	0	0	0	0	0	0	1,000	0
Students' Competency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Internship / Documentation	0	1,500	0	1,500	0	0	1,500	0	0	0	0	0	0	0	0	0
Lab / Studio	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
Development Fund	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500
Students' Union Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
Medical Insurance Fund	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
DEPOSITS & ADVANCES	31,450	26,300	24,300	17,800	30,950	24,300	23,300	16,300	28,950	23,650	20,800	16,300	28,950	22,300	21,800	16,300
Cautions Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)																
TOTAL COURSE FEE																

Hostel and Dining Hall Charges

OTHERS	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
Dining Hall (Advance) Charges	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000
Hostel & Electricity Charges	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Urban Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

Fee Structure for Master's Degree Programmes (2020-2022)*

Components	Human resources Management & Labour Relations				Social Entrepreneurship				Organisation Development, Change and Leadership				M.A. in Analytics				Globalisation and Labour			
	Semester				Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Health Centre Charges	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
Fieldwork	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
Other Academic	0	0	0	0	0	0	0	0	1,61,800	1,73,700	1,72,200	1,71,700	1,22,000	1,22,000	1,22,000	1,22,000	0	0	0	0
ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
Students' Competency		5,000	0	5,000	0	0	0	0	0	0	0	0	0	1,000	0	1,000	0	0	0	0
Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lab / Studio	0	0	0	0	0	0	0	0	0	0	0	0	5,000	5,000	5,000	5,000	0	0	0	0
Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	0	0
Students' Union Fund	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500
Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	1,500	1,500	0	1,500	0
Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
ADVANCES & DEPOSITS	32,950	31,300	24,800	25,300	32,950	26,300	24,800	20,300	1,94,750	2,00,000	2,05,000	2,00,000	1,59,950	1,54,300	1,59,800	1,56,300	28,950	26,300	24,800	20,300
TOTAL COURSE FEE																				

Hostel and Dining Hall Charges

OTHERS	Dining Hall (Advance) Charges				Hostel & Electricity Charges				Total Fees for Non-Hostellers							
	I	II	III	IV	I	II	III	IV	I	II	III	IV				
Dining Hall (Advance) Charges	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000
Hostel & Electricity Charges	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Urban Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

Fee Structure for Master's Degree Programmes (2020–2022)*

Components	LLM in Access to Justice		Applied Psychology (Clinical & Counselling Practice, Mumbai)				Education				B.ED-M.-ED (Integrated, Three Years)						
	Semester		Semester				Semester				Semester						
	I	II	I	II	III	IV	I	II	III	IV	I	II	III	IV	V	VI	
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	6,000	6,000	6,000
	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	Health Centre Charges	100	0	100	0	0	0	100	0	0	0	0	100	0	0	0	0
CHARGES	Fieldwork	5,000	5,000	2,000	4,500	4,500	4,500	2,000	6,000	6,000	6,000	2,000	5,000	8,000	8,000	8,000	6,000
	IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	0	0	2,000
FUNDS	ID Card	300	0	300	0	0	0	300	0	0	0	300	0	0	0	0	0
	Students' Competency	0	0	0	0	0	0	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
	Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DEPOSITS & ADVANCES	Lab / Studio	0	0	2,500	2,500	2,500	2,500	2,000	4,000	4,000	4,000	2,000	4,000	4,000	4,000	4,000	4,000
	Development Fund	8,000	8,000	8,000	8,000	0	0	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
	Students' Union Fund	250	500	250	500	500	500	250	500	500	500	250	500	500	500	500	500
OTHERS	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	5,000	5,000	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
	TOTAL COURSE FEE	33,950	34,300	33,450	29,300	27,800	23,300	39,950	39,300	45,800	41,300	33,950	32,300	41,800	34,800	35,300	35,300

Hostel and Dining Hall Charges

OTHERS	Dining Hall (Advance) Charges	0	16,000	0	16,000	16,000	16,000	To be paid to the service provider directly by the students who avail the facility.					
	Hostel & Electricity Charges	0	15,000	0	15,000	15,000	15,000						
	Total Fees for Non-Hostellers	0	31,000	0	31,000	31,000	31,000						

****Notes:** 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

TISS GUWAHATI: Fee Structure for Master's Degree Programmes (2020–2022)*

Components	Social Work				Ecology, Environment and Sustainable Development				Labour Studies and Social Protection				Peace and Conflict Studies				Sociology and Social Anthropology				
	Semester				Semester				Semester				Semester				Semester				
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	
	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	
CHARGES	Health Centre Charges	100	0	0	0	100	0	0	0	0	0	0	0	0	0	0	100	0	0	0	
	Fieldwork	4,000	4,000	4,000	4,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
FUNDS	IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	
	Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
DEPOSITS & ADVANCES	ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	300	0	0	0	
	Students' Competency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
OTHERS	Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Lab / Studio	0	0	0	0	1,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL COURSE FEE	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	8,000	8,000	0	0	
	Students' Union Fund	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	250	500	500	500	
TOTAL COURSE FEE	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	
	Cautions Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	
TOTAL COURSE FEE		32,950	26,300	24,800	20,300	30,450	22,300	20,800	16,300	28,950	26,300	20,800	16,300	28,950	22,300	20,800	16,300	28,950	22,300	20,800	16,300

Hostel and Dining Hall Charges

OTHERS	Dining Hall (Advance) Charges	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	16,000	16,000	16,000
	Hostel & Electricity Charges	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	15,000	15,000	15,000
Total Fees for Non-Hostellers		0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	31,000	31,000	31,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

TISS TULJAPUR: Fee Structure for Master's Degree Programmes (2020–2022)*

Components	Social Work in Rural Development				Development Policy, Planning and Practice				Social Innovation and Entrepreneurship				Sustainable Livelihoods and Natural Resources Governance			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEE																
Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Health Centre Charges	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
Fieldwork	0	4,000	4,000	4,000	0	4,000	4,000	0	0	4,000	0	0	0	4,000	4,000	4,000
IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	0	2,000	0	0	2,000
ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
Students' Competency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lab / Studio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
Students' Union Fund	250	500	500	500	250	500	500	500	250	500	500	500	250	500	500	500
Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
CAUTION DEPOSIT & ADVANCES	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
TOTAL COURSE FEE	28,950	26,300	24,800	20,300	28,950	26,300	24,800	16,300	28,950	26,300	20,800	16,300	28,950	26,300	24,800	20,300

Hostel and Dining Hall Charges

OTHERS																
Dining Hall (Advance) Charges	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000
Hostel & Electricity Charges	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.

2. Practicum / Study Tour / Rural Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

TISS HYDERABAD : Fee Structure for Master's Degree Programmes (2020-2022)*

Components	Rrural Development and Governance/ Education (ED)				Public Policy and Governance/ Natural Resources & Governance				Women Studies/ Development Studies			
	Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV
TEE	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
CHARGES	800	800	800	800	800	800	800	800	800	800	800	800
FUNDS	100	0	0	0	100	0	0	0	100	0	0	0
DEPOSITS & ADVANCES	0	1,000	1,000	1,000	0	1,000	1,000	1,000	0	1,000	1,000	1,000
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0
	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	250	500	500	500	250	500	500	500	250	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0	5,000	0
	31,950	26,300	24,800	20,300	31,950	26,300	24,800	20,300	31,950	26,300	24,800	26,300

Hostel and Dining Hall Charges

OTHERS	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.

2. Practicum / Study Tour / Rural Fieldwork / Urban Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.

TISS CHENNAI BALM : Fee Structure for Master's Degree Programmes (2020-2022)*

Components	Applied Psychology (Clinical & Counselling Practice)				Social Work in Mental Health			
	Semester				Semester			
	I	II	III	IV	I	II	III	IV
TEE	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	800	800	800	800	800	800	800	800
CHARGES	100	0	0	0	100	0	0	0
	2,000	4,500	4,500	4,500	5,000	5,000	5,000	5,000
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
	2,500	2,500	2,500	2,500	0	0	0	0
	8,000	8,000	0	0	8,000	8,000	0	0
	250	500	500	500	250	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	5,000	0	5,000	0	5,000	0	5,000	0
TOTAL COURSE FEE	34,450	29,300	27,800	23,300	33,950	27,300	25,800	21,300

Hostel and Dining Hall Charges

OTHERS	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
Total Fees for Non-Hostellers	0	0	0	0	0	0	0	0

*Notes: 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Practicum / Study Tour / Rural Fieldwork / Urban Fieldwork / Winter Institute charges are not part of the fee structure and the expenses will have to be met by the students.



TISS MUMBAI
CAMPUS

SCHOOL-BASED PROGRAMMES OF STUDY

Foundation Course

Students admitted to post-graduate degree programmes in TISS mostly come from diverse disciplines, with under-graduate degrees in Arts, Science, Humanities, Social Sciences, Engineering & Technology, Medicine and Allied Disciplines, Agriculture, Law etc. In order to enable students to acquire a shared and nuanced understanding of the nation and its people – their social, cultural, economic and political contexts – and to align them with the vision and mission of TISS, the Institute offers a 4 Credit Foundation Course. The Institute deploys faculty from various disciplines – Sociology, Social Work, Political Science, Economics, Anthropology, Law, Media Studies, Psy-

chology, Health Systems, Development Studies etc. to teach the Foundation Course.

The Foundation Course consists of two courses with two credits each. These are FC-1: Idea of India and FC-2: India's Development Challenges respectively. Each course is of 30 Hours and will be offered in a semi-modular format of 6 Hours per week. The first course, FC-1: Idea of India, deals with the themes of Constitution and rights, caste, tribal identity, gender and sexuality, religion and social movements. The course structure and contents are presented below:

TABLE 1: FC 1 — Idea of India

Modules	Title of Courses	No. of Hours
1	Ideas of India: An Introduction	4
2	The Constitution, Rule of Law & Rights	4
3	Understanding Caste	6
4	Understanding Gender & Sexuality	6
5	Tribal Situation in India	4
6	Religion in India	4
7	Social Movements	2
Total Hours		30

This course seeks to sensitise students to issues of inequality and marginality in India, with specific reference to gender, class, caste, sexuality, race, ethnicity and the intersectionality between these aspects. The themes discussed in each module areas follows:

- 1. Ideas of India: An Introduction:** Explore ideas about India and Indianness; Partition and making of Post-Independent India; Critical perspectives on modern India.
- 2. The Constitution, Rule of Law & Rights:** Constituent Assembly and making of the Constitution of India; Rule of law and state power; Fundamental rights: Civil-political rights vs Social rights including gender rights.
- 3. Understanding Caste:** Theories of caste-Contesting views; caste, democracy, and development; Caste discrimination and violence and state intervention; caste movements for dignity and development; caste, class and gender.
- 4. Understanding Gender & Sexuality:** Movements - Concepts–Intersections: gender, sexuality, patriarchy, body, masculinity, femininity, sexual division of labour, violence, marginalisation, privilege, intersectionality.
- 5. Tribal Situation in India:** History, Theoretical debates and perspectives on Tribes, Adivasi / Indigenous peoples in India; Tribes/Adivasis, State and development.
- 6. Religion in India:** Religion in India and Indian society; Social exclusion and religious minorities; Life at the religious interface in India.

7. Social Movements: Social Movements: concept and history, old and new social movements, Social movement and society, Social movement and state, Social movements in the Post- Liberalisation period, Social movements and the Indian Judiciary.

The second course, FC-2, India's Development Challenges, covers a range of different contemporary issues, such as urban and rural development, inequality, poverty, unemployment, migration, health, education, mental health, media and environment. The course structure and contents are presented below:

TABLE 2: FC 2 — India's Development Challenges

Modules	Title of Courses	No. of Hours
1	Trajectory of India's Development	2
2	Contemporary Issues in Urban India	4
3	Contemporary Issues in Rural India	4
4	Inequality, Poverty & Unemployment	4
5	Education	2
6	Indian Health Care System & Inequalities in Access	2
7	Mental Health & Well-being	4
8	Population Dynamics and Migration	2
9	Environment & Change	2
10	Contemporary Media Ecologies	4
Total Hours		30

This course aims to expose students to contemporary realities and perspectives on socio-economic-cultural and political themes relating to India. It will aim at developing a critical and nuanced understanding of these themes, with a view of helping students to integrate these perspectives within their own practice/disciplinary domains. The contents of each module areas follows:

- 1. Trajectory of India's Development:** Growth experience in India; Retrospective analysis of development in India, pre and post economic reforms, experience of liberalisation and globalisation in India, SDGs.
- 2. Contemporary Issues in Urban India:** Defining and problematising the 'urban' in India; Nature and debates on Indian urbanisation; The diversity of lived urban realities; Emerging programmes of urban development in relation to diverse, lived urban realities
- 3. Contemporary Issues in Rural India:** Political economy of rural societies in India – Rural livelihoods and vulnerability contexts – Agriculture and agrarian crisis in India –Democratic decentralisation and decentralised planning – Social security, Public provisions and safety nets.

4. Inequality, Poverty & Unemployment: Poverty and Inequality – Understanding and measuring poverty – Employment challenges in India – Labourmarkets and inequality in India.

5. Education: Stratified social context and layered educational provisioning; educational policies/programmes and diversified alternatives; Learning outcomes, accountability and al inequalities; Economic reforms and Privatisation of education.

6. Indian Health Care System & Inequalities in Access: Indian Health care systems: History, evolution and challenges; Reforms in health care sector - Inequalities in access to health care: Class, caste, gender and regional differentials

7. Mental Health & Well-being: Understanding mental health, distress and illness: Concepts - mental health, well-being, distress, illness, coping strategies - Living with mental illness, challenges and perceptions - Research on stigma, prejudice, stereotypes around mental illness - Magnitude of mental health problems in India across the life span and availability of services to address these, and treatment gaps. Perspectives on mental health and distress: Social determinants, social suffering and minority stress as

some of the frameworks to understand structural vulnerabilities (violence, exclusion, socio-legal barriers) - Social model of disability as a frame to understand mental illness and the resulting psychosocial disability - Critique of clinical models focused on individual deficit.

8. Population Dynamics and Migration: Concepts, indicators, sources of data, measurements and determinants of population dynamics and migration, gender and migration

9. Environment & Change: Understanding varieties of environmentalism, environmental compliance and monitoring, key environmen-

tal policies and laws.

10. Contemporary Media Ecologies: Idea of media effects; information society; media oligopolies; individual as data. Reflections on censorship, regimes of control, politics of big data, and technologies of surveillance and citizenship, UID, social media, hate speech, disinformation campaigns, trolling and cyber bullying; digital repurposing and user agency.

Assessment

There will be a minimum of two assessment components per course.

Choice Based Credit System

The Choice Based Credit System (CBCS) allows students to choose inter-disciplinary, intra-disciplinary, and skill-based courses (across disciplines) according to their learning needs, interests and aptitude. The CBCS not only offers opportunities and avenues to learn core subjects, but also provides additional avenues of learning through the choos-

ing of elective courses at different levels namely Elective Foundation, Disciplinary Elective and Open Elective courses.

As per the UGC guidelines, the following programme structure is suggested for each of the Post Graduate Programme (Table 3).

TABLE 3: CBCS-based Curriculum Framework as Envisaged by the UGC

S.No.	Type of Course	Remarks
1.	Foundation Courses	
1A	Compulsory Foundation Courses	Courses that are based upon the content that leads to knowledge enhancement, and are mandatory for all disciplines.
1B	Elective Foundation Courses	Value-based courses and are aimed at humanistic education.
2.	Core Courses	Courses that are to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.
3.	Electives	
3A	Disciplinary Electives	Elective course chosen from within the parent discipline or related discipline of study.
3B	Open Electives	Elective course chosen from any other discipline of study.
4.	Internships/Fieldwork	As per the programme requirement
5.	Research Dissertation	As per the programme requirement

CBCS-Based Programme Structure

In the context of the above-mentioned framework, the following implementation framework for the Master's Degree Programmes are being offered to the Batch 2020-2022 students at TISS (Table 4). A total of 8 credits across all the 5 taught components listed above should be elective courses. This includes

foundation, disciplinary and open electives. Since all three kinds of electives should be part of the course structure, a minimum of 2 credits of elective foundation and open electives are mandatory for each programme. The broad course structure is shown in Table 4.

TABLE 4: CBCS-based Curriculum Framework for Master's Degree Programmes

Taught Courses	Minimum Credits	Semester	Remarks
Compulsory Foundation Courses	4*	I	This set of courses already exists for most of the postgraduate programmes.*
Elective Foundation Courses	2	II	Please see Table 3 for the list of Elective Foundation Courses
Disciplinary Core Courses	Programme Specific	I, II, III, IV	Programme Specific
Disciplinary Electives Courses	4	II, III & IV	The Disciplinary Electives are Programme or School/Centre Specific Courses. These will be announced by the respective School/Centres before the commencement of the specific semester
Open Elective	2	II	Students are encouraged to take courses outside their Schools/Centres.
Fieldwork	Programme Specific		
Research/Dissertation	Programme Specific		
Internship	Programme Specific		

Note: * For M.LISc. students, the minimum requirement is of 2 credits.

Elective Foundation

The Institute-level Elective Foundation courses is co-ordinated by the Elective Coordinating Committee. The list of Elective Foundation courses that are on offer for the batch of 2020–2022 are given in Table 5. The Elective Foundation courses will be offered in Semester II (from November 2020 to January 2021), and it is mandatory that each student completes the required 2 credits of Elective Foundation in this slot.

Thus, each student has to take a minimum of ONE course from the list of Elective Foundation courses given in Table 5. Non-completion of the Elective Foundation will lead to supplementary status. A maximum cap of teacher: student ratio of 1: 60 per class will be maintained for each course. Students will be admitted to the course of their choice on a first-come first-serve basis.

TABLE 5: Elective Foundation Courses

Course Code	Course Title*	Credits
EFCB 01	Everyday Ethics and Constitutional Values	2
EFCB 02	Doing Gender	2
EFCB 03	Participatory Training Methodology	2
EFCB 04	Social Value Creation and Social Innovation	2
EFCB 05	Community Mental Health	2
EFCB 06	Socio-Cultural Contexts of Counselling	2
EFCB 07	Law, Institutions and Society	2
EFCB 08	Ethics of Interventions in Disaster Management	2
EFCB 09	Secular Ethics	2
EFCB 10	Personal and Interpersonal Development of a Practitioner	2

Note: *The course titles are tentative and provisional and are subject to further changes.

Disciplinary Electives

The Disciplinary Electives are School- / Centre-specific courses. Before the commencement of the specific semester, the respective School/Centre, will announce the offering of these courses. Please check

with the Programme Coordinator or your School/ Centre Secretariat to know more about the Disciplinary Elective courses that are being offered by your School/Centre.

Open Electives

The Elective Coordinating Committee also coordinates the Open Elective courses, which will be on offer in Semester II (from November 2020 to January 2021). It is mandatory that each student completes the required 2 credits of Open Electives from any one of these two slots. Thus, each student has to take a minimum of ONE course from the list of Open Elec-

tive courses given in Table 6. Non-completion of the Open Elective will lead to supplementary status. A maximum cap of teacher: student ratio of 1: 60 per class will be maintained for each course. Students will be admitted to the course of their choice on a first-come first-served basis.

Table 6: List of Open Elective Courses*

School / Centre	Course Code	Course Title	Credits
School of Management and Labour Studies	HRCB02	Social Network Analysis and Organizations	2
	SECB01	Introduction to Micro Finance	2
School of Social Work	SWCB03	Crime, Culture and Media	2
	SWCB06	Human Growth and Behaviour	2
	SWCB09	Livelihood Promotion and Social Entrepreneurship Development	2
	SWCB15	Design for Inclusive Environment and Accessibility	2
	CLLCB02	Psychosocial Health and Wellbeing of the Elderly	2
	CLLCB 03	Youth Identity and Human Development	2
School of Development Studies	DSCB13	Political Economy of Space, Development and Uneven Development	2
	WSCB28	Dalit Feminism	2
Jamsetji Tata School for Disaster Studies	MDMCB18	GIS for Social Sciences	2
School of Health Systems Studies	PHECB09	Global Public Health	2
	PHECB07	Public Health Across Lifespan	2
School of Habitat Studies	WPGCB30	Perspectives on the Water Sector: An Overview	2
	RGCB13	Introduction to Sectoral Regulation I (Water Sector Regulation and Food Safety Regulation)	2
School of Media and Cultural Studies	MCCB02	Gender, Space and Culture	2
Centre for Library & Information Management Studies	MLISCB01	Digital Scholarship	2

Note: *The course titles are tentative and provisional and are subject to further changes.

Important Information

- Please discuss with the faculty mentors in your School or Centre before finalising your choice of courses.
- It is mandatory that the students earn the necessary 8 credits for the CBCS Courses to pass their respective Masters' programme.
- An Elective Foundation / Open Elective course will be offered only if there are a minimum of 10 students.
- The enrolment for the Elective Foundation and Open Electives will commence in November 2020.
- In case a student who has enrolled in a particular Elective Foundation/Open Elective course feels that it is not meeting his/her interest or expectations, he/she can drop out after the first class (first 2 hours) of an already enrolled Elective Foundation/Open Elective course. However, the student has to enroll in another Elective Foundation/Open Elective course before the commencement of the next day's Elective Foundation / Open Elective Classes respectively.
- The duration of the Elective Foundation and Open Electives will be from December 2020 to February/early March 2021.
- The Elective Foundation courses will be offered on Wednesdays and Thursdays every week from 4.30 PM – 6.30 PM in a semi-semester mode (4 hours per week).
- The Open Elective courses will be offered on Wednesdays and Thursdays every week from 2.20 PM – 4.20 PM in a semi-semester mode (4 hours per week).
- Evaluations for these courses will be held in the month of late February or Early March 2021.

SCHOOL OF SOCIAL WORK

INTRODUCTION

The School of Social Work (SSW) promotes education in social work that is democratic, emancipatory, egalitarian, and develops a critical perspective in students. It offers dynamic and relevant programmes at the Doctoral, Master's and Certificate levels. It also identifies new areas for social work practice and evolves innovative strategies through practice-based research and field action projects. Other thrust areas of the School are research, networking and liaising with governmental and non-governmental organisations for capacity building, policy and programme development, and extension.

The SSW has 8 centres:

- Centre for Community Organisation and Development Practice
- Centre for Criminology and Justice
- Centre for Disability Studies and Action
- Centre for Equity and Justice for Children and Families
- Centre for Health and Mental Health
- Centre for Livelihoods and Social Innovation

- Centre for Social Justice and Governance
- Centre for Women-Centred Social Work

The School of Social Work offers 9 M.A. Social Work programmes emerging from the thematic areas of the 8 Centres. In the first year, students are introduced to the field of Social Work through core courses and fieldwork which is generic in nature. Fieldwork in the first year is organised in a way that each student is exposed to a broader thematic area, not necessarily one that the student has chosen to specialise in. The Foundation Courses focus on key social issues. All these together help students develop a critical-analytical gaze and basic intervention skills of working with marginalised groups and institutional structures. Programme-specific, thematic inputs in the first year are designed to help students understand concepts, theories and practice in their chosen field of engagement. It is in the second year that thematic inputs are deepened through several more courses offered by each Centre, anchoring the specific M.A. programme.

The credits are common across all the 9 social work programmes offered by the SSW, as given below:

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Core Social Work Courses	16
	Thematic Courses	4*
	Elective Foundation Course (CBCS)	2
	Open Elective Courses (CBCS)	2
	Fieldwork	12
Second	Core Social Work Courses	2
	Thematic Courses	14*
	Research Project	6
	Disciplinary Electives (CBCS)	4
	Field Work	12
First and Second	Disciplinary Electives (CBCS)	4
Total Credits		78

Note: *The total credit load of thematic courses for all programmes is 18. But the spread of thematic courses may vary across semesters from programme to programme.

PROGRAMME DETAILS

M.A. Social Work with Children and Families

In recent years, the globalised world has been witnessing considerable civil society engagement on issues related to children and families. Discourses and interventions are taking place on a wide range of issues from services on health and education, to quality care to State support for children in need of care and protection, to families impacted by pandemic, to impact of technology on families, and so on. The neoliberal forces have led to an emphasis on the individual and have redrawn families, gender roles and childhood experiences.

Moreover, in recent times, the refugee crisis and disasters across the world has further added stress on the family, breaking them and especially placing the children, women, and older people into a vulnerable situation. Besides, families are not only spaces for holding people together by providing nurturance and identity, they are also sites of conflict and violence, particularly for children and other vulnerable members. Thus, the intervention of government and civil society to support children and families becomes important to realise the rights of women, children and older persons within the family, in an equitable and just manner.

The forces of globalisation superimposed over highly inequitable social and economic institutions is driving women and children of vulnerable families into child labour, sex work or other forms of exploitative relationships. Children and their families belonging to specific marginalised communities like dalits, adivasis, religious minorities, forced migrants, the poor, and those affected by disability, disasters and conflicts are living on the edge, struggling to find ways to survive, protect and educate themselves. On the one hand, families of these children struggle against discrimination and dignity, and on the other hand, for survival—ensuring food, education and shelter for their children. Though challenging, social workers have found it extremely fulfilling and rewarding to work on these issues and promote the rights of children and families in tune with international conventions and for dignity and equity.

The programme provides students with a critical understanding of the diversities of childhoods, and

families, along with diverse contexts for individual development, as well as of policies, legislations and macro developmental processes impacting children and families. Students in this programme will have developed their capacities to undertake rights-based work for ensuring inclusion of children of marginalised communities and their families into the mainstream processes of development, while being trained in skill-based interventions as well. Recognising and working with children as citizens and rights holders, while also understanding the social realities impacting families and the different members residing in a household unit and with intentional families, are the dual focus of this programme. Students will learn to design social work interventions and provide services, as well as learn about advocacy and policy change. Thus, the students will have improved capabilities to translate theory into practice, and skills to reflectively work with diverse family forms and contexts; and with children in addressing particular problem situations and vulnerabilities like children on the streets, in conflict with law, in conflict situations, child labour, children of sex workers, children in residential care, etc.

Social work professionals in this field are often involved in designing and coordinating suitable services to assist a child or family, whether it is in ensuring child rights and child protection, or in facilitating adoptions, or in finding foster homes for neglected, abandoned or abused children. The work may also involve strengthening families towards better functioning and resilience through life. The field not only provides ample scope to work with professional agencies in assisting children and families in dealing with stress or emotional problems, but also in directly working with children, youth and families affected by different vulnerabilities and/or children within the purview of the juvenile justice system. Job prospects range from employment in government programmes and projects, educational, health care, and residential care institutions, and in local and international NGOs, and in corporate social responsibility. Students can also pursue a career in research, consulting, teaching, and policy advocacy.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
CF 01	Child and Childhood In India: Theories, Demographics and Perspectives	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
CF 02	Family in India	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
CF 03	Child and Family Laws in India	2
CF 04	Policies and Programmes for Children	2
CF 05	Vulnerable and Marginalised Children: Issues and Perspectives	2
CF 06	Issues and Concerns of Children and Families in Rural India	2
CF 07	Working with Children: Skills and Interventions	2
CF 08	Working with Families: Skills and Interventions	2
SEMESTER IV		
CF 09	Action and Advocacy for Children and Families	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Community Organisation and Development Practice

Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, dispossessed of land, lack appropriate skills, quality education and/or other resources, are not able to benefit from the fruits of this “progress” and “development”. A critical analysis of the dynamics between the processes of marginalities and collective deprivation, and the macro processes of development and its trajectories has become very significant for informed practice with communities. Today, development practitioners require multiple perspectives to analyse and engage with present day complex realities of life and livelihoods. This ne-

cessitates capacity enhancement and development of newer strategies to serve the interests of disadvantaged populations. Further, understanding local situations and working with communities to address key concerns is as critical today as being able to see national and international connections of these very concerns in the globalising world.

The M.A. Social Work in Community Organisation and Development Practice (CODP) programme aims to blend a critical socio-political analysis of marginalities of communities with appropriate strategies and approaches in enabling the process of claiming their entitlements and rights. This programme envisages preparation of a cadre of development practitioners that could effectively respond to the contemporary

concerns of marginalised communities and to promote people-centred development. The curriculum of CODP brings synergy across various components such as course work, field education and social research spread across four semesters. Graduates of M.A. Social Work in CODP find meaning in working in a range of rural and urban settings — govern-

ment as well as non-governmental development organisations and projects, people's organisations and movements, trade unions, and corporate social responsibility initiatives. Some may also engage in self-initiated work in areas or on issues that require innovative approaches and strategies, as well as contribute to policy practice and advocacy.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
CODP 02	Theoretical Perspectives for Community Practice	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
CODP 01	Rural Development and Governance	2
CODP 04	Sustainable Development and Gender	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
CODP 06	Socio Legal Dimensions in Development Practice	2
CODP 07	Urbanisation, Governance and Informal Work	2
CODP 08	Social Action, Advocacy and Movements	2
CODP 09	Disasters and Development	2
CODP 10	Programme Planning and Management	2
LSE 05	Business Plan Development for Social Sector	2
SEMESTER IV		
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Criminology and Justice

Social Work in the thematic field of Criminology and Justice provides immense opportunity to examine and work with social actors and institutions dealing with crime, law and justice from a rights-based perspective. Students opting for this programme

will be exposed to the dynamics and complexities of deviance and crime from diverse world-views, and will develop capacities to critically reflect on the criminal justice system and policy across the country.

The broad concerns of the programme correspond to four inter-related areas. First, it provides a strong theoretical underpinning on human rights and the criminal/juvenile justice system. Second, it encourages a critical examination of crime around issues such as gender-based violence; and atrocities against Dalits, de-notified tribes and socially stigmatised communities. It also dwells upon areas related to juvenile justice and crime among youth; trafficking of drugs and human beings. Third, it lays the foundation for a critical understanding of criminal /juvenile justice systems and agencies, and current issues such as policing, prison management, custodial justice, human rights violations, role of the State, correctional agencies and alternative justice systems. Fourth, it offers frameworks to engage towards social reintegration and inclusion of persons affected by crime, violence, stigma, and aggravated forms of vulnerabilities.

Today, the Indian justice system is characterised by innumerable arrests, overcrowded jails, punitive system with little to no corrections / rehabilitation and courts with lakhs of pending cases. Despite these realities there is a significant traditional indifference towards criminal justice. It is the poor, the unemployed, the visible minorities, the powerless, and those ostracised for their sexual orientation that are most frequently criminalised by the system. Understanding that the law and its application are frequently biased, the marginalised may behave in ways that bring them into direct conflict with the law. The presence of social work in the administration of justice has, thus, become a valuable component of practice for the profession itself, as well as an important influence on justice agencies.

Social workers also play a key role in engaging with State actors and victim groups in ensuring justice and accessing rehabilitative structures. They need to interface with adversity of issues in practice situations. Thus, their engagement with the justice sys-

tem will impact the situation of offenders, victims, disputants, persons released from custodial institutions, vulnerable groups rescued from exploitative situations and those who are prone to criminalisation or victimisation. They can be involved in a range of interventions such as counselling, liaison with family/community structures and the administration, providing outreach services, pre-litigation work, conflict resolution, and community-based rehabilitation work. The field is characterised with an increased number of involuntary clients and groups who are in custody often against their will, e.g. prisoners, children and women in protective care, victims of abuse, and homeless people arrested under beggary and vagrancy laws. These are almost always the most stigmatised and socially excluded populations.

Working with such groups requires specialised knowledge, attitudes and skills specific to justice settings, in terms of international laws and conventions, constitutional and legal provisions, powers and accountability of the system, and correctional laws and policies. It needs specialised skills to work with resistant and status-quo its systems; to engage with overloaded and demoralised justice functionaries and to work with affected groups who are traumatised and disadvantaged due to their experiences with society and the State. Job prospects in this field include engagement and positions with agencies collaborating with law enforcement agencies, correctional institutions and within civil society organisations working in the area of human rights, juvenile justice and child rights, legal aid, anti- trafficking and rehabilitation of victims of commercial sexual exploitation, prison reforms and rehabilitation of prisoners and their families, victim services and victim advocacy. With experience, professionals in this field may also qualify for professional positions in teaching and policy research.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2

Course Code	Course Title	Credits
CJ 01	Criminology: Trends and Perspectives	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
CJ 02	Child Rights and Juvenile Justice	2
CJ 03	Rural Crime and Justice	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
CJ 07	Victimology and Crime Prevention	2
CJ 04	Criminal Law and Practice	2
CJ 05	Correctional Perspectives, Policies and Practice	2
CJ 06	Issues and Challenges in Criminal Justice Social Work	2
CJ 09	Social Action and Advocacy	2
SEMESTER IV		
CJ 11	Human Rights and Access to Justice	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 01	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on page 53.

M.A. Social Work in Dalit and Tribal Studies and Action

Dalit and Tribal Studies and Action is an intensive and theoretically engaging field with the academic programme premised within a Dalit and Tribal episteme. It is located within anti-oppressive social work and articulates a bottom up, perspective from within and perspective from below under the frame work of Dalit and Tribal Studies and Action. The programme follows a meta-discipline approach to knowledge acquisition and brings within its theoretical ambit subjects such as Ontology, Epistemology, Ethics and Aesthetics, Social and Political Philosophy, and Dalit and Tribal Knowledge Systems. Students are exposed to the latest theoretical debates from a meta-discipline approach pertaining to Tribes, Caste, the Indian State

and global geopolitics.

The programme uses critical and contextual pedagogy led by faculty who are renowned for their ability to facilitate the process. Academically oriented students interested in the ideas of Dr. B.R. Ambedkar and dedicated to the empowerment of Dalits and Tribes would greatly benefit from the programme. Those who have a degree in History, Human Geography, Anthropology, Sociology, Cultural Studies, Peace and Conflict Studies, Political Science and any Humanities subject would find the programme both challenging and fulfilling. Students of Bachelor's in Social Work with interest in Ambedkar Social Work

would be greatly enriched by the theoretical insights and depth that the programme offers. Activists with any academic background having few years of experience with people's movements would find the programme extremely insightful and engaging.

The programme is the first of its kind in the world,

providing students with wide theoretical exposure to international politico-historical and political economic discourses situated within the framework of Ambedkar Social Work. Graduates of this programme have job opportunities in a range of governmental and non-governmental organisations, civil society movements, and social enterprises.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
DTSA 4	Dalit and Tribal Social Work: Perspectives and Concepts	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
DTSA 2	Political Theory for Critical Social Work	2
DTSA 9	Advanced Dalit and Tribal Social Work Practice Skills	2
DTSA 12	Project Planning and Management	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
DTSA 7	Tribes, State and Governance	2
DTSA 3	Term Paper on Dalit and Tribal Studies	2
DTSA 5	Political Economy, Development and Dalits	2
DTSA 10	Law, Justice and Democratic Rights	2
SEMESTER IV		
	Choose any one between DTSA 11 and DTSA 13.2	
DTSA 11	Tribal and Dalit Movements: Theory and Practice	2
DTSA 13.2	Social Entrepreneurship among Dalits and Tribes	2
RP	Research Project	6
FW 02	Fieldwork	12
DE1	Disciplinary Elective Courses (CBCS)	2
DE2	Disciplinary Elective Courses (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Disability Studies and Action

The focus among professionals in the field of disability rehabilitation today is on the rights of persons with disability, equalisation of opportunities and their integration into mainstream society. It has been formally recognised that people with disabilities are people who have the same economic, emotional, physical, intellectual, spiritual, social and political needs that other people have. Though we have come a long way, we still have far to go in ensuring an inclusive, barrier-free and rights-based society for persons with disabilities. In India, persons with disability are still oppressed and marginalised, and denied the opportunity to lead a reasonable quality of life because of society's persistent stereo typical and prejudiced perception of them as inferior, incapable and inadequate; a drain on family resources; and costly for society to maintain.

