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(A Deemed University)
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INSTITUTE DEEMED TO BE A UNIVERSITY

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

NOTIFICATION

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

Sd/-
(PREM KRIPAL)
Secretary
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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 declared deemed to be a university under section 3 University Grants Commission Act, 1956.

Since its inception in 1936, the Vision of the TISS is to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. The TISS works towards its vision through:

- Creation and provision of socially relevant and high quality professional education in a wide range of inter-disciplinary areas of Social Sciences to a larger number of students from all sections of the society in the country.
- Facilitation of Autonomous Research and dissemination of knowledge. Support knowledge creation through strong M. Phil. and Ph. D. programmes and Post-Doctoral scholars.
- Strategic Extension, Field Action and Advocacy: Training and capacity building of State and non-State institutions and personnel; initiating and facilitation of Field Action and Advocacy to demonstrate and facilitate creation of policies and programmes.
- Professional response to natural and human-made disasters, through participation in relief and rehabilitation activities.

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 Government of India; 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.

1948 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.

1954 The Institute is recognised as a Deemed University, funded by the University Grants Commission (UGC). This status facilitates infrastructure expansion necessary for promoting teaching and inter-disciplinary and applied research.

1954 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.

1964 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, funded by the University Grants Commission (UGC). This status facilitates infrastructure expansion necessary for promoting teaching and inter-disciplinary and applied research.

1967 The Institute is designated as a Curriculum Development Centre for Social Work Education by the UGC and submits a curriculum for undergraduate and post-graduate social work education in the country.

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.

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 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.

1986 The Institute is designated as a Curriculum Development Centre for Social Work Education by the UGC and submits a curriculum for undergraduate and post-graduate social work education in the country.

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

1996 The Bachelor's Degree programme in Social Work commences at the Institute's Tuljapur Campus.


1999 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.

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.

School of Habitat Studies established.

At the invitation of the Government of Andhra Pradesh, foundation stone for establishment of TISS Campus in Hyderabad was laid at the 65 acres of land in Kothuru Mandal of Mehbubnagar

2009

Three new Master’s Degree programmes - Habitat Policy and Practice, Counselling, and Women’s Studies - and one diploma programme in Counselling initiated.

TISS Hyderabad Campus offered its first academic programme - Certificate in Decentralised Planning and Rural Development from February 2009. The North Eastern Regional Centre, Guwahati initiated Diploma in Community Organisation and Development Practice from June 2009.

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 a programme of capacity-building of local communities in sustainable development. In collaboration with ANI Administration, TISS is in the process of setting up Disaster Early Warning System and structures for Rural Knowledge Centres.

• 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.

• 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 over 25 universities and consortiums in Africa, Asia, the United States and Europe.

• The TISS has become a partner in a Consortium of 12 European Universities and 8 Indian Universities. This Consortium is led by Lund University, Sweden, and has received a grant of 9.6 million Euros for academic exchange under the Erasmus Mundus External Cooperation Window India Lot 15. Under the Grant, TISS faculty members and students will receive fellowships for teaching and research work in various universities across Europe, and TISS will receive scholars and students from European Universities.

• 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 College of Social Work, Nirmala Niketan (Mumbai), Lucknow University (Lucknow), Bangalore University (Bengaluru), 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.

• Technical Support Facility (TSF) for South Asia
  Tata Institute of Social Sciences, ActionAid International, and International Centre for Diarrhoeal Disease Research, Dhaka have come together to form Technical Support Facility (TSF) for South Asia. This TSF will collaborate with all South Asian countries and regional partners in the provision of high quality technical assistance required for the strategic planning, implementation, institutional development, prevention, monitoring and evaluation of efforts in support of national AIDS programmes. An international office for this programme has been established in Kathmandu. UNAIDS is the funding partner in this programme.
The TISS 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 6 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. Each of these divisions is headed by a Deputy Registrar reporting to the Registrar.

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. The Director is the academic and administrative head 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 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 liaisoning 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 **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 four M.A. programmes, all of which have contemporary relevance and significance: Development Studies, Education (Elementary), Women's Studies, and Counselling. 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 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 number of diploma and certificate level programmes including, Diploma programme in Sustainable Development for Ladakh to promote development initiatives in this remote area of India.

The **School for Habitat Studies**, a centre for knowledge excellence, focuses on providing a comprehensive response to the knowledge-related needs of the society in the habitat sector. It draws from the fields of habitat studies, 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 strives 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. It will offer Master’s Degree programme in Habitat Policy and Practice from June 2009. This School conducts 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 offering 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. In 2009, three short-term programmes will be offered: Certificate in Development, Vulnerability and Disaster Response, and Post Graduate Diploma in Disaster Preparedness and Response. 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 Catalogue. The Library brings out a quarterly Selective Dissemination of Information and Current Awareness Bulletin. The UGC-INFLIBNET has recognised it as a Document Delivery Centre.

1.6 TEACHING PROGRAMMES

M.Phil.-Ph.D. Programmes in
1. Social Work
2. Social Sciences
3. Health Systems Studies
4. Management and Labour Studies
5. Rural Development
6. Habitat Studies

Master's Degree Programmes
1. Social Work
2. Disability Studies and Action
3. Development Studies
4. Education (Elementary)
5. Counselling
6. Women's Studies
7. Health Administration
8. Hospital Administration
9. Public Health
10. Human Resources Management & Labour Relations
11. Globalisation and Labour
12. Social Entrepreneurship
13. Habitat Policy and Practice
14. Disaster Management
15. Media and Cultural Studies

**Bachelor’s Degree Programme**
- 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
- Community Organisation and Development Practice
- Development, Vulnerability and Disaster Response
- Disaster Preparedness and Response

**Certificate Programmes in**
- Social Work
- Rehabilitation Counselling
- Social Welfare Administration
- Decentralised Planning and Rural Development

### 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.

**RESEARCH AND PUBLICATIONS**

The role of academic institutions like TISS in conducting pioneering research rooted in the context of societal realties, and aimed at influencing policy and practice for positive social change, is widely acknowledged. The research work carried out at the TISS has, over the years, been increasingly used for capacity building, field action, academics and policy advocacy on a spectrum of social, economic and environmental issues. The research work in TISS has seen a steady rise. While 49 research projects were initiated in 07-08, this number rose to 53 new projects in 2008-2009 with external and internal funding.

Most of the researches received funding from national and international organisations -- Central Ministries & State governments; NGOs & Trusts; national & international agencies like the UGC, BARC, British Council, DFID, Ford Foundation, WWF; UN agencies, WHO & Global Fund to Fight Against TB & Malaria, universities like the London School of Economics (LSE), MIT, Kyoto University, University of Zurich, University of Western Sydney; corporates like
Tata, ICICI, HUL, etc. among others. Some projects, which cover significant areas of interest to the faculty, are approved and funded by Research Council, an internal research facilitation academic body of the institute. There were 22 such research projects - including publication grants - that were supported by the Research Council during 2008-2009.

During 2008-2009, a total of 132 research projects were ongoing at the institute. Of these, 32 research projects were in multi-disciplinary areas while the remaining were anchored in various Schools/Centres. The ongoing researches at the Institute have been in the areas of children & youth; community development, dalit & tribal issues, education, women & gender, disaster management, rural development, governance, natural resource management and urban issues. Some of the significant research works conducted by the Institute in the year 2008-2009, are mentioned below.

Research studies conducted at the Institute also result in numerous reports, publications and books. These publications become public domain documents that are easily accessible and widely disseminated and used by a cross-section of people and agencies for research purposes or policy advocacy. Faculty members at the Institute publish their research work in national & international academic journals and books. They are also involved in writing book reviews, articles in newspapers and magazines, and reports from seminars & conferences. In 2008-2009, TISS faculty published over 83 peer reviewed journal articles in some of the most renowned journals; 64 chapters in books; 24 authored / edited volumes published by reputed publishers like Oxford University Press, Francis & Taylor, Routledge, Sage, Macmillian, The Women Press, etc; and 110 other writings that include book reviews, articles in newspapers, magazines & reports. The TISS - LSE research collaboration has produced two significant publications.

The flagship publication of the Institute, The Indian Journal of Social Work (IJSW), entered its 70th year of publishing. It was also an achievement year for the journal as it was successfully digitised from Volume 1-69 from 1940 till 2008. The database includes all the articles, book reviews and notes published in IJSW to benefit the community of students, faculty and researchers through the medium of intranet.

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 post-graduate 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

The TISS is working to radically transform 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 10th Plan period was the comprehensive restructuring of the academic structure and programmes. This process is intensified during the 11th Plan.

Academic collaboration and networking with other institutions, both in India and overseas, is a priority area. These collaborations are to strengthen the institute’s capacities to fulfil its vision of being an institution of excellence in higher education that develops and applies knowledge in pursuit of social justice and human rights for all. By instituting chairs, fellowships and scholarships, TISS seeks to further strengthen independent research, in a climate of intellectual rigour and academic freedom.

The TISS is up scaling its 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. The TISS is substantially augmenting and upgrading its 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 alumni, the TISS hopes to meet the new challenges as it strikes a new path.
2. Master’s Degree Programmes

PART I: GENERAL INFORMATION

2.1 INTAKE OF STUDENTS FOR THE ACADEMIC YEAR 2009-2011*

<table>
<thead>
<tr>
<th>Programme of Study</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A. in Social Work</td>
<td>145</td>
</tr>
<tr>
<td>M.A. in Disability Studies and Action</td>
<td>19</td>
</tr>
<tr>
<td>M.A. in Women’s Studies</td>
<td>15</td>
</tr>
<tr>
<td>M.A. in Education (Elementary)</td>
<td>32</td>
</tr>
<tr>
<td>M.A. in Development Studies</td>
<td>39</td>
</tr>
<tr>
<td>M.A. in Counselling</td>
<td>20</td>
</tr>
<tr>
<td>M.A. in Social Entrepreneurship</td>
<td>27</td>
</tr>
<tr>
<td>M.A. in Human Resources Management and Labour Relations</td>
<td>53</td>
</tr>
<tr>
<td>M.A. in Globalisation and Labour</td>
<td>14</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>19</td>
</tr>
<tr>
<td>Master of Hospital Administration</td>
<td>39</td>
</tr>
<tr>
<td>Master of Health Administration</td>
<td>30</td>
</tr>
<tr>
<td>M.A. in Media and Cultural Studies</td>
<td>19</td>
</tr>
<tr>
<td>M.A./M.Sc. in Disaster Management</td>
<td>32</td>
</tr>
<tr>
<td>M.A./M.Sc. in Habitat Policy and Practice</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>518</strong></td>
</tr>
</tbody>
</table>

* This includes the second phase of 18% (out of a total of 27%) reservation for Other Backward Classes as per GOI rules. The remaining 9% reservation will be implemented next year.

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, 18% of the seats are be reserved for candidates from OBCs. This is the second year 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 ADMISSIONS

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, and will be not be eligible to apply to any other course in the Institute.

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.

2.6.8 A candidate, who is admitted provisionally, pending final year of the qualifying degree examination results should procure the mark-sheet and migration certificate as soon as he/she gets them, after declaration of results, and submit the same to the Academic Section.
In any case, they should be submitted by the end of December of the same academic year, failing which his/her admission will be cancelled.

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 4 Foundation Courses (FCs), 3 of which are common. Students of M.A. in Development Studies and School of Health Systems Studies are required to only take the 3 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 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 offers fundamental conceptual foundations of economics and provides 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, State, 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.

PART III: PROGRAMME DETAILS

2.10 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 economic 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 enable 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, presentations, seminars 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 Social Work graduate is armed with a range of competencies to work in the field of social work, social welfare and 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 in society and economy.

The course offers graduates a wide range of work opportunities in non-government, intergovernmental and governmental organisations addressing issues at micro and macro levels. They have been given exposure to work with all sections of population 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 Managers, 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.
## Distribution of Credit Hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Foundation Courses (4 courses)</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Social Work Practice - I</td>
<td>2</td>
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<tr>
<td></td>
<td>Core Social Work Courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total of First Semester</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>II</td>
<td>Foundation Course (1 course)</td>
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<tr>
<td></td>
<td>Social Work Practice - I</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Core Social Work Courses</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total of Second Semester</strong></td>
<td><strong>20</strong></td>
</tr>
<tr>
<td>III</td>
<td>Students will opt for one Field of Practice Concentration</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Social Work Practice - II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total of Third Semester</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>IV</td>
<td>Students will opt for One Concentration (10 credits each) and three optional courses (6 credits) OR Research Project (6 credits) + Workshop on Analysis in Quantitative and Qualitative Research (2 credits) and One Concentration (four courses) OR four optional courses</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>Total of Fourth Semester</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>86</strong></td>
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## Semester-Wise Listing of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Credits</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 Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 3 Development Experience, Social Conflict &amp; Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 4 Polity, Governance and Public Policy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SW 1 Social Work Practice.1 Group Work</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SW 6 Participatory Communication</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SW 3 Critical Perspectives on Society: Introduction to Social Theory</td>
<td>2</td>
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<tr>
<td></td>
<td>SW 4 Quantitative Research Methods in Social Work</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>6</td>
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<tr>
<td>Semester</td>
<td>Courses</td>
<td>Credits</td>
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<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>II</td>
<td>FC 5</td>
<td>Law &amp; Social Work 2</td>
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<td></td>
<td>SW 1</td>
<td>Social Work Practice I 2</td>
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<td></td>
<td>SW 1.2</td>
<td>Case Work</td>
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<tr>
<td></td>
<td>SW 1</td>
<td>Social Work Practice I 2</td>
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<td>SW 1.3</td>
<td>Community Organization</td>
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<td>SW 1.4</td>
<td>Social Work Practice I 2</td>
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<td></td>
<td>SW 1.5</td>
<td>Social Work Administration 2</td>
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<td></td>
<td>SW 2</td>
<td>History &amp; Ideology of Social work 2</td>
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<td></td>
<td>SW 5</td>
<td>Qualitative Research Methods in Social Work 2</td>
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<td></td>
<td>Field Work</td>
<td>6</td>
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<td>III</td>
<td>SW 7</td>
<td>Social Work Practice II: Social Action, Networking &amp; Advocacy 2</td>
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<td>Field of Practice Concentration</td>
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<td>C 1.1</td>
<td>Community Organization and Development Practice</td>
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<td></td>
<td>C 1.2</td>
<td>Persons with Disability and Equalization of Opportunities</td>
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<td></td>
<td>C 1.3</td>
<td>Health and Development</td>
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<td></td>
<td>C 1.4</td>
<td>Dalits and Tribals: Social Justice, Equity and Governance</td>
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<td></td>
<td>C 1.5</td>
<td>Criminology and Justice</td>
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<tr>
<td></td>
<td>C 1.6</td>
<td>Social Work with Children and Families</td>
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<td>C 1.7</td>
<td>Women Centred Social Work</td>
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<td></td>
<td>Field work</td>
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<tr>
<td></td>
<td>Analysis in Qualitative and Quantitative Research (Workshop for Research Project Students)</td>
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<tr>
<td>IV</td>
<td>Knowledge Based Intervention/Skills Concentration</td>
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<tr>
<td></td>
<td>C 2.1</td>
<td>Rural Development, Environment and Sustainable Livelihoods</td>
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<tr>
<td></td>
<td>C 2.2</td>
<td>Urban Development: Unorganized Sector and Livelihoods</td>
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<td>C 2.3</td>
<td>Social Work in the Field of Mental Health</td>
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<td>C 2.4</td>
<td>Social Policy and Planning</td>
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<td>C 2.5</td>
<td>Community Health</td>
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<td>C 2.6</td>
<td>Disasters, Impoverishment and Social Vulnerability</td>
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<td>Juvenile Justice and Youth in Conflict</td>
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<td>Developmental/ Therapeutic Counselling</td>
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<td>Socio-Legal Rehabilitation Practice</td>
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<td>Advanced Practice with Children and Families</td>
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<td>C 2.11</td>
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<td>C 2.12</td>
<td>Conflicts, Peace and Human Security</td>
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<td>Semester</td>
<td>Courses</td>
<td>Credits</td>
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<tr>
<td>IV</td>
<td>Optional Courses</td>
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<td>OC 3.1 Governance of Non-Profit Organizations</td>
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1 Any one concentration for 14 credits.

**Course Outline**

The Foundation Courses: Core Social Work Courses and Social Work Practice Courses are compulsory for all social work students. They are required to opt for any one Field of Practice Concentration in Semester III and one Knowledge Based Intervention/Skills Concentration and three optional courses in Semester IV. Students who have opted for doing research projects as part requirement for the M.A. degree will choose only one Concentration or four optional courses in the fourth Semester. Students who have not opted for a research project will choose only one concentration and three optional courses in the fourth Semester.

**Semester I**

**FC4: Polity, Governance and Public Policy**

Polity; politics and political processes; approaches to the study of politics; systems approach to politics; Concepts of rights, liberty, justice & equality, power, authority, legitimacy, sovereignty, power structure, political socialization, political culture, state, civil society, market; Forms of governance; Constitutionalism and the Rule of Law; Classical theories of Democracy & empirical revisions - participatory direct and representative democracy; Political parties, interest groups; Indian Constitution - Federal framework, legislature, executive & judiciary - separation of powers; centre- state relations; Centralization & democratic decentralization - local self governance - rural tribal & urban; Government - revenue & development administration; Policy process - formulation, implementation & revision; public policy & social policy; Policy makers - primary, secondary & tertiary; policy-planning linkages; Public policy - Goals, strategies; Role of International organizations and the development of the human rights discourse; Liberalisation, Globalisation and Privatisation and the welfare state; Transparency and Accountability: Role of civil society.

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

SW 1.1: 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.

**SW3: Critical Perspectives on Society: Introduction to Social Theory**

Social Theory - Meaning, Purpose; Paradigms and Scientific Revolution; Positivism and Realism; Interpretative Approach (Phenomenology and Social Construction of Reality); Marxism and Critical Theory; Structuralism and Poststructuralism; PostColonialism; Subaltern School; Feminism; Structuration Theory.

**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.

**Semester II**

**FC5: 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 1.2: 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: 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 1.4: 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 1.5: 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 2: History and Ideologies of Social Work**


**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: Participatory Communication**

Contextualizing communication, Contextualizing Participatory Communication. Concept, and Approaches. Facilitation skills, skills in using the inter personal/group media and mass media tools, interfacing with mass media and media advocacy, Workshops on poster making, street theatre, puppetry community radio and Internet.

**Semester III**

**SW1: Social Work Practice II**

**SW 1.6: Social Action, Networking and Advocacy** - Social work and Social Action, Radical/Emancipatory Social Work, Social Structure, Rights Based Approach, Social Change and Conflict, Social Movement, New Social Movements, Ideology, Power structure, Leadership. Instruments & Strategies: Public Interest Litigations, Different forms of protest, media advocacy, communication for mobilisation, leadership building process, Conscientisation method, Framing issues - using global instruments and institutions, linking 'nirman' to 'sangharsh'.

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.

**Field of Practice Concentrations**

**C 1.1: Community Organization 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 1.1.7: Rural Reality and Development Practice - Rural, rurality, rural-urban continuum, rural social structure, rural impoverishment, agrarian relation and agrarian crisis, caste, class and social exclusion, Land and livelihood: issues, concerns, government and non government programmes, schemes; mobilization and organization of people, Decentralized governance system and people’s participation, Electoral politics, political mobilization and consciousness, tribal population, forest rights, communalization in tribal areas, etc.

C 1.2: Persons with Disabilities and Equalization of Opportunities

C 1.2.1: 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 multidisciplinary team.

C 1.2.2: 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 1.2.3: 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 1.2.4: 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 1.2.5: Rural Practicum - Common inputs (Understanding rural, rurality) from the school, Introduction to Disability Issues, Disability in different contexts, Policies and schemes, Intervention (enabling and disabling environment), Use of Self in Disability Intervention.

C 1.3: 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 1.3.1, C 1.3.2 and C1.3.3, C 1.3.4). Students have the option of choosing 2 courses in Mental Health (C 1.3.5.1, C 1.3.5.2) or 2 courses in Community Health (C 1.3.6.1 and C 1.3.6.2).

C 1.3.1: 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 1.3.2 and C1.3.3: Health and Development I and II - Concepts of health, health care and development: correlation with development and multi dimensionality, dimensions like mental health, physical health, occupational health, environmental health; gender and health; reproductive health and sexuality, etc.; Health and the dominant bio-medical view - philosophical foundations. Relationship between health, mental health and development, Social and environmental production of illness (health in the context of social change). Mental Health and Development, urban mental health, mental health and `pharma politics', user movement in mental health, violence and mental health. Health and the dominant bio-medical view - philosophical foundations, limitations of the bio-medical view. Political economy of Health: theoretical perspectives. Health and Poverty; Health inequities: Who are the under-privileged in the area of health and what are the specific health care problems? Migration, marginalisation and health. Health indicators as development indicators. Health status of the Indian people: Intra-state and inter-state variations within the country. (regional

C 1.3.4: 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 1.3.6.1: 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 1.3.6.2: Community Health: Processes and Practice - Concept of communities and
community health. Review of community participation strategies in community health
programmes. Community organisation and application in the health field. Use of advocacy,
networking, and social action in community health. Capacitating the community to liaison
with and play a watchdog role vis-à-vis government and non-government health services.
Involvement of the community in health research. Participatory appraisal tools. Advocacy and
lobbying for health rights. Ethical issues in community health practice.

C 1.3.7: Rural Realities, Health and Mental Health - Concepts of rurality, rural poverty, rural
health and mental health, Rural health problems and concerns: common communicable and
non-communicable diseases; common mental disorders, Social and cultural practices related
to health and mental health, Rural health and mental health in the national policy and
programmes (NRHM, AYUSH), Health care system and role of panchayat, Indigenous health
practices

C 1.4: Dalits and Tribals - Social Justice, Equity and Governance

C 1.4.1: 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 1.4.2: Political Economy of Dalit Development - Economic history of India - a caste
perspective; Development and underdevelopment of Dalits- A critique of received theories;
Nationalist politics and marginalisation of Dalits - Colonial and Post Colonial; Dalits in
Communal Politics; Land distribution and Droughts; Social Sector Expenditure and
Development of Dalits - post reform and pre-reform; Access to Health and Education and right
to development - status and comparison with non Dalits. Globalisation and Dalits; State and
Civil Society in Dalit empowerment; Alternatives in development; Elimination of Racial
Discrimination under the UN Commission on Human Rights; INGOs and participation of Dalits;
Atrocities in the modern age; Labour Market Discrimination; Dalits and Development
Deprivation - An agenda for Dalit Social Work.

C 1.4.3: Political Economy of Tribal Development - History of tribal India; politics of
inclusion-exclusion; fifth and sixth scheduled areas; globalisation and tribals; labour relations
and exploitation; politics of tribal welfare and development; ‘autonomy’ and
‘self-determination’; instrument of accession; issues of governance facing tribals; adivasi self
rule; education; health; food security; land rights; disaster; development displacement
resettlement, rehabilitation - 'prior informed consent'; religion and its impact on Tribals; natural resource managements and sustainable development; livelihood; agriculture and rural markets; population dynamics; refugees and refugisation; influx; peace and conflict; social movements and protest; reservation and positive discrimination; NGOs and NPOs; tribal sub-plan; Tribals and Development - An agenda for Tribal Social Work.

**C 1.4.4: 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 1.4.5: Advanced Dalit and Tribal Social Work Practice Skills** - Advanced practice skills with Individuals, Groups, Communities, Institutions, Systems, Policy, Research and Training, Dalit and Tribal Social Work Methods: Individual Work, Group Work, Community Organisation, Social Action, Social Work Research and Social Work Administration. Social analyses; advocacy; social activism; networking; micro/macro planning; intervention, monitoring, evaluation and management of CBOs, NPOs, NGOs; resource mobilisation; development of social work technology; leadership building and cadre based organisations; social mobilisation. Fair-trade; agricultural science; arts and craft manufacturing and marketing; sustainable livelihood management; organising political movement; skills of individual and community conscientisation processes; policy analysis and drafting; primary health care management and streamlining indigenous medicine; education- traditional and modern systems of management; management of informal care systems; management of change and conflict in society.

**C 1.4.6: 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 1.4.7: Rurality, Rural, Caste and Tribe** - Every student visits a rural agency, organization or a movement. The student will choose to be either part of the group focusing on caste or on tribe. Fourteen days of intense engagement with rural reality inclusive of community classes. Student will be exposed to various key sectors of development for a thorough review of the development programme of both state and CBO/NGO on the areas identified. This will be followed by class theorization engagement.

**C 1.5: Criminology and Justice**


**C 1.5.2: 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 1.5.5: 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 1.5.7: Crime and Justice in Rural India - Every student visits a rural organization with special focus on working on the issue of rural crime, criminal justice system or access to justice. This will be followed by class theorization engagement.

C1.6: Social Work with Children and Families


C 1.6.2: Policies and Programmes for Children - Evolution of children's policies, legislations and programmes, National policies and programmes for children: Education, health, nutrition and protection, focus on thrust areas, plan of action and implementation, Important legislations for upholding the rights of children, Developmental and preventive strategies and programmes/services for children, Contribution of NGOs and NGO networks in the field of education, health, recreation and protection of children.

C 1.6.3: Vulnerable Children - Understanding key terms: vulnerability, marginalization and Child Rights, Vulnerable children: categories of vulnerable children, analytical understanding of the prevailing realities, causes and precipitating factors of vulnerability, needs of these children, deprivation of rights and manifestation of deprivation.

C 1.6.4: Skills of Working with Children in Vulnerable Situation - Understanding assessment, planning, and intervention, communication skills with children, Approaches and strategies of working with children: Welfare, service-oriented, activist-oriented, networking, collaborating, and advocacy, Social work skills of working with children in different situation: children within the Juvenile Justice System, Institutional care, non Institutional services, children living on the streets, foster care, child labour, child offenders, children in addiction, child sexual abuse, victims of stigmatization, violence, and exploitation.

C 1.6.5: Family in India - Conceptual understanding of "family" as a social institution and as a micro-system, Defining key concepts: family, household, familism, universality; Socio-demography of the family in India, plurality of family forms in India: Regional, caste, class, rural-urban variations in family forms, Normative and alternate family forms; Emerging trends in family forms, Kinship in the Indian context: Terminology, regional patterns and variations, Marriage in India: Significance, regional patterns and variation, Family in the context of social change, Critical review of laws related to family and marriage in India.

C 1.6.6: Developmental Interventions across the Family Life Cycle - Identification of current concerns faced by families and individuals within the families, Introduction to family life enrichment programmes as a developmental approach to family intervention using a strength's perspective; the family and human rights issues, critical analysis of western models of family life cycle and evolving a model for Indian families, identifying the needs, concerns and developmental tasks of individuals and families at different life cycle stages; principles and methodology used for developing programmes for working with groups at different life cycle stages and concerns; use of different audio-visual media and counselor skills, including use of self.
C 1.6.7: Issues and Concerns of Children and Families in Rural India - Basic understanding of the economic, political, and social context in rural India, rurality, child rearing processes, disaggregated understanding of child rights and child participation, State initiatives and NGO intervention primarily in the areas of education, health, and child participation; rural practicum.

C 1.7: Women Centred Social Work

C 1.7.1: 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 masculinility and femininity debate within psychoanalysis, feminist critique and re-workings of psychoanalysis; Post-strcutrualism 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 1.7.3: 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

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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 1.7.4: 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.

C 1.7.5: Engendering Rural Realities - Basic understanding of social structures, processes and gender; Understanding of rural/ Rurality; Women in/and development and gender and development; statistical data - general and women in specific within the context of Census, HDI; NFHS; Rural Practicum: Issues of Organizing and Mobilizing Women; Disaggregated understanding of participation; Socio-political underpinnings of processes; Decision making processes; understanding Roles and responsibilities of facilitators , interveners in complex social realities

Semester IV

KNOWLEDGE BASED INTERVENTION/SKILLS CONCENTRATIONS

C 2.1: Rural Development, Environment and Sustainable Livelihood


C 2.1.2: Governance - Concept and approaches to development, critique of major agricultural and rural development policies. Rural development programmes including poverty alleviation programmes and implementation strategies, etc., Different intervention strategies - government initiated, and NGO initiated, participatory approaches to development planning and management. Administrative structure & contemporary issues in development like


C 2.1.5: Rural Development: Challenges and Practice - Ten hours of experiential learning exposure orientation/ class inputs, Identification of thematic areas which may be on varied aspects of development discourse such as Model villages, mega project areas, indigenous rural development areas, issues related to R&R, Rural Livelihood focus areas, Rural industrialization, Governance, Environment, Forest, Appropriate Technology, Natural Resource Management, Cooperatives, Micro finance, Disaster struck areas, SEZ, Agricultural innovative areas and social action oriented activities, Library study, literature review and
collating their experience from rural practicum, internship and block fieldwork placement. Actual field exposures for a period of 4-5 days including interactions with the organizational functionaries (GO & NGOs, corporate sector etc.), target groups; study of different dimensions of programmes and people, facilitated by course teachers in terms of lecture/and other analytical lecture input, Write up reports, papers as individuals/groups and make presentation post return of the experiential learning exposure in the form of workshops.

**C 2.2: Urban Development: Organized 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 2.2.5: Urban Development Practicum** - Review of secondary data and other literature on specific theme /city; Evolving plans for field study and operationalising them; Undertaking field study; Evolving strategy papers. Students will be divided into groups that will engage with particular themes/ cities/towns. These groups will be guided by faculty in their study, organizing field study and in reflecting upon the findings to evolve a strategic plan.

**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 2.3.5: Perspectives on Mental Health, Poverty and Marginalization - Global perspective on mental health, Conceptualizing and contextualizing mental health, poverty and marginalization in India, Poverty and inequality: Issues of marginalization, impoverishment and entitlement on the basis of class, caste, religion, gender, race, ethnicity, sexual orientation, Relationship between poverty and mental health: Understanding vulnerability, prevalence, status of mental health care in India, prioritizing mental health care, extent of the need for mental health care, Political economy of mental health, WTO, Parma-politics, Current discourses in mental health: human rights and rights of persons with disability, medical model; place of alternative medicine in addressing mental illness; social security, insurance.

