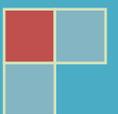# Annual Quality Assurance Report (AQAR)

Tata Institute of Social Sciences (TISS)

2012-13

Annual Quality Assurance Report (AQAR)

Internal Quality Assurance Cell (IQAC)
Tata Institute of Social Sciences
June 2013

Name of the University　　　　　　: Tata Institute of Social Sciences

Year of Report　　　　　　: 2012-2013

Vision

Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centered, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. The TISS works towards its vision through:

- ❖ Creation and provision of socially relevant and high quality professional education in a wide range of inter-disciplinary areas of Social Sciences to a larger number of students from all sections of the society in the country.
- ❖ Facilitation of autonomous research and dissemination of knowledge.
- ❖ Support knowledge creation through strong M.Phil. and Ph.D. programmes and Post-Doctoral scholars.
- ❖ Strategic extension, field action and advocacy through training and capacity building of State and non-State institutions and personnel.
- ❖ Initiate field action and advocacy to demonstrate and facilitate creation of policies and programmes.
- ❖ Professional response to natural and human-made disasters, through participation in relief and rehabilitation activities.

Mission

In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences organises teaching programmes to facilitate the development of competent and committed professionals for practice, research and teaching; undertakes research; develops and disseminates knowledge; and reaches out to the larger community through extension, at the local, national, regional and international levels.

PART A

Plan of action chalked out by the IOAC in the beginning of the year towards quality enhancement and outcome achieved by the end of the year

IQAC at TISS aimed to create a quality culture in the institute by putting in place quality assurance processes that covered a range of teaching and learning activities, Research, support services for students as well as governance and administration of the institution. A key activity of internal Quality Assurance practices would be the preparation of an institutional strategic plan document. Quality Assurance processes with respect to Research to include, internal seminars to discuss research proposals and ideas, collating data on published articles, ethics committee review of internally and externally funded research projects.

Constitution of administrative processes or structures for the implementation of Quality Assurance processes and activities: At the faculty level, a Professor/Dean to be in charge of an institutional level Quality Assurance Committee. Several pre-existing faculty level quality assurance committees will be associated with this process. To ensure greater participation of all stakeholders: academic and administrative staff and student in the Quality Assurance Process. External stakeholder such as Alumni would be involved in specific activities that would weave into the QA process. Creating participatory platforms such that both internal and external stakeholders are able to contribute to the QA process; Overarching goal is to adopt a holistic approach to Quality Assurance emerging from the strategic vision and mission of the institute: Social Justice, Equality and Human Rights.

As the Institute is preparing the 12th plan make sure all the quality aspects are taken care. Some of it includes; restructuring of some of the existing schools/centres, addition of new schools/centres, Institutionalising Counselling Services for the Students, Social Protection Office to enhance welfare of students from SC, ST, OBC and Minority groups.

PART B

1. Activities reflecting the goals and objectives of the institution

The Institute's dedication to foster human service professionals, teachers and researchers in a range of social and human development sectors, continued through the past year with the Mumbai, Tuljapur, Guwahati and Hyderabad Campuses introducing several new academic programmes. These programmes address key emerging areas of knowledge, focusing on a range of disciplinary and multi-disciplinary work including: Livelihoods and Entrepreneurship; Climate Change and Sustainability Studies; Environment, Ecology, and Sustainable Development; and Rural Development and Governance.

To pursue the Institute's mission of contributing to the creation of a just and equitable society, the School of Law, Rights and Constitutional Governance was established in June 2012 in Mumbai campus. It has developed a one-year, 3-semester Master of Laws (LLM) programme in Access to Justice to develop greater capacity in law graduates to deliver basic quality legal services to the marginalised and poor people; and to develop a community of peoples' lawyers to enhance access to justice for these disadvantaged communities.

Basic entitlements and services - water, health care, education, energy, transportation, road networks, communication and others – are being privatised. Regulatory authorities who have a key role in ensuring fair competition, value to people, and access and use to the poor and marginalised, are still evolving and existing ones suffer from acute lack of professional competency. To foster professionals with integrity to work in the regulatory sector, the School of Habitat Studies has developed two Masters programmes: Regulatory Governance, and Water Policy and Governance.

In response to contemporary challenges of the current context including disasters and conflicts, TISS has undertaken several action projects, and is consolidating its ongoing work with vulnerable groups. Addressing disasters-Conflict in Assam: TISS Guwahati along with faculty and students from Jamsetji Tata Centre for Disaster Management and Doctors For You, have been addressing human dimensions of ethnic violence in the Bodo area in Western Assam. The June 2012 episode affected lives of large number of people from Dhubri, Gossaigaon and Kokrajhar districts, who were pushed to refugee camps. From July 2012, a TISS team with (i) social work professionals engaged in assessment of needs, provision of relief and psychosocial support, setting up child care centres and addressing nutritional issues, and building capacities of ASHA, ANM and AWW workers; (ii) medical doctors providing preventive and emergency health care; (iii) engineers and architects supporting people to develop temporary shelters, were deployed. From November 2012, work in the camps and with families who have returned to their villages started; to listen to them, start reconstructing communities and villages, identifying needs for support; and taking forward the peace-building initiatives.

Drought Affected Areas in Marathwada: The Marathwada region of Maharashtra is facing acute draught conditions this year. Students and faculty of TISS Tuljapur are working with district administration and people's groups with financial support from Tata Motors, Rotary Club of Pune, and Rotarians from other clubs, and other individual donors to provide essential support, drinking water for people, and water and fodder for cattle to 300,000 people in different hamlets in 110 villages in Osmanabad district. TISS Tuljapur is also involved in awareness creation on water conservation and watershed development in Barshi, Mangalvedha and Sangola blocks; and has started relief work in Vaijapur and Gangapur Blocks in Osmanabad and Aurangabad districts, predominantly inhabited by nomadic and denotified tribes and dalits.

Addressing Poverty and distress in Rural and Urban Areas: Fostering Rural Transformation—The IDBI–TISS Rural Transformation Fellowship Programme, 2011–2013: TISS established the Rural Transformation Fellowship Programme in partnership with IDBI to foster young development professionals to act for social and economic transformation in selected villages in Maharashtra, Madhya Pradesh and Chhattisgarh. The Fellowship Programme, which completes two years of work in May 2013, is a pilot effort that will form an important part in the overall scaling strategy for national rural transformation.

Currently, 11 Fellows are working in nine villages in these three states. These Fellows began their work in the villages by establishing trust with the villagers, building relations with key members of the community, and identifying community-based organisations such as self-help groups to support their initiatives. The various initiatives undertaken by the Fellows have engendered outputs towards the following broad outcomes:

Financial inclusion - whereby all people have bank accounts and are able to access poor friendly credit mechanisms for enterprise development. Increase in basic civic entitlements, through convergence of government schemes in the villages, including the NREGA and other social security schemes. Increased local sufficiency and reduced agricultural risk and despair of the rural poor through increase and diversification of income sources and enterprises; increase in agricultural income through organic farming and multi-cropping; reduction on external dependency, and integration of livelihood options by establishing seed banks, cooperative enterprises, direct market access and regenerating kitchen gardens and ecological spaces. Promotion of well-being by focusing on health and nutrition, enabling government programmes and policies to be responsive to local needs, and enabling access to basic entitlements, particularly with reference to health and nutrition.

2. New academic programmes initiated (UG and PG)

Mumbai Campus

School of Habitat Studies	M.A./M.Sc. in Climate Change and Suitability Studies
School of Social Work (split the M A Social work into 9 thematic areas)	M.A. Social Work in Children & Families
	M.A. Social Work in Criminology & Justice
	M.A. Social Work in Community Organisation & Development Practice
	M.A. Social Work in Disability Studies & Action
	M.A. Social Work in Dalit & Tribal Studies & Action
	M.A. Social Work in Mental Health
	M.A. Social Work in Public Health
	M.A. Social Work in Livelihoods & Social Entrepreneurship
	M.A. Social Work in Women-Centred Practice

Tuljapur Campus

Integrated B. A / M. A
M.A. Social Work in Rural Development

Guwahati Campus

Integrated B. A / M. A
M.A. in Social Work
M.A.in Ecology, Environment and Sustainable Development

Hyderabad Campus

Integrated B. A / M. A
M. A in Rural Development

3. Innovations in curricular design and transaction
Integrated Master's Degree Program in Social Sciences (Guwahati, Hyderabad and Tuljapur Campuses)

TISS has created an innovative teaching programme (five year Integrated Master's Programme in Social Sciences) to revive and strengthen Social Science education and research in the country. A Working Group involving faculty from Hyderabad, Tuljapur and Guwahati has been working on this Integrated Program for nearly 18 months now. We will place this programme to Academic Council by the end of January 2012; and plan to start this flagship Integrated Master's Programme from June 2012 from Tuljapur, Guwahati and Hyderabad campuses.

