

Master's Degree Programme

# PROSPECTUS

2016-2018



**Tata Institute of Social Sciences**

# Tata Institute of Social Sciences

V.N. Purav Marg, Deonar, Mumbai 400 088

## ACADEMIC CALENDAR 2016–2017\*

<b>I and III Semester</b>	
Re-opening of the Institute	June 6, 2016
Inauguration of the New Academic Session	June 13, 2016
Orientation for 1st year students	June 13–15, 2016
Commencement of the Classes for Seniors	June 13, 2016
Commencement of the Classes for Juniors	June 16, 2016
Announcement of Examination Time-Table	July 29, 2016
Last Lecture Day for Seniors	September 24, 2016
Last Lecture Day for Juniors	September 28, 2016
Examination Preparatory Period	Upto October 5, 2016
Semester Examinations	October 6 to 21, 2016
Submission of Grades	October 25, 2016
Vacation	October 23 to November 19, 2016
<b>II and IV Semester</b>	
Commencement of the Classes	November 21, 2016
Announcement of Examination Time-Table	December 30, 2016
Last Lecture Day	March 9, 2017
Examination Preparatory Period	March 10 to 21, 2017
Semester Examinations	March 22 to April 4, 2017
Submission of Grades	April 7, 2017
Institute Day	To be announced
Block Field Work	April 5 to May 2, 2017
Convocation	May 4 to 7, 2017
Vacation	May 8 to June 4, 2017
Reopening of the Institute	June 5, 2017

Semester I : Classes for 15 Weeks

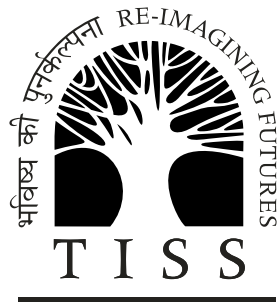
Diwali Vacation : 28 days

Semester II : Classes for 15 weeks + 4 non-instructional days (Quintessence, Sports Day & Institute Day)

Summer Vacation : 28 days

\*Subject to change in Govt Holidays.

PROSPECTUS FOR  
MASTER'S DEGREE PROGRAMMES  
2016–2018



**TATA INSTITUTE OF SOCIAL SCIENCES**

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

V.N. Purav Marg, Deonar, Mumbai 400088

Phones: 2552 5000 ♦ Fax: 91-22-2552 5050 ♦ [www.tiss.edu](http://www.tiss.edu)

**INSTITUTE DEEMED TO BE A 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**

The 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.

The 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**

Committee Against Sexual Harassment

Social Protection Office

### **Offices for Welfare of Students**

Grievance Redressal Committee

Students' Affairs Office

Counselling Cell

Health Centre

TISS

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# **SECTION 1**

## **Introduction**

# I. About TISS

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## 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 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 Act (UGC), 1956.

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 tried to seek solutions to the complex real world issues that concern people in India. In the past decade the Institute has demonstrated its capacity to understand, learn from, and respond to the transforming realities in the country with the onset of liberalised economy and globalisation

The Institute has imparted education and trained generations of social work, management and development professionals. 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, a process was initiated to adapt the academic structure of TISS in order to respond to the changing context in the country. It was felt that the higher education system needed to evolve in order to respond to 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. The aim for TISS was to grow while maintaining continuity with and indeed strengthening its tradition of grassroots engagement and rootedness in the concerns of less privileged persons and groups in India.

TISS offers teaching, research and outreach programmes from four campuses: Mumbai (Main and Naoroji) established in 1936; Tuljapur, established in 1986; Guwahati and Hyderabad, both established in 2011. The Tuljapur, Hyderabad and Guwahati campuses of TISS offer a range of teaching and research programmes, including a Five-Year Integrated Master's degree programme in Social Sciences. TISS also offers teaching and training, research and development support from Centres established at Leh (Ladakh, 2004), Port Blair (Andaman and Nicobar Islands, 2004), Kozikode (Kerala, 2012), Chennai (Tamil Nadu, 2012), Ranchi (Jharkhand, 2012), Raipur (Chhattisgarh, 2014), Delhi (2015), Patna (Bihar, 2015) and Thiruvananthapuram (Kerala, 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, Environmental Sciences to 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 Human Resource Development 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 country requires a few million trained quality professionals to work in Education, Health, Water and Sanitation, Livelihoods, Entrepreneurship, Rural and Urban Development, Disasters Management, Mental Health, Climate Change, and other critical issues.

As an institution offering education in the inter-disciplinary areas of Social Sciences, our curriculum 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; and become 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. At any given point in time, TISS faculty are working on over 500 research initiatives. TISS has collaborative research and student exchange programmes with over 100 universities and institutions across the world, in addition to being 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, the Institute has made consistent contributions to civil society and the development sector through its education, research, field action and extension. Today, the 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.

## 1.2 RECENT MILESTONES

- The year 2006 was landmark year for TISS when existing Departments and Units in TISS Mumbai were restructured into 5 Schools and 4 Independent Centres. These have now expanded to 12 Schools and 4 Independent Centres.
- Between 2006 to 2014, the number of Master's programmes offered by TISS increased manifold, a revamped M.Phil.-Ph.D. programme was introduced, as were several new Diploma and Certificate programmes. Today, TISS offers more than 50 Master's degree programmes across its four campuses.
- New TISS campuses in Guwahati and Hyderabad were established in 2011. With Tuljapur Campus in rural Osmanabad district of Maharashtra and the Mumbai Campus, TISS now functions out of four campuses in the country.
- In 2002, the National Assessment and Accreditation Council (NAAC) awarded a 5-Star rating to the Institute, and in 2010 it re-accredited the TISS with an 'A' Grade. In the 3rd cycle of assessment held in February 2016, NAAC rated TISS with a score of 3.89 out of 4.00, the second highest score among universities accredited thus far.

## 1.3 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 Deputy Director (Academic) is the Academic Head of the Institute. The academic structure of the Institute consists of Deputy Directors of campuses, Deans of Schools, Chairpersons of Independent Centres, and Resource and Service 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. Each School/Centre has faculty structured on their qualifications and years of experience.

### ***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 several supporting Units including: Computer Centre, Publications Unit, Day Care Centre, Students' Affairs Office, Social Protection Office, and Campus Security.

**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. *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.
4. *Facilitation Committee*: Constituted by the Governing Board in 2005, this is a senior level management Committee comprising the Director (as Chairperson), the five Deputy Directors, all the Deans, the Chairpersons of Independent Centres, and the Registrar. The Facilitation Committee meets regularly to ensure alignment in decision-making, management and coordination amongst Schools/Centres/Administrative Units, and the general administration.
5. *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 the Institute as an academic leader in the social sciences.
6. *Building Committee*: Chaired by the Director, the Building Committee has members from CPWD, Consulting Architects and Engineers and meets every quarter.

**1.4 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 and environmental issues. During 2015–2016, there were a total of 264 ongoing research and documentation projects at the Institute. Of these, 14 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.

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 2015–2016, the TISS faculty published 378 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, and 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 the 1930s. These FAPs focus on assistance to and 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. 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 FAPs address a wide range of issues with a broad goal of a more equal and just society, through capacity-building, empowering people to exercise a more informed choice, and secure their rights. The total numbers of FAPs currently active are 43 in the areas of 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 health.

## 1.5 RE-IMAGINING FUTURES: CONVERGING EXCELLENCE WITH RELEVANCE

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 to strengthen 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. Drawing on the nourishment from a close relationship with government, inter-governmental, academic, communities and NGOs, industry and alumni, the TISS hopes to meet the new challenges as it strikes a new path.

## 1.6 KEY POSITIONS

<b>Director</b>	:	Prof. S. Parasuraman M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai)
<b>Deputy Director (Academic)</b>	:	Prof. Shalini Bharat M.A., D.Phil. (Allahabad)
<b>Deputy Director (Research and Development)</b>	:	Prof. Surinder Jaswal M.A. (TISS), Ph.D. (London)
<b>Deputy Director, TISS Hyderabad</b>	:	Prof. S. Siva Raju M.Sc., M.A., Ph.D. (SVU)
<b>Deputy Director, TISS Guwahati</b>	:	Prof. D.K. Srivastava M.Com., D.Phil. (Allahabad), F.D.P.M. (IIM-A)
<b>Deputy Director, TISS Tuljapur</b>	:	Prof. Abdul Shaban M.A. (Delhi), M.Phil., Ph.D. (IIT-Bombay)
<b>Registrar</b>	:	Mr. C.P. Mohan Kumar M.Com. (Madras), Diploma Finance Management (ICFAI)
<b>Dean, School of Social Work</b>	:	Prof. Manish K. Jha M.A., M.Phil., Ph.D. (Delhi)
<b>Dean, School of Management and Labour Studies</b>	:	Prof. Bino Paul G.D. M.A. (Calicut), M.Phil., Ph.D. (IIT-Bombay)

<b>Dean, School of Health Systems Studies</b>	:	Prof. T. Sundaraman M.B.B.S., M.D. (Madras)
<b>Dean, School of Development Studies</b>	:	Prof. R. Ramakumar M.Sc. (TNAU), Ph.D. (ISI-Calcutta)
<b>Dean, School of Education</b>	:	Prof. Nandini Manjrekar M.Sc. (Mumbai), M.Phil., Ph.D. (Baroda)
<b>Dean, School of Media and Cultural Studies</b>	:	Prof. K.P. Jayasankar M.A. (Mumbai), Ph.D. (IIT-Bombay)
<b>Dean, School of Habitat Studies</b>	:	Prof. Amita Bhide M.A. (TISS), Ph.D. (Mumbai)
<b>Dean, Jamsetji Tata School of Disaster Studies</b>	:	Prof. Jacquleen Joseph M.A. (Bharatidasan), M.Phil., Ph.D. (NIMHANS)
<b>Dean, School of Human Ecology</b>	:	Dr. Sujata Sriram M.Sc., Ph.D. (Delhi)
<b>Dean, School of Law, Rights and Constitutional Gov- ernance</b>	:	Prof. Arvind Tiwari M.A., Ph.D. (Sagar)
<b>Dean, School of Vocational Education</b>	:	Prof. Neela Dabir M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)
<b>Associate Dean, School of Research Methodology</b>	:	Prof. Anil S. Sutar M.A., M.Phil., Ph.D. (Karnataka)
<b>Chairperson, Centre for Education Innovation and Action Research</b>	:	Prof. Padma Sarangapani M.Sc. (IIT-Madras), M.Phil., Ph.D. (Delhi)
<b>Chairperson, Centre for Lifelong Learning</b>	:	Prof. Lata Narayan M.A., Ph.D. (Mumbai)
<b>Chairperson, Centre for Studies in Sociology of Education</b>	:	Prof. Ranu Jain M.A., Ph.D. (Calcutta)
<b>Chairperson, Centre for Social Exclusion and Inclusive Policy</b>	:	Dr. Shailesh Darokar M.A. (TISS), M.Phil., Ph.D. (JNU)
<b>Librarian, Sir Dorabji Tata Memorial Library</b>	:	Prof. Satish Kanamadi M.L.I.Sc., Ph.D. (Karnataka)
<b>Dean, Students' Affairs</b>	:	Prof. P.K. Shajahan M.S.W (Mahatma Gandhi), Ph.D. (Delhi)
<b>Dean, Social Protection Office</b>	:	Prof. Vijay Raghavan M.A., Ph.D. (TISS)
<b>Chairperson, International Relations Office</b>	:	Prof. Madhushree Sekher M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert Mc Namara Fellow)
<b>Counselling Cell</b>	:	Ms. Swapna Redij M.A. (TISS)
<b>Chairperson, Gender Amity Committee</b>	:	Dr. Shewli Kumar M.A., M.Phil., Ph.D. (Delhi)
<b>Deputy Registrar, Personnel and Administration</b>	:	Mr. D.K. Shetty B.Com. (Ranchi), PGD in PM&IR (XIIS)
<b>Assistant Registrar, Finance and Accounts</b>	:	Ms. Joycie Dias M.Com., D.H.R.M. (Mumbai)

## 2. Master's Degree Programmes: General Information

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### 2.1 RESERVATION

- 2.1.1** *Scheduled Caste (SC) and Scheduled Tribe (ST) Candidates:* As per Gol requirements, 15% and 7.5% seats are reserved for SC and ST candidates, respectively, in all the programmes.
- 2.1.2** *Persons With Disability (PWD):* Three per cent seats are reserved in all the Master's Degree Programmes for PWD, of which 1% each is reserved for persons with (a) Low Vision/Blindness, (b) Hearing Impairment, and (c) Locomotor Disability/Cerebral Palsy.
- 2.1.3** *Other Backward Classes (OBCs):* Following Gol directives, 27% of the seats are reserved for candidates from OBCs belonging to the non-creamy layer as notified by the National Commission for Backward Classes.
- 2.1.4** *Kashmiri Migrants:* Subject to Gol directives.
- 2.1.5** *Armed Forces:* Three percent seats (supernumerary quota) are reserved in all Master's Degree programmes for personnel from the Armed Forces as per Gol directives.

### 2.2 INTERNATIONAL STUDENTS

#### 2.2.1 Introduction

Admission of international students to all the Master's Degree programmes offered by TISS will be done through the International Relations Office (IRO). Admission to a degree programme will be made only at the beginning of that programme. For customised short-term courses, students will be admitted according to the schedule planned, which may vary for different programmes during the year. All foreign nationals (holding citizenship other than Indian or in addition to that of Indian) are eligible to apply as International Students.

#### 2.2.2 Eligibility

The qualifications required for International Students for admission to the different programmes of the Institute can be checked from the IRO Information Brochure. 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. When required, a reference will be made to the AIU to check the equivalence. The student should submit all the documents mentioned in the eligibility form in order to check the equivalence through the AIU, along with the application.

Eligibility for applying to the Master's programmes offered by the Institute is as follows:

- (a) Candidate must have a passport issued by a foreign country. This is also applicable to a Person of Indian Origin (PIO) as well as an Overseas Citizen of India (OCI) who have acquired the nationality of a foreign country.
- (b) Candidates must have the relevant/required educational qualification for the programme.
- (c) The Non-Resident Indian (NRI) /PIO/OCI candidate must have passed the qualifying examination from a school/college/university in a foreign country, or as an NRI/PIO/OCI candidate from an Indian school/college/university. This rule may be relaxed for candidates coming from programmes floated by the Indian Council for Cultural Relations, Gol, and the Universities with which TISS has already signed MoUs.
- (d) Candidates applying for Human Resource Management and Labour Relations programme must have a GMAT Score of 600 and above.
- (e) **English Proficiency:** Proof of proficiency in English is essential for a candidate who is not a graduate from a University located in an English-speaking country. Such a candidate has to provide one of the following two scores. Please note that the score should not be older than two years.
  - (i) Academic version of International English Language Testing System (IELTS) with a minimum score of 6.0.

- (ii) Test of English as Foreign Language (TOEFL). Depending on the mode, the minimum scores requisite are different: paper-based TOEFL is 530, computer-based TOEFL is 180; and Internet-based TOEFL it is 72.

In lieu of these two scores, a certification about Proficiency in English Language by the University/College/School from where the candidate has passed her/his qualifying examination can also be submitted. Additionally, the candidates will have to appear for a written test and personal interviews on the dates communicated by IRO of TISS.

### 2.2.3 Procedure for Admission

#### *Stage 1: Preliminary Procedure*

1. Apply for admission in the prescribed Application Form, downloadable from the Institute's website along with a demand draft for Rs. 5,000/- towards application processing charges, per programme (non-refundable).
2. Fill and submit the eligibility form, along with copies of certificates listed in the eligibility form and the required fees. This should be done well in advance so that the student is able to obtain the Visa and AIU equivalence before the due date of admission.
  - (a) Degree certificate along with transcript from his/her university as proof of eligibility.
  - (b) Write a note on motivation for applying to the programme (upto 500 words).
  - (c) Give 2 references, one of whom should be his/her teacher at the undergraduate level. The referees should provide information regarding the candidate's academic interest, ability, character, and suitability for the programme in a sealed envelope. These two references should accompany the application.

#### *Stage 2: Selection Procedure*

Once the Institute ascertains the eligibility of the candidate to apply for the programme, the following steps are initiated:

1. The candidate has to write an essay of upto 1,500–2,000 words in the English language on a topic intimated through e-mail and submit the same through e-mail as well.
2. Personal interview to assess competency in the subject area and preparedness for education in a different social and environmental context.

#### *Stage 3: Student Visa and Fees Payment*

1. A provisional admission letter will be sent to the candidate to secure a Student Visa to India.
2. The Student Visa is a compulsory Gol requirement for admission to the Institute. The visa should indicate: (i) the name of the Institute, (ii) title of the programme, and (iii) the period of study at the Institute.

#### *Stage 4: Report to the Institute*

1. Undergo the medical examination and get the medical fitness certificate.
2. The candidate should produce original documents at the time of verification of documents. Upon verification, the original documents will be returned to the candidates immediately.
3. Admission of International Students will be confirmed only after verification of original certificates, medical fitness test, and payment of the required fees.
4. All International Students should register their names with the police in the Foreigner Regional Registration Office (FRRO) of the local police, within 2 weeks of arrival in India.

### 2.2.4 Fee Structure

For details of fee structure for International Students, please see the Institute website.



**2.2.5 Discipline**

All International Students will abide by the rules of the Institute and the code of conduct as applicable to Indian students doing the same programme.

**2.2.6 Examination and Award of Degrees and Diplomas**

The procedure for examination, payment of examination fees, issue of grade cards, issue of passing certificates and award of degrees will be the same as that for the Indian students doing the same programme.

**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 through their government support. 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 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 enrolled students. On successful completion of the course, a certificate of participation will be given. No grade card will be generated in such cases.

**2.5 RULES REGARDING ADMISSION TO MASTER'S PROGRAMMES**

**2.5.1** If any statement furnished by the applicant is found to be incorrect at any time during the study programme, he/she is liable to be debarred permanently from the programme, and will not be eligible to apply to any other programme in future at the Institute.

**2.5.2** Admission will be subject to the fulfilment of the eligibility requirements as confirmed through verification of original certificates and final mark-sheets.

**2.5.3** Candidates who have been selected for admission will have to undergo a pre-admission medical check-up by the Medical Officer of the Institute. Certificate of health by the Medical Officer is necessary to confirm admission to the Institute.

**2.5.4** A candidate, who has been admitted provisionally, pending results of the final year examination of the qualifying degree, should procure the final mark-sheet and migration certificate as soon as these are made available after declaration of results, and submit the same to the Academic Section. The last date for submitting these documents is December 30 of the academic year, failing which his/her admission will be cancelled. No relaxation will be made to this rule.

