



YEARLY STATUS REPORT - 2021-2022

| Part A | |
|--|--|
| Data of the Institution | |
| 1.Name of the Institution | Tata Institute of Social Sciences |
| • Name of the Head of the institution | Professor Shalini Bharat |
| • Designation | Director |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 02225525201 |
| • Mobile no | 02225525201 |
| • Registered e-mail | director@tiss.edu |
| • Alternate e-mail address | dir_office@tiss.edu |
| • City/Town | Mumbai |
| • State/UT | Maharashtra |
| • Pin Code | 400088 |
| 2.Institutional status | |
| • University | Deemed |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Name of the IQAC Co-ordinator/Director | Professor Bino Paul |

| | |
|--|---|
| • Phone no./Alternate phone no | 02225525227 |
| • Mobile | 9920550358 |
| • IQAC e-mail address | director@tiss.edu |
| • Alternate Email address | dy.director@tiss.edu |
| 3.Website address (Web link of the AQAR (Previous Academic Year)) | https://tiss.edu/uploads/2020-21.pdf |
| 4.Whether Academic Calendar prepared during the year? | Yes |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://tiss.edu/uploads/files/MA_Prospectus_2021-2022-6-1-20221.pdf |

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---------|-----------|-----------|-----------------------|---------------|-------------|
| Cycle 1 | Five Star | 81.25/100 | 2002 | 12/02/2002 | 11/02/2007 |
| Cycle 2 | A | 3.88/4 | 2009 | 31/12/2009 | 30/12/2014 |
| Cycle 3 | A | 3.89/4 | 2016 | 19/02/2016 | 18/02/2023 |

6.Date of Establishment of IQAC

01/04/2004

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---|---|----------------------------------|-----------------------------|--------|
| Directorate of TISS in consultation with Ministry of Youth Affairs & Sports (GoI) and the National Skill Development Agency (NSDA) | The National University Students' Skill Development (NUSSD) Programme | Tata Trust, J.P. Morgan and HDFC | 2012 and ongoing | --- |
| 8. Whether composition of IQAC as per latest NAAC guidelines | | Yes | | |
| <ul style="list-style-type: none"> Upload latest notification of formation of IQAC | | View File | | |
| 9. No. of IQAC meetings held during the year | | 1 | | |
| <ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) | | Yes | | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | | View File | | |
| 10. Whether IQAC received funding from any of the funding agency to support its activities during the year? | | No | | |
| <ul style="list-style-type: none"> If yes, mention the amount | | | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | | | |

• Design and implementation of National Education Policy (2020) for undergraduate degree programmes in Mumbai, Guwahati and Tuljapur campuses • Revision of PhD programme following 2022 UGC minimum standards and procedure for the award of the degree • Mapped all the undergraduate and postgraduate programmes into Sustainable Development Goals Framework • Conducted frontier methodology workshops for doctoral scholars • Created a robust institutional mechanism for capturing data on ranking and assessment

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

| Plan of Action | Achievements/Outcomes |
|--|---|
| Implementation of National Education Policy (2020) | Four 4 years bachelor's degrees commenced in 2022 viz BA in Social Sciences (Tuljapur and Guwahati off-campuses), BA Social Sciences (Tuljapur off-campus), BS Analytics and Sustainability Studies (Mumbai campus). Started an innovative international postgraduate programme in collaboration with Election Commission viz Masters in International Electoral Management and Practices (MIEMP) Master of Arts in Cities and Governance was started in collaboration with National Institute of Urban Affairs, New Delhi Post-Graduate Diploma: Cities and Governance was started in collaboration with National Institute of Urban Affairs, New Delhi Dual degree in Master of Arts in International Development Practice (TISS) and Masters in International Development Practice (Monash University) was started. M.A Social Entrepreneurship and International Business (Tata Institute of Social Sciences) and M.Sc in International |

TISS students who enrol in post graduate programmes learn 90 hours foundation course in foundational social sciences and themes pertinent to Indian society, polity, economy, technology and development. This course is jointly taught by the faculty drawn from multiple discipline like Sociology, Social Work, Economics, Development Studies, Demography, Anthropology, Political Science and Science. Another noteworthy case is the undergraduate programme of the Institute wherein enrolled students learn foundational aspect of mathematics, science, and literature. TISS's research output- journal articles, books, monographs, book chapters, policy research and M.A/M. Phil. / Ph D research dissertations spans over multiple disciplines in Social Sciences such as sociology, demography, economics, social work, management, psychology, Anthropology, political Science and Education.

Multidisciplinary approach in teaching or research uses using different disciplinary perspectives. TISS has been integrating plural perspectives in pedagogy and research, thus, shaping an interdisciplinary frame to teaching and research. Prior to 2006, since inception TISS was offering four disciplinary oriented post graduate programmes in Social Work, Personnel Management and Industrial Relations, Hospital Administration and Health Administration. Post 2006, having been through a restructuring process, TISS re-imagined the scope and the scale of the learning system by offering new inter-disciplinary post graduate programmes in streams such as social entrepreneurship, habitat studies, climate change and sustainability, disaster studies, globalization and labour, rural development, public policy, ecology and sustainability , media and cultural studies, public health, health economics and finance, social epidemiology, applied psychology, women studies, elementary education and development studies. As an offshoot of inter disciplinary orientation, nurtured by the Institute, post graduate and under graduate courses of TISS have been progressively absorbing inter-disciplinary pursuits in the learning system. Moreover, the culture of inter disciplinary learning extends to M. Phil Ph D programmes and flexible learning streams like PG Diploma and certificate programmes. With respect to each sustained develop goals (No Poverty, Zero Hunger, Good Health and Wellbeing, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequality, Sustainable Cities and Communities, Responsible Production and Consumption, Climate Action, Life below water, Life in Land, Peace, Justice, Strong Institutions, and Partnership for the Goals), particularly in the context of developing countries like India, TISS has developed teaching, research and field action programmes

17.Academic bank of credits (ABC):

Tata Institute of Social Sciences (TISS) has successfully registered on NAD Digilocker portal. We have uploaded 2372 Degree Certificates for Batch 2017-2019 and 2018-2020. The students have registered to the NAD portal and started to fetch their degrees which have been uploaded. We have approved status for the Academic Bank of Credit (ABC) on NAD Digilocker portal. The Institute has initiated the mapping of courses for aligning with the Academic Bank of Credits. The first phase covers under graduate programmes in the Institute. It is coordinated by the office of the Dean Academic affairs.

18.Skill development:

The School of Vocational Education (SVE) was set up to impart skill education to millions of Indian youth through appropriately designed vocational education programs. The focus is on developing job-specific skills rather than providing a broad knowledge-based education. The approach adopted is called the Internship Embedded Skill Training Programme, during which many students may also earn a modest stipend in select skill knowledge sectors. The aim of this 'Earn While You Learn' model is to enable the students to learn the skill by engaging in an internship on the real shop floor of the industry/company along with theory training in the classroom. TISS-SVE in the academic year 2021-22 offers 37 B.Voc, 6 Diploma and 19 Post Graduate Diploma Programmes conforming to UGC. Arranged level-wise, the 3-year degree programs begin with a Diploma course leading to a Bachelor of Vocational Degree [B.Voc.] in the 3rd year. Every individual level/year is a stand-alone certification recognized and awarded by TISS. These programmes allow the students who are 12th passed or SSC + 2 Years of ITI to join directly at The National Skills Qualifications Framework (NSQF) Level 5, based on their academic achievements. The undergraduate courses of the B.Voc. programmes incorporate specific job roles and their equivalent National Occupational Standards (NOSS) along with broad-based general education. The program graduates are equipped to participate in accelerating India's economy by gaining appropriate employment or becoming entrepreneurs.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The course outlines which include elements of Indian thought, are as follows:

| Sr. | Name of the IKS Course | Campus | Pre |
|-----|------------------------|--------|-----|
|-----|------------------------|--------|-----|

| | | | |
|-----|---|---------------------------|----------|
| No. | | | |
| 1. | Tribal Situation in India - History | TISS Mumbai Campus | MA |
| 2. | Idea of India | | |
| 3. | Early Life Tribal - Perspective & Concepts of Dalit & Tribal Studies Action | | |
| 4. | Moral Leadership | | MA |
| 5. | History & Ideology | TISS Guwahati Off-Campus | MA |
| 6. | Gender & Law - Indian Perspectives | TISS Hyderabad Off-Campus | |
| 7. | International Social Work & Indigenous People | | SS |
| 8. | Women Issues in Community | TISS Mumbai Campus | MA |
| 9. | Indian Ethics & Governance in Indian System | TISS Mumbai Campus | B.Y. Sul |
| 10. | Integration - DM Therapy of other Art forms in Dance Movement Therapy | TISS Mumbai Campus | PG |
| 11. | Traditional Knowledge System | TISS Mumbai Campus | Pro |
| 12. | Kautilyas - Nation, State & Governance (Arthashashthra Karmayoga) | TISS Mumbai Campus | |
| 13. | Knowledge, Culture & Society (History & Aurveda) | TISS Mumbai Campus | M. |

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

TISS has identified the following domains for outcome-based learning:

Disciplinary knowledge, communication skills, critical thinking, analytical thinking, problem-solving, analytical reasoning, research skills, teamwork, scientific reasoning, reflective thinking, digital literacy, self-directed learning, multi-cultural competence, moral and ethical awareness reasoning, leadership qualities and life-long learning, engagement oriented assessment.

