

**TATA INSTITUTE OF SOCIAL SCIENCES,
MUMBAI
Research Aptitude Test (RAT) 2016
M.Phil/Ph.D. Programmes**

Model Question Paper

INSTRUCTIONS

1. The scoring for RAT is 100 marks and the interview is for 100 marks. RAT will assess research and analytical abilities and the personal interview will assess your research aptitude, competence, subject knowledge and suitability to join the research stream.
2. The duration of the test paper is for 2 hours, carrying 100 marks. For applicants applying for two programmes, the duration will be three hours.
3. The test paper consists of Part I and II. You are expected to answer all the parts.
4. Part I will assess analytical skills and it is for 40 marks. You are required to answer one question from this part. Both the choices carry equal marks and you need to answer all the questions within that.
5. Part II will assess conceptual and interpretative skills and it is for 60 marks. These questions will assess your subject specific competence in answering the questions. Detailed instructions are provided later in the question paper. Each answer carries 20 marks.
6. Write your Admit Card No. legibly in the box below. Do not write your name on the Answer Sheet.
7. Hand over the test paper upon completion to the invigilator without fail. Please do not attempt to tear pages or take the question paper with you. Any attempt to do so will lead to non evaluation of your paper/
8. This paper is common to both M.Phil and Ph.D. candidates.

ADMIT CARD NO.

INVIGILATOR'S SIGNATURE

Marks Obtained:

For PART I:

For PART II:

TOTAL

**PART I:
ANALYTICAL SKILLS**

(40 Marks)

*Part I contains four questions. The candidate should attempt any **ONE** of them.*
(500 words)

Q1: Performance of the Pre- Recruitment Training Centres for Tribes in the State of Maharashtra

Name of the Pre- Recruitment Training Centre	Admitted trainees		Number. of trainees completed the course		Trainees who dropped out		Trainee who got jobs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Nashik division	5863	481	5327	468	536	13	1241	22
Thane Division	3539	355	2944	352	595	3	448	22
Amaravati	4203	188	3906	187	304	1	330	17
Nagpur Division	3237	112	3141	112	87	0	500	0
Maharashtra	16842	1136	15318	1119	1522	17	2519	61

Q1.a Assess the basic patterns that can be observed from the above table? (250 words)

Q1.b. Examine the frequency distribution? Analyse the source and the magnitude of variation in data? (250 words)

Q2: Table: Life expectancy at birth by age, sex and place of residence in India and states, 1994-98, 1998-02 and 2002-06

Variable	1994-98			1998-02			2002-06		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Rural + Urban, India									
Age-group									
15-19	54.5	53.1	56	55.1	53.5	56.8	56.4	54.6	58.2
20-24	50	48.5	51.5	50.6	48.9	52.4	51.8	49.9	53.7
25-29	45.6	44	47.2	46.1	44.4	48.0	47.3	45.4	49.2
30-34	41.2	39.5	42.8	41.7	40.0	43.6	42.8	40.9	44.8
Rural, India									
Age-group									
15-19	53.9	52.6	55	54.5	52.8	55.9	55.8	53.8	57.4
20-24	49.4	48	50.6	50.0	48.2	51.5	51.2	49.3	52.9
25-29	45.1	43.5	46.4	45.6	43.8	47.1	46.8	44.8	48.5
30-34	40.7	39.1	42.1	41.2	39.4	42.8	42.4	40.3	44.0
Urban, India									
Age-group									
15-19	57.1	55.3	58.9	57.8	55.7	59.5	59.0	56.6	61.0
20-24	52.5	50.6	54.3	53.1	51.0	54.9	54.3	51.8	56.4
25-29	47.9	46	49.7	48.5	46.4	50.3	49.7	47.2	51.8

30-34	43.3	41.5	45.2	44.0	41.9	45.8	45.1	42.6	47.1
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Source: Compiled from Sample Registration System Reports

Q2.a Interpret the above Table to examine the trends in life expectancy in rural and urban areas among males and females. What is the percentage change in male and female life expectancies between the periods from 1994-98 to 2002-2006?

