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Tata Institute of Social Sciences continues to be a reckoning voice in the journey of restructuring orders, rethinking disciplines and interventional methods. The institute keeps up to its promise of finding answers to emerging social, cultural and environmental challenges by generating concerned and committed professionals with social justice and rights with empowerment.

Searching for an all-inclusive path of development remains a guiding principle for all segments of the Institute. TISS Tuljapur campus, responding to the needs of the hour, is devoted in marking a niche in understanding and reframing social order to ensure a life of dignity intersecting all barriers of gender, caste, class, ethnicity and all human hurdles.

The courses offered on this campus, such as M.S.W. in Rural Development, M.A/M.Sc. in Development, Policy, Planning and Practice; Sustainable Livelihoods and Natural Resource Governance; and Social Innovation and Entrepreneurship, have been developed keeping in mind environmental challenges from mainstream development so as to find an alternative sustainable and innovative way of life. This campus with its distinctive courses blends theory and practice and thus fosters potential minds to be an active contributor in the process of social transformation.

I am delighted to present before you the placement brochure for the year 2017-2019 of the four post graduate courses offered. I invite you warmly to visit our rural campus at Tuljapur, interact with our students and gain access to their world of ideas and perspectives on transforming our country. I am sure that our students will be a great asset to your organization and in the process of nation building.
TISS Tuljapur campus offers very innovative Masters Programs highly relevant for government agencies and civil society at large. These programs provide a distinctive blend of theory and practice and training to the students. They aim to meet the need for trained social work and social science professionals to promote sustainable and equitable socio-economic development of communities. With an appropriate blend of skill and theory, they attempt to create professionals with strong orientation, appropriate values, and skills to promote the professional management of communities and institutions.

These programs hinge on the institutional philosophy of promoting development with equity, justice and brotherhood among the people of diverse origin. The TISS Tuljapur campus is equipped with best facilities, faculty and advanced curriculum and offers an excellent environment for learning and practice. The masters programs in the campus have emerged from a long association and experience of TISS faculty members and professional social workers with communities across the country. The campus has continuously strived to pursue the excellence by re-inventing academic, research and training programs. Students in the programs are exposed to challenging field-based practices, social issues and environmental concerns through projects that they undertake with various NGOs and CBOs as a part of their curriculum. Faculty and staff have devoted a considerable amount of time and efforts in moulding, equipping and arming each of the students with the right kind of skills, attitude and efficiency to serve the society and survive in today’s competitive environment. It is my pleasure to present to you the graduating batch of M.S.W. in Rural Development, M.A/M.Sc. in Development, Policy, Planning and Practice; Sustainable Livelihoods and Natural Resource Governance; and Social Innovation and Entrepreneurship, of the year 2017-19.

These students are ready to accept the challenges faced by different communities, making a difference in their lives and serving as an agent of social change and transformation. These students can proudly serve government departments/organizations, corporate (CSRs), financial institutions, NGOs and national and international agencies working on health, microfinance, children and women, Dalit’s, tribal, minorities and other social issues.
Tata Institute of Social Sciences, Tuljapur, was created with a clear mission to internalize and inculcate the true values of rural and urban realities in educating and strongly influencing the young minds to involve realistically in the state-building process.

The strength of our learning process has remained immensely creative which is empowered with day to day interactions with the local and grass-root leaders and representatives of the communities and the line functionaries. The campus has designed four-dimensional programs of teaching, field action, research, and documentation to prepare its students professionally sound with high proficiency in managing and achieving results when faced by practical challenges in difficult situations. The students-mix in the batch is hand-picked from some of the most diverse walks of life.

This diversity has resulted in experimental learning and appreciation of varied culture and tastes. Besides, the learning process and experiences based on tough practical orientations have inspired and motivated the students for accepting any challenges under any situation. Each component of the programs ensures that the students not just imbibe academic concepts but develop the appropriate analytical and decision-making skills to endeavour to be the finest and most competent of professionals in this ever changing and complex world of development.

Prof. BIPIN BIHARI DAS
M.A (Utkal University) CPS and DPS in Population Sciences (IIPS, Mumbai) PG Certificate Course in Project Management (DSE, Berlin, FRG)
Tata Institute of Social Sciences was initially established in the year 1936 as Sir Dorabji Tata Graduate School of Social Work, to meet the emerging requirement for trained social service professionals. In 1964, it earned the status of a deemed university with funding from the University Grants Commission (UGC).

Since its inception, the Tata Institute of Social Sciences has consistently worked on promoting sustainable, equitable and participatory development, social welfare and social justice. It has earned recognition as a reputed Institute from different ministries of the Government of India, various State governments, International agencies such as United Nations, and in the non-governmental sector at national and international level. The Institute has a reputation for professionalism, excellence in disciplined training and a high stature in academic pursuits. A high degree of academic freedom, financial autonomy, positive work culture and intellectual creativity in the Institute facilitate a strong linkage between education, research and field action that targets in making a difference in the life of common people at the grassroots level.

**VISION**

To be a premier and unique institution recognized locally and globally for development and application of knowledge in social sciences and social work to develop alternate and sustainable models for social transformation based on the principles of human dignity, equity, and inclusion.

**MISSION**

To create a cadre of competent and committed development professionals, practitioners, entrepreneurs, teachers, researchers and activists through teaching, research, training and field action. To be a responsible knowledge partner with government, people’s organization and academic institution for building capacity, contributing to policy formulation and reaching out especially to marginalized sections of the society at the local, regional, national and international levels.
The Tata Institute of Social Sciences, Tuljapur Campus was established in 1986 as a rural campus of the institute, with the mission of promoting initiatives for sustainable, eco-friendly and equitable socio-economic development of rural communities. Through its programs, TISS Tuljapur seeks to contribute to the revival of the rural economy, society and strengthening of a local policy. In order to achieve this, TISS, Tuljapur has adopted a four-pronged strategy comprising teaching, training, field action, research and documentation. It has built a strong team of multidisciplinary faculty drawn from economics, social work, sociology, history, agriculture, geography, management, engineering, mathematics and other related disciplines.

Over the years, TISS Tuljapur has evolved into a campus with graduate, post graduate and training programs with approaches based on equity, justice and sustainable development. Being located at Tuljapur block headquarters, it is proximate to rural communities. TISS, Tuljapur works closely with the Central, State and District development administrations. The Institute has played a significant role not only in influencing local self-governance but also in contributing towards strengthening the overall capacities of the marginalized and vulnerable communities.

Our involvement with government agencies and programs, business organizations, civil society groups and communities over time have led us to realize our larger role of being a catalytic and transforming center for influencing socio-economic changes in the right direction. In this regard, we are continuously developing various methods for developing our students into responsible and sensitive agents of change, who can help steer the developmental processes in favor of the most deserving and marginalized sections of society. In pursuance of the above mentioned objective and to fulfill our obligation towards society, we have introduced a set of undergraduate and postgraduate programs mandated with village level field action and outreach activities, teaching, training and carrying out relevant research studies for local and regional development.

The main objective of developing such initiatives and programs has been to make classroom based education more meaningful, relevant and practical, following the core objectives of TISS. TISS has received consistently high appreciation for academic excellence and is counted among the best universities in the country. In the first cycle of assessment in 2002, the National Assessment and Accreditation Council (NAAC) awarded a 5-star rating to TISS. The Institute got re-accredited in 2016 with an ‘A’ Grade and a cumulative grade point of 3.89 out of 4.00.
TISS, Tuljapur Campus is one of the unique experiment in the Indian University system. The academic programmes and curriculum have evolved and developed on the basis of experiments and experiences of the faculty members in the field. The Faculty and students have very close linkages and symbiotic relationship with the rural communities in the region. The Campus is engaged with communities in creating an environment where communities take responsibility for their own development. The focus is on planning social work interventions with communities based on the principles of social justice, social inclusion, gender justice and equality. The students imbibe these values in their teaching learning process during their stay at the Campus.

Some of the field based interventions by Tuljapur Campus have shown that Social development becomes meaningful and relevant when the communities themselves participate, take decisions and own the process. I am delighted to introduce the Young Professionals and Social Innovators of TISS, Tuljapur Campus. They have learned different skills during their studies, which includes Rural Development strategies, skills in promoting sustainable livelihoods and Social Innovation, Understanding Policy Process, Planning and Analysis. They have also gained specific skill during their two years stay at campus e.g. Community Mobilization, Participatory Rural Appraisal (PRA) for micro/participatory planning, social audit & accountability, Project planning, monitoring & evaluation and Evidence Based Policy Process The students have not only learned the theories and concepts in the classrooms but through the field work (field practicum) in each semester have got opportunities to stay and interact with communities, civil society, non-government agencies, government agencies etc. They are equipped with research skill and scientific temperament in the field of social sciences and social work. They are trained to face the challenges and find out the solutions to the changing complex situation of the country through their knowledge and skills.

I am sure that the students will be an asset to the society, community and different national and International agencies engaged in achieving Sustainable Development Goals.
MA/MSc in Development Policy, Planning and Practice, a two year master’s program designed to address the needs of Policy Analyst, Planners and Practitioners in critically understanding the nature and role of the State, the intricacies and processes of policy making, multilevel planning and implementation. The main aim of the program is to create a cadre of professionally qualified Development Policy Analyst, Planners and Practitioners in multidisciplinary and integrated policy making, planning and practice related skills attempting to critically evaluate the current policy making and planning process and intervene for a more inclusive human development with justice and dignity. This program equips the Policy Analyst, Planners and Practitioners to intervene meaningfully in the process of Policy Making (formulation, implementation, monitoring and evaluation) both at the macro as well as at the grassroots level for facilitating empowerment of marginalized groups, along with developing a global perspective on Development Policy.

The program integrates national and international perspectives of Development Policy, Planning and Practices. In doing so, it evaluates the experiences and contextualize the learning for India. The program curriculum has been designed in a manner where it draws knowledge and insights from different disciplines, provides the necessary research skills for policy making and opportunity for field immersion (spread over three semesters) to students to understand the grassroots level issues, different institutions and implementation of different programs and policies. The thrust is to provide the students a theoretical base, necessary research skills for policy making and the grassroots experience in both rural and urban settings.
Social Innovation and Entrepreneurship is a two years masters’ program designed to help those who believe in social innovation and enterprise as a tool for social change. This program gives knowledge, skills and mindset necessary to launch a new social entrepreneurial venture or play a key leadership role in an existing one.

The program is interdisciplinary in nature and draws heavily from the blend of praxis of theory and cases, experience and student inquiry. This program aims at developing business model and critical evaluation skills useful to students contemplating careers in social investing, business consulting or in international development institutions. The subjects under this program are designed to create an innovative and sustainable approach for addressing especially rural developmental issues. The program focus is more on developing capacities of students through field immersion, internship and pilot project. The pilot project gives opportunity to students to develop and implement a business model.

I would like to welcome the recruiters to explore talents having new perspectives and skills to look towards the social problems in innovative ways. The MA-SIE students have critical skills for problem mapping, opportunity identification and bring innovative solutions for problems faced by masses.

Dr. ANJALI KULKARNI
M.S.W. (Pune), M.B.A. (EILILM University), M.P.M. (Pune), Ph.D. (TVM, Pune)
The MA/MSc in Sustainable Livelihoods and Natural Resource Governance program aims at developing livelihood professionals, strong democratic value oriented practitioners, grounding in theory and praxis of sustainable livelihoods and natural resource governance. The blend of courses in this program focuses on interdisciplinary and multidisciplinary approaches that include understanding the society, ecology, environment, sociology, economy, politics, governance and policy. This will provide reflexive learning, unique perspective and enhance capacity and capability to work as Livelihood Professional in existing global scenario. This program is oriented towards social action research for betterment of society, and particularly towards equitable and just community development for the marginalized sections of society. This program will develop sensitive, secular, and intelligent cadres of professionals in livelihoods sector and engage them in creating innovative forms of sustainable livelihoods approaches.

