MASTER'S DEGREE PROGRAMMES

PROSPECTUS

2008–2010

TATA INSTITUTE OF SOCIAL SCIENCES
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 and vulnerable groups.
NOTIFICATION

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

INSTITUTE DEEMED TO BE A UNIVERSITY

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

Sd/-
(PREM KRI PAL)
Secretary
# Academic Calendar 2007–2008

## DEVELOPMENT STUDIES

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<tbody>
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### Semester I / III

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**DISASTER MANAGEMENT**

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**HEALTH ADMINISTRATION AND HOSPITAL ADMINISTRATION**

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**Semester II**

<table>
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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>
</tr>
<tr>
<td>Last Date for Submission of Question Papers to Academic Section</td>
<td>February 29, 2008</td>
</tr>
<tr>
<td>Examination Preparatory Time</td>
<td>March 14-20, 2008</td>
</tr>
<tr>
<td>Semester Examination</td>
<td>March 21-31, 2008</td>
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<tr>
<td>Central Evaluation of Answer Books/Assignments</td>
<td>March 22 to April 5, 2008</td>
</tr>
<tr>
<td>Last Date for Submission of Grades to Academic Section</td>
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<tr>
<td>Announcement of Semester II Examination Results</td>
<td>6th day after Convocation</td>
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**Semester IV**

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<tr>
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<td>December 3, 2007 to March 20, 2008</td>
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<td>Last Lecture Day</td>
<td>March 20, 2008</td>
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<td>Announcement of Examination Timetable</td>
<td>January 28, 2008</td>
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<td>Last Date for Submission of Question Papers to Academic Section</td>
<td>March 5, 2008</td>
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<tr>
<td>Examination Preparatory Time</td>
<td>March 21-27, 2008</td>
</tr>
<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>
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<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>Finalisation of Semester IV Examination Results</td>
<td>Within a week after receipt of grades from all teachers</td>
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<tr>
<td>Block Field Work</td>
<td>April 7 to May 3, 2008</td>
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<td>Curricular Consultative Meetings</td>
<td>May 2-6, 2008</td>
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**CONVOCATION 2008:** Any day between May 7 and 9, 2008
About TISS

Our History
TISS Milestones
An Overview of Recent Achievements
Organisational Structure
Schools & Centres
Teaching Programmes
Research
Extension
Re-imagining Futures

About TISS
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 resources.

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 consistently 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, disaster management 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 and 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. 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 facilitates 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 (GoM) 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 in the 11 acres of land gifted by Malti Naoroji.

2002  The National Assessment and Accreditation Council awards the Institute a 5-Star rating.

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 and both the M.H.A. programmes also revamp their curriculum.

• A revamped integrated M.Phil.–Ph.D. programme is introduced.

• The Jamsetji Tata Centre for Disaster Management is inaugurated by the Prime Minister of India.

2007

• Three new Master’s Degree programmes are initiated: Disaster Management, Globalisation and Labour, and Social Entrepreneurship.

• Two new Diploma programmes are initiated: Media and Cultural Studies, and Psychosocial Care and Support in Disaster Management.

• Centre for Studies in Social Exclusion and Inclusive Policy inaugurated.

2008

• Three Master’s Degree programmes — Disability Studies and Action, Media and Cultural Studies, and Public Health — and one Diploma programme in Gerontology are initiated.

1.3 AN OVERVIEW OF RECENT ACHIEVEMENTS

The synergy between teaching, research, field action and extension has enabled the 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 GoM to be replicated in police stations across and beyond Maharashtra, and in other states in the country.

• On the request of the Mumbai High Court, in 2005, the 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. A long-term action research project on agrarian crisis has been initiated.

• The 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, the TISS has embarked on an ambitious programme of capacity-building of local communities in sustainable development.

• The TISS is recognised by the World Health Organisation 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 State Government’s policies and programmes for the rehabilitation of ‘scavengers’. A similar study has also been conducted for the state of Gujarat.

• The TISS, in collaboration with the International Centre for Integrated Mountain Development (ICIMOD, Kathmandu) and International Development Research Centre (IDRC, Canada) established 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. The curriculum for this programme is being developed.

- 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 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 has established collaborative research and student exchange programmes with a number of universities in the United States and Europe.
- The TISS is supporting Kabul University by participating in its Master of Public Administration programme.
- The three-year post-tsunami engagement in capacity building of local and indigenous tribal communities in sustainable development has graduated to establishing Community Resource Centre in the remote Nicobar islands. This work will be carried out in partnership with the Andaman & Nicobar administration, which is in the process of setting up systems and structures for Rural Knowledge Centres.
- TISS is the Principal Recipient of the Global Fund for AIDS, Tuberculosis and Malaria in a country-wide project for capacity-building of higher institutions of learning in HIV/AIDS Counselling. Along with the SNDT Women’s University (Mumbai), Lucknow University (Lucknow), Bangalore University (Bangaluru), Jamia Milia University (New Delhi), and the Regional Institute for Medical Sciences (Manipur), TISS will be conducting master training programmes and helping to build infrastructure to develop the capacities of 40 academic institutions all over the country, which, in turn, will provide supportive supervision and training to 12,000 counsellors working in the national HIV/AIDS counselling programme.

The TISS also continues to be involved in critical research in diverse areas such as education and literacy, family and children, 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 for a period of 5 years. The process of re-accreditation has been initiated.

1.4 ORGANISATIONAL STRUCTURE

The Director of 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 3 resource centres provide support to teaching, research, field action and dissemination activities.

Administrative Structure

The administrative structure is designed around 9 sections: Academic, Accounts, Dining Hall, Hostels and Guest House, Maintenance, Meetings, Personnel, Planning and Development, and
Purchase and Stores. These 9 sections are located under 4 broad divisions: (i) Academic, (ii) Finance, Accounts and Audit, (iii) Personnel and Administration, and (iv) Infrastructure Development and Support. 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. Three external experts, along with the faculty of TISS, constitute the Academic Council of the Institute.

1.5 SCHOOLS AND CENTRES

One of the most significant initiatives undertaken recently by TISS was the comprehensive restructuring of its academic structure and programmes. The restructuring process was started in September 2004 and the Institute moved to a new academic structure in February 2006. It currently hosts 6 schools, 4 independent centres, and 3 resource centres as indicated below.

Schools

The School of Health Systems Studies prepares students for managerial roles in the fields of health and hospital administration and carries out high quality social and policy research on a range of health issues with a view to support evidence-based national health policy and programme planning. The School is also involved in designing need-based health-related interventions and building capacities of health and allied professionals to promote and support research, action, advocacy and policy relevant work on health. It offers Master’s programmes in Health Administration, Hospital Administration and Public Health, and a Diploma in Hospital Administration. It has 2 Centres:

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

The School of Management and Labour Studies has a mission to provide quality human service professionals for a variety of stakeholder groups in the development process. The School has diversified to develop innovative teaching and research programmes that address wider social issues and realities with a special emphasis on the marginalised and vulnerable groups. It offers Master’s Degree programmes in Human Resources Management and Labour Relations, Globalisation and Labour, and Social Entrepreneurship; and a Diploma programme in Human Resources Management. It is involved in research and consultancy undertaken through its 4 Centres:

- Centre for Human Resources Management and Labour Relations;
- Centre for Labour Studies;
- Centre for Social Entrepreneurship; and
- Centre for Social and Organisational Leadership Development.

The School of Rural Development works towards promoting initiatives for sustainable, eco-friendly and equitable socioeconomic development of rural communities, with a focus on gender and caste justice. Growing out of the Institute’s Rural Campus in Tuljapur, it conducts a Bachelor’s Degree (Hons.) Programme in Social Work, with a specialisation in Rural Development. It has introduced a Diploma programme in Sustainable Development for Ladakh to promote development initiatives in this remote area of India.
The School of Social Sciences has a special focus on strengthening the social sciences teaching and research base, with an inter-disciplinary perspective. The School conducts introduced two M.A. programmes, both of which have contemporary relevance and significance: Development Studies and Education (Elementary). In order to undertake basic and cutting-edge social research to deal with a range of social, economic, cultural and political issues and processes, the School is organised to deal with several thematic areas through its 6 Centres:

- Centre for Development Studies;
- Centre for Human Ecology;
- Centre for Socio-legal Studies and Human Rights;
- Centre for Studies in Social Exclusion and Inclusive Policy;
- Centre for Studies in the Sociology of Education; and
- Centre for Women’s Studies.

The School of Social Work promotes education in social work that is democratic, emancipatory, and egalitarian and that develops a critical perspective in students. It offers dynamic and relevant programmes at the Doctoral, Master’s (Disability Studies and Action, and Social Work), and Certificate levels (Rehabilitation Counselling and Social Welfare Administration). It also identifies new areas for social work practice and evolves innovative practice strategies through practice-based research and field action projects. Other thrust areas of the School are research, networking and liaising with governmental and non-governmental organisations for capacity building, policy and programme development, and extension. It has 6 Centres:

- Centre for Community Organisation and Development Practice;
- Centre for Criminology and Criminal Justice;
- Centre for Equity for Women, Children and Families;
- Centre for Disability Studies and Action;
- Centre for Health and Mental Health; and
- Centre for Social Justice and Governance.

The IITB–TISS School for Habitat Studies, a centre for knowledge excellence that is to be jointly administered by the IIT Bombay and TISS, will focus on providing a comprehensive response to the knowledge-related needs of the society in the habitat sector. It will attempt to draw from the fields of habitat studies, economics, environmental science, the social sciences, engineering, architecture, and management. The key agenda of the School will involve creation, dissemination, and application of relevant and useful knowledge about planning, design, development, management, and governance of the habitats. The School will also endeavour to develop professional capacities in the field of Habitat Studies through academic teaching and professional/in-service training that incorporate both social and technical skills. This School will conduct its research and analytical work through its 3 Centres:

- Centre for Urban Planning and Governance
- Centre for Science, Technology and Society
- Centre for Water Policy and Governance

Independent Centres

The Centre for Lifelong Learning offers a two-semester (part-time) Certificate programme in Social Work to adult learners who wish to engage in professional or voluntary social work activities. From the 2008 academic year, it is initiating a Diploma programme in Gerontology.
The mission of the Centre is to work with all types of adult learners who, in turn, seek to work with the disadvantaged and vulnerable sections of society. To this end, it conducts a range of outreach and short-term programmes for professionals, para-professionals and volunteers. The thematic contents of these programmes focus upon work-related needs as also self-growth and individual development. Apart from these open-enrolment programmes, the Centre also offers training courses in its regular calendar format in ‘Training Volunteers for Social Work’ and ‘Basic Counselling Skills for the Helping Professions’.

The **Centre for Media and Cultural Studies** is engaged in media teaching, production, research and dissemination. A unique feature of the Centre is the close linkage between the technical and academic areas of its work, thus facilitating a synergy between research, teaching and production, all of which are informed by a keen sense of connection with local subaltern cultures of resistance and invention. It has to its credit 18 national and international awards for its documentary films. The Diploma in Media and Cultural Studies which commenced in 2007, has been upgraded to an M.A. programme from the 2008.

The **Centre for Research Methodology** focuses on knowledge production and skills in the methodological aspects of the various human science disciplines. The Centre is a leader in training research professionals in various fields and has been engaged in teaching, research and consulting in the area of research and analysis. The Socio-Survey Cell of the Centre is involved in large-scale surveys and analysis in several areas of applied social science research. Currently, the Centre is involved in anchoring the taught integrated M.Phil.–Ph.D. programme of the institute.

The **Jamsetji Tata Centre for Disaster Management** has consolidated and extended the significant work of TISS in relief management, disaster assessment, psychosocial intervention and participatory rehabilitation processes. The Centre, currently, offers a Master’s Degree programme in Disaster Management; Diploma in Psychosocial Care and Support in Disaster Management will be offered by the Centre from the 2008 academic year. The Centre also conducts the Certificate/Diploma programme in Sustainable Development in the Andaman & Nicobar Islands.

**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’s faculty, 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. The Publications Unit has been publishing *The Indian Journal of Social Work* (IJSW) uninterruptedly since 1940. The IJSW, a quarterly, 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.

The **Sir Dorabji Tata Memorial Library** has in stock about 1,03,000 volumes. The selection of the material is geared to meet the needs of post-graduate students and M.Phil./Ph.D. scholars. It subscribes to over 200 scholarly journals and has over 1,600 audio-visual materials. It maintains newspaper clippings on current topics and prepares bibliographies on different subjects. It is fully computerised and has a computer reading facility for visually impaired students. Users can access the library database using an Online Public Access
1.6 TEACHING PROGRAMMES

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

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

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

Diploma Programmes in
- Hospital Administration
- Personnel Management
- Sustainable Development
- Media and Cultural Studies
- Psychosocial Care and Support in Disaster Management
- Gerontology

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

1.7 RESEARCH

Over the years, through its research in social work, social sciences, human resources management, health systems and allied fields, the 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 500 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 2007-2008 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.

1.8 EXTENSION

The UGC accepted Extension as the third dimension equal in status to teaching and research in its landmark policy frame declared in 1977. Extension at TISS includes adult learning, continuing education, and field action activities. Extension activities promote a meaningful and sustained rapport between the Institute and the community at large.

Adult Learning and Continuing Education

The Institute reaches out to the working population across social and economic sectors through its full-time and part-time Diploma and Certificate programmes for adult learners and over 50 training and capacity-building programmes throughout the year. Apart from programmes for Training of Trainers, these cover substantive areas in social research, teaching and training methodology, curriculum review and development. These programmes attract learners who wish to upgrade their qualifications, make mid-life career changes and also acquire marketable skills (e.g., in cutting-edge areas of social research, media analysis and soft skills such as leadership and counselling skills, etc.), which are valued in the employment scene today. This dimension of the work at TISS is now poised to take a step forward in terms of evolving equivalency programmes, which can be given academic credits in other graduate and postgraduate programmes of TISS as also in international universities.

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.

1.9 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 and consistently declining resources available to universities. One of the most significant initiatives undertaken during the X Plan period was the comprehensive restructuring of the academic structure and programmes.

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 an institution of excellence in higher education that develops and applies knowledge in pursuit of social justice and human rights for all. By instituting chairs, fellowships and scholarships, 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 government, inter-governmental, academic, communities and NGOs, industry and other civil society groups and our alumni, the TISS hopes to meet the new challenges that we face as we strike a new path.
Master’s Degree Programmes

Student Intake
Reservations
International Students
Foundation Courses
Programme Details
Eligibility
Selection Procedure
Distribution of Credit Hours
Semester-wise Listing of Courses
Course Outlines

section 2
2. Master’s Degree Programmes

PART I: GENERAL INFORMATION

2.1 INTAKE OF STUDENTS FOR THE ACADEMIC YEAR 2008–2010*

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<tr>
<td>M.A. in Development Studies</td>
<td>34</td>
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<tr>
<td>M.A./M.Sc. in Disaster Management</td>
<td>27</td>
</tr>
<tr>
<td>M.A. in Disability Studies and Action</td>
<td>17</td>
</tr>
<tr>
<td>M.A. in Education (Elementary)</td>
<td>25</td>
</tr>
<tr>
<td>M.A. in Globalisation and Labour</td>
<td>22</td>
</tr>
<tr>
<td>Master of Health Administration</td>
<td>26</td>
</tr>
<tr>
<td>Master of Hospital Administration</td>
<td>34</td>
</tr>
<tr>
<td>M.A. in Human Resources Management and Labour Relations</td>
<td>67</td>
</tr>
<tr>
<td>M.A. in Media and Cultural Studies</td>
<td>17</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>17</td>
</tr>
<tr>
<td>M.A. in Social Entrepreneurship</td>
<td>22</td>
</tr>
<tr>
<td>M.A. in Social Work</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>433</strong></td>
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* This includes the first phase of 9% (out of a total of 27%) reservation for Other Backward Classes as per GoI rules. The remaining 18% reservation will be implemented over the next 2 years. Since classes for the M.A. in Education (Elementary) had already begun by the time the GoI Notification was issued, it was not possible to implement the OBC reservation for this programme.

2.2 RESERVATIONS

2.2.1 Scheduled Caste (SC) and Scheduled Tribes (ST) Candidates: As per GoI requirements, 15% and 7.5% seats are reserved for SC and ST candidates, respectively, in all the programmes.

2.2.2 Persons With Disability (PWD): Three per cent seats are reserved in all the Master’s Degree Programmes for PWD of which 1% each is reserved for persons with (a) Low Vision/Blindness, (b) Hearing Impairment, and (c) Locomotor Disability/Cerebral Palsy.

2.2.3 Other Backward Classes (OBCs): Following GoI directives, 9% of the seats are be reserved for candidates from OBCs. This is the first phase of implementation of 27% reservation for OBCs.

2.3 INTERNATIONAL STUDENTS

2.3.1 Introduction

Admission of International Students to all the Master’s Degree programmes offered by TISS will be done through the International Students’ Office (ISO) of TISS. Students will be admitted in the beginning of the degree programme. For customised short-term courses, students can be admitted at any time during the year. All foreign nationals (holding citizenship other than Indian or in addition to that of Indian) are eligible to apply as International Students.
2.3.2 Eligibility

The qualifications required for International Students to be considered eligible for admission to the different programmes of the Institute can be checked in detail from the Information Brochure. Only those students who have qualified from foreign Universities or Boards of Higher Education, recognised as equivalent by the Association of Indian Universities (AIU) are eligible for admission. When required, a reference will be made to the AIU to check the equivalence. The student should submit the documents mentioned in the eligibility form in order to check equivalence through the AIU, along with the application.

For all Master’s degree programmes at TISS, International Students from non-English speaking countries or those who have not completed their degree course in the English medium should submit the TOEFL (Code 2102) scores. GRE scores are also necessary.

2.3.3 Transfers and Change of Programme

An International Student who has been granted admission to a particular programme will not be allowed to change the programme. In exceptional cases, the ISO may permit this, based on eligibility rules and permission of the Competent Authority of the Institute.

2.3.4 Government of India Scholars

International students who are awarded scholarships by the Indian Council for Cultural Relations (ICCR), New Delhi, will get preference for admission and for hostel accommodation. Candidates sponsored by different foreign governments for training and studies will also be given preference for the same.

2.3.5 Procedure for Admission

**Stage 1: Preliminary Procedure**

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

**Stage 2: Selection Procedure**

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

1. The candidate has to write an essay upto 1,500-2,000 words in the English language on a topic intimated through e-mail and submit the same through e-mail as well.
2. Candidates will go through a telephone interview on a designated day.
3. After this, a list of selected candidates will be announced.

**Stage 3: Obtain Student Visa and Pay Fees**

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

**Stage 4: Report to the Institute**

1. Undergo the medical examination and get the medical fitness certificate. As per GoI rules, all International Students entering India on a Student Visa have to be tested for HIV. As per UGC Guidelines (dated 29 August 2007), if found HIV positive, the student will not be given admission. All International Students will be required to pay medical fees of US $60.
2. The candidate should produce original documents at the time of verification of documents. Once verification is over, the original documents will be returned to the candidates immediately.
3. Admission of International Students will be confirmed only after verification of original certificates, medical fitness test, and payment of the required fees.
4. All International Students should register their names with the police in the Foreigner Regional Registration Office (FRRO) of the local Police, within 2 weeks of arrival in India.

2.3.6 Fee Structure

The fee structure for International Students is given in Section 4.

2.3.7 Discipline

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

2.3.8 Examination and Award of Degrees and Diplomas

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

2.4 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 Group Discussion (GD), and, if found eligible, the Personal Interview (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.

2.5 SPECIAL STUDENTS

Persons holding a Bachelor’s Degree may be permitted to audit not more than 3 lecture courses, excluding field work, on the payment of the fees of Rs. 500/- per course as special students. Such students will be given an attendance certificate, provided they maintain 75% class attendance.
2.6 RULES REGARDING ADMISSION

2.6.1 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 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 those 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.

2.6.2 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.

2.6.3 At the time of application for admission to all the Master’s Degree programmes, except Health Administration, Hospital Administration and Public Health, 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.

2.6.4 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 that 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.

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

2.6.6 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.

2.6.7 The candidates who have been selected for admission, will have to undergo a pre-admission medical check-up by the Medical Officer of the Institute. Certificate of health by the Medical Officer is necessary to confirm admission to the Institute.

2.7 OTHER RULES

2.7.1 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.

2.7.2 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.
2.7.3 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.

2.7.4 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.

2.7.5 Participation in Relief Work/Camp: In keeping with the Institute’s tradition, 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.

2.7.6 Recreation Activities: Any recreational activity in both the Main Campus and the Naoroji Campus can be held only after obtaining prior permission from the competent authority and must come to an end at 11.00 p.m. Details of the event must be stated while seeking approval of the event from the Dean, Student’s Affairs. In keeping with the decision of the Mumbai High Court, all loud speakers and public announcement systems should be switched off at 10.00 p.m. This decision is enforceable by all local police stations.

