SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

TATA INSTITUTE OF SOCIAL SCIENCES

TATA INSTITUTE OF SOCIAL SCIENCES, V N PURAV MARG, DEONAR,
MUMBAI, 400088
400088
www.tiss.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work. In 1944, it was renamed the Tata Institute of Social Sciences. The year 1964 was an important landmark in the history of the Institute when it was declared Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956. Currently, TISS operates on four campuses: Mumbai (Maharashtra), Tuljapur off Campus (Maharashtra), Guwahati off campus (Assam), and Hyderabad Off Campus (Telangana). The academic governance of TISS is based on 19 schools and five independent centres across campuses. The Institute offers 4 four-year Undergraduate (UG), 52 Postgraduate (PG) programmes (one / two years), 18, school based Ph. D programmes and 13 flexible short-term programmes. There are around 4500 students pan India enrolled across programmes. In addition to these academic streams, the School of Vocational Education (SVE) offers 62 vocational education programs in 18 skill sectors, with 37 undergraduate B. Voc. programs, 19 Postgraduate Diploma Programs, and 6 stand-alone Diploma programs. The school has 4576 students on roll.

TISS has 266 faculty, talent drawn from institutions of national importance, central universities, prominent state universities, other higher education institutions of excellence and globally renowned universities, who foster the multi and interdisciplinary nature of the Institute. There are 510 support staff to support the teaching-learning process at TISS.

As a premier Institute in Social Sciences, TISS is committed to the highest standards of ethical research and practice. Field Action Projects (FAPs) are unique to the Institute. Collectively, these address various societal issues and reach different marginalised communities. Besides serving the communities, most FAPs impact government policies and programmes, demonstrate implementable models, and initiate reforms and good practices.

Recognising its social contribution and academic excellence, TISS was awarded a 5-Star rating by NAAC in 2002 and secured a CGPA score of 3.88 and 3.89 on a four-point scale, respectively, in 2009 and 2016 re-accreditation. The current re-accreditation process is for the 4th cycle.

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.

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

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through extension, at the local, national, regional and international levels.

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.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Teaching, learning and placements

- TISS is an institution with a unique historical tradition of learner-centred pedagogy. TISS's teaching-learning ecosystem is organised to blend classroom teaching with field-based learning through the practice of supervised and graded fieldwork/ field immersion for students.
- TISS has significant socio-cultural diversity of students, faculty and non-teaching staff representing nearly all cultural, regional, and social groups of India.
- TISS academic programmes have a multidisciplinary and applied thrust and a close alignment with SDGs, with regional, national, and international relevance.
- Its praxis-oriented academic programmes, field engagements, experiential learnings are designed to promote self-learning, critical thinking, analytical ability, and research orientation among students.
- TISS offers democratic, inclusive, and diverse learning spaces underscored by principles of social justice, equity, and equality.
- With over 75 percent Students' placements TISS contributes significantly, each year, to the development, management, and allied sectors, nationally and internationally.
- Many TISS faculty serve on Government appointed technical committees and advisory councils, policy think tanks, Boards of INGOs/NGOs, and undertake state funded research, training programs, consultations, and field incubation

2. **Research and policy**

- Student community of TISS is guided and mentored by faculty with strong experience in praxis and community-engagement.
- TISS social research integrates theory with practice and is widely acknowledged for influencing social policy and programmes across diverse sectors.
- TISS is recognised for leading advocacy work in critical areas specially concerning marginalised

groups/ themes.

- The tradition of faculty driven Field Action Projects/Research that demonstrates and co-creates with communities' innovative models of social interventions is unique to TISS.
- TISS has demoonstrated consistent growth of impactful publications in social sciences

3. Administration

- A participatory, inclusive, and proactive student centric administration.
- Offers seamless flow of information to different stakeholders.
- A responsible administration with an established culture of transparency.

4. Stakeholder engagements and Internationalisation

- TISS actively promotes deep engagement with a variety of international, national, and local agencies, civil society organizations, for research partnerships and academic collaborations.
- A vibrant and engaged alumni network supports the schools and students through mentoring, financial support, and placements. The Institute engages with them for curriculum building and community development initiatives.

Institutional Weakness

- Limited space in Mumbai campus for horizontal expansion, but possibility for vertical expansion exists.
- Limited internal resources to support faculty research, publications, international travel etc.
- Inadequate government support for development/ maintenance of campuses & buildings
- Lack of sufficient hostels and faculty/staff residence
- Needs to improve the visibility of research and community engagement work.
- Hyderabad campus requires to develop physical infrastructure

Institutional Opportunity

- TISS occupies a unique space in multidisciplinary and applied social science and social work teaching and research. As such it has the opportunity to emerge as a leading institution of social science led multidisciplinary education in the Global South.
- The TISS reputation and brand offer possibilities to collaborate and engage with national and international universities, governments and multilateral institutions for furthering global advocacy and policy for knowledge dissemination, of peace, diversity, inclusion, democracy, sustainable development, and environmental protection.
- The strong tradition of faculty led community engagement work offers TISS the opportunity to develop and test indigenous theories of change, models of social development, and be the advocacy and change agent.
- As a premier research university of Social Sciences, TISS has opportunities to attract foreign students for training in Indian knowledge systems and languages, as envisaged in NEP 2020.
- It's strong and well-connected alumni network can be leveraged for creating aid for students from disadvantaged backgrounds and contribute to infrastructural and academic development of the Institute.
- With its socially relevant academic programs and field-based training TISS has the opportunity to create human workforce with skillsets to work in diverse geographical settings.

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Institutional Challenge

- Government funding for social science research and extension work is highly inadequate, which compromises our ability to undertake inter-disciplinary research needing big funds and matching co-funding of collaborative work.
- This also constraints our ability to build a strong ecosystem for faculty and doctoral research; for example incentivise high quality research and publications, provide seed grant, create management structures for international bids, create geo-informatics and innovation labs etc.
- Raising funds for a public university with thrust on social science research and field engagements, is proving to be difficult as funders like to see quick results while SS research is slow paced, and outcomes are not always measurable.
- Space constraints at the Mumbai campus – challenges to exploring possibilities for vertical development for creating additional spaces for students and faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Tata Institute of Social Sciences (TISS) structures learning programmes into six streams through four campuses and schools. They include Under Graduation (UG), Post Graduation (PG), Doctoral Programme, Short Term Programme, Online Programme, and Open and Distance Learning Programmes (ODL). These programmes closely align with multi-dimensional socio, economic, psychological, and environmental contexts that involve communities, government, industry, and civil society organisations. While these learning programmes diverge in scope and vision, grounding in the field or grass route realities remains a core competency of the system. Another crucial factor across the TISS learning system is its commitment to inclusion and sustainable futures. The faculty and students transcend across disciplines, culminating in a culture of transdisciplinarity.

TISS has four campuses located in diverse agro-climatic regions in India. This plurality resonates with the learning programmes. This heterogeneity is reflected in the specificity of programmes. These programmes generated competent graduates and space and context for social innovation. The students opened innovative ways of solving social problems. These endeavours became field action programmes.

The institute inculcates the culture of critical thinking and reflections through Foundation Courses, CBCS Courses, interdisciplinary core and minor subjects, field practicum and internships. Across these streams of learning, one of the core values is internalising professional ethics. Another crucial dimension is understanding gender. Through the pedagogic processes, it emphasises that there should not be any gender discrimination against any individual.

Students are inducted into professional ethics, gender justice, human values, and socio-economic and environmental sustainability. The Institutional Review Board assesses if the proposed research by the faculty and students meets the cannons of ethics. Through the foundation courses, students get exposed to constitutional, social, political, cultural, economic, and environmental dimensions of living in India. The institute is committed to skill development and inculcating values about sustainability.

Teaching-learning and Evaluation

TISS teaching programmes follow a credit-based semester system. For each credit, there is one assessment component. Because of the heterogeneity of learners and outcome orientation, assessment usually has two dimensions: individual and team performances. Across the levels of learning, the support systems emphasise narrowing the difference between learners. Praxis-oriented pedagogy is central to the design of all TISS study programmes. A significant component of experiential learning at TISS is the visit of the students and faculty members to the field.

An essential highlight of the ICT adoption by TISS is using the TISS. Online Learning (TISSOL) platform. Faculty use this platform to share course study materials and assignments and conduct quizzes, examinations, and evaluations. Moreover, the Institute encourages and uses digital assistive technologies for differently-abled learners.

The Student Management System (SMS) and TISS Online Learning (TISSOL) are the two crucial IT verticals through which the Institute integrates solutions for student assessment.

Through the TISSOL, students can view the courses they are enrolled in. Faculties, as course anchors, can upload the course materials and tasks. The portal is also linked to the Turnitin software, where student submissions are scrutinised for plagiarism. Using the SMS, students complete the semester registration, submit course feedback, self-generate hall tickets, and attend exams. One of the tools of internal assessments is fieldwork evaluation. Students upload fieldwork journals, diaries, and projects for the weekly review in such settings. The learning management system used in TISSOL allows the instructor to design courses with learning outcomes and graduate attributes.

The Institute maintains a well-planned academic calendar prepared at the beginning of each academic year. The assessment process involves semester examinations and a variety of individual/group assignments. Evaluation methods include exams, term papers, classroom presentations, book reviews, practical projects, oral assessments, and concurrent evaluations for field practicum.

TISS follows a standardised 10 Point Grading System for evaluation. The Office of Controller of Examination is vested with the Registrar and operationalised through the Academic Section to conduct Semester Examinations, along with respective Schools and Centres. The Institute regularly does feedback surveys of different stakeholders.

Research, Innovations and Extension

The research activities at TISS are structured and guided by a set of well-defined policies. The Research Council (RC) is the core of TISS's research governance and policy. The MPhil/PhD programmes being one of the flagship programmes, the Institute takes informed decisions to augment the quality of doctoral research. While the Doctoral Student Office at the Office of Research and Development coordinates centrally, each school anchors its own Ph.D. programme. The RC provides funding for inter/multi-disciplinary research of faculty. The institution's Institutional Review Board (IRB) ensures the highest ethical research and practice adherence.

The research and Development office regularly organises workshops and capacity-building interventions on various themes for scholars and faculty. The Institute contributes to a robust publication ecosystem as is evident from the Indian Journal of Social Work (IJSW), the flagship publication of the Tata Institute of Social Sciences since 1940. TISS maintains a thriving multi/inter/trans-disciplinary research environment. Faculty and students

work on innovative research projects with significant policy and programme relevance. These projects culminate in impactful publications such as journal articles, book chapters, or books.

The Incubation Centre at TISS has mentored more than 300 social enterprises since its inception in 2012. It also supports other incubation programmes at remote locations for poor and marginalised communities. The Incubation Centre has impacted close to a million lives. With the Mumbai Campus Incubation Centre mentorship, all the off-campuses of TISS have initiated the Entrepreneurial Cell (E-Cell). TISS often provides expertise under various domains of research projects, field action projects, and policy interventions. Faculty members are engaged in consultancy on different interdisciplinary social science areas.

Extension activities at TISS have a long lineage since its inception. The faculty started Field Action Projects (FAPs) as laboratories for students to engage in 'learning by doing'. FAPs are demonstration projects to pioneer initiatives in the field by working with marginalised sections of the community and unmet societal needs. Most significantly, the FAPs have led to policy-level changes in critical areas.

Infrastructure and Learning Resources

TISS has state-of-the-art multi-media digital facilities in classrooms, seminar halls, libraries and faculty rooms to support the teaching and learning needs. The Institute has 21.5 acres campus in Mumbai, 100 acres in Tuljapur, 25 in Guwahati and 65 in Hyderabad. Across campuses, TISS has 82 classrooms (Mumbai: 35, Guwahati: 16, Tuljapur 16: Hyderabad:15), two laboratories, five seminar halls, one 550 seater state-of-the-art Convention Centers, one 250 seater Conference hall, two audio/video recording studio and fully wi-fi enabled campuses (1GBPS speed) etc.

The central library has 1,28,289 textbooks/reference books, 180 e-books, 66 journals, 42 E-journals, and 1600 CDs/Videos and provides remote access services across campuses. TISS has 1232 computers for students, including the digital infrastructure setup with MK Tata Centre for the Visually Challenged. The M.K. Tata Memorial Learning Resource Centre has 20 computer workstations and scanners with the required voice-activated software. All three off-campuses have respective libraries. Moreover, the institution procures relevant software and databases for broader dissemination.

The Institute has, at all campuses (except in Hyderabad), set up in-house hostels for students (for both men and women) with dining halls, canteens, health centres, sports and recreation facilities, gyms, badminton courts, volleyball courts, amphi theatres, guest houses for visiting faculties, housing for teaching and non-teaching staffs (in Mumbai and Tuljapur Campus), auditorium, boardrooms, school meeting rooms etc. The Institute does an accessibility audit to keep the campuses disabled-friendly.

All four campuses have ramps, railings, disabled-friendly bathrooms, braille boards, and a voice-enabled IT support system. The media archive maintained by the School of Media and Cultural Studies contains over 5000 films on various topics. The Geoinformatics Laboratory supports teaching, training, and conducting advanced research in disaster studies and is also used by students and faculty colleagues across other schools. RACHANA is a resource centre and design lab at the Centre of Excellence in Teacher Education (CETE), TISS, Mumbai. This virtual space promotes the use of educational resources (both digital and physical) in classrooms.

The Institute has a separate Division (viz Infrastructure Development & Support Division) to oversee the maintenance of buildings, classrooms, Hostels, Residential Buildings and the entire recreational Infrastructure.

Student Support and Progression

The Students' Union (SU) at TISS is a democratically elected body that acts at the behest of students and raises the concerns and demands of the student community to the administration. The union works closely with the Office of Student Affairs (OSA). The OSA, established in 2006, is an administrative unit of TISS to liaise between students, faculty, and the administration. There is an inter-campus integration of student-related activities.

SU has representation in various committees and forums, including the Academic Council, School Board of Studies, and Grievance Redressal Cell. The SU played an active role in assuring rights to differently-abled students. The SU actively participated in student aid interviews and helped the administration process Students' Aid Applications transparently. It engages in the pre-admission orientation with the SC/ST Cell and Equal Opportunities Cell. SU also collaborates with Gender and Development Cell.

It organises various curricular co-curricular activities on campus. The SU has several committees focusing on multiple aspects of student life, including the Cultural Committee, the Sports Committee, the Academic Committee, and the Gender and Sexuality Committee. Due to the persistent efforts of the student union, teams from the Institute participated in various inter University /college events, and some of the teams won top laurels. The SU coordinated with OSA to identify needy students.

The Institute has an active and supportive alumni network in India and globally. The alumni contribute by facilitating solid connections with the industry, communities, civil society groups, and the state, where many are in leadership positions. Alumni engage with the faculty in discussions to give feedback on academic programmes, curricular revisions, and inputs on ways to address the emerging needs of the industry and the field. Over the years, TISS alumni across Schools and Campuses have emerged as a strong support base for students needing mentoring, counselling, guidance during placement weeks, financial and material help, and help to adjust to new jobs and locations. During the COVID pandemic, several alumni came forward to bridge the digital divide by donating laptops to socio-economically disadvantaged students and paying fees for such students.

Governance, Leadership and Management

The governance systems at TISS, institutional structures, and processes are founded on a high degree of autonomy and transparency. It is integrated with the vision and mission of the Institute. Decision-making is through decentralised Governance, a flat, participatory structure with equal leadership opportunities, and a commitment to informed decision-making and accountability.

The Governing Board, as the highest Executive Body, functions within the broad framework of the MHRD and UGC guidelines and supports the Institute in realising its vision and mission. The Academic Council of the Institute decides on matters of academic nature; steers and maintains academic standards of excellence in Social Sciences. The Finance Committee supports and supervises raising funds for the Institute's development and functioning and monitoring finances to ensure transparent and accountable Governance. The Research Council

provides direction and guidance to the Institute's research policy and the drive for impactful social science scholarship. In addition to the above governance bodies, there are statutory bodies and internal committees that work towards the smooth functioning of the Institute.

Teamwork and participation have been the pillars of the Institute's excellence in performance over its history and are an integral part of its culture. The participatory structure of the Institute provides an opportunity for various members of the Institute to become empowered and grow as leaders through their involvement in progressive decision-making processes. The rotary nature of the leadership of the various Schools/Centres and institutes and the practice of substituting positions in the absence of critical stakeholders provide the opportunity to develop a dynamic leadership.

Faculty and staff lead and participate in the decision-making processes of the Institute. They also work collectively across Schools and Centres on emerging issues through various Committees and Working Groups, where they equally bring diverse strengths to the table. There is an active inter-campus coordinating system called the Steering Committee to strategise and govern off-campuses. It comes up with strategies and processes to function more effectively. Office for International Affairs at TISS facilitates global exposure to the staff through exchange programmes with well-known universities abroad.

Institutional Values and Best Practices

The TISSOL platform was developed during the lockdown period to enable students to experience seamless access to learning resources and complete all academic requirements, such as organizing learning materials and allowing the students to submit assignments. Developed and customized on the Moodle platform, TISSOL enables discussions with each other, builds a community of practice, maintains a calendar and enables time management in challenging and remote times, and tracks their progress, ensuring inclusion at all times through an in-built accessibility checker. Currently, TISSOL has been stabilized into a regular teaching and learning platform across all programmes at TISS.

Community Engagement is central to the core values of the Institute and its curriculum. The key objectives include 1) demonstrating and strengthening the perspective and skills of people-centric practice through engaging in implementation and intervention initiatives at various levels, 2) an intuitive understanding of the challenges/barriers and drivers of the specific implementation activity/practice in social change and social innovation, 3) understanding of grassroots knowledge emerging from people's lived experiences and grassroots innovations and 4) emergence of new practices and co-production of plural, intersectional, diverse and indigenous knowledge through the interface of knowledge between academia and practice. Responding to community and grassroots realities, TISS has been at the forefront in engaging with marginalized groups and communities, demonstrating best practices and strategies for engagement through Field Action Projects (FAPs) of the Institute and collaboration with civil society organizations, community-based collectives, and government programmes.