The M.A. Social Work in Disability Studies and Action enables students to understand and conceptualised is ability as socially constructed and find explanations for disablement within the context of a person's life, rather than within the individuals themselves. Rehabilitation conducted within a comprehensive social

framework is not only about the removal of barriers at the individual level, it is also about the removal of physical and attitudinal barriers in society at large. It includes not only engaging with persons with disability, but also engaging with the community and other systems of society for creating more enabling and inclusive environments so that their complete integration into mainstream society is possible.

The M.A. Social Work in Disability Studies and Action is being offered to create a cadre of professional social workers, with competency in empowering people with disability and all other stakeholders with regard to this issue.

The programme provides immense wide-ranging career opportunities for students with diverse interests. Students can choose to work in government sectors, National government programmes, and flagship schemes like NREGA, NRHM, and ICDS. This programme also equips students to work indifferent capacities in diverse settings including government institutions, non-government organisations, hospitals and research-based organisations.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
DSA 01	Theoretical Perspectives and their Application to Disability Rehabilitation Social Work	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
DSA 02	Persons with Disability and their Rehabilitation Contexts	4
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
DSA 03	Human Rights, Social Policies and Law	2

Course Code	Course Title	Credits
DSA 04	Counselling in Disability Context: Individuals, Groups and Families	4
DSA 05	The Gender Dimensions of Disability	2
DSA 08	Community Interventions in the Rural Context	2
SEMESTER IV		
DSA 07	Building Disability Awareness for Action	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Livelihoods and Social Entrepreneurship

The poor and marginalised groups and communities face several struggles while interfacing with diverse actors for scarce and competitive resources. Further, with the advent of globalisation and more powerful market forces acting on them, they are at risk of being pushed further to the margins. Mainstream development approaches aimed at enhancing livelihoods or eradicating poverty often fails to recognise the daily struggles of poor people or the structural determinants of their deprivation. There is, thus, a tremendous need to work through social and political structures in developing alternative livelihood approaches.

The M.A. Social Work in Livelihoods and Social Entrepreneurship programme aims at strengthening theoretical understanding of the complexities and dynamics of poor people's life worlds and livelihoods, and to innovate practices and institutions in enabling the poor and marginalised sections of the population to access improved livelihood opportunities and resources. Apart from critically examining present-day livelihood approaches, the programme strives towards innovating and incubating alternative models

of livelihood promotion, ensuring resource access and resource justice for the poor and marginalised, social equity, empowerment, and social value creation. A key strategy for the same is to equip students to work with vulnerable groups and marginalised communities to develop and strengthen their livelihoods through meaningful social enterprises, collectives, etc. The vision and mission of the Centre for Livelihoods and Social Innovation which offers this M.A. programme is grounded in the understanding that livelihood promotion, social innovation and social entrepreneurship development takes place in the institutional context of co-production. This implies that social workers not only interface with volunteers, individuals, and community groups, but also with policy makers, civil servants and corporates.

The programme aims to impart adequate knowledge, develop competent skills and provide students an exposure to appropriate attitudinal perspectives so as to prepare them to occupy positions in government programmes like the National and State Rural Livelihood Missions, NGOs, social enterprises, co-operatives, funding agencies, etc.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2

Course Code	Course Title	Credits
SW 05	Research Methods I	2
LSE 01	Introduction to Human Economy	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
LSE 02	Development, Marginalities and Sustainable Livelihoods	2
LSE 03	Livelihood Uncertainties, Vulnerability and Adaptation	2
FW 01	Field Work	12
SEMESTER III		
SW 09	Social Policy, Planning and Programmes	2
LSE 05	Business Plan Development for Social Sector	2
LSE 06	Livelihood Innovation Lab – I	2
LSE0 11	Project Planning Tools for Livelihoods Promotion	2
LSE 08	Participatory Livelihoods Assessment and Planning (PLAP): Methodologies and Tools for People Centred Innovation	
SEMESTER IV		
LSE 09	Livelihood Impact Assessment and Evaluation	2
LSE 10	Inclusive Design Thinking Lab (IDTL): Innovations for Social Change	2
RP	Research Project	6
FW 02	Field Work	12
DE 1	Disciplinary Elective Course (CBCS)	2
DE2	Disciplinary Elective Course (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Mental Health

Mental health problems are amongst the most important contributors to the global burden of disease and disability. The “Global Burden of Disease” due to mental health concerns is greater than that expected by tuberculosis, cancer or heart disease. Mental and behavioural disorders affect more than 25% of people at any given point of time. This means 450 million people worldwide are affected by mental, neurological or behavioural problems at any given point of time. In India, about 20 to 30 million people appear to be in need of mental health care. The gap between mental health needs and availability of services including trained professionals is enormous and the M.A. Social Work in Mental Health seeks to address this by creating a cadre of professionals grounded in social work perspectives with thorough understanding of mental health issues and skills.

With rapid social change and urbanisation, there are several vulnerable groups whose mental health concerns need urgent attention. Some examples include urban poor living on the streets and slums, women and children exposed to domestic violence, populations displaced by mega development projects as well as natural and man-made disasters, single women, sexual minorities, people living with HIV/AIDS, and soon. In order to be able to comprehend the mental health concerns of these groups, it is vital to move beyond our thinking in the mental health sector and conceptualise training programmes as well as service models that integrate the biological, psychological and interpersonal with the social and the cultural. Thus, a programme that combines ideas of social justice and empowerment along with the knowledge and skills to understand individual and interpersonal distress and problems, is a need of the hour. This post-graduate

programme with a foundation in social work and an incremental training in perspectives and skills in mental health, aims to fill this gap.

This M.A. Social Work programme in Mental Health is offered from two locations: TISS Mumbai, and TISS-BALM Chennai.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
HMH 01	Introduction to Health and Mental Health	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
MH 02	Seminar in Clinical Social Work	2
MH 03	Community Mental Health	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
HMH 03	Health and Development	2
HMH 05	Introduction to Epidemiology	2
MH 01	Mental Health, Marginalisation and Human Rights	2
MH 04	Mental Health Policy, Programmes and Legislations	2
MH 06	Counselling and Therapeutic Interventions	2
SEMESTER IV		
MH 06	Counselling and Therapeutic Interventions	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation, courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Public Health

The M.A. Social Work in Public Health aims to address the multifaceted dimensions of health in a changing socio-economic context. It looks to develop skills in social work professionals to analyse health issues in micro, meso, and macro contexts, as well as to work towards protecting health as a human right. This pro-

gramme is a response to redress the limited institutional capacity in India for strengthening training, research and policy development in the area of health social work. In this scenario, health social workers are uniquely positioned to make interventions both at the individual and community levels.

At an individual level, the objective of health social workers is to offer them psycho-social support as well as their families in dealing with communicable and non-communicable diseases through counselling patients and advising family care givers. At the community level, given their professional skill set, social workers are best placed to design, implement and manage those aspects of community health which require on the one hand, involvement of the community and groups, and on the other, engagement with the health system, particularly in its interface with people/users.

Social workers with a specialised knowledge of community health are also well placed to design, implement and manage larger and more complex interventions, which form a significant component of

social change, as this community-based health advocacy needs to be evidence-based, context-specific and resource-sensitive.

This programme will prepare health professionals to work with socially, culturally and economically diverse populations by being attentive to the needs of vulnerable and disadvantaged groups. It will work towards imparting qualities of leadership among health social work professionals, and effectively use communication skills for health advocacy. This programme equips students to work in different capacities in diverse settings: government institutions, non-government organisations, hospitals and research-based organisations, as well as in sectors like HIV/AIDS, disaster, courts and counselling centres.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
HMH 01	Introduction to Health and Mental Health	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
PH 01	Community Health: Processes and Practice	2
PH 03	Health Communication	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
HMH 03	Health and Development	2
HMH 05	Introduction to Epidemiology	2
PH 02	Health Policy, Programmes and Legislations	2
PH 06	Social Action, Networking and Advocacy	2
PH 08	Health Management and Planning	2
SEMESTER IV		
PH 04	Comparative Studies of Health System	2
RP	Research Project	6

Course Code	Course Title	Credits
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation, courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

M.A. Social Work in Women-Centred Practice

Women as a category of analysis has increasingly been studied to evolve an understanding of their condition, position and status and their relationship with men, resources and power in society. With the evolution of gender studies and a critical understanding of women's position, a large body of knowledge is now increasingly available to understand the issues, as well as for developing effective interventions at different levels. Women continue to remain marginalised and have to be studied and addressed as a separate vulnerable group. Within social work epistemology and praxis, there is thus an imperative to include the realities of women—in particular women-centred social work.

This would mean an understanding of feminist theories, praxis models, praxis trajectories in the global and indigenous contexts, and developing appropriate skills for intervention at multiple levels.

The M.A. Social Work in Women-Centred Practice endeavours to engage learners to critically understand and examine women's position in society from diverse feminist theoretical frameworks, so as to develop judicious skills of intervention, and to develop women's agency and citizenship. The programme aims to prepare and equip its graduates to directly work with people — women in particular — in their communities, movements and campaigns; in organisations initiated by civil society and the state; with issues and concerns of oppressive social structures, at the local, national and international levels; within systems and institutions of governance and the state.

The programme envisages its graduates performing multiple roles of social worker, activist, designing and implementing programmes, coordinator, researcher and educator.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
WCP 1.1	Women History & Society: Feminist Theories & Perspectives - I	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2

Course Code	Course Title	Credits
WCP 1.2	Women History & Society: Feminist Theories & Perspectives - II	2
WCP 02	Engendering Rural Realities – Rural Practicum	2
FW 01	Fieldwork	12
SEMESTER III		
SW09	Social Policy and Planning	2
WCP 03	Seminar on Gendered Body Sexuality and Violence	2
WCP 4.1	Work with Women – (I) Women Centred Social Work Practice	2
WCP 4.2	Work with Women – (II) Women, Development Practice and Politics	2
WCP 05	Engendering Law & Justice in India	2
WCP 6.1	Women & Work - I	2
SEMESTER IV		
WCP 6.2	Women & Work - II	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some change. Due to current pandemic situation courses may be shifted or taught across semesters.

* Refer to the section on Choice Based Credit System on [page 53](#).

DISCIPLINARY ELECTIVES

The Disciplinary Electives (4 Credits) are School-specific courses that will be offered under the framework of the Choice-based Credit System by the SSW

in Semester II and IV. The list of Disciplinary Electives that will be offered to the Social Work students areas follows:

Course Code	Course Title	Credits
SWCB 02	Contemporary Debates in Criminal Justice	2
SWCB 05	Engendering Non-Formal Education	2
SWCB 07*	Law and Social Work	2
SWCB 13	Child Rights and Child Protection	2
SWCB 19	International Social Work and Indigenous Peoples	2
SWCB 21	Animal Ethics and Social Justice	2
SWCB 22	Understanding Violence against Women: Theories and Interventions	2
SWCB 23*	Social Sciences and Health	2
SWCB 25	Management of Disability Related Programmes	2
SWCB 26	Social Action for Livelihood Transformation	2

Notes: The courses listed are provisional, and may undergo some changes. As per CBCS norms, the teacher-student ratio will be maintained at 1 : 60.

*These courses will be taught in the Semester II.

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Centre for Community Organisation and Development Practice

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Professor

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Assistant Professor (Sel. Grade)

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M.A. (TISS)

Assistant Professor (Sr. Scale) (On Study Leave)

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Assistant Professor and Chairperson

Ms. Anjali Dave

M.A. (TISS)

Professor

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Fieldwork Coordinator

Dr. Penelope Tong

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Fieldwork Supervisor

Ms. Sushma Gholap

M.A. (TISS)

Fieldwork Supervisor

Part-Time Fieldwork Supervisors

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M.A. (Mumbai), M.S.W. (Pune)

School Secretariat

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Ms. Pragati Ghanekar
M.Com. (Mumbai)

Ms. Rekha Keshewar

Ms. Sarita Bhangare

Senior Psychiatric Social Worker

Psychiatric Social Worker

Section Officer

Assistant

Assistant

Stenographer Grade-III

Upper Division Clerk

Lower Division Clerk

SCHOOL OF MANAGEMENT AND LABOUR STUDIES

INTRODUCTION

The School of Management and Labour Studies has a mission to provide quality human service professionals for a variety of stakeholder groups engaged in the development process. It has developed diverse innovative teaching and research programmes that address wider social issues and realities with a special emphasis on the marginalised and vulnerable groups. It offers 5 M.A./M.Sc programmes in Hu-

man Resources Management and Labour Relations; Globalisation and Labour; Social Entrepreneurship; Organisation Development, Change and Leadership (ODCL); and Analytics. In addition, it also offers Executive PG Diploma Programmes in Human Resources Management, Organisation Development and Change, Analytics, Innovative CSR and Social Entrepreneurship.

PROGRAMME DETAILS

M.A. Labour Studies and Practices

The M.A. programme in Labour Studies and Practices (MALS&P) is aimed at strengthening the capabilities of those working in membership-based organisations, and the informal sector of the economy. These include trade unions, organisations such as cooperatives, self-help groups, etc. Bright young graduates or post-graduates who do not fall in the above categories, but are interested in working in such organisations, or are engaged or interested in labour research, are also included.

TISS is part of the Global Labour University network in partnership with the International Labour Organisation. Other partners of GLU offering similar programmes include the University of Kassel and the Berlin School of Economics and Law in Germany; University of Witwatersrand (WITS), South Africa, Johannesburg, South Africa; State University

of Campinas, Brazil; and State College, Penn State University, USA. Bengaluru), and Analytics.

The School is involved in research, innovation and consultancy through its:

- Centre for Human Resources Management and Labour Relations
- Centre for Labour Studies
- Centre for Public Policy and Governance
- Centre for Social Entrepreneurship
- Centre for Social and Organisational Leadership
- Incubation Centre for Social Entrepreneurship
- Labour Market Research Facility

Distribution of Credit Hours

Year	Details	Credits	
		Trade Union Students	Regular Students
First	Core Courses	46	46
	Dissertation	2	2
	Choice Based Credit System (Open Elective)	2	2
	Choice Based Credit System (Elective Foundation)	2	2
Second	Internship	22	12
	Dissertation	6	6
	Core Courses	-	10
	Choice Based Credit Courses	-	4
Total Credits		80	84

The MALS&P programme is not a management programme. It provides a framework to understand the diversity of experiences of globalisation and its impact on work and labour in the informal sector. As the formal sector is increasingly externalising social, economic and environmental costs of production to the unorganised/informal sector, there is a need to organise and strengthen capabilities of the work-

ers in this sector to articulate and claim their right to dignified life. There will be an emphasis on comprehending the implications of globalisation and labour on economically and socially marginalised sections, and bringing out the complexities of the same in forms of mobilisation, protest and resistance. The course content will provide both theoretical analyses as well as empirical studies.

Semester-wise Listing of Courses

Course No.	Course Title	Credits
SEMESTER I		
FC 01	Foundation Course I	2
FC 02	Foundation Course II	2
LS 01	Foundation Course in Sociology of Work	2
LS 02	Elements of Macroeconomics	2
LS 03	Microeconomic Foundations for Labour Studies	2
LS 04	Globalisation and Informal Economy	2
LS 05	Social Protection and the State	2
LS 06	Labour and Formal Organisations	2
LS 07	State Intervention in Labour Markets- I (Includes Normative Legislations, Labour Administration and emerging Labour Codes)	2
LS 08	Industrial Relations and Jurisprudence	2
LS 09	Research Methodology-I (Quantitative Approach)	2
SEMESTER II		
LS 10	Organising Informal Labour	2
LS 11	Trade Union Strategies in a Global Economy	2
LS 12	Conflict Management and Negotiation Skills	2
LS 13	Leadership for Trade Unions	CNE
LS 14	International Labour Standards, Decent Work and Social Dialogue	2
LS 15	Research Methodology-II (Qualitative Approach)	2
LS 15.1	Field Research	4
LS 16	Data Analytics for Labour Studies	2
LS 17	State Intervention in Labour Markets-II (Legislations for Social Security, Welfare and Occupational Health and Safety and Implementation)	4
LS 18	Governance and Public Policy	2
LS 19	Core Ideas in Labour Studies (Seminar Presentation)	2
CBCS	Open Elective	2
CBCS	Elective Foundation Course	2
LS 20	Online course on Global Workers Right and International Labour Standards	CNE
Dissertation	Research Proposal (Research Design, Literature Review and Presentation) Field visit to trade unions and organisations in Informal Sector in Rural Areas	2
SEMESTER III		
Internship*	Trade Union Students (6 months)	8
	Regular Students (2 months)	22
Dissertation	Progress Seminar (Data Collection and Presentation of Preliminary Results)	2

Course No.	Course Title	Credits
LS 21	Advanced Theories in Labour Studies	2
LS 22	International Institutions, Trade Policies and Labour Markets	2
LS 23	Women, Work and Diversity	2
SEMESTER IV		
Dissertation	Final Dissertation Submission and Presentation	4
	Block Internship in Trade Unions (1 Month)	4
LS 24	Corporate Social Responsibility and Social Audit	2
LS 25	Green Economy and Labour	2
	Disciplinary Elective (Only for non-Trade Union Students)	4

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

CNE- Compulsory Non Evaluative

1. Courses in the Second Year are meant for non-trade union students.
2. *Internship for Trade Union students stagger still the end of 4th semester.
3. The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. Human Resources Management and Labour Relations

The M.A. in Human Resources Management and Labour Relations (MAHRM&LR) programme (formerly known as M.A. in Personnel Management and Industrial Relations) is designed to develop students into professionally competent and socially sensitive management graduates, fully equipped to take on the challenges of the corporate world. The programme explores the critical areas of contemporary human resources management, in conjunction with a comprehensive knowledge and understanding of the key functions of management and business.

The broad objectives of this M.A. programme are to sensitise students to the social, political, economic, and ecological environments of society; to enable them to become effective business leaders and decision-makers to contribute to organisational effectiveness; to facilitate the use of systems thinking to evolve possibilities while addressing various personal and organisational challenges; to develop a perspective to respond to global challenges; and to impart values of intellectual honesty, justice and fairness.

The programme places importance on both theoretical and hands-on learning. While classroom learning through participation in the forms of discussions and case studies, presentations, simulation games, assignments, etc., emphasises conceptual clarity, practical inputs are provided through the rigorous

fieldwork system, which complements the classroom learning by throwing light on the practical dimension of the profession. The insights that emerge out of such an experience make students conceptually strong and successful in the practice of the profession. Students are also required to complete a dissertation on any topic of their choice. All these, coupled with the focused attention that students get due to the small size of the batch, makes personal learning highly effective. Fieldwork is a continuous process, which seeks to facilitate exposure to varied industry sectors. Students also undertake internships with organisations for a period ranging from 6–8 weeks, which is seen as an opportunity for them to learn significantly from, and contribute meaningfully to organisations.

In brief, the MA HRM&LR programme, which benefits from over five decades of teaching and research at TISS, is a challenging teaching–learning experience that blends cutting edge theory with innovative practice to develop business leaders for the global industry. The TISS HRM&LR post-graduates are amongst the most sought after in the global industry today and our alumni occupy positions of leadership across a wide spectrum of industries and sectors including, IT/ITeS, banking and finance, telecom, manufacturing, public sector, pharmaceutical, retail and management consultancy.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	29
	Field Work	12
	Dissertation (Stage 1)	1
	Choice Based Credit System (Elective Foundation)	2
	Choice Based Credit System (Open Electives)	2
Second	Core Courses	14
	Fieldwork	12
	Dissertation (Stage 2 & 3)	5
	Choice Based Credit Courses (Disciplinary Electives)	12
Total Credits		93

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
HR 01	Quantitative Research 1	1
HR 02	Qualitative Research 1	1
HR 03	Management of Human Resources	2
HR 04	Industrial Relations	2
HR 05	Labour Law 1	2
HR 06	Organisational Behaviour: Individual in the organisation	2
HR 07	Organisation theory and Design	2
HR 08	Organisational Economics	1
HRFW 01	Field Work	6
PC 01	Interaction with HR Heads	Compulsory and Non-evaluative
PC 02	Round Table Discussion on Fieldwork	
PC 03	Understanding Self and Facilitating Relationships	
SEMESTER II		
HR 09	Financial Management	2
HR 10	Labour Economics	2
HR 11	Organisational Behaviour: Group in the Organisation	2
HR 12	Performance Management	2
HR 13	Learning and Development	2
HR 14	Compensation	2
HR 15	Marketing and Sales Management	2
HR 16	Operations Management	2
HRDS 01	Dissertation Stage 1	1
HRFW 02	Fieldwork	6
CBCS	Elective Foundation Course	2
CBCS	Open Elective Course	2
PC 04	Development Centre	Compulsory and Non-Evaluative

Course Code	Course Title	Credits
SEMESTER III		
HR 17	Employee Resourcing	1
HR 18	Organisational Development and Change Management	2
HR 19	Labour Law 2	2
HR 20	Trade Unions	1
HR 21	Strategic Management	1
HR 22	Labour Welfare and Decent Work	2
HR 23	Management Information Systems	1
HR 24	Qualitative Research 2	1
HR 25	Quantitative Research 2	1
PC 05	Assessment Centre	Compulsory and Non-Evaluative
HRDS 02	Dissertation Stage 2	2
HRFW 03	Field Work	6
CBCS Disciplinary Electives (Choose a minimum of 5 and a maximum of 7)		
HRO 01	HRM in International settings	1
HRO 02	Advanced Learning and Development	1
HRO 03	Advanced Compensation and Benefits	1
HRO 04	Business Strategy and the environment	1
HRO 05	Employer Branding	1
HRO 06	Power and Leadership in organisations	1
HRO 07	Taxation	1
HRO 08	Conflict Management	1
HRO 19*	HR Entrepreneurship	1
HRO 20*	Mental Health and Well Being at Work	1
SEMESTER IV		
HR 26	Corporate Governance and Business ethics	2
HRDS 03	Dissertation Stage 3	3
HRFW 04	Field Work	6
	NGO Block Field Work	Compulsory and Non-Evaluative
CBCS Disciplinary Electives (Choose a minimum of 5 and a maximum of 7)		
HRO 09	Business Analytics	1
HRO 10	HRM and IR in Service Organisations	1
HRO 11	Comparative Industrial Relations	1
HRO 12	Micro Econometrics	1
HRO 13	Talent Management	1
HRO 14	Labour Administration	1
HRO 15	Moral Leadership	1
HRO 16	Psychometrics	1
HRO 17	Gender and Diversity Management	1
HRO 18	Negotiation Management	1
HRO 21	Consulting in HR	1

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Social Entrepreneurship

The State and/or market are increasingly failing to deliver the essential services to the citizens, especially the poor and marginalised groups. Some of the reasons for this failure are aligned with the global politico-economic developments and seem to be irreversible. The need, therefore, is to develop a fresh perspective, which is contextually relevant, towards fulfilling these services, and train professionals, who can take leadership in such situations. The new models to be designed by these change agents should be capable of ensuring sustainable development. The M.A. in Social Entrepreneurship (MASE) programme has been developing a pool of young entrepreneurs to become 'change-agents'.

The objectives of the MASE programme are to:

- Develop individuals with a focus on social entrepreneurship;
- enable budding and practicing social entrepreneurs to solve social issues;
- create an environment for dialogue, discussion and creation of a research base, for developing the domain of knowledge in social entrepreneurship, for sharing among interest groups, and to enable practitioners in enhancing effectiveness of their operations.

Venture Life Cycle Stage	Semester & Fieldwork Stage	Programme Content Focus	Decision Focus			
		Social Context	Entrepreneurship Process & Method	Management Tools	Effectuation	Causal
Understanding Context and Ideation on Problem	Semester I (in class)	High	High	Low	High	Low
	Rural Visit for one month	High	High	Low	High	Low
Designing Experiment for Social Problem Solving	Semester II (in class)	Moderate	High	Moderate	High	Moderate
	Pilot Testing of Ventures for 3 months	Moderate	High	Moderate	High	Moderate
Consolidation	Semester III (in class)	Moderate	High	High	Moderate	High
	Field Visit for Venture Related Research	Moderate	High	High	Moderate	High
Venture Planning	Semester IV (in class)	High	High	High	High	High
Venture Start Up	Enter into the Incubation Centre & Financial and Non-Financial Support					

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	24
	Fieldwork	24
	Choice Based Credit System (Open Elective)	2
	Choice Based Credit System (Elective Foundation)	2
Second	Core Courses	14
	Fieldwork	6
	Choice Based Credit Courses (Disciplinary Elective)	4
Total Credits		80

The MASE programme covers an overview of economics, polity and sociology, innovative problem solving, venture creation, business and organisational management, and leadership linking, with benefits to stakeholders. Distinctive features of the curriculum are inductive pedagogy; blending classroom teaching and experiential learning through field-work; problem-solving assignments on social problems at individual and group levels; and meeting and interacting with social and business entrepreneurs.

The programme is primarily targeted toward developing skills of students along three major dimensions and components: (i) social context, (ii) entrepreneurship skills, and (iii) management tools. A designed mix of all three in each Semester meets the overall objectives of the programme. The semester-wise distribution of the courses is given in the next table.

The entrepreneurial domain is predominantly based on 'effectual' logic, whereas managerial domain is 'causal'. The MASE programme focuses on 'effectual logic' during the initial period, and gradually exposes the students to

'causal logic' at a later stage. The students will be allowed to understand and experience both and take a creative decision to adopt any one or a mix of both.

The programme design takes care of the 'life cycle approach' of entrepreneurial processes — the creative phase, venture creation phase, and growth phase. The programme curriculum blends cutting edge theory with field-based experiential learning to develop efficient, effective and economically sustainable entrepreneurial activities.

Classroom teaching focuses on self and group learning for problem solving and reflective and participative learning. This programme uses multiple evaluation components such as mid and end semester examination, report writing and presentation, case development, business plan development, etc. Graduates from this programme are supported to initiate social ventures and become social entrepreneurs, and find employment in a range of organisations working with people in securing employment, wealth and human security.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
SE01	Entrepreneurship	2
SE02	Microeconomics	2
SE03	Basic Accounting and Costing	2
SE04	Social Sector Perspectives and Social Entrepreneurship (a)	2
SE05	Quantitative Research Methodology	2
SE06	Qualitative Research Methodology	2
SE07	Introduction to Public Policy: Concepts, Theory and Practice	2
FW1	Field Work – 1 (Rural and Pre-Pilot Immersion)	6
SEMESTER II		
CBCS	Open Elective Course	2
CBCS	Elective Foundation Course	2
SE08	Venture Design and Field Work (Pilot) Preparation	2
SE09	Marketing Management for Social Ventures	2
SE10	Financial Management for Social Ventures	2
SE11	Supply Chain Management (a)	2
SE12	Sustainable Development	2
FW2	Field Work – 2 (Pilot Social Enterprise)	18

Course Code	Course Title	Credits
SEMESTER III		
SE13	Legal Framework for Social Ventures	2
SE14	Social Marketing	2
SE 15	Strategic Venture Design and Resource Management (a)	2
SE16	Research Design for Dissertation	2
FW3	Fieldwork – 3 (Research Data Collection)	6
SEMESTER IV		
CBCS	Disciplinary Elective Course	2
CBCS	Disciplinary Elective Course	2
SE17	Social Impact Assessment	2
SE18	Venture Plan and Seminar(a)	2
	Research Dissertation	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Organisation Development, Change and Leadership

Organisations are affected by constant change and the ability to adapt, stay relevant, and thrive in uncertain times is the key determinant of their very existence. This has created a need for a genre of professionals who are able to create organisations with resilience, to enable organisations to better respond and adapt to industry/market changes and technological advances by deeply impacting both organisational factors and human factors. The M. A. Organisation Development, Change and Leadership (MA-ODCL) is a response to this need from the industry. This programme focuses on developing the knowledge and skills needed for professionals dealing people and organisation issues, specifically with Organisation Development and Change.

The MA-ODCL programme is developing a new generation of leaders who are able to ride this wave of change and lead organisations. The programme

transforms students, both personally and professionally. Students gain a deeper understanding about themselves and a thorough knowledge of behavioural science, organisational strategy, operational excellence and the interplay of systems and people processes. This is in addition to creating an in-depth understanding of functional knowledge across management disciplines.

The learning methodology is heavily tilted in favour of experiential learning through intensive “Field Immersions” across organisations. Students will have hands on exposure to different business functions during the field immersions in varied industries. Renowned national and international academicians — in addition to reputed practitioners from the industry — will facilitate classroom sessions.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Courses	4
	Core Courses	22
	Fieldwork	12
	Choice Based Credit Courses (Open Elective)	2
	Choice Based Credit Courses (Elective Foundation)	2
	Research Project (Dissertation)	1
	Leadership as Service Project	2

Year	Details	Credits
Second	Core Courses	18
	Fieldwork/Internship	12
	Research Project (Dissertation)	5
	Choice Based Credit Courses (Disciplinary Electives)	6
Total Credits		86

This MA-ODCL programme blends multi-disciplinary formal and collaborative learning with human interaction labs, research dissertation and situated learning experiences in social sector organisations and small medium enterprises. It focuses on nurturing next generation global leaders who can understand the new world as a system of interacting components that impact each other in significant, but often underutilised ways; opening doors for a more holistic, effective and innovative leadership for businesses and societies. For those passionate about career

growth and making a difference, an M.A. in Organisation Development, Change and Leadership is the programme to reckon with.

Additional Components of the Programme: (a) 4 Field immersions and Leadership as Service Project; (b) Human Interaction Labs; (c) Participation in odX (learning through exchange of ideas); (d) Participation in Virtual Collaboration Programmes to enhance cross-cultural competence.

Semester-wise Listing of Courses

Course	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
ODCL 01	Introduction to Organisation Development, Change and Leadership	2
ODCL 02	Research Methodology, Qualitative Research	2
ODCL 03	Organisation Theory and Design	2
ODCL 04	Statistics and Business Analytics	2
ODCL 05	Finance and Accounting Management	2
ODCL 06	Organisation Behavior 1	2
PC 01	Human Interaction Lab	
ODCL FW 01	Field Work I	6
SEMESTER II		
ODCL 07	Organisation Behavior 2	2
ODCL 08	Critical Thinking and Problem Solving	2
ODCL 09	Organisation Analysis: Diagnosis and Evaluation	2
ODCL 10	Human Resources: Systems and Processes	2
ODCL 11	Operations Management	2
ODCL FW 02	Field Work II	6
PC 03	Leadership as Service Projectt*	2
	Dissertation (Stage 1)	1
SEMESTER III		
ODCL 12	Human Process Interventions	2
ODCL 13	Marketing and Sales Management	2
ODCL 14	Organisational Change: Practice Perspective	2
ODCL 15	Leadership: Theory and Practice	2
ODCL 16	Facilitation: Theory and Practice	2
ODCL FW 03	Field Work III	6

Course	Course Title	Credits
	Dissertation (Stage 2)	2
Optional courses (choose two or three courses)		
ODCL OC 01	Coaching and Mentoring	2
ODCL OC 02	OD and Innovation	2
ODCL OC 03	Employment Relations	2
SEMESTER IV		
ODCL 17	Data Management and Analysis	2
ODCL 18	Strategy and Strategic Interventions	2
ODCL 19	Techno Structural Interventions	2
ODCL 20	Learning and Capability Development	2
	Dissertation (Stage 3)	3
ODCL FW 04	Field Work IV	6
Optional Courses (choose one course or none; totally 3 courses across Sem 3 & Sem 4)		
ODCL OC 04	Arts and OD*	2
ODCL OC 05	Diversity and Inclusion*	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A./M.Sc. Analytics

In the context of growing application of digital technologies, analytics generates exciting career opportunities. This segment of the job market is likely to grow exponentially. What is more exciting is that it plays a pivotal role in the creation of knowledge about sustainable development. Being a multi-disciplinary research ecology, the SMLS provides learners more inclusive opportunities in Analytics.

In January 2018, the School launched an Executive Post Graduate Diploma in Analytics (EPGDA). While the EPGDA caters to learning needs of the working professionals, there is a need for a full-fledged post-graduate programme in Analytics. The M.A./M.Sc. programme in Analytics will be distinct from the learning programmes in analytics offered by other institutions.

This programme is distinct from conventional learning programmes in analytics since it captures both policy and technological aspects of analytics. This course is an interesting blend of Interactive & experiential learning. In brief, it covers.

- Visualise and Analyse the Big Data;
- Grounded Learning on the Philosophy of Analytics and Predictive Modelling;

- Applying the analytics to the context of Sustainable Development Goal (SDG);
- Collaborative Live Analytics projects with Industry and Civil Society Organisations;
- Bench-marking with Global Learning Standards in Analytics;
- Modelling the Economy, Business, Organisations, Society, and Environment;
- Transforming Ideas into Data Products;
- Human Dimension of Data and Technologies; and
- Interactive Learning through regular series of seminars and workshops.

