

Master's Degree Programme

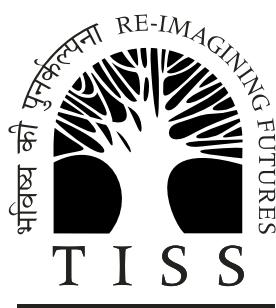
PROSPECTUS

2018–19



TATA INSTITUTE OF SOCIAL SCIENCES

PROSPECTUS FOR
MASTER'S DEGREE PROGRAMMES
2018–2019



TATA INSTITUTE OF SOCIAL SCIENCES

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

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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 KRIPTAL)
Secretary

PRINCIPLES GOVERNING STUDENTS' STAY AT TISS

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

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

Offices for Protecting and Honouring Students' Rights and Dignity

Gender Amity Committee

Equal Opportunities Cell

SC/ST Cell

Offices for Welfare of Students

Grievance Redressal Committee

Office of Students' Affairs

Counselling Cell

Health Centre

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SECTION 1

Introduction

1. About TISS

1.1 OUR PAST AND PRESENT

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

From its early 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.

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

Today, TISS offers teaching, research and outreach programmes from four campuses: Mumbai (Main and Naoroji) established in 1936; Tuljapur, established in 1986; and Guwahati and Hyderabad, both established in 2011. The Tuljapur, Hyderabad and Guwahati Off Campuses of TISS offer a range of teaching and research programmes, including a Five-Year Integrated Master's degree programme in Social Sciences. The Institute also offers teaching, training, research and development support from Centres at Chennai (Tamil Nadu, 2012), Delhi (2015), Patna (Bihar, 2015), and Chuchiyimlang (Nagaland, 2015). These centres are supported by State/Central Government, various foundations, and the corporate sector.

TISS is a unique institution that brings together high quality scholars and practitioners from Social, Economic, Political, Physical, Habitat, Engineering, Health, and Environmental Sciences to co-create teaching and research programmes to address the most critical current and emerging issues of the nation. It is one of the key universities supported by the UGC/Ministry of 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.

As an institution offering education in the inter-disciplinary areas of Social Sciences, the curriculum of the programmes offered at TISS strives to enable students to understand the pulse of society and chart change processes that create appropriate solutions to some of the most pressing issues in the country. 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. The TISS experience moulds students into skilled professionals capable of working with the government, corporates, and civil society. TISS is engaged in knowledge creation that is fundamental to understanding ways of achieving inclusive sustainable development; access to health, water, sanitation, education and employable skills; peace building; and national security. TISS has collaborative research and student exchange programmes with over 100 uni-

versities and institutions across the world, in addition to being a member of several university networks — Himalayan Universities Consortium, Erasmus Mundus Partnership, Global Labour University, BRICS Network University, McDonnell International Scholars Academy, and others.

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

In the 3rd cycle of assessment held in February 2016, The National Assessment and Accreditation Council (NAAC) rated TISS with a score of 3.89 out of 4.00, the second highest score among universities accredited thus far. In earlier rounds, NAAC had awarded a 5-Star rating to the Institute in 2002, and re-accredited the Institute with an 'A' Grade in 2010. In April 2018, the UGC awarded TISS with a 'Grade One' Deemed to be University Status.

1.2 ORGANISATIONAL STRUCTURE

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

Academic Structure

The 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.

Administrative Structure

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

Statutory Bodies

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

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

1.3 RESEARCH AND EXTENSION

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

Research work carried out at TISS has been increasingly used for capacity building, field action, academics and policy advocacy on a spectrum of social, economic, health, development and environmental issues. During 2016–2017, there were a total of 217 on-going research and documentation projects at the Institute. Of these, 10 research projects were in multi-disciplinary areas, while the remaining were anchored in various Schools/Centres. The continuing areas of research include children and youth; women; climate change; community development; corporate social responsibility; dalits and tribals; disaster management; education; food security; governance; human rights; labour and migration; health and mental health; natural resources management; rural development; urban issues; gender and development; among others.

Research studies conducted at the Institute also result in numerous reports, publications and books. These publications become public domain documents that are easily accessible and widely disseminated and used by a cross-section of people and agencies for research purposes or policy advocacy. In 2016–2017, the TISS faculty brought out 428 publications as peer reviewed journal articles in some of the most renowned journals; chapters in books; authored/edited volumes published by reputed publishers; and other writings that include book reviews, articles in newspapers, magazines and reports.

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

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

The total numbers of FAPs currently active are 36. These cover a variety of issues and community groups such as, violence against women, rights and rehabilitation of persons processed by the criminal justice system, children in conflict with law, homelessness and beggary, education of tribal children, child and adolescent mental health, empowerment of tribal and dalit youth, access to health in rural and tribal areas, sustainable livelihood, food security, adult education, and psycho-social intervention to address multi-drug resistant TB, to name a few.

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

The TISS has worked radically to transform academic culture that has long been constrained by structural bottlenecks and the meagre and consistently declining resources available to universities. Academic collaboration and networking with other institutions, both in India and overseas, is a priority area. These collaborations are geared towards strengthening the Institute's capacities to fulfil its vision of being an institution of excellence in higher education that develops and applies knowledge in pursuit of social justice and human rights for all. By instituting chairs, fellowships and scholarships, TISS seeks to further strengthen independent research, in a climate of intellectual rigour and academic freedom.

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

1.5 KEY POSITIONS

Director (Acting)	: Prof. Shalini Bharat M.A., D.Phil. (Allahabad)
Deputy Director (Research)	: Prof. Surinder Jaswal M.A. (TISS), Ph.D. (London)
Deputy Director, TISS Hyderabad	: Prof. S. Siva Raju M.Sc., M.A., Ph.D. (SVU)
Deputy Director, TISS Tuljapur	: Prof. Abdul Shaban M.A. (Delhi), M.Phil., Ph.D. (IIT-Bombay)
Acting Deputy Director, TISS Guwahati	: Prof. Kalpana Sarathy M.A. (Chennai), M.Phil. (Bangalore), Ph.D. (JNU)
Registrar	: Dr. C.P. Mohan Kumar M.Com. (Madras), Diploma Finance Management (ICFAI); Ph.D. (Bangalore)
Dean, School of Social Work	: Dr. Shubhada Maitra M.A. (TISS), Ph.D. (Mumbai)
Dean, School of Management and Labour Studies	: Dr. Sasmita Palo M.A., M.Phil., LL.B., Ph.D. (Berhampur)
Dean, School of Health Systems Studies	: Dr. K. Anil Kumar M.Sc. (Kerala), Ph.D. (IIPS)
Dean, School of Development Studies	: Dr. Ritambhara Hebbar M.A., M.Phil., Ph.D. (Delhi)
Dean, School of Education	: Dr. Disha Nawani M.A., M.Phil., Ph.D. (JNU)
Dean, School of Media and Cultural Studies	: Prof. Anjali Monteiro M.A. (Poona), Ph.D. (Goa)
Dean, School of Habitat Studies	: Prof. Amita Bhide M.A. (TISS), Ph.D. (Mumbai)
Dean, Jamsetji Tata School of Disaster Studies	: Dr. Janki B. Andharia M.A. (TISS), Ph.D. (East Anglia)
Dean, School of Human Ecology	: Dr. Rajani Konantambigi M.A. (Karnataka), Ph.D. (TISS)

Dean, School of Law, Rights and Constitutional Governance	: Prof. Arvind Tiwari M.A., Ph.D. (Sagar)
Dean, School of Vocational Education	: Prof. Neela Dabir M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)
Associate Dean, School of Vocational Education	: Dr. Madhushree Sekhar M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research World Bank-Robert McNamara Fellow
Associate Dean, School of Research Methodology	: Dr. D.P. Singh M.Sc. (Vikram), Ph.D. (Mumbai)
Chairperson, Centre for Development Practice and Research, Patna	: Prof. Pushpendra Kumar M.A. (H.N. Bahugana)
Chairperson, Centre for Education Innovation and Action Research	: Prof. Padma Sarangapani M.Sc. (IIT-Madras), M.Phil., Ph.D. (Delhi)
Chairperson, Centre for Lifelong Learning	: Prof. Nasreen Rustomfram M.A., Ph.D. (TISS)
Chairperson, Centre for Studies in Sociology of Education	: Dr. Leena Abraham M.A., Ph.D. (Mumbai)
Chairperson, Centre for Social Exclusion and Inclusive Policy	: Dr. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)
Librarian, Sir Dorabji Tata Memorial Library	: Dr. Satish Kanamadi M.L.I.Sc., Ph.D. (Karanataka); PGDLAN
Dean, Students' Affairs	: Dr. Ashabanu Soletti M.A., Ph.D. (Madras)
Liaison Officer, SC/ST Cell	: Dr. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)
Liaison Officer, Equal Opportunities Cell	: Dr. Alex Akhup M.A., M.Phil. (Delhi), Ph.D. (TISS)
Dean, TISS Alumni Association	: Prof. Bipin Jojo M.A. (Utkal), M.Phil., Ph.D. (TISS)
Associate Dean, TISS Alumni Association	: Prof. M. Mariappan M.H.M. (MKU), Ph.D. (TISS)
Associate Dean, TISS Alumni Association	: Prof. P. Vijayakumar M.A. (Calicut), M.Phil. (Bharathiar), Ph.D. (TISS)
Chairperson, International Relations Office	: Prof. Madhushree Sekher M.A. (Bhubaneshwar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert Mc Namara Fellow)
Chairperson, Gender Amity Committee	: Dr. Shewli Kumar M.A., M.Phil., Ph.D. (Delhi)
Deputy Registrar, Personnel and Administration	: Mr. M.P. Balamurugan M.A. (MKU)

Deputy Registrar, Finance and Accounts	: Ms. Indira Pashupathy M.Com. (Osmania), Cost Accountancy (ICWAI), D.F.M.A. (ICFAI), D.H. A (MKU)
Administrative Officer, Personnel and Administration	: Mr. S.B. Chavan M.Sc. (MPKV)
Assistant Registrar, Academic	: Mr. Mustafa Momin M.Com. (Shivaji), D.P.M. (TISS), F.S.M., PGDEM (Mumbai), M.A.L.M. (MKU)
Assistant Registrar, Personnel and Administration	: Ms. Roja T. Pillai M.A. (Mumbai)
Assistant Registrar, Infrastructure Development and Planning	: Mr. Damu G. Bhalerao D.P.M. (TISS), M.A. (TMV), M.B.A. (ADTU), P.G.D.I.C.M. (MIT)
Assistant Registrar, Centre for Lifelong Learning	: Ms. Veena P. Shinde B.Sc. (Mumbai), D.H.R.M (Welingkar), P.G.D.B.M. (NIPM)
Assistant Registrar, Finance and Accounts	: Ms. Joyce Dias M.Com., D.H.R.M. (Mumbai)
Systems Manager and Chairperson, Computer Centre	: Mr. V. Sivakumar B.Sc. (Chennai), M.C.A. (Hyderabad)
Training & Placement Officer, Career Development and Facilitation Centre	: Ms. Leela Banerjee M.B.A. (Mumbai), LLB (Govt. Law College) Diploma in Counselling (TISS)
Counsellor, Health Centre	: Ms. Swapna Redij M.A. (TISS)

2.**Master's Degree Programmes: General Information****2.1 RESERVATION**

- 2.1.1** *Scheduled Caste (SC) and Scheduled Tribe (ST) Candidates:* As per GoI 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 GoI 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 GoI directives.
- 2.1.5** *Armed Forces:* 5% seats (supernumerary quota) are reserved in all Master's Degree programmes for personnel from the Armed Forces as per GoI directives.

2.2 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.

2.3 RULES REGARDING ADMISSION TO MASTER'S PROGRAMMES

- 2.3.1** Confirmation of admission to Master's programmes is subject to verification of original certificates and final mark-sheets.
- 2.3.2** 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.
- 2.3.3** Candidates selected for admission are required 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.
- 2.3.4** 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 and submit the same to the Academic Section. These documents should be submitted before the start of Semester II, failing which his/her admission will be cancelled. No relaxation will be made to this rule.

2.4 OTHER IMPORTANT RULES

- 2.4.1** *Discipline:* Students admitted to the Institute are expected to fulfill all academic requirements, as well as follow all the rules and regulations related to the study programmes and life on campus. As students of TISS, they must observe the rules and maintain decorum in behaviour while on Institute campuses and during fieldwork, study tour, rural practicum, relief work, and block fieldwork/internship. Misbehaviour and violation of rules will lead to disciplinary action in the form of fine, suspension/discontinuation from the hostel and the dining hall, or suspension/cancellation of registration as a student of the Institute. The Director, or other officials or appropriate bodies, constituted for the purpose, have the power to award

punishments including levying fines, discontinuation from hostel and dining hall, and suspension and/or revocation of registration as a student, for non-observance of rules and regulations. The Handbook for Students provides a detailed account of all Rules and Regulations to be followed during the course of study/stay at the Institute.

- 2.4.2** Taking up employment, a remuneratory job or registering for any other programme of study while pursuing a programme of study at the Institute is not permitted.
- 2.4.3** Applying for a job or attending an interview during the placement process, or appearing for examinations like NET or SET during the period a student 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 study programme.
- 2.4.4** 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. They will also not be eligible for financial support for the second or subsequent Master's Degree programme.
- 2.4.5** 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 other support as per existing rules governing the same.
- 2.4.6** *Participation in Relief Work:* In keeping with the Institute's tradition, students may be called upon to participate in disaster rescue, relief and rehabilitation work and extension activities of the Institute, in or outside Mumbai, from time to time, and as demanded by the situation. All students are expected to participate in these activities, which emerge from the character of the Institute that cares for people in need of support. Participation of students in community service is encouraged and honoured.
- 2.4.7** *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. 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 and all such activities must end by 11.00 p.m. This decision is enforceable by the local police station.

2.5 INTERNATIONAL STUDENTS

2.5.1 Introduction

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

2.5.2 Eligibility

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

International applicants should have minimum 50% marks/ GPA in the Undergraduate/ Bachelor's degree programme to be eligible to apply. Similarly, international students interested in applying for the M.A. in Human Resource Management and Labour Studies Programme will additionally require a GMAT score of 610 and above (mandatory).

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

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

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

2.5.3 Admission

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

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

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

International students are required to undergo the Online Written Essay Test, i.e., the International Entrance Test (IET) and a Zoom/ Skype Interview as part of the selection process. The Written Test will be held in the month of January, and the Zoom/ Skype/ Telephonic interviews in February or March for programmes commencing in June of that year.

2.5.4 Important Admission Rules

- (i) Admission of international students will be confirmed only after the following formalities are completed upon arrival: verification of original certificates; generic medical fitness test and HIV test; psychometric test; and payment of the required fees.
- (ii) All international students who have a visa beyond 180 days have to compulsorily register with the Foreigner Regional Registration Office (FRRO) or the local police, within 2 weeks of arrival in India. The IRO will help in providing letters and other necessary documents for the FRRO registration/ ID Card/ SIM Card/ House-lease, etc.
- (iii) Selected candidates will not be allowed to change the programme after declaration of the final result. Admission will not be transferred from one programme of study to another, under any circumstances.
- (iv) If any statement furnished by the applicant is found to be incorrect at any time, he/she is liable to be debarred permanently from the programme, and will not be eligible to apply to any other programme offered by TISS.
- (v) The selected candidates will not be allowed to complete admission formalities in absentia.
- (vi) If the selected candidates do not report for admission at the stipulated date and time, he/she will forfeit his/ her claim for admission. The offer of admission will be cancelled and no correspondence will be entertained in this regard.
- (vii) TISS reserves the right to get any student medically examined and if found medically unfit, the admission of such students will stand cancelled.

2.5.5 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.

2.5.6 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.

2.6 AUDITING OF STANDALONE COURSES

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

2.7 STUDENT SUPPORT SERVICES

Various support services available for the students are mentioned below; the detailed rules and procedures governing these facilities and services are given in the **Handbook for Students 2018–19**.

2.7.1 Office of Students' Affairs

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

2.7.2 Accommodation/Hostels

Admission to the hostels is restricted to full-time, bonafide, Master's degree students. Due to limited hostel seats available, right of admission to hostel is not guaranteed for all students admitted. Currently, among the newly admitted students, only those who are eligible for the Gol Post-Matric Scholarships are admitted to the hostels. In the event of seats remaining vacant after admission of the above students, such seats will be allotted to students on the basis of their family income. Some add-on hostel facilities have also been created, which are also allotted to students on the basis of their family income on a cost-to-cost basis. 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.

The OSA, however, will facilitate 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 provides free medical consultation services with three Medical Officers (MO) visiting 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. Medical and Counselling services are coordinated by a retired professor of the Institute. Students can consult the MOs at the Main as well as at the Naoroji Campus during the above given time slots.

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 deal with their day-to-day concerns and enhance their overall functioning. 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 ext. 5612 in the Health Centre.