As per the need and evolving national and international frameworks, it also contributes to knowledge production and development initiatives. Since 2015-16, it has engaged with Sustainable Development Goals. The Sustainable Development Goals (SDGs) provide a basic scaffolding for a unified response amongst international and intra-national communities to address critical persistent, and new emerging issues of poverty, hunger, inequality, conflict, and climate change. Indeed, this intuitive and compassionate character of the Institute is of great relevance to the current inter-connected world of today, as indicated by the synergy between TISS's work and the evolution of global thought as embodied by SDGs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	TATA INSTITUTE OF SOCIAL SCIENCES
Address	Tata Institute of Social Sciences, V N Purav Marg, Deonar, Mumbai, 400088
City	Mumbai
State	Maharashtra
Pin	400088
Website	www.tiss.edu

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	Shalini Bharat	022-25525201	9892227754	022-2552505 0	director@tiss.edu
IQAC / CIQA coordinator	Bino Paul G D	022-25525333	9920550358	022-2552505 0	bino@tiss.edu

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	30-04-1964
Status Prior to Establishment,If applicable	PG Centre
Establishment Date	01-06-1936

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	06-09-1967	View Document
12B of UGC	27-11-2018	View Document

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Tata Institute of Social Sciences, V N Purav Marg, Deonar, Mumbai, 400088	Urban	20.5	41000	PG M Phil. Ph D Diploma PG Diploma Certificate		
Off Campus	*Tata Institute Of Social Sciences Tuljapur Off Campus, Apsinga Road, P.o Tuljapur, Osmanabad District, Tuljapur, Maharshtra, 413601*	*Rural*	*100*	*20500*	*UG PG Diploma PG Diploma Certificate*	*01-06-1986*	*29-01-1990*
Off Campus	*Tata Institute Of Social Sciences Guwahati Off Campus Tetalia Road, Behind*	*Semi-urban*	*25*	*14000*	*UG PG M Phil. Ph D Diploma PG Diploma Certificate*	*01-06-2009*	*01-09-2011*

	Assam Science And Technology University, Jalukbari, Guwahati, Assam 781013						
Off Campus	*Tata Institute Of Social Sciences Hyderabad Off Campus, Kb Sanik School Premises, Brahmannapalli Road, Abdullapurmet Mandal, Ranga Reddy District, Hyderabad, Telangana, 501510*	*Urban*	*64*	*17960*	*UG PG M Phil. Ph D Diploma PG Diploma Certificate*	*01-01-2011*	*22-07-2013*

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
NCTE	103592_10614_4_1674028394.pdf

Details Of Teaching & Non-Teaching Staff Of University

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	27				58				96			
Recruited	9	9	0	18	29	24	0	53	43	48	0	91
Yet to Recruit	9				5				5			
On Contract	2	1	0	3	4	6	0	10	43	57	0	100

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				233
Recruited	98	62	0	160
Yet to Recruit				73
On Contract	344	208	0	552

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned				19
Recruited	10	0	0	10
Yet to Recruit				9
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	1	0	0	0	0	0	1
Ph.D.	8	9	0	28	24	0	37	46	0	152
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	1	0	0	0	0	4	1	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	2	6	0	37	42	0	89
M.Phil.	0	0	0	0	0	0	3	10	0	13
PG	1	0	0	2	0	0	3	5	0	11
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	1	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	0	0	0	0	0	0	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	**Female**	**Others**	**Total**
Emeritus Professor	0	0	0	0
Adjunct Professor	6	3	0	9
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	School of Development Studies	NABARD Chair Professor	National Bank for Agriculture and Rural Development
2	School of Management and Labour Studies	TISCO Chair Professor	Tata Steel

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	15	115	0	0	130
	Female	10	188	0	1	199
	Others	0	0	0	0	0
PG	Male	268	955	0	2	1225
	Female	280	1374	6	7	1667
	Others	1	0	0	0	1
PG Diploma recognised by statutory authority including university	Male	47	16	0	1	64
	Female	68	77	0	1	146
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	96	193	0	9	298
	Female	137	308	1	8	454
	Others	0	0	0	0	0
Diploma	Male	16	7	0	0	23
	Female	36	19	0	0	55
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	16	0	0	16
Female	4	23	0	0	27
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	81.25	NAAC Peer Team Report_TISS-2002.pdf
Cycle 2	Accreditation	A	3.88	NAAC Peer Team Report_TISS-2009.pdf
Cycle 3	Accreditation	A	3.89	NAAC Peer Team Report_TISS_2016.pdf

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Center For Studies In Sociology Of Education Mumbai Campus	View Document
Centre For Excellence In Teacher Education Mumbai Campus	View Document

Centre For Library And Information Management Studies Mumbai Campus	[View Document](#)
Centre For Study Of Social Exclusion And Inclusive Policies Mumbai Campus	[View Document](#)
Jamsetji Tata School Of Disaster Studies Mumbai Campus	[View Document](#)
School Of Development Studies Mumbai Campus	[View Document](#)
School Of Education Mumbai Campus	[View Document](#)
School Of Gender Studies Hyderabad Off Campus	[View Document](#)
School Of Habitat Studies Mumbai Campus	[View Document](#)
School Of Health Systems Studies Mumbai Campus	[View Document](#)
School Of Human Ecology Mumbai Campus	[View Document](#)
School Of Law Rights And Constitutional Governance Mumbai Campus	[View Document](#)
School Of Livelihoods And Development Hyderabad Off Campus	[View Document](#)
School Of Management And Labour Studies Mumbai Campus	[View Document](#)
School Of Media And Cultural Studies Mumbai Campus	[View Document](#)
School Of Public Policy And Governance Hyderabad Off Campus	[View Document](#)
School Of Research Methodology Mumbai Campus	[View Document](#)
School Of Rural Development Tuljapur Off Campus	[View Document](#)
School Of Social Sciences And Humanities Guwahati Off Campus	[View Document](#)
School Of Social Work Guwahati Off Campus	[View Document](#)
School Of Social Work Mumbai Campus	[View Document](#)
Tiss Azim Premji School Of Education Hyderabad Off Campus	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	TISS has been viewing complex socio-economic,

political -cultural -spatial – psychological milieus from plural vantages. This culture has permeated its research, learning and praxis since its inception. Drawing cues from eight decades of chronicle, a multi-disciplinary approach in teaching and research has been progressively shaping up the pedagogy, intellectual output, field action projects and social innovation by the Institute. All TISS students in post-graduate programmes learn 60 hours of foundation courses in social sciences and themes pertinent to Indian society, polity, economy, technology, and development. This course is jointly taught by faculty from multiple disciplines like Sociology, Social Work, Economics, Development Studies, Demography, Anthropology, Political Science, Psychology and Science. Another case is undergraduate programme of the Institute, wherein enrolled students learn foundations of mathematics, language, science, and literature. TISS's research output- journal articles, books, monographs, book chapters, policy research and M.A / Ph D research dissertations- spans multiple disciplines in Social Sciences such as sociology, demography, economics, social work, management, psychology, Anthropology, Political Science and Education. In the context of NEP-2020, the Institute has launched and, is in the process of launching more innovative multi-disciplinary programmes in Social Science, Social work, Management, Analytics and Sustainability from forthcoming academic sessions. Scaling up field action and social innovation initiatives is also part of our NEP initiatives and a demonstration of our multi- and inter-disciplinary approach to teaching-learning-field action. TISS has been integrating plural perspectives in pedagogy and research, thus shaping an interdisciplinary frame for teaching and research, and generating its own theoretical, conceptual, and methodological identity. With several inter-disciplinary post-graduate programmes in streams such as social entrepreneurship, 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, TISS research also spans this range of disciplinary

	diversity. As an offshoot of interdisciplinary orientation, nurtured by the Institute, postgraduate and undergraduate courses of TISS have been progressively absorbing inter-disciplinary pursuits in the learning system. Moreover, the culture of interdisciplinary learning extends to M. Phil Ph D programmes and flexible learning streams like PG Diploma and certificate programmes as part of our thrust on continuing education. Concerning each sustainable development goal (No Poverty, Zero Hunger, Good Health and Well-being, 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. TISS envision a need for more innovative, interdisciplinary learning streams to understand the emerging complex global milieus like climate and commons, creative economies, livelihoods and social innovations, ageing, inclusion and global cities, public health governance in the global south, skill development for aspirational youth, and human ecology.
2. Academic bank of credits (ABC):	The NAD is a digital repository of academic records, which includes transcripts, degrees, diplomas, certificates, mark sheets, etc. The database is accessible to institutions, employers, and students, and it is intended to serve as a one-stop-shop for all academic records. It aims to reduce the time and effort required for verification of academic records, eliminate the need for physical copies of documents, and make the process of credit transfer more efficient. Tata Institute of Social Sciences (TISS) has successfully registered on NAD Digilocker portal. TISS has 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. https://cccloud.tiss.edu/index.php/s/TpdW98kDA8n1lHa Presently at TISS, a student in the PG programme can opt to credit additional courses over and above those

	prescribed for a programme. A student must complete all the assessment units specified for all such extra credited courses. Extra credits will be recorded on the grade card and indicated as extra credits but will not be considered for determining CGPA, etc. Extra credits earned in each semester will not be converted to regular credits at a later stage. A student can audit additional courses over and above those prescribed for a programme. The course title and 'audit' will be indicated for all audited courses in the grade sheet. The Choice Based Credit System (CBCS) of the PG programmes at TISS not only offers opportunities and avenues to learn core subjects but also provides additional avenues of learning through the choice of elective courses at different levels, namely Elective Foundation, Disciplinary Elective and Open Elective courses. The Disciplinary Electives are School / Centre- specific courses. Before the commencement of the semester, the respective School/Centre will announce the offering of these courses. The Committee for CBCS also coordinates the Open Elective courses, which will be offered in Semester II. It is mandatory that each student completes the required two credits of Open Electives from any one of these two slots. Thus, each student has to take a minimum of ONE course from the list of Open Elective courses. Following the UGC directive, Choice Based Credit System (CBCS) was introduced in 2015 for Institutes' UG programmes, wherein students are required to undertake a certain number of courses to accumulate the required credits over semesters II to VI. A basket of courses is available in these semesters from which students can select any 2 courses of their interest to accumulate a total of 4 credits. Currently, 4 CBCS credits are allotted for students in each study programme, which is specified in the course content of the respective programme. (Note: Variations observed in the total number of CBCS credits in some programmes is on account of the nature and total credit load for that programme). Students have a choice of auditing optional courses. However, the norms pertaining to attendance and regularity for audit courses remain the same as for compulsory courses.
3. Skill development:	TISS set up the School of Vocational Education (SVE) in 2011 to spearhead its vocational education and training program, in keeping with its vision of

creating an ecosystem that would bring the dignity of labour to professional services and occupations. The School's core vision is to design academic courses for the youth of the country with a focus on skilling for better employability and ensuring sustainability transitions. The vocational education program is implemented with a focus on developing job-specific skills. The school has adopted a work-integrated vocational education program based on the guidelines developed by the National Skill Qualification Framework and the University Grants Commission (UGC) guidelines for the bachelor programs in vocational education- the B.Voc. Program (https://sve.tiss.edu/). The school has completed a decade-long journey in imparting vocational education, replete with many accomplishments and success stories. After a few trials and errors, the school has evolved a robust method of strategic partnerships with Domain Experts, Industries and Service Providers to deliver its programs. The school has 36 Domain Experts to develop the course structures and study materials for the different skill programs. Industry partners provide vocational and practical training to students, while our Service Providers provide local facilitation. Currently, SVE offers 62 vocational education programs in 18 skill sectors, with 37 under-graduate B.Voc. programs, 19 Post-Graduate Diploma Programs, and 6 stand-alone Diploma programs. There are 3530 Industry partners across 95 locations. Students from the School are presently undergoing their On-the-Job skill training with 1114 Industry Partners in 53 areas, pan India. https://sve.tiss.edu/index.php?p=bvoc-programme, https://sve.tiss.edu/index.php?p=pgdiploma-programme, https://sve.tiss.edu/index.php?p=diploma-programme The school adopted the 'Internship-Embedded Skill Training Programme', during which students may also earn a modest stipend in select skill knowledge sectors. The current students undergoing their on-the-job skill training with industry partners receive stipends ranging between Rs 5000 - Rs 24000 per month, depending on the skill sector and region. Industry collaboration has helped students both in skill training and securing employment. The school presently has 4576 students. Post-pandemic, 1490 students of the 2022 Batch appeared for off-line examinations in 54 locations across the country. The number of students who graduated in 2022 is 2224.

	Including this, the total number of graduated students from the school thus far is 8952. The school signed an Agreement with the Government of Maharashtra's Samagra Shiksha Program in 2022, under its Young Leaders Aspirational Development Program (MYLAP), to take B. Voc. courses to the students at Higher Secondary Schools in the State. The school is emerging as a model for skill development, through work-integrated training, in line with the New Education Policy (NEP) of India. In line with NEP thrust on multi-disciplinary education B.Voc programs train human service professionals across diverse disciplines and skill domains. With the expansion of the School of Vocational Education, the Institute is adding a new dimension to it's goal to create opportunities and sustainable sources of income for the youth of our country.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	TISS has the following courses as part of integrating the Indian Knowledge system across campuses. a) Tribal Situation in India – History (TISS Mumbai Campus, MA Foundation Course) b) Idea of India (TISS Mumbai Campus, MA Foundation Course) c) Early Life Tribal – Perspective & Concepts of Dalit & Tribal Studies Action (TISS Mumbai Campus, MA Foundation Course) d) Moral Leadership (TISS Mumbai Campus, MA HRM&LR) e) History & Ideology (TISS Guwahati Off-Campus, MA – SSW) f) Gender & Law – Indian Perspectives (TISS Hyderabad Off-Campus) g) International Social Work & Indigenous People (TISS Mumbai Campus, SSW) h) Women Issues in Community (TISS Mumbai Campus MA – Women Studies) i) Indian Ethics & Governance in Indian System (TISS Mumbai Campus B. Voc. Generic Subject) j) Integration of other Art forms in Dance Movement Therapy (TISS Mumbai Campus, SSW, PG Diploma) k) Traditional Knowledge System (TISS Mumbai Campus, M. Phil. course) l) Kautilya – Nation, State & Governance (Arthashashthra Karmayoga), TISS Mumbai Campus m) Knowledge, Culture & Society (History & Ayurveda) (TISS Mumbai Campus, M.Phil. Course) Integrating Indian knowledge systems into pedagogy and research can preserve India's cultural heritage. It is crucial to explore rich linguistic traditions of the country and integrate Indian Languages in teaching and research. Institute explores the possibility of teaching comparative

	literature to undergraduate students, especially Hindi and vernacular literature. Another possibility is critical thinking and philosophy. Institute embeds Indian lineages with these streams. An example is learning formal methods like mathematics. It is helpful to integrate modern mathematical thinking with Indian Schools of Mathematics. Another crucial opportunity is the fieldwork in rural areas. For example, Indian farmers use a tremendous volume of traditional knowledge and practices. How this contributes to sustainability is a rich theme. In organisations, spirituality is fast emerging as a tool to create employee trust. In such circumstances, the Indian knowledge system plays an important role. Along with the constitution, local practices and institutions shape decentralisation and local democracy. In public health, especially in India, community matters in the system's governance. Here, regional, and traditional knowledge helps in health care. TISS envisages integrating local and traditional knowledge with the growing body of scientific literature to rationalise and conceptualise situations. Various contexts like organisational systems, social entrepreneurship, community development, public health, climate change, disaster management, mental health, ecology, public policy, and natural resource management bear testimony to it. In the context of sustainability transition and creative-circular economy, there is excellent relevance for symbiosis between the Indian knowledge system and scientific knowledge, multidisciplinary social sciences. A classic example is research on a community's resilience to climate change. Communities adapt to changes in innovative ways. In that process, shared and cumulative wisdom translates to prudent strategies. In the context of NEP 2020, TISS is exploring opportunities to use Indian knowledge systems in pedagogy and research creatively. Indian knowledge systems also contribute to multiple intelligences. It is crucial to design innovative learning systems, especially in performing arts, and it is a significant ingredient in NEP-based UG programmes at TISS.
5. Focus on Outcome based education (OBE):	Following are the multi-dimensional features of outcome-based learning at TISS, especially in the context of NEP 2020. Multidisciplinary learning and knowledge: Postgraduate and undergraduate students

learn interdisciplinary foundation subjects, choice-based credit courses, disciplinary core courses, and relevant minor streams. Communication Skills: Every course assesses the student for team-based tasks. In team tasks, students get the opportunity to learn communication skills. These team-based tasks also involve individual presentation and public speaking. For most of the programmes, concurrent fieldwork is adopted. And students are assessed every week through a weekly interaction with faculty/fieldwork mentor. Students hone communication skills, especially speaking, listening and critical thinking. Critical and Reflective Thinking: Every course incorporates critical thinking. For example, if the session is about social inequality, the learning involves multi-dimensional aspects. The pedagogy involves not only the knowledge from the text but situations that are also assessed against contemporary evidence. Problem-Solving and self-directed learning: Problem-solving skills are part and parcel of TISS's learning ecosystem, especially fieldwork and internship. Organisations put challenging problems to students. For example, students may be asked to unravel new organisational practices and their effectiveness. Problem-solving involves designing research studies (individually or in group) for finding evidence using contents and data and presenting it to relevant stakeholders. Analytical Reasoning: Analytical skills involve problem formulation, planning, identifying the data, and integrating the evidence with the problem. It also covers abilities to articulate patterns and inferences convincingly. In a teamwork context, setting these inferences against new evidence is crucial. Classroom and fieldwork assignments at TISS promote analytical reasoning. Research and Scientific Reasoning: Research is an integral part of learning at TISS. It is incorporated in fieldwork, term papers in course work and dissertations. It prepares students for positive empirical, interpretative, qualitative, and mixed research. The learning intends to build capabilities in the formulation of research problems, design of research, a systematic review of literature, research ethics, data collection, cleaning of the data, analytics and visualisations, articulation of the findings and exploring the linkage with the policy. Teamwork and Multicultural Competence: The core of TISS's learning system is teamwork. It comes from the

	realisation that problems are too complex for an individual to solve. Instead, the collective wisdom of a team may have better solutions. This is a shared understanding at TISS. It resonates in class assignments, fieldwork, and internships. Diversity is the hallmark of TISS, and teams involve participants from multiple social-economic-cultural-geographic contexts. Digital Capability: The particular emphasis is given to digital capabilities, including basic competence in computing, exposure to statistical software and domain-specific digital tools. Learning digital tools aims to cope with the challenges of the emerging future of learning and work, especially in the context of Industry 4.0 and 5.0. Moral and Ethical Awareness: The learning at TISS involves exposure to basic tenets of ethics and moral values. This is very useful in a multicultural and stakeholder-oriented environment. In the complex work environment, considering the complexity of the context, it is crucial to understand ethical frameworks, integrity, and commitment to the purpose.
6. Distance education/online education:	The Centre for Distance and Online Education (CDOE) CDOE has been established at TISS in 2021 to ensure quality, coherence, and efficiency of all online, distance and blended learning programmes offered by TISS, involving a learning management system, technology platform, other than those programmes which are designated as 'campus based' and involving the use of TISSOL. The centre oversees all quality assurance matters about DOE programmes and courses offered by TISS in the context of NEP 2020. (https://tiss.edu/view/6/Centre-for-Distance-and-Online-Education/objectives-10/). Certificate, diploma and PG diploma programmes and all short-term programmes, which are classified as DOE, involve the use of technology platforms and affect online or blended modality and Undergraduate or Postgraduate programmes approved by the Academic Council of TISS, which involve the use of technology platforms and are conducted in online or blended modality. All these fall under the purview of the CDOE. Modalities of the centre may concern some, all, or a combination of the following: a) Distance learning, where students are not on campus and participate in the learning programme through print, multimedia or online resources and teaching.

Typical distance learning programmes cater to large scale by using a 'study centre' model which provides local services in person to programme participants (including mentoring, counselling, some teaching, lab work (as applicable), library services, and facilities for proctored examinations. b) Online: where technology platforms or social media platforms are used wholly for the programme transaction and where the student's time on campus is optional or minimal, and resources and learning experiences are offered online. c) Blended: where students may spend some time in classrooms and some for learning online. d) Hybrid refers to a model where some students may be on campus while simultaneously others participate in the class (synchronously or asynchronously) online. And may also apply to programmes where some courses are campus-based while others are 'online'. The CDOE is concerned only with 'online' components. The following are the responsibilities of CDOE: a) The maintenance and updation of the selected LMS to be used for all online and blended learning (technology platform). b) The definition of quality standards is to be met by all online and blended learning programmes towards which the CDOE will develop and provide quality standards and best practices for resources, organisation of teaching faculty and mentors, and the conduct of teaching and assessment. c) The review and provision of feedback to Schools and Centres on their curricular design, pedagogical arrangements, and resource design. d) Certification that minimum standards for resources, pedagogy and assessment have been met before taking the programme to the AC and before the programme is offered for admissions. e) Faculty development to design and teach using online and blended pedagogies, use the platform, and provide guidance on matters of copyrights, etc. f) Ensuring all statutory requirements of compliance and recognition by UGC are met for all DOE programmes offered by TISS. Maintained database of information required for reporting on DOE from time to time, facilitated the application and recognition process and kept abreast of all new notifications and developments notified by UGC.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Centre for Electoral Management Studies (C-EMS) at School of Development Studies at TISS is dedicated to advancing and strengthening democratic practices, electoral institutions and integrity of elections across the nation and globe. The centre is established in collaboration with Election Commission of India (ECI). It aims to create a cadre of electoral professionals who can uphold the philosophy and value of elections and can in turn create an ecology that can continuously engages with and address the ever-emerging challenges of conducting free, fair, inclusive and sustainable elections around the world. The Centre envisions to be a deliberative space that can continuously engage with and respond to the myriad of challenges that electoral governance across the nation and globe is confronted with. The Centre plans to undertake a meticulous training of not only electoral officers and EMB's but also civil society actors including policy analysts, independent news media and watchdog organizations of domestic observers who link the citizens with the state.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Centre for Electoral Management Studies (C-EMS) is dedicated to advancing and strengthening democratic practices, electoral institutions and integrity of elections across the nation and globe. It aims to create a cadre of electoral professionals who can uphold the philosophy and value of elections and can in turn create an ecology that can continuously engages with and address the ever-emerging challenges of conducting free, fair, inclusive and sustainable elections around the world. The Centre envisions to be a deliberative space that can continuously engage with and respond to the myriad of challenges that electoral governance across the nation and globe is confronted with. The Centre plans to undertake a meticulous training of not only electoral officers and EMB's but also civil society actors including policy analysts, independent news media and watchdog organizations of domestic observers who link the citizens with the state. The Centre's mission is also to advance public discussion and education through teaching, research, and outreach on key issues of management of elections and democratic governance worldwide, as well as

	recognize and promote innovations in conducting elections while promoting citizen's participation in elections.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Centre for Electoral Management Studies (C-EMS) is being established as a nodal centre with the financial support from ECI for the delivery of MA in International Electoral Management & Practices and promotion of research in areas of electoral administration. The first batch of the MA program (2022-24) comprises learners from diverse fields and experiences. With 20 candidates being nominated by the Election Commission of India, 5 from International Election Commissions (Bhutan, Bangladesh, Maldives, Philippines), and 8 selected from the open pool category, the virtual classroom has been a reflective and interactive space which has been underpinned by much learning and unlearning. This classroom is an assemblage of people coming from various geographies, genders, age groups and as such the diversity of experiences has further facilitated peer-based learning. Such interactions have been made possible by a distinct pedagogy(online & offline) that is supported by nationally and internationally reputed scholars and researchers (Delhi University, JNU, IIPS, TISS, XLRI, IIT-Mumbai) and abroad (Brown University, John Hopkins, University of Pennsylvania, Columbia University, Temple University, Heidelberg University). Our multi-disciplinary team trained in the areas of political science, international relations, public policy, law, human resource management, electoral administration, political demography, data analytics, social work with the experience of working with the ECI has been committed to developing innovative theoretical and pedagogical practices to foster distinctive methodology of studying administration and management of elections in national and global context.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Centre for Electoral Management Studies has the following objectives: Advance excellence in managing elections, promoting integrity of elections and strengthening Electoral Management Bodies worldwide . Encouraging and undertaking innovative and evidence-based policy research comparing elections worldwide and plans to bring objectivity in assessing electoral assessments around the world. Using the ICT based digital class room/lab, the

	Centre plans to become a knowledge hub for teaching (online & offline) for sponsored national and international candidates and open-pool students and documenting the best-case practices of electoral management with focus on building partnership with Electoral Management Bodies (EMBs), academic institutions and think tanks worldwide. Undertake advanced evidence -base research through working papers, policy briefs and colloquiums on electoral administration leadership for current and aspiring election professionals and democracy experts around the world, which will enable electoral administrators and practitioners to implement relevant legal and regulatory frameworks and paradigms around the world. Facilitate knowledge support for strengthening electoral data research, building capacity for electoral officials, enhancing voter's education and developing innovative strategies for conducting inclusive elections. Design and institutionalize internship and mentoring opportunities for young professionals for building a long-term career in the areas of election management and electoral administration. Promoting the Electoral Literacy Clubs across TISS campuses to engage students and citizens empathetically through interesting activities and hands- on-experience
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Promoting the Electoral Literacy Clubs across TISS campuses to engage students and citizens empathetically through interesting activities and hands- on-experience is one of the objective of the centre.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
65	67	63	67	62

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 24

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3459	3484	2901	2931	3052

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1757	1883	1830	1600	1470

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

Number of students appeared in the University examination year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3459	3484	2901	2931	3052
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
57	65	73	87	80

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1676	1488	1562	1544	1530
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
181	181	181	181	142
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
181	181	181	181	142

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
60816	64221	70068	68703	46908

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
694	766	763	917	896

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3

Total number of classrooms and seminar halls

Response: 85

4.4

Total number of computers in the campus for academic purpose

Response: 1232

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
6387.28	5112.4	3698.03	3803.12	5367.13

4. Quality Indicator Framework(QIF)

Criterion 1 - 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 Institution.

