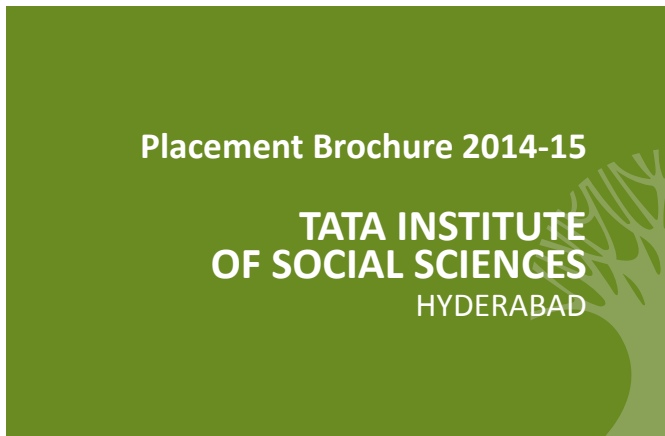
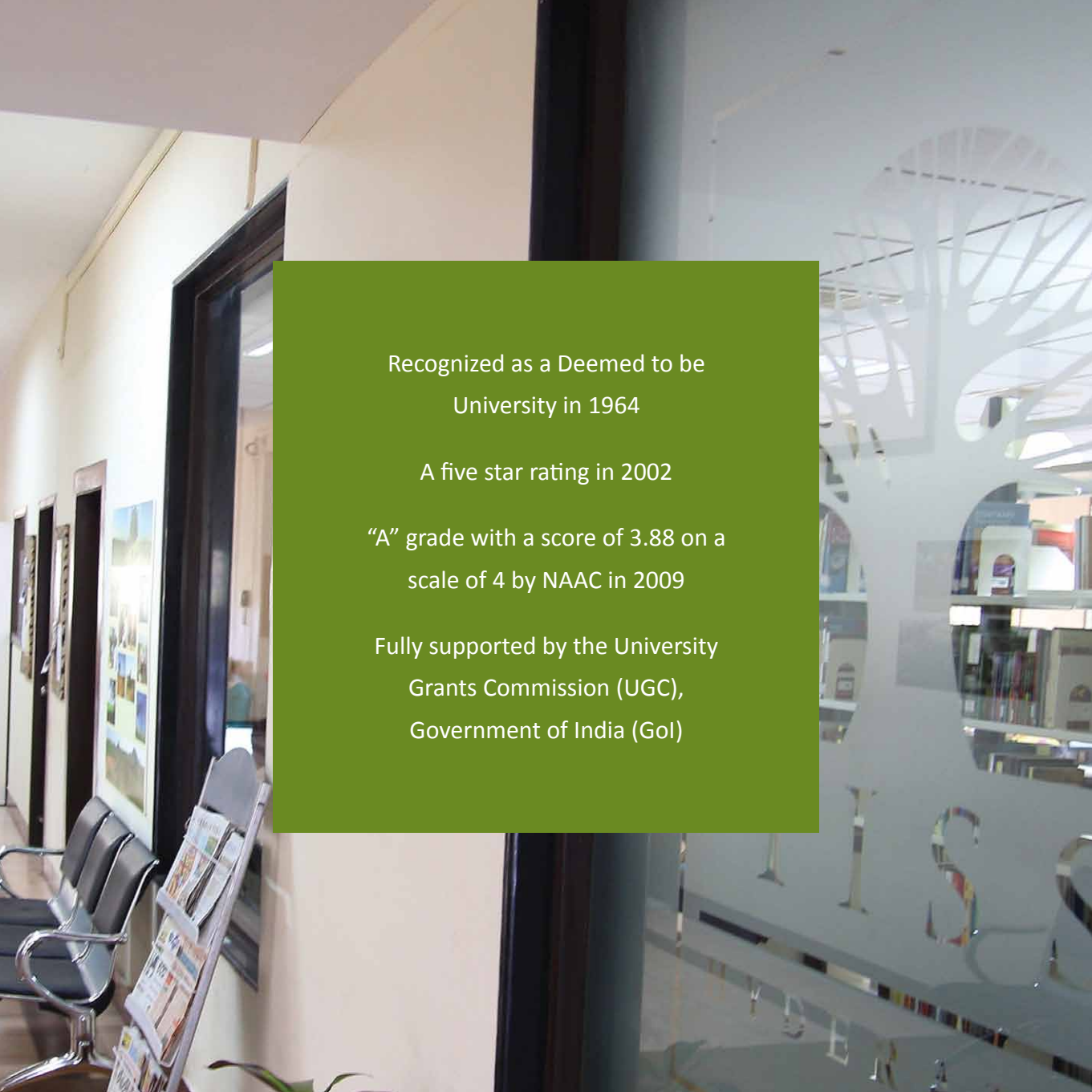


Equipping Students: For the Present and the Future





Recognized as a Deemed to be
University in 1964

A five star rating in 2002

“A” grade with a score of 3.88 on a
scale of 4 by NAAC in 2009

Fully supported by the University
Grants Commission (UGC),
Government of India (GoI)

The Institute and the Vision

The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work, the first school of social work in India.

Its vision was to build an institution that would nurture students and scholars to engage with social issues concerning India. In doing so, it brought together people excited to understand India and its people.

Excellence with Relevance

As an incubation ground for a range of ideas from ‘CHILDLINE - 1098’ to a ‘Special Cell for Women and Children’ in police stations, TISS has been at the forefront of social interventions, that have been recognized as best practices and have been adopted and scaled up in many states of the country.

TISS encourages teaching and research in Social Sciences with a strong focus on access, inclusiveness and relevance of education for the students and for the society.

Academic Innovation

As an institution, TISS has always been a pioneer in the pedagogy of balancing classroom teaching-learning with experiential learning through concurrent field based exposure and engagement. This has also resulted in the creation of synergies between teaching, research, field action and extension.

Breaking the boundaries of disciplines, TISS engages in high quality interdisciplinary and trans-disciplinary programs in rural development, health, gender, education, habitat, management and development.

TISS curriculum adopts a building blocks approach with horizontal and vertical linkages between the courses that ensures a continuity between the courses taught and the progression of semesters. A four pronged strategy of building perspectives, imparting analytical skills, equipping them with relevant information and exposure to real world makes the learning process complete for each student.



Message from the Director

Prof. S. Parasuraman,
Director, TISS

The Tata Institute of Social Sciences (TISS), Hyderabad is an outcome of the broader mandate of TISS to spread its core values as an institution that effectively combines academic excellence with social relevance. As a 78 year old institution, TISS has a well-established placement process. I am excited about a new batch of students from TISS, Hyderabad, who are ready for placement and would now get a chance to put to practice their learnings and reflections.

As TISS grows into a premium multifaceted institution, I invite you to the Second Placement Season at TISS, Hyderabad. I am confident that you will see, in our students, a reflection of all that we stand for – high academic standards combined with the modesty that knowledge brings; avid learners with a good understanding of issues; and the energy and ability to work committedly with people.



Message from the Deputy Director, TISS Hyderabad

Prof. Lakshmi Lingam,
Deputy Director

Tata Institute of Social Sciences commenced academic programmes in 2012 in Hyderabad, to respond to the critical need of building and nurturing human service professionals to contribute to the various sectors of development of India.

It fills me with happiness and pride, to present the students of M.A. in Rural Development and Governance, M.A. in Education and M.A. in Public Policy and Governance for job placements. The curriculum for all these programmes is designed through an intensive process of consultations with senior academicians, development practitioners and Government officials. These programmes, developed with an in-depth and critical understanding of the mosaic of issues, blending theory with practice, have enabled students to engage with the same, in a comprehensive manner. Students of these programmes undergo the rigours of an academic programme that enables them to understand, assess, analyse and engage with critical issues impinging the development sector through classroom as well as experiential learning.

These are a group of enthusiastic and idealistic men and women, who have not just acquired knowledge and skills but have also imbibed the right kind of attitude to work with people and institutions, with a deep sense of understanding of the society. Most of the students have come with prior work experience in a spectrum of fields and have undergraduate education in diverse disciplines such as Engineering, Sciences, Social Sciences, Humanities, Commerce and Banking. Several students also come from rural backgrounds. The students, who will eventually be selected by you, from our Institute, will not only shape their future in this field under your guidance but also contribute to your organisation.

I take this opportunity to invite you to visit TISS, Hyderabad during the Placement Season. I would also like to extend an invitation to build a relationship that goes beyond placements. It would be important for us to receive feedback on the existing programmes, specifically in the knowledge areas and skills that you think need strengthening. TISS Hyderabad can also extend support in research and capacity building needs of your organisation. So please join us in our placement process and partner with us to strive to mould young, bright minds into skilled and committed development professionals.

Tata Institute of Social Sciences, Hyderabad

At the invitation of the Government of Andhra Pradesh to promote higher education in Social Sciences in the state, TISS consented to set up a campus in Hyderabad in 2008. TISS has 100 acres of land to construct its campus in Kothur Mandal of Mahabubnagar district, which is scheduled to be ready by mid-2015.

TISS Hyderabad has been recognized by the University Grants Commission in 2013 as an off-campus of TISS Mumbai, through due notification.

TISS Hyderabad has highly qualified Faculty members who teach, research, publish and have significant linkages with Government and NGO sectors.

The Institute in Hyderabad is building a significant presence with Government departments, NGOs and other academic institutions in the city and the State. The Institute has collaborations with international Universities like Duke University, Washington University and St. Louis, USA and Keele University, UK.

TISS Hyderabad operates from an interim campus in the AMR-Andhra Pradesh Academy for Rural Development (AMRAPARD) in Rajendranagar, Hyderabad and in the Roda Mistry College of Social Work, Gachibowli, Hyderabad.

Schools, Centres and Academic Programs

TISS Hyderabad presently has four Schools and Centres. These are:

- Azim Premji School of Education
- School of Public Policy and Governance
- School for Livelihood and Development
- School of Vocational Education

TISS Hyderabad offers the following academic programs:

- Master in Rural Development and Governance
- Master in Public Policy and Governance
- Master in Development Studies
- Master in Education
- Master in Women's Studies
- Ph.D. in Women's Studies
- Ph.D. in Social Sciences
- Integrated M.Phil.& Ph.D. in Education
- Integrated M.Phil.& Ph.D. in Women's Studies
- Integrated B.A in M.A in Social Sciences

M.A. in Public Policy and Governance



In the past two decades, there has been a fundamental shift in the roles of governments, markets and citizens. There is a dire need to make a myriad of policy institutions in these re-configured spaces responsive and alert to the needs of citizens, heterogeneous social groups and economic growth.

The M.A. in Public Policy and Governance (MA-PPG) programme offered by TISS, Hyderabad is specifically designed to enable aspiring professionals to engage with the policy demands of “New India”. The course curriculum, whetted by internationally acclaimed academicians and practitioners, exposes students to rigorous class-room teaching and intensive field-work. Students are persuaded to draw interconnections between different policy sectors, administrative domains, social and political institutions, and academic disciplines including economics, political science, ethics, law and sociology. They are specifically trained to understand, dissect and analyse policy institutions and practices, work on large scale data sets, write detailed research reports, and undertake intensive field work.

Given their training and passion, I believe these students will add value to any work environment and undertake challenging assignments. Through my interactions over the last academic year, I am convinced that these bright young minds will positively contribute to the sectors of their work.

Wishing them the very best in all their future professional endeavours



Dr. Aseem Prakash

Programme Overview

The School of Public Policy and Governance (SPPG) is a novel research based teaching and training space designed to equip young professionals to contribute to the policy arena.

- The SPPG, through MA-PPG, provides opportunities to its students to think beyond conventional models of growth and development and encourages them to generate ideas for developing institutional frameworks for accountable governance.
- The students are equipped with the skills required to participate in broader policy debates and strengthen policy making through systematic research, evidence gathering and engagement with civil society and institutions.
- The multi-disciplinary curriculum and innovative pedagogy, combining theory with experiential learning transform the learning experience and facilitate the students to become thought leaders and able field personnel.
- Students are encouraged to specialize in particular policy concentrations, thereby enabling them to join Policy and Research Groups catering to specific sectors.
- The School also provides its students with opportunities to intern with policy think tanks and advocacy organizations.