2.8 PHYSICAL FITNESS PROGRAMME

The Physical Fitness Programme was introduced as a compulsory activity in the academic year 2006–2007. From this year, the Institute has expanded its ambit to include faculty and staff of the Institute. The students, staff and faculty will have an option to select between the gymnasium and yoga activities.

PART II: FOUNDATION COURSES

2.9 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), 4 of which are common. Students of M.A. in Development Studies are required to only take the 4 common Foundation Courses. 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**

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**

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**

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**

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**

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

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.

PART III: PROGRAMME DETAILS

2.10 MASTER OF HEALTH ADMINISTRATION

AND

2.11 MASTER OF HOSPITAL ADMINISTRATION

The Master of Health Administration and Master of Hospital Administration 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 4 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.

Eligibility

(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, 2008. 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.

Selection Procedure

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.

(c) **Group Discussion (40 Marks):** The 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 PI a general candidate should secure at least 40 marks (30 marks for SCs and STs) in the ET and GD put together.

### Distribution of Credit Hours

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<thead>
<tr>
<th>Year</th>
<th>Detail</th>
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<tr>
<td>First</td>
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<td>Internship</td>
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<td>Second</td>
<td>Courses</td>
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<td></td>
<td>Internship</td>
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<td></td>
<td>Research Project or Additional Internship</td>
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<tr>
<td>Total</td>
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### Semester-Wise Listing of Courses

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<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
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<tr>
<td></td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 5 Social Science Perspectives on Health (Part I: Units I, II and III)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BC 1 Principles of Health Services Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>BC 2 Research Methodology 1</td>
<td>2</td>
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<tr>
<td></td>
<td>HE 1 Community Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HE 2 Management of National Health Programmes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HO 1 Organisation and Administration of Supportive Services</td>
<td>2</td>
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<tr>
<td></td>
<td>HO 2 Organisation and Administration of Clinical and Super Speciality Services</td>
<td>2</td>
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<tr>
<td></td>
<td>1st Internship</td>
<td>6</td>
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<tr>
<td>II</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>
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<tr>
<td></td>
<td>FC 5 Social Science Perspectives on Health (Part II: Units IV and V)</td>
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<tr>
<td></td>
<td>BC 3 Research Methodology 2</td>
<td>2</td>
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<tr>
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<td>BC 4 Organisational Behaviour</td>
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<td>BC 5 Human Resource Management and Labour Legislation</td>
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<td>BC 6 Financial Accounting</td>
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<td>BC 7 Epidemiology and Biostatistics</td>
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<td>HE 3 Health Planning</td>
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<td>HO 3 Hospital Planning</td>
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<td>III</td>
<td>BC 8 Health Policy and Administration</td>
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<td>BC 9 Operations Research</td>
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<td>BC 10 Comparative Health System</td>
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<td>BC 11 Strategic Management in Health Care Settings</td>
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<td>BC 12 Materials Management</td>
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<td></td>
<td>BC 13 Legislation for Health and Hospital</td>
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<td></td>
<td>HE 4 Health Management Information Systems</td>
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<td></td>
<td>HE 5 Health Education and Communication</td>
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</tr>
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<td></td>
<td>HO 4 Management Accounting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HO 5 Marketing Management</td>
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<td></td>
<td>3rd Internship</td>
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<tr>
<td>IV</td>
<td>HE 6 Gender, Health and Rights</td>
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<td>HE 7 Urban Health</td>
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<td></td>
<td>HE 8 Financing of Health Services</td>
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<tr>
<td></td>
<td>HO 6 Systems Development and Information Resource Management in Hospitals</td>
<td>2</td>
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<td></td>
<td>HO 7 Quality Management</td>
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<td></td>
<td>HO 8 Financial Management</td>
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<td></td>
<td>Dissertation/Optional Internship</td>
<td>6</td>
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<td></td>
<td>4th Internship</td>
<td>6</td>
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**Course Outline**

**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 Biostatistics**


**BC 8: 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**

factors, socio-cultural factors, health behaviour and life-style, quality of health, problems and potentials for community health planning.

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


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, 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-speciality Services: Introduction, Classification of Super-specialty services and sub-specialty; special requirements of super speciality 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


2.12 MASTER OF PUBLIC HEALTH

Public health education has been a focus in the country since the Bhore Committee report in 1946. Since then, there have been several initiatives in the country to improve human resources in public health. Recently, the NHP 2002 and the NRHM documents highlight the need to train public health professionals as an important requirement for the improvement of the health situation in the country. Existing courses on public health largely focus on health management or clinical research. Taking into consideration the kind of public health problems the country is facing in the social, cultural and economic context in which people are located, the need of the hour is to develop a public health programme with focus on social epidemiology. Thus, there is a definite need to start a full-time course in public health at the post-graduate level, which will not only cater to the need for trained human power in public health, but also help in the protection and maintenance of public health with a focus on social epidemiology.

This programme explores link between social environment and health of the population along with strong methodological and technical foundation in epidemiology, biostatistics, quantitative analysis, and national and international public health policies. The Master of Public Health (MPH) curriculum has emphasis on research-related courses and development of public health paradigms. The internship component of the MPH programme involves interaction with different health institutions, followed by an independent research study.

The graduates of the programme are expected to occupy technical and leadership positions in the public health programmes of the state and non-state organisations and institutions.

Eligibility
(a) A Master’s Degree in any discipline, or
(b) A Bachelor’s Degree in medicine, or
(c) A Bachelor’s Degree (other than medicine) with at least 2 years experience in the health sector after graduation.

Notes: i) A Bachelor’s Degree of a candidate must be of a minimum of three years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+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.
ii) Medical graduates should complete their internship on or before June 21, 2008. Otherwise their candidature/admission will be automatically cancelled.

Selection Procedure
The weightage for the different components of the selection procedure are as follows:
(a) Written Test (Essay) = 70
(b) Personal Interview = 100
(c) Academic Background = 30

To be eligible for the Personal Interview, a general candidates should obtain a minimum of 50% marks in the Written Test and SC and ST Candidates should obtain a minimum of 40% marks in the Written Test.

Distribution of Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credits</th>
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<tbody>
<tr>
<td>First</td>
<td>Courses</td>
<td>31</td>
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<tr>
<td></td>
<td>Internships</td>
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<tr>
<td>Second</td>
<td>Courses</td>
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<td></td>
<td>Internships</td>
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<td></td>
<td>Research Project</td>
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<td>Total</td>
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## Semester-wise Listing of Course

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<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1</td>
<td>Understanding Society</td>
</tr>
<tr>
<td></td>
<td>FC 2</td>
<td>Introduction to Basic Economics</td>
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<td></td>
<td>FC 5</td>
<td>Social Science Perspectives on Health</td>
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<tr>
<td></td>
<td>BC 1</td>
<td>Research Methodology I - Quantitative Methods</td>
</tr>
<tr>
<td></td>
<td>BC 2</td>
<td>Research Methodology II - Qualitative Methods</td>
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<tr>
<td></td>
<td>BC 3</td>
<td>Introduction to Epidemiology</td>
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<tr>
<td></td>
<td>PH 1</td>
<td>Introduction to Public Health</td>
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<tr>
<td></td>
<td>PH 2</td>
<td>Epidemiology of Communicable and Non-Communicable Diseases - I</td>
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<td></td>
<td></td>
<td>1st Internship</td>
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<tr>
<td>II</td>
<td>FC 3</td>
<td>Development Experience, Social Conflict and Change</td>
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<tr>
<td></td>
<td>FC 4</td>
<td>Human Development, Identity, Culture and Media</td>
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<td></td>
<td>FC 6</td>
<td>Social and Behavioural Influences on Health</td>
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<td>BC 4</td>
<td>Introduction to Biostatistics</td>
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<td></td>
<td>PH 3</td>
<td>Epidemiology of Communicable and Non-Communicable Diseases - II</td>
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<td>PH 4</td>
<td>Health Care Management</td>
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<td></td>
<td>PH 5</td>
<td>RCH and Adolescents</td>
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<td></td>
<td>PH 6</td>
<td>Health Policy Formulation and Implementation</td>
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<td>III</td>
<td>BC 5</td>
<td>Health Policy and Systems Research</td>
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<td>BC 6</td>
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<td>BC 7</td>
<td>Advanced Epidemiology and Biostatistics</td>
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<td>PH 7</td>
<td>International Public Health</td>
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<td>PH 8</td>
<td>Public Health Surveillance and Information Systems</td>
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<td>PH 9</td>
<td>Public Health Financing</td>
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<td>PH 10</td>
<td>Population Dynamics and Health</td>
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<td></td>
<td>PH 11</td>
<td>Ethics and Public Health: Principles and Practice</td>
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<td></td>
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<td>3rd Internship</td>
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<tr>
<td>IV</td>
<td>PH 12</td>
<td>Health Education and Communication</td>
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<td>PH 13</td>
<td>Environmental Health</td>
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<td>PH 14</td>
<td>Mental Health</td>
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<td>PH 15</td>
<td>Public Health Nutrition</td>
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<td></td>
<td>PH 16</td>
<td>Public Health Legislation</td>
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<td></td>
<td></td>
<td>Dissertation (Process to begin from Semester I)</td>
</tr>
</tbody>
</table>

*Note: The sequence of courses is only suggestive and may change during the programme.*

## Course Outline

**FC 5: Social Science Perspectives on Health**

Perspectives on social problems - social pathology, social disorganisation, value conflict, deviant behaviour and labelling. Public health problems as social problems in terms of inquiry, analysis, action and challenges. Public health implications of development: a social science approach-community characteristics/dynamics of the society; role of state, civil
society/voluntary agencies (NGOs); people’s participation/decentralisation; urbanisation and health; poverty and health; globalisation and health; relevance of other disciplines in the field of public health (History, Geography, Political Science and Anthropology); medical anthropology in public health; significance of multidisciplinary approaches and its limitations; systems approach in public health. Theoretical perspectives in social sciences: political economy perspective; functionalism-sick role, sociology of professions; behavioural science approaches; constructivist approach.

**FC 6: Social and Behavioural Influences on Health**

Introduction to concepts in sociology - group structures, roles, institutions, organisation of groups and institutions, socialisation, gender, social problems, etc. Comparison between medical and social models for health and illness. Social determinants of health - occupation, culture, networks, socioeconomic status, caste, religion, social class, gender, mobility, etc. Social aetiology of disease. Role of the kin group in illness and recovery. Role of the traditional practitioners. Ritual, magic and religion in health practices. Culture and cultural influences on health. Introduction to concepts in psychology - individual differences, growth and human development, personality, stress, stigma, prejudice and discrimination, attitudes and beliefs, compliance, self esteem, adjustment, psychophysiology, etc. Psychological models of health-health belief model, the stages of change model, social cognitive model, ecological model of behaviour change, self-regulatory model of illness behaviour, General Adaptation model of stress. Behavioural determinants of health - personality-related factors, risk-taking behaviour, stress and stressful life events, perceived susceptibility, health seeking behaviour, lifestyle, structural and environmental frameworks to behaviour change. Adjustment and adaptation to chronic disease. Psychological measures of health.

**BC 1: Research Methodology I - Quantitative Methods**

Introduction: meaning, nature, scope and significance of social research. The steps in social research: An overview. Nature of Qualitative and Quantitative Research. Research design: Significance of designing research; types of research designs, pitfalls and advantages. Hypothesis, concepts, variables and theory. Reliability and Validity: types, measures and importance. Data collection: Observation; interview/questionnaire; experiments, case study. Reporting research and reading articles - doing literature reviews, organisation of scientific articles. Introduction to Health Research; Ethics in Health Research - ethical principles, informed consent, etc. Sampling: Concepts, principles and techniques. Data processing: Coding and summarisation of data. Use of computers in research.

**BC 2: Research Methodology II - Qualitative Methods**

Introduction to the course. The history of qualitative research. The research paradigms: qualitative and quantitative. Nature and basic assumptions of qualitative research. Theoretical frameworks in qualitative research. Designing qualitative research - issues of research design, sampling, triangulation, field work, & reporting. Methods of conducting qualitative research I (Interviews, Mapping). Methods of conducting qualitative research II (Focus groups, observation). Methods of conducting qualitative research III (Structured Methods - listing, ranking, pile sorting, and others). Qualitative research data management (Field notes, recording observations and textual data, coding, analyzing, interpreting data, display methods). Data analysis, computer assisted methods. Ethical issues in qualitative enquiry (principles of ethics, practicing ethics, informed consent, researcher as a variable/
interventionist). Field experiences in doing qualitative research. Applications of qualitative research in the filed of health. Course wrap up and discussion/ feedback.

BC 3: Introduction to Epidemiology


BC 4: Introduction to Biostatistics


BC 5: Health Policy and Systems Research

Concept of evidence-based policy and practice: knowledge-based research and practice; Research as tool for decision making; Review of health policy research in areas of governance, health sector reform, health sector financing, workforce planning and management and health planning; Using systematic review for evidence based health policy; Designing health system research for managing healthcare; Process of using health research for health policy and practice.

BC 6: Evaluation Research in Public Health

Definition of evaluation. Types of evaluation: output evaluation, outcome evaluation and process evaluation; Evaluation research designs: experimental designs, quasi-experimental design, survey design: baseline and end-line surveys; Participative evaluation: involvement of stakeholders; Use of qualitative methods in evaluation; use of bio-statistics in evaluation.

36
BC 7: Advanced Epidemiology and Biostatistics

Revision of concepts in Epidemiology & Biostatistics; The role of epidemiology in Public Health; Different epidemiological perspectives. Branches of Epidemiology - Environmental Epidemiology, Occupational Epidemiology, Nutritional Epidemiology, etc. Quantitative methods of Epidemiology and Biostatistics, Computer applications, Epidemiological & Biostatistics softwares, Multivariate analysis; Meta analysis, Systematic reviews. Mathematical models in Epidemiology. Understanding and evaluating causality; Advanced concepts in Confounding, Chance, Bias, Interaction. Evidence-Based Medicine/Health Care. Use of epidemiological tools for health planning and making a community diagnosis, for monitoring and evaluation of health programmes, in development of management information systems, for formulation of health interventions, for health services & health policy.

PH 1: Introduction to Public Health

Concept of health and disease; Concept of public health and related terminologies like community health, Preventive and Social Medicine (PSM), Health management etc. Historical development of public health: Chadwick era, Scientific era (germ theory era), Internationalisation, New Public Health. Distribution, determinants and basic measures of health; Health Indicators; Health in developed and developing countries. Diseases of public health importance; Concept of prevention; Levels of prevention. History, structure, function and organisation of health services in India; Job descriptions of various functionaries; Overview of the various national health programmes. Mckeown thesis, Black report, Whitehall studies. Contemporary issues in public health.

PH 2: Epidemiology of Communicable and Non-Communicable Diseases - I

and

PH 3: Epidemiology of Communicable and Non-Communicable Diseases - II


PH 4: Health Care Management

Concept of management; Models of management - traditional model, human relations model, human resource model; Decision-making process. Motivation and job satisfaction; Leadership and supervision; Team work; Communication; Organisation change and development. Human Resource Planning, Employee Recruitment and Selection, Orientation, Training and Development, Performance and Potential Appraisal, Concept of strategic management; Using different methods and techniques to carry out strategic analysis: SWOT Analysis. Concept of planning; Process of planning; need assessment, community diagnosis; community
involvement in planning; Stakeholder role in planning. Definition, scope and importance of materials management; Procurement, storing and distribution; Maintenance: preventive maintenance; Logistic management. Quality management: Definition of quality in healthcare: technical quality, service quality and efficiency; Benchmarking: setting standards; Determinants, indicators and measurement of quality.

**PH 5: RCH and Adolescents**


**PH 6: Health Policy Formulation and Implementation**

Concept of health policy; Normative and value base of health policy; Formulation of health policy factors to be considered: interest groups; regional variation and requirements; health policy in the context of market economy and globalisation; Implementation of health policy; Role of central and state governments; Role of non-governmental sector. Health policy analysis: National Health Policy; National Drug Policy; National Population Policy; National Medical Education Policy.

**PH 7: International Public Health**

What is international public health and why does it matter? Defining terms - Medicine vs. Public Health; Global health vs. International health; Health as a Global Issue; Measuring the health of the world. A history of International health; Miasma and plague: ancient efforts to protect the people; The Enlightenment and the invention of the vaccine; Public Health as Scientific Inquiry; Health for All: the Twentieth Century; Re-emerging Diseases and New Threats; Principles and activities of the international health field, its continuities and discontinuities. Demography of disease and mortality; Distribution and trends in selected communicable and non communicable diseases; Outbreaks, Epidemics, Pandemics with special focus on zoonotic infectious diseases and emerging infectious diseases. Understanding social determinants of health and population health perspective; proximate and distal determinants of variation in health and well being; Stepping beyond medicine: societies and health - Poverty, War, Human rights, Environmental Health. Understanding the political economy of international health issues; focus on bio (security)/ health security, globalisation of trade, travel and migration; Health Policy in a Global Context; The Key Players: People, Communities, States, and the International System; International system and their role in shaping/ responding to local versus global health priorities and policy making; The Roles and Functions of Ministries of Health; Health System Reform: Global Perspectives; Major policy and program shifts in international public health over the last three decades; Understanding
power dynamics among social actors and countries involved in the health policy reforms at both, international and national levels. Applying ethical approaches to international, country level and local health issues; ethical relativism; human rights vs. cultural norms;

**PH 8: Public Health Surveillance and Information Systems**

Basic concepts in data and information, Characteristics of Information. Sources of health information: Census, CRS,NFHS, verbal autopsy, registration and notification of diseases. Integrated Disease Surveillance Programme. General system theory, Information systems and its characteristics. Health Information System and its components. Surveillance and its types, active, passive and sentinel surveillance. Concepts of behavioural surveillance and its applications. Concept of public health lab, its role and functions in disease surveillance and outbreak investigations. International Health surveillance. GIS (Geographic Information system) for surveillance. Community monitoring (e.g. NRHM model) systems.

**PH 9: Public Health Financing**

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.

**PH 10: Population Dynamics and Health**


**PH 11: Ethics and Public Health Principles and Practice**

Introduction to philosophical and moral underpinnings of justice, equality and fairness; theories of distributive justice and relational conception of justice; concepts of ethics, morality, human rights and law and distinction among these concepts. Concept of Health as a social good; Just health care; ethical issues in the identification and assessment of health inequality and inequity indices- various determinants and outcomes in the Indian context including those related to gender, caste and class. Ethical issues in relation to public health care financing, health sector reforms, allocation and distribution of funds to public health programmes; issues related to privatisation and state supported private public mix approach. Ethical issues in relation to public health policies and programs; ethics of implementation of public health programmes like routine immunisation, HIV testing of ANC cases, blood safety programmes, health camp approach for sterilisation; ethical issues in relation to prevention and control of epidemics; ethics and the use of health technologies for public health goals. Ethical issues in relation to governance and management of health care delivery systems, issues of distribution, accountability and transparency in resources management and procurement; corruption, misappropriation of public health gods and violation of public health services practices. Ethical issues in the development of health indices and measurement- DALYS and QUALYs; standardisation of norms for food nutrients, grading of food, food safety norms- basis for developing national norms. Ethics of public health care services during times of disasters; allocation and distribution of health and relief services to disaster affected; identification and assessment of scale of public health needs for rehabilitation; follow up and long term care. Redressal mechanisms for violation of ethical principles- social audit, grievance cells, ombudsman, lok adalats, etc. Ethics and public health research, history of ethics in public health research; ethical issues related to the design, conduct, dissemination and publication of public health research including application of voluntary participation, informed consent, privacy, and confidentiality principles; ethical issues in designing and conducting randomised controlled trials, case control studies, studies on vulnerable populations; protection of research participants; ethics of evaluation research; power relations and social hierarchies at play in health research - researcher and the researched; users of research and donor groups; responsible reporting of findings; research misconduct including plagiarism. National guidelines for ethics in public health research; ethical issues in collaborative, international and multidisciplinary public health research. Select ethical debates - case studies of past and contemporary public health debates.

**PH 12: Health Education and Communication**


developing realistically attainable well-defined and measurable cognitive, affective, and behavioral goals for positive approaches to health education and communication. Communication advances (individuals, group and mass) and settings (formal, informal, structured and unstructured) for health communication. Effective health communication strategies in health care, communication between health care providers and consumers.

