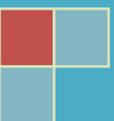


Annual Quality Assurance Report (AQAR)

Tata Institute of Social Sciences

2013-14



Annual Quality Assurance Report



Internal Quality Assurance Cell (IQAC)

Tata Institute of Social Sciences (TISS)

June 14

Name of the University : **Tata Institute of Social Sciences**

Year of Report : **2013-14**

The **Tata Institute of Social Sciences (TISS)** was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work to create Human Service Professionals to address the issues of unemployment and poverty in the context of great depression. In 1944, it was renamed as the Tata Institute of Social Sciences. In 1964, the Government of India declared TISS as Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956.

From its inception, the Tata Institute of Social Sciences has aimed to stay at the cutting edge of education, research and outreach in important areas of human development and public policy concerns. TISS has imparted education and trained generations of social work, management and development professionals. It has provided support to government institutions and grassroots organisations and applied its academic research and field expertise to assess policies around social needs and social welfare. TISS has tried to seek solutions to the complex real world issues that concern people in India. In the past decade the institute has demonstrated its capacity to understand, learn from and respond to the transforming realities in the country with the onset of liberalised economy and globalisation

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-centred, 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. 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. Some of the plans for the current year are: Increase access to high quality in inter and trans-disciplinary programmes in social, health, habitat, management and physical sciences focused on development and welfare of the people, Innovation in Teaching and Research in Social Science Disciplines, Spreading Opportunity for Sustainable Livelihoods through Vocational Education

PART B

1. Activities reflecting the goals and objectives of the institution

To strengthen the link between theory and practice, a **Centre for Social Theory**, located in the School of Development Studies, became operational on January 1, 2014. The Centre will focus on creative social theory and contribute to the debate at the national and international levels. The Centre's inaugural activity was a "National Conference on Caste in India: Presence and Erasure" to discuss theoretical approaches to caste from an interdisciplinary perspective.

After a year-long restructuring and repositioning exercise as part of the School of Habitat Studies, the **Jamsetji Tata Centre for Disaster Management (JTCDM)** regained its status as an Independent Centre in November 2013. In addition to conducting the Master's programme in Disaster Management, the JTCDM also conducts an online global programme on Disaster Management, in collaboration with the International Federation of Red Cross, Geneva.

The **School of Health Systems Studies (SHSS)** has successfully transformed its three-decade old Diploma in Hospital Management into an Executive Post-Graduate Diploma in Hospital Management in contact-plus-online mode. In addition, the SHSS has also developed two certificate/diploma level programmes in Public Health and Health Systems Management to strengthen the capacity of health workers at the grassroots. These programmes are being offered by eminent health care institutions from the public and non-profit sectors across the country. The Diploma programme in Water, Sanitation and Hygiene - developed jointly by TISS, UNICEF and Government of Maharashtra - is offered by **TISS Tuljapur**. The first batch completed the course in February 2014. Having demonstrated the delivery of this programme, public institutions and NGOs engaged in these areas will start offering this programme from June 2014 in four regions of Maharashtra. The aim is to fill acute skill gap among the personnel in the water and sanitation sectors within government and non-government frameworks.

Addressing India's Mental Health Challenges

Mental, neurological, and substance abuse disorders account for an increasing proportion of the global burden of disease in the recent past. Despite the growing realisation, minimal efforts have been made to increase the trained human resources to carry out work in this sector. In India, the District Mental Health Programme (DMHP) operates in only 123 districts. Despite funding allocation and operational mechanisms being in place, the programme is unable to achieve its goal due to lack of trained human power. India also lacks an officially approved mental health policy. According to WHO's 2011 *World Mental Health Atlas*, the government spends only 0.06% of its health budget on mental health.

The relevance of mental health professionals with a development focus has been articulated by many research studies and has also been reflected in the proposed "The Mental Health

Care Bill, 2013”. The thrust of this Bill is for the state to assume responsibility of providing adequate provisions for care, including support to care giving facilities and caregivers.

At this crucial juncture, the **Centre for Health and Mental Health** of the School of Social Work (TISS Mumbai) initiated an M.A. Social Work in Mental Health programme with a development focus. In order to address the mental health workforce gap in the country and to train human power and to locate them within the DMHP, TISS has collaborated with three renowned organisations - The Banyan (Chennai), Mental Health Action Trust–MHAT (Calicut), and Brothers of Charity (Ranchi)- to jointly offer this programme. All three organisations have been working in the mental health sector at the community level for more than two decades and have demonstrated innovative ways to address various forms of mental health issues. The three partner institutions provide high quality, supervised field immersion support for all students at their mental health care facilities and services at the institutional, community, and outpatient services through public health care. This innovative model exposes to different models of addressing a range of mental health issues with a focus on integration of the individual with the community.

In addition to Social Work in Mental Health Programme, two other Master’s programmes are also being offered - Applied Psychology with specialisation in Counselling Psychology, and Applied Psychology with specialisation in Clinical Psychology. From May 2016, 100 students will be graduating from each of the three programmes. Through this process, a cadre of Mental Health Social Workers and Mental Health Counsellors will be created to work with the DMHP, voluntary sector mental health care facilities, and other initiatives.

The Chennai and Ranchi programmes will also focus on developing Community Mental Health Worker(s) to facilitate early detection, referral to district mental health facilities and care at the community level. This cadre of workers will play an important role in education, de-stigmatisation and providing community care. The attempt here is to fundamentally address the acute shortage of mental health care personnel at various levels - panchayat, taluka and district. In doing so, they would ensure that persons with mental illness would lead a life with dignity, respect and full potential.