2.7.5 SC/ST Cell and Equal Opportunity Cell

The TISS had set up a Student Service Cell in 1986, with financial assistance from the then Ministry of Welfare, GoI, to assist students from the Scheduled Caste (SC) and Scheduled Tribe (ST) communities to improve their academic performance and to optimise their personal and social development at the Institute. In 1988, the Institute obtained approval of the UGC to set up a Special Cell for SC/ST. This Cell began functioning from 1989 onwards. With subsequent government guidelines to establish special Cells also for Other Backward Classes (OBC), Religious Minorities, and Persons with Disabilities (PWD), and the primary objectives of all these Cells were by and large the same, the Institute established a larger umbrella called Social Protection Office (SPO) in 2012 and brought the functioning of all these Cells under the overall control of a Dean-cum-Liaison Officer, SPO.

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

2.7.6 Gender Amity Committee and Internal Committee

Gender discrimination is a systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources within any given society. In TISS, students, faculty members as well as staff members come from different regions, and diverse social and cultural realities. Often, there are stereotypical ideas and prejudices about the 'others', which lends to insensitivity towards certain identities, beliefs, and values. This, in turn, may lead to discriminatory behaviour and hostility on campus. The Gender Amity Committee (GAC) endeavours to make the Institute inclusive and ensure that the ever-changing TISS community moves towards being sensitive towards all genders, specifically women and persons with non-normative behaviours, and treat each other with due respect and dignity.

The Vishaka Guidelines of 1997 against Sexual Harassment — as articulated by the Supreme Court judgement — mandates that "it shall be the duty of the employer or other responsible persons in work places or other institutions to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of acts, of sexual harassment by taking all steps required". These guidelines have been further strengthened in the Sexual Harassment of Women (Prevention, Prohibition and Redressal) at Workplace Act 2013.

The GAC works towards ensuring sensitisation and awareness amongst all members of the TISS community regarding gender inequality and sexual harassment. It also ensures overall support for persons with sexual and gender non-normative behaviour and expressions as per the UGC guidelines of 2015 and is developing mechanisms to sensitise and work with the TISS community on such issues.

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

The GAC consists of members of the faculty, administration, service staff and student representatives. The IC comprises members drawn from the GAC and when a written complaint of sexual harassment is received by any GAC member, the IC sets up the due process. The IC has at least half of its members from women representatives and an external member from outside the Institute who is a gender expert. For more information on the GAC, please visit <https://www.tiss.edu/view/6/gender-amity-committee/introduction/>.

2.7.7 Scholarship and Student Aid

A limited number of scholarships and endowments have been created by eminent individuals, foundations and the corporate sector and are available to needy students on the basis of merit-cum-need. Students must apply to the Student's Aid Committee for this purpose and may refer to the Handbook for Students 2018–2019, for details.

The Institute has limited funds to provide aid to economically needy students with annual family income below Rs. 4 lakhs. After the commencement of the academic session, students may apply for student aid against the notification issued by the OSA 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, 2018–2019.

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 are three senior faculty members, a student representative, and an Ombudsperson, who is a judge not below the rank of District Judge or a retired Professor with at least 10 years' experience as a professor. The Institute follows the provisions of *The Gazette of India* (dated March 23, 2013) in addressing the grievances of its students. Please see the Students' Handbook, 2018–2019, for full details.

3.**Master's Degree Programmes: Rules and Guidelines**

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

3.1 RULES AND GUIDELINES CONCERNING COURSEWORK, ATTENDANCE AND ASSESSMENT

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

3.1.1 Semester Registration System

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

- Login to the Student Academic Management System at <https://stud-mgmt.tiss.edu> using your TISS email ID as the username and password. After login, visit the tab Semester Registration -> Registration Form
- Please note that the semester registration screen will be enabled only after the payment of fees. To know more about the procedure for online payment of fees, please read 4.2.
- On the Semester Registration screen, choose the courses (Core, Optional, Audit/Extra Credit, CBCS courses, etc). The School Secretariat has already mapped the courses (Core, Optional and CBCS) available to the students for that particular Semester. Complete the registration of courses for the Semester and submit.
- Upload the following documents for semester registration:
- Migration Certificate obtained from your earlier institution/university, if this has not been submitted earlier.
- Settlement receipt of any advance taken and clearance from the Finance Section.
- Students eligible for the Gol-PMS scholarships should have submitted application for the scholarship from the Government of India and/or their respective State Government. Those who have not done so or whose application has been rejected must pay all fees — tuition, hostel, dining hall charges and other fees, if any — before Semester registration.
- Students have to inform the Social Protection Office of scholarships received from any source, since the money gets directly transferred to their accounts.
- In order to verify scholarship details, students are required to upload all pages (starting from the date of enrolment at the Institute. If you have opened a new account after joining the Institute, you shall upload the pages from the time of opening the account) of the passbook of their Aadhaar-linked bank account.
- Note: The last three items are only applicable for students eligible for the Gol-PMS Scholarship.
- Click on the 'confirm' button once (iii) and (iv) is complete. Note that the semester registration process is considered complete only after the details are confirmed in the system. After the 'confirm'

button is clicked, a message will be displayed in a popup dialogue box: 'Registration Complete-Pending Verification'.

- Post confirmation, the student registration form will appear in the respective Secretariats and Academic Section's dashboard. The Secretariats/Academic Section will review the form and confirm the semester registration for the student.

3.1.2 Courses

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

- 3.1.2.1 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).
- 3.1.2.2 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. (Note: Variations observed in the total number of CBCS credits in some programmes is on account of the nature and total credit load for that programme. For more details see section on Choice Based Credit System).
- 3.1.2.3 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.
- 3.1.2.4 Field-based/practical courses are described variously as fieldwork, block field placement, rural practicum, field practicum, practicum, and internship, and are undertaken as per pre-defined schedule of activities. Fieldwork comprises 7.5 hours of practical sessions per day. Depending on the curricular structure of each academic programme, the field-based experiential learning is credited or non-credited. The norms pertaining to regularity in attendance and fulfilling the requirements of the course are at par with taught courses. A supervisor and field coordinator(s), at particular field sites/agencies/organisations, coordinate these sets of activities. The faculty supervisor and/or the fieldwork supervisor conduct assessments of student's fieldwork performance. Details of the field component are available under programme descriptions of respective Schools.

3.1.3 Research Study

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

3.1.4 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.

3.1.5 Assessment Unit

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

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

- (i) Class presentations—individual or group—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) Written assignments
- (viii) Observation by faculty/supervisor.

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

3.1.5.3 No course has only one type of evaluation instrument (for example, 100% assignment or 100% written exam). Each course has 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 total evaluation.

3.1.5.4 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.

3.1.5.5 A student is required to attempt each mode of assessment independently.

3.1.5.6 Non-submission of an assignment will be treated as having failed in the course and the student will be given supplementary for that course after completion of all modes of assessment.

3.1.5.7 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.

3.1.6 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 2 semester Master of Law in Access to Justice programme, they must obtain a CGPA of 5.0 in the first 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 in the 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 3.1.10 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 has to be done strictly in accordance with the guidelines provided by the course teacher such as,

- Hard copy submission to the School/Centre Secretariat **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 of the requirement of award of degree. The degree will be awarded only after successful completion and assessment of the research project / dissertation.

3.1.6.12 A student may be allowed to **withdraw temporarily** from the study 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 examinations. During the extended period, the student will be considered as a private candidate and will not be eligible for ranking and award of prizes.

3.1.6.14 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 Withdrawing/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 in the ongoing academic year and will have to complete the required credits applicable to that batch for entitlement of degree. Students rejoining the programme will 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. For all such credited courses, a student will be required to complete all the assessment units as prescribed.
- 3.1.8.2 Extra credits will be recorded on the grade card, and indicated as extra credits.
- 3.1.8.3 Extra credits will not be considered for the purpose of determining CGPA, etc.
- 3.1.8.4 Extra credits earned in a given semester will not be converted to regular credits at a later stage.
- 3.1.8.5 A student can opt to audit additional courses over and above those prescribed for a programme.
- 3.1.8.6 For all audited courses, the course title and 'audit' will be indicated in the grade sheet. The norms of regularity of attendance remain the same even if the course is being audited.

3.1.9 Grading Scheme

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

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

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.

3.1.10 Attendance

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

3.1.10.2 Biometric Attendance

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

3.1.10.3 Operational Guidelines and Policy for Marking Biometric Attendance

- (i) Students will mark their biometric attendance twice in each class. The first attendance will be marked within the first 10 minutes of each lecture slot and the second within the last 10 minutes of the lecture slot. Attendance will be awarded only if the biometric attendance is marked twice during class hours. For example, if the class is between 9.00 to 11.00 am, the first attendance will be marked between 9.00 to 9.10 am and the second between 10.50 to 11.00 am. If the student marks attendance between 9.11 am to 10.49 am, the software will ignore it while processing attendance.
- (ii) When students have subsequent lectures scheduled at the same venue, biometric attendance will have to be registered again at the start and end of the subsequent lecture in the manner explained above.
- (iii) It is the responsibility of the students to give manual attendance to the Teacher/Instructor if they are unable to register biometric attendance due to technical issues. The Teacher/Instructor will hand over the manual attendance to the concerned School Secretariat, who will then make the attendance entry in the student management system.

3.1.10.4 Attendance for Courses

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

This includes absence due to medical emergencies as well.

3.1.10.5 The schedule of holidays declared by the Institute for classes and in fieldwork setting will be applicable for the period of fieldwork as well.

3.1.10.6 Absences for medical or other exigent reasons can be taken with permission through a leave application submitted to the Programme Coordinator. For full-time, on-campus courses, leave up to 7 days may be granted by the Programme Coordinator. Leave above 7 days, may be granted in consultation with the Chairperson/Dean. In no case, can this exceed 25%.

- 3.1.10.7 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.
- 3.1.10.8 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.
- 3.1.10.9 Students who repeat a course, or courses, due to shortage of attendance or for failure in the regular examination and the two supplementary examinations, will be marked as "Repeat Course" in the Grade Card, whenever they clear it in a subsequent semester.

3.1.10.10 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.
- (c) 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.
- (d) Absence of upto two days for genuine reasons such as medical/family emergencies is allowed for concurrent fieldwork and block fieldwork/internship (of one month duration) only with prior permission.
- (e) Absence beyond two days needs to be compensated in toto in consultation with the fieldwork co-ordinator or supervisor.
- (f) Any absence without genuine reasons and without permission needs to be fully compensated.

3.1.11 Selection of Courses or Specialisations

Students are required to select the optional courses/specialisations (wherever applicable) offered through the online Semester Registration system at the beginning of each semester. This enables the School Secretariats to scrutinise possible class size, timetable constraints, fulfillment of eligibility requirements, etc.

3.1.12 Dissertations / Theses / Self Study Courses / Research Reports / Field Reports

- 3.1.12.1 Dissertations / theses / field reports, etc. are carried out in phases and are assessed on two counts: process and product evaluation.
- 3.1.12.2 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 or before the scheduled date.
- 3.1.12.3 Late submissions, which are within the extra time given for valid reasons (and as sanctioned by the Dean on recommendation of the Guide/ Faculty Supervisor), will be treated as supplementary submission and the grade card will reflect the same.

3.1.13 Supplementary and Improvement Assessments

- 3.1.13.1 Students are required to apply for Supplementary, if they have failed in a given course, or if they have missed an examination or any other component of assessment for any valid reason (sanctioned by the Dean on recommendation of the Programme Coordinator), or for Improvement if they wish to improve their grades.
- 3.1.13.2 **Supplementary** assessment will be announced along with the declaration of semester results. These are applicable in the following situations:

- (i) GPA Score less than 4.0 (**less than 5.0 for LL.M. Students**)
- (ii) Attendance shortage of **more than 25% and upto 33%**
- (iii) Plagiarism beyond the permissible limits
- (iv) Absent for Examination (including due to medical emergency) **upto courses with a cumulative credit of 4**
- (v) Delayed or non-submission of **Assignments/Research Project/Internship Report** (including due to medical emergency)

- 3.1.13.3 Fee for Supplementary and Improvement Examinations in taught courses is Rs. 200/-
- 3.1.13.4 Fee for Supplementary in Fieldwork/Internship is Rs. 1,000/-
- 3.1.13.5 A student, who has obtained D, C or B grades, can opt for **Improvement Examination** after the declaration of re-evaluation results, if the grade is not to his/her satisfaction.
- 3.1.13.6 In the case of Improvement Examination, the grade thus obtained will be considered as final for the grade sheet.
- 3.1.13.7 If a student fails to undertake the supplementary or fails in Supplementary-1, then he/she student will be offered Supplementary-2 as per the schedule announced.
- 3.1.13.8 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,
- 3.1.13.9 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 S1 in the grade sheet.

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

- 3.1.13.10 Courses completed through supplementary or improvement will be identified using the following codes placed against the grade in the grade card: 'S1' for Supplementary-1, 'S2' for Supplementary-2 and 'I' for Improvement. Those students who have cleared the course through Supplementary/Improvement mode stand disadvantaged as the grade achieved will not be considered for award of any prize when the degree is awarded for the programme to which the students belong to. This norm will apply even if the student tops the class/fieldwork/research as the case may be.
- 3.1.13.11 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 to have failed and will not be promoted to the next semester. In such cases, the student will have to drop out of the programme. All the backlog of credits needs to be successfully completed before being admitted to the next semester.
- 3.1.13.12 Grades obtained through Supplementary/Improvement mode will not be considered for re-evaluation.

3.1.14 Re-evaluation

- 3.1.14.1 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.
- 3.1.14.2 Fee for Re-evaluation of theory courses is Rs. 500/-, while the fee for Re-evaluation of fieldwork is Rs. 1,500/-
- 3.1.14.3 Grades of Semester IV, which are subsequently re-evaluated after the Convocation, will not be considered for any prize in which the relevant degree is conferred even if the student tops the class /fieldwork. However, a certificate will be issued to the effect.

- 3.1.14.4 A Committee, with the power to co-opt members, will be constituted by the Dean of the School/ Chairperson of Independent Centre to consider the requests for re-evaluation of grades in courses/ research project/fieldwork/internship.
- 3.1.14.5 The Re-evaluation Committee will ordinarily invite a member of the faculty of the Institute based on the expertise required for re-evaluation in the specific courses or the area of research/fieldwork/internship to re-evaluate, unless it decides for some reason, to invite an outsider. The re-evaluator, however, will not be a member of the re-evaluation committee and he/she will not be a member of the Centre to which either the student or his/her examiner belongs to.
- 3.1.14.6 Re-evaluation will be done for all re-evaluable components of the course / fieldwork / internship / research project.
- 3.1.14.7 The concerned faculty member, who taught the course and assessed the student, will submit a note along with the grade sheet and answer book/assignments, with a view to enlighten the re-evaluator on the course content and the emphasis given 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.
- 3.1.14.8 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.
- 3.1.14.9 In the case of fieldwork/internship, the re-evaluator will review the following:
 - (i) Fieldwork/Internship recording of the student,
 - (ii) Fieldwork/Internship diary of the student,
 - (iii) Records of supervisory conferences submitted by the student,
 - (iv) Supervisory diary maintained by the supervisor, and
 - (v) Mid-term and final evaluation form maintained by student and the supervisor.
- 3.1.14.10 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 attitude. The re-evaluator will also meet the supervisor, field supervisor or contact, faculty adviser, fieldwork/internship coordinator individually and / or collectively to make an objective assessment of the student's work and performance.
- 3.1.14.11 If a student applies for re-evaluation for a failed grade, and fails again in re-evaluation, the student has to appear for supplementary examination.
- 3.1.14.12 A student, who applies for re-evaluation of a Semester IV course(s) after the degree has been awarded, should return the degree certificate and the grade card. The re-evaluation will be completed within 6 months.
- 3.1.14.13 The re-evaluation procedure will be completed within a timeframe that facilitates the possibility of the student opting for an improvement/supplementary exam.
- 3.1.14.14 In case of re-evaluation, the better grade will be considered.
- 3.1.14.15 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.
- 3.1.14.16 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.

3.1.15 Use of Unfair Means

- 3.1.15.1 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.

3.1.15.2 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.

3.1.15.3 If a student is found copying/cheating/plagiarising in a research project/dissertation, he/she will be deemed to have failed in the research project/dissertation and will be required to do a research project in another area/theme/topic.

3.1.15.4 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.

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

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

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

3.2 RULES PROHIBITING RAGGING

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

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

intimidating, wrongfully restraining, wrongfully confining, or injuring him/her or by using criminal force on him/her or by holding out to him/her any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force, etc.

Please note that the above is only an indicative list.

3.2.3 The following is a list of punishments for those 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 RULES SPECIFIC TO THE MASTER OF ARTS IN EDUCATION (ELEMENTARY) PROGRAMME

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

3.3.1 Registration and Eligibility for Continuation in the Programme

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

3.3.1.2 From semester II onwards, the student can opt for a minimum of two or more courses. Registration for only one course in a semester is not allowed.