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 liberal ism; 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 bais 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, Jansunvai, 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 2.4.5: Field Study Engagement** - Briefing in classroom - About FSE; poverty alleviation programmes; tasks assigned - 5 hours; 268 districts in the country have been selected for the implementation of Bharat Nirman Yojana. Authorities have been given the freedom to adopt strategies that will ensure convergence of different development programmes to meet specific development needs identified by the people of the district through micro-planning; Specific programmes such as NRHM, SSA, NREGA, social security for unorganized labour, programmes for livelihood security, food security (PDS), R & R programmes for displaced, destitute persons, victims of disasters, victims of mass violence and other pro-poor schemes are being implemented. There are efforts to confer land rights to the SCs, STs and displaced. Apart from being placed in government agencies, some may be placed in NGOs engaged in pro-poor innovative work like rehabilitation of beggars, homeless, community based rehabilitation of mentally ill persons with disability. Some may be placed with community managed primary schools; some may be placed with PRIs. Students will be assigned various tools such as participatory vulnerability analysis, Logical Framework Approach, Citizen's Guide to Monitoring Government Expenditure, Social Audit, Social Accounting etc that they will be required to implement. For this purpose, suitable placements that fall within overnight journey will be identified. Students will not be allowed to spend more than the amount collected by Institute as ‘study tour’ charges only. And students will be required to give their preference to work on a theme from among the list of themes given by faculty.
Students will be required to make presentation of the Summary Of Practice (SOP) and submit the Personal Diary upon return. - 10 Hours

C 2.5: Community Health

C 2.5.1: Community Health Planning and Management - Comparatitive 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. 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 2.5.5: Environmental Health - Introduction to the concepts of environment- both physical and social, ecology and ecological consciousness and their linkages to people's health.

Environmental parameters and pollution levels: Air, Water, Noise, Radiation, Ventilation, Lighting, Housing, etc.; Waste management: Solid waste, Excreta Disposal, Biomedical Waste
Occupational health (with particular reference to the informal sector): risk assessment and environmental health interventions

Linkages between physical and social environment.

National policies, programmes and legislation;

Disasters and health impacts; ecology movements: case of the Bhopal Gas Tragedy

Government, NGO and public private partnerships in prevention of environmental hazards and health consequences

Community health interventions in environmental health (prevention, remediation and advocacy).

**C 2.6: Disasters, Impoverishment and Social Vulnerability**


C 2.6.4: Seminar on Disaster Management - Issues and Challenges in Disaster Intervention: Community Processes, Coordination and Networking, Social Accountability. Disaster Policies, Legal and Institutional Framework: Global and Indian Context. International Humanitarian Laws: Politics of International Relief and Assistance. Ethics and Standard Operating Practices in Complex Emergencies. Role of Multilateral Aid Agencies, International and National NGOs', Civil Society and the State. (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 2.6.5: Engaging with Social Realities in a Disaster Situation - Consolidation of concepts dealt in other courses in the Concentration, interplay of various social realities in a disaster situation that furthers vulnerability, disaster management policies, first responders in disaster situations, dimensions of field realities.
C 2.7: Juvenile Justice and Youth in Conflict


C 2.7.5: Perspectives and legislations related to Children and Youth Contextualizing Children in the Globalised World - Globalisation has brought in sweeping changes in the economy, boosting growth in certain sectors at the expense of others and widening already existing disparities between the rich and the poor. In this backdrop, the course attempts to assess the impact of globalization on children in India and the world. It would help students assess differential sectoral growth and their impact on children. Such as how Globalization touches on issues of child health and development, acts as a barrier to parents getting and retaining jobs, and problems families confront daily and in times of crisis. This course would explore the causes of exclusion and the abuses children experience. It aims to impart a holistic understanding of the world's most vulnerable children. It explores why new and broader global visions are needed to work with children and youth interfacing with the juvenile justice systems. This canvas of increasing vulnerability would be explored through the following course.
C 2.8: Developmental/Therapeutic Counselling

C 2.8.1: 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 2.8.2: 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 2.8.3: 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 2.8.4: 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 2.8.5: Skills for Working with Child Victims of Sexual Abuse and Exploitation - The course will cross-list the 2 credit course offered by the Centre for Equity for Women, Children and Families. Field engagement will be facilitated through this course where students will visit an organisation working with children and consolidate their learning with classroom inputs.

C 2.9: Socio-Legal Rehabilitation Practice


C 2.9.2: 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 2.9.4: 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 2.9.5: Field Engagement - The Field Engagement in this concentration could be woven around either one or two of the target groups mentioned above (women, dalit or minority rights) in accordance with student interest. This field engagement will carry a credit of one (including planning, organizing and the actual one week to ten day field trip). Along with this, an additional credit is proposed to be added to this course to pull in the field learnings into the classroom teaching. This way, full justice can be done to both Part A and Part B of the course.

Part A can be titled Seminar on Human Rights and Access to Justice I carrying two credits and Part B can be titled Seminar on Human Rights and Access to Justice II, carrying three credits (including one credit for the field engagement).

C 2.10: Advanced Practice with Children and Families

C 2.10.1: Approaches and Models of Counselling with Children - Child Centered Model, Behaviour Modification Model and Gestalt Process of Counselling: Conceptual framework and its application, Therapeutic use of media-play, art, games, bibliotherapy, and guided fantasy experience: key concepts and skills, Psychological assessment: concepts, process and issues of standardization and interpretation, Developmental and Therapeutic Group Centered Counselling: stages and counsellor skills at each stage, Qualities needed in social workers working with children: getting in touch with the child within: Becoming aware of personal qualities/skills required to work satisfactorily with children

C 2.10.2 Skills for Working with Child Victims of Sexual Abuse and Exploitation - Understanding the various dimensions of child sexual abuse: Myths and facts, types, structure and process of abuse, process of disclosure, physical and emotional reactions of the child victim and internalization of the abuse situation, familial and societal attitudes; Understanding the nature, forms and socio-economic reasons for trafficking; profiles of the trafficked victims and the traffickers, modes of initiation; Counselling child victims for psychological healing; preparing children for legal processes and long term rehabilitation; preventing child sexual abuse and child trafficking by education of children about healthy sexuality and personal safety skills; Role and functions of campaigns and networks to fight against child sexual abuse and trafficking

C 2.10.3: Family Centered Social Work Practice - Family as a context of social work practice, difficulties faced by the family within and outside its context, evolution of family centered social work practice, framework of analysis for understanding family: gender analysis, structure inequalities and human rights; Ecosystems and general systems theory; Family Theory for family centered social work: intergenerational, invisible loyalties, systemic school, communications, power, role, family myths, behavioural theories, family of origin; Interventions: Beginning/intake: agency, family, worker variables, techniques of intake and contracting, engaging; Interviewing & circular questioning; Tools of family Assessment: use of eco maps, genogram and family sculpture; Hypothesization in understanding of problems and concerns; Techniques in family centered social work.

C 2.10.4: Interventions with Couples in Relationship Conflict - Understanding the nature of difficulties faced by couples in India from a feminist and systems theory perspective; Legal infrastructure for marital disputes: Lok Adalats, Special Cells in Police Stations, The Family Court, Family Counselling services provided by NGOs; Egan's model for Counselling Couples in Marital Conflict; Intervention with the Third Force; Interventions with Children affected by
Parental Disharmony; Social Work with Women Facing Spousal Violence; Counselling Couples with Sexual Problems

C 2.10.5: Contemporary Practices in the Field of Children and Families - Basic elements of counseling and therapeutic work, Overview of counseling/developmental groups, Misconceptions about counseling 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; visits to different Organisations engaged in a range of therapeutic work with children and families

C 2.11: Youth and Change

C 2.11.1. Youth and Development - Situational analysis of youth in India: Characteristics of youth based on location urban, rural, tribal; role: student, non-student; gender; class; caste; ability; Construction of youthhood at the national and global levels: key ideas and debates on youth from several perspectives such as, social sciences, development studies, psychology, feminist ideology, human rights; youth in international political economy; Influence of societal systems on youth: Family, Politics, Media, Information technology; Critical issues affecting youth in relation to their developmental roles and tasks: education, work, family, marriage and relationships; Youth culture: young people's participation, understanding and meanings of subcultures, life-styles, and identity; Youth and sexuality: sexual development and experiences; Sexual preferences, variations, roles, power, exploration, sex education, High risk behaviour: substance abuse, HIV/AIDS, Crime and violence, delinquency; Youth policy

C 2.11.2: Skills of Working with Youth-I - Issues related to their stage of development - Life Skills Education: AIDS Counselling, Substance Abuse, Peer Helping and Counselling; Understanding the concept of youth Identity and Culture; Schemes for youth [govt. and civil society initiatives]; Skills for working with youth at the individual, family, group levels

C 2.11.3: Skills of Working with Youth-II: Mobilising Youth for Social Change - Mobilisation and Collective Action: social action, capacity building and training programmes; youth and social movements; advocacy initiatives; Themes related to Environment and Climate Change, Peace and Conflict, Civic Participation, Education, Work with marginalized groups such as street youth, female youth, delinquents, disabled.

C 2.11.4: Theme based Optional Course - Students would opt for one of the following courses offered by other Concentrations
(a) Interventions with Couples in Relationship Conflict

OR

(b) C2.7.3: Youth and Deviance

OR

(c) CPHS 5: Conflict Transformation and Peace Building

C 2.11.5: Practice-based Project and Seminar on Youth - Inputs on frameworks for analysis: appropriate theoretical base and skills to undertake a practice-based assignment; Practice-based project: guided process for developing skills for rights based policy analysis, and suggestions for programme development; field engagement with an initiative working with youth.
C 2.12: Conflicts, Peace and Human Security

C 2.12.1: State, Democracy and Conflicts in India - Indian State: Concept of Democracy, Pillars of Democracy - Legislature, Executive, Judiciary and Media; Parliamentary system/Federal System of governance; Center-state relations - tensions and contentions; Elections and Election Commissions; Indian Constitution, Foundations of Indian Constitution - Sovereign, Socialist, Secular, Democratic, Republic; Fundamental Rights, Directive Principles of State Policy; Communalism, communal politics: role of socio-religious organizations, political parties and the state (state, non-state and extra state actors); Genesis and trajectory of various socio-political conflicts in India (Eg. J&K, N.E, Maoism, etc)

C 2.12.2: Nation State and Politics of Identity (1 Credit) - Nation state: concepts theories and debates; Colonization and Resistance to Colonialism in India; Nation and its fragments: Independence and the Partition saga; Formation of India, Pakistan and Bangladesh; Sub-nationalism and demands for autonomy; Ethnicity and Autonomy movement in India; Cultural, symbolic, and discursive approaches to identity conflicts; Gender issues and politics of identity; Beyond the nation state: Internationalization and globalism, militarization and Politics of war.


OPTIONAL COURSES

OC 3.1: 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,

**OC 3.2: Organisational Behaviour in Non-Profit Organisations**


**OC 3.3: 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).

**OC 3.4: 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.

**OC 3.5: 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.
**OC 3.6: Training for Social Work Personnel**


**OC 3.7: Non-formal education**

Content will be added later

**OC 3.8: International Social Work**

Content will be added later

**OC 3.9: Spiritual Social Work**

Content will be added later

Some courses of the concentrations will be offered as Optional Courses.

### 2.11 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.

**Distribution of Credit Hours**

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<th>Year</th>
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<tr>
<td>First</td>
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**Semester-wise Listing of Courses**

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<td>FC 1 Understanding Society</td>
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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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<td>SWP 3 Process of Social Work Practice in Disability Rehabilitation</td>
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<td>SWP 5 Team Work in Disability Rehabilitation Social Work</td>
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<td>BC 1 Quantitative Research</td>
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<td>III</td>
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<td>DSA 6 Management of Rehabilitation Programmes for the Disabled</td>
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<td>DSA 7 Building Disability Awareness through Action</td>
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<td>DSA 8 Seminar Related to Field Practice</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.

2.12 M.A. IN WOMEN’S STUDIES

The Women's Studies MA Programme is an interdisciplinary programme informed by contemporary feminist theory and praxis, focusing on processes for producing critical and socially relevant and interventionist knowledge. Women’s Studies is about integrating women's experiences, realities and perspectives in mainstream/codified knowledge from where they have been left out or made invisible. It is about making women's perspectives visible and central to understanding society, social structures and operations. It is about reclaiming women's contributions to development of cultures, nations and civilizations. It is also about changing structures of oppression, exploitation and neglect that have not only stifled women as individuals but have also contributed to developing a lopsided/male-centric form of knowledge across disciplines. Women's Studies is thus about creating a multi-disciplinary new knowledge wherein feminism has an integral, ideological and foundational relevance.

The students will have an opportunity to experience a wide range of courses linking feminist theories, women's movements, women's development; and critiques of mainstream development that excludes women; while also preparing students to do feminist research and documentation and learn organizational skills needed to work with women. The course is flexible so as to accommodate students with focus on both research and fieldwork/ intervention related knowledge and skills.

Students doing this Programme may find their professional careers in diverse settings such as in academia as researchers and teachers; in journalism; as development workers and activists; in civil and administrative functions of the government especially women and gender departments; in national and international organisations working on women and gender issues. In fact this course will be useful to people from all fields who would like to use feminist knowledge to question, critique and make for changes in whatever area of work they may be involved in.

**Distribution of Credit Hours**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>Foundation Courses (Existing)</td>
<td>6</td>
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<tr>
<td>Women’s Studies (WS) Courses</td>
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<tr>
<td>Research Method Courses</td>
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<td>Research Project with Dissertation: (Optional)</td>
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All Courses and Field Attachment are compulsory. However, in lieu of the Research Dissertation students may select 3 optional courses from other concurrently running MA Programmes across the Schools, in 2nd, 3rd and 4th semesters.
## Semester-wise Listing of Courses for MA in Women’s Studies

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1</td>
<td>Understanding Society</td>
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<tr>
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<td>FC 2</td>
<td>Introduction to Basic Economics</td>
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<td></td>
<td>FC 3</td>
<td>Development Experience, Social Conflict and Change</td>
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<td></td>
<td>WS 4</td>
<td>Women, History and Society: Feminist Theories and Perspectives</td>
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<td>WS 2.1</td>
<td>Women’s Movement in India — Part-I</td>
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<td>WS 3</td>
<td>Methods of Social Research</td>
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<td></td>
<td>WS 3.1</td>
<td>Feminist Science Studies: An Introduction — Part-I</td>
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<td>Women’s Movement in India — Part-II</td>
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<td>WS 3.2</td>
<td>Feminist Science Studies — Part II</td>
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<td>WS 4</td>
<td>Gender, Caste, Class, Religion and Tribe</td>
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<td></td>
<td>WS 5</td>
<td>Feminist Research Methodology/Practices</td>
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<td></td>
<td>WS 6</td>
<td>Women and Work: History of Transformation</td>
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<td></td>
<td>WS 7</td>
<td>Working with Women: Understanding Intervention</td>
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<td>WS 8</td>
<td>Women, Sexualities and Violence</td>
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<td>III</td>
<td>WS 9</td>
<td>Women’s Writings</td>
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<td></td>
<td>WS 10</td>
<td>Gender Media and Culture</td>
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<td>WS 11</td>
<td>Gender, Poverty and Livelihoods</td>
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<td>WS 12</td>
<td>Women, Development Practice and Politics</td>
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<td>WS 13</td>
<td>Gender, Health and Rights</td>
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<td>WS 14</td>
<td>Engendering Governance</td>
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<td>IV</td>
<td>WS 15</td>
<td>Gender, Ideology and Education</td>
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<td>WS 16</td>
<td>Women’s Bodies, Women’s Knowledge:Historical and Feminist Perspectives</td>
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<td>WS 17</td>
<td>Eco-Feminism, Environment and Sustainable Development</td>
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<td>WS 18</td>
<td>Women’s Rights and Legal Advocacy</td>
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<td>WS 19</td>
<td>Gender and International Development</td>
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**Note:** The semester listing of courses is provisional and may be changed.
Course Outline

WS 1: Women, History and Society: Feminist Theories and Perspectives

Feminism in India and the Indian cultural context: issues of tradition and modernity; colonial legacy, caste and other hierarchies in society, feared western hegemony and control, cultural identity, cultural diversity and cultural redefinitions of selfhood. Feminist theorization and the women's movement. Women's Studies and the Academia. Sex and gender: cultural perspectives on gender and its construction; the question of difference; the female body; biological reductionism and nature / culture debates. Feminist understandings of hierarchy, power and control: the concept of patriarchy and brahminical patriarchy. Marxism and Feminism: Historical Materialism; Engels: the origins of family, private property and the State; Women's work and capitalism; reproduction and production; modes of production and status of women; gender and class; sexual relations of production. Poverty and women. A materialist understanding of Gender, Caste and Tribe. Psychoanalysis and feminism: the masculinity and femininity debate within psychoanalysis; feminist critique and reworkings of psychoanalysis. The mystical 'Indian' woman; Indian women and their womanliness; mothers and wives. Socialization practices; cultural anxiety and fear of women's sexuality. Androgyny and concept of "ardhanarishwar", or "jodi. Post structuralism and feminism: language, discourse and subjectivity; equality and difference; deconstruction and reconstruction as feminist strategy for change. Postmodernism and feminism: problematic essentialisms, alternative histories, rethinking subjectivity and aesthetics. Contemporary challenges to feminism.

WS 2: Women's Movement in India

Introduction to the concept of movement vs. cultural protest. Important movement issues and events in world history and Indian history. Impulses for particular events.

Stirrings in the early period: saint poetesses, Buddhism, Jainism and women's writings; colonial period: reform movements, men's contribution; Freedom Struggle: armed revolutionaries and Gandhian movement; All India Women's Congress (AIWC), National Federation of Indian Women (NFIW), All India Democratic Women's Association (AIDWA), Rashtriya Swayam Sevika Samiti (RSSS); Second Wave (1975 onwards) Chronology of important events and legislations; Struggle against violence: rape, dowry deaths and domestic violence and sexual harassment at the work place; Women's organization, their areas of concerns and styles of functioning; Women's Conferences. IAWS and Autonomous women's movements; Strategies of the movement: autonomy, caucuses, resource centres, mass organizations (Case Studies); Dalit feminist movement: origin, spread, ideology, leadership, activities; Movement for Sexual Rights; Muslim Women's Movement; Deserted Women's Movement; Movement Against Communalism; Movement for Uniform Civil Code; Movement for Political Participation; SHG movement; Mahila Samakhya; Movement for Reproductive rights.

WS 3: Feminist Science Studies: An Introduction

Contextualising science within history, culture and society; examining epistemological and ontological assumptions of science; locating the 'grand narrative' of science within the enlightenment period; critically looking at the scientific paradigm for development; examining the hegemony of science in the academia; and studying the critiques from social movements. Can Science be redefined? How much? What measures need to be taken to improve the representation of women in Science? Will that lead to a different Science? Must there be an 'alternative science'? The need for feminist science studies; how do feminist
studies of science help in women's studies? Examining how science developed along with patriarchal notions of gender; examining the ontological relation between sex and gender; epistemological challenges to the method of science; the three positions- standpoint, empiricist and post modernist positions. Is there a feminist science; experiences of applying feminist Science Studies in disciplines like biology, primatology or other disciplines that students might want to look at.

**WS 4: Gender, Caste, Class, Religion and Tribe**

Theorising Intersectionality and Difference: Contributions of Marxist Feminists, Feminist Anthropology, Poststructural and Postmodern Feminists. Feminist Theory: From Margins to Centre, Black Feminism, Third World or Post Colonial Feminisms; Dalit Feminism and others. Analysing Intersectionality and Historicising Difference; Caste, Religion, Culture and Power: Women in Different Socio-Cultural and Historical locations with a focus on women of marginalized communities(dalits, religious minorities, scheduled tribes); Historical roots of caste/gender critique: Ambedkar, Phule and other Non Brahmin and Dalit thought on Indian Caste-Patriarchy. Contemporary Patterns of social and subjective existence. Identity politics and women. Debates and division within feminism; women's movements and feminist organizations; the state of feminist politics and shared challenges for unified praxis in contemporary fractured times. Feminist responses to caste, cultural oppression, ethnic conflict and violence, class exploitation and poverty; The work of feminist activists, writers, and scholars of different ideological persuasions; their connection to mainstream, progressive culture and movements.

**WS 5: Feminist Research Methodology / Practices**


**WS 6: Women and Work: History of Transformation**

Work: perceptions and biases, binaries and invisibility; Definition in Neo-classical economics; Nairobi Declaration; Types of payments: family wage, minimum wage, piece wage; Origin of
Sexual Division of Labour: Engels's Theory of Origin of Patriarchy; Marxist feminist critique of the theory: is domestic work part of the capitalist mode of production? Are there two separate realms such as relations of production and relations of reproduction; wages for house work; Maria Mies's critique from subsistence perspective based on Rosa Luxemburg's thesis of ongoing original capital accumulation (Women the Last Colony); Thesis of housewifisation and the informal sector; Underside of history: charting women's status through work from Neolithic period to the modern period, (Elise Boulding); Women's work in India: colonial period, industrialisation and post independence; International division of labour, emergence of informal sector and home based work; Supply of women's labour controlled by family strategy; Effects of paid work of women on intra household distribution of resources; Impact of technology and environmental degradation on women's work in agriculture; Land rights, water rights, women and impact on food security; Poverty Alleviation Programmes in the rural areas; Legal regime at the workplace, unionisation and struggles; Muslim Women and Work; Women and Information Communication Technologies; Women Managers.

WS 7: Working with Women: Understanding Interventions
Locating self in practice, understanding personal perspectives, values, and biases. Understanding practice from a theoretical perspective; Defining and understanding of what is 'feminist', characteristics of feminist practice and associated values, beliefs; Women focussed and feminist interventions; interventions in areas such as domestic violence, mental health, disability; women in criminal justice system, trafficking, prostitution, sex work, body and sexuality with special reference to globalization; Feminist coalitions/ forums for advocacy (collaborations); conflict around issues such as sex work; Deconstructing communities and critically understanding issues of mobilization around community issues; Understanding politics of participation in intervention strategies.

WS 8: Women, Sexualities and Violence

WS 9: Women's Writings
Tharu Susie and K Lalitha (ed) Women Writing in India Vol I and II, OUP (Selections); Ntzozake Shange, For colored girls who contemplate suicide when the rainbow is enough;
Mahasweta Devi, Breast Stories, Seagull Publications;
Jeanette Winterson, Sexing the Cherry;
Marge Piercy, Women at the Edge of Time

**WS 10: Gender Media and Culture**

This course focuses on concerns of gender and culture, raising questions of representation, power, sexuality, class, caste, space and the media, in the Indian context.

**Module 1:** Gender, Culture and the Indian Context: Gender Engages Culture, Gendered Pasts; Is there an Indian Woman, The Colonial Construction of Indian Womanhood.

**Module 2:** Gender Representation and the Media: Representational Hegemonies: Gender, Class and the Media, A Question of Appearance: Advertising Imagery, Constructing a Category: Women’s Magazines, Bollywood: Popular Culture and Interpretation.

**Module 3:** Sexuality, Culture and the Media: Indian Culture Anyone: Questions of Sexuality and Obscenity, Censorship Debates and Legal Questions.

**Module 4:** Contemporary Conundrums: Disciplining Bodies, Veils, Turbans and the Politics of Clothing, Masculinities, Gendering Fun in Public Space, Morality, and Post Feminism.

**WS 11: Gender, Poverty & Livelihoods**

Gender and Poverty: ‘Engendering’ Poverty Analysis: Limitations of Dominant Approaches to Poverty Analysis; Conceptualisation and Measurement of Poverty from Gender Perspective; Methodological Challenges and Deficiencies in Data on Gender and Poverty; Measuring Gender Inequality: An Appraisal of Gender Related Development Index (GDI) and Gender Empowerment Measure (GEM); Basic Issues: Feminisation of Poverty; Gender and Property Rights; Intra-Household Resource Distribution and ‘Secondary Poverty’. Gender Division of Labour: Accounting for Women's Work: Extent of Household's non-market Production; Paid and Unpaid Work: Meaning and Debates; Women’s Labour Force Participation in Historical Perspective; Occupational Segregation by Gender; Feminisation of the Labour Force: The Genesis and Development of the Concept; Pay Equity and Comparable Worth: Theories and Evidence. Gender Relations and Rural Livelihoods: Gender & Agriculture: An Overview; Gender and Cheap Labour in Agriculture; Gender and Land Rights; Technological Change and Gender Relations; Gender & Irrigation: Conflict over Water Rights; Gender & Forestry: Negotiating the Space; Gender Issues in Fisheries: The Issue of Recognition; Women and Livestock: Contemporary Issues. Gender and the Urban Informal Sector: Gender and Informalisation; Informal Sector and Vicious Circle of Poverty; Gender Bias in Urban labour Market Models; Theories of Labour Market Segregation; ‘Nimble Finger’ Thesis: An Analysis of Women’s Employment in Manufacturing; Women Entrepreneurs; Issues Related to Economic Migration of Gender. Gender in the Era of Globalisation and SAP: Gender and International Division of Labour; Gender Factor in the New Trade Agenda; Women and Subcontracting; Gender and Structural Adjustment. Economic and Public Policy Response: Investment in Women’s Human Capital; Promoting Gender Equality through Public Expenditure; Gender Budgeting as a Tool: An Appraisal; Taxation Policy and Gender; The Burden of Stereotypes in Gender-Responsive Poverty Alleviation and Employment Generation Programmes; Promoting Accessibility through Credits: Microfinance, SHGs and Progressive Adjustment; Empowering Women: Participation and Governance in Local Bodies.
WS 12: Women, Development Practice and Politics

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 eg., 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, mobilizers and change makers; Case studies of various campaigns, struggles and movements to examine challenges involved in bringing about change in the social construction of gender while mobilizing women.

WS 13: Gender, Health and Rights

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

Social Determinants of Health and Illness: Bio-medical paradigm and assumptions of Health ; Household and Health Linkages ; Factors that determine Women's Access and Utilization of Health Care Services; Social causes of disease and morbidity; Analytical Tools: Gender Analysis Framework; Demographic Indicators and Health Statistics ; Declining Sex Ratio; Maternal Mortality; Linkages of Health and Development Indicators.

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 medicalization of women's bodies: Issues of women's rights and medical ethics; Gender and HIV/AIDS; Gender and Mental Health.

WS 14: Engendering Governance


State, Market and the Gendered Governance: political project of greater inclusion, and the representation of historically disadvantaged and marginalised; decentralisation and local governance; representation of women at institutions of local governance. Self Help Groups.


Market Gender and Governance .Governance and Engendering market mechanisms

Linking Informal sector with Mainstream markets - Case studies .SHGs and Gendered Governance.
Civil society, Gender and Governance: inclusive governance, civil society and participatory citizenship. Governance as process based. Civil society (social movements, NGOs, cooperatives, trade unions, networks, civic associations) and private corporations and various market institutions. Women's Movements and Governance; Issues and Challenges. Gendered Citizenship and Governance.


**WS 15: Gender, Ideology and Education**

Frameworks guiding the conceptualisation of educational ideals for women; Absence of women from educational theories; Possibilities of feminist inquiry of education; Discourses on the 'nature' of women and 'relevance' of women's education; Social and cultural reproduction and women's education; Feminist critiques of education and social stratification; Histories of women's education in the Indian context; Nationalist articulations of women's education; Experiences of women within family, community and nation, and their relationship to education; The women's movement and education as a right; Conflicts and contestations within nationalist discourses; Analysing gender and education in discourses and practices; The school as a site of social and cultural reproduction of gender; Intersections of gender with class, caste and community; Process and outcomes of formal education with a focus on gender; Women's education and development: discourses and practices; Examining formal and non-formal education/literacy at the theoretical and empirical level.

**WS 16: Women's Bodies, Women's Knowledges: Historical and Feminist Perspectives**

**Section I:** The politics of knowledge/power: Theoretical understanding of the relationship between knowledge and power: Capitalism and class interests; Gramsci- hegemony and reproduction of knowledge; Foucault - discourse, disciplines, surveillance; Marglin - Colonialism and dominating knowledge; The politics of knowledge/power: feminist theories: Patriarchy, state and knowledge; Ehrenreich, Martin, MacKinnon, Oakley and others.

**Section II:** This section examines in detail the birthing and midwifery practices historically and across cultures and explores how they are shaped by modern medicine, state and various social structures of power. Details of the historical and political context of midwifery in the West and in South Asia. State policies and programmes: Colonial policies, role of Dufferin, Victoria Funds, dais in public health programme, the politics of dai training in post-independent India. Women's organisations and self help movements, retrieving and reclaiming women's birthing knowledge and skills: some examples.

**WS 17: Eco Feminism, Environment & Sustainable Development**

Brief Introduction to Eco-feminism; Roots of Eco-feminism; Environmental Movements in the West and in India; Environmental Impact : Women in India; Critique of Industrialism; Ecological History : Changing Relations: Man, Woman and Nature; and Changing Resource Use; Changing Representation of Women and Nature: West and India; Epistemological Challenges: History of Science and Construction of knowledge; Ethics in the context of Ecology; Critique of Technology; Biotechnology, Genetic Engineering and Reproductive Technology; Alternative Development : Visions and Practices; Critique of Ecofeminism; Gender and Environment in
Practice: Land rights, local knowledge, biodiversity, Water rights, drinking water, water for irrigation, watershed development, Forest access, tribal rights, joint forest management.