2. New academic programmes initiated (UG and PG)

Mumbai Campus

School of Habitat Studies	M.A./M.Sc. in Urban Policy and Governance
	M.A./M.Sc. in Regulatory Governance
	M.A./M.Sc. in Water Policy and Governance
School of Human Ecology	M. A in Applied Psychology - Specialisation in Counselling Psychology
	M.A. in Applied Psychology - Specialisation in Clinical Psychology

Centre for Library and Information Management Studies, SDTM Library	M.A./M.Sc. Library and Information Science (ML I Sc.)
School of Law, Rights and Constitutional Governance	LLM in Access to Justice
School of Social Work	Online M.A. Social Work in Child Rights
	Online M.A. International Family Studies

Guwahati Campus

M.A. in Labour Studies and Social Protection
M.A. Social Work in Livelihoods and Social Entrepreneurship
M.A. Social Work in Counselling
M.A. Social work Public Health

Hyderabad Campus

M. A in Education
M. A in Public Policy and Governance

3. Innovations in curricular design and transaction

In higher education, there is a widening gap between the growing knowledge resources in the world and the conceptual universe of the students. The gap can be bridged not through marginalising local languages in favour of English, but by strengthening Indian language resources. To address the issue of language barrier, the Centre for Indian Languages in Higher Education (CILHE) came into existence in mid-2012 and Prof. Tejaswini Niranjana, Visiting Professor, was appointed in-charge of the Centre. Shortly thereafter, a national consultation was organised at TISS Mumbai. The participants ranged from social sciences and humanities teachers and researchers, to librarians and digital technology experts. They discussed the feasibility and modalities of a multi-institutional project that would engage with Indian languages in the higher education space.

TISS agreed to help set up and anchor multi-institutional partnerships to develop Indian language initiatives that include production of new resource material in Indian languages; curriculum development based on the new resources – focusing on new curricula as well as the infusion of Indian language material into the existing English-only curricula; teacher training to stimulate faculty efforts to engage with Indian language resources; piloting of the new resources in undergraduate and postgraduate classrooms; research training for M.Phil. and doctoral students to help them incorporate Indian language inputs.

In September 2013, the first Languages Mela was held in Mumbai, with a focus on Marathi, Hindi and Gujarati. The Indian Languages Mela will be an annual event and TISS will organise the Melas in its different campuses. Through its Research Council, TISS is

supporting up to six faculty research projects every year aimed at producing new curricular materials in Indian languages. TISS is also committed to setting up a digital hub that will include digitising of Indian language material, aggregation, archiving, documentation, e-learning platforms, and training platforms.

National University Students Skill Development (NUSSD) Programme- A pilot project is being undertaken as the National University Student Skill Development Programme (NUSSD). This was initiated in the 2013 academic year in 11 universities for a period of 3 years with the aim of skilling 50,500 students. The focus of the pilot is on rural universities with the aim of enabling students to gain employable skills, while undertaking community work that brings about sustainable social change. TISS has taken the challenge of mobilisation and motivation of the universities, curriculum development and resources for implementing the NUSSD. After two long years of preparatory work, the NUSSD has been launched in all 11 universities.

NUSSD Content Development (specifically Digital Literacy, Financial and Legal Literacy Module which is to be implemented in the first year

All students enrolled for NUSSD will gain competency in following areas. (Compulsory Foundation Courses for professional competencies):

- Digital Literacy (developed by HomiBabha Centre for Science Education (HBCSE), TIFR.)
- English and Communication (developed by EFLU, Hyderabad and Delhi University)
- Legal literacy (developed by School of Law, Rights and Constitutional Governance)
- Motivational and Soft skills (School of Social Work and Centre for Lifelong Learning)
- Working with communities (School of Social Work)

Those who complete these modules get a Certificate in Soft Skills and Management. These modules can be completed in one year.

Vocational Education in Domain Areas (Phase 2)

Students can choose any one or two inter-related skill areas in their second and third years of graduation. All domain areas will have entrepreneurship and livelihood modules. We are developing curriculum for following courses.

- Water, Sanitation and Health
- Agriculture – Extension Services, Market Linkages and Entrepreneurship,
- Entrepreneurship in Minor Forest Produces (MFP) - Strengthening livelihoods
- Health Care Services Access and Management
- Panchayat Development Professionals; Community Resource Persons for Village Knowledge Centres. (to facilitate planning, linking and convergence of programs
- Food Processing – Technology, Processing, entrepreneurship
- Animal husbandry – Para-veterinary service, Entrepreneurship
- Community Organisation and Development Practice
- Financial Management and Services
- Construction Management
- Service Sector: Hospitality, Tourism & BPO

- Fashion Designing

4. Inter disciplinary programmes started

The entire set of new programmes that has been initiated in the current academic year (point no 2) is inter disciplinary in nature. All the three campuses are growing rapidly with the 5-year Integrated Master's programme taking strong roots, and new Masters programmes being progressively offered to ensure that by the time the 1st batch of students complete B.A. in Social Sciences in May 2015, we have Master's degrees in a range of disciplinary and inter-disciplinary areas of Social Sciences.

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.

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/ recognitions for excellence in teaching at the state, national and international level.

8. Total number of seminars/workshops conducted

During 2013–2014, 203 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 862 such programmes.

9. Research projects a) Ongoing; b) Completed

During 2013–2014, a total of 179 research and documentation projects were ongoing at the Institute. Of these, 21 were anchored across the different Schools/Independent Centres.

The year 2013–2014 was marked by an increased support by the **Office of Research and Development** towards deepening of research in social sciences at the Institute level, greater dissemination of research work done by research scholars and faculty and reconstitution of key bodies such as the Research Council (RC) and Institute Research Board (IRB). The RC funded 32 proposals this year on topics that ranged from human development, health, childhood development, adolescent nutrition, ageing, gender, women's issues, ethnic politics, social exclusion, governance to agricultural science and knowledge networks. In addition to funding individual proposals from the Institute faculty, calls for research in specific areas such as 'Use of Indian Languages in Higher Education' (ILHE) and 'Urban Aspirations in Global Cities' were also initiated. The former was in collaboration with the Centre for Indian Languages in Higher Education of the School of Education (TISS Mumbai), while the latter was an international collaborative project in which researchers from TISS Mumbai, Max Planck Institute (Germany), and Partners for Urban Knowledge Action and Research, Mumbai, are working together. The project aims to compare post-colonial megacities in Asia, including Mumbai, Singapore and Shanghai, and understand how the urban community of rapidly growing mega-cities impacts the development of urban aspirations.

Field Action Projects

There are currently 48 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

Rashtriya Uchchatar Shiksha Abhiyan: National Higher Education Mission
The Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a new initiative of Ministry of Human Resource Development (MHRD) to strengthen state government-funded universities and colleges. RUSA's aim is to provide greater autonomy to universities as well as colleges and have a sharper focus on equity based development, and improvement in the quality of the teaching-learning process and research. It will be a new flagship scheme of the government that will pave the way for far-reaching reforms at the state level.