21.Distance education/online education:

The following table summarises the E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc.

| | | |
|---------------------|--------------------|---------------------------|
| Name of the teacher | Name of the module | The platform on which the |
|---------------------|--------------------|---------------------------|

| | | module is developed | |
|--|---|---------------------------|---|
| Prof. Lakshmi Lingam | <p>Social Research Ethics</p> <ul style="list-style-type: none"> • Introductory Concepts & Principle • Key Elements of Research • Justice, Equity and Fairness governing Research • History of Bio-ethics & Controversies • Theoretical Approaches to Bio-ethics • Social Relevance and Scientific Validity • Informed consent • Privacy and confidentiality • Risk benefit analysis <p>Ethics of positivist and non-positivist approaches in social science research in health</p> <ul style="list-style-type: none"> • Ethical challenges specific to research methods: quantitative and qualitative methods • Translating research ethics concepts in different research settings • Research Ethics Governance • Publication Ethics • Concluding session | SWAYAM | Free online Education |
| Various (Centre of Excellence in Teachers Education) | Reflective Teaching with Information Communication Technology (RTICT) | TISSx (our MOOC platform) | (https://www.tissx.tiss.edu) |
| Various (Centre of Excellence in Teachers Education) | Contemporary Education Perspectives and Research (CEPR) | TISSx (our MOOC platform) | (https://www.tissx.tiss.edu) |
| Various (SIR | PG Diploma in Digital Library and | Centre of | |

| | | | |
|--|--|---|-----------------|
| Dorabji Tata Memorial Library) | Information Management (PGDLIM) | Library and Information Management (TISSOL) | |
| Various (Centre for Lifelong learning) | Certificate Program in youth leadership and social change | TISSOL | Moodle and Zoom |
| Various (Jamsetji Tata School of Disaster studies) | IFRC - TISS Program in Disaster management | TISSOL | |
| School of Education | M.A. Education (Elementary) | TISSOL | |
| School of Human Ecology | Certification in Trauma Informed Care | TISSOL | Moodle and Zoom |
| School of Human Ecology | Post graduate certificate programme in Couple and Family Therapy | TISSOL | Moodle and Zoom |
| School of Human Ecology | Post Graduate Diploma in Supervision for Mental Health Practice | TISSOL | Moodle and Zoom |
| School of Human Ecology | Post Graduate Diploma in Trauma-Focused Therapy | TISSOL | Moodle and Zoom |
| School of Human Ecology | Post Graduate Diploma in Psychotherapy and Counselling with Children and Adolescents | TISSOL | Moodle and Zoom |
| School of Public policy and governance | Post Graduate Diploma in Cities and Governance | TISSOL | Moodle and Zoom |

Extended Profile

| | |
|--|----|
| 1.Programme | |
| 1.1 Number of programmes offered during the year: | 74 |

| File Description | Documents |
|--|---------------------------|
| Data Template | View File |
| 1.2 Number of departments offering academic programmes | 21 |
| 2.Student | |
| 2.1 Number of students during the year | 3543 |
| File Description | Documents |
| Data Template | View File |
| 2.2 Number of outgoing / final year students during the year: | 1421 |
| File Description | Documents |
| Data Template | View File |
| 2.3 Number of students appeared in the University examination during the year | 1435 |
| File Description | Documents |
| Data Template | View File |
| 2.4 Number of revaluation applications during the year | 49 |
| 3.Academic | |
| 3.1 Number of courses in all Programmes during the year | 1624 |
| File Description | Documents |
| Data Template | View File |

| | |
|---|---------------------------|
| 3.2 | 272 |
| Number of full time teachers during the year | |
| File Description | Documents |
| Data Template | View File |
| 3.3 | 181 |
| Number of sanctioned posts during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 63070 |
| Number of eligible applications received for admissions to all the Programmes during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.2 | 1481 |
| Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.3 | 87 |
| Total number of classrooms and seminar halls | |
| 4.4 | 1232 |
| Total number of computers in the campus for academic purpose | |
| 4.5 | 652150035 |
| Total expenditure excluding salary during the year (INR in lakhs) | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

All Under Graduate, Postgraduate and research programmes at TISS impart learning relevant to global and local contexts. TISS has different academic pursuits that look at problems using plural lenses. For example, public health is taught from institutional healthcare and community development perspectives. Moreover, all courses are aligned with diverse Sustainable Development Goals. The curriculum across programmes emphasizes fieldwork-based learning and research to understand local field context of sustainability. Connecting global and regional context are common across academic programmes. While the macro context of the policy is discussed to understand the scale of the problem, students engage with local communities, government, civil society and industry to understand plural dimensions of the issues and policy options.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

5

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1446

| File Description | Documents |
|-------------------------------------|---------------------------|
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1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

2

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Institute's commitment to remain rooted in reality is realised through four key thrust areas: Critical pedagogy that is grounded in practice; field action projects that reach out to the most vulnerable and marginalised, invisible and the silenced sections of India's population; evidence-based policy advocacy that is particularly related to social security, basic entitlements and human rights. It is also committed to building partnerships and dialogic platforms to include diverse stakeholders and those in positions of responsibility, local self-governments, peoples' groups and networks, young people as catalysts for civil society action to address poverty and vulnerabilities, the State and Union Governments, Business and Industry. Embedded in the Institute's curriculum is the stress on developing empathy in students, teachers

and partners for disadvantaged peoples in a society that is engaged in an almost single-minded pursuit of wealth. Over the years the quiet perseverance of TISS graduates working with the most challenging social issues in key government and corporate organisations, as well as civil society and communities, have resulted in critical contributions to social justice and development.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

1299

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

3400

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

2480

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- All 4 of the above

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

1917

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

640

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

In addition to support provided through faculty, slow learners can also avail of the entitlement of taking an extra year to complete their graduation. Student Exposure Field practicum provides students to be exposed to various organisations including the government, corporate houses, and civil society organisations. Students are encouraged to attend seminars, conferences, lectures and consultation in their area of interest happening at the campus throughout the year; with special lectures for students organised regularly. There are several student exchange programmes with universities abroad. Students also participate in various competitions, events and conferences in India and the Institute in areas of their interest and domain expertise. Skill Development A range of such remedial/co-curricular classes are conducted depending on the students' interests: English language, Language Lab, tutorial for basic subjects such as social research and field work recordings, skill workshop for use of the library, writing assignments, making presentation in class, public speaking, job selection and interview processes. Students who are interested in competitive exams after their graduation often get peer support both from their batch-mates, as well as their immediate seniors from the Institute.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link For Additional Information | Nil |

2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 3543 | 272 |

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The Academic Programmes utilise a multitude of participatory techniques of assuring student-centred learning: such as class debates, student presentations, projects, various problem solving activities, case studies and critical appreciation of literature. These techniques aim to explain student insights that can facilitate the integration of theory and practise. Students are then able to evaluate critically on scholarly perspectives, empirical discoveries, patterns, contemporary features, and complicated dimensions.

| File Description | Documents |
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| Upload relevant supporting document | No File Uploaded |

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All campuses have a cyber-library which is open 24/7 for students. All the classrooms and seminar halls of the institute are equipped with the state of the art technology which best supports the teachers to deliver the content effectively. Besides this, the entire Library, hostel and common areas are covered with high-speed Wi-Fi. In addition, laptops are loaned out to teachers and students to mitigate the possible digital divide, if any. The faculty are using Moodle -a learning management system, to deliver courses. Fresh faculty recruits are extensively trained in the use of moodle. The IT team of TISS constantly innovates the moodle to make it more efficient and train staff on the same at regular intervals. TISS also encourage its faculty to engage in Massively Open Online Courses (MOOCS) to achieve scale. In doing so, TISS envisage transforming itself from a traditional closed University information network to a more open and scalable environment, the Institute has embarked on adopting MOOCS in a substantial way.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

272

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

272

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

236

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

2647

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

13

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

69

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

69

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

49

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The highlights of the IT integration to the TISS examination procedures are as follows;

1. SMS (Student Management System)- All the courses are mapped to SMS.

2. Semester registration through SMS

3. At the end of the semester, students are required to fill out the course evaluation form online

4. Following the completion of the evaluation, students are issued with exam-hall tickets

5. Post-exam communication (results and certificates) is also managed through SMS. It helps the institute to track the student's progress in real-time.

6. The Library procured an online plagiarism detection tool TURNITIN in 2009. Students submissions must be accompanied by a plagiarism report, with regular training programmes conducted to create awareness. Work to integrate TURNITIN with MOODLE e-learning portal to facilitate easy access is being undertaken.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.5.4 - Status of automation of Examination division along with approved Examination Manual

B. Only student registration, Hall ticket issue & Result Processing

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Graduate Attributes School/Centres map professional competencies that graduating students must possess and exhibit to work / study in their discipline/sector. Across the Institute, some core characteristics that students are expected to internalise include sensitivity to an inclusive and sustainable society, commitment to the factual understanding of work area and context, and conformation to the basic cannons of work ethics and allied responsibilities. Learning Outcomes are mentioned in the course content, which is shared with students at the beginning of the semester. The Institute has a clear policy of aligning learning objectives and intended outcomes for individual courses and the overall Academic Programmes. For courses such as those on field practicum and practical assignments, clear codified evaluation standards and process

schedule is outlined. Student Feedback Students give detailed and systematic written and verbal feedback on Courses, which will indicate the need for a revision if required. At regular intervals, TISS publicises the revision of learning outcomes to different stakeholders of society, the majority through the website.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

TISS annually takes stock of the Course Outcome (PO) and Programme Outcome (CO) attainment status through various direct and indirect assessment methods. The direct assessment tools involve the valuation of sessional and assignment examinations, home assignments and lab records, and semester-end theory examinations. The indirect assessment tools involve a graduate exit survey (powered by the digital moodle platform), an Alimni survey and an employer survey. The institute also tracks the placement and post-TISS education career of the student to interpret the achievement of the POs efficiently.

The reports on those above-mentioned are quantified, aggregated and reported to the IQAC for evaluation and discussion. The centralised evaluation on the same is used as a base for proposals for investing in course revisions, additions, deletions, placement augmentation, IT infrastructure augmentation, student facilitation, faculty recruitment, calls for training, workshops etc.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1312

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://cccloud.tiss.edu/index.php/s/RMa5Lm6r9qvb2YA>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Faculty members are encouraged to develop research projects that are central to their Centre/School and their own professional growth; with support in seeking external funding for these projects. The resources within the Institute are also available for research work. The Research Committee headed by the Deputy Director (Research) has developed a framework for up-scaling and enhancing research activities at the Institute. In the last 5 years, TISS has been engaged in over 400 research projects, by faculty, funded in-house and/or in collaboration with various governmental, non-governmental and international agencies. Every year TISS faculty produce 250-300 publications in the form of peer reviewed journal articles in some of the most renowned journals; chapters in edited books and; and authored/edited volumes published by reputed publishers. Additionally, they also contribute other writings that include book reviews, articles in newspapers, magazines and research reports. The aspiration of TISS with regard to research is to engage in knowledge building through cutting-edge interdisciplinary research that responds to contemporary and future socio-economic and political concerns.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

1430000

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

22

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

120

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.5 - Institution has the following facilities to support research

Central Instrumentation **B. Any 3 of the above**
Centre Animal House/Green House Museum
Media laboratory/Studios Business Lab
Research/Statistical Databases Moot court
Theatre Art Gallery

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

1

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
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3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

217647713

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

141942879

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

359590592

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Tata Institute of Social Sciences has established an Incubation

Centre at Centre for Social Entrepreneurship at School of Management and Labour Studies with an objective of nurturing social enterprises capable of creating social, environmental and economic impact, the incubation Centre at Centre of Social Entrepreneurship has mentored 55+ ventures since its inception in 2012. The impact of the strong mentoring and support offered by the Incubation Centre can be seen in the success of its incubatee enterprises like Sampurn(e)arth, Even Cargo, Krishi Naturals, Apni Shala.

