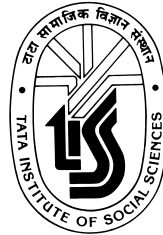


PROSPECTUS FOR
M.Phil. and Ph.D. Programmes



TATA INSTITUTE OF SOCIAL SCIENCES
(A Deemed University)

INSTITUTE DEEMED TO BE A UNIVERSITY

Number F. 11-22/62-U2,

Government of India

Ministry of Education

New Delhi, the 29th April, 1964

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declares that the Tata Institute of Social Sciences, Bombay, which is an institution for higher education, shall be deemed to be a University for the purpose of the said Act.

Sd/-

(PREM KIRPAL)

Secretary

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1. ABOUT TATA INSTITUTE OF SOCIAL SCIENCES

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, the Institute was a pioneering effort, characteristic of the Sir Dorabji Tata Trust. The Institute subsequently influenced the direction of social work education and social research in India. The year 1964 was an important landmark in the history of the Institute, when it was recognised as a Deemed University by the University Grants Commission (UGC) of India. Since then, the Institute has been expanding continuously in terms of educational programmes and infrastructure. While responding to the changing needs of the social and educational system in the country, the Institute has gone far beyond the initial concern of social work education. Thus, what started as a small institution offering a post-graduate diploma in Social Work, grew into a Deemed University and, as a result, diversified its activities. Since its inception in 1936, the Institute has never limited itself to the mandate of a conventional university; rather, it has worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice through:

- value-based professional education for social work and other human service professions;
- social research and dissemination of socially relevant knowledge;
- social intervention through training and field action projects;
- contribution to social and welfare policy and programme formulation at state, national and international levels; and
- professional response to national calamities, through relief, rehabilitation and disaster management.

Over the years, the Institute has made a significant contribution to policy, planning, action strategies and human resource development in several areas, ranging from sustainable rural and urban development to education, health, communal harmony, human rights and industrial relations. In all cases, the focus has been on the disadvantaged and marginalised sections of society, such as organised and unorganised labour, women, children, dalits, and tribals.

Today, the Institute has earned recognition as an institution of repute from different Ministries of the Government of India (GoI), various State Governments, international agencies such as the United Nations, and the non-government sector, both national and international. This is due to a positive work ethos and creativity in the Institute, strong linkages among education, research, field action and dissemination and the social commitment and responsiveness to varying social needs. The National Assessment and Accreditation Council awarded a 5-Star rating to the Institute in 2002.

2. THE M.PHIL. AND PH.D. PROGRAMMES

The TISS offers the following pre-doctoral and doctoral programmes:

- (i) M.Phil./Ph.D. in Health Systems Studies,
- (ii) M.Phil./Ph.D. in Management and Labour Studies,
- (iv) M.Phil./Ph.D. in Social Sciences, and
- (v) M.Phil./Ph.D. in Social Work.

RESERVATIONS

Scheduled Caste and Scheduled Tribe Candidates

As per Gol requirements, 15 per cent and 7.5 per cent seats are reserved for SC and ST candidates, respectively, in all the programmes.

Persons with Disability

Three per cent seats are reserved for Persons with Disability (PWD) of which 1 per cent each is reserved for (a) Low Vision/Blindness (b) Hearing Impairment, and (c) Locomotor Disability/Cerebral Palsy in all the programmes.

3. ADMISSION

3.1 Admission Requirements

3.1.1 The minimum academic qualification for admission to the M.Phil. Programme is a Second Class Master's or equivalent degree in the relevant subject awarded by a recognised university in India or abroad, with at least an average of 55 per cent of aggregate marks, or a grade point average of 3.5 under the six-point grade system of the UGC. In the case of Scheduled Caste (SC) and Scheduled Tribe (ST) candidates, the minimum eligibility is an average of 50 per cent of aggregate marks, or a grade point average of 3.05.

3.1.2 An applicant with a Master's degree in subjects other than those related to the main areas listed under '2' may be considered for admission to the programme, if he/she has demonstrated his/her interest in and aptitude for studying social issues.

3.1.3 The following categories of candidates may be considered for direct admission to the Ph.D. programme:

- ◆ those who have an M.Phil. or equivalent degree awarded by a recognised university in India or abroad;
- ◆ teachers working in colleges, universities, or institutes recognised by the UGC or appropriate agencies and selected for fellowship under the Faculty Improvement Programme or other similar programmes;
- ◆ teachers working in colleges, universities, or institutes recognised by the UGC or appropriate agencies and who have 5 years full-time teaching experience;
- ◆ practitioners in healthcare administration, human resource management, developmental work or social work with a minimum of 5 years of experience in their field of work; and
- ◆ scholars who have proven academic credentials as evidenced by their publications.

3.2 Admission Procedure

3.2.1 Admission to the integrated M.Phil.–Ph.D. programme is made once every academic year (in June/July), and direct admission to the Ph.D. programme will be made twice a year (in June/July and January/February).

3.2.2 Application for admission must be made in the prescribed form supplied with this Prospectus or downloaded from the Institute's website (www.tiss.edu/mpphilphd.pdf). Applications must be complete in all respects, and attested copies of certificates must be enclosed. Incomplete applications will be rejected.

3.2.3 An Application Fee of Rs. 750/- must be remitted along with the application by Demand Draft drawn in favour of The Registrar, Tata Institute of Social Sciences, payable at Mumbai. The fee may also be paid in cash at the cash counter of the Institute. The Application Fee is not refundable.

3.2.4 Eligible applicants will be required to appear for an interview on a pre-notified date.

3.2.5 Outstation SC and ST applicants called for the interview will be reimbursed ordinary Second Class return railway fare between the place of their residence and Mumbai by the shortest route on production of valid railway receipt/ticket. No TA/DA is, however, admissible for joining the programme.

3.2.6 The applicant is free to contact a prospective guide at the Institute, either personally or through correspondence, for preparing the research proposal that is to be submitted along with the application form. However, scholars will be assigned guides after they are admitted to the M.Phil. programme or at the time of admission to the Ph.D. programme, as the case may be.

