



PROSPECTUS FOR MASTER'S DEGREE PROGRAMMES

2022-2023



TATA INSTITUTE OF SOCIAL SCIENCES

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

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

V.N. Purav Marg, Deonar, Mumbai 400088

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ACADEMIC CALENDAR 2022–2023*

Academic Activity	Semester I	Semester III
Reopening of the Institute (For Faculty)	25 July 2022	25 July 2022
Commencement of Online Classes	25 July 2022	25 July 2022
Announcement of Examination Time Table	29 August 2022	29 August 2022
Last Lecture Day	29 October 2022	29 October 2022
Examination Preparatory Period	31 October to 7 November 2022	31 October to 7 November 2022
Semester Examinations	7–19 November 2022	7–19 November 2022
Submission of Grades	24 November 2022 or within 5 days of receiving answer sheets, whichever is earlier	24 November 2022 or within 5 days of receiving answer sheets, whichever is earlier
Vacation	21 November to 18 December 2022	21 November to 18 December 2022
Finalisation and Confirmation of Courses for II/IV Semester (Optional, Compulsory, CBCS, etc.)	On or before 25 November 2022	On or before 25 November 2022
Mapping of II/IV Semester courses in Student Management System by School Secretariats	26 November to 1 December 2022	26 November to 1 December 2022
Payment of II/IV Semester Fee and Completion of Semester Registration by all Students	7 December to 18 December 2022	7 December to 18 December 2022

Academic Activity	Semester II	Semester IV
Commencement of Classes/Fieldwork	19 December 2022	
Declaration of I/III Semester Results	2 January 2023	3 February 2022
Last Date of Registration for I/III Semester for Supplementary/Improvement/ Re-Evaluation by students through SMS	9 to 18 January 2023	7–16 February 2022
Conduct of Supplementary/Improvement/ Re-Evaluation of I/III Semester Courses	On or before 31 January 2023	On or before 28 February 2022
Result Declaration of Supplementary/Improvement/Re-Evaluation of I/III Semester Courses	On or before 10 February 2023	On or before 10 March 2022
Announcement of Examination Time Table	25 January 2023	2 March 2022
Last Lecture Day	25 March 2023	30 April 2022
Examination Preparatory Period	26 March 2023 to 2 April 2023	26 March 2023 to 2 April 2023
Semester Examinations	3 to 12 April 2023	3 to 12 April 2023

Academic Activity	Semester II	Semester IV
Submission of Grades	17 April 2023 or within 5 days of receiving answer sheets, whichever is earlier	17 April 2023 or within 5 days of receiving answer sheets, whichever is earlier
Block Fieldwork/Internships	13 April to 11 May 2023	13 April to 11 May 2023
Convocation	12 to 16 May 2023	12 to 16 May 2023
Vacations	17 May to 13 June 2023	17 May to 13 June 2023
Institute Day	To be held in the month of January / February 2023.	To be held in the month of January / February 2023.
Finalisation and Confirmation of Courses for I/III Semester (Optional, Compulsory, CBCS etc)	On or before 20 May 2023	On or before 20 May 2023
Mapping of I/III Semester courses in SMS by School Secretariats	22 to 27 May 2023	22 to 27 May 2023
Payment of I/III Semesters Fee and Completion of Semester Registration by all Students	4–12 June 2023	4–12 June 2023
Commencement of Classes for I/III Semester Academic Session 2022–2023	14 June 2023	14 June 2023

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

Semester I/III : Classes for 14 Weeks (28 hours for 2 credit course - 2 hours reduced as per FC decision)
 Winter Vacation : 21 November to 18 December 2023
 Semester II/IV : Classes for 14 weeks
 Summer Vacation : 17 May to 13 June 2023 (28 days)
 Academic Council Meeting : 24 March 23, 23 June 2023, 22 September 2023, 22 December 2023

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

INSTITUTE DEEMED TO BE UNIVERSITY

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

NOTIFICATION

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

Sd/-
(PREM KRIPAL)
Secretary

PRINCIPLES GOVERNING STUDENTS' STAY AT TISS

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

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

Offices for Protecting and Honouring Students' Rights and Dignity

Women and Gender Development Cell

Equal Opportunities Cell

SC/ST Cell

Offices for Welfare of Students

Grievance Redressal Committee

Office of Students' Affairs

Counselling Cell

Health Centre

TISS

CONTENTS

SECTION 1: INTRODUCTION	9
1 ABOUT TISS	10
1.1 Our Past and Present	10
1.2 Organisational Structure	11
1.3 Research and Extension	12
1.4 Re-Imagining Futures: Making a Difference to the Nation	13
1.5 Key Positions	13
2. MASTER'S DEGREE PROGRAMMES: GENERAL INFORMATION	16
2.1 Reservation	16
2.2 Deputed Candidates	16
2.3 Rules Regarding Admission to Master's Degree Programmes	16
2.4 Other Important Rules	17
2.5 International Students	18
2.6 Auditing of Standalone Courses	18
2.7 Student Support Services	19
3. MASTER'S DEGREE PROGRAMMES: RULES AND GUIDELINES	22
3.1 Rules and Guidelines Concerning Coursework, Attendance and Assessment	22
3.2 Rules Prohibiting Ragging	33
3.3 Rules Specific to the Master of Arts in Education (Elementary) Programme	34
3.4 Award of Degree	36
4. MASTER'S DEGREE PROGRAMMES: FEES AND DEPOSITS	37
4.1 Payment of Fees	37
4.2 Procedure for Payment of Fees	38
4.3 Compulsory Fees, Deposits and Other Estimated Expenditure for Indian Students (In Indian Rupees)	38
4.4 Fee Exemption and other Applicable Charges for SC/ST Students, who are eligible for GoI-PMS	38
4.5 Fees Applicable/Upfront Student Aid for OBC (NC) Students eligible for GoI-PMS	40
4.6 Refund of Fees (For Semester I)	40
4.7 Refund of fees for Current Students (other than Semester I)	41
TISS MUMBAI CAMPUS	50
School-Based Programmes of Study	51
Foundation Course	51
Choice Based Credit System	53
CBCS-Based Programme Structure	54
Elective Foundation	54
Disciplinary Electives	55
Open Electives	55
SCHOOL OF SOCIAL WORK	57
Master of Arts in Social Work (Children and Families)	58
Master of Arts in Social Work (Community Organisation and Development Practice)	60
Master of Arts in Social Work (Criminology and Justice)	61
Master of Arts in Social Work (Dalit and Tribal Studies and Action)	63
Master of Arts in Social Work (Disability Studies and Action)	64
Master of Arts in Social Work (Livelihoods and Social Entrepreneurship)	66
Master of Arts in Social Work (Mental Health)	67
Master of Arts in Social Work (Public Health)	68
Master of Arts in Social Work (Women Centred Practice)	70

SCHOOL OF MANAGEMENT AND LABOUR STUDIES	76
Master of Arts in Labour Studies and Practice	76
Master of Arts in Human Resources Management and Labour Relations	78
Master of Arts in Social Entrepreneurship	81
Master of Arts in Organisation Development, Change and Leadership	84
Master of Arts/Master of Sciences in Analytics	86
SCHOOL OF HEALTH SYSTEMS STUDIES	90
Master of Hospital Administration	90
Master of Public Health (Health Administration)	92
Master of Public Health (Health Policy, Economics and Finance)	94
Master of Public Health (Social Epidemiology)	97
SCHOOL OF DEVELOPMENT STUDIES	101
Master of Arts (Development Studies)	102
Master of Arts in Women's Studies	104
SCHOOL OF EDUCATION	108
Master of Arts in Education (Elementary)	108
SCHOOL OF HABITAT STUDIES	111
Master of Arts/ Master of Science in Environment, Climate Change and Sustainability Studies	111
Master of Arts/ Master of Science in Regulatory Policy and Governance	113
Master of Arts/ Master of Science in Urban Policy and Governance	116
Master of Arts/ Master of Science in Water Policy and Governance	118
SCHOOL OF MEDIA AND CULTURAL STUDIES	123
Master of Arts in Media and Cultural Studies	123
SCHOOL OF HUMAN ECOLOGY	126
Master of Arts in Applied Psychology (Clinical and Counselling Practice)	126
JAMSETJI TATA SCHOOL OF DISASTER STUDIES	129
Master of Arts /Master of Science in Disaster Management	129
SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE	134
Master of Laws (LL.M.) in Access to Justice	134
CENTRE FOR LIBRARY AND INFORMATION MANAGEMENT STUDIES	137
Master of Library and Information Science	137
CENTRE FOR EXCELLENCE IN TEACHER EDUCATION	140
Master of Arts in Education	140
B.Ed – M.Ed (Innovative Programme)	143
INTERNATIONAL MASTER'S DEGREE PROGRAMMES	149
M.A. in International Development Practice (TISS) & Masters in International Development Practice (Monash University, Melbourne)	149
M.A. Social Entrepreneurship & International Business (TISS) & M.Sc. in International Business (Queen Mary University-QMU, London)	152
INFORMATION ON OTHER CENTRES AND THE ADMINISTRATION	155

TISS TULJAPUR OFF-CAMPUS **163**

Master of Arts in Social Work (Rural Development)	165
Master of Arts/Master of Science in Sustainable Livelihoods and Natural Resources Governance	167
Master of Arts/Master of Science in Development Policy, Planning and Practice	169
Master of Arts in Social Innovations and Entrepreneurship	171

TISS GUWAHATI OFF-CAMPUS **175**

SCHOOL OF SCHOOL WORK **177**

Master of Arts in Social Work (Counselling)	180
Master of Arts in Social Work (Community Organisation and Development Practice)	182
Master of Arts in Social Work (Livelihoods and Social Entrepreneurship)	185
Master of Arts in Social Work (Public Health)	187

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES **190**

Master of Arts in Ecology, Environment and Sustainable Development	191
Master of Arts in Labour Studies and Social Protection	193
Master of Arts in Peace and Conflict Studies	197
Master of Arts in Sociology and Social Anthropology	199

TISS HYDERABAD OFF-CAMPUS **205**

SCHOOL OF GENDER STUDIES **209**

Master of Arts in Women's Studies	209
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TISS-AZIM PREMJI SCHOOL OF EDUCATION **213**

Master of Arts in Education	213
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SCHOOL OF LIVELIHOODS AND DEVELOPMENT **216**

Master of Arts in Development Studies	216
Master of Arts in Natural Resources and Governance	218
Master of Arts in Rural Development and Governance	220

SCHOOL OF PUBLIC POLICY AND GOVERNANCE **224**

Master of Arts in Public Policy and Governance	224
Master of Arts/ Post Graduate Diploma in Cities and Governance	227

CENTRE FOR ENGLISH LANGUAGE AND DEVELOPMENT **230**

SECTION 1

Introduction

I

About TISS

1.1 OUR PAST AND PRESENT

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

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

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

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

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

Today, TISS offers teaching, research and outreach programmes from four campuses: Mumbai (Main and Naoroji); Tuljapur, established in 1986; and Guwahati and Hyderabad, both established in 2011. The Institute also offers teaching, training, research and development support from its Centre at Patna (estd. 2015).

TISS is a unique institution that brings together high-quality scholars and practitioners from Social, Economic, Political, Physical, Habitat, Engineering, Health, and Environmental Sciences to co-create teaching and research programmes to address the most critical current and emerging issues of the nation. It is one of the key universities supported by the UGC/Ministry of Education in the disciplinary and inter-disciplinary areas of Social Sciences that provides teaching and research to build human service professionals for the social sector. The TISS experience moulds students into skilled professionals capable of working with the government, corporates, and civil society. TISS is engaged in knowledge creation that is fundamental to understanding ways of achieving inclusive sustainable development; access to health, water, sanitation, education and employable skills; peace building; and national security.

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

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

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

1.2 ORGANISATIONAL STRUCTURE

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

Academic Structure

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

Administrative Structure

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

Statutory Bodies

1. **Governing Board:** The Governing Board, as the highest executive body, plays the pivotal role of laying down policies, both academic and governance.
2. **Academic Council:** The Academic Council deliberates on matters of academic nature and steers the Institute to maintain academic standards of excellence. The Council approves the academic programmes of all Schools/Centres and provides directions for future academic growth and development.
3. **Research Council:** The Research Council (RC) provides direction and guidance to the Institute to

create an enabling environment for research and sharing; and to position it as an academic leader in the social sciences.

4. *Finance Committee*: The Finance Committee supports and supervises the raising of funds for the Institute's development and functioning; and also facilitates and monitors finances to ensure transparent and accountable governance.
5. *Planning and Monitoring Board*: The Planning and Monitoring Board is the principal Planning Board of the Institute and is responsible for monitoring the development programmes of the Institute.

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

1.3 RESEARCH AND EXTENSION

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

Research work carried out at TISS has been increasingly used for capacity building, field action, academics and policy advocacy on a spectrum of social, economic, health, development and environmental issues. During 2020–2021, there were over 200 on-going research and documentation projects at the Institute. 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 2020–2021, the TISS faculty brought out over 350 publications as peer reviewed journal articles, chapters in books; authored/edited volumes; 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 34. These cover a variety of issues and community groups such as violence against women, rights and rehabilitation of persons processed by the criminal justice

system, children in conflict with law, homelessness and beggary, education of tribal children, child and adolescent mental health, empowerment of tribal and dalit youth, access to health in rural and tribal areas, sustainable livelihood, food security, adult education, and psycho-social intervention to address multi-drug resistant TB, to name a few.

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

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

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

1.5 KEY POSITIONS

Director	:	Prof. Shalini Bharat M.A., D.Phil. (Allahabad)
Deputy Director	:	Prof. Surinder Jaswal M.A. (TISS), Ph.D. (London)
Deputy Director (Officiating), TISS Hyderabad	:	Prof. Aseem Prakash M.A., M.Phil., Ph.D. (JNU)
Deputy Director, TISS Guwahati	:	Prof. Kalpana Sarathy M.A. (Chennai), M.Phil. (Bangalore), Ph.D. (JNU)
Dean and Campus In-Charge, TISS Tuljapur	:	Prof. Ramesh Jare M.A. (TISS), Ph.D. (YCMOU, Nashik)
Officiating Registrar	:	Mr. Narendra Mishra M.C.A., P.G.D.C.A. (IGNOU)
Dean, Academics	:	Prof. P.K. Shajahan M.A. (MGU), Ph.D. (Delhi)
Dean, Students' Affairs	:	Prof. Ashabanu Soletti M.A., Ph.D. (Madras)
Dean, School of Social Work	:	Prof. Bipin Jojo M.A. (Utkal), M.Phil., Ph.D. (TISS)
Dean, School of Management and Labour Studies	:	Prof. Satyajit Majumdar M.B.A. (IGNOU), M.Phil., Ph.D. (BITS-Pilani)
Dean, School of Health Systems Studies	:	Prof. Shankar Das M.A. (TISS), M.Phil. (NIMHANS), Ph.D. (Mumbai), Dip. in Y.E., Dip in Y.T. (YVN), M.Sc. (LSE), Post Doc. (Florida)
Dean, School of Development Studies	:	Prof. Ashwani Kumar M.A. (Patna), M.Phil. (Delhi), Ph.D. (Oklahoma)
Dean, School of Education	:	Prof. Sthabir B.Khora (till August 2022) M.A. (Hyderabad), Ph.D. (TISS)
Dean, School of Media and Cultural Studies	:	Prof. Lakshmi Lingam M.A. (Andhra), Ph.D. (IIT-B)

Dean, School of Habitat Studies	:	Prof. Amita Bhide M.A. (TISS), Ph.D. (Mumbai)
Dean, Jamsetji Tata School of Disaster Studies	:	Prof. Janki B. Andharia M.A. (TISS), Ph.D. (East Anglia)
Dean, School of Human Ecology	:	Prof. Sujata Sriram M.Sc., Ph.D. (Delhi)
Dean, School of Law, Rights and Constitutional Governance	:	Prof. Arvind Tiwari M.A., Ph.D. (Sagar)
Dean, School of Vocational Education	:	Dr. Madhushree Sekhar M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doc. Research (World Bank-Robert McNamara Fellow)
Associate Dean, School of Research Methodology	:	Prof. Anil S. Sutar M.A., M.Phil., Ph.D. (Karnataka)
Chairperson, Centre for Excellence in Teacher Education	:	Prof. Padma Sarangapani M.Sc. (IIT-M), M.Phil., Ph.D. (Delhi)
Chairperson, Centre for Studies in Sociology of Education	:	Prof. Ranu Jain M.A., Ph.D. (Calcutta)
Chairperson, Centre for Social Exclusion and Inclusive Policy	:	Dr. Shaileshkumar S. Darokar M.A. (TISS), M.Phil., Ph.D. (JNU)
Librarian, Sir Dorabji Tata Memorial Library	:	Dr. Satish Kanamadi M.L.I.Sc., Ph.D. (Karnataka), P.G.D.L.A.N. (Hyderabad)
Dean, Equal Opportunity Centre (EOE) & Liaison Officer, SC/ST Cell	:	Prof. A. Ramaiah M.A. (Madras), M.Phil., Ph.D. (JNU)
Liaison Officer, OBC, PWD, EWD & Minority (OPEM) Cell	:	Prof. P.M. Sandhya Rani M.Sc. (SVU), M.Sc., B.Ed. (AU), P.G.D. Stat., Ph.D. (SVU)
Chairperson, International Relations Office	:	Prof. Madhushree Sekher M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doc. Research (World Bank-Robert Mc Namara Fellow)
Chairperson, Women and Gender Development Cell	:	Dr. Asha Achuthan M.B.B.S., M.Phil. (Calcutta), Ph.D. (Manipal)
Chairperson, Publications Unit	:	Ms. Sudha Ganapathi M.Sc. (Poona), M.A. (Westminster)
Deputy Registrar, Personnel and Administration	:	Vacant
Deputy Registrar, (Officiating) Finance and Accounts	:	Mr. Anand Khole M.B.A. (YCMOU, Nashik)
Deputy Registrar, Academic	:	Mr. Narendra Mishra M.C.A., P.G.D.C.A. (IGNOU)
Administrative Officer, Personnel and Administration	:	Mr. S.B. Chavan M.Sc. (MPKV)
Assistant Registrar, Academic	:	Mr. Mustafa Momin M.Com. (Shivaji), D.P.M. (TISS), F.S.M., P.G.D.E.M. (Mumbai), M.A.L.M. (MKU)
Assistant Registrar, Personnel and Administration	:	Ms. Roja T. Pillai M.A. (Mumbai)
Assistant Registrar, Infrastructure Development and Planning	:	Mr. Damu G. Bhalerao D.P.M. (TISS), M.A. (TMV), M.B.A. (ADTU), G.D.I.C.M. (MIT)
Assistant Registrar, Short-Term Programmes (Academic)	:	Ms. Veena P. Shinde B.Sc. (Mumbai), D.H.R.M (Welingkar), P.G.D.B.M. (NIPM)

**Assistant Registrar
Finance and Accounts**

: **Ms. Joycie Dias**
M.Com., D.H.R.M. (Mumbai)

**Systems Manager and Chairperson,
Computer Centre**

: **Mr. V. Sivakumar**
M.C.A. (Hyderabad)

**Training & Placement Officer,
Career Development and Facilitation Centre**

: **Ms. Leela Banerjee**
M.B.A. (Mumbai), L.L.B. (Govt. Law College),
Dip. Counselling (TISS)

**Counsellor,
Students Affairs**

: **Ms. Swapna Redij**
M.A. (TISS)

2

Master's Degree Programmes: General Information

2.1 RESERVATION

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

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

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

2.2 DEPUTED CANDIDATES

Officials from State and Central Government Departments and Ministries can seek deputation to any of the Master's / Certificate / Diploma programmes offered by TISS with the support of their government. The deputed candidates must fulfill all necessary academic qualifications and be selected and recommended by the concerned ministry/department for the said study programme. The number of deputed candidates admitted to each programme is determined by the School/Centre. Each programme has specific procedures to admit deputed candidates, depending on the number of students it can accommodate.

2.3 RULES REGARDING ADMISSION TO MASTER'S DEGREE PROGRAMMES

- 2.3.1** Confirmation of admission to the Master's programmes of TISS is subject to payment of programme fees & uploading all required documents by the student, verification of original certificates and final mark-sheets.
- 2.3.2** If any document and statement furnished by the applicants/students is found to be incorrect at any time during the programme of study, they are liable to be debarred permanently from the programme, and will not be eligible to apply to any other programme in future at the Institute.
- 2.3.3** Candidates selected for admission are required to submit a medical fitness certificate in the prescribed format 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, shall submit the final year mark-sheet, provisional degree certificate of passing and migration certificate to the Academic Section. Photocopies of final year mark-sheet and provisional degree certificate may be verified by showing original documents and then submitted to the Academic Section; Migration Certificate has to be submitted in the original. These documents should be submitted to the Academic Section within the prescribed period, failing which the student's admission will be cancelled. No relaxation will be made to this rule.
- 2.3.5** Failure in final year examination of the qualifying degree will lead to automatic cancellation of provisional admission to the programme.

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, withdrawal/denial of academic prizes, suspension/discontinuation from the hostel and the dining hall, or suspension/cancellation of registration as a student of the Institute. The Director, or other officials or appropriate bodies, constituted for the purpose, have the power to award punishments including levying fines, discontinuation from hostel and dining hall, and suspension and/ or revocation of registration as a student, for non-observance of rules and regulations. The Handbook for Students provides a detailed account of all Rules and Regulations to be followed during the course of study/stay at the Institute.
- 2.4.2 Taking up any paid fellowship program, while pursuing a programme of study at the Institute is ordinarily not permitted. The student will have to seek approval of the competent authority with recommendation from Dean of the School / Chairperson of the Independent Center as the case may be, prior to taking up any such remuneratory job or fellowship during the academic session.
- 2.4.3 Undertaking of two academic programmes simultaneously is permitted subject to following conditions;
- 2.4.3.1 A student can pursue two full time academic programmes in physical mode provided that in such cases, class timings for one programme do not overlap with the class timings of the other programme.
- 2.4.3.2 A student can pursue two academic programmes, one in full time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously.
- 2.4.3.3 Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
- 2.4.3.4 Degree or diploma programmes under these guidelines shall be governed by the Regulations notified by the UGC and also the respective statutory/professional councils, wherever applicable.
- 2.4.3.5 All students are required to submit an undertaking in this regard. If any student is found to have violated the above conditions, admission to the programme at the institute will be cancelled.
- 2.4.3.6 Any request for modifying any of the academic components or assessments to suit the requirements / demands of a second academic programme undertaken by the student will not be entertained.
- 2.4.4** Students who have any outstanding dues or advances against them while studying for any programme in the Institute and have not cleared the same at the time of graduation/completion will not be considered for admission to any other programme at the Institute unless they clear their arrears/dues. Those who have availed of financial support from the Institute for any programme of study will not be eligible for the financial aid for the second programme at the same level of study.
- 2.4.5** SC and ST candidates who are eligible for application fee discount, owing to their eligibility for Gol-PMS can avail the same for a maximum of two times for the same level of study. However, if admitted in subsequent times, they will be eligible for other support as per existing rules governing the same.
- 2.4.6** 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.

2.5 INTERNATIONAL STUDENTS

2.5.1 Introduction

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

2.5.2 Eligibility

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

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

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

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

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

2.5.3 Admission

International Students must apply to the interested programme(s) through the Online Application Portal available on <https://admissions.tiss.edu/view/6/admissions/international-students/how-to-apply-international-students/or> write to oia@tiss.edu for more information/clarification.

An application fee of USD 100 for the first programme and USD 50 for the second programme, if applicable, is to be made towards application processing charges. This fee is mandatory and non-refundable. Applicants must also upload scanned copies of the Original Certificates listed in the eligibility form.

International students are required to undergo the Online Written Essay Test, i.e., the International Entrance Test (IET) and a Zoom/Skype Interview as part of the selection process. The Written Test will be held in the month of January, and the Zoom/Skype/Telephonic interviews in February or March for programmes commencing in June of that year. For any further details/updates please visit OIA at <https://admissions.tiss.edu/view/6/admissions/international-students/how-to-apply-international-students/>

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; with the detailed rules and procedures governing these facilities and services given in the Handbook for Students.

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.

2.7.1.1 Accommodation/Hostels

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

2.7.1.2 Health Care and Counselling Services

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

2.7.2 Equal Opportunity Centre & SC/ST and OPEM Cells

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 SC and 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 SCs/STs. 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 GoI-PMS and other scholarships of the government.

For more details please visit the link: <https://tiss.edu/view/6/SC/ST-And-EO-Cell/scst-opem-cells/>

2.7.2.1 SUPPORT FOR SC/ST, OBC, MINORITY STUDENTS

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

Post-Matric Scholarship (Gol-PMS).

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

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

Students are required to fulfil all the eligibility criteria for GOI-PMS as per the government guidelines amended from time to time. Institute will not be responsible if the student is declared/found ineligible at any point.

For more details please visit the link: <https://tiss.edu/view/6/SC/ST-And-EO-Cell/scst-opem-cells>

2.7.2.2 One-time travel allowance for SC and ST Students

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

2.7.2.3 English Language Class

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

2.7.3 Women and Gender Development Cell (WGDC) and Internal Committee (IC)

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

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

At TISS, the WGDC and IC form a hyphenated body that works towards these goals.

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

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

Train and coordinate the work of Gender Advocates from the student body who can champion gender awareness through workshops and other activities.

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

The WGDC consists of members of the faculty, administration, service staff and student representatives. The IC consists of faculty, staff and student representatives, and has at least half of its members from women representatives and an external member from outside the Institute who is a gender expert. Any complaints of sexual harassment are to be submitted in writing to the IC. In case you need to talk through the process, the first point of contact for the same can be the student representatives

2.7.4 Scholarship and Student Aid

A limited number of scholarships and endowments have been created by eminent individuals, foundations and the corporate sector and are available to needy students on the basis of merit-cum-need. Students must apply to the Student's Aid Committee for this purpose and may refer to the **Handbook for Students**, for details. Student Aid will be allocated to deserving students upon assessments to be done by Office of Student's Affairs subject to availability of funds.

2.7.5 Grievances Redressal Committee

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

3

Master's Degree Programmes: Rules and Guidelines

3.1 RULES AND GUIDELINES CONCERNING COURSEWORK, ATTENDANCE AND ASSESSMENT

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

3.1.1 Semester Registration System

Students are required to do the Semester Registration online for joining Semesters II, III and IV. Registration for all semesters prior to its commencement is a mandatory requirement for all students of TISS. Semester registration details are used for the academic progression, grade cards and promoting students to next semester. 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 student will not be allowed to continue the programme of study.

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

- 3.1.1.1 Login to the Student Management System (SMS) at <https://stud-mgmt.tiss.edu> using the enrolment number as the username and password provided at the time of commencement of classes. After logging into the SMS, visit the tab — Semester Registration -> Registration Form. Please note that the semester registration link will be activated only after clearing previous fee dues, if any, and after the payment of current semester fees. To know more about the procedure for online payment of fees, please read 4.2. on page 39.
- 3.1.1.2 On the Semester Registration screen, choose the courses (Core, Optional, Audit/Extra Credit, CBCS courses, etc). The School Secretariat has already mapped the courses (Core, Optional and CBCS) available to the students for that particular Semester. Complete the registration of courses for the Semester and submit by clicking Save and Confirm buttons. Once semester registration is confirmed by the student, no changes in the selected courses will be allowed.
- 3.1.1.3 Upload Documents: It is mandatory to upload all the documents listed in the Students Management portal within the specified time for the Institute to confirm the admission. If students fail to upload the document(s) on time, they will not be promoted to the next semester and/or the admission will be cancelled without any further communication.

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

- (i) Migration Certificate from your earlier institution/university, if this has not been submitted earlier.
- (ii) Final year mark-sheet and degree certificate to be uploaded before completion of the first semester.
- (iii) Settlement receipt of any advance taken and clearance from the Finance Section.

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

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

3.1.2 Guidelines for Persons with Benchmark Disabilities

- 3.1.2.1. The facility of Scribe will be given to any person with benchmark disability as defined under section 2(r) of the RPwD Act, 2016 and has limitation in writing including that of speed, if so desired by him/her.
- 3.1.2.2. In case of persons with benchmark disabilities in the category of blindness, locomotor disability (both arm affected-BA) and cerebral palsy, the facility of scribe shall be given, if so desired by the person.
- 3.1.2.3 In case of other category of persons with benchmark disabilities, the provision of scribe can be allowed on production of a certificate to the effect that the person concerned has physical limitation to write, and scribe is essential to write examination on his behalf, from the Chief Medical Officer /Civil Medical Superintendent of a Government health care institution as per proforma issued by MoSJ&E.
- 3.1.2.4 The qualification of the scribe should be one step below the qualification of the candidate taking examination i.e should not be more than the minimum qualification criteria of the examination. However, the qualification of the scribe should always be matriculate or above. The person with benchmark disabilities should submit details of the scribe as per proforma issued by MoSJ&E.
- 3.1.2.5 The compensatory time should not be less than 20 minutes per hour of examination for persons who are allowed use of scribe. All the students with benchmark disability not availing the facility of scribe may be allowed additional time of minimum of one hour for examination of 3 hours duration. In case of duration of the examination is less than an hour, then the duration of additional time should be allowed on pro-rata basis. Additional time should not be less than 5 minutes and should be in the multiple of 5.
- 3.1.2.6 Persons with benchmark disabilities are allowed to take examination on computer system in the **MK Tata Memorial Centre for the Visually Challenged**. They will be allowed to check the computer system one day in advance so that the problems, if any in the software/system could be rectified. Use of own computer/laptop shall not be allowed for taking examination. However, enabling accessories for the computer based examinations such as keyboard, customized mouse, etc, will be allowed.
- 3.1.2.7 For any matters related to scribe, students can contact the Liaison Officer, OPEM Cell.

3.1.3 Courses

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

A course is a prescribed content of a curriculum, with a set number of lessons/lectures, as approved by the Academic Council of TISS. All programmes consist of compulsory and optional courses offered in each semester. All courses carry credits with clear distribution of hours of teaching. In general, one credit

refers to 15 hours of instruction and 30 hours of self-study. A few courses may not carry any credit, but would be compulsory to attend (e.g., Research Seminar).

Following the UGC directive, Choice Based Credit System (CBCS) was introduced in 2015, wherein students are required to undertake a certain number of courses to accumulate the required credits over semesters II, III and IV. A basket of courses is available in these three semesters from which students can select any 4 courses of their interest in order to accumulate a total of 8 credits. Currently, 8 CBCS credits are allotted for students in each study programme. This is specified in the course content of the respective programme. (Note: Variations observed in the total number of CBCS credits in some programmes is on account of the nature and total credit load for that programme. For more details, see section on Choice Based Credit System) on page 53.

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

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

3.1.4 Research Study

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

3.1.5 Additional Activities

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

3.1.6 Assessment Unit

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

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

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

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

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

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

Course Credits	Units of Assessment
1	2
4	4

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

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

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

3.1.7 Programme Completion/Credit Requirements Fulfillment

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

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

3.1.7.3 A student must receive a CGPA of 4.0 points in each semester to be considered to have completed the semester/programme successfully. Whereas, the credit point requirement for pass in semester/programme in Master of Law in Access to Justice programme is a CGPA of 5.0.

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

3.1.7.5 Students having shortage of attendance as per section 3.1.10 will be considered as failed and will be shown as ‘AB’ (absent) in the course, even if the assignments have been submitted and they have appeared for tests. Such students will have to undergo supplementary assessments or repeat the course in a future semester.

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

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

- 3.1.8.1 *Credit and course work requirements:* A student who intends to re-join the programme after temporary withdrawal or repeat semester upon completion of all requirements of previous semesters will be enrolled in the ongoing academic year and will have to complete the required credits applicable to that batch for entitlement of degree. Students re-joining the programme will also be required to complete the UGC-mandated CBCS course requirements as applicable for the batch they are joining, along with all other course work, field work, internship, etc. as applicable. It is the responsibility of the rejoining student to ensure that the same course is not repeated in different semesters.
- 3.1.8.2 Rules regarding re-joining a semester due to lack of attendance/failure: If a student is repeating the course for shortage of attendance/failure in courses for more than four credits, he/she will be required to repeat all the components of that semester (i.e., fieldwork/internship and research work) and complete the same satisfactorily, as the case may be.

3.1.9 Extra Credits and Audits

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

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

- 3.1.9.2 Extra credits will be recorded on the grade card, and indicated as extra credits.
- 3.1.9.3 Extra credits will not be considered for the purpose of determining CGPA, etc.
- 3.1.9.4 Extra credits earned in a given semester will not be converted to regular credits at a later stage.
- 3.1.9.5 A student can opt to audit additional courses over and above those prescribed for a programme.
- 3.1.9.6 For all audited courses, the course title and 'audit' will be indicated in the grade sheet. The norms of regularity of attendance remain the same even if the course is being audited.
- 3.1.9.7 Student registering for Extra Credit or Audit and having shortage of attendance or fails in the course will be shown as 'AB' (absent) or failure in the grade card as applicable.

3.1.10 Grading Scheme

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

Letter Grade	Level of Performance/Competence	Grade Point
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

Remarks in the Semester Grade Sheet

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

Semester Result Description

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

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

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

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

3.1.11 Attendance

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

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

3.1.11.3 **Operational Guidelines and Policy for Marking Biometric Attendance:** Students will mark their biometric attendance twice in each class. The first attendance will be marked within the first 10 minutes of each lecture slot and the second within the last 10 minutes of the lecture slot. Attendance will be awarded only if the biometric attendance is marked twice during class hours. For example, if the class is between 9.00 to 11.00 am, the first attendance will be marked between 9.00 to 9.10 am and the second between 10.50 to 11.00 am. If the student marks attendance between 9.11 am to 10.49 am, the software will ignore it while processing attendance.

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

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

3.1.11.4 Attendance for Courses

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

This includes absence due to medical emergencies as well.

3.1.11.5 The schedule of holidays declared by the Institute for classes and in fieldwork setting will be applicable for the period of fieldwork as well. However, for any clarification, the decision of concerned School Dean will be final in this regard.

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

3.1.11.7 Students who have more than 33% absence in any course will not be allowed to undertake the final assessment component such as end of semester examination or a final assignment, and will be declared 'failed' in the course. In such cases, further appearance in examination or completion of assessments will be treated as supplementary.

3.1.11.8 Students who have more than 25% absence in courses up to four credits will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations, whenever they are conducted. Students who have more than 25% absence in courses totalling more than four credits will be required to repeat the semester the following year. Students can do multiple repeat semesters within the total time span available for the completion of the programme.

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

3.1.11.10 Attendance for Fieldwork/Internship

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

3.1.12 Selection of Courses or Specialisations

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

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

3.1.13.1 Dissertations / theses / field reports, etc. are carried out in phases and are assessed on two counts: process and product evaluation.

3.1.13.2 Soft copies (bound copies if mentioned by Secretariat) of the Research Project/Dissertation Report/ Field Reports, duly signed by the Research Guide/ Faculty Supervisor, should be submitted to the Secretariat of the respective School/Centre on or before the scheduled date.

3.1.13.3 Late submissions, which are within the extra time given for valid reasons (and as sanctioned by the Dean on recommendation of the Guide/ Faculty Supervisor), will be treated as supplementary submission and the grade card will reflect the same.

3.1.14 Supplementary

3.1.14.1 Students are required to apply for Supplementary, if they have failed in a given course, or if they have missed an examination or any other component of assessment for any valid reason (sanctioned by the Dean on recommendation of the Programme Coordinator). They are required to apply online through the Student Management System.