**WS 18: Women's Rights and Legal Advocacy**

State, Women and Law: an introduction to the main theories of gender justice especially the feminist legal theory. The Constitution of India; the rights guaranteed by the constitution of India to women in the fundamental rights and duties and directive principles to women. Difference between law and rights. Formal and substantive equality, affirmative action, positive discrimination, political participation, empowerment and legal aid. Women's right to education, shelter, health, employment, clean environment. International law framework which applies to women's rights issues throughout the world. Major human rights instruments the UN Convention for the Elimination of All Forms of Discrimination Against Women especially CEDAW. Culture, Religion, Family laws and Gender Justice.

Family a site for oppression of women. Cultural and religious norms and practices used to deny women equality. Critical and comparative study of the system of different personal laws and rights governing family relations such as marriage divorce, maintenance, guardianship and custody, adoption, property rights. Uniform civil code. Status of women in family relations and protection of their constitutional and human rights in family law administration.

Human Rights and Gender Violence: various laws and rights of women as victims of physical, mental and sexual violence and crimes, more specifically the laws relating to Sati, Dowry and dowry death, Child marriages, Rape and Marital rape, Sexual harassment at workplace, Women and reproductive rights, Women's right to adequate housing, Trafficking and sex work and prostitution, Pornography and indecent representation.


**WS 19: Gender and International Development**

Trajectory of Gender and Development concerns: UN Efforts, CEDAW and Human Rights; Women and Development - Women in Development and Gender and Development; Women's Policies - Gains of Several UN Conferences.

Political Regimes, Public Policies and Gender Ideology: Gender Ideology as projected by different regimes; Policy and Programmatic support for women's paid and unpaid work; pro-natalist and anti-natalist policies; affirmative policies

Conflict, Wars, Violence and Gender Issues: Communal, ethnic, insurgent and other conflicts; wars and militarism; 'public' and 'private' violence against women and children; issue of refugees - sexual and reproductive health and rights; and mental health; growing communalism and fundamentalism and impact on women's rights.

Globalisation, Structural Adjustment and Gender: Shrinking work opportunities and budgets for the social sector; household impacts; Specific focus on Health and Education sectors to examine impacts; Gender budgets and attempts at gender mainstreaming governance structures and policies.

Women's mobility: Right to Work vs. the Sex Trafficking Discourses: Globalizing the care economy within a context of shrinking State support to care work. Legal and illegal migration
of women; 'mail order brides', entertainment and sex work industry; Controversies around sex trafficking and prostitution.

Women's Movements and NGO initiatives: Women's movements' responses to different issues within different political regimes; global advocacy on issues of governance and women's political participation. NGO initiatives in incorporating gender in sectoral programmes.

**WS 20: Research Dissertation**

A 6 credit component of Research with Dissertation has been conceived as an additional requirement for the students of the programme, over and above the course work.

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. The details of this research will follow the Institute pattern of guided research projects.

Research Project is optional for the students of Masters in Women's Studies. Students who do not wish to do the research project must do three optional courses in lieu of it, to be chosen from selected concurrently running courses across Schools in other MA programmes of the Institute.

**WS 21: Field Attachment**

Field attachment is an important aspect of the M.A. WS programme to enrich student's theoretical and practical understandings of women's issues. Field work provides an opportunity to students to learn by observing, participating and doing. This process of learning allows the student to contextualise and integrate learning based on a first hand interaction with ground realities. This will be a compulsory component of the Masters in Women's Studies for a total of 4 credits. This field attachment will include preparatory and concluding seminar sessions where students will get an opportunity to discuss and deliberate their learning from the field in the classroom.

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

This programme has 2 distinctive features.

(a) It is conducted in dual mode. Each semester has 3 weeks of contact classes and 15 weeks of distance learning per semester. This model has been chosen as a way of facilitating participants to combine work with study. The contact classes are held at the Mumbai campus of 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 using a learning management system.
(b) This programme is a collaborative endeavour involving 5 educational organisations, including TISS, who have contributed significantly to elementary education research and innovative practice. The 4 other collaborators are: Homi Bhabha Centre for Science Education, Mumbai; Vidy Bhawan Society, Udaipur; Digantar, Jaipur; and Eklavya, Madhya Pradesh. The National Institute for Advanced Studies, Bangalore, was also involved with the design and initial implementation. The degree is awarded by TISS.

### Distribution of Credit Hours

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
</tr>
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<tbody>
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<td>Field Attachment</td>
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<td>Total</td>
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### Semester-wise Listing of Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>BC 1 Philosophy of Education</td>
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</tr>
<tr>
<td></td>
<td>BC 2 Sociology of Education I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>BC 4 Child Development, Cognition and Learning - I</td>
<td>6</td>
</tr>
<tr>
<td>II</td>
<td>BC 8 Research Methods</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>BC 7 Curriculum and School</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OC 2A Optional - A</td>
<td>6</td>
</tr>
<tr>
<td>III</td>
<td>BC 3 Sociology of Education II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BC 5 Child Development, Cognition and Learning - II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BC 6 Language, Mind and Society</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>FA Field Attachment</td>
<td>8</td>
</tr>
<tr>
<td>IV</td>
<td>BC 9 Policy, Institutions and Practices</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OC B Optional - B</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>OC C Optional - C</td>
<td>6</td>
</tr>
</tbody>
</table>

**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.


3. Flexi options: Normally a student would be able to complete the programme in two years. There is also a flexible option of taking fewer courses in a semester and completing the programme over three years (up to five years). This is based on the prerequisites defined for each course.
**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 are drawn from one of the optional courses in Semester II of the programme. The exploration and planning of the field engagement is done along with optional course teacher, in consultation with the concerned field site.
supervisor. The duration of the field attachment is 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 spends time in the field site and engages in the activity planned. The field supervisor interacts 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.

2.14 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 society. This programme will equip students in developing critical perspectives in examining developmental experiences and their consequences for the society, especially the vulnerable, disadvantaged and the marginalised; the natural and social environment; and 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 and a research project experience. 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.

Distribution of Credit Hours

The course structure of the MA in Development Studies Programme will have 68 credits. These 68 credits are divided among three parts: (i) Compulsory Courses (50 credits); (b) Optional Courses (10 credits); and (c) Dissertation (8 credits).

<table>
<thead>
<tr>
<th>Year</th>
<th>Detail</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>First</td>
<td>Compulsory Courses (including FCs)</td>
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<td>Second</td>
<td>Compulsory Courses</td>
<td>24</td>
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<tr>
<td></td>
<td>Dissertation</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Optional Courses (across 2 years)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
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<td>68</td>
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</table>

The optional courses have been categorized into two groups: Pool 1 and Pool 2. The first and third Semester students will choose optional courses from Pool 1, and the second and fourth Semester students will choose optional courses from Pool 2. Other than optional courses in these two pools, the students may choose not more than two courses (totaling 4 credits) from other academic programmes of the Institute to complete their optional course requirements.
The Course Structure

(a) List of compulsory courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Titles</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 3 Development Experience, State, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS1 Concept, History and Theories of Development</td>
<td>4</td>
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<tr>
<td></td>
<td>DS 2 Contemporary Indian Economy</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS 3 Methods of Social Research</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>II</td>
<td>DS 4 Development Economics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>DS 5 State, Democracy and Civil Society</td>
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<tr>
<td></td>
<td>DS 6 Political Economy of Space, Urbanisation and Development</td>
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<tr>
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<td>DS 7 Women, History and Social Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>DS8 Tutorial on Database for Development Research</td>
<td>NC</td>
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<tr>
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<td><strong>Total</strong></td>
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(The period between Semesters 2 and 3 would be used by students for data collection and the optional internship.)

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<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>III</td>
<td>DS 9 Development and the Social Sector</td>
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<tr>
<td></td>
<td>DS 10 Agrarian Relations, Agriculture and Rural Development</td>
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<td></td>
<td>DS 11 Social Movements and Social Change</td>
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<td></td>
<td>DS 12 Inequality, Poverty and Human Development</td>
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<td>DS 13 Law, Institutions, Society and Development</td>
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<td><strong>Total</strong></td>
<td><strong>12</strong></td>
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<tr>
<td>IV</td>
<td>DS1 4 Sustainable Development and Climate Change</td>
<td>4</td>
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<tr>
<td></td>
<td>DS 15 Globalisation, Industrialisation and Labour</td>
<td>2</td>
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<td>DS 16 Social Exclusion and Social Justice</td>
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<td>DS 17 Project Planning, Monitoring and Evaluation</td>
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<td>DS 18 Round Table on Development Processes</td>
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<td><strong>Total</strong></td>
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(b) Pool-wise list of optional courses

**Pool 1**

<table>
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<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DSO 1</td>
<td>Principles of Economics: Microeconomics</td>
<td>2</td>
</tr>
<tr>
<td>DSO 2</td>
<td>Perspectives in Science, Technology and Society</td>
<td>2</td>
</tr>
<tr>
<td>DSO 3</td>
<td>Philosophical Foundations to Development Research</td>
<td>2</td>
</tr>
<tr>
<td>DSO 4</td>
<td>Public Policy: Theories and Processes</td>
<td>2</td>
</tr>
<tr>
<td>DSO 5</td>
<td>Political Economy of International Trade*</td>
<td>2</td>
</tr>
<tr>
<td>DSO 6</td>
<td>Development and Crime</td>
<td>2</td>
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Pool 2

<table>
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<tr>
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<th>Course Titles</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSO 7</td>
<td>Principles of Economics: Macroeconomics</td>
<td>2</td>
</tr>
<tr>
<td>DSO 8</td>
<td>Advanced Quantitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>DSO 9</td>
<td>Social, Culture and Development</td>
<td>2</td>
</tr>
<tr>
<td>DSO 10</td>
<td>Urban and Regional Development</td>
<td>2</td>
</tr>
<tr>
<td>DSO 11</td>
<td>Social Psychology and Development</td>
<td>2</td>
</tr>
<tr>
<td>DSO 12</td>
<td>Media and Mediated Development</td>
<td>2</td>
</tr>
<tr>
<td>DSO 13</td>
<td>GIS, Remote Sensing and Development Research</td>
<td></td>
</tr>
</tbody>
</table>

Note: * - To opt for DSO 5, the student is required to have completed DSO 1.

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 Marxist 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: Methods of Social Research

The nature, history and goals of social research - Introduction to the course, discussion of goals, objectives and expectations. Role of research in policy formation, and programme planning, implementation, and evaluation.

Conceptualising quantitative and qualitative research methods: problem identification and formulation; objectives, concepts, variables, hypotheses, and assumptions; Designing studies: types of research designs, and their scope; identification of sources of data (primary and secondary); Methods and tools of data collection: observation, interviews, schedules, and questionnaires; and community-based participatory methods and techniques; Selection of sample: random and non-random sampling methods; determination of sample size; Data processing techniques: structuring and sorting data; tabular and graphic presentation of data; development of databases; Data analysis: Levels of Measurement - Nominal, ordinal, Interval and Ratio. Summarisation of Data - Frequency distribution, Graphical display, summary measures - mean, median and mode. Measuring variability in data. Measuring differences in characteristics. Probability and Probability Distribution. Test of Hypothesis, Types of Error, Acceptance and Rejection Region, Level of Significance, Confidence Interval, Statistical Tests - Chi-square and Proportion test. T-Test, Coorelation and Regression. Content analysis, Narrative analysis, Discourse analysis, Data display methods for qualitative analysis, Interpretation of findings.

Planning and preparing research proposals, Application of research studies in Development Studies. Ethical issues - Informed consent, confidentiality, researcher as interventionist.

DS 4: 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 5: State, Democracy and Civil Society**

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.

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 6: 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 7: 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 8: 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 9: Development and the 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 10: 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 11: Social Movements and Social Change**

Conceptual framework - relation between social structure, social movements and social change. Typology of social movements. Perspectives and theories. Discourses on hegemony, Methodological issues: Historical overview of social movements with special reference to India - Social movements during the colonial period; different ideological strands within and outside the nationalist movement - peasants' movements - trade union (labour) movements - rise and decline; adivasi (tribal) upsurge; women's movement, Understanding social movements in response to development of world capital and modernisation. Post colonial protest movements - agrarian struggles and other types of movements across the world - post

DS 12: 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.

DS 13: Law, Institutions, Society and Development


DS 14: 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


DS 15: Industrialisation, Globalisation and Labour


Industrialisation and post-industrialisation: Meaning of labour, work and employment. Perspectives on Employment and Economic Development: Role of industry-Industrialisation in developing countries; Industrialisation and Social Change - Impact of industry on existing social relations and social institutions; Sociological Approaches to Labour Market Analysis.

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DS 16: 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 17: Project 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: Perspectives on Science, Technology and Society


**DSO 3: Philosophical Foundations of Development Research**


**DSO 4: 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 5: 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 6: Development and Crime**


**DSO 7: 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 8: 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 9: 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 10: 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 11: 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.

**DSO 12: 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 13: 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.

**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 can undertake an optional 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.

**2.15 M.A. IN COUNSELLING**

Periods of change require individuals and groups to make adaptations. Urbanisation has been compelling individuals to meet the challenges of adjustment, and forces of globalisation have been having a greater and wider impact on people's lives. The challenges in terms of garnering one's personal strengths has spread to varied strata and situations of society, like the people living in difficult situations, the elderly, or in more special situations, like suffering the disease and stigma of HIV/AIDS, or serving in the areas of armed conflicts. People in certain professions are also encountering tremendous strain in fulfilling their duties, like the police force. Growing up by itself has an element of adjustment to the context of one's life.
Adaptation and adjustment is therefore likely to require assistance of a professional and counselling is one of them.

The primary focus of the proposed M.A. in Counselling is to impart professional education in the developmental and contextual approach to counselling. In addition it will also address the educational need to assist individuals encountering difficulties in coping with different situations and experiences. The core courses in counselling in the Programme are meant to build a strong conceptual base in Psychology and Human Development, knowledge and know-how to assess counselling situations, the problems and skills practice. This is strengthened by courses that aim to provide an analytical framework to comprehend the larger social-cultural reality as well as a grasp of the contextual premise in which counselling will have to occur. The practice of skills will take place under both close supervision by trained professionals and also more independently in practice settings. Research has to inform practice and practice strengthens conceptualisation - a dissertation has therefore been built into the curriculum.

The field of counselling is finding applicability is settings as varied as parent, child counselling and counselling of armed forces; settings like the school, hospitals, NGOs that work with various human relationship related problems; for issues that bring forth trauma or intense difficulties in dealing with self or others, like violence situations, marital and family problems, disaster situations, etc. The candidates after completion of this degree programme can expect to be working in such settings.

Master's in Counselling is collaborative programme of the Schools of Social Work, Social Sciences and the Centre for Life Long Learning. It will be anchored in the School of Social Sciences, at the Centre for Human Ecology.

**Duration of the Course (Programme):**
- Two years, spread over four semesters, covering 75 Credits, 6 credits coming from the Foundation Courses in Social Sciences, and 69 coming from the counselling related courses.

**Credits for Various Components in the Programme:**

**Distribution of Credit Hours**

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<th>Semester</th>
<th>Detail</th>
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**Semester-wise break-up of courses for the proposed M.A. in Counselling Semester I**

FC 1 - Understanding Society - 2 Credits
FC 2 - Introduction to Basic Economics - 2 Credits
FC 3 - Development Experience, State, Social Conflict and Change - 2 Credits
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<td>I</td>
<td>CN 3  Human Growth and Development - I: Child and Adolescent Development</td>
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<td>CN 11 Understanding Psychological Problems</td>
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* Elective Courses for Semester III and IV.

Elective Courses for Semester III (choose any one)
- CNE 1. School Counselling
- CNE 2. Counselling Disabled People and Their Families
- CNE 3. Psycho-Social Interventions With Children (the course is being developed)
Elective Courses for Semester IV (choose any one)
- CNE 4. Marriage and Family Counselling
- CNO 5. Child, Adolescent and Parent Counselling
- CNO 6. Counselling Older Persons

Course Details - Semester I

CN 1: Introduction to Counseling
Meaning, definition and scope of counselling. Distinction of various terms - developmental counselling and Clinical Psychology, trauma counselling, counselling in special settings/cases, Social Work intervention and counselling, who changes which behaviour, thoughts and attitudes. The varied contexts where counselling is required; the emerging contexts - HIV/AIDS, Disaster situations, the Armed, the Police and Security Forces, rural crisis situations, situations of violence against women, children undergoing various kinds of abuse, etc. The meaning and scope of various terms in use, empathy, objectivity, affirmation, subjectivity, transference, attentive listening, etc. The role and tasks of counselor, situating and understanding client problems and issues.

CN 2: Personal and interpersonal Development of the Counsellor-I
Understanding the self, strengths, attributes, self-awareness; communication patterns and styles, body language, feedback, space; understanding personal style; emotional regulation and display.

CN 3: Human Growth and Development-I (Child and Adolescent Development) Course Contents
Basic concepts, historical background, conception and birth, genetics, infant development, preschool years, school age and middle childhood, adolescent years. Development in various domains, problems and issues at each stage of development.

Counselling Theories - I

CN 4: Theories for Counselling
Understanding personality; psychoanalytic/psychodynamic theories, behavioural theories, humanistic theories, and existential theories. The brief history of each theory, along with the prominent figures associated with the theory, the terms and concepts associated with each theory and the current applications of the theory will be examined in the course. The theories that will be covered will be Freud, Jung, Lacan, and later post-Freudians. Ego psychology - Erikson, Hartmann, Kakar, Roland, Paranjpe; Behavioural theories - Pavlov, Watson, Skinner, Thorndike, Bandura, Lave; Humanistic theories: Maslow, Rogers; Existential theories: Frankl, Fromm, Yalom.

Counselling Process

CN 5: The Process of Counselling
Different models/paradigms of counselling; Commonly occurring problems for which clients seek counselling; The nature of relationship between the counselor and the client, ethical
issues and standards/regulations; Interpersonal skills in counselling; The process of counselling - assessing body language, listening, reacting to client and client's problems, concluding the session; relationship building; transference and counter transference; reassessment of problems and concerns; goal setting; initiating interventions; supporting the implementation; evaluating action and sustaining change; termination and follow-up.

**CN 6: Research Methods-I**

Epistemology of knowledge; Paradigms of research; Qualitative and quantitative approaches - basic assumptions and characteristics; Formulating the research problem and formulating the hypothesis; Research designs - single subject and small group designs, experimental and quasi-experimental, case study.; Research methods for Counselling - interview and in-depth interview, the clinical interview, observation, ethnography, questionnaires, scaling techniques, focus groups and secondary sources of data; Sampling techniques; Entering the field and data collection; Ethics in research.

**CN 8: Ethics in Counselling**

Need and scope of ethics in counseling, ethical practices and standards for human service professions, skills in applying ethics to counseling. Professional guidelines, Licensing, APA guidelines and the role of RCI; legal aspects.

**CN 9: Practicum I**

The students will be introduced to Field work through workshops, field is visits and group labs. Students will then have a eleven weeks placement in a field setting.

**Course Details - Semester II**

**CN 10: Psychological Assessment - I & II**

The course content will be covered over 2 Semesters - the administration and practice in the use of the tests will be primarily be covered in Semester III. Case history, note taking and the background information recording of the client. Assessment for counselling and need and place of psychological assessment. The case history/case study approach, developmental and psychological assessment. Psychometrics/ psychological measurement, scaling, construction of tests, test preparation and specifications, reliability, validity, standard error of measurement; limitation of tests; issues in culture fair tests and the context of testing; administration of the tests - variations across age groups in the life span (developmental tests, anthropometric measures), battery of tests and profile of scores; sensitivity in interpreting test scores. Introduction to a basket of tests across the life span; provide training and practice for administering tests and measures with individuals across the life span.

**CN 11: Understanding Psychological Problems**

Conceptions of adaptive and maladaptive behaviour - historical overview; cultural constructions and conceptions of the healthy personality and positive psychology; role of theory in developmental psychopathology and etiology; the diagnostic classification system - DSM - III ( R ), DSM - IV and ICD; maladaptive behaviour and issues for coping across the life span, other conditions that may be a focus of clinical intervention.
**CN 12: Personal and Interpersonal Development of the Counsellor - II**

Weakness and problem areas of the self; boundaries and demarcating boundaries; factors that determine the self.

**CN 13: Human Growth and Development - II Adulthood and Aging**

Theories of adulthood (young adult, mature adult), theories of aging, development in the varied domains, issues and concerns of the stage.

**CN 14: Theoretical Approaches and Techniques of Counselling**

Techniques in psychodynamic therapy; behaviour modification; cognitive behaviour therapy; existential approaches; positive psychology; transpersonal and eastern approaches; group counselling; eclectic and integrative approaches.

**CN 15: Practicum II**

Fifteen week field placement in one setting, placements will be various organizations and private practitioners, settings to provide opportunities to work with individuals requiring remedial, developmental and growth outcomes.

**CN 16: Research Project**

Dissertation is compulsory for all students of this programme. As a part of the course structure of the M.A. in Counselling, writing a dissertation, mainly based on the field data under the supervision of faculty member at TISS. The dissertation work spreads over Semester II, III, and IV. In the beginning of semester II student is supposed 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. Semester III will be meant for sharpening the tools and engage in data collection. Semester IV should be devoted to finalization of the dissertation.

**CN 7: Sociocultural Context of Counselling**

Ecological, contextual theories, dynamics of individual and the family, family role and friendship networks, changing family, influences on the individual, biases and prejudices, environmental stressors.

**CN 17: Psychological Assessment**

(For Semester III: Field exposure and administration of tests, finalizing reports, debriefing and feedback; Counselling Assessment I also).

**CN 18: Emerging Approaches and Techniques in Counselling**

Newer Approaches to Counselling (3 Credits, Semester III): Recreational Therapy, Narrative Therapy, Art Based Therapy (ABT), Neuro-Linguistic Programming, Trauma Resolution Training, Emotional Freedom Technique (EFT) & Animal Assisted Therapy.

**CN 19: Research Methods - Analysis and Interpretation of Data-II**

Data analysis - Quantitative methods - descriptive and inferential statistics, Workshops in data Analysis for SPSS, Workshops in data Analysis for EXCEL/SPSS; Qualitative data analysis -
Data management and Coding; triangulation of data, data display techniques, thick description, vignettes and case profiles. Workshops in data analysis for Atlas-ti, etc.; Building theories from case studies; Validity in quantitative and qualitative methods. Report writing, writing conventions in social sciences and exercises in scientific writing.

CN 20: Personal and Interpersonal Development of the Counsellor - III
The self in groups and group dynamics; personal journey, change and strategies for change; encounters with the field.

Electives for Semester III

CNE 1: School Counselling

Theory Content: Characteristics, nature and needs of the school child; theories of child development, learning and cognition applied in the school context; Relationship between cognition and affect; Motivation in the classroom; Meta-cognition; Language development, Development of mathematical and logical reasoning concepts; Learning problems and disabilities, developmental lag and teaching in the classroom and remedial work with children; Ecology of child development in the classroom setting - child's entry skills, behaviour and background - conditions prevailing at home, like poverty and contribution of child in the household setting, abuse condition, parental divorce/re-marriage, parental over-protection and neglect; Teacher's entry skills, behaviour and background in the classroom and teacher sensitisation; The school administrative system and the child; macro (policy) and current influences on children's problems; School problems - social interactions, bullying, physical and sexual abuse. Classroom interventions, remedial and other counselling work with children, parents and teachers (other stakeholders). Services and referrals for children and other adults.

Practicum Content: Learners will be placed in school contexts and will undertake exercises to understand the school system and children. They will learn to assess the problems of the context, learn to assess the counselling needs for children and other interventions, work at solutions and implement them at school levels and individual child levels. In the process they would learn to conduct workshops with teachers, parents and others in the school system and undertake extended library work or project to feed into their practice.

CNE 2: Counselling Disabled People and Their Families

Contextualizing 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; Contextualizing 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. 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 using a partnership approach.

Practicum will aim at offering an exposure to students to a variety of disability settings where counselling is offered such as schools, hospitals, clinics; it also aims at orienting students with skills through a workshop modality; and conducting programs which facilitate rehabilitation counselling by addressing various issues in the field of disability. Therefore, practicum will be offered as a 2 credit course which includes field visits, workshops and field based activities. The practicum will also include self study on basic concepts in disability in order to help students understand their role in counselling interventions.

CNE 3: Psycho-Social Interventions with Children

Courses for Semester IV

Internship (2 Credits, Semester IV): Internship is a compulsory 2 hour credited course. Students will be supposed to make presentation of the work done by them towards the end of the semester.

The settings for the internship will be similar to the settings identified for the electives. The choice of the internship setting need not necessarily be the same as the elective. The internship will give them a fair idea of the practice in the field of counselling. It will give them an opportunity to be in the field and work closely with counselors practicing over a period of time.

Seminar (Research and other contemporary concerns; 2 Credits): This course is to provide space for presentations and discussions for contemporary issues in counselling and other aspects that might arise in field practice. Students will be guided by individual faculty and will be assessed for the rigour in addressing the issue/s identified.

Research Project (6 Credits, submission in Semester IV): (See details under Semester II).

Electives for Semester IV

CNE 4: Marriage and Family Counselling

Family as a context of counselling, difficulties faced by the family within and outside its context, evolution of family counselling, framework of analysis for understanding family: gender analysis, structure inequalities and human rights; Ecosystems and general systems theory; Family Theory for family centred counselling-intergenerational, invisible loyalties, systemic school, communications, power, role, family myths, behavioural theories, family of origin; Interventions; Beginning/intake - agency, family, worker variables, techniques of intake and contracting, engaging ; Interviewing & circular questioning; Tools of family Assessment - use of eco maps, genogram and family sculpture; Hypothesization in understanding of problems and concerns; Techniques in family counselling. (b) Understanding the nature of difficulties faced by couples in India from a feminist and systems theory perspective; Legal infrastructure for marital disputes: Lok Adalats, Special Cells in Police Stations, The Family Court, Family Counselling services provided by NGOs; Intervention with the Third Force; Understanding spousal and domestic violence, strategies for working with
violated women and families; Interventions with Children affected by Parental Disharmony; Social Work with Women Facing Spousal Violence; Counselling Couples with Sexual Problems.

**Practicum** will aim at exposing students a variety of marriage and family counselling services. It will be offered for 3 credits and will comprise of field visits and skill based workshops using audio/video tapes, hands on experience of interviewing families and using taped sessions for practice and learning.

**CNE 5: Parent, Child and Adolescent Counselling**


**Practical** - There will be two credits for practical work for this elective. Students will be placed in specific organizations that are doing counselling for children, adolescents and parents. There will be specific assignments created to be done through the field work.

**CNE 5: Counselling Older Persons or Gerontological Counselling**

Concepts of ageing; process of ageing; elder abuse; theories of ageing; United Nation’s Principles for older persons; areas of intervention; varied models of therapeutic intervention; preventive intervention - life skills; components of life skills; application of life skills; developing and sustaining self help groups.

The field work process will consist of:

1. **The Field Work Seminar** which will consist of exposure visits to a range of services catering to older persons from residential to non-residential; family and community based interventions and associations/networks for senior citizens. The students will be able to then review and analyze the relevance of this in the context of emerging needs of older persons in contemporary times across all sectors and geographical locations.

2. **Case Analysis of an organization working in the field of Gerontology**

3. **Direct Field Work** will consist of supervised placements of students in a variety of settings as mentioned above. A continuous performance assessment of student fieldwork will take place through student recordings and supervisory reports from the field supervisors. There will be a mid-placement review and feedback as well as a final evaluation of student performance guided by prescribed assessment tools.

### 2.16 M.A. IN SOCIAL ENTREPRENEURSHIP

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

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

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

The contents of the course will cover an overview of the business, finance, economics, society, ethics, innovation, entrepreneurship, profit making and non-profit making organisations and their structures, decision making and management, leadership development, linkages with stakeholders, and development of business plans for the non-profit sectors. A distinctive feature of the course curriculum is its inductive pedagogy blending classroom teaching and experiential learning through block fieldwork; assignments finding innovative solutions to social problems individually and through group exercises; in depth examination of the strengths and weaknesses of social entrepreneurial activities across the world; and interacting with successful social entrepreneurs.

**Distribution of Credit Hours.**

The total credit hours for the degree programme will be 80, 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.

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**The Courses**

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<td>FC 01 Understanding Society</td>
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<tr>
<td></td>
<td>FC 02 Introduction to Basic Economics</td>
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<tr>
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<td>FC 03 Development Experience, State, Social Conflict and Change</td>
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<td>SE 01 Entrepreneurship: Concepts and Theories</td>
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<td>I SE 02</td>
<td>Social Entrepreneurship and Innovation</td>
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<td>I SE 03</td>
<td>Business Ethics and Concept of Business Plan</td>
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<td>I SE 04</td>
<td>Financial Management and Financial Accounting</td>
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<td>I Fieldwork (1 Month)</td>
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<td>II SE 05</td>
<td>Entrepreneurial Leadership and Motivation</td>
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<td>II SE 06</td>
<td>Social Sector: Perspectives and Interventions</td>
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<td>II SE 07</td>
<td>Business Plan Formulation and Project Appraisal (Compulsory)</td>
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<td>II SE 08</td>
<td>Banking and Microfinance</td>
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<td>II SE 09</td>
<td>Research Methodology and Statistics</td>
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<td>II SE 10</td>
<td>Social Network Analysis</td>
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<td>III SE 11</td>
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<td>III SE 12</td>
<td>Management Information System</td>
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<td>III SE 13</td>
<td>Social Enterprise Management and its Legal Framework</td>
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<td>III SE 14</td>
<td>Evidence-based Intervention Advocacy and Policy Making</td>
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<td>IV SE 15</td>
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<td>IV SE 16</td>
<td>Social Marketing</td>
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<td>IV SE 17</td>
<td>Fund Raising and Resource Mobilisation</td>
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<td>IV SE 18</td>
<td>Risk Management</td>
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<td>IV SE 19</td>
<td>Corporate Social Responsibility</td>
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<td>IV SE 20</td>
<td>Research Project and Business Plan Development for Enterprise</td>
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Course Outline

SE 01: Entrepreneurship: Concepts and Theories

The objective of the course is to introduce students to different concepts of entrepreneurship. Students will learn different social and economic aspects of Entrepreneurship.


