

Information Brochure for
MASTER'S DEGREE PROGRAMMES
2012–2014



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

Phone: 91-22-2552500 E-mail: admission@tiss.edu

<http://www.tiss.edu>

IMPORTANT DATES*

I	Last Date for Receipt of Completed Forms at the Institute by Post and in Person	October 29, 2011
II	Last Date for Receipt of Completed Forms at the Institute from Remote Areas/Regions	November 04, 2011
III	Written Test (at Different Centres)	December 04, 2011
IV	Announcement of Eligible Candidates on TISS website for Group Discussion/Personal Interview for all Programmes	January 20, 2012
V	Group Discussion/Personal Interview at TISS Mumbai Campus for all the programmes	March 12-20, 2012
VI	Announcement of Selection on TISS website for all the Programmes	April 06, 2012
VII	Commencement of the Academic Session, 2011-2013 M.A. Education (Elementary) All Other Programmes	May 14, 2012 June 11, 2012

* For Indian students only

For any queries, regarding any part of the admission process, you may call TISS C.A.R.E. (Centre for Applicant Relationship and Engagement):

022 - 4011 0457

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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. Accorded the status of a Deemed University in 1964, and funded by the University Grants Commission (UGC) since then, it is an Institute of national stature today.

Since its inception, the TISS has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare, and social justice. It has earned recognition as an institution of repute from different Ministries of the Government of India (GoI); State Governments; international agencies, such as the United Nations; and the non-government sector, both national and international. A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination. In recognition of its social contribution and academic excellence, it was awarded a 5-Star rating by NAAC in 2002. In 2009, TISS was reaccredited by NAAC and awarded a Grade 'A' with a score of 3.88 out of 4.

The 2011–2012 academic year is the Platinum Jubilee year for TISS.

1.1 ACADEMIC STRUCTURE

The TISS hosts 6 Schools, 4 Independent Centres, and 3 Resource Centres as indicated below:

Schools

- *School of Social Work* with 6 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; and Social Justice and Governance.
- *School of Social Sciences* with 6 Centres in Development Studies; Human Ecology; Socio-legal Studies and Human Rights; Studies in Social Exclusion and Inclusive Policy; Studies in the Sociology of Education; and Women's Studies.
- *School of Management and Labour Studies* with 4 Centres in Human

Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; and Social and Organisational Leadership Development.

- *School of Health Systems Studies* with 4 Centres in Health and Social Sciences; Health Policy Planning and Management; Hospital Management; and Public Health.
- *School of Rural Development* with 3 Centres in Livelihoods, Resources and Technology; Rights and Governance; and Welfare and Social Development.
- *School of Habitat Studies* with 3 Centres in Urban Planning and Governance; Science Technology and Society; and Water Policy and Governance.

Independent Centres

- Centre for Lifelong Learning
- Centre for Media and Cultural Studies
- Centre for Research Methodology
- Jamsetji Tata Centre for Disaster Management

Resource Centres

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

1.2 TEACHING

The TISS offers 24 Master's Degree Programmes of which there are 10 Social Work Programmes in Children and Families, Criminology and Justice, Community Organisation and Development Practice, Disability Studies and Action, Dalit and Tribal Studies and Action, Mental Health, Public Health, Livelihoods and Entrepreneurship, Women Centred Practice, and Rural Development. The other Master's Programmes are in Globalisation and Labour; Human Resources Management and Labour Relations; Social Entrepreneurship; Health Administration; Hospital Administration; Public Health in Health Policy, Economics and Finance; Public Health in Social Epidemiology; Counselling; Development Studies; Education (Elementary); Women's Studies; Habitat Policy and Practice; Disaster Management; and Media and Cultural Studies.

The Institute also offers and a Bachelor's Degree Programme in Social Work, with specialisation in Rural Development, and an integrated M.Phil.-Ph.D. Programme in Social Work, Social Sciences, Health Systems Studies, and Management and Labour Studies. Additionally,

Diploma and Certificate programmes are also offered in various fields of study. 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.

1.3 RESEARCH

The role of academic institutions like TISS in conducting pioneering research rooted in the context of societal realities, and aimed at influencing policy and practice for positive social change, is widely acknowledged. During 2010-2011, a total of 142 research and documentation projects were ongoing at the Institute and funded by Central Ministries & State governments; NGOs & Trusts; national & international organisations and industry. Of these, 16 research projects were in multi-disciplinary areas while the remaining were anchored in various Schools/Centres. The ongoing researches at the Institute are in the areas of 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.

1.4 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.

1.5 KEY POSITIONS

Dr. S. Parasuraman M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai)	Director
Dr. Lina Kashyap M.A., Ph.D. (TISS)	Deputy Director, Mumbai Campus

Dr. Lakshmi Lingam M.A. (Andhra), Ph.D. (IIT-B)	Deputy Director, Hyderabad Campus
Dr. Virginus XaXa M.A. (Pune), Ph.D. (IIT-Kanpur)	Deputy Director, Guwahati Campus
Dr. C.A.K. Yesudian M.A. (Madras), Ph.D. (TISS)	Professor and Dean, School of Health Systems Studies
Dr. C. Sengupta M.A. (Calcutta), Ph.D. (Mumbai)	Professor and Dean, School of Social Sciences
Dr. Surinder Jaswal M.A. (TISS), Ph.D. (London)	Professor and Dean, School of Social Work
Dr. Sharit Bhowmik M.A. (Mumbai), Ph.D. (Delhi)	Professor and Dean, School of Human Resources Management and Labour Studies
Dr. T. Jayaraman Ph.D. (Madras)	Professor and Dean, School of Habitat Studies
Mr. Pradip Prabhu Master of Law (Pune), M.A. (TISS)	Professor and Dean, School of Rural Development
Dr. Anjali Monteiro M.A. (Pune), Ph.D. (Goa)	Professor and Chairperson, Centre for Media and Cultural Studies
Dr. Anil Sutar M.A., M.Phil., Ph.D. (Karnataka)	Associate Professor and Chairperson, Centre for Research Methodology
Dr. Nasreen Rustomfram M.A., Ph.D. (TISS)	Professor and Chairperson, Centre for Lifelong Learning
Mr. Mahesh Kamble M.A. (TISS)	Assistant Professor and Chairperson, Jamsetji Tata Centre for Disaster Management
Dr. Arvind Tiwari M.A., Ph.D. (Sagar)	Professor and Dean, Students' Affairs
Dr. Muttayya Koganuramath M.L.I.Sc., M.Sc., I.M. (Sheffield), Ph.D. (Karnataka)	Librarian

Dr. G.G. Wankhede M.A., B.Ed. (Marathwada), M.Phil., Ph.D. (JNU)	Professor, School of Social Sciences, Liaison Officer (SC/ST Cell)
Dr. Bipin Jojo M.A. (Utkal), M.Phil., Ph.D. (TISS)	Associate Professor and Chairperson, International Students' Office
Dr. Neela Dabir M.S.W. (Mumbai), Ph.D. (SNDT, Mumbai)	Registrar
Mr. D.K. Shetty B.Com. (Ranchi), PGD in PM&IR (XIIS)	Deputy Registrar
Ms. Janaki Ramadas M.A. (SNDT)	Deputy Registrar
Ms. Rajee Menon B.Com. (Mumbai)	Deputy Registrar
Dr. Ramesh Jare M.A. (TISS), Ph.D. (YCMoU, Nashik)	Deputy Registrar, Tuljapur Campus

1.6 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 1,500 postgraduate and 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.

2

Master's Degree Programmes, 2012-2014: General Information

Candidates can apply and appear for the TISS National Entrance Test for a maximum of three programmes.

2.1 ELIGIBILITY

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

OR

- (b) Candidates who will complete all the requirements of their final year Bachelor's Degree examinations by Saturday, June 9, 2012, 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, 2012. 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.
- (c) 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 years programme like pharmacy, veterinary sciences, engineering and others.
- (d) 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 years programme like pharmacy, veterinary sciences, engineering and others.

- (e) 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.
- (f) Candidates applying for the Master in Habitat Policy and Practice should have a Bachelor's Degree in Engineering, Architecture, Management, Physical Sciences, Geography, Planning, Law, or Social Sciences, with some inclination towards habitat related issues/sectors.
- (g) Medical graduates should complete their internship on or before Saturday, June 9, 2012. Otherwise, their candidature/admission stands cancelled.