3.2.7 The research proposal (about 1,000 words) to be submitted by the applicant may focus on:

- ◆ specification of the broad field of study,
- ◆ statement of the research problem and scope and objectives of the study,
- ◆ the rationale for and the significance of the study,
- ◆ the candidate's research/work experience in that area, if any, and
- ◆ the methodology to be followed.

4. M.PHIL. PROGRAMME

4.1 Duration

The duration of the M.Phil. programme will be two years, spread over four semesters coinciding with the academic calendar of the Institute.

4.2 Programme Structure

The M.Phil. Programme, which carries a total of 64 Credits, has five components:

- (i) *Basic Courses* (BC) (24 Credits): The six courses provide the knowledge base in the theory and practice of research.
- (ii) *Auxiliary Courses* (AC) (4 Credits): The two courses provide/enhance the skills in the use of scholarly writing and computer applications respectively.
- (iii) *Optional Courses* (OC) (4 Credits): The two courses, to be chosen by a student from the list of current offerings in the Schools/Centres, will help extend or update his/her knowledge in the (sub)discipline that he/she has chosen to do research in.
- (iv) *Survey of Literature* (SL) (8 Credits): As a prelude to embarking on the study proper, the student is helped to familiarise with the literature available on the problem chosen for study, and identify the gaps in it and/or formulate alternative hypotheses.
- (v) *Dissertation* (DI) (24 Credits): Provides an opportunity for the student to practice the craft of research by using the knowledge acquired during the course work. Embodying the outcome of the practise or process of research, the dissertation constitutes the product of research.

The structure of the M.Phil. programme, thus, is as follows:

<i>Semester</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credits</i>
I	BC 01	Elements of Research Methodology	4
	BC 02	Philosophy of Methodology	4
	BC 03	Social Theory and Research	4
	AC 01	Workshop on Academic Writing Skills	2
	AC 02	Computer Applications for Social Sciences	2
II	BC 04	Statistical Analysis	4
	BC 05	Qualitative Research: Theory and Practice	4
	BC 06	Seminar on Monographs	4
	OC 01	To be chosen from the offerings in Schools/Centres	2
	OC 02	To be chosen from the offerings in Schools/Centres	2
III & IV	SL	Survey of Literature on a Problem Area	8
	DI	Dissertation	24

Notes: AC = Auxiliary Course; BC = Basic Course; OC = Optional Course;

SL = Survey of Literature; DI = Dissertation

The choice of Optional Courses is to be exercised by the end of Semester I.

The syllabus and other particulars of the Basic and Auxiliary Courses are presented on pages 7–17 of this Prospectus.

A scholar who is unable to complete all the requirements of the M.Phil. programme within a period of five years from the date of admission shall be deregistered automatically.

4.3 Pedagogy

Research is both a science and a craft. A sound understanding of the theories and recipes of research is necessary, as it puts the scholar on the firm grounds of conceptualisation and epistemology. However, it is not sufficient. The researcher also needs practice-based knowledge, or hands-on-training, as it were. Hence, the pedagogy of this programme will involve both theory and practical components: on the one hand, the scholar will be trained to practise what he/she has learnt by way of knowledge on research, and, on the other, he/she will be guided to reflect on the process and product of knowledge gained by doing research.

As a taught programme, Research Methodology has varied contents. Hence, there can hardly be a uniform pedagogy across various courses and components of the programme. Based on the experience of teaching research methodology, the pedagogical strategy for each course has been outlined. The teacher responsible for teaching a given course, no doubt, can fine-tune the pedagogy depending upon the disciplinary mix of a given batch of scholars, the classroom setting, the availability of time, etc. The feedback from the teachers will be reviewed at the end of each Semester and the pedagogical strategy will be modified suitably for the next batch of scholars. In brief, the teacher will have the responsibility for and freedom of dealing with the pedagogy of the course concerned.

4.4 Evaluation

Given the variations in the objectives and pedagogy of the courses, there is no one best method of evaluation for all courses. For each course, a scheme of evaluation is indicated. This scheme includes both process and product evaluation. Before the commencement of the Semester, the course teacher will announce the allotment of weights for each component of evaluation for the course.

In order to successfully complete the programme, a scholar will have to obtain the prescribed minimum Grade Point Average (GPA) of 3.05 on a 6-Point Scale for each course (including SL and DI) separately. A scholar failing in any course will have to repeat that course.

The GPA obtained by a successful scholar, and the appraisal reports received from the course teachers and the dissertation supervisor will determine whether the scholar is eligible for registration for the Ph.D. programme or not.

4.5 Faculty

The core faculty for the programme will be drawn from the Centre for Research Methodology. This will be supplemented by drawing from the vast pool of talent and expertise in social research available in the Institute. Depending upon their availability, the faculty from other Schools/Centres will be requested either to teach an entire course or to give special lectures on select topics. Experts from outside the Institute will also be invited to deliver guest lectures or conduct practical sessions.

4.6 Specialisation in Research Methodology

Scholars enrolling for the M.Phil. programme are generally expected to do research in a specialised branch of substantive knowledge. Therefore, one would expect them to interact with the faculty in the Institute, and particularly those of the Schools/Centres in which the student intends doing research. The process of this exploration will begin right after Semester I and will culminate in the assignment of dissertation supervisors for the students by the end of Semester II.

With 'Research Methodology' emerging as a body of specialist knowledge, it is necessary that it is offered as a subject of specialisation for students interested in pursuing it. To enable to meet the OC Credits of such scholars, the Centre will introduce a number of 2-Credit Courses such as (a) Ethnography, (b) Sociology of Knowledge, (c) Aggregate Data Analysis, (d) Ontology of Human Sciences, (e) Network Analysis, (f) Project Evaluation, (g) Classical Methodologist (that is, the study of one major contributor to social science methodology like Emile Durkheim, Max Weber, Sigmund Freud, Ludwig Wittgenstein, Karl Popper, E.H. Carr, S.F. Nadel, Paul F. Lazarsfeld, etc.).

