Annual Quality Assurance Report (AQAR)

Tata Institute of Social Sciences (TISS)

2015-16

RE-IMAGINING FUTURES

भविष्य की पुनर्कल्पना

T I S S
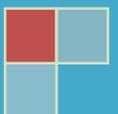
Annual Quality Assurance Report (AQAR)

Internal Quality Assurance Cell (IQAC)

Tata Institute of Social Sciences

Internal Quality Assurance Cell (IQAC)
2015-16

Part-A

1. Details of the Institution

1.1 Name of the Institution   : Tata Institute of Social Sciences (TISS)

1.2

Address	: Tata Institute of Social Sciences (TISS) V.N. Purav Marg. Deonar, Mumbai 400088
City/Town	: Mumbai
State	: Maharashtra
Pin	: 400088
Institution e-mail address	: registrar@tiss.edu
Contact Nos.	: 022-25525203
Name of the Head of the Institution	: Prof. S Parasuraman, Director
Tel No. With STD Code	: 022-25525000, Fax: 022-25525050
Mobile	: 9223214951
Name of the IQAC Co-ordinator	: Prof. Surinder Jaswal
Mobile	: 022-25525400/9819172668
IQAC e-mail address	: tiss.iqac@tiss.edu

1.3 NAAC Track ID   : MHUNGN10047

OR

1.4 NAAC Executive Committee No. & Date:

1.5 Website address   : www.tiss.edu

Web-link of the AQAR   : www.tiss.edu/about-tiss/reports

1.6 Accreditation Details

Sl. No.	Cycle	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	5 star	2002	2007
2	2nd Cycle	3.88/4	2009	2014
3	3rd Cycle	3.89/4	2016	2023

1.7 Date of Establishment of IQAC : 01/04/2004

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

1.9 Institutional Status

University	State	
	Central	
	Deemed	√
	Private	
Affiliated College	Yes	
	No	√
Constituent College	Yes	
	No	√
Autonomous college of UGC	Yes	
	No	√
Regulatory Agency approved Institution	Yes	√
	No	
Type of Institution	Co-education	√
	Men	
	Women	
	Urban	√
	Rural	√
	Tribal	
Financial Status	Grant-in-aid	√
	UGC 2(f)	
	UGC 12B	
	Grant-in-aid + Self Financing	
	Totally Self-financing	

1.10 Type of Faculty/Programme

Arts	
Science	
Commerce	
Law	
PEI (Phys Education)	
TEI (Education)	
Engineering	
Health Science	
Management	
Others (Specify)	Social Sciences

1.11 Name of the Affiliating University (for the Colleges)

Not Applicable

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University	
University with Potential for Excellence	
UGC-CPE	
DST Star Scheme	
UGC-CE	
UGC-Special Assistance Programme	√
DST-FIST	
UGC-Innovative PG programmes	
UGC-COP Programmes	
Any other (Specify)	

2. IQAC Composition and Activities

2.1 No. of Teachers   : 19

2.2 No. of Administrative/Technical staff   : 3

2.3 No. of students   : 2

2.4 No. of Management representatives   : 5

2.5 No. of Alumni   : 1

2.6 No. of any other stakeholder and community representatives:
2.7 No. of Employers/ Industrialists   : 1
2.8 No. of other External Experts   : 1
2.9 Total No. of members   : 32
2.10 No. of IQAC meetings held   : 11
2.11 No. of meetings with various stakeholders:

Stakeholders	No
Faculty	5
Non-Teaching Staff	0
Students	5
Alumni	1
Others (Management Committee)	2

2.12 Has IQAC received any funding from UGC during the year?   : No
2.13 Seminars and Conferences (only quality related)
 (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC
Total Nos.   : 9
International   : ---
National   : ---
State   : ---
Institution Level   : 9
(ii) Themes

Sl. No	Faculty In Charge	Title of the workshop	Date/s of the workshop
1.	Prof. Surinder Jaswal	Indian Languages Workshop	July 31, 2015
2.	Prof. Surinder Jaswal	Writing Workshop	October 16 & 17, 2015
3.	Prof. Surinder Jaswal	Writing Good Research Proposal and Academic Writing	September 11, 2015
4.	Prof. Surinder Jaswal	Academic Writing Skills Workshop	30th of November 2015
5.	Prof. Surinder Jaswal	Quantitative Analysis and Reporting	January 04, 2016
6.	Prof. Surinder Jaswal	Qualitative Analysis	February 01, 2016
7.	Prof. Surinder Jaswal	Quantitative Data Analysis	February 08 & 09, 2016
8.	Prof. Surinder Jaswal	Qualitative Data Analysis	March 02 & 03, 2016
9.	Prof. Surinder Jaswal	Proposal Writing	March 22, 2016

2.14 Significant Activities and contributions made by IQAC

1. Web space for Doctoral Scholars: the webspace (hosted on the TISS server) created for M.Phil-P.hD scholars enables the scholars to upload their research interests, working paper, recent writings and get to know of other scholars with common research interests. The beta version of this site is being used as a forum for student communication, information dissemination and for showcasing of events (Proposal, synopsis presentations), research work and outputs of RC funded research work.

2. Strengthening of Knowledge Dissemination: The online version of the institute's journal, the Indian Journal of Social Work is being worked on to launch in January 2017. It will host research articles published in print forms since 1940. Additionally, working papers are continuously reviewed and uploaded at the website. Faculty and students regularly publish their research findings as working papers.

3. RS Tracking System and Online Platform for M.Phil-P.hD Scholars: Initiated in 2013, this online tracking system continues to enhance interaction between scholars and guides. This system allows scholars to interact with guides via a message communication system. Students can upload their progress related documents online and these are approved by the guides through the system. The process of student tracking and interaction with guides along with maintenance of a repository of student data has been streamlined through this venture.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality
Enhancement and the outcome achieved by the end of the year*
Plan of Action

Achievements
The Institute has a well-planned academic calendar prepared in the beginning of each academic year, by an Academic Committee constituted by the Director for this special purpose, that is strictly followed. Maintaining the academic calendar remains a top priority of the Institute; ensuring that classes and examinations happen on time. Different sections/departments of the administration work together for the proper implementation of the academic calendar. Schools / Centres finalise course content, teachers, objective and learning outcomes, content schedule and outline, teaching methods, educational resources, and assessments. It is compulsory for course teachers to upload the course outline and reading material on the online platform before commencement of courses. Given that this is a priority area and the Institute has robust systems, there have been no significant challenges in the past few years.

2.17 Whether the AQAR was placed in statutory

No	
Yes	√

Provide the details of the action taken
Part-B
Criterion – I
1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
M. Phil./Ph. D	18	2	--	--
P G	47	5	--	--
UG	3	1	--	--
PG Diploma	7	3	--	--
Advanced Diploma	--	--	--	--
Diploma	3	--	--	--
Certificate	--	3	--	--
Others (Online)	1	--	--	--
Total	--	--	--	--
Interdisciplinary	All	--	--	All
Innovative	All	--	--	All

(i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options
The Choice Based Credit System (CBCS) allows students to choose inter-disciplinary, intra-disciplinary, and skill- based courses (even from other disciplines) according to their learning needs, interests and aptitude. The CBCS not only offers opportunities and avenues to learn core subjects, but also explore additional avenues of learning for the holistic development of an individual. There are 50 courses being offered under the CBCS for the 2015–2017 batch. A Master's student from this batch can choose 4 courses (of 2 credits each) from this. The CBCS courses will be offered in the second, third and fourth semesters every week in a 4-hour slot twice a week.

(ii) Pattern of programmes:

All Masters Programmes follow the credit based semester system that has been in practice for the last 50 years. All teaching programmes consist of compulsory and optional courses offered in each semester by Schools and Centres. Students have an option of auditing optional courses or any course from other similar programmes across Schools. The Institute follows a semester system for all Master's and M.Phil. programmes, except those offered at School of Health Systems Studies in Mumbai Campus-the 4 Master's Programmes offered at the School follow a modular system in the first year. Independent research is a compulsory part of course curricula at the post graduate level; with various Academic Programmes allocating between 16 to 24 credits for successful completion of Research.

1.3 Feedback from stakeholders

Students give detailed and systematically written (end of semester) and verbal feedback (end of Course and end of programme) on Courses including the following: Nature of Course Design and Delivery, References and Resource Materials Made Available through Moodle, Quality of Teaching and Issues with Course and the Teacher, Assessment Methods and Facilitation Process, and Suggestions and Comments. The evaluation process is done online. This data is compiled and sent to the course teacher. At the School / Centre level, faculty members jointly review the student feedback as well as their own experience in being able to fulfil course objectives. Faculty routinely and on a continuous basis review course progress amongst themselves as well as students to build on insights and learning.