Q2.b. What could be the reasons for the observed gender differences in life expectancies? If you were given only the national level data how your observations on changes in life expectancy would have affected?

Q3 Please read the following passage and answer the questions below.

When did it become OK to be boring?

Cosmo Landesman

The Spectator

I can remember back in the 1970s when a girlfriend of mine, sensing my lack of interest in her long and detailed analysis of the lyrics of Bob Dylan suddenly said, “Am I boring you?” Of course she was. And of course I denied it. Why? Because it was a hurtful and embarrassing thing to say to someone. Back then to be seen as boring was the verbal equivalent of having bad breath or body odour.

But today no one worries about boring other people – or being branded a bore. I know this because my intelligent and amusing friends are quite happy to chug along, talking and tweeting about the most mundane of matters. I never knew how fantastically boring my fascinating friends could be. And that’s because we once did our best to hide our boring bits from each other. What happened? The concept of the bore is disappearing because the criteria by which one got branded a bore no longer carries any weight or authority. In a Britain where intelligent, educated, middle-class people go on line to post pictures of their cats and tell you what they had for breakfast and what cute things their kids said, what counts as boring any more?

At the very heart of British social life was an unwritten but widely accepted social contract whose main clause was this: I will try not to bore you, and you will try not to bore me. To avoid boring your friends and fellow citizens, you were expected to edit out the boring bits of your life – the humdrum events of domesticity, the demands of daily routines, the mini-dramas of parenthood – from your conversation.

That was before the rise of social media. Back then, if you didn’t have anything interesting to say, you didn’t say anything. But social media abhors silence. It demands constant flow of comment and postings. And people are afraid that if they don’t tweet or blog regularly they will simply go off the social radar and become invisible. So in desperation even intelligent, thinking people will turn to the trivial and mundane bits of their lives – the very stuff they would have never mentioned in public for fear of appearing boring – and use that. This passion for going on about the trivialities of our private lives is routinely diagnosed and denounced by critics of social media as a new wave of cyber-narcissism: the “Fascinating Me!” phenomenon. That’s true of some people. But the great appeal of online life is that it offers a form of social liberation. The online you is free from the off-line pressure of having to be witty, entertaining or interesting in social situations.

You don’t have to perform. You can let your online self just slob out and say anything that comes to

mind. In cyberspace no one can hear you being boring – because no one cares about being a social wow. And when we meet face to face, friends and I no longer try so hard to be on what is called “good form”.

Another reason for this change has to do with the new found cultural confidence of Britain’s middle class. In the 1970s middle class life was considered by many to be boring. Suburban life, the soulless job, the grind of the daily commute, the dull dinner parties, 2.4 kids – these were the common clichés that characterized middle class life. But not now. Middle class life is no longer seen as synonymous with boringness; it’s aspirational. The middle class are now confident that what they do in their kitchens and how they decorate their homes and what they serve at dinner parties and their holiday experiences and what the family pets have been up to is worth sharing with everyone else.

Consequently, the middle class people who once despised the whole ethos of reality TV have decided to live online as if they were the stars of their own reality TV show. They share the most ordinary and mundane stuff and just like the stars of reality TV they never stop and wonder: am I boring you? Yes, you are, but it’s ok. It’s a great relief not to have to try so hard to be funny or interesting. I have got in touch with my inner bore – and he wants to come out and meet yours.

Questions

Q3.a. What are the author’s observations about the changes wrought by social media in our self-presentation? [250 words]

Q3.b. Do you think there is anything similar between the picture of British middle class life that the author has portrayed with that of contemporary India? [250 words]

Q4 Please read the following passage and answer the questions below.