5. PH.D. PROGRAMME

5.1 Programme Structure

- 5.1.1** A scholar selected for admission to the Ph.D. programme will work under the supervision of a guide, or a guide and a co-guide.
- 5.1.2** The scholar will interact with the prospective guide (and co-guide), and the guide (and co-guide) shall certify that he/she is willing to supervise the candidate. Only on receipt of such a certificate shall the candidate's registration become effective.
- 5.1.3** The scholar shall choose the topic of his/her research in consultation with the guide (and co-guide). The research proposal prepared by the candidate shall be presented at a seminar.
- 5.1.4** The scholar shall submit through his/her guide the report of progress in his/her research work. These reports shall be submitted in the months of January and July. If in two consecutive reports the progress of a scholar's research work is found to be unsatisfactory, he/she shall be automatically deregistered from the programme.

- 5.1.5** The scholar shall submit three copies of the thesis embodying the results of his/her research work, not later than three years from the date of registration for the Ph.D. programme. However, on the recommendation of the guide and Research Council, an extension of one year may be granted. Scholars who do not submit their thesis within four years of their registration will be deregistered, and they will have to register afresh for the programme. Ordinarily, no scholar shall submit his/her thesis before two years from the date of his/her registration. This condition may, however, be waived on the recommendation of the Research Council.
- 5.1.6** The research scholar should submit, through his/her guide, three copies of the final title and synopsis (in about 1,500 words) of the thesis and make a seminar presentation, at least three months before submission of the thesis.

5.2 Examination of the Ph.D. Thesis

- 5.2.1** The thesis shall be adjudicated by two examiners from outside the Institute. These examiners shall be appointed by the Director from a panel of examiners proposed by the guide (and co-guide, if any) and approved by the Research Council and Academic Council.
- 5.2.2** If both the examiners appointed to adjudicate the thesis unanimously recommend that the thesis be accepted for the award of the degree, the scholar may be asked to defend his/her thesis at an open viva voce examination. It will be conducted by one of the examiners who have adjudicated the thesis. If both these examiners are unable to conduct the viva voce examination, the Director may appoint another examiner from the panel. On the successful defense of his/her thesis, the scholar will be recommended for the award of the Ph.D. Degree.
- 5.2.3** If both the examiners reject the thesis, the scholar will be deemed to have failed and will be deregistered from the programme.
- 5.2.4** If any examiner recommends revision of the thesis, the Research Council shall review the report of that examiner and either (a) advise the scholar to revise the thesis and resubmit it not earlier than six months, or (b) recommend the appointment of a third examiner, whose verdict will be final and binding. In case the thesis is revised and resubmitted, it shall be referred to the examiner who had recommended the revision, and only after he/she approves the thesis, the viva voce examination will be conducted.
- 5.2.5** If one examiner recommends the award of the degree and the other rejects it, the thesis shall be referred to a third examiner, whose verdict will be final. The third examiner shall be appointed by the Director from the panel. The process contemplated in 5.2.1 shall be followed.

6. GENERAL CONDITIONS

6.1 Award of Degree

The scholar who has successfully completed the M.Phil./Ph.D. programme will be awarded the degree at the Annual Convocation.

6.2 Publication

The scholar is encouraged to publish research articles in journals.

6.3 Registration for Another Course

No scholar shall pursue simultaneously and concurrently any other degree programme of the Institute or of another University. Such simultaneous and concurrent registration shall entail deregistration from the programme of the Institute.

7. FELLOWSHIPS AND SCHOLARSHIPS

7.1 Sir Dorabji Tata Research Scholarship

Two scholarships of the value of Rs.5,000/- per month, known as Sir Dorabji Tata Research Scholarship, are available for M.Phil. scholars. Each scholarship is tenable for two years. Additionally, a contingency grant of Rs.5,000/- per annum is available.

7.2 Jamsetji Tata Research Scholarships

The Jamsetji Tata Trust has instituted five research scholarships in the area of disaster management. These scholarships are for Rs.10,000/- per month and has a contingency grant of Rs.40,000/- per annum.

7.3 UGC Junior Research Fellowship

Junior Research Fellowship of the UGC is available to scholars who have qualified for it through the National Eligibility Test conducted by the UGC. The value of the fellowship is Rs.8,000/- per month for the first two years, and Rs.9,000/- per month for the next two years. A contingency grant of Rs.10,000/- per annum for the first two years and Rs.20,500/- per annum for the next two years is also available.

7.4 Rajiv Gandhi National Fellowships

Scheduled Caste candidates admitted to the M.Phil. and Ph.D. programmes are eligible to apply for the Rajiv Gandhi National Fellowship awarded by the UGC. The Fellowship is for Rs.8,000/- for the initial two years and Rs. 9,000/- for the remaining three years. The contingency grant available is Rs. 10,000/- per annum for the initial two years and Rs. 20,500/- for the remaining three years. House Rent Allowance will be given as per the UGC pattern to students who are not provided with hostel accommodation.

8. SYLLABUS FOR THE M.PHIL. PROGRAMME

8.1 Basic Courses

BC 01: Elements of Research Methodology

As an introduction to the study of research methodology, this course is intended to familiarise the student with the conceptual map of social science research. It explains the basic concepts and categories used in research, and delineates their linkages. Both qualitative and quantitative schemas are covered. Emerging integrative perspectives and recent developments in methodology will be introduced. The course is not confined to unfolding the theoretical background of empirical research methods and techniques; the classroom proceedings will involve practical sessions on what is learnt by way of theory. It is expected that, with this course, the students will develop an adequate knowledge base for designing and implementing a research project.

Objectives

1. To familiarise with the terminology of research methodology.
2. To analyse the basic concepts and categories of research and their linkages.
3. To examine the assumptions underlying procedures/techniques of research.
4. To provide training in designing/implementing research design.
5. To inculcate the rigours of methodology in practice.