The MHRD has requested TISS to set up the RUSA Resource Centre to facilitate engagement with State Governments to develop proposals for RUSA funds and implementation framework, where funding will be based on performance through clearly defined norms. TISS will also work to build capacity of education administrators at the State Government and University State levels to implement RUSA provisions to achieve access, equity and excellence in Higher Education.

Labour Market Research Facility In 2006, Adecco, a global human resource company, signed a MoU with TISS to set up a think tank on labour market to pursue research on emerging patterns in the Indian Labour Market. This MoU graduated to a research facility known as Adecco TISS Labour Market Research Initiatives (ATLMRI), supported by annual grants from Adecco for five years. In 2012, ATLMRI was renamed as Labour Market Research Facility (LMRF). As a think tank, LMRF specialises in macro and micro labour market, household sample surveys, working and living condition surveys and macro labour market analysis. The think tank has won some of the prestigious global research grants. This think-tank has created exemplary capabilities in extraction and analysis of large sample databases such as National Sample Survey and Annual Survey of Industry. This think-tank is actively engaged in policy advocacy in areas such as formal and informal work, skill development, technology and labour, internal and external labour market, and livelihoods. The LMRF's research is globally acclaimed and since its inception, it has generated research papers on diverse themes on labour market, including labour market flexibility, employability, labour laws, vocational training, public work, informal work, industrial relations, personnel economics, and wages. Its flagship publication is the *Indian Labour Market Report*.

12. Research grants received from various agencies

Rs. 128,195,428 (includes research projects and field action projects)

TISS is heading towards acquiring the status of a research university with research output from faculty, M.Phil. and Ph.D. scholars, and Master's students contributing large body of knowledge to theory and evidence-based policy and programme development. The University Grants Commission has added TISS to the list of institutions to support M.Phil. and Ph.D. Scholars with subsistence and research grants, until they secure fellowships. The year 2013-2014 was marked by an increased support by the **Office of Research and Development** towards deepening of research in social sciences at the Institute level, greater dissemination of research work done by research scholars and faculty and reconstitution of key bodies such as the Research Council (RC) and Institute Research Board (IRB). The RC funded 32 proposals this year on topics that ranged from human development, health, childhood development, adolescent nutrition, ageing, gender, women's issues, ethnic politics, social exclusion, governance to agricultural science and knowledge networks. In addition to funding individual proposals from the Institute faculty, calls for research in specific areas such as 'Use of Indian Languages in Higher Education' (ILHE) and 'Urban Aspirations in Global Cities' were also initiated.

13. Citation index of faculty members and impact factor

In 2013–2014, 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), brought out three issues, including a Special Issue on "HIV Counselling in India: Empirical Evidence from the Field" guest edited by Prof. Shubhada Maitra, Dr. Anjula Srivastava and Prof. Shalini Bharat.

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

- ❖ The Resource Centre for Interventions on Violence Against Women, a field action project of the CEWCF, has been able to facilitate the Government of Gujarat in institutionalising Special Cells and Helpline for women in distress.
- ❖ The report of the study of street children in Mumbai, conducted by CCJ in collaboration with Action Aid India, titled 'Making Street Children Matter: A Census Study in Mumbai City', has led to a task force being set up by the Government of Maharashtra to implement the recommendations of the study.
- ❖ A mapping study of children's institutions across Maharashtra by the Resource Cell on Juvenile Justice, an FAP of the CCJ, has led to favourable policy initiative by the state government in terms of continued funding to these institutions.
- ❖ Koshish, a TISS FAP with which a faculty from CCJ is associated, has been able to get the governments in Maharashtra, Delhi and Bihar to revisit the existing beggary

prevention law and policy from a human rights framework and work towards drafting a new law on the issue.

- ❖ Based on the recommendations of a study on the situation of children of women prisoners left outside by Prayas (which works in the criminal justice system as a field action project of CCJ), the Maharashtra Police has issued detailed guidelines to all police stations about necessary precautions to be taken at the time of arresting alleged women offenders to protect the rights of their children.
- ❖ Ms. Ketki Ranade from CHMH was invited by the Ministry of Social Justice and Empowerment as a member of the National Expert Committee on Transgender Persons in India. The Report profiled the situation of transgender persons in India and recommended policies, programmes and schemes to improve the same.
- ❖ Prof. Shubhada Maitra was awarded the Vice-Provost International Teaching Excellence Bursary from University College London where she led the Grand Challenges Round and presented on “Integrating Gender in Higher Education”.
- ❖ Prof. Manish K. Jha of the CCODP was awarded a fellowship by British Council under UKIERI Staff Exchange Programme to the School of Applied Social Sciences, University of Durham. Several faculty members in the School have been selected for various faculty exchange programmes under Linnaeus-Palme fellowship, Erasmus Mundus Scholarships etc. to University of Gothenburg, University of Gavle, Lund University etc.

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. Considering the expansion the Institute proposes to raise Rs. 755 crore for infrastructure development, fellowships, research and field action projects. On legal and ethical considerations, the Institute sought approval from its Governing Board to initiate partnership negotiations and accept support from public/private sector enterprises, corporate organisations, alumni, good samaritans, high net worth individuals, banks, trusts and foundations in ways that will benefit and recognise the supporting companies, while enabling the Institute to better achieve its mission without compromising its principles. The Governing Board discussed and approved the Resource Mobilisation proposal in its 169th meeting on November 11, 2013.

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 161 are filled and 16 are ad-hoc. Further, an additional 53 faculty positions are funded by the Tata Trusts. There are 263 administrative positions (including Technical and Service Staff). Twelve faculty and 15 administrative and technical appointments were made in 2013–2014. Six faculty members were placed under Career Advance Scheme and one non-teaching staff were promoted.