The Five-year Integrated Master's Programme in Social Sciences will have an annual intake of 125 to 150 per year per campus (with 625 to 750 students per campus by 2016). The Integrated Master's Programme Structure will be in two parts - an undergraduate liberal arts program and a post-graduate degree in a specific discipline or a trans-disciplinary area of study. The first three years of the Integrated Program will be an Undergraduate Liberal Arts Program focused on the Humanities blended with Science; combining the imaginative and creative, rigour and critical thought. This program will build a strong foundation in theories from sociology, economics, political science, cultural studies, and environment, drawing knowledge from all social science disciplines. Further, the students will study mathematics and languages during all three years, in addition to philosophy of research, research methodology, logic and history. If they choose, students can spend an extra year, in addition to three years, to study at their own pace to complete this section of the Integrated Programme.

In the last two years, students can complete their PG programmes and can opt to specialize in a discipline (Anthropology / Sociology / Economics / Political Science) or study an inter-disciplinary program (Social Work - Community Organisation and Development Practice; Social Entrepreneurship; Counselling; Mental Health and Social Sciences; Public Health – Social Epidemiology; Economics and Finance; Environment, Climate Change and Development; Public Policy and Governance; Human Resources Management). While the curriculum of the UG program will be common in all campuses, the PG programs may vary across campuses. Students can opt for courses offered by the same campus as their UG programme or may move to other locations for their PG Programmes. Similarly, the Post Graduate Programs may admit a few students directly from other universities through the Common Entrance Test.

The CHRM & LS received the ET NOW National Education Leadership Award for Best Industry related HR Curriculum.

4. Inter disciplinary programmes started

During the academic year 2012–2013, the TISS Tuljapur, Guwahati and Hyderabad Campuses introduced a 5-year Integrated Master's Programme comprising a three-year undergraduate programme (B.A. Social Sciences) that synergises Social Science with allied areas and approaches Science. The PG Diploma in Water, Sanitation and Hygiene (WASH), perhaps the first, full-time teaching programme of its kind in the country, was launched with support from UNICEF.

5. Examination reforms implemented

The Institute follows an internal assessment system, where course teachers use flexible and multiple methods of evaluation on a continuous basis. The assessment process involves semester examinations and/or a variety of individual/group assignments. These include

term paper, classroom presentation, book review, practical assignments and oral examination. Students are encouraged to make presentations on the different topics covered, based on field visits and their own experiences. Student performance is evaluated in a concurrent manner, particularly in the case of field practicum and research component. Field work progress is monitored on a weekly basis with a report and a meeting with the concerned supervisor. Progress of the research is subject to both spontaneous (based on emergent needs) and systematic evaluation.

Given its complexity, the assessment system is subject to the review of the School Board and Academic Council that have external peers from the esteemed University/Institutions to ensure standards of excellence. For over five decades, students' work used to be evaluated in grade points under the seven-point scale. After a comprehensive review of the Examination System, a 10 Point Grading System was introduced from the 2011-12 Academic Year. The Exam Review Committee constituted then undertook the review of all the academic programmes and included amongst others a grading structure for Field Work, and norms on number and nature of various evaluation methods (such as exams, assignments) for credits given.

The institute planned to move towards introducing Choice Based Credit System (CBCS)that would enable students to construct at least 25% of the courses from across programmes (and the proportion of courses taken across programmes would progressively increase and stabilize at around 40% to 50%). The number of optional courses offered by each of the Schools and centres must increase. Tuljapur, Guwahati and Hyderabad campuses would move to CBCS by June 2014.

6. Candidates qualified: NET/SLET/GATE

While a number of Masters Students appear for the above mentioned exams, there is no formal count of such students maintained by the institute since the students may be writing these exams after the completion of the course. Several students appear and clear NET/SLET/GATE etc.

7. Initiative towards faculty development programme

A number of Faculty have availed or are availing study leave to complete Ph. D. Several young faculties at the entry level have been recruited; encouraged to develop research and teaching in their core areas of interest; and supported to increasing opportunities, resources and collaborations. Institute encourages faculty to participate in faculty development programmes/refresher courses that are held nationally/globally, in disciplinary/interdisciplinary/multi-disciplinary areas. Faculty members are encouraged to develop research problems that are central to their Centre/School and their own professional growth and are provided internal funding allocated for this purpose or supported in seeking

external funding. Several faculties have won awards awards/ recognitions for excellence in teaching at the state, national and international level.

All staff members — including daily wage staff — across campuses are linked to HR management group Kalpataru and provided with minimum wages (programmed to increase annually), health support through ESIS, and Contributory Provident Fund. We need to develop independent fund to support contract staff under Kalpataru to meet medical care (not accounted for by ESIS).

8.   Total number of seminars/workshops conducted

During 2012–2012, 142 programmes were organised in the areas of human resources management, leadership development, climate concerns, human development, social accountability, micro-planning, statistical methods, capacity-building, and development, dalit and tribal issues, disaster management, education, health, human rights, life skills, management and organisation development, research methods, and training of trainers, among others. The Institute's faculty members also regularly participate in national and international level seminars, conferences, workshops and training programmes as paper presenters, resource persons, discussants, session chairs, observers, special invitees or experts. This year, faculty members participated in 571 such programmes.

9.   Research projects a) Ongoing; b) Completed

During 2012–2013, a total of 179 research and documentation projects were ongoing at the Institute. Of these, 21 were in multi-disciplinary areas, and anchored across the different Schools/Independent Centres. There are currently 15 FAPs active in the Institute. The range of issues being addressed through these projects include violence against women, rights and rehabilitation of persons being processed by the criminal justice system and children in conflict with law, homelessness and beggary, child and adolescent mental health, tribal and dalit youth empowerment, access to health in rural and tribal areas, and corporate social responsibility, sustainable livelihood, food security, adult education, and health.

10. Patents generated, if any

Not Applicable, since TISS is a Social Science Institute. Some of the TISS's Field Action Projects have become national programs.

11. New collaborative research programmes

In the academic year 2012–2013, the Institute signed seven new MoUs and renewed existing MoUs with two Universities, while MoUs with three more Universities are under consideration. These 12 universities are spread over the United States, France, Germany, Switzerland, Finland, Australia, Czech Republic, Finland and Poland. This has significantly increased the Institute's partnership with other educational institutions to 76 universities worldwide. The new MoUs signed are with the following universities: Texas A & M

University, USA; University of Bayreuth, Germany; University of Warsaw, Poland; University of Technology, Sydney, Australia; University of Zurich, Switzerland; and University of Tampere, Finland. The Institute has also signed a MoU with Open Society Institute, New York, USA, which provides scholarships and financial support to the students from SAARC countries to study in TISS. The Institute has renewed MoUs with Sciences Po, France, and Masaryk University, Czech Republic.

The Institute is actively engaged with over 20 universities for students and faculty exchange and research collaborations. This year, 124 students from 21 countries were admitted into the Institute. Out of these, 10 students took admission in the Masters' programme, 1 in M.Phil., 5 in Ph.D. , and 3 in diploma programmes. A total of 44 students took part in the short-term Study in India Programme: 2 and 15 for double and single semester course works, respectively; 15 for field internships, and 12 for research affiliations (including 1 Fulbright-Nehru Fellow).