Contents

1. *Introduction to Research Methodology*
Meaning of research and scope of research methodology – Stake holders of social research – Ethical considerations
2. *Research Problem*
Identification of the problem area – Selection of the problem – Formulation of the research question(s) – Pilot study
3. *Research Design*
Meaning and components of research design – Importance of designing research – Typology of research designs
4. *Qualitative and Quantitative Methodologies*
The debate on qualitative vs. quantitative methodologies – Contrasting ontological assumptions and epistemological prerequisites – Methodological fundamentalism vs. methodological eclecticism – Triangulation and its protocols
5. *Hypotheses*
Meaning and role of hypothesis – Structure of a hypothesis: Concepts, constructs and variables – The relationship between variables – Types of hypotheses – Strong and weak hypotheses
6. *Sampling*
Sampling theory – Sampling methods and techniques – Sample size – Sample error
7. *Data Collection*
Sources: Primary and secondary – Data matrix – Unit of data collection and unit of data analysis – Methods and tools of data collection: Interview and questionnaires and their types – Observation and its types – Audio-visual aids in data collection – Scaling and testing techniques – Reliability and validity of instruments – Uses of information technology in data collection
8. *Data Analysis*
(a) Analysis of quantitative data: Descriptive statistics – Inferential statistics – Test of significance – Parametric and non-parametric tests – Presentation of data – Computer software for quantitative data analysis
(b) Analysis qualitative data: Data reduction, data display and conclusion drawing – Saturation – Conceptual mapping – Computer software for qualitative data analysis
9. *From Research to Theory*
Interpretation – Explanation – Theorisation
10. *Reporting Research*
Structure of a research report – Audience – Writing quantitative and qualitative research

Pedagogy

The course will be conducted through the lecture-discussion mode supplemented by practical sessions on relevant topics. Students will be required to make short presentations on select topics.

Evaluation

The various components of evaluation and their relative weights are as follows: surprise tests (20%); exercises (30%); seminar presentations (10%), individual assignments (10%), group assignments (20%), and classroom participation (10%).

BC 02: Philosophy of Methodology

Methodology lays down the procedures to be adopted in the generation of or testing the validity of propositions about 'valid knowledge'. These procedures are justified by means of philosophical arguments. As such, methodology presupposes a particular kind of relationship between philosophy and the knowledge advanced by a science as valid. That is, methodology is the product of philosophy and the sciences are the realisation of their methodology. Thus, an understanding of the philosophy of methodology is necessary for any student of research methodology.

The philosophy of methodology consists of two main branches: Epistemology and Logic. Epistemology deals with such questions as 'how we know what we know', 'what is knowledge and how is it made', 'what sort of knowledge can be accepted as valid and why' — in short, it is a theory of knowledge which deals with the formal rules of interpretation. Logic deals with the question of how we can deduce or infer new knowledge from the known ones. This course is intended to ground the students in the principles of epistemology and logic as they brief empirical research in social sciences.

Objectives

1. To discuss the philosophical foundation of methodology.
2. To investigate the categories of philosophy of science — natural and social.
3. To explore the assumptions of scientific theories in natural and social sciences.

Contents

1. *Introduction*
The two divisions of philosophy of methodology: Epistemology and Logic
LOGIC
2. *Authoritarianism*
Testimony dependence, prestige, number of adherents and age as criteria – Importance in ethics
3. *Mysticism*
Super-rational and super-sensuous faculty – Intuition: Naturalistic and super-naturalistic theories of intuition – Negative mysticism: Illusionism, pessimism, asceticism, other-worldliness, occultism – Positive mysticism – Value of intuition for aesthetics – Value of intuition for science and philosophy
3. *Rationalism – Empiricism*
Universal and necessary propositions – The three types of cosmological rationalism: Mathematical or Pythagorean rationalism, Teleological or Anselmian rationalism,

Dialectical or Hegelian rationalism – Two methods/types of cosmological empiricism:
Contingency and asymmetry empiricism – Relative or hypothetical empiricism

4. *Pragmatism*

The origin of pragmatism of Pierce – Pierce's realism and anti-relativism – James' transformation of Pierce's principle – Dewey's instrumentalism – Schiller's revolt against Bradley's absolutism – Schiller's humanism – Similarity between James, Dewey and Schiller – Three aspects of pragmatism: Futurism, practicalism and relativism.

5. *Scepticism*

Historical scepticism – Dialectical scepticism – Physiological scepticism – Psychological scepticism

6. *Formal Logic*

Aristotelian logic – Symbolic logic – Mathematical logic (Boolean algebra) – Dialectic logic – Quantum logic (Complex algebra)

EPISTEMOLOGY

7. *Objectivist Epistemology*

Extreme or primitive objectivism – Moderate or commonsense objectivism – Relativistic or new objectivism

8. *Subjectivist Epistemology*

Subjectivity of unreal objects – of sense-data – of secondary qualities, of primary qualities – of time, space, and categories and laws of nature – of ground sensations and the reduction of the many transcendental selves to one absolute self – of absolute subject

9. *Critical Realist Epistemology*

Real, ideal and transcendental subject – Critical realism and meta-realism – Synthesis of subjectivist and objectivist epistemology

10. *Schema of Philosophic Semantics*

Philosophic semantics: Principle, method, interpretation and selection – Holoscopic principles: Comprehensive and reflexive – Meroscopic principles: Simple and actional – Universal methods: Dialectical and operational – Particular methods: Logistic and problematic – Ontic interpretations: Ontological and entitative – Phenomenal interpretations: Existentialist and essentialist

Pedagogy

The course will be conducted through the lecture–discussion mode. Students will be required to make short presentations on select topics.

Evaluation

The various components of evaluation and their relative weights are as follows: surprise tests (30%); seminar presentations (20%), assignments (20%), oral test (20%) and classroom participation (10%).

BC 03: Social Theory and Research

Arising as a consequence of epistemology, theory provides the ontological structure of research methodology. Methods, tools and techniques, and the data collected through their use are briefed by theoretical frameworks. There are no bare facts independent of theory: data do not speak for themselves; they derive their meaning from (nay, they are given meaning by) theories, irrespective of whether the researcher is aware of this or not. Conventionally, in research methodology programmes, the link between

theoretical frameworks and the methodological strategies remains tacit, if not completely ignored. This course is intended to make this link explicit to the students. The course deals with the salient social science theoretical schemas that have influenced methods of research. The focus of this course is not on the substantive contents of social theories. Rather, it is on the methodological assumptions/implications of key theories, and the bearing of these on methods and techniques of research.

Objectives

1. To map the ontology and epistemology of major social science theories.
2. To delineate the link between specific theories and the method/techniques.

