TATA INSTITUTE OF SOCIAL SCIENCES TERMS OF REFERENCE FOR AN ACADEMIC REVIEW

The Context

The Tata Institute of Social Sciences was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work. It was a pioneering effort, characteristic of the House of Tatas. First of its kind in Asia, the Institute subsequently influenced the direction of Social Work education and social research in the region. It was established when the Trustees of the Sir Dorabji Tata Trust accepted Dr. Clifford Manshardt’s vision of a graduate school of Social Work "with the object in view of capturing the social idealism of Indian Youth; generating power through a two-year course of post-graduate study, and transmitting this power into channels of significant national service”. It was accorded the status of a university in 1964, and has been fully funded by the University Grants Commission (UGC), Government of India since then.

In the early years the aim was to make the social work profession known and create the foundation for post-graduate studies. By the late 1940s, specialised programmes in social work and labour welfare were introduced. Between 1962-82, the Institute became a deemed university, moved towards a focus on applied research. During this time a renewed emphasis was put on socially relevant research. To this end, new research units were added and M. Phil. and Ph. D. programmes were introduced. Between 1982-1995, the social work programme shifted from remedial action to attain a more development orientation. The M.Phil and the Ph.D programmes were refashioned to strengthen the linkages between theory and action programmes. Later, the M.A. in Health and Hospital Management were introduced. Accommodating the expansion of the Institute’s programme was enabled by the establishment of TISS Rural Campus in Tuljapur and the TISS Naoroji Campus in Mumbai through generous grants and gift of land.

Discussions around the review and changes in the Institute structure began with a series of dialogue between the Academic Council and Committees of faculty members in the 1990s. It was felt that the expansion of Institute programmes and increase of faculty and administrative staff made necessary a shift from a flat governance structure to a more pyramidal structure with greater decentralization. To this end a Committee was appointed by the Academic Council to visualise the long-term prospects of the Institute. The Committee’s report submitted in 1995 made a number of suggestions regarding, emerging multi-disciplinary areas of work and new academic programmes as well as structural changes and infrastructural additions needed in the Institute to make the delivery of these new initiatives possible. Some of these recommendations anticipated and laid grounds for the changes that were implemented from 2004-2006.

I. Academic Restructuring in 2006

Between 2004 and 2006, the Institute reviewed its work over the preceding 20 years and reflected on its future role as a teaching and research university. As a consequence of a two year long review, in 2006 TISS initiated a comprehensive restructuring to transit from an Institute for Social Work Education to that of trans-disciplinary, contemporary studies in social sciences with linkage to health, habitat, management and physical sciences. As a result of this transition, there has been remarkable growth in the width and depth of the academic work - teaching, research, field and policy practice.

The academic structure at TISS was repositioned in February 2006 in order to facilitate:

* Greater responsiveness to micro, macro and meso social, political, technological, economic and cultural influences;
A more flexible, open and receptive academic system that meets the demands from human service professionals for a range of skills and knowledge in a changing external context, as well as the changing profile of students.

Effective development and dissemination of intellectual, technological and skill resources;

A more substantial, direct and visible contribution to strengthening peoples’ struggles for justice, dignity and human rights; and

Through:

- Convergence of Faculty strength across Departments/Units to generate new streams of knowledge and strengthening teaching-learning, research and action;
- Removing several administrative and management bottlenecks and provide for significant quality enhancement of teaching, research and action of Faculty within TISS;
- Providing a structure that facilitates strategic planning at various levels of the Institute and providing effective quality enhancement and accountability mechanisms;
- Providing additional support structures and enabling mechanisms for Faculty and students to excel in their work; and
- Enabling a qualitative change in the nature of relationships between and among the Faculty members, Students, Administration and Service Staff.