**2.6 OTHER RULES**

**2.6.1** *Discipline:* All 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, block fieldwork/internship, etc. Misbehaviour and violation of rules will attract disciplinary action in the form of fine, 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, has 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 Student Handbook provides a detailed account of all Rules and Regulations to be followed during the course of study/stay at the Institute.

- 2.6.2** Taking up employment, remuneratory job or registering for any other programme of study while pursuing a programme of study at the Institute is not permitted. Applying for a job, attending an interview, appearing for any other examination, or participating in any course of study, either full-time or part-time, in the Institute itself or outside, or undertake any paid activity, during the period he/she is enrolled at the Institute, except with the prior written permission of the Director or applied through the concerned School Dean, might lead to de-registration or dismissal from the programme.
- 2.6.3** Those students who have obtained financial support or loan from the Institute for completing their first Master's degree programme will not be considered for admission to a second Master's degree programme at the Institute unless they clear their arrears, including loans, before applying for the second degree programme.
- 2.6.4** Students who are eligible for application fee waiver/discount, owing to their eligibility for Gol Post Matric Scholarship for SCs and STs and did not get or take admission once, can apply again. But such benefits can be availed of only once for the same level of study. However, if admitted in subsequent times, they will be eligible for all other supports as per existing rules governing the same. .
- 2.6.5** *Participation in Relief Work/Camp:* 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.
- 2.6.6** *Recreation Activities:* Any cultural/recreational activity at the Main and/or Naoroji Campus can be held only after obtaining prior permission from the competent authority. All such activities must end by 11.00 p.m. When seeking approval for the event from the Dean, (Students' Affairs), the purpose and details of the event must be clearly provided. In keeping with the decision of the Mumbai High Court, all loud speakers and public announcement systems should be switched off at 10.00 p.m. This decision is enforceable by the local police station.

## **2.7 STUDENT SUPPORT SERVICES**

### **2.7.1 Students' Affairs Office**

The Office of Students' Affairs 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, thus, strives to help students in their adjustment to TISS life and help them take full advantage of the academic and social environment here.

### **2.7.2 Accommodation/Hostels**

Admission to the hostels is restricted to full-time, bonafide, Master's degree students. Due to limited hostels available, right of admission to hostel is not guaranteed for all students admitted to the various study programmes. Currently, among the newly admitted students, only those who are eligible for the Gol Post–Matric scholarships are admitted to hostels. Deputed candidates, irrespective of the category they belong to, and from the cities where TISS campuses are located will not be allotted hostel accommodation. Similarly, students who ordinarily reside in the Mumbai Metropolitan Region or who have close relatives in Mumbai, will also not be given hostel accommodation. However, the Office of Students' Affairs facilitates accommodation for students outside the campus in the vicinity of TISS by networking with potential house owners and property agents.

**2.7.3 Health Care**

The Institute only provides free medical consultation services and three Medical Officers (MO) visit the Institute. One MO visits every Monday, Wednesday and Friday from 4.00-6.00 p.m., the second every Tuesday, Thursday and Saturday from 4.30-6.30 p.m., and the third every Tuesday, Thursday and Saturday from 11.00 a.m.-1.00 p.m. Two of the Medical Officers are General Physicians, while the third is a Gynaecologist. A senior faculty member from TISS coordinates the Medical and Counselling services.

**2.7.4 Counselling Services**

On-campus services of one full-time counsellor and four part-time counsellors are provided by the Institute for students. The counsellors help the students in their day-to-day concerns and also enhance their overall functioning. A senior faculty member from TISS coordinates the Medical and Counselling services. The full-time counsellor is available between 12.00–8.00 p.m. from Monday to Friday. The part-time counsellors are available between 4.00–8.00 p.m. on all days, except Sundays. They can be contacted at 5612 (ext.).

**2.7.5 Social Protection Office**

TISS had set up a Student Services Cell in 1986, with financial assistance from the then Ministry of Welfare, Gol, to assist SC and ST student, for improving their academic performance and optimising development in their personal and social life at the Institute. In 1988, the Institute obtained approval of the UGC to set up a Special Cell for SCs and STs, which started functioning in 1989. Later, the scope of the Cell was expanded to include OBCs, PWDs and Minorities. The Cell has now been reconfigured as the Social Protection Office (SPO) with similar objectives. The SPO provides support in varied areas including facilitating scholarships for eligible students, organising supplementary educational support programmes, and addressing grievances, if any, related to discrimination and exclusion. Detailed services and related processes are presented in the Information Booklet of the SPO.

**2.7.6 Committee Against Sexual Harassment (CASH)**

With regard to the Supreme Court Judgement and guidelines issued in 1997 to provide for the effective enforcement of the right to gender equality and guarantee protection against sexual harassment and abuse, more particularly against sexual harassment at work places, the University Grants Commission (UGC) issued circulars since 1998 to all the universities, advising them to establish a permanent cell and a committee and to develop guidelines to combat sexual harassment, violence against women and ragging at the universities and colleges. It also advised the universities to be proactive by developing a conducive atmosphere on the campus, where the status of women is respected.

Keeping the above guidelines in view, the Institute constituted a Committee Against Sexual Harassment (CASH) in 2003. This Committee consists of members of the faculty, administration, service staff and students' representatives. The Institute has zero tolerance policy for sexual harassment, gender-based violence and ragging at all places within its campuses.

**2.7.7 Scholarship and Student Aid**

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 refer to the Handbook for Students, 2016–2017, for details.

The Institute has some funds to provide aid to economically needy students with annual family income below Rs. 5 lakhs and who are not eligible for the Gol Post Matric Scholarships. After the commencement of the academic session, students may apply for student aid against the notification issued by the Office of Students' Affairs in this regard. The Student's Aid Committee of the Institute takes decisions on the basis of the need and availability of funds. Details of the same are presented in the Handbook for Students, 2016–2017.

### **2.7.8 Grievances Redressal Committee**

In accordance with UGC Regulations of 2012, a Grievances Redressal Committee was constituted in June 2013 with a senior faculty member as Chairperson. The other members of the Committee comprise three senior faculty members of the Institute, a student representative, and an Ombudsperson, who is a judge not below the rank of District Judge or a retired Professor and has 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 Students' Handbook, 2016–2017, for full details.

## 3. Rules and Guidelines

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### 3.1 RULES AND GUIDELINES CONCERNING COURSEWORK, ATTENDANCE AND ASSESSMENT

Each 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.

Courses, dissertation and other course-related activities, which may be conducted inside and off-campus spaces, are of the following kinds:

#### 3.1.1 Courses

3.1.1.1 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. Course credit value may vary from 1 to 10. 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).

3.1.1.2 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 II, III and IV semesters. 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. (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).

3.1.1.3 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.

3.1.1.4 Field-based/practical courses are described variously as 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.

#### 3.1.2 Research Study

This is described variously as Dissertation, Project, 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 study 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.

### 3.1.3 Additional Activities

This includes Rural Camp, Study Tours, Workshops and other non-credited compulsory activities as prescribed by various programmes. All of the above types of activities mentioned in 3.1.1, 3.1.2 and 3.1.3 will be together referred to as courses of study.

### 3.1.4 Assessment Unit

Each course of study, credited or non-credited, taught or field related, or research study, 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:

- 3.1.4.1 Assignments, which are held during the course of the semester, and are conducted as individual or group assessments.
- 3.1.4.2 Following are some of the indicative list of assessment components:
- (i) Class presentations—individual or group, which are held during the semester.
  - (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) Observation by faculty/supervisor.
- 3.1.4.3 Non-credited compulsory requirements of programmes require certificates of participation/completion and also include evaluative components, which may be mentioned in testimonials.
- 3.1.4.4 No course shall have only one type of evaluation instrument (Example – 100% assignment or 100% written exam). Each course will have a minimum of two and a maximum of three components for assessment. 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 evaluation.
- 3.1.4.5 In general, the total number of assessment units will not exceed the number of credits of the course. For example, a two credit course is assessed by two units of assessment—an assignment and an examination or two assignments or two examinations.
- 3.1.4.6 A student is required to attempt each mode of assessment independently.
- 3.1.4.7 Non-submission of an assignment will be treated as failed in the course and the student will be given supplementary for that course after completion of all modes of assessment.
- 3.1.4.8 In case of failure in courses exceeding 4 credits (that is, failure in 3 courses of 2 credits each or in 5 courses of 1 credit each) 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.

### 3.1.5 Grading Scheme

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

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

**Remarks in the Semester Grade Sheet**

S1 - Supplementary – 1

S2 - Supplementary – 2

Re - Repeat Course / Fieldwork / Internship / Research Project

I - Improvement Examination

R - Re-evaluation

M - Mandatory

Op - Optional

Au - Audit

EC - Extra Credit

**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 up to two courses or 4 credits)

FR - Failed and Repeat Semester (that is, failed in 3 or more courses or more than 4 credits)

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

3.1.5.2 A student must receive a minimum of 4.0 grade points, to be considered pass in a given course (For students of the Master of Law in Access to Justice programme, the grade point for pass in a course is 5.0).

### **3.1.6 Programme Completion/Credit Requirements Fulfillment**

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

3.1.6.2 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.

3.1.6.3 A student must maintain a CGPA of 4.0 in each semester, in order to remain in the programme. For students of the Master of Law in Access to Justice programme, they must obtain a CGPA of 5.0 in each semester in order to continue in the programme.

3.1.6.4 A student must receive a CGPA of 4.0 points to be considered to have completed the programme successfully. The credit point requirement for pass for Master of Law in Access to Justice programme is a CGPA of 5.0.

3.1.6.5 The grade earned in a given course will be credited to the student only if he/she has the requisite attendance.

3.1.6.6 Students having shortage of attendance as per section 3.1.9 will be considered as failed and will be assigned a zero grade point in the course, even if the assignments have been submitted and tests have been taken. The students will have to undergo supplementary assessments or repeat the course, as the case may be, in a future semester.

3.1.6.7 All assignments must be completed and submitted as per the predefined schedule.

3.1.6.8 Submission to be done strictly in accordance with the guidelines provided by the teacher such as,

- Hard copy submission to the School/Centre Secretariat **on the announced date.**
- Hard copy submission to the course teacher **on the announced date.**
- Submission by email **on the announced date.**
- Submission via Moodle **on the announced date.**

3.1.6.9 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 given '0' (zero) grade and the assignment submitted may be considered as supplementary.

3.1.6.10 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.

3.1.6.11 Non-completion of research project/dissertation amounts to non-fulfillment for the requirement of award of degree. The degree will be awarded only after successful completion and assessment of the research project / dissertation.

3.1.6.12 A student may be allowed to withdraw temporarily from the programme, provided he/she has successfully completed the first semester.

3.1.6.13 A student will have to complete the entire programme within a maximum period of 4 years from the 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.

During the extended period, the student will be considered as a private candidate and also not be eligible for ranking and award of prizes.



- 3.1.6.14 A student must satisfactorily complete all compulsory requirements, and accumulate the requisite credits as on date of completion of a particular programme in order to become eligible for the degree.

### 3.1.7 Rules for Students Rejoining a Semester/Programme after Dropping Out

#### 3.1.7.1 Credit and course work requirements

A Student who intends to rejoin the programme after a drop of a semester/year will be enrolled under 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 be required to complete the UGC mandated CBCS course requirements as applicable for the batch they are rejoining.

#### 3.1.7.2. Rules regarding rejoining semester due to lack of attendance/failure

If a student is repeating the course for shortage of attendance/failure in three or more courses, 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.

### 3.1.8 Extra Credits and Audits

- 3.1.8.1 A student can opt to credit additional courses, over and above those prescribed for a programme.

- 3.1.8.2 For all such credited courses, a student will be required to complete all the assessment units as prescribed.

- 3.1.8.3 Extra credits will also be recorded on the grade card, and indicated as extra credits.

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

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

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

- 3.1.8.7 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 Attendance

- 3.1.9.1 Attendance in class and fieldwork is compulsory. Every student is expected to maintain regularity and 100% attendance for all programme requirements: classroom/theory courses, field practicum, field trips, internships, etc.

- 3.1.9.2 A minimum of 75% attendance is required for all taught courses.

#### 3.1.9.3 Attendance for Courses

(1) **Eligible Absence:** upto 25%.

(2) **Eligible for Supplementary:** Absence from 26–33%.

(3) **Repeat the Course:** Absence above 33%.

This includes absence due to medical emergencies as well. The eligible absence is not a matter of right, but a measure to help students meet the needs of absence on medical or health reasons or for personal and family crises.

- 3.1.9.4 The week schedule and holiday schedules of the fieldwork setting will be applicable for the period of fieldwork.

- 3.1.9.5 Absences for medical or other exigent reasons have to be taken with permission through a leave application submitted to the Programme Coordinator. For full-time, on-campus courses, leave upto 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%.

- 3.1.9.6 Students who have less than 75% attendance 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.

3.1.9.7 Students who have less than 75% attendance in any two courses will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations in those two courses, whenever they are conducted. Students who have less than 75% attendance in more than two courses will be required to repeat the semester the following year.

3.1.9.8 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.

#### 3.1.9.9 **Attendance for Fieldwork/Internship**

- (a) Attendance is compulsory on all days of fieldwork/internship.
- (b) In the case of internships and field practicum, the maximum days of absence permitted is upto 10% of the total practicum period specified by each programme.
- (b) 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.
- (c) Absence of upto two days on genuine reasons such as medical/family emergencies is allowed for concurrent fieldwork and block fieldwork/internship (of one month duration) only with prior permission.
- (d) Absence beyond two days needs to be compensated **in toto** in consultation with the fieldwork coordinator or supervisor.
- (e) Any absence without genuine reasons and without permission needs to be fully compensated.

#### 3.1.10 **Registration for Courses or Specialisations (in programmes where applicable)**

3.1.10.1 Students are required to register for optional courses/specialisations offered in the subsequent semester by submitting the Course Registration Form to the respective School Secretariats or through the online mechanism at the end of each semester. Programmes that have all compulsory courses in a particular semester may not call for course registrations.

3.1.10.2 The School Secretariats will confirm the registrations for courses after scrutiny such as size of class, timetable constraints, fulfillment of eligibility requirements, etc.

#### 3.1.11 **Dissertations / Theses / Self Study Courses / Research Reports / Field Reports**

3.1.11.1 Dissertations/theses/ field reports, etc. are carried out in phases and are assessed through process and product evaluation.

3.1.11.2 Bound copies 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 the scheduled date.

3.1.11.3 Late submissions, which are within the extra time given for valid reasons (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.

#### 3.1.12 **Supplementary and Improvement Assessments**

3.1.12.1 Supplementary and improvement assessment will be announced along with the declaration of semester results. These are applicable in the following situations:

- 3.1.12.2 (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
- (iv) Absent for Exam (including due to medical emergency) **upto courses with cumulative credit of 4**
- (v) Delayed or non submission of **Assignments/Research Project/Internship Report** (including due to medical emergency)

- 3.1.12.3 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), or for improvement if they wish to improve their grades.
- 3.1.12.4 Fee for Supplementary and Improvement Examinations in theory courses is Rs. 200/-
- 3.1.12.5. Fee for Supplementary for Fieldwork/Internship is Rs. 1,000/-
- 3.1.12.6 A student can opt for improvement examination after the declaration of re-evaluation results, if the grade is not up to his/her satisfaction.
- 3.1.12.7 In the case of Improvement, the better of the two grades will be considered for the grade sheet.
- 3.1.12.8 If the student fails to undertake the supplementary or fails in Supplementary-1, then the student will be offered Supplementary-2 as per the schedule announced.
- 3.1.12.9 If the student fails to undertake or fails in Supplementary-2, then he/she will be declared as failed in the course and will be required to repeat the course in a future semester,
- 3.1.12.10 Supplementary Examination: A student who is 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 S 1 in the grade sheet.
- Students who fail to respond to call for supplementary exams after 2 notices from the secretariat will be deemed to have failed in that semester and will be required to repeat that semester.
- 3.1.12.11 Courses completed through supplementary or improvement will be identified using the following codes placed against the grade for the respective courses in the grade card: 'S1' for Supplementary-1, 'S2' for Supplementary-2 and 'I' for Improvement. Grades received through Supplementary/Improvement mode will not be considered for award of any prize in which the relevant degree is conferred, even if the student tops the class/fieldwork/research as the case may be.
- 3.1.12.12 Students who have failed or have supplementary for more than 4 credits (that is, failure in 3 courses of 2 credits each or in 5 courses of 1 credit each) in a semester or accumulated over two or more semesters will be deemed 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 need to be successfully completed before being admitted to the next semester.
- 3.1.12.13 Grades obtained through Supplementary/Improvement mode will not be considered for re-evaluation.

### **3.1.13 Re-evaluation**

- 3.1.13.1 A student, who desires to have his/her 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. Fee for Re-evaluation of theory courses is Rs. 500/-, while the fee for Re-evaluation of fieldwork is Rs. 1,500/- 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.
- 3.1.13.2 A Committee, with the power to co-opt, will be constituted by the Dean of the School/Chairperson of Independent Centre to consider the requests for re-evaluation of grades in courses/research project/fieldwork/internship.
- 3.1.13.3 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 his/her examiner belongs.

- 3.1.13.4 Re-evaluation will be done for all re-evaluable components of the course / fieldwork/ internship / re-search project
- 3.1.13.5 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 by him/her, 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.
- 3.1.13.6 In the case of research project, only the final research study will be re-evaluated by a subject expert, internal or external to the Institute.
- 3.1.13.7 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.
- 3.1.13.8 The re-evaluator will meet the student concerned and get a verbal report in relation to the work he/she has done. The re-evaluator may also ask questions so as to assess the student's fieldwork/internship knowledge, skills and attitudes. 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.
- 3.1.13.9 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.
- 3.1.13.10 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.
- 3.1.13.11 The re-evaluation procedure will be completed within a timeframe that facilitates the possibility of the student opting for an improvement/supplementary exam.
- 3.1.13.12 In case of re-evaluation, the better grade will be considered
- 3.1.13.13 Re-evaluated grades of I to III semesters 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.
- 3.1.13.14 In case a student gets a better grade after re-evaluation of any assessment components in the fourth semester, the same will not be considered for award of prizes. However, a certificate will be issued upon request reflecting the higher grade received.
- 3.1.14 Use of Unfair Means**
- 3.1.14.1 If a student is found to have copied /cheated/plagiarised in any assessment unit, he/she will be deemed to have failed in the course and will be required to appear for supplementary evaluation.
- 3.1.14.2 If the same student is found copying/cheating/plagiarising in an assessment unit in any of the following semester/s, he/she will be deregistered from the programme.
- 3.1.14.3 If a student is found copying/cheating/plagiarising in a research project, he/she will be deemed to have failed in the research project and will be required to do a research project in another area/theme/topic
- 3.1.14.4 If a student is found reporting falsely in the fieldwork/internship recordings, he/she 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.