Experiential Learning, Internship and Research

MA-PPG program, as a part of the curricula, includes three phased Experiential Learning. The students are placed with government and non-governmental organizations, policy think tanks, donor agencies and research and advocacy groups. Students also undertake field based research in the area of their interest within the broad domain of public policy and governance.

Summer Internship Organizations

- ActionAid India
- Ananya (Joint venture of Bill & Melinda Gates Foundation and TISS, Mumbai)
- Azim Premji Education Foundation
- CEDPA
- Competition Commission of India
- Ekalavya
- Export Trading Group
- Foundation for Democratic Reforms
- Infrastructure Development Corporation (Karnataka) Limited
- Kagad Kach Patra Kashtakari Panchayat
- Mazdoor Kisan Shakti Sanghatan (MKSS)
- Oxfam
- PRS Legislative Research

Specific Student Engagements during Internships

- Analysis of policies in various sectors such as urban development, education, governance, infrastructure, regulation, health, industry and skill development
- Hands-on experience in policy formulation, implementation, monitoring and impact evaluation
- Qualitative and quantitative studies which aim at answering different social, economic, legal and political questions concerning public policy areas
- Enquiry into the diverse development and policy experiences which span across different sectors

Curriculum Framework

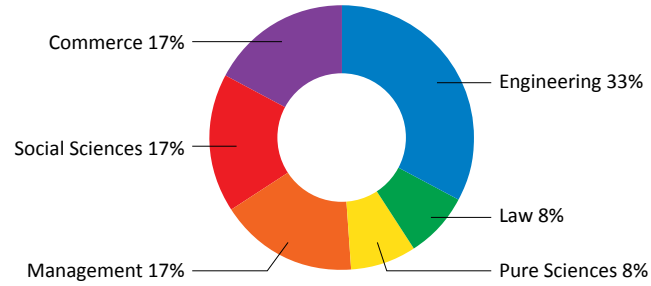
COURSE TITLE	CREDITS
SEMESTER 1 (14 Credits)	
Development Theories – 1	2
India's Development Experience – 1 (Agriculture and Industry)	2
Introduction to Economics	2
Political Science: Theories on State and Institutions	2
Understanding Rural Society (Experiential Learning – 1)	4
Understanding Society	2
Workshop: Academic Writing and Communication Skills	
SEMESTER II (25 Credits)	
Development Theory – 2	2
Ecosystem, Environment and Natural Resources	2
Experiential Learning/Internship – 2	4
Human Rights and Public Policy	2
India's Development Experience – 2	3
Introduction to Public Policy	2
Public Policy and Decentralized Governance and Institutions	2
Quantitative and Qualitative Methods and Analysis	4
Social Justice Theories and Processes	2
State, Markets and Regulatory Institutions	2
SEMESTER III (16 Credits)	
Civil Society, New Social Movements and Public Policy	2
Comparative Public Policy	2
Impact Evaluation	2
Policy Analysis Exercises	2
Law, Policy and Institutions	2
Poverty and Inequality: Approaches and Measurement	2
Project Management	2

Ethics of Public Action (Elective)	2
Workshops: Reading and Understanding Budget; Social Audit; Research Proposal Development	
Experiential Learning: Internship/Field Placement for collecting primary data for dissertation	
SEMESTER IV (12 Credits)	
Public Economics	2
Reading and Analyzing Policies/Data Analysis (Elective)	2
Dissertation and Viva Voce	8
TOTAL CREDITS	67

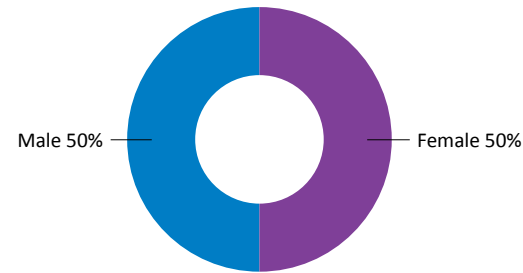


Batch Overview

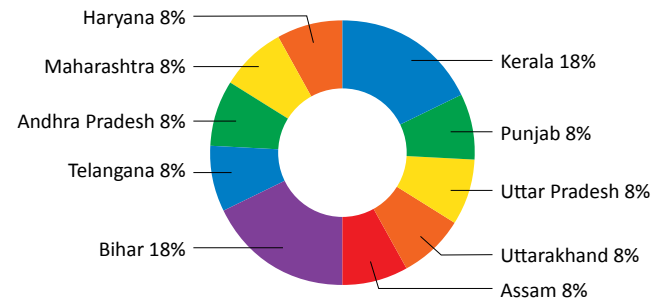
Educational Background (Graduation)



Gender Distribution



State wise Distribution



Alen John, 27
B.Tech (Electronics and Communication)

Alen comes with a work experience of three years in the software and technology sector that includes two years with L&T Infotech, where he gained experience working in projects with people at different levels of the organization. His experience as member of a National Level Monitoring Team evaluating Centrally Sponsored Schemes in Karnataka in 2013 gave him worthy insights into some development programmes. In an era of market led growth, Alen's primary interest is to understand the nuances of public policies as well as develop a reasoned stand on the efficacy of various policy interventions. His main areas of interest are Urbanization, Poverty and Political Philosophy. He likes writing and reading; and strives to keep himself updated with major developments across the globe.

Research Area: Urban Development

Experiential Learning 1: Gained exposure to the rural set up through an understanding of tribal hamlets and villages in Nalgonda district with Gramya Resource Centre for Women, Deverakonda, Telangana

Experiential Learning 2: Interned with ActionAid India to study, analyse and document the struggle, issues, policies and legislations related to urban street vendors

Languages Known: English, Hindi and Malayalam



Amrita Pillai, 24
B.L.S., LL.B.

After having completed the five-year integrated B.L.S. (Bachelor of Legal Sciences) and LL.B. degree from Government Law College, Mumbai, Amrita made a conscious choice to study further and joined the M.A. in Public Policy and Governance. Through this programme, she has equipped herself with an in depth understanding of strategies for creating affirmative policy change, including legislation, litigation and civil action. Her areas of interest include gauging costs of corruption to development in the global south, democratic governance and women's political empowerment. International humanitarian law is also an area that deeply interests her, the study of which she pursued through a course at the Indian Society of International Law, New Delhi.

Research Area: Anti-Corruption Policy

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with PRS Legislative Research, New Delhi and worked extensively on the Legislative Brief on the Prevention of Corruption (Amendment) Bill, 2013

Languages Known: English, Hindi and Malayalam



Anandita M., 21
B.A. (Economics, Public Administration,
Social Management)

Anandita, very early in her academic progression, was clear about chartering her course in the field of Social Sciences – particularly using her economics background. Coupled with an excellent research aptitude and strong command over the English language, she believes she can contribute effectively in areas such as Research and Advisory, Policy Making, Consulting, Media Organisations and NGOs. She is interested in Gender related issues, Public Private Partnerships and Environment Conservation. She was an NCC cadet in school and has been writing poetry since her school days.

Research Project: Public Private Partnership

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with Foundation for Democratic Reforms, Hyderabad, to study formulation and promotion of fundamental reforms in political, electoral and governance spheres including PPPs

Languages Known: English, Hindi and Telugu



Milind Kamble, 22
B.Com.

Prior to joining TISS, Milind has had three years of work experience in multiple sectors like retail, hospitality, BPOs and waste management and this has provided Milind with valuable insights into problems that the people of these sectors grapple with, on a daily basis. Social development is an aspect that he is deeply concerned about and he has keen interest in working towards better social security schemes in India He is an ardent sportsperson, with particular interest in volleyball, cricket and kho-kho and holds the post of the Sports Co-ordinator of TISS, Hyderabad.

Research Area: Semi-Urban and Peri-Urban Industrialization

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with Kagad Kach Patra Kashtakari Panchayat, Pune to understand the significance of waste management and the need to emancipate the socially marginalized groups of waste pickers in Pune

Languages Known: English, Hindi and Marathi



Jyotsna Joshi, 24
B.Tech (Electronics and Communication)

Guided by the desire to understand the quantum and type of developmental deficits, Jyotsna joined the Master's Program in Public Policy and Governance. The public policy course enabled her to believe in the potential of organised intervention to mitigate this deficit as well as facilitate communities/citizens to realise their democratic aspirations. Drawing insights from different frameworks of policy, her future aims include quantifying theoretical underpinnings of wellbeing. She is interested in exploring, learning and facilitating the process of urban planning and infrastructure for effective urban governance. Her other areas of interests include Education and Sustainable Development. During graduation, she interned as a business analyst in developing the ERP system at her college. A maths lover, she likes associating mathematical models and techniques with practical problems.

Research Area: Urban Planning and Governance

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with Oxfam where she worked on "Are the Indian Cities growing inclusive? City and Urban Development Programmes and Schemes in Lucknow"

Languages Known: English and Hindi



Namrata Borthakur, 22
B.A. (Hons.) Political Science

During her graduation in Political science from Lady Shri Ram College, University Of Delhi, Namrata's engagement with the study of political processes engendered an interest in the area of Public Policy. The multiple Experiential Learnings have fortified her analytical understanding of a whole gamut of issues ranging from local governance and institutions to the processes translating aspirations into organized interventions. She strongly believes that policies impact every aspect of people's lives, and the predicament policy making is faced with, in the face of the current synergy between government and markets, intrigues her. Namrata is working towards equipping herself in harnessing theoretical understanding combined with field insights to embark on robust policy analyses. Her areas of interest for research are Governance, Regulation, Urban Development and Service Delivery. She loves acting and has been a part of many street plays, in addition to creative writing and debating.

Research Area: Urban Development and Service Delivery

Experiential Learning 1: Observed and analysed the socio-economic and political structures alongside governance institutions in Gangadevipally in Warangal, Telangana

Experiential Learning 2: Interned with Eklavya, Bhopal and undertook a study on 'Understanding Teacher Policies and Practices Prevalent for Government Teachers from Recruitment to Retirement'

Languages Known: English, Hindi and Assamese



Navneet Joshi, 24
B.Tech. (Computer Science)

Navneet started his career as a software developer. Born and brought up in a small town of the hill-state of Uttarakhand, Navneet has encountered the socio-political and economic complexities embedded in the developmental process of a fledgling state. A strong believer in the possibility of progressive social change, Navneet during his graduation days, actively associated himself with civil collectives engaged in the field of education and democratic assertion. His desire to identify policy frameworks that can make a difference to the lives, aspirations and livelihoods of people persuaded him to join Master's in Public Policy and Governance. He is fascinated by the emerging concept of small cities growing into 'smart' urban centres and unfolding the second generation of economic growth. This makes him interested in exploring the crucial areas of urban planning, regulation of small town markets, governance and education. Navneet is also inquisitive about subjects relating to Politics, Public Administration and International Relations. He is an ardent music lover and likes to read often.

Research Area: Urban Development and Smart Cities in India

Experiential Learning 1: Observed and analysed the socio-economic and political structures alongside governance institutions in Gangadevipally in Warangal, Telangana

Experiential Learning 2: District Institute of Education and Training (DIET) & Azim Premji Foundation: A study with regards to teacher quality improvement

Languages Known: English and Hindi



Priyanka Bawa, 24
Bachelor of Business Studies (Finance)

Priyanka has completed her Bachelor of Business Studies from Delhi University where she was the Vice President, Research, for Enactus (SSCBS) and represented Enactus India at the Enactus World Cup'11. Whilst at the International Dell Social Innovation Competition, where her project was adjudged the third prize winner, she realised that a global movement to synergise, to empower those most in need was gaining momentum and that there was a dire need in the world for suitably qualified people to help redress imbalances with the ability to work towards sustainable democratic solutions. This new found consciousness, alongside her passion for facilitating positive change, prompted her to pursue M.A. in Public Policy and Governance. Her consistent excellent academic performance is rooted in her ability to understand the nuances of academic texts and relate these with real world socio-economic challenges. Priyanka's affable personality and motivational skills have garnered her various positions of responsibility, both, at the undergraduate and postgraduate level. Additionally, she is a part of Dell Women's Entrepreneur Network and has been involved with the Dell Empowering Women Challenge'13, as a mentor.

