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Prospectus for **MASTERS DEGREE PROGRAMMES** 2007–2009

**TATA INSTITUTE OF SOCIAL SCIENCES**

Re-imagining futures
OUR VISION
To be an institution of excellence in higher education that continually responds to the changing social realities through the development and application of knowledge, towards creating a people-centred and ecologically sustainable society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on marginalised

OUR MISSION
In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences organises teaching programmes to facilitate the development of competent and committed professionals for practice, research and teaching; undertakes research; develops and disseminates knowledge; and reaches out to the larger community through extension, at the local, national, regional and international levels.
PROSPECTUS FOR
MASTER’S DEGREE PROGRAMMES
2007–2009

TATA INSTITUTE OF SOCIAL SCIENCES
(A Deemed University)
POST BOX number 8313, V.N. PURAV MARG
DEONAR, MUMBAI 400 088
Phones: 2556 3289 to 96, Fax: 91-22-2556 2912
e-mail: acadsec@tiss.edu
url:http://www.tiss.edu
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<td>April 1-30, 2008</td>
</tr>
<tr>
<td>Curricular Consultative Meetings</td>
<td>May 2-6, 2008</td>
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### SOCIAL ENTREPRENEURSHIP

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Written Test</td>
<td>July 25, 2007</td>
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<tr>
<td>Interview</td>
<td>July 27-28, 2007</td>
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<tr>
<td>Selection</td>
<td>August 1, 2007</td>
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<tr>
<td>Commencement of Academic Session</td>
<td>September 17, 2007</td>
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### SOCIAL WORK

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
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<td>June 4-13, 2007</td>
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<tr>
<td>Interviews</td>
<td>June 5-14, 2007</td>
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<td>Selection</td>
<td>June 16, 2007</td>
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<td>Medical Test</td>
<td>June 18-22, 2007</td>
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### Semester I / III

<table>
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<tr>
<td>Commencement of Academic Session</td>
<td>June 25, 2007</td>
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<tr>
<td>Classes and Field Work</td>
<td>June 25 to October 6, 2007</td>
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<tr>
<td>Last Field Work Day</td>
<td>October 1, 2007</td>
</tr>
<tr>
<td>Last Lecture Day</td>
<td>October 6, 2007</td>
</tr>
<tr>
<td>Event</td>
<td>Dates</td>
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<td>--------------------------------------------</td>
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</tr>
<tr>
<td>Announcement of Examination Timetables</td>
<td>August 14, 2007</td>
</tr>
<tr>
<td>Last Date for Submission of Question Papers to Academic Section</td>
<td>September 29, 2007</td>
</tr>
<tr>
<td>Examination Preparatory Time</td>
<td>October 7-13, 2007</td>
</tr>
<tr>
<td>Semester Examination</td>
<td>October 15-24, 2007</td>
</tr>
<tr>
<td>Central Evaluation of Answer Books/Assignments</td>
<td>October 16-29, 2007</td>
</tr>
<tr>
<td>Last Date for Submission of Grades to Academic Section</td>
<td>Within 5 days from the date of examination/submission of assignments</td>
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<tr>
<td>Announcement of Semester I/III Examination Results</td>
<td>6th day after receipt of all grades</td>
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<tr>
<td>Vacation</td>
<td>October 25 to November 25, 2007</td>
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**Semester II**

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<tr>
<td>Classes and Field Work</td>
<td>November 26, 2007 to March 13, 2008</td>
</tr>
<tr>
<td>Last Field Work Day</td>
<td>March 11, 2008</td>
</tr>
<tr>
<td>Last Lecture Day</td>
<td>March 13, 2008</td>
</tr>
<tr>
<td>Announcement of Examination Timetable</td>
<td>January 21, 2008</td>
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<tr>
<td>Last Date for Submission of Question Papers to Academic Section</td>
<td>February 29, 2008</td>
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<tr>
<td>Examination Preparatory Time</td>
<td>March 14-20, 2008</td>
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<tr>
<td>Semester Examination</td>
<td>March 21-31, 2008</td>
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<td>Central Evaluation of Answer Books/Assignments</td>
<td>March 22 to April 5, 2008</td>
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<tr>
<td>Announcement of Semester II Examination Results</td>
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**Semester IV**

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<tr>
<td>Study Tour</td>
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<tr>
<td>Classes and Field Work</td>
<td>December 3, 2007 to March 20, 2008</td>
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<td>Last Field Work Day</td>
<td>March 18, 2008</td>
</tr>
<tr>
<td>Last Lecture Day</td>
<td>March 20, 2008</td>
</tr>
<tr>
<td>Announcement of Examination Timetable</td>
<td>January 28, 2008</td>
</tr>
<tr>
<td>Last Date for Submission of Question Papers to Academic Section</td>
<td>March 5, 2008</td>
</tr>
<tr>
<td>Examination Preparatory Time</td>
<td>March 21-27, 2008</td>
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<tr>
<td>Semester Examination</td>
<td>March 28 to April 4, 2008</td>
</tr>
<tr>
<td>Central Evaluation of Answer Books/Assignments</td>
<td>March 29 to April 9, 2008</td>
</tr>
<tr>
<td>Last Date for Submission of Grades to Academic Section</td>
<td>Within 5 days from the date of examination/submission of assignments</td>
</tr>
<tr>
<td>Finalisation of Semester IV Examination Results</td>
<td>Within a week after receipt of grades from all teachers</td>
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<td>May 2-6, 2008</td>
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**CONVOCATION 2008:** Any day between May 7 and 9, 2008
Section 1
1. About TISS

1.1 OUR HISTORY

The Tata Institute of Social Sciences (TISS) was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work. Its establishment was the result of the decision of the Trustees of the Sir Dorabji Tata Trust to accept Dr. Clifford Manshardt's vision of a post-graduate school of social work of national stature that would engage in a continuous study of Indian social issues and problems and impart education in social work to meet the emerging need for trained human power.

In 1944, the Sir Dorabji Tata Graduate School of Social Work was renamed as the Tata Institute of Social Sciences. The year 1964 was an important landmark in the history of the Institute, when it was recognised as a Deemed University by the Government of India (GoI).

Since then, the TISS has been expanding continuously in terms of educational programmes and infrastructure. While responding to the changing needs of the social and educational system in the country, the Institute has gone far beyond the initial concern of social work education. Since its inception in 1936, the TISS has never limited itself to the mandate of a conventional university; rather, it has worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice through:

- Value-based professional education in social work, human resources management,
- Health administration, hospital administration and other human service professions;
- Social research and dissemination of socially relevant knowledge;
- Social intervention through training and field action projects;
- Contribution to social and welfare policy and programme formulation at the state, national and international levels; and
- Professional response to natural and human-made disasters, through relief, rehabilitation and disaster management.

Over the years, the Institute has made consistent contributions to civil society and the development sector, through its education, research, field action and extension. These initiatives have contributed significantly to shaping planning, policy and programme formulation, foster critical rethinking and development of people-centred interventions.

Today, the TISS has earned recognition as an institution of repute from different Ministries of the 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, whose bulwark is a commitment and responsiveness to social needs.

1.2 BUILDING ON EXCELLENCE: TISS MILESTONES

1936  The beginning of social work education in India. The Sir Dorabji Tata Trust establishes the Sir Dorabji Tata Graduate School of Social Work with 20 students. Dr. Clifford Manshardt is its first Director.

1937  The Child Guidance Clinic, the Institute’s first Field Action Project, is launched. It continues even today under the name of Muskaan: Centre for Child and Adolescent Guidance.
1940 The first issue of The Indian Journal of Social Work is published by TISS. It is the first journal of social work in South Asia.

1944 The Institute's name changes to the 'Tata Institute of Social Sciences'. The late forties also mark a shift from a generic social work programme to specialised courses of study, equipping students to work with specific groups, sectors and settings.

1948 In the aftermath of the Partition, the Institute sends a relief team of students and faculty to work in refugee camps. The tradition of responding to human needs and natural disasters by sending relief teams continues even today.

1954 The Institute shifts to its new campus at Deonar, Mumbai. With its distinctive architecture, the campus is in consonance with the landscape, gradually transformed by intensive greening efforts.

1964 The Institute is recognised as a Deemed University, primarily funded by the University Grants Commission (UGC). This new status has facilitated infrastructure expansion necessary for promoting inter-disciplinary and applied research.

1967 In response to the increasingly complex and specialised needs of the industry, the social work specialisation in 'Labour Welfare and Industrial Relations' develops into an independent Master's Degree programme in Personnel Management and Industrial Relations.

1969 The first research unit of the Institute, the Unit for Child and Youth Research, is set up with support from the UNICEF. Subsequently, several other research units are set up, in relevant areas, between 1970 and 1984.

1980 For the first time, evening programmes are initiated with two certificate programmes: in Hospital Administration and in Personnel Management and Industrial Relations. These programmes later develop into Diploma Programmes.

1986 • As part of the Golden Jubilee initiatives towards holistic and sustainable development, the idea of a Rural Campus is conceived. The Government of Maharashtra donates 100 acres of barren land in Sindphal village, Tuljapur Taluka, Osmanabad District, for this purpose. In the first phase, commencing in 1988, community action projects are initiated and linkages built with rural organisations.

  • The Institute is designated as a Curriculum Development Centre for Social Work Education by the UGC and submits a curriculum for under-graduate and post-graduate social work education in the country.

1993 Master's degree programmes in Health Administration and in Hospital Administration are initiated.

1999 The Mumbai campus expands with the inauguration of the Malti and Jal A.D. Naoroji Campus Annexe.

2002 The National Assessment and Accreditation Council awards the Institute a 5-Star rating. This is for a period of 5 years.

2004 The Bachelor's Degree programme in Social Work commences at the Institute's Rural Campus in Tuljapur.

2006  A landmark year for TISS.

- Academic restructuring of existing Departments and Units into 5 Schools and 4 Independent Centres is operationalised.
- Two new M.A. programmes are introduced: Development Studies and Education (Elementary).
- The M.A. in Personnel Management and Industrial Relations is renamed as M.A. in Human Resources Management and Labour Relations with significant changes in its curriculum.
- The M.A. in Social Work programme and both the M.H.A. Programmes also revamp their curriculum.
- A revamped M.Phil.-Ph.D. programme is introduced.
- The Jamsetji Tata Centre for Disaster Management is inaugurated.

2007  Three new post-graduate programmes are initiated: Disaster Management, Globalisation and Labour and Social Entrepreneurship.

1.3 AN OVERVIEW OF RECENT ACHIEVEMENTS

The synergy between teaching, research, field action and extension has enabled TISS to continue to shape planning, policy and programme formulation, foster critical rethinking and development of people-centred interventions.

- The Special Cell for Women and Children, a Field Action Project of TISS, which works towards empowering the survivors of domestic violence, is being taken over by the Government of Maharashtra to be replicated in police stations across and beyond Maharashtra.
- On the request of the Mumbai High Court, in 2005, our Rural Campus undertook a study of farmers’ suicides in Maharashtra. The Report has been appreciated by the Court, both for providing valuable insights into the rural livelihood crises and its policy recommendations.
- TISS is providing support to the Ladakh Autonomous Hill Development Council in participatory and sustainable development planning and implementation over a five-year period, from 2005 to 2009.
- In the Andaman & Nicobar Islands, as a part of post-tsunami reconstruction, we have embarked on an ambitious programme of capacity-building of local communities in sustainable development.
- We are recognised by the WHO as a collaborating Centre for Health, Policy Research and Training. The UNAIDS Centre for Behavioural Research on HIV/AIDS is also located at TISS.
- The findings of a 2005 TISS report on the socioeconomic conditions of ‘manual scavengers’ in Maharashtra will feed into the government’s policies and programmes for the rehabilitation of ‘scavengers’. A similar study has been conducted for the state of Gujarat.
- The TISS, with support from International Centre for Integrated Mountain Development and International Development Research Centre is playing a key facilitating role in developing the first ever inter-university Master’s Programme in Sustainable Mountain Development bringing together universities from across the Greater Himalayan region, including Afghanistan, Pakistan, India, Nepal and China.
- With support from the UNICEF, the TISS is developing a State Resource Network on Micro-Planning to support and institutionalise peoples’ planning across Maharashtra through building capacities of communities and the state in micro-planning.
• The TISS has been engaged in working with the Government of Maharashtra (GoM) to design an Outcome Budget covering 12 key government departments. The Outcome Budget initiative is an attempt to link public expenditure to definitive positive outcomes rather than mere outputs so as to establish the relationship between financial allocation, the actual expenditures, and the eventual outcomes of that expenditure.

The TISS also continues to be involved in critical research in diverse areas such as education and literacy, women’s issues, HIV/AIDS, rural and urban development issues, displacement, youth and human development, and the rights of Dalits, indigenous peoples, minorities and other marginalised groups.

In recognition of these and other achievements, TISS was awarded a 5 Star rating by NAAC in 2002.

### PROGRAMMES OF STUDY

**Bachelor’s Degree Programme in**
- Social Work with specialisation in Rural Development (Hons.)

**Master’s Degree Programmes in**
- Development Studies
- Disaster Management
- Education (Elementary)
- Globalisation and Labour
- Health Administration
- Hospital Administration
- Human Resources Management & Labour Relations
- Social Entrepreneurship
- Social Work

**M.Phil.-Ph.D. Programme in**
- Health Systems Studies
- Management and Labour Studies
- Social Sciences
- Social Work

**Certificate Programmes in**
- Rehabilitation Counselling
- Social Welfare Administration
- Social Work

**Diploma Programmes in**
- Hospital Administration
- Personnel Management
- Sustainable Development
- Diploma in Media and Cultural Studies
- Diploma in Psycho-social Care in Emergencies

**Study in India Programme**

The TISS provides opportunities for foreign students to study and experience Indian social realities through a blend of theory and field experiences.
1.4 **ORGANISATIONAL STRUCTURE**

The Director of the TISS is the head of the Institute, whose position is equivalent to that of the Vice-Chancellor of a conventional university.

*Academic Structure*

The academic structure of the Institute consists of 5 Schools and 4 independent Centres. The resource centres provide support to teaching, research, field action and dissemination activities.

*Administrative Structure*

The administrative structure is designed around 8 sections: Academic, Accounts, Dining Hall, Hostels and Guest House, Maintenance, Meetings, Personnel, and Purchase and Stores. The Registrar of TISS is the Administrative Head of the Institute.

*Governance*

The Governing Board is the highest authority of the Institute. It consists of 15 members, including nominees of the Central Government, State Government, the University of Mumbai, the UGC, and representatives from the TISS faculty. The Chairperson of the Governing Board has functions similar to that of the Chancellor of a conventional university. The Academic Council of the Institute decides on matters of academic nature. Except for three external experts, its members are drawn from the faculty of TISS.

1.5 **SCHOOLS AND CENTRES**

*The School of Health Systems Studies* contributes towards health policy, planning and administration, through its Centres in Health and Social Sciences, and Health Policy Planning and Management. The School offers Master’s programmes in Health Administration and Hospital Administration, as well as an evening Diploma programme in Hospital Administration.

*The School of Management and Labour Studies* expanded its ambit with 3 Centres in Human Resources Management and Labour Relations; Labour Studies; and Social and Organisational Leadership Development. The School offers an 3 Master’s programmes in Globalisation and Labour, Human Resources Management and Labour Relations (earlier known as M.A. in Personnel Management and Industrial Relations), and Social Entrepreneurship. An evening Diploma programme in Personnel Management is also offered by the School.

*The School of Rural Development*, growing out of the Institute’s Rural Campus in Tuljapur, already has a Bachelor’s Degree Programme in Social Work, with a specialisation in Rural Development (Hons.). It has introduced two new Diploma programmes in Sustainable Development for the Andaman & Nicobar Islands and for Ladakh to promote development initiatives in these areas.

*The School of Social Sciences* seeks to focus on the multi-disciplinary study of social structure, processes and human development, with a focus on equity and social justice. The School conducts M.A. programmes in Development Studies and Education (Elementary). Research is a key component of its work, organised through 6 Centres, in the areas of Dalit and Tribal Studies; Development Studies; Human Ecology; Socio-legal Studies and Human Rights; Studies in the Sociology of Education; and Women’s Studies.
The School of Social Work continues its innovative contributions to teaching, research and field action, through its 6 Centres. Its areas of focus are Community Organisation and Development Practice; Criminology and Criminal Justice; Equity for Women, Children and Families; Disability Studies and Action; Health and Mental Health; and Social Justice and Governance. The School offers an M.A. in Social Work and certificate programmes in Rehabilitation Counselling, and Social Welfare Administration.

The Centre for Lifelong Learning currently offers the Certificate in Social Work programme. It also conducts a range of extra-mural and short-term programmes to reach out, in both the contact and distance modes, to diverse sections of learners who are generally left out of the ambit of higher education.

The Centre for Media and Cultural Studies is involved in media production and dissemination, as well as teaching and research. From September 2007, the Centre will be introducing a PG Diploma in Media and Cultural Studies.

The Centre for Research Methodology anchors the M.Phil. and Ph.D. programmes of the Institute, in addition to undertaking a range of training and consultancy work.

The Jamsetji Tata Centre for Disaster Management will consolidate and extend our significant work in relief management, disaster assessment, psychosocial intervention and participatory rehabilitation processes. The post-graduate programme in Disaster Management is offered by this Centre.

Resource Centres

The Computer Centre was established with the aid of the Indian Council for Social Science Research (ICSSR) to process the data of research studies undertaken by the Institute and M.Phil. and Ph.D. scholars and Master's degree students. It also provides training in data processing to research scholars and has been recognised by the ICSSR as a Centre for Consultancy in Data Processing and Analysis.

The Publications Unit was established with the aim of knowledge development and dissemination in the field of social work and social development. It has published over a 100 books and monographs to date. The Publications Unit has been publishing The Indian Journal of Social Work (IJSW) uninterruptedly since 1940, as a quarterly. The IJSW focuses on multi-disciplinary knowledge development relevant to the changing perspective of the social work profession, with special reference to issues of the marginalised groups and interventions for them. Besides theoretical, historical, empirical, methodological, and epistemological analyses, reviews of policies, programmes, legislation, voluntary organisations, and professional interventions, research summaries, news from professional associations in social work, and book reviews are also included.

The Sir Dorabji Tata Memorial Library has in stock about 1,02,958 volumes. The selection of the material is geared to meet the needs of postgraduate students and M.Phil./Ph.D. Scholars. The Library also has books of general interest and a small collection of fiction. The Library subscribes to over 200 scholarly journals in addition to a few journals of general interest. It has over 1,600 audio-visual materials. The Library maintains newspaper clippings on current topics as well as does the same on demand in special cases.

The Library has a computer reading facility for visually impaired students, the Galileo Reading System, which stores all sorts of printed documents including letters, books, magazines and newspapers in a floppy disc. Even stored information in a floppy disc can be read through this machine, which is of great help to such students in their academic and research support. The
Library is fully computerised. An integrated software system for Library Information and Management version 3.0 is being used for automating in-house activities with powerful search and retrieval capabilities. The users can access library database using Online Public Access Catalogue for search books/journals/theses through various access points like author, title, keyword, subject code, and so on. The library brings out a quarterly Selective Dissemination of Information and Current Awareness Bulletin. This provides classified list of articles from the selected social science journals received and annotated list of books added during the month. The Library provides rapid and comprehensive document delivery service. The UGC-INFLIBNET has recognised this Library as a Document Delivery Centre. To serve the purpose of effective document delivery, the Library has a multi-functional Digital Copier with laser printing, fax and PC-fax facilities. Any reading material not available in the Library is procured for the reader from other libraries in the country through Inter-Library Loan System.

The Library also prepares bibliographies on different subjects from time to time for the faculty, students and outside agencies. The Reprographics Unit of the Library offers photocopying facilities for students and scholars, both within and outside the Institute.

1.6 RESEARCH

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.

Over the last 5 years, TISS has been engaged in over 400 research and other projects funded by the Institute itself and/or in collaboration with NGOs, Foundations and communities, Central and State Governments, bilateral agencies, inter-governmental and international bodies, and business and industrial houses. In 2006-2007 alone, the TISS undertook 90 research and documentation projects. The thrust of the varied research projects undertaken last year by TISS has been to generate knowledge that contributes to empowerment and social transformation. Over the last year TISS initiated, took forward and/or completed research projects on a number of issues in areas such as health, education, rural development, employability, labour issues, human rights, sustainable development, social work, etc.

One of the most significant steps taken in the year gone by has been the establishment of the Office of the Dean of Research and Development. The need to achieve a strategic focus in terms of current research as well as developing an agenda for future knowledge development is the primary mandate of this office. There is a clear acknowledgement that building a culture of research that promotes both problem-oriented and curiosity driven/theoretical research needs appropriate mechanisms and facilitation, whether in terms of publications or management of research projects. Even while looking at the future, we need to ensure that the best possible institutional support and infrastructure is extended to our faculty and research scholars.

1.7 FIELD ACTION

The TISS has been undertaking innovative field action projects (FAPs) since the 1930s. These FAPs focus on assistance to and empowerment of the marginalised groups, testing new approaches and strategies in response to changing social realities, facilitating development of field-based knowledge and practice-theory continuum, among others. The FAPs have for long been an integral part of the work of TISS. The primary aim of field action work in TISS is to create a space
to shape and demonstrate new initiatives and innovations in practice that address specific issues or concerns of particular marginalised and impoverished sections of the population.

The FAPs have always played an integral role in the curriculum of social work education. These projects provide faculty members with an opportunity to engage with direct practice and students with a training ground, and, thus ensuring that both teaching and learning is in touch with social realities. 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.

Through these projects, faculty members are in touch with the field, and, thus ensure that their teaching is in touch with social realities. Students are placed for field work in these projects, and, in the process of learning, they also contribute to its growth. The FAPs address a wide range of issues with a broad goal of a more equal and just society, through capacity-building, empowering people to exercise more informed choice, and secure their rights. The total numbers of FAPs currently implemented are 18, in the areas of children and youth, criminal justice, dalit and tribal issues, health, HIV/AIDS, human rights, sustainable development and women.

1.8 RE-IMAGINING FUTURES: MAKING EXCELLENCE COUNT

We, at TISS, are working to radically transform our academic culture and spirit that have long been constrained by structural bottlenecks and the meagre resources available to universities.

Academic collaboration and networking with other institutions, both in India and overseas, is a priority area. We expect these collaborations to strengthen our capacities to fulfil our vision of being a self-sufficient 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, we seek to further strengthen independent research, in a climate of intellectual rigour and academic freedom.

We are upscaling our capacity to develop and disseminate print, electronic and audio-visual knowledge resources, thus enabling us to reach out and deepen our dialogue with civil society. We are also seeking to augment and upgrade our academic, administrative and infrastructural capacities. Drawing on the nourishment from close relationship with communities and NGOs, industry and government, inter-governmental, academic, other civil society groups and our alumni, TISS hopes to meet the new challenges that we face as we strike a new path.
Section 2
PART I: GENERAL INFORMATION

2.1 INTAKE OF STUDENTS FOR THE ACADEMIC YEAR 2007-2009

<table>
<thead>
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<td>M.A. in Development Studies</td>
<td>30</td>
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<tr>
<td>M.A./M.Sc. in Disaster Management</td>
<td>30</td>
</tr>
<tr>
<td>M.A. in Education (Elementary)</td>
<td>25</td>
</tr>
<tr>
<td>M.A. in Globalisation and Labour</td>
<td>10</td>
</tr>
<tr>
<td>Master of Health Administration</td>
<td>20</td>
</tr>
<tr>
<td>Master of Hospital Administration</td>
<td>25</td>
</tr>
<tr>
<td>M.A. in Human Resources Management and Labour Relations</td>
<td>80</td>
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<tr>
<td>M.A. in Social Entrepreneurship</td>
<td>15</td>
</tr>
<tr>
<td>M.A. in Social Work</td>
<td>140</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
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</tbody>
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2.2 ELIGIBILITY REQUIREMENTS

2.2.1 M.A. in Development Studies

(a) A Bachelor’s Degree of a minimum of 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education) from a recognised university, in any discipline with a minimum average of 50% of marks (40% for Scheduled Castes [SCs] and Scheduled Tribes [STs].

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 23, 2007, will also be eligible to apply provided they have obtained minimum aggregate of 50% of marks (40% for SCs/STs in their first and second year college/university examinations taken together, if the degree course is of three years; and the first, second and third year college/university examinations, if the degree course is of four years, for all the subjects examined. In such cases, admission to the Master’s Degree Programmes of the Institute shall be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.

2.2.2 M.A./M.Sc. in Disaster Management

There are total 30 seats available in the programme, including and observing the reservation norms SC, ST, Other Backward Castes [OBC], and Persons With Disability [PWD]) of the GoI and international students/children of Indian workers in the Gulf and in South-East Asia. This programme is designed for mid-career professionals who will also have the scope for multi-level entry and exit. However applicants could also be fresh graduates with a high degree of motivation to work in the area of disaster management.
2.2.3 M.A. in Education (Elementary)

A Bachelor’s Degree of a minimum 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirement of 15 years of formal education) from a recognised university, with minimum aggregate marks of 50% (40% for SCs and STs).

2.2.4 M.A. in Globalisation and Labour

(a) A Bachelor’s Degree of minimum 3-year duration or equivalent grade (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirement of 15 years of formal education) in any discipline.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Friday, September 14, 2007, will also be eligible. In such cases, admission to the M.A. in G & L programme will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.

2.2.5 Master of Health Administration

and

2.2.6 Master of Hospital Administration

(a) A Bachelor’s Degree of a minimum of 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education) from a recognised university in any discipline with minimum aggregate marks of 50% (40% for SCs and STs).

(b) Medical graduates should complete their internship on or before June 23, 2007. Otherwise, their candidature will be automatically cancelled.

Note: Candidates who are awaiting their final year Bachelor’s Degree examination results are not eligible to apply for admission to either of the M.H.A. programmes.

2.2.7 M.A. in Human Resources Management and Labour Relations

(a) A Bachelor’s Degree of minimum 3-year duration or equivalent grade (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirement of 15 years of formal education) in any discipline with minimum aggregate marks of 50% (40% for SCs and STs) from a recognised University.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 23, 2007, will also be eligible to apply provided they have obtained a minimum aggregate marks of 50% (40% for SCs and STs) in any discipline from a recognised University in their first and second year college/university examinations taken together, if the degree course is of three years; and the first, second and third year college/university examinations, if the degree course is of four years, for all the subjects examined. In such cases, admission to the M.A. in HRM & LR programme will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.
2.2.8 M.A. in Social Entrepreneurship

(a) A Bachelor’s Degree of minimum 3-year duration or equivalent grade (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirement of 15 years of formal education) in any discipline with minimum aggregate marks of 50% (40% for SCs and STs) from a recognised University.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by July 31, 2007, will also be eligible to apply provided they have obtained a minimum aggregate marks of 50% (40% for SCs and STs) in any discipline from a recognised University in their first and second year college/university examinations taken together, if the degree course is of three years; and the first, second and third year college/university examinations, if the degree course is of four years, for all the subjects examined. In such cases, admission to the M.A. in HRM & LR programme will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.

2.2.9 M.A. in Social Work

(a) A Bachelor’s Degree of a minimum 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education) from a recognised university in any discipline with a minimum aggregate of 50% marks (40% for SCs and STs).

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 23, 2007, will also be eligible to apply provided they have obtained minimum aggregate of 50% of marks (40% for SCs and STs) in their first and second year college/university examinations taken together, if the degree course is of three years; and the first, second and third year college/university examinations, if the degree course is of four years, for all the subjects examined. In such cases, admission to this master’s degree programme will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.

2.3 SELECTION PROCEDURE

2.3.1 M.A. in Development Studies

Those satisfying the eligibility requirements will be assessed for selection (Total Marks = 200) through the following:

(a) Academic Background (30 Marks): Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree high academic achievement is not the only criterion on which the candidate will be selected.

(b) Essay/Written Test (60 Marks): The Essay/Written Test (ET) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues, expressed through written analysis in English. The time allotted is 45 minutes. In Social Work, the students will be assessed on the basis of caselets (40 marks) and an English language test (20 marks).
(c) **Group Discussion (40 Marks):** The Group Discussion (GD) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English in a group situation. The time allotted is 25 minutes.

(d) **Personal Interview (70 Marks):** To become eligible for the Personal Interview (PI), a general candidate should secure a minimum combined score of 45 marks (35 marks for SCs and STs) in the ET and GD put together.

### 2.3.2 M.A./M.Sc. in Disaster Management

Those satisfying the eligibility requirements will be assessed for selection (Total Marks = 200) through the following:

(a) **Academic Background (30 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree Examination and the maximum marks are 30. However, high academic achievement is not the only criterion on which the candidate will be selected.

(b) **Written Test (100 Marks):** A Written Test in English aims at an assessment of (i) proficiency in English Language, (ii) awareness of and reflection on disaster related issues, social and environmental justice, humanitarian assistance, (iii) analytical capabilities, and (iv) sensitivity to social and technological issues. The time allotted is two hours.

(c) **Personal Interview (70 Marks):** To become eligible for the Personal Interview (PI), a general candidate should secure a minimum score of 45 marks (35 marks for SCs and STs) in the written test.

### 2.3.3 M.A. in Education (Elementary)

Those satisfying the eligibility requirements will be assessed for selection (Total Marks = 200) through the following:

(a) **Written Test (100 Marks):** A Written Test in English aims at an assessment of (i) proficiency in English language, (ii) awareness of and reflection on educational issues in India, (iii) analytical capacities, and (iv) sensitivity to social concerns and issues. The time allotted is two and a half hours.

(b) **Personal Interview (75 Marks):** To become eligible for Personal Interview (PI), a general candidate should secure a minimum of 45% (35% for SC/ST) in the written test.

(c) **Academic Background (25 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree Examination.

*Verification of Original Documents:* The verification of original documents will be carried out at the time of personal interview/admission at the Institute.

### 2.3.4 M.A. in Globalisation and Labour

Selection will be on the basis of a Personal Interview conducted by a panel of experts. Eligible candidates will be called for an interview at TISS, in Mumbai and those who qualify.
2.3.5 Master of Health Administration
and
2.3.6 Master of Hospital Administration

Those satisfying the eligibility requirements will be assessed for selection (Total Marks: 200) through the following:

(a) **Academic Background (30 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree high academic achievement is not the only criterion on which the candidate will be selected.

(b) **Essay/Written Test (60 Marks):** The Essay/Written Test (ET) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues, expressed through written analysis in English. The time allotted is 45 minutes. In Social Work, the students will be assessed on the basis of caselets (40 marks) and an English language test (20 marks).

(c) **Group Discussion (40 Marks):** The Group Discussion (GD) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English in a group situation. The time allotted is 25 minutes.

(d) **Personal Interview (70 Marks):** To become eligible for the Personal Interview (PI) a general candidate should secure at least 40 marks (30 marks for SCs and STs) in the ET and GD put together.

2.3.7 M.A. in Human Resources Management and Labour Relations

Those satisfying the eligibility requirements will be assessed for selection (Total Marks = 200) through the following:

(a) **Objective Test (70 Marks):** The Objective Test includes numerical ability, analytical ability, socio-economic awareness, business knowledge and logical reasoning. The time allotted is 90 minutes.

(b) **Group Discussion (30 Marks):** The Group Discussion (GD) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English in a group situation. The time allotted is 25 minutes.

(c) **Personal Interview (75 Marks):** To become eligible for the GD and Personal Interview (PI), a general candidate should secure a minimum combined score of 43 marks (35 marks for SCs and ST) in the Objective Test to be considered for the GD and PI.

(d) **Academic Background (25 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree Examination and the maximum marks are 25. However, high academic achievement is not the only criterion on which the candidate will be selected.

2.3.8 M.A. in Social Entrepreneurship

Eligible candidates will be called for a written test to TISS in Mumbai, and those who qualify will be required to appear for Group Discussion and Personal Interview on the next day of written test.

Those satisfying the eligibility requirements will be assessed for selection (Total Marks: 200) through the following:
(a) **Written Test (40 Marks):** All candidates are required to submit along with the application form, a short hypothetical business plan of not more than 500 words on any topic broadly within social sector. This would be part of written test carrying a weightage of 30 marks. The Written Test includes (i) proficiency in English language and comprehension, (ii) Awareness of socio-economic issues related to society, economy, entrepreneurship, social sector. The time allotted is 45 minutes.

(b) **Group Discussion (30 Marks):** The Group Discussion (GD) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English in a group situation. The time allotted is 25 minutes.

(c) **Personal Interview (75 Marks):** To become eligible for the GD and Personal Interview (PI), a general candidate should secure a minimum combined score of 43 marks (35 marks for SCs and STs) in the short hypothetical business plan submitted and Written Test to be considered for the GD and PI.

(d) **Academic Background (25 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree Examination and the maximum marks are 25. However, high academic achievement is not the only criterion on which the candidate will be selected.

### 2.3.9 M.A. in Social Work

Those satisfying the eligibility requirements will be assessed for selection (Total Marks: 185) through the following:

(a) **Academic Background (30 Marks):** Marks are awarded to each applicant on the basis of overall percentage of marks secured in the Bachelor’s Degree high academic achievement is not the only criterion on which the candidate will be selected.

(b) **Essay/Written Test (45 Marks):** The Essay/Written Test (ET) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues, expressed through written analysis in English. The time allotted is 45 minutes. In Social Work, the students will be assessed on the basis of caselets (40 marks) and an English language test (20 marks).

(c) **Group Discussion (40 Marks):** The Group Discussion (GD) aims at assessment of knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English in a group situation. The time allotted is 25 minutes.

(d) **Personal Interview (70 Marks):** To become eligible for the Personal Interview (PI), a general candidate should secure a minimum combined score of 45 marks (35 marks for SCs and STs) in the ET and GD put together.

### 2.4 RESERVATIONS

#### 2.4.1 SC and ST Candidates:

As per GoI requirements, 15% and 7.5% seats are reserved for SC and ST candidates, respectively, in all the programmes.

#### 2.4.2 Persons With Disability:

Three per cent seats are reserved in all the Master’s Degree Programmes for PWD of which 1% each is reserved for

- (a) Low Vision/Blindness,
- (b) Hearing Impairment,
- (c) Locomotor Disability/Cerebral Palsy.

#### 2.4.3 Kashmiri Migrants:

One per cent seats are reserved in each of the programmes.

#### 2.4.4 Other Backward Classes (OBC) candidates:

Gol directives will be followed for Other Backward Classes (OBC) candidates, as applicable.
2.5 INTERNATIONAL STUDENTS

2.5.1 Students holding passports issued by foreign countries, including people of Indian origin who have acquired the nationality of foreign countries, are included as foreign students.

2.5.2 Non-Resident Indians (NRI): Only those Non Resident Indian (NRIs) students who have studied and passed the qualifying examinations from schools or colleges in foreign countries will be included as international students. This will include the students studying in the schools or colleges situated in foreign countries even if affiliated to the Boards of Secondary Education or Universities located in India, but will not include students studying in those schools or colleges (situated in India) and affiliated to the Board of Secondary Education or Universities located in foreign countries. Students passing the qualifying examinations from Boards or Universities located in foreign countries as external students and dependants of NRI studying in India will not be included as international students. Once a student is given the status of an International student, his/her entry level status will be maintained throughout his/her education in India.

2.5.3 International students have a maximum of 15% supernumerary seats in all the programmes.

2.5.4 International students should fulfil the basic qualifications laid down for admission to the Master's Degree Programmes of the Institute. They should produce the transcript from their University as proof of eligibility.

2.5.5 International students should write a letter of intent of at least 500 words and not exceeding 1000 words, stating their interest in the programme for which they are applying for.

2.5.6 International students should also write an essay in English on any topic selected by the Institute, of not more than 1000 words, which will be evaluated.

2.5.7 International students should give two references one of whom should be a professor who taught them at the under-graduate level. The referees should provide information regarding the candidate's academic interests, character, and suitability for the programme in a sealed envelope. This information should accompany the application.

2.5.8 International students can be interviewed over phone and they will be required to bear the cost of telephone.

2.5.9 After the telephonic interview, if the student is found suitable and selected for the programme, a provisional admission letter will be sent to the candidate to enable him/her to secure the appropriate visa to come to India and join the programme. He/She must obtain a student visa, which should indicate (a) name of the Institute, and (b) period of study of the Institute.

2.6 DEPUTED CANDIDATES

Officers deputed by Central/State Governments/autonomous organisations, for studying in any of the Master’s Degree Programmes of the Institute will have to undergo the Written Test and GD, and, if found eligible, the PI along with other candidates. A government officer, having quarters in the Mumbai Metropolitan Region, will not be eligible for hostel accommodation, unless the person has surrendered such accommodation and produces a certificate to that effect.
2.7 SPECIAL STUDENTS

Persons holding a Bachelor’s degree as per Clause 2.1 may be permitted to audit not more than three lecture courses, excluding field work, on the payment of the fees of Rs. 500/- per course as special students. Such students may be given an attendance certificate, provided they maintain 75% class attendance.