The programme is coordinated by the Labour Market Research Facility (LMRF) at the School, which is think tank that specialises in macro and micro labour market, assessment of sustainable development goals, household sample surveys, working and living condition surveys and macro labour market analysis. This team has won some of the prestigious global research grants, and has created exemplary capabilities in extraction and analysis of large sample micro data.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	20
	Dissertation Stage 1	2
	Choice Based Credit System (Elective Foundation)	2
	Choice Based Credit System (Open Electives)	2
	Choice Based Credit Courses (Disciplinary Electives)	4
Second	Core Courses	16
	Dissertation Stage 2 & 3	8
	Internship	6
Total Credits		64

Semester-wise List of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
A 01	Mathematics for Analytics	4
A 02	Statistics for Analytics	2
A 03	Introduction to Tools for Data Analysis & Visualisation	4
A 04	Workshop on Data Ethics	Compulsory and Non-Evaluative
SEMESTER II		
A 05	Data Science & Database Management	4
A 06	Multivariate Predictive Analysis I	4
A 07	Introduction to GIS	2
CBCS	Elective Foundation Course	2
CBCS	Open Elective Course	2
CBCS Disciplinary Elective Courses (any two from the pool of AO 8.1 to A 8.6)		
AO 8.1	Financial Econometrics Disciplinary Elective (2 out of 6)	2
AO 8.2	Environmental Analytics	2
AO 8.3	HR Analytics	2
AO 8.4	Health Analytics	2
AO 8.5	Analytics in Sustainable Development	2
AO 8.6	Social Network & Media Analytics	2
ADS 01	Dissertation Stage I: Proposal	2
SEMESTER III		
A 09	Internship (2 months)	6
A 10	Multivariate Predictive Analysis II	4
A 11	Bayesian Statistics	2
A 12	Economic Impact Evaluation	2

Course Code	Course Title	Credits
A 13	Psychometrics	2
A 14	Machine Learning	4
ADS 02	Dissertation Stage II: Review of Literature & Research Design	2
SEMESTER IV		
A 15	Python Programming for Analytics	2
ADS 03	Dissertation Stage III: Final Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

FACULTY AND STAFF

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SCHOOL OF HEALTH SYSTEMS STUDIES

INTRODUCTION

The School of Health Systems Studies prepares students for administrative, research and policy analysis roles in the field of public health and managerial and leadership roles in the field of hospital administration. The School's active research programmes and national and international research collaborations in the areas of health policy, health systems strengthening and public health contribute to the generation of new knowledge in this area and ensures that its educational programmes are relevant to respond to the current challenges and emergent trends. An important dimension of the School's educational and research activities is the impact it creates to the fields of Public health and Health Services from a social science perspective.

The School is often called upon to respond to the capacity building and knowledge management needs of the government health sector and this allows it to contribute to develop newer and innovative health services strategies, to provide advocacy support for

Public health, and to build equity concerns in to health policy and planning.

The School offers four post-graduate degree programmes: Master of Hospital Administration; Master of Public Health (Health Administration); Master of Public Health (Health Policy, Economics and Finance); and Master of Public Health (Social Epidemiology). The School also offers two PG Diploma programmes in 'Hospital Administration', and in 'Health Care Quality Management', and M.Phil. and Ph.D. programmes in 'Health Services Management' and 'Public Health'.

The School has 4 centres:

- Centre for Health and Social Sciences
- Centre for Health Policy, Planning and Management
- Centre for Hospital Management
- Centre for Public Health

PROGRAMME DETAILS

Master of Hospital Administration

The Master of Hospital Administration programme (MHA) aims to develop a cadre of professional managers for the rapidly growing hospital sector. As the hospital environment becomes increasingly complex and technical, employing people with widely divergent skills, the need to manage them efficiently without any compromise to the humane and caring environment that the sick need, brings forth the requirement for a new type of health professional—the hospital administrator.

The MHA programme prepares students for leadership roles in the hospital sector through providing training in planning, operational and project management of hospitals, including orientation to the managerial aspects of clinical and support services. The programme also imparts training in managing financial, material and information systems in hospital settings and builds the perspectives, attitudes and skills needed for managing people. The students

are required to undergo three internships during the two years in different hospital settings, which are aimed to provide learning opportunity to apply the knowledge they gained through lectures and discussions in the class. The MHA Degree is designed to be completed in four semesters spanning two years, but has a provision to complete over a maximum period of 5 years from the date of registration.

Students of the MHA programme find jobs to manage a variety of specialised services in hospitals, both in the private and in government sectors. Their job description includes managing various departments of large hospitals as well as planning and designing new services and new hospitals. In the past, students have found employment in leading corporate-and trust-run hospitals all over the country. Of late, there are also job opportunities arising in hospital consultancy firms, health care IT industry, and the health insurance sector.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	School-based Foundation Courses	5
	Management Basic Courses	5
	Hospital Administration Courses	16
	Internships	7
	Choice Based Courses	4
Second	Hospital Administration Courses	16
	Internships	14
	Research Project	4
	Disciplinary Electives	4
Total Credits		79

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
MBC 01	Financial and Management Accounting	3
MBC 02	Organisational Behaviour	2
HO 01	Principles of Management for Hospitals	2
HO 02	Research Methodology for Hospitals	2
HO 03	Organisation and Administration of Supportive Services	2
HO 04	Organisation and Administration of Clinical and Super Specialty Services.	2
SEMESTER II		
HO 05	Materials and Medical Technology Management	2
HO 06	Introduction to Epidemiology and Biostatistics	2
HO 07	Hospital Information Services	2
HO 10	Hospital Planning and Programme Management	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship	7
SEMESTER III		
HO 08	Human Resources Management and Labour Legislation	2
HO 09	Ethics and Equity for Hospitals	2
HO 11	Quality Management in Hospitals/Healthcare services	2
HO12	Management Analytics and Operations Research	2
HO 13	Legal Framework for Hospitals	2
HO 15	Marketing Management & Business Development Strategies	2
	Second Internship	7

Course Code	Course Title	Credits
SEMESTER IV		
HO 14	Financial Management	2
HO 16	Health Insurance and Risk Management	2
Disciplinary Electives (Any 2)	Urban Health	4
	Strategic Management	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Third Internship	7
	Research Project	4

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

*As some internships are organised in rural and under-served areas of the country, accommodation cannot always be ensured by the internship agencies. In such cases, the students should be prepared to make their own accommodation arrangements.

Master of Public Health in Health Administration

Public health is the science and art of preventing disease, prolonging life, and promoting health and efficiency through organised community efforts. Of the various agencies that render public health services, government health services have a dominant role and have robust health services delivery systems in place. Both the National Health Policy and the National Health Mission (NHM) emphasise the need to have trained public health professionals as an important requirement to bring out improvements in the health situation in the country. One of the major interventions to improve population health is through the health services system, mostly organised by the government with or without the support of non-state actors.

The Master of Public Health in Health Administration (MPH-HA) programme is aimed to equip the students with an understanding of the concepts, principles and theories related to public health practice and the role of health services systems as an organisation in improving population health. The programme will help to understand the evolution of Indian health services and the various factors contributed to its growth and development. Further, it will help to develop adequate administrative skills using the tools of management to be applied for strengthening health services systems.

The MPH-HA is a two-year, post-graduate degree programme consisting of four semesters and the students will accumulate credits in each semester and the Degree will be awarded after completing all four

semesters. The MPH-HA programme involving courses, internships and dissertation can also be completed over a maximum period of five years from the date of registration. The three internships are:

- 1st Internship of 8 weeks during Semester II (8 credits), where the students will be placed in government health services in rural India in order to get exposure to the rural healthcare delivery systems and challenges associated with it and to gain skills with respect to administration of health services and management of national health programmes.
- 2nd Internship of 8 weeks during Semester III (8 credits), where the students will be placed in rural, non-governmental organisations. The students will gain in sight skills with respect to administration in NGOs, gender issues, health planning and community engagement.
- 3rd Internship of 4 weeks during Semester IV (4 credits) where the students will be placed in urban health services systems to understand the challenges faced by urban healthcare delivery systems.

Students graduating from MPH-HA will have opportunities to work as programme managers in non-governmental organisations, as consultants or fellows or officers with NHM, national and state health systems resource centre (NHSRC, SHSRC), as monitoring and evaluation officers or programme or technical consultants for government or international agencies like WHO, UNICEF, and UNAIDS.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	School-based Foundation Courses	9
	Management Basic Courses	5
	Public Health Basic Courses	8
	Health Administration Courses	4
	Choice Based Courses	4
	Internships	8
Second	Health Administration Courses	14
	Internships	12
	Dissertation	6
	Disciplinary Electives	4
Total Credits		78

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
SFC 03	Research Methodology – I (Quantitative Methods)	2
SFC 04	Research Methodology – II (Qualitative Methods)	2
MBC 01	Financial and Management Accounting	3
MBC 02	Organisational Behaviour	2
PBC 01	Introduction to Public Health	2
PBC 02	Introduction to Epidemiology	2
HA 01	Evolution and Administration of Health Services	2
SEMESTER II		
PBC 04	Introduction to Biostatistics	2
PBC 06	Health Financing including Health Insurance	2
HA 03	Management of National Health Programmes	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship (Rural Health Services)	8
SEMESTER III		
HA 02	Community Engagement in Health	2
HA 04	Supply Chain Management	2
HA 05	Health Management Information Systems	2
HA 06	Health Planning	2
HA 07	Gender, Health and Rights	2
	Second Internship (Rural NGOs)	8

Course Code	Course Title	Credits
SEMESTER IV		
HA 08	Human Resources for Health	2
HA 09	Health Legislation	2
Disciplinary Electives (Any 2)	Urban Health	4
	Advanced Biostatistics	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Third Internship (Urban Health Services System)	4
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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Master of Public Health in Health Policy, Economics, and Finance

Health Policy concerns range from the impact of policies of all sectors on health to policies that govern the organisation of health care services. Health services systems across the South Asian region confront challenges such as the need to mobilise investment for health, improve social accountability of health services, set health services priorities, plan for health equity and make appropriate technological choices for lower source settings, improve on the legal and ethical framework of healthcare, and build better governance. All these call for evidence-based policy making and require competence in health economics, financing of health care and in designing and managing healthcare institutions.

The innovative Master of Public Health in Health Policy, Economics, and Finance (MPH-HPEF) programme is a response to tackle the limited institutional capacity in India and South Asia for making and interrogating health policy, understanding and analysing the interplay between economics and finance in policy decisions. Created in collaboration with the London School of Economics and Political Science (LSE), the programme has an international focus and teaching covers literature from across the globe with specific focus on South Asia. This programme is specifically suitable for health professionals working in India and elsewhere.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	School-based Foundation Courses	9
	Public Health Basic Courses	14
	MPH-HPEF Courses	6
	Internship	5
	Choice Based Courses	4
Second	MPH-HPEF Courses	6
	Field Practicum	10
	Dissertation	6
	Disciplinary Electives	4
Total Credits		68

This is a two-year, four-semester intensive programme consisting of theory courses, one internship, an 18-week field practicum and a research dissertation. The combination of a strong taught component and extensive mentored fieldwork enables learners to develop sound knowledge base as well as professional skill enhancement. The degree is awarded after completion of all programme requirements, which is designed to be completed within the two years; but has a provision to complete over a maximum peri-

od of 5 years from the date of registration. The skills developed are multi-disciplinary and include critical policy analysis, preparation of policy briefs and programme strategies, financial analysis, economic evaluation, and health care planning. The graduates are finding employment in a range of sectors including government public health departments, national and state health systems resource centres, international health agencies, health management organisations, and health care consultancies.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
SFC 03	Research Methodology – I (Quantitative Methods)	2
SFC 04	Research Methodology – II (Qualitative Methods)	2
PBC 01	Introduction to Public Health	2
PBC 02	Introduction to Epidemiology	2
PBC 03	Public Health Management	2
PHP 01	Health Policy, Planning and Analysis	2
SEMESTER II		
PBC 04	Introduction to Biostatistics	2
PBC 05	Ethics and Legislation in Public Health	2
PBC 06	Health Financing including Health insurance	2
PBC 07	Health and Population in Developing and Transitional Societies	2
PHP 02	Foundations of Social Care Policy	2
PHP 03	Economic Evaluation in Health Care	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship	5
SEMESTER III		
	Field Practicum	10
PHP 04	Comparative Health Systems and Policies	2
SEMESTER IV		
PHP 05	Health Policy and Systems Research	2
PHP 06	Applied Health Economics and Financing	2
Disciplinary Electives (Any 2)	Urban Health	4
	Advanced Biostatistics	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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Master of Public Health in Social Epidemiology

The Master of Public Health in Social Epidemiology (MPH-SE) programme aims to equip students for a career in various aspects of public health by providing them in-depth understanding of the tools of epidemiology grounded in a societal context. Public health is an organised community effort to ensure the health of populations by understanding the social and environmental determinants of health and diseases in order to prevent diseases and to promote health. The agencies of public health practice could be the health services systems within the government and also non-governmental organisations at regional, national, international levels.

This MPH-SE programme is designed to provide the students with a conceptual understanding of the principles of public health practice by imparting the skills required for developing much needed evidence-based planning, strengthening state health systems and providing technical support to the implementation of national health programmes by diverse agencies. They will be trained to use epidemiology as a tool of programme planning, management and monitoring at every facets of public health practice. Graduates will be capable of undertaking

meaningful research for supporting public health practice and contribute to the effective implementation of public health programmes grounded in societal dynamics.

This Master's degree programme is designed to be completed in two years over four semesters, but has a provision to complete it over a maximum period of 5 years from the date of registration. The programme includes taught courses, two internships and a research project.

Graduates of the MPH-SE programme have been employed by key national organisations like the National AIDS Control Organisation, National and State Health Systems Resource Centres, state health societies, consultancies in public health analytics, major voluntary organisations and also with the growing number of corporate social responsibility programmes. A number of graduates have opted to work with global public health institutions or have gone on to join a doctoral programme in public health where they become fulltime researchers and teachers in this discipline.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	School-based Foundation Courses	9
	Public Health Basic Courses	14
	MPH-SE Courses	2
	Internships	8
	Choice Based Courses	4
Second	MPH-SE Courses	14
	Internships	8
	Dissertation	6
	Disciplinary Electives	4
Total Credits		73

Semester-Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
SFC 03	Research Methodology – I (Quantitative Methods)	2
SFC 04	Research Methodology – II (Qualitative Methods)	2

Course Code	Course Title	Credits
PBC 01	Introduction to Public Health	2
PBC 02	Introduction to Epidemiology	2
PBC 03	Public Health Management	2
SEMESTER II		
PBC 04	Introduction to Biostatistics	2
PBC 05	Ethics and Legislation in Public Health	2
PBC 06	Health Financing including insurance	2
PBC 07	Health and Population in Developing and Transitional Societies	2
PHE 01	Social Epidemiology	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship	8
SEMESTER III		
PHE 02	Epidemiology of Communicable Diseases	2
PHE 03	Epidemiology of Non-Communicable Diseases and Mental Illness	2
PHE 04	Social and Behavioural Influences on Health	2
PHE 05	Health Systems Research	2
PHE 06	Ecology and Health	2
PHE 07	Gender, Health & Rights	2
	Second Internship	8
SEMESTER IV		
PHE 08	Health Education and Communication	2
Disciplinary Electives (Any 2)	Urban Health	4
	Advanced Biostatistics	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Dissertation	6

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B.Com. (Mumbai)

Stenographer (Gr-II)

Stenographer (Gr-II)

SCHOOL OF DEVELOPMENT STUDIES

INTRODUCTION

The School of Development Studies was established in 2012 to contribute towards the discussion on the politics and practice of development. Till recently, teaching and research in development studies, though focused on development problems of the less developed countries, was anchored in the developed world. Therefore, the School of Development Studies is uniquely placed in initiating a dialogue with the dominant discourses of development through indigenous and locally situated knowledge. The vision of the School is to promote interdisciplinarity and to actively engage with critical issues of development, governance and equity through its research and teaching. The School offers two Master's programmes: Development Studies and Women's Studies.

There are six centres and one research facility located within the School to undertake research on a range of social, economic, cultural and political themes. Each Centre has identified asset of thematic areas as follows:

Advanced Centre for Women's Studies: This Centre has a broad inter-disciplinary perspective on knowledge production in gender studies. The major thematic areas of teaching and research are: Feminist Theory, Women's Movements, Feminist Science Studies, Feminist Approaches to Development, Gender and Caste, Gender and Labour, Issues of Indigenous Women and Queering Feminism. The Centre also focuses on documentation, publication, advocacy and extension work in the field of gender studies and networking with various strands of women's movements.

Centre for Study of Developing Economies: This Centre is a teaching, research and dissemination hub on specific problems faced by developing economies, such as India. Developing economies are those economies that continue to be backward with respect to the material well-being of people, which is a wider and richer conception of development that transcends traditional income-based parameters and refers to the fundamental and primary conditions of human existence. The major thematic areas are: Agrarian Studies and Rural Development; Macroeconomic Transformation; Banking and Financialisation; International Trade; Public Finance and Fiscal Policy; and Panchayat-level Data bases.

Centre for Population, Health and Development: This Centre has been consistently engaged in the articulation of the relationship between population, health and development through research in both macro and micro contexts, analysing secondary data and organising empirical studies. The major thematic areas are: Demographic Changes; Population Dynamics and Epidemiological and Nutritional Transitions; Issues of Ageing; Sexual and Reproductive Health.

Centre for Public Policy, Habitat and Human Development: This centre is an inter-disciplinary centre that aims to build and advance critical perspectives on the role of state and democracy in reducing poverty, inequality, vulnerability and multiple socio-economic deprivations through synergised civic intervention. The major thematic areas are: State and Democracy; Public Policy; Urban and Regional Development; Poverty, Inequality and Human Development; Minorities and Development; Ethnic Conflicts and Violence; Legislative and Electoral Research.

Centre for Study of Developing Societies: This centre aims to unravel the dynamics and the multiple relationships implicit in the two defining terms: society and development. The uniqueness of this centre lies in its ability to apply and train students in understanding the dynamics of change in Indian society through the lens of a 'sociological imagination'. The major thematic areas are: Sociology of India; Ethnography and Qualitative Research Methods; Anthropology and Development; Agrarian Society and Agrarian Change; Rural Social Institutions and Everyday State; Urban Space and Politics; Visual Anthropology; Gender and Women's Studies; Caste and Tribal Studies; Culture and Development; Cultural Resistance.

Centre for Social Theory: This centre is envisaged as a space that will enable faculty, students and research scholars to engage creatively with social theory. The recognition of the emancipatory potential of social theory and the criticality of theory in making experience known and understood is at the crux of this endeavour. The major thematic areas are: Humanism; Post-structuralism; Philosophies of Exclusion; Indigenous Science and Technology; Heterodox and Orthodox Indian Philosophies; Links between Social Theory and Social Work.

PROGRAMME DETAILS

M.A. Development Studies

The M.A. programme in Development Studies engages with development debates and paradigms from the dual vantage points of the experiences of marginalised communities and the construction of knowledge in the global South. The course imparts skills such as developing analytical thinking; learning to read and interpret texts and data critically; building cogent arguments from available data and articulating connections between human experience and abstract the or ethical ideas.

These learning objectives are realised through the components of foundation courses, disciplinary anchors, thematic electives, data analytics, field-based learning and dissertation writing. The disciplinary anchors draw on the idea of interdisciplinarity while strengthening students' knowledge of certain core disciplines, central to development studies. The thematic electives further consolidate students' knowledge in chosen disciplines in the context of thematic areas such as gender, environment, public policy, social exclusion and health. A vital part of the MA programme is a renewed focus on research methodology and field-based learning. The thematic electives provide opportunities for field exposure/ field visits, wherever possible. Through basic and advanced

courses, students are trained in multiple methodologies and essential skills for comprehending and undertaking research in development. The dissertation enables hands-on learning in designing and conducting independent research, gathering primary data through surveys, participant observation and intensive field research; organising and presenting varied sets of data; interpreting and analysing secondary and primary data; conducting monitoring and evaluation exercises; and writing and presenting their research to varied audience.

The faculty associated with this programme are trained in disciplines such as economics, sociology and social anthropology, political science, psychology, geography, and population studies. They research and write regularly on the role of the state, markets, social institutions and civil society and how these shape development trajectories in India. Students who graduate with this degree find their professional career in academic institutions pursuing interdisciplinary research and teaching in development studies; in government departments and organisations; in the research and development sector; in the corporate sector; in research consultancy firms; and in development journalism.

Distribution of Credit Hours

Year	Detail	Credit
First	Foundation Course	4
	Disciplinary Course (Compulsory)	24
Second	Disciplinary Course (Compulsory)	14
	Dissertation	12
First & Second	Disciplinary Course (Elective)	8
	Foundation Course Elective (CBCS)	2
	Open Elective (CBCS)	2
Total Credits		66

Semester-wise Listing of Compulsory Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC	Foundation Course	4
DS 01	Concept, History and Theories of Development	4
DS 03	Methods of Social Research (Quantitative)	2
DS 21	State and Democracy	2
DS 22	Anthropology and Development	2
DS 23	Methods of Social Research (Qualitative)	2
DS 25	Development and Social Justice	2
DS 29	Social Research – Design and Applications	2
SEMESTER II		
DS 02	Contemporary Indian Economy	2
DS 09	Social Sector and Development	2
DS 24	Geography of Development	2
<i>Select any one between DSO 8 and DSO 25</i>		
DSO 08	Advanced Quantitative Research Methods	2
DSO 25	Advanced Qualitative Research Methods	
CBCS	Elective Foundation	2
CBCS	Open Elective	2
SEMESTER III		
DS 04	Development Economics	2
DS 20	Sociology of Economic Life: Concepts and Critical Perspectives	2
DS 26	Effective Social Science Writing	2
DS 27	Philosophical Foundations of Development Research	2
DS 28	Food Security and Development	2
SEMESTER IV		
DS 12	Inequality, Poverty and Human Development	2
<i>Select any one between DSO 13, DSO 33 and DSO 34</i>		
DSO13	GIS & Remote Sensing in Development Research	2
DSO33	Project Management & Evaluation Methodologies	2
DSO34	Computer Application	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

The period between Semesters I and II would be used by students for dissertation related field research and Internship.

Disciplinary Electives (Optional Courses)

Course Code	Course Titles	Credits
SEMESTER II		
DSO 01	Principles of Economics – Microeconomics	2
DSO 07	Principles of Economics – Macroeconomics	2
DSO 17	Industrialisation, Globalisation and Labour	2
DSO 26	Theoretical Approaches to Gender and Development	2
DSO 27	Cities and Development	2
DSO 28	Geopolitics, Development and Conflict	2
DSO 39	Education, Development and Social Justice	2
SEMESTER III		
DSO 04	Public Policy: Theories and Processes	2
DSO 05	Political Economy of International Development	2
DSO 14	Public Finance	2
DSO 20	Agrarian Relations, Agriculture and Rural Development	2
DSO 21	Social Movements and Social Change	2
DSO 29	Population, Ageing and Development	2
DSO 30	Social Exclusion in India: Caste, Tribe and Other Minorities	2
DSO 32	Legislative Politics & Electoral Management	2
DSO 36	Environment, Climate Change and Sustainability	2
SEMESTER IV		
DSO 31	Philosophy and Postcolonial India	2
DSO 35	Corporate Social Responsibility (CSR) and Development	2
DSO 37	Modernity and Multiplicity: Critical and Experiential Histories	2
DSO 38	Gender, Livelihoods and Development	2
DSO 40	Gender Based Violence, Culture and Human Rights	2
DSO4 1	Self-Study	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

Students have to opt for a total of 10 credits, of which 6 credits have to be chosen from the 22 optional courses listed in the table above over Semesters II, III and IV. 4 credits have to be chosen from the list of CBCS courses offered in Semester II at the Institute level (2 credits from Foundation Electives and 2 credits from Open Electives).

Please note that all optional courses (listed in the table above) may not be offered every year. The details regarding the same will be provided by the School Secretariat before the commencement of each semester.

M.A. Women's Studies

The M.A. in Women's Studies, launched in 2009, builds on an earlier experience of teaching and research in Women's Studies at TISS. Women's Studies has had an organic link with the women's movement in India and the struggles of all marginal groups in society. It is engaged with various academic disciplines to evolve a

critical perspective on gender in society as well as in knowledge production in the field.

Students in this programme are exposed to debates and areas of inter-disciplinary feminist research, and relevant methodologies. At the same time, they learn a range of

analytical and field-based skills, which will equip them for professional careers in academia as researchers and teachers; in journalism; in culture and the arts; as development workers and activists; in civil and administrative functions of the government, especially in women and gender departments; and in national and international organisations working on women and gender issues. In fact, this programme will be useful to people from all fields who would like to use feminist knowledge to

question, critique and make changes in whatever area of work they may be involved in.

The faculty come from a range of disciplinary backgrounds in economics, anthropology, medicine, science studies, sociology, history, political science, legal studies, education, philosophy, language and literature, always incorporating a critical feminist approach.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Elective Foundation (CBCS)	2
	Open Elective (CBCS)	2
	Disciplinary Course (Compulsory)	24
	Field Attachment	8
Second	Disciplinary Course (Compulsory)	12
	Disciplinary Course (Elective)	4
	Research Dissertation	8
Total Credits		64

Semester-wise Listing of Courses

Course Code	Course Title	Credit
SEMESTER I		
FC	Foundation Course	4
DS 03	Methods of Social Research (Quantitative)	2
DS 23	Methods of Social Research (Qualitative)	2
WS 01	Women, History and Society: Feminist Theories and Perspectives	2
WS 02	Women's Movement in India	2
WS 03	Feminist Science Studies	2
WS 22	Development, Feminist Politics and Praxis	4
Optional Course		
DS 29*	Social Research: Design and Applications	2
SEMESTER II		
WS 05	Feminist Research Methodology and Practices	2
WS 06	Women and Work: History of Transformation	2
WS 08	Women, Sexualities and Violence	2
WS 18	Feminist Legal Studies	2
WS 21	Field Attachment with Analytical Report	8

Course Code	Course Title	Credit
WS 23	Caste, Class and Gender: Theoretical Perspectives	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
SEMESTER III		
Compulsory Courses		
WS 24	Identity, Women's Citizenship and Governance	2
WS 25	Feminist Perspectives on Gender and Health	2
WS 26	Women's Issues in Tribal and Indigenous Communities	2
WS 27	Women's literature in South Asia: Representations, Practices, Perspectives	2
WS 30	Gender and Public Policy: Concepts, Measures, Strategies	2
Disciplinary Elective / Optional Courses (Any 2)		
WS 10	Gender Media and Culture	2
WS 29	Queering Feminism	2
WS 31	Family Structures and Violence within Families: Interventions by the State	2
SEMESTER IV		
WS 15	Gender, Ideology and Education	2
WS 20	Research Dissertation	8

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

Students should opt for a total of 8 credits, out of which 4 credits are to be opted from the list of courses in this table. The remaining 4 credits are to be opted from the list of CBCS Courses (2 credits from Foundation Electives and 2 credits from Open Electives) offered in Semester II.

* DS 29 is an optional for M.A. Women's Studies students and is connected to the DS 03 and DS 23 courses.

FACULTY AND STAFF

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Stenographer (Gr-III)

SCHOOL OF EDUCATION

INTRODUCTION

It has been a decade since the Right to Education Act, 2009, was passed making elementary education for all children in the age group of 6–14 years, a Fundamental Right. It was a landmark judgment which largely addressed the access question. A lot has been achieved since then but a lot more still needs to be achieved. So long as the education system in our country remains segregated, almost in synch with the hierarchical structure of the Indian society, 'equality of educational opportunity' will continue to be a distant dream. In the past, there have been significant reforms in curricular, pedagogic and assessment spaces but they are limited in terms of both geographic spread and impact. Also, concerns regarding teachers and training continue to remain.

In addition to the regular irritants, the COVID-19 Pandemic has thrown us all out of gear. In the present circumstances, online teaching is being seen an alternative solution. This will certainly have implications for both teachers and students and more importantly, on the meaning of learning and aims of education as linked to the kind of society we are envisaging and the kind of persons who are expected

to emerge out of our education system. Education, in this context becomes even more important which needs to be reflected on and linked integrally with principles of equity and social justice.

The School of Education, set up in 2012, focuses on teaching, research and extension along these lines as they relate to education as an area of academic inquiry as well as a site of practice. The focus of the School's teaching and faculty research has been on strengthening social science perspectives in the wider domain of Education Studies through critical, interdisciplinary engagement with issues and priorities emerging from global and local educational policy reforms and their impact on social equity and quality education for all. Research by school faculty include curriculum and pedagogy studies, sociological and historical studies of schooling, studies of teacher education, social exclusion, learning and assessment, and gender studies. These research studies engage with social and political processes underlying the relationship of education and development in the contemporary Indian context with a focus on equity and social justice.

PROGRAMME DETAILS: M.A. Education (Elementary)

The M.A. in Education (Elementary) (MAEE) programme is a unique academic programme that caters to the needs of working professionals and practitioners in the field. MAEE students come from a diverse range of backgrounds and are engaged both part-time and full-time indifferent areas of education, from government schools to community-based organisations.

Launched in 2006 through the collaborative effort of three deemed universities (TISS, National Institute of Advanced Studies, and Homi Bhabha Centre for Science Education) and three civil society organisations (Eklavya, Vidya Bhavan, and Digantar), the MAEE programme at TISS is the only one of its kind in the country, combining rigorous academic coursework in social science perspectives and educational theory, with a connection to grounded

educational practice. The MAEE programme aims to enhance knowledge, capacities and orientations that are relevant to strengthening elementary education in the country. Students completing this programme develop a critical and reflective understanding of the core and foundational areas of education, including

theory and research, with special reference to India. The programme is designed to include thematic, issue-based courses that are of current significance in the Indian context. Students also develop special expertise in chosen areas of study relating more directly to professional needs: for example, curriculum, pedagogy, teacher development, material development, education of children with special needs, leadership and management issues, gender issues in education, etc.

This programme is conducted in the blended mode, involving 4 weeks of contact classes and 12 weeks of distance learning in Semesters I and III and 3.5 weeks of contact classes and 12.5 weeks of distance learning in Semesters II and IV. This model has been chosen as a way of facilitating participants to combine work with study. The contact classes are held at the

TISS Mumbai campus. Teaching-learning during the rest of the semester is carried out based on planned weekly/ fortnightly reading, study and regular assignments to be shared with faculty and other peers, primarily through the Internet using a learning management system.

Distribution of Credit Hours

Year	Detail	Credit
First	6 Courses	30
Second	6 Courses	30
	Field Attachment	6
Total Credits		66

Semester-wise Listing of Courses

Course Code	Course Title	Contact (1 credit =15 hours)	Distance Credits (1 credit =30 hours)	Total Credits
SEMESTER I (Odd Semester): 4 Weeks of Contact and 12 Weeks of Distance Period				
BC 01	Philosophy of Education	2.5	2.5	5
BC 10	History of Education	2.5	2.5	5
BC 04	Child Development, Cognition and Learning I	2.5	2.5	5
SEMESTER II (Even Semester): 3.5 Weeks of Contact and 12.5 Weeks of Distance Period				
BC 02	Sociology of Education I	2.5	2.5	5
BC 07	Curriculum and School	2.5	2.5	5
OCA	Optional Course A	2.5	2.5	5
SEMESTER III (Odd Semester) 4 Weeks of Contact and 12 Weeks of Distance Period				
BC 05	Child Development, Cognition and Learning II	2.5	2.5	5
BC 06	Language, Mind and Society	2.5	2.5	
BC 08	Research Methods	2.5	2.5	5
SEMESTER IV (Even Semester) 3.5 Weeks of Contact and 12.5 Weeks of Distance Period				
BC 03	Sociology of Education II	2.5	2.5	5
BC 09	Policy, Institutions and Practices	2.5	2.5	5
OCB	Optional Course B	2.5	2.5	5
FA	Field Attachment and Presentation of Report	1	5	6

Notes: 1. Optional Courses A and B are to be chosen from the following with at least one optional from each group.

Optional Group A comprises: OC1 First Language Pedagogy, OC2 Pedagogy of Mathematics, OC3 Pedagogy of Social Sciences, and OC4 Science Education.

Optional Group B comprises: OC5 Education Leadership and Management, OC6 Materials Design and Development, OC7 Teacher Professional Development, OC8 Gender and Education, OC9 Education of Children with Special Needs and OC10 Caste, Tribe and Education, OC11 ICT and Education.

2. The duration of the programme is two years. However, there is also a flexible option of taking fewer courses in a semester and completing the programme over a period of four years. This is based on the prerequisites defined for each course. (For more details, students must refer to the rules guiding the MAEE programme on pages 22 and 23)

3. The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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SCHOOL OF HABITAT STUDIES

INTRODUCTION

The School of Habitat Studies (SHS) focuses on providing a comprehensive response to the knowledge-related needs of the society in the habitat sector. The field of habitat studies draws from governance, economics, environmental science, the social sciences, engineering, architecture and management.

The key agenda of the School involves creation, dissemination, and application of relevant and useful knowledge about planning, design, development, management, regulation and governance towards sustainable habitats in the context of global challenges like climate change. The School, which is a hub for knowledge excellence, strives to develop professional capacities in the field of habitat studies

through academic teaching and professional training that incorporate both social and technical skills.

The SHS offers four Master's Degree programmes and conducts its research, capacity building, advocacy and analytical work through four Centres and one research facility.

- Centre for Climate Change and Sustainability Studies
- Centre for Science, Technology and Society
- Centre for Urban Policy and Governance
- Centre for Water Policy, Regulation and Governance

PROGRAMME DETAILS

M.A. / M.Sc. Environment, Climate Change, and Sustainability Studies

The two-year programme in M.A./M.Sc. in Environment, Climate Change and Sustainability Studies is a pioneering initiative of the SHS, that was initiated on the occasion of the 20th anniversary of the Earth Summit at Rio, held in 1992. In the 20 years since Rio, both the issues of climate change as well as sustainability have become significantly more urgent.

The programme attempts to provide a base for further interdisciplinary research and learning on issues emerging from the interface of human society with the geophysical and the biological environment, both in the local and global sense. The various forms and aspects of this interaction are examined in detail in the programme. The emphasis is on understanding the ecological and the economic, and the socio-political sustainability of these interactions in the light of developmental objectives and ecological constraints. The issues of economic development, poverty, human development and equity would be revisited and their inter linkages with the environment explored.

This programme has a special focus on the issue of climate change, which is among the most urgent

global environmental concerns confronting the world today. The programme seeks to build amongst the students an in depth understanding of the multi-dimensional and complex nature of climate change through comprehensive and thorough engagement with relevant scholarship and field studies and interaction with practitioners, grass-roots workers and activists from communities and movements. This entails looking into the reasons behind climate change, its impacts, the vulnerabilities of the future in the era of climate change and the complex responses required in terms of climate change mitigation and adaptation.

This programme is based on an intensive four-semester schedule that combines theoretical perspectives and substantial fieldwork. Graduates from this programme will have a wide range of capabilities that will enable them to work and intervene in a number of possible locations, including development organisations, government agencies, departments and projects, academia, and other civil society and community-based organisations. It also provides the necessary background for students to potentially work in the field of climate change and sustainability

with industry, both in the public and private sectors. The extensive space devoted to dissertation work enables students to direct their learning towards working in any thematic locations of their choice in the future.

The programme specifically involves teaching and inter-disciplinary dissertation work in areas including renewables, water and water policy and governance, natural resource economics and economics of climate change, governance issues including natural resources and local and global environmental governance, sustainability issues in industry, etc. In summary, the programme:

- Provides students with knowledge of the scholarship in climate change, sustainability and sustainable development, based on a sound introduction to the study of development in general.