The Centre for Urban Policy and Governance, through the Urban India Research Facility (UIRF), conducted several local- and state-level workshops in Maharashtra to disseminate ongoing research on small and medium towns in the state. It also organised a national level workshop titled "Provincial Urbanisation: Examining the Role of Small and Medium Towns and Cities in India" in collaboration with SUBURBIN a research programme coordinated by the French Institute of Pondicherry and the Centre de Sciences Humaines, New Delhi. The UIRF has also acted as a forum for organising seminars with scholars in this field. This year, about 10 such seminars were organised, some in collaboration with the Urban Aspirations Project. The Centre has initiated an international collaborative research project, supported by IDRC Canada, on 'Safe and Inclusive Cities'.

Student Exchanges

Students from the United States of America (USA), France, Indonesia, Switzerland, Bangladesh, Nepal, Afghanistan, Japan, Nigeria, Zimbabwe, Ghana, Iran, and Thailand joined various courses offered in the Masters, M.Phil. and Ph.D. programmes. Eleven students from Germany, United Kingdom, Canada, USA, Sweden, Autralia, and France got affiliated for their research to TISS in 2012–13. The ISO coordinated field internships for 15 students who came on exchange from 4 countries—Sweden, Germany, Finland, and USA.

The ISO also facilitated several student (and faculty) exchanges with Lund, Gavle, Gothenburg, Karolinska Universities, Sweden, supported by the Linnaeus Palme grant; Freie University, University of Gottingen, Berlin and Munster Universities in Germany with the support of DAAD, Germany; Sciences Po, Paris with the French Mobility Scholarship; King's College, UK, with financial assistance from UKIERI; and Chicago and Utah Universities, USA, and Masaryk University, Czech Republic. The ISO also assisted in securing the Dalai Lama Fellowship (USA) for two M.Phil.-Ph.D. students this year. All together the Institute supported 41 students (13 from M.Phil.-Ph.D. and 28 from various Masters programmes) to visit universities abroad this year

12. Research grants received from various agencies

Rs. 254,975,235 (includes research projects and field action projects)

13. Citation index of faculty members and impact factor

In 2012–2013, TISS faculty produced 233 publications as peer reviewed journal articles in some of the most renowned journals; chapters in books; authored/ edited volumes published by reputed publishers; and other writings that include book reviews, articles in newspapers, magazines and reports. The flagship publication of the Institute, *The Indian Journal of Social Work (IJSW)*, completed its 73rd year of uninterrupted publishing in 2011 and brought out three issues.

14. Honors /Awards to the faculty: National and International

❖ Prof. Padma M. Sarangapani won a Senior Research Fellowship at the King's College, London.

❖ Two faculty members received support for a visit to University of Sydney, Australia, by the International Programme Development Fund as part of a collaborative project of University of Sydney and TISS on developing comparative and multidisciplinary approaches to understanding the underprivileged and education in the two countries.

❖ The CHRM & LS received the ET NOW National Education Leadership Award for Best Industry related HR Curriculum.

❖ *Do Din ka Mela* (directed by Prof. K.P. Jayasankar and Prof. Anjali Monteiro) got the prestigious National Award - Rajat Kamal for best Audiography at the 60th National Film Awards. This film also won the runner up Award at the Culture Unplugged Online Film festival 'We Speak Here'.

❖ *So Heddan So Hoddan* (also directed by Prof. K.P. Jayasankar and Prof. Anjali Monteiro) got the Best Film award at the 2nd International Folk Music Film Festival - Nepal 2012.

❖ Prof. K.P. Jayasankar and Prof. Anjali Monteiro received the Erasmus Mundus visiting fellowship at Lund University, Sweden for April 2013.

15. Internal resources generated
TISS's internal resources include income generated from research and consultancy and by conducting of diverse learning programmes for government, corporate sector and civil society organisations.

16. Details of departments getting assistance/recognition under SAP, COSIST (ASSIST)/DST, FIST, and other programmes

Three centres in School of Social Work- Centre for Community Organisation and Development Practice (CODP), Centre for Disability Studies and Action (CDSA) and Centre for Health and Mental Health (CHMH) are receiving SAP funding.

17. Teachers and officers newly recruited

There are 177 academic positions of which 152 are filled and 25 are ad-hoc. Further, an additional 17 faculty positions are funded by the Tata Trusts. There are 263 administrative positions (including technical and Service Staff). Nine faculty and 11 administrative and technical appointments were made in 2012–2013. Fourteen faculty members were placed under Career Advance Scheme and 29 non-teaching staff were promoted.

Name	Designation	Affiliation
Dr. Swati Banerjee	Associate Professor	School of Social Work
Dr. Suryakant Waghmore	Associate Professor	School of Social Work
Dr. Farrukh Faheem	Assistant Professor	School of Social Work
Mr. Biswarangan Tripura	Assistant Professor	School of Social Work
Dr. Ratoola Kundu	Assistant Professor	School of Habitat Studies
Ms. Aparna Joshi	Assistant Professor	School of Habitat Studies
Ms. Poonam Gulalia	Field Work Co-ordinator	School of Social Work
Ms. Nadiya Marakkath	Assistant Professor	School of Management and Labour Studies
Dr. Santhosh M.R.	Assistant Professor	TISS Guwahati
Dr. Byasa Moharana	Assistant Professor	TISS Tuljapur
Mr. Vikram Bairagi	Stenographer (Grade II)	Personnel
Ms. Manali Chendvankar	Upper Division Clerk	Accounts
Mr. Santosh Thakre	Upper Division Clerk	Accounts
Ms. Manish M. Koli	Data Entry Operator	International Students Office
Mr. Rajiv C. Naidu	Data Entry Operator	Accounts
Mr. Laxmikant Sulakhe	Data Entry Operator	TISS Tuljapur
Mr. Satish Tambe	Systems Analyst cum Programmer	TISS Tuljapur
Mr. Siddeshwar B. Konale	Upper Division Clerk	TISS Tuljapur
Mr. Damu Bhalerao	Assistant Registrar	Infrastructure Development and Support
Mr. Sudhir T. Waghmare	Cleaner-cum-Floor Attendant	Facility Services

Faculty And Staff Movement – Career Advance Scheme

Dr. Bino Paul G.D.	Professor	School of Management and Labour Studies
Dr. Gaurang R. Sahay	Professor	School of Development Studies
Dr. A. Ramaiah	Professor	Centre for Study of Social Exclusion and Inclusive Policy
Dr. Abdul Shaban	Professor	School of Development studies
Dr. Sandhya Iyer	Assistant Professor (Sr. Scale)	School of Development Studies
Dr. Sasmita Palo	Professor	School of Management and Labour Studies
Dr. Shubhada Maitra	Professor	School of Social Work
Dr. Manish K. Jha	Professor	School of Social Work
Dr. Bipin Jojo	Professor	School of Social Work
Dr. Mouleshri Vyas	Professor	School of Social Work
Dr. Leena Abraham	Professor	Centre for Studies in Sociology of Education
Dr. Sarla Rao	Assistant Professor (Sel. Grade)	School of Management and Labour Studies
Dr. Shaileshkumar Darokar	Assistant Professor (Sel Grade)	Centre for Study of Social Exclusion and Inclusive Policy
Dr. Asha Mukundan	Assistant Professor (Sr. Scale)	School of Social Work
Mr. Nirmal Kumar Thakur	Section Officer	Purchase and Stores
Mr. R.K. Gamre	Section Officer	Facility Services, Naoroji Campus
Ms. Leonilla Rodrigues	Section Officer	Secretariat, School of Development Studies
Mr. C. Subramanian	Section Officer	Academic Division
Ms. Jasmine Shinde	Section Officer	Secretariat, Centre for Human Ecology
Mr. S. R. Vengurlekar	Section Officer	Accounts
Mr. Mahendra Singh	Section Officer	Facility Services