3.1.14.2 Supplementary assessment will be announced along with the declaration of semester results. These are

applicable in the following situations:

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

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

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

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

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

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

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

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

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

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

3.1.15 Improvement Assessments

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

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

3.1.15.3 Improvement examination will be conducted for 100% weightage. Examination components, in relation to the previous regular examinations, can be modified by the teacher and a minimum of 02 units of assessment for each course may be preferably maintained.

3.1.15.4 In the case of Improvement Examination, the grade thus obtained will be considered as final for the grade sheet.

- 3.1.15.5 Dissertation/Research Project/Internship/Field Placement are excluded from improvement assessment.
- 3.1.15.6 Fee for Improvement Examinations in taught courses is Rs. 500/- which is non-refundable.
- 3.1.15.7 There is no option for second improvement.
- 3.1.15.8 Grades obtained through Improvement mode will not be considered for re-evaluation.
- 3.1.15.9 Courses completed through improvement will be identified using the code 'I' for Improvement placed against the grade in the grade card. Those students who have cleared the course through Improvement will not be considered for award of any prize when the degree is awarded for the programme. This norm will apply even if the student tops the class/fieldwork/research as the case may be.

3.1.16 Re-evaluation

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

- (iv) Supervisory diary maintained by the supervisor, and
- (v) Mid-term and final evaluation form maintained by student and the supervisor.

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

3.1.17 Prizes and Awards

- (a) Prizes and awards are given to students of First Year based on the highest SGPA obtained in the First and Second Semester. In case of same SGPA, student with highest total grade points will be considered for the award. The First Year prizes are awarded on the Institute Day.
- (b) For three-year programmes, academic prizes will also be given for Second Year based on the highest SGPA obtained in Third and Fourth Semester. In case of same SGPA, student with highest total grade points will be considered for the award. The prize will be awarded on the Institute Day.
- (c) Prizes and awards are given to students of Final Year based on the highest CGPA (obtained in all the semesters) for Best/Second Best Student. In case of same CGPA, student with highest total grade points will be considered for the award. For the Best Research Project award the student should secure minimum of 7 grade point. For other prizes/awards, the criteria laid down by the School/Centre will be applicable. The Final Year prizes are awarded in the Convocation function.
- (d) Students who have appeared for supplementary or improvement examinations in any of the semesters for any course/fieldwork/internship or in any other mode of assessment will not be considered for any prizes.

3.1.18 Name Change for Current On-Roll Students

Grade Card, Degree Certificate, etc (award certificates) will be issued in the same name as mentioned

in your SSC/HSC documents. Any request for change of name will have to be supported with State Gazette or Central Gazette or Marriage Certificate which shall be submitted before the end semester examinations of final year of the programme.

3.1.19 Transcript for Current Students

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

3.1.20 Use of Unfair Means

- 3.1.20.1 Students found to have copied/cheated/plagiarised in any assessment unit, will be deemed to have failed in the course and will be required to appear for supplementary evaluation.
- 3.1.20.2 If the same students are found copying/cheating/plagiarising in an assessment unit in any of the following semester(s), they will be deregistered from the programme.
- 3.1.20.3 Students found copying/cheating/plagiarising in a research project/dissertation will be deemed to have failed in the research project/dissertation and will be required to do a research project in another area/theme/topic.
- 3.1.20.4 Students found reporting falsely in the fieldwork/internship recordings will be deemed to have failed in the fieldwork/internship and will be required to repeat the fieldwork/internship in another fieldwork/internship agency in the next academic year in consultation with the Dean/Chairperson and the fieldwork/internship supervisor.
- 3.1.20.5 Following are some of the Unfair Means considered for penal actions. This is only an indicative, and not an exhaustive, list of the types of unfair means considered actionable:
- (i) Having in possession papers, books, notes or any other material or information relevant to the paper concerned in the examination hall during examination;
 - (ii) Giving or receiving assistance of any kind or attempting to do so during the examination;
 - (iii) Copying/cheating in examinations, assignments and the fieldwork reports/project reports;
 - (iv) Writing question(s) and/or answer(s) on any material other than the answer book given by the Hall Supervisor for writing the answers;
 - (v) Tearing off the answer book, supplementary answer books, etc., or a part thereof;
 - (vi) Contacting/talking or trying to contact/talk with any other person during the examination;
 - (vii) Using or attempting to use any other undesirable method or means in connection with the examinations, e.g., using abusive language in the answer book, disclosing one's identity in the answer book by writing one's name, for example;
 - (viii) Smuggling in/out or carrying away the answer book/objective type question paper;
 - (ix) Impersonation;
 - (x) Any other act amounting to serious misconduct.
- 3.1.20.6 Students found copying/cheating in the assignment having less than 50% weightage will be given supplementary for that portion of the assignment. If the weightage of that part of assignment is 50% or more in which the student is caught copying/cheating, the entire assignment of the course will be cancelled and a new assignment will be given as supplementary.

3.2 RULES PROHIBITING RAGGING

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

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

Please note that the above is only an indicative list.

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

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

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.

For more details click on the link: <https://tiss.edu/view/6/students/office-of-students-affairs/anti-ragging-2/>

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

Semester I					
Courses Registered	If No. of courses passed are:	Supplementary 1/2 applicable	Repeat Course (whenever the course is offered)	Repeat Semester	Remarks
3	3	-	-	-	Move to the next semester
3	2	Failure in more than 5 credits can appear for S1/S2	Failure in S2	-	Move to the next semester
3	1	-	-	Failure in more than 5 credits will have to repeat the semester.	Drop out from current semester and cannot move to next semester.

Semester I					
Courses Registered	If No. of courses passed are:	Supplementary 1/2 applicable	Repeat Course (whenever the course is offered)	Repeat Semester	Remarks
3	0	-	-	Failure in all courses, Repeat Semester.	Drop out from current semester and cannot move to next semester.
Semester II, III & IV					
Courses Registered	If No. of courses passed are:	Steps to be taken for continuing the programme. (Alternative Assessment for failure courses)			
4	4	Move to the next semester			
4	3	Move to the next semester			
3	2	Step1: Supplementary 1/2 applicable			
2	1	Step 2: Failure in S2, Repeat Course (whenever the course is offered)			
4/3/2	0	Step 1: Failure in more than 5 credits courses, Repeat Semester.			
4	2	Failure in more than 5 credits will lead to repeating the semester. Drop out from current semester and cannot move to next semester.			
3	1				
2	0				

Note: * A student needs to obtain a minimum grade of 4.0 (C+) in each course to be able to move to the next semester.

- 3.3.1.1 In Semester I, a student has to compulsorily register for all three courses offered. For a student to continue in the programme, they must pass at least two courses to move to the second semester.
- 3.3.1.2 From Semester II onwards, the student must register for a minimum of two courses. Registration for only one course in a semester is not allowed.
- 3.3.1.3 *Fails in one course:* If a student fails in five credit course, student will have option of the Supplementary (S1 & S2) mode and can move to the next semester. Failure in S2 will lead to repeat course, which has to be completed whenever that course is offered next.
- 3.3.1.4 *Fails in more than five credits courses:* The student cannot appear for the supplementary exam, will not be allowed to move to the next semester and will have to repeat the semester.
- 3.3.1.5 *Fails in three courses:* Not eligible for the supplementary; the student has to repeat the semester.
- 3.3.1.6 The above rules are not applicable for Field Attachment (FA) Course. The FA has to be presented and evaluated in Semester IV. If the student is unable to clear it, they can only complete it in the next year in the same semester.
- 3.3.2 Flexibility**
- 3.3.2.1 The MAEE programme allows flexibility to complete the courses non-sequentially over four years, except for those courses which have a conditional pre-requisites. For example, after completing the Semester I, the student may choose to do the Semester III courses, provided they complete the course requirements to register for courses offered in that semester.
- 3.3.2.2 There are six courses which are sequentially tied to each other. They are Sociology of Education I & II, and Child Development, Cognition and Learning I & II which have to be done in a sequence. Students can only do their FA after they complete the Research Methods course. All other courses in the programme may be completed as per the convenience of the students.

3.3.3 Attendance Waiver

If a student has already attended the classes of a course but not passed it, they will be given attendance waiver for the classes attended when the student repeats the course in the subsequent semester. Here the term repeating the course refers to fulfilling assessment requirement for passing the course, not necessarily attending for those classes.

Students who have more than 33% absence in courses up to five credits will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations, whenever they are conducted. Students who have more than 33% absence in courses totalling more than five credits will be required to repeat the semester the following year. Students can do multiple repeat semesters within the total time span available for the completion of the programme.

3.3.4 Fees

Fees applicable for re-registration/repeating course is tuition fees plus examination fees. Those students who opt for hostel facility at the time of the contact period have to compulsorily pay Dining Hall Charges along with Hostel Charges.

3.4 AWARD OF DEGREE

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

3.4.2 Students who are unable to complete the course requirements before the regular Convocation will be awarded the degree at the next Convocation.

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

4

Master's Degree Programmes: Fees and Deposits

4.1 PAYMENT OF FEES

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

- 4.1.1 Payment of Semester II, III and IV fees should be made on time and by the due date announced by the academic administration.
- 4.1.2 In case of non-payment of fees by last date, a fine of Rs. 100/- per week will be imposed. However, the fee payment must be made within the maximum period of (6 week along with the accrued late fee).
- 4.1.3 Semester Registration will be permitted only after payment of fees. In case the student fails to pay the fees and complete the Semester Registration formalities within 8 days from the last date of payment of fees, his/her name will be removed from the registration system and their attendance will not be registered in the biometric system. No request for restoration of attendance will be entertained in this regard.
- 4.1.4 Sponsored/Deputed students will be exempted from paying a fine even if there is a delay in payment of fees. However, their degree will be released only upon clearance of fees for the entire programme.
- 4.1.5 Permanent employees of the Institute, their spouses and up to two children, are exempted from payment of tuition fees to undergo any study programme in the Institute. This exemption will not be applicable to self-financing courses.
- 4.1.6 Students who are away on Exchange Programmes have to pay the regular semester fees, excluding hostel and dining hall fees.
- 4.1.7 Fines, as applicable, will be imposed on all students including those availing Gol facilities, if they fail to pay fees by the stipulated date.
- 4.1.8 Students who are away on internship for a full semester are required to inform the Dining Hall and sign out from there. However, hostel fees will be applicable for them.
- 4.1.9 For information on fees for Supplementary Examinations, Improvement Examinations, and Re-evaluation, please check sections **3.1.14**, **3.1.15** and **3.1.16**, respectively.
- 4.1.10 Students who did not qualify to complete a semester due to absenteeism in courses up to four credits, have to repeat the course whenever that semester begins along with the regular semester, provided the timetable allows for it. The fee to be paid per course is Rs. 2,000/-
- 4.1.11 Students who did not qualify to complete a semester due to absenteeism in more than four credits in a semester, or attended the classes, but did not appear for/pass the examination will have to repeat the semester whenever it begins along with the regular semester. Such students will have to pay the Semester Fees prescribed for the course enrolled, except caution deposit, wherever applicable.
- 4.1.12 Students who have failed in Fieldwork/ Internship/ Rural Practicum (or not completed due to absenteeism and other reasons), will have to pay the Fieldwork/Internship/Rural Practicum + Examination Fees + Computer Fees as chargeable by the respective School/Centre.

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

4.2 PROCEDURE FOR PAYMENT OF FEES

- 4.2.1** Fee payment is to be done online by logging on to <https://stud-mgmt.tiss.edu> using your TISS enrolment number as username and password provided by TISS.
- 4.2.2** After login, click the tab Fees -> Fee Payment and select the semester. The system will show the fee details 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 previous semester(s) will be shown as outstanding fee and the current semester fee can be paid only after clearing the outstanding fee. In case of any discrepancy in the fee amount shown in the system should be reported to the academic section during the semester fee payment time itself. No request will be entertained after the last date of fee payment or completion of the semester.
- 4.2.4** In case of any changes in the Hostel accommodation and/or Dining Hall charges, please get in touch with the Hostel In-charge and Dining Hall In-charge, respectively.
- 4.2.5** Students having queries or requiring support while making fee payment may write to pgadmission@tiss.edu or call 022-25525252.

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

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

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

- 4.4.1** SC and ST students whose parents/guardian's annual income is less than ₹2.50 lakh during the financial year 2021-22 and are eligible for Gol-PMS. On producing the valid income certificate issued by competent authorities like Revenue Officer, Tahsildar, Nayab Tahsildar, Block Development Officer or the District

Magistrate/Collector of the respective state government, they are exempted from payment of tuition and other course fees. The applicable fee structure is given below.

Components	Semester				
	I	II	III	IV	IV
Medical Insurance Fund	1,500	0	1,500	0	1,500
Students' Union Fund	500	500	500	500	500
Convocation	0	0	0	2,000	0
Refundable Deposit	2,500	0	0	0	0
Total Programme Fee	4,500	500	2,000	2,500	2,000
Hotel and Dining Hall Charges: (In Installments basis)					
Hostel Charges	15,000	15,000	15,000	15,000	15,000
Dining Hall Charges	16,000	16,000	16,000	16,000	16,000
Total Charges	31,000	31,000	31,000	31,000	31,000

***Notes:**

1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.

IMPORTANT:

- (1) Please link your Saving Bank Account (any Bank/Branch) with Aadhar Card Number to the said account to make it an Adhar Enabled Account- AEA) and also link your Aadhar Card to your mobile number for availing the scholarship benefits.
- (2) After joining the programme, a copy of the Aadhar Enabled Account (AEA) Passbook, Mobile No., E-mail ID and Self attested photocopy of the Aadhaar Card shall necessary be submitted to the SC/ST & EO Cell.
 - (a) Eligible SC and ST candidates whose parent's/ guardian's income is less than 2.5 lakhs have to pay the basic fees (including Hostel and Dining Hall). Thereafter they can approach for Scholarship from their respective States if they fulfill the criteria for the award of the Govt. of India Post Matric Scholarship. If any eligible student fail to fill the form of Gol-PMS then he/she will be paid full fees of the programme to the Institute.
All SC and ST Gol-PMS (Government of India's Post Matric Scholarship) eligible students who getting deferment in the fees payment of the heads which are covered under the said scheme. The scholarship amount get into the bank account of the students by the respective state government (those who applying DBT system), students have to reimburse that into the institute account immediatly.
 - (b) Students who are eligible for Government of India Post-Matric Scholarships (Gol-PMS) are required to apply as per the procedures of the State and Union Governments concerned and secure, fill and submit scholarship application ON TIME. The Institute SC/ST Cell Office will help in submitting online the Scholarship Forms but the students would be responsible for applying and doing the necessary follow up.
 - (c) Students are also responsible for renewing their Scholarship application as per the Government of India norms. Failure to renew scholarships may result in economic hardships and problems in completing course work. Institute will not be responsible for any adverse impact on course completion due to this.

4.4.2

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

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

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

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

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

4.6 REFUND OF FEES (FOR SEMESTER I)

4.6.1 No refund will be made in case of duplication of application forms.

4.6.2 No refund will be made once the application form has been submitted, and even if the candidate does not appear for the Entrance Test or is selected for a programme of study at TISS.

4.6.3 If a student chooses to withdraw from the programme of study in which he/she is enrolled in, the Institute will follow the UGC guidelines issued with respect to refund of fees:

Sr. No	Percentage/Amount of Refund of Aggregate Fees	Time of notice of withdrawal of admission
1	100%	Full refund of fees will be done for withdrawal of admission made on or before October 31, 2022
2	Full fee will be refunded after deductin of Rs.1000 as processing fee	November 01, 2022 to December 31, 2022
3	Only refundable deposits will be refunded	January 01, 2023 onwards

4.6.4 Fees will be refunded to an eligible student within 30 working days from the date of receiving a written application from him/her in this regard.

4.6.5 Receipt for deposits should be carefully preserved and returned at the time of leaving the Institute for refund.

4.6.6 Hostel and Dining Hall deposits will not be adjusted towards any dues, but will be refunded on vacating the hostel.

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

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

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

TISS MUMBAI: Fee Structure for Master's Degree Programmes (2022-2024)

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
FFF	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	5,000	5,000	5,000	5,000	4,000	0	0	0	0	0	0	0	0	0	0	0
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	0	0	0	0	0	5,000	5,000	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	4,000	4,000	0	0	0	0	0	1,500	1,500	1,500	1,500
	0	0	0	0	4,000	0	0	0	0	0	0	0	10,000	10,000	10,000	10,000
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & DVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
	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
	66,500		42,100		73,500		41,100		56,500		32,100		79,500		55,100	
		1,08,600				1,14,600				88,600				1,34,600		

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

- *Notes:**
- The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 - Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.
 - Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.
 - Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS MUMBAI: Fee Structure for Master's Degree Programmes (2022-2024)

Components	Hospital Administration/ Health Administration				Public Health Policy, Economics and Finance, and Public Health in Social Epidemiology				Library and Information Science				Education (Elementary)			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES																
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	10,500	10,500	10,500	10,500
Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Health Centre Charges	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
Fieldwork	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,000
IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Convocation	0	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	0	0	0	0	0	0	0	0	0	0	0
Internship / Documentation	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	0	0	0	0
Lab / Studio	0	0	0	0	0	0	0	0	3,000	3,000	3,000	3,000	0	0	0	0
Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
Students' Union Fund	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
TOTAL PROGRAMME FEE	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
Yearly Fees	64,500		40,100		64,500		36,100		62,500		38,100		53,500		35,100	
Total Course Fee		1,04,600				1,00,600				1,00,600			88,600			
Hostel and Dining Hall Charges																
Dining Hall (Advance) Charges	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000
Hostel & Electricity Charges	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000
Total Fees for Non-Hostellers	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000

***Notes:** 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute; expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.
 3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.
 4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS MUMBAI: Fee Structure for Master's Degree Programmes (2022-2024)

Components	Water Policy & Governance				Urban Policy & Governance				Environmental Climate Change & Sustainability Studies				Regulatory Policy & Governance			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
TEE	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
CHARGES	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
	2,500	2,500	2,500	0	2,000	2,000	0	0	1,350	0	0	0	0	0	0	0
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	2,000	0	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	0	0	1,000	0	0	0	1,000	0	0	0	0	0	0	0	1,000	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	1,500	0	0	1,500	0	0	0	0	0	0	0	0	0
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
	36,700	24,800	19,300	17,800	36,200	24,300	18,300	16,300	34,200	23,650	15,800	16,300	34,200	22,300	16,800	16,300
	61,500		37,100		60,000		34,600		57,850		32,100		56,500		33,100	
		98,600			94,600				89,950				89,600			

Hostel and Dining Hall Charges

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

- *Notes:**
- The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 - Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.
 - Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.
 - Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS MUMBAI: Fee Structure for Master's Degree Programmes (2022–2024)

Components	Human Resources Management & Labour Relations				Labour Studies & Practice				Social Entrepreneurship				Organisation Development, Change and Leadership				Analytics			
	Semester				Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Health Centre Charges	100	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0
CHARGES	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
Other Academic	0	0	0	0	0	0	0	0	0	0	0	0	1,61,800	1,73,700	1,72,200	1,71,700	1,22,000	1,22,000	1,22,000	1,22,000
ID Card	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
Students' Competency	10,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,000	0	1,000
Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lab / Studio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5,000	5,000	5,000	5,000
Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Students' Union Fund	500	500	500	500	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	1,500	0	1,500	0
DEPOSITS & ADVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
Caution Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	48,200	26,300	19,800	20,300	38,200	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	1,65,200	1,54,300	1,54,800	1,56,300
Total Programme Fee	74,500	74,500	74,500	74,500	64,500	64,500	64,500	64,500	64,500	64,500	64,500	64,500	4,00,000	4,00,000	4,00,000	4,00,000	3,19,500	3,19,500	3,19,500	3,11,100
Yearly Fees	1,14,600				1,04,600				1,04,600				8,00,000				6,30,600			
Total Course Fee	1,14,600				1,04,600				1,04,600				8,00,000				6,30,600			

Hostel and Dining Hall Charges

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

***Notes:** 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work / Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.
 3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.
 4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS MUMBAI: Fee Structure for Master's Degree Programmes (2022-2024)

Components	Access to Justice		Applied Psychology (Clinical & Counselling Practice)				Education				Integrated B.Ed.-M.Ed.						
	Semester		Semester				Semester				Semester						
	I	II	I	II	III	IV	I	II	III	IV	I	II	III	IV	V	VI	
FEE	Tuition	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	6,000	6,000	6,000
	Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
CHARGES	Health Centre Charges	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Fieldwork	5,000	5,000	5,000	5,000	4,500	4,500	6,000	6,000	6,000	6,000	6,000	6,000	8,000	8,000	8,000	6,000
FUNDS	IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	Convocation	0	2,000	0	0	0	2,000	0	0	0	0	0	0	0	0	0	2,000
DEPOSITS & ADVANCES	ID Card	300	0	300	0	0	0	300	0	0	0	0	0	0	0	0	0
	Students' Competency	0	0	0	0	0	0	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
OTHERS	Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lab / Studio	0	0	2,500	2,500	2,500	2,500	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Hostel and Dining Hall Charges	Development Fund	8,000	8,000	8,000	0	0	0	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
	Students' Union Fund	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
Total Programme Fee	Medical Insurance Fund	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
	Cautions Deposit (Refundable at the time of exit from programme on submission of No Dues Certificate)	10,000	0	10,000	0	0	0	10,000	0	0	0	0	0	10,000	0	0	0
Yearly Fees		39,200	29,300	40,700	29,800	22,800	23,300	51,200	39,300	40,800	41,300	43,200	32,300	36,800	35,300	34,800	35,300
Total Course Fee		68,500	70,500	82,100	90,500	82,100	75,500	72,100	2,17,700								
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		31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000	31,000

***Notes:** 1. The Institute reserves the right to revise the Fee Structure of programmes if necessary.
 2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.
 3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.
 4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode for the academic year 2021-2022.
 4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS TULJAPUR: Fee Structure for Master's Degree Programmes (2021–2023)

Components	Sustainable Livelihoods and Natural Resources Governance				Social Work in Rural Development				Development Policy, Planning and Practice				Social Innovation and Entrepreneurship			
	Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Examination	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
Health Centre Charges	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0	0
Fieldwork	4,000	4,000	4,000	0	4,000	4,000	4,000	0	4,000	4,000	0	0	4,000	0	0	0
IT Charges	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Convocation	0	0	0	2,000	0	0	0	2,000	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0
Internship / Documentation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lab / Studio	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Development Fund	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
Students' Union Fund	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
DEPOSITS & ADVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
Total Programme Fee	38,200	26,300	19,800	16,300	38,200	26,300	19,800	16,300	38,200	26,300	15,800	16,300	38,200	22,300	15,800	16,300
	64,500	64,500	36,100	36,100	64,500	64,500	36,100	36,100	64,500	64,500	32,100	32,100	60,500	60,500	32,100	32,100
	1,00,600				1,00,600				96,600				92,600			

Hostel and Dining Hall Charges

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

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

2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work/ Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.

3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.

4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS GUWAHATI: Fee Structure for Master's Degree Programmes (2022–2024)

Components	Social Work				Ecology, Environment and Sustainable Development				Labour Studies and Social Protection				Peace and Conflict Studies				Sociology and Social Anthropology			
	Semester				Semester				Semester				Semester				Semester			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
CHARGES	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800	800
	100	0	0	0	100	0	0	0	0	0	0	0	0	100	0	0	100	0	0	0
	4,000	4,000	4,000	4,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000
	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0	300	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	4,000	0	0	0	0	4,000	0	0	0	0	0	0	0	0
	0	0	0	0	1,500	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0
	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0
DEPOSITS & ADVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0
Total Programme Fee	38,200	26,300	19,800	20,300	35,700	22,300	19,800	16,300	34,200	26,300	15,800	16,300	34,200	22,300	15,800	16,300	34,200	22,300	15,800	16,300
Yearly Fees	64,500	40,100			58,000	36,100			60,500	32,100			56,500	32,100			56,500	32,100		
Total Course Fee	1,04,600				94,100				92,600				88,600				88,600			

Hostel and Dining Hall Charges

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

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

2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Urban Field Work / Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.

3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.

4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode.

TISS HYDERABAD : Fee Structure for Master's Degree Programmes (2022–2024)

Components	Rural Development and Governance/Education				Public Policy and Governance/ Natural Resources & Governance				Women's Studies/ Development Studies				M.A./P.G. Diploma (Cities and Governance)		
	Semester				Semester				Semester				Semester		
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III
FEES	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
CHARGES	800	800	800	800	800	800	800	800	800	800	800	800	5,000	5,000	5,000
	100	0	0	0	100	0	0	0	100	0	0	0	2,000	0	2,000
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	20,000	20,000
	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	20,000	20,000	20,000
	0	0	0	2,000	0	0	0	2,000	0	0	0	2,000	4,000	4,000	4,000
	300	0	0	0	300	0	0	0	300	0	0	0	2,500	0	0
	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	10,000	10,000	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	2,000	0
	0	0	0	0	0	0	0	0	0	0	0	0	8,000	8,000	8,000
	8,000	8,000	0	0	8,000	8,000	0	0	8,000	8,000	0	0	10,000	10,000	0
	500	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	1,500	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	2,000	2,000	2,000
DEPOSITS & ADVANCES	10,000	0	0	0	10,000	0	0	0	10,000	0	0	0	10,000	0	0
o	38,200	26,300	19,800	20,300	38,200	26,300	19,800	20,300	38,200	26,300	19,800	20,300	2,04,000	2,01,500	1,26,500
	64,500	40,100	40,100	40,100	64,500	40,100	40,100	40,100	64,500	40,100	40,100	40,100	4,05,500	2,43,300	6,48,500
	1,04,600				1,04,600				1,04,600				6,48,500		

Hostel and Dining Hall Charges

OTHERS	0	16,000	16,000	16,000	0	16,000	16,000	16,000	0	16,000	16,000	16,000	16,000		
	0	15,000	15,000	15,000	0	15,000	15,000	15,000	0	15,000	15,000	15,000	15,000		
	0	31,000	31,000	31,000	0	31,000	31,000	31,000	0	31,000	31,000	31,000	31,000		

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

2. Some Schools will organise Practicum / Study Tour / Rural Field Work / Winter Institute, expenses for which are not shown in the above table. These expenses will have to be met by the students themselves at the time of activity.

3. Some temporary changes or adjustments to the fee structure have been made to reduce the burden on students for Semester I fee taking into consideration the COVID-19 situation. These changes are applicable only for the academic year 2021-2022.

4. Hostel & Dining Hall charges are not included as Semester I will be in the online teaching mode themselves at the time of activity.



TISS MUMBAI
CAMPUS

SCHOOL-BASED PROGRAMMES OF STUDY

Foundation Course

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

Development Studies, etc. teach the Foundation Course.

The Foundation Course consists of two courses of two credits each. Each course is of 30 Hours and is offered in a semi-modular format of 6 Hours per week.

The first course, FC-1: Idea of India, deals with the themes of the Constitution and rights, caste, tribal identity, gender and sexuality, religion and social movements. The course structure and contents are presented below:

Table 1: FC 1 — Idea of India

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

FC-1 seeks to sensitise students to issues of inequality and marginality in India, with specific reference to gender, class, caste, sexuality, race, ethnicity and the intersectionality between these aspects. The themes discussed in each module are as follows:

- 1. Ideas of India: An Introduction:** Explore ideas about India and Indianness; Partition and making of Post-Independent India; Critical perspectives on modern India.
- 2. The Constitution, Rule of Law & Rights:** Provides an introduction to Constituent Assembly debates and the making of the Indian Constitution; Salient features of the Constitution and the Rule of law; Rights-based approach covering Civil-political rights vs Social, economic, and cultural rights, including gender rights.
- 3. Understanding Caste:** Theories of caste — Contesting views; caste, democracy, and development; Caste discrimination and violence and state intervention; caste movements for dignity and development; Caste, class and gender.
- 4. Understanding Gender & Sexuality:** Movements, Concepts, Intersections; gender as a category of analysis and marginalisation, sexuality, patriarchy, body, masculinity and femininity, sexual division of labour, violence, privilege, intersectionality.
- 5. Tribal Situation in India:** History, Theoretical debates and perspectives on Tribes, Adivasi / Indigenous peoples in India; Tribes/Adivasis, State and development.

- 6. Religion in India:** Religion in India and Indian society; Social exclusion and religious minorities; Life at the religious interface in India.
- 7. Social Movements:** Social Movements: concept and history, old and new social movements, Social movement and society, Social movement and state, Social movements in the Post-Liberalisation period, Social movements and the Indian Judiciary.

FC-2, India's Development Challenges, covers a range of different contemporary issues, such as urban and rural development, inequality, poverty, unemployment, migration, health, education, mental health, media and environment.

The course structure and contents are presented below:

TABLE 2: FC 2 — India's Development Challenges

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

FC 2 aims to expose students to contemporary realities and perspectives on socio-economic-cultural and political themes relating to India. It aims at developing a critical and nuanced understanding of these themes, with a view of helping students to integrate these perspectives within their own practice/disciplinary domains. The contents of each module are as follows:

- 1. Trajectory of India's Development:** Growth experience in India; Retrospective analysis of development in India, pre- and post-economic reforms, experience of liberalisation and globalisation in India, SDGs.
- 2. Contemporary Issues in Urban India:** Defining and problematising the 'urban' in India; Nature and debates on Indian urbanisation; Diversity of lived urban realities; Emerging programmes of urban development in relation to diverse, lived urban realities
- 3. Contemporary Issues in Rural India:** Political economy of rural societies in India; Rural livelihoods and vulnerability contexts; Agriculture and agrarian crisis in India; Democratic decentralisation and decentralised planning; Social security, public provisions and safety nets.
- 4. Inequality, Poverty and Unemployment:** Poverty and inequality; Understanding and measuring poverty; Employment challenges in India; Labour markets and inequality in India.
- 5. Education:** Stratified social context and layered educational provisioning; Educational policies/programmes and diversified alternatives; Learning outcomes, accountability and all inequalities; Economic reforms and privatisation of education.
- 6. Indian Health Care System & Inequalities in Access: Indian Health care systems:** History, evolution and challenges; Reforms in health

care sector; Inequalities in access to health care: Class, caste, gender and regional differentials.

- 7. Mental Health & Well-being:** Understanding mental health, distress and illness: Concepts - mental health, well-being, distress, illness, coping strategies; Living with mental illness - challenges and perceptions; Research on stigma, prejudice, stereotypes around mental illness; Magnitude of mental health problems in India across the lifespan and availability of services to address these, and treatment gaps; Perspectives on mental health and distress: Social determinants, social suffering and minority stress as some of the frameworks to understand structural vulnerabilities (violence, exclusion, socio-legal barriers); Social model of disability as a frame to understand mental illness and the resulting psychosocial disability; Critique of clinical models focused on individual deficit.
- 8. Population Dynamics and Migration:** Concepts, indicators, sources of data, measurements and

determinants of population dynamics and migration, gender and migration.

- 9. Environment & Change:** Understanding varieties of environmentalism, environmental compliance and monitoring, key environmental policies and laws.
- 10. Contemporary Media Ecologies:** Idea of media effects; Information society; Media oligopolies; Individual as data. Reflections on censorship, regimes of control, politics of big data, and technologies of surveillance and citizenship, UID, social media, hate speech, disinformation campaigns, trolling and cyberbullying; digital repurposing and user agency.

Assessment

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

Choice Based Credit System

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

through the choosing of elective courses at different levels, namely Elective Foundation, Disciplinary Elective and Open Elective courses.

As per UGC guidelines, the following programme structure is suggested for each of the Master's Degree Programmes (Table 3).

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

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

CBCS-Based Programme Structure

In the context of the above-mentioned framework, the following implementation framework for the Master's Degree Programmes are being offered to the Batch 2021-2023 students at TISS (Table 4). A total of 8 credits across all the 5 components listed above are elective courses. This includes elective foundation,

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

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

Taught Courses	Minimum Credits	Semester	Remarks
Compulsory Foundation Courses	4*	I	This set of courses already exists for most of the Master's Degree programmes*
Elective Foundation Courses	2	II	Please see Table 5 for the list of Elective Foundation Courses
Disciplinary Core Courses	Programme Specific	I, II, III, IV	Programme Specific
Disciplinary Elective 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 Courses	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.LlSc. students, the minimum requirement is of 2 credits.

Elective Foundation

The Institute-level Elective Foundation courses is coordinated by the Committee for CBCS. The list of Elective Foundation courses on offer for the batch of 2021-2023 are given in Table 5. The Elective Foundation courses will be offered in Semester II (from February 2022 to April 2022), and it is mandatory that each student completes the required 2 credits of Elective Foundation in this slot.

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

TABLE 5: Elective Foundation Courses

Course Code	Course Title*	Credits
EFCB 01	Everyday Ethics and Constitutional Values	2
EFCB 02	Doing Gender	2
EFCB 03	Participatory Training Methodology	2
EFCB 04	Social Value Creation and Social Innovation	2

EFCB 05	Community Mental Health	2
EFCB 06	Socio-Cultural Contexts of Counselling	2
EFCB 07	Law, Institutions and Society	2
EFCB 08	Ethics of Interventions in Disaster Management	2
EFCB 09	Secular Ethics	2
EFCB 10	Personal and Interpersonal Development of a Practitioner	2

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

Disciplinary Electives

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

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

Open Electives

The Committee for CBCS also coordinates the Open Elective courses, which will be on offer in Semester II (from February 2022 to April 2022). 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 6. Non-completion of the Open Elective will lead to a supplementary status. A maximum cap of teacher: student ratio of 1: 60 per class will be maintained for each course. Students will be admitted to the course of their choice on a first-come first-served basis.

Table 6: List of Open Elective Courses*

School / Centre	Course Code	Course Title	Credits
School of Management and Labour Studies	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 28	Queer Affirmative Mental Health Interventions	2
	CLLCB 02	Psychosocial Health and Wellbeing of the Elderly	2
School of Development Studies	DSO 37	Modernity and Multiplicity: Critical and Experiential Histories	2
	WSCB 28	Dalit Feminism	2
Jamsetji Tata School for Disaster Studies	MDMCB 18	GIS for Social Sciences	2
School of Health Systems Studies	PHECB 09	Global Public Health	2

School / Centre	Course Code	Course Title	Credits
School of Habitat Studies	RGCB 13	Regulatory Policies in India: Contemporary Issues and Challenges	2
	UPGCB 14	Local Governance: Re-imagining State, Governance, and Governmentality	2
	WPGCB 30	Perspectives on the Water Sector: An Overview	2
School of Media and Cultural Studies	MCCB 02	Gender, Space and Culture	2
	MCCB 06	Cyberculture: An Introduction	2
Centre for Library & Information Management Studies	MLISCB 01	Digital Scholarship	2

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

Important Information

- Please discuss with your School / Centre's CBCS Faculty Coordinator 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 Master's programme.
- An Elective Foundation/Open Elective course will be offered only if there are a minimum of 10 students.
- The enrolment for the Elective Foundation and Open Electives will commence in January 2022.
- The duration of the Elective Foundation and Open Electives will be from February 2022 to April 2022.
- The Elective Foundation courses will be offered on Wednesdays and Thursdays every week from 4.30-6.30 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 April 2022.

SCHOOL OF SOCIAL WORK

INTRODUCTION

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

The SSW has 8 centres:

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

• Centre for Women-Centred Social Work

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

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

Distribution of Credit Hours

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

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

PROGRAMME DETAILS

Master of Arts in Social Work (Children and Families)

Children comprise one-third of the Indian population, which includes most of the world's largest adolescent population (10-19 years old). In addition to their vulnerability due to their young age, lack of power, and position in society, children are experiencing increased child protection issues as a result of globalisation, climate change, and rapid digitalization. Moreover, the COVID-19 pandemic has further exacerbated child vulnerability and marginalization, requiring urgent redressal mechanisms. Also, to harness the potential of the bulging adolescent population for social, economic, and political development, it is imperative to ensure every child's fundamental right to development and protection.