3.3.1.3 A student has to pass at least one course in each semester irrespective of the number of courses registered for in that particular semester to be eligible for supplementary examinations in the course in which he/she has failed.

Illustration:

- **Fails in three courses:** Not eligible for the supplementary; he/she has to repeat the semester.
- **Fails in two courses:** He/she can appear for the supplementary exam in both of them. If the student fails in both in the supplementary modes, then he/she will not be allowed to move to the next semester and will have to repeat the semester.
- **Fails in one course:** If the student fails in one course in supplementary mode, but passes in the other, then he/she can move to the next semester and repeat the course he/she has failed in whenever that course is offered next.

3.3.1.4 The MAEE programme allows flexibility to complete the courses non-sequentially over four years, except those courses which have a pre-requisite requirement. For example, after completing the first semester, the student may choose to do the third semester courses, provided he/she completes the course requirements to register for courses offered in that semester.

There are six courses which are sequentially tied to each other, for example. Sociology of Education I & II, and Child Development, Cognition and Learning I & II have to be done in sequence. Students may do their Field Attachment along with or after they complete the Research Methods course. All other courses in the programme may be completed as per the convenience of the students.

3.3.2 Attendance Waiver

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

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

3.4 AWARD OF DEGREE

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

3.4.2 Notwithstanding anything contained in these rules, the Academic Council may, on the recommendation of the Director, by a resolution passed with the concurrence of not less than two-thirds of the members voting, withhold for such a period as they may deem fit, conferment of any degree to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding, e.g., unruly or disorderly conduct, or violence on the Institute campuses, or conviction for an offence involving violence or moral turpitude.

4.**Master's Degree Programmes: Fees and Deposits****4.1 PAYMENT OF FEES**

- 4.1.1** All fees are to be paid through the online mode only, i.e. using a credit card or via net banking.
- 4.1.2** Payment of Semester II, III and IV fees should be made on time and by the due date announced by the academic administration.
- 4.1.3** In case of default of payment of fees 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. This is subject to the approval of the competent authority.
- 4.1.4** Semester Registration will be permitted only after payment of fees. In case the student fails to pay the fees and complete the Semester Registration formalities within 8 days from the last date of payment of fees, his/her name will be removed from the registration system and their attendance will not show up in the biometric system.
- 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 up to two children, are exempted from payment of tuition fees to undergo any study programme in the Institute. This exemption will not be applicable to self-financing courses (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** Fines, as applicable, will be imposed on all students including those availing GoI 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 fees for Supplementary and Improvement examinations, and Re-evaluation, please check section 3.1.13 and 3.1.14 respectively.
- 4.1.11** Students who did not qualify to complete a semester due to absenteeism in courses up to four credits, have to repeat the course whenever that semester begins along with the regular semester, provided the timetable allows for it. The fee to be paid per course is Rs.2000/-
- 4.1.12** Students who did not qualify to complete a semester due to absenteeism in more than four credits in a semester, or attended the classes, but did not appear for / pass the examination will have to repeat the semester whenever it begins along with the regular semester. Such students will have to pay the Semester Fees prescribed for the course enrolled, except caution deposit, wherever applicable.
- 4.1.13** Students who have failed in Fieldwork/ Internship/ Rural Practicum (or not completed due to absenteeism and other reasons), will have to pay the Fieldwork/ Internship/ Rural Practicum + Examination Fees + Computer Fees as chargeable by the respective School/ Centre.
- 4.1.14** Students who have failed in Research Project/ Dissertation or not completed due to absenteeism or other reasons, have to repeat the same. The Repeating/ Late Submission with Supplementary Fees for the Research Project/ Dissertation (including evaluation fees) is Rs.1500/-.

- 4.1.15** Students who did not fill the Convocation Snapshot for the Degree Certificate during the said period and requested for the same after the Convocation, will be charged Rs. 500/- as late fees.
- 4.1.16** Students requesting for correction in their name on the Degree Certificate (and other appropriate documents) will be charged Rs. 500/- for the same.
- 4.1.17** Request for additional Grade Card for Semesters I to III will be charged Rs. 200/- per Grade Card
- 4.1.18** Bonafide Certificates for Visa/Passport/Migration/Loan/Parents IT/Sim Card/Other Scholarships/Railway Concession, etc. will be charged Rs. 50/- each. Gol-PMS students are exempt from paying these charges.

4.2 PROCEDURE FOR PAYMENT OF FEES

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

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

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

4.4 REFUND OF FEES

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

Sr. No.	Percentage of Refund of Aggregate fees*	Point of time when notice of withdrawal of admission is served to HEI
1	100%	15 days before the formally notified last date of admission
2	80%	Not more than 15 days after the formally notified last date of admission
3	50%	More than 15 days but less than 30 days after formally notified last date of admission
4	00%	More than 30 days after formally notified last date admission

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

In case of (1) in the table above, TISS will deduct an amount of not more than 10% of the aggregate fees as processing charges from the refundable amount.

Fees will be refunded by TISS to an eligible student within 15 days from the date of receiving a written application from him/her in this regard.

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

The next 5 pages gives the fees in details for all Master's Degree Programmes, 2018-2020.
Please note that the fees are subject to change and revision.

Fee Structure for Master's Degree Programmes (2018–2020)*

Components		Social Work				Disaster Management				Development Studies/ Women's Studies				Media and Cultural Studies			
		Semester				Semester				Semester				Semester			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	Medical Examination	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
CHARGES	Fieldwork	5,000	5,000	5,000	5,000	4,000	0	0	0	0	0	0	0	0	0	0	0
	Computer	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	Students' Competency	0	0	0	0	0	5,000	5,000	0	0	0	0	0	0	0	0	0
FUNDS	Internship / Documentation	0	0	0	0	0	4,000	4,000	0	0	0	0	0	1,500	1,500	1,500	1,500
	Lab / Studio	0	0	0	0	4,000	0	0	0	0	0	0	0	10,000	10,000	10,000	10,000
	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
DEPOSITS & ADVANCES	Dining Hall (Advance) Charges	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
	Hostel & Electricity Charges	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
	Total Fees for Non-Hostellers	39,200	27,300	20,800	21,300	42,200	31,300	24,800	16,300	34,200	22,300	15,800	16,300	45,700	33,800	27,300	27,800
	Total Fees for Hostellers	70,200	58,300	51,800	52,300	73,200	62,300	55,800	47,300	65,200	53,300	46,800	47,300	76,700	64,800	58,300	58,800

***Notes:**

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

Fee Structure for Master's Degree Programmes (2018–2020)*

Components		Hospital Administration/ Public Health in Health Administration				Public Health Policy, Economics and Finance, and Public Health in Social Epidemiology				Library and Information Science				Education (Elementary)				
		Semester				Semester				Semester				Semester				
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	
FEE	Charges	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	10,500	10,500	10,500	10,500	
	Charges	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	
	Charges	Medical Examination	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	Charges	Fieldwork	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,000
	Charges	Computer	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
	Charges	Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	Charges	ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	Charges	Students' Competency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Charges	Internship / Documentation	4,000	4,000	4,000	4,000	4,000	4,000	4,000	0	0	0	0	0	0	0	0	0
	Charges	Lab / Studio	0	0	0	0	0	0	0	0	3,000	3,000	3,000	3,000	0	0	0	0
Funds	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	
	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	
	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	
	Dining Hall (Advance) Charges	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	
Others	Hostel & Electricity Charges	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	3,000	3,000	3,000	3,000	
	Total Fees for Non-Hostellers	38,200	26,300	19,800	20,300	38,200	26,300	19,800	16,300	37,200	25,300	18,800	19,300	32,700	20,800	14,300	20,800	
	Total Fees for Hostellers	69,200	57,300	50,800	51,300	69,200	57,300	50,800	47,300	68,200	56,300	49,800	50,300	38,700	26,800	20,300	26,800	

***Notes:**

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

Fee Structure for Master's Degree Programmes (2018–2020)*

Components		Human Resources Management & Labour Relations				Social Entrepreneurship/ Globalisation and Labour				Organisation Development, Change and Leadership			
		Semester				Semester				Semester			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	Examination	800	800	800	800	800	800	800	800	800	800	800	800
	Medical Examination	100	0	0	0	100	0	0	0	100	0	0	0
CHARGES	Fieldwork	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
	Computer	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	ID Card	300	0	0	0	300	0	0	0	300	0	0	0
FUNDS	Students' Competency	10,000	0	0	0	0	0	0	0	0	0	0	0
	Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0
	Lab / Studio	0	0	0	0	0	0	0	0	0	0	0	0
	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	1,69,800	1,81,700	1,80,200	1,79,700
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500	500	500
	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
	Dining Hall (Advance) Charges	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
OTHERS	Hostel & Electricity Charges	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
	Total Fees for Non-Hostellers	48,200	26,300	19,800	20,300	38,200	26,300	19,800	20,300	2,00,000	2,00,000	2,00,000	2,00,000
	Total Fees for Hostellers	79,200	57,300	50,800	51,300	69,200	57,300	50,800	51,300	2,31,000	2,31,000	2,31,000	2,31,000

***Notes:**

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

Fee Structure for Master's Degree Programmes (2018–2020)*

Components		Water Policy & Governance				Urban Policy & Governance				Climate Change & Sustainability Studies				Regulatory Governance			
		Semester				Semester				Semester				Semester			
		I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEE CHARGES	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	Medical Examination	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	Fieldwork	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Computer	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	Students' Competency	0	0	1,000	0	0	0	1,000	0	0	0	0	0	0	0	0	1,000
	Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lab / Studio	0	1,500	0	1,500	0	0	1,500	0	0	0	0	0	0	0	0	0
FUND	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
	Dining Hall (Advance) Charges	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
	Hostel & Electricity Charges	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
OTHERS	Total Fees for Non-Hostellers	34,200	23,800	16,800	17,800	34,200	22,300	18,300	16,300	34,200	22,300	15,800	16,300	34,200	22,300	16,800	16,300
	Total Fees for Hostellers	65,200	54,800	47,800	48,800	65,200	53,300	49,300	47,300	65,200	53,300	46,800	47,300	65,200	53,300	47,800	47,300

***Notes:**

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

Fee Structure for Master's Degree Programmes (2018–2020)*

Components		Counselling Psychology (Mumbai)				Clinical Psychology (Mumbai)				LLM in Access to Justice	
		Semester				Semester				Semester	
		I	II	III	IV	I	II	III	IV	I	II
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	Examination	800	800	800	800	800	800	800	800	800	800
	Medical Examination	100	0	0	0	100	0	0	0	100	0
CHARGES	Fieldwork	4,000	4,500	4,500	4,500	4,000	4,500	4,500	4,500	5,000	5,000
	Computer	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	0	0	2,000	0	0	0	2,000	0	2,000
	ID Card	300	0	0	0	300	0	0	0	300	0
FUNDS	Students' Competency	0	0	0	0	0	0	0	0	0	0
	Internship / Documentation	0	0	0	0	0	0	0	0	0	0
	Lab / Studio	2,000	2,000	2,000	2,000	2,500	2,500	2,500	2,500	0	0
	Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500
	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	0	0	10,000	0	0	0	10,000	0
	Dining Hall (Advance) Charges	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
OTHERS	Hostel & Electricity Charges	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
	Total Fees for Non-Hostellers	40,200	28,800	22,300	22,800	40,700	29,300	22,800	23,300	39,200	29,300
	Total Fees for Hostellers	71,200	59,800	53,300	53,800	71,700	60,300	53,800	54,300	70,200	60,300

***Notes:**

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

5.**Master's Degree Programmes: Foundation Course**

Students admitted to post graduate degree programmes in all TISS campuses come with under-graduate degree in arts, science, humanities, social sciences, engineering and technology, medicine and allied disciplines, agriculture, law and other disciplines. In order to enable the students gain nuanced understanding of the nation and its people — social, cultural, economic and political contexts — the Institute offers a 7 credit Foundation Course.

The Foundation Course (FC) is divided into four modules. The FC focuses on developing an understanding on societies, economies and polities in a democratic political system with people from complex ethnic diversities. The Institute deploys faculty from various disciplines — sociology, economics, political sciences, law — to teach the FCs. The four modules are taught to build an understanding of society from all aspects. All classes are held in the Convention Centre at the Naoroji Campus, as a single batch. The FC comprises 90 hours of lectures and carries a weightage of 6 credits and one-credit course on Philosophy of Research is taught prior to the start of the FC lectures.

Module 1: Understanding Society, Culture and Identity

Lecture 1	Introduction to FC; The significance of FC; The need to look at society, economy and politics and inter-relationships and how these institutions have been undergoing change
Lectures 2, 3, 4 and 5	How to look at Society? Individuals, family, kinship, groups; communities; stratification, classes; Social processes and conflicts
Lectures 6 and 7	Introducing Indian Society: A Historical Analysis; Persistence of and changing nature 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; Socioeconomic Profile of Communities in India
Lecture 15	Wrapping up Module 1: A Panel Discussion

Module 2: Understanding Developing Economies

Lecture 16	Introduction to Debates, Concepts and Paradigms on Growth and Development
Lecture 17	Classical approaches to growth and development
Lecture 18	The birth of Neo-classical Economics: Liberalism and its consequences leading upto 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

Module 3: India's Development Experience

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

Module 4: Understanding India's Political Structure

Lecture 38	The making of the idea of India; Constitution and laws, policies and practices and outcome to different groups of people. 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: 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
Lecture 45	How would one explain the victory of Donald Trump as the President of USA

6.

Master's Degree Programmes: Choice Based Credit System

6.1 INTRODUCTION

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

As per the UGC guidelines, the following programme structure is suggested for each of the Post Graduate Programme (Table 1).

TABLE 1
CBCS-based Curriculum Framework as envisaged by the UGC

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

6.2 CBCS-BASED PROGRAMME STRUCTURE AT TISS

In the context of the above-mentioned framework, the following implementation framework for the Master's Degree Programmes is being offered to the Batch 2018-20 students at TISS (Table 2). A total of 8 credits across all the 5 taught components listed above should be elective courses. This includes foundation, disciplinary and open electives. Since all three kinds of electives should be part of the course structure, a minimum of 2 credits of elective foundation and open electives are mandatory for each programme. The broad course structure is shown in Table 2.

TABLE 2
CBCS-based Curriculum Framework for Post Graduate Programmes at TISS

Taught Courses	Minimum Credits	Semester	Remarks
Compulsory Foundation Courses	7*	I	This set of courses already exists for most of the postgraduate programmes.*
Elective Foundation Courses	2	II	Please see Table 3 for the list of Elective Foundation Courses
Disciplinary Core Courses	Programme Specific	I, II, III, IV	Programme Specific
Disciplinary Electives Courses	4	II, III & IV	The Disciplinary Electives are Programme or School/Centre Specific Courses. These will be announced by the respective School/Centres before the commencement of the specific semester
Open Elective	2	II	Students are encouraged to take courses outside their Schools/Centres.
Fieldwork	Programme Specific		
Research/Dissertation	Programme Specific		
Internship	Programme Specific		

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

The list of Elective Foundations and Open Elective Courses, as approved by the Academic Council of TISS are given below.

6.2.1 Elective Foundation

The Institute-level Elective Foundation courses is coordinated by the Elective Coordinating Committee. The list of Elective Foundation courses that are on offer for the batch of 2018–2020 are given in Table 3. The Elective Foundation courses will be offered in Semester II (from November 2018 to January 2019), and it is mandatory that each student completes the required 2 credits of Elective Foundation in this slot. Thus, each student has to take a minimum of ONE course from the list of Elective Foundation courses given in Table 3. Non-completion of the Elective Foundation will lead to supplementary status. A maximum cap of teacher: student ratio of 1: 60 per class will be maintained for each course. Students will be admitted to the course of their choice on a first-come first-serve basis.

TABLE 3
Elective Foundation Courses

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

Note: * The course titles are tentative and provisional and are subjective to further changes, if any.

6.2.2 Disciplinary Electives

The Disciplinary Electives are School/Centre Specific Courses. Before the commencement of the specific semester, the respective School/Centre, will announce the offering of these courses. Please check with the Programme Coordinator or your School/Centre Secretariat to know more about the Disciplinary Elective courses that are being offered by your School/Centre.

6.2.3 Open Electives

The Elective Coordinating Committee also coordinates the Open Elective courses, which will be on offer in Semester II (from November 2018 to January 2019). It is mandatory that each student completes the required 2 credits of Open Electives from any one of these two slots. Thus, each student has to take a minimum of ONE course from the list of Open Elective courses given in Table 4. Non-completion of the Open Elective will lead to supplementary status. A maximum cap of teacher: student ratio of 1: 60 per class will be maintained for each course. Students will be admitted to the course of their choice on a first-come first-serve basis.