Name	Designation	Affiliation
APPOINTMENTS		
Prof. Abdul Shaban	Deputy Director	TISS Tuljapur
Dr. Shailesh Darokar	Associate Professor	Centre for Study of Social Exclusion and Inclusive Policies
Dr. Zubin R. Mulla	Associate Professor	School of Management and Labour Studies
Dr. Veeresh B. Hanchinal	Deputy Librarian	TISS Tuljapur
Mr. Akhilesh K. Sankhwar	Information Scientist	SDTM Library
Dr. Vindhya Undurti	Professor	TISS Hyderabad
Dr. Kalpana Sarathy	Professor	TISS Guwahati
Dr. Jagannath Ambagudia	Associate Professor	TISS Guwahati
Dr. Ritesh P. Khunyakari	Assistant Professor	TISS Hyderabad
Dr. Suriseti Srinivas	Assistant Professor	TISS Hyderabad
Dr. Nilanjana Ray	Assistant Professor	TISS Hyderabad
Dr. Abha Vishwajit Marathe	Assistant Professor	Centre for Lifelong Learning
Dr. Devakumar Jacob	Assistant Professor	Nodal Centre of Excellence in Human Rights Education
Mr. Ganpati K. Chadre	Social Worker	TISS Tuljapur
Mr. Santosh S. Birwatkar	Social Worker	TISS Tuljapur
Mr. Anand Bhalerao	Social Worker	TISS Tuljapur
Ms. Gayathri K.R.	Psychiatric Social Worker	Muskaan, TISS
Mr. Sachin N. Chalke	Technical Assistant	Computer Centre
Mr. Litesh N. Ghonge	Asst. Dining Hall Supervisor	Dining Hall
Ms. Alka S. Chavan	Assistant	TISS Tuljapur
Ms. Resham K. Gangurde	Assistant	Jamsetji Tata Centre for Disaster Management
Mr. Siddhesh L. Kamble	Upper Division Clerk (A/cs)	TISS Mumbai
Ms. Priya V. Vaidya	Stenographer Grade-III	Finance & Accounts
Ms. Sheetal Borhade	Stenographer Grade-III	School of Law, Rights and Constitutional Governance
Ms. Yogita Parmar	Semi Professional Assistant	SDTM Library
Mr. Shridhar N. Gowda	Driver (Ordinary Grade)	Facility Services
Ms. Rasika R. Naik	Hostel Attendant	Hostels
PROMOTIONS UNDER THE CAREER ADVANCEMENT SCHEME		
Dr. Anita Rath	Professor	School of Development Studies
Dr. Hemal Shroff	Assistant Professor (Senior Scale)	School of Health System Studies
Dr. Ashabanu Soletti	Professor	School of Social Work
Dr. Sunil D. Santha	Associate Professor	School of Social Work
Dr. Ritambhara Hebbar	Professor	School of Development Studies
Dr. R. Ramakumar	Professor	School of Development Studies
Ms. Vishakha V. Vichare	Semi Professional Assistant	SDTM Library
RETIRED EMPLOYEES		
Dr. E. Toppo	Professor	School of Management and Labour Studies
Dr. V. Xaxa	Professor and Deputy Director	TISS Guwahati
Dr. Sharit K. Bhowmik	Professor	School of Management and Labour Studies
Dr. Swapna Banerjee-Guha	Professor	School of Development Studies
Dr. Vimla V. Nadkarni	Professor	School of Social Work
Mr. R.C. Pothare	Professional Assistant	SDTM Library

18. Teaching – Non-teaching staff ratio

1:1.02

19. Improvement in the library services

The Sir Dorabji Tata Memorial Library (SDTML) continues to be a partner and collaborator in teaching, learning and research work at the Institute. Learning resources are continually updated with latest volumes, with a special emphasis on new academic developments. Its resources and services are aimed at providing the highest level of research and teaching support. The Library's collection is reviewed every year and ensured that it remains relevant to the emerging and developing areas of research. Currently, the Library holds about 1,22,000 volumes, and subscribes to over 8,500 print and e-journals. Being a digital library system, it is recognised as National Document Delivery Centre in the field of Social Sciences by UGC. Collecting, preserving and providing access to digital collections is the central aim of the Library. The Institutional Repository hosts the research output of the Institute like faculty projects and, thesis/dissertations of all Masters, M.Phil. and Ph.D. students.

As on today, TISS Digital Library hosts about 1,984 documents. Apart from having learning resources, the Library facilitates access to advanced research tools like Turnitin and i-thenticate for detecting and preventing plagiarism; and EndNote and Zotero for publishing and managing bibliographies, citations and references. With research being a compulsory component for all Masters programmes, the Library conducts capacity building training programmes to create awareness about new research tools and techniques among the faculty and the students. Library staff members serve as resource persons in the M.Phil. and Ph.D Modular Workshops, where such training is imparted. Liaison Librarians, team members assigned to different schools/centres, work closely with students and the faculty, to ensure personalised teaching and research support. 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.

There are separate Cyber Libraries for Master's students and Research Scholars, which collectively have more than 150 work stations with 1 gbps internet access. These are 24/7 facilities, which provide seamless access to available e-journals and e-books. The M.K. Tata Memorial Learning Centre for the Visually Challenged, located on the ground floor, has specialist software and hardware enabling visually challenged students to access learning resources. The SDTML subscribes to several databases and has also collaborated with Inlibnet to provide access to over 8,500 online journals and databases. Prominent among them are: JSTOR, project Muse, Cambridge University Press, Oxford University Press, SAGE Online, Emerald Management, EBSCO Business Source Elite, 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, library provides remote login facility to provide remote access to electronic resources.

About 500 students can study in the library at any given point of time. We understand the collaborative nature of learning process. Hence, library has three different zones to facilitate

all modes of study. The ground floor is a discussion zone, second floor reading hall is study zone and the fourth floor large hall is a strict silence zone. Apart from providing academic support to other programmes, the Library itself offers Post-Graduate Diploma in Digital Library and Information Management, Master of Library and Information Science and Ph.D. Programmes. All these programmes are offered from the Centre for Library and Information Management Studies.

In 2013-14, new online databases like WestLaw India, SAGE Online were added. Library conducted training programmes for all users to build their capacity to use ICT research tools like Zotero, reference management tool.

20. New books/journals subscribed and their value

Year	Books Added		Journals Subscribed	
	No.	Amount (Lakhs)	No.	Amount (Lakhs)
2013-14	1839	19.23	2987	76.82

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

Student assessment of teachers is existing 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.