2.1.1 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 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 Master's Degree programme of 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.

2.2 SELECTION PROCEDURE

2.2.1 Weightage for the Different Components

Sl. No.	Programme	Written Test	Group Discussion	Personal Interview	Total
1.	Social Work with Children and Families	70	30	70	170
2.	Social Work in Criminology and Justice				
3.	Social Work in Community Organisation and Development Practice				
4.	Social Work in Disability Studies and Action				
5.	Social Work in Dalit and Tribal Studies and Action				
6.	Social Work in Mental Health				
7.	Social Work in Public Health				
8.	Social Work in Livelihoods and Entrepreneurship				
9.	Social Work in Women Centred Practice				
10.	Globalisation and Labour*	100	-	70	170
11.	Human Resources Management and Labour Relations	70	30	70	170
12.	Social Entrepreneurship	100	-	70	170
13.	Health Administration	100	-	70	170
14.	Hospital Administration	100	-	70	170

Note: * The selection procedure and weightage given here is for candidates from non-trade union or membership-based organisations who are applying to the M.A. Globalisation and Labour programme. Candidates sponsored by trade unions/membership-based organisations will only have to appear for the PI.

Sl. No.	Programme	Written Test	Group Discussion	Personal Interview	Total
15.	Public Health in Health Policy, Economics and Finance	100	-	70	170
16.	Public Health in Social Epidemiology	100	-	70	170
17.	Counselling	70	30	70	170
18.	Development Studies	100	-	70	170
19.	Education (Elementary)	100	-	70	170
20.	Women's Studies	100	-	70	170
21.	Habitat Policy and Practice	100	-	70	170
22.	Disaster Management	100	-	70	170
23.	Media and Cultural Studies	100	-	70	170
24.	Social Work in Rural Development	70	30	70	170

(a) *Written Test:* The Written Test is in two parts and is for 45 minutes.

Part I is the Common Objective Test for all the programmes which consists of 3 sections: (i) General awareness/knowledge about current/contemporary social issues; (ii) Analytical/logical reasoning and quantitative ability; and (iii) Verbal reasoning.

Part II of the Written Test is the "Programme-Based" test, and the duration is 60 minutes for all the courses. Part II of the Written Test for each programme aims to assess the following:

Social Work with Children and Families	<p><i>Essay:</i> The essay seeks to understand comprehension of the issue, sensitivity towards it, knowledge and understanding of related issues, coherence in organisation of thoughts and the ability to clearly present ideas.</p> <p><i>Caselet:</i> The caselet seeks to assess awareness and sensitivity to social issues, ability to take positions, conscious and purposeful use of self, and the ability to engage with social issues.</p>
Social Work in Criminology and Justice	
Social Work in Community Organisation and Development Practice	
Social Work in Disability Studies and Action	
Social Work in Dalit and Tribal Studies and Action	
Social Work in Mental Health	

Social Work in Public Health	<p><i>Essay:</i> The essay seeks to understand comprehension of the issue, sensitivity towards it, knowledge and understanding of related issues, coherence in organisation of thoughts and the ability to clearly present ideas.</p> <p><i>Caselet:</i> The caselet seeks to assess awareness and sensitivity to social issues, ability to take positions, conscious and purposeful use of self, and the ability to engage with social issues.</p>
Social Work in Livelihoods Entrepreneurship	
Social Work in Women Centred Practice	
Globalisation and Labour	<i>Objective Test:</i> Awareness about Globalisation, Labour and Society
Human Resources Management and Labour Relations*	<i>Objective Test:</i> Data Interpretation Test, Data Sufficiency Test, Reading Comprehension, and Business, Economy and Social Affairs.
Social Entrepreneurship	<i>Objective Test:</i> Social Entrepreneurship Aptitude Test
Health Administration*	<p><i>Section I:</i> Descriptive Test</p> <p><i>Section II:</i> Objective Test</p>
Hospital Administration*	
Public Health in Health Policy, Economics and Finance*	
Public Health in Social Epidemiology*	
Counselling	<p><i>Section I (Descriptive Test):</i> Awareness of social issues and sensitivity to people, problems and situations will be assessed through analytical writing of an essay.</p> <p><i>Section II (Subject Knowledge Test):</i> An objective test to assess knowledge in the fields of General Psychology, Child/ Human Development and Social Work.</p>
Development Studies	<p><i>Objective Test:</i> Analytical Ability, Quantitative Reasoning.</p> <p><i>Descriptive Test:</i> Questions on Contemporary Social and Development Issues.</p>
Education (Elementary)	<i>Descriptive Test:</i> Awareness about Issues in Education

Note: *There is negative marking for Part II of these Programmes.

Women's Studies	<i>Descriptive Test:</i> Awareness of and reflection on women's issues in India, Analytical capacities and sensitivity to social concerns and issues
Habitat Policy and Practice	<i>Objective + Descriptive:</i> Political & Social Awareness, Language Competency and Reasoning & Aptitude for Sector
Disaster Management	<i>Descriptive Test:</i> Analytical Abilities and Awareness about Current Issues
Media and Cultural Studies	<i>Descriptive Test:</i> Social sensitivity and awareness of social issues, critical thinking, Creativity and ability to think out of the box, Language competence in English, and Ability to read and comprehend texts.
Social Work in Rural Development	<i>Descriptive Test:</i> Rural issues <i>Caselets:</i> Social awareness and sensitivity to care, and civic issues related to rural areas. Ability to take position on issues.

Note: Model question paper for each of the programmes will be placed on TISS website on September 23, 2011.

Group Discussions and Personal Interviews will be held in Mumbai for all programmes, except M.A. Social Work in Rural Development, which will be held in the TISS Tuljapur Campus.

- (b) *Group Discussion (GD):* The GD aims at the assessment of 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 is 20 minutes for all the M.A. Social Work programmes. The time allotted for GD for the M.A. Counselling Programme is 25 minutes, and will have behavioural games, and observation thereof to help determine aspects of interpersonal interactions and relations, and communication skills. For the M.A. Human Resources Management and Labour Relations programme, the time allotted is 30 minutes. In the first 15 minutes, candidates will be asked to prepare a write up on the topic/caselet given for discussion and then they will be engaged in the GD on the same topic.
- (c) *Personal Interview (PI):* The candidate is also expected to be acquainted with the programme for which he/she has applied for, as questions may be asked on the topic during the PI. The

M.A. Social Work in Disability Studies and Action candidates will be assessed for knowledge and sensitivity towards persons with disability and issues related to the field.

For M.A. Counselling candidates, aspects of subject knowledge, motivation, career goals and aspirations, and other non-academic details such as hobbies, extra-curricular interests and previous job experience will be determined during the PI.

2.2.2 Eligibility for Group Discussion and/or Personal Interview

Short-listing of candidates for the GD and/or PI will be based on cut-off marks to be decided later by the Institute. Only short-listed candidates will be sent call letters for GD and/or PI to be held in Mumbai, with the exception of the short-listed candidates for the M.A. Social Work in Rural Development, which will be held in TISS Campus in Tuljapur.

Important:

- ☞ *For M.A. Social Work:* General category candidates must score at least 45% and SC/ST/OBC/KM candidates must score at least 35% in the Written Test to be considered eligible for GD and PI.
- ☞ *For M.A. Education (Elementary):* Candidates short-listed for the PI will be required to either download or submit online the Detailed Application Form, which will be available at www.tiss.edu after declaration of Written Test results on January 20, 2012. They are required to bring the filled in Detailed Application Form along with photocopies of all documents and also the original documents for verification and 2 passport-sized photographs (the list will be available on the TISS website) to the Interview Centre. No candidate will be allowed to appear for the PI without submitting the Detailed Application Form along with required documents.
- ☞ *For M.A. Disability Studies and Action:* 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.
- ☞ *For all Programmes:* Candidates short-listed for GD/PI will be required to download the Detailed Application Form, which will be available at www.tiss.edu after declaration of Written Test results on January 20, 2012. They are required to send a hard copy of the filled in Detailed Application Form along with photocopies of all documents and two

passport-sized photographs (details will be available on the TISS website) Friday, February 10, 2012. No candidate will be allowed to appear for the GD/PI without submitting the Detailed Application Form in time.

