Information Brochure for

MASTER'S DEGREE PROGRAMMES

2013–2015

TATA INSTITUTE OF SOCIAL SCIENCES

(Deemed to be University since 1964; under Section 3 of the UGC Act, 1956)

V.N. PURAV MARG, DEONAR, MUMBAI 400 088

TISS C.A.R.E. **Helpline 022-2552 5252**

https://admissions.tiss.edu • E-mail: pgadmission@tiss.edu

IMPORTANT DATES*

I	Last Date for Receipt of Completed Forms at the Institute by Post and in Person	**November 30, 2012**
II	Last Date for Receipt of Completed Forms at the Institute from Remote Areas/Regions	**December 3, 2012**
III	Pre-admission Orientation Programme for SC, ST, OBC, Minority and PWD Candidates	**December 14–16, 2012**
IV	Common Entrance Test (Computer Based) at Different Centres	**January 13, 2013**
V	Announcement of Eligible Candidates on TISS website for Pre Interview Test and Personal Interview	**February 1, 2013**
VI	Pre-Interview Test and Personal Interview at TISS Mumbai Campus for all the Programmes across Campuses	**March 7- 20, 2013**
VII	Announcement of Selection on TISS website for all the Programmes	**April 12, 2013**
VIII	**Commencement of the Academic Session, 2013-2015** ☞ M.A. Education (Elementary) ☞ All Other Programmes	 **May 13, 2013** **June 10, 2013**

* For Indian students only

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.** (Centre for Application Relationship and Engagement) **Helpline**

022-25525252

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1

Tata Institute of Social Sciences: An Introduction

The Tata Institute of Social Sciences (TISS) was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work to meet the emerging need for trained human service professionals. TISS was one of the earliest institutions to be recognised as an institution Deemed to be University in 1964 to further teaching and research in the inter-disciplinary areas of Social Sciences. TISS is a centrally funded public university with the entire plan and non-plan grants provided by the University Grants Commission (UGC), Government of India (GoI) since 1964.

TISS has consistently worked for the promotion of sustainable and participatory development and creation of a just and equitable society. TISS has been engaged in research, policy support, programme development and evaluation, training, and advice on development interventions with the ministries and autonomous bodies of GoI; State Governments; bi-lateral and multi-lateral organisations; universities and institutions across the world; the non-government sector, industry, businesses at the national and international levels; and peoples' groups and networks.

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 knowledge dissemination. TISS was awarded a 5-Star rating by NAAC in 2002. In 2009, the NAAC re-accredited TISS and placed it in Grade 'A' with a score of 3.88 out of 4—the second highest amongst all universities accredited by NAAC until now.

1.1 TISS: A MULTI-LOCATION NETWORKED UNIVERSITY

TISS is committed to provide quality and socially relevant higher education in Social Sciences with strong interfaces with management, law, health, physical and habitat sciences. In its effort to democratise access to high quality education in the disciplinary and inter-disciplinary areas of Social Sciences, the Institute has increased the scope, reach and nature of its educational efforts across the country and has integrated students from varied, and particularly, disadvantaged and disenfranchised backgrounds, through concerted measures.

TISS has now grown into a multi-location networked university so as to reach out to students in their own regional contexts. It has campuses in Mumbai, Tujlapur, Guwahati and Hyderabad.

These Guwahati and Hyderabad campuses have been established as "Centres of Excellence with Relevance" that will substantially strengthen basic and applied research in disciplinary and trans-disciplinary areas of Social Sciences. The Tujlapur, Guwahati and Hyderabad campuses of TISS offer a five-year Integrated Masters programme in Social Sciences. The Guwahati and Hyderabad Campuses will offer a three-year B.Ed-M.Ed. programme to produce high quality teacher trainers and revitalise the teacher educators programme in the country.

1.2 THE TISS CAMPUSES

TISS Mumbai

TISS Mumbai hosts 9 Schools, 5 Independent Centres, and 3 Resource Centres as indicated below:

Schools

- *School of Social Work* with 11 Centres in Community Organisation and Development Practice; Criminology and Criminal Justice; Disability Studies and Action; Equity for Women, Children and Families; Health and Mental Health; Social Justice and Governance; Livelihood and

Social Entrepreneurship; Incubation of Social Work Initiatives; South Asia Centre for Studies in Conflict Peace and Human Security; and Learning and Teaching Support Network for Enhancement of Social Work Education and Practice.

- *School of Development Studies* with 6 Centres in Study of Developing Economies; Public Policy, Habitat and Human Development; Study of Developing Societies; Population, Health and Development; Nutrition, Research Facility and Advanced Centre for Women's Studies.

- *School of Management and Labour Studies* with 6 Centres in Human Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; Public Policy and Governance; Labour Market and Research Facility and Incubation Centre for Social Entrepreneurship.

- *School of Health Systems Studies* with 6 Centres in Health and Social Sciences; Health Policy Planning and Management; Hospital Management; Public Health; India Health Observatory and Social Science Research Facility on HIV /AIDS.

- *School of Habitat Studies* with 7 Centres in Urban Policy, Planning and Governance; Science Technology and Society; Water Policy and Governance; Climate Change and Sustainability; Jamsetji Tata Centre for Disaster Management; Geoinformatics Laboratory; and Urban India Research Facility.

- *School for Media and Cultural Studies* with 3 Centres in Critical Media Praxis; Study of Contemporary Culture; and Media Archive and Resource Centre.

- *School of Law, Rights and Constitutional Governance* with 2 Centres in Law and Society; and Nodal Centre for Excellence in Human Rights Education.

- *School for Vocational Education* which will implement training programmes in different trades through partnerships with various industrial and service sectors.

- *School of Education* with 2 Centres in Elementary Education; and Research and Development of Indian Languages in Higher Education.

Independent Centres

- Centre for Lifelong Learning
- Centre for Human Ecology
- Centre for Research Methodology
- Centre for Studies in Sociology of Education
- Centre for Study of Social Exclusion and Inclusive Policies

Resource Centres

- Computer Centre
- Publications Unit
- Sir Dorabji Tata Memorial Library

TISS Tuljapur

TISS Tuljapur was conceived as a rural campus 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 services, demonstration of the 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 TISS Tuljapur a solid base in the region. The sprawling Tuljapur campus is now a beautiful green campus with excellent infrastructure. It currently offers a five-year integrated master's degree programme in Social Sciences; and M.A., M. Phil. and Ph.D. in Social Work with specialisation in Rural Development. TISS Tuljapur is poised for considerable expansion of teaching, research and outreach programmes in the 12th Plan period.

TISS Guwahati

The TISS has intensified its work in the North-Eastern States over the past 10 years, and after consultation with eight State Governments agreed to set up North Eastern Region campus in Guwahati in 2010. While it currently operates from an interim campus in Guwahati city The Government of Assam has allotted land for the permanent campus within Assam Engineering College. The infrastructure development is being funded by the Ministry for Development of North Eastern Region (DONER), GoI.

Within the unique and complex realities of the North-East, TISS Guwahati aims to contribute systematically to the various development processes. The Guwahati campus has got a team of highly accomplished faculty engaged in teaching and research.

TISS Hyderabad

TISS Hyderabad began functioning in January 2009, and aims to run full-scale operations on its Campus from June 2013. Fund-raising for this and construction of a campus on the 100-acre site in Kothur Mandal, Mehboobnagar district, is under way. Currently, TISS Hyderabad operates and conducts its programmes from an interim campus at the Andhra Pradesh Academy of Rural Development (APARD), Government of Andhra Pradesh.

TISS Hyderabad has strengthened its capacity to deliver academic courses and undertake research on this Campus through several collaborations. In collaboration with Azim Premji Foundation, it has established the Azim Premji School of Education (APSE). The aim of this collaboration is to promote initiatives in education, as well as to facilitate research and technical interchange across the spectrum between the two organizations ranging from curriculum development, research, advocacy; to nurturing partnerships and creating institutions that build broad-basing training capabilities in various governments and non-governmental organisations. Currently, TISS Hyderabad has a strong multi-disciplinary faculty, post-doctoral fellows and research teams spread over 3 centres: Livelihoods Development, Education, and Policy and Governance.

1.3   TEACHING (CAMPUS-WISE DISTRIBUTION OF PROGRAMMES)

TISS Mumbai

The TISS Mumbai campus offers the following Master's Degree Programmes:

Nine Social Work Programmes in

1.   Children and Families

2.   Criminology and Justice

3.   Community Organisation and Development Practice

4.   Dalit and Tribal Studies and Action

5.   Disability Studies and Action

6.   Livelihoods and Entrepreneurship

7.   Mental Health

8.   Public Health

9. Women Centred Practice

10. Globalisation and Labour

11. Human Resources Management and Labour Relations

12. Social Entrepreneurship

13. Health Administration

14. Hospital Administration

15. Public Health in Health Policy, Economics and Finance

16. Public Health in Social Epidemiology

17. Development Studies

18. Education (Elementary)

19. Women's Studies

20. Climate Change and Sustainability Studies

21. Disaster Management

22. Regulatory Governance

23. Water Policy and Governance

24. Urban Policy and Governance (formerly known as Habitat Policy and Practice)

25. Applied Psychology with specialisation in Counselling Psychology

26. Applied Psychology with specialisation in Clinical Psychology

27. Media and Cultural Studies

28. Library and Information Science

29. Access to Justice

The School of Social Work also offers a one-year, full-time Master's Degree Programme in Management of Voluntary Organisations, and Mental Health for candidates with a Master's degree and work experience. TISS Mumbai offers an M.Phil., Integrated M.Phil.–Ph.D., and direct Ph.D. programmes in Social Work, Social Sciences, Health Systems Studies, and Management and Labour Studies. It also has a lively Study in India programme, which provides opportunities for international students to study and experience Indian social realities through a blend of theory and field experiences.

TISS Tuljapur

The Tuljapur Campus offers two programmes:

*   M.A. Social Work in Rural Development
*   Integrated B.A.–M.A. programme in Social Sciences.

TISS Hyderabad

The TISS Hyderabad Campus offers the following programmes:

*   M.A. Rural Development and Governance
*   M.A. Education
*   Integrated B.A.–M.A. programme in Social Sciences.

TISS Guwahati

The TISS Guwahati Campus offers the following programmes:

*   M.A. Environment, Ecology and Sustainable Development

- 5 Social Work programmes in
  › Community Organisation and Development Practice
  › Livelihoods and Entrepreneurship
  › Counselling
  › Public Health
  › Labour Studies and Social Security
- Integrated B.A.–M.A. programme in Social Sciences.

1.4 RESEARCH

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. During 2011–2012, a total of 179 research and documentation projects were ongoing at the Institute. Of these, 21 research projects were in multi-disciplinary areas while the remaining were anchored in various Schools/Centres. The ongoing researches at the Institute are in various areas, including children and youth; climate change; community development; corporate social responsibility; dalits and tribals; disaster management; education; food security; governance; human rights; labour and migration; mental health; natural resources management; rural development; urban issues; and women and gender.

1.5 EXTENSION AND FIELD ACTION

As a part of its extension activities, the TISS has been undertaking innovative Field Action Projects (FAPs) since the 1930s. These FAPs focus on the empowerment of 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. They have played an integral role in the curriculum of social work education. 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 — began as FAPs of TISS and were later absorbed into public institutional structures.

1.6 KEY POSITIONS

Prof. S. Parasuraman M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai)	Director
Dr. Neela Dabir M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)	Professor and Deputy Director (Administration)
Prof. Lina Kashyap M.A., Ph.D. (TISS)	Deputy Director, TISS Mumbai
Prof. Lakshmi Lingam M.A. (Andhra), Ph.D. (IIT-B)	Deputy Director, TISS Hyderabad
Prof. Virginius XaXa M.A. (Pune), Ph.D. (IIT-Kanpur)	Deputy Director, TISS Guwahati
Prof. S. Peppin M.A. (Madras), M.Phil., Ph.D. (JNU)	Dean, School of Rural Development, TISS Tuljapur
Prof. C.A.K. Yesudian M.A. (Madras), Ph.D. (TISS	Professor and Dean, School of Health Systems Studies
Dr. S. Siva Raju M.Sc., M.A. Ph.D. (SVU)	Professor and Dean, School of Development Studies
Dr. H.Beck M.A. (TISS), Ph.D. (Aurangabad)	Professor and Dean, School of Social Work

Dr. D.K. Srivastava M.Com., D.Phil. (Allahabad), F.D.P.M. (IIM-A)	Professor and Dean, School of Management and Labour Studies
Dr. T. Jayaraman M.Sc. , Ph.D. (Madras)	Professor and Dean, School of Habitat Studies
Dr. Anjali Monteiro M.A. (Pune) , Ph.D. (Goa)	Professor and Dean, School of Media and Cultural Studies
Dr. Padma Sarangapani M.Sc.(IIT-Madras), M.Phil., Ph.D. (Delhi)	Professor and Dean, School of Education
Dr. Asha Bajpai LL.M., M.Phil., Ph.D. (NLSIU, Bangalore)	Professor and Dean, School of Law, Rights and Constitutional Governance
Mr. Amir Sultan B.E. (Madras), M.B.A. (IIM-A)	Chairperson, School of Vocational Education
Dr. Lata Narayan M.S.W., Ph.D. (Mumbai)	Professor and Chairperson Centre for Lifelong Learning
Dr. Sujata Sriram M.Sc., Ph.D. (Delhi)	Associate Professor and Chairperson, Centre for Human Ecology
Dr. Madhushree Sekher M.A. (Bhubaneshwar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert McNamara Fellow)	Professor and Chairperson, Centre for Social Exclusion and Inclusive Policies
Dr. Anil Sutar M.A., M.Phil., Ph.D. (Karnataka)	Associate Professor and Chairperson, Centre for Research Methodology
Dr. Ranu Jain M.A. Ph.D. (Calcutta)	Professor and Chairperson , Centre for Studies in Sociology of Education
Dr. Surinder Jaswal M.A. (TISS), Ph.D. (London)	Professor and Dean, Research and Development
Dr. Arvind Tiwari M.A., Ph.D. (Sagar)	Professor and Dean, Students' Affairs
Dr. G.G. Wankhede M.A., B.Ed. (Marathwada), M.Phil., Ph.D. (JNU)	Professor and Dean, Social Protection Office
Dr. Muttayya Koganuramath M.L.I.Sc., M.Sc., I.M. (Sheffield), Ph.D. (Karnataka)	Librarian
Prof. Nasreen Rustomfram M.A. Ph.D. (TISS)	Chairperson, Gender Amity Committee
Dr. Abdul Shaban M.A. (Delhi), M.Phil., Ph.D. (IIT-B)	Associate Professor and Chairperson, International Students' Office
Mr. D.K. Shetty B.Com. (Ranchi), PGD in PM&IR (XISS)	Deputy Registrar
Ms. Rajee Menon B.Com. (Mumbai)	Deputy Registrar

1.7   TISS COMMUNITY

The Institute is home to over 150 faculty members who are consistently involved in teaching, research, policy making and institution building. They are supported by technical and administrative staff members and reach out to more than 1,600 postgraduate and 400 doctoral students at any one time. The TISS community extends far beyond, encompassing an extensive network of partners, former faculty, researchers, activists, and alumni across the development community worldwide.

1.8   RAGGING

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

2

Master's Degree Programmes 2013-2015: General Information

2.1   CAMPUS AND PROGRAMME PREFERENCE

TISS offers 39 Master's Degree programmes from its Mumbai, Tuljapur, Guwahati and Hyderabad Campuses for the 2013-2015 batch.

Candidates can apply for a minimum of one and a maximum of five programmes across the four TISS Campuses. However, they can opt for only a maximum of three programmes at TISS Mumbai.

Sr. No.	School/ Centre	Programmes	Code	Intake
TISS MUMBAI				
1.	SSW	Social Work with Children and Families	CF	26
2.	SSW	Social Work in Criminology and Justice	CJ	26
3.	SSW	Social Work in Community Organisation and Development Practice	CODP	30
4.	SSW	Social Work in Dalit and Tribal Studies and Action	DTA	25
5.	SSW	Social Work in Disability Studies and Action	DSA	26
6.	SSW	Social Work in Livelihoods and Entrepreneurship	LE	20
7.	SSW	Social Work in Mental Health*	MH	20
8.	SSW	Social Work in Public Health	PH	20
9.	SSW	Social Work in Women Centred Practice	WCP	15
10.	SSW	Management of Voluntary Organisations (One-year, Full-time degree programme)	DDMVO	30
11.	SSW	Mental Health (One year Full time degree programme)	DDMH	15
12.	SM&LS	Globalisation and Labour	GL	20
13.	SM&LS	Human Resources Management and Labour Relations	HRM	61
14.	SM&LS	Social Entrepreneurship	SE	30
15.	SHSS	Health Administration	HE	35
16.	SHSS	Hospital Administration	HO	46
17.	SHSS	Public Health in Health Policy, Economics and Finance	PHHP	20
18.	SHSS	Public Health in Social Epidemiology	PHSE	25
19.	SDS	Development Studies	DS	46
20.	SDS	Women's Studies	WS	26
21.	SE	Education (Elementary)	EE	41
22.	SMCS	Media and Cultural Studies	MC	25
23.	SHS	Climate Change and Sustainability Studies	CCSS	15
24.	SHS	Disaster Management	DM	40
25.	SHS	Regulatory Governance	RG	20

Sr. No.	School/ Centre	Programmes	Code	Intake
26.	SHS	Urban Policy and Governance (formerly known Habitat Policy and Practice)	UPG	20
27.	SHS	Water Policy and Governance	WPG	15
28.	CHE	Applied Psychology with specialisation in Counselling Psychology	APCP	25
29.	CHE	Applied Psychology with specialisation in Clinical Psychology	APCLP	20
30.	SDTML	Library and Information Science	MLIC	15
31.	SLRCG	Access to Justice (one-year, full-time programme) (Subject to notification on the UGC-proposed one-year LLM programme)	ATJ	30
TISS TULJAPUR				
31.		Social Work in Rural Development	RD(T)	40
TISS HYDERABAD				
32.		Social Work – Rural Development and Governance	RDG(H)	40
33.		Education	ED(H)	30
TISS GUWAHATI				
34.		Environment, Ecology, and Sustainable Development	EESD(G)	20
35		Social Work in Community Organisation and Development Practices	SW(G)	20
36.		Social Work in Livelihoods and Entrepreneurship	SWLE(G)	20
37.		Social Work in Counselling	SCL(G)	15
38		Social Work in Public Health	SPH(G)	15
39.		Social Work in Labour Studies and Social Security	SLS&SS(G)	15
*MULTIPLE LOCATIONS (Also offered at)				
Central University of Tamil Nadu, Tiruvarur,			SWMH (CUTN)	20
The BANYAN, Chennai			SWMH (THE BANYAN)	20
MHAT, Calicut			SWMH (MHAT)	20

2.2   ELIGIBILITY

(a)   A Bachelor's Degree of a minimum of 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education) from a recognised university, in any discipline.

<div align="center">OR</div>

(b)   Candidates who will complete all the requirements of their final year Bachelor's Degree examinations by **Sunday, June 9, 2013,** are also eligible to apply to all the programmes (except the four programmes offered by the School of Health Systems Studies) provided they have successfully completed their first and second years, if the degree course is of 3 years; and the first, second and third years, if the degree course is of 4 years. Candidates applying for the **M.A. Education (Elementary)** programme should complete all the requirements by **May 11, 2013**. In such cases, admission to any of the Master's Degree Programmes of the Institute will be provisional. If a provisionally admitted student fails in the final year examination, the offer of provisional admission automatically stands cancelled.

   • Candidates applying for the **Master of Public Health Policy, Economics and Finance; and Master of Public Health in Social Epidemiology** programmes should have a (i)

Master's degree in any discipline, or (ii) Bachelor's degree in medicine, paramedical and other four-year programme like pharmacy, veterinary sciences, engineering, etc..

- Candidates applying for the **Master of Health Administration and Hospital Administration** should have (i) successfully completed their graduate degree in any discipline, or (ii) Bachelor's degree in medicine, paramedical, and other four-year programmes like pharmacy, veterinary sciences, engineering, etc.

(c) Candidates who are in their final year Bachelor's degree programme are not eligible to apply for admission to any of the Master's degree programmes conducted by School of Health Systems Studies, i.e., Health Administration, Hospital Administration; Public Health in Social Epidemiology; and Public Health in Health Policy, Economics and Finance.

(d) Candidates applying for the **M.A./M.Sc. in Urban Policy and Governance** (formerly known as Habitat Policy and Practice) programme should have a Bachelor's Degree in Engineering, Architecture, Management, Physical Sciences, Geography, Planning, Law, or Social Sciences, with interest in habitat-related issues/sectors.

(e) Medical graduates applying for any of the programmes should complete their internship on or before **Saturday, June 9, 2013**. Those who are not scheduled to complete internship by **June 9, 2013** need not apply.

(f) For **M.A. Disability Studies and Action** programme, preference will be given to candidates who have a graduate degree in Social Work, Psychology, Special Education, Occupational Therapy, Physiotherapy, Speech Therapy, and disability rehabilitation-related fields. Graduates with at least 2 years experience in the field of disability or social welfare will be preferred.

(g) Only candidates with a Master's degree and work experience will be considered for the one-year, full-time **Master's Degree programmes in Management of Voluntary Organisations** and **Mental Health**. Those who do not possess a master's degree and a minimum 3 years experience need not apply.

(h) Candidates applying for **M.A. in Applied Psychology with Specialisation in Clinical Psychology** should have completed (i) B.A. Psychology, or (ii) B.A. General, with minimum three papers in Psychology. Candidates who will appear for their final year B.A. examination in 2013, with the above subjects and are awaiting results are also eligible to apply.

(i) Candidates applying for **M.A. in Applied Psychology with Specialisation in Counselling Psychology** should have completed (i) B.A. Psychology, (ii) B.A./B.Sc. Home Science with specialisation in Child/Human Development; (iii) B.A. Social Work, or (iv) B.A. General with minimum three papers in Psychology. Candidates who will appear for their final year B.A. examination in 2013, with the above subjects and are awaiting results are also eligible to apply.

(i) Candidates applying to the one-year, full time **Master of Laws programme in Access to Justice** should have completed a Bachelor's degree in Law of minimum duration of three years or its equivalent (under the 10+2+3 or 10+2+5 years bridge course) pattern of study or any other pattern fulfilling the mandatory 15 years of formal education from a recognised university.

2.2.1 Instructions for Determining Eligibility to Apply

(i) 'Pass Class' in the Bachelor's Degree pursued by the applicant will be taken for determining his/her eligibility.

(ii) Candidates who are in the final year of their Bachelor's Degree programme, but have not passed in all the courses (main/major/subsidiary, etc.) of the first and second years (if the Degree is of 3 years duration) and first, second and third years (if the Degree is of 4 years duration) on the day of applying for the programme are not eligible to apply for any of the Master's Degree programmes offered by the Institute.

(iii) Candidates who have been declared as failed in the final year examination are not eligible to apply for any of the Master's Degree Programmes of the Institute, unless they pass their Bachelor's Degree examination on the day of applying for any of the programmes.

(iv)   Eligibility, once determined on the basis of the information given by the candidate in the Application Form, shall be final for the purpose of test/interview/selection. However, in case it is found that the information furnished by a candidate is incorrect or misleading or ineligibility being detected before or after the test/interview/selection/admission, his/her candidature will be cancelled.

(v)   If a provisionally admitted student fails in the final year of his/her Bachelor's Degree Examination and even if he/she has applied for re-evaluation at the university/college, he/she will not be allowed to continue the programme as the offer of provisional admission stands automatically cancelled on his/her failure in the final year examination.

2.3   SELECTION PROCEDURE

2.3.1   Marks for the Different Components

National Common Written Test	100 marks
Pre-Interview Test prior to the Personal Interview	50 marks
Personal Interview	75 marks
Total	225 marks

2.3.2   Written Test

Written test in ONLINE format will be held on **January 13, 2013,** in 51 centres in all parts of the country. The ONLINE test is of objective type and even those with a rudimentary knowledge of working with a computer can take the test. In case a candidate desires to do the test on paper, he/she must indicate this in the application form.

The objective test will have questions related to Social Sensitivity; Knowledge on Contemporary issues; Analytical Ability, and Logical Reasoning,

Note: Model question paper for National Common Written Test will be placed on TISS website on **October 30, 2012.**

Duration of Test: **1 hour 40 miutes**

2.3.3   Pre-Interview Test

Eligibility for Pre-Interview Test (PIT)/ or Personal Interview (PI)

Short-listing of candidates for the second round of selection (PIT and PI) will be based on cut-off marks to be decided later by the Institute. Only short-listed candidates will receive call letters for the second round (PIT and PI) to be held in Mumbai. The PIT consists of either a Group Discussion (GD) or a Written Test.

Important

- **Detailed Application Form For all Programmes**: Candidates short-listed for PIT and PI will be required to download the Detailed Application Form, which will be available at **www.tiss.edu** after declaration of Online Test results on **February 1, 2013.** All candidates are required to bring the hard copy of the form duly filled in along with original caste, income and degree certificates as applicable , when they come for the PIT and PI.

- For those applying for any of the Social Work Programmes at TISS Mumbai, the PIT will be a GD. This GD aims to assess knowledge about contemporary issues in the field and sensitivity to social issues expressed orally in English and/or in Hindi in a group situation. The time allotted for each GD is 20 minutes.

- For all the other programmes across TISS Campuses, the PIT will be in the form of a Written Test.

2.3.4 Personal Interview (PI)

The candidate is expected to be acquainted with the programme for which he/she has applied for, as questions may be asked on the topic during the PI.

Note: PIT and PI will be centrally held in the TISS Mumbai campus for all the programmes across all campuses. Thus, candidates short-listed for all programmes for the Tuljapur, Guwahati and Hyderabad campuses will come to Mumbai for PIT and PI.

2.3.5 List of Documents Required for PIT/PI

(a)   One passport-sized photograph.

(b)   *Bank Challan:* Portion of challan marked for TISS (stamped by the SBI branch where the processing fee was paid).