2.8 RULES REGARDING ADMISSION

2.8.1 The medium of instruction is English and it is assumed that candidates seeking admission have an adequate knowledge of the language. However, candidates may speak in Hindi in during the GD provided that they succeed in meaningfully relating themselves to the topic under discussion by the group who would be speaking in English. Hindi may also be used in the PI where the questions may be framed in Hindi or English depending on the concerned faculty’s facility with the language. The Institute offers a special course in English for the benefit of the students who need improvement in the language. Courses in Hindi and Marathi are also offered to those students who need to improve in these languages for use in their field work.

2.8.2 If any statement furnished by the applicant is found incorrect at any time, he/she will be liable to be debarred permanently from the course.

2.8.3 At the time of the application for admission to the M.A. programmes in Development Studies, HRM & LR, and Social Work, the applicants whose results are awaited will be required to attach a Certificate from the college to the effect that they have appeared for the final year examinations, including practicals, etc.

2.8.4 If a candidate has submitted his/her original documents like degree, mark-sheet, etc., to a college/university for re-evaluation or for any other purpose, he/she is required to produce a letter from the college/university authority addressed to the Registrar of TISS clearly indicating that the candidate’s original documents, as stated above, have been retained by the college/university for a specific purpose.

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

2.8.6 Original documents for verification will not be accepted by Post or courier service. They have to be presented by the candidate or by his/her authorised nominee.

2.8.7 An applicant, selected for admission, will have to undergo a pre-admission medical check-up by the Medical Officer of the Institute. Certificate of health by the Medical Officer is necessary to confirm admission to the Institute.

2.9 OTHER RULES

2.9.1 Discipline: Students admitted to the Institute will be under the discipline of the Director, School Deans, and other officers of the Institute. The Director has the power to award punishments including levying fines, discontinuation from hostel and dining hall, and suspension and/or revocation of registration as a student. Students admitted to the Institute will observe all the rules and maintain decorum in their behaviour on the institute campuses and during field work, study tour, rural practicum, relief work, block field work/internship, etc. Misbehaviour and violation of the rules will attract disciplinary action of fine, suspension/discontinuation from the hostel and the dining hall, or suspension/cancellation of registration as a student of the Institute.
2.9.2 No student is permitted to apply for a job, attend an interview, appear for any other examinations, or participate in any course of study, either full-time or part-time, in the Institute itself or outside, or undertake any paid activity, during the period that he/she is enrolled at the Institute except with the prior written permission of the Director applied through the concerned School Dean. Any contravention of the rule will lead to the dismissal of the student from the programme. In such cases, Clause 3.1.5.20 will not be applicable.

2.9.3 Those students who have obtained financial support or loan from the Institute for completing their first Master’s degree programme will not be considered for admission to a second Master’s degree programme at the Institute unless they clear their arrears, including loans, before applying for the second programme.

2.9.4 SC and ST candidates, who have been rejected once, can apply again. However, the institute will not bear their expenses for admission unless they are selected for admission. Similarly, SC and ST students who have passed in one Master’s degree of the Institute, and have availed of all the special facilities, will not be given any special facility if they apply for another Master’s Degree Programme at the Institute.

2.9.5 Participation in Relief Work/Camp: In keeping with the tradition of the Institute, the students may be called upon to participate in relief work and extension activities of the Institute, in or outside Mumbai, from time to time. All students will be expected to participate in these activities, which emerge from the character of the Institute as a university conducting professional courses, with teaching, research and extension functions; and social responsibilities towards the community. The Institute will decide the extent of incorporation into the curriculum and the nature of credit to be awarded.

2.10 PHYSICAL FITNESS PROGRAMME

The Physical Fitness Programme was introduced in the 2006-2007 academic year. A compulsory, graded activity within the academic programme itself, students may opt for any one activity, namely, Yoga, Aerobics and/or Gymnastics.

PART II: PROGRAMME DETAILS

2.11 INTRODUCTION TO FOUNDATION COURSES

All students of the Master’s Degree Programmes, except M.A. in Education (Elementary), are required to take a set of 5 Foundation Courses (FCs), four of which are common. These courses will provide students with an orientation to basic perspectives, issues and themes in society, politics, economy and culture.

Spread over the first year of study, the FCs seek to:
- provide a basic grounding in a wide range of social, political, economic and cultural issues that concern society and economy;
- equip students with the tools to understand and analyse the above issues through well-defined inputs in relevant applied social and other sciences; and
- encourage and enable students to reflect on and relate their own personal and professional orientation to wider society, policy and economy.
**FC 1: Understanding Society (2 credits)**

This course will try to introduce and critically engage students with the basic concepts in the understanding of society. It will differentiate between a common sense and a scientific understanding of society. It will also present an overview on how and why a scientific understanding of society questions existing prejudices and stereotypes about people and the organisation of social life. The course will sensitise students to the diversity of values, institutions and practices in society and how these differences are ordered within and between societies. Different theoretical perspectives on stratification will be discussed through examples of public debates on the nature and relevance of stratification in society. The concepts of caste, tribe, class and gender will introduce students to the different facets of Indian society and how all these categories overlap and are not homogenous.

**FC 2: Introduction to Basic Economics (2 credits)**

This course will offer fundamental conceptual foundations of economics and will provide students with a systematic grounding in the major paradigms in economic analysis. The course will acquaint students with basic tools of microeconomics — demand, supply, production and cost theories. It will also provide a theoretical understanding of preliminary concepts in macroeconomics including rudiments of national income concepts, inflation, unemployment and tradeoffs across alternative macroeconomic goals. A critical understanding of the alternative definitions of development with a focus on techniques used to measure 'human development' will be dealt with. The inputs would enable students to comprehend economics as an intellectual discipline and also equip them to analyse contemporary economic problems.

**FC 3: Development Experience, Social Conflict and Change**

**PART 1: INDIA’S DEVELOPMENT EXPERIENCE (1 CREDIT)**

This part of the course will introduce the students to basic features of the Indian economy and aspects of change. The basic objective of the course is to introduce the students to a context in which they can broadly place their research questions. The course covers the historical conditions under which India gained Independence, the basic development strategies followed after Independence and the changes in policy stance in the recent period. The analysis would be located within a framework of political economy.

**PART 2: STATE, DEMOCRACY, POLITICS AND SOCIAL CONFLICTS (1 CREDIT)**

This part is intended to enable students to develop an appreciation of the key debates surrounding (a) the nature and character of the Indian state, democracy and nation-building, and (b) the party and non-party political processes and their relationship to key axes of social conflict. It will enable students to critically examine the challenges of nation-building and attempts to outline the key conflict lines within the polity. Beginning with a critical examination of the Constitution and concepts of nation and state, this part of FC3 will traverse through a brief history of democratic politics (party and non-party) in India since 1947.

**FC 4: Human Development, Identity, Culture and Media**

**PART 1: MEDIA, CULTURE AND SOCIETY (1 CREDIT)**

This part will critically explore various theoretical traditions and discourses within media and cultural theory to enable the students to appreciate the implications of various perspectives on media, society and culture. It is aimed at equipping students with relevant perspectives to
understand and analyse contemporary media in a global and local context. It will introduce major perspectives like semiology, critical theory, cultural studies, political economy, and participative communication.

PART 2: PERSPECTIVES IN HUMAN DEVELOPMENT (1 CREDIT)

This part will introduce students to major theoretical perspectives in the fields of psychology and human development, and their relevance in the changing world of today. It examines human development across the life span and the socio-cultural influences impacting development. Atypical development needs of vulnerable/at risk groups will also be covered.

2.12 M.A. IN DEVELOPMENT STUDIES

The M.A. in Development Studies programme will throw light on the rapid changes in the configuration of the State, markets, social institutions and civil society over the past decades in India and the world over and their cumulative consequences on people, more so to the vulnerable, disadvantaged and the marginalised. The course would equip students in developing critical perspectives in examining development and its consequences for the community and the individual; the natural and social environment; and socio-cultural institutions. The course will introduce the students to models of development; create an understanding of participatory, self-sustaining and people-centred public policies; and develop their expertise in methodologies and skills for development research, participatory approaches, and programme planning and management.

Spread over two years (or four semesters), the students will be offered a wide range of courses, concentration options, and a research project experience. The faculty for this programme are drawn from a broad spectrum of disciplinary backgrounds (such as economics, sociology, political science, psychology, geography, and women’s, cultural and media studies) and policy research expertise.

Students who graduate with this degree will find their professional career in academic institutions pursuing inter-disciplinary research and teaching in development studies; in civil and allied administrative services; development facilitating organisations; the corporate sector; and in research consultancy firms.

**Distribution of Credit Hours**

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<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>First</td>
<td>Courses (including FCs)</td>
<td>38</td>
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<tr>
<td>Second</td>
<td>Courses</td>
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<td>Dissertation</td>
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* Under revision

**Semester-Wise Listing of Courses**

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<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS* 1 Philosophical and Methodological Foundations of Development Research</td>
<td>2</td>
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<tr>
<td></td>
<td>DS 3 Development Theories</td>
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<td>Semester</td>
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<tr>
<td>I</td>
<td>DS 5 Quantitative Analysis and Computer Applications</td>
<td>4</td>
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<tr>
<td>I</td>
<td>DS 14 Civil Society Groups and Development</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>FC 3 Development Experience, Social Conflict and Change</td>
<td>2</td>
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<tr>
<td>II</td>
<td>FC 4 Human Development, Identity, Culture and Media</td>
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<tr>
<td>II</td>
<td>FC 5 Seminar Course: Contextualising Social Reality</td>
<td>2</td>
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<tr>
<td>II</td>
<td>DS 2 Qualitative Research Methods</td>
<td>2</td>
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<tr>
<td>II</td>
<td>DS 4 Environment and Sustainable Development</td>
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<td>II</td>
<td>DS 5 Quantitative Analysis and Computer Applications</td>
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<td>II</td>
<td>DS 6 Development Economics</td>
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<tr>
<td>II</td>
<td>DS 7 Psychological Aspects of Social Change and Development</td>
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<tr>
<td>II</td>
<td>DS 8 Political Economy of Urbanisation, Space and Development</td>
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<tr>
<td>III**</td>
<td>DS 9 Institutions, Governance and Policies</td>
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<td>III**</td>
<td>DS 10 Political Economy of Development</td>
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<td>III**</td>
<td>DS 11 Population Dynamics and Development</td>
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<td>III**</td>
<td>DS 12 Education and Development</td>
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<td>III**</td>
<td>DCA 1 Work, Labour and Development</td>
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<td>III**</td>
<td>DCA 2 Agriculture and Development</td>
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<tr>
<td>III**</td>
<td>DCD 1 Women, History and Society: Feminist Theory and Perspectives</td>
<td>4</td>
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<tr>
<td>III**</td>
<td>DCD 2 Women and Work: From Archives to the Globalised World</td>
<td>4</td>
</tr>
<tr>
<td>III**</td>
<td>DCC 1 Self, Culture and Identity</td>
<td>4</td>
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<tr>
<td>III**</td>
<td>DCC 2 Contextualising Human Development</td>
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<td>III**</td>
<td>Inter-Concentration Course</td>
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<td>IV**</td>
<td>DS 13 Media and Development</td>
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<td>IV**</td>
<td>DS 15 Project Planning and Evaluation</td>
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<td>IV**</td>
<td>DCA 3 Public Economics: Theory and Practice</td>
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<td>IV**</td>
<td>DCA 4 Urban and Regional Planning</td>
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<tr>
<td>IV**</td>
<td>DCD 3 Globalisation, Governance and Social Justice</td>
<td>4</td>
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<tr>
<td>IV**</td>
<td>DCD 4 Dealing with Development Impact</td>
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Notes:
* DS: Compulsory Course
** Out of 4 concentrations, opt for one concentration with two courses from each concentration in Semesters III and IV. The 4 concentrations, DCA, DCB, DCC, and DCD, are:
- Concentration A: Work, Welfare and Development Planning
- Concentration B: Gender and Development
- Concentration C: Human Ecology and Development
- Concentration D: Diversity, Exclusion and Development of the Marginalised
Course Outlines

**FC 5: Seminar Course: Contextualising Social Reality**

The objective of this Course is to help the students develop linkages between the knowledge-base and sensitivity to contemporary social issues, gained through FC 1, FC 2, FC 3 and FC 4 to the field of development and the specific courses within it. Students will get inputs through theme-based workshops and talks by experts in the field. Students will also do presentations, and book and film reviews.

**DS 1: Philosophical and Methodological Foundations of Development Research**


**DS 2: Qualitative Research Methods**

The nature, history and goals of qualitative research. Theoretical frameworks and traditions in qualitative research. Designing qualitative research. Data collection methods. Data analysis and interpretation. Ethical issues in qualitative research.

**DS 3: Development Theories**


**DS 4: Environment and Sustainable Development**

Basic components of environment & ecology: resources; biomes & biodiversity; biogeochemical cycles and feedbacks; food chain and energy pathways; major pollutants; land degradation and soil erosion; climate change & its impact; ecological footprint; use of GIS and remote sensing in environmental studies; environmental valuation & impact assessment. Environmental management (social dimensions): man-environment relationship in historical perspectives and the emerging scenario; environment and social conflicts; eco-feminism; environmental crisis — water, forest and land issues; global environmental politics; trans-national, national and local environmental movements (case studies); changing conservation agendas; environmental policies, conventions and laws. Sustainable development: development planning and sustainability; approaches to sustainable development.

**DS 5: Quantitative Analysis and Computer Applications**


**DS 6: Development Economics**


**DS 7: Psychological Aspects of Social Change and Development**

Industrialisation and urbanisation and associated processes and their consequences in historical perspective — Individual and societal pre-requisites for change and development — Individual’s behaviour and change- individualism/collectivism - Continuity, change and flux — individual’s position in change — consumer behaviour — consumer-oriented development and human goals and behaviour — cultural processes, development and alienation; training for dependency and independence. Whither development? Environmental psychology — Effects of physical environment on development and behaviour — values, attitudes and behaviour towards the environment. Deep ecology and spirituality - Social change, development and
individual and the family, with special reference to work/job environment and demands and well-being of individuals and families. Social psychology of groups and group processes: social perceptions, values, belief systems, attitudes and attributions; integrating principles of social behaviour; social psychology of participation and leadership; social influence processes and leadership for change - Violence and its implications for human development - Psychological implications of deprivation and disadvantage - Ghettoisation as a response to marginalisation (other responses) and its implication for individual and group behaviour.

**DS 8: Political Economy of Urbanisation, Space and Development**

Space, development and underdevelopment. Global capital, globalism and uneven development. Organisation and operation of international capital. Contemporary globalisation process and its spatial construct. Redefining space and capitalisation of space in the globalisation era. Political economy of urbanisation; the city and global economy in history. City and social justice, intersection of global processes and restructuring of urban space. Social movements and class identity, market, state and ideology, rise of network society, globalisation, international communication network and redundancy of the periphery, impact of technology on urban life, culture and global politics.

**DS 9: Institutions, Governance and Policies**

Government to governance: decentralisation policies in India; civil society, social capital and local governance; shifting forms of governance in urban and rural regions; linkages between decentralisation, power and poverty; gender and governance; determinants of successful democratic decentralisation and good governance through case study analyses from developed and developing countries. Institutional theory; CBOs and NGOs: the shifting contours of definitions and roles; human rights institutions and sustainable development; institutional changes and their impact on the poor and the excluded; political economy of global institutions.

**DS 10: Political Economy of Development**


**DS 11: Population Dynamics and Development**

Population dynamics: concept, definitions and measures. Population growth, composition and distribution: world, India and regional disparities; Demographic and epidemiological transition. Trends and differentials in mortality and morbidity. DALYs and QALYs. Gender issues. Declining Sex Ratio. Population, health and development: debates and policies. Population and Development: Changing perspectives; Location of population in India’s development thinking; Indian Family Planning; RCH programme; Women’s empowerment, sexual and reproductive health and rights; Population policies and programmes; Population and poverty; population and ageing; Population, human resources and labour; Demographic bonus and its implications for planning; Globalisation and transfer of labour; Negative birth rates and selective immigration policies.
DS 12: Education and Development

Education as a life long learning process; Theories of education and development; Human capital, modernisation, reproduction; Education and the colonial encounter; Indigenous and modern education systems; Educational policies and programmes; Literacy and livelihood; Education for All (EFA), alternatives in education; globalisation and privatisation in education; The political economy of the modern formal education; Gender and other equity issues in education; Protective discrimination in education; Decentralisation of education; Education and sustainable development.

DS 13: Media and Development

Theoretical discourses in development communication from the dominant paradigm to participatory communication and development; Political economy of media; Media globalisation, understanding media concentration; Media and hegemony; Media and post-modernism; Media and cultural studies.

DS 14: Civil Society Groups and Development

History and politics of civil society groups; Politics of aid: funding patterns, sources and implications; Nature and forms of participation in development processes; Achievements and outcomes for equity and justice; Case Studies; Issues confronting civil society groups: social exclusion, autonomy-regulation, collectivism, policy conflict-convergence, rethinking institutions.

DS 15: Project Planning and Evaluation

Introduction and relevance of project planning and evaluation in Development Studies; Definition, types & elements of projects; Project Life Cycle — Conceptualisation phase, formulation phase, operational phase, termination phase; Project Monitoring - Mid-term evaluation & corrective measures; Methods of project evaluation; Introduction to Quantitative Methods — Input-output Analysis, Linear Programming, Network Analysis — CPM & PERT, Decision Analysis and Game Theory, Simulation Modelling, Optimisation Theory; Measurement of benefits and costs — consumer surplus, Shadow Pricing of Market Items; Real vs. Pecuniary Benefits, Types of Real Benefits; Social Cost Benefit Analysis — Net Present Value, Internal Rate of Return, Social Rate of Discount, Valuation of Intangible Items, Intangible Private Benefits and Costs; Community Based Assessments - Participatory Rapid Appraisal; Social Impact Assessment for Project under Resettlement and Rehabilitation.

CONCENTRATION A: WORK, WELFARE AND DEVELOPMENT PLANNING

DCA 1: Work, Labour and Development

international division of labour, outsourcing, flexibilisation, intensification, extensification, emotional labour and well-being at work. Labour markets in India: rural labour markets, urban labour markets, state and labour markets and industrial conflict.

**DCA 2: Agriculture and Development**

Theories of agrarian or peasant economy: classical debates. The colonial background of agriculture in India: measures of land settlement, growth of infrastructure, commercialisation of agriculture, commodification of land and the increasing landlessness. The impact of Great Depression. Patterns and trends in agricultural development in India since independence: regional variations and disparities, agricultural productivity, real wage and labour migration, agricultural diversification and linkages with rural non-farm sector. Agrarian policies, rural development and social change: land reforms and agrarian structure; green revolution, agricultural productivity and the marginalised groups; farmers associations and agrarian mobilisations, movements and change, agrarian situation and organised rural violence and change. Mode of production and class differentiation in agriculture: Indian debates. Globalisation, world trade organisation and agriculture: differential achievements and adverse impacts, emerging issues, challenges and directions.

**DCA 3: Public Economics — Theory and Practice**

Part 1: Understanding the rationale behind government intervention in Economics: Role of the government in the economy: Public sector in the economics account, the functions of government intervention in a developing economy, theories of market failure, public provision for social goods (introduction to social choice theories, social goods and market failure, public goods, merit goods, mixed/club goods), public provision for social goods: application in select social sectors, private provision of public goods; Concepts of public choice and application: voting procedures, majority rule and the median voter, interest group and collective action, the political business cycle, Political business cycle — overview of empirical studies based on India; Public interventions: rationale and evaluation: Introduction to public project evaluation, evaluation of government expenditure - welfare foundations of social cost benefit analysis and its critique; Part 2: Application of public finance mechanisms for developing economies and its technicalities: financing government: taxation theory and applications: direct taxes, indirect taxes, tax efficiency, efficiency versus equity consideration, changing tax structure in India: Introduction to VAT and its implications; Public sector pricing: theories and applications, basic models (joint costs and peak loads — multiple tariffs — user charges), public sector pricing in India, regulatory aspects of pricing; macro linkages of fiscal policy: Principles of stabilisation policy (multiplier models with fixed and variable investments), macro-economic effects of the deficit; public expenditure: structure and growth in India: classification and pattern of expenditures (both economic and social), classification and pattern of revenues (both tax and non-tax revenue); Fiscal federalism: theory and practice, concept of fiscal federalism, fiscal relations in India; budget and its role in public economics.

**DCA 4: Urban and Regional Planning**

The making of planning ideology; Regions and their types; Planning and its types; Need for regional planning; Regional planning models; Information base for planning: Existing information base, what to measure, how to measure; Social indicators — definition and drawbacks; Typology of social indicators; Evolving appropriate indicators for regional evaluation and planning; Spatial context for planning: Locational Theories, Central Place Theory, integration of subsystems; Delineation of planning units; Regional disparities &
inequalities: theories and empirical evidence; Urban areas and production of cities; Evolution of city planning ideology; Urban morphology; Planning cities; Elements and steps in comprehensive plan development; Zoning — effect of zoning on communities, environmental issues, Social equity issues; Visionaries and the urban planning ideals: Urban housing & infrastructure; Urban renewal; Urban planning in developed and developing countries; Urban and regional planning in India and its implications to growth, equity, social and environmental justice; Local self-governance in India; Economic efficiency and decentralised planning.

CONCENTRATION B: GENDER AND DEVELOPMENT

DCB 1: Women, History and Society — Feminist Theory and Perspectives
Cross-cultural perspectives on gender and its construction; Feminist understandings of power: patriarchy and its manifestations, patriarchal structures and ideologies: family, marriage, religion, economy and politics; Beginnings and developments in feminist consciousness: global and national feminist movements; The question of difference: nature culture debate; Relationship of women and the state: questioning public and private; Global sisterhood and issues of race, class and nationality; Engendering knowledge: destabilising theories and the politics of knowledge production; Marxism and feminism: reproduction and production, modes of production and status of women; Psychoanalysis and feminism: the masculinity and femininity debate within psychoanalysis, feminist critique and re-workings of psychoanalysis; Post-structuralism and feminism: language, discourse and subjectivity, equality and difference, deconstruction and reconstruction as feminist strategy for change; Post- modernism and feminism: problematic essentialisms, alternative histories, rethinking subjectivity and aesthetics.

DCB 2: Women and Work — From Archives to the Globalised World
Building perspective to understand women’s vulnerabilities in the present context of globalised world; Developing critical approach to the strategy of ‘Mainstreamisation’ of women in the Development paradigm; Analysing concept of subordination of women with the help of theories of Marxist Feminism and Eco-feminism; Historically tracing women’s work status; Engendering labour economics; Context of international division of labour; Migration; Culture and family strategies; Sustainability and rights based approach to land, water and biodiversity; Feminisation of poverty.

DCB 3: Gender and International Development
Trajectory of gender and development concerns; UN efforts, CEDAW and human rights; Political regimes, public policies and gender ideology; Policy and programmatic support for women’s paid and unpaid work; Conflict, wars, violence and gender issues; Communal, ethnic, insurgencies and other conflicts; wars and militarism; ‘public’ and ‘private’ violence against women and children; issue of refugees; Globalisation, structural adjustment and gender: Shrinking work opportunities and budgets for the social sector; household impacts; Women’s mobility: Right to Work vs. the Sex Trafficking discourses; Globalising the care economy within a context of shrinking state support to care work, women movements and NGO initiatives.

DCB 4: Women’s Rights and Legal Advocacy
Module 1: Women, development and law; Rights guaranteed under the Constitution of India to women — fundamental rights; directive principles; concepts like formal and substantive equality; affirmative action; positive discrimination; legal aid; political participation; major human rights instruments. Module 2: Family Laws and gender justice; comparative study of
different personal laws and rights governing family relations. Module 3: Offences against women and law; laws and rights of women as victims of physical, mental, and sexual violence; sati, dowry, rape, marital rape, child marriages, sexual harassment at workplace; reproductive rights; trafficking; prostitution; indecent representation. Module 4: Enforcement of rights and laws; law reform; Family Courts; Mahila Adalats; National and State Commissions; Special Cells; all women police stations; law reform campaigns.

**CONCENTRATION C: HUMAN ECOLOGY AND DEVELOPMENT**

**DCC 1: Self, Culture and Identity**


**DCC 2: Contextualising Human Development**


**DCC 3: Food Security, Nutrition and Health**

Concept of food security at the national and household level: Prevalence of hunger and depth of hunger - Food Rights - Food insecurity mapping to understand state and other context specific difference; Impact of economic and political change on global hunger and malnutrition - Understanding malnutrition in Asian and African context - Basic concepts of nutrition - general principles of nutrition, required nutrients, their functions, RDAs, assessment of nutritional status, dietary patterns - Nutrition and Health - Linking nutrition and health, deficiency diseases under and over nutrition, well-being health and nutrition - Nutrition through the Life
Cycle. Intra-uterine growth retardation, infant care and nutrition; under nutrition in the pre-school years - Stunting, underweight and wasting; School age children - Potential for catch-up growth, under nutrition and school nutrition programmes - Nutrition of older persons - Nutrition of girls/women across the life cycle. Life-styles and nutrition in the family - Nutrition intervention: growth monitoring and promotion, nutrition counselling, supplementary feeding, micro nutrient, promotion of breast-feeding, maternal and child nutrition programmes, Nutrition education - Linkages between nutrition, food security and health and development - Economic growth with equity as a development strategy, issues of livelihoods - Food availability access - food production, utilisation, stock management - Household food access, care practices, health and sanitation - Purchasing power, social entitlements, PDS, Food for work, etc., - Food consumption, intake (energy and nutrition) food utilisation, health status - cultural practice and regional and state and community differences in diet patterns - Lifestyles, rural and urban settings and implications for health, nutrition and education - Research and research methods for nutrition, food security, etc.

DCC 4: Family, Social Change and Development

Family and the Household: Contemporary understanding and analysis - Theoretical frameworks for studying the family - Plurality of family forms in India - Socio-demography of the Indian Family/household - Family and gender; equity and equality - Political economy of the household - Women, work and family interface - Population movement, mobility and migration - Migration and mobility patterns of family/households - Familial level impacts of movement - vulnerability, burden and costs in relation to health, education, housing, quality of life, etc., - The Indian Diaspora and the discourse on cultural roots and identity - Family in the context of change and disasters - Globalisation and economic liberalisation - Consumerism and market-oriented culture - Displacements and disaster generated changes - Wars, conflicts and riots - implications for family and intervention work with family/households - Family studies methodology - Laws and social policies impacting family practices - Social policies and family - State involvement in areas of family practices.

CONCENTRATION D: DIVERSITY, EXCLUSION AND DEVELOPMENT OF THE MARGINALISED

DCD 1: Understanding Diversity, Exclusion and the Marginalised

Concept of diversity and exclusion: theoretical conceptualisation; Dimensions of diversity and exclusion (cultural, social, economic, educational, employment/workforce/labour, business and political diversity and exclusion); Concept of inclusion and exclusion: social and economic and spatial and political dimensions; Concept of Marginalised: caste, race, ethnicity and other forms of marginality; Understanding Dalits: caste and Dalits - socio-historical perspectives, caste discrimination and practice of untouchability; Dalits in common and separate settlements, Understanding Adivasis/Tribes; typology, socio-historical perspectives; fair and unfair inclusion and exclusion of Dalits and Adivasis; Religious and cultural dimensions; Egalitarian, secular, democratic and gender equality elements of Dalit and Tribal Society; Marginalised and nature.

DCD 2: Development of the Marginalised — Perspectives and Challenges

Concept of development in the context of the Marginalised: social, economic and psychological dimensions; Marginalised and human ecology; Issues: untouchability, caste discrimination, bonded labour, lack of access to wealth, land and decent means of livelihood, education, employment and other means of development, no/lack of health care, drinking water and housing facilities: opportunities and challenges; Promises of freedom struggle and
free India; The working of Constitutional rights and privileges for social justice: protective laws against untouchability, atrocities and bonded/forced labour, reservation policy (education, employment and political), and special social, educational and economic development measures including land reform; Five Year Plans and other strategies, socio-economic and health conditions of Dalit and Tribal women, youth and children in rural and urban settings; Social diversity (Marginalised) in India’s public and private sector industries, institutions and organisations and media.

**DCD 3: Globalisation, Governance and Social Justice**

Interest of nation and interests of the Marginalised: impact of State-sponsored development projects and protection to Indian private sector on the Marginalised; Concept of liberalisation privatisation and globalisation (LPG) and their implications to special constitutional safeguards; Positive impacts of LPG: diversity policies in developed nations, scope for social diversity in MNCs and institutions and media; Globalising issues of Marginalised: local and global responses; Scope for education and employment opportunities in developed nations; Diaspora of the Marginalised; Redressing local issues with support of global organisations: UN concern over protecting rights of Dalits and indigenous/Tribal people; Negative impact of globalisation: State’s retreat from social justice commitment, large-scale displacement, threat to livelihood, employment, land alienation; commodification of labour, lack of human and social capitals, erosion of indigenous culture; Market and non-market discriminations; Responses of Indian private sector industries and institutions and civil society organisations to recognise reservation/social diversity; responses and strategies of the State, Civil Society, national and international organisations.

**DCD 4: Dealing with Development Impact**

Responses and strategies of the marginalised to deal with the negative impact of development initiatives: social movements - Mobilisation of the marginalised across caste, class, gender, community, religion, ethnicity and party lines to reinforce State’s commitment to Constitutional ideas; political power and religious conversion as strategies; mobilising support of international organisations and human right laws; Diaspora of the marginalised; capacity-building or enhancing human and social capitals to avail the benefits of globalisation and market; demand permanent and sustainable means of livelihood; Mobilising MNCs to convince Indian private sector industries, institutions and civil society organisations to recognise reservation/social diversity; responses and strategies of State, Civil Society, national and international organisations.

**Inter-Concentration Course**

Students can choose any course that is offered in any of the Concentrations.

**Dissertation**

Dissertation is compulsory for all students of this programme. As a part of the course structure of the M.A. in Development Studies, writing a Dissertation, mainly based on the field data, forms a very important component of this programme. It not only adds educational value with rich field exposure towards relevant developmental issues, but also teaches the student methods of research for an objective assessment of a social phenomenon. The Dissertation will familiarise the student with how to identify a problem, formulate a relevant theoretical perspective, select a suitable research design, collect first hand data from the field, and process and interpret it meaningfully for an objective assessment of the problem under focus.
The weightage of Dissertation is 12 credit hours. The Dissertation work spreads over all the four semesters, culminating into a formal Dissertation at the end of Semester IV. During Semester I, the student is expected to choose a suitable topic for his/her Dissertation in consultation with the proposed Guide and the Dissertation Seminar Coordinators, review the literature, choose a suitable design and present the Dissertation proposal in a class-seminar. Semester II (including the summer vacation) will be meant for sharpening the tools (questionnaire, etc.) and engage in data collection. During Semester III, including the Diwali vacation, augmenting the field data and its processing should be over. Semester IV should be devoted to the writing and finalisation of the Dissertation.

The evaluation of Dissertation will be in two parts, as follows:

(i) Process evaluation — 30% (not re-evaluable)
(ii) Dissertation evaluation — 70% (re-evaluable)

2.13 M.A./M.S.C. IN DISASTER MANAGEMENT

Disaster Management is emerging globally as a full-fledged academic discipline. Since disaster response has primarily been a practitioner's domain, its boundaries have been permeable. People from diverse backgrounds — including relief workers, engineers, social scientists, or medical professionals — have worked in disaster management. This has facilitated the growth of disaster management as a substantive field. However, as a field of practice, it demands specialisation to meet with the dynamic challenges posed by disasters.

The Master's programme in Disaster Management, offered by the Jamsetji Tata Centre for Disaster Management, aims at enhancing knowledge, capacities and skills, and perspective on disasters. While enabling an understanding of disasters from the vantage point of science and technology in prediction, mitigation and response, the programme will also foster a critical and reflective appreciation of current debates in disaster management within the framework of social and environmental justice, state and civil society dynamics, development, conflict and displacement, and globalisation.

The Master's programme is designed to include thematic and issue-based courses related to aspects such as the relationship between environment, livelihood and disasters, institutional building and governance, inequalities and social exclusion, local knowledge systems and disaster management. The course will also endeavour to cultivate appropriate values, a strong multidisciplinary knowledge base and skills essential for intervention in disasters and their prevention.

Students will develop expertise in select areas such as logistics and supply chain management, public health, information and communication, peace, conflict and human security and so on.

Spread over four semesters, this Master’s programme is a pioneering initiative within the country and has certain unique features which will enable mid-career professionals to combine their work with study. It has one year of intensive contact classes with field exposure and internship. Research is a compulsory component of the programme. In the second year, students have the option to work off campus in distance education mode. The programme however, will follow a pre-determined calendar.

It also offers multi-level entry-exit option where a student coming for a semester can obtain a Certificate in Disaster Management on completion of the stipulated requirements. Students who wish to continue through with the next semester would obtain a Diploma. Alternately, a student on completion of the Certificate programme could come back after a break (not
exceeding five years from the date of completion of the Certificate programme), and join in for the second semester. In order to obtain the Master’s degree a student can complete the four semesters without a break or in an incremental manner after completing the credits required for a diploma.

As an emerging field, the need for qualified personnel within disaster management is high. Students who graduate with this degree will find opportunities in the development sector with government and non-government organisations, with consultancy firms, or could go on to pursuing research, training and teaching careers.