23. Unit cost of education

Rs. 1, 45,864

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

Admission to the 2014-16 batches of 45 Masters Programmes spread across the Institute's Mumbai, Tuljapur, Guwahati and Hyderabad campuses where about 1200 students were expected to be offered admission. The Online TISS NET was conducted by Tata Consultancy Services at 40 centres across the country on 22nd December, 2013 and the final round of admission tests (Written Test/Group Discussion and Personal Interview) was conducted in the Mumbai, Guwahati and Hyderabad campuses in March 2014. The admission results were announced in April 2014.

The governance and co-ordination of examination, declaration of results, preparation of transcripts, and issue of certificate has been extensively supported by digital technologies.

25. Increase in infrastructural facilities:

Environment and civil aviation clearance has been obtained for infrastructure development in the Main Campus of **TISS Mumbai**. The preparation of final drawings for a 33-storied multipurpose building is in process in order to obtain commencement approval from Brihan Mumbai Municipal Corporation. An approach road to the Guest House in Main Campus has been constructed so that fire engines can reach there in the case of any emergency. A No Objection Certificate has been obtained from the Tree Authority for trees in the setback area, and the process of handing over the setback area has begun.

Regarding infrastructural development in the Naoroji Campus, the process of obtaining environmental clearance for the new structures is underway. Construction of the storm water drains in Naoroji Campus is complete, while construction is still in progress in the Main Campus. A drip irrigation system has been commissioned in the Naoroji Campus this year, which will help in recycling the water generated from sewage treatment plants.

Construction of hostels and extension to the Dining Hall has started at **TISS Tuljapur**. The proposed hostel will have an intake capacity of 200 students and with the extension to the Dining Hall, the total seating capacity will increase to 384 as against the present 175. An additional 9.5 acres of land has been acquired for TISS Guwahati. With this, the proposed campus will have a total land holding of 24.5 acres. The approach road work for entry to the campus is completed and the boundary wall work is in progress. Construction of the boundary wall at **TISS Hyderabad** is in progress. Liaison work for first phase of development of 5.75 lakh sq. ft is in progress.

26. Technology upgradation

In 2013–2014, the focus of the Computer Centre was on upgradation of infrastructure. The optic fibre network in both TISS Mumbai and TISS Tuljapur was upgraded. A state-of-the-art data centre has been built and all servers are located there. This enables safeguarding the rapidly increasing quantity of data, while offering room for further expansion in terms of both servers and data storage for years to come. Server infrastructure has been rationalised and will be further expanded as funds become available. General security of the network has been substantially enhanced, including both compliance with National Knowledge Network guidelines and malware detection.

The Computer Centre has now considerable capacity in delivering software specifically designed for a variety of administrative and academic tasks in the Institute, or guiding external contractors in the delivery of such systems. These include an online tracking system for M.Phil. and Ph.D. supervision, full digitisation of the grading system, digitisation of the admission process from start to final admissions, providing new students access to the network, and smart card attendance system for foundation courses that can be extended to other courses with large student numbers. Provision of IT services for international and national level online programmes have been initiated. The Moodle learning management system is progressively being used by courses, teaching programmes and other projects.

Support is provided to the Library to maintain and periodically upgrade their IT-related services. Most recently, support was provided to upgrade the Library management system from the old SLIM software to KOHA. User support, for students, staff and faculty is provided by a maintenance team from an external agency and monitored by the Computer Centre. The Computer Centre also provides support to the IT teams in the other TISS campuses in several aspects of their work, including integration with the systems in TISS Mumbai relating to email, e-resource access, Moodle use and management, etc. The major focus for the coming year of the Computer Centre will be on upgradation of web services, print accounting systems, network integration and urgent development of the Enterprise Resource Planning system.

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

All teaching and non-teaching staffs are provided with computer work stations with internet connectivity. There are computer labs for students. The classrooms in all campuses have a laptop and a projector. There are three computer labs along with printer facility across the Mumbai campus for the use of students. Training for teaching and non-teaching staff and students is provided as and when required. Entire campus is wi-fi enabled.

28. Financial aid to students

Under the Central Sector Scholarship Scheme of Top Class Education for SC and ST students, 2013–2014, 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.

The International Students Office actively provides financial assistance to various students, staff and faculty members to participate in international workshops, conferences, seminars and teaching/exchange programmes. Any decision regarding financial assistance to faculty and students and exchange programmes related to faculty are to be decided by this Committee. The ISO has received 20 applications for admission to the various Master's programmes of the Institute, of which 13 were shortlisted and interviewed. Similarly, 3 students for the Dalai Lama Fellowship were shortlisted, out of which, 2 will be selected. TISS is part of EMINTE (Erasmus Mundus India to Europe) programme and 15 students from Master's programmes, Doctoral research and Post-Doctoral research, two faculty members and one administrative staff were nominated for this prestigious fully-funded scholarship.

29. Activities and support from the Alumni Association

Annual HR Conclave (on the theme of Business Expectations from HR: Moving beyond intangibles), and 'Antaragini' - Cultural Fest were part of Manthan. More than 75 alumni members graced the annual alumni meet 'Dharohar', held during Manthan. In addition, interactions were organised between the current batch of students and various alumni batches (1974, 1975 and 1993) in the Campus.

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

In 2013-2014, the Students Union (SU) has organised various sports, literary and cultural events. The SU organised and enabled participation in various inter-school and inter-college events and successfully added onto the existing infrastructure of the sports and recreation

centres across all campuses. TISS Hyderabad has a Students' Committee to represent the students and actively engage in cultural, literary and sports activities.