Feedback from the fieldwork agencies/placement agencies is reviewed annually, by each School/Centre in a meeting of faculty members, at the end of every academic year. Insights from field action and research of the various Schools / Centres are also fed into the process of curriculum development. Each School keeps in touch with alumni, prospective employers (of students) and with their field of practice. Valuable insights from this ongoing interaction are translated into maintaining professional relevance of the curriculum. Workshops have been conducted with alumni to obtain their views, which have contributed to the review process.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

The Institute has been carrying out syllabus revision at regular intervals. Course teachers have the flexibility to make minor modifications through annual revision to retain relevance. Substantive revisions in the curricula are referred to the Academic Council (AC) for ratification. Almost all courses have undergone substantive revisions since their inception to respond to emergent developments in Social Sciences and the globalised, networked context. TISS Governing Board has mandated that courses must be revisited and revised to bring cutting-edge knowledge base every three

years. Some of the curriculum/syllabi revisions done in 2015-16 are: M. A. Globalisation and Labour, M.A. Social Entrepreneurship, M.A. in Development Studies, M.A. in Women's Studies (Hyderabad Campus), M.A. Public Policy and Governance (Hyderabad Campus), M.A. Natural Resources and Governance (Hyderabad Campus), CBCS Courses, Thematic Optional Courses for BA SS in Tuljapur, Guwahati and Hyderabad Campus, M.A Human Resource Management (Hyderabad Campus), B. Vocational in Early Child Development, and B. Vocational in Child Protection, MPhil-PhD in Disaster Studies, MPhil-PhD in Management and Labour Studies, Direct PhD in Development Studies, and Women's Studies.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

Centre for Sociology and Social Anthropology was introduced in 2015 at Guwahati Campus. The programme is designed to integrate the discipline of Sociology and Social Anthropology with a view to have a comparative and systematic understanding of the society and its institutions. It has a total of 68 credits spread over four semesters. In the III and IV semester, students can opt for optional courses offered within the MA (SSA) programme or Inter-programme offered courses (i.e. LSSP, EESD, MSW and PACS) equivalent to 4 credits each (8 credits in total).

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty (Existing and newly appointed)

Asst. Professor	84
Associate Professor	57
Professor	28
Total	169

2.2 No. of permanent faculty with Ph.D : 135

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professor	R	5
	V	0
Associate Professor	R	3
	V	2
Professor	R	2
	V	0
Total	R	10
	V	2

2.4 No. of Guest and Visiting faculty and Temporary faculty

Guest Faculty	---
Visiting Faculty	---
Temporary Faculty	130

2.5 Faculty participation in conferences and symposia:

Nature of contribution	International	National	Regional/State	Institute	Total
Discussant	5	4	---	2	11
Keynote Address	10	8	6	5	29
Panelist	10	12	3	7	32
Paper Presentation	136	101	18	5	260
Resource Person	14	32	11	29	86
Session Chair	12	11	---	---	23
Trainer	---	---	2	2	4
Participant	13	7	4	2	26
Total	200	175	44	52	471

2.6 Innovative processes adopted by the institution in Teaching and Learning: Orientation and induction

The SPO organised a Pre-Admission Orientation Programme (PAO) for candidates who had applied for the 2016–2017 TISS Common Entrance Test (CET). These programmes were conducted for 403 candidates across all the TISS campuses with free lodging and boarding facilities provided to outstation candidates. The Students' Union and student volunteers were fully involved in the organisation and implementation of PAO, which received positive feedback from the candidates. A training video entitled With You helped the candidates to understand the processes of the CET, Pre-Interview Test and Personal Interview. Along with the Office of Student Affairs, the SPO also organised the Post-Admission Orientation (2015–2016) for all students. Various need-based programmes such as personality development, language skills and other tutorials were organised.

Student Centric Learning

The M K Tata Memorial Learning Centre for the Visually Challenged located on the ground floor has specialist software and hardware enabling visually challenged students to access learning resources. The Academic Programmes use a number of participatory methods of ensuring student centred learning: such as class discussions, student presentations, projects, various problem-solving exercises, case studies and critical appreciation of literature. These methods seek to elucidate student insights that can synergise theory and practice. Through this, students are able to critically reflect on scholarly views, empirical insights, patterns, contemporary aspects and complex dimensions.

External Experts/ People of Eminence

Eminent academicians, practitioners, entrepreneurs, industry actors, bureaucrats, leaders in industry and civil society, chief functionaries of multilateral organisations, representatives of the state executives, legislation and judiciary, activists and grass root communities are invited to TISS through conferences, seminars and workshops to engage in dialogue with students and faculty. During 2015–2016, 248 programmes were organised in the areas of human resources management, leadership development, climate concerns, mental health human development, social accountability, micro-planning, statistical methods, capacity-building, and development, *dalit* and tribal issues, disaster management, education, health, human rights, life skills, management and organisation development, research methods, and training of trainers, among others.

E-Learning Resources

The E-learning platforms and resources for teaching that are being used or being developed include Moodle, OpenEdx and Swayam Bharat Programme (massive open online course platform in partnership with Indian Institute of Technology (Bombay). Collectively, the Institute has moved to an open source computing and virtual platform, integrating academic interfaces, operational frames,

and other computational requirements. The Computer Centre who has engineered these changes also provide supportive services to students and faculty; and is headed by a senior faculty. All faculty have also access to computers and appropriate digital technology, capacity building support in using hardware and software, as well as troubleshooting.

The Institute's Digital Library that co-exists with the library in TISS Mumbai has state of art facility. The foundation course of 90 hours along with its classroom based teaching is also disseminated virtually, in formats such as video, text on. Some Schools/Centres have their own website/web pages/cloud systems to facilitate the dissemination of content and exchange of ideas. In addition to digital technology, individual faculty also use new technologies in pedagogy and learning based on their course content in the classrooms; such as study tours, projects based learning, etc.

In 2015-16, the Centre for Lifelong Learning (CLL) conducted a collaborative programme with Chaitanya (Rajgurunagar): E-learning Course for Management of SHG Federation and Certificate in Micro-Finance Development and Management.

Innovative Teaching

The TISS knowledge community -students and faculty - have been proactive on exploring heterodox and progressive research and action paradigms. Schools and Centres have regular meetings to review the academic content and to enrich the teaching - learning processes; and this is also reviewed at the University level through several bodies such as the Academic Council, Research Council, Facilitation Committee, etc. In addition, academic development is also organised through diverse opportunities arising from regional, national and international collaborations and partnerships with the government, other universities and learning centres, industry, as well as civil society bodies. One key impact of such courses is the generation of new knowledge and practice particularly relevant to current, higher educational needs in Social Sciences.

This year's Winter Institute for the Master's programme in Water Policy and Governance at the School of Habitat Studies, provided an opportunity to collaborate with Revitalising Rainfed Area Network (RRAN) and PRADAN to understand the character of the rain-fed areas including its environmental and socio-economic dimensions, with a specific focus on aspects such as resource availability, utilisation, and sustainability issues in rain-fed areas and their impact on livelihoods. The Winter Institute study was carried out in Bankura, West Bengal. The Regulatory Governance students, as part of the Regulatory Clinic, made submissions to the NITI Aayog on the Regulatory Reform Bill and to TRAI on the consultation paper on call drops issue.

2.7   Total No. of actual teaching days during this academic year   : 298

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

The Institute follows an internal assessment system, where course teachers use flexible and multiple methods of evaluation on a continuous basis. The assessment process involves semester examinations and/or a variety of individual/group assignments. These include term paper, classroom presentation, book review, practical assignments and oral examination. Students are encouraged to make presentations on the different topics covered, based on field visits and their own experiences. Student performance is evaluated in a concurrent manner, particularly in the case of field practicum and research component. Field work progress is monitored on a weekly basis with a report and a meeting with the concerned supervisor. Progress of the research is subject to both spontaneous (based on emergent needs) and systematic evaluation.

Given its complexity, the assessment system is subject to the review of the School Board and Academic Council that have external peers from esteemed University/Institutions to ensure standards of excellence. After a comprehensive review of the 7 Point Grading Examination System, a 10 Point Grading System was introduced from the 2011-12 Academic Year. The Exam Review Committee constituted then undertook the review of all the academic programmes and included amongst others a grading structure for Field Work, and norms on number and nature of various evaluation methods (such as exams, assignments) for credits given.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

The faculty in the Academic Council and Research Council are involved in curriculum restructuring/revision/syllabus development. The institute strictly follows the guidelines of the regulatory bodies: the UGC guidelines, the TISS Research Council and Academic Council. All substantive revisions and course development have to follow these steps: review current academic developments related to the course; consult with external experts; and review and approve in the School/Centre Board of Studies, Academic Council and Governing Board progressively. In all these processes there is an active participation by faculty; as faculty of the centre/school, member of the Research Council and Academic Council. In the year 2015-16, 55 faculty were involved in curriculum restructuring/revision/syllabus development as member of Academic Council and Research Council.

2.10 Average percentage of attendance of students : 90%

2.11 Course/Programme wise distribution of pass percentage

Analysis of the Results of IV Semester (2015-17 Batch)

Sr. No.	Course Name	Number of students appeared for exam			Number of students passed/awarded degree			Number of students passed with 60 % marks		
		M	F	T	M	F	T	M	F	T
1	M.A. in Applied Psychology – Specialization in Clinical Psychology	1	20	21	1	19	20	1	19	20
2	M.A. in Applied Psychology - Specialization in Counselling Psychology	2	26	28	2	25	27	2	25	27
3	M.A. in Globalisation and Labour	5	6	11	5	6	11	5	6	11
4	M.A. in Human Resources Management and Labour Relations	40	26	66	40	26	66	40	26	66
5	M.A. in Social Entrepreneurship	13	8	21	13	8	21	10	6	16
6	M.A./M.Sc. in Climate Change and Sustainability Studies	10	3	13	10	3	13	6	3	9
7	M.A. / M.Sc. in Urban Policy and Practice	10	4	14	10	4	14	7	3	10
8	M.A. / M.Sc. in Water Policy and Governance	5	6	11	5	6	11	3	4	7
9	Master of Health Administration	18	21	39	18	21	39	13	18	31
10	Master of Hospital Administration	21	22	43	19	22	41	19	22	41
11	Master of Public Health in Health Policy, Economics and Finance	8	9	17	8	9	17	6	8	14
12	Master of Public Health in Social Epidemiology	17	6	23	17	6	23	10	4	14
13	M.A. / M.Sc. in Disaster Management	21	12	33	20	12	32	20	12	32
14	M.A. in Development Studies	18	19	37	18	19	37	18	19	37
15	M.A. Women's Studies	0	21	21	0	21	21	0	21	21
16	M.A. in Media and Cultural Studies	9	15	24	9	15	24	9	15	24
17	Master of laws in access to justice	17	13	30	17	13	30	17	12	29
18	Master of Library and Information Science	7	5	12	7	5	12	7	5	12
19	M.A. in Rural Governance	14	7	21	14	7	21	14	7	21
	M.A. Social Work in									
20	M.A. Social Work in Children and Family	9	15	24	9	15	24	9	15	24
21	M.A. Social Work in Community Organization and Development Practice	9	14	23	8	14	22	7	14	21
22	M.A. Social Work in Criminology and Justice	20	7	27	20	7	27	19	7	26
23	M.A. Social Work in Disability Studies and Action	14	8	22	14	8	22	12	8	20
24	M.A. Social Work in livelihoods and Entrepreneurship	15	13	28	15	13	28	14	13	27
25	M.A. Social Work in Mental Health	5	12	17	5	12	17	5	12	17