In response to the current needs, social work with children and families has developed considerably in its approaches, perspectives, scope, and diverse professional expertise in fulfilling child rights including economic, social, cultural, and political rights. Child participation, equity, and social justice are gaining prominence both within the State as well as in civil society engagement. The Constitutional provisions in India and International Instruments pertaining to child rights requires sustained visibility, especially in areas such as quality health care, educational opportunities, family strengthening, and all critical areas of child development. Besides, child protection and well-being necessitate either prevention or mitigating all situations of violence, abuse, exploitation, and neglect that are experienced by large numbers of children in India and across the world.

While on the one hand efforts through activism and advocacy have brought to the fore the children's agendas in policy-making processes, the State has also likewise responded to develop newer interventions and strategies to effectively address child vulnerability and marginalisation. Children (all young persons who have not completed eighteen years of age), as central to the development discourse, and as individuals having rights as citizens,

is at the core of this thematic area. The Master of Arts in Social Work (Children and Families) aims to nurture and enable social work practitioners to develop sensitivity, imbibe rights-based perspective, values and ethics, learn research skills, and build competencies for effective social work intervention with children and families. Both classroom teaching and fieldwork are core components of the programme. Classroom teaching through lectures, group discussion, exercises, presentations, case illustrations, assignments, etc. aims at conceptual clarity, reflective learning, analysis, and critical thinking. Fieldwork, which complements the classroom inputs, provides the learners with an exposure to social realities, an opportunity for experiential learning, self-awareness, developing practice skills within a rights-based framework, as well as learning from, and contributing meaningfully to organizations.

The programme covers a contextualized and theoretical understanding of child and childhood, the legal and policy framework pertaining to children, understanding the concept of 'family' and building a critical perspective on dynamic family situations, skills for direct work with children and families, ability to design social work interventions, as well as conduct research in relevant areas. The programme endeavours to equip learners to engage in social work practice with children and families across different settings; institutional settings, community based settings, government institutions, non-government organizations, as well as learn skills for advocacy and research. The programme also strives to strengthen competencies to work towards systemic changes within formal institutions of the State and participate in interventions through State programmes. Job prospects range from employment in government programmes and projects; educational, health care, and residential care institutions; in local and international NGOs; to corporate social responsibility. Students can also pursue a career in research, consulting, teaching, and policy advocacy.

Semester-wise Listing of Courses

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

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

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

Master of Arts in Social Work (Community Organisation and Development Practice)

Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, dispossessed of land, lack appropriate skills, quality education and/or other resources, are not able to benefit from the fruits of this “progress” and “development”. A critical analysis of the dynamics between the processes of marginalities and collective deprivation, and the macro processes of development and its trajectories have 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 is being able to see national and international connections of these very concerns in the globalising world.

The M.A. Social Work (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

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
CODP 02	Theoretical Perspectives for Community Practice	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
CODP 01	Rural Development and Governance	2
CODP 04	Sustainable Development and Gender	2
FW 01	Fieldwork	12

Course Code	Course Title	Credits
SEMESTER III		
SW 09	Social Policy and Planning	2
CODP 06	Socio Legal Dimensions in Development Practice	2
CODP 07	Urbanisation, Governance and Informal Work	2
CODP 08	Social Action, Advocacy and Movements	2
CODP 09	Disasters and Development	2
CODP 10	Programme Planning and Management	2
LSE 05	Business Plan Development for Social Sector	2
SEMESTER IV		
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

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

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

Master of Arts in Social Work (Criminology and Justice)

Social Work in the thematic field of Criminology and Justice provides immense opportunities to examine and work with social actors and institutions dealing with crime, law and justice from a rights-based perspective. Students opting for this programme will be exposed to the dynamics and complexities of deviance and crime from diverse world-views, and will develop capacities to critically reflect on the criminal justice system and policy across the country.

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

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

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

Social workers also play a key role in engaging with State actors and victim groups in ensuring justice and accessing rehabilitative structures. They interface with diverse issues in practice situations, and thus, 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 and state structures providing outreach services, pre-litigation work, conflict resolution, and community-based rehabilitation work. The field is characterised with an increased number of involuntary clients and groups who are in custody often against their will, e.g. prisoners, children and women in protective care, victims of abuse, and homeless people arrested under beggary and vagrancy laws. These

are almost always the most stigmatised and socially excluded populations.

Working with such groups requires specialised knowledge, attitudes and skills specific to justice settings, in terms of international laws and conventions, constitutional and legal provisions, powers and accountability of the system, and correctional laws and policies. It needs specialised skills to work with resistant and status-quoist systems; to engage with overloaded and demoralised justice functionaries; and to work with affected groups who are traumatised and disadvantaged

due to their experiences with society and the State. Job prospects in this field include engagement and positions with agencies collaborating with law enforcement agencies, correctional institutions and within civil society organisations working in the area of human rights, juvenile justice and child rights, legal aid, anti- trafficking and rehabilitation of victims of commercial sexual exploitation, prison reforms and rehabilitation of prisoners and their families, victim services and victim advocacy. With experience, professionals in this field may also qualify for professional positions in teaching and policy research.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
CJ 01	Criminology: Trends and Perspectives	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
CJ 02	Child Rights and Juvenile Justice	2
CJ 03	Rural Crime and Justice	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
CJ 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 07	Victimology and Crime Prevention	2
CJ 09	Social Action and Advocacy	2

Course Code	Course Title	Credits
SEMESTER IV		
CJ 11	Human Rights and Access to Justice	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

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

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

Master of Arts in Social Work (Dalit and Tribal Studies and Action)

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

The programme uses critical and contextual pedagogy led by faculty who are renowned for their ability to facilitate the process. Academically oriented students interested in the ideas of Dr. B.R. Ambedkar and dedicated to the empowerment of Dalits and Tribes would greatly benefit from the

programme. Those who have a degree in History, Human Geography, Anthropology, Sociology, Cultural Studies, Peace and Conflict Studies, Political Science and any Humanities subject would find the programme both challenging and fulfilling. Students of Bachelor's in Social Work with interest in Ambedkar Social Work would be greatly enriched by the theoretical insights and depth that the programme offers. Activists with any academic background having few years of experience with people's movements would find the programme extremely insightful and engaging.

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

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
DTSA 04	Dalit and Tribal Social Work: Perspectives and Concepts	2

Course Code	Course Title	Credits
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
DTSA 02	Political Theory for Critical Social Work	2
DTSA 09	Advanced Dalit and Tribal Social Work Practice Skills	2
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
DTSA 03	Term Paper on Dalit and Tribal Studies	2
DTSA 05	Political Economy, Development and Dalits	2
DTSA 07	Tribes, State and Governance	2
DTSA 10	Caste, State and Politics in South Asia	2
SEMESTER IV		
Choose any one between DTSA 11 and DTSA 13.2		
DTSA 11	Tribal and Dalit Movements: Theory and Practice	2
DTSA 13.2	Social Entrepreneurship among Dalits and Tribes	2
DTSA 12	Project Planning and Management	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

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

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

Master of Arts in Social Work (Disability Studies and Action)

The focus among professionals in the field of disability rehabilitation today is on the rights of persons with disability, equalisation of opportunities, and their integration into mainstream society. It has been formally recognised that people with disabilities are people who have the same economic, emotional, physical, intellectual, spiritual, social and political needs that other people have. Though we have come a long way, we still have far to go in ensuring an inclusive, barrier-free and rights-based society for persons with disabilities. In India,

persons with disability remain oppressed and marginalised, and are denied the opportunity to lead a reasonable quality of life due to 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 that disability is socially constructed and find explanations for disablement within the context of a person's life,

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

The M.A. Social Work in Disability Studies and Action is being offered to create a cadre of professional social workers, with competency in empowering people with disability and all other stakeholders with regard to this issue. The programme provides immense wide-ranging career opportunities for students with diverse interests including government institutions, non-government organisations, hospitals and research-based organisations.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
DSA 01	Theoretical Perspectives and their Application to Disability Rehabilitation Social Work	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
DSA 02	Persons with Disability and their Rehabilitation Contexts	4
FW 01	Fieldwork	12
SEMESTER III		
SW 09	Social Policy and Planning	2
DSA 03	Human Rights, Social Policies and Law	2
DSA 05	The Gender Dimensions of Disability	2
DSA 07	Building Disability Awareness for Action	2
DSA 08	Community Interventions in the Rural Context	2
SEMESTER IV		
DSA 04	Counselling in Disability Context: Individuals, Groups and Families	4
RP	Research Project	6
FW 02	Fieldwork	12

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

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

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

Master of Arts in Social Work (Livelihoods and Social Entrepreneurship)

The poor and marginalised sections of the population 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 fail 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, cultural, economic, ecological, and political contexts in designing and developing sustainable livelihood approaches.

The M.A. Social Work in Livelihoods and Social Entrepreneurship programme aims to strengthen one's understanding of livelihood contexts and practices among poor and marginalised groups. It also strives to facilitate learners' engagement in co-designing social innovations that are people-centred and enable poor and marginalised groups to access improved livelihood opportunities and resources. In this programme, students get plenty of opportunities and learning space to co-design, innovate and incubate emergent and alternate livelihood models.

The vision and mission of the Centre for Livelihoods and Social Innovation, which offers this Social Work programme, is grounded in the understanding that livelihood promotion, social innovation and

social entrepreneurship development take place in the institutional context of co-production or co-construction of knowledge and practice. Students are mentored to nurture and practice the values of Justice, Care and Solidarity toward creating an empowered, inclusive, and more equitable society. In this regard, students get plenty of opportunities to engage with vulnerable groups and marginalised communities in designing and developing people-centred collective enterprises. These collectives emerge as innovation platforms that facilitate enhanced livelihood opportunities and empowerment of the poor. In this process, social work students not only interface with volunteers, individuals, and community groups but also with policymakers, civil servants, and corporate actors who believe in an inclusive and empowered society.

Through the provision and inculcation of relevant knowledge and perspectives, and enhancement of competent skills, students enrolled on this programme are caringly mentored to equip themselves in working with challenging and complex circumstances. They are trained to work in diverse programme contexts such National and State Rural Livelihood Missions, NGOs, social enterprises, co-operatives, farmers' organisations, think tanks, social design organisations, funding agencies, impact assessment, monitoring, and evaluation agencies.

Semester-wise Listing of Courses

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

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

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

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

Master of Arts in Social Work (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 from tuberculosis, cancer, or heart disease. Mental and behavioural disorders affect more than 25% of people at any given point in time. This means 450 million people worldwide are affected by mental, neurological, or behavioural problems at any given point in time. In India, about 20 to 30 million people appear to need 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 programme seeks to address this by creating a cadre of professionals grounded in social work perspectives with a thorough understanding of mental health issues and skills.

With rapid social change and urbanization, there are several vulnerable groups whose mental health

concerns need urgent attention. Some examples include urban poor living on the streets and slums, women and children exposed to domestic violence, populations displaced by mega development projects as well as natural and human-made disasters, single women, sexual minorities, people living with HIV/AIDS, etc. 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 conceptualize training programmes as well as service models that integrate the biological, psychological and interpersonal with the social and 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 Master’s programme, with a foundation in social work and an incremental training in perspectives and skills in mental health, aims to fill this gap.

Semester-wise Listing of Courses

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

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

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

Master of Arts in Social Work (Public Health)

The M.A. Social Work in Public Health programme aims to address the multifaceted dimensions of health

in a changing political, social, and economic context. It looks to develop skills in social work professionals

to analyze and respond to health issues at the micro, meso and macro contexts. Health social workers are uniquely positioned to make interventions at the individual, group, community, and policy levels. This programme seeks to address the limited institutional capacity in India for strengthening training, research, and policy development in health social work. The programme is deeply embedded in the rights-based framework.

At the individual level, health social workers engage in preventive, promotive, and restorative work with individuals, families and caregivers, and also provide psycho-social support through counselling and empowerment strategies. 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 specialized 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. Additionally, health social workers have a critical role to play in policy formulation and advocacy.

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 works towards imparting qualities of leadership among health social work professionals and effectively using communication skills for health advocacy.

This programme equips students to work in different capacities in diverse settings: government institutions, non-government organizations, hospitals, research-based organizations, movements as well as in sectors like HIV/AIDS, disasters, courts, counselling centres.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
HMH 01	Introduction to Health and Mental Health	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
PH 01	Community Health: Processes and Practice	2
PH 03	Health Communication	2
FW 01	Fieldwork	12

Course Code	Course Title	Credits
SEMESTER III		
SW 09	Social Policy and Planning	2
HMH 03	Health and Development	2
HMH 05	Introduction to Epidemiology	2
PH 02	Health Policy, Programmes and Legislations	2
PH 06	Social Action, Networking and Advocacy in the Field of Health	2
PH 08	Health Management and Planning	2
SEMESTER IV		
PH 04	Comparative Study of Health Systems	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

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

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

Master of Arts in Social Work (Women Centred Practice)

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

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

The programme envisages its graduates performing multiple roles of social worker, activist, design and implement programmes, and as a coordinator, researcher and educator.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SW 01	History and Perspectives of Social Work	2
SW 02	Social Work Practice with Individuals	2
SW 03	Social Work Practice with Groups	2
SW 05	Research Methods I	2
WCP 1.1	Women History & Society: Feminist Theories & Perspectives - I	2
SEMESTER II		
EF	Elective Foundation Course (CBCS)*	2
OE	Open Elective Course (CBCS)*	2
SW 04	Community Organisation	2
SW 06	Social Welfare Administration	2
SW 07	Critical Perspectives on Social Work: Introduction to Social Theories	2
SW 08	Research Methods II	2
WCP 1.2	Women History & Society: Feminist Theories & Perspectives - II	2
WCP 02	Engendering Rural Realities – Rural Practicum	2
FW 01	Fieldwork	12
SEMESTER III		
SW09	Social Policy and Planning	2
WCP 03	Seminar on Gendered Body Sexuality and Violence	2
WCP 4.1	Work with Women – (I) Women-Centred Social Work Practice	2
WCP 4.2	Work with Women – (II) Women, Development Practice and Politics	2
WCP 05	Engendering Law & Justice in India	2
WCP 6.1	Women & Work - I	2
SEMESTER IV		
WCP 6.2	Women & Work - II	2
RP	Research Project	6
FW 02	Fieldwork	12
DE 01	Disciplinary Elective Course (CBCS)	2
DE 02	Disciplinary Elective Course (CBCS)	2

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

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

DISCIPLINARY ELECTIVES

The School-specific Disciplinary Electives (4 Credits) are offered under the framework of the Choice-based Credit System in Semester II and IV. The list of

Disciplinary Electives that are on offer for the 2021-2023 batch of Social Work students are as follows:

Course Code	Course Title	Credits
SWCB 02	Contemporary Debates in Criminal Justice	2
SWCB 05	Engendering Non-Formal Education	2
SWCB 07*	Law and Social Work	2
SWCB 13	Child Rights and Child Protection	2
SWCB 19	International Social Work and Indigenous Peoples	2
SWCB 21	Animal Ethics and Social Justice	2
SWCB 22	Understanding Violence against Women: Theories and Interventions	2
SWCB 23*	Social Sciences and Health	2
SWCB 25	Management of Disability Related Programmes	2
SWCB 26	Social Action for Livelihood Transformation	2
SWCB 27	Programmes, Policies, Schemes and Services for Youth	2

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

*These courses will be offered in Semester II.

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Upper Division Clerk

Ms. Sarita Palande

Lower Division Clerk

SCHOOL OF MANAGEMENT AND LABOUR STUDIES

INTRODUCTION

The School of Management and Labour Studies has a mission to train human service professionals for a variety of stakeholder groups engaged in the development process. It offers diverse innovative teaching and research programmes with special emphasis on the marginalised and vulnerable groups. It offers 5 M.A./M.Sc programmes in Human Resources Management and Labour Relations; Labour Studies and Practices; Social Entrepreneurship; Organisation Development, Change and Leadership; and Analytics. In addition, it also offers Executive Post-Graduate Diploma Programmes in Human

Resources Management, Organisation Development and Change, Analytics, Innovative CSR and Social Entrepreneurship, and Online Programme on Social Entrepreneurship.

The School also involves in research and consultancy through its Centre for Human Resources Management and Labour Relations, Centre for Labour Studies, Centre for Social Entrepreneurship, Centre for Social and Organisational Leadership, Incubation Centre and Labour Market Research Facility.

PROGRAMME DETAILS

Master of Arts in Labour Studies and Practice

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

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

Distribution of Credit Hours

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

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

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.

Semester-wise Listing of Courses

Course No.	Course Title	Credits
SEMESTER I		
FC 01	Foundation Course I	2
FC 02	Foundation Course II	2
LS 01	Foundation Course in Sociology of Work	2
LS 02	Elements of Macroeconomics	2
LS 03	Microeconomic Foundations for Labour Studies	2
LS 04	Globalisation and Informal Economy	2
LS 05	Social Protection and the State	2
LS 06	Labour and Formal Organisations	2
LS 07	State Intervention in Labour Markets- I (Includes Normative Legislations, Labour Administration and emerging Labour Codes)	2
LS 08	Industrial Relations and Jurisprudence	2
LS 09	Research Methodology-I (Quantitative Approach)	2
SEMESTER II		
LS 10	Organising Informal Labour	2
LS 11	Trade Union Strategies in a Global Economy	2
LS 12	Conflict Management and Negotiation Skills	2
LS 13	Leadership for Trade Unions	Compulsory and Non-Evaluative
LS 14	International Labour Standards, Decent Work and Social Dialogue	2
LS 15	Research Methodology-II (Qualitative Approach)	2
LS 15.1	Field Studies	4
LS 16	Data Analytics for Labour Studies	2
LS 17	State Intervention in Labour Markets-II (Legislations for Social Security, Welfare and Occupational Health and Safety and Implementation)	4
LS 18	Governance and Public Policy	2
LS 19	Core Ideas in Labour Studies (Seminar Presentation)	2
CBCS	Open Elective	2
CBCS	Elective Foundation Course	2
LS 20	Online course on Global Workers Right and International Labour Standards	Compulsory and Non-Evaluative

Course No.	Course Title	Credits
Dissertation	Dissertation Stage 1: Research Proposal (Research Design, Literature Review and Presentation)	2
Field Visit	Field Visit to Trade Unions and Organisations in Informal Sector in Rural Areas *	Compulsory and Non-Evaluative
SEMESTER III		
Internship*	Trade Union Students (6 months)	22
	Regular Students (2 months)	8
Dissertation	Dissertation Stage 2: Progress Seminar (Data Collection and Presentation of Preliminary Results)	2
LS 21	Advanced Theories in Labour Studies	2
LS 22	International Institutions, Trade Policies and Labour Markets	2
LS 23	Women, Work and Diversity	2
SEMESTER IV		
Dissertation	Dissertation Stage 3: Dissertation Submission	4
	Block Internship in Trade Unions (1 Month)	4
LS 24	Corporate Social Responsibility and Social Audit	2
LS 25	Green Economy and Labour	2
	Disciplinary Elective (Only for non-Trade Union Students)	4

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

1. Courses in the Second Year are meant for non-trade union students.
2. *Internship for Trade Union students stagger still the end of Semester IV.
3. Due to the current pandemic situation, field visit may not be possible .

Master of Arts in Human Resources Management and Labour Relations

The M.A. in Human Resources Management and Labour Relations (MA-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 society; to enable them to become effective business leaders and decision-makers to contribute to organisational effectiveness; to facilitate the use of systems thinking to evolve possibilities while addressing various personal and organisational challenges; to develop

a perspective to respond to global challenges; and to impart values of intellectual honesty, justice and fairness.

The programme places importance on both theoretical and hands-on learning. While classroom learning through participation in the forms of discussions and case studies, presentations, simulation games, assignments, etc., emphasises conceptual clarity, practical inputs are provided through the rigorous fieldwork system, which complements the classroom learning by throwing light on the practical dimension of the profession. The insights that emerge out of such an experience make students conceptually strong and successful in the practice of the profession. Students are also required to complete a dissertation on any topic of their choice. All these, coupled with the focused attention that students get due to the small size of the batch, makes personal learning highly effective. Fieldwork is a continuous process, which seeks to facilitate

exposure to varied industry sectors. Students also undertake internships with organisations for a period ranging from 6–8 weeks, which is seen as an opportunity for them to learn significantly from, and contribute meaningfully to organisations.

In brief, the MA-HRM&LR programme, which benefits from over five decades of teaching and research at TISS, is a challenging teaching–learning experience that

blends cutting edge theory with innovative practice to develop business leaders for the global industry. The TISS HRM&LR post-graduates are amongst the most sought after in the global industry today and our alumni occupy positions of leadership across a wide spectrum of industries and sectors including, IT/ITeS, banking and finance, telecom, manufacturing, public sector, pharmaceutical, retail and management consultancy.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	31
	Fieldwork	12
	Dissertation (Stage 1)	1
	Choice Based Credit System (Elective Foundation)	2
	Choice Based Credit System (Open Electives)	2
Second	Core Courses	12
	Fieldwork	12
	Dissertation (Stage 2 & 3)	5
	Choice Based Credit Courses (Disciplinary Electives)	12
Total Credits		93

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
HR 01	Quantitative Research	2
HR 02	Qualitative Research	2
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	
PC 03	Understanding Self and Facilitating Relationships	Compulsory and Non-evaluative

Course Code	Course Title	Credits
SEMESTER II		
HR 09	Financial Management	2
HR 10	Labour Economics	2
HR 11	Organisational Behaviour: Group in the Organisation	2
HR 12	Performance Management	2
HR 13	Learning and Development	2
HR 14	Compensation	2
HR 15	Marketing and Sales Management	2
HR 16	Operations Management	2
HRDS 01	Dissertation Stage 1	1
HRFW 02	Fieldwork	6
CBCS	Elective Foundation Course	2
CBCS	Open Elective Course	2
PC 04	Development Center	Compulsory and Non-Evaluative
SEMESTER III		
HR 17	Employee Resourcing	1
HR 18	Organisational Development and Change Management	2
HR 19	Labour Law 2	2
HR 20	Trade Unions	1
HR 21	Strategic Management	1
HR 22	Labour Welfare and Decent Work	2
HR 23	Management Information Systems	1
PC 05	Assessment Center	Compulsory and Non-Evaluative
HRDS 02	Dissertation Stage 2	2
HRFW 03	Fieldwork	6
CBCS Disciplinary Electives (Choose a minimum of 5 and a maximum of 7)		
HRO 01	HRM in International settings	1
HRO 02	Advanced Learning and Development	1
HRO 03	Advanced Compensation and Benefits	1
HRO 04	Business Strategy and the environment	1
HRO 05	Employer Branding	1
HRO 06	Power and Leadership in organisations	1
HRO 07	Taxation	1
HRO 08	Conflict Management	1
HRO 19*	HR Entrepreneurship	1
HRO 20*	Mental Health and Well Being at Work	1
SEMESTER IV		
HR 26	Corporate Governance and Business ethics	2
HRDS 03	Dissertation Stage 3	3
HRFW 04	Fieldwork	6
	NGO Block Field Work	Compulsory and Non-Evaluative

Course Code	Course Title	Credits
<i>CBCS Disciplinary Electives (Choose a minimum of 5 and a maximum of 7)</i>		
HRO 09	Business Analytics	1
HRO 10	HRM and IR in Service Organisations	1
HRO 11	Comparative Industrial Relations	1
HRO 13	Talent Management	1
HRO 14	Labour Administration	1
HRO 15	Moral Leadership	1
HRO 16	Psychometrics	1
HRO 17	Gender and Diversity Management	1
HRO 18	Negotiation Management	1
HRO 21	Consulting in HR	1
HRO 22	Bounded Rationality and Decision Making	1

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

Master of Arts in Social Entrepreneurship

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

The broad objective of the Programme is to facilitate the students to become social entrepreneurs while learning concepts, and methods, and tools to solve social problems with design and implementation of innovative social enterprise models.

This is achieved under the broad objectives of the Centre for Social Entrepreneurship (CSE), develop individuals with a focus on social entrepreneurship; enable budding and practicing social entrepreneurs to solve social issues; create an environment for dialogue, discussion and creation of a research base, for developing the domain of knowledge in social entrepreneurship, for sharing among interest groups, and to enable practitioners in enhancing effectiveness of their operations.

The Programme covers 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 of social problems at individual and group levels, and meeting and interacting with social and business entrepreneurs.

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

The entrepreneurial domain is predominantly based on 'effectual' logic, whereas managerial domain is 'causal'. The Programme focuses on 'effectual logic' during the initial period, and gradually exposes the students to 'causal logic' at a later stage. The students will be allowed to understand and experience both and take a creative decision to adopt any one or a mix of both. The programme design takes care of the 'life cycle approach' of entrepreneurial processes — the creative phase, venture creation phase, and growth phase. The programme curriculum blends cutting edge theory with field-based experiential learning to develop efficient, effective and economically sustainable entrepreneurial activities.

Classroom teaching focuses on self and group learning for problem solving and reflective and

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

Incubation Centre: 'Entrepreneurship development through practice has been the guiding principle of TISS to promote Social Entrepreneurship in India. As a result, the Incubation Centre was set up at the CSE, the first of its kind in India in an academic institution, to support social start-up enterprises to create impactful and sustainable solutions at appropriate scale. Spread across the

country, the social enterprises during the incubation period receive guidance to establish efficient model, implement appropriate technologies and seek funding support from donors, philanthropists and impact investors from the network partners of the Incubation Centre. Several incubated enterprises have successfully scaled-up to create wide economic, social and environmental impact.

The Incubation Centre has also developed outreach programme to create livelihood, rural employment, and social and environmental value in association with technology innovation in the areas of affordable healthcare, nutrition, waste management and agriculture in partnership with established partners. It has incubated 53 social enterprises working in different parts of the Country.

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
	Field visit for Rural and Pre-Pilot Immersion 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 three months	Moderate	High	Moderate	High	Moderate
Consolidation	Semester III (in class)	Moderate	High	High	Moderate	High
	Field Visit for Venture Related Research for 20 days	Moderate	High	High	Moderate	High
Venture Planning	Semester IV (in class)	High	High	High	High	High
Venture Start Up	Enter into the Incubation Centre & Financial and Non-Financial Support					

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	24
	Fieldwork	24
	Choice Based Credit System (Open Elective)	2
	Choice Based Credit System (Elective Foundation)	2

Second	Core Courses	16
	Fieldwork	4
	Choice Based Credit Courses (Disciplinary Elective)	4
Total Credits		80

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
SE 01	Entrepreneurship	2
SE 02	Microeconomics	2
SE 03	Basic Accounting and Costing	2
SE 04	Social Sector Perspectives and Social Entrepreneurship	2
SE 05	Quantitative Research Methodology	2
SE 06	Qualitative Research Methodology	2
SE 07	Introduction to Public Policy: Concepts, Theory and Practice	2
FW 01	Field Work – 1 (Rural and Pre-Pilot Immersion)	6
SEMESTER II		
CBCS	Open Elective Course	2
CBCS	Elective Foundation Course	2
SE 08	Venture Design and Field Work (Pilot) Preparation	2
SE 09	Marketing Management for Social Ventures	2
SE 10	Financial Management for Social Ventures	2
SE 11	Supply Chain Management	2
SE 12	Sustainable Development	2
FW 02	Field Work – 2 (Pilot Social Enterprise)	18
SEMESTER III		
SE 13	Legal Framework for Social Ventures	2
SE 14	Social Marketing	2
SE 15	Strategic Venture Design and Resource Management	2
SE 16	Research Design for Dissertation	2
FW 03	Fieldwork – 3 (Research Data Collection)	4
SEMESTER IV		
CBCS	Disciplinary Elective Course	2
CBCS	Disciplinary Elective Course	2
SE 17	Social Impact Assessment	2
SE 18	Venture Plan	2
	Research Dissertation	2
	Seminar	2

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

Master of Arts in Organisation Development, Change and Leadership

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

programme transforms students, both personally and professionally. Students gain a deeper understanding about themselves and a thorough knowledge of behavioural science, organisational strategy, operational excellence and the interplay of systems and people processes. This is in addition to creating an in-depth understanding of functional knowledge across management disciplines. The learning methodology is heavily tilted in favour of experiential learning through intensive “Field Immersions” across organisations. Students will have hands on exposure to different business functions during the field immersions in varied industries. Renowned national and international academicians — in addition to reputed practitioners from the industry — will facilitate classroom sessions.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Courses	4
	Core Courses	22
	Field Immersion	12
	Choice Based Credit Courses (Open Elective)	2
	Choice Based Credit Courses (Elective Foundation)	2
	Research Project (Dissertation)	1
	Leadership as Service Project	2
Second	Core Courses	18
	Field Immersion	12
	Research Project (Dissertation)	5
	Choice Based Credit Courses (Disciplinary Electives)	6
Total Credits		86

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

for businesses and societies. For those passionate about career growth and making a difference, an M.A. in Organisation Development, Change and Leadership is the programme to reckon with. Additional Components of the Programme: (a) 4 Field immersions; (b) Leadership as Service Project; (c) Human Interaction Labs; & (d) Participation in odX / Masterclass (learning through exchange of ideas).

Semester-wise Listing of Courses

Course	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
ODCL 01	Introduction to Organisation Development, Change and Leadership	2
ODCL 02	Research Methods	2
ODCL 03	Organisation Theory and Design	2
ODCL 04	Critical Thinking and Problem Solving	2
ODCL 05	Finance and Accounting Management	2
ODCL 06	Organisation Behaviour 1	2
PC 01	Human Interaction Lab	
ODCL FW 01	Field Immersion I	6
SEMESTER II		
ODCL 07	Organisation Behaviour 2	2
ODCL 08	Statistics and Business Analytics	2
ODCL 09	Organisation Analysis: Diagnosis and Evaluation	2
ODCL 10	Human Resources: Systems and Processes	2
ODCL 11	Operations Management	2
ODCL FW 02	Field Immersion II	6
PC 03	Leadership as Service Project	2
	Dissertation (Stage 1)	1
SEMESTER III		
ODCL 12	Human Process Interventions	2
ODCL 13	Marketing and Sales Management	2
ODCL 14	Organisational Change: Practice Perspective	2
ODCL 15	Leadership: Theory and Practice	2
ODCL 16	Facilitation: Theory and Practice	2
ODCL FW 03	Field Immersion III	6
	Dissertation (Stage 2)	2
Optional Courses (choose two or three courses)		
ODCL OC 01	Coaching and Mentoring	2
ODCL OC 02	OD and Innovation	2
ODCL OC 03	Employment Relations	2
SEMESTER IV		
ODCL 17	Data Management and Analysis	2
ODCL 18	Strategy and Strategic Interventions	2
ODCL 19	Techno Structural Interventions	2
ODCL 20	Learning and Capability Development	2

Course	Course Title	Credits
ODCL FW 04	Field Immersion IV	6
	Dissertation (Stage 3)	3
Optional Courses (chose one course or none; totally 3 courses across Semester III & IV)		
ODCL OC 04	Arts and OD	2
ODCL OC 05	Diversity and Inclusion	2

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

Master of Arts/Master of Sciences in Analytics

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

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

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

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

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

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	Core Courses	22
	Dissertation Stage 1&2	4
	Choice Based Credit System (Open Electives)	2
	Choice Based Credit System (Open Foundation)	2
	Choice Based Credit Courses (Disciplinary Electives)	4
	Internship/Field Work	8

Second	Core Courses	18
	Choice-Based Credit Courses (Disciplinary Electives)	2
	Dissertation Stage 3 & 4	8
	Internship/Field Work	8
Total Credits		82

Semester-wise List of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
A 01	Mathematics for Analytics	4
A 02	Statistics for Analytics	4
A 03	Introduction to Tools for Data Analysis & Visualisation	2
A 04	Computational Tools for Analytics	4
ADS 01	Dissertation Stage 1: Selection of Research Problem	2
FW 01	Field Work (4-6 Weeks)	4
SEMESTER II		
A 05	Data Science & Database Management	4
A 06	Multivariate Predictive Analysis I	4
CBCS	Elective Foundation Course	2
CBCS	Open Elective Course	2
CBCS Disciplinary Elective Courses (any two from the pool of AO 8.1 to A 8.4)		
AO 8.1	Financial Analytics	2
AO 8.2	Human Resource Analytics	2
AO 8.3	Analytics in Sustainable Development	2
AO 8.4	Digital Marketing	2
ADS 01	Dissertation Stage I: Proposal	2
FW 02	Field Work/Internship	4
SEMESTER III		
A 07	Multivariate Predictive Analysis II	4
A 08	Bayesian Statistics	2
A 12	Data Ethics	2
A 13	Natural Language Processing	4
A 14	Machine Learning	4
ADS 02	Dissertation Stage II: Review of Literature & Research Design	2
FW 03	Field Work/Internship	4
SEMESTER IV		
A 15	GIS for Analytics	2
ADS 03	Dissertation Stage III: Final Dissertation	6

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

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SCHOOL OF HEALTH SYSTEMS STUDIES

INTRODUCTION

The School of Health Systems Studies is dedicated to improving the health status of all people through the research, education, field-action and dissemination. The school prepares students for administrative, research, policy analysis and health care practices in the field of public health and managerial, leadership roles in the field of hospital administration.

The school's active national and international collaborative research programmes in the areas of public health, health policy and health systems strengthening contributes to the generation of new knowledge in relevant areas that ensures evidence-informed public health programmes and policies at the local, national and international levels. The school's educational programmes are dynamic and effective to the current challenges and emergent trends. An important dimension of the school's educational and research activities are based on the multidisciplinary field of public health services and systems research. The school is often called upon to respond to the capacity building and knowledge management needs of the government health sector

and this allows it to contribute to developing newer and innovative health services strategies, to provide advocacy support for public health, and build equity concerns into health policy and planning.

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

The School has 4 centres:

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

PROGRAMME DETAILS

Master of Hospital Administration

The Master of Hospital Administration programme (MHA) aims to develop a cadre of professional managers for the rapidly growing hospital sector. The hospital environment is becoming increasingly complex and largely depends on health technologies for care, hence employing qualified managers with widely divergent skills is the compelling necessity of the industry. The MHA programme prepares students for leadership roles in the hospital sector through providing training in planning, operational and project management of hospitals, including orientation to the managerial aspects of clinical and support services. The programme also imparts training in managing financial, material and information systems in hospital settings and builds the perspectives, professional values and skills needed for managing people. The students are required to undergo three internships of 8 weeks during the two years in different hospital settings, which are aimed to enhance knowledge by integrating classroom learning to practice. All

aspirant interns are required to undergo internship placements arranged and provided by the school. The MHA degree is designed to be completed in four semesters spanning over two years but has a provision to complete over a maximum period of 5 years from the date of registration.