SE 02: Social Entrepreneurship and Innovation

The objective of this course is to teach students different concepts regarding Social Entrepreneurship and Innovations.

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 03: Business Ethics and Concept of Business Plan

The objective of this course is to make students aware about different ethical issues related to business and how business plan helps entrepreneurs to implement business projects successfully.


The objective of the course is introduce students to different accounting practices and teach them how to manage the financial part of their social ventures.

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

SE 05: Entrepreneurial Leadership and Motivation

The objective of the course is to nurture the leadership qualities in students and make them enable to motivate people in the community to be part of their Social Enterprises.

Definition of key leadership principles required to create strategy and manage teams in new venture. The Organizational design, human resources management and organizational behaviour in the context of a new, small firm. Entrepreneurial life cycle and leadership challenges.

SE 06: Social Sector: Perspectives and Interventions

The students of Social Entrepreneurship will start their social enterprises after the completion of this course. To start the social enterprises they should have enough knowledge about how Practitioners are implementing the Socio-Developmental Projects. The objective of this course is to introduce the students to the Social Projects. This is a workshop based Course. We have chosen five areas in each year like Education, Insurance, Livelihood Promotion, Health Facilities and Gender etc for the workshop.

SE 07: Business Plan Formulation & Project Appraisal

To set up Social Enterprises, Business Plan plays a pivotal role. Without Plan social Entrepreneurs cannot convince the Funder or the Venture Capitalists or the Banks. This course will help students to develop business Plan to implement their projects in a proper way. It consists of Components of an Integrated Plan to start a new business and Appraising Business Plan.

SE 08: Banking and Microfinance

This course teaches the students how financial systems work in India. It also teaches different theories regarding to informal credit system 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 09: Research Methodology and Statistics**

The objective of this course is to introduce students to the concepts of research and different methodologies to conduct research. It consists of Conceptual Foundation of Research like Concepts; Functions of Concepts; Conceptual Definition and Operational Definitions; Theory, Models and Empirical Research; Elements of Research :-Variables; Relations; Data; Hypotheses; Questionnaire Construction and Quantitative techniques: Frequency Distribution; Measures of Central Tendency :-Mean, Median and Mode; Measures of Dispersion:-Absolute Measures: Range, Quartile Deviation, Mean Deviation, Standard Deviation. Relative Measures: Coefficient of Variation; Correlation and Regression; Theory of Probability :-Introduction; Concepts- Random Experiments, Outcome, Mutually Exclusive Events; Theorem of Probability; Repeated Trial- Bayes’ Theorem, Probability Distribution Function; Joint Probability Distribution Function, Binomial Distribution, Normal Distribution; Sampling :-Meaning and objectives of Sampling; Random Sampling and Non-random Sampling

**SE 10: Social Network Analysis**

The objectives of this course are
- To understand the patterns of organisation/society based on the type of relations its members have got.
- To examine analytical and descriptive aspects of different types of networks.
- To provide exposure to scientific papers based on network data.
- To collect network data and carry out basic analysis using appropriate software


**SE 11: Governance and Performance Management.**

The objectives of this course is to introduce students the pattern of governance of organizations under different legal frameworks. It also teaches students how the performance of organizations is assessed.

Governance: Role of Board, Decision Making and Ethics.


Tools and Approaches to Performance Measures: Measures of performance by behavior, by result and by process, 360 degree feedback, balanced scorecard- concept and application, challenges in implementation.

**SE 12: Management Information System**

The objectives of this course are to understand the MIS, how it applies in Non profit, Not for profit and for profit organizations.

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

The objective of this course is to understand the different legal frameworks of Social Enterprises and to understand how Social Entrepreneurs manage legal issues, economic issues and ethical issues of their enterprises.

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

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 -ased Intervention Advocacy and Policy Making**

To introduce the students to the new field and career in social entrepreneurship based on the evidence-based advocacy and interventions. The objectives of this course are to orient students on the theoretical aspects of policy making and the policy making process, with special reference to India; to orient students on the conceptual and theoretical aspects of advocacy as well as different methods and tools for advocacy; to introduce students to different approaches, methods, and strategies of evidence-ased advocacy and related interventions. This course covers the following topics:

Introductions to Policy and Policy-making; Developmental Advocacy: Concepts and Strategies; Evidence based Advocacy: Concepts and Practice etc.

**SE 15: Social Impact Assessment and Policy Evaluation**

This course helps students to understand how the Social Projects are assessed from the multi-disciplinary perspectives.

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**

The objective of this course is to understand the strategies of social marketing of developmental projects, how it helps entrepreneur to convince the target audience about the benefit of their projects.

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 Mobilization**

This course helps to increase the ability of SE students to raise the fund and mobilize the resources for their Social enterprises.
Clarity on fund raising; Basics of fund Mobilization; Building Associations with donors; Vehicles of fund raising; Government Funding Policy; Key skills of fundraisers - Communication Skills; Development of Fund raising Strategy - source wise budgeting from organisational planning combination - 60% community, 20% govt. etc. and Ethics in fund raising (Norms of credibility alliance).

**SE 18: Risk Management**

The objectives of this course are to understand the difference between Risk and Uncertainty; to understand different types of risk; to know the different steps in risk management process etc.

Definitions, Classification of Risk: financial, strategic, physical and legal. Consequence, enterprise risk management. Steps in risk management process; establishing the context; identification; assessment; potential risk treatment, risk avoidance, risk reduction, risk retention, risk transfer.

**SE 19: Corporate Social Responsibility**

The objective of this course is to understand how Corporate sector implements their Social projects as a part of CSR.

Concept and evolution of modern Corporation in society; Concept of Corporate Governance; the basic model; Principle Agent Theory; Separation of Ownership and Control. Dispersion of Capital: Shareholder Capitalism, Transaction Cost Economics and Structure of Corporate Governance. Evolving Societal Demands of Corporations: Rise of Ethics, stakeholder theory; Beyond maximizing shareholder value, Globalization and Concentration of capital. Business Regulations: Rise of Transnational Corporations (TNCs) and its regulation to Global Codes of Conduct and International Human Rights Perspectives on Corporate Codes. Role of International Institutions and stakeholders’ active vision. Corporate Social Responsibility and Accountability: Market Failure; Corporate grid and rationale for regulation. Environment; Labour standards and conflicts of interest. Business codes and conduct in a Global Political Economy.

**SE 20: Research Project and Business Plan Development for Social Enterprise**

The objective of this course is to understand the different social issues; analyse these issues as a part of research projects and to develop business plan on these issues for the community.

Assessing the local social needs, Identifying the invisible local resources, local economy for sustainability, Entrepreneur as a catalyst design the research project and execute it. On the basis of research findings, a business plan for a sustainable and viable social enterprise will be developed.

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

The M.A. in Human Resources Management and Labour Relations programme (HRM & LR) offered by the School of Management and Labour Studies (formerly known as M.A. in Personnel Management and Industrial Relations) is designed to develop students into professionally competent and socially sensitive management graduates, fully equipped to take on the challenges of the corporate world. The programme presents an outstanding prospect to explore the critical areas of contemporary human resources management, in concert with a comprehensive knowledge and understanding of the key functions of management and business.

The broad objectives of this M.A. programme are to sensitise students to the social, political, economic, and ecological environments of the society; to enable students to become
effective business leaders and decision-makers to contribute to organizational effectiveness; to facilitate the use of systems thinking among the students to evolve possibilities while addressing various personal and organizational challenges; to develop a global perspective among students to respond to global challenges; and to impart values of intellectual honesty, justice and fairness. Responding to the changes in the external environment and in consonance with the mission of the Institute, with a futuristic orientation the School has undertaken a major restructuring of its curriculum to realize these objectives.

The programme places importance on both theoretical and hands-on learning. While classroom learning through participation in discussions, case study analysis, presentations, simulation games, assignments, etc., emphasizes 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. Field work is a continuous process, which seeks to facilitate student’s exposure to varied industry sectors. Besides, students undertake internships with organizations for a period ranging from 6-8 weeks, which is seen as an opportunity for the student to learn significantly from, and contribute meaningfully to organizations. In brief, the M.A. in Human Resources Management and Labour Relations programme, which benefits from over 4 decades of teaching and research in the same area, is a challenging teaching-learning experience that blends cutting edge theory with innovative practice to develop business leaders for the global industry. The products of the programme, i.e., 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.

**Proposed Distribution of Credit Hours**

The total credit hours for the M.A. in Human Resources Management & Labour Relations Programme will be 88, 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 (compulsory)</td>
<td>34</td>
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<tr>
<td></td>
<td>Field Work</td>
<td>12</td>
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<tr>
<td>Second</td>
<td>Courses (compulsory)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Field Work</td>
<td>12</td>
</tr>
<tr>
<td>Optional Courses</td>
<td>(Spanning across both 1st and 2nd year)</td>
<td>04</td>
</tr>
<tr>
<td>Research Project / Optional courses</td>
<td>(Spanning across both 1st and 2nd year)</td>
<td>06</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

**Note:**
- The research project is optional and equivalent to six credit hours (i.e. 3 courses)
- Those students opting for research project will be required to earn four credit hours (i.e. 2 courses) from optional courses distributed across four semesters
- Those students who are not opting for research project will be required to earn a total of ten credit hours (i.e. 5 courses) from optionals distributed across four semesters
## 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 01 Interaction with HR Heads <em>(Part of Induction)</em></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>PC 02 Round Table Discussion on FW followed by Industrial visits. <em>(Part of FW)</em></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>FC 01 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 02 Introduction to Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 03 Development Experience, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC HR 1 Classics in Management Thought and Sociology of Organization</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC HR 2 Management of Human Resources: Conceptual and Strategic Perspectives</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC HR 3 Industrial Relations and Trade Unionism</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 01 Social Research &amp; Case Analysis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 02 Employment Law - I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 03 Organizational Theory &amp; Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 04* Business Environment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 05* Business Communication and Presentation Skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PC 03 Understanding Self and Facilitating Relationship <em>(Compulsory and non-evaluated)</em></td>
<td>-</td>
</tr>
<tr>
<td>II</td>
<td>HR 06 Organisation Behaviour-1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 07 Performance Management and Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 08 Learning and Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 09 Business Statistics and Quantitative Techniques</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 10 Compensation Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 11 Financial Accounting &amp; Cost Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 12 Marketing, Sales Management &amp; Business Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 13 Operations Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PC 04 Assessment Centre <em>(Compulsory and non-evaluated)</em></td>
<td>-</td>
</tr>
<tr>
<td>III</td>
<td>HR 14 Organization Development and Change Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 15 Application of IT in HRM</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 16 Employment Law - II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 17 Labor Economics: Theory and Practice</td>
<td>2</td>
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<tr>
<td></td>
<td>HR 18 Employee Welfare, Decent Work and SHE</td>
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</tr>
<tr>
<td></td>
<td>HR 19 Organization Behaviour-II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>HR 20 Employee Resourcing</td>
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IV

<table>
<thead>
<tr>
<th>Options</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HR 21*</td>
<td>Negotiation Skills and Collective Bargaining</td>
<td>2</td>
</tr>
<tr>
<td>HR 22*</td>
<td>Training Process, Delivery and Effectiveness Measurement</td>
<td>2</td>
</tr>
<tr>
<td>HR 23*</td>
<td>Advanced Compensation and Benefit</td>
<td>2</td>
</tr>
<tr>
<td>HR 24*</td>
<td>Taxation</td>
<td>2</td>
</tr>
<tr>
<td>PC 05</td>
<td>How to Conduct Assessment Centre (Compulsory and non- evaluative)</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 25</td>
<td>Business Strategy and Strategic Human Resources Management</td>
<td>2</td>
</tr>
<tr>
<td>HR 26</td>
<td>Human Resource Management in International Settings</td>
<td>2</td>
</tr>
<tr>
<td>HR 27</td>
<td>Corporate Governance and Business Ethics</td>
<td>2</td>
</tr>
<tr>
<td>HR 28*</td>
<td>Gender and Diversity Management</td>
<td>2</td>
</tr>
<tr>
<td>HR 29*</td>
<td>Talent Management</td>
<td>2</td>
</tr>
<tr>
<td>HR 30*</td>
<td>Conflict Management and Building Collaborations</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td><strong>88</strong></td>
</tr>
</tbody>
</table>

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

Note:
- Total credit hours for the course including the field work are 88.
- FC 01 & 02 and FC 03 are common to all programmes across Schools in TISS.
- PC 01 and PC 02 form part of Induction to the programme.
- Compulsory courses encompass 54 credit hours.
- Summer project is non - credit and compulsory.

Course Outline

Semester I

FC 01: Understanding Society

FC 02: Introduction to Basic Economics

FC 03: Development Experience, Social, State Conflict and Change

FC HR 01: Classics in Management Thought and Sociology of Organisation

Basic concept of management, Various Approaches to Management, Management - an art or a science, History and development of management thought, Contributions of Ford, Taylor, Fayol, Marx, Parker and Elton Mayo. Basic Functions of Management- Planning, Organizing,, Directing, Controlling, Motivating for work; Institutional Theories of Organization; Classification of Organizations, Organizational goal

FC HR 02: Management of Human Resources: Conceptual and Strategic Perspectives


**FC HR 03: Industrial Relations and Trade Unionism**

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.

**HR 01: Social Research and Case Analysis**

Need for Research and Evidence-Based Management; Science and the Scientific Approach; Concepts, Constructs, Theory, Hypotheses; Reviewing Literature; Survey Research (creating a questionnaire, sampling and data collection, reliability, validity); Elementary Statistics (interpreting regression outputs; using MS-Excel for correlation and regression analyses); Experimental Research; Case Study Research; Grounded Theory, Ethnography, Content/Discourse/Narrative Analysis; Depth Interviews, Focus Group Discussion and Observation; Case Analysis; Writing up and Presentation of findings (formatting, writing style, referencing).

**HR 02: Employment Law - I**


**HR 03: Organisational Theory and Design**

HR 04* Business Environment*


HR 05: Business Communication and Presentation Skills*


PC 03: Understanding Self and Facilitating Relationship

This course will be taught primarily in the form of an experiential ‘personal growth laboratory’. The residential Lab will be held over 3 days in the beginning of the Semester. Content will include: Transactional analysis, NLP, art for self-discovery, energy states, colour and chakra theory, drum circles, bodywork, meditation, pranayam, paraphrasing, empathy, strokes, permissions, re-decisions, emotions, awareness, personal leadership.

Semester II

HR 06: Organisational Behaviour-I


HR 07: Performance Management and Development

life-positions, working styles, systems engineering, contingency, karma, expectancy, equity, motivation & needs, MBO, balanced scorecard, benchmarking, six sigma, ISO, PCMM.

**HR 08: Learning and Development**

Psychology of learning and learner motivation, Contemporary principles, styles and strategies of learning and learning process and its application for training. Training process: Identification of Strategic Training needs, development of specific training objectives, instructional design and Instructional System Design (ISD Model), development and delivery of training, evaluating training effectiveness. Training as an investment and equity of training, Cost Benefit Analysis, and ROI. Action training techniques and Transactional Analysis Training, Competence Based Training, creativity training Coaching and Mentoring

**HR 09: Business Statistics and Quantitative Techniques**


**HR 10: Compensation Management**

Defining Compensation (transactional and relational rewards); Social Comparison; Justice, Equity, and Pay Satisfaction; Motivation; The Employment Relationship and the Psychological Contract; Economic Theories for Compensation (demand-supply, agency theory, compensating differentials; reservation wage); The Pay Model (ensuring internal and external parity in compensation and aligning compensation to meet the organizational objectives); Internal Alignment (job analysis, job evaluation, person-based structures); External Competitiveness (benchmark jobs, market surveys, pay line, pay policy line, salary fitment, broad banding); Developing the Pay Structure; Components of Compensation for Executives and Labor (merit pay, dearness allowance, house rent allowance, benefits and allowances

**HR 11: Financial Accounting and Cost Management**


**HR 12: Marketing, Sales Management and Business Development**

Nature and scope of marketing; Sales and Business Development, Information for marketing decisions - environmental scanning and market opportunity analysis. Consumer Behavior and
Market Segmentation: Product: Product planning and development; Packaging role and functions; Branding; Product life cycle concept. Price: Importance of price in the marketing mix; Factors affecting price of a product/service. Distributions Channels and Physical Distribution: Distribution channels -concept and role. Types of distribution channels. Promotion: Methods of promotion; Optimum promotion mix; Advertising media. Personal selling. Territory allocation. Motivating salespeople. Compensation. HR and marketing - managing retail and ITes ; Developing entrepreneurship

HR 13: Operation Management


PC 04: Assessment Centre

At the beginning of the Second Semester, 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 fieldwork organizations.

Semester III

HR 14: Organisation Development and Change Management


HR 15: Application of IT in HRM


HR 16: Employment Law - II


HR 17: Labour Economics: Theory and Practice


HR 18: Employee Welfare, Decent Work and SHE


HR 19: Organisation Behaviour - II

Basic concept of management, Various Approaches to Management, Management - an art or a science, History and development of management thought, Contributions of Ford, Taylor, Fayol, Marx, Parker and Elton Mayo. Basic Functions of Management- Planning, Organizing,. Directing, Controlling, Motivating for work; Institutional Theories of Organization; Classification of Organizations, Organizational goal.

HR 20: 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 Psychometric, Assessment Centre, Internet, Tele/Video based tools etc. Understanding resourcing approaches for mix of entry level and lateral hiring choices.
***HR 21: Negotiation Skills and Collective Bargaining***


***HR 22: Training Process, Delivery and Effectiveness Measurement***


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.

***HR 23: Advanced Compensation and Benefit***

Incentive Theory; Developing Variable Pay Plans; Linkage between Pay and Performance; Profit Sharing and Gain Sharing Plans; Individual and Team Based Plans; Sales Compensation Plans; Human Capital Theory; Top Manamagement Compensation; Equity Based Compensation (stock grants, stock options, phantom stock, indexed options, etc.); EVA Based Compensation; Behavioral Effects of Top Management Compensation; Ethics and Compensation (senior management pay, gender/race pay gap); Tournament Theory; Limitations of Job Evaluation (reliability and validity); Alternatives to Job Evaluation and Market Surveys; Pay Secrecy.

***HR 24: Taxation***

Understanding Annual financial budget - GDP, GDS, IT Act, Company Act, global taxation norms, corporate taxation. Retirals and Tax laws: EPF, ESIC, Pension plans, PPF - how these affect Employee savings .Employee perks and IT Act- Flexible compensation plans, FBT, designing compensation structure basis tax laws .Tax laws and Benefit plans: medical, health, group insurance, keyman insurance, etc. Expatriate and global taxation: managing taxation across boundaries. Auditing pay roll systems

***PC 05: How to Conduct Assessment Centre***

During the third Semester, a one day workshop will be organized to provide knowledge and skills required to conduct effective assessment centers for selection, promotion, and development purposes.
Semester IV

HR 25: Business Strategy and Strategic Human Resources Management

Perspectives on Strategic Management. Analyzing internal and external environments. Different Schools of strategy, Formulation and Implementation of Corporate, Business and Operational level strategies, Managing change from a strategic perspective. Perspectives on Strategic HR and strategic HR choices. HR as a strategic partner. Business strategies of successful companies & HR strategies of sustained successful companies, Preparing people to create strategy & implement change. Choosing appropriate HR strategies and to support business strategy. Choosing appropriate HR initiatives and planning for implementation. HR - Joint ventures, mergers and acquisitions, HR due diligence.

HR 26: HRM in International Setting

Core concepts in globally managing human resources, Understanding the cultural and social issues in managing employees in the international setting, International staffing and staff flow practices, Organization design of MNCs, Performance management in MNCs, Training and development of international staff, Global compensation and benefits, International practices in industrial relations.

HR 27: Corporate Governance and Business Ethics


HR 28: Gender and Diversity Management*

Core concepts in managing diversity, Discrimination at the workplace, Racial Discrimination in Organizations, Gender issues and barriers in organizations, Sexual Harassment at workplace and the legal implications, Disability Issues, Cross cultural diversity in organizations, Organizational diversity programmes, preparing diversity scorecard, and building a business case of diversity.

HR 29: Talent Management*


2.18 M.A. IN GLOBLASATION AND LABOUR

The onslaught of globalisation and liberalisation has been causing major changes in the lives of the people in developing countries in general and the working class in particular. This has happened particularly during a short span of just two decades. It is during this period that the world witnessed an intensification of the globalisation process and liberal policies. Moves to counter these forces are present but at times weak and mostly divided. The ILO has stated specifically that there should be measures that make globalisation more inclusive of the marginalised. There is a need to introduce this debate at a level that is higher than mere rhetoric and sloganeering. It is necessary to equip people engaged in mass based organisations such as trade unions, cooperatives and other membership-based organisations with adequate knowledge at the theoretical, conceptual and empirical levels so that they can interrogate these processes and take stands that are realistic.

It needs to be stated clearly that this course is not a management course. On the contrary, it is geared towards the needs of those working in membership-based organisations. These include trade unions, organisations such as co-operatives, self-help groups etc. Bright young graduates or post-graduates who do not fall in the above categories but are interested in working in such organisations or would be engaged in labour research are also included. The course provides a framework to understand the diversity of experiences of globalisation and its impact on work and labour. There will be an emphasis on comprehending the implications of globalisation and labour on economically and socially marginalized sections and bring out the complexities of the same in forms of mobilisation, protest and resistance. The course content will provide both theoretical analysis as well as empirical studies.

The pedagogy for the course will be through class room teaching, tutorials, student seminars, project work and field visits. The role of visiting faculty, mainly from trade unions and labour research organisations from different countries, will be a vital input in the pedagogy. Class room teaching will comprise 50% of the credit hours. Students will be encouraged to make presentations on the different topics covered, based on field visits and their own experiences. The class-room teaching of the course will be completed in the first year, namely, from June 2009 to March 2010. A total of 16 courses (including three common Foundation Courses), comprising 48 credits, will be taught in this year.

In the second year, all students will undergo an internship of six months with a trade union or a membership-based organisation. They will report back periodically to the faculty. This will constitute 16 credits. Each student will have to write a dissertation under the supervision of a faculty member which will be equivalent to 16 credits.
**Proposed Distribution of Credit Hours**

<table>
<thead>
<tr>
<th>Year</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>First</td>
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<tr>
<td>Second</td>
<td>Internship</td>
<td>16</td>
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<tr>
<td></td>
<td>Dissertation</td>
<td>16</td>
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<tr>
<td>Total</td>
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<td>80</td>
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</tbody>
</table>

**List of Courses and Credits (First Year)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>FC 01 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 02 Basic Economics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>FC 03 Development Experience, Social, State Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>GL 01 Foundation Course</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>GL 04 One World Seminar</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>GL 08 Globalisation and Informal Employment</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 10 Social Protection and the State</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 14 Labour and Formal Organisations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>GL 15 Elements of Macro-Economics</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>GL 02 Labour Markets in Developing Countries</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 03 International Labour Standards, Decent Work and Social Dialogue</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 07 Industrial Relations and Trade Unions Strategies in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 09 Organising Informal Labour</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 11 Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GL 12 Leadership Development <em>(Compulsory Non-Credit)</em></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>GL 13 World Trade Organisation, World Bank and International Monetary Fund</td>
<td>4</td>
</tr>
</tbody>
</table>

**Course Outline**

**GL 01: Foundation Course**
- Globalisation: Theoretical approaches
- How Globalisation works: Examples from developing and developed countries.
- Work, technology and alienation
- Impact of globalisation on national and local govern
GL 02: Labour Markets in Developing Countries

- Concept and characteristics - labour market vs. product market - formal and informal economies.
- Derived demand - Marginal productivity - elasticity of labour demand - size and nature of investment - Role of technology.
- Supply of labour - micro and macro factors - family, population (gender, size and composition), migration, State policies.
- Rigidities and flexibilities - segmented labour market.
- Employment - unemployment and its types - self employment - employment policies and schemes - concept of human capital - training and skill development.
- Labour market as a social institution - insider-outsider theory.
- Recent developments and challenges - outsourcing and relocation - globalisation, economic reforms, inclusive development, social security - labour as society.

GL 03: International Labour Standards, Decent Work and Social Dialogue

1. Introduction to International Labour Standards:
   (a) International Labour Organization and standard setting, the purpose and the contents of standards in a trade union perspective
   (b) How the standards are used; the benefits of International Labour Standards (ILS) and the need for social justice;
   (c) Subjects and contents of Standards;
   (d) Recommendation and conventions - ILS's 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
   (e) Application of Standards - general features and systems, supervision and technical assistance through training, and applying conventions when countries have not ratified them.
   (f) Trade policy and development strategies as they relate to worker interests; labour standards in Indian trade law; protections for women, child, and migrant workers.

2. Decent work:
   (a) Investment, employment and decent work - socially responsible investment and ILO
   (b) 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
   (c) Protection against vulnerability and contingency in work
   (d) Four strategic objectives as the way to decent work
   (e) Constitutional provisions and policies and its implication on decent work
   (f) Trade theory, development theory, human rights, international, humanitarian, and worker rights, and other fields; Corporate codes of conduct.

3. Social Dialogue:
   (a) Social dialogue - concepts, subject matters, indicators and forms
   (b) Participation and Tripartism in ILO's mandate, ILO standards concerning social dialogue
(c) International best practices in social dialogue and tripartism
(d) Social dialogue, labour law and labour administration
(e) Social dialogue and gender equalities

4. Workers’ Rights and the State in the Global Economy as realized by the Domestic Labour Laws

**GL 04: One World Seminar**

This course is a seminar based course where students will discuss social, political and economic processes. The emphasis will be on understanding diversity.

**GL 07: Industrial Relations and Trade Unions Strategies in a Global Economy**
- Conceptual and theoretical framework of industrial relations
- Comparative Methodology including comparative labour movement
- System of Industrial Relations in UK, USA, Germany, Japan, China and South Africa.
- System of Industrial Relations in India
- Workplace Behaviour and Consequences of globalisation and change
- Theoretical framework of trade unionism
- Alternative theories of labour movement
- Contemporary and Comparative trade unionism
- Trade Unionism in India - Functions and Structure
- Trade Unions and Labour policies - ILO
- International Unionism
- Approaches of trade unions to globalisation
- Trade Unions and its interface with technology, market and distribution of power
- Development of trade unions in non-conventional sectors like IT, BPO, Call Centres etc.

**GL 08: Globalisation and Informal Employment**
- Theoretical approach to the informal sector
- Growth of the informal sector in developing and developed countries (case studies of selected countries)
- Informal employment in the formal sector
- Liberalisation, globalisation and women workers
- Study of garment industry in Sri Lanka, Bangladesh and Thailand
- Textiles in India and Pakistan
- Home-based work in Asian countries
- Self-Employment and micro-enterprises: Street vendors, waste pickers, micro-enterprises
- Outsourcing of manufacturing and services to Asian countries
- Decent work and the informal sector
- Free Trade Zones, Special Economic Zones etc. as areas for increasing informal employment
GL 09: Organising Informal Labour
- Case studies on efforts to organise informal sector workers in Asian countries
- National and international associations of informal sector workers - street vendors, home-based workers and waste pickers
- Empowering women through micro-credit and the limitations
- Role of co-operatives and membership-based organisations in organising informal workers
- Organising migrant and tribal labour
- Role of international labour movement and civil society organisations

GL 10: Social Protection and the State
- Concepts, Frameworks and Approaches to Social Protection.
- Laying the diagnosis and cartography of social policies related to health, and pension reforms in developing countries.
- Changing role of Institutions, Governance and Administration and its Impact on Social Policies.
- Case Studies of Public Health Policy in Cuba and Scandinavian Countries
- Health Benefits for the Workers
- The Political Economy of Social Policy: Case Studies of Latin America
- Social Protection, Development Process and Poverty Reduction
- Social Protection and the State
- Case Studies of Developing Countries and their Experiences with Social Protection Institutions through Non State Intuitions
- Social Protection and the underprivileged: Caste, Ethnic and religious minority
- Social Protection and Gender

GL 11: Research Methodology
Qualitative and Quantitative Research

Qualitative Research
1. Introduction to Qualitative Research
2. Thinking about Research: Theoretical and Philosophical Issues
   (i) Objectivity and Subjectivity in Social Research
   (ii) Theory and Method
   (iii) Macro and Micro Research
3. Doing Research: Technique, Method and Practice
   (i) Research Techniques- Survey method, Sampling method, Questionnaire and interview Schedule, Oral History, Life History, Participant and Non-Participant Observation, and Focused Group Discussion.
   (ii) Presentation and Interpretation of Research- Content Analysis

Quantitative Research

Research Methodology: Statistics

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.
GL 12: Leadership Development

GL 13: World Trade Organisation, World Bank and International Monetary Fund
1. Breton Woods Conference and the origins of GATT, WB and IMF
2. Fundamentals of WTO:
   - Uruguay Round;
   - Structure and Functions of WTO;
   - Cooperation of WTO with other international organizations and relations with civil society.
3. World Bank and its role in Developing Countries
4. IMF and its influence on internal policies
5. IMF, WB and Structural Adjustment
6. Basic principles of the WTO system and Important Agreements
7. WTO and South Asia:
8. WTO and Labour Issues:
   - The Havana Charter; the ‘social clause’; Linkage between Core Labour Standards and Trade Disciplines in the WTO;
   - Implementation of social clause and key problems;
10. World Bank and Urban Development
11. IMF and the ‘Debt Trap’
12. People's movements against IMF, WB and WTO- An assessment

GL 14: Labour and Formal Organisations
- Scientific Management, Fordism and Human Relations: Critical evaluation
- Formal Organisations: Structure and classification of organisations
- Total Institutions
- Collectivist Organisations

GL 15: Elements of Macroeconomics (G&L)
- Basic Economics:
  Economics; Division of the Labour; The factors of the Production; The Production Function; The fixed Supply of Goods and Services; National Income and its indicators, The Circular flow of Income, Output and Spending, Potential Gross Domestic Product (GDP) and GDP Gap.
- Macroeconomic Models:
  Classical Macroeconomics: Classical Revolution, Equilibrium Output and Employment; Money, Prices and Interest.
  The Keynesian System: The Role of Aggregate Demand (The Simple Keynesian Model, the Problem of the Unemployment); Money, Interest and Income- IS-LM Model and Policy Effects; Aggregate Supply and Demand- The Keynesian Contractual View of the Labour Market: Fixed and flexible wage rate; Keynes Vs the Classics.
The Monetarist Counterrevolution: Reformulation of the Quantity Theory of Money: Freidman’s Restatement of the Quantity theory; Fiscal and Monetary policy: Monetarist Vs Keynesians.