Contents

1. *Introduction*
Locating the discourse: Theory, method and fact – Enlightenment and positivism – Verification and falsification debate – The structure of scientific revolution
2. *Society as Objective Reality*
Empiricism and the sui generis nature of social reality
3. *Community as a Social Laboratory*
Evolutionism – Diffusionism – Cultural relativism – Structural-functionalism – Structuralism – Post-structuralism – Network analysis
4. *Socioeconomic Dynamics as Historical Inevitability*
Dialectics and the materialist conception of history – Economic determinism – Neo-Marxism
5. *Verstehen Approach*
Understanding subjective meaning – Construction of ideal types – Objectivity and value freedom
6. *Interactionism and the Social Construction of Reality*
Symbolic Interactionism – Phenomenology – Ethnomethodology
7. *Psychological Theories*
Behaviourism – Psychoanalysis
8. *Feminism*
Mainstream social research as androcentric ideology – Social construction of gender – Structure-agency tensions
9. *Postmodernism and the Critique of Social Science Research/Theories*

Pedagogy

The course will be conducted through the lecture–discussion mode. Students will be required to make short presentations on select topics.

Evaluation

The various components of evaluation and their relative weights are as follows: surprise tests (30%); seminar presentations (20%), assignments (20%), oral test (20%) and classroom participation (10%).

BC 04: Statistical Analysis

Statistical analysis and applications are the quintessence of positivistic social science. Statistical techniques have been used as the epistemological basis of knowledge in quantitative methodology.

Statistical analysis plays an important role in the designing of a quantitative research project, beginning with formulation of research questions and hypothesis through data collection to analysis of results and interpretation of findings. Accordingly, a sound knowledge of the descriptive and inferential statistics is necessary for a student of research methodology, either to engage oneself in a quantitative research project or for a critical appreciation of social science literature produced via the quantitative methodology. The advancements in computer application for statistical analysis have, no doubt, eased the work of a quantitative researcher. However, the use of these statistical packages for social sciences presumes an understanding of the logic underlying the statistical methods and tools. Also, the choice of an appropriate strategy for analysing the data on hand is the responsibility of the researcher. This course is intended to impart such knowledge and skills to students.

Objectives

1. To introduce the basic concepts and techniques of statistical analysis.
2. To explain the theoretical assumptions and the logic underlying statistical methods.
3. To provide practical training in the application of statistical methods and techniques.
4. To examine the merits and limitations of different statistical methods vis-à-vis the data on hand.

Contents

1. *Introduction to Statistics*
Meaning, scope and limitations of Statistics – Data: types and sources – Theory of measurement and levels of measurement
2. *Descriptive Statistical Analysis*
Summarisation, organisation and presentation of data: frequency distribution, tabulation and diagrammatic and graphical presentation – Measures of central tendency – Measures of dispersion
3. *Theory of Probability and Probability Distributions*
Basic concepts: addition and multiplication theorems – Distributions: binomial distribution, normal distribution, Poisson distribution
4. *Sampling*
Meaning, logic and applications of sampling – Sampling terminology: universe, population, sampling frame, sample – Determination of sample size – Methods of sampling: random (probability) sampling methods, and non-random (non-probability) sampling methods – Criteria of choosing an appropriate sampling method.
5. *Bivariate and Multivariate Statistical Analysis*
Correlation: meaning, logic and application – Types of correlation: simple, partial and multiple – Regression: meaning, logic and application – Types of regression: linear and non-linear regression, and multiple regression – Cluster analysis, factor analysis, discriminant analysis, path analysis, analysis of variance (ANOVA), logistic regression
6. *Test of Hypothesis*
Logic and applications of hypothesis-testing – Steps involved in hypothesis-testing – Methods of hypothesis-testing: Chi-square test, t-test, and z-test.
7. *Non-Parametric Statistical Tests*
Nature of non-parametric tests – Types of non-parametric tests

8. *Time-Series Analysis*
Nature and applications – Methods of time-series analysis
9. *Index Numbers*
Meaning and applications – Types and methods of construction of Index Numbers
10. *Statistical Analysis of Social Inequalities*
Applications and methods of Lorenz curve analysis, and Gini co-efficient

Pedagogy

The course will be conducted through a combination of lecture and practical methods. Hands-on-training using statistical packages for data analysis will be imparted. Students will be required to make short presentations on select topics. For students who are weak in mathematics/statistics, special tutorial sessions will be held.

Evaluation

The various components of evaluation and their relative weights are as follows: surprise tests (20%); exercises (40%); seminar presentations (10%), individual assignments (20%), and classroom participation (10%).

BC 05: Qualitative Research: Theory and Practice

Social reality is neither given nor fixed; it is constructed and dynamic, and open for interpretation. Grasping social reality involves human consciousness and subjectivity, both at the level of the researcher and that of the researched. The task of social science theorising is not so much to explain social reality, as to understand it. In this context, the positivistic methodology proves inadequate, if not altogether incapable of capturing social reality. The emergence of Verstehen, hermeneutics, symbolic interactionism, phenomenology and ethnomethodology has paved the way for interpretive understanding of social reality. As a result, the need for a new methodology, distinct from the positivistic (quantitative) one, has evolved in the form of qualitative research methods. This course intends to provide an understanding of the theory of qualitative research and the practice of its protocols.

Objectives

1. To explain the philosophical and theoretical foundations of qualitative research.
2. To familiarise with the language of qualitative research.
3. To provide training in designing, conducting, analysing and reporting qualitative research.
4. To sensitise on ethical dimensions of qualitative research.

Contents

1. *Introduction*
Nature of qualitative research – Emic-Etic – Historical development of qualitative research
2. *Philosophical Foundation, Theories, Perspectives and Approaches*
Reality as 'constructed' – Non-positive epistemology – Ethnography, Ethno-methodology, Grounded theory, Genealogy, Historiography, Cultural studies, Gender studies, Evaluation research, Action research
3. *Methods of Research*
Nature of study design – In-depth methods of data collection: participant observation, unstructured interview, focus group discussion, case study, and life histories – Unobtrusive measures – Participatory and rapid assessment procedures

4. *Criteria of Quality in Research*
Rapport building – Triangulation – Holism vs. selection – Rigour in data collection, recording, summarising and analysing
5. *Analysis*
Recording, reducing, storing, and retrieving data – Concurrent and terminal analysis – Coding, memos/notes, displays, narrative and contextual strategies – Electronic data analysis (Nudist, Anthropac, Atlas Ti, Ethnograph, SPSS packages) – Interpretation and understanding
6. *Presenting Qualitative Research*
Representing as power: Researcher-researched, self-other – Writing ethnography – Ethnographic genera: Cultural repertoire, positivistic, analytic/critical/structural, naturalist /reflexive/creative/participative, and feminist
7. *Ethics in Qualitative Research*
Ethical dilemmas involved in data collection and reporting

Pedagogy

The course will be conducted through the lecture–discussion mode supplemented by practical sessions on relevant topics. Specially arranged discussions to appreciate monographs, films and texts will be given importance. Students will be required to make short presentations on select topics.