2.3 RESERVATIONS

Reservation of seats is as per GoI requirements. That is, 15% for Scheduled Castes, 7.5% 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) Locomotor Disability/Cerebral Palsy.

Kashmiri Migrants: Subject to the GoI directives.

2.4 SCHEDULED CASTES AND SCHEDULED TRIBES CELL

The Scheduled Castes and Scheduled Tribes Cell was established at the Institute as per GoI and UGC directives with the honorary position of the Liaison Officer occupied by a senior faculty member. The Cell facilitates the overall welfare of the students, staff and faculty belonging to these communities.

The Cell will organise a pre-admission orientation programme for all SC, ST, OBC (Non-Creamy Layers) and physically challenged candidates on November 4-5, 2011 (Mumbai, Hyderabad and Guwahati), 5-6, 2011 (Delhi) and 11-13, 2011 (Ranchi) to help them prepare for the TISS National Entrance Test. This Cell will also organise post-admission orientation programme for new students at the beginning of the academic session. Further, various coaching classes on life skills, personality development, writing and presentation skills, etc. are also conducted by the Cell. Interactive sessions and informal meetings with students are also conducted to help them deal with personal, social and academic problems. Issues relating to Persons with Disability are also looked after by the Cell. Eligible candidates are required to choose the nearest centre for the orientation programme.

2.5 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.

2.6 APPLICATION PROCEDURE

2.6.1 How to Obtain the Application Form

All candidates are required to apply online through the E-application only, available on the Institute's website <http://admissions.tiss.edu>

Application Fees

	<i>Mode of Payment: Online Payment by Credit Card/Debit Card</i>	<i>Mode of Payment: Online Payment by NetBanking</i>	<i>Mode of Payment: Cash Deposit in any SBI Branch using prescribed challan</i>
Applying for 1 Programme	Rs. 820/-	Rs. 820/-	Rs. 800/- + Bank Charges
Applying for 2 Programmes	Rs. 1640/-	Rs. 1640/-	Rs. 1600/- + Bank Charges
Applying for 3 Programmes	Rs. 2460/-	Rs. 2460/-	Rs. 2400/- + Bank Charges

- Notes: (i) In case of payment by cash deposit in 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) If payment is made via demand draft, pay order or any other mode, the application will be rejected and 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	1. Please follow the step-by-step instructions displayed on your screen after selecting this payment option.	Not Applicable
Online Payment by NetBanking		
Cash Deposit in any State Bank of India (SBI) Branch using the prescribed challan	<ol style="list-style-type: none"> 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 give back 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 GD/PI gets over. 	<ol style="list-style-type: none"> 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 give back 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 GD/PI gets over.

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

Candidates from remote places where no Internet and telecommunication facilities are available can get a printed copy of the application form from the Institute. The Institute has the right to not send the printed copy of the application form to candidates who are not from remote areas. Please note that the money will not be refunded.

Unemployed Scheduled Caste and Scheduled Tribe candidates, whose parent's/guardian's income is less than Rs. 2 Lakhs and Rs. 1.45 Lakhs, respectively, are exempt from paying the Application Fee. They should apply through the E-application, and if they are from remote places, they can send a request letter without the payment challan and stamped envelope, but with a request letter, 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.

2.6.2 How to Submit the Filled-in Application

<i>For Applicants applying Online</i>	<i>For Applicants applying using the Printed Copy of the Application Form*</i>
1. Please visit the online application website: http://admissions.tiss.edu and follow the step-by-step instructions listed on the website.	1. 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 copies of the documents mentioned on page 17.
2. In this case, no documents need to be posted by the candidate. All required documents will have to be scanned and uploaded as mentioned in the instructions on the online application website.	—

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

List of documents required.

- (a) One passport size 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/ST category and whose parent’s/guardian’s income is below Rs. 2 lakhs and Rs. 1.45 Lakhs respectively need not send the challan, but should send the attested copy of income certificate for the year 2010–2011 and the caste certificate. Candidates whose parents’ income during 2010–2011 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) *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.
- (e) *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)
Tata Institute of Social Sciences,
Mumbai

Date :

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

- (f) *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 23rd October 2007 will be treated as outdated and such candidates will be treated as general candidates 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.

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

Important

- ☞ The last date for submission of application at the Institute is October 29, 2011. For those candidates from very remote areas/regions such as the North-East and Jammu and Kashmir, etc., the last date is November 4, 2011.
- ☞ A candidate can apply for a maximum of three programmes only. Candidates applying for only of the Social Work programmes can apply for a maximum of two choices under social work, and the third choice from the rest of the programmes.
- ☞ Use only one application form, even if 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 submitting E-application in multiple numbers will be disqualified.
- ☞ Processing fee paid by the candidates will not be refunded if they are found ineligible for any programme.
- ☞ 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.

2.7 WRITTEN TEST SCHEDULE

The Written Tests for all programmes will be held on December 4, 2011, at the following places:

<i>Region</i>	<i>Place</i>
Northern Region	Bhopal, Chandigarh, Delhi, Jaipur, Lucknow, Varanasi
Eastern Region	Bhubaneswar, Guwahati, Kolkata, Patna, Ranchi
Western Region	Ahmedabad, Mumbai, Nagpur, Pune
Southern Region	Bengaluru, Chennai, Hyderabad, Kochi

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 third week of November 2011 by e-mail to the candidate. Those candidates who have not received their admit card by November 25, 2011, may register their complaint by sending a mail to pgadmission@tiss.edu. For candidates who register their complaints, 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 GD and/or PI for all the programmes will be held at the Mumbai Campus from March 12-20, 2012. The actual date of the GD and/or 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 date of GD/PI by March 1, 2012.

Request for change in the date for the Written Test will not be considered. However, a change in the dates for GD and/or PI may be considered, if the date of GD and/or 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 GD and/or PI will be within the time schedule announced by TISS only.

2.8 FACILITIES AVAILABLE DURING GROUP DISCUSSION AND PERSONAL INTERVIEW AT THE INSTITUTE

2.8.1 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.

2.8.2 Facilities for SC and ST Candidates Eligible for GoI Post-Matric Scholarship

- ii) *Reimbursement of Travelling Allowance (TA), etc.:* If the SC and ST candidates, appearing for the Written Tests of any of the Institute's Master's Degree programmes for the first time, are unemployed, and their parent's/guardian's income was Rs. 2 lakhs and Rs. 1.45 Lakhs respectively or below, during the financial year 2010-2011 and have submitted a certificate to this effect, they will be provided to and fro travel expenses (Second Class Railway or State Transport Bus fare) immediately after the Written Test is over at every centre. The reimbursement of the travel expenses will be subject to their

submission of the original tickets. It will be the responsibility of the SC and ST candidates to fill in the TA form provided along with a photocopy of the call letter for the Written Test before they appear for it and collect the money as soon as the test gets over.

- ii) *Reporting at the Institute for GD and/or PI:* SC/ST candidates, who are eligible for such facilities, should report at the Institute only after receiving the call letter/mail for GD and/or 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 GD and/or 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.

2.9. AFTER SELECTION FORMALITIES

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

Master's Degree Programmes, 2012-2014: Programme-specific Details

3.1. INTAKE OF STUDENTS FOR THE ACADEMIC YEAR 2012-2013

Sl. No.	Programme of Study	Total
1.	Social Work with Children and Families	25
2	Social Work in Criminology and Justice	25
3	Social Work in Community Organisation and Development Practice	30
4	Social Work in Disability Studies and Action	25
5	Social Work in Dalit and Tribal Studies and Action	25
6	Social Work in Mental Health	20
7	Social Work in Public Health	20
8	Social Work in Livelihoods and Entrepreneurship	20
9	Social Work in Women Centred Practice	15
10.	Globalisation and Labour	15
11.	Human Resources Management and Labour Relations	60
12.	Social Entrepreneurship	29
13.	Health Administration	34
14.	Hospital Administration	46
15.	Public Health in Health Policy, Economics and Finance	15
16.	Public Health in Social Epidemiology	23
17.	Counselling	23
18.	Development Studies	46
19.	Education (Elementary)	39
20.	Women's Studies	17
21.	Habitat Policy and Practice	15
22.	Disaster Management	37
23.	Media and Cultural Studies	23
24.	Social Work in Rural Development	30

- Notes:
1. Reservation for Scheduled Caste, Scheduled Tribe, Other Backward Class and Persons With Disability candidates will be as per the Government of India (GoI) directives.
 2. Reservation for PWD and Kashmiri Migrants will be subject to GoI directives, as super-numery basis.