Ms. Lissa Savio	Section Officer	Centre for Research Methodology
Mr. Sudhakaran K.	Section Officer	Finance and Accounts
Ms. S. Kalyanaraman	Section Officer	Deputy Director's Office
Ms. Bhargavi M. Nair	Section Officer	Centre for Lifelong Learning
Ms. Girija Mahesh	Section Officer	Director's Office
Mr. Anand Khole	Section Officer	Accounts
Mr. Vijender Singh	Sr. Desk Top Publishing Operator	Publications Unit
Ms. Lency Eugine	Assistant	Meetings and Statistics
Ms. Vishreya Borhade	Assistant	Secretariat, School of Social Work
Ms. Manisha More	Assistant	Secretariat, School of Social Work
Mr. Dilip S. Kale	Assistant	STP Section
Mr. Mahesh Shinde	Assistant	TISS Tuljapur
Ms. Roopa S. Palve	Stenographer (Grade II)	Secretariat, School of Social Work
Ms. Vidya S. Sartape	Stenographer (Grade II)	Dining Hall
Ms. Savitri S. Jagtap	Stenographer (Grade II)	Secretariat, School of Social Work
Ms. Vaishali D. Jadhav	Stenographer (Grade II)	Personnel Section
Ms. Samrudhi S. More	Stenographer (Grade II)	Secretariat, Centre for Human Ecology
Mr. P.G. Santosh Kumar	Assistant	Accounts
Mr. Subhash Walmiki	Project-cum-Sound Operator	Facility Services
Mr. P.J. Koli	Electrician	Facility Services
Mr. B.A. Hambire	Assistant Electrician	Facility Services
Ms. Rajee Menon	Deputy Registrar	Finance and Accounts
Ms. Roja Pillai	Assistant Registrar	Director's Office

18. Teaching – Non-teaching staff ratio

1:1.27

19. Improvement in the library services

Library holds about 1,20,000 volumes and subscribes to over 8,500 print and e-journals. Prominent among them are SAGE Online, JSTOR, Emerald Management Xtra, EBSCO Business Source Premier, indiastat.com (statistical database), GALE Virtual Reference Library (e-books), Net Library eBooks Collection, India Business Insight Database, etc. Understanding the need of the faculty and students to have access to e-resources even when they are away from campus or travelling, the library provides remote login facility to provide remote access to electronic resources. Being a digital library system, it is recognized as a National Document Delivery Centre in the field of Social Sciences by the University Grants Commission. Collecting, preserving and providing access to digital collections is central to the aims of the Library. It has established an Institutional Digital Repository where electronic theses, dissertations and project reports are hosted. In order to promote open access and wider dissemination of the Institute's research output, all M.Phil./Ph.D. dissertations and select Master's dissertations are being hosted on the Digital Library.

Presently, the TISS Digital Library hosts about 1,300 documents. Support for research has been a major area of development in library initiatives. Apart from having learning resources, the Library facilitates access to advanced research tools like Turnitin for detecting and preventing plagiarism and EndNote and Zotero for publishing and managing bibliographies, citations and references. The Library also conducts information and digital literacy programmes to create awareness about new research tools and techniques among faculty and students. The Library staffs are invited as resource persons to conduct relevant M.Phil. and Ph.D. modular workshops, where such training is imparted.

The Library has a team of dedicated "Liaison Librarians" who work closely with students and faculty to ensure that they get personalised teaching and research support from the library. The Library responds creatively in providing efficient teaching and research support services through innovative services like Current Awareness Service, Bulletin (new additions), Selective Dissemination of Information Bulletin (article alerts), Online Public Access Catalogue, Document Delivery Service, Reference Service, laser printing & photocopying facilities, etc.

The Library has enhanced its ICT infrastructure by upgrading the internet bandwidth to 1 Gbps. There are separate Cyber Libraries for Master's students and Research Scholars, which collectively have more than 150 work stations. These are 24/7 facilities which provide seamless access to e-journals and e-books available. The M.K. Tata Memorial Learning Centre for the Visually Challenged, has specialist software and hardware to enable visually challenged students to access learning resources. About 500 students can study in the Library at any given point of time. We understand the collaborative nature of the learning process and the library facilitates all modes of study- the ground floor is a discussion zone, second floor reading hall is a study zone and the fourth floor large hall is a strict silence zone. Apart from providing academic support to other programmes, the Library offers a Postgraduate Diploma in Digital Library and Information Management, a Master of Library and Information Science and Ph.D. Programmes. All these programmes are offered from the Centre for Library and Information Management Studies.

20. New books/journals subscribed and their value.

Year	Books Added		Journals Subscribed	
	No.	Amount (Lakhs)	No.	Amount (Lakhs)
2012-13	2299	13.45	1648	61.01

21. Courses in which student assessment of teachers is introduced and the action taken on student feedback.

Students' assessments of teachers exist in all the courses of the Institute. At the end of every course, students are given a questionnaire to evaluate the course and the teachers on various parameters. The responses are compiled by Computer Centre and the feedback is sent to respective faculty members and the Director. In addition, at the end of the fourth semester, Curricular Consultative Committee meeting is convened by the Director along with faculty members and Chairperson of the concerned school/centre and the outgoing students to discuss in detail students feedback on each course and the overall programme and its focus at the Institute. This feedback is utilised to enrich the programme and implement suggestions wherever possible.

22. Feedback from stakeholders

Each course is assessed by the students at the end of the course. Filled forms are analysed and shared with respective faculty, dean and director. TISS alumni chapters meet regularly and provide input on curriculum, resources available, teachers and support available. Feedback from field work agencies/placement agencies are reviewed annually, by each school/centre in a meeting of faculty members, at the end of every academic year. Each of the teaching programmes is part of respective networks and the peers meet at regular interval to review and reflect on curriculum, resource materials, annual conferences and meetings.

23. Unit cost of education

Rs. 1, 33,679

24. Computerization of administration and the process of admissions and examination results, issue of certificates

The governance and co-ordination of examination, declaration of results, preparation of transcripts, and issue of certificate has been extensively supported by digital technologies. TISS is working on streamlining its entire operations using modern technology, considering our growth and expansion plans over the 12th Plan Period. The Institute has started implementation of TCS iON, an ERP solution from Tata Consultancy Services that comprises a comprehensive suite of integrated software. iON was picked as it is designed for universities and institutes like TISS and covers all the key areas of institute

management such as Academics, staff Management, Institute-Faculty-Student Collaboration, Finance & Accounts, etc. Through this initiative, the Institute expect to integrate our operations across all four campuses in India, and significantly improve the day-to-day operations, services to students, faculty, staff, applicants and partners as also having quick access to accurate information.

25. Increase in infrastructural facilities

In order to meet the growing needs of the staff, students and faculty, the Institute has a plan to construct a 33-storey multipurpose building in the Main campus and an 18-storey building in the Naoroji Campus as faculty quarters. In addition, a proposal to increase the number of floors of the multi-storeyed building in the Naoroji Campus from two to seven has also been made. For this new development, demolition of B type, C type and D type old structures is proposed, in order to accommodate the 33 storey building in the Main Campus at TISS Mumbai. Further, the old staff quarters in the Naoroji Campus have also been proposed for demolition. All drawings such as plans, elevation and sections have been prepared. This proposal received environment clearance in April 2013. Requisition for funds for these developments has been made in the proposal for the 12th plan, and from other sources. As regards infrastructure development, a new hostel in the Naoroji Campus was completed in 2012–2013. All other infrastructure support work such as the construction of a compound wall for handing over set back area, storm water drains as per municipal stipulations, and water tank automation, in progress. Work on the renovation of the canteen and the "balloon room" for the bio-gas plant was completed.

26. Technology upgradation

TISS is working on streamlining its entire operations using modern technology, considering our growth and expansion plans over the 12th Plan Period. The Institute has started implementation of TCS iON, an ERP solution from Tata Consultancy Services that comprises a comprehensive suite of integrated software. iON was picked as it is designed for universities and institutes like TISS and covers all the key areas of institute management such as Academics, Staff Management, Institute-Faculty-Student Collaboration, Finance & Accounts, etc. Through this initiative, the Institute expect to integrate our operations across all four campuses in India, and significantly improve the day-today operations, services to students, faculty, staff, applicants and partners as also having quick access to accurate information.

27. Computer and internet access and training to teachers, non-teaching staff and students

All the faculty members have been provided with individual desktops. Assessing the nature of new faculty joining in the Institute, a discernibly huge percentage of them are doctoral graduates of Universities of national/international repute who have been exposed to the use of information and communication technology. Moreover, considering the change that occur the state of art of information technology, in relation to teaching and research, the Institute

promotes learning avenues to expose faculty to emerging technological systems such as open source soft ware and computational systems.