3.1.14.5 Following are some of the Unfair Means considered for penal actions. This is not an exhaustive, but indicative 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 examination in the paper concerned in the examination hall during examination hours;
- (ii) Giving or receiving assistance of any kind or attempting to do so during the progress of 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 time;
- (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 answer book by writing his/her 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.

3.1.14.6 If a student is found copying/cheating in the assignment having less than 50% weightage, the student 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 new assignment will be given as supplementary.

## **3.2 RULES PROHIBITING RAGGING**

**3.2.1** Ragging of a student in any form is strictly prohibited, within the Institute premises or any part of the Institute system or outside the institute.

**3.2.2** Following behaviours will be considered ragging: 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 students to do any act or perform something which such a student 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 to 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.

This is only an indicative list.

**3.2.3** The following is a list of punishments for those who are found guilty of participation in or abetment of ragging. 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.

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 AWARD OF DEGREE**

**3.3.1** Students who have successfully completed their programme of study will be admitted to the degree only at the Annual Convocation.

**3.3.2** 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. Fees and Deposits

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### 4.1 PAYMENT OF FEES

- 4.1.1 Fees for all semesters are to be paid at the State Bank of India, anywhere in India through the Power Jyoti Account.
- 4.1.2 Payment of Semester II, III and IV fees should be made on time and by the due date announced.
- 4.1.3 In case of default of payment by due date, Rs. 100/- will be imposed as fine for the first block of 7 days, Rs. 200/- for the second block of 7 days and Rs. 300/- for the third block of 7 days and so on, but the net fine will not be more than 20% of the tuition fee.
- 4.1.4 The defaulting student can be allowed to attend the class even if the fee is not paid. However, the defaulting student will not be allowed to appear for the examination unless the fees and the fine are paid before the commencement of the semester examinations.
- 4.1.5 Sponsored/Deputed students will be exempted from paying a fine even if there is a delay in payment of fees.
- 4.1.6 Permanent employees of the Institute, their spouses and any two children, are exempted from payment of tuition fees to undergo any teaching programme in the Institute. This exemption will not be applicable to self-financing courses (Cir. No. Admn/40/2012 dt. Aug. 4, 2012).
- 4.1.7 Students who are away on Exchange Programmes have to pay the regular semester fees, excluding hostel and dining hall fees.
- 4.1.8 Fine, as applicable, will be imposed on all students including those availing Gol facilities, if they fail to pay fees by the stipulated date.
- 4.1.9 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.
- 4.1.10 For information on fee for Supplementary and Improvement examinations, and Re-evaluation, please check section 3.1.12 and 3.1.13 respectively.

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

- 4.2.1 *Field Work Fee*: This is not refundable or reimbursable.
- 4.2.2 *Internship Fee*: Internship expenses collected from the students shall be payable to the faculty supervisors and the students, to the extent certified by the Dean, for incurring internship charges payable to various hospitals.
- 4.2.3 *Lab Charges*: This will be payable to faculty supervisors and the students, to the extent certified by the Dean, for incurring lab charges.
- 4.2.4 *Rural Practicum / Study Tour* charges will be refunded to the students at the time of actually proceeding for the Practicum/Tour.
- 4.2.5 *Medical Insurance Premium Charges*: These are only indicative and will be subject to recovery of the actual premium charged by the Insurance provider.
- 4.2.6 *Caution Deposit*: This will be refunded on submission of No Dues Certificate at the time of leaving the programme. Dues to the Institute will be recovered from the Caution Deposit.  
Please see the pull out sheet in the nest page. Please note that the fees are subject to change and revision.
- 4.2.7 Receipt for deposits should be carefully preserved and returned at the time of leaving the Institute for refund.

### 4.3 REFUND OF FEES

- 4.3.1 If a student/candidate withdraws before the commencement of the programme, the entire fee collected from the student, after a deduction of the processing fee of not more than Rs. 1,100/- (One Thousand one hundred only), shall be refunded by the Institution to the student/candidate. Should a student leave

after joining the programme and if that vacant seat is filled by another candidate by the last date of admission, the Institute will refund all the refundable deposits and also 50% of the remaining fees paid.

- 4.3.2 Hostel and Dining Hall deposits will not be adjusted towards any due, but will be refunded on vacating the hostel.

#### **4.4 PERSONAL ACCIDENT INSURANCE**

The Institute has introduced Medclaim Insurance Scheme to cover Personal Accident Insurance to the students up to Rs. 1.50 lakhs and Medclaim Insurance up to Rs. 1.00 lakh as per the terms and conditions of the scheme. The premium, per student, per annum, is Rs. 1,500/-, including service tax.



**TISS MUMBAI**  
**Fee Structure for Master's Degree Programmes (2016–2018)\***

Components	Social Work				Disaster Management				Development Studies/ Women's Studies				Health Administration, Hospital Administration, Public Health Policy, Economics and Finance, and Public Health in Social Epidemiology				Media and Cultural Studies				MLISc				Education (Elementary)			
	Semester				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	I	II	III	IV	I	II	III	IV
<b>Tuition Fee</b>	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	12,000	12,000	12,000	12,000	10,500	10,500	10,500	10,500
<b>Examination Fee</b>	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
<b>Field Work / Field Attachment Fee (Non-reimbursable)</b>	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	0	0	0	0	0	6000
<b>Computer Charges</b>	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	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
<b>Convocation Charges</b>	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	0	0	0	2,000	0	0	0	2,000
<b>ID Card Charges</b>	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
<b>Medical Insurance Premium (subject to actual)</b>	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	0	1,500	0	1,500	0	1,500	0	1,500	0
<b>Internship Expenses (Reimbursable)</b>	0	0	0	0	0	4,000	4,000	0	0	0	0	0	4,000	4,000	4,000	4,000	0	0	0	0	0	0	0	0	0	0	0	0
<b>Lab Charges</b>	0	0	0	0	12,000	0	0	0	0	0	0	0	0	0	0	0	10,000	10,000	10,000	10,000	3,000	3,000	3,000	3,000	0	0	0	0
<b>Students' Union Fund</b>	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
<b>Students' Competency Fund</b>	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
<b>Development / Programme Fund</b>	8,000	8,000	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	8,000	8,000	0	0	8,000	8,000	0	0
<b>Medical Examination fee</b>	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
<b>Rural Practicum / Study Tour (Refundable)</b>	4,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Caution Deposit (Refundable at the time of exit from programme)</b>	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
<b>Total Fees for Non-Hostellers</b>	<b>42,200</b>	<b>26,300</b>	<b>19,800</b>	<b>20,300</b>	<b>50,200</b>	<b>26,300</b>	<b>19,800</b>	<b>16,300</b>	<b>34,200</b>	<b>22,300</b>	<b>15,800</b>	<b>16,300</b>	<b>38,200</b>	<b>26,300</b>	<b>19,800</b>	<b>20,300</b>	<b>44,200</b>	<b>32,300</b>	<b>25,800</b>	<b>26,300</b>	<b>37,200</b>	<b>25,300</b>	<b>18,800</b>	<b>19,300</b>	<b>32,700</b>	<b>20,800</b>	<b>14,300</b>	<b>20,800</b>
<b>Hostel Charges</b>	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	10,000	15,000	3,000	3,000	3,000	3,000
<b>Dining Hall Charges (Advance)</b>	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	14,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	3,000	3,000	3,000	3,000
<b>Total Fees for Hostellers</b>	<b>73,200</b>	<b>57,300</b>	<b>50,800</b>	<b>51,300</b>	<b>81,200</b>	<b>57,300</b>	<b>50,800</b>	<b>47,300</b>	<b>65,200</b>	<b>53,300</b>	<b>46,800</b>	<b>47,300</b>	<b>69,200</b>	<b>57,300</b>	<b>50,800</b>	<b>51,300</b>	<b>75,200</b>	<b>63,300</b>	<b>56,800</b>	<b>57,300</b>	<b>68,200</b>	<b>56,300</b>	<b>49,800</b>	<b>50,300</b>	<b>38,700</b>	<b>26,800</b>	<b>20,300</b>	<b>26,800</b>

\* Subject to change.

**Fee Structure for Master's Degree Programmes (2016–2018)\***

Component	HRM&LR				SE/GL				Counselling Psychology (Mumbai/Banyan)				Clinical Psychology (Mumbai/Mhat)				Water Policy & Governance				Urban Policy & Governance				Climate Change and Sustainability Studies				Regulatory Governance				LLM in Access to Justice	
	Semester				Semester				Semester				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	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II
<b>Tuition Fee</b>	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	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
<b>Examination Fee</b>	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
<b>Field Work / Field Attachment Fee (Non-reimbursable)</b>	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Computer Charges</b>	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	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
<b>Convocation Charges</b>	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	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	2,000
<b>ID Card charges</b>	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0
<b>Medical Insurance Premium (subject to actual)</b>	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	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
<b>Internship Expenses (Reimbursable)</b>	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
<b>Lab Charges</b>	0	0	0	0	0	0	0	0	2,000	2,000	2,000	2,000	2,500	2,500	2,500	2,500	0	1,500	0	1,500	0	0	1,500	0	0	0	0	0	0	0	0	0	0	0
<b>Students' Union Fund</b>	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
<b>Students' Competency Fund</b>	10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Development / Programme Fund</b>	8,000	8,000	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	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000
<b>Rural Practicum / Study Tour (Refundable)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4,000	4,000	4,000	4,000	8,000	8,000	0	0	4,000	4,000	4,000	4,000	4,000	4,000	0	0	0	0
<b>Medical Examination fee</b>	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0
<b>Caution Deposit (Refundable at the time exit from programme)</b>	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0
<b>Total Fees for Non-Hostellers</b>	<b>48,200</b>	<b>26,300</b>	<b>19,800</b>	<b>20,300</b>	<b>38,200</b>	<b>26,300</b>	<b>19,800</b>	<b>20,300</b>	<b>40,200</b>	<b>28,300</b>	<b>21,800</b>	<b>22,300</b>	<b>40,700</b>	<b>28,800</b>	<b>22,300</b>	<b>22,800</b>	<b>38,200</b>	<b>27,800</b>	<b>19,800</b>	<b>21,800</b>	<b>42,200</b>	<b>30,300</b>	<b>17,300</b>	<b>16,300</b>	<b>38,200</b>	<b>26,300</b>	<b>19,800</b>	<b>20,300</b>	<b>38,200</b>	<b>26,300</b>	<b>15,800</b>	<b>16,300</b>	<b>40,200</b>	<b>30,300</b>
<b>Hostel Charges</b>	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
<b>Dining Hall Charges (Advance)</b>	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
<b>Total Fees for Hostellers</b>	<b>79,200</b>	<b>57,300</b>	<b>50,800</b>	<b>51,300</b>	<b>69,200</b>	<b>57,300</b>	<b>50,800</b>	<b>51,300</b>	<b>71,200</b>	<b>59,300</b>	<b>52,800</b>	<b>53,300</b>	<b>71,700</b>	<b>59,800</b>	<b>53,300</b>	<b>53,800</b>	<b>69,200</b>	<b>58,800</b>	<b>50,800</b>	<b>52,800</b>	<b>73,200</b>	<b>61,300</b>	<b>48,300</b>	<b>47,300</b>	<b>69,200</b>	<b>57,000</b>	<b>50,800</b>	<b>51,300</b>	<b>69,200</b>	<b>57,300</b>	<b>46,800</b>	<b>47,300</b>	<b>71,200</b>	<b>61,300</b>

\* Subject to change.

**SECTION 2**  
**Programme Details**

## FOUNDATION COURSE

The Foundation Course (FC) is divided into four modules of different credits each. The FC focuses on the developing societies, economies and polities with emphasis on experiences of societies, economies and polities, rather than focusing on theories. Theories may be used while narrating, but will not form the core of the narrative style. All the four modules will be taught one after the other, rather than concurrently. All classes will be held at the TISS Convention Centre, as a single batch. The FC is taught over 90 hours of lectures and carries a weightage of 6 credits.

<b>Module 1: Understanding Society, Culture and Identity</b>	
Lecture 1	Introduction to FC; The significance of FC; The need to look at society, economy and politics in a radically different way as compared to the dominant mainstream way.
Lectures 2, 3, 4 and 5	How to look at Society? Individuals, family, kinship, groups, stratification, classes; Social processes and conflicts.
Lectures 6 and 7	Introducing Indian Society: A Historical Analysis; Persistence of caste, religion, gender and class differentiations.
Lecture 8	Caste in Indian Society; Evolution and Expression; Current challenges.
Lecture 9	Caste in Indian Society: Movements for equality and justice.
Lecture 10	Understanding Tribes: Culture, context and change; Profile of Tribal Communities in India, including nomadic and de-notified tribes.
Lecture 11	Understanding Tribes: Tribal movements; Modern Development and Marginalisation; Natural Resource Conflict and Emerging Challenges.
Lecture 12	Understanding gender; Multi-faceted origin, expressions of, and changes in gender inequality.
Lecture 13	Women's movements; the complexity of societal, administrative and legal processes in addressing gender injustice and inequality.
Lecture 14	Understanding religion; Socioeconomics and political context and complexities; Socio-economic Profile of Communities in India.
Lecture 15	Wrapping up Module 1: A Panel Discussion
<b>Module 2: Understanding Developing Economies</b>	
Lecture 16	Introduction to Debates and Concepts on Growth and Development.
Lecture 17	Classical approaches to development.
Lecture 18	The birth of Neo-classical Economics: Origins till the Great Depression of 1929.
Lecture 19	The Keynesian Revolution of the 1930s as an answer to the Crisis of 1929; The Lasting Relevance of Keynes.
Lecture 20	Colonisation: The context to development of the developing world.
Lecture 21	Decolonisation and the "Development Project" in the developing world.
Lecture 22	An introduction to globalisation and challenges to the developing world.
Lecture 23	The role of international organisations—World Bank, International Monetary Fund, World Trade Organisation; Foreign investment, Multinational Corporations, Economic Globalisation and its impacts on developing countries.
Lecture 24	The balance sheet of human development (including poverty and inequality) in the developing world.
Lecture 25	Issues of labour and employment in the developing world; What is labour flexibility? Job-less growth; What is the significance of trade unions in the developing world?
Lecture 26	The role of science and technology in the development of the developing world.
Lecture 27	Environment and development: The emergence of sustainable development in the context to climate change.
Lecture 28	The emerging idea of rights-based development.

<b>Module 3: India's Development Experience</b>	
Lecture 29	The place of India in the developing world in a comparative perspective; Its unique history of colonialism; Impact of colonialism on Indian agriculture; Developmental challenges in 1947.
Lecture 30	The independence movement and the aspirations of the people of India; The idea of Swaraj; Self-reliance and the birth of economic nationalism.
Lecture 31	Post-Independence trajectory of agriculture and rural development in India; The Progress of Land Reforms; Green Revolution; The Experience of the 1980s.
Lecture 32	Agriculture and rural development in India in the period of globalisation; Shifts in official policy; Agrarian crisis.
Lecture 33	Features of poverty and inequality in India; Methodologies of measurement; Trends in poverty and inequality; A discussion on the Suresh Tendulkar Committee Report, and after.
Lecture 34	Labour and employment in Indian development; The formal sector–informal sector dichotomy; Conditions of informal sector workers; Social security for the unorganised sector.
Lecture 35	Education and Health in India; Trends and Status of Indicators; The shifts in policy in the 1990s; The Promise of Compulsory Universal Education in the Constitution; The Right to Education Act; The rights framework v/s the Growth perspective.
Lecture 36	Industrial Development in India; The Industrial Stagnation Debate of the 1960s; Features of Growth in the 1980s; Trends and Challenges after 1991.
Lecture 37	The role of science and technology in the development of India; Challenges after 1991.
<b>Module 4: Understanding India's Political Structure</b>	
Lecture 38	The making of the idea of India; The birth of political nationalism; India as a nation of diversity; Federalism; The ideas of Gandhi, Nehru, Ambedkar, underlying the idea of state and nation.
Lecture 39	India and the Indian Constitution: A Brief History of the Constitution, and the Constituent Assembly; The Constitution as a Social text, the uniqueness of India's case, and the philosophy of the Constitution examined around the larger Gandhi, Nehru and Ambedkar debates.
Lectures 40 and 41	Democracy and Institutions in India: Evolution of electoral democracy; The rise and fall of single party dominance; The Emergency experience; Federalism and Federal Political Structure; The rise of regional parties; The emergence of coalition politics.
Lecture 42	Decentralisation and Democratic Governance in India: Discussion on the changing mode of political representation; Governance reforms; and Discussions on decentralised local governance; The experience of Kerala.
Lecture 43	Social Movements and Civil Society Struggles in India: State, democracy and civil society; Explaining social movements; The difference between social and political movements; New social movements, such as the Narmada Bachao Andolan and Naxal Movement; Challenges and Limitations.
Lecture 44	India and the world; The non-aligned movement through changing contexts; India and the idea of the third world; Strategic realignments in the era of globalisation.

## CHOICE BASED CREDIT SYSTEM

The Choice Based Credit System (CBCS) allows students to choose inter-disciplinary, intra-disciplinary, and skill-based courses (even from other disciplines) according to their learning needs, interests and aptitude. The CBCS not only offers opportunities and avenues to learn core subjects, but also explore additional avenues of learning for the holistic development of an individual.

There are 58 courses being offered under the CBCS for the 2016–2018 batch, and a Master's student from this batch can choose any 4 courses (of 2 credits each) from this selection. The CBCS courses will be offered in the second, third and fourth semesters in a 4-hour slot twice a week.

The students should decide on the CBCS course(s) for the next semester by the end of the previous semester, so that the timetable preparation is not affected. The student cannot drop out after attending a few days and shift to another course in the same semester. In such a situation, the student can drop out and select another course only in the next semester. Further details will be provided later.

