TATA INSTITUTE OF SOCIAL SCIENCES,

MUMBAI / TULJAPUR / GUWAHATI / HYDERABAD

M.Phil/Ph.D. Programmes

Model Question Paper

INSTRUCTIONS

1. This paper is common to Both **M.Phil.** and **Ph.D.** candidates.

2. The scoring for **RAT** is **100 marks** and the personal interview is for **100 marks**. RAT will assess research and analytical abilities and the personal interview will assess your research aptitude, competence, subject knowledge and suitability to join the research stream.

3. The duration of the test paper is for 2 hours, carrying **100 marks**. For applicants applying for two programmes, the duration will be three hours.

4. The test paper consists of **Part-I** and **Part-II**. You are expected to answer both the parts.

5. **Part-I** will assess analytical skills and it is for **40 marks.** You are required to answer one question from this part.

6. **Part-II** will assess conceptual and interpretative skills and it is for **60 marks**. These questions will assess your subject specific competence in answering the questions. Detailed instructions are provided later in the question paper. Each answer carries **20 marks**.

7. **Write your Admit Card No** and **Answer Sheet id Key** legibly in the boxes below. Do not write your name on the **Answer Sheet**.

8. Hand over the test paper upon completion to the invigilator without fail. Please do not attempt to tear pages or take the question paper with you. Any attempt to do so will lead to non evaluation of your paper.

SCENARIO 1: Candidates who have applied and have been short listed for **more than one** programme would write the RAT exam for three hours. Such students, after completing **Part-I** of the paper will have to answer two sections of **Part-II** (those specific to the programmes that they have applied for). For instance, candidates who have applied and have been short listed for Development Studies and Women Studies must answer three questions each from the sections on Development Studies and Women studies. Please note that each new section within **Part-II** must be answered in a separate answer book as provided to you.

SCENARIO 2: Candidates who have applied and have been short listed for

Social Sciences, Education or Women Studies in more than one campus (Mumbai/Hyderabad/Guwahati) will write the RAT only for two hours. They must answer the questions in part II that are specific to the Women studies/Social Sciences/Education programme.

SCENARIO 3: Candidates who have applied and have been short listed for both the Integrated M.Phil.–Ph.D. and Direct Ph.D. for the same programme will write the RAT for only two hours as the paper is common for both Integrated M.Phil.–Ph.D. and Direct Ph.D. candidates.

ADMIT CARD NO.

3

ANSWER SHEET id KEY

INVIGILATOR'S SIGNATURE

Marks Obtained:

For PART I:

For PART II:

TOTAL

_____
Examiner's Signature with Date

PART I:
ANALYTICAL SKILLS

(40 Marks)

Part I contains four questions. *The candidate should attempt any* **ONE** *of them.*

(500 words)

QUESTION 1:   Study the following table and answer the questions below:

Prevalence of Tobacco use in India (2009-10) – Global Adult Tobacco Survey (GATS)

TABLE 1:
Estimated number of adults age 15 and above by status of tobacco use,
according to gender and residence, GATS-India 2009-10 (Numbers in 1000)

		Gender		Residence	
Status of Tobacco use	*Overall*	*Male*	*Female*	*Urban*	*Rural*
Overall	7,95,534	4,11,150	3,84,384	2,32,551	5,62,983
Current Tobacco User (Any form)	2,74,887	1,96,976	77,911	58,839	2,16,048
Current Smoker	1,11,203	99,874	11,330	26,102	85,101
Current Smokeless Tobacco User	2,05,981	1,35,247	70,734	41,049	1,64,932

QUESTION 1(a). Assess the gender differentials in use of tobacco including its two chief types of consumption in India from the above table?

(250 words)

QUESTION 1(b). Assess concomitant use of smoked and smokeless form of tobacco and are there any differentials in the concomitant use based upon residence?

(250 words)

QUESTION 2: Study the following table and answer the questions below:

Data on persons (per 1000) who have experienced illness or injury (ailments) during the 15 days prior to the survey in India, 2014 is provided in the Table below. Based on the information provided, answer the questions given below in Table 2.