3.2 FOUNDATION COURSES

All students of the Master's Degree Programmes, except M.A. Education (Elementary), are required to take a set of 5 Foundation Courses (FCs), 3 of which are common. These courses will provide students with an orientation to basic perspectives, issues and themes in society, politics, economy and culture.

SCHOOL OF SOCIAL WORK

The Foundation Courses, Core Social Work Courses, Thematic Courses and the Research Project are compulsory for all social work students.

Field work is an integral part of the Social Work curriculum as it enables praxis and insights into grounded realities. The first year field work is essentially organised as concurrent in both the semesters and the focus is to learn and develop insights into socio-economic realities about people and their lives. The engagement in field enables them de-construct their notions, ideas and views of poverty, marginalisation and vulnerability. The second year field work builds on this knowledge base to sharpen their gaze towards child specific issues and engagement with children and families. They contextualise field realities from a child specific lens and then understand rights-based approaches to work with them at the micro and the macro levels. Field work in fourth semester will be organised as a block with students focus on a specific issue on which they can work more deeply to develop theory to practice skills.

3.3 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 tremendous efforts 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	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
	Total	38
II	Thematic Courses (9 Courses)	24
	Research Project	6
	Field Work	12
	Total	42
Total Credits		78

Semester-wise listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	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

Semester	Course		Credits
II	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
	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.

3.4 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 worldviews 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 victimization. They can be involved in a range of interventions such as counseling, 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, counseling 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, counseling or therapy, and as forensics experts.

Distribution of Credit Hours

Year	Details	Credits
I	Foundation Courses (4 Courses)	8
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
	Total	42
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
	Total	36
Total Credits		78

Semester-wise Listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2

Semester	Course		Credits
I	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.

3.5 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	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	4
	Field Work	12
Total		38
II	Thematic Courses (11 Courses)	22
	Research Project	6
	Field Work	12
Total		40
Total Credits		78

Semester-wise Listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	SW 1	Social Case Work	2
	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

Semester	Course		Credits
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 Polity	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.

3.6 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	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (3 Courses)	8
	Field Work	12
Total		42
II	Thematic Courses (8 Courses)	18
	Research Project	6
	Field Work	12
Total		36
Total Credits		78

Semester-wise Listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	FC 4	Human Growth and Behaviour	2
	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 Centered Interventions with Families of Children and Adults with Disabilities	2
	DSA 8	The Gender Dimensions of Disability in the Indian Context	2
	Field Work & Rural Practicum		6

Semester	Course		Credits
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.

3.7 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	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (3 Courses)	6
	Field Work	12
Total		40
II	Thematic Courses (10 Courses)	20
	Research Project	6
	Field Work	12
Total		38
Total Credits		78

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	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

Semester	Course		Credits
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 & Concepts	2
	DTSA 5	Caste State & 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 Intercultural Practice	2
	DTSA 9	Advanced Practice Skills in Dalit & Tribal Empowerment	2
	DTSA 10	Social Entrepreneurship for marginalised groups	2
	Field Work		6
IV	DTSA 11	Seminar on Dalit and Tribal Studies	2
	DTSA 12	Social Movements & Social Action: Theory & 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.

3.8 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. Mental and neurological conditions account for 12.3% of disability adjusted years lost globally and 31% of all years lived with disability at all ages and in both sexes according to

2000 estimates. 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 lac. 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 program (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 Programme 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 program 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 nongovernmental settings.

Distribution of Credit Hours

Year	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (4 Courses)	8
	Field Work	12
Total		42
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
Total		36
Total Credits		78

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	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

Semester	Course		Credits
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 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, Programs 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.

3.9 M.A. SOCIAL WORK IN PUBLIC HEALTH

The M.A. Programme on 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 individual as well as community level. 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

<i>Year</i>	<i>Details</i>	<i>Credits</i>
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (4 Courses)	8
	Field Work	12
Total Credits		42

Year	Details	Credits
II	Thematic Courses (9 Courses)	18
	Research Project	6
	Field Work	12
Total		36
Total Credits		78

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	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

Semester	Course		Credits
III	PMH 9	Rurality, Rural Realities and Mental Health	2
	PMH 18	Health Policy, Programs 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.

3.10 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 organizational 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	Details	Credits
I	Foundation Courses (3 Courses)	6
	Core Social Work Courses (4 Courses)	8
	Thematic Courses (6 Courses)	12
	Field Work	12
Total		38
II	Core Social Work Courses (5 Courses)	10
	Thematic Courses (6 Courses)	12
	Research Project	6
	Field Work	12
Total		40
Total Credits		78

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Economics	2
	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

Semester	Course		Credits
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
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.

3.11 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 theorizations, praxis models, praxis trajectories in the global and indigenous contexts and developing appropriate skills for intervention at multiple levels. The *MA 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 required to develop women's agency and citizenship. It will also begin a process of reflection and rethinking on equity for women in relation to self so as to develop judicious skills of intervention with women.

The programme aims to prepare and equip the new learner/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 and; performing roles of social workers, activists, coordinators, managers, researchers and educators.

Distribution of Credit Hours

Year	Details	Credits
I	Foundation Courses (4 Course)	8
	Core Social Work Courses (7 Courses)	16
	Thematic Courses (2 Courses)	6
	Field Work	12
Total		42
II	Thematic Courses (8 Courses)	18
	Research Project	6
	Field Work	12
Total		36
Total Credits		78

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	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
	Field Work		6
II	FC 2	Introduction to Economics	2
	FC 3	Development Experience, Social Conflict and Change	2
	FC 4	Polity, Governance and Public Policy	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
	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 Centered Practice	2
	Research Project		6
	Field Work		6

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

SCHOOL OF MANAGEMENT AND LABOUR STUDIES

3.12 M.A. GLOBALISATION AND LABOUR

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

It needs to be stated clearly that the M.A. *Globalisation and Labour* is not a management course. On the contrary, it is geared towards the needs of those working in membership-based organisations. These include trade unions, organisations such as co-operatives, self-help groups, etc. Bright young graduates or post-graduates who do not fall in the above categories but are interested in working in such organisations or would be engaged in labour research are also included. The programme provides a framework to understand the diversity of experiences of globalisation and its impact on work and labour. There will be an emphasis on comprehending the implications of globalisation and labour on economically and socially 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.

The pedagogy for the programme will be through classroom teaching, tutorials, student seminars, project work and field visits. The role of visiting faculty, mainly from trade unions and labour research organisations from different countries, will be a vital input in the pedagogy. Classroom teaching will comprise 50% of the credit hours. Students will be encouraged to make presentations on the different topics covered, based on field visits and their own experiences.

For the Trade Union Sponsored Students, classroom teaching will be completed in the first year of the programme. A total of 16 courses (including three common Foundation Courses), comprising 48 credits

will be taught in this year. All these students will undergo an internship of six months, which will be equivalent to 16 credits. They will also write a dissertation on a research topic, which will be equivalent to 8 credits.

Regular Students will have classroom teaching along with the trade union sponsored students in the first year. In the third semester, they will undergo an internship of 3.5 months (equivalent to 8 credits) in a trade union, membership-based organisation, or any organisation connected with CSR activities. All these students will return for one more semester of classroom teaching, in the fourth semester. Four courses will be taught during this semester. These students will write their dissertation, which is equivalent to 8 credits.

Distribution of Credit Hours

Year	Details	Credits	
		Trade Union Students	Regular Students
First	Courses	48	48
Second	Internship	16	8
	Dissertation	8	8
	Courses	0	8
Total Credits		72	72

Semester-wise Listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 2	Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	GL 4	One World Seminar	2
	GL 8	Globalisation and Informal Employment	4
	GL 10	Social Protection and the State	4
	GL 14	Labour and Formal Organisation	2
	GL 15	Elements of Macro-Economics	4

Semester	Course		Credits
II	GL 1	Foundation Course in Globalisation and Labour (School Based)	2
	GL 2	Labour Markets in Developing Countries	4
	GL 3	International Labour Standards, Decent Work and Social Dialogue	4
	GL 7	Industrial Relations and Trade Unions Strategies in a Global Economy	4
	GL 9	Organising Informal Labour	4
	GL 11	Research Methodology	4
	GL 12	Leadership Development (Compulsory, Non-Credit)	-
	GL 13	World Trade Organisation, World Bank and the International Monetary Fund	4
III	Internship	Trade Union Students (6 months)	16
		Regular Students (3.5 months)	8
IV	Dissertation	Trade Union Students	16
		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
	GL 19	Labour Movement in India	2

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

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

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 make students conceptually strong and successful in the practice of the profession. Field work is a continuous process, which seeks to facilitate student's exposure to varied industry sectors. Students also undertake internships with organisations for a period ranging from 6-8 weeks, which is seen as an opportunity for the student to learn significantly from, and contribute meaningfully to organisations.