TABLE 4
Open Elective Courses*

School / Centre	Course Code	Course Title	Credits
School of Management and Labour Studies	HRCB 02	Social Network Analysis and Organisations	2
	SECB 01	Introduction to Micro Finance	2
School of Social Work	SWCB 03	Crime, Culture and Media	2
	SWCB 06	Human Growth and Behaviour	2
	SWCB 09	Livelihood Promotion and Social Entrepreneurship Development	2
	SWCB 15	Design for Inclusive Environment and Accessibility	2
	SWCB 16	Child and Adolescent Mental Health	2

School / Centre	Course Code	Course Title	Credits
School of Development Studies	DSCB 13	Political Economy of Space, Development and Uneven Development	2
	WSCB 28	Dalit Feminism	2
Jamsetji Tata School for Disaster Studies	MDMCB 18	GIS for Social Sciences	2
Centre for Lifelong Learning	CLLCB 02	Psychosocial Health and Well-being of the Elderly	2
School of Health Systems Studies	PHECB 09	Global Public Health	2
	PHECB 07	Public Health Across Lifespan	2
School of Habitat Studies	UPGCB 14	Perspectives on Urban Space	2
	CCSSCB 17	Contemporary Issues in Sustainability and Climate Change	2
	CCSSCB 25	Introduction to the Philosophy of Science	2
	WPGCB 30	Perspectives on the Water Sector: An Overview	2
	RG 13-I	Introduction to Sectoral Regulation I (Water Sector Regulation and Food Safety Regulation)	2
School of Media and Cultural Studies	MCCB 02	Gender, Space and Culture	2
	MCCB 04	Gender and Development Practice	2
Centre for Library & Information Management Studies	MLISCB 01	Digital Scholarship	2

Note: * The courses are tentative and provisional and are subjective to further changes, if any.

Important Information:

- Please discuss with the faculty mentors in your School or Centre before finalising your choice of courses.
- It is mandatory that the students earn the necessary 8 credits for the CBCS Courses to pass their respective Masters' programme.
- An Elective Foundation / Open Elective course will be offered only if there are a minimum of 10 students.
- The enrollment for the Elective Foundation and Open Electives will commence in September 2018.
- In case a student who has enrolled in a particular Elective Foundation/Open Elective course feels that it is not meeting his/her interest or expectations, he/she can drop out after the first class (first 2 hours) of an already enrolled Elective Foundation/Open Elective course. But the student has to enroll in another Elective Foundation/Open Elective course before the commencement of the next day's Elective Foundation / Open Elective Classes respectively.
- The duration of the Elective Foundation and Open Electives will be from November 2018 to January 2019.
- The Elective Foundation courses will be offered on Wednesdays and Thursdays every week from 4.30 PM – 6.30 PM in a semi-semester mode (4 hours per week).
- The Open Elective courses will be offered on Wednesdays and Thursdays every week from 2.20 PM – 4.20 PM in a semi-semester mode (4 hours per week).
- Evaluations for these courses will be held in the month of January 2019.

For further information on the CBCS courses, please contact your School/Centre Secretariat.

SECTION 2

School-Based

Programmes of Study

SCHOOL OF SOCIAL WORK

INTRODUCTION

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

The SSW has 8 centres:

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

PROGRAMME DETAILS

M.A. Social Work with Children and Families

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

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Philosophy of Research	1
	Elective Foundation Course (CBCS)	2
	Open Elective Courses (CBCS)	2
	Core Social Work Courses	16
	Programme Courses	4
	Fieldwork	12
Second	Disciplinary Elective Course	4
	Programme Courses	18
	Research Project	6
	Choice Based Credit Courses	8
	Fieldwork	12
Total Credits		83

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 taking place on a wide range of issues from services on health and education to quality care and State support for children in need of care and protection. The neoliberal forces have led to an emphasis on the individual and have redrawn families, gender roles and childhood experiences. Moreover, in recent times, the refugee crisis across the world has further added stress on the family, breaking

them and especially placing the children, women, and elderly into a vulnerable situation. Besides, families are not only spaces for holding people together by providing nurturance and identity, they are also sites of conflict and violence, particularly for children and other vulnerable members. Thus, the intervention of government and civil society to support children and families becomes important to realise the rights of the children within the family.

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. 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. On the one hand, families of these children struggle against discrimination and dignity, and on the other hand, for survival — ensuring food, education and shelter for their children. Though challenging, social workers have found it extremely fulfilling and rewarding to work on these issues and promote the rights of children and families for survival, development, protection and participation.

The programme provides students with a critical understanding of the diversities of childhoods, of family as a context for individual development, as well as of policies, legislations and macro developmental processes impacting children and families. Students in this programme will have developed their capacities to undertake rights-based work for ensuring inclusion of children of marginalised communities into the mainstream processes of development. Recognising and working with children as citizens and rights holders is the focus of this programme, while also understanding the social realities impacting families and the different members residing in a household unit. Students will learn to design social work

interventions and provide services, as well as learn about advocacy and policy change. Thus, the students will have improved capabilities to translate theory into practice, and to 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, children in residential care, etc.

Social work professionals in this field are often involved in designing and coordinating suitable services to assist a child or family, whether it is in ensuring child rights and child protection, or in facilitating adoptions, or in finding foster homes for neglected, abandoned or abused children. The field not only provides ample scope to work with professional agencies in assisting children and families in dealing with stress or emotional problems, but also in directly working with children, youth and families affected by different vulnerabilities and/or children within the purview of the juvenile justice system. Graduates of the present programme have a lot of scope to find employment in government projects, educational, health care, and residential care institutions, and in many local and international NGOs, and across urban and rural areas. Students can 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	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	CF 02	Family in India	2
	FW 01	Fieldwork	12

Semester	Course Code	Course	Credits
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
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	CF 09	Advocacy and Action for Children and Families	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

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

Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, dispossessed of land, lack appropriate skills, quality education and/or other resources, are notable to benefit from the fruits of this "progress" and "development". A critical analysis of the dynamics between the processes of marginalities and collective deprivation, and the macro processes of development and its trajectories has become very significant for informed practice with communities. Today, development practitioners require multiple perspectives to analyse and engage with present day complex realities of life and livelihoods. This 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.

The M.A. Social Work in Community Organisation and Development Practice (CODP) programme aims to blend a critical socio-political analysis of marginalities of communities with appropriate strategies and approaches in enabling the process of claiming their entitlements and rights. This programme envisages preparation of a cadre of development practitioners that could effectively respond to the contemporary concerns of marginalised communities and to promote people-centred development. The curriculum of CODP brings synergy across various components such as course work, field education and social research spread across four semesters. Graduates of M.A. Social Work in CODP find meaning in working in a range of rural and urban settings — government as well as non-governmental development organisations and projects, people's organisations and movements, trade unions, and corporate social responsibility initiatives. Some may also engage in self-initiated work in areas or on issues that require innovative approaches and strategies, as well as contribute to policy practice and advocacy.

Semester-wise Listing of Courses

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 02	Theoretical Perspectives for Community Practice	2

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

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

M.A. Social Work in Criminology and Justice

Social Work in the thematic field of Criminology and Justice provides immense opportunity to examine and work with social actors and institutions dealing with crime, law and justice from a rights-based perspective. Students opting for this programme will be exposed to the dynamics and complexities of deviance and crime from diverse world-views, and will develop capacities to critically reflect on the criminal justice system across the country. The broad concerns of the programme correspond to three inter-related areas. First, it provides a strong theoretical underpinning on human rights and the criminal justice system. Second, it encourages a critical examination of crime around issues such as gender-based violence; and atrocities against Dalits, de-notified tribes and socially stigmatised communities. It also dwells upon areas related to juvenile justice and crime among youth; trafficking of drugs and human beings. Third, it lays the foundation for a critical understanding of criminal 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.

In this context, social workers need to play a key role in engaging with 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 family/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. prisoners, children and women in protective care, victims of abuse, and homeless people arrested under beggary and vagrancy laws. These are almost always the most stigmatised and socially excluded populations.

Working with such groups requires specialised knowledge, attitudes and skills specific to justice settings, in terms of international laws and conventions, constitutional and legal provisions, powers and accountability of the system, and correctional laws and policies. It needs specialised skills to work with resistant and status-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 law enforcement agencies, correctional institutions, civil society organisations working in the area of human rights, juvenile justice and child rights, legal aid, anti-trafficking and rehabilitation of victims of commercial sexual exploitation, prison reforms and rehabilitation of prisoners and their families, victim services and victim advocacy. With experience, professionals in this field may also qualify for professional positions in, teaching, and policy research.

Semester-wise Listing of Courses

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	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	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
	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
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	CJ 11	Human Rights and Access to Justice	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

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 the new Fields of Practice of Dalit and Tribal Social Work located around two perspectives; the 'perspective from below' and the 'perspective from within'. 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 Tribal peoples, the Dalit reality, the 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 understanding Caste 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 Bachelor's 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 politico-economic discourses situated within the lived and shared experiences of Dalits in South Asia and Tribes from India and other regions of the world. Graduates of this programme have job opportunities in a range of governmental and non-governmental organisations, civil society movements, and social enterprises.

Semester-wise Listing of Courses

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 04	Dalit and Tribal Social Work: Perspectives and Concepts	2
II	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	DTSA 01	Rural, Rurality, Caste and Tribe	2
	DTSA 02	Political Theory for Critical Social Work	2
	DTSA 09	Advanced Dalit and Tribal Social Work Practice Skills	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	DTSA 05	Political Economy, Development and Dalits	2
	DTSA 06	Tribes, State and Governance	2

Semester	Course Code	Course	Credits
III	DTSA 07	Term Paper on Dalit and Tribal Studies	2
	DTSA 08	Law, Justice and Democratic Rights	2
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	DTSA 03	Tribal and Dalit Movements: Theory and Practice	2
	DTSA 13	Social Entrepreneurship among Dalits and Tribes	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

M.A. Social Work in Disability Studies and Action

The focus among professionals in the field of disability rehabilitation today is on the rights of persons with disability, equalisation of opportunities and their integration into mainstream society. It has been formally recognised that people with disabilities are people who have the same economic, emotional, physical, intellectual, spiritual, social and political needs that other people have. Though we have come a long way, we still have far to go in ensuring an inclusive, barrier-free and rights-based society for persons with disabilities. In India, disabled persons are still oppressed and marginalised, and denied the opportunity to lead 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 find explanations for disablement within the context of a person's life, rather than within the individuals themselves. Rehabilitation conducted within a comprehensive social framework is not only about the removal of barriers at the individual level, it is also about the removal of physical and attitudinal barriers in society at large. Rehabilitation, therefore, includes not only engaging with persons with disability, but also engaging with the community and other systems of society for creating more enabling environments so that their complete integration into mainstream society is possible.

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The programme provides immense wide-ranging career opportunities for students with diverse interests. Students can choose to work in government sectors, National government programmes, and flagship schemes like NAREGA, NRHM, and ICDS. This programme equips students to work in different capacities in diverse settings: government institutions, non-government organisations, hospitals and research-based organisations. Job Placement is also possible and reinforced in innovative sectors like Media, Assistive Technology, community based rehabilitation, inclusive education, accessibility, universal design sectors, field action projects to innovate and design need based interventions for persons with disability towards creating the inclusive 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
	DSA 01	Theoretical Perspectives and their Application to Disability Rehabilitation Social Work	2
II	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	DSA 02	Persons with Disability and their Rehabilitation Contexts	4
	FW 01	Fieldwork	12
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
	DSA 08	Community Interventions in the Rural Context	2
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	DSA 06	Management of Disability Related Programmes	2
	DSA 07	Building Disability Awareness for Action	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

M.A. Social Work in Livelihoods and Social Entrepreneurship

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

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

strategy for the same is to equip students to work with vulnerable groups and marginalised communities to develop and strengthen their livelihoods through meaningful social enterprises, collectives, etc. The vision and mission of the Centre for Livelihoods and Social Innovation which offers this M.A programme is grounded in the understanding that livelihood promotion, social innovation and social entrepreneurship development takes place in the institutional context of co-production. This implies

that social workers not only interface with volunteers, individuals and community groups, but also with policy makers, civil servants and corporates.

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

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	3
	LSE 01	Introduction to Human Economy	2
II	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	LSE 02	Development, Marginalities and Sustainable Livelihoods	2
	LSE 03	Livelihood Uncertainties, Vulnerability and Adaptation	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	LSE 05	Business Plan Development for Social Sector	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 Centred Innovation	2
	LSE 11	Project Planning Tools for Livelihood Promotion	2
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	LSE 09	Livelihood Impact Assessment and Evaluation	2
	LSE 10	Inclusive Design Thinking Lab (IDTL): Innovations for Social Change	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

M.A. Social Work in Mental Health

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

With rapid social change and urbanisation, there are several vulnerable groups whose mental health concerns need urgent attention. Some examples include urban

poor living on the streets and slums, women and children exposed to domestic violence, populations displaced by mega development projects, single women, sexual minorities, 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.

This M.A. Social Work programme in Mental Health is offered from two locations: TISS Mumbai, and 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	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	HMH 02	Social Sciences and Health	2
	MH 02	Seminar in Clinical Social Work	2
	MH 03	Community Mental Health	2
	FW 01	Fieldwork	12
III	SW 09	Social Policy and Planning	2
	HMH 03	Health and Development	2
	HMH 05	Introduction to Epidemiology	2

Semester	Course Code	Course	Credits
III	MH 01	Mental Health, Marginalisation and Human Rights	2
	MH 04	Mental Health Policy, Programmes and Legislations	2
	MH 06	Counselling and Therapeutic Interventions	2
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	MH 06	Counselling and Therapeutic Interventions	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

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. In this scenario, health social workers are uniquely positioned to make interventions both at the individual and community levels. At an individual level, the objective of health social workers is to offer them psycho-social support as well as their families in dealing with communicable and non-communicable diseases through counselling patients and advising family 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 of the community and

groups, and on the other, engagement with the health system, particularly in its interface with people/users. Social workers with a specialised knowledge of community health are also well placed to design, implement and manage larger and more complex interventions, which form a significant component of social change, as this community-based health advocacy needs to be evidence-based, context-specific and resource-sensitive. This programme will prepare health professionals to work with socially, culturally and economically diverse populations by being attentive to the needs of vulnerable and disadvantaged groups. It will work towards imparting qualities of leadership among health social work professionals, and effectively use communication skills for health advocacy. This programme equips students to work in different capacities in diverse settings: government institutions, non-government organisations, hospitals and research-based organisations, as well as in sectors like HIV/AIDS, disaster, courts and counselling centres.

Semester-wise Listing of Courses

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	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	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
	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 03	Health and Development	2
	HMH 05	Introduction to Epidemiology	2
	PH 02	Health Policy, Programmes and Legislations	2
	PH 03	Health Communication	2
	PH 06	Social Action, Networking and Advocacy	2
	PH 08	Health Management and Planning	2
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	PH 04	Comparative Studies of Health System	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

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, at the local, national and international levels; within systems and institutions of governance and the state. The programme envisages its graduates performing multiple roles of social worker, activist, designing and implementing programmes, coordinator, researcher and educator.

Semester-wise Listing of Courses

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 Theories & Perspectives - I	2
II	EF	Elective Foundation Course (CBCS)	2
	OE	Open Elective Course (CBCS)	2
	SW 04	Community Organisation	2
	SW 06	Social Welfare Administration	2
	SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
	SW 08	Research Methods II	2
	WCP 1.2	Women History & Society: Feminist Theories & Perspectives - II	2
	WCP 02	Engendering Rural Realities – Rural Practicum	2
	FW 01	Fieldwork	12
III	SW09	Social Policy and Planning	2
	WCP 03	Seminar on Gendered Body Sexuality and Violence	2
	WCP 4.1	Work with Women – (I) Women Centred Social Work Practice	2
	WCP 4.2	Work with Women – (II) Women, Development Practice and Politics	2
	WCP 05	Engendering Law & Justice in India	2
	WCP 06	Women & Work	4
	DE 01	Disciplinary Elective Course (CBCS)	2
IV	SWCB 05 OR	Engendering Non-Formal Education OR	
	SWCB 22	Understanding Violence Against Women: Theories and Intervention	2
	RP	Research Project	6
	FW 02	Fieldwork	12
	DE 02	Disciplinary Elective Course (CBCS)	2

Note: The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes.

DISCIPLINARY ELECTIVES

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

the SSW in Semester III and IV. The list of Disciplinary Electives that will be offered to the Social Work students are as follows:

Course Code	Course Title	Credits
SWCB02	Contemporary Debates in Criminal Justice	2
SWCB05	Engendering Non-Formal Education	2
SWCB13	Child Rights and Child Protection	2
SWCB17	Seminar on Emerging Issues in Mental Health	2
SWCB18	Financial Management	2
SWCB19	International Social Work and Indigenous Peoples	2
SWCB022	Understanding Violence against Women: Theories and Interventions	2
SWCB023	Project Management	2
SWCB021	Animal Ethics and Social Justice	2

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

FACULTY AND STAFF

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Fieldwork Supervisor

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Ms. Manjusha Battle, Ms. Nancy Gaikwad, Ms. Smriti Acharya and Ms. Deepa Chetty

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Ms. Sarita Bhangare

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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 4 M.A. programmes in Human Resources Management and Labour Relations, Globalisation and Labour, Social Entrepreneurship, and Organisation Development, Change and Leadership; and Executive Post Graduate Diploma programmes in Organisation Development and Change (from 3 centres in Mumbai,

Delhi and Bangalore), Human Resources Management, and in Analytics.