Through its credible track record of successfully mentoring impactful social enterprises, the Incubation Centre has become a partner of choice for key Government Organisation like Biotechnology Industry Research Assistance Council (BIRAC) of Department of Biotechnology and Ministry of Skill Development and Entrepreneurship. Departments and bodies within India and internationally. Apart from mentoring individual enterprises, supporting rural and remote incubators remains a key focus area like District of Bastar (Chhattisgarh), District of Jhabua and Alirajpur (MP) and in the Kashmir Valley of the UT of J&K.

The Incubation Centre also nurtures and mentors the Entrepreneurship Cell of the Students of the Institute - ECell that conducts activities to promote the culture of entrepreneurship in the Campuses and celebrates the entrepreneurship learning and research through Annual Conference held each year. TISS has also established an Institutions Innovation Cell (IIC) that promoted by the MoE, Govt of India for encouraging entrepreneurship in Higher Education Institutions.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

217

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

217

| File Description | Documents |
|-------------------------------------|------------------|
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3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

1

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards **A. All of the above**
 Commendation and monetary incentive at a University function
 Commendation and medal at a University function
 Certificate of honor
 Announcement in the Newsletter / website

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

1

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

70

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

518

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

122

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.4.7 - E-content is developed by teachers For e- A. Any 5 or all of the above PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

| | |
|--------|----------------|
| Scopus | Web of Science |
| 694 | 525 |

| File Description | Documents |
|---|------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | No File Uploaded |

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

| | |
|--------|----------------|
| Scopus | Web of Science |
| 694 | 525 |

| File Description | Documents |
|--|------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | No File Uploaded |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The Institute encourages its Faculty to take consultancies as an organisational entity rather than as individuals. If individual consultancies are undertaken, a fixed proportion is paid to the institute as fees. TISS often provides expertise under its various domains of research projects, field action projects, and policy interventions. Faculty members are engaged in individual and institutional consultancy in various interdisciplinary and multi-disciplinary areas. The areas cover health; Urban Planning, Development and its social impact; Disaster management and post-disaster rehabilitation; Scheduled Castes and Tribes: welfare, education, human rights; Issues and policies relating to the family; Child rights; Gender Issues; Natural Resource Management; Labour: organised and unorganised; Human resource development, industrial relations, and organisational behaviour; Local self-governance; Education and literacy; Development communication and media education; Community participation and participatory development; Human rights and the criminal justice system; Micro-credit and income generation; Issues relating to youth and adolescents; Philanthropy and voluntarism; Management of non-profit social development organisations; and Social Audit and Social Justice.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

308073517

| File Description | Documents |
|-------------------------------------|---------------------------|
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3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Extension activities of TISS include adult learning, continuing education, and field action, and promote a meaningful and sustained relationship between the Institute and the community. The Institute reaches out to people across socio-economic strata through its full-time and part-time Diploma and Certificate programmes through training and capacity-building programmes. Both faculty and student participate in extension activities and collaborate with local communities and civil society organisations.

The Institute is committed to serving the nation during national emergencies and disasters through appropriate means in which students and faculty members actively participate. Working with communities and participating in relief work promotes the inculcation of civic responsibilities. Students, as part of their practicum, participate in all these activities, giving them a realistic picture of the ground realities.

| File Description | Documents |
|-------------------------------------|------------------|
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3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

13

| File Description | Documents |
|-------------------------------------|---------------------------|
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3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

39

| File Description | Documents |
|-------------------------------------|---------------------------|
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3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

2474

| File Description | Documents |
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3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

53

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

53

| File Description | Documents |
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INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institute has all the required facilities for learning activities. The Academic and Physical Infrastructure available at the Institute includes Central Library, Departmental Libraries, Computer Centre, Internet Facility, Health Centre, Sports Facilities, Hostels, a Guest House, Housing, Canteen, a Grievance Redressal cell, and Placement Cell. The Institute takes proactive action to meet global standards to enable the best for students learning. Some key infrastructure to create and enhance the teaching environment include office rooms and working spaces for faculty and staff; network connectivity to individual computers of faculty, staff and students; Wi-Fi enabled campuses; furnished classrooms with access to multi-media digital facilities, display boards and other educational tools; Board Rooms, Auditorium, School Meeting Rooms, etc. equipped with current technology; Drinking water and sanitation facility access; dining hall facilities; safe and accessible residential facilities; well-designed and equipped recreational facilities; well-equipped physical and cutting edge digital library; computer and GIS labs with all required facilities.

The following are the facilities:

Campus area

Mumbai Campus: 21.5 acres

Tuljapur Campus: 100 acres

Guwahati Campus: 25 acres

Hyderabad Campus: 65 acres

Classrooms

Mumbai: 18

Naoroji: 17

Guwahati: 16

Tuljapur: 16

Hyderabad: 15

Laboratories

2

Seminar Halls

5

Classrooms with LCD facilities

All Classrooms

Classrooms with Wi-Fi/ LAN

All Classrooms

Seminar halls with ICT facilities

All seminar Halls

Video Centre

2

Textbooks/ reference books

1,28,289

E-Books

180

Journals

66

E-Journals

42

CD & Video

1600

Computers

1232

Internet speed

Mumbai - 1 GBps

etc..

| File Description | Documents |
|-------------------------------------|------------------|
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4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

All hostels and campuses have adequate recreational facilities, either on the Campus (Mumbai, Tuljapur, Guwahati) or near premises (Hyderabad). The facility is accessible to both residential and non-residential students. There are television sets in common rooms and the dining hall. The facilities are; a gymkhana and yoga centre; indoor courts; outdoor courts for badminton, volleyball and basketball; and amphitheatres and auditoriums. All four campuses organise a variety of cultural and sports programme, where each campus plan sports and cultural events every year.

| File Description | Documents |
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4.1.3 - Availability of general campus facilities and overall ambience

The Institute have an Infrastructure Development & Support Division to oversee the maintenance of buildings, Classrooms, Hostels, Residential Buildings and the entire Recreational Infrastructure. Regular repairs and preventive maintenance of all the buildings, such as repairs, renovation, and painting of all buildings, are undertaken periodically. All the new construction activities in all campuses is coordinated through the Infrastructure department. All statutory property matters are also dealt by the Infrastructure department. For built structures, a maintenance schedule for painting and plastering is followed. Services like air-conditioning, plumbing, sound system, and fire fighting are maintained through

annual maintenance contracts. The campus has an in-house electrical department which takes care of daily electrical maintenance issues. The aforementioned ensures a promising infrastructure for students. The campus is blessed with around 2000 trees with a large green cover. All the trees are numbered and tree surveys have been carried out. Regular tree plantation programmes are undertaken in Mumbai (when necessary) and in Tuljapur where recently 800 well-irrigated saplings were planted. During the infrastructure development process, special emphasis has been kept on not disturbing the green cover. Added, the faculties/ staff support the students to derive the best utility of the physical properties of TISS. As a result, the institute hosts numerous cultural fests, academic fests, sports meets, seminars, exchange programs etc.

| File Description | Documents |
|-------------------------------------|------------------|
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4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

515374851

| File Description | Documents |
|-------------------------------------|---------------------------|
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4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Library's Online Catalogue, Web OPAC is the most accessed tool amongst all services and received over 1.5 lakh hits during 2021-22. Its user friendly interface provides visually appealing "Virtual Shelf" to browse library book stacks online. Users can also manage their library account for renewals, reservations, etc. Digital Library etd@TISS is an Institutional Repository for archiving faculty projects, thesis/dissertations of MPhil/PhD and MA programmes. As on today, etd@TISS hosts more than 12,000 documents and has witnessed more than 3.00 lakh download/views in 2021-22. Library strives hard to achieve wider dissemination of institute's research output. Thus collecting, preserving and providing access to such content is central to the aims of the Library. Library also offers "Digital Scholarship" optional course for Master students to

train them in research skills. Library responds creatively in providing efficient teaching and research support services through innovative services like Current Awareness Service Bulletin, Article Alert Services, Plagiarism Detection and avoidance, Document Delivery Service, Reference Service, etc.