28. Financial aid to students

Under the Central Sector Scholarship Scheme of Top Class Education for SC and ST students for the year 2012–2013, three students from the SC community and five students from the ST community were awarded the Scholarship, which includes a laptop worth Rs.45,000/- and Rs.3000/- each year for books.

The financial aid committee headed by the Dean, (OSA) disbursed approximately Rs. 20 lakhs amongst the neediest students to support their various requirements. Needy students who were staying outside the campus on rental basis were also taken care of. The Centres / Schools, which were earlier disbursing financial aid independently, were also brought under the umbrella of the Students' Financial Aid Committee this year.

29. Activities and support from the Alumni Association

The Alumni committee of HRM & LR has incessantly worked over the years towards building better relationships with the alumni. The engagement with alumni produced a quarterly alumni newsletter Quadrangle; summer meets at Hyderabad, Bengaluru, and Delhi; and the annual alumni dinner 'Dharohar' at the TISS campus. "Niranthar", is an ongoing activity in Centre for Lifelong Learning, showcased interactive sessions and skills workshops, which were organised throughout the year for alumni on themes such as dealing with emotions, and unconditional love and forgiveness. Workshops were also held on dance movement therapy, creative writing, and participatory training methodology by the Centre faculty.

30. Activities and support from the Parent-Teacher Association

Even though there is no parent teacher association in TISS, the authorities are in constant touch with the parents in various occasions.

31. Health services

The Institute has a fully functioning Health Centre on Campus in Mumbai that provides free health care as well as general health check-ups for students and staff. While in-house doctors / health centre operate like an OPD providing oral medicine, when needed, patients are referred to insurance empanelled hospitals for further necessary investigations/treatments. All students, staff (including temporary staff), and faculty are covered by Medi-claim Insurance Scheme that include cashless treatment in case of illness and emergency through empanelled hospitals nearby and reimbursement of the other hospitalisation / OPD bills.

32. Performance in sports activities

The SU got an office in the basement of the Ph.D. hostel in the Main Campus of TISS Mumbai and a recreation room in both the TISS Mumbai campuses for storing musical instruments and sports equipments. Renovation of the indoor badminton court and construction of the boundary for the new campus basketball court is the result of the SU's constant efforts. This year, new equipment has been added to the gymkhana. The badminton court has been renovated and the basketball court in the Naoroji Campus has been fenced in. This is to ensure that students can get optimum facilities to enhance their physical abilities-which cannot be separated from their mental pursuits in a system of holistic learning.

33. Students' Achievements and Awards

- Ms. Avi Chawla, a student of M.A. HRM & LR was awarded the first ever NHRDN Udai Pareek Student Scholarship 2012.
- Mr. Akshay Barikh, a student of M.A. Globalisation and Labour was selected to attend the World Youth Parliament organised by University of Muenster in Germany.
- *Save Water* (directed by Aparna Tamhankar, Anantakrishnan and Abhijit) won the Cut.In Film Festival 2012 Silver for Second Best Film on the Commons.
- *Save Trees* (directed by Ashwin Nagappa, Pooja Tanna and Sneha Sonawane) won a Cut.In Film Festival 2012 Special Mention for Film on the Commons.

34. Activities of the Guidance and Counselling unit

Counselling services at TISS began in the mid-90s, and today are part of Student Support Services. One full-time and five part-time Counsellors at the Counselling Centre provide mental health services to students and staff. The Centre does individual interventions for students and staff to help handle stress, relationship concerns and problems, adjustment difficulties, academic concerns, emotional and mood concerns, time management and self-esteem issues. The Centre provides peer support training, which includes training in self awareness, communication skills, awareness about health and psychological problems, befriending skills, motivating peers to seek help, and referral skills. This year, 40 students across various schools and courses have completed the peer support training and are available as student peer supporters.

The Centre also organised various other outreach/developmental activities for students, staff and their families. These included, stress busters, summer camps, workshops and training programmes. One of the most popular amongst the outreach activities of the Counselling Centre is the "Mela" that is organised every semester. This year the themes of the Mela were "Monsoon Mania" and "Celebrating Loving Oneself". The Centre is also making progress on its internet presence. E-Counselling is an upcoming project of the centre and it is in the process of putting up an interactive website with information on the Counselling Centre, informative articles, a picture gallery etc.

There is also a Facebook page of the TISS Counselling Centre and TISS Counsellors. The Counselling Centre also provides consultancy and guidance to other colleges to start their own counselling services. Apart from these activities, the Centre also organised local and national seminars on contemporary issues. Teachers, social workers and psychologists from different parts of India participated in a three day National Seminar on "Creating Safety Nets for Adolescents and Youth" organised by the Counselling Centre in February 2013 . The Seminar helped in creating networks among professionals working with youth and adolescents.

The Centre celebrated World Mental Health Week to create awareness by displaying various articles, posters on mental health across both the Mumbai campuses. Informative videos were screened and relaxation activities were organised for staff and faculty. At TISS Mumbai, efforts are on to strengthen the existing services, expand and add on more outreach activities. Efforts are also on to strengthen and institutionalise counselling Services in TISS Tuljapur and TISS Hyderabad and initiate counselling services at TISS Guwahati.

35. Placement services provided to students

Centre/school based placement organised by the students. Students organise their own placement cells in their own centres, totally initiated, motivated and run by the students.

36. Development programmes for non-teaching staff

Eight administrative and technical staff participated in 5 seminars, conferences, workshops and training programmes in areas such as the Green Campus, Examination Reforms in Higher Education with Special Reference to Credit Based Evaluation System and Implementation of Uniform Standards in Higher Educational Institutions; and Office Administration.

37. Good practices of the institution

Research Projects of Master's Degree Students

Research projects at the Master's level offer students the opportunity to plan and conduct original investigation in an area of study with the guidance of a faculty member of the Institute. In 2012–2013, 18 students of Counselling, 41 students of Development Studies, 23 students of Disaster Management, 20 students of Globalisation and Labour, 16 students of Habitat Policy and Practice, 35 students of Health Administration, 49 students of Hospital Administration, 57 students of Human Resource Management and Labour Studies, 19 students of Media and Cultural Studies, 27 students of Public Health in Health Policy, Economics and Finance; 28 students of Public Health in Social Epidemiology, 29 students of Social Entrepreneurship, 64 students of Social Work, 27 students of M.A. in Social Work in Rural Development, and 17 students of Women's Studies undertook research projects.

The Institute has highly efficient and professional secretariats at the Schools and Independent Centres. This is enabling high level decentralisation of academic and administrative work.

Similarly, the maintenance and facilities management groups are highly organised and efficient. The staffs with Dining Hall, Guest House, Library and Publications work well.

38. Linkages developed with National/ International, academic/research bodies

The SSW has signed an agreement with Athena Institute for Research on Innovation and Communication in Health and Life Sciences (Amsterdam) for a joint Ph.D. programme in Mental Health (in the next few weeks, the first batch of 3 research scholars from TISS working on mental health related issues will be awarded fellowship under this programme). Teaching, research and field action programmes in the field of mental health is getting strengthened through multi-location offering of the master's programme; a one-year M.A. in Mental Health programme (for practitioners in the field already having a master's degree) jointly done with Catholic University of Leuven, Belgium and Brothers of Charity, Belgium.

The changing demographic landscape, particularly the number of aged, poses multifaceted developmental challenges. In this context, TISS, in a long-term collaboration with the United Nations Population Fund (UNFPA), the Institute for Social and Economic Change (ISEC), Bengaluru, and the Institute of Economic Growth (IEG), Delhi, have launched a project titled 'Building a Knowledge Base on Population Ageing in India' on issues of ageing in India through a series of policy and programmatic studies. The Institute is a knowledge partner to the Pension Parishad, a conglomerate of civil society activists advocating for Universal Pension and better social security for all senior citizens.

TISS established the Rural Transformation Fellowship Programme in partnership with IDBI to foster young development professionals to act for social and economic transformation in selected villages in Maharashtra, Madhya Pradesh and Chhattisgarh. A Training Workshop entitled "Combating Child Labour through Education" was carried out as a joint initiative by the Centre for Law and Society of the School, UNICEF and ILO to examine all the linkages between child labour and education, and explore ways to mainstream child labour issues in education sector policies, strategies, and actions at all levels. Seventy participants from UNICEF, government counterparts and civil society were trained.