The students of the MHA programme find jobs to manage a variety of specialised services in hospitals, both in the private and in government sectors. Their job description includes managing various departments of large hospitals as well as planning and designing new services and new hospitals. In the past, students have found employment in leading corporate-and trust-run hospitals in various states of India. In recent years, career opportunities opened up in various other sectors such as hospital consultancy, health care IT, Health technology, and health insurance.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Course	4
	School-based Foundation Courses	5
	Management Basic Courses	5
	Hospital Administration Courses	16
	Internships	7
	Choice Based Courses	4
Second	Hospital Administration Courses	16
	Internships	14
	Research Dissertation	6
	Disciplinary Electives	4
Total Credits		81

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
MBC 01	Financial and Management Accounting	3
MBC 02	Organisational Behaviour	2
HO 01	Principles of Management for Hospitals	2
HO 02	Research Methodology for Hospitals	2
HO 03	Organisation and Administration of Supportive Services	2
HO 04	Organisation and Administration of Clinical and Super Specialty Services.	2
SEMESTER II		
HO 05	Materials and Medical Technology Management	2
HO 06	Introduction to Epidemiology and Biostatistics	2
HO 07	Hospital Information Services	2
HO 10	Hospital Planning and Programme Management	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship	7
SEMESTER III		
HO 08	Human Resources Management and Labour Legislation	2

Course Code	Course Title	Credits
HO 16	Health Insurance and Risk Management	2
HO 11	Quality Management in Hospitals/Healthcare services	2
HO12	Management Analytics and Operations Research	2
HO 13	Legal Framework for Hospitals	2
HO 15	Marketing Management & Business Development Strategies	2
	Second Internship	7
SEMESTER IV		
HO 14	Financial Management	2
HO 09	Ethics and Equity for Hospitals	HO 09
Disciplinary Electives (Any 2)	Urban Health	4
	Mental Health	
	Strategic Management	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Third Internship	7
	Research Dissertation	6

- Note:**
1. The list indicating the total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to the current COVID-19 pandemic situation, courses may be shifted or taught across semesters.
 2. As some internships are organised in rural and under-served areas of the country, accommodation cannot always be ensured by the internship agencies. In such cases, the students should be prepared to make their own arrangements for accommodation.
 3. As per the curricular requirement, the School of Health Systems Studies organises the internships and all students are required mandatorily to undergo and complete all the requirements of the internships.

Master of Public Health (Health Administration)

The programme aims to develop public health administrations for those who are interested to work to improve the health of the community at large, serving as leaders of public and non-governmental sector organisations that provide health services and disseminate information about health and well-being. The Master of Public Health in Health Administration (MPH-HA) programme offers a curriculum focused on the management principles and methods that are essential to advance the health of communities. The programme aims to develop the competence and aptitude necessary to manage the finances, human resources and knowledge that support public health programs and initiatives. The MPH-HA programme is aimed to equip the students with an understanding of the concepts, principles and theories related to public health practice and the role of health services systems as an organisation in improving population health. The programme will help the learner to understand the evolution of

Indian health services and the multifarious factors that contributed to their growth and development.

Of the various agencies that render public health services, government health services have a dominant role and have robust health services delivery systems in place. Both the National Health Policy and the National Health Mission (NHM) emphasise the need to have trained public health professionals as an important requirement to bring out improvements in the health situation in the country. In terms of employment and revenue, the public health sector has been one of the largest sectors and is growing at a rapid pace.

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

semesters. The MPH-HA programme has a multi-disciplinary curriculum that includes theoretical courses, internships and research dissertation, which also has an option of completing within a maximum period of five years from the date of registration.

The details of the internships offered during the MPH-HA programme are given in brief below:

The First Internship is of 8 weeks duration in the Second Semester (8 credits), where the students are placed in the rural health services of the Government of India. This internship provides exposure to the rural healthcare delivery systems and challenges associated with it. They are able to gain skills with respect to the administration of health services and management of national health programmes at the grassroots.

The Second Internship is of 8 weeks duration in the Third Semester (8 credits), where the students are placed in the rural non-governmental organisations.

The students gain insight and skills in the areas of administration of NGOs, health planning, social determinants of health, gender issues, and community engagement.

The third Internship is of 4 weeks duration in the Fourth Semester (4 credits), where the students are placed in urban health services systems to understand the challenges and problems faced by the urban healthcare delivery systems.

Students who graduate with an MPH-HA have the opportunity to work for various employers in the public, non-profit, education, and private sectors. Many based on their interest and experience work as programme managers in non-governmental organisations, consultants or officers with NHM, national and state health systems resource centre (NHSRC, SHSRC), as monitoring and evaluation officers or programme or technical consultants for the government as well as international organisations such as WHO, UNICEF, and UNAIDS.

Distribution of Credit Hours

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

Semester-wise Listing of Courses

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

Course Code	Course Title	Credits
MBC 01	Financial and Management Accounting	3
MBC 02	Organisational Behaviour	2
PBC 01	Introduction to Public Health	2
PBC 02	Introduction to Epidemiology	2
HA 01	Evolution and Administration of Health Services	2
SEMESTER II		
PBC 04	Introduction to Biostatistics	2
PBC 06	Health Financing including Health Insurance	2
HA 03	Management of National Health Programmes	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship (Rural Health Services)	8
SEMESTER III		
HA 02	Community Engagement in Health	2
HA 04	Supply Chain Management	2
HA 05	Health Management Information Systems	2
HA 06	Health Planning	2
HA 07	Gender, Health and Rights	2
	Second Internship (Rural NGOs)	8
SEMESTER IV		
HA 08	Human Resources for Health	2
HA 09	Health Legislation	2
Disciplinary Electives (Any 2)	Urban Health	4
	Mental Health	
	Advanced Biostatistics	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Third Internship (Urban Health Services System)	4
	Research Dissertation	6

- Note:*
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 2. As some internships are organised in rural and under-served areas of the country, accommodation cannot always be ensured by the internship agencies. In such cases, the students should be prepared to make their own arrangements for accommodation.
 3. As per the curricular requirement, the School of Health Systems Studies organises the internships and all students are required mandatorily to undergo and complete all the requirements of the internships.

Master of Public Health (Health Policy, Economics and Finance)

The Master of Public Health in Health Policy, Economics and Finance (MPH-HPEF) provides students with the skills to contribute to advancing the health of populations by improving the effectiveness and efficiency of public health services

in government and non-governmental health organisations. This two-year programme integrates a strong foundation of health care management, policy analysis, health economics and health care financing with a set of social values rooted in the

discipline of public health. The programme offers a broad, general public health care management and policy curriculum that addresses critical issues facing the health care system through course-work, research dissertation as well as a field practicum component. The students also develop expertise in policy analysis, planning and evaluation and performance improvement.

Today, the effective public health care delivery calls for evidence-based policymaking and require competence in health economics, financing of health care and in designing and managing healthcare institutions. The innovative MPH-HPEF programme was designed and developed in response to tackle and strengthen institutional capacity and human resources development in India and South Asia. At the initial stage, the

programme was developed in collaboration with the London School of Economics and Political Science (LSE), which has an international focus and teaching covers literature from across the globe with a specific focus on South Asia.

The MPH in Health Policy, Economics and Finance programme equips future health care managers and administrators with skills and competencies that prepare the students for leadership positions in the national and international health care system. The health policy and management programme emphasise critical issues in health care policy formulation and implementation, proficiency to lead and manage health systems, development of analytical skills and programmes in the health and social care sectors.

Distribution of Credit Hours

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

The MPH-HPEF programme is a two-year, four-semester intensive programme consisting of theory courses, one internship, an 18-week field practicum and a research dissertation. The combination of a strong taught component and extensive mentored fieldwork enables learners to develop a sound knowledge base as well as professional skills. The degree is awarded after the successful completion of all academic requirements of the programme, but there is a provision to complete the said degree within 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 find employment in a range of sectors including government public health departments, national and state health systems resource centres, international health agencies, health management organisations, and health care consultancies.

Semester-wise Listing of Courses

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

Note: 1. The list indicating the total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo

- some changes. Due to the current COVID-19 pandemic situation, courses may be shifted or taught across semesters.
2. As some internships are organised in rural and under-served areas of the country, accommodation cannot always be ensured by the internship agencies. In such cases, the students should be prepared to make their own arrangements for accommodation.
 3. As per the curricular requirement, the School of Health Systems Studies organises the internships and all students are required mandatorily to undergo and complete all the requirements of the internships.

Master of Public Health (Social Epidemiology)

The Master of Public Health in Social Epidemiology (MPH-SE) programme aims to equip students for a career in various aspects of public health by providing them in-depth understanding of the tools of epidemiology grounded in a societal context. Public health is an organised community effort to ensure the health of populations by understanding the social and environmental determinants of health and diseases in order to prevent diseases and to promote health. It provides a foundation in core public health disciplines while allowing students to develop more specialised skills in the area of public health in social epidemiology.

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

public health practice. Graduates will be capable of undertaking meaningful research for supporting public health practice and contribute to the effective implementation of public health programmes by addressing social determinants of health.

The MPH-SE degree is awarded after the successful completion of all academic requirements of the programme, but there is a provision to complete the said degree within a maximum period of 5 years from the date of registration. The programme includes taught courses, two internships and a research project. The graduates find employment in a range of health sectors including 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 the growing number of corporate social responsibility programmes. A number of graduates have opted to work with global public health institutions or have gone on to join a doctoral programme in public health where they become full-time researchers and teachers in this discipline.

Distribution of Credit Hours

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

Semester-Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
SFC 01	Social Science Perspectives on Health	2
SFC 02	Basic Economics and Health Economics	3
SFC 03	Research Methodology – I (Quantitative Methods)	2
SFC 04	Research Methodology – II (Qualitative Methods)	2
PBC 01	Introduction to Public Health	2
PBC 02	Introduction to Epidemiology	2
PBC 03	Public Health Management	2
SEMESTER II		
PBC 04	Introduction to Biostatistics	2
PBC 06	Health Financing including insurance	2
PBC 07	Health and Population in Developing and Transitional Societies	2
PHE 01	Social Epidemiology	2
PHE 03	Epidemiology of Non-Communicable Diseases and Mental Illness	2
PHE 08	Health Education and Communication	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
	First Internship	8
SEMESTER III		
PHE 02	Epidemiology of Communicable Diseases	2
PHE 04	Social and Behavioural Influences on Health	2
PHE 05	Health Systems Research	2
PHE 06	Ecology and Health	2
PHE 07	Gender, Health & Rights	2
	Second Internship	8
SEMESTER IV		
PBC 05	Ethics and Legislation in Public Health	2
Disciplinary Electives (Any 2)	Urban Health	4
	Mental Health	
	Advanced Biostatistics	
	Operations Management and Organisational Development	
	Healthcare Entrepreneurship and Consultancy Management	
	Research Dissertation	6

- Note:
1. The list indicating the total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to the current COVID-19 pandemic situation, courses may be shifted or taught across semesters.
 2. As some internships are organised in rural and under-served areas of the country, accommodation cannot always be ensured by the internship agencies. In such cases, the students should be prepared to make their own arrangements for accommodation.
 3. As per the curricular requirement, the School of Health Systems Studies organises the internships and all students are required mandatorily to undergo and complete all the requirements of the internships.

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SCHOOL OF DEVELOPMENT STUDIES

INTRODUCTION

The School of Development Studies was established in 2012 to contribute towards the holistic discussion on the politics and practices of development in post-colonial societies. Till recently, teaching and research in development studies, though focused on development problems of the less developed countries, was anchored in the developed world—the Global North—and it also focused on a depoliticised understanding of government and market failures. Therefore, the School of Development Studies at TISS is uniquely placed in initiating a dialogue with the dominant discourses of development through people-centric knowledge for building a more inclusive and egalitarian society. Focusing on the interconnection between global, national and local processes of social change, the vision of the School is to promote diverse ways of interdisciplinarity and multidisciplinary in the generation of social science knowledge and to actively engage with critical issues of development, democracy, governance, poverty, and equity through excellence in research, teaching and advocacy.

The School offers Master's Degree and Ph.D. programmes in Development Studies and Women's Studies. There are six centres and a research facility located within the School to undertake research on a wide range of social, economic, cultural and political themes with the latest methodologies of social science research and data analytics. 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 and it offers an M.A. programme in Women's 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 Public Policy, Habitat and Human Development: This is a multidisciplinary teaching and research centre of public policy 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 and policy intervention. The major thematic areas are State and Democracy; Public Policy & Migration; Ethnic Conflicts and Violence; Foreign Policy & Strategic Affairs; Urban and Regional Development; GIS & Remote Sensing; Geopolitics & Inclusive Cities; Minorities and Development; Poverty, Inequality and Human Development; International Development & Sustainable Development Goals; Monitoring & Evaluation Studies. Recently, the Centre has established a 'Development Evaluation & Policy Research Hub' as an independent research cluster to train officials and students in Evaluation Studies.

Centre for Study of Developing Economies: This teaching and research centre focuses on specific problems of development faced by developing and emergent economies in the Global South, such as India. The Centre is led by economists and through rigorous research and active engagement with policymakers and stakeholders, they specialise in advanced tools of economic analysis that focuses on fundamental and primary conditions of human existence and aim to expand human freedom and prosperity for all. The major thematic areas are Issues of Development Economics; Rural Development & Entrepreneurship; Agrarian Studies; Macroeconomic Transformation; Banking and Financialisation; International Trade; Public Finance and Fiscal Policy; and Quantitative Methodologies with 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, & Corporate Social Responsibility as well.

Centre for Study of Developing Societies: Anchored in the disciplines of sociology, anthropology and ethnographic studies, the 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 sophisticated interpretive and analytical mode of research through fieldwork methodology to train students in understanding the change in Indian society through the lens of a 'sociological imagination'. The major thematic areas are Sociology of India; Ethnography and Qualitative Research Methods; Anthropology and Development; Agrarian Society and Agrarian Change; Rural Social Institutions and Everyday State; Urban Space and Politics; Visual Anthropology; Gender and Women's Studies; Caste and Tribal Studies; Culture and Development; and Cultural Resistance.

Centre for Social Theory: This Centre is envisaged as a space that has enabled 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; and Links between Social Theory and Social Work.

PROGRAMME DETAILS

Master of Arts (Development Studies)

The M.A. programme in Development Studies, started in 2006 as the pioneering initiative of TISS to professionalize the cadre of development experts and activists, engages with development debates and policy paradigms from the dual vantage points of the experiences of marginalised communities and the construction of knowledge in the global South. The programme imparts knowledge and skills such as developing analytical thinking, building cogent arguments from evidence-based research and interpreting texts and insights from the field work for relevant policy analysis, advocacy and action.

These learning objectives are realised through the components of foundation courses, disciplinary anchors, thematic electives, data analytics, field-based learning, dissertation writing and internship experiences in various areas of development and governance. The disciplinary anchors draw on the idea of interdisciplinarity while strengthening students' knowledge of certain core disciplines, central to development studies. The thematic electives further consolidate students' knowledge in

chosen disciplines in the context of thematic areas such as state, democracy, public policy, human development, development economics, gender studies, environment, social exclusion, health, population, ageing and evaluation studies. A vital part of the MA programme in Development Studies is a renewed focus on advanced tools and techniques of research methodology and field-based learning. The thematic electives provide opportunities for field exposure/field visits, wherever possible. Through basic and advanced courses, students are trained in multiple research methodologies and essential skills for comprehending and undertaking research in the development sector. The dissertation enables hands-on learning in designing and conducting independent research, gathering primary data through surveys, participant observation, and intensive field research; organising and presenting varied sets of data; interpreting and analysing secondary and primary data; conducting monitoring and evaluation exercises, and writing and presenting their research to a varied audience.

Distribution of Credit Hours

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

Semester-wise Listing of Compulsory Courses

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

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

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

Disciplinary Electives (Optional Courses)

Course Code	Course Titles	Credits
SEMESTER II		
DSO 01	Principles of Economics – Microeconomics	2
DSO 07	Principles of Economics – Macroeconomics	2
DSO 17	Industrialisation, Globalisation and Labour	2
DSO 26	Theoretical Approaches to Gender and Development	2
DSO 27	Cities and Development	2
DSO 28	Geopolitics, Development and Conflict	2
DSO 39	Education, Development and Social Justice	2
SEMESTER III		
DSO 04	Public Policy: Theories and Processes	2
DSO 05	Political Economy of International Development	2
DSO 14	Public Finance	2
DSO 20	Agrarian Relations, Agriculture and Rural Development	2
DSO 21	Social Movements and Social Change	2
DSO 29	Population, Ageing and Development	2
DSO 30	Social Exclusion in India: Caste, Tribe and Other Minorities	2
DSO 32	Legislative Politics & Electoral Management	2
DSO 36	Environment, Climate Change and Sustainability	2
SEMESTER IV		
DSO 31	Philosophy and Postcolonial India	2
DSO 35	Corporate Social Responsibility (CSR) and Development	2
DSO 37	Modernity and Multiplicity: Critical and Experiential Histories	2
DSO 38	Gender, Livelihoods and Development	2
DSO 40	Gender Based Violence, Culture and Human Rights	2
DSO41	Self-Study	2
DSO42	Understanding India's Foreign Policy and Strategic Affairs	2

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

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

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

Master of Arts in 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 interdisciplinary 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, political science, anthropology, sociology, science studies, history, legal studies, education, philosophy, language and literature, always incorporating an inclusive and critical feminist approach.

Distribution of Credit Hours

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

Semester-wise Listing of Courses

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

Course Code	Course Title	Credit
CBCS	Elective Foundation	2
CBCS	Open Elective	2
SEMESTER III		
Compulsory Courses		
WS 24	Identity, Women's Citizenship and Governance	2
WS 25	Feminist Perspectives on Gender and Health	2
WS 26	Women's Issues in Tribal and Indigenous Communities	2
WS 27	Women's Literature in South Asia: Representations, Practices, Perspectives	2
WS 30	Gender and Public Policy: Concepts, Measures, Strategies	2
Disciplinary Elective / Optional Courses** (Any 2)		
WS 10	Gender, Media and Culture	2
WS 29	Queering Feminism	2
WS 31	Family Structures and Violence within Families: Interventions by the State	2
WS 32	Sport, Gender, and Society: Interdisciplinary Explorations	2
SEMESTER IV		
WS 15	Gender, Ideology and Education	2
WS 20	Dissertation	8

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

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

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

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SCHOOL OF EDUCATION

School of Education

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SCHOOL OF EDUCATION

INTRODUCTION

In the current scenario, the School of Education, set up in 2012, acquires special significance. One would imagine that besides running its own post-graduate and research programmes in education, it should also be able to provide leadership to formal educational spaces, including schools, colleges and universities, especially with respect to the New Education Policy (2020), which has come after a gap of three decades. The policy has generated a lot of excitement and predictably so. Like all educational policies, this policy has a vision, renewed focus and a detailed plan of action for achieving its objectives. It has proposed a lot of changes in all stages of education. In the higher education system, the policy focuses on multi-disciplinarity, faculty and institutional autonomy, revamping curriculum, pedagogy and assessment for enhanced quality, promoting peer-reviewed research and stressing better governance, etc.

Besides the NEP, what has happened in the past one year is the pandemic which has shaken the entire world. COVID-19 has assumed overwhelming importance in our lives, impacting almost every domain of our life, society and economy. It continues to haunt us, forcing us to reflect on what's happening in schools in the name of curriculum, pedagogy, teaching and learning. We are still not sure whether schooling is being able to address students' queries and comfort them in terms of the concerns they may have. The schools themselves have directed all

their attention to adopting online mode of teaching, which is being seen as an alternative solution. The other concerns that schools have engaged with is assessment of students' learning. It seems the new imagination of schooling is more about assessment than about learning.

The School of Education, therefore, constantly reinvents itself and engages with changing contemporary realities, which throw new questions that must be addressed in an appropriate and timely manner. The school 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, privatisation of 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: Master of Arts in Education (Elementary)

The M.A. in Education (Elementary) (MAEE) programme is a first of its kind post-graduate programme in the country which caters to the needs of working professionals and practitioners in the field. MAEE students come from a diverse range of backgrounds and are engaged in 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 quite unique, 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 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 a blended mode, with a few weeks of contact and a few weeks of distance period. The exact period of offline classes i.e. face to face interaction has been varying in the past two years due to challenges posed by the pandemic. The blended model had been very carefully chosen for the programme and somehow it was convenient to adapt to the changed circumstances. This model has been chosen as a way of facilitating participants to combine work with study. The contact classes are held at the TISS Mumbai campus.

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

Even though a large proportion of our students are already working in diverse spaces like schools, NGOs, Government organisations etc., after completing the programme, they either stick to those spaces or join in superior positions. Some of our students are now studying in Higher Education Institutions (HEI) both in India and abroad like the JNU, APU, DU and others. A few of them are also in globally renowned universities like Stanford, Harvard, Cambridge, Glasgow, Chicago, Michigan etc. Some of them have also joined HEIs as faculty in leading colleges/universities in India and abroad. A few of them opened their own organisations, schools, and are working in remote, tribal or difficult situations with communities where nobody has ever gone to school. The alumni of the MAEE are highly respected because of their knowledge, experience and their commitment to ideals of equity and justice.

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 Credits (1 credit =15 hours)	Distance Credits (1 credit =30 hours)	Total Credits
Semester I (Odd Semester) 4 Weeks of Contact and 12 Weeks of Distance Period				
BC 01	Philosophy of Education	2.5	2.5	5
BC 10	History of Education	2.5	2.5	5
BC 04	Child Development, Cognition and Learning I	2.5	2.5	5
Semester II (Even Semester) 3.5 Weeks of Contact and 12.5 Weeks of Distance Period				
BC 02	Sociology of Education I	2.5	2.5	5
BC 07	Curriculum and School	2.5	2.5	5
OCA	Optional Course A	2.5	2.5	5
Semester III (Odd Semester) 4 Weeks Of Contact And 12 Weeks Of Distance Period				
BC 05	Child Development, Cognition and Learning II	2.5	2.5	5
BC 06	Language, Mind and Society	2.5	2.5	
BC 08	Research Methods	2.5	2.5	5

Course Code	Course Title	Contact Credits (1 credit =15 hours)	Distance Credits (1 credit =30 hours)	Total Credits
Semester IV (Even Semester) 3.5 Weeks of Contact and 12.5 Weeks of Distance Period				
BC 03	Sociology of Education II	2.5	2.5	5
BC 09	Policy, Institutions and Practices	2.5	2.5	5
OCB	Optional Course B	2.5	2.5	5
FA	Field Attachment and Presentation of Report	1	5	6

- Notes :** 1. Optional Courses A and B are to be chosen from the following with at least one optional from each group.
Optional Group A comprises: OC 1 First Language Pedagogy, OC 2 Pedagogy of Mathematics, OC 3 Pedagogy of Social Sciences, and OC 4 Science Education.
Optional Group B comprises: OC 5 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.
1. 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.
The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Due to the current pandemic situation, courses may be shifted or taught across semesters.

FACULTY AND STAFF

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Mr. Dilip Vasu Poyyara

M.B.A (Finance – IGNOU), D.P.M. (TISS),
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Section Officer

SCHOOL OF HABITAT STUDIES

INTRODUCTION

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

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

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

The SHS offers four Master's Degree programmes and conducts its research, capacity building, advocacy and analytical work through five 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 and Governance
- Centre for Regulatory Policy and Governance

PROGRAMME DETAILS

Master of Arts/ Master of Science in Environment, Climate Change and Sustainability Studies

The issues of sustainability and climate change are increasingly become an important environmental issue in the contemporary developmental context. To prepare scholarship and professionals in interconnecting issues of environment, society, technology and sustainability, TISS started the two-year programme in M.A./M.Sc. in Environment, Climate Change and Sustainability Studies. The master's programme is a pioneering initiative of the SHS, initiated in the year 2012.

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

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

global environmental concerns confronting the world today. The programme seeks to build amongst the students an in depth understanding of the multi-dimensional and complex nature of climate change through comprehensive and thorough engagement with relevant scholarship and field studies and interaction with practitioners, grassroots 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 organizations, government agencies, departments and projects, academia, and other civil society and community-based organizations. It also provides the necessary background for students to potentially work in the field of climate change and sustainability with industry, both in the public and private sectors. The extensive space devoted to dissertation work enables students to direct their

learning towards working in any thematic locations of their choice in the future.

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

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

Teaches students to critically assess climate mitigation and adaptation principles and practices and practices, and sustainability principles and practices.

Provides students with the conceptual and practical tools to evaluate developments in key sectors such as energy and water on the basis of their scientific, economic, and technological merits, as well as on their potential to contribute to broad societal goals such as development and poverty eradication, environmental protection and enabling equity.

Teaches students to locate and map vulnerabilities with respect to the environment and climate, but also taking account of social vulnerabilities including those due to caste, class and gender.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Core Courses	24
	Institute Electives (Open & Foundation)	4
	Fieldwork/Internship	6
Second	Core Courses	14
	Disciplinary Electives	4
	Dissertation	10
Total Credits		66

Semester-wise Listing of Courses

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

Course Code	Course Title	Credits
EC&SS 04	Energy and Climate Change	2
EC&SS 05	Vulnerability, Adaptation, and Livelihoods	2
EC&SS 06	Environmental and Natural Resource Economics	2
EC&SS 07	Natural Resource Governance	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
EC&SS 08	Rural Fieldwork Exercise and Report Writing (3 Weeks) #	4
SEMESTER III		
HS 09	Green Economy and Sustainability	2
EC&SS 9	Economics of Climate Change and Development	2
EC&SS 10	Global Climate and Environmental Governance	2
	Disciplinary Electives (Choose any two for a total of 4 credits) *	
EC&SS 11	Elective 1: Climate Change Modelling	2
EC&SS 12	Elective 2: Energy Modelling	2
EC&SS 13	Elective 3: Introduction to Hydrology and Water Resources Assessment	2
EC&SS 14	Elective 4: Sustainable Cities	2
EC&SS 15	Elective 5: Extreme Events and Disasters	2
HS 10	Macro Data Analysis	2
HS 11	Environmental and Social Impact Assessment (EIA and SIA)	2
EC&SS 16	Literature Review and Proposal**	2
SEMESTER IV		
HS07	Socio Cultural Perspectives	2
EC&SS 17	Mitigation and climate policy	2
EC&SS 18	Research Project/Dissertation**	8

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

* Either Climate Change Modelling or Extreme Events and Disasters will be offered as an elective depending on the choice indicated by the students.

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

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

Master of Arts/ Master of Science in Regulatory Policy and Governance

The M.A/M.Sc. programme in Regulatory Policy and Governance seeks to provide a comprehensive understanding of contemporary regulation theory and emerging regulatory practice models, both

at the national and international levels, taking on board oft-neglected critical dimensions such as equity, environment, democratic participation, and sustainability concerns. It is a multi-disciplinary

programme and aims to develop socially responsible and environmentally conscious professionals in the emerging field of regulatory policy and governance.

Regulation is broadly understood as an effort by the state to address social or environmental risk, market failure, or equity concerns through rule-based direction of social and individual action (as defined by Planning Commission, Gol, see: planningcommission.nic.in/reports/genrep/infra_reglawl.pdf). Regulatory policy is a specific branch of public policy that focuses on rules and regulations to address policy problems, while regulatory governance focuses on the implementation and other governance challenges around such regulatory policies. Regulatory governance is emerging as a global phenomenon where there is an increasing emphasis on use of regulation as an important mode of governance. The State currently regulates the private and public business sectors (like infrastructure, services, finance, 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, Food Safety and Standards Authority, Competition Commission of India) or by the respective government departments and ministries, administering the sector. Regulation seeks to achieve critical social, economic, and environmental goals including controlling monopoly practices, providing a level playing field for competition, protecting rights, promoting equity, enhancing efficiency and cost-effectiveness, improving service quality, and reducing or ameliorating environmental impacts. There are various tools and mechanisms used for regulation such as tariff setting, determining quota

or entitlement, setting service and other standards, adjudication, permits and concession contracts, and monitoring and enforcement.

The programme equips the students with strong conceptual and theoretical understanding, as well as practical skills to analyse and design regulatory solutions for a given policy and governance problem. This combination of theory and practical skills will help students to effectively engage with regulatory activities and processes, in various sectors. The programme is systematically structured as a sequence of courses of the following types, which act as its building blocks: (a) foundation courses, (b) perspective course providing exposure to critical debates, (c) theory course, (d) skill building components, (e) course providing exposure to field, and (f) practical components. It provides an opportunity to build perspectives and skills within this complex discipline, through active learning from skilled experts and practitioners in the field.

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

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

Distribution of Credit Hours

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

Semester-wise Listing of Courses

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

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

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

Master of Arts/ Master of Science in Urban Policy and Governance

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

Apart from imparting interdisciplinary insights from different contexts, the programme also equips students to intervene effectively in urban issues through work in public, private and civil society organisations. The alumni of this programme are currently pursuing promising careers in all three sectors. The programme examines the origins, foundations, development, and implementation of public policy related to cities and urbanisation in India. It engages critically with policies, plans, laws and initiatives, as well as with the diverse social, economic, political, and cultural factors that shape them.

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

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

The Core courses of the Programme introduce the student to key dimensions, contexts, issues and mechanisms related to heterogeneous urban processes and realities. These include, for instance, introductions to South Asian urbanisation, poverty and livelihoods; the interplay between urban politics, governance and policies; urban planning, economics, infrastructure systems and transport, and concepts and practices relating to sustainable and just cities. Courses in the Programme Core basket are of different types. They include more conceptual courses, those offering immersive field-based experiences of active group learning from real world situations and practices, like the Field Institute, and courses with a more projective orientation, such as Urban Futures that look to the future. Elective Courses are also offered within the Programme Core that are devoted to deeper exploration of different urban 'sectors' like water, housing, and sanitation and solid waste management. The programme also foregrounds learning of research methods and 'skills' through courses that introduce research methodology, and 'skills' like Introduction to GIS, Macro data analysis, Environment and Social Impact Assessment and Green Economics and Basics of Financial Analysis.

In the second year, the student chooses one of the Concentrations on offer to develop a more in-depth understanding of a particular thematic area of research and practice, which culminates in an independent research project or dissertation conducted with the guidance of a faculty member. Projects address practical problems and challenges, while dissertations contribute to creating academic knowledge. Both require independent, original and systematic research by the student. Work on Project/ Dissertation commences in the 3rd semester with the submission of a research proposal. Faculty at the Centre for Urban Policy and Governance engage in research projects along these key themes and this experience feeds into the classroom teaching and exercises. Course teachers and students both benefit from this dynamic and interactive learning process. Snippets of our research can be viewed in our website at <https://urk.tiss.edu/>.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	4
	Institute Electives (Open & Foundation)	4
	Programme Core	19
	School Commons	10
	Research Methods and Skills	4 or 6*
Second	Programme Core	9
	Dissertation/Concentration	10
	Research Methods and Skills	4 or 2*
Total Credits		64

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

Semester-wise Listing of Courses

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

Course Code	Course Title	Credits
UPG 10	3) Urban Sanitation and Solid Waste Management	2
CBCS	Open Elective	2
CBCS	Elective Foundation	2
	Internship (6 weeks during summer vacations)	-
SEMESTER III		
<i>Skill Electives: Choose any 2 from the 5 Skill Courses given below** (total of 4 Credits)</i>		
HS 09	1) Green Economy and Sustainability	2
HS 10	2) Macro Data Analysis	2
HS 11	3) Environmental and Social Impact Assessment (EIA and SIA)	2
HS 03	4) Basics of Financial Analysis (Note: taught in Semester I)	2
HS 12	5) Introduction to GIS	2
UPG 11	Urban Studio	3
UPG 12	Urban Governance, Politics and Policies	2
UPG 13	Issues and Challenges in Urban Transport	2
Concentration**		
UPG 14	Literature Review and Proposal	1
<i>Taught Courses (Choose any ONE out of the FOUR given below)</i>		
UPG 15	Engendering Urban Local Governance	
UPG 16	Urbanisation and water	2
UPG 17	Land, Housing and Property: Perspectives and Alternatives	2
UPG 18	Planning and the Indian City	2
SEMESTER IV		
UPG 19	Research Project/Dissertation	7
UPG 20	Urban Futures	2

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

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

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

Master of Arts/ Master of Science in Water Policy and Governance

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

administered by the Centre, is aimed at nurturing policy professionals with a comprehensive understanding of factors, processes, practices and instruments that determine the outcome of efforts to govern the water sector. It begins by laying conceptual and theoretical foundations required for the interdisciplinary and comprehensive training of water policy-professionals.

Further, efforts are made to introduce students to diverse perspectives on the governance of the water sector by introducing them to debates on critically important, and often contentious, themes such as water security and sustainability, water poverty, and the trade-off between equity and efficiency. In order to facilitate this, the programme provides an introduction to the historical evolution of development and management of water resources, as well as that of governance and institutional reforms in different sub-sectors of the water sector. Responding to the need for building professional capabilities, the programme provides significant space for courses imparting various research and professional skills and knowledge related to methods. These include some of the advanced skills such as systems thinking, GIS, financial and regulatory analysis. The programme provides students with exposure to the ground and field realities of the water sector in India.

The programme ensures:

- Balanced and comprehensive understanding of conceptual and theoretical debates around major themes that are of concerns in the policy or academic circles in the water sector;
- Multidisciplinary nature of courses that bring together concepts, theories, perspectives, skills, and
- Methods from social sciences, natural sciences, engineering, law, and other fields;

- Engagement with practitioners and experts in the field; and
- Focus on self-learning and application of learning to existing challenges in the water sector and governance, accompanied by close monitoring, guidance, and hand-holding by a team of in-house faculty and practitioners.

Admission to the programme is open for students coming from diverse backgrounds, but mainly from two categories: (a) Professional training such as engineering, law, agriculture, management, public health, or finance, and (b) academic training in social sciences such as economics, political sciences, and geography. Working professionals in the early stages of their career are encouraged to apply.

Recent institutional reforms in India and the 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 Course	4
	Common courses (School Level)	16
	Foundational and Open Elective Courses	4
	Core Courses	16
	Fieldwork/Internship	1
Second	Core Courses	9
	Disciplinary and Skill Electives	4
	Dissertation/Project	8
	Fieldwork/Internship	2
Total Credits		64

Semester-wise listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Foundation Course	4
HS 01	Introduction to Public Policies: Concepts, Theory and Practice	2
HS 02	Introduction to State, Law, and Governance	2
HS 03	Ecosystems, Habitats, and Sustainability	2
HS 04	Basics of Financial Analysis	2
HS 05	Research Methods – I	2
HS 06	Basic Principles of Economics	2
WPG 01	Development and Water: Issues and Critical Perspectives	2
WPG 02	Introduction to Hydrology and Water Resources Assessment	2
SEMESTER II		
HS 07	Socio Cultural Perspectives	2
HS 08	Research Methods - II	2
WPG 03	Groundwater Development and Management in India	4
WPG 04	Surface Water Resources: Development, Management and Issues	4
WPG 05	Delivery and Management of Water and Sanitation Services	4
WPG 06	Field Visits and Exposure Activities	1
CBCS	Foundation Elective	2
CBCS	Open Elective	2
WPG 07	Summer Internship (Optional)	0
SEMESTER III		
<i>Disciplinary Elective: Choose any ONE course from WPG 08, WPG 09, and HS 09</i>		
WPG 08	Elective 1: Regulation of Water Sector	2
WPG 09	Elective 2: Water Conflicts and Negotiation	2
HS 09	Elective 3: Green Economy and Sustainability	2
<i>Skill Elective: Choose any ONE course from HS 10 and HS 11</i>		
HS 10	Elective 4: Macro Data Analysis	2
HS 11	Elective 5: Environmental and Social Impact Assessment (EIA and SIA)	2
HS 12	Introduction to GIS	2
WPG 10	Legal Perspectives on Water	2
WPG 11	Water Pollution, Water Quality, and Health	3
WPG 12	Literature Review and Proposal	2
WPG 13	Contemporary Discourses in Water Sector	2

Course Code	Course Title	Credits
	First Round of Fieldwork for Project/Dissertation between Semester III and Semester IV	
SEMESTER IV		
WPG 14	Winter Institute*	2
WPG 15	Research Project/Dissertation	6

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

- * The fees for fieldwork courses (WPG 14 and WPG 26) and field visits (as part of WPG 10, WPG 11, and WPG 16) will be collected separately by the School of Habitat Studies. The field component includes field visits, a 15-days course based on fieldwork named as "Winter Institute", and field workshops. The estimated expenses for this are Rs. 8,000/-each in Semesters I, II and III, and Rs. 2,000/-in Semester IV.