No.	Programme									
26	M.A. Social Work in Public Health	9	13	22	9	13	22	8	13	21
27	M.A. Social Work in Women Centred Practice	0	15	15	0	15	15	0	15	15
TULJAPUR CAMPUS										
1	M.A. Social Work in Rural Development	20	10	30	20	10	30	20	10	30
2	B. A. in Social Sciences (2013-2016 batch)	28	25	53	26	25	51	23	25	48
3.	M.A. in Social Innovations and Entrepreneurship	15	10	25	15	10	25	15	10	25
4.	M.A. in Sustainable livelyhoods and natural resource governance	8	10	18	8	10	18	7	10	17
5.	M.A. in Development policy, planning and practice	13	9	22	13	9	22	13	7	20
HYDERABAD CAMPUS										
1	M.A. in Rural Development and Governance	16	7	23	16	7	23	16	7	23
2	M.A. in Education	4	12	16	4	12	16	2	12	14
3	M.A. In Development Studies	5	13	18	5	13	18	5	13	18
4	M.A. In women's studies	0	16	16	0	16	16	0	16	16
5	M.A. in Public Policy and Governance	19	8	27	19	8	27	17	8	25
6	B.A. in Social Sciences (2013-2016 batch)	16	41	57	16	41	57	12	39	51
GUWAHATI CAMPUS										
1	M.A. in Ecology, Environment and Sustainable Development	5	9	14	5	9	14	5	5	10
2	M.A. in Labour Studies and Social Security									
3	M.A. Social Work in Community Organization and Development Practice	10	9	19	10	9	19	6	8	14
4	M.A. Social Work in Counselling	3	12	15	2	9	11	2	7	9
5	M.A. Social Work in livelihoods and social entrepreneurship	9	9	18	8	8	16	6	8	14
6	M.A. Social Work in Public Health	7	4	11	6	4	10	4	3	7
7	B. A. in Social Sciences (2012-2015 batch)	21	36	57	19	33	52	6	21	27
8	M. A. In Peace and Conflict Studies	4	7	11	4	7	11	4	6	10
9	M. A. In LSSP	7	6	13	7	6	13	4	4	8
10	M.A. In Mental Health (MHAT)	5	2	7	5	2	7	4	1	5
11	M.A. Social Work in Mental Health (BANYAN)	5	2	7	5	2	7	4	1	5

| 12 | M.A. Social Work in Mental Health (Ranchi) | 6 | 6 | 12 | 6 | 6 | 12 | 2 | 3 | 5 |

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:
2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	5
UGC – Faculty Improvement Programme	---
HRD programmes	---
Orientation programmes	5
Faculty / Staff Development Programmes	---
Faculty exchange programme	Faculty Exchange Programmes- The International Relations Office (IRO) facilitates various Faculty Exchange Programmes for faculty members of Foreign Universities and TISS under several bilateral/ multilateral exchange agreements that include individually secured grants like DAAD Assistance, Linnaes Palme Award, Erasmus Mundus Exchange, UKEIRI, Fulbright Scholarship, British Council, European Commission Awards, Obama Singh Initiatives, Commonwealth Commission awards, etc. In the academic year 2015–2016, The IRO received 98 incoming international faculty members/guests. Of these, 25 were hosted through faculty exchange and regular coordination visits and 73 were invited to TISS as participants in workshops/ symposiums/conferences, etc. Similarly, it also facilitated the mobility of 15 TISS faculty members through the Outgoing Faculty Exchange programmes/ regular coordination visits.
Staff training conducted by the university	17
Staff training conducted by other institutions	12
Summer / Winter schools, Workshops, etc.	1. A Summer Workshop on Changing Role of Public and Private in School Education was organised by The Centre for Education, Innovation and Action Research (CEI&AR). 2. A Winter School on Research Methodology Workshop was organised by the TISS Guwahati.
Others	

2.14 Details of Administrative and Technical staff (Existing and newly appointed)

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	102	40		
Technical Staff	104			

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Various workshops, seminars and public lectures were organised based broadly in three thematic areas: Philosophy of Social Science Research, Methodology and Analysis, and Usage of Technology in Research and Analysis. Nine workshops were organised by the Office of Deputy Director (Research and Development).

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	99	392	102	-
Outlay in Rs. Lakhs	2,89,31,513	61,01,36,120	1,25,90,32,857	-

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	167	172	50	-
Outlay in Rs. Lakhs	52,47,455	1,35,28,330	98,67,639	-

3.4 Details on research publications

	International and National	Others
Peer Review Journals	167	10
Non-Peer Review Journals	6	-
e-Journals	-	-
Conference proceedings	-	-

3.5 Details on Impact factor of publications:

Every year TISS faculty produce 250-300 publications as peer reviewed journal articles in some of the most renowned journals; chapters in books; authored/edited volumes published by reputed publishers, and other writings that include book reviews, articles in newspapers, magazines and

reports. In 2015-2016, TISS faculty produced 356 publications as peer reviewed journal articles in some of the most renowned journals; chapters in books; authored/edited volumes published by reputed publishers; and other writings that include book reviews, articles in newspapers, magazines and reports.

According to the recent publication by a Stanford University scholar, TISS finds its place in institutional ranking that have been drawn on the basis of ISI impact factor journal list. While TISS is ranked 10 in sociology, demography and family studies, it is ranked 24 in Economics, 25 in Psychology and 35 in Business management. Moreover, every year, scholars from TISS produce articles in journals that have been notified in SCOPUS, for example EPW. The Indian Journal of Social Work (IJSW), published by TISS, is an acclaimed international journal that features in SCOPUS, SCIMAGO journal. This journal is rated first in India in the field of Social Work with an H index of 4.

Type	2015-16
Books /Edited Volumes	23
No of Book Chapters	79
Total Journal Articles (Including SCOPUS)	180
No of Articles Indexed in SCOPUS	136
Peer- reviewed monographs	20
Conference Presentations/ Proceedings	26
Other Publications	74

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received During 2015-16
Major projects	-	Various Funding Agencies	57,37,59,086	26,37,87,614
Minor Projects	-	Various Funding Agencies	10,81,150	42,88,785

Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	Various Funding Agencies	95,64,192	2,75,95,094
Projects sponsored by the University/ College	-	Research and Development	15,10,800	10,83,518
Students research projects (other than compulsory by the University)	-	-	-	-
Any other (Specify)	-	-	-	-
Total	-	-	3,97,42,79,702	50,64,15,661

3.7 No. of books published

With ISBN No	23
Chapters in Edited Books	79
Without ISBN No.	---

3.8 No. of University Departments receiving funds from

UGC-SAP	4
CAS	---
DST-FIST	---
DPE	---
DBT Scheme/funds	---

3.10 Revenue generated through consultancy   : Rs.2,75,95,094

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College	Total
Number						248
Sponsoring agencies						Institute and various agencies

3.12 No. of faculty served as experts, chairpersons or resource persons

One hundred and ten members of the Institute's faculty served on 446 executive committees of professional bodies, governmental organisations and NGOs in 2015–2016. These include decision-making bodies of government ministries and departments, NGOs, industries and institutions, as well as UGC committees to review/develop/audit curriculum and administration of educational institutions spread across the country.

3.13 No. of collaborations

International	23
National	7
Any other	-

Critical Edge Alliance (CEA): Along with six other universities — Al Akhawayn University, Morocco; The Evergreen State College, USA; The New School USA; Pontifical Catholic University, Rio de Janeiro, Brazil; Roskilde University, Denmark; and Universidad de Los Andes,Columbia — the Institute has spearheaded the establishment of an alliance of critical, alternative and innovative universities across the world named Critical Edge Alliance.

Erasmus+ with Roskilde University: Academic collaboration with Roskilde University, Denmark, was initiated by colleagues from the School of Social Work (SSW), TISS Mumbai, on "People Centred Development and Social Innovation".

International Research Staff Exchange Scheme (IRSES) from the European Commission: A collaborative research project with a professor from the SSW as lead researcher from India under the "International Research Staff Exchange Scheme (IRSES) from the European Commission of the FP7 Marie Curie Actions" is underway.