Evaluation

The various components of evaluation and their relative weights are as follows: exercises (40%); seminar presentations (30%), monograph analysis (20%), and classroom participation (10%).

BC 06: Seminar on Monographs

Several important studies in social sciences are available in the form of monographs. A good research-based monograph in social sciences embodies (a) the results, findings and conclusions arrived at by a researcher, (b) the theoretical framework lending meaning and significance to them, and (c) the methodological strategy adopted by him/her in the study. Often, a monograph also yields policy recommendations or guidelines for future action. A critical analysis of monographs, therefore, will benefit the students of research methodology in understanding the inter-relations among theory, method and facts. Thus, besides learning the philosophy, theory and methods/techniques of research in the first five courses, the students would stand to gain knowledge of how others have done research. Accordingly, this seminar course is intended to make the students engage in a critical analysis of a few select monographs, research reports and journal articles. This training, it is expected, will also benefit the students in their survey/review of literature on the problem they would choose for their dissertation.

Objectives

1. To elucidate the relations between theory, method and facts in a research-based monograph.
2. To examine the adequacy of methodology for the problems investigated.
3. To understand the nuances of the application of methods and techniques in specific contexts.
4. To familiarise with the language of social science research.
5. To appreciate the finer points of the craft of academic writing.

Contents and Pedagogy

The course will be covered through extended seminars on select monographs, research reports, and journal articles. The choice of material will be determined by the rationale and objectives of the course. It will cover a variety of literature – works based on quantitative methodology, and qualitative methodology; works which are the outcome of ‘basic’ (theory-oriented) research and ‘applied’ (policy-oriented) research.

Evaluation

The various components of evaluation and their relative weights are as follows: seminar presentations (30%), assignments based on the texts (50%), and classroom participation (20%).

8.2 Auxiliary Courses

AC 01: Workshop on Academic Writing Skills

Reporting the results, findings, and conclusions – and possibly making policy recommendations, too – marks the culmination of a research study. Be it in the form of a document for the sponsors’ of the project, a monograph, a journal article, or an executive summary, reporting research requires writing skills. Conventional programmes on research methodology, however, do not give adequate attention to academic writing skills. Apart from a command over the language and fluency in its use, writing skills involve an understanding of the structure of social science reporting, effective communication, paying attention to the technical details of writing (like grammar, usage, and punctuation), referencing and documentation, editing and proof-reading texts, and ethics of scholarly transactions, etc. This auxiliary course is conceived as a workshop where the students will acquire by practice the skills necessary for scholarly writing.

Objectives

1. To understand the structure of research reporting.
2. To understand the nuances of language use.
3. To acquire expertise in referencing, documentation and compilation of bibliography.
4. To understand the principles of editing and proofreading.
5. To practice the art of scholarly writing.

Contents

1. *Introduction*
Writing of a research proposal – Structure of a research report: dissertation/thesis, report for sponsors, executive summary, monograph, article in refereed journals, and articles in popular magazines – Audience: fellow scholars, sponsors, government, and laypersons – Gender-neutral language
2. *Organising Ideas and Experience*
Logical flow of the intellectual content – Inclusion/exclusion and location: Main text and peripheral text (footnotes/endnotes/appendix) – Narration – Generalisation and qualifications – Analysis – Comparison and contrast
3. *Clarity, Consistency and Coherence*
Diction, grammar, punctuation and conventions of academic writing – Spelling: English and American – Non-English terms and expressions – Abbreviations – Italics and capitals – Editing and copy-editing – Proofreading

4. *Referencing and Documentation*

Using other scholars' works: Ideas and quotations; in-text citation and indenting – Referencing various sources: books, anthologies, journals, magazines, newspapers, Websites, etc. – The structure and functions of bibliography – Copyrights, plagiarism and ethical considerations

5. *Writer's Tools*

Dictionaries, encyclopaedias, yearbooks in the subject – Dictionaries, thesaurus, guides to usage, punctuation, etc. – Manual of style

Pedagogy

The course will be conducted through the lecture–demonstration mode and by practical sessions on relevant topics.

AC 02: Computer Applications for Social Sciences

Artificial intelligence has sufficiently advanced to take over many of the intellectual functions of human brain. From a mere calculator, the computer has evolved as an expert system that can replace human skills and expertise in many areas. Computer packages can not only perform the task of handling massive data, but also undertake complex statistical analysis and that too with speed and efficiency. Moreover, computer has become an indispensable tool in word-processing, tabulating findings, preparation of research reports, compiling bibliography and other lists, etc. The computer also acts as a convenient instrument for storing, retrieval and transfer of data and text. Aided by information technology, the computer has become an inevitable channel through which to tap an extraordinary amount of information available in the cyberspace. For all these reasons, a sound knowledge of computer and its applications and adequate expertise in handling them is indispensable for any researcher. This auxiliary course is intended to provide such knowledge and skill through practice-based learning of computer applications in social sciences.

Objectives

1. To introduce the elementary and advanced techniques of data processing.
2. To provide training in storing, retrieval and transfer of data.
3. To provide training in various statistical packages for handling quantitative and qualitative data.

Contents

PART I: BASICS

1. *Introduction to fundamentals of computers*
Hardware and software – Computer peripherals
2. *Operating Systems*
MS-DOS – LAN (Novell Netware) environment – Windows Operating System
3. *Data Base Management Systems*
Creating, updating, indexing/sorting and searching data – Report and label generation – Programme writing
4. *MS-Office*
MS Word – Excel – Powerpoint

5. *Spreadsheet*

Introduction to spreadsheet applications – Data entry – Statistical, logical and financial functions – Graphical applications and data analysis

PART II: STATISTICAL APPLICATIONS

6. *Analysis Design*

Qualitative and quantitative data analysis – Introduction to packages for qualitative data analysis – Introduction to packages for quantitative data analysis – SPSS: data definition, data transformation and systems file generation

7. *Statistical Analysis*

Frequency and cross tabulations – Descriptive statistics – Tests of correlation – Analysis of variance – Regression – Plot – Non-parametric tests – Factor, cluster and discriminant analysis – Reliability tests – Logistic regression

Pedagogy

The course will be conducted through the lecture–demonstration mode and by practical sessions.