FACULTY AND STAFF

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Centre for Urban Policy and Governance

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M.A. (Pune), Ph.D. (Rutgers, The State University of New Jersey)

Associate Professor and Chairperson

Dr. Amita Bhide

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

Professor

Dr. Manjula Bharathy

M.C.J. (Kerala), M.Phil. (JNU), Ph.D. (Jamia Milia Islamia)

Professor

Dr. Ratoola Kundu

M.A. (Delhi), M.U.P. (SPA, Delhi), Ph.D. (Illinois)

Assistant Professor

Centre for Water Policy and Governance

Dr. Pranjal Deekshit

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

Assistant Professor and Chairperson

Mr. Sanjeev Chandorkar

B.E., L.L.B., D.F.M., (Mumbai), C.A. (IIB), C.F.A. (ICFAI)

Associate Professor

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M.A., M.Phil. (JNU), Ph.D. (Sussex)

Assistant Professor and Programme Convener

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Assistant Professor

Mr. Sachin Tiwale
M.Sc. (UNESCO-IHE)

Assistant Professor

Centre for Regulatory Policy and Governance

Dr. Sachin Warghade
M.B.A. (Symbiosis), M.Phil. Ph.D. (TISS)

Assistant Professor and Chairperson

Mr. Chaitanya Talreja
M.A. (Gokhale Institute of Politics & Eco., Pune)

Assistant Professor

School Secretariat

Mr. Sudarshan Patil
M.A. (YCMOU)

Stenographer Grade II

SCHOOL OF MEDIA AND CULTURAL STUDIES

INTRODUCTION

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

with local subaltern cultures of resistance and invention. It has to its credit over 70 national and international awards for its documentary films. The SMCS has a Centre for Critical Media Praxis, a Centre for the Study of Contemporary Culture and a Film archives unit.

PROGRAMME DETAILS: Master of Arts in 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 hands-on training in video production, including direction, research, scripting, editing, camera and sound. It also has a strong research focus. This will enable students to produce

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

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

Distribution of Credit Hours

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

Semester-wise Listing of Courses

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

Notes : The total number of credits, list of CBCS courses and semester-wise listing of courses is provisional, and may undergo some changes. Only select optional courses are offered each year.

FACULTY AND STAFF

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Professor and Dean

Centre for Critical Media Praxis

Mr. K.V. Nagesh Babu
M.A. (Hyderabad)

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Assistant Professor

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Mr. Faiz Ullah
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Professor

Media Archive and Resource Centre

Mr. B.K. Ahire
M.A. (Bharath)

Producer

School Secretariat

Ms. Sonal Gajaria
M.Com. (Mumbai), P.G.D.F. (SIMSR)

Upper Division Clerk

SCHOOL OF HUMAN ECOLOGY

INTRODUCTION

The School of Human Ecology (SHE) uses the term 'human ecology' to refer to all aspects of human experience and everything in the environment that defines quality of life. The SHE has a broad, holistic view of the psycho-social adaptability of individuals, and explores the rich diversity of relationships between individuals, their societies and the environment. It is premised on the view that everything we do as individuals impacts our environments and vice versa. The School adopts an

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

PROGRAMME DETAILS: Master of Arts in Applied Psychology (Clinical and Counselling Practice)

The Mental Health Survey (2015–16) showed that the treatment gap for different mental disorders ranged between 70–92%. Scarcity of trained professionals and supervised services are fundamental barriers to the progress of mental health services in India. This clearly points to the need for trained mental health professionals who can effectively respond to the mental health needs of individuals and communities. It is in the context of scarcity of trained professionals

to provide mental health services in the country that the SHE launched the M.A. in Counselling programme in 2009.

Through a process of feedback from the students and from the field, accompanied by reflection, the SHE currently offers an M.A. programme in Applied Psychology (Clinical and Counselling Practice), which is an amalgam of theory, practice and research.

Year	Detail	Proposed Credit Hours
First	Foundation Courses	4
	CBCS (F & OE)	4
	Applied Psychology courses	19
	Practice (7 credits Fieldwork + 2 credits Psychological Assessment and Diagnostics -I practice.)	9
	Research (Research methods taught courses)	4
Second	Applied Psychology courses	8
	Practice (8 credits Fieldwork linked to Disciplinary Elective + 2 credits Psychological Assessment and Diagnostics –II practice)	10
	Research (6 credits for Dissertation + 2 credits for research methods taught courses)	8
	CBCS (Disciplinary electives theory)	4
Total Credits		70

The M.A. in Applied Psychology (Clinical and Counselling Practice) programme attempts to augment person-environment fit, build resilience for effective coping and enhance well-being and Quality of Life. The programme focuses on the development of practitioners with a sound base in

research as specified in the Boulder Model for clinical psychology training as scientist-practitioners. The stance informing the course contents and pedagogy is developmental and contextual. Training is geared towards increasing awareness of diversity and socio-cultural contexts in which individuals

are located. The specific goal of the M.A. Applied Psychology (Clinical and Counselling Practice) is to equip learners to practice developmental and issue-based assessment and interventions with a focus on primary prevention and therapeutic interventions. It aims to develop self-awareness and a sound theoretical base in students through which they can build skills necessary for practice in fieldwork and

internship settings. The emphasis is on a seamless blend of theory and practice, and also developing research capacities. Supervision is inbuilt into the practice component allowing students to benefit from feedback provided by trained professionals in the field. We encourage students to take a minimum of 10 sessions of personal therapy before the start of Semester III.

Semester-wise Listing of Course

Course No.	Course Title	Credits
SEMESTER I		
FC	Foundation Courses	4
AP1	Counselling process & Micro-skills- I	2
AP2	Counselling process & Micro-skills- II	2
AP3	Approaches to psychotherapy and counselling-I	2
AP4	Introduction to Research Methodology	2
AP5	Understanding Psychological Problems –I	2
AP6	Human growth and development	3
AP7	Field Practicum I- Preparation for field practice + Field visits	3
SEMESTER II		
AP8	Understanding Psychological Problems –II	2
AP9	Approaches to Psychotherapy and counselling-II	2
AP10	Statistics and Data Analysis	2
AP11	Psychological assessment and diagnostics- I (Two credits for class room teaching and two credits for practice)	4
AP 12	Ethics in clinical and counselling practice	2
AP13.1	Masters Dissertation – Proposal presentation	
AP14	Field Practicum – II	4
	CBCS	4
SEMESTER III		
AP15	Psychological Assessment and Diagnostics- II (Two credits for class room teaching and two credits for practice)	4
AP16	Approaches to Psychotherapy and Counselling –III	2
AP17	Socio-cultural contexts of counselling	2
AP 18	Qualitative Data Analysis	2
AP 19	Community mental health	2
AP 20	<i>Disciplinary Electives:</i> AP 20.1: Child and Adolescent Psychotherapy AP 20.2: Couple and Family Therapy AP 20.3: Foundations of Trauma Therapy	2
AP21	Field Practicum –III (Linked to the Disciplinary Elective)	4

Course No.	Course Title	Credits
AP12.2	Masters Dissertation	
SEMESTER IV		
AP 22	<i>Disciplinary Electives</i> AP 22.1: School Counselling AP 22.2: Counselling Older Adults AP 22.3: Advanced Assessment and Therapeutic Techniques in Clinical Practice AP 22.4: Substance Use	2
AP 23	Field Practicum IV (Linked to the Disciplinary Elective)	4
AP12.3	Master Dissertation	6
AP 24	Internship (Compulsory, non-credit course)	

FACULTY AND STAFF

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Centre for Human Ecology

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M.A., M.Phil. (Calcutta)

Assistant Professor

School Secretariat

Ms. Jasmine Shinde

Section Officer (Ad-hoc)

Ms. Samrudhi More

Stenographer (Gr-II)

P.G.D.H.R.M. (Welingkar), M.Com. (Mumbai)

JAMSETJI TATA SCHOOL OF DISASTER STUDIES

INTRODUCTION

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

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

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

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

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

PROGRAMME DETAILS: Master of Arts /Master of Science in Disaster Management

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

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

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

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

The Institute also offers a choice-based curriculum where students are free to choose courses of four credits from any other School or Centre of the Institute. The Master's in Disaster Management programme also offers a multi-level entry-exit option where a student coming for the Master's degree can obtain a Certificate in Disaster Management on completion of the stipulated requirements in the first semester. Students who wish to continue through with the

next semester can obtain a Diploma at the end of the first year, and the Master's degree at the end of two years. Alternately, a Master's student, on completion of the Certificate/Diploma programme, could exit and come back after a break (not exceeding 4 years from the date of admission to the programme), and join in for second/third semester and complete the Master's programme.

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

Distribution of Credit Hours

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

Semester-wise Listing of Courses

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

Course Code	Course Title	Credits
MDM 13	Introduction to Public Health and Mental Health in Disasters	2
MDM 15	Introduction to Technologies for Disaster Management	2
MDM 17	Project Management in Disaster Contexts	2
CBCS	Elective Foundation	2
CBCS	Open Elective	2
MDM 37	Internship I	4
SEMESTER III		
MDM 14	Economics of Disasters and Disaster Finance	2
MDM 16	Transboundary Governance and Humanitarian Action	2
	Specialisation Courses (4 or 5)	8
MDM 38	Internship II	6
	Research Tutorials (compulsory not credit)	-
SEMESTER IV		
MDM 39	Research Dissertation (Coordination)	6
	Specialisation Courses (1 or 2 courses)	4
	Block Internship (Optional)	-

Semester-wise Listing of Specialisation Courses

Course Code	Course Title	Credits
Specialisation 1: Disaster Policy and Action		
SEMESTER III		
MDM 19	Advanced Course in Disaster Recovery	2
MDM 18	Public Policy and Social Advocacy	2
MDM 20	Built Environment, Disasters and Planning	2
MDM 22	Emergency Response and Supply Chain Management	2
SEMESTER IV		
MDM 23	Conflict, Peace and Humanitarian Crisis	2
MDM 21	Ecology, Adaptive Management and Disasters	2
Specialisation 2: Disasters and Development		
SEMESTER III		
MDM 24	Advanced Course on Disasters and Development	2
MDM 26	Advanced Course in Social Research in Disaster Studies	2
MDM 27	Theoretical Foundations of Disaster Economics and Finance	2
MDM 29	Disasters and Well being	2
SEMESTER IV		
MDM 25	Culture and Disasters	2
MDM 28	Risk Economics and Public Finance	2
Specialisations 3: Technologies for Disaster Management		

Course Code	Course Title	Credits
SEMESTER III		
MDM 31	Advances in Early Warning Systems for Hazards	2
MDM 32	Digital Image Analytics and Applications	2
MDM 33	Decision Science and Systems for Disaster Management	2
MDM 34	Geoinformatics in Preparedness and Response	2
SEMESTER IV		
MDM 35	Geospatial Technologies in Disaster Risk Mapping	2
MDM 30	Climate Change Impact Assessment and Adaptation	2

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

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

FACULTY AND STAFF

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Professor and Dean

Centre for Disaster Management

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Centre for Disasters and Development

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M.A. (TISS)

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Centre for Geo-Informatics

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Assistant Professor (Sr. Scale) (on Lien)

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Assistant Professor

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Assistant Professor

IFRC-TISS Programme

Ms. Saumya Kumar

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Assistant

Ms. Aruna Chavan

B.A. (Mumbai)

Upper Division Clerk

Ms. Bharati Dhole

B.Com. (Mumbai)

Upper Division Clerk

SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE

INTRODUCTION

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

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

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

The main objective of the School is to advance socially relevant legal education, research, and training and promote the education of human rights & 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 solutions. It is in this context that the LL.M. programme in Access to Justice seeks to develop socially committed legal professionals assumes significance.

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

vulnerable groups in society. The graduates of this LL.M. programme are creative problem-solvers with the knowledge, skills and perspective to practice law that can deliver justice to all people, and advance the cause of the disadvantaged and marginalised groups. Graduates can practice in the Court of Law and work for society using expertise in legal literacy, socio- legal research, policy analysis and advocacy, and legislative reforms.

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

Distribution of Credits Hours

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

Semester-wise Listing of Courses

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

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

FACULTY AND STAFF

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Stenographer (Gr-II)

CENTRE FOR LIBRARY AND INFORMATION MANAGEMENT STUDIES

INTRODUCTION

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

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

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

The Centre offers PG Diploma, Master's and Ph.D. Programmes in Library and Information Science with a focus on digital libraries, knowledge organisation, digital scholarship, data mining, data management, electronic resource management and web-based information services. The Master's programme in Library and Information Science (MLIS) was started in 2013 and has an intake of 17 students.

PROGRAMME DETAILS: Master of Library and Information Science

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

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

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

Distribution of Credit Hours

Year	Details	Credits
First	Compulsory Foundation Course	2
	Elective Foundation Course	2
	Disciplinary Core Courses (8)	24
	Open Elective	2
	Internship	6

Year	Details	Credits
Second	Disciplinary Core Courses (7)	18
	Disciplinary Elective	4
	Dissertation/ Research Project	8
Total Credits		66

Semester-wise Listing of Courses

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

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

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Mr. Bhavesh Patel

M.L.I.Sc. (Shivaji), P.G.D.L.I.M. (TISS)

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Mr. Akhilesh Sankhwar

M.Sc. (Kanpur), M.C.A. (Jaunpur)

Information Scientist

CENTRE FOR EXCELLENCE IN TEACHER EDUCATION

INTRODUCTION

The Centre of Excellence in Teacher Education (CETE) is an independent centre at TISS Mumbai. Starting as the Centre for Education, Innovation and Action Research (CEIAR), it was established in 2015 to engage with and promote innovation in school curriculum, teacher education and higher education curriculum and pedagogy. In 2020, the Centre was renamed as CETE to highlight the focus on teachers and teacher education and is supported through a seed grant from the Tata Trusts, and initial support from the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMMNTT: 2019-2020).

The Centre provides incubation and promotion of innovation that address the needs of Indian education and engages with innovative use of new technologies and media to raise relevance, quality, and standards of education. It engages with teaching, research, policy advocacy and collaboration to revitalise the sector of teacher education in India.

The Centre is active in fostering collaborations and inviting global expertise to steer research, training, and educational exchanges across cultures, and working closely with several State Governments.

The Centre's flagship action research programme, the Connected Learning Initiative (CLix) (<http://clix.tiss.edu>), was awarded the UNESCO-King Hamad Prize for the Use of ICTs in Education (2017 edition) and also Open Education Awards for Excellence Resources, Tools and Practices under the category of Open Collaboration in 2019 from Open Education Consortium. The Centre has responded to the COVID-19 pandemic by launching the Connected Open Online Learning (COOL) through which we are reaching out to teachers, teacher educators and students. <https://tiss.edu/view/6/mumbai-campus/centre-for-education-innovation-and-action-research/activities-of-centre-2/connected-open-online-learning-cool/>

PROGRAMME DETAILS

Master of Arts in Education

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

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

The programme offers courses in the areas of education studies, pedagogic studies, research, and advanced specialisation optionals, a compulsory evaluated field attachment, and research leading to

a dissertation. Courses are designed to combine field and theoretical knowledge and experience.

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

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

and provide leadership and advocacy in achieving educational goals. Diverse career choices are open to students after completing the MA ED programme including government organisations at the National

and state levels, research organisations, and civil society organisations / CSR initiatives / funding agencies that has an education focus in work.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Course	4
	Educational Studies	18
	Advanced Specialisation — Part One + Part Two	8
	CBCS	4
	Research Methods	4
Second	Field Attachment	4
	Educational Studies	14
	Advanced Specialisation —Part One + Part Two	8
	Research Dissertation	6
	Optional Advanced Disciplinary Course	4
Total Credits		74

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

Semester-wise Listing of Courses

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

Course Code	Course Title	Credits
ES 11	History of Education	4
OADC	Optional Advanced Disciplinary Course ⁵ (Choose any 1 from the options given below)	4
AS	Advanced Specialisation A – Part Two (Sequel to Part 1 chosen in Sem 2)	4
AS	Advanced Specialisation B - Part Two (Sequel to Part 1 chosen in Sem 2)	4
Vacation 3	Research	
SEMESTER IV		
ES 10	Analysing Educational Innovations	2
ES 13	Teachers and Teaching	2
ES 12	Curriculum and School	4
RM 04	Research Dissertation	6

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

1. This is a Practicum aimed at developing students' understanding of the characteristics and challenges of working with different school systems. Students will visit schools that the Centre is collaborating with, as part of its field action project.
2. Advanced Specialisations (AS) are a set of 8 specialisations, each with 2 courses. Students are expected to choose any 2 specialisations and pursue both courses of the specialisations. Details given in the table below.
3. The Choice Based Credit System (CBCS) Courses are to be selected from the general pool of CBCS courses (Open Electives) given on pages 38–41.
4. Field Attachment: Students will be attached with an organisation (Government/Civil Society), whose work is aligned with the student's interests. This will allow students to both observe and learn about the field, with expert practitioners to mentor them on various aspects of education administration and policy, curriculum and pedagogy, teacher formation, etc.
5. Optional Advanced Disciplinary Courses in education will enable students to pursue their areas of interest, and develop deeper knowledge, understanding and skills relating to education.

Advanced Specialisations*

Course Code	Course Title	Credits
AS01	Teacher Education – 1	8
AS02	Teacher Education – 2	
AS03	Language Education	8
AS04	Teaching of English	
AS05	Mathematics Education – 1	8
AS06	Mathematics Education – 2	
AS07	Science Education – 1	8
AS08	Science Education – 2	
AS09	Social Science Education – 1	8
AS10	Social Science Education – 2	
AS11	Education Development and Policy – 1	8
AS12	Education Development and Policy–2	

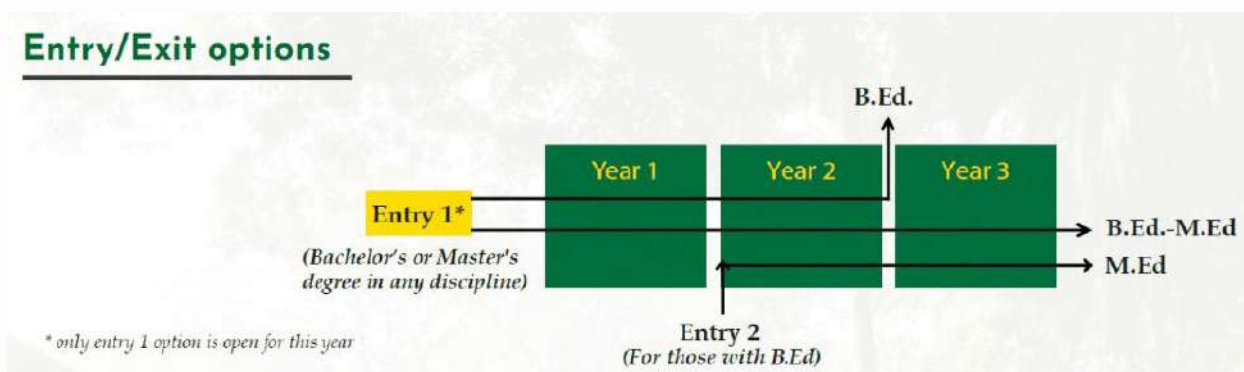
AS13	ICT and New Media in Education – 1	8
AS14	ICT and New Media in Education – 2	

Optional Advanced Disciplinary Optional Courses*

Course Code	Course Title	LIS 18.2
OADC 01	Educational Thinkers and Thought	4
OADC 03	Cognition and Learning	4
OADC 04	Economics of Education	4
OADC 05	Management and Administration in Education	4
OADC 06	Language, Mind and Society	4
OADC 07	Teaching Learning and Assessment	4

Note: *Courses will be offered subject to a minimum number of 4 students opting for the course and teacher availability

B.Ed – M.Ed (Innovative Programme)



The B.Ed.-M.Ed. Innovative Programme is a new three-year programme of study, with entry and exit options, to prepare educators for school pedagogy (English language, Science, Mathematics and Social Sciences) and includes additional coursework leading to specialisation in curriculum studies, education development and policy, inclusive education and ICT and new media. The programme has received recognition from the NCTE WRC.

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

curriculum design and pedagogy:

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

The entire programme is spread over three years divided into 6 semesters, with an exit option after the first two years with a B.Ed degree. The medium of instruction is English. Students are required to

write their assignments, reports, and examination in English language. It has a total of 112 credits (No. of credits for the two-year B.Ed is 74). This includes foundation courses, education courses, research course and school internship. Additionally, the B.Ed-M.Ed students will have optional advanced specialisation courses from a range of possibilities to develop competence in areas of curriculum and material development, education policy, inclusive education, ICT and new media, along with teacher education.

The programme integrates content and pedagogy along with education theory to develop professional identity and capability of educators as subject experts, with knowledge of curriculum, pedagogy and assessment and diverse uses of media and technology. It integrates education theory and practice through a historical, psychological, sociological, and philosophical understanding of a

subject along with the social context of schools and learners. Professionals are prepared to proactively engage with and reinvigorate the institutional contexts and work inclusively to achieve education for all. On successful completion of the B.Ed.-M.Ed. programme, graduates can be gainfully employed as faculty of education, curriculum developers, education policy analysts, educational planners and administrators, school principals and researchers in the field of education. Graduates exiting with B.Ed can be employed as TGTs in schools.

Hostel facility is not available for the B.Ed.-M.Ed. Innovative Programme students. The eligibility of the B.Ed.-M.Ed. Innovative Programme students for the GOI-PMS varies from state to state. Some states do not offer GOI-PMS for a second postgraduate programme. Students are requested to check with their respective state departments and apply on time for the scholarship in case they are eligible.

Distribution of Credit Hours for the B.Ed. Programme

Year	Detail	Credits
First	Foundation Course	4
	Educational Studies	22
	Pedagogic Specialisation: Part One and Two	8
	CBCS	4
	Pedagogic Foundation	2
Second	Education studies	8
	Research	6
	Pedagogic Specialisation: Part Three + Part Four	8
	School Internship	10
	Pedagogic Foundation	2
Total Credits		74*

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

Semester-wise Listing of Courses for the B.Ed. Programme

Course Code	Course Details	Credits
SEMESTER 1		
FC1,2,3	Understanding Economy, Society & Politics	4
ES1	Learners and Learning	4
ES7	Social Marginality and Education	4
PS1,5,9,13	Pedagogic Specialisation-1 ⁱ	4
PS17(P)	Classroom Observations	2
PF1 (P)	Critical Reading	2

Course Code	Course Details	Credits
SEMESTER II		
ES4	The Adolescent Learner	4
ES8	Key Ideas and Concepts in Education	4
ES2	CT and Education	2
PS2,6,10,14	Pedagogic Specialisation - 2	4
ES5(P)	School Observations	2
CBCS1	Optional ⁱⁱⁱ	2
CBCS2	Optional	2
SEMESTER III		
PF3(P)	<i>Vacation 2 : Theatre, Art, Media & Communication</i> ⁱⁱ	2
ES6	Policy, Institutions and Practices	4
ES9	Inclusive and Special Education	2
PS18	Designing ICT tools and Resources	2
PS3,7,11,15	Pedagogic Specialisation - 3	4
PF5	School Internship-1	6
SEMESTER IV		
R1	Research for Teachers	2
PS4,8,12,16	Pedagogic Stream- 4	4
R2	Research Report	4
PF6	School Internship - 2	4
Total Credits		74

Distribution of Credit Hours for the B.Ed-M.Ed. Programme

Year	Detail	Credits
First	Foundation Course	4
	Educational Studies	24
	Pedagogic Specialisation: Part One + Part Two	8
	CBCS	4
Second	Education Studies	4
	Research Methodology	4
	Pedagogic Specialisation: Part Three + Part Four	8
	Advanced Specialisation -1 & 2 (part one)	8
	School Internship	10
	Pedagogic Foundation	2
Third	Field Attachment	4
	Educational Studies	14
	Advanced Specialisation -1 & 2 (part two)	8
	Optional Advanced Disciplinary Course	4
	Research Dissertation	6
Total Credits		114*

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

Semester-wise Listing of Courses for the B.Ed-M.Ed. Programme

Semester	Course Details	Credits
SEMESTER I		
FC1, 2	Understanding Economy, Society & Politics	4
ES1	Learners and Learning	4
ES7	Social Marginality and Education	4
PS1,5,9,13	Pedagogic Specialisation-1 ⁱ	4
PS17(P)	Classroom Observations	2
PF1 (P)	Critical Reading	2
SEMESTER II		
ES4	The Adolescent Learner	4
ES8	Key Ideas and Concepts in Education	4
ES2	ICT and Education	2
PS2, 6, 10, 14	Pedagogic Specialisation - 2	4
ES5(P)	School Observations	2
CBCS1	Optional ⁱⁱⁱ	2
CBCS2	Optional	2
SEMESTER III		
PF3(P)	<i>Vacation 2: Theatre, Art, Media & Communication</i> ⁱⁱ	2
ES6	Policy, Institutions and Practices	4
ES9	Inclusive and Special Education	2
PS18	Designing ICT tools and Resources	2
PS3,7,11,15	Pedagogic Specialisation - 3	4
PF5	School Internship-1	6
SEMESTER IV		
	<i>Vacation 3: Field Attachment</i> ^v	
R3(BC9)	Education Research Methods	4
PS4,8,12,16	Pedagogic Stream- 4	4
AS1,5,9,13,17,21,25	Advanced Specialisation-1 Part 1 ^{iv}	4
AS3/7/11/15/19/23/27	Advanced Specialisation-2 Part 1	4
PF6	School Internship - 2	4
SEMESTER V		
	FA Presentation	4
ES11(BC5)	History of Education	4
ES6	Policy, Institutions and Practices (timetabled with sem1)	4
AS2/6/10/14/18/22/26	Advanced Specialisation - 1 Part 2	4
AS4/8/12/16/20/24/28	Advanced Specialisation-2 Part 2 /OADC	4
OADC	Optional ^{vi}	4
SEMESTER VI/IV		
	<i>Vacation 4: Research</i>	
ES12 (BC7)	Curriculum and School	4
ES13(OC7)	Teacher Professional Development/Teachers and Teaching	2
ES10	Analysing Educational Innovation	2
R4	Research Dissertation	6

Semester	Course Details	Credits
Total Credits		114

* Final credits to be confirmed upon AC approval

** Proposed new course to be approved by AC

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

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

Optional Advanced Disciplinary Optional Courses*

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

Note: *Courses will be offered subject to a minimum number of 4 students opting for the course and teacher availability.

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

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Adjunct Honorary Professor

Secretariat

Ms. Deepa Bhalerao

M.A. (TISS)

Senior Programme Manager

Ms. Pratima Zore

M.Com. (Mumbai)

Programme Manager

INTERNATIONAL MASTER'S DEGREE PROGRAMMES

M.A. in International Development Practice (TISS) & Masters in International Development Practice (Monash University, Melbourne)

TISS launched its first Dual Master's Degree in International Development Practice in partnership with Monash University, with whom it has developed a deep relationship built on a shared vision for the role of higher education in the Australia-India relationship and the importance of sustainable development.

Monash University is a leading university in Australia and it is ranked #57 in the Times Higher Education World University Ranking 2022 and #58 in the QS World University Rankings 2022. Monash is a member of the Group of Eight, an alliance of leading Australian universities recognised for their excellence in teaching and research.

This dual degree is a two-year Master's degree taught on campus at TISS and Monash University, Melbourne. On completion of the degree, students will receive two degrees: an M.A. in International Development Practice from TISS and a Masters in International Development Practice from Monash University.

Course Rationale and Career Prospects

There are challenges concerning the political,

economic, cultural, and ecological well-being of people around the world which lead to extreme poverty, poor health, fragile governance, inequality, and environmental vulnerability. All these issues require professionals with practical skills and analytical capacity to build resilience at a national and community level. This programme will equip students with skills needed to tackle such challenges in a local, national and international context.

This programme offers an applied approach to the theory and practice of international development. It equips candidates with skills in project management, leadership positions in the development sector, and rigorous research training within an interdisciplinary core curriculum.

On the successful completion of the dual degree, candidates can pursue their interests in the area of impact and evaluation, public policy, development economics, and have the ability to work with international development organisations, local government/community development organisations, as well as have opportunities to work with government, private and corporate sector.

Distribution of Credit Hours

Year	Semester	Details	Credits
I	First*	Core Course s	20
	Second*	Disciplinary Courses	20
II	Third & Fourth**	Core Courses Discipline Electives	40+
Total Credits			80

Note: *At TISS,

** At Monash University,

+48 Monash University Credits

Semester-wise Listing of Courses

Course Code	Course Title	TISS Credits
SEMESTER I		
MIDP06	India's Development Challenges	2
MIDP04	Political Economy of International Development	2
MIDP05	Understanding of India's Foreign Policy & Strategic Affairs	2
MIDP02	Nation-State, Public Policy and Inclusive Governance: Perspectives from South Asia	2
MIDP10	Research Methods – Qualitative	2
MIDP09	Quantitative Research Methods for Sustainability Studies	2
MIDP01	Development and Geopolitics	2
MIDP03	Education and the Structures of Power	2
MIDP07	Anthropocene and Agri-Food Systems	2
MIDP08	Human Resource Practices for Industrial Development and Economic Growth	2
SEMESTER II		
MIDP11	Green Economy	2
MIDP12	Natural Resource Governance	2
MIDP13	International humanitarian and Human Rights Law	2
MIDP14	Law, Institutions and Society	2
MIDP15	Sustainable Development and Gender	2
MIDP16	Global Public Health	2
MIDP17	Social Work Practice with Groups	2
MIDP18	Programme Planning and Management	2
MIDP19	Social Welfare Practice in India	2
MIDP20	Research Approaches for Social Impact Assessments	2
	Field Engaged Learnings Depending on the different course requirements, students will be exposed to field engaged learnings.	

Course Code	Course Title	TISS Credits	Monash Credits
SEMESTER III			
APG5628	Deconstructing Development	5	6
APG5073	Conflict, Security and Development	5	6
APG5367	Campaigns, Advocacy and Change	5	6
	Option choices: (any two)	10	12
APG5969	Advanced simulation	5	6
APG5856	Research Project	5	6
APG5044	Professional Internship	5	6
SEMESTER IV			
APG5129	Evaluation	5	6
APG5045	Gender and Development	5	6
	Monash Elective	5	6

Discipline Electives:

- (i) Democracy; (ii) Justice and Governance; (iii) Gender, Peace and Security; (iv) Sustainable Resource Management; (v) Sustainable Economies; (vi) Global Migration; (vii) Crisis, Change Management and Leadership; (viii) Arts Enrichment Units

FACULTY

Prof. Madhushree Sekher M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research World Bank-Robert McNamara Fellow	Centre for Study of Social Exclusion and Inclusive Policies
Prof. Ranu Jain M.A., Ph.D. (Calcutta)	Centre for Studies in Sociology of Education
Prof. Leena Abraham M.A., Ph.D. (Mumbai)	Centre for Studies in Sociology of Education
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Prof. Abdul Shaban M.A. (Delhi), M.Phil., Ph.D. (IIT-B)	School of Development Studies
Dr. Sandhya Iyer M.A., Ph.D. (Mumbai)	School of Development Studies
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Prof. Mouleshri Vyas M.A. (TISS), Ph.D. (Mumbai)	School of Social Work
Prof. Alex Akhup M.A., M.Phil. (Delhi), Ph.D.	School of Social Work
Dr. Sohini Sengupta M.A. (TISS), Ph.D. (London)	School of Social Work
Prof. Arvind Tiwari M.A., Ph.D. (Sagar)	School of Law, Rights and Constitutional Governance
Dr. Parivelan K.M. M.A., M.Phil., Ph.D. (JNU)	School of Law, Rights and Constitutional Governance
Dr. Sonali Kusum LL.M. (NLSIU-Bangalore), P.G.D.S.W. (IGNOU), Ph.D. (NLSIU-Bangalore)	School of Law, Rights and Constitutional Governance
Dr. Unmesh Patnaik M.A. (GIPE, Pune), Ph.D. (IIT-B)	School of Habitat Studies
Dr. Geetanjoy Sahu M.A. (Berhampur), M.Phil. (HCU), Ph.D. (ISEC)	School of Habitat Studies
Dr. Archana Singh M.A. (Agra), M.Phil., Ph.D. (TISS)	School of Management and Labour Studies
Dr. Rahul S. Ph.D. (TISS), M.Phil. (TISS), MASW (University of Kerala)	School of Management and Labour Studies
Dr. Tania Shaw M.A. (Devi Ahilya Vishwavidyalaya), M.B.A. (IGNOU), Ph.D. (Devi Ahilya Vishwavidyalaya), P.G.D. J.M.C. (IGNOU), Dip. in Training & Development (ISTD)	School of Vocational Education
Dr. Shankar Das M.A. (TISS), M.Phil. (NIMHANS), Ph.D. (Mumbai), Dip. in Y.E., Dip in Y.T. (YVN), M.Sc. (LSE), Post Doc. (Florida)	School of Health System Studies

M.A. Social Entrepreneurship & International Business (TISS) & M.Sc. in International Business (Queen Mary University-QMU, London)

TISS launched its second Dual Master's Degree in Social Entrepreneurship and International Business with Queen Mary University of London, with whom it has developed a strong partnership through the joint work they have been doing on the Resilient Futures India Initiative (RFII).

Queen Mary University of London is a leading research-intensive university in the United Kingdom. It is ranked 117th in the world by the Times Higher Education (THE) World University Rankings and #114th in the QS World University Rankings 2022. It is also a Russell Group university, operating across five campuses in London and at sites across Europe and Asia.

This dual degree is a two-year master's degree taught on campus at TISS and Queen Mary University of London. On completion of the degree, students receive two degrees: an M.A (Social Entrepreneurship) from TISS and an MSc. in International Business from Queen Mary University of London.

his programme provides an overview of economics, polity and sociology, innovative problem solving, venture creation, business and organisational management, and leadership linking, with benefits to stakeholders in the first year. The focus on international business in the second year will enable students to develop an advanced-level understanding of the globalised environment in

which modern businesses and economies operate by exploring the extent, limitations, benefits and risks of globalisation.

Programme Rationale and Career Prospects

The Social Entrepreneurship Programme will develop young entrepreneurial talent pool to become 'Change Agents' and in the M.Sc. in International Business at QMUL, students will learn about the economics of globalisation and the resulting challenges to business strategy and management. They will be taught to think beyond textbooks, management fads, and memorised formulas. The programme will enhance their understanding of how and why the world's economies differ, while learning to review the economies and policies of global trade and investment.

On the successful completion of the dual degree, students have the opportunity to undertake leadership roles or pursue a career in research. The programme in International Business offers careers such as project management professionals, marketing professionals, business development managers, the Social Entrepreneurship degree provides candidates venture into areas such as early education, education and ed-tech, FMCG, healthcare, livelihood and skill development, sustainable fashion, agriculture, arts and handicrafts.