**Distribution of Credit Hours**

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<th>Year</th>
<th>Semester</th>
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**Semester-Wise Listing of Courses**

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<td>I</td>
<td>FC 1 Understanding Society</td>
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<td>FC 2 Introduction to Basic Economics</td>
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<td>FC 3 Development Experience, Social Conflict and Change</td>
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<td>FC 4 Human Development, Identity, Culture and Media</td>
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<td>FC 5 Disasters and Development (Bridge Foundation Course)</td>
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<td></td>
<td>MDM 1 Introduction to Hazards and Disasters</td>
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<td>MDM 2 Fundamentals of Disaster Management</td>
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<td>MDM 4 Approaches and Planning for Disaster Prevention, Preparedness and Vulnerability Reduction</td>
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<td>MDM 5 Approaches and Planning for Response — Standards in Humanitarian Aid, Relief, Rehabilitation and Development</td>
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<td>MDM 6 Disaster Risk Reduction and Development Planning</td>
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<td>MDM 7 Communicating Disasters: Strategies and Approaches</td>
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<td>MDM 8 Geographical Information System (GIS) and Remote Sensing Techniques</td>
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<td>MDM 12 Introduction to Disaster Financing</td>
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<td>MDM 13 Logistics Management in Disaster Situations</td>
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<td>MDM 16 Public Health and Disasters</td>
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<td>MDM 23 Governance, Politics and Disasters</td>
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<td>MDM 24 Governance for Disaster Risk Management</td>
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<td>MDM 25 Empowerment, People-Centred Governance and Disaster Management</td>
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<td>MDM 26 Conflicts and Conflict Analysis</td>
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<td>MDM 28 Conflict Transformation, Peace and Just Development</td>
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<td>MDM 29 Dimensions of Disaster Relief Logistics and Supply Chain Management</td>
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<td>MDM 31 Strategic Planning in Disaster Logistics and Supply Chain Management</td>
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<td>MDM 32 Data, Maps and Automation</td>
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<td>MDM 34 GIS Design and Application in Disaster Management</td>
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<td>MDM 35 Writing Effectively - Gudience Specific Communication for Disaster</td>
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<td>MDM 36 Photography and Videography - Using the Camera effectively for</td>
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<td></td>
<td>Reporting and Advocacy</td>
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<td></td>
<td>MDM 37 Media Training for Disaster Managers</td>
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<tr>
<td>IV</td>
<td>MDM 41 Research Dissertation</td>
<td>6</td>
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<tr>
<td></td>
<td>MDM 40 Fieldwork (Internship)</td>
<td>8</td>
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</tbody>
</table>

**CONCENTRATIONS**

The programme offers the opportunity to develop specialist knowledge. Seven concentrations or specialisations are envisaged in the third semester. Students will choose any two of the concentrations. The table below presents the four courses under each concentration. The first course listed for each concentration is a compulsory course for all students and will be completed in the first and second semesters.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Concentration</th>
<th>Courses</th>
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<tbody>
<tr>
<td>I</td>
<td>Public Health and Disaster Management</td>
<td>MDM 16: Public Health in Disasters</td>
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<tr>
<td></td>
<td></td>
<td>MDM 17: Public Health Planning and Management for Disasters I</td>
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<tr>
<td></td>
<td></td>
<td>MDM 18: Public Health Planning and Management for Disasters II</td>
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<tr>
<td></td>
<td></td>
<td>MDM 19: Seminar Course in Emerging Issues in Public Health with regard to Disasters</td>
</tr>
<tr>
<td>II</td>
<td>Psychosocial Care in Disaster Management</td>
<td>MDM 16: Public Health in Disasters</td>
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<td></td>
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<td>MDM 20: Psychosocial Care in Disaster Situations</td>
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<td>MDM 21: Psychosocial Interventions with Special Groups during Disasters</td>
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<tr>
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<td>MDM 22: Staffing, Standards, Ethics and Policies for Psychosocial Care</td>
</tr>
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<td>III</td>
<td>Governance in Disaster Management</td>
<td>MDM 14: Governance, Law and Policy in Disaster Management</td>
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<td></td>
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<td>MDM 23: Governance, Politics and Disasters</td>
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<td>MDM 24: Governance for Disaster Risk Management</td>
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<tr>
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<td>MDM 25: Empowerment, People-Centred Governance and Disaster Management</td>
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<tr>
<td>IV</td>
<td>Conflicts, Peace and Development</td>
<td>MDM 14: Governance, Law and Policy in Disaster Management</td>
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<td>MDM 26: Conflicts and Conflict Analysis</td>
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<td>MDM 27: Conflicts and Humanitarian Crises</td>
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<td>MDM 28: Conflict Transformation, Peace and Just Development</td>
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<tr>
<td>V</td>
<td>Logistics Management and Service Delivery Systems</td>
<td>MDM 13: Logistics Management in Disaster Situations</td>
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<td>MDM 29: Dimensions of Disaster Relief Logistics and Supply Chain Management</td>
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<td>MDM 30: Logistics and Supply Chain Management Processes</td>
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<td>MDM 31: Strategic Planning in Disaster Logistics and Supply Chain Management</td>
</tr>
<tr>
<td>VI</td>
<td>Geographical Information Systems in Disaster Management</td>
<td>MDM 8: Geographical Information System (GIS) and Remote Sensing Techniques in Disaster Management</td>
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<td>MDM 32: Data, Maps and Automation</td>
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<td>MDM 33: Data Management and Analysis</td>
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<td></td>
<td>MDM 34: GIS Design and Application in Disaster Management</td>
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<tr>
<td>VII</td>
<td>Communication and Media</td>
<td>MDM 7: Communicating Disasters: Strategies and Approaches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MDM 35: Writing Effectively - Gudience Specific Communication for Disaster Professionals</td>
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<td>MDM 36: Photography and Videography - Using the Camera effectively for Reporting and Advocacy</td>
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<td>MDM 37: Media Training for Disaster Managers</td>
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</tbody>
</table>

**Facilitating Multi-Level Entry Exit**

The programme is also aimed at facilitating multi level entry and exit for mid-career professionals. The following table illustrated the placement and distribution of courses and credits across semesters.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
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<tr>
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<td>Courses</td>
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<td>Study Visits</td>
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</table>

37
Certificate 9 20 2 22
Diploma 9 20 2 22 8 16 6 44
Masters 10 22 2 24 10 20 6 24 6 12 12 6 8+6 = 14 76

Notes: MDM 5 is not for certificate students who only require 22 credits.
* Diploma students will make a guided choice among courses offered to Master’s students (of the 10 courses offered, diploma students will only do 8) and acquire 22 credits.

**Course Outlines**

**FC 5: Disasters and Development: Bridge Foundation Course**

Relationship between disasters and development, implications. History of disaster response strategies; The political economy of humanitarian assistance. Theories on Risk, Crisis and Disasters - Social structure and disasters, Ulrich Beck and the Risk Society, critique thereof; Social, economic and political processes within developing countries that structure the impact of natural disasters. Catastrophes and Social Change - Community and structural changes during disasters. Migration, conflicts and disasters, Disaster interventions as opportunities for social change; State and Civil Society responses; local/indigenous community during disasters; Poverty, hunger and disasters - Exploring social inequalities and entitlements; Relevant Case Studies.

**MDM 1: Introduction to Hazards and Disasters**

Introduction to key concepts - Hazard, risk, disaster, crisis, emergencies, vulnerability, susceptibility, capacity, disaster management, prevention, preparedness, mitigation, rehabilitation; Nature and types of hazards and disasters; Effects of Hazards: Primary, secondary and tertiary effects; Time and space dimensions of disasters; Forecasting of disaster risks; Relationship between disasters, vulnerability and development; Factors influencing vulnerability; Relevant case studies.

**MDM 2: Fundamentals of Disaster Management**

The phases of disaster management - Preparedness, mitigation, response and recovery; Components of a disaster management system; Disasters and sustainable transformation: Recognising local culture, structure, capacities and need; Principles of disaster management; Models of risk and addressing vulnerability - The Pressure and Release Model of risks; The Sustainable Livelihoods Model; Measuring vulnerability - Hazard/risk assessment and mapping; cost-benefit analysis and environmental impact assessment; Participatory approaches in disaster management - Participatory Vulnerability Analysis/Participatory Assessment of Disaster Risk, Community based capacity mapping and analysis; Ethical considerations and dilemmas in humanitarian aid; Community hazard analysis and contingency planning, Composition and objectives of a disaster management team.

**MDM 3: Technology, Environment and Disasters**

Environmental degradation and risk - Technology, environment and development, Modernisation, natural resources and disasters; Technological modernisation and the globalisation of risk - Ecological modernisation; Climate change and disasters - global warming, deforestation, pollution; Environment Policy and disasters; Socio-cultural and economic dimensions of environmental degradation - Common pool resources, livelihood and disasters; Impacts on food
production and supply, health and diseases/epidemics; migration and conflicts; Tourism and disasters; Appropriate technology, conservation and environmental management practices; Built environment and Society; Environment and sanitation; Relevant case studies.

**MDM 4: Approaches and Planning for Disaster Prevention, Preparedness and Vulnerability Reduction**

Frameworks for disaster prevention and mitigation; Mechanisms and institutional structures for prevention and preparedness; Hazard and Risk reduction strategies; Prevention and mitigation strategies; Development planning for prevention and mitigation; Urban planning, Rural development plans; Strategies for community based disaster preparedness and mitigation; Communities prone to disasters - Coping capacities and resilience of communities; Local knowledge system and local mitigation strategies; Structural mitigation as a community centred process; Stakeholder analysis - Participatory risk assessment and disaster mitigation; Emergency preparedness of state bodies.

**MDM 5: Approaches and Planning for Response — Standards in Humanitarian Aid, Relief, Rehabilitation and Development**

Nature and types of immediate response of disaster survivors; Specificities of culture and social structure in disaster response; Difference between disaster response in natural and human made disasters; Immediate relief strategies; Standards and best practices in relief operations - SPHERE standards of care and ethical practices in disaster management; Assessing the impact of disasters; Integrated risk and resources assessment; Community participation and the rights approach; Response to communities secondarily affected by disasters; Public-private partnerships in disaster management; Emergency operations plan development.

**MDM 6: Disaster Risk Reduction and Development Planning**

Understanding disaster risk and its implication for sustainable development; Contextual Factors in Disaster Risk Management - Disaster risk as an outcome of the interplay between human, natural and other contextual factors, Various models of disaster risk management; Tools and methods for assessing and monitoring disaster risk trends, patterns and conditions; Risk reduction planning - Case studies on integration of risk reduction into development activities and planning, Prospective Disaster Risk Management and Sustainable development; The framework of Community Based Disaster Risk Management (CBDRM) - Facilitating participatory assessment and planning for Community Managed Disaster Risk Reduction (CMDRR); Social Networks in Disaster Risk Management.

**MDM 7: Communicating Disasters — Strategies and Approaches**

Introducing development communication; Common communication failures; Communication strategies during disasters - Crisis communication planning, crisis communication centres and alternative communication technologies; Channels of communications; Risk communication strategies; Communicating with/through the media - The role of media and public awareness in preparedness and mitigation; use of media in information dissemination; Media management skills; Effective media management; Using the new media; Strategies for Information Management; The information management cycle; Fundraising Communications - Linkages between fundraising and communication in emergencies, Fundraising and communication components in disaster management plans.
MDM 8: Geographical Information System (GIS) and Remote Sensing Techniques in Disaster Management

Introduction to GIS: GIS and Remote Sensing concepts; Satellites and Sensors, Digital Image Processing, Image Rectification, Image Classification techniques; An overview on the essential elements of GIS - Introduction to GIS data formats and softwares; Understanding of spatial data and their usage in GIS; Working with GIS - Displaying data, Querying the database, Working with spatial data, Working with tables, Editing the data, Working with geo-referenced data, Presenting the data; GIS applications.

MDM 9: Research Methodology I

Introduction to Research Methodology - Philosophy of Science, assumptions and values; Significance of Social Research, Steps in Social Research, Nature of Quantitative and Qualitative Research. Research Design: Types, Hypotheses, Variables, Levels of measurement; Tools of Measurements - Reliability and Validity of Instruments; Methods of controlling variance. Data Collection and Sampling -Purpose of the sample-Types of sampling -Data Analysis -Descriptive Statistics -Inferential statistics -Statistical hypothesis -Test of significance -Parametric and non-parametric tests. Research writing in quantitative research. Use of IT and GIS in disaster research.

MDM 10: Research Methodology II

Introduction to Qualitative Research : Subjective and Objective Paradigms -Theories of truth - Need for objectivity - Ethical stance; Methods in Qualitative Research - Methods of data gathering: Life histories, interviews, participant observation, focused group discussions, Text; Analysis Scheme for Qualitative Research - Data reduction, data display and conclusion drawing -Concept map; Concept of Triangulation -Triangulation Protocols; Rapid assessment techniques - Action research - Participatory approaches; Case-study Methods; Ethnographic research methods; Policy Research. Writing up qualitative research; Cross-national and comparative disaster research; Planning and preparing proposals for qualitative studies. Combining qualitative and quantitative methods in social enquiry.

MDM 11: Project Management in Disaster Contexts

Developing proposals - Role of ideology and perspectives, Fund raising. Characteristics of Projects - The Project life cycle; Components of a project cycle - Planning, Monitoring and Evaluation; Planning of programmes - Log Framework; Estimating time and costs - Developing budgets; Factors influencing decision making; Managing Risk - Identifying sources of risk; Risk analysis and assessment; Resource Scheduling: Scheduling problems, The Critical Chain Approach; Legal and administrative aspects of resource mobilization; Assigning Project work; Managing Project Team; Managing Projects across organizations; Monitoring project performance; Project Audits and Project appraisal tools; Case studies to illustrate issues in Planning, Monitoring and Evaluation of projects in disaster management. Record keeping and writing project documents.

MDM 12: An Introduction to Disaster Financing

Introduction to Financial Accounting - Basic concepts in finance; Budgets and Accounting systems; Managing organisational and financial resources. Introduction to Cost Accounting and Book- Keeping; Methods of finance reporting. Politics of disaster financing; Disaster financing mechanism related to risk reduction, response and rehabilitation - Role of different entities;
Financing linked to human rights standards of operation - transparency, accountability, participation, gender justice; Ethical issues related to financial decision-making.

**MDM 13: Logistics Management in Disaster Situations**

Introduction to Logistics and Supply Chain Management; Provisioning and inventory control as part of logistics; Logistics functions - Procurement, Stores Management, Transport and Distribution; Logistics during disaster relief and recovery - Emergency management of relief material and maintenance of essential services. Responses of government, non-governmental organisations, telecommunication; Role of judiciary and armed forces; Strategies for the integrated management of emergency supplies; Evaluating Service delivery systems. Criteria for effective disaster relief logistics; Supply chain performance measurement. Supply Chain Management Finance; The Humanitarian Supply Management System; Challenges for effective disaster relief logistics; Building local logistical capacity to address emergency situations; Relevant Case studies.

**MDM 14: Governance, Law and Policy in Disaster Management**

A comparative perspective of disasters and disaster management; Region wise analysis: Disaster management in India - History, organisational and legal dimensions, Disaster management in the Five Year Plans, The National Disaster Frameworks, A comparative perspective on disasters and disaster management across regions within India; Disaster management at the global level - International organisations involved in disaster management, Key international frameworks for disaster management; Law in humanitarian crises - basic principles of humanitarian law and ethics; International mechanisms for the protection of human rights; Protection of civilians, international humanitarian law and humanitarian aid operations; Protection, immunities and legal duties of personnel engaged in humanitarian aid; The structure of international law; War/Conflicts, refugees and internally displaced persons; Ethical dimensions - The Rights based approach and humanitarian interventions; Relevant Case Studies.

**MDM 15: Seminar Course in Disasters**

Students make individual and group presentations on theory and practice in the areas of disaster management. Resource persons are invited to participate in the discussions. Students are guided in their reading of the available literature in the field and helped to relate what they read to the theory courses and prepare for field study visit. The content pertains to crucial/emerging/ignored issues in disaster management.

**MDM 16: Public Health and Disasters**


**MDM 17: Public Health Planning and Management for Disasters - I**

Public health challenges, methods and functions during disasters. Basic concepts in communicable diseases, non communicable diseases, environmental health, food security
and nutrition, social and behavioural determinants of health and Preventive public health interventions. Community based health promotion and health education, Hospital disaster preparedness and responses, Ethics and standards in public health care delivery.

**MDM 18: Public Health Planning and Management for Disasters - II**

Public health assessment during disasters - epidemiology, public health surveillance system, Health information management and communication. Damage analysis, health surveys. Planning and management of public health care relief. Training and Role of Medical personnel, paramedic and health volunteers. Public health policies and research.

**MDM 19: Seminar Course in Emerging Issues in Public Health with Regard to Disasters**

Emerging/ignored issues in disaster public health and public health disasters like issues in environmental health (pesticide use, pollution, nuclear waste/accidents/weapons), Nutrition (malnutrition, growth regulators), Reproductive and sexual health (HIV/AIDS, abortion, fertility, contraceptive use), Public health and Deprivation (migrants, women, child abuse), Chronic diseases (tobacco use, cancers, cardiovascular diseases, stroke), Social health issues (housing, poverty, transport), Mental health (suicides, domestic violence, substance abuse, etc).

**MDM 20: Psychosocial Care in Disaster Situations**


**MDM 21: Psychosocial Interventions with Special Groups During Disasters**

Concepts and perspectives on vulnerability, vulnerable groups in disasters and mental health vulnerability. Differential impact on mental health with varying nature and interface of disasters. Different vulnerable groups in disaster, their needs, coping patterns, factors contributing to resilience, special issues, therapeutic approaches and interventions.

**MDM 22: Staffing, Standards, Ethics and Policies for Psychosocial Care**


**MDM 23: Governance, Politics and Disasters**

Understanding governance: Looking at vulnerability and disasters from a governance perspective; Actors in governance: The State, NGOs, CBOs, Civil Society; The nature and role of State in development and disasters; The Police and law enforcement in crisis situations; The significance of public sphere and the civil society in disaster management - Disaster risk mitigation as a collective approach; Social Planning; Global governance: Formation and
evolution of international institutions in disaster management; Economic liberalisation and Local governance - Decentralisation and economic reforms; Redefining the role of the State, implications, Public-private partnerships in disaster management.

**MDM 24: Governance and Disaster Risk Management**

Governance for disaster management - A conceptual framework; Mainstreaming risk reduction as a component of governance; Governance redefined in the context of risk; Strategies in risk management - Policies, Acts and Schemes to address risk; Local governance and risk management - Case studies on urban and rural contexts; Transparency and accountability issues in disaster management - Strategies for enhancing participation in governance and improving accountability of the processes involved in all the phases of disasters; Social capital, institutional pluralism and governance in disaster management.

**MDM 25: Empowerment, People-Centred Governance and Disaster Management**

Social and political movements in the context of disasters; Understanding Empowerment - Case studies analysing people-centred governance and risk mitigation; Community-based and participatory approaches in disaster management; Participation of vulnerable groups in accountability and decision making process; Strengthening local governance - Strategies and Approaches; Local level emergency preparedness planning; Freedom of and Access to information on policies, rights, and decisions; The importance of local knowledge systems in disaster risk mitigation; Legal Aid and Access to Justice - Providing legal aid advocacy for the vulnerable; Public Interest Litigation as a strategy; Social exclusion and the protection and promotion of human rights

**MDM 26: Conflicts and Conflict Analysis**

Understanding Conflicts: Theories of Conflicts and Institutionalisation of Conflicts; Social stratification and inequalities - Caste, Culture, Ethnicity and Religion as sources of conflicts; The Nation State and Ethnic Nationalism; Communalism, Fundamentalism and Fascism - Understanding religion, religiosity and differences; Understanding Terrorism - Agents and root causes of terrorism, The political economy of war and terrorism, Genocide, Globalization and Terrorism; Conflicts and Violence - Process of Conflicts and Conflict Helix, War and situation of refugees and other internally displaced. Relevant Case studies; Conflicts and Underdevelopment - Politics of deprivation, Power, Domination and asymmetries leading to conflicts.

**MDM 27: Conflicts and Humanitarian Crises**

Conflicts in the context of Humanitarian Crises - Refugees and internally displaced people in need of aid; Vulnerability and Conflicts - The vicious cycle of vulnerability during conflict situations; The political economy of civil wars and other conflicts; International sanctions and human crises; Victims of Conflicts; Conflicts, governance and social development - Causes of ethno-national conflict; Challenges for people-centred development and rights based intervention in the context of conflicts; Armed forces intervention - Ethics, Challenges and concerns; Conflict analysis; Conditions and consequences of humanitarian action in conflict situations.

**MDM 28: Conflict Transformation, Peace and Just Development**

Functions of Conflict: Constructive and destructive functions, dialectic nature of conflicts; Conflict Transformation, Peace and Justice; Human Security, right to peace and
development; Processes and Approaches for conflict transformation - Community Approaches in conflict transformation, working on communal and caste conflicts, Institutional Mechanisms in dealing with Communalism, CBOs and their initiatives; Critical Analysis of Laws for Containing Conflicts; Relevance and challenges related to role of UN and other International organisations in Peacemaking and Humanitarian intervention.

**MDM 29: Dimensions of Disaster Relief Logistics and Supply Chain Management**

Planning for Uncertainty and Forecasting logistics needs in disaster situations; Relief supply and demand management in disaster affected communities and sites - Network Modelling and Strategic Lead Time Management; Disasters, logistics and provision of Services; Approaches in analysing logistic systems in effective relief and recovery; Case study analysis of logistic functions in different disaster scenarios; Factors affecting the cost and effectiveness of disaster relief logistics.

**MDM 30: Logistics and Supply Chain Management Processes**

Procurement and Inventory Management in disaster situations - Strategies for procurement, Fundamental approaches to inventory decision making and management, Inventory management at multiple disaster sites and occasions; Stores management - Design and layout; Material handling and classification; Transport systems and their management - Classification of carriers, Case analysis transport management in different disaster situations, Strategies for effective transport management; Distribution and relief supply - Time and cost considerations in relief distribution; Need analysis and effective distribution of supplies to disaster affected groups, People-centred relief distribution networks.

**MDM 31: Strategic Planning in Disaster Logistics and Supply Chain Management**

Social structure and relief supply - Major actors in disaster relief; Social dynamics, interactions and effectiveness of disaster relief logistics; Supply chain performance measurement - metrics utilisation, performance categories, supply chain metrics and the SCOR model; Network design and facility location; Supply Chain Finance - Financial Statements; Financial impact of supply chain decisions; Components of Strategic planning of logistics and supply chain management; Logistics and information management - Applications of GIS and IT in logistics management.

**MDM 32: Data, Maps and Automation**

Spatial Analysis - Spatial elements, spatial measurement levels, spatial location and reference, spatial patterns; Geographic data collection - Population and sampling schemes, making inferences; Cartography and GIS; Abstracting reality using maps, scales and projection, grid systems, cartographic database, problems related to thematic maps; Data structure; GIS data models - Raster model and Vector model, Hybrid and integrated structures.

**MDM 33: Data Management and Analysis**

Basic principles of data management; Data Acquisition - Data collection and Inputs; Data Storage - Vector data storage, Attribute data storage, Object oriented data structures, Raster data storage; Data Manipulation; Spatial operations, Measurements, Statistical analysis and modelling; Data Output and Display - Types of output, Hardware components, Data display and data transfer.
MDM 34: GIS Design and Application in Disaster Management

GIS applications in planning and assessing vulnerability - Natural Environment, Built Environment and Socio-economic applications; Case Studies and onsite experiences on different disasters; GIS application in response, relief and rehabilitation - Case studies; Participatory GIS: Strategies and techniques for people-centred GIS; Use of GIS in building capacity and resilience of vulnerable communities - Relevant Case Studies and model display.

MDM 35: Writing Effectively — Audience Specific Communication for Disaster Professionals

This course will primarily be offered in a workshop mode. It will deal with writing in variety of formats. The focus of the course will be understanding the key principles in writing such as determining the purpose of the written communication, analysing the audience, organising the message, structuring words and sentences, avoiding clichés, using short sentences and paragraphs, proof reading, etc., Apart from providing the fundamentals, this course will look at applications with respect to specific situations such as writing letters or articles, producing pamphlets, case studies and research reports, and also in drafting different kinds of memorandum.

MDM 36: Photography and Videography — Using the Camera Effectively for Reporting and Advocacy

This course will primarily be workshop based. It will enable handling the still and video cameras so as to document realities of the outside world. The workshop will also include basic techniques of editing software and those of producing advocacy films.

MDM 37: Media Training for Disaster Managers

This course will primarily be a workshop based course. The workshop would provide specialised training for disaster management professionals preparing to meet the media. Training will be highly customized and will include message preparation, training in planned and unplanned media encounters, crisis communications, project launches and evaluations, print and broadcast media and live and taped interviews and appearances. The workshop will also strive towards making the students become aware of their work environment - to work under pressure and how that pressure can affect speech and thought, as well as the impression the speaker projects to the media and/or the audience. All simulations will be videotaped and reviewed during the day. The workshop will be carried out by senior trainers, national reporters with additional expertise in crisis communications at senior levels.

2.14 M.A. IN EDUCATION (ELEMENTARY)

The M.A. in Education (Elementary) programme aims to enhance knowledge, capacities and orientations that are relevant to strengthening elementary education in the country. Students completing this programme would develop a critical and reflective understanding of core and foundational areas of education, including theory and research, with special reference to India. The programme is designed to include thematic, issue-based courses that are of current significance in the Indian context. Students will also develop special expertise in chosen areas of study relating more directly to professional needs: for e.g. curriculum, pedagogy, teacher development, material development, education of children with special needs, leadership and management issues, etc.

The programme has two distinctive features.
(a) It is conducted in dual mode which involves 3 weeks of contact classes and 15 weeks of distant learning per semester. The programme is spread over four semesters and is to be completed within two academic years. This model has been chosen as a way of facilitating participants to combine their work with study. The contact classes are held at the Mumbai campus of the TISS. Teaching-learning in 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.

(b) This programme is a collaborative endeavour involving six educational organisations, including TISS, who have contributed significantly to elementary education research and innovative practice. The five other collaborators are: National Institute for Advanced Studies, Bangalore; Homi Bhabha Centre for Science Education, Mumbai; Vidya Bhawan Society, Udaipur; Digantar, Jaipur; and Eklavya, Madhya Pradesh. The degree will be awarded by TISS.

**Distribution of Credit Hours**

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>First</td>
<td>Courses</td>
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<td>Second</td>
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<td><strong>Total</strong></td>
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**Semester-Wise Listing of Courses**

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<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>BC 1 Philosophy of Education</td>
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<tr>
<td></td>
<td>BC 2.1 Sociology of Education I</td>
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<tr>
<td></td>
<td>BC 3.1 Child Development, Cognition and Learning</td>
<td>6</td>
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<tr>
<td>II</td>
<td>BC 4 Language, Mind and Society</td>
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<td>BC 5 Curriculum and School</td>
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<td>OC A Optional - A</td>
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<td>III</td>
<td>BC 2.2 Sociology of Education II</td>
<td>3</td>
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<td>BC 3.2 Child Development, Cognition and Learning</td>
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<td>BC 6 Research Methods</td>
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<td>BC 7 Policy, Institutions and Practices</td>
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<td>OC C Optional - C</td>
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Notes:
1. This includes both the distance and contact credits
2. Optional Courses A, B, and C, are to be chosen from the following with at least one option from each group.

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

Course Outlines

BC 1: Philosophy of Education


BC 2: Sociology of Education

Introduction to Sociology and Sociological Perspectives; Conceptualising education: culture, socialisation and education; Education as a social institution. Global trends in the institutionalisation of education; Historical and theoretical perspectives on education in society. Approaches to the study of social structure, culture and education; Cultural diversity and education; Social roots of educational systems and educational change; Education and Caste, Class, Gender and Ethnic stratification; Tribal groups and education; Education, Economy and Polity; Cultural assertion and cultural hegemony in education; Schools and teachers in society; Schools as organisations and school cultures. Schools as sites of social and cultural reproduction; Education, social change and social transformation.

BC 3: Child Development, Cognition and Learning

The context of development; Historical overview of the ‘construction’ of the child and the discipline of psychology; Theoretical perspectives; Basic cognitive processes, development of identity and self; Developmental difficulties and problems; Socio-emotional development and play.

BC 4: Language, Mind and Society

India as a Sociolinguistic Area. Languages of India; Language families; Typological features that unite India as a language area; Multilingualism in India and implications for pedagogy; Politics of language in India; Minority and Tribal languages. Language as a symbolic system. Human and non-human systems of communication; Language faculty; language as a rule-governed system. Language as multi-linguality and constitutive of being human; Language and Thought. Linguistic relativity; Language, cognition and construction of knowledge; Language processing, comprehension and production; Language and Power, Systems of power and solidarity in society and their linguistic correlates; Language and gender; Language of mass media; Language as a site of social struggle; Language and education. Variability and deficit hypothesis; Restricted and elaborated codes; Concept and practice of remedial teaching; Language of schools and textbooks; Role, status and function of English in India and the world; Multilingual approaches to education; Bilingualism and cognitive growth.
**BC 5: Curriculum and School**

The relevance of the study of curriculum. Curriculum: relationship to educational aims. Historical review of the concept of curriculum; Understanding curriculum documents; Organisation of curriculum: What will be taught and how? Thinkers: Plato, Rousseau, Dewey, Gandhi, Krishnamurthy, Friere, Montessori. Approach to study of curriculum; Approaches to organisation and pedagogy; Text, examination and curriculum; Situating curriculum: the school and the home; Evaluating curriculum; Curriculum Reform: Curriculum reform as a socio-political process. State models of reform and school improvement.

**BC 6: Research Methods**

The nature and relevance of research in education. The nature of scientific knowledge; the role of research and disciplined inquiry in furthering knowledge. Theory building; axioms, hypotheses. Paradigms of research and their critique; Descriptive and explanatory models of research; Types of research - Qualitative and Quantitative, Longitudinal and Cross-sectional, Action research and Evaluation research. The scope of research in education; The components of research design; Formulation of research problems; Variables in research. Research methods and sources of data. Designing tools for data collection; Quantitative and qualitative approaches and methods; Sampling strategies and techniques; Process of data collection; Analysis of data: numeric data and qualitative data. Writing up research.

**BC 7: Policy, Institutions and Practices**

Policy: Concept and nature; Sources, bases and triggers of policy : Normative framework and basic human values; Theoretical and empirical bases; Philosophical and other aims of education. Process and dynamics of educational policy formulation; Role of political economy in a federal polity; Educational finance and policy; State and non State Institutions and actors; Key contemporary issues and debates and role of actors; Governance and delivery. Institutions in elementary education; Policy issues of decentralisation, accountability and capacity; Processes for teacher management; School monitoring; Policy Interventions at a Block/District level;. Practical field work comprising of analysis of issues in a block/district, assessment of prevalent policy framework and suggestions for policy interventions.

**OC 1: First Language Pedagogy**

The Nature of Language. Myth and symbol. Symbolic systems, power of symbolism; Language, communication and power. Language as dynamic social process. Language as power and identity; Diversity of languages in India. The child’s experience of learning language; Language and communication in the classroom : theory and practice. Styles of language, classroom and everyday conversation. Differing contexts and differing styles of spoken language in school contexts; Pre-reading stage: home and school. Child’s experience, language and world view; Learning to read : issues, problems, assessment; Post-literacy development of language skills. Post-literacy textbooks and children’s literature; Assessment of language skills in large student populations.

**OC 2: Pedagogy of Mathematics**

Mathematisation of experience, problem solving, reasoning; Mathematical overview of main topics in the elementary school; Psychological perspectives. Contributions of Behaviourist Psychology to design of Mathematics Learning. Ideas of Piaget, Bruner, Vygotsky; post Piagetian research; Learning difficulties in school mathematics; Types and modes of assessment in mathematics. The affective dimension of learning: attitudes and beliefs that impact the learning of mathematics; Use of games and puzzles; Equity in mathematics education; Professional development of teachers; Skills, knowledge, attitude and belief components of good teaching; Mathematics education research.

OC 3: Pedagogy of Social Sciences:
Introduction to Social Studies. Why teach Social Studies? History of Social Studies Education. The importance and methods of the study of History, Geography and Civics; Children's Understanding and the Learning-teaching of Social Studies; Cognition and concept formation in relation to age and socio-cultural settings: focus on making sense of society; Concepts of Social Change, Causation, Space. Importance for Pedagogy and Curriculum; Learning materials and classroom processes; Examination and analysis of different approaches to Social Studies curriculum.

OC 4: Science Education
The Nature of Science: the subject matter and the method; Learning Science : Development of scientific thinking; relating to process of cognitive development; Science teaching; Theories of Piaget, Vygotsky, and Bruner. Ausubels' work on Concept Development. Nature of Creativity and Scientific Creativity; Aims of science education, its value and nature; Problematics associated with the growing importance and influence of science and technology in society. The role of science in Indian school education; Science curriculum and pedagogic practice; Textbook design.

OC 5: Education, Leadership and Management
The structure and functioning of the school system; School in context of larger system of government support agencies: Complex nature of relationships between agencies including implementation of key policies; Schools as learning organisations and management processes. Existing practices in school education; Prospects and limitations of developing schools as learning organisations; Schools and the achievement of goals. Leadership for schools: at school, block and district levels. School head, BEO and DEO and influence on the culture and performance of schools. School improvement: creating a desirable school. Critique of the programmatic systems introduced for quality education. Roles of school leaders and facilitation processes.

OC 6: Materials Design and Development
Materials for teaching and learning. Perspective on textbooks/text based materials. The textbook culture. Classrooms/teaching without textbooks? Text-learner dynamics. Text in relation to learner and world outside school/reality; Writing for children, writing for teachers; Perspective on ‘activity’. Activity and pedagogic principles. Designing activities. Local resources for activities; Materials and their influence on learning environments. Classroom study material: perspective of children, teachers; Managing materials; Critical perspective on materials; Audio-visual materials; Design of textbooks/text based materials: choice of content, content and textbook design; Textbook influences on pedagogy; Elements of textbook design. Evaluating books. Textbook production processes: (analysis based on case studies); Resource Libraries.
**OC 7: Teacher Professional Development**

Images of teacher in the light of theoretical frameworks and social contexts; Multiple Identities of Teacher. Society’s perception and expectations; Teachers aspirations; Teacher in socio-political context: exploring identity and issues. Teachers and Taught: harmony/ tension. Developing a socio-demographic understanding of elementary school teachers; Assessing teachers’ professional needs. Strategies for classroom management; organisation of teaching-learning and pedagogic approaches; Teachers basic assumption/beliefs/conceptions regarding children. Theories of adult learning and strategies of learning. Evolving a perspective on education of teachers: Pre-service and in-service teacher education (elementary) programmes; Curriculum content and pedagogic approaches; Programmatic directions, institutional structures, and practice of teacher education. Mainstream and alternative institutional arrangements. Examining Role of DIETs, BRCs, CRCs and other professional institutions in teacher support. Critical analysis of policy documents, commission reports; The teaching profession; Teacher recruitment, recognition; Provisions and structures; Issues of qualification, certification, teacher deployment, recruitment norms and practice, etc.

**OC 8: Gender and Education**

Social construction of Gender; Gender and Identity; Basic concepts in Gender Studies; Feminist theory and research in education; Feminist Pedagogy; Gender, Power and Knowledge; Reproduction of gender: socialisation, classroom and school processes. Women’s movement and education; Feminism and Knowledge; Researching gender in educational settings: examining gender issues in education: Analysis using oral histories, literary and visual materials, narrative analysis, etc.

**OC 9: Education of Children with Special Needs**

Philosophical perspectives on education of children with Special Needs. Historical ideas and contemporary thinking: From special education to normalisation; Evolution and formulation of the Normalisation principle, its key facets and implications; Diversities in development and special needs. Introduction to Special Needs. Need for early identification and intervention; Creativity and Giftedness; Methodological considerations: Concept of Multiple Intelligences-its implications and applications; Blooms taxonomy-levels of learning. Learning Styles. Observation and documentation for teachers. Addressing individual needs in the classroom. Identifying and managing challenging behaviour.

**FA: Field Attachment**

The theoretical requirements of field attachment will be drawn from one of the optional courses in Semester II of the programme. The exploration and planning of the field engagement will be done along with optional course teacher, in consultation with the concerned field site supervisor. The duration of the field attachment will be for a period of two weeks (minimum) which may be planned for any time (other than contact period) during Semesters II and III. The student will visit and spend time in residence in the field site and engage in the activity planned. The field supervisor would interact with the student to assist in reflection, drawing on insights and holding wider discussions. The aim is to enable the student to connect theory with experiences on the field, and learn to critically reflect on the same.
The onslaught of globalisation and liberalisation has been causing major changes in the lives of the people in developing countries in general and the working class in particular. This has happened particularly during a short span of just two decades. It is during this period that the world witnessed an intensification of the globalisation process and liberal policies. Moves to counter these forces are present but at times weak and mostly divided. The ILO has stated specifically that there should be measures that make globalisation more inclusive of the marginalised. There is a need to introduce this debate at a level that is higher than mere rhetoric and sloganeering. It is necessary to equip people engaged in mass based organisations such as trade unions, cooperatives and other membership-based organisations with adequate knowledge at the theoretical, conceptual and empirical levels so that they can interrogate these processes and take stands that are realistic.

This course attempts to undertake this task. The initial interest in starting such a course came from the ILO. It has founded the Global Labour University (GLU) which collaborates with universities in different countries to run courses at the post-graduate levels for training trade unionists and other activists of membership-based organisations. GLU has initiated a course with University of Kassel and Berlin School of Economics in Germany, University of Witwatersrand, South Africa, University of Campinas, Brazil. TISS is a part of this international collaborative effort.

The pedagogy for the course will be through class room teaching, tutorials, student seminars, project work and field visits. The role of visiting faculty, mainly from trade unions and labour research organisations from different countries, will be a vital input in the pedagogy. Class room teaching will comprise 50% of the credit hours. Students will be encouraged to make presentations on the different topics covered, based on field visits and their own experiences. The class-room teaching of the course will be completed in the first year, namely, from September 2007 to August 2008. A total of 12 courses, comprising 44 credits, will be taught in this year.

In the second year, all students will undergo an internship of six months with a trade union or a membership-based organisation. They will report back periodically to the faculty. This will constitute 16 credits. Each student will have to write a dissertation under the supervision of a faculty member. The student can do so while in the field. This part comprises 16 credits. Grading will be based on written examinations and course work.