(c)   *Income Certificate:* All candidates should compulsorily send the income certificate of their parents/guardians in the form of salary certificate issued by their employer OR previous year's income tax return filed by the parents, OR pension order OR Income Certificate issued by the employer on the company's letterhead. Applications received without proof of income will not be considered and the processing fee will not be refunded. Candidates belonging to SC and ST categories and whose parent's/guardian's income is below Rs. 2 Lakh need not send the challan, but should send the attested copy of income certificate for the year 2011–2012 and the caste certificate. Candidates whose parents' income during 2011–2012 is more than the aforesaid amount should send the challan and also the caste and income certificates. The Income Certificate should have been issued by a Revenue Officer of the respective state government. Certificates issued by the Talati or MLA or MP or any official who are not from the Revenue Department will not be accepted.

(d)   *Bonafide Certificate:* Candidates pursuing final year of degree should send a bonafide certificate issued by the Principal/Vice-Principal/Dean or any authorised official of their college.

SPECIMEN COPY OF BONAFIDE CERTIFICATE

Assistant Registrar (Academic)   Date :...............
Tata Institute of Social Sciences, Mumbai

This is to certify that ………………………………………………….. is a bonafide student of this college and is pursuing his/her final year degree. He/She has successfully completed his/her first and second year examinations and no backlog or paper left unattended in his/her first and/or second year examinations.

Signature of Principal with date
and College/Institute's Stamp

(e)   *Final Year Marksheet:* Candidates who have completed their graduation should send either a copy of the final year marksheet showing their results or provisional/completion certificate issued by the college/university or degree certificate or any other certificate proving successful completion of graduation.

(f)   *Detailed Application Form:* After the National Common Written Test, short listed candidates are required to download the detailed application form from TISS website and bring the duly filled up application form along with them at the time of PIT and PI.

2.4   RESERVATIONS

For the Mumbai, Tuljapur and Hyderabad Campuses

Reservation of seats is as per Government of India requirements: 15% for Scheduled Castes, 7.5% for Scheduled Tribes and 27% for Other Backward Classes (Non-Creamy Layers).

Persons With Disability: 3% seats as applicable will be considered in 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) Learning Disability/Cerebral Palsy.

Kashmiri Migrants: Subject to the GoI directives.

For the Guwahati Campus

TISS Guwahati is meant to serve the eight states in the North-Eastern India and thus reserves 66% of the seats for candidates from these states. Specific quota is allotted for each of the eight states, and seat allotment for each of the states will be governed by the reservation policy of the respective state.

The remaining 34% of the seats are for candidates from rest of India. The GoI reservation policy will be applicable to these 34% of the seats.

2.5   SOCIAL PROTECTION OFFICE

The Social Protection Office (SPO) was established at the Institute as per GoI and UGC directives with the honorary position of the Dean occupied by a senior faculty member. The SPO facilitates the overall welfare of the students, staff and faculty belonging to SC, ST, OBC (Non-creamy Layer), minority and PWD communities.

The SPO will organise a Pre-admission Orientation programme for candidates from these communities on **December 14–16, 2012,** at Mumbai, Delhi, Hyderabad, Guwahati and Ranchi to help them prepare for the National Common Entrance Test. Eligible candidates are required to choose the nearest centre for the orientation programme.

The SPO organises a post-admission Orientation Programme for new students at the beginning of the academic session. In addition to this, various other coaching classes on life skills, personality development, writing and presentation skills etc. are also conducted by the SPO. Interactive sessions and also informal meetings with students are also conducted to help them deal with personal, social and academic problems. Issues relating to PWD and also looked after by SPO.

2.6   DEPUTED CANDIDATES

In the case of government officers/employees from Departments of Education/SCERTs/DIETs, teachers and resource persons applying for the M.A. Education (Elementary) programme, filled application forms may be sent via the relevant authority nominating the candidates. The selection of such candidates will be through a suitable screening process comprising documentary evidence of interest and motivation for the programme and/or interview.

Officers for other programmes deputed by the Central and State Governments and autonomous organisations for studying any of the Master's Degree programmes will have to undergo a PI.

In the case of Defence Personnel applying for M.A./M.Sc. in Disaster Management, the eligible candidates will be called for a Written Test at TISS, and, if found eligible, for the PI also at TISS.

2.7   APPLICATION PROCEDURE

2.7.1   How to Obtain the Application Form

Candidates are required to apply online through the E-application only, available on the Institute's website https://admissions.tiss.edu

Candidates from remote places where no Internet and Telecommunication facilities are available can get a printed copy of the application form from the Institute. Please send request for printed form by Speed Post with application fees. Unemployed SC and ST candidates, whose parent's/guardian's income is less than Rs. 2 Lakh are exempt from paying the Application Fee. Candidates belonging to Denotified Tribes (DNTs) from Maharashtra, whose parent's/guardian's annual income is less than Rs. 1 lakh (Rupees one lakh only) are also exempted from paying the Application Fee. They should apply through the E-application, and if they have no access to the internet or are from remote places, they can send a request letter without the payment challan and stamped envelope, but with a plain self-addressed envelope and copies of Caste and Income Certificates attested by any School Headmaster or a Principal of College or a Gazetted Officer. Requests received without the above Certificates will be rejected and no communication will be sent in this regard.

Application Fees

	Mode of Payment		
	Online Payment by Credit Card/Debit Card	**Online Payment by NetBanking**	**Cash Deposit in any SBI Branch using the prescribed challan**
Applying for 1 Programme	Rs. 920/-	Rs. 920/-	Rs. 900/- + Bank Charges
Applying for 2 Programmes	Rs. 1,840/-	Rs. 1,840/-	Rs. 1,800/- + Bank Charges
Applying for 3 Programmes	Rs. 2,760/-	Rs. 2,760/-	Rs. 2,700/- + Bank Charges
Applying for 4 Programmes	Rs. 3680/-	Rs. 3680/-	Rs. 3600/- + Bank Charges
Applying for 5 Programmes	Rs. 4600/-	Rs. 4600/-	Rs. 4500/- + Bank Charges

Notes: (i) In case of payment by cash deposit in an SBI branch, please note that the SBI will charge Rs. 50/- as their processing fee for each deposit, which cannot be adjusted against the application fee.

(ii) Payments made via demand draft, pay order or any made other than the above modes is not acceptable and the application will be rejected. No communication to this effect will be sent to such candidates.

Instructions for Payment

Mode of Payment	For Applicants applying Online	For Applicants applying offline using printed-copy-based form*
Online Payment by Credit Card/Debit Card Online Payment by NetBanking	1. Please follow the step-by-step instructions displayed on your screen after selecting this payment option.	Not Applicable
Cash Deposit in any State Bank of India (SBI) Branch using the prescribed challan	1. After filling in your payment details in the online form, you will be able to view the challan with the correct details filled in. 2. Print the challan displayed by clicking the Print button. 3. Deposit the cash amount along with the printed challan in any SBI branch. 4. The bank will return two parts of the challan (Student Copy and TISS Copy) along with bank seal, signature and SBI journal number. 5. Log in to the online application website again and enter the SBI journal number from the challan in the Challan Details section of your form. 6. Scan the "TISS Copy" of the challan and upload it according to the instructions in the Upload Documents section of the online application website. 7. Preserve the "Student Copy" of the Challan till the PIT and PI gets over.	1. Use the prescribed challan format sent to you along with the application form. 2. Fill in the details. 3. Deposit the cash amount along with the completely filled challan in any SBI branch. 4. The bank will return two parts of the challan (Student Copy and TISS Copy) along with bank seal, signature and SBI journal number. 5. Enter the required information from the challan in the payment details section of your form. 6. Enclose the "TISS Copy" of the challan along with the rest of your application according to instructions mentioned below. 7. Preserve the "Student Copy" of the Challan till the PIT and PI gets over.

Note: This option is only for candidates not having access to the Internet or from remote areas. Please contact TISS CARE Helpline before using this option.

2.7.3 How to Submit the Filled-in Application

For Applicants applying Online	For Applicants applying using the Printed Copy of the Application Form*
Please visit the online application website: http://admissions.tiss.edu and follow the step-by-step instructions listed on the website	The filled-in application form (printed copy) should be sent to "The Assistant Registrar (Academic), Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai 400 088" along with two passport size photographs
Candidates need to upload their passport size photo while filling out the application form in soft copy format	–

*Note: *This option is only for candidates from remote areas. Please contact TISS CARE before using this option.*

(g) *OBC (NC) Certificate:* OBC candidates from the creamy layer are treated as general candidates. Candidates belonging to OBC (non-creamy layer status) should send the community and non-creamy layer certificate issued by an official of the Revenue Department of the respective state government. They should also enclose the income certificate/income-tax return filed by their parents/guardians. All OBC (NC) candidates have to attach a declaration with regard to their status, and applications received without any of the above mentioned documents, will be rejected. Please note that the non-creamy layer certificate issued before March 31, 2011, will be treated as outdated and such candidates will be treated as general candidates, even though they may belong to OBC (NC).

DECLARATION/UNDERTAKING BY OBC CANDIDATES ONLY

I, _____, son/daughter of Shri/Smt. _____, resident of village/town/city _____ district _____ in the state of _____ hereby declare that I belong to the community of _____ which is recognised as a Backward Class by the Government of India** for the purpose of reservation in education as per orders obtained in Department of Personnel and Training Office Memorandum No. 36012/22/93-Estt. (SC/ST), dated 8th September, 1993. It is also declared that I do not belong to persons/sections (Creamy Layer) mentioned in Column 3 of the Schedule to the above referred Office Memorandum dated 8th September, 1993, which is modified vide Department of Personnel and Training Office Memorandum No. 36033/3/2004, Estt. (Res.) dated 9th March, 2001.

Signature of the Candidate

Place :

Date :

** Please refer to the website of National Commission for Backward Classes (NCBC) and confirm whether the community that you have mentioned is listed in your respective state list and mention the code number of the community in parentheses for the purpose of speedy scrutiny.

(h)   *KM and PWD Certificates:* Candidates belonging to Kashmiri Migrants (KM) and Person with Disability (PWD) should attach certificates giving proof of their status. The certificate for PWD should indicate a minimum 40% of disability.

Important

- The last date for submission of application at the Institute is **Novermber 30, 2012.**

- A candidate can apply to any one of the campuses or if desired, more than one campus.

- A candidate can apply for a maximum of five from among all programmes offered by Mumbai, Tuljapur, Guwahati and Hyderabad campuses (candidates can choose a maximum of 3 programmes from Mumbai campus)..

- Use only one application form, even if you are applying for more than one programme.

- Programmes and examination centres, once chosen, cannot be changed. Also, adding or deleting any programme is not allowed once the application form has been submitted.

- Candidates should submit their E-application only once Applications complete in all aspects will receive a process completion report. Do not submit multiple copies of the e-application.

- Processing fee paid by the candidates will not be refunded if they are found ineligible for any programme.

- Make sure that your application is complete with all required information, including fee payment details before submitting it. Incomplete application forms will be rejected.

- Applications received after the due date will not be considered and the processing fee paid will also not be refunded.

2.8 SCHEDULE OF ONLINE TEST/CET/COMPUTER BASED TEST

The Common Entrance Test for all programmes will be held on January 13, 2013, at the following places:

Region	*Place*
Northern Region	Chandigarh, Dehradun, Delhi, Faridabad, Ghaziabad, Gurgaon, Jaipur, Jodhpur, Lucknow, Noida, Srinagar, Varanasi
Eastern Region	Agartala, Aizwal, Bhubaneshwar, Gangtok, Guwahati, Imphal, Itanagar, Jamshedpur, Kohima, Kolkata, Korba, Patna, Raipur, Ranchi, Rourkela, Shillong
Western Region	Ahmedabad, Aurangabad, Bhopal, Goa, Gwalior, Indore, Jabalpur, Mumbai, Nagpur, Pune, Solapur
Southern Region	Bengaluru, Chennai, Coimbatore, Hyderabad, Kochi, Kozhikode, Madurai, Mangalore, Thiruvananthapuram, Vijayawada, Visakhapatnam, Warangal

Note: The Institute may cancel any test centre and/or assign a nearby centre to a candidate, if the situation so demands.

Admit Card: The Admit Card will generally be sent in the fourth week of **December 2012,** by e-mail to the candidate. Those candidates who have not received their admit card by **January 1, 2013**, may register their complaint by sending a mail to pgadmission@tiss.edu. For such candidates a duplicate admit card will be sent a day prior to the entrance test to his/her respective centre. No duplicate admit card will be issued on the day of the Written Test.

The PIT and PI for all the programmes will be centrally held at TISS Mumbai from **March 7–20, 2013.** The actual date of the PIT and PI of a candidate will be put up on the TISS website and will also be intimated to the candidate through e-mail. Shortlisted candidates are requested to contact the Section Officer (Admissions), in case they do not receive any mail with regard to the date of PIT and PI by **March 1, 2013.**

Request for change in the date for the Online Written Test will not be considered. However, a change in the dates for PIT and PI may be considered, if the date of PIT and PI at the TISS clashes with the date of entrance test of another Institution or the date of final year examination of the candidate. However, the candidate must produce documentary evidence for this. Please note that the changed date for PIT and PI will be only within the time schedule announced by TISS.

2.9   FACILITIES AVAILABLE DURING PIT AND PI AT TISS MUMBAI

2.9.1 Dining Hall

Coupons can be purchased from the Cash Counter and the Hostel In-charge, if applicants wish to have tea/lunch in the Dining Hall of the Institute.

2.9.2 Facilities for SC/ST/OBC Candidates Eligible for Govt. of India (GoI) Post-Matric Scholarship

(i)   *Reimbursement of Travelling Allowance (TA), etc.* is provided to those SC, ST and OBC (NC) candidates:

- who are appearing for the Written Tests of any of the Institute's Master's Degree programmes for the first time,
- who are unemployed, and
- whose parent's/guardian's income was Rs. 2 lakh or below (for OBC candidates this figure is Rs.1 lakh) during the financial year 2011–2012 and have submitted a certificate to this effect.

Such candidates will be provided to-and-fro travel expenses (Second Class Railway or State Transport Bus fare) immediately after the Online Written Test is over at every centre. The reimbursement of travel expenses will be subject to their submission of the original tickets and only on the production of original certificates, specifying the income level of the candidate. It will be the responsibility of the SC/ST/OBC (NC) candidates to fill in the TA form provided, along with a photocopy of the call letter for the Online Written Test before they appear for it and collect the money as soon as the test gets over.

(ii)   Reporting at the Institute for PIT and PI: SC/ST candidates, who are eligible for such facilities, should report at the Institute only after receiving the call letter/mail for PIT and PI. They will be reimbursed to-and-fro travel expenses (Second Class Railway or State Transport Bus fare).

(iii)   SC/ST candidates, who have already availed of such facilities, but were not selected in a previous attempt and who have been called for the test again will not be reimbursed their travel expenses. The boarding, lodging and travelling expenses incurred by them during the Written Test at the Centre, and the PIT and PI at the Institute will be reimbursed only if they are selected.

(iv)   SC/ST candidates, who have received financial assistance to enrol for a Master's Degree programme of the Institute in one field, will not be eligible for similar facilities if they apply for another Master's Degree programme of the Institute.

(v)   SC/ST candidates who, after passing one level of education, are studying in the same level of education in a different subject, e.g., B.Sc. after B.A. or B.Com. after B.A. or M.A. one subject after M.A. another subject will not be eligible for the GoI Post-Matric Scholarship.

(vi)   SC/ST candidates who, after having completed their educational career in one professional line, continue professional studies in a different line, e.g., LL.B. after B.A./B.Ed., will also not be eligible for the GoI Post-Matric Scholarship.

2.10. AFTER SELECTION FORMALITIES

Details will be notified on the TISS website at the time of declaration of results.

Fees, Deposits and Other Charges

3.1 TOTAL PROPOSED FEES FOR 2013–2015 BATCH

(In Rupees)

Sr. No.	Programme	Semester Fees for Hostelites				Semester Fees for Non-Hostelites			
		I	II	III	IV	I	II	III	IV
1.	Social Work (all 9 programmes from TISS Mumbai campus)	54,000	38,200	34,700	34,000	36,000	20,200	16,700	16,000
2.	One-year, full-time Master's Degree in Management of Voluntary Organisations	50,000	20,200	–	–	32,000	20,200	–	–
3.	One-year, full-time Master's Degree in Mental Health	50,000	20,200	–	–	32,000	20,200	–	–
4.	Human Resources Management and Labour Relations	60,000	38,200	34,700	34,000	42,000	20,200	16,700	16,000
5.	Social Entrepreneurship	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
6.	Globalisation and Labour	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
7.	Health Administration	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
8.	Hospital Administration	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
9.	Public Health in Health Policy, Economics and Finance	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
10.	Public Health in Social Epidemiology	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
11.	Development Studies	46,000	34,200	30,700	30,000	28,000	16,200	12,700	12,000
12.	Women's Studies	46,000	34,200	30,700	30,000	28,000	16,200	12,700	12,000
13.	Elementary (Education)	32,600	20,800	17,300	16,600	28,000	16,200	12,700	12,000
14.	Climate Change and Sustainability Studies	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
15.	Disaster Management	62,000	38,200	30,700	34,000	44,000	20,200	12,700	16,000
16.	Regulatory Governance	50,000	39,700	34,700	35,500	32,000	21,700	16,700	17,500
17.	Urban Policy and Governance	50,000	39,700	34,700	35,500	32,000	21,700	16,700	17,500
18.	Water Policy and Governance	50,000	39,700	34,700	35,500	32,000	21,700	16,700	17,500

(In Rupees)

Sr. No.	Programme	Semester Fees for Hostelites				Semester Fees for Non-Hostelites			
		I	II	III	IV	I	II	III	IV
19.	Applied Psychology with specialisation in Clinical Psychology	52,500	40,700	37,200	36,500	34,500	22,700	19,200	18,500
20.	Applied Psychology with specialisation in Counselling Psychology	52,000	40,200	36,700	36,000	34,000	22,200	18,700	18,000
21.	Media and Cultural Studies	56,000	44,200	40,700	40,000	38,000	26,200	22,700	22,000
22.	Library and Information Sciences	49,000	37,200	33,700	33,000	31,000	19,200	15,700	15,000
23.	Access to Justice								
24.	Social Work in Rural Development (TISS Tuljapur)	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
25.	Social Work in Rural Development and Governance (TISS Hyderabad)	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
26.	Education (TISS Hyderabad)	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000
27.	5 Social Work Programmes (TISS Guwahati)	53,000	38,200	34,700	34,000	35,000	20,200	16,700	16,000
28.	Environment, Ecology, and Sustainable Development (Guwahati Campus)	50,000	38,200	34,700	34,000	32,000	20,200	16,700	16,000

Notes:
1. SC and ST students in employment, whose pay are protected during the period of their study, and SC and ST students who have already availed of the GoI Scholarship for a professional course of a University will not be eligible for the GoI Post-Matric Scholarship. They will, therefore, be required to pay all the fees, deposits and other charges like general students.
2. All SC and ST students are required to pay the annual premium of Group Mediclaim Policy at the time of admission.

29. Law in Access to Justice	Trimester Fees for Non-Hostelites			Trimester Fees for Hostelites		
	I	II	III	I	II	III
Fees	28,700	16,900	12,700	28,700	16,,900	12,700
Hostal Charges	–	–	–	6,000	6,000	–
Dining Hall Advance	–	–	–	12,000	12,000	–
Total	28,700	16,,900	12,700	46,700	34,900	12,700

Notes:　* Hostel Charges : Cllected for Six Month basis.

　　　* Dinning Hall Advance: Collected for Six Month Basis.

3.2　FINANCIAL ASSISTANCE

Scholarships on the basis of Merit and Merit-Cum-Need basis are available for students of Master's Degree Programmes on all campuses. Financial assistance is also available from the Student Welfare Fund of the Institute.

TISS Mumbai

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.**
(Centre for Application Relationship and Engagement) **Helpline**

022-25525252

4

Programme-specific Details of Master's Degree Programmes (2013–2015) at TISS Mumbai

FOUNDATION COURSE

The Foundation Course (FC) is divided into four modules of different credits each and is compulsory for students of all programmes, except Education (Elementary). The FC focuses on developing societies, economies and polities with emphasis on experiences of societies, economies and polities, rather than focusing on theories. Though theories may be used while narrating, it will not form the core of the narrative style. The FC comprises 4 modules and is taught over 90 hours of 45 lectures and carries a weightage of 6 credits. The modules are:

Module 1 : Understanding Society, Culture and Identity;

Module 2 : Understanding Developing Economies;

Module 3 : India's Development Experience

Module 4 : Understanding India's Political Structure

SCHOOL OF SOCIAL WORK

M.A. SOCIAL WORK WITH CHILDREN AND FAMILIES

The field of Family and Child Welfare in Social Work has diverged considerably in terms of its perspectives, scope and requirement of professional expertise. In recent years, the newly globalised world has been witnessing considerable civil society engagement on issues related to children and families. Discourses and interventions are happening on a wide range of issues from services on health and education, and institutional development for children in need of care and protection. These processes are often challenging, innovative and responsive to children in their specific contexts. At the same time, there has been a tremendous effort towards engaging the state and other actors in ensuring child rights at different levels of practice.

Students graduating in M.A. Social Work with Children and Families have a great opportunity to work with those sections of the child population who are at risk and situated at the lower realms of development indicators such as health and education. Graduates could also then pursue their professional endeavour in attacking issues related to the commercial sexual exploitation of children and child protection. The new forces of globalisation superimposed over highly inequitable social and economic institutions is driving children of vulnerable families into child labour, sex work or other forms of exploitative relationships. Moreover, those children and their families belonging to specific marginalised communities like Dalits, Adivasis, religious minorities, forced migrants, the poor and those affected by disasters and conflicts are living on the edge, struggling to find ways to survive, protect and educate themselves. Families of these children, on the one hand, struggle against discrimination and for dignity; and on the other hand struggle for survival ensuring food, education and shelter for their children. Though challenging, it still raises some hope to work with children in enabling them to recreate the liveliness of their lost childhood through creative learning and progressive education.

Students graduating in this programme would have developed their capacities to provide sustainable solutions to improve the social and psychological functioning of children and their families. These students will have improvised knowledge and skills in dealing with particular problem situations, population or settings, such as child protective services, adoption, homelessness, domestic violence, or foster care. Social work professionals in this field are often involved in designing and coordinating suitable services

to assist a child or family, be it in ensuring child rights and child protection, or in facilitating adoptions, finding foster homes for neglected, abandoned, or abused children. Moreover, there is a tremendous opportunity for professionals to equip themselves as school social workers. School social workers act as an important link between children's families and their school, working with parents, teachers, and other stakeholders to ensure that every child discovers their academic and personal strengths. The field not only provides ample scope to work with professional agencies in assisting children and families in dealing with stress or emotional problems, but also in directly working with children, youth and families affected by natural disasters, conflicts and disabilities. Graduates of the present programme have lot of scope to find employment in government projects, educational and health-care institutions, and in many local and international NGOs. Many students could also find suitable job prospects in research, consulting, teaching and formulating government policies. After considerable years of professional experience, there are also wonderful options to take up private practice in this field.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
II	Thematic Courses (9 Courses)	24
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 4	History, Ideology and Social Theory	4
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 6	Research Methods I	2
	Field Work		6
II	SW 7	Research Methods II	2
	SW 3	Community Organisation	2
	SW 5	Social Work Administration	2
	CF1	Child and Childhood in India–Theories, Demographics and Perspectives	2
	CF2	The Changing Dynamics of Families in India	2
	Field Work		6
III	CF 3	Child and Family Laws in India	2
	CF 4	Political Economy of Child and Family Welfare	4
	CF 5	Children at Risk: Vulnerabilities and Marginalisation	4
	CF 6	Issues and Concerns of Children and Families in Rural Areas	2

Semester	Course Code	Course Title	Credits
III	CF 7	Working with Children: Interventions and Skills	4
	CF 8	Advocacy and Action with Children and Families	2
	Field Work		6
IV	CF 9	Working with Families: Interventions and Skills	2
	CF 10	Seminar on Child and Family Social Work	2
	CF 11	Programme Planning and Project Management	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN CRIMINOLOGY AND JUSTICE

Social Work in the thematic field of Criminology and Justice provides immense opportunity to examine and work with actors and institutions dealing with crime, law and justice from a rights-based perspective. The M.A. Social Work in Criminology and Justice is being offered with the assumption that the students opting this programme will be exposed to the dynamics and complexities of deviance and crime from diverse world-views and will develop capacities to critically reflect on the criminal justice system across the country. The broad concerns of the programme correspond to three inter-related areas: (i) it provides a strong theoretical underpinning on human rights and the criminal justice system; (ii) it encourages a critical examination of crime around issues such as gender-based violence, atrocities against dalits, de-notified tribes and socially stigmatised communities; it also dwells upon areas related to juvenile justice and crime among youth, trafficking of drugs and human beings, transnational crime and terrorism; and (iii) lays the foundation towards a critical understanding of criminal justice agencies and current issues such as policing, prison management, custodial justice, human rights violations, role of the State, correctional agencies and alternative justice systems.

Today, the Indian justice system is characterised by innumerable arrests, overcrowded jails, and courts with lakhs of pending cases. Despite these realities there is a significant traditional indifference towards criminal justice. It is the poor, the unemployed, the visible minorities, the powerless, and those ostracised for their sexual orientation that are most frequently criminalised by the system. Understanding that the law and its application are frequently biased, the marginalised may behave in ways that bring them into direct conflict with the law. The presence of social work in the administration of justice has, thus, become a valuable component of practice for the profession itself, as well as an important influence on justice agencies.

The role of social workers in this context needs to be emphasised. They can play a key role in engaging with the State actors and the victim groups in ensuring justice and accessing rehabilitative structures. They need to interface with a diversity of issues in practice situations. Their engagement with the justice system will impact the situation of offenders, victims, disputants, persons released from custodial institutions, vulnerable groups rescued from exploitative situations and those who are prone to criminalisation or victimisation. They can be involved in a range of interventions such as counselling, liaison with the family/community structures and the administration, providing outreach services, pre-litigation work, conflict resolution, and community-based rehabilitation work. The field is characterised by working with involuntary clients and groups who are in custody often against their will: e.g., for prisoners, children and women in protective care, victims of abuse, and homeless people arrested under the beggary and vagrancy laws. These are almost always, the most stigmatised and socially excluded populations.