Distribution of Credit Hours

Year	Semester	Details	Credits
I	First*	Foundation Course	4
		Core Courses	24
		Field Work	24
		Choice Based Credit System (Open Elective)	2
		Choice Based Credit System (Elective Foundation)	2
II	Second**	Six compulsory modules	30
		Two taught elective modules	10
		10,000-word dissertation	20
Total TISS Credits			116

Note: *At TISS,

** At QMUL

Semester-wise Listing of Courses

Course Code	Semester Course Title	TISS Credits
SEMESTER I		
FC	Foundation Course	4
SE 01	Entrepreneurship	2
SE 02	Microeconomics	2
SE 03	Basic Accounting and Costing	2
SE 04	Social Sector Perspectives and Social Entrepreneurship	2
SE 05	Quantitative Research Methodology	2
SE 06	Qualitative Research Methodology	2
SE 07	Introduction to Public Policy: Concepts, Theory and Practice	2
FW 01	Field Work – 1 (Rural and Pre-Pilot Immersion)	6
SEMESTER II		
CBCS	Open Elective Course	2
CBCS	Elective Foundation Course	2
SE 08	Venture Design and Field Work (Pilot) Preparation	2
SE 09	Marketing Management for Social Ventures	2
SE 10	Financial Management for Social Ventures	2
SE 11	Supply Chain Management	2
SE 12	Sustainable Development	2
FW 02	Field Work – Social Enterprise	18

Course Code	Semester Course Title	TISS Credits	QMUL Credits
SEMESTER III & IV			
Choose 6 Compulsory Modules / Core Courses			
BUSMO14	Qualitative Research Methods	5	15
BUSMO22	The Global Economy	5	15
BUSMO28	Multinationals and Global Business	5	15
BUSMO41	International Macroeconomics and Finance	5	15
BUSMO51	Managerial Economics	5	15
BUSM112	Applied Empirical Methods	5	15
BUSMO60	Corporate Governance	5	15
BUSM103	Dissertation	20	60
Choose 2 Elective Modules from the following			
BUSM073	Economics of Development	5	15
BUSMO84	New Product Development and Business Ecosystems	5	15
BUSM089	International Business Strategy	5	15

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Ph.D.

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Nutritionist

Mr. Litesh Ghonge
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Naval Graduate

Security Officer

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B.Com. (Mumbai)

Stenographer(Gr-II)

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B.Com. (Mumbai)

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Assistant

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Liaison Officer (SC/ST Cell)

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Liaison Officer, OBC, PWD, EWD &
Minority (OPEM) Cell

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Social Worker

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Psychiatrist (Part-time)

Ms. Rinku Das
M.A. (SNDT)

Counsellor



TISS TULJAPUR
OFF CAMPUS

TISS TULJAPUR OFF CAMPUS

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

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

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

and people's institutions. The field learning activities not only help the students enhance their sensitivity to social realities, but also provide different lenses to see the linkages between theory and practice in a praxis mode. Application and use of diverse pedagogical methods lecture, seminar, case study, group work, workshops, simulation exercises, etc. enrich the entire learning process for both students and teachers. The Off Campus has a strong team of multidisciplinary faculty drawn from social work, philosophy, sociology, economics, agriculture, anthropology, history, political science, psychology, geography and other related disciplines.

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

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

PROGRAMME DETAILS

Master of Arts in Social Work (Rural Development)

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

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

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

a) *Fieldwork*: Hands on experience is very important for learning. Fieldwork forms an integral part of Social Work education and training at the Tuljapur Off Campus. It is designed to provide opportunities for developing confidence and team spirit, while working with people at various levels. Besides enabling students to gain experience of applying theoretical knowledge in the field practice, they are helped in developing a holistic understanding of the issues, problems, situations, their causative factors and possible strategies of intervention.

b) *Group Discussions*: Group discussions are unique experience that students get at Tuljapur Campus. It facilitates sharing among students and faculty members and offers students opportunities to undergo a wide range of experiences in a formal, structured and controlled situation of a conference. The students learn to communicate effectively and work in group situations.

c) *Exposure to Field Realities*: Students are placed in community settings, non-governmental organisations and government organisations interactive sessions with experts, field practitioners and scholars from different areas are also arranged with the aim of exposing students to innovative methods of working and various intervention strategies, which adds to their learning and enhances their capacity to work in field situations.

Distribution of Credit Hours

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

Semester Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Societies in India	2
FC 02	India's Development Experience	2
FC 03	State and Democracy in India	2
FC 04	Professional Social Work: History and Ideologies	2
CC 02	Philosophy of Social Sciences Research	2
CC 01	Social Work Methods: Working with Individuals, Groups Communities	2
CC 04	Concept, History and Theories of Development	2
	Field Work – I	5
SEMESTER II		
FC 05	Social Aspects of Poverty and Theories of Justice	2
FC 06	Social Movements and Rural Transformation	2
FC 07	Decentralised Rural Development	2
CC 03	Quantitative and Qualitative Research Methods	2
CC 07	Advanced Social Work Skills and Tools for Rural Development	2
CC 19	Gender and Development	2
	Field Work – II	5
SEMESTER III		
CC 05	Social Policy Analysis	2
CC 08	Environment, Climate Change and Development	2
CC 09	Farm Non-Farm Linkages and Livelihood Issues	2
CC 10	Modes of Natural Resources Use and Sustainable Rural Development	2

Course Code	Course Title	Credits
CC 15	Financial Inclusion and Microfinance	2
CC 17	Development Organisation and Management	2
CC 18	Rural Development Projects: Policy, Planning and Management	2
	Field Work – III	5
SEMESTER IV		
CC 11	Food Security, Right to Food and Rural Livelihoods	2
CC 12	Technology and Development	2
CC 14	Models of Rural Entrepreneurship	2
	Dissertation and Viva-Voce	5
	Internship	NC
Choice Based Credit System: A student can choose any two courses totalling 4 Credits from the CBCS basket of all the four Master's Degree programmes offered by TISS Tuljapur Off Campus)		
CBCS RD 01	Rural/Agro-Based Industries and Rural Marketing	2
CBCS RD 02	Advanced Dalit and Tribal Social Work Practice Skills	2
CBCS RD 03	Disaster Management	2
CBCS RD 04	Development Communication	2

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

Students of the MASW – RD programme have to bear all expenses related to Fieldwork and Research Dissertation.

Master of Arts/Master of Science in Sustainable Livelihoods and Natural Resources Governance

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

The analysis of the current situation indicates that there is a great need for trained professionals, who understand the theory as well as practice of sustainable livelihood development, dynamics and paradox and are able to use the government's policies and programmes in a better manner. The larger aim of this programme is to enhance peoples' well-being through education, research, knowledge, skills, innovations and transformative actions.

This M.A./M.Sc. programme in Sustainable Livelihoods and Natural Resource Governance (MA/MSc.-SLNG) aims at developing livelihood professionals, strong democratic value-oriented practitioners, with in-depth knowledge of theory and practice of sustainable livelihoods as well as Natural Resource Governance, and their interdependence. The combination of courses in this programme focuses on interdisciplinary and multidisciplinary approaches that include understanding the society, ecology, environment, sociology, economy, politics, governance and policy. This will provide reflexive learning, give a unique perspective and

enhance capacity to work as Livelihood Professional in current global scenario. This programme is oriented towards action research for betterment of society, and particularly towards equitable and just development for the poor and women. It will

develop sensitive, secular, and intelligent cadres of professional in livelihoods sector and engage them in creating innovative forms of sustainable livelihoods approaches especially for the poor and disadvantaged sections of society.

Distribution of Credit Hours

Year	Course Title	Credits
First	Foundation Courses	8
	Thematic Courses	12
	Core Courses	6
	Field Work	10
Second	Thematic Courses	12
	Field Work	5
	Dissertation and Viva-Voce	8
	Choice Based Credit System (CBCS)	4
Total Credits		65

Semester Wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Societies in India	2
FC 02	India's Development Experience	2
FC 03	State and Democracy in India	2
SL 01	Livelihood Perspectives and Approaches to Sustainable Development	2
SL 02	Political Economy of Development and Livelihoods	2
SL 12	Skills and Tools for Sustainable Livelihoods and Natural Resources Governance-I	2
CC 08	Environment, Climate Change and Development	2
	Field Work – I	5
SEMESTER II		
FC 04	Social Aspects of Poverty and Theories of Justice	2
SL 03	Governance of Natural Resources and Sustainable Livelihoods	2
SL 04	Ecology and Sustainable Livelihoods	2
SL 05	Livelihoods: Policies, Practices and Challenges	2
CC 03	Research Methods	4
	Field Work – II	5
SEMESTER III		
SL 06	Decentralised Planning and Rural Livelihoods	2
SL 07	Food Security, Rural and Urban Livelihoods	2
SL 09	Skills and Tools for Sustainable Livelihoods and Natural Resources Governance-II	2
SL 10	Project Formulation, Planning, Monitoring and Evaluation	2

Course Code	Course Title	Credits
	Field Work – III	5
SEMESTER IV		
SL 08	Linkages in Livelihoods	2
SL 13	Livelihood Promotion, Innovations, Conservation and Practice (Workshop)	2
	Dissertation/Project Work and Viva-Voce	8
	Internship	Non-Credited and Compulsory
Choice Based Credit System: A student can choose any two courses totalling 4 Credits from the CBCS basket of all the four Master's Degree programmes offered by TISS Tuljapur Off Campus)		
CBCS SL 01	Vulnerability, Risks and Strategies in Sustaining Livelihoods	2
CBCS SL 02	Gender and Sustainable Livelihoods	2

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

Students of the MA/M.Sc. – SLNG programme have to bear all expenses related to Fieldwork and Research Dissertation.

Master of Arts/Master of Science in Development Policy, Planning and Practice

Policy making has always remained a challenge in India. With glaring regional diversity in terms of availability and ownership of resources, people, and environment, the challenge has been to promote a sustainable and improved level of wellbeing for all members of society especially those vulnerable sections that are living at the margins of society. Since Independence, India chose the path of a planned economy, where allocation of scarce resources was decided by priorities set by the elected governments.

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

The M.A./M.Sc. in Development Policy, Planning and Practice (MA/MSc-DPPP), a two-year masters' programme, is designed to address the needs of policy analysts, planners and practitioners in understanding the intricacies and processes of policy making, multilevel planning and implementation. The programme will equip policy analysts, planners and practitioners to understand the process of policy making (formulation, implementation, monitoring and evaluation) at the grassroots level, along with developing a global perspective on development policy. The programme integrates national and international perspectives of development policy, planning and practices. In doing so, it evaluates experiences and contextualizes the learning for India.

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

Distribution of Credit Hours

Year	Details	Credits
First	Foundation and Perspective	6
	Concept and Theory	13
	Research Methods and Dissertation/Project Work	4
	Analysis, Methods and Skills	2
	Field Work	10

Year	Details	Credits
Second	Concept and Theory	4
	Research Methods and Dissertation/Project Work	8
	Analysis, Methods and Skills	4
	Sectoral	4
	Field Work	5
	Choice Based Credit System (CBCS)	4
Total Credits		64

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Societies in India	2
FC 02	India's Development Experience	2
FC 03	State and Democracy in India	2
DP 01	Approaches to Development	3
DP 02	Skills & Tools for Development Policy, Planning and Practice - 1	2
DP 03	Making of Policies and Plans	3
	Field Work – I	5
SEMESTER II		
DP 04	Social Aspects of Poverty and Theories of Justice	2
DP 05	Understanding Development Policy	2
DP 06	Introduction to Decentralised Governance and Planning	3
DP 07	Research Methods	4
	Field Work – II	5
SEMESTER III		
DP8	Environment, Climate Change & Development	2
DP9	Skills & Tools for Development Policy, Planning and Practice - 2	2
DP10	Public Economics	2
DP11	Project/Programme Planning, Monitoring & Evaluation	2
DP12	Seminar Course on Development Policy Analysis	2
DP13	Seminar Course on Sectoral Planning	2
	Field Work – III	5
SEMESTER IV		
DP 14	Dissertation/Project Work and Viva-Voce	8
	Internship (4 weeks)	Non-credited and compulsory
Choice Based Credit System: A student can choose any two courses totalling 4 Credits from the CBCS basket of all the four Master's Degree programmes offered by TISS Tuljapur Off Campus)		4
CBCS DP 01	Rural Planning and Practice	4
CBCS DP 02	Urban Planning and Practice	4

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

Students of the MA/M.Sc. – DPPP programme have to bear all expenses related to Fieldwork and Research Dissertation.

Master of Arts in Social Innovations and Entrepreneurship

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

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

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

The programme aims to:

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

On completion of this programme, students will be able to demonstrate the role of social innovators and entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, education, global warming, etc). It will also prepare students to critically think and reflect on the issues of social innovations and entrepreneurship at both the personal and professional levels. After the completion of this programme, students are expected to start their own venture.

Distribution of Credit Hours

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

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Societies in India	2
FC 02	India's Development Experience	2
FC 03	State and Democracy in India	2
SIE 01	Social Innovations and Entrepreneurship	2
CC 01	Understanding SE Environment: Sector Studies	2
CC 02	Research Methods	4
SIE 02	Basic Accounting, Costing & Economics	(Non-credited and compulsory)
	Field Immersion	6
SEMESTER II		
CC 03	Rural Innovation and Entrepreneurship	2
CC 04	Business Plan	2
	Internship	8
SEMESTER III		
SIE 03	Banking and Microfinance	2
CC 05	Social Entrepreneurial Project Management	2
SIE 04	Marketing for Social Venture	2
	Pilot Project	12
SEMESTER IV		
SIE 05	Business Ethics	2
SIE 06	Entrepreneurial Leadership and Motivation	2
	Dissertation and Viva-Voce	6
Choice Based Credit System: A student can choose any two courses totalling 4 Credits from the CBCS basket of all the four Master's Degree programmes offered by TISS Tuljapur Off Campus)		4
CBCS SIE 01	Financial Management	2
CBCS SIE 02	Community Capacity Building For Social Innovations & Enterprise Development	2

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

Students of the MA-SIE programme have to bear all expenses related to Field Immersion and Research Dissertation.

FACULTY AND ADMINISTRATION

Dr. Ramesh Jare
M.A. (TISS), Ph.D. (YCMOU)

Professor and Dean (Campus In-charge)

Dr. Babasaheb T. Kazi
M.A. (TISS), Ph.D. (Shivaji)

Associate Professor

Dr. Anjali Kulkarni
M.S.W. (Pune), M.B.A. (EILIM),

Associate Professor and Programme Coordinator (BASW)

M.P.M. (Pune), Ph.D. (TMV)

Mr. Rohit Jain

M.A. (TISS)

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Assistant Professor

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Assistant Professor

Dr. Shahaji G. Narwade

M.Sc. (MAU), Ph.D. (Solapur)

Horticulturist

Mr. Ram Rathod

M.A. (TISS)

Social Worker

Mr. Ganpati K. Chadre

M.S.W. (SGU)

Social Worker

Mr. Anand Bhalerao

M.S.W. (Pune), M.Phil. (DAVV)

Social Worker

Mr. Shankar G. Thakare

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Programme Officer - PGDWASH

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Dr. Veeresh Hanchinal
M.L.I.Sc., P.G.D.L.A.N., LL.B., Ph.D. (Shivaji)

Deputy Librarian

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M.Lib. (Nagpur)

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M.Tech. (VTU)

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Assistant

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Assistant (BASS & BASW Programme Secretariat)

Mr. Siddheshwar B. Konale
B.Com. (Shivaji), G.D.C. & A. (GDC&A Board)

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Mr. Laxmikant K. Sulakhe
B.A. (BAMU)

Upper Division Clerk

Computer Centre

Mr. Satish Tambe
M.Sc., (SRTMU) M.B.A. (SMU)

Systems Analyst-cum-Programmer

Health Centre

Ms. Madhuri Shinde

Campus Nurse



TISS GUWAHATI
OFF CAMPUS

TISS GUWAHATI OFF CAMPUS

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

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

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

This TISS Guwahati Off Campus plans to:

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

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

TISS Guwahati Campus: Milestones

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

2011 Academic Programmes were launched in a function presided by Shri Ramadorai, Chairperson, TISS Governing Board, the Chief Minister of Assam along with the Education Minister, DONER Minister and Union Minister for Rural Development.

Academic programmes started with Master's degree programmes: (i) Ecology, Environment and Sustainable Development and (ii) Social Work; and one Bachelor's degree programme: Bachelor's of Arts in Social Sciences.

Government of India sanctioned Rs.100 crore in the Union Budget for infrastructure development.

Ph.D. and integrated M.Phil.-Ph.D. programmes in Social Sciences introduced.

A New M.A. programme in Labour Studies and Social Security (renamed as M.A. in Labour Studies and Social Protection in 2014) introduced.

Four specialisations (Counselling, Community Organisation and Development Practice, Livelihoods and Social Entrepreneurship, and Public Health) were introduced within Social Work programme.

2014 The campus introduced a new M.A. programme in Peace and Conflict Studies.

2015 A disciplinary M.A. programme in Sociology and Social Anthropology was introduced for the first time in the history of TISS.

2017 Inauguration of the new permanent campus at Jalukbari on 31st May by the Hon. Minister of Health and Education, Assam.

School of School Work

The volatility and instability of socio-economic, political and environmental conditions in recent years have had ramifications on the access, use and ownership of resources. The current situation in the world is one where one cannot function in isolation from the global forces. Yet when working on the issues of human betterment and social justice, one cannot let these forces determine the course of action as that might risk positioning profits over people or the planet itself. A well-meaning idea meant to make the lives of people works best when backed by a keen understanding of how to translate it into overall socio-economic betterment for the same people it seeks to address and work for. The current pandemic caused by the corona virus is one that makes relevant the need to engage in processes, to build partnerships and work on issues of global significance, even while ensuring that local needs are central to the response.

Research shows that states where social development has been given precedence over, and at the cost of economic opportunities and growth, have been marked by an economic stagnation and decelerated growth. Therefore, ideas centred on social development alone might be insufficient in a situation where there are no support mechanisms for them to sustain.

There can be a commensurate lesson that one can draw from such a scenario, one where the endeavour should be to look at development more holistically, instead of an approach which isolates social development from other processes.

Therefore, when we look at equipping young people with the knowledge, attitudes and skills to be a skilled worker in the field of social work, coupling it with insights and training with an entrepreneurial lens might hold the key to providing long lasting solutions to our social problems. The School of Social Work of the TISS Guwahati Off Campus aims to bridge this very gap in social work education to create a cadre of young change agents who work with communities for social justice and aim to find innovative solutions towards the same.

The vision of the Master's Programme on Social Work at TISS Guwahati Off-Campus has shifted from a generic approach in 2012–13 to specialisations in 2013–14 in four areas: Counselling (CO), Community Organisation and Development Practice (CODP), Livelihoods and Social Entrepreneurship (LSE), and Public Health (PH). Students are exposed to multi-dimensional courses which are meant to enhance their practical knowledge of understanding relevant concepts which are constantly emerging in the

social work sector. Associations with resource organisations, experts and practical assignments are emphasised to give the students an opportunity to explore their specific interests and imbibe practical skills of knowledge, attitude and innovation in their respective courses.

The geo-political setting of the TISS Guwahati Off-Campus makes the programme relevant to students of Social Work in India and the North East but the learning is not be limited to them. The TISS Guwahati Off-Campus is designed to become a hub of social science education and research in South and South-East Asia. Students from the Hindu-Kush Himalayan region countries of Afghanistan, Pakistan, China, Nepal, Bhutan, Myanmar and Bangladesh would also find the course and field work settings most relevant.

The First Year of the Social Work Programme, i.e. Semester I & II focuses on the social work practice courses along with the foundation courses, field work and rural practicum. The Second Year focuses on the specialisations.

Foundation Courses: The Foundation Courses (FC) in the M.A. in Social Work will ensure that the students have a basic understanding of issues related to development, poverty, patterns of discrimination and exclusion, political economy of globalisation and the state, and civil society dynamics. Further, in keeping with the vision of the Institute, the coursework is grounded in an exposure to the major national and global socio-political issues relevant to a better understanding of society and the state.

Semester-wise Listing of Foundation Courses

Module	Course Title	Credit
SEMESTER I		
1	Understanding Society, Culture and Identity	1
2	Economy, Polity and Governance	1
3	Social Exclusion and Social Policies	2
SEMESTER II		
4	Development: Concepts, Theories, Dimensions and Strategies	2
5	India's Development Experience	1
6	Introduction to Issues of North East India	1
Total Credits		8

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

Choice Based Credit System: Depending on the interests, learning needs, and aims of the students, the Choice-Based Credit System (CBCS) gives the opportunity to choose inter-disciplinary, intra-disciplinary and skill-based courses from a pool

of 8 courses from various programmes within the School of Social work (One of these courses is offered from the TISS Mumbai campus. Thus, CBCS offers additional avenues of learning beyond the core subjects for holistic development.

Course Code	Course Title	Credit
SEMESTER I		
CD2	Rural Development and Governance	2
CN 2	Secular Ethics *	2
LSE2	Livelihood Security and Policies	2
PH2	Health and Development	2
SEMESTER II		
CD3	Social Action, Advocacy and Movements	2

Course Code	Course Title	Credit
CN6	Psychosocial Support: A Focus on Poverty, Conflict, Disasters & Displacement	2
LSE3	Livelihoods, Culture and Identity	2
PH3	Introduction to Mental Health	2
Total Credits		16

Note: Offered from TISS Mumbai.

Social Work Practice Courses: The core curriculum is conceived as a set of courses that is fundamental to attaining a firm knowledge of Social Work and generalist competence in the allied fields. The core curriculum represents those elements of theory and practice knowledge of which is indispensable to general practice (not specialised) of the discipline.

These courses will provide the skill and knowledge base to students in the M.A. Social Work programme. In keeping with this vision, the programme draws from the real world and equips students with the best practices and understanding of social work practice most relevant to their course of study.

Specialisation Courses: The specialisation courses include Counselling, Community Organisation and Development Practice, Livelihoods and Social Entrepreneurship, and Public Health. The aim here is to foster change leaders who have a comprehensive and nuanced understanding and skills in the four areas.

Pedagogy: The pedagogy will consist of theoretical inputs coupled with reflections drawn from the students' own experiences in field work and in the past. Emphasis will be on self learning, project specific engagement and library work. There will be a mix of lectures (input sessions) and tutorials (discussion and reflection by students) in order to encourage critical analysis of issues discussed in class.

The evaluative modes will encourage analysis and applications of the theories and concepts learnt. The course provides time for self study and a reflection over the concepts learnt in class. The students are also engaged through workshops that are designed to bring them together in groups on issues to encourage experiential learning and build skills. These workshops will be non-credit, but compulsory, and will be linked to coursework.

Assessment: This comprises a mix of classroom group assignments, individual assignments and examinations. The mode of assessment will be

decided before the course begins and will be articulated in the first class of each course in order to prepare the students. Attendance and classroom participation will also form part of the assessment and can be assigned a maximum of 5-10% of the weight-age

Fieldwork: The fieldwork in the social work curriculum is designed to provide a practical grasp of the societal issues and complexities. Students are placed in a range of governmental and non-governmental organisations in rural, urban, and tribal settings across the country in order to build exposure to best traditions for social work practice.

The fieldwork will be in the block form in all 4 semesters (except for students of M.A. Social Work Counselling which will be in block form in the 1st, 2nd and 4th semesters and concurrent form in the 3rd semester). As far as experiential learning goes, fieldwork provides ample scope for learning from the various settings and also facilitates cross-learning on issues. The purpose of the fieldwork curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct social work practice skills and act according to social work ethics and values. At the agency placement, the student will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice under the guidance of the Fieldwork Supervisors.

Much of the attitudinal and skill components of the curriculum will be realised through fieldwork. As a means to facilitate the same, fieldwork seminars will be held at the end of each academic seminar, where the students can present and discuss the realities in their fieldwork situation. This will ensure that students are exposed not only to their fieldwork setting but to a whole variety of issues and intervention styles. To understand more about the field engagements, Fieldwork Manual will be given to all students. Students are expected to read the Fieldwork Manual before going to the field.

In the event of travel restrictions due to pandemic and other unforeseen reasons, the fieldwork will be reconceptualised to either online or blended mode of fieldwork.

Institutional visits: Institutional visits are conducted during the first semester to help students to get oriented to the context of professional social work practice. These visits are non-credited but mandatory visits to selected NGOs, government institutions, industries and communities around Guwahati and Kamrup rural district. These visits are planned as per the specializations.

Rural Practicum: A student of the M.A. in Social Work is expected to possess a good grasp of the analysis of issues concerning development. For their rural practicum, the students will be encouraged to explore rural areas and work in areas in and beyond the North East. This is to expose students to the idea of 'rural' and the complex of problems and issues concerning the rural. While many students may come from a rural background themselves, positioning themselves as social workers will mean looking at the rural and rural issues with a new lens. This will aid the students in developing an understanding

of the major patterns of discrimination, exclusion and issues of social and environmental justice when working for the people.

The Rural Practicum will take place at the end of the 2nd semester and is a compulsory, non-credit component of the programme. The duration of the practicum will be 10 days.

Dissertation: An original master's dissertation will be a requisite at the end of this programme for all students of This programme. Students will undertake supervised research projects on socially and academically relevant topics and will submit the final report in a prescribed dissertation format at the end of the second year. In keeping with the School of Social Work practice, the distribution for the dissertation will be between the process of research (40%) and outcome of the research (60%). The students will be aided by workshops to build their capacities on research. The aim of these workshops will be to help the student articulate the research questions and design a strong, compelling research based on their thematic specialisations.

PROGRAMME DETAILS

Master of Arts in Social Work (Counselling)

With the quagmire of complexities that exist in today's world, interwoven with challenges of poverty and deprivation, people are uncertain of their futures creating conditions of stress which are extremely difficult to cope with. Mental stress is generally high and counselling services are very inadequate in this country. There is a dearth of counsellors in hospitals, schools, family settings and rehabilitation centres. Covid-19 has sharply brought into centrestage the impact of the pandemic on mental health of people, in a most significant way. Both short- and long-term consequences on mental health of populations due to various multiple stressors caused in this situation, require that human resources be strengthened to provide help and support to the people most affected. Counsellors working within the framework of understanding of Social Work, are prepared to look at the individual within a social context and address efforts in a manner that helps bring succour. Social Work Counsellors address issues of stigma and discrimination in society simultaneous to helping individuals resolve their psychosocial challenges.

It is imperative to build the social work experience, which had always used counselling as one of its skills, to consolidate and further develop. Hence the M.A. Social Work in Counselling will enhance the counselling skills in social work practice contexts. The programme is tailored to suit social workers working in a wide range of organisational and community contexts as well as individuals in a family. During the programme, the students will not only study counselling techniques, approaches but will get an in-depth knowledge of Mental Health in India and engage in research related to the subject.

On completion of the programme, students will be able to work in corporate organisations, families, family courts, disability sector, feminist counselling centres, correctional settings, school, universities and educational institutions, rehabilitation centres, during disasters, with the elderly, child care and adoption centres, and in the rural areas with programmes on health, education & livelihood.

A student opting for M.A. Social Work in Counselling will study the FCs and the social work practice courses. In addition, their field work in the second year will

be in counselling settings and the dissertation will be related to their specialisation.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	14
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		74

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusions and Social Policies	2
SW 01	Self and Society	2
SW 02	History and Ideologies of Social Work	2
SW 03	Social Work Practice: Principles and Concepts - 1	4
SW 04	Research in Social Work-1	2
CN 01	Introduction to counselling: Its relevance and scope in Social Work	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the NE	1
SW 04	Research in Social Work - 2	2
SW 05	Social Work Practice: Principles and Concepts - 2	2
SW 06	Project planning and Assessment	1
SW 07	Human Resource Management: Principles and Practices	1
CN 02	Secular Ethics (CBCS)	2

Course Code	Course Title	Credits
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
CN 03	Human Growth and Development	2
CN 04	Exploring Mental Health: Meaning, Concepts and Understanding	
	Mental Health Disorders	2
CN 05	Theoretical Approaches and Techniques of Counselling	2
CN 06	Psychosocial Support: A Focus on Poverty, Conflict, Disasters & Displacement (CBCS)	2
CN 07	Counselling with Different Collectivities: Women, Children, Youth & Elderly - I	2
	Fieldwork	6
SEMESTER IV		
CN 07	Counselling with Different Collectivities: Women, Children, Youth & Elderly - II	2
CN 08	Personal and Interpersonal Development of the Counsellor	2
CN 09	Emerging Social Problems & Counselling	2
	Fieldwork	6
	Dissertation	6

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

Master of Arts in Social Work (Community Organisation and Development Practice)

The community has been an important site of social work practice right from the earliest days of the professionalisation of social work, as seen in the Community Service Organisations and Settlement House movements in the US and the UK in the late nineteenth century. In India too, as the profession became established in the immediate pre-independence period and particularly in the post-Independence period, community organisation acquired increasing prominence in social work practice.

Over the years, the focus of social work community organisation practice has also changed along with changing trends in social work practice. From an initial emphasis on charitable activities and urban-based work (similar to that seen in the US and UK), in the 1950s the focus shifted to the massive Community Development Programme (CDP) being implemented in India, with focus on rural development activities through government support. The limitations of this approach became evident with the passage of time, and came to a head during the social and political ferment in India in the 1960s. Critics

questioned the efficacy of government programmes and challenged the notion that social workers should orient their work around these programmes. Community organisation was emphasised as an important means of social action for social change. Increasing involvement of voluntary organisations in community organisation, development and social change was the most important contribution of the 70s and 80s, one that still occupies centre-stage in community organisation and development practice. Simultaneously, from the 1980s there has been greater interest in community organisation in urban settings, shifting away from the erstwhile almost exclusive focus on rural areas.

The period after the nineties has posed a new set of challenges for community organisers and development workers. The ascent of neo-liberalism as the primary ideology governing the state's development interventions has meant a steady withdrawal of the state from development activities. In fact, a critical engagement with state policy as an integral part of social work practice has become

even more vital, with neoliberal economic policy and structural adjustment programmes (along with the waning of leftist and socialist ideology) having led to further impoverishment of the marginalised sections of society and widening inequalities in society. Social security nets have been weakened and the state often fails to provide even basic welfare services to the masses, or demands that they pay for these services. The assault on labour rights, the liberal granting of permissions to the private sector to undertake industrial and mining projects, and the launch of infrastructure development projects have all led to large-scale displacement, dispossession and consequent migration, altering the very nature of communities. These communities have been fragmented, leaving people cut off from their traditional natural and cultural resources, leaving them at the mercy of the market, which, to use Joan Robinson's evocative phrase, often operates as 'the hidden hand which can work by strangulation'.

Tribal groups have been disproportionately affected by these changes, as development initiatives have caused huge amounts of displacement and dispossession in areas traditionally inhabited by these communities. Also, the weakening and loss of traditional knowledge and structures of governance and social organisation in these communities have left them without any recourse but to migrate to cities where they occupy the lowest rungs of the socio-economic structure, usually as unskilled labour. Along with these changes, there have been changes in the framework of community organisation practice. Coinciding with the withdrawal of the state, international donor NGOs, which earlier used to keep in the background, have become extremely interventionist in their approach, often setting the agenda for development programmes. This has led to increasing numbers of community organisation practitioners working directly for these agencies rather than for grassroot NGOs supported by them. A heartening development in recent times, though, has been the move away from the funded NGO structure

and the consequent 'NGO-isation of society' towards progressive and democratic people's movements which have mounted a challenge to the dominant neoliberal development paradigm and vociferously demanded a participatory, pro-people form of development.

The current scenario demands critical engagement, at both the theoretical and practical levels, on the part of the sensitive community organiser. Working from a pro-poor, pro-marginalised groups perspective, the community organiser needs to work with communities towards extending the spaces for engagement with the state, and resisting the multiple onslaughts on their rights and entitlements. There is a need to evolve alternate models of development that are pro-poor and also environment-friendly. It is with these challenges that TISS Guwahati is offering this two-year M.A. Social Work programme in Community Organisation and Development Practice.

Objectives of the Programme

- To help students develop an understanding of the centrality of community in the experience of society, economy and polity and hence, the significance of community mobilising and organising.
- To equip students with the knowledge base, skills and techniques for becoming an effective community organiser and development practitioner.
- To build students' understanding of the political economy of development, poverty and marginalisation, and ways of intervening effectively from a pro-poor perspective.
- To produce members of a trained work force who can act as catalysts to bring about positive change in society using enterprise and an in depth understanding of communities and their environment within a framework of social work values.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0

Year	Course Credit	Credits
Second	Specialisation Courses	13
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		73

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusions and Social Policies	2
SW 01	Self and Society	2
SW 02	History and Ideologies of Social Work	2
SW 03	Social Work Practice: Principles and Concepts - 1	4
SW 04	Research in Social Work - 1	2
CD 01	Theories of Community Practice	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the NE	1
SW 04	Research in Social Work - 2	2
SW 05	Social Work Practice: Principles and Concepts - 2	2
SW 06	Project Planning and Assessment	1
SW 07	Human Resource Management: Principles and Practices	1
CD 02	Rural Development and Governance (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
CD 03	Social Action, Advocacy and Movements (CBCS)	2
CD 04	Urbanisation, Governance and Informal Work	2
CD 05	Contemporary Politics in India	2
CD 06	Disasters and Development & Sustainable Livelihoods	3
	Fieldwork	6

Course Code	Course Title	Credits
	Skill Lab	(Non-Credit)
SEMESTER IV		
CD 07	Law, Society and Development	2
CD 08	Conflicts and Peace Processes	2
CD 09	Development Communications	2
	Fieldwork	6
	Skill Lab	(Non-Credit)
	Dissertation	6

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

Master of Arts in Social Work (Livelihoods and Social Entrepreneurship)

This programme attempts to impart knowledge, skills and attitudes to innovate and initiate work with optimal social impact. The objectives of the programme are to understand the linkages with existing market and livelihood initiatives, rights and opportunities which affect the most vulnerable communities. It will also instill social entrepreneurial attributes in young professionals and equips them to build entrepreneurial venture in the emerging social sectors. At the current juncture, where millions of people struggle to maintain livelihoods that have been lost to market threats, disasters and pandemics, the course is relevant and meaningful, as it provides a learning exposure to students to address issues of livelihoods and entrepreneurship.

The mode of learning will have a blend of theoretical analysis of existing models of social entrepreneurship across the South Asian sub-continent and intensive action research on workable models for livelihood trends and newer possibilities. Students will have

the opportunity to be associated with some of the leading social entrepreneurs of the country and also of the SAARC countries with flexible visa regimes. The strategic location of the North East will enable the students with diverse learning opportunities on the process of regional cooperation which affects fair trade practices and has a direct impact of human development. It has been a constant endeavour to establish the inverse correlation between social unrest and job security. This specialisation will enable the students to engage in research, self-start projects and consultancy initiatives which will somewhere have an impact on the dismal graph of unemployment and social business.

The programme aims at two-fold approaches for placement. Firstly, the students will be encouraged and facilitated to start their own social enterprises. Secondly, every effort will be made to place the students looking for final job placement such that they may get recruited through campus placements.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0

Year	Course Credit	Credits
Second	Specialisation Courses	10
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		70

Self Initiative Project: For Self Initiative Project (SIP) students are expected to prepare and submit a concrete project proposal on livelihood security and social entrepreneurship under the mentorship of faculty supervisors. Student may attach the project with any on-going initiative of the student, institute

or with the like-minded organisations which works on these issues. The students will have to prepare a sustainability plan for this project and convince the expert panel to be assigned by the institute to approve it. Assessment of SIP involves both the process and product evaluations.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusions and Social Policies	2
SW 01	Self and Society	2
SW 02	History and Ideologies of Social Work	2
SW 03	Social Work Practice: Principles and Concepts - 1	4
SW 04	Research in Social Work - 1	2
LSE 01	Understanding livelihoods and Social Entrepreneurship	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the NE	1
SW 04	Research in Social Work - 2	2
SW 05	Social Work Practice: Principles and Concepts - 2	2
SW 06	Project planning and Assessment	1
SW 07	Human Resource Management: Principles and Practices	1
LSE 02	Livelihood Security and Policies (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
LSE 03	Livelihoods, Culture and Identity (CBCS)	2
LSE 04	Networking, Alliances, Joint Ventures and Partnerships	2

Course Code	Course Title	Credits
LSE 05	Social Work and Right to Livelihood and Social Entrepreneurship	2
	Fieldwork	6
SEMESTER IV		
LSE 06	Social Business Innovation	2
LSE 07	Conflict Transformation and Contemporary Livelihood Issues	2
LSE 08	Self Initiative Project	2
	Fieldwork	6
	Dissertation	6

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

Master of Arts in Social Work (Public Health))

According to the World Health Organisation, “the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being.” The determinants and defence of health at the population level have been important concerns of the academia and policymakers for long-time. History has witnessed many efforts to understand and analyse public health problems and to design and evaluate actions to improve public health. Though India is one of the signatories of the Alma Ata declaration of 1978, which aimed at “Health for All by 2000”, some of the health indicators are worse than that of the least developed countries. While struggling to deal with double burden of diseases, the issues such as severe malnutrition and maternal mortality continue to unsettle whatever little progress India made in the past few decades. It is also important to note that the ongoing Covid-19 pandemic crisis has started putting more stress on the already ailing health system. As a result, health services have been over stretched.