- Teaches students to critically assess climate mitigation and adaptation principles and practices and practices, and sustainability principles and practices.
- Provides students with the conceptual and practical tools to evaluate developments in key sectors such as energy and water on the basis of their scientific, economic, and technological merits, as well as on their potential to contribute to broad societal goals such as development and poverty eradication, environmental protection and enabling equity.
- Teaches students to locate and map vulnerabilities with respect to the environment and climate, but also taking account of social vulnerabilities including those due to caste, class and gender.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Core Courses	24
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	6
Second	Core Courses	12
	Disciplinary Electives	4
	Dissertation	8
Total Credits		66

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
HS01	Introduction to Public Policies: Concepts Theories and Practice	2
HS 04	Eco-systems, Habitats, and Sustainability	2
HS 05	Research Methods – I (Qualitative)	2
HS 06	Basic Principles of Economics	2
HS12	Introduction to GIS	2
EC&SS 01	Perspectives on Science, Technology and Society	2
EC&SS 02	Urban Fieldwork Exercise & Report Writing	2
SEMESTER II		
HS 08	Research Methods – II (Quantitative)	2
EC&SS 03	Introduction to Climate Science	2
EC&SS 04	Energy and Climate Change Mitigation – I	2
EC&SS 05	Vulnerability, Adaptation, and Livelihoods	2

Course Code	Course Title	Credits
EC&SS 06	Environmental and Natural Resource Economics	2
EC&SS 07	Environmental and Natural Resource Economics	2
EC&SS 08	Natural Resource Governance	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	Rural Fieldwork Exercise and Report Writing (2 Weeks)**	4
SEMESTER III		
HS 09	Green Economy and Sustainability	2
EC&SS 9	Economics of Climate Change and Development	2
EC&SS 10	Global Climate and Environmental Governance	2
EC&SS 11	Energy and Climate Change Mitigation – II	2
	Disciplinary Electives (Choose any two for a total of 4 credits)	
EC&SS 12	Elective 1: Climate Change Modelling	2
EC&SS 13	Elective 2: Energy Modelling	2
EC&SS 14	Elective 3: Introduction to Hydrology and Water Resources Assessment	2
EC&SS 15	Elective 4: Sustainable Cities	2
EC&SS 16	Elective 5: Extreme Events and Disasters	
HS 10	Macro Data Analysis	2
HS 11	Environmental and Social Impact Assessment (EIA and SIA)	2
EC&SS 17	Project/Dissertation***	2
	Rural Fieldwork (3 Weeks)**	4
SEMESTER IV		
HS07	Socio Cultural Perspectives	2
EC&SS 18	Project/ Dissertation	6

Notes : The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* Basic Concepts in Economics and Environmental and Natural Resource Economics will run in sequence.

** Students will be charged Rs.4000 in Semester I for Urban Fieldwork and Rs.8000 in Semester II for the Rural fieldwork.Charges are waived for students on Gol-PMS Scholarship.

*** Project/Dissertation work will begin in Semester II. Students are expected to do preliminary/exploratory fieldwork in summer after Rural Fieldwork. The Project Work or Dissertation Research is an independent work by a student on any relevant topic connected with the theme of concentration chosen under the guidance of a faculty member (and out- side expert, if needed). Project/Dissertation credits are spread over Semesters III and IV. Proposal preparation and presentation for the Project/Dissertation will take place around 3rd week of Semester III.

**** Semester IV begins with fieldwork of 10 weeks or more (till Dec. 15th) from the start of the vacation after Semester III.

M.A./M.Sc. Regulatory Policy and Governance

The M.A/M.Sc. programme in Regulatory Policy and Governance seeks to provide a comprehensive understanding of contemporary regulation theory and emerging regulatory practice models, both at the national and international levels, taking on board oft-neglected critical dimensions such as equity, environment, democratic participation, and sustainability concerns. It is a multi-disciplinary programme and aims to develop socially responsible and environmentally conscious professionals in the emerging field of regulatory policy and governance.

Regulation is broadly understood as an effort by the state to address social or environmental risk, mar-

ket failure, or equity concerns through rule-based direction of social and individual action (as defined by Planning Commission, Gol, see: [planning commission.nic.in/reports/genrep/infra_reglawl.pdf](http://planningcommission.nic.in/reports/genrep/infra_reglawl.pdf)). Regulatory policy is a specific branch of public policy that focuses on rules and regulations to address policy problems, while regulatory governance focuses on the implementation and other governance challenges around such regulatory policies. Regulatory governance is emerging as a global phenomenon where there is an increasing emphasis on use of regulation as an important mode of governance. The State currently regulates the private and public business sectors (like infrastructure, services, finance, technol-

ogy, consumer goods) as well as social sectors (like public services, public health, safety, environment, human rights) in India. Regulation is done either by specially constituted autonomous regulatory agencies (such as the Electricity Regulatory Commission, Food Safety and Standards Authority, Competition Commission of India) or by the respective government departments and ministries, administering the sector. Regulation seeks to achieve critical social, economic, and environmental goals including controlling monopoly practices, providing a level playing field for competition, protecting rights, promoting equity, enhancing efficiency and cost-effectiveness, improving service quality, and reducing or ameliorating environmental impacts. There are various tools and mechanisms used for regulation such as tariff setting, determining quota or entitlement, setting service and other standards, adjudication, permits and concession contracts, and monitoring and enforcement.

The programme equips the students with strong conceptual and theoretical understanding, as well as practical skills to analyse and design regulatory solutions for a given policy and governance problem. This combination of theory and practical skills will help students to effectively engage with regulatory activities and processes, in various sectors. The pro-

gramme is systematically structured as a sequence of courses of the following types, which act as its building blocks: (a) foundation courses, (b) perspective course providing exposure to critical debates, (c) theory course, (d) skill building components, (e) course providing exposure to field, and (f) practical components. It provides an opportunity to build perspectives and skills within this complex discipline, through active learning from skilled experts and practitioners in the field.

The programme is open to students from diverse disciplinary backgrounds ranging from economics, engineering, law, public policy, public administration, management, finance, political science, social work, pharmaceuticals, health and biotechnology, to name a few.

The employment prospects for students after graduation in this emerging field are expected to be very high. Students of this programme will find employment in institutions and agencies within the burgeoning regulatory and policy domain, ranging from government bodies, independent regulatory institutions, private and public sector enterprises, non-governmental organisations, law firms, management consultants and research centres.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Core Courses	34
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	0
Second	Core Courses	8
	Disciplinary Electives	6
	Dissertation	8
	Fieldwork/Internship	0
Total Credits		64

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
HS 01	Introduction to Public Policies: Concepts, Theory, and Practice	2
HS 02	Introduction to State, Law, and Governance	2

Course Code	Course Title	Credits
HS 03	Basics of Financial Analysis	2
HS 04	Eco-systems, Habitats, and Sustainability	2
HS 05	Research Methods I	2
HS 06	Basic Principles of Economics	2
RPG 01	Concepts and History on Regulatory Governance	2
SEMESTER II		
HS 07	Socio Cultural Perspectives	2
HS 08	Research Methods - II	2
RPG 02	Theories and Perspectives in Regulatory Governance	2
RPG 03	Economics for Regulation	1
RPG 04	Financial Aspects of Regulation	2
RPG 05	Regulatory Impact Analysis	2
RPG 06	Instruments of Regulation – I	2
RPG 07	Introductory Course on Sectoral Regulation	4
RPG 08	Law for Regulation	2
RPG 09	Regulatory Clinic-I	1
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	Summer Internship	(Mandatory, Non-credit)
SEMESTER III		
HS 09 to HS 12 are Skill Electives and students have to choose any one.		
HS 09	Elective 1: Green Economy and Sustainability	2
HS 10	Elective 2: Macro Data Analysis	2
HS 11	Elective 3: Environmental and Social Impact Assessment (EIA and SIA)	2
HS 12	Elective 4: Introduction to GIS	2
RPG 10	Basic Course on Regulatory Skills	1
RPG 11	Instruments of Regulation – II	2
RPG 12 to 16	Elective in Sectoral Regulation I, II, III**	6
RPG 17	Regulatory Clinic - II	1
RPG 18	Project or Dissertation - I	2
SEMESTER IV		
RPG 19	Project or Dissertation - II	6
RPG 20	Policy Assignment	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

**Students have to choose 3 sectoral courses and the tentative sectors identified for the electives are: Electricity Regulation, Food Safety Regulation, Micro-finance Regulation, and Water Regulation.

M.A./M.Sc. Urban Policy and Governance

The two-year M.A./M.Sc. programme in Urban Policy and Governance is the first of its kind in India. It aims to build a comprehensive understanding of urban realities, processes and challenges in India and the Global (and globalising) South.

Apart from imparting interdisciplinary insights from different contexts, the programme also equips

students to intervene effectively in urban issues through work in public, private and civil society organisations. The alumni of this programme are currently pursuing promising careers in all three sectors. The programme examines the origins, foundations, development, and implementation of public policy related to cities and urbanisation in India. It engages critically with policies, plans, laws and initiatives, as

well as with the diverse social, economic, political, and cultural factors that shape them. The urban is conventionally studied as a static system, in a compartmentalised manner.

This programme conceives it as an open, multi-dimensional, evolving formation involving many forces: the natural and built environment; political, economic, social and cultural processes, structures and institutions; human, technical and managerial knowledge and capacities; and the lived experiences of people on the ground, among other things. It also examines how different policies affect different social groups and classes, and how they, in turn, respond to, and shape these policies. A key ambition of the programme is to re-imagine the urban in India, and the Global South, especially in the context of globalisation and climate change. The guiding perspective emphasises democratic, equitable, socially just, culturally sensitive, and technically sound processes and outcomes.

The programme structure includes programme specific courses on the one hand, and a mix of mandatory Foundation Courses and choice-based courses (CBCS) offered at the Institute level, and School-based commons courses offered at the School-level, on the other. The programme specific courses are of three kinds: Programme Core, Research Methods and Skills, and Dissertation and Concentrations.

The Core courses of the Programme introduce the student to key dimensions, contexts, issues and mechanisms related to heterogenous urban processes and realities. These include, for instance, introductions to South Asian urbanisation, poverty and livelihoods; the interplay between urban politics, governance and policies; urban planning, econom-

ics, infrastructure systems and transport, and concepts and practices relating to sustainable and just cities. Courses in the Programme Core basket are of different types. They include more conceptual courses, those offering immersive field-based experiences of active group learning from real world situations and practices, like the Field Institute, and courses with a more projective orientation, such as Urban Futures that look to the future. Elective Courses are also offered within the Programme Core that are devoted to deeper exploration of different urban 'sectors' like water, housing, and sanitation and solid waste management. The programme also foregrounds learning of research methods and 'skills' through courses that introduce research methodology, and 'skills' like Introduction to GIS, Macro data analysis, Environment and Social Impact Assessment and Green Economics and Sustainability.

In the second year, the student chooses one of the Concentrations on offer to develop a more in-depth understanding of a particular thematic area of research and practice, which culminates in an independent research project or dissertation conducted with the guidance of a faculty member. Projects address practical problems and challenges, while dissertations contribute to creating academic knowledge. Both require independent, original and systematic research by the student. Work on Project/ Dissertation commences in the 3rd semester with the submission of a research proposal.

Faculty at the School engage in research projects along these key themes and this experience feeds into the classroom teaching and exercises. Course teachers and students both benefit from this dynamic and interactive learning process.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	4
	Institute Electives (Open & Foundation)	4
	Programme Core	19
	School Commons	10
	Research Methods and Skills	4 or 6*

Year	Detail	Credits
Second	Programme Core	9
	Dissertation/Concentration	10
	Research Methods and Skills	4 or 2*
Total Credits		64

Note: *Students must undergo 4 credits of skill courses in all, available to choose in the first and third semester. Courses in each of the groups have been presented together in the table above for comprehension and not necessarily in the sequence of teaching.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
HS 01	Public Policy and Governance: Theory, Analysis and Advocacy	2
HS 02	Introduction to State, Law, and Governance	2
HS 03	Basics of Financial Analysis	2
HS 04	Ecosystems, Habitat, and Sustainability	2
HS 05	Research Methods – I	2
HS 06	Basic Principles of Economics	2
UPG 01	South Asian Cities and Urbanisation – I	2
UPG 02	Sustainable Cities	2
SEMESTER II		
HS 07	Socio Cultural Perspectives	2
HS 08	Research Methods – II	2
UPG 03	Urban Planning: Challenges and Current Practices	2
UPG 04	Field Institute*	3
UPG 05	Urban Poverty and Exclusion	2
UPG 06	South Asian Cities and Urbanisation – II	2
UPG 07	Urban Economics	2
Sectoral Electives: Choose any 2 from the 3 Sectoral Courses given below** (total of 4 Credits)		
UPG 08	1) Urban Water	2
UPG 09	2) Urban Housing	2
UPG 10	3) Urban Sanitation and Solid Waste Management	2
CBCS	Open Elective	2
CBCS	Elective Foundation	2
Summer Vacation		
	Internship (6 weeks)	-
SEMESTER III		
Skill Electives: Choose any 2 from the 5 Skill Courses given below** (total of 4 Credits)		
HS 09	1) Green Economy and Sustainability	2
HS 10	2) Macro Data Analysis	2

Course Code	Course Title	Credits
HS 11	3) Environmental and Social Impact Assessment (EIA and SIA)	2
HS 03	4) Basics of Financial Analysis (Note: taught in Semester I)	2
HS 12	5) Introduction to GIS	2
UPG 11	Urban Studio	3
UPG 12	Urban Governance, Politics and Policies	2
UPG 13	Issues and Challenges in Urban Transport	2
	Concentration**	
UPG 14	Project/ Dissertation: Literature Review and Proposal	1
Taught Courses (Choose any one out of the four given below)		
UPG 15	1) Engendering Urban Local Governance	2
UPG 16	2) Urbanisation and Water	2
UPG 17	3) Land, Housing and Property: Perspectives and Alternatives	2
UPG 18	4) Planning and the Indian City	2
SEMESTER IV		
UPG 19	Project/ Dissertation	7
UPG 20	Urban Futures	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

* The estimated expenses for the Field Institute are about Rs. 14,000/-, and this will be collected and managed by students themselves

** A concentration course enables students to develop their areas of interest and usually linked to the project work or dissertation. Though every effort will be made to offer all Elective and Concentration courses, certain courses might not be offered in specific semesters due to faculty unavailability or any other reason.

M.A./M.Sc. Water Policy and Governance

The Centre for Water Policy, Regulation, and Governance is a path-breaking initiative of the SHS. This initiative is focused on facilitating interdisciplinary studies, teaching, training, and outreach activities in the field of governance of the water sector in general, and in particular, various policy instruments employed for governance. The M.A./M.Sc. programme in Water Policy and Governance (MWPG), developed and administered by the Centre, is aimed at nurturing policy professionals with a comprehensive understanding of factors, processes, practices and instruments that determine the outcome of efforts to govern the water sector. It begins by laying conceptual and theoretical foundations required for the interdisciplinary and comprehensive training of water policy-professionals.

Further, efforts are made to introduce students to diverse perspectives on the governance of the water sector by introducing them to debates on critically important, and often contentious, themes such as water security and sustainability, water poverty, and

the trade-off between equity and efficiency. In order to facilitate this, the programme provides an introduction to the historical evolution of development and management of water resources, as well as that of governance and institutional reforms in different sub-sectors of the water sector. Responding to the need for building professional capabilities, the programme provides significant space for courses imparting various research and professional skills and knowledge related to methods. These include some of the advanced skills such as systems thinking, GIS, financial and regulatory analysis. The programme provides students with exposure to the ground and field realities of the water sector in India.

The programme ensures:

- Balanced and comprehensive understanding of conceptual and theoretical debates around major themes that are of concerns in the policy or academic circles in the water sector;

- Multidisciplinary nature of courses that bring together concepts, theories, perspectives, skills, and
- Methods from social sciences, natural sciences, engineering, law, and other fields;
- Engagement with practitioners and experts in the field; and
- Focus on self-learning and application of learning to existing challenges in the water sector and governance, accompanied by close monitoring, guidance, and hand-holding by a team of in-house faculty and practitioners.

Admission to the programme is open for students coming from diverse backgrounds, but mainly from two categories: (a) Professional training such as engineering, law, agriculture, management, public health, or finance, and (b) academic training in social

sciences such as economics, political sciences, and geography. Working professionals in the early stages of their career are encouraged to apply.

Recent institutional reforms in India and the sub-continent have seen the emergence of a diverse range of agencies working in the policy and governance aspects of the water sector. This has led to an unmet demand for trained water policy professionals from diverse organisations such as research institutes, government and quasi-government agencies, non-governmental organisations, bi-lateral and multi-lateral bodies, consultancy firms, infrastructure companies from the private sector, and credit-rating agencies. Together, these agencies have created a reliable platform for prospective students of this programme to launch their professional careers.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Common courses (School Level)	16
	Foundational and Open Elective Courses	4
	Core Courses	16
	Fieldwork/Internship	1
Second	Core Courses	9
	Disciplinary and Skill Electives	4
	Dissertation/Independent Work	8
	Fieldwork/Internship	2
Total Credits		64

Semester-wise listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
HS 01	Introduction to Public Policies: Concepts, Theory and Practice	2
HS 02	Introduction to State, Law, and Governance	2
HS 03	Ecosystems, Habitats, and Sustainability	2
HS 04	Basics of Financial Analysis	2
HS 05	Research Methods – I	2
HS 06	Basic Principles of Economics	2
WPG 01	Development and Water: Issues and Critical Perspectives	2
WPG 02	Introduction to Hydrology and Water Resources Assessment	2

Course Code	Course Title	Credits
SEMESTER II		
HS 07	Socio Cultural Perspectives	2
HS 08	Research Methods - II	2
WPG 03	Groundwater Development and Management in India	4
WPG 04	Surface Water Resources: Development, Management and Issues	4
WPG 05	Delivery and Management of Water and Sanitation Services	4
WPG 06	Field Visits and Exposure Activities	1
CBCS	Foundation Elective	2
CBCS	Open Elective	2
WPG 07	Summer Internship (Optional)	0
SEMESTER III		
Disciplinary Elective: Choose any ONE course from WPG 08, WPG 09, and HS 09		
WPG 08	Elective 1: Regulation of Water Sector	2
WPG 09	Elective 2: Water Conflicts and Negotiation	2
HS 09	Elective 3: Green Economy and Sustainability	2
Skill Elective: Choose any ONE course from HS 10 and HS 11		
HS 10	Elective 4: Macro Data Analysis	2
HS 11	Elective 5: Environmental and Social Impact Assessment (EIA and SIA)	2
HS 12	Introduction to GIS	2
WPG 10	Legal Perspectives on Water	2
WPG 11	Water Pollution, Water Quality, and Health	3
WPG 12	Independent Work – I: Project/Dissertation	2
WPG 13	Contemporary Discourses in Water Sector	2
	First Round of Fieldwork for Project/Dissertation between Semester III and Semester IV	
SEMESTER IV		
WPG 14	Winter Institute*	2
WPG 15	Independent work –II: Project /Dissertation	6

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

*The fees for fieldwork courses (WPG 14 and WPG 26) and field-visits (as part of WPG 10, WPG 11, and WPG 16) will be collected separately by the School of Habitat Studies. The field component includes field visits, a fifteen-days course based on fieldwork named as "Winter Institute", and field workshops. The estimated expenses for this are Rs.8,000/-each in Semesters I, II and III, and Rs.2,000/-in Semester-IV.

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School Secretariat

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Section Officer (Ad-hoc)

SCHOOL OF MEDIA AND CULTURAL STUDIES

INTRODUCTION

The School of Media and Cultural Studies (SMCS) is engaged in media teaching, production, research and dissemination. A unique feature of the School is the close linkage between the technical and academic areas of its work, thus facilitating a synergy between research, teaching and production, all of which are informed by a keen sense of connection with local

subaltern cultures of resistance and invention. It has to its credit over 70 national and international awards for its documentary films. The SMCS has 3 Centres:

- Centre for Critical Media Praxis
- Centre for the Study of Contemporary Culture
- Media Archive and Resource Centre

PROGRAMME DETAILS: M.A. Media and Cultural Studies

The M.A. Media and Cultural Studies aims at honing the skills of media production and research within a framework that enables the development of a critical perspective on media, culture and society. In contemporary society, media and culture are crucial sites where identities are produced and popular ways of seeing are consumed. Cultural Studies enables us to meaningfully engage and interact with these new modes of being and doing. By making us conscious of the many complex ways in which power impinges on our lives and constructs our cultures, it has the potential of empowering us to critically read the media and other cultural institutions and texts, to understand how they shape our identities, and to think about how we could possibly shape them.

This programme imparts intensive hands-on training in video production, including direction, research, scripting, editing, camera and sound. It also has a strong research focus. This will enable students to

produce documentaries and short films. The programme culminates in the production of a documentary and a dissertation. It also teaches basic skills in community radio, graphics and web design. The students have access to the well-equipped facilities and the visual archive of the School. The teachers of the programme include School and TISS faculty, as well as visiting professionals.

With its unique blend of theory and practice, the M.A. Media and Cultural Studies works towards the creation of a lively group of media 'thinking doers' and 'doing thinkers' who could then choose to branch out into a diverse range of work or educational situations. The students of this programme are equipped to work in the areas of film and television production, independent media practice, media education, advocacy and research. Potential employers include television production houses, educational and research institutions, NGOs, and governmental agencies.

Distribution of Credit Hours

Year	Detail	Credits
First	Courses	36
Second	Courses	18
	Media Project	6
	Dissertation	4
	Internship	4
First and Second	CBCS Courses	4
Total Credits		72

Semester-wise Listing of Courses

Course Code	Course Title	Credits*
SEMESTER I*		
FC	Foundation Course	4
MC 01	Media Studies: An Introduction	2
MC 02	Cultural Studies: An Introduction	2
MC 03	Ways of Knowing: Introduction to Research Methodologies	2
MC 16	Film Appreciation	2
MC 04	Image Making I: Visual Cultures	2
LC 01	Video Production – I	2
SEMESTER II		
MC 05	Working with Video – I	4
MC 06	Image Making II: Documentary Film	2
MC 07	Media and Cultural Studies Research	2
MC 10	Reading Film	2
MC 12	Cultural Studies: An Introduction – II	2
LC 01	Video Production – II	2
LC 02	Journalism Practice – I	2
LC 03	Video Post-production	4
CBCS	Elective Foundation	2
CBCS	Open Elective	2
SEMESTER III		
OC 01 to OC 11 are Disciplinary Electives. Two courses totalling 4 credits are to be selected by the student		
OC 01	Television Studies	2
OC 02	Gender, Media and Culture	2
OC 04	Cyberculture: An Introduction	2
OC 09	Visual Design	2
OC 10	Journalism Practice – II	2
OC 11	Understanding Indian Cinemas	2
MC 9	Working with Video – II	4
MC 15	Seminar II: Presentation of Media Project	2
	Internship	4
SEMESTER IV		
One optional course from OC 05 to OC 08 to be selected by the student		
OC 05	Web Design	2
OC 06	Understanding Art and Music	2
OC 07	Gender, Culture and Space	2
OC 08	Media and Law	2
LC 05	Radio Production	4
MP	MCS Media Project	6
MR	MCS Research Project	4
MC11	Seminar I: Presentation of Research Project	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

*Credits are reorganised to adjust to online teaching

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SCHOOL OF HUMAN ECOLOGY

INTRODUCTION

The School of Human Ecology (SHE) uses the term 'human ecology' to refer to all aspects of human experience and everything in the environment that defines quality of life.

The SHE has a broad, holistic view of the psycho-social adaptability of individuals, and explores the rich diversity of relationships between individuals, their societies and the environment. It is premised on the view that everything we do as individuals impacts our environments and vice versa.

The School adopts an interdisciplinary approach drawing from the fields of Psychology, Human Development, Family Studies, Sociology and Anthropology. The emphasis is on education and training, with a focus on developing skills for interventions leading to the well-being of individuals and families. Training in counselling, psychotherapy and preparation of professionals and personnel at various levels of human development is addressed through the post-graduate programmes. Research is a core activity of the School's activities.

PROGRAMME DETAILS: M.A. Applied Psychology (Clinical and Counseling Practice)

The Mental Health Survey (2015–16) showed that the treatment gap for different mental disorders ranged between 70–92%. Anecdotal reports suggest that the total number of psychiatrists in India could be between 3,500 and 5,000, which translates to one psychiatrist to 200,000 to 300,000 people. The existing training infrastructure produces about 320 psychiatrists, 50 clinical psychologists and 185 mental health nurses per year.

Scarcity of trained professionals and supervised services are fundamental barriers to the progress of mental health services in India. This clearly points to the need for trained mental health professionals

who can effectively respond to the mental health needs of communities. It is in the context of scarcity of trained professionals to provide mental health services in the country that the SHE launched the M.A. in Counselling programme in 2009. This programme became the M.A. in Applied Psychology with two specialisations: Clinical Psychology and Counselling Psychology.

Through a process of constant reflection, feedback from the students and from the field, the SHE will be offering a single M.A. programme in Applied Psychology (Clinical and Counselling Practice) from the 2019–2020 academic year.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	CBCS	4
	Applied Psychology Courses	19
	Fieldwork Practicum	6
	Research Methodology Courses	4
	Research project	1
Second	Applied Psychology Courses	10
	Disciplinary Elective Courses	4
	Fieldwork Practicum	10
	Research Project	5
Total Credits		67

The scope of the M.A. in Applied Psychology (Clinical and Counselling Practice) programme is to enhance person-environment fit, build resilience for effective coping and enhance well-being and Quality of Life.

The programme focuses on the development of practitioners with a sound base in research as specified in the Boulder Model for clinical psychology training as scientist-practitioners. However, the stance informing the course contents and pedagogy is developmental and contextual. Training will be geared towards increasing awareness of diversity and socio-cultural contexts in which individuals are enmeshed.

The specific goal of the M.A. Applied Psychology (Clinical and Counselling Practice) is to equip learners to practice developmental, mental health and issue-based assessment and interventions with a focus on primary prevention and therapeutic interventions. It aims to develop self-awareness and a sound theoretical base in students through which they can build skills necessary for practice in fieldwork and internship settings. The emphasis is on a seamless blend of theory and practice, and also developing research capacities. Supervision is inbuilt into the practice component allowing students to benefit from feedback provided by trained professionals in the field.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
AP 01	Counselling Process & Micro-skills I	2
AP 02	Counselling Process & Micro-skills II	2
AP 03	Approaches to Psychotherapy and Counselling I	2
AP 04	Introduction to Research Methodology	2
AP 05	Understanding Psychological Problems I	2
AP 06	Human Growth and Development	3
AP 07	Preparation for Clinical and Counselling Field Practice	2
SEMESTER II		
AP 08	Understanding Psychological Problems II	2
AP 09	Approaches to Psychotherapy and Counselling II	2
AP 10	Statistics and Data Analysis	2
AP 11	Psychological Assessment and Diagnostics I	4
AP 12.1	Research Project (Proposal Presentation)	1
AP 13	Field Practicum I	4
CBCS	Foundation Elective: Socio-cultural Contexts of Counselling	4
SEMESTER III		
AP 12.2	Research Project (Submission of first two Chapters and Analysis Framework)	
AP 14	Psychological Assessment and Diagnostics II	4
AP 15	Approaches to Psychotherapy and Counselling III	2
AP 16	Community Mental Health	2
AP 17	Qualitative Data Analysis	2
AP 18	Ethics in Clinical and Counselling Practice	2
AP 19	Disciplinary Electives (Choose any one)	2
AP19.1	Child and Adolescent Psychotherapy	2
AP 19.2	Couple and Family Therapy	2
AP 19.3	Therapy for Substance Use and Addiction Issues	2
AP 20	Field Practicum II**	4

Course Code	Course Title	Credits
SEMESTER IV		
AP12.3	Research Project (Analysis Presentation, Viva Voce and Final Submission of thesis)	
AP 21	Disciplinary Electives (Choose any one)	2
AP 21.1	School Counselling	2
AP 21.2	Counselling Older Adults	2
AP 21.3	Advanced Assessment and Therapeutic Techniques in Clinical Practice	2
AP 21.4	Trauma Therapy	2
AP22	Field Practicum III**	4
AP23	Internship non-credit	Compulsory

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

@The course transaction this year may be modified given the Covid 19 situation!

*The students will be encouraged to undertake a minimum of 10 sessions of personal therapy before the start of semester III

** Field work is linked with the disciplinary electives

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JAMSETJI TATA SCHOOL OF DISASTER STUDIES

INTRODUCTION

The Jamsetji Tata School of Disaster Studies (JTSDS) was established in 2006, with the objective of consolidating 60 years of the Institute's engagement with disasters. It received a generous grant from the Jamsetji Tata Trust. The School has carried out systematic work in areas of disaster governance, poverty and exclusion, food security, conflict, human security, public health, psycho-social care, GIS and logistics in relation to disasters. What is unique about the School is that it engages in teaching, research, training and policy advocacy through hands-on involvement with people experiencing vulnerability or "disasters" of various kinds. The School has 3 Centres:

- Centre for Disasters and Development
- Centre for Disaster Management
- Centre for Geo-Informatics

The work of the School also contributes to the current discourse in disaster studies by challenging

the dominant frame of "management", which often becomes a technical norm of governmentality that colonises other cultural conversations around disasters.

The JTSDS has pioneered higher education in the field of disaster management in India by introducing a full-time Master's programme located in a multi-disciplinary space. The School endeavours to demonstrate synergies across natural sciences, social sciences and humanities with a focus on building people-centred and participatory approaches towards disaster risk reduction and disaster response. The scope of the study of disasters is wide and concepts and theoretical perspectives on risk, vulnerability, resilience and recovery are explored and interrogated in the Master's programme. Students are exposed to and learn a range of applied skills and techniques that are becoming increasingly sophisticated in the context of disasters.

PROGRAMME DETAILS: M.A./M.Sc. Disaster Management

The Master's programme in Disaster Management, with three specialisations, aims at enhancing knowledge, skills and perspectives on disasters. While enabling an understanding of disasters from the vantage point of science and technology in prediction, mitigation and response, the programme also fosters a critical appreciation of current approaches to development, disaster risk reduction, response and recovery. It seeks to locate these approaches within the framework of an understanding of questions of development goals, especially through an analysis of globalisation, transboundary governance, state and civil society dynamics, and conflicts of different kinds.

Issues of development, challenges related to governance and globalisation, climate change; social, economic and environmental justice; and state and civil society dynamics are covered in the programme, which flows from the foundation and core courses to the specialisation courses. The programme endeavours to cultivate appropriate values, a strong multi-disciplinary knowledge base and skills essen-

tial for research and intervention in disasters, risk management and prevention of disasters and/ or risk reduction. Students will have the opportunity to develop expertise in one of the following areas of specialisation:

- (i) Disaster Policy and Action
- (ii) Disasters and Development
- (iii) Technologies for Disaster Management

The full-time, two-year Master's programme includes intensive contact classes, supervised field work, internships and research, which is a compulsory component of the programme. The first year is common for all 3 specialisations. Each specialisation (of 30 credits) has 12 credits of course work + 6 credits of Research + 12 credits fieldwork/internship.

The Institute also offers a choice-based curriculum where students are free to choose courses of four credits from any other School or Centre of the Institute.

The Master's in Disaster Management programme also offers a multi-level entry–exit option where a student coming for the Master's degree can obtain a Certificate in Disaster Management on completion of the stipulated requirements in the first semester. Students who wish to continue through with the next semester can obtain a Diploma at the end of the first year, and the Master's degree at the end of two years. Alternately, a Master's student, on completion of the Certificate/Diploma programme, could exit and come back after a break (not exceeding 4 years from the date of admis-

sion to the programme), and join in for second/third semester and complete the Master's programme.

As an emerging field, the need for qualified personnel with in disaster management is high. Students who graduate with this degree will find opportunities in the disaster risk reduction and management sectors, and allied developmental sectors, in government and non-government organisations and consultancy firms. They could also go on to pursue research, training and teaching careers in disaster studies and allied areas.

Distribution of Credit Hours

Year	Course	Credits
First	Foundation Courses	4
	Core Courses (Disciplinary)	30
	Courses under Choice Based Credit System (CBCS)	4
	Fieldwork / Internship	6
Second	Core Courses (Disciplinary)	4
	Specialisations (Disciplinary Elective Courses)	12
	Fieldwork / Internship	6
	Research Dissertation	6
Total Credits		72

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
MDM 01	Disasters, Hazards and Extreme Events	2
MDM 02	Disasters, Vulnerability and Risk	2
MDM 03	Ecosystems and Habitat	2
MDM 04	Policy, Institutions, Governance and Disaster Management	2
MDM 05	Research Methodology I	2
MDM 06	Introduction to Remote Sensing and GIS	2
MDM 09	Emergency Response and Management	2
MDM 36	Field Work	2
	Group Lab Sessions/ Simulation Exercises	-
	Research Tutorials	-
SEMESTER II		
MDM 07	Disasters and Development	2
MDM 08	Disaster Risk Reduction and Development Planning	2
MDM 10	Disaster Recovery	2
MDM 11	Research Methodology II	2
MDM 12	Introduction to Conflict	2
MDM 13	Introduction to Public Health and Mental Health in Disasters	2

Course Code	Course Title	Credits
MDM 15	Introduction to Technologies for Disaster Management	2
MDM 17	Project Management in Disaster Contexts	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
MDM 37	Internship I	4
SEMESTER III		
MDM 14	Economics of Disasters and Disaster Finance	2
MDM 16	Transboundary Governance and Humanitarian Action	2
	Specialisation Courses (4 or 5)	8
MDM 38	Internship II	6
	Research Tutorials	-
SEMESTER IV		
MDM 39	Research Dissertation (Coordination)	6
	Specialisation Courses (1 or 2 courses)	4
	Block Internship (Optional)	-

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SPECIALISATION 1: Disaster Policy and Action		
SEMESTER III		
MDM19	Advanced Course in Disaster Recovery	2
MDM18	Public Policy and Social Advocacy	2
MDM20	Built Environment, Disasters and Planning	2
MDM22	Emergency Response and Supply Chain Management	2
SEMESTER IV		
MDM23	Conflict, Peace and Humanitarian Crisis	2
MDM21	Ecology, Adaptive Management and Disasters	2
SPECIALISATION 3: Disasters and Development		
SEMESTER III		
MDM25	Culture and Disasters	2
MDM24	Advanced Course on Disasters and Development	2
MDM26	Advanced Course in Social Research in Disaster Studies	2
MDM27	Theoretical Foundations of Disaster Economics and Finance	2
SEMESTER IV		
MDM29	Disasters and Well being	2
MDM28	Risk Economics and Public Finance	2
SPECIALISATIONS 3: Technologies for Disaster Management		
SEMESTER III		
MDM31	Hazard Monitoring, Early Warning Systems (EWS) and Co-ordinated Action	2
MDM32	Digital Image Processing and Spatial Analysis	2
MDM33	Applications of Geoinformatics in Disaster Studies	2
MDM34	Geoinformatics in Preparedness and Response	2

Course Code	Course Title	Credits
SEMESTER IV		
MDM35	Geospatial Technologies in Hazard, Vulnerability, and Risk Mapping	2
MDM30	Geospatial Hydrology in Disaster Management	2

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

**Subject to fulfilment of minimum criteria of intake prescribed by the School and availability of teachers. It cannot be guaranteed that all 3 Specialisation(s) will be offered each year.