**Distribution of Credit Hours (one credit: 15 hours)**

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<th>Year</th>
<th>Detail</th>
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Semester-Wise Listing of Courses

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<th>Course Title</th>
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<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>GL 1 Foundation Course (for Globalisation and Labour)</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>GL 2 Labour Markets in Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>GL 3 International Labour Standards, Decent Work, Social Dialogue</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>GL 4 One World Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Optional Courses (Any one)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>GL 5 Country Studies on Effects of Globalisation and Labour</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>GL 6 Multi-National Corporations and the State</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>FC 3 Development Experience, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>FC 4 Human Development, Identity, Culture, and Media</td>
<td>2</td>
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<tr>
<td>II</td>
<td>GL 4 One World Seminar</td>
<td>2</td>
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<tr>
<td>II</td>
<td>GL 7 Industrial Relations and Trade Union Strategies in a Global Economy</td>
<td>4</td>
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<tr>
<td>II</td>
<td>GL 8 Globalisation and Informal Sector</td>
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<td>II</td>
<td>GL 9 Organising Labour in Informal Sector</td>
<td>4</td>
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<tr>
<td>II</td>
<td>GL 10 Social Security and the State</td>
<td>4</td>
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<tr>
<td>II</td>
<td>GL 11 Research Methodology</td>
<td>4</td>
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<td></td>
<td>Optional Courses (Any one)</td>
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<tr>
<td>II</td>
<td>GL 12 Leadership Development</td>
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<tr>
<td>III</td>
<td>GL 13 WTO, World Bank and International Monetary Fund</td>
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<td>III and IV</td>
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</table>

Course Details

**GL 1: Foundation Course (for Globalisation and Labour)**


**GL 2: Labour Markets in Developing Countries**


GL 3: International Labour Standards, Decent Work and Social Dialogue

International Labour Organization and standard setting, the purpose and the contents of standards in a trade union perspective. How the standards are used; the benefits of International Labour Standards (ILS) and the need for social justice; Subjects and contents of Standards; Recommendation and conventions - ILSs response to a growing number of needs and challenges faced by workers and employers in the global economy; International Best Practices for the ratification/application of ILSs; Application of Standards - general features and systems, supervision and technical assistance through training, and applying conventions when countries have not ratified them. Trade policy and development strategies as they relate to worker interests; labour standards in Indian trade law; protections for women, child, and migrant workers.

Decent Work: Investment, employment and decent work - socially responsible investment and ILO. Devising social and economic systems which ensure basic security and employment while remaining capable of adaptation to rapidly changing circumstances in a highly competitive global market. Protection against vulnerability and contingency in work. Four strategic objectives as the way to decent work. Constitutional provisions and policies and its implication on decent work. Trade theory, development theory, human rights, international, humanitarian, and worker rights, and other fields; Corporate codes of conduct.


GL 5: Country Studies on Effects of Globalisation and Labour


GL 6: Multi-National Corporations and the State

Origins of MNCs. Economic effects of MNCs in developing and developed countries. Regulatory methods adopted by different governments towards MNCs. Role of ILO and other international agencies in regulating MNCs. MNCs in retailing: their positive and negative impact on the economy. Wal-Mart - A Case Study. MNCs and the State: An unequal equal balance?

GL 7: Industrial Relations and Trade Unions Strategies in a Global Economy


GL 8: Globalisation and Informal Sector


GL 9: Organising Labour in Informal Sector


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**GL 10: Social Security and the State**


**GL 11: Research Methodology**


Quantitative Research: (The purpose of this section is not to make students solve problems using statistical methods. Instead the stress will be on the meanings and use of statistical methods.) Meaning, scope, relevance and limitations of statistical tools; measures of Central tendency, Dispersion. Probability and Probability distribution; Sampling. Survey, Questionnaire and interview schedule. Pearson's Correlation, Partial Correlation, Spearman's rank correlation; Regression.

Writing research proposals and reports: Making sense of statistical data from secondary sources: Analysis of census data, sample surveys, etc., Reading of Balance Sheets, Company Reports.

**GL 12: Leadership Development**

History of leadership theories, Leader vs. Manager, transformational vs. transactional leaders, leader competencies. How should leaders be evaluated and how are leaders chosen? Big 5 factors of selection of leaders and criticism. Leadership and supervision: Managerial grid, Situational leadership, Fieldler’s framework, Contingency factors and followers attitudes and behaviour, criticism of the contingency approach, Vroom’s normative model and path-goal theory. Different perspectives: Essentials of leadership, Lincoln, Martin Luther King, Nelson Mandela, Gandhi and their leadership principles, women and leadership, Follower ship. Power and Leadership: detailed discussion of work of David McClelland, detailed discussion of McClelland and Burham study, 5 sources of power, detailed discussion on Kipnis's work, powerlessness and its impact. Character and Personality: new character based leadership literature: Stephen Covey's Seven habits of highly effective people, Principle centred leadership, First things First, Leading change: the arguments of values-based leadership. Leadership: the inner side of greatness. Cognitive approach to leadership. Successful leaders in India: Discussions of business leaders, political leaders, community leaders and trade union leaders based on leadership theories learnt in the class. Leadership Development, Leadership Development strategies in Organizations: Relevant Case Studies.

**GL 13: World Trade Organisation, World Bank and International Monetary Fund**

Breton Woods Conference and the origins of GATT, WB and IMF. Fundamentals of WTO: Uruguay Round; Structure and Functions of WTO; Cooperation of WTO with other international organizations and relations with civil society. World Bank and its role in Developing Countries. IMF and its influence on internal policies. IMF, WB and Structural

2.16 MASTER OF HEALTH ADMINISTRATION
AND
2.17 MASTER OF HOSPITAL ADMINISTRATION

The Master of Health Administration (20 seats) and Master of Hospital Administration (25 seats) programmes aim to develop a cadre of professional managers in the health sector. Both these programmes are offered by the School of Health Systems Studies. The M.H.A. (Health and Hospital) Degrees are awarded after completing requirements of all four semesters, which may be done over a maximum period of 5 years from the date of registration, failing which the student will be disqualified from receiving the Master’s Degree. Each semester involves taught courses, an internship, and/or a research project (optional for M.H.A. [Hospital]).

The M.H.A. (Health) programme prepares students to take on managerial positions in the national health programmes and NGO sector community-based health programmes by building capacities in planning, implementing, monitoring and evaluating those programmes. It also orients the students to macro issues relevant to health policy and programming in the country. The M.H.A. (Hospital) programme prepares students for leadership roles in the hospital sector through training in planning, operational and project management of hospitals including orientation in the managerial aspects of clinical and support services departments. The programme also imparts training in managing financial, material and human resources as well as planning and managing information systems.

Distribution of Credit Hours

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<th>Year</th>
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<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
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<td>FC 2 Introduction to Basic Economics</td>
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<tr>
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<td>FC 5 Social Science Perspectives on Health (Part I: Units I, II and III)</td>
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<td>BC 1 Principles of Health Services Management</td>
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<td>HE 2 Management of National Health Programmes</td>
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<td>HO 1 Organisation and Administration of Supportive Services</td>
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<td>HE 3 Health Planning</td>
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<td>BC 11 Strategic Management in Health Care Settings</td>
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<td>BC 13 Legislation for Health and Hospital</td>
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<td>HE 5 Health Education and Communication</td>
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<td>HE 7 Urban Health</td>
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<td>HO 6 Systems Development and Information Resource Management in Hospitals</td>
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**BC 1: Principles of Health Services Management**


**BC 2: Research Methodology 1**

Philosophy of Science: Philosophy of Quantitative Understanding- Realism, Empiricism, Positivism, Falsification Criteria; Philosophy of Qualitative Understanding- Idealism, Subjectivism, Constructionism; Quantitative Research Scheme; Hypotheses- Hypothesis as relationship, Importance of hypothesis, Value neutrality of hypothesis, Power of a hypothesis; Multidimensionality of research; Variables- concept and variable, Construct, Constitutive and operational definition, Types of variables; Methods of Measurement- Levels of measurement, Conversion of scales; Tools and Measurements- Interview schedule, Paper-pencil tests, Questionnaire, Tests and scales, Rating scales, Projective tests; Reliability and Validity of Instruments- Theory of measurement, Reliability, Validity; Research Design- purpose of research design, Methods of controlling variance, Types of design, Design and its relationship to statistical tests; Data Collection and Sampling- Purpose of the sample, Types of sampling, Sampling and research design; Data Analysis- Descriptive Statistics, Inferential statistics, Statistical hypothesis, Test of significance, Parametric and non-parametric tests; Qualitative Research Scheme- Conceptual Basis for Qualitative Research, Subjective and Objective Paradigms, Theories of truth, Need for objectivity, Ethical stance.

Recent Advances in Research Methods - Complexity and Chaos Perspectives, Complexity theory, Chaos theory, Applications in natural, social and management sciences; Research Reporting- Report writing in quantitative research, Report writing in qualitative research.

**BC 3: Research Methodology 2**

**Part 1:** Historical context of the development of qualitative research methods; research paradigms - quantitative and qualitative; the nature, basic assumptions and theoretical frameworks in qualitative research; basic steps in planning, designing and conducting qualitative research; Issues in quality, sampling, triangulation, and field work; various methods employed in conducting qualitative research- interview, focus groups, observation and structured methods; combining qualitative and quantitative research approaches; management of qualitative research data - recording, coding, synthesising, analysing, interpreting and reporting and presenting qualitative data; report writing; applications of qualitative research; practicing ethics in doing qualitative research, especially in the area of health.

**Part 2:** Applied research with special emphasis on health research using Health Systems Research Format of the WHO and the use of GRIPP (Getting Research into Policy and Planning); development of research protocols/proposals following the HSR format including work plan budgets and; justification for the same.
BC 4: Organisational Behaviour


BC 5: Human Resources Management and Labour Legislation


BC 6: Financial Accounting


BC 7: Epidemiology and Bio Statistics

**BC8: Health Policy and Administration**

Defining and Understanding public policy in health; Politico-economic Perspective of Health Policy Formulation; Structure and development of the Indian health care system- Committees and Five year plans; Review of important health and related policies: National Health Policy, Population Policy, Pharmaceutical/Drug Policy, Medical Education Policy; Health Policy Implementation: process and power.

**BC 9: Operations Research**


**BC 10: Comparative Health System**

Comparative Policy Analysis: Factors in public policy analysis, evolution of the role of the State, approaches to comparative policy analysis, bases for cross-national policy differences, comparison of policy priorities; Comparative analysis of health care systems: Development of health services, organisational structures, financing and evolution of health policy in the following countries - Britain, Canada, France, Germany, Sweden, USA, Japan, Korea, Indonesia, Cuba, China, Russia.

**BC 11: Strategic Management in Health Care Settings**

Historical development of the field of strategic management and its applicability to varied health care settings; Utilising the organisational perspective to analyse health care settings with respect to their environments, strategies, structures, and internal processes, and the manner in which these affect their effectiveness; Content of Strategy: dimensions on which the strategies of health care organisations and programmes can be described; integration of various functional strategies (reach of services, development of services, resource generation and utilisation, human resource development); Process of strategy formation: contemporary theories pertaining to the development of strategy in health care organisations/programmes, and the relationship between an organisation's strategy, structure, internal processes and its external environment during phases in strategy formation; the process of strategy planning, implementation and evaluation; Use of relevant practice-based methods, techniques and tools to facilitate analysis of strategy (forecasting methods, SWOT analysis, stakeholder analysis, monitoring techniques and evaluation procedures); Value framework within which strategic management is used in social development, especially those pertaining to enhancing social responsibility, meeting the needs of vulnerable and marginalised groups and ethical organisational practices.

**BC 12: Materials Management**


**BC 13: Legislation for Health and Hospital**


**HE 1: Community Health**


Promotion of community health: maternal, infant, child health. Adolescent and adult health. Community geriatrics, community mental health.

Environmental Health: community water resource, waste disposal, housing, community food security, community recreation and health promotion. Community resources and education. Community initiatives in communicable diseases control.

Dynamic community organisation for health care. Community as a network of resources, inherent resources networks, organised professional and non-professional resources, philanthropic health organisation. Community involvement for health planning and promotion. Professional preparation and capacity building. Community Health services and programmes of various health care agencies. Appraisal of community health services.

**HE 2: Management of National Health Programmes**

Introduction to the course, Brief outline of health situation in India. Health sector in development planning in India after Independence. Organisation network for health and family welfare services at the centre, state, district and block level. Health programmes in India; National Malaria Eradication Programme, Filaria Control Programme, T.B Control Programme, Leprosy Eradication Programme, Guineaworm Eradication Programme, Iodine Deficiency Disorder Control Programme, Diarrhoeal Diseases Control programme, Blindness Control

**HE 3: Health Planning**

The need for planning; Basic planning concepts; Levels of Planning; Types of Planning with focus on System oriented planning; Various models of Planning.

Application of the Basic Planning Concepts to the Health Services using examples and exercises; Monitoring and evaluation as a part of health planning.

Health Planning Process in India: Planning process in India, National health planning over the Years, The role of Health Ministry, Planning Commission and Directorate of Health Services; Critical review of the achievements of Five Year Plans in the health sector.

Epidemiological tools for health policy making; Use of epidemiological tools for health planning and making a community diagnosis; Epidemiological tools for monitoring and evaluation of health programmes.

Micro-planning: need assessment in the community; Community involvement in Health planning.

**HE 4: Health Management Information Systems**

Basic concepts in data and information, Characteristics of Information and sources of health information, General system theory, Information systems and its characteristics, Concept of Management Information System (MIS), Health Information System and its components, Identifying information needs and developing indicators, Designing HMIS, data transmission processing and quality, Ways to enhance use of information in decision making, Uses of HMIS:, Computerisation of HMIS, GIS (Geographic Information system).

**HE 5: Health Education and Communication**


HE 6: Gender, Health and Rights

Unit 1: Conceptual & Theoretical Grounding: Construction of Gender and sexuality; Concept of Patriarchy and Feminist Perspectives on Health; Gender and Health Equity.

Unit 2: Social Determinants of Health and Illness: Bio-medical paradigm and assumptions of Health; Household and Health Linkages; Factors that determine Women's Access and Utilisation of Health Care Services; Social causes of disease and morbidity.

Unit 3: Analytical Tools: Gender Analysis Framework; Demographic Indicators and Health Statistics; Declining Sex Ratio; Maternal Mortality; Linkages of Health and Development Indicators.

Unit 4: Sexual and Reproductive Rights and Health Programs: Politics of Population control; Sexual, reproductive and human rights; Reproductive & Child Health Program; Health care and health sector reforms; Gender, equity and reforms; Community based Health Insurance.

Unit 5: Gender and Health Issues: Gender and Communicable/Non-communicable Diseases; Violence and health: Research evidences & Public Health Initiatives; Technologies and medicalisation of women's bodies: Issues of women's rights and medical ethics; Gender and HIV/AIDS; Gender and Mental Health.

HE 7: Urban Health

Unit 1: Urbanisation: The concepts of urban, urbanisation: Urbanisation levels and trends - World, India: Migration and urbanisation linkages.

Unit 2: Urban Health Situation and Issues: Mortality and Morbidity Patterns; Urban Health Problems; Inter-urban and Inter-urban differentials.

Unit 3: Determinants of Urban Health: Poverty and urban health; Migration; Lifestyles; Globalisation and Urban Health; Urban environment and health; non-communicable diseases.

Unit 4: Urban Health Services: Urban Health Care Systems; Urban Primary Health Care; Intermediary Health Care; Role of Private Sector.

Unit 5: Issues in Urban Health Services: Planning, Organisation and Management of Urban Health; Issues in Decentralisation.

Unit 6: Urban Development Policy and Health; Healthy city approach to urban health.

HE 8: Financing of Health Services

Introduction to Financing Health Services: Introduction to the debate of equity and welfare in the financing health sector - Sources of financing health services - Critical Appraisal of financing in an era of health sector reforms.

Public Expenditure on Health Care Services in India: Introduction to concepts of public finance measurements - Understanding the governance structure of implementing health sector policies - Role of Centre and State Government expenditures of government expenditure in health care in India - A Critical Review of inter-State Disparities in Determining Health Sector Outcomes - Nature of Transfer of resources in Health Care in India.

Health Care, Gender and Equity: Understanding various approaches to vulnerability of gender in relation to health sector- Application of theoretical principles to public expenditures-Introduction to gender budgeting in India.
De-centralisation and People's participation in the health sector: Introduction to the importance of local level planning of health care services, Health Sector financing through Panchayati Raj Institutions, Importance of social audit, Role of User groups in programme evaluation- examining the role of NGO sector- Experiences from Developing Countries.

Social Security in India: Understanding the conceptual underpinnings of health security through protective and promotional strategies - Introduction to Basic Principles of Social Health Insurance - Components of Social Insurance - Importance of estimating the benefits of public expenditure towards planning of social health insurance - Types of Social Health Insurance (group health insurance, Community-based health insurance, micro-health insurance) - Application of principles of insurance to designing and implementing social health insurance.

Alternate forms of Financing Health Services: Evaluation of Financing Strategies proposed in policies of Health Sector Reforms, Understanding of Role of Cost Recovery- Understanding the importance of External Borrowing in Health Sector Financing in India.

**HO 1: Organisation and Administration of Supportive Services**

Introduction: Role of supportive services in the hospital services system, Approaches to organising supportive services for hospitals of different sizes, scope and ownership, contracting of supportive services.

Planning and Management of Supportive Service Departments: A study of the principles and practices of functional planning, design, organisation, management and evaluation of the following supportive and administrative services in different kinds of hospitals: front office; admissions and billing; banking services; ambulance; medical records; central sterilisation and supplies; pharmacy; stores - medical stores, general stores; hospitality - kitchen and dietetics, housekeeping, laundry and linen; volunteer department; public areas and staff facilities - entrance and lobby area, public convenience services; security; mortuary; administrative services - executive and professional services units, finance and accounts department; information management department, materials management department, human resources department; marketing and public relations department.

**HO 2: Organisation and Administration of Clinical and Super Specialty Services**

Organisation of Clinical Services: Role of clinical services in the hospital services system, Approaches to organising clinical services for hospitals of different sizes, scope and ownership, Composition and role of clinical committees - Infection Control Committee, Ethics Committee, Death Review Committee, Committee on Re-use of Consumables, Clinical Performance Committee, Contracting of clinical services.

Planning and Management of Clinical Service Departments : A detailed study of the principles and practices of functional planning, design, organisation, management and evaluation of the following ambulatory, diagnostic, therapeutic and rehabilitation services, Ambulatory Services: Outpatient services. Casualty and emergency services. Day care, Diagnostic Services: Clinical laboratories, Blood bank, Diagnostic radiology, Radiation therapy, Nuclear medicine, Diagnostic endoscopy, Neuro Laboratory, Therapeutic Services: Surgical facilities - Operation Theatre, Labour and delivery suites, Non-invasive cardiology, Cardiac catherisation laboratory, DSA, Endoscopy, Pulmonary medicine, General speciality services - obstetrics and gynaecology, paediatrics, orthopaedics, Nursing Services: General and special nursing units, Ward management, Isolation facilities, Intensive care units, Nurseries,
Rehabilitative Services: Physical medicine and rehabilitation, Physical therapy, Occupational therapy, Speech and hearing therapy, Recreational therapy.

Professional Staff Management: Selection of consultants, Delineation of clinical privileges, Management of junior doctors, Management of paramedical staff, nursing service administration, Evaluation of clinical performance - peer group reviews.

Super-specialty Services: Introduction: Classification of Super-specialty services and sub-specialty; special requirements of super specialty departments; general factors to be considered in planning Super-specialty services; organisation and management of various Super-specialty departments within a multi-specialty hospital. Planning of Super-specialty facilities: planning and management of the following categories of Super-specialty hospitals/medical centres-cardiac, neurology and neurosurgery, orthopaedics, oncology, rehabilitation, teaching hospitals.

Facility Services: Introduction: General considerations in the planning and design of medical buildings; approaches to the organisation of engineering and maintenance services in a hospital; contracting of facility support services, Engineering Services and Utilities: Electrical system; water supply and sanitary system; air-conditioning and fresh air systems (HVAC); fire protection systems; centralised medical gas system; telecommunication system; transportation system; illumination, Environmental Control and Safety: General environmental control; infection control; radiological health; accidental injury prevention programme; occupational health; solid waste management; hospital safety programmes; bomb threat; alarm system; disaster preparedness; code blue procedures.

**HO 3: Hospital Planning**

Introduction: Evolution of hospital planning, Need for planning health care facilities, Health care facility planning in India. The Planning Process: Pre-feasibility and feasibility studies, Project appraisal, Composition of a planning team, Sources of finance, Site selection, Selection of architect and other consultants, Tender documents. Architectural Design: Functional and space programming, Hospital design, Departmental layouts, Inter-relationships between services, Utilities planning, Liaison with agencies for HVAC, Medical Gases, CSSD, etc. Project Management: PERT/CPM techniques, Managing finance and other resources, Equipment planning and procurement process, Record-keeping, Commissioning the facilities.

**HO 4: Management Accounting**

**HO 5: Marketing Management**


**HO 6: Systems Development and Information Resource Management in Hospitals**

Information Resource Management in Hospitals:

Introduction: Concept of information as a resource, Understanding the principles of information systems, Classification of information systems in hospitals. Managing Hospital Information Systems: Setting strategic objectives for information systems, organising an information systems department, Principles of systems development, Importance of security and confidentiality of data. Role of Information Technology in Hospitals: Principles of information processing; Role of information technology in information processing, Role of database management systems, Role of communication in managing hospital information systems.


**HO 7: Quality Management**

**HO 8: Financial Management**


Contemporary Issues in Financial Management


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2.18 **M.A. IN HUMAN RESOURCES MANAGEMENT AND LABOUR RELATIONS**

The M.A. in Human Resources Management and Labour Relations programme offered by the School of Management and Labour Studies (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 presents an outstanding prospect to explore the critical areas of contemporary human resources management, in concert with a comprehensive knowledge and understanding of the key functions of management and business.
The broad objectives of this M.A. programme are to sensitise students to the social, political, economic, and ecological environments of the society; to enable students to become effective business leaders and decision-makers to contribute to organisational effectiveness; to facilitate the use of systems thinking among the students to evolve possibilities while addressing various personal and organisational challenges; to develop a global perspective among students to respond to global challenges; and to impart values of intellectual honesty, justice and fairness. Responding to the changes in the external environment and in consonance with the mission of the Institute, with a futuristic orientation the School has undertaken a major restructuring of its curriculum to realise these objectives.

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 field work system, which complements the classroom inputs by throwing light on the practical dimension of the profession. The insights that emerge out of such an experience make students conceptually strong and successful in practice of the profession. All these, coupled with the focused attention that students get owing to the small size of the batch, makes personal learning highly effective. Field work is a continuous process, which seeks to facilitate students’ exposure to varied industry sectors. Besides, students undertake internships with organizations for a period ranging from 6-8 weeks, which is seen as an opportunity for the student to learn significantly from, and contribute meaningfully to organizations. In brief, the M.A. in Human Resources Management and Labour Relations programme, which benefits from over 4 decades of teaching and research in the same area, is a challenging teaching-learning experience that blends cutting edge theory with innovative practice to develop business leaders for the global industry. The TISS HRM & LR post-graduates are amongst the most sought after in global industry today. They occupy positions of leadership across a wide spectrum of industries and sectors including, IT/ITeS, banking and finance, telecom, manufacturing, public sector, pharmaceutical, retail and management consultancy.

**Distribution of Credit Hours***

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<tr>
<th>Year</th>
<th>Detail</th>
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<tr>
<td>First</td>
<td>Courses</td>
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<td>Field Work/Field Based Project</td>
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<td>Second</td>
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* Under revision
## Semester-Wise Listing of Courses

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<th>Semester</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
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<tr>
<td></td>
<td>FC 2 Introduction to Basic Economics</td>
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<tr>
<td></td>
<td>FC 5 Economic, Sociological and Psychological Foundations of Management</td>
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<td></td>
<td>HR 01 Management of Human Resources: Conceptual and Strategic Perspectives</td>
<td>2</td>
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<td></td>
<td>HR 02 Employment Relations and Trade Unionism</td>
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<td></td>
<td>HR 03 Organisational Theory &amp; Design</td>
<td>2</td>
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<td></td>
<td>HR 04* Principles of Jurisprudence</td>
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<td>HR 05* Business Environment</td>
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<tr>
<td>II</td>
<td>FC 3 Development Experience, Social Conflict and Change</td>
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<td></td>
<td>FC 4 Human Development, Identity, Culture and Media</td>
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<td>HR 6 Employment Law - I</td>
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<td>HR 7 Behaviour at Work</td>
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<td>HR 8 Labour Economics : Theory &amp; Practice</td>
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<td>HR 9 Performance Management</td>
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<td>HR 10 Learning and Development</td>
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<td>HR 11 Reward Management</td>
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<td>HR 12* Employee Wellness, Decent Work, and SHE</td>
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<td>HR 13* Business Communication and Presentation Skills</td>
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<td>III</td>
<td>HR 14 Social Research and Case Analysis</td>
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<td>CB 02 Performance and Pay</td>
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<td>ELECTIVE II - TRAINING AND DEVELOPMENT (TD)</td>
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<td>TD 02 Training Process and Delivery</td>
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<td>TD 04 Learning Beyond the Classroom: Experiential Learning</td>
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<td>ELECTIVE III - EMPLOYEE RELATIONS (ER)</td>
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<td>ER 02 Negotiation Skills and Collective Bargaining</td>
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<td>ER 03 Conflict Management</td>
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<td>ER 04 Labour Relations Administration</td>
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<td>IV</td>
<td>HR 18 Marketing, Sales Management and Business Development</td>
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<td>HR 19 Organisation Development and Change Management</td>
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<tr>
<td>IV</td>
<td>HR 21* Employment Law - II</td>
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<td>IV</td>
<td>HR 22* Corporate Governance and Social Responsibility</td>
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<tr>
<td>IV</td>
<td>HR 23* Business Strategy and Strategic Human Resources Management</td>
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<tr>
<td>IV</td>
<td>HR 24* Human Resources Management in International Settings</td>
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<tr>
<td>IV</td>
<td>HR 25* Managing Gender and Diversity in Organisations</td>
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<tr>
<td>IV</td>
<td>Research Project</td>
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* Optional Courses

Notes:
1. Course contents for Electives I, II and III are being developed.
2. Summer project is compulsory and non-credit.
3. Specialised contemporary thematic areas as indicated below are to be delivered either in the form of classroom teaching or weekend workshops (compulsory and non-credit): Mergers and Acquisitions, Employee branding, Industry Analysis, Managing redundancies, Career Development, Management Control Systems, Establishing Standards of HR Metrics, HR issues in retail, financial and service sector, Key Operational and HR Challenges in BPO, and Leadership and Managerial Effectiveness.

Course Details

**FC 5: Economic, Sociological, and Psychological Foundations of Management**


**HR 1: Management of Human Resources — Conceptual and Strategic Perspectives**

Human Resource Management - Concept, Scope, Evolution of HRM, Models and theories of HRM, Role of HRM in Organisations, HRM Functions and their Linkages with the environment; Employee resourcing, staffing and selection, Job evaluation; Employee development; Employees compensation; Case studies in HRM.

**HR 2: Employment Relations and Trade Unionism**

Discipline of Industrial Relations, Contemporary and Comparative Industrial Relations, Vital parties to employee relation; Theoretical framework of trade unionism, contemporary and comparative trade unionism, trade unionism in India, managerial unionism; Trade Unions and national and international policy-making bodies on labour standards; International trade unionism; Trade Unions and its interface with technology and market, Collective Bargaining, Negotiated Flexibilities, Managing Grievances and Conflicts. Labour Relations Management Machinery in India.

**HR 3: Organisation Theory and Design**

The Organisation as a System; Organisational structure, determinants: environment, size, technology, control & power; Organisation theory and design; Organisational design and structural forms; Contemporary trends of Organisational design; Organisational decision-making models, assessing the external environment; Boundary spanning, challenges
of organisational design & inter-organisational relationships; Organisation architecture and the business performance.

**HR 4: Principles of Jurisprudence**

General idea of jurisprudence and industrial jurisprudence, Introduction to Indian Legal Systems, legislation, supreme and subordinate labour enactments, industrial jurisprudence and the Indian Constitution; Vicarious liability; Rights and duties of both disciplinary proceedings - case study; Industrial justice and its various forms, jurisprudence and its limitations; Functions of judiciary and quasi-judiciary, parts of a statute and interpretation of law; Principles of case laws; Reading law reports and analyzing Judgments; Procedural aspects; Civil procedure and Criminal procedure (sections applicable to industrial law).

**HR 5: Business Environment**

Overview of Business Environment; Environment scanning; Interrelationships among business; economic, social and political system; Business in the context of different political regimes; important business and financial agencies/institutions in India - SEBI; Planning Commission; RBI; FICCI; CII; Business and Labour; National Commission; Global Business Environment and its interface with respective domestic market, Strategies for going global; Investment climate in India; Special Economic Zones; Export Promotion Zones and Qualified Industrial Zones; WTO and India; Business; Society and Environment.

**HR 6: Employment Law I**

Introduction to law and the Indian legal system; Legal environment of business; Introduction to labour legislation; Labour Laws to regulate terms and conditions of work; Employment and employment relations laws; Wage and social security; Trade and labour union laws.

**HR 7: Behaviour at Work**

Theoretical framework and conceptual aspects of Organisational Behaviour; Individual processes: perception, attribution, learning & reinforcement, motivation, goal-setting & reward systems; Group & interpersonal processes: Group & team behaviour, power & political behaviour, conflict & negotiation, leadership, interpersonal communication; Organisational processes: decision-making in organisations, job design alternatives, quality and work life initiatives; Organisational transformation and change process.

**HR 8: Labour Economics — Theory and Practice**

The Labour Market: Labour as a factor of production; Unique features of the labour market; Labour market process and outcomes; Theory of labour and leisure choice; Concept and application of backward bending supply curve; Labour force participation; Demand for labour; The Marginal Productivity Theory; The elasticity of demand for labour; Technology and its impact on the labour market; Productivity and demand for labour; Wage determination; Internal labour market; The Theory of Human Capital; Human capital earning functions; Labour market institutions; Rigidity and flexibility in labour market; Globalisation and labour; Outsourcing model.

**HR 9: Performance Management**

Performance Management: philosophy, conceptual framework, performance management system and its Linkages with other systems; Designing Performance Management Systems;
Technology and human side of performance; Tools and approaches to performance measures; Performance management initiatives.

HR 10: Learning and Development

Psychology of learning and learner motivation; Training process: Identification of strategic training needs, development of specific training objectives, instructional design and Instructional System Design (ISD Model), development and delivery of training, evaluating training effectiveness; Training as an investment and equity of training, action training techniques; strategic training and development; Coaching and Mentoring.

HR 11: Reward Management

Defining rewards, compensation and pay; Economic contract and psychological contract in the internal labour market; The role of pay: From welfare to strategic approach; Employment as a social relation: motivation; Intrinsic and extrinsic motivation; Social comparisons; Distributive and procedure justice; Reciprocity and gift exchange; Financial & non-financial rewards; Job-based to person-based pay; Skill-based pay and competency-based rewards; Pay and wage structures: grades and broad-banding; Pay for Performance: base pay; variable pay and other wage components; Incentives at work: Agency Theory and its applications at the firm level.

HR 12: Employee Wellness, Decent Work and SHE


HR 13: Business Communication and Presentation Skills

Communication in Organisations: Communication Process and Barriers to Communication; Interpersonal Behaviour, Communication in Groups; Theatre and Performing Arts as forms of communication; Effective oral and multimedia presentation skills; Report writing and preparation of Project documents; Corporate Etiquette and cross-cultural communication.

HR 14: Social Research and Case Analysis

Introduction of analytical, systems and actors approaches to the methodology of creating business knowledge; Problem formulation, hypothesis, sampling techniques, types of researches, measurement of variables, techniques and tools for collecting data, research design, reliability and validity, case study, grounded theory, ethnography, content analysis, discourse analysis, narrative analysis, data capturing, written analysis of cases.

HR 15: Financial and Management Accounting

HR 16: Business Statistics and Quantitative Techniques

Measures of central tendency; Measures of dispersion; Probability and Probability distributions - Binomial, Normal and Poison; Sampling, Statistical Estimation and Confidential Interval: Testing of Hypothesis - Z Test, T Test, F Test and Chi-Square Test. Correlation and Regression; Measures of Association, Time Series and Index Numbers. Multiple regression, logistic regression, path module, principle component analysis/factor analysis.

HR 17: Human Resources Information Systems

Introduction to Information System; Enhancing communication effectiveness with Information Systems; System Analysis and System Design, problem solving steps, DBMS, Data flow diagrams, Entity relationships; Networking and data communications, infrastructure for telecommunications; Intranet, extranet, and technology development for WEB; Security in digital technology; Decision Support Systems and Expert Systems; ERP packages for HR and its effective utilization.

HR 18: Marketing, Sales Management and Business Development

Nature and scope of marketing; Sales and business development; Information for marketing decisions - environmental scanning and market opportunity analysis; Consumer behaviour and market segmentation, Product; Branding; Product life cycle concept, price, distributions Channels and physical distribution; Promotion; Personal selling; Territory allocation, motivating salespeople, compensation, HR and marketing - managing retail and ITeS; Developing entrepreneurship. Advertising, International Markets; Rationale for a company to go global, hi-tech marketing. Supply Chain Management and Customer Relationship Management

HR 19: Organisation Development and Change Management

The concept, scope and historical perspectives, values underlying of OD; External environment and OD; Theoretical developments in the context of action research, survey feedback and socio-technical systems, Technological uncertainty and interdependence and OD; Approaches to planned change., Organizational diagnosis, Evolutionary Change, Transformational Change, Turnaround Change; Human processual, techno-structural, human resource and strategic interventions; Becoming a change agent, Evaluation of OD interventions, OD in diverse Settings, researches and future directions in OD; Building process consulting skills for learning and development; Ethical perspective in consulting.

HR 20: Production and Operations Management

Scope of production management; Relationship with other management functions; Production planning and control, outsourcing and vendor management, Inventory and maintenance management, Material management and purchasing, Maintenance Management - TPM, Quality systems - control, assurance, planning, and self certification; Plant utilisation. Zero defect and waste reduction. Industrial engineering and value engineering. Method study and work measurement. Operation research. Optimum utilisation break-even rated capacity. ERP, Organisational and personnel problems of production management.

HR 21: Employment Law II

Globalisation and its impact on the world of Work; Employers' Rights, Workers' Rights and the State in the global economy as realised by the Domestic Labour Laws; Labour Law beyond
borders; Labour Rights, Property Rights, and International Human Rights Trade Theory, Trade Policy and Development strategies as they relate to Worker interests; Labour standards in Indian Trade Law; Corporate Codes of Conduct; United Nations Organisation, and its functions in the context of the United Nations Charter.

**HR 22: Corporate Governance and Social Responsibility**

Concept and evolution of modern corporation in society; Concept of corporate governance; Dispersion of capital: Shareholder Capitalism; Transaction Cost Economics and structure of corporate governance; Evolving societal demands on corporations: rise of ethics, Stakeholder Theory; Beyond maximizing shareholder value; Globalisation and concentration of capital; Business Regulations: rise of transnational corporations (TNCs) and its regulation to Global Codes of Conduct and International Human Rights Perspectives on Corporate Codes; Role of international institutions and stakeholders’ active vision; Corporate social responsibility and accountability; Market failure; Corporate grid and rationale for regulation environment; Labour standards and conflicts of interest; Business codes and conduct in a global political economy.

**HR 23: Business Strategy and Strategic Human Resources Management**

Perspectives on Strategic Management, analyzing internal and external environments, Different Schools of strategy, Formulation and implementation of corporate, business and operational level strategies, Managing change from a strategic perspective; Perspectives on Strategic HR and strategic HR choices; HR as a strategic partner. Business strategies of successful companies & HR strategies of sustained successful companies, Preparing people to create strategy & implement change; Choosing appropriate HR strategies and to support business strategy.

Understanding strategic dimensions of choice making in HR processes of Performance Management, Reward and Recognition, Organizational design, Organization culture, Employee Relations, Resourcing and Employee & Human Development. Emphasis is on understanding contemporary strategic challenges and responses of key industry players and verticals, working backward from industry experiences and linkage to theory

**HR 24: Human Resources Management in International Settings**

Core concepts in globally managing Human Resources. Global staffing and staff flow practices; Global organization design; Performance Management in MNCs; Expatriate training, Training for development of the international staff and multinational teams; Global Compensation and Benefits; Key Components and Approaches; International Practices in Industrial Relations; Negotiating in Different Cultures; Understanding and Managing the Cultural and Social Issues in International HRM.

**HR 25: Managing Gender and Diversity in Organisations**

Core concepts in workforce diversity; the global context for diversity management: diversity legislation in a global perspective; Strategies for boosting workforce diversity; Strategies for managing diversity; Gender issues at the workplace; Building and implementing a diversity scorecard.

**Research Project**

Research Project is compulsory for all students of HRM & LR.
2.19 M.A. IN SOCIAL ENTREPRENEURSHIP

The field of Social Entrepreneurship which has grown very rapidly in recent years, leverages business management and entrepreneurial skills to pursue the multiple bottom-line of the social enterprise by keeping stakeholder value intact rather than only that of shareholder value.

The Centre for Social Entrepreneurship came into existence after careful thought about the emerging needs of wider society to develop change leaders in the field of social sectors to create enterprises with social purpose, and thus generating wealth to enhance livelihood and sustainable development.