The students will work on climate change and justice, prosperity, peace and people. We believe that learning by doing is an extremely crucial aspect of the teaching-learning praxis of adult learners. Therefore, the methods of training are participatory in nature and learner-centred. Our teaching methods involve classroom teaching, lecture method, fieldwork exposure, working with community, Groups, Government Institutions, group discussions, self-learning, PRA, RRA, PLA, SPSS, GIS and Project planning and implementation, etc. TISS Tuljapur has a student’s placement cell managed by the students under the guidance of a Faculty In-charge.

The student’s placement cell makes efforts to contact potential employers and hold campus placements. We have 100 per cent placement so far and most the students are working with National, International, Government, Corporate Social Responsibility, Non-Governmental Organizations, Micro-Finance Institutions and Community Based Organizations across the country.
The National Rural Youth Festival (NRYF) is one of the major initiatives conceived by the students of TISS Tuljapur which aims at generating and sustaining a platform for exploring, exchanging and reflecting on ideas of rural development across a wide range of actors such as social sciences students, development practitioners, scholars, researchers and the youth in the village communities.

In 2008-09, TISS Tuljapur made the first attempt to reach out to rural youth in the Marathwada region through organizing the first Rural Youth Fest. In the academic year 2010-11, NRYF was expanded to the national level. More than 2000 rural youths across the nation participated in this mega event. The event crossed geopolitical boundaries of India and TISS hosted near about 40 participants from the neighbouring country Nepal. We continue to aspire to take NRYF to a higher level, thereby facilitating and encouraging a dialogue among rural youth, students, development practitioners, young scholars and researchers. In 2015, NRYF was celebrated at its peak capacity and saw the participation of several colleges and students from all over the country. It was a pleasure hosting the Governor of Maharashtra C. Vidyasagar Rao as the Chief Guest to the 7th NRYF.

Through its flagship events such as Sarpanch Nayak, Samadhan and Health Camp, the fest promotes leadership and volunteerism among the rural youth, ensuring the promotion of people-centered development in the rural areas.
Since the inception of the course MA Social Innovation and Entrepreneurship, the students have visited 43 villages for their field exposure. During the interaction with the rural people, it was observed that there were many individuals who were engaged in entrepreneurial activities despite their limited resources, and many others (especially youth) who had entrepreneurial inclinations and aspirations.

What lacked was a source of guidance and a platform for promotion! MA in Social Innovation and Entrepreneurship pioneered the first ever Rural Entrepreneurs’ Meet as an avenue to appreciate and encourage the rural entrepreneurs of India and promote their drive to give Rural India a makeover, one enterprise at a time!

Skip-A-Meal

Skip-A-Meal is a weekly activity started in 2012 by an alumni and it was initiated with the intention to make students experience what it is to not have the privilege of that single meal in a day. The skipped meal goes to a nearby boarding school in Tuljapur, where students who study and live there are provided with this meal. Throughout the three years of its existence, Skip-A-Meal has been able to reach out with its message to other reputed institutions in the country and Skip-A-Meal now operates in Saint Stephens College, Delhi and in Madras Christian College, Chennai. A few volunteers brought elements of educational activities in the mandate of Skip-A-Meal and since then, along with the food given, educational activities are also conducted for the students in the boarding school. Recently through an open funding campaign, the program was successful at crowdsourcing enough funds to provide students of the boarding school with a library and positive steps are being taken for the successful completion of this project.

The Meet also seeks to address community problems in innovative ways and inspire rural youth to kindle their entrepreneurial spirits. The concept of REM was conceived in the year 2016 and today has evolved into a National event, with entries from across the country under the three categories viz. Rural Entrepreneurs, Rural Innovators, and Futurepreneurs. Participants are judged and awarded, panel discussions are held and the entrepreneur in everyone is inspired through the medium of this event.

National Rural Entrepreneurs’ Meet

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Samvaad

The literal meaning of the word ‘Samvaad’ is dialogue among the people. This fortnightly activity provides platform for students as well as professors to come together and put forward their opinions and discuss the issues of pressing concern, where a topic is declared 2 days prior to the discussion conducted during the snacks time in the evening. Diverse themes and topics ranging from animal rights to the constitution and policies, from women’s issues to Lok sabha election political agenda are discussed on this platform.

Samadhan

In the wake of the severe drought in the state of Maharashtra in general and the Marathwada in particular, the National Rural Youth Festival is keen to spread awareness and make the youth realize of their moral responsibility towards the people of the state. Its Flagship event Samadhan brings the farmers in Marathwada region on a common platform and discusses the issues and their concerns. Students initiated this event in NRYF 2016 and since then, the participation of farmers is ever increasing. The event is conducted in a way to encourage farmers to speak about their issues and students get an opportunity to interact with the farmers and helps stimulate rural development debates. It is an effort to reduce the gaps between the youth, academicians, rural development agencies and farmers.

Indigenous Day

Every Year, the campus witnesses an immensely vibrant and elated Indigenous Day celebrated in accordance to International Day of the World Indigenous People which promotes and protects the rights of the World Indigenous People. The event includes guest lectures and cultural performances. Dance forms and songs of various tribes all over India from the Red Corridor to North-East and also the South are performed. The students and faculty also engage in informal debates and discussions on the idea of growth and development as seen by the indigenous people.
The birth anniversary of the legendary tribal freedom fighter, religious leader and folk hero Birsa Munda is celebrated by the students of TISS Tuljapur by organising an annual event - Birsa Munda Lecture (BML). Birsa Munda belonged to Munda tribe, and spearheaded an Indian tribal religious Millenarian that arose in the tribal belt of Bihar and Jharkhand in the late 19th century at the time of British Raj. This event is aimed to bring everyone together into an academic space to know and understand, reflect and discuss the ground realities and issues of tribal communities. To make BML rich and meaningful, various tribal activists are invited to share their rich experiences from the field. BML 2018 had an opportunity to have Prof Mr Bodhi S. R., Assistant Professor, Centre for Social Justice and Governance, School of Social Work, TISS Mumbai over to give a lecture on the topic ‘Tribal and Adivasi Studies today, the pre and post Xaxa framework’.

Bharat Ratna Dr BhimRao Ramji Ambedkar, fondly remembered as Babasaheb, has left an indelible mark on Indian polity, society and economy with his countless scholarly works, pragmatic policies and strategies, and of all, an everlasting statesmanship. With the active involvement of students of TISS, Dr. Ambedkar Memorial Lecture Series became one of the major TISS Tuljapur annual activities in subsequent years. The aim of AML is to honour Dr. Ambedkar’s intellectual contribution to the academic world and to create an opportunity for academicians, students, activists and leaders of diverse socio-political background to familiarize themselves with the scholarship of Ambedkar and their relevance today. Every year, this event organises lecture symposiums on concerning the issues of minorities, including women, with an intention to keep Ambedkar’s vision alive and active academically. The cultural evening is also organised so that the artists from different parts of India can come and express themselves and the issues in the light of Ambedkar’s thoughts.
Alumni Meet

Alumni Meet is an event for old relationships to be refreshed, cherished and celebrated. It is also an event for establishing new ones! Interaction with seniors allows for exchange of ideas, knowledge, and real world issues. It propagates existing students to build a strong network base which is helpful in their future endeavours.

The Alumni Meet is key to strengthening the bond of TISSIANS across the globe!

Societies in TISS Tuljapur

As a mechanism for emotional expression, art can be manipulated to portray the latest mutations of society and evils plugging in. It can also be used to debate and discuss the remedies to those evils ranging from dowry to farmer suicide. Art has the potential to elevate and educate people, and the Drama society ‘Ek Awaaz’, the dance group Riyaaaz and the music group Rhythm are putting up the amalgamation of art and social issues exemplarily. All the three societies are successfully promoting traditional and historical art forms along with passing social messages to a larger audience. Rhythm has sung in 6 different languages till date and Riyaaaz has performed with 5 different classical forms. Ek Awaaz has been showcasing its united voices through street plays since last 7 years. Social Sciences and Art when merged have a huge potential to create an impact and students in TISS are successfully tapping this potential.

Students from all over India from all the 29 states stay together in the campus and the cultural and linguistic diversity we share is celebrated by organising events of different regional festivals which includes Onam, Bihu, Lohri, Navratri, Holi, Iftar, Pongal, etc. TISS Tuljapur represents and celebrates all the cultures and the filaments of creativity are merged to form a fabric of unity.
The Field Action Projects (FAP's) undertaken by TISS, Tuljapur is an attempt to accelerate the process of social transformation. Currently, the FAPs focus on agriculture based livelihoods, rainwater harvesting and watershed development, organizing NT/DNT communities to promote and protect their rights and dignity, sensitizing the rural youth to discover their role and responsibilities in local governance and nation building and building people’s institutions for the effective implementation and monitoring of development and welfare schemes at the Panchayat and District levels. Drought Relief Work In collaboration with the District Administration, TISS, and Tuljapur is actively engaged in mitigating drought in the Marathwada region. Relief operations are ongoing in 30 villages in Osmanabad district in partnership with other agencies. Many of our students are participating in this activity as part of their internship.

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<th>Year</th>
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<td>1989</td>
<td>Participatory Rural Appraisal and Micro Level Planning</td>
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<td>1994</td>
<td>Livelihood Rural Mission</td>
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<td>1995</td>
<td>Report of the third module of the training programme of Gram Sevak</td>
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<td>1999</td>
<td>Casestudy of initiative in Agro Forestry and Horticulture by Farmers in Osmanabad, Maharashtra</td>
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<td>2000</td>
<td>Sustainable Agriculture Sector</td>
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<td>2001</td>
<td>The 73rd Constitution Amendment Act 1992 and the devolution of financial power</td>
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<tr>
<td>2002</td>
<td>2002 Dalit leadership in Panchayat: A situational analysis in Maharashtra</td>
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<td>2002</td>
<td>Status of Tribal Women in Maharashtra</td>
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<td>2003</td>
<td>Social Assessment of reproduction and child health programmes</td>
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<td>2003</td>
<td>Drought Study Report: Osmanabad District</td>
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<td>2003</td>
<td>2003 Government programme- Jal Swaraj</td>
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<td>2003</td>
<td>Swaranjayant Gram Swarojar Yojana</td>
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<td>2004</td>
<td>Farmer Suicide in Maharashtra State</td>
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<td>2005</td>
<td>Baseline Study report on Sarva Shiksha Abhiyan</td>
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<td>2005</td>
<td>Anaemia amongst Rural Women</td>
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<td>2005</td>
<td>An Exploratory study on the health of women in the state Maharashtra</td>
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<td>2007</td>
<td>Situational Analysis of Adolescent girls in Maharashtra</td>
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<td>2007</td>
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<td>2008</td>
<td>Committee based monitoring on health service under National Rural Health Mission</td>
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<td>2008</td>
<td>Agriculture in Ladakh: Continuity and Change</td>
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<td>2010</td>
<td>Workshop on capacity building for Women Panchayati Raj Institution</td>
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<td>2010</td>
<td>Drought relief attempt in Maharashtra during Nizam Era</td>
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<td>2011</td>
<td>NT/DNT FAP, Overall Development of the community</td>
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<td>2012-13</td>
<td>Centre for rights and Development of NT/DNT</td>
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<td>2013</td>
<td>Report of Drought relief work, centre for rights and development of NT/DNT (Aurangabad)</td>
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<td>2014</td>
<td>WASH in Health Care Facilities</td>
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<td>Establishment of Herbal Garden at TISS Tuljapur Campus for Capacity Building and Promotion</td>
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<td>Status of Farmer Groups in Osmanabad District</td>
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<td>2015</td>
<td>Socio-Anthropological Study of the Dhangar Community in Maharashtra</td>
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<td>Drought Mitigation Project Osmanabad District</td>
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DR GUNVANT ACHUTRAO BIRAJDAR B.Sc (University of Aurangabad) M.Sc Mathematics (University of Aurangabad) Ph.D Mathematics (University of Aurangabad)
gunboat.birajdar@tiss.edu