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Upper Division Clerk

SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE

INTRODUCTION

In pursuance of the TISS mission towards creating a people-centred and just society that promotes equality, justice and human rights for all, the School of Law, Rights and Constitutional Governance was set up at the TISS Mumbai Campus in June 2012. Law, Legislative Reform and Human Rights have a great role to play in the development and empowerment of societies, communities and individuals.

These are effective instruments for empowering and transforming the status of the disadvantaged, marginalised, socially excluded, differentially treated and other vulnerable sections of society in India and these legal instruments are a strong tool for social

justice. In this context, legal education must, therefore, be socially relevant.

The main objective of the School is to advance socially relevant legal education, research, training and promote the education of human rights focussed on access to justice for marginalised sections of society through three centres:

- Centre for Law and Society
- Centre for Police Studies and Public Security
- Centre for Statelessness and Refugee Studies

PROGRAMME DETAILS: Master of Laws (LL.M.) in Access to Justice

Access to law and justice is the hallmark of any civilised and human society. It also implies making access to law less complex and generating wider awareness on basic understanding of law and rights. Access to justice includes not only access to courts and legal redress mechanisms, but also good governance including transparency and accountability of government functionaries at all levels in the formulation, amendment, implementation and administration of laws.

The present adversarial justice delivery system is perceived as expensive, time-consuming, procedure-ridden, technical and difficult to access. In addition to this, there is a huge backlog of cases at the national, state and district level with the courts and independent human rights institutions resulting in delays and denials in delivering justice. Other challenges are corruption, arbitrariness, and favouritism in accessing justice, these issues prevent the marginalised sections of society to redress their grievances and avail legal resolve. It is in this context that the LL.M. programme in Access to Justice seeks to develop socially committed legal professionals assumes significance.

The one-year (two-semester), full-time, Master of Laws (LL.M) programme in Access to Justice aims at developing legal professionals with greater skills, sensitivity and commitment to deliver basic, high

quality legal services to the poor, marginalised and vulnerable groups in society. The graduates of this LL.M. programme are creative problem-solvers with the knowledge, skills and perspective to practice law that can deliver justice to all people, and advance the cause of the disadvantaged and marginalised groups. Graduates can practice in the Court of Law and work for society using expertise in legal literacy, socio-legal research, policy analysis and advocacy, and legislative reforms. They can also find employment with universities and research institutions, legal firms, institutions and services, peoples' organisations or have an independent practice.

This programme involves classroom teaching, research, fieldwork, Legal Services Clinics, internships, visits to the legal Institutions, correctional and custodial institutions and participation in research projects, seminars, workshops, etc. The School has inter-disciplinary faculty, who have long years of experience as teachers, practitioners, and socio-legal experts. In addition, this programme is also supported by visiting and adjunct faculty consisting of law teachers from other universities within and outside the country, retired judges, practicing lawyers, civil servants, UN professionals, social activists and trade unionists strongly committed to the cause of social justice for the marginalised and vulnerable groups.

Distribution of Credit Hours

Semester	Courses	Credits
First	Foundation Courses	9
	LL.M. Papers	4
	Fieldwork	3
Second	LL.M. Papers	8
	Fieldwork	3
	Field-based Research Dissertation	6
Total Credits		33

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Law and Justice in a Globalising World	3
FC 02	Comparative Public Law: Systems of Governance	3
FC 03	Research Methods and Legal Writing	3
Fieldwork	Fieldwork	3
LLM 01	Law, Development and Justice	2
LLM 02	Legal and Justice Institutions, including Court and Case Management	2
SEMESTER II		
LLM 03	Community & Citizen Participation in Access to Justice	2
LLM 04	Legal Strategies for Empowerment of Marginalised Groups	2
LLM 05	Curriculum Development & Teaching Laws	2
LLM 06	International Humanitarian and Human Rights Law	2
	Fieldwork	3
	Field-based Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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Stenographer (Gr-II)

CENTRE FOR LIBRARY AND INFORMATION MANAGEMENT STUDIES

INTRODUCTION

With changing times, information formats also have changed rapidly from print on paper to digital, and more and more organisations in India are embarking on new concepts in handling information. This has led to the need for qualified and trained Library and Information Science (LIS) professionals to take the lead and guide developments in helping the end users in the changing environment.

The Centre for Library and Information Management Studies (CLIMS) of the Sir Dorabji Tata Memorial Library (SDTML) is involved in the capacity building of LIS professionals. It has established academic and research exchange collaborations with the

London School of Economics (UK), Maharakham University (Thailand), Indian Statistical Institute, DRTC (Bengaluru), and Information and Library Network Centre (INFLIBNET), Gandhinagar.

The Centre offers PG Diploma, Master's and Ph.D. Programmes in Library and Information Science with a focus on digital libraries, knowledge organisation, e-Resources Management, digital scholarship, data mining and web-based information services. The Master's programme in Library and Information Science (MLIS) was started in 2013 with an intake of 15 students.

PROGRAMME DETAILS: Master of Library and Information Science

The MLIS programme comprises 15 disciplinary core courses, 1 elective foundation, 1 open elective, 1 disciplinary elective, 1 internship programme, and a dissertation — totalling 66 credits spread over four semesters. The programme incorporates theories and practicals that include concepts from foundations to new and emerging library trends like digital libraries, knowledge management, content creation and management, classification and ontology, cataloguing and metadata, information seeking and research behaviours, etc. Internship in the second semester is carried out at a leading library and information centre under the supervision of fieldwork supervisors and faculty from the Centre. The Master's research covers diverse areas, such as, scientometrics, information

storage and retrieval, digital library applications, content management systems, information and digital literacy, etc.

The MLIS programme is aimed at creating trained human resource to handle digital libraries and electronic resources. There is a burgeoning need for trained librarians in the light of national priorities like Digital India, National Mission on Education through Information and Communication technology (NME-ICT) and National Knowledge Commission(NKC).The salient features of this programme are well crafted curriculum, expert faculty, enhanced emphasis on hands on lab experience, sound theory and experiential learning unique to TISS.

Distribution of Credit Hours

Year	Details	Credits
First	Compulsory Foundation Course	2
	Elective Foundation Course	2
	Disciplinary Core Courses (8)	24
	Open Elective	2
	Internship	6
Second	Disciplinary Core Courses (7)	18
	Disciplinary Elective	4
	Dissertation/ Research Project	8
Total Credits		66

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
LIS 01	Knowledge Society (Compulsory Foundation)	2
LIS 02	Knowledge Organisation I: Classification & Ontology (Theory and Practice)	4
LIS 03	Knowledge Organisation II: Cataloguing and Metadata (Theory & Practice)	4
LIS 04	Information Sources, Systems and Services	2
LIS 05	Information Communication Technology and Libraries (Theory and Practice)	4
SEMESTER II		
LIS 06	Management of Libraries and Information Centres	2
LIS 07	Information Storage and Retrieval (Theory & Practice)	4
LIS 08	Elements of Programming and Data Structures	2
LIS 09	Research Methodology and Quantitative Techniques	2
LIS 10	Internship in a Recognised Library/Information Centre	6
MLISCB01	Digital Scholarship (Open Elective)	2
	Elective Foundation	2
SEMESTER III		
LIS 11	Web Technologies and Web-based Information Services (Theory and Practice)	4
LIS 12	Informetrics and Scientometrics	2
LIS 13	Digital Libraries (Theory and Practice)	4
LIS 14	Knowledge Discovery and Data Management	2
SEMESTER IV		
LIS 15	Knowledge Management Systems	2
LIS 16	Semantic Web Technologies	2
LIS 17	Evaluation of Library & Information Services	2
LIS 18	Disciplinary Elective (Any one)*	4
LIS 18.1*	Information Analysis, Repackaging and Consolidation	
LIS 18.2*	School Library and Information System and ICT	
LIS 19	Dissertation	8

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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CENTRE FOR EDUCATION INNOVATION AND ACTION RESEARCH

INTRODUCTION

The Centre for Education Innovation and Action Research (CEIAR) is an independent centre at TISS Mumbai. It was established in 2015 to engage with and promote innovation in school curriculum, teacher education and higher education curriculum and pedagogy. The Centre provides incubation and promotion of innovation that address the needs of Indian education and engages with innovative use of new technologies and media to raise relevance, quality and standards of education. Towards this, the Centre collaborates and engages with research, development, teaching and field action.

The Centre is active in fostering collaborations and inviting global expertise to steer research, training and educational exchanges across cultures, and working closely with several State Governments. The Centre's flagship action research programme, the Connected Learning Initiative (CLIX) (<http://clix.tiss.edu>), was awarded the UNESCO-King Hamad Prize for the Use of ICTs in Education (2017 edition) and also Open Ed-

ucation Awards for Excellence Resources, Tools and Practices under the category of Open Collaboration in 2019 from Open Education Consortium.

Since 2019 a new Centre of Excellence in Teacher Education is under development with support from the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT: 2019-2020) and with Tata Trusts. This initiative proposes to engage with teaching, research, policy advocacy and collaboration to revitalise the sector of teacher education in India.

The Centre has responded to the Covid 19 pandemic by launching the Connected Open Online Learning (COOL) through which we are reaching out to teachers, teacher educators and students. <https://tiss.edu/view/6/mumbai-campus/centre-for-education-innovation-and-action-research/activities-of-centre-2/connected-open-online-learning-cool/>

PROGRAMME DETAILS

M.A. Education

The M.A. in Education (MAED) programme aims to develop critical knowledge of the field and discipline, and to give students the opportunity to specialise in areas of their interest. The programme combines an integrated discipline-based approach with a proactive orientation to policy and institutional contexts of practice.

The MAED programme will enable a sustained and critical engagement with the discipline of Education especially as it has emerged and expanded in India. The research-based programme will help students develop an understanding to and skills relating to education studies as a multi-disciplinary field of study, drawing from philosophy, sociology, history and psychology with an understanding of school curriculum pedagogy, the development of teachers, social justice in education and education and society.

The programme offers courses in the areas of education studies, pedagogic studies, research and advanced specialisation optionals, a compulsory evaluated field attachment, and research leading to a dissertation. Courses are designed to combine field and theoretical knowledge and experience; some are designed as labs and workshops.

Spread over two years, the full-time MAED programme will enable students to specialise in two of these seven areas: (i) Education Development and Policy; (ii) Language Education; (iii) Mathematics Education; (iv) Science Education; (v) Social Science Education; (vi) ICT and New Media in Education; and (vii) Teacher Education. Students will graduate with knowledge, understanding and skills for research and practice across levels of school and teacher education, with advanced specialisations in Curriculum and Pedagogy (Language / Mathematics/ Science /

Social Science Education), Education Development and Policy, ICT and New Media and Teacher Education.

The field of education needs professionals with a capacity to develop curriculum, train teachers, conduct evidenced based research to influence education policies and practices, strengthen the pedagogy of discipline-based teaching at various levels of education, contribute towards knowledge generation and

use of ICT and New Media in Education, administer educational institutions and provide leadership and advocacy in achieving educational goals. Diverse career choices are open to students after completing the MA ED programme including government organisations at the National and state levels (NCERT, SCERT, etc), University and college departments of education, research organisations, and civil society organisations / CSR initiatives / funding agencies that has an education focus in work.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Educational Studies	18
	Advanced Specialisation — Part One + Part Two	8
	CBCS	4
	Research Methods	4
Second	Field Attachment	4
	Educational Studies	16
	Advanced Specialisation —Part One + Part Two	8
	Research Dissertation	6
	Optional Advanced Disciplinary Course	4
Total Credits		76

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
ES 01	Learners and Learning	4
ES 06	Policy, Institutions and Practices	4
ES 07	Social Marginality and Education	4
AS	Advanced Specialisation — Part One ¹ (Choose any 1)	4
SEMESTER II		
ES 05	Practicum: School Observations ²	2
ES 08	Key Ideas and Concepts in Education	4
RM 03	Education Research Methods	4
AS	Advanced Specialisation – Part Two (Choose any 1)	4
CBCS	Choice Based Credit System Courses ³ (Open Elective)	2
CBCS	Choice Based Credit System Courses (Elective Foundation)	2
SEMESTER III		
Vacation 2	Field Attachment ⁴	4
ES 09	Inclusive and Special Education	2
ES 11	History of Education	4
ES 12	Curriculum and School	4

Course Code	Course Title	Credits
AS	Advanced Specialisation – Part One (Choose 1)	4
	Vacation 3: Research	
SEMESTER IV		
AS	Advanced Specialisation Part Two (Choose any 1)	4
ES 10	Analysing Educational Innovations	2
ES 13	Teachers and Teaching	4
OADC	Optional Advanced Disciplinary Course ⁵ (Choose any 1)	4
RM 04	Research Dissertation	6

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

1. Advanced Specialisations(AS) are a set of 7 specialisations, each with 2 courses. Students are expected to choose any 2 specialisations and pursue both courses of the specialisations. Details given in the table below.
2. This is a Practicum aimed at developing students' understanding of the characteristics and challenges of working with different school systems. Students will visit schools that the Centre is collaborating with, as part of its field action project.
3. The Choice Based Credit System (CBCS) Courses are to be selected from the general pool of CBCS courses (Open Electives) given on pages 38–41.
4. Field Attachment: Students will be attached with an organisation (Government/Civil Society), whose work is aligned with the student's interests. This will allow students to both observe and learn about the field, with expert practitioners to mentor them on various aspects of education administration and policy, curriculum and pedagogy, teacher formation, etc.
5. Optional Advanced Disciplinary Courses in education will enable students to pursue their areas of interest, and develop deeper knowledge, understanding and skills relating to education.

Advanced Specialisations

Course Code	Course Title	Credits
AS01	Teacher Education – 1: Introductory Themes	4
AS02	Teacher Education – 2: Formation of Practice	
AS03	Language Education	4
AS04	Teaching of English	
AS05	Mathematics Education – 1	4
AS06	Mathematics Education – 2	
AS07	Science Education – 1	4
AS08	Science Education – 2	
AS09	Social Science Education – 1	4
AS10	Social Science Education – 2	
AS11	Education Development and Policy – 1 (Education and Development)	4
AS12	Education Development and Policy – 2 (Education, Nation-state and Globalisation)	
AS13	ICT and New Media in Education – 1	4
AS14	ICT and New Media in Education – 2	

Note: *Courses will be offered subject to a minimum number of students opting for the course and teacher availability

Optional Advanced Disciplinary Optional Courses

Course Code	Course Title	Credits
OADC 01	Educational Thinkers and Thought	4
OADC 03	Cognition and Learning	4
OADC 04	Economics of Education	4
OADC 05	Management and Administration in Education	4
OADC 06	Language, Mind and Society	4
OADC 07	Teaching Learning and Assessment	4

Integrated B.Ed.-M.Ed. Degree Programme

The B.Ed.-M.Ed. is a new three-year integrated programme of study to prepare educators for school pedagogy (English language, Science, Mathematics and Social Sciences) and integrates additional coursework leading to specialisation in pedagogic and curriculum studies, ICT and New Media, policy and research. The programme has received recognition from the NCTE WRC.

The programme is designed to prepare educators to work as adaptive experts and transformative intellectuals. This is in response to the need for quality teacher education which can develop educators with a strong motivation and commitment to working in the sector as well as deep professional knowledge that empowers them to understand the curriculum and social context. It takes a holistic approach to curriculum design and pedagogy:

- An integrated, discipline based approach is adopted to the formation of professional knowledge and practice through the development of communities of practice.
- Anticipates the need for proactive orientation to the institutional context of practice and realities of schools.
- Professional development is seen as a continuous process.

The Programme is spread over three years divided

into 6 semesters. The medium of instruction is English. Students are required to write their assignments, reports and examination in English language. It has a total of 122 credits. This includes the Foundation Courses, school internship and a research dissertation. Optional courses enable students to choose from a range of possibilities to develop competence in areas of curriculum, material development, school leadership, gender and education, etc.

The programme integrates content and pedagogy along with education theory to develop professional identity and capability of educators as subject experts, with knowledge of curriculum, pedagogy and assessment and diverse uses of media and technology. It integrates education theory and practice through a historical, psychological, sociological and philosophical understanding of a subject along with social context of schools and learners. Professionals are prepared to proactively engage with and reinvigorate the institutional contexts and work inclusively to achieve education for all.

On successful completion of the B.Ed.-M.Ed. programme, graduates can be gainfully employed as faculty of education, education professionals engaging in curriculum and material development, research, teacher professional development and policy advocacy.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Educational Studies	21
	Pedagogic Specialisation: Part One + Part Two+ Part Three	12
	Educational Studies	13
	Pedagogic Specialisation: Part Four	4
Second	Advanced Specialisation – 1	8
	CBCS	4
	Research Methodology	4
	School Internship	10
Third	Field Attachment	4
	Educational Studies	18
	Advanced Specialisation – 2	8
	Optional Advanced Disciplinary Course	4
	Research Dissertation	6
Total Credits		120

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Understanding Economy, Society & Politics	4
ES 01	Learners and Learning	4
PS 01,05,09,13	Pedagogic Specialisation-1 ¹	4
ES 12	Social Marginality & Education	4
PS17	Classroom Observations	2
SEMESTER II		
	<i>Vacation 1: PF1 (P) Communicative English-1⁴</i>	1
ES 04	ES4: The Adolescent Learner	4
PS 02, 06, 10, 14	Pedagogic Specialisation - 2	4
ES 2	ICT and Education	2
PS 03, 07, 11, 15	Pedagogic Specialisation - 3	4
ES 05	School Observations	2
ES 03	Understanding Students' Thinking and Learning	2
SEMESTER III		
	Vacation 2: PF3(P): Theatre, Art, Media & Communication	2
PF2(P)	Communicative English-2	1
	<i>Preparation for internship</i>	
ES 09	Inclusive and Special Education	2
PS 18	Designing ICT tools and Resources	2
PS 04, 08, 12, 16	Pedagogic Stream- 4	4
AS 01, 05, 09, 13, 17, 21, 25	Advanced Specialisation-1 ²	4
PF 04	Learning Lab - Small Group Teaching	2
PF 05	School Internship-1	5
SEMESTER IV		
	<i>Vacation 3: Review and preparation for Internship-2</i>	
	Selection and preliminary work on research	
ES 08	Key Ideas and Concepts in Education	4
BC 09	Education Research Methods	4
AS 06/10/18/22/26	Advanced Specialisation - 2	4
CBCS 01	Choice Based Credit System Courses(Open Elective) ⁵	2
CBSCS 02	Choice Based Credit System Courses (Elective Foundation)	2
PF 06	School Internship - 2	5
SEMESTER V		
	<i>Vacation 4: PF 07: Field Attachment³</i>	4
	<i>Research</i>	
ES 06	Policy, Institutions and Practices	4
ES 11	ES11(BC5) History of Education	4
AS 03/07/11/15/19/23/27	Advanced Specialisation-3	4
ES 12	ES12 (BC7): Curriculum and School	4

Course Code	Course Title	Credits
SEMESTER VI		
	<i>Vacation 5: Research</i>	
AS 04/08/12/16/20/24/28	Advanced Specialisation-4	4
ES 10	Analysing Educational Innovation	2
ES 13	Teachers and Teaching	4
OADC	Optional Advanced Disciplinary Course ⁶	4
RM 04	Research Dissertation	6

Notes : The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

1. Pedagogical Specialisation (Choose anyone): Mathematics, Sciences, Social Sciences, English.
2. Advanced Specialisation (Choose any two): Teacher Education, Language Education, Mathematics Education, Science Education, Social Science Education, Education Development and Policy, ICT and New Media in Education.
3. Organisations working in and with expertise in areas such as curriculum and pedagogy, teacher development, disabilities, teacher support, publishing, digital resource development, textbook societies, assessment, inclusive education, TEI strengthening, etc.
4. Vacation courses will be conducted during semester breaks.
5. The Choice Based Credit System (CBCS) Courses are to be selected from the general pool of CBCS courses (Open Electives).
6. Optional Advanced Disciplinary Courses in education will enable students to pursue their areas of interest and develop deeper knowledge, understanding and skills relating to education.

FACULTY AND STAFF

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Senior Programme Manager

Programme Manager

Other Information

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Naval Graduate

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Mr. Rajesh Borhade

Assistant

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Mr. Anilkumar V. Jaiswal

Upper Division Clerk

Mr. R.K.Shelar

Upper Division Clerk

Mr. C.M. Abhang
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Telephone Operator

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Lower Division Clerk

Professor and Dean

Assistant

Consultant

Counsellor

Social Worker

Hon. Medical Officer (Part-time)

Hon. Medical Officer (Part-time)

Hon. Medical Officer (Part-time)

Psychiatrist (Part-time)

Counsellor

Field Action Projects of TISS Mumbai

Psycho-social and Therapeutic Interventions Mumbai Chapter

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M.S.W. (Bharatidasan), M.Phil., Ph.D. (NIMHANS)

Accountability to at Risk Population in Kerala

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M.Sc. (Delhi), M.Ed. (Delhi), Ph.D. (TIFR)

Dr. Shamin Padalkar (Assistant Professor, Centre for Education Innovation and Action Research)
M.Sc. (Pune), Ph.D. (TIFR)

Deepening Democracy through Gram Panchayats

Prof. Pushendra Kumar Singh (Professor and Chairperson, Centre for Development Practice and Research, Patna)
M.A. (H.N. Bahugana, Garhwal)

Prof. Rajeshwar Mishra

Disaster and Beyond

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M.S.W. (Bharatidasan), M.Phil., Ph.D. (NIMHANS)

Mr. Mahesh Kamble (Assistant Professor (Sr. Scale), Jamsetji Tata School of Disaster Studies)
M.A. (TISS)

DOR Tent School (A field action initiative with one of the most marginalized nomadic communities, the Dombari community)

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M.A. (TISS), Ph.D. (Mumbai)

Gorai Field Action Project

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I Access Rights Mission

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iCALL: Initiating Concern for All

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iCBR Inclusive Community-Based Rehabilitation Project

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Dr. Madhura Nagchoudhuri (Assistant Professor (Sr.Scale), School of Social Work)
M.A. (Mumbai), Ph.D. (Washington)

Improving Quality of Life and Facilitating Psychosocial Care and Wellbeing among Children in Childcare Institutions

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Integrated Approach to Technology in Education (ITE)

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M.Sc.(IIT-Madras), M.Phil., Ph.D.(Delhi)

Dr. Amina Charania (Associate Professor, Centre for Education Innovation and Action Research)
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Koshish

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M.A. (TISS)

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M.A., D.Phil. (Allahabad)

Dr. Vijay Raghavan

Mahatma Gandhi Academy of Human Development

Prof. Kalpana Sarathy (Programme Director, Nagaland Centre)
MHA-Delhi Social Services Unit in Police stations

Dr. Trupti Jhaveri Panchal (Assistant Professor, School of Social Work)
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Micro Level Planning of Disability

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Multi Stake Holders Partnership/ Inter Agency Group for Disaster Management in Maharashtra

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Muskaan: Child and Adolescent Guidance Centre of TISS

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Nepal Earthquake Recovery Support Programme

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Pragati (Integrated Rural Health and Development Project)

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Prayas: Social Work in Criminal Justice

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Prof. Shalini Bharat (Director, TISS)
M.A., D.Phil. (Allahabad)

Saksham Prerak

Dr. Nilesh Gawde (Assistant Professor (Sr. Scale), School of Health Systems Studies)
M.B.B.S., M.D., D.B.M. (Mumbai)

Special Cell for Women and Children, Maharashtra

Dr. Trupti Jhaveri Panchal (Assistant Professor, School of Social Work)
M.A., Ph.D. (TISS)

School Synergy Initiative

Dr. Ruchi Kumar (Assistant Professor, Centre for Education Innovation and Action Research)
M.Sc. (Delhi), M.Ed. (Delhi), Ph.D. (TIFR)

Dr. Mythili Ramchand (Professor, Centre for Education Innovation and Action Research)
M.Sc. (Madras), M.Ed. (Madras), Ph.D. (Madras)

Sukoon: Counselling and Research for Individual and Relational Well-Being

Dr. Aparna Joshi (Assistant Professor, School of Human Ecology)
M.A. (Pune), P.G.D.C. (MIMH, Pune), Ph.D. (TISS)

Tarasha

Dr. Shubhada Maitra (Professor and Dean, School of Social Work)
M.A. (TISS), Ph.D. (Mumbai)

TEMP

Dr. Ajay Kumar Singh (Professor and Co-Chairperson, Centre for Education Innovation and Action Research)
L.L.B., M.Ed., M.Phil., Ph.D. (Delhi), PGD Mass Media (JMI)

TISS-TML Fellowship for Development Practice

Dr. Mouleshri Vyas (Professor, School of Social Work)
M.A. (TISS), Ph.D. (Mumbai)

Transforming M Ward Project

Dr. Amita Bhide (Professor and Dean, School of Habitat Studies)
M.A. (TISS), Ph.D. (Mumbai)

Towards Advocacy Networking and Developmental Action (TANDA)

Dr. Vijay Raghavan (Professor, School of Social Work)
M.A., Ph.D. (TISS)

Udaan

Dr. Swati Banerjee (Professor, School of Social Work)
M.A. (TISS), Ph.D. (Mumbai)

VAW Cell for monitoring PWDVA and other women's related Acts

Dr. Trupti Jhaveri Panchal (Assistant Professor, School of Social Work)



TISS TULJAPUR
OFF CAMPUS

TISS TULJAPUR OFF CAMPUS

Since its inception in 1987, the TISS “Tuljapur Campus” has been consistently responding to those vulnerable to natural and human-made calamities and the unjust socio-economic and political order. Its response to the Latur earthquake and its role in addressing the recurrent drought and its attendant effect on livelihood and dignity of people in Marathwada region bear ample testimony to this fact.

TISS “Tuljapur Campus” is actively engaged in promoting sustainable, eco-friendly and inclusive rural development through teaching, research, field action programmes, training and documentation. While TISS “Tuljapur Campus” is treading the path towards higher education, its commitment to building the capacity of frontline workers, especially at the grassroots, and evolving alternative experimental action programmes aimed at livelihood, social entrepreneurship and institution-building has assumed greater significance. Organisation of people, promotion of gender equity, application of appropriate technology, communication of new techniques for agricultural and non-agricultural workers, and rural-based research in social work and social sciences are some of the strategies adopted by TISS Tuljapur to be bold, different and responsive.

In order to meet the growing need for trained professional to work at grassroots level, TISS Tuljapur Campus started a Bachelor Degree in Social Work in the year 2004. At present TISS Tuljapur is offering two bachelor degree programmes in Social Work and Social Sciences, interdisciplinary Master programme Social Work in Rural Development; Development Policy, Planning and Practice; Sustainable Livelihoods and Natural Resource Governance; Social Innovations and Entrepreneurship. In 2013 the PG Diploma in Water, Sanitation and Hygiene (WASH), was introduced, perhaps the first full-time teaching programme of its kind in the country launched with support from UNICEF. The campus offering research programmes in Rural Development. The teaching and academic programmes are well blended with field learning, supported and facilitated by development

partners and people’s institutions. The field learning activities not only help the students enhance their sensitivity to social realities, but also provide different lenses to see the linkages between theory and practice in a praxis mode. Application and use of diverse pedagogical methods lecture, seminar, case study, group work, workshops, simulation exercises, etc. enrich the entire learning process for both students and teachers.

The campus has a strong team of multidisciplinary faculty drawn from social work, philosophy, sociology, economics, agriculture, anthropology, history, political science, psychology, geography and other related disciplines.

The field action Projects (FAPs) undertaken by TISS “Tuljapur Campus” provide enough opportunities to be socially responsible and responsive, and also challenge and question the relevance of theoretical approaches and strategies to create and accelerate the process of social transformation. Currently, the FAPs focus on agriculture based livelihood, rain water harvesting and watershed development, organising NT/DNT communities to promote and protect their rights and dignity, sensitising the rural youth to discover their role and responsibility in local governance and nation building and building people’s institutions for the effective implementation and monitoring of development and welfare schemes at the Panchayat level. The campus implementing flagship programmes of Govt. of India, Unnat Bharat Abhiyan and Jalshakti Abhiyan on Institute Campus as well as selected villages in Osmanabad District.

The students of the campus organises several programmes to sensitise and promote rural youth, women and others marginalised section of the rural community as part of curricular and co-curricular activities. Students get an opportunity to study abroad as a part of student exchange programme. The students from the campus get good placement in organisations like state livelihood missions, Government and non-governmental organisations.

PROGRAMME DETAILS

M.A. Social Work in Rural Development

Development is possible only through people's participation, and this is especially true in rural areas of the country. Professional management of rural communities and institutions based on Social Work principles and values helps people's participation, which leads to unfolding the potentialities of the rural population. Therefore, the objectives of the M.A. Social Work in Rural Development Programme are to:

- equip students with knowledge, skills and scientific tools;
- understand and analyse processes of under-development of rural communities and society in order to develop creative solutions and initiatives for sustainable development;
- develop knowledge and skills in research, train committed and dedicated youth to work with rural families, communities, organisations and the government for social justice, human rights and human development, especially for the exploited and underprivileged;
- equip the students for effective people's participation and democratic decision-making for the sustenance of a vibrant civil society based on equality, equity and freedom from poverty, illiteracy disease and social/gender discrimination/oppression;
- enable students examine the modes of resources use and their sustainability, the application of appropriate (both modern and indigenous) technology in ways that will help to raise rural incomes and productivity through appropriate processes of value addition and diversification of the rural economy;
- enable the students learn the nuances of policy formulation, scientific planning, decision-making, implementation and evaluation processes of rural development.

Learning by doing is an extremely crucial aspect of the teaching-learning praxis of adult learners. Therefore, the methods of training are participatory in nature and learner-centred. In addition to classroom teaching and lectures, other methods used are:

- a) *Fieldwork*: Hands on experience is very important for learning. Fieldwork forms an integral part of Social Work education and training at the Tuljapur Off Campus. It is designed to provide opportunities for developing confidence and team spirit, while working with people at various levels. Besides enabling students to gain experience of applying theoretical knowledge in the field practice, they are helped in developing a holistic understanding of the issues, problems, situations, their causative factors and possible strategies of intervention.
- b) *Group Discussions*: Group discussions are unique experience that students get at Tuljapur Campus. It facilitates sharing among students and faculty members and offers students opportunities to undergo a wide range of experiences in a formal, structured and controlled situation of a conference. The students learn to communicate effectively and work in group situations.
- c) *Exposure to Field Realities*: Students are placed in community settings, non-governmental organisations and government organisations interactive sessions with experts, field practitioners and scholars from different areas are also arranged with the aim of exposing students to innovative methods of working and various intervention strategies, which adds to their learning and enhances their capacity to work in field situations.

Distribution of Credit Hours

Year	Course Title	Credits
First	Foundation Courses	14
	Core Courses	12
	Fieldwork	10
Second	Core Courses (10 courses)	20
	Choice Based Credit System (CBCS)	4
	Fieldwork	5
	Dissertation and Viva-Voce	5
	Internship	NC
Total Credits		70

Semester Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Societies in India	2
FC 2	State and Democracy in India	2
FC 3	India's Development Experience	2
FC 4	Professional Social Work: History and Ideologies	2
CC 2	Philosophy of Social Sciences Research	2
CC 1	Social Work Methods: Working with Individuals, Groups Communities	2
CC 4	Concept, History and Theories of Development	2
	Fieldwork – I	5
SEMESTER II		
FC 5	Social Aspects of Poverty and Theories of Justice	2
FC 6	Social Movements and Rural Transformation	2
FC 7	Decentralised Rural Development	2
CC 3	Quantitative and Qualitative Research Methods	2
CC 7	Advanced Social Work Skills and Tools for Rural Development	2
CC 19	Gender and Development	2
	Fieldwork – II	5
SEMESTER III		
CC 5	Social Policy Analysis	2
CC 8	Environment, Climate Change and Development	2
CC 9	Farm Non-Farm Linkages and Livelihood Issues	2
CC 10	Modes of Natural Resources Use and Sustainable Rural Development	2
CC 15	Financial Inclusion and Microfinance	2
CC 17	Development Organisation and Management	2
CC 18	Rural Development Projects: Policy, Planning and Management	2
	Fieldwork – III	5
SEMESTER IV		
CC 11	Food Security, Right to Food and Rural Livelihoods	2
CC 12	Technology and Development	2

Course Code	Course Title	Credits
CC 14	Models of Rural Entrepreneurship	2
	Dissertation and Viva-Voce	5
	Internship	NC
	Choice Based Credit System (A student can choose any two out of four from below)	4
CC 13	Rural/Agro Based Industries and Rural Marketing	2
EC 3	Advanced Dalit and Tribal Social Work Practice Skills	2
EC 1	Disaster Management	2
EC 2	Development Communication	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A./M.Sc. Sustainable Livelihoods and Natural Resources Governance

Present economic policies are increasingly threatening the right to livelihood based on access to natural resources of many poor and ordinary Indians. Private and corporate control over natural resources and consequent overexploitation is an issue of major concern for development field. Developing livelihoods strategies and achieving sustainability of livelihoods are central to most development programmes in India. Fair and transparent natural resource governance is integral to the sustainable livelihood development. The government has developed a range of policies and programmes which have immense potential to contribute to the goal of sustainable development, but it is felt that there is a great need of knowledge generation and skilled livelihood professionals. Civil Society Organisations have developed many successful initiatives in natural resource based sustainable livelihoods for rural and urban poor. With the help of government policies and learnings from grassroot initiatives, sustainable livelihoods can be achieved for large number of marginalised and disempowered people across India.

The analysis of the current situation indicates that there is a great need for trained professionals, who understand the theory as well as practice of sustainable livelihood development, dynamics and paradox and are able to use the government's policies and programmes in a better manner. The larger aim of

this programme is to enhance peoples' well being through education, research, knowledge, skills, innovations and transformative actions.

This M.A./M.Sc. programme aims at developing livelihood professionals, strong democratic value oriented practitioners, with in-depth knowledge of theory and practice of sustainable livelihoods as well as Natural Resource Governance, and their interdependence. The combination of courses in this programme focuses on interdisciplinary and multi-disciplinary approaches that include understanding the society, ecology, environment, sociology, economy, politics, governance and policy. This will provide reflexive learning, give a unique perspective and enhance capacity to work as Livelihood Professional in current global scenario. This programme is oriented towards action research for betterment of society, and particularly towards equitable and just development for the poor and women. It will develop sensitive, secular, and intelligent cadres of professional in livelihoods sector and engage them in creating innovative forms of sustainable livelihoods approaches especially for the poor and disadvantaged sections of society.