The two-year, full time, Master of Arts in Social Entrepreneurship (MA in SE) aims at training and developing change leaders for wealth generation with social progress in social sectors/non-profit markets. These qualified professionals are expected to emerge as social entrepreneurs themselves in collaboration with the state, market and civil society institutions. The course curriculum blends for cutting edge theory with innovative field based learnings to develop appropriate, effective, efficient, economically sustainable and politically viable entrepreneurial activities.

The contents of the course will cover an overview of the business, finance, economics, society, ethics, innovation, entrepreneurship, profit making and non-profit making organisations and their structures, decision making and management, leadership development, linkages with stakeholders and development of business plans for the non-profit sectors.

TISS Post-graduates in Social Entrepreneurship are expected to take up professional positions in International and National Government or Non-governmental Organisations. The candidates successfully completing the two years programme are expected to get absorbed in the fast growing profit and non-profit sectors, and also to emerge as social entrepreneurs themselves.

A distinctive feature of the course curriculum is its inductive pedagogy blending classroom teaching and experiential learning through block fieldwork, assignments finding innovative solutions to social problems individually and through group exercises, in-depth examination of the strengths and weaknesses of social entrepreneurial activities across the world, interacting with successful social entrepreneurs.

**Distribution of Credit Hours***

The total credit hours for the degree programme will be 84, divided between the first and second years of the programme as detailed below. However, the year-wise distribution of total credit hours may change depending upon the semester class timetables.

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credits Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Courses</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Field Work/Field Based Project</td>
<td>12</td>
</tr>
<tr>
<td>Second</td>
<td>Courses</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Field work/Field Based Project</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Business Plan Preparation</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>84</td>
</tr>
</tbody>
</table>

*Under revision*
Semester-wise Listing of Courses

All full-time Master’s Degree programme students are required to take a set of Foundation Courses (FCs). These courses will provide students with an orientation to basic perspectives, issues and themes in society, politics, economy and culture. The FCs seeks to provide a common minimum base of understanding for all TISS students on which they will build on during the rest of their course of study. The list of courses is common for both streams. Please note that the curriculum is under review.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 5 Economic, Sociological and Psychological Foundations of Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 1 Entrepreneurship: Concepts and Theories</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 2 Social Entrepreneurship and Innovation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 3* Business Ethics</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>FC 3 Development Experience, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 4 Human Development, Identity, Culture and Media</td>
<td>2</td>
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<tr>
<td></td>
<td>SE 4 Entrepreneurial Leadership and Motivation</td>
<td>2</td>
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<td></td>
<td>SE 5 Social Sector: Perspectives and Interventions</td>
<td>2</td>
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<tr>
<td></td>
<td>SE 6 Business Plan Formulation and Project Appraisal</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 7 Banking and Micro-finance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 8 Research Methodology and Statistics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 9* Social Network Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 10* Group Entrepreneurship</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>SE 11 Governance and Performance Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 12 Financial Management and Accounting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 13 Management Information System (MIS)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 14 Social Enterprise Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 15 Legal Framework for Social Enterprises</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 16* Evidence Based Intervention Advocacy and Policy Making</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>SE 17 Social Impact Assessment and Policy Evaluation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 18 Social Marketing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 19 Fund Raising and Resource Mobilisation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 20 Risk Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 21 Corporate Social Responsibility</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 22* Local Economy and Training Indigenous Entrepreneurs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 23 Venture Capitalists and Venture Funding</td>
<td>2</td>
</tr>
</tbody>
</table>

*Optional Courses

Field Work and Projects (under review)

- Block fieldwork carrying a weightage of 24 credit hours spread over four semesters of about 5 weeks each in the semesters.
- NGO block placement of about four weeks at the end of the fourth semester (Compulsory and Non-credit).
- Business Plan Development Project carrying a weightage of 4 credit hours.
Course Details

SE 1: Entrepreneurship: Concepts and Theories
Entrepreneurship: Concept and theories. Entrepreneurial opportunities. SWOT. Forecasting, decision-making, planning, Investment opportunities. Starting a new firm: Ownership, location, layout, technology, products, sales development, franchising or purchasing existing firm. International business: exporting, importing.

SE 2: Social Entrepreneurship and Innovation

SE 3: Business Ethics

SE 4: Entrepreneurial Leadership and Motivation
Definition of key leadership principles required to create strategy and manage teams in new venture. The Organisational design, human resources management and organisational behaviour in the context of a new, small firm. Entrepreneurial life cycle and leadership challenges.

SE 5: Social Sector: Perspectives and Interventions

SE 6: Business Plan Formulation & Project Appraisal

SE 7: Banking and Micro-Finance

SE 8: Research Methodology and Statistics
Quantitative techniques for solving business problems and making management decisions. Production or output planning, capital investment and project analysis. Probability theory, inventory control, scheduling, and waiting line models. Markov processes, queuing theory, EOQ models. Regression analysis, forecasting, decision theory and simulation.
**SE 9: Social Network Analysis**


**SE 10: Group Entrepreneurship**


**SE 11: Governance and Performance Management**


**SE 12: Financial Management and Accounting**


**SE 13: Management Information System (MIS)**


**SE 14: Social Enterprise Management**

What is a social enterprise? Elements of management in the setting of social enterprise, Project fund raising and management, Communication for successful projects, & Sustainability of a non-profit organisation.

**SE 15: Legal Framework for Social Enterprises**

Legal perspective in creating and managing social enterprises. Laws applicable in forming and managing SE. Interface of laws with staff, clients and Investors. Legal critique of managing donations, income, expenditure, budgeting, accounting and investments.

**SE 16: Evidenced Based Intervention Advocacy and Policy Making**

Relevance of practice based on sound evidence in the context of limited fiscal and political resources, Skills to generate evidence for intervention (systematic review and research skills to analyse situations), Transforming research findings into usable interventions/practice pieces, Methods of advocacy and lobbying for social justice.
SE 17: Social Impact Assessment and Policy Evaluation

Assessment from multi-disciplinary perspective, Assessing the likelihood of impacts on individuals and communities, Steps in SIA, Policy evaluation and SIA, Key variables for SIA, Decision making after SIA.

SE 18: Social Marketing


SE 19: Fund Raising & Resource Mobilisation

National and international funding dynamics. Assessing financial and non-financial resource needs; sources. Funding strategies, resource acquisition tactics. Donor-donee relations.

SE 20: Risk Management


SE 21: Corporate Social Responsibility


SE 22: Local Economy and Training Indigenous Entrepreneurs

Global-local tradeoff in the entrepreneurship, What constitutes ‘local’? Assessing local needs, Identifying the invisible local resources, Local economy for sustainability, Entrepreneur as a catalyst, Training as a tool for sustainability

SE 23: Venture Capitalists and Venture Funding


2.20 M.A. IN SOCIAL WORK

The TISS has been a pioneer in social work education and practice and has over the years responded to the needs of the poor, the marginalised and disadvantaged in society. The social
work curriculum has been dynamic and changing with the emerging concerns in the era of globalization. The M.A. in Social Work programme is designed to equip the students with sound theoretical knowledge about social work, social welfare and development concerns of the poor, and help the students to develop skills and insights into working with people at the individual, group and community levels, and their representatives, and network with other groups and professionals working on similar issues.

The programme consists of classroom work, which includes lectures, discussions, student presentations, seminar discussions with subject matter specialists, observation study of social and related organizations, etc., Concurrent and block field work under supervision provides opportunities to develop practical skills in social work. Thus, at the end of the two years, the M.A. in Social Work graduate is armed with a range of competencies to work in the field of social work, social welfare and social development. The nature of work covers a continuum of interventions from service delivery to organizing people for change to programme development and influencing policy.

**Career Opportunities**

The course offers graduates a wide range of work opportunities in non-government, inter-governmental and governmental organizations working at micro and macro levels simultaneously local, national and international levels. They have been given exposure to work with all sectors of populations such as children, youth, women, elderly, dalits, and people with disabilities. The course equips graduates to work in a wide range of capacities as social workers, counsellors, field officers, project officers, programme coordinators, in the fields of health, education, development, criminal and juvenile justice, gender issues, family services such as family courts, family counselling centres, adoption centres, broad based child welfare services, community organization and development practice, NGO-corporate initiatives, industry, funding agencies, research-based organizations, advocacy and human rights organizations and organizations working in specialized areas of disability, HIV/AIDS, sexuality, disasters, etc., Employment opportunities are also available as instructors and lecturers in training centres for social work and community development personnel, funding agencies and as development consultants.

**Distribution of Credits**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First and Second</td>
<td>Foundation Courses</td>
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<tr>
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<td>Core Social Work</td>
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<tr>
<td></td>
<td>Field Work</td>
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<td></td>
<td>Total for year 1</td>
<td>40</td>
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<tr>
<td>Third</td>
<td>Students will opt for one concentration in the context of social work practice</td>
<td>12</td>
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<tr>
<td></td>
<td>Social Work Practice</td>
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</tr>
<tr>
<td>Fourth</td>
<td>Students will opt for two concentrations (8 credits each) — one thematic and second skill-based OR Research Project (6 credits) + Workshop on Analysis in Quantitative and Qualitative Research (2 credits) AND One Concentration (thematic or practice)</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Field Work for Year 2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total for 2 years</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>84</td>
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### Semester-Wise Listing of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I and II</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 2 Introduction to Economics</td>
<td>2</td>
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<tr>
<td></td>
<td>FC 3 Development Experience, Social Conflict and Change</td>
<td>2</td>
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<td></td>
<td>FC 4 Human Development, Identity, Culture and Media</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 5 Governance and Public Administration, Social Policy, Law and Social Work</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SW 1 Social Work Practice: Principles and Concepts 1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>SW 2 History and Ideologies of Social Work</td>
<td>2</td>
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<tr>
<td></td>
<td>SW 3 Participatory Communication</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SW 4 Quantitative Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SW 5 Qualitative Research</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>SW 6 Social Work Practice: Principles and Concepts 2</td>
<td>4</td>
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<tr>
<td></td>
<td>Field of Practice Concentrations ¹</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>C 1.1 Community Organisation and Development Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C 1.2 Family Social Work</td>
<td></td>
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<tr>
<td></td>
<td>C 1.3 Persons with Disabilities and Equalization of Opportunities</td>
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<td></td>
<td>C 1.4 Health and Development</td>
<td></td>
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<td></td>
<td>C 1.5 Dalits and Tribals: Social Justice, Equity and Governance</td>
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<td></td>
<td>C 1.6 Criminology and Justice</td>
<td></td>
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<td></td>
<td>C 1.7 Child and Youth Development</td>
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<tr>
<td></td>
<td>C 1.8 Women Centred Social Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis in Qualitative and Quantitative Research (Workshop for Research Project Students)</td>
<td>2</td>
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<td>IV</td>
<td>Knowledge-Based/Thematic Concentrations ²</td>
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<tr>
<td></td>
<td>C 2.1 Rural Development, Environment and Sustainable Livelihoods</td>
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<td>C 2.2 Urban Development: Unorganised Sector and Livelihood</td>
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<tr>
<td></td>
<td>C 2.3 Social Work in the Field of Mental Health</td>
<td></td>
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<tr>
<td></td>
<td>C 2.4 Social Policy and Planning</td>
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<tr>
<td></td>
<td>C 2.5 Community Health</td>
<td></td>
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<tr>
<td></td>
<td>C 2.6 Disasters, Impoverishment and Social Vulnerability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C 2.8 Juvenile Justice and Youth in Conflict</td>
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<tr>
<td></td>
<td>Skill-Based Concentrations ³</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>C 3.1 Management of Non-Profit Organisations</td>
<td></td>
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<tr>
<td></td>
<td>C 3.2 Developmental/Therapeutic Counselling</td>
<td></td>
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<tr>
<td></td>
<td>C 3.3 Rehabilitative and Correctional Social Work</td>
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</tr>
<tr>
<td></td>
<td>C 3.4 Child and Youth Practice</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
1. Any 1 concentration for 12 credits.
2. Any 1 concentration for 8 credits.
3. Any 1 concentration for 8 credits.

### Course Details

The Foundation Courses: Core Social Work Courses and Social Work Practice Concentration II is compulsory for all social work students. They are required to opt for any one Field of Practice Concentration (C1) in the third semester and one Thematic Concentration (C2) and
one Skill Based Concentration (C3) in the fourth semester. Students who have opted for doing research projects as part requirement for the M.A. degree will choose only one concentration (either thematic or skill based) in the fourth semester.

**FC 5: Governance and Public Administration, Social Policy, Law and Social Work**

*Unit I: Governance and Public Administration: Federal Framework - separation of powers; Centre State Relations; Executive, Legislature and Judiciary, Local Self Governance - Rural and Urban: Revenue and Development Administration in India; Planning and Policy Formulation in India ; Planning and Policy Formulation in India; Understanding the Budget - Formulation process and outcomes.*

*Unit II: Social Policy: Policies pertaining to sectors such as criminal justice; women, children and families; disability; dalits and tribals; health; urban and rural governance and development. Faculty members from the six Centres of the School would provide inputs on the various policies. Method of Assessment - Assignments and Examination.*


**SW 1: Social Work Practice-Principles and Concepts I**

**MODULE I: SOCIAL WORK PRACTICE PERSPECTIVES**

Historical evolution of the profession; Social Problem - Concept and Perspectives; Introduction to Human System; Locating social work practice in the context of concerns, issues and problems; Purpose and focus of social work; Role of Social Workers; Values of social work; Introduction to methods; Contemporary concerns and sites of practice (settings, populations, units for intervention); Diverse strands of practice - its linkage with values and ideologies; Factors influencing practice; Contextualising interventions: theoretical perspectives for social work practice.

**MODULE II: SOCIAL WORK PRACTICE METHODS**

*Case Work: Needs, problems and help seeking behaviour of individuals needing help in problem solving and in enhancing people's capacity to function better; Definition of social case work, its scope and place in social work practice; Principles in case work; Steps and operations in the case work process; Theoretical concepts for understanding individuals; Dilemmas/ethical issues in social case work practice.*

*Group Work: Groups - significance, definition and programme media; Types of groups; Different stages of a group (pre-group, initial, middle and termination) and group dynamics; Group structures; Group work principles, techniques of group work; Group work in different settings. Models of group work.*

*Community Organisation: Problem analysis and community organisation perspectives; Concept of community: Community analysis, from a practitioner's perspective Community Organisation, history, definitions, critique; Community Organisation as a political process - politics of participation, role of groups, leaders; Strategies of Community Organisation; reflections on field experiences.*
Social Work Administration: Organisational Theories; Organisational Development (stages and process); Organisational Structures and designs; POSDCORB; Registration of an organisation (acts and Laws); Constitution and Memorandum of Association; Project formulation and programme planning; planning, formulation, monitoring, and evaluation; Critiques of current existing practices.

SW 2: History and Ideologies of Social Work


SW 3: Participatory Communication


SW 4: Quantitative Research Methods in Social Work

The nature of quantitative research methodology: characteristics, process, assumptions, and values. The role and scope of quantitative research methods in terms of decision-making and knowledge development in the field of social work: identifying linkages between research and practice; role of research in policy formation, and programme planning, implementation, and evaluation. The Process of Quantitative Research: (1). Conceptualising quantitative studies: problem identification and formulation; objectives, concepts, variables, hypotheses, and assumptions; (2). Designing quantitative studies: types of research designs, and their scope; identification of sources of data (primary and secondary); (3). Methods and tools of data collection: observation, interviews, schedules, and questionnaires; and community-based participatory methods and techniques; (4). Selection of sample: random and non-random sampling methods; determination of sample size; (5). Data processing techniques: structuring and sorting data; tabular and graphic presentation of data; development of databases; (6). Analysis of data: levels of measurement (nominal, ordinal, interval, and ratio); descriptive statistics (percentages, measures of central tendencies - mean, median, and mode); measures of dispersion (range, mean deviation, standard deviation); hypothesis-testing (Chi-square test and t test); interpretation of findings; (7). Reporting the results of quantitative research, and identifying their linkages with the development of Social Work knowledge. Planning and preparing proposals for quantitative studies. Application of quantitative research studies to Social Work practice.
SW 5: Qualitative Research Methods in Social Work

The Process of Qualitative Research: (1) Conceptualizing qualitative studies: identifying the focus of the study, the areas of study and lines of inquiry; (2) Designing qualitative studies: developing a research strategy, theoretical sampling, specifying the role of the researched and the researcher, and insider/outsider perspectives; (3) Methods of data collection: participant observation, life histories, in-depth/unstructured interviews, group interviews and focus group discussions, and community-based participatory methods and techniques; (4) Data processing and analyses: preparing narrative data texts, developing coding categories, use of matrices, and integrating findings to develop field-based conceptualisations; (5) Writing-up qualitative studies: insider/outsider perspectives, interactive process between the researcher and the researched, self-reflectivity, and working towards the development of field-based theory. Planning and preparing proposals for qualitative studies. Principles of Triangulation aimed at combining the use of qualitative methods with quantitative methods to expand the scope of analysis in relation to a particular research study. Method of Assessment: Assignments and examinations.

SW 6: Social Work Practice : Principles and Concepts 2


SW 6.2: Networking and Advocacy — Advocacy as a tool for social change, Social Advocacy in the Indian context, Process of Social Advocacy, Overview of the basic structure of the Indian Political System - Legislature, Judiciary and Executive, Accessing these system, Statutory and Non-statutory institution, Budget analysis, Use of Media in Advocacy, Campaign Planning, Coalition and Network Building, Mass Mobilisation.

SW 6.3: Project Management — Planning, Monitoring, Evaluation (PME) as components of Project cycle. Planning of programmes and projects; project document writing. Monitoring and Evaluation: steps, introduction to methods and issues; Case studies to illustrate issues in PME.


FIELD OF PRACTICE CONCENTRATIONS

C 1.1: Community Organisation and Development Practice

C 1.1.1: Community and Community Organisation — Perspectives and Practices - Community through archives: conventional/sociological and cultural understanding of community, functions of community, critique. Deconstructing the concept from "lived experiences". Community as an oppressive experience (feminist/racial/dalit counterpoints to community). Community and identity, communities as vehicles of change. Perspectives on community as constructed through practice: mobilisation, outreach, community centres and services.
Community Organisation: History and practices in developing countries. Models of Community Organization.


C 1.1.3: Seminar on Community Organisation and Development — Ideologies, contributions of certain philosophers and activists: focused issues that help in understanding, such as implications for practice, insights about strategies emerging from their experiences of organising, etc., Sectors/issues for intervention by community practitioners. Newer groups: emerging needs and challenges. Approach to and Strategies of Community Organising: study of specific cases/illustrations of strategies and efforts on a range of issues that have been effective.

C 1.1.4: Global Economy and Polity — Trends in Local Action: National and International - International relations, historical development, geo-politics and globalisation, Role of UN agencies, Economic policies and political agenda of Multinational organisations and its implication at local level, Role of International and National NGOs and network to raise concern on behalf of affected people, Popular movements against the adverse impact of globalisation, strategies of intervention at micro as well as macro arena of practice.


C 1.2: Family Social Work

C 1.2.1: The Family in India — Contemporary Issues and Laws --Contemporary understanding of “family” as a social institution and as a micro-system in the societal context; Defining key

C 1.2.2: Vulnerable and Marginalised Families and Interventions — Understanding indicators of poverty, crisis and disaster and their implications on the family in terms of food, housing, health and education; as well as issues of access, entitlement and empowerment (This will cover the critical analysis of how developmental projects, national and international policy have had implications on further perpetrating poverty, inequality and thus marginalised poor, vulnerable families); LPG and Families; Critical review of one or two policies e.g. PDS and programmes e.g. ICDS; Developing skills of working such as: Organizing, resource mobilizing - negotiating, advocacy, etc.; Approaches and skills of working with families in crisis; Approaches and skills of working with families in disasters.

C 1.2.3: Family Centred Social Work Practice — Family as a context of social work practice, difficulties faced by the family within and outside its context, evolution of family centred social work practice, framework of analysis for understanding family: gender analysis, structure inequalities and human rights; Ecosystems and general systems theory; Family Theory for family centred social work-intergenerational, invisible loyalties, systemic school, communications, power, role, family myths, behavioural theories, family of origin; Interventions; Beginning/intake - agency, family, worker variables, techniques of intake and contracting, engaging ; Interviewing & circular questioning; Tools of family Assessment - use of eco maps, genogram and family sculpture; Hypothesization in understanding of problems and concerns; Techniques in family centred social work.

C 1.2.4: Interventions with Couples in Relationship Conflict — Understanding the nature of difficulties faced by couples in India from a feminist and systems theory perspective; Legal Infrastructure for marital disputes: Lok Adalats, Special Cells in Police Stations, The Family Court, Family Counselling Services provided by NGOs; Egan’s model for counselling couples in marital conflict; Interventions with the Third Force; Interventions with children affected by parental disharmony; Social work with women facing spousal violence; Counselling couples with sexual problems.

C 1.2.5: Social Work for Enabling Active Ageing — Growing old in Contemporary India: Life Cycle Physiological dimensions; demography of ageing ; ageing differentials -gender, urban/rural and regional differences; destitution, socio-eco status; cross cultural comparisons; religion and ageing in Indian Society; Public perceptions, beliefs and stereotypes towards old age; Social Policy including the National Policy on Ageing and Services - Institution, Non-institution and Family based; Ageing and the Family: the generation gap and crisis of values; self perceptions of the elderly, declining authority and adjustment to changing roles; Issues and Concerns of the Elderly: Work, retirement, social security, housing; physical and mental health, disability, terminal illness and death of spouse; loneliness and alienation; domestic violence and abuse; dependency and family care; destitution; Social Work Practice for Enabling Active Ageing through Focus on Successful Ageing and Enhancing Quality of Life: education for preparation of new roles and activities; for physical safety, financial security; retirement planning; initiating social networks, self-help groups, individual and family counselling for adjustment and emotional wellbeing; bereavement counselling; mediating for enabling the elderly to receive their entitlements; support for caregivers of the elderly. Role of different professionals and multi-disciplinary approaches; current trends and practices.
C 1.2.6: Developmental Interventions across the Family Life Cycle — Historical understanding of family and the changes in contemporary Indian families with reference to their structures and functions, analysis of factors responsible for the same. Identification of broad concerns faced by families in India today and individuals within these families. Introduction to family life enrichment programmes as a developmental approach to family intervention for their wellbeing and empowerment, using a strength's perspective; the family and human rights issues. Critical analysis of western models of family life cycle and evolving a model for Indian families. Identifying the needs, concerns and developmental tasks of individuals and families at different life cycle stages; principles and methodology used for developing programmes for working with groups at different life cycle stages and concerns; identifying the use of different audio-visual media and counsellor skills, including use of self.

C 1.3: Persons with Disabilities and Equalisation of Opportunities

C 1.3.1: Disability, Persons with Disability and their Rehabilitation Contexts — Understanding different categories of disability, causes, classification, assessment, intervention or treatment, utility of aids and appliances, consequences/impact of disability on all areas of the individual's growth and functioning, needs of person with disability, problems faced by them, issues related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships, role of the social worker, team work with professionals working in the field of disability and rehabilitation.

C 1.3.2: Human Rights, Social Policies and Law — Changing international and national perspectives and approaches to rehabilitation, current paradigms; Review of international initiatives and UN instruments including the convention on the rights of persons with disability and the Biwako Millennium Framework for Action for the Asia Pacific Region; Analysis of provisions in the Constitution of India and related legislations, role of National organisations; policies, programmes and services available to PWDs in India, coverage of persons with disability in other national policies such as National Policy for Children, Health, Education, Women and the Elderly; Role of NGOs with reference to policy formulation/changes and service delivery; Role of the rehabilitation social worker in influencing policy formulation, implementation and evaluation.

C 1.3.3: Rehabilitation and Counselling Approaches — Rehabilitation and Counselling Approaches: Issues faced by persons with disability; Identification of needs and concerns to be addressed; Assessment of needs/concerns/problems that require intervention at the individual and group level; Identification of target groups for intervention; Identification of approaches, methods, tools and techniques to work with individual and groups; Use of different approaches to counselling and rehabilitation: Eagan's model, behaviour modification, rational emotive therapy, group counselling, and self help groups; Skills of facilitation and application of an appropriate method of intervention. Skills of analysis of the effectiveness of an intervention method used; Approaches to Community Based Rehabilitation Planning and Organising Community Education Programmes for different target groups.

C 1.3.4: Life Span Intervention with Families of Persons with Disabilities — Introduction to the course and to the importance of family centred interventions with families having disabled family members. Understanding the family unit from the systems and ecological perspectives. Understanding the theoretical concepts and skills needed in family centred social work, family crisis intervention, genetic counselling and self help groups. The family life cycle: Stages and critical periods. Need and concerns at the time of diagnosis, initial reactions and intervention strategies. Needs and concerns of the family with disabled pre-school children and interventions.
1.3.5: Gender Dimension of Disability — Analysis of the political roots and social psychological and emotional dimensions of gendered disablism from a feminist perspective; status of women and girls with disability in India in terms of their mortality rate, education/literacy level economic and cultural status, marriage and motherhood; issues faced by women and girls with disability which keep them neglected, oppressed, abused and invisible such as survival, mental health and self-esteem, bio-ethics and reproductive health, issues related to violence and abuse, specifically child abuse. Discussion of strategies for providing information and resources; legal remedies; advocacy for policy changes through participation in Disability Rights movement; equalization of opportunities for accessing educational, vocational, nutritional and health services; protection from violence and abuse; promotion of self-help groups for peer support and role modelling; changing attitudes of women with disabilities towards themselves; and changing societal attitudes towards women with disabilities.

1.4: Health and Development

(Students opting for this concentration do eight credits in the first four courses (C 1.4.1, C 1.4.2 and C 1.4.3, C 1.4.4). Students have the option of choosing two courses in Mental Health (C 1.4.5.1, C 1.4.5.2) or two courses in Community Health (C 1.4.6.1 and C 1.4.6.2).


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C 1.4.4: Health Research — Historical development, context, and scope of health research. Contribution of different disciplines to health research. Different approaches in health research (quantitative and qualitative, operations research). Introduction to epidemiology, basic measurements, uses of epidemiology. Epidemiology and public health policy. The role of epidemiology in public health. Different epidemiological perspectives. Epidemiological basis for formulation of health interventions. Design and analysis of epidemiological studies. Orientation to different dimensions in health research (research on diseases and conditions, research on determinants and risk factors, research on priority-setting methodologies, research on policies and cross-cutting issues affecting health and health research). Conducting health research. Networks in priority health research (Initiatives in TB, violence, reproductive health, malaria, HIV/AIDS, child health and nutrition research, mental health). Role of international agencies in research and research agendas. Ethics in social sciences and health research. Ethical principles of research, ethical guidelines, relationship between researcher and participant, informed consent, privacy, anonymity & confidentiality.


C 1.4.6.1: Concepts, Policies and Programmes of Community Health — Health sector reforms and impact on the health of the marginalised and minorities. Changing concepts of community health, social and preventive medicine and public health. History of community health in India and experiences from other developed and developing countries (UK, US, China, Cuba and Chile). Health structures (rural and urban). Health problems of specific groups in community context and in specific situations. Political economy of policy development in health (health committees, Five Year Plans, evolution of policy). Place of community health in national health policies and programmes. Role of multilateral and bilateral agencies.


C 1.5: Dalits and Tribals — Social Justice, Equity and Governance

C 1.5.1: Dalit and Tribal Social Work: Perspectives and Concepts — Theoretical formulation and structural perspective; history; interface of social work and social sciences -
understanding caste; schools and perspectives in social work; oppression and oppressive practices in a caste society; indigenising social work- challenging cultural hegemony; Religion and Dalit exploitation; socio political and religious movements; interface between social movements and political movements; Bahujan movement; Untouchables (Dalits) communities from India, Nepal, Bangladesh, Sri Lanka, Pakistan and Buraku from Japan; Dalit social work formulation, approaches, concepts and strategies; Tribal world view; systems theories and perspectives; concepts of tribal, adivasi, indigenous, aborigines; tribal social systems and structures; belief systems, culture- indigenous vs. mainstream; perspectives on tribals in social sciences; social work - tribal interface; ethno-perspective to human growth and development; Group Community living and Socialisation; International Indigenous/Tribal communities; Sustainable development; Self determination; Tribal Social Work- formulation, approaches, concepts and strategies.

C 1.5.2: Political Economy of Dalit Development — Economic history of India - a caste perspective; Development and underdevelopment of Dalits- A critique of received theories; Nationalist politics and marginalisation of Dalits - Colonial and Post Colonial; Dalits in Communal Politics; Land distribution and Droughts; Social Sector Expenditure and Development of Dalits - post reform and pre-reform; Access to Health and Education and right to development - status and comparison with non Dalits. Globalisation and Dalits; State and Civil Society in Dalit empowerment; Alternatives in development; Elimination of Racial Discrimination under the UN Commission on Human Rights; INGOs and participation of Dalits; Atrocities in the modern age; Labour Market Discrimination; Dalits and Development Deprivation - An agenda for Dalit Social Work.

C 1.5.3: Political Economy of Tribal Development — History of tribal India; politics of inclusion-exclusion; fifth and sixth scheduled areas; globalisation and tribals; labour relations and exploitation; politics of tribal welfare and development; ‘autonomy’ and ‘self-determination’; instrument of accession; issues of governance facing tribals; adivasi self rule; education; health; food security; land rights; disaster; development displacement-resettlement, rehabilitation- ‘prior informed consent’; religion and its impact on Tribals; natural resource managements and sustainable development; livelihood; agriculture and rural markets; population dynamics; refugees and refugisation; influx; peace and conflict; social movements and protest; reservation and positive discrimination; NGOs and NPOs; tribal sub-plan; Tribals and Development - An agenda for Tribal Social Work.

C 1.5.4: Seminar on Dalit and Tribal Issues — Self-study paper on perspectives - The student will identify an issue related directly to Dalits and Tribals to concentrate on. This would involve an intense study of the existing literature, combined with detailed analysis and perspective building. The student would have to submit the same as an original paper and make a seminar presentation of his/her paper. The student also review an article related to Dalit and Tribal issues for seminar presentation.

C 1.5.5: Advanced Dalit and Tribal Social Work Practice Skills — Advanced practice skills with Individuals, Groups, Communities, Institutions, Systems, Policy, Research and Training, Dalit and Tribal Social Work Methods: Individual Work, Group Work, Community Organisation, Social Action, Social Work Research and Social Work Administration. Social analyses; advocacy; social activism; networking; micro/macro planning; intervention, monitoring, evaluation and management of CBOs, NPOs, NGOs; resource mobilisation; development of social work technology; leadership building and cadre based organisations; social mobilisation. Fair-trade; agricultural science; arts and craft manufacturing and marketing; sustainable livelihood management; organising political movement; skills of individual and community conscientisation processes; policy analysis and drafting; primary health care
management and streamlining indigenous medicine; education- traditional and modern systems of management; management of informal care systems; management of change and conflict in society.

C 1.5.6: Innovative Intervention in Dalit and Tribal Empowerment — Every student visits an organisation or a movement for a thorough review of the programme on the areas identified, followed by an evaluative documentation of the initiative.

C 1.6: Criminology and Justice

C 1.6.1: Criminology: Trends and Perspectives — Definition of crime. Patterns of Crime. Theories: Classical and Neoclassical; Biological School; Psychological and Psychiatric Foundations; Sociological Theories; Psycho-social Theories; Radical School. Types of crime: crimes against persons, crimes against property, public order crime, gender crime, victimless crime, crimes by the disadvantaged, children in conflict with law, white collar crime, organised crime, occupational crime, drug abuse and crime, technology and crime, environmental crime, transnational crime (trafficking, terrorism, corruption, international instruments of cooperation, neo-colonialism). Globalisation and Criminalization of Vulnerable Groups: Denotified Tribes, Indigenous people, Homeless, Migrants and Beggars, Ticketless Travellers, Hawkers, etc.


sections. Special laws to address organised crime, narcotics trade, terrorism, etc., with special focus on rights of accused. Need for Reform of criminal law.


C 1.7 Child and Youth Development


C 1.7.4: Youth and Development — Situational analysis of youth in India: Characteristics of youth based on location: urban, rural, tribal; role: student, non-student; gender, class; caste; ability. Construction of youth hood at the national and global levels: key ideas and debates on youth from several perspectives, such as in the social sciences, development studies, psychology, feminist ideology, human rights and others; youth in international political economy. Influence of societal systems on youth: Family, Politics, Media, Information Technology. Critical issues affecting youth in relation to their developmental roles and tasks:


C 1.7.6: Skills of Working with Youth — Focus on skills in relation to different categories of youth based on location, gender, class, caste, and ability. Government schemes focused on interventions with youth, such as NSS, NYK, Sports and Adventure. Mobilizing youth for social change: NGO interventions such as the National Youth Foundation; youth in social movements; role of capacity building and training programmes, leadership and personality development programmes. Skills for working with youth at the individual, family, and group levels. Skills for social action, mobilization, and advocacy on issues pertaining to youth: education, work. Skills for working with youth in marginalized and vulnerable groups: street youth, female youth, delinquents, disabled youth. Peer helping: helping roles as tutors, counsellors, conflict mediators, educators. Helping youth develop effective communication, decision making, and problem solving mechanisms. Conflict resolution skills: manage and resolve conflicts youth face in families, communities, colleges and workplaces. Negotiation and mediation. Family life education. Skills for rights based policy analysis, programme development and policy research.

C 1.8 Women Centred Social Work

C 1.8.1: Women History and Society — Feminist Theory and Perspectives (DCB 1) - Cross-cultural perspectives on gender and its construction; Feminist understandings of power; patriarchy and its manifestations, patriarchal structures and ideologies: family, marriage, religion, economy and politics; Beginnings and developments in feminist consciousness: global and national feminist movements; The question of difference: nature culture debate; Relationship of women and the state: questioning public and private ; Global sisterhood and issues of race, class and nationality; Engendering knowledge: destabilizing theories and the politics of knowledge production; Marxism and feminism: reproduction and production, modes of production and status of women; Psychoanalysis and feminism: the masculinity and femininity debate within psychoanalysis, feminist critique and re-workings of psychoanalysis; Post-strcuturalism and feminism: language, discourse and subjectivity, equality and difference, deconstruction and reconstruction as feminist strategy for change; Post-modernism and feminism: problematic essentialisms, alternative histories, rethinking subjectivity and aesthetics.


**C 1.8.3: Working with Women - (4 Credits)**

**Part A: Women, Development Practice and Politics: A Review of Interventions:** Understanding Gender and Development; Capabilities and Entitlements; Gender Analysis Frameworks and gender mainstreaming; Gender and Development with regards to Policy and Programmes; Gender blind; neutral and redistributive policies; Welfare, Efficiency and Empowerment approaches to Gender; Gender strategic and practical needs/interests; Case Studies to understand the engagement with gender, for e.g., in the Forestry; Drinking Water and Sanitation; Health and Disease programmes; Urban renewal and slum rehabilitation programmes; and micro-credit programmes; Women's movements and movements with women's participation: What is the difference? Issues of voice and representation; Role of catalysts, mobilisers and change makers; Case studies of various campaigns, struggles and movements to examine challenges involved in bringing about change in the social construction of gender while mobilizing women (individual experiences and group experiences of women trying to challenge the male patriarchal norms will be brought in, either through case studies or through a panel discussion).

**Part B: Feminist Social Work Practice — Locating gender in social work practice; Conceptualizing and contextualizing feminist social work theory and practice; Applications of liberal, radical, socialist, cultural, post modern and global feminism to social work practice; Feminist theory and practice: Implications for working with men and other disadvantaged groups. Rethinking professional power and identity in practice, Reviewing interventions for women from feminist frame works. Interventions such as those addressing Gender Based Violence, Women and Mental Health, Lesbian and Transgender Clients, Homeless Women, Women in prostitution and women with HIV/AIDS, Female offenders, Older women and women with disabilities, Female substance users. Evaluation- Assignments; Individual and Group.**

**C 1.8.4: Engendering Governance: Politics, Policy and Law in India — Women and Politics in India:** Political participation of women: trends and analysis; Women in governance: an assessment of the Panchayati Raj experience; Political parties and women: reservation and beyond; Revisiting the role of women in non-party politics in India. Women in/and public policy: Gender and the political economy of planned development in India; Policies for Women: an assessment; A gender analysis of poverty alleviation, health, education and labour policies; Women in policy making: issues of representation, participation and data. Gender and the Indian Legal System: Feminist readings/critique of law and legality; Law enforcement, impunity and women's human rights; Gender and personal law. Evaluation: Assignments and Class participation.
C 2.1: Rural Development, Environment and Sustainable Livelihood


C 2.1.4: Law, Policy and Institutions — Public Interest Litigation, Rights of Citizens: Under Arrest, in police custody, arrest under security Act, Stay Orders, Bails and Writ petitions, and

C 2.2: Urban Development: Unorganised Sector and Livelihood

C 2.2.1: Political Economy of Urbanisation in the South — Politico-economic history of urbanisation in South, spatial location of global processes, migration, urban poverty and livelihood issues, slums and housing, natural resource management in urban areas, sustainable development, the right of the poor to the city (A. Bhide - Credits 2).