Cyber Libraries are collaborative learning spaces to provide seamless access to electronic and print resources put together. Library has two such fully air-conditioned 24X7 facilities that accommodate 150 work stations, central printing facility and 1 Gbps internet access. M K Tata Memorial Learning Centre for the Visually Challenged has specialist software and hardware enabling visually challenged students to access both print /on-line resources.

| File Description | Documents |
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| Upload relevant supporting document | No File Uploaded |

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|------------------|
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4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

10904612

| File Description | Documents |
|-------------------------------------|---------------------------|
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4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1500

| File Description | Documents |
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| Upload relevant supporting document | No File Uploaded |

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

89

| File Description | Documents |
|-------------------------------------|---------------------------|
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4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Some key services provided as part of the IT policy include the following: Information and Network Security; Risk Management; Software Asset Management; Open Source Resources and Green Computing (in progress). IT infrastructure has a five year cycles for upgradation and maintenance contracts. Online teaching resources include Moodle, Dspace, and online packages and databases include R statistical package, SPSS, GIS lab, etc. Open Source System Collectively, the Institute has moved to an open-source computing and virtual platform, integrating academic interfaces, operational frames, and other computational requirements. The Institute no longer uses proprietary operating systems. The Computer Centre keeps itself updated with the latest trends in open-source software concerning education; and suggests including them in the Institute's educational processes where feasible. Moodle Moodle is used for online interaction for all courses: course outline and objectives, session plans and readings, submission and feedback on assignments, and other course communication. Specifically for M.Phil. and Doctoral Scholars, an online tracking system is in place that allows the DSO / Schools / Centres Guides to track student progress and provide student support. Online systems are also used for course feedback and fieldwork progress. The Institute heavily utilises the NKN 1 Gbps bandwidth besides this the Institute also subscribes to BGP services provided by NKN to enable redundancy on Internet resources. The Institute has also subscribed to a /22 IPv4 pool and /32 IPv6 pool from IRINN (www.irinn.in) as part of these services; and as a result, is ISP neutral now.

| File Description | Documents |
|-------------------------------------|------------------|
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4.3.3 - Student - Computer ratio during the year

| | |
|--------------------|---|
| Number of students | Number of Computers available to students for academic purposes |
| 3543 | 1232 |

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ?1 GBPS

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

- A. All of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
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4.4 - Maintenance of Campus Infrastructure**4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year**

515374851

| File Description | Documents |
|-------------------------------------|---------------------------|
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4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

There is a set of standard operating procedures to coordinate the use of infrastructure on the campus. It is done in collaboration between the staff, students and faculties. There is a centralised system for timetable fixation, through which the institute assures the efficient utilisation of the academic buildings. The Infrastructure Development & Support Division oversees the

maintenance of buildings, libraries, Classrooms, Hostels, Residential Buildings and all Recreational Infrastructure; the Institute also have an in-house electrical unit. The administration and students (represented by the student union) exhibit collective responsibility in nourishing and maintaining the institute's infrastructure.

| File Description | Documents |
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STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1269

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

908

| File Description | Documents |
|-------------------------------------|---------------------------|
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5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
 Soft skills
 Language and communication skills
 Life skills (Yoga, physical fitness, health and hygiene)
 Awareness of trends in technology

A. All of the above

| File Description | Documents |
|-------------------------------------|------------------|
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5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- All of the above

Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

| File Description | Documents |
|-------------------------------------|---------------------------|
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5.2.2 - Total number of placement of outgoing students during the year

192

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

244

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

25

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

TISS has an elected Students' Union (SU) in place representing the total population of students consisting of seven members inclusive of four office bearers viz. the President, the Vice-President, the General Secretary and the Treasurer, along with a Cultural Secretary, a Literary Secretary and a Sports Secretary. Funds for SU are raised by charging a nominal fee for all students, with the use of all infrastructure and facilities being not charged for student activities. In Guwahati, Tuljapur and Hyderabad, the Student Union is in the process of being constituted as Campus specific Student Council. The SU- along with the students, Director, Deans and Chairpersons, and the DSO- regularly work to create a friendly and supportive campus environment, empower the student community, and raise its concern to the administration. Some of the key responsibilities of the SU include the following: Assist the OSA,

Student's Aid Committee, and SPO to ensure diverse, student welfare; Support student-friendly development of infrastructure and facilities; Promote critical thinking and social well-being by organising various events such as seminars, lectures, etc.; Organise cultural festivals and sports events, etc.; and Undertake Literary Activities.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

15

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

The Institute has an engaged and supportive alumni network in India and across the globe. The alumni contribution has been through multiple ways. It includes guest lectures by alumni in different courses and programmes. The industry and field connect with our alumni are very strong. Our students are placed in many organizations where alumni are supervising/mentoring the current students. Our students are also placed with alumni start-ups. Alumni periodically engage with the faculty in discussions/consultations towards the development of the curriculum to address the industry and field needs. Alumni also facilitate faculty research through the development of case studies etc. Several alumni have also instituted scholarships/prizes for students. During the COVID, our alumni have come forward to bridge the digital divide by donating laptops to socio-economically disadvantaged students. They have also supported student fees. One of our significant alumni initiatives which aim to support disadvantaged students is Project Bridge, which was started by the TISS students. It aims to bridge the gap between the institute and its alumni. While the institute is doing its best to address the needs of marginalized students, the alumni contribution helps to further support student aid.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ? 5Lakhs

| File Description | Documents |
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| Upload relevant supporting document | No File Uploaded |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The fieldwork is a major component of TISS curriculum. It fulfills institution's vision of reaching out to communities and stakeholders. The institute lays focus on socially relevant research with emphasis on sustainability, justice, dignity, equality and human rights.

- 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.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The activities of each centre, whether part of a school or independent, is in alignment with the wider aims, objectives and strategic priorities of the school and institute. Each faculty member, with the primary affiliation to a centre, participate and contribute actively in giving shape to the agenda of the centre, in terms of setting its objectives, goals and workplan. The institute practices collective and participatory decision-making it brings about greater transparency and faculty and staff are groomed in the process to play positive leadership roles within the centre and the institute as a whole. Through this process the work of the centre would be given importance without compromising the autonomy, growth and development of faculty members affiliated to the centre. In case of conflict of interest, it is resolved through informed dialogue, upholding the best interests of the centre, the school and the institute as a whole. While performance assessment of faculty members is done every year, performance assessment of centres is done mid-term and end of five years. Every centre works on its strategic framework for the future.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences will strive to facilitate the development of competent and committed professionals for practice, research and teaching; undertake multi/inter disciplinary research; develop and disseminate knowledge; and reach out to the larger community through extension, at the local, national, regional and international levels. To elucidate the vision and mission, we elaborate the following: Context, Resources, and Outcomes.

Being a multi/inter-disciplinary social science institute, TISS envisions using its capabilities for fostering and developing innovative and progressive research and teaching programs that promote sustainable and inclusive development, particularly for disadvantaged and vulnerable people and communities. Towards this end, TISS aims to align its teaching, research and field action programmes with sustainable development goals. In next few decades, global living is expected to be going through enormously complex dynamic contexts such as discernible climate change, new demographic structures, emerging dependency patterns, highly evolved

systems of futurework, scarcity of and contestation for common property resources and new variantsof inequalities. This calls for more innovative social science research that involvesscholars from multiple social science/science/technology/art disciplines seekingto progress towards developing the converging interdisciplinary theoretical perspectives on sustainable and inclusive development.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Organisational Structure: The Director of TISS, whose position is equivalent to that of the Vice-Chancellor of a conventional university, is the head of the Institute; and works with the Registrar to lead the Institute. The administrative structure comprises four broad divisions: (i) Academic, (ii) Finance Accounts and Audit, (iii) Personnel and Administration, and (iv) Infrastructure Development and Support.

The following are the list of statutory committees that ensure the efficient functioning of the institute.

Academic Structure

Administrative Structure

Statutory Bodies

Governing Board

Academic Council

Finance Committee

Facilitation Committee

Research Council

Building Committee

Steering Committee

Planning & Monitoring Board

Core Administrative Team

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering A. All of the above following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

All the faculty members and staff affiliated with a centre will engage in a collective and participatory process of annual appraisal of the work about their contribution to the centre's work. Each faculty/ staff receives feedback on the work undertaken during the participatory appraisal. The feedback and subsequent discussion is undertaken in a spirit of openness, understanding and mutual learning to enhance the centre's work. The chair will also ensure that younger faculty members and those who are on probation are given timely support and feedback from the group of faculty in the centre regarding their performance and work. Final assessment of the performance is done in co-ordination between centre/ school and director's office. In cases of grievances involving faculty and staff the dean play facilitating role in redressal and/ or work with the appropriate redressal mechanism. Individual faculty members can approach the grievance redressal committee of the institute when the issue cannot be resolved at the level of chairperson and/or dean of respective centre/school. Career mobility of the faculty/ staff are according to the rules of the UGC. All the service rules are

codified in a document called basic documents and disseminated to every employee. The document elucidates service rules, especially rules pertaining to probation, retirement, compensation, social security and leave.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

3

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

79

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The institution, as a fundraising committee, is led by a senior

faculty member network with high-net-worth individuals, alumni, philanthropists and CSR bodies. The objective is to generate corpus funds, student aid and infrastructure development resources. Institute also generates resources through consultancy assignments and executive education programmes. The governance at the institute assures accountability mechanisms in the utilisation of finance while subjecting the finance to robust auditing. The funds are audited, not only by the internal team but also by the Comptroller and Auditor General of India. Based on the auditing report, the institute rectifies any shortfalls in fund use patterns. There is a synergetic tie between the fundraising office and the alumni affairs office. These offices collectively work towards the generation of resources.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

00

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

6.4.4 - Institution conducts internal and external financial audits regularly

Annual report of the institute reports audited financial statements. The annual audit of the Institute will be carried out by

a firm of Chartered Accountants appointed by the Governing Board from a panel approved by the Government of India. The audited accounts shall be submitted to the University Grants Commission by 31st October every year. Moreover, the CAG also audits the institute accounts annually.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC played a crucial role in the envisaging template for programme outcome (PO), programmes specific objectives (PSO) and course outcomes (CO), especially in the context of National Education Policy 2020. Another crucial milestone of IQAC is conducting faculty induction programmes for newly hired faculty members. The IQAC also initiates capacity-building workshops for research scholars. The cell closely works with schools to promote multi-disciplinary teaching and research at undergraduate, postgraduate and doctoral levels. Also, it conducts workshops on grand proposal writing for faculty and doctoral scholars. Aligning with the vision and mission of the institute, IQAC promotes collaborations with multiple stakeholders, covering government, civil society, industry and universities.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- Induction programmes for newly hired faculties
- Development of life cycle management for PhD scholars
- Skill development workshops in quantitative and qualitative research for doctoral scholars
- Aligning research projects and sustainable development goals
- Revision of PhD and MPhil curriculum
- Digital co-ordination of doctoral life-cycle during Covid times
- Participation in NEP transition
- Upgrading of digital resources for research in collaboration with the library and computer centre

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

As an institution of higher education, TISS is governed by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the UGC regulations on Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions 2015. TISS also uses, as an additional guideline, the UGC-commissioned Report of The Task Force to Review the Measures for Ensuring the Safety of Women on Campuses and Programmes for Gender Sensitization 2013, also referred to as the Saksham document.