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency	3,97,28,74,952
From Management of University/College	14,04,750
Total	3,97,42,79,702

3.16 No. of patents received this year

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

3.17 No. of research awards/ recognitions received by faculty and research fellows of the Institute in the year

Total	International	National	State	University	Dist	College
4		4				

Other Awards/Recognitions

- Student films received 9 awards and there were a total of 30 screenings of student, fellow and faculty films at national and international film festivals and other public fora. The School's documentary, Do Din Ka Mela (A Two Day Fair), was telecast by Doordarshan in February 2016.
- Three faculty from school of social work received DAAD Visiting Professorship at Centre for Modern Indian Studies, University of Gottingen, Germany; EMMIR visitingProfessorship for European Master in Migration and Inter-cultural Relations at the University of Oldenburg, Germany; and Emerging Young Scientist Award in Social Sciences by the National Academy of Sciences India – Scopus & Elsevier, 2015

3.18 No. of faculty from the Institution who are Ph. D. Guides and students registered under them

No. of faculty from the Institution who are M. Phil. Ph. D. Guides	139
Students registered under them	MPhil: 117 PhD: 142

3.19 No. of Ph.D. awarded by faculty from the Institution: 33

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF	4
SRF	78
Project Fellows	15
Any other (ICMR/BARTI)	6

3. 21 No. of students Participated in NSS events:
3.22 No. of students participated in NCC events:
3.23 No. of Awards won in NSS:
3.24 No. of Awards won in NCC:
3.25 No. of Extension activities organized

University forum	
College forum	
NCC	
NSS	
Any other	

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

There are currently 43 FAPs active in the Institute. The range of issues being addressed through these projects include violence against women, rights and rehabilitation of persons being processed by the criminal justice system and children in conflict with law, homelessness and beggary, child and adolescent mental health, tribal and dalit youth empowerment, access to health in rural and tribal areas, and corporate social responsibility, sustainable livelihood, food security, adult education, and health.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities (Campus Area)	Existing	Newly created	Source of Fund	Total
Campus Area				
Main Campus	4.16 Hectres	-	Plan and Trust Grant	(In lakhs) 8751.37
Naoroji Campus	4.55 Hectres		Plan and Trust Grant	8751.37
Tujapur	40 Hectre		Trust and XII Plan Grant	8751.37
Guwahati	10 Hectre		XII Plan Grant Under NER Head (Special grant approved by MHRD)	243.39
Hyderabad	40 Hectre		Azim Premji Foundation	271.04
Class rooms				
Main Campus	12		Plan and Trust Grant	
Naoroji Campus	12+4 (Lecture Theatre)		Plan and Trust Grant	-
Tujapur	11		Trust Grant	-
Guwahati Campus	16			
Conference Hall				
Main Campus	2		Plan and Trust Grant	-
Naoroji Campus	1		Plan and Trust Grant	-
Tujapur	2		Trust Grant	
Laboratories	1			
Seminar Halls(Naoroji)	1		Trust Grant	-

No. of important equipments purchased (≥ 1-0 lakh) during the current year.				
Mumbai Campus		AC in old conf.	Maintenance Grant	3.42
		Furniture	Maintenance Grant / Student Development Fund / Interest on Investment out of matching grant	9.09
Naoroji Campus		Equipments		-
		Furniture	Maintenance Grant / Student Development Fund / Interest on Investment out of matching grant	20.97
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	55.58
Others Meeting Room / Board Room	4 Nos	-	-	-

4.2 Computerization of administration and library

Access to e-resources is made available to users through IP-based & Remote Login-based facility. To provide wide publicity and access to the information produced by TISS Tuljapur, the Library has created an Institutional Repository using space open source software. The TISS Tuljapur Library is fully computerised with integrated library management software, Koha, and users can access the resources of the library through Online Public Access Catalog (OPAC) 24x7 from their desktops. The Library blog has been created to keep the users abreast of their subject area.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books						
Reference Books	1,24,351	----	602	759144.00	124953	NA
e-Books	230	12,36,574	0	0.00	0	0
Journals	81	1,24,621	0	0.00	81	96599.0
e-Journals	10,260	12,63,552.37	15	11.58433.03	10275	2421985.40
Digital Database	7	16,20,090.50	1	1000.00	8	1374862.00
CD & Video	149	Complimentary	0	NA	149	
Others (specify)						

** The total number of eJournals mentioned included 56 individual eJournals, 2248 e-JOurnals which are part of Online Databases subscribed, 7970 eJournals which are available through the UGC - eShodhasindhu Consortia. The cost mentioned for ejournals is only the cost of 56 individual eJournals.

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	1271	5	1 Gpbs National Knowledge Mission - ICT 8 Mpbs Tata Teleservices	3 out of 5 Computer Labs are also used as browsing centre	1 – Mumbai Campus	2 Nos. 1-Library Main Premises (Support & Services) 2. Library Extension	Computer Centre	-
Added		Same as above	MPLS – 2 mpbs for connecting the campuses at Tuljapur, Guwahati	Same as above	Same as above	Same as above	Same as above	

25

Total			MPLS – 2 mpbs for connecting the campuses at Tuljapur, Guwahati				

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

The Computer Centre gave special attention towards automation, improving existing software systems and helping projects set up IT infrastructure during 2015–2016. The TISS website has been redesigned and is in the second stage of development.

The student management system is a software application to maintain student records, including grade cards. In the near future, this software will be extended to the maintenance of fee payment records. Software systems for consolidating student- related data have now been enhanced. The online platform for M.Phil.–Ph.D. scholars is used to maintain all student-related records including the academic progress of doctoral students, and scholars can now login and upload progress reports and also interact with their guides online.

WiFi for hostels and the Library have been upgraded to accommodate more connections. New desktops with the latest configurations have been installedin the Cyber Library. The implementation of VLAN (Virtual LAN) will enable the Computer Centre to ensure better control of network traffic leading to smoother bandwidth management and utilisation of network infrastructure. The recruitment portal now enables online recruitment processes. Similarly, added security features and an improved user interface has increased the efficiency of the admission management system.

The Computer Centre is involved with some of the Institute's ongoing projects: (i) Developing a software system for the implementation of an Integrated Institute Management System to manage Accounts, Purchase, HR and Payroll; (ii) a biometric employee and student attendance system; (iii) Smart cards (to be merged with Identity cards) for cashless transactions of all institutional services such as Photocopying, DH facilities, and so on; and (iv) digitisation of all old academic records of TISS students. The Computer Centre is also providing expertise for strengthening the IT infrastructure of projects such as CoEAY-Virtual Market Place, GATS-2, PMRDF, and CLIx by developing software applications, server management expertise and network infrastructures.

4.6 Amount spent on maintenance in lakhs:

	Particulars	Amount (in Lakhs)
1	ICT	57.06
2	Campus Infrastructure and facilities	117.88
3	Equipment	108.16
4	Others	49.89
	Total	332.99

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

IQAC facilitates all the student support mechanism in the Institute. The TISS Faculty members and administration continuously interact with the students and review their academic and personal progress; through individual meetings as well as group discussions: such as field work supervision, research supervision, block placement guide, project supervision, etc. Students are encouraged when necessary to approach faculty both in the Centres as well as the Institute for personal and academic guidance; Students can approach faculty for additional support wherever required. The Office of Students' Affairs (OSA) is responsible for overall student well-being and interfaces with several parts of the Institute for this purpose. Following are some of the areas where IQAC is providing a mentoring and supporting role.

- Educational Loans
- Student Personal Enhancement
- Prospectus and Student Handbook
- Student Aid Committee
- International Relations Office (IRO)
- Support Services: Differently-abled, SC/ST, OBC and economically weaker sections
- Health Care and Insurance
- Slow Learners
- Student Exposure
- Skill Development
- Supportive Policy for Extracurricular Activities
- Placements
- Alumni Association
- Grievance Redressal Committee
- Committee against Sexual Harassment
- Anti-ragging committee
- Co-curricular, Extracurricular and cultural activities
- Student Publications
- Stakeholders Management

5.2 Efforts made by the institution for tracking the progression

5.3 (a) Total Number of students: 1543

 (b) No. of students outside the state: 1210

 (c) No. of international students: 0

 (d) No. of Male & Female Students: 662 and 881 respectively

Students enrolled in the year 2015-16 - TISS all Campuses

Particulars	UG			PG			MPhil			PhD			Grand Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
No. of Students from the same state where the institute is located	9	12	21	115	126	241	16	17	33	32	27	59	172	182	354
No. of Students from other states of India	60	78	138	424	619	1043	37	47	84	38	45	83	559	789	1348
No. of NRI Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No. of foreign Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	69	90	159	539	745	1284	53	64	117	70	72	142	731	971	1702

(e) Students' Admitted- Social Category

Undergraduate Programmes

Campus	Category	Female	Male	Grand Total
Guwahati	GN	17	10	27
	OBC(NC)		3	3
	SC		4	4
	ST	7	8	15
Guwahati Total		24	25	49
Hyderabad	GN	18	5	23
	KM	1		1
	OBC(NC)	9	7	16
	SC	5	3	8
	ST	1	1	2
Hyderabad Total		34	16	50
Tuljapur	GN	18	13	31
	KM	1		1
	OBC(NC)	8	4	12
	SC	3	8	11
	ST	2	3	5
Tuljapur Total		32	28	60
Grand Total		90	69	159

Master's Programme

Campus	Categories	2015-16	
		M	**F**
Mumbai	SC	76	74
	ST	38	43
	OBC	103	76
	General	114	251
	Others	26	50
Tuljapur	SC	13	1
	ST	6	7
	OBC	14	2
	General	13	18
	Others	0	1
Guwahati	SC	6	1
	ST	22	24
	OBC	6	7
	General	21	44
	Others	0	0
Hyderabad	SC	18	6
	ST	11	3
	OBC	19	10
	General	18	66
	Others	3	5
Chennai (BANYAN)	SC	3	7
	ST	1	2
	OBC	0	1
	General	2	26
	Others	0	4
MHAT	SC	2	2
	ST	0	0
	OBC	1	2
	General	2	8
	Others	0	2
Total	SC	118	91
	ST	78	79
	OBC	143	98
	General	170	413
	Others	29	62

MPhil Programme 2015-16

Campus	Categories	Year	
		(2015 – 16 Batch)	
		M	**F**
Mumbai	SC	16	7
	ST	6	5
	OBC	8	8
	General	15	27
	Others	0	0
Tuljapur	SC	0	1
	ST	1	1
	OBC	4	0
	General	1	1
	Others	0	0
Guwahati	SC	0	0
	ST	2	2
	OBC	0	1
	General	0	3
	Others	0	0
Hyderabad	SC	0	1
	ST	0	1
	OBC	0	1
	General	0	5
	Others	0	0
Total	SC	16	9
	ST	9	9
	OBC	12	10
	General	16	36
	Others	0	0