Response:

TISS structures learning programmes through four campuses and schools into six streams. They include UG, PG, Doctoral Programme, Short Term Programme, Online Programme, and Open and Distance Learning Programmes (ODL). These programmes closely align with multi-dimensional socio, economic, psychological, and environmental contexts that involve communities, government, industry, and civil society organisations. The core of the learning provided by TISS emanates from the field realities that challenge received paradigms in pedagogy and research. While these learning programmes diverge in scope and vision, grounding in the field or grass route realities remains a core competency of the system. For example, an institution's orientation towards engaging with reality is reflected in addressing similar problems through a diverse approach. TISS has two streams of learning in Public Health. While the stream offered by the School of Health System Studies provides more impetus to Institutions in public Health, the School of Social Work gives more weightage to communities and informal institutions in public Health. Another example is social entrepreneurship. The school of social work views it from a community development and social change angle. At the same time, the School of Management and Labour Studies focuses on social value creation and venturing. Interestingly, these pursuits, despite diversity, converge in strategies and practices. Another crucial factor across the TISS learning system is its commitment to inclusion and sustainable futures. It involves multi/interdisciplinary collaborative efforts. Schools like Habitat Studies and Disaster Studies, social scientists, scientists, engineers, and other professionals work as a team to understand the environment, economy, society, and sustainability. To understand pressing problems like water crisis, housing shortage, carbon emission, disaster management and trauma, and inclusive governance, the faculty and students transcend across disciplines, culminating in a culture of transdisciplinarity.

TISS has four campuses located in diverse agro-climatic regions in India. This plurality resonates with the learning programmes. The spread of TISS covers the metropolitan city like Mumbai, Semi-arid geographies like Tuljapur and Hyderabad and a riverine ecology at Guwahati. This heterogeneity is reflected in the specificity of programmes. The Mumbai campus, with its proximity to industry, offers state-of-the-art Human Resource Management, Organisation Studies, and Labour Studies programmes. Considering the dynamics of the future of work, the Institute pioneered analytics programmes open to all streams. The engagement of the Institute with community and living systems is the core of diverse streams of social work education. These programmes generated competent graduates and space and context for social innovation. The students opened innovative ways of solving social problems. These endeavours became field action programmes. Some of them gained national and global importance. Considering the importance of creative commons and inclusive communications, the Institute developed streams like Media and Cultural studies.

The Institute offers innovative learning programmes in Peace and conflict studies, Rural Development, Public Policy, Mental Health, Teacher Education, Elementary Education, and Development Studies through its inter-campus systems. While TISS upholds a global vision in learning design, the institution integrates it with plural local contexts. It resonates with programme and course outcomes.

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 69.52

1.1.2.1 **How many Programmes were revised out of total number of Programmes offered during the last five years**

Response: 73

1.1.2.2 **Number of all Programmes offered by the institution during the last five years.**

Response: 105

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of Programme syllabus revision in last 5 years	[View Document](#)

1.1.3

Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 94.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
1585	1406	1461	1452	1439

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 6.93

1.2.1.1 **How many new courses were introduced within the last five years.**

Response: 109

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 1574

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 81.54

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 53

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute inculcates the culture of critical thinking and reflections through Foundation Courses, CBCS Courses, interdisciplinary core and minor subjects, field practicum and internships. Across these streams of learning, one of the core values is internalising professional ethics. It involves understanding intellectual property rights, information integrity, the dignity of life, adaptation to multicultural situations, and commitment to evidence and facts.

Another crucial dimension is understanding gender. Through the pedagogic processes, it emphasises that there should not be any gender discrimination against any individual. Gender has its cultural dimensions. It's not a biological aggregate, and it resonates with living at the institute, learning processes, and research. A discernible diversion from gender equality warrants appropriate reformative actions through statutory committees. The institute orients gender-related rights and responsibilities and engages with students on the dimensions of accountability and gender justice.

Concerning human values, learning and research upholds the importance of compassion, empathy, and sensitivity. Moreover, these values resonate with fieldwork and internships. Irrespective of context, the institutional stakeholders uphold these values. The vision of the institute follows the datum of reimagining futures. It conveys equity and justice for future generations through environmental, social, and economic sustainability.

When students join the institute, they are inducted into professional ethics, gender justice, human values, and socio-economic and environmental sustainability. Two streams contribute to internalising these values. First, it's the learning of concepts. Second, it's the internalisation of it through praxis. Across schools, these dimensions are part of the academic processes. An example of internalising ethics is reflected in the institutional practice of research ethics. The research by students and faculty are expected to meet the standards of research ethics; The Institutional Review Board assesses if the proposed research by the faculty and student meets the cannons of ethics. Another critical factor is plagiarism in research. Any research, be it a dissertation, project, or other publication, must report the similarity index to gauge the magnitude of plagiarism. The library of the institute coordinates this process.

There are three academic units at the institute offering gender-related programmes. These units

contribute to the awareness and knowledge-creation process of gender justice. Through the foundation courses, students get exposed to constitutional, social, political, cultural, economic, and environmental dimensions of living in India. Further, it orients students about human values and their role in mitigating multidimensional inequality.

The institute is committed to skill development and inculcating values about sustainability. First, the institute offers courses pertinent to each SDGs. There are learning programmes on climate change and sustainability, water governance, ecology, urban governance, disaster studies and natural resource governance. There are also Choice based credit courses on a different dimension of sustainability.

1.3.2

Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 13

1.3.2.1 **How many new value-added courses are added within the last five years.**

Response: 13

File Description	Document
Institutional data in prescribed format	View Document

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 12.45

1.3.3.1 **Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
921	556	489	51	33

1.3.4

Percentage of students undertaking field projects / research projects / internships (Data for the latest completed academic year).

Response: 75.77

1.3.4.1 **Number of students undertaking field projects or research projects or internships.**

Response: 2621

File Description	Document
List of Programmes and number of students undertaking field projects research projects/ / internships (Data Template)	<u>View Document</u>

1.4 Feedback System

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

 4) Alumni

Response: A. All 4 of the above

File Description	Document
URL for stakeholder feedback report	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>

1.4.2

Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Demand Ratio (Average of last five years)

Response: 33

2.1.1.1 **Number of seats available year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
1710	1996	1958	1989	1743

File Description	Document
Demand Ratio (Average of Last five years) based on Data Template upload the document	[View Document](#)

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years

(Excluding Supernumerary Seats)

Response: 99.46

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
694	765	763	917	873

File Description	Document
Average percentage of seats filled against seats reserved (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response:

TISS teaching programmes follow a credit-based semester system. For each credit, there is one assessment component. Because of the heterogeneity of learners and outcome orientation, assessment usually has two dimensions: individual and team performances. Moreover, the institution encourages the faculty and students to engage in non-evaluative auxiliary learning processes to bring more coherence between heterogeneous learning groups.

As a result of the Pre-Admission Orientation (PAO) Programme, the Institute has consistently provided equal opportunities for students from SC/ST/OBC/Minorities even before their admission at TISS. The PAO provides the necessary information to candidates about various processes related to admissions at TISS and essential basic skills in attending competitive examinations and other selection processes.

The Institute has initiatives across campuses and schools for slow learners to improve their learning levels in their enrolled programmes. These involve regular tutorials, assignments support, additional fieldwork, and internship guidance. Slow learners are encouraged to spend extra time with their teachers, tutorials, and remedial sessions. Moreover, slow learners can extend their course duration for a year. Upon completing a semester, students could avail of a break (not exceeding four years from the date of admission to the programme), return for the second/third semester, and complete the Master's programme.

Across the levels of learning, the support systems emphasise narrowing the difference between learners through mentoring, coaching, and peer-to-peer learning process. It covers communication, analytical skills, research methodology, and job search. Apart from the institutional initiative, learning disseminates through an inclusive peer-to-peer student network. Learners' networks work towards shared goal of levelling up asymmetries in performance through collaboration. These networks complement institutional processes in achieving the common goal of inclusive and outcome-based learning.

The Institute believes that the diversity of learners is an advantage. All learning programmes provide team-oriented collaborative opportunities for the students. The team is made up of fast and slow learners. A typical team-oriented task involves socialisation and more nuanced work organisation. In these milieus, learners of fast and slow learners learn from each other. Through the English Language Cell, the Institute supports students struggling with the language. Creation of e-content, showing of films, preparation of small skits, and role-playing are some methods that make the classes exciting and enable the students to participate in different ways. Schools/Centres organise special sessions in academic writing and communicating research, primarily with in-house experts. Seminars and workshops also address the learning needs of students who require help.

The learning system at TISS exposes advanced learners to complex realms of social realities that require more evidence and cogent articulation. TISS is committed to providing a supportive and inclusive learning environment where all students can thrive and achieve their academic goals. The Institute's emphasis on assessing learning levels and organising special programs for advanced and slow learners

reflects its commitment to social justice and inclusive education. By taking these steps to meet the unique needs of each student, the institution helps ensure that all students have the skills and knowledge they need to succeed in their studies and are well-prepared for careers..

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 19.11

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

Response:

Praxis-oriented pedagogy is central to the design of all TISS study programmes. It is the idea that knowledge-for-action and reflection-on-action are central to knowledge formation and authentic learning. The thrust of the TISS flagship programme of postgraduate study is on applied social sciences and relating knowledge to real-world problems. Moreover, our programmes of study address issues of society, social justice, and development, thereby preparing students with an understanding of context and the ability to relate knowledge and perspectives to working in contexts. This approach and orientation of our programmes of study have given rise to this distinctive and unique pedagogical approach.

Praxis and experiential pedagogies emerged at TISS in response to unique considerations. It began with the recognition that higher education knowledge needs to be de-colonised. There is a need to grow knowledge relevant to indigenous contexts and develop an understanding of the complex social system to include the marginalised and underserved communities and regions. Further, that professional development requires field-engaged learning.

TISS encourages faculty to engage with the field as researchers and practitioners to make this pedagogy a reality. Faculty thus carry embodied knowledge of action-in-the-field and develop a unique sensibility of the inter- and multi-disciplinary nature of understanding required to understand and act on the field.

TISS Programmes draw on such inter- and multi-disciplinary knowledge and understanding for teaching and learning. In addition to sharing rich anecdotes and cases in the classroom, courses also require students to engage with the field. Praxis pedagogies are crucial in the TISS teaching programmes that include internships, field attachment or block placement with field agencies and industry. These graded experiences provide immersive learning for students. Moreover, many of these are also mentored by field experts and faculty, thus enabling students to make connections between theory and practice.

A significant component of experiential learning at TISS is the visit of the students along with faculty members to the field, including industry, non-governmental organisations, schools, hospitals, and the community. These visits allow the learners to align the concepts with reality. For example, a batch of

students who visit a manufacturing unit is exposed to the firm's technological, people, business, and sustainability aspects. In the case of NGOs, students are exposed to people's rights, community development projects, management of projects and risk, multi-stake holding and governance. Concerning hospitals, students are inducted into the standard operating procedure of organisations and exposed to the operational and staffing issues pertinent to health care.

At TISS, field learning also involves exposure to problem-solving. If material management is a problem in a hospital, students closely work with institute faculty and organisational mentor to create procedures and information systems to mitigate and solve the problem. Students develop instruments like surveys to collect data for administrative issues like recruitment, which aid prudent decision-making. Across schools and streams, during the fieldwork and internship, students engage with analytics with field organisations, covering data cleaning, analysis, visualisation, and report writing. Some students develop visualisation dashboards that feed into daily decision-making.

2.3.2

Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

TISS proactively uses digital technologies, software and hardware for teaching and learning. ICT use is part of the TISS faculty's daily instructional process. All campus classrooms have ICT facilities like projectors, laptops, and mics. The shared facilities like meeting rooms, seminar halls, library conference halls, and board rooms are ICT-equipped. These facilities assist in creating creative, interactive, and engaging classroom spaces.

An essential highlight of the ICT adoption by TISS is using the TISS Online Learning (TISSOL) platform. It is the in-house managed learning platform where all the programmes and courses are mapped. Faculty use this platform to share course study materials and assignments and conduct quizzes, examinations, and evaluations. A completely Wi-Fi-enabled campus and stakeholders' participation in TISSOL create an enabling and accessible digital learning ecosystem at TISS. The faculty also uses the digital infrastructure at the Institute to develop E-content in SWAYAM, TISSx (Institute's MOOC platform), E-Pathshala, and Connected Open Learning - NCTE -B.Ed. Curriculum Framework, e-gyankosh etc., through which the Institute widens its accessibility objective and societal reach.

At TISS, there is an evolved practice of curating global, national, and regional evidence in teaching. Students are trained to analyse and visualise this evidence using appropriate quantitative and qualitative software to examine relevant questions. Moreover, integration of this sort also contributes to field practicum and internships. For example, to evaluate a question regarding criminal justice, considerable evidence from sources like crime bureau data, government documents, court proceedings and other relevant contents are analysed. It is a multi-disciplinary, multi-method approach involving extensive use of ICT. The curriculum also encourages students to analyse and integrate geospatial data and media content with voices from the field. A unique system that has evolved in the Institute is the digital capturing of evidence through methods like documentaries, especially at the School of Media and cultural studies. ICT is also extensively used in social venture creation. An interesting case in point is the

Incubation Centre of social entrepreneurship, where technology is used as a tool for social and economic change. Moreover, the Institute encourages and uses digital assistive technologies for differently-abled learners.

The library facility of the Institute has digital resources for the faculty, students, and staff. The Library Automation was completed in 1994 and further enhanced as Networked Library System using Koha LMS in 2014. The TISS community have access to 10,856 online journals across 22 databases, including JSTOR, Project Muse, Oxford University Press, Emerald Management, EBSCO Business Source Elite, psycArticles, Indiastat.com, World eBook Library, Routledge, Oxford University Press (e-books), Net Library eBooks Collection, EPWRF, CMIE, and India Business Insight Database. TISS is part of the UGC-Infonet Digital Library Consortium initiated by UGC in 2003 to provide electronic access over the Internet to scholarly literature in all areas of learning to the university sector in India.

During the Covid-induced lockdown, TISS subscribed to ZOOM, Google Meet, Microsoft Teams etc., to support the online classes. Students and faculty at TISS steadfastly adapted to the digital learning environment and ensured academic continuity during the pandemic.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the " LMS/ Academic management system"	[View Document](#)

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19.11

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 181

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

2.4.2

Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years

Response: 100

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
181	181	181	181	142

File Description	Document
List of number of full time teachers with Ph D/D M/M Ch/D N B Superspeciality/DSc/D Lit and number of full time teachers for 5 years	[View Document](#)

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 14.91

2.4.3.1 **Total experience of full-time teachers**

Response: 2698

File Description	Document
List of Teachers including their PAN, designation, dept and experience details	[View Document](#)

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years

Response: 32.33

2.4.4.1 **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	4	36	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 47

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 last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
70	79	33	25	28

File Description	Document
List of Programmes and date of last semester and date of declaration of results	[View Document](#)

2.5.2

Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 2.32

2.5.2.1 **Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
57	65	73	87	80

File Description	Document
Number of complaints and total number of students appeared year wise	[View Document](#)

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

Response:

The Student Management System (SMS) https://stud-mgmt.tiss.edu/ and TISS Online Learning (TISSOL) https://tissol.tiss.edu/login/index.php are the two crucial IT verticals through which the institute integrates solutions to the student assessment procedures -continuous internal and end-semester assessments. TISS's examination processes are automated using SMS. This is an in-house tool developed and maintained by the IT Service Management Centre at TISS.

Through the TISSOL, students can view the courses they are enrolled in. Faculties, as course anchors, can upload the course materials and tasks. The tasks involve assignment submissions, test papers, quizzes, etc. The portal is also linked to the Turnitin software, where student submissions are scrutinised for plagiarism. This process ensures the originality of the submitted content by students and contributes to the quality of their work. Using the SMS, students complete the semester registration, submit course feedback, self-generate hall tickets, attend exams using the TISS Online Learning (TISSOL) system, check their results, download grade cards, and register for supplementary, revaluation and course improvement.

The SMS and TISSOL have together helped to create an interactive and intelligent ecosystem for course delivery and evaluations at the institute. These also played a pivotal role in managing the teaching and learning programmes during the covid lockdown. During this period, the institute has also subscribed to digital platforms like ZOOM, Google Meet, Microsoft Teams, etc., to support the institute's course evaluation processes. Students are trained in the in-house digital evaluation processes for effective participation. The in-house IT innovations and integrations have made its course delivery and evaluation processes robust and sustainable.

One of the tools of internal assessments is fieldwork evaluation. Most of the courses have active concurrent fieldwork processes. Students upload fieldwork journals, diaries, and projects for the weekly

review in such settings. It helps the faculty mentor gauge the student's progress, and provide timely feedback to the students. Towards the end of the semester, the records are aggregated to produce the final grade. Another important outcome of IT integration in the evaluation process is that it aligns with outcome-based curriculum and performance. For a typical two-credit course, there are two components of assignments. Thanks to digital platforms like TISSOL, the interaction between the teacher and students becomes easier, resulting in more creative reflections.

IT enables Institute's doctoral programmes also. For example, the RS tracking system facilitates the life cycle assessment of doctoral scholars (http://rs-tracking.tiss.edu/). The tracking system reports significant milestones of the students, such as proposal presentations, progress seminars, synopsis, and thesis submission. The objective of the system is the timely completion of the Ph D.

IT is pivotal in coordinating the Institite's distance education and flexible learning programmes. It makes the interaction between teacher and student lively and provides scope for synchronous and synchronous learning. Another crucial example of IT integration is the facilitation of digital and visual content archiving as done by the School of Media studies and the Library. With a flexible retrieval mechanism, it provides material for the learners.

File Description	Document
Year wise number of applications, students and revaluation cases	[View Document](#)

2.5.4

Status of automation of Examination division along with approved Examination Manual

Response: 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The Institute website disseminates learning outcomes, graduate attributes, and career prospects through the admission portal and prospectus. Moreover, the Institute conducts a three-day orientation and induction programme for all students across UG, PG, Doctoral programmes and short-term programmes. The objective of the induction programme is to make students aware of the vision and mission of the Institute, range of activities and programmes, diverse opportunities, pedagogy, resources, and standard operatingprocedures.(https://admissions.tiss.edu/view/10/admissions/ma-admissions/m-a-social-work-in-community-organisation-developm/). It also communicates with students about learning standards. While the disseminated documents through the website provide the required information, the orientation and induction programmes prepare students to participate in the learning system and prepare for assessment processes. The prospectus details the programme objectives, a semester-wise listing of common and school-specific course, credit distribution, and career possibilities (https://www.tiss.edu/about-tiss/brochures/). For example, the prospectus informs about Foundation Course of 4 credits common to all PG programmes and the structure and content of the Choice-Based Credit System (CBCS) that allow students to select courses of their choice from other Schools.