**PH 13: Environmental Health**


**PH 14: Mental Health**


**PH 15: Public Health Nutrition**

Nutritional requirements for a balanced diet - global and Indian concepts. Role of nutrition in the life cycle - pregnancy, birth, childhood, adolescence, adult years and for geriatric populations. Social and cultural aspects of nutrition - feeding practices, eating behaviour as a social activity. Nutrition and education programmes - iodine deficiency programmes, anaemia programmes, LBW, PEM, mid-day meal, ICDS, etc. International and national nutritional policies. Assessment of malnutrition and nutritional status - indicators, studies and methodological issues. Food security, equity in food production and availability - factors that shape the current food system. Food hygiene, food borne diseases, food toxicity, food safety, GM foods. The role of diet in the development of chronic diseases, such as cardiovascular disease, cancer, diabetes, etc.

**PH 16: Public Health Legislation**

Medicine: Quarantine, Notifiable diseases, Medical negligence, Right’s perspective in Public Health, Consent and Confidentiality in Public Health Research.


Internships

1st Internship (6 credits): During Semester 1, the students will be placed in urban public health set up - BMC/NMMC public health set up, community-based organisations, NGOs, public health activist groups, institutes of public health importance, etc.

2nd Internship (6 credits): During Semester 2, the students will be placed in rural public health set up. They will study state government public health set up and major national health programmes (TB, Polio, Malaria, HIV/AIDS, Cancer, Diabetes, etc).

3rd Internship (6 credits): During Semester 3, students will apply various kinds of research methods like epidemiological studies, evaluation research, health system research, etc in public health practice, analysis of the impact of social movements on public health.

Research

The course will include selection of a topic, selecting the research design, planning and implementation of the research project, analysis of the results and presentation of the work as a written dissertation. It can either be an epidemiological study or qualitative research or operations research or any other study design. Students will be encouraged to publish their research in either the School Journal or any other suitable medium.

The Dissertation is to be completed over 4 semesters and total 6 credits are also distributed over all 4 semesters as follows.
(a) Semesters 1 and 2 (1 credit): Review of literature, selection of a topic and selecting the research design.

(b) Semester 3 (1 credit): Planning and implementation of the research project.

(c) Semester 4 (4 credits): Analysis of the results, presentation of the work as a written dissertation and publication.

2.13 M.A. IN GLOBALISATION AND LABOUR

The onslaught of globalisation and liberalisation has been causing major changes in the lives of people in developing countries in general and the working class in particular. This has happened particularly during a short span of just 2 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 International Labour Organisation (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 work towards altering the processes to work for the workers in the unorganised sector.

This programme attempts to undertake this task. The initial interest in starting such a programme came from the ILO by founding 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. The GLU has initiated a programme with the University of Kassel and Berlin School of Economics in Germany; University of Witwatersrand in South Africa; and the University of Campinas in Brazil. The TISS is a part of this international collaborative effort.

The pedagogy for this programme 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. Classroom teaching of the programme will be completed in the first year itself wherein a total of 12 courses, comprising 44 credits, will be taught. In the second year, all students will undergo an internship of 6 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.

Eligibility

(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 Saturday, June 21, 2008, 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.

Selection Procedure

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.

Distribution of Credit Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Foundation Course</td>
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</tr>
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<td>Courses</td>
<td>44</td>
</tr>
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<td>Second</td>
<td>Dissertation</td>
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</tr>
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<td></td>
<td>Internship</td>
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</tr>
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<td>Total</td>
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</tbody>
</table>

Semester-wise Listing of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<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>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>
</tr>
<tr>
<td>II</td>
<td>GL 4 One World Seminar</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>GL 7 Industrial Relations and Trade Union Strategies in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 8 Globalisation and the Informal Sector</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 9 Organising Labour in the Informal Sector</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 10 Social Security and the State</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 11 Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 12 Leadership Development</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 13 WTO, World Bank and International Monetary Fund</td>
<td>4</td>
</tr>
<tr>
<td>III and IV</td>
<td>Internship (6 months)</td>
<td>16</td>
</tr>
<tr>
<td>III and IV</td>
<td>Dissertation</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>84</td>
</tr>
</tbody>
</table>
Course Outline

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 Organisation 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.


Workers’ Rights and the State in the Global Economy as realised by the Domestic Labour Laws: Employers, employees’ rights, penalties, and legal and illegal economic pressure from employer and employee sides, and from the context of employee rights - wrongful dismissal, illegal termination and retrenchment, lay-off, retrenchment and closure compensation. Domestic

GL 4: One World Seminar
This is a seminar-based course, in which the students will make presentations on different aspects of labour through case studies of different countries.

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 Union Strategies in a Global Economy

GL 8: Globalisation and the Informal Sector

GL 9: Organising Labour in the Informal Sector
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 Organisations: 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 organisations and relations with civil society. World Bank and its role in Developing Countries. IMF and its influence on internal policies. IMF, WB and Structural Adjust. Basic principles of the

2.14 M.A. IN HUMAN RESOURCES MANAGEMENT AND LABOUR RELATIONS

The M.A. in Human Resources Management and Labour Relations (HRM & LR), programme (formerly known as M.A. in Personnel Management and Industrial Relations), offered by the School of Management and Labour Studies, is designed to develop students into professionally competent and socially sensitive management graduates, fully equipped to take on the challenges of the corporate world. This 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. The School has undertaken a major restructuring of its curriculum to realise these objectives while responding to the changes in the external environment and in consonance with the mission of the Institute.

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 student’s exposure to varied industry sectors. Besides field work, students also undertake internships with organisations for a period ranging from 6-8 weeks, which is seen as an opportunity for the student to learn significantly from, and contribute meaningfully to organisations.

In brief, the M.A. in HRM & LR programme, which benefits from over 4 decades of teaching and research in the same area, is a challenging teaching-learning experience that blends cutting edge theory with innovative practice to develop business leaders for the global industry. The TISS HRM & LR post-graduates are amongst the most sought after in 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.

Eligibility

(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.
(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by **Saturday, June 21, 2008**, will also be eligible to apply. 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.

**Selection Procedure**

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.

**Distribution of Credit Hours**

The total credit hours for the M.A. in Human Resources Management & Labour Relations Programme will be 96, divided between the first year and second year, as detailed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Courses</td>
<td>42</td>
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<tr>
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<td>Field Work</td>
<td>12</td>
</tr>
<tr>
<td>Second</td>
<td>Courses</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Research Project or 2 additional papers</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
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<td>96</td>
</tr>
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* Under review

**Semester-wise Listing of Courses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PC 1 Interaction with HR Heads</td>
<td>Part of Induction</td>
</tr>
<tr>
<td>PC 2</td>
<td>Round Table Discussion on Field Work (FW) followed by Industrial visits</td>
<td>Part of FW Orientation</td>
</tr>
<tr>
<td>FC 1</td>
<td>Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td>FC 2</td>
<td>Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td>FCHR 1</td>
<td>Foundations of Business Management</td>
<td>2</td>
</tr>
<tr>
<td>FCHR 2</td>
<td>Industrial Relations</td>
<td>2</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>I</td>
<td>FCHR 3 Management of Human Resources: Conceptual and Strategic Perspectives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 1 Social Research &amp; Case Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 2 Employment Law - I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 3 Organisational Theory &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 4 Business Communication and Presentation Skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 5 Understanding Self and Facilitating Relationship</td>
<td>2</td>
</tr>
<tr>
<td></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>HR 6 Organisation Behaviour</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 7 Employee Resourcing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 8 Financial Accounting &amp; Cost Management - I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 9 Marketing, Sales Management &amp; Business Development - I</td>
<td>2</td>
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<tr>
<td></td>
<td>HR 10 Operations Management</td>
<td>2</td>
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<tr>
<td></td>
<td>HR 11 Performance Management</td>
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<tr>
<td></td>
<td>HR 12 Learning and Development</td>
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<td>HR 13 Employee Welfare, Decent Work and SHE</td>
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</tr>
<tr>
<td></td>
<td>HR 14 Foundations of Compensation Management</td>
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<tr>
<td></td>
<td>PC 3 Assessment Centre</td>
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<td></td>
<td></td>
<td>Partial of FW</td>
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<tr>
<td>II</td>
<td>HR 15 Organisation Development and Change Management</td>
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<td></td>
<td>HR 16 Application of IT in HRM</td>
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<td>HR 17 Employment Law - II</td>
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<td>HR 18 Labour Economics</td>
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<td></td>
<td>HR 19 Business Strategy and Strategic Human Resources Management</td>
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<td></td>
<td>HR 20 Business Statistics and Quantitative Techniques</td>
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<td></td>
<td>HR 21 Financial Accounting and Cost Management - II</td>
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<td>HR 22 Marketing, Sales &amp; Business Development - II</td>
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<tr>
<td></td>
<td>Elective I - Employee Relations</td>
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<tr>
<td></td>
<td>ER 1 Negotiation Skills and Collective Bargaining</td>
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<tr>
<td></td>
<td>ER 2 Global Employee Relations</td>
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<td></td>
<td>ER 3 Conflict Management and Building Collaboration.</td>
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<td></td>
<td>Elective II - Learning &amp; Development</td>
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<td></td>
<td>LD 1 Alternative Learning Models</td>
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<td>LD 2 Training Process and Delivery</td>
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<td></td>
<td>LD 3 Training Evaluation and Effectiveness Measurement</td>
<td>2</td>
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<tr>
<td></td>
<td>Elective III - Compensation and Benefits</td>
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</tr>
<tr>
<td></td>
<td>CB 1 Advanced Compensation and Benefits</td>
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<tr>
<td></td>
<td>CB 2 Global Compensation Management</td>
<td>2</td>
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<tr>
<td></td>
<td>CB 3 Taxation: Policy and Procedures</td>
<td>2</td>
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<tr>
<td>III</td>
<td>Elective IV: Generic Course</td>
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<tr>
<td></td>
<td>Students have to opt for at least one paper from each of the above mentioned Electives</td>
<td>6</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>IV</td>
<td>HR 23* Global HRM</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 24* Corporate Governance and Business Ethics</td>
<td>2</td>
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<tr>
<td></td>
<td>HR 25* Knowledge Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 26* Gender and Diversity Management</td>
<td>2</td>
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<tr>
<td></td>
<td>HR 27* Organisation Development: Leadership Capacity Building</td>
<td>2</td>
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<tr>
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<td>HR 28* Talent Management</td>
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<tr>
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<td>Compulsory Audit Courses</td>
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<tr>
<td></td>
<td>CA 1 Measuring HR Effectiveness and Benchmarking</td>
<td>Audit</td>
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<tr>
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<td>CA 2 Future of HR</td>
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<tr>
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<td>CA 3 Understanding Innovation, Creativity and Decision Making</td>
<td>Audit</td>
</tr>
<tr>
<td></td>
<td>CA 4 Organisation Process Capability Management</td>
<td>Audit</td>
</tr>
</tbody>
</table>

(PC: Professional Context; FC: Foundation Course; * Optional Courses)

Notes:
1. Total credit hours, including field work, are 96.
2. FC 1 & 2 in the Semester I, and 3 & 4 in the Semester II are common to all programmes across Schools.
3. PC 1, 2 and 3 form part of Induction/FW to the programme.
4. CA 1, 2, 3 and 4 are compulsory audit courses.
5. Those not opting for research project will take two additional courses in the Semester IV.
6. In Semester III, one out of four electives is to be chosen by students.
7. Summer project will be non-credit and compulsory.

Course Outline

PC 1: Interaction with HR Heads

PC 1 forms an integral part of the orientation programme for the new students of HRM & LR Course. The raison d'être of this arrangement is to generate a context for the new beginner and enable them to intuit the challenges and other dimensions of being a HR professional in industry. Towards this, arrangements will be made for (a) a handful individual sessions with HR Heads, drawn from various Industry verticals, over the first 4 weeks of Semester I; (b) group visits to industry locations; and (c) setting up a Round Table of senior and competent HR professionals drawn from various industry verticals and thrash out the problems and prospects of HRM profession.

PC 2: Round Table Discussion on Field Work

Round Table of targeted field work organisations and HRM faculties is designed to share with new beginners the concept and core curriculum of field work, its purposes, expectations of the organisations as well as faculty supervisors from field work, and so on.

PC 3: Assessment Centre

At the beginning of Semester II, an Assessment Centre will be arranged to understand the basic competence of students, their aptitude and interest areas to facilitate their subsequent placement in different field work organisations.

FCHR 1: Foundations of Business Management

Concept of Business and business environment, Business Models, Environment scanning. Basic concept of management, Various Approaches to Management, Management - an art or a

**FCHR 2: Industrial Relations**

Introduction to Employee Relations and Industrial Relations Scenario, Vital Parties to Employee Relation, Interaction and outcomes of employee relations, Capital, Labour and State - Historical perspective; Theoretical framework of Trade Unionism, Contemporary and Comparative Trade Unionism, Trade Unionism in India, Managerial Unionism, Trade Unions and National International policy making bodies on labour standards International trade unionism, Trade Unions and its interface with technology and market.

**FCHR 3: Management of Human Resources: Conceptual and Strategic Perspectives**


**HR 1: Social Research and Case Analysis**

HR 2: Employment Law - I


HR 3: Organisation Theory and Design


HR 4: Business Communication and Presentation Skills


HR 5: Understanding Self and Facilitating Relationship


HR 6: Organisational Behaviour


HR 7: Employee Resourcing

Understanding Employee resource pools and approaches to build access to current and future needs. Understanding Talent surpluses/shortages and exploit the same for competitive
advantage. Developing alternate Resourcing approaches, evaluating and choosing the appropriate ones. Understanding effectiveness and efficiencies of various tools/techniques/processes to attract potential employees-India/outside. Superior understanding of time tested and contemporary recruitment and selection methods including use of Psychometry, Assessment Centre, Internet, Tele/Video based tools, etc. Understanding resourcing approaches for mix of entry level and lateral hiring choices.

**HR 8: Financial Accounting and Cost Management - I**


**HR 9: Marketing, Sales Management and Business Development - I**


**HR 10: Operations Management**


**HR 11: Performance Management**

HR 12: Learning and Development


HR 13: Employee Welfare, Decent Work and Safety, Health, and Environment (SHE)


HR 14: Foundations of Compensation Management


HR 15: Organisation Development and Change Management


HR 16: Application of IT in HRM


**HR 17: Employment Law - II**


**HR 18: Labour Economics**


**HR 19: Business Strategy and Strategic Human Resources Management**

Perspectives on Strategic Management. Analysing 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. Choosing appropriate HR initiatives and planning for implementation. HR - Joint ventures, mergers and acquisitions, HR due diligence.

**HR 20: Business Statistics and Quantitative Techniques**

Measures of Central tendency; Measures of Dispersion; Probability and Probability distributions - Binomial, Normal and Poisson; 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 21: Financial Accounting and Cost Management - II**


**HR 22: Marketing, Sales and Business Development - II**


**HR 23: Global HRM**


**HR 24: Corporate Governance and Business Ethics**


**HR 25: Knowledge Management**

HR 26: Gender and Diversity Management

HR 27: Organisation Development: Leadership Capacity Building
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, Fielder'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 Burnham study, Five 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: Discussion 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 Organisations: Relevant Case Studies.

HR 28: Talent Management

ELECTIVE I: EMPLOYEE RELATIONS

ER 1: Negotiation Skills and Collective Bargaining

ER 2: Global Employee Relations
Conceptual and theoretical framework of labour relations; Comparative Methodology including comparative labour movement; System of Industrial Relations in UK, USA, Germany, Japan and China; System of Industrial Relations in India; Workplace Behaviour and
Consequences of globalisation and change; Workers participation in Management - Different models; Legal aspects; Multinational and Industrial Relations - Case studies; State, legal framework and Industrial Relations

**ER 3: Conflict Management and Building Collaborations**


**ELECTIVE II: LEARNING AND DEVELOPMENT**

**LD 1: Alternative Learning Models**

Learning - concepts and theories: Concept of learning - change, experience, contributions made by Behavioural School; Philosophical perspective - idealism and realism, rationalism and empiricism, mechanistic and organic world view; Learning theories - classical conditioning, operant conditioning, model, gestalt. Learning processes: learning curve; Brain model; George T. Lock. Land's step of growth; Robert Gilman's (1984) explanation on learning process; Paul MacLean's Triune Brain Theory, Learning phases by Fitts and Posner, 1967; Schmidt's Schema theory, 1975; Adams close look theory, 1971. Learning styles: Families of Learning Styles and its implications for pedagogy & instructional design; Constitutionally based learning styles and preferences; 'Flexibly stable' learning preferences - Kolb's learning Style Inventory; Stable personality type - Jung and Myers-Briggs Type Indicator. Learning environment: What is to be learned - learning outcomes, stages of learning, implications of Cognitive Learning Approaches; Building effective instruction; incorporating learning principles; Conditions of transfer; Action Learning - concepts, role & guiding principles. Corporate learning - from training to learning; evolution of learning organisations; the GE story; recent trends in corporate learning - learning circle, finishing schools, etc.

**LD 2: Training Process and Delivery**

LD 3: Training Evaluation and Effectiveness Measurement

Linking training with strategy: Training and development vision and values, Strategy, goals and plans for training and development, Training and development system, Investment in training and development. Training Audit: Managing training and development function, efficient deployment of resources, designing training calendar, Linking training function to business plan, training for future managerial & strategic capability. Evaluation and transfer of learning: Concept, definition and need of Evaluation, Principles of Evaluation, Cycle of evaluation and strategic relevance at each step, review evaluation and transfer of learning, methods of reviewing, and balancing theoretically ideal and practically feasible methods of measurement. Training Evaluation Models: Donald L Kirkpatrick’s model, the Xerox approach, stakeholder approach etc. Calculating ROI of training.

ELECTIVE III: COMPENSATION AND BENEFITS

CB 1: Advanced Compensation and Benefits


CB 2: Global Compensation Management


CB 3: Taxation: Policy and Procedures

and Benefit plans: medical, health, group insurance, Keyman insurance, etc. Expatriate and global taxation: managing taxation across boundaries. Auditing pay roll systems.

**ELECTIVE IV: GENERIC COURSE**

Students have to take 3 courses selecting at least one from each Elective.

**COMPULSORY AUDIT COURSES**

**CA 1: Measuring HR Effectiveness and Benchmarking**


**CA 2: Future of HR**

Understanding the future of Work, customer expectations, employment conditions etc. Human Resources agenda in the ensuing decade - India and Globally. Value addition of core HR professionals to organisations (in the face of the outsourcing of other conceivable organisation processes). Coping with changing aspirations and values of people - scenario of reducing attractiveness to careers in big large global organisations. Building Professional credibility throughout career- insinuation of certification scenarios. Coping with widening gap between employable skills/numbers of human resources and the required skills/ numbers-break through scenario responses. Scenarios - future structuring of the HR processes, HR professionals, engagement protocols, etc. Coping with social inequities- dramatically redesigning organisation structures-processes - to engage and integrate business organisations with the community/country/places where resources are being taken. Scenario building- reducing need for human beings for many tasks/value add - intelligent robots, distance value add, etc. Creating new frames and templates for discontinuous thinking on the HR process.

**CA 3: Understanding Innovation, Creativity and Decision Making**


**CA 4: Organisation Process Capability Management**

Introducing TQM, Continuous and breakthrough improvements - Tools and techniques e.g. BPR, JIT, SMED, TPM, KAIZEN, Quality Circle, Poka Yoke, SPC, ISO, Six Sigma, etc.; TQM and Organisational performance, PCMM, Supplier - customer relationships. Enabling concepts: buyers/suppliers relationship, Quality management, total cost of ownership, E-business, Procurement services, Strategic sourcing, Global supply, Pricing of Cost analysis, Logistics
management, Vendor development, Distribution networking,, Customer relationship management, Organisational responsiveness to customers. Productivity improvement.

2.15 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 amplifying stakeholder value.

The two-year, full-time, M.A. in Social Entrepreneurship programme aims at training and developing change leaders for wealth generation with social progress in social sectors/non-profit markets as well as leveraging market forces. 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 programme 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.

A distinctive feature of the programme 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.

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.

Eligibility

(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 June 29, 2008, will also be eligible to apply. In such cases, admission to the M.A. in Social Entrepreneurship programme will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.

Selection Procedure

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 the 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 (70 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.