Output, Inflation and Unemployment: Monetarist and Keynesian View (The natural rate theory, Monetary Policy, Output and Inflation (Phillips Curve): A Monetary View and A Keynesian View)

Neoclassical Paradigm (Role of Wages): Real and Monetary sphere (neoclassical dichotomy, Labour Markets, real wages and unemployment, Say’s Law, Distribution of Income in neoclassical paradigm, the role of unions)

Balance of Payment, Capital Flows and exchange Rates: (The Balance of Payment, Explanation of Capital Flow, Explanation of Exchange Rates, the Neoclassical Purchasing Power Parity (PPP) Model)

New Classical Economics (The New Classical Attack, a Review of the Keynesian Position, Rational Expectation Concepts and its Implications)


Trade Unions and Labour Markets: The models of Union Behaviour (the efficient Bargain Model, the Right-to Manage model); Implicit Contract theory, Insider-Outsider theory


- Welfare Economics:
  Criteria of Social Welfare: (Growth of GNP as Welfare Criterion, Bentham’s Criterion, the Pareto-Optimality Criterion, the Kaldor-Hicks ‘Compensation Criterion’, the Bergson Criterion ‘Social Welfare Function), Maximisation of Social Welfare Theory

- The World Economy:
  The International Flows of capital and Goods: A model of the Small Open Economy, Policy Effects; The Exchange Rate- Mundell-Fleming Model, the Small Open Economy under Floating Exchange Rates and under Fixed Exchange Rates.

  International Trade: Sources of the gains from trade; Absolute Advantage and Comparative Advantage; Fixed Production and variable Production; The Theory of Commercial Policy; Global Commercial Policy- GATT, WTO; International Capital flows in the neoclassical paradigm; Reform options for the international financial system and union strategies


2.19 MASTER OF PUBLIC HEALTH (MPH)

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.

**Distribution of Hours**

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
<th>Credits</th>
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**Semester-Wise Listing of Courses**

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<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
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<tr>
<td></td>
<td>FC 3 Development Experience, State, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SFC 1 Social Science Perspectives on Health</td>
<td>2</td>
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<tr>
<td></td>
<td>SFC 2 Basic Economics and Health Economics</td>
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<tr>
<td></td>
<td>BC 1 Research Methodology I - Quantitative Methods</td>
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<td></td>
<td>BC 2 Research Methodology II - Qualitative Methods</td>
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<tr>
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<td>BC 3 Introduction to Epidemiology</td>
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<td>PH 1 Introduction to Public Health</td>
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<td></td>
<td>1st Internship</td>
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<td>Semester</td>
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<td>Credits</td>
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<td>----------</td>
<td>-------------------------------------------------------------</td>
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<td>II</td>
<td>BC 4 Introduction to Biostatistics</td>
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<td>BC 5 Health Policy and Systems Research</td>
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<td>BC 6 Evaluation Research in Public Health</td>
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<td>PH 2 Epidemiology of Communicable and Non Communicable Diseases - I</td>
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<td>PH 3 Epidemiology of Communicable and Non Communicable Diseases - II</td>
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<tr>
<td></td>
<td>PH 4 Health Care Management</td>
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<tr>
<td></td>
<td>PH 5 RCH and Adolescents</td>
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<td></td>
<td>PH 6 Health Policy Formulation and Implementation</td>
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<td>PH 11 Ethics and Public Health: Principles and Practice</td>
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<td>PH 17 Social and behavioural influences on Health</td>
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<td>2nd Internship</td>
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<td>III</td>
<td>BC 7 Advanced Epidemiology and Biostatistics</td>
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<td>PH 7 International Public Health</td>
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<td></td>
<td>PH 8 Public Health Surveillance and Information Systems</td>
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<tr>
<td></td>
<td>PH 9 Public Health Financing</td>
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<tr>
<td></td>
<td>PH 10 Population Dynamics and Health</td>
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<tr>
<td></td>
<td>PH 12 Health Education and Communication</td>
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<td>PH 13 Environmental Health</td>
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<td>PH 14 Mental Health</td>
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<tr>
<td></td>
<td>PH 15 Public Health Nutrition</td>
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<td></td>
<td>PH 16 Public Health Legislation</td>
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<td>3rd Internship</td>
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<td>IV</td>
<td>Dissertation (Process to begin from Semester I)</td>
<td>6</td>
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</tbody>
</table>

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

Course Outline

FC 1: Understanding Society

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

SFC 1: Social Science perspective in 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.

**SFC 2: Basic Economics and Health Economics**


**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.

**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

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; Bench-marking: setting standards; Determinants, indicators and measurement of quality.
**PH 5: RCH and Adolescents**


**PH 6: Health Policy Formulation and Implementation (1 credit)**

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 (2 credits)**

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; Reemerging 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, globalization 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 (2 credits)

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 (2 credits)

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 (2 credits)

**PH 11: Ethics and Public Health Principles and practice (2 credits)**

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 (2 credits)**


affective, and behavioural 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 (1 credit)**


**PH 14: Mental Health (1 credit)**


**PH 15: Public Health Nutrition (1 credit)**

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, anemia 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 (2 credits)**

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


**PH 17: Social and Behavioural influences on Health (2 credits)**

Introduction to concepts in sociology - group structures, groups roles, institutions, organization of groups and institutions, socialization, 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 etiology 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 behavior 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.
**Internship**

1st Internship: during 1st semester (6 credits) - the students will be placed in Urban Public health set up - BMC / NMMC public health set up, Community based organizations, NGOs, public health activist groups, Institutes of public health importance etc.

2nd Internship: during 2nd semester (6 credits) - the students will be placed in Rural Public health set up. They will study State Govt. public health set up, Major national health programs (TB, Polio, Malaria, HIV/AIDS, Cancer, Diabetes etc.)

3rd Internship: during 3rd semester (6 credits) - The 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 Project:**

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 be either epidemiological study or qualitative research or operations research or any other study design. Students will be encouraged to publish their research in either School Journal or any other suitable medium.

2.20 MASTER OF HEALTH ADMINISTRATION

AND

2.21 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 a research / project work.

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.

**Course Curriculum**

**Course Credit Distribution (for Hosp. Administration)**

*The Credit Distribution for the course is given below:*

| Credits | |
Course Credit Distribution (for Health Administration)

The Credit Distribution for the Course is given below:

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MHA (Hosp. Administration) Semester-wise Listing of Courses *

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<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>FC 3 Development Experience, State, Social Conflict and Change</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>SFC 1 Social Science Perspectives on Health</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>SFC 2 Basic Economics and Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>I</td>
<td>BC 1 Principles of Health Services Management</td>
<td>2</td>
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<tr>
<td>I</td>
<td>BC 2 Evolution of Healthcare</td>
<td>2</td>
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<tr>
<td>I</td>
<td>BC 3 Quantitative Research Methods</td>
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<tr>
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<td>BC 4 Organizational Behavior</td>
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<tr>
<td>I</td>
<td>BC 5 Epidemiology and Biostatistics</td>
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<td>I</td>
<td>BC 6 Financial Accounting</td>
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<td>I</td>
<td>BC 7 Qualitative Research Methods</td>
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<td>II</td>
<td>BC 8  Human Resources Management and Labor Legislation</td>
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<td>HO 1  Management Accounting</td>
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<td>HO 2  Organization and Administration of Supportive Services</td>
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<td>HO 3  Organization and Administration of Clinical and Super Specialty Services</td>
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<td>III</td>
<td>BC 11 Health Insurance</td>
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<td>BC 12 Strategic Management in Health Care Settings</td>
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<tr>
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<td>HO 4  Hospital Planning</td>
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<td>HO 5  Legal Framework for Hospitals</td>
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<td>HO 6  Systems Development and Information Resource Management in Hospitals</td>
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<td>HO 7  Management of Medical Staff, Clinical services, medical committees</td>
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<td>HO 9  Quality Management</td>
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* Note: The sequence of courses is only suggestive and may change during the course.

**MHA (Health Administration) Semester-wise Listing of Courses**

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<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>I</td>
<td>FC 1  Understanding Society</td>
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<td>FC 3  Development Experience, State, Social Conflict and Change</td>
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<td>SFC 1 Social Science Perspectives on Health</td>
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<tr>
<td></td>
<td>BC 1  Principles of Health Services Management</td>
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</tr>
<tr>
<td></td>
<td>BC 2  Evolution of Healthcare</td>
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<td>BC 4  Organizational Behavior</td>
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<td>BC 5  Epidemiology and Biostatistics</td>
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<td></td>
<td>BC 6  Financial Accounting</td>
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</tr>
<tr>
<td></td>
<td>BC 7  Qualitative Research Methods</td>
<td>2</td>
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</tbody>
</table>
### Institution-based Foundation Courses (FC)

**FC 1: Understanding Society**

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

### School-based Foundation Courses

**SFC 1: Social Science perspective in Health (2 credits)**

Perspectives on social problems - social pathology, social disorganization, 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

**SFC 2: Basic Economics and Health Economics**


**Basic Courses**

**BC 1: Principles of Health Services Management**


**BC 2: Evolution of Healthcare**

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 3: Quantitative Research Methods**

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 4: Organizational Behaviour**


**BC 5: Epidemiology and Biostatistics**


**BC 3: Financial Accounting**

**BC 7: Qualitative Research Methods**

**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 8: Human Resources Management and Labor Legislation**


**BC 9: Materials Management**


**BC 10: Operations Research**

Introduction: The OR approach to problem-solving and decision-making. Scope and limitations of OR in management decision-making; Introduction to OR Techniques: Linear Programming.

**BC 11: Health Insurance**

**Part 1:** Basic principles and models of Health Insurance, Premium, Deductible, Co-payments, Uses of health insurance, Evolution of health insurance and managed care, Social insurance, group insurance and doctor sponsored insurance, classic insurance issues, such as, adverse selection, moral hazard, self-insurance, self-protection, risk rating. Principal models for population coverage including national health insurance, National Health Service, social insurance, private insurance, and mixed hybrid models, case studies of health insurance coverage in specific countries, including the United Kingdom, France, Germany, Japan, Taiwan, Chile with lessons drawn for transitional countries interested in expanding health insurance coverage.

**Part 2:** Medical Expense Insurance, Health Insurance Organizations, and Health Insurance Policies Benefits available under hospital, surgical, and other medical coverage; employer vs. individual policies, TPA -Payments to Hospitals and doctors and Managed Care, Outcome measurement, Health insurance contracts; contract issues and clauses (Family Deductible, Grace Period, Waiting Periods, Pre-existing conditions, Elimination Periods, Right to terminate, Coordination of Benefits, Take-over Benefits - coinsurance & deductible carryover; - no loss, no gain, Restoration of Benefits, extension);

**Part 3:** Health insurer operations: The Application and Underwriting; Group Insurance and Special Plans, Components of a health insurance premium; legal doctrines of breach of warranty, misrepresentation, and concealment; underwriting health risks; group health insurance versus individual health insurance, reserves, claim administration, distribution, regulation, insurance related taxation. Health Insurance Legislation.

**BC 12: 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.
Hospital Administration Courses

HO 1: Management Accounting


HO 2: Organization 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 3: Organization 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, Rehabilatative Services: Physical medicine and rehabilitation, Physical therapy, Occupational therapy, Speech and hearing therapy, Recreational therapy.
Professional Staff Management: Selection of consultants, Delineation of clinical privileges, Management of junior doctors, Management of paramedical staff, nursing service administration, Evaluation of clinical performance - peer group reviews.

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

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

**HO 4: 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 5: Legal Framework for Hospitals**

consent, confidentiality and medical negligence, Medico legal cases, attendance in court. Important cases and special Problems.

**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: Management of Medical Staff, Clinical services, medical committees**

Medical Staff Management: Categories of medical staff, Selection of consultants, medical staff appointments, remunerations for professionals, credentialing and privileges, peer review, continuing professional education, institutional teaching programs, quality of professional services, medical records, incidence reporting, medico-legal issues in patient care, malpractice liability, working of professional (medical) committees in hospital: Medical Record Committee, Medical Staff Committee, Infection Control Committee, Drug Committee, Credential Committee clinical guidelines and evidence based medicine, clinical research, utilization reviews, Medical Staff Rules and Regulations, Management of junior doctors.

**HO 8: Medical Technology Management**

Medical Diagnostic and Treatment Procedures, Medical Equipment needs of Hospitals, Basic technical understanding of important equipment, Equipment specifications, Valuation of Features, Technical Evaluation of Medical Equipment, Technology Audits.

Capital Budget Process, Life-cycle costs of equipment, throughput, utilization, impact on other services, calculation of payback period, equipment replacement decisions, funding decisions, cost analysis, preventive maintenance and maintenance contracts, equipment insurance, Negotiation skills.

Hospital’s Technological Position, Strategic Technology Planning.

Technology Management, Space and facility plan, Site preparation, energy and utility service management, consumable, staff training, utilization protocols, risk management.
HO 9: Quality Management


HO 10: Marketing Management


HO 11: Financial Management


**HO 12: Business Development Strategies**

This is a unique course that will draw upon earlier study of strategy, operations, marketing, finance, law, human resources, quality improvement, and information technology in a practice perspective.

At the outset it will introduce Health Sector Issues and Opportunities. This will lead to measures for promoting entrepreneurial activities within the organizations as a strategy for accessing new markets, innovating new product lines, and establishing new global partnerships. Issues covered such as technological and biomedical advances, public health challenges, cost concerns, and consumer empowerment are fostering experimentation in the health sector, including new delivery and financing models, policy reform and entrepreneurial ventures. This course will explore the actual everyday process of trying to introduce and sustain such innovation in health delivery organizations and systems for improving quality, safety, access and affordability of patient care.

**Health Administration Courses**

**HE 1: Community Health**


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

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

Introduction to the course, Brief outline of health situation in India. Health sector in development planning in India after Independence. Organisation network for health and family welfare services at the centre, state, district and block level. Health programmes in India; National Malaria Eradication Programme, Filaria Control Programme, TB Control Programme, Leprosy Eradication Programme, Guinea worm Eradication Programme, Iodine Deficiency Disorder Control Programme, Diarrhoeal Diseases Control programme, Blindness Control Programme, STD Control Programme, AIDS Control Programme, Cancer Control Programme, Diabetes Control Programme, Family Planning Programme, Universal

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.

Research Project

Health Administration students are required to undertake a research project (6 credits). This involves selection of a research topic, preparing the research design, collecting data, analysing data and presenting the findings of the research a dissertation report. The students may undertake the study either in the field or may even use secondary data for his/her research study.

Project Work

Hospital Administration students are required to undertake a project work. The project work can be a planning exercise or a problem-solving exercise. The student will work under the guidance of a supervisor and identify a topic of his/her interest. The student will apply his/her theoretical knowledge to deal with the selected issue. He will collect both primary and secondary data relevant to the study issue and analyse them to address the study objectives. The student will document the whole process and outcome of his study in a project report.

Internship

Both Health and Hospital Administration students are required to undergo 3 internships during the study period. Each internship will be of 6 weeks duration. The Health Administration students will be placed both in governmental and non-governmental organisations working in the field of health. The Hospital Administration students will be placed in public, trust and corporate hospitals for their internships. The student will be placed under the supervision of an agency supervisor and a School faculty member liaises with the agency supervisor. The student will undertake specific assignments in consultation with the agency supervisor and the faculty coordinator and work on those assignments. The student is required to submit an internship report documenting the assignments in detail.

2.22 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 research term paper. 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.

**Distribution of Credit Hours**

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<th>Year</th>
<th>Sem.</th>
<th>Detail</th>
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<td>II</td>
<td>Courses</td>
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**Semester-Wise Listing of Courses**

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<tr>
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<td>FC01 Understanding Society</td>
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<td>I</td>
<td>FC02 Introduction to Basic Economics</td>
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<tr>
<td>I</td>
<td>FC03 India’s Development Experience</td>
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<tr>
<td>I</td>
<td>MC01 Media Studies: An Introduction</td>
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<tr>
<td>I</td>
<td>MC02 Cultural Studies: An Introduction</td>
<td>3</td>
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<tr>
<td>I</td>
<td>MC03 Ways of Knowing</td>
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<td>LC01 Video Production</td>
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Total: 78

1 Conducted in Sem 2 but marks reflected in Sem 4
2 Courses here to be finalized and given course codes
3 Spread out during summer after Sem 2 (2 credits) and Sem 4 (4 credits) but marks reflected in Sem 4

**Course Details**

*FC 1, FC 2 and FC 3: As per common syllabus*

Duration: 6 credits, 90 hrs.
MC 1: Media Studies: An Introduction

This course will provide a broad understanding of various theoretical approaches within media studies. It will introduce 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. It will also examine the different ways in which media audiences have been conceptualised.

MODULE 1 (20 HRS): MEDIA INSTITUTIONS AND POLITICAL ECONOMY

Mass Society Approaches; The Culture Industry: Frankfurt School; Dependency Theory and Cultural Imperialism; Neo- liberal Market and Political Economy of International Communications; Geo-politics and Mass Media; The State, Market and the Media Control; Public Sphere; Globalisation and Glocalisation

MODULE 2 (10 HRS): MEDIA AUDIENCES

Effects Approaches; Uses and Gratifications; Audience Reception and Cultural Studies Audience Reception Studies in India

MC 2: Cultural Studies: An Introduction

This course will introduce students to basic concepts and theoretical developments within Cultural Studies, with the aim of imparting critical perspectives, which would help them look critically at their own cultural landscapes.

Defining Culture; Cultural Studies: An Overview; Basic concepts and Some Key Thinkers: Antonio Gramsci, Francois Lyotard, Jacques Derrida; British Cultural Studies: the work of CCCS, Birmingham; Post Colonial Theory: Edward Said, Homi Bhabha, Gayatri Spivak; Nationalism; Class and Cultural Capital; Identity and Cultural Rights; Race Politics; Feminist Cultural Studies; Sexuality and Queer Theory; Globalisation; A Critique of Cultural Studies

MC 3: WAYS OF KNOWING

As a broad introduction to the scientific and interpretative paradigms, this course is intended to provide the student with a conceptual map of social sciences research. It explains the basic concepts and categories that are used in research and delineates their linkages. The aim is to equip the learner with a basic understanding of the different ways in which 'social reality' could be conceptualised and studied and the implications of this for the research process.

MODULE 1 (8 HOURS): APPROACHES TO UNDERSTANDING SOCIAL REALITY

What is research? Natural Sciences, social sciences and the scientific method; Realism, Empiricism, Positivism and Post-Positivism; Idealism and Constructivism; Marxist approaches; Locating and comparing different approaches; Situating qualitative and quantitative methodologies in relation to these approaches

MODULE 2 (6 HOURS): THE SCIENTIFIC RESEARCH PROCESS

Hypothesis and variables; Reliability and validity; Sampling; Scales; Tools and Instruments of data gathering; Descriptive and Inferential Statistics
MODULE 3 (16 HOURS): TOWARDS AN INTERPRETATIVE RESEARCH PROCESS

Developing a research question, reviewing literature; Methodological approaches: Ethnomethodology, Ethnography, Phenomenology, Action Research, Historical and archival research; Developing a Methodological Design; Brief Introduction to Methods- Textual Analysis, Interviewing, Observation, Focus group Discussions, Using Archives; Analysing and Writing; Ethics, power and ideology; Reflexivity

MC 4: Image Making I

This module critically explores visual images and media narratives, to understand how they are constructed in and through relationships of power and resistance. The course would also try to sensitize the students to appreciate the many complex layers and codes involved in image making and representation. The course also facilitates a critical engagement with contemporary Indian visual culture.

Transmission Model- A Critique; Introduction to Semiology- Sign, text, code, denotation and connotation; Image and Myth; Ways of Seeing and the Practice of Art; The Female Body and Advertising; Art, Craft and ‘Tradition’; Image and Subjectivity- An Introduction to Lacan and Screen Theory; Image and Power; Photographic Practice; Popular Art Practices.

LC1 MEDIA LAB I: VIDEO PRODUCTION SKILLS

This course familiarises the students with all technical aspects of video production, equipment, materials and processes, with hands-on exercises.

Handling the Camera; Sound Acquisition; Lighting; Shooting a Sequence; Interviewing Skills.

MC 5: Working with Video

This course focuses on conceptualising, visualising and creative writing for the production of very short non-fiction films. It combines the technical and aesthetic aspects of production, drawing on the skills acquired in the media labs to involve the students in a series of small group productions.

The process of video production from concept to final product; Visualisation and storyboarding for a poem; shooting and editing of a piece based on interviews/vox-pops; shooting and editing of a spot on an issue of contemporary concern.

MC 6: Image Making II

This course introduces key issues, debates and movements in documentary film, illustrated with screenings of selected documentary classics. It also imparts familiarity with the formal elements of documentary film.

History, theory, modes, authorial positions and movements; the aesthetics, ethics and politics of representation; Changing modes of production and distribution; Influence of digital technologies; Contemporary documentary in India; Censorship and documentary.

MC 7: Media Research

This course draws on the notion of media studies and cultural studies as sites that explore the workings of power and resistance in contemporary media and culture, where the researcher and the research work are constructed in through ideological signifying practices. The aim of the course is to introduce the students to various methodological issues of doing cultural studies.
research, to enable them understand and use various methods and reflect on the ethics and politics of representation within their research praxis. The course will also introduce them to the range of methods used for studying media institutions, texts and audiences.

MODULE 1 (10 HOURS): ETHNOGRAPHY

Representing the 'other' - interviews/film/writing; Working with the archives (power and the production of history); Objectivity, Rationality and the 'Scientific' method: challenging received wisdom; Standpoint, position, voice

MODULE 2 (6 HOURS): EXPLORING THE SPACES AND LOCATIONS OF CULTURAL PRACTICES

MODULE 3 (14 HOURS): METHODS FOR MEDIA STUDIES

Content Analysis; Survey Research; Experimental Research; Textual and Discourse Analysis; Audience ethnographies and Reception Studies; Focus Group Discussions and Interviewing Techniques; Case Studies and Narrative Analysis

MC 10: Reading Films

Beginning with the dense historical processes that made cinema possible to its evolution into a standardized/institutionalized mode of visual production, the course aims to unravel some of the most important issues and debates, both old and contemporary on cinema. These concern the problem of meaning, the processes of spectator identification or the construction of spectatorship, stardom and politics, and the end of cinema and its relationship to television and multimedia cyberspace. In doing this, the course aims to provide the student with adequate inputs to conceptualize complex and nuanced aspects of the relationship between film and society; in order to finally arrive at processes and procedures of critically reading and evaluation of films.

The Construction of the Modern Observer - A Foucauldian Understanding; Classical Hollywood Film and Melodrama; Film and the Problem of Meaning; Film and Psychoanalysis; Phenomenology and Cinema; Film and Spectatorship; Stardom, Cinema and Politics; The End of Cinema; Evaluating Film

LC 2: Media Lab II: Writing Skills

The aim of this course is to give students the skills to write and report as journalists. It will explore the workings of various media organisations, train students to write reports, features, columns, book and film reviews. It will also engage with the ethics of media practice focussing on how to report sensitive issues.


Elements of a Good Story: Reporting: News gathering; Research; Interview techniques; Sources for news information; Crafting a News story.

Writing Features/Long stories: Checklist for a good story; Interviewing /Profiles/writing process; Lead writing; Nutgraf ; Adding description, style.

Copy Editing; Content analysis

More Writing/Reporting: Researching/Interviewing /Organising information/writing process, The Great Ideas Quest
Reportage and Writing of Sensitive Issues: communal riots, war, nuclear issues, terrorism etc.; Specialised Beat Reporting; Reviewing Films/Books; Writing for Television; Comment writing/editorials; Column Writing

Media Ethics: Dilemmas faced by journalists in the field

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

This course familiarises the students with all technical aspects of post-production, equipment, software and processes, with hands-on exercises.

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 6: Media Lab VI: Understanding Art**

This course aims to explore the cultural histories of contemporary art movements. This would involve a study of modernism, its contents and discontents and trace the Euro-American evolution of specific art practices and also look at the growth of the contemporary art movement in India.

Early stages of 20th century art in Europe: impressionism, post-impressionism, fauvism, cubism, expressionism, constructivism, abstractionism, abstract expressionism et al.; Art and politics 1910-1945; Languages of art in the 20th century; History of Modern Indian Art 1940-present; Some themes in contemporary Indian art; The discourse of identity in contemporary Indian art.

**MC 8: Mediated Development**

This course presents critical perspectives on communication and development. The course will sensitise the students to the relationship between dominant knowledge and the exercise of social power. It also equips them to critically look at the power of dominant knowledge systems in their own social and cultural spaces. Through this interrogation, it seeks to enable an exploration of alternative ways of understanding development and communication.

Development discourse: History, theory and practice; Community Media; Hegemony, Power, Conflict and Participatory Decision Making; New Social Movements and the Media; Development Communication Experiences (Global and India); Skill Development Workshops

**MC 9: Working with Video II**

This course familiarises students with research techniques, conceptualising, visualising, creative writing, production and post-production for documentary films. The expected outcome is the production of a series of short documentaries by groups of students around a common theme or space.

The Process of Production: Pre-production- concept, research and reconnaissance; Writing a proposal and budget; Elements of scriptwriting- visualisation, storyboarding, producing a shooting script; Production- schedules, logistics, cue sheets, production team etc.; Post-production- working with layers of image and sound; pace and rhythm; affect, image and sound; punctuating devices; titles and subtitles; graphics; use of music and effects.
**MC 12: Cyber Culture: An Introduction**

The course will serve as an introductory study of various social phenomena associated with Internet and other new forms of network communication. Students will study phenomena such as online communities, online multi-player gaming, issues of online identity, the sociology and the ethnography of email usage, cell phone usage in various communities; the issues of gender and ethnicity in Internet usage etc. The course attempts to understand culture of today and yesterday, including printing, comics, television and digital media, focusing on the social construction of technology, how people build a sense of identity and social reality. The emphasis will be on human interactions within the context of new media objects.

Introduction to the new technologies and mediascapes; Theories and Practice of New Media Convergence; Digital Technology and Cinema; Cybercirculation, Copyright Issues and Debates on Intellectual Property; Debates on the Regulation of Cybermedia

**MC 13: Television Studies**

This course equips students to critically engage with the study of popular television, from institutional aspects, to televisual discourses and audience reception. It also focuses on television in the Indian context, including policy and contemporary issues.

**Module 1:** The Codes of Television; **Module 2:** Television Production processes;

**Module 3:** Critical Approaches to Analysing Television; **Module 4:** Television as Discourse;

**Module 5:** Television Audiences; **Module 6:** Television Policy in India.

**MC 14: Gender, Media and Culture**

This course focuses on concerns of gender and culture, raising questions of representation, power, sexuality, class, caste, space and the media, to name only some. The course locates concerns of culture in the Indian context specifically engaging with the contestations around 'Indian womanhood'. The course also responds to the overarching challenges posed by globalization in relation to media cultures. The course uses a feminist lens to interrogate the construction of gender, femininity, and masculinity - in popular cultural texts with a focus on how social, political, and historical forces function in tandem with each other and with other identities such as class.

**Module 1:** Gender, Culture and the Indian Context

Gender Engages Culture, Gendered Pasts; Is there an Indian Woman, The Colonial Construction of Indian Womanhood.

**Module 2:** Gender Representation and the Media


**Module 3:** Sexuality, Culture and the Media

Indian Culture Anyone: Questions of Sexuality and Obscenity, Censorship Debates and Legal Questions.

**Module 4:** Contemporary Conundrums
Disciplining Bodies, Veils, Turbans and the Politics of Clothing, Masculinities, Gendering Fun in Public Space, Morality, Post Feminism.

**MC 15: Seminar II: Presentation of Media Project**

This seminar course will involve group presentations by students of 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 4: Media Lab IV: Visual Design**

The rapid growth and development of new technologies has extended and transformed the visual discrimination, skill and conceptual base of communication practitioners. This course aims to provide students with the knowledge, skill and understanding of visualization through theory and practice. This will be enabled through a series of four modules in Visual Communication, Typography, Colour and Visual representation. The methodology includes lectures, practical assignments, class presentation and discussions. Photography, Drawing and Image manipulation on the computer will be integrated in all modules.

Elements of Visual Communication: Line, Shape, Colour, Texture; Elements of Composition: Rhythm, Harmony, Balance, Symmetry, Contrast, Layout, Grid, Point of View, Introduction to Aesthetics and History of Art

Typography: Anatomy of a font, Classification, Semantics, Letter Design, Resume Writing, Usage concepts, Type in Motion/Web Typography

Colour: Hue, Tint, Tone, Saturation, Colour Wheel, Primary, secondary, Tertiary colours, Colour Interaction, Colour models RGB, CMYK, RGY

Visual Representation: Illustration techniques, Modes of Representation, Storyboarding, Style and Treatment, Continuity

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

This course will attempt to familiarise the students with the processes of radio production within the context of a community. Through case studies of the community radio projects in India and other countries, it will critically look at the history of community radio.