Research Area: Public Policy Determinants of Access to Basic Amenities in India

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Interned with Infrastructure Development Corporation (Karnataka) Limited (iDeCK), Bangalore and worked on various projects that ranged from policy formulation to policy monitoring. Also interned with Competition Commission of India (CCI), New Delhi and undertook a study on 'Typology of Competition and Nature of Regulators'

Languages Known: English, Hindi and Punjabi



Sachin Kumar, 22
BBA

The discipline of Public administration gave way to the discipline of Public Policy as the role of the market expanded and state receded. Being a management graduate, Sachin's first affinity was to study the market. He soon realized that efficient markets are also configured by public policies. This inspired him to study public policy. His field experiences taught him that markets naturally exclude citizens who lack capabilities/assets, an issue which can be mitigated by socially inclusive policies. One of the critical current policy challenges is to institutionally address the capability deficit, which he is currently exploring through his dissertation on the capacity building of health professionals. He hopes to use his diverse experience to work on themes related to capability enhancement.

Research Area: Public Health Services

Experiential Learning 1: Observed and analysed rural society with respect to its social, political and economic make-up in Mulkanoor, Telangana

Experiential Learning 2: Worked on mapping knowledge networks, attitudes, organizational resources, and knowledge of government officials, development partner officials and program employees in West Champaran for Ananya, a joint venture of Bill and Melinda Gates Foundation, TISS and North Western University, USA

Languages Known: English and Hindi



Sunny Roy Kolla, 25
B.Tech. (Electrical and Electronics)

Sunny Roy has a work experience of two and a half years as an IT professional. Before joining TISS, he interned at a social enterprise (SELCO) and travelled extensively across South India to document success stories of communities using solar energy solutions. Sunny is passionate about issues such as Sustainable Energy, Environment, and Right to Information Laws, Transparency and Accountability. He believes in using the Right to Information Act as a tool to enhance delivery of public services. He is deeply interested in policy analysis and advocacy and prefers to engage with communities in challenging environments. Sunny is also the editor of a student run blog and is currently working on setting up a journal, both for the School of Public Policy and Governance. He loves to travel, is involved in spirituality and is a long distance runner.

Research Area: Information Regulation

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned at Mazdoor Kisan Shakti Sangathan (MKSS), Rajasthan, to understand the development of grassroots movements and mass mobilisation and studied the implementation of Right to Information (RTI) Act

Languages Known: English, Hindi, Telugu and Tamil



Shakti Sharan, 28
B.Sc. (Hons.) Physics, M.Sc. (Physics)

Prior to joining TISS, Shakti worked for an Agro based Export Company as an Assistant Manager. He has a work experience of 6 years. During his job tenure, he gained expertise in Human Resource Management and liaising with various government departments. His keen interest in matters of Public Health and Public Administration motivated him to take up this course. He has always been closely associated with humanitarian activities like flood relief work and arranging health camps for the underprivileged. His work has received accolades from various institutions like Indian Medical Association and Indian Red Cross Society. Shakti's business acumen has always been appreciated and he has won awards from organizations like Bihar Industries Association, PepsiCo India Ltd and Heinz India Ltd. He is an excellent orator and loves to debate and quiz in his free time.

Research Area: Food Processing Industry

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned with an Export Trading Group that owns and manages the most vertically integrated agriculture supply chain on the African subcontinent with operations spanning in procurement, processing, warehousing, distribution and merchandising

Languages Known: English and Hindi



Vandana Baghotiya, 22
B.Com. (Hons.)

Having completed her graduation in Commerce, Vandana is particularly intrigued by economic and welfare policies. She has a keen interest in policy implementation and analysis. She is an eager learner, in addition to being adaptable. Her specific areas of interest are Employment, Education and Skill Development. She also enjoys traveling, dancing and singing.

Research Area: Skill Development

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned with CEDPA, Delhi where she was involved with a Skill Development project

Languages Known: English and Hindi

M.A. in Rural Development and Governance



The Master in Rural Development and Governance (M.A RDG) Course aims at building high quality human resources for the development sector. The course curriculum emphasizes on perspective building about institutions, development, poverty and equity. Students go through structured experiential learnings, which provide exposure to the philosophies and processes of the organizations they intern with, leading to critical understanding.

Students with an interest to pursue their careers in the development sector join this course from across the country. The first batch of students who passed out in May 2014 joined Government and Non-Government Organizations of repute. One student joined the prestigious Prime Ministers' Rural Development Fellowship, catering to the most backward districts of the country. While it may be too early to comment on the success of the programme, nevertheless, I am happy to note that the feedback on the contribution of our students has been impressive.

The current batch has demonstrated commendable aptitude for learning, as revealed through their class room interactions, assignments and internships. I have no hesitation to state that they have gained a fair amount of theoretical perspective and knowledge on current development discourses to enable them to venture into society and do their bit for its betterment. We are confident that the students, who will eventually be selected by you, from our Institute, will strive to contribute to the activities and programs of your organization and gain from your guidance in these early years of their careers.



Prof. Padmini Swaminathan

Programme Overview

- Covers recent thinking on decentralisation, local governance, participatory and inclusive rural development
- Introduces the most up-to-date methodologies and approaches for facilitation of multi-stakeholder processes, social learning and change
- Explores new path of engagement with citizens in governance that is transparent and accountable
- Provides new ways of positive engagement with the system to herald change for people

Experiential Learning, Internship and Research

MA-RDG program, as a part of the curricula, includes three phased Experiential Learning. The first Experiential Learning is a rural immersion process, where the students are given exposure to rural community settings for a week. The second Experiential Learning is a summer internship, where students are placed with government and non-governmental organizations, and National Flagship Programs for a month. The third Experiential Learning is where students take up field based research in the area of their interest, within the broad domain of rural development and governance.

Summer Internship Organizations

- Ajeevika Skills (Ministry of Rural Development)
- APMAS
- BASIX
- Bihar Rural Livelihoods Promotion Society, Government of Bihar
- Chattisgarh Social Audit Unit (CGSAU)
- Centre for Environment Education (CEE)
- Commissioner of Resettlement and Rehabilitation, Government of Andhra Pradesh
- Gujarat Livelihood Promotion Company Ltd., Government of Gujarat
- Jharkhand State Livelihood Promotion Society, Government of Jharkhand
- Ladakh Ecological Development Group
- Maharashtra State Rural Livelihoods Mission, Government of Maharashtra
- Mahila Kisan Shakti Sangathan (MKSS)
- Odisha Livelihoods Mission, Department of Panchayati Raj, Government of Odisha
- Reliance Foundation
- Sahyog-CCN
- SAMA- Resource Group for Women's Health
- The Society for Social Audit, Accountability and
- Transparency, Government of Andhra Pradesh

Specific Student Engagements during Internships

- Understand the ongoing development initiatives of organizations through structured studies
- Map livelihoods and institutes through field based studies
- Contribute towards developing products and services for the target population; developing tools for program monitoring & developing Human Resource development systems
- Perform Social Audit for State Governments
- Work with organizations to implement and assess Corporate Social Responsibility projects and initiatives



Curriculum Framework

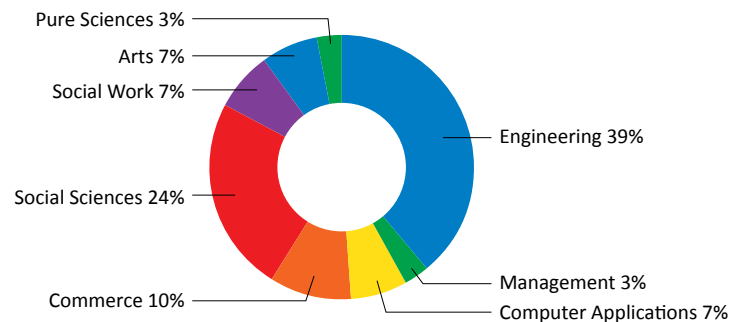
COURSE TITLE	CREDITS
SEMESTER 1 (14 Credits)	
RDG-1: Understanding Society	2
RDG-2: Introduction to Economics	2
RDG-3: Development Theories–1	2
RDG-4: Political Science: Theories and Institutions	2
RDG-5: India's Development Experience - 1	2
EXPERIENTIAL LEARNING: RDG-EL-1: Understanding Rural Society	4
Academic Writing & Communication Skills (Workshop-1) (Compulsory – non-credited)	
SEMESTER II (23 Credits)	
RDG-6: Social Justice Theories & Processes	2
RDG-7: Development Theories – 2	2
RDG-8: Quantitative & Qualitative Methods & Analysis	4
RDG-9: Working with Rural Communities	2
RDG-10: Political Economy of Agriculture, Land & Labour	2
RDG-11: Public Policy, Decentralised Governance and Institutions	2
RDG-12: Ecosystem, Environment and Natural Resources	2
Workshops RDG-13: India's Development Experience – 2	3
Experiential Learning II	4
Conflicts over resources, identities & movements; (Compulsory – non-credited)	
Gender, Dalit & Tribal issues; Health, Education. & Social Protection	
SEMESTER III (16 Credits)	
RDG-14: Law, Policy & Institutions	2
RDG-15: Understanding Poverty: Approaches & Measurement	2
RDG-16: Critical Understanding of National Rural Development Programmes	2
RDG-17: Gender and Development Practice	2
RDG-18: Non-farm and Non-market Economies & Livelihoods	2

RDG-19: Financial Inclusion	2
RDG-20: Natural Resource Based Livelihoods	2
RDG-21: Project Management	2
WORKSHOPS: Reading and Understanding Budget	
SEMESTER IV (16 Credits)	
RDG-21: Institution Building: Producer collectives	2
RDG-22: Agri businesses: value Chain & Supply Chain Management	2
EXPERIENTIAL LEARNING: RDG-EL-3: Understanding Innovations & Initiatives	4
Field placement based dissertation & viva voce	6
Elective 1 (2) & Elective 2 Social Entrepreneurship, Micro Banking & Insurance, Marketing for Livelihoods, Non-profit (Organization) Management	2
WORKSHOPS: Financial management	
TOTAL CREDITS	69

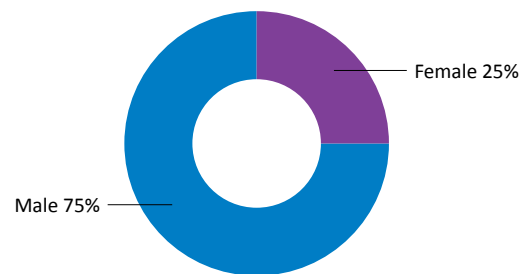


Batch Overview

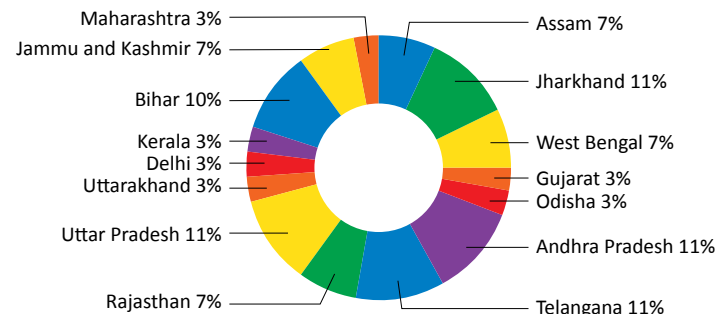
Educational Background (Graduation)



Gender Distribution



State wise Distribution



Abhinav Pandey, 25
B.A. (Hons.) English Literature

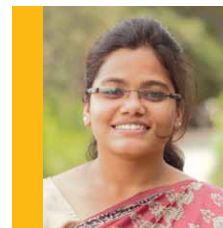
Abhinav was involved with various awareness and engagement programmes, during his graduation, alongside being an active participant in cultural activities. He also took part in several national and international seminars and workshops while pursuing postgraduate diplomas in Conflict Management and Rural Development. His areas of interest are Livelihoods, CSR, Financial Inclusion and Governance. He intends to solve issues related to development programmes at grassroots level, innovatively.