**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>32</td>
</tr>
<tr>
<td></td>
<td>Field Work/Field Based Project</td>
<td>10</td>
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<tr>
<td>Second</td>
<td>Courses</td>
<td>22</td>
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<tr>
<td></td>
<td>Field Work/Field Based Project</td>
<td>12</td>
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<tr>
<td></td>
<td>Business Plan Preparation</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

*Under review

**Semester-wise Listing of Courses**

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>SE 1 Entrepreneurship: Concepts and Theories</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 2 Social Entrepreneurship and Innovation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 3 Business Ethics and Concept of Business Plan</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 4 Financial Management and Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Title</td>
<td>Credit</td>
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<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>
</tr>
<tr>
<td></td>
<td>SE 5 Entrepreneurial Leadership and Motivation</td>
<td>2</td>
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<tr>
<td></td>
<td>SE 6 Social Sector: Perspectives and Interventions</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 7 Business Plan Formulation and Project Appraisal</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 8 Banking and Micro-finance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 9 Research Methodology and Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 10 Social Network Analysis</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>SE 11 Governance and Performance Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 12 Management Information System (MIS)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 13 Social Enterprise Management and its Legal Framework</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 14 Evidence-Based Intervention Advocacy and Policy Making</td>
<td>2</td>
</tr>
<tr>
<td>IV</td>
<td>SE 15 Social Impact Assessment and Policy Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 16 Social Marketing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 17 Fund Raising and Resource Mobilisation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SE 18 Risk Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 19 Corporate Social Responsibility</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SE 20 Research Project and Business Plan Development</td>
<td>4</td>
</tr>
</tbody>
</table>

**Field Work and Projects (under review)**
- Block field work carrying a weightage of 22 credit hours spread over four semesters.
- Business Plan Development Project carrying a weightage of 4 credit hours.

**Course Outline**

*SE 1: Entrepreneurship: Concepts and Theories*


*SE 2: Social Entrepreneurship and Innovation*

Definitions of Social Entrepreneurship, Role of Social Entrepreneur, New Theories of Social Entrepreneurship, Social Enterprise Models, Qualities of Innovative Social Organisations. Innovation: Concept, Different Types of Innovation, Correlates of Innovation, Rural Innovation; Case Discussion on Innovative Social Enterprises in India and abroad.
**SE 3: Business Ethics and Concept of Business Plan**

Concept of Ethics, Ethics as a dimension of Social Responsibility, Ethical Decision Making and Ethical Leadership. Definition and concepts of Business Plan, Need for Business Plan.


Basic Concept of Accounting, Balance Sheet Analysis, Introduction to financial management; Valuation; Tools of financial analysis and planning; Working capital management; Investment in capital assets; The cost of capital, capital structure, and Dividend policy.

**SE 5: 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 6: Social Sector: Perspectives and Interventions**

Sectorwise discussion: Education, Insurance, Livelihood Promotion, Health Facilities, Trade promotion and marketing facility and Credit, etc.

**SE 7: Business Plan Formulation and Project Appraisal**


**SE 8: Banking and Microfinance**

Concept of Money, Saving, Credit; Structure of Financial Market in India and its function; Theory of Credit; Rationale behind Micro-Credit; Micro-Credit to Microfinance; Theory of Group Lending; Different legal Structures and Delivery Models of Microfinance; Poverty Alleviation and Livelihood Generation through Microfinance; Impact of Competition on Microfinance Beneficiaries.

**SE 9: Research Methodology and Statistics**


**SE 10: Social Network Analysis**

Social Network Analysis (SNA) - concepts and theories. Evolution of social networks. Social networking and its application in the contemporary world of social sector. The Development of Social Network Analysis, Studying society through relational data, Theory of social capital for SNA, Measures of SNA (centrality, density, betweenness, graph theory, etc.), Centrality in corporate networks, Positions in cliques and leadership, Factions within organisations and structural holes.
**SE 11: Governance and Performance Management**


**SE 12: Management Information System**


**SE 13: Social Enterprise Management and its Legal Framework**

What is a social enterprise? Elements of management in the setting of social enterprise, Project fund raising and management, Communication for successful projects, and Sustainability of a non-profit organisation. 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 14: Evidence-Based Intervention Advocacy and Policy Making**


**SE 15: 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 16: Social Marketing**

What is Social Marketing? Causal Marketing and commercial sector marketing. Analyses of the social marketing environment, Target audiences and goals, Developing Social marketing strategies. Ethical principles guiding social marketing practice.

**SE 17: Fund Raising and Resource Mobilisation**

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

**SE 18: Risk Management**

SE 19: Corporate Social Responsibility


SE 20: Research Project and Business Plan Development

Assessing the local social needs; Identifying the invisible local resources, local economy for sustainability; Entrepreneur as a catalyst. On the basis of research design a business plan for a sustainable and viable social enterprise.

2.16 M.A. IN DEVELOPMENT STUDIES

The M.A. in Development Studies programme throws 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. This programme will 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 programme 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 2 years (for 4 semesters), this programme offers a wide range of courses, both basic and elective; a research project experience, and a field internship. The faculty for this programme are drawn from a broad spectrum of disciplinary backgrounds (such as economics, sociology, political sciences, 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.

Eligibility

(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.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 21, 2008, will also be eligible to apply. In such cases, admission to the M.A. in Development Studies programme 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.

**Selection Procedure**

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) **Written Test (70 Marks):** The Written Test is in 2 Parts. Part I is the Common Objective Test for all programmes. Part II of the Written Test is the programme-based test, which consists of Analytical and Verbal Ability. The duration of the test is 60 minutes each for Part I and Part II.

(c) **Group Discussion (30 Marks):** The 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 PI and GD, general candidates should secure minimum 50% in the Written Test; for reserved candidates the qualifying is 40%.

**Distribution of Credit Hours**

The total credit hours for the M.A. in Development Studies Programme will be 76, divided between the first and second years as detailed below:

<table>
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<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
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<tr>
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<td>Internship</td>
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<td>Second</td>
<td>Courses</td>
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<td>Dissertation</td>
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<tr>
<td>Total</td>
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</table>

**Semester-wise Listing of Courses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
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<tr>
<td>I</td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DS 1 Concept, History and Theories of Development</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>DS 2 Contemporary Indian Economy</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DS 3 Philosophical Foundation to Development Research</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DS 4 Quantitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DS 5 Qualitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>Optional Courses (Any 2)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>DSO 1 Principles of Economics: Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DSO 2 Society, Culture and Development</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>DSO 3 Perspectives on Science, Technology and Society</td>
<td>2</td>
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<tr>
<td>I</td>
<td>DSO 4 Urban and Regional Development</td>
<td>2</td>
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<tr>
<td>Semester</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>II</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>
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<tr>
<td></td>
<td>DS 6 Development Economics</td>
<td>4</td>
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<tr>
<td></td>
<td>DS 7 State and Democracy: Explorations in Political Theory</td>
<td>2</td>
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<tr>
<td></td>
<td>DS 8 Social Psychology and Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS 9 Law, Institutions, Society and Development</td>
<td>2</td>
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<tr>
<td></td>
<td>DS 10 Decentralisation and Local Governance</td>
<td>2</td>
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<tr>
<td></td>
<td>DS 11 Women, History and Social Change</td>
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<tr>
<td></td>
<td>DS 12 Tutorial on Database for Development Research</td>
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</tr>
<tr>
<td></td>
<td>Dissertation: Proposal Formulation and Presentation</td>
<td>Non-credit</td>
</tr>
<tr>
<td></td>
<td>Internship (April-May: 6 weeks)</td>
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<td>Optional Courses (Any 2)</td>
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<tr>
<td></td>
<td>DSO 5 Principles of Economics: Macroeconomics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 6 Advanced Quantitative Research Methods</td>
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</tr>
<tr>
<td></td>
<td>DSO 7 Public Policy: Theories and Processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 8 Media and Mediated Development</td>
<td>2</td>
</tr>
<tr>
<td>III</td>
<td>DS 13 Agrarian Relations, Agriculture and Rural Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS 14 Social Movements and Social Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS 15 Sustainable Development and Climate Change</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DS 16 Industrialisation, Globalisation and Labour</td>
<td>2</td>
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<tr>
<td></td>
<td>DS 17 Social Exclusion and Social Justice- Theories and Processes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DS 18 Political Economy of Space, Urbanisation and Development</td>
<td>2</td>
</tr>
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<td></td>
<td>DS 19 Gender and Development</td>
<td>2</td>
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<tr>
<td></td>
<td>Optional Courses (Any 2)</td>
<td></td>
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<tr>
<td></td>
<td>DSO 9 GIS, Remote Sensing and Development Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 10 The Political Economy of International Trade</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 11 Inequality, Poverty and Financing of Human Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 12 Vulnerability and Social Protection in the Disaster Context</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DSO 13 Development and Crime</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Dissertation: Data Analysis and Interpretation</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>DS 20 Development and Social Sector</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DS 21 Civil Society and Development</td>
<td>2</td>
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<td>DS 22 Policy and Programme Planning, Monitoring and Evaluation</td>
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<td>Roundtable on Development Processes in South Asian Countries (One roundtable of 3 day duration will be conducted inviting academicians and development professionals from South Asian countries in the last week of November each year).</td>
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<td>Dissertation: Report Writing and Submission</td>
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**Course Outline**

**DS 1: Concept, History and Theories of Development**

The concept of development; The ends and means of development; Development as freedom. The Emergence of Capitalism; **Introduction**: The materialist conception of history; the production of surplus; The decline of feudalism in Western Europe; The emergence of
capitalism. The beginnings of the bourgeoisie; The rise of industrial capital; Growth of the proletariat; The question of exploitation. From the Industrial Revolution to the Inter-War period; The character of capitalism after WWII; The Keynesian Revolution. Agrarian Change as pre-condition for development. **The Theorists in Developmental Thought** - The emergence of classical political economy; The context to the Marxian critique of classical political economy - Karl Marx as a Development Theorist. The Marginalist Revolution in economics and the marginalisation of concept of surplus; The rise of neoclassical economics. Max Weber on the development of capitalism; the idea of Protestant Ethic. Emile Durkheim's understanding of modern development; the division of labour. The modernisation theories of development: Structuralist and Functionalist views. The theory of dependent development or underdevelopment. **The Question of Development in Developing Economies** - Methods of exploitation and economic retardation in the Third World under colonialism, with special reference to Asia. The "Development Project" in the newly independent colonies; The nation state as the bulwark of national development. Rural classes, land reforms and agrarian change in the developing world; Paths of transition and barriers to growth in Asia. Late-industrialisation in the backward economies; Initial conditions and Path dependence; Experiences in Asia. The state and the market in economic development; The role of institutions in development.

The "Globalisation Project"; from national development to globalisation. Sociological understandings of globalisation. The Social Capital approach to development. The question of development under economic globalisation; shrinking freedoms under mobile capital; A synthesis of old and new questions on development. **The Emergence of Development Studies** - The founding moment of Development Studies in the 1960s; The idea of inter-disciplinarity; Changes and continuities in four decades of research. New topics and concerns in Development Studies. The journey of Development Studies into the era of neo-liberalism; the ascendancy of NGOs; Issues and Challenges.

**DS 2: Contemporary Indian Economy**

Impact of colonial rule on Indian Economy; The economy at Independence. The first phase of India's economic development since Independence (1951-66); Key socioeconomic issues at Independence; Public sector; Five year plans; The first three plans - building key economic institutions; Progress and Contradictions; The crisis of 1966. The second phase of India's development since Independence (1966-1980); Policy response to the 1966 Crisis; "Right & Left" critiques of Indian planning and development strategy; Green Revolution; Oil shock; Emergency; The Janata Interlude; The Crisis of 1979-80. The Indian Economy in the 1980s; The 1981 IMF loan; Fiscal expansion and economic liberalisation; "Expenditure-led" economic growth; the emergence of fiscal and balance of payments crisis; Developments in the international arena; the Crisis of 1991. The Policy Response to 1991 Crisis; The Diagnosis; IMF & World Bank Loans; Policies of Liberalisation, Privatisation and Globalisation (LPG); Economic Growth, Employment and Poverty, 1991 - 2008; LPG Policies: An Assessment; The Challenges Ahead.

**DS 3: Philosophical Foundation to Development Research**

DS 4: Quantitative Research Methods


DS 5: Qualitative Research Methods

The nature, history and goals of qualitative research. Introduction to the course, discussion of goals, objectives and expectations. Concepts of qualitative research, The historical perspective of qualitative research and the research paradigms: Theoretical frameworks and traditions in qualitative research - Ethnography, Symbolic Interactionism, Grounded theory, Social Constructivism, Ethnomethodology. Data collection methods; using recursive process of gathering maximum information from numerous sources: participant and non participant observation; in-depth interview, life history, document analysis, case study, focus groups, Combining qualitative and quantitative methods; Designing qualitative research - Developing questions in qualitative research: conceptualisation as an ongoing process. Judgment calls in research. Sampling - snowball sampling, negative case analysis, theoretical sampling, gaining access and developing relationship. Data analysis and interpretation - Coding, Content analysis, Narrative analysis, Discourse analysis, Data display methods for qualitative analysis. Issues of validity and reliability. Ethical issues - Informed consent, confidentiality, researcher as interventionist.

DS 6: Development Economics

Introduction; Development: Concepts and Measures - Utility and Income; Real National Income; Entitlements, Capability and HDI; Poverty and Inequality; Freedom and Rationality; Arrow-Sen-Rawls; Collective Means and Individual Outcomes. Structural Change and Stylised Facts - Capitalist Development v/s Modern Economic Growth: Marx vs. Kuznets; Kuznets’ Growth Patterns; Divergent Growth 1800-2008; The Transition as Catching up: Kuznets vs. Gerschenkron. Institutional Economics: Old and New - Rules and Laws; Values and Beliefs; Forms of Organisation and Surplus; Property vs. Information Structures; Asymmetric
Information in Land, Labour and Credit Markets; Relations vs. Forces of Production. **Agrarian Inequality and Rural Markets** - The Capitalist Agrarian Transition; Socio-Economic Formations; Forms of Inequality; Inequality and Rural Market Malfunction; Market Isolation and Fragmentation. **Food Security and State Policies** - Productive Consumption; Changing Demand Patterns; Supply Shifters vs. Price Incentives; Macro and Micro Impact of Food Prices; Failures of Entitlement; PDS and Other Safety Nets. **Migration, Urbanisation and the Informal Sector** - Pull and Push Migration; The Urban Problem; Concepts of Informality; Technology, Legality, Motives; Commodity Chains; Formal/Informal Complementarity or Competition; The Unorganised Sector Report. **Development Theory and Growth Models** - Marxian-Keynesian-Neoclassical Paradigms: Defining Differences; Dualism; Surplus Labour from Ricardo to Lewis; Mobilising Surplus and Choosing Techniques; The Relevance of Development Theory; The Big Push and Balanced Growth; Sectoral Linkages; Neo-Keynesian Growth Theory. **Neoclassical Growth Theory and Convergence** - The Solow Model; Neoclassical Convergence; Critique of the Model; Endogenous Growth Theory; Convergence Clubs; Divergence vs. Conditional Convergence; Critique of Barro. **Late Industrialisation and Technical Change** - Late Industrialisation Challenges; Invention, Innovation, Adaptation; Developing Technological Capability; Learning and Import Substitution; Firm Formation; The SME Sector; Industrial Policy for Development. **Orthodox Trade Theory vs. Unequal Exchange** - Ricardian vs. HO Advantage; Factor Price Equalisation; Convergence via Optimal Trade; Infant Industries; The Prebisch-Singer Hypothesis; Unequal Exchange vs. Fair Trade Doctrines. **Mobilisation and Allocation of Resources** - Mobilising Domestic resources-Keynesian and quantity theory approaches to finance development: Savings behaviour in India, parallel economy in India and its implications for resource mobilisation; Foreign resources and economic development- Dual gap analysis and foreign borrowings, Role of External Aid in India's Development Planning; Private Foreign investment and transfer of technology to LDCs. **Financial Reforms and Access to Credit** - The Financial System; Real and Financial Dualism; Real and Financial Development; Financial "Repression"; Fiscal Imperatives and Finance; Models of Liberalisation; Micro-Finance; Enabling Credit Access. **The Economics of Development: A Reprise** - The Limits of Neo-Liberalism; Developing Alternatives; Vanishing Commons: The Challenge as Opportunity; The Limits of Markets; Justice and Sustainability are Mutually Necessary; Transcending Economics.

**DS 7: State and Democracy: Explorations in Political Theory**

Major concepts such as liberty, equality, freedom, rights, justice, citizenship, nation in liberal and Marxist political theory with inputs from critical theories. To understand and contextualise various forms of state such as social contract state, welfare state, neo-liberal state, developmental state, pluralist state, authoritarian state, predatory state, post-colonial state etc. in different socioeconomic environments and their implications for crucial social policies and the promises of democracy. To understand and scrutinise the varied meanings, institutional forms of the state power in modern world, on the theoretical development and historical origins of the idea of democracy. Modes of democratic transition and consolidation, "democratic paradox", or 'democratic exceptionalism'. To examine historically and theoretically the success or limits of democracy in India, to link theories and practices of state and democracy. A historical and theoretician overview of "reinventing India" since Independence.

**DS 8: Social Psychology and Development**

**Locating social psychology** - what is social psychology, and an introduction to some of the debates in the field. **The Boundaries of the self** - Roles, self-exploration, self-expression,
transition between personal self and the social self, transcendence of the boundary of the self. Relations between individuals - Interpersonal relations, group processes, group information, attraction, attitudes and attitude change. Communication between individuals - transmission of information, study of rumour, communication patterns as a base of social change and non-verbal communication. Power and influence - Stratification, differentiation, conformity, leadership, and relation of the individual to the larger polity.

**DS 9: Law, Institutions, Society and Development**


**DS 10: Decentralisation and Local Governance**

Local governance in India as the third stratum; Decentralisation as a process; Local governance and participatory citizenship; Decentralisation and service delivery; Decentralisation: Decentralisation Discourse Decentralisation and Globalisation: Local Governance in India. The Third Stratum: An overview, Governance & Governmentality, Institutions & Policies - Post Independence. Decentralisation: Centre & Periphery, Local Governance: Rural & Urban, Gendered Governance, Self Rule and Governance. Participatory Governance: Participatory Citizenship, Institutionised provisions for participatory citizenship and Governance, Citizenship, Governance and Globalisation, Social Institutions and Social Capital. Decentralisation & Service Delivery - Challenges and opportunities for pro-poor inclusive service delivery, Rural-Urban contrasts and linkages, Financing local government, Citizen involvement in service delivery. Case study of Decentralisation in India and Other Developing Countries.

**DS 11: Women, History and Social Change**

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: destablising 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.
DS 12: Tutorial on Database for Development Research

Concept of a village and the steps taken in selecting and identifying a village. Secondary data sources, preliminary analysis of data from these sources, Census of India and the National Sample Survey, Principles underlying the preparation of questionnaire; problems in canvassing the questionnaires; and exploratory analysis of data generated.

DS 13: Agrarian Relations, Agriculture and Rural Development

Theories of Agrarian or Peasant Economy: Classical Debates; The Colonial Background of Agriculture in India - Measures of Land Settlement (Permanent Settlement, Ryotwari and Mahalwari); Growth of Infrastructure (Roads, Irrigation, Railways, Navigation, Market, etc.); Commercialisation of Agriculture; Commodification of Land and the Increasing Landlessness; The Impact of Great Depression. The Pattern of Agrarian Development in India: 1947-1991 - Land reforms and agrarian structure; Green Revolution - agricultural productivity and the marginalised groups; Mode of production debates; Regional variations and disparities; Agricultural productivity, real wages and labour migration; Agricultural diversification; Agricultural marketing; Food security; Linkages with the rural non-farm sector; Globalisation, World Trade Organisation and Impacts on agriculture. Agrarian Movements and Social Change: Farmers associations and agrarian mobilisations, movements and change; Agrarian situation and organised rural conflict and change.