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

The TISS HRM & LR 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 consultancy.

Distribution of Credit Hours

Year	Details	Credits
First	Courses (Compulsory)	32
	Field Work	12
Second	Courses (Compulsory)	16
	Field Work	12
Optional Courses (spanning across both First and Second years)		10
Research Project		6
Total Credits		88

- Notes:
- Research project is compulsory and equivalent to 6 credit hours (i.e., 3 courses).
 - Students can opt for any 5 optional courses from the basket of 10 courses, distributed across 4 semesters.
 - The credits are only indicative and may change.

Semester-Wise Listing of Courses

Semester	Course	Credits	
I	PC 1	Interaction with HR Heads (Part of Induction)	-
	PC 2	Round Table Discussion on FW followed by Industrial visits (Part of Field Work)	-
	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	FC HR 1	Sociology of Organisation, Organisation Theory and Design	2
	FC HR 2	Management of Human Resources: Conceptual and Strategic Perspectives	2
	FC HR 3	Industrial Relations and Trade Unionism	2
	HR 1	Social Research & Case Analysis	2
	HR 2	Employment Law - I	2
	HR 3*	Business Environment	2
	HR 4*	Business Communication and Presentation Skills	2
	PC 3	Understanding Self and Facilitating Relationship (in the form of personal growth laboratory) (Compulsory and non-evaluative)	-

Semester	Course		Credits
II	HR 5	Organisation Behaviour –I	2
	HR 6	Performance Management and Development	2
	HR 7	Learning and Development	2
	HR 8	Business Statistics and Quantitative Techniques	2
	HR 9	Compensation Management	2
	HR 10	Employee Resourcing	2
	HR 11	Marketing and Sales Management	2
	HR 12	Operations Management	2
	PC 4	Development Centre (Compulsory and non-evaluative)	-
III	HR 13	Organisation Development and Change Management	2
	HR 14	Application of IT in HRM	2
	HR 15	Employment Law – II	2
	HR 16	Labour Economics: Theory and Practice	2
	HR 17	Employee Wellness, Decent Work and SHE	2
	HR 18	Organisation Behaviour – II	2
	HR 19	Financial Accounting & Cost Management	2
	HR 20*	Conflict Management and Negotiation Skills	2
	HR 21*	Training Process, Delivery and Effectiveness Measurement	2
	HR 22*	Advanced Compensation and Benefit	2
	PC 5	Assessment Centre: Conceptualisation and Implementation (Compulsory and non-evaluative)	-
IV	HR 23	Corporate Governance and Business Ethics	2
	HR 24*	Business Strategy and Strategic Human Resources Management	2
	HR 25*	Human Resource Management in International Settings	2
	HR 26*	Gender and Diversity Management	2
	HR 27*	Talent Management	2
	HR 28*	Leadership Capability Development	2

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

- Notes:
- Total credit hours for the programme, including field work, are 88.
 - PC 1 and PC 2 form part of Induction to the programme.
 - Compulsory courses comprise 48 credit hours.
 - Summer project is non-credit and compulsory.
 - The semester-wise listing of courses is provisional and may change.

3.14 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) 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 contents of the course cover an overview of economics and sociology, innovative problem solving, venture creation, business and organisational management and leadership linking with benefits to stakeholders. A distinctive feature of the course curriculum is inductive pedagogy blending classroom teaching and experiential learning through field work; problem solving assignments on social problems at individual and group levels; and meeting and interaction with social and business entrepreneurs.

The MASE programme is primarily targeted toward developing entrepreneurial skills. There are 3 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.

As discussed, the entrepreneurial domain is predominantly based on 'effectual' logic, while managerial domain is 'causal'. The MASE programme, explained later in this document, clearly depicts major focus on 'effectual logic' during the initial period, gradually exposing the students to 'causal logic' at a later stage. Students will be allowed to understand and experience both and take a creative decision to decide to adopt one or mix of both. It is also important to note that since 'Entrepreneurial Skills' and 'Management Tools' contradict each other, most of the times, the contradictions are made clear to the students at every stage. Students are allowed to make a choice about their preferences, through the creative process of learning.

The programme design follows the 'life cycle approach' of entrepreneurial process, i.e., creative phase, venture creation phase and growth phase. It is recommended that students should be called for a one-week refresher programme one year after they complete MASE programme and gain substantial experience in social venture management. They should be encouraged to share their experiences with the junior students, too.

The proposed approach will be as follows:

Course Focus

Semester	Social Context Focus	Entrepreneurial Skill Focus	Management Tools Focus
I	High • Understanding society and social dimensions	High • Social entrepreneurship as innovative approach to social problem solving	Low
II	Moderate • Framework of social problem study	High	Moderate • Social enture management tool kit
III	Moderate	High • Framework for innovative problem solving • Social venture planning	High
IV	High	High • Social venture management, operational problem solving	High • Social venture growth planning and management

Distribution of Credit Hours

Year	Details	Credits
First	Courses	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		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	SE 1	Entrepreneurship	1
	SE 2	Social Entrepreneurship	1
	SE 3	Venture Plan I	1
	SE 4	Basic Accounting	1
	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, Non-credited Course)		-
	Data Collection (compulsory, Non-credited Course)		-
	Field Work (1 Month)		6

Semester	Course		Credits
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 SYSTEMS STUDIES

3.15 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 M.H.A. (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 Master of Health Administration 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

<i>Details</i>	<i>Credits</i>
Institution-based Foundation Courses	4
School-based Foundation Courses	11
Management Basic Courses	18
Health Administration Courses	18
Internships	20
Research Project	6
Total Credits	77

Semester-wise Listing of Courses

<i>Semester</i>	<i>Course</i>		<i>Credits</i>
I	FC 1	Understanding Society	2
	FC 3	Development Experience, State, Social and Conflict and Change	2
	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

Semester	Course		Credits
I	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
	HE 3	Health Planning	2
III	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.

3.16 MASTER OF HOSPITAL ADMINISTRATION

The *Master of Hospital Administration* programme aims to develop a cadre of professional managers in hospital sector. The M.H.A. (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 Master of Hospital Administration 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 Master of Hospital Administration 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

<i>Details</i>	<i>Credits</i>
Institution-based Foundation courses	4
School-based Foundation courses	11
Management Basic Courses:	18
Hospital Administration Courses	26
Internships	20
Project Work	4
Total Credits	83

Semester-wise Listing of Courses

<i>Semester</i>	<i>Course</i>		<i>Credits</i>
I	FC 1	Understanding Society	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	SFC 1	Social Science Perspectives on Health	2

Semester	Course		Credits
I	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	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

Semester	Course		Credits
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.

3.17 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 (MPH) in Health Policy, Economics and Finance* 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 their 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 fieldwork 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

<i>Details</i>	<i>Credits</i>
Institution-based Foundation courses	4
School-based Foundation courses	11
Public Health Basic Courses	11
MPH-HPEF Courses	16
Internship	5
Field Practicum	10
Research Project	10
Total Credits	67

Semester-wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	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
	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.

3.18 MASTER OF PUBLIC HEALTH IN SOCIAL EPIDEMIOLOGY

The *Master of Public Health in Social Epidemiology* 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 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

<i>Details</i>	<i>Credits</i>
Institution-based Foundation courses	4
School-based Foundation courses	11
Public Health Basic Courses:	11
MPH-SE Courses	24
Internships	16
Dissertation	8
Total Credits	74

Semester-wise Listing of Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	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

Semester	Course		Credits
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 SOCIAL SCIENCES

3.19 M.A. COUNSELLING

The M.A. *Counselling* programme is anchored by the School of Social Sciences, and conducted in collaboration with the School of Social Work and the Centre for Lifelong Learning.