In order to ensure sustainable use of natural resources, and quality of peoples' access to water and sanitation in rural and urban areas, TISS has developed a Diploma programme in Water, Sanitation and Hygiene (WASH) in collaboration with UNICEF and the Government of Maharashtra. This programme is offered from TISS Tuljapur. The New Passage to India Scheme of DAAD (German Academic Exchange Service) between the Centre for Labour Studies (CLS) and Kassel University was renewed during the year, with TISS Guwahati also being included in the Scheme. The Society for Human Resources Management (SHRM) has accredited the curriculum of HRM & LR Programme. An understanding for academic collaboration between the School of Management and Labour Studies and SHRM has been agreed upon. DBS Bank and TISS have jointly launched the "DBS-TISS Social Entrepreneurship Programme". This programme supports the cause of social entrepreneurship

with provision of financial support, guidance to start-up ventures, knowledge creation and dissemination. The Centre for Social Entrepreneurship (CSE) was approached by the Rajiv Gandhi National Institute of Rural Development, Sriperampudur, for guidance and support in setting up the curriculum in social entrepreneurship.

39. Any other relevant information the institution wishes to add.

Prime Minister's Rural Development Fellows

The Prime Minister's Rural Development Fellows (PMRDF) is an innovative programme of the Ministry of Rural Development, GoI, geared towards creating opportunities for young professionals to work in districts experiencing resource-related conflicts in Central and Eastern India. The objective of the PMRDF Scheme was to facilitate access to welfare and development programmes of the Central and State Governments to address these issues and disparity among various sections of society. Out of 156 PMRDFs trained and deployed in 2012, 143 fellows are working in 83 "severely affected" districts in nine states: Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Maharashtra, Madhya Pradesh, Odisha, Uttar Pradesh and West Bengal. The Fellows are anchored by the State Government and work with the District Collector and development and welfare administration.

TISS is the knowledge partner for the PMRDF programme and successfully coordinated the recruitment process. The Institute conceptualised, designed and facilitated the orientation training for the first batch of 156 PMRD Fellows in two groups during April-May 2012 and July-August 2012. It imparted academic inputs through classroom training and field work. The state governments, along with the district administration, have extended full support to the Fellows and facilitated their professional engagement in the field. A retreat of 143 Fellows along with rural development officials from Central and State Governments from April 18–20, 2013 provided an understanding of the work the Fellows are doing in the various districts.

The Hackathon 2013

On April 6 and 7, 2013, the TISS hosted an event conceptualised collaboratively by the National Innovation Council, (under the Chairpersonship of Mr. Sam Pitroda, Adviser to the Prime Minister on Public Information, Infrastructure and Innovations) and the Planning Commission (under Mr Montek Singh Ahluwalia). The two GoI departments came together to explore novel ways of communicating the recently launched 12th Five Year Plan. One of the initiatives in this attempt was the "Hackathon", which was held simultaneously in 11 institutions across the country (the TISS being the educational institution hosting the event in Mumbai).

The event was to encourage participants to go through the 12th Plan and visualise the benefits of the various programmes through information graphics, short films/documentaries, mobile apps etc. that would enable comprehension, dissemination and implementation of the programmes envisaged in the plan. It was an effective way of attracting young talent in creatively conveying how the Plan would affect the lives of ordinary citizens. In fact, the

Hackathon 2013 was a one of its kind event that connected ordinary people with policy makers and officials who directly affected the major planning processes of the country. The event was a great success, and TISS saw several young creative individuals who, through their products and ideas, genuinely wished to make a mark on the larger political landscape, and also fit the bill for a new generation of change makers with their foresight, creativity and fresh outlook.

Understanding Urban Reform

The TISS–Max Plank–PUKAR Urban Observatory is jointly working on projects focussed on urban transformation and reform that explores the changing context of urban aspirations. Some of the ongoing research work includes: viable alternatives for octroi in Greater Mumbai; the changing nature of urban aspirations in global cities; urban India reforms—attempts, processes and outcomes; planning and economic development in small towns; urban policies and programmes; countering urban violence, inequality and poverty in the cities of the global south; public welfare institutions, reforms; gender: reshaping of lives of women and girls in the mill precinct of Bombay; and adherence to provisions of the 74th Amendment in various contexts.

Making Quality Education Accessible for All

In its endeavours to support primary education, the Institute is actively involved in understanding access to and quality of education at the school level, and challenges in the implementation of the provisions of Right to Education (RtE) Act, 2009. It uses this knowledge to develop teacher trainer curricula and quality assessment frameworks. Some areas of focus include: transforming Urdu medium schools into model schools in Maharashtra; baseline study of the school scenario in various states for the implementation of the RtE; understanding collaborations between university and school systems to enhance quality of education; inclusion of children from under privileged families in private unaided schools under the RtE Act, 2009; educational status— achievements and challenges—of Scheduled Tribes in Chhattisgarh; educational status of scheduled castes in Maharashtra; experiences of caste discrimination: A comparative study of the Dalit Community in India and the UK.

A task force constituted by the Ministry of Human Resource Development (MHRD), Government of India (GoI), with TISS faculty as members, is developing a comprehensive framework for recognising teacher education institutions. The TISS is also working with the Ministry to undertake an innovative programme that will revamp the higher education sector in the country. The Rashtriya Uchchatar Shiksha Abhiyan aims to cover 316 states public universities and 13,024 colleges across the country.

Gender

Gender and violence continue to concern India's development, particularly violence in the domestic spheres. The path-breaking initiative of the Mumbai Police and TISS in the 1980s to establish a mechanism to address violence against women is now being implemented across the country. Faculty and students from the Special Cell for Violence against women, Advanced Centre for Women's Studies, and the School of Social Work are engaged in research and action to alter societial attitudes towards women and work; violence against women and exploration of power and powerlessness; revisiting and revising history of

women's movements; creating gendered citizens and public welfare institutional reforms; women micro-entrepreneurs in Mumbai slums; women in management and engendering governance; implementation of the Protection of Women from Domestic Violence Act, 2005; implementation of the Prevention of Child Marriage Act 2006; changing city, changing forms of violence; and assessment of forms of violence against SCs, STs, and women

Changing the Paradigm of Access to Health Care

In the area of health, a number of schools and centres are exploring various facets of addressing HIV/AIDS, tuberculosis and malaria and the nature of access to quality health care; diagnostic and treatment practices with respect to multiple drug resistant TB among chest physicians in Mumbai; interlinkages between migration, poverty and access to healthcare; TISS knowledge network for HIV prevention and documentation of programmatic learnings; impact assessment of HIV prevention response in Tamil Nadu and Maharashtra; maternal newborn child health and nutrition programme in Mumbai slums; nurturing the bud: investing in adolescent girls; assessment of services for prevention and management of infertility in primary health care systems in India; socially inclusive health care financing in India and West Africa; mental health of people living with HIV AIDS in India: implication for policy and programme; evaluation of leprosy hospitals' performance and operational efficiency; perceptions and treatment practices concerning malaria: a study in a tribal community of Bhadrachalam forest division, Andhra Pradesh— implications for treatment, prevention and control; trends in consumer protection and awareness with special reference to health and health insurance services: a study in Surat city and its surrounding rural areas

Criminology and Justice

Continuing to advocate for the rights of people marginalised by the criminal and justice sytems, a study on the socioeconomic profile and rehabilitation needs of the Muslim community in prisons in Maharashtra was commissioned by the Maharashtra State Minorities Commission in 2011; and is ongoing. Prayas is a member of the Justice Dharmadhikari Committee on Prevention of Atrocities Against Women, set up by the Government of Maharashtra to suggest changes in laws and policies to promote justice. As part of this, some of the measures undertaken include improving the condition of shelter homes for women, filling up vacant posts of probation officers in women's and children's institutions, increasing the number of social workers in prisons, augmenting salaries in Special Cells for Women attached to the police department; and setting up women's helpdesks at all major railway terminals and bus deports.