Thus, the Vision of the TISS is to create 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 repositioned TISS will work towards its vision through:

a) **Expansion of socially relevant professional education**: Enhance access to quality education to a larger number of students across the country;

b) **Facilitation of Autonomous Research**: Strengthen capacity to seek funding from within and outside the institute, and enable the Faculty to prioritise areas of research that respond to social challenges rather than working on agendas set by particular agencies; Strengthen research capabilities through institutional and individual collaboration with institutions in and outside India; Enhance Visiting Fellowships and Doctoral Research Scholarships;

c) **Strategic Extension, Field Action and Advocacy**: Enhance Training and Capacity Building; Initiating and facilitating Field Action, Policy Advocacy;

d) **Enhancing Knowledge Development Capacities of Schools and Centres**: Enrich curriculum development, and build capacities of faculty; provide student scholarships; integrate M. Phil. and Ph. D. scholars within the research agenda of the Institute and individual researchers to scale the knowledge generation capacity;

e) **Development of Publications, Knowledge Technology Infrastructure**: Build and develop e-learning and web based knowledge dissemination strategies; expand publication capabilities; upgrade technical capacities including communications technology; develop infrastructure; and
f) Development of Institutional Mechanisms and Support Structures for Quality Enhancement: Establish a Project Management Cell, a Research Development Office, and an Academic and Faculty Affairs Office to enable high quality and well managed teaching, research and action.

Key Decisions and Outcomes

1. Constitution of Schools and Centres

All Faculty members were given the option to relocate to inter-disciplinary Schools to facilitate and promote greater cross-fertilisation of ideas and collaboration to develop new areas and methods of inter and multi-disciplinary research, teaching and action.

Schools were structured to enable programmatic and administrative convergence. A few Independent Centres were also established to draw from and contribute to all Schools.

The restructured TISS located its teaching, research, field action and other programmes within and across Schools and Centres.

2. Academic Programming

Existing academic programmes were revamped significantly to enable a more diverse combination of sound generalist training with specialized knowledge. A comprehensive set of common foundation courses are being developed to enable a deeper grounding in the social sciences and better understanding of the major social, economic and political issues. In addition, a range of new programmes at the Post-Master’s, Master’s, Diploma and Certificate levels were introduced.

3. New Institutional Structures and Mechanisms

A Dean, mandated to work within the overall policy framework set by the School Board, is the head of each School. A Chairperson heads each Centre. Deans and Chairpersons are appointed for fixed single term of three years. Each school has its Board of Studies (BoS) with faculty representatives and external representatives. The BoS is responsible to develop, implement and monitor academic programmes of the School. The Academic Council of the Institute is the decision making body for all academic matters.

The School Board develops five year Strategic Plan for the School, integrating plans from each of the Centres. A team of internal and external experts review work of Schools and Centres periodically.

Expanding beyond Mumbai: Expanding Access to Quality Higher Education in Social Sciences to various regions in the Country

II. The Current Context: TISS: A Multi-Location Networked University

TISS fosters high quality scholars to teach and research social sciences, as well as professionals in large numbers to work in various social and human development sectors. Its role in higher education in Social Sciences of addressing the rights and livelihoods of the vast majority of dispossessed and vulnerable people has never been more critical than now.

TISS is committed to provide quality and socially relevant higher education in Social Sciences with strong interface with management, health, physical and habitat sciences. In its effort to democratize access to high quality education in disciplinary and inter-disciplinary areas of Social Sciences, the Institute has increased the scope, reach and nature of its educational efforts across the country.
The Institute has concertedly integrated students from varied, particularly disadvantaged backgrounds, through many measures. The strategy of promoting inclusive education at the TISS meant that higher proportion of SC, ST and OBC candidates gain admission compared to reservation available (49.5%), perform better academically, and gain meaningful and fulfilling placements well before completion of post-graduation. TISS is substantially enhancing access, availability and affordability to and inclusiveness of higher education in Social Sciences.

TISS has now transcended into a multi-location networked university so as to reach out to students in their own regional contexts; operating through TISS Tuljapur in the Marathwada region, and expanding to North East and South India by setting up campuses in Guwahati and Hyderabad.

**TISS Tuljapur Campus**

TISS has a fully developed 100 acre campus in Tuljapur; and provides teaching, research, training and outreach in rural development, agriculture, water, energy, and sanitation, nutrition, watershed development, education and health; in the Marathwada region of Maharashtra. The Rural Campus in Tuljapur was conceived in 1986, as part of the Institute's Golden Jubilee initiatives towards holistic and sustainable development. The Government of Maharashtra donated 100 acres of barren land in Sindphal village, Tuljapur Taluka, Osmanabad District for this purpose.