All schools and independent centres across campuses create a repository of skills and competencies that students must acquire at the end of the enrolled programme. The course content is designed to achieve these core competencies and skills, ultimately leading to their employment and excelling in personnel and professional spheres of life. The Institute's Academic Council (AC) format requires every course to state the learning objectives and outcomes and elucidate the assessment process. The course content approved by the Board of Studies of the School and subsequently by the Academic Council, is uploaded by the course teacher to the TISSOL. The availability of full course content on TISSOL is communicated to students during the orientation sessions of the enrolled programmes. The Institute provides login access to faculty and students through the institutional website (https://tissol.tiss.edu/login/index.php). TISSOL facilitate the arrangement of course content for every campus and school. The learning management system used in TISSOL allows the instructor design courses with learning outcomes and graduate attributes. Prior to the commencement of the course, the teacher engages with the students on the course's objectives, content, and outcome. The teacher also conveys the expectations and assessments regarding the course. For instance, if the goal is to augment teamwork and communication skills, team-based engagements are designed so as to allow the learner to organise teamwork and its creative communication. TISSOL acts as a repository and channel of communication between teacher and learners. The Institute has developed protocols and processes for the virtual pedagogic and content management system. While disseminating the course content, the Institute assures that intellectual property rights are safeguarded.

Moreover, through frequently asked questions (FAQ), the TISSOL team provides cues for co-ordinating and operating the content on the learning management systems. At the Institute level, all programme outcomes are mapped to the student management system (https://stud-mgmt.tiss.edu/). This expedites the graduating process and convocation.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

2.6.2

Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution

Response:

At TISS, 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. The course teachers share the assessment criteria with students at the beginning of each course.

The Institute maintains a well-planned academic calendar prepared at the beginning of each academic year. It follows an assessment system subject to the review of the School Boards and Academic Council, with external peers from esteemed universities/Institutions, to ensure standards of excellence. Course teachers use flexible and multiple methods of evaluation continuously. The assessment process involves semester examinations and a variety of individual/group assignments. Evaluation methods include exams, term papers, classroom presentations, book reviews, practical projects, oral assessment, and concurrent evaluation for field practicum (weekly) and research component (in phases). Fieldwork progress is examined weekly with a report and a meeting with the concerned supervisor. Progress of the research is subject to spontaneous (based on emergent needs) and systematic evaluation. TISS follows a standardised 10 Point Grading System for evaluation. The Office of Controller of Examination is vested with the Registrar and operationalised through the Academic Section to conduct Semester Examinations, along with respective Schools and Centres. The Institute has an exam redressal mechanism where students can seek verification/ re-evaluation if necessary.

The Institute assists its students with placements, guides them for higher studies, motivate and incubates entrepreneurial ventures etc. To keep track of how effectively the TISS programmes helped the students in achieving their level of knowledge and success attainment, the Institute regularly does feedback surveys of different stakeholders. One of the surveys evaluates the student's satisfaction with the taught programme curriculum after the students graduate from the Institute. The students also furnish a course evaluation form in the SMS (Student Management System) at the end of each semester to express feedback on the individual courses taught in a semester. The Institute conducts a Curriculum Consultation Meet at the School level by the end of the fourth semester before convocation. This meeting also reflects on the attainment of Programme, Programme-specific, and course outcomes. The Institute also takes feedback from the organisations where students are doing internships/placed for fieldwork. This survey aims to gauge the alignment between learning processes and the employability of graduates. The evaluation processes at TISS and the stakeholders' feedback surveys ensure that the specified programme and course outcomes are achieved. It also highlights the need to reframe the course and programme structures and introduce new courses and programmes. Across the Institute, some core characteristics that students are expected to internalise include sensitivity to an inclusive and sustainable society, commitment to the genuine understanding of work area and context, and conformation to the primary cannons of work ethics and allied responsibilities.

2.6.3

Pass Percentage of students(Data for the latest completed academic year)

Response: 97.87

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1284

2.6.3.2 **Total number of final year students who appeared for the examination conducted by the Institution.**

Response: 1312

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)
Link fo any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.19

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The research activities at TISS are structured and guided by a set of well-defined policies. The Research Council (RC) is the core of TISS's research governance and policy (https://tiss.edu/view/6/research/research-council-and-research-projects/). The RC deliberates and ratifies research scholars' matters and provides feedback/suggestions to the M.Phil./Ph D curricula offered by various schools and new thematic courses introduced by faculty. The MPhil/PhD programmes being one of the flagship programmes, the institute takes informed decisions to augment the quality of doctoral research. The TISS website supports research scholars by providing information regarding different support mechanisms, model templates, journal details, the Indian Journal of Social Work, working paper series, and capacity-building programs. While the Doctoral Student Office at the Office of Research and Development coordinates centrally, each school anchors its own Ph.D. programme.

The RC provides funding for inter/multi-disciplinary research of faculty up to Rs 3 lakh to cover financial support towards expenditure on research personnel, travel for field work, data analyses, etc. The guidelines for preparing research proposals and terms regarding PhD guideship are published on the institute website for reference.

The institution's Institutional Review Board (IRB) ensures adherence to the highest ethical research and practice standards https://tiss.edu/view/6/research/institutional-review-board/). The IRB reviews, approves and monitors research proposals involving human participants to safeguard the dignity, rights, safety, and well-being of all actual and potential research participants. The Board comprises three subject experts, both internal and external, in public health, bioethics, law, social work, medicine, management, research methodology, demography, psychology, sociology, community development, education etc. The IRB receives and reviews research proposals from faculty, doctoral scholars, and visiting research scholars. The IRB invites applications for research ethics clearance and outcome is informed through the Institute website. The application includes a downloadable application form, checklists for users and templates of application face sheet, research ethics framework, participant information sheet and informed consent form. The website also publicises the list of IRB status of projects applied for ethical clearance.

The research and Development office regularly organises workshops and capacity-building interventions on various themes for scholars and faculty. Through these workshops and interventions, a multitude of learning opportunities are provided to scholars in four broad areas: Philosophy of Social Science Research, Methodology and Analysis, Usage of Technology in Research, and Academic Writing Skills (https://tiss.edu/view/6/research/capacity-building-support/). The Institute contributes to a robust publication ecosystem as is evident from the Indian Journal of Social Work (IJSW), the flagship publication of the Tata Institute of Social Sciences since 1940. Published every January, April, July and October, the IJSW is currently in its 83rdyear of uninterrupted publishing, a record in journal publishing

(https://tiss.edu/view/6/research/the-indian-journal-f-social-work/).

TISS maintains a thriving multi/inter/trans-disciplinary research environment. Faculty and students work on innovative research projects that generally have significant policy and programme relevance. The research involves the exploration of novel qualitative, quantitative, and mixed research methodologies. These projects culminate in impactful publications such as journal articles, book chapters, or books. An exhaustive compilation of research projects and publications is provided in the annual reports. https://tiss.edu/uploads/files/Annual_Report_2021-2022-29_March_2022-Online.pdf

https://tiss.edu/uploads/files/Annual_Report_2020-2021-24_Feb_2022-Online3.pdf

https://tiss.edu/uploads/files/Annual-Report-2019-2020.pdf

File Description	Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2

The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 11.13

3.1.2.1 **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
11.3	30.03	8.51	2.98	2.81

File Description	Document
Minutes of the relevant bodies of the University	View Document
Institutional data in prescribed format	View Document

3.1.3

Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.

Response: 37.41

3.1.3.1 **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
53	48	59	81	83

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the last five years.

Response: 156

3.1.4.1 **The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows enrolled in the institution year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	28	36	32

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.1.5

Institution has the following facilities to support research

1. Central Instrumentation Centre
2. Animal House/Green House
3. Museum
4. Media laboratory/Studios
5. Business Lab
6. Research/Statistical Databases
7. Mootcourt
8. Theatre
9. Art Gallery

10. Any other facility to support research

Response: B. 3 of the above

File Description	Document
Paste link of videos and geotagged photographs	[View Document](#)

3.1.6

Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies (Data for the latest completed academic year)

Response: 58.33

3.1.6.1 **The Number of departments with UGC-SAP, CAS, DST-FIST , DBT, ICSSR and other similar recognitions by national and international agencies.**

Response: 14

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)

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 last five years (INR in Lakhs).

Response: 13555.09

3.2.1.1 **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
2253.87	2034.441	3344.436	3498.858	2423.484

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government	[View Document](#)

3.2.2

Grants for research projects sponsored by the government agencies during the last five years (INR in Lakhs).

Response: 5112.99

3.2.2.1 **Total Grants for research projects sponsored by the government agencies year-wise during the last five years (INR in Lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
1091.59	709.32	1394.36	1062.29	855.43

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government	[View Document](#)

3.2.3

Number of research projects per teacher funded by government and non-government agencies during the last five years

Response: 20.22

3.2.3.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 1100

3.2.3.2 **Number of full time teachers worked in the institution year-wise during the last five years..**

Response: 272

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

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.

Response:

The Incubation Centre at TISS was established to nurture social enterprises capable of sustainable impact. It has mentored more than 300 social enterprises since its inception in 2012. The impact of intense mentoring and support offered by the Incubation Centre is the source of success of its incubatees with the following highlights:

- Sampurn(e)arth Environmental Solutions Private Limited won Global Social Venture Competition, in 2014 at Berkeley (USA), and National Entrepreneurship Award in 2017
- WEcab (now Even Cargo) received Young Social Entrepreneur Award in 2015 (Singapore)
- Canfem has been conferred with awards from Women Economic Forum, Global Student Entrepreneur's Award, Young Entrepreneur Award, and many others.

The Incubation Centre has scaled up in size, impact and credibility for mentoring enterprises across the following thematic areas:

- Agriculture (Including Agritech)
- Health (Including Ageing, Maternal and Child Health)
- Education
- Art and Handicrafts
- Combatting Environmental Pollution
- Waste to Value
- Food and Nutrition.

The Incubation Centre also supports other incubation programmes at remote locations for poor and marginalized communities. Highlights are:

1. THINK-B: Initiative of the District Administration of Bastar. THINK–B supports promising entrepreneurs from the Bastar Region in Chattisgarh. It has incubated more than 20 enterprises and is an anchor point to spread the spirit of entrepreneurship within the student community and others in the Bastar Region.
2. CHINAR International: Youth in the Kashmir Valley in the UT of J&K are increasingly adopting entrepreneurship for livelihood generation. With support from CHINAR International, more than 40 micro and nano-enterprises have been incubated, most of which have transformed the lives of entrepreneurs and their families while also becoming role models in their communit.

3. SREEOSHI: Supporting tribal women of the Durgapur Region in West Bengal through skilling and facilitating market linkage.
4. Shivganga Samagra Gram Vikas Parishad: The youth from the Bhil Tribe of Jhabua in Madhya Pradesh are engaged in livelihood generation through farming and bamboo craft.

Technology for Society – Social Innovation Immersion Programme is the flagship programme of the Biotechnology Industry Research Assistance Council (BIRAC) of the Department of Biotechnology, Government of India, where the Incubation Centre is the official Knowledge Partner. The first and second cohorts of 15 and 65 Fellows have already graduated, with the next cohort undergoing the 18-month programme. The last two cohorts have been the first amongst the scaled-up version of the programme.

Through widespread grassroots presence, it is estimated that the Incubation Centre has impacted close to a million lives. Last year the Incubation Centre achieved a significant milestone of registering as an independent Section 8 Company named 'TISS Incube Foundation' (TIF). TIF supports potential rural and social entrepreneurs that would have a substantial impact while solving social and environmental problems. To spread the impact, the Incubation Centre has also offered a capacity-building programme for 14 transgender youth to become entrepreneurs and successful professionals.

(https://tiss.edu/view/6/mumbai-campus/school-of-management-and-labour-studies/centre-for-social-entrepreneurship/activities-of-centre-3/incubation-center/).

With the Mumbai Campus Incubation Centre mentorship, all the off-campuses of TISS have initiated the Entrepreneurial Cell (E-Cell). They are setting up the Incubation Centre to promote innovations and startups.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2

Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 166

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	29	39	46	26

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3.3

Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.

Response: 138

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	23	25	33	29

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software

4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Code of ethics for Research document, Research Advisory committee and ethics committee constitution and list of members on these committees, software used for Plagiarism check, link to Website	[View Document](#)

07-11-2023 06:29:17

3.4.2

The institution provides incentives to teachers who receive state, national and international recognitions/awards

1.Commendation and monetary incentive at a University function

2.Commendation and medal at a University function

3. Certificate of honor

4.Announcement in the Newsletter / website

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.3

Number of Patents published / awarded during the last five years.

Response: 2

3.4.3.1 **Total number of Patents published / awarded year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.4

Number of Ph.D's awarded per teacher during the last five years.

Response: 2.51

3.4.4.1 **How many Ph.D's are awarded within last five years.**

Response: 296

3.4.4.2 **Number of teachers recognized as guides during the last five years**

Response: 118

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.5

Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 5.95

3.4.5.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
260	258	185	178	150

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.6

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 3.25

3.4.6.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
122	134	55	88	164

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4.7

E-content is developed by teachers :

1. **For e-PG-Pathshala**
2. **For CEC (Under Graduate)**
3. **For SWAYAM**
4. **For other MOOCs platform**
5. **Any other Government Initiatives**
6. **For Institutional LMS**

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.08

3.4.9

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 21.5

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.

Response:

The Institute encourages the faculty to take up consulting assignments. TISS often provides expertise under various domains of research projects, field action projects, and policy interventions. TISS annual

report gives a detailed account of the work and expertise of every faculty member. In addition, the profiles of the faculty members are posted on the website for reference. These queries are directed to them whenever there are queries from Government/Civil Society/Multilateral/Corporate Agencies/Institutions for consultancy services based on faculty expertise. In general, consultancy work can provide opportunities for faculty to use their expertise and skills outside of their regular academic duties. Before undertaking any consultancy work, faculty should review the Institute's policy, obtain any necessary approvals, and ensure they follow applicable legal and ethical guidelines. The next step is preparing a proposal for undertaking the consultancy. The proposal contains an introduction to the problem, methodology, timeline, terms of reference, and budget. After matching the proposal submitted by the faculty/faculty team and funding agencies' requirements, subjecting to the fulfilment of fundamental canons of ethical practices, a memorandum of agreement is signed between both parties. On behalf of the Institute, the Registrar acts as the legal representative.

The faculty accepting short-term assignment/ consultancy may retain a fee of up to 9 per cent of their basic pay in the year. If the payment received exceeds the 9 per cent ceiling limit, the excess should be shared by the faculty member and the Institute in the proportion of 50 per cent each. The faculty will meet the expenses incurred towards providing the consultancy. However, the payment on selected subjects for international bodies like the UNO, UNESCO etc., will not be subject to credit 9 per cent of the amount. Moreover, the faculty may report the consulting in Annual Performance Appraisal, and it carries scores.

Faculty members are engaged in consultancy on various interdisciplinary social science areas. The areas include: Health-community health, mental health, health administration, HIV/AIDS counselling, health administration, disability, substance abuse, reproductive health, Urban Planning – housing, unorganised sector, urban services, 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 – child labour, street children, adoption, child abuse, Gender Issues – domestic violence, sexual harassment, equity, Natural Resource Management – watershed development, social forestry, common property resource management, Labour – organised and unorganised, Human resource development and industrial relations, 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, Social Audit and Social Justice. In the last five years, the Institute was engaged in an average of 200 consultancies in 2021-22 and 2020-21 and around 100 consultancies from 2017 to 2019. Institute provided consultancy services to various Government/Civil Society/Multilateral/Corporate Agencies/Institutions.

File Description	Document
Upload soft copy of the Consultancy Policy	View Document
Paste URL of the consultancy policy document	View Document

3.5.2

Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 4708.23

3.5.2.1 **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
2933.43	1043.21	254.70	173.72	303.17

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy	[View Document](#)

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 last five years.

Response:

Extension activities at TISS have a long lineage since its inception. The faculty started Field Action Projects (FAPs) as laboratories for students to engage in 'learning by doing'. FAPs are demonstration projects to pioneer initiatives in the field by working with marginalised sections of the community and/or unmet societal needs (https://tiss.edu/field-action/projects/).

The first FAP was set up at TISS in 1938 to cater to the needs of children and adolescents with behaviour problems at the Wadia Children's Hospital at Parel in Mumbai, known as the Child Guidance Clinic (later renamed as Muskaan). Since then, FAPs have become integral to the Institute's vision and mission. These FAPs have helped the university to develop a learning ground for its students, demonstrate new areas for intervention, provide a space for praxis, and assist in developing indigenous literature on field issues. Most significantly, the FAPs have led to policy-level changes in critical areas such as, violence against women, child rights, disaster management, urban poverty and homelessness, livelihoods and education, public health, problems faced by nomadic and de-notified tribes, custodial populations, persons with disability, psycho-social counselling and mental health.

FAPs are initiated and led by the faculty of the Institute based on their area of expertise and interest. An important feature of these projects is that they are full-time, externally funded projects with professionally trained staff. These projects act like labs for students to engage in the field through

observation, direct intervention, and research. The current 20 FAPs include, the Special Cells for Women and Children, Resource Cell on Juvenile Justice, iAccess Rights Mission, ROOTS, M East Ward Project, CLIx, iCall, iCBR, Saksham, AAPTI, Disaster and Beyond, NERSP, NUSSD, Muskaan, Pragati, Tarasha, TANDA, Criminal Justice Fellowships, Prayas, and Koshish. Highlighted below are 4 case studies of these FAPs:

The Special Cells for Women and Children were started in 1984 as a joint initiative between the TISS and the Mumbai Police to combat violence against women and now have been taken over by many state governments. Prayas has been working since 1990, in the criminal justice system, towards promoting legal rights and rehabilitating custodial populations and their families. It has contributed to significant prison reforms and rehabilitation of thousands of released prisoners in three states. Koshish, a field action project of TISS, started in 2006, has been working with the homeless and institutionalsed population in three states and has led to a national scheme for the rehabilitation of transgender persons and persons in beggary by the Ministry of Social Justice and Empowerment, GOI, known as the Smile Scheme (2022). The CLIx project (Connected Learning Initiative) offers a scalable and sustainable open education model to meet the educational needs of students and teachers. It has won UNESCO's prestigious 2017 King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technology (ICT) in the Field of Education.

File Description	Document
Upload any additional information	View Document

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 last five years

Response: 8

3.6.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.6.3

Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 93

3.6.3.1 **Number of extension and outreach programs conducted by the institution those through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	27	17	14

File Description	Document
Institutional data in prescribed format	[View Document]

3.6.4

Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 56.12

3.6.4.1 **Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2818	1230	1667	1652	1526

File Description	Document
Institutional data in prescribed format	[View Document]

3.7 Collaboration

3.7.1

Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 1259

3.7.1.1 **Total number of Collaborative activities with other institutions / research establishment / industry for research and academic development of faculty and students year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
2605	558	1023	1050	1059

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of collaboration	[View Document](#)
Any additional information	[View Document](#)

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 last five years.

Response: 327

3.7.2.1 **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 year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
97	44	44	66	76

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the MoUs with institution/ industry	[View Document](#)

Criterion 4 - 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.

Response:

TISS has state-of-the-art multi-media digital facilities in classrooms, seminar halls, libraries and faculty rooms to support the teaching and learning needs. The institute has 21.5 acres campus in Mumbai, 100 acres in Tuljapur, 25 in Guwahati and 65 in Hyderabad. Across campuses, TISS has 82 classrooms (Mumbai: 35, Guwahati: 16, Tuljapur 16: Hyderabad:15), two laboratories, five seminar halls, one 550 seater state-of-the-art Convention Center, one 250 seater Conference hall, 2 audio/video recording studio and fully wi-fi enabled campuses (1GBPS speed) etc. The central library has 1,28,289 textbooks/reference books, 180 e-books, 66 journals, 42 E-journals, and 1600 CDs/Videos and provides remote access services across campuses. TISS has 1232 computers for students, including the digital infrastructure setup with MK Tata Centre for the Visually Challenged (http://library.tiss.edu/). The M.K. Tata Memorial Learning Resource Centre has 20 computer workstations and scanners with the required voice-activated software (http://library.tiss.edu/?q=node/70). All three off-campuses have respective libraries. Moreover, the institution procures relevant software and databases for broader dissemination. It includes ATLAS.ti and SPSS. The learning system also covers open-source software and platforms such as R studio, Tableau Public, Power BI, Python and JASP.

To support the cause of holistic learning, the institute has, at all campuses (except in Hyderabad), set up in-house hostels for students (for both men and women) with dining halls, canteens, health centres, sports and recreation facilities, gyms, badminton courts, volleyball courts, amphi theatres, guest houses for visiting faculties, housing for teaching and non-teaching staffs (in Mumbai and Tuljapur Campus), auditorium, boardrooms, school meeting rooms etc. The institute does an accessibility audit to keep the campuses disabled-friendly. All four campuses have ramps, railings, disabled-friendly bathrooms, braille boards, and a voice-enabled IT support system.