Periods of abrupt change require individuals and groups to adapt to new situations. The process of economic, social, environmental and political changes at the household, community and national levels has been a challenge to individuals and families. And the forces beyond the control of individuals, households and communities are adding complications impacting lives of people in Economic, Social, Cultural and Psychological spheres, in rural and urban areas. People experiencing economic and social disadvantages, subjected to gender discrimination at public and private spheres of life, differentially abled, and those living with HIV/AIDS and other life threatening health problems face stigma and difficulties in adjustment. People in certain professions are also encountering tremendous strain in fulfilling their duties, like the police force. Growing up in different socio-cultural and economic contexts by itself has an element of adjustment. Adaptation and adjustment is, therefore, likely to require professional assistance and counselling is one of them.

The primary focus of the M.A. Counselling programme is to impart professional education in the developmental and contextual approach to counselling. In addition, it will impart skills to work with individuals encountering difficulties in coping with different situations and experiences. The core courses include Psychology and Human Development, knowledge to assess counselling situations, the problems and skills practice. This is strengthened by courses providing analytical frameworks to comprehend the larger social-cultural reality as well as a grasp of the contextual premise in which counselling will have to occur.

The practice of skills will take place under both close supervision by trained professionals and also more independently in practice settings. The theory and practice are important part of the curriculum. Research supports practice and practice needs to be documented and disseminated. Research is spread over two years and amounts 8 Credits.

The field of counselling is applicable in a wide range of groups and settings: parent and child counselling; counselling of armed forces; settings like the school, hospitals, industries and work places; NGOs that work with various human relationship related problems; for issues involving trauma or intense difficulties in dealing with self or others, like violence situations, marital and family problems, disaster situations, etc. Counselling is emerging as an important area, and professional counsellors are required in various settings. The candidates after completion of this degree programme can expect to be working in such settings and contribute to building a body of knowledge in the field.

Distribution of Credit Hours

Year	Details	Credits
First	Foundation Courses	6
	Counselling Courses	22
	Practice	8
	Research	4
Second	Counselling Courses	10
	Optional Course and Practice	16
	Research	6
Total Credits		72

Semester-wise Listing of Courses

Semester	Course	Title
I	FC 1	Understanding Society
	FC 2	Introduction to Basic Economics
	FC 3	Development Experience, State, Social Conflict and Change
	CN 1	Introduction to Counselling

Semester	Course		Title
I	CN 2	Personal and Interpersonal Development of the Counsellor - I	2
	CN 3	Human Growth and Development - 1: Child Adolescent Development	2
	CN 4	Theories for Counselling	2
	CN 5	The Process of Counselling	2
	CN 6	Research Methods - I	2
	CN 8	Ethics in Counselling	1
	CN 9	Practicum - I	2
II	CN 10	Psychological Assessment - I	2
	CN 11	Understanding Psychological Problems	2
	CN 12	Personal and Interpersonal Development of the Counsellor - II	1
	CN 13	Human Growth and Development - 2: Adulthood and Ageing	2
	CN 14	Theoretical Approaches and Techniques of Counselling	5
	CN 15	Practicum - II	6
	CN 19	Research Methods - Analysis and Interpretation of Data - II	2
	CN 16	Research Project - II	-
III	CN 7	Socio-Cultural Context of Counselling	2
	CN 17	Psychological Assessment - II	2
	CN 18	Emerging Approaches and Techniques in Counselling	3
	CN 20	Personal and Interpersonal Development of the Counsellor - III	1
	CNE * 1	Elective Course - I (Theory)*	8
		Elective Course - I (Practical)	
CN 16	Research Project (Contd.)	-	

Semester	Course		Title
IV	CNE 2	Elective Course - II (Theory)*	8
	CNO 2	Elective Course - II (Practical)	-
	CN 16	Research Project (Contd.)	6
	CN 21	Internship (Compulsory non-credit course)	
	CN 22	Seminar	2
Total Credits			72

Note: * Elective Courses for Semester III (choose any one)

* CNE 1 : School Counselling

* CNE 2 : Counselling Disabled People and their Families

Elective Courses for Semester IV (choose any one)

* CNE 4 : Marriage and Family Counselling

* CNO 5 : Child, Adolescent and Parent Counselling

* CNO 6 : Counselling Older Persons

3.20 M.A. DEVELOPMENT STUDIES

The two-year (four-semester) M.A. Development Studies Programme combines the perspectives of social science disciplines such as Anthropology, Economics, Geography, History, Political Science and Sociology to understand the social, cultural, economic, and political changes and the major theoretical and policy-related challenges in the process of development and change. The Programme provides a broad understanding and appreciation of the processes involved in formulating development-related policies and implementing development projects. While the Programme's major focus is on India, many of the issues raised and lessons delivered are essentially global in scope and significance. The Programme offers a number of significant theoretical and applied courses and encourages students to research on contemporary development-related issues and problems.

Students in this Programme are helped to acquire the analytical and practical skills they need to engage critically and creatively in development issues and debates from an interdisciplinary perspective, and to work across the intersections of development policy, research and practice. They are taught to develop the ability to work collaboratively with others to identify solutions to both global and local development-related challenges. The other main aim of the

Programme is to facilitate the formation of a group of intelligent students who are engaged in the problems confronting weaker sections and in the issues related to social justice. The Programme provides a supportive learning environment that encourages sharing of diverse perspectives, approaches and ideologies in both social research and social practice.

The Programme prepares students for professional careers in the area of both governmental and non-governmental organisations. In addition to their regular coursework and research, students in the Development Studies Programme are encouraged to do an internship directly related to their studies. They are also encouraged to organise/participate in regular events such as the Programme-based cultural festival, expert panel discussions on development issues and job placement opportunities. There is a Programme-based placement cell that provides career advising services to students. Students from previous batches have been offered jobs with well-known organisations such as IFMR, Centre for Good Governance, CII, ICICI-SIG, ICR, IFPRI, IMRB, Syntel, TERI, FES, ISB, AC Nielsen, IL&FC and WWF.

Curriculum and Assessment

The 68-credit M.A. Programme in Development Studies consists of three integral parts – (a) Compulsory Courses (50 Credits), (b) Optional Courses (10 Credits), and (c) Dissertation (8 Credits). 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 (totalling 4 Credits) from other Master's Degree Programmes of the Institute to complete their optional course requirements.

Progress of the students is assessed through various modes of evaluation such as term papers, book-reviews, individual or group presentations, and written examinations. Finally, students submit a dissertation based upon review of literature, secondary data and a short period of field work.

Students are encouraged to do internship (optional) as it provides them with hands-on skills and practical experience, and valuable contacts and a competitive edge in the job market. The Centre for Development Studies has a list of organisations for placing the Interns.

Distribution of Credit Hours

Year	Details	Credits
First	Compulsory Courses (including FCs)	26
	Internship	-
Second	Compulsory Courses	24
	Dissertation	8
Optional Courses (across 2 years)		10
Total Credits		68

Semester-wise Listing of Compulsory Courses

Semester	Course		Credits
I	FC 1	Understanding Society	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	DS 1	Concept, History and Theories of Development	4
	DS 2	Contemporary Indian Economy	2
	DS 3	Methods of Social Research	4
II	DS 4	Development Economics	4
	DS 5	State, Democracy and Civil Society	4
	DS 6	Law, Institutions, Society and Development	2
	DS 7	Women, History and Social Change	2
	DS8	Tutorial on Database for Development Research	NC
III	DS 9	Development and the Social Sector	4
	DS 10	Agrarian Relations, Agriculture and Rural Development	2
	DS 11	Social Movements and Social Change	2
	DS 12	Inequality, Poverty and Financing of Human Development	2
	DS 13	Political Economy of Space, Urbanisation and Development	2

Semester	Course		Credits
IV	DS 14	Sustainable Development and Climate Change	4
	DS 15	Industrialisation, Globalisation and Labour	2
	DS 16	Social Exclusion and Social Justice: Theories and Processes	4
	DS 17	Project Planning, Monitoring and Evaluation	2
	DS 18	Round Table on Development Processes	NC

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

Optional Courses

Course		Credits
Pool 1 (Semesters I and III)		
DSO 1	Principles of Economics: Microeconomics	2
DSO 2	Perspectives on Science, Technology and Society	2
DSO 3	Philosophical Foundations to Development Research	2
DSO 4	Public Policy: Theories and Processes	2
DSO 5	Political Economy of International Trade*	2
DSO 6	Development and Crime	2
DSO 14	Public Finance **	2
Pool 2 (Semesters II and IV)		
DSO 7	Principles of Economics: Macroeconomics	2
DSO 8	Advanced Quantitative Research Methods	2
DSO 9	Social, Culture and Development	2
DSO 10	Urban and Regional Development	2
DSO 11	Social Psychology and Development	2
DSO 12	Media and Mediated Development	2
DSO 13	GIS, Remote Sensing and Development Research	

Note: * To opt for DSO 5, the student is required to have completed DSO1.