DS 14: Social Movements and Social Change


DS 15: Sustainable Development and Climate Change

Sustainable Development Environment, Ecology, and Resources, Ecology and Environment - basic concepts and theoretical formulations in ecology and environmental studies, The Resource Question - Appropriation, exhaustion, degradation of natural resources including energy resource: air, water, land, soil, and forests as well as common pool resources. Perspectives on Enviro-Development Discourse Conventional Perspective on Development (Base Assumptions and Critiques) various concepts and their inter-linkages that structure the conventional perspective on development. Perspectives Seeking Moderate Changes, Criticism of these moderate perspectives. Club of Rome, Sustainable Development, Brundtland Report, and Agenda 21 Ecological/

DS 16: Industrialisation, Globalisation and Labour


**DS 17: Social Exclusion and Social Justice: Theories and Processes**

Understanding Social Exclusion and Social Justice: their philosophical and theoretical foundations - liberal, Marxist, communitarian, and radical theories - Dalits and Development: Conceptualising caste, collective social identities and positionalities; caste as an institution of marginalisation, discrimination and exclusion; caste in colonial, nationalist, Marxist, and Subaltern historiographies; Epistemological and ontological foundations of Dalit world views on their religions, literature, language, arts, culture; traditional institutions, community living and healing practices and their plight. Constitutional safeguards and planned State interventions through special protective and developmental policies and programmes - politics of affirmative action; globalisation and State; market and civil society responses to addressing social exclusion; Dalit movements in the local global context and social justice. Tribals and Development: Tribes as ethnic minority and nationalities in India; marginalisation and exclusion of Tribes due to the process of industrialisation, urbanisation, westernisation and migration; marginalisation of the Tribes as an outcome of Nation-State formation; State affirmative policies, development projects and displacement issues and social justice; globalisation, media encroachment and cultural marginalisation; international instruments, ethnic and Tribal assertions in the global and national context; civil society organisations and tribal empowerment and development. Religious Minorities and Development: Defining 'minority' and religious minority: theoretical, ideological, political and Constitutional basis and diverse perspectives; the geographic and demographic profile of religious groups in India and south Asia; cultural diversity among diverse religious groups; religious minorities and India's freedom struggle; Caste and religious communities in India, history of religious conversions in India, anti-conversion laws and freedom of religion; stigmatisation, marginalisation and exclusion of religious minorities from social, economic/livelihood, educational, occupational/employment, housing, political, religious and health care rights and access; efforts towards empowerment of religious minorities during pre and post-independence India: Constitutional safeguards, protective and development policies and programmes and their implementation; legal framework and the issue of minorities: personal laws, uniform civil code, statutory discrimination; terrorism and communal violence and response of state and criminal justice system, civil society organisations and the society at large; International treaties and covenants for religious minorities,

**DS 18: Political Economy of Space, Urbanisation and Development**

Space as a key theoretical concept in studies of development and underdevelopment. Locating people and resources in space and sector - access as a socio-spatial issue. Political Economy of space - Time-space compression as a capitalist imperative. Political Economy of
uneven development - Metropolis - satellite construct - wage differentials and mobility of labour - social formations of centre and periphery. Space relations of international capital and global division of labour - spatiality of capital in Fordist, post and non-Fordist era - shift of economic activities - changing global-local relations. Contradictions of accumulation by dispossession in contemporary times - emergence of global economic regions. Discontents of neo-liberalism. Towards a global urban order - making of world command centres - restructuring of cities, changing urban economy and crisis in urban space. Neo-imperialism: locating power, hegemony and discourse. Control of world resources

DS 19: Gender and Development

Women, Gender & Development: Transitions in the conceptualisation of women in development discourses - Welfare, efficiency and empowerment approaches to development; Capabilities approach and gender; Understanding gender sensitivity of programs and policies; Gender Analysis Frameworks. Women's work - Informal Sector and the globalising sector: Understanding women's productive and reproductive work/ labour; Increasing casualisation of work; global division of labour and feminisation of labour; women's migration and the global care economy; new occupations and new 'identities' of women in globalising cities. Structural Adjustment Policies and Gendered Implications: Background for SAP Experience of Structural Adjustment in Africa, Latin America and Asia; Macro indicators and evidences of growing poverty; Household studies that highlight gendered impacts. Poverty, Micro-credit and empowerment: Understanding poverty and analyzing poverty from a gender perspective; Poverty Reduction Strategy Papers and Gender; Contesting perspectives on women's empowerment through micro-credit; Measurement of women's empowerment; Perspectives on 'feminisation of poverty', 'resources of the poor' and 'social capital'. Gender and Natural Resources: Women's rights to land, water and forest produce - Projects and programs that incorporate women's participation or a gender perspective. Women's Health and Policy Environment: Perspectives on Women's health and rights in India since Independence; women's movements and contributions to setting agendas; the global and local changes in policy scenario and programmatic changes. Son Preference, Gender Discrimination & Violence: Evidences of son preference and daughter neglect; regional differences in juvenile sex ratios; Differences in North-South of India- plausible explanations; Gender based violence and empirical evidences. Global governance, Women's Political participation, representation and voice: Debates on women's political participation; Democratic Decentralisation; 73rd and 74th Amendments to the Constitution; women's movements and non-party politics.

DS 20: Development and Social Sector


**Education:** Introduction and historical perspective with a focus on colonial experience, post independence and universalisation of education. Aims of education: philosophical, sociological/cultural and economic approaches; the Indian state and education with a focus on constitutional framework and mandate, Indian social reality-social, economic, linguistic and cultural dimensions; Factual understanding of education provisioning, public and private, decentralisation, policy making (concurrent subject); Educational administration and finances - study of policy documents (Mudaliar, Kothari, NPE 1986 and POA, NCF 2005). Understanding the reform agenda and reform process -- design of large and small scale interventions and their impact through case studies (focus on infrastructure, community, teacher/student preparation, classroom pedagogy, curriculum, ’quality’). Education ‘indicators’, monitoring, and programme evaluation.

**DS 21: Civil Society and Development**

Historical and theoretical Analysis of the emergence of idea of Civil Society in liberal and Marxist political traditions. Discourses of Civil Society and Development in Post -Independence India; Linkages between civil society, state and market and their implications for people’s development. Nature, forms and patterns of organisation, leadership and participation in civil society based development processes. Classification and Types of Civil Society Groups/Organisations: NGOs, Community based organisations, Grass-roots organisations, philanthropic organisations, faith-based foundations, self-help groups, business associations, advocacy groups, etc. Dilemmas of Civil Society and Development (Un)-civil-society groups, International Aid, Donor Agencies, multilateral NGOs, and politicisation of development. Civil Society Research and Search for Inclusive Development.

**DS 22: Policy and Programme Planning, Monitoring and Evaluation**


**DSO 1: Principles of Economics — Microeconomics**

**Scope and Philosophical Foundations of Microeconomics:** Making Sense of Graphs, Basic Concepts, Economic Models, and Marginal Analysis; Market Demand, Market Supply and Price Determination; Applications of Price Determination; Elasticity of Demand and Supply; Revenue and Elasticity; Consumer Surplus and Producer Surplus; Theory of Consumer Behaviour: Marshallian Analysis. **Theory of Production:** Concept of Production; Production Possibility Curve; Production Function; Short-run and Long-run Analysis of Production; Laws of Production; Isoquants and Isocosts; Equilibrium of the Firm. Theory of Costs: Various Concepts of Cost; Short-run and Long-run Costs; Analysis of Economies of Scale; Relevance of Cost
Functions in Decision Making. **Theory of the Firm** - Perfect Competition, Monopolistic Competition; Oligopoly; Non-collusive Oligopoly; Collusive Oligopoly. Factor Pricing - Rents and Quasi-Rents; Wage Theory; Capital and Interest.

**DSO 2: Society, Culture and Development**

Colonialism, 'Other' Cultures, and Representation: - (i) Colonialism and Knowledge Production - Some Conceptual Issues; (ii) Indian Anthropology and Colonialism - Discovering Self and Society; Reflections on Indian Society and Culture; Development and Society in India - Some Key Issues: - (i) Social Institutions and Development Initiatives; (ii) The Everyday State, Resistance and Development.

**DSO 3: Perspectives on Science, Technology and Society**


**DSO 4: Urban and Regional Development**

Perspective on urban and regional development and planning in the context of traditional classical school and recent emerging trends. Introduction to regions, their types and needs for regional planning. Regional Planning and their relevance: Growth Pole and Growth Centre models. Agropolitan model, Regional Inequalities and multipliers: methods for measures.
Structure and function of cities: Journey from Chicago School to ‘global city’. Urban Planning in Developed and Developing Countries; Indian Experience of Urban Planning, Regional Development and inequalities in India in terms of economic opportunities, infrastructure, housing, and overall quality of life.

**DSO 5: Principles of Economics — Macroeconomics**

Introduction; Features of Capitalist Production, Accounting and Conventions in the Capitalist Economy, Saving-Investment Balance; Two-department Scheme, Multiplier Analysis, Significance of Principle of Effective Demand; Political Economy of Aggregate Demand Management and Government Sector, Money and Real Wages; Pricing of Industrial Commodities, Pricing of Industrial Commodities (contd.); Real Wages and Unemployment; Real Wages and Unemployment, Characteristics of the Monetary Economy, The Demand for Money, The Supply of Money, Economics and Politics of Monetarism, International Aspects of Effective Demand; Trade Multiplier, A Brief Sketch of the International Financial System, The Management of Aggregate Demand in an Open Economy.

**DSO 6: Advanced Quantitative Research Methods**

**Bivariate Linear Regression Terminology:** Fitting a Least-Squares Line; Bivariate Statistical Model as a Statistical Model; Simplifying Assumptions; Statistical Inference; and Goodness of Fit. **Multiple Regression** The Problem of Bias in Bivariate Linear Regression; Multiple Regressions with Two Predictor Variables; Multiple Regression with Three or More Predictor Variables; Dummy Variable Regression; Multicollinearity; Interaction; Goodness of Fit; Statistical Inference; and Stepwise Regression. **Multiple Classification Analysis (MCA)** The Basic MCA Table; The MCA Table in Deviation Form; MCA with Interactions; and MCA with Additional Quantitative Control Variables. Path Analysis Path Diagrams and Path Coefficients; Path Models with More than One Exogenous Variable; Path Models with Control Variables; and Path Models with Standardised Variables. **Logit Regression** The Linear Probability Model; The Logit Regression Model; Statistical Inference; Goodness of Fit; and Some Limitations of the Logit Regression Model.

**DSO 7: Public Policy: Theories and Processes**

**Theoretical Perspectives on Public Policy:** Relationship between dominant paradigms of economic development and social policy; liberal, Marxist, neo-liberal and Gandhian perspectives on social policy; market led reforms and social policy. The policy process - setting of policy agenda. The policy process as political - **Policy, Government and Governance** - Need for congruity between policy statements and governance mechanisms. Theories of governance - governance to be studied in light of understandings of the engagement between various forms of the state, constitution, courts, parliament, political parties and nature of civil society groups. The role of the judicial system in social policy and governance; public interest litigation; legal aid movement. Civil society and governance - forms of civil society participation; social accountability, transparency. **Social Planning and Policy Research** - Theoretical perspectives on social planning, tools for social planning and budgeting. Factors that need to be considered while assessing policy and while making policy; methodologies available for policy research are also covered. Social planning - neoliberal vs. socialist welfare state arguments about role of state vs. role of market; budgeting and financial planning; planning machinery in India; planning for large development projects; planning tools like EIA, SIA, social audits, cost benefit analysis, PERT CPM; microplanning; monitoring and evaluation, negotiation. **Seminar on Social Policy and Advocacy.**
DSO 8: Media and Mediated Development

**Media Studies: An Overview:** A historical overview of Media Studies. **Political Economy of the Media** - Critical and historical perspectives for understanding the evolution and working of mass media institutions, political economy of media and programming in a global economy, with a focus on media and power. The assumption of global industrial character by the media, Art of Representation and Politics of Representation - Representation in media studies. Ideological approaches in the media representation, **Media and Globalising the National Subject**, Media, Knowledge and Power and Resistance - Contemporary mediated environment. The past, present and future of media development; how media institutions and usages have evolved and recognise the connections between media and power. **Mediated Culture and Ideology**, theoretical approaches and their backgrounds within media studies; concepts and understand both medium specific characteristics and viewpoints that combine them into a compound in the context of the intertextuality between mediated culture and ideology. **Media and Postmodernism** - Complexities involved in deconstructing the binary readings of text, and also ideological positions embedded in the text. The possibilities offered by the field to rethink our world, unsettle taken-for-granted assumptions and to de-naturalise our way of life; to point out that natural entities are ‘cultural’

DSO 9: GIS, Remote Sensing and Development Research

**Need of GIS and Remote Sensing in Development Research:** Spatial and non-spatial data, Mapping and state-of-the-art technologies, Need of the technologies as decision support system for administration & development planning, **Map & GIS** - Scale, Coordinate systems & GPS, Map projections, Raster and vector based data analysis. **Software Application** - Creation of features (point, line, polygons), Creation of 2 dimensional and 3 dimensional maps using Socio-economic data (Census, CSO, NSSO, NFHS, RCH or the Dissertation data), **Concept and Foundations of Remote Sensing** - Introduction to Visual Image Interpretation & GIS Integration, Fundamentals of visual image interpretation, Basic visual image interpretation equipments, Land use/land cover mapping, Soil mapping, Agricultural applications, Forestry applications, Water Resource applications, Urban and Regional Planning applications, Environmental assessment.

DSO 10: The Political Economy of International Trade

**Theories of International Trade:** Introduction; Why countries trade?; Ricardian theory of comparative advantage and other classical models. The neo-classical trade theory; Heckscher-Ohlin-Samuelson theory based on factor price equalisation; Critiques of factor price equalisation theory. Imperfect competition models of trade. Weaknesses of neo-classical trade theories. **Trade Policy for Development** - Trade as an engine for growth and technical progress; Dynamic comparative advantage; Import substitution versus Export promotion; Infant industry protection. Instruments of trade policy - tariff and non-tariff forms of regulation. Terms of trade - definitions and implications for trade policy and development; Prebisch-Singer hypothesis. The empirical evidence for Prebisch-Singer hypothesis in developing countries; **The Context of Contemporary International Trade** - Patterns of trade in the 19th and early 20th century; The emergence of the international division of labour in the 20th century. International investments, emergence of MNCs and changes in trade patterns in the 20th century. The political economy of trade agreements and the evolution of institutions - UNCTAD, GATT and the context to WTO. GATT and WTO agreement - main features. Experiences of developing countries with trade openness. WTO - analysis of the institution and the ongoing negotiation process with special reference to developing countries. New topics in contemporary trade - trade in services and regional trade agreements.
DSO 11: Inequality, Poverty and Financing of Human Development

Economic growth and importance of welfare and distribution, Philosophical perspectives to analysis of welfare: Ethical Dilemmas of Development. Poverty and Inequality: Concept, Indicators, Measurement, Alternate approaches, Evidence in LDCs; Application in India's Development Planning. Capabilities and Social Justice: Introduction to Human Development Approach; Functioning's and Capabilities, Indicators and Measurements; Development and Sex Equality; GDI, GEM. Human Development Policy Analysis: Development Planning and Planning for Human Development: Convergence and Divergence: Institutional Arrangements and Human Development; Actors and Actions; Centre-state Financial Relations in India; Examining the role of Budgets and Legislations; Human Development Policies since the 1990s; Achievements and Backlogs; Decentralisation and Human Development experiences in developing countries; Monetary Consensus and Initiatives to achieve MDGs in India, Social Sectors - Financing Human Development: Analysis of Public Spending - Ratios to analyse public spending. Domestic Expenditure: Financing Human Development in Indian context; Sources of mobilising resources; Critical Evaluation of Contemporary Human Development Interventions Across Five Year Plans. External Finance and Zedillo Report; Global Public Goods and role of Development Assistance in developing countries: A comparative analysis; coherence and effectiveness of Aid Policies.

DSO 12: Vulnerability and Social Protection in the Disaster Context


DSO 13: Development and Crime


Dissertation

As a part of the course structure of M.A. in Development Studies programme, 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.
Dissertation is compulsory for all students of this programme. The weightage of the Dissertation is 8 credit hours. The Dissertation work spreads over all the 4 Semesters, culminating into a formal Dissertation at the end of Semester IV. During Semesters I and II, the student is expected to choose a suitable topic for his/her Dissertation in consultation with the identified Guide and the Dissertation Seminar Coordinator, 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 the 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)

**Internship**

In addition to the Dissertation, a student has to do a 6-week duration Internship after Semester II (during the summer vacation: April-June). This will be in addition to the data collection for dissertation, during the period. Internship will expose the student to the process of development being carried out by a development organisation or an NGO or a research organisation. It would also include institutions (public or otherwise) engaged in policy making or intervention. Internship, in consent with the research guide (for the dissertation), can also be undertaken by the student in his/her area of research. Internship is non-credited but compulsory for all students.

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

This programme has 2 distinctive features.

(a) It is conducted in dual mode which involves 3 weeks of contact classes and 15 weeks of distance learning per semester. The programme is spread over 4 semesters and is to be completed within 2 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 6 educational organisations, including TISS, who have contributed significantly to elementary education research and innovative practice. The 5 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.
**Eligibility**

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.

**Selection Procedure**

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 2 hours.

(b) *Personal Interview (75 Marks):* To become eligible for the 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.

**Distribution of Credit Hours**

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<td>Field Attachment</td>
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**Semester-wise Listing of Courses**

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<tr>
<td>I</td>
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<tr>
<td></td>
<td>BC 2 Sociology of Education I</td>
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<td></td>
<td>BC 4 Child Development, Cognition and Learning - I</td>
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<tr>
<td>II</td>
<td>BC 8 Research Methods</td>
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<td>OC A Optional - A</td>
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<td>III</td>
<td>BC 3 Sociology of Education II</td>
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<tr>
<td></td>
<td>BC 5 Child Development, Cognition and Learning - II</td>
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<td>BC 6 Language, Mind and Society</td>
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<tr>
<td>IV</td>
<td>BC 9 Policy, Institutions and Practices</td>
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<tr>
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<td>OC B Optional - B</td>
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<tr>
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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 Sciences, and OC 4 Science Education.
Course Outline

BC 1: Philosophy of Education


BC 2: Sociology of Education - I
and
BC 3: Sociology of Education - II

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 4: Child Development, Cognition and Learning - I
and
BC 5: Child Development, Cognition and Learning - II

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 6: 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 7: 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 8: 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 9: 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

Issues related to curriculum, learning and teaching. Psychological perspectives underlying different approaches to teaching mathematics; Nature of modern mathematics. Origins of mathematics. Sources of and motivation for mathematics; The elementary mathematics curriculum. Principles underlying formation of mathematics curriculum and relation to aims; 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; Teacher’s 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; Teacher’s 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.

**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.
M.A. IN DISABILITY STUDIES AND ACTION

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 the disadvantaged in society. In response to this demand and the emerging concerns in the era of globalisation, an M.A. in Disability Studies and Action has been developed and offered. The first of its kind in the country, this programme is designed to equip students with sound theoretical knowledge about issues and concerns of persons with disability and all stakeholders, and to help students to develop skills and insights into working with, through and for people with disability at the individual, group and community levels and their representatives, stakeholders and network with other groups and professionals working on similar issues. The TISS has sought recognition for this programme from the Rehabilitation Council of India.

This programme consists of classroom work, which includes lectures, discussions, student presentations, and seminar discussions with experts on disability issues, observation study of disability-related organisations and related activities. Field work and rural practicum under supervision provides opportunities to develop practical skills in social work. All students of the programme are expected to conduct a research project as a compulsory requirement for the M.A. Degree. Thus, at the end of two years, the M.A. in Disability Studies and Action graduate is equipped with a range of competencies to work with all groups of persons with disability and other stakeholders in social work and allied fields, at the practice, training, policy and advocacy levels.

The research project is a compulsory part requirement for the degree and carries 6 credits. A 2 credit workshop on qualitative and quantitative research will be offered to the students in the Semester III to further strengthen their research capacity. Field work will be concurrent for both the years. The 3-week rural practicum will be a graded activity carrying one credit as community-based rehabilitation, especially in rural India, is an important rehabilitation programme.

Students who graduate from this programme may work as Rehabilitation Social Workers in non-governmental, inter-governmental and governmental organisations, working at micro, meso and macro levels at local, regional, national and international sites of practice. The programme equips its graduates to work in various settings, including disability settings, rehabilitation settings, clinical settings such as hospitals, clinics, early detection intervention centres, inclusive settings such as educational, health, community, employment and development settings; at the levels of prevention, promotion, treatment and rehabilitation. They may also work at the policy level that contributes to the disability rights movement, disability networks, associations and alliances; and engage in field-based research concerning disability.

Eligibility

(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.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 21, 2008, will also be eligible to apply. 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.

Note: For M.A. in Disability Studies and Action, preference will be given to candidates who either have a graduate degree in Social Work, Psychology, Special Education, Occupational Therapy, Physiotherapy, Speech Therapy, and disability rehabilitation related fields. Graduates with at least two years experience in the field of disability or social welfare will be preferred.
Selection Procedure

(a) Academic Background (30 Marks): Marks are awarded to each applicant on the basis of the 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 (70 Marks): The candidates are expected to write an essay in order to assess the candidate’s general awareness/knowledge about current/contemporary issues.

(c) Personal Interview (100 Marks): The candidate is also expected to be acquainted with the programme for which he/she has applied for, as questions may be asked on the topic during the PI. Candidates will be assessed for knowledge and sensitivity towards persons with disability and issues related to the field. To become eligible for the Personal Interview, candidates should obtain a minimum of 55% marks in the Essay/Written Test (45% for SC and ST candidates).

Distribution of Credit Hours

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Semester-wise Listing of Courses

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<td>FC 2 Introduction to 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>SWP 1 Theoretical Perspectives and their Application to Disability Rehabilitation Social Work</td>
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<td>SWP 2 Sanctions, Values and Ethics of Social Work</td>
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### Course Outline

**SWP 1: Theoretical Perspectives and their Application to Disability Rehabilitation Social Work**

Overview of evolution of the Social Work education and the Social Work profession in the west, historical background of Indian ideologies for social change, history of Social Work profession in India and contemporary contexts; Ecological and systems theories, and their application to social work practice with persons with disabilities; concept of role, concept of learned helplessness, concepts of stress and coping in crisis, concepts of diversity and differences, strengths perspective, anti-discriminatory and anti-oppressive perspectives, empowerment and advocacy perspectives and the application of these concepts and perspectives in building disability rehabilitation social work practice.