PhD Programme 2015-16

Campus	Category	Female	Male	Grand Total
Guwahati	General	2		2
	OBC(NC)	1		1
	ST	2		2
Guwahati Total		5		5
Hyderabad	General	3	1	4
	OBC(NC)		1	1
	SC		2	2
Hyderabad Total		3	4	7
Mumbai	General	40	21	61
	OBC(NC)	9	18	27
	PWD		2	2
	SC	9	16	25
	ST	5	6	11
Mumbai Total		63	63	126
Tuljapur	General		2	2
	OBC(NC)		1	1
	SC	1		1
Tuljapur Total		1	3	4
Grand Total		72	70	142

(e) Demand Ratio

School/Centre	Programmes (M.A/M.Sc.)	No. of seats	No. of Application	Demand Ratio
School of Development Studies	Development Studies	45	1748	1: 39
	Women's Studies	26	345	1: 13
JT School of Disaster Studies	Disaster Management	40	546	1: 14
School of Education	Education (Elementary)	40	325	1: 8
School of Habitat Studies	Urban Policy and Governance	20	400	1: 20
	Climate Change & Sustainability Studies	15	327	1: 22
	Regulatory Governance	20	179	1:9
	Water Policy and Governance	15	58	1:4
School of Health Systems Studies	Master of Health Administration	35	689	1: 20
	Master of Hospital Administration	45	844	1: 19
	Master of Public Health in Health Policy, Economics and Finance	20	305	1: 15
	Master of Public Health in Social Epidemiology	25	313	1: 12
School of Human Ecology	Counselling			
	Applied Psychology - Specialisation in Clinical Psychology	20	132	1:7
	Applied Psychology - Specialisation in Counselling Psychology	20	619	1: 31
School of Law, Rights and Constitutional Governance	Master of laws in access to justice	30	169	1:6
School of Management and Labour Studies	Human Resources Management and Labour Relations	60	12598	1: 210

32

School/Centre	Programmes (M.A/M.Sc.)	No. of seats	No. of Application	Demand Ratio
School of Development Studies	Development Studies	45	1748	1: 39
	Women's Studies	26	345	1: 13
	Social Entrepreneurship	30	2014	1: 67

	Globalisation and Labour	20	1599	1:80
School of Media and Cultural Studies	Media and Cultural Studies	26	1359	1: 52
School of Social Work	Social Work			
	Social Work In Disability Studies and Action	26	98	1:4
	Social Work in Children and Family	30	608	1: 20
	Social Work in Community Organisation and Development Practice	30	704	1: 23
	Social Work in Criminology and Justice	26	532	1: 20
	Social Work in Dalit and Tribal studies and Action	30	267	1: 9
	Social Work in livelihoods and Entrepreneurship	30	584	1: 19
	Social Work in Mental Health	20	24	1:1
	Social Work in Public Health	20	251	1: 12
	Social Work in Women Centred Practice	20	198	1: 10
Centre for Library and Information Management Studies, SDTM Library	Master of Library and Information Science	15	66	1: 4
Tuljapur Campus	Social Work in Rural Development	20	392	1:20
	Social Innovation and Entrepreneurship	20	125	1: 6
	Development Policy, Planning and Practice	20	107	1: 5
	Sustainable Livelihood, Natural Resources Management and Governance	20	81	1: 4
Guwahati Campus	Ecology, Environment and Sustainable Development	20	209	1: 10
	Social Work in Community Organisation and Development Practice	20	193	1: 10
	Social Work in Counselling	15	93	1: 6
	Social Work in livelihoods and social entrepreneurship	20	162	1: 8
	Social Work in Public Health	15	206	1: 14
	Labour Studies and Social Protection	15	143	1: 9

	Peace and Conflict Studies	15	123	1: 8
	Sociology and Social Anthropology	15	174	1: 12
Hyderabad Campus	M.A. in Education	30	154	1: 5.1
	M.A. in Rural Development and Governance	30	452	15.0
	M.A. in Public Policy and Governance	30	477	15.9
	M.A. Development Studies	30	376	12.5
	M.A. in Women's Studies	30	104	3.4
	M.A. Natural Resources & Governance	30	136	4.5

(f) Drop out:

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET	8
SET/SLET	
GATE	
CAT	
IAS/IPS etc	
State PSC	
UPSC	
Others	

5.6 Details of student counselling and career guidance

No. of students benefitted:

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
27	---	20	730

Centralised Placement Cell (CPC)

In 2015–2016, the Centralised Placement Cell (CPC) reviewed last year's performance and set for itself three goals: (i) transparency and ease of use for the stakeholders along with minimisation of duplicate administrative tasks; (ii) identifying and imparting sensitisation modules and training to the students in the areas of employability skills and interview preparation and (iii) skill identification and mapping of the external labour markets to programme skill sets.

In pursuance of these goals the CPC created an exclusive CPC website (tisscpc.wordpress.com) where the students can view the various job and internships opportunities that were available and directly

apply to the same. The CPC also set up a digitised recruitment portal, which enabled organisations to review and access the resumes of the students and shortlist probable candidates, thereby reducing the turnaround time and the administrative hassles. An extensive organisation vs. programme mapping exercise was also carried out wherein organisations and their departments were mapped vis-a-vis individual programmes. Training programmes were conducted for all enrolled students based on a comprehensive. Training Need Analysis. These training programmes offered sensitisation to students in the areas of job interview preparation and employability skills.

5.8 Details of gender sensitization programmes.

5.9 Students Activities

5.9.1   No. of students participated in Sports, Games and other events

No. of students participated in Sports, Games and other events	
State/ University level	59
National level	-
International level	-

 No. of students participated in cultural events

No. of students participated in cultural events	
State/ University level	-
National level	-
International level	-

5.9.2   No. of medals /awards won by students in Sports, Games and other events

No. of medals /awards won by students in Sports events	
Sports : State/ University level	35
National level	-
International level	-

No. of medals /awards won by students in cultural Events	
Cultural: State/ University level	-
National level	-
International level	-

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	222	51,94,016
Financial support from government	311	Not Applicable
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11   Student organised / initiatives

Fairs:	
State/ University level	-
National level	-
International level	-
Exhibition	
State/ University level	-
National level	-
International level	-

5.12   No. of social initiatives undertaken by the students: 6

5.13 Major grievances of students (if any) redressed:

1. As TISS has limited hostel seats for students, the Institute hired a building in RCF which was converted to hostel for students.
2. TISS also facilitates students for locating rental accommodation by providing list of landlords which   is displayed on TISS website.
3. Students coming from weak financial background and unable to pay fees are provided financial assistance based on the assessment made by the Student Aid Committee.
4. Grievances amongst students are addressed by the Empowered Committee of the Institute.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision

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

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

Mission

In pursuance of its vision and guiding principles, the Tata Institute of Social Sciences organises teaching programmes to facilitate the development of competent and committed professionals for

practice, research and teaching; undertakes research; develops and disseminates knowledge; and reaches out to the larger community through extension, at the local, national, regional and international levels.

6.2 Does the Institution has a management Information System

Yes

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Faculty of the institute actively engaged in curriculum development. A proposed curriculum is presented in the General Board Meeting where comments and feedbacks are provided. The curriculum is given to the School Boards and then, the Facilitation Committee (Committee of Deans) which revises and comments on the proposed curriculum. The revised curriculum is sent to the Research Council if it is Mphil curriculum and to the Academic Council if it is Master's curriculum. In case of MPhil curriculum, the Research Council after giving feedback sends it to the Academic Council for its approval. The curriculum is presented in the School Board Meeting for the final approval.

6.3.2 Teaching and Learning

Enhancing Quality of Teaching and Learning Experiences for Science, Mathematics, English & Life Skills

The Connected Learning Initiative (CLIx) is an initiative seeded by the Tata Trusts, with TISS and the Massachusetts Institute of Technology (MIT) as the founding partners. It is an innovative effort to improve the professional and academic prospects of high school students from underserved communities in India. CLIx incorporates thoughtful pedagogical design and leverages contemporary technology, including online capabilities, to provide quality educational content and experiences in the areas of English, Science, Mathematics and Values. A platform for innovation in education, CLIx supports the professional development of teachers, making substantial contributions to teacher education in Indian languages. Research activities and collaborations around CLIx nurture a pool of professionals from the fields of education, technology and science. Supported by an interconnected network of partners, institutions, public education systems, teachers and learning resources, CLIx offers a scalable and sustainable model of open education. The CLIx intervention is based on curricular and intervention principles of Active and Authentic Learning. The initiative aims to reach approximately 1,100 schools and 165,000 students in the states of Chhattisgarh, Mizoram, Rajasthan and Telangana during 2015–18, as well as conduct professional development for approximately 4,500 teachers. In 2016, agreements were reached with all four states for implementation. CLIx was launched on January 27, 2016, by Mr. Ratan Tata; Prof. Raphael Reif, President MIT; Mr. S. Ramadorai, Chairman, TISS Governing Board; and Prof. S. Parasuraman, TISS. In 2016,

programmes for students were conceptualised and developed invitation to the CLIx- i2C is designed to be an easy and exemplaryconnected learning experience, facilitated through a specially designed course Platform. i2C aims to prepare learners for conceptual and investigative engagements in Science, Mathematics and English Communication. All the CLIx modules include values and life skills and Teacher Professional Development is an integral part.