9. STUDENT SERVICES

The Institute values the quality of academic and residential life on the campus and the well-maintained lush green natural environment provides an ideal setting. Students have access to the Sir Dorabji Tata Memorial Library that houses over 100,000 volumes from around the world as well as facilities for reading, photocopying, etc. Students also have access to internet-enabled computers and a wide range of knowledge resources, both electronic and print.

All hostels are internet-enabled and provided with some computer terminals. Students may also access internet-enabled computers at the Terminal Room. The campus also houses a Dining Hall, largely student managed, and the M.K. Tata Gymkhana and Recreation Centre, with fitness training equipment and an indoor badminton court. The Student's Union and other student bodies are actively encouraged to promote a vibrant intellectual and cultural life on the campus. In addition, students also have access to doctors and counselors on campus.

9.1 Hostel

Hostel facility for scholars from outside Mumbai is provided in the Institute. Request for hostel accommodation must be indicated in the application for admission. The rooms of scholars, who are away from the Institute for any reason for two months or more may be allotted on a monthly basis to Mumbai-based scholars who are in the crucial stage of finalising their M.Phil./Ph.D. work. The hostel fee is to be paid in advance at the beginning of each semester. Hostel residents will have to abide by the hostel rules, breach of which will result in disciplinary action. Hostel rules will be made available on admission to the programme. No accommodation will be provided to guests of the hostel residents.

9.2 Dining Hall

The Dining Hall serves both vegetarian and non-vegetarian meals. It is managed by a Committee comprising students' representatives. It is open to all students/scholars, staff and participants of short-term courses and seminars held at the Institute.

10. FEES AND DEPOSITS

10.1 For Indian Scholars and Scholars from SAARC Countries (in Indian Rupees)

	M.Phil.	Ph.D.	Remarks
A : Fees			
(1) Fees covering tuition, identity card, library fees, sports/use of gymkhana, examination, provisional certificate, degree certificate, and convocation vestments	10,000	10,000	Payable in two equal installments, at the beginning of each Semester
(2) Thesis submission	1000	2000	Payable three months before submission
(3) Thesis resubmission	250	500	
(4) Degree certificate replacement	250	250	Per replacement
(5) Issue of duplicate identity card	100	100	Per duplicate card
B : Other Charges			
(1) Medical examination fees (to be reimbursed to the doctors)	100	100	Once on joining the programme
C : Hostel Charges			
(1) Dining hall	6000	6000	To be adjusted against pending bills
(2) Hostel room	3000	3000	Per semester
(3) Electricity	1500	1500	Per semester
D : Refundable Deposits			
(1) Library	2000	2000	
(2) Hostel Room	1000	1000	
(3) Dining hall	2400	2400	
(4) Electricity	1000	1000	
(5) Caution	2000	2000	
(6) Computer Centre	500	500	

10.2 For Scholars from Other than SAARC Countries

Item	US\$
Tuition Fee (per semester/6 months)	350
Thesis submission fee	150
Hostel room (per semester/six months)	55
Hostel deposit	15
Electricity (as per meter reading) (about)	20
Electricity deposit	72
Dining hall (average per month)	30
Dining hall deposit (refundable)	60
Library fees	75
Library deposit (refundable)	45

11. LOCATION, ACCESS AND COMMUNICATION

The two Mumbai Campuses of TISS — the Main Campus and the Malti and Jal A.D. Naoroji Campus Annexe — are both located in Deonar in the North-East Section of Greater Mumbai. The Main Campus is situated opposite the Deonar Bus Depot on V.N. Purav Marg, earlier known as the Sion-Trombay Road. The Main Campus, on approximately 10 acres, houses most of the schools, centres, and the administration.

The nearest local railway station is 'Govandi'. State Transport (ST) buses from Kolhapur, Solapur, Goa, Pune, and other cities pass by the Institute and the nearest ST bus stop is 'Maitri Park'. The local BEST nearest to TISS is 'Deonar Bus Depot'.

Locations	Bus Routes
From Dadar Station	92, 93, 504, 506, 521 (all Ltd.)
From Chhatrapati Shivaji Terminus	6 Ltd.
From Bandra Station	352, 358, 505 (all Ltd.) and 371
From Kurla Station	362 and 501 Ltd.

For enquiries please contact:

The Dean
 Research and Development
 P.O. Box 8313, Deonar, Mumbai 400 088 INDIA

Telephone: 91-22-2556 3289 /90/ 91/92/93/ 94/ 95/ 96

The telephone board functions from 9.00 am. to 8.00 p.m. from Monday to Friday.

Fax: 91-22-2556 2912

E-mail: oamc@tiss.edu

URL: <http://www.tiss.edu>



TATA INSTITUTE OF SOCIAL SCIENCES

V.N. Purav Marg, Deonar, MUMBAI 400 088

Application Form for Admission to the

- M.Phil. – Ph.D. Programme
 Ph.D. Programme

in

Health Systems Studies

Management and Labour Studies

Social Sciences

Social Work

(Tick THE PROGRAMME OF YOUR CHOICE)

Staple your recent
 Passport size
 (34.9 X 46.57 mm)
 Photograph. Write
 your full name on the
 back of the
 photograph for
 identification.

TO BE FILLED BY APPLICANT

D.D. No. _____

Dated _____

Amount _____

INSTRUCTIONS

- Information regarding the programme in the prospectus should be read carefully before filling up this form.
- No application will be considered unless it is complete in all respects including a typed copy of the synopsis.
- All blanks, except signature, should be typewritten/written in capitals.
- Strike out whichever is inapplicable.