** To be offered from June, 2012 (Semester I and III)

3.21 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 5 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 prerequisites 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
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-governmental organisation.

3.22 M.A. WOMEN'S STUDIES

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

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

Students doing this Master's Degree 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 programme will be useful to people from all development 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

<i>Details</i>	<i>Credits</i>
Foundation Courses	6
Women's Studies (WS) Courses	42
Research Method Courses	4
Research Project with Dissertation (Optional)	8
Field Attachment	8
Total Credits	68

All Courses and the Field Attachment are compulsory. However, in lieu of the Research Dissertation, students may select 3 optional courses from other concurrently running M.A. Programmes across the Schools, in 2nd, 3rd and 4th Semesters.

Semester-wise Listing of Courses

<i>Semester</i>	<i>Course</i>		<i>Credits</i>
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	WS 1	Women, History and Society: Feminist Theories and Perspectives	4
	WS 2	Women's Movement in India	2
	DS 3	Methods of Social Research	4
	WS 3	Feminist Science Studies	2
	WS 7	Working with Women: Understanding Interventions	2
II	WS 12	Women, Development Practice and Politics	2
	WS 4	Gender, Caste, Class, Religion and Tribe	4
	WS 5	Feminist Research Methodology/Practices	2
	WS 6	Women and Work: History of Transformation	2
	WS 8	Women, Sexualities and Violence	2
	WS 18	Women's Rights and Legal Advocacy	2

Semester	Course		Credits
III	WS 9	Women's Writings	2
	WS 10	Gender Media and Culture	2
	WS 11	Gender, Poverty and Livelihoods	2
	WS 16	Women's Bodies, Women's Knowledges: Historical and Feminist Perspectives	2
	WS 13	Gender, Health and Rights	2
	WS 17	Eco-Feminism, Environment and Sustainable Development	2
IV	WS 19	Gender and International Development	2
	WS 15	Gender, Ideology and Education	2
	WS 14	Engendering Governance	2
Research Dissertation (Optional)			8
Field Attachment with Analytical Report (Placed in 2nd Semester)			8
Total			68

SCHOOL OF HABITAT STUDIES

3.23 M.A./M.SC. HABITAT POLICY AND PRACTICE

The two year M.A./M.Sc. *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 program. 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

<i>Details</i>	<i>Sem. I</i>	<i>Sem. II</i>	<i>Sem. III</i>	<i>Sem. IV*</i>	<i>Total</i>
Foundation Courses	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 Listing of Courses

<i>Semester</i>	<i>Course</i>		<i>Credits</i>
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	HP 1	Public Policy and Governance: Theory, Analysis and Advocacy	3
	HP 2	Research Methods I	2
	HP 3	Ecology and Urban Environment	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

Semester	Course	Credits	
II	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 & 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 & the City	
	HP 23	Climate Change, Urban Response and Adaptation	
	HP 24	Financing Issues in Urban Infrastructure	
	HP 25	Built and Lived Environment	2
	HP 26	Concentration Work II (Self Study)	
	HP 27	Elective	2
HP 28	Urban Transport and Infrastructure: Policies and Practices	2	
HP 29	Urban Economics and Finance	2	
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.

JAMSETJI TATA CENTRE FOR DISASTER MANAGEMENT

3.24 M.A./M.SC. IN DISASTER MANAGEMENT

Disaster Management is emerging globally as a full-fledged academic discipline. The M.A./M.Sc. *Disaster Management* programme aims at enhancing knowledge, capacities, skills and perspective on disasters. While enabling an understanding of disasters from the vantage point of science and technology in prediction, mitigation and response, the programme will also foster a critical and reflective appreciation of current debates in disaster management within the framework of social and environmental justice, state and civil society dynamics, development, conflict and displacement and globalisation. Students of social sciences, environmental sciences, engineers, medical and health professionals, architects, mid-career bureaucrats and armed forces personnel have joined this programme.

The design of this Master's programme includes thematic and issue-based courses, such as the relationship between environment, livelihood and disasters; hazards, risks and vulnerability; institutions, governance and disaster-preparedness and response; and knowledge systems and disaster management. In the first year, the programme offers a strong multi-disciplinary knowledge base and will enhance critical skills essential for intervention in disasters and their prevention. In the second year, the programme provides the opportunity to develop expertise in a range of areas such as governance, geo-informatics, logistics and supply chain management, public health, peace, conflict and human security, etc. It also enhances research aptitude through research dissertation and term papers. The programme, however, will follow a pre-determined calendar.

As an emerging field, the need for qualified personnel within disaster management is high. Students graduating with this degree are likely to be employed as disaster/ emergency management specialists in India and abroad. Prospective employers include government and non-government agencies and research institutions. Each state in India is mandated to set up a State Disaster Management Authority, State Institute of Disaster Management, and an Emergency Operation Centre at State level. Most of the districts are also implementing the Disaster Risk Management programme and initiating a Disaster Management Planning process with the establishment of a District Control Room. With an increased understanding of the relation between poverty, empoverishment and vulnerability to disasters, voluntary agencies as well as international organisations and funding organisations are also taking keen interest in

Disaster Management. All this offers career opportunities to graduates of Disaster Management. The field also offers significant scope of engagement as independent professionals with government and non-government sectors. Equipped with a capacity for critical reflection, students of this programme could also go on to pursue research, training and teaching careers in diverse disciplines.

Distribution of Credit Hours

Year	Semester	Details	Credits
First	I	Courses	16
		Study Visit	2
	II	Courses	14
		Internship	6
Second	III	Courses	18
	IV	Internship	8
		Research Project/Courses	6
Total Credits			70

Note: Curriculum currently under revision.

Semester-Wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	MDM 1	Introduction to Hazards and Disaster Management	2
	MDM 2	Technology, Environment and Disasters	2
	MDM 5	Introduction to Remote Sensing and Geographical Information System (GIS) Techniques	2
	MDM 6	Research Methodology - I	2
	MDM 13	Public Health and Disasters	2
	MDM 29	Study Visits and Tutorials	2

Semester	Course		Credits
II	FC 4	Human Development, Identity, Culture and Media	2
	FC 5	Disasters and Development: Bridge Foundation Course	2
	MDM 3	Disaster Risk Reduction and Development Planning	2
II	MDM 4	Approaches and Planning for Response: Standards in Humanitarian Aid, Relief, Rehabilitation and Development	2
	MDM 7	Research Methodology - II	2
	MDM 11	Governance, Law and Policy in Disaster Management	2
	MDM 12	Seminar Course in Disasters	2
	MDM 30	Field Work – Internship - I	6
III	MDM 8	Project Management in Disaster Contexts	2
	MDM 9	Introduction to Disaster Financing	2
	MDM 10	Principles of Management and Introduction to Supply Chain Management	2
	Concentration Courses - I		6
	Concentration Courses - II		6
IV	MDM 31	Field Work – Internship - II	8
	MDM 32	Research Dissertation/Concentration Courses	6
	MDM 33	Optional – Term Paper (2)	

Note: Curriculum currently under revision.

Concentrations

Students who opt for research dissertation will choose any two concentrations. Students who opt out of research dissertation will have to complete the two credit self-study courses and two other courses in addition to any two concentrations. The table below presents the four courses under each concentration. The first course listed for each concentration is a compulsory course for all students and will be completed over the first, second and third semesters.