**Module 1:** Introduction to Community Radio (CR);

**Module 2:** History of CR in the world;

**Module 3:** Indian CR experiments, projects and models;

**Module 4:** The basic principles of CR; Community participation, ownership and management and the legal frameworks.

**Module 5:** Radio production

**LC 7: Media Lab VII: Web Design**

The course will involve hands-on learning experience, covering the design, and development of websites. Students will design a website using software such as Adobe Photoshop and Dreamweaver.

**Module 1:** The basics of the Internet and the structure of a Web page. Analysis of the structure and design of selected websites.
Module 2: Designing a website; paper prototyping, including the Information structuring, the various interaction mechanisms in use, and the visual design of the website.

Module 3: Implementation of the website; Introduction to HTML/CSS syntax and programming, using Dreamweaver. Using Photoshop to create graphics;

Module 4: Further enhancements, fine tuning and troubleshooting of websites; Flash, video on the web, websites in local languages (font technologies); introduction to Java

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 a viva voce examination. The evaluation of the film project will be done by a panel of three examiners, including an external examiner.

MR Media Research Project

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

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 and the written proposal.

3 Research Seminar Courses (In lieu of MR & MC11)

RS 01: Gender, Culture and Space

The aim of this course is to open up new ways of thinking about gender, space, power, citizenship, and urbanity. While the course will have some lectures, the eventual idea is to make it as interactive as possible with several activities, discussions and exercises.

The primary objectives of this course are: to familiarise the students with the theoretical debates on private and public space, cities and citizenship; to engage with hierarchies of class, caste, gender, religion, physical ability and sexual orientation in the city especially as they are played out spatially; to think through questions of respectability and pleasure in relation to debates in feminism.

Exploring Space: Private and Public Space; The Gendered Politics of Class and Caste in the City; The Discourses of Safety and Risk in the City; City Planning and Material Design; Infrastructure and Questions of Access to Public Space; Anonymity, Identity and the Politics of Claim-staking; Sexuality, Respectability and Public Space; Community, Ghettos and Public Space; Mills, Malls and Other New Spaces of Consumption; Walking the City; Work and Pleasure in the City; Re-imagining the City: The Politics of Loitering
RS 02: Media and Governance

This course will attempt to critically examine the interface between media and governance institutions and public policy in India. The course will explore the multiple players, (state, market, civil society) their inter linkages and processes that shape governance and the mediated reading of these complex relations. Using case studies and situational analysis the course will seek to build a comprehensive understanding on subject.

The primary objectives of this course are: to familiarise the students with the theoretical debates on decentralization, local governance and development from various perspectives in the context of India; to develop a critical knowledge of the mediated reading of the issues of governance across class, caste and gender relations at local, national and global levels; and to critically look at the ways in which issues of power and résistance are contested and negotiated in the context of global media and its concentration and governance and devolution of power.

Conceptual Spectrum: Decentralisation and Governance; Situating Media in Governance Discourse; Global Media and Local Engagement; Media, Governance and Politics of Common Sense; Subaltern Voices and Mediated Governance and E-Governance & E-Movements

RS 03: Media and Law

In an attempt to prepare ground for young media practitioners and to develop a critical understanding of the issues, the course will begin with the foundational understanding of press laws and argue for the relevance of media laws. It will critically examine the normative understanding of the media function.

The primary objectives of this course are: to familiarise the students with the theoretical debates on media, law and ethics in the Indian context; and to attempt to evolve a nuanced understanding of the complexities of ethical and legal media practice.

"The fourth estate" and the idea of democracy; the Indian Context; Constitutional provisions, Laws and Regulations; International conventions and media; Towards media law; Media Vs State; Media Vs Market; Media and Globalisation

Internship

The students will undertake 2 graded and supervised internships, one during the summer break between the first and second year and the second in the 4th semester. Students will be encouraged to do at least one internship with an NGO/people's movement or other development sector related placement.

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

**Distribution of Credit Hours**

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

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<td>FC 2</td>
<td>Introduction to Basic Economics</td>
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<td>FC 3</td>
<td>Development Experience, State, Social Conflict and Change</td>
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<td>MDM 1</td>
<td>Introduction to Hazards and Disaster Management</td>
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<td>MDM 2</td>
<td>Technology Environment and Disasters</td>
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<td>MDM 5</td>
<td>Introduction to Remote Sensing and Geographical Information System (GIS) Techniques</td>
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<td>Public Health and Disasters</td>
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<td>FC 4</td>
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<td>Project Management in Disaster Contexts</td>
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<td>MDM 9</td>
<td>Introduction to Disaster Financing</td>
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<td>MDM 10</td>
<td>Logistics Management in Disaster Situations</td>
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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.

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<tr>
<th>Sl. No.</th>
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<td>MDM 13: Public Health in Disasters</td>
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<td>MDM 14: Public Health Planning and Management for Disasters I</td>
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<td>MDM 15: Public Health Planning and Management for Disasters II</td>
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<td>MDM 16: Seminar Course in Emerging Issues in Public Health with regard to Disasters</td>
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<td>II</td>
<td>Governance in Disaster Management</td>
<td>MDM 11: Governance, Law and Policy in Disaster Management</td>
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<td>MDM 17: Transnational Governance, Politics and Disasters</td>
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<td>MDM 18: Governance and Disaster Risk Management</td>
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<td>MDM 19: Empowerment, People — Centred Governance and Disaster Management</td>
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<td>III</td>
<td>Conflicts, Peace and Development</td>
<td>MDM 11: Governance, Law and Policy in Disaster Management</td>
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<td>IV</td>
<td>Logistics Management and Service Delivery Systems</td>
<td>MDM 10: Logistics Management in Disaster Situations</td>
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<td>MDM 23: Dimensions of Disaster Relief Logistics and Supply Chain Management</td>
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<td>MDM 24: Logistics and Supply Chain Management Processes</td>
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<td>MDM 25: Strategic Planning in Disaster Logistics and Supply Chain Management</td>
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<td>V</td>
<td>Geographical Information Systems in Disaster Management</td>
<td>MDM 5: Introduction to Remote Sensing and Geographical Information System (GIS) Techniques</td>
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<td>MDM 28: Application of Geoinformatics in Disaster Studies</td>
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**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>Disaster Management — Year I</th>
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<th>Disaster Management — Year II</th>
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<tr>
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<td>Semester I</td>
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* Master’s students would have accumulated 38 credits in Semesters I and II

| Programme | Disaster Management — Year II | | | | | |
|-----------|-----------------------------|---|---|---|---|---|---|
|           | Semester III | Semester IV | | | | |
|           | Courses | Credits | Study Visits | Total Credits | Internship | Research/Course | Total Credits | Year |
| Masters   | 9          | 18       | -            | 18             | 8           | 6           | 14 | 32 |

Total Credit of First and Second Year 38 + 32 = 70
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 Disaster Management

Introduction to key concepts - Hazard, risk, disaster, crisis, emergencies, vulnerability, resilience, disaster management; Disaster Management Cycle and Phases- preparedness, mitigation, response and recovery; Nature, types and effects of Hazards: classification of hazards, Primary, secondary and tertiary effects; Relationship between disasters, vulnerability and development; Factors influencing vulnerability: caste, gender, poverty, culture, health, education, environment, etc; Development and Disasters; Principles of disaster management; Approaches and components in disaster management: militaristic model, Incident command system, participatory and rights based approach; Challenges and concerns in Disaster management.

MDM 2: 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 3: Disaster Risk Reduction and Development Planning

**MDM 4: 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; Response to communities secondarily affected by disasters; Emergency operations plan development.

**MDM 5: Introduction to Remote Sensing and Geographical Information System (GIS) Techniques**

Fundamental concepts of Remote Sensing; Background and History of Remote Sensing, Elements of Aerial photographs, Photogrammetry, Satellites remote sensing and different Sensors, Fundamental of GIS, Spatial data models, GIS applications, Cartography, GPS satellite system, different segments and its application, Practical: Reading of different satellite products, aerial photo interpretation and photograph interpretation elements.

**MDM 6: 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.

**MDM 7: 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 8: Project Management in Disaster Contexts**

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

**MDM 9: 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 10: 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 11: Governance, Law and Policy in Disaster Management**

Governance - Understanding key concepts in governance and good governance, governance for disaster management; governance in Indian context; History of disaster management-Disaster management at the global level: 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, IHL in India, IHL and Human Rights.

**MDM 12: 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 13: 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 14: 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 15: 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 16: 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 17: Transnational Governance, Politics and Disasters


MDM 18: Governance and Disaster Risk Management

Governance for DRR- A conceptual framework; Social capital, institutional pluralism and governance in disaster management; Risk management as a multi-sector responsibility: policies, acts and schemes to address risk: significance of food security, housing, employment generation and ecological restoration schemes and environmental governance; Public policy making process, actors, models and evaluation of public policy; Social Planning: Addressing vulnerability through planning; Local governance and risk management: urban and rural context, 73rd, 74th amendment, JNNURM; The nature and role of the State in development
and disasters: Administrators and bureaucracy in disaster situations; Redefining the role of the State; Changes in Centre-State, NGO-State relationships; The significance of Public Sphere and the Civil Society in disaster management: Disaster risk mitigation as a collective approach; E governance, Corporate Governance and Corporate Social Responsibility in Disaster Management.

**MDM 19: Empowerment, People-Centred Governance and Disaster Management**

Understanding Empowerment - Case studies analysing people-centred governance and risk mitigation; Social exclusion and the protection and promotion of human rights; Strengthening local governance - Strategies and Approaches; Participation of vulnerable groups in accountability and decision making process; Transparency and accountability issues; Social and political movements in the context of disasters; Freedom of and Access to information on policies, rights, and decisions; The importance of local knowledge systems in disaster risk mitigation; Policy advocacy- skills and strategies of working with legislatives, bureaucrats, media and judiciary; Working with communities- models of Community Organisation and empowerment approach of community work, skills and strategies.

**MDM 20: Conflicts and Conflict Analysis**

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

**MDM 21: 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 22: 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 23: 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 24: 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 25: 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 26: Digital Image Processing (DIP) and GIS Data Management


MDM 27: Application of Remote Sensing in Disaster Management

Basic principles of Image Interpretation, Image interpretation elements, Land use/ Land cover mapping (NRSA and USGS classification), Remote sensing application for flood, drought, landslide, glacier, Earth quake, Tsunami, cyclone and forest fire with different Case Studies and onsite experiences on flood warning and cyclone information, analysing earthquake and landslide data. Urban planning and management. Practical: Land use/ Land cover mapping, Hazards zonation mapping, Data analysis is using remote sensing software.
MDM 28: Application of Geoinformatics in Disaster studies

GIS applications in planning and assessing vulnerability: Natural Environment, Built Environment and Socio-economic applications. Detecting the threat and proximity of industrial and other urban hazards. Hazards zonation and Risk mapping caused by natural and man made disasters using GIS techniques. Health studies using GIS, Relevant Case Studies and model display, problems related to thematic maps. Practical: Vector data generation (Point, Ployline, Polygone) and editing, Attribute data generation, spatial analysis, buffering, hazards zonation mapping using GIS software based on different case studies.

MDM 29-31: 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 29: In the first semester, students would go on a study visit to urban and rural areas and work on written and analytical submissions based on the visit. The orientation programme to visits will include inputs on Community Based Disaster Management and emergency operations planning. This will carry 2 credits

(b) MDM 30: Internship 1: In the second semester, students will spend a period of four weeks with a pre-selected organization. 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) MDM31: Internship 2: The fourth semester internship of six to eight weeks duration is to focus on specialized 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 32: Research / Dissertation

The dissertation is an optional component carrying a weightage of 6 credit hours. Students have a choice to opt out of research and take up an extra concentration of 6 credit hours in the third or fourth semester. It is largely a self directed, supervised project in the student's own area of interest. The dissertation will familiarize 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 finalization of the dissertation.
M.A./M.Sc. IN HABITAT POLICY AND PRACTICE

The M.A./M.Sc. In Habitat Policy and Practice programme is aimed at responding to the capability gap in habitat sector in terms of acute lack of professionals-having multidimensional understanding and multifarious capabilities-who would be able to comprehend and deal with the complex challenges thrown up by the recent developments on the urban scene.

The programme is envisaged to be focused on policy, planning and practice. Here, the term 'policy' is meant to cover different official-legal and administrative-instruments, for example, laws, rules, regulations, policy recommendations, project guidelines, government resolutions, procedures, and norms. These instruments, together, provide an official (policy) framework for the stakeholders to operate in the Habitat sector. Further, the term practice is used here to identify activities that more directly engage with formulating, implementing, analysing, evaluating, and advocating policies on behalf of different stakeholders. The program will, thus, involve training in policies from different sectors which are directly connected with the Habitat sector. To begin with, these sectors would include, for example, housing, livelihoods (poverty), transport and infrastructure, water, and governance.

Key Features

- The focus of the program-as discussed before-is on policy and related practice.
- Further, as far as the substance is concerned, the program, to begin with, will be focused on urban and peri-urban issues and processes.
- The program will start with multi-disciplinarity and strive to achieve inter-disciplinarity, the transition being driven by the needs and demands of the ground-reality.
- It would strive to bring together disciplines not only within social sciences or within physical or engineering/technical sciences, but disciplines from all these three groupings.
- Efforts to impart multidimensional understanding and multifarious capabilities will be founded on efforts-through a group of courses-to develop a perspective among students that is broad, socially inclusive, democratic, technically informed, and culturally as well as environmentally sensitive.
- Another distinguishing feature of the program will be its strong linkages with the ground-reality and commitment to respond to the needs and aspirations of different stakeholders, especially the disadvantaged and vulnerable sections of society. This understanding will permeate through and shape all the different components of the program.
### Semester-Wise Listing of Courses

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<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I</td>
<td>FC 1 Understanding Society</td>
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<tr>
<td>I</td>
<td>FC 2 Introduction to Basic Economics</td>
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<td>I</td>
<td>FC 3 Development Experience, State, Social Conflict and Change</td>
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<tr>
<td>I</td>
<td>HP 1 Sociological Perspectives on Urban Development</td>
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<tr>
<td>I</td>
<td>HP 2 Public Policy and Governance: Theory, Analysis and Advocacy</td>
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<tr>
<td>I</td>
<td>HP 3 Ecology and Urban Environment</td>
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<td>I</td>
<td>HP 5 Urban Livelihood and Housing I</td>
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<td>HP 7 Communication</td>
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<td>HP 8 Quantitative Research Methods</td>
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<td>HP 12 Habitat Planning: Theory and Practice</td>
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<td>HP 9 Qualitative Research Methods</td>
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<td>HP 15 Urban Water, Sanitation and Solid Waste I</td>
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<td>HP 16 Urban Governance in India: Policies and Practices</td>
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<td>HP19/DS 15 Sustainable Development and Climate Change</td>
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<td>HP 21 Social Sector Issues in Cities</td>
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Course Outline

**HP 1: Sociological Perspectives on Urban Development**

**Urban sociology, cities and urbanization:**
(a) The city in classical sociology: Max Weber, Georg Simmel, and Oswald Spengler; The Chicago School: Robert Park and Louis Wirth; (b) Marxist approach to the urban question: David Harvey and Manuel Castells; postmodernism and the urban centres: Michael J. Dear

**Urban centres: The conceptual framework:**
The emergence of the urban form; classification of cities; urbanization, suburbanization, and rural-urban fringe; globalization and urban centres

**Dimensions of urban development:**
The spatial dimension: housing, neighbourhoods, and slums; the social dimension: family, and religion; the economic dimension: informal sector, and urban poverty; the cultural dimension: ethnicity, popular culture, and lifestyles; the political dimension: urban governance, and pressure groups; limits to planned urban habitat change

**HP 2: Public policy and governance: Theory, Analysis and Advocacy**

**Introduction to Public Policy and Policy-making:**
What is Public Policy? Concept and Definitions of Public Policy, Main Features and Elements of Public Policies; Content of Public Policies, Main Reasons for studying Public Policies, Policy Analysis and Advocacy

**Models of Public Policy:**

**Policy-Making Process:**
(a) Six Stages of Policy Making; Problem Identification and Public Opinion; Role and Impact of Media; Elite and Policy Making; Political Tactic, Non-decision Making and Agenda Setting; (b) Policy Legitimation; Role and Features of Bureaucracy; Policy Evaluation; (c) Environment of Policy Making; Participation in Policy Making; Political Culture and Policy Making

**Analysis and Evaluation of Policies:**
(a) Steps in Policy analysis: From Problem Definition to Making Recommendations; (b) What is Policy Evaluation? Methodology for Evaluation; How the Evaluation results are used?

Principles and System of Democratic Governance
Conceptual Aspects of Governance, Discourse on Good Governance and Its Critiques, Alternative Discourses on Governance

Policy Advocacy:
(a) What is Advocacy? Different Types of Advocacy, Different Instruments of Advocacy; (b) Evidence based Advocacy: Different Types of Evidence, Building Analysis-based Evidence, How to Use Evidence for Policy Advocacy; (c) Media and Advocacy: Role of Analysis and Evidence; Legislative Advocacy: Role of Analysis and Evidence; International-Level Advocacy Campaigns

HP 3: Ecology and Urban Environment

Basic concepts in ecology and environment:
(a) What is ecology? Ecology and environment, Types of ecosystems and interrelationships in urban environment, (b) Issues of sustainability, conservation and pollution

Common issues concerning urban environment:
Defining sector-wise urban environmental issues - air, water, sanitation, solid waste, health, energy, transportation, green spaces and urbanization, Understanding sources, scale and impacts of urban environmental problems

Pollution control: Theory and empirics:
Institutional mechanism for pollution control, Regulatory instruments, Policy instruments, Economic instruments, Multilateral environmental agreements and international environmental law

Policies and practices to manage urban environment:
Role of public policy, participation and innovation in managing urban environment, Private sector initiatives, Civil society initiatives, Role of national and local governments

HP 4: Basic Technical Capabilities of Habitat Professionals

Planning:
Planning Phases: Defining planning in terms of sector, Identifying problems, defining objective of plan, inventory of resources (data collection), analysis - Formulating alternative strategies, evaluation and decision about strategy, detailing plans and estimating resources -

Evaluation and monitoring, Final evaluating of outcome:
Elements of successful planning

Housing:
Concepts of density and circulation - FSI, TDR, Building codes - Land use, structural and strategic planning - Affordable housing - Zoning regulations, slopes, flood lines, coastal zones - Urban renewal - Gentrification - Livelihoods of different segments like wage workers, unorganized, organized, self employed, contract workers

Transport:
Role of transportation in society: economic, social, political and environmental - Factors affecting transportation - Transportation planning - Traffic planning

Environment:
Ecosystems: agro, aquatic, terrestrials, urban - Relationship between ecology, economy and environment - Resources: types, conservation - Air quality, pollutants, types, sources, impacts - Water: surface, ground, potable water, pollutants, types, sources, impacts - Climate: science, policy, environmental impacts - Sustainable development
Water and sanitation:
Types of water: surface and ground water, fresh water, sea water, potable water, wastewater, hard and soft water, etc., - Hydrologic or water cycle and water distribution - Water resources
Sanitation: concepts related to wastewater collection, treatment and reuse - Ecological sanitation - Sanitation and public health

**HP 5: Urban Livelihood Housing**

**Concept of housing:**
Housing as a verb vs. housing as a noun, adequate housing, Affordable housing - Issues of affordability and sustainability of housing, slums as housing

**Situation Analysis of housing:**
Estimations of housing shortage, shortage across income groups, situation across geographies, situation vs. international norms of adequate housing, access to services, slums as a manifestation of inadequate formal housing supply, access to tenural security and services, urban displacement-scale and extent, rehabilitation and impact of rehabilitation

**Factors influencing housing production and access:**
Role of land, finance, legislation, planning, organization of construction industry, technology, and policy in housing production, role and performance of various institutions and actors vis-a-vis housing - banks and financial institutions, state governments, ULBs, construction industry, housing boards

**Overview of housing policies:**
Mapping of housing policies from post independence onwards, the backdrop in which the policies were brought in, policy instruments utilized, impact of the policies on housing sector and across groups

**Current housing policies:**
Overview of current housing policies - Maharashtra State Housing Policy (2007), National Urban Housing and Habitat Policy 2007, Draft National Slum Policy

**Critical debates in housing:**
Formal vs. Informal Housing (Definition and perspective on formal and informal housing, regulators of housing and their roles, politics of tenural security, slums - perspectives and definitions, types of slums and typology of housing)

**Understanding of housing as space for income generation**

**Meaning of Affordable Housing:**
Issues of affordability and sustainability of housing, housing finance and subsidies, access to services, rental housing, land availability and issues of land availability in urban areas, debates on FSI, in Situ development in context to affordable housing

**Role of State and public sector in Housing:**
States role from being a provider to a facilitator of housing, housing institutions (MMRDA, MHADA, HDFC, Municipal Corporation),

**Markets as housing providers:**
Role of market as housing providers, emerging issues (scarce and unaffordable housing stock for low income groups and urban poor, construction quality, scope for corruption, criminalization
**HP 6: Urban Transport and Infrastructure: Policies and practice**

**What is Transportation Planning:**
The origins and the need for traffic engineering, and hence transportation plans growth of Traffic. Classification of Cities; Types of cities and their growth patterns; Types of road networks and their design- Examples of cities with these types of road networks

**Transportation Planning:**
(a) The classical approach to Transportation Planning. Factors that affect the demand for movement, and how this is met Land Use Transportation Model; (b) The Transportation Planning Process, Interdependence of Land use and Traffic; Systems approach to Planning

**Transport Demand Management:**
The need for Demand Management, methods of DM. Examples of Cities that currently use DM

**Mass Transportation Modes:**
Types of mass transportation modes; Planning and Design of Mass Transportation Systems; Criteria for MTS

**Sustainable Transportation:**
What is Sustainable Transportation? - The need to shift to sustainable modes of transportation.-Methods of inducing this shift; Methods of curbing speeds and access to vehicular traffic- National Urban Transport Policy- Cities with a strong focus on Sustainable Transportation

**HP 7: Communication**
The course intends to impart skills and techniques required for efficient and fast reading as well as taking notes from academic papers and policy documents. It also intend to impart basic skills in oral communication especially making short presentations as well as in writing communication, especially pertaining to writing short papers and assignments.

**HP 8: Quantitative Research Methods**

**Conceptual Foundation of Research:**
Concepts; Functions of Concepts; Conceptual Definition and Operational Definitions; Theory, Models and Empirical Research

**Elements of Research:**
Variables; Relations; Data; Hypotheses; Questionnaire Construction

**Frequency Distribution:**
Frequency Distribution- Useful terms; Construction of Frequency Distribution Table; Diagrammatic representation of Frequency Distribution- Bar Diagram, Histogram, Frequency Polygon, Ogive.

**Measures of Central Tendency:**
Mean, Median and Mode-calculations, advantages and disadvantages

**Measures of Dispersion:**
Absolute Measures: Range, Quartile Deviation, Mean Deviation, Standard Deviation. Relative Measures: Coefficient of Variation.

**Correlation and Regression:**
Concepts of Correlation, Bivariate data, bivariate frequency distribution, Covariance,
Coefficient of correlation; Concept of Regression, Independent and dependent Variables, Regression Coefficient

Theory of Probability:

Sampling:
Meaning and objectives of Sampling; Random Sampling and Non-random Sampling

**HP 9: Qualitative Research Methods**

Relevance of social science research:
(a) What is research, purpose of engaging in research, various approaches to social research? Basic introduction to Quantitative Research (references to be included in the list) Qualitative research - what do we mean by qualitative research - why engage in qualitative methods
(b) Issues like: Positivism vs. Phenomenology, History of Qualitative Methods, The Chicago Tradition, The Dramaturgical Approach, Contemporary Qualitative Sociology

Principles of ethnographic field research:
Participant observation - participant observer continuum and interviewing - Strategies for entering, watching, listening and recording - exiting from the field, maintaining a journal

Interviewing:
Types; selecting the respondents; rapport; the interview guide; the interview situation; the interviewer's journal

Oral histories, life histories and experiential methods

Qualitative Analysis:
Sampling, content analysis, coding, analytic memos, questions of reliability and validity, strengths and weaknesses

Emic and etic approaches:
An anthropological approach to research

Writing a research report:
Format and content-Bibliography, references-Erasing and inserting the researcher

**HP 10: Political Economy of Urbanization in the South**

Politico-Economic Perspectives:
Introduction to key concepts in political economy - production & forces of production, world systems of trade, State as embodiment of political economic order

Key Theorists on Space & Urbanization:
(a) Lefebvre - lived space, representational space, spatial practices, right to city; (b) Harvey - materialist history of space & time, urban consciousness; (c) Castells - Network society; (d) Soja - geohistories, the dynamic of urban space

A Materialist History of Urbanization in South:
Indigenous patterns of urbanization, city forms and governance, role of cities; Colonial urbanization & its impact on India, in particular
Contemporary Trends of Urbanization in India:
Demographics, Cities in relation to development, Indian Policy on Urbanization Informal sector, Slums

Urbanization and Globalization:
Role of cities in neo-liberal economy, Rescaling of territories and state, Competitive cities & their implications, Restructuring within cities, JNNURM as a precursor of globalization agenda

HP 11: Urban Economics and Finance

Why and Where Do Cities Develop & Cities as Part of the Larger Economy:
Market Forces in the Development of Cities, Comparative Advantage, Scale Economics, Agglomerative Economics in Production & other extensions, and Spatial Orientation, Economies of localization, Scale Economies and Zipf's Law, Neoclassical theory of Firm Location and Spatial Separation

Introduction to Economic Geography (5 Sessions):
Economic Geography: Basic Models - Urban Sprawl-Distance and Rent- Increasing Returns and Imperfect Competition - Urbanization and endogenous growth-

Land Rent and Land Use Patterns (6 Sessions):
Analysis of land as a factor of production and different theories of economic rent; the location of firms and households rent, Land Rent and Land Use Patterns, Neoclassical theory of Household Location and Bid Rent Gradients, Analysis and extensions of household locational choices, Mono centric Model, Theory of Residential Land Use

Urban Economy of India (7 Sessions):
(a) Urban Demography-Urban Labour Market-Migration; (b) Informal Economy-Urban Micro Finance-Urban Poverty-Human Development, Land Market, Clusters of Innovation, Economics of Urban Infrastructure

HP 12: Habitat Planning: Theory and Practice

City in History:
Historical development of types of habitats urban, peri-urban and rural habitats; Study of urban structure, typology of cities and urbanization in India

Evolution of Habitat Planning:
Theory and practice of planning in modern world Stages of development of planning theory Contemporary planning debates and practices of habitat planning

Habitat policies and planning in India:
Introduction to planning practices in various states in India, Urban planning and sectoral planning for habitats Planning organizations and implementation of plans

Infrastructure for habitats:
Habitat and infrastructure planning; Essential physical, technical, social and infrastructures for habitats; Infrastructure development and planning in India

HP 13: Public Finance

(a) Role of Public Sector in the Economy; The Theory of Public Goods; (b) Fiscal Policy: Public Expenditure Policy and programs; Public Resource Mobilisation: Economics of Taxation and other Revenue Instruments; (c) Public Finance in a Multi-tiered System: Inter-Government
Fiscal Relations; Local Government Finance, (d) IV. Urban Local Finance: Theoretical and Empirical Issues; (e) Fiscal Policy in a Developing Economy

**HP 14: Urban Housing and Livelihood**

**Concept of livelihood:**
Livelihood as distinct from poverty and employment, its linkage to housing, distinctive features of urban livelihoods, the critique of livelihoods approach

**Situation Analysis of urban poor in Indian cities:**
Definition, concept and measurement of poverty, house livelihood linkages with poverty, urban poverty in context to vulnerability, entitlement and social exclusion, access to and quality of infrastructure like water, solid waste, electricity, healthcare, housing; Informal economy -Definition, different characters of informal economy and its types, understanding on causes of informal economy and its rise, issues of social security, hubs of informal economy, obstacles faced by informal sector- infrastructural, economic and institutional, policies programs and strategies aimed at betterment of informal economy

**Macro Context of livelihood policies:**
Directions of industrial policy from post-independence period to current; implications for migration; informalization of livelihoods

**Policies and Program on livelihood generation and poverty alleviation:**
Mapping of policies and programs for poverty alleviation and livelihood, redressal of urban poverty after 1985, thrusts in policies pursued since, poverty alleviation programs, street vendor policy, unorganized sector commission

**Emerging Debates and Perspective:**
Situation of urban poor vis-vis income generating opportunities, nature, conditions of work, distinct challenges posed for multiple occupations, Differences in situations in metros and small towns- Role of the state in providing security, can market work for the poor - Feminization of poverty and women in labor market


**Urban water supply:**
Resource development and conveyance of water - Potable water, its treatment and distribution and 24X7 water supply - Customer service performance indicators, gaps in performance and benchmarking of indicators - types of water utilities - tariff levels, metering, leak detection, non-revenue water, cost recovery - affordability, cross subsidy and urban poor - privatization of water supply

**Historical developments in urban water supply in India:**
Policies and practices in urban water supply and sanitation in different contextual periods: pre-independence scenario, policy developments from independence to 1993, decentralization in 1993 post the 74th amendment, present policies and practices

**Investment and financing for water supply:**
Investments under different five year plans - role of State Finance Corporations - Role of Urban Local Bodies - Role of HUDCO - External cooperation from World Bank and Asian Development Bank

**Case studies in urban water supply:**
Policies and practices followed in selected municipal corporations/councils
HP 16: Urban Governance in India: Policies and Practices

Concept of governance:
historical shifts in understanding of governance from governmentality to governance, shifts in terms of actors, institutional arrangements, roles and accountability structures, reviewing other related concepts - citizenship, civil society, participation, decentralization

Institutions in Urban Governance:
ULBs, planning bodies, central govt. institutions, para-statal organizations; State government institutions in each of these institutional categories; the course will trace their historical evolution in terms of structures; functional domains, fiscal strengths, operational designs, current status and issues vis-vis capacity to govern. Further this module will also examine the inter relationships between these institutions

Issues in Urban Governance in India:
Inadequate decentralization; multiple bodies and overlapping Jurisdictions; Limited Capacity to Innovate; Lack of participation; Inadequate Representation of the Poor

74th CAA and after:
74th CAA- status of post amendment implementation - state-wise variations in legislation, implementation and practice

Emerging Forms and actors in urban governance:
Changing backdrop of urban governance- New forms- SPVs, Regulatory Bodies, Forms that bring in participation of corporate sector, citizen’s groups NGOs, GONGO’s - JNNURM and Agenda of reforms in governance

International trends and experience in Urban Local Governance and Decentralization:
Trends and Experience in China- Trends and Experience in Latin America - Trends and Experience in the West (Europe and US)

HP 17: Planning Studio

Habitat planning:
Why prepare habitat plans? What are different components of habitat plans? How to prepare and present habitat plan?