Decentralised Rural Development Planning

TISS has created a substantial knowledge base and expertise in the area of decentralised planning at the panchayat and district level. Its recent work "Planning for Inclusive Development: Preparation of Ahmednagar Vision 2020" is much appreciated Similarly, the development mechanisms evolved through the process of preparing village, panchayat and council level development plans for the Leh district, Ladakh, has been foundational in understanding local level planning and implementation of welfare and development plans, so

that people can exercise their agency in rural development and planning, particularly in contested areas. The Institute is also studying how the 73rd Amendment and the Panchayat (Extension to Scheduled Areas) Act (PESA) are understood and operationalised on the ground.

Protecting and Promoting Livelihoods and Casual Labour

The 66th round of the National Sample Survey for the period 2009-10 found that the ranks of casual labour rose from 129.7 million to 151.3 million. Some of the key studies focus on the changing reality of these workers: worker's health and rights in hazardous industries in India; livelihoods of street vendors in India; home-based workers in Mumbai, Nashik and Solapur: enhancing food security for the working poor; assessment of organisations working with gender and livelihood rights of women ragpickers in Mumbai; documenting good practices in overcoming poverty and deprivations; understanding linkages between forced migration and poverty. The Mumbai Municipal Corporation and TISS are working on a framework that safeguards livelihoods of street vendors, while accounting for the rights of residents for an uncluttered environment.

Mapping Ecosystems

A review of India's experience with environmental compliance and enforcement has been completed. Currently, basic research is underway to develop an approach and methodology for a cumulative impact assessment of development interventions. This is being tested in three different ecosystems: the Pondicherry Coast; Mumbra in Kachchh, and the Bhagirathi River. TISS, along with PondyCAN, and supported by the Bombay Natural History Society has started work on a Geographic Information System (GIS) database for coastal development in India. A beta version of the collective work (in progress) and the report was released and presented at the 11th Conference of the Parties (COP) to the Convention on Biodiversity in

40. Outcomes achieved by the end of the year

Preparation for the 12th Plan provided an opportunity for us to reflect on the academic structure and as a consequence new schools of Development Studies; Education; Law, Rights and Constitutional Governance; and Vocational Education were created, while the Centre for Media and Cultural Studies matured to the status of a School. Three new Independent Centres also emerged – Human Ecology, Sociology of Education, and Library and Information Sciences.

The **School of Habitat Studies** launched a new programme — M.Sc. in Climate Change and Sustainability Studies — in 2012, and will be launching two new programmes of critical importance to the country from the 2013 academic year:

Regulatory Governance (to address technical, legal, ethical and equity aspects through sound regulatory framework)

Water Policy and Governance (to secure and protect water as a collective common good accessible to all and the governance framework to achieve this goal)

The School of Habitat Studies restructured the existing Master's in Disaster Management programme to comprehensively address disaster risk and vulnerability reduction, and enhance the ability of the graduates to conceptualise develop and implement this framework at the community, district and state levels.

The Jamsetji Tata Centre for Disaster Management and TISS Guwahati have been working in three Lower Assam districts with people in distress due to ethnic violence – health care service at the camps and government hospitals, psychosocial services, provision of books and clothes to children, mattresses and blankets to thousands of needy families, and demonstration of constructing temporary houses. This winter, our team has supplied warm clothes to families that did not receive from other sources. This work was anchored by a large team employed with TISS Guwahati (to impart training to Assam Government Officials and Panchayat leaders across the State as part of agreement with Assam Disaster Management Authority) along with students from Disaster Management, Doctors For You, and other local groups. Support to people to resettle in their villages and psychosocial counseling and to facilitate peace building between Bodos and Muslims would continue for an indefinite period.

The **School of Education** has restructured M.A. Education (Elementary) programme offered in a dual mode since 2006 to offer it as M.A. Education (in dual mode) from 2013. The Faculty at the School of Education and the Azim Premji School of Education (of TISS Hyderabad) have developed a M.A. Education programme to be offered from June 2013 from the TISS Hyderabad campus. An integrated M.Phil.–Ph.D. and direct Ph.D. programmes in Education being offered from the Hyderabad campus since August 2012 are doing well. These will be offered from TISS Mumbai in 2013 and from TISS Tuljapur and TISS Guwahati in 2014.

The Education Group from Mumbai and Hyderabad campuses has commenced work to design a B.Ed. programme (in collaboration with Dr. Ambedkar University, Delhi; NUPA, Delhi; and Azim Premji University, Bangalore). The idea is to get clearance from National Council for Teacher Education during 2013 and introduce an integrated B.Ed.–M.Ed. programme from June 2014 in Guwahati, Hyderabad and Tuljapur campuses. Several certificate programmes in education — teacher capacity building; strengthening School Administration, Higher Education Administration — are being developed for offer from 2013.

The **School of Vocational Education** has made significant progress in creating/linking with Hubs and Spokes for various skill areas across the country. This School is offering vocational courses in 'Work Integrated Learning Model' by linking with a large number of individual industries and industry clusters.

The School is focusing on three models to serve different groups:

1.   Work Integrated Training Model is focusing on (i) workers needing skill up gradation, and (ii) women and men wanting to gain employable skills. In this model, industries, contractors, vocational education providers, and government support are brought together to impart skills in a number of industry verticals (the 4 year diploma programme with 20% classroom training and 80% at the industry. Participants can leave and re-enter the programme according to their situation)

2.   Transforming National Service Scheme into National Service and Skill Development Scheme: We have initiated pilots in 9 universities in East, North, West and Central India to enable undergraduate students to gain diploma in a vocational area – including agriculture, animal husbandry, forestry, rural entrepreneurship; and skills in industry and service sector verticals. This initiative involves participation of university, industry and business to finance the programme, industry and NGOs in specific domain expertise. A diploma in a particular vocational area will be gained through accumulation of credits through classroom instruction and field engagement. Students will have the option to leave with a certificate at the end of 1st or 2nd year or diploma. The pilot will involve 30,000 students from the 9 universities and their affiliated colleges.

3.   Repositioning Jan Shikshan Sansthans (JSS) of MHRD, GoI: This mode will focus on illiterates, neo-literates and drop-outs (women and men aged 15 and above) in rural and tribal areas. This programme involves industries to enable universities to set up Community Colleges and provide trainers, JSS, MGNREGA and NRLM to provide resources or skill training, wages during training period and resources for self-employment, enterprise development, or in work in various industry and agricultural sectors in the local area.

Our role is one of catalyst to demonstrate skill development models addressing the needs of various disadvantaged groups of population – contribution through curriculum development and its standardisation and accreditation, assessment and certification; convergence of programmes, institutions and resources. During 2012, we have made significant progress in (1) and (2) and 2013 will see a large number of skill programmes from vocational education providing Hubs and spokes across the country. The broad objective of the school is to create diverse ecosystems for building skills of dispossessed people to engage with new sectors as well as rejuvenate traditional livelihoods; and facilitate young people to graduate with employable skills.

The **School of Development Studies** introduced an Integrated M.Phil.–Ph.D. programme in Development Studies in 2012. The Advanced Centre for Women's Studies (of SDS) will offer a M.Phil.–Ph.D. programme from 2013 (which will be structurally similar to the programme offered from the TISS Hyderabad campus with additional optional papers in Semester II).

The **School of Media and Cultural Studies** (SMCS) introduced a Postgraduate Diploma in Community Media in 2012. Films on M (East) Ward, and remembering 1992 Mumbai riots made by the students of SMCS are significant contributions to exploring the urban ecosystem and the challenges people face to survive.

The **School of Health Systems Studies** and the **School of Management and Labour studies** have streamlined their teaching programmes significantly, and are in good position to make a move towards Choice Based Credit System. Both Schools are working to offer school-specific integrated M.Phil.–Ph.D. programmes from next academic year.

The School of Law, Rights and Constitutional Governance has developed "Master of Laws in Access to Justice" to offer from June 2013. This one year, tri-semester LLM programme (UGC appointed committee has recommended the introduction of a one-year LLM degree programme, instead of the current two-year model) for law graduates meant to produce socially conscious graduates to work with the people to access justice.