TABLE 2
Proportion (per 1000) of ailing persons during last 15 days for differen age group
separately for gender: rural, urban

age-group	rural			urban		
	male	female	persons	male	female	persons
(1)	(2)	(3)	(4)	(5)	(6)	(7)
0-4	119	86	103	111	117	114
5-9	65	50	58	87	71	80
10-14	43	47	45	57	53	56
15-29	35	57	46	38	59	48
30-44	60	94	77	71	126	98
45-59	109	163	135	173	239	206
60-69	247	270	259	331	379	355
70+	327	286	306	376	371	373
all	80	99	89	101	135	118

Statement 3.2: Proportion (per 1000) of ailing persons during last 15 days for different age group separately for gender: rural, urban

Source: NSSO (2015): Key Indicators of Social Consumption in India Health, NSS 71" Round, (January-June 2014), Ministry of Statistics and Programme Implementation, National Sample Survey Office, New Delhi p.12

QUESTION 2 (a) **According to the data what are the major age-sex differences in ailments that can be observed from the Table.**

QUESTION 2 (b) **Compare the rural and urban morbidity pattern from the data presented. According to you what could be the reasons for the observed differences.**

QUESTION 3 **Please read the following passage and answer the questions below.**

There is a general recognition of the centrality of knowledge to development. For example, the UN Development Programme's Human Development Index (HDI) generates indicators for monitoring long-term, national progress in human development, based on three fundamental dimensions, one of which is 'access to knowledge'. Indeed, access to knowledge receives equal importance as the other two dimensions, namely 'long and healthy life' and 'standard of living' (Gaye, 2011). In the Sustainable Development Goals (SDGs), the importance of knowledge is also recognised as can be seen from this quote which emphasises the need to develop knowledge societies:

"*The spread of information and communications technology and global interconnectednees has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies, as does scientific and technological innovation across areas as diverse as medicine and energy.*" (UN, 2015:9)

Despite this recognition, there is the possibility that current way knowledge is included in the SDGs, and within the paradigm of sustainable development more generally, might place too much emphasis on Western approaches, concepts and researchers. Criticisms of approaches to knowledge within the SDGs focus on the model of knowledge transfer, the lack of reference to local knowledge and the failure to recognise that development needs to be based on developing countries' experiences and realities (Leach, 2013). Ramalingam (2015), for instance argues that

the overriding mentality of the SDGs is still that developing countries are vessels to be filled with knowledge and ideas. It, therefore, appears that there might be too much focus on Western approaches, while local knowledge is largely ignored. As Escobar has noted 'Development has relied exclusively on one knowledge system, namely the modern Western one. The dominance of this knowledge system has dictated the marginalisation of non-western knowledge systems' (1995:13). UNESCO focuses on local knowledge as the basis of development capacities at the local level:

"All societies possess a rich range of knowledge and make use, in their daily lives, of various levels and types of knowledge that they produce and pass on using a wide variety of means, practices and tools. They are a base on which the capacities necessary for their development can sooner or later be built" (UNESCO, 2005: 188).

Sustainable development, thus, needs to be based on respect for local knowledge and should be built on local knowledge and local realities because the ultimate task of high quality development policy remains to search for mechanisms to initiate self-reinforcing processes of endogenous change.

QUESTION 3.1 **Do you agree with the argument that today's developmental models are highly euro-centric? Elucidate your answer with appropriate examples.**

QUESTION 3.2 **Is it essential that a region's development policy has to be based on it's local knowledge systems and related cultural contexts? Could you share some examples (success stories or failures) supporting your argument?**

QUESTION 4: **Please read the following passage and answer the questions below.**

What is turning so many young men into Internet trolls?

Guardian, 2013
After a journalist and feminist activist had successfully petitioned to have a renowned female literary figure to appear on new bank notes, using the Internet, Twitter trolls inundated her with threats of rape and violence. It took another petition and a media storm to overcome the inertia that seems to exist when social networks and the police are asked to deal with online abuse. When a female member of Parliament stepped in to support the feminist campaigner, the Twitter trolls began to target her too. And in the latest twist, several female journalists were sent bomb threats. So who are the trolls sending these messages? And what motivates them to behave like this?