6.3.3 Examination and Evaluation

The Institute follows an internal assessment system, where course teachers use flexible and multiple methods of evaluation on a continuous basis. The assessment process involves semester examinations and/or a variety of individual/group assignments. These include term paper, classroom presentation, book review, practical assignments and oral examination. Students are encouraged to make presentations on the different topics covered, based on field visits and their own experiences.

Student performance is evaluated in a concurrent manner, particularly in the case of field practicum and research component. Field work progress is monitored on a weekly basis with a report and a meeting with the concerned supervisor. Progress of the research is subject to both spontaneous (based on emergent needs) and systematic evaluation.

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

6.3.4 Research and Development

The Office of Deputy Director (Research and Development) works towards strengthening and deepening social science research at the Institute. It ensures this through the smooth functioning of Institutional bodies such as the Research Council (RC) and the Institutional Review Board (IRB), and dissemination of research work done by research scholars and faculty, through working papers and other publications such as manuscripts by reputed publishing houses and journal articles in peer reviewed indexed journals. It also anchors the process of publishing the Indian Journal of Social Work – an international indexed peer reviewed journal published since 1940. Additionally, it supports the inception of new journals across the schools and campuses. It also provides facilitative support for M.Phil. programmes offered by various schools and strengthens the overall management systems of research scholars. In the academic year 2015–16, 125 integrated M.Phil.–Ph.D. and 45 direct Ph.D. scholars registered in the Schools and Independent Centres across its four campuses. Additionally,

104 M.Phil and 35 direct Ph.D scholars have successfully completed their viva voce across four campuses and were awarded their research degrees in the academic year 2016.

Institutional Bodies

In the current academic year, the Institutional Review Board (IRB) met thrice and reviewed 18 proposals of faculty and doctoral research scholars. On completion of a rigorous review process and multiple iterations, the Board provided ethical clearance certificates to eight research projects in this academic year. Further, to strengthen and deepen the ethical component of doctoral research work at the Institute, a sub-committee has been constituted to review the research projects of doctoral scholars from the academic year 2016. The Board also operationalised a webpage on the TISS website, featuring crucial information like the status of research projects submitted to the committee and schedule of upcoming IRBs. The RC also met once in each semester to deliberate and ratify matters pertaining to research scholars, provide feedback/suggestions to the M.Phil. curricula offered by various schools, deliberate on new thematic electives offered by faculty, and to institutionalise other research matters at the Institute level.

RC Proposals

Continuing the work of providing seed money to incubate research in inter-disciplinary research across Schools and Independent Centres, funding was continued for ongoing research projects under the core thematic areas of Mental Health, Ageing, Sexual Harassment at the Workplace, Social Exclusion, Library and InformationCentres, and Knowledge Networks in 2015-16. Six of the earlier funded projects were successfully completed by the faculty. The key focus of the research output was on topics like Declining Child Sex Ratios, Women's Writings, Hindustani Music, Urban Aspirations, Gendered Citizens, Minority Issues and Health.

Research Dissemination

Providing a platform for scholars and young faculty to present recent research work along with showcasing completed RC-funded projects has been the key objective of the ongoing TISS Working Paper series. Twenty Working Papers were received from previously funded RC projects of which six papers on the Impact of JNNURM & UIDSSMT Programmes on Infrastructure, Psychosocial Well-Being, Modernity & Caste, Gender system in India, India – EU free trade, and changing forms of violence were disseminated and uploaded on the R&D site. The cohort of research projects funded under Indian Languages in Higher Education (ILHE) produced four Working Papers: Women's Writings, Reader in Hindi for Women Studies, Bio-diversity Sciences in Marathi and Telugu Reader in Human Rights Education are under the process of publication.

Support for Research Scholars

The key focus of R&D support activities for research scholars this year was to deepen the research writing and philosophical understanding of scholars. The thematic focus of workshops, seminars and

public lectures was broadly in three thematic areas: Philosophy of Social Science Research, Methodology and Analysis, and Usage of Technology in Research and Analysis. To hone the research skills of scholars, workshops were organised on the following topics: Social Theory Research in Contemporary India: Context, Ideas and Problems; Qualitative Meta-Analysis; Quantitative Analysis and Reporting; Basic and Advanced Qualitative Analysis and Writing; Academic Writing; Sampling Techniques; Using Indian Language Resource in Social Sciences; Data Management using NVIVO and ATLAS ti, among others. To provide the scholars with an opportunity to learn from international scholars in their field, public lectures were organised on Mix

Methods Research and Methodology Challenges in Buddhist Philosophy studies. Further, a five-day rigorous workshop was organised on "Ethics in Social Sciences and Public Health Research" for the faculty and scholars of TISS. The key resource persons for the workshop were Prof. Mala Ramanathan, Dr. Amar Jesani, Dr. Sunita Bhandewar and Prof. Srijit Mishra. The scholars were also provided with space to showcase their ongoing research work in the form of Poster presentations during the recent NAAC visits.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The Sir Dorabji Tata Memorial Library (SDTML) is continuously making efforts towards being a partner and collaborator in teaching, learning and research work at the Institute. Learning resources in all formats are continually updated. The Library currently holds about 1,23,706 volumes and subscribes to over 10,298 print and e-journals. The SDTML is recognised as one of the National Document Delivery Centres in the field of Social Sciences by the UGC Inflibnet. The SDTML has fully computerised its operations by setting up the Networked Library System and is now connected to all four campuses of TISS. The Online Catalogue, Web OPAC is the most accessed tool among library services with over half a million searches in a single year. It provides "Virtual Shelf" to browse bookshelves online and users can manage their library account for renewals, reservations, etc.

For wider dissemination of research output, the SDTML's etd@TISS is an Institutional Repository for archiving faculty projects, thesis/dissertations of M.Phil./Ph.D. and Master's programmes. Collecting, preserving and providing access to digital collections is central to the aims of the Library. As of now, etd@TISS hosts about 5,736 documents and has witnessed more than 10,007 downloads in the last one year. Research Support Services are another salient feature of this Library. It facilitates access to advanced research tools like Urkund for detecting plagiarism and EndNote, Zotero, Mendeley for managing citations and references. The SDTML provides efficient teaching and research support services through innovative services like Current Awareness Service Bulletin, Article Alert Services, Plagiarism Detection, Document Delivery Service, Reference Service, etc.

There are separate Cyber Libraries for Master's students and Research Scholars with more than 150

work stations, central printing facility and 1 gbps internet access. Being part of the UGC e-Shodh Sindhu Consortia, the SDTML gets access to several online databases. This is also augmented by library subscriptions to several leading online databases in social sciences. The SDTML currently provides access to over 10,298 online journals and databases. Prominent among them are: J Store, Project Muse, Cambridge University Press, Oxford University Press, Emerald Management, EBSCO Business Source Elite, Psych Articles, India stat. com, GALE Virtual Reference Library (e-books), Net Library eBooks Collection, India Business Insight Database, etc.

The Centre for Library and Information Management Studies (CLIMS) was established in 2012 within the Sir Dorabji Tata Memorial Library to conduct academic programmes. The Centre offers Masters', PG Diploma and Ph.D. programmes in Library and Information Science. The full-time Master's programme in Library and Information Science (MLIS) is being offered since 2013 with an intake of 15 students. A one year (dual mode) PG Diploma in Digital Library and Information Management (PGDLIM) was launched in 2010 with an intake of 25 students. The Ph.D. programme, started in 2012, has 21 research scholars including three international students from Sri Lanka, Singapore and Thailand. The fifth batch of the PG Diploma in Digital Library and Information Management students passed out in October 2015. The Centre has established academic and research exchange collaborations with the London School of Economics, UK; Mahasarakham University, Thailand; DRTC, Indian Statistical Institute, Bangaluru, and Information and Library Network Centre (INFLIBNET), Gandhinagar.

Information Technology Infrastructure

The Computer Centre gave special attention towards automation, improving existing software systems and helping projects set up IT infrastructure during 2015–2016. The TISS website has been redesigned and is in the second stage of development. The student management system is a software application to maintain student records, including grade cards. In the near future, this software will be extended to the maintenance of fee payment records. Software systems for consolidating student-related data have now been enhanced. The online platform for M.Phil.–Ph.D. scholars is used to maintain all student-related records including the academic progress of doctoral students, and scholars can now login and upload progress reports and also interact with their guides online. WiFi for hostels and the Library have been upgraded to accommodate more connections. New desktops with the latest configurations have been installed in the Cyber Library. The implementation of VLAN (Virtual LAN) will enable the Computer Centre to ensure better control of network traffic leading to smoother bandwidth management and utilisation of network infrastructure. The recruitment portal now enables online recruitment processes. Similarly, added security features and an improved user interface has increased the efficiency of the admission management system.

The Computer Centre is involved with some of the Institute's ongoing projects: (i) Developing a software system for the implementation of an Integrated Institute Management System to manage Accounts, Purchase, HR and Payroll; (ii) a biometric employee and student attendance system; (iii) Smart cards (to be merged with Identity cards) for cashless transactions of all institutional services such as Photocopying, DH facilities, and so on; and (iv) digitisation of all old academic records of TISS students. The Computer Centre is also providing expertise for strengthening the IT infrastructure of projects such as CoEAY-Virtual Market Place, GATS- 2, PMRDF, and CLIx by developing software applications, server management expertise and network infrastructures.