Reading habitat plans:
Introduction to Town Planning Act and case study of a Development plan of a selected city or city area; Map reading and mapping techniques

Information resources:
Introduction to information resources, collection of data, analysis and synthesis; Preparing project brief

Preparing habitat plan:
Preparing concept habitat plan and project report; outline strategy for implementation including financing, monitoring and management of completed project.

HP 18: Comprehensive Assessments of projects

Legal aspects:
Introduction to commonly used laws in assessing ‘projects’ like Company Law, SEBI, Contract Act, etc.; Introduction to quasi-legal concepts like Special Purpose Vehicles (SPV), Asset Management Company, PPP, etc.
Technical aspects:
Raw materials and other utilities - requirement and availability; Basis of selection of production technology; Sources of technology - domestic v/s foreign; Cost of technology acquisition; Assessment of alternatives in each one of these aspects

Financial aspects:
(a) Characteristics of Capital Expenditure - current outlays and future flow of benefits, Uncertainty in measurement, long term effects etc; (b) Understanding the business environment - Regulatory framework, international interface; (c) Identification of investment opportunities - Performance of existing industries, impact of new technologies, compatibility with promoters, risk bearing capacity; (d) Assessment of market aspects - demand forecasting, sources of information, market surveys; (e) Estimation of cost of project - major cost components, factors influencing costs, avoiding cost overruns; (f) Means of financing the project - Capital structure, different sources of finance, merits and demerits; (g) Assessment of profitability - Expected sales, capacity utilization, estimation of cost of production, Behavior of costs, Break-even point; (h) Time value of money - Reasons behind time value of money, Future Value, Present value, annuity, discount rates; (i) Appraisal Criteria - Discounting - concept of NPV, IRR, etc and Non-DCF techniques - pay back period, debt service coverage ratio; Cost of capital - costs of different sources of finance, weighted average cost of capital

Economic aspects:
Economic cost benefit analysis, shadow prices, economic opportunity costs, valuation of externalities, efficiency parameters, decision criteria

Social aspects:
Identify and analyze social consequences of projects, immeasurable costs and benefits, impacts on way of life, community, health, personal rights, property rights, etc.; Core values, principles and guidelines of social impact assessment (SIA)

Environmental aspects:
Environmental impact assessment (EIA) process - screening, scoping, baseline data, identification of impacts, alternative evaluation criteria, EIA management plan; Methodologies - Ad hoc, checklist, matrix method, network approach, computer aided EIA, modeling approaches; EIA practices in India

HP 19: 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/Environmental Economics. Environment and growth, weak and strong sustainability, characteristics of environmental goods, environmental problems as externalities, abatement of externalities Perspectives seeking Fundamental Changes. Critiques of Sustainable Development Perspectives Eco-Socialism, Eco-Feminism, Deep Ecology, Social Ecology or Eco-Anarchism, Gandhian Perspective, Environment- Development Struggles and Grassroots Perspective Alternative Perspectives Seeking Balanced Changes

**HP 20: Perspectives on Urban Space**

**Introductory Session:**

**Urbanism:**
Experience of urbanism in terms of historical and conceptual debates. (b) Historical: To question the tribal, rural, urban evolutionary framework and explore more complex explanatory tools. (c) Conceptual: Critically examine the binaries that are embedded in understanding urbanism - rural/urban, vertical/horizontal, primary/secondary, private/public, work/play, home/outside

**The Production of Space I:**
Concept of urbanism in terms of how all environments (with their imaginative and material dimensions) are constantly being produced by the active agency of their inhabitants. Space in terms of its non-spatial dimension - for example economic exchanges, political expansion, nomadism, migration, movement of goods and ideas, the moment of the bazaar and the ability of information and communication technologies to expand and contract spatial contexts

**The Production of Space II:**
Concepts and ideas around space, gender and power, interrogating the constructions of various binaries (private-public, respectability-unrespectability, safety-violence, risk-rationality) around them. The hierarchies of age, gender, race, class, and community and their encoding in domestic and public spaces. Problematization of the notion of a neutral user of urban space, role of built form as a mechanism of control.

**Power:**
How ideological interpretations of urban space shape choices with regard to contemporary urban practices.

**Sexuality, Respectability and Public Space:**
Issues of public sexuality, class and 'reputation' in relation to the issues of couples in public spaces, bar-girls, public soliciting, and the presence of women in public spaces.
Creation of new ‘private’ public spaces using illustrative cases of exploring shopping malls, multiplexes, paid parks.

**Constructing Community through Space:**
Ideas of locality, neighborhood, ethnicity and community in the city. How do these issues come to play with regard to public space? When gender intersects with ethnicity, how does public space get constructed? When violence meets a community head on, does public space recede and are limitations then imposed on women’s movement? We look at some of the dynamics at work and play here, particularly with regard to minority groups.

**Construction of Space and the Social Imagination**

**Self and the Production of Safety**

**Inclusive by Design:**
What are the strategies for a gender-sensitive approach to design? Explore the various aspects of gendered design including issues related to urban public transport, toilets and parks.

**The Urban Intellectual Activist:**
This section will examine the emergence of the urban activist and new practices of engagement in urban politics. In the same way urban space is both physical and conceptual, the urban activist’s field of operation extends beyond the physical realm.

**Re-Imagining Space: Risk, Loitering & Pleasure in the City**

**HP 21: Social Sector Issues in Cities**

**Contours of Vulnerability in cities:**
Physical vulnerability- location and type of infrastructure including housing; Economic Vulnerability- Employment and income insecurity, burgeoning informal sector; Social Vulnerability- caste, class, ethnicity, religion and native- migrant conflicts; Social aspects of physical and economic vulnerabilities; Issues around access, availability and entitlement; Some important sectors of vulnerability in cities- Health, Education, Peace and Security

**Health:**
Concepts of health, health and development; Health situation of the Indian people; Social contexts of health, illness and cure ; Challenges in urban health; Health vulnerabilities of different groups; Health Care system in India with focus on the Urban system; Planning for healthy cities.

**Education:**
Conception of education (with special reference to ideas of universal and compulsory schooling) – aims of education within liberal democracies Fundamental Right To Education Bill Status of education provisioning in the Indian context (esp. elementary education), issues of provisioning, access and ‘quality’. School improvement, recent policy efforts and trends

**Peace and Security:**
Social topography of marginalization and conflicts in cities; Issues of identity: caste, class, ethnicity, religion and regional identities; Barriers to peaceful co-existence of communities in cities; Issues of security, role of state and non-state actors.


**Sanitation:**
Waste water as logical corollary of water supply - quantity and quality of waste water -
collection, conveyance, treatment and disposal of waste water - taxes for sanitation - pollution and contamination - health and hygiene - recover, recycle and reuse of city effluents

**Historical developments in urban sanitation and MSW in India:**
Policies and practices in urban sanitation in different contextual periods: pre-independence scenario, policy developments from independence till 1990s, 74th amendment, Solid Waste Handling Rules 2000, present policies and practices

**Municipal solid waste: Key issues and practices:**
Generation, collection, transport, treatment and disposal of MSW - composition of MSW, organic, inorganic, decomposable, non-decomposable, construction debris, hospital waste - methods of collection, transport, treatment and disposal - tariffs and taxes - Energy recovery from solid waste - health and cleanliness practices - public participation in solid waste, local area management and role of NGOs/CBOs

**Case studies in urban sanitation:**
Policies and practices followed in different municipal corporations/councils

**Case studies in municipal solid waste:**
Policies and practices followed in different municipal corporations/councils

**HP 23: Community Group Work**
The course intends to introduce students to conceptual and theoretical foundations of group work. With the objective of making students equipped to work in and with communities and groups of individuals, the course also involve training in skills and techniques of group work, supplemented with field work.

**HP 24: Introduction to GIS**
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

**HP 25: Advanced Financial Assessment of Projects**
Analysis of financial Statement, Ratio analysis - different financial statements, balance sheet, cash flow, profit and loss account, important ratios.

Cost of capital - advanced concepts - marginal costs, capital asset pricing model etc.

Risk analysis of projects - physical life, technological obsolescence, product obsolescence, concept of risks, measurement of risks, sensitivity analysis, conservative estimates of profitability.

Viability from different points of view-equity, long term etc - different cash flows- initial, operational, terminal, appraising projects from the view point of equity holders' and lenders'

Capital Budgeting - Administrative aspects - Consistency with organizational long term strategy, controllability of factors, decision making, performance review.

Peculiarities of urban infrastructure projects - public goods characters, long gestation period, distant break even.

Public-Private-Partnership - concept of PPP, types of PPP like BOT, BOOT, main features of PPP agreement.
Analysis of real life projects - case studies of infrastructure projects, with an emphasis on urban infrastructure projects.

**HP 26: Analysis of Legal Instruments**

**Introduction to different legal instruments:**
Policies, laws, ordinance, rules, regulation, government resolutions by central, state, and local governments

**Role of legislation**

**Constitution:**
Art. 12 [Definition of State], Art. 13 [Law in contravention of fundamental rights is void], Art. 14 [equality before law and equal protection of law]

**Elements of administrative law:**
Rule of law, discretionary powers, arbitrary action, natural justice, rule against bias, right to fair hearing.

**Process of law making:**
Role of public [suggestions/public hearing].

**Legislative and legal advocacy:**
Role of experts, role of courts.

**Examples and case studies of analysis of laws and rules:**
-Trends in change of land use patterns [special focus on Mumbai mill lands; salt pan lands; adivasis on forest land; fisherfolk]
-Slum legislation - Constitutional provisions - Balance of different rights - judgments passed by the Supreme Court and High Courts.
-Rehabilitation: Meaning and understanding the term "public interest" [focus on its usage under law and judicial trend] - absence of law relating to rehabilitation vis-à-vis the urban scenario - Redevelopment [special focus on cess buildings, rent control].

**HP 27: Analysis of Macro Data**

**Introduction to primary and secondary sources of data:**
Meaning of primary and secondary data sources, what are micro and macro level data, and their merits and demerits;

**Sources of Macro-data:**
Brief description of various sources of macro-data available in India (Census, NSS, CSSO, NFHS, etc) including their design, data available at different levels, and their merits and demerits.

**Extraction and Analysis of Macro-data:**
(a) Demonstration of SPSS (Statistical Package for Social Sciences) and exercise on extracting select information from macro-data files, and construction of indices like mean, median, mode, correlation coefficient and hypothesis testing. (b) Excel exercise on graphical presentation of data and drawing Lorenz curve, and construction of Gini coefficient, deprivation index and other indices.
Statistical Application of Macro-data:
Exercise on multivariate statistical analysis of macro-data using the techniques of multiple regression, logistic regression, factor analysis, principal component analysis, cluster analysis and time series analysis.

HP 28 (Option I): Affordable Housing for the Poor

What is housing for the poor?:
Examining spontaneous settlements as evidence-base for habitat development for poor

Review of experiences and approaches:
(a) upgrading - subsidized housing - sites and services - Incremental housing, (b) Planning for pro-poor housing

Dimensions of affordable housing:
Interventions in land and property rights-Financial mechanisms-Participation and self help; Role of CSOs & NGOs- Organization and Institution Building.

Contemporary programs:
SRA- Incremental Housing- Shelter for Homeless- Nano housing.

HP 28 (Option II): Water Reforms and Regulations

Infrastructure Sector Reform: Brief Review:
Pre-reform situation in the infrastructure sectors, Rationale for Reforms, Basic Features of Reforms, and Criticisms of Reform Measures.

Background to Water Sector Reforms:

Discourse around Water Sector Reform:
International Discourse on Efficiency and Good Governance, Main Elements of Discourse on Water Sector Reforms: Water as Socio-Economic Good, Full Cost Recovery, Recasting the Role of the State, Private sector Participation, Decentralization of Governance.

Critique of Water sector Reform: Commodification of Water, Increase in Water Tariff, Concentration of Water and Land, Privatization of Water Delivery, Increase in Regional Disparity, Bureaucratic Control over the Water Sector, Limited Participation.

Review of Water Sector Policy Reform in India:

Reforms in Irrigation Sector:
Participatory Irrigation Management, New Laws for Farmers Participation, Role of Water Users Associations and Problems therein

Reforms in Drinking Water Sector:

Reform in Ground Water Sector:

Independent Regulatory Authorities (IRAs) in Water Sector:
Rationale and Critiques of IRAs, Nature, Functions, and Authorities of Water Sector IRAs in India, Entitlements, Tariff Setting, and Trading, Functioning of IRAs: Experiences of Maharashtra

HP 28 (Option III): Climate Change: Urban Issues and Urban Responses

Climate change impacts in the urban context:
Recap of key climate change issues. Importance of regional level analysis. Key uncertainties in effects such as sea-level rise etc.

Climate Change Risks in the urban habitat:
Introduction to linking climate change impacts to the urban habitat. Impacts on patterns of residential, infrastructural, commercial and industrial use of urban space. Specific case studies of climate change risk analysis for cities in developed and developing countries, both coastal and non-coastal regions.

Urban vulnerability in the Climate Change context:
General introduction to vulnerability. Introduction to vulnerability in the climate change context. Specific vulnerabilities in the urban context.

Current trends in urban adaptation strategies:
Introduction to adaptation issues in developing countries. Introduction to the highlights of urban adaptation strategies from the current literature with special attention to the IPCC reports, National Communications and specific case studies.

Mitigation strategies in the urban sector:
Residential and commercial buildings in the developed and developing countries context. Key differences. Transport sector mitigation strategies. Mitigation-adaptation linkages.

Politics and governance issues:
Extending “common but differentiated responsibilities” to regional and local scales in tackling climate change. Urban governance and climate change adaptation/mitigation strategies. Extending knowledge on disaster management politics and governance issues to the climate change context.

Sustainable cities:
Climate change and evolving and new paradigms for sustainable cities

HP 28 (Option IV): Urban environment in India: Policies, practices and challenges

Urbanization and environment:
Emerging issues in urbanization and environment, local, regional and global dimensions, environmental impacts of cities, population impacts, ecological footprints, sustainability, urban poor and environment
State of urban environment in India:
Issues related to air quality, water and sanitation, solid waste, public health, transportation, energy crisis, green spaces, Who bears the burden of environmental degradation

Environmental policies and practices:
Environment under 5-year plans, hierarchy of policy setting, environmental legislation, regulatory, policy and economic instruments, National Environmental Policy 2006, sector specific environmental policies and practices, Role of state governments and city administration, urban local governments, local agenda 21 and city specific environment plans

Judicial intervention and role of civil society:
Judiciary as a catalyst of change, role of PILs, civil society organizations for protecting urban environments

Future challenges:
Urbanization and environment from the global perspective, cities and climate change, adaptive environmental planning by different stakeholders, Establishing eco-cities, technology alternatives, institutional and social changes, Urban poor and the environment, Political economy and the environment

HP 29: Concentration Work- II
These are essentially self-study courses, tailor-made for the needs of individual or small group of students and suited for their research work.

HP 30: Seminar: Contemporary Issues and Topics in Habitat Sector
The course will involve detailed work on about five to six frontier-edge issues from the habitat sector. The issues will be selected each year by the faculty teaching in the program. In the case of each issue, a faculty member will help students know the history and develop basic understanding on the topic with the help of prescribed readings. An outside expert or practitioner will then be invited to provide students with up-to-date information, knowledge, and debates on the issues.

HP 31: Elective
This is the slot where students will be encouraged to take a course from other programs in the institute, provided permitted by the timetable. The idea is to give opportunity to students to benefit from the wide range of expertise available within the institute

HP 32: Project Management
Defining project and project management:
The concept of project · why project management · history of project management- the project management context and process

The role of project manager:
As manager of project functions: a) core functions - scope management, quality management, time management, and cost management, b) facilitating functions: risk management, human resource management, contract/procurement management and communication management. · project manager as a network manager- relevance of networking in project
Project management approaches and techniques:
Traditional (administrative) approach, business synergy model, strategic project management, theory of constraints (critical chain), event chain management (risk/impact probability chart), gantt charts, critical path analysis and PERT, Logframes and the logical framework approach, the planning cycle, Kotter’s 8-step change model, stakeholder analysis & management, influence maps

Project life cycle:
(1) Project Initiation- Develop a business case, undertaking a feasibility study, importance of a project charter, the relevance of a project team, phase review. (2) Project Planning - Resource, time, financial, cost, quality, procurement and risk planning and the importance of agents (3) Project Execution - build deliverables, monitor and control, use of management principles (4) Project Closure - closure report, review of completion

Managing Risk and Uncertainty in Projects:
Risk and uncertainty - perception of risk - risk and opportunity analysis - process of risk management: planning, identification, analysis, handling and monitoring - Risk management techniques

Software training:
Project Management with Microsoft project and MPMM- Familiarizing Microsoft Project and Project management Methodology Tool MPMM (software).
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
“1-Improvement”, will be shown on the grade sheet.

3.1.5.4 If, in such an additional examination, the grade obtained is lower than that obtained earlier
by the student, the better of the two grades will be the final grade in the course.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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/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.
4. Fees and Deposits

4.1 COMPULSORY FEES, DEPOSITS AND OTHER ESTIMATED EXPENDITURE FOR INDIAN STUDENTS FROM SEMESTER I TO SEMESTER IV

(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. 8,000/- (Rupees Eight 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. 2,750/-, (b) Multi Seated = Rs. 2,000/-.

(v) Electricity Charges are Rs. 3,000/- per student, per semester.

4.1.1 Development Studies

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<tr>
<td>Dinning Hall Deposit (Refundable)</td>
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<tr>
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### 4.1.4 Globalisation & Labour, HRM &LR, and Social Entrepreneurship

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### 4.1.6 Disability Studies and Action, Social Work, and Women’s Studies

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### 4.1.7 Media and Cultural Studies

#### Fee Component

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#### Fee Component

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**Grand Total of A + B**

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### 4.1.8 Habitat Studies

#### Fee Component

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<tr>
<td>Compulsory Deposit</td>
<td>4,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,817</td>
<td>17,400</td>
<td>17,217</td>
<td>17,400</td>
</tr>
</tbody>
</table>

#### Fee Component

<table>
<thead>
<tr>
<th>Item</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Hostel and Electricity Deposit (Refundable)</strong></td>
<td>2,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinning Hall Deposit (Refundable)</td>
<td>2,400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Seater Charges</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Electricity Charges</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>1,500</td>
</tr>
<tr>
<td>Dining Hall (to be adjusted against monthly bills)</td>
<td>8,000</td>
<td>8,000</td>
<td>8,000</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17,400</td>
<td>13,000</td>
<td>13,000</td>
<td>13,000</td>
</tr>
</tbody>
</table>

**Grand Total of A + B**

<table>
<thead>
<tr>
<th>Semester</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+B</strong></td>
<td>39,217</td>
<td>30,400</td>
<td>30,217</td>
<td>30,400</td>
</tr>
</tbody>
</table>
### 4.1.9  Counselling

<table>
<thead>
<tr>
<th>Fee Component</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>
| A.  
| Tuition                           | 11,600   | 11,600   | 11,600    | 11,600    |
| Examination                       | 300      | 300      | 300       | 300       |
| Development Fund                  | 2,500    | 2,500    | 2,500     | 2,500     |
| Lab Expenses                      | 1,500    | 1,500    | 1,500     | 1,500     |
| Other Charges                     | 1,417    | 1,317    |           |           |
| Internship/Field work Fee         | 2,000    | 2,000    | 2,000     | 2,000     |
| Compulsory Deposit                | 4,500    |          |           |           |
| **Total**                         | 23,817   | 17,900   | 19,217    | 17,900    |
| B.  
| Hostel and Electricity Deposit (Refundable) | 2,000 |
| Dinning Hall Deposit (Refundable) | 2,400    |
| Multi-Seater Charges              | 2,000    | 2,000    | 2,000     | 2,000     |
| Electricity Charges               | 3,000    | 3,000    | 3,000     | 3,000     |
| Dining Hall (to be adjusted against monthly bills) | 8,000 | 8,000 | 8,000 | 8,000 |
| **Total**                         | 17,400   | 13,000   | 13,000    | 13,000    |
| **Grand Total of A + B**          | 41,217   | 30,900   | 32,217    | 30,900    |
### 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.

#### 4.2.1 The fee structure for International Students from higher income countries is as below in US Dollar

<table>
<thead>
<tr>
<th>Items</th>
<th>DS</th>
<th>DM</th>
<th>GL/HR M&amp;LR/ SE/HP</th>
<th>HE/HO/PH</th>
<th>MC</th>
<th>SW/DA/WS</th>
<th>CL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>2,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>2,000</td>
<td>2000</td>
<td>2000</td>
</tr>
<tr>
<td>Development Fund</td>
<td>300</td>
<td>1000</td>
<td>300</td>
<td>300</td>
<td>600</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Lab Expenses</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1000</td>
<td>--</td>
<td>250</td>
</tr>
<tr>
<td>Insurance Premium</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Internship/ Fieldwork Fee</td>
<td>--</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Entrance Fee</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>Rural Practicum Per year</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>60</td>
<td>--</td>
</tr>
<tr>
<td>Compulsory Deposit</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Equipment Deposit</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>250</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total A</strong></td>
<td>2,930</td>
<td>5,030</td>
<td>4,330</td>
<td>4,330</td>
<td>4,880</td>
<td>3,390</td>
<td>3,580</td>
</tr>
<tr>
<td><strong>SEMESTER II, III &amp; IV</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>2,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>2,000</td>
<td>2000</td>
<td>2000</td>
</tr>
<tr>
<td>Development Fund</td>
<td>300</td>
<td>1000</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Fieldwork/ Internship/</td>
<td>--</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Lab Expenses</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1,400</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total B</strong></td>
<td>2,300</td>
<td>4,400</td>
<td>3,700</td>
<td>3,700</td>
<td>4,100</td>
<td>2700</td>
<td>2700</td>
</tr>
<tr>
<td><strong>Grant Total A+B</strong></td>
<td>5,230</td>
<td>9,430</td>
<td>8,030</td>
<td>8,030</td>
<td>8,980</td>
<td>6090</td>
<td>6,280</td>
</tr>
</tbody>
</table>

* Students will also have to pay Insurance Premium in the 3rd Semester.

* Student’s Union Fees, Exam. Fees and Other charges are included in the Total Fees.
4.2.2 The fee structure for International Students from SAARC and low income countries except Nepal and Bhutan is as below in Rupees.

<table>
<thead>
<tr>
<th>Items</th>
<th>DS</th>
<th>DM</th>
<th>GL/HR/SE</th>
<th>HE/HO/PH</th>
<th>MC</th>
<th>DA/SW/WS</th>
<th>CL</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>11,000</td>
<td>11,000</td>
<td>12,760</td>
<td>12,760</td>
<td>11,000</td>
<td>11,000</td>
<td>12,760</td>
</tr>
<tr>
<td>Examination Fee</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
</tr>
<tr>
<td>Development Fund</td>
<td>35,200</td>
<td>2,750</td>
<td>2,750</td>
<td>2,750</td>
<td>5,500</td>
<td>2,750</td>
<td>2,750</td>
</tr>
<tr>
<td>Lab. Expenses</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11,000</td>
<td>--</td>
<td>1,650</td>
</tr>
<tr>
<td>Insurance Premium</td>
<td>1,317</td>
<td>1,317</td>
<td>1,317</td>
<td>1,317</td>
<td>1,317</td>
<td>1,317</td>
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<tr>
<td>Student’s Union Fee</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Internship/Field Work Fee</td>
<td>--</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>2,200</td>
</tr>
<tr>
<td>Rural Practicum Per year</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2,750</td>
<td>--</td>
</tr>
<tr>
<td>Compulsory Deposits</td>
<td>4,950</td>
<td>4,950</td>
<td>4,950</td>
<td>4,950</td>
<td>4,950</td>
<td>4,950</td>
<td>4,950</td>
</tr>
<tr>
<td>Equipment Deposit</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11,000</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total (A)</td>
<td>52,907</td>
<td>22,107</td>
<td>23,867</td>
<td>23,867</td>
<td>46,857</td>
<td>24,857</td>
<td>26,067</td>
</tr>
<tr>
<td>SEMESTER II, III &amp; IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>11,000</td>
<td>11,000</td>
<td>12,760</td>
<td>12,760</td>
<td>11,000</td>
<td>11,000</td>
<td>12,760</td>
</tr>
<tr>
<td>Examination Fee</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
<td>330</td>
</tr>
<tr>
<td>Development Fund</td>
<td>35,200</td>
<td>2,750</td>
<td>2,750</td>
<td>2,750</td>
<td>5,500</td>
<td>2,750</td>
<td>2,750</td>
</tr>
<tr>
<td>Internship/Field Work Fee</td>
<td>--</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>1,650</td>
<td>2,200</td>
</tr>
<tr>
<td>Lab. Expenses</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>11,000</td>
<td>--</td>
<td>1,650</td>
</tr>
<tr>
<td>Other Charges</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Total (B)</td>
<td>46,640</td>
<td>15,840</td>
<td>17,600</td>
<td>17,600</td>
<td>29,590</td>
<td>15,840</td>
<td>19,800</td>
</tr>
<tr>
<td>Grand Total (A) + (B)</td>
<td>99,547</td>
<td>37,947</td>
<td>41,467</td>
<td>41,467</td>
<td>76,447</td>
<td>40,697</td>
<td>45,867</td>
</tr>
</tbody>
</table>

* Students will also have to pay US $500 as Entrance Fee at the time of admission.


4.3 OTHER CHARGES

(i) Special student (per course) .......................... 500
(ii) Supplementary/Improvement Examination fee (per course) 100
(iii) Provisional passing certificate ....................... 100
(iv) Duplicate of statement of marks (per copy) .......... 100
(v) Duplicate of testimonial (per copy) .................. 100
(vi) Re-evaluation Fees
    • Theory courses (per course) ......................... 500
    • Field Work/Internship/Research Project .......... 1500
(viii) Duplicate copy of fee receipt (per copy) ......... 100

For repeaters
(a) Field work fee for two semesters ..................... 120
(b) Field work fee for one semester .................... 60
(ix) Duplicate Identity Card ............................ 100
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 periods.
   (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.
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. Janweja Trust Scholarship:* Two scholarships with an annual value of Rs. 8,935/- each for two needy students.

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

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

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

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

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

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

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

5.1.2 Scholarships for HRM&LR Students

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

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

5.1.3 Scholarship for MHA (Hospital and Health) Students

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

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

5.1.4 Scholarships Common to All Programmes

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

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

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

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

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

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

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

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

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

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

5.1.4.11 Keki and Hilla Hormusji Bharucha Scholarship to a student of the Institute.
5.1.5 Scholarship Common for SC/ST/OBC/PWD

5.1.5.1 Government of India Post-Matric Scholarship (GOI-PMS)
The SC/ST students, whose parents/guardians income is less than Rs. 1,00,000/- per annum and Rs. 44,500/- per annum for OBC students and fulfilling the criteria for the award of GOI-PMS are eligible for the Scholarship.

5.1.5.2 Government of Maharashtra Freeship Scheme
The students of SC/ST/OBC category of Maharashtra whose parents income is more than Rs. 1,00,000/- are eligible for the Freeship Scheme.

5.1.5.3 National Scholarship for Persons with Disabilities (PWDs)
Indian students with at least 40% disabilities certified as per definition under Persons with Disability Act, 1995, and whose parents/guardians income is less than Rs. 15,000/- per month are eligible for the scholarship.

5.1.5.4 Top Class Education Scholarship
The students of SC/ST category are awarded the scholarship on the criteria of merit at the National Entrance Test conducted by TISS. The students are exempted from the payment of all fees and are granted with books and laptop worth Rs. 3,000/- and Rs. 45,000/- respectively. The Scholarship is entirely funded by the Ministry of Social Justice and Empowerment (10 awards) and Ministry of Tribal Affairs (5 awards).

5.1.5.5 Rajiv Gandhi National Fellowship Scheme
The students of SC/ST category pursuing higher studies leading to M.Phil. and Ph.D. Degrees are awarded the scholarship on the basis of merit. The Junior Research Fellow and Senior Research Fellow are granted the fellowship of Rs. 12,000/- per month and Rs. 14,000/- per month respectively, apart from other financial assistance.

5.1.5.6 National Thermal Power Corporation Scholarship
The SC/ST/PWD students pursuing two-year full time MBA/PGDBM with specialisation in Human Resource Management/Finance Management are awarded the scholarship of Rs. 1,500/- per month for a maximum period of two years.

5.1.5.7 Post-Graduate Indira Gandhi Scholarship Scheme for Single Girl Child
The value of scholarship is Rs. 2,000/- per month for a period of two years for 10 months in a year.

5.1.5.8 Post-Graduate Merit Scholarship Scheme for University Rank Holders at Under Graduale Level
The value of Scholarship is Rs. 2,000/- per month for a period of two years for 10 months in a year.