Research Area: Corporate Social Responsibility

Experiential Learning 1: Gained exposure to the rural set up through an understanding of tribal hamlets and villages in Nalgonda district with Gramya Resource Centre for Women, Deverakonda, Telangana

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit, Raipur and inspected and audited 5 districts

Languages Known: English and Hindi



Aikantika Das, 21
B.A. (Hons.) Sociology

After having completed her graduation in Sociology from Delhi University, Aikantika developed an interest in engaging with different issues pertaining to the development sector. A Master's Degree in Rural Development and Governance from Tata Institute of Social Sciences served as the appropriate platform for the same. Her experience as part of a project that aimed at understanding the relationship between the river Yamuna and the riparian communities dependant on it, gave her valuable insights into the socio-economic ties between the people and the environment. She is keen on exploring areas in gender development and issues that cause gender inequality. She would also like to understand means through which livelihoods for rural women can be enhanced and promoted.

Research Area: Gender Socialisation

Experiential Learning 1: Gained exposure to the rural set up through an understanding of tribal hamlets and villages in Nalgonda district with Gramya Resource Centre for Women, Deverakonda, Telangana

Experiential Learning 2: Interned with the Aajeevika Skills Division of the Ministry of Rural Development in New Delhi to understand reasons for gendering of certain skills in the skilling sector

Languages Known: English, Hindi, Bengali and Odia



Ameerah Hasnain, 22
B.A. (Hons.) Economics

A major in Economics led to an understanding of the economic aspects of development and Masters in Rural Development and Governance developed an interest in looking deeply into the implementation of development programmes at the grassroots level for Ameerah. She has worked part-time as a Business Development Executive for a Hospitality firm, Hospitality Marketing Concepts (HMC) in Sharjah, UAE, where she learned the dynamics of communicating with clients. She has also won many laurels for extra-curricular activities such as dramatics, singing, dancing and elocution. Ameerah's areas of interest include Gender, Public Health and Women's Health.

Research Area: Gender and Minorities

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with SAMA- Resource Group for Women and Health, New Delhi which deals with Public Health, in general and Women's Health in particular, to study various aspects related to women's health.

Languages Known: English, Hindi and Urdu



Amjad Abbas C C, 22
B.A (Sociology)

During his graduation, Amjad was engaged in various socio-cultural activities, alongside being involved with NGOs such as Childline. He was also the Secretary of Kozhikode District Blood Donor Forum, Kerala, for two years. His desire to work with the disadvantaged inspired him to pursue M.A. in Rural Development and Governance. Owing to his belief that field work is the ideal way for getting deeper insights into an issue, Amjad is deeply motivated to work at the grassroots level. He is particularly interested in working towards expanding access to resources for the marginalized sections of the society through welfare programs.

Research Area: Tribal Livelihoods

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with Chattisgarh Social Audit Unit (CGSAU) to understand the importance of social auditing in effective implementation of employment and welfare programs in Chhattisgarh

Languages Known: English, Hindi and Malayalam



Anil Goud Battini, 25
B.A. (History-Sociology-Geography)

Being born into an agrarian family, Anil has in-depth knowledge of various agricultural and cultivation practices. For him, the defining moment of his life was receiving admission in Jawahar Navodaya Vidyalaya, which led to an inculcation of education with values. Anil also has an M.Sc. degree in Geoinformatics. His inherent urge to work with rural communities brought him to TISS. He is known for his interpersonal skills and his ability to establish rapport with people in a short span of time. He is a strong advocate of sustainable agriculture and wants to help farmers adopt the same by building their indigenous knowledge base. Anil is a sports enthusiast and also loves watching movies in his leisure time.

Research Area: Sustainable Agriculture

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with Sahayog Community Coordination Network (CCN) in Visakhapatnam district, Andhra Pradesh and studied the feasibility of incorporating the Annapurna Model of Cultivation in the tribal mandals of Vishakhapatnam district

Languages Known: English, Hindi and Telugu



Ankita Kaul, 25
B.Tech. (Computer Science and Engineering)

A keen interest in the social sector motivated Ankita to make a shift in her career and be a part of the rural development process. During her experiential learning, she got a chance to travel extensively to different locations and explore this sector. Ankita's field exposure and class room learning have led to an interest in the areas of Livelihoods, Policy Analysis, Labour Issues, Financial Inclusion and Skill Development. She is also a team player with good interpersonal skills. Her career objective is to work with projects at the grassroots level and gain expertise in the development sector.

Research Area: Handloom Sector

Experiential Learning 1: Observed rural society with respect to its social, political and economic make-up in Mulkanoor, Telangana

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit and was involved with the audit of various Central Government Flagship Programs

Languages Known: English, Hindi and Kashmiri





Arunjyoti Das, 25
B.A. (Philosophy), M.A. (Mass Communication and Journalism)

Hailing from a rural background, Arun has a clear understanding of the various problems faced by people in rural areas, which motivated him to join TISS and become a part of the process of social transformation. Arun worked with Operation Smile as Programme Executive and organised numerous public meetings and screening campaigns across Assam to eradicate cleft, prior to joining TISS. He has also worked as a Freelance Journalist and always prioritized unbiased reporting. His work experience instilled in Arun the importance of well organised planning and he is looking forward to applying the same in the development sector. He is also eager to explore the socio-economic problems that hinder the development of rural areas and provide solutions for the same.

Research Area: MGNREGA

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit to understand how a policy/scheme is influenced by socio-cultural and economic phenomenon at the grassroots level

Languages Known: English, Hindi, Assamese and Bengali



Dulan Boruah, 24
BSc. (Bachelor in Education.)

Given his rural background, Dulan has a deep insight into the problems as well as the potentials of rural areas and is particularly interested in Livelihood Promotion and Social Entrepreneurship. His experience in teaching made him realize that lack of suitable education acts as a big challenge to attaining decent livelihoods in rural India, which further prompted him to start his own school with a course curriculum that was in accordance with local aspirations. Dulan has been a part of Rajiv Gandhi Youth Leadership Internship Program at Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. He also volunteered with Parijat Academy which works towards education of tribal communities in Assam. He is passionate about sports and has represented his university at various tournaments.

Research Area: Handloom Sector

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with Centre for Environment Education (CEE), Bhubaneswar and worked in development of a compendium of climate change solutions for United Nations Development Programme-India (UNDP), and analysed fund proposals received by the centre

Languages Known: English, Hindi, Assamese, Bengali, Odia and Nagamese Creole



Dinesh Soren, 24
B.Com. (Hons.)

After completing his graduation in Commerce, Dinesh joined Tata Institute of Social Sciences. He grew up in a small tribal village of Jharkhand and has always been deeply interested in understanding rural traditions and cultures. TISS has made a seminal contribution to Dinesh's intellectual development and has accentuated his interest in mapping the changes in tribal livelihoods through the study of the government's welfare schemes and programmes. He strongly believes in the power of entrepreneurship and aims to start up a social enterprise which can cater to the elementary education needs of tribal children. Dinesh is an excellent sportsman and has represented his college and university in Volleyball as well as Football. He is also a wildlife enthusiast.

Research Area: Tribal Migration

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit (CGSAU) and conducted social audits alongside organising awareness programmes on MGNREGA and providing training to village youth on social audit processes

Languages Known: English, Hindi and Santhali



Jagannath Dasgupta, 25
B.Tech. (Information Technology)

Prior to joining TISS, Jagannath worked as a Senior Systems Engineer with Infosys Ltd for 32 months. During his job tenure, he worked for the development and maintenance of Apple Online Store, which provided him expertise in front-end engineering and web designing. In the latter part of his job stint, Jagannath also became actively involved with Corporate Social Responsibility activities, which encouraged him to make a move to the Development Sector. Apart from being technically sound, he is also a very able organiser and an exemplary team player. His areas of interest include Financial Inclusion and People's Institutions. He is a football enthusiast and an ardent movie buff.

Research Area: Handloom Sector

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with Centre for Environment Education and undertook an impact evaluation study of the CSR activities that were being undertaken in Paraspur block of Gonda District in Uttar Pradesh, alongside marketing hybrid seeds and arranging health camps

Languages Known: English, Hindi, Bengali and Odia



Jitendra Kumar Garva, 22
B.Com (HR)

Jitendra hails from a rural background and hence, is well versed with the challenges of rural India. Prior to joining TISS, he worked with Elite Entrepreneurs Ltd, which is a network marketing company registered in Gujarat, and had the responsibility of leading 120 students. He strongly believes in the power of entrepreneurship in empowering women of rural India and is keen on working towards financial inclusion. He is also an able Commerce Graduate who has cleared Company Secretaries Executive Program. Jitendra is extremely passionate about sports and also has other varied interests like singing, travelling and interacting with people from different walks of life.

Research Area: Handloom Sector

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with Gramshree, a part of Craftroots in Ahmedabad, Gujarat and undertook value chain analysis and studied NGO interventions to uplift slum dwellers and marketing of handicrafts

Languages Known: English, Hindi and Gujarati



K. Krishna Kashyap, 25
B.Tech. (Electronics and Communication)

Krishna's aptitude for social sciences prompted him to pursue this course, even though he is an engineering graduate. An avid reader of social and political thought, he has keen interest in Rural Governance, Institutional Mechanisms, Rural Livelihoods and Corporate Social Responsibility. An eloquent speaker on socio-political issues, Krishna has strong theoretical understanding alongside a skillset to work in challenging situations. In addition to mimicry, his hobbies include playing table tennis, following debates on cricket commentary, biking and professional wrestling trends.

Research Area: Tribal Livelihoods

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Interned with CCN-SAHAYOG, Visakhapatnam to understand sustainable livelihood patterns and income generation opportunities for Tribals

Languages Known: English, Hindi and Telugu



K. Lakshmi Tejaswini, 21
Bachelors in Social Work (Hons.) with Specialization in Rural Development

During her graduation, Lakshmi honed her skills as a field worker. She also worked with organizations such as Gram Panchayat, LokPanchayat and Samatha in Maharashtra and SERP in Telangana. These experiences have enabled her to understand the fields of Local Self Governance, Self Help Groups, Education and Health. Her interest areas include Education and Women Empowerment. She has been the captain of National Cadet Corps (NCC) at school and is the Class Representative at the Master's Degree level, all of which has helped Lakshmi in developing her leadership qualities. She is an optimist and gets acclimatized to adverse situations very easily. Lakshmi loves writing Telugu poetry and is a dance enthusiast. She also derives immense pleasure out of teaching.

Research Area: Education and Gender

Experiential Learning 1: Gained exposure to the rural set up through an understanding of tribal hamlets and villages in Nalgonda district with Gramya Resource Centre for Women, Deverakonda, Telangana

Experiential Learning 2: Interned with BASIX, Sub-K iTransactions Limited, Hyderabad on 'Customers, BCSA and Staff- Problems, Expectations and Coping Mechanism', to bridge gaps in Financial Inclusion in the rural areas of Medak

Languages Known: English, Hindi, Telugu and Marathi



Manish Prasad, 26
B.Tech. (Mechanical)

Manish is a mechanical engineer who aspires to broaden his knowledge of social problems. Acknowledging the limitation of pattern based approach in engineering, he decided to pursue his Master's in Rural Development and Governance to explore new facets of rural development and social learning. Manish's strong technical skills along with his social inclination make him well equipped to tackle tough problems in development sector. His areas of interest are Rural Banking, Microfinance, CSR and Social Engineering.

Research Area: Corporate Social Responsibility

Experiential Learning 1: Conducted a Field Study on sustainable livelihood patterns emanating through institutional structures, among the tribal hamlets of Achampet Mandal of Mahabubnagar district, Telangana

Experiential Learning 2: Worked with Oxfam India, in Patna on various social aspects like economic justice, gender justice and disaster risk reduction

Languages Known: English and Hindi





Mrityunjay Kumar, 27
B.Tech. (Electrical and Electronics)

Prior to joining TISS, Mrityunjay worked as Senior Systems Engineer in Infosys Limited for 34 months. He was associated with ERP implementation of Doosan Power System from scratch to end and was a part of Go Live, which helped him gain expertise in Oracle Apps. Mrityunjay was also involved in CSR related activities while working with Infosys, which made him aware of the hardships faced by people in rural India and hence, he moved to the Development Sector. During his engineering, he interned with organisations such as NTPC and BSNL. He is a passionate cricketer and also coached a team of underprivileged kids. Mrityunjay is an excellent team member and has always been appreciated for his work. His areas of interests include Livelihood Promotion, Financial Inclusion, Governance and CSR. He particularly enjoys travelling and cooking.