The media archive maintained by the School of Media and Cultural Studies contains over 5000 films on various topics. Faculty and students' access and use these films in teaching and learning activities (http://smcs.tiss.edu/films/). The Media Archive and Resource Centre consolidate the audio-visual and graphics services.

The Geoinformatics Laboratory established in 2006, supports teaching, training, and conducting advanced research in disaster studies and is also used by students and faculty colleagues across other schools. The laboratory facilities include desktop computers, image processing, GIS software, and GPS devices. The mission of the Geoinformatics Centre is to coordinate, educate, guide, and assist in implementing, maintaining and developing Remote Sensing and GIS (Geographic Information Systems) technology for addressing societal needs through capacity building.

RACHANA is a resource centre and design lab at the Centre of Excellence in Teacher Education (CETE), TISS, Mumbai. It has been visualised as a space for the professional development of teachers,

student teachers and faculty of education. This virtual space promotes the use of educational resources (both digital and physical) in classrooms. The virtual space is meant to be used by teachers, students, parents and whoever is interested in teaching and learning with educational resources.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

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

Response:

The Institute has taken the initiative to make recreation facilities an integral part of the campus development, accessible to both resident and non-resident students. The Mumbai campus has a Gymkhana with the necessary equipment. The Gymkhana and Common rooms house indoor games like table tennis, carrom, indoor badminton, etc. Apart from that, there are also outdoor badminton, volleyball and basketball courts. Other recreational facilities include Common Room providing indoor games such as Carrom, Table Tennis, Chess, etc. Because of space constraints, outdoor sports facilities are less developed in the Mumbai campus. TISS's sports and recreation facilities include an exclusive line of products for the disabled—braille-enabled cards, chess boards and coins, special footballs and cricket balls, etc. Regular activities such as Yoga classes are also organised on the Mumbai campus for interested students.

TISS Mumbai has a multi-purpose 516 seating capacity convention centre. Convention Centre serves as a venue for various events such as conferences, seminars, workshops, and cultural programs. The TISS Convention Centre is a state-of-the-art facility with modern amenities such as audio-visual equipment, internet connectivity, and comfortable seating arrangements. The quadrangle is a green area surrounded by the Institute's academic buildings and serves as a common meeting point for students, faculty, and staff. The TISS quadrangle is a popular spot for informal gatherings, discussions, and recreational activities among students. The quadrangle is also the venue for various cultural events and performances organised by the Institute. The TISS quadrangle is designed to provide a conducive atmosphere for academic and intellectual pursuits. The open space and greenery create a peaceful and relaxing environment that encourages students and faculty to think creatively and critically.

The Tuljapur Campus has good sports and recreational facilities for both outdoor and indoor games. Well-developed cricket ground, volleyball, and basketball courts are available. TISS Tuljapur Amphitheatre is a unique feature of the campus and provides an open-air space that can accommodate many people and is used for various cultural events, performances, and gatherings. It is designed in a circular shape with a stage at the centre and is equipped with modern sound and lighting systems that provide a high-quality audio-visual experience. A national event, National Rural Youth Festival, is organised every year to promote the students' interest in sports (https://www.nryf.co.in/sports-events.html. https://www.nryf.co.in/cultural-events.html). Along with these, students of the campus also compete with local teams by organising tournaments. An amphitheatre is also available where students

organise their regular cultural activities.

The Guwahati off-campus moved to a permanent campus in 2017. Sports and Recreation facilities are being developed. Currently, the campus has facilities for indoor and outdoor sporting activities like Football, Table Tennis and Badminton. Hyderabad off-campus is in the rented premises. The permanent is in the early stage of development. On both these campuses, students use or hire neighbourhood institutional facilities.

File Description	Document
Geotagged pictures	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3

Availability of general campus facilities and overall ambience

Response:

The main campus of TISS is in the heart of Mumbai city. Nonetheless, the campus is attractively green. It has been aesthetically landscaped and filled with important trees from different geological terrains of the country. The tree asset always remains the best attraction of the Institute and adds a unique beauty to its administrative and academic buildings. The trees keep the campus cool, provide a home away from home feeling for students and faculty and provide a perfect environment for academics and entertainment. The locational advantage of the Mumbai campus enables the programmes to attract potential recruiters for our students across industries in Mumbai.

The Tuljapur off-campus is functioning in a 100-acre campus, facilitating development in the rural communities in the surrounding villages of Tuljapur and Solapur. The rural location of the Tuljapur off-campus provides a unique ambience for the student community as it helps them experience India's soul in real-time. Students across campuses prefer fieldwork in Tuljapur and coordinate with the faculty and students of Tuljapur off-campus. The Tuljapur Off Campus has approximately 25-27 hectares of land under tree cover. The Action Plan of the Forest Department envisages removing invasive species and replanting ingenious species to maintain the bio-diversity and ecological balance of the area. Towards this, the Tuljapur Off-Campus undertook replantation work in coordination with the Social Forestry Department, Osmanabad District. A total of 22,400 saplings (1,600 plants per hectare) of 22 different indigenous species have been planted after removing the invasive species. The Social Forestry Department will take care of and maintain the plantation till 31 March 2025, while the Off-Campus will provide protective irrigation for the new plants.

The Guwahati off-campus is a 25-acre campus located on the banks of the Brahmaputra River, providing the best academic and lodging environment for the students, faculties and staff. The campus is spread across a vast area and is equipped with modern infrastructure and facilities such as lecture halls, seminar rooms, a library, computer labs, sports facilities, and student hostels. The ambience of TISS Guwahati is serene and peaceful, which provides an ideal environment for academic pursuits.

Though Hyderabad Off-Campus operates from a rented space, the campus ensures quality. Hyderabad off-campus has recently initiated a Student-led sustainability office to make the campus more climate-friendly and also work with the local community and Municipality Administration for a litter-free locality and environment-friendly lifestyles.

TISS is also home to many animals; our students enjoy spending time with them and special student groups who take care of them on campus. TISS discourage the use of plastic items inside the campus. It aims to reduce the wastage generated on the campuses and ensure the health and welfare of all living beings.

The Institute has a separate Division (viz Infrastructure Development & Support Division) to oversee the maintenance of buildings, classrooms, Hostels, Residential Buildings and the entire Recreational Infrastructure so that the overall academic & administrative environment of TISS is set on par with global standards and close to nature.

File Description	Document
Paste link for additional information	[View Document](#)

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 9.77

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
147.43	305.10	855.69	186.30	673.21

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

facility

Response:

The Sir Dorabji Tata Memorial Library of TISS is a unique knowledge centre which has automated its operations using the latest V 3.22 Koha Library Software. All four campus libraries are integrated on a single platform, thus creating a 'Networked Library System'. Library "Virtual Shelf" can be browsed online and is the most extensively used service, with more than 3.0 lakh searches in a year. The platform is also compatible with iPad and mobile phones. The login could also be used for book renewals and assessing user borrowing history.

Learning Resources: Library has a stock of 1,28,598 books covering principal fields of interest in Social Sciences. More than 10,856 e-journals and 67 Indian print journals are subscribed. These resources are arranged into three classes: General, Reserved and Reference Collections.

Ebooks: The major ebook platforms are: Net Library, Gale Virtual Reference Library, Taylor and Francis, Palgrave Macmillan and Oxford University Press Scholarship Online.

World ebook Library: Access over 3 million books *(Access through NDL Registration)* E-Journals/ Online Databases: *APA psycarticles* (119 Titles), *Wiley Online Library* (908 titles), *Cambridge Journals Online* (194), Economic and Political Weekly, *SAGE Online HSS Collection* (488), *SAGE Indi*a (108), *J-STOR* (3166), *Oxford University Press Online* (262) *Project Muse* (732), *Springer Link* (1726), *Taylor & Francis Online* (1079) *EMERALD Management* (302), *EBSCO Business Source Elite* (1067), *South Asia Archive:* 4.5 million pages. Law Databases like *Manupatra, West Law Indi*a, Bar and Bench.

Statistical Databases: Indiastat.Com, EPW Research Data Series , CMIE Prowess D, India Meteorological Dept (IMD) Data etc.

Research Platforms And Bibliographic Databases: Web of Science, J-Gate, India Business Insight Database (IBID), ISID: Database for Indian economy

Cyber Library: Airconditioned 24X7 facility with 92 systems with high-speed internet and printers. There is a separate Cyber Library for PhD Scholars on the 3rd Floor.

Dspace Digital Library: Hosts 12,000 electronic thesis and dissertations of MA, MPhil and PhD, faculty project reports, publications, question banks, etc.

Assistive Technology Center: MK Tata Center is equipped with ten multimedia computers, scanners, Kurzweil K1000 OCR Reading software, JAWS Screen Reader, and Basic D Braille Embosser to produce Books in Braille.

Remote Login: Web-based **"remote log"** tool to access e-Resources from outside the campus.

Inflibnet Centre: Provide support for scanning/digitizing study materials, access to e-journals and Online databases, Document Delivery Services, Assistive Technologies etc.

Information Services: Some of the essential services provided are Current Awareness Service (New

Additions List), Document Delivery Services, Bibliography and Reference Services, Personal Space for Online Presentations

Research Support Services: Library provides support with digital research tools like

Zotero, Mendeley to manage students' bibliographic references, Grammarly Language Tool, Turnitin Plagiarism Detection tools, Web of Science, etc.

Liaison Librarians: These are the subject specialists from the library for students' program or research area to help them train regarding e-resources, literature searches, etc.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.2.2

Institution has access to the following:

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.2.3

Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 80.94

4.2.3.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
109.05	102.50	42.54	93.41	57.20

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 31.62

4.2.4.1 **Number of teachers and students using library per day over last one year**

Response: 1151

File Description	Document
Details of library usage by teachers and students (Library accession register, online accession details to be provided as supporting documents)	[View Document](#)

4.3 IT Infrastructure

4.3.1

Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)

Response: 91.76

4.3.1.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 78

File Description	Document
Institutional data in prescribed format	[View Document](#)

4.3.2

Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Response:

The Institute has a formally drafted IT Policy common across four campuses. The policy was revised in February 2015. The IT policy of TISS provides directions in matters concerning and not limited to Project request workflow, Software projects, Websites and their content, Networks, and Email. The chairperson of the IT Service Management Centre at TISS primarily supervises and coordinates the activities and requests in connection with the matters.

In October 2020, the Email policy was made. Designation-based email ids are created across campuses of the Institute. Further, the IT Service Management Centre has documented guidelines for maintaining Student Management Systems (SMS), TISS Online Learning (TISSOL) and online packages and databases, including R statistical package, SPSS, GIS lab, etc.

Some of the key services provided as part of the IT policy include the following: Information and Network Security; Risk Management; Software Asset Management; and Open-Source Resources. IT infrastructure has a five-year cycle for up-gradation and maintenance contracts.

TISS follows a single policy for operating its Computer Centre: Incident Management, Service CatLog, Change Management, Configuration Management, and Problem Management. All service calls are recorded through the service desk management software called GLPI, from where they are categorised and assigned to the engineer in charge.

Information Security: All employees must use the TISS email as the official IT policy mandates for all official purposes. All web and mail servers are patched with the latest security patches every two months.

Network Security: The access to the Institute network is controlled by a Network access control system which allows users to access the network only when they have a valid TISS email username and password. The network access control also monitors for malware and Viruses and isolates the computers affected. The network is further protected by a firewall which allows traffic only on the required ports.

Risk Management: The entire IT infrastructure has 1+1 redundancy (i.e., every IT component has at least one independent backup component), including the Internet Connection, configured to use an independent Tata Communications leased line in the event of downtime on the primary 1 Gbps NKN leased line. Furthermore, a disaster Recovery setup is being planned in the Guwahati Campus.

Software Asset Management: Since most software utilised in the Institute is Free and Open-Source Software, we do not use software asset management.

Open-Source Resources: Students can access various open-source resources online through the Library Broadband of one Gbps of their own accord.

Group email Addresses are maintained to ensure the relevant information reaches the respective groups. Designation-based email address is provided to the faculty and staff holding key positions to use email ID for all official communications.

Biometric devices are installed in the classrooms for the students; attendance is automatically captured in the student management system for the student to view their attendance through their respective login; the same is linked to the issue of hall tickets and semester examinations. Staff have their attendance linked to the HR system of ERP, which is further connected to the leave management system.

File Description	Document
Upload any additional information	View Document

4.3.3

Student - Computer ratio (Data for the latest completed academic year)

Response: 2.81

4.3.4

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

Response: A. ?1 GBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.5

Institution has the following Facilities for e-content development

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links of photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 88.55

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
6130.80	4704.80	2799.80	3523.41	4636.72

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts	[View Document](#)

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.

Response:

The Institute has defined rules, regulations, and policies regarding the usage of the infrastructure of the campuses for both physical and digital infrastructures. These aim to maintain the Institute's assets at their best quality and sustain them for future stakeholders. The key highlights of how TISS manages its infrastructure and academic needs are as follows:

The Institute has drafted a student handbook that directs the students regarding all campus functioning. The handbook serves as the base for students to model their behaviour that best suits the shared interests of TISS. The document's contents are communicated during induction training and also at School/ Centre orientation. The softcopy of the handbook is made available on the Institute's website. The rules regarding library usage are published on the library website (http://library.tiss.edu/?q=node/80).

The Infrastructure Development & Support Division of TISS supervises the maintenance of buildings, Classrooms, Hostels, Residential Buildings and the entire Recreational Infrastructure so that the overall academic & administrative environment is set on par with global standards and close to nature. Rules and regulations regarding the access and usage of gymnasiums, indoor courts, health centres, sports and recreation facilities, computer centres, classrooms, amphitheatres, boardrooms, seminar halls etc., are printed and displayed in respective locations for the users to follow.

Institute Management System: The ERP system of the Institute is named TISS FAIRS (Financial, Administrative, Institutional Resource Management System). The system incorporates modern, system-enabled, state-of-the-art practices. It provide correct, up-to-date information common to several functions, including personnel, accounts and finance, purchase, maintenance, hostels, guest house, and library, among others. TISS's ERP system aims to improve access to accurate and timely information; enhance workflow, increase efficiency, and reduce reliance on paper; tighten controls and automate e-mail alerts; streamline processes and ease the adoption of best practices; provide user-friendly web-based interfaces; integrate existing systems; and establish a foundation for new, emergent systems (http://103.36.84.62:7777/TISS/login.jsp).

Finance and Accounts: ERP enhance the functioning of the finance and accounts section. ERP processes personal data, bank details, and project details.

Student Admission and Support: Student admission and support are carried out on online platforms, which are in turn used for entrance tests and semester-end examinations. All the programmes offered by the Institute and its pedagogy are open-source material. It is mapped in the in-house Moodle named TISSOL (TISS Online Learning), available at https://tissol.tiss.edu/login/index.php.

SMS (Student Management System) Portal: This portal has dedicated modules for handling semester registration, student attendance, fee payment, semester evaluation, and scholarship details. Hostel and dining hall details, disbursing information regarding insurance, student vaccination status, etc. (https://stud-mgmt.tiss.edu/emplogout/).

Student Guide Interaction Progress Tracking System:The RS (Research Scholar) tracking system is popularly known for monitoring the progress of the doctoral work of the scholars on campus. In the system, students update their Doctoral Advisory Meeting reports, proposal presentations, progress presentations, and synopsis presentations (http://rs-tracking.tiss.edu/).

Paper Tracking System: The paper tracking system can track documents moving from one department to another. This process ensures transparency and avoids delays. http://103.36.84.148:8000/pts/login/?next=/pts/search/

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government agencies (NGOs) during the last five years (other than the students receiving scholarships under the government schemes for reserved categories).

Response: 8.58

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2021-22	2020-21	2019-20	2018-19	2017-18
287	226	267	253	314

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.1.2

Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 69.36

5.1.2.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3459	3422	1555	1387	1455

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.1.3

Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 39.47

5.2.1.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations,** *etc.)***) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
55	50	64	75	52

5.2.1.2 **Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

5.2.2

Average percentage of placement of outgoing students during the last five years

Response: 48.91

5.2.2.1 **Number of outgoing students placed year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
1052	877	606	774	832

File Description	Document
Institutional data in prescribed format	[View Document](#)

5.2.3

Percentage of student progression to higher education (previous graduating batch).

Response: 14.17

5.2.3.1 **Number of outgoing student progressing to higher education.**

Response: 249

File Description	Document
Institutional data in prescribed format	[View Document](#)

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 last five years.

Response: 47

5.3.1.1 **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) year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	39	6	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2

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

Response:

The Students' Union (SU) at TISS is a democratically elected body that acts at the behest of students and raises the concerns and demands of the student community to the administration. The union works closely with the Office of Student Affairs (The OSA, established in 2006, is an administrative unit of TISS to liaise between students, faculty, and the administration). The TISS SU focuses on ensuring the spirit of unity among the students and ensuring spaces of expression for the student community within

the campus as *a collective SU covers all campuses. Moreover, there is an inter-campus integration of student-related activities.*

To ensure accountability and transparency, the SU called for regular General Body Meetings (GBM) to ensure proper engagement and discussion with the other elected representatives; regular meetings were held. The SU has also worked towards appropriate communication and coordination among students across all TISS campuses. *SU has representation in various committees and forums, including the Academic Council, School Board of Studies, and Grievance Redressal Cell. The SU played an active role in assuring rights to differently-abled students. SU collaborates with Institutional Governance to find appropriate solutions in case of grievances.* The SU played an active role in student aid interviews and helped the administration transparently process Students' Aid Applications. It participates in the pre-admission orientation with the SC/ST Cell and Equal Opportunities Cell. SU also collaborates with Gender and Development Cell (WGDC).

The union aims at the personal and academic development of the student community at TISS. It organises various curricular co-curricular activities on campus. For instance, the SU organises the annual cultural festival of TISS and sports events every year towards proper communication and coordination among students across all TISS campuses. The office of the Cultural Secretary, TISS SU, organises annual cultural fests and sports every year. The core SU events include 'Quintessence', 'Vaomalan', and National Rural Youth Festival (NRYF).

The SU has several committees focusing on various aspects of student life, including the Cultural Committee, the Sports Committee, the Academic Committee, and the Gender and Sexuality Committee. These committees organise various events and activities throughout the year, including cultural festivals, athletics competitions, academic seminars, and workshops on gender and sexuality issues. SU plays a core role in nurturing the creative capabilities of the student community by conducting well-orchestrated events. It coordinates events and disseminates and encourages the students to participate in these events. Due to the persistent efforts of the student union, teams from the Institute participate in various inter University /college events. In the recent past, some of the teams won top laurels (https://cccloud.tiss.edu/index.php/s/nildBhy9Z6meam1).

An example of how student union facilitates welfare is their activities during the covid pandemic. When the university started functioning online, students from disadvantaged backgrounds needed help to arrange for the digital infrastructure to support the online classes. The SU coordinated with the Office of Student Affairs (OSA), identified needy students, and granted financial assistance. https://tiss.edu/view/6/students/office-of-students-affairs/laptop-and-data-pack-support-to-students-2021-22/

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3.3

Average number of sports and cultural events / competitions organised by the institution per year

Response: 7.8

5.3.3.1 **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	18	3	18

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

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.

Response:

The Institute has an active and supportive alumni network in India and globally. The alumni contribute in multiple ways, most critically by facilitating and fostering strong connections with the industry, communities, civil society groups, and the state where many are in leadership positions. Alumni periodically engage with the faculty in discussions/consultations to give feedback on academic programmes, curricular revisions, and inputs on ways to address the emerging needs of the industry and the field. Over the years TISS alumni, across Schools and Campuses, have emerged as a strong support base for students in need of mentoring, counselling, guidance during placement weeks, financial and material help (mainly laptops, mobile phones), and help in adjusting to new jobs and locations. Alumni also give their time for guest lectures, orientation to new batches, as resource persons in conferences, and some have also sponsored major seminars and conferences. Alumni also supervise/mentor current students for internships and field work and some students also get the benefit of placements in alumni start-ups. Alumni contribute to faculty research through the development of case studies and advance level data analyses. Several alumni have also instituted scholarships/prizes for students on merit and merit cum needs basis. During COVID pandemic, several alumni came forward to bridge the digital divide by donating laptops to socio-economically disadvantaged students, and paid fee for such students. One major alumni initiative is Project BRIDGE, that aims to help underprivileged students with scholarships and bridge the gap between the Institute and its alumni. While the Institute is doing its best to address the needs of economically challenged students, the alumni contribution helps to support student aid further (https://alum.tiss.edu/).

Alumni connect is nurtured through the Alumni Meet held by the different Schools end of 3rd semester each year, generally attended by groups of 30-50 alumni. The batch of 1981-83 celebrated their 40 years of graduation by holding a meet at the Institute very recently. TISS has its alumni spread across globe.