Since this work involves both prevention and redress, TISS has 2 integrated bodies - the Internal Committee [IC] as mandated by these laws and policies to receive, process and redress complaints of sexual harassment, and the Women and Gender Development Cell [WGDC] to do the work of raising awareness on questions of gender and

sexuality, advocating for respectful and anti-discriminatory gender relations, and to mainstream gender in the policies of the Institute. The name of this latter body, which in UGC documents is termed the Women Development Cell, has been expanded to respond to an understanding of gender that is not binary. This responds to the Saksham guidelines that speak of 'specially vulnerable groups' including those marginalized on account of non-normative gender-sexuality expressions. There is also particular attention paid to intersecting vulnerabilities that compound vulnerabilities of gender-sexuality, including caste, class, disability, rurality, and language, among others, that inform the advocacy work at WGDC.

| File Description | Documents |
|--|------------------|
| Upload relevant supporting document | No File Uploaded |
| Annual gender sensitization action plan(s) | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation
Solar energy **Biogas plant**
Wheeling to the Grid **Sensor-based energy conservation**
Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words)
Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Two biogas plants recycle the kitchen waste produced in the canteens and dining halls on campus. These are operated by the collective of women waste pickers called Parisar Bhagini Vikas Sangha (PBVS) - a federation of women SHGs. The gas produced in these biogas plants is used for cooking food in the canteen and the dining hall in Mumbai

Campus. Since the campus is green and full of trees, bushes, hedges etc., there are a lot of fallen leaves and twigs as well as cuttings and pruning, which result in large amounts of garden waste. Such waste is collected and composted in several compost beds. The compost produced here is then re-used to nourish the plants and gardens. At TISS, most sewage waste is recycled through an in-house Sewage Treatment Plant (STP) and is then used to water the plants. Clear facilities are provided for the segregation of dry and wet waste in different locations on the campus. A TISS canteen is run through a federation of women waste pickers called the Parisar Baghini Vikas Sangh. Such initiatives help the women waste pickers step out of poverty and destitution and lead a life of dignity. A Solid Waste Management Committee consisting of Faculty and Administrative Personnel has been constituted to advise appropriate policy measures and actions considering current and future needs.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or all of the above**

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **A. Any 4 or All of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: A. Any 4 or all of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc. A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The institute has a social protection office that identifies students who need financial aid and channels support to them. So far, there

has never been an instance of turning down admission due to students' inability to pay the fees. TISS is committed to supporting its student community that is diverse from multiple dimensions, and towards this end the Institute has been endeavouring to support the learning requirements of these students through pre-admission and post admission support mechanisms.

The Social Protection Office (SPO), chaired by the Dean SPO, has been set up in the Institute to ensure effective governance of the need-blind admission process, implementation of affirmative actions and operationalisation of supportive mechanisms for various disadvantaged student communities. Every year the SPO organises a Pre-Admission Orientation Programme (PAO) for candidates who have applied for the TISS National Entrance Test (NET) in all the TISS campuses.

TISS is committed to providing access to socially relevant quality higher education to all students, irrespective of their ability to pay for it. Given that only academic merit counts to secure entry to programs of study at the Institute, students from families with diverse economic backgrounds have gained admission. The Institute is working to find ways to support its students to complete education in peace and as much as possible without accumulating debt.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institute remains committed to constitutional values and assures its practice and dissemination through educational programmes, governance processes and stakeholder engagement. The institute offers a unique postgraduate programme in Law specialising in Access to Justice. The constitution of India is the foundation course curriculum of the institute. Recently the institute has collaborated with the Election Commission of India to launch a Master's degree in Electoral Management.

The institute celebrates constitution day every year. It features a constitutional expert lecture covering students, faculty and staff.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code All of the above

of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebrating events and festivals is an integral part of the TISS culture. We believe it adds value to the learning and embraces the students' cultural values. The admin divisions and student union make efforts to celebrate almost all the national and international days, events and festivals throughout the year, in big or small ways possible. For instance, in this academic year, TISS celebrated World Environment Day, International Yoga Day, Independence Day, Republic Day, and Birth Anniversaries of Dr Sarvapalli Radhakhishnan, Mahatma Gandhi etc..

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

All Under Graduate, Postgraduate and research programmes at TISS impart learning relevant to global and local contexts. TISS has different academic pursuits that look at problems using plural lenses. For example, public health is taught from institutional healthcare and community development perspectives. Moreover, all courses are aligned with diverse Sustainable Development Goals. The curriculum across programmes emphasizes fieldwork-based learning and research to understand local field context of sustainability. Connecting global and regional context are common across academic programmes. While the macro context of the policy is discussed to understand the scale of the problem, students engage with local communities, government, civil society and industry to understand plural dimensions of the issues and policy options.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

5

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

1446

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

2

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

56

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Institute's commitment to remain rooted in reality is realised through four key thrust areas: Critical pedagogy that is grounded in practice; field action projects that reach out to the most vulnerable and marginalised, invisible and the silenced sections of India's population; evidence-based policy advocacy that is particularly related to social security, basic entitlements and human rights. It is also committed to building partnerships and dialogic platforms to include diverse stakeholders and those in positions of responsibility, local self-governments, peoples' groups and networks, young people as catalysts for civil society action to address poverty and vulnerabilities, the State and Union Governments, Business and

Industry. Embedded in the Institute's curriculum is the stress on developing empathy in students, teachers and partners for disadvantaged peoples in a society that is engaged in an almost single-minded pursuit of wealth. Over the years the quiet perseverance of TISS graduates working with the most challenging social issues in key government and corporate organisations, as well as civil society and communities, have resulted in critical contributions to social justice and development.

| File Description | Documents |
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| Upload relevant supporting document | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

1299

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

3400

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

2480

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

| | |
|--|---|
| 1.4 - Feedback System | |
| 1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni | <ul style="list-style-type: none"> All 4 of the above |
| File Description | Documents |
| Upload relevant supporting document | View File |
| 1.4.2 - Feedback processes of the institution may be classified as follows | <ul style="list-style-type: none"> Feedback collected, analysed and action taken and feedback available on website |
| File Description | Documents |
| Upload relevant supporting document | No File Uploaded |
| TEACHING-LEARNING AND EVALUATION | |
| 2.1 - Student Enrollment and Profile | |
| 2.1.1 - Demand Ratio | |
| 2.1.1.1 - Number of seats available during the year | |
| 1917 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats) | |
| 2.1.2.1 - Number of actual students admitted from the reserved categories during the year | |
| 640 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

In addition to support provided through faculty, slow learners can also avail of the entitlement of taking an extra year to complete their graduation. Student Exposure Field practicum provides students to be exposed to various organisations including the government, corporate houses, and civil society organisations. Students are encouraged to attend seminars, conferences, lectures and consultation in their area of interest happening at the campus throughout the year; with special lectures for students organised regularly. There are several student exchange programmes with universities abroad. Students also participate in various competitions, events and conferences in India and the Institute in areas of their interest and domain expertise. Skill Development A range of such remedial/co-curricular classes are conducted depending on the students' interests: English language, Language Lab, tutorial for basic subjects such as social research and field work recordings, skill workshop for use of the library, writing assignments, making presentation in class, public speaking, job selection and interview processes. Students who are interested in competitive exams after their graduation often get peer support both from their batch-mates, as well as their immediate seniors from the Institute.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Link For Additional Information | Nil |

2.2.2 - Student - Full time teacher ratio during the year

| Number of Students | Number of Teachers |
|--------------------|--------------------|
| 3543 | 272 |

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

The Academic Programmes utilise a multitude of participatory techniques of assuring student-centred learning: such as class debates, student presentations, projects, various problem solving activities, case studies and critical appreciation of literature. These techniques aim to explain student insights that can facilitate the integration of theory and practise. Students are then able to evaluate critically on scholarly perspectives, empirical discoveries, patterns, contemporary features, and complicated dimensions.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All campuses have a cyber-library which is open 24/7 for students. All the classrooms and seminar halls of the institute are equipped with the state of the art technology which best supports the teachers to deliver the content effectively. Besides this, the entire Library, hostel and common areas are covered with high-speed Wi-Fi. In addition, laptops are loaned out to teachers and students to mitigate the possible digital divide, if any. The faculty are using Moodle -a learning management system, to deliver courses. Fresh faculty recruits are extensively trained in the use of moodle. The IT team of TISS constantly innovates the moodle to make it more efficient and train staff on the same at regular intervals. TISS also encourage its faculty to engage in Massively Open Online Courses (MOOCs) to achieve scale. In doing so, TISS envisage transforming itself from a traditional closed University information network to a more open and scalable environment, the Institute has embarked on adopting MOOCs in a substantial way.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

| 272 | |
|---|---------------------------|
| File Description | Documents |
| Upload relevant supporting document | No File Uploaded |
| 2.4 - Teacher Profile and Quality | |
| 2.4.1 - Total Number of full time teachers against sanctioned posts during the year | |
| 272 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year | |
| 236 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 2.4.3 - Total teaching experience of full time teachers in the same institution during the year | |
| 2.4.3.1 - Total experience of full-time teachers | |
| 2647 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year | |
| 13 | |

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

69

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

69

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

49

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The highlights of the IT integration to the TISS examination procedures are as follows;

1. SMS (Student Management System)- All the courses are mapped to SMS.

2. Semester registration through SMS

3. At the end of the semester, students are required to fill out the course evaluation form online

4. Following the completion of the evaluation, students are issued with exam-hall tickets

5. Post-exam communication (results and certificates) is also managed through SMS. It helps the institute to track the student's progress in real-time.

6. The Library procured an online plagiarism detection tool TURNITIN in 2009. Students submissions must be accompanied by a plagiarism report, with regular training programmes conducted to create awareness. Work to integrate TURNITIN with MOODLE e-learning portal to facilitate easy access is being undertaken.