Research Area: Corporate Social Responsibility

Experiential Learning 1: Observed and analysed the socio-economic and political structures alongside governance institutions in Gangadevipally in Warangal, Telangana

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit, Raipur and inspected and audited 5 districts

Languages Known: English, Hindi, Bhojpuri and Magahi



Navnath M. Gore, 24
Bachelors in Social Work (Hons.)
with Specialization in Rural Development

Having graduated from TISS, Tuljapur, Navnath has experience in field-based studies in the sectors of health, education and livelihood. During his stint at District Rural Development Agency, Osmanabad, he attended Gram Sabhas in various villages as a community mobilizer and developed village action plans. He has also worked with various NGOs such as Rural Development Centre in Ahmednagar and Adivasi VikaasSanstha in Satara. He has assisted various research scholars with data collection, whereby he learned about issues related to agriculture and health in Maharashtra. He is deeply interested in engaging with rural primary education and local self-governance.

Research Area: Corporate Social Responsibility

Experiential Learning 1: Observed and analysed the socio-economic and political structures alongside governance institutions in Gangadevipally in Warangal, Telangana

Experiential Learning 2: Interned with BASIX, Hyderabad and studied the expectations of business correspondents and customers, alongside challenges in the area of financial inclusion in Kolapur and Belgaum

Languages Known: English, Hindi and Marathi



Nayan Tej Reddy, 24
B. E. (Computer Science)

On completing his engineering, Nayan joined Thomson Reuters as a Trainee Engineer. His personal interest in project management soon earned him the role of Project Coordinator, which involved facilitating financial data projects besides handling internal team processes. The belief that rural India has the innate potential to lead India's economic growth, coupled with a strong bond that he shares with his village, led him to give up his job of two years and pursue Rural Development and Governance. Nayan has briefly worked with a social enterprise and cherishes his interactions with the staff of government development projects and the rural people, themselves. He nurtures a strong conviction that fostering institutions rooted in people's participation shall open a plethora of opportunities for India's disadvantaged sections, and address exclusion. Additionally, Nayan is a movie buff, an ardent reader and loves to try out different cuisines.

Research Area: Collectives and People's Institutions

Experiential Learning 1: Observed and analysed the social, political and economic relations of the rural areas of Medak District, Telangana in order to relate field observations to classroom discussions and theory

Experiential Learning 2: Interned with The Timbaktu Collective in Anantapur, Andhra Pradesh and assessed the impact of loan utilization on the socioeconomic status of rural women members of the Mutually Aided Thrift Cooperative Societies promoted by the organization, through various case studies

Languages Known: English, Hindi, Telugu, Kannada and Basic German (A1 level certified)



Praveen Prasad, 25
BCA

Praveen's involvement with Nielsen India at Ranchi, where he conducted numerous surveys on maternal health, triggered his interest in the rural sector and motivated him to pursue M.A. in Rural Development and Governance, despite his background of computer applications. His family's rich experience in organic farming has helped him in gaining worthy knowledge in the same field. He is keenly looking forward to exploring and creating livelihood opportunities in organic farming and sustainable agriculture. He is also interested in CSR interventions, SHGs and Cooperatives.

Research Area: Corporate Social Responsibility

Experiential Learning 1: Observed and analysed the socio-economic and political structures alongside governance institutions in Gangadevipally in Warangal, Telangana

Experiential Learning 2: Interned with Reliance Foundation in Agar-Malwa, Madhya Pradesh and carried out a study to understand the impact of the Foundation's interventions

Languages Known: English and Hindi





Rajsekhar Maddila, 24
B.E. (Computer Science)

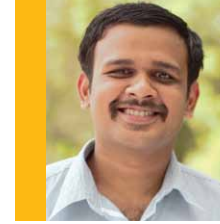
Rajsekhar considers his journey at TISS as a stepping stone towards intellectual pursuits as well as fulfilment of his dream to work in the social sector, which made him give up his job at Cognizant Technology Solutions. His defence background as well as his schooling from Sainik School, Korukonda have ingrained in him true grit, with which he wants to bring about a positive change in rural India. His interest areas include Rural Marketing and Collectives. Rajsekhar is also an exemplary sports person and has performed well at the state level. He is an NCC-C certificate holder and has good leadership qualities.

Research Area: Agricultural Value Chains

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Interned with CCN-SAHAYOG and worked on tribal livelihood patterns in Paderu, Visakhapatnam

Languages Known: English, Hindi and Telugu



Ritwik Mohapatra, 23
B.Com. (Hons.)

After completing his graduation, Ritwik got an opportunity to work in SPARDHA, an NGO working in the backward district of Mayurbhanj, Odisha. This experience prompted him to join Master's in Rural Development and Governance in order to attain theoretical knowledge of social sciences. His tenure at TISS has helped him understand various social theories and gain proper perspective. His analytical skills have been honed, not only due to his graduation in Commerce, but also because of his field experiences as part of his Master's programme. He is not only inquisitive, but is also an eager learner. Additionally, he loves playing sports and reading books.

Research Area: Tribal Communities and Natural Resource Based Livelihood

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Interned with CCN-SAHAYOG and conducted a Feasibility Study on Lac Cultivation as a Livelihood Option in Paderu, Visakhapatnam

Languages Known: English, Hindi and Odia



Rishi Upadhyay, 28
B.Tech. (Electrical and Electronics Engineering)

Prior to joining TISS, Rishi worked as a Technology Analyst in Infosys for 52 months, where he was involved with developing and maintaining Oracle Modules. He was also associated with Spark and Arpan, the CSR initiatives of Infosys, which alongside his interest in social issues, encouraged him to pursue Social Sciences for his Master's Degree. Rishi is an eager learner and performs well in varied environments. His areas of interest are Livelihoods, Education, Financial Inclusion and Corporate Social Responsibility. His hobbies are sketching, listening to music and travelling.

Research Area: Rural-Urban Migration

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Evaluated CSR activities in Gonda for the Centre for Environment Education

Languages Known: English and Hindi



Saity Roy, 22
B.Sc. Economics (Hons.)

Saity's interest in rural development inspired her to do a term paper on the National Rural Employment Guarantee Programme during her graduation. Through her respective degrees in Economics and Rural Development and Governance, she has developed a knack for understanding the relation between the theories so learnt and the realities at the grassroots level. Her broad areas of interest include Tribal Development, Natural Resource Based Livelihoods and Gender and Development. She is particularly interested in research, alongside working at the grassroots. She enjoys dancing, debating and trekking.

Research Area: Tribal Livelihoods

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Interned with CCN-SAHAYOG and helped develop an integrated model for food security for tribal villages in dry land areas in Munchingput Mandal of Visakhapatnam

Languages Known: English, Hindi and Bengali



Shashank Gahlot, 25
B.Tech. (Mechanical)

Being a Mechanical Engineer, Shashank has always been interested in looking for optimal solutions to problems. This, alongside his desire to address social issues, prompted him to undertake Rural Development and Governance at the Master's level. This course has broadened his understanding of issues pertaining to Governance and various Development Paradigms. He is particularly interested in Livelihoods, Corporate Social Responsibility, Financial Inclusion and Local Self Governance. Shashank has consistently performed well academically and has been appreciated for his performance, during his graduation. He enjoys swimming, dancing, skating and playing table-tennis.

Research Area: Handloom Sector

Experiential Learning 1: Gained exposure to the economic, political, social and cultural set up of villages in Chintoor Mandal, alongside empirically seeing theoretical concepts taught in the classroom

Experiential Learning 2: Conducted studies on Pensions, MGNREGA and RTI for Mazdoor Kisan Shakti Sangthan (MKSS)

Languages Known: English, Hindi and Rajasthani



Supriya Kumari, 23
BBA (Retail Management)

Prior to joining TISS, Supriya pursued her graduation in Retail Management. In her graduation, she came across many issues which the rural youth grapple with, in becoming a part of the booming urban economy and this urged her to move to the Development Sector. Her interest areas include Livelihood Promotion for the unskilled youth and issues pertaining to Women Empowerment. She loves to travel and meet new people and possesses excellent interpersonal skills. Supriya is a movie buff and an ardent music lover.

Research Area: Handloom Sector

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit (CGSAU) and conducted social audits as well as awareness camps in Bilaspur

Languages Known: English, Hindi and Magahi



Sindhura Chilumulla, 22
B.E. (Bio-Medical Engineering)

Teaching in a government school in vacations, during her graduation, made Sindhura realise the flaws with the current education system, despite an entire gamut of public policies. This awareness prompted her to engage with social policies, development and governance by joining the Master's Programme at TISS. Her time at TISS has not only given her tools to comprehend theoretical frameworks but also practical understanding of the Indian rural societies through varied experiential learnings. She is adaptable and can interact with people from different backgrounds. Her areas of interest pertain to Gender and Women's Issues. She enjoys dancing and singing alongside taking part in street plays.

Research Area: Gender Issues

Experiential Learning 1: Observed rural society with respect to its social, political and economic make-up in Mulkanoor, Telangana

Experiential Learning 2: Interned with CCN-SAHAYOG and helped in replicating the Annapurna model in 3 clusters of Visakhapatnam

Languages Known: English, Hindi and Telugu



Tejendra Kumar Meena, 21
B.A. (Hons.) English Literature

Tejendra's interest in engaging with social issues, specifically rural issues, prompted him to join TISS, after having graduated from Banaras Hindu University. He served as the leader of the National Service Scheme (NSS) at BHU, where he was involved with Clean Ganga Campaign alongside working in the slums of Varanasi. He is a committed and hard-working person. Tejendra is also a sportsperson who likes to sing. His areas of interest include Livelihoods, Youth Unemployment, Women and Health.

Research Area: Handloom Sector

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned with Chhattisgarh Social Audit Unit (CGSAU) as a social auditor and worked in seven Gram Panchayats in Bastar

Language Known: English, Hindi, Rajasthani and Bhojpuri



Udit Khanduri, 25
B.Tech. (Electronics and Communication),
B.A. (Major) English

An engineer by profession and a social worker by choice, Udit did his Bachelor in Electronics and Communication Engineering from Uttarakhand Technical University, Dehradun. His interest in English Literature prompted him to pursue Major's in English from IGNOU. Prior to joining TISS, he worked for 9 months with HCL Technologies Ltd, Noida as a technical support engineer. He was also involved with Swami Rama Foundation Trust, Haryana - a voluntary social organization for underprivileged children. Being the Literary Coordinator at TISS for 2013-14, he was constantly involved with various literary activities. He is also an avid reader and enjoys organising events.

Research Area: MGNREGA

Experiential Learning 1: Field study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Interned with the Centre for Environment Education, Delhi

Languages Known: English and Hindi



Zair Hussain Zairi, 22
B.A. (History)

Hailing from the tribal region of Ladakh in Jammu and Kashmir, the journey to TISS has been a difficult yet eventful one for Zair. He completed his bachelor's degree from Jamia Millia Islamia, Delhi which exposed him to various educational avenues that could be pursued. His desire to achieve a comprehensive understanding of the circumstances and living conditions of the people of his region prompted him to take up Rural Development and Governance as a career option. He considers preservation of rural environs for future generations as a prerequisite for development. His areas of interest are Sustainable Development, Natural Resource Based Livelihoods and Education. His negotiation skills coupled with his willingness to understand the views of all stakeholders help him in solving critical issues.

Research Area: Handloom Sector

Experiential learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential learning 2: Interned with 'Ladakh Ecological Development Group (LEDeG)' in Kargil in order to understand ways to promote ecological and sustainable development, while preserving and enhancing the local culture

Languages Known: English, Hindi and Urdu



Vikash Kumar, 27
Bachelor's in Computer Science

Prior to joining TISS, Vikash worked for Entercoms Solutions in Pune as a Consultant for two years, where he was involved in strategic planning, software testing and supply chain management. A pursuit of job satisfaction coupled with his desire to work in the social sector prompted him to take up a degree in Rural Development and Governance. Undertaking this degree has honed his strategic and tactical leadership skills, qualities that he thinks are essential for developing essential team dynamics. Being from a rural background, he understands the problems faced by people in rural areas and intends to look for plausible solutions to them. His areas of interest are Microfinance, Local Self-Governance and Corporate Social Responsibility. He also enjoys swimming, travelling and listening to music.