In India and across the world, inequitable gender norms affect the health and lives of, both, boys and girls, men and women. Gendered norms manifest at all levels of society and reflect values about the worth of girls compared to boys, appropriate roles and responsibilities for men and women, and masculinity and femininity (Sen & or and Ostlin, 2007). They also affect access to resources such as education, employment and income, and healthcare, and the distribution of power both in the home and in society more broadly (Krishnan, et al., 2008; Sen & Ostlin 2007). Thus, gender affects health through multiple pathways, including differential exposure to risk and differential access to healthcare and other material resources, and by shaping expectations, roles, and power dynamics between men and women (Snow 2008). Specifically, inequitable gender norms can contribute to violence, particularly against girls and women. Findings from the 2005/2006 National Family Health Survey in India show that 35 per cent of women aged between fifteen and forty-nine reported that they had experienced physical or sexual violence at any point since their fifteenth birthday, and over half of women (54 per cent) and men (51 per cent) felt that wife-beating was justified in at least one of the following scenarios—if she goes out without telling him, neglects the children, argues with him, refuses sex, doesn't cook properly, is suspected of being unfaithful, or shows disrespect to her in-laws (DHS 2007). In a study of over 12,000 children aged between five and eighteen across thirteen states in India, nearly 70 per cent of respondents reported experiencing physical abuse, and more than 20 per cent reported sexual abuse (Kacker, Varadan, and Kumar 2007). In recent years, increasing attention has also focused on violence in schools, as schools are important developmental contexts for children (Pinheiro 2005). Violence in schools can take many forms, including physical fighting, corporal punishment or harsh disciplining, sexual harassment and assault, bullying, and emotional abuse—humiliating, insulting or teasing. In India, the few

studies that have examined the extent and nature of violence specifically in schools document high levels of violence, perpetrated by both teachers and peers. A study of 500 children in three schools in Maharashtra found that more than 30 per cent of students reported being bullied in school (Plan 2008). Another study on corporal punishment in classrooms in forty-one schools across four Indian states, documented at least five beatings per day in each classroom (Saath 2006). Though school violence affects both boys and girls, it may reproduce inequitable attitudes, perpetuate unequal power relationships, and establish acceptance of violence as a normative, expected response to conflict or role transgressions (Connell 1996; Leach 2006; Stromquist 2006).

In recent years, evidence has been accumulating that individual attitudes about gender are associated with violence as well as reproductive and sexual health. These norms affect boys' and men's behavior and health outcomes. In survey research from numerous settings including India, young men reporting less equitable attitudes about gender (measured as attitudes across various domains including appropriateness of partner violence, equal participation in decision-making, and distribution of domestic chores) were more likely than men with more equitable attitudes to report higher numbers of sexual partners, lower rates of condom use, more symptoms of Sexually Transmitted Infections (STIs), drug or alcohol use, and perpetration of intimate partner violence (Barker, Ricardo, and Nascimento 2007; G. Barker, et al., 2011; Haberland and Rogow 2007; Karim, Magnani, Morgan, and Bond 2003; Pulerwitz, Barker, Segundo, and Nascimento 2006; Verma, et al., 2008). Research from diverse samples in the United States also documents that men with more 'traditional' gender role ideologies report more sexual infidelity, casual sex partners, unprotected sex, negative attitudes toward condoms, and more sexual coercion and relationship violence (Santana, Raj, Decker, Marche, and Silverman 2006).

The World Health Organization has identified gender as a social determinant of health, emphasizing that working to improve attitudes and public endorsement of gender equity is 'one of the most direct and potent ways to reduce health inequities' (Sen & or and Ostlin, 2007).

(an excerpt from Maitra, S., Achyut, P., and Levtoy, R., 'Campaign as a methodology to Sensitise Children to Gender and Violence' in Maitra, S., and Seshadri, S. (Eds.) *Play: Experiential Methodologies in Developmental and Therapeutic Settings*. 2012. Orient BlackSwan: New Delhi. pp. 192-194)

Q4.a Would you agree with the statement in this excerpt that individual attitudes about gender are associated with violence as well as reproductive and sexual health? Justify

Q4.b 'Gender is a social determinant of health'. Explain.