Sl. No.	Concentration	Courses
I	Public Health and Disaster Management	MDM 13: Public Health in Disasters
		MDM 14: Public Health Planning and Management for Disasters - I
		MDM 15: Public Health Planning and Management for Disasters - II
		MDM 16: Seminar Course in Emerging Issues in Public Health with regard to Disasters
II	Governance in Disaster Management	MDM 11: Governance, Law and Policy in Disaster Management
		MDM 17: Transnational Governance, Politics and Disasters
		MDM 18: Governance and Disaster Risk Reduction
		MDM 19: Empowerment, People-Centred Governance and Disaster Risk Reduction
III	Conflicts, Peace and Development	MDM 11: Governance, Law and Policy in Disaster Management
		MDM 20: Conflicts and Conflict Analysis
		MDM 21: Conflicts and Humanitarian Crises
		MDM 22: Conflict Transformation, Peace and Just Development
IV	Logistics Management and Service Delivery Systems	MDM 10: Principles of Management and Introduction to Supply Chain Management
		MDM 23: Fundamentals of Logistics and Disaster Management
		MDM 24: Distribution Networks in Disasters: Transportation, Warehousing and Inventory Management
		MDM 25: Strategic Planning in Disaster Logistics and Performance Analysis
V	Geographical Information Systems in Disaster Management	MDM 5: Introduction to Remote Sensing and Geographical Information System (GIS) Techniques
		MDM 26: Digital Image Processing and GIS Data Management
		MDM 27: Application of Remote Sensing in Disaster Management
		MDM 28: Application of Geoinformatics in Disaster Studies

Note: Curriculum currently under revision.

Facilitating Multi-Level Entry Exit

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

Disaster Management – Year I

Programme	Semester I				Semester II				Total of I & II *
	Courses	Credits	Study Visits	Total Credits	Courses	Credits	Internship	Total Credits	
Year – I									
Certificate	9	16	2	18	-				
Diploma	9	16	2	18	8	14	6	20	38
Masters	9	16	2	18	8	14	6	20	38

*Master's students would have accumulated 38 credits in Semesters I and II

Disaster Management – Year II

Programme	Semester III				Semester IV				Total of III & IV
	Courses	Credits	Study Visits	Total Credits	Internship	Research/ Course	Total Credits		
Masters	9	18	-	18	8	6	14	32	
Total Credits of First and Second Year									38 + 32 = 70

CENTRE FOR MEDIA AND CULTURAL STUDIES

3.25 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 doers' 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	Details	Credits
First	Courses	35
Second	Courses	19
	Media Project	6
	Dissertation	4
	Internship	4
Total Credits		68

Semester-Wise Listing of Courses

Semester	Course	Credits	
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	MC 1	Media Studies: An Introduction	2
	MC 2	Cultural Studies: An Introduction	3
	MC 3	Ways of Knowing	2
	MC 4	Image Making - I	2
	LC 1	Video Production	4
II	MC 5	Working with Video - I	3
	MC 6	Image Making - II	2
	MC 7	Media and Cultural Studies Research	2
	MC 10	Reading Film	3
	LC 2	Writing Skills	2
	LC 3	Video Post-production	4
III	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
	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

Semester	Course		Credits
IV	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
	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 RURAL DEVELOPMENT

3.26 M.A. SOCIAL WORK IN RURAL DEVELOPMENT

The M.A. *Social Work in Rural Development* programme has been designed to meet the need 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		Credits
I	FC 1	Understanding Society	2
	FC 2	Introduction to Basic Economics	2
	FC 3	Development Experience, State, Social Conflict and Change	2
	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

Semester	Course		Credits
II	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
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 Organisation 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

Fees, Deposits and Other Charges

4.1 TOTAL PROPOSED FEES FOR 2012-2014 BATCH

(In Rupees)

Programme	Semester Fees for Hostelties				Semester Fees for Non-Hostelties			
	I	II	III	IV	I	II	III	IV
Social Work	51350	36750	36250	32250	20600	19000	18500	14500
Globalisation and Labour	45350	33750	30250	29250	17600	16000	12500	11500
Human Resources Management and Labour Relations	45350	33750	30250	29250	17600	16000	12500	11500
Social Entrepreneurship	45350	33750	30250	29250	17600	16000	12500	11500
Health Administration	48350	36750	33250	32250	20600	19000	15500	14500
Hospital Administration	48350	36750	33250	32250	20600	19000	15500	14500
Public Health in Health Policy, Economics and Finance	48350	36750	33250	32250	20600	19000	15500	14500
Public Health in Social Epidemiology	48350	36750	33250	32250	20600	19000	15500	14500
Counselling	49850	38250	34750	33750	22100	20500	17000	16000

Programme	Semester Fees for Hostilities				Semester Fees for Non-Hostelites			
	I	II	III	IV	I	II	III	IV
Social Work	51350	36750	36250	32250	20600	19000	18500	14500
Development Studies	45350	33750	30250	29250	17600	16000	12500	11500
Elementary (Education)	31850	20250	16750	15750	17600	16000	12500	11500
Women's Studies	45350	33750	30250	29250	17600	16000	12500	11500
Habitat Policy and Practice	48350	38250	33250	32250	20600	20500	15500	14500
Disaster Management	60350	36750	30250	32250	32600	19000	12500	14500
Media and Cultural Studies	55350	43750	40250	39250	27600	26000	22500	21500
Social Work in Rural Development	51350	36750	36250	32250	20600	19000	18500	14500

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.

4.2 FINANCIAL ASSISTANCE

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

Students' Support Services

5.1 STUDENTS' AFFAIRS OFFICE

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

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

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

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

5.2 STUDENTS' UNION

The Institute has a healthy tradition of electing a Students' Union by secret ballot. Returning Officers are appointed to oversee the process. Office bearers of the Union have been responsible students who have contributed to student life through their leadership. During critical periods, such as disasters and relief work, they have been at the forefront of volunteering for tasks as well as mobilising their colleagues.

5.3 ACCOMMODATION/HOSTELS

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

5.4 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.

5.5 HEALTH CARE

Two Medical Officers visit the Institute – one every Monday, Wednesday and Friday from 4.00 p.m. to 6.00 p.m. and the other every Tuesday, Thursday and Saturday from 4.30 p.m. to 6.30 p.m. The Institute provides free medical consultation service only. The medical officers also provide referrals as and when required. The programme is coordinated by the Coordinator (Medical and Counselling), who is a faculty member of the Institute.

5.6 COUNSELLING SERVICES

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

Workshops on topics relevant to increasing the capacities of the students are regularly conducted by the counsellors. 'Time Management', 'Stress Management', 'Building Emotional Resilience', and 'Enhancing Interpersonal 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.

5.7 HEALTH INSURANCE

The Institute has a Group Medclaim and Group Personal Accident Insurance Policy for students, the details of which are hosted on www.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.

5.8 SPORTS AND RECREATION

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

The 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.

6

Location, Access and Communication

6.1 MUMBAI CAMPUS

The two Mumbai Campuses of TISS – the Main Campus and the Malti and Jal A.D. Naoroji Campus Annexe – are both located in Deonar in the North-East Section of Greater Mumbai. The Main Campus is situated opposite the Deonar Bus Depot on V.N. Purav Marg (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 TISS is ‘Deonar Bus Depot’.

<i>Location</i>	<i>Bus Routes</i>
From Dadar Station	: 92, 93, 504, 506, 521 (all Ltd.)
From Chhatrapati Shivaji Terminus	: 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	: http://www.admissions.tiss.edu
Admission Process Enquiries	: 022-4011 0457

6.2 TULJAPUR CAMPUS

The Tuljapur Campus of the Tata Institute of Social Sciences is situated on the North-West hills of Tuljapur town on Apsinga Road. Tuljapur town is in Osmanabad district of Marathwada region, Maharashtra. It is on the National Highway No. 211. State Transport buses from Mumbai, Aurangabad, Solapur, Pune, and other cities (and buses from Karnataka and A.P.) pass through Tuljapur town. The nearest railway stations are Osmanabad and Solapur. Most trains from Mumbai and Pune towards South pass through Solapur. Some of the major trains are: Siddeshwar Express, Udyan Express, Karnataka Express, Hutatma Express, Jayanti Janata Kanyakumari Express, Chennai Express, Hussain Sagar Express, Kurla Coimbatore Express, etc.

Postal Address : Tata Institute of Social Sciences
School of Rural Development
Tuljapur-413 601, District-Osmanabad
Maharashtra, India

Admission Process Enquiries

TISS C.A.R.E. : 022-4011 0457

URL : <http://www.admission.tiss.edu>