Research Area: Handloom Sector

Experiential Learning 1: Conducted a Field Study to understand the economy and culture of tribal societies of Rampachodavaram in East Godavari District, Andhra Pradesh

Experiential Learning 2: Undertook an Impact Evaluation Study for Reliance Foundation in Seoni, Madhya Pradesh

Languages Known: English and Hindi





Collaboration between
Tata Institute of Social Sciences and Azim Premji Foundation



M.A. in Education



The Masters programme in Education (MA Education) was designed collaboratively by a group of six institutions with long standing experience and understanding of the field of education. These included the Tata Institute of Social Sciences (TISS), Mumbai; National Institute of Advanced Study (NIAS), Bangalore; Homi Bhabha Centre for Science Education (HBCSE-TIFR), Mumbai; Vidya Bhawan Society, Udaipur; Eklavya in Madhya Pradesh and Digantar, Jaipur. The programme was initially offered in the blended mode in TISS Mumbai from 2006 onwards. Before introducing it in TISS Hyderabad, as a full-time and campus based programme from 2012 onwards, the programme was redesigned with inputs from senior educationists and policy makers.



Dr. Rekha Pappu

Students of our MA Education programme have had many opportunities to engage with educational thought and theories, as well as to understand the field both through guided visits to different educational sites and through internships with various organisations and institutions. I am happy and proud therefore to present our first batch of 18 students who bring with them a winning combination of domain knowledge, analytical abilities, idealism and goal orientation. Undoubtedly, they would gain further from working under your guidance, as they contribute towards fulfilling the objectives of your institution.

Programme Overview

The Azim Premji School of Education is offering this MA in Education. This School has been set up as a collaborative activity of the Azim Premji Foundation and Azim Premji University, Bengaluru and TISS, to strengthen teaching, research, engagement with schools and public policy advocacy. The School:

- Addresses the key requirements of the field of Education and builds educational leadership
- Builds professionals with capacities to develop curriculum and strengthen the pedagogy of various disciplines at all levels of teaching
- Conducts evidence based research to enhance the existing knowledge base
- Develops teaching materials, influence education policies, administer educational institutions and provide leadership in achieving educational goals

Internship and Research

- Worked as teacher trainers
- Worked with NGOs for rehabilitation of street children
- Worked on projects on the development of reading and writing skills of children from disadvantaged sections of society
- Worked along with research teams in various organizations, helping them in data collection and analysis
- Worked in various Government departments

Summer Internship Organizations

- Adharshila Learning Society, Madhya Pradesh
- Childhood Enhancement through Training and Action (CHETNA)
- Ekalavya
- Institute for Social and Economic Change
- ITforchange
- R.V Educational Consortium
- Vidya Bhawan Society, Rajasthan

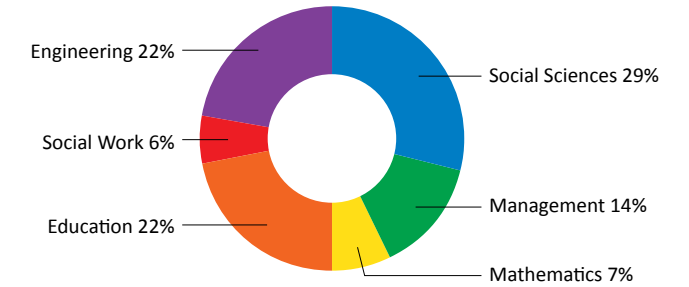


Curriculum Framework

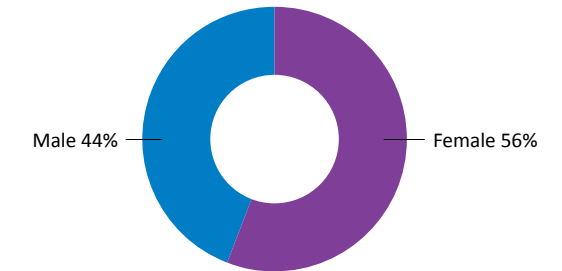
COURSE TITLE	CREDITS
SEMESTER 1 (17 Credits)	
FC : Foundation Course	4
BC 1 : Sociology of Education	4
BC 2 : Human Development and Learning	4
BC 3 : Understanding Language	2
WSP1 : Understanding the Field	3
SEMESTER II (19 Credits)	
BC 4 : Philosophy of Education	4
BC 5 : History of Education	4
BC 6 : Curriculum and School	4
BC 8 : Introduction to Education Research	3
O1 (OCP/OT) : Optional Course (Curriculum & Pedagogy or Thematic)	4
SEMESTER III (16 Credits)	
BC 7 : Policy Institutions and Practices	4
BC 9 : Education Research Methods	4
O2 (OADC) : Optional (Advanced Disciplinary Course)	4
O3 (OADC) : Optional (Advanced Disciplinary Course)	4
SEMESTER IV (10 Credits)	
O4 (OCP/OT) : Optional Course (Curriculum & Pedagogy or Thematic)	4
O5 (OCP/OT or any other) : Optional Course (Curriculum & Pedagogy or Thematic or any other course being offered)	4
WSP 2 : Perspectives on Disability	2
Dissertation	6
TOTAL CREDITS	69

Batch Overview

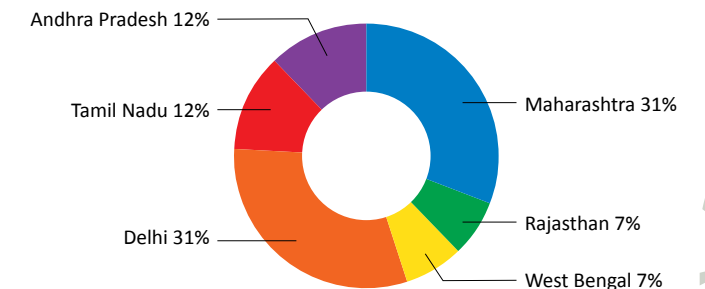
Educational Background (Graduation)



Gender Distribution



State wise Distribution





A Akkilesu, 25
B.A. (Economics, History, Political Science)

It was through the disciplines of study at the undergraduate level that Akkilesu realized the proactive role of journalism in educating the masses over generations. Journalism has a strong potential in creating the awareness and shaping the views of the people. He sees the lacuna in contemporary journalism with regard to education. He feels that there is a dearth of well researched journalism when it comes to the educational issues of disadvantaged sections of the population. He is also of the view that current journalism is narrowly focused on the educational aspirations of the middle class and upper middle class. With a deep understanding of the educational needs of poor and enthusiasm to work towards their welfare, he is looking for an opportunity where his interests and skills will be best utilized. Also, Akkilesu enjoys playing cricket and chess.

Research Project: Language Difficulties Faced by the Civil Service Aspirants Studying in Vernaculars

Experiential Learning: Interned at Vidya Bhawan Society at Udaipur in Rajasthan and attended workshops for training teachers and coordinated the working of mobile library serving for slum children

Languages Known: English, Hindi and Telugu



Abhijit Tagade, 22
B.Sc. (Mathematics)

Having stayed across 6 states during schooling, Abhijit understands the meaning of cultural, social and linguistic diversity of India. His diverse experiences impelled him to contemplate on social and development issues that he rooted to education. His passion to contribute to the domain has thus persevered since high school days. His primary areas of interest are Economics of Education, Educational Planning and Poverty Alleviation, with focus on Social Mobility, Finance, and Models of Earnings, Economic Growth and Development vis-à-vis Education. His fortes are problem solving, research and coaching. Abhijit is a fervent learner, and takes pleasure in exploring diverse spaces. In addition to mathematics, he is a keen enthusiast of logic, physics and philosophy. He enjoys playing strategy games, road-travelling and trekking in the Himalayas.

Research Project: Education Inequality and Wealth Inequality in India: How do they impact each other across social groups?

Experiential Learning: Conducted and coordinated a teacher training programme for 34 school teachers on work-centric education at the Naxal affected Dantewada region of Chhattisgarh

Languages Known: English, Hindi and Marathi



Abhishek Gulab Bhagat, 24
B.A. (General)

Though coming from a rural background, Abhishek has pursued his education in spite of the challenges in terms of accessibility, poor quality and lack of community motivation. Hence, he is eager to contribute towards facilitating the quality aspects of education in rural sector by mobilizing community resources and creating awareness. He sees education as a means to improve the standards of every aspect of rural life; not just as a passport for migrating to urban areas. He visualizes education as a way to establish community libraries, strengthen community participation in schools and facilitate the access of knowledge for cultivating cost effective and sustainable practices in areas like farming, animal husbandry, safe and clean drinking water, sanitation, personal health and hygiene etc. He is also passionate about developing content in local language and educating the community regarding policy issues concerned with rural setting like RTI, RTE, NREGA, etc. to improve the overall efficiency of the village administration.

Research Project: The Reasons and Implications of Dropouts in Naxal Affected Areas

Experiential Learning: Interned at Vidya Bhawan Society in Rajasthan, which works on quality aspects in education, and facilitated the functioning of mobile library meant for the provision of quality learning resources for children with poor school infrastructure

Languages Known: English, Hindi and Marathi



Ananya Chatterji, 24
B.E. (Computer Technology)

Ananya realised after her graduation that education becomes more interesting when conventional methods are integrated with technology. Thus, she is keen to work with organisations which strive to make education accessible and interactive using technology. Further, she is gripped by the role of language in education. Her interest has strengthened after analysing the use of language in children's literature during her internship. She is fond of music and reading compositions written for children.

Research Project: Development of Social Skills in Pre-adolescent Children: Exploring the Contributors inside Classrooms

Experiential Learning: Interned with Eklavya, Bhopal and analysed content of children's literature and highlighted its role in teaching language to early readers

Languages Known: English, Hindi, Bengali and Marathi





Anjali Milind, 25
BBA

Inspired by her teachers in school, Anjali developed an interest in the education sector during her school days. After completing her Bachelors she decided to pursue her interest in the field of education and joined an NGO which worked to provide free English classes to the underprivileged children. During her course of work at the NGO, she realized that children's learning could be enhanced if activities based learning could be incorporated in the teaching methods. So to explore the idea of better teaching methods and to develop more knowledge in the field of education she decided to pursue her Master's degree in education. Anjali is a diligent and passionate worker who always strives to do better. She believes in a healthy lifestyle and follows a strict routine of exercise.

Research Project: Assessment of Student Performance in Math at Grade 5: A Comparative Study of 3 Different School Settings

Experiential Learning: Interned at Adharshila Learning Centre and conducted a survey to understand the status of education in Barwani district, Madhya Pradesh

Languages Known: English and Hindi



Atima Singh, 22
Bachelor of Elementary Education

During her graduation in Elementary Education and post-graduation in Education, Atima got exposed to the principles and practices in the field of education which helped her to understand the strengths and weaknesses of prevailing Indian education system. It led her to think aggressively for the challenges in education and what needs to be done to overcome them, given the complex socio- economic scenario in the country. Following the pursuit, she did internships at Vidya Bhawan Society, Udaipur and Maitri, Delhi to reach out to the children of the underprivileged and marginalized groups of society. She also volunteered for the services of Data Analysis for 'Pratham' for its Annual Status of Education Report. Her areas of interest are Elementary Education, Science Education and Assessment Issues in the field of Education. She is deeply interested in solving education related challenges at the ground level and is looking forward to an opportunity where she can contribute satisfactorily.

Research Project: Investigating Middle School Science Teachers' Perceptions about Assessment and Learning

Experiential Learning: Identified and understood the issues related to school education, implementation of work- centric education and teacher training for it in the politically unstable area of Dantewada in Chhattisgarh.

Languages Known: English and Hindi



Bhoomika Pahuja, 23
Bachelor of Elementary Education

Having graduated as a Bachelor in Elementary Education, Bhoomika underwent four years of extensive training and coursework in the field of education. M.A. Education has further equipped her with critical vision in the domain of education. Her internship experiences (as teacher in several schools and as a part of Literacy Assessment Project in CHETNA) has acquainted her with various existing gaps in the education system, primarily the policies and its implementation, curriculum design and its discourse, teaching and assessment. These issues not only interest her but also keep her engrossed, searching for better solutions. She is diligent and perseverant in her work. She has presented a paper titled "To Investigate Arithmetic Problem Solving Ability of Grade Five Students" in UGC sponsored National Conference "Lets Mathematise" held at Jesus & Mary College, University of Delhi. She also volunteered as a teacher at AmanUday, Delhi and was awarded by the NGO for her selfless work. She is interested in various research areas, including, but not limited to, educational policies and its implementation, curriculum design, human cognition and language. Her hobbies include art, poetry, spirituality and photography.