C 2.2.2: Planning and Governance of Cities — Systems, Issues and Perspectives - Historical evolution of planning and local governance, current systems, trends in governance, paradigms of urban planning, planning as a 'social' process, issues in governance and planning, understanding such issues on a canvas of small towns-mega cities, institution-issue interface in certain sectors.


C 2.3 Social Work in the Field of Mental Health

C 2.3.1: Legislations, Programmes, Policies in Mental Health — Mental Health situation in India, Indian Lunacy Act and Mental Health Act, Critical review of the National Mental Health programme and its implementation, Persons with Disability Act and its relevance to mental health, Mental health education, Prevention and promotion in mental health programmes and policies, alternative approaches to mental health.

C 2.3.2: Gender and Mental Health — Gender and mental health, gender as a social, structural construct and category, gender as an analytical tool to understand differences between
women's and men's mental health risks and outcomes, Sexuality, sexual identity and sexual orientation, links to mental health and distress, Influence of caste/class and structural development on well-being and distress, Epidemiology of mental illness, etiologic models, social determinants model of mental illness, Special issues affecting women in the private-public domain: Gender-based violence, prostitution, reproductive health, institutionalization, homelessness, crime and justice, Health seeking, stigma, discrimination.


C 2.3.4: Seminar on Emerging Mental Health Issues — Predominant issues that affect the mental health of people like migration, disasters, conflicts, gender (violence, reproductive health, single women, divorce), ageing, substance abuse, child sexual abuse and HIV/AIDS will be covered. Working with vulnerable groups like orphaned and vulnerable children, refugees, prisoners, marginalised sections of society will be emphasised.

C 2.4: Social Policy and Planning

C 2.4.1: Poverty, Social Exclusion and Policy Analysis in Public Welfare — Approaches to understanding poverty; theories of social exclusion; State, civil society and market; history and ideological basis for government's responsibility in promoting the well-being and social development of all, particularly the welfare and development of the disadvantaged, marginalised sections; Social welfare systems and the underlying philosophies; Financing Public Welfare; Designing Public Welfare and Social Security Models and programmes for the unorganised/informal and other marginalised sections; Public Welfare in post reform period.


C 2.4.3: Social Policy and Social Advocacy — Overview of the basic structure of the Indian political system - legislative, judicial and executive wings; Theories of democracy, people's participation, and interest groups; Social policy - concept, process, actors, approaches; policy formulation process in a democracy; policy formulation process in government and
NGOs; linkages between decision making and policy formulation; typology of policies; approaches to policy analysis; sectoral policies; advocacy as a tool for social change; social advocacy in Indian context; process of social advocacy; Accessing the democratic statutory and non-statutory institutions; Right to information and other legal provisions; Budget analysis as an advocacy tool; role media in advocacy; campaign planning, network building, mass mobilisation; legislative activism; legal activism.

C 2.4.4: Governance for Human Development — Social processes of dominance and marginalisation; Empowerment, inclusive and rights based approach to human development; Access to decision making structures as one of the indices of human empowerment; Challenges to empowerment of marginalised sections to access governance structures; Strategies for ensuring good governance in a participatory democracy - electoral reforms, formal and informal institutions to ensure accountability and transparency, democratic decentralisation and micro level planning; Laws pertaining to accountable and transparent governance in government, private and non-government organisations and in financial institutions. Corporate governance and corporate citizenship; laws and Constitutional Amendments; Capacity building for good governance; Methods and Techniques for broadening the base for peoples' participation; Corruption - prevention and justice; Tools for public vigilance - right to information, public hearings, Jansunvai, Vigilance Commission, Consumer courts, etc.

C 2.5: Community Health

C 2.5.1: Community Health Planning and Management — Comparative approaches in community health planning and management based on primary health care and demonstration projects. Macro factors influencing decision making and change in health systems. SWOT and other tools for situational analyses and needs assessment. Introduction and understanding of participatory tools for community health. Organisational/project based planning and implementation. Monitoring and evaluation. Proposal writing.


C 2.5.4: Seminar in Community Health — Students make individual and group presentations on theory and practice in the areas of health with particular emphasis on community health. Resource persons are invited to participate in the discussions. Students are guided in their reading of the available literature in the field and helped to relate what they read to the theory courses and field work practice. The content pertains to social work theory and practice, social welfare programmes and services related to issues/concerns/problems of physical and mental health. Focus is on the different approaches of health work, i.e. developmental, promotive/preventive, remedial, rehabilitation at macro and micro levels of analysis and interventions. The specific content will vary with the topical concerns/issues, gaps in theory courses and the group’s interest.

C 2.6: Disasters, Impoverishment and Social Vulnerability


C 2.6.2: Disaster Response and Mitigation: Relief, Rehabilitation, Prevention and Preparedness — Disaster response at various stages of disasters, evacuation and rescue; emergency supplies, Relief - damage and needs assessment, planning, and operation; vulnerable groups and special needs; food and nutrition; health, psychosocial care, Special Concerns in Relief Operations, Response to communities indirectly affected by the disasters, Rehabilitation and Recovery: Planning for Rehabilitation and Recovery: displacement and resettlement; sectors of intervention, Prevention Preparedness and Mitigation: Development Planning for Prevention and Mitigation, Vulnerability and Capacity Mapping, Early warning systems vulnerability reduction; Community Participation, community based disaster preparedness and mitigation, Technological options for Disaster response, Social Accountability in various stages, Role of Media in disasters, culture of prevention, and focusing on sustainable development.

C 2.6.3: Health Intervention in Disaster Situations — Impact of disaster on individuals, families and groups, Reactions to stress and trauma, Public health interventions, Psychosocial interventions across phases of disasters, interventions with Special groups (children, women, elderly), Issues (disability, HIV/AIDS and RCH), Networking and coordination, Self care, Ethical practices in Disaster health interventions.

C 2.6.4: Seminar on Disaster Management: Policy, Perspectives and Intervention — Issues and challenges in disaster interventions, Community processes, Coordination and networking, Social Accountability measures, Disaster policies, legal and institutional frameworks, International Humanitarian Laws, Ethics and Standard Operating Practices, Role of Multilateral aid agencies and INGOs, Relevance of Prevention and Preparedness. As the course is a Seminar course unit-wise sessions will be worked out in consultation with students and course teachers. It will be evolved over the semester looking at the practice challenges emerging out of the other courses.

C 2.7: Juvenile Justice and Youth in Conflict


SKILL-BASED CONCENTRATIONS

C 3.1: Management of Non-Profit Organisations


C 3.1.3: Strategic Management for Non-Profit Organisations — Historical development of the field of strategic management and its applicability to the NPO sector, within the perspective of social development of marginalised and vulnerable sections of society. Application of the organisational framework to analyze NPOs with respect to their environments, strategies, structures, and internal processes and the manner in which these affect the effectiveness of NPOs. Content of Strategy: dimensions on which the strategies of NPOs can be described; integration of various functional strategies (reach of services, and programmes, development of services and programmes, resource generation and utilisation, human resource development); differentiating and categorizing NPOs on the basis of differences in the content of their strategies. Process of strategy formation: contemporary theories pertaining to the development of strategy over a NPO's history from the identification of its vision to the development of action aimed at operationalising its vision; the relationship between a NPO's strategy, structure, processes, and its external environment during phases in strategy formation; the process of strategy planning, implementation, and evaluation. Analysis of strategies of NPOs to develop skills in applying relevant practice-based methods, techniques, and tools to facilitate understanding of the content of strategy (forecasting methods, SWOT analysis, stakeholder analysis, monitoring techniques, and evaluation procedures), within the value framework with which Strategic Management is used in social development, (for example values pertaining to enhancing social responsibility, meeting the needs of vulnerable and marginalised groups, and ethical organisational practices).

C 3.1.4: Financial Management in Non-Profit Organisations — Principles of financial management, Book keeping- voucher and ledger, income/expenditure statement accounts, Principles and procedures of auditing, Budgeting for the NPOs and projects, method of financial reporting, Procedures and practices for administration of tenders, export-import procedures for NPOs, Costing and cost benefit analysis, management of Income Generation Programmes and micro credit, Investment and purchases, Legal and administrative aspects of Resource mobilisation, fund raising, Management of endowments and corpus.

C 3.2: Developmental Therapeutic Counselling

C 3.2.1: Personal and Professional Issues in Therapeutic/Developmental Practice — Basic elements of counselling and therapeutic work. Overview of counselling/developmental groups. Misconceptions about counselling individuals and groups. Ethical and Professional Issues in Practice - rights, psychological safety and risks, informed consent and contracts, confidentiality, self-disclosure, boundaries, power, sexuality, self awareness in terms of personal issues, needs, values, prejudices and world-view. Overview and analysis of problems and situations affecting people across the life-span in terms of changing family structures and roles, stressors associated with urban/rural living, poverty, deprivation and marginalisation.

C 3.2.2: Effective Methodologies of Working with Children and Adolescents — Models of working with children and adolescents - use of play and art forms with children across different settings and situations, e.g., through CGCs, schools, residential institutions and communities. Developmental work with children using play, theatre, drama, art and other experiential methodologies.

C 3.2.3: Therapeutic/Counselling Interventions — Overview of models of counselling/therapeutic work: psychodynamic, cognitive-behavioural, humanistic and feminist. Key concepts, principles and techniques of various approaches: Psychodrama, RET, Family Therapy, Reality Therapy, Behaviour Therapy, Crisis Counselling, Transactional Analysis, Feminist Therapy. Towards developing an eclectic approach and utilisation of models and techniques across problem situations.
C 3.2.4: Issues of Working with Special Populations — Women, children, youth affected by violence, abuse, disasters, displacement, conflict, HIV/AIDS and so on. Life span issues - roles and role shifts, career choices, sexuality, premarital, marital and sexual counselling, contraceptive and reproductive health counselling, HIV/AIDS counselling, counselling for emotional distress (depression, anxiety, suicide prevention, fears and panic reactions), lesbian and gay populations, counselling minority populations.

C 3.3 Rehabilitative and Correctional Social Work

C 3.3.1: Correctional & Social Legislations — The course will equip students with knowledge about the important sections and State rules of the following correctional laws with a focus on rights and rehabilitation of groups being processed by these laws and the role that social workers can play vis-à-vis the implementation of the same: Juvenile Justice Act, Immoral Traffic Prevention Act, Prisons Act, Prisoners’ Act, Transfer of Prisoners Act, Bombay Prevention of Begging Act, Probation of Offenders Act, Borstal Schools Act, Habitual Offenders Act, Prevention of Child Labour Act, Prevention of Atrocities Against SCs/STs Act.


C 3.3.3: Emerging Trends in Aftercare and Rehabilitation — Post-release problems and issues faced by persons in custody in relation to shelter, training, employment, family and community support and negative influences in society. Origin and development of the principles, statutory basis and organisation of aftercare and rehabilitation services. Aftercare and rehabilitation services - aftercare/probation homes and hostels, district shelters, State homes, probation and aftercare societies, discharged prisoners’ aid societies, employment and counselling services for released inmates, role of probation and aftercare associations. Current situation of aftercare and rehabilitation, problems and gaps. Changing trends - national and international scene. Impact of changing economic scenario on aftercare and rehabilitation services and its implications for social work. New directions - need for creation of services and a lobby in the field.


C 3.3.5: Seminar on Advocacy in Custodial Justice and Corrections — Developments leading to advocacy-based work in criminal justice. Important directions of Supreme Court and High Court judgments. Role of NHRC, NCW and State bodies. Public Interest Litigations - Scope and limitations. Media advocacy and opinion building methods. Field-based studies, fact-finding
and enquiry commissions. Bringing change by working with the system. Initiating social work projects in criminal justice. Dilemmas and future directions.

C 3.4 Child and Youth Practice

C 3.4.1: Skills of Working with Children in Vulnerable Situations — Understanding Approaches and Strategies of Working with Children: Welfare, service-oriented, activist-oriented, networking, collaborating, and advocacy, with a specific focus on innovative approaches in each of the areas of the children in vulnerable situations: orphans, missing and abandoned children, street and working children, child offenders, disaster and displacement, refugee children, children in foster care, children facing stigmatization, and children facing violence. Social work skills of working with children: Social work within the Juvenile Justice System, Institutional care, adoption, foster care, contact centres, open homes and group homes for children on the streets, programmes on the elimination of Child Labour, State schemes and grant-in-aid programmes: the historical context of each programme/service, legislation and current realities.

C 3.4.2: Skills for Working with Child Victims of Sexual Abuse and Exploitation — Understanding the various dimensions of child sexual abuse — Myths and facts, types, structure and process of abuse, process of disclosure, physical and emotional reactions of the child victim and internalization of the abuse situation, familial and societal attitudes. Understanding the nature, forms and socio-economic reasons for trafficking; profiles of the trafficked victims and the traffickers; modes of initiation. Counselling child victims for psychological healing; preparing children for legal processes and long term rehabilitation; preventing child sexual abuse and child trafficking by educating children about healthy sexuality and personal safety skills. Role and functions of campaigns and networks to fight against child sexual abuse and trafficking.

C 3.4.3. Practice Based Project and Seminar on Child and Youth — Analysis of the contexts in which organizations working with children and youth engage in problem-solving and critical reflection upon the approaches, strategies and interventions used by such organizations: (with a focus on enhancing the linkages between theory and social work practice related to Child and Youth). A series of input workshops on analytical perspectives and social work practice models to equip students to undertake a practice-based project, build skills in analysis and suggest appropriate social work practice models for enhancing effective interventions with children and youth, through a guided practice based process. Presentation of project in a seminar involving the participation of students, faculty, and field practitioners.
Section 3
3. Rules and Guidelines

3.1 REQUIREMENTS FOR PASSING THE MASTER’S DEGREE EXAMINATION

3.1.1 Attendance

3.1.1.1 Regularity: Every student is expected to maintain 100% attendance in the class as well as field work/internship. Absence, without prior permission, may entail disciplinary action.

3.1.1.2 Eligibility to Appear for the Examination or be Assessed through Assignment in any Course: A student should maintain a minimum of 75% of class attendance in the course to become eligible to appear for the examination or be assessed through assignment in any course. A student failing to maintain 75% of attendance in a course will be required to repeat it. However, if and when a student is deputed by the Institute to participate in a seminar, study tour, relief work or any other programme, approved by the Institute, such an absence will not be counted for computing the minimum required attendance. The students are required to submit the leave application to the concerned School Dean.

3.1.1.3 A supplementary examination will be held after the announcement of the semester examination. A student who completes the requirements of class attendance as stipulated under rule 3.1.1.2, but falls ill during the semester examination, must produce the medical certificate in order to be permitted to appear for the supplementary examination.

3.1.1.4 Absence from Field Work/Internship: A student who is absent from field work/internship for more than 2 days in a semester, for any reason, will have to compensate for the absence in toto in accordance with the instruction of the supervisor concerned and in consultation with the Field Work Coordinator. For field work/internship, students shall observe the working days/holidays of their respective field work/internship agency and not those of the Institute. If the number of holidays of the field work/internship agency exceeds that of the Institute, the student will be assigned alternative work by the supervisor.

3.1.1.5 Leave up to 7 consecutive days in a semester will be considered by the School Dean. Leave beyond 7 days will be considered by the Director on the recommendations of the School Dean, provided that the total absence of the student concerned in the courses of the semester will be within 25%.

3.1.1.6 Late joining in Semester I will be permitted up to one week only on payment of full fees and deposits before the due date. Absence due to late joining will be treated as leave of absence under Rule 3.1.1.2.

3.1.1.7 Special Cases: In very exceptional cases arising from illness or other emergencies, the Director, in consultation with the School Dean, may consider condonation of the absence exceeding 25%.

3.1.2 Field Work/Internship

3.1.2.1 A distinctive feature of our teaching programmes is the emphasis laid on field work/internship as an integral part of the total curriculum. For the M.A. Social Work students, this includes institutional visits and group lab sessions. Field work/internship enables the student to integrate and reinforce the knowledge acquired in the classroom with actual practice under competent supervision provided by field instructors who may be Institute faculty or staff of the agency. The content of field work/internship is planned to provide an orderly sequence of
learning. Supervised field work/internship of 15 hours, per week, is required for all M.A. students (except those of Development Studies and Education [Elementary] programmes) and 30 working days for M.H.A. students, per semester. Field Work/Internship is organised as concurrent and block field work for the Social Work and HRM&LR programmes. In all the four semesters, concurrent field work is organised. In their second year, students are placed for concurrent field work according to the specific requirements of each specialisation.

For the HRM&LR programme, concurrent field work is for the first three semesters and in Semester IV, block field work is of **30 continuous working days**.

For the M.H.A. programmes, the internship is of 30 working days in each semester.

In case of M.A. in Education (Elementary), 15 days field attachment is organised at the end of Semesters II and III.

In case of M.A. in Globalisation and Labour, all students will undergo an internship of 6 months with a trade union or membership-based organisation.

In case of M.A. in Social Entrepreneurship, there is block field work spread over four semesters of about 5 weeks in each semester. There is an NGO block placement of about 4 weeks at the end of Semester IV, which is compulsory and non-credit.

3.1.2.2 Field Work/Internship Attendance Sheet for all the programmes should be handed over to the respective School Secretariat, every month, with the signature of the Field Work Supervisor and the School Dean. Otherwise, the student will be considered absent for the period of field work.

3.1.2.3 Where observation visits are arranged as a part of field work/internship, student participation is compulsory.

3.1.2.4 A Rural Practicum is arranged in the First Year Social Work students. Participation in the Practicum is compulsory. Under exceptional circumstances, if a student is unable to participate in the Rural Practicum or preparatory and evaluation sessions, he/she will compensate for the absence, for a period of one week in a rural area through a rural based agency after the Semester II exams. The accompanying faculty, in consultation with the Rural Practicum Coordinator, will finalise the programme of activity.

3.1.2.5 Where study tours are arranged by the Schools of the Institute, participation in such tours is compulsory. Under exceptional circumstances, the School Dean, with the approval of the Director, may grant exemption. If, for some reason, a student is unable to go on the study tour, he/she will compensate for the absence, for an equivalent period, with additional field work in the agency in which he/she is placed.

3.1.2.6 Towards the end of Semester IV, block field placement will be organised. Every student is required to complete full-time, block field work placement of 4 weeks after the Semester IV examinations. Every student is required to produce a certificate/evaluation form indicating satisfactory completion of block field placement from the organisation placed in, failing which the conferment of degree will be withheld.

3.1.2.7 The student must satisfactorily meet all the requirements as well as the specified number of hours/days with respect to 3.1.2.1, 3.1.2.2, 3.1.2.3, 3.1.2.4, 3.1.2.5 and 3.1.2.6, as well as Clauses 3.1.5.6, 3.1.5.7 and 3.1.5.8 to become eligible for the degree.
3.1.3 Research Project/Dissertation

3.1.3.1 Weightage:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Studies</td>
<td>12</td>
</tr>
<tr>
<td>Disaster Management</td>
<td>6</td>
</tr>
<tr>
<td>Globalisation and Labour</td>
<td>16</td>
</tr>
<tr>
<td>Health Administration</td>
<td>6</td>
</tr>
<tr>
<td>Hospital Administration</td>
<td>6</td>
</tr>
<tr>
<td>Human Resources Management and Labour Relations</td>
<td>4</td>
</tr>
<tr>
<td>Social Work</td>
<td>6</td>
</tr>
</tbody>
</table>

3.1.3.2 A major consideration in providing a research project is its educational value. It offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyse the data and write up the project under the guidance of a faculty.

3.1.3.3 Research project is compulsory for the students of Master of Health Administration, M.A. in Development Studies, M.A. in Disaster Management and M.A. in Human Resource Management and Labour Relations programmes and optional for students of the other M.A. and the M.H.A. (Hospital) programmes. Those students of Hospital Administration who do not opt for a research project will have to undergo 30 working days of additional internship at the end of Semester IV. Social Work students are strongly encouraged to do a research project. However, they have the option of choosing between a research project experience and 3 additional optional courses. The students who opt for research projects should select their research areas in Semester II for reporting to the Academic Council.

3.1.3.4 One bound copy of the Research Project/Dissertation Report, duly signed by the Research Guide, should be submitted to the Academic Section on the last working day of February, or the next working day in case it is a field work day, in Semester IV (Working days - Monday to Friday). The student, who submits the research project dissertation after the due date for whatever reason(s), will be treated as appearing for the supplementary examination in the requirement of Research Project/Dissertation.

3.1.3.5 If the thesis committee assesses it to less than a grade point of 1.50 in the research project/dissertation, he/she will be required to resubmit the research project/dissertation with additional work addressing issues raised by the Committee.

3.1.4 Examination

3.1.4.1 Students must be in regular attendance and pass periodical tests as well as assignments. In the final evaluation for each course, due consideration will be given to the student’s contribution to classroom discussion, written reports, reading, and other assignments. In courses without written examination, the student may be evaluated on the basis of assignments only.

3.1.4.2 A student having difficulty in the English language would be mandated to attend the special English classes and appear for an examination to be held at the end of the first semester.
3.1.4.3 Students should write their Enrolment Number on their Assignments/Examination Answer books after obtaining the Admit Card for the Semester Examination. The enrolment number given for the Semester I/III examination will remain the same for all the remaining Semester examinations/assignments. Students should not write their names on their Assignments/s or Examination Answer Books or put any mark thereon, which will reveal their identity.

3.1.4.4 All the Assignments/Answers should be written in ENGLISH, as the medium of instruction is ENGLISH.

3.1.5 Requirements for Passing (Grade Points)

3.1.5.1 Students’ work will be evaluated in grade points under the seven-point scale fixed by the UGC. The grades, grade points and percentage equivalents are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>% equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘O’ = Outstanding</td>
<td>5.50-6.00</td>
<td>75-100</td>
</tr>
<tr>
<td>‘A’ = Very Good</td>
<td>4.50-5.49</td>
<td>65-74</td>
</tr>
<tr>
<td>‘B’ = Good</td>
<td>3.50-4.49</td>
<td>55-64</td>
</tr>
<tr>
<td>‘C’ = Average</td>
<td>2.50-3.49</td>
<td>45-54</td>
</tr>
<tr>
<td>‘D’ = Below Average</td>
<td>1.50-2.49</td>
<td>35-44</td>
</tr>
<tr>
<td>‘E’ = Poor</td>
<td>0.50-1.49</td>
<td>25-34</td>
</tr>
<tr>
<td>‘F’ = Very Poor</td>
<td>0.00-0.49</td>
<td>00-24</td>
</tr>
</tbody>
</table>

The Grade Point Average is calculated to two decimal points. A student who gets a grade point of 1.49 or less in an individual course will be considered to have failed in that course.

Each lecture course of one hour a week will carry one credit hour per semester. The field work/internship for a year will carry 12 credit hours.

*Grade Point Average for Each Semester:* The grade points obtained for each course completed by the student is multiplied by the credit hours given to the particular course and the sum total of the products of the grade points and credit hours, thus obtained is divided by the total number of credit hours for the courses for which the student has fulfilled all the requirements in the semester.

*Overall Grade Point Average for the Total Two-year Programme:* The grade points obtained for each course offered during the programme multiplied by the credit hours given to the course in the relevant semester, are added up and divided by the total number of credit hours for the entire two-year programme.

3.1.5.2 *To Qualify for the Degree:* A student should get at least 1.50 Grade Point in individual courses, including Field Work/Internship and Research Project/Dissertation (where applicable), and must secure a minimum cumulative grade point average of 2.50 at the end of Semester IV. In addition, the student must complete the block field placement satisfactorily.

3.1.5.3 A student obtaining a D Grade, i.e. a minimum of 1.50 points in the 7-point grade system as explained in 3.1.5.1 and desirous of improving grade in a course(s), can reappear for an examination in that/those course(s) during the period when supplementary examination for the course(s) is held in that semester. For such improvement of grades, mark “I-Improvement”, will be shown on the grade sheet.
3.1.5.4 If, in such an additional examination, the grade obtained is lower than that obtained earlier by the student, the better of the two grades will be the final grade in the course.

3.1.5.5 A student failing to get a minimum cumulative grade point average of 2.50 in Semester I/III will be allowed to continue his/her study for Semester II/IV, but will be required to make up for the deficiency and achieve the cumulative grade point average of 2.50 by the end of the Semester II/IV by obtaining better grades in other courses to pass the first/second year successfully.

3.1.5.6 A student securing less than an Average Grade Point 2.50 at the end of Semester II will be considered as failed in the first year. Such a student may be provisionally permitted to proceed to Semester III but is required to obtain a cumulative average grade point of 2.50 within two improvement examinations prior to the beginning of Semester IV. A student not getting an average grade point of 2.50 even after appearing for two consecutive improvement examinations will be considered to have failed in the first year and he/she will have to discontinue the programme.

3.1.5.7 A student failing to get an average grade point of 2.50 at the end of Semester IV will not be considered to have passed the course. He/She will be required to appear for the Improvement Examination till he/she gets an average grade point 2.50. However, there will not be more than two Improvement Examinations. A student failing to get an average grade point of 2.50 even after attending two Improvement Examinations will be considered to have failed in the programme and he/she will have to repeat the second year (Semesters III & IV), but within a period of 5 years from the date of admission.

3.1.5.8 If a student fails to get a minimum grade point of 1.50 in field work/internship in either of the years of study, he/she will have to repeat the entire programme of that year/semester all over again. A student, who is found wanting in field work/internship will be informed about his/her failure by the end of March/October. (Previous warnings are given to such students by the concerned School Dean/supervisor in Semester I/II.)

3.1.5.9 Semester I/III: In case of the Social Work and HRM&LR programmes, if a student’s performance in field work is found unsatisfactory in Semester I/III and the same has been formally communicated to him/her, the School Dean may, in his/her discretion, in consultation with the Field Work Coordinator, ask the student to repeat the field work before he/she is permitted to proceed to the next semester.

In case of both the M.H.A. programmes, if a student’s performance in internship is found unsatisfactory in Semester I/III and the same has been formally communicated to him/her, the School Dean may, in his/her discretion, and in consultation with the Internship Coordinator, ask the student to repeat the internship before he/she is permitted to proceed to the next semester.

3.1.5.10 Semester II/IV: In case of the Social Work and HRM&LR programmes, a student who fails to get an average of 1.50 in field work can, in consultation with the Field Work Coordinator and the School Dean, repeat the field work requirement during the next academic year. If the student succeeds in improving his/her field work grade and attains a minimum grade point of 1.50, he/she can proceed to next year in the subsequent academic year. Only one chance will be given to improve the grade. Such students will be given hostel accommodation only after the new entrants have been provided the facility, subject to the availability of rooms.

In case of both the M.H.A. programmes, if a student fails to get an average of 1.50 in internship, he/she can, in consultation with the Internship Coordinator and the School Dean, repeat the internship requirement during the next academic year. If the student succeeds in
improving his/her internship grade and attains a minimum grade point of 1.50, he/she can proceed to the next year in the subsequent academic year. Only one chance will be given to improve the grade. Such students will be given hostel accommodation only after the new entrants have been provided the facility, subject to the availability of rooms. The Internship period is 30 continuous working days.

3.1.5.11 A student getting a minimum grade point average of 2.50 at the end of the semester, but failing in up to two courses (except field work/internship) will be allowed to appear for a supplementary examination, in each course. Such supplementary examinations will be arranged after the announcement of the results.

3.1.5.12 If a student is not able to clear the course even after appearing in a supplementary examination, conducted after the announcement of the semester results, as stipulated in rule 3.1.5.13, or if a student cannot appear for the said supplementary examination, due to some reason, he/she can appear for a second and the last supplementary examination when organised. If, for some reason, the student is unable to attend the classes, the student should seek individual assistance through the School Dean and the course instructor. However, there will not be more than 2 supplementary examinations to be conducted for a course of a particular programme.

3.1.5.13 Supplementary/Improvement Examination: The supplementary/improvement examination fees should be paid within 10 working days from the announcement of the semester examination results. Thereafter, the fees will not be accepted and the student will not be allowed to appear for the supplementary/improvement examination. The said supplementary examination will be counted for the total number of maximum two consecutive supplementary examinations for a course as stipulated above under clause 3.1.5.12. However, in the case of improvement examination, if a student fails to appear for the examination, his/her earlier grades will be considered as "Improvement Grades" and for such grades mark "I" will be shown in his/her Grade Card.

3.1.5.14 The grade card will mention as S1 or S2 attempts in case of supplementary examinations.

3.1.5.15 If a student fails to get a cumulative grade point average of 2.50 by the end of the Semester II/IV provided under rule 3.1.5.5, and fails in more than two subjects of both semesters of the year, he/she will have to repeat the full year of study.

3.1.5.16 A student failing in more than two courses will not be eligible to appear for the supplementary examination. Such a student will be deemed to have failed in the semester and will have to repeat the semester in the next academic year in consultation with the School Dean.

3.1.5.17 A student who drops out during Semester I will have to seek fresh admission in order to pursue the programme.

3.1.5.18 A student, who falls short of the 75% attendance in more than two courses of Semester I, will be deemed to have withdrawn from the programme. He/She will have to seek fresh admission in order to pursue the programme.

3.1.5.19 A student may be allowed to withdraw temporarily from the programme, provided he/she has successfully completed Semester I.

3.1.5.20 A student will have to complete the entire programme within a maximum period of 5 years from the date of admission. This applies to those who are granted temporary withdrawal from the programme, or repeat a semester course, or appear for supplementary/improvement examinations.
3.1.5.21 In case of failure in optional course(s), the student concerned, with the approval of the School Dean, can choose alternative course(s). In the event of discontinuation of the course, or substantial modification in the course contents, the students may reappear in the examination for the old course(s) within a period of 5 years from the date of admission to the Institute.

3.1.5.22 If so desired, a student can, in addition to the minimum courses required to be offered in a semester, offer additional courses as additional credit courses. When a student opts for such additional credit course(s), the student has to fulfil all the conditions as required under the compulsory courses. However, for the purpose of calculation of grade point average, the additional course(s) will not be considered. In the case of failure in additional course(s), it may not be compulsory for the student to appear for the supplementary examination and pass in it, but such failure will be shown in the Grade Card.

3.1.5.23 In addition, a student can also audit any other course(s) offered. It is generally not necessary to appear for the examination. A student will be permitted to audit a course with the permission of the School Dean, in consultation with the Course Teacher. Audit of a course will be shown in the Grade Card provided that the student maintains 75% attendance and class participation requirements for the course. Condonation of absence will not be considered in such a case.

3.1.5.24 Grace Grades: Students obtaining overall Average Grade Point of 3.48, 4.48 or 5.48, at the end of Semester IV only, will be given Grace Grades upto a maximum AGP of 0.02 to enable the students to get the next higher grade. Grace grades will not be considered for any prize.

3.1.5.25 The Institute reserves the right to ask a student to leave the programme if he/she is found unsuitable for the same.

3.1.6 Award of Degrees

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

3.1.7 Withholding Conferment of Degree

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.

3.2 RULES FOR DEALING WITH CASES OF CHEATING/COPYING IN EXAMINATIONS/ASSIGNMENTS/FIELD WORK REPORTS/PROJECT REPORTS BY STUDENTS

3.2.1 Types of Unfair Means Cases

If, during the course of an examination, any candidate is found doing any of the following acts, he/she shall be deemed to have used unfair means at the examination.

(i) Having in possession papers, books, notes or any other material or information relevant to the examination in the paper concerned;
(ii) Giving or receiving assistance of any kind or attempting to do so;

(iii) Copying/cheating in examinations, assignments and the field work reports/project reports;

(iv) Writing question(s) and/or answer(s) on any material other than the answer book given by the Hall Supervisor for writing the answers;

(v) Tearing off the answer book, supplementary answer books, etc., or a part thereof;

(vi) Contacting/talking or trying to contact/talk with any other person during the examination time;

(vii) Using or attempting to use any other undesirable method or means in connection with the examinations, e.g., using abusive language in the answer book, disclosing identity in answer book;

(viii) Smuggling in/out an answer book/question paper;

(ix) Impersonation;

(x) Running away with the answer book; and

(xi) Any other act amounting to serious misconduct.

3.2.2 Procedure to be followed by the Hall Supervisor/Chief Supervisor in case unwanted materials ARE found with a Candidate

(i) As soon as any case of unfair means comes to the notice of the Hall Supervisor, he/she shall take possession of the answer book of the candidate along with paper or other material found with him/her and provide the candidate with a second answer book superscribed as “SECOND ANSWER BOOK”.

(ii) The Hall Supervisor shall record on the first answer book the time when the case was brought to his/her notice.

(iii) He/She shall also record the time of issuing the second answer book to the candidate on it.

(iv) While issuing the second answer book the candidate shall be directed by the Hall Supervisor/Chief Supervisor to submit his/her written explanation, for use of an unfair means during the examination.

(v) In case the candidate refuses to give the statement, he/she should not be forced to do so. Only the fact of refusal should be recorded and signed by the Hall Supervisor on duty at the time of the occurrence and attested by the Chief Supervisor.

(vi) The Chief Supervisor shall also call for the statement of the Hall Supervisor concerned and attach it with the case.

(vii) The two answer books used by the candidate along with the explanation of the candidate or a note regarding refusal to give the statement to the Hall Supervisor(s) and the remarks of the Chief Supervisor in this matter should be forwarded in the prescribed pro forma for further action in a separate sealed cover (marked confidential) to the Registrar of the Institute soon after the examination of the paper is over. The answer books of unfair means cases should be kept in safety bag containing other answer books but must be sent in a separate sealed cover, with ‘unfair means’ marked on the cover and addressed to the Registrar of the Institute.
(viii) As far as possible, precise information as to where from the material was found (in the pocket, desk, shoes, etc.) or the details of the person/another examiner from who it was obtained should be mentioned in the statement of the Hall Supervisor/s. The copying material so detected by the Hall Supervisor/s should be signed and countersigned by the Chief Supervisor on each page and the total number of pages detected should be mentioned on the title of the answer book duly signed by the Hall Supervisor and the Chief Supervisor.

(ix) The matter by the Registrar from the Chief Supervisor should be forwarded to the Director after giving an opportunity to the candidate concerned to give his/her explanation on that day.

(x) Candidates can be physically searched by the Chief Supervisor/Hall Supervisor or any other person deputed by the Institute before or during the examination, at any time, except that a female candidate should be searched by a female member of the staff only.

3.2.3 Procedure to be followed in case of smuggling out of an answer book

In case a candidate has smuggled an answer book out, the Chief Supervisor should call for the student and try to secure the answer book. In the event of non-availability of the answer book, the matter should be reported to the police and copy of the FIR be sent to the Institute along with the statements of the Hall Supervisor present in the examination room and also of the candidate. The statements of other Hall Supervisors/peons, etc., if any, should also be forwarded. The statements should contain the time of the incident and details of the case as to how the candidate took away the answer books; efforts made to recover the answer book should also be stated.

3.2.4 Procedure to be followed by the examiner in case of copying/cheating in the field work report/assignment/research project

(i) While evaluating the field work report or assignment/project report, if the examiner finds that two or more field work reports are identical and one has copied the field work report/assignment/project report of other student(s) he/she should send a report to the Head of the Department who will conduct the necessary investigations and forward the final report through the Registrar, to the Director, along with the identical field work report/assignment/project report in a separate sealed cover with “Unfair Means” marked on the cover and addressed to the Director of the Institute.

(ii) While evaluating an assignment, if the examiner finds that the student has copied the assignment from a book, journal, magazine, and has not given any proper citation for the reference, he/she should send a report to the Head of the Department who will conduct the investigation and forward the final report through the Registrar to the Director along with the assignment and a copy of the book, journal, magazine from where the student has copied his/her assignment in a separate sealed cover with “Unfair Means” marked on the cover and addressed to the Director of the Institute.

3.2.5 Other Cases of Unfair Means

(i) In case of impersonation, the Chief Supervisor should send to the Registrar the statements of the person found to be impersonating, the Hall Supervisors and that of the real candidate, if possible. The Registrar may also report the matter to the police, if necessary.
(ii) In case of misconduct of a serious nature, the matter should be reported to the police, if necessary. Statements of the Hall Supervisor(s) and that of the peon/policemen concerned may be obtained and sent to the Director for further action. Candidates found using any of the unfair means are, however, not to be debarred from appearing in the remaining paper(s).

3.2.6 Penalties

(i) If a student is found copying/cheating in an examination, he/she will be deemed to have failed in the course and will be required to appear for supplementary examination.