It is also a known fact that the access to affordable and quality health services is constrained with inequity issues. India being one of the most privatised health systems in the world, the out of pocket expenditure on health is one of the highest in the world. With the introduction of WTO-TRIPS compliant product patent regime and with the increasing takeovers of domestic

pharmaceutical companies by foreign players, the drug prices are skyrocketing at unprecedented levels. Thus, increasing drug prices which results in “financial catastrophe” is also a burden to both the patients and public exchequer.

Issues such as social and economic stratification and resultant exclusion in the access to health services are another important area of concern. India being highly stratified society in terms of caste, class and gender, the inequities are very much reflected in the health outcomes to a great extent. Rural and urban divide in the health inputs and outcomes is another area of concern for the health policy makers. Similarly some of the tribal areas of different parts of India have one of the worst health indicators of the region.

Even though the government has introduced massive programmes such as National Health Mission (NHM), the health sector still continues to face systemic problems. The state level discrepancy in health indicators is one of the areas of concern when national level programmes are planned and implemented. A systematic approach which includes preventive, promotive, rehabilitative and curative aspects is needed to deal with the health issues in India.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	8
	Social Work Practice Courses	16
	Specialisation Courses	2
	Choice-Based Credit System (CBCS) courses	2
	Fieldwork	12
	Rural Practicum (Compulsory)	0
Second	Specialisation Courses	10
	Choice-Based Credit System (CBCS) courses	2
	Dissertation	6
	Fieldwork	12
Total Credits		70

The M.A. Social Work in Public Health programme aims to equip students with an interdisciplinary understanding of India's health system as well as health problems so that they will have a better understanding of the health realities in India. The programme also aims develop evidence-based, context-specific and resource-sensitive practitioners of public health, and develop skills to analyse health

issues and problems at micro, meso and macro levels.

It is envisaged that students of this programme might make choices that include working with individuals, families, groups and communities in difficult settings across national and international NGOs, government agencies, becoming independent practitioners and activists, or engage in research-based work.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusions and Social Policies	2
SW 01	Self and Society	2
SW 02	History and Ideologies of Social Work	2
SW 03	Social Work Practice: Principles and Concepts - 1	4
SW 04	Research in Social Work - 1	2
PH 01	Introduction to Public Health	2
	Fieldwork (Block/Concurrent)	6
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the NE	1
SW 04	Research in Social Work - 2	2

Course Code	Course Title	Credits
SW 05	Social Work Practice: Principles and Concepts - 2	2
SW 06	Project planning and Assessment	1
SW 07	Human Resource Management: Principles and Practices	1
PH 02	Health and Development (CBCS)	2
	Fieldwork	6
	Rural Practicum	(Non-Credit)
SEMESTER III		
PH 03	Introduction to Mental Health (CBCS)	2
PH 04	Health Services System	2
PH 05	Community Health Processes and Practice	2
PH 06	Epidemiology and Biostatistics	2
	Fieldwork	6
SEMESTER IV		
PH 07	Vulnerable Groups and Health	2
PH 08	Health Policy, Programmes and Legislation	2
	Fieldwork	6
	Dissertation	6

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

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

The School of Social Sciences and Humanities (SSSH) has three inter-disciplinary centres and a core discipline building centre that prepare students to address a wide range of issues that confront our society in contemporary period. The School encourages its students to build on critical questions arising from the field while applying the knowledge acquired in classrooms. All the Centres that constitute SSSH have built on their networks and linkages with grassroots organisations, industry and the vibrant community of social sciences and humanities institutes in the region, and beyond. The programme offered by each Centre reflects the School's emphasis on grounded, field-based knowledge that is geared towards specific skills that will help students navigate the complex world outside. They are also intended to equip students for a wide range of exciting careers that are emerging in the region and around the world.

The SSSH offers the following M.A. programmes:

- M.A. Ecology, Environment and Sustainable Development
- M.A. Labour Studies and Social Protection
- M.A. Peace and Conflict Studies

- M.A. Sociology and Social Anthropology

Students admitted to the post-graduate degree programmes in all the centres come with undergraduate degree in arts, science, humanities, social sciences, engineering and technology, medicine and allied disciplines, agriculture, law and other disciplines. Hence, in order to enable the students gain a nuanced understanding of the nation and its people — social, cultural, economic and political contexts — the Institute offers 8 credits Foundation Course.

Foundation Course: The Foundation Course (FC) is divided into six modules. The FC focuses on the developing societies, economies and politics with emphasis on their social, economic, cultural and political experiences, among others, rather than focusing on theories. Theories may be used while narrating, but will not form the core of the narrative style. All six modules are taught one after the other, rather than concurrently. The FC is taught over 120 hours of 60 lectures and carries a weightage of 8 credits over the first two semesters. The FC modules are compulsory for all the M.A. programmes offered by the school, except the M.A. programme in Sociology and Social Anthropology, which offers a 3-credit FC over first and second semesters.

Semester-wise Listing of Foundation Courses

Module	Title	Credit
SEMESTER I		
1	Understanding Society, Culture and Identity	1
2	Economy, Polity and Governance	1
3	Social Exclusion and Social Policies	2
SEMESTER II		
4	Development: Concepts, Theories, Dimensions and Strategies	2
5	India's Development Experience	1
6	Introduction to Issues of North East India	1
Total Credits		8

Choice Based Credit System: The SSSH also offers a total of 16 credits Choice Based Credit System courses from four centres with 8 credits each in second and third semesters. These courses are offered to all the Master's degree programme students of the TISS

Guwahati Off-Campus. Similarly, students registered in different M.A. programmes of the SSSH can also opt the CBCS courses offered by the School of Social Work.

Programme	Course Code	Course Title	Credit
SEMESTER II			
EESD	C 10	Technology, Development and Society	2
LSSP	LSSP 09	Trade Union Movement	2
PACS	PaCS 11	Practices of Reconciliation	2
SSA	SSA 09	Economy and Society	2
SEMESTER III			
EESD	C 14	Environment and Public Health	2
LSSP	LSSP 15	Labour in North East India	2
PACS	PaCS 19	Forced Migration and Internal Displacement	2
SSA	SSA 13	Social Change and Development	2
Total Credits			16

Master of Arts in Ecology, Environment and Sustainable Development

Today, the world is facing serious problems due to human population explosion, poverty, inequality, pollution, political manipulation of the public for corporate benefit, the abuse of public and natural resources, and the dangers of toxic emissions, to name a few. By the turn of the millennium, as the dangers of global warming and the consequent climate change became evident, the limitations of a human-centric view of environment became clear. Therefore, in the recent years, there has been a shift to a more holistic approach based on ecology — a view that sees humankind as part of an interconnected web of life. It becomes imperative to understand the interactions between the human systems and the natural world.

The M.A. programme in Ecology, Environment and Sustainable Development strives towards developing an elaborate understanding of the topic. The programme is a combination of theoretical knowledge, awareness of the contemporary environmental issues and fieldwork experiences. The aim of the programme is to provide knowledge and skills to the students, which will help them understand the existing problems affecting our environment, possible ways to reduce such impacts and increase awareness in communities. This professional programme will give students the opportunity to understand the institutional structures concerning environment both at the local and international level, as well as the policies, issues and problems of India and strategies to address these. It will help students to develop professional

skills for planning and implementing strategies to address various conservation related issues by taking into consideration related social issues.

The objectives of the programme are to make students understand:

- Human-environment interaction and the different approaches to studying environment and ecology.
- Interrelationships of resource use, economics, politics and their impact on the environment;
- Environmental issues and their linkages to politics of development at the local, regional and global level.
- Issues in environmental economics and natural resource economics.
- Problems and debates of developing countries.
- Skills required for analysing and developing strategy to address ecological and environmental issues by taking into consideration the social perspective.

Fieldwork: The fieldwork is designed to provide a practical grasp of the issues of environmental degradation and their complexity. The students shall be given a choice to work within the state of Assam or in their own home states. The fieldwork shall be done at the end of the second and third semesters. The students can do internships in factories and

corporations assessing and monitoring the emissions of industrial pollution, or with NGOs working on environmental issues. In rural practical, a student can understand the art of conversation of natural resources from the local people and also make note of their growing impoverishment and their dependency on nature. Educational tours shall be organized in the winter vacations in wildlife sanctuaries, site of dams, villages, etc. within North Eastern Region to enrich the knowledge of the students.

Dissertation: An original master's dissertation is a requisite for all students of this M.A. programme. Students will undertake supervised research projects, to be submitted at the end of the fourth semester. The topic for the dissertation shall be identified from issues that are related to any of the EESD courses.

The distribution for the scoring of the dissertation will be between the process of research (30%) and the outcome of the research (70%). The students will be aided by courses on research methods in the second and third semesters and through supervisors allotted to students based on their research topics.

Assessment: Assessment will be based on a mix of classroom group assignments, individual assignments and examinations (only when needed). The mode of assessment will be decided before the programme begins and will be communicated in the first class of each course in order to prepare the students. Attendance and classroom participation will also be part of the assessment and can be assigned a maximum of 5-10% of the weightage.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Courses	8
	Core Courses	31
	Field Exposure/Practicum	1
	Term project	2
	Disciplinary Open Elective Course (CBCS)	2
Second	Core Courses	18
	Internship	4
	Disciplinary Open Elective Course (CBCS)	2
	Dissertation (Including Fieldwork)	6
Total Credits		74

Semester-wise Listing of Courses

Course Code	Course Title	Credit
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusion and Social Policies	2
C 01	Fundamentals in Ecology	4
C 02	Ecology and Environment: Social Science Perspectives	4
C 03	Environmental Economics	3
C 04	Environmental Challenges and Sustainable Development	2

Course Code	Course Title	Credit
C 05	Field Research Methods	5
C 06	Exposures/Practicum	1
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the North East	1
C 07	Biodiversity Conservation and Management	4
C 08	Ethnoecology and Natural Resource Management	3
C 09	Biostatistics and its Application	2
C 10	Technology, Development and Society (CBCS)	2
C 11	Climate Change and Natural Disasters	2
C 12	Introduction to GIS and Remote Sensing	2
C 13	Term Project	2
SEMESTER III		
C 14	Environment and Public Health (CBCS)	2
C 15	Conservation based Rural Livelihood	4
C 16	Gender, Environment and Sustainable Development	2
C 17	Application of GIS and Remote Sensing	2
C 18	Environmental Legislations	2
C 19	Internship	4
SEMESTER IV		
C 20	Population, Migration and Environment	2
C 21	Industrialisation and Urbanisation	2
C 22	EIA, SIA and Auditing	2
C 23	Environment, Conflicts and Movements	2
C 24	Dissertation (Including Fieldwork)	6

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

Master of Arts in Labour Studies and Social Protection

In the last few decades, there has been a fundamental change in employment patterns and employment relations. Poor social security models have made labour markets more vulnerable than any other time in the past. Keeping this in view, the M.A. programme in Labour Studies and Social Security was introduced at the TISS Guwahati Off-Campus in the 2013 academic year.

Considering suggestions from internal review committee and having consultation with experts from International Labour Organisations (ILO), International Centre for Development and Decent Work (ICDD) and other experts in the field of labour, the curriculum was revised and subsequently renamed as the M.A. in Labour Studies and Social Protection in 2014. The programme stands even more relevant in present context when the world

of work is being reshaped with rapid technological progress including Industry 4.0 across the globe especially in the developing nations. Labour market flexibility and labour law reforms have attracted intense policy debates in India. The current global economic, social and health crises due to COVID-19 have compelled us to rethink to understand labour and social protection within development and public policy frameworks.

The programme is aimed at preparing experts and professionals engaged in issues related to work and employment, laws and policies, and research. How workers manage their social security needs is the prime thrust of this programme. The programme highlights changing nature of employment patterns, labour relations, trade union movement, collective bargaining, migration, labour market, role of corporate governance, occupational safety and health, and labour laws. This is an interdisciplinary programme that draws concepts and theories from various disciplines like Economics, History, Law, Political Science and Sociology to understand functions and dynamics of work and employment.

Besides classroom lectures, discussions, case studies and presentations, the programme has a strong fieldwork component. Students are trained to work on large scale data set, undertake primary research and produce a systematic and coherent report. Considering the need for building experts in academic and professional world, they are also exposed to different software packages such as SPSS and STATA (quantitative data analysis software), and ATLAS.ti (qualitative data analysis software). The integration of theory and practice enables the students to think critically, analyse the problems carefully and develop a suitable policy framework.

Key Features

- Focus on perennial problem of unemployment, underemployment and informal employment in developing economies in general, and Indian economy in particular.
- An in-depth understanding of the conceptual and theoretical understanding of different socio-economic and relevant policy issues pertaining to the labour studies.
- The programme is interdisciplinary in nature that draws concepts and theories from various disciplines like Economics, History, Law, Political Science and Sociology.
- The programme has a strong field work component in terms of internship, field work and writing a dissertation on a labour-related topic to provide a practical grasp of issues.
- Students are encouraged to work on various issues pertaining to labour in and around Guwahati in first and third semesters. Students are placed in various organisations for their internship across India and neighbouring countries in the second semester.

Programme Structure and Curriculum Design:

Given that labour studies and social protection draws from various disciplines like Economics, History, Law, Political Science and Sociology, the course is interdisciplinary in nature. Perspective courses provide foundational knowledge on labour related issues and social protection in India as well as in the West in context of both formal and informal set-ups. Courses are specifically designed to impart skills and techniques of data analysis (qualitative and quantitative), and apply these in development research and internship.

The field work and internship are designed to provide a practical grasp of issues related to labour. Given the geographical location of the Northeast campus, students will be encouraged to work on various issues pertaining to labour in and around Guwahati in first and second semesters. Students will be placed in various organisations for their internship across India and neighbouring countries in the third semester.

Field Exposure/Practical

Industry Visit: The main objective of field exposure or field practical is to develop a comprehensive understanding of the field reality and its link with the theory. North Eastern Region (NER) has no remarkable industrial growth except traditional tea, oil and wood based industries in Assam; and coal, small and medium industries in Meghalaya. In recent years, the "Act East Policy" of the Government of India has made the North East more important and strategic even in the context of industry. Industries in this region have been classified mainly into two broad types: agro-based industries (tea industry, sugar industry, grain mill products industry of rice, oil and flour mills, food processing industry and the textile industry) and forest-based industries (plywood industry, saw-mill industry, paper and paper pulp industry). Studying different industries and its labour standard is core area of this course.

There is a dearth of studies exploring labour issues and industry in the region too. Therefore, hands-on experiences while visiting different industries shall provide practical understanding of industry and labour standard in that setting.

Informal Sector: With low industrial growth and growing population pressure in NER, informal sector becomes major source of livelihood in the region. There is hardly any study which addresses labour issues in the informal sector in the region. Thus, students are expected to conduct study (group or individual) on the informal sector and labour in this sector including informal workers in the industries. The field-based study enables the students to understand the phenomenon in the context of current development.

Internship: Students are expected to do internship with different organisations. The objective behind internship is to provide a scope for students to understand the structure of different organisations, industry, and labour at the grass root level (including trade union) while closely working with them. Field supervisors will be assigned in the organisations. Students are expected to share their experiences and findings through presentations after the end of the internship.

Dissertation: An original master's thesis will be a requisite at the end of this programme for all students of the M.A. programme. The Centre for Labour Studies and Social Protection (CLSSP) gives a lot of emphasis on dissertation. The main objective of dissertation is to develop a comprehensive understanding of the field reality and its link with the

theory. Students will undertake supervised research projects related to labour issues to be submitted at the end of the fourth semester. Students' theoretical and practical knowledge acquired throughout four semesters in the field of labour are expected to be reflected in their dissertations. The dissertation may be based on primary or secondary data. The work should be original and research based. Supervisor will be assigned by end of the first semester or beginning of the second semester.

Assessment: Assessment for each course will be based on a mix of group assignments, individual assignments, class presentation and written examinations (only when needed) throughout the semester. The course instructor generally decides the nature of assessment prior to the beginning of the course and informs the concern students and examination section accordingly.

Employability: After the successful completion of the course, students will have the opportunity for higher studies in labour studies/development studies/economics/sociology/public policy or related disciplines, or engaging in various government departments which are dealing with labour issues (such as, Ministry of Labour and Employment, Ministry of Micro, Small and Medium Enterprises, Institute of Applied Manpower Research, Ministry of Rural Development, Ministry of Housing and Urban Poverty Alleviation and others), research institutions, university departments, law firms, and corporate sector, and social development sectors such as various national and international non-governmental organisations among others.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Courses	8
	Core Courses	24
	Disciplinary Open Elective Course (CBCS)	2
	Fieldwork	2
Second	Core Courses	16
	Disciplinary Open Elective Course (CBCS)	2
	Internship	6
	Dissertation	6
	Fieldwork	6
Total Credits		72

Semester-wise Listings of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusion and Social Policies	2
LSSP 01	Economics and Labour - I	2
LSSP 02	Industrialisation, Economic and Social Changes	2
LSSP 03	Work, Organisations and Industrial Relations	3
LSSP 04	Labour in Industries	2
LSSP 05	Informal Economy and Informal Employment	4
LSSP 06	Field Exposure/Practical-I: Industry Visit	2
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the North East	1
LSSP 07	Economics and Labour - II	2
LSSP 08	Labour in Service Sector	2
LSSP 09	Trade Union Movement (CBCS)	
LSSP 10	Economic and Social Security	3
LSSP 11	Labour Laws in India	2
LSSP 12	Introduction to Research Methodology	2
SEMESTER III		
LSSP 13	Internship and Presentation	6
LSSP 16	Labour in Agriculture	2
LSSP 15	Labour in North East India (CBCS)	2
LSSP 16	Public Policies and Labour	2
LSSP 17	Labour Market Theories	2
LSSP 18	International Labour Standards and Decent Work	
LSSP 19	Advance Research Methodology	2
LSSP 20	Field Exposure/Practical - II: Informal Sector	2
SEMESTER IV		
LSSP 21	International Institutions and Labour	2
LSSP 22	Corporate Governance, Corporate Social Responsibility and Labour	2
LSSP 23	Tea Plantation Industry in India	2
LSSP 24	Fieldwork	4
LSSP 25	Dissertation	6

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

Master of Arts in Peace and Conflict Studies

The twentieth century was marked by both tragic series of violent wars, as well as the decolonisation of Asia and Africa. It was, in every sense, a contradictory century of oppression and possibilities of emancipation of humankind. Entering into the first quarter of the twenty-first century, the world is still beset by deep-rooted and multi-layered inequalities that fuel unrest and conflicts in different parts of the world. As contemporary societies come to terms with the aftermath of unilateralist political change and continued militarisation of different parts of the world, one has to emphasise the need for articulating an alternative, historically and ethically grounded vision of politics and society. It is with this vision that the TISS Guwahati Off-Campus offers the two-year M.A. programme in Peace and Conflict Studies (PaCS).

The M.A. programme reflects the Institute's engagement with issues of justice and peace, as well as acknowledges the Off-Campus' unique location and expertise in being able to impart skill-based, philosophically grounded and employment oriented degrees to prospective students. It has three principal components spread across four semesters, which combine to offer students a creative mix of theoretical grounding and empirical explorations, field-based experience, and an introduction to the world of policy making, donors and agencies working on peace building and conflict analysis.

The Programme has three major constituents: (a) course work, (b) field induction, and (c) dissertation, which includes fieldwork and writing. Each constituent is linked to the other in a manner that allows the student to make the most of a conscientious focus on the history, sociology and politics of conflict and violence, as well as ensuring that s/he is able to engage with wide range of field-based issues with peace practitioners, policy makers and agencies.

Objectives of the Programme

- To go beyond strategic/security studies and international relations approaches to peace and conflict studies
- To produce high calibre practitioners, interventionists, writers, and researchers with practical, empirical and theoretical knowledge of violence and peace.
- To develop critical skills in research, advocacy, and communication on issues of peace and conflict.
- To understand new dimensions of conflict resolution, such as, tourism and development.
- To critically appreciate traditional peace building approaches and perspectives on reconciliation.
- To research varied sites like memory and history as resource for conflict and reconciliation.
- To recognise gender-based violence and resistance against militarism and encourage ethical, sensitive and empathetic methods of studying peace and conflict.
- To develop theoretically sound and empirically rich studies on conflict and peace-building processes, particularly from the northeast of India.

Modes of Teaching and Assessment: The modes of teaching usually combine lectures, class room exercises, workshops, seminars, movies/documentaries and tutorials. The course teacher usually decides the modes of assessment, which combines classroom participation, assignment, respond paper, term paper, book reviews, class test and final examination.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	4
	Core Courses	24
	Disciplinary Electives (CBCS)	2
	Field Visits/ Field Induction	0
	Research and Writing	5

Year	Course Credit	Credits
Second	Foundation Course	4
	Core Courses	13
	Disciplinary Electives (CBCS)	2
	Research and Writing	12
	Inter-Programme Offered Courses	4
Total Credits		70

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 1: Understanding Society, Culture and Identity	1
	Module 2: Economy, Polity and Governance	1
	Module 3: Social Exclusion and Social Policies	2
PaCS 01	Studying Conflict	3
PaCS 02	Understanding Violence	3
PaCS 03	Approaches to Peace	3
PaCS 04	Gender, Law and Violence	2
PaCS 05	Constitution, Law and Human Rights	2
PaCS 06	Introduction to Research and Writing	1
PaCS 07	Field Visits	Compulsory and Non-Evaluative
SEMESTER II		
FC	Module 4: Development: Concepts, Theories, Dimensions and Strategies	2
	Module 5: India's Development Experience	1
	Module 6: Introduction to Issues in the North East India	1
PaCS 08	Memory, History and Conflict	3
PaCS 09	Territory, Border and Conflict	3
PaCS 10	Psychological Dimensions of Violence	2
PaCS 11	Practices of Reconciliation (CBCS)	2
PaCS 12	Conflict Resolution – I	3
PaCS 13	Research Methods	4
PaCS 14	Field Induction	Compulsory and Non-Evaluative
SEMESTER III		
PaCS 15	Case Study of Conflicts from the Global South	4
PaCS 16	Environmental Justice	3
PaCS 17	Conflict Resolution – II	3

Course Code	Course Title	Credits
PaCS 18	Media and Peace Building	3
PaCS 19	Forced Migration and Internal Displacement (CBCS)	2
PaCS 20	Fieldwork for Dissertation	Compulsory and Non-Evaluative
SEMESTER IV		
PaCS 21	Inter-Programme offered courses	4
PaCS 22	Indigenous Peoples' Movements	2
PaCS 23	Multiculturalism and Minority Rights	2
PaCS 24	Dissertation	8

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

Master of Arts in Sociology and Social Anthropology

Sociology and Social Anthropology as two distinct disciplines had its origin in Europe. Sociology emerged as the study of predominantly industrial societies and Social Anthropology as the study of non-industrial societies. The distinction was implanted in India too. However, today, there is a need to interrogate the two disciplines, especially in light of the self-reflective turn that both have taken over the past few decades, both in India and in other parts of the world.

In keeping with these realities, the M.A. programme in Sociology and Social Anthropology is designed to integrate the two disciplines with a view to have a comparative and systematic understanding of the society and its institutions. Such a programme is most suited considering the regional location of TISS Guwahati Off-Campus, where an entire region is on the cusp of a profound social, economic and cultural transformation.

Objectives: M.A. programme in Sociology and Social Anthropology emphasises interdisciplinary and critical approaches to social issues. It is designed to

provide students with the necessary knowledge and basic skills in understanding society and different theoretical orientations. For this purpose, the programme aims to:

Integrate the discipline of Sociology and Social Anthropology with a view to have a comparative and systematic understanding of society and its institutions.

Develop the students' understanding and analytical abilities in major social anthropological perspectives.

- To have the basic skills to understand how the simple and complex society functions and changes.
- To ground students theoretically and methodologically, in order to enable them understand national and regional specificities of contemporary societies in India in particular and its South/Southeast Asian neighbourhood in general.

Distribution of Credit Hours

Year	Course Credit	Credits
First	Foundation Course	3
	Core Courses	30
	Disciplinary Electives (CBCS)	2
	Introductory to Field/Rural Practicum/Study Tour	0

Year	Course Credit	Credits
Second	Core Courses	25
	Disciplinary Electives (CBCS)	2
	Dissertation	8
Total Credits		70

Key Features: The programme has three principal components spread over four semesters: (a) course work in perspective building, theoretical groundings, social, economic and political issues, (b) field work, (c) dissertation. In the final year, students will write a supervised dissertation on a topic of their choice. This is a great opportunity to study an area of interest for the students, and also employ the skills acquired from the classroom to conduct empirical research. The programme aims to provide students with employability skills including research methods and design, interviewing, statistical analysis, essay writing and ethnographic methods.

Modes of Teaching and Assessment: The method of teaching includes classroom lectures, group discussions, reading assignments in Journals/

Articles, Power Point Presentation, audio-visual presentations, group reading sessions, debates on current issues by students, tutorial, book review assignments, etc. Students are also encouraged to participate in academic seminars, workshops and sessions, organize community-based awareness programmes based on their areas of interest.

Assessment for each course will be based on a mix of group assignments, individual assignments, class presentation and written examinations (only when needed) at the end the semester. The course instructor generally decides the nature of assessment prior to the beginning of the course and informs the concern students and examination section accordingly.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC	Module 3: Social Exclusions and Social Policies	2
SSA 1	Theories of Society I	3
SSA 2	Indian Society I	3
SSA 3	Culture and Society	4
SSA 4	Marriage, Family and Kinship	4
SSA 5	Research Methods I	3
SEMESTER II		
FC	Module 6: Introduction to Issues in the North East	1
SSA 6	Theories of Society II	3
SSA 7	Indian Society II	3
SSA 8	Society and Polity	4
SSA 9	Economy and Society (CBCS)	2
SSA 10	Research Methods II	3
SSA 11	Introductory to Field/Rural Practicum/Study Tour	Compulsory and Non-Evaluative
SEMESTER III		

Course Code	Course Title	Credits
SSA 12	Inequality and Social Stratification	4
SSA 13	Social Change and Development (CBCS)	2
SSA 14	Gender and Society	4
SSA 15	Society and Education (optional)	4
SSA 16	Population and Society (optional)	4
SSA 17	Research Field Work	Compulsory and Non-Evaluative
SEMESTER IV		
SSA 18	Religion and Society	4
SSA 19	Urban Sociology	4
SSA 20	Law and Society	3
SSA 21	Study of South East Asia	2
SSA 22	Dissertation	8

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

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TISS HYDERABAD
OFF CAMPUS

TISS HYDERABAD OFF CAMPUS

In line with the vision and mission of TISS to “converge excellence with relevance”, the Hyderabad Off Campus was set up in 2011 to foster high quality education, research and outreach, and build a committed cadre of human service professionals. Established at the invitation of the Government of the then undivided state of Andhra Pradesh, and with the specific purpose of addressing the paucity of quality social science education in the state and in the region, TISS Hyderabad has proven itself to be a chosen destination for a rich teaching-learning experience for various interdisciplinary programmes of social sciences. Drawn from prestigious national and international institutions, the faculty have wide-ranging international experience and include Fulbright, Rhodes, Fell Fund, Commonwealth, Cambridge and Chevening scholars.

The Master's Degree Programmes currently offered include Cities and Governance, Development Studies, Education, Natural Resource Governance, Public Policy and Governance, Rural Development and Governance and Women's Studies. A Post Graduate Diploma in Cities and Governance is also offered from the Hyderabad Campus. Students have the opportunity to go to other countries on exchange programmes and thereby acquire international exposure (Erasmus Mundus in Sweden, Science Po in France, Edinburgh University in UK, Monash University and Macquarie University in Australia are a few examples of exchange programmes in which students of the TISS Hyderabad Off Campus have participated). At the same time, students get the opportunity to study and understand the current critical social, economic, and political challenges of our country through field-level grassroots experience during the mandatory internships and experiential learning in the various programmes offered by the Institute.

The distinctive nature of work in TISS Hyderabad has seen partnerships and working relationships emerge with local, regional, national and international agencies as well as Governmental and Inter-

governmental bodies. The agreement with the Foundation for Ecological Security, a reputed non-governmental organisation, provides support for the M.A. programme in Natural Resources and Governance.

In addition, the faculty have been engaged in doing wide-ranging commissioned and sponsored research projects for both national and international agencies. They are also involved in conducting baseline surveys and impact assessments of developmental programmes for various state governments in addition to conducting capacity building and gender sensitisation programmes for police, paramilitary, educational institutions, government departments, and the corporate sector. School of Gender Studies is a knowledge partner of Sakhi One Stop Centres and State Resource Centre for Women, initiatives of the Department of Women Development and Child Welfare, Government of Telangana to address the issue of gender-based violence (GBV) through the providing of integrated services to women and girls affected by violence. Likewise, the School of Public Policy and Governance also hosts and runs a Public Policy and Good Governance Lab that helps districts and state government for better conceptualisation and implementation of public policies.

The placement record of the students from this Off Campus has been good with them securing positions in a variety of organisations with a majority of them placed in the development sector. Student support mechanisms such as the Centre for English Language and Development, and the Counselling Centre play an active and key role for students. While the English Language Centre is to enable students overcome their linguistic concerns, the Counselling Centre is for addressing the mental health concerns and promote the psychological well-being of students. In addition to the campus being wi-fi enabled, there is also a laptop bank that provides laptops to students in need for the duration of their course of study.

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Assistant Professor

SCHOOL OF GENDER STUDIES

INTRODUCTION

The M.A. in Women's Studies programme is a blend of the understanding of social, economic and political institutions through the lens of gender, women's role in development through their positions in institutions and organisations and the imparting of skills to challenge gender-based discrimination and bring about empowerment of women.

On the one hand, issues such as identity, safety, legal rights, etc. engage students, and on the other, development perspectives on health, education, migration, livelihoods, technology, natural resources etc. give them a thorough training in development practice. This foundation nurtures the desire for bringing about change that is channelised through our Experiential Learning, Internship and Dissertation Research.

Programme Detail: Master of Arts in Women's Studies

While grounding students in the core concepts of Women's Studies pertaining to feminist theories and debates, gender and Intersectionalities, women's writings, women's movements, sexualities and identity, feminist science studies, women and law, women and work, gender and education etc. the uniqueness of this programme is its close linkage to field practice with the curriculum offering courses on the role of women in the modern economy, reflecting their agency in bringing about development.

The course on Gender and Development Practice is aimed at helping students develop an understanding of how gender intersects with development policy and practice at multiple levels. Beginning with an overview of the trajectory of gender and development discourse, it goes on to take up three specific sets of themes: households and communities, development organisations and global economic policy. It also discusses case studies in food, agriculture and water.

Public policy has tremendous impact on the politics of everyday life, from state structures to community and gender identities, and cannot be understood without reference to social location. The dominant approach to development with a significant state role in providing for health care has been going through changes in the recent decades with a greater emphasis on a policy environment that conjoins the interests of capital markets and private enterprise in the health sector. All these are significantly gendered. Hence, the course on Gender, Health and Public Policy.

With the increasing participation of women in the formal labour force, they are gaining visibility within the organisational environments. Gender concerns

are often found to be at the root of inequalities in labour markets and formal organisations. With the ever-growing focus on removing these inequalities, organisations have policies that prevent gender-discrimination, mandated by laws. However, gender equality remains a distant dream. Workplace harassment, denial of career advancement and leadership opportunities, are some issues that characterise women's experiences in formal workforce. In the contemporary times, discourses on LGBTQIA+ experiences in workplace have gained traction, emphasising on gender-inclusivity in organisations. The course on Gender and Organisational Management is aimed at familiarising the students with the practical concerns of women in organisations and management positions. The course assumes significance for recognising the micro and macro-structures that impact women in management and gendering in organisations

The course Gender and Technology interrogates how gender, class, caste and capital shape and are shaped by the form and practice of technology. The course considers the use of technology in specific spaces, including household technologies, in computing and industrial design, and in the context of medical practice.

Gender, the Environment and Natural Resources is oriented towards understanding the multiplicity of environmental issues. The course focuses on theoretical frameworks on gender and the environment, environmental governance of natural resources, the neo-liberalisation and privatisation of natural resources and knowledge production.

Project Management is a skill-based course that prepares students for a career as Young Professional

in the Development Sector. It teaches the students how to write a project proposal and how to manage projects initiated by their organisations. These are skills in sync with the job market demands expressed by the non-profit sector, Government departments, CSR departments of corporates, research and training organisations.

Qualitative Impact Evaluation for the Development Sector is another skill-based course. Impact evaluation is a significant task based on which the success or failure of a project is gauged. All organisations with accountability to funders and/or stakeholders have to conduct this exercise on their projects. Therefore, this a skill accorded significance by recruiters.

In addition to the designated Core Courses, students have a choice of four Elective Courses that a) build on the foundational knowledge of the core courses; and b) enable the student to make a choice of either pursuing a Social Sciences/Development oriented set of courses or opt for a Humanities/Cultural Studies stream.

Experiential Learning facilitates the students' understanding of society and how social structures and their inherent power dynamics impact the lives of women. The students are exposed to an urban organisation working on women's issues as well as to the implementation of a state program for women's empowerment in the rural areas. These two learning experiences help reveal the variation in women's issues in urban and rural societies and the different stakeholders who are involved in activism in these two different kinds of milieu.

Internship builds upon the earlier experiential learning, advancing from observation to skill building. Having been introduced to various social issues impacting the lives of women and state schemes for the empowerment of women, the skills that the students are expected to acquire in this period are research skills, community practice skills, writing skills, interpersonal skills, and organisational skills.

Dissertation Research by students of Women's Studies is committed to giving voice to the marginalised. The courses on qualitative and quantitative research teach the students the philosophical underpinnings of social research, the ethics of doing social research, conceptualising a research study through research objectives and research questions, selecting the most appropriate methods of data collection, knowing about the challenges of doing social research with different social groups, identifying methodologies for analysing the data and presenting the findings in a nuanced yet rigorous manner.

Pedagogy: The pedagogic methods range from the conventional lecturing to classroom discussions, to stimulating the students to reflect critically following film screenings, occasional lectures by well-known feminist scholar-activists on themes being engaged with in the classroom. There have been series of such talks/ workshops on themes as wide-ranging as feminism and cinema, to women in armed struggles, participatory rural appraisal, and global policies on trafficking, to name a few. The theory–practice continuum which is the bedrock of Women's Studies enables students to relate classroom learning to their own lives, to examine their own experiences.