The CBCS courses on offer for 2016-2018 batch of Master's students are as follows:

School / Centre	Course Code	Course Title	Credits
<b>School of Management and Labour Studies</b>	HRCB01	Negotiation and Conflict Management	2
	HRCB02	Social Network Analysis and Organisations	2
	SECB01	Introduction to Micro Finance	2
	SECB02	Social Value Creation and Social Innovation	2
	GLCB01	Industrial Relations in India	2
	GLCB02	Labour and Technology in Globalized World	2
<b>School of Social Work</b>	SWCB 01	Caste, State and Politics in South Asia	2
	SWCB 02	Contemporary Debates in Criminal Justice	2
	SWCB 03	Crime Culture and Media	2
	SWCB 04	Engendering Law and Justice – II	2
	SWCB 05	Engendering Non-formal Education	2
	SWCB 06	Human Growth and Behaviour	2
	SWCB 07	Law & Social Work	2
	SWCB 08	Law, Justice and Democratic Rights	2
	SWCB 09	Livelihood Promotion and Social Entrepreneurship Development	2
	SWCB 10	Project Planning Tools for Livelihood Promotion	2
	SWCB 11	Society, Conflicts and Peace Process	2
	SWCB 12	Homelessness, Poverty and Mental Health	2
	SWCB 13	Child Rights and Child Protection: Context, Policy and Practice	2
	SWCB 14	Sociology of Development and Inequalities	2

School / Centre	Course Code	Course Title	Credits
<b>School of Development Studies</b>	DSCB 6	Law, Institutions, Society and Development	2
	WSCB 29	Queering Feminism	2
	DSCB 13	Political Economy of Space, Development and Uneven Development	2
	WSCB28	Dalit Feminism	2
<b>School of Law, Rights and Constitutional Governance</b>	LLMCB 06	International Humanitarian and Human Rights Law	2
	LLMCB 01	Law and Development	2
<b>Jamsetji Tata School for Disaster Studies</b>	MDMCB 15	Technical Skills	2
	MDMCB 16	Transboundary Governance and Humanitarian Action	2
	MDMCB 17	Project Management in Disaster Context	2
<b>Centre for Lifelong Learning</b>	CLLPTMCB 01	Participatory Training Methodology	2
	CLLPTMCB02	Psychosocial Health and Wellbeing of the Elderly	2
	CLLPTMCB03	Skills for Engaging with Youth	2
	CLLPTMCB 04	Personal and Interpersonal Development of the Practitioner	2
<b>School of Health Systems Studies</b>	HECB 4	Health Management Information Systems	2
	PHECB 14	Social Epidemiology of Nutrition	2
	PHECB9	Global Public Health	2
	HECB07	Urban Habitat and Health	2
	PHECB 07	Public Health Across Lifespan	2
	PHECB 13	Mental Health	2
<b>School of Habitat Studies</b>	UPGCB 14	Perspectives on Urban Space	2
	WPGCB 08	Scientific Aspects of Water - II	2
	CCSSCB 17	Contemporary Issues in Sustainability and Climate Change	2
	CCSSCB25	Introduction to the Philosophy of Science	2
	RGCB 20	Elective in Sectoral Regulation: Micro Finance	2
	UPGCB 29	Urban Transport: Planning, Policy, Practices	2
	WPGCB30	Perspectives on the Water Sector: An Overview	2
	CCSSCB4.2	Water and Sustainable Development – II	2
	RG13-I	Introduction to Sectoral Regulation I (Water Sector Regulation and Food Safety Regulation)	2
UPGCB 31	Project Management	2	

<b>School / Centre</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>School of Media and Cultural Studies</b>	MCCB 02	Information and Communication Technologies for Development	2
	MCCB 03	Understanding Visual Cultures	2
	MCCB 01	Gender, Culture and Space	2
<b>Centre for Library &amp; Information Management Studies</b>	MLISCB01	Digital Scholarship	2
	MLISCB02	Digital Information Literacy	2
<b>School of Human Ecology</b>	CIP 01	Psychopathology	2
	CIP 22	Community Mental Health	2
	CN 07	Understanding Psychological Problems	2

*Note:* The listing of CBCS courses is provisional, and may undergo some changes.



# SCHOOL OF SOCIAL WORK

## INTRODUCTION

The School of Social Work promotes education in social work that is democratic, emancipatory, and egalitarian and one that 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 following are the centres in the School:

- Centre for Community Organisation and Development Practice
- Centre for Criminology and Justice
- Centre for Disability Studies and Action
- Centre for Justice and Equity 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

## PROGRAMME DETAILS

The credit hours are common across all the 9 social work programmes as given below:

**Distribution of Credit Hours**

Year	Detail	Credits
<b>First</b>	Foundation Courses	6
	Philosophy of Research	1
	Core Social Work Courses	16
	Programme Courses	4/6*
	Fieldwork	12
<b>Second</b>	Programme Courses	16/18*
	Research Project	6
	Choice Based Credit Courses	8
	Fieldwork	12
<b>Total Credits</b>		<b>83</b>

\* The number of credits over the year may vary across programmes due to difference in placement of programme specific courses.

## M.A. Social Work with Children and Families

Social Work with children and families as a field has grown considerably in terms of its perspectives, scope and requirement of professional expertise. In recent years, the globalised world has been witnessing considerable civil society engagement on issues related

to children and families. Discourses and interventions are happening on a wide range of issues from services on health and education to institutional development for children in need of care and protection. The new economic forces have led to the emergence of new

forms of families, gender roles and childhood requiring renewed attention. Families are not only spaces for holding people together by providing care, nurturance and identity, they are also sites of conflict and violence, particularly for children and other vulnerable members. These changes are often challenging, and affected children's survival and development leading to major concerns in safeguarding their rights. Thus, the intervention of government and civil society to support families become important to realise the rights of the children within the family. Therefore, there has been a tremendous effort towards engaging the state and other actors in ensuring child rights at different levels of practice.

The forces of globalisation superimposed over highly inequitable social and economic institutions is driving children of vulnerable families into child labour, sex work or other forms of exploitative relationships. The children and their families belonging to specific marginalised communities like dalits, adivasis, religious minorities, forced migrants, the poor and those affected by disasters and conflicts are living on the edge, struggling to find ways to survive, protect and educate themselves. Families of these children, on the one hand, struggle against discrimination, and for dignity; and on the other hand, struggle 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 the children and families for survival, development, protection and participation.

The programme provides students with a critical understanding of the diversities of childhoods, family as a context for individual development, as well as policies, legislations and macro developmental processes impacting children and families. The students in this programme will have developed their capacities to undertake rights-based work for ensuring inclusion of children of marginalised communities into the mainstream processes of development. Recognising and working with children as citizens and rights holders is the focus of this programme. Thus, the students will have improved capabilities to translate theory into practice, reflectively work 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 and such others.

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 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 natural disasters, conflicts and disabilities. Graduates of the present programme have a lot of scope to find employment in government projects, educational and health-care institutions, and in many local and international NGOs. Students could also find suitable job prospects in research, consulting, teaching and policy advocacy.

#### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	CF 01	Child and Childhood In India - Theories, Demographics and Perspectives	2
II	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2

Semester	Course Code	Course	Credits
II	SW 08	Research Methods II	2
	CF 02	Family in India	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	CF 03	Child and Family Laws in India	2
	CF 04	Development Practice, Policies and Programmes for Children and Families	4
	CF 05	Vulnerable and Marginalised Children: Perspectives and issues	2
	CF 06	Issues and Concerns of Children and Families in Rural Areas	2
	CF 07	Working with Children: Interventions and Skills	2
	CF 08	Working with Families: Interventions and Skills	2
IV	CF 09	Advocacy and Action for Children and Families	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## 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, 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 linkages between processes of marginalities and collective deprivation with 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 necessitates 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.

M.A. Social Work in Community Organisation and Development Practice (CODP) 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 who 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 — with various government as well as non-governmental development organisations and projects, people’s organisations and movements, trade unions, and corporate social responsibility initiatives. Some could 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

Semester	Course Code	Courses	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	CODP 01	Rural Development and Governance	2
II	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 02	Theoretical Perspectives for Community Practice	2
	CODP 04	Sustainable Livelihoods and Gender	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	CODP 05	State, Social Protection and Development Programmes	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
	LSE 05	Business Plan Development for Social Sector	2
	CODP 10	Programme Planning and Management	2
IV	CODP 09	Disasters and Development	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

### 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. The M.A. Social Work in Criminology and Justice programme is being offered with the assumption that the 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 across the country. The broad concerns of the programme correspond to three inter-related areas:

- (i) it provides a strong theoretical underpinning on human rights and the criminal justice system;
- (ii) it encourages a critical examination of crime around issues such as gender-based violence, 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, transnational crime and terrorism; and
- (iii) lays the foundation towards a critical understanding of criminal justice agencies and current issues such as policing, prison management, custodial

justice, human rights violations, role of the State, correctional agencies and alternative justice systems.

Today, the Indian justice system is characterised by innumerable arrests, overcrowded jails, 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.

The social workers in this context need to play a key role in engaging with the State actors and victim groups in ensuring justice and accessing rehabilitative structures. They need to interface with a diversity of issues in practice situations. Their engagement with the justice system 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 fam-

ily/community structures and the administration, providing outreach services, pre-litigation work, conflict resolution, and community-based rehabilitation work. The field is full of involuntary clients and groups who are in custody often against their will: e.g., for prisoners, children and women in protective care, victims of abuse, and homeless people arrested under the 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-quoist systems; to engage with overloaded and demoralised justice functionaries and to work with affected groups who are traumatised, and fatalistic, due to their experiences with society and the State. Job prospects in this field include positions in criminal and regulatory law enforcement agencies, correctional institutions, homeland security, juvenile detention, counselling and supervision, victim services and victim advocacy. With years of work experience, professionals in this field may also qualify for professional positions in legal practice, teaching, policy research, counselling or therapy, and as forensics experts.

### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Courses	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	CJ 01	Criminology: Trends and Perspectives	2
II	SFC 01	Law and Social Work	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

Semester	Course Code	Course Title	Credits
II	CJ 07	Rural Crime and Justice	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	CJ 03	Victimology and Crime Prevention Strategies	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, Advocacy and Movements	2
IV	CJ 11	Human Rights and Access to Justice	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

### 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 bottom up, indigenous perspectives under the rubric of Dalit and Tribal Social Work. 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 Adivasi peoples, the Dalit reality, Indian State and global geopolitics.

The programme uses critical pedagogy (CCE Model) led by faculty who are renowned for their ability to facilitate the process. Academically oriented students dedicated to the empowerment of Dalits and Tribes and students

interested in understanding Indian structural realities from the lived experiences 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 Bachelors in Social Work with interest in Dalits and Tribes would be greatly enriched by the theoretical 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 lived and shared experiences of Dalits in South Asia and Adivasis from India and other regions of the world.

#### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	DTSA 01	Rural, Rurality, Caste and Tribes	2

Semester	Course Code	Course	Credits
II	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 02	Political Theory for Critical Social Work	2
	DTSA 03	Adivasi and Dalit Movements: Theory and Practice	2
	DTSA 05	Political Economy, Development and Dalits	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	DTSA 04	Dalit and Tribal Social Work: Perspectives & Concepts	2
	DTSA 06	Tribes, State and Governance	2
	DTSA 07	Term Paper on Dalit and Tribal Studies	2
	DTSA 09	Advanced Dalit and Tribal Social Work Practice Skills	2
IV	DTSA 12	International Social Work and Indigenous Peoples	2
	DTSA 13	Social Entrepreneurship among Dalits and Tribes	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## M.A. Social Work in Disability Studies and Action

The focus among professionals in the field of disability rehabilitation today is on 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 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, disabled persons are still oppressed and marginalised, and denied the opportunity for full citizenship and participation and from living a reasonable quality of life because of society's persistent stereotypical 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 conceptualise disability as socially constructed and finds explanations for disablement within the context of a person's life, rather than within individuals themselves. Rehabilitation con-

ducted 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. Rehabilitation, therefore, includes not only engaging with persons with disability, but also emphasises the need for engaging with the community and other systems of society for creating more enabling environments so that their complete integration into mainstream society is possible.

The Rehabilitation Council of India (RCI), an autonomous central organisation under the Ministry of Social Justice and Empowerment, has mandated that all social workers who are working in the field of disability rehabilitation undergo certification in Rehabilitation Social Work or acquire a credited degree in Disability Rehabilitation Social Work. RCI recognises Rehabilitation Social Workers as professionals in the field of disability rehabilitation. Given this mandate, 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 in this issue.

### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	DSA 01	Theoretical Perspectives and their Application to Disability Rehabilitation Social Work	2
II	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
	SW 09	Social Policy and Planning	2
	DSA 02	Persons with Disability and their Rehabilitation Contexts	4
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	DSA 03	Human Rights, Social Policies and Law	2
	DSA 04	Counselling in Disability Context: Individuals, Groups and Families	4
	DSA 05	The Gender Dimensions of Disability	2
IV	DSA 06	Management of Disability Related Programmes	2
	DSA 07	Building Disability Awareness for Action	2
	DSA 08	Community Interventions in the Rural Context	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

### 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 aims at strengthening theoretical understanding of the complexities and dynamics of poor peoples' life worlds and livelihoods and 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 (CLSI) offering the said M.A programme is grounded

on the understanding that livelihood promotion, social innovation and social entrepreneurship development takes place in the institutional context of co-production, which 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 Rural Livelihood Missions, NGOs, social

### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC1	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	3
	LSE 01	Introduction to Human Economy	2
II	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	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	LSE 05	Business Plan Development for Social Sector	2
	LSE 11	Financial Management	2
	LSE 06	Livelihoods Innovation Lab – I	2
	LSE 07	Social Action and Livelihoods Transformation	2
	LSE 08	Participatory Livelihoods Assessment and Planning (PLAP): Methodologies and Tools for People Centered Innovation	2
IV	LSE 09	Livelihood Impact Assessment and Evaluation	2
	LSE 10	Livelihoods Innovation Lab - II	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## 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” world over 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. Compared to this huge need, there are about 3,500 psychiatrists, 1,000 psychiatric social workers, 1,000 clinical psychologists and 900 psychiatric nurses in the country. The population of India, exceeding one billion people, has access to less than 4,000 psychiatrists as compared to the nearly 80,000 psychiatrists for 840 million in Europe. It is in the context of this gap between the magnitude of mental health problems and the lack of services, and trained professionals to address it that the M.A. Social Work in Mental Health finds its relevance.

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, single women, sexual minorities, and people living with HIV/AIDS, and so on. 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 postgraduate programme with a foundation in social work and an incremental training in perspectives and skills in mental health aims to fill this gap.

In view of the acute shortage of mental health care professionals across the country, TISS offers the M.A. Social Work in Mental Health at two locations: TISS Mumbai, and the BANYAN Chennai.

### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	HMH 01	Introduction to Health and Mental Health	2
II	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
	HMH 02	Social Sciences and Health	2
	MH 03	Community Mental Health	2
	FW 01	Fieldwork	12

Semester	Course Code	Course	Credits
III	SW 09	Social Policy and Planning	2
	HMH 04	Social Action, Networking and Advocacy	2
	MH 01	Mental Health, Marginalisation and Human Rights	2
	MH 02	Seminar in Clinical Social Work	2
	HMH 03	Health and Development	2
	HMH 05	Introduction to Epidemiology	2
	MH 04	Mental health Policy, Programmes and Legislations	2
IV	MH 05	Counselling and Therapeutic Interventions	4
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise courses and their listing are provisional, and may undergo some changes.

### 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 programme 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. Health social workers in this scenario are uniquely positioned to help make interventions both at the individual and community levels. At an individual level, the objective of health social workers is to offer psycho-social support to individuals and their families in dealing with communicable and non-communicable diseases. These professionals provide counselling to patients and give advice to family caregivers. 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 with the community and groups,

and, on the other hand, 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 in 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 its students to work in different capacities in diverse settings — government institutions, non-government organisations, hospitals and research-based organisations. They also can work in sectors like HIV/AIDS, disaster, courts and counselling centres.

#### Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2

Semester	Course Code	Course	Credits
I	SW 05	Research Methods I	2
	HMH 01	Introduction to Health and Mental Health	2
II	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
	HMH 02	Social Sciences and Health	2
	PH 01	Community Health Processes and Practice	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	HMH 04	Social Action, Networking and Advocacy	2
	HMH 03	Health and Development	2
	PH 02	Health Policy, Programmes and Legislations	2
	PH 03	Health Communication	2
	HMH 05	Introduction to Epidemiology	2
IV	PH 04	Comparative Studies of Health System	2
	PH 05	Health Management and Planning	2
	RP	Research Project	6
	FW 02	Fieldwork	12

Note: The semester-wise courses and their listing are provisional, and may undergo some changes.

### M.A. Social Work in Women-Centred Practice

Women as a category of analysis have 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 theorisations, 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 Woman-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, development and state at the local, national and international level; within systems and institutions of governance and the state. The programme envisages its graduates performing the multiple roles of social worker, activist, design and implement programmes, coordinator, researcher and educator.

## Semester-wise Listing of Courses

Semester	Course Code	Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 01	History and Perspectives of Social Work	2
	SW 02	Social Case Work	2
	SW 03	Social Group Work	2
	SW 05	Research Methods I	2
	WCP 1.1	Women History & Society: Feminist Theory & Perspectives - I	2
II	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
	WCP 1.2	Women History & Society: Feminist Theory & Perspectives - II	2
	DTSA 03	Adivasi and Dalit Movements: Theory and Practice	2
	WCP 02	Engendering Rural Realities – Rural Practicum	2
	FW 01	Fieldwork	12
III	WCP 03	Seminar on Gendered Body Sexuality and Violence	2
	WCP 4.1	Work with Women – (I) Women Centred Social Work Practice	2
	WCP4.2	Work with Women – (II) Women, Development Practice and Politics	2
	WCP 5.1	Engendering Law & Justice in India - I	2
	WCP 06	Women & Work	4
IV	WCP 5.2	Engendering Law & Justice in India – II	2
	WCP07	Engendering Non-Formal Education	2
	RP	Research Project	6
	FW 02	Fieldwork	12

*Note:* The semester-wise listing of courses is provisional and may undergo some changes.

## ONLINE PROGRAMMES

The School of Social Work has been offering two online programmes from September 2013.

**M.A. Social Work in Child Rights:** The first of its kind in India, this programme aims at reaching out to the field practitioners to study at the master's level and build their competencies for effective child rights-based social work practice at the micro and macro levels.

**M.A. International Family Studies:** This programme is a joint initiative of three international universities who have founded a Global Consortium for International Family Studies (GCIFS): (i) Tata Institute for Social Sciences (Mumbai, India); (ii) University of Nebraska-Lincoln (Lincoln, Nebraska, USA); and (iii) University of Newcastle (Callaghan, New South Wales, Australia).

The aim of the Consortium is to enable access to the specialised education required for policy, research and practice in human services work with families. The programme aims to promote a rich intercultural teaching-learning experience through the participation of students and faculty from many countries.