The Gyges effect – the way that the Internet can encourage a disinhibition people simply would not experience face to face – is only part of the explanation. Linked to that is the way the internet allows us to shut down our sense of empathy. In a nutshell, we are sending words through a screen, and seeing words come back. No tone of voice, facial expressions or body language. This makes it easy not only to pretend there isn't a real, emotional, possibly fragile human being at the other end, but also to play down any emotional reaction that they convey back as an exaggeration or a lie.

One motive for trolling, and perhaps one we're all most familiar with, seems to be simple boredom – too much free time after school, at work, or between jobs. These are the individuals who are trolling to kill a few hours, entertain themselves, and even impress others of a similar mindset. Groups of trolls coalesce on bulletin-board sites where they post links to targets that might prove "fun", and compete with each other to see who can be the funniest, cleverest, or

most extreme. Interestingly, those same sites also tend to be the powerhouses that generate internet "memes" — popular concepts that spread beyond the internet to become part of our offline culture.

A second motive appears to be a need for attention, a craving that will accept any kind of attention, however positive or negative, as long as that person is at the centre of it. Such individuals may not just post offensive messages, but also annoyingly implausible stories, grand claims, and obvious lies.

A third motive seems to involve a sense of disenfranchisement. In a climate where even graduates with good degrees are struggling to find jobs, and house prices make getting on the property ladder an impossible dream for many, it's little surprise that a selection of the population may consider themselves short-changed. It would take a strong character not to feel a sense of injustice at the fact that, a generation earlier, their exact counterparts were walking into secure, lifelong employment and able to buy nice homes.

For some individuals, this sense of being cheated may extend into a malicious desire to try to make those enjoying greater success feel as miserably trapped and oppressed as themselves. The rather sad logic of this is that by dragging the more successful person down, the damaging contrast with their own failure is lessened, and they won't feel quite so bad about themselves.

A final important issue that these cases raise is the lack of agreement over what the word "troll" means. It is being used to describe everything from playground insults, sick jokes, and deliberate insensitivity right through to threats of violence, rape and murder. We don't have a fixed definition for the term "trolling", and while some may think of this as a mere detail, it is one that can have far-reaching legal implications. If we are to take the meaning of trolling to include everything from the merely irritating to the clearly illegal, then this definitional issue will only become more important as more cases are prosecuted.

Despite the potential harm trolling can inflict on others, as long as the internet offers the appearance of protection from consequences, it will, for some, also present itself as an opportunity to kill a few hours by being abusive to strangers.

Question 4(a): **How does the writer describe the phenomenon of 'trolling'?**

Question 4(b): **What are the factors that motivate young men to troll famous people on social media?**

PART II:
CONCEPTUAL & INTERPRETATIVE SKILLS

(60 Marks)

This part will assess your subject specific competence in answering the questions. Indicate the question number that you are attempting correctly.

a)   Candidates must answer questions that are specific to the programme that they have applied for.

b)   Attempt 3 questions out of the 6 choices given in each set.

c)   Each question carries 20 marks (each answer can be of 500 words).

d)   Candidates who have applied for two programmes will have to answer questions specific to both programmes. An extra time of 1 hour will be given to those candidates.

PROGRAMME (A)
HABITAT STUDIES

AQ1:   What according to you is "water" – a private or a public good? Critically discuss the policy implications with respect to water provision in cities.

AQ2:   Does environmentalism promote injustice for the poor in India? Critically discuss.

AQ3:   "Cities are sites of tremendous difficulties, but also crucibles of change." - Professor Gordon Pirie, deputy director of the African Centre for Cities. Discuss (with reference to the cities, type of urbanisation and trajectories in the global South) how we might be able to re-imagine cities as "crucibles of change" as opposed to the current labeling of cities of the global south as chaotic, steeped in human and environmental crisis and poverty.

AQ4:   Many argue that there has been a rightward shift in global politics. Discuss the implications for responding to key environmental challenges.

AQ5:   "The Smart City program is a euphemism for real estate development". Critically discuss.

AQ6:   Sustainable Development, seen as a means to ensuring inter-generational equity, may pose a serious challenge to addressing the question of intra-generational inequity. Assess this statement critically, in the context of dealing with the problem of climate change.