Research Project: Discipline in Secondary Classrooms: A Study of Teachers' Perceptions

Experiential Learning: Interned with CHETNA (Childhood Enhancement through Training and Action), Delhi, and assisted the Education Team in documenting and analysing the ongoing project on literacy assessment of working and street children

Languages Known: English, Hindi and Punjabi



Manjusha M, 26
B.Com. (Computers)

Manjusha tutored children from class I to X during her intermediate. After completion of her intermediate studies, she worked as a medical transcriptionist for almost 5 years and later became trainer for the new medical transcriptionists, where she noticed different kinds of teaching and learning processes. This is where she encountered education blended with technology, which enabled her to pursue her interests in education field to know more about classroom structures and curriculum designing. Parallel to this, she completed her graduation in B.Com(Computers) before applying for the Masters programme at TISS. During this time, she attended a workshop at Andhra Pradesh MahilaSamatha Society, a part of the MahilaSamakhya Programme of Government of India under the Department of Education, Ministry of Human Resource Development. There, she got an opportunity to know about how this program brings tribal girls together to educate them through specially trained teachers and how these teachers are trained for the process.

Research Project: Impact of Midday Meal on Child Nutrition

Languages Known: English and Telugu



Nandhini Nanjappan, 24
B.A. English (CA)

After finishing her schooling Nandhini completed D.TEd (Diploma in Teacher Training), and worked as a primary school teacher for a year. She then did her Bachelor's in English Literature with Computer Application before deciding to pursue a Master's degree in Education. While doing her Master's programme she engaged with the field of educational research. It has given her strength to identify benefit of educational research and she is determined to work in research domain. She is interested in education of girls because of the problems she faced in order to gain quality education. She is looking forward to becoming a part of curriculum designing and policy making. Nandhini is an independent person who works with great dedication, but also has good teamwork skills. Her willingness to learn ensures she is always ready to try new things. Being tolerant and ambitious by nature gives her the quality of perseverance.

Research Project: Exploring the rationale behind girls drop out in the least literate area of Dharmapuri District, Tamil Nadu

Experiential Learning: Interned with R.V Educational Consortium where the core area of work was resources and did a brief historical analysis to understand how resources and their uses have been conceptualised in the curriculum of Diploma in Education (D.Ed) programme in Karnataka

Languages Known: English, Tamil, Kannada and Malayalam



Narasimha Swamy K L, 25
B.Sc. (Physics, Chemistry and Mathematics), B.Ed.

Narasimha has interest in a wide range of educational issues like affordable educational technology, multilingual/multicultural content development, pedagogy and educational policies affecting the disadvantaged section of the population. He is eager to explore his entrepreneurial capabilities to bring in low-cost high quality practices into the education sector. After his Bachelor's in Education, he had volunteered to teach science and mathematics at a school in Itanagar, Arunachal Pradesh. Later, he worked as a content developer for schools at Pearson Education Services in Bangalore. He has an aptitude for teaching, research, journalism and management.

Research Project: Government of India Post Matric Scholarship and the Ghettoization of the Beneficiaries in University Hostels

Experiential Learning: Interned at "Itforchange", an NGO working towards raising the quality of education in government schools by employing free and open source educational softwares from where a deeper understanding of a range of software tools that can be used for enhancing the quality and efficiency both in pedagogy and administration especially at school level was obtained

Languages Known: English, Hindi, Telugu and Kannada



Nilesh Gourkhede, 25
B.A., D.T.Ed.

Nilesh is an inquisitive, hardworking individual whose personal and academic journey has been shaped by diverse challenges and opportunities. In his undergraduate degree in Social Studies and the diploma course in Teacher Education, he tried to gain an in-depth understanding and critical perspective in the field of education. His journey as a TISS student is yet another step in sharpening his skills to work in the areas of secondary education, teacher education, and education management and administration. He also possesses good writing skills and has gained a sense of work through his diverse experience in corporate setting and teaching at a school.

Research Project: Perception of Teachers regarding Disadvantaged Group and Weaker Section Students Enrolled under 25% Reservation of Right to Education Act, 2009

Experiential Learning: Interned at Eklavya Foundation with its multilingual programme where the tasks involved teaching, data collection and reporting for a research aimed at exploring multilingual aspect in education

Languages Known: English, Hindi and Marathi



Piyush Wankhade, 23
B.E. (Electronics and Communication)

Prior to joining TISS, Piyush had worked as a lecturer in an Engineering College where he was engaged in both academic as well as administrative positions. He has good interpersonal skills and can work in close cohesion with people around. He is particularly interested in Policy Planning and Management & Administration of educational institutes. He is also interested in skill development and employability based issues in education. He enjoys singing and likes to get acquainted with different cultures.

Research Project: Understanding the Interface between Engineering Education and Industry

Experiential Learning: Worked as a short term researcher at HomiBhabhaCenter for Science and Education on Visuospatial reasoning in sciences

Languages Known: English, Hindi and Marathi



Prachi Grover, 22
Bachelors of Business Studies

Prachi has done her Bachelor's in the field of management, with a specialization in Human Resources. During this time she engaged in organising management events and participating in various national and international management competitions. She also did marketing and HR based internships. This gave her the opportunity to acquire problem solving skills and develop the ability to work collaboratively in a team. However, a discontent with the way education is dealt with in schools and colleges, and an interest in working with children, led her to change her field and study the discipline of education. She is particularly interested in language and literature. Apart from academics, she enjoys reading, dancing (has five years of training in Kathak), knitting, crocheting and crafts.

Research Project: Teachers' Approach for Teaching Literature: Comparing Elective, Functional and Core English in Secondary Schools

Experiential Learning: Interned with Eklavya, Bhopal and helped the language department organize a summer camp which focused on development of reading, writing and listening skills among children in a multilingual setting

Languages Known: English and Hindi



Rana T, 22
B.A. (English literature)

Rana hails from the remote corners of tribal regions in Manipur in the North-Eastern region of India. She has struggled hard to pursue her desire to get educated defying all odds with respect to access and quality. She understands the immense potential of education in transforming the life of tribal students. She has been a teacher helping out children at elementary levels. She is interested to pursue her career as a teacher educator. According to her, the efforts to increase the quality of curriculum for teacher education do not match the efforts for improving school curriculum. She regards improved teacher education as a catalyst for achieving high standards of education at the earliest. She also recognises the emerging leadership qualities within her.

Research Project: Co-Education of Schedule Tribe in Elementary Level: A study of Senapati district in Manipur

Experiential Learning: Interned with Human Resource Centre in ISEC located in Bangalore and assisted in preparing a report of SarvaShikshaAbhiyan in Karnataka and Manipur

Languages Known: English and Hindi



Rupali Suresh Kadlak, 32
B.A. (Sociology), Diploma in Journalism

Rupali pursued her Bachelor's degree in Sociology from Mumbai University followed by a diploma in Journalism from St. Xavier's Institute of Communication, Mumbai. She has rich and diverse experience as a journalist, sub-editor and public relations officer at YashwantraoChavan Maharashtra Open University. Her experience in journalism gave her the strength to understand the education sector very closely. Then her experience with YCMOU gave her an opportunity to look closely at the beneficial changes that educational policies can bring by successful implementation of institutional strategies. This shaped her communication, interpersonal skills, leadership skills, problem solving and organisational ability. She is looking forward to working in areas of research, development and as an impressive policy organizer and implementer.

Research Project: No Detention Policy and Rate of Student's Drop out after 9th Standard

Experiential Learning: Interned with Adharshila, where the main task was research for their project on educational status of Barwani district.

Languages Known: English, Hindi and Marathi



Saeb Mullick, 23
B.A. (Honours) History

Saeb believes in the importance of holistic development and the nurturing of interests and talents, and this belief initiated his desire to play a part in education. He thrives in positive environments that offer opportunities to learn, and would be at his best working in departments and companies where creativity and innovative thinking are valued. His strength comes in the form of his versatility and positive outlook on life. Saeb has an ever growing range of interests that includes the likes of music, technology, literature, travelling, sports, food etc.

Research Project: Co-curricular Activities & School Belongingness Levels in Children Facing a Physical Disadvantage in North-West Delhi

Experiential Learning: Assisted Child Enhancement through Training & Action (CHETNA), Delhi, in the empowering of street and working children

Languages Known: English, Hindi and Urdu



Shipra Jain, 27
B.E. (Information Technology)

Prior to joining TISS, Shipra had worked as a Customer Relationship Manager in Paras Hyundai where she not only sharpened and developed her interpersonal skills but also worked in a team which furthered collaborative learning. She has good communication skills and can deal with people patiently and effectively. She has engaged in a lot of voluntary work in the field of education and social welfare in collaboration with Mahaveer International Organisation. She is an avid learner and performs well in any given environment. She has volunteered in and visited government schools in rural areas to participate in education, health and hygiene related programs. Her areas of interest are Education Policy Research, Governance, Programme Planning and Evaluation and she believes that these are essential for the country's equitable and sustainable development. She enjoys travelling, art & craft and loves cooking.

Research Project: Effectiveness of School Management Committees in Government High Schools in Shri Ganganagar, Rajasthan

Experiential Learning: Interned with Adharshila Learning Center and conducted a survey to find out the various reasons for educational backwardness in the tribal dominated area in Barwani district in Madhya Pradesh

Languages Known: English and Hindi



Sima Kumari, 24
B.A. in Social Work with Specialization
in Rural Development

Sima's Bachelor's degree in Social Work gave her exposure to the various problems persisting in the society. She not only built a strong theoretical understanding of these issues but by participating in several field work programs also developed practical knowledge of the society. Over the course of three years, she spent six months working in remote villages located in Osmanabad, Solapur and Pune districts apart from doing internships with different NGOs. During her various field experiences, she got to work in education, agriculture and health sectors among others while also getting the opportunity to interact with people from different walks of life. A dedicated and hard worker, Sima aims to work to improve the lives of people through education. She is a talented and skilled girl who knows how to work in different and often extreme conditions.

Research Project: An Exploratory Case Study of Juvenile School with Focus on Aspects of Learning Environment

Experiential Learning: Internship with Adharshila Learning Center in Barwani District of Madhya Pradesh to develop an understanding on how different aspects like economic conditions, policies, geography and natural environment influence the education of the children of the district

Languages Known: English, Hindi, Bhojpuri, Bachki, Magahi and Marathi



Faculty Profiles for M.A Programs

Prof S. Parasuraman

M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai University)

Prof Parasuraman, Director, TISS and head of the institution is a renowned scholar and responsible for the restructuring and expansion of the institution during the last few years. Prior to taking over his responsibilities as the Director, Prof Parasuraman has occupied important leadership positions such as the Senior Advisor to the IUCN-World Bank-Commission, and Team Leader of the Secretariat, World Commission on Dams. He has also been associated with several international developmental organizations like Action Aid International as the Asia Regional Policy Coordinator; Oxfam GB as the Program Director, India Program. He has published extensively in journals of international repute. Prof. Parasuraman teaches across campuses in various programs. He had taught the MA students courses in public policy.

Prof. Lakshmi Lingam

M.A. (Andhra University), Ph.D. (IIT, Mumbai)

Prof Lingam is a Professor and the Deputy Director at TISS, Hyderabad. A scholar of international repute, Prof Lingam has been an Visiting Fellow to Keele University under the prestigious UKIERI program, Fulbright Visiting Fellow and Fulbright New Century Scholar to University of Michigan Indo-Shastri Visiting Scholar to University of Montreal; Toda Institute for Global Peace and Policy Research Fellow in addition to being part of several international academic exchange programs. Prof. Lingam is on the Board of several Women Studies Departments in Indian Universities and NGOs. She has also contributed to gender and equity mainstreaming activities of the Government. Prof. Lingam designed and developed MA programmes, taught courses and closely mentors students.