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Senior Psychiatric Social Worker

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# 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 in the development process. The School has diversified to develop innovative teaching and research programmes that address wider social issues and realities with a special emphasis on the marginalised and vulnerable groups. It offers 3 M.A. programmes in Human Resources Management and Labour Relations, Globalisation and Labour, and Social Entrepreneurship; and an Executive Diploma programme in Human Resources Management. It 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

## PROGRAMME DETAILS

### M.A. Globalisation and Labour

The M.A. programme in Globalisation and Labour is aimed at strengthening capabilities of those working in membership-based organisations, and the informal sector of the economy. These include trade unions, organisations such as co-operatives, 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 would be engaged in labour research, are also included. It is important to understand that this is not a management programme.

The course 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 workers in this sec-

tor 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.

TISS is part of the Global Labour University network in partnership with the International Labour Organisation. Other partners of GLU offering similar programmes include: Germany (Kassel/Berlin) at the University of Kassel and the Berlin School of Economics and Law, South Africa (Johannesburg) at the University of Witwatersrand (WITS), Brazil (Campinas, the State of Sao Paulo) at the State University of Campinas (Unicamp) and Penn State University, State College, PA, USA.

### Distribution of Credit Hours

Year	Details	Credits	
		Trade Union Students	Regular Students
First	Courses	49	49
	Dissertation	01	01
Second	Internship	22	12
	Dissertation	07	07

Year	Details	Credits	
		Trade Union Students	Regular Students
<b>Second</b>	Courses	0	10
	Choice Based Credit Courses	04	08
<b>Total</b>		<b>83</b>	<b>87</b>

### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
<b>I</b>	FC	Foundation Course	6
		Introduction to Research Methodology	1
	GL 01	Elements of Macro Economics	2
	GL 02	Trade Union Strategies in a Global Economy	2
	GL 03	Globalisation and Informal Economy	2
	GL 04	Social Protection and the State	4
	GL 05	Labour and Formal Organisations	2
	GL 06	Basics of Management Functions for Trade Unions	2
	GL 07	Industrial Relations	2
	GL 08	Foundation Course in Globalisation and Labour (Centre based)	2
<b>II</b>	GL 09	Organising Informal Labour	2
	GL 10	Organisational Capabilities and Management Skills for Trade Unions	4
	GL 10.1	Industrial Jurisprudence	
	GL 10.2	Economics of Wage	
	GL 10.3	Conflict Management and Negotiation Skills	
	GL 10.4	Labour Administration	
	GL 10.5	Leadership for Trade Unions	Compulsory and Non-Evaluative
	GL 11	International Labour Standards, Decent Work and Social Dialogue	2
	GL 12	Dynamics of Labour Markets in Emerging Economies	4
	GL 13	Research Methodology	8
	GL 14	Development Information Package	Compulsory and Non-Evaluative
	GL 15	World Trade Organisation, World Bank and the International Monetary Fund	2
GL 16	State Intervention in Labour Market: Labour Law I	2	

Semester	Course Code	Course Title	Credits
II	GL 17	Online course on Global Workers Right and International Labour Standards	Compulsory and Non-Evaluative
	Dissertation	Research Proposal	1
		Field visit to Unions in Informal Sector in Rural Areas	
III	Internship*	Trade Union Students (6 months)	22
		Regular Students (2months)	8
	Dissertation	Literature Review	2
	GL 18	Macro economics	2
	GL 19	Women and Work	1
	GL 20	State Intervention in Labour Market: Labour Law II	2
IV	Dissertation**	Data Collection and Report Submission	5
		Block Internship in Trade Unions (1 Month)	4
	GL 21	Corporate Social Responsibility and Social Audit	2
	GL 22	Governance and Public Policy	2
	GL 23	Green Economy and Labour	1

Notes: 1. Courses in the Second Year are meant for non trade union students.

2. \*Internship for Trade Union students staggers till the end of 4th semester.

3. \*\*The dissertation evaluation in the fourth semester is as follows:

- The data collection process will begin in the third semester and will have to be completed before the end of the fourth semester and will carry 2 credit evaluations.
- The documentation of methodological challenges and the way they were addressed will carry 1 credit evaluation.
- The final dissertation will carry 2 credit evaluations.

4. 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 (HRM & 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 the society; to enable students to become effective business leaders and decision-makers to contribute to organisational effectiveness; to facilitate the use of systems thinking among the students to evolve possibilities while addressing various personal and organisational challenges; to develop a global perspective among students 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, assign-

ments, etc., emphasises conceptual clarity, practical inputs are provided through the rigorous fieldwork system, which complements the classroom inputs 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 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 owing to the small size of the batch, makes personal learning highly effective. Fieldwork is a continuous process, which seeks to facilitate student's exposure to varied industry sectors. Besides, students undertake internships with organisations for a period

ranging from 6–8 weeks, which is seen as an opportunity for the student to learn significantly from, and contribute meaningfully to organisations. In brief, the M.A. in HRM & LR programme, which benefits from over 4 decades of teaching and research in the same area, 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. They 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
<b>First</b>	Courses	36
	Fieldwork	12
	Dissertation (Stage 1)	1
<b>Second</b>	Courses	17
	Fieldwork/Internship	12
	Dissertation (Stage 2&3)	5
	Choice Based Credit Courses	8
<b>Total</b>		<b>91</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
<b>I</b>	FC	Foundation Course	6
		Philosophy of Research	1
	FCHR 05	Quantitative Research	2
	FCHR 06	Qualitative Research	2
	FCHR 01	Management of Human Resources: Theory and Design	2
	HR 01	Industrial Relations	2
	HR 02	Labour Law	2
	FCHR 02	Psychology and structure of Organisation	1
	FCHR 03	Sociology of Organisations	1
	FCHR 04	Organisational Economics	1
	HRFW 01	Fieldwork	6

Semester	Course Code	Course Title	Credits	
I	PC 01	Interaction with HR Heads	Compulsory and Non-Evaluative	
	PC 02	Round Table Discussion on Filed Work followed by Industrial Visits		
	PC 03	Understanding Self and Facilitating Relationship		
II	HR 03	Accounting and Costing	1	
	HR 04	Labour Economics	2	
	HR 05	Organisation Behaviour: Individual in the Organisation	2	
	HR 06	Performance Management	2	
	HR 07	Learning and Development	2	
	HR 08	Compensation	2	
	HR 09	Labour welfare & Decent Work	2	
	HR 10	Operations Management	1	
	HR 11	Marketing and Sales Management	1	
	HR 12	Management Information Systems	1	
	HRDS 01	Dissertation Stage 1	1	
	HRFW 02	Fieldwork	6	
	PC 04	Development Centre	Compulsory and Non-Evaluative	
III	HR 13	Organisation Behaviour: Group in the Organisation	2	
	HR 14	Organisation Development and Change Management	2	
	HR 15	Labour Law & Public Policy	1	
	HR 16	Trade Unions	1	
	HR 17	Strategic Management	1	
	Optional Courses (Choose any 5)			
	HRO 01	Conflict Management	1	
	HRO 02	Negotiation Management	1	
	HRO 03	Human Resource Management in International Settings	1	
	HRO 04	Advanced Learning and Development	1	
	HRO 05	Advanced Compensation and Benefits	1	
	HRO 06	Business Strategy and the Environment	1	
	HRO 07	Human Resource Management & Industrial Relations in Service Organisation	1	
HRO 08	Industrial Jurisprudence	1		
HRO 09	Comparative Industrial Relations	1		

Semester	Course Code	Course Title	Credits
III	HRO 10	Taxation	1
	HRO 11	Employer Branding	1
	HRO 12	Power and Leadership in Organisations	1
	HRO 21	Sales Management for HR Managers	1
	HRDS 02	Dissertation Stage 2	2
	HRFW 03	Fieldwork	6
	PC 05	Assessment Centre	Compulsory and Non-Evaluative
IV	HR 18	Corporate Governance & Business Ethics	2
	HR19	Strategic Human Resource Management	2
	Optional Courses (Choose any 5)		
	HRO 13	Gender and Diversity Management	1
	HRO 14	Psychometrics	1
	HRO 15	Social Network Analysis	1
	HRO 16	Micro Econometrics	1
	HRO 17	Talent Management	1
	HRO 18	Designing Organisation for Innovations	1
	HRO 19	Labour Administration	1
	HRO 20	Moral Leadership	1
	HRDS 03	Dissertation Stage 3	3
	HRFW 04	Fieldwork	6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## M.A. Social Entrepreneurship

The field of Social Entrepreneurship which has grown very rapidly in recent years, leveraging knowledge of business management and entrepreneurial skills to solve problems related of society and the environment. The major reasons are failure or withdrawal of state and/or market to deliver the needed service to the citizen especially the poor and marginalised groups. Some changes are aligned with the global politico-economic developments and seem to be irreversible. The need is to develop fresh perspectives which are contextually relevant and also capable to deliver the needed services. We need trained professionals who can take leadership in such situations. The new models to be designed by them should be capable of ensuring sustainable development. The **Masters of Arts in Social Entrepre-**

**neurship** has been developing young entrepreneurial talent pool to become 'change agents'.

The objectives of the M.A. in Social Entrepreneurship (MASE) programme are to:

- develop individuals as entrepreneurs with a focus on social entrepreneurship;
- enable budding and practicing social entrepreneurs to solve social problems;
- 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.

The 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 fieldwork, problem-solving assignments on social problems at individual and group levels, and meeting and inter-

acting with social and business entrepreneurs. The programme is primarily targeted toward developing entrepreneurial skills. There are three major dimensions and components of this programme: (i) social context, (ii) entrepreneurship skills, and (iii) management tools.

A designed mix of all the three in each Semester meets the overall objectives of the programme. The semester-wise distribution is as follows:

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

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 decide to adopt one or a mix of both.

The programme design will take 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 learnings to develop ap-

propriate, 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.

**Distribution of Credit Hours**

<b>Year</b>	<b>Details</b>	<b>Credits</b>
<b>First</b>	Courses	33
	Fieldwork	24
<b>Second</b>	Courses	14
	Fieldwork/Internship	6
	Research Project (Dissertation)	4
	Choice Based Credit Courses	8
<b>Total</b>		<b>89</b>

**Semester-wise Listing of Courses\***

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>I</b>	FC	Foundation Courses	6
		Philosophy of Research	1
	SE 01	Entrepreneurship and Social Entrepreneurship	2
	SE 02	Microeconomics	2
	SE 03	Basic Accounting and Costing	2
	SE 04	Social Sector Perspectives and Interventions	2
	SE 05	Research Methodology I	2
	SE 06	Research Methodology II	2
	SE 07	Introduction to Public Policy: Concepts, Theory and Practice	2
		Fieldwork – 1	6
<b>II</b>	SE 08	Venture Plan I	2
	SE 09	Marketing Management for Social Ventures	2
	SE 10	Financial Management for Social Ventures	2
	SE 11	Operation and Technology Management for Social Ventures	2
	SE 12	Sustainable Development and Social Ventures	2
	SE 13	Social Network Analysis	2
		Research Design – 1	1
		Fieldwork – 2	18
<b>III</b>	SE 14	Legal Framework for Social Ventures	2
	SE 15	Social Marketing	2
	SE 16	Fund Raising	2
	SE 17	Strategic Management	2
	SE 18	Risk Management	1



Semester	Course Code	Course Title	Credits
III		Research Design - 2	Non-Credit
		Fieldwork – 3	6
IV	SE 19	Research Design for Social Impact Assessment	2
	SE 20	Venture Plan II	2
	SE 21	Entrepreneurial Leadership and Motivation	1
		Research Dissertation	3

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

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# SCHOOL OF HEALTH SYSTEMS STUDIES

## INTRODUCTION

The School of Health Systems Studies prepares students for a leadership role in public health and managerial roles in the fields of health and hospital administration. The School's active social research programmes and national and international research collaborations in areas of health policy, health systems strengthening and public health contributes to the generation of new knowledge in this area and ensures that its educational programmes are updated to respond to current challenges and emergent trends. An important dimension of the Schools' educational and research activity is the contribution it makes to developing the understanding of health and health care as a social science.

The School is quite often called upon to respond to capacity building and knowledge management needs of the government health sector and this allows it to contribute to developing newer and innovative health care strategies, provide advocacy support for public health and build equity concerns into health policy and planning.

The School offers four postgraduate degree programmes: Health Administration; Hospital Administration; Public Health-Health Policy, Economics and Finance; and Public Health-Social Epidemiology. The School also offers two postgraduate diploma programmes, one in Hospital Administration, and another in quality healthcare management, and two doctoral programmes (M.Phil./Ph.D) one in Health Systems Management, and another in 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

The School also has a Documentation Centre which is being built up as a repository of relevant information on health policy, health systems and public health to support policy makers and researchers in specific knowledge domains where the school has a focus.

## PROGRAMME DETAILS

### Master of Health Administration

TISS is a pioneer in health and hospital administration programmes in the country and continues to remain as an innovator in curriculum and delivery. The Master of Health Administration Programme (MHA-Health) develops professional managers and administrators for the health services sector. The health services sector has grown enormously over the past few decades in a highly diversified manner—the government sector in primary care and in hospitals, the not for profit or voluntary sector in health care, health insurance, health information systems—and all of these sectors need capable administrators and analysts. This sector is likely to grow even further in the coming years providing employment to a significant proportion of the work-force.

This programme includes taught courses, three internships and a research project. The programme is designed to be completed within two years; but has a provision to complete over a maximum period

of 5 years from the date of registration. Graduates of this programme have been offered managerial positions in national and international health care organisations and projects—both in government and in the healthcare industry, Some opt to work with not-for-profit organisations and community based programmes. The skills they acquire includes the technical skills required for designing, planning, implementing, monitoring and evaluation of health care programmes and projects and the people skills required for working in and leading a team of professionals. It also orients the students to macro issues relevant to health policy and programming in the country. In the past, students have been employed by key national organisations such as the National Health Systems Resource Centre (NHSRC) or State Health Resource Centres of the Ministry of Health

and Family Welfare, the National AIDS Control Organisation and other national health programmes, State Health Societies and major voluntary organisations such as CARE-India, Catholic Relief Service, and Aga Khan Health Services, India. Some are also

absorbed into UN organisations such as UNFPA, and international health projects supported by organisations like the World Bank, WHO and DFID. In recent years, they are also finding positions in the IT and the health insurance sectors.

#### Distribution of Credit Hours

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	9
Management Basic Courses	12
Health Administration Courses	16
Internships	20
Research Project	6
Choice Based Courses	8
<b>Total Credits</b>	<b>78</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC	Philosophy of Research	1
	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	Introduction to Epidemiology and Biostatistics	2
	MBC 02	Principles of Health Services Management	2
	MBC 03	Financing Accounting	2
II	MBC 04	Organisational Behaviour	2
	HE 01	Evolution of Health Services	2
	HE 02	Community Health	2
	HE 03	Management of National Health Programmes	2
	HE 04	Financing of Health Services including Health Insurance	2
III	MBC 05	Human Resources Management and Labour Legislation	2
	HE 05	Comparative Health Systems and Policies	2
	HE 06	Health, Planning and Management	2
	HE 07	Gender, Health and Human Rights	2

Semester	Course Code	Course Title	Credits
IV	MBC 06	Material Management including Medical Technology Management	2
	HE 08	Health Education and Communication	2
	Internships		20
	Research Project		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## Master of Hospital Administration

The Master of Hospital Administration programme (MHA-Hospital) aims to develop a cadre of professional managers for the rapidly growing hospital sector. As hospitals become an increasingly complex technical environment 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 need for a new type of health professional- the hospital manager. The MHA (Hospital) programme prepares students for leadership roles in the hospital sector through training in planning, operational and project management of hospitals including orientation in 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 MHA (Hospital) Degree is designed to be completed in 4 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 (Hospital) 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

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	9
Management Basic Courses	12
Hospital Administration Courses	20
Internships	21
Project Work	4
Choice Based Courses	8
<b>Total Credits</b>	<b>81</b>

## Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC	Philosophy of Research	1
	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	Introduction to Epidemiology and Biostatistics	2
	MBC 02	Principles of Health Services Management	2
	MBC 03	Financial Accounting	2
II	MBC 04	Organisational Behaviour	2
	HO 01	Management Accounting	2
	HO 02	Organisation and Administration of Supportive Services	2
	HO 03	Organisation and Administration of Clinical and Super Specialty Services.	2
	HO 04	Hospital Planning, Operations Research, Systems Development	2
III	MBC 05	Human Resources Management and Labour Legislation	2
	HO 05	Legal Framework for Hospitals	2
	HO 06	Strategic Management in Hospital Settings	2
	HO 07	Quality Management	2
	HO 08	Hospital Information Systems	2
IV	MBC 06	Materials Management including Medical Technology Management	2
	HO 09	Financial Management & Medical Insurance --	2
	HO 10	Business Development Strategies and Marketing Management	2
	Internships		21
	Project		4

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

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

Health is critical to human well-being, and to the growth and productivity of the national economy. 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 systems across the South Asian and African regions confront challenges such as the need to mobilise investment for health, improve social accountability of health services, set health care priorities, plan for health equity and make appropri-

ate technological choices for low resource settings, improve on the legal and ethical framework of health care and build better governance. All this calls for evidence based policy making and a good competence in health economics, the financing of health care and in designing and managing health care institutions. Globalisation and trade in health services and health commodities also pose new challenges and provide new opportunities.

This innovative Master of Public Health in Health Policy, Economics and Finance (MPH- HPEF) is a response to the limited institutional capacity in India, South Asia and Africa for making and interrogating health policy, and creating more money for health and more health for the money.

The programme has been designed for middle level and senior professionals, allied health professionals and other post-graduates working in the health systems of India, South Asia, South East Asia and Africa,. The programme has been created in collaboration with the London School of Economics and Political Science (LSE). The programme will have an international focus and teaching would cover literature from across the globe with specific focus on South Asia and Africa.

It is a four-semester, (2 years) intensive programme consisting of theory courses, two internships, a 18 week

field practicum and research project. The combination of a strong taught component and extensive mentored fieldwork would enable learners to develop a 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 period of 5 years from the date of registration.

The skills developed are multi-disciplinary and include critical policy analysis, the preparation of policy briefs and programme strategies, financial analysis, health economics, and health care planning. The graduates are finding employment in a range of sectors including government public health departments, international health agencies, health management organisations, health care consultancies and health resource centres.