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload relevant supporting document | View File |

2.5.4 - Status of automation of Examination division along with approved Examination Manual

B. Only student registration, Hall ticket issue & Result Processing

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Graduate Attributes School/Centres map professional competencies that graduating students must possess and exhibit to work / study in their discipline/sector. Across the Institute, some core characteristics that students are expected to internalise include sensitivity to an inclusive and sustainable society, commitment to the factual understanding of work area and context, and conformation to the basic canons of work ethics and allied responsibilities. Learning Outcomes are mentioned in the course content, which is shared with students at the beginning of the semester. The Institute has a clear policy of aligning learning objectives and intended outcomes for individual courses and the overall Academic Programmes. For courses such as those on field practicum and practical assignments, clear codified evaluation

standards and process schedule is outlined. Student Feedback Students give detailed and systematic written and verbal feedback on Courses, which will indicate the need for a revision if required. At regular intervals, TISS publicises the revision of learning outcomes to different stakeholders of society, the majority through the website.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

TISS annually takes stock of the Course Outcome (PO) and Programme Outcome (CO) attainment status through various direct and indirect assessment methods. The direct assessment tools involve the valuation of sessional and assignment examinations, home assignments and lab records, and semester-end theory examinations. The indirect assessment tools involve a graduate exit survey (powered by the digital moodle platform), an Alimni survey and an employer survey. The institute also tracks the placement and post-TISS education career of the student to interpret the achievement of the POs efficiently.

The reports on those above-mentioned are quantified, aggregated and reported to the IQAC for evaluation and discussion. The centralised evaluation on the same is used as a base for proposals for investing in course revisions, additions, deletions, placement augmentation, IT infrastructure augmentation, student facilitation, faculty recruitment, calls for training, workshops etc.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1312

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

<https://cccloud.tiss.edu/index.php/s/RMa5Lm6r9qvb2YA>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Faculty members are encouraged to develop research projects that are central to their Centre/School and their own professional growth; with support in seeking external funding for these projects. The resources within the Institute are also available for research work. The Research Committee headed by the Deputy Director (Research) has developed a framework for up-scaling and enhancing research activities at the Institute. In the last 5 years, TISS has been engaged in over 400 research projects, by faculty, funded in-house and/or in collaboration with various governmental, non-governmental and international agencies. Every year TISS faculty produce 250-300 publications in the form of peer reviewed journal articles in some of the most renowned journals; chapters in edited books and; and authored/edited volumes published by reputed publishers. Additionally, they also contribute other writings that include book reviews, articles in newspapers, magazines and research reports. The aspiration of TISS with regard to research is to engage in knowledge building through cutting-edge interdisciplinary research that responds to contemporary and future socio-economic and political concerns.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

1430000

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

22

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

120

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.1.5 - Institution has the following facilities to support research
Central Instrumentation Centre
Animal House/Green House
Museum
Media laboratory/Studios
Business Lab
Research/Statistical Databases
Moot court
Theatre
Art Gallery

B. Any 3 of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

1

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

217647713

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

141942879

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

359590592

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Tata Institute of Social Sciences has established an Incubation

Centre at Centre for Social Entrepreneurship at School of Management and Labour Studies with an objective of nurturing social enterprises capable of creating social, environmental and economic impact, the incubation Centre at Centre of Social Entrepreneurship has mentored 55+ ventures since its inception in 2012. The impact of the strong mentoring and support offered by the Incubation Centre can be seen in the success of its incubatee enterprises like Sampurn(e)arth, Even Cargo, Krishi Naturals, Apni Shala.

Through its credible track record of successfully mentoring impactful social enterprises, the Incubation Centre has become a partner of choice for key Government Organisation like Biotechnology Industry Research Assistance Council (BIRAC) of Department of Biotechnology and Ministry of Skill Development and Entrepreneurship. Departments and bodies within India and internationally. Apart from mentoring individual enterprises, supporting rural and remote incubators remains a key focus area like District of Bastar (Chhattisgarh), District of Jhabua and Alirajpur (MP) and in the Kashmir Valley of the UT of J&K.

The Incubation Centre also nurtures and mentors the Entrepreneurship Cell of the Students of the Institute - ECell that conducts activities to promote the culture of entrepreneurship in the Campuses and celebrates the entrepreneurship learning and research through Annual Conference held each year. TISS has also established an Institutions Innovation Cell (IIC) that promoted by the MoE, Govt of India for encouraging entrepreneurship in Higher Education Institutions.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

217

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

217

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

1

| File Description | Documents |
|-------------------------------------|------------------|
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

A. All of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter /

A. All of the above

| website | |
|--|---------------------------|
| File Description | Documents |
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |
| 3.4.3 - Number of Patents published/awarded during the year | |
| 3.4.3.1 - Total number of Patents published/awarded year wise during the year | |
| 1 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.4 - Number of Ph.D's awarded per teacher during the year | |
| 3.4.4.1 - How many Ph.D's are awarded during the year | |
| 70 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year | |
| 518 | |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year | |
| 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year | |

| 122 | |
|---|-------------------------------------|
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS | A. Any 5 or all of the above |
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed | |
| Scopus | Web of Science |
| 694 | 525 |
| File Description | Documents |
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | No File Uploaded |
| 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University | |
| Scopus | Web of Science |
| 694 | 525 |

| File Description | Documents |
|--|------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | No File Uploaded |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The Institute encourages its Faculty to take consultancies as an organisational entity rather than as individuals. If individual consultancies are undertaken, a fixed proportion is paid to the institute as fees. TISS often provides expertise under its various domains of research projects, field action projects, and policy interventions. Faculty members are engaged in individual and institutional consultancy in various interdisciplinary and multi-disciplinary areas. The areas cover health; Urban Planning, Development and its social impact; Disaster management and post-disaster rehabilitation; Scheduled Castes and Tribes: welfare, education, human rights; Issues and policies relating to the family; Child rights; Gender Issues; Natural Resource Management; Labour: organised and unorganised; Human resource development, industrial relations, and organisational behaviour; Local self-governance; Education and literacy; Development communication and media education; Community participation and participatory development; Human rights and the criminal justice system; Micro-credit and income generation; Issues relating to youth and adolescents; Philanthropy and voluntarism; Management of non-profit social development organisations; and Social Audit and Social Justice.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

308073517

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

Extension activities of TISS include adult learning, continuing education, and field action, and promote a meaningful and sustained relationship between the Institute and the community. The Institute reaches out to people across socio-economic strata through its full-time and part-time Diploma and Certificate programmes through training and capacity-building programmes. Both faculty and student participate in extension activities and collaborate with local communities and civil society organisations.

The Institute is committed to serving the nation during national emergencies and disasters through appropriate means in which students and faculty members actively participate. Working with communities and participating in relief work promotes the inculcation of civic responsibilities. Students, as part of their practicum, participate in all these activities, giving them a realistic picture of the ground realities.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

13

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

39

| File Description | Documents |
|-------------------------------------|---------------------------|
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3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

2474

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

53

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

53

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The institute has all the required facilities for learning activities. The Academic and Physical Infrastructure available at the Institute includes Central Library, Departmental Libraries, Computer Centre, Internet Facility, Health Centre, Sports Facilities, Hostels, a Guest House, Housing, Canteen, a Grievance Redressal cell, and Placement Cell. The Institute takes proactive action to meet global standards to enable the best for students learning. Some key infrastructure to create and enhance the teaching environment include office rooms and working spaces for faculty and staff; network connectivity to individual computers of faculty, staff and students; Wi-Fi enabled campuses; furnished classrooms with access to multi-media digital facilities, display boards and other educational tools; Board Rooms, Auditorium, School Meeting Rooms, etc. equipped with current technology; Drinking water and sanitation facility access; dining hall facilities; safe and accessible residential facilities; well-designed and equipped recreational facilities; well-equipped physical and cutting edge digital library; computer and GIS labs with all required facilities.

The following are the facilities:

Campus area

Mumbai Campus: 21.5 acres

Tuljapur Campus: 100 acres

Guwahati Campus: 25 acres

Hyderabad Campus: 65 acres

Classrooms

Mumbai: 18

Naoroji: 17

Guwahati: 16

Tuljapur: 16

Hyderabad: 15

Laboratories

2

Seminar Halls

5

Classrooms with LCD facilities

All Classrooms

Classrooms with Wi-Fi/ LAN

All Classrooms

Seminar halls with ICT facilities

All seminar Halls

Video Centre

2

Textbooks/ reference books

1,28,289

E-Books

180

Journals

66

E-Journals

42

CD & Video

1600

Computers

1232

Internet speed

Mumbai - 1 GBps

etc..

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

All hostels and campuses have adequate recreational facilities, either on the Campus (Mumbai, Tuljapur, Guwahati) or near premises (Hyderabad). The facility is accessible to both residential and non-residential students. There are television sets in common rooms and the dining hall. The facilities are; a gymkhana and yoga centre; indoor courts; outdoor courts for badminton, volleyball and basketball; and amphitheatres and auditoriums. All four campuses organise a variety of cultural and sports programme, where each campus plan sports and cultural events every year.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.1.3 - Availability of general campus facilities and overall ambience

The Institute have an Infrastructure Development & Support Division to oversee the maintenance of buildings, Classrooms,

Hostels, Residential Buildings and the entire Recreational Infrastructure. Regular repairs and preventive maintenance of all the buildings, such as repairs, renovation, and painting of all buildings, are undertaken periodically. All the new construction activities in all campuses is coordinated through the Infrastructure department. All statutory property matters are also dealt by the Infrastructure department. For built structures, a maintenance schedule for painting and plastering is followed. Services like air-conditioning, plumbing, sound system, and fire fighting are maintained through annual maintenance contracts. The campus has an in-house electrical department which takes care of daily electrical maintenance issues. The aforementioned ensures a promising infrastructure for students. The campus is blessed with around 2000 trees with a large green cover. All the trees are numbered and tree surveys have been carried out. Regular tree plantation programmes are undertaken in Mumbai (when necessary) and in Tuljapur where recently 800 well-irrigated saplings were planted. During the infrastructure development process, special emphasis has been kept on not disturbing the green cover. Added, the faculties/ staff support the students to derive the best utility of the physical properties of TISS. As a result, the institute hosts numerous cultural fests, academic fests, sports meets, seminars, exchange programs etc.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

515374851

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Library's Online Catalogue, Web OPAC is the most accessed tool amongst all services and received over 1.5 lakh hits during 2021-22. Its user friendly interface provides visually appealing

"Virtual Shelf" to browse library book stacks online. Users can also manage their library account for renewals, reservations, etc. Digital Library etd@TISS is an Institutional Repository for archiving faculty projects, thesis/dissertations of MPhil/PhD and MA programmes. As on today, etd@TISS hosts more than 12,000 documents and has witnessed more than 3.00 lakh download/views in 2021-22. Library strives hard to achieve wider dissemination of institute's research output. Thus collecting, preserving and providing access to such content is central to the aims of the Library. Library also offers "Digital Scholarship" optional course for Master students to train them in research skills. Library responds creatively in providing efficient teaching and research support services through innovative services like Current Awareness Service Bulletin, Article Alert Services, Plagiarism Detection and avoidance, Document Delivery Service, Reference Service, etc.