PROGRAMME (B)
PUBLIC HEALTH

BQ1: Discuss the health related issues among young people in India. According to you what are the areas that require urgent attention in order to improve youth health in India.

BQ2: How do working conditions influence health of a population? Elaborate this by examining the ecological approach in public health?

BQ3: What are the major public health challenges with reference to non communicable diseases? Explain this with an illustration?

BQ4: Provision of health insurance to all is not enough for achieving Universal Health Coverage.

BQ5: Discuss the importance of social determinants in improving population health.

BQ6: Discuss the role of gender in intensifying health inequality in India.

PROGRAMME (C)
HEALTH SYSTEMS MANAGEMENT

CQ1: What are the ways by which international factors influence the health sector of a country? Reflect on this based on Indian experience?

CQ2: What are the human resources challenges of hospitals? Critically examine how the human resource challenges are different in public and private sector hospitals?

CQ3: In view of increased regulation of the Indian private healthcare industry in near future, what are threats for 'for-profit' hospitals and where do opportunities the lie?

CQ4: How will you differentiate between the quality of health care provided by public sector and private sector in India? What are the major reasons for the differences?

CQ5: What are the health sector challenges in catering to the health needs of migrant population especially in urban areas of India? In your opinion how can these challenges be dealt with?

CQ6: Is health care a commodity or a basic human need? Discuss

PROGRAMME (D)
MANAGEMENT AND LABOUR STUDIES

DQ1:   All small business owners are not necessarily entrepreneurs, why or why not?

DQ2:   ABC is an Information Technology company with about 150,000 employees. Over the last three years, the company has seen very high attrition. Moreover, the number of applications to join the company from premier engineering collages has also been on the decline. As a researcher in management, how would you approach this problem to investigate the underlying causes and possible remedies for this issue?

DQ3:   You are commissioned by a large Indian family owned organization to design an intervention to make the organization more friendly to diversity. What are the kinds of diversities that you would address and how would you go about making the organization more diversity friendly?

DQ4:   A company has been receiving a number of complaints of sexual harassment in the last few years. While each of the complaints is being investigated as per the law, the organization would like you to do a systematic study to identify the underlying reasons for the spurt in harassment cases. Describe in detail the process that you would follow to execute this project.

DQ5:   Research in the political economy of entrepreneurship cannot be restricted to analyzing how institutions affect the level and type of entrepreneurial activity. It is also necessary to consider how entrepreneurial activities affect institutions and thereby the prospects for long-term growth." (Douhan and Henrekson, 2007, pp-22). Justify.

DQ6:   Informal labour plays a pivotal role in Global Value Chains. Comment.

PROGRAMME (E)
SOCIAL WORK

EQ1:   "The methods of Social Work that are followed in India today are highly suited for the Western clients and not necessarily for the Indian context" Do you agree with this statement? Justify your answer.

EQ2:   Lifestyle Diseases in India: Discuss their incidence, prevalence and implications for social work in public health.

EQ3:   Globalisation has impacted India's informal economy. Discuss the issues and scope for social work research and intervention.

EQ4:   Development induced displacement has historically caused a great deal of hardship and impoverishment for rural poor and tribal people who have lost their land and livelihoods without receiving adequate compensation. What recent policy/legislation has addressed the issue of fair compensation and how does it plan to achieve this?

EQ5:   How can social theories enrich Social Work practice?

EQ6:   'The best interests of Children must be at the core of decisions that affect them'. Comment.

PROGRAMME (F)
DISASTER MANAGEMENT

FQ1: Explain the Rashtriya Krishi Bima Yojana and Pradhan Mantri Fasal Bima Yojana. Critically examine their capacity in reducing the economic loss of farmers in drought affected areas

FQ2: Is Disaster Management same as Humanitarian Action? Justify your answer.

FQ3: Famines have killed about 75 million people in the last century, over ten times more people than competing sources like earthquakes, cyclonic storms, and floods combined (Devereaut 2000). However famines do not receive similar attention as that of physical disasters from the public, the government and organizational elites. How do we understand this difference in response?