Spread over 4 semesters, the distribution of credit hours are as follows:

Distribution of Credit Hours

Year	Course Title	Credits
First	Foundation Courses	8
	Thematic Courses	12
	Core Courses	6
	Fieldwork	10

Year	Course Title	Credits
Second	Thematic Courses	12
	Fieldwork	5
	Dissertation and Viva-Voce	8
	Choice Based Credit System (CBCS)	4
Total Credits		65

Semester Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Societies in India	2
FC 2	State and Democracy in India	2
FC 3	India's Development Experience	2
SL 1	Livelihood Perspectives and Approaches to Sustainable Development	2
SL 2	Political Economy of Development and Livelihoods	2
SL 12	Skills and Tools for Sustainable Livelihoods and Natural Resources Governance-I	2
CC 8	Environment, Climate Change and Development	2
FW I	Field Work – I: Understanding Rural and Urban Societies	5
SEMESTER II		
FC 4	Social Aspects of Poverty and Theories of Justice	2
SL 3	Governance of Natural Resources and Sustainable Livelihoods	2
SL 4	Ecology and Sustainable Livelihoods	2
SL 5	Livelihoods: Policies, Practices and Challenges	2
CC 3	Research Methods	4
FW II	Fieldwork – II: Working with Civil Society Organisations/NGOs	5
SEMESTER III		
SL 6	Decentralised Planning and Rural Livelihoods	2
SL 7	Food Security, Rural and Urban Livelihoods	2
SL 9	Skills and Tools for Sustainable Livelihoods and Natural Resources Governance-II	
SL 10	Project Formulation, Planning, Monitoring and Evaluation	2
FW III	Fieldwork – III: Working with Government Organisations and Mission Programmes etc.	5
SEMESTER IV		
SL 8	Linkages in Livelihoods	2
SL 13	Livelihood Promotion, Innovations, Conservation and Practice (Workshop)	2
	Dissertation/Project Work and Viva-Voce	8
Internship/ Immersion	Project Development: Visiting Models of best practices in NRM and Governance	Non-Credit Compulsory
	<i>Choice Based Credit System (CBCS)</i>	4
CBCS SL 1	Vulnerability, Risks and Strategies in Sustaining Livelihoods	2
CBCS SL 2	Gender and Sustainable Livelihoods	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A./M.Sc. Development Policy, Planning and Practice

Policy making has always remained a challenge in India. With glaring regional diversity in terms of availability and ownership of resources, people, and environment, the challenge has been to pro-

mote a sustainable and improved level of wellbeing for all members of society especially those vulnerable sections that are living at the margins of society. Since Independence, India chose the path of

a planned economy, where allocation of scarce resources was decided by priorities set by the elected governments.

Planning became an important process aided by a set of development policies related to agriculture, industry, employment, welfare, environment etc. Policy making itself is a dynamic political process reflecting agendas, needs and requirements of different sections of society. Development policy is an important tool which sets the agenda for an inclusive nation building process. This agenda gets articulated through planning measures, relevant Acts, formulation of schemes and guidelines and development governance.

The M.A./M.Sc. in Development Policy, Planning and Practice, a two year masters' programme, is designed

to address the needs of policy analysts, planners and practitioners in understanding the intricacies and processes of policy making, multilevel planning and implementation. The course would equip the policy analyst, planners and practitioners to understand the process of policy making (formulation, implementation, monitoring and evaluation) at the grassroots level along with developing a global perspective on development policy. The programme would integrate national and international perspectives of development policy, planning and practices. In doing so, it will evaluate experiences and contextualise the learning for India.

The aim of this programme is to create a cadre of professionally qualified Development Policy Analysts, Planners and Practitioners in multidisciplinary and integrated policy making, planning and practice related skills.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation and Perspective	6
	Concept and Theory	13
	Research Methods and Dissertation/Project Work	4
	Analysis, Methods and Skills	2
	Fieldwork	10
Second	Concept and Theory	4
	Research Methods and Dissertation/Project Work	8
	Analysis, Methods and Skills	4
	Sectoral	4
	Fieldwork	5
	Choice Based Credit System (CBCS)	4
Total Credits		64

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC1	Societies in India	2
FC2	State and Democracy in India	2
FC3	India's Development Experience	2
DP1	Approaches to Development	3
DP2	Skills & Tools for Development Policy, Planning and Practice - 1	2
DP3	Making of Policies and Plans	3
FW1	Fieldwork – I (Development Practice-Rural)	5
SEMESTER II		
DP4	Social Aspects of Poverty and Theories of Justice	2
DP5	Understanding Development Policy	2
DP6	Introduction to Decentralised Governance and Planning	3
DP7	Research Methods	4
FW2	Fieldwork – II (Development Practice-Urban)	5

Course Code	Course Title	Credits
SEMESTER III		
DP8	Environment, Climate Change & Development	2
DP9	Skills & Tools for Development Policy, Planning and Practice - 2	2
DP10	Public Economics	2
DP11	Project/Programme Planning, Monitoring & Evaluation	2
DP12	Seminar Course on Development Policy Analysis	2
DP13	Seminar Course on Sectoral Planning	2
FW3	Fieldwork – III (Evidence Based Field Research)	5
SEMESTER IV		
DP14	Dissertation and Viva Voce	8
Fw4	Internship (4 weeks)	Non-credited
	<i>Choice Based Credit System (CBCS)</i>	4
CBCSDP1	Rural Planning and Practice	4
CBCSDP2	Urban Planning and Practice	4

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Social Innovations and Entrepreneurship

The M.A Social Innovations and Entrepreneurship is a two-year Masters' programme designed to help those who believe in social innovation and enterprise as a tool for social change. This M.A. programme is planned to help students to acquire the knowledge, skills, and mindset necessary to launch a new social entrepreneurial venture or play a key leadership role in an existing one. The programme is interdisciplinary in nature and draws heavily from the blend of praxis of theory and cases, experience, and student inquiry. It is structured around the following important elements that are interwoven throughout: the field of social innovations and entrepreneurship, the players and business structures used by entrepreneurs in rural context, the strategies, tensions, and realities of starting and/or managing an enterprise and social venture and making a difference.

The programme aims at developing modeling and critical evaluation skills. It focuses on the unique entrepreneurial processes associated with the creation or discovery of positive social change. The courses are designed to create an innovative and sustainable approach for addressing the rural developmental issues. The purpose of this programme is to introduce students to the concept, theories and practice of social

Innovations and Entrepreneurship around the nation especially in context of rural India. This programme will provide an introduction to the concepts and theoretical core of social innovations, enterprise and practice.

The programme aims to:

- enable students to develop and use business skills to address complex social problems especially in context of rural India.
- enable students to build business plan for their own social venture or enterprise.
- provide students with a working knowledge of the concepts, opportunities and challenges of social innovations and entrepreneurship.

The expectations from the students is that they will be able to demonstrate the role of social innovators and entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, education, global warming, etc). This programme will help to prepare students personally and professionally reflecting on the issues of social innovations and entrepreneurship. After the completion of the programme students are expected to start their own venture.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Courses	6
	Core Courses	2
	Thematic Courses	6
	Research Course	4
	Field Immersion	6
	Internship	8
Second	Core Courses	2
	Thematic Courses	8
	Field Immersion	12
	Dissertation and Viva-Voce (5+1)	6
	Choice Based Credit Course	4
Total Credits		64

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Societies in India	2
FC2	State and Democracy in India	2
FC3	India's Development Experience	2
SIE 1	Social Innovations and Entrepreneurship	2
CC 1	Understanding SE Environment : Sector Studies	2
CC 2	Research Methods	4
SIE 2	Basic Accounting, Costing & Economics	(Compulsory and Non-credit)
	Field Immersion	6
SEMESTER II		
CC 3	Rural Innovation and Entrepreneurship	2
CC 4	Business Plan	2
	Internship	8
SEMESTER III		
SIE 3	Banking and Microfinance	2
CC 5	Social Entrepreneurial Project Management	2
SIE 4	Marketing for Social Venture	2
	Pilot Project	12
SEMESTER IV		
SIE 5	Business Ethics	2
SIE 6	Entrepreneurial Leadership and Motivation	2
	Dissertation & Viva	6
	<i>Choice Based Credit Courses</i>	4
CC 6	Financial Management	2
CC 7	Community Capacity Building For Social Innovations & Enterprise Development	2

Notes : The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

Students in the SIE programme are supposed to bear all expenses for their field immersion and research dissertation as mentioned in the programme.

Faculty and Administration

Dr. Ramesh Jare M.A. (TISS), Ph.D. (YCMOU)	Professor and Dean (Campus In-charge)
Dr. Babasaheb T. Kazi M.A. (TISS), Ph.D. (Shivaji)	Associate Professor
Dr. Anjali Kulkarni M.S.W. (Pune), M.B.A. (EILLIM), M.P.M. (Pune), Ph.D. (TMV)	Associate Professor & BASW Programme Coordinator
Mr. Rohit Jain M.A. (TISS)	Associate Professor & Programme Coordinator (MA/MSc-DPPP & PGD-WASH)
Dr. Sampat Kale M.A., Ph.D. (Pune)	Assistant Professor (Sr. Scale) & Programme Coordinator (MA/MSc-SLNG)
Dr. Neelam Yadava M.Sc., Ph.D. (Pant Nagar)	Assistant Professor (Sr. Scale) & Programme Coordinator (MA-SIE)
Dr. Manoj Joseph M.S.W. (Pune), M.Phil. (Delhi), Ph.D. (TISS)	Assistant Professor & Programme Coordinator (MA-SWRD)
Ms. Sasmita Swain M.A. (Utkal), M.B.A. (IGNOU), P.G.D.H.R.M. (Pondicherry)	Assistant Professor & Programme Coordinator (BASS)
Dr. Guntant Birajdar M.Sc. (Mathematics), Ph.D. (BAMU)	Assistant Professor & Programme Coordinator (BASS)
Dr. Byasa Moharana M.Sc. (Pune), M.A. (JNU), Ph.D. (IIT-B)	Assistant Professor and Ph.D. Programme Coordinator
Dr. Kalpana Dixit M.A., Ph.D. (SPPU)	Assistant Professor
Dr. Sai Thakur M.A. (Pune), Ph.D. (IIT-B)	Assistant Professor
Dr. Sridhar Modugu M.A., M.Phil., Ph.D. (HCU)	Assistant Professor
Dr. Sri Krishna Sudheer Patoju M.A., M.Phil., Ph.D. (Andhra)	Assistant Professor
Ms. Trupti Ratnaparkhi M.A., M.A. (BAMU)	Assistant Professor
Dr. Shridhar Samant M.Sc. (Pune), Ph.D. (NITIE)	Assistant Professor
Dr. Subhash Jagdambe M.A. (Pune), Ph.D. (ISEC)	Assistant Professor
Dr. Dipak Abnave M.S.W. (Pune), M.Phil., Ph.D. (JNU)	Assistant Professor
Dr. Ravindra Ranpise M.Sc., Ph.D. (Pune)	Assistant Professor
Dr. Rohit Mutatkar M.A. (JNU), Ph.D. (IGIDR)	Assistant Professor
Dr. Manojan K.P. M.S.W. (SSUS), M.A. (IGNOU), M.Phil., Ph.D. (Hyderabad)	Assistant Professor
Dr. Asheesh Navneet M.A., M.Phil. (Hyderabad), Ph.D. (Mysore)	Assistant Professor
Dr. Shahaji G. Narwade M.Sc. (MAU), Ph.D. (Solapur)	Horticulturist
Mr. Ram Rathod M.A. (TISS)	Social Worker
Mr. Ganpati K. Chadre M.S.W. (SGU)	Social Worker

Mr. Anand Bhalerao M.S.W. (Pune), M.Phil. (DAVV)	Social Worker
Mr. Shankar G. Thakare M.S.W. (North Maharashtra)	Social Worker
Administration	
Mr. Sharath B. M.Tech. (VTU)	Assistant Registrar
Mr. Dhanraj S. Raut M.Com. (Marathwada)	Assistant (Accounts)
Mr. Mahesh V. Shinde B.Com., D.B.M. (Mumbai)	Assistant
Mr. Kundan S. Dhumal M.B.A. (YCMOU), G.D.C.&A. (GDC&A Board)	Assistant
Mr. Buddisagar M. Takpere D.C.E.	Rural Engineer
Mr. Siddheshwar B. Konale B.Com. (Shivaji), G.D.C. & A. (GDC&A Board)	Upper Division Clerk (Accounts)
Mr. Laxmikant K. Sulakhe B.A. (BAMU)	Data Entry Operator
Mr. Ajinkya Renke B.A., (Aurangabad), B.P.Ed. (Pune)	Physical Instructor (Part Time)
Computer Centre	
Mr. Satish Tambe M.Sc. (SRTMU)	Systems Analyst-cum-Programmer
Library	
Dr. Veeresh Hanchinal M.L.I.Sc., P.G.D.L.A.N., LL.B., Ph.D. (Shivaji)	Deputy Librarian
Ms. Preeti Mendhe M.Lib. (Nagpur)	Semi-Professional Assistant
Health Centre	
Dr. Digvijay Kutwal M.D. (Tuljapur)	Visiting Medical Officer
Ms. Sonali Johare M.A. (SNDT-Pune)	Counsellor
Dr. Amit Kitukale M.P.H., (IIPH), P.G.D.W.A.S.H (TISS)	Programme Officer



TISS GUWAHATI
OFF CAMPUS

ACADEMIC CALENDAR 2020-2021

I/III/V SEMESTER	
Summer Vacation	Friday, 17 July, 2020 to Friday, 31 July, 2020
Reopening of the Institute (pending academic work)	Friday, 31 July 2020
Reopening of Institute for Faculty	Saturday, 1 August, 2020
Preparation for upcoming session (for faculty)	Saturday 1 August to Saturday, 8 August, 2020
Orientation for 1 st year students	Thursday 6 & Friday 7 August, 2020
Commencement of the Classes for all	Monday, 10 August 2020
Announcement of Examination Time Table	Friday, 25 September, 2020
Field Work /Dissertation (MASW)	TBD
Field Work /Dissertation (LSSP 3 rd Sem)	TBD
Field Work for Dissertation EESD 3 rd sem (Phase I)	Sunday 1 November, 2020 to Saturday 21 November, 2020
Last Lecture Day for all programme	Saturday 5 December, 2020 *(if 17 weeks for one sem)
Examination Preparatory Period	Sunday, 6 December to Wednesday 9 December, 2020
Semester Examinations	Thursday, 10 December to Friday, 18 December 2020
II/IV/VI SEMESTER	
Vacation	Monday, 21 December, 2020 to Thursday, January 7, 2021
Submission of grades to Academic Section (Semester I/ III/V)	Saturday, 26 December, 2020
Reopening of the institute and commencement of the Classes	Friday, 8 January, 2021
Moderation of grades	Monday, 11 January, 2021
Declaration of results (Semester I/III/V)	Friday, 22 January, 2021
Supplementary examination 1 (Semester I/III/V)	Thursday, 11 February to Saturday, 13 February, 2021
Sports week (Non Instructional days)	Thursday , 4 March, 2021 – Saturday, 6 March, 2021
Field work for Dissertation EESD 3 rd sem (II Phase)	Monday, 21 December, 2020 to Friday, 15 January, 2021
Cultural Festival (Non Instructional days)	Thursday, 25 March, 2021 to Saturday, 27 March, 2021
Announcement of Examination Time Table	Friday, 13 March, 2021
GD & PI for MA 2020 - 21 batch	TBD
Field Work (MASW)	TBD
Last lecture day	Friday, 7 May, 2021
Examination Preparatory Period	Saturday, 8 May to Tuesday, 11 May, 2021
Semester Examinations	Wednesday 12 May, 2021 to Friday, 21 May, 2021
Submission of Grades for final year students	Wednesday, 26 May, 2021
Submission of Grades for 1 st year/2 nd year students	Saturday, 29 May, 2021
Rural Practicum MASW	TBD
Experiential learning BASS	TBD
Internship EESD 2 nd sem /Rural Practicum/Field Trip*	TBD
Convocation	Tuesday, 15 June (Tentative), 2021
Summer Vacation	Tuesday, 16 June to Saturday, 24 July 2021
The Institute reopens for the Faculty	Monday, 26 July 2021
The Institute reopens for the students	Saturday 31 July, 2021
Semester I and II: 15 weeks (excluding 6 non-instructional days: Sports meet and Cultural Festival)	
Winter Vacation	17 Days
Summer Vacation	39 Days

* Practicum/Fieldwork (1 week) dates for EESD programme will be decided in consultation with organisations.

Subject to change in GOI holidays)

TISS GUWAHATI OFF CAMPUS

Northeast India comprises a diversity that is rich with reference to land, resources and people. The social change process in Northeast India is driven by confrontations between various power centres and a deep-rooted sense of insecurity and fear where there is a struggle for dominance between state and community, tribes and non-tribes, tribes and tribes, tribes and foreigners, and community against individuals rather than any clear vision of development. Opposing groups are extremely powerful socially, politically and even in physical numbers and are able to inflict severe damage on other opposing groups.

In this dynamic and fast-altering scenario, educational institutions, especially those with the capacity to engage proactively with both state and non-state actors and whose sole intent is to advance social development, have an important role to play. TISS has been in constant engaged the northeast region in the past through various projects of the Government, support to Universities and NGOs, and also through its students and alumni from the region. However that engagement was more fleeting and task-centred. With the restructuring that took place in the Institute in 2006, there was a clear realisation that a need existed to engage with the region more concretely. Understanding that one would need to be present in the region to contribute to its various processes, the TISS began an exploration to develop a strategy for engagement to respond in a more systematic and coordinated manner.

TISS Guwahati Off Campus was established with the goals of undertaking education, training, research and related activities across the eight states of North-East India to enhance the capacities of organisations, communities, states and market in this region with a special focus on indigenous communities. This is to facilitate the capacities of different stakeholders in communities, state and market, and to contribute to social justice and the overall social development processes.

This TISS Guwahati Off Campus plans to:

1. Generate new theories and ideas that would exemplify processes of empowerment.
2. Develop new models of intervention and practice theories.
3. Conceptualise new methods of intervention

within Social Work Practice.

4. Actively generate new knowledge in interdisciplinary areas of society, economy, culture and environment impacting people's lives and livelihoods.
5. Facilitate debate on critical aspects of transformation in economy, society, culture, environment through seminars, conferences and round tables involving State and non-State actors.
6. Develop faculty exchange programmes with Universities located in the region focusing on the developmental issues in Northeast region.
7. Strengthen Northeast TISS alumni network by maintaining database and conducting meets of TISS alumni at least once/twice a year.
8. Collaborate with other institutes/organisations/universities in the region.

TISS Guwahati Campus: Milestones

- 2006 The North Eastern Regional Centre was established at Guwahati. Apart from short-term trainings on research, community mobilisation, gender, a diploma on community organisation and development practice, which was designed to build capacities of grassroots development practitioners, was introduced. Four batches of over 450 students successfully graduated from this programme.
- 2008 The Government of Assam invited the TISS to establish a campus in Assam. There was a regional consultation where committees with senior faculty members from TISS Mumbai visited all the states of the Northeast.
- 2009 Government of Assam awarded 24.5 acres of land to TISS to build the campus in Guwahati;
- 2010 The foundation stone for the campus was laid in the presence of Mr. Ratan Tata by the Chief Minister of Assam Shri Tarun Gogoi and Mr. R.K. Krishna Kumar, then Chairperson of the Governing Board, TISS.
- 2011 The UGC gave permission to set up the Off campus of TISS in Guwahati.
 - Academic Programmes were launched in TISS Guwahati in a public function presided by Shri Ramadorai, Chairperson, TISS Governing Board,

the Chief Minister of Assam along with the Education Minister, DONER Minister and Union Minister for Rural Development.

- Academic programmes started with two Master's degree programmes: (i) Ecology, Environment and Sustainable Development and (ii) Social Work; and one Bachelor's degree programme: Bachelor's of Arts in Social Sciences.
- Government of India sanctioned Rs.100 crore in the Union Budget for infrastructure development.
- Ph.D. and integrated M.Phil.-Ph.D. programmes in Social Sciences introduced.
- A New M.A. programme in Labour Studies and Social Security (renamed as M.A. in Labour Stud-

ies and Social Protection in 2014) introduced.

- Four specialisations (Counselling Community Organisation and Development Practice' Livelihoods and Social Entrepreneurship and Public health) were introduced within Social Work programme.
- 2014 The campus introduced a new M.A. programme in Peace and Conflict Studies.
- 2015 A disciplinary M.A. programme in Sociology and Social Anthropology was introduced for the first time in the history of TISS.
- 2017 Inauguration of the new permanent campus at Jalukbari on 31st May by the Hon. Minister of Health and Education, Assam.

SCHOOL OF SCHOOL WORK

The volatility and instability of socio-economic, political and environmental conditions in recent years have had ramifications on the access, use and ownership of resources. The current situation in the world is one where one cannot function in isolation from the market forces. Yet when working on the issues of human betterment and social justice, one cannot let the markets determine the course of action as that might risk positioning profits over people or the planet itself. A well meaning idea meant to make the lives of people works best when backed by a keen understanding of how to translate it into overall socio-economic betterment for the same people it seeks to address and work for. The current pandemic caused by the corona virus is one that makes relevant the need to engage in processes, to build partnerships and work on issues of global significance, even while ensuring that local needs are central to the response.

Research shows that states where social development has been given precedence over, and at the cost of economic opportunities and growth, have been marked by an economic stagnation and a decelerated growth. Therefore, ideas centred on social development alone might be insufficient in a situation where there are no support mechanisms for them to sustain.

There can be a commensurate lesson that one can draw from such a scenario, one where the endeavour should be to look at development more holistically, instead of an approach which isolates social development from other processes.

Therefore, when we look at equipping young people with the knowledge, attitudes and skills to be a skilled worker in the field of social work, coupling it with insights and training with an entrepreneurial lens might hold the key to providing long lasting solutions to our social problems. The School of Social Work of the TISS Guwahati Off Campus aims to bridge this very gap in social work education to create a cadre of young change agents who work with communities for social justice and aim to find innovative solutions towards the same.

The vision of the Master's Programme on Social Work at TISS Guwahati Off-Campus has shifted from a generic approach in 2012–13 to specialisations in 2013–14 in four areas: Counselling (CO), Community Organisation and Development Practice (CODP), Livelihoods and Social Entrepreneurship (LSE), and Public Health (PH). Students are exposed to multi-dimensional courses which are meant to enhance their practical knowledge of understanding relevant concepts which are constantly emerging in the social work sector. Associations with resource organisations, experts and practical assignments are emphasised to give the students an opportunity to explore their specific interests and imbibe practical skills of knowledge, attitude and innovation in their respective courses.

The geo-political setting of the TISS Guwahati Off-Campus makes the programme relevant to students of Social Work in India and the North East but the learning is not be limited to them. The TISS Guwahati Off-Campus is designed to become a hub of social science education and research in South and South- East Asia. Students from the Hindu-Kush Himalayan region countries of Afghanistan, Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh would also find the course and field work settings most relevant.

The First Year of the Social Work Programme, i.e. Semester I & II focuses on the social work practice courses along with the foundation courses, field work and rural practicum. The Second Year focuses on the specialisations.

Foundation Courses

The Foundation Courses (FC) in the M.A. in Social Work will ensure that the students have a basic understanding of issues related to development, poverty, patterns of discrimination and exclusion, political economy of globalisation and the state, and civil society dynamics. Further, in keeping with the vision of the Institute, the coursework is grounded in an exposure to the major national and global socio-political issues relevant to a better understanding of society and the state.

Semester-wise Listing of Foundation Courses

Module	Course Title	Credit
SEMESTER I		
1	Understanding Society, Culture and Identity	1
2	Economy, Polity and Governance	1
3	Social Exclusion and Social Policies	2
SEMESTER II		
4	Development: Concepts, Theories, Dimensions and Strategies	2
5	India's Development Experience	1
6	Introduction to Issues of North East India	1
Total Credits		8

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

Choice Based Credit System

Depending on the interests, learning needs, and aims of the students, the Choice-Based Credit System (CBCS) gives the opportunity to choose inter-disciplinary, intra-disciplinary and skill-based courses from a pool of 8 courses from various programmes within the School of Social work (One of these courses is offered from TISS Mumbai). Thus CBCS offers additional avenues of learning beyond the core subjects for holistic development.

Course Code	Course Title	Credit
SEMESTER I		
CD2	Rural Development and Governance	2
CN 2	Secular Ethics *	2
LSE2	Livelihood Security and Policies	2
PH2	Health and Development	2
SEMESTER II		
CD3	Social Action, Advocacy and Movements	2
CN6	Psychosocial Support: A Focus on Poverty, Conflict, Disasters & Displacement	2
LSE3	Livelihoods, Culture and Identity	2
PH3	Introduction to Mental Health	2
Total Credits		16

Note: Will be taught from TISS Mumbai.

Social Work Practice Courses

The core curriculum is conceived as a set of courses that is fundamental to attaining a firm knowledge of Social Work and generalist competence in the allied fields. The core curriculum represents those elements of theory and practice knowledge of which is indispensable to general practice (not specialised) of the discipline.

These courses will provide the skill and knowledge base to students in the M.A. Social Work programme. In keeping with this vision, the programme draws from the real world and equips students with the best practices and understanding of social work practice most relevant to their course of study.

Specialisation Courses

The specialisation courses include Counselling, Community Organisation and Development Practice, Livelihoods and Social Entrepreneurship, and Public Health. The aim here is to foster change leaders who have a comprehensive and nuanced understanding and skills in the four areas.

Pedagogy

The pedagogy will consist of theoretical inputs coupled with reflections drawn from the students' own experiences in field work and in the past. Emphasis will be on self learning, project specific engagement and library work. There will be a mix of lectures (input sessions) and tutorials (discussion and reflection

by students) in order to encourage critical analysis of issues discussed in class.

The evaluative modes will encourage analysis and applications of the theories and concepts learnt. The course provides time for self study and a reflection over the concepts learnt in class. The students are also engaged through workshops that are designed to bring them together in groups on issues to encourage experiential learning and build skills. These workshops will be non-credit, but compulsory, and will be linked to coursework.

Assessment

This comprises a mix of classroom group assignments, individual assignments and examinations. The mode of assessment will be decided before the course begins and will be articulated in the first class of each course in order to prepare the students. Attendance and classroom participation will also form part of the assessment and can be assigned a maximum of 5-10% of the weight-age

Fieldwork

The fieldwork in the social work curriculum is designed to provide a practical grasp of the societal issues and complexities. Students are placed in a range of governmental and non-governmental organisations in rural, urban, and tribal settings across the country in order to build exposure to best traditions for social work practice.

The fieldwork will be in the block form in all 4 semesters (except for students of M.A. Social Work Counselling which will be in block form in the 1st, 2nd and 4th semesters and concurrent form in the 3rd semester). As far as experiential learning goes, fieldwork provides ample scope for learning from the various settings and also facilitates cross-learning on issues. The purpose of the fieldwork curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct social work practice skills and act according to social work ethics and values. At the agency placement, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice under the guidance of the Fieldwork Supervisors.

Much of the attitudinal and skill components of the curriculum will be realised through fieldwork. As a means to facilitate the same, fieldwork seminars will be held at the end of each academic seminar, where the students can present and discuss the realities in their fieldwork situation. This will ensure that students are exposed not only to their fieldwork setting but to a whole variety of issues and intervention styles. To understand more about the field engagements, Fieldwork Manual will be given to all students. Students are expected to read the Fieldwork Manual before going to the field.

Rural Practicum

A student of the M.A. in Social Work is expected to possess a good grasp of the analysis of issues concerning development. For their rural practicum, the students will be encouraged to explore rural areas and work in areas in and beyond the North East. This is to expose students to the idea of 'rural' and the complex of problems and issues concerning the rural. While many students may come from a rural background themselves, positioning themselves as social workers will mean looking at the rural and rural issues with a new lens. This will aid the students in developing an understanding of the major patterns of discrimination, exclusion and issues of social and environmental justice when working for the people.

The Rural Practicum will take place at the end of the 2nd semester and is a compulsory, non-credit component of the programme. The duration of the practicum will be 10 days.

Dissertation

An original master's dissertation will be a requisite at the end of this programme for all students of This programme. Students will undertake supervised research projects on socially and academically relevant topics and will submit the final report in a prescribed dissertation format at the end of the second year. In keeping with the School of Social Work practice, the distribution for the dissertation will be between the process of research (40%) and outcome of the research (60%). The students will be aided by workshops to build their capacities on research. The aim of these workshops will be to help the student articulate the research questions and design a strong, compelling research based on their thematic specialisations.

PROGRAMME DETAILS

M.A. Social Work in Counselling

With the quagmire of complexities that exist in today's world, interwoven with challenges of poverty and deprivation, people are uncertain of their futures creating conditions of stress which are extremely difficult to cope with. Mental stress is generally high and counselling services are very inadequate in this country. There is a dearth of counsellors in hospitals, schools, family settings and rehabilitation centres. Covid-19 has sharply brought into centrestage the impact of the pandemic on mental health of people, in a most significant way. Both short- and long-term consequences on mental health of populations due to various multiple stressors caused in this situation, require that human resources be strengthened to provide help and support to the people most affected. Counsellors working within the framework of understanding of Social Work, are prepared to look at the individual within a social context and address efforts in a manner that helps bring succour. Social Work Counsellors address issues of stigma and discrimination in society simultaneous to helping individuals resolve their psychosocial challenges.

It is imperative to build the social work experience, which had always used counselling as one of its

skills, to consolidate and further develop. Hence the M.A. Social Work in Counselling will enhance the counselling skills in social work practice contexts. The programme is tailored to suit social workers working in a wide range of organisational and community contexts as well as individuals in a family. During the programme, the students will not only study counselling techniques, approaches but will get an in-depth knowledge of Mental Health in India and engage in research related to the subject.

On completion of the programme, students will be able to work in corporate organisations, families, family courts, disability sector, feminist counselling centres, correctional settings, school, universities and educational institutions, rehabilitation centres, during disasters, with the elderly, child care and adoption centres, and in the rural areas with programmes on health, education & livelihood .

A student opting for M.A. Social Work in Counselling will study the FCs and the social work practice courses. In addition, their field work in the second year will be in counselling settings and the dissertation will related to their specialisation.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Field Work	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	14
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		74

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusions and Social Policies	2
SW 1	Self and Society	2
SW 2	History and Ideologies of Social Work	2
SW 3	Social Work Practice: Principles and Concepts 1	4
SW 4	Research in Social Work-1	2
CN 1	Introduction to counselling: Its relevance and scope in Social Work	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the NE	1
SW 4	Research in Social Work - 2	2
SW 5	Social Work Practice : Principles and Concepts 2	2
SW 6	Project planning and Assessment	1
SW 7	Human Resource Management: Principles and practices	1
CN 2	Secular Ethics (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
CN3	Human Growth and Development	2
CN4	Exploring Mental Health: Meaning, Concepts and Understanding	
	Mental Health Disorders	2
CN 5	Theoretical Approaches and Techniques of Counselling	2
CN 6	Psychosocial Support: A Focus on Poverty, Conflict, Disasters & Displacement (CBCS)	2
CN 7	Counselling with Different Collectivities: Women, Children, Youth & Elderly - I	2
	Fieldwork	6
SEMESTER IV		
CN 7	Counselling with Different Collectivities: Women, Children, Youth & Elderly - II	2
CN 8	Personal and Interpersonal Development of the Counsellor	2
CN 9	Emerging Social Problems & Counselling	2
	Field Work	6
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Social Work in Community Organisation and Development Practice

The community has been an important site of social work practice right from the earliest days of the professionalisation of social work, as seen in the Community Service Organisations and Settlement House movements in the US and the UK in the late nineteenth century. In India too, as the profession became established in the immediate pre-independence period and particularly in the post-Independence period, community organisation acquired increasing prominence in social work practice.

Over the years, the focus of social work community organisation practice has also changed along with changing trends in social work practice. From an initial emphasis on charitable activities and urban-based work (similar to that seen in the US and UK), in the 1950s the focus shifted to the massive Community Development Programme (CDP) being implemented in India, with focus on rural development activities through government support. The limitations of this approach became evident with the passage of time, and came to a head during the social and political ferment in India in the 1960s. Critics questioned the efficacy of government programmes and challenged the notion that social workers should orient their work around these programmes. Community organisation was emphasised as an important means of social action for social change. Increasing involvement of voluntary organisations in community organisation, development and social change was the most important contribution of the 70s and 80s, one that still occupies centre-stage in community organisation and development practice. Simultaneously, from the 1980s there has been greater interest in community organisation in urban settings, shifting away from the erstwhile almost exclusive focus on rural areas.

The period after the nineties has posed a new set of challenges for community organisers and development workers. The ascent of neo-liberalism as the primary ideology governing the state's development interventions has meant a steady withdrawal of the state from development activities. In fact, a critical engagement with state policy as an integral part of social work practice has become even more vital, with neoliberal economic policy and structural adjustment programmes (along with the waning of leftist and socialist ideology) having led to further impoverishment of the marginalised sections of

society and widening inequalities in society. Social security nets have been weakened and the state often fails to provide even basic welfare services to the masses, or demands that they pay for these services. The assault on labour rights, the liberal granting of permissions to the private sector to undertake industrial and mining projects, and the launch of infrastructure development projects have all led to large-scale displacement, dispossession and consequent migration, altering the very nature of communities. These communities have been fragmented, leaving people cut off from their traditional natural and cultural resources, leaving them at the mercy of the market, which, to use Joan Robinson's evocative phrase, often operates as 'the hidden hand which can work by strangulation'.

Tribal groups have been disproportionately affected by these changes, as development initiatives have caused huge amounts of displacement and dispossession in areas traditionally inhabited by these communities. Also, the weakening and loss of traditional knowledge and structures of governance and social organisation in these communities have left them without any recourse but to migrate to cities where they occupy the lowest rungs of the socio-economic structure, usually as unskilled labour. Along with these changes, there have been changes in the framework of community organisation practice. Coinciding with the withdrawal of the state, international donor NGOs, which earlier used to keep in the background, have become extremely interventionist in their approach, often setting the agenda for development programmes. This has led to increasing numbers of community organisation practitioners working directly for these agencies rather than for grassroot NGOs supported by them. A heartening development in recent times, though, has been the move away from the funded NGO structure and the consequent 'NGO-isation of society' towards progressive and democratic people's movements which have mounted a challenge to the dominant neoliberal development paradigm and vociferously demanded a participatory, pro-people form of development.