PART II:
CONCEPTUAL & INTERPRETATIVE SKILLS

(60 Marks)

This part will assess your subject specific competence in answering the questions. Indicate the question number that you are attempting correctly.

- a) Candidates must answer questions that are specific to the programme that they have applied for.
- b) Attempt 3 questions out of the 6 choices given in each set.
- c) Each question carries 20 marks (each answer can be of 500 words).
- d) Candidates who have applied for two programmes will have to answer questions specific to both programmes. An extra time of 1 hour will be given to those candidates.

Programme A: Habitat Studies

- QA1: Decentralisation promotes efficient and effective natural resource governance – Discuss this with respect to any one of the following areas: a) Water, b) Forests, c) Climate change adaptation.
- QA2: Emphasising the sustainability of resources without emphasising the need for equity would put the major burden of sustainable development on the poor. Discuss this in the context of India, with examples drawn from one of the following sectors: a) Climate change mitigation, b) Promoting renewable energy, c) Urban infrastructure (inclusive of water, sanitation, transport, etc).
- QA3: Market-based approaches to natural resource management or the management of environmental problems would only reinforce existing socio-economic inequalities. Critically argue whether you agree or disagree with this proposition. You may use examples or illustrations from any one particular sector (e.g water markets, carbon or pollution trading, coastal zone management or protection, solid waste management, etc.)
- QA4: What is the relevance of the recent policy announcement about creating 100 new smart cities, to the pressing challenges of urbanisation in India today?
- QA5: "Housing can only be discussed meaningfully in the context of urban poverty and livelihoods". Discuss this statement in relation to the policy experiences and challenges related to the urban housing sector.
- QA6: Explain why Narmada struggle is an important milestone in India's water resource governance?

Programme B: Public Health

- QB1: What is the role of state in improving access to health services among vulnerable groups? Substantiate your answer with current scenario of the health sector?
- QB2: Explain the linkages between health and development? Elicit two cases to demonstrate the influences of development on the health status of the population?
- QB3: How does vulnerabilities in health gets intensified through social inequalities prevalent in the society?
- QB4: Provide a critical analysis of India's health care system.
- QB5: Withdrawal of government and the health sector in India. Discuss.
- QB6: Impact of Globalisation on Indian health sector. Comment

Programme C: Health Systems Management

- QC1: What are the implications of health regulations in private sector health care? Examine this in the current context of Clinical Establishment Act 2010?
- QC2: What are the problems of urban health? Examine these based on the recent government proposal on National Health Mission?
- QC3: What are the implications of urbanization on the wellbeing of society? Demonstrate your arguments with relevant examples from Indian cities?
- QC4: The market for human organs in India: Should India legalise organ sale? Discuss.
- QC5: Impact of Trade Related Aspects of Intellectual Property Rights (TRIPS) on access to medicine in India. Discuss.
- QC6: The current healthcare structures and policies in India, accompanied by the dominance of the medical model of health, and clinical protocols, disempower and exclude large sections of the population. Critically comment, detailing one specific example.

Programme D: Management and Labour Studies

- QD1: Do you think Social Entrepreneurship and Corporate Social Responsibility should be aligned for Sustainable Development? Why?
- QD2: Entrepreneurship is not all about financial sustainability, it is also process centric and innovative. Critically examine?
- QD3: Is there a role for academic research in an applied field such as management? If yes, what is this role? To what extent has academic research informed management practice so far and how do you think academic research in management will influence management practice in the future? Explain with examples
- QD4: In a garment factory, one factory worker is alleged to have beaten his supervisor to death after a heated argument. The organization is keen on exploring all the factors that led to this incident in an effort to work towards preventing such incidents in the future. Prepare a research design to do this.
- QD5: "Jobless growth is a salient feature of the contemporary Indian Economy" Elucidate?
- QD6: Comment on Work and Employment relations in the globalised world?