Campus Development

Construction of one wing of a 400-seater Men's hostel was completed in December 2015. It was inaugurated by Prof. S. Parasuraman and Dr. Prashant Narnaware (Collector-cum-District Magistrate, Osmanabad) on January 3, 2016. The work on the second wing is nearing completion. Work on extension and renovation of the Dining Hall of TISS Tuljapur has also commenced. The gymnasium equipment is being refurbished and work on two additional badminton courts is underway. A well-equipped Health Centre has been established on the Campus. A full-time Health Officer has been appointed and an ambulance is also available on Campuses. Access to e-resources is made available to users through the IP-based and Remote Login-based facility. To provide publicity and access to the information produced by TISS Tuljapur, the Library created an Institutional Repository. The TISS Tuljapur Library was fully computerised with integrated library management software, Koha, and users can access the resources of the Library through Online Public Access Catalog (OPAC) 24x7 from their desktops. The Library blog was created to keep the users abreast of their subject area. Very soon, RFID technology will be implemented in the Library to help users issue and return books within a minimal time.

6.3.6   Human Resource Management

TISS Mumbai offers one of the most reputed Human Resources Management programmes in the country. A slightly restructured programme with greater emphasis on the IT sector and service industries for internship, summer placements and extended period of business immersion has been built into the HRM programme at TISS Hyderabad. With mentorship from TISS Alumni, this programme is receiving steady support from industries based in Hyderabad and Bengaluru.

6.3.7   Faculty and Staff recruitment

There are 177 academic positions of which 169 are filled and eight are ad-hoc. Further, an additional 162 faculty positions are funded by the Tata Trusts. There are 263 administrative positions, including Technical and Service Staff. Eleven faculty, one Librarian, one Coordinator and five administrative appointments were made in 2015–2016. Fifteen faculty members and two Assistant Librarians were promoted under the Career Advance Scheme of UGC. Four non-teaching staff were promoted and 38

got upgraded under the MACP Scheme. One or faculty member and seven staff members superannuated or retired this year.

APPOINTMENTS

Dr. M. Mariappan, Professor, TISS Mumbai

Dr. Aseem Prakash, Professor, TISS Hyderabad

Dr. Ritesh Khunyakari, Associate Professor ,TISS Hyderabad

Dr. Bal Rakshase, Associate Professor, TISS Mumbai

Dr. Satish Kanamadi, Librarian, TISS Mumbai

Dr. Bindulakshmi P. , Associate Professor, TISS Mumbai

Dr. Ram Babu, Associate Professor, TISS Mumbai

Ms. Trupti Panchal, Assistant Professor, TISS Mumbai

Dr. Mohammed Irshad, Assistant Professor, TISS Mumbai

Dr. Sawmveli Vytuchho, Assistant Professor, TISS Hyderabad

Dr. Murali K. Mallipakm, Assistant Professor, TISS Hyderabad

Ms. Sangeeta Thosar, Assistant Professor, TISS Mumbai

Dr. Devarapalli Sujatha, Coordinator, TISS Mumbai

Dr. Prince Pandey, Health Officer, TISS Tuljapur

Ms. Joycie Dias, Assistant Registrar (F&A), TISS Mumbai

Mr. Dnyanseshwar Bandgar, Social Worker, TISS Mumbai

Ms Shweta Kesakar, Psychiatric Social Worker, TISS Mumbai

Ms. Rakhi Howal, Psychiatric Social Worker, TISS Mumbai

PROMOTIONS

Dr. Disha Nawani, Professor, TISS Mumbai

Dr. Anil Sutar, Professor, TISS Mumbai

Dr. Jacquleen Joseph, Professor, TISS Mumbai

Dr. Srilatha Juvva, Professor, TISS Mumbai

Mr. Parthasarathi Mondal, Assistant Professor (Selection Grade), TISS Mumbai

Dr. Madhura Nagchoudhury, Assistant Professor (Senior Scale), TISS Mumbai

Dr. Gordhan K. Saini, Assistant Professor (Senior Scale), TISS Mumbai

Dr. Geetanjoy Sahu, Assistant Professor (Senior Scale), TISS Mumbai

Dr. Nilesh Gawde, Assistant Professor (Senior Scale), TISS Mumbai

Dr. Samapti Guha, Professor, TISS Mumbai

Dr. P.M. Sandhya Rani, Professor TISS Mumbai

Dr. Meena Gopal, Professor, TISS Mumbai

Dr. Suryakant Waghmore, Professor, TISS Mumbai

Dr. Narendra Kakade, Assistant Professor (Senior Scale), TISS Mumbai

Dr. Alex Akhup, Assistant Professor (Selection Grade), TISS Mumbai

Mr. Puttaraj Choukimath, Assistant Librarian (Selection Grade), TISS Mumbai

Mr. Anand Dodamani, Assistant Librarian (Senior Scale), TISS Mumbai

Mr. Ramchandra Rathod, Section Officer (F&A)

Ms. Bhargavi Nair, Section Officer, TISS Mumbai

Mr. Sudhir Kale, Senior Technical Assistant, TISS Mumbai

Mr. Mahendra Gotankar Library Attendant TISS Mumbai

RETIREMENTS

Ms. G. Venkateswaran, Assistant Registrar, TISS Mumbai

Mr. A.G. Sawant, Library Attendant, TISS Mumbai

Mr. S.C. Gaikwad, Security Guard, TISS Mumbai

Dr. Neela Dabir, Professor TISS, Mumbai

Mr. V. Jadhav, Driver Gr. II TISS, Mumbai

Mr. Perumal K., DH Cook, TISS Mumbai

Ms. Rajee R. Menon, Deputy Registrar (F&A), TISS Mumbai

Mr. P.J. Madhavan, Machine Operator, TISS Mumbai

6.3.8 Industry Interaction / Collaboration

The Centre for Social Entrepreneurship associates with UNCTAD, UNESCO, the Russian Federation and South Asian countries to train teachers and conduct research. It provides education inputs to students and professionals working in other institutions. At the Incubation Centre of 38 social ventures have been mentored and provided with grant seed capital with support from DBS Bank India. In addition, the Centre offers consulting support on Corporate Social Responsibility (CSR) to companies.

The Jamsetji Tata Centre for Disaster Management partnered with national and international institutes as well as other academic bodies for optimal quality research. The research work has gained recognition at international platforms. The JTCDM's diverse research partners were UNICEF, UNDP, Disaster Resilience Leadership Academy (New Orleans), and the Institute of Human Settlements (Bangalore).

TISS Tuljapur collaborated with Kabul University to enhance their Faculty Development Programme. A group of faculty members from Kabul University visited the Campus for understanding social work pedagogy and developing long-term academic partnership with TISS. Some of the other collaborative projects and exchange programmes for the year were:

• The Campus offered a short term customised Study in India Programme for a group of 16 students and 2 faculty members from the University of Sydney, Australia in February 2015.

• Workshop on 'Post Colonial Encounters' was organised by TISS Tuljapur and the Department of Social Anthropology, Muenster University, DAAD under 'A New Passage to India 2015' Programme. The workshop aimed at sharing research experiences related to intercultural settings in India and beyond. Faculty members from Munster University, IIT Delhi, as well as Ph.D. scholars from several universities participated.

• Ms. Lina Maria Hubers, a student of Westfaelische Willihelms-Universitact (WWU) Munster, Germany, worked on 'Muslim Communities in Rural India' from September 2015 to April 2016.

• Ms. Andrea Ries from Muenster University, Germany, visited TISS Tuljapur under the student exchange programme to study 'Rural Development and Activism' from September 2015 to April 2016.

• Dr. Sri Krishna Sudheer Patoju visited Gothenburg University under the Faculty Exchange Programme in April 2016.

• Ms. Namrata Tomar was selected to visit Alpen Adria University, Klagenfurt, Austria, under the student exchange programme.

• Ms. Harshita Jamba (M.A. in Development Policy, Planning and Practice) visited the University of Sciences Po, Paris, France.

At the national level TISS Tuljapur established a partnership with ECONET for conducting a survey on the NT/DNT communities in Ahmednagar district. TISS Tuljapur has been given the mandate of setting up the Key Resource Centre (KRC) for WASH sponsored by the Ministry of Drinking Water and Sanitation, Government of India. The KRC will be actively engaged in capacity building, research, seminars and workshops related to the water and sanitation sector in Maharashtra. TISS Tuljapur is in negotiation with the Ministry of Drinking Water and Sanitation, Government of India, and UNICEF to convert the Post Graduate Diploma Programme in Water Sanitation and Hygiene into a Master's programme.

6.3.9 Admission of Students

Student enrolment for 2015–2016 totalled 4,023 across all campuses. The Bachelor's programme enrolled 523 students, while the Master's programmes had a total enrollment of 2,421 students. The M.Phil. programme had 294 scholars and the Ph.D. programme had 602 scholars on roll. The Diploma and Certificate programmes at TISS Mumbai enrolled 183 students.

6.4 Welfare schemes for

Teaching	10
Non-teaching	10
Students	

6.5 Total corpus fund generated:

6.6 Whether annual financial audit has been done

Yes	√
No	

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NAAC, NIRF	Yes	Director, Deputy Directors and Deans
Administrative	Yes	CAG	Yes	Registrar , Deputy Registrar, Assistant Registrar

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes	
Yes	√
No	
For PG Programmes	
Yes	√
No	

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?
Not Applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?
Not Applicable

6.11 Activities and support from the Alumni Association

The 3rd Annual General Meeting of TISS Alumni Association (TISSAA) was conducted on January 30, 2016, at TISS Mumbai. It was attended by 16 alumni members, and the members took important decisions with regard to the administration and financial strength of the association. TISSAA is committed to establish more Alumni Chapters across the country and abroad to bring more alumni in its fold. The Kolkata Chapter was initiated on January 30, 2016 and the meet was attended by 15 alumni residing in Kolkata. The TISSAA organised various programmes and activities in 2015–2016.

- More than 30 classmates of the 1979–81 batch of the M.A. in Social Work and their faculties met in TISS Mumbai in June 2015 for a weekend of renewed acquaintanceships, shared memories, intellectual stimulation, and traditional pageantry. Most of the alumni stayed at the Institute Guest House to experience campus life, 34 years after their graduation.