33. Students' Achievements and Awards

- Students from School of Management and Labour studies won several prizes and awards including the NHRDN Udai Pareek scholarship for the second consecutive year and the Mumbai Regional round of the prestigious Tata Crucible Business Quiz.
- The Centre for Social Entrepreneurship has launched an Executive Education programme 'Parivartaan' on Social Entrepreneurship in partnership with the Maharogi Sewa Samiti, Anandwan, Warora (Maharashtra). In the National Conference on 'Social Entrepreneurship and Sustainable Development', organised by the Centre, more than 50 research papers were presented and deliberated along with insightful discussion on practitioners' experience. Sampurn(e)arth, a social venture on waste management launched by the graduates of the Programme won the prestigious Global Social Venture Competition, 2014. *This is the first ever Indian social venture to win this award.* Three other ventures —Apnishala, Centre for Livestock Promotion, and Bharat Calling also won awards.
- Sampurn(e)arth is a social venture on waste management participated in the prestigious Global Social Venture Competition (GVSC) organised at the UC Berkeley's Haas School of Business. The competition witnessed participation of 650 teams from 40 countries, including teams from reputed international business schools.
- Sampurn(e)arth is the 1st Indian venture to win GSVC in 15 years since its inception. The three directors of Sampurn(e)arth—Ritvik Rao, Jayant N. and Debartha Banerjee—are alumni of the M.A. Social Entrepreneurship Programme.
- A total number of 8 awards were received by SMCS for its documentary work: seven were won by the students' films and one for a faculty film.
 - Best Script (Non-Fiction) awarded to Bharatmata Ki Jai at the first National Students' Film Festival in FTII, Pune in April 2013.
 - Breakin' Mumbai won Certificate of Merit for Best Film in Documentary and Certificate of Merit for Best Film in Student Non- Fiction categories at the 10th IDPA Awards of Excellence in May 2013.
 - Bharatmata Ki Jai won the Silver Award for Best Film in Student Non-Fiction categories at the 10th IDPA (Indian Documentary Producers Association) Awards of Excellence in May 2013.
 - Ek Aakhri Panah, part of the Remembering 1992 series of films, won the Best non-fiction student film at the Seamedu Film Festival, Pune in December 2013.
 - A Commons Story was awarded the Best Student Film at Woodpecker Film Festival 2013, Delhi, in December, 2013.
 - City's Edge from the M ward series, won the Best Short Eco-documentary at the tiNai Eco Film Festival 2014, organised by BITS Pilani, Goa.

- Badalte Nakshe, part of the Remembering 1992 series of films, won the the Golden Halo Award for the best student film at the Script International Short Film Festival, Kochi in February 2014.
- So Heddan So Hoddan received the prestigious Basil Wright Prize at the Royal Anthropological Institute International Ethnographic Film Festival, Edinburgh, July 2013.

There were 38 screenings of students' films as well as the films made by the faculty and fellows in national and international film festivals and public fora.

- **Accsex**, the debut film of Ms. Shweta Ghosh from the 2012 batch of M.A. Media and Cultural Studies, won a Special Mention at the 61st National Film Awards in the Non-Fiction Category. Apart from her three other alumni were involved in the production of this film: Divya Cowasji (Camera and Narration), Shilpi Gulati (Narration), and Shazia Nigar (Narration). This is a great honour to the School of Media and Cultural Studies and TISS.
- New Passage to India. (NPtI) of DAAD Scholarship has been awarded for 2 M.A. Social Work students — Ms. Mehjabeen Farha Yashmin and Mr. Arshad Ansari — in University of Kassel, Germany.
- Mr. Abdul Kalam Azad scholarship was awarded for M.A. Social Work student for presenting a Seminar Paper at National Institute of Rural Development in Guwahati in September 2013.

34. Activities of the Guidance and Counseling unit

The TISS Counselling Centre has been providing services like individual counselling and developmental group activities for TISS students and staff for more than a decade now. Counselling services are a part of Student Support Services and are available at both the Main and Naoraji Campuses of TISS Mumbai. Two full time and four part time counsellors provide mental health services to students and staff. Psychiatric evaluation and treatment is provided by the Visiting Psychiatrist, whenever required. Individual interventions for students and staff include handling stress, relationship concerns and problems, adjustment difficulties, academic concerns, emotional and mood concerns, time management and self-esteem issues. Students access the services in person through appointments or through e-mails, through the web page and Facebook. Social media is used by the Counselling Centre to reach out to larger audience. The Centre conducts a popular Peer Support Training Programme, which creates a pool of student volunteers on campus who are willing to reach out and help their peers and the larger student community. The selected student volunteers are trained on basic helping skills to equip them to be available to provide encouragement and support to students who may need it.

The Centre conducted various outreach activities this year, including the very popular “Mela” that is organised once every Semester. This year the themes were: “Celebrating Mumbaiiya Rains” and “Celebrating Bonding”. The Mela serves as an informal platform where students, faculty members and staff can interact. It is an informal mechanism of reaching out to

students and providing an opportunity for freshers to mingle with their batchmates and seniors. Organised with the help of the Student Peer Support Group, the Students Union supports and contributes towards prizes for the different events at the Mela.

The Counselling Centre conducted a number of workshops for students on topics like Adjustment, Time Management, Making Career Choices, Building Resilience, and Understanding Relationships. Mental Health Week was also celebrated to create awareness, by displaying various articles, positive health messages and creative games and activities. Informative videos were also screened and relaxation activities were organised for students, staff and faculty. The Counselling Centre also organised stress busting programmes for the students during the pre-exam period.

The Counselling Centre conducted a survey amongst students to evaluate the effectiveness of the services provided and to understand students' perception. The aim was to explore whether students utilising the service benefited from it and their perception of the professional help received. Many students indicated that they experienced satisfaction and gained benefit from the Counselling Services and indicated the need for frequent activities to be conducted by both the Peer Supporters and the Counselling Centre.

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

Twelve administrative and technical staff participated in 10 seminars, conferences, workshops and training programmes in areas such as the Renewable Energy & Energy Conservation Applications, Cognitive Behaviour Therapy: Principles & Applications, Inclusive Growth & Sustainability, Digital Libraries, New Paradigms in Nutrition Research & Practice, and Dance Movement as a form of therapy.

37. Good practices of the institution

TISS set up a Students Service Cell in 1986, with financial assistance from the then Ministry of Welfare, Government of India, to assist students from the Scheduled Castes (SCs) and Scheduled Tribes (STs) for improving their academic performance and optimising development in their personal and social life at the Institute. In 1988, the Institute obtained approval of the UGC for setting 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 nonteaching staff at various levels. Recently, the Cell was reconfigured as the Social Protection Office (SPO) with similar objectives.

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 (PAOP) for candidates appearing for the TISS Common Entrance Test (CET). These PAOP were conducted in Mumbai, Guwahati, Hyderabad, Delhi and Bhubaneswar with free lodging and boarding facilities provided to outstation candidates. In all, 1,082 candidates from all over India attended the PAOP, with around 25–30 TISS faculty members conducting sessions on various aspects of the admission test. A training video, entitled “With You” helped the candidates with the processes of the CET, Group Discussion/Pre-Interview Test and Personal Interview.