#### Distribution of Credit Hours

Detail	CREDITS
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	9
Public Health Basic Courses	14
MPH-HPEF Courses	12
Internship	5
Field Practicum	10
Research Project	6
Choice Based Courses	8
<b>Total Credits</b>	<b>71</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC	Philosophy of Research	1
	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

Semester	Course Code	Course Title	Credits
I	PBC 02	Introduction to Epidemiology	2
	PBC 03	Public Health Management	2
	PHP 01	Health Policy, Planning and Analysis	2
II	PBC 04	Introduction to Biostatistics	2
	PBC 05	Ethics and Legislation in Public Health	2
	PBC 06	Health Financing including Health insurance	2
	PHP 02	Foundations of Social Care Policy	2
	PHP 03	Comparative Health Systems and Policies	2
	PHP 04	Economic Evaluation in Health Care	2
III		Field Practicum	10
IV	PBC 07	Health and Population in Developing and Transitional Societies	2
	PHP 05	Health Policy and Systems Research	2
	PHP 06	Applied Health Economics and Financing	2
	Internships		5
	Research Project		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

## Master of Public Health in Social Epidemiology

The Master of Public Health in Social Epidemiology (MPH-SE) programme aims to train students for a career in public health. The study of public health, is the study of the health of populations and it includes understanding the social and environmental determinants of health and disease, prevention of disease and promotion of good health and the organisation of health care services that is responsive to needs and accessible to all.

This programme is designed to orient the students towards a conceptual understanding of current public health challenges and impart 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. Graduates will be capable of undertaking meaningful research for supporting public health policy and planning for the effective implementation of public health programmes.

The MPH Degree is designed to be completed in two years (4 semesters), but has a provision to complete over a maximum period of 5 years from the date of registration. The programme includes taught courses, three internships and a research project.

The graduates of the MPH Programme have been employed by key national organisations like the National AIDS Control Organisation, Health Systems Resource Centres of the Ministry of Health at state or national level, in major voluntary organisations such as CARE-India, Catholic Relief Service, and Aga Khan Health Services, India. or with the growing number of corporate social responsibility programmes. A number of graduates have opted to work with global public health institutions of the UN, WHO are World Bank and/or have gone to join a doctoral programme in public health where they become full time researchers and teachers in this discipline.



**Distribution of Credit Hours**

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	9
Public Health Basic Courses	14
MPH-SE Courses	16
Internships	16
Dissertation	6
Choice Based Courses	8
<b>Total Credits</b>	<b>76</b>

**Semester- Wise Listing of Courses**

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC	Philosophy of Research	1
	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
II	PBC 04	Introduction to Biostatistics	2
	PBC 05	Ethics and Legislation in Public Health	2
	PBC 06	Health Financing including insurance	2
	PHE 01	Social Epidemiology	2
	PHE 02	Epidemiology of Communicable Diseases	2
	PHE 03	Epidemiology of Non-Communicable Diseases and Mental Illness	2
III	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 & Human Rights	2

Semester	Course Code	Course Title	Credits
IV	PBC 07	Health and Population in Developing and Transitional Societies	2
	PHE 08	Health Education and Communication	2
		Internships	16
		Dissertation	6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

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# SCHOOL OF DEVELOPMENT STUDIES

## INTRODUCTION

The School of Development Studies was created in 2012 with the aim of achieving excellence in the pursuit and advancement of knowledge in development. Education and research in the School focuses on development debates and practices, and their implications for the excluded and marginalised communities. The School aims to organise and conduct research on development issues and its core thematic areas from a multi-disciplinary critical perspective. Two Master's programmes are offered under the School: 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 issues and processes, each centre has identified a set of thematic areas as follows:

**Advanced Centre for Women's Studies:** This centre has a broad inter-disciplinary perspective on gender studies and knowledge production. Besides research and teaching, its academic programmes focus on documentation, publication, extension work in the field and networking with various strands of women's movements.

The major thematic areas are: Feminist Theory, Women's Movements, Feminist Science Studies, Feminist Approach to Development, Gender and Caste, Gender and Labour, Indigenous Women, Queering Feminism.

**Centre for Study of Developing Economies:** This centre is a teaching, research and dissemination hub on the specific problems of developing economies. 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, beyond the income parameters, referring 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; Panchayat-level Databases.

**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 empirical studies on various population, health and developmental issues.

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 synergized civic intervention.

The major thematic areas are: State and Democracy; and 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; Ethnographic Methods; Anthropology and Development; Agrarian Society and Agrarian Change; Urban Space and Politics; Governance; Visual Anthropology; Gender and Politics; 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 of the cruciality 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 (and other professions engaging with excluded and marginalized populations).

## PROGRAMME DETAILS

### M.A. Development Studies

The M.A. Development Studies programme throws light on the historical changes in the configuration of the state, markets, social institutions and civil society and their increasing consequences on developing societies, such as India. This programme equips students to develop critical perspectives in the analysis of development experiences and their effects on society, especially on the vulnerable, disadvantaged and marginalised sections and the natural environment. It introduces the students to various experiences in development, and forges an understanding of democratic, participatory and inclusive public policies. It develops the expertise of students in methodologies and skills for development research, and in programme planning, management and evaluation.

Spread over two years (four semesters), the programme offers students a wide range of courses, both basic and elective, and a research project experience. The faculty for this programme are drawn from multiple disciplines, such as economics, sociology, political science, psychology, geography, women's studies, media studies and policy studies. Students who graduate with this degree find their professional career in academic institutions pursuing inter-disciplinary research and teaching in development studies; in civil and allied administrative services of the government; in development-facilitating organisations; in the corporate sector; in research consultancy firms; and in development journalism.

#### Distribution of Credit Hours

Year	Detail	Credit
First	Compulsory Courses (including FC)	31
Second	Compulsory Courses	6
	Internship	2
	Dissertation	8
	Optional Courses (across 2 years)/(including CBCS Courses during II,III & IV Semester)	20
<b>Total</b>		<b>67</b>

#### Semester-wise Listing of Courses

Compulsory Courses			
Semester	Course Code	Course Titles	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	DS1	Concept, History and Theories of Development	4
	DS2	Contemporary Indian Economy	2
	DS3	Methods of Social Research	4
II	DS4	Development Economics	4
	DS5	State, Democracy and Civil Society	4
	DS14	Sustainable Development and Climate Change	2

<b>Compulsory Courses</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Course Titles</b>	<b>Credits</b>
<b>II</b>	DS19	Gender, Livelihoods and Development	2
	DS20	Sociology of Economic Life: Concepts and Critical Perspectives	2
	DS8	Tutorial on Database for Development Research	NC
		Internship	2
<b>III</b>	DS9	Development and the Social Sector	4
	DS16	Social Exclusion in India: Theories and Processes	2

Note: The period between Semesters I and II would be used by students for data collection and the compulsory Internship.

<b>Optional Courses</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Course Titles</b>	<b>Credits</b>
<b>I</b>	DSO1	Principles of Economics: Micro-economics	2
	DSO2	Perspectives in Science, Technology and Society	2
	DSO3	Philosophical Foundations to Development Research	2
	DSO14	Public Finance	2
	DSO16	Contemporary Theories of Justice	2
<b>II</b>	DSO7	Principles of Economics: Macroeconomics	2
	DSO8	Advanced Quantitative Research Methods	2
	DSO9	Society, Culture and Development	2
	DSO10	Urban and Regional Development	2
	DSO11	Social Psychology and Development	2
	DSO13	GIS, Remote Sensing and Development Research	2
	DSO17	Industrialisation, Globalisation and Labour	2
	DSO18	Women, History and Social Change	2
	DSO19	Project Planning, Monitoring and Evaluation	2
<b>III</b>	DSO1	Principles of Economics: Micro-economics	2
	DSO2	Perspectives in Science, Technology and Society	2
	DSO3	Philosophical Foundations to Development Research	2
	DSO4	Public Policy: Theories and Processes	2
	DSO5	Political Economy of International Trade	2
	DSO6	Development and Crime	2
	DSO12	Inequality, Poverty and Financing of Human Development	2
	DSO14	Public Finance	2
	DSO15	Management of Land Acquisition, Rehabilitation and Resettlement	2
	DSO16	Contemporary Theories of Justice	2
	DSO20	Agrarian Relations, Agriculture and Rural Development	2
	DSO21	Social Movements and Social Change	2

Optional Courses			
Semester	Course Code	Course Titles	Credits
IV	DSO7	Principles of Economics: Macroeconomics	2
	DSO8	Advanced Quantitative Research Methods	2
	DSO9	Society, Culture and Development	2
	DSO10	Urban and Regional Development	2
	DSO11	Social Psychology and Development	2
	DSO13	GIS, Remote Sensing and Development Research	2
	DSO17	Industrialisation, Globalisation and Labour	2
	DSO18	Women, History and Social Change	2
	DSO19	Project Planning, Monitoring and Evaluation	2

### 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 along with struggles of all marginal groups in society, and is engaged with various academic disciplines to evolve a critical perspective on gender in society as well as in knowledge production.

Students in this programme are exposed to debates and areas of inter-disciplinary feminist research, and relevant methodologies. At the same time they will 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 course 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, political science, legal studies, education, philosophy, language and literature, always incorporating a critical feminist approach.

#### Distribution of Credit Hours

Details	Credits
Foundation Course	6
Philosophy of Research	1
Women's Studies Courses	34
Research Method Courses	4
Research Dissertation	8
Field Attachment	8
CBCS courses	8
<b>Total</b>	<b>69</b>

## Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credit
I	FC	Foundation Course	6
		Philosophy of Research	1
	DS 3	Methods of Social Research	4
	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
II	WS 23	Caste, Class and Gender: Theoretical Perspectives	2
	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
III	WS 27	Women's literature in South Asia: Representations, Practices, Perspectives (optional)	2
	WS 10	Gender Media and Culture (optional)	2
	WS 30	Gender and Public Policy: Concepts, Measures, Strategies	2
	WS 25	Feminist Perspectives on Gender and Health	2
	WS 24	Identity, Women's Citizenship and Governance	2
	WS 26	Women's Issues in Tribal and Indigenous Communities	2
IV	WS 15	Gender, Ideology and Education	2
	WS 20	Research Dissertation	8

Note: The semester-wise listing of courses is provisional and may undergo some changes.

## FACULTY AND STAFF

Dr. R. Ramakumar  
M.Sc. (TNAU), Ph.D. (ISI-Kolkata)

Professor and Dean

**Advanced Centre for Women's Studies**

Dr. Wandana P. Sonalkar  
M.A. (Cambridge), Ph.D. (Dr. B.A.M.U.)

Professor and Chairperson

Dr. Ilina Sen  
M.P.S., M.Phil., Ph.D. (JNU)

Professor

Dr. Meena Gopal  
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Professor

Dr. Nishi Mitra  
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Associate Professor



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Dr. Asha Achuthan M.B.B.S., M.Phil. (Calcutta), Ph.D. (Manipal)	Assistant Professor
Dr. Zeba Imam M.S.W. (Jamia Millia Islamia), M.A., Ph.D. (Texas A&M)	Assistant Professor
Dr. Sujata Chavan L.L.M., Ph.D. (Mumbai)	Assistant Professor
Ms. Sangita C. Thosar M.A. (Pune)	Assistant Professor
Dr. Sujatha Devarapalli Ph.D. (Hyderabad)	Coordinator
Ms. Laxmi Bhanjan B.Com. (Mumbai)	Library Assistant
Ms. Shashikala Mudgal M.A.(Eng.), M.A. (Psy)	Research Assistant
Mr. Vishal Kamble M.A. (TISS)	Research Assistant

***Centre for Population, Health and Development***

Dr. P.M. Sandhya Rani M.Sc. (SVU), M.Sc. (AU), B.Ed.(AU), Stat(SVU), Ph.D. (SVU)	Professor
Dr. Nidhi Gupta B.A.M.S., M.H.A., Ph.D. (TISS)	Assistant Professor

***Centre for Public Policy, Habitat and Human Development***

Dr. Ashwani Kumar (on Lien) M.A. (Patna), M.Phil. (Delhi), Ph.D. (Oklahoma)	Professor and Chairperson
Dr. Sandhya Iyer M.A., Ph.D. (Mumbai)	Associate Professor

***Centre for Study of Developing Economies***

Dr. P. Gopinath M.A. (Hyderabad), M.Phil. (JNU), Ph.D. (TISS)	Associate Professor and Chairperson
Dr. Anita Rath M.A. (Utkal), M.Phil. (Delhi), Ph.D. (TISS)	Professor
Dr. Vineet Kohli M.A., M.Phil., Ph.D. (JNU)	Assistant Professor
Dr. Aparajita Bakshi M.A., (Viswa Bharati), M.Phil. (JNU), Ph.D. (Kolkata)	Assistant Professor

***Centre for Study of Developing Societies***

Dr. Ritambhara Hebbar M.A., M.Phil., Ph.D. (Delhi)	Professor and Chairperson
Dr. Gaurang R. Sahay M.A. (Patna), Ph.D. (JNU)	Professor
Dr. Jasmine Damle M.A., M.Phil., Ph.D. (Poona)	Associate Professor
Dr. Mahuya Bandyopadhyay M.A. (JNU), M.Phil., Ph.D. (Delhi)	Associate Professor

**Centre for Social Theory**

Mr. Parthasarathi Mondal  
M.S.W. (Agra), M.Phil. (JNU)

Assistant Professor (Sel. Grade) & Chairperson

Dr. Suresh Madhavan  
M.A., Ph.D. (M.G. Univ., Kerala)

Assistant Professor

**School Secretariat**

Ms. Leonilla Rodrigues  
Ms. Sheetal S. Borade

Section Officer

Stenographer (Gr-III)

# SCHOOL OF EDUCATION

## INTRODUCTION

Indian education stands at an important juncture with the enactment of the Right to Education Act, 2009 making elementary education free and compulsory for all children in the age group of 6-14 years. Simultaneously, there is also a commitment to the expansion of senior secondary quality education. The increase in diversity of children's backgrounds, needs and social contexts has necessitated a large scale comprehensive response from state and civil society organisations in terms of addressing this diversity and supporting meaningful inclusion in education. Given the wide social disparities of access and participation in education in India, this response must necessarily be informed by principles of equity and social justice across the entire education spectrum, from school education to higher education and in all substantive aspects relating to curriculum, pedagogy and assessment. The School of Education,

which was established in 2012, attempts to build on and enhance areas of work in education in order to respond more comprehensively to the challenges facing Indian education. Its teaching and research programmes primarily focus on the following areas: (i) knowledge generation and capacity building of professionals with expertise in different aspects of education, (ii) professional development of teachers and teacher educators (iii) Indian languages and pedagogy for diversity, with a focus on higher education (iv) issues of quality of school education and (v) equity and social justice issues in education. The School of Education has two centres:

- Centre for Education
- Centre for Indian Languages in Higher Education

## PROGRAMME DETAILS: M.A. Education (Elementary)

The M.A. in Education (Elementary) 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 has two distinctive features: It is conducted in dual mode, involving 4 weeks of contact classes and 12 weeks of distance learning in Semesters I and III and 3½ weeks of contact classes and 12½ 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 Mumbai campus of TISS. 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.

The M.A. programme was collaboratively conceived by TISS, Homi Bhabha Centre for Science Education, Mumbai, Vidya Bhawan Society, Udaipur, Digantar, Jaipur, Eklavya, Bhopal and National Institute of Advanced Studies, Bangalore. These organisations have contributed significantly to research and innovative practices in the field of elementary education. This gets reflected in the vibrant curriculum of the programme. Professionals from these organisations and other experts in the field contribute to teaching in the programme. The programme is located in TISS, Mumbai and the degree is awarded by TISS.

**Distribution of Credit Hours**

Year	Detail	Credit
<b>First</b>	6 Courses	30
<b>Second</b>	6 Courses	30
	1 Field Attachment	6
<b>Total</b>		<b>66</b>

**Semester-wise Listing of Courses**

Course Title	Contact (1 credit = 15 hours)	Distance Credits (1 credit = 30 hours)	Total Credits	Total Time Spent (in hours)
<b>Semester I: (Odd Semester): 4 weeks of contact and 12 weeks of distance period</b>				
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
<b>Semester II: (Even Semester): 3½ weeks of contact and 12½ weeks of distance period</b>				
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
<b>Semester III: (Odd Semester): 4 weeks of contact and 12 weeks of distance period</b>				
BC 05	Child Development, Cognition and Learning II	2.5	2.5	5
BC 06	Language, Mind and Society	2.5	2.5	5
BC 08	Research Methods	2.5	2.5	5
<b>Semester IV: (Even Semester): 3½ weeks of contact and 12½ weeks of distance period</b>				
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
<b>Total</b>	<b>31</b>	<b>35</b>	<b>66</b>	<b>132</b>

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

Optional Group 1 comprises: OC 1 First Language Pedagogy, OC 2 Pedagogy of Mathematics, OC 3 Pedagogy of Social Sciences, and OC 4 Science Education.

Optional Group 2 comprises: OC 5 Education Leadership and Management, OC 6 Materials Design and Development, OC 7 Teacher Professional Development, OC 8 Gender and Education, OC 9 Education of Children with Special Needs and OC 10 Caste, Tribe and Education.

2. Flexibility in completion: 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.

3. The semester-wise listing of courses is provisional, and may undergo some changes.

## FACULTY AND STAFF

Prof. Nandini Manjrekar  
M.Sc. (Mumbai), M.Phil., Ph.D. (Baroda)

Professor and Dean

### ***Centre for Education***

Prof. Disha Nawani  
M.A., M.Phil., Ph.D. (JNU)

Professor and Chairperson

Dr. Sthabir B. Khora  
M.A. (Hyderabad), Ph.D. (TISS)

Associate Professor

### ***Centre for Indian Languages in Higher Education***

Prof. Tejaswini Niranjana  
M.A., (Mumbai), M.Phil. (Pune), Ph.D. (California)

Professor and Chairperson

Ms. Sohnee Harshey  
M.A, MPhil. (TISS)

Assistant Professor

## SCHOOL OF HABITAT STUDIES

### INTRODUCTION

The School of Habitat Studies, a centre for knowledge excellence, focuses on providing a comprehensive response to the knowledge-related needs of the society in the habitat sector. It draws from the fields of habitat studies, 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 of the habitats. The School strives to develop professional capacities in the field of Habitat Studies through academic teaching and professional

training that incorporate both social and technical skills. It offers four Master's Degree programmes 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
- Urban India Research Facility

### PROGRAMME DETAILS

#### M.A./M.Sc. Climate Change and Sustainability Studies

The two year programme, M.A./M.Sc. in Climate Change and Sustainability Studies is a pioneering initiative of the School of Habitat Studies, that was initiated on the occasion of the 20th anniversary of the Earth Summit at Rio, held in 1992. In the twenty 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 interlinkages with the environment explored.