DR KALPANA DIXIT Ph.D Pol science( Pune University)
kalpana.dixit@tiss.edu

DR MANOJ JOSEPH MSW (Pune) M.Phil (Delhi)
manoj@tiss.edu

DR NEELAM YADAVA M.Sc (Patnagar Agricultural University) Ph.D (Patnagar Agricultural University)
neelamunique@tiss.edu

DR SHAHAJI NARWADE M.Sc Agriculture (MAU, Parbhani) Ph.D Sociology (Solapur University)
narwade.shahaji@tiss.edu

DR SRI KRISHNA SUDHEER PATOJU M.A Applied Economics (Andra University) M.Phil Economics (Andhra University) Ph.D Economics (Andhra University)
sudhir.patoju@tiss.edu

Visiting Faculty

- Prof. Gopal Guru (JNU, Delhi)
- Prof. Moushumi Basu (JNU, Delhi)
- Prof. Padmmini Swaminathan (TISS, Hyderabad)
- Prof. Meena Gopal (TISS,Mumbai)
- Dr. Bindulakshmi (TISS,Mumbai)
- Ms. Sangita Thosar (TISS, Mumbai)
- Dr. Rohit Mutatkar (TISS, Mumbai)
- Dr. Priyadarshi Jetli (University Of Mumbai)
- Dr Santosh Kumar (Flame University)
- Prof. Philippe Cadene (University Of Paris)
- Mr. Satish Pradhan (Independent Consultant for Governing Council of the TISS and presently an adjunct faculty)
- Dr. Prashant Narnaware (IAS)
- Dr. Aparna Watve (University Of Pune)
- Ms. Anika Strauss (University Of Munster)
- Prof. Martin Franz (University Of Osnabrup)
- Prof. Ramesh Kamble (University Of Mumbai)
- Dr. Moin Qazi (MA (Sociology), LLB , PhD (Economics) PhD(English)D Litt ( Honoris Causa))
- Sona Mitra (M.A., M.Phil in Economics, Jawaharlal Nehru University, New Delhi, Senior Research Consultant, Centre for Budget & Governance Accountability, New Delhi)
Demographics

COURSES

- MA SW RD: 18
- MA SLNG: 25
- MA DPPP: 35
- MA SIE: 22

AGE

- Less than 24: 58
- 24 - 26: 27
- 27 and above: 15

GENDER

- Male: 62
- Female: 38
Andhra Pradesh: 8
Assam: 2
Bihar: 5
Chattisgarh: 12
Delhi: 10
Gujarat: 4
Jharkhand: 4
Kerala: 3
Madhya Pradesh: 3
Maharashtra: 25
Manipur: 2
Nagaland: 1
Odisha: 6
Rajasthan: 1
Uttar Pradesh: 21
Uttarakhand: 1
West Bengal: 5

- Science: 28
- Engineering: 21
- Social Science: 17
- Humanities & Arts: 25
- Commerce: 9

- Freshers: 71
- <1 Year: 17
- 1-3 Years: 2
- >3 Years: 2

Tata Institute of Social Sciences
Field Work: Our USP

All the four M.A. programs of TISS Tuljapur campus give greater emphasis on the Fieldwork education. The pedagogical approach of ‘Learning by doing’ is adopted here. The Fieldwork-based learning phases are spread evenly across two years of the Master’s programme. The fieldwork is a vital dimension of student’s post graduate education that challenges the students to apply the theoretical knowledge, values and skills gained in classroom, on field within the context of organization and community. It actually equips the students with the understanding of entering the work force as professionals in the development sector. Through extensive fieldwork programme, the students gain hands on experience of working with the community, NGOs and Government agencies. The students acquire significant knowledge in the specified field of practice characterized by the field agency. They analyze the problems of social welfare programmes, agency structure, laws and policies and try to find out their probable solutions. The practical knowledge thus gained is irreplaceable and makes the student a well carved professional who is equipped to handle even complicated situation. The fieldwork also helps the students to get familiarized with the administrative procedures and organizational development. They learn the methods of running an office, the kind of routines that needs to be established and also how to facilitate administrative arrangements that are relevant to the discharge of the responsibilities of their own assignments. The fieldwork also provides the students with an opportunity to learn organizational framework of services. They understand the structure and policy and how to facilitate such policy through practice.

A group of students from M. A. DPPP (2017-19 batch) grabbed the opportunity to interact with Prof. Jean Dreze during their fieldwork. Prof. Dreze was kind enough to provide valuable tips to understand the nuance of various developmental economics theory from a subaltern perspective and also on the various aspects of recent development in Right To Food, like the changes that have been witnessed after the introduction of Direct Benefit Transfer in Right To Food and provisions of rationing at doorsteps.
Narmada Bachao Andolan (Badwani) was one of the fieldwork areas where one of the group of students were placed during fieldwork. The students had the opportunity to work with social activist Medha Patkar, on various issues related to resettlement and rehabilitation of families affected by Sardar Sarovar Project. The students were the part of two major events that took place during the course of fieldwork i.e. the Kisan Sabha and the Labour Strike. The students interacted with Medha Patkar in various sessions in which they have gathered knowledge related to development induced displacements, environment, resettlement, rehabilitation, compensation and livelihood. She gave many important tips to understand the dynamics of the issues and also encouraged and motivated the students.

The above pictures of Kamla Bhasin and Aruna Roy was clicked during the field work at Mazdoor Kisan Shakti Sangathan, Rajasthan. The organization is best known for its struggle and demand for the Right to Information Act in India. Apart from learning the course objective which included understanding local issues, spreading awareness about different social sector schemes, participating in a public meeting for peace and harmony, the students took the initiative of making people aware about referendum for liquor ban in a Panchayat and also took part in the daily chores and adjusted to the simple living in the organization with ease.
The M.A. Social Work in Rural Development (2017-19 Batch) and M.A./M.Sc. Sustainable Livelihood and Natural Governance (2017-19 Batch) students found an opportunity to do the village baseline survey for the ‘Chanda te Banda’ project of Government of Maharashtra in the Sindhudurg district of Maharashtra state. The ambitious project’s main objective was to identify natural resources based livelihood opportunities. The students were distributed in and around the district and had to complete various assigned goals and objectives. The project provided us insight into a different area of research since the campus is located in a drought prone area the students had an opportunity to work within the coastal region of Maharashtra which is quite a contrast as compared to the regular fieldworks. The major activities carried out during this fieldwork comprised of applying PRA techniques to identify the natural resource base of the village, Focused Group Discussion with the SHG women, Fisher folks etc and Value Chain Analysis of one of the potential product of the village.
Students Profile

Masters In Development Policy Planning And Practice 30
Masters In Social Work In Rural Development 40
Masters In Social Innovations And Entrepreneurship 54
Masters In Sustainable Livelihoods And Natural Resources Governance 62
Development Policy, Planning and Practice is an interdisciplinary Master’s program which explores in detail the concepts, theories and approaches to development. The aim of this program is to understand the nuances of a wide range of developmental issues that one encounters at the sub-national and national level. The issues of development needs to be addressed through multiple dimensions and looked at through varying angles. This course examines policy and practice in development. It approaches development by looking at the factors that help or hinder social and economic development in the world, in particular in developing countries.

The course roots itself in a variety of multiple disciplines such as Economics, Sociology and Political Science, focuses on theorization and understanding theories of development combined with practical learning through rigorous fieldwork. A policy is rooted in some theory as this gives it the basic structure. While it is acknowledged widely that policies fail because of improper implementation, one is also forced to acknowledge that policies could fail at the level of conceptualization itself which is also equally or more important.

The course work ensures that students get trained in understanding the concepts of Development, Poverty and Inequality, Social Sector and Development, Development Economics, Agrarian Economics and several other important areas. In addition to the compulsory courses, the students also take up electives in their second year. The Dissertation is another reason why this program is exciting, allowing the students to delve into research. This gives them the opportunity to go into the field and work with people ensuring that they are not kept too away from reality. The thesis that they write is a continuous ongoing process that trains them not only in academic writing but also ensures that they get a fair experience of exploring the field.

The entire program is designed in a way that it initially familiarizes through foundation courses of various streams of social sciences making it interdisciplinary. This is then followed by learning tools and techniques of research: both qualitative and quantitative. The course thus provides students to involve themselves in the pursuit of Policy Studies in theory and in practice.
Fieldworks are most important aspect of our course curriculum spread over three semesters for the duration of one month each. During the fieldwork, students work with a grassroots level organization (both rural and urban) in the areas of livelihood, education, people’s right, displacement, poverty.

- Livelihood mapping
- Understanding village institutions and their role
- Understanding issues related to policy and rural planning
- Need assessment plan

- Understanding complexity of urban life and communities
- Understanding issues related to urban policy and urban planning
- Structure of urban governance

- Intended to write evidence based policy paper on primary data supported by secondary data
- Based on a particular policy thematic area

### Curriculum Framework

#### SEMESTER I (19 credits)
- **FC 01:** Understanding Indian Society (2)
- **FC 02:** Introduction to Political Economy (2)
- **FC 03:** India’s Development Experience (2)
- **CC01:** Approaches to Development (3)
- **CC02:** Skills & Tools for Development Policy, Planning and Practice – 1 (2)
- **CC03:** Making of Policies and Plans (3)
- **FW 01:** Fieldwork - I 4 weeks (5)

#### SEMESTER II (18 credits)
- **FC 04:** State, Democracy and Polity (2)
- **FC 05:** Qualitative and Quantitative Research Methods (4)
- **FC06:** Social Aspects of Poverty and Justice (2)
- **CC04:** Understanding Development Policy (2)
- **CC05:** Introduction to Decentralized Governance and Planning (3)
- **FW 02:** Fieldwork - II 4 weeks (5)

#### SEMESTER III (18 credits)
- **FC07:** Environment, Climate Change and Development (2)
- **CC06:** Public Economics (2)
- **CC 07:** Dissertation/Project – Part 1 (Review/ Survey of Literature) (1)
- **CC 08:** Project Planning, Monitoring & Evaluation (2)
- **CC 10:** Skills and Tools for DPPP – 2 (2)
- **CC 11:** Seminar Course on Development Policy Analysis (2)
- **CC 12:** Seminar Course on Sectoral Planning (2)
- **FW 03:** Fieldwork - III Evidence Based Policy Paper - 4 weeks (5)

#### SEMESTER IV (11 credits)
- **EC 01:** Rural Planning and Practice (4) OR
- **EC 02:** Urban Planning and Practice (4)
- **Dissertation/Project Work – Part 2 (6+1 Viva)
- Internship (non-credited - 4 weeks)

### Fieldwork: Our USP

Fieldworks are most important aspect of our course curriculum spread over three semesters for the duration of one month each. During the fieldwork, students work with a grassroots level organization (both rural and urban) in the areas of livelihood, education, people’s right, displacement, poverty.