The SC/ST/OBC(NC)/PWD/Minorities students have started performing very well in the admission process, and some students get selected on their own merit in the general category too. Feedback from the candidates reveal that the PAOP was beneficial not just in getting admission into TISS, but also to perform better in admission tests administered by other universities and job interviews. After admission, the students 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 multi-cultural and multi-lingual environment that students encounter at the Institute. Students are provided training 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.

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

In the academic year 2013–2014, the Institute signed 9 new MoUs and renewed MoUs with 6 Universities. This has significantly increased the Institute’s partnership with other educational institutions to 76 universities worldwide.

In addition to funding individual proposals from the Institute faculty, calls for research in specific areas such as ‘Use of Indian Languages in Higher Education’ (ILHE) and ‘Urban Aspirations in Global Cities’ were also initiated. The former was in collaboration with the Centre for Indian Languages in Higher Education of the School of Education (TISS Mumbai), while the latter was an international collaborative project in which researchers from TISS Mumbai, Max Planck Institute (Germany), and Partners for Urban Knowledge Action and Research, Mumbai, are working together. The project aims to compare post-colonial megacities in Asia, including Mumbai, Singapore and Shanghai, and understand how the urban community of rapidly growing mega-cities impacts the development of urban aspirations

The Jamsetji Tata Centre for Disaster Management (JTCDM) also conducts an online global programme on Disaster Management in collaboration with the International Federation of Red Cross, Geneva. In collaboration with Delhi Government and Govt. of India, TISS and other partners are working on a Resettlement and Rehabilitation Policy when the Bombay

Beggary Act is repealed. The Koshish team works from an office at Beggars home in East Delhi.

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

The Institute is engaged in to make Development and Social Protection Programmes work for the People. Some of the engagements are

- Maharashtra State Rural Livelihood Programme: Implementing Partner with the Government of Maharashtra.
- Chhattisgarh State Rural Livelihood Programme: Responsible for developing State Perspective and Implementation Plan (SPIP)
- National Rural Livelihood Society (NRLS), MoRD, Government of India: TISS is an institutional member in the Executive Council of NRLS.
- Bharat Rural Livelihood Foundation (BRLF): While TISS is an institutional member in BRLF's Executive Council, Prof. Virginius Xaxa, Deputy Director, TISS Guwahati, is a member as a distinguished professional.
- TISS is a member of the National Resource Group and Task Force for the MGNREGA.

The 2013 monsoon session of Parliament saw four important people's bills passed (with which our faculty were involved):

- Street Vendors (Protection of Livelihood and Regulation of Street Vending) Bill, 2012 provides for protection of livelihoods rights, social security of street vendors and regulation of urban street vending in the country. It was finally cleared by Parliament on the 6th September 2013. Professor Sharit Bhowmik had an important role in research on street vendors, policy development and creation of the Bill.
- Prohibition of Employment as Manual Scavengers and Their Rehabilitation Bill, 2012 aims at elimination of dry latrines and manual scavenging and the rehabilitation in alternate occupations of those engaged in this task. The path breaking research by Dr Shailesh Darokar and Professor Beck clearly established continued existence of manual scavenging.
- National Food Security Bill, 2013 aims to provide subsidised food grains to two-third of India's 1.2 billion people. In addition to work at the national level, Mumbai campus housed the Maharashtra State Advisor to the Commissioners Appointed by the Supreme Court to monitor implementation of Supreme Court Directions. Institute also provided the office with a Program Officer and Mr. Mahesh Kamble did the very important work of functioning of PDS in Maharashtra along with Anna Adhikar Abhiyan, Maharashtra. We are working towards converting this office into a Monitoring Office for Implementation of the NFSB 2011. During long years of debate at the National Advisory Council meetings, Professor Ram kumar and his students from Development Studies produced timely research to support how securing food for all needy is possible.
- The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Bill, 2013 seeks to provide fair compensation to those whose land is

taken away and rehabilitation of those affected by land takeover. This is an outcome of collective struggle of people across the nation and TISS played a small role in supporting the movements since mid-1980s starting with Sardar Sarovar Project.

Disaster Response

Uttarakhand Cloudburst

Uttarakhand was struck on June 15 and 16, 2013, by a disaster of enormous proportions caused by severe cloudbursts, heavy rains and landslides, which destroyed over 250 villages, killed approximately 15,000 people, and left over 1,000 households without food, shelter and basic amenities. Several critical infrastructures were severely affected with over 200 roads and 170 bridges in the state destroyed and over 500 villages cut off from the rest of the state. The four districts of Rudraprayag, Chamoli, Uttarkashi and Pithoragarh were the worst affected.

TISS partnered with the Himmat Society and the Government of Uttarakhand to provide immediate relief as well as facilitate long-term restoration of the affected local communities. Faculty and students of the School of Social Work and Jamsetji Tata Centre for Disaster Management undertook a detailed damage assessment of the affected villages in disaster-affected districts. The assessment report facilitated immediate action as well as preparations for long-term recovery in the affected districts. Students of Community Organisation and Development Practice from the School of Social Work undertook a month-long block field work in the region and conducted a detailed livelihood analysis. The findings of the study were immensely useful for the State Government and civil society organisations working towards livelihood restoration and skill enhancement in the flood-affected areas. A strong cadre of local workers were trained by the TISS team to continue with psychosocial support to women and children.

Maharashtra Hailstorm

Over 3,000 villages in 225 Blocks of Maharashtra were severely affected by hailstorms and unseasonal rains in February–March 2014. Following this, faculty from the Jamsetji Tata Centre for Disaster Management were invited as expert panelists by TV channels, ABP Maza and IBN Lokmat, leading to awareness amongst general public. IBN Lokmat initiated a fund-raising drive and raised above Rs. 2 lakhs, which TISS used as a relief in the hailstorm affected areas. The Centre also called for a meeting of voluntary organisations working in the hailstorm affected areas of Maharashtra to share experiences and concerns of damage, need assessment and relief distribution by the State Government. The concerns were documented and shared with the Governor, Chief Minister and other Executives of Maharashtra. The JTCDM continues to do further follow up on the concerns raised and extend long-term support to affected communities.