**SWP 2: Sanctions, Values and Ethics of Social Work Practice**

Sanctions for social work practice; Values and social work practice, operationalising values-respect for the dignity and the uniqueness of the individual, self determination, legal authority and self determination, confidentiality; Ethics and ethical dilemmas in direct practice, macro practice and ethical dilemmas among colleagues; value dilemmas of clients versus social workers; Institutional orientation.

**SWP 3: Process of Social Work Practice in Disability Rehabilitation**

Goals of DRSW; Partnership Models and Role partners, The Empowerment Model in practice; Problem solving as a process; Phases in the helping process - Initial phase and assessment using the understanding from different perspectives, application of various concepts and perspectives in planning and implementation, termination and evaluation; Core practice tools and techniques or skills.

**SWP 4: Agency Administration**

Organisation development - stages and process, POSDCORB, registration of organisations, constitution and memorandum of Association, Project formulation and program planning, monitoring and evaluation.
**SWP 5: Team Work for Disability Rehabilitation Social Work**

Team work in Disability Rehabilitation; Models of team structure - the multi-disciplinary team, the inter-disciplinary team; The social worker and the indigenous helper team; Organisational issues and problem solving approach to effective team work.

Being a Disability Rehabilitation Social Worker- Qualities needed, Self awareness and knowledge of differences; Approaches to taking care of self and prevent burnout; spiritually sensitive social work practice.

**DSA 1: Rehabilitation Contexts for Persons with Disability**

Social construction of disability from different stakeholder perspectives; Persons with disability-their familial and societal contexts; Disabling environments (attitudes, stigma, discrimination and barriers to access) and enabling environments and their impact on the quality of life of persons with disability; Models of disability - medical model, social model; Understanding different categories of disability, causes, classification, assessment, prevention, promotion, treatment or rehabilitation modalities, utility of aids and appliances; Impact of disability on different areas of the individual's growth and development; Psychology of disability, self and identity of persons with disability; Abilities and residual capacities of persons with disability, problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships; Roles of different professionals in the multi-disciplinary team; role of the social worker as a vital member of the multi-disciplinary team.

**DSA 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- The persons with Disability Act, the Rehabilitation Council of India Act, the National Trust Act, inclusion of PWDs in other 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 advocacy for influencing policy formulation, implementation and evaluation.

**DSA 3: Rehabilitation and Counselling Interventions**

Contextualising and understanding issues faced by persons with disability-related to type, severity of the disability and the life cycle stage of the individual with disability. Issues such as acceptance of self and disability, coping with changed lifestyles and interpersonal relationships within and outside the family and neighbourhood (especially across the life span and for the newly disabled), working with the systems and environments across critical periods of the person's life cycle and with regard to different problem situations; Contextualising issues from systems and integrated social work models; Understanding and application of different approaches to counselling and rehabilitation of persons with disability at individual and group levels in different settings; Skills of facilitation, partnering with stakeholders. Understanding the historical background, present scenario, need and concepts of CBR, principles and models of CBR, role of various stakeholders, the process of CBR,
implementation, monitoring and evaluation of CBR programmes, impact of CBR programmes on the life of disabled persons, vocational rehabilitation programmes. Programme management issues, sustainability and future trends in CBR, self help groups in CBR.

**DSA 4: Family-Centred Interventions with Families of Children and Adults with Disabilities**

The importance of family-centred interventions with families having disabled family members; Effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives; Issues and concerns faced by such families at various family life-cycle stages and at predictable crisis periods and interventions needed by these families during those stages or periods; Areas for a holistic family assessment- the problem, the family as a system, the family and its environment and the family life cycle; Family Assessment Measures; Theoretical concepts and strategies in family-centred intervention, family crisis intervention and genetic counselling.

**DSA 5: Gender Dimensions of Disability in the Indian Context**

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; equalisation 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.

**DSA 6: Management of Rehabilitation Programmes for the Disabled**

Introduction of the management perspective and the relationship of the management theory to social work practice; the utilisation of the management perspective to study rehabilitation programs for the disabled and the linkages between an organisation and its environment; Distinctive characteristics of organisations (hospitals, specialised agencies, schools for the disabled, and vocational training centres, etc.) within which rehabilitation programs for the disabled are located. The opportunities and threats generated by environments in which rehabilitation programs for the disabled are located; Strategies, structures and internal processes of rehabilitation programs for the disabled; Process of strategy formulation, and the content of strategy. Management of the structure and internal processes of rehabilitation programs for the disabled such as human resources, information flow, and decision-making; Evaluation of rehabilitation programs for the disabled.

**DSA 7: Building Disability Awareness through Action**

Society's perception of and attitude towards various disabilities and persons with disabilities; Analysis of the social, structural and economic barriers which persons with disabilities encounter and their implications on their lives; Evolution of Disabled Rights movements world wide and in India; Role of strategic alliances such as federations, associations and networks in improving service delivery and for influencing public policy and legislative reforms; Strategies
for community education programs for raising awareness and changing attitudes; Strategies and skills needed for engaging in campaigns and advocacy for social justice in partnership with disabled persons and their organisations and non-governmental disability organisations.

**DSA 8: Seminar Related to Field Work Practice**

Understanding issues related to disability that have emerged from other courses, such as issues related to sexuality, identity and self-concept, stigma, besides others, understanding self - self concept and self awareness, processing and making meaning of our own and others’ experiences.

### 2.19 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 globalisation. The curriculum addresses the causes of exclusion, poverty and marginalisation and ways of altering structures while responding to the conditions of poverty and deprivation. 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 organisations, etc., Concurrent and block field work under supervision provides opportunities to develop practical skills in social work. Thus, at the end of the 2 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 programme development and influencing policy to organising people for fundamental change to society and economy.

The course offers graduates a wide range of work opportunities in non-government, inter-governmental and governmental organisations 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 organisation and development practice, NGO-corporate initiatives, industry, funding agencies, research-based organisations, advocacy and human rights organisations and organisations working in specialised 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. TISS’s social work graduates are among some of the finest change makers in the country and world.

**Eligibility**

(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
mandated requirements of 15 years formal education) from a recognised university in any discipline.

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by **Saturday, June 21, 2008**, will also be eligible to apply. 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.

**Selection Procedure**

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. 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.

**Distribution of Credit Hours**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>I and II</td>
<td>Foundation Courses</td>
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<tr>
<td></td>
<td>Social Work Practice - I: Principles and Concepts</td>
<td>16</td>
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<td></td>
<td>Field Work</td>
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<td><strong>Total for Year 1</strong></td>
<td><strong>40</strong></td>
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<td>III</td>
<td>Students will opt for 1 Field of Practice Concentration</td>
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<tr>
<td></td>
<td>Social Work Practice - II: Principles and Concepts</td>
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<tr>
<td>IV</td>
<td>Students will opt for 2 Concentrations (8 credits each): 1 Thematic and the other Skill-based</td>
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<td>OR</td>
<td>16</td>
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<tr>
<td></td>
<td>Research Project (6 credits) + Workshop on Analysis in Quantitative and Qualitative Research (2 credits)</td>
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<td>One Concentration (Thematic or Skill-based)</td>
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<td>Field Work for Year 2</td>
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<td><strong>Total for Year 2</strong></td>
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<td><strong>Grand Total</strong></td>
<td><strong>84</strong></td>
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## Semester-wise Listing of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course titles</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I and II</td>
<td>FC 1 Understanding Society</td>
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<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>
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<tr>
<td></td>
<td>FC 5 Governance and Public Administration, Social Policy, Law and Social Work</td>
<td>4</td>
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<tr>
<td></td>
<td>SW 1 Social Work Practice - I: Principles and Concepts</td>
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<tr>
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<td>SW 2 History and Ideologies of Social Work</td>
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<td>SW 3 Participatory Communication</td>
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<tr>
<td></td>
<td>SW 4 Quantitative Research</td>
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<td>III</td>
<td>SW 5 Qualitative Research</td>
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<td>SW 6 Social Work Practice - II: Principles and Concepts</td>
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### Field of Practice Concentrations
- C 1.1 Community Organisation and Development Practice
- C 1.2 Family Social Work
- C 1.3 Persons with Disabilities and Equalisation of Opportunities
- C 1.4 Health and Development
- C 1.5 Dalits and Tribals: Social Justice, Equity and Governance
- C 1.6 Criminology and Justice
- C 1.7 Child and Youth Development
- C 1.8 Women Centred Social Work
- Analysis in Qualitative and Quantitative Research (Workshop for Research Project Students) | 2 |

<table>
<thead>
<tr>
<th>Semester</th>
<th>Knowledge-Based/Thematic Concentrations</th>
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<tr>
<td>IV</td>
<td>C 2.1 Rural Development, Environment and Sustainable Livelihoods</td>
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<tr>
<td></td>
<td>C 2.2 Urban Development: Unorganised Sector and Livelihood</td>
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<td></td>
<td>C 2.3 Social Work in the Field of Mental Health</td>
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<td>C 2.4 Social Policy and Planning</td>
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<td></td>
<td>C 2.5 Community Health</td>
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<tr>
<td></td>
<td>C 2.6 Disasters, Impoverishment and Social Vulnerability</td>
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<tr>
<td></td>
<td>C 2.8 Juvenile Justice and Youth in Conflict</td>
</tr>
</tbody>
</table>

### Skill-Based Concentrations
- C 3.1 Management of Non-Profit Organisations | 8 |
- C 3.2 Developmental/Therapeutic Counselling |
- C 3.3 Rehabilitative and Correctional Social Work |
- C 3.4 Child and Youth Practice |

**Notes:**
1. Any 1 concentration for 12 credits.
2. Any 1 concentration for 8 credits.
3. Any 1 concentration for 8 credits.
Course Outline

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 Semester III and one Thematic Concentration (C2) and one Skill Based Concentration (C3) in the Semester IV. Students who have opted for doing research projects as part requirement for the M.A. degree will choose only 1 concentration (either thematic- or skill-based) in the Semester IV.

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.

Unit III: Law and Social Work: Legal Systems in India: An Overview; Constitution; Civil Law- IPC and Criminal Procedure Code; Structure of the Criminal Justice System and Role, Criminal Law- IPC and Criminal Procedure Code; Personal Laws. Laws relating to vulnerable sections of the society including Women, Children, Persons with Disability, Mentally Ill, Bonded Labour, Consumers, Laws Relating to Trafficking, Strategies for Access to Justice including PIL, RTI.

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

SW 1.1: Social Work Perspectives – Introduction to Social Work; Social Problem - Concept and Perspectives; Purpose and focus of social work; Role of Social Workers; Values and Ethics; Introduction to methods; Contemporary concerns and sites of practice (settings, populations, units for intervention); Contextualising interventions: theoretical perspectives for social work practice.

SW 1.2: 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.

SW 1.3: 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.

SW 1.4: 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.
SW 1.5: 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) Conceptualising 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 - II: Principles and Concepts**


**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: Theoretical Perspectives on Community** — Revisiting Place, Person, Community Linkage (Conventional/Sociological and cultural understanding of Community, functions of Community and critique. Deconstructing the concept from lived experiences of community.)
Perspectives on Commons and Collectives (tragedy of the Commons, critique; prospects for collective governance of Commons; institutional economics); Community and Identity (Community as an oppressive experience; Community as an emancipatory experience; the Feminist, Racial, Dalit, Tribal points and counterpoints to Community); Identity and Mobilisation.

C 1.1.2: Advanced Community Organisation — Social construction of the issue/problem, ethical dilemmas in intervention; Principles of feminist organising; Power, powerlessness, empowerment; locating practice vis-à-vis the system, rights based approach; Role of Party and Non-party political formations (cooperatives, self-help groups, trade unions, community based organisations, political parties); cadre building.

C 1.1.3: Seminar on Community Organisation — Contemporary Issues and Challenges in Practice — Role of ideology in community practice; Identity and mobilisation (nationalism, communalism, sub-nationalism, regionalism and multiculturalism); Experiencing the State and Governance; Spaces (State, Market, Civil Society) for Community Practice. This being a Seminar Course, there would be a certain degree of fluidity in the content from year to year.

C 1.1.4: Global Economy and Polity — Implications for Local Action — Geo-politics and globalisation (Rise of MNCs, eco-political dimension etc.), institutions for international governance (UN agencies, IMF, WB, WTO, bi-laterals, International Human Rights Council); Human Rights instruments; Fair trade; Issues and spaces for intervention.

C 1.1.5: Development Practice — Field Issues and Debates — Arenas of practice (housing and displacement, informal economy, empowerment of women, tribal development, education, health, human security etc.) - Policies, debates and implications for action. The pedagogy of this Course would aim at strengthening field - classroom linkages and reflect the dynamism of the field.

C 1.1.6: Participatory Planning and Assessment — Philosophy and politics of participation; Dynamics of project and issue based practice; Planning (concepts, tools such as PRA, skills); Micro Planning; Social Audit, Impact Assessment (EIA, SIA); Monitoring and Evaluation.

C 1.2: Family Social Work

This concentration is under review, and the modified courses and change in name of the concentration will be informed at a later date.

C 1.3: Persons with Disabilities and Equalisation of Opportunities

C 1.3.1: Rehabilitation Contexts for Persons with Disability: Social construction of disability from different stakeholder perspectives; Persons with disability-their familial and societal contexts; Disabling environments (attitudes, stigma, discrimination and barriers to access) and enabling environments and their impact on the quality of life of persons with disability; Models of disability - medical model, social model; Understanding different categories of disability, causes, classification, assessment, prevention, promotion, treatment or rehabilitation modalities, utility of aids and appliances; Impact of disability on different areas of the individual's growth and development; Psychology of disability, self and identity of persons with disability; Abilities and residual capacities of persons with disability, problems and issues faced by them related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships; Roles of different professionals in the multi-disciplinary team; role of the social worker as a vital member of the multi-disciplinary team.
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: The persons with Disability Act, the Rehabilitation Council of India Act, the National Trust Act, inclusion of PWDs in other 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 advocacy for influencing policy formulation, implementation and evaluation.

C 1.3.3: Rehabilitation and Counselling Interventions: Contextualising and understanding issues faced by persons with disability- related to type, severity of the disability and the life cycle stage of the individual with disability. Issues such as acceptance of self and disability, coping with changed lifestyles and interpersonal relationships within and outside the family and neighbourhood (especially across the life span and for the newly disabled), working with the systems and environments across critical periods of the person's life cycle and with regard to different problem situations; Contextualising issues from systems and integrated social work models; Understanding and application of different approaches to counselling and rehabilitation of persons with disability at individual and group levels in different settings; Skills of facilitation, partnering with stakeholders. Understanding the historical background, present scenario, need and concepts of CBR, principles and models of CBR, role of various stakeholders, the process of CBR, implementation, monitoring and evaluation of CBR programmes, impact of CBR programmes on the life of disabled persons, vocational rehabilitation programmes. Programme management issues, sustainability and future trends in CBR, self help groups in CBR.

C 1.3.4: Family Centred Interventions with Families of Children and Adults with Disabilities: The importance of family centred interventions with families having disabled family members; Effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives; Issues and concerns faced by such families at various family life-cycle stages and at predictable crisis periods and interventions needed by these families during those stages or periods; Areas for a holistic family assessment: the problem, the family as a system, the family and its environment and the family life cycle; Family Assessment Measures; Theoretical concepts and strategies in family centred intervention, family crisis intervention and genetic counselling.

C 1.4: Health and Development

Depending on the substantive changes in the subject, there will be changes in the way courses are organised and taught. Students opting for this concentration do 8 credits in the first 4 courses (C 1.4.1, C 1.4.2 and C1.4.3, C 1.4.4). Students have the option of choosing 2 courses in Mental Health (C 1.4.5.1, C 1.4.5.2) or 2 courses in Community Health (C 1.4.6.1 and C 1.4.6.2).

C 1.4.1: Social Sciences and Health — Introduction: Health and health scenario in India; health services, policies, and programmes; social sciences contributions. Macro and micro-sociology of health and illness behaviour. Culture, health and illness. Geography of health. Paths of development, social structures, health and health systems. Health financing. Physical and social environment, selfhood, and health. Social sciences, health and social work.

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 1.4.5.2: Community Mental Health — Definition, philosophy, principles, concepts and components. Community mental health as a system of service delivery. Historical review and

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; International NGOs 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-resolution, rehabilitation - ‘prior informed consent’; religion and its impact on Tribals; natural resource management 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 CBGs, 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 1.6.2: Criminal Justice: Law and Policy — Relationship between Criminology, Criminal Policy, Criminal Procedure and Criminal Law. Objectives and purposes of Criminal Law. The underpinnings of the CJS and agencies - historical overview Administration of Justice: Purpose, function, structure and history of the courts, dealing with the administration of justice. The Constitutional framework. Rights of accused with regard to arrest, remand, bail, fair and speedy trial, legal aid, release on personal bond and appeal, with special reference to vulnerable sections. Special provisions with regard to rights of arrested women and women in custody. Salient features of Indian Penal Code. Survey of the Criminal Procedure Code - Trial procedure. Basic principles of Law of Evidence. The System - Police, Prison and Judiciary; Probation and Correctional services. Structure of criminal justice agencies (formal nature of bureaucratic organisations, the processes of leadership, management, decision-making, organisational communications, training and planning). Role of the police, prisons and the judiciary in the implementation of criminal law. Special laws to address organised crime, terrorism, etc., with special focus on rights of citizens. Sentencing policy, types of prisons and prison programmes. Governance, Problems and Bottlenecks - Conditions in police lock-ups, judicial delays, overcrowding of prisons, problems related to under trials, legal aid, lack of correctional personnel, children of prisoners, vocational training and health facilities, aftercare services. Reform of criminal law and systems - reform committee reports and judgments.


C 1.6.5: Communication in Criminal Justice — Actions and interactions of sub-systems of the CJS and its communication among sub-systems and society. Impact of formal and closed systems on interpersonal communication. Formal and informal channels of communication in criminal justice. Analysis of verbal, non-verbal and hidden communication. Effective communication in criminal justice.


C 1.7: Child and Youth Development

This concentration is under review, and the modified courses and change in name of the concentration will be informed at a later date.

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: 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-strucutrualism 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:

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 mobilising 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; Conceptualising and contextualising 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 Law and Justice in India: Understanding Justice, Law, rights & Gender; Feminism, State & Law; Women, Culture and Justice; women, Labour, Redistribution & Justice; Beyond the Nation State: CEDAW and Women’s Human rights; The State, Law, & Women ‘Colonial’ to the ‘Constitutional’ a historical context; A Gendered Inheritance: Politics of Marriage, Family, Succession & Property; The Body and Gendered Morality of the Law; Domestic Violence, Rape & Sexual Assault Obscenity & Censorship, Law and Justice for women; Identity Religion & Gender Justice in India; Historical milestones of legal and judicial processes, contemporary discourses on access to social and gender justice within the blurring boundaries of Nation State and the Law.

**KNOWLEDGE-BASED/THEMATIC CONCENTRATIONS**

C 2.1: Rural Development, Environment and Sustainable Livelihood


non-officials. Role of Panchayat in Rural Development: Capacity building in Panchayati Raj Institutions with special references to GP.


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 2.2.3: Poverty, Livelihood and Informal Sector - International and National Labour Scenario - ILO, WTO, Privatisation, Role of State - weakness of state responses, historical review, Emergence of Private Agencies - informalisation and casualisation of work. Informal sector composition, debates - Sectoral Analysis - Urban, Rural, Tribal and informal sector workers


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, institutionalisation, 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: Theoretical Perspectives on Social Policy - What is social policy - scope, policy makers and impact; social policy beyond welfare and public administration - mass movements vis-à-vis neo-liberal induced market evangelism and Hindutva induced conservative liberalism; inclusive modernity and democracy as part of unfolding saga of Indian development process; nature of state and changing role of state - issues and challenges; prescriptions of reaction to scholars - Rawls, Sen, Walzer, Taylor and others; approaches to social policy; social policy in pre-capitalist and socialist states; liberal, Marxist, neo-liberal and Gandhian perspectives on social policy; market led reforms and social policy; social policy under different regimes; international comparisons; history and ideological bias for government's responsibility in promoting well-being and social development of all, particularly the welfare and social security models and programmes for the marginalised sections; public welfare in post-modern period.