- Livelihood mapping
- Understanding village institutions and their role
- Understanding issues related to policy and rural planning
- Need assessment plan

- Understanding complexity of urban life and communities
- Understanding issues related to urban policy and urban planning
- Structure of urban governance

- Intended to write evidence based policy paper on primary data supported by secondary data
- Based on a particular policy thematic area
<table>
<thead>
<tr>
<th>NAME:</th>
<th>Ayushi Prakash</th>
<th>Domicile:</th>
<th>Delhi</th>
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<tr>
<td>AGE:</td>
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<tr>
<td>Qualification:</td>
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</table>
| Field Work:      | 1) Nagpur Center for Peoples Social Forum (NCPSF)  
                    2) Delhi Shramik Sangathan | Languages Known: | English, Hindi      |
| Internship/      | Action Aid, Delhi               |                  |                     |
| Project:         |                                 |                  |                     |
| Dissertation:    | A study on the Skill Development Programme in Delhi |                  |                     |

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<tr>
<th>NAME:</th>
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| Field Work:      | 1) Nagpur Center for Peoples Social Forum (NCPSF)  
                    2) Ekjut, Ranchi | Languages Known: | English, Hindi, Odia, Bengali |
| Internship/      | Rurban Mission, Odisha          |                  |                     |
| Project:         |                                 |                  |                     |
| Work Experience  | 1) Project Executive at PRADAN for 7 years 8 months  
                    2) Senior Project Manager at ALC India for 9 months |                  |                     |

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<tr>
<th>NAME:</th>
<th>Madhulika Joshi</th>
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| Field Work:      | 1) Nagpur Center for Peoples Social Forum (NCPSF)  
                    2) St. Xavier’s Social Service Society, Ahmedabad | Languages Known: | English, Hindi      |
| Internship/      | Action Aid, Delhi               |                  |                     |
| Project:         |                                 |                  |                     |
| Dissertation:    | Agrarian distress post liberalization: Policy perspective- A study of Uttar Pradesh |                  |                     |
Maimoona Sahar

**AGE:** 23

**Domicile:** Uttar Pradesh

**Qualification:** B.A (Honours) Economics

**Dissertation:** Women Patti-workers of Aligarh: Life work and identity

**Field Work:**
1) National Association for the Blind, Maharashtra
2) Samathan Trust for Disability, Karnataka

**Languages Known:** English, Hindi, Urdu, Arabic

---

Manoj Thakre

**AGE:** 23

**Domicile:** Maharashtra

**Qualification:** B.A (Honours) Political Science

**Dissertation:** Administrative reforms, good governance, e-governance in Nashik District, Maharashtra

**Field Work:**
1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Ekjut, Ranchi

**Languages Known:** English, Hindi, Marathi

**Internship/Project:**
1) National Association for the Blind, Maharashtra
2) Samathan Trust for Disability, Karnataka

---

Mohit Chaudhari

**AGE:** 25

**Domicile:** Maharashtra

**Qualification:** B.A

**Dissertation:** Implementation process and impact upon livelihood of Forest Rights Act 2006: A study in Yavatmal District

**Field Work:**
1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Ekjut, Ranchi

**Internship/Project:** TISS Project ‘Understanding Forest Rights Act at Gadchiroli District’

**Work Experience:** Team Leader in Youth for Self and Social Change (YSSC) for 3 years

**Languages Known:** English, Hindi, Marathi
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<th>NAME:</th>
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<td>Internship/Project:</td>
<td>Rurban Mission, Odisha</td>
<td>Languages Known: English, Hindi,</td>
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<td>Work Experience:</td>
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<td>Kaushal Vikas Yojana’ in Shyampur,</td>
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<td>Madhya Pradesh</td>
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<td>Work Experience:</td>
<td>Software Engineer at HCL Tech for 2 years</td>
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<td>1) Study of Higher Education in Bangalore, Stanford University</td>
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<td>2) AICGPA, Madhya Pradesh</td>
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<th>NAME:</th>
<th>Ravi Oza</th>
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<td>AGE:</td>
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<td>Internship/Project:</td>
<td>1) Development Support Centre, Gujarat</td>
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<td>2) Gujarat Livelihood Promotion Company Limited, Gujarat</td>
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<tr>
<td>NAME: Shamshad Alam</td>
<td>NAME: Sohini Dutta</td>
<td>NAME: Vishal Sony</td>
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<td>Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF) 2) Delhi Shramik Sangathan</td>
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<td>Work Experience: Assistant Lab Technician at Safdarjung Hospital for 1 year</td>
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<td>Internship/Project: Right to Food Campaign, Jharkhand</td>
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<td>Domicile: Uttar Pradesh</td>
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<td>Dissertation: Textile informal sector (Garment shopkeeper falling behind or apart)</td>
<td>Dissertation: Role of unions within the industrialization process with respect to the jute industry in West Bengal</td>
<td>Dissertation: Entitlement of forest dwellers in Maharajgunj District of Uttar Pradesh</td>
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Tata Institute of Social Sciences 35
NAME: Vivek Raj
AGE: 25
Domicile: Bihar
Qualification: B.Com
Dissertation: Socio-economic condition of rag-pickers in Ranchi
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Sahjeevan, Bhuj
Internship/Project: Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand
Languages Known: English, Hindi, Bhojpuri

NAME: Basen Soren
AGE: 23
Domicile: Odisha
Qualification: B.A
Dissertation: To study the Tribal Sub-Plan with specific tribe in Jamda Block, Odisha
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Ekjut, Ranchi
Internship/Project: National Rurban Mission, Odisha
Languages Known: English, Hindi, Santhali, Odia, Mundari, Bengali

NAME: Raviraj Borade
AGE: 26
Domicile: Maharashtra
Qualification: B.C.A
Dissertation: Assessment of Jalyukta Shivar Yojana and its impact in Beed District of Maharashtra
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Hunnarshala, Bhuj
Internship/Project: READ India, Maharashtra
Languages Known: English, Hindi, Marathi
NAME: Megha Dhadankarsoni
AGE: 23
Domicile: Gujarat
Qualification: B.Sc (Honours)
Dissertation: Maternal health status of women residing in rural areas
Field Work:
1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Hunnarshala, Bhuj
Languages Known: English, Hindi, Marathi, Gujarati
Internship/ Project: Deepak Foundation, Gujarat

NAME: Ricky Eapen
AGE: 22
Domicile: Kerala
Qualification: B.A Malayalam Literature
Dissertation: Scope of decentralization in solving water scarcity: Study of tribal communities in Kerala
Field Work:
1) Nagpur Center for Peoples Social Forum (NCPSF)
2) St. Xavier’s Social Service Society, Ahmedabad
Languages Known: English, Hindi, Malayalam
Internship/ Project: St. Xavier’s Social Service Society, Gujarat

NAME: Sankalp Hadke
AGE: 27
Domicile: Maharashtra
Qualification: BBA, MBA, PGD Rural Development Management
Dissertation: A study of impact of Schedule Caste and Schedule Tribe (Prevention Of Atrocities) Act in Nagpur
Field Work:
1) Nagpur Center for Peoples Social Forum (NCPSF)
2) Ekjut, Ranchi
Languages Known: English, Hindi, Marathi
Work Experience:
Assistant Manager Operations at ICA Eduskills Pvt Ltd for 1 year
NAME: Arun Kumar Ray
AGE: 33
Qualification: B.Tech (Information Technology)
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF) 2) Kutch Mahila Vikas Sangathan (KMVS), Bhuj
Internship/Project: Rurban Mission, Odisha
Work Experience: Project Executive at PRADAN for 6 years 10 months
Domicile: Odisha
Dissertation: Crop diversification and its impact on farmers: A study in Cuttak District of Odisha
Languages Known: English, Hindi, Odia

NAME: Utkarsha Patil
AGE: 23
Qualification: B.A in Social Science
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF) 2) Setu, Bhuj
Internship/Project: KPMG, Uttar Pradesh
Languages Known: English, Hindi, Marathi
Domicile: Maharashtra
Dissertation: Effect of saline irrigation on productivity and profitability of crop production in Mathura District, Uttar Pradesh.

NAME: Sumit Poonia
AGE: 22
Qualification: B.A in Social Science
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF)) 2) St. Xavier’s Social Service Society, Ahmedabad
Internship/Project: Nav Yuvak Mandal, Rajasthan
Languages Known: English, Hindi, Marwadi
Domicile: Rajasthan
NAME: Shruti Nair
AGE: 22
Qualification: B.A in Social Science
Field Work: 1) Nagpur Center for Peoples Social Forum (NCPSF)
2) St. Xavier’s Social Service Society, Ahmedabad
Internship/Project: Community Advancement and Rural Development Society (CARDS), Chhattisgarh
Domicile: Chhattisgarh
Dissertation: Role of microfinance in entrepreneurial development especially among women in Durg District of Chhattisgarh
Languages Known: English, Hindi, Malayalam, Marwadi
Previously, Rural Development was equivalent to agricultural development, but with establishment of Millennium Development Goals, the spectrum has been stretched to include concerns for non-income poverty. Social Work has been an old academic pursuit with inter-disciplinary approaches, aiming to help people develop their skills and their ability to use their own resources and those of the community to resolve problems. Tata Institute of Social Sciences, India, introduced Master of Arts in Social Work in Rural Development to train young minds who would become professionals, working in the vast rural areas of the country. The course is a blend of Social Work and Rural Development, outlined to accommodate the needs and to unfold potentials of the rural population, institutionalizing Social Work principles and values through people’s involvement and participation. Thus, the course aims at equipping students with knowledge, capabilities, skills and tools to analyze conditions and uplift the rural society and economy.

The institution, located in the Marathwada Region of the State of Maharashtra, allows students with a firsthand experience and exposure to diverse rural problems, situations and issues. The advantage of the campus being located in a rural area provides students with a sound theoretical knowledge which grounds in social work, social welfare, laws, policies and other related areas. The course is divided into four semesters, with in-depth understanding of concepts in rural development, socio-economic interactions, consequential issues pertaining to rural linkages and leakages, livelihood diversification, financial institutions and governance. The Curriculum is extensively designed to encompass practical learning with the strong theoretical base to enable students to grow their understandings of social problems in a holistic manner and their causative factors while providing the opportunity to envision and rethink strategies for intervention.

Praxis in Social Work training plays a pivotal role in developing professional skills necessary to explore new facets of interventions, evolving a participatory, reflective and analytical learning. This intensive and explanatory learning is acquired through a one-year detailed thesis that is academically required to produce with standard research goals and impacts.
The Field Work is an integral part of the course, divided into three parts and spread over three semesters, is compulsory for all students enrolled in the course. The duration of the field work is one month per semester comprising of fifteen credits (in total) that the student is awarded after the completion of each field work. The sequencing of fieldwork is designed with a view to enable students to apply/practice knowledge and skill acquired in the classroom. The field work is conceived at three levels spread across three semesters to ensure smooth graded progression from one level to the next through systematic internalization and up scaling of the learnings. The three sites to facilitate learning for students are: 1: At the level of a village. 2: At the level of a cluster of villages/Block and 3: At the level of the block, district state or country.

### Fieldwork: Our USP

The Field Work is an integral part of the course, divided into three parts and spread over three semesters, is compulsory for all students enrolled in the course. The duration of the field work is one month per semester comprising of fifteen credits (in total) that the student is awarded after the completion of each field work. The sequencing of fieldwork is designed with a view to enable students to apply/practice knowledge and skill acquired in the classroom. The field work is conceived at three levels spread across three semesters to ensure smooth graded progression from one level to the next through systematic internalization and up scaling of the learnings. The three sites to facilitate learning for students are: 1: At the level of a village. 2: At the level of a cluster of villages/Block and 3: At the level of the block, district state or country.

- Understanding Village society, institutions, dynamics, socio-economic status of various groups and communities through PRA Tools
- Understanding linkages between rural and urban areas
- Understanding State of village development, welfare, resources and social capital

Understanding and working on specific social and development related issues like health, sanitation, gender rights, Dalit/tribal and minority rights, etc. Focusing on nature of interventions for implementation and policy making.