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

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

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

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	Core Courses	49	49
	Dissertation	01	01
	Choice Based Credit System (Open Elective)	02	02
	Choice Based Credit System (Elective Foundation)	02	02
Second	Internship	22	12
	Dissertation	07	07
	Core Courses	0	10
	Choice Based Credit Courses	Nil	04
Total Credits		83	87

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	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
II	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
	CBCS	Open Elective	2
	CBCS	Elective Foundation	2
	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	

Semester	Course Code	Course Title	Credits
III	Internship*	Trade Union Students (6 months) Regular Students (2months)	22 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 Block Internship in Trade Unions (1 Month)	5 4
	GL 21	Corporate Social Responsibility and Social Audit	2
	GL 22	Governance and Public Policy	2
	GL 23	Green Economy and Labour	1
		Disciplinary Electives (only for non-Trade Union Students)	4

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, assignments, 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 the practice of the profession. Students are also required to complete a dissertation on any topic of their choice. All these, coupled with the focused attention that students get 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 four decades of teaching

and research 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
First	Foundation Courses	7
	Core Courses	29
	Fieldwork	12
	Dissertation (Stage 1)	1
	Choice Based Credit Courses (Elective Foundation)	2
	Choice Based Credit Courses (Open Electives)	2
Second	Core Courses	14
	Fieldwork/Internship	12
	Choice Based Credit Courses (Disciplinary Electives)	9
	Dissertation (Stage 2 & 3)	5
Total Credits		93

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	HR 01	Quantitative Research 1	1
	HR 02	Qualitative Research 1	1
	HR 03	Management of Human Resources	2
	HR 04	Industrial Relations	2
	HR 05	Labour Law 1	2
	HR 06	Organisational Behaviour: Individual in the Organisation	2
	HR 07	Organisation Theory and Design	2
	HR 08	Organisational Economics	1
	HRFW 01	Fieldwork	6
	PC 01	Interaction with HR Heads	Compulsory and Non-Evaluative
	PC 02	Round Table Discussion on Fieldwork followed by Industrial Visits	
	PC 03	Understanding Self and Facilitating Relationship	
II	HR 09	Financial Management	2
	HR 10	Labour Economics	2
	HR 11	Organisation Behaviour: Group in the Organisation	2
	HR 12	Performance Management	2
	HR 13	Learning and Development	2

Semester	Course Code	Course Title	Credits
II	HR 14	Compensation	2
	HR 15	Marketing and Sales Management	2
	HR 16	Operations Management	2
	HRDS 01	Dissertation Stage 1	1
	HRFW 02	Fieldwork	6
	CBCS	Elective Foundation Course	2
	CBCS	Open Elective Course	2
	PC 04	Development Centre	Compulsory and Non-Evaluative
III	HR 17	Employee Resourcing	1
	HR 18	Organisation Development and Change Management	2
	HR 19	Labour Law 2	2
	HR 20	Trade Unions	1
	HR 21	Strategic Management	1
	HR 22	Labour Welfare and Decent Work	2
	HR 23	Management Information Systems	1
	HR 24	Qualitative Research 2	1
	HR 25	Quantitative Research 2	1
	Choice Based Credit System Disciplinary Elective (Choose any 4 from HRO 01 to 08)		
IV	HRO 01	Human Resource Management in International Settings	1
	HRO 02	Advanced Learning and Development	1
	HRO 03	Advanced Compensation and Benefits	1
	HRO 04	Business Strategy and the Environment	1
	HRO 05	Employer Branding	1
	HRO 06	Power and Leadership in Organisations	1
	HRO 07	Taxation	1
	HRO 08	Conflict Management	1
	HRDS 02	Dissertation Stage 2	2
	HRFW 03	Fieldwork	6
	PC 05	Assessment Centre	Compulsory and Non-Evaluative
	HR 26	Corporate Governance & Business Ethics	2
Choice Based Credit System Disciplinary Elective (Choose any 5 from HRO 09 to 18)			
HRO 09	Business Analytics	1	
HRO 10	Human Resource Management and Industrial Relations in Service Organisations	1	
HRO 11	Comparative Industrial Relations	1	
HRO 12	Micro Econometrics	1	
HRO 13	Talent Management	1	
HRO 14	Labour Administration	1	
HRO 15	Moral Leadership	1	
HRO 16	Psychometrics	1	
HRO 17	Gender and Diversity Management	1	

Semester	Course Code	Course Title	Credits
IV	HRO 18	Negotiation Management	1
	HRDS 03	Dissertation Stage 3	3
	HRFW 04	Fieldwork	6
		NGO Block Fieldwork	Compulsory and Non-Evaluative

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 Entrepreneurship 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 interacting 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	
Understanding Context and Ideation on Problem	Semester I (in class)	High	High	Low	High	Low	
	Rural Visit for one month	High	High	Low	High	Low	
Designing Experiment for Social Problem Solving	Semester II (in class)	Moderate	High	Moderate	High	Moderate	
	Pilot Testing of Ventures for 3 months	Moderate	High	Moderate	High	Moderate	

Venture Life Cycle Stage	Semester & Fieldwork Stage	Programme Content Focus	Decision Focus			
			Social Context	Entrepreneurship Process & Method	Management Tools	Effectuation
Consolidation	Semester III (in class)	Moderate	High	High	Moderate	High
	Field Visit for Venture Related Research	Moderate	High	High	Moderate	High
Venture Planning	Semester IV (in class)	High	High	High	High	High
Venture Start Up	Enter into the Incubation Centre & Financial and Non-Financial Support					

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

appropriate, 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

Year	Details	Credits
First	Courses	32
	Fieldwork	24
	Choice Based Credit Courses (Open Elective)	2
	Choice Based Credit Courses (Elective Foundation)	2
Second	Courses	13
	Fieldwork/Internship	6
	Research Project (Dissertation)	3
	Choice Based Credit Courses	4
Total Credits		86

Semester-wise Listing of Courses*

Semester	Course Code	Course Title	Credits
I	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
II	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
	CBCS	Elective Foundation Course	2
	CBCS	Open Elective Course	2
		Research Design – 1	1
		Fieldwork – 2	18
III	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
		Research Design – 2	Non-Credit
		Fieldwork – 3	6
IV	SE 19	Research Design for Social Impact Assessment	2
	SE 20	Venture Plan II	2
	CBCS	Disciplinary Elective	2
	CBCS	Disciplinary Elective	2
		Research Dissertation	3

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

Non Credited Compulsory Workshops

Semester	Topic / Theme	Hours
II	Self Assessment as Social Entrepreneur – 1	15
III	Organisation Design and Human Resource for Social Venture Start up	30
IV	Communication for Entrepreneurship	15
	Self Assessment as Social Entrepreneur – 2	15

M.A. Organisation Development, Change and Leadership

Organisations are increasingly affected by constant change and the ability to adapt and stay relevant is the key determinant of their very existence. This has created a need for a genre of professionals who are able to enable organisations to better respond and adapt to industry/market changes and technological advances by deeply impacting both organisational factors and human factors.

In response to this need from the industry, TISS launched the Executive Post Graduate Diploma Programme in Organisation Development and Change (EPGDODC) in 2015. Soon, an increased demand saw the programme being delivered out of Delhi and Bangalore also in 2016. The EPGDODC programme focused both on developing the knowledge and skills needed for professionals dealing with Organisation Development and Change Management activities. However, it was felt that a much deeper understanding of both knowledge and practice of various business functions was also required to enable leaders to make sustainable change and create both competitive and collaborative advantage.

The M.A. in Organisation Development, Change and Leadership programme endeavours to address this gap by enabling the development of a new generation of leaders who are able to ride this wave of change and lead organisations. The programme will transform the students both personally and professionally. Students will gain a deeper understanding about themselves and a thorough knowledge of organisational strategy, operational excellence and the interplay of systems and people processes. This is in addition to creating

an in-depth understanding of functional knowledge across management disciplines.

The learning methodology is heavily tilted in favour of experiential learning through intensive "Field Immersions" across organisations. Students will have hands on exposure to different business functions during the field immersions in varied industries. Renowned national and international academicians — in addition to reputed practitioners from the industry — will facilitate classroom sessions. The programme adopts a customised approach to student development and provides individual coaches to students. There will be opportunities for students to work across virtual teams in collaboration with top universities across the globe to enhance their cross cultural competence.

This programme blends multi-disciplinary formal and collaborative learning with human interaction labs, research dissertation and situated learning experiences in social sector organisations and small medium enterprises.

The M.A. in Organisation Development, Change and Leadership programme focuses on nurturing next generation global leaders who can understand the new world as a system of interacting components that impact each other in significant but often underutilised ways; opening doors for more holistic, effective and innovative leadership for businesses and Societies. For those passionate about growing their careers and making a difference, an M.A. in Organisation Development, Change and Leadership is the programme to reckon with.

Distribution of Credit Hours

Year	Details	Credits
First	Courses	29
	Fieldwork	12
	Choice Based Credit Courses (Open Elective)	2
	Choice Based Credit Courses (Elective Foundation)	2
Second	Courses	24
	Fieldwork/Internship	12
	Research Project (Dissertation)	6
	Choice Based Credit Courses	4
Total Credits		91

Additional Components of the Programme

(a) 4 Field immersions and 3 Situated Learning Experiences in organisations; (b) Human Interaction Labs; (c) Coaching (for 6 months); (d) Participation in odX (learning through exchange of ideas); (e) Participation in Virtual Collaboration Programmes to enhance cross-cultural competence.

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	ODCL 01	Introduction to Organisation Development, Change and Leadership	2
	ODCL 02	Research Methodology: Qualitative Research	2
	ODCL 03	Organisation Theory and Design	2
	ODCL 04	Basics of Economics, Sociology, and Psychology	2
	ODCL 05	Operations Management	2
	ODCL 06	Employment Relations	2
	PC 01	Human Interaction Lab	
	ODCL FW 01	Fieldwork I	6
II	PC 02	Situated Learning Experiences in Organisations	Compulsory and Non-Evaluative
	ODCL 07	Organisational Behaviour I	2
	ODCL 08	Statistics and Business Analytics	2
	ODCL 09	Organisation Analysis and Diagnostic Models	2
	ODCL 10	Human Resources: Systems and Processes	2
	ODCL 11	Human Process Interventions	2
III	ODCL FW 02	Fieldwork II	6
	ODCL 12	Organisational Behaviour II	2
	ODCL 13	Marketing and Sales Management	2
	ODCL 14	Organisational Change: Practice Perspective	2
	ODCL 15	Leadership: Theory and Practice	2
	ODCL 16	Facilitation: Theory and Practice	2
	PC 03	Situated Learning Experiences in Organisations	Compulsory and Non-Evaluative
IV	ODCL FW 03	Fieldwork III	6
	ODCL 17	Finance and Accounting Management	2
	ODCL 18	Strategic Interventions	2
	ODCL 19	Evaluation of OD and Change: New Developments	2
	ODCL 29	Strategic Management	2
	PC 04	Situated Learning Experiences in Organisations	
	ODCL DS	Dissertation	6
	ODCL FW 04	Fieldwork IV	6

Semester	Course Code	Course Title	Credits
IV		Optional Courses (Choose any 4)	
	ODCL OC 01	Learning and Development	2
	ODCL OC 02	Techno Structural Interventions	2
	ODCL OC 03	Data Management and Analyses	1
	ODCL OC 04	OD/ Change Management Consultation Process	2
	ODCL OC 05	Whole System Interventions	1
	ODCL OC 06	Women and Leadership	1
	ODCL OC 07	Art and OD	1
	ODCL OC 08	Action Learning in OD	1
	ODCL OC 09	Organisational Change and Sustainability	1

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

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Fieldwork Coordinator

Mr. S.R.K. Ganesh Goud M.Sc. (Osmania), P.G.D.C.A. (Pondicherry), D.P.M. (TISS), P.G.D.D.E, M.A.D.E. (IGNOU)	Fieldwork Coordinator
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School Secretariat

Ms. Remetina Moraes B.Com. (Mumbai)	Section Officer
Ms. Alka Chavan M.Com. (Marathwada)	Assistant

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 the 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 School's educational and research activity is the contribution it makes to the dimensions of health and health care as a social science.

The School is, quite often, called upon to respond to the capacity building and knowledge management needs of the government health sector and this allows it to contribute to 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: Master of Hospital Administration; Master of Public Health (Health Administration); Master of Public Health (Health Policy, Economics and Finance); and Master of Public Health (Social Epidemiology). The School also offers two postgraduate diploma programmes in Hospital Administration, and in Quality Healthcare Management, and two doctoral programmes (M.Phil./Ph.D.) in Health Services Management, and 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

PROGRAMME DETAILS

Master of Hospital Administration

The Master of Hospital Administration programme (M.H.A.) aims to develop a cadre of professional managers for the rapidly growing hospital sector. As the hospital environment becomes increasingly complex and technical, employing people with widely divergent skills, the need to manage them efficiently without any compromise to the humane and caring environment that the sick need, brings forth the need for a new type of health professional — the hospital manager. The M.H.A. 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 M.H.A. Degree is designed to be completed in four semesters spanning two years, but has a provision to complete over a maximum period of 5 years from the date of registration.

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	6
	Philosophy of Research	1
	School-based Foundation Courses	5
	Management Basic Courses	5
	Hospital Administration Courses	14
	Internships	7
	Choice Based Courses	4
Second	Hospital Administration Courses	18
	Internships	14
	Research Dissertation	4
	Disciplinary Electives	4
Total Credits		82

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
	MBC 01	Financing and Management Accounting	3
	MBC 02	Organisational Behaviour	2
	HO 01	Principles of Management for Hospitals	2
II	HO 02	Research Methodology for Hospitals	2
	HO 03	Organisation and Administration of Supportive Services	2
	HO 04	Organisation and Administration of Clinical and Super Specialty Services.	2
	HO 05	Materials and Medical Technology Management	2
	HO 06	Introduction to Epidemiology and Biostatistics	2
	HO 07	Hospital Information Services	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
		First Internship	7
III	HO 08	Human Resources Management and Labour Legislation	2
	HO 09	Ethics and Equity for Hospitals	2
	HO 10	Hospital Planning and Programme Management	2
	HO 11	Quality Management in Hospitals/Healthcare services	2
	HO 12	Management Analytics and Operations Research	2
	HO 13	Legal Framework for Hospitals	2
		Second Internship	7

Semester	Course Code	Course Title	Credits
IV	HO 14	Financial Management	2
	HO 15	Marketing Management & Business Development Strategies	2
	HO 16	Health Insurance and Risk Management	2
	Disciplinary Electives (Any 2)	Mental Health Urban Health Health Insurance Advanced Biostatistics Strategic Management in Health Care Operations Management and Organisational Development	4
		Third Internship	7
		Research	4

Note: The semester-wise listing of courses and disciplinary electives on offer are provisional, and subject to change.

Master of Public Health in Health Administration

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

The Master of Public Health (Health Administration) programme will equip the students to understand the concepts, principles and theory related to Public Health Practice and the role of health services system in improving population health, to understand the evolution of health services systems and the various factors contributed to their growth and development with a special focus on India, and to develop adequate administrative skills using the tools of management to be applied for strengthening health services systems. The M.P.H. (HA) is a two-year post graduate degree programme consisting of four semesters and the students will accumulate credits in each semester and the Degree will be awarded for completing all four semesters. The M.P.H. (HA) programme involving courses, internships and dissertation could be completed over a maximum period of five years from the date of admission.

The three internships are:

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

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	6
	Philosophy of Research	1
	School-based Foundation Courses	5
	Management Basic Courses	5
	Public Health Basic Courses	8
	Health Administration Courses	4
	Choice Based Courses	4
	Internships	8
Second	Health Administration Courses	14
	Internships	16
	Research Dissertation	6
	Disciplinary Electives	4
Total Credits		81

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation courses	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	Financial Management and Accounting	3
	MBC 02	Organisational Behaviour	2
	PBC 01	Introduction to Public Health	2
	PBC 02	Introduction to Epidemiology	2
II	HA 01	Evolution and Administration of Health Services	2
	PBC 04	Introduction to Biostatistics	2
	PBC 06	Health Financing including Health Insurance	2
	HA 03	Management of National Health Programmes	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
III	First Internship (Rural Health Services)		
	HA 02	Community Engagement in Health	2
	HA 04	Supply Chain Management	2
	HA 05	Health Management Information Systems	2
	HA 06	Health Planning	2
	HA 07	Gender, Health and Rights	2
IV	Second Internship (Rural NGOs)		
	HE 08	Human Resources for Health	2
	HA 09	Health Legislation	2
	Disciplinary Electives (Any 2)	Mental Health Urban Health Health Insurance Advanced Biostatistics Strategic Management in Health Care Operations Management and Organisational Development	4
		Third Internship (Urban health services system)	4
		Dissertation	6

Note: The semester-wise listing of courses and disciplinary electives on offer are provisional, and subject to change.