Criteria for Consideration of merit-cum-need Scholarships
(i) The average grade point (AGP) should be a minimum of 3.50 at the end of the First Year for senior students and 3.50 at the end of First Semester for Junior students.
(ii) The family income should not exceed Rs. 7,500/- per month.
(iii) The documents to be submitted by the students along with the application are as under:
   • A photocopy of parent’s/guardian’s income certificate.
   • A photocopy of the ration card or any other relevant document showing the number of members in the family.
   • Letters from two referees.
(iv) The students should also obtain the parent’s/guardian’s signature on the application and submit the same to the Academic Section of the Institute before the due date.
Incomplete applications or applications received after the due date will not be accepted by the Academic Section.

5.2 **FREE TUITIONSHIPS**

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

5.3 **LOAN SCHOLARSHIPS**

5.3.1 **Students' Welfare Fund Loan**

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

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

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

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

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

5.3.2 **Loan Repayment**

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

5.4 **PRIZES AND AWARDS**

5.4.1 **Institute Day Prizes**

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

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

5.4.1.3 The Professor A.R. Wadia Elocution Shield is awarded annually to the best student elocutionist.
5.4.2 **Academic Prizes awarded on Institute Day**

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

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

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

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

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

5.4.3 **Academic Prizes awarded at the Convocation**

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

For awarding a prize, the computation of the period of 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 Prize and Shield Best Student in Field Work in “Health and Development” Concentration (C1.4)

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 Field Work in “Community Organisation and Development Practice” Concentration (C1.1)

5.4.3.4 Prize and Shield to the Best Student in “Child and Youth Development” Concentration (C1.7)

5.4.3.5 Prize to the Best Research Project in Social Work

5.4.3.6 NTPC Gold Medal to the student for Best Field Work in Social Work

5.4.3.7 SMILE Foundation Prize to the student who scored Highest marks for Dissertation of MA Programme with a focus on Children and Youth Issues

5.4.3.8 Prize and Shield to the Best Student in “Health and Development” Concentration (C1.4)

5.4.3.9 Prize and Shield to the Best Student in “Dalits and Tribals Social Justice, Equity and Governance” Concentration (C1.5)

5.4.3.10 Prize and Shield to the Best Student in Field Work in “Dalits and Tribals: Social Justice, Equity and Governance” Concentration (C1.5)

5.4.3.11 Prize and Shield to the Best Student in Field Work in “Women-Centred Social Work” Concentration (C1.8)
5.4.3.12 Prize and Shield to the Best Student in “Women-Centred Social Work” Concentration (C1.8)
5.4.3.13 SMILE Foundation Prize to the student who scored Second Highest marks for Dissertation of MA Programme with a focus on Children Issues
5.4.3.14 Dr. Maria Mies Prize to the student who scored Highest marks for Dissertation of MA Programme with a focus on Gender and Justice Issues
5.4.3.15 M. K. Tata Prize and the Institute Shield to the Best Student in Social Work
5.4.3.16 Prize and Shield to the Best Student in “Community Organisation and Development Practice” Concentration (C1.1)
5.4.3.17 NTPC Gold Medal to the Best Student in Social Work
5.4.3.18 Prize and Shield to the Best Student in “Criminology and Justice” Concentration (C1.6)
5.4.3.19 Prize and Shield to the Best Student in Field Work in “Criminology and Justice” Concentration (C1.6)
5.4.3.20 Prize and Shield to the Best Student in Field Work in “Child and Youth Development” Concentration (C1.7)
5.4.3.21 NIPM Silver Medal for the Student securing Highest Marks in HRM & LR of 2006-2008
5.4.3.22 S. Kalsi Shield for the Best Student in Human Resources Management and Labour Relations
5.4.3.23 M.K. Tata Prize for the Best Student in HRM&LR
5.4.3.24 NTPC Gold Medal for the Best Girl Student of HRM&LR
5.4.3.25 Mrs. S. R. Panakal Shield for the Best Field Work Award for HRM&LR
5.4.3.26 The Prize instituted by the 1987-89 Batch of PM&IR students for Student Ranked Second in HRM&LR
5.4.3.27 Prize to the Best Research Project in Human Resources Management and Labour Relations
5.4.3.28 M. K. Tata Prize for the Best Student in Master of Health and Hospital Administration
5.4.3.29 Alumni Association of Health Administrators’ Chapter Trophy to the Best Student in the Master of Hospital Administration
5.4.3.30 The Prize instituted by the MHA students in 2001-02 academic year for the Best Senior Student in the Hospital Administration
5.4.3.31 Institute Gold Medal for the Best Student in the Master of Hospital Administration
5.4.3.32 Best Research Project Prize in Master of Hospital Administration
5.4.3.33 Best Research Project Prize in Masters in Health Administration
5.4.3.34 Alumni Association of Health Administrators’ Chapter Trophy to the Best Student in Master of Health Administration
5.4.3.35 The Prize instituted by the MHA students in 2001-02 academic year for the Best Senior Student in the Health Administration
5.4.3.36 Institute Gold Medal for the Best Student in Master of Health Administration
5.4.3.37 Best Research Project Prize in M.A. in Development Studies
5.4.3.38 Institute Gold Medal for the Best Student in M.A. in Development Studies

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5.4.3.39 Institute Silver Medal for the Ranked Second Student in M.A./M.Sc. in Disaster Management
5.4.3.40 Certificate of Merit for the Best 2nd Year Internship in M.A./M.Sc. in Disaster Management
5.4.3.41 Institute Gold Medal for the Best Student in M.A./M.Sc. in Disaster Management
5.4.3.42 Prize to the Best Student in First Year in M.A./M.Sc. in Disaster Management
5.4.3.43 Prize and Shield to the Best Research Project in M.A./M.Sc. in Disaster Management
5.4.3.44 Institute Gold Medal to the Best Student in M.A. in Education (Elementary)
5.4.3.45 Certificate of Merit for the Best Field Attachment in M.A. in Education (Elementary)
5.4.3.46 Institute Gold Medal and Prize for the Best Research Project in M.A. in Globalisation and Labour
5.4.3.47 Institute Gold Medal and Prize for the Best Student in Globalisation and Labour
5.4.3.48 Institute Gold Medal and Prize for the Best Student in Social Entrepreneurship
5.4.3.49 Institute Gold Medal and Prize for Best Field Work Project in Social Entrepreneurship
5.4.3.50 Institute Silver Medal and Prize for Second Best Student in M.A. in Media and Cultural Studies
5.4.3.51 Waqar Pyare Khan Certificate for the Best Media Project in M.A. in Media and Cultural Studies
5.4.3.52 Prof. Vijay Tendulkar Gold Medal for the Best Student in M.A. in Media and Cultural Studies
5.4.3.53 Smitu Kothari Certificate for the Best Research Project in M.A. in Media and Cultural Studies
5.4.3.54 Ms. Dosi Vakeel Gold Medal for the Best Student in B.A. (Hons.) in Social Work with specialization in Rural Development
5.4.3.55 Ms. Dosi Vakeel Silver Medal for the Student Ranked Second in B.A. (Hons.) in Social Work with specialization in Rural Development
5.4.3.56 Ms. Dosi Vakeel Bronze Medal for the Student Ranked Third in B.A. (Hons.) in Social Work with specialization in Rural Development
5.4.3.57 Mr. Emmanuel E. Agabalizu Trophy for the Best International Students

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.
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 and 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.

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, 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. However, the Office of Students’ Affairs has facilitated accommodation for over 400 students off-the-campus in close vicinity to TISS.

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 4.30 p.m. to 6.30 p.m. and the other every Tuesday, Thursday and Saturday from 4.30 p.m. to 6.30 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.

Those students who are already insured individually or under any policy of their parents (and do not wish to join the scheme), need to write an application to Dean, Students’ Affairs for exemption from paying the premium amount and attach a photocopy of the policy under which they are covered. Subsequently, Institute will not be held liable for their medical expenses, nor undertake any processing for the same.

6.8 SPORTS AND RECREATION

The M.K. Tata Memorial Gymkhana and Recreation Centre includes facilities such as gym, yoga, table tennis, carom, badminton. A kick-boxing programme was introduced last academic year to encourage physical fitness activities amongst students. A student volunteer was the coach.
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.

6.9 SC/ST CELL

TISS had set up a student service cell in 1986, with the financial assistance from the then Ministry of Welfare, Government of India, to assist the students from the Scheduled Castes (SCs) and Scheduled Tribes (STs), for improving their academic performance and optimizing their development in their personal and social life at the Institute. In 1988, the Institute obtained approval of the University Grants Commission to set up a Special Cell for SCs and STs, which started functioning in 1989. Recently, the Institute has incorporated the Other Backward Classes (OBCs) and the Persons with Disability (PWD) into the Cell with similar objectives.

6.9.1 Composition

The Cell is headed by a Liaison Officer, a senior faculty member in TISS. Liaison Officer on behalf of the Cell facilitates the overall welfare of the students, staff and faculty belonging to these communities. Besides him, the Cell consists of a Section Officer and a Statistical Assistant.

6.9.2 Purpose

The purpose of the SC/ST Cell is to help the university in implementing the reservation policy with regard to the admission of students and the recruitment of teaching and non-teaching staff at various levels. Its function is also to help the SC/ST categories to integrate with the mainstream of the university community and to remove difficulties, which they may be experiencing.

With regard to students, the SC/ST Cell in TISS has been conducting various programmes under remedial coaching for SC/ST students. All these programmes were arranged according to the needs of the students. Outcome of the programmes in terms of participants' success is very good. Under the Remedial Coaching Scheme for the SC/ST students, the programmes are conducted broadly at two levels:

(a) Pre-Admission Coaching

The objective of the programme is to orient the SC/ST candidates about the entire process of the Entrance Test, the positive and negative aspects of written test, group discussion and personal interview and help to overcome them.

(b) Post-Admission Orientation

The main focus of the post-admission orientation is on the course curriculum, selection of optional subjects, the whole new multi-cultural and multi-lingual environment that they are to face on the campus and various facilities available to them.

For further details please contact Liaison Officer, Prof. G.G. Wankhede (ext. 5223) and/or Section Officer, Mr. Gaurishankar Kamble (ext. 5233).
6.10 COMMITTEE AGAINST SEXUAL HARASSMENT

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

Keeping the above guidelines in view TISS has constituted a Committee Against Sexual Harassment since 2003.

6.10.1 Composition

The Committee consists of members of the faculty, administration, service staff and students' representatives. The members of the committee for the academic year 2009-2010 are:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
<th>Cell No.</th>
<th>Inter-com</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. Asha Bajpai (Convenor)</td>
<td>9820441230</td>
<td>5332</td>
<td><a href="mailto:bajpaasha@gmail.com">bajpaasha@gmail.com</a></td>
</tr>
<tr>
<td>2.</td>
<td>Dr. Veena Poonacha (External Expert)</td>
<td>9223417701</td>
<td>-</td>
<td><a href="mailto:rcwssndt@bom3.vsnl.net.in">rcwssndt@bom3.vsnl.net.in</a></td>
</tr>
<tr>
<td>3.</td>
<td>Dr. S. Siva Raju (Faculty Member)</td>
<td>9320955832</td>
<td>5321</td>
<td><a href="mailto:sivaraju@tiss.edu">sivaraju@tiss.edu</a></td>
</tr>
<tr>
<td>4.</td>
<td>Dr. Nasreen Rustomfram (Faculty Member)</td>
<td>9223300722</td>
<td>5680</td>
<td><a href="mailto:nasreen_r@tiss.edu">nasreen_r@tiss.edu</a></td>
</tr>
<tr>
<td>5.</td>
<td>Dr. A. Ramaiah (Faculty Member)</td>
<td>9819804728</td>
<td>5352</td>
<td><a href="mailto:ramaiah@tiss.edu">ramaiah@tiss.edu</a></td>
</tr>
<tr>
<td>6.</td>
<td>Dr. Amita Bhide (Faculty Member)</td>
<td>9820104053</td>
<td>5475</td>
<td><a href="mailto:amita@tiss.edu">amita@tiss.edu</a></td>
</tr>
<tr>
<td>7.</td>
<td>Dr. Nandini Manjrekar (Faculty Member)</td>
<td>9324764425</td>
<td>5304</td>
<td><a href="mailto:nandini@tiss.edu">nandini@tiss.edu</a></td>
</tr>
<tr>
<td>8.</td>
<td>Ms. Anjali Kulkarni (Faculty, Rural Campus)</td>
<td>9326171204</td>
<td>-</td>
<td><a href="mailto:avk@tiss.edu">avk@tiss.edu</a></td>
</tr>
<tr>
<td>9.</td>
<td>Ms. Nirmala M. Mommin (Admin Rep.)</td>
<td>9223214962</td>
<td>5510</td>
<td><a href="mailto:muskaan@tiss.edu">muskaan@tiss.edu</a></td>
</tr>
<tr>
<td>10.</td>
<td>Ms. Pushpa Singhal (Service Staff Rep.)</td>
<td>-</td>
<td>5205</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>Four students' representatives to be elected in July 2009.</td>
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</table>

6.10.2 Objectives

The objectives of the Committee are:
• Prevent discrimination and sexual harassment against women, by promoting gender amity among students and employees;

• Make recommendations to the Director for changes/elaborations in the Rules for students in the Prospectus and the Bye-Laws, to make them gender just and to lay down procedures for the prohibition, resolution, settlement and prosecution of acts of discrimination and sexual harassment against women, by the students and the employees;

• Deal with cases of discrimination and sexual harassment against women, in a time bound manner, aiming at ensuring support services to the victimized and termination of the harassment;

• Recommend appropriate punitive action against the guilty party to the Director.

6.10.3 Procedure for Approaching Committee

The Committee deals with issues relating to sexual harassment at the Tata Institute of Social Sciences. It is applicable to all students, staff and faculty. A complaint of discrimination or sexual harassment may be lodged by the victim or a third party. A written complaint may be addressed to the Convener of the Committee. If the complaint is made to the Director, Deputy Director or any of the Committee members, they may forward it to the Convener of the Committee Against Sexual Harassment.

Here it should be noted that according to the Supreme Court guideline Sexual harassment can be defined as "unwelcome" sexually determined behaviour (whether directly or by implication) as:

- Physical contact and advances;
- Demand or request for sexual favours;
- Sexually coloured remarks;
- Showing pornography; and
- Other unwelcome physical, verbal or non-verbal conduct of a sexual nature. (Vishaka judgement by Supreme Court)

The following is also sexual harassment and is covered by the committee:

- Eve-teasing,
- Unsavoury remarks,
- Jokes causing or likely to cause awkwardness or embarrassment,
- Innuendos and taunts,
- Gender based insults or sexist remarks,
- Unwelcome sexual overtone in any manner such as over telephone (obnoxious telephone calls) and the like,
- Touching or brushing against any part of the body and the like,
- Displaying pornographic or other offensive or derogatory pictures, cartoons, pamphlets or sayings,
- Forcible physical touch or molestation, and
- Physical confinement against one's will and any other act likely to violate one's privacy.
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
- Mr. Sanjiv Phansalkar
- Ms. Rukshana F. Savaksha
- Ms. Tara Srinivas
- The Secretary

*Nominees of the Sir Dorabji Tata Trust*
- Dept. of Higher Education, Ministry of Human Resource Development
- The Additional Secretary
- Dept. of Higher Education, Ministry of Human Resource Development
- The Secretary
- Ministry of Social Justice and Special Assistance
- Dr. Indira Munshi
- Dr. Tilak R. Kem
- Mr. Satish Pradhan
- Prof. Armaity Desai
- Prof. Jayati Ghosh
- Prof. S. Parasuraman, Director
- Prof. Lina Kashyap, Dy. Director
- Prof. Vidya Rao
- Dr. Rajani Konantambigi
- Dr. Neela Dabir, Registrar
- Prof. Armaity Desai
- Prof. Jayati Ghosh
- Prof. S. Parasuraman, Director
- Prof. Lina Kashyap, Dy. Director
- Prof. Vidya Rao
- Dr. Rajani Konantambigi
- Dr. Neela Dabir, Registrar

*Nominees of the Government of India*

*Nominees of the Government of Maharashtra*

*Nominee of the University Grants Commission*

*Nominee of the Vice-Chancellor, University of Mumbai*

*Co- opted Members*

*Ex-Officio Members*

*Members of the Faculty*

*Secretary*

7.1.3 Academic Council

*Prof. S. Parasuraman, Director (Chairperson)*

*External Experts*
- Prof. S. Parasuraman, Director
- Prof. Virginius Xaxa
- Prof. B. Devi Prasad
- Prof. Sasi Misra
Members

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Ms. Saman Afroz Assistant Professor-cum-Community Organiser
M.A. (Delhi), M.Phil. (JNU)
Ms. Saigita Chitturu Assistant Professor-cum-Community Organiser
M.S.W. (Nagpur)

7.2.17 Computer Centre
Mr. V. Sivakumar Systems Manager
M.C.A. (Hyderabad)
Mr. Somayya Madakam Systems Analyst-cum-Programmer
B.Tech., MBA (Andhra)
Mr. Ram P. Gudivada Systems Analyst-cum-Programmer
B.Tech. (Andhra), M.Tech. (Calicut)
Mr. Sanatkumar Swain Programmer
B.A., D.C.M. (Utkal), MCA (Allahabad)
Mr. Sudhir Kale Sr. Technical Assistant
B.Sc., PGDSA (Nagpur), M.Sc.-IT (Allahabad)
Mr. Ashish M. Govekar Technical Assistant
M.Com., D.C.M., D.F.M. (Mumbai)
Ms. Mansi Parab Technical Assistant
B.A. (Mumbai)
Mr. S.B. Annam Upper Division Clerk
B.Com. (Mumbai)

7.2.18 Publications Unit
Ms. Sudha Ganapathi Manager
M.Sc. (Poona)
Mr. A. Krishnan Assistant Manager
B.A. (Madurai)
Mr. Vijender Singh Senior D.T.P. Operator
B.A. (Delhi)
**Sir Dorabji Tata Memorial Library**

Dr. M.M. Koganuramath  
M.L.I.Sc., M.Sc., I.M. (Sheffield, UK), Ph.D. (Karnataka)  
Librarian

Ms. S. Subramanian  
M.A. (Mumbai), M.Lib.Sc. (IGNOU)  
Deputy Librarian

Dr. Satish Kanamadi  
M.L.I.Sc., Ph.D. (Karnataka)  
Assistant Librarian (Sr. Scale)

Mr. P.A. Choukimath  
B.Sc., B.Ed., M.L.I.Sc. (Karnataka)  
Assistant Librarian

Mr. Prabhu B. Gaddimani  
M.L.I.Sc., M.Phil. (Gulbarga)  
Assistant Librarian

Dr. Mallikarjun B. Angadi  
M.Lib.Sc., PGDCA, Ph.D. (Gulbarga)  
Information Scientist

Ms. K.D. Kaushik  
Professional Assistant

Mr. C.S. Gangurde  
B.Com., B.Lib.Sc. (Pune)  
Professional Assistant

Ms. D.R. Pothare  
M.A. (SNDT), M.Lib.Sc. (IGNOU)  
Professional Assistant

Mr. R.C. Pothare  
B.Com., M.Lib.Sc. (Nagpur), PGDLAN (Hyderabad)  
Professional Assistant

Ms. Vishakha V. Vichare  
B.Sc., B.Lib.Sc. (SNDT)  
Semi-Professional Assistant

Ms. Jasmine V. Shinde  
Assistant

Mr. V.M. Hankare  
Assistant

Mr. H.D. Parmar  
Library Assistant

**Project Management Cell**

Dr. T. Rajaretanam  
M.Sc. (Annamalai), Ph.D. (SVU, Tirupathi)  
Project Management Specialist

Ms. Saritha C.T.  
M.A., B.Ed. (Calicut) PGDAS (Mumbai)  
Assistant Professor

**Academic Division**

Mr. H.G. Bhise  
M.Com. (Shivaji)  
Deputy Registrar

Mr. Makhan Saikia  
M.A., M.Phil. (Delhi)  
Assistant Registrar

Ms. Geetha V.  
B.A. (Mumbai)  
Assistant Registrar

Mr. M. Ramasubramaniam  
M.Com. (Shivaji)  
Section Officer

Mr. V.K. Shinde  
Section Officer

Ms. Asha Dialani  
B.Com. (Mumbai)  
Stenographer (Grade II), Dy. Registrar’s Office
Ms. Sindhu Bhalerao  
Mr. D.S. Kale  
B.Sc. (Mumbai)  
Ms. Rekha S. Keshewar  
Mr. Kamlesh Bhawari  
B.Com. (Mumbai)  

**STP Section**

Mr. U.K. Pakhira  
M.A. (TISS)  
Mr. Anil A. Datar  
B.Com. (Mumbai)  

**Finance & Accounts Division**

Ms. Rajee Menon  
B.Com. (Mumbai)  

**Accounts Section**

Mr. S.R. Nair  
B.Sc. (Kerala) SAS (IAAD)  
Mr. S.S. Phanse  
B.Com. (Mumbai), DCM (Mumbai)  
Mr. S.B. Patil  
B.Com. (Shivaji)  
Mr. R.D. Torde  
B.Com. (Mumbai)  
Ms. Neema Kunhiraman  
B.Com. (Mumbai)  
Mr. Anand Khole  
B.Com. (Mumbai)  
Ms. Joycie Dias  
M.Com., DHRM (Mumbai)  
Mr. R.V. Rathod  
B.Com. (Mumbai)  
Ms. Amita Shenoy  
B.Com. (Mumbai)  
Mr. K. Sudhakaran  
Stenographer (Gr-II), Deputy Registrar's Office  
Ms. Sangita A. Bansode  
Mr. C. Subramanian  
Assistant  
Ms. Saroj Dhandhukia  
B.Com. (Mumbai)  
Mr. Anandrao Jadhav  
B.Com. (Mumbai)  

**Infrastructure Development and Support**

Ms. J. Ramadas  
M.A. (SNDT)  

Deputy Registrar  
Upper Division Clerk  
Upper Division Clerk  
Assistant  
Assistant  
Upper Division Clerk  
Upper Division Clerk  
Assistant  
Assistant  
Upper Division Clerk
Mr. R.H. Saundarva  
B.E. (Civil) (Mumbai)  
Assistant Engineer

Mr. D.G. Bhalerao  
B.Com. (Mumbai), DPM (TISS)  
Section Officer

Mr. A.R. Raut  
B.Com. (Mumbai)  
Assistant

Mr. B.A. Hingane  
Lower Division Clerk (Attached to AE)

**Purchase and Stores**

Mr. P. Balakrishnan  
B.A. (Osmania)  
Assistant Registrar  
(Meetings and Purchase & Stores)

Mr. Shekhar Vengurlekar  
B.Com. (Mumbai)  
Assistant

Mr. P.G. Santhoshkumar  
B.Com. (Mumbai)  
Upper Division Clerk

**Meeting Section**

Mr. P. Balakrishnan  
B.A. (Osmania)  
Assistant Registrar  
(Meetings and Purchase & Stores)

Ms. M.B. Gupta  
B.A. (Mumbai)  
Section Officer

Ms. S. Kalyanaraman  
Stenographer (Gr-II)

**Personnel and Administration Division**

Mr. Dilip Kr. Shetty  
B.Com. (Ranchi), PGD in PM&IR (XISS, Ranchi)  
Deputy Registrar

**Personnel Section**

Mr. S.M. Mahale  
B.A. (Ranchi)  
Assistant Registrar

Mr. S.B. Chavan  
M.Sc. (MPKV)  
Administrative Officer

Mr. V.G. Gimonkar  
M.A. (Tilak Mah. Vidya.)  
Section Officer

Mr. Santosh Palve  
B.Com. (D.P.M. (TISS))  
Assistant

Ms. Vaishali Jadhav  
B.Com. (Mumbai)  
Stenographer (Grade-III)

Ms. Vidya Sartape  
B.Com. (Mumbai)  
Stenographer (Grade-III)

Mr. Vikas Gawari  
B.Com. (Mumbai)  
Lower Division Clerk

**Administration**

Mr. Mustafa Momin  
M.Com. (Shivaji), D.P.M. (TISS), F.S.M. (Mumbai)  
Assistant Registrar

226
Dining Hall
Mr. K. Shetty
B.Com. (Mumbai), Food Service Management (Mumbai)

Hostels
Ms. Nirmala M. Momin
M.Com. (Shivaji)
Mr. Rajesh Borhade

Facility Services
Mr. S. Wankhede
Naval Graduate
Mr. N.K. Thakur
Mr. R.K. Gamre
M.A. (Shivaji), D.P.M. (TISS)
Mr. Mahendra Singh
B.A. (Mumbai)
Mr. B.N. Kale
B.A. (TMV)
Mr. C.M. Abhang
Mr. R.K. Shelar
Mr. Anilkumar V. Jaiswal
Ms. Namrata Naik
B.F.A. (Mumbai)

7.2.26 SC/ST Cell
Dr. G.G. Wankhede
M.A., B.Ed. (Marathwada), M.Phil., Ph.D. (JNU)
Mr. Gaurishankar S. Kamble
B.A. (Mumbai), D.P.M. (TISS)
Ms. Jitkaur L. Golait
M.Sc. (Nagpur)

7.2.27 Students’ Affairs
Dr. Nasreen Rustomfram
M.A., Ph.D (TISS)
Dr. Katy Y. Gandevia
M.A. (TISS), Ph. D. (TISS)
Dr. Shalini Wadhava
M.A., Ph.D. (Rajasthan)

Counsellors
Ms. Swapna Redij
M.A. (TISS)
Ms. Manisha Verma
M.A. (Mumbai)
Ms. Sonali Gupta
M.A. (Mumbai), PGD in Counselling (XIC)
7.2.28 **International Students Office**

Dr. Bipin Jojo  
M.A. (Utkal), M.Phil., Ph.D. (TISS)  
Associate Professor and Chairperson

Ms. S. Guin  
M.Ed., M.Phil. (TISS)  
Programme Manager

7.2.29 **Medical Officer**

Dr. (Ms.) R.V. Ambekar  
M.B.B.S.  
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, Udyans 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: V.N. Purav Marg, Deonar, Mumbai 400 088.
Tuljapur: P.O. Box 09, Tuljapur, Dist. Osmanabad 413 601.

Telephone
Mumbai: 91-22-2552 5000
Tuljapur: 91-2471-242061/560/507; 91-2471-244325

Fax
Mumbai: 91-22-2552 5050
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><strong>For those living in India</strong></td>
<td><strong>For those living Abroad</strong></td>
</tr>
<tr>
<td>Original Degree Certificate, Grade Card and Testimonial to those who could not collect the same at the Annual Convocation.</td>
<td>Rs. 500 (if requested in the same year of Convocation)</td>
</tr>
<tr>
<td></td>
<td>@ Rs. 500 for every year of lapse (if requested after more than one year)</td>
</tr>
<tr>
<td>Duplicate Degree Certificate, Grade Card to those who might have lost the original.</td>
<td>For alumni who passed within last 5 years: Rs. 500 per each document</td>
</tr>
<tr>
<td></td>
<td>For alumni who passed beyond last 5 years: Rs. 1,000 per each document</td>
</tr>
<tr>
<td>Original Transcripts to the alumni seeking admission in Colleges/Universities abroad or any other such purposes.</td>
<td>For alumni who passed within last 5 years: Rs. 500 per copy</td>
</tr>
<tr>
<td></td>
<td>For alumni who passed beyond last 5 years: Rs. 1,000 per copy</td>
</tr>
<tr>
<td>Copy of Syllabus (extract from the Prospectus of the Batch, the student belongs to)</td>
<td>For alumni who passed within last 5 years: Rs. 500 per copy</td>
</tr>
<tr>
<td></td>
<td>For alumni who passed beyond last 5 years: Rs. 1,000 per copy</td>
</tr>
<tr>
<td>Migration Certificate (on demand) to the alumni seeking admission in other colleges/universities</td>
<td>Rs. 500</td>
</tr>
<tr>
<td>Bonafide Certificate (on demand) to the alumni seeking admission in other colleges/universities</td>
<td>Rs. 500</td>
</tr>
<tr>
<td>Verification of Degree/Grade Card of alumni by any other Agency/Organisation</td>
<td>Rs. 1000</td>
</tr>
<tr>
<td>Postage for Transcript (per envelope)</td>
<td>Rs. 100</td>
</tr>
</tbody>
</table>

The application should be sent along with a Demand draft with requisite fee, drawn in favour of “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. 2556 5000 (Extn. 225) (O) 9223214955 (Mobile)
E-mail: bhise@tiss.edu

In case of any further information/help, please contact:
The Registrar
Tata Institute of Social Sciences,
V.N. Purav Marg, Deonar,
Mumbai 400 088
Phone: 2552 5203
E-mail: ndabir@tiss.edu

OR

The Dean (Students' Affairs)
Tata Institute of Social Sciences,
V.N. Purav Marg, Deonar,
Mumbai 400 088
Phone: 2552 5680 (Extn. 680) (O), 2524 2323 (R), 09223300722 (mobile)
Email: nasreen_r@tiss.edu
PROSPECTUS FOR
MASTER’S DEGREE PROGRAMMES
2009-2011

INSTITUTE DEEMED TO BE A UNIVERSITY

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

NOTIFICATION

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

Sd/-
(PREM KRI PAL)
Secretary

TATA INSTITUTE OF SOCIAL SCIENCES
(A Deemed University)
V.N. PURAV MARG, DEONAR
MUMBAI - 400 088
Phones: 2552 5000, Fax: 91-22-2552 5050
E-mail: acadsec@tiss.edu
url:http://www.tiss.edu
MASTER'S DEGREE PROGRAMMES

- Social Work
- Disability Studies and Action
- Women’s Studies
- Education (Elementary)
- Development Studies
- Counselling
- Social Entrepreneurship
- Disaster Management
- Human Resources Management & Labour Relations
- Globalisation and Labour
- Public Health
- Hospital Administration
- Health Administration
- Media & Cultural Studies
- Habitat Policy and Practice

Tata Institute of Social Sciences
(Deemed University)
V.N. Purav Marg, Deonar, Mumbai 400 088
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