Understanding and working on project formulation, impact assessments, monitoring and evaluation of Government flagship programmes/schemes/policies

### Curriculum Framework

#### SEMESTER I (19 credits)

- **FC 1**: Understanding Indian Society (2)
- **FC 2**: Introduction to Political Economy (2)
- **FC 3**: India’s Development Experience (2)
- **CC 1**: Social Work Methods: Working with Individuals, Groups Communities (2)
- **CC 2**: Philosophy of Social Science Research (2)
- **CC 3**: Professional Social Work History and Ideologies (2)
- **CC 4**: Concept, History and Theories of Development (2)
- **FIELD WORK (5)**

#### SEMESTER II (19 credits)

- **FC 4**: State Democracy and Polity (2)
- **FC 5**: Quantitative and Qualitative Research Methods (2)
- **FC 6**: Social Aspects of Poverty and Theories of Justice (2)
- **CC 5**: Social Movements and Rural Transformation (2)
- **CC 6**: Decentralized Rural Development (2)
- **CC 7**: Advanced Social Work Skills and Tools for Rural Development (2)
- **CC 8**: Introduction to Women and Society (2)
- **FIELD WORK (5)**

#### SEMESTER III (19 credits)

- **FC 7**: Environment, Climate Change and Development (2)
- **CC 9**: Social Policy Analysis (2)
- **CC 10**: Farm Non-Farm Linkages and Livelihood Issues (2)
- **CC 11**: Modes of Natural Resources Use and Sustainable Rural Development (2)
- **CC 12**: Development Organization and Management (2)
- **CC 13**: Rural Development Projects: Policy, Planning and Management (2)
- **CC 14**: Financial Inclusion and Microfinance (2)
- **FIELD WORK (5)**

#### SEMESTER IV (11 credits)

- **CC 15**: Food Security, Right to Food and Rural Livelihood (2)
- **CC 16**: Rural/Agro-Based Industries and Rural Marketing (2)
- **CC 17**: Models of Rural Entrepreneurship (2)
- **CC 18**: Technology and Development (2)
- **EC**: Elective Courses (A student can choose any one out of three electives from the list)
- **EC 1**: Advanced Dalit and Tribal Social Work Practice Skills (2)
- **EC 2**: Development Communication (2)
- **EC 3**: Disaster Management (2)
- **Research Dissertation and Viva-voce (4+1) (5)**
- **Compulsory Internship (NC)**

Tata Institute of Social Sciences 41
### Student Profile

**NAME:** Ashwini Pandhare  
**AGE:** 22  
**Domicile:** Maharashtra  
**Qualification:** B.A (Honours) in Social Work with specialization in Rural Development  
**Role and status of farm women in export-oriented agriculture – A study of Osmanabad & Latur District of Marathwada region**

**Field Work:**
1. Village Micro Planning at Sindhudurg under “Chanda Te Banda” Project of Government Of Maharashtra  
2. Narmada Bachao Andolan at Badwani, Madhya Pradesh

**Internship/Project:**
‘Vernacular Urbanism- Locality, Memory and Social Segregation in Urban India’ under Prof. Thomas Hansen, Maharashtra

**Languages Known:** English, Hindi, Marathi

---

**NAME:** Ajith Tp  
**AGE:** 25  
**Domicile:** Kerala  
**Qualification:** B.Tech in Mechanical Engineering  
**Contextualizing adivasis in Kerala model of development (A study of decentralization of education)**

**Field Work:**
1. Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2. Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra

**Internship/Project:** Kudumbashree, Kerala  
**Languages Known:** English, Hindi, Malayalam, Tamil(basic)

---

**NAME:** Barsha Saikia  
**AGE:** 22  
**Domicile:** Assam  
**Qualification:** B.A in Political Science  
**Unmasking Majuli: Study of cultural livelihood pattern of mask makers in Majuli, Assam**

**Field Work:**
1. Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2. Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan

**Internship/Project:** National Urban Livelihood Mission, Assam  
**Languages Known:** English, Hindi, Assamese
Dayanand Mane

24

BSW

Dissertation:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra

CSR Project of Karve Institute of Social Science, Maharashtra

Languages Known:
English, Hindi, Marathi

Work Experience:
Activist at Bhakar Foundation for 1.5 years

Gupta Khilla

23

B.A (Honours) in Economics

Dissertation:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan

Rurban Mission, Odisha

Languages Known:
English, Hindi, Odia

Jhanvi Bisht

24

Dissertation:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Social Audit Unit at Ranchi, Jharkhand

1) Executive Resource Management(ERM) at Help Age India for 6 months
2) District SBM Prerak at Himmothan for 4 months

Languages Known:
English, Hindi

Mapping vulnerability among women in Dhangar-Shepherd Community: Special reference of Malshiras Block, Solapur District

Impact of migration on the livelihood of tribes of Koraput District in Odisha: A study of livelihood of tribes in Lamtaput Block of Koraput District

Menstrual hygiene pattern of adolescent girls in Champamat, Uttarakhand
Jitesh Rathi

AGE: 22
Domicile: Maharashtra

Qualification: B.Com (Cost and Works Accounting)


Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra

Internship/Project:
National Bank for Agriculture and Rural Development (NABARD), Maharashtra

Work Experience:
Teaching Program Co-ordinator in Pakhar Sankul for 1.5 years

Languages Known: English, Hindi, Marathi, Maheshwari

---

Mubashshir Iqbal

AGE: 28
Domicile: Bihar

Qualification: B.Com (Financial Planning), Accounting Technician Certification, ICAI

Dissertation: An impact study of the Al Khair Co-operative Society: A case examination of the community members in the Phulwari Sharif, Patna, Bihar

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Bachao Andolan at Badwani, Madhya Pradesh

Internship/Project:
1) Rajeevika, Rajasthan
2) ‘Vernacular Urbanism- Locality, Memory and Social Segregation in Urban India’ under Prof. Thomas Hansen, Maharashtra
3) Rizwan Foundation, Gujarat

Work Experience:
1) Accounts Executive at Ellahigoel & Co. for 3 years
2) Senior Accounts Executive at Monsoon Salon & Spa Pvt. Ltd for 5 months

Languages Known: English, Hindi, Urdu

---

Richa Chauhan

AGE: 23
Domicile: Madhya Pradesh

Qualification: B.Com in Applied Economics

Dissertation: Impact of government schemes on handloom weavers at Maheshwar, Madhya Pradesh

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Social Audit Unit at Ranchi, Jharkhand

Languages Known: English, Hindi

---
NAME: Ravi Prakash
AGE: 23
Domicile: Bihar
Qualification: B.Sc in Chemistry
Dissertation: A study on role of Sarva Shiksha Abhiyan in primary and secondary education
Field Work:
1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra (MKSS), Rajasthan
Internship/Project:
Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand
Languages Known: English, Hindi

NAME: Pradip Pawar
AGE: 25
Domicile: Maharashtra
Qualification: B.Sc
Dissertation: Women's participation in Panchayati Raj Institution: A study in Lonar Block of Buldhana
Field Work:
1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra
2) Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra
Internship/Project:
1) Centre for Rights of Development of NT/DNT, TISS Project, Maharashtra
2) PAANI Foundation, Maharashtra
Work Experience:
1) Office Assistant at SWIBER Offshore India for 1 year
2) Volunteer at Gram Parivartan Chalval, Maharashtra for 4 years
Languages Known: English, Hindi, Marathi

NAME: Sarang Chaudhari
AGE: 25
Domicile: Maharashtra
Qualification: Diploma in Civil Engineering; B.A
Dissertation: Effect of Convergence Scheme of MSRLM: A study in Deoli Block of Wardha District
Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra
Work Experience:
1) Core Committee Member at Aranya Environmental Organization for 2 years
2) Chief Minister Fellow in Village Social Transformation Mission of Maharashtra for 2 months
Internship/Project:
Maharashtra State Rural Livelihood Mission(MSRLM), Maharashtra
Languages Known: English, Hindi, Marathi
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<td>Work Experience:</td>
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Sourav Chakraborty

AGE: 22

Domicile: West Bengal

Qualification: B.Sc (Agriculture, Rural and Tribal Development)

Dissertation: Education of girl child in naxal hit district: A study of the Narayanpur District of Chhattisgarh

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Social Audit Unit at Ranchi, Jharkhand

Internship/Project: National Bank for Agriculture and Rural Development (NABARD), Maharashtra

Languages Known: English, Hindi, Bengali

Tanu Singh

AGE: 26

Domicile: Uttar Pradesh

Qualification: B.A Journalism & Communication

Dissertation: Occupational opportunities of next generation: Perspective of farm households

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra

Internship/Project: Narmada Navnirman Abhiyaan at Dhadgaon, Maharashtra

Languages Known: English, Hindi

Vijay Kumar

AGE: 22

Domicile: Maharashtra

Qualification: B.A (Honours) History

Dissertation: Economic activity shift from agriculture to unorganized sector with migration

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Social Audit Unit at Ranchi, Jharkhand

Internship/Project: Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand

Languages Known: English, Hindi
Sonali Chakravorty

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Study of child marriage practice in Patwatoli Village of Gaya District in Bihar
- B.A Economics
- 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
- 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan
- National Bank for Agriculture and Rural Development (NABARD), Bihar
- English, Hindi

Pawan Kumar

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Study of witch hunting in Khunti District, Jharkhand
- B.A(Honours) History
- 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
- 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan
- Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand
- English, Hindi

Gopal Modani

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Political empowerment of women in Gram Panchayats’ through SHG’s
- BBA
- 1) Village Micro Planning at Pimpri, Osmanabad
- 2) Snehalaya, Ahmednagar
- Snehalaya, Ahmednagar
- English, Hindi, Marathi, Maheshwari

Gopal Modani

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Study of witch hunting in Khunti District, Jharkhand
- B.A(Honours) History
- 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
- 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan
- Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand
- English, Hindi

Pawan Kumar

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Study of witch hunting in Khunti District, Jharkhand
- B.A(Honours) History
- 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
- 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan
- Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand
- English, Hindi

Sonali Chakravorty

**NAME:**

**AGE:**

**Qualification:**

**Field Work:**

**Languages Known:**

**Dissertation:**

**Internship/Project:**

- Study of child marriage practice in Patwatoli Village of Gaya District in Bihar
- B.A Economics
- 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
- 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan
- National Bank for Agriculture and Rural Development (NABARD), Maharashtra
- English, Hindi, Bengali, Bhojpuri
NAME: Deepak Kumar  
AGE: 22  
Qualification: B.A. in Social Science  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra 2) Social Audit Unit at Ranchi, Jharkhand  
Internship/Project: CSR Unit of CEAT Tyres Ltd., Gujarat  
Languages Known: English, Hindi, Gujarati, Marathi

NAME: Chinmayi Anand  
AGE: 27  
Qualification: B.A. in Social Science  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra 2) Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan  
Internship/Project: Rurban Mission, Kerala  
Languages Known: English, Hindi, Malayalam

NAME: Drashti Priyadarshi  
AGE: 21  
Qualification: B.A. in Social Science  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra 2) Social Audit Unit at Ranchi, Jharkhand  
Internship/Project: 1) CSR Unit of CEAT Tyres Ltd., Gujarat 2) Aga Khan Rural Support Programme(India), Gujarat  
Languages Known: English, Hindi, Gujarati, Marathi

Kerala
Prospective of livelihoods socio-economic impacts of waste picking women in Kerala

Bihar
Socio-economic profile of Weavers Community: A study of Patwa Community of Gaya District