FQ4: Establish the importance of Disaster Management Act 2005 with reference to India's natural resource conservation

FQ 5: Describe Magnitude-Frequency Relationship and debate the statement "Change is the only constant". What importance do the change detection studies have in Disaster management?

FQ6: How would you differentiate Disasters and Hazards or are they synonymously used.

PROGRAMME (G)
EDUCATION

GQ1: "Formal education guarantees a definite route to social mobility and economic rewards". Please share your views either in support of or against the given statement.

GQ 2: Critically examine the growth of the private sector in school education with reference to principles of equity and social justice.

GQ3: 'Schools reproduce social inequality'. Would you agree with this statement? Critically discuss.

GQ4: The Government of India recently ratified the International Labour Organisation (ILO) Conventions 182 and 138 that prohibit forced or compulsory recruitment of children and recommends raising the age of employment in hazardous occupations from 14 to 18 years, respectively. In what ways, do you think this move would impact the present day educational scenario of our country?

GQ5: The Swachh Bharat Cess (SBC) is a service tax on all the taxable services at the rate of 0.5% which came into effect from Nov 15, 2015, to support the cleanliness drive taken up by the government. Previously, Environmental Science was made a compulsory school subject. Both approaches seek to create awareness about environmental hygiene and cleanliness. Compare and contrast the two approaches.

GQ6: "Education in India is information based rather than knowledge based." Discuss this statement.

PROGRAMME (H)
WOMEN STUDIES

HQ1: Do films like *Dangal* help lower the social restrictions against adolescent girls?

HQ2: Women are the 'poorest of the poor'. What is meant by this statement? How does poverty differentially affect women? Discuss.

HQ3: There is a body of opinion that feels that the changes in rape law (as per the 2013 amendments) are too severe. Would you agree or disagree? Please give reasons for your opinion.

HQ4: Young women in India, in small numbers no doubt, are entering into professions, job areas that were previously not open to them. What factors influence the employment prospects of women? What problems are they likely to face? Is 'gender stereotyping' becoming diluted or more entrenched?

HQ5: How is the question of mental illness viewed in India? How are women specifically affected by the attitudes of society, caste and family structures, as well as the medical profession, towards the mentally ill? What kind of legislation could help to improve this situation?

HQ6: Discuss the *Why Loiter* movement in India, commenting on the significance of its objectives and the nature of its organizing. In your opinion, what has been its impact?

PROGRAMME (I)
DEVELOPMENT STUDIES

IQ1: John Maynard Keynes argued that state intervention may be necessary to ensure full employment in capitalist economies. Discuss the main features of his theory of unemployment.

IQ2: In recent years, Indian government has moved away from a universal provisioning of food subsidy to its targeting towards the poor. Enumerate and explain some of the benefits and possible pitfalls of this policy shift.

IQ3: Income is the means for achieving development not an end in itself. What are your views on this statement?

IQ4: Discuss the social, economic and political implications of the recent demonetisation of currency by the Government of India.

IQ5: Critically reflect with examples on the developmental challenges facing tribes in India.

IQ6: What are the provisions of the National Food Security Act 2013? Critically examine the issues around the implementation of this Act.

PROGRAMME (J)
INCLUSIVE DEVELOPMENT AND SOCIAL JUSTICE

JQ1: Dominant caste' is part of a structuralist approach to explain Indian society — Discuss.

JQ2: 'Economic growth has led to greater inequality and social exclusion'-Looking at India, discuss the nature of persisting social disparities and the changing role of the State, in the midst of rising affluence.

JQ3: While we try to define tribal societies in India, we talk of primitive characters of these societies. For instance, their primitive religion, archaic technology for exploiting nature, definite territory; own dialect, lack of education, shyness etc. But, even after almost 70 years of independence and development, some communities have been trying to get tribal status over and above the existing tribal groups. Do you think that they should be given tribal status? Justify your answer with proper facts and debates. What are the major causes of poverty among scheduled tribes?

JQ4: Discuss any two major issues affecting the religious minorities in contemporary India.

JQ5: Discuss the dynamics of the gender-caste inter-sectionality in the light of growing brutal crimes against Dalit women?

JQ6: What role does caste play in our daily lives? Critically reflect.