To further strengthen the engagement with alumni in India and across the globe, the Office of Alum Affairs (OAA) was constituted on July 21 2022, headed by Dean and Associate Dean. On December 30, 2022, the Office of Alum Affairs (OAA) hosted the inaugural event with an inaugural talk delivered by Prof Shalini Bharat, Director/Vice-Chancellor. Prof. Robin Shields, a University of Bristol, UK professor, gave the keynote address. In his keynote address, Prof. Robin Shields discussed the concept of social networks, the methodology of social network analysis, and how it can be used to understand and help the Office of Alum Affairs.

OAA also reconnects with alumni in multiple locations, including New Delhi, Chennai, Mumbai, Australia, Canada, and the UK. The TISS UK Alum network @OAA had their third alumni meet of the year in 2022 at SOAS, University of London, on, and was joined by Prof. Shalini Bharat, Vice Chancellor/Director, TISS. The earlier meetings of alumni abroad took place in Sydney Australia.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.4.2

Alumni contribution during the last five years (INR in Lakhs)

Response: D. 5 Lakhs - 20 Lakhs

Criterion 6 - 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.

Response:

Teamwork and participation have been the cornerstone of the Institute's excellence in performance and are part of its culture. With a relatively flat organisational structure, TISS empowers all its constituencies to fulfil their objectives through a decentralised system of functioning. The participatory approach of the Institute provides an opportunity for the faculty, staff and students of the Institute to become empowered and grow as leaders through their involvement in progressive decision-making processes, such as their membership in various Committees. Notably, students are represented in the Academic Council through Students' Union, and in Committees concerning sexual harassment, grievance redressal, equal opportunity cell, etc. The rotatory nature of leadership of the Campuses/Schools/Centres as Dy Directors/Deans/Chairpersons, and of membership in academic bodies such as Academic Council and Board of Studies, provides faculty critical insights into the character, context, and complexities of managing a multi-campus institution and creates a collaborative environment. Further, delegating key responsibilities and consultative decision-making processes ensure daily practice in leadership at varying levels. With an integrated digital governance system the Institute further upholds the autonomous, transparent, inclusive, participative, and multi-stake holding governance structure.

TISS's evolved and robust admission policy and procedures assure equity and inclusiveness through appropriate dissemination practices (via website, social media) and student support systems (TISS Help Line, dedicated email id). This policy gets updated each year with the objective based on the expanding and emerging learning programmes and increasing outreach. The Institute has a well-developed admission policy and procedure for international students coordinated by the Office of International Affairs (OIA).

Detailed guidelines are provided to all the admission interview panels to ensure sensitive and appropriate approaches are followed for students from various disadvantaged groups. Panel composition ensures representation of female and SC/ST faculty. Given that the Institute seeks students who show commitment, critical thinking, and excellence, not just in academics but also in other areas such as sports, arts and social service, selection ensures inclusion of students who are socially aware and participate in extra-curricular activities.

The Institute is committed to follow need-blind and barrier free admission process. The Equal Opportunity Centre for OBC/PW Ds/Minority students identifies those needing financial aid and channels support to them. So far there has never been an instance of turning down admission due to a student's inability to pay the fees.

TISS takes active steps to ensure student and faculty diversity along multiple dimensions. Towards this end TISS organises pre-admission orientation sessions for candidates from disadvantaged backgrounds to create a level playing field in admission procedures. This helps first generation candidates and those from

remote areas to acquire familiarity with the TISS entrance test and interview process.

TISS is committed to providing autonomy, a transparent frame of governance, timely auditing of financial resources, time-bound clearance of recruitment of human resources and other supporting systems for the smooth functioning leading to realising of its vision and mission. TISS maintains a robust and transparent performance management system for employees. The performance data is captured through ERP and fed to career development plans.

File Description	Document
Link for additional information	[View Document]()

6.1.2

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

Response:

The governance systems at TISS, institutional structures, and processes are founded on a high degree of autonomy and transparency. It is integrated with the vision and mission of the Institute. Decision-making is through decentralised governance, a flat, participatory structure with equal leadership opportunities, and a commitment to informed decision-making and accountability. Underlying the Institute's work is the vision of leadership as collective management of people's capabilities and resources, with the perspective that these are common/public goods for sustainable development.

TISS envisages fostering an inclusive, participative, innovative, decentralised, and leadership-grooming governance system. The participatory structure of the Institute provides an opportunity for various members of the Institute to become empowered and grow as leaders through their involvement in progressive decision-making processes. The rotatory nature of leadership of the various Schools/Centres and Institute, and the practice of substituting positions in the absence of key stakeholders provide the opportunity to develop a dynamic leadership. The leadership maintains coherence between the different functions and processes of the Institute. It ensures standards of excellence through progressive accountability measures, bringing various stakeholders and facilitates partnerships and networks. One key area of leadership is the identification of emergent areas of generating innovations to address these concerns and mainstream them within the more extensive Institute functioning.

Teamwork and participation have been the pillars of the Institute's excellence in performance over its history and are an integral part of its culture. The Institute has a relatively flat organisational structure, with its constituencies empowered to grow to their full potential through decentralised systems, based on freedom of expression and association. Not only do faculty and staff lead and participate in the decision-making processes of the Institute, but they also work collectively across Schools and Centres on emerging issues through various Committees and Working Groups, where they bring diverse strengths to the table in an equal manner.

This empowerment and autonomy in decision-making are based on its comprehensive, standard

operating protocols and accountability measures (including government requirements and principles in adherence to the Vision and Mission) to ensure integrity and quality of work. As a result, various members of the Institute co-create and steward resilient systems, able to handle multiple emerging internal and external challenges and respond in a compassionate and futuristic manner. The Institute fosters a culture of autonomous and participative leadership and decision-making across off-campuses. There is an active inter-campus coordinating system called the Steering Committee to strategise and govern off-campuses. It meets before the commencement of the Academic Council to discuss new prospects and emerging challenges. And it comes up with strategies and processes to function more effectively.

Office for International Affairs at TISS facilitates global exposure to the staff through exchange programmes with well-known universities abroad. It provides the staff with an opportunity to understand multiple dimensions of governance in higher education. Select Professors at the Institute participated in Government of India's Leadership for Academicians Programme (LEAP). TISS is one of the top-ranked universities chosen by the Government of India to conduct LEAP. https://tiss.edu/view/11/projects/leadership-for-academicians-programme-leap/, https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/LEAP_Brochure.pdf

File Description	Document
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

TISS has successfully implemented the digitalisation of core teaching, learning and research activities. It covers admission processes, student lifecycle management, and digital and virtual library and learning resources.

*Online Admission***:** TISS completed two rounds of online admission, in 2021 and 2022 (https://admissions.tiss.edu/). TISS initiates the admission process by announcing and displaying the timeline on the TISS website. A listing of the programmes along with courses, detailed selection procedures, admission rules, and reservation policy details are available in the admission portal of TISS. TISS-NET, the admission entrance test of TISS, is a computer-based test with 100 objective-type multiple-choice questions (MCQ). A mock test facility is available for TISS aspirants before TISS-NET. Those who clear the TISS NET with the stipulated cut-off will be called for the second online selection stage. A three-member panel will conduct an online Assessment (OA) for approximately 20 - 30 minutes. There will be two components: *Extempore reflection* on a given topic for a maximum of 2-3 minutes. *Online Personal Interview (OPI):* The panel members will interact with the candidate to understand the candidate's motivation, interest, and preparedness as well as basic subject knowledge of the undergraduate studies through ZOOM platform.

Student Management System (SMS) Portal: The Institute's SMS system is a single-window solution for managing student affairs (https://stud-mgmt.tiss.edu/). This portal has dedicated modules for handling semester registration, student attendance, fee payment, semester evaluation, scholarship details, Hostel and dining hall details and disbursing information regarding insurance. TISS's examination processes are automated using SMS. This is an in-house tool developed and maintained by the IT Service Management Centre at TISS. The RS (Research Scholar) tracking system monitors the progress of the doctoral work of the scholars on campus. In the system, students update their DAC (Doctoral Advisory Meeting) reports, proposal presentations, progress presentations, and synopsis presentations.

Digital Library: The Sir Dorabji Tata Memorial Library of TISS is a unique knowledge centre which has automated its operations using the latest V 3.22 Koha Library Software (http://library.tiss.edu/). All four campus libraries are integrated on a single platform, thus creating a 'Networked Library System'. Library "Virtual Shelf" can be browsed online and is the most extensively used service, with more than 3.0 lakh searches in a year. The platform is also compatible with iPad and mobile phones. The login could also be used for book renewals and assessing user borrowing history.

TISSOL (TISS Online Learning) Platform: The platform was developed during the lockdown period to enable students to experience seamless access to learning resources and complete all academic requirements, such as organising learning materials and allowing the students to submit assignments (https://tissol.tiss.edu/login/index.php). Developed and customised on the Moodle platform, TISSOL will enable discussions with each other, build a community of practice, maintain a calendar, enable time management in challenging and remote times, and track their progress, always ensuring inclusion through an in-built accessibility checker. Currently, TISSOL has been stabilised into a regular teaching and learning platform across all programmes at TISS.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2

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

Response:

The Institute Statutory Bodies follow the broad framework of MHRD, UGC and Institute guidelines. All the statutory bodies meet regularly.

1. Governing Board (GB): GB, as the highest Executive Body, has consistently been playing the pivotal role of laying down academic policies and Governance- within the broad framework of the MHRD and UGC guidelines and supporting and facilitating the Institute in realising its overarching goal of being socially relevant and people-centred. The GB members include the nominees of the Central Government,

State Government, the University of Mumbai, the UGC, and representatives from the TISS faculty. The Chairperson of the Governing Board has functions similar to that of the Chancellor of a conventional University.

2. Academic Council (AC): The AC of the Institute decides on matters of academic nature; steers and maintains academic standards of excellence in Social Sciences. The two key concerns of the AC are the development of Schools/Centres in the areas of thematic interest; and detailed scrutiny and approval of all Academic Programmes.

3. Finance Committee: The Finance Committee supports and supervises raising funds for the Institute's development and functioning and monitoring finances to ensure transparent and accountable Governance. The Finance Committee has the Director as the Chairperson; its essential functions include approval of the Financial estimates of the budget and the Annual accounts and recommending important Financial matters to the Governing board after scrutiny. The Committee has nominees of the Board and the Government of India.

4. Facilitation Committee (FC): The FC is formed by the Director (as Chairperson), the Deputy Directors, all the Deans, the Chairpersons of independent Centres and the Registrar. Its mission is to coordinate campuses, schools and centres.

5. Research Council (RC): The RC provides direction and guidance to the Institute's research policy and the drive for impactful social science scholarship. RC's focal areas include M.Phil./Ph.D. The programme, identification of key research areas, financial support to research projects, policy research, and research ethics. The Committee includes three external experts representing the broad research areas of the Institute. The Director is the Chairperson, the Deputy Director is the Convener, and the Registrar is the Member Secretary.

6. Building Committee: Chaired by the Director, the Building Committee has members from CPWD, Consulting Architects and Engineers and meets every quarter.

7. Steering Committee: The Steering Committee, with the Director, Deputy Directors & the Registrar, form the core group to address the Governance related matters of a multi-campus, multi-location Institution with its unique challenges.

8. Planning & Monitoring Board: TISS has a Planning & Monitoring board. The Board is the principal Planning Body of the Institute. It is responsible for monitoring the development programmes of TISS. It advises the Board of Management and the Academic Council on any matter necessary to fulfil the Institute's objectives.

9. Core Administrative Team: A Core Administrative Team has been formed under the Registrar with all Deputy Registrars and Assistant Registrars, which meets fortnightly to set goals, coordinate activities, review performances, and resolve all inter-departmental matters.

File Description	Document
Link to Organogram of the University webpage	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3

Institution Implements e-governance covering following areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	[View Document](#)

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 .

Response:

All the faculty members and staff engage in a collective and participatory process of annual appraisal of the work about their contribution to the School/centre. Faculty undertake a detailed Self-Appraisal based on the Standard Operating Procedures across the Institute; that looks at their contributions in teaching, research, guidance, extension work, stakeholder engagement, and participation in various activities of the Institute. These are then reviewed, along with the Chairpersons, with the Deans. Deans, Chairpersons and Deputy Directors, in turn, review their performance with the Director. Collectively, at the Institute level, the Facilitation Committee reviews faculty capacity building and performance for the Institute. There are two online platforms, in-house developed, which help to capture the performance data. While one platform caters to the compilation of the annual report, the second one maintains performance data. (http://appraisal.tiss.edu/, http://annualreport.tiss.edu/).

Faculty/ staff receives feedback on the work undertaken during the participatory assessment. The subsequent discussions are undertaken in a spirit of openness, understanding and mutual learning to

enhance the centre's work. The Centre-Chair and School Deans will ensure that younger faculty members and those on probation are given timely support and feedback from the group of faculties in the school/centre. The final performance assessment is done in coordination between the centre/school and the Director's office. In grievances involving faculty and staff, the dean facilitates redressal and/or works 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 the chairperson and/or dean of the respective centre/school.

TISS has a formal Career Advance Scheme of the UGC for the faculty, favouring vertical mobility within the Institute structure based on the API score, experience, research, and teaching outputs. Teachers can apply for the assessment of promotions based on their performance scores. The key mechanisms for enabling this include Screening Committee and Interview Panel.

TISS has introduced the Annual Performance Appraisal Report (APAR) following the UGC norms for the administrative staff of the Institute that include the following elements: Performance; Application of available skills and knowledge; Capacity and suitability; Knowledge and skills; and Aptitude and the attitude towards work, students, faculty and peers. This report also assesses suitability for confirmation, promotion, or for giving higher responsibilities.

Career mobility of the faculty/ staff is according to the rules of the UGC. All the service rules are codified in essential documents and disseminated to every employee. The document elucidates service rules, especially rules pertinent to probation, retirement, compensation, social security, and leave. The critical employee Welfare mechanisms at the Institute include health facilities and, insurance, accommodation on campus. TISS Employee Co-operative Credit Society provides financial support and organises camps and recreational events like picnics. Some of the measures taken by the Institute to invite and retain eminent faculty include Value based, principled and relevant work; Academic Autonomy in choosing research and action; Participatory and equal environment; Support for innovation and creativity; and Potential to collaborate/work with organisations of national and international importance.

6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 13.95

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	30	37	30

File Description	Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)	**View Document**
Link for Additional Information	**View Document**

6.3.3

Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 57.8

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
36	74	60	67	52

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	**View Document**
Link for Additional Information	**View Document**

6.3.4

Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 12.09

6.3.4.1 **Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
45	25	17	16	5

File Description	Document
Details of teachers attending professional development Programmes during the last five years (Data Template)	**View Document**
Link for Additional Information	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Endeavouring towards the vision of the Institute entails dedicated financial resources, state-of-the-art physical and social infrastructure and dynamic academic collaborations. To sustain the core learning and research processes, the Institute builds its financial resources through fundraising from philanthropy and Corporate Social Responsibility (CSR), revenues from regular and flexible learning programmes, grants from the government, research projects, consultancy, and alumni contribution.

A fundraising committee at the Institute explores channelising diverse streams of financial resources. Over the years, the Institute received generous support from philanthropists and various organisations. It includes the land, faculty positions, chair professorships and financial resources. These resources were utilised to create physical and social infrastructure and student aid. The resource development and management strategy of TISS maintains a careful balance between public funding and fundraising. The Institute is focused on attaining economies of scale, scope, and time in creating resources through projects, research, consulting, field action, policy advocacy, and networking with high-net-worth individuals and organisations across the industry.

While building the endowment of financial resources, the Institute envisages creating and augmenting physical infrastructure of global standards, including habitat spaces for students, staff, faculty and guests, recreation facilities for sports and arts, and knowledge facilities like interactive learning centres, networks, and libraries. The institute community envisages providing excellent social infrastructure for overall health and well-being.

To strengthen the fundraising for student aid at the Institute, there are initiatives like Project Bridge. (https://www.tiss.edu/bridge/). TISS student community are its main stakeholder and collaborates with the Office of Students Affairs and Equal Opportunity Centre. Project Bridge, started by the TISS student community, aims to bridge the gap between the Institute and its alumni.

Apart from philanthropy donations and grants, TISS faculty has been generating resources for the Institute through consulting, training, research projects and executive education programmes. During 2021-22, the reported value of research projects was 300 million INR, which came from 235 funding

agencies. There were 392 research projects during this period. For 2020-21, the fund's value was 290 million INR from 215 funding agencies and 388 research projects. During the previous three years, funding through research projects was 500 million, 490 million and 350 million INR, respectively. Another crucial source of funding is consulting. For 2021-22, the value of consulting was 270 million INR, which came from 237 consultancy assignments and 141 client organisations. Compared to the value of consulting during 2017-18, there has been an exponential rise in value; the value for that year was 20 million. Executive education for 2021-22 generated 90 million INR through 31 programmes. Five years ago, the value of this stream was 20 million through 9 programmes (sourced from TISS NIRF Data). The Institute maintains appropriate standard operating procedures and multi-skill professionals to optimise the stakeholder value of research projects, consultancy assignments and executive education. This mechanism assures that projects, consultancy and training will maximise the expected value to sponsoring agencies, client organisations and participants.

6.4.2

Funds / Grants received from government bodies during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs).

Response: 37815.57

6.4.2.1 *Total Funds / Grants received from government bodies for development and maintenance of infrastructure (not covered under Criteria III and V) year wise during the last five years (INR in Lakhs).*

2021-22	2020-21	2019-20	2018-19	2017-18
8615.7	7444.97	7506.51	6752.94	7495.45

File Description	Document
Details of Funds / Grants received from government bodies during the last five years (Data Template)	View Document
Annual statements of accounts	View Document

6.4.3

Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 5770.87

6.4.3.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
491.65	1965.80	1518.44	785.65	1009.33

File Description	Document
Institutional data in prescribed format	[View Document](#)
Annual statements of accounts	[View Document](#)

6.4.4

Institution conducts internal and external financial audits regularly

Response:

The Institute has a Finance Committee that looks into raising the finances and reviews its effective and efficient use of finance. Based on the needs of the Institute, money is invested in long-term & short-term financial investments. All the accounts in the Institute go through a stringent internal and external audit mechanism, with the Internal Auditors appointed by the Director and the external Statutory Auditors appointed by the Governing Board. Financial audits are essential in ensuring transparency and accountability in managing the Institute's funds. It helps identify areas for improvement in financial management practices and enables corrective action to improve operations. TISS conducts both internal and external financial audits annually. For the external audit, Chartered Accountants are appointed by the Governing Board. The audited accounts are submitted to the University Grants Commission by 31st October every year. All the accounts in the Institute go through a stringent audit mechanism. Meanwhile, the internal audit is supervised by the Director of the Institute.

The Government of India's Comptroller and Auditor General (CAG) audits the Institute accounts annually. During the auditing process, the critical stakeholders of the Institute discuss crucial points that emerged during the auditing with CAG. The institute leadership discusses the auditing observations to develop appropriate actions and reformative processes. Policies and standard operating procedures incorporate necessary steps and processes in response to auditing observations.

Institute has been internalising standards of integrity and transparency in governance through these auditing processes. As a result, the Institute has been streamlining human resource policies, data capturing, academic processing, financial procedures, infrastructure management, processing of purchases and digital governance. University Grants Commission (UGC) and the Ministry of Education issued various guidelines on time for the Universities to comply with. Financial audits help ensure that TISS complies with these regulations and that any discrepancies or non-compliance issues are identified and addressed. Efficiency and transparency in the use of resources are the two core pillars of auditing processes at TISS. These two values resonate with the institution's Vision and operational framework. Auditing ensures transparency and integrity to project funders, client organisations and other stakeholders. The Institute Governance promptly responds to internal and external auditing queries and concerns. Wherever there is scope for rectifying standard operating procedures, the Institute, using

collective and participative mechanisms, brings appropriate reforms. For any stream of funding at the Institute, a project code and sub-codes are assigned to every project, consultancy assignment, or training programme. There is regular tracking of fund utilisation across the streams. Any deviation from the objectives is brought to the project leader for rectification.

File Description	Document
Any additional information	[View Document](#)

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.

Response:

The core objective of IQAC at TISS is to internalise the logic and culture of quality in all academic and administrative processes. It covers teaching, learning, research, consulting, operations, and strategies. The quality is understood as a multi-dimensional phenomenon. It includes excellence in outcomes, transparency and efficiency of processes, timely execution, scalability, and capability to create a new scope. For TISS, IQAC plays a pivotal role in shaping standards and benchmarks of quality, especially in envisaging and implementing innovative multi/interdisciplinary teaching, research, and projects. While quality relies on the extent of efficiency, TISS upholds that inclusion and quality also matter.