Cyber Libraries are collaborative learning spaces to provide seamless access to electronic and print resources put together. Library has two such fully air-conditioned 24X7 facilities that accommodate 150 work stations, central printing facility and 1 Gbps internet access. M K Tata Memorial Learning Centre for the Visually Challenged has specialist software and hardware enabling visually challenged students to access both print /on-line resources.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

10904612

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

1500

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

89

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
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4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Some key services provided as part of the IT policy include the following: Information and Network Security; Risk Management; Software Asset Management; Open Source Resources and Green Computing (in progress). IT infrastructure has a five year cycles for upgradation and maintenance contracts. Online teaching resources include Moodle, Dspace, and online packages and databases include R statistical package, SPSS, GIS lab, etc. Open Source System Collectively, the Institute has moved to an open-source computing and virtual platform, integrating academic interfaces, operational frames, and other computational requirements. The Institute no longer uses proprietary operating systems. The Computer Centre keeps itself updated with the latest trends in open-source software concerning education; and suggests including them in the Institute's educational processes where feasible. Moodle Moodle is used for online interaction for all courses: course outline and objectives, session plans and

readings, submission and feedback on assignments, and other course communication. Specifically for M.Phil. and Doctoral Scholars, an online tracking system is in place that allows the DSO / Schools / Centres Guides to track student progress and provide student support. Online systems are also used for course feedback and fieldwork progress. The Institute heavily utilises the NKN 1 Gbps bandwidth besides this the Institute also subscribes to BGP services provided by NKN to enable redundancy on Internet resources. The Institute has also subscribed to a /22 IPv4 pool and /32 IPv6 pool from IRINN (www.irinn.in) as part of these services; and as a result, is ISP neutral now.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.3.3 - Student - Computer ratio during the year

| | |
|--------------------|---|
| Number of students | Number of Computers available to students for academic purposes |
| 3543 | 1232 |

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- ?1 GBPS

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |
| Upload the data template | No File Uploaded |

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

| 515374851 | |
|-------------------------------------|---------------------------|
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

There is a set of standard operating procedures to coordinate the use of infrastructure on the campus. It is done in collaboration between the staff, students and faculties. There is a centralised system for timetable fixation, through which the institute assures the efficient utilisation of the academic buildings. The Infrastructure Development & Support Division oversees the maintenance of buildings, libraries, Classrooms, Hostels, Residential Buildings and all Recreational Infrastructure; the Institute also have an in-house electrical unit. The administration and students (represented by the student union) exhibit collective responsibility in nourishing and maintaining the institute's infrastructure.

| File Description | Documents |
|-------------------------------------|------------------|
| Upload relevant supporting document | No File Uploaded |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

1269

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

| 908 | |
|---|----------------------------|
| File Description | Documents |
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |
| 5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology | A. All of the above |
| File Description | Documents |
| Upload the data template | No File Uploaded |
| Upload relevant supporting document | No File Uploaded |
| 5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees | • All of the above |
| File Description | Documents |
| Upload relevant supporting document | No File Uploaded |
| 5.2 - Student Progression | |
| 5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations) | |
| 5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year | |

0

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.2.2 - Total number of placement of outgoing students during the year

192

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

244

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year**

25

| File Description | Documents |
|-------------------------------------|---------------------------|
| Upload the data template | View File |
| Upload relevant supporting document | No File Uploaded |

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

TISS has an elected Students' Union (SU) in place representing the total population of students consisting of seven members

inclusive of four office bearers viz. the President, the Vice-President, the General Secretary and the Treasurer, along with a Cultural Secretary, a Literary Secretary and a Sports Secretary. Funds for SU are raised by charging a nominal fee for all students, with the use of all infrastructure and facilities being not charged for student activities. In Guwahati, Tuljapur and Hyderabad, the Student Union is in the process of being constituted as Campus specific Student Council. The SU- along with the students, Director, Deans and Chairpersons, and the DSO-regularly work to create a friendly and supportive campus environment, empower the student community, and raise its concern to the administration. Some of the key responsibilities of the SU include the following: Assist the OSA, Student's Aid Committee, and SPO to ensure diverse, student welfare; Support student-friendly development of infrastructure and facilities; Promote critical thinking and social well-being by organising various events such as seminars, lectures, etc.; Organise cultural festivals and sports events, etc.; and Undertake Literary Activities.

| File Description | Documents |
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5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

15

| File Description | Documents |
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5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

The Institute has an engaged and supportive alumni network in India and across the globe. The alumni contribution has been through multiple ways. It includes guest lectures by alumni in different courses and programmes. The industry and field connect with our alumni are very strong. Our students are placed in many organizations where alumni are supervising/mentoring the current students. Our students are also placed with alumni start-ups.

Alumni periodically engage with the faculty in discussions/consultations towards the development of the curriculum to address the industry and field needs. Alumni also facilitate faculty research through the development of case studies etc. Several alumni have also instituted scholarships/prizes for students. During the COVID, our alumni have come forward to bridge the digital divide by donating laptops to socio-economically disadvantaged students. They have also supported student fees. One of our significant alumni initiatives which aim to support disadvantaged students is Project Bridge, which was started by the TISS students. It aims to bridge the gap between the institute and its alumni. While the institute is doing its best to address the needs of marginalized students, the alumni contribution helps to further support student aid.

| File Description | Documents |
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5.4.2 - Alumni contribution during the year (INR in Lakhs)

A. ? 5Lakhs

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GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The fieldwork is a major component of TISS curriculum. It fulfills institution's vision of reaching out to communities and stakeholders. The institute lays focus on socially relevant research with emphasis on sustainability, justice, dignity, equality and human rights.

- Creation and provision of socially relevant and high quality professional education in a wide range of interdisciplinary 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.

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6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The activities of each centre, whether part of a school or independent, is in alignment with the wider aims, objectives and strategic priorities of the school and institute. Each faculty member, with the primary affiliation to a centre, participate and contribute actively in giving shape to the agenda of the centre, in terms of setting its objectives, goals and workplan. The institute practices collective and participatory decision-making it brings about greater transparency and faculty and staff are groomed in the process to play positive leadership roles within the centre and the institute as a whole. Through this process the work of the centre would be given importance without compromising the autonomy, growth and development of faculty members affiliated to the centre. In case of conflict of interest, it is resolved through informed dialogue, upholding the best interests of the centre, the school and the institute as a whole. While performance assessment of faculty members is done every year, performance assessment of centres is done mid-term and end of five years. Every centre works on its strategic framework for the future.

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6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences will strive to facilitate the development of competent and committed professionals for practice, research and teaching; undertake multi/inter disciplinary research; develop and disseminate knowledge; and reach out to the larger community through extension, at the local, national, regional and international levels. To elucidate the vision and mission, we elaborate the following: Context, Resources, and Outcomes.

Being a multi/inter-disciplinary social science institute, TISS envisions using its capabilities for fostering and developing innovative and progressive research and teaching programs that promote sustainable and inclusive development, particularly for disadvantaged and vulnerable people and communities. Towards this end, TISS aims to align its teaching, research and field action programmes with sustainable development goals. In next few decades, global living is expected to be going through enormously complex dynamic contexts such as discernible climate change, new demographic structures, emerging dependency patterns, highly evolved systems of future work, scarcity of and contestation for common property resources and new variants of inequalities. This calls for more innovative social science research that involves scholars from multiple social science/science/technology/art disciplines seeking to progress towards developing the converging interdisciplinary theoretical perspectives on sustainable and inclusive development.

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6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Organisational Structure: The Director of TISS, whose position is equivalent to that of the Vice-Chancellor of a conventional university, is the head of the Institute; and works with the Registrar to lead the Institute. The administrative structure comprises four broad divisions: (i) Academic, (ii) Finance Accounts and Audit, (iii) Personnel and Administration, and (iv) Infrastructure Development and Support.

The following are the list of statutory committees that ensure the efficient functioning of the institute.

Academic Structure**Administrative Structure****Statutory Bodies****Governing Board****Academic Council****Finance Committee****Facilitation Committee****Research Council****Building Committee****Steering Committee****Planning & Monitoring Board****Core Administrative Team**

| File Description | Documents |
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6.2.3 - Institution Implements e-governance in its areas of operations**6.2.3.1 - e-governance is implemented covering following areas of operation**

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

A. All of the above

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6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

All the faculty members and staff affiliated with a centre will engage in a collective and participatory process of annual appraisal of the work about their contribution to the centre's work. Each faculty/ staff receives feedback on the work undertaken during the participatory appraisal. The feedback and subsequent discussion is undertaken in a spirit of openness, understanding and mutual learning to enhance the centre's work. The chair will also ensure that younger faculty members and those who are on probation are given timely support and feedback from the group of faculty in the centre regarding their performance and work. Final assessment of the performance is done in co-ordination between centre/ school and director's office. In cases of grievances involving faculty and staff the dean play facilitating role in redressal and/ or work with the appropriate redressal mechanism. Individual faculty members can approach the grievance redressal committee of the institute when the issue cannot be resolved at the level of chairperson and/or dean of respective centre/school. Career mobility of the faculty/ staff are according to the rules of the UGC. All the service rules are codified in a document called basic documents and disseminated to every employee. The document elucidates service rules, especially rules pertaining to probation, retirement, compensation, social security and leave.