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

prospects in this field include positions in criminal and regulatory law enforcement agencies, correctional institutions, homeland security, juvenile detention, counselling and supervision, victim services and victim advocacy. With years of work experience, professionals in this field may also qualify for professional positions in legal practice; teaching; policy research, counselling or therapy, and as forensics experts.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
Total Credits		**75**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Courses	6
		Philosophy of Research	1
	SW 4	History, Ideology and Social Theory	4
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 6	Research Methods I	2
	DOS-6	Development and Crime (Cross-listed)	2
	Field Work		6
II	FC 5	Law and Social Work	2
	SW 7	Research Methods II	2
	SW 3	Community Organisation	2
	SW 5	Social Work Administration	2
	CCJ 2	Child Rights and Juvenile Justice	2
	Field Work		6
III	CCJ 3	Criminal Law and Practice	2
	CCJ 4	Correctional Perspectives and Practice	2
	CCJ 5	Issues and Challenges in Criminal Justice Social Work	2
	CCJ 6	Criminology: Trends and Perspectives	2
	CCJ 7	Victimology and Crime Prevention Strategies	2
	CCJ 8	Rural Crime and Justice	2
	Field Work		6
IV	CCJ 9	Human Rights and Access to Justice	2
	CCJ 10	Contemporary Debates in Criminal Justice	2
	CCJ 11	Crime, Culture and Media	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN COMMUNITY ORGANISATION AND DEVELOPMENT PRACTICE

Communities are at critical crossroads across the Global South. In a technology and market-driven process of development, the expanse of the marginalised and deprived sections of communities has increased. Those who have been historically disadvantaged, who lack land, appropriate skills, higher education and/or other resources, are not able to benefit from the fruits of this so called progress and development. With pro-poor, pro-marginalised perspectives, the concern is with the most 'invisible' groups in society. It is necessary to mobilise them as a first step in order for them to utilise spaces that may exist for them to seek their entitlements and rights. Unless the marginalised are organised and become aware of their rights, sustainable development is not possible.

Today, development practitioners, whether at the starting level or already in the field, require multiple perspectives to analyse and engage with present day complex realities. This necessitates capacity enhancement and development of newer strategies to serve the interests of the disadvantaged populations. Further, understanding local situations and working with communities to address key concerns is as critical today as being able to see national and international connections of these very concerns in the globalising world.

These concerns would be addressed through the M.A. Social Work in Community Organisation and Development Practice. This programme envisages preparation of a cadre of development practitioners and activists who could effectively respond to the contemporary concerns of marginalised communities. For this purpose, they would be equipped to integrate critical thinking and practical field experience so as to contribute to the process of social transformation.

The programme comprises classroom as well as field work, both of which are core and connected components of the curriculum across the four semesters. Students with a background in CODP find meaning in work with a range of rural and urban settings — voluntary organisations, people's organisations and movements, trade unions, government and corporate social responsibility projects, as well as in themselves initiating work in new areas or on issues that require innovative approaches. Across these organisations, they are engaged in practice, comprising field as well as research-based work from grassroots to policy and advocacy levels.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
II	Thematic Courses (11 Courses)	22
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 1	Social Case Work	2

Semester	Course Code	Course Title	Credits
I	SW 2	Social Group Work	2
	SW 3	Community Organisation	2
	CODP 1	Rural Development and Governance	2
	Field Work		6
II	SW 4	History, Ideology and Social Theory	4
	SW 5	Social Work Administration	2
	SW 6	Research Methods I	2
	SW 7	Research Methods II	2
	CODP 2	Theoretical Perspectives for Community Practice	2
	Field Work		6
III	CODP 3	Development Paradigms and Marginalities	2
	CODP 4	Political Economy of Poverty and Social Exclusion	2
	CODP 5	Urbanisation, Governance and Informal Work	2
	CODP 6	Social Action, Advocacy and Movements	2
	CODP 7	Global Economy and Policy	2
	CODP 8	Socio-Legal Dimensions in Development Practice	2
	CODP 9	Politics, State and Democracy	2
	Field Work		6
IV	CODP 10	Environment, Livelihoods and Sustainable Development	2
	CODP 11	Conflicts, Peace and Human Security	2
	CODP 12	Social Policy and Planning	2
	CODP 13	Programme Planning and Management	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN DALIT AND TRIBAL STUDIES AND ACTION

The social work profession in India, till recent decades, has primarily relied on received Western models, to understand Indian individuals and groups and also to deal with their issues professionally. However, the economic and socio-political contexts in India are also often influenced by historical ethno-centric factors such as caste, tribe, culture, religion and ethnicity.

The M.A in Social Work in Dalit and Tribal Studies and Action, in teaching the issues facing the Dalits and Tribes under one rubric will introduce students of social work to the diverse and complex nature of marginalisation that Dalits and Tribes face. This Master's programme would be based on theories, methods, skills and practice paradigms, which would be helpful to end inequalities, exploitation and exclusion based on caste, ethnic, race and religion, thereby envisaging justice to all sections. More specifically, it would rely on theories and perspectives that have emerged from among these communities. In this context, the genesis and principles of bottom-up and ethno-specific social work practice are now widely recognised and accepted in social work education, training and practice. The M.A Dalit and Tribal Studies and Action programme will nurture the ideals of Justice, Equality and Fraternity, as enshrined in the Indian Constitution, and train professional social workers to specialise in issues facing Dalits and Tribes. The course balances theory and practice in a manner that will develop students' analytical, research and practice skills.

Students of this programme can pursue diverse career opportunities. They can seek employment in government organisations and national and international development agencies. They can also work in research-based advocacy organisations and various people's movements, both local and global. The rigorous fieldwork and theoretical training will also be of interest those planning global research careers in social work, social anthropology and development.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (3 Courses)	6
	Field Work	12
II	Thematic Courses (10 Courses)	20
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 3	Community Organisation	2
	DTSA 1	Rural Rurality Caste and Tribes	2
	Field Work		6
II	SW 4	History, Ideology and Social Theory	4
	SW 5	Social Work Administration	2
	SW 6	Research Methods I	2
	SW 7	Research Methods II	2
	DTSA 2	Political Theory for Critical Social Work	2
	DTSA 3	Law, Justice and Democratic Rights	2
	Field Work		6
III	DTSA 4	Dalit and Tribal Social Work-Perspectives and Concepts	2
	DTSA 5	Caste, State and Politics in South Asia	2
	DTSA 6	Political Economy of Tribal Development	2
	DTSA 7	Political Economy, Development and Dalits	2
	DTSA 8	International Social Work and Inter-cultural Practice	2
	DTSA 9	Advanced Practice Skills in Dalit and Tribal Empowerment	2
	DTSA 10	Social Entrepreneurship for Marginalised Groups	2
	Field Work		6

Semester	Course Code	Course Title	Credits
IV	DTSA 11	Seminar on Dalit and Tribal Studies	2
	DTSA 12	Social Movements and Social Action: Theory and Practice	2
	DTSA 13	Project Planning and Management	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN DISABILITY STUDIES AND ACTION

The focus among professionals in the field of disability rehabilitation today is on rights of disabled persons, equalisation of opportunities and their integration in mainstream society. It has now been officially recognised that people with disabilities are human beings with all the economic, emotional, physical, intellectual, spiritual, social and political needs that other people have. Though we have come a long way, we still have far to go in ensuring an inclusive, barrier-free and rights-based society for persons with disabilities. In India, disabled persons are still oppressed and marginalised and denied the opportunity for full citizenship and participation and from living a reasonable quality of life because of society's persistent stereotypical and prejudiced perception of them as inferior, incapable and inadequate, a drain on family resources and costly for society to maintain.

The M.A. Social Work in Disability Studies and Action enables students to understand and conceptualise disability as socially constructed and finds explanations for disablement within the context of a person's life, rather than within individuals themselves. Rehabilitation conducted within a comprehensive social framework is not only about the removal of barriers at the individual level, it is also about the removal of physical and attitudinal barriers in society at large. Rehabilitation, therefore, includes not only engaging with persons with disability, but also emphasises the need for engaging with the community and other systems of society for creating more enabling environments so that their complete integration into the mainstream of society is possible.

The Rehabilitation Council of India (RCI), an autonomous central organisation under the Ministry of Social Justice and Empowerment, has mandated that all social workers who are working in the field of disability rehabilitation undergo certification in Rehabilitation Social Work or acquire a credited degree in Disability Rehabilitation Social Work. RCI recognises Rehabilitation Social Workers as one of the professionals in the field of disability rehabilitation. Given this mandate, the M.A. Social Work in Disability Studies and Action is being offered to create a cadre of professional social workers, with competency in empowering people with disability and all stakeholders.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (3 Courses)	8
	Field Work	12
II	Thematic Courses (8 Courses)	18
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 4	History, Ideology and Social Theory	2
	SW 6	Research Methods I	2
	Field Work		6
II	SW 4	History, Ideology and Social Theory	2
	SW 5	Social Work Administration	2
	SW 3	Community Organisation	2
	SW 7	Research Methods II	2
	DSA 1	Theoretical Perspectives and their Application to Disability Rehabilitation Social Work	2
	DSA 4	Persons with Disability and their Rehabilitation Contexts	4
	Field Work		6
III	DSA 3	Team Work; Sanctions, Values and Ethics in Disability Rehabilitation Social Work;	2
	DSA 5	Human Rights, Social Policies and Law	2
	DSA 6	Rehabilitation and Counselling Interventions	4
	DSA 7	Family Centred Interventions with Families of Children and Adults with Disabilities	2
	DSA 8	The Gender Dimensions of Disability in the Indian Context	2
	Field Work and Rural Practicum		6
IV	DSA 9	Management of Rehabilitation Programmes for the Disabled	2
	DSA 10	Building Disability Awareness through Action	2
	DSA 11	Seminar on Issues related to Field Practice	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN LIVELIHOODS AND ENTREPRENEURSHIP

Entrepreneurial orientation for creating and managing income earning opportunities is considered to be the foundation for economic empowerment of the poor and disadvantaged section of the society. The M.A. Social Work in Livelihoods and Entrepreneurship aims at developing competency among the students on critical thinking, knowledge building and a set of practice skills in the area of conceiving, designing and managing social enterprises with a view to create wealth for the poor. The objective of the course is to nurture entrepreneurial attribute of young professionals and equip them to build entrepreneurial venture in the emerging social sectors. The programme thus aims at developing a cadre of professionals competent to visualise economic opportunities, conceive and design plans, raise resources, develop products and services and evaluate and change the system of operation. In addition, the students will develop competency in designing and redesigning appropriate and efficient service delivery systems, and creating and strengthening an effective organisational mechanism in social enterprises.

The programme aims at two-fold approaches for placement. Firstly, the students will be encouraged and facilitated to start their own social enterprises. It is visualised that over the years a substantial number of students will take the entrepreneurial path and set up their own enterprises. Secondly, every effort will be made to place the students looking for final job placement such that they may get recruited through campus placements. The programme will impart adequate knowledge, develop competent skills and expose to appropriate attitudinal perspective among the graduating students so as to prepare them to occupy supervisory positions in social enterprises engaged in creating income-earning opportunities for the poor and the disadvantaged. The graduating students are likely to be placed in junior and middle level administrative positions in microfinance institutions, social enterprises, co-operatives, and in the area of economic activities of grassroots/operating NGOs, intermediary organisations, funding agencies, international aid agencies, CSR division of business houses and family trusts. The nature of work may encompass any and all the following areas: economic need assessment, business planning, business plan formulation, project appraisal, project monitoring, project evaluation, fund raising, setting up of beneficiary organisations, preparing entrepreneurship development programmes, promoting and supporting entrepreneurs, etc.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (4 Courses)	8
	Thematic Courses (6 Courses)	12
	Field Work	12
II	Core Social Work Courses (5 Courses)	10
	Thematic Courses (6 Courses)	12
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 2	Social Group Work	2
	SW 3	Community Organisation	2
	SW 4	History, Ideology and Social Theory	4
	SWE1	Livelihood and Entrepreneurship Development	2
	Field Work		6
II	FC 3	Development Experience, Social Conflict and Change	2
	SW 1	Social Case Work	2
	SW 5	Social Work Administration	2
	SW 6	Research Methods I	2
	SW 7	Research Methods II	2
	SWE2	Social Work Entrepreneurship	2
	Field Work		6

Semester	Course Code	Course Title	Credits
III	SWE03	Non-Profit Entrepreneurship for Social Value Creation	2
	SWE04	Social Venture Plan	2
	SWE05	Social Venture Capital and Venture Philanthropy	2
	SWE06	Financial Management for Small Businesses	2
	SWE07	Corporate Social Responsibility and Social Compliance	2
	SWE08	Business Support Consultancy	2
	SWE09	Workshop on Innovative Social Projects and Social Impact	2
	Field Work		6
IV	SWE10	Social Marketing	2
	SWE11	Workshop on Social Work Entrepreneurship Cases	2
	SWE12	Self Study Course	2
	SWE13	Social Innovations and Entrepreneurship (Seminar Course)	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN MENTAL HEALTH

Mental health problems are amongst the most important contributors to the global burden of disease and disability. The Global Burden of Disease world over due to mental health concerns is greater than that expected by tuberculosis, cancer or heart disease. In the year 2000, mental and neurological conditions accounted for 12.3% of disability-adjusted years lost globally and 31% of all years lived with disability at all ages and in both sexes. Of the top 10 health conditions contributing to disability adjusted life years, four are mental disorders. Mental and behavioural disorders affect more than 25% of people at any given point of time. This means 450 million people worldwide are affected by mental, neurological or behavioral problems at any given point of time. In India, about 20 to 30 million people appear to be in need of mental health care. A meta-analysis of 13 epidemiological studies concluded that the prevalence estimate of mental health problems is 58.2 per 1,000 population. The study indicated that mental disorders were higher in urban areas, among women, in the age group of 35–44 years and in the lower socio-economic strata. The study concluded that in India nearly 1.5 million people suffer from severe mental disorders and 5.7 million suffer from various psychiatric disorders requiring immediate attention.

Compared to this huge need, there are about 3,500 psychiatrists, 1,000 psychiatric social workers, 1,000 clinical psychologists and 900 psychiatric nurses in the country. The recent Atlas project of the WHO reports that all countries in South East Asian region and nearly all countries in Africa have less than one psychiatrist for a population of one lakh. The population of India, exceeding one billion people, has access to less than 4,000 psychiatrists as compared to the nearly 80,000 psychiatrists for 840 million in Europe. The National Mental Health Programme (NMHP) in India was launched in 1982 and aimed at providing minimum mental health care to maximum through integration of mental health services within the existing health care system. This ambitious NMHP failed to achieve any of its targets over the subsequent decades. In early 2001, the NMHP was radically revamped. It was re-launched as part of the Tenth Five-Year Plan (2002–2007) and the budgetary allocation was increased more than seven-fold. However, lack of trained professionals and administrative structures have been responsible for the inability of the programme to take off. It is in the context of this gap between the magnitude of mental health problems and the lack of services, and trained professionals to address it that the M.A. Social Work in Mental Health finds its relevance.

With rapid social change and urbanisation, there are several vulnerable groups whose mental health concerns need urgent attention. Some examples include, urban poor living on the streets and slums, women and children exposed to domestic violence, populations displaced by mega development projects, single women, sexual minorities, people living with HIV/AIDS, and so on. In order to be able to comprehend the mental health concerns of these groups, it is vital to move beyond our thinking in the mental health sector and conceptualise training programmes as well as service models that integrate the biological, psychological and interpersonal with the social and the cultural. Thus, a training/teaching programme that combines ideas of social justice and empowerment along with the knowledge and skills to understand individual and interpersonal distress and problems is a need of the hour. This postgraduate programme with a foundation in social work and an incremental training in perspectives and skills in mental health aims to fill this gap.

This programme equips students to work in various capacities at government and non-governmental settings.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (4 Courses)	8
	Field Work	12
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 4	History, Ideology and Social Theory	2
	SW 6	Research Methods I	2
	PMH 1	Social Sciences and Health	2
	Field Work		6
II	SW 4	History, Ideology and Social Theory	2
	SW 5	Social Work Administration	2
	SW 3	Community Organisation	2
	SW 7	Research Methods II	2
	PMH 2	Human Growth and Behaviour	2
	PMH 3	Introduction to Public Health	2
	PMH 4	Introduction to Mental Health	2
	Field Work		6

Semester	Course Code	Course Title	Credits
III	CODP 6	Social Action, Advocacy and Movements	2
	PMH 5	Mental Health, Marginalisation and Human Rights	2
	PMH 6	Seminar in Clinical Social Work	2
	PMH 7	Community Mental Health	2
	PMH 8	Epidemiology and Biostatistics	2
	PMH 9	Rurality, Rural Realities and Mental Health	2
	PMH 10	Mental Health Policy, Programmes and Legislations	2
	Field Work		6
IV	PMH 11	Project Management (Health Management and Planning)	2
	CODP 12	Social Policy and Planning	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

** In order to meet acute shortage of mental health care professionals in the country, TISS offers the M.A. Social Work in Mental Health in multiple locations:

1. TISS Mumbai

2. Central University of Tamil Nadu (CUTN, Tiruvarur)

3. The BANYAN (Chennai)

4. MHAT, Calicut

M.A. SOCIAL WORK IN PUBLIC HEALTH

The M.A. Social Work in Public Health aims to address the multifaceted dimensions of health in the changing context and develop skills in social work professionals to analyse health issues in micro, meso and macro contexts as well as work towards protecting health as a human right. This programme is a response to redress the limited institutional capacity in India for strengthening training, research and policy development in the area of health social work. Health social workers in this scenario are uniquely positioned to help make interventions both at the individual and community levels. At an individual level, the objective of health social workers is to offer psycho-social support to individuals and their families in dealing with communicable and non-communicable diseases. These professionals provide counselling to patients and give advice to family caregivers. At the community level, given their professional skill set, social workers are best placed to design, implement and manage those aspects of community health which require, on the one hand, involvement with the community and groups, and, on the other hand, engagement with the health system, particularly in its interface with people/users.

Social workers with a specialised knowledge of community health are also well placed to design, implement and manage larger and more complex interventions, which form a significant component of social change, as this community-based health advocacy needs to be evidence-based, context-specific and resource-sensitive. This two-year Master's Programme aims to promote health social work. It will prepare health professionals to work in socially, culturally and economically diverse populations by being attentive to needs of vulnerable and disadvantaged groups. It will work towards imparting qualities of leadership among health social work professionals and effectively use communication skills for health advocacy. Through this programme we will train social work professionals to make interventions both at individual and community level.

This programme equips its students to work in different capacities in diverse settings — government institutions, non-government organisations, hospitals and research-based organisations. They also can work on different sectors like HIV/AIDS, disaster, courts and counselling centres.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (4 Courses)	8
	Field Work	12
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
Total Credits		**79**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 1	Social Case Work	2
	SW 2	Social Group Work	2
	SW 4	History, Ideology and Social Theory	2
	SW 6	Research Methods I	2
	PMH 1	Social Sciences and Health	2
	Field Work		6
II	SW 4	History, Ideology and Social Theory	2
	SW 5	Social Work Administration	2
	SW 3	Community Organisation	2
	SW 7	Research Methods II	2
	PMH 2	Human Growth and Behaviour	2
	PMH 3	Introduction to Public Health	2
	PMH 4	Introduction to Mental Health	2
	Field Work		6
III	CODP 6	Social Action, Advocacy and Movements	2
	PMH 16	Health and Development	2
	PMH 17	Community Health Process and Practice	2
	PMH 7	Community Mental Health	2
	PMH 8	Epidemiology and Biostatistics	2
	PMH 9	Rurality, Rural Realities and Mental Health	2
	PMH 18	Health Policy, Programmes and Legislations	2
	Field Work		6
IV	PMH 11	Project Management (Health Management and Planning)	2
	CODP 12	Social Policy and Planning	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

M.A. SOCIAL WORK IN WOMEN-CENTRED PRACTICE

Women as a category of analysis have increasingly been studied to evolve an understanding of their condition, position and status and their relationship with men, resources and power in society. With the evolution of women and gender studies and a critical understanding of women's position, a large body of knowledge is now increasingly available to understand the problem as well as for developing effective interventions at different levels. Women continue to remain marginalised and have to be studied and addressed as a separate vulnerable group. Within social work epistemology and praxis, there is, thus, an imperative to include the realities of women—in particular women-centred social work. This would mean an understanding of feminist theorisations, praxis models, praxis trajectories in the global and indigenous contexts and developing appropriate skills for intervention at multiple levels. The M.A. Social Work Woman-Centred Practice will endeavour to engage the learners critically understand examine women's position in society from diverse feminist theoretical frameworks, approaches and strategies requir and rethinking on equity for women in relation to self so as to develop judicious skills of intervention ed to develop women's agency and citizenship. It will also begin a process of reflection with women.

The programme aims to prepare and equip the new learners/graduates to directly work with people and, women in particular, in their communities, movements and campaigns; in organisations initiated by the civil society and the state; with issues and concerns of oppressive social structures, development and state at local, national and international level, and forums; within systems and institutions of governance and the state performing roles of social workers, activists, coordinators, managers, researchers and educators.

Distribution of Credit Hours

Year	Detail	Credits
I	Foundation Course	6
	Philosophy of Research	1
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	6
	Field Work	12
II	Thematic Courses (8 Courses)	18
	Research Project	6
	Field Work	12
Total Credits		**77**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SW 4	History, Ideology and Social Theory	4
	SW 2	Social Group Work	2
	SW 3	Community Organisation	2
	WCP 1	Women History and Society; Feminist Theories and Perspectives	4
II	Field Work		6
	SW 1	Social Case Work	2
	SW 5	Social Work Administration	2

Semester	Course Code	Course Title	Credits
II	SW 6	Research Methods I	2
	SW 7	Research Methods II	2
	WCP 2	Engendering Rural Realities	2
	Field Work		6
III	WCP 3	Engendering Law and Justice in India	2
	WCP 4	Seminar on Gendered Body Sexuality and Violence	2
	WCP 5	Working with Women; Women, Development Practice and Politics	2
	WCP 6	Working with Women; Feminist Social Work Practice	2
	WCP 7	Women and Work	4
	Field Work		6
IV	WCP 8	Non-Formal Education	2
	WCP 9	Engendering Law and Justice in India	2
	WCP 10	Seminar on Women-Centred Practice	2
	Research Project		6
	Field Work		6

Note: The semester-wise listing of courses is provisional and may under go some changes.

MANAGEMENT OF VOLUNTARY ORGANISATIONS (ONE-YEAR, FULL-TIME DEGREE PROGRAMME)

The Centre for Social Justice and Governance will be offering a one-year, full-time degree programme in Management of Voluntary Organisations for the academic year 2013–2014.

Government responses to threat of terrorism since the 2001 have placed enhanced restrictions and regulations that directly affect the voluntary sector as a whole and particular voluntary organisations individually. In this context, managing voluntary organisations has become an immensely challenging task because it requires human and organisational flexibility without compromising on vision mission, accountability and transparency goals of the organisation. It requires managerial skills of highest order tailored specifically towards the context and value bases of the voluntary sector. The inputs provided in the current two year regular programme has proved inadequate. Many middle-level functionaries have been demanding advanced educational inputs for coping with the challenges faced by them in managing their respective organisations. To respond to the need, this programme on Management of Voluntary Organisations is being introduced and focuses on management of those voluntary organisations engaged in developmental work aimed to improve the quality of life of the marginalised sections. This programme is intended to build analytical, research, financial management capacities of functionaries and to prepare them for leadership positions in voluntary organisations engaged in social development.

Distribution of Credit Hours

Course Work	32
Internship and project work	12
Total	**44**

Semester-wise listing of Courses

Semester	Course Code	Course Title
I	MVO 1	Introduction to Voluntary Sector and Strategy Management
	MVO 2	Legal, Policy & Regulatory Framework of VOs
	MVO 3	Strategic Planning & Programme Management
	MVO 4	Financial Management I
	MVO 5	Management of Resources I
	MVO 6	Operational Research
	MVO 7	Evaluation Research
	MVO 8	Seminar on Management of Resources II
	MVO 9	Knowledge Management Systems
	MVO 10	Seminar on Project Management
II	MVO 11	Financial Management II
	MVO 12	Organisational Development and Sustainability
	MVO 13	Policy, Advocacy & Social Marketing
	MVO 14	Governance, Ethics & Mission

Internship and Project Work

Students will be required to complete five weeks of internship by taking up project work in consultation with Faculty Programme Coordinator and a voluntary organisation. Major consideration in providing field based project work is to offer students an opportunity to integrate theory with practical experience under the guidance of a faculty. Students will do their internship in a voluntary organisation of their choice in any part of the country or abroad approved by faculty-in-charge.

MENTAL HEALTH (ONE-YEAR, FULL-TIME DEGREE PROGRAMME)

The one-year, full time degree programme in Mental Health for the academic year 2013–2014 will be offered by the Centre for Health and Mental Health, School of Social Work. As rights consciousness and policy debates in mental health are being highlighted, a dire need for professionals who are grounded both in clinical and socio-political discourses in mental health has been felt. Having recognised this need in the field and the dearth of such intensive training at the post graduate level, the Centre for Health and Mental Health aims to bridge this gap through a degree in Mental Health.

This one-year Master's programme in Mental Health envisages the development of leaders in the field of mental health. These leaders would have a strong foundation in values of social justice, human rights and empowerment with skills of working in the field of mental health and development. Additionally strong analytical and research skills would also be developed.

This programme will be implemented in collaboration with the Katholike University of Leuven (KUL), and Brothers of Charity (BOC), Belgium. Faculty from KUL and BOC will work together in providing fieldwork opportunities and academic inputs for the said degree programme. In addition, state-run institutions as well as leading NGOs working in the field of mental health in the country would be collaborators for developing fieldwork and practice based training.

The Course is a 38 credit course of one academic year and includes classroom teaching, field related activities, field visits and field work. The broad framework of linkages between mental health and social development would guide the theory, practice, teaching and supervision in the course

Field Work

The primary aim of the dual degree programme is to create a cadre of professionals who are equipped with knowledge, skills and attitudes to provide leadership in the field of mental health. For this purpose, along with intensive classroom learning, students need to engage themselves in the field for experiential learning. Students will be placed in chosen mental health settings that provide an opportunity for direct practice, engagement with national programmes, policy analysis, advocacy training and the development of critical, analytical skills.

The students will be primarily anchored by the faculty from the Centre for Health and Mental Health for their fieldwork. In the second semester some students will also have the opportunity to undertake fieldwork in organisations managed by BOC, Belgium. Students will receive direct inputs from faculty from KUL, University of Antwerp, University of Gent, and professionals from BOC.