Another crucial aspect of TISS's quality benchmarking is the inter-campus/school convergence in quality parameters. To do that, for example, there are coordinating units like the Doctoral Student Office that gauge the progress of research scholars through virtual data gathering. Another example is the coordination of the learning management systems like TISSOL. While every course or programme has uniqueness, it must be transparent about learning objectives, outcomes, and transparency in evaluation. These expectations about the quality are retained across decision units, involving faculty at the centre and school, the school board, the research council, and the academic council. Moreover, IQAC internalises the shared understanding of quality across the statutory bodies and relevant fora.

The IQAC coordinator regularly works with the Dean of Academic Affairs, the School Deans, Centre Chairs and Programme Coordinators to review and gauge the processes and outcomes of learning across the Institute's academic programmes. The process covers an intuitive understanding of updating pedagogy, alignment with emergent realities, understanding global practices, engagement with industry and civil society stakeholders, and exploring public and social policies and innovation potential. The core part of quality governance is regularly capturing evidence and data. For instance, the IQAC team examines the quality of publications regarding the impact of journals, publishers, and articles. Moreover, the IQAC team encourages research projects and FAPs (Field Action Projects) to transform into impactful publications.

Another major initiative of IQAC is capacity development. It organises training programmes for faculty, staff, and students. It also works with institute administration on the learning needs of the staff. And it works with stakeholders to organise learning and development programs for the staff.

The IQAC also monitors the student intake to ensure that reservations are made, as outlined by relevant laws/policies for higher education. This process helps to ensure the inclusion of students from disadvantaged societies related to admission, hostel, and academic/professional growth. The Office of International Affairs (OIA), supported by two senior professors, makes an annual presentation to IQAC, and plans to augment the possibilities of mutual exchange programs and international collaborations in teaching and learning programmes. TISS IQAC has been closely working with Institute faculty, students, and staff to create standards and benchmarks of quality in the context of NEP 2020. TISS formed a committee of faculty members to design and implement new programmes in alignment with NEP 2020. The committee closely worked with IQAC in rolling out innovative UG programmes.

File Description	Document
Link for Additional Information	[View Document](#)

6.5.2

Institution has adopted the following for Quality assurance

1. Academic Administrative Audit (AAA) and follow up action taken

2.Confernces, Seminars, Workshops on quality conducted

3. Collaborative quality initiatives with other institution(s)

4.Orientation programme on quality issues for teachers and students

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

Response: C. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution (Data Template)	[View Document](#)
Paste web link of Annual reports of University	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3

Incremental improvements made for the preceding five years with regard to quality (in case of first cycle), Post accreditation quality initiatives (second and subsequent cycles).

Response:

During the first assessment cycle (2002), the enrolment (Postgraduate and MPhil/PhD) was 439, with four postgraduate programmes. The second assessment was in 2008. Between the first and second assessment cycles, enrolment grew from 439 to 779, showing a compound annual growth rate of 10 per cent. During this phase, the number of postgraduate programmes increased from four to six, while one undergraduate programme was introduced. In the third cycle of assessment in 2016, the enrolment was 4023, reporting a compound annual growth rate of 34 per cent between the second and third cycle of assessments. The count of postgraduate courses in 2016 was 50. And one more undergraduate programme was added. In 2021-22, the enrolment was 5000 students in 52 PG and and 3 UG programmes showing a compound growth rate of 4 per cent over the last assessment cycle. During this period the Institute stabilised its teaching programmes.

Along with the expansion, the institution brought in multidimensional quality improvement processes. During the three assessment cycle, the Institute engaged in a significant restructuring, transforming from a dual system of teaching departments and research units to a multidisciplinary school structure. This was achieved through an engaging and creative participative and consultative process with multiple stakeholders. The expansion also brought in diverse human resources and new infrastructure. To ensure inclusion, the Institute developed pre-admission processes for students from the socio-economic categories.

During the phase of the third and the current assessment cycle, the institute learning system has been aligned with the 17 SDGs, with both teaching and research strongly oriented to addressing the SDGs. The increased efforts on developing a unified, centrally administered multi-campus structure has led to smooth inter-campus coordination. The Guwahati Off-Campus moved to a permanent campus facility in May 2017 (https://tiss.edu/view/5/guwahati-campus/inauguration-ceremony-4th-annual-convocation-guwah/). The campus has administration complexes, faculty offices, lecture halls, hostels, and other amenities. The Institute raised financial resources and scholarships for student aid from industry and philanthropists. The Institute has two mechanisms for placing students. First, there is a central placement office that coordinates placements for all students. Second, each school or off-campus has specific placement processes. The Institute maintains active ties with recruiters, especially the industry, for internships, fieldwork and placements.

Compared to the past NAAC assessment cycles, the current phase can be characterised by creative deepening and appropriate consolidation of teaching, research, and field action in addition to internationalisation efforts. Moreover, the Institute is working on NEP 2020 by launching quality innovative UG and PG programmes. Other quality initiatives include: a) broadening and deepening of vocational education through 34 B. Voc. programmes, b) introduction of life-long flexible diploma and PG Diploma across domains, c) novel management development programmes, and d) innovative and collaborative international (dual-degree) postgraduate programmes.

The Institute has been working on the growth in impactful knowledge output, especially in

multidisciplinary social science. There has been a significant increase in knowledge output by the institute faculty and research scholars compared to previous cycles.

Criterion 7 - 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 last five years.

Response:

Historically TISS is a gender-inclusive higher education institute maintaining an equal gender ratio of students and faculty. TISS has three Schools/centres that exclusively focus on gender studies and practice (Advanced Centre for Women's Studies-Mumbai Campus, Centre for Women Centred Social Work – Mumbai Campus, and School of Gender Studies - Hyderabad Off Campus). Collectively these offer three PG programmes Master of Arts in Social Work (Women-Centred Practice), Master of Arts in Women's Studies – Mumbai, Master of Arts in Women's Studies – Hyderabad Off-Campus. Gender Sensitisation Programmes generated by the Institute are used nationally and internationally; gender concerns are regularly introduced in various activities.

As a higher education institute, TISS abides by the UGC regulations (2015) on the Prevention, prohibition, and redressal of sexual harassment of women employees and students in higher educational institutions and the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. TISS is additionally guided by the UGC-commissioned Report of The Task Force to Review the Measures for Ensuring Women's Safety on Campuses and Programmes for Gender Sensitization 2013, also referred to as the Saksham document. All the relevant notifications and documents concerning those mentioned above are made available for the stakeholders on the TISS website.

TISS has two integrated bodies, namely 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 deal with matters of gender equity on the campuses (https://tiss.edu/view/6/women-development-cell/overview-3/, https://tiss.edu/view/6/women-development-cell/procedure-for-clarification-redress-complaint-to-i/). The WGDC does the work of raising awareness on questions of gender and sexuality, advocating for respectful and anti-discriminatory gender relations, and mainstreaming 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 response to the Saksham guidelines that speak of 'specially vulnerable groups' including those marginalised 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, which inform the advocacy work at WGDC.

The WGDC, Mumbai campus, started its activities for the past year in July 2021, with an orientation session as part of the Institute Orientation for incoming students of the MA batch of 2020-22. During the past year, the WGDC has continued working towards making the campus a more gender-aware space for all stakeholders.

To cite a few specific examples of the initiatives by TISS:

- TISS has initiated Gender Neutral Spaces by providing gender-neutral hostels in the Mumbai Campus. This is an exemplary decision towards inclusivity in campus spaces made possible by student support.

- The Institute organises cultural programmes, invited lectures, seminars, film screenings, street plays etc., on gender equity. For instance, the play 'No Country for Women' was staged on International Women'sDay, 2022.

(https://cccloud.tiss.edu/index.php/s/PuJGsRiwKxbs83b#pdfviewer)

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

1. Solid Waste Management

Across all campuses, we ensure proper Waste Collection, Segregation, Waste Processing and Disposal management. Institutes take care to ensure that less solid waste is generated on the campus and ensure appropriate segregation of these waste materials and disposal. The colour-coded separate bins are provided in the proper places on campus to collect degradable and non-degradable separately. A Solid Waste Management Committee consisting of Faculty and Administrative Personnel is in place to advise appropriate policy measures and actions considering current and future needs.

2. Liquid Waste Management

At the TISS Mumbai campus, most sewage waste is recycled through an in-house Sewage Treatment Plant (STP) and used to water the plants. The Guwahati Off-Campus has a Sewage Treatment Plant that treats all liquid waste and replenishes the nearby water body that supports various aquatic life forms, including indigenous fish, eels, snakes, and crabs. At TISS Tuljapur, off-campus, the wastewater tanks are constructed for all the buildings. The filtering water tank is built adjacent to the wastewater tank so that the filtered water is stored in this tank, and this water is used for the plantation around that building. The capacity of the filtering tank is approximately 40,000 litres. There are three filtering water tanks on the campus, totalling 1,20,000 litres of water storage.

3. Biomedical waste management

No Biomedical waste is generated on the campus.

4. E-waste management

Electronic goods are put to optimum use; the repairs, if any, are done by the Technical Assistant on campus and are reused for students' projects.

5. Waste Recycling System

Recycling Kitchen Waste through Bio-Methanation – Mumbai Campus: 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. Tuljapur off-campus have the Biogas Plant to create the biogas for daily kitchen needs. This Plant produces gas daily, about 2 to 3 Kg, used for cooking food in Dining Hall.

Recycling Plant Waste through Composting: Since the Mumbai 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 reused to nourish the plants and gardens.

Vermiculture Compost: Tuljapur off-campus has created vermiculture compost for the plants. The plantation work has been done on almost 75 out of 100 acres of land. Various types of trees, fruits and vegetables are planted. Fruits and vegetables that are grown without the use of chemicals.

6. Hazardous chemicals and radioactive waste management

No Hazardous chemicals or radioactive waste are generated on the TISS campuses.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5

Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6

Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)

7.1.7

The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Respect for cultural diversity and plurality is a fundamental aspect of TISS. As one of India's most inclusive academic institutions, TISS attracts students and faculty from all segments, strata, and sections of Indian society, in addition to many international students. TISS is committed to providing equal opportunities to students from economically, socially, or physically disadvantaged backgrounds. Several units of TISS, along with the Leadership, collaborate to accomplish this goal by utilising well-defined mechanisms. TISS follows a zero-tolerance policy towards discrimination and violence committed against any student, faculty, and staff member or any other member of the TISS community based on their caste or class or gender and sexual orientation or race, religion, region, and disability status. Towards this end, the institute has established various statutory bodies as directed by multiple Government Regulations. These statutory bodies include i) the Women and Gender Development Cell (WGDC) as mandated under the UGC Regulations of 2015; ii) the Scheduled Castes and Scheduled Tribes Cell (SC/ST Cell) as directed by the UGC, and Cell for OBC, PWD, Economically Weaker Sections (EWS) and Minorities (OPEM Cell) as per the directions of different UGC Regulations. And to monitor the functioning of these Cells, an Equal Opportunity Centre (EOC) was also established, as mandated by the UGC letter D.O.No.F.1-1/2016 (Secv), dated 29 January 2016. Under an overall leadership of a Convenor, each off campus of TISS has a Special Cell to protect the rights and dignity of the students, faculty and staff belonging to these categories. The TISS has also established Grievances Redressal Cells—one for the students, faculty, and staff in general and the other for the abovementioned categories.

Inclusive workforce: The TISS believes in maintaining gender equality and social diversity by implementing the reservation policy as per the direction of the government of India.

Gender diversity: Of the faculty members in TISS, 51 per cent are males, and 49 per cent are females. Among the non-teaching staff members, 65 per cent are males, and 35 per cent are females. For many years, TISS has a history of women occupying the highest positions in its administration, such as Directors and Deputy Directors.

Social Category diversity: TISS faculty is diverse and well represented by social categories. Scheduled Caste and Scheduled Tribe form 15 and 7 per cent, respectively. The share of other backward classes is 12 per cent. Unreserved or open categories constitute 63 per cent. The percentage of differently abled and weaker sections are 2 per cent and 1 per cent respectively.

Among 160 non-Teaching staff, the SCs constitute 18 per cent, the STs 6.8 per cent, the OBC 13 per cent, the open/general category 55.6 per cent, and the PWD 5.6 per cent.

Religious diversity: TISS has been one of the few institutions of higher learning known for recognising and valuing social and religious diversity. Of the faculty, 73 per cent are Hindus, and Christians, Muslims, Buddhists, and others (Sikh & Parsi) constitute 13 per cent, 6 per cent, 5 per cent, and 1 per cent, respectively.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Sensitisation to the Constitution of India is done at TISS through curriculum and extra-curricular activities. All students admitted to the various Master Programs of the Institute must undergo a Foundation Course of 4 credits, focusing on students' orientation to issues of social, political and economic power in contemporary India from a multi-disciplinary perspective. One crucial component of this course is to engage the students to explore the relationship between the Constitution of India, the Rule of Law and Rights. The key themes covered in this component are - the Constituent Assembly and the Making of the Constitution of India; the Rule of Law and State power; and Fundamental rights (Civil-Political Rights vs Social Rights, including Gender rights). In the Undergraduate programs of the Institute, the course in political science also exposes the students to the multiple realities and perspectives of socio-economic-cultural and political aspects, with a specific focus on Indian Constitution, Democracy and Governance.

The School of Law, Rights and Constitutional Governance at the Mumbai Campus anchors a one-year programme - LLM Access to Justice. As a democratic country, India is responsible for establishing such a relationship between law and society, in which legislation and policymaking genuinely serve the needs of society. This duty places equitable access to justice on the shoulders of the four pillars of Indian democracy: the legislature, the executive, the judiciary, and the Media as the fourth estate. The course caters to such needs of promoting access to justice. The LLM in Access to Justice offers a unique learning experience from the fieldwork and thematic dissertation that will equip them with the necessary knowledge to promote access to justice for the marginalised.

The Institute celebrates Constitution Day on 26th November, involving students and employees. On this occasion, a special lecture is organised to create awareness about the Constitution of India and the duties and responsibilities of citizens. The Institute also observes Independence and Republic Day, with students and employees engaged in various competitions and programs that aim to create strong sentiments of unity and oneness and about the Idea of India and its diversities, Constitution, democratic values and collective responsibilities. Various webinars, workshops and Melas/ Fairs are also conducted at the Institute. The focus is not only on academics but moves a step further to inculcate values in the young minds to be good citizens of the country. Notably, in 2020, the Institute organised the Mahatma Gandhi International Webinar Series between the 19th to 21st of August on the theme- '*Significance of Gandhi in Contemporary Times'*. Gandhian political thinking and practices are pertinent to the contemporary world were discussed in detail and attended by many students and staff. Such programs go a long way in sensitising the young generation regarding nation-building, social participation, and

individual obligations of citizens of India. Besides, the Institute Library has an extensive collection of books on contemporary India, the Constitution and Secular Values, which are widely referred to by students 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.

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

Response: B. 3 of the above

File Description	Document
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11

Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Celebrating events and festivals is an integral part of the TISS culture. It adds value to learning and embraces the students' cultural values. TISS organize various national and international commemorative days, events, and festivals. These events and celebrations are an integral part of TISS's cultural and educational ethos and are aimed at promoting social awareness, mutual respect and tolerance, cultural exchange, and diversity among the campus community. Each year, the Institute observes Independence Day on August 15 and Republic Day on January 26. Typically, the celebrations at TISS commence with the Director of the Institute raising the national flag, followed by the singing of the national anthem. Students, faculty, staff, and other members of the TISS community witness the event. The celebration hosts cultural performances, such as dances, music, and skits, that highlight the cultural and historical diversity of India. Students from various regions and cultural origins in India participate in these programmes. The highlights are performances put up by the children of staff living on campus. These celebrations serve as a reminder of the significance of civic engagement, social responsibility, and national unity, and encourage community members to contribute to the development of a more inclusive and democratic society.

The TISS Ambedkar Memorial Lecture is an annual event held to commemorate the life and work of Dr B.R. Ambedkar. The lecture series was initiated to promote critical thinking and discourse on issues

related to social justice, democracy, and human rights. The lecture features eminent scholars, activists, and public figures who have made significant contributions to the fields of social sciences, humanities, and public policy. The speakers share their insights on topics that reflect Dr Ambedkar's concerns and interests, such as caste and class inequality, gender justice, constitutionalism, and democratic governance.

The following are additional significant national and international holidays celebrated at TISS:

International Day of Yoga: TISS celebrates the International Day of Yoga annually on June 21. To promote the physical and mental well-being of the students and employees, yoga classes and workshops are held.

International Women's Day: Each year, on March 8, TISS celebrates International Women's Day. A variety of events, seminars, and panel discussions are organized to raise awareness about gender equality, women's rights, and the difficulties women face in society.

Gandhi Jayanti: Every year on October 2, TISS celebrates the birth anniversary of Mahatma Gandhi. To promote Gandhian values such as nonviolence, social justice, and community service, numerous exhibitions, lectures, and cultural programmes are organized.

TISS celebrates World Human Rights Day annually on December 10. To raise awareness about human rights issues and the need to uphold and protect them, seminars, workshops, and panel discussions are held.

International Day of Persons with Disabilities: TISS celebrates International Day of Persons with Disabilities annually on December 3 by hosting events and seminars to raise awareness about disability issues, rights, and social inclusion.

World Environment Day is observed annually on June 5 by TISS through tree planting campaigns, green initiatives, and environmental conservation and sustainability awareness campaigns.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice 1: Community Engagement

Objectives of the Practice:

Community Engagement is central to the core of the Institute's approach to teaching, curriculum design and research. Key objectives include 1) demonstrating and strengthening perspectives and skills of people-centric practice through engaging in designing and implementing interventions at various levels, 2) reflexive understanding of the challenges/barriers/drivers of implementing social interventions, 3) understanding of knowledge emerging from people's lived experiences and grassroots innovations, and 4) emergence of new practices and co-production of plural, intersectional, diverse and indigenous knowledge through the interface of academia with the field.The core underlying principles include people-centered development and praxis, participatory field-based teaching-learning methodology and epistemic justice.

The Context:

Some of the key contextual features/challenges that need to be understood and addressed in the designing and implementing of this practice include the following:

1. People, their diversities and the context of local space - the context and complexities of lifeworld of local groups including local space and intersectionality of caste, class, ethnicity, gender etc., rooted in structural realities need to be understood for inclusion of marginalized groups and communities.
2. Dynamics of Participation and Engagement – it is important to understand the politics and dynamics of people's participation in the community engagement activity and social change processes for participation, inclusion, and empowerment.
3. Local Knowledge - a deeper understanding of local practices and knowledge systems needs to be understood for epistemic and social justice as explained by post-development theorist, Boaventura de Sousa Santos as 'ecologies of knowledges.

This would determine the dynamics of participation of local communities and drive practice and social innovation pathways.

The Practice:

Since inception, TISS has been at the forefront of engaging with marginalized groups and communities, and with contemporary social issues and problems. Using a field/community engagement approach TISS faculty and students design and demonstrate best practices and strategies for such engagement, through Field Action Projects (FAPs) in collaboration with civil society organizations, community-based collectives, and government programmes. The aim is to create people-centred practice strategies for addressing complex societal realities. The practice is uniquely situated within the context of higher education institutions for fostering application of knowledge for societal benefits. It helps shape a unique curriculum and pedagogy that weaves in an understanding of the lifeworld and interests of diverse marginal groups and communities from people-centered and intersectional perspective into our teaching-learning pedagogies. Community engagement is also integrated into our curriculum through fieldwork and internship of students in these projects. The broad process includes a critical analysis of socio – economic-political realities and marginalities of marginalized groups and evolving enabling and participatory strategies to address marginalization. The practice often leads to advocacy and policy

interventions and reforms. It helps to uncover local diverse and plural 'knowledges' leading to the emergence of social values that are specific to socio-spatial realities of the communities. Such grassroots processes are articulations of social innovations and newer ways to deal with societal and contemporary complex realities of marginalized groups and communities. Some of the thematic areas are: domestic violence, criminal justice system, livelihoods and development of tribal communities, school education, people with disabilities, migrant workers, macro development projects, mental health counselling and deaddiction, human trafficking, homelessness and beggary, children and youth in conflict with law, informal settlements social accountability, etc.

FAPs are faculty led initiatives opening critically important opportunities for understanding the micro-context and strategies, and challenges of community engagement with marginalized communities. These are also spaces for community solidarity and for teaching students through internships. Resources and funding are, however, constraints and challenges for sustainable engagement.

Evidence of Success:

Sustained community engagements with marginalized communities have been demonstrated through various Field Action Projects (FAPs). Currently there are 19 FAPs. Some illustrations are as follows.