PROGRAMME (K)
RURAL DEVELOPMENT

KQ1: Discuss the trajectory of growth of Rural Economy in India since Independence.

KQ2: Green revolution in India has been confined to a few states. What are the reasons for the same?

KQ3: Discuss the changing cropping patterns in India and how it has been related to the changing nature of the economy.

KQ4: Discuss the role of rural entrepreneurship in development of the rural economy and society.

KQ5: Critically evaluate the major Rural Development Programmes in India.

KQ6: Discuss the role of South West Monsoon with regard to Indian Agriculture.

PROGRAMME (L)
SOCIAL SCIENCES

LQ1: What is the relevance of social sciences in a world that is focused on innovations in science and technology?

LQ2: What are the basic steps required to conduct research in the social sciences?

LQ3: Why do liberal democracies elect illiberal leaders? Support your argument with suitable evidence and examples

LQ4: "Conflict is an integral part of human society." In the light of this statement, discuss the various dynamics of conflict with appropriate examples.

LQ5: "The era of liberalisation, privatisation and globalisation has generated different forms of people's resistance over resources in India." Examine this statement with appropriate examples.

LQ6: Complete objectivity is an impossible ideal in social science and complete subjectivity makes it unworthy as a "science". How do you resolve this dilemma in social science research?

PROGRAMME (M)
SOCIOLOGY OF EDUCATION

MQ1: Discuss educational ideas of any one of the following: Mahatma Gandhi, Rabindranath Tagore, Jyotiba Phule, B.R. Ambedkar.

MQ2: Gender division of labour is reproduced through schools. Discuss the feminist critique of reproduction theory and its applicability in India.

MQ3: What is the state policy on skill development? Is it the answer to India's educational problems?

MQ4: Discuss educational marginalization, its causes and forms in the Indian context.

MQ5: Schooling constructs but does not obliterate caste and community identities. Would you agree? Discuss with the help of examples.

MQ6: Teachers' ideas and beliefs about students' social background and abilities influence students' educational outcomes. Discuss this statement with examples.

PROGRAMME (N)
MEDIA AND CULTURAL STUDIES

NQ1: Universities in India have become hotbeds of politics. Discuss this with examples.

NQ2: Uniform civil code is desirable in a secular country like India — Discuss.

NQ3: "I am not a feminist because I believe in equality not women's superiority" — critically examine this statement.

NQ4: Media is one-sided in its coverage of caste-violence in India — Discuss

NQ5: The censorship of films by the Central Board of Film Certification is an obsolete practice in today's digital age. — Discuss.

NQ6: Smart phones facilitate better surveillance and hence contribute to maintenance of law and order — comment on this critically

PROGRAMME (O)
CLINICAL PSYCHOLOGY

OQ1: Despite the uncertainty associated with mental health diagnosis, the Diagnostic Statistical Manual-V (DSM-V) seems to make it too easy to over-diagnose normal people and to medicalize problems of living. Adding so many disorders to the DSM has led to the pathologising of every-day life. On the other hand, labeling emotional and developmental experiences has also facilitated early detection and intervention. Discuss your views.

OQ 2: Psychotherapy in India is still to be recognised as a profession. Lack of regulation and licensing, have been referred to as problems. What in your opinion would be the advantages and disadvantages of regulating and licensing of psychotherapy?

OQ 3: No assessment can be a replacement for clinical interviewing. As a trainee psychologist discuss your views. Counselling and therapy with children is more effortless and uncomplicated as compared to working with an adult client. Discuss the statement in the light of your experience.

OQ4: Person-centred therapy is fine for the worried well who enjoy and can benefit from examining themselves in perpetuity. But when it comes to treating people who have clear behavioral skills deficits or who are suffering from some sort of oppression, do you think a more directive and problem-solving approach is necessary? Justify your response.

OQ5: Given the dearth of mental health professionals in India, Individual psychotherapy seems to be a luxury that only a few can afford. Can community mental health approach provide an effective remedy to this problem? What are your views on the issue?

OQ6: Eclecticism has both been lauded and criticised over the years. Explain what you understand by 'eclecticism' in psychotherapy practice and discuss your views on eclectic practice.