Semester-wise Listing of Courses

Semester	Course Code	Course Title
I	MH1	Perspectives on Development, Mental Health and Marginalisation
	MH2	Indigenous Practices in Mental Health
	MH3	Interrogating "Madness": Interdisciplinary Perspectives in Mental Health
	MH4	Psychiatric Disorders and Mental Health Problems of Adults and Children
	MH5	Seminar in Clinical Health Practice
	MH6	Legislation, Policy and Programmes in Mental Health
	MH7	Rights, Ethics and Mental Health
II	MH8	Planning, Implementation and Evaluation of Mental Health Programmes
	Any one Concentration	
	MH (CP)	Clinical Practice in Mental Health
	MH (SUD)	Substance Use Disorders and Mental Health
	MH (CMH)	Community Mental Health

SCHOOL OF MANAGEMENT AND LABOUR STUDIES

M.A. GLOBALISATION AND LABOUR

This M.A. programme in Globalisation and Labour not a management programme. It is aimed at strengthening capabilities of those working in membership-based organisations, and informal sector of the economy. 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 in the informal sector. As the formal sector is increasingly externalising social, economic and environmental costs of production to the unorganised/informal sector, there is need to organise and strengthen capabilities of the workers in this sector to articulate and claim their right to dignified life. There will be an emphasis on comprehending the implications of globalisation and labour on economically and socially marginalised sections and 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.

TISS is part of Global Labour University network in partnership with International Labour Organisation. Other partners of GLU offering similar programme include: Germany (Kassel/Berlin) at the University

of Kassel and the Berlin School of Economics and Law, South Africa (Johannesburg) at the University of Witwatersrand (WITS), Brazil (Campinas, the state of Sao Paulo) at the State University of Campinas (Unicamp).

Distribution of Credit Hours

Year	Detail	Credits	
		Trade Union Students	Regular Students
First	Courses	43	43
Second	Internship	16	8
	Dissertation	8	8
	Courses	0	8
TOTAL		**67**	**67**

Semester-Wise Listing of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Course	6
		Introduction to Research Methodology	1
	GL 2	Elements of Macro Economics I	2
	GL 4	Trade Union Strategies in a Global Economy	2
	GL 5	Globalisation and Informal Economy	2
	GL 6	Social Protection and the State	4
	GL 7	Labour and Formal Organisations	2
	GL 8	Basics of Management Functions for Labour/Trade Unions	2
II	GL 1	Foundation Course in Globalisation and Labour (School Based)	2
	GL 3	International Labour Standards, Decent Work and Social Dialogue	4
	GL 9	Organising Informal Labour	2
	GL 10	Labour Markets in Developing Countries	4
	GL 11	Research Methodology	4
	GL 13	World Trade Organisation, World Bank and the International Monetary Fund	4
	GL 15	Elements of Macro Economics II	2
III	Internship	Trade Union Students (6 months)	16
		Regular Students (3.5 months)	8
IV	Dissertation	Trade Union Students	8
		Regular Students	8
	GL 16	Indian Labour Law	2
	GL 17	Corporate Social Responsibility and Social Audit	2
	GL 18	Governance and Public Policy	2
	GL19	Indian Labour Movement and Industrial Relations	2

Note: GL 16, GL 17, GL 18 and GL 19 are only for the regular students

M.A. HUMAN RESOURCES MANAGEMENT AND LABOUR RELATIONS

The M.A. Human Resources Management and Labour Relations programme (HRM & LR) (and formerly known as M.A. 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. This programme presents an outstanding prospect to explore the critical areas of contemporary human resources management, in concert with a comprehensive knowledge and understanding of the key functions of management and business.

The 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., emphasises conceptual clarity, practical inputs are provided through the rigorous field work system, which complements the classroom inputs by throwing light on the practical dimension of the profession. The insights that emerge out of such an experience makes students conceptually strong and successful in practice of the profession. All these, coupled with the focused attention that students get owing to the small size of the batch, makes personal highly effective. Field work is a continuous process, which seeks to facilitate student's exposure to varied sectors of the industry. Besides, students undertake internships with organisations for a period ranging from 6-8 weeks, which is an opportunity for the student to learn significantly from and contribute meaningfully to organisations. In brief, the M.A. in HRM & LR programme, which benefits from over 4 decades of teaching and research in the same area , is a challenging teaching and learning experience that blends cutting age theory with innovative practice to develop business leaders for the global industry.

The TISS HRM & LR postgraduates 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 consultancies.

Distribution of Credit Hours

Semester I	23
Semester II	20
Semester III	18
Semester IV	16
Total	**77**

Semester-wise Listing of Courses

Semester	Course Title	Credit	
I	Foundation Course	6	Compulsory
	Research Methodology (Introduction + Qualitative + Quantitative)	5	
	Management of Human Resources: Theory and Design	2	
	Industrial Relations	2	
	Labour Law	2	Compulsory
	Labour Economics	2	
	Field Work	4	
	Interaction with HR Heads	-	Compulsory & Non evaluative
	Round Table Discussion on Filed Work followed by Industrial Visits	-	
	Understanding Self and Facilitating Relationship	-	

Semester	Course Title	Credit	
II	Accounting and Costing	1	Compulsory
	Psychology and Structure of Organisation	1	
	Sociology of Organisations	1	
	Organisational Economics	1	
	Organisation Behaviour: Individual in the Organisation	2	
	Learning and Development	2	
	Compensation	2	
	Labour welfare	2	
	Operations Management	1	
	Marketing and Sales Management	1	
	Management Information Systems	1	
	Dissertation Stage 1	1	
	Field Work	4	
	Development Centre	-	Compulsory & Non evaluative
III	Organisation Behaviour: Group in the Organisation	2	Compulsory
	Organisation Development and Change Management	2	
	Labour Law & Public Policy	1	
	Trade Unions	1	
	Strategic Management	1	
	Conflict Management	1	Optional
	Negotiation Management	1	
	Human Resource Management in International Settings	1	
	Advanced Learning and Development	1	
	Advanced Compensation and Benefits	1	
	Business Strategy and the Environment	1	
	Human Resource Management & Industrial Relations in Service Organisation	1	
	Industrial Jurisprudence	1	Optional
	Comparative Industrial Relations	1	
	Taxation	1	
	Employer Branding	1	
	Power and Leadership in Organisations	1	
	HR Analytics	1	
	Dissertation Stage 2	2	Compulsory
	Field Work	4	
	Assessment Centre	-	Compulsory & Non evaluative
IV	Corporate Governance & Business Ethics	2	Compulsory
	Strategic Human Resource Management	2	

Semester	Course Title	Credit	
IV	Gender and Diversity Management	1	Optional
	Psychometrics	1	
	Social Network Analysis	1	
	Human Resource Information Systems	1	
	Micro Econometrics	1	
	Knowledge Management	1	
	Talent Management	1	
	Designing Organisation for Innovations	1	
	Labour Administration	1	
	Moral Leadership	1	
	Dissertation Stage 3	3	Compulsory
	Field Work	4	

M.A. SOCIAL ENTREPRENEURSHIP

The field of Social Entrepreneurship leverages business management and entrepreneurial skills to pursue the multiple bottom line of the social enterprise by keeping the stakeholder value intact rather than only that of shareholder value.

The two-year, full time, M.A. Social Entrepreneurship (MASE) programme aims at training and developing change leaders for social and environment related problem solving in collaboration with state, market and civil society institutions. The course curriculum blends cutting edge theory with field-based experiential learnings to develop appropriate, efficient, effective and economically sustainable entrepreneurial activities.

The MASE programme is primarily targeted toward developing entrepreneurial skills. There are three major dimensions and components of the MASE programme: (a) Social Context, (b) Entrepreneurship Skills, and (c) Management Tools. A designed mix of all the three will be created in each Semester to meet the overall objectives of the programme.

Distribution of Credit Hours

Year	Details	Credits
First	Course	24
	Field Work/Internship	24
Second	Courses	19
	Field Work/Internship	6
	Research Paper (Dissertation)	4
Total Credits		**77**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SE 1	Entrepreneurship	1
	SE 2	Social Entrepreneurship	1
	SE 3	Venture Plan - I	1
	SE 4	Basic Accounting	1

Semester	Course Code	Course Title	Credits
I	SE 5	Quantitative Research Methods and Computer Aided Applied Statistics	2
		Field Work (1 Month)	6
II	SE 6	Social Sector: Perspectives and Interventions	2
	SE 7	Venture Plan - II	2
	SE 8	Qualitative Research Methodology	1
	SE 9	Marketing for Social Ventures and Marketing Research	2
	SE 10	Social Network Analysis	2
	SE 11	Financial Management	1
	SE 12	Project Management	2
		Internship (3 Months)	18
III	SE 13	Evidence-based Intervention Advocacy and Policy Making	2
	SE 14	Legal Framework for the Social Enterprises	1
	SE 15	Fund Raising	2
	SE 16	Social Marketing	2
	SE 17	Social Enterprise Management	1
		Research Project Phase - I (Compulsory and Non-credited Course)	-
		Data Collection (Compulsory and Non-credited Course)	-
		Field Work (1 Month)	6
IV	SE 18	Social Impact Assessment and Policy Valuation	2
	SE 19	Business Ethics	1
	SE 20	Risk Management	1
	SE 21	Corporate Social Responsibility	1
	SE 22	Entrepreneurial Leadership and Motivation	1
	SE 23	Venture Plan - III	2
	SE 24	Microfinance	2
	SE 25	Performance Management	1
	SE 26	Strategic Management (Compulsory, Non-credited Course)	-
		Research Project (Dissertation)	4

SCHOOL OF HEALTH SYSTEM STUDIES

MASTER OF HEALTH ADMINISTRATION

TISS pioneered health and hospital administration programmes in the country and continue to remain as an innovator in curriculum and delivery. The Master of Health Administration Programme aims to develop a cadre of professional managers in the health services sector. The MHA (Health) Degree is awarded after completing the 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. This programme includes taught courses, internships and a research project.

The MHA (Health) programme prepares students to take on managerial positions with the government health services system specifically in the national health programmes, the NGO sector and 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.

Students of this programme are offered managerial positions in national and international health care organisations and projects. Their job description includes designing, planning, implementing, monitoring and evaluation of health care programmes and projects, especially in the community. In the past, students have been employed by key national organisations like the National Health Systems Resource Centre (NHSRC) of the Ministry of Health and Family Welfare. National AIDS Control Organisation, State Health Systems Resource Centres at the state level and major voluntary organisations such as CARE-India, Catholic Relief Service, and Aga Khan Health Services, India. Some are also absorbed in UN organisations such as UNFPA, and international health projects supported by organisations like the World Bank, WHO and DFID. In recent years, they are also finding positions in the IT and the health insurance sectors.

Distribution of Credit Hours

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	11
Management Basic Courses	18
Health Administration Courses	18
Internships	20
Research Project	6
Total Credits	80

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SFC 1	Social Science Perspectives on Health	2
	SFC 2	Basic Economics and Health Economics	3
	SFC 3	Research Methodology – I (Quantitative Methods)	2
	SFC 4	Research Methodology – II (Qualitative Methods)	2
	SFC 5	Introduction to Epidemiology and Biostatistics	2
	MBC 1	Principles of Health Services Management	2
	MBC 2	Evolution of Health Services	2
	MBC 3	Organisational Behaviour	2
	MBC 4	Financial Accounting	2
II	MBC 5	Human Resources Management and Labour Legislation	2
	MBC 6	Material Management	2
	HE 1	Community Health	2
	HE 2	Management of National Health Programmes	2
	HE 8	Financing of Health Services	2
	HE 9	Comparative Health Systems and Policies	2
	First Internship (8 Weeks)		8
III	MBC 7	Operations Research	2
	MBC 8	Health Insurance	2
	MBC 9	Strategic Management in Health Care Settings	2

Semester	Course Code	Course Title	Credits
III	HE 3	Health Planning	2
	HE 6	Gender, Health and Human Rights	2
	HE 5	Health Education and Communication	2
	Second Internship (8 Weeks)		8
IV	HE 4	Health Management Information Systems	2
	HE 7	Urban Health	2
	Third Internship (4 Weeks)		4
	Research Project		6

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

MASTER OF HOSPITAL ADMINISTRATION

The Master of Hospital Administration programme (MHA [Hospital]) aims to develop a cadre of professional managers in hospital sector. The MHA (Hospital) Degree is awarded after completing the 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. This programme includes taught courses, internships and a research project.

The (MHA (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 in hospital settings.

Students of the MHA (Hospital) programme find jobs to manage a variety of specialised services in hospitals — both in the private and government sectors. Their job description includes managing various departments of large hospitals as well as planning and designing new services and new hospitals. In the past, students have found employment in leading corporate- and trust-run hospitals all over the country. Of late, there are also job opportunities arising in hospital consultancy firms, IT industry, and health insurance sector.

Distribution of Credit Hours

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	11
Management Basic Courses	18
Hospital Administration Courses	26
Internships	24
Project Work	4
Total Credits	**90**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	SFC 1	Social Science Perspectives on Health	2
	SFC 2	Basic Economics and Health Economics	3

Semester	Course Code	Course Title	Credits
I	SFC 3	Research Methodology – I (Quantitative Methods)	2
	SFC 4	Research Methodology – II (Qualitative Methods)	2
	SFC 5	Introduction to Epidemiology and Biostatistics	2
	MBC 1	Principles of Health Services Management	2
	MBC 2	Evolution of Health Services	2
	MBC 3	Organisational Behaviour	2
	MBC 4	Financial Accounting	2
II	MBC 5	Human Resources Management and Labour Legislation	2
	MBC 6	Materials Management	2
	HO 1	Management Accounting	2
	HO 2	Organisation and Administration of Supportive Services	2
	HO 3	Organisation and Administration of Clinical and Super Specialty Services	3
	HO 4	Hospital Planning	2
	First Internship (8 Weeks)		8
III	MBC 7	Operation Research	2
	MBC 8	Health Insurance	2
	MBC 9	Strategic Management in Health Care Settings	2
	HO 5	Legal Framework for Hospitals	2
	HO 6	Systems Development and Information Resource Management in Hospitals	3
	HO 7	Management of Medical Staff, Clinical Services and Medical Committees	2
	Second Internship (8 Weeks)		8
IV	HO 8	Medical Technology Management	2
	HO 9	Quality Management	2
	HO 10	Marketing Management	2
	HO 11	Financial Management	2
	HO 12	Business Development Strategies	2
	Internship (4 weeks)		4
	Project Work		4

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

MASTER OF PUBLIC HEALTH IN HEALTH POLICY, ECONOMICS AND FINANCE

Health care sector is an important part of economy and is the focus of much technological innovation and biomedical research. Health policy which provides direction and shapes the functioning of this sector is a vitally important area of study. Health systems across the South Asian and African regions also confront challenges such as a lack of evidence-based policies, limited social accountability, lack of expertise in ethical review, health economics, financing and health policy. Given this context, the proposed programme is a response to address the limited institutional capacity in India, South Asia and Africa for strengthening training, research, policy and practice in health sector.

The Master of Public Health in Health Policy, Economics and Finance (MPH-HPEF) aims to broaden understanding of policy issues through a multi-disciplinary approach and develop critical analysis of

issues within health policy, economics and financing and enable students to devise appropriate health policy responses. It would provide the required skills and perspectives to be nurtured and engage health expertise to collectively undertake analytical work for generating policy recommendations related to public health action.

The programme has been designed for middle level and senior professionals working in the health system of India, South Asia, South East Asia and Africa, allied health professionals and other post-graduates. The programme has been created in collaboration with the London School of Economics and Political Science (LSE). The programme will have an international focus and teaching would cover literature from across the globe with specific focus on South Asia and Africa.

It is a two-semester, in-campus, programme followed by field practicum and research project in the second year. The programme will have 25 weeks teaching (in-campus), and 5 weeks internship in the first year. In the second year, the student will carry out research and field practicum in the respective place of work or within the health system. Working professionals can go back to their respective place of work in the second year. Combination of a strong taught component and extensive field work would enable learners develop a sound knowledge-base as well as professional skill enhancement. The degree is awarded after completion of all programme requirements, which is designed to be completed the two years; but has provision to complete over a maximum period of 5 years from the date of registration.

This is a unique master's programme designed to create high quality professionals with expertise in health policy with strong foundation in economics and financial analysis. The graduates will find employment in a range of sectors including health care delivery, financing, consulting and technology in the governmental, pharmaceutical, international NGOs and bilateral and multilateral agencies.

Distribution of Credit Hours

Detail	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	11
Public Health Basic Courses	11
MPH-HPEF Courses	16
Internship	5
Field Practicum	10
Research Project	10
Total Credits	70

Semester-wise Listing of Courses

Semester	Course Code	Course Title	CREDITS
I	FC	Foundation Course	6
		Philosophy of Research	1
	SFC 1	Social Science Perspectives on Health	2
	SFC 2	Basic Economics and Health Economics	3
	SFC 3	Research Methodology – I (Quantitative Methods)	2
	SFC 4	Research Methodology – II (Qualitative Methods)	2
	SFC 5	Introduction to Epidemiology and Biostatistics	2
	PBC 1	Health Care Management	2
	PHP 1	Foundations of Health Policy and Planning	2
	PHP 2	Introduction to Health and Health Systems	2

Semester	Course Code	Course Title	Credits
I	PHP 3	Foundations of Social Care Policy	2
	PHP*	Health Care Standards and Measures of Performance	Nil
II	PBC 2	Ethics, Legislation and Governance in Public Health	3
	PBC 3	Financing Health Care	2
	PBC 4	Health Policy and Systems Research	2
	PBC 5	Health and Population in Developing and Transitional Societies	2
	PHP 4	Comparative Health Systems and Policies	2
	PHP 5	Health Insurance	2
	PHP 6	Economic Evaluation in Health Care	2
	PHP 7	Pharmaceutical Economics and Policy	2
	PHP 8	Current Issues in Health Policies	2
Internship (5 Weeks)			5
III	Field Practicum		10
IV	Research Project		10

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

MASTER OF PUBLIC HEALTH IN SOCIAL EPIDEMIOLOGY

The Master of Public Health in Social Epidemiology (MPH-SE) programme aims to train students for a career in public health. The MPH Degree is designed to be completed in two years (4 semesters), but has provision to complete over a maximum period of 5 years from the date of registration. The programme includes taught courses, internships and a research project.

This MPH-SE programme has a focus on Social Epidemiology and is designed to orient the students towards the conceptual understanding of public health issues and impart research skills required for developing much needed evidence-based planning at the population level. Thus, the students will be capable of undertaking meaningful research for supporting public health policy and planning for the effective implementation of public health programmes. The students can occupy technical and leadership positions in public health programmes after passing out.

The graduates of the Master of Public Health Programme have been employed by key national organisations like the National AIDS Control Organisation, State Health Systems Resource Centres of the Ministry of Health and major voluntary organisations such as CARE-India, Catholic Relief Service, and Aga Khan Health Services, India. Some are also absorbed in UN organisations such as UNFPA, and international health projects supported by organisations like the World Bank, WHO and DFID. Graduates also opt for Ph.D. in Public Health to become Professional Public Health Researchers.

Distribution of Credit Hours

Details	Credits
Foundation Course	6
Philosophy of Research	1
School-based Foundation Courses	11
Public Health Basic Courses	11
MPH-SE Courses	24
Internships	16
Dissertation	8
Total Credits	**77**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits	
I	FC	Foundation Course	6	
		Philosophy of Research	1	
	SFC 1	Social Science Perspectives on Health	2	
	SFC 2	Basic Economics and Health Economics	3	
	SFC 3	Research Methodology – I (Quantitative Methods)	2	
	SFC 4	Research Methodology – II (Qualitative Methods)	2	
	SFC 5	Introduction to Epidemiology and Biostatistics	2	
	PBC 1	Health Care Management	2	
	PHE 1	Introduction to Public Health	2	
	PHE 2	Epidemiology of Communicable and Non-Communicable Diseases – I	2	
	PHE 4	Social and Behavioural Influences on Health	2	
II	PBC 2	Ethics, Legislation and Governance in Public Health	3	
	PBC 3	Financing Health Care	2	
	PBC 4	Health Policy and Systems Research	2	
	PBC 5	Health and Population in Developing and Transitional Societies	2	
	PHE 3	Epidemiology of Communicable and Non-Communicable Disease – II	2	
	First Internship		8	
III	PHE 5	Advanced Epidemiology	2	
	PHE 6	Advanced Biostatistics	2	
	PHE 7	RCH and Adolescents	2	
	PHE 8	Evaluation Research in Public Health	1	
	PHE 9	International Public Health	2	
	PHE 10	Public Health Surveillance and Information Systems	2	
	Second Internship		8	
IV	PHE 11	Health Education and Communication	2	
	PHE 12	Environmental Health	1	
	PHE 13	Mental Health	1	
	PHE 14	Public Health Nutrition	1	
	Dissertation		8	

Note: The semester-wise listing of courses is provisional, and may undergo some changes.

SCHOOL OF DEVELOPMENT STUDIES

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 equips students in developing critical perspectives in examining developmental experiences and their consequences for the society, especially on vulnerable, disadvantaged and the marginalised sections, and the natural environment. The course introduces the students to models of development; creates an understanding of

participatory, self-sustaining and people-centred public policies and development; develops their expertise in methodologies and skills for development research, and programme planning and management.

Spread over two years (for four semesters), the students are offered a wide range of courses, both basic and elective, and a research project experience. The faculty for this programme are drawn from a range of disciplines, such as economics, sociology, political sciences, psychology, geography, women's, media and policy studies. Students who graduate with this degree may 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

Year	Detail	Credit
First	Compulsory Courses (including FC)	29
	Internship	–
Second	Compulsory Courses	24
	Dissertation	08
	Optional Courses (across 2 years)	10
Total		**71**

Semester-wise Listing of Courses

Compulsory Courses			
Semester	**Course Code**	**Course Titles**	**Credits**
I	FC	Foundation Course	6
		Philosophy of Research	1
	DS1	Concept, History and Theories of Development	4
	DS2	Contemporary Indian Economy	2
	DS3	Methods of Social Research	4
II	DS4	Development Economics	4
	DS5	State, Democracy & Civil Society	4
	DS6	Law, Institutions, Society and Development	2
	DS7	Women, History and Social Change	2
	DS8	Tutorial on Database for Development Research	NC
III	DS9	Development and the Social Sector	4
	DS10	Agrarian Relations, Agriculture and Rural Development	2
	DS11	Social Movements and Social Change	2
	DS12	Inequality, Poverty and Financing of Human Development	2
	DS13	Political Economy of Space, Development and Uneven Development	2
IV	DS14	Sustainable Development and Climate Change	4
	DS15	Industrialisation, Globalisation and Labour	2
	DS16	Social Exclusion and Social Justice: Theories and Processes	4
	DS17	Project Planning, Monitoring and Evaluation	2
	DS18	Roundtable on Development Processes	NC

Note: The period between Semesters I and II would be used by students for data collection and the optional internship.

The optional courses have been categorised 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.

Optional Courses		
Course Code	**Course Titles**	**Credits**
Pool 1 (First and Third Semester)		
DS O1	Principles of Economics: Micro-economics	2
DS O2	Perspectives in Science, Technology and Society	2
DS O3	Philosophical Foundations to Development Research	2
DS O4	Public Policy: Theories and Processes	2
DS O5	Political Economy of International Trade*	2
DS O6	Development and Crime	2
DSO14	Public Finance**	2
Pool 2 (Second and Fourth Semester)		
DS O7	Principles of Economics: Macroeconomics	2
DS O8	Advanced Quantitative Research Methods	2
DS O9	Society, Culture and Development	2
DS O10	Urban and Regional Development	2
DS O11	Social Psychology and Development	2
DS O12	Media and Mediated Development	2
DS O13	GIS, Remote Sensing and Development Research	2

Note: * To opt for DSO5, the student is required to have completed DSO1

M.A. IN WOMEN'S STUDIES

The M.A. in Women's Studies was introduced in 2009 as an interdisciplinary programme that seeks to bring synthesis between feminist understanding and knowledge and the institutional emphasis on preparing cadres of social and development workers who will realise the dreams of sustainable, equitable and participatory development, social welfare and social justice. This programme attempts to fulfil the urgent need to make a powerful and constructive critique of existing knowledge, especially in terms of its role in directing interventions to correct women's exclusion from the fruits of development. Therefore, the programme contents bring together a core of women-/gender-centred courses along with foundation courses, research methods, and field attachment. Students of this programme 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 them to do feminist research and documentation and learn organisational skills needed to work with women. The programme 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

Courses	Credits
Foundation Course	6
Philosophy of Research	1
Women's Studies Courses	42
Research Method Courses	7
Research Dissertation	8
Field Attachment	8
Total	**72**

Semester-wise Listing of Courses

Semester	Course Code	Course Titles	Credit
I	FC	Foundation Course	6
		Philosophy of Research	1
	WS1	Women, History and Society: Feminist Theories and Perspectives	4
	WS2	Women's Movement in India	2
	DS3	Methods of Social Research	4
	WS3	Feminist Science Studies	2
	WS7	Working with Women: Understanding Interventions	2
II	WS4	Gender, Caste, Class, Religion and Tribe	4
	WS5	Feminist Research Methodology/Practices	2
	WS6	Women and Work: History of Transformation	2
	WS8	Women, Sexualities and Violence	2
	WS12	Women, Development Practice and Politics	2
	WS18	Women's rights and Legal Advocacy	2
	WS21	Field Attachment with Analytical Report	8
III	WS9	Women's Writings	2
	WS10	Gender Media and Culture	2
	WS11	Gender, Poverty and Livelihoods	4
	WS13	Gender, Health and Rights	2
	WS14	Engendering Governance	2
	WS16	Women's Bodies, Women's Knowledges: Historical and Feminist Perspectives	2
	WS17	Eco-Feminism, Environment and Sustainable Development	2
IV	WS15	Gender, Ideology and Education	2
	WS19	Gender and International Development	2
	WS20	Research Dissertation	8

Note: The semester-wise listing of courses is provisional and may change.