1. Muskaan (Established as Child Guidance Clinic in 1937) for children and adolescents
2. Special Cell for Women and Children, estd. 1984 (domestic violence)
3. Childline- 1988/89 (street children) (Now national program with Dept of Women and Children, GoI)
4. Prayas, estd. 1990 (prisoners and under-trials)
5. iAccess Rights Mission 2013 (disability friendly education)
6. Pragati (Integrated Rural Health and Development Project), estd. 1996 (tribal community)
7. Resource Centre for Interventions on Violence Against Women, estd. 2008
8. Saksham – 2008 (psycho social counselling for HIV/ TB)
9. iCall – multi-lingual telephone counselling by trained professionals
10. M Ward – education, women empowerment in M East ward informal settlement
11. Sakhi One Stop Centers
12. Mumbai Education Research Innovation and Training (MERIT), estd. 2014

In keeping with its ethos and values TISS reached out to the marginalized communities during COVID 19, through FAPs, fieldwork organizations of students and other civil society organizations. Some illustrations include community kitchens, distribution of dry ration, essential medicines, masks, sanitary pads, etc., to various marginalized groups include women in M – East ward, families of prisoners, children in conflict with law and women rescued from CSE, families from NT-DNT communities etc; intervention and advocacy to address issues of prison populations during the pandemic - including for vaccination of prisoners without ID proof documents, phone interventions across MP, Odisha, Punjab, Bihar, Assam, Meghalaya and TN reached 1701 for accessing rations, filing FIR/NC, access to medical care, filing applications under DV Act, stopping child marriage, rescue, child custody, etc.); starting a helpline in Maharashtra for women (Mala Bolaycha Ahe) that received 15313 calls from April 2020 to March 2021 and dedicated telephone helplines for covid patients and frontline workers.

Problems Encountered and Resources Required:

One of the key challenges is funding for both community initiatives and field level personnel. Public

funds are often limited in this area, and corporate and philanthropic contributions are generally driven by their own specific priorities and for communities in their loactions. As such aligning the Institutional and funders priorities remains a challenge.

Volunteers and students are one of the key groups engaging with many of these projects, but shaping their attitude and tenacities to remain engaged with communities remains a challenge, especially beyond their academic training years.

The Indian socio-cultural diversity is huge requiring multi-pronged and multi-actor interventions. The Institute, though, has learnt over the years how to address issues arising out of complex social realities of diversities, but it always remains a challenge. The Institute often remains ready to learn and resolve the conflicts if any, and maximize the social benefits. Most importantly TISS constantly builds and fosters an ecosystem that can support its FAPs.

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Best Practice 2: TISSOL (TISS Online Learning) Platform

Objectives of the Practice

The platform was developed during the lockdown period to enable students to experience seamless access to learning resources and complete all academic requirements, such as organizing learning materials and allowing the students to submit assignments. Developed and customized on the Moodle platform, TISSOL enables group discussions, build a community of practice, maintain a calendar and enable time management in challenging times and across time zones, and track their progress, ensuring inclusion at all times through an in-built accessibility checker. Currently, TISSOL has been stabilized into a regular teaching and learning platform across all programmes at TISS.

The Context

When the pandemic hit us, we suddenly had to close down all physical classroom sessions and move to an online learning process to ensure academic continuity. TISS used this as an opportunity to think about an Integrated, Intuitive and Interactive learning platform for TISS. A committee of senior faculty members, librarian and IT technical team was set up under the convenorship of the Dean Academic Affairs in the first week of April 2020 to evolve a learning platform to transact all academic activities. It was decided that we would build on the Moodle platform, which we have been using with limited functionalities to provide learning resources available to students. Thus, we developed and customised Moodle from version 1.8 to 3.6 to meet the diverse pedagogic approaches adopted in TISS and launched it as TISSOL for continuing academic activities of the academic year 2020 -21 at the very start of the pandemic induced lockdown.

The Practice

From Development to rolling out the platform for use, a series of familiarisation and training sessions were organised with faculty members, academic administrative team and later with students to ensure that the platform is used at its optimal levels. PowerPoint presentations, video illustrations, FAQs, and separate helplines for faculty and students were set up for smooth rollout. Some challenges we faced and overcame are:

a) Adaptability Struggle – Faculty and Learners

Initially, faculty and students presented resistance to change and adaptation– both due to habitual and practical issues. Orientation sessions to familiarise users and make the process interesting through interactivity gradually improved the situation.

b) Computer Literacy, Accessibility and Technical Issues – Faculty and Learners

Access to computers, internet and bandwidth problems, and accessibility for persons with special needs presented as challenges.

Reducing the bandwidth heavy content, making offline materials and recordings available, promoting more asynchronous content and converting the synchronous to asynchronous mode, personal tutorial assistance and chat facility helped.

We also created a course online on TISSOL itself and had multiple rounds of online problem-sharing synchronous and asynchronous sessions for the faculty – both regular and visiting.

Assuming that our second-year students have got familiarised with this early in the semester, we created self-help videos on YouTube and a TISSOL support group on Telegram. We also ensured multimodal and omnichannel communication to help those struggling, such as running a helpdesk on Zoom for students to show how to navigate the platform.

c) Time Management

Online courses require much time, intensive work, and more self-study.

Time flexibility for synchronous sessions is not possible except that the recordings could be seen later, and live discussions and instant polls/quizzes are missing since students might not have connectivity. Using WhatsApp/Telegram groups per course to support the TISSOL ecosystem and modify assignment submission timings we have ensured students with connectivity/access issues are included.

d) Self-Monitoring and Self- Motivation

?It is easy for an e-Learner to miss online sessions more than regular offline sessions.

Establishing office hours, enabling peer-to-peer support networks, and sharing personal phone numbers to allow personalisation of the digital and foster a robust culture of follow-up and catching up on modules in asynchronous mode helped.

e) Learning Environment at the locations

Recognising that the environment at home locations is not always conducive to learning, we needed to make frequent assessments and help those with such issues through personalised tutoring. We sent printed copies of materials and faculty notes to students by post.

f) Device and Connectivity Issues

Students with no laptop or compatible devices and those having financial difficulties or internet connectivity were supported in innovative ways.

We procured nearly 200 laptops through donations and couriered the same to the destinations where needy students lived. We also created a fund for students from economically deprived backgrounds to help them secure continuous internet connectivity.

g) Peer Learning and Group Learning

Students missed a significant component of Learning on campus. But we tried to minimise the impact with optimal use of interactive tools. Zoom IDs were shared with students for informal interactions among them, including for co-curricular and extracurricular activities. We constantly adapted and created a separate support group for the Secretariat and support Email IDs for staff and students, all monitored and administered by the TISSOL Team.

Online mental health support was also provided to students and their family members with the help of the Institute's trained counsellors and peer groups.

Evidence of Success

We successfully conducted all our courses online and ensured constant engagement between students, faculty, and administration. All academic programmes were completed on time without losing any semester of learning. Results were declared on time, and student mobility across semesters was ensured. There was speedy resolution, across platforms and forums, of issues raised.

We could develop an active support community of 1080 students across campuses and programmes. Our students came together to resolve each other's problems as well. While our team was available and responded, the most significant success for us has been how our student community came together to help their peers. This has been the core of the TISS ethos, and we are glad this continued through the online learning period.

Problems Encountered and Resources Required

Since students were in different parts of the country and had access to different internet speeds and various devices, the TISSOL team had to be vigilant about multiple issues. At times, caches would fill, TISS site access would be denied, and students would need to be advised to clear their cache, go incognito, or shift to a different browser.

Students and faculty needed help but often could not explain their issues other than stating that TISSOL was not working. In this case, asking them to share a screenshot on the group/email helped the team identify the problem and suggest solutions. A typical login issue, for instance, was students typing in their full Email Address when they had been explicitly instructed to type in just their enrolment number. This was quickly detected and rectified.

Notes

It is crucial to orient faculty and students to innovations and keep multiple channels of communication open between users and the technical team. In our case, Telegram and WhatsApp as instant messaging

applications immensely helped for speedy resolutions. These were both instantaneous and asynchronous, fostering peer-to-peer help and reducing the load on a very thin and already tightly stretched TISSOL team during the stressful pandemic period.

File Description	Document
Best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Review of TISS across the SDG Benchmarks

TISS is a community-engaged teaching- research Institution. In response to evolving national and international frameworks of development, it engages with knowledge production and its dissemination, as well as, with policy and development initiatives. The SDGs provide a basic scaffolding for a unified response amongst international and intra-national communities to address key persistent and new emerging issues of poverty, hunger, inequality, conflict, and climate change. The intuitive, responsive and compassionate character of the Institute is of great relevance to the current inter-connected world of today, as indicated by the synergy between TISS's work and the evolution of global thought as embodied by SDGs.

TISS continues to play a critical role in addressing the structural roots of poverty and other inequalities: it has a range of academic programs to examine issues of livelihoods, unemployment and job precarity and community interventions to reach out to the poor and destitute fostering compassion, appropriate knowledge and skills in young people to address issues of poverty, repositioning the development framework to address the structural reasons for poverty (gender inequality, for instance). TISS has developed extensive long-term engagement with various local communities around the issues aligned with the SDGs, a core strength developed through its years of service in its various Field Action Projects. A prime example is of 'Koshish' – a field action project with homeless people.

Recognising that hunger is a direct function of the loss of sustainable food production systems and resilient agricultural practices and the nature of the challenge posed in farm productivity and profitability, Tuljapur Off campus of TISS has designed academic programs with thrust on Rural Development and focused its capacitation and policy advocacy towards the collectivisation of farmers and women through largely SHGs, Farmer Producer Organisation, Famer's Club, and enterprise groups.

TISS has several comprehensively focused programs on various aspects of health, particularly Hospital Systems, Community Health, Health and Development, offering 7 well recognised MA and Doctoral programmes in this area through its various Schools. TISS programs focus strongly on the

intersectionalities between health, poverty, gender, disability and homelessness to initiate effective design and implementation mechanisms. Other essential works of the Institute on this front include the health and mental health of adolescents and youth, and women, global models of intervention for drug-resistant TB and people with HIV, and health of tribal people.

TISS has consistently addressed core concerns of access to quality education for all. Its expertise spans curriculum pedagogy and learning, sociological study of education, and institutional and policy reform/education governance. Some critical advances that TISS has made in the field of education include innovating in technology-enabled learning for secondary education through the Connected Learning Initiative; A key focus of TISS's work on education has been to realise the right to education for girls, rural students, scheduled tribes, Dalits and minorities. Focus on women and gender is part of the academic work across all programmes and campuses, and TISS also has dedicated courses both around the theory and practice of gender.

Other postgraduate courses that cover aspects of SDGs include Rural Development, Social Policy, Planning and Practice, Sustainable Livelihoods and Natural Resources Governance and Social Innovations and Entrepreneurship and PG diploma in WASH. TISS Tuljapur Campus is actively engaged with the semi-arid, rainfed, drought-prone areas and resource-poor communities in the Marathwada region, promoting sustainable and secure water use and capacity building of local governance functionaries. The Institute, over the years, has actively collaborated with the central government and various state governments. It has also been engaged with UN agencies, corporate bodies and universities to provide expertise and conduct training programmes.

TISS's urban policy group is working on international partnerships with universities in Global South. TISS responds to the challenge of creating sustainable and decent work and livelihood options through its work. TISS has been educating India's Human Resource Management and Labour Relations professionals for several decades. TISS's faculty and scholars are engaged in contemporary research in critical areas of importance such as leadership, ethics, diversity, employer branding, industrial relations, and labour laws. TISS works in social entrepreneurship to solve social and environmental problems otherwise not addressed by the market or universities and promotes responsible entrepreneurship.

TISS has emerged as a leading advocate and thought leader on the issue of equity and climate justice at the national level with solid international linkages. Some key research in sustainability includes access to energy, climate resilience of infrastructure, the evolution of climate policy in India, industrial ecosystem analysis, economy and land use in cities and circular and green economies. The School of Vocational Education aims to improve the employability of disadvantaged people across the country and currently offers training.

Programmes at TISS address different levels of theoretical and practical understanding of sustainability and cleaner production and consumption covered in five other thrust areas, including Development studies (including policy planning and practice) and Sustainable Development linking Environment, Ecology, and Society; Globalisation and Labour, as well as Livelihoods and Entrepreneurship; Natural Resource Governance and Social Innovation; Governance including Water Policy, Regulatory Governance and Urban Policy; and the key areas of environmental studies including Climate Change and Sustainability, and Disaster Management. TISS's experience and expertise in disaster management make it uniquely positioned to deal with important aspects of resilience and adaptability of individuals and communities to withstand disasters and climate shocks. TISS has been at the forefront of disaster relief and rehabilitation for several decades and has extensive practical engagement in real-world disaster

situations.

TISS offers trainings in ecologically sensitive areas for field-level functionaries on topics such as community-based governance of natural resources, conflict resolution related to water/forests/fisheries; training on community-based Geo-Mapping and decision-making for coastal management; Community-based Beach Profiling as Citizen science for shoreline mapping, etc. The master's programs on criminology, peace and conflict studies, and access to justice, offered across TISS campuses, are designed to equip students to understand and address different types of conflicts and injustice ranging from environmental injustice to social injustice.

The mapping of TISS learning programmes with SDGs reveals synergy. **(https://cccloud.tiss.edu/index.php/s/L8Qlpb54pobLv8Z)**

File Description	Document
Appropriate web in the Institutional website	**View Document**

5. CONCLUSION

Additional Information :

The Institute has been responding to the opportunities emanating from National Education Policy (NEP)2020. Since 2020, the Institute formed a faculty committee to engage with the (NEP). They designed three four-year undergraduate (UG) programmes: Bachelor of Arts in Social Science, Bachelor of Social Work and Bachelor of Analytics and Sustainability Studies. Another crucial initiative is that the Institute has launched innovative post-graduate programmes in diverse domains. The Institute collaborates with top international universities, such as Monash University, Australia, to launch dual degree programmes. Two master's degrees have already commenced. TISS is building an ecology of vocational education in the country through B Voc. programmes.

The Institute's performance in global ranking has shown a steady improvement. In 2021, TISS was placed in the 401-450 in Asian Ranking. The rank increased to the next band (351-400) in 2022. Interestingly, in 2023, the Institute was positioned in the ranking Band 201-250 in QS World Ranking (Subject: Sociology). The consistent upward stride indicates that the Institute has great potential for innovative international collaborations in learning and research. Further, TISS also participated in Times Higher Education Impact ranking. While the rank in 2021 was 601-800, the Institute moved up to the band 401-600 in 2022.

The vision of the Institute entails dedicated financial resources, state-of-the-art physical and social infrastructure and dynamic academic collaborations. The Institute builds its financial resources through fundraising from philanthropy and Corporate Social Responsibility (CSR), revenues from regular and flexible learning programmes, grants from the government, research projects, consultancy, and alumni contributions. A fundraising committee at the Institute explores diverse streams of financial resources. Over the years, the Institute received generous support from philanthropists and various organisations. It includes the land, faculty positions, chair professorships and financial resources. These resources were utilised to create physical and social infrastructure and student aid. The resource development and management strategy of TISS maintains a careful balance between public funding and fundraising. The Institute is focused on attaining economies of scale, scope, and time in building and utilising resources through research, consulting, field action and networking.

Concluding Remarks :

Tata Institute of Social Sciences (TISS) is evolving into a globally relevant multi-disciplinary research university. The Institute's learning, teaching, fieldwork, social innovation, research, and governance work towards creating a people-centred, ecologically sustainable, and just society that promotes and protects dignity, equality, social justice, and human rights.

TISS structures learning programmes through four campuses and schools into six streams. They include Under Graduation (UG), Post Graduation (PG), Doctoral Programme, Short Term Programme, Online Programme, and Open and Distance Learning Programmes (ODL). Grounding in the field or grass route realities remains a core competency of the learning system. The students opened innovative ways of solving social problems. These endeavours became field action programmes.

The Institute offers MPhil/PhD in multi-disciplinary streams. There is a strong linkage between knowledge

output and research projects. Faculty are encouraged to engage with projects having scholarly value and policy significance. The Institute fosters a robust publication ecosystem. The Institute remains committed to ensuring quality learning and higher-order learning outcomes. Over the years, the count of impactful publications by the institute faculty and students grew significantly. The Incubation Centre at TISS has mentored more than 300 social enterprises. The Incubation Centre has impacted close to a million lives.

An essential highlight of the ICT adoption by TISS is using the TISS Online Learning (TISSOL) platform. The Institute encourages and uses digital assistive technologies for differently abled learners. The Student Management System (SMS) and TISS Online Learning (TISSOL) are the two crucial IT verticals through which the Institute integrates solutions for student assessment.

The governance systems at TISS, institutional structures, and processes are founded on a high degree of autonomy and transparency. The participatory structure of the Institute provides an opportunity for various members of the Institute to become empowered and grow as leaders through their involvement in progressive decision-making processes. Since 2015-16, it has engaged with Sustainable Development Goals. The Sustainable Development Goals (SDGs) provide a basic framework for a unified response amongst international and intra-national communities to address critical persistent, and newly emerging issues of poverty, hunger, inequality, conflict, and climate change.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. **How many new courses were introduced within the last five years.** Answer before DVV Verification : 110 Answer after DVV Verification: 109 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 1574
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years** **(Excluding Supernumerary Seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>721</td><td>757</td><td>896</td><td>941</td><td>872</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>694</td><td>765</td><td>763</td><td>917</td><td>873</td></tr></table> Remark : Aligning the metric with EP 4.2
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. **Number of mentors** ?????????????? ??????? Answer before DVV Verification : 250 Answer after DVV Verification: 181 Remark : Aligning the number of mentors with EP 3.2 ,total number of mentors cannot exceed the total number of full-time faculty
2.4.2	**Average percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year-wise during the last five years** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
232	238	243	230	254

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
181	181	181	181	142

Remark : Aligning the data with EP 3.3 , number of teachers cannot exceed the sanctioned strength

2.4.4	**Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years** 2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 13 | 4 | 7 | 31 | 5 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 9 | 3 | 4 | 36 | 4 |

2.4.4 **Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the last five years**

2.4.4.1. **Number of full time teachers receiving awards from state /national /international level from Government/Govt. recognized bodies year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	4	7	31	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	4	36	4

3.1.3 **Percentage of teachers receiving national / international fellowship / financial support by various agencies for advanced studies / research during the last five years.**

3.1.3.1. **The number of teachers who received national / international fellowship / financial support by various agencies for advanced studies / research year-wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	85	119	211	202

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53	48	59	81	83

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 last five years (INR in Lakhs). 3.2.1.1. **Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs).** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2504.3	2260.49	3716.04	3887.62	2692.76 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2253.87	2034.441	3344.436	3498.858	2423.484	 Remark : Reducing the claim by 10% due to non-opening of links to supporting documents
3.3.3	**Number of awards / recognitions received for research/innovations by the institution / teachers / research scholars / students during the last five years.** 3.3.3.1. **Total number of awards / recognitions received for** *research /* **innovations won by institution / teachers / research scholars / students year-wise during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
35	37	32	51	37 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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28	23	25	33	29	
3.4.2	**The institution provides incentives to teachers who receive state, national and international recognitions/awards** **1.Commendation and monetary incentive at a University function** **2.Commendation and medal at a University function** **3. Certificate of honor** **4.Announcement in the Newsletter / website** Answer before DVV Verification : D. 1 of the above Answer After DVV Verification: D. 1 of the above
3.4.3	**Number of Patents published / awarded during the last five years.**

3.4.3.1. Total number of Patents published / awarded year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	1	0	0

3.5.2 — **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

3.5.2.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3080.73	1084.68	280.20	207.37	332.61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2933.43	1043.21	254.70	173.72	303.17

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 last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	3

3.6.3 — **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.6.3.1. Number of extension and outreach programs conducted by the institution those

through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	16	32	24	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	12	27	17	14

4.3.1	**Percentage of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities. (Data for the latest completed academic year)** 4.3.1.1. **Number of classrooms and seminar halls with ICT facilities** Answer before DVV Verification : 82 Answer after DVV Verification: 78

5.1.2	**Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.** 5.1.2.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3475	3422	1555	1387	1455

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3459	3422	1555	1387	1455

Remark : Aligning the figures with EP 2.1

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 last five years.** 5.3.1.1. **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) year - wise during the last five years.**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	76	21	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	39	6	2

5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	30	21	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	18	3	18

6.3.3	**Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	82	65	73	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	74	60	67	52

6.5.2	**Institution has adopted the following for Quality assurance** **1. Academic Administrative Audit (AAA) and follow up action taken** **2.Confernces, Seminars, Workshops on quality conducted** **3. Collaborative quality initiatives with other institution(s)** **4.Orientation programme on quality issues for teachers and students**

5. Participation in NIRF

6.Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA).

        Answer before DVV Verification : B. 4 of the above
        Answer After DVV Verification: C. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of programs offered year-wise for last five years**

1.1 — Number of programs offered year-wise for last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80	91	84	108	104

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	67	63	67	62

2.3 — Number of students appeared in the University examination year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1782	1904	1837	1607	1480

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3459	3484	2901	2931	3052

3.2 — Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
266	273	271	263	292

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
181	181	181	181	142

4.1 — Number of eligible applications received for admissions to all the programs year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
61665	64918	70718	69636	46908

Answer After DVV Verification

2021-22	2020-21	2019-20	2018-19	2017-18
60816	64221	70068	68703	46908

4.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6278.22	5009.89	3655.47	3709.71	5309.93

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6387.28	5112.4	3698.03	3803.12	5367.13