The M.A. 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 the relevant

scholarship and field studies and interaction with practitioners, grass-roots workers and activists from communities and (4 Credits) 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. The 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 sector. The extensive space devoted to their 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 climate policy, energy and energy policy 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 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 value (4 Credits) vulnerabilities with respect to the environment and climate, but taking account also of social vulnerabilities including those due to caste, class and gender.

#### Distribution of Credits

Semester	Distribution of Credits	CBCS Credits	Total Credits
I	19	0	19
II	20	2	22
III	21	4	25
IV	8	2	10
<b>Total</b>	<b>68</b>	<b>8</b>	<b>76</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	CC & SS 1	Concepts and Theories of Development	4
	CC & SS 2	Eco-systems and Habitats	2
	CC & SS 3	Perspectives on Science, Technology and Society	2
	CC & SS 4	Research Methods - I	2
	CC & SS 5	Introduction to GIS	2
II		Urban Fieldwork (2 Weeks)	2
	CC & SS 6	Research Methods - II	2
	CC & SS 7	Introduction to Sustainability Studies	2
	CC & SS 8	Introduction to Climate Science	2
	CC & SS 9.1	Energy and Climate Change Mitigation - I	2

Semester	Course Code	Course Title	Credits
II	CC & SS 10	Water and Sustainable Development - I	2
	CC & SS 11	Vulnerability, Adaptation and Livelihoods	4
	CC & SS 12	Basic Concepts in Economics & Environmental and Natural Resource Economics*	4
		CBCS	2
III		Rural Fieldwork (3 Weeks)	4
	CC & SS 13	Global Environmental Governance	2
	CC & SS 9.2	Energy and Climate Change Mitigation - II	2
	CC & SS 14	Natural Resource Governance	3
	CC & SS 15	Economics of Climate Change	2
	CC & SS 16 ^	Elective 1: Climate Change Modeling	2+2
	CC & SS 17 ^	Elective 2: Energy Modeling	
	CC & SS 18^	Elective 3: Sustainable Cities	
	CC & SS 19 ^	Elective 4: Extreme Events and Disasters	
	CC & SS20	Macro Data Analysis	2
	CC & SS21	Project/Dissertation***	2
		CBCS	4
	CC & SS 23	Technical Skills in Environment and Sustainability	2
	CC & SS-24	Project/ Dissertation	6

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

\*\* Project/Dissertation work will begin in the second semester. Students expected to do preliminary/exploratory fieldwork in summer after rural fieldwork. The Project Work or Dissertation Research will expect independent work by a student on any relevant topic connected with the theme of concentration chosen under the guidance of a faculty member (and outside expert, if needed). Project/Dissertation credits are spread over 2 semesters (3rd and 4th)

^ Two out of four electives to be chosen – 2 credits each

\*\*\* Proposal preparation and presentation for the project/dissertation will take place early 3rd semester (Around 3rd week)

\*\*\*\* Semester IV begins with fieldwork. Ten weeks or more (till Dec. 15Th ) for fieldwork from start of the vacation after 3rd semester.

## M.A/M.Sc. Regulatory Governance

The M.A/M.Sc. programme in Regulatory Governance (hereafter referred to as programme) 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 governance.

Regulation is broadly understood as an effort by the state to address social or environmental risk, market failure, or equity concerns through rule-based direction of social and individual action (as defined by Planning Commission, GoI, see: [planningcommission.nic.in/reports/genrep/infra\\_reglawl.pdf](http://planningcommission.nic.in/reports/genrep/infra_reglawl.pdf)). The State currently regulates the private and public business sectors (like infrastructure, services, finance, technology, 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 Commissions, Telecom Regulatory Authority of India, 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, 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 analyze and design regulatory solutions for a given problem. This combination of theory and practical skills will help students to effectively engage in and with regulatory activities and processes, in various sectors. The programme is systematically structured

as a sequence of courses of the following types, which act as its building blocks: (a) foundation courses (b) perspective courses providing exposure to critical debates (c) theory courses, (d) skill building components (e) courses providing exposure to field and (e) 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 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 Credits

Semester	Credits
I	19
II	16
III	17
IV	08
CBCS Credits*	08
<b>Total Credits</b>	<b>68</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	<b>Part 1: Foundation Courses</b>		
	FC	Foundation Course	6
		Philosophy of Research	1
	<b>Part 2: Introduction to Regulatory Governance</b>		
	RG 1	Introduction to Public Policies: Concepts, Theory, and Practice	2
	RG 2	Indian Legislative, Legal, and Administrative System	2
RG 3	Concepts and History on Regulatory Governance	2	

Semester	Course Code	Course Title	Credits
I	RG 4	Basics of Financial Analysis	2
	RG 6-I	Economics for Regulation	2
	RG 7	Research Methods -I	2
II	<b>Fundamentals of Regulatory Governance</b>		
	RG 5	Theories and Perspectives in Regulatory Governance	2
	RG 6-II	Economics for Regulation	1
	RG 8	Financial Aspects of Regulation	2
	RG 9	Regulatory Impact Analysis	2
	RG 10	Instruments of Regulation – I	2
	RG 12	Research Methods - II	2
	RG 13-I	Introductory Course on Sectoral Regulation	2
	RG 14	Law for Regulation	2
	RG 15	Regulatory Clinic-I	1
<b>Summer Vacation</b>	Summer Internship (non-credit, mandatory)		0
III	<b>Advanced Courses on Regulatory Governance</b>		
	RG 11	Basic Course on Regulatory Skills	1
	RG 16	Introduction to Social and Environmental Regulatory Rationales	2
	RG 17	Instruments of Regulation – II	3
	RG 19 to RG 22, RG 29	Elective in Sectoral Regulation I, II, III #	6
	RG 23	Research Design: Theory and Practicum	2
	RG 24	Regulatory Clinic-II	1
IV	RG 25	Project or Dissertation-I	2
	RG 26	Advanced Themes in Regulatory Governance	2
	<b>Independent Work</b>		
	RG 27	Project or Dissertation-II	4
	RG 28	Policy Assignment	2

\* Students have to opt for four course of two credits each (total eight credits) from the Choice Based Credit System (CBCS)

# The tentative sectors identified include: Energy, Water, Food Safety and Occupation Health and Safety

\$ The tentative list of the themes include: Self-regulation (media and labor), Regulation of Public-Private Partnership (PPP), Advanced Theme in Competition, Regulation of emerging Technologies

## 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 on urban issues through work in public, private and civil society organisations. Alumni of the 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 of 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. Concretely, it examines how different policies affect different social groups and classes, and how they in turn respond to, and shape these policies, in turn. A key ambition of the programme is to re-imagine the urban in India, and the Global South, especially in the context of globalisation. 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 on the other. The programme specific courses are of four kinds: Core, Research Methods and Practices, Elective Courses, and Concentrations. The Core courses of the programme introduce the student to key dimensions, contexts, issues and mechanisms related to urban processes and realities. These include, for instance, introductions to South Asian urbanisation; the interplay between urban politics, governance and policies; the urban 'metabolism' produced by various infrastructures and its social life. Two sets of Elective Courses are offered within the programme. One set is devoted to deeper exploration of different urban 'sectors' like water, housing, and sanitation. Another seeks to impart 'skills' like GIS, macro data analysis, and EIA/SIA. There are also five courses in the Research Method and Practice set, two of which introduce research methodology, while the others offer very different experiences of actively doing research involving field immersion and group work. 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 work 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 in-class teaching and exercises. Course teachers and students benefit from this dynamic and interactive learning process.

### Distribution of Credits

Details	Semester				
	I	II	III	IV	Total
Foundation Course	7	–	–	–	7
Core Courses	6	8	6	2	22
Elective Courses (Sectoral and Skill Electives)	(2*)	6/4/2	2/4/6	–	8
Choice Based Credit System (CBCS)		4	4		8
Concentration	–	–	3	6	9
Research Methods and Practice	2	5	3	2	12
<b>Total Credits</b>					<b>66</b>

\* Only if 'Basics of Financial Analysis' is chosen as Elective Course

## Semester-wise Listing of Course

Semester	Course Code	Course Title	Credits	
I	FC	Foundation Course	6	
		Philosophy of Research	1	
	UPG 01	Public Policy and Governance: Theory, Analysis and Advocacy	2	
	UPG 02	Research Methods – I	2	
	UPG 03	Ecosystems and Habitat	2	
	UPG 04	Urban Systems	2	
	UPG 07	South Asian City and Urbanisation - I	2	
	UPG 08	Urban Governance Politics and Policies - I	2	
II	UPG 06	Research Methods - II	2	
	UPG 09	Urban Planning: Challenges and Current Practices	2	
	UPG 10	Summer Institute	3	
	UPG 11	Urban Poverty and Exclusion	2	
	UPG 13	South Asian City and Urbanisation - II	2	
	UPG 32	Basic Economics	2	
	Sectoral Electives: Maximum of 6 credits or minimum of 2 credits from 4 Sectoral Courses (each of 2 credits) below			
	UPG 12	Urban Water	2	
	UPG 15	Sustainable Development and Climate Change	2	
	UPG 16	Affordable Housing	2	
	UPG 17	Urban Sanitation and Solid Waste Management	2	
	CBCS (2 Elective courses each of 2 credits)	4		
<b>Summer Vacation</b>	6 week Internship		Non-credited, but mandatory	
III	UPG 05	Urban Studio	3	
	UPG 27	Urban Governance Politics and Policies - II	2	
	UPG 29	Urban Economics	2	
	Skills Electives: Maximum of 6 Credits or Minimum of 2 Credits from 4 Sectoral Courses (Each of 2 Credits)			
	UPG 18	Introduction to GIS	2	
	UPG 19	Macro Data Analysis	2	
	UPG 33	Project Impact Assessment: Issues and Methods	2	
	UPG 31	Basics of Financial Analysis (Taught in Semester I)	2	
		Concentration		
UPG 26	Project/ Dissertation Literature Review and Proposal	1		

Semester	Course Code	Course Title	Credits
III	Taught Course: Choose any ONE from the six courses given below		
	UPG 20	Urban Water Systems	2
	UPG 21	Affordable Housing for the Urban Poor	2
	UPG 22	Planning and the Indian City	2
	UPG 23	Climate Change, Urban Response and Adaptation	2
	UPG 24	Financing Issues in Urban Infrastructure	2
	UPG 25	The Built and Lived Environment	2
		CBCS (2 Elective courses each of 2 credits)	4
IV	UPG 30	Urban Futures Seminar	2
	UPG 28	Project/ Dissertation	6

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

The Centre for Water Policy, Regulation, and Governance (or CWPRG) (hereafter referred to as the Centre) is a path-breaking initiative of the School of Habitat Studies. 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 (or MWPG) (hereafter referred to as the programme), developed and administered by the Centre, is aimed at preparing 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:

- A 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.
- 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 early stages of their career are encouraged to apply.

Recent institutional reforms in India and the subcontinent have seen emergence of a diverse range of agen-

cies 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

Semester	Course	Credit
I	Taught Courses	20
II	Taught Courses	13
	Summer Internship	0
	Field Visit and Exposure Activities	1
III	Taught Courses	18
	Independent work	2
IV	Winter Institute	2
	Taught Courses	2
	Independent Work on Project/Dissertation	4
CBCS Credits		8
<b>Total Credits (including CBCS)</b>		<b>70</b>

#### Semester-wise listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	WPG 01	Introduction to Public Policies: Concepts, Theory and Practice [RG 1]	2
	WPG 02	Introduction to Indian Legislative, Legal and Administrative System [RG 2]	1
	WPG 03	Development and Water: Issues and Critical Perspectives	2
	WPG 04	Scientific Aspects of Water Sector-I	2
	WPG 05	Basics of Financial Analysis [RG 4]	2
	WPG 06	Research Methods – I [HP 2]	2
II	WPG 07-I	Economics for Water Sector-I	2
	WPG 07-II	Economics for Water Sector-II	1
	WPG 09	Legal Perspectives on Water Sector	2
	WPG 10	Delivery and Management of Water and Sanitation Services	4
	WPG 11	Surface Water Resources: Development, Management and Issues	4
	WPG 12	Research Methods – II [UPG 6]	2

Semester	Course Code	Course Title	Credits
II	WPG 14	Field Visits and Exposure Activities	1
	WPG 15	Summer Internship (optional)	0
III	WPG 16	Groundwater Development and Management in India	3
	WPG 17	Water Pollution, Water Quality, and Health	3
	WPG 18	Water and Equity	2
	WPG 19	Regulation of Water Sector [RG 22]	2
	WPG 20	Issues in Financing Urban Water Projects	2
	WPG 21	Water Conflicts and Negotiation	2
	WPG 22	Independent work – I : Project/Dissertation	2
	WPG 23	Research Design: Theory and Practicum [RG 23]	2
	WPG 24	Introduction to GIS [HP 18]	2
	First Round of Fieldwork for Project/Dissertation [During Vacations between 3rd and 4th Sem.]		
IV	WPG 26	Winter Institute	2
	WPG 28	Contemporary Discourses in Water Sector	2
	WPG 29	Independent work –II: Project /Dissertation	4

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

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# SCHOOL OF MEDIA AND CULTURAL STUDIES

## INTRODUCTION

The School of Media and Cultural Studies 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 cul-

tures of resistance and invention. It has to its credit over 50 national and international awards for its documentary films. It 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 pro-

duce 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 do-ers' 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
<b>First</b>	Courses	36
<b>Second</b>	Courses	20
	Media Project	8
	Dissertation	6
	Internship	4
<b>Total Credits</b>		<b>74</b>

## Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	MC 01	Media Studies: An Introduction	2
	MC 02	Cultural Studies: An Introduction	2
	MC 03	Ways of Knowing	2
	MC 04	Image Making – I	2
	LC 01	Video Production	4
II	MC 05	Working with Video – I	3
	MC 06	Image Making – II	2
	MC 07	Media and Cultural Studies Research	2
	MC 10	Reading Film	2
	MC 12	Cultural Studies: An Introduction - II	2
	LC 02	Journalism Practice - I	2
	LC 03	Video Post-production	4
III	MC 9	Working with Video – II	4
	MC 15	Seminar II: Presentation of Media Project	2
	LC 05	Community Radio	2
	OC 01	Television Studies	2
	OC 02	Gender, Media and Culture	2
	OC 03	ICTs for Development	2
	OC 04	Cyberculture: An Introduction	2
	OC 09	Visual Design	2
	OC 10	Journalism Practice - II	2
	CBCS	CBCS Course	2
	CBCS	CBCS Course	2
		Internship	4
IV	MP	MCS Media Project	6
	MR	MCS Research Project	4
	Term Paper		2
	MC11	Seminar I: Presentation of Research Project	2
	Alt to MR +MC 11	2 additional optional courses plus a term paper	Or 6
	OC 05	Web Design	2
	OC 06	Understanding Art and Music	2

Semester	Course Code	Course Title	Credits
IV	OC 07	Gender, Culture and Space	2
	OC 08	Media and Law	2
	CBCS	CBCS Course	2
	CBCS	CBCS Course	2

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

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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, the relationships between individuals, their societies and the environment. The SHE explores the rich diversity of relationships between the individual, society, and the environment. It is premised on the view that everything we do as individuals impacts on our environments.

The School has adopted an interdisciplinary, applied approach drawing from the fields of Psychology, Human Development and Family Studies, Sociology and Anthropology.

The emphasis of the School is on education and training, with a focus on developing skills for interventions for 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 at the heart of the School's activities.

### PROGRAMME DETAILS

#### M.A. Applied Psychology with Specialisation in Clinical Psychology

The M.A. in Applied Psychology with Specialisation in Clinical Psychology is a programme that was offered for the first time to the 2013–2015 batch of students. This programme has been developed as a result of the perceived need to develop psychology professionals with diagnostic and therapeutic skills necessary for working with a clinical population.

TISS has a long history of involvement in the area of mental health through its innovative teaching and outreach programmes. The SHE has the necessary expertise and faculty strength to run a programme towards this end, and has been closely involved in training and research activities related to mental health issues since its inception. It has been actively engaged with the process of training counselling professionals (through classroom teaching and field exposure) to address the unmet needs of the mental health sector. This ongoing engagement with students, mental health professionals, NGOs and the field, has helped the centre be in touch with emerging mental health needs and required mental health interventions.

According to studies, there are approximately 20–30 million people in India who need mental health care. Compared to this huge need, there are only about 3,500 psychiatrists, 1,000 psychiatric social workers, 1,000 clinical psychologists and 900 psychiatric nurses in the country. Scarcity of trained and supervised services and professionals is one of the fundamental barriers

to the progress of mental health services in India. It is in the context of scarcity, that SHE offers the M.A. programme in Applied Psychology with a Specialisation in Clinical Psychology. The M.A. programme in Counselling, introduced and run successfully since 2009, has been revised into the M.A. Applied Psychology with Specialisation in Counselling Psychology. While training in Counselling serves an important service in the area of mental health, there is a demand for trained professionals in clinical psychology as well. Counselling deals with "normal" problems of life. Training in clinical psychology, however, is necessary to deal with patients suffering from more severe or chronic psychological problems, including mental health disorders as defined by Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria.

The M.A. Applied Psychology – Specialisation in Clinical Psychology programme will develop clinical psychologists to work with patients with mental disorders and their families. The programme will focus on the development of practitioners with a sound base in research as scientist-practitioners.

Students will be instructed in psychological assessment of children and adults. Students will be trained under supervision by faculty to administer and interpret standardised intelligence and personality tests. Students will develop the skills to use the latest DSM and International Classification of Diseases (ICD) criteria and nomenclature

to evaluate mental illness and devise suitable intervention techniques. Training will be geared towards increasing awareness of diversity and socio-cultural contexts in which individuals are enmeshed. There will be training provided on conducting clinical interviews with individuals, families, and other informants to understand the nature of issues that are being confronted. The basic principles, strategies and techniques of psychotherapy from psychodynamic, cognitive behavioural, group processes and systems approaches will be taught to students to help them apply the same in clinical interventions in an ethical and competent manner. The aim of the clinical interventions planned will be geared towards positive client outcomes.

The M.A. programme develops a sound theoretical base from which students can develop skills necessary for practice in fieldwork and internship settings. The emphasis is on a seamless blend of theory and practice. Supervision is inbuilt into the practice component allowing students to benefit from feedback provided by trained professionals in the field. On completion of the M.A. Applied Psychology with Specialisation in Clinical Psychology programme, students can find employment with NGOs and other organisations working in the area of mental health. Schools and hospitals are other settings where trained Clinical Psychologists can find employment.