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 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 appropriate 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, 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 (MPH) in Health Policy, Economics and Finance M.P.H. (HPEF) is a response to the limited institutional capacity in India and South Asia for making and interrogating health policy, understanding and analysing the interplay between economics and finance in policy decisions. The programme has been designed for middle level and senior professionals, allied health professionals

and other postgraduates working in the health systems of India and South Asia. Created in collaboration with the London School of Economics and Political Science (LSE), the programme has an international focus and teaching covers literature from across the globe with specific focus on South Asia.

This is a four-semester (2 years) intensive programme consisting of theory courses, one internship, an 18-week field practicum and a research project. The combination of a strong taught component and extensive mentored fieldwork enables 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, preparation of policy briefs and programme strategies, financial analysis, economic evaluation, and health care planning. The graduates are finding employment in a range of sectors including government public health departments, national and state health systems resource centres, international health agencies, health management organisations, and health care consultancies.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	6
	Philosophy of Research	1
	School-based Foundation Courses	9
	Public Health Basic Courses	14
	MPH-HPEF Courses	6
	Internship	5
	Choice Based Courses	4
Second	MPH-HPEF Courses	6
	Field Practicum	10
	Research Project	6
	Disciplinary Electives	4
	Internship	5
Total Credits		76

Semester-wise Listing of Courses

Year	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
	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
	PBC 07	Health and Population in Developing and Transitional Societies	2
	PHP 02	Foundations of Social Care Policy	2
	PHP 03	Economic Evaluation in Health Care	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
		First Internship	5
III		Field Practicum	10
	PHP 04	Comparative Health Systems and Policies	2
IV	PHP 05	Health Policy and Systems Research	2
	PHP 06	Applied Health Economics and Financing	2
	Disciplinary Electives (Any 2)	Mental Health Urban Health Health Management Information Systems Health Insurance Advanced Biostatistics Strategic Management in Health Care Operations Management and Organisational Development	4
		Internship	5
		Research Project	6

Note: The semester-wise listing of courses and disciplinary electives on offer are provisional, and subject to change.

Master of Public Health in Social Epidemiology

The Master of Public Health (Social Epidemiology) (MPH-SE) programme aims to train students for a career in all aspects of 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. They are trained to use epidemiology as a tool of programme planning, management and monitoring. 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-SE Degree is designed to be completed in two years (4 semesters), but has a provision to complete it over a maximum period of 5 years from the date of registration. The programme includes taught courses, three internships and a research project.

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	6
	Philosophy of Research	1
	School-based Foundation Courses	9
	Public Health Basic Courses	14
	MPH-SE Courses	2
	Internships	8
	Choice Based Courses	4
Second	MPH-SE Courses	14
	Internships	16
	Dissertation	6
	Disciplinary Electives	4
Total Credits		84

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
	PBC 07	Health and Population in Developing and Transitional Societies	2
	PHE 01	Social Epidemiology	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
		First Internship	8

Semester	Course Code	Course Title	Credits
III	PHE 02	Epidemiology of Communicable Diseases	2
	PHE 03	Epidemiology of Non-Communicable Diseases and Mental Illness	2
	PHE 04	Social and Behavioural Influences on Health	2
	PHE 05	Health Systems Research	2
	PHE 06	Ecology and Health	2
	PHE 07	Gender , Health & Human Rights	2
		Second Internship	8
IV	PHE 08	Health Education and Communication	2
	Disciplinary Electives (Any 2)	Mental Health Urban Health Health Management Information Systems Health Insurance Advanced Biostatistics Strategic Management in Health Care Operations Management and Organisational Development	4
		Third Internship	8
		Dissertation	6

Note: The semester-wise listing of courses and disciplinary electives on offer are provisional, and subject to change.

FACULTY AND STAFF

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Centre for Health and Social Sciences

Dr. Sivakami Muthusamy
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Centre for Hospital Management

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Centre for Public Health

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Assistant Professor (Sr. Scale) and Chairperson

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Assistant Professor (Sr. Scale)

Dr. V. Gowri
M.A., Ph.D. (SVU)

Assistant Professor (Sr. Scale)

School Secretariat

Ms. Bhargavi Mohan
Ms. Sarita H. Ancham

Section Officer

Stenographer (Gr-II)

SCHOOL OF DEVELOPMENT STUDIES

INTRODUCTION

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

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

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

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

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

Centre for Study of Developing Societies: This centre aims to unravel the dynamics and the multiple relationships implicit in the two defining terms: society and development. The uniqueness of this centre lies in its ability to apply and train students in understanding the dynamics of change in Indian society through the lens of a 'sociological imagination'. The major thematic areas are: Sociology of India; Ethnography and Qualitative Research Methods; Anthropology and Development; Agrarian Society and Agrarian Change; 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 the criticality of theory in making experience known and understood is at the crux of this endeavour. The major thematic areas are: Humanism; Post-structuralism; Philosophies of Exclusion; Indigenous Science and Technology; Heterodox and Orthodox Indian Philosophies; Links between Social Theory and Social Work.

PROGRAMME DETAILS

M.A. Development Studies

The M.A. Development Studies programme introduces students to the historical and contemporary dynamics of development. They are taught various concepts and theories that highlight the role of the state, markets, social institutions and civil society in shaping development trajectories in developing countries such as India. The programme equips students to develop critical perspectives on development institutions, processes and practices. While it explicates the relationship between public policy and development experiences, it also exposes students to the nature of social exclusion and marginalisation embedded therein. It trains students in multiple methodologies and essential skills for comprehending and undertaking research in development. They learn how to plan and design research studies; gather primary data through surveys, participant observation and intensive field

research; organise and present varied sets of data; reading and analyses of both secondary and primary data; monitoring and evaluation; and writing and presentation of research.

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 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 government departments and organisations; in research and development sector; in the corporate sector; in research consultancy firms; and in development journalism.

Distribution of Credit Hours

Year	Detail	Credit
First	Foundation Course	6
	Philosophy of Research	1
	Disciplinary Course (Compulsory)	24
Second	Disciplinary Course (Compulsory)	6
	Dissertation	8
First & Second	Disciplinary Course (Elective)	16
	Foundation Course Elective (CBCS)	2
	Open Elective (CBCS)	2
Total		65

Semester-wise Listing of 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
	DS19	Gender, Livelihoods and Development	2
	DS20	Sociology of Economic Life: Concepts and Critical Perspectives	2
	DS8	Tutorial on Database for Development Research	NC
	CBCS	Elective Foundation	2
	CBCS	Open Elective)	2
III	DS9	Development and the Social Sector	4
	DS16	Social Exclusion in India	2

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

Disciplinary Electives (Optional Courses), 16 credits to be opted for across four semesters.

Semester	Course Code	Course Titles	Credits
I	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
	DSO23	Industry and Worker in India: Past and Present	2
II	DSO7	Principles of Economics: Macroeconomics	2
	DSO8	Advanced Quantitative Research Methods	2
	DSO9	Society, Culture and Development	2
	DSO10	Urban and Regional 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
	DSO22	Debates on Caste in India: Thematic Trajectories	2
	DSO24	Material Culture and Consumption	2
III	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
	DSO23	Industry and Worker in India: Past and Present	2
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
	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
	DSO22	Debates on Caste in India: Thematic Trajectories	2
	DSO24	Material Culture and Consumption	2

Note: Students should opt for a total of 20 credits in optional courses, of which 16 credits are to be chosen from the list of courses in the table above. The remaining 4 credits are to be opted from the list of CBCS Courses (2 credits from Foundation Electives and 2 credits from Open Electives). All courses may not be offered every year. Please check with the School Secretariat before the semester begins for the courses that will be offered.

M.A. Women's Studies

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

Students in this programme are exposed to debates and areas of inter-disciplinary feminist research, and relevant methodologies. At the same time, they learn a range of analytical and field-based skills, which will equip them for professional careers in academia as researchers and teachers; in journalism; in culture and the arts;

as development workers and activists; in civil and administrative functions of the government, especially in women and gender departments; and in national and international organisations working on women and gender issues. In fact, this programme will be useful to people from all fields who would like to use feminist knowledge to question, critique and make changes in whatever area of work they may be involved in.

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	6
	Philosophy of Research	1
	Elective Foundation (CBCS)	2
	Open Elective (CBCS)	2
	Disciplinary Course (Compulsory)	24
	Field Attachment	8
Second	Disciplinary Course (Compulsory)	10
	Disciplinary Course (Elective)	4
	Research Dissertation	8
Total		65

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
	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
	WS 23	Caste, Class and Gender: Theoretical Perspectives	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2

Semester	Course Code	Course Title	Credit
III	Compulsory Courses		
	WS 24	Identity, Women's Citizenship and Governance	2
	WS 25	Feminist Perspectives on Gender and Health	2
	WS 26	Women's Issues in Tribal and Indigenous Communities	2
	WS 30	Gender and Public Policy: Concepts, Measures, Strategies	2
	Disciplinary Elective /Optional Courses (Any 2)		
	WS 27	Women's literature in South Asia: Representations, Practices, Perspectives	2
	WS 10	Gender Media and Culture	2
	WS29	Queering Feminism	2
	WS31	Family Structures and Violence within Families: Interventions by the State	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.

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

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

PROGRAMME DETAILS: M.A. Education (Elementary)

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

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

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

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

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

Distribution of Credit Hours

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

Semester-wise Listing of Courses

Course Code	Course Title	Contact (1 credit = 15 hours)	Distance Credits (1 credit = 30 hours)	Total Credits
Semester I (Odd Semester): 4 weeks of contact and 12 weeks of distance period				
BC 01	Philosophy of Education	2.5	2.5	5
BC 10	History of Education	2.5	2.5	5
BC 04	Child Development, Cognition and Learning I	2.5	2.5	5
Semester II (Even Semester): 3.5 weeks of contact and 12.5 weeks of distance period				
BC 02	Sociology of Education I	2.5	2.5	5
BC 07	Curriculum and School	2.5	2.5	5
OCA	Optional Course A	2.5	2.5	5
Semester III (Odd Semester): 4 weeks of contact and 12 weeks of distance period				
BC 05	Child Development, Cognition and Learning II	2.5	2.5	5
BC 06	Language, Mind and Society	2.5	2.5	5
BC 08	Research Methods	2.5	2.5	5
Semester IV (Even Semester): 3.5 weeks of contact and 12.5 weeks of distance period				
BC 03	Sociology of Education II	2.5	2.5	5
BC 09	Policy, Institutions and Practices	2.5	2.5	5
OCB	Optional Course B	2.5	2.5	5
FA	Field Attachment and Presentation of Report	1	5	6
Total		31	35	66

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

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

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

2. 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. (For more details, students must refer to the rules guiding the MAEE programme on pages 22 and 23)

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

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SCHOOL OF HABITAT STUDIES

INTRODUCTION

The School of Habitat Studies (SHS), 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.

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

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

PROGRAMME DETAILS

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

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

This 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 relevant scholarship and field studies and

interaction with practitioners, grass-roots workers and activists from communities and movements. This entails looking into the reasons behind climate change, its impacts, the vulnerabilities of the future in the era of climate change and the complex responses required in terms of climate change mitigation and adaptation.

This programme is based on an intensive four-semester schedule that combines theoretical perspectives and substantial fieldwork. Graduates from this programme will have a wide range of capabilities that will enable them to work and intervene in a number of possible locations, including development organisations, government agencies, departments and projects, academia, and other civil society and community-based organisations. It also provides the necessary background for students to potentially work in the field of climate change and sustainability with industry, both in the public and private sectors. The extensive space devoted to dissertation work enables students to direct their learning towards working in any thematic locations of their choice in the future.

The programme specifically involves teaching and inter-disciplinary dissertation work in areas including 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 vulnerabilities with respect to the environment and climate, but also taking account of social vulnerabilities including those due to caste, class and gender.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	7
	Core Courses	30
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	2
Second	Core Courses	13
	Disciplinary Electives	4
	Dissertation	8
	Fieldwork/Internship	4
Total Credits		72

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	CC&SS 01	Concepts and Theories of Development	4
	CC&SS 02	Eco-systems and Habitats	2
	CC&SS 03	Perspectives on Science, Technology and Society	2
	CC&SS 04	Research Methods - I	2
	CC&SS 05	Introduction to GIS	2
II		Urban Fieldwork (2 Weeks)	2
	CC&SS 06	Research Methods - II	2
	CC&SS 07	Introduction to Sustainability Studies	2
	CC&SS 08	Introduction to Climate Science	2
	CC&SS 9.1	Energy and Climate Change Mitigation - I	2
	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	Elective Foundation	2
	CBCS	Open Elective	2

Semester	Course Code	Course Title	Credits
III		Rural Fieldwork (3 Weeks)	4
	CC&SS 9.2	Energy and Climate Change Mitigation - II	2
	CC&SS 13	Global Environmental Governance	2
	CC&SS 14	Natural Resource Governance	3
	CC&SS 15	Economics of Climate Change	2
	Disciplinary Electives (Choose any two for a total of 4 credits)		
	CC&SS 16	Elective 1: Climate Change Modeling	2
	CC&SS 17	Elective 2: Energy Modeling	2
	CC&SS 18	Elective 3: Sustainable Cities	2
	CC&SS 19	Elective 4: Extreme Events and Disasters	2
IV	CC&SS 20	Macro Data Analysis	2
	CC&SS 21	Project/Dissertation***	2
IV	CC&SS 23	Technical Skills in Environment and Sustainability	2
	CC&SS 24	Project/ Dissertation	6

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

** Project/Dissertation work will begin in the second semester. Students are 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)

*** 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 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_reglaw1.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 Commission, 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 analyse and design regulatory solutions for a given problem. This combination of theory and practical skills will help students to

effectively engage 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 (f) practical components. It provides an opportunity to build perspectives and skills within this complex discipline, through active learning from skilled experts and practitioners in the field.

The programme is open to students from diverse disciplinary backgrounds ranging from economics,

engineering, law, public policy, public administration, management, finance, political science, social work, pharmaceuticals, health and biotechnology, to name a few.

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

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	7
	Core Courses	29
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	1
Second	Core Courses	12
	Disciplinary Electives	6
	Dissertation	6
	Fieldwork/Internship	1
Total Credits		66

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	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
	RG 4	Basics of Financial Analysis	2
	RG 6-I	Economics for Regulation	2
	RG 7	Research Methods - I	2
II	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	4
	RG 14	Law for Regulation	2
	RG 15	Regulatory Clinic-I	1
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2

Semester	Course Code	Course Title	Credits
Summer Vacation		Summer Internship	(non-credit, mandatory)
III	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
III	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
	RG 25	Project or Dissertation - I	2
IV	RG 26	Advanced Themes in Regulatory Governance	2
	RG 27	Project or Dissertation - II	4
	RG 28	Policy Assignment	2

Notes:

- * Students have to opt for two courses of two credits each (total four credits) from the Choice Based Credit System (CBCS)
- # The tentative sectors identified include: Electricity, Microfinance, Food Safety, Water, and Occupation Health and Safety
- \$ The tentative list of the themes include: Self-regulation (media and labour), 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 in urban issues through work in public, private and civil society organisations. The alumni of this programme are currently pursuing promising careers in all three sectors.

The programme examines the origins, foundations, development, and implementation of public policy related to cities and urbanisation in India. It engages critically with policies, plans, laws and initiatives, as well as with the diverse social, economic, political, and cultural factors that shape them. The urban is conventionally studied as a static system, in a compartmentalised manner. This programme conceives it as an open, multi-dimensional, evolving formation involving many forces: the natural and built environment; political, economic, social and cultural processes, structures and institutions; human, technical and managerial knowledge and capacities; and the lived experiences of people on the ground, among other things. It also examines how different policies affect different social groups and classes, and

how they, in turn, respond to, and shape these policies. A key ambition of the programme is to re-imagine the urban in India, and the Global South, especially in the context of globalisation. 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 project impact assessment (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 the class teaching and exercises. Course teachers and students both benefit from this dynamic and interactive learning process.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	7
	Core Courses	18
	Institute Electives (Open & Foundation)	4
	Disciplinary Electives	6 or 4 or 2
	Research Methods and Practice	7
Second	Core Courses	6
	Disciplinary Electives	2 or 4 or 6
	Dissertation/Concentration	9
	Research Methods and Practice	5
Total Credits		64

Semester-wise Listing of Courses

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 07	South Asian Cities and Urbanisation - I	2
	UPG 08	Urban Governance Politics and Policies (Part I)	2
	UPG 32	Basic Economics	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 Cities and Urbanisation - II	2
	UPG 29	Urban Economics	2
		Sectoral Electives: Minimum of 2 Credits and Maximum of 6 Credits from the 4 Sectoral Courses given below	6/4/2
	UPG 12	Urban Water	2
	UPG 15	Sustainable Development and Climate Change	2
	UPG 16	Urban Housing	2
	UPG 17	Urban Sanitation and Solid Waste Management	2
	CBCS	Open Elective	2
	CBCS	Elective Foundation	2

Semester	Course Code	Course Title	Credits
Summer Vacation		Internship (6 weeks)	-
III	UPG 04	Urban Systems	2
	UPG 05	Urban Studio	3
	UPG 27	Urban Governance Politics and Policies (Part II)	2
	UPG 34	Issues and Challenges in Urban Transport	2
		Skill Electives: Minimum of 2 Credits and Maximum of 6 Credits from the 4 Skill Courses given below	2/4/6
	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
		Taught Courses (Choose any one out of the seven given below)	
	UPG 20	Urban Water Systems	2
	UPG 21	Affordable Housing for the Urban Poor	2
IV	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
	UPG 14	Participatory Urban Local Governance	2
UPG 30	Urban Futures Seminar	2	
UPG 28	Project/ Dissertation	6	

Note: Though every effort is made to offer all Elective and Concentration courses, certain courses might not be offered in specific semesters due to faculty unavailability or for any other reason.