The School of Social Work (SSW) introduced M.A. Social Work in Mental Health in Mumbai campus, and offers the same programme at Calicut in collaboration with BANYAN (Chennai) and MHAT, Calicut. The SSW has signed an agreement with Athena Institute for Research on Innovation and Communication in Health and Life Sciences (Amsterdam) for a joint Ph.D. programme in Mental Health (in the next few weeks, the first batch of 3 research scholars from TISS working on mental health related issues will be awarded fellowship under this programme). Teaching, research and field action programmes in the field of mental health is getting strengthened through multi-location offering of the master's programme; a one-year M.A. in Mental Health programme (for practitioners in the field already having a master's degree) jointly done with Catholic University of Leuven, Belgium and Brothers of Charity, Belgium; and the field action project Tarasha — a rehabilitation project for women recovered from mental illness. We envisage each of the Centres in the School of Social Work to broadbase teaching, research and field action projects.

The Field Action Project Koshish has started work in Patna (at the invitation of the Government of Bihar) and considerably expanded its work in Mumbai and Delhi. Koshish's intervention work with homeless people, research and advocacy has been very effective and the Government of Delhi has already committed to replace Beggary Act with Rehabilitation and Development programme while the 12th Plan commits to do the same.

The Centre for Human Ecology further contributes to the Institute's work in the mental health area. The Centre reviewed the M.A. Counseling programme and restructured it into two interconnected programmes – M.A. Applied Psychology with specialisations in (i) Clinical Psychology, and (ii) Counseling Psychology.

The School of Law, Rights and Constitutional Governance and the Centre for Human Ecology jointly established iCall – a support cell for persons needing psychosocial and legal counseling. While the psychosocial counseling component was inaugurated on 5th September 2012 with 7 counseling psychologists, the legal counseling component will start from February 2013. We are currently networking with Law Universities and University Departments of Law across the country in addition to independent legal service providers to ensure that those who call iCall with legal issues are linked with appropriate legal support providing institution.

The Centre for Human Ecology has also developed a diploma in "Early Childhood Care and Education" as part of School of Vocational Education to offer through University Departments of Child Development across the country from early 2013.

The Centre for Lifelong Learning has developed another social vertical in "Geriatric Care" to be offered from a range Geriatric Service Institutions across the country.

The Centre for Research Methodology has streamlined Research Methodology courses across master's programmes and strengthened the modular programmes for Ph.D. scholars. We are heading towards a high level of preparedness in offering research methodology programmes at the master's and doctoral levels. The new model for the Centre for Research Methodology is to network with research methodology teachers across all schools and centres to engage in teaching, preparation of teaching materials and strengthen modular research methodology courses online to the scholars spread across the country, in addition to contact courses. Since most of the Schools and Independent Centres will eventually have specific M.Phil.–Ph.D. programmes, the 1st semester courses on Philosophy of Research, Quantitative and

Qualitative Methodologies and writing skills could be offered by a collective of teachers drawn across the institute.

The Centre for Library and Information Sciences of the Sir Dorabji Tata Memorial Library will be offering a Master of Library and Information Science programme from June 2013 in addition to the existing Postgraduate Diploma programme in Library and Information Science offered in dual mode since 2010. These courses are being taught by scholars located in IIT, TIFR, ISI, INFLIBNET Centre and senior retired scholars from different parts of the country, along with our core team at the Centre.

Social Protection Cell

TISS had set up a Student Service Cell in 1986, with financial assistance from the then Ministry of Welfare, GoI, to assist students from the SC and ST communities to improve their academic performance and to optimise their personal and social development at the Institute. In 1998, the Institute obtained approval of the University Grants Commission on to set up a Special Cell for SCs and STs, which started functioning in 1989. According to the 1998 UGC Guidelines for the establishment of the Cell for SCs, STs, OBCs, the PWD and Minorities in Universities and Deemed Universities, the purpose is to help implement the reservation policy with regard to the admission of students and the recruitment of teaching and non-teaching staff at various levels. In 2012, the SC/ST Cell was renamed as the Social Protection Office (SPO). The SPO has been conducting various need-based programmes for students from these categories under the leadership of a senior professor and support team. The SPO organised a Pre-Admission Orientation Programme (PAO) for candidates who had applied for the 2013–2015 (Batch) TISS Common Entrance Test (CET). These programmes were conducted in Mumbai, Delhi, Ranchi, Guwahati and Hyderabad; with free lodging and boarding facilities provided to outstation candidates. In all, 1063 candidates from all over India attended the PAO programme, with 25 TISS faculty members teaching the students about the various aspects of the admission test. A training video, entitled "With You" helped the candidates with the processes of the CET (written test /computer based), Group Discussion/Pre-Interview Test and Personal Interview. Feedback from the candidates has revealed that the PAO was beneficial not just in getting admission into TISS, but also to perform better in admission tests administered by other universities and institutions for employment.

The students admitted to the various programmes undergo a Post-Admission Orientation by the SPO at both the individual and group level. The orientation emphasises both the course curriculum, as well as the new multicultural and multilingual environment that students encounter on campus. Students are also trained to write assignments and field work reports.
At later stages, various need-based programmes are organised ranging from classes on personality development, to special tutorials and language skills. Under the Central Sector Scholarship Scheme of Top Class Education for SC and ST students for the year 2012–2013, three students from the SC community and five students from the ST community were awarded the Scholarship, which includes a laptop worth Rs.45,000/- and Rs.3000/- each year

for books. The SPO acknowledges the immense contribution of the UGC, GoI and State Governments in enabling the Institute to support students from disadvantaged social and economic groups.

During 2012–2013, TISS faculty were involved in research projects that centred around their areas of interest to inform action on the ground, and to advocate for policy and legal change. This body of research focused on a range of challenges including people's agency; urban and rural transformation; enhancing quality at all levels of education; gender and violence; casual labour force and decent work; the health sector and access to health care; water, energy and regulatory governance; climate change and sustainable development; theoretical and methodological advancement in studies of society and specific groups. The Institute's research agenda is consistently expanding in both theoretical and applied aspects of society, economy and state.

PART C

Plans of the University for the next year

The M.Phil. and Ph.D. programmes need to be better structured to establish parameters of progress and monitor the performance of each of the scholars. Domain areas of the research guides at the Institute must be clearly articulated and M.A., M.Phil. and Ph.D. scholars must recruited to work with the guide in the areas of expertise to strengthen our ability to contribute to knowledge creation. Each School and Independent Centre must have a coordinator for M.A., M.Phil., and Ph.D. programmes to organise/coordinate/ conduct collective research capacity-building activities and monitor progress.

Each School and Independent Centre must develop mechanism and capability to facilitate transformation of M.A., M.Phil., and Ph.D. dissertations/theses, concurrent / block field work of the students across semesters into publications, working papers, monographs, teaching-learning materials, etc. Similarly, each research project must lead to number of publications - working papers / articles / book. The Institute has got resources to support teachers to move research outputs into publications.

The institute must move towards introducing Choice Based Credit System (CBCS) that would enable students to construct at least 25% of the courses from across programmes (and the proportion of courses taken across programmes would progressively increase and stabilize at around 40% to 50%). The number of optional courses offered by each of the Schools and centres must increase. Tuljapur, Guwahati and Hyderabad campuses would move to CBCS by June 2014.

Administration

Academic ERP is fully functional, and we are able to better manage admission, examination, assessment, etc. Work related to Finance & Accounts and Personnel are nearing completion. The Institute must quickly complete the ERP for all functions of the Institute and network all campuses to make transactions and processes swift, transparent and accountable. We also need to quickly complete the process of linking classrooms of all campuses through video. The Institute need to keep finding ways to enhance welfare of the contractual group of employees.

The campus design for TISS Guwahati has been completed and the building committee has approved details of all buildings (the Government of Assam has given additional 10 acres taking total amount of land to 25 acres), and construction work is to start soon. In the meantime, Government of Assam has promised to provide additional classrooms, and we are hiring buildings to accommodate new batches arriving in June 2013.

TISS Hyderabad too has prepared a master plan for the entire 100 acres, and the architect is scheduled to make final presentation by the end of this month. The current campus is located in the Andhra Pradesh Academy for Rural Development campus. APARD is giving us

additional space for learning and offices to provide for new batches arriving in June 2013, and we are making hostel arrangements in the Rajendra Nagar area.

For TISS Tuljapur, we have decided to create prefabricated structures as hostels, classrooms and faculty and staff housing.