SCHOOL OF EDUCATION

M.A. EDUCATION (ELEMENTARY)

The M.A. Education (Elementary) programme aims to enhance knowledge, capacities and orientations that are relevant to strengthening elementary education in the country. Students completing this programme would develop a critical and reflective understanding of core and foundational areas of education, including theory and research, with special reference to India. The programme is designed to include thematic, issue-based courses that are of current significance in the Indian context. Students will also develop special expertise in the 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.

The programme is a collaborative endeavour involving five educational organisations, including TISS, that have contributed significantly to elementary education research and innovative practice. The collaborators are:

i)   Homi Bhabha Centre for Science Education (HBCSE)

ii)   Vidya Bhawan Society (VBS)

iii)   Digantar Shiksha Evam Khelkud Samiti

iv)   Eklavya

Career Opportunities

The programme opens up a range of career opportunities in government and non-government institutions, funding agencies, University and college departments of education; as teacher educators in teacher training institutions (both pre-service and in-service), curriculum development, material development, in text book writing institutes, education coordination, programme evaluation and research.

Dual Mode

The M.A. Education (Elementary) programme has 12 courses (10 basic and 2 optional) and one field attachment spread over 4 semesters. The programme is conducted in the dual mode, viz., it involves 4 weeks of contact classes and 12 weeks of distance learning in I and III Semesters and 3½ weeks of contact classes and 12½ weeks of distance learning in II and IV Semesters. In general, by studying 3 courses per semester, a student would be able to complete the programme in 2 years. Students may opt for the flexible option of taking fewer courses in a semester and completing the programme over 3 years (or more). This is based on the pre-requisites for each course. During the distance period, each course requires an average of 8–10 hours of study per course per week.

The contact classes are held at the Mumbai campus of TISS. Teaching–learning during the rest of the semester will be carried out based on planned weekly/fortnightly readings and regular assignments, primarily through web-based medium.

Distribution of Credit Hours and Semester-wise Listing of Courses

Course		Contact Credits (1 credit = 15 hours)	Distance Credits (1 credit = 30 hours)	Total Credits	Total Time Spent (in hours)
Semester I (Odd Semester): 4 weeks of contact and 12 weeks of distance period					
BC 1	Philosophy of Education	2.5	2.5	5	112.5
BC 10	History of Education	2.5	2.5	5	112.5
BC 4	Child Development, Cognition and Learning - I	2.5	2.5	5	112.5

Course		Contact Credits (1 credit = 15 hours)	Distance Credits (1 credit = 30 hours)	Total Credits	Total Time Spent (in hours)
Semester II (Even Semester): 3½ weeks of contact and 12½ weeks of distance period					
BC 2	Sociology of Education - I	2.5	2.5	5	112.5
BC 7	Curriculum and School	2.5	2.5	5	112.5
OC A	Optional Course	2.5	2.5	5	112.5
Semester III (Odd Semester): 4 weeks of contact and 12 weeks of distance period					
BC 5	Child Development, Cognition and Learning - II	2.5	2.5	5	112.5
BC 6	Language, Mind and Society	2.5	2.5	5	112.5
BC 8	Research Methods	2.5	2.5	5	112.5
Semester IV (Even Semester): 3½ weeks of contact and 12½ weeks of distance period					
BC 3	Sociology of Education - II	2.5	2.5	5	112.5
BC 9	Policy, Institutions and Practices	2.5	2.5	5	112.5
OC B	Optional Course	2.5	2.5	5	112.5
FA	Field Attachment and Paper Presentation	1	5	6	165
Total Credits		**31**	**35**	**66**	**1515**

Note: BC: Basic Course; OC: Optional Course; FA: Field Attachment.

Basic Courses: The basic courses are compulsory and draw on the foundational areas of philosophy, sociology, economics, history and psychology. These address the need for an understanding of education in relation to areas such as metaphysics and the nature of knowledge, human nature, human development, learning and cognition, language and thought, the nature of Indian society and culture, education as a means of social transformation and social reproduction, etc. Basic courses introduce students to important theories, concepts and debates in these areas.

Optional Courses: There are two groups of optional courses. Group I relates to pedagogy areas and includes courses which relate to the school subjects/academic disciplines and examine curricular and pedagogic issues in these areas. The courses in this Group aim towards comprehending the nature of school knowledge and how children learn. It also includes organisation of learning processes covering curriculum, pedagogy and evaluation. Group II relates to thematic areas of contemporary significance. The courses in this Group provide opportunities to examine specific issues of particular relevance to Indian education.

Optional Courses A, B, and C are to be chosen from the following with at least one option from each group.

Optional Group I	
OC 1	First Language Pedagogy
OC 2	Pedagogy of Mathematics
OC 3	Pedagogy of Social Studies
OC 4	Science Education

Optional Group II	
OC 5	Education Leadership and Management
OC 6	Materials Design and Development
OC 7	Teacher Professional Development
OC 8	Gender and Education
OC 9	Education of Children with Special Needs
OC 10	Caste, Tribe and Education

Field Attachment: A compulsory Field Attachment is included to give students an opportunity to engage with professional practice, linked to a short research/project writing, to engage with documentation and research. The field attachment is linked to the subject area of one of the courses. The objective is to introduce the learner to a variety of field-based situations and work in elementary education and to provide an opportunity for reflection and writing on the same. Students' field participation would enhance learning about innovations and practical issues on the ground. The duration of the Field Attachment is 50–60 hours or approximately 2 weeks, which is to be spent at a site of field activity, either within a government or non-government organisation.

SCHOOL OF MEDIA AND CULTURAL STUDIES

M.A. MEDIA AND CULTURAL STUDIES

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

This programme imparts intensive hands-on training in video production, including direction, research, scripting, editing, cameras and sound. It also has a strong research focus. This will enable students to produce documentaries and short films. The programme culminates in the production of a documentary and a dissertation. It also teaches basic skills in community radio, graphics and web design. The students have access to the well-equipped facilities and the visual archive of the Centre. The teachers of the programme would include Centre and TISS faculty as well as visiting professionals.

With its unique blend of theory and practice, the M.A. Media and Cultural Studies works towards the creation of a lively group of media 'thinking 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 programme are equipped to work in the areas of media and television production, independent media practice, media education, advocacy and research. Potential employers include television production houses, educational and research institutions, NGOs, and governmental agencies.

Distribution of Credit Hours

Year	Detail	Credits
First	Course	35
Second	Courses	19
	Media Project	6
	Dissertation	4
	Internship	4
Total Credits		**68**

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
	FC	Foundation Course	6
		Philosophy of Research	1
	MC 1	Media Studies: An Introduction	2
I	MC 2	Cultural Studies: An Introduction	3
	MC 3	Ways of Knowing	2
	MC 4	Image Making – I	2
	LC 1	Video Production	4
	MC 5	Working with Video – I	3
	MC 6	Image Making – II	2
II	MC 7	Media and Cultural Studies Research	2
	MC 10	Reading Film	3
	LC 2	Writing Skills	2
	LC 3	Video Post-production	4
	MC 9	Working with Video – II	4
	MC 15	Seminar II: Presentation of Media Project	2
	LC 4	Visual Design	3
	LC 5	Community Radio	2
III	OC 1	Television Studies	2
	OC 2	Gender, Media and Culture	2
	OC 3	ICTs for Development	2
	OC 4	Cyberculture: An Introduction	2
	OC 9	Mediated Development	2
	MP	MCS Media Project	6
	MR	MCS Research Project	4
	Term Paper		2
	MC11	Seminar I: Presentation of Research Project	2
	Alt to MR +MC 11	2 additional optional courses plus a term paper	Or 6
IV	OC 5	Web Design	2
	OC 6	Understanding Art and Music	2
	OC 7	Gender, Culture and Space	2
	OC 8	Media and Law	2
	Internship		4

SCHOOL OF HABITAT STUDIES

M.A./M.Sc. CLIMATE CHANGE AND SUSTAINABILITY STUDIES

The two year programme, M.A./M. Sc. in Climate Change and Sustainability Studies is a pioneering initiative of the School of Habitat Studies, being initiated on the occasion of the 20th anniversary of the Earth Summit at Rio, held in 1992. In the twenty years since Rio, both the issues of climate change as well as sustainability have become significantly more urgent.

The programme will be directed towards providing a base for further interdisciplinary research and learning on issues emanating from the interface of human society with the geophysical and the biological environment, both in the local and global sense. The various forms and aspects of this interaction would be examined in detail. The emphasis would be to understand the ecological and the economic and socio-political sustainability of these interactions in the light of developmental objectives and ecological constraints. The issues of economic development, poverty, human development and equity would be revisited and their interlinkages with the environment explored.

The MA programme will have a special focus on the issue of climate change which is among the most urgent global environment confronting the world today. The programme would seek to build amongst the students an in-depth understanding of the multi-dimensional and complex nature of climate change through comprehensive and thorough engagement with the relevant scholarship and field studies and interaction with practitioners, grass-roots workers and activists from communities and movements. This would entail looking into the reasons behind climate change, its impacts, the vulnerabilities of the future in the era of climate change and the complex responses required in terms of climate change mitigation and adaptation.

This programme will be based on an intensive four-semester schedule that combines theoretical perspectives and substantial fieldwork. The graduates from this programme will have a wide range of capabilities that will enable them to work and intervene in a number of possible locations, including development organisations, government agencies, departments and projects, academia, and other civil society and community based organisations. It will also provide the necessary background for students to potentially work in the field of climate change and sustainability with industry, both in the public and private sector. The extensive space devoted to their dissertation work will enable students to direct their learning towards working in any of the locations of their choice in the future.

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

In summary, the programme will:

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

• Teach students to critically assess climate mitigation and adaptation principles and practices and sustainability principles and practices

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

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

Distribution of Credits

Component	Semester			
	I	II	III	IV
Foundation Courses	6	-	-	-
Core Courses	11	18	11	4
Project/Dissertation			4	6
Elective Courses		-	4	
Optional Course	-	-	-	2
Total Credits (Total Credits 64 + 6**)	17	18	19	10

**Project/Dissertation work will begin in the second semester. Students expected to do preliminary/exploratory field work in summer after rural field work. The Project Work or Dissertation Research will expect independent work by a student on any relevant topic connected with the theme of concentration chosen under the guidance of a faculty member (and outside expert, if needed). Project/Dissertation credits are spread over 2 semesters (3rd and 4th)

** Optional Course (2 Credits)

*** Students will do preliminary/exploratory field work both in urban and rural areas.

Semester-wise Listing of Courses

Semester	Course Title		Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	CC & SS 1	Concepts and Theories of Development	4
	CC & SS 2	Eco-systems and Habitats	2
	CC & SS 3	Perspectives on Science, Technology and Society	2
	CC & SS 4	Research Methods - I	2
		Urban Fieldwork (2 Weeks)	2
II	CC & SS 5	Research Methods - II	2
	CC & SS 6	Introduction to Sustainability Studies	2
	CC & SS 7	Introduction to Climate Science	2
	CC & SS 8.1	Energy and Climate Change Mitigation - I	2
	CC & SS 9.1	Water and Sustainable Development - I	2
	CC & SS 10	Vulnerability, Adaptation and Livelihoods	4
	CC & SS 11	Basic Concepts in Economics & Environmental and Natural Resource Economics*	4
		Rural Fieldwork (3 Weeks)	4
III	CC & SS 12	Global Environmental Governance	2
	CC & SS 8.2	Energy and Climate Change Mitigation – II	2
	CC & SS 9.2	Water and Sustainable Development – II	2
	CC & SS 13	Natural Resource Governance	3
	CC & SS 14	Economics of Climate Change	2

Semester	Course Title		Credits
III	CC & SS 15^	Elective 1: Climate Change Modeling	2+2
	CC & SS 16^	Elective 2: Energy Modeling	
	CC & SS 17^	Elective 3: Sustainable Cities	
	CC & SS 18^	Elective 4: Water and Sustainable Development	
	CC & SS 19^	Elective 5: Extreme Events and Disasters	
	CC & SS 20	Project/Dissertation***	4
IV****	CC & SS 21	GIS and Macro-data Analysis (Optional)	(2)
	CC & SS 22	Workshops: Contemporary Issues#	2
	CC & SS 23	Technical Skills in Environment and Sustainability	2
	CC & SS 24	Project/ Dissertation	6

*Basic Concepts in Economics and Environmental and Natural Resource Economics will run in sequence

**Project/Dissertation work will begin in the second semester. Students expected to do preliminary/exploratory field work in summer after rural field work. The Project Work or Dissertation Research will expect independent work by a student on any relevant topic connected with the theme of concentration chosen under the guidance of a faculty member (and outside expert, if needed). Project/Dissertation credits are spread over 2 semesters (3rd and 4th)

^Two out of five electives to be chosen – 2 credits each

***Proposal preparation and presentation for the project/dissertation will take place early 3rd semester (Around 3rd week)

****Semester IV begins with field work. Ten weeks or more (till Dec. 15Th) for field work from start of the vacation after 3rd semester. GIS/Data analysis and workshops to begin in 3rd week of Dec till end Jan. Classes to be held only on two days per week. Five days for working on dissertation.

#Contemporary Issues will be run in a workshop mode and will cover relevant subjects that do not get covered in the course material.

M.A./M.Sc. DISASTER MANAGEMENT

Introduction and Rationale

Disaster management is emerging globally as a field of study that deals with an increasing range of risks and vulnerabilities that societies, nations, and communities have to understand and learn to cope with. The expansion of the scope of the term disaster beyond its original definition, referring solely to natural hazards, has made disaster studies an important aspect of the way we study the impact of shocks, of varied origin and types, on society and peoples. Even if the subject began originally mostly in the practitioner's domain, it is now increasingly a field of study that combines theoretical perspectives and understanding with a range of skills and techniques that have become increasingly sophisticated.

For developing societies, disaster risk reduction is increasingly understood as an integral part of development, especially in the era of climate change, and the vulnerabilities of the poor and marginalized have come to be recognized as the key to understanding the disproportionate impact of disasters in the developing world. Especially in the developing world, disaster risk reduction, disaster response and post-disaster recovery need to be examined and evaluated from the perspectives of justice, equity and social inclusion. In India, disaster management as a field of systematic study and practice is still in its initial stages, providing tremendous scope for exploration, research and the evolution of appropriate techniques and best practices.

The Master's programme in Disaster Management, offered by the Jamsetji Tata Centre for Disaster Management, located within the School of Habitat Studies, 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 appreciation of current approaches to disaster risk reduction, response and recovery. It will seek to locate these approaches within the framework of an understanding of questions of development especially in the era of globalization, social, economic and environmental justice, state and civil society dynamics, and conflicts of different kinds.

The programme flows from foundation and perspective courses to thematic and skill related courses. The programme will endeavour to cultivate appropriate values, a strong multidisciplinary knowledge base and skills essential for intervention in disasters and their prevention. Students will have opportunities to develop expertise in thematic areas of their choice such as public health, peace, conflict and human security, remote sensing techniques and GIS, psycho-social health and logistics and supply chain management. This two year course includes intensive contact classes, together with supervised field work and internship. A master's level research dissertation is a compulsory component of the programme.

It also offers a multi-level entry–exit option where a student coming for the master's degree can obtain a Certificate in Disaster Management on completion of the stipulated requirements in the first semester. Students who wish to continue through with the next semester would obtain a Diploma towards the end of the first year, and the Master's degree towards the end of two years. Alternately, a Master's student on completion of the Certificate/Diploma programme could come back after a break (not exceeding 5 years from the date of admission to the programme), and join in for the second / third semester and complete the masters programme.

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 disaster risk reduction and management sectors, and allied developmental sectors, in government and non-government organisations and consultancy firms. They could also go on to pursue research, training and teaching careers in disaster studies and allied areas.

Course Structure

Distribution of Credit Hours

Courses	Credits
Foundation Courses	6
Core Courses	39
Fieldwork / Internship	10
Concentration (Any One)	6
Research Dissertation	8
Total	69

Semester-wise Listing of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Courses	6
		Core Courses	
	MDM 1	Introduction to Development	2
	MDM 2	Ecosystems and Habitat	2
	MDM 6	Part I: Introduction to Research Methodology	1
		Part II: Research Methodology I	2
	MDM 3	Introduction to Hazards, Vulnerabilities and Disasters	4

Semester	Course No.	Course Title	Credits
II	MDM 4	Disaster Risk Reduction and Development Planning	2
	MDM 5	Disaster Response and Post-Disaster Recovery	4
	MDM 7	Research Methodology II	2
	MDM 8	Policy, Institutions, Governance	2
	MDM 9	Introduction to Conflict	2
	MDM 10	Introduction to Remote Sensing and GIS	2
	MDM 11	Climate Change and Extreme Events: Mitigation and Adaptation	2
	MDM 12	Public Health and Disasters	2
	MDM 32	Field Work I	4
III	MDM 13	Economics of Disasters and Disaster Finance	2
	MDM 14	Transboundary Governance and Humanitarian Action	3
	MDM 15	Technical Skills	3
		Concentration Courses I and II	4
	MDM 34	Field Work II	4
	MDM 16	Elective (any course; any School)	2
IV	MDM 33	Internship	6
	MDM 34	Research Dissertation	4
		Concentration Course III – Self Study	2
Concentration Courses			
Concentration I: Public Health and Disaster Management			
III	MDM17	Public Health Planning and Management for Disasters I	2
	MDM18	Public Health Planning and Management for Disasters II	2
IV	MDM19	Self Study: Public Health and Disaster Management	2
Concentration II: Psychosocial Health in Disaster Management			
III	MDM20	Psychosocial Health in Disasters	2
	MDM21	Psychosocial Health Interventions with Special Groups in Disasters	2
IV	MDM22	Self Study: Psychosocial Health in Disaster Management	2
Concentration III: Conflicts, Peace and Development			
III	MDM23	Conflicts and Conflict Analysis	2
	MDM24	Conflicts and Humanitarian Crises	2
IV	MDM25	Self Study: Conflicts, Peace and Development	2
Concentration IV: Humanitarian Logistics			
III	MDM26	Fundamentals of Humanitarian Logistics	2
	MDM27	Distribution Networks in Disasters	2
IV	MDM28	Self Study : Humanitarian Logistics	2
Concentration V: Remote Sensing and GIS (Geo-informatics)			
III	MDM29	Digital Image Processing and Image Interpretation Techniques	2
	MDM30	Application of Remote Sensing and GIS in Disaster Studies	2
IV	MDM31	Self Study: Remote Sensing and GIS (Geo-informatics)	2

M.A/M.SC. IN REGULATORY GOVERNANCE

The M.A/M.Sc. programme in Regulatory Governance (hereafter referred to as programme)seeks to provide a comprehensive understanding of contemporary regulation theory and emerging regulatory practice models, both at the national and international levels, taking on board critical social dimensions such as equity, environment and sustainability concerns. It is a multi-disciplinary programme and aims to develop socially responsible and environmentally conscious professionals in the emerging field of regulatory governance. This programmeis a joint initiative of the School of Habitat Studies, Tata Institute of Social Sciences and Prayas, Pune, which has over a decade's experience in formulating and engaging with regulatory institutions in the country(www.prayaspune.org/peg).

Regulation is broadly understood as an effort by the state to address social or environmental risk, market failure, or equity concerns through rule-based direction of social and individual action (as defined by Planning Commission, GoI, see: planningcommission.nic.in/reports/genrep/infra_reglawl.pdf). The State currently regulates the private and public business sectors (like infrastructure, services,finance, technology, consumer goods) as well as social sectors (like public services, public health, safety, environment, human rights) in India. Regulation is done either by specially constituted autonomous regulatory agencies (such as the Electricity Regulatory Commissions, Telecom Regulatory Authority of India, Competition Commission of India) or by the respective government departments and ministries, administering the sector. Regulation seeks to achieve critical social, economic, and environmental goals including controlling monopoly practices, providing a level playing field for competition, protecting rights, promoting equity, enhancing efficiency, cost-effectiveness, improving service quality, and reducing or ameliorating environmental impacts. There are various tools and mechanisms used for regulation such as tariff setting, determining quota or entitlement, setting service and other standards, adjudication, permits and concession contracts, and monitoring and enforcement.

The programme equips the students with strong conceptual and theoretical understanding, as well as practical skills to analyze and design regulatory solutions for a given problem. This combination of theory and practical skills will help students to effectively engage in and with regulatory activities and processes, in various sectors.The pedagogy adopted for the programme ranges from (a) foundation courses (b) perspective courses providing exposure to critical debates (c) skill building components (d) exposure to field and (e) practical components. It provides an opportunity to build perspectives and skills within this complex discipline, through active learning from skilled experts and practitioners in the field. To encourage working professionals in the field, the programme also adopts a modular approach, with a built-in Diploma of one year, with the option of completing the Masters at a later date.

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

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

Distribution of Credits

Semester	Credits
I	19
II	21
III	19
IV	10
Total	**69**

Semester-wise Listing of Courses

Semester	Course	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	RG 1	Public Policy and Governance	2
	RG 2	Introduction to the Indian Legislative, Legal, and Administrative System	2
	RG 3	Introduction of Regulatory Economics & Finance	2
	RG 4	History of Regulation	1
	RG 5	Perspectives on Regulation	2
	RG 6	Introduction to Regulatory Institutions and Reforms in India	1
	RG 7	Research Methods – I	2
II	RG 8	Regulatory Theories	2
	RG 9	Regulatory Analysis and Regulatory Design– I	2
	RG 10	Regulatory Methods and Practice– I	2
	RG 11	Advance Course on Regulatory Economics and Finance of Regulation	2
	RG 12	Introduction to Social and Environmental Aspects of Regulation	2
	RG 13	Introduction to Regulatory Techniques and Tools	3
	RG 14	Basics course on Regulatory Skills (legal drafting, evidence-based advocacy, regulatory interventions)	2
	RG 15	Research Methods – II	2
	RG 16	*Introductory Course on Sectoral and Sub-sectoral Regulation	4
III	RG 17	Regulatory Analysis and Regulatory Design II	2
	RG 18	Regulatory Methods and Practice II	4
	RG 19	Cross-Sectoral Regulatory Themes	6
	RG 20	#Elective Course on Sectoral Regulation I	2
	RG 21	#Elective Course on Sectoral Regulation II	2
	RG 22	#Elective Course on Sectoral Regulation III	2
	RG 23	Research and Project Design	1
IV	RG 24	Project or Dissertation	8
	RG 25	Policy Assignment	2

Notes: The Semester-wise listing of courses is provisional and may change.

$ The tentative list of the themes includes: advanced tariff regulation, standard setting, regulatory compliance and enforcement strategies, regulatory accountability, evaluating regulatory agencies.

Students have to choose 3 sectoral courses from the courses offered. Tentative sectors identified for electives: water, energy, municipal services / urban infrastructure, socially-relevant financial services (micro-finance, pension). More options are to be added before the commencement of the semester. Tentative cross-sectoral themes: tariff regulation, regulatory analysis, regulatory impact assessment and others.

*Tentative broad sectors: network industry sector, services sector, finance, social sector. Tentative sub-sectors: energy, water, municipal micro-finance, pension, and others.

% Out of the total 8 credits for project or dissertation, 6 credits are for the output and viva-voce examination, while 2 credits are for the process aspects.

M.A./M.Sc. URBAN POLICY AND GOVERNANCE (Formerly known as M.A./M.Sc. Habitat Policy and Practice)

The two-year M.A./M.Sc. programme in Urban Policy and Governance, formerly known as the M.A./M.Sc programme in Habitat Policy and Practice, is a pioneering initiative of the TISS. The programme combines perspectives and insights from a range of disciplines such as geography, public policy, urban planning, political science, economics, sociology, and design to build a comprehensive understanding of the process of urban change in a fast globalising world. The programme also equips its graduates to intervene effectively on urban habitat issues through their work in public, private and civil society organisations.

The programme studies the origins, foundations, development and the implementation of public policy related to the urban habitat. It also engages critically with government policies, laws and actions, as well as the diverse social, economic, political and cultural factors that shape their formulation and implementation.

A key focus of the programme is to re-imagine the urban, especially in the context of the globalising present. The urban is often conventionally studied as a static system in a compartmentalised manner. The programme uses the concept of 'habitat' to frame a broader understanding of the urban as a human settlement system. Accordingly, the programme studies the natural and built environment as well as the economic, social and cultural processes, structures and institutions that shape the lived experiences of people. The programme examines how different policies affect different social groups and classes, and how they respond to, and shape these policies, in turn. There is an emphasis on building a guiding perspective that is democratic, equitable, socially just, culturally sensitive and technically sound.

The programme consists of a set of 'foundation' courses that are taught across different programmes at the Institute level in the first semester. These lay the basis for understanding society, development experience, the role of the State, and social conflict more broadly. 'Core' courses include courses that teach concepts and theories, and research methods and skills in a wide variety of fields. While awareness of policies is important, the School works with the idea that this knowledge is incomplete without an understanding of how processes work on the ground. Under the 'field-based and practice' component, students engage in a variety of field components, such as a planning studio, a policy practicum, internships and a 10-day Winter Institute, working closely with communities and practitioners in different settings. Field-based courses enable the School to develop collaborations with other educational and research institutions, professionals, community groups, women's organisations and other NGOs.

A set of 'sectoral' courses imparts knowledge and expertise in relevant sectors such as Techno-financial assessment of projects, sustainable development and climate change, and urban space. While the programme provides an element of choice to students to focus on sectors of their interest, care is taken to provide a basic grounding to all graduates in all sectors. The School also encourages its students to conduct independent research, delve deep into issues and critically analyse them through the development of a 'practice concentration' component in the second year of the programme. This component consists of a taught course, an independent self study, and a project or dissertation.

The current themes for concentrations on offer in the School include:

- Issues in Financing Urban Infrastructure
- Affordable Housing for the Poor
- Urban Water Systems
- Planning and the Indian City
- The Built and Lived Environment
- Climate Change, Energy and Urban Adaptation

Faculty at the School engage in research projects along these key themes and this experience feeds into in-class teaching and exercises, providing opportunities for both course teachers and students to benefit from a dynamic, interactive learning process.

Distribution of Credits

Details	Semester				
	I	**II**	**III**	**IV***	**Total**
Foundation Course	6	–	–	–	6
Core Courses	10	10	10	6	36
Sectoral Courses	2	8	–	–	10
Practice Concentration	–	–	4	8	12
Total Credits	18	18	14	14	64

*Policy Assignment Course can be taken for extra (2) credit.