1. Name

_____ | _____ | _____
 Title (Mr./Ms. etc) (Last Name) (First Name)

2. (a) Place of birth | _____ | (b) Date of birth | _____ | _____ | _____
 DD MM YYYY

3 (a) Nationality | _____ | (b) State of Domicile | _____

4. Father's/Mother's Name

_____ | _____ | _____
 Title (Mr./Ms. etc) (Last Name) (First Name)

His/Her occupation

Annual Income in Rs.

11. Mention below marks obtained by you in different degree examinations. Attach attested copies (not originals) of detailed statements of marks/grades in the different examination:

Examination	Name of degree and subject	Total Marks obtained	Out of Maximum	Percentage of marks/grade obtained
First degree				
Postgraduate degree				
M.Phil.				

12. If you have taken any course on Methods of Social Research/Social Statistics and/or submitted a research project report, or dissertation give details and the marks/grades obtained:

Title of course/project report/dissertation	Marks/Grade obtained	Maximum Marks

13. Give details of your past and present paid employment, if any:

Name of employer	Place of employment	Nature of work	Period		Reason for leaving
			From	To	

14. If the details in columns 10 and 13 do not account for all the time from the date of passing the S.S.C. examination to the date of this application, the unaccounted period should be explained below.

Period unaccounted	How was this time spent?



15. Which field of study are you interested in? Give reasons:

(A typed copy of synopsis [in about 1,000 words] on the proposed area of study in the following format should be attached)

- (a) Specification of the broad field of study.
- (b) Introduction to the specific problem of interest (Current issues, importance and rationale for the study).
- (c) Research/work experience in that area, if you have any.
- (d) Reading you have done in that area.
- (e) Objectives, methods and scope of the proposed study.

16. (a) Have you passed the National Eligibility Test conducted by the UGC for award of Junior Research Fellowship? If yes, give details.

17. Please mention the names and designations of two academic referees who can testify to your ability to pursue the M.Phil.–Ph.D. programme. You should also mention in which capacity you know the referees. Please ensure that the referee recommendations are enclosed in the prescribed form.

	First Referee	Second Referee
Name	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Designation	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Address	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Town or City	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
State	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Country	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Postal code	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Email	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Capacity in which known	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>

18. Do you need hostel accommodation? Yes No

19. Financial resources

Sources from which you expect to receive financial support during the period of training	Amount expected per month	Period for which you are guaranteed this support

20. Check if you have enclosed the following documents in support of your application. Only attested copies need to be attached to the application. Candidates will be required to produce original degrees, diplomas, certificates and testimonials only at the time of interview.

- Copy of a document giving proof of date of birth (for e.g., birth certificate, school-leaving certificate, etc.)
- One photograph.
- Copy of Bachelor's Degree/Certificate.
- Copy of Bachelor's degree marks/grade certificate.
- Copy of Master's Degree/Certificate.
- Copy of Master's Degree marks/grade sheet.
- Copy of M.Phil. Degree/Certificate, if applicable
- Project synopsis referred to at Item 15.
- Caste/Community certificate, if applicable.
- Demand Draft
- Referee Recommendation Forms

Any other:

(xi)

(xii)

(xiii)

DECLARATION

I certify that the information given in this application is complete and accurate to the best of my knowledge and that I have not been disqualified by any University for any examination or for seeking admission for any course of study. If admitted, I agree to abide by the rules and regulations of the Institute.

PLACE

DATE (DD/MM/YYYY)

SIGNATURE OF APPLICANT



TATA INSTITUTE OF SOCIAL SCIENCES

V.N. Purav Marg, Deonar, MUMBAI 400 088

Referee Recommendation Form 1

(1) To be completed by the applicant

Applicant's Name

Title (Mr./Ms. etc)	(Last Name)	(First Name)
---------------------	-------------	--------------

Proposed Study (please tick)	M.Phil.-Ph.D.	Ph.D.	Programme of study or research area
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Name	Applicant's signature	Date (DD/MM/YYYY)
------	-----------------------	-------------------

(2) To be completed by the referee

Please answer the following questions:

Referee's Name

Title (Dr./Mr./Ms. etc)	Name	Designation
-------------------------	------	-------------

Institutional Affiliation

Address

Town or City

--

State

--

Postal Code

--

Country

--

Telephone

--

Email

--

How long have you known the applicant?	In what context do you know him/her
--	-------------------------------------

This form is not the reference. Please now write your reference or recommendation **in English** on a separate sheet of paper. **The paper should be the letterhead of your institution: if you are not able to use a letterhead, please attach your business card. Please address your reference to 'The Chairperson, Admissions and Monitoring Committee' and make sure you sign and date the reference.**

Please comment on the applicant's academic fitness and general suitability to undertake the proposed course of research or study, in relation to the qualification sought. Also include any other information which you think is relevant to the application. If the applicant's native language is not English, please state the level of proficiency that the applicant has reached.



TATA INSTITUTE OF SOCIAL SCIENCES

V.N. Purav Marg, Deonar, MUMBAI 400 088

Referee Recommendation Form 2

(1) To be completed by the applicant

Applicant's Name

Title (Mr./Ms. etc)	(Last Name)	(First Name)
---------------------	-------------	--------------

Proposed Study (please tick)	M.Phil.-Ph.D.	Ph.D.	Programme of study or research area
---------------------------------	---------------	-------	-------------------------------------

Name	Applicant's signature	Date (DD/MM/YYYY)
------	-----------------------	-------------------

(2) To be completed by the referee

Please answer the following questions:

Referee's Name

Title (Dr./Mr./Ms. etc)	Name	Designation
-------------------------	------	-------------

Institutional Affiliation

Address

Town or City

--

State

--

Postal Code

--

Country

--

Telephone

--

Email

--

How long have you known the applicant?	In what context do you know him/her
--	-------------------------------------

This form is not the reference. Please now write your reference or recommendation **in English** on a separate sheet of paper. **The paper should be the letterhead of your institution: if you are not able to use a letterhead, please attach your business card. Please address your reference to 'The Chairperson, Admissions and Monitoring Committee' and make sure you sign and date the reference.**

Please comment on the applicant's academic fitness and general suitability to undertake the proposed course of research or study, in relation to the qualification sought. Also include any other information which you think is relevant to the application. If the applicant's native language is not English, please state the level of proficiency that the applicant has reached.