Gujarat
Livelihood issues of landless tribal in Sabarkatha District of Gujarat
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<th>Gayathri Nair</th>
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<th>Kumkum Pandey</th>
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<td>Languages Known:</td>
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<tr>
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</tbody>
</table>
**NAME:** Satyam Singh  
**AGE:** 20  
**Qualification:** B.A. in Social Science  
**Field Work:** 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Social Audit Unit at Ranchi, Jharkhand  
**Internship/Project:** 1) CSR Unit of CEAT Tyres Ltd., Gujarat  
2) Aga Khan Rural Support Programme (India), Gujarat  
**Dissertation:** Designing social work strategy for creating interest for education among primary school children: A study in Lucknow City  
**Languages Known:** English, Hindi, Gujarati  
**Domicile:** Uttar Pradesh  

**NAME:** Robert Mate  
**AGE:** 22  
**Qualification:** B.A. in Social Science  
**Field Work:** 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Narmada Bachao Andolan at Badwani, Madhya Pradesh  
**Internship/Project:** Centre for Community Initiative, Manipur  
**Dissertation:** Social movement as a means of resistance: A study of tribal struggle in Manipur  
**Languages Known:** English, Hindi, Manipuri  
**Domicile:** Manipur  

**NAME:** Nehal Ranjan  
**AGE:** 22  
**Qualification:** B.A. in Social Science  
**Field Work:** 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Social Audit Unit at Ranchi, Jharkhand  
**Internship/Project:** Jharkhand State Livelihood Promotion Society (JSLPS), Jharkhand  
**Dissertation:** Study the impact of Sansad Adarsh Gram Yojana in creating ideal village- A case study of Jaratoli Village in Jharkhand  
**Languages Known:** English, Hindi, Bhojpuri  
**Domicile:** Bihar
NAME: Yash Goswami  
AGE: 22  
Domicile: Uttar Pradesh  
Qualification: B.A. in Social Science  
Dissertation: Impact of SHG’s in generating livelihood by women’s- A case study of Kakramba Village of Tuljapur Taluka  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Social Audit Unit at Ranchi, Jharkhand  
Languages Known: English, Hindi

NAME: Qheboka Sumi  
AGE: 22  
Domicile: Nagaland  
Qualification: B.A. in Social Science  
Dissertation: A study of shifts in the socio-cultural significance of pig-rearing in Dimapur, Nagaland  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Narmada Bachao Andolan at Badwani, Madhya Pradesh  
Languages Known: English, Hindi, Nagamese, Sumi

NAME: Rituparna Dey  
AGE: 22  
Domicile: New Delhi  
Qualification: B.A. in Social Science  
Dissertation: The homeless period: A study of menstruation of women on road  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Narmada Bachao Andolan at Badwani, Madhya Pradesh  
Languages Known: English, Hindi, Bengali
NAME: Vivek Namdev
AGE: 23
Domicile: Uttar Pradesh

Qualification: B.A. in Social Science
Dissertation: Rehabilitation Psychology

Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Social Audit Unit at Ranchi, Jharkhand

Languages Known:
English, Hindi, Gujarati, Marathi
Masters In Social Innovation and Entrepreneurship

M.A in Social Innovation and Entrepreneurship is a two-year masters’ program designed to help those who believe in social innovation and enterprise as a tool for social change. The MA program is planned to help students to acquire the knowledge, skills and mindset necessary to launch a new social entrepreneurial venture or play a key leadership role in an existing one. The program is interdisciplinary in nature and draws heavily from the blend of the praxis of theory and cases, experience and student inquiry. The program is structured around the following important elements that are interwoven throughout: the field of social innovations and entrepreneurship, the players and business structures used by entrepreneurs in the rural context, the strategies, tensions and realities of starting and/or managing an enterprise and social venture and making a difference.

The program aims at developing business model and critical evaluation skills useful to students contemplating careers in social investing, business consulting, or in international development institutions. It focuses on the unique entrepreneurial processes associated with the creation or discovery of positive social change. The course is designed to create an innovative and sustainable approach in addressing the rural developmental issues. The purpose of this course is to introduce students to the concept, theories and practice of Social Innovations and Entrepreneurship around the nation especially in context of rural India. This concentration will provide an introduction to the concepts and theoretical core of social innovations, enterprise and practice.
The M.A. program in Social Innovation & Entrepreneurship conducted by Tata Institute Social Sciences, Tuljapur enriches students with immense field knowledge to develop a deep understanding of their sectors of interests. Students incept their start-ups (social business) and check its social feasibility and economic viability in the field (respective locale of their start-ups). For this, they are provided the time of three months from mid-August to mid-November.

**Curriculum Framework**

**SEMESTER I (20 credits)**
- **FC 1:** Understanding Indian Society (2)
- **FC 2:** Introduction to Political Economy (2)
- **FC 3:** India’s Development Experience (2)
- **CC 1:** Social Innovations & Entrepreneurship (2)
- **CC 2:** Understanding the Social Entrepreneurship Environment: Sector Studies (2)
- **CC 3:** Research Methods (4)
- **Field Immersion (6)**

**SEMESTER II (16 credits)**
- **CC 4:** Business Plan (2)
- **CC 5:** Rural Innovations and Entrepreneurship (2)
- **CC 6:** Community Capacity Building for Social Innovations and Enterprise Development (2)
- **CC 7:** Financial Management (2)
- **Field Immersion - Internship (8)**

**SEMESTER III (18 credits)**
- **CC 8:** Marketing for Social Ventures (2)
- **CC 9:** Social Entrepreneurial Project Management (2)
- **CC 10:** Banking and Microfinance (2)
- **Field Immersion - Pilot Project (12)**

**SEMESTER IV (10 credits)**
- **CC11:** Entrepreneurial Leadership and Motivation (2)
- **CC 12:** Business Ethics (2)
- **CC 13:** Dissertation & Viva-Vice (5+1) (6)

**Fieldwork: Our USP**

The M.A. program in Social Innovation & Entrepreneurship conducted by Tata Institute Social Sciences, Tuljapur enriches students with immense field knowledge to develop a deep understanding of their sectors of interests. Students incept their start-ups (social business) and check its social feasibility and economic viability in the field (respective locale of their start-ups). For this, they are provided the time of three months from mid-August to mid-November.

**Rural Fieldwork**
- Profound knowledge about the dynamics of rural India
- Research on a particular issue, leverage them and look for better feasible solution

**Internship**
- Students are attached with a social enterprise or civil society organization
- Learn the processes involved in managing any such enterprise or organization.

**Pilot Project**
- Most imperative part of this course where students are enabled to work on their own social business plan.
### Student Profile

**NAME:** Shyam Makhwana  
**AGE:** 22  
**Domicile:** Gujarat  
**Qualification:** B.Com  
**Dissertation:** A study on the impact of experiential learning on higher secondary students  
**Field Work:** 1) Rural Immersion Fieldwork at Ausa Block, Latur District, Maharashtra  
2) Urban Exposure Visit at Bangalore  
**Internship/Project:** Rangbhumi Organization, Maharashtra  
**Languages Known:** English, Hindi, Gujarati  
**Pilot Project:** ‘NAVARANG’ - Providing Life Skills Education through Theatre Tools

**NAME:** Kajal Kumari  
**AGE:** 21  
**Domicile:** Delhi  
**Qualification:** B.A Sociology  
**Dissertation:** A study on work life stress in hospitality sector in Delhi  
**Field Work:** 1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra  
2) Urban Exposure Visit at Bangalore  
**Internship/Project:** Government of Delhi, Delhi  
**Languages Known:** English, Hindi

**NAME:** Rajat Shinde  
**AGE:** 24  
**Domicile:** Maharashtra  
**Qualification:** B.Tech (Chemical)  
**Dissertation:** Challenges of sweet manufacturers in unorganized sector: A study in Bhubaneswar, Odisha  
**Field Work:** 1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra  
2) Urban Exposure Visit at Bangalore  
**Internship/Project:** Science for Society Technologies Pvt. Ltd, Maharashtra  
**Languages Known:** English, Hindi, Marathi  
**Pilot Project:** ‘MITHA & PITHA’ - Provision of Remunerative Value to Milk Producers through Manufacturing of Traditional Sweets
<table>
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<tr>
<th>NAME:</th>
<th>Simran Kaur</th>
<th>Domicile:</th>
<th>Karnataka</th>
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<tbody>
<tr>
<td>AGE:</td>
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</tr>
<tr>
<td>Qualification:</td>
<td>B.A (Honours) Psychology</td>
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</tbody>
</table>
| Field Work:         | 1) Rural Immersion Fieldwork at Ausa Block, Latur District, Maharashtra  
2) Urban Exposure Visit at Bangalore |                    |                                                |
| Internship/Project: | Ministry of Education, Government of Karnataka, Karnataka | Languages Known:   | English, Hindi, Punjabi, Kannada |
| Pilot Project:      | ’ARTITVA’ – Designing and Implementing an Art-Based Teaching Pedagogy with Students from Low-Income Schools. |                    |                                                |
| Work Experience:    | HR- Employee Engagement at Urban Ladder for 6 months |                    |                                                |

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Raisha Patel</th>
<th>Domicile:</th>
<th>Gujarat</th>
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<td>AGE:</td>
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<tr>
<td>Qualification:</td>
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| Field Work:         | 1) Rural Immersion Fieldwork at Ausa Block, Latur District, Maharashtra  
2) Urban Exposure Visit at Bangalore |                    |                                                |
| Internship/Project: | 1) Womenplanet Gujarat  
2) Azad Foundation, Delhi | Languages Known:   | English, Hindi, Gujarati |
| Pilot Project:      | ’NOHA’ – Promotion of Maternal Health Through Food Supplements in Rural Vadodara |                    |                                                |

<table>
<thead>
<tr>
<th>NAME:</th>
<th>Vineet Singh</th>
<th>Domicile:</th>
<th>Odisha</th>
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<tbody>
<tr>
<td>AGE:</td>
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<tr>
<td>Qualification:</td>
<td>B.Tech (Electrical)</td>
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</tbody>
</table>
| Field Work:         | 1) Rural Immersion Fieldwork at Murum Village, Osmanabad District, Maharashtra  
2) Urban Exposure Visit at Bangalore |                    |                                                |
| Internship/Project: | 1) Rurban, Odisha  
2) Batti Char Foundation | Languages Known:   | English, Hindi, Odia |
| Pilot Project:      | ’SURYAVANSH’ – Electrification of Rural Odisha through Self- Assembled Solar Light |                    |                                                |
| Work Experience:    | Site Engineer M/s Gupta Power Infrastructure Ltd. for 1 year 2 months |                    |                                                |
NAME: Vibha Pandey
AGE: 24
Qualification: B.Com, M.Com
Field Work: 1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra
2) Urban Exposure Visit at Bangalore
Pilot Project: ‘WE’ – Upcycling of Cloth Waste
Internship/Project: 1) Swati Soharia Studio, Maharashtra
2) CTech Labs, IIT Mumbai, Maharashtra
3) Imagine Panaji Smart City Development Ltd., Goa
Languages Known: English, Hindi

NAME: Vikram Rajput
AGE: 21
Qualification: BSW
Field Work: 1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra
2) Urban Exposure Visit at Bangalore
Pilot Project: ‘DAADI KE LADDOO’ – Provision of Livelihood to Orthopedically Disabled
Internship/Project: Maharogi Sewa Samiti (Anandwan), Maharashtra
Languages Known: English, Hindi, Dogri, Gujarati, Marwadi