C 2.4.2: Policy, Government and Governance - Civil society and governance; critical understanding of good governance and new public management; paradoxical outcomes of social policy in democracies - the case of India; beyond instrumental conception of social policy; grounding social policy in participatory and discursive democratic processes; policy-governance gap - between Constitution, Parliament, courts, budgeting, implementation, political parties, government and civil society groups; engaging with government; liberalisation, privatisation and globalisation vis-à-vis changing role of government; administrative reforms from above related to decentralisation; introduction to micro-level planning, de-politicisation, and emergence of parallel structures; privatisation of social sectors and governance; impact of privatisation on social justice, equity and livelihoods; social accountability, transparency and civil society participation for socially just governance;

C 2.4.3: Social Planning and Policy Research - Policy process; policy process as political; linkages between policy and planning; financing welfare and social sectors; how policy is implemented; who implements policy; who pays and who benefits; why is policy what it is; budgeting and financial planning; what is policy research; methodologies for policy research; tools for monitoring and evaluation of policy implementation

C 2.4.4: Seminar on Social Policy and Advocacy - Analysis of Sectoral policies; Advocacy as a tool for influencing social policy; social advocacy in Indian context; budget analysis as an advocacy tool; RTI, jansunvayi, vigilance commissions, consumer courts and other legal instruments for influencing policy process; accessing statutory and non-statutory democratic institutions for advocacy. The Seminar will be a supervised activity with regular tutorial sessions; seminar will include class presentations, workshops, campaigns and written assignments

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

The offering of this concentration is subject to change.


Disaster Recovery. Disaster Impact Assessment. Standards and Best Practices in Relief and Rehabilitation.


(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


approach and skills. Working with the system (police, JJB, institutional staff). Role of PO and social worker. Tracing missing children - home-link, talash, MPB, MCB. Understanding and implementing effective repatriation strategies.

**SKILL-BASED CONCENTRATIONS**

**C 3.1: Management of Non-Profit Organisations**

**C 3.1.1: Governance of Non-Profit Organisations** - Overview of NPOs in India- Political economy of NP sector (with the perspective of social justice of vulnerable and marginalised groups), Historical formulation of NPOs, Nature, size, volume, typology of NPOs. Legal framework for NPOs- Laws related to registration, Income tax exemption, receiving donations, Foreign grants. Practices of Good governance - transparency, accountability and participatory, Role and responsibilities of Board/Trustees, Boards and Board Executive relationship. Human Resource Management - (paid staff, volunteers) Recruitment to Exit, Laws applicable for human resource management.


**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 analyse 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 categorising 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. Self and issues related to gender, caste, class, religion, mental illness and disability; Self as professional and personal development of the person.

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 Child Guidance Centres, 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 3.3.2: Emerging Trends in Aftercare & Rehabilitation -- Social exclusion, crime and rehabilitation. Origin and development of the principles, statutory basis and organisation of aftercare and rehabilitation services. Defining concepts - aftercare, throughcare, rehabilitation and reintegration. Post-release problems and issues faced by persons in custody in relation to shelter, training, livelihoods, counselling, family and community support and negative influences in society. Structures and services - aftercare hostels, state homes, vocational training services and schemes for rehabilitation. Critique of aftercare and rehabilitation services - problems and gaps. Emergence of the voluntary sector - current trends. 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 3.3.3: Seminar on Human Rights and Access to Justice


C 3.3.4: Counselling and Advocacy Skills – Criminal and Correctional Psychology: Psychological factors in criminal behaviour, Psycho-pathology and crime, Application of psychology in detection of crime, Psychological examination of offenders, Approaches to counselling and skills in work with ex-offenders, Application of rational emotive therapy, Group therapy. Advocacy Skills and Engaging with the CJS: This component has been included from the earlier RCSW5 Seminar course on Advocacy, Developments leading to advocacy-based work in criminal justice, Field-based studies, fact-finding and enquiry commissions, Understanding Judicial Decisions, RTI as a tool of advocacy, Work with legal aid systems, Work with Police and Courts, Work with Prisons and Custodial Institutions for women and children, Changing role of social workers vis-à-vis correctional institutions.
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 stigmatisation, 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 internalisation 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 organisations working with children and youth engage in problem-solving and critical reflection upon the approaches, strategies and interventions used by such organisations: (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.

2.20 M.A. IN MEDIA AND CULTURAL STUDIES

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

This programme will impart intensive hands-on training in video production, including direction, research, scripting, editing, camera and sound. It also has a strong research focus. This will enable students to produce documentaries and short films. The programme will culminate in the production of a documentary and a dissertation. It will also teach basic skills in community radio, graphics and web design. The students will have access to the well-equipped facilities and the
visual archive of the Centre for Media and Cultural Studies (www.tiss.edu/cmcs). The teachers of the course would include CMCS and TISS faculty as well as professionals.

With its unique blend of theory and practice, the M.A. in Media and Cultural Studies works towards the creation of a lively group of media ‘thinking do-ers’ and ‘doing thinkers’ who could then choose to branch out into a diverse range of work or educational situations. The students of this course will be equipped to work in the areas of media and television production, independent media practice, media education, advocacy and research. The potential employers include NGOs, television production houses, educational and research institutions and governmental agencies.

**Eligibility**

(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.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by Saturday, June 21, 2008, will also be eligible to apply. 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.

**Selection Procedure**

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.

**Distribution of Credit Hours**

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<th>Year</th>
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## Semester-wise Listing of Courses

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<tr>
<td>I</td>
<td>FC 2 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>MC 1 Media Studies: An Introduction</td>
<td>2</td>
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<tr>
<td>I</td>
<td>MC 2 Cultural Studies: An Introduction</td>
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<tr>
<td>I</td>
<td>MC 3 Ways of Knowing</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>MC 4 Image Making I</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>LC 1 Video Production</td>
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<td>I</td>
<td>MC 12 Cyber-culture: An Introduction</td>
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<td>II</td>
<td>FC 3 India’s Development Experience</td>
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<tr>
<td>II</td>
<td>MC 5 Working with Video I</td>
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<td>MC 7 Media Research</td>
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<td>II</td>
<td>MC 10 Reading Film</td>
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<td>II</td>
<td>MC 11 Seminar I: Presentation of Research Project</td>
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<td>II</td>
<td>LC 2 Writing Skills</td>
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<td>LC 3 Video Post-production</td>
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<td>LC 6 Understanding Art</td>
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<td>MC 8 Mediated Development</td>
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<td>MC 9 Working with Video II</td>
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<td>III</td>
<td>MC 13 Television Studies</td>
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<td>III</td>
<td>MC 14 Gender, Media and Culture</td>
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<td>III</td>
<td>MC 15 Seminar II: Presentation of Media Project</td>
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<td></td>
<td>Internship</td>
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### Course Outline

**MC 1: Media Studies — An Introduction**


MC 2: Cultural Studies — An Introduction


MC 3: Ways of Knowing


MC 4: Image Making


MC 5: Working with Video I

The process of video production from concept to final product; Visualisation and story boarding, shooting and editing of a spot on an issue of contemporary concern.

MC 6: Image Making II


MC 7: Media Research


MC 8: Mediated Development

MC 9: Working with Video II

The Process of Production: concept, research and script. Research, visualisation, shooting and editing of a short documentary.

MC 10: Reading Film


MC 11: Seminar I — Presentation of Research Project

This seminar course will involve individual presentations by students on the topic of their research project and will include a survey of literature, objectives and methodology. Evaluation will be based on both the oral presentation and defence (30%) and the written proposal (70%).

MC 12: Cyber-culture — An Introduction


MC 13: Television Studies


MC 14: Gender, Media and Culture


MC 15: Seminar II — Presentation of Media Project

This seminar course will involve group presentations by students related to their documentary film project. It will involve proposal presentation and defence, including the objectives, content and treatment. Assessment will be based on both the written and oral presentations of the groups.

LC 1: Media Lab I — Video Production Skills


LC 2: Media Lab II — Writing Skills

Writing and Analysis: The Possibilities and Impossibilities of Generalising and Scaling (Up or Down). How do you factor in People? The individual, the collective and the voices in between.

**LC 3: Media Lab III — Video Post-Production**

Editing Skills: Introduction to video editing and compositing software and hardware. Music and Sound Design: Use of sound effects, music, filters, mixing and layering.

**LC 4: Media Lab IV — Visual Design**


**LC 5: Media Lab V — Community Radio**

Introduction to Community Radio (CR): History of CR in the world. Indian CR experiments, projects and models. Movement to democratise India’s airwaves.

The Basic Principles of CR: Community participation, ownership and management. CR Policy (the law) and application procedures. Public Radio, Commercial Radio, Development Radio, NGO radio, Community Radio - how each of these are different entities and approaches. Visit to Commercial Radio Station - understanding programming and production. Community Radio Programming, programming by and for the community - processes and methods. Production - research, writing, recording, editing.

**LC 6: Media Lab VI — Understanding Art**


**LC 7: Media Lab VII — Web Design**

Introduction to Web Design. Basic web design tools.

**MP: MCS Media Project**

This involves the production of a documentary film of approximately 30 minutes duration, undertaken by groups of 3 to 4 students, who will handle all aspects of production. Each group will have a faculty supervisor. In addition to the film, and graded presentations, the students would be assessed on an individual viva voce examination. The evaluation of the diploma film will be done by a panel of three examiners, a CMCS faculty and a representative from another school or centre within TISS and an external examiner.
**MR: Media Research Project**

This individual guided project will take the student through the entire research project and will culminate in the production of a dissertation, involving literature review, formulation of research questions, data collection and analysis. The student would be evaluated by his/her faculty supervisor and a second examiner.

### 2.21 M.A./M.SC. 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 4 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 with very limited course work. 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 5 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 4 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.
**Eligibility**

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.

(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.

OR

(b) Candidates who will complete all the requirements of their final year Bachelor’s Degree examinations by **Saturday, June 21, 2008**, are also be eligible to apply, provided they have successfully completed their first and second years, if the degree course is of 3 years, and the first, second and third years, if the degree course is of 4 years. In such cases, admission to any of the Master’s Degree Programmes of the Institute will be provisional. **If a provisionally admitted student fails in the final year examination, the offer of provisional admission will be automatically cancelled.**

**Notes:**

i) Candidates who are in their final year Bachelor’s Degree Programme are not eligible to apply for admission to either of the M.H.A. Programmes and also for the M.A. in Education (Elementary) programme.

ii) Medical graduates should complete their internship on or before **Saturday, June 21, 2008**. Otherwise, their candidature/admission will be automatically cancelled.

**Selection Procedure**

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.

**Distribution of Credit Hours**

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<td>Introduction to Remote Sensing and Geographical Information System (GIS) Techniques</td>
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<td>I</td>
<td>MDM 9</td>
<td>Research Methodology I</td>
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<td>MDM 16</td>
<td>Public Health and Disasters</td>
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<td></td>
<td>MDM 38</td>
<td>Study Visits and Tutorials</td>
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<td>II</td>
<td>FC 3</td>
<td>Development Experience, Social Conflict and Change</td>
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<td></td>
<td>FC 4</td>
<td>Human Development, Identity, Culture and Media</td>
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<td>FC 5</td>
<td>Disasters and Development (Bridge Foundation Course)</td>
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<td>MDM 5</td>
<td>Approaches and Planning for Response - Standards in Humanitarian Aid, Relief, Rehabilitation and Development</td>
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<td>Disaster Risk Reduction and Development Planning</td>
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<td>MDM 7</td>
<td>Field Seminar</td>
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<td>MDM 10</td>
<td>Research Methodology - II</td>
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<td>MDM 14</td>
<td>Governance, Law and Policy in Disaster Management</td>
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<td>MDM 15</td>
<td>Seminar Course in Disasters</td>
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<td></td>
<td>MDM 39</td>
<td>Field Work (Internship)</td>
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<td>III</td>
<td>MDM 11</td>
<td>Project Management in Disaster Contexts</td>
<td>2</td>
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<td></td>
<td>MDM 12</td>
<td>Introduction to Disaster Financing</td>
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<td></td>
<td>MDM 13</td>
<td>Logistics Management in Disaster Situations</td>
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<td></td>
<td>MDM 41</td>
<td>Research Dissertation</td>
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<td>Concentration Courses</td>
<td>6</td>
<td></td>
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<td>IV</td>
<td>MDM 40</td>
<td>Field Work (Internship)</td>
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<td></td>
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<tr>
<td></td>
<td>MDM 41</td>
<td>Research Dissertation</td>
<td>6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Concentration Courses</td>
<td>6</td>
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</tbody>
</table>

**CONCENTRATIONS**

The programme offers the opportunity to develop specialist knowledge. Five concentrations or specialisations are envisaged in the third and fourth 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, second and third 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>
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<tr>
<td>II</td>
<td>Governance in Disaster Management</td>
<td>MDM 14: Governance, Law and Policy in Disaster Management</td>
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<tr>
<td></td>
<td></td>
<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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<tr>
<td>III</td>
<td>Conflicts, Peace and Development</td>
<td>MDM 14: Governance, Law and Policy in Disaster Management</td>
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<td></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></td>
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<td>MDM 28: Conflict Transformation, Peace and Just Development</td>
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<tr>
<td>IV</td>
<td>Logistics Management and Service Delivery Systems</td>
<td>MDM 13: Logistics Management in Disaster Situations</td>
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<td></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>V</td>
<td>Geographical Information Systems in Disaster Management</td>
<td>MDM 8: Introduction to Remote Sensing and Geographical Information System (GIS) Techniques</td>
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<tr>
<td></td>
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<td>MDM 32: Digital Image Processing and Data Management Techniques</td>
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<td>MDM 33: Application of Geoinformatics in Disaster Management (I)</td>
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<tr>
<td></td>
<td></td>
<td>MDM 34: Application of Geoinformatics in Disaster Management (II)</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>Total of I &amp; II*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses</td>
<td>Credits</td>
<td>Study Visits</td>
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<td>Diploma</td>
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<td>18</td>
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<tr>
<td>Masters</td>
<td>9</td>
<td>18</td>
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</tbody>
</table>

Master’s Degree students would have accumulated 44 credits in Semesters I and II.
<table>
<thead>
<tr>
<th>Programme</th>
<th>Semester III</th>
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<th>Semester IV</th>
<th></th>
<th></th>
<th>Total of I &amp; II Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Courses</td>
<td>Credits</td>
<td>Study Visits</td>
<td>Total Credits</td>
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<tr>
<td>Masters</td>
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<td>12</td>
<td>18</td>
<td>3</td>
<td>6</td>
<td>8</td>
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</tbody>
</table>

**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**

Introduction to basic concepts in Disaster management: The Disaster Management Cycle, Phases- preparedness, mitigation, response and recovery; Development and Disasters: caste, gender, poverty, culture, health, education, environment, etc; Understanding Risk and vulnerability; Principles of disaster management; Approaches and components in disaster management: militaristic model, Incident command system, participatory and rights based approach; Disaster Management Team; Ethical considerations and dilemmas in humanitarian aid; Challenges and concerns in Disaster management.

**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; Role of media 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: Field Seminar

The field seminar will address current and topical issues in the field of disasters. It will aim at integrating field issues with, class room teaching, and provide a platform to discuss internships and research projects. This seminar course will be of two credits and will be offered across semester I and II.

MDM 8: Introduction to Remote Sensing and Geographical Information System (GIS) Techniques

Fundamental concepts of GIS and Remote Sensing; Background and History of GIS and Remote Sensing, Satellites and Sensors, essential elements of GIS: Functional Elements and Data in GIS, linkages between remote sensing and GIS; Basics of GPS functioning, application of GPS.
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 mobilisation; Assigning Project work; Managing Project Team; Managing Projects across organisations; 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.**

Governance - Understanding key concepts in governance and good governance, governance for disaster management; History of disaster management- IDNDR, Yokohama, ISDR, Hyogo, Disaster management in India- major events, change in governmental response to disasters, disaster management in five year plans, national disaster management framework, legal and institutional mechanism for Disaster Management in India, National Disaster Management Policy and Act; Conflicts as Disaster, Introduction to conflicts and conflict resolution, communal conflict in India, Introduction to International Humanitarian Law- history, issues of war and refugees, basic principles and ethics, IHL in India, IHL and Human Rights.

**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**

Key concepts of health and mental health, health and development, public health and disasters; Health care structure; Health status of populations; Impact of development on public health and mental health; Public health and mental health outcomes during disasters and its implications; Public health, mental health responses during disasters; Different approaches and models of health and health work; Health care delivery systems and disasters; Self care.

**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 23: Governance, Politics and Disasters**

Global governance, Disaster Management at the global level, international organisations involved in Disaster Management, key international frameworks for Disaster Management, Region wise analysis of governance for disaster management, International mechanism for protection of human Rights, International humanitarian aid operations, protection, immunities and legal duties of personnel engaged in humanitarian aid, ethical dilemmas-rights based approach and humanitarian interventions, police and law enforcement in crises situation, the significance of public sphere and civil society in disaster management- disaster risk mitigation as collective approach, economic liberalisation and local governance-decentralisation and economic reforms, redefining the role of state, implications.

**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; public private partnership for Disaster Management, 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, Globalisation 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: Digital Image Processing and Data Management Techniques**

Image Rectification, Image Classification, supervised and unsupervised classification, image enhancement, Introduction to GIS data formats, Data structure and GIS data, Cartography and GIS: Abstracting reality using maps, scales and projection, grid systems, cartographic database, problems related to thematic maps.

**MDM 33: Application of Geoinformatics in Disaster Management (I)**

GIS applications in planning and assessing vulnerability: Natural Environment, Built Environment and Socio-economic applications. GIS application in response, relief and rehabilitation: Case studies - The Bhuj Earthquake, Tsunamis etc. Case Studies and onsite experiences on flood warning and cyclone information, analysing earthquake and landslide data.

**MDM 34: Application of Geoinformatics in Disaster Management (II)**

Detecting the threat and proximity of industrial and other urban hazards, researching climate change in the context of disasters; Health GIS, 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 38-40: Fieldwork – Internships**

The fieldwork will consist of supervised placements of students in live disaster sites or with affected communities or with organisations that are involved in disaster management. Field work will consist of three components:

(a) **MDM 38: Study visit**: In the first semester, students would go on a study visit and work on written and analytical submissions based on the visit. This will carry 2 credits

(b) **MDM 39: Internship 1**: In the second semester, students will spend a period of four weeks with a pre-selected organisation. Specific field activities will be carved out and students will maintain periodic reports. This internship may also include special skill based workshops. This will carry 6 credits.

(c) **MDM 40: Internship 2**: The fourth semester internship of six weeks duration is to focus on specialised areas and may be in accordance to the concentrations selected in the third semester. This will carry 8 credits.

Student internship will entail continuous performance assessment. This will include reports from the field contact or supervisors. At the end of each field placement, there will be an overall performance assessment based on the report of the supervisor in the placement agency, the student’s prescribed field report, and the JTCDM’s faculty supervisor’s assessment. The exercise will be guided by standard assessment forms. These will contain guidelines for the field agency supervisor, for the student, and for the Centre’s faculty supervisor.
MDM 41: Research/Dissertation

The dissertation is a compulsory component for awarding the Masters in Disaster Management degree, carrying a weightage of 6 credit hours. It is largely a self directed, supervised research project in the student’s own area of interest. The dissertation will familiarise the student with problem identification, formulation of relevant theoretical perspectives, selection of a suitable research design, collection of data from the field, and processing and interpreting it meaningfully. During second semester, the student is expected to choose a suitable topic for his/her dissertation in consultation with the proposed Guide, review the literature, choose a suitable design and present the dissertation proposal in a class-seminar. Data collection will be completed by the third semester before commencement of course work. During the fourth semester the student is expected to complete data analysis and focus primarily on writing and finalisation of the dissertation.

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

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

(ii) Dissertation evaluation — 70% (re-evaluable)
Rules and Guidelines

- Requirements for Passing
- Attendance
- Field Work/Internship
- Grade Points
- Research Project/Dissertation
- Examination
- Award of Degrees
- Type of Unfair Means Case
- Penalties
- Rules of Re-evaluation
- Rules Prohibiting Ragging
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 requirement 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 Plagiarism

Students found plagiarising in assignments and documentation will be given ‘Zero’ in the course/dissertation. Students found plagiarising more than once will be summarily dismissed from the programme.

3.1.7 Award of Degrees

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

3.1.8 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 (General Administration), 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.
Fees and Deposits

Compulsory Fees, Deposits and other Estimated Expenditure
Other Charges
Payment of Fees
Refunds
Personal Accident Insurance
4. Fees and Deposits

4.1 COMPULSORY FEES, DEPOSITS AND OTHER ESTIMATED EXPENDITURE FOR INDIAN STUDENTS FOR SEMESTER I AND SEMESTER II

(i) All fees are subject to revision.