Semester-wise Listing of Courses

Semester	Course	Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	HP 1	Public Policy and Governance: Theory, Analysis and Advocacy	2
	HP 2	Research Methods - I	2
	HP 3	Ecosystems and Habitat	2
	HP 4	Urban Water, Sanitation and Solid Waste - I	2
	HP 5	Planning Studio	3
II	HP 6	Research Methods - II	2
	HP 7	Social Science Perspectives on Urban Development - I	2
	HP 8	Urban Governance in India	2
	HP 9	Habitat Planning: Theory and Practice	2
	HP 10	Winter Institute	2
	HP 11	Urban Livelihood and Housing - I	2
	Sectoral Courses (select any 3)		
	HP 12	Urban Water, Sanitation and Solid Waste - II	6
	HP 13	Techno- financial Assessment of Projects	
	HP 14	Perspectives on Urban Space	
	HP 15	Sustainable Development and Climate Change	
	HP 16	Urban Livelihood and Housing - II	
III	HP 17	Social Science Perspectives on Urban Development - II	2
	HP 18	Introduction to GIS	2 (Select one)
	HP 19	Macro Data Analysis	
	Concentration Work - I (Taught Courses)		2
	HP 20	Urban Water Systems	
	HP 21	Affordable Housing for the Poor	
	HP 22	Planning and the City	
	HP 23	Climate Change, Urban Response and Adaptation	
	HP 24	Financing Issues in Urban Infrastructure	
	HP 25	Built and Lived Environment	
	HP 26	Concentration Work - II (Self Study)	2
	HP 27	Elective	2
	HP 28	Urban Transport and Infrastructure: Policies and Practices	2
	HP 29	Urban Economics and Finance	2

Semester	Course	Title	Credits
IV	HP 30	Contemporary Issues Seminar	2
	HP 31	Project Management	2
	HP 32	Workshops*	2
	Project/ Dissertation **		8
Total Credits			**64**

Note: *   These workshops will aim to cover those elements not otherwise covered.

     ** The Project Work or Dissertation Research will expect independent work by a student on any relevant topic connected with the theme of concentration chosen under the guidance of a faculty member (and outside expert, if needed). The project work will involve analytical work aimed at solving a practical issue, while the Dissertation will involve research aimed at contributing to knowledge on the topic.

     *** Policy Assignment course can be taken in Semester IV for extra 2 credits.

M.A./M.Sc. WATER POLICY AND GOVERNANCE

The Centre for Water Policy, Regulation, and Governance (or CWPRG) (hereafter referred to as the Centre) is a path-breaking initiative of the School of Habitat Studies. This initiative is focused on facilitating interdisciplinary studies, teaching, training, and outreach activities in the field of governance of the water sector in general, and in particular, various policy instruments employed for governance. The M.A./M.Sc. programme in Water Policy and Governance (or MWPG) (hereafter referred to as the programme) developed and administered by the Centre is aimed at preparing policy-professionals with a comprehensive understanding of factors, processes, practices and instruments that determine the outcome of efforts to govern the water sector. It begins by laying conceptual and theoretical foundations required for the interdisciplinary and comprehensive training of water policy professionals.

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

Key Features

- A balanced and comprehensive understanding of conceptual and theoretical debates around major themes that are of concerns in the policy or academic circles in the water sector.

- Multidisciplinary nature of courses that bring together concepts, theories, perspectives, skills, and methods from social sciences, natural sciences, engineering, law, and other fields

- Engagement with practitioners and experts in the field

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

Eligibility for Admission

Admission to the programme is open for students coming from diverse backgrounds but mainly from two categories: (a) Professional training such as engineering, law, agriculture, management, public-health, or finance, and (b) academic training in social sciences such as economics, political sciences, and geography.

Working professionals in early stages of their career are encouraged to apply.

Employability

Recent institutional reforms in India and the subcontinent have seen emergence of a diverse range of agencies working in the policy and governance aspects of the water sector. This has led to unmet demand for trained water policy professionals from diverse organisations such as research institutes, government and quasi-government agencies, non-governmental organisations, bi-lateral and multi-lateral bodies, consultancy firms, infrastructure companies from the private sector, credit-rating agencies. Together, these agencies have created a reliable platform for prospective students of this programme to launch their professional careers.

Distribution of Credit Hours

Semester	Course	Credit
I	Taught Courses	19
II	Taught Courses	19
-	Summer Internship	2
III	Taught Courses	1
	Reading-cum-Seminar Courses	16
	Field Work Assignment	2
IV	Winter Institute	2
	Independent Work on Project/Dissertation	8
	Policy Assignment	2
Total		**67**

Semester-wise listing of Courses

Semester	Course No.	Title of the Course	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	WPG 1	# Public Policy and Governance Course (Same as HP1)	2
	WPG 2	Perspectives on Development and Water	2
	WPG 3	Introduction to Scientific and Technological Basics for Water Sector	1
	WPG 4	Introduction to Concepts in Ecology and Environment	1
	WPG 5	@ Introduction to the Indian Legislative, Legal, and Administrative System (Same as RG 1)	1
	WPG 6	@ Introduction to Economics & Finance Concepts for Water Sector	1
	WPG 7	# Research Methods I (Same as HP 8)	2
	WPG 8	Introduction to Systems Approach	2

Semester	Course No.	Title of the Course	Credits
II	WPG 9	Water Resources: Development, Management and Governance	3
	WPG 10	Delivery and Management of Water and Sanitation Services	3
	WPG 11	Water Law and Regulation	3
	WPG 12	Water and Ecosystems	2
	WPG 13	Water and Equity	2
	WPG 14	# Research Methods II (Same as HP 9)	2
	WPG 15	# Techno-Financial Aspects of Projects (Same as HP 13)	2
	WPG 16	# GIS (Same as HP 18) or # Project Management (Same as HP 31)	2
	WPG 17	Summer Internship	2
III	WPG 18	Reading and Seminar Course 1	3
	WPG 19	Reading and Seminar Course 2	3
	WPG 20	Reading and Seminar Course 3	3
III	WPG 21	Reading and Seminar Course 4	3
	WPG 22	Field Work Assignment	2
	WPG 23	Research Design	1
IV	WPG 24	Winter Institute	2
	WPG 25	Policy Assignment	2
	WPG 26	Independent Work (Project or Dissertation)	8
Total Credits			67

Notes: The Semester-wise listing of courses is provisional and may change

#: This implies that these courses already exist in MHPP or MCCSS Programmes in the school and hence will be taught with the same content and possibly taught together with the other programmes.

@: This implies this course will be, partly or fully, shared with the proposed programme on Regulatory Governance

CENTRE FOR HUMAN ECOLOGY

M.A. APPLIED PSYCHOLOGY WITH SPECIALISATION IN CLINICAL PSYCHOLOGY

The M.A. in Applied Psychology with Specialisation in Clinical Psychology is a new programme. This has been developed from the perceived need for developing psychology professionals with diagnostic and therapeutic skills necessary for working with a clinical population.

TISS has had a long history of involvement in issues of mental health through the various teaching and outreach programmes. It has been at the forefront of innovative programmes of teaching and initiation of field action projects on mental health issues. The CHE has the necessary expertise and faculty strength to run such a programme, and has been closely involved in training and research activities related to mental health issues since its inception. It has been actively engaged with the process of training counselling professionals (through classroom teaching and field exposure) to address the unmet needs of the mental health sector. This ongoing engagement with students, mental health professionals, NGOs

and the field, has helped the centre be in touch with the emerging mental health needs and required mental health interventions.

There are about 20–30 million people who appear to be in need of mental health care. Compared to this huge need, there are about 3500 psychiatrists, 1000 psychiatric social workers, 1000 clinical psychologists and 900 psychiatric nurses in the country. Scarcity of trained and supervised services and professionals is one of the fundamental barriers to the progress of mental health services in India. It is in the context of the scarcity of trained professionals to provide mental health services in the country that the CHE is planning to introduce an M.A. Applied Psychology with Specialisation in Clinical Psychology. The CHE already offers a MA Counselling programme, introduced and run successfully from 2009, which has been revised into the M.A. Applied Psychology – Specialisation in Counseling Psychology. While training in Counselling serves an important service in the area of mental health, there is demand for trained professionals in clinical psychology as well. While counselling deals with "normal" problems of life, training in clinical psychology is necessary to deal with patients suffering from more severe or chronic psychological problems, including mental health disorders as defined by DSM criteria.

The M.A. Applied Psychology – Specialisation in Clinical Psychology programme will develop psychology professionals with specialisation in clinical psychology to work with patients with mental disorders and their families. The programme will focus on the development of practitioners with a sound base in research as scientist-practitioners.

Students will be instructed in psychological assessment of children and adults. Students will be trained under supervision by faculty to administer and interpret standardised intelligence and personality tests. Students will develop the skills to use the latest DSM and ICD criteria and nomenclature to evaluate mental illness and devise suitable intervention techniques. Training will be geared towards increasing awareness of diversity and socio-cultural contexts in which individuals are enmeshed. There will be training provided on conducting clinical interviews with individuals, families, and other informants to understand the nature of issues that are being confronted. The basic principles, strategies and techniques of psychotherapy from psychodynamic, cognitive behavioural, group processes and systems approaches will be taught to students to help them apply the same in clinical interventions in an ethical and competent manner. The aim of the clinical interventions planned will be geared towards positive client outcomes.

On completion of the M.A. Applied Psychology – Specialisation in Clinical Psychology programme, students can find employment with NGOs and other organisations working in the area of mental health. Schools and hospitals are other settings where trained Clinical Psychologists can find employment.

Distribution of Credit Hours

Year	Detail	Credit
First	Foundation Course	7
	Clinical Psychology Courses	26
	Practice	8
	Research	3
Second	Clinical Psychology Courses	12
	Practice	11
	Research	8
	Internship (Compulsory, non-credit course)	-
Total Credits		**75**

Semester-wise Listing of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	CIP 1	Counselling Process and Microskills	3
	CIP 2	Personal & Interpersonal Development of the Counsellor I (PIDC)	2
	CIP3	Theoretical Approaches and Techniques of Psychotherapy -I	4
	CIP 4	Cognitive Assessment	2
	CIP 5	Sociocultural Context of Counselling	2
	CIP 6	Practicum -I	4
II	CIP 7	Psychopathology - I	4
	CIP 8	PIDC II	1
	CIP 9	Ethics	1
	CIP 10	Theoretical Approaches and Techniques of Psychotherapy -II	4
	CIP 11	Human Growth & Development	3
II	CIP12	Research Methods	2
	CIP13	Practicum - II	4
	CIP14	Research Project	-
III	CIP 15	Psychodiagnostics (Theory and Practical 2 +1)	3
	CIP 16	Emerging Approaches & Techniques in Psychotherapy	4
	CIP 17	Psychopathology -II	4
	CIP 18	Research Methods	2
	CIP 19	Practicum and Case presentations	4
	CIP14	Research Project (contd.)	-
IV	CIP 20	Community Mental Health	2
	CIP 13	Research Project (contd.)	6
	CIP 21	Practicum and Case presentations	4+2
	CIP 2	Internship (Compulsory, non-credit course)	-

M.A. APPLIED PSYCHOLOGY WITH SPECIALISATION IN COUNSELLING PSYCHOLOGY

The M.A. programme in Applied Psychology with Specialisation in Counselling Psychology programme is offered by the Center for Human Ecology, Tata Institute of Social Sciences, Mumbai. This is a new programme that has been developed from the existing MA in Counselling programme that was introduced in 2009.

The need to deal with hurdles in order to successfully transition through life has always been there. However, the pressures to cope have increased in the recent past. The reasons for the intensified demands have come from the fast changing social, cultural and economic environments with which people come into contact. The processes of urbanisation, modernisation and globalisation have led to

an increased momentum of change. The existing support systems provided by the family, the school, the peer group, and the workplace have proved to be insufficient to deal with the surging multitude of demands, expectations, roles and tasks placed on the individual's shoulders. There is the added strain of wanting to be "perfect" in the various roles and tasks that society imposes on the individual and social institutions such as the family. New sets of coping mechanisms have to be developed by individuals and institutions to deal with the various stresses and strains.

While the burdens are increasing on a daily basis, the support networks are diminishing in inverse proportion. The earlier family and social support system is shrinking and is no longer infallible in enabling the individual to handle the vicissitudes of everyday life. The relationships which were earlier seen as inviolate and a resource for support can no longer be assumed to be permanent. Relationship crisis can cause additional anxiety for an already tense individual. The world is becoming increasingly competitive, thereby reducing the individual to managing on her own with limited alternatives available.

The primary focus of the M.A. in Applied Psychology with Specialisation in Counselling Psychology programme is to impart education in counseling that has a developmental and contextual stance. Development is seen as a continuous process across the life span, with the outcomes of earlier stages influencing the subsequent stages of growth and adaptation; so also the problems and issues that may arise in a particular stage or context, which would continue or intensify in the next stage. Training of counselors will address the requirement of individuals encountering difficulties in coping with different situations and experiences, like marriage and family, substance abuse, issues in the workplace, and overall wellbeing and quality of life. The MA programme develops a sound theoretical base from which students can develop skills necessary for practice in fieldwork and internship settings. The emphasis is a blend of theory and practice. Supervision is inbuilt into the fieldwork component allowing students to benefit from feedback provided by trained professionals in the field.

In the light of tremendous demand for professional counselors in India and the realisation that many individuals need this professional support, the specific goal of this programme will be to equip learners to practice developmental counseling and issue-based counseling with a focus on primary prevention and therapeutic interventions. The programme also develops the researcher in the counselor.

On completion of the programme, students can find employment in schools, hospitals, NGOs and other organisations working with on issues of mental health.

Distribution of Credit Hours

Year	Detail	Credit
First	Foundation Course	6
	Philosophy of Research	1
	Counselling courses	22
	Practice	9
	Research	5
Second	Counselling courses	10
	Elective course & Practice	16
	Research	6
	Internship (Compulsory, non-credit course)	–
TOTAL		**75**

Semester-wise Distribution of Courses

Semester	Course No.	Course Title	Credits
I	FC	Foundation Course	6
		Philosophy of Research	1
	CN 1	Counselling Process & Micro-skills	3
	CN 2	Personal & Interpersonal Development of the Counselor I (PIDC)	2
	CN 3	Theoretical Approaches and Techniques of Psychotherapy I	4
	CN 4	Socio-cultural Context of Counselling	2
	CN 5	Practicum I	4
II	CN 6	Understanding Psychological Problems with Practical	2+1
	CN 7	PIDC II	1
	CN 8	Ethics in Counselling Practice	1
	CN 9	Human Growth & Development	3
	CN 10	Theoretical Approaches and Techniques of Psychotherapy -II	4
	CN 11	Research Methods	2
	CN 12	Practicum - II	4
	CN 13	Research Project	-
III	CN 14	Psychological Assessment with practical	2+2
	CN 15	Emerging Approaches & Issues in Psychotherapy	4
	CN 16	Research Methods	2
	CNE 1 or 2	Elective course (Theory & practical)	8
	CN 13	Research Project (contd.)	-
IV	CNE 1or 2	Elective Course (Theory & Practicals)	8
	CN 17	Community Mental Health	2
	CN 13	Research Project (contd.)	6
	CN 18	Internship (Compulsory, non-credit course)	

Elective Courses

CNE 1 – Counselling Children, Adolescents & Parents in Schools and other Settings (Course done over two semesters).

CNE 2 – Counselling Adults, Couples and Families in Various Contexts (Course done over two semesters).

SIR DORABJI TATA MEMORIAL LIBRARY

MASTER OF LIBRARY AND INFORMATION SCIENCE

The Master of Library and Information Science (MLISc) programme, which is being offered by the Centre for Library and Information Management Studies of the Sir Dorabji Tata Memorial Library, comprises of 20 core courses including 1 internship programme, 2 electives and a dissertation for 66 credits in four semesters.

The core courses provide common and essential inputs covering the Library and Information Science. Building on these fundamentals, students undertake a dissertation in an area of interest. Course programme lays more emphasis on practical aspects of library and information science and is multidisciplinary drawing expertise from all the schools/centres of TISS and other related institutions/industries in India.

Distribution of Credit hours

Year	Details	Credits
First	Courses	26
	Internship	6
Second	Courses	18
	Dissertation/ Research Project	8
	Electives	8
Total Credits		66

Semester-wise listing of courses

Semester	Course Code	Course Title	Credits
I	LIS 01	Knowledge Society	2
	LIS 02	Knowledge Organisation I: Classification & Ontology (Theory and Practice)	4
	LIS 03	Knowledge Organisation II: Cataloging and Metadata (Theory & Practice)	4
	LIS 04	Information Sources, Systems and Services	2
	LIS 05	Information Communication Technology and Libraries (Theory and Practice)	4
II	LIS 06	Management of Libraries and Information Centres	22
	LIS 07	Information Storage and Retrieval (Theory & Practice)	4
	LIS 08	Elements of Programming and Data Structures	2
	LIS 09	Research Methodology and Quantitative Techniques	2
	LIS 10	Internship in a Recognised Library/Information Centre	6
III	LIS 11	Web Technologies and Web-based Information Services (Theory and Practice)	4
	LIS 12	Informetrics and Scientometrics	2
	LIS 13	Digital Libraries (Theory and Practice)	4
	LIS 14	Knowledge Discovery and Data Management	2
	LIS 15	Elective-1* LIS-15.1: Community Information Systems LIS-15.2: Social Science Information Systems and Management LIS-15.3: Multi-Lingual Information Systems	4
IV	LIS 16	Knowledge Management Systems	2
	LIS 17	Semantic Web Technologies	2
	LIS 18	Evaluation of Library & Information Services	2
	LIS 19	Elective-2* LIS-19.1: Information Analysis, Repackaging and Consolidation LIS-19.2 School Library and Information System and ICT	
	LIS 20	Dissertation	8

* One of the courses has to be chosen by a student as electives.

SCHOOL OF LAW, RIGHTS AND CONSTITUTIONAL GOVERNANCE

MASTER OF LAWS (LLM) IN ACCESS TO JUSTICE *

In pursuance of the Institute's mission of creating a people-centred and just society that promotes equality, justice and human rights for all, the School of Law, Rights and Constitutional Governance was set up at the Mumbai Campus.

Access to law and justice is the hallmark of any civilised and caring society—a basic necessity in a democracy governed by the rule of law, which is supreme. Access to justice means being treated fairly according to the law and if you are not treated fairly, being able to get appropriate redress. It also means making access to law less complex and everyone having some basic understanding of their rights. Access to justice includes not only access to courts and legal redress mechanisms, but also good governance including transparency and accountability in the making of laws and process of their implementation and administration.

The current justice delivery system is perceived as expensive, time-consuming, procedure-ridden, technical and difficult to comprehend, which prevents the poor and vulnerable groups from approaching the legal system to redress their grievances. Complex laws and procedures, an expensive system to deal with the huge backlog of cases, delays in delivering justice, and corruption are some of the challenges to accessing justice. The laws, legal institutions and processes need to be reformed so that they are more responsive to the needs of all citizens, particularly the vulnerable and marginalised groups and individuals in the society. There is an urgent need to create a cadre of conscientious and socially committed lawyers to transform the justice system. It is in this context, a programme to develop socially committed legal professionals assumes significance.

The one-year, full time, Master's degree programme in Law (LLM) aims at developing legal professionals with greater skills, sensitivity and commitment to deliver basic, high quality legal services to the poor, marginalised and vulnerable groups in society. Those who have completed a Bachelor's degree in Law of minimum duration of three years or its equivalent (under the 10+2+3 or 10+2+5 years bridge course) pattern of study or any other pattern fulfilling the mandatory fifteen (15) years of formal education from a recognised university are eligible to apply.

Graduates from this programme will be creative problem-solvers and fundamentally alter the way justice system works for the most needy sections of the society. They will have knowledge, skills and perspective to practice law that can deliver justice to all people, and advance the cause of the disadvantaged and marginalised groups. Graduates can practice in the Court of Law, and work for the society using expertise in legal literacy, socio-legal research, policy analysis and advocacy, and legislative reforms. They can also find employment with universities and research institutions, legal institutions and services, peoples' organisations, or have an independent practice.

This programme involves classroom teaching, law clinics and a research project. TISS has a group of faculty with long years of experience as law teachers, practitioners, legal experts. In addition, this programme will be supported by visiting and adjunct faculty consisting law teachers from other universities within and outside the country, retired judges, practicing lawyers, civil servants, professionals, social activists and trade unionists strongly committed to the cause of social justice.

* Subject to notification on the UGC-proposed one-year LLM programme.

Listing of Courses

Trimester	Courses	Credits
	Foundation Courses	6
I	Access to Justice: Theoretical and Historical Perspectives — Constitution and Social Justice	2

Trimester	Courses	Credits
I	Law and Poverty: Rethinking Rights and Remedies for the Vulnerable and Marginalised Groups	2
	Legal Writing, Research and Methodology	2
	Clinical Programme on Access to Justice	2.5
II	Globalisation, Economic Development and Law	2
	Legal Institutions, Access to Justice and Legal Aid	2
	Court and Case Management	2
	Internship in Legal Institutions	2.5
III	Alternative Dispute Resolution, Public Interest Litigation, Community Lawyering and Legal Advocacy	2
	Legislative Reforms in Support of Children	2
	Legislative Reforms in Support of Children	2
	Field-based Dissertation on Legislative Reforms in Support of Children	4
	Total Credits	33

STUDENT'S SUPPORT SERVICES

Students' Affairs Office

The Students' Affairs Office is the fundamental link between students, faculty and the administration of TISS. Headed by the Dean (Students' Affairs). The purpose of the Office is to create a climate which promotes personal and academic development of students by offering them both support and challenges. Support is provided by assisting students directly or through referrals. The Office seeks to provide challenge by holding students accountable for their actions and by assisting them in developing problem-solving skills. The Office, thus, strives to help students in their adjustment to TISS life and help them to take full advantage of the academic or social environment here.

Towards this, the Students' Affairs Office looks into the physical and mental well-being of students through services such as counselling, extra-curricular activities such and 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, and 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.

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.

Accommodation/Hostels

Admission to the hostels is restricted to full-time, bonafide, Master's degree students. Hostel admission is not guaranteed. Deputed candidates, holding government accommodation in Mumbai (general

category or SC/ST), will not be allotted hostel accommodation. Due to limited seats in the hostel, accommodation is not available for students who ordinarily reside in the Mumbai Metropolitan Region. Out-of-town students, who have close relatives in Mumbai, will also not be given hostel accommodation.

Dining Hall

The Dining Hall serves both vegetarian and non-vegetarian meals. It is managed by the DH 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. The Institute is currently working with the students to encourage them to take greater control of the management of the DHs.

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.

Health Care

Two Medical Officers visit the Institute — one on every Monday, Wednesday and Friday from 4.00 p.m. to 6.00 p.m., and the other on 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.

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. 'Time Management', 'Stress Management', 'Building Emotional Resilience', and 'Enhancing Inter-personal Relationships'. The Counselling Centre also has an established Peer-support Programme and provides training to student volunteers.

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 E-mails to communicate information about workshops, send articles, and even for follow-up with students needing frequent attention. This has evoked a positive response from the students.

Health Insurance

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

Sports and Recreation

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

The Gym is located on the first floor of the Gymkhana and is well equipped with the latest equipment. Gym training is conducted under the supervision of trained instructors (6.00 to 9.00 a.m. and 5.00 to 8.00 p.m. from Monday to Saturday.

Yoga programme is conducted every morning (7.00 to 8.00 a.m.) and evening (6.00 to 7.00 p.m.) from Monday to Saturday, at the ground floor of the M.K. Tata Memorial Gymkhana.

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.

LOCATION, ACCESS AND COMMUNICATION

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 to the Deonar Bus Depot on V.N. Purav Marg (also earlier known as the Sion–Trombay Road). The Main Campus houses most of the Schools, Centres and the Administration. The Naoroji Campus is situated off V.N. Purav Marg on Deonar Farms Road.

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 BEST bus stop near to TISS is 'Deonar Bus Depot'.

Location		**Bus Routes**
From Dadar Station	:	92, 93, 504, 506, 521 (all Ltd.)
From Chhatrapati Shivaji Terminus (CST)	:	6
From Bandra Station		352, 358, 505 (all Ltd.) and 371
From Kurla Station		362 and 501 Ltd.
Taxi Fares (Approximate)		
Dadar to TISS	:	Rs. 140/-
CST to TISS	:	Rs. 220/-
Bombay Central to TISS	:	Rs. 175/-
Bandra to TISS	:	Rs. 100/-
Kurla to TISS	:	Rs. 60/-
Postal Address	:	V.N. Purav Marg, Deonar, Mumbai - 400 088
Fax	:	91-22-2552 5050
E-mail	:	pgadmission@tiss.edu
URL	:	https://www.admissions.tiss.edu

TISS Tuljapur

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.**

(Centre for Application Relationship and Engagement) **Helpline**

022-25525252

Programme-specific Details of Master's Degree Programmes (2013–2015) at TISS Tuljapur

INTRODUCTION

The establishment of Rural Campus began with a review undertaken by the Institute in its golden jubilee year 1987. The Campus at Tuljapur, Osmanabad District, Maharashtra was established with the goal of promoting sustainable, eco-friendly and equitable socio-economic development. Through its academic and developmental programs the School seeks to contribute an alternative perspectives for rural development. In order to achieve this goal it organ ises program comprising teaching, training, field action and research & documentation. A group of faculty members from various social science and other disciplines like, sociology, anthropology, economics, social work agriculture, are in position at the campus.

While the Mumbai campus is 76 years old, the Tuljapur campus is celebrating its Silver Jubilee in 2013. Tuljapur Campus reflects TISS' special interest in the field of rural development. Tuljapur was selected as its location because of the recognition that it is in the backward region of Maharashtra, Marathwada. Also, in this region is the home of largest population of Nomadic Tribes and De-notified Tribes (NT&DNT) and Scheduled Castes (SC) in the state. The NT&DNT like the SC in Marathwada. They are poor, disenfranchised by the caste system and neglected by the colonial state and independent nation state.

VISION AND MISSION

Contributing through pedagogy, research and field action SRD envisages that development will reach the last person in this region. It proposes the benefit of development for the marginalised communities and other backward sections.