Career Opportunities: A degree in Women's Studies prepares students for a wide range of career choices. Benefiting from the analytical skills developed and the exposure to interdisciplinary perspectives, students are employed in governmental and non-governmental organisations working on equity issues, research, and policy planning. Skill based courses such as Project Management and Impact Evaluation, Qualitative and Quantitative Research Methods gear the students to the roles of development practitioners, policy researchers and positions in the CSR departments in Corporates. Graduates of the School of Gender Studies now occupy positions in UN Women, National Livelihood Mission, State Livelihood Missions, INGOs, National NGOs, and CSR divisions of large Corporates. Our graduates are also pursuing doctoral degrees in universities in USA, Canada, UK and Singapore.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	26
	Common Courses	-
	Experiential Learning	8

Year	Detail	Credits
Second	Core Courses	8
	Skill Based	4
	Choice Based Credit System Elective	4
	Disciplinary Elective	4
	Research Proposal	2
	Research Dissertation	6
Total Credits		68

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

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Understanding Society	2
FC 02	Understanding Economy	2
FC 03	Understanding Politics	2
CoR 01	Introduction to Women's Studies	2
CoR 02	Feminist Theories and Debates	2
CoR 03	Gender and Intersectionalities	2
CoR 04	When the Margins Speak: The Intersectional Autobiography	2
CoR 05	Philosophy and Methods of Social Research I	2
EL 01	Understanding the Community	4
SEMESTER II		
CoR 06	Qualitative Research: Methods & Methodologies II	2
CoR 07	Quantitative Research: Methods and Methodologies	2
CoR 08	Women, Work and Livelihoods	2
CoR 09	Hidden Labour: Well-being, Emotions and Affect in Work	2
CoR 10	Women's Movements: Philosophy and History of Social Resistance	2
CoR 11	Women's Movements: Contemporary forms of Social Resistance	2
CoR 12	Writing Women, Women Writing	2
CoR 13	Sexuality, Power and Violence	2
EL 02	Internship	4
SEMESTER III		
SB 01	Project Management	2
SB 02	Qualitative Impact Evaluation for the Development Sector	2
NC	Academic Writing	Non-credited

Course Code	Course Title	Credits
CoR 14	Introduction to Feminist Science Studies	2
CoR 15	Women and the State: Engagement and Contestation	2
CoR 16	Gender and Law – The Indian Perspective	2
CoR 17	Gender and Development Practice	2
R 01	Research Proposal	2
Any two elective courses from the following EC 01 to EC 05		
EC 01	Gender, Media and Culture	2
EC 02	Men and Masculinities	2
EC 03	Gender, Health and Public Policy	2
EC 04	Gender and Organisational Management	2
EC 05	Gender and Technology	2
SEMESTER IV		
Any two elective courses from the following EC 06 to EC 09		
EC 06	Migration, Labour and Economy	2
EC 07	Gender and Education	2
EC 08	Queering Gender	2
EC 09	Gender, the Environment and Natural Resources	2
R 02	Dissertation	6

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

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Student Coordinator

TISS-AZIM PREMJI SCHOOL OF EDUCATION

INTRODUCTION

The Azim Premji School of Education at the Tata Institute of Social Sciences (TISS-APSoE) was established in 2011 and has since then been working towards enriching the discipline and practice of education through a range of activities that include teaching, research, capacity building and advocacy. The vision of TISS-APSoE is to strike a balance between academic excellence on the one hand and critical engagement on the other hand with practice associated with teaching and learning in schools as well as institutes of higher education.

Through the existing academic programmes, which include Ph.D. in Education and M.A. in Education, TISS-APSoE has been offering relevant and quality education in contextually responsive ways. These programmes introduce students to educational thought and practice in India as well as internationally. The programmes seek to develop a deeper understanding of contemporary educational discourses, socio-cultural influences, and alignment with diverse perspectives on education.

PROGRAMME DETAILS: Master of Arts in Education

The M.A. in Education programme is aimed at enabling sustained and critical engagement with the discipline of Education, especially as it has emerged and expanded in India. It aims to develop critical knowledge of the field of education and seeks to provide students with opportunities to specialise in areas of their interest. The design of the Masters programme is based on the understanding that Education is a multi-disciplinary field that draws important insights from History, Philosophy, Sociology, and Psychology. The programme combines this integrated discipline-based approach with an understanding of education policy and institutional contexts of practice.

conceptual understanding in the taught courses. Students also get an additional opportunity to explore and study an area of their interest in depth through the requirement of submitting research dissertations. The dissertations are examined by external reviewers, allowing for critical feedback and inputs. The degree is awarded to the students only after the completion of all the requirements laid down by the programme.

The M.A. in Education programme is spread across four semesters that span a two-year duration. The breaks between the semesters are utilised by students for experiential learning through internships, which allow students to visit sites of educational practice and immerse themselves in the given setting to gain an understanding of educational practice. The presentations on, and reflections of, these experiences by the students contribute to creating an enhanced awareness of educational discourses in the country. It also provides a basis for anchoring

The field of education needs professionals with a capacity to develop curriculum, train teachers, conduct evidence-based research to influence education policies and practices, strengthen the pedagogy of discipline-based teaching at various levels of education, contribute towards knowledge generation, administer educational institutions and provide leadership and advocacy in achieving educational goals. Diverse career choices are open to students after completing the MA in Education programme, including in government organisations at the national and state levels, university and college departments of education, research organisations, civil society organisations, Corporate Social Responsibility initiatives and funding agencies that focus on education.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	24
	Elective Course (Curriculum & Pedagogy or Thematic)	4
	Experiential Learning	4

Year	Detail	Credits
Second	Core Courses	8
	Elective Course (Curriculum & Pedagogy, Thematic and Advanced)	12
	Choice Based Credit System Elective	4
	Workshop-Perspectives on Disability	2
	Experiential Learning	0
	Dissertation	6
Total Credits		70

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

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
ED 1	Philosophy of Education	4
ED 2	Human Development and Learning	4
ED 3	Understanding Language	2
WSP1	Understanding the Field of Education	2
EL1	Experiential Learning	2
SEMESTER II		
ED 4	Sociology of Education	4
ED 5	History of Education	4
ED 6	Curriculum Studies	4
ED 7	Introduction to Education Research	2
EC1 (ECCP/ECT)	Elective Course (Curriculum & Pedagogy or Thematic)	4
EL 2	Internship	-
SEMESTER III		
ED 8	Education Policy, Institutions and Practices	4
ED 9	Education Research Methods	4
EC 2 (ECADC)	Elective (Advanced Disciplinary Course)	4
EC 3 (CBCS)	Elective (Choice Based Credit System)	4
SEMESTER IV		
EC 4 (ECCP/ECT)	Elective Course (Curriculum & Pedagogy or Thematic)	4
EC 5 (ECCP/ECT or any other)	Elective Course (Curriculum & Pedagogy or Thematic or any other course being offered)	4
WSP 2	Perspectives on Disability	2
RD	Dissertation	6

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

FACULTY AND STAFF

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M.B.A. (JNTUM)

Student Coordinator

SCHOOL OF LIVELIHOODS AND DEVELOPMENT

The School of Livelihoods and Development (SLD) endeavors in building the knowledge base and human resources required for engaging with issues pertaining to sustainable development and transformation of livelihoods of a broad spectrum of groups across the economy. Recognising income as an essential, though not sufficient, condition for improved quality of life, the School goes beyond an understanding based on availability of resources and capacities. Alternatively, it demonstrates a holistic interest in a range of aspects concerning livelihood and development as natural resources, agriculture and allied activities, non-farm activities.

The SLD factors in its engagement the understanding of the broader politics of economy, environment and the impending threat of climate change. It is aligned to strengthening governance structures and working closely with institutions like the panchayats, cooperatives, community-based organisations, NGOs, social enterprises and CSR engagement in the rural sector. The SLD facilitates experiential learning and post-graduate research across programmes and engages in the ongoing research in different field sites. The SLD is in the process of building knowledge partnership with the

State Governments of Telangana, Andhra Pradesh, among others.

The students of the academic programmes offered by the School also take a lead in organising Seminars and Guest Lectures on issues of relevance to the development sector and field action initiatives.

Focus Areas

- Develop knowledge base on natural resource governance, livelihoods and development informed by national and global research
- Evidence based research in farm and non-farm livelihoods to strengthen program implementation and enable policy making

The School anchors three Master's Degree programmes:

- M.A. Development Studies (MA-DS)
- M.A. Natural Resources & Governance (MA-NRG)
- M.A. Rural Development & Governance (MA-RDG)

PROGRAMME DETAILS: Master of Arts in Development Studies

The M.A. Development Studies programme aims to impart students a broad-based understanding of the perspectives, practice and processes of development and their varying implications. To do so, it strives to integrate insights drawn from different disciplines so as to both respect competing viewpoints and to form an informed perspective. Specifically, it aims to guide the students towards a grounded and broad-based learning, which would arouse the curiosity to know, develop competency in nurturing arguments and discussions, impart skills of data analysis and assessment and provide opportunities to use them to assess development practice through experiential learning and research.

The MA-DS programme continues to attract outstanding students from varying educational and social backgrounds with a shared concern for development and nourish their potentials so as to enable them to make critical contribution in the field of their choice. This programme in its present form builds on from the existing

development studies programme offered by the School of Development Studies, TISS Mumbai campus. However, it also differs from it to some extent through the introduction of changes, which are informed by the discussions and competency, of faculty at the TISS Hyderabad Off Campus and unique emphasis on Experiential Learning, linking classroom learning with theoretical knowledge, internships and placements with government and non-government organisations.

The programme lays emphasis on lectures; guest lectures by policy makers, practitioners, activists from the field; student seminars; film festivals and debate competitions. These are done through a student-led, reflective process of learning, which consciously cultivates a concern for the common good, environment and the marginalised.

During the programme, students are encouraged to enter the field and broaden their academic horizons. They are given exposure in the following areas:

- Internship and Field experience in Rural Areas
- Five-weeks internship to develop skills to work with various organisations
- One-month fieldwork as a part of their dissertation
- Opportunities to compete for student exchange programmes for universities abroad
- Workshops on Statistical Software like STATA, SPSS
- Workshops on understanding Budgets, Impact Evaluation, Urbanisation etc.

A noteworthy aspect of the curriculum is emphasis

in imparting skills of data analysis and impact assessment, spread across three semesters. The data analysis skills and skills to handle big data sets like NSSO and Census combined with experiential learning will enable the students to acquire the competence and orientation required for policy analysis and development research and practice.

The MA-DS programme had commenced in 2014 and its alumni are well placed in different research institutions and government as well as non-government agencies engaged in designing and implementing development interventions. Some students also pursue higher studies and enroll in Ph.D. programmes offered by national and international universities.

Distribution of Credit Hours

Year	Types of Courses	Credit
First	Compulsory courses	28
	Electives	2
	Experiential Learning	8
Second	Compulsory courses	18
	Electives	4
	Dissertation	8
Total Credits		68

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

Semester-wise Listing of Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC 01	Understanding Society	2
FC 02	Understanding Economy	2
FC 03	Understanding Politics	2
CoM 01	Philosophy and Methods of Social Research-1	2
DS 01	Introduction to Development Studies	2
DS 02	State and Development	2
EL 01	Understanding Rural Society	4
SEMESTER II		
CoM 02	Philosophy and Methods of Social Research-2	2
DS 03	Development Economics	3

Course Code	Course Titles	Credits
DS 04	Theories of Development	2
DS 05	Social Justice and Social Exclusion	3
DS 06	Welfare Regimes	2
CoM 03	Contemporary Indian Economy	2
DS 07	Foundations of Data Analysis	2
EL 02	Internship	4
DSEC 01	Elective 1	2
SEMESTER III		
RDG 07	Political Economy of Agriculture, Land and Labour	2
DS 08	Poverty and Inequality: Approaches and Measurement	2
DS 09	Gender and Development Practice	2
DS 10	Urbanisation and Development	2
DS 11	Human Rights, Social Movements and Development	2
DS 12	Environment and Development	2
RDG 10	Project Management	2
DS 13	Impact Evaluation	2
WS	Workshop: Understanding Budgets	Non-Credited
DSEC 02	Elective 2	2
SEMESTER IV		
DS 14	Industrialisation, Globalisation and Labour	2
DSEC 03	Elective 3	2
	Dissertation	8

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

Master of Arts in Natural Resources and Governance

The M.A. Natural Resources and Governance programme is offered in collaboration with the Foundation for Ecological Security, a well-known NGO in the field of sustainable development (www.fes.org.in). The classroom sessions, workshops and field-based initiatives are guided by an interface with academic and practice-based organisations, and government and non-government agencies.

The MA-NRG provides a combination of theoretical knowledge, awareness of contemporary environmental issues, and fieldwork expertise. The aim of the programme is to enable students to

conceptualise the idea of natural resources in rich and diverse ways, and engage with various issues and problems around natural resource control and use, broadly within a framework of natural resources management and governance.

This academic programme aims to help students understand institutional structures concerning natural resources at the micro and macro levels (local, state, national, international), as well as policies, issues and problems of India and strategies to address these. It aims at preparing green professionals with a blend of management skills, sound foundation in

conceptual and theoretical knowledge of ecology, environment and development, and firm grounding in the field for a trans-disciplinary understanding of issues. It will equip students with perspectives, knowledge and skills to:

1. Understand human-environment interaction; different approaches to studying environment and ecology; inter-relationships of resource use, economics, governance systems, and politics, and the impact of these intersections on the environment.
2. Develop a comprehensive understanding of the concepts, ethics, theories and discourses on natural resources, ecology, institutional analysis, climate change and adaptation, rural development, sustainable development, socio-ecological systems and their governance

3. Explore environmental issues and their linkages to politics of development at the local, regional and global levels.

This programme provides ample opportunities for students to study theories and concepts in the classroom and learn a variety of skills, methodologies and measurements in the field of natural resources through an exposure to various ecosystems. Prolonged field-based learning and mentoring by the FES team is part of the design of this programme; it has the most intensive field immersion as compared to other programmes. The MA-NRG programme commenced in 2015 and its alumni are well placed in various environmental NGOs and corporate, government and non-government agencies engaged in development interventions, natural resource management, research and consultancy.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Common Courses	2
	Core Courses	18
	Workshop	2
	Experiential Learning	10
Second	Core Courses	12
	Choice Based Credit System	2
	Workshop	2
	Common Courses	2
	Experiential Learning	3
	Dissertation	9
	Seminars	2
Total Credits		70

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

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Understanding Society	2
FC 02	Understanding Economy	2
FC 03	Understanding Politics	2

Course Code	Course Title	Credits
CoM 01	Philosophy and Methods of Social Research 1	2
NRG 01	Introduction to Socio-Ecological Perspectives (SEP)	4
NRG 03	Basics of Socio-Ecological Research (SER-2)	2
NRG-WS 01	Conflicts over Natural Resources-Displacement	0
EL 01	Group Behaviour and Exposure Visit to FES Sites	4
SEMESTER II		
NRG 04	Institutional Analysis and Design	2
NRG 06	Environmental Policy, Institutions, Legal Framework	2
NRG 07	Natural Resource Based Livelihood	2
NRG 09	Environmental Economics	3
NRG-EL 02	IFRI Survey	6
NRG5-WS 02	Socio-Ecological Research (SER-2) Advanced (3 parts): Forest, Natural Resources, etc. Measurements Socio-economic Surveys	3
NRG-WS 03	Data Analysis	2
SEMESTER III		
EL 03	Summer Internship	3
EC 01	CBCS	2
NRG 08	Approaches to Conservation and Development	2
NRG 10	Sustainability	2
NRG 11	System Dynamics and Modeling	2
NRG 12	Understanding Climate Change	2
NRG 13	Project Management/Budgeting	2
NRG 14	NRG Seminar Series	2
NRG-WS	Workshop: Research Proposal Writing/Presentation	2
SEMESTER IV		
RD	Field-Based Learning & Dissertation	9
NRG 15	Advanced Data Analysis 1. Bio-diversity Inventory 2. Bio-informatics & Bio-regional Planning 3. System Dynamics and Modelling	4

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

Master of Arts in Rural Development and Governance

The M.A. Rural Development and Governance (MA-RDG) Programme aims at developing a cadre of rural development professionals who will apply critical social science research in pursuit of the overall development of rural India. In this endeavour, the programme is informed by social science research and trends in rural development and governance.

It centers the question of rural livelihoods, while recognising that development has to play its inevitable part in guaranteeing livelihood security. It recognises that rule-of-law bound governance would be the process in the overall development of rural India.

The MA programme also deals with issues in planning, implementing, monitoring development projects and programmes on the ground. The focus on 'governance' leads the candidate to a two-fold institutional agenda: firstly, to build the capabilities of the community from the ground, and secondly, engaging with the State to deliver from above. Therefore, the MA-RDG programme offers a multi-dimensional view and a strong foundation on the perspective, principles and concepts followed by information, analysis and skills augmented by exposure to diverse scenarios through experiential learning.

The programme attempts to build a wider perspective about Poverty and Development in the rural areas and the role of different institutions in the process of development, through a blend of theory courses, information, analytical tools and experiential learning. The MA-RDG commenced in 2012 and its alumni are well placed with various development initiatives of government and non-governmental organisations across the country contributing to the development agenda of the nation.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Common Courses	14
	Core Courses	10
	Workshop	2
	Experiential Learning	8
Second	Core Courses	12
	Choice Based Credit System	4
	Workshop	2
	Seminars	2
	Experiential Learning	2
	Dissertation	6
Total Credits		68

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

Semester-wise Listing of Courses

Course Code	Course Titles	Credits
SEMESTER I		
FC 1	Understanding Society	2
FC 2	Understanding Economy	2
FC 3	Understanding Politics	2
CoM 1	Philosophy and Methods of Social Research-1	2
CoM 2	Understanding Nature, Eco-system and Natural Resources	2
RDG 1	Introduction to Livelihoods	4
WS	Conflict Over Natural Resources	0

Course Code	Course Titles	Credits
EL 1	Understanding Rural Society	4
SEMESTER II		
CoM 3	Contemporary Indian Economy	2
CoM 4	Philosophy and Methods of Social Research-2	2
CoM 5	Theories of Development	2
CoM 6	Social Justice and Social Exclusion	2
CoM 7	Natural Resource Based Livelihoods	2
RDG 3	Political Economy of Agriculture, Land and Labour	2
RDG 4	Public Policy and Local Governance	2
RDG 5	Working with Rural Communities	2
WS	Analysis of Development Data	2
EL 2	Internship	4
SEMESTER III		
RDG 6	Law, State and Institutions	2
RDG 7	Poverty: Approaches and Measurement	2
RDG 8	Gender and Development Practice	2
RDG 9	Project Management	2
RDG 10	National Rural Development Programmes	2
	Courses from other Academic programmes	4
WS	Financial Inclusion	2
	Understanding Budget	Non-Credited
SEMESTER IV		
RDG-11	Institutional Analysis and Design	2
RDG-12	Social Entrepreneurship	2
	Research Dissertation	6
WS	Financial Management	0
EL-3	Field-based Learning	2

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

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SCHOOL OF PUBLIC POLICY AND GOVERNANCE

INTRODUCTION

The School of Public Policy and Governance (SPPG) is a novel research-based teaching and training space designed to equip young professionals to contribute to the policy arena. The SPPG provides opportunities to its students to think beyond conventional models of growth and development and encourages them to generate ideas for developing institutional frameworks for accountable governance and the establishment of a socially equitable society. Our multi-disciplinary curriculum and innovative pedagogy, combining theory with experiential

learning are specifically designed for an M.A. in Public Policy and Governance (MA-PPG), MA in Cities and Governance, and Post Graduate Diploma in Cities and Governance. These graduate degree transforms the learning experience and facilitates students to become thought leaders and able field personnel. The SPGG aims to participate in broader policy debates and strengthen policymaking through systematic research, evidence gathering and engagement with plurality of institutions — government, civil society and private corporations.

Master of Arts in Public Policy and Governance

The MA-PPG is structured to provide foundational training in ethics, economics (including econometrics), law, political science and sociology. After acquiring an understanding through foundational training and core subjects, the students are expected to specialise in any one Policy Area Concentration: Regulation and Institutional Reform, Urbanisation, and Social Conflict and Public Policy.

Course Elements

Foundation Courses (FC): The compulsory foundation courses offered in the first semester expose students to the fundamentals of economics, politics and society. The FCs provide the basis for engaging with more specialised courses in the subsequent semesters.

Core Courses: The core courses are the mainstay of the programme and expose students to theoretical, methodological and practical issues relating to the praxis of public policy. Among the core courses, two courses are offered in a seminar mode where students are expected to either present academic papers or critically discuss the papers presented by others. The seminars are steered by a core faculty.

Choice Based Credit System: From the second semester onwards, the students are required to take two elective papers offered by other M.A. programmes at the TISS Hyderabad off-Campus.

Skill-Based Courses: Besides experiential learning, skill-based courses offer an opportunity to students to acquire the hard skills of large-scale

data management and its analysis, policy analysis, training in GIS, conduct field work, and Social Audit.

Workshops & Seminars: Workshops are designed to impart soft skills such as effective communication, writing academic papers and policy briefs, research proposals and data collection tools such as questionnaires, etc. The seminars are led and steered by core faculty. Renowned and respected public policy practitioners are invited to conduct special sessions.

Policy Area Concentrations (PACs): The PACs provides an opportunity to students to concentrate on a policy area of their choice and acquire specialised knowledge in a specific sector in which they would prefer to pursue their career as a public policy professional or as an academic. In order to concentrate on a specific area, students are required to choose elective courses after the completion of the first semester. To graduate with a policy concentration, a student will have to opt for and pass in three courses leading to the specific policy concentration in addition to writing their dissertation on a related theme. They are also required to undertake two rounds of experiential learning/ internship in their chosen area of concentration.

The PACs concentrations are as follows:

- Regulation and Institutional Reform
- Urbanisation
- Social Conflict and Public Policy

Framework for Experiential Learning

End of First Semester: Understanding Rural Societies and Development in Rural Areas

At the end of the first semester, the students undertake two weeks of rural exposure. The purpose of the rural immersion programme is to develop an understanding of rural society, structure, agriculture, land holdings, resources, habitation, institutions, areas of inclusion and exclusion, rural politics, market linkages and government policies and its programmes pertinent to rural development (Applying classroom learning to realities).

At the end of the rural immersion programme, the students are expected to prepare a report delineating their critical observations with the help of facts and figures observed and collected during their rural stay. The report has to be presented in a workshop organised by the Institute.

End of Second Semester: PAC-Aligned Experiential Learning

The purpose of the experiential learning component, undertaken at the end of the second semester, is to acquire practical, political and administrative

experience in the sector in which students choose to develop their policy concentration. The PAC aligned experimental learning involves six weeks of hands-on experience in a public or private institution, or an international organisation, or autonomous institutions involved in conceiving, implementing, monitoring or evaluating a specific public policy. Finally, students need to file a report as well as make a presentation on the report to the Faculty Mentor Group on the PAC Aligned Experiential Learning Component.

End of the Third Semester: Dissertation-Aligned Field Work

During the course of the third semester, students are required to prepare a research proposal for their master's dissertation based on the experiential learning component. The proposal has to be vetted by the supervisor and approved by the Faculty Mentor Group. As per the requirements of the approved research proposal, students will undertake field work for primary data collection. The field work should be of six weeks duration. Students will again need to produce a performance report from the field placement organisation attesting to the completion of field work.

Distribution of Credit Hours

Year	Detail	Credits
First	Foundation Courses	6
	Core Courses	15
	Common Courses	6
	Policy Area Concentrations	2
	Choice Based Credit System	2
	Experiential Learning	8
Second	Core Courses	14
	Common Courses	2
	Policy Area Concentrations	4
	Choice Based Credit System	2
	Experiential Learning	0
	Dissertation	8
Total Credits		69

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

Master's Dissertation

The master's dissertation must demonstrate independence of thought and analysis. It should document the student's skill in applying academic theory and methods to a specific policy area. The subject matter has to emerge from the chosen PAC

and the dissertation has to be necessarily based on primary data. Under special circumstance, particularly due to the specific demands of the policy research area, this stipulation may be waived off by the approval of the Faculty Mentor Group. The dissertation may have a scope of 10,000-12,000 words.

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I		
FC 01	Understanding Society	2
FC 02	Understanding Economy	2
FC 03	Understanding Politics	2
PPG 01	Public Policy: Paradigms & Practices	2
PPG 02	Ethics of Public Action	2
PPG 03	Economic Analysis of Public Policy	2
CoM 01	Philosophy & Methods of Social Research - I	2
EL 01	Understanding Rural Society	4
	Academic Writing and Communication Skills	
SEMESTER II		
PPG 04	State, Markets and Regulatory Institutions	2
PPG 05	Policy Institutions in Practice	2
PPG 06	Development Economics and Public Policy	2
PPG 07	Statistical Techniques and Data Analysis	3
CoM 02	Philosophy & Methods of Social Research - II	2
RDG 02	Public Policy and Local Governance	2
PPG-PAC-UB 01	Urban Economics	2
PPG-PAC-REG 01	History and Perspectives on Regulation	
PPG-PAC-SCPP 01	Social Conflict and Public Policy	
CBCS 01	Elective I	2
EL 02	Hands-on Experience of Implementation of a Specific Public Policy	4
	Writing Policy Memos and Policy Briefs	
	Academic Writing and Communication Skills	
SEMESTER III		
PPG 08	Civil Society, New Social Movements and Public Policy	2
PPG 09	Comparative Public Policy	2
PPG 10	Impact Evaluation	2
PPG 11	Policy Analysis Exercise	2

Course Code	Course Title	Credits
PPG 12	Reading Texts & Research Writing	2
RDG 06	Law, State and Governance	2
PPG-PAC-UB 02	Urban Identities & Governance	2
PPG-PAC-REG 02	Regulation and Institutions - I	
PPG-PAC-SCPP 02	Social Conflict, Familiar Margins, and Public Policy	
CBCS 02	Elective – II	2
EL 03	Internships/Field Placements for Collecting Primary Data for the Dissertation	
SEMESTER IV		
PPG 13	Public Economics	2
PPG 14	Doing Public Policies: A Practicum	2
PPG-PAC-UB 03	Urban Planning and Policies	2
PPG-PAC-REG 03	Regulation and Institutions - II	
PPG-PAC-SCPP 03	Social Conflict, Unfamiliar Margins, and Public Policy	
PPG-DIS	Field Placement based Dissertation and Viva Voce	8

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

Master of Arts/ Post Graduate Diploma in Cities and Governance

The interdisciplinary programmes are situated at the intersection of political science, sociology, economics/statistics (including data science), and law. The programmes will enable the students to appreciate the interrelation between the economic, social, and environmental challenges affecting big cities and small and medium level cities/towns. The unique curriculum brings together the study of governing institutions and finances; equips students to learn and prepare macro and sectoral plans, and situate these in city analytics. The theoretical frames will be complemented by application to real-world situations, case studies, practical exercises conducted in city labs, and extensive field-based capstone projects for a meaningful conversation between theory and practice and eventually reclaim the envisioning of the cities from a purely technocratic and formal lens to one that brings together ideas and operational frameworks of equity and justice.

Course Elements

Core Courses: The core courses are the mainstay of the programme and expose students to theoretical, methodological and practical issues relating to the praxis of city and governance. The thematic

classification of courses offered under this sub head are as follows:

- Perspective Building
- Institutions and Process
- City Economics and Finance
- City-Data Analytics
- Methods to study and research cities
- *Capstone Projects:* Capstone projects are divided into three initiatives:
 - City-Labs for developing plans- development, regional and sectoral
 - Extensive internship for a rigorous engagement with policy processes in an institutional set-up, and
 - Use of city data analytics for understanding and engaging with policy interventions.

Policy Research Project/Dissertation

The policy research project/ dissertation must demonstrate independence of thought and analysis. It should document the student's skill in applying academic theory and methods to a specific city policy area. The subject matter has to emerge from the capstone projects undertaken by the student.

The research project / dissertation may have a scope of 10,000-12,000 words

Workshops: Series of workshops are offered each semester as a capacity building measure for basic/ advanced learnings in data software, mapping techniques, academic English and variety of other soft skills essential for a city policy professional.

Distribution of Credit Hours

Year	Detail	Credits
First (MA & PGD)	Core Courses	32
	Capstone Projects/ City Lab	8
	Workshops	4
Second (MA)	Core Courses	10
	Capstone Projects/ City Lab	12
	Internships leading to Policy Research Project/Dissertation	18

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

Total MA Degree Course Credits: 84

Total Post Graduate Diploma Credits: 44

Semester-wise Listing of Courses

Course Code	Course Title	Credits
SEMESTER I (MA AND PGD)		
CG-1	The Social Introduction to the Cities	2
CG-2	The Institutions of Modern Cities: Law, State, and Governance	2
CG-3	Plans and the Making of Cities	2
CG-4	Economics of Cities	2
CG-5	Caring Cities	2
CG-6	Quantitative Reasoning and Statistical Methods	2
CG-7	Applied Data Science for Cities	4
CG-W1	Introduction to R/Python	2
SEMESTER II (MA AND PGD)		
CG-8	Cities of 'Global South'	2
CG-9	Financing Cities: Theories and Practices	2
CG-10	Urban Ecology and Environment	2
CG-11	Fundamental of Spatial Analysis	4
CG-12	Urban Health	2
CG-13	Project Management	2
CG-14	Impact Evaluation	2

Course Code	Course Title	Credits
CG-W2	Introduction to GIS/Remote Sensing/GEE	2
CG-CL I	City Lab: Exercise I	4
CG-CL II	City Lab: Exercise II	4
SEMESTER III (MA)		
CG-15	Qualitative methods	4
CG-16	Advanced Quantitative Methods	2
CG- 17	Policy Analysis Exercise	2
CG- 18	Reading Text and Research Writings	2
CG-CL III	City Lab: Exercise III	4
CG-CL IV	City Lab: Exercise IV	4
CG-CL V	City Lab: Exercise V	4
SEMESTER IV (MA)		
CG-Diss	Capstone Project leading to Research Dissertation	18

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

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Programme Coordinator

CENTRE FOR ENGLISH LANGUAGE AND DEVELOPMENT

INTRODUCTION

The Centre for English Language and Development (CELD) was set up in July 2020, replacing the erstwhile English Language Cell. The CELD has been established to work for the overall development of English language skills of students across all programmes offered at the TISS Hyderabad off campus as well as other campuses. CELD undertakes the responsibility of teaching BA English Language and literature courses across TISS campuses.

The Centre functions with specific aims and objectives to provide continuous English language support for socially and educationally marginalised students in a manner that strengthens their previous social and academic experiences and complements their academic learning and social skills. CELD designs and delivers courses that engage students in classroom tasks to systematically nurture and hone their academic, social communication, and professional skills in English. The CELD adopts a multi-pronged approach to capacity building and enhancement of students' English and academic competencies to handle curricular as well as social demands in higher education as these skills are proven to be essential for students' success in academics and career building.

With these objectives and vision, and considering the diverse academic and social backgrounds of TISS students, the CELD provides support to undergraduate, post-graduate, and research students with a range of English language courses and mentoring sessions. These courses are mandatory, but not graded, and are aimed at building enhanced linguistic and communicative abilities and knowledge of students.

In addition, as part of its outreach programmes, CELD conducts professional communication workshops for non-teaching staff of TISS, and annual internship programmes for women's degree college students of Telangana Social Welfare Residential Institutions Society (TSWREIS), Telangana State.

Academic Communication Skills: The Academic Communication Skills (ACS) course familiarises MA first semester students with an overview of the communication skills i.e., listening, speaking, reading, and writing, involved in an academic context. Students in higher education require English

to communicate their ideas in written and spoken form in diverse contexts. These contexts range from formal email communication, presenting ideas in the classroom discussion, summarising a text, to critically responding to a text, and to successfully writing an essay or drafting a field report. Along with these, important aspects of Academic Reading, Academic Writing, and Referencing Skills are also focused in classroom interactions so that the students joining the Master's programmes are aware of the genres of reading and writing involved in their academic programmes. For reading skills, the main objective is that students should be able to understand the given text and identify the main idea. They must have the ability to make notes from the article/book chapter and must be able to draw inferences, conclusions, reasoning, and critically raise issues from the text. For writing skills, students must be able to write in an organised manner with a deep engagement with the content of the text in discussion. Paraphrasing, referencing and summarising skills also form a crucial component of the teaching learning activity.

This course begins with an Academic English Language Proficiency Test for Semester 1 students of the Master's Degree programmes, which is designed to ascertain their language comprehension, irrespective of the programme that they have opted. The areas for testing at this stage are academic reading, reading comprehension, academic writing, and sentence construction and organisation.

English and Academic Language: The English and Academic Language (EAL) is the next stage of the CELD support programme. The additional language support that is provided during these programmes begins in a gradual manner i.e., with overall reading, writing, listening and speaking in the first semester to reading and responding to texts in the next semester.

As part of the teaching strategy, apart from the topics of discussion like organisation of paragraph, and components of the text, comprehension of the text, assignments are also discussed in the classroom to ensure that the skills of academic writing are incorporated in their academic activities. In some cases, a dry run of presentations also happens to make students perform better in their classroom presentations. These dry runs have been found to be very helpful for the students. This activity also informs

the teacher of the performance growth in the students.

CELD gives a Performance Report at the end of each semester for students who are part of the EAL course. A consolidated report will be provided to the respective students at the time of their graduation ceremony.

Advanced Academic Reading and Writing : The Advanced Academic Reading and Writing (AARW) course aims to strengthen academic reading and writing concepts taught at ACS course in Semester 1. Students in their academic context read books, scholarly articles, essays and popular articles, research reports, op-eds, case studies, monographs, and chapters from edited books, and more to be informed about the developments in their respective disciplines. This course will make students aware of reading these diverse texts with attention to identify argument, structure, and thereby, assist them to critique, and analyse texts from Social Science disciplines. Students will also get to refine their understanding of writing conventions required in an academic context. The course prepares students to write in a thoughtful manner while drafting their own argument, structure and organisation of an academic essays.

Professional Communication Skills Workshops: CELD conducts Résumé/CV Writing and Cover letter writing workshops for all the Master's Degree programme students at the TISS Hyderabad Off-Campus. These workshops are designed in two

phases: a classroom-workshop based, and in-person discussion with the students where feedback on their Résumé/CV, and Cover letter is provided.

Research Writing Workshops: The Research Writing Workshops are held for all post-graduate students with the aim to help students enhance their research and writing skills. Understanding and developing research proposal, planning and structuring the dissertation, reviewing the literature, drafting and editing, developing a bibliography, appendices, and other aspects of a dissertation are dealt with in these sessions.

Drop-in Mentoring Sessions: Apart from the classroom sessions and workshops, CELD considers the Drop-in Mentoring Sessions as the most crucial language support programme of its teaching schedule. These mentoring sessions are open for all Bachelor's, Master's and Research programmes. The individual meetings make a student communicate his/her specific language issues in person and allows the language faculty to provide appropriate language solutions. These sessions also serve as a space for students to become comfortable with the academic events. Several aspects such as discussion of assignments, making presentations, confidence building, clarity on questions for exams/ assignments, and social issues are part of these sessions, which result in a positive and constructive learning environment.

Semester-Wise Listing of Courses

Course Code	Course Title	No. of Hours
SEMESTER I		
ACS	Academic Communication Skills	20
EAL	English and Academic Language	40
SEMESTER II		
AARW	Advanced Academic Reading and Writing	30
SEMESTER III		
RWW 1	Research Writing Workshop - I	30
SEMESTER IV		
PCS	Professional Communication Skills Workshops	20
RWW 2	Research Writing Workshop - II	30
MS	Drop-in Mentoring Sessions	

Note: * All semesters across the academic year

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