(ii) If the same student is found copying/cheating in an examination in any other following semester/s, he/she will be deemed to have withdrawn from the programme.

(iii) If a student is found copying/cheating in a research project, he/she will be deemed to have failed in the research project and will be required either to do a research in another area with the guidance of the Guide or opt for three additional courses in lieu of research project, in the next academic year, depending upon the class timetables.

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

(v) If a student is found reporting falsely in the field work/internship recordings, he/she will be deemed to have failed in the field work/internship and will be required to repeat the field work/internship in another field work/internship agency in the next academic year in consultation with the Head of the Department and the field work/internship supervisor.

3.3 RULES FOR RE-EVALUATION OF ACADEMIC PERFORMANCE

3.3.1 General Rules

3.3.1.1 A student, who desires to have a re-evaluation of his/her answer papers, research project, or field work/internship performance, shall be required to apply for re-evaluation within 10 working days after the declaration of results of the semester. Re-evaluation means verification of grades and/or reassessment of answer papers, research project, assignments, field work/internship performance.

(i) For those who opt for re-evaluation, the supplementary examination would be held before the next semester examination in case they are declared failed in the re-evaluation.

(ii) Those who opt for re-evaluation are not eligible to appear for either the supplementary examination or the examination for the improvement of grades. They have to exercise option in favour of re-evaluation of the examination. Regular supplementaries will be held as usual.

(iii) The student shall submit the prescribed application for re-evaluation after consultation and through the School Dean, to the Academic Section along with the prescribed fee. A student who fails in more than 2 courses and applies for re-evaluation of those courses
can provisionally proceed to the next semester till his/her papers are re-evaluated. If he/she is declared to have failed again in more than 2 courses, after the re-evaluation, he/she will forfeit his/her semester fees and repeat the full semester in the next academic year.

### 3.3.1.2
A student who has applied for the re-evaluation of grade points in a particular course/research project or field work/internship will be first shown the verified grade point. If the student is satisfied with the verified grade point, and gives in writing that he/she is not interested in re-evaluation, no re-evaluation will be done and the difference between the fees meant for verification of grades and the fees meant for re-evaluation, will be refunded.

### 3.3.1.3
The student shall submit an application through the Dean after consultation, to the Deputy Registrar, for the re-evaluation of his/her answer books/research project along with the prescribed fee.

### 3.3.1.4
The student applying for re-evaluation shall give an undertaking in writing to the effect that the results of the re-evaluation of his/her answer books (which include the assignments submitted in lieu of examination)/research project/field work/internship performance shall be binding on him/her and that he/she shall accept the revised grades assigned, whether the original grades increase or decrease.

### 3.3.1.5
The revised grades will be taken into account for order of merit for Semesters I, II and III, if the student is not eligible for a prize in the same semester. With respect to the prizes for the best students in the first year, the decision may be deferred to a suitable date to accommodate cases of re-evaluation.

### 3.3.1.6
If the student is satisfied with the verification of grades, but gives in writing that he/she still wishes to go for re-evaluation, the request for re-evaluation will be considered by the office and necessary follow-up action would be taken up. However, under no circumstances, will the student be allowed to withdraw from the re-evaluation subsequently.

### 3.3.1.7
A student, who applies for re-evaluation of a Semester IV course(s) after the degree has been awarded, should return the degree certificates and the grade card. The re-evaluation will be completed within 6 months.

### 3.3.2 Theory Courses/Research Project/Field Work/Internship

#### 3.3.2.1
A Committee, with the power to co-opt, shall be constituted by the Academic Council to consider the requests for re-evaluation of grades in theory courses/research project/field work/internship. The Committee will have a two-year period and will be reconstituted every third year. The Chairperson of such a Committee will be decided by the Director from among the members of the Committee. The Committee will submit a report to the Council.

#### 3.3.2.2
The Re-evaluation Committee will ordinarily invite a member of the faculty of the Institute 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 School/Centre to which either the student or his/her examiner belongs to.

#### 3.3.2.3
The Committee appointed for considering the requests for re-evaluation in theory courses/research project/field work/internship, will meet to appoint examiners based on the expertise required for requests for re-evaluation in the specific courses or the area of research/field work/internship.

#### 3.3.2.4
Theory Courses: Re-evaluation in theory courses will be: (i) written examinations conducted by the Institute at the end of the semester, (ii) written assignments in lieu of examinations,
and/or (iii) written assignments utilised as a part of internal evaluation, in addition to the examination.

3.3.2.5 The concerned faculty member, who taught the course and assessed the student, will submit a note along with the grade sheet and answer book/assignments, with a view to enlighten the re-evaluator on the course content and the emphasis given by the him/her, while teaching the course, and the broad criteria followed in the assessment. The answer book of the highest, lowest and average grades shall accompany the re-evaluation answer book.

3.3.2.6 Research Project: In the case of research project, the initial evaluation will be in two parts as follows:
   i) Process evaluation — 30% (not re-evaluable)
   ii) Project evaluation — 70% (re-evaluable)

3.3.2.7 Field Work/Internship: In case of field work/internship, the re-examiner will review the following:
   i) Field work/internship recording of the student.
   ii) Field work/internship diary of the student.
   iii) Records of supervisory conferences submitted by the student.
   iv) Supervisory diary maintained by the supervisor.
   v) Mid-term and final evaluation form maintained by student and the supervisor.

The re-examiner will meet the student concerned and get a verbal report as regards the work he/she has done. The re-examiner may also ask questions so as to assess the student’s field work/internship knowledge, skills and attitudes. The re-examiner will also meet the supervisor and get a verbal report about the student’s performance. The re-examiner will meet the student and the supervisor at a joint meeting, if necessary. When a student is placed for field work/internship in an agency, where the social worker/senior administrator of the agency directly supervises the student’s field work/internship, there is generally a faculty member who is in charge of the student’s placement. In such a case, the re-examiner may meet the supervisor and the faculty member who is in charge of the student together. The re-examiner may also meet others concerned, such as the School’s Field Work/Internship Coordinator.

3.4 RULES PROHIBITING RAGGING

3.4.1 Introduction

3.4.1.1 Ragging in any form is strictly prohibited, within the Institute premises or any part of the Institute system, as well as on public transport.

3.4.1.2 Meaning: 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, or asking the students to do any act or perform something which such a student will not do in the ordinary course and which causes him/her shame or embarrassment or danger to his/her life. Causing, inducing, compelling or forcing a student, whether by way of a practical joke or otherwise, to do any act which detracts from human dignity or violates his/her person or exposes him/her to ridicule or forbear from doing any lawful act, by intimidating, wrongfully restraining, wrongfully confining, or injuring him/her or by using criminal force to him/her or by holding out to him/her any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force.
3.4.2 **Punishments**

The following shall be the punishments for those who are found guilty of participation in or abetment of ragging. The quantum of punishment shall, naturally, depend upon the nature and gravity of the offence as established by the Disciplinary Committee or the court of law.

i) Cancellation of admission.

ii) Suspension from attending classes.

iii) Withholding/withdrawing scholarship/fellowship and other benefits.

iv) Debarring from appearing in any test/examination or other evaluation process.

v) Withholding results.

vi) Debarring from representing the Institute in any national or international meet, tournament, youth festival, etc.

vii) Suspension/expulsion from the hostel.

viii) Rustication from the Institute for periods varying from 1-4 semesters.

ix) Expulsion from the Institute and consequent debarring from admission to any other Institute.

x) Fine up to Rs. 25,000/-. 

xi) Rigorous imprisonment up to three years by a court of law.

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

3.5 **WITHDRAWAL OF DEGREES**

The Governing Board, on the recommendation of the Academic Council of the Institute, by a resolution passed with the concurrence of not less than two-thirds of the members voting, can withdraw any degree, conferred by the Institute.
Section 4
4. Fees and Deposits

4.1 COMPULSORY FEES, DEPOSITS AND OTHER ESTIMATED EXPENDITURE FOR INDIAN STUDENTS FOR TWO ACADEMIC YEARS IN INDIAN RUPEES (2007–2009 ACADEMIC YEAR)

ALL FEES ARE SUBJECT TO REVISION

4.1.1 Development Studies

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Statutory Fees</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(i) Tuition Fees</td>
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<td>10000</td>
<td>10000</td>
<td>10000</td>
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<td>(ii) Examination Fees</td>
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<td><strong>TOTAL (A)</strong></td>
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<td>10300</td>
</tr>
<tr>
<td><strong>B. Non-Statutory Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Other Compulsory Charges</td>
<td>1544</td>
<td>100</td>
<td>1544</td>
<td>100</td>
</tr>
<tr>
<td>(ii) Dining Hall Charges (approx.)</td>
<td>6000</td>
<td>6000</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>(iii) Hostel &amp; Electricity Charges</td>
<td>3000</td>
<td>3000</td>
<td>3000</td>
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<td>9100</td>
</tr>
<tr>
<td><strong>C. Development Fund</strong></td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td><strong>D. Refundable Deposits</strong></td>
<td>8900</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Grand Total (A+B+C+D)</strong></td>
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<td>21900</td>
<td>23344</td>
<td>21900</td>
</tr>
</tbody>
</table>

Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-.
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.
### Disaster Management

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td><strong>A. Fees</strong></td>
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<td>300</td>
<td>1,200</td>
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<td><strong>B. Charges</strong></td>
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<td></td>
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<td>1. Students’ Medical Insurance Premium</td>
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<td>1,444</td>
<td>-</td>
<td>2,888</td>
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<td>1,500</td>
<td>2,500</td>
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</tr>
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<td><strong>C. Collection for Students</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students’ Union</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td><strong>D. Hostel Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Double Seater</td>
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<td>2. Electricity</td>
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<td>1,500</td>
<td>1,500</td>
<td>6,000</td>
</tr>
<tr>
<td>3. Deposits to be adjusted against Dining Hall monthly bills</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>24,000</td>
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<td><strong>E. Refundable Deposits</strong></td>
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</tr>
<tr>
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<td>-</td>
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<td>2,000</td>
</tr>
<tr>
<td>2. Computer</td>
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<td>3. Caution</td>
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<tr>
<td>4. Dining Hall**</td>
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<td>-</td>
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<tr>
<td>5. Hostel**</td>
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<td>-</td>
<td>-</td>
<td>1,000</td>
</tr>
<tr>
<td>6. Electricity**</td>
<td>1,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
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<td>53,400</td>
<td>52,900</td>
<td>55,344</td>
<td>2,24,888</td>
</tr>
</tbody>
</table>

** These charges are applicable for hostelite only.

**Notes:**

(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.

(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.

(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-.

(iv) Electricity Charges are Rs. 1,500/- per student, per semester.
4.1.3 Education (Elementary)

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Statutory Fees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Tuition Fees</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
</tr>
<tr>
<td>(ii) Examination Fees</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td><strong>TOTAL (A)</strong></td>
<td>10300</td>
<td>10300</td>
<td>10300</td>
<td>10300</td>
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<tr>
<td><strong>B. Non-Statutory Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Other Compulsory Charges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Dining Hall Charges (approx.)</td>
<td>1500</td>
<td>1500</td>
<td>1500</td>
<td>1500</td>
</tr>
<tr>
<td>(iii) Hostel &amp; Electricity Charges</td>
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<td>1075</td>
<td>1075</td>
<td>1075</td>
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<tr>
<td><strong>TOTAL (B)</strong></td>
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<td>2575</td>
<td>1575</td>
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<tr>
<td><strong>C. Development Fund</strong></td>
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<td>2500</td>
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<tr>
<td><strong>D. Refundable Deposits</strong></td>
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<td><strong>Grand Total (A+B+C+D)</strong></td>
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<td>15375</td>
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</table>

**Notes:**
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-.
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.

4.1.4 Globalisation and Labour

The semester-wise fee structure will be conveyed to the students at the time of admission.

A. **Tuition Fees**
   - Examination Fees: 600
   - Other Charges: 1,644
   - Compulsory Deposits: 4,500

B. **Hostel Fees**
   - Double Seater: 3,000
   - Multi-Seater: 2,000
   - Electricity Charges: 3,000
   - Dining Hall*: 12,000
   (Deposit to be adjusted against DH monthly bills)

C. **Refundable Deposits (Hostelites)**: 4,400
D. **Development Fund**: 5,000
Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1,000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-. 
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.

4.1.5 Health and Hospital Administration

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Statutory Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Tuition Fees</td>
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<td>11600</td>
<td>11600</td>
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<tr>
<td>(ii) Examination Fees</td>
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<td>300</td>
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<tr>
<td>TOTAL (A)</td>
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<td>11900</td>
<td>11900</td>
<td>11900</td>
</tr>
<tr>
<td>B. Non-Statutory Charges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Other Compulsory Charges</td>
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<td>1600</td>
</tr>
<tr>
<td>(ii) Dining Hall Charges (approx.)</td>
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<td>6000</td>
<td>6000</td>
<td>6000</td>
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<tr>
<td>(iii) Hostel &amp; Electricity Charges</td>
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<td>3000</td>
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<td>10600</td>
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<td>C. Development Fund</td>
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<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>D. Refundable Deposits</td>
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<td>-</td>
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<td>Grand Total (A+B+C+D)</td>
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<td>26444</td>
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</table>

Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
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(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1,000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-. 
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.
4.1.6 Human Resources Management and Labour Relations

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Statutory Fees</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Tuition Fees</td>
<td>11600</td>
<td>11600</td>
<td>11600</td>
<td>11600</td>
</tr>
<tr>
<td>(ii) Examination Fees</td>
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<td>300</td>
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<td><strong>TOTAL (A)</strong></td>
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<td>11900</td>
<td>11900</td>
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<tr>
<td><strong>B. Non-Statutory Charges</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Other Compulsory Charges</td>
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<td>1544</td>
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</tr>
<tr>
<td>(ii) Dining Hall Charges</td>
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<td>6000</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>(iii) Hostel &amp; Electricity Charges</td>
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<td>9100</td>
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<tr>
<td><strong>C. Development Fund</strong></td>
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<td>2500</td>
</tr>
<tr>
<td><strong>D. Refundable Deposits</strong></td>
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<td>23500</td>
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</table>

Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-.
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.

4.1.7 Social Entrepreneurship

The semester-wise fee structure will be conveyed to the students at the time of admission.

A. **Tuition Fees** 23,200
   Examination Fees 600
   Other Charges 1,644
   Compulsory Deposits 4,500

B. **Hostel Fees**
   Double Seater 3,000
   Multi-Seater 2,000
   Electricity Charges 3,000
   Dining Hall* 12,000
   (Deposit to be adjusted against DH monthly bills)

C. **Refundable Deposits (Hostelites)** 4,400

D. **Development Fund** 5,000
Total Estimated Expenditure (Excluding Research Expenses)

First Year (2007-2008)

For Hostelites 57,344
For Non-Hostelites 34,944

Second Year (2008-2009)*

For Hostelites 48,444
For Non-Hostelites 25,444

* Likely to be revised in the 2008-2009 academic year.

Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) The Hostel Fees, per semester are: (a) Double Seated = Rs. 1,500/-, (b) Multi Seated = Rs. 1000/-, and (c) Single Room, Ph.D. Wing = Rs. 2,500/-.
(iv) Electricity Charges are Rs. 1,500/- per student, per semester.

4.1.8 Social Work

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Statutory Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Tuition Fees</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
<td>10000</td>
</tr>
<tr>
<td>(ii) Examination Fees</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL (A)</td>
<td>10300</td>
<td>10300</td>
<td>10300</td>
<td>10300</td>
</tr>
<tr>
<td>B. Non-Statutory Charges</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Other Compulsory Charges</td>
<td>3044</td>
<td>100</td>
<td>3044</td>
<td>100</td>
</tr>
<tr>
<td>(ii) Dining Hall Charges (approx.)</td>
<td>6000</td>
<td>6000</td>
<td>6000</td>
<td>6000</td>
</tr>
<tr>
<td>(iii) Hostel &amp; Electricity Charges</td>
<td>3000</td>
<td>3000</td>
<td>3000</td>
<td>3000</td>
</tr>
<tr>
<td>TOTAL (B)</td>
<td>12044</td>
<td>9100</td>
<td>12044</td>
<td>9100</td>
</tr>
<tr>
<td>C. Development Fund</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
</tr>
<tr>
<td>D. Refundable Deposits</td>
<td>8900</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grand Total (A+B+C+D)</td>
<td>33744</td>
<td>21900</td>
<td>24844</td>
<td>21900</td>
</tr>
</tbody>
</table>

Notes:
(i) Fee for International Students from SAARC and other low income countries will be 10% higher on tuition fees than that for Indian students.
(ii) Every hostelite will be required to pay Rs. 6,000/- (Rupees Six Thousand only), per Semester, as advance, against the Dining Hall monthly bill, along with the Semester Fees.
(iii) Social Work students will be required to bear their expenditure on Rural Practicum (First Year) and Study Tour (Second Year) on their own. They have to deposit Rs. 1,500/- (Rupees One Thousand and Five Hundred only) at the beginning of the academic year.
(iv) The Institute will bear the expenditure on Rural Practicum and Study Tour of SC and ST students, who are eligible for GoI Post-Matric Scholarship.
4.2 Fees, Deposits and other Estimated Expenditure for International students from higher income countries for the Academic Year 2007–2009 (in US Dollars)

<table>
<thead>
<tr>
<th>FEE COMPONENT</th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DS/SW</td>
<td>HRM &amp; LR/ MHA</td>
<td>DS/SW</td>
<td>HRM &amp; LR/ MHA</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>2,000</td>
<td>3,000</td>
<td>2,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Library Fees</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Field Work/Internship</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Hostel Room Charges</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Hostel Electricity Charges</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Entrance Fee</td>
<td>500</td>
<td>500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Medical Test Fee</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Refundable Deposits

<table>
<thead>
<tr>
<th></th>
<th>Semester I</th>
<th>Semester II</th>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hostel</td>
<td>15</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>60</td>
<td>60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Library</td>
<td>45</td>
<td>45</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Electricity</td>
<td>72</td>
<td>72</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,352</td>
<td>4,352</td>
<td>2,600</td>
<td>3,600</td>
</tr>
</tbody>
</table>

Notes:
(i) DS = Development Studies, SW = Social Work, MHA = Master of Hospital/Health Administration, HRM & LR = Human Resources Management and Labour Relations.
(ii) Semester-wise fee structure for international students in the Disaster Management, Globalisation and Labour, and Social Entrepreneurship programmes will be conveyed to them at the time of admission.

4.3 Other Charges

(i) Special student (per course) 500
(ii) Supplementary/Improvement Examination fee (per course) 100
(iii) Provisional passing certificate 100
(iv) Duplicate of statement of marks (per copy) 100
(v) Duplicate of testimonial (per copy) 100
(vi) Re-evaluation Fees
   - Theory courses (per course) 500
   - Field Work/Internship/Research Project 1500
(viii) Duplicate copy of fee receipt (per copy) 100
For repeaters
(a) Field work fee for two semesters 120
(b) Field work fee for one semester 60
(ix) Bona fide certificate (per copy) 50
(x) Duplicate Identity Card 100

4.4 PAYMENT OF FEES

4.4.1 The full fees and deposits should be paid within five working days after the announcement of the admission test results in the Central Bank of India, Deonar Branch, Mumbai 400 088, by a Demand Draft drawn in favour of Tata Institute of Social Sciences, Mumbai, payable at Mumbai. Therefore, the candidates are required to submit the Demand Draft of the requisite amount towards first semester fees and deposits at the time of verification of original documents. Otherwise, the admission will be treated as automatically cancelled. Bank timings: 9.00 a.m. to 2.00 p.m. (Mondays to Fridays) and 9.00 a.m. to 12.00 noon (Saturdays). The bank is closed on Sundays and Public Holidays.

4.4.2 A maximum period of 7 days (one week), subject to the payment of full fees and deposits as per clause 4.4 above, will be given for joining the programme from the date of commencement of the programme. No further extension will be given.

4.4.3 Fees paid will be refunded as below:
In the event of a student/candidate withdrawing before the starting of the course, the waitlisted candidates will be given admission against the vacant seat. The entire fee collected from the student, after a deduction of the processing fee of not more than Rs. 1,000/- (One Thousand only), shall be refunded by the Institution to the student/candidate withdrawing from the programme. Should a student leave after joining the course and if the seat consequently falling vacant has been filled by another candidate by the last date of admission, the Institute will refund all the refundable deposits and also 50% of the remaining fees paid.

4.4.4 Payment of Semester II, III and IV fees should be made within the first 7 working days after reopening of the Semester.
(i) In case of default of payment by due date, Rs. 100/- will be imposed as fine for the first block of 7 days, Rs. 200/- for the second block of 7 days and Rs. 300/- for the third block of 7 days and so on, but the net fine will not be more than 20% of the tuition fee.
(ii) The defaulting student can be allowed to attend the class even if the fee is not paid. However, the defaulting student will not be allowed to appear for the examination unless the fees and the fine are paid before the commencement of the semester examinations.
(iii) Sponsored/Deputed students will be exempted from paying fine even if there is a delay in payment of fees.

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

4.4.6 Hostel and dining hall deposits will not be adjusted towards any due, but will be refunded on vacating the hostel.

4.4.7 Incidental expenses, including transport for field work in Mumbai amount to Rs. 500/- a month approximately.

4.5 PERSONAL ACCIDENT INSURANCE
The Institute has introduced Mediclaim Insurance scheme to cover Personal Accident Insurance to the students up to Rs. 1.50 lakhs and Mediclaim Insurance up to Rs. 1.00 lakh as per the terms and conditions of the scheme. The premium, per student, per annum, is Rs. 1,444/-, including service tax.
Section 5
5. Scholarships/Financial Assistance

5.1 ANNUAL SCHOLARSHIPS

5.1.1 Scholarships for Social Work Students

5.1.1.1 *Dr. J.C. Marfatia Studentship:* One scholarship of an approximate annual value of Rs. 1,200/- for a second year student on merit-cum-need basis.

5.1.1.2 *Dr. G.R. Banerjee Scholarship:* One scholarship of an approximate annual value of Rs. 1,300/-. This scholarship was established by the Alumni Association.

5.1.1.3 *Prof. M.M. Desai Scholarship:* A scholarship of Rs. 390/- per month on a need-cum-merit basis.

5.1.1.4 *Sir Dorabji Tata Trust Scholarship:* A scholarship of Rs. 15,000/- per year to a second year student.

5.1.1.5 *The J.R.D. Tata Trust Awards:* Four awards of Rs. 10,000/- each per annum for two years.

5.1.1.6 *Prof. Grace Mathew Scholarship:* One scholarship of an annual value of Rs. 2,400/- on a need-cum-merit.

5.1.1.7 *Prof. P.D. Kulkarni Scholarship:* Annual scholarship with a value of Rs. 550/- is available to a needy student.

5.1.1.8 *M.K. Tata Trust Award:* One scholarship of Rs. 300/- per month for 2 years.

5.1.1.9 *Ambuja Cement Foundation Scholarships:* Two scholarships, not exceeding Rs. 15,000/- each, on a merit-cum-need basis.

5.1.1.10 *Indic Society, Bloomington, Indiana, U.S.A. Scholarship:* One scholarship of an annual value of Rs. 14,280/- to a bright, under-privileged, woman student.

5.1.1.11 *Subhash C. and Maria A. Janveja Trust Scholarship:* Two scholarships with an annual value of Rs. 8,935/- each for two needy students.

5.1.1.12 *Dr. Nandkumar Kochar and Rajkumar Kochar Trust Scholarship:* The scholarship has an annual value of Rs. 6,000/- and is for students working with families of cancer patients or deserving social work students who meet the curriculum standards set by the Institute.

5.1.1.13 *Ardeshir D. Churigar and Banoobai D. Churigar Scholarship:* One scholarship with an annual value of Rs. 2,600/-. 

5.1.1.14 *Sou. Susheelabai Mangrulkar Scholarship:* One scholarship with an annual value of Rs. 4,000/- to a first year student.

5.1.1.15 *Reema Pohuja Scholarship:* Scholarships with an annual value of 6,000/- for economically backward students.

5.1.1.16 *Amruth Balan nee Rajagopal Scholarship:* One scholarship for a lady student on need-cum-merit basis.

5.1.1.17 *Ms. Vimla Gaur Scholarship:* Two scholarships of an annual value of Rs. 9,000/- on a need-cum-merit basis for one first year and one second year student.

5.1.1.18 *Sri Meher C. Nanavatty Scholarship:* On a need-cum-merit basis.
5.1.1.19 Smt. Parvati Shankar Apte and Smt. Umashankar Kelkar Scholarship to a needy student of SW.

5.1.2 **Scholarships for HRM&LR Students**

5.1.2.1 **Ambuja Cement Foundation Scholarships**: Two scholarships for a value not exceeding Rs. 15,000/- each, on a merit-cum-need basis.

5.1.2.2 **Vaishno Mal Malhotra Endowment - K.K. Malhotra Scholarship**: Two scholarships of Rs. 12,000/- each for one first year and one second year student on a need-cum-merit basis. If HRM&LR students are not found eligible for the scholarship, this scholarship can be offered to first or second year Social Work, Health Administration or Hospital Administration students.

5.1.3 **Scholarship for MHA (Hospital and Health) Students**

**Dr. Jaiprakash Pandey Memorial Scholarship**: Two scholarships on a merit-cum-need basis for the first and second year students of both the M.H.A. Programmes.

5.1.3.1 Smt. Parvati Shankar Apte and Smt. Umashankar Kelkar Scholarship to needy student of HSS

5.1.4 **Scholarships Common to All Programmes**

5.1.4.1 **Madholal Sindhoo Scholarship**: One scholarship of annual value of Rs. 260/- on a merit-cum-need basis.

5.1.4.2 **Eravad Rustomji C. Antia and Ms. Dhunmai Rustomji Antia Scholarship**: One scholarship of the annual value of Rs. 260/- on a merit-cum-need basis.

5.1.4.3 **Amzel Foundation Scholarship**: One scholarship of the annual value of Rs. 260/- on a merit-cum-need basis.

5.1.4.4 **The Lakshmi Ranga Iyer Scholarship**: One scholarship with an annual value of Rs. 390/- is available to a needy student.

5.1.4.5 **The Magon Pathik Memorial Scholarship**: One full scholarship and one half scholarship to needy students for tuition and other fees, plus an additional amount for other expenses such as field work and purchase of books within the total value of Rs. 1,690/-.

5.1.4.6 **The Jubilee Scholarships (Silver and Golden)**: Four annual scholarships, of Rs. 1,000/- each, for economically backward students.

5.1.4.7 **S.W.K.C. Mahila Mandal’s AIWC Silver Jubilee Endowment Scholarship**: The annual value of the scholarship is Rs. 2,800/- and is meant for needy students, who have performed well academically.

5.1.4.8 **Bopia Batliwalla Scholarship**: Annual value of Rs. 6,000/- for MA students on a need basis.

5.1.4.9 **M.K. Tata Trust Scholarship**: Rs. 90,000/- per annum for students in Social Work, HRM&LR, Master of Health Administration, and Master of Hospital Administration on a need-cum-merit basis.

5.1.4.10 **Sorab Framroze Manekshaw Scholarship**: For an economically poor student of the B.A./M.A./M.Phil./Ph.D. programmes of the Institute.

5.1.4.11 Keki and Hilla Hormusji Bharucha Scholarship to a student of the Institute.

**Criteria for Consideration of merit-cum-need Scholarships**

(i) The average grade point (AGP) should be a minimum of 3.50 at the end of the First Year for senior students and 3.50 at the end of First Semester for Junior students.
(ii) The family income should not exceed Rs. 7,500/- per month.

(iii) The documents to be submitted by the students along with the application are as under:
- A photocopy of parent’s/guardian’s income certificate.
- A photocopy of the ration card or any other relevant document showing the number of members in the family.
- Letters from two referees.

(iv) The students should also obtain the parent’s/guardian’s signature on the application and submit the same to the Academic Section of the Institute before the due date. Incomplete applications or applications received after the due date will not be accepted by the Academic Section.

5.2 FREE TUITIONSHIPS

Twenty Free Studentships are available for deserving students in poor financial circumstances. The studentships are awarded to the first year students at the time of admission and are tenable for one year. Students desiring the renewal of the studentship for the second year should submit a fresh application at the end of the first academic year.

5.3 LOAN SCHOLARSHIPS

5.3.1 Students’ Welfare Fund Loan

Assistance from this fund is available to students and the amount of loan will be decided by the Students’ Aid Committee. The awardees of the loan scholarship should execute an agreement on a stamp paper duly signed by one surety and two witnesses fulfilling the following conditions.

5.3.1.1 The surety should have an annual income of Rs. 25,000/- or above in case of an employee; in case of a self-employed category, like doctor, engineer or in agricultural sector an evidence of annual income of Rs. 25,000/- or above should be produced, for example, Income Tax Certificate.

5.3.1.2 Such a surety should have at least five years of service left for retirement or a bank’s guarantee should be provided for the loan amount.

5.3.1.3 One person of standing can be a surety for only one student loanee whose loan does not exceed Rs. 5,000/- in the two-year period of study. If it exceeds the limit of Rs. 5,000/- the student should seek another surety of standing as specified under Clause 5.3.1.1 above.

5.3.1.4 The salary certificate of the surety should consist of: (i) number of years of service completed; (ii) designation; (iii) monthly net income and gross income; and (iv) number of years of service left for superannuation.

5.3.2 Loan Repayment

The recipient of the loan scholarship should repay the scholarship amount loaned to them in monthly instalments beginning from the second month of their employment. They should also communicate to the Registrar their full address on joining any service indicating their designations. If any of the instalments fall in arrears, interest will become chargeable at the rate of 4% per annum from the date of default.
5.4. **PRIZES AND AWARDS**

5.4.1 **Institute Day Prizes**

5.4.1.1 The Guinea Pig Debate Trophy donated by the 1947-49 class is awarded annually to the best student debater.

5.4.1.2 The Guinea Pig Essay Trophy donated by the 1950-52 class is awarded annually to the best student essayist.

5.4.1.3 The Professor A.R. Wadia Elocution Shield is awarded annually to the best student elocutionist.

5.4.2 **Academic Prizes awarded on Institute Day**

5.4.2.1 The Dr. J. M. Kumarappa Prize is awarded annually to the best student of the First Year Social Work Class.

5.4.2.2 The S.D. Marathe NILM Trust Endowment Fund Prize of Rs. 1,200/- is awarded to the second year student of Personnel Management and Industrial Relations who stands first in the first year.

5.4.2.3 The G. Natesa Iyer Prize is awarded annually to the student who tops in the course, ‘Law and Social Work’.

5.4.2.4 The Dr. H.C. Merchant Prize is awarded annually to the student who tops in the course ‘Medical Information for Social Workers’.

5.4.2.5 The Prize instituted by the MHA students in 2001-2002 academic year for the best junior MHA (Health & Hospital Administration) student.

5.4.3 **Academic Prizes awarded at the Convocation**

The students who have obtained a minimum grade point average of 4 in all semester examinations together, at first attempt, are eligible for the following academic prizes.

For awarding a prize, the computation of the period of two years, for determining the eligibility of the candidate, shall begin from the date of the commencement of the academic year in which the candidate is admitted to the course of studies concerned.

The academic prizes and the best student shields are open only to the students, who pass their examinations in the first attempt without having appeared for supplementary and/or improvement examinations and have completed all other requirements including Block Field Work.

Students found cheating/copying in examination/assignment/field work/research project will not be awarded any prizes/scholarships.

5.4.3.1 Alumni Association Prize and the Institute Shield are awarded annually to the best student of the second year class in Criminology and Correctional Administration.

5.4.3.2 The Aisha Harris Memorial Shield is awarded annually to the best student of the second year class in Family and Child Welfare.

5.4.3.3 The Leela Wadia Prize donated by Professor A. R. Wadia, and the Institute Shield are awarded annually to the best student of the second year class specialising in Medical and Psychiatric Social Work.
5.4.3.4 The Shield donated by Ms. S. Kalsi of the 1954-56 Class is awarded annually to the best student of the second year class in Personnel Management and Industrial Relations.

5.4.3.5 Aloysius Soares Prize and the Institute Shield are awarded annually to the best student of second year class in Urban and Rural Community Development.

5.4.3.6 Ms. Najamai A. Minocher-Homji Prize for the student (M.A. and M.H.A.) whose project report is adjudged the best in a given year.

5.4.3.7 National Institute of Personnel Management Medal is awarded to the best student of the second year Personnel Management and Industrial Relations.

5.4.3.8 The Prof. P.D. Kulkarni Prize is awarded annually to the student who tops in the course, ‘Social Policy and Planning’.

5.4.3.9 Prof. Grace Mathew Cash Award for Innovative Social Work Field Work is given annually to the senior student in each of the four Social Work Departments, who has secured the highest cumulative grade point in field work for both the years.

5.4.3.10 Prof. Grace Mathew Second Year Field Work Shield for Innovative Field Work will be awarded annually to senior students in the (1) Department of Criminology and Correctional Administration, (2) Department of Family and Child Welfare, (3) Department of Urban and Rural Community Development, who have secured the highest cumulative grade point in field work for both the years.

5.4.3.11 Shri Kalidas M. Shah Second Year Field Work Shield for Innovative Field Work is awarded annually to a senior student of the Department of Medical and Psychiatric Social Work.

5.4.3.12 Ms. S.R. Panakal Shield for the Best PM & IR Student in Field Work will be awarded annually to the senior student in PM & IR to be selected from the top five students based on their grade point awarded for field work for both the years, provided he/she has passed all the examinations in the first attempt and has completed all other requirements including block field work. The top five students will be evaluated by a Committee consisting of at least two external experts drawn from the field and constituted by the Head of the Department.

5.4.3.13 The Prize Instituted by the 1987-89 Batch of PM&IR Students for the student ranked Second in Personnel Management and Industrial Relations.

5.4.3.14 Ms. S.R. Panakal Shield for the Best Student in the Course ‘Social Work in Industry’ in the MA in Social Work Programme will be awarded annually.

5.4.3.15 Mr. Emmanuel E. Agabalizu Trophy will be awarded to a foreign student who has obtained at least a grade point average of 4.00.

5.4.3.16 M.K. Tata Prize of Rs. 2,000/- each to one student from each of departments of Social Work, PM&IR and Master of Health/Hospital Administration.

5.4.3.17 Dr. Maria Mies Prize to a student who scores highest marks for his/her dissertation of MA programme with a focus on Gender Issues.

5.4.3.18 Field Work Shield to a Student in the Department of Social Welfare Administration who has secured the highest cumulative grade in Field Work.

5.4.3.19 Prize for the Best Student in the Department of Social Welfare Administration.

5.4.3.20 Alumni Association of Health Administrators Chapter Trophy to the Best Student in the Master of Health Administration.
5.4.3.21 Alumni Association of Health Administrators Chapter Trophy to the Best Student in the Master of Hospital Administration.

5.4.3.22 The three prizes instituted by the MHA Students in 2001-2002 Academic Year: one for the Best Senior Student of Hospital Administration, one for the Best Student of Health Administration, and one for the best Junior MHA (Health and Hospital Administration) student equally.

5.4.3.23 NTPC Gold Medal to the Best Student in Family and Child Welfare.

5.4.3.24 NTPC Gold Medal to the Best Student in Urban and Rural Community Development.

5.4.3.25 NTPC Gold Medal to the Best Girl Student in Personnel Management and Industrial Relations.

5.4.3.26 Keki and Hilla Hormusji Bharucha Gold Medal to the Best Student of B.A. Social Work in Rural Development (Hons.).

5.4.3.26 Keki and Hilla Hormusji Bharucha Silver Medal to the Second Rank holder Student of BA Social Work in Rural Development (Hons.).

5.4.4 **Sports Prizes**

5.4.4.1 Mr. A.V.R. Naidu Trophy is awarded to the best sportsman of the year.

5.4.4.2 Ms. Pheroze Ghandhi Memorial Shield is awarded to the best sportswoman of the year.
Section 6
6. Student Support Services

6.1 STUDENTS’ AFFAIRS OFFICE

The Students’ Affairs Office is the fundamental 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 by offering them both support and challenges. Support is provided by assisting students directly or through referrals. The Office seeks to provide challenge by holding students accountable for their actions and by assisting them in developing problem-solving skills. The Office, thus, strives to help students in their adjustment to TISS life and help them to take full advantage of the academic or social environment here.

Towards this, the Students’ Affairs Office looks into the physical and mental well-being of students through services such as counselling, extra-curricular activities such as yoga, aerobics and gymming, as well as promoting cultural activities.