NAME: Deepak Menon
AGE: 31
Qualification: B.Com, P.G., Diploma in Corporate Social Responsibility
Field Work: 1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra
2) Urban Exposure Visit at Bangalore
Internship/Project: 1) Edusports, Karnataka
2) Government of Delhi, Delhi
Languages Known: English, Hindi, Gujarati, Malayalam
Pilot Project: “SOCIO MARK VENTURES’ - Providing marketing solutions to social ventures
Work Experience: 1) Skynet Outsourcing Services as Lead HR Consultant and Business Development Manager for 3 Years
2) Post Tension Services, Gujarat LLP as HR Executive for 3 Years

NAME: Uttarak Pradesh
Domicile: Consumer behavior and factors affecting the buying decision: A study of Chikankari consumer in Lucknow, Uttar Pradesh

NAME: Gujarate
Domicile: Challenges of orthopedically handicapped at workplace: A study in Ankleshwar of Gujarat State

NAME: Gujarat
Domicile: A study on consumer attitude towards organic food product in Delhi NCR
NAME: Jaising Chavan
AGE: 26
Qualification: B.C.A
Field Work:
1) Rural Immersion Fieldwork at Murum Village, Osmanabad District, Maharashtra
2) Urban Exposure Visit at Bangalore
Pilot Project: ‘KRUSHIMITRA’ – Production and Marketing of Neem Seed Pesticide
Internship/Project: Integrated Tribal Development Project, Maharashtra
Languages Known: English, Hindi, Marathi

NAME: Mahadeo Pardhe
AGE: 34
Qualification: B.A
Pilot Project: ‘CSSD’ - Centre for Support Services for Disabled
Field Work:
1) Rural Immersion Fieldwork at Ausa Block, Latur District, Maharashtra
2) Urban Exposure Visit at Bangalore
Internship/Project: White Collar Legal LLP, Maharashtra
Languages Known: English, Hindi, Marathi

NAME: Kunal Kumar
AGE: 25
Qualification: B.Com
Field Work:
1) Rural Immersion Fieldwork at Murum Village, Osmanabad District, Maharashtra
2) Urban Exposure Visit at Bangalore
Internship/Project: Farm & Farmers, Bihar
Pilot Project: ‘GREEN MARKET’ – Marketing of Organic Produce
Work Experience:
1) Accountant at MEDHA for 1 year
2) Accountant & Audit Executive at NDRL & Co. for 2 years
3) Accountant at JEEVIKA for 2 years
Languages Known: English, Hindi

Domicile: Maharashtra
Domicile: Maharashtra
Domicile: Bihar

Dissertation:
A study on organic farming in Latur Block, Maharashtra
Study of informational needs of the disabled in Osmanabad District
Consumer behavior of chemical pesticides free vegetables and fruits in Patna, Bihar

Dissertation:
Languages Known:
English, Hindi, Marathi
English, Hindi, Marathi
English, Hindi

Languages Known:
English, Hindi, Marathi
English, Hindi, Marathi
English, Hindi

Tata Institute of Social Sciences 59
Santosh Kumar Bonam
27
B.Tech (CS)
Back to Villages, Odisha
Software Engineer at HCL for 3 years
Languages Known:
English, Hindi, Telugu

Namita Priya
24
B.Tech (EEE)
Techno Serve, Bihar
Lecturer at Netaji Subhash Institute of Polytechnic for 1 year
Languages Known:
English, Hindi

Swati Singh
29
B.Com (Honours)
Sasha World, West Bengal
MIS Lead at Toshniwal Enterprises Controls Ltd. for 5 years
Languages Known:
English, Hindi, Bengali

Back to Villages, Odisha
Software Engineer at HCL for 3 years
Languages Known:
English, Hindi, Telugu

Techno Serve, Bihar
Lecturer at Netaji Subhash Institute of Polytechnic for 1 year
Languages Known:
English, Hindi

Sasha World, West Bengal
MIS Lead at Toshniwal Enterprises Controls Ltd. for 5 years
Languages Known:
English, Hindi, Bengali
<table>
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<th>NAME: Punam Sarvade</th>
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<td>AGE: 23</td>
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<tr>
<td>1) Rural Immersion Fieldwork at Ter Village, Osmanabad District, Maharashtra</td>
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<tr>
<td>2) Urban Exposure Visit at Bangalore</td>
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<th>Internship/ Project:</th>
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<tr>
<td>Maharashtra Centre for Entrepreneurs Development, Maharashtra</td>
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<th>Pilot Project:</th>
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<tbody>
<tr>
<td>‘NAVINYA’ – Provision of Livelihood to Women through Weaving Activity</td>
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<table>
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<tr>
<th>Domicile: Maharashtra</th>
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</thead>
<tbody>
<tr>
<td>Languages Known: English, Hindi, Marathi</td>
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| Dissertations: Challenges of women entrepreneur in Kalamb Block, Osmanabad District, Maharashtra |
In today’s developmental era, it is essential to address the questions of sustainability, natural resources and governance. The analysis of the current situation indicates that there is a great need for trained professionals, who understand the theory as well as the practice of sustainable livelihood development, dynamics and paradox and are able to channelize the government’s policies and programs in a better manner.

The program Sustainable Livelihoods and Natural Resources Governance has been designed with care that addresses the above need of the hour in society. It focuses on delivering trained livelihood professionals with in-depth knowledge of theory and practice, strong democratic values and immense sensitivity towards the issues. This leaves ample scope for the students and draws their independent conclusions based on their learning. The larger aim of this program is to enhance peoples’ well-being through education, research, knowledge, skills, innovations and transformative actions. The course structure is formulated in such a way which incorporates interdisciplinary and multidisciplinary approach. It includes understanding the society, ecology, environment, sociology, economy, politics, governance and policy. This facilitates reflexive learning, gives a unique perspective and enhances the capacity to work as a Livelihood Professional in the current global scenario. The program is oriented towards action research for the betterment of society, and particularly towards equitable and just development for the poor and marginalized. The program will develop sensitive, secular, and intelligent cadres of professional in livelihood sector and engage them in creating innovative forms of sustainable livelihoods approaches for the betterment of society.
Field Work is the root of the program that helps to transform the classroom knowledge into actual learning on the field. The theoretical concepts are studied in depth at the grassroots level and the gaps that are identified are brought back to the classroom for further reflection. Ground realities are encountered while on the field which can be incorporated in ideas for positive change in society. Working with various civil society organizations hones the students as efficient and competent livelihood professionals. The students get equipped with a valuable skill set, sensitivity and a professional attitude that makes them most suitable to handle various livelihood.

**Curriculum Framework**

**SEMESTER I (19 credits)**
- **FC 1:** Understanding Indian Society (2)
- **FC 2:** Introduction to Political Economy (2)
- **FC 3:** India's Development Experience (2)
- **FC 7:** Environment, Climate Change and Development (2)
- **CC 1:** Livelihood Perspectives and Approaches to Sustainable Development (2)
- **CC 2:** Political Economy of Development and Livelihoods (2)
- **CC 3:** Skills & Tools for Sustainable Livelihoods and Natural Resources Governance (2)
- **FW 1:** Fieldwork Module I: Understanding Rural and Urban Societies (5)

**SEMESTER II (19 credits)**
- **FC 4:** State, Democracy and Polity (2)
- **FC 5:** Qualitative and Quantitative Research Methods (4 Credits)
- **FC 6:** Social Aspects of Poverty and Theories of Justice (2)
- **CC 4:** Governance of Natural Resources and Sustainable Livelihoods (2)
- **CC 5:** Ecology and Sustainable Livelihoods (2)
- **CC 6:** Livelihoods: Policies, Practices and Challenges (2)
- **FW 2:** Fieldwork Module II: Working with Civil Society

**SEMESTER III (15 credits)**
- **CC 7:** Decentralized Planning in Rural Livelihoods (2)
- **CC 8:** Food Security, Rural and Urban Livelihoods (2)
- **CC 9:** Vulnerability, Risks and Strategies in Sustaining Livelihoods (2)
- **CC 10:** Project Formulation, Planning, Monitoring & Evaluation (2)
- **CC 11:** Gender and Sustainable Livelihoods (2)
- **FW 3:** Fieldwork Module III: Working with Governmental & Non-Governmental agencies, Cooperatives, Mission Programmes etc. (5)

**SEMESTER IV (12 credits)**
- **CC 12:** Linkages in Livelihoods (2)
- **CC 13:** Livelihood Promotion, Innovations, Conservation and Practice (Workshop) (2)
- **Dissertation:** Dissertation & Viva-voce/documentary/digital resources (8)
- **Internship/ Immersion:** Project Development: Visiting Models of best practices in NRM& Governance.

**Fieldwork: Our USP**

Field Work is the root of the program that helps to transform the classroom knowledge into actual learning on the field. The theoretical concepts are studied in depth at the grassroots level and the gaps that are identified are brought back to the classroom for further reflection. Ground realities are encountered while on the field which can be incorporated in ideas for positive change in society. Working with various civil society organizations hones the students as efficient and competent livelihood professionals. The students get equipped with a valuable skill set, sensitivity and a professional attitude that makes them most suitable to handle various livelihood.

- **Grassroot level organizations**
  - Rural setup which provides in depth understanding of dynamics of a village.
- **District level organizations**
  - Learn and understand local self-governance and implementation of various government livelihood projects
- **Government organisations/ department/ State mission**
  - Practical skill development of the students in planning, implementation, management and evaluation of Centre and State projects.
# Student Profile

## NAME: Panna Lal Baitha

**AGE:** 29  
**Domicile:** Jharkhand  
**Qualification:** B.A in Sociology  
**Dissertation:** Women's role in developing market of lac production in Jharkhand  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra  
2) Yuva Mitra at Nashik, Maharashtra  
**Internship/Project:** Social Audit Unit, Jharkhand  
**Languages Known:** English, Hindi, Marathi  
**Work Experience:** 1) Customer Care Executive at Aditya Birla Minacs for 2 yrs  
2) Supervisor at Manthan Durang Venture Pvt. Ltd. for 2 yrs  
3) Cluster Coordinator at JSLPS for 2 yrs

## NAME: Rakesh Kumar Upadhyay

**AGE:** 23  
**Domicile:** Bihar  
**Qualification:** B.Sc in Agriculture, Rural and Tribal Development  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra  
2) Narmada Navnirman Abhiyan at Dhadgaon, Maharashtra  
**Internship/Project:** Social Audit Unit, Jharkhand  
**Languages Known:** English, Hindi, Marathi  
**Work Experience:** 1) Project Officer at Rajputana Society of Natural History for 1 yr  
2) Consultant at JSLPS for 1 year

## NAME: Ganesh Mane

**AGE:** 27  
**Domicile:** Maharashtra  
**Qualification:** B.A in Social Science  
**Dissertation:** Employment dilemma: Study of MGNREGA with specific references to Osmanabad District  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra  
2) Narmada Navnirman Abhiyan at Dhadgaon, Maharashtra  
**Internship/Project:** Swayam Shikshan Prayog, Osmanabdad  
**Languages Known:** English, Hindi, Marathi  
**Work Experience:** Data Analyst at TCS for 4 Years
A study of women's livelihood through SHG's and the challenges in Beed District

Rupali Suresh Sorte

25

B.Sc

Agriculture

1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra
2) Yuva Mitra at Nashik, Maharashtra

Languages Known: English, Hindi, Marathi

Harshit Pandey

22

B.A in Social Science

1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra
2) Yuva Mitra at Nashik, Maharashtra

Languages Known: English, Hindi, Marathi

Prerana Shilwant

22

B.A in Social Science

1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra
2) ANTHRA Pune, Maharashtra

Languages Known: English, Hindi, Marathi

Issues and challenges of forested area: A study of tribes in Gadchiroli district of Maharashtra

Maharashtra

Dissertation:

2) ANTHRA Pune, Maharashtra

Languages Known: English, Hindi, Marathi

Livelihood as a threat to natural resource: A case study of river Ganga and Manchester of India

Uttar Pradesh

Dissertation:

Centre for Development, Practice and Research, TISS Patna Centre

Languages Known: English, Hindi

**Rishika Dutt**

**Domicile:** West Bengal

**Qualification:** B.Sc (Honours) in Geography

**Field Work:**
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Mitra at Nashik, Maharashtra

**Languages Known:** English, Hindi, Bengali

**Internship/Project:** Ministry of Environment, Government of West Bengal

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**Vaishnavi Iyer**

**Domicile:** Maharashtra

**Qualification:** B.A in Economics

**Field Work:**
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Mitra at Nashik, Maharashtra

**Languages Known:** English, Hindi, Marathi, Tamil

**Internship/Project:** Tata Trust (via YES Foundation Fellowship), Maharashtra

**Work Experience:** Associate Editor at Cactus Communications for 2 years

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**Shaibi Sana Singh**

**Domicile:** Jharkhand

**Qualification:** B.A(Honours) in Sociology

**Field Work:**
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Rural Association at Jalgaon, Maharashtra

**Languages Known:** English, Hindi, Bhojpuri

**Internship/Project:** Social Audit Unit, Jharkhand

**Dissertation:** Livelihood conditions of artisans in Shantiniketan, Birbhum District, West Bengal: A study of the handicraft market

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<td>B.A in Social Science</td>
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<th>Pradeep Toppo</th>
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<td>AGE:</td>
<td>25</td>
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<tr>
<td>Qualification:</td>
<td>B.Sc (Honours) in Rural Technology</td>
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<tr>
<td>Field Work:</td>
<td>1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra 2) Astha Sansthan at Udaipur, Rajasthan</td>
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<td>Internship/Project:</td>
<td>Saraswati Seva Foundation, Greater Noida</td>
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<tr>
<td>Languages Known:</td>
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<tr>
<th>NAME:</th>
<th>Arvind Kumar Tekam</th>
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<td>23</td>
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<td>Qualification:</td>
<td>B.Sc (Honours) in Rural Technology</td>
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<td>Field Work:</td>
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<tr>
<td>Languages Known:</td>
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**NAME:** Zam Muan Thang  
**Qualification:** B.A in Social Science  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra 2) Astha Sansthan at Udaipur, Rajasthan  
**Internship/Project:** Integrated Tribal Development Project, Ghodegaon  
**Languages Known:** None

**NAME:** Pradeep Toppo  
**Qualification:** B.Sc (Honours) in Rural Technology  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra 2) Astha Sansthan at Udaipur, Rajasthan  
**Internship/Project:** Saraswati Seva Foundation, Greater Noida  
**Languages Known:** English, Hindi, Uraon, Chhattisgadi

**NAME:** Arvind Kumar Tekam  
**Qualification:** B.Sc (Honours) in Rural Technology  
**Field Work:** 1) Village Micro Planning at Sindhudurg under 'Chanda Te Banda' Project of Government Of Maharashtra 2) Yuva Rural Association at Jalgaon, Maharashtra  
**Internship/Project:** Saraswati Seva Foundation, Greater Noida  
**Languages Known:** Hindi, English, Godi, Chhattisgadi
Evaluation of impact of Government of India Resettlement & Rehabilitation Program on livelihood of tribal community (Maldhari) in Gir forest, Gujarat

NAME: Prakash Piparotar
AGE: 21
Qualification: B.Com
Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Rural Association at Jalgaon, Maharashtra
Internship/Project: BAIF Navsari, Gujarat
Languages Known: English, Hindi, Gujarati

NAME: Kishan Lagariya
AGE: 24
Qualification: BBA (Management)
Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) ANTHRA Pune, Maharashtra
Internship/Project: Gujarat Livelihood Promotion Company, Gujarat
Languages Known: English, Hindi, Gujarati

NAME: Deepika Shelar
AGE: 21
Qualification: B.Sc Environmental Science
Field Work:
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Rural Association at Jalgaon, Maharashtra
Internship/Project: TISS Mumbai, Maharashtra
Languages Known: English, Hindi, Marathi
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<tr>
<th>NAME: Shambhavi Singh</th>
<th>Domicile: Uttar Pradesh</th>
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<th>NAME: Shreyashi Roy</th>
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<tr>
<td>AGE: 22</td>
<td>Human wildlife conflict affecting livelihoods in North Bengal</td>
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<td>Internship/ Project:</td>
<td>Languages Known: English, Hindi, Bengali</td>
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<th>NAME: Vidyasagar Zubre</th>
<th>Domicile: Maharashtra</th>
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<tr>
<td>AGE: 21</td>
<td>A study of male sex workers; a hidden livelihood source, Mumbai</td>
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<td>Languages Known:</td>
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</table>
NAME: Durgesh Kumar  
AGE: 21  
Qualification: B.A in Social Science  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Astha Sansthan at Udaipur, Rajasthan  
Internship/Project: Foundation for Ecological Security (FES), Rajasthan  
Languages Known: English, Hindi, Bhojpuri  

NAME: Shivani Mehta  
AGE: 22  
Qualification: B.Sc in Environmental Science  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) ANTHRA Pune, Maharashtra  
Internship/Project: National Bank for Agriculture and Rural Development (NABARD), Maharashtra  
Languages Known: English, Hindi, Marathi  

NAME: Laxmi Waghmare  
AGE: 24  
Qualification: Bachelors of Computer Engineering  
Field Work: 1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra  
2) Astha Sansthan at Udaipur, Rajasthan  
Internship/Project: Swayam Shikshan Prayog, Maharashtra  
Languages Known: English, Hindi, Marathi, Sanskrit  
Work Experience: Teaching Program Co-ordinator at Surajya Sarvangin Vikas Prakalp for 2.5 years
Temple economy of Tuljapur
Resource struggle of a riparian tribe: Narratives from the missing people

Promotion of sustainable livelihoods through bamboo products in Dibrugarh district of Assam

Mayur Khoraba
B.Com
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) ANTHRA Pune, Maharashtra

Central Institute of Fisheries Technology - Veraval Research Center, Gujarat

Languages Known: English, Hindi, Gujarati

Niharika Singh
B.A (Honours) in Sociology
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Yuva Mitra at Nashik, Maharashtra

Swayam Shikshan Prayog, Maharashtra

Languages Known: English, Hindi, Marathi, Braille

Gargi Anand
B.A in Social Science
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Astha Sansthan at Udaipur, Rajasthan

Aaranyak, Guwahati

Languages Known: English, Hindi, Assamese, Bengali, Tamil

Romario Gogoi
B.A in Assamese
1) Village Micro Planning at Sindhudurg under ‘Chanda Te Banda’ Project of Government Of Maharashtra
2) Narmada Navirman Abhiyan at Dhadaon, Maharashtra

Department of Tribal Development, Maharashtra

Languages Known: English, Hindi, Assamese

Tata Institute of Social Sciences
Why Recruit Our Students?

Global Recognition
Tata Institute of Social Sciences has a global recognition for its commitment to humanity, affirmative action and being on side of vulnerable. The values that the Institute imbibes the students with, reinforces their vigor to work towards a better tomorrow while facing all hardships.

Organizational Linkages
Organizational experience is a part of a curriculum in the form of intensive field work, rural practicum and internship. Students spend more than 4 months with the direct linkage of organizations as a part of practice. They learn to work in the collaborative environment and learn tools, skills and techniques like micro planning, advocacy, project management, policy making and formulation, monitoring and evaluation.

Education System
The curriculums are designed such that at the end of the respective courses, the student is armed with a range of competencies to work in a wide spectrum of field related to administration, organizational development and planning & project management. Also, competencies related to interventions for service delivery to program development, training, policy and advocacy levels in non-governmental, intergovernmental, governmental and private organizations and in the process influencing policy.

Professional Competencies
Professional competencies are made part of class room experience through presentations and open ended learning components. Students also govern many of their affairs, other than class room work through various student bodies, operate committees and organize National Level Conferences and workshops, cultural and sports festivals. TISS believes in supporting students for developing them as all-rounded personalities.

Ratings
TISS is, and endeavors to remain the premier social sciences institute in India. In the year 2002, National Assessment and Accreditation Council (NAAC) awarded a 5-star rating to the Institute, and in 2016, it got re-accredited with an ‘A’ Grade and a cumulative grade point of 3.89 out of 4.00, one of the highest scores awarded to universities accredited this far. TISS is also ranked first by Outlook in its annual best college review.

Alumni
TISS boasts a vibrant alumni network consisting of illustrious and renowned development practitioners, social entrepreneurs, field action experts and academic scholars. Numerous alumni are actively engaged in the Institute’s affairs as volunteers, locally and across the world. Such a network can only inspire students to greater heights as they seek personal and professional success.
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ActionAid

Tata Institute of Social Sciences

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INTERNATIONAL FOUNDATION
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Bandhan Bank
Rajka Bhatia, Sabhi Bhatia.

AGA KHAN FOUNDATION
owner of the Aga Khan Development Network

AVANI

SAJP

Bihar

Sujaya School

Bosch

TCSRD

ASAMC

SPECTRA

CHETNA

for Women Young people Children

GAIL (India) Limited

TATA TRUSTS

FES

HCL FOUNDATION

HCL

LetzDream Foundation
Dream to Change

Oxfam

India

HCL FOUNDATION

Reliance Foundation

Shyama Prasad Mukherjee Rurban Mission
National Rural Mission (NRMU)

Umami

Farmers

YES FOUNDATION

Oxfam

SBJR

Sutra Consulting

Sarthak

The Energy and Resources Institute

NABFINS

Ujjivan

Small Finance Bank

Ummed

Rajbhariksha

The Energy and Resources Institute

NABFINS
Campus Placement Procedure

The Career Guidance and Placement Cell (CGPC) is an important initiative by the Master’s students. The function of the CGPC is to liaise with the organizations for placements and also coordinate with the Central Placement Cell (CPC) at TISS Mumbai. The CGPC has been conceptualized and positioned to drive the interest, motivations and professional career path of students at TISS, Tuljapur. In 2017-18, a total of 25 organizations visited TISS Tuljapur for campus placements.

The Campus Placement procedure at TISS, Tuljapur has been planned in 2 phases:

Placement procedure at TISS, Tuljapur

Phase 1: December
Phase 2: February

No registration charges.

Rooms with LCD projectors would be provided to the companies for conducting pre-placement talks. Rooms for group discussions and interviews will be provided to the companies.

A team of dedicated CGPC volunteers to take care of logistics and all other related issues regarding placement, on-campus.

Skype and mail placement procedures are also available.
Contact Us

FACULTY COORDINATOR
Prof. Bipin Das - bipin.das@tiss.edu

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Swapnil Dutt
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Jitesh Rathi
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jiteshrathi312@gmail.com
ABOUT THE COVER

The theme for this year’s brochure ‘Carving Out Better Tomorrows’ is inspired from the traditional Indian craft of Block Printing.

We at TISS Tuljapur, strongly believe that we resonate the same process and outcome as the handcrafted printing block.

We are chiseled to perfection owing to our four-pronged strategy comprising teaching, training, field action, research and documentation, we are dipped and coated with a fine layer of our extensive field work experiences, and finally ready to imprint the world with our intricate and meaningful patterns.

Since its inception, the vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities. We reflect this vision as a generation that seeks to revise, rework and redesign. A generation that aims to be responsible and sensitive agents of change.

The Batch of 2017 - 2019, thus, promises to strive to carve out a better tomorrow for our society and all individuals alike, one consciously crafted and mindfully engraved developmental process at a time.

Cover image and layout: Ankan Pratik Roy • ankanpratik.com