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6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

3

| File Description | Documents |
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6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

| 56 | |
|-------------------------------------|---------------------------|
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6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

| 79 | |
|-------------------------------------|---------------------------|
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6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The institution, as a fundraising committee, is led by a senior faculty member network with high-net-worth individuals, alumni, philanthropists and CSR bodies. The objective is to generate corpus funds, student aid and infrastructure development resources. Institute also generates resources through consultancy assignments and executive education programmes. The governance at the institute assures accountability mechanisms in the utilisation of finance while subjecting the finance to robust auditing. The funds are audited, not only by the internal team but also by the Comptroller and Auditor General of India. Based on the auditing report, the institute rectifies any shortfalls in fund use patterns. There is a synergetic tie between the fundraising office and the alumni affairs office. These offices collectively work towards the generation of resources.

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6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

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6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

00

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6.4.4 - Institution conducts internal and external financial audits regularly

Annual report of the institute reports audited financial statements. The annual audit of the Institute will be carried out by a firm of Chartered Accountants appointed by the Governing Board from a panel approved by the Government of India. The audited accounts shall be submitted to the University Grants Commission by 31st October every year. Moreover, the CAG also audits the institute accounts annually.

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6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

IQAC played a crucial role in the envisaging template for programme outcome (PO), programmes specific objectives (PSO) and course outcomes (CO), especially in the context of National Education Policy 2020. Another crucial milestone of IQAC is conducting faculty induction programmes for newly hired faculty members. The IQAC also initiates capacity-building workshops for research scholars. The cell closely works with schools to promote

multi-disciplinary teaching and research at undergraduate, postgraduate and doctoral levels. Also, it conducts workshops on grand proposal writing for faculty and doctoral scholars. Aligning with the vision and mission of the institute, IQAC promotes collaborations with multiple stakeholders, covering government, civil society, industry and universities.

| File Description | Documents |
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6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

| File Description | Documents |
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6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- Induction programmes for newly hired faculties
- Development of life cycle management for PhD scholars
- Sill development workshops in quantitative and qualitative researchfor doctoral scholars
- Aligning research projects and sustainable development goals
- Revision of PhD and MPhil curriculum
- Digital co-ordination of doctoral life-cycle during Covid times
- Participation in NEP transition
- Upgrading of digital resources for research in collaboration with the library and computer centre

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INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

As an institution of higher education, TISS is governed by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, the UGC regulations on Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions 2015. TISS also uses, as an additional guideline, the UGC-commissioned Report of The Task Force to Review the Measures for Ensuring the Safety of Women on Campuses and Programmes for Gender Sensitization 2013, also referred to as the Saksham document.

Since this work involves both prevention and redress, TISS has 2 integrated bodies - the Internal Committee [IC] as mandated by these laws and policies to receive, process and redress complaints of sexual harassment, and the Women and Gender Development Cell [WGDC] to do the work of raising awareness on questions of gender and sexuality, advocating for respectful and anti-discriminatory gender relations, and to mainstream gender in the policies of the Institute. The name of this latter body, which in UGC documents is termed the Women Development Cell, has been expanded to respond to an understanding of gender that is not binary. This responds to the Saksham guidelines that speak of 'specially vulnerable groups' including those marginalized on account of non-normative gender-sexuality expressions. There is also particular attention paid to intersecting vulnerabilities that compound vulnerabilities of gender-sexuality, including caste, class, disability, rurality, and language, among others, that inform the advocacy work at WGDC.

| File Description | Documents |
|--|------------------|
| Upload relevant supporting document | No File Uploaded |
| Annual gender sensitization action plan(s) | Nil |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

| File Description | Documents |
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7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Two biogas plants recycle the kitchen waste produced in the canteens and dining halls on campus. These are operated by the collective of women waste pickers called Parisar Bhagini Vikas Sangha (PBVS) - a federation of women SHGs. The gas produced in these biogas plants is used for cooking food in the canteen and the dining hall in Mumbai Campus. Since the campus is green and full of trees, bushes, hedges etc., there are a lot of fallen leaves and twigs as well as cuttings and pruning, which result in large amounts of garden waste. Such waste is collected and composted in several compost beds. The compost produced here is then re-used to nourish the plants and gardens. At TISS, most sewage waste is recycled through an in-house Sewage Treatment Plant (STP) and is then used to water the plants. Clear facilities are provided for the segregation of dry and wet waste in different locations on the campus. A TISS canteen is run through a federation of women waste pickers called the Parisar Baghini

Vikas Sangh. Such initiatives help the women waste pickers step out of poverty and destitution and lead a life of dignity. A Solid Waste Management Committee consisting of Faculty and Administrative Personnel has been constituted to advise appropriate policy measures and actions considering current and future needs.

| File Description | Documents |
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|--|-------------------------------------|
| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus | A. Any 4 or all of the above |
|--|-------------------------------------|

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7.1.5 - Green campus initiatives include

| | |
|--|-------------------------------------|
| 7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping | A. Any 4 or All of the above |
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7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

| | |
|---|-------------------------------------|
| 7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit | A. Any 4 or all of the above |
|---|-------------------------------------|

| | |
|---|--|
| <p>2. Energy audit 3.Environment audit 4. Clean and green campus recognitions/awards 5.Beyond the campus environmental promotional activities</p> | |
| File Description | Documents |
| Upload relevant supporting document | View File |
| <p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p> | <p>A. Any 4 or all of the above</p> |
| File Description | Documents |
| Upload relevant supporting document | No File Uploaded |
| <p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</p> | |
| <p>The institute has a socialprotection office that identifies students who need financial aid and channels supportto them. So far, there has never been an instance of turning down admission due tostudents' inability to pay the fees. TISS is committed to supporting itsstudentcommunity that is diverse from multiple dimensions, and towards this end theInstitute has been endeavouring to support the learning requirements of these studentsthrough pre-admission and post admission support mechanisms.</p> <p>The Social Protection Office (SPO), chaired by the Dean SPO, has been set up in theInstitute to ensure effective governance of the need-blind admission process,implementation of affirmative actions and operationalisation of supportive mechanisms for</p> | |

various disadvantaged student communities. Every year the SPOorganises a Pre-Admission Orientation Programme (PAO) for candidates who haveapplied for the TISS National Entrance Test (NET) in all the TISS campuses.

TISS is committed to providing access to socially relevant quality higher education to all students, irrespective of their ability to pay for it. Given that only academic meritcounts to secure entry to programs of study at the Institute, students from familieswith diverse economic backgrounds have gained admission. The Institute is workingto find ways to support its students to complete education in peace and as much as possible without accumulating debt.

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7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The institute remains committed to constitutional values and assures its practice and dissemination through educational programmes, governance processes and stakeholder engagement. The institute offers a unique postgraduate programme in Law specialising in Access to Justice. The constitution of India is the foundation course curriculum of the institute. Recently the institute has collaborated with the Election Commission of India to launch a Master's degree in Electoral Management.

The institute celebrates constitution day every year. It features a constitutional expert lecture covering students, faculty and staff.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

All of the above

| File Description | Documents |
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7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Celebrating events and festivals is an integral part of the TISS culture. We believe it adds value to the learning and embraces the students' cultural values. The admin divisions and student union make efforts to celebrate almost all the national and international days, events and festivals throughout the year, in big or small ways possible. For instance, in this academic year, TISS celebrated World Environment Day, International Yoga Day, Independence Day, Republic Day, and Birth Anniversaries of Dr Sarvapalli Radhakhishnan, Mahatma Gandhi etc..

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7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Equal Opportunity in Admission The Institute strictly follows the Government of India reservation rules in the admission process; and has several strategies to ensure the inclusion of women, SC, ST, disabled persons, economically weaker sections, and other reserved category students. Detailed procedures for the preparation of merit list and wait list have been worked out for ensuring that the reservation is implemented in letter and spirit, including the following: Concessional fees of application form for Entrance Test; Travelling Allowances to attend Pre-Admission Orientation Programme, TISS NET Exam, Pre-Interview Test and Personal Interview, and joining the programme; and Lodging and Boarding Provision and financial support during admission. Detailed guidelines are provided to all the interview panels to ensure sensitive and appropriate approaches to be followed in the case of students from various disadvantaged groups. Given that the Institute seeks students who show commitment, critical thinking and excellence; not just in academics but also in other arenas such as sports, arts and social service; the selection of students is geared towards the inclusion of outstanding achievers in extra-curricular

activities.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Concerning each Sustainable Development Goal (SDG) (No Poverty, ZeroHunger, Good Health and Well-being, Quality Education, Gender Equality, CleanWater and Sanitation, Affordable and Clean Energy, Decent Work and EconomicGrowth, Industry, Innovation and Infrastructure, Reduced Inequality, SustainableCities and Communities, Responsible Production and Consumption, Climate Action,Life below water, Life in Land, Peace, Justice, Strong Institutions, and Partnership forthe Goals), particularly in the context of developing countries like India, TISS'teaching, research and field action programmes are designed to equip students withthe right skill sets to meet SDGs for the country. (This is elucidated in the vision andstrategy). The following chart illustrates the existing Master's programmes of TISSthat align with SDGs.

TISS envisions the need for more innovative, inter-disciplinary learning streams to understand the emerging complex and dynamic global milieus like climate andcommons, livelihoods and social innovations, ageing and existential angst, inclusionand global cities, public health governance in the global south, skill development foraspirational youth, human ecology and social capital.

7.3.2 - Plan of action for the next academic year

TISS seeks to achieve eminence stature through - a) Scaling up its existing andproposed regular and flexible learning programmes in applied social sciences byintroducing several new courses: achieving greater global visibility of its a multi-disciplinary orientation and knowledge output through publications in high-impactjournals, books, monographs and other global publications and evidence forpolicy and programmes; b) Scaling up of field action and social innovation initiatives;and c) Transforming experiential learning to high-impact publications.

As a multi-locational public-funded deemed university, TISS looks forward toaccentuating the internationalisation of learning processes and environment while retainingits national character. This strategy entails TISS to attract foreign students who seek multi and interdisciplinary learning in social sciences. The Institute is working onmore synchronisation between the

institute's admission cycle and worldwide admission processes.

TISS's vision is to evolve as a knowledge ecology that embeds multi-disciplinary research with complex milieus of social, economic, political, cultural, ecological, sustainable, and psychological spheres of life. The Institute envisions research not as just a monologue engagement that culminates only in publications but as an engagement with people, state, industry, civil society, judiciary and the global society that results in some change at the policy and program levels.