The current scenario demands critical engagement, at both the theoretical and practical levels, on the part of the sensitive community organiser. Working from a pro-poor, pro-marginalised groups perspective, the community organiser needs to work with

communities towards extending the spaces for engagement with the state, and resisting the multiple onslaughts on their rights and entitlements. There is a need to evolve alternate models of development that are pro-poor and also environment-friendly. It is with these challenges that TISS Guwahati is offering this two-year M.A. Social Work programme in Community Organisation and Development Practice.

Objectives of the Programme

- To help students develop an understanding of the centrality of community in the experience of society, economy and polity and hence, the significance of community mobilising and organising.
- To equip students with the knowledge base, skills and techniques for becoming an effective community organiser and development practitioner.
- To build students' understanding of the political economy of development, poverty and marginalisation, and ways of intervening effectively from a pro-poor perspective.
- To produce members of a trained work force who can act as catalysts to bring about positive change in society using enterprise and an in depth understanding of communities and their environment within a framework of social work values.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	13
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		73

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1 : Understanding Society, Culture and Identity	1
	Module 2 : Economy, Polity and Governance	1
	Module 3 : Social Exclusions and Social Policies	2
SW 1	Self and Society	2
SW 2	History and Ideologies of Social Work	2
SW 3	Social Work Practice: Principles and Concepts 1	4
SW 4	Research in Social Work - 1	2
CD 1	Theories of Community Practice	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4 : Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5 : India's Development Experience	1
	Module 6 : Introduction to Issues in the NE	1
SW 4	Research in Social Work - 2	2
SW 5	Social Work Practice : Principles and Concepts 2	2

Course Code	Course Title	Credits
SW 6	Project Planning and Assessment	1
SW 7	Human Resource Management: Principles and practices	1
CD2	Rural Development and Governance (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
CD 3	Social Action, Advocacy and Movements (CBCS)	2
CD 4	Urbanisation, Governance and Informal Work	2
CD 5	Contemporary Politics in India	2
CD 6	Disasters and Development & Sustainable Livelihoods	3
	Fieldwork	6
	Skill Lab	(Non-Credit)
SEMESTER IV		
CD 7	Law, Society and Development	2
CD 8	Conflicts and Peace Processes	2
CD 9	Development Communications	2
	Field Work	6
	Skill Lab	(Non-Credit)
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Social Work in Livelihoods and Social Entrepreneurship

This programme attempts to impart knowledge, skills and attitudes to innovate and initiate work with optimal social impact. The objectives of the programme are to understand the linkages with existing market and livelihood initiatives, rights and opportunities which affect the most vulnerable communities. It will also instill social entrepreneurial attributes in young professionals and equips them to build entrepreneurial venture in the emerging social sectors. At the current juncture, where millions of people struggle to maintain livelihoods that have been lost to market threats, disasters and pandemics, the course is relevant and meaningful, as it provides a learning exposure to students to address issues of livelihoods and entrepreneurship.

The mode of learning will have a blend of theoretical analysis of existing models of social entrepreneurship across the South Asian sub-continent and intensive action research on workable models for livelihood trends and newer possibilities. Students will have the opportunity to be associated with some of the leading social entrepreneurs of the country and also of the SAARC countries with flexible visa regimes. The strategic location of the North East will enable the students with diverse learning opportunities on the process of regional cooperation which affects fair trade practices and has a direct impact

of human development. It has been a constant endeavour to establish the inverse correlation between social unrest and job security. This specialisation will enable the students to engage in research, self-start projects and consultancy initiatives which will somewhere have an impact on the dismal graph of unemployment and social business.

The programme aims at two-fold approaches for placement. Firstly, the students will be encouraged and facilitated to start their own social enterprises. Secondly, every effort will be made to place the students looking for final job placement such that they may get recruited through campus placements.

Self Initiative Project

For Self Initiative Project (SIP) students are expected to prepare and submit a concrete project proposal on livelihood security and social entrepreneurship under the mentorship of faculty supervisors. Student may attach the project with any on-going initiative of the student, institute or with the like-minded organisations which works on these issues. The students will have to prepare a sustainability plan for this project and convince the expert panel to be assigned by the institute to approve it. Assessment of SIP involves both the process and product evaluations.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	10
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		70

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1 : Understanding Society, Culture and Identity	1
	Module 2 : Economy, Polity and Governance	1
	Module 3 : Social Exclusions and Social Policies	2
SW 1	Self and Society	2
SW 2	History and Ideologies of Social Work	2
SW 3	Social Work Practice: Principles and Concepts 1	4
SW 4	Research in Social Work-1	2
LSE 1	Understanding livelihoods and Social Entrepreneurship	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4 : Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5 : India's Development Experience	1
	Module 6 : Introduction to Issues in the NE	1
SW 4	Research in Social Work - 2	2
SW 5	Social Work Practice : Principles and Concepts 2	2
SW 6	Project planning and Assessment	1
SW 7	Human Resource Management: Principles and practices	1
LSE 2	Livelihood Security and Policies (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
LSE 3	Livelihoods, Culture and Identity (CBCS)	2
LSE 4	Networking, Alliances, Joint Ventures and Partnerships	2
LSE 5	Social Work and Right to Livelihood and Social Entrepreneurship	2
	Fieldwork	6

Course Code	Course Title	Credits
SEMESTER IV		
LSE 6	Social Business Innovation	2
LSE 7	Conflict Transformation and Contemporary Livelihood Issues	2
LSE 8	Self Initiative Project	2
	Field Work	6
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Social Work in Public Health

According to the World Health Organisation, “the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being.” The determinants and defence of health at the population level have been important concerns of the academia and policymakers for long-time. History has witnessed many efforts to understand and analyse public health problems and to design and evaluate actions to improve public health. Though India is one of the signatories of the Alma Ata declaration of 1978, which aimed at “Health for All by 2000”, some of the health indicators are worse than that of the least developed countries. While struggling to deal with double burden of diseases, the issues such as severe malnutrition and maternal mortality continue to unsettle whatever little progress India made in the past few decades. It is also important to note that the ongoing Covid-19 pandemic crisis has started putting more stress on the already ailing health system. As a result, health services have been over stretched.

It is also a known fact that the access to affordable and quality health services is constrained with inequity issues. India being one of the most privatised health systems in the world, the out of pocket expenditure on health is one of the highest in the world. With the introduction of WTO-TRIPS compliant product patent regime and with the increasing takeovers of domestic pharmaceutical companies by foreign players, the drug prices are skyrocketing at unprecedented levels. Thus, increasing drug prices which results in “financial catastrophe” is also a burden to both the patients and public exchequer.

Issues such as social and economic stratification and resultant exclusion in the access to health services

are another important area of concern. India being highly stratified society in terms of caste, class and gender, the inequities are very much reflected in the health outcomes to a great extent. Rural and urban divide in the health inputs and outcomes is another area of concern for the health policy makers. Similarly some of the tribal areas of different parts of India have one of the worst health indicators of the region.

Even though the government has introduced massive programmes such as National Health Mission (NHM), the health sector still continues to face systemic problems. The state level discrepancy in health indicators is one of the areas of concern when national level programmes are planned and implemented. A systematic approach which includes preventive, promotive, rehabilitative and curative aspects is needed to deal with the health issues in India.

The M.A. Social Work in Public Health programme aims to equip students with an interdisciplinary understanding of India's health system as well as health problems so that they will have a better understanding of the health realities in India. The programme also aims develop evidence-based, context-specific and resource-sensitive practitioners of public health, and develop skills to analyse health issues and problems at micro, meso and macro levels.

It is envisaged that students of this programme might make choices that include working with individuals, families, groups and communities in difficult settings across national and international NGOs, government agencies, becoming independent practitioners and activists, or engage in research-based work.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Field work	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	10
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Field work	12
Total Credits		70

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1 : Understanding Society, Culture and Identity	1
	Module 2 : Economy, Polity and Governance	1
	Module 3 : Social Exclusions and Social Policies	2
SW 1	Self and Society	2
SW 2	History and Ideologies of Social Work	2
SW 3	Social Work Practice: Principles and Concepts 1	4
SW 4	Research in Social Work - 1	2
PH 1	Introduction to Public Health	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4 : Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5 : India's Development Experience	1
	Module 6 : Introduction to Issues in the NE	1
SW 4	Research in Social Work - 2	2
SW 5	Social Work Practice : Principles and Concepts 2	2
SW 6	Project planning and Assessment	1
SW 7	Human Resource Management: Principles and practices	1
PH 2	Health and Development (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
PH3	Introduction to Mental Health (CBCS)	2
PH4	Health Services System	2
PH 5	Community Health Processes and Practice	2
PH 6	Epidemiology and Biostatistics	2
	Fieldwork	6

Course Code	Course Title	Credits
SEMESTER IV		
PH 7	Vulnerable Groups and Health	2
PH 8	Health Policy, Programmes and Legislation	2
	Field Work	6
	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

The School of Social Sciences and Humanities (SSSH) has three inter-disciplinary centres and a core discipline building centre that prepare students to address a wide range of issues that confront our society in contemporary period. The School encourages its students to build on critical questions arising from the field, while applying the knowledge acquired in classrooms. All the Centres that constitute SSSH, have built on their networks and linkages with grassroots organisations, industry and the vibrant community of social sciences and humanities institutes in the region, and beyond. The programme offered by each Centre reflect the School's emphasis on grounded, field-based knowledge that is geared towards specific skills that will help students navigate the complex world outside. They are also intended to equip students for a wide range of exciting careers that are emerging in the region and around the world.

The SSSH offers the following M.A. programmes:

- M.A. Ecology, Environment and Sustainable Development
- M.A. Labour Studies and Social Protection
- M.A. Peace and Conflict Studies
- M.A. Sociology and Social Anthropology

Students admitted to the post-graduate degree programmes in all the centres come with under-graduate degree in arts, science, humanities, social sciences, engineering and technology, medicine and allied disciplines, agriculture, law and other disciplines. Hence, in order to enable the students gain nuanced understanding of the nation and its people — social, cultural, economic and political contexts — the Institute offers 8 credits Foundation Course.

Foundation Course

The Foundation Course (FC) is divided into six modules of varying. The FC focuses on the developing societies, economies and politics with emphasis on experiences of societies, economies and politics, rather than focusing on theories. Theories may be used while narrating, but will not form the core of the narrative style. All six modules are taught one after the other, rather than concurrently. The FC is taught over 120 hours of 60 lectures and carries a weightage of 8 credits over the first two semesters. The FC modules are compulsory for all the M.A. programmes offered by the school, except the M.A. programme in Sociology and Social Anthropology, which offers a 3-credit FC over first and second semesters.

Semester-wise Listing of Foundation Courses

Module	Title	Credit
SEMESTER I		
1	Understanding Society, Culture and Identity	1
2	Economy, Polity and Governance	1
3	Social Exclusion and Social Policies	2
SEMESTER II		
4	Development: Concepts, Theories, Dimensions and Strategies	2
5	India's Development Experience	1
6	Introduction to Issues of North East India	1
Total Credits		8

Choice Based Credit System

The SSSH also offers a total of 16 credits Choice Based Credit System courses from four centres with 8 credits each spread over second and third semesters. These courses are offered to all the Master's degree programme students of the TISS Guwahati Off Campus. Similarly, students registered in different M.A. programmes of the SSSH can also opt the CBCS courses offered by the School of Social Work.

Programme	Course Code	Course Title	Credit
SEMESTER II			
EESD	C10	Technology, Development and Society	2
LSSP	LSSP09	Trade Union Movement	2
PACS	PaCS11	Practices of Reconciliation	2
SSA	SSA09	Economy and Society	2
SEMESTER III			
EESD	C14	Environment and Public Health (CBCS Option)	2
LSSP	LSSP15	Labour in North East India	2
PACS	PaCS19	Forced Migration and Internal Displacement	2
SSA	SSA13	Social Change and Development	2
Total Credits			16

M.A. Ecology, Environment and Sustainable Development

Today the world is facing serious problems due to human population explosion, poverty, inequality, pollution, political manipulation of the public for corporate benefit, the abuse of public and natural resources, and the dangers of toxic emissions, to name a few. By the turn of the millennium, as the dangers of global warming and the consequent climate change became evident, the limitations of a human-centric view of environment became clear. Therefore, in the recent years there has been a shift to a more holistic approach based on ecology — a view that sees humankind as part of an interconnected web of life. It becomes imperative to understand the interactions between the human systems and the natural world.

The M.A. programme in Environment, Ecology and Sustainable Development Works towards developing an elaborate understanding of the topic. The programme is a combination of theoretical knowledge, awareness of the contemporary environmental issues and fieldwork experiences. The aim of the programme is to provide knowledge and skills to the students, which will help them understand the existing problems affecting our environment, possible ways to reduce such impacts and increase awareness in communities. This professional programme will give students the opportunity to understand the institutional structures concerning environment both at the local and international level, as well as the policies, issues and problems of India and strategies to address these. It will help students to develop professional skills for planning and implementing strat-

egies to address various conservation related issues by taking into consideration related social issues.

The objectives of the programme are to make students understand:

- Human-environment interaction and the different approaches to studying environment and ecology.
- Interrelationships of resource use, economics, politics and their impact on the environment;
- Environmental issues and their linkages to politics of development at the local, regional and global level.
- Issues in environmental economics and natural resource economics.
- Problems and debates of developing countries.
- Skills required for analysing and developing strategy to address ecological and environmental issues by taking into consideration the social perspective.

Fieldwork

The fieldwork is designed to provide a practical grasp of the issues of environmental degradation and their complexity. The students shall be given a choice to work within the state of Assam or in their own home states. The fieldwork shall be done at the end of the second and third semesters. The students can do internships in factories and corporations assessing and monitoring the emissions of industrial pollution, or

with NGOs working on environmental issues. In rural practical, a student can understand the art of conversation of natural resources from the local people and also make note of their growing impoverishment and their dependency on nature. Educational tours shall be made in the winter vacations in wildlife sanctuaries, site of dams, villages, etc. within North Eastern Region to enrich the knowledge of the students.

Dissertation

An original master’s dissertation is a requisite at the end of this programme for all students of the M.A. programme. Students will undertake supervised research projects, to be submitted at the end of the year. The topic for the dissertation shall be taken from any of the EESD courses. The distribution for the scoring of the dissertation will be between the

process of research (30%) and the outcome of the research (70%). The students will be aided by courses on research methods in the second and third semesters and through supervisors allotted to students based on their research topics.

Assessment

Assessment will be based on a mix of classroom group assignments, individual assignments and examinations (only when needed). The mode of assessment will be decided before the programme begins and will be communicated in the first class of each course in order to prepare the students. Attendance and classroom participation will also be part of the assessment and can be assigned a maximum of 5-10% of the weightage.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Courses	8
	Core Courses	32
	Field Exposure/Practicum	1
	Term project	2
	Disciplinary Open Elective Course (CBCS)	2
Second	Core Courses	18
	Internship	4
	Disciplinary Open Elective Course (CBCS)	2
	Dissertation (Including Fieldwork)	6
Total Credits		75

Semester-wise Listing of Courses

Course Code	Course Title	Credit
SEMESTER I		
FC	Module 1 : Understanding Society, Culture and Identity	1
	Module 2 : Economy, Polity and Governance	1
	Module 3 : Social Exclusion and Social Policies	2
C01	Fundamentals in Ecology	4
C02	Ecology and Environment: Social Science Perspectives	4
C03	Environmental Economics	3
C04	Environmental Challenges and Sustainable Development	2
C05	Field Research Methods	5
C06	Exposures/Practicum	1
SEMESTER II		
FC	Module 4 : Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5 : India’s Development Experience	1
	Module 6 : Introduction to Issues in the North East	1
C07	Biodiversity Conservation and Management	4
C08	Ethnoecology and Natural Resource Management	3

Course Code	Course Title	Credit
C09	Biostatistics and its Application	2
C10	Technology, Development and Society (CBCS)	2
C11	Climate Change and Natural Disasters	2
C12	Introduction to GIS and Remote Sensing	2
C13	Term Project	2
SEMESTER III		
C14	Environment and Public Health (CBCS)	2
C15	Conservation based Rural Livelihood	4
C16	Gender, Environment and Sustainable Development	2
C17	Application of GIS and Remote Sensing	2
C18	Environmental Legislations	2
C19	Internship	4
SEMESTER IV		
C20	Population, Migration and Environment	2
C21	Industrialisation and Urbanisation	2
C22	EIA, SIA and Auditing	2
C23	Environment Conflicts and Movements	2
C24	Dissertation (Including Fieldwork)	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Labour Studies and Social Protection

In the last few decades, there has been a fundamental change in employment patterns and employment relations. Poor social security models have made labour markets more vulnerable than any other time in past. Keeping this in view, the M.A. programme in Labour Studies and Social Security was introduced at TISS, Guwahati Off Campus in the 2013 academic year.

Considering suggestions from internal review committee and having consultation with experts from International Labour Organisations (ILO), International Centre for Development and Decent Work (ICDD) and other experts in the field of labour, the curriculum was revised and subsequently renamed as the M.A. programme in Labour Studies and Social Protection in 2014. The programme stands even more relevant in present context when the world of work is being reshaped with rapid technological progress including Industry 4.0 across the globe especially in the developing nations. Labour market flexibility and labour law reforms have attracted intense policy debates in India. The current global economic, social and health crises due to COVID-19 have compelled us to rethink to understand labour and social protection within development and public policy frameworks.

The programme is aimed at preparing experts and professionals engaged in issues relating to work and employment, laws and policies, and research. How workers manage their social security needs is the prime thrust of this programme. The programme highlights changing nature of employment patterns, labour relations, trade union movement, collective bargaining, migration, labour market, role of corporate governance, occupational safety and health, and labour laws. This is an interdisciplinary programme that draws concepts and theories from various disciplines like Economics, History, Law, Political Science and Sociology to understand functions and dynamics of work and employment.

Besides classroom lectures, discussions, case studies and presentations, the programme has a strong fieldwork component. Students are trained to work on large scale data set, undertake primary research and produce a systematic and coherent report. Considering the need for building experts in academic and professional world, they are also exposed to different software packages such as SPSS and STATA (quantitative data analysis software), and ATLAS.ti (qualitative data analysis software). The integration of theory and practice has enabled them to think crit-

ically, analyse the problems carefully and develop a suitable policy framework.

Key Features

- Focus on perennial problem of unemployment, underemployment and informal employment in developing economies in general, and Indian economy in particular.
- An in-depth understanding of the conceptual and theoretical understanding of different socio-economic and relevant policy issues pertaining to the labour studies.
- The programme is interdisciplinary in nature that drawn concepts and theories from various disciplines like Economics, History, Law, Political Science and Sociology;
- The programme has a strong field work component in terms of internship, field work and writing a dissertation on a labour-related topic to provide a practical grasp of issues.
- Given the geographical location of the North East campus, students are encouraged to work on various issues pertaining to labour in and around Guwahati in first and third semesters. Students are placed in various organisations for their internship across India and neighbouring countries in the second semester.

Programme Structure and Curriculum Design

Given that labour studies and social protection draws from various disciplines like Economics, History, Law, Political Science and Sociology, the course is interdisciplinary in nature.

Perspective courses provide foundational knowledge on the aspects of labour related issues studies and social protection in India as well as in the West in context of both formal and informal set-ups.

Courses are specifically designed to impart skills and techniques of data analysis, qualitative and quantitative, and apply these in development research and internship.

The field work and internship in this is designed to provide a practical grasp of issues relating to labour. Given the geographical location of the north east campus, students will be encouraged to work on various

issues pertaining to labour in and around Guwahati in first and second semesters. Students will be placed in various organisations for their internship across India and neighbouring countries in the third semester.

Field Exposure/Practical

Industry Visit

The main objective of field exposure or field practical is to develop a comprehensive understanding of the field reality and its link with the theory. North Eastern Region (NER) has no remarkable industrial growth except traditional tea, oil and wood based industries in Assam; and coal, small and medium industries in Meghalaya. In recent years, the "Act East Policy" of the Government of India has made the North East more important and strategic even in context of industry. Industries in this region have been classified mainly into two broad types: agro-based industries (tea industry, sugar industry, grain mill products industry of rice, oil and flour mills, food processing industry and the textile industry) and forest-based industries (plywood industry, saw-mill industry, paper and paper pulp industry). Studying different industries and its labour standard is core area of this course. There is dearth of studies exploring labour issues and industry in the region too. Therefore, hands-on experiences while visiting different industries shall provide practical understanding of industry and labour standard in that setting.

Informal Sector

With low industrial growth and growing population pressure in NER, informal sector becomes major source of livelihood in the region. There is hardly any study which addresses labour issues in the informal sector in the region. Thus, students are expected to conduct study (group or individual) on the informal sector and labour in this sector including informal workers in the industries. The field based study will enable students understanding the phenomenon in the context of current development.

Internship

Students are expected to do internship with different organisations. The objective behind internship is to provide a scope for students to understand the structure of different organisations, industry, and labour at the grass root level (including trade union) while closely working with them. Field supervisors will be assigned in the organisations and students are expected to share their experiences and findings through presentations.

Dissertation

An original master's thesis will be a requisite at the end of this programme for all students of the M.A. programme. The Centre for Labour Studies and Social Protection (CLSSP) gives a lot of emphasis on dissertation. The main objective of dissertation is to develop a comprehensive understanding of the field reality and its link with the theory. Students will undertake supervised research projects related to labour issues to be submitted at the end of the fourth semester. Students' theoretical and practical knowledge acquired throughout four semesters in the field of labour are expected to be reflected in their dissertations. The dissertation may be based on primary or secondary data. The work should be original and research based. Supervisor will be assigned by end of the first semester or beginning of the second semester.

Assessment

Assessment for each course will be based on a mix of group assignments, individual assignments, class

presentation and written examinations (only when needed) throughout the semester. The course instructor generally decides the nature of assessment prior to the beginning of the course and informs the concern students and examination department accordingly.

Employability

After successful completion of the course students may opt for higher studies in labour studies/development studies/economics/sociology/public policy or related disciplines, or may engage in various government departments which are dealing with labour issues (such as, Ministry of Labour and Employment, Ministry of Micro, Small and Medium Enterprises, Institute of Applied Manpower Research, Ministry of Rural Development, Ministry of Housing and Urban Poverty Alleviation and others), research institutions, university departments, law firms, and corporate sector, and social development sectors such as various national and international non-governmental organisations among others.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Courses	8
	Core Courses	24
	Disciplinary Open Elective Course (CBCS)	2
	Fieldwork	2
Second	Core Courses	16
	Disciplinary Open Elective Course (CBCS)	2
	Internship	6
	Dissertation	6
	Fieldwork	6
Total Credits		72

Semester-wise Listings of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusion and Social Policies	2
LSSP 1	Economics and Labour - I	2
LSSP 2	Industrialisation, Economic and Social Changes	2
LSSP 3	Work, Organisations and Industrial Relations	3
LSSP 4	Labour in Industries	2
LSSP 5	Informal Economy and Informal Employment	4
LSSP 6	Field Exposure/Practical-I: Industry Visit	2

Course Code	Course Title	Credits
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the North East	1
LSSP 7	Economics and Labour - II	2
LSSP 8	Labour in Service Sector	2
LSSP 9	Trade Union Movement (CBCS)	
LSSP 10	Economic and Social Security	3
LSSP 11	Labour Laws in India	2
LSSP 12	Introduction to Research Methodology	2
SEMESTER III		
LSSP 13	Internship and Presentation	6
LSSP 16	Labour in Agriculture	2
LSSP 15	Labour in North East India (CBCS)	2
LSSP 16	Public Policies and Labour	2
LSSP 17	Labour Market Theories	2
LSSP 18	International Labour Standards and Decent Work	
LSSP 19	Advance Research Methodology	2
LSSP 20	Field Exposure/Practical - II: Informal Sector	2
SEMESTER IV		
LSSP 21	International Institutions and Labour	2
LSSP 22	Corporate Governance, Corporate Social Responsibility and Labour	2
LSSP 23	Tea Plantation Industry in India	2
LSSP 24	Fieldwork	4
LSSP 25	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Peace and Conflict Studies

The twentieth century was marked by both tragic series of violent wars, as well as the decolonisation of Asia and Africa. It was, in every sense, a contradictory century of oppression and possibilities of emancipation of humankind. Entering into the first quarter of the twenty-first century, the world is still beset by deep-rooted and multi-layered inequalities that fuel unrest and conflicts in different parts of the world. As contemporary societies come to terms with the aftermath of unilateralist political change and continued militarisation of different parts of the world, one has to emphasise the need for articulating an alternative, historically and ethically grounded vision of politics and society. It is with this vision that the TISS Guwahati Off Campus offers the two year M.A. programme in Peace and Conflict Studies (PaCS).

The M.A. programme reflects the Institute's engagement with issues of justice and peace, as well as ac-

knowledges the Off Campus' unique location and expertise in being able to impart skill-based, philosophically grounded and employment oriented degrees to prospective students. It has three principal components spread across four semesters, which combine to offer students a creative mix of theoretical grounding and empirical explorations, field-based experience, and an introduction to the world of policy making, donors and agencies working on peace building and conflict analysis.

The Programme has three major feature constituents: (a) course work, (b) field induction, and (c) dissertation, which includes fieldwork and writing. Each constituent is linked to the other in a manner that allows the student to make the most of a conscientious focus on the history, sociology and politics of conflict and violence, as well as ensuring that she/he is able to engage with wider range of field-based issues with peace practitioners, policy makers and agencies.

Objectives of the Programme

- To go beyond strategic/security studies and international relations approaches to peace and conflict studies
- To produce high calibre practitioners, interventionists, writers, and researchers with practical, empirical and theoretical knowledge of violence and peace.
- To develop critical skills in research, advocacy, and communication on issues of peace and conflict
- To understand new dimensions of conflict resolution, such as, tourism, development
- To critically appreciate traditional peace building approaches and perspectives on reconciliation
- To research varied sites like memory and history as resource for conflict and reconciliation

- To recognise gender-based violence and resistances against militarism and encourage ethical, sensitive and empathetic methods of studying peace and conflict
- To develop theoretically sound and empirically rich studies on conflict and peace-building processes, particularly from the northeast of India

Modes of Teaching and Assessment

The modes of teaching usually combines lectures, class room exercises, workshops, seminars, movies/ documentaries and tutorials. The course teacher usually decides the modes of assessment, which combines classroom participation, assignment, respond paper, term paper, book reviews, class test and final examination.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	4
	Core Courses	24
	Disciplinary Electives (CBCS)	2
	Field Visits/ Field Induction	0
	Research and Writing	5
Second	Foundation Course	4
	Core Courses	13
	Disciplinary Electives (CBCS)	2
	Research and Writing	12
	Inter-Programme Offered Courses	4
Total Credits		70

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1 : Understanding Society, Culture and Identity	1
	Module 2 : Economy, Polity and Governance	1
	Module 3 : Social Exclusion and Social Policies	2
PaCS 01	Studying Conflict	3
PaCS 02	Understanding Violence	3
PaCS 03	Approaches to Peace	3
PaCS 04	Gender, Law and Violence	2
PaCS 05	Constitution, Law and Human Rights	2
PaCS 06	Introduction to Research and Writing	1
PaCS 07	Field Visits	CNE

Course Code	Course Title	Credits
SEMESTER II		
FC	Module 4 : Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5 : India's Development Experience	1
	Module 6 : Introduction to Issues in the North East India	1
PaCS 08	Memory, History and Conflict	3
PaCS 09	Territory, Border and Conflict	3
PaCS 10	Psychological Dimensions of Violence	2
PaCS 11	Practices of Reconciliation (CBCS)	2
PaCS 12	Conflict Resolution – I	3
PaCS 13	Research Methods	4
PaCS 14	Field Induction	CNE
SEMESTER III		
PaCS 15	Case Study of Conflicts from the Global South	4
PaCS 16	Environmental Justice	3
PaCS 17	Conflict Resolution – II	3
PaCS 18	Media and Peace Building	3
PaCS 19	Forced Migration and Internal Displacement (CBCS)	2
PaCS 20	Fieldwork for Dissertation	CNE
SEMESTER IV		
PaCS 21	Inter-Programme offered courses	4
PaCS 22	Indigenous Peoples' Movements	2
PaCS 23	Multiculturalism and Minority Rights	2
PaCS 24	Dissertation	8
Total Credit		70

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

CNE - Compulsory and Non-Evaluative

M.A. Sociology and Social Anthropology

Sociology and Social Anthropology as two distinct disciplines had its origin in Europe. Sociology emerged as the study of predominantly industrial society and Social Anthropology as the study of non-industrial societies. The distinction was implanted in India too. Today, there is a need to interrogate the separation of the two disciplines, especially in light of the self-reflective turn that both have taken over the past two decades, both in India and in other parts of the world.

In keeping with these realities, the M.A. programme in Sociology and Social Anthropology is designed to integrate the two discipline with a view to have a comparative and systematic understanding of the society and its institutions. Such a programme is most suited considering the regional location of TISS

Guwahati Off Campus, where an entire region is on the cusp of a profound social, economic and cultural transformation.

Objectives

This programme in sociology and social anthropology emphasises interdisciplinary and critical approaches to social issues. It is designed to provide students with the necessary knowledge and basic skills in understanding society and different theoretical orientations. For this purpose, the programme aims to:

- Integrate the discipline of sociology and social anthropology with a view to have a comparative and systematic understanding of society and its institutions.

- Develop the students' understanding and analytical abilities in major social anthropological perspectives.
- To have the basic skills to understand how the simple and complex society functions and changes.
- To ground students theoretically and methodologically, in order to enable them understand national and regional specificities of contemporary societies in India in particular and its South/Southeast Asian neighbourhood in general.

Key Features

The programme has three principal components spread over four semesters: (a) course work in perspective building, theoretical groundings, social economic and political issues, (b) field work, (c) dissertation. In the final year, students will write a supervised dissertation on a topic of their choice; this is a great opportunity to study an area of interest for the students, and also to exercise the

skills they have developed to future employers, or to further academic endeavours. The programme aims to provide students with employability skills including research methods and design, interviewing, statistical analysis, essay writing and ethnographic methods.

Teaching Methods

The award of a postgraduate degree is made upon the successful completion of a specified series of taught courses. List of the teaching methods will include: class lectures, group discussions, reading assignments in Journals/Articles, Power Point Presentation, audio-visual presentations, group reading sessions, debates on current issues by students, tutorial, book review assignments etc.

Students are also encouraged to participate in academic seminars, workshops and sessions, organise community based awareness programmes based on their areas of interest.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	3
	Core Courses	30
	Disciplinary Electives (CBCS)	2
	Introductory to Field/Rural Practicum/Study Tour	0
Second	Core Courses	25
	Disciplinary Electives (CBCS)	2
	Dissertation	8
Total Credits		70

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 3 : Social Exclusions and Social Policies	2
SSA 1	Theories of Society I	3
SSA 2	Indian Society I	3
SSA 3	Culture and Society	4
SSA 4	Marriage, Family and Kinship	4
SSA 5	Research Methods I	3
SEMESTER II		
FC	Module 6 : Introduction to Issues in the North East	1
SSA 6	Theories of Society II	3
SSA 7	Indian Society II	3
SSA 8	Society and Polity	4
SSA 9	Economy and Society (CBCS)	2

Course Code	Course Title	Credits
SSA 10	Research Methods II	3
SSA 11	Introductory to Field/Rural Practicum/Study Tour	CNE
SEMESTER III		
SSA 12	Inequality & Social Stratification	4
SSA 13	Social Change and Development (CBCS)	2
SSA 14	Gender and Society	4
SSA 15	Society and Education (optional)	4
SSA 16	Population and Society (optional)	4
SSA 17	Research Field Work	CNE
SEMESTER IV		
SSA 18	Religion and Society	4
SSA 19	Urban Sociology	4
SSA 20	Law and Society	3
SSA 21	Study of South East Asia	2
SSA 22	Dissertation	8

Notes: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

CNE - Compulsory and Non-Evaluative

FACULTY AND ADMINISTRATION

Prof. Kalpana Sarathy

M.A. (Madras), M.Phil. (NIMHANS), Ph.D. (JNU)

Deputy Director

School of Social Sciences and Humanities

Dr. Jagannath Ambagudia

M.A., M.Phil., Ph.D. (JNU)

Associate Professor & Dean

Centre for Ecology, Environment and Sustainable Development

Dr. Abhinandan Saikia

M.Sc. (FRI), M.Phil., Ph.D. (JNU)

Assistant Professor (Sr. Scale) & Chairperson

Dr. Namita Brahma

M.Sc., Ph.D. (Guwahati)

Assistant Professor

Dr. Ritusmita Goswami

M.Sc., Ph.D. (Tezpur)

Assistant Professor

Centre for Labour Studies and Social Protection

Dr. Debdulal Saha

M.A. (NBU), Ph.D. (TISS), Post-Doc. (Kassel)

Assistant Professor & Chairperson (till December 2020)

Dr. Rajdeep Singha

M.Sc. (Vidyasagar), Ph.D. (ISEC)

Assistant Professor & Chairperson (from January 2021)

Centre for Peace and Conflict Studies

Dr. Sanjay Barbora

M.A., M.Phil. (Delhi), Ph.D. (NEHU)

Associate Professor

Dr. Jagannath Ambagudia

M.A., M.Phil., Ph.D. (JNU)

Associate Professor

**Dr. R.K. Debbarma
Development**

M.A., Ph.D. (Hyderabad)

Assistant Professor & Chairperson (Unit for Research & Development)

Dr. Yengkhom Jilangamba

M.A. (Delhi), M.Phil., Ph.D. (JNU)

Assistant Professor

Centre for Sociology and Social Anthropology**Dr. Subeno Kithan**
M.A., M.Phil., Ph.D. (Hyderabad)

Assistant Professor & Chairperson

Dr. V. Sawmveli
M.A., M.Phil., Ph.D. (Hyderabad)

Assistant Professor & Convenor (WGDC)

Dr. Stephen Pamei
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Assistant Professor

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Assistant Professor

School of Social Work**Dr. Santhosh M.R.**
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Assistant Professor (Sr. Scale) and Dean

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Deputy Registrar

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M.Sc. (Gauhati)

Assistant Registrar (till January 2021)

Mr. Viumminthang Sitlhou

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Assistant Registrar (from February 2021)

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TISS HYDERABAD
OFF CAMPUS

TISS HYDERABAD OFF CAMPUS

In line with the vision and mission of TISS to “converge excellence with relevance”, the Hyderabad Off Campus was set up in 2011 to foster high quality education, research and outreach, and build a committed cadre of human service professionals. Established at the invitation of the Government of the then undivided state of Andhra Pradesh, and with the specific purpose of addressing the paucity of quality social science education in the state and in the region, TISS Hyderabad has proven itself to be a chosen destination for a rich teaching-learning experience for various interdisciplinary programmes of social sciences. The Master’s Degree Programmes currently offered include Development Studies, Education, Natural Resource Governance, Public Policy and Governance, Rural Development and Governance, Women’s Studies and Education.