The TISS Tuljapur Campus has now developed as a full-fledged educational institute functioning on 100 acres of land. The land was given by the Maharashtra Government to enable TISS to undertake and initiate rural development activities for rural communities in surrounding villages and blocks of Osmanabad District. In the initial years, the focus was to initiate rural development projects. Later, it broadened the programs by launching teaching programs. It began a Bachelor of Arts in social Work (BASW) in 2004 and a Master of Arts in Social Work (MASW) in 2010 with specialisation in Rural Development. Besides, it is also a research centre where Ph.D. students are joined for research. The campus is now planning to expand the pedagogy, research and field action. A five year integrated MA programme in Social Sciences is about to launched in the coming academic year (2012). Several other M A, M Phil and Ph. D. programmes are on the anvil.

The Tuljapur Campus has been engaged for the last 25 years in building social work knowledge in the domain of rural development. The curriculum of the academic program incorporated both theory and field action. Being trained in this program we expect that the student will develop a critical perspective about the rural situations and also equipped for praxis intervention. Making them sensitive to the political and economic issues of the marginalised sections is considered as an important concern of the curriculum.

After the 25th year of its existence in Tuljapur, Tuljapur Campus seeks to revisit its commitment to the people of Osmanabad district, as an academic organ isation as well as a professional development institution in the field of rural development. While it reviews its contribution to the neighboring rural communities in terms of creating a 'knowledge' society in a milieu which is fast undergoing a change, it seeks to seize the initiative to provide an impetus to the development process in the region.

The last two decades have witnessed the imposition of the Structural Adjustments Programme in the Indian economy with its implications for poverty, employment, social spending and trade. The damage to the Indian economy as a result of these policies has been documented extensively. In response to civil society

and people's movements worldwide and in India, supra state institutions like World Bank as well states like India have come with a number of policies, programmes and legislations to protect people's rights and ensure minimum welfare. However notwithstanding the flurry of rights legislations and development interventions, the experience of people at the bottom has been mixed and most often one discovers that majority of the people who are in desperate need are excluded either by ignorance, inability or denial.

The continued marginalisation of different peoples can be understood not only as a failure of implementation of state initiatives but also as a failure of development thinking. The question of development research and intervention is therefore much broader encompassing issues and relations of people with state, civil society, movements and sometimes even the private sector. One major goal of the University is to use pedagogy and research in order to build perspectives, shift paradigms and formulate policy. The role of a premier University like TISS is that of an aagewan (frontline leader) in this regard. The second major goal is to ensure that existing paradigms are made more inclusive. This requires ground level intervention and grass root level work especially in the rural regions so that policies and programmes reach the intended beneficiaries and the voices of the marginal ised are brought from the periphery to the centre.

The mission of Tuljapur Campus is thus twofold. First, it desires to create critical thinkers who are well grounded in theory and practice and who will contribute to the making of new thought and politics. Second, it wishes to create a cadre of professionals who are able to converge the discursive and practical aspects of current development intervention. The vision is to create a space for education that meaningfully translates the standpoints of the marginalised into fields of practice.

FACULTY

Prof. S. Parasuraman   Director
M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague),
Ph.D. (Mumbai)

Dr. Neela Dabir   Professor and Deputy Director (Administration)
M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)

Prof. S. Peppin   Professor and Dean
M.A. (Madras), M.Phil., Ph.D. (JNU)

Mr. Nitin Kavade   Deputy Registrar
M.B.A. (Pune)

Dr. Ramesh Jare   Associate Professor and Associate Dean
M.A. (TISS), Ph.D. (YCMV)

Dr. M. Kunhaman   Professor
M.A. (Calicut), M.Phil. (JNU), Ph.D. (CUSAT)

Dr. B.T. Kazi   Associate Professor
M.A. (TISS), Ph.D. (Shivaji)

Mr. Rohit Jain   Associate Professor
M.A. (TISS)

Mr. Bipin Bihari Das   Associate Professor
M. A. (Utkal), Diploma in Population Sciences and
Certificate in Population Sciences, (IIPS, Mumbai)

Dr. Anjali V. Kulkarni (on lien)   Assistant Professor
M.S.W., Ph.D. (Pune)

Mr. Manoj Joseph   Assistant Professor
M.S.W. (Pune), M.Phil. (Delhi)

Dr. Sampat Kale   Assistant Professor
M.A., Ph.D. (Pune)

Dr. Neelam R. Yadava   Assistant Professor
M.Sc, Ph.D. (Pantnagar)

Dr. Suresh Madhavan   Assistant Professor
M.A., Ph.D. (M.G. Univ., Kerala)

Dr. Byasa Moharana   Assistant Professor
M.A. (JNU), Ph.D. (IIT-B)

Dr. Sai A. Thakur   Assistant Professor
M.A. (Poona), Ph.D. (IIT-B)

Mr. Ram Rathod   Assistant Professor
M.A. (TISS)

Mr. S.G. Narwade   Assistant Professor
M.Sc. (MAU)

Dr. Aparajita Bakshi   Assistant Professor
M.A. (Viswa Bharati), M.Phil. (JNU), Ph.D (Kolkatta)

Ms. Nilanjana Sengupta   Assistant Professor
M.A., M.Phil. (JNU)

Dr. Rashmi Peppin   Assistant Professor
M.B.B.S. (Utkal), M.C.H. (JNU)

Dr. K.C. Bindu   Assistant Professor
M.A. (Calicut), M.Phil., Ph.D. (Hyderabad)

Dr. Sunandan Kizhakke Nedumpally   Assistant Professor
M. A. (MGU), M.Phil. (JNU), Ph.D. (Emory, USA)

Dr. Maidul Islam   Assistant Professor
M.A., M.Phil. (JNU), D. Phil. (Oxford)

Ms. Soraya Kohestani   Programme Manager
PG Social Sciences (Kabul), CPS and DPS (IIPS, Mumbai)

Mr. Vasant N. Bhasara   Social Worker
M.S.W. (Pune)

TEACHING PROGRAMMES

Currently, TISS Tuljapur offers a five-year Integrated Master's Programme in Social Sciences (3 years of undergraduate study leading to a B.A. in Social Sciences, after which the graduates can opt for any one of the inter-disciplinary and trans-disciplinary Master's programmes in TISS); and an M.A. Social Work in Rural Development.

M.A. SOCIAL WORK IN RURAL DEVELOPMENT

The M.A. Social Work in Rural Development programme has been designed to meet the needs for trained social work professionals in designing and managing rural development programmes and to cater to the increasing demand for development professionals with advanced social work skills. The language of instruction is English. Students found to be weak in the language will have to compulsorily attend English classes on campus. The graduates of this Master's programme will, therefore, command greater acceptance and recognition by organisations of national and international repute. The Tuljapur Campus of TISS offers an excellent environment for learning and practice of rural development through its innovative academic curriculum and opportunity to interact with field practitioners and social activists in the region. A strong, multidisciplinary faculty drawn from social work, philosophy, sociology, economics, agriculture, etc. teach this programme.

TISS students are highly valued in governmental and non-governmental organisations and agencies for their sound professional skills and rigorous field-based training. The M.A. Social Work in Rural Development postgraduates command excellent job opportunities with such organisations.

Distribution of Credits

Year	Details	Credits
First	Foundation Courses	16
	Core Courses	14
	Field Work	10
Second	Core Courses	22
	Electives	4
	Field Work	5
	Dissertation and Viva-Voce	5
Total Credits		76

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	FC 4	Professional Social Work: History and Ideologies	2
	CC 1	Social Work Methods: Working with Individuals, Groups and Communities	2
	CC 2	Philosophy of Social Sciences Research	2
	CC 6	Rural Development Experience: A Cross Country Analysis	2
	Field Work		5
II	FC 5	India's Constitution and Decentralised Rural Development	2
	FC 6	Social Aspects of Poverty and Theories of Justice	2
	FC 7	Social Movements and Rural Transformation	2
	FC 8	Feminist Theories and Development	2
	CC 3	Quantitative and Qualitative Research Methods	2
	CC 4	Concept, History and Theories of Development	2
	CC 7	Advanced Social Work Skills and Tools for Rural Development	2
	CC 8	Environment, Climate Change and Development	2
	Field Work		5
III	CC 5	Social Policy Analysis	2
	CC 9	Farm Non-Farm Linkages and Livelihood Issues	2
	CC 10	Modes of Natural Resources Use and Sustainable Rural Development	2
	CC 12	Technology and Development in Rural Development Projects and Development Communication	2
	CC 15	Engendering Development	2
	CC 18	Planning and Management	2
	Elective Courses (choose any One Elective from the List)		2
	EC 2	Advanced Dalit and Tribal Social Work Practice Skills	2
	Field Work		5

Semester	Course Code	Course Title	Credits
IV	CC 11	Food Security, Right to Food and Rural Livelihoods	2
	CC 13	Rural/Agro-Based Industries and Rural Marketing	2
	CC 14	Models of Rural Entrepreneurship	2
	CC 17	Development Oganisation and Management	2
	CC 16	Financial Management and Accounting	2
	Elective Courses (choose any One Elective from the List)		2
	EC 4	Corporate Social Initiatives	2
	EC 6	Disaster Management	
	EC 7	Microfinance Institutions and Rural Insurance	
	Dissertation		5

STUDENTS' SUPPORT SERVICES

Students' Welfare Office

The well being of students is central to the life of Tuljapur TISS campus. In order to enable the students to meet their academic and leadership challenges and psycho-social needs, a separate office has been set up. The Students' Welfare Office acts as a link between students, faculty and staff. It strives to provide an enabling environment so that the students are able to manage their own affairs independently with high level of responsibility, accountability, mutual respect and tolerance. However, all possible support is provided to the students to develop problem-solving skills and help them take full advantage of the academic, social and the rich ecological environment that exists in Tuljapur Campus.

The Office also looks into the physical and mental well-being of students through services such as counselling, sports and games, gym and promoting cultural activities.

Maintaining tolerance and respect for cultural diversity and plurality is an essential cornerstone of student life at Tuljapur TISS Campus. Several well-established committees for Student Aid, Gender Amity, Support Facilities for Students, Medical Health Services, and also a team of professional counsellors and male and female wardens — all coordinated by the faculty at Tuljapur TISS — form the backbone of this Office.

It is expected that all student members of this 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.

Accommodation/Hostels

In order to promote group living and learning, dormitory type accommodation is provided by the Institute. Admission to the hostels is restricted to full-time, bonafide, Bachelor's and Master's degree students. It is mandatory for the students admitted in the course to stay in the hostel. The hostel gates get closed by 12.00 p.m. Students are strictly prohibited from alcoholic drinks, smoking and consuming any type of tobacco products in the hostel as well as within the Campus. If any student is found guilty of this, he/she shall be expelled from the programme.

Health Care

The institute has appointed a Medical Officer of Tuljapur. His services are available from Monday to Saturday from 10.00 am to 9.00 p.m. The Institute provides free medical consultation service only. The medical officer also provides referrals as and when required. Round the clock Ambulance Service is available to attend serious and emergency cases.

Dining Hall

The Dining Hall serves both vegetarian and non-vegetarian meals. It has been run on a no profit and no loss basis and has been managed by the Dining Hall Working Committee and Dining Hall Management Committee with student representatives as members and with the support of faculty and staff. The Chairperson of the Dining Hall Management Committee is a faculty and the Dining Hall Working Committee is chaired by a student representative.

It is open for all the students, staff, participants of all the short-term courses/training programmes and seminars held at Tuljapur TISS Campus. Default in the payment of dining hall charges will result in penalties and cancellation of dining hall membership and even hostel residence. Re-admission as a fresh candidate may be considered on payments of all dues. The Dining Hall will be closed by 9.00 PM.

Recently, we have started a canteen to cater to the needs of the students, faculty and staff.

Counselling Services

The TISS Tuljapur Campus has a Counseling Centre (CC). There is a full-time trained professional Counselor to provide counseling services in the Campus. The counselor helps the students with their day to day concerns as well as catering to their overall well being. The CC conducts workshops regularly on topics relevant to increasing the capacities of the students viz; "Time management", "Stress management", "Building emotional resilience, "Dealing with relationship issues" and "Enhancing inter-personal relationships". The counselor also works in collaboration with the Career Guidance and Placement Cell in preparing the students for placement interviews.

The CC maintains a notice board where posters, charts, write-up, useful information and cartoons pertaining to various psycho-social issues are exhibited. The email is yet another medium of communication for the students and the Counseling Centre wherein students can write to the counselor for appointments or asking for help. The email service is also used to inform students about workshops, to send articles and even communicate for follow ups.

Health Insurance

The Tuljapur TISS Campus has a Group Mediclaim and Group Personal Accident Insurance Policy for students, the details of which are hosted on wwww.tiss.edu/insurance.

SPORTS, MUSIC AND RECREATION

The TISS Tuljapur Campus is fully equipped with along with the infrastructure for several out-door sports like football, basketball, cricket, badminton, volleyball, kho-kho, etc. Indoor games like table-tennis, Carom, Chess are also available for the students. All Sports and Gym activities are conducted under the guidance and supervision of a qualified and experienced Physical Instructor appointed at Tuljapur TISS Campus. There is a three storey Gymkhana Building in Tuljapur Campus. The Gym is located on the ground floor of the Gymkhana Building and is well equipped with all the latest equipments.

The students organise friendly sports and games (both outdoor and indoor) and the Annual Sports Day is a much awaited day which is organised by the sports committee. A separate music room equipped with various musical instruments has been made available for the students. Interested students can learn music under the supervision of trained/competent musicians.

There is an Amphitheatre with seating capacity of 500 students where students organise cultural activities, debates, film shows, academic discussions etc.

LOCATION, ACCESS AND COMMUNICATION

Location

The Tuljapur Campus of the Tata Institute of Social Sciences is situated on the North-West hills of the Tuljapur town on Apsinga Road. Tuljapur town is in Osmanabad district of Marathwada region in

Maharashtra. It is spread across on 100 acres of land filled with numerous varieties of trees, plants and birds. The Campus is situated on hill plateau and at its one end, there is a valley (Ramdhara Dam) and at its other end, there is forest cover. One can find rare species of birds, peacocks, rabbits, and deer in this picturesque environment .

Access

It is on the National Highway No. 211. State Transport buses from Mumbai, Aurangabad, Sholapur, Pune, and other cities (and buses from Karnataka and Andhra Pradesh) pass through Tuljapur town. The nearest railway stations are Osmanabad and Sholapur. Most trains from Mumbai and Pune towards the south pass through Sholapur. Some of the major trains are: Siddeshwar Express, Udyan Express, Konark Express, Karnataka Express, Hutatma Express, Jayanti Janata Kanyakuamari Express, Chennai Express, Hussain Sagar Express, Kurla Coimbatore Express, etc.

Postal Address	:	Tata Institute of Social Sciences
		Tuljapur Campus (School of Rural Development),
		Apsinga Road, P.B. No. 9, Tuljapur-413 601,
		District-Osmanabad, Maharashtra, India.
Tel. No	:	(02471) 242061, 9270105222 /23 /24 /25 /26
Fax No	:	(02471) 242061
E-mail	:	info.srd@tiss.edu
Website	:	www,tiss.edu

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.** (Centre for Application Relationship and Engagement) **Helpline**

022-25525252

TISS Guwahati

Programme-specific Details of Master's Degree Programmes (2013–2015) at TISS Guwahati

VISION AND MISION

The Vision is to develop the TISS Guwahati Campus as a world -class social sciences institution to create human resources and knowledge base contributing to building just and peaceful societies across the North-Eastern States.

The Mission of TISS Guwahati Campus is to commit its resources to professional education and training of human service professionals, social science research, capacity-building of local institutions, and collaboration with universities across the world, knowledge sharing through networking and linking of think tanks and offering consultancy services.

GEOGRAPHICAL MANDATE

TISS Guwahati will cover the following states: Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. While the main campus will be located in Guwahati, each of the other seven states will eventually have a centre to undertake training, research and outreach programmes. The TISS Guwahati will collaborate with other universities and institutions in India and other countries to meet its objectives.

Specific Objectives of the Guwahati Campus

- Provide high-quality professional education in the inter-disciplinary areas of Environment, Habitat, Social, Health and Management Sciences at the undergraduate, post-graduate and doctoral levels

- Create strong research capability in the region to generate cutting-edge knowledge in sustainable development, climate change, conflicts, peace and security, public health, public policy, governance and other areas of concern for the region

- Develop new models of development practice theories, and conceptualise new methods of intervention within social work practice

- Capacity building of personnel from the government and civil society groups in the areas of social development, leadership, governance, peace and security building, programme planning and implementation, and a range of other emerging issues

- Position a large group of scholars to provide research, policy and programme analysis and consultancy support to government, industry and civil society groups

- Demonstrate innovative approaches to social entrepreneurship, sustainable development, skill development; work with children, women, elderly and other groups and issues

- Collaborate with universities, institutions and groups in the NER to strengthen and facilitate teaching, research, training and knowledge dissemination work

- Facilitate debate on critical aspects of transformation in economy, society, culture, and environment through seminars, conferences, and roundtables, involving the State and non-State parties

- Strengthen ties with TISS alumni from the NER by maintaining a database and conducting regular meets

TISS proposes to establish a fully residential campus housing 1000 students (as per agreement with Ministry of Development of North Eastern Region – DONER - 66% of seats reserved for students from

eight North Eastern States). The Guwahati campus will maintain a teacher-student ratio of 1:14; and faculty-administrative staff ratio of 1:0.5. Additional faculty have been recruited in order to strengthen the academic programme in the coming academic year, 2013-2015. Visiting faculty from within and outside the TISS fraternity will be sourced on specialised topics.

TEACHING PROGRAMMES

M.A. ENVIRONMENT, ECOLOGY AND SUSTAINABLE DEVELOPMENT

Rationale

Every year the world's population increases by 78 million people; all who are rapidly consuming the earth's limited natural resources. In such a scenario, we find that there are voluminous problems that confront us - human population explosion, poverty, inequality, pollution, political manipulation of the public for corporate benefit, the abuse of public and natural resources, and the dangers of toxic emissions, to name a few. With the rise in global consciousness regarding the causes and impact of environmental damage, efforts have been made to understand these issues. By the turn of the millennium, as the dangers of global warming and the consequent climate change became evident, the limitations of a human-centric view of environment became clear. Therefore, in the recent years there has been a shift to a more holistic approach based on ecology – a view that sees humankind as part of an interconnected web of life. It becomes imperative to understand the interactions between the human systems and the natural world. We need to apply critical thinking skills with interdisciplinary scientific analysis if we are to have long-term and sustainable solutions for the benefit of current and future generations. Individuals and groups working in industrial and development sectors need to understand the possible impact of their activities on the environment and make plans accordingly. Similarly, for professionals working with NGOs and people's movements, an understanding of these issues is essential if they are to effectively intervene to ensure that environmental concerns are respected in projects that affect the communities with which they work.

All the courses in the proposed MA programme will work towards an elaborate understanding of Environment, Ecology and Sustainable development. The programme is a combination of theoretical knowledge, awareness of contemporary environmental issues and fieldwork experiences. The aim of the course is to provide knowledge and skills to the students, which will help them understand the existing problems effecting our environment, possible ways to reduce such impacts and increase awareness in communities. This professional course will give students the opportunity to understand the institutional structures concerning environment, both at the local and international level, as well as the policies, issues and problems of India and strategies to address these.

By the end of the course students will be able to understand

1. human-environment interaction and the different approaches to studying environment and ecology.

2. interrelationships of resource use, economics, politics and their impact on the environment;

3. environmental issues and their linkages to politics of development at the local, regional and global level.

4. issues in environmental economics and natural resource economics.

5. problems and debates of developing countries.

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	F 1	Foundation Course	6
	C3	FC- Introduction to issues in the North East	2
	C4	Introduction to Ecology and Environment	2
	C5	Perspectives on Ecology and Environment	2
	C6	International Systems and Institutions in Environment and Ecology	2
	C7	Development Theories	4
II	C8	Research Methods-I	2
	C9	Environmental Economics	2
	C10	Common Property Resources	2
	C11	Ethno ecology and Indigenous Knowledge	2
	C12	Climate Change and Development	2
	C13	Biodiversity and Wildlife Conservation	2
	C14	Sustainable Development-I	2
	C15	Technology, Society and Development	2
III	C 16	Ecology in India	2
	C17	Environmental Policy and Law	2
	C18	Research Methods II	2
	C19	Environmental Conflicts and Movements	2
	C20	Sustainable Development-II	2
	C21	Industrialisation and Urbanization	2
		Practical (any 2) Natural Resource Management Biodiversity Conservation Hill Area Conservation	6
IV	C22	EIA and SIA	2
	C23	Environmental auditing and Environmental Management Systems	2
	C24	Environment Management in Rural Development	2
	C25	Disaster Management and Natural Hazards	2
	C26	Gender and Development	2
	C27	Dissertation	4

Eligibility: Bachelors in any discipline, minimum of 3 years

M.A. SOCIAL WORK

Rationale

Social work with its simultaneous focus on human dignity and quest for Social Justice has evolved into a generalist profession which combines skill-sets and methods known to and employed by professionals according to the situation at hand. With only few universities in the North East region providing Social Work Training at a Masters level, it becomes all the more pertinent for TISS with its 75 years of experience in Social Work and Social Sciences education and research to step in. The curriculum has been designed keeping the needs of the country as well as the region in mind, while retaining the global ideals of TISS

and the social work profession. The proposed curriculum draws from the existing programmes in TISS Mumbai and extends the scope to include some changes and combinations in keeping with the needs and aspirations of the region and the profession in general.

TISS has over the years been engaged with the North East Region through various Government Projects, support to universities and NGOs and also through the network of its alumni from the region. From this association emerged the need to train young workers with a heightened sensitivity to issues concerning the people and environment around them as well as an ability to view and respond to situations as required. The Guwahati Campus of TISS was envisioned with the idea of reaching out to the area. TISS – Guwahati Campus now offers an MA in Social Work in following specialisations:

1.   Community Organisation & Development Practice

2.   Livelihoods and Entrepreneurship

3.   Counseling

4.   Public Health

5. Labour Studies and Social Security

The M.A. in Social Work programmes provide research and practice within a framework that is in tune with the existing and emerging needs and realities of India and the North East region while providing the larger picture of developmental and human professions around the world. The course objectives are to create Social Work professionals who are in a position to respond to the area and also take on the role of development workers elsewhere in the country and abroad. It would help the students develop a comprehensive interdisciplinary knowledge, skills and attitude on a range of issues pertaining to development, communities, social entrepreneurship and the cross sectional aspects of the same. The students after graduating can act as a catalyst to bring about positive change in society using enterprise and an in-depth understanding of communities and their environment within a framework of social work values.

Course Structure

All the courses in the proposed MA program will work towards a specialized understanding of the Social Work discipline, its knowledge and skills; and its connections with the social sciences, humanities and life sciences. The effort is to train individuals into professional workers and practitioners who emerge from the program with a sound understanding of the principles and skills of social work blended with an enhanced understanding of communities, society and the dynamics within. The students should be able to combine methods known to professionals according to the situation to best possible results; apply the skill set at multiple levels.

Distribution of Credits

Courses	Credits
Foundation Course- 6 Social Work Skill courses - 3	18
1.Community Organisation & Development Practice 2. Livelihoods and Entrepreneurship 3. Counseling 4. Public Health 5. Labour Studies and Social Security For each of the specialisations: - Domain knowledge courses – 8 - Practice Courses- 3	24
Field Work Year I	12

Courses	Credits
Field Work Year II	12
Dissertation	6
Rural Practicum	Non credit-compulsory
TOTAL	72

For curriculum framework for the following specialisations see, description given for these programme courses offered at the Mumbai campus.

1. Community Organisation & Development Practice

2. Livelihoods and Entrepreneurship

3. Counselling

4. Public Health

Labour Studies and Social Security

The M.A. Social Work Program in Labour Studies and Social Security has been initiated with the objective of preparing academically sound labour studies experts and labour policy professionals. The main objective of the programme is to provide an in-depth understanding of the changing nature of the employment pattern and employment relations on the one hand, and the role of different socio-economic and institutional factors on this changing nature on the other. The programme starts with the conceptual and theoretical understanding of functioning and dynamics of the labour market. It then introduces the emergence of the informal sector and informal employment with the process of industrialisation and how the working class is bringing up the rear from their social security i.e, how workers are denied the benefits to reduce their deprivation which include benefits from employer, work safety, wages and also benefits from the state.

Further, the efforts are made to introduce the debate on the liberalisation and employment generation, the role of trade union and labour movement, rural-urban migration, and the role of education, caste, class and gender in the labour market, the role of corporate governance, occupational safety and health. The course also focuses on the intense debate on the impact of labour laws on employment generation. Considering the need for building professional capabilities for the job market, the course provides the training and knowledge related to methods and statistical packages which include SPSS, STATA and E-Views. At the end, the course offers the students field exposure in terms of writing a dissertation on the relevant topics.

The key features of this programme are:

- Focus on the perennial problem of unemployment, underemployment and informal employment in Indian economy in general, and developing economies in particular.

- An in-depth understanding of the conceptual and theoretical understanding of different socio-economic and policy relevant issues pertaining to the labour studies.

- The multidisciplinary nature of the course that assembles concepts, theories, field experiences and knowledge of statistical skills from social sciences, natural sciences, engineering, law, and other fields.

Pedagogy

The pedagogy will consist of theoretical inputs coupled with reflections drawn from the students' own experiences in field work and in the past. Emphasis will be on self learning and library work. There will be a mix of lectures (input sessions) and tutorials (discussion and reflection by students) in order to encourage critical analysis of issues discussed in class and preparation for the same prior to class. The fact that western paradigms dominate social work and social sciences education has been long known. However, as Ejaz (1991) reflects in her study, Indian social work has emerged and adapted owing to the

experiential pedagogies that social work educators adopt. There is therefore a two-fold learning that takes place and informs social work praxis - classroom inputs and learning from the field.

Students would be divided into groups early on to encourage reading and group learning. The evaluative mode is structured to encourage analysis and applications of the theories and concepts learnt. The curriculum is structured to provide time for self study and a reflection over the concepts learnt in class. There are a number of workshops built into the curriculum design in order to bring the students together in groups large and small on varying issues and topics to encourage experiential learning. These workshops will be non-credit but compulsory and will be linked to core coursework in the following semesters.

Field Work

The field work in the social work curriculum is designed to provide a practical grasp of the societal issues and complexes. Given the geographical location of the north east campus, the students will be encouraged to work in and around Guwahati on a multitude of issues, and take up internship during winter and summer vacation in different parts of eight North Eastern States. Thus, in order to respond to the state and region specific issues internships, block placements, research projects will be structured.