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

The Centre for Water Policy, Regulation, and Governance is a path-breaking initiative of the SHS. This initiative is focused on facilitating interdisciplinary studies, teaching, training, and outreach activities in the field of governance of the water sector in general, and in particular, various policy instruments employed for governance. The M.A./M.Sc. programme in Water Policy and Governance (MWPG), developed and administered by the Centre, is aimed at 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:

- balanced and comprehensive understanding of conceptual and theoretical debates around major themes that are of concerns in the policy or academic circles in the water sector;
- multidisciplinary nature of courses that bring together concepts, theories, perspectives, skills, and

- methods from social sciences, natural sciences, engineering, law, and other fields;
- engagement with practitioners and experts in the field; and
- focus on self-learning and application of learning to existing challenges in the water sector and governance, accompanied by close monitoring, guidance, and hand-holding by a team of in-house faculty and practitioners.

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

geography. Working professionals in the early stages of their career are encouraged to apply.

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

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	7
	Core Courses	26
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	1
Second	Core Courses	14
	Disciplinary Electives	4
	Dissertation/Independent Work	6
	Fieldwork/Internship	2
Total Credits		64

Semester-wise listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC	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	2
	WPG 07-I	Economics for Water Sector-I	2
II	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
	WPG 14	Field Visits and Exposure Activities	1
	CBCS	Foundation Elective	2
	CBCS	Open Elective	2
	WPG 15	Summer Internship (optional)	0

Semester	Course Code	Course Title	Credits
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
	Choose any two courses as Disciplinary Electives from WPG 19, WPG 20, WPG 21 and CC&SS 19 for a total of 4 credits.		
	WPG 19	Elective 1: Regulation of Water Sector [RG 22]	2
	WPG 20	Elective 2: Issues in Financing Urban Water Projects	2
	WPG 21	Elective 3: Water Conflicts and Negotiation	2
	CC & SS 19	Elective 4: Extreme Events and Disasters	2
	WPG 22	Independent work – I: Project/Dissertation	2
	WPG 23	Research Design: Theory and Practicum [RG 23]	2
IV	WPG 24	Introduction to GIS [HP 18]	2
	First Round of Fieldwork for Project/Dissertation (during Vacations Semesters III and IV)		
	WPG 26	Winter Institute	2
IV	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 (SMCS) is engaged in media teaching, production, research and dissemination. A unique feature of the School is the close linkage between the technical and academic areas of its work, thus facilitating a synergy between research, teaching and production, all of which are informed by a keen sense of connection with local

subaltern cultures of resistance and invention. It has to its credit over 50 national and international awards for its documentary films. The SMCS has 3 Centres:

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

PROGRAMME DETAILS: M.A. Media and Cultural Studies

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

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

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

With its unique blend of theory and practice, the M.A. Media and Cultural Studies works towards the creation of a lively group of media 'thinking 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
First	Courses	36
Second	Courses	16
	Media Project	6
	Dissertation	4
	Internship	4
First and Second	CBCS Courses	4
Total Credits		70

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
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
III	OC 01 to 11 are Disciplinary Electives. Two courses totalling 4 credits are to be selected by the student		
	OC 01	Television Studies	2
	OC 02	Gender, Media and Culture	2
	OC 03	ICTs for Development	2
	OC 04	Cyberculture: An Introduction	2
	OC 09	Visual Design	2
	OC 10	Journalism Practice - II	2
	OC 11	Understanding Indian Cinemas	2
	MC 9	Working with Video – II	4
	MC 15	Seminar II: Presentation of Media Project	2
	LC 05	Community Radio	2
		Internship	4
	One optional course from OC 05 to OC 08 to be selected by the student		
	OC 05	Web Design	2
IV	OC 06	Understanding Art and Music	2
	OC 07	Gender, Culture and Space	2
	OC 08	Media and Law	2
	MP	MCS Media Project	6
	MR	MCS Research Project	4
	TP	Term Paper	2
	MC11	Seminar I: Presentation of Research Project	2
	Alt to MR +MC 11	2 additional Optional Courses plus a Term Paper	6

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 postgraduate 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 programme was offered for the first time to the 2013–2015 batch of students. This programme was 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 in 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 School to 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. While the need for trained professionals to deal with the increasing numbers of people with mental health issues is great, the supply does not match the demand. There is a dearth of professionals working in the field of mental health — psychiatrists, clinical psychologists, social workers and counsellors. The need for trained

professionals outstrips the supply to a considerable extent. It is in the context of scarcity, that SHE offers the M.A. programme in Applied Psychology with a Specialisation in Clinical Psychology (MAAP-Clinical). The M.A. programme in Counselling, introduced and run successfully since 2009, was 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) and the International Classification of Diseases (ICD) criteria.

The MAAP-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 and 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 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.

Students are encouraged to take additional courses according to the Choice Based Credit System in the

2nd semester of the programme. Two credits of Open Elective CBCS and two credits of Elective Foundational are offered to students in the 2nd semester. Disciplinary electives are offered to the MAAP-Clinical students in the 4th semester.

The MAAP-Clinical 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 this 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 Hours
First	Foundation Courses	7
	Clinical Psychology Courses	22
	Practice	8
	Research	4
	CBCS	4
Second	Clinical Psychology Courses	4
	Practice	12
	Research	6
	Disciplinary Electives*	4
Total Credits		73

*Note: *The Disciplinary Electives are being finalised*

Semester-wise Listing of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Courses	6
	FC	Philosophy of Research	1
	CIP 01	Counselling Process and Microskills Part 1 & Part 2	4
	CIP 02	Personal & Interpersonal Development of the Counsellor (PIDC) -I	2
	CIP 03	Theoretical Approaches and Techniques of Psychotherapy - I	2
	CIP 04	Psychopathology-I	2
	CIP 05	Research Methods I	2
	CIP 06	Practicum – I	2
II	CIP 07	Psychopathology - II	2
	CIP 08	Psychological Assessment & Diagnostics -I	2
	CIP 09	PIDC II	2
	CIP 10	Ethics	2
	CIP 11	Theoretical Approaches and Techniques of Psychotherapy -II	4
	CIP 12	Research Methods II	2
	CIP 13	Practicum - II	6
	CIP 14	Research Project*	
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2

Semester	Course No.	Course Title	Credits
III	CIP 15	Psych Assessment & Diagnostics -II	2
	CIP 16	Human Growth & Development	2
	CIP 17	Theoretical Approaches and Techniques of Psychotherapy -III	2
	CIP 18	Psychopathology -III	2
	CIP 19	Practicum	6
	CIP 14	Research Project	
IV	CIP 20	Community Mental Health	2
	CIP 14	Research Project (contd.)	6
	CIP 21	Practicum and Case Presentations	6
	CIP 22	Internship (Compulsory, non-credit Course)	-

*Research project work is begun in the second semester, completed in the fourth semester.

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 (MAAP-Counselling) programme has been developed from the M.A. in Counselling programme that was introduced in 2009.

The need for human beings 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. 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 his/her own with limited alternatives available.

The primary focus of the MAAP-Counselling 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 lifespan of an individual, with 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 well-being and quality of life. This 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 faculty and trained professionals in the field.

Students are encouraged to take additional courses according to the Choice Based Credit System in the 2nd semester of the programme. Two credits of Open Elective CBCS and two credits of Elective Foundational CBCS are offered to students in the 2nd semester. Disciplinary electives are offered to the MAAP-Counselling students in the 3rd and 4th semesters.

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 is 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	Credits
First	Foundation Courses	7
	Counselling Courses	18
	Practice	7
	Research	4
	CBCS	4
Second	Counselling Courses	10
	Disciplinary Elective Theory & Practicum	16
	Research	6
Total Credits		72

Semester-wise Distribution of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Courses	6
	FC	Philosophy of Research	1
	CN 01	Counselling Process & Microskills Part 1& Part 2	4
	CN 02	Personal & Interpersonal Development of the Counsellor(PIDC) -I	2
	CN 03	Theoretical Approaches and Techniques of Psychotherapy - I	2
	CN 04	Research Methods - I	2
	CN 05	Practicum -I	2
II	CN 06	Understanding Psychological Problems with Practical (Two Credits for Theory and One Credit for Practical)	3
	CN 07	PIDC - II	2
	CN 08	Ethics	2
	CN 09	Theoretical Approaches and Techniques of Psychotherapy -II	4
	CN 10	Research Methods - II	2
	CN 11	Practicum - II	4
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
III	CN 13	Psychological Assessment with Practical (Two Credits for Theory and Two Credits for Practical)	4
	CN 14	Human Growth & Development	2
	CN 15	Theoretical Approaches and Techniques of Psychotherapy - III	2
	CNE 01 or 02	Elective course (Four credits for theory and four credits for practicum)	8
	CN 12	Research Project	
IV	CNE 01 or 02	Elective Course (Four credits for theory and four credits for practicum)	8
	CN 16	Community Mental Health	2
	CN 12	Research Project (contd.)	6
	CN 17	Internship (Compulsory, non-credit Course)	
Total Credits			72

Disciplinary 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.

Please note that the Elective courses runs over two semesters, and choice is made at the end of the second semester.

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JAMSETJI TATA SCHOOL OF DISASTER STUDIES

INTRODUCTION

Consolidating 60 years of the Institute's engagement with disasters, the work of this School was initiated in 2006, with a generous grant from the Jamsetji Tata Trust. The School pioneered higher education in the field of disaster management in India by introducing a fulltime Master's programme located in a multidisciplinary space. The School endeavours to demonstrate synergies across natural sciences, social sciences and humanities with a focus on building people-centred and participatory approaches towards disaster risk reduction and disaster response. It has carried out systematic work in areas of disaster governance, poverty and exclusion, food security, conflict, human security, public health, psycho-social care, GIS and logistics in relation to disasters. The scope of the study of disasters is wide and concepts and theoretical perspectives on risk, vulnerability, resilience and recovery are explored

and interrogated in the Master's programme. Students will learn a range of applied skills and techniques that are becoming increasingly sophisticated in the context of disasters. The work of the School also contributes to the current discourse in disaster studies by challenging the dominant frame of "management", which often becomes a technical norm of governmentality that colonises other cultural conversations around disasters. What is unique about the School is that it engages in teaching, research, training and policy advocacy through hands-on involvement with people experiencing vulnerability or "disasters" of various kinds. The School has 3 Centres:

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

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

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

Issues of development, challenges related to governance and globalisation, climate change; social, economic and environmental justice; and state and civil society dynamics are covered in the programme. Which flows from foundation and core courses to offering a specialisation thrust. It endeavours to cultivate appropriate values, a strong multidisciplinary knowledge base and skills essential for research and intervention in disasters, risk management and prevention of disasters and/ or risk reduction. Students will have the opportunity to develop expertise in one area of specialisation from

among the following: 1. Disaster Policy and Action, 2. Disasters and Development and 3. Technologies for Disaster Management

The two year Masters' programme has a total of 73 credits which includes intensive contact classes, together with supervised field work, internships and research. The six credit research dissertation is a compulsory component of the programme. The first year is common to all 3 specialisations. Each specialisation (of 24 credits) will have 12 credits course work+ 6 credits Research+ 6 credits Internship. The Institute offers a choice-based curriculum where students are free to choose courses of eight credits from any other School or Centre of the Institute.

The programme also offers a multi-level entry–exit option where a student coming for the Master's degree can obtain a Certificate in Disaster Management on completion of the stipulated requirements in the first semester. Students who wish to continue through with the next semester can obtain a Diploma at the end of the first year, and the Master's degree at the end of two years. Alternately, a Master's student, on completion of the Certificate/Diploma programme, could exit and come back after a break (not exceeding 5 years from the date of admission to the programme),

and join in for the second / third semester and complete the Master's 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.

Didtribution of Credit Hours

Year	Course	Credits
First	Foundation Courses	7
	Core Courses (Disciplinary)	26
	CBCS	4
	Fieldwork / Internship	5
Second	Core Courses (Disciplinary)	8
	Specialisations (Disciplinary Elective Courses)	12
	Fieldwork / Internship	5
	Research Dissertation	6
Total Credits		73

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Courses	6
		Philosophy of Research	1
	MDM 01	Disasters, Hazards and Extreme Events	2
	MDM 02	Disasters, Vulnerability and Risk	2
	MDM 03	Ecosystems and Habitat	2
	MDM 04	Policy, Institutions, Governance and Disaster Management	2
	MDM 05	Research Methodology I	2
	MDM 06	Introduction to Remote Sensing and GIS	2
	MDM 36	Field Work	2
		Group Lab Sessions/ Simulation Exercises	-
II		Research Tutorials	-
	MDM 07	Disasters and Development	2
	MDM 08	Disaster Risk Reduction and Development Planning	2
	MDM 09	Emergency Response and Management	2
	MDM 10	Disaster Recovery	2
	MDM 11	Research Methodology II	2
	MDM 12	Introduction to Conflict	2
	MDM 13	Introduction to Public Health and Mental Health in Disasters	2
	CBCS	Elective Foundation	2
	CBCS	Open Elective	2
III	MDM 37	Internship I	3
	MDM 14	Economics of Disasters and Disaster Finance	2
	MDM 15	Introduction to Technologies for Disaster Management	2
	MDM 16	Transboundary Governance and Humanitarian Action	2
	MDM 17	Project Management in Disaster Context	2
		Specialisation Courses (4 or 5)	10
	MDM 38	Internship II	5
IV		Research Tutorials	-
	MDM 39	Research Dissertation	6
		Specialisation Courses (1 or 2 courses)	2
		Block Internship (Optional)	--

Specialisations					
Semester	Course Code	Course Title			Credits
Specialisation 1: Disaster Policy and Action					
III	MDM18	Public Policy and Social Advocacy			2
	MDM19	Advanced Course in Disaster Recovery			2
	MDM20	Built Environment, Disasters and Planning			2
	MDM21	Ecology, Adaptive Management and Disasters			2
	MDM22	Emergency Response and Supply Chain Management			2
IV	MDM23	Conflict, Peace and Humanitarian Crisis			2
Specialisation 2: Disasters and Development					
III	MDM24	Advanced Course on Disasters and Development			2
	MDM25	Culture and Disasters			2
	MDM26	Advanced Course in Social Research in Disaster Studies			2
	MDM27	Theoretical Foundations of Disaster Economics and Finance			2
	MDM28	Risk Economics and Public Finance			2
IV	MDM29	Disasters and Well being			2
Specialisation 3: Technologies for Disaster Management					
III	MDM30	Choose one from any other Specialisations - MDM 20 - Built Environment, Disasters and Planning			2
	MDM31	Hazard Monitoring, Early Warning Systems (EWS) and Co-ordinated Action			2
	MDM32	Digital Image Processing and Spatial Analysis			2
	MDM33	Geospatial Technologies in Hazard, Vulnerability, and Risk Mapping			2
	MDM34	Geoinformatics in Preparedness and Response			2
IV	MDM35	Applications of Geoinformatics in Disaster Studies			2

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

Flexibility Options for Exit-Entry into Programmes

Semester	Certificate		Diploma		Masters	
	Courses/FE	Total Credits	Courses/FE	Total Credits	Course/FE/RE	Total Credits
I	11+ FE	21	11+FE	21	11+FE	21
II	-	-	9+FE	21	9+FE	21
III	-	-	-	-	9+FE	23
IV	-	-	-	-	1+R	8
Total	11+FE	21	21+FE	42	30+FE+R	73

Note: Field Edu (FE)/ Research (R)

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SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE

INTRODUCTION

In pursuance of the TISS mission towards creating a people-centred and just society that promotes equality, justice and human rights for all, the School of Law, Rights and Constitutional Governance was set up at the TISS Mumbai Campus in June 2012. Law, Legislative Reform and Human Rights have a great role to play in the development and empowerment of societies, communities and individuals. These are effective instruments for empowering and transforming the status of the disadvantaged, marginalised, socially excluded, differentially treated and other vulnerable sections of society in India and

these legal instruments are a strong tool for social justice. In this context, legal education must, therefore, be socially relevant.