#### Distribution of Credit Hours

Year	Detail	Credit
<b>First</b>	Foundation Courses	7
	Clinical Psychology Courses	28
	Practice	8
	Research	4
<b>Second</b>	Clinical Psychology Courses	10
	Practice	14
	Research	6
<b>Total Credits</b>		<b>77</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
<b>I</b>	FC	Foundation Course	6
		Philosophy of Research	1
	CIP 01	Counselling Process and Microskills (Part 1 and 2)	4
	CIP 02	Personal & Interpersonal Development of the Counsellor – I (PIDC)	2
	CIP 03	Theoretical Approaches and Techniques of Psychotherapy – I	2
	CIP 04	Psychopathology – I	2
	CIP 05	Sociocultural Context of Counselling	2
	CIP 06	Research Methods – I	2
<b>II</b>	CIP 07	Practicum – I	2
	CIP 08	Psychopathology – II	2
	CIP 09	Psychological Assessment and Diagnostics – I	2
	CIP 10	Personal & Interpersonal Development of the Counsellor – II	2
	CIP 11	Ethics	2

Semester	Course Code	Course Title	Credits
II	CIP 12	Theoretical Approaches and Techniques of Psychotherapy – II	4
	CIP 13	Human Growth & Development – I	2
	CIP 14	Research Methods – II	2
	CIP 15	Practicum – II	6
	CIP 16	Research Project	-
III	CIP 17	Psycho Assessment and Diagnostics – II	2
	CIP 18	Human Growth and Development-II	2
	CIP 19	Theoretical Approaches and Techniques in Psychotherapy – III	2
	CIP 20	Psychopathology – III	2
	CIP 21	Practicum and Case Presentations	8
	CIP 16	Research Project (contd.)	-
IV	CIP 22	Community Mental Health	2
	CIP 16	Research Project (contd.)	6
	CIP 23	Practicum and Case Presentations	6
	CIP 24	Internship (Compulsory, non-credit course)	-

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

### M.A. Applied Psychology with Specialisation in Counselling Psychology

The M.A. in Applied Psychology with Specialisation in Counselling Psychology programme has been developed from the M.A. in Counselling programme that was introduced in 2009.

The need for the human being to deal with a variety of hurdles in order to successfully transition through life has always been there. However, the pressures to cope with these have increased in the recent past. The reasons for the intensified demands have come from the fast changing social, cultural and economic environments that we live in today. The processes of urbanisation, modernisation and globalisation have led to an increased momentum of change. The existing support systems provided by the family, the school, the peer group, and the workplace have proved to be insufficient to deal with the surging multitude of demands, expectations, roles and tasks placed on the individual's shoulders. There is the added strain of an attitude of wanting to be "perfect" in the various roles and tasks that society imposes on the individual and social institutions such as the family. New sets of coping mechanisms have to be developed by individuals and institutions to deal with these stressors.

While the burdens are increasing on a daily basis, the support networks are diminishing in inverse proportion. The earlier familial and social support systems are shrinking, and are no longer infallible in enabling the individual to handle the vicissitudes of everyday life. The relationships which were earlier seen as inviolate and a resource for support can no longer be assumed to be permanent. Relationship crises can cause additional anxiety for an already tense individual. The world is becoming increasingly competitive, thereby reducing the individual to managing on her own with limited alternatives available.

The primary focus of the M.A. in Applied Psychology with Specialisation in Counselling Psychology programme is to impart education in counselling that has a developmental and contextual stance. Development is seen as a continuous process, taking place throughout the life span of an individual, with the outcomes of earlier stages influencing the subsequent stages of growth and adaptation. Training of counsellors will address the requirement of individuals encountering difficulties in coping with different situations and experiences, like marriage and family, substance abuse, issues in the workplace, and overall wellbeing and quality of

life. The M.A. programme develops a sound theoretical base from which students can develop skills necessary for practice in fieldwork and internship settings. The emphasis is on a seamless translation from theory to practice, while also nurturing the capacity for research in the mental health profession. Supervision is built into the practice component allowing students to benefit from feedback provided by trained professionals in the field.

In the light of tremendous demand for professional counsellors in India and the realisation that

many individuals need this professional support, the specific goal of this programme will be to equip learners to practice developmental counselling and issue-based counselling with a focus on primary prevention and therapeutic interventions. The programme also develops research skills of students. On completion of the programme, students can find employment in schools, hospitals, NGOs and other organisations working on issues of mental health.

#### Distribution of Credit Hours

Year	Detail	Credit
<b>First</b>	Foundation Course	6
	Philosophy of Research	1
	Counselling Courses	22
	Practice	9
	Research	4
<b>Second</b>	Counselling Courses	8
	Elective Course & Practice	22
	Research	6
<b>Total</b>		<b>78</b>

#### Semester-wise Distribution of Courses

Semester	Course Code	Course Title	Credits
<b>I</b>	FC	Foundation Course	6
		Philosophy of Research	1
	CN 01	Counselling Process & Micro-skills (Part 1 and 2)	4
	CN 02	Personal & Interpersonal Development of the Counselor – I	2
	CN 03	Theoretical Approaches and Techniques of Psychotherapy – I	2
	CN 04	Socio-cultural Context of Counselling	2
	CN 05	Research Methods – I	2
<b>II</b>	CN 06	Practicum – I	2
	CN 07	Understanding Psychological Problems with Practical	3
	CN 08	Personal & Interpersonal Development of the Counselor – II	2
	CN 09	Ethics	2
	CN 10	Human Growth & Development -I	2
	CN 11	Theoretical Approaches and Techniques of Psychotherapy – II	4
	CN 12	Research Methods – II	2

Semester	Course Code	Course Title	Credits
II	CN 13	Practicum – II	6
	CN 14	Research Project	-
III	CN 15	Psychological Assessment with Practical	4
	CN 16	Human Growth and Development – II	2
	CN 17	Theoretical Approaches & Techniques of Psychotherapy – III	2
	CNE 01 or 02	Elective Course (Theory & Practical)	10
	CN 14	Research Project (contd.)	-
IV	CNE 01 or 02	Elective Course (Theory & Practical)	10
	CN 18	Community Mental Health	2
	CN 14	Research Project (contd.)	6
	CN 19	Internship (Compulsory, non-credit course)	-

*Note:* The semester-wise listing of courses is provisional, and may undergo some changes.

#### *Elective Courses*

CNE 1: Counselling Children, Adolescents & Parents in Schools and other Settings (Course done over two semesters).

CNE 2: Counselling Adults, Couples and Families in Various Contexts (Course done over two semesters).

## **FACULTY AND STAFF**

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# JAMSETJI TATA SCHOOL OF DISASTER STUDIES

## INTRODUCTION

Disaster management is emerging globally as a field of study that deals with an increasing range of risks and vulnerabilities that societies, nations, and communities live with. The expansion of the scope of the term disaster beyond its original definition, referring solely to hazards, has made disaster studies an important aspect of the way we study the impact of shocks, of varied origin and types, on society and peoples. Even if the subject began

mostly in the practitioner's domain, it is now increasingly a field of study that combines theoretical perspectives and understanding with a range of skills and techniques that have become increasingly sophisticated. In India, disaster management as a field of systematic study and practice is still in its developing stages, providing tremendous scope for exploration, research and the evolution of appropriate techniques and best practices.

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

The Master's programme in Disaster Management, offered by the Jamsetji Tata School of Disaster Studies (JTSDS), aims at enhancing knowledge, capacities and skills, and perspective 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 disaster risk reduction, response and recovery.

It seeks to locate these approaches within the framework of an understanding of questions of development in the 21st century, challenges related to globalisation, social, economic and environmental justice, state and civil society dynamics.

The programme flows from foundation and perspective courses to thematic and skill related courses. The programme endeavours to cultivate appropriate values, a strong multidisciplinary knowledge base and skills essential for intervention in disasters and their prevention.

Students will have opportunities to develop expertise in thematic areas of their choice such as peace and conflict, public health and development, remote sensing and GIS techniques, public health, mental health, and logistics and supply chain management.

This two-year programme includes intensive contact classes, together with supervised fieldwork and in-

ternships. A master's level research dissertation is a compulsory component of the programme. The Institute offers a choice based curriculum where the students are free to choose courses of eight credits from any School or Centre from the Institutes.

It 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 would obtain a Diploma towards the end of the first year, and the Master's degree towards the end of two years.

Alternately, a Master's student on completion of the Certificate/Diploma programme could come back after a break (not exceeding 5 years from the date of admission to the programme), and join in for the second / third semester and complete the masters programme.

As an emerging field, the need for qualified personnel within 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 Credits**

<b>Course Structure</b>	<b>Credits</b>
Foundation Courses	7
Core Courses including CBCS Courses*	36
Fieldwork / Internship	12
Concentration (Any One)	6
Research Dissertation	8
<b>Total</b>	<b>69</b>

\*Choice Based Credit System (CBCS) of 8 credits

**Semester-wise Listing of Courses**

<b>Semester</b>	<b>Course Title</b>	<b>Credits</b>
<b>I</b>	Foundation Courses	6
	Research Methodology	1
	<b>Core Courses</b>	
	Disasters, Hazards and Extreme Events	2
	Disasters, Vulnerability and Risk	2
	Ecosystems and Habitat	2
	Policy, Institutions, Governance and Disaster Management	2
	Research Methodology I	2
	Introduction to Remote Sensing and GIS	2
	Fieldwork	2
<b>II</b>	Disasters and Development	2
	Disaster Risk Reduction and Development Planning	2
	Emergency Response and Management	2
	Disaster Recovery	2
	Research Methodology II	2
	Introduction to Conflict	2
	Introduction to Public Health and Mental Health in Disasters	2
	Internship I	4
<b>III</b>	Economics of Disasters and Disaster Finance	2
	Technical Skills#	2
	Transboundary Governance and Humanitarian Action#	2
	Project Management in Disaster Context#	2
	Concentration Courses 1 <sup>st</sup> & 2 <sup>nd</sup>	4
	Internship II	6

Semester	Course Title	Credits
IV	Research Dissertation	8
	Concentration Course 3 <sup>rd</sup>	2
	Optional Block Internship	--
Students can choose eight credits of courses from any School/Centre in Semester II, III and IV		
<b>Concentration Courses**</b>		
<b>Concentration I: Remote Sensing and GIS (Geo-Informatics)</b>		
III	Digital Image Processing and Image Interpretation Techniques	2
	Remote Sensing and GIS in Disaster Studies	2
IV	Geoinformatics in Disaster Management	2
<b>Concentration II: Conflicts, Peace and Development</b>		
III	Conflicts and Conflict Analysis	2
	Conflicts and Humanitarian Crisis	2
IV	Self Study: Conflicts, Peace and Development	2
<b>Concentration III: Psychosocial Health in Disaster Management</b>		
III	Mental Health Theory for Disaster Management	2
	Psychosocial Support and Mental Health Services in Disasters: Approaches and Interventions	2
IV	Self Study: Mental Health and Disaster	2
<b>Concentration IV: Disaster Logistics</b>		
III	Fundamentals of Supply Chain Management and Disaster Logistics	2
	Strategic Planning and Distribution Networks in Disasters: Transportation, Warehousing and Inventory Management	2
IV	Self Study: Humanitarian Logistics	2
<b>Concentration V: Public Health and Disaster Management</b>		
III	Public Health Planning and Management for Disasters I	2
	Public Health Planning and Management for Disasters II	2
IV	Self-Study: Public Health and Disaster Management	2

\*\*Subject to change

#CBCS Courses

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Ms. Aruna Chavan  
B.A. (Mumbai)

Administrative Assistant

# SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE

## INTRODUCTION

In pursuance of the TISS mission of creating a people-centred and just society that promotes equality, justice and human rights for all, the School of Law, Rights and Constitutional Governance (SLRCG) was set up at the Mumbai Campus in June 2012. Law, legislative reform and Human Rights have a great role in development and empowerment of societies, communities and individuals. They are effective instruments for empowering and changing the status of the disadvantaged, marginalised, discriminated

and vulnerable, in India, and a strong tool for social justice. Legal education must therefore be socially relevant.

The main objective of the School is to advance socially relevant legal education and promote the education of human rights. There are 2 Centres in the School:

- Centre for Law and Society
- Nodal Centre of Excellence for Human Rights Education

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

Access to law and justice is the hallmark of any civilised and caring society—a basic necessity in a democracy governed by the rule of law, which is supreme. Access to Justice means being treated fairly according to the law and if you are not treated fairly, being able to get appropriate redress. It also means making access to law less complex and everyone having some basic understanding of their rights. Access to justice includes not only access to courts and legal redress mechanisms, but also good governance including transparency and accountability in the making of laws and process of their implementation and administration.

The current justice delivery system is perceived as expensive, time-consuming, procedure-ridden, technical and difficult to comprehend, which prevents the poor and vulnerable groups from approaching the legal system to redress their grievances. Complex laws and procedures, an expensive system to deal with the huge backlog of cases, delays in delivering justice, and corruption are some of the challenges to accessing justice. The laws, legal institutions and processes need to be reformed so that they are more responsive to the needs of all citizens, particularly the vulnerable and marginalised groups and individuals in the society. There is an urgent need to create a cadre of conscientious and socially committed lawyers to transform the justice system. It is in this context, a programme to develop socially committed legal professionals assumes significance. The one-year, full time, Master's degree programme in

Law (LL.M) 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.

Graduates from this LL.M. programme will be creative problem-solvers and fundamentally alter the way justice system works for the most needy sections of the society. They will have 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 the 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 institutions and services, peoples' organisations, or have an independent practice. This programme involves classroom teaching, Research, Fieldwork, Legal Services Clinics, intern-ships, Visits to the legal Institutions, and participation in research projects, seminars, workshops, etc. TISS has a group of faculty with long years of experience as teachers, practitioners, legal experts. In addition, this programme will be supported by visiting and adjunct faculty consisting of law teachers from other universities within and outside the country, retired judges, practising lawyers, civil servants, professionals, social activists and trade unionists strongly committed to the cause of social justice. The one-year programme will be conducted in two semesters.

**Distribution of Credits**

Semesters	Courses	Credits
I	Foundation Courses	9
	LL.M. Papers	4
	Fieldwork	3
II	LL.M. Papers	8
	Fieldwork	3
	Field-based Research Dissertation	6
<b>Total</b>		<b>33</b>

**Semester-wise Listing of Courses**

Semester	Course Code	Course Title	Credits
I	FC 01	Law and Justice in 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 and Development	2
	LLM 02	Legal and Justice Institutions including Court and Case Management	2
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	Fieldwork	3
	Field-based Dissertation	Field based Dissertation on Legislative Reform in Support of Vulnerable Groups.	6

Note: \*The Semester-wise listing of courses is provisional, and may undergo some changes

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M.A. (TISS)

Section Officer

## CENTRE FOR LIBRARY AND INFORMATION MANAGEMENT STUDIES

### INTRODUCTION

More and more organisations in India are embarking on new concepts in handling information. With the changing times, information formats also have changed rapidly from print on paper to digital. There is need for qualified and trained Library and Information Science 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), offers Masters, PG Diploma and Ph.D.

programmes in Library and Information Science field. Master's programme in Library and Information Science (MLIS) is being offered since 2013 with an intake of 15 students. PG Diploma in Digital Library and Information Management (PGDLIM) was launched in 2010 with intake of 25 students and currently in the fifth year. The Ph.D. programme is being offered since 2012 and currently 21 research scholars are pursuing Ph.D. in library science in the centre.

### PROGRAMME DETAILS: Master of Library and Information Science

The Master of Library and Information Science (M.L.I.S.) programme comprises of 16 core courses, 1 internship programme, 1 elective, a dissertation and 4 CBCS courses for 70 credits in four semesters. The core courses provide common and essential inputs covering Library and Information Science. Building on these

fundamentals, students undertake a dissertation in an area of interest. The course programme lays emphasis on practical aspects of library and information science and is multidisciplinary, drawing expertise from all the schools/centres of TISS and other related institutions in India.

#### Distribution of Credit Hours

Year	Details	Credits
<b>First</b>	Compulsory Courses (9)	26
	Internship	6
<b>Second</b>	Compulsory Courses (7)	18
	Dissertation/ Research Project	8
	Elective	4
	Choice Based Credit System (4 courses across 2 years with 2 credits each)	8
<b>Total</b>		<b>70</b>

#### Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
<b>I</b>	LIS 01	Knowledge Society	2
	LIS 02	Knowledge Organisation I: Classification & Ontology (Theory and Practice)	4
	LIS 03	Knowledge Organisation II: Cataloging and Metadata (Theory & Practice)	4



Semester	Course Code	Course Title	Credits
I	LIS 04	Information Sources, Systems and Services	2
	LIS 05	Information Communication Technology and Libraries (Theory and Practice)	4
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
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
IV	LIS 15	Knowledge Management Systems	2
	LIS 16	Semantic Web Technologies	2
	LIS 17	Evaluation of Library & Information Services	2
	LIS 18	Elective-1* LIS-18.1: Information Analysis, Repackaging and Consolidation LIS-18.2 School Library and Information System and ICT	4
	LIS 19	Dissertation	8

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

\* One of the courses has to be chosen by a student as elective.

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**SECTION 3**  
**Other Information**

## Information on Other Centres and the Administration

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Ms. Aarti Upadhyay M.A. (TISS)	Assistant Professor

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Mr. Santosh Palve B.Com (Mumbai), D.P.M. (TISS), MBA-HR (YCMOU)	Assistant

### **Deputy Director (Academic)**

Prof. Shalini Bharat M.A., D.Phil. (Allahabad)	Deputy Director
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### **Secretariat**

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--	-----------------

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Dr. Afsha Dokadia Ph.D. (TISS)	Assistant Professor

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Ms. Shakuntala Ilage B.A. (Tilak Maharashtra University)	Lower Division Clerk

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Prof. J. Mohan Rao	Visiting Professor of Economics
Prof. Arjun Appadurai	Tata Chair Professor TISS-PUKAR-Max Plank Institute Programme on Urban Aspirations
Prof. Peter Vander Veer	Tata Chair Professor TISS-PUKAR- Max Plank Institute Programme on Urban Aspirations
Dr. Monica Sharma	Tata Chair Professor
Prof. S.T. Sawant	TISCO Chair Professor Labour Studies
Ms. Lina Joshi	Project Director, M-East Ward Project Social Transformation
Dr. Nobojit Roy	Visiting Professor Public Health Area
<b>Programme for Noetic Action</b>	
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Systems Manager and Chairperson

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