Programme E: Social Work

- QE1: The Methods in social work education and practice are core to the Social Work. Comment with examples?
- QE2: The Social Work profession is an apolitical profession. Comment?
- QE3: How do you ensure economic growth with social justice in India?
- QE4: Critically examine the role of politics of identity in democratic processes?
- QE5: Discuss challenges for achieving human potentials in a globalised society?
- QE6: "Migration of young people from villages into cities is a sign of a further crisis with agriculture in India". Substantiate your agreement or disagreement to the above statement with arguments?

.Programme F: Disaster Management

- QF1: Is there a relationship between neo-liberalism and disaster response in India?
- QF2: Discuss the linkages between economic growth and disaster risk in India?
- QF3: Critically discuss 'Hyogo Framework for Action' with reference to India
- QF4: Critically discuss the term "environmental disaster"? How is it important in developing economies?
- QF5: Explain the concept of Resilient Communities with reference to India?
- QF6: Comment on the theme 'Bureaucracy and Disaster Response'?

Programme G: Education

- QG1: Privatisation of education will facilitate universalisation of education. Critically discuss the concerns of access, equity and social justice with regard to the above statement?
- QG2: The Indian school curriculum should primarily focus on studying Indian culture, arts and knowledge. Examine the validity of this statement?
- QG3: Discuss the relationship between education and social inequality. Critically analyse the role of reservation policy in this regard?
- QG4: What is the role of tuitions and coaching centres in the contemporary educational system?
- QG5: "A chief function of education is to ensure employment." Discuss the statement?
- QG6: "Corporate social responsibility in education has its share of advantages and disadvantages." Discuss the statement?

Programme H: Women Studies

- QH1: Women's Studies needs to be an interdisciplinary and not institutionalized project. Critically comment in the context of the contemporary UGC support for women's studies centres in all universities
- QH2:** Discuss the "Kiss of Love" campaign taken up in several cities in India, reflecting on the nature of organizing, links with women's movement questions, and response to contemporary cultural-political scenarios
- QH3:** Discuss how the protectionist approach to the girl child invisibilises her role as a social agent embedded in a cultural milieu.
- QH4:** Women's Studies should include study of masculinity as well. Discuss.
- QH5: Law is considered as a key strategy to improve women's lives. Critically comment with reference to any of the recent laws introduced for women.
- QH6: 'The current response to trafficking of women and girls by rescuing them and 'restoring' them to their families needs to be reviewed'. Discuss.

Programme I: Development Studies

- QI1: Smart cities are the routes to developed nations. Discuss.
- QI2: What do you mean by inclusive development? Discuss this idea with reference to one or two key policy initiatives of the Government of India in recent times.
- QI3: Do you agree with the view that the Indian state is a repressive state? Give reasons for your answer drawing on contemporary Indian politics.
- QI4: Do recent election results, both at the Centre and the state, suggest the waning of coalition politics in India? Discuss.
- QI5: Reflect through examples on the nature of religion and politics in contemporary India.
- QI6: What is the recent debate over the amendment of the land acquisition policy? Also, what are the key development concerns that inform this debate?

Programme J: Media and Cultural Studies

- QJ1: "No, the offices of Charlie Hebdo should not be raided by gun-wielding murderers. No, journalists are not legitimate targets for killing. But no, we also shouldn't line up with the inevitable statist backlash against Muslims, or the ideological charge to defend a fetishized, racialized "secularism," or concede to the blackmail which forces us into solidarity with a racist institution." Seymour, Richard, *On Charlie Hebdo*, 2015 (<https://www.jacobinmag.com/2015/01/charlie-hebdo-islamophobia/>). Discuss
- QJ2: The Internet has proven to be a safe and unbiased technology that guarantees freedom of expression to all. Comment Critically.
- QJ3: Media discourses significantly contribute towards creating stereotypes about minority communities. Discuss.
- QJ4: Media institutions today are driven by vested interests. Comment Critically.
- QJ5: The social sciences began to be established in India a century ago and about half a century back history moved from being a part of Indology to