Maintaining tolerance and respect for cultural diversity and plurality is an essential cornerstone of student life at TISS. Students at TISS are welcomed regardless of religion, caste, ethnic background, age, sexual orientation or physical status. Several well-established committees for Student Aid, Gender Amity, Support Facilities for Students, Medical Health Services, as also a team of professional counsellors and male and female wardens — all coordinated by the faculty at TISS — form the backbone of this office.

The Institute expects that all student members of its community assume responsibility for their conduct. However, when they infringe on the rights of others, the Institute may intervene through the laid down established procedures.

6.2 STUDENTS’ UNION

The Institute has a healthy tradition of electing a Students’ Union by secret ballot. Returning Officers are appointed to oversee the process. Office bearers of the Union have been responsible students who have contributed to student life through their leadership. During critical periods, such as disasters and relief work, they have been at the forefront of volunteering for tasks as well as mobilising their colleagues. Last year, they were involved in a campaign for spreading information on the Right to Information Act and gave their wholehearted participation in organising a highly successful and fondly remembered Alumni Meet.

6.3 ACCOMMODATION/HOSTELS

Admission to the hostels is restricted to full-time, bona fide, Master’s degree students. Deputed candidates, holding government accommodation in Mumbai (general category or SC/ST), will not be allotted hostel accommodation. Due to limited seats in the hostel, accommodation is not available for students who ordinarily reside in the Mumbai Metropolitan Region. Out-of-town students, who have close relatives in Mumbai, will also not be given hostel accommodation.

6.4 DINING HALL

The Dining Hall serves both vegetarian and non-vegetarian meals. It is managed by the Mess Committee with student representatives as members and with a member of the Faculty as its
Chairperson. It is open for all the Master’s degree students, M.Phil. and Ph.D. scholars, Institute staff, participants of all the short-term courses and seminars held at the Institute. The Dining Hall will be closed by 11.00 p.m. Default in the payment of dining hall charges will result in penalties and cancellation of dining hall membership and even hostel residence. Re-admission may be considered on payments of all dues as a fresh candidate.

Students on campus also enjoy a canteen facility which was initiated in June 2006. In keeping with the overall ethos of the Institute, management of the canteen has been given to an NGO devoted to women’s empowerment. The canteen is run by a self-help group of woman rag-pickers.

6.5 HEALTH CARE

Two Medical Officers visit the Institute — one every Monday, Wednesday and Friday from 4.00 p.m. to 5.00 p.m. and the other every Tuesday, Thursday and Saturday from 4.30 p.m. to 5.30 p.m. The Institute provides free medical consultation service only. The medical officers also provide referrals as and when required.

6.6 HEALTH INSURANCE

The Institute has a Mediclaim Personal Accident Insurance Policy for students, the details of which are hosted on www.tiss.edu/insurance. The minimum for the same is to be paid at the time of paying the first semester tuition fees.

6.7 COUNSELLING SERVICES

Trained professionals provide counselling services from Monday to Saturday for 3 hours every day. The counsellors help the students in their day-to-day concerns and also enhance their overall functioning. A senior faculty member from TISS coordinates the Medical and Counselling services.

Workshops on topics relevant to increasing the capacities of the students are regularly conducted by the counsellors. The themes taken up at these workshops are ‘Goal-setting’, ‘Assessing Time Usage’, ‘Scheduling and Prioritising Tasks’, and ‘Barriers in Time Management’.

The counsellors also maintain a notice board where posters, charts and cartoons pertaining to various issues are exhibited. The e-mail is yet another medium of communication for the students and the counsellors wherein the students can write to the counsellors for appointments or asking for help. The counsellors use emails to communicate information about certain workshops, send articles, and even for follow-up with certain students. This has evoked a positive response from the students.

6.8 SPORTS AND RECREATION

The M.K. Tata Memorial Gymkhana and Recreation Centre includes facilities such as gym, yoga, table tennis, carom, badminton. An aerobics programme is being introduced from this academic year to encourage physical fitness activities amongst students.

The Students’ Union organises friendly sporting events (both outdoor and indoor), and the Annual Sports day is a much awaited day in the sports calendar for students, staff and faculty alike.

Cultural activities such as celebration of national holidays, the Spic-Macay music festival, food festivals, and the three-day TISS Cultural Fest — Quintessence’ (fondly referred to as Quinty) — form some of the cultural highlights of life on the campus.
Section 7
7. General Information

7.1 CONSTITUTIONAL BODIES

7.1.1 Holding Trustees
Mr. Ratan Tata (Chairperson)

Trustees
Dr. M.S. Swaminathan
Mr. N.A. Soonawala
Dr. Amrita Patel
Ms. Deana Jejeebhoy

7.1.2 Governing Board
Mr. R.K. Krishna Kumar (Chairperson) Representative of the Sir Ratan Tata Trust
Mr. S.N. Batliwalla Representatives of the Sir Dorabji Tata Trust
Ms. Nayantara Sabavala

The Secretary
Dept. of Secondary and Higher Education,
Ministry of Human Resource Development

The Additional Secretary Representatives of the Government of India
Dept. of Secondary and Higher Education,
Ministry of Human Resource Development

The Secretary
Ministry of Social Justice,
Cultural Affairs, Sports and Special Assistance

Prof. Satish Saberwal Representative of the University Grants Commission
Dr. Indira Munshi Nominee of the Vice-Chancellor, University of Mumbai

Mr. Satish Pradhan Co-opted Member
Prof. S. Parasuraman, Director Ex-Officio Members
Prof. Usha S. Nayar, Dy. Director
Prof. Lina Kashyap Members of the Faculty
Dr. Rajani Konantambigi

Mr. Sandeep Chatterjee, Registrar Secretary

7.1.3 Academic Council
Prof. S. Parasuraman, Director Chairperson
Prof. Virginius Xaxa
Prof. B. Devi Prasad External Experts
Prof. Sasi Misra
Members
Prof. Usha S. Nayar (Deputy Director), Prof. C.A.K. Yesudian, Prof. R.N. Sharma, Prof. Vimla Nadkarni, Prof. R.C. Datta, Prof. D. Saldanha, Prof. Lina Kashyap, Prof. Vidya Rao, Prof. Anjali Monteiro, Prof. C. Sengupta, Prof. Padma Velaskar, Prof. Chhaya Datar, Prof. Ratna Naik, Prof. Shalini Bharat, Prof. G.G. Wankhede, Prof. Janki Andharia, Prof. Lakshmi Lingam, Prof. Ranu Jain, Prof. Surinder Jaswal, Prof. K.P. Jayasankar, Prof. M. Kunhaman, Prof. S. Bhowmick, Prof. Swapna Banerjee-Guha, Prof. Gandhimathi Venketraman, Prof. Nasreen Rustomfaram, Prof. Asha Bajpai, Prof. Pushpendra K. Singh, Dr. Gaurang Sahay, Dr. Arvind Tiwari, Dr. Avinash Kumar Singh, Dr. Sujata Sriram, Dr. Amita Bhide, Dr. Jasmine Y. Damle, Dr. Mouleshri Vyas, Dr. Santosh Kumar, Dr. Kanchan Mukherjee, Mr. M. Mariappan, Mr. Shaileshkumar Darokar, Ms. Sabiha S. Vasi, Ms. Vaishali B. Kolhe, Mr. Alex Akhup, Dr. Manish K. Jha, Dr. Abdul Shaban, Dr. M. Koganuramath, Librarian (by invitation), Mr. Sandeep Chatterjee, Registrar (Secretary)

7.1.4 Finance Committee
Mr. R.K. Krishna Kumar (Chairperson) Chairman, Governing Board
Mr. S.N. Batliwalla Nominees of the Governing Board
Prof. Satish Saberwal
The Secretary and
The Additional Secretary
Dept. of Secondary & Higher Education
Ministry of Human Resource Development
Dr. T.R. Kem Special Invitee and Nominee of the UGC
Prof. S. Parasuraman, Director Ex-Officio Members
Prof. Usha S. Nayar, Dy. Director
Mr. Sandeep Chatterjee, Registrar Secretary

7.1.5 Building Committee
Mr. R.K. Krishna Kumar (Chairperson, Governing Board)
Mr. S.N. Batliwalla (Member, Governing Board)
Prof. S. Parasuraman, Director Ex-Officio Members
Prof. Usha S. Nayar, Dy. Director
Mr. Sandeep Chatterjee, Registrar Member Secretary

Members
Ms. Rajee Menon, Officiating Deputy Registrar (Finance and Accounts)
Mr. H.L. Padmanabhan Superintending Engineer, Bombay Central Circle II, C.P.W.D.
Mr. R.H. Saundarva, Assistant Engineer of TISS
Mr. S.V. Bhave, Consulting Engineer of TISS
Mr. A.V. Dastoor, Appointed by Sir Dorabji Tata Trust
Ms.s. Rusi Khambatta Associates, Institute Architects (Mumbai Campus)
Mr. Dharmesh Sanghani, Assistant Engineer, Tata Housing Dev. Co. Ltd.
Mr. Kirtee Shah, Architect and Chairperson, KSA Design Planning Services Pvt. Ltd.
Mr. Adi B. Siganporia, Internal Auditor, Sir Dorabji Tata Trust
7.2 FACULTY AND ADMINISTRATION

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Director

Dr. Usha S. Nayar
M.A., D. Phil. (Allahabad)
Deputy Director

Mr. Sandeep Chatterjee
M.Sc. (Agra)
Registrar

7.2.1 School of Health Systems Studies

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

Centre for Health Policy, Planning and Management

Dr. Ramila Bisht
M.A. (Lucknow), M.Phil, Ph.D. (JNU)
Associate Professor and Chairperson

Dr. Harshad Thakur
MBBS (Mumbai), M.D. (Mumbai)
Associate Professor

Dr. Kanchan S. Mukherjee
M.B.B.S., M.D. (Mumbai)
Associate Professor

Mr. M. Mariappan (on study leave)
M.H.M. (M.K.)
Assistant Professor

Centre for Health and Social Sciences

Dr. K. Anil Kumar
M.Sc. (Kerala), Ph.D. (IIPS)
Associate Professor and Chairperson

Dr. Sankar Das
M.A. (TISS), M.Phil. (NIMHANS), Ph.D. (Mumbai), Dip. in Y.E.
Associate Professor

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

Mr. Mathew George
M.P.H. (MG), M.Phil. (Delhi)
Assistant Professor

Dr. Hemal Shroff
M.A. (Mumbai), M.A. (South Florida), Ph.D. (South Florida)
Assistant Professor

School Secretariat

Ms. Nirmala M. Momin
M.Com. (Shivaji)
Stenographer (Gr.I)

Ms. Saritha B. Anchan
Stenographer (Gr.II)

7.2.2 School of Management and Labour Studies

Dr. R.C. Datta
M.A. (Jodhpur), Ph.D. (Mumbai)
Professor and Dean

Centre for Human Resources Management

Dr. D.K. Srivastava
M.Com. D.Phil. (Allahabad), FDPM (IIM-A)
Professor and Chairperson
Dr. Santanu Sarkar  
M.A., Ph.D. (D.A.V)  
Associate Professor

Dr. Sasmita Palo  
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Associate Professor

Ms. Sarala K. Rao  
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Assistant Professor (Sr. Scale)

Centre for Labour Studies  
Dr. S. Bhowmick  
M.A. (Mumbai), Ph.D. (Delhi)  
Professor

Dr. E. Toppo  
M.A., Ph.D. (Poona)  
Associate Professor

Centre for Social Organisational Leadership Development  
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Dr. Bino Paul D.G.  
M.A. (Calicut), M.Phil. (IIT, Mumbai),  
Ph.D. (IIT, Mumbai)  
Associate Professor

Secretariat  
Ms. Laxmi Narayanan  
M.A. (Mumbai)  
Stenographer (Gr.I)

Mr. Dilip V. Poyyara  
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Stenographer (Gr. II)

7.2.3 School of Rural Development  
Dr. V. Gandhimathi  
M.A., Ph.D. (Pune)  
Professor and Dean

Dr. M. Kunhaman  
M.A. (Calicut), M.Phil. (JNU), Ph.D. (CUSAT)  
Professor

Mr. Pushpendra Kumar Singh  
M.A. (Garhwal)  
Professor

Dr. B.T. Kazi  
M.A. (TISS), Ph.D. (Shivaji)  
Associate Professor

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Associate Professor

Ms. Anjali V. Kulkarni  
M.S.W. (Poona)  
Assistant Professor

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M.S.W. (Mumbai)  
Assistant Professor

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Assistant Professor

Ms. Renu Sharma  
M.A. (Delhi)  
Assistant Professor

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M.Sc. (Mahatma Phule Krishi Vidyapeeth)  
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M.S.W. (Pune)  
Social Worker
Mr. Ramesh Jare  
M.A. (TISS)  
Social Worker and Convenor

Mr. Ram Rathod  
M.A. (TISS)  
Social Worker

Mr. S.Y. Dyanmannagol  
M.A. (TISS)  
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Mr. Vasant N. Bhasara  
M.S.W. (Pune)  
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M.A. (Magadh), M.Lis. (IGNOU)  
Library Professional

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M.Com. (Marathwada)  
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Lower Division Clerk

Ms. Mandakini Jadhav  
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Lower Division Clerk

7.2.4 School of Social Sciences

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Professor

Centre for Dalit & Tribal Studies

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Assistant Professor

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Centre for Studies in Sociology of Education  
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Professor
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Professor

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Associate Professor

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Associate Professor

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Assistant Professor

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Programme Officer (M.A. Edu. Prog.)

Centre for Women’s Studies

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Professor

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School Secretariat

Ms. P. Susheela A.  
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Stenographer (Gr-I)

Ms. Lissa Savio  
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Stenographer (Gr.II)

Ms. Lency R. Eugene  
B.A. (Mumbai)  
Upper Division Clerk

Mr. B.A. Hingane  
Lower Division Clerk

7.2.5 School of Social Work

Dr. Vimla V. Nadkarni  
M.A. (TISS), B.G.L. (Mumbai), Ph.D. (TISS)  
Professor and Dean

Centre for Community Organisation & Development Practice

Dr. H. Beck  
M.A., Ph.D. (Dr. B.R. Ambedkar Marathwada)  
Associate Professor and Chairperson

Dr. Amita Bhide  
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Associate Professor

Dr. Mouleshri Vyas  
M.A. (TISS), Ph.D. (Mumbai)  
Associate Professor

Dr. Manish K. Jha  
M.S.W., M.Phil., Ph.D. (Delhi)  
Associate Professor

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M.A. (TISS)  
Assistant Professor (Sr. Scale)
Mr. P.K. Shajahan (on study leave)  
M.S.W. (Mahatma Gandhi)  
Assistant Professor

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Assistant Professor

Dr. Lina D. Kashyap  
M.A., Ph.D. (TISS)  
Professor and Chairperson

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Associate Professor

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M.A. (TISS)  
Assistant Professor

Center for Disability Studies & Action

Dr. Rajshree P. Mahtani  
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Associate Professor and Chairperson

Dr. Neela Dabir  
MSW (Mumbai), Ph.D. (SNDT, Mumbai)  
Associate Professor and Convenor, International Students Programme

Dr. Lata Narayan  
M.S.W., Ph.D. (Mumbai)  
Associate Professor

Ms. Anjali Dave  
M.A. (TISS)  
Assistant Professor (Sel. Gr.)

Ms. T.S. Adhikari  
M.A. (TISS)  
Assistant Professor

Dr. Samata Pandya  
M.A., M.Phil. (TISS), Ph.D. (TISS)  
Assistant Professor

Ms. Mohua V. Nigudkar  
M.A. (TISS)  
Assistant Professor

Center for Health & Mental Health

Ms. Katy Y. Gandevia  
M.A. (TISS)  
Professor and Chairperson

Dr. Shubhada Maitra  
M.A. (TISS), Ph.D. (Mumbai)  
Associate Professor

Ms. B. D'Souza  
M.A. (TISS)  
Assistant Professor
Dr. S.L. Asha Banu  
M.A., Ph.D. (Madras)  
Assistant Professor

**Centre for Social Justice and Governance**

Dr. Bipin Jojo  
M.A. (Utkal), M.Phil., Ph.D. (TISS)  
Associate Professor and Chairperson

Dr. Vidya Rao  
M.A. (Madras), M.S.W. (Michigan), Ph.D. (TISS)  
Professor

Dr. Swapan K. Garain  
M.A. (TISS), Ph.D. (Mumbai)  
Associate Professor

Mr. Alex Akhup  
M.S.W., M.Phil. (Delhi)  
Assistant Professor

Mr. Suryakant Wagmore  
M.A. (TISS)  
Assistant Professor

Mr. Daniel S. Ranee  
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**School Secretariat**

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B.Com. (Mumbai)  
Stenographer (Gr-I)

Ms. Alpana Thadani  
B.A. (Mumbai)  
Stenographer (Gr-II)

Mr. C. Subramanian  
Assistant

Ms. Vishreya R. Borhade  
B.Com. (Mumbai)  
Upper Division Clerk

Mr. P.D. Valodra  
Lower Division Clerk

**7.2.6 Centre for Lifelong Learning**

Dr. Nasreen Rustomfram  
M.A. (TISS), Ph.D. (TISS)  
Professor

Ms. Sabiha S. Vasi  
M.A. (TISS)  
Assistant Professor

Ms. Bhargavi M. Nair  
B.Com. (Mumbai)  
Stenographer (Gr.II)

**7.2.7 Centre for Media and Cultural Studies**

Dr. K.P. Jayasankar  
M.A. (Mumbai), Ph.D. (IIT, Mumbai)  
Professor and Chairperson

Dr. Anjali Monteiro  
M.A. (Poona), Ph.D. (Goa)  
Professor

Dr. B. Manjula  
MCJ (Kerala), Ph.D. (Jamia Millia Islamia)  
Assistant Professor (Sr. Scale)

Dr. Farhana R. Ibrahim  
M.A., M.Phil. (Delhi), Ph.D. (Cornell)  
Assistant Professor

Mr. M.D. Sawant  
G.D. Arts (Mumbai)  
Producer

Mr. R.K. Gamre  
M.A. (Shivaji), D.P.M. (TISS)  
Sr. Technical Assistant

Mr. B.K. Ahire  
B.A. (Mumbai)  
Technical Assistant
7.2.8 Centre for Research Methodology

Mr. K. Ravindran
M.A., M.Phil. (Madras)
Assistant Professor (Sr. Scale) and Chairperson

Dr. N. Jayaram
M.A., Ph.D. (Bangalore)
Professor

Dr. Anil S. Sutar
M.A., M.Phil., Ph.D. (Karnataka)
Assistant Professor

Dr. D.P. Singh
M.Sc. (Vikram), Ph.D. (Mumbai)
Associate Professor

Mr. Parag Panchal
B.Com. (Mumbai)
Stenographer (Gr.II)

7.2.9 Jamsetji Tata Centre for Disaster Management

Dr. Janki B. Andharia
M.A. (TISS), Ph.D. (East Anglia)
Professor and Chairperson

Dr. Surinder Jaswal
M.A. (TISS), Ph.D. (London)
Professor

Mr. Mahesh Kamble
M.A. (TISS)
Assistant Professor

Ms. Parama B. Bhattacharya
M.Sc. (Banaras), PGD (IIRS)
Assistant Professor

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

Mr. Sunil D. Santha
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Assistant Professor

Ms. Bidisha D. Fauzdar
M.A. (Madras)
Assistant Professor-cum-Community Organiser

Ms. Aruna Chavan
B.A. (Mumbai)
Office Assistant

7.2.10 Research and Development

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M.A. (Madras), Ph.D. (TISS)
Professor and Dean

Ms. Medha Kamble
B.Com. (Mumbai)
Stenographer (Gr. III)

7.2.11 National Service Scheme

Mr. Khalil Ahmed
M.A. (TISS)
Coordinator

Ms. Saman Afroz
M.A. (Delhi), M.Phil. (JNU)
Assistant Professor-cum-Community Organiser

Ms. Saigita Chittur
M.S.W. (Nagpur)
Assistant Professor-cum-Community Organiser

7.2.12 Computer Centre

Mr. V. Sivakumar
M.C.A. (Hyderabad)
Systems Manager
Mr. Somayya Madakam
B.Tech. (Andhra), MBA (Andhra)
Systems Analyst-cum-Programmer

Mr. Ram P. Gudivada
B.Tech. (Andhra), M.Tech.(Calicut)
Systems Analyst-cum-Programmer

Mr. Sanatkumar Swain
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Mr. Ashish M. Govekar
M.Com., D.C.M., D.F.M. (Mumbai)
Technical Assistant

Mr. V.M. Hankare
Assistant

7.2.13 Publications Unit

Ms. Sudha Ganapathy
M.Sc. (Poona)
Manager

Mr. A. Krishnan
B.A. (Madurai)
Senior D.T.P. Operator

Mr. Vijender Singh
B.A. (Delhi)
Junior D.T.P. Operator

Ms. Leonilla Rodrigues
Assistant

7.2.14 Sir Dorabji Tata Memorial Library

Dr. M.M. Koganuramath
M.L.I.Sc., M.Sc., I.M. (Sheffield, UK), Ph.D. (Karnataka)
Librarian

Ms. Shyamala. Subramanian
M.A. (Mumbai), M.Lib.Sc. (IGNOU)
Deputy Librarian

Dr. Satish Kanamadi
M.L.I.Sc., Ph.D. (Karnataka)
Assistant Librarian (Sr. Scale)

Mr. P.A. Choukimadi
B.Sc., B.Ed., M.L.I.Sc. (Karnataka)
Assistant Librarian

Mr. Prabhu B. Gaddimani
M.L.I.Sc., M.Phil. (Gulbarga)
Assistant Librarian

Mr. Mallikarjun B. Angadi
M.Lib.Sc., PGDCA (Gulbarga)
Information Scientist

Ms. K.D. Kaushik
M.A., B.Lib.Sc. (Nagpur)
Professional Assistant

Mr. C.S. Gangurde
B.Com., B.Lib.Sc. (Pune)
Semi-Professional Assistant

Ms. D.R. Pothare
M.A. (SNVT), M.Lib.Sc. (IGNOU)
Semi-Professional Assistant

Mr. R.C. Pothare
B.Com., M.Lib.Sc. (Nagpur), PGDLAN (Hyderabad)
Semi-Professional Assistant

Ms. Vishakha V. Vichare
B.Sc., B.Lib.Sc. (SNVT)
Semi-Professional Assistant

Ms. Jasmine V. Shinde
Assistant

Ms. Sangita A. Bansode
Upper Division Clerk

Mr. H.D. Parmar
B.A. (Mumbai), C.Lib.Sc. (Maharashtra)
Library Assistant
7.2.15 Director’s Office

Mr. Vijay K. Nagaraj  
M.A. (TISS)  
Assistant Professor

Ms. Veena Roy  
M.A. (TISS)  
Assistant Professor

Secretariat

Ms. Roja Pillai  
M.A. (Mumbai)  
P.S. to Director

Ms. Usha Jayakumar  
B.Com. (Mumbai)  
Stenographer (Grade II)

7.2.16 Secretarial Staff

Ms. Remitina Moares  
B.Com. (Mumbai)  
Stenographer (Grade II), Dy. Director’s Office

Mr. K. Sudhakaran  
Stenographer (Grade II), Dy. Registrar (F&A)

Ms. Girija Mahesh  
B.Com. (Mumbai)  
Stenographer (Grade II), Registrar’s Office

7.2.17 Academic Section

Mr. H.G. Bhise  
M.Com. (Shivaji)  
Deputy Registrar

Ms. Geetha V.  
B.A. (Mumbai)  
Section Officer

Mr. V.G. Gimonkar  
M.A. (Tilak Mah. Vidya.)  
Section Officer

Mr. G.S. Kamble  
B.A. (Mumbai), D.P.M. (TISS)  
Stenographer (Grade II), Dy. Registrar’s Office

Mr. Sudhir Kale  
B.Sc., PGDSA (Nagpur), M.Sc.-IT (Allahabad)  
Technical Assistant

Ms. Sindhu Bhalerao  
Assistant

Mr. D.S. Kale  
Upper Division Clerk

Ms. Mansi Parab  
Data Entry Operator

B.A. (Mumbai)

Mr. Sudhir Kale  
Lower Division Clerk

7.2.18 Accounts Section

Ms. Rajee Menon  
B.Com. (Mumbai)  
Assistant Registrar

Mr. S.R. Nair  
Internal Auditor
Mr. S.S. Phanse  
B.Com. (Mumbai), DCM  
Section Officer

Mr. P.P. Damle  
B.Com. (Mumbai)  
Section Officer

Mr. S.B. Patil  
B.Com. (Shivaji)  
Section Officer

Ms. Neema Kunhiraman  
B.Com. (Mumbai)  
Assistant (Accounts)

Mr. Anand Khole  
B.Com. (Mumbai)  
Assistant (Accounts)

Ms. Joycie Dias  
B.Com. (Mumbai)  
Assistant (Accounts)

Mr. R.V. Rathod  
B.Com. (Mumbai)  
Assistant (Accounts)

Ms. Amita Shenoy  
B.Com. (Mumbai)  
Assistant (Accounts)

Ms. A.V. Ratanan  
B.Com. (Mumbai)  
Assistant

Mr. A.R. Raut  
B.Com. (Mumbai)  
Assistant

Ms. Saroj Dhandhukia  
B.Com. (Mumbai)  
Upper Division Clerk (Accounts)

Ms. Savitri Jagtap  
B.Com.  
Stenographer (Grade III)

7.2.19 Dining Hall

Mr. Mustafa Momin  
M.Com. (Shivaji), D.P.M. (TISS), F.S.M. (Mumbai)  
Section Officer

Mr. K. Shetty  
B.Com. (Mumbai),  
Food Service Management (Mumbai)  
Asst. Supervisor

Mr. R.D. Torde  
B.Com. (Mumbai)  
Assistant (Accounts)

7.2.20 Hostel

Ms. Olive Fernandes  
B.Com. (Mumbai)  
In-Charge

7.2.21 Maintenance Section

Mr. D.G. Bhalerao  
B.Com. (Mumbai), DPM (TISS)  
Section Officer

Mr. R.H. Saundarva  
B.E. (Civil)  
Assistant Engineer

Mr. S. Wankhede  
(Naval Graduate)  
Section Officer (Security)

Mr. K.S. Shadija  
Stenographer (Grade I)

Mr. Mahendra Singh  
B.A. (Mumbai)  
Assistant

Mr. Rajesh A. Borhade  
Assistant
Ms. Roopa S. Palve  
B.Com. (Mumbai)  
Stenographer (Grade III)

Mr. S.B. Annam  
B.Com. (Mumbai)  
Upper Division Clerk

Mr. C.M. Abhang  
Lower Division Clerk

Mr. B.N. Kale  
Lower Division Clerk

Mr. R.K. Shelar  
Lower Division Clerk

Mr. Anilkumar V. Jaiswal  
Telephone Operator

7.2.22 Meeting Section

Mr. P. Balakrishnan  
B.A. (Osmania)  
Section Officer

Ms. M.B. Gupta  
B.A. (Mumbai)  
Senior Assistant

Ms. S. Kalyanaraman  
Stenographer (Grade II)

7.2.23 Personnel Section

Mr. D.K. Shetty  
B.Com. (Ranchi), PGD in PM&IR (XISS, Ranchi)  
Assistant Registrar

Ms. J. Velayudhan  
B.A. (Ranchi)  
Section Officer

Mr. V.K. Shinde  
B.A. (Ranchi)  
Section Officer

Mr. Santosh Palve  
B.Com, D.P.M. (TISS)  
Assistant

Ms. Jitkaur L. Golait  
M.Sc. (Stats), Nagpur  
Assistant (Statistics)

Ms. Manisha B. More  
B.Com. (Mumbai)  
Upper Division Clerk

Ms. Vidhya Sartape  
B.Com. (Mumbai)  
Stenographer (Grade III)

Ms. Vaishali Jadhav  
B.Com. (Mumbai)  
Stenographer (Grade III)

7.2.24 Planning and Development

Ms. J. Ramadas  
M.A. (SNDT)  
Assistant Registrar

Ms. Asha Dialani  
B.Com. (Mumbai)  
Stenographer (Grade II)

7.2.25 Purchase and Stores

Mr. M. Ramasubramaniam  
M.Com. (Shivaji)  
Section Officer

Mr. N.K. Thakur  
Senior Assistant

Mr. Shekar Vengurlekar  
B.Com. (Mumbai)  
Assistant

Mr. P.G. Santoshkumar  
B.Com. (Mumbai)  
Upper Division Clerk
7.2.26 Students’ Affairs

Dr. Nasreen Rustomfram
Professor and Dean

Dr. Katy Gandevia
Professor and Coordinator,
Medical and Counselling Services

Ms. Suneeta Dabir
B.Sc. (SNDT)
Section Officer

7.2.27 Medical Officers

Dr. (Ms.) R.V. Ambekar
M.B.B.S.
Hon. Medical Officer

Dr. M.Y. Shirsat
M.D. (Mumbai)
Hon. Medical Officer

7.2.28 Counsellors

Ms. Swapna Redij
M.A. (TSS)
Student Counsellor

Ms. Manisha Verma
M.A. (Mumbai)
Student Counsellor

Ms. Sonali Gupta
M.A. (Mumbai), PGD in Counselling
(Xavier’s Institute of Counselling)
Student Counsellor

7.3 OUR CAMPUSES

The Institute is geographically spread over three campuses in Mumbai and Tuljapur, Osmanabad District, Maharashtra.

The two Mumbai Campuses of TISS — the Main Campus and the Malti and Jal A.D. Naoroji Campus Annexe — are both located in Deonar in the North-East Section of Greater Mumbai.

The Main Campus is situated opposite the Deonar Bus Depot on V.N. Purav Marg (earlier known as the Sion-Trombay Road). The Main Campus, on approximately 10 acres, houses the Schools of Social Work, Social Sciences, and Health Systems Studies, as well as the Independent Centres.

The Malti and Jal A.D. Naoroji Campus, is located off V.N. Purav Marg. The Naoroji Campus Annexe is next to the BARC Hospital Gate on Deonar Farms Road. This Campus of 11.05 acres presently houses the School of Management and Labour Studies.

The School of Rural Development is situated in the North-West hills of Tuljapur, Osmanabad District, on Apsinga Road. This Campus is spread over 100 acres.

7.4 ACCESS

Mumbai Campuses:

The nearest local railway station is ‘Govandi’.

State Transport (ST) buses from Kolhapur, Solapur, Goa, Pune, and other cities pass by the Institute and the nearest ST bus stop is ‘Maitri Park’.

The local BEST bus stop near TISS is ‘Deonar Bus Depot’.
Tuljapur Campus:

The nearest railway station is Solapur. Most trains from Mumbai and Pune towards South pass through Solapur. Some of the major trains are Siddheshwar Express, Udyan Express, Karnataka Express, Hutatma Express, Jayanti Janata, Kanyakumari Express, Chennai Mail, Hussain Sagar, Kurla Coimbatore Express, etc.

ST buses from Mumbai, Aurangabad, Solapur, Pune, and other cities pass through Tuljapur.

7.5 COMMUNICATION

Postal Address:
Mumbai: P.O. Box 8313, Deonar, Mumbai 400 088.
Tuljapur: P.O. Box 09, Tuljapur, Dist. Osmanabad 413 601.

Telephone:
Mumbai: 91-22-2556 3289/90/91/92/93/94/95/96
Tuljapur: 91-2471-242061/560/507; 91-2471-244325

Fax:
Mumbai: 91-22-2556 2912
Tuljapur: 91-2471-242061

E-mail:
Mumbai: webmaster@tiss.edu
Tuljapur: tata103@sancharnet.com

7.6 ALUMNI

7.6.1 On payment of prescribed fee the Institute may issue

- Original Degree Certificate, Grade Card and Testimonial to those who could not collect the same at the Annual Convocation.
- Duplicate Degree Certificate, Grade Card to those who might have lost the original.
- Original Transcripts to alumni seeking admission in Colleges/Universities abroad or any other such purposes. Bonafide Certificate and Copy of Syllabus would be issued if required along with transcripts
- Migration Certificate (on demand) to the alumni seeking admission in other Colleges/Universities.
- Bonafide Certificate (on demand) to the alumni seeking admission in other Colleges/Universities.
- Verification of Degree/Grade Card of alumni by any other Agency/Organisation.

7.6.2 Format for Application

The student/alumni is required to send the Application in the format given below which can be downloaded from the website. The student may send a scanned copy of Application duly filled in, by email for initiating the process. However, the documents would be dispatched only after receipt of the Application (hard copy) along with requisite fees:
## 7.6.3 Processing Charges

<table>
<thead>
<tr>
<th>DOCUMENT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For those living in India</strong></td>
<td><strong>For those living Abroad</strong></td>
</tr>
<tr>
<td>Original Degree Certificate, Grade Card and Testimonial to those who could not collect the same at the Annual Convocation.</td>
<td>For those living in India: Rs.500 (if requested in the same year of Convocation) @ Rs.500 for every year of lapse (if requested after more than one year) For those living Abroad: US $50 (if requested in the same year of Convocation) @ US $50 for every year of lapse (if requested after more than one year)</td>
</tr>
<tr>
<td>Duplicate Degree Certificate, Grade Card to those who might have lost the original.</td>
<td>For alumni who passed within last 5 years: Rs. 500 per each document For alumni who passed beyond last 5 years: Rs. 1000 per each document</td>
</tr>
<tr>
<td>Original Transcripts to the alumni seeking admission in Colleges/Universities abroad or any other such purposes.</td>
<td>For alumni who passed within last 5 years: Rs. 500 per copy For alumni who passed beyond last 5 years: Rs. 1000 per copy</td>
</tr>
<tr>
<td>Copy of Syllabus (extract from the Prospectus of the Batch, the student belongs to)</td>
<td>For alumni who passed within last 5 years: Rs. 500 per copy For alumni who passed beyond last 5 years: Rs. 1000 per copy</td>
</tr>
<tr>
<td>Migration Certificate (on demand) to the alumni seeking admission in other colleges/universities</td>
<td>Rs. 500</td>
</tr>
<tr>
<td>Bonafide Certificate (on demand) to the alumni seeking admission in other colleges/universities</td>
<td>Rs. 500</td>
</tr>
<tr>
<td>Verification of Degree/Grade Card of alumni by any other Agency/Organisation</td>
<td>Rs. 1000</td>
</tr>
<tr>
<td>Postage for Transcript (per envelope)</td>
<td>Rs. 100</td>
</tr>
</tbody>
</table>

The application should be sent along with a Demand draft with requisite fee, drawn in favour of “REGISTRAR, TATA INSTITUTE OF SOCIAL SCIENCES” payable at MUMBAI either on State Bank of India, Deonar (Branch Code: 0533) or at Central Bank of India, Deonar (Branch Code: 0281725).

For all Post graduate/Diploma/Certificate/Research Programme, application should be sent directly to
The Deputy Registrar
Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai 400 088
Tel. No. 25563290 · 96 (Extn. 225) (O) 9223214955 (Mobile)
E-mail: bhise@tiss.edu
In case of any further information/help, please contact:
The Registrar
Tata Institute of Social Sciences,
V.N. Purav Marg, Deonar,
Mumbai 400 088
Phone: 25563290-96 (Extn. 203) (O), 2558 7162 (R)
Email: schatterjee@tiss.edu

OR

The Dean (Students' Affairs)
Tata Institute of Social Sciences,
V.N. Purav Marg, Deonar,
Mumbai 400 088
Phone: 25563290-96 (Extn. 680) (O), 2524 2323 (R)
Email: nasreen_r@tiss.edu
JAYATI JAYATI VIDYA SANSTHAN
Vrukshalataon se aachhadit
Pakshi karte kalrav gaan
Jayati jayati vidya sansthan.

De samaaj seva ki shiksha
Karmath jeevan ka aahavaan
Deen dukhi kaa saath nibhaye
Aisa de hamko vardaan
Jayati jayati vidya sansthan.

Shodh aur shikshan se chheden
Maanav moolyon kaa abhiyaan
Samaj chetna kaa deep jalaakar
Desh ko pahunchaye sammaan
Jayati jayati vidya sansthan.

He vidya ki pavitra janani
Natamastak hum kare pranaam
Pranaam... pranaam...

JAYATI JAYATI VIDYA SANSTHAN
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He vidya ki pavitra janani
Natamastak hum kare pranaam
Pranaam... pranaam...
Tata Institute of Social Sciences
(Deemed University)
V.N. Purav Marg, Mumbai 400 088
Phone: 91 22 25563289 to 96 Fax: 91 22 25562912
www.tiss.edu

School of Management & Labour Studies
School of Health Systems Studies
School of Rural Development
School of Social Sciences
School of Social Work
Centre for Research Methodology
Centre for Media & Cultural Studies
Centre for Lifelong Learning
Jamsetji Tata Centre for Disaster Management