Drawn from prestigious national and international institutions, the faculty have wide ranging international experience and include Fulbright, Rhodes, Fell Fund, Commonwealth, Cambridge and Chevening scholars.

Students have the opportunity to go to other countries on exchange programmes and thereby acquire international exposure (Erasmus Mundus in Sweden, Science Po in France, Edinburgh University in UK, Monash University and Macquarie University in Australia are a few examples of exchange programmes in which students of the TISS Hyderabad Off Campus have participated). At the same time, students get the opportunity to study and understand the current critical social, economic, and political challenges of our country through field-level grassroots experience during the mandatory internships and experiential learning in the various programmes offered by the Institute.

The distinctive nature of work in TISS Hyderabad has seen partnerships and working relationships emerge with local, regional, national and international agencies as well as Governmental and Inter-governmental bodies. The agreement with the Foundation for Ecological Security, a reputed non-governmental organisation, provides support for the M.A. programme in Natural Resources and Governance.

In addition, the faculty have been engaged in doing wide-ranging commissioned and sponsored research projects for agencies such as the FAO, UNFPA, World Bank, ICRW, London School of Economics, and the British Academy. They are also involved in conducting baseline surveys and impact assessments of developmental programmes for various state governments in addition to conducting capacity building and gender sensitisation programmes for police, paramilitary, educational institutions, government departments, and the corporate sector.

The placement record of the students from this Off Campus has been good with them securing positions in a variety of organisations with a majority of them placed in the development sector. Student support mechanisms such as the Centre for English Language and Development, and the Counselling Centre play an active and key role for students. While the English Language Centre is to enable students overcome their linguistic concerns, the Counselling Centre is for addressing the mental health concerns and promote the psychological well-being of students. In addition to the campus being wi-fi enabled, there is also a laptop bank that provides laptops to students in need for the duration of their course of study.

SCHOOL OF PUBLIC POLICY AND GOVERNANCE

INTRODUCTION

The School of Public Policy and Governance (SPPG) is a novel research-based teaching and training space designed to equip young professionals to contribute to the policy arena. The SPPG provides opportunities to its students to think beyond conventional models of growth and development and encourages them to generate ideas for developing institutional frameworks for accountable governance and the establishment of a socially equitable society. Our multi-disciplinary curriculum and innovative pedagogy, combining theory with experiential learning

are specifically designed for an M.A. in Public Policy and Governance (MA-PPG). Spread over two years, the degree transforms the learning experience and facilitates students to become thought leaders and able field personnel. The SPPG aims to participate in broader policy debates and strengthen policymaking through systematic research, evidence gathering and engagement with plurality of institutions — government, civil society and private corporations.

PROGRAMME DETAILS

M.A. Public Policy and Governance

The MA-PPG is structured to provide foundational training in ethics, economics (including econometrics), law, political science and sociology. After acquiring an understanding through foundational training and core subjects, the students are expected to specialise in any one Policy Area Concentration: Regulation and Institutional Reform, Urbanisation, and Social Conflict and Public Policy.

Course Elements

Foundation Courses (FC): The compulsory foundation courses offered in the first semester expose students to the fundamentals of economics, politics and society. The FCs provide the basis for engaging with more specialised courses in the subsequent semesters.

Core Courses: The core courses are the mainstay of the programme and expose students to theoretical, methodological and practical issues relating to the praxis of public policy. Among the core courses, two courses are offered in a seminar mode where students are expected to either present academic papers or critically discuss the papers presented by others. The seminars are steered by a core faculty.

Choice Based Credit System: From the second semester onwards, the students are required to take two elective papers offered by other M.A. programmes at the TISS Hyderabad off-Campus.

Skill-Based Courses: Besides experiential learning, skill-based courses offer an opportunity to students to acquire the hard skills of large-scale data management and its analysis, policy analysis, training in GIS, conduct field work, and Social Audit.

Workshops & Seminars: Workshops are designed to impart soft skills such as effective communication, writing academic papers and policy briefs, research proposals and data collection tools such as questionnaires, etc. The seminars are led and steered by core faculty. Renowned and respected public policy practitioners are invited to conduct special sessions.

Policy Area Concentrations (PACs)

The PACs provides an opportunity to students to concentrate on a policy area of their choice and acquire specialised knowledge in a specific sector in which they would prefer to pursue their career as a public policy professional or as an academic. In order to concentrate on a specific area, students are required to choose elective courses after the completion of the first semester. To graduate with a policy concentration, a student will have to opt for and pass in three courses leading to the specific policy concentration in addition to writing their dissertation on a related theme. They are also required to undertake two rounds of experiential learning/internship in their chosen area of concentration.

The PACs concentrations are as follows:

- Regulation and Institutional Reform
- Urbanisation
- Social Conflict and Public Policy

Framework for Experiential Learning

End of First Semester: Understanding Rural Societies and Development in Rural Areas

At the end of the first semester, the students undertake two weeks of rural exposure. The purpose of the rural immersion programme is to develop an understanding of rural society, structure, agriculture, land holdings, resources, habitation, institutions, areas of inclusion and exclusion, rural politics, market linkages and government policies and its programmes pertinent to rural development (Applying classroom learning to realities).

At the end of the rural immersion programme, the students are expected to prepare a report delineating their critical observations with the help of facts and figures observed and collected during their rural stay. The report has to be presented in a workshop organised by the Institute.

End of Second Semester: PAC-Aligned Experiential Learning

The purpose of the experiential learning component, undertaken at the end of the second semester, is to acquire practical, political and administrative experience in the sector in which students choose to develop their policy concentration. The PAC aligned experimental learning involves six weeks of hands-on experience in a public or private institution, or an in-

ternational organisation, or autonomous institutions involved in conceiving, implementing, monitoring or evaluating a specific public policy. Finally, students need to file a report as well as make a presentation on the report to the Faculty Mentor Group on the PAC Aligned Experiential Learning Component.

End of the Third Semester: Dissertation-Aligned Field Work

During the course of the third semester, students are required to prepare a research proposal for their master's dissertation based on the experiential learning component. The proposal has to be vetted by the supervisor and approved by the Faculty Mentor Group. As per the requirements of the approved research proposal, students will undertake field work for primary data collection. The field work should be of 6 weeks duration. Students will again need to produce a performance report from the field placement organisation attesting to the completion of field work.

Master's Dissertation

The master's dissertation must demonstrate independence of thought and analysis. It should document the student's skill in applying academic theory and methods to a specific policy area. The subject matter has to emerge from the chosen PAC and the dissertation has to be necessarily based on primary data. Under special circumstance, particularly due to the specific demands of the policy research area, this stipulation may be waived off by the approval of the Faculty Mentor Group. The dissertation may have a scope of 10000-12000 words.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	15
	Common Courses	6
	Policy Area Concentrations	2
	Choice Based Credit System	2
	Experiential Learning	8
Second	Core Courses	14
	Common Courses	2
	Policy Area Concentrations	4
	Choice Based Credit System	2
	Experiential Learning	0
	Dissertation	8
Total Credits		69

Note : 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
PPG 1	Public Policy: Paradigms & Practices	2
PPG 2	Ethics of Public Action	2
PPG 3	Economic Analysis of Public Policy	2
CoM 1	Philosophy & Methods of Social Research-I	2
EL 1	Understanding Rural Society	4
	Academic Writing and Communication Skills	
SEMESTER II		
PPG 4	State, Markets and Regulatory Institutions	2
PPG 5	Policy Institutions in Practice	2
PPG 6	Development Economics and Public Policy	2
PPG 7	Statistical Techniques and Data Analysis	3
CoM 2	Philosophy & Methods of Social Research-II	2
RDG 2	Public Policy and Local Governance	2
PPG-PAC-UB 1	Urban Economics	2
PPG-PAC-REG 1	History and Perspectives on Regulation	
PPG-PAC-SCPP I	Social Conflict and Public Policy	
CBCS 1	Elective I	2
EL 2	Hands-on Experience of Implementation of a specific Public Policy	4
	Writing Policy memos and policy briefs	
	Academic Writing and Communication Skills	
SEMESTER III		
PPG 8	Civil Society, New Social Movements and Public Policy	2
PPG 9	Comparative Public Policy	2
PPG 10	Impact Evaluation	2
PPG 11	Policy Analysis Exercise	2
PPG 12	Reading Texts & Research Writing	2
RDG 6	Law, State and Governance	2
PPG-PAC-UB 2	Urban Identities & Governance	2
PPG-PAC-REG 2	Regulation and Institutions-I	
PPG-PAC-SCPP 2	Social Conflict, Familiar Margins, and Public Policy	
CBCS 2	Elective-II	2
EL 3	Internship/ Field Placements for Collecting Primary Data for the Dissertation	
SEMESTER IV		
PPG 13	Public Economics	2
PPG 14	Doing Public Policies – A Practicum	2
PPG-PAC-UB 3	Urban Planning and Policies	2
PPG-PAC-REG 3	Regulation and Institutions-II	
PPG-PAC-SCPP 3	Social Conflict, Unfamiliar Margins, and Public Policy	
PPG-DIS	Field placement-based dissertation & viva-voce	8

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

Faculty and Staff

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Associate Professor & Chairperson

Professor

Assistant Professor

Assistant Professor

Assistant Professor

Programme Coordinator

TISS-AZIM PREMJI SCHOOL OF EDUCATION

INTRODUCTION

The Azim Premji School of Education (TISS-APSoE) of the Tata Institute of Social Sciences has been consistently working towards its goal of ensuring quality education in contextually responsive ways. The School has sought to achieve its objectives through academic programmes offered at the Institute and also through initiatives and activities that enable direct engagement with the different levels of school and higher education and the diverse stakeholders in the field.

PROGRAMME DETAILS: M.A. Education

The M.A. in Education (MA-ED) programme aims to develop critical knowledge of the field and discipline, and to give students the opportunity to specialise in areas of their interest. The programme combines an integrated discipline-based approach with providing a proactive orientation to policy and institutional contexts of practice. The MA-ED programme will enable a sustained and critical engagement with the discipline of Education, especially as it has emerged and expanded in India. The programme, which is also research-based, will help students develop an understanding of and skills relating to education studies as a multi-disciplinary field of study, drawing from philosophy, sociology, history and psychology with an understanding of school curriculum pedagogy, the development of teachers, social justice in education and education and society.

The programme offers courses in the areas of education studies, pedagogic studies, advanced specialisation optionals and research leading to the submission of a dissertation. Courses are designed to combine field and theoretical knowledge and experience.

The MA-ED programme is spread over four semesters, i.e. across two years. The breaks between the semesters are utilised for experiential learning through internships, which allow students to visit a site of educational practice and immerse themselves in the settings to gain an understanding of what characteris-

Since its inception in 2011, the TISS-APSoE has been working towards enriching the discipline and practice of education through a wide range of activities that include teaching, research, capacity building and advocacy. The APSoE is committed to ensuring that its activities also resonate with the larger vision of TISS while striving for a balance between academic excellence and critical engagement

es an educational discourse in that particular setting. The presentations and reflections of these experiences by the students contribute to creating a larger awareness of educational discourses in the country.

It also provides a basis for anchoring conceptual understanding in the taught courses. Students also get an additional opportunity to explore and study an area of interest in depth through their research dissertations. The dissertations are examined by external reviewers, allowing for critical feedback and inputs. The degree is awarded to the students only after the completion of all the requirements.

The field of education needs professionals with a capacity to develop curriculum, train teachers, conduct evidence-based research to influence education policies and practices, strengthen the pedagogy of discipline-based teaching at various levels of education, contribute towards knowledge generation, administer educational institutions and provide leadership and advocacy in achieving educational goals. Diverse career choices are open to students after completing the MA-ED programme, including in government organisations at the national and state levels, university and college departments of education, research organisations, civil society organisations, Corporate Social Responsibility initiatives and funding agencies that have an education-focus as part of their work.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	24
	Elective Course (Curriculum & Pedagogy or Thematic)	4
	Experiential Learning	4
Second	Core Courses	8
	Elective Course (Curriculum & Pedagogy, Thematic and Advanced)	12
	Choice Based Credit System Elective	4
	Workshop-Perspectives on Disability	2
	Experiential Learning	0
	Dissertation	6
Total Credits		70

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
ED 1	Philosophy of Education	4
ED 2	Human Development and Learning	4
ED 3	Understanding Language	2
WSP1	Understanding the Field of Education	2
EL1	Experiential Learning	2
SEMESTER II		
ED 4	Sociology of Education	4
ED 5	History of Education	4
ED 6	Curriculum Studies	4
ED 7	Introduction to Education Research	2
EC1 (ECCP/ECT)	Elective Course (Curriculum & Pedagogy or Thematic)	4
EL 2	Internship	-
SEMESTER III		
ED 8	Education Policy, Institutions and Practices	4
ED 9	Education Research Methods	4
EC 2 (ECADC)	Elective (Advanced Disciplinary Course)	4
EC 3 (CBCS)	Elective (Choice Based Credit System)	4
SEMESTER IV		
EC 4 (ECCP/ECT)	Elective Course (Curriculum & Pedagogy or Thematic)	4
EC 5 (ECCP/ECT or any other)	Elective Course (Curriculum & Pedagogy or Thematic or any other course being offered)	4
WSP 2	Perspectives on Disability	2
RD	Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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SCHOOL OF GENDER STUDIES

INTRODUCTION

The School of Gender Studies (SGS) serves as a catalyst for social transformation in line with the core mission and vision of TISS to foster and nurture democratic values of justice, inclusion, and equality. Through its teaching, research and advocacy programmes, the School offers an innovative and challenging interdisciplinary field of study that explores relations of power in the lives of individuals and cultures in multiple settings. The SGS encourages students and faculty to engage individually and collectively in the transformative processes of feminist scholarship, practices, and politics.

The School partners with Government, industry, academia and civil society groups in promoting gender sensitivity, equality, and equity.

Focus Areas

- Develop professional expertise to use gender as an analytical category in research, teaching, social policy and planning and outreach programmes.
- Provide knowledge support to mainstream gen-

der, implement laws and policies to achieve gender equality.

- Engage with research and advocacy with multiple gender categories, their rights and entitlements.
- Offer training & knowledge support to police, legal and health institutions to strengthen response systems to gender issues.
- Conduct gender audits and gender sensitisation workshops for organisations and industry.

Area of Research Interest of Faculty

- Migration, modernity and acculturation
- Gender-based violence
- Sexualities and social identities
- Mental health and development
- Gender intersectionality and cinema
- Constructions of masculinity
- Women's rights to livelihoods and resources

PROGRAMME DETAILS: M.A. Women's Studies

The goals of the M.A. Women's Studies programme are consonant with the general educational aims of TISS, including those of sensitising students to diverse experiences and perspectives and engaging with issues of contemporary social and political relevance; the development of critical reasoning and analytical skills; and the development of interpretive skills.

The strength of the M.A. Women's Studies programme is that it acquaints students with scholarship representing a broad range of disciplinary approaches to the study of women and gender. Indeed, its emphasis on multidisciplinary approaches promises a wider exposure to the social sciences and the humanities than is commonly available within disciplinary confines.

In addition to the 10 designated Core Courses, students have a choice of four Elective Courses that a) build on the foundational knowledge of the core courses; and b)

enable the student to make a choice of either pursuing a Social Sciences/Development oriented set of courses or opt for a Humanities/Cultural Studies stream. Apart from enabling students to develop a critical lens on social life, they are also equipped with a set of practical skills such as project conceptualisation and proposal writing, project management as well as evaluation of impact of interventions — skills that are asked for by the non-profit sector, government departments, and corporates under their CSR initiatives.

Pedagogy

The pedagogic methods range from the conventional lecturing to classroom discussions, to stimulating the students to reflect critically following film screenings, occasional lectures by well-known feminist scholar-activists on themes being engaged with in the classroom. There have been series of such talks/ workshops on themes as wide-ranging as feminism and cinema, to women in armed struggles, participatory rural appraisal, and global policies on trafficking, to name a few. The

theory–practice continuum which is the bedrock of Women’s Studies enables students to relate classroom learning to their own lives, to examine their own experiences, thereby bringing alive the feminist slogan ‘the personal is the political’.

The Experiential Learning and Internship components of the programme enable students to engage with a gamut of issues affecting the conditions of women’s lives as well as the nature of gender relations, and learn a variety of skills such as community practice skills, interpersonal skills, organisational skills in addition to the usual writing and research skills.

Career Opportunities

A background in Women’s Studies prepares students for a wide range of career and life choices. The Master’s degree enables students to pursue the field further at the doctoral level, while being self-sufficient to enable students who exit with the degree to take up careers in multiple workplace and community environments. Benefiting from the critical and analytical skills developed, and the exposure to the wide interdisciplinary connections and perspectives of the field, students will be able to be employed in education, governmental and non-governmental organisations working on equity issues, research, and policy planning.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	8
	Common Courses	18
	Experiential Learning	8
Second	Core Courses	8
	Skill Based	4
	Choice Based Credit System Elective	2
	Disciplinary Elective	6
	Research Proposal	2
	Research Dissertation	6
Total Credits		68

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
	English Foundation Course	Non credited
ComC 1	Philosophy and Methods of Social Research-1	2
CoR 1	Introduction to Women’s Studies	4
CoR 2	Gender and Intersectionalities	4
EL 1	Understanding Rural Society	4
SEMESTER II		
CoR 3	Philosophy and Methods of Social Research	4
CoR 4	Women, Work, and Well-being	4
CoR 5	Women’s Movements: Local and Global	4
CoR 6	Writing Women, Women Writing	2
CoR 7	Sexuality, Power and Violence	2

Course Code	Course Titles	Credits
EL 2	Internship	4
SEMESTER III		
SB1	Project Management and Impact Evaluation	4
	Courses from other Academic programmes (or)	2
EC 1	Gender Media and Culture	2
EC 2	Gender, Health and Public Policy	2
CoR 8	Feminist Science Studies	2
CoR 9	State, Women's Rights and Legal Advocacy	4
CoR 10	Gender and Development Practice	2
RP 1	Research Proposal	2
SEMESTER IV		
Choose any 2 from EC 2, EC 3 and EC 5		
EC 2	Men and Masculinities	2
EC 3	Migration, Labor and Economy	2
EC 5	Queering Gender	2
RP 2	Research Dissertation	6

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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Programme Coordinator

SCHOOL OF LIVELIHOODS AND DEVELOPMENT

The School for Livelihoods and Development (SLD) endeavours in building the knowledge base and human resources required for engaging with issues pertaining to sustainable development and transformation of livelihoods of a broad spectrum of groups across the economy. Recognising income as an essential, though not sufficient, condition for improved quality of life, the School goes beyond an understanding based on availability of resources and capacities. Alternatively, it demonstrates a holistic interest in a range of aspects concerning livelihood and development as natural resources, agriculture and allied activities, non-farm activities.

The SLD factors in its engagement the understanding of the broader politics of economy, environment and the impending threat of climate change. It is aligned to strengthening governance structures and working closely with institutions like the panchayats, cooperatives, community-based organisations, NGOs, social enterprises and CSR engagement in the rural sector. The SLD facilitates experiential learning and post-graduate research across programmes and engages in the ongoing re-

search in different field sites. The SLD is in the process of building knowledge partnership with the State Governments of Telangana, Andhra Pradesh, among others.

The students of the academic programmes offered by the School also take a lead in organising Seminars and Guest Lectures on issues of relevance to the development sector and field action initiatives.

Focus Areas

- Develop knowledge base on natural resource governance, livelihoods and development informed by national and global research
- Evidence based research in farm and non-farm livelihoods to strengthen program implementation and enable policy making

The School anchors three Master's Degree programmes:

- M.A. Rural Development & Governance (MA-RDG)
- M.A. Development Studies (MA-DS)
- M.A. Natural Resources & Governance (MA-NRG)

PROGRAMME DETAILS

M.A. Rural Development and Governance

The M.A. Rural Development and Governance Programme aims to develop future professionals for the overall development of rural India. The programme is informed by the spectrum of issues and trends in rural development, governance and the methods/ methodologies to understand the same. It considers livelihood security as the goal, while making development as the means and governance as the process, in the context of facilitating an overall development in the rural areas. Development deals with wide range of issues in planning, implementing monitoring the projects/programmes that are consciously and cautiously dealt for being ecologically sound. Governance puts forth the institutional agenda, to build the capabilities of the community from the bottom and engaging the State to deliver from the top. Therefore, the MA-RDG programme offers a multi-dimensional view and a

strong foundation on the perspective, principles and concepts followed by information, analysis and skills augmented by exposure to diverse scenarios through experiential learning.

The programme attempts to build a wider perspective about Poverty and Development in the rural areas and the role of different institutions in the process of development, through a blend of theory courses, information, analytical tools and experiential learning.

The MA-RDG had commenced in 2012 and its alumni programme are well placed with various development initiatives of government and Non-Government organisations across the country contributing to the development agenda of the nation.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Common Courses	14
	Core Courses	10
	Workshop	2
	Experiential Learning	8
Second	Core Courses	12
	Choice Based Credit System	4
	Workshop	2
	Seminars	2
	Experiential Learning	2
	Dissertation	6
Total Credits		68
<i>Note:</i> 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.		

Semester-wise Listing of Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
CoM 1	Philosophy and Methods of Social Research-1	2
CoM 2	Understanding Nature, Eco-system and Natural Resources	2
RDG 1	Introduction to Livelihoods	4
WS	Conflict Over Natural Resources	0
EL 1	Understanding Rural Society	4
SEMESTER II		
CoM 3	Contemporary Indian Economy	2
CoM 4	Philosophy and Methods of Social Research-2	2
CoM 5	Theories of Development	2
CoM 6	Social Justice and Social Exclusion	2
CoM 7	Natural Resource Based Livelihoods	2
RDG 3	Political Economy of Agriculture, Land and Labour	2
RDG 4	Public Policy and Local Governance	2
RDG 5	Working with Rural Communities	2
WS	Analysis of Development Data	2
EL 2	Internship	4
SEMESTER III		
RDG 6	Law, State and Institutions	2
RDG 7	Poverty: Approaches and Measurement	2
RDG 8	Gender and Development Practice	2
RDG 9	Project Management	2
RDG 10	National Rural Development Programmes	2
	Courses from other Academic programmes	4
WS	Financial Inclusion	2

Course Code	Course Titles	Credits
	Understanding Budget	0
SEMESTER IV		
RDG-11	Institutional Analysis and Design	2
RDG-12	Social Entrepreneurship	2
	Research Dissertation	6
WS	Financial Management	0
EL-3	Field-based Learning	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Development Studies

The M.A. Development Studies Programme aims to impart students a broad-based understanding of the perspectives, practice and processes of development and their varying implications. To do so, it strives to integrate insights drawn from different disciplines so as to both respect competing viewpoints and to form an informed perspective. Specifically, it aims to guide the students towards a grounded and broad-based learning, which would arouse the curiosity to know, develop competency in nurturing arguments and discussions, impart skills of data analysis and assessment and provide opportunities to use them to assess development practice through experiential learning and research.

The MA-DS programme continues to attract outstanding students from varying educational and social backgrounds with a shared concern for development and nourish their potentials so as to enable them to make critical contribution in the field of their choice. This programme in its present form builds on from the existing development studies programme offered by the School of Development Studies, TISS Mumbai campus. However, it also differs from it to some extent through the introduction of changes, which are informed by the discussions and competency, of faculty at the TISS Hyderabad off campus and unique emphasis on Experiential Learning, linking classroom learning with theoretical knowledge, internships and placements with government and non-government organisations.

The programme lays emphasis on lectures; guest lectures by policy makers, practitioners, activists from the field; student seminars; film festivals and debate competitions. These are done through a student-led, reflective process of learning, which consciously cultivates a concern for the common good, environ-

ment and the marginalised.

During the programme, students are encouraged to enter the field and broaden their academic horizons. They are given exposure in the following areas:

- Internship and Field experience in Rural Areas
- Five-weeks internship to develop skills to work with various organisations
- One-month fieldwork as a part of the their dissertation
- Opportunities to compete for student exchange programmes for universities abroad
- Workshops on Statistical Softwares like STATA, SPSS
- Workshops on understanding Budgets, Impact Evaluation, Urbanisation etc.

A noteworthy aspect of the curriculum is emphasis in imparting skills of data analysis and impact assessment, spread across three semesters. Data analysis skills as well as skills to handle big data sets like NSSO and Census combined with experiential learning will enable the students to acquire the competence and orientation required for policy analysis and development research and practice.

The MA-DS programme had commenced in 2014 and its alumni are well placed in different research institutions and government as well as non-government agencies engaged in designing and implementing development interventions. Some students also pursue higher studies and enroll in Ph.D. programmes offered by national and international universities.

Distribution of Credit Hours

Year	Types of Courses	Credit
First	Compulsory courses	28
	Electives	2
	Experiential Learning	8
Second	Compulsory courses	18
	Electives	4
	Dissertation	8
Total Credits		68

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop

Semester-wise Listing of Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
CoM 1	Philosophy and Methods of Social Research-1	2
DS 1	Introduction to Development Studies	2
DS 2	State and Development	2
EL 1	Understanding Rural Society	4
SEMESTER II		
CoM 2	Philosophy and Methods of Social Research-2	2
DS 3	Development Economics	3
DS 4	Theories of Development	2
DS 5	Social Justice and Social Exclusion	3
DS 6	Welfare Regimes	2
CoM 3	Contemporary Indian Economy	2
DS 7	Foundations of Data Analysis	2
EL 2	Internship	4
DSEC 1	Elective 1	2
SEMESTER III		
RDG 7	Political Economy of Agriculture, Land and Labour	2
DS 8	Poverty and Inequality: Approaches and Measurement	2
DS 9	Gender and Development Practice	2
DS 10	Urbanisation and Development	2
DS 11	Human Rights, Social Movements and Development	2
DS 12	Environment and Development	2
RDG 10	Project Management	2
DS 13	Impact Evaluation	2
WS	Workshop: Understanding Budgets	0
DSEC 2	Elective 2	2
SEMESTER IV		
	Dissertation	8
DS 14	Industrialisation, Globalisation and Labour	2
DSEC 3	Elective 3	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

M.A. Natural Resources and Governance

The M.A. Natural Resources and Governance programme is offered in collaboration with the Foundation for Ecological Security, a well-known NGO in the field of sustainable development (www.fes.org.in). The classroom sessions, workshops and field-based initiatives are guided by an interface with academic and practice-based organisations, government and non-government agencies. The MA-NRG is a combination of theoretical knowledge, awareness of contemporary environmental issues, and fieldwork experiences. The aim of the programme is to provide knowledge and skills to the students, which will help them understand and conceptualise the idea of natural resources in rich and diverse ways, understand the various issues and problems around natural resource control and use and the different costs involved in these processes — a frame broadly of the management and governance of natural resources.

This academic programme aims to help students understand the institutional structures concerning natural resources at the micro and macro levels (local, state, national, international), as well as policies, issues and problems of India and strategies to address these. It aims at preparing green professionals with a blend of management skills, sound foundation of conceptual and theoretical knowledge on ecology, environment and development, diverse narratives of development, and grounding in the field for a trans-disciplinary understanding of issues. It will equip students with perspectives, knowledge and skills to:

1. Understand human-environment interaction and the different approaches to studying environment and ecology; and inter-relationships of resource use, economics, governance systems, politics and their impact on the environment.
2. Develop a comprehensive understanding of the concepts, ethics, theories and discourses in natural resources, ecology, human-nature interactions, institutional analysis, climate change and adaptation, rural development, sustainable development, socio-ecological systems and their governance
3. Explore environmental issues and their linkages to politics of development at the local, regional and global levels.

This programme provides ample opportunities for students to study theories and concepts in the classroom and learn a variety of skills, methodologies and measurements in the field of natural resources through an exposure to various ecosystems. Prolonged field-based learning and mentoring by the FES team is part of the design of this programme; it has the most intensive field immersion as compared to other programmes. The MA-NRG programme commenced in 2015 and its alumni are well placed in various environmental NGOs and corporate, government and non-government agencies engaged in development interventions, natural resource management, research and consultancy.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Common Courses	2
	Core Courses	18
	Workshop	2
	Experiential Learning	10
Second	Core Courses	12
	Choice Based Credit System	2
	Workshop	2
	Common Courses	2
	Experiential Learning	3
	Dissertation	9
	Seminars	2
Total Credits		70

Note: 1 credit = 15 hours classroom teaching or 30 hours lab/field experience/workshop/self-study.

Semester-wise Listing of Courses

Course Code	Name of the Course	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
CoM 1	Philosophy and Methods of Social Research 1	2
NRG 1	Introduction to Socio-Ecological Perspectives (SEP)	4
NRG 3	Basics of Socio-Ecological Research (SER-2)	2
NRG-WS 1	Conflicts over Natural Resources-Displacement	0
EL 1	Group Behaviour and Exposure Visit to FES Sites	4
SEMESTER II		
NRG 4	Institutional Analysis and Design	2
NRG5-WS 2	Socio-Ecological Research (SER-2) Advanced (3 parts): Forest, Natural Resources, etc. Measurements Socio-economic Surveys	3
NRG 6	Environmental Policy, Institutions, Legal Framework	2
NRG 7	Natural Resource Based Livelihood	2
NRG 9	Environmental Economics	3
NRG- EL 2	IFRI Survey	6
NRG-WS 3	Data Analysis	2
SEMESTER III		
EL 3	Summer Internship	3
NRG 10	Sustainability	2
EC 1	CBCS	2
NRG 14	NRG Seminar Series	2
NRG 11	System Dynamics and Modeling	2
NRG 8	Approaches to Conservation and Development	2
NRG 12	Understanding Climate Change	2
NRG 13	Project Management/Budgeting	2
NRG-WS	Workshop: Research Proposal Writing/Presentation	2
SEMESTER IV		
RD	Field-Based Learning & Dissertation	9
NRG 15	Advanced Data Analysis 1. Bio-diversity Inventory 2. Bio-informatics & Bio-regional Planning 3. System Dynamics and Modeling	4

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to current pandemic situation courses may be shifted or taught across semesters.

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Programme Coordinator

CENTRE FOR ENGLISH LANGUAGE AND DEVELOPMENT

INTRODUCTION

The Centre for English Language and Development (CELD) was set up in July 2020, replacing the erstwhile English Language Cell. The CELD has been established to work for the overall development of English language skills of students across all programmes offered at the TISS Hyderabad off campus as well as other campuses. The Centre functions with specific aims and objectives to provide continuous English language support for socially and educationally marginalised students in a manner that strengthens their previous social and academic experiences and complements their academic learning and social skills. CELD designs and delivers courses that engage students in classroom tasks to systematically nurture and hone their academic, social communication and professional skills in English. The CELD adopts

a multi-pronged approach to capacity building and enhancement of students' English and academic competencies to handle curricular as well as social demands in higher education as these skills are proven to be essential for students' success in academics and career building.

With these objectives and vision, and considering the diverse academic and social backgrounds of TISS students, the CELD provides support to undergraduate, post-graduate, and research students with a range of language courses and mentoring sessions. These courses are mandatory, but not graded or certified, and are aimed at building enhanced linguistic and communicative abilities and knowledge of students.

ENGLISH FOUNDATION COURSE

The English Foundation Course (EFC) begins with an Academic English Language Proficiency Test for Semester 1 students of the Master's Degree programmes, which is designed to ascertain their language comprehension, irrespective of the programme that they have opted. The areas for testing at this stage are academic reading, reading comprehension, academic writing, and sentence construction and organisation.

For the EFC, important aspects of Academic Reading, Academic Writing, and Referencing skills are focused in classroom interactions so that the students joining the Master's programmes are aware of the genres of reading and writing involved in their academic programmes. For Reading Skills, the main objective is that students should be able to understand the given text and identify the main idea. They must have the ability to make notes from the article/book chapter and must be able to draw inferences, conclusions, reasoning, and critically raise issues from the text. For Writing Skills, students must be able to write in an organised manner with a deep engagement with the content of the text in discussion. Paraphrasing, referencing and summarising skills also form a crucial component of the teaching learning activity.

CELD conducts a Test subsequent to EFC to understand student's assimilation of academic reading and academic writing aspects discussed in the classroom sessions.

English and Academic Language

The English and Academic Language (EAL) is the next stage of the CELD support programme. The additional language support that is provided during these programmes begins in a gradual manner i.e., with overall reading, writing, listening and speaking in the first semester to reading and responding to texts in the next semester.

As part of the teaching strategy, apart from the topics of discussion like organisation of paragraph, and components of the text, comprehension of the text, assignments are also discussed in the classroom to ensure that the skills of academic writing are incorporated in their academic activities. In some cases, a dry run of presentations also happens to make students perform better in their classroom presentations. These dry runs have been found to be very helpful for the students. This activity also informs the teacher of the performance growth in the students.

To streamline the activities further, from the academic year of 2019, CELD started the process of giving a Performance Record at the end of each semester for students who are part of the EAL course. A consolidated report will be provided to the respective students at the time of their final degree.

Academic Writing

The Academic Writing Course aims to strengthen writing skills. Students will get to refine their understanding of writing conventions required in an academic context. The course focuses on argumentation, structure and organisation in academic writing. It also includes readings on contemporary topics that compliment and inspire student inquiry and composition.

Professional Communication Skills Workshops

The CELD conducts Résumé/CV Writing and Cover letter writing workshops for all the Master's Degree programme students at the TISS Hyderabad Off-Campus. These workshops are designed in two phases: a classroom-workshop based, and in-person discussion with the students where feedback on their Résumé/CV, and Cover letter is provided.

Research Writing Workshops

The Research Writing Workshops are held for all post-graduate students with the aim to help students enhance their research and writing skills. Planning and structuring the dissertation, reviewing the literature, drafting and editing, developing a bibliography, appendices, and other aspects of a dissertation are dealt with in these sessions.

Drop-in Mentoring Sessions

Apart from the classroom sessions and workshops, CELD considers the Drop-in Mentoring Sessions as the most crucial language support programme of its teaching schedule. These mentoring sessions are open for all Bachelor's, Master's and and Research programmes. The individual meetings make a student communicate his/her specific language issues in person and allows the language faculty to provide appropriate language solutions. These sessions also serve as a space for students to become comfortable with the academic events. Several aspects such as discussion of assignments, making presentations, confidence building, clarity on questions for exams/assignments, and social issues are part of these sessions, which result in a positive and constructive learning environment.

Semester-wise Listing of Courses

Course Code	Course Title	No. of Hours
SEMESTER I		
EFC	English Foundation Course	20
EAL	English and Academic Language	40
SEMESTER II		
AW	Academic Writing	30
SEMESTER III		
RWW 1	Research Writing Workshops - I	30
SEMESTER IV		
PCS	Professional Communication Skills Workshops	20
RWW 2	Research Writing Workshops - II	30
MS	Drop-in Mentoring Sessions	

Note: * All semesters across the academic year

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