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

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

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

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

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

The one-year, full time, Master of Law (LL.M.) in Access to Justice aims at developing legal professionals with greater skills, sensitivity and commitment to deliver basic, high quality legal services to the poor, marginalised and vulnerable groups in society. The Graduates from this LL.M. programme will be creative

problem-solvers and fundamentally alter the way the justice system works for the most needy sections of the society. They will have knowledge, skills and the perspective to practice law that can deliver justice to all people, and advance the cause of the disadvantaged and marginalised groups. Graduates can practice in the Court of Law and work for society using expertise in legal literacy, socio-legal research, policy analysis and advocacy, and legislative reforms. They can also find employment with universities and research institutions, legal firms, institutions and services, peoples' organisations or have an independent practice.

This programme involves classroom teaching, research, fieldwork, Legal Services Clinics, internships, visits to the legal Institutions, correctional and custodial institutions and participation in research projects, seminars, workshops, etc. 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 and the course structure is demonstrated herein.

Distribution of Credit Hours

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

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC 01	Law and Justice in a Globalising World	3
	FC 02	Comparative Public Law: Systems of Governance	3
	FC 03	Research Methods and Legal Writing	3
	Fieldwork	Fieldwork	3
	LLM 01	Law 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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Secretariat

Ms. Vishreya Borhade
B.Com. (Mumbai) Assistant

CENTRE FOR LIBRARY AND INFORMATION MANAGEMENT STUDIES

INTRODUCTION

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

The Centre for Library and Information Management Studies (CLIMS) of the Sir Dorabji Tata Memorial Library is involved in the capacity building of LIS professionals. The Centre offers PG Diploma, Master's and Ph.D. Programmes in Library and Information

Science with a focus on digital libraries, knowledge organisation, e-Resources Management and web-based information services.

The PG Diploma in Digital Library and Information Management (PGDLIM) was launched in 2010 with an intake of 25 students and currently admissions for the ninth batch is in progress. The Master's programme in Library and Information Science (MLIS) was started in 2013 with an intake of 15 students. The Ph.D. programme was initiated in 2012, while four Ph.D.s have been awarded till date, another 17 scholars are currently pursuing their research.

PROGRAMME DETAILS: Master of Library and Information Science

The Master of Library and Information Science (M.L.I.S.) programme comprises 15 disciplinary core courses, 1 elective foundation, 1 open elective, 1 disciplinary elective, 1 internship programme, and a dissertation — totalling for 66 credits spread over four semesters.

The programme incorporates theory and practicals that include concepts from foundations to new and emerging library trends like digital libraries, knowledge management, content creation and management, classification and ontology, cataloguing and metadata, information seeking and research behaviours, etc. Internship in the second semester is carried out at a leading library and information centre under the supervision of fieldwork supervisors and faculty from the Centre. The Master's research covers diverse areas, such as, scientometrics, information storage and retrieval, digital library applications, content management systems, information and digital literacy, etc.

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

The Centre has established academic and research exchange collaborations with the London School of Economics (UK), Mahasarakham University (Thailand), Indian Statistical Institute, DRTC (Bengaluru), and Information and Library Network Centre (INFLIBNET), Gandhinagar.

Distribution of Credit Hours

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

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	LIS 01	Knowledge Society (Compulsory Foundation)	2
	LIS 02	Knowledge Organisation I: Classification & Ontology (Theory and Practice)	4
	LIS 03	Knowledge Organisation II: Cataloguing and Metadata (Theory & Practice)	4
	LIS 04	Information Sources, Systems and Services	2
	LIS 05	Information Communication Technology and Libraries (Theory and Practice)	4
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
		Open Elective	2
		Elective Foundation	2
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	Disciplinary Elective (Any one):* 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.

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Ms. Vidya Sartape B.Com. (Mumbai)	Stenographer (Gr-II)
Mr. Kamlesh Bhawari B.Com. (Mumbai)	Lower Division Clerk

STP Section

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Ms. Amita Shenoy B.Com. (Mumbai); GDC&A (Pune)	Section Officer
Mr. Shekhar Vengurlekar B.Com. (Mumbai)	Section Officer
Ms. Saroj Dhandhukia B.Com. (Mumbai)	Section Officer (Offg.)
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Mr. Rupesh Borhade	Lower Division Clerk
Mr. Rohan Shirke M.Com. (Mumbai)	Data Entry Operator

Infrastructure Development and Support Division

Mr. Nandkishore Bhole B.E. (Mumbai)	Chief Engineer
Mr. Damu G. Bhalerao D.P.M. (TISS), M.A. (TMV), M.B.A. (ADTU), P.G.D.I.C.M. (MIT)	Assistant Registrar
Mr. R.H. Saundarva B.E. (Mumbai)	Assistant Engineer
Mr. Sudarshan Patil B.Sc., D.T.Ed. (Shirpur), B.A. (YCMOU)	Stenographer (Gr-III)

Purchase and Stores

Ms. Roja T. Pillai M.A. (Mumbai)	In-Charge
Ms. Seethalakshmi Kalyanaraman	Section Officer
Mr. Dilip V. Poyyara B.A. (Mumbai), D.P.M. (TISS), D.P.M. (IGNOU)	Stenographer (Gr-II)

Ms. Mansi Parab
B.Com., Dip. DTP, DCSM (Mumbai)

Technical Assistant

Meetings and Statistics Section

Ms. Girija Mahesh B.Com. (Mumbai)	Section Officer
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Personnel and Administration Division

Mr. M.P. Balamurugan M.A. (MKU)	Deputy Registrar
Mr. S.B. Chavan M.Sc. (MPKV)	Administrative Officer (Sr. Scale)
Ms. Roja T. Pillai M.A. (Mumbai)	Assistant Registrar
Ms. Asha Dialani B.Com. (Mumbai)	Stenographer (Gr-II)
Ms. Vaishali Jadhav B.Com. (Mumbai)	Stenographer (Gr-II)
Ms. Vijita Vijayan B.Sc. (Mumbai)	Stenographer (Gr-III)
Mr. Atul Jadhav B.Com. (Mumbai)	Stenographer (Gr-III)
Ms. Prachi Todankar B.Com. (Mumbai)	Stenographer (Gr-III)
Ms. Manisha Koli B.Com. (Mumbai)	Data Entry Operator

Dining Hall

Dr. Sarala K. Rao M.B.A., M.Phil., Ph.D. (Andhra)	Associate Professor
Mr. K. Shetty M.A. (MKU), F.S.M., P.G.D.E.M. (Mumbai)	Section Officer
Ms. Minal Sawant B.Sc. (Mumbai), P.G.D.D. & H.F.S. (New Delhi)	Nutritionist
Mr. Litesh Ghonge B.Sc. (YCMOU), P.G.D. in Gen. Mgt & P.G.D.H.M. (MIT)	Assistant Supervisor

Facility Services

Mr. S. Wankhede Naval Graduate	Security Officer
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Mr. Mahendra Singh B.A. (Mumbai), M.A.L.M. (MKU)	Section Officer
Mr. Ajay Dashmana B.Sc. (CUSAT), D.E.E. (Valsura)	Facility Manager
Mr. R.K. Gamre M.A. (Shivaji), D.P.M. (TISS), L.L.B. (Mumbai), P.G.D.P.R. (MKU)	Section Officer (Allied Services)
Mr. Parag Panchal B.Com. (Mumbai)	Stenographer (Gr-II)
Mr. S.B. Annam B.Com. (Mumbai)	Assistant
Mr. B.N. Kale B.A. (TMV)	Upper Division Clerk
Mr. Anilkumar V. Jaiswal	Upper Division Clerk
Mr. R.K. Shelar	Upper Division Clerk
Ms. Tidiben Sosa	Lower Division Clerk
Ms. Sunetra Garud	Lower Division Clerk
Ms. Namrata Naik B.F.A. (Mumbai)	Telephone Operator
Ms. Neha B. Gaikwad D.C.E. (VESP)	Telephone Operator

Hostels

Ms. Nirmala M. Momin M.Com. (Shivaji), D.F.O.A.M., M.A.L.M. (MKU)	Section Officer
Mr. A.R. Raut B.Com. (Mumbai)	Assistant
Mr. Rajesh Borhade	Assistant
Ms. Prachi Saramalkar B.A. (YCMOU)	Lower Division Clerk

Equal Opportunities Cell

Dr. Alex Akhup M.A., M.Phil. (Delhi), Ph.D. (TISS)	Associate Professor and Liaison Officer
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Dr. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)	Professor and Liaison Officer
Mr. V.K. Shinde	Section Officer
Ms. Jitkaur D. Kotangale M.Sc. (Nagpur)	Statistical Assistant
Mr. C.M. Abhang B.A. (YCMOU)	Upper Division Clerk
Mr. Vikas Gawari B.Com. (Mumbai)	Lower Division Clerk

Office of Students' Affairs

Dr. Ashabani Soletti M.A., Ph.D. (Madras)	Professor and Chairperson
Mr. Gourishankar Kamble D.P.M. (TISS), M.A. (TMV), M.A. (MKU), LL.B. (Mumbai)	Programme Manager

Health Centre

Dr. Katy Y. Gandevia M.A., Ph.D. (TISS)	Professor and Consultant
Ms. Swapna Redij M.A. (TISS)	Counsellor

Dr. R.V. Ambekar
M.B.B.S., D.G.O.

Hon. Medical Officer (Part-time)

Dr. Sharmistha Majumdar
M.B.B.S., D.G.O. (RDU)

Hon. Medical Officer (Part-time)

Dr. Umesh Shenoy
M.D. (Mumbai)

Hon. Medical Officer (Part-time)

Dr. Bindoo Jadhav
M.B.B.S., M.D. (Mumbai), P.G.D.H.M. (Annamalai)

Psychiatrist (Part-time)

FIELD ACTION PROJECTS OF TISS MUMBAI

Andhra Pradesh University Student Skill Development Programme

Dr. Lakshmi Lingam
M.A. (Andhra), Ph.D. (IIT-Bombay)

Professor, School of Media and Cultural Studies

Chunauti

Dr. Asha Bajpai
LL.M., M.Phil., Ph.D. (NLSIU, Bangalore)

Professor, School of Law, Rights and
Constitutional Governance

Connected Learning Initiative

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

Professor, Centre for Education, Innovation and
Action

Counselling Centres for Litigants in Family Courts

Ms. Aparna Joshi
M.A. (Pune), P.G.D.C. (MIMH, Pune)

Assistant Professor, School of Human Ecology

Criminal Justice Fellowship Programme

Dr. Vijay Raghavan
M.A., Ph.D. (TISS)

Professor, School of Social Work

Dr. Sharon Menezes
M.A., Ph.D. (TISS)

Assistant Professor, School of Social Work

Dr. Ruchi Sinha
M.A. (TISS), M.Phil., Ph.D. (JNU)

Associate Professor, School of Social Work

Disaster and Beyond

Mr. Mahesh Kamble
M.A. (TISS)

Assistant Professor, Jamsetji Tata School for
Disaster Studies

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

Professor, Jamsetji Tata School for Disaster
Studies

DOR: A Field Action Initiative with the Dombari Community

Dr. Swati Banerjee
M.A. (TISS), Ph.D. (Mumbai)

Associate Professor, School of Social Work

GAP Lab@TISS

Dr. P.K. Shajahan
M.A. (MGU), Ph.D. (Delhi)

Professor, School of Social Work

Gorai Field Action Project

Dr. Swati Banerjee
M.A. (TISS), Ph.D. (Mumbai)

Associate Professor, School of Social Work

I Access Rights Mission: TISS Initiative for Inclusion and Accessibility

Dr. Vaishali B. Kolhe
M.A. (TISS), Ph.D. (Nagpur)

Associate Professor, School of Social Work

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

Dr. Sujata Sriram Professor, School of Human Ecology
M.Sc., Ph.D. (Delhi)

Inclusive Community Based Rehabilitation Project

Dr. Sandhya Limaye Associate Professor, School of Social Work
M.A., M.Phil., Ph.D. (TISS)

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

Koshish

Mr. Mohd. Tarique Qureshi Assistant Professor, Director's Office
M.A. (TISS)

Mumbai Education Research Innovation and Training

Dr. P.K. Shahajan Professor, School of Social Work
M.A. (MGU), Ph.D. (Delhi)

Muskaan: Child and Adolescent Guidance Centre of TISS

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

National University Students Skill Development Programme

Mr. Tanmay Naik
Prof. S. Parasuraman
Dr. P.M. Nair

Pragati: Integrated Rural Health and Development Project

Dr. Ashabani Soletti Professor, School of Social Work
M.A., Ph.D. (Madras)

Prayas

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

Prime Minister's Rural Development Fellows Scheme

Dr. Surinder Jaswal Professor and Deputy Director (Research)
M.A. (TISS), Ph.D. (London)

Resource Cell for Juvenile Justice

Dr. Asha Mukundan Assistant Professor (Sr. Scale), School of Social Work
M.A. (TISS), Ph.D. (Mumbai)

Resource Centre for Interventions on Violence Against Women

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

Saksham Jan Urja

Dr. Shalini Bharat Professor and Director (Acting)
M.A., D.Phil. (Allahabad)

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

Professor and Director (Acting)

Saksham Prerak

Dr. Nilesh Gawade
M.B.B.S., M.D., D.B.M. (Mumbai)

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Special Cell for Women and Children

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Assistant Professor, School of Social Work

TANDA

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Professor, School of Social Work

Tarasha

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Professor and Dean, School of Social Work

TISS Legal Services Clinic

Dr. Asha Bajpai
LL.M., M.Phil., Ph.D. (NLSIU, Bangalore)

Professor, School of Law, Rights and Constitutional Governance

Transforming M (East) Ward

Dr. Amita Bhide
M.A. (TISS), Ph.D. (Mumbai)

Professor and Dean, School of Habitat Studies

UDAAN: A Field Action Initiative with Women Waste Pickers

Dr. Swati Banerjee
M.A. (TISS), Ph.D. (Mumbai)

Associate Professor, School of Social Work

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Mr. Mahesh Kamble	Mr. Fahad Ahmed
<i>Librarian</i>	<i>Registrar</i>
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Prof. Surinder Jaswal	Prof. Kalpana Sarathy
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Prof. Amita Bhide	Prof. S.M. Sajid
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Prof. Zubin Mulla	
Prof. Disha Nawani	<i>Member Secretary</i>
	Dr. C.P. Mohan Kumar

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<i>Representatives of the Sir Dorabji Tata Trust</i>	<i>Acting Director</i>
Dr. Harish Krishnaswamy (Director, Special Projects)	Prof. Shalini Bharat
Ms. Rukshana F. Savaksha (Secretary & Chief Accountant)	<i>Faculty Representative</i>
	Prof. H. Beck
<i>MHRD Nominee</i>	<i>Deputy Registrar (Finance & Accounts)</i>
Dr. Vidya Gargote (Finance and Accounts Officer, Savitribai Phule Pune University)	Ms. Indira Pasupathy
	<i>Secretary</i>
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<i>Finance Representative</i>	<i>Member-Secretary</i>
Mr. V. Ramakrishnan	Dr. C.P. Mohan Kumar

Tata Institute of Social Sciences
 V.N. Purav Marg, Deonar, Mumbai 400 088

ACADEMIC CALENDAR 2018-2019*

I and III Semester	
Re-opening of the Institute	June 2, 2018
Inauguration of the New Academic Session	June 4, 2018
Orientation for 1st year students	June 4, 5 and 6, 2018
Commencement of the Classes for Seniors	June 4, 2018
Commencement of the Classes for Juniors	June 7, 2018
Announcement of Examination Time-Table	August 1, 2018
Last Lecture Day for Seniors	September 15, 2018
Last Lecture Day for Juniors	September 19, 2018
Examination Preparatory Period	Upto September 26, 2018
Semester Examinations	September 27 to October 17, 2018
Submission of Grades	October 31, 2018
Vacation	October 18 to November 14, 2018
II and IV Semester	
Commencement of the Classes	November 15, 2018
Announcement of Examination Time-Table	January 15, 2019
Last Lecture Day	February 28, 2019
Examination Preparatory Period	March 1 to 16, 2019
Semester Examinations	March 18 to April 2, 2019
Submission of Grades	April 10, 2019
Institute Day	To be announced
Block Field Work	April 3 to May 2, 2019
Convocation	May 3 to 7, 2019
Vacation	May 8 to June 4, 2019
Reopening of the Institute	June 5, 2019

Semester I : Classes for 15 Weeks

Diwali Vacation : 28 days

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

Summer Vacation : 28 days

*Subject to change in Gol Holidays.



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

TISS Mumbai

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

TISS Tuljapur

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Osmanabad District, Maharashtra

TISS Guwahati

Tetalia Road, Behind Assam Science and Technology
University, Jalukbari, Guwahati, Assam 781013

TISS Hyderabad

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TSIRD Campus, Rajendranagar, Hyderabad