In the first phase commencing in 1988, community action projects were initiated and linkages built with rural communities. The nature of these projects – making the EGS work for the poor, mobilisation of women and marginalised communities to access government services, demonstration of watershed project integrating gender and equity aspects, facilitation of community participation in reconstruction and rehabilitation of earthquake affected people, and training of police, block development and local level officials – provided the rural campus a solid base in the region.

Currently it offers one UG and one PG Programme in Social Work with specialization in Rural Development.

**TISS Guwahati Campus**

The TISS Guwahati Campus seeks to serve the social science related educational and research needs of the people of north eastern states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim.

This proposed campus has the following objectives:

- Providing high quality professional education in the interdisciplinary areas of social work, social sciences, health and management at the undergraduate, post-graduate and doctoral levels
- Creating strong research capability in the region to generate research in sustainable development, climate change, conflicts, peace and security, public health, public policy, governance and other areas of concern for the region
- Building capacities of personnel working for the local government and other non-government organisations
- Creating a think tank of social science scholars to provide advisory support to government and industry
- Demonstrating innovative approaches in select areas of applied social science
- Creating collaboration with regional, national and international institutions of repute
TISS has already received 15 acres of land from the Government of Assam in the Assam Engineering College Campus in Guwahati with permission from UGC and MHRD to set up a full-fledged campus. Funding support for part of the infrastructure costs has been provided by the Ministry for Development of North Eastern Region (DONAR).

**TISS Hyderabad Campus**

In 2008, at the invitation of the then Chief Minister of Andhra Pradesh, late Dr. Rajasekhara Reddy; TISS accepted 100 acres of land in Kothur Mandal, Mehbubnagar district; and began planning the Hyderabad Campus. The first phase of the campus development will be completed by the end of 2013. The Government of Andhra Pradesh has provided interim campus facilities at the Andhra Pradesh Academy of Rural Development (APARD). Currently, TISS Hyderabad and APARD are conducting Certificate and Diploma Programmes in De-centralised Planning and Rural Development.

The Hyderabad Campus has developed several teaching programmes at the undergraduate and postgraduate levels and recruited expert faculty for research and teaching. It has applied for Approval for the campus from the University Grants Commission and Government of India to begin B.A., M. A., M. Phil. and Ph. D. programmes from July 2012.

From June 2012, the Hyderabad, Guwahati and Tuljapur campuses started offering a five year Integrated Masters Programme in Social Sciences for students who have completed their 12th standard. The Tuljapur, Guwahati and Hyderabad campuses will also offer a three year joint B. Ed. – M. Ed programme to produce high quality teacher trainers and revitalize teacher educators programme in the country. These campuses are being established as “Centres of Excellence with Relevance” that will substantially strengthen basic and applied research in disciplinary and trans-disciplinary areas of Social Sciences.
### Reimagining Futures: TISS’s Status by the end of 12th Plan

<table>
<thead>
<tr>
<th>Nature of Programmes</th>
<th>Guwahati</th>
<th>Mumbai</th>
<th>Tuljapur</th>
<th>Hyderabad</th>
<th>Total student strength at 2017 in Mumbai and constituent campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s students</td>
<td>970</td>
<td>3362</td>
<td>1040</td>
<td>1030</td>
<td>6402</td>
</tr>
<tr>
<td>Doctoral Students</td>
<td>140</td>
<td>1230</td>
<td>140</td>
<td>200</td>
<td>1720</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>500,000 trained and placed</td>
</tr>
</tbody>
</table>

TISS has introduced joint M. Phil. – Ph. D. programme in Mumbai Campus in the 11th Plan and is expanded substantially in Mumbai and introduced in all other campuses in the 12th Plan. The logic produce high quality scholars in a range of disciplinary and inter-disciplinary areas to provide teachers, teacher – educators and researchers.

| Teacher Education, B. Ed. and M. Ed. programmes. | Yes | Yes | Yes | Minimum 600 directly trained; thousands of more teachers trained through State and District Education institutions. |

### III. Terms of Reference for the Review

The Governing Board of the Tata Institute of Social Sciences has proposed a thorough review of the nature and quality of teaching, research, outreach and interface with various stakeholders. Specific objectives are to:

1. Review the rationale and quality of the broader strategic direction the Institute has taken in restructuring Mumbai Campus academic work around Schools and Centres and establishing campuses outside Mumbai;

2. Review the rationale for and process of expansion, and examine whether expansion of teaching, research and other initiatives through campuses and centres remains justified;

3. Review quality of teaching and research programmes offered by the Institute; how research output and quality changed?

4. Examine relevance of teaching and research programmes initiated by the Institute and their contribution in fulfilling the needs of human services professionals in critical sectors;

5. Review the rationale of research agenda set, the quality of research undertaken and the contribution and relevance of knowledge generated in key domain areas central to the Institute’s vision.

6. Suggest ways to make the TISS an Institution of Excellence in higher education with capability to continually respond to changing social realities through the development
and application of knowledge and creation of high quality human service professionals, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

7. Identify infrastructure and human resource potential and gaps to be addressed for further expansion and quality improvement. Suggest modalities of financing critical provisioning of infrastructure and innovation in institutional governance that may be necessary in realising the above objectives.

8. Suggest framework for managing multi-campus academic work and administration.

Additional aspects for the review:

Examine the manner in which TISS addresses issues of diversity and promotes inclusiveness (social, economic, gender and regional) through its education and in the form of other services and gives special attention to first generation learners.

Suggest ways in which TISS can be benchmarked against the best universities in India and abroad that are known for producing graduates engaged in social transformation and not just in academic excellence.

Review the administrative and governance systems and structures and discuss how to make these robust and resilient enough to meet the ever growing demands of providing quality and socially relevant academic programmes.

Examine the services provided for student, staff and faculty members, including those for disadvantaged students for facilitating their functioning. Suggested areas include affirmative action in terms of scholarships, fellowships and remedial teaching to the deserving and needy students.

Suggest appropriate quality parameters for an institution that must constantly respond to societal needs and discuss how these may be similar to or differ from those meant for conventional universities.

Assess the perception and obtain feedback from different stakeholders, particularly the recruiters and community/institutions/industries where students are placed for experiential learning and field-work.

Members of the Review Committee could include the following:

1. Prof. Mrinal Miri, Chairman, Indian Council of Philosophical Research, Delhi
2. Prof. K. Ramachandran, Hon. Professor, National University of Educational Planning and Administration, Delhi
3. Prof. D. N. Dhanagare, Indian Institute of Advanced Studies, Shimla
4. Prof. Anjali Gandhi, Jamia Milia Islamia, Delhi
5. Prof. Shyam B. Menon, Vice Chancellor, Ambedkar University, Delhi

6. Prof. Nimesh G Desai, (Mental Health) Director, Institute of Human Behaviour & Allied Sciences (IHBAS), Delhi

7. Prof. B P Sanjay (Media and Cultural Studies) Vice Chancellor, Central University of Tamil Nadu (CUTN), Tiruvarur.

8. Prof. Thelma Narayan, Centre for Public Health and Equity, Bangalore

9. Prof. A Laxminath, Vice- Chancellor, Chanakya National Law School, Patna

10. Prof. Samuel Paul, Chairman, Public Affairs Centre, Bangalore


12. Prof. A. H. Kalro, Provost , Ahmedabad University, Ahmedabad

13. Prof. Seyed E. Hasnain, Department of Biological Sciences, Indian Institute of Technology, Delhi

14. Prof. Bhushan Patwardhan, University of Pune

**Methodology**

The members of the review team should meet in TISS, Mumbai, to discuss the ToR, and the strategy that they wish to adopt with the Director, Deputy Director and Deans.

The reviewers may suggest changes in the process and methodology for the review through a participatory process.

The members could form four teams to visit Guwahati, Hyderabad, Tuljapur and Mumbai campuses. The Group formation could be based on location of the members.

The members may undertake the review process by focusing separately on the following key areas such as 1) academic and research 2) administration and management, 3) students/faculty/staff services, 4) governance.

The members should meet in Mumbai for presentation and consultation for report writing at the end of the process and have a debriefing session with the TISS Community before submission of the report.

**Timeframe:**
August 2013 to October 2013