- A Workshop on 'Approaches to Social Research' was organised in June 2015 at TISS Mumbai. This workshop was attended by 41 participants from across the country, including an international participant from Nepal. The workshop was designed to enhance the 'research culture' among development sector professionals, academicians, current doctoral students and

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aspiring doctoral candidates.

- An Advanced Workshop on 'Quantitative Research Methodology' was organised in September 2015 at TISS Mumbai. Attended by 41 development sector professionals, academicians, current doctoral students and aspiring doctoral candidates from across the country, the workshop was designed to teach the participants on how to use the SPSS software and understand the various statistical methods employed while conducting research.

- TISSAA collaborated with HDFC Bank and Tata Memorial Centre to conduct the Annual Blood Donation Camp at the Institute in December 2015. This year, blood donors were also oriented about platelet donation and the team encouraged students to donate blood for the collection of platelets. The camp witnessed more than 150 interested donors, of whom 90 were found to be medically eligible to donate blood.

- The Tata Power Community Development Trust (TPCDT) and TerraNero Enterprises have agreed to work on the waste management project of "Tata Power: Amche Chembur — Swachha Chembur" initiative in designated locations in Chembur. While TISSAA will engage with Terra Nero Enterprises for the implementation of the initiative, TPCDT will take care of the funding.

- To commemorate Women's Day, TISSAA conducted various activities for women and children at Gavanpada, Ambapada, Vishnunagar and Mahul. With support from TPCDT, the Municipal Corportion of Greater Mumbai, Chaitnaya and Sushrut Hospital, nukar nataks on health and hygiene, anaemia check-up camps, breast and cervical screening camps, rangoli competitions for women, painting competitions for children, sports day for women, juice making competitions, screening of the movie Gulab Gang followed by a session on domestic violence and a cultural programme performed by the women and children of the community were conducted.

6.12 Activities and support from the Parent – Teacher Association
Not applicable
6.13 Development programmes for support staff
6.14 Initiatives taken by the institution to make the campus eco-friendly

- The TISS Mumbai campus has more than 1,500 trees and nearly 5,000 shrubs and plants.

- The Institute had collected more than four lakh litres of rain water, making it self-sufficient, and not dependent on municipal water supply. To harvest rain water, a 5000-square-foot terrace and a 500-metre stretch were used as catchment area to collect water which is channelled to a 60-foot-deep well with a capacity of 10 lakh litres.

- To create environment awareness, children of the institute's staff were also exposed to sapling and seed plantation activities in the Naoroji Campus by the Counselling Centre.

- The Day Care Centre of the institute regularly organised nature tour for the children of the institute's staff and faculty to watch and care for the flora and fauna of the institute.
- The two biogas plants (started as a waste management project to treat waste from the canteens) continued to convert 400kg kitchen waste into a daily supply of one cylinder (15kg) of cooking gas. Every 25 days, the waste remaining after gas generation is converted into 40kg manure used at campus gardens.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

1. CLIx was launched on January 27, 2016 and is an initiative seeded by the Tata Trusts, with TISS and the Massachusetts Institute of Technology (MIT) as the founding partners. It is an innovative effort to improve the professional and academic prospects of high school students from underserved communities in India. CLIx incorporates thoughtful pedagogical design and leverages contemporary technology, including online capabilities, to provide quality educational content and experiences in the areas of English, Science, Mathematics and Values.

2. Saksham, TISS and Tata Power Community Development Trust have come together to implement Saksham Jan Urja, a project for TB prevention and TB treatment adherence through community engagement in the M Ward of Mumbai. The three-year project aims to enhance TB awareness, TB treatment literacy, and create an enabling environment leading to early TB diagnosis and higher TB treatment adherence in the Ward. It is based on WHO's 'Engage Community Strategy'.

3. Our Field Action Projects are continuing to do remarkable work. There are currently 43 FAPs active in the Institute. One of the FAPs, Koshish now works in Mumbai, Delhi and Patna. The Social Welfare Department of the Government of Bihar (GoB), has formally approved the decision to have a 'State Policy on Destitution'. The GoB has asked Koshish to draft the policy and submit to them. Once the policy comes into being, the State will move for the repeal of the Bombay Beggary Act. As of now, Bihar is not implementing Bombay Beggary Act. Instead, the government is running a community based rehabilitation programme with Koshish as the Knowledge Partner). Koshish is also making significant progress in addressing legal and policy issues in Mumbai and Delhi.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

1. The Steering Committee was constituted in January, 2016. The Director, Deputy Directors and the Registrar discussed and reviewed the multi-campus management framework document. It was noted that there were certain courses which had identical nomenclature and were offered at different

campuses with different course structure and content. The Committee suggested a sub-committee of the Academic Council be constituted with the Deputy Directors and Programme Coordinators of such Courses to examine and recommend on how to normalise such courses with identical nomenclature and different course content.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

1. Curricular Consultative Meetings are organised which is an open forum session between students and faculties to discuss and evaluate courses and events. It is organised at the end of two years but before the award of degrees. The actual dates of these meetings are announced by the respective schools after the Convocation dates are announced. All senior Master's Degree students are required to attend the Curricular Consultative Meeting for discussion on the curriculum and to obtain a broad spectrum opinion about the respective programme of study.

2. A pre-admission Orientation Programme for the new applicants to provide guidance and support to the SC, ST, OBC and Minority students to apply for the GoI Post-Matric Scholarship (GoI-PMS) and other relevant scholarships offered by GoI was organised.

Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

As mentioned above, the Day Care Centre of the institute regularly organised nature tour for the children of the institute's staff and faculty to watch and care for the flora and fauna of the institute. The Centre also organizes science exhibitions in which children are encouraged to impart knowledge about nature, natural resources and how they can be protected. Children are co-partners of nature protection at the institute.

7.5 Whether environmental audit was conducted?

Yes	
No	√

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)
    Nil
8. Plans of institution for next year

Name: Prof. Surinder Jaswal

_____
Signature of the Coordinator, IQAC

Name: Prof. S. Parasuraman

_____
Signature of the Chairperson, IQAC

Annexure

Research Programmes

1	Ph.D.	Doctor of Philosophy
2	M.Phil.	Master of Philosophy
	Integrated M.Phil.–Ph.D.	1. Development Studies
		2. Women's Studies
		3. Education
		4. Habitat Studies
		5. Health Systems Management
		6. Public Health
		7. Management and Labour Studies
		8. Media and Cultural Studies
		9. Social Work
		10. Social sciences
		11. Disaster Studies
		12. Library Science and Informatics
		13. Inclusive Development and Social Justice

2. Master Programmes

Campus		Programme
Mumbai	MA	M.A. International Family Studies
Mumbai	MA	M.A. Social Work in Child Rights
Mumbai	MA	Master of Library and Information Science
Mumbai	MA	Master of laws in access to justice
Mumbai	MA	MA in Media & Cultural Studies
Mumbai	MA	MA Applied Psychology - Specialization in Counselling Psychology
Mumbai	MA	MA Applied Psychology - Specialization in Clinical Psychology
Mumbai	MA	MA/MSc in water Policy and Governance

Mumbai	MA	MA/MSc in Regulatory Governance
Mumbai	MA	MA/MSc in Urban Policy and Practice
Mumbai	MA	MA/MSc in Disaster Management
Mumbai	MA	MA/MSc in Climate Change and Sustainability Studies
Mumbai	MA	MA Education (Elementary)
Mumbai	MA	MA Womens Studies
Mumbai	MA	MA Development Studies
Mumbai	MA	Master of Public Health Policy, Economics and Finance
Mumbai	MA	Master of Public Health in Social Epidemiology
Mumbai	MA	Master of Hospital Administration
Mumbai	MA	Master of Health Administration
Mumbai	MA	MA Globalisation and Labour
Mumbai	MA	MA Social Entrepreneurship
Mumbai	MA	MA Human Resource Management and Labour Relations
Mumbai	MA	MA Social Work in Women Centred Practice
Mumbai	MA	MA Social Work in Livelihoods and Entreprenuership
Mumbai	MA	MA Social Work in Mental Health
Mumbai	MA	MA Social Work in Public Health
Mumbai	MA	MA Social Work in Dalit and Tribal Studies and Action
Mumbai	MA	MA Social Work in Disability Studies and Action
Mumbai	MA	MA Social Work in Community Organization and Development Practice
Mumbai	MA	MA Social Work in Criminology and Justice
Mumbai	MA	MA Social Work in Children and Family
Tuljapur	MA	MA Sustainable Livelihood, Natural Resources Management and Governance
Tuljapur	MA	MA in Development Policy, Planning and Practice
Tuljapur	MA	MA in Social Innovation and Entrepreneurship
Tuljapur	MA	MA in Social Work in Rural Development
Tuljapur	BA	Integrated BA-MA
Tuljapur	BA	BA Social Work
Guwahati	MA	MA in Sociology and Social Anthropology

Guwahati	MA	MA in Peace and Conflict Studies
Guwahati	MA	MA in Labour Studies and Social Security
Guwahati	MA	MA in Environment, Ecology, and Sustainable Development
Guwahati	MA	MA in Social Work in Public Health
Guwahati	MA	MA in Social Work in Livelihoods and Entrepreneurship
Guwahati	MA	MA in Social Work in Counselling
Guwahati	MA	MA in Social Work in Community Organization and Development Practice
Guwahati	BA	Integrated BA-MA
Hyderabad	MA	MA Natural Resources & Governance
Hyderabad	MA	MA Development Studies
Hyderabad	MA	MA Womens Studies
Hyderabad	MA	MA in Public Policy and Governance
Hyderabad	MA	MA in Rural Development and Governance
Hyderabad	MA	MA in Education
Hyderabad	BA	Integrated BA-MA