40. Outcomes achieved by the end of the year

Admission to the 2014–2016 batch of 45 Masters Programmes across the four TISS campuses of Mumbai, Tuljapur, Guwahati and Hyderabad is over and about 1,200 students

have been offered admission. The Online TISS National Entrance Test (NET) was conducted by Tata Consultancy Services at 40 centres across the country in December 2013 and the final round of admission tests (Written Test/Group Discussion and Personal Interview) were conducted in the Mumbai, Guwahati and Hyderabad campuses in March 2014.

A sub-committee of the Academic Council reviewed all aspects of the Integrated M.Phil.–Ph.D. programme and admission to the incoming batch for this programme was done after considering their recommendations and deliberating upon it in the Academic Council. For the academic year starting June 2014, TISS has admitted 150 scholars for the Integrated M.Phil.–Ph.D. programme and 140 scholars for the direct Ph.D. programme through a Research Aptitude Test (RAT) and Personal Interviews. The Integrated M.Phil.–Ph.D. programme will be initiated at **TISS Tuljapur**, and the **Centre for Human Ecology and Centre for Study of Social Exclusion and Inclusive Policies** (TISS Mumbai) for coming academic year.

Path Breaking Initiatives

Centre for Indian Languages in Higher Education

Public elementary education in India has Indian languages as their medium of instruction, but in higher education, globalisation has only reinforced the position of English as the single-most important language for teaching and research. Caught in this tug-of-war, the higher education student from a non-metropolitan context finds it difficult to survive. Less than 15% of the relevant age group enters higher education, of which only 17% goes on to obtain a postgraduate degree. One of the significant reasons is the enormous linguistic divide within Indian higher education, a divide that has severe consequences for occupational, economic and social mobility, and the quality of life of non-metropolitan students. In higher education, there is a widening gap between the growing knowledge resources in the world and the conceptual universe of the students. The gap can be bridged not through marginalising local languages in favour of English, but by strengthening Indian language resources.

To address the issue of language barrier, the **Centre for Indian Languages in Higher Education** (CILHE) came into existence in mid-2012 and Prof. Tejaswini Niranjana, Visiting Professor, was appointed incharge of the Centre. Shortly thereafter, a national consultation was organised at TISS Mumbai. The participants ranged from social sciences and humanities teachers and researchers, to librarians and digital technology experts. They discussed the feasibility and modalities of a multi-institutional project that would engage with Indian languages in the higher education space. TISS agreed to help set up and anchor multi-institutional partnerships to develop Indian language initiatives that include production of new resource material in Indian languages; curriculum development based on the new resources – focusing on new curricula as well as the infusion of Indian language material into the existing English-only curricula; teacher training to stimulate faculty efforts to engage with Indian language resources; piloting of the new resources in undergraduate and postgraduate classrooms; research training for M.Phil. and doctoral students to help them incorporate Indian language inputs. In September 2013, the first Languages Mela was held in Mumbai,

with a focus on Marathi, Hindi and Gujarati. The Indian Languages Mela will be an annual event and TISS will organise the Melas in its different campuses.

Through its Research Council, TISS is supporting up to six faculty research projects every year aimed at producing new curricular materials in Indian languages. TISS is also committed to setting up a digital hub that will include digitising of Indian language material, aggregation, archiving, documentation, e-learning platforms, and training platforms.

Senior Citizens Community Centre

The **Centre for Lifelong Learning** launched a Senior Citizens Community Centre in partnership with Adhata Trust, Mumbai. This Community Centre will provide a platform to the senior citizens living in and around the Institute's neighbourhood to spend quality time with a like-minded group of seniors. The Centre will offer activities such as: Chair Yoga, sessions on Physiotherapy and Aerobics, Contemporary Dance, Computer Literacy, Indoor Sports, Hobby Classes, Art Classes, awareness programmes, and many such co-related activities.

PART C

Plans of the University for the next year

There is an acute need to create new infrastructure for hostels, faculty offices, classrooms, and faculty and staff housing at the Mumbai and Tuljapur campuses, and construction of new campuses at Hyderabad and Guwahati. Though TISS has progressed with resource mobilisation, much work remains to be done. In the meantime, the Institute is securing its ability to start the new academic year in June 2014 by hiring/ creating structures in Mumbai and Tuljapur; similar arrangements are also being made in Hyderabad and Guwahati.

TISS contributes significantly to the pool of scholars in a range of inter-disciplinary areas through the M.Phil. and Ph.D. Programme. By June 2014, research scholars will account for 30% of the student population in TISS Mumbai. TISS is heading towards acquiring the status of a research university with research output from faculty, M.Phil. and Ph.D. scholars, and Master's students contributing large body of knowledge to theory and evidence-based policy and programme development. The University Grants Commission has added TISS to the list of institutions to support M.Phil. and Ph.D. Scholars with subsistence and research grants, until they secure fellowships. TISS requires a substantial corpus fund to support independent research by the faculty and provide financial support to the research scholars. Much work is to be done to consolidate teaching, research, policy, and demonstration of socially relevant ideas, and strengthening campuses, schools and centres.

In the forthcoming academic year, TISS will focus on a few key initiatives:

1. Equipping people with inadequate skills to deal with modern economy and university youth with skills to substantially improve the nation's capacity to improve economic and social sector performance to secure livelihoods and nutrition security for all people. Initiatives from the **School of Vocational Education (SVE)** and the **NUSSD** programme have immense potential to enhance sustainable employment in the social and rural development sector. Both the SVE and the NUSSD programme are demonstrating a paradigm that higher educational institutions can play a meaningful role in skilling people outside the university system, and substantially improve capabilities of students in the university system without compromising their primary mandate of teaching and research. Skill development outreach is one essential component of HEIs to deploy its knowledge and capacity to make meaningful contribution to society at large.
2. Making Right to Education a reality for all children by substantially strengthening the **Schools of Education** in all our campuses to produce teacher-trainers and capacity enhancement of teacher education institutions. We have applied to the UGC and MHRD to set up an advanced centre for teacher education under the 12th Plan.
3. *Institute of Research on and Care for the Elderly*: TISS is a key partner in the advocacy initiative for uniform pension for all elderly across the country. The

Certificate/Diploma in Geriatric Care, currently done as pilots from Mumbai and Pune, will be offered from multiple locations. The institute aims to set up a research programme to study the dynamics of ageing and invest in making ageing dignified and productive.