The field work will be in the block form in all 4 semesters. As far as experiential learning goes, field work provides ample scope for learning from the various settings and also facilitates learning among the classmates of issues and settings different from theirs. The purpose of the field work curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession's knowledge base, perform direct social work practice skills and act according to social work ethics and values. The field work will be planned to take on from and feed into the input sessions.

At the agency placement, the student will have the opportunity to integrate theory and practice, and, as such, connect the theoretical and conceptual contributions of the classroom with the world of practice under the care and guidance of the Field Work Supervisors.

Much of the attitudinal and skill components of the curriculum will be realised through field work. As a means to facilitate the same, field work seminars will be held at the end of each academic year, where the students can present and discuss the realities in their field work situation. This will ensure that students are exposed not only to their field work setting but to a whole variety of issues and intervention styles.

Rural Practicum

A student of the MA in Social work will be expected to possess a good grasp of the analysis of poverty and issues concerning development. Since the programme will be offered in the Guwahati campus, students will be placed in organisations and communities in and around Guwahati for their first year field work. For their rural practicum, the students will be encouraged to explore rural areas and work in areas beyond the North East. This is to expose students to the idea of 'rural' and the complex of problems and issues concerning the rural. Many of the students in the North East might come from a rural background themselves, but positioning themselves as social workers will mean looking at the rural and rural issues with a new lens. This will aid the students in developing an understanding of the major patterns of discrimination, exclusion and issues of social and environmental justice when working for the people.

The Rural Practicum will take place at the end of the 2nd semester and will be a compulsory, non credit component of the 2 year programme. The duration of the practicum will be 2 weeks.

Dissertation

An original master's thesis will be a requisite at the end of this programme for all students of the MA programme. Students will undertake supervised research projects, to be submitted at the end of the year. In keeping with the School of Social work practice, the distribution for the dissertation will be between the process of research (30%) and the outcome of the research (70%). The students will be aided by workshops on research and writing research. The aim of these workshops will be to help the student articulate the research questions and design a strong, compelling research.

FACULTY

Prof. S. Parasuraman   Director
M.Sc. (Pune), C.P.S. (IIPS),
D.P.D. (ISS, The Hague), Ph.D. (Mumbai)

Prof. Neela Dabir   Deputy Director (Administration)
M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)

Prof. Virginius Xaxa   Deputy Director
M.A. (Pune), Ph.D. (IIT Kanpur)

Dr. Sanjay Barbora   Associate Professor
M.A., M.Phil. (D.U.), Ph.D. (NEHU)

Mr. Vidhyadhar Gadgil   Associate Professor
M.A. (TISS)

Dr. Mariette Correa   Associate Professor
M.A. (TISS), Ph.D. (Mysore)

Ms. Meghali Senapati   Assistant Professor
M.A. (TISS)

Ms. Navaneeta Deori   Assistant Professor
M.A. (D.U), M.Phil. (JNU)

Dr. Abhinandan Saikia   Assistant Professor
M.Sc. (Dehradun), M.Phil., Ph.D. (JNU)

Ms. V. Sawmveli   Assistant Professor
M.A ., M.Phil. (University of Hyderabad)

Dr. Uma Maheshwari   Assistant Professor
M.A., M.Phil, Ph.D (JNU)

Ms. Samhita Barooah   Assistant Professor
M.A. (D.U.)

Dr Indrajit Bairagya   Assistant Professor
M.A. (Vishwa Bharati), Ph.D. (ISEC, Bangalore)

Prof. Udipana Goswami   Visiting Professor
M.A. (D.U), Ph.D. (JNU)

Prof. Biwajit Chakravorty   Visiting Professor
(Retd.) Professor of Statistics, Cotton College, Guwahati

Prof. Saibal Sengupta   Visiting Professor
Dept. of Zoology, Arya Vidyapeeth College, Guwahati

Dr. D. Raghnandan   Visiting Professor
Director, Centre for Technology and Development (Society for Economics & Social Studies); Climate Change Scientist

Prof. Vivek Bhandari   Visiting Professor
Ph.D. (Penn), History

LOCATION, ACCESS AND COMMUNICATION

Address   :   14 A, Bhuban Road, Uzan bazaar, Guwahati 781001, Assam

Phone No.   :   91-361-2510342/2736765/2736536

Fax   :   91-3614210423

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.**
(Centre for Application Relationship and Engagement) **Helpline**

022-25525252

TISS Hyderabad

Programme-specific Details of Master's Degree Programmes (2013–2015) at TISS Hyderabad

INTRODUCTION

It was at the invitation of the Government of Andhra Pradesh (GoAP) that TISS accepted to establish a campus in Hyderabad. TISS is in the process of setting up a 100 acres campus, slated to be ready by early 2014. The GoAP has provided interim campus space at the AMR-Andhra Pradesh Academy of Rural Development (APARD), Rajendranagar, Hyderabad. The campus is situated amidst several other academic institutions like NIRD, MANAGE, Agricultural University and Council for Social Development.

The plans for development of campus on 100 acres land in Kothur Mandal, Mahbubnagar reflect the values of the Institute with a warm and welcoming environment for young people. Its construction is ecologically sustainable, accounting for energy use, green cover, water use and reuse and disability access. Plans are afoot to have the operations of the new campus to commence from March 2014.

The interim campus space located in AMR-APARD campus in the premises of S.R. Sankaran Block is equipped to offer academic programmes till the TISS Hyderabad campus in Kothur Mandal is constructed. All support services for students have been put in place.

VISION AND MISSION

TISS Hyderabad is envisioned as an institute of global standards, committed to foster high quality education, research and outreach that contribute to building just, peaceful and secure societies.

Closely connected with the vision of TISS, the Institute at Hyderabad will nurture excellence in knowledge production and sharing that explores fresh ground in defining social sciences and its relevance in building human services professionals on the one hand and strengthening people's knowledge, right to education and ecologically sustainable livelihoods on the other.

TISS-Hyderabad has a key idea of converging excellence with relevance.

The Hyderabad campus will work towards its vision by

- Creating an institution of excellence in higher education in social sciences that offers a high quality learning environment for national and international students and scholars.

- Building new knowledge with strong basic and grounded research and practice.

- Strengthening research and practice skills in planning, policy making and programme management at all levels of governance structures.

OBJECTIVES

- Create an institution of global excellence in higher education in social sciences with a learning environment friendly to local communities, national and international students and scholars.

- Facilitate knowledge generation in applied and trans-disciplinary social sciences in a pluralistic learning environment with students and scholars, particularly from the South Asian region as well as global South and North.

- Generate knowledge that respects people's living wisdom and experiential knowledge, particularly rural women, youth and marginalised groups; and builds their capacities through knowledge hubs.

- Generate critical knowledge on decentralised governance and citizenship rights and entitlements; inclusive growth and entrepreneurship among marginalised people; rapid expansion of welfare and development; and mitigation of conflicts.

- Demonstrate innovative programmes realising right to education, ecologically sustainable livelihoods and entrepreneurship models; and

- Facilitate multi-stakeholder dialogues on policy, enabling informed debate and decisive action for inclusive growth, social justice, resource conflicts and other emerging areas of critical importance.

ORGANISATIONAL STRUCTURE

TISS Hyderabad came into being with the approval of the Academic Council and the Governing Board of the TISS. Hence the governance and functioning the campus abides by the Institute's philosophy, mission and values set out under the guidance of the Governing Board and Academic Council. The Registrations under Societies' Registration Act and Public Trust Act of the Tata Institute of Social Sciences are valid for TISS Hyderabad as well. TISS, Mumbai provides oversight to matters of admission, instruction, evaluation of TISS Hyderabad and confers TISS degrees.

The Director of TISS, whose position is equivalent to that of the Vice-Chancellor of a University, is the academic and administrative head of all the Institutes of Tata Institute of Social Sciences. A Senior Professor holding the position of the Deputy Director, equivalent to a Pro-Vice Chancellor of a University, heads TISS Hyderabad.

CURRENT COLLABORATIONS AND ACTIVITIES

- TISS has entered into a Memorandum of Understanding (MoU) with the Andhra Pradesh Academy of Rural Development, Hyderabad, to offer courses and undertake collaborative work in 2009. A 3-month Certificate course in 'Rural Development and Decentralised Planning (RD&DP)', carrying 24 credits (360 hours) has been designed and has been delivered since 2009 to four batches of predominantly government functionaries from the Rural Development, Panchayat Raj departments; functionaries from the NGO sector and young graduates interested to work in the rural sector.

- TISS has entered into a MoU with Osmania University in 2010 to strengthen social sciences education and carry out collaborative research.

- TISS has a MoU with Azim Premji Foundation in 2011 to facilitate the promotion of initiatives in the field of Education, Research and Technical interchange in all areas of institutional activities. The Azim Premji School of Education has been set up with financial support from the Foundation. Faculty recruitment and commencement of academic work in preparation for the new academic programmes began from mid June 2011.

SCHOOLS AND CENTRES

With a view to meeting the objectives that TISS Hyderabad has set for itself, different Schools and Centres, some that have commenced work and few that are to commence:

1. **Azim Premji School of Education**
   - Centre for Teacher Education
   - Centre for Higher Education (Research and Institutional Development)
   - Equal Opportunities School (for children from Kothur Mandal, faculty and staff)

2. **School of Livelihoods**
   - Centre for Decentralised Planning and Governance
   - Centre for Climate Change and Natural Resources Management
   - Centre for Sustainable Livelihoods and Development

3. School of Social Entrepreneurship

- Centre for Ideas, Innovations and Design

4. School of Vocational Education

- Community College

5. School of Management and Labour Studies

- Centre for Human Resources Management
- Centre for Labour Studies
- Back to School' Executive Centre

6. School of Public Health

- Centre for Social Sciences and Health Research
- Centre for Health, Nutrition, Water and Sanitation

7. School of Policy and Governance

- Centre for Peace and Conflict Studies
- Centre for Globalisation and Governance Studies
- Centre for Women's Studies & Research

LIBRARY AND E-RESOURCES

The effort to establish a well-equipped library at TISS, Hyderabad has already begun. More than 2000 books are available and many more books are going to be acquired in the next couple of months. The availability of the books is linked to the teaching programmes that the Institute is introducing in its first academic year. As a result the library collection includes books pertaining to the areas of History, Sociology, Economics, Political Science and Psychology. In addition to the broad spectrum of Social Science books, the library also has select titles in the subject areas of Mathematics, Science, Language, Literature, Education, Women's Studies and Development. Additionally, the library houses books and back volumes of journals donated by individuals and institutions.

Together with the effort to set up a full library on its premises, the Institute has also initiated the process of setting up collaborative arrangements that will enable students of TISS Hyderabad to access the library resources of other Universities and institutes in the city. Access to the e-resources of the TISS Mumbai library is also available to all students. The library has reading area as well as computer browsing facilities.

ACADEMIC ARCHITECTURE OF THE MASTER'S DEGREE PROGRAMMES AT TISS HYDERABAD

Duration of the Degree Programme

The Masters degree programmes being offered from Hyderabad are full time programmes. The duration of these programmes is four semesters spread over two academic years. The medium of instruction is English. Due to health or any other personal or professional reasons, if students are unable to complete the programme in two years, their registration is valid, subject to TISS official rules, for five years from the date of admission.

Cornerstone of the Programmes

All academic programmes follow methods of teaching that involve classroom lectures, seminars, presentations, field exposure, carrying out research, conducting data analysis, engaging in group discussions

and role-plays. Field based exposure to villages and rural development programmes will be within the State from where the programme is offered with a possibility of extending to other states of India.

The programmes are specifically designed keeping the following key foundational ideas:

(a) Focus on the Individual: The programmes aspire to create an environment of team spirit and professional integrity. Efforts are directed towards developing leadership in these fields. Hence, throughout the programme, opportunities will be provided that will help students to expand their understanding of the subject matter, the broader debates in the field, critical analysis of the same, potential to contribute through learning and self reflection. Personal interaction with faculty members is an important feature of training at TISS. Faculty members are always available for personal consultations, guidance and mentoring.

(b) Readings, Discussions and Assignments: All courses within programmes follow the readings based mode of classroom engagement mediated by the Faculty and often led by students. This learning is complemented by lectures by faculty members, visiting resource persons from the Government, industry, other national and international Universities, NGOs, community based organisations; social movements, artists, filmmakers and activists. Preparing for the classes and submissions of term papers and assignments facilitate the building of community, camaraderie and humility among students at a personal level. The exposure of the outside within the classroom provides opportunities to students to undergo a wide range of experiences in formal and informal ways. The students learn to communicate effectively and work in-group situations.

(c) Comprehensive Learning: The TISS Masters programmes are specially crafted to make learning effective through an engagement either within the semester or at the end of each semester. The components of the programmes have been designed to enhance the student's ability to understand social realities through critical concepts and theories on the one hand, and attempt to measure or test their relevance on the other. The curriculum is designed to develop confidence among students to grapple with theoretical propositions, quantitative and qualitative data sets and their analysis, research, social mobilisation and advocacy.

(d) Exposure to Field Realities:

Academic programmes in TISS are known for their unique focus on exposing students to field realities and building their ability to learn through observation, while striving to create an openness to learning from individuals with different levels of formal learning with respect. Students learn to withstand difficulties and uncertainty as a result of learning hands on while being in the field. The students are placed in community settings, non-governmental organisations and government organisations as part of learning or conducting research or developing intervention strategies (the objectives vary depending on the programme).

M.A. EDUCATION

The field of education has a dearth of professionals who have the capacity to develop curriculum, train teachers, conduct evidenced based research to influence education policies, stregthen the pedagogy of discipline-based teaching at various levels of education, administer educational institutions and provide leadership in achieving educational goals.

The Masters programme in Education to be offered from the academic year 2013–14 from TISS Hyderabad will attempt to address this gap in the field of Education. This course will have significant commonalities with the MA Education (Elementary) programme, which is being offered from TISS Mumbai since 2005, in terms of its intent and structure. While both the teaching programmes seek to contribute to the professional isation and discipline building of education in India, the MA Education will be different from the earlier programme in certain respects. The effort of the MA Education (Elementary) programme has been to strengthen elementary education while the MA Education programme will seek to build a focus on all levels of education ranging from pre-school and school to higher education.

Objectives of the Programme

The overall objective of the programme will be to develop capacities of students for academic study of education with a view to facilitating their active immersion and self-reflexive involvement at the ground level whether as teachers/teacher educators or textbook writers/policy makers or in a range of capacities associated with the field of education.

The M.A. Education programme will

- enable sustained and critical engagement with the discipline of Education especially as it has emerged and expanded in India

- develop an understanding of how Education has been shaped by subjects such as Philosophy, Sociology, History and Psychology, which are regarded as its foundational disciplines

- equip students to special ise in areas of their interest with regard to different levels of education ranging from preschool, elementary or secondary schooling to higher education and

- develop the skill set and competency in strengthening students ability to engage with all aspects of policies and programmes in the field of education.

Career Opportunities

Diverse career choice would be open to students completing the MA Education programme including in all those locations that engage with education such as governmental (NCERT, SCERT, University and college departments) and non-governmental organisations together with funding agencies that focus their work on education. Students would have the option of entering the teaching profession (as teachers or teacher trainers) or developing curricula or becoming educational administrators, counsellors or researchers of education.

Programme Structure

The MA Education programme spread over two years will be offered as a full time course in contrast with the MA Education (Elementary), which is offered in the blended mode. Through a combination of core and optional courses, the programme will aim at ensuring that students are well equipped with foundational knowledge while also being able to pursue interests of their choice.

The I and the II semesters will include core courses that are focused on

- Sociology of Education

- Philosophy of Education

- History of Education

- Economics of Education

- Cognition and Education

The students will undergo training in quantitative and qualitative aspects of conducting research; will develop skills in analysing large data sets; build competencies in assessing, evaluating and monitoring programmes and critical administrative and mangerial abilities to contribute to the field.

The optional courses will be of two kinds: i) curriculum and pedagogy related and ii) thematic. Accordingly the courses will be grouped under these heads and students will have to choose their optional courses from both categories. The optional courses offered will be:

- First Language Pedagogy

- Pedagogy of Mathematics

- Pedagogy of Social Sciences

- Science Education

- Pedagogy of Higher Education

- Education, Leadership and Management

- Teacher Professional Development

- Teacher Education

- Gender and Education

- Education Policy

- Social Justice and Education

- Education and Development

Field Attachment is an important component of the programme. It is aimed at providing the student with an opportunity to engage closely with the field through a topic chosen as part of one of the courses selected by the student. The field attachment will include elements of research, writing and documentation.

M.A. RURAL DEVELOPMENT AND GOVERNANCE

This programme covers recent thinking on decentralisation, local governance, participatory and inclusive rural development and introduces the most up-to-date methodologies and approaches for the facilitation of multi stakeholder processes, social learning and change. This course will explore new paths of engagement with citizens in governance that is transparent and accountable, and explore new ways of positive engagement with the system, to bring about change together.

The aim of this course is to build capacities to strengthen development and rural development work through a strong cadre of young professionals who will have a comprehensive grip on theoretical understanding, along with analytical skills and experiential learning over the two years of the academic programme.

Specific Objectives

- To build perspectives on rights frameworks and enculture development ethics

- To equip with comprehensive understanding and critical analysis on paradigmatic shifts in rural development

- To impart knowledge on various governance structures comprising state, market, civil society and community and their implications on the livelihoods, especially of the poor

- To build the capability through various skills and tools to engage in participatory and primary research for a thorough and critical analysis of development and governance scenarios

- To expose students while engaging in experiential learning to internalise rural environs, institutions and initiatives

Eligibility

The course is open for young graduates who have a Bachelors degree with a pass class cleared in one sitting. The course is also open for development practitioners, policymakers, government line ministry staff and programme managers, to engage in complex local governance processes. It is suitable for government officials of different levels, project and programme managers, policy makers, consultants, NGO staff, staff from federations of community organisations or private sector organisations.

Employment Opportunities

In the post-1973 amendment scenario and the strengthening of Panchayat raj institutions there is a huge demand in the planning and implementation of rural development programmes. These programmes include centrally sponsored schemes implemented by different departments. The opportunities with Government sector seem to be ample. Another area that can be tapped into is the banking sector

(both public and private) which is hiring rural development officers for their agribusinesses, rural entrepreneurship, micro finance and rural infrastructure support programmes.

Apart from employment in the Government and the NGO sector, several students would have high preparedness to appear for Union and State services examinations as well as to pursue MPhil and PhD. Whichever the path the students may choose to take, the course would have contributed to building critical perspectives in the minds of these students.

Curriculum Framework

The Rural Development and Governance programme is covered over 4 semesters with 67 credits. The course work for the programme is governed with the following goal:

• Strong values through a set of foundational courses that provide the basis for understanding policy, programmes and field based issues;

• Theoretical and conceptual understanding to develop the ability to engage with abstractions and empirical realities with equal ease;

• Analytical, problem solving, planning and project management skills to facilitate the comprehension of large data sets, unpack policy perspectives, generate sensitive qualitative data and implement programmes;

• Strong field based learning to comprehend micro, meso and macro issues and

• Build cadres of individuals with sound knowledge, ability to handle challenges and have the commitment to make a difference to the field of rural development.

The curriculum framework has therefore been envisioned to help build all the above objectives across the four semesters with a fair mix of each of the program requirements.

Semester-wise Listing of Courses

Semester	Course Code	Course Title	Credits
I	FC	Foundation Course	6
	RDG 3	Development Theories–1	2
	RDG 4	Political Science	
	RDG 5	Theories on State and Institutions	2
	Workshops		
	RDG 6	India's Development Experience-1: Agriculture & Industry	2
		Academic Writing & Communication Skills (Workshop-1)	(Compulsory – non-credited)
	RDG-EL1	Experiential Learning:: Understanding Rural Society	4
II	RDG 7	Social Justice Theories & Processes	2
	RDG 8	Development Theories – 2	2
	RDG 9	Quantitative & Qualitative Methods & Analysis	4
	RDG 10	Working with Rural Communities	2
	RDG 11	Political Economy of Agriculture, Land & Labour	2
	RDG 12	Ecosystem, environment & natural resources	2
	RDG 13	Public Policy, Decentralised Governance and Institutions	2
	Workshops		
	RDG-14	India's Development Experience – 3 (Conflicts over resources, identities & movements)	1

Semester	Course Code	Course Title	Credits
II		India's Development Experience – 4 (Gender, Dalit & Tribal issues)	1
		India's Development Experience – 5 (Health, Education. & Social Protection)	1
	RDG-EL 2	Experiential Learning:: Understanding institutions & implementation of National Rural Development programmes	4
III	RDG 15	Law, Policy & Institutions	2
	RDG 16	Understanding Poverty: Approaches & Measurement	2
	RDG 17	Critical Understanding of National Rural Development Programmes	2
	RDG 18	Gender and Development Practice	2
	RDG 19	Non-farm and Non-market Economies & Livelihoods	2
		Elective 1	2
	RDG 20	Livestock & Fisheries	2
	Workshops		
		Exploring Data: Databases, SPSS and Making Meaning	
		Understanding Self & Emotions	
	RDG-EL 3	EXPERIENTIAL LEARNING:: Understanding Innovations & Initiatives	4
IV	RDG 21	Social Entrepreneurship, Markets & Marketing	2
	RDG 22	Project Management	2
		Elective 2	2
	Workshops		
		Financial Management	
		Understanding Budgets	
		Field placement based dissertation & viva voce	6

Note: This listing is provisional and may change.

FACULTY

Prof. S. Parasuraman　　　　　Director
M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai)

Prof. Lakshmi Lingam　　　　　Deputy Director (TISS Hyderabad)
M.A. (Andhra), Ph.D. (IIT Bombay)

Prof. Neela Dabir　　　　　Deputy Director (Administration)
M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)

Dr. Padmini Swaminathan　　　　　Professor
M.A., Ph.D. (Mumbai)

Vindhya Undurti　　　　　Professor
M.A., Ph.D. (Andhra)

Dr. A.V. Satish Chandra　　　　　Professor
M.A. (JNU), M.Phil. (Univ. of Hyderabad),
Ph.D. (Political Science, Osmania Univ.)

Dr. Maxine Berntsen　　　　　Professor
Professor Emeritus, M.A. (Columbia Univ.),
Ph.D. (Univ. of Pennylvania)

Mr. Palla Narendra Babu   Associate Professor
B.Tech. and M.Tech. Water Management (JNTU)

Dr. Sunny Jose   Chairperson, Admissions and Student Affairs
M.Com. (MSU), M.Phil., Ph.D. Economics (JNU)

Dr. Rekha Pappu   Chairperson, Social Protection Cell
M.A, M.Phil, Ph.D. English (Univ. of Hyderabad)

Dr. Jayasree Subramanian   Chairperson, Azim Premji Centre for Education
M.Sc. (Thiruchirapalli),
Ph.D. Mathematics (Univ. of Hyderabad)

Dr. Sujoy Datta   Assistant Professor
M.S. (ISS, the Hague),
Ph.D. Development Economics (NUS, Singapore)

Dr. Ritesh Khunyakari   Assistant Professor
M.Sc. (Univ. of Pune),
Ph.D. Science Education (TIFR, Mumbai)

Dr. Nilanjana Ray   Assistant Professor
M.S. (Allahabad), Ph.D. (Modern History, Univ. of Allahabad),
Ph.D. (Social Work, Washington Univ. at St. Louis, USA)

Dr. Srinivas Surisetti   Assistant Professor
M.S. (Nagarjuna Univ.), Ph.D. Social Work(Andhra Univ.)

Dr. Narasaiah Inugurthi   Post-Doctoral Fellow
M.A. (Venkat. Univ.), M.Phil., Ph.D. History (Univ. of Hyderabad)

Dr. Surya Prakash Upadhyay   Post-Doctoral Fellow
M.A. (Univ. of Allahabad), Ph.D. Anthropology (IIT-Bombay)

Dr. Venkat Raju Bojja   Post-Doctoral Fellow
M.A., Ph.D. Medical Anthropology (Univ. of Hyderabad)

Mr. Siddhardha Kumar   Research Fellow
M.A. (Hyderabad), M.Ps (IIPS), M.Phil. (JNU)

Mr. M. Ravi Kumar   Research Fellow
M.A., M.Phil. (Hyderabad)

Ms. Neha Dhingra   Research Fellow
M.A. (TISS)

Ms. Binit Kaur   Research Fellow
M.Sc. (York, UK)

Mr. D. Ram Prasad   Research Fellow
M.Sc (Osmania)

Mr. Srinivas Vemula   Assistant Librarian
M.A, M.LiSc (Osmania), PGDLAN (Hyderabad)

Ms. Sumangaly Suresh   Programme Coordinator
B.Sc (MGU), DPCS (NIVT)

Mr. S. Chandramouli   Programme Coordinator
APPLADS (Royal Society of Asia, UK), CIT

Ms. K. Spandana   Student Counsellor
MA in Counselling (TISS, Mumbai)

STUDENT SUPPORT SERVICES

Student's Affairs Office

The Students' Affairs Office takes care of all the student requirements on the campus. There is a Students Committee with representatives from each programme and each hostel and representative for Literary, Cultural and sports activities.

Hostel and Dining Facilities

Students are provided shared accommodation in hostels close to the campus. Transportation facilities are provided for the students to commute to and from the campus. Students are provided all their meals if they pay fees as hostellers.

Health Care Facility

A visiting Doctor to the APARD campus is available for consultation during working hours. After working hours in case of any emergency students are treated at the hospitals that are covered through the Health insurance scheme. Counselling Services are also available.

Sports and Recreation Facilities

The campus does not have designated recreation facilities yet, but students are provided opportunities for learning Yoga and exercise in a gymnasium.

LOCATION , ACCESS AND COMMUNICATION

Address : Tata Institute of Social Sciences,

II Floor, S.N.Sankaran Block, AMR-APARD Campus,

Rajendranagar, Hyderabad-500030, INDIA.

Phone Nos. : 91 40 24017701/2/3

Cell No : 08096867071

Email : tisshyd@tiss.edu

For any queries regarding any part of the admission process you may ring up **TISS C.A.R.E.**
(Centre for Application Relationship and Engagement **(Helpline)**

022-25525252