Prof. Padmini Swaminathan

M.A., Ph.D. (Mumbai University)

Dr Swaminathan is Professor and Chairperson of the Centre for Livelihoods at the Tata Institute of Social Sciences, Hyderabad. Earlier she held the post of Director, Madras Institute of Development Studies, Chennai, and was also the Reserve Bank of India Chair in Regional Studies at the same Institute. Her research interests expanded to cover newer areas as well as the linkages between the themes of industrial organization, labour, education and health – all from a gender perspective. Professor Swaminathan's publications in a wide range of development journals and books reflect this diversity of her research explorations. She teaches several courses and guides students across all M.A Programmes.

Prof. G. Haragopal

M.A. PhD, ICSSR National Fellow, TISS-Hyderabad

Professor Haragopal is an ICSSR National Fellow associated with TISS, Hyderabad. He was with the University of Hyderabad as a professor & a visiting professor at Centre for the Study of Social Exclusion and Inclusive Policy (CSSEIP) at the National Law School of India University, Bangalore. He is a well known human rights activist, and plays an important role in conflict resolution between the state and the Naxalite groups.

Mr. Narendra Babu Palla

B.Tech, M.Tech. (Jawaharlal Nehru Technical University)

Mr. Narendra Babu is an Associate Professor with the Centre for Livelihoods. With a background in Civil Engineering, Mr. Palla has long years of experience in the rural development sector. He has been associated with several academic institutions and development agencies for the last 18 years prior to joining TISS in 2009. His areas of interest include research, planning, design, monitoring and evaluation of

natural resources management interventions with special emphasis on livelihoods enhancement in minor irrigation and watershed management. Mr. Palla teaches Natural Resources Management and several participatory methodologies that enhance work in rural areas.

Dr. Sunny Jose

M.Com. (MSU), M.Phil., Ph.D. (Centre for Development Studies, Trivandrum)

Dr Sunny Jose is an Associate Professor with the Centre for Livelihoods. Dr. Jose has carried out research on a broad range of themes and undertaken research assignments for international agencies like Action Aid, International Labour Organisation (ILO), etc. He has published in both international and national journals of repute. Dr. Jose teaches several courses in MA Programmes and guides students in their research projects.

Dr. Srinivas Suriseti

M.S. (Nagarjuna University), Ph.D. (Andhra University)

Dr Suriseti is an Assistant Professor in the Centre for Livelihoods and the Faculty Co-ordinator of the MA RDG program. Dr. Suriseti has been associated with both Government and Civil Society Organizations for about 15 years. He has held leadership positions in APMAS, AP Rural Livelihood Program-GoAP and has been a Senior Faculty at The Livelihood School, BASIX. He has anchored major research studies and his work has published in referred and academic journals. Dr. Suriseti teaches several courses and is responsible for the experiential learning and internship components of the MA Programmes.

Dr. Nilanjana Ray

M.S., Ph.D. (Allahabad University), Ph.D. (Washington University in St Louise)

Dr Nilanjana Ray is an Assistant Professor with the Centre for Livelihoods. Dr. Ray brings in a unique combination of Social Work and History that is very important to the practice of interdisciplinary social science teaching-learning at TISS. Prior to joining TISS, she was associated with UNICEF

as a Consultant in UNICEF's India Country Office on Child Trafficking. Dr. Ray teaches several qualitative research papers for MA RDG.

Dr. Ipsita Sapra

M.A., (University of Kolkata), Ph.D. (TISS, Mumbai)

Dr Sapra is an Assistant Professor at the TISS Hyderabad. She has been working in the development sector for over 15 years with international organizations, national level NGOs and research agencies. She is a recipient of British Chevening fellowship and Commonwealth Scholarship. She is a regular contributor to international developmental magazines. Dr. Sapra contributes to teaching, especially courses in Project Management, and is Coordinator for Research Programmes.

Dr. Shubhra Hajela

M.A., D. Phil. (University of Allahabad)

Dr. Hajela is an Assistant Professor with TISS Hyderabad. Prior to joining TISS, Dr Shubra worked as an Assistant Professor at Indian Institute of Management (IIM) Raipur. She has undertaken several consultancy projects and has been associated with corporate training programs. She specializes in Psychology and Organization Behavior. She teaches courses in qualitative research and management.

Dr. Poulomi Bhattacharya

Ph.D. (Institute for Social and Economic Change, ISEC, Bangalore)

Dr. Bhattacharya is an Assistant Professor at the TISS Hyderabad. She has been a part of projects related to food security and public distribution system supported by the Government of India. She has won two international awards on her work on the linkage between aquaculture and environment. She has published in national and international journals of repute. She teaches courses in the field of Economics and Environmental Economics.

Mr. Varun Ramachandrani

M.A. (TISS, Mumbai)

Mr Ramachandrani is a Regional Operations Manager at TISS Hyderabad. He has over six years of experience in development sector, especially in the areas of Rural Livelihoods and Skill Training. This includes his engagement as the State Mission Manager for Micro finance wing of the Government of Gujarat and a PPP initiative of the Government of Andhra Pradesh. Mr. Varun teaches Project Management and National Flagship Programmes and is also in-charge of the experiential learning, internship components and Placements of the MA Programmes.

Dr. Aseem Prakash

M.A., M.Phil., PhD. (Jawaharlal Nehru University, New Delhi)

Aseem Prakash is an Associate Professor and Chairperson, School of Governance and Public Policy, TISS, Hyderabad. Aseem has nearly 12 years of experience in research and teaching which also includes a stint at the University of Oxford as a Fell Fund Fellow. Aseem is widely published having one single authored book and two edited books as well several articles in important journals. His research interests include the interface between the state and markets, social discrimination, human development, regulation and institutions. Earlier, Aseem was a founding faculty at the Jindal School of Government and Public Policy- the first public policy school in India. He was also instrumental in designing the course curriculum of the M.A. in Public Policy and Governance Programme (PPG) at TISS, Hyderabad.

Dr. Jyoti D. Bhosale

M.A., M.Phil., Ph.D. (University of Hyderabad)

Jyoti Bhosale research interests are in the areas of political economy of punishment and labour history. Earlier, she was teaching at Zakir Hussain Delhi College and at Miranda House, Delhi University. She specialises in Political Science. She is a part of Valmiki Women and the Urban Labour Market research project.

Dr. Ashima Sood

M.A. (Delhi School of Economics); PhD (Cornell University)

Ashima Sood's areas of research interest lie in the interdisciplinary fields of urban studies and development studies, especially the informal economy, urban dualism, infrastructure and industrial policy. She was an editor at the Economic and Political Weekly and continues to be associated with the Review of Urban Affairs, a bi-annual supplement to the EPW. Her current work combines qualitative and quantitative methodologies to examine the two faces of India's urbanization. One project is an analysis of emerging policy frameworks encouraging the growth of private townships and corporate forms of urbanization in India. The second investigates social networks and collective action in a "regularized unauthorized" locality in Delhi.

Dr. Chinmay Tumbe

Fellow (PhD, IIM-Bangalore), M.Sc. (London School of Economics)

Chinmay Tumbe is an Assistant Professor at the School of Public Policy and Governance, TISS Hyderabad. An economist by training, he has worked in academic, corporate and government institutions in India, UK and Italy on topics related with migration, labour markets, urbanization, macroeconomics and economic history and his research has been featured in journals, newspapers and policy portals. Tumbe was the Jean Monnet Postdoctoral Fellow at the Migration Policy Centre, European University Institute in Florence, Italy in 2013. Apart from research, he is passionate about teaching and enjoys interacting with highly motivated students. He is also a sports enthusiast and enjoys travelling, quizzes, and of late, Telugu movies.

Prof. Maxine Berntsen

Ph.D. (University of Pennsylvania, USA)

Maxine Berntsen is Professor Emerita at TISS Hyderabad. She founded and developed in the 1970s the Pragat Sikshan Sanstha in Phaltan, Maharashtra, which continues to run as a full-time school. She went on to found in Phaltan itself

an education society and a centre for language, literacy and communication before joining the School of Education at TISS Hyderabad. In addition to preparing materials to teach Marathi to adult learners, Prof. Berntsen has published on language teaching and learning in national and international journals. She teaches courses in literacy, language and language pedagogy.

Dr. Ritesh Khunyakari

Ph.D. (Tata Institute of Fundamental Research, Mumbai)

Dr. Ritesh Khunyakari is Assistant Professor at TISS Hyderabad. His interests span design and technology education, science education, teacher education, educational research, cognition and learning. He has published in these areas and is also teaching courses that focus on these themes. He has been co-ordinating the biology component of the Junior Science Olympiad, which is a programme that aims at nurturing and preparing talented students for the international competitive event every year.

Dr. Murali Krishna Mallepaku

Ph.D. (University of Hyderabad, India)

Dr. Murali Krishna is Assistant Professor at TISS Hyderabad. As part of his efforts to relate issues of social justice with education, he has explored through his publications and taught courses the various dimensions of the marginalized groups' engagement with the education system. He is presently working towards compiling an anthology of some of the most significant debates that have taken place in Telugu on gender and caste in the post-Independence period.

Dr. Rekha Pappu

Ph.D. (University of Hyderabad, India)

Dr. Rekha Pappu is Associate Professor and Chairperson at the Azim Premji School of Education, TISS Hyderabad. Through her publications in national and international journals she has been exploring the gendered dimensions of education as also the connections between the contemporary discourses of development and education. She is also interested in the

areas of pedagogy and teacher professional development, especially in higher education. She teaches courses in education policy and history of education.

Miss. Sonia Sawhney

M.Phil. (Cambridge University, UK)

Sonia Sawhney is Assistant Professor at TISS Hyderabad. She has worked extensively in qualitative educational research. She has also been exploring issues concerning school exclusions and has worked towards developing models for appropriate counselling to school students, including those with special needs. Teacher professional development at the pre- and in-service levels is an area of interest for her. She teaches courses in the philosophy and sociology of education as also courses on inclusive education.

Dr. Jayasree Subramanian

Ph.D. (University of Hyderabad, India)

Dr. Jayasree Subramanian is Associate Professor at TISS Hyderabad. She has trained teachers and designed mathematics curriculum for the school boards of select states in India. This experience combined with her interest in issues of social justice has led her to enquire further through her publications into how mathematics education contributes to producing and sustaining socioeconomic inequality and marginalisation. She teaches courses in mathematics education, curriculum studies and teaching, learning and assessment.





MASTER PLAN - TISS HYDERABAD CAMPUS IN
KOTHUR MANDAL, MAHABUBNAGAR, TELANGANA

Placement Process

Placements at TISS Hyderabad are handled by the Career Guidance and Placement Cell (CGPC) which consists of student representatives and the Placement Coordinator. The committee engages with prospective recruiters, arranges pre-placement talks and coordinates the placement process on campus.

The Placement Week has been scheduled from **2nd February to 8th February, 2015.**

The Placement Process consists of the following stages:

- Interested organizations are requested to inform, in advance, the date on which they wish to visit TISS, Hyderabad for campus placement. They are also requested to indicate the facilities required for the selection procedure.
- The recruitment process for each organization needs to be preceded by a Pre-Placement Talk for the batch, which would aid the students in making informed choices.
- The organizations are required to intimate the Placement Coordinator about the following details, in advance,
 - a. Process of selection [Preliminary Test, Group Discussion (GD), Interview, etc.]
 - b. Number of rounds of the GD
 - c. Number of rounds of Interview

Placement Coordinator

Mr.Varun Ramachandrani, Regional Manager-Operations

Email: varun.ram@tiss.edu, Phone: +91 91770-31420

CGPC Email ID: placementcell@tiss.edu

Student Coordinators, CGPC, 2014-15

Miss. Priyanka Bawa	priyankagarishbawa@gmail.com	+91 89684-48978
Mr. Jagannath Dasgupta	jazzdg89@gmail.com	+91 85838-54391
Mr. Alen John	alenjsc@gmail.com	+91 81878-47758
Miss. Prachi Grover	prachi.grover92@gmail.com	+91 95425-58970
Mr. Saeb Mullick	mullick.saeb@gmail.com	+91 99532-89228

CGPC for 2014-15 also consists of:

- | | | |
|------------------|----------------------|-------------------|
| ■ Harshita Singh | ■ Nikita Grace Purty | ■ Ronak Asrani |
| ■ Isha Verma | ■ Pratyush Poddar | ■ Suraj Jaipurkar |
| ■ Malvika Khita | ■ Rasha Lala | ■ Zeeshan Thomas |



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