(ii) Fee for International Students from SAARC and other low income countries (as per the World Bank list) will be 10% higher on the total fee than that for Indian students.

(iii) 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.

(iv) 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/-.

(v) Electricity Charges are Rs. 1,500/- per student, per semester.

4.1.1 Development Studies

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tuition</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Exam</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Development Fund</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>Other Charges</td>
<td>1,544</td>
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</tr>
<tr>
<td>Compulsory Deposits</td>
<td>4,500</td>
<td>-</td>
</tr>
<tr>
<td>Sub-Total A</td>
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<td>14,344</td>
</tr>
<tr>
<td>B. Hostel and Electricity Deposits (Refundable)</td>
<td>4,400</td>
<td>-</td>
</tr>
<tr>
<td>Multi-Seater Charges</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Electricity Charges</td>
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<td>1,500</td>
</tr>
<tr>
<td>Dining Hall (to be adjusted against the monthly bills)</td>
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4.1.2 Disability Studies and Action and Social Work

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## 4.1.3 Disaster Management

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## 4.1.4 Education (Elementary)

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## 4.1.5 Globalisation and Labour, Human Resources Management and Labour Relations, and Social Entrepreneurship

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<td>Compulsory Deposits</td>
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<td>Electricity Charges</td>
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<td>1,500</td>
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<tr>
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</tr>
<tr>
<td>Sub-Total B</td>
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<td>8,500</td>
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<tr>
<td>Grand Total A + B</td>
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4.1.6 Health Administration, Hospital Administration and Public Health

<table>
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<th>Semester II</th>
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</tr>
<tr>
<td>Electricity Charges</td>
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<td>1,500</td>
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<tr>
<td>Dining Hall (to be adjusted against the monthly bills)</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Grand Total A + B</td>
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<td>25,944</td>
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4.1.7 Media and Cultural Studies

<table>
<thead>
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<th>Semester II</th>
</tr>
</thead>
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<tr>
<td>Exam</td>
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<tr>
<td>Lab Expenses</td>
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<td>1,544</td>
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<td>-</td>
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<tr>
<td>Electricity Charges</td>
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<tr>
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<td>6,000</td>
</tr>
<tr>
<td>Sub-Total B</td>
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</tr>
<tr>
<td>Grand Total A + B</td>
<td>54,244</td>
<td>35,344</td>
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4.2 FEES, DEPOSITS AND OTHER ESTIMATED EXPENDITURE FOR INTERNATIONAL STUDENTS FROM HIGHER INCOME COUNTRIES (IN US DOLLARS)

(i) For Students from SAARC and other low income countries (as per the World Bank list), the charges will be 10% more than the Indian Students (to be calculated on the total fee). In addition, they have to pay US$ 500 as entrance fee and US$ 60 as medical fee at the time of admission.

(ii) Refundable deposits include deposits for Hostel, Dining Hall, Library and Electricity.

(iii) The fees are liable to revision and students will have to pay the revised fees, when applicable.
<table>
<thead>
<tr>
<th>Items</th>
<th>DM</th>
<th>DS</th>
<th>DSA / SW</th>
<th>MC</th>
<th>GL / HE / HO / HRM&amp;LR / PH / SE</th>
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<td></td>
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<td>Hostel Room and Electricity</td>
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<td>190</td>
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<td>190</td>
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</tr>
</tbody>
</table>

**Note:**

### 4.3 OTHER CHARGES

(i) Special student (per course)  
(ii) Supplementary/Improvement Examination fee (per course)  
(iii) Provisional passing certificate  
(iv) Duplicate of statement of marks (per copy)  
(v) Duplicate of testimonial (per copy)  
(vi) Re-evaluation Fees  
   • Theory courses (per course)  
   • Field Work/Internship/Research Project  
(viii) Duplicate copy of fee receipt (per copy)  

For repeaters  
(a) Field work fee for two semesters  
(b) Field work fee for one semester  
(ix) Duplicate Identity Card

### 4.4 PAYMENT OF FEES

**4.4.1** The First Semester full fees and deposits should be paid as per the admission notification; Second and Fourth Semester fees and deposits, if any, should be paid on or before the last working day of December of the Semester; and Third Semester fees and deposits, if any, should be paid on or before the last working day of July of that Semester, at 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. [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 Refund of Fees
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 following perios.
(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

Scholarships and Prizes

Annual Scholarships
Free Tutionships
Loan Scholarships
Loan Repayment
Prizes & Awards
5. Scholarships and Prizes

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 a 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 Ardeshrir 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 *Vaihno 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. Jaipurkash 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 Sindho 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 TUITIONSHPIS

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 2 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 M.K. Tata Prize and the Institute Shield to the Best Student in Social Work.

5.4.3.2 Prize to the Student Ranked Second in Social Work.

5.4.3.3 Prize and Shield to the Best Student in “Community Organisation and Development Practice” Concentration.

5.4.3.4 Prize and Shield to the Best Student in “Health and Development” Concentration.

5.4.3.5 Prize and Shield to the Best Student in “Dalits and Tribals: Social Justice, Equity and Governance” Concentration.

5.4.3.6 Prize and Shield to the Best Student in “Criminology and Justice” Concentration.
5.4.3.7 Prize and Shield to the Best Student in “Child and Youth Development” Concentration.
5.4.3.8 Prize and Shield to the Best Student in “Women-Centred Social Work” Concentration.
5.4.3.9 Prize and Shield to the Best Student in Field Work in “Community Organisation and Development Practice” Concentration.
5.4.3.10 Prize and Shield to the Best Student in Field Work in “Health and Development” Concentration.
5.4.3.11 Prize and Shield to the Best Student in Field Work in “Dalits and Tribals: Social Justice, Equity and Governance” Concentration.
5.4.3.12 Prize and Shield to the Best Student in Field Work in “Criminology and justice” Concentration.
5.4.3.13 Prize and Shield to the Best Student in Field Work in “Child and Youth Development” Concentration.
5.4.3.14 Prize and Shield to the Best Student in Field Work in “Women-Centred Social Work” Concentration.
5.4.3.15 Best Research Project Prize in Social Work.
5.4.3.16 NTPC Gold Medal to the Best Student in Social Work.
5.4.3.17 NTPC Gold Medal to the student for Best Field Work in Social Work.
5.4.3.18 Dr. Maria Mies Prize to the student who scores highest marks for dissertation of M.A. Programme with a focus on Gender Issues.
5.4.3.19 Mr. Emmanuel E. Agabalizu Trophy for the Best International Student.
5.4.3.20 Institute Gold Medal to the Best Student in M.A. in Education (Elementary).
5.4.3.21 Certificate of Merit for the Best Field Attachment in M.A. in Education (Elementary).
5.4.3.22 Alumni Association of Health Administration Chapter Trophy to the Best Student in Master of Health Administration.
5.4.3.23 The Prize instituted by the MHA students in 2001-02 academic year for the Best Senior Student in the Health Administration.
5.4.3.24 Institute Gold Medal for the Best Student in Master of Health Administration.
5.4.3.25 M.K. Tata Prize for the Best Student in Master of Health Administration and Hospital Administration.
5.4.3.26 Alumni Association of Health Administrators’ Chapter Trophy to the Best Student in the Master of Hospital Administration.
5.4.3.27 The Prize instituted by the MHA students in 2001-02 academic year for the Best Senior Student in the Hospital Administration.
5.4.3.28 Institute Gold Medal for the Best Student in the Hospital Administration.
5.4.3.29 Institute Gold Medal for the Best Student in Development Studies.
5.4.3.30 Best Research Project Prize in Development Studies.
5.4.3.31 Best Research Project in Human Resources Management and Labour Relations.
5.4.3.32 Mrs. S.R. Panakal Best Field Work Award for HRM & LR.
5.4.3.33 S. Kalsi Shield for the Best Student in Human Resources Management and Labour Relations.
5.4.3.34 NTPM Silver Medal for the Student securing Higher Marks in PM & IR of 2005-07 Batch.

5.4.3.35 The Prize instituted by the 1987-89 batch of PM & IR students for Student Ranked Second in HRM & LR.

5.4.3.36 M.K. Tata Prize for the Best Student in HRM & LR.

5.4.3.37 NTPC Gold Medal for the Best Girl Student in HRM & LR.

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.
Student Support Services

Students’ Affairs Office
Students’ Union
Accommodation/Hostels
Dinning Hall
Health Care
Counselling Services
Health Insurance
Sports & Recreation
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 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, the Students’ Union successfully undertook an orientation programme for undergraduate students of the TISS at the Tuljapur Campus on ‘how to organise student activities’ on the cultural and literacy fronts.

6.3 ACCOMMODATION/HOSTELS

Admission to the hostels is restricted to full-time, bona fide, Master’s degree students. Hostel admission is not guaranteed. 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. The programme is coordinated by the Coordinator (Medical and Counselling), who is a faculty member of the Institute.

6.6 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.

6.7 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.

6.8 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.
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
Mr. R.K. Krishna Kumar

7.1.2 Governing Board
Mr. R.K. Krishna Kumar (Chairperson) Nominee of the Sir Ratan Tata Trust
Mr. A.N. Singh Nominees of the Sir Dorabji Tata Trust
Mr. Sanjiv Phansalkar
Ms. Nayantara Sabavala
Mr. S.N. Batliwala
The Secretary Nominees of the Government of India
Dept. of Higher Education, Ministry of Human Resource Development
The Additional Secretary
Dept. Of Higher Education
Ministry of Human Resource Development
The Secretary Nominee of the Government of Maharashtra
Ministry of Social Justice and Special Assistance
Dr. Tilak R. Kem Nominee of the University Grants Commission
Dr. Indira Munshi Nominee of the Vice-Chancellor,
University of Mumbai
Mr. Satish Pradhan Co-opted Members
Prof. Armaity Desai
Prof. Jayati Ghosh
Prof. S. Parasuraman, Director Ex-Officio Members
Prof. Lina Kashyap, Dy. Director
Prof. Vidya Rao 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 External Experts
Prof. B. Devi Prasad
Prof. Sasi Misra
Members

Prof. Lina Kashyap (Deputy Director), Prof. C.A.K. Yesudian, Prof. R.N. Sharma, Prof. Vimla V. Nadkarni, Prof. D. Saldanha, Prof. Vidya Rao, Prof. Anjali Monteiro, Prof. S. Siva Raju, Prof. Padma Velaskar, Prof. Chhaya Datar, Prof. Shalini Bharat, Prof. G.G. Wankhede, Prof. Janki Andharia, Prof. Lakshmi Lingam, Prof. Vrinda Datta, Prof. Ranu Jain, Prof. Surinder Jaswal, Prof. K.P. Jayasankar, Prof. M. Kunhaman, Prof. S. Bhowmik, Prof. Swapna Banerjee-Guha, Prof. Gandhimathi Venketraman, Prof. Nasreen Rustomfram, Prof. Asha Bajpai, Prof. Pushpendra K. Singh, Prof. D.K. Srivastava, Prof. Katy Y. Gandevia, Prof. A. Ramaiah, Prof. D.P. Singh, Prof. Padma M. Sarangapani, Prof. Subodh Wagle, Prof. T. Jayaraman, Prof. John Menachery, Prof. Arvind Tiwari, Prof. J.J. Roy Burman, Dr. Gaurang Sahay, Dr. Sujata Sriram, Dr. Amita Bhide, Dr. Jasmine Damle, Dr. Mouleshri Vyas, Dr. B.T. Kazi, Mr. Shailesh K. Darokar, Ms. Sabiha Vasi, Ms. Vaishali B. Kolhe, Mr. Alex Akhup, Dr. Abdul Shaban, Dr. M. Koganuramath (Librarian — by invitation), Mr. Sandeep Chatterjee, Registrar (Secretary)

7.1.4 Research Council

Prof. S. Parasuraman, Director  
Chairperson

Prof. C.A.K. Yesudian (Dean, R&D)  
Convenor

Dr. Biswaroop Das  
External Experts

Dr. Eroll D’Souza

Dr. Manoj Jha

Prof. Lina Kashyap, Deputy Director  
Members

Prof. G.G. Wankhede

Prof. M. Kunhaman

Prof. Swapna Banerjee-Guha

Prof. Nasreen Rustomfram

Dr. Rajshree P. Mahtani

Dr. K. Anil Kumar

Mr. Sandeep Chatterjee, Registrar  
Secretary

7.1.5 Finance Committee

Mr. R.K. Krishna Kumar  
Chairperson, Chairperson, Governing Board

Mr. S.N. Batliwalla  
Nominees of the Governing Board

Mr. A.N. Singh

Dr. Tilak R. Kem

The Secretary and

Nominees of the Government of India

The Additional Secretary

Department of Education

Ministry of Human Resource Development

Nominee of the UGC  
Special Invitee

Prof. S. Parasuraman, Director  
Ex-Officio Members

Prof. Lina Kashyap, Deputy Director

Mr. Sandeep Chatterjee, Registrar  
Secretary

7.1.6 Building Committee

Mr. R.K. Krishna Kumar  
Chairperson, Governing Board

Mr. A.N. Singh  
Member, Governing Board
7.2 FACULTY AND ADMINISTRATION

7.2.1 Director’s Office

Dr. S. Parasuraman, Director

Dr. Usha S. Nayar (on leave), Professor
M.A., D. Phil. (Allahabad)

Dr. John Menachery, Professor (Ladakh Project)
M.A. (TISS), M.Phil., Ph.D. (Nagpur)

Ms. Jaya Goyal, Assistant Professor
M.Sc. (Delhi)

Secretariat
Ms. Roja Pillai, P.S. to Director
M.A. (Mumbai)

Ms. Usha Jayakumar, Stenographer (Gr. II)
B.Com. (Mumbai)

7.2.2 Deputy Director’s Office

Dr. Lina Kashyap, Deputy Director
M.A., Ph.D. (TISS)

Secretariat
Ms. Sheela Rajendra, Stenographer (Gr. I)
B.Com. (Mumbai)

7.2.3 Registrar’s Office

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

Secretariat
Ms. Girija Mahesh, Stenographer (Gr. II)
B.Com. (Mumbai)
7.2.4  IITB–TISS School of Habitat Studies
Dr. Subodh M. Wagle  
B.Tech. (IIT Bombay), Ph.D (Delaware)  
Professor and Dean

Centre for Science, Technology and Society
Dr. T. Jayaraman  
Ph.D. (Madras)  
Professor and Chairperson

Dr. Laxmi Thummuru  
M.A., M.Phil., Ph.D. (Hyderabad)  
Assistant Professor

Centre for Urban Planning and Governance
Dr. Amita Bhide  
M.A. (TISS), Ph.D. (Mumbai)  
Associate Professor and Chairperson

7.2.5  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 (on leave)  
M.A. (Lucknow), M.Phil., Ph.D. (JNU)  
Associate Professor

Dr. C.A.K. Yesudian  
M.A. (Madras), Ph.D. (TISS)  
Professor

Dr. Harshad Thakur  
M.B.B.S., 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. (Madurai Kamaraj)  
Assistant Professor

Centre for Health and Social Sciences
Dr. K. Anil Kumar  
M.Sc. (Kerala), Ph.D. (IIPS)  
Associate Professor and Chairperson

Dr. Shankar 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

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

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

School Secretariat
Ms. Remitina Moares  
B.Com. (Mumbai)  
Stenographer (Gr. II)

Ms. Saritha B. Anchan  
Stenographer (Gr. II)
7.2.6 School of Management and Labour Studies
Dr. Sharit K. Bhowmik
M.A. (Mumbai), Ph.D. (Delhi)  Professor and Dean

Centre for Human Resources Management
Dr. D.K. Srivastava
M.Com., D.Phil. (Allahabad), F.D.P.M. (IIM-A)  Professor and Chairperson
Dr. Sasmita Palo
M.A., LL.B., Ph.D. (Berhampur)  Associate Professor
Dr. Bino Paul D.G.
M.A. (Calicut), M.Phil., Ph.D. (IIT Bombay)  Associate Professor
Ms. Sarala K. Rao
M.B.A., M.Phil. (Andhra)  Assistant Professor (Sr. Scale)

Centre for Labour Studies
Dr. E. Toppo
M.A., Ph.D. (Poona)  Associate Professor and Programme Coordinator
Dr. S. Saifudeen Kitchlu
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Mr. S.Y. Dyanmannagol  
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Dr. Atulan Guha (from November, 2008)
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Associate Professor

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Assistant

Purchase and Stores

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Sr. Assistant and In-charge

Mr. Shekhar Vengurlekar  
B.Com. (Mumbai)  
Assistant
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Naval Graduate
Section Officer (Security)

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Stenographer (Gr. I) and In-charge

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Mr. V.K. Shinde
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M.A. (TISS)  
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Student Counsellor
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7.2.28 Medical Officers
Dr. R.V. Ambekar  
M.B.B.S. (Mumbai)  
Hon. Medical Officer
Dr. M.Y. Shirsat  
M.D. (Mumbai)  
Hon. Medical Officer

7.3 OUR CAMPUSES
The Institute is geographically spread over 3 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, Health Systems Studies and Habitat Studies, as well as the Independent Centres for Lifelong Learning, Media and Cultural Studies and Research Methodology. The Resource Centres and Administrative offices are also located in this Campus.

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 and the Jamsetji Tata Centre for Disaster Management.

The Tuljapur Campus of TISS, which houses 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, Udyam 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; 91-22-2552 5000
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, and 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 the transcripts.
- Migration Certificate (on demand) to alumni seeking admission in other Colleges/
  Universities.
- Bonafide Certificate (on demand) to 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 which can be
downloaded from the Institute 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>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</td>
</tr>
<tr>
<td>Rs. 500 (if requested in the same year of Convocation)</td>
<td>US$ 50 (if requested in the same year of Convocation)</td>
</tr>
<tr>
<td>@ Rs. 500 for every year of lapse (if requested after more than one year)</td>
<td>@ 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:</td>
</tr>
<tr>
<td>Rs. 500 per each document</td>
<td>US$ 50 per each document</td>
</tr>
<tr>
<td>For alumni who passed beyond last 5 years:</td>
<td>For alumni who passed beyond last 5 years:</td>
</tr>
<tr>
<td>Rs. 1,000 per each document</td>
<td>US$ 100 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:</td>
</tr>
<tr>
<td>Rs. 500 per copy</td>
<td>US$ 50 per copy</td>
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<tr>
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</tr>
<tr>
<td>Rs. 1,000 per copy</td>
<td>US$ 100 per copy</td>
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<tr>
<td>DOCUMENT</td>
<td>AMOUNT</td>
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</tr>
<tr>
<td>Copy of Syllabus (extract from the Prospectus of the Batch, the student</td>
<td>For those living in India: For alumni who passed within last 5 years:</td>
</tr>
<tr>
<td>belongs to)</td>
<td>Rs. 500 per copy US$ 50 per copy</td>
</tr>
<tr>
<td></td>
<td>For those living Abroad: For alumni who passed beyond last 5 years:</td>
</tr>
<tr>
<td></td>
<td>Rs. 1,000 per copy US$ 100 per copy</td>
</tr>
<tr>
<td>Migration Certificate (on demand) to the alumni seeking admission in</td>
<td>Rs. 500 US$ 50</td>
</tr>
<tr>
<td>other colleges/universities</td>
<td></td>
</tr>
<tr>
<td>Bonafide Certificate (on demand) to the alumni seeking admission in</td>
<td>Rs. 500 US$ 100</td>
</tr>
<tr>
<td>other colleges/universities</td>
<td></td>
</tr>
<tr>
<td>Verification of Degree/Grade Card of alumni by any other Agency/Organisation</td>
<td>Rs. 1000 US$ 100</td>
</tr>
<tr>
<td>Postage for Transcript (per envelope)</td>
<td>Rs. 100 Rs. 800</td>
</tr>
</tbody>
</table>

The application should be sent along with a Demand draft with requisite fee, drawn in favour of "TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI" 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 Postgraduate/Diploma/Certificate/Research Programme, application should be sent directly to
Deputy Registrar
Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai 400 088
Tel. No. 25563290 - 96 (Ext. 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), 09223219953 (mobile)
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), 09223300722 (mobile)
Email: nasreen_r@tiss.edu
INSTITUTE SONG
Jayati jayati vidya sanstan
Vrakshalataon se aachhadit
Palkhi karte kalravgaan
Jayati jayati vidya sanstan.

De samaaj seva ki shiksha
Karmath jeevan ka aahavaan
Deen dukhi ka saath nibhaye
Aisa de hamko vardaan
Jayati jayati vidya sanstan.

Shodh aur shikshan se chheden
Maanavmoolyon kaabhiyaan
Samaj chetnakaa deep jalaakar
Desh ko pahunchaye sammaan
Jayati jayati vidya sanstan.

He vidya ki pavitra janani
Natamastak hum lare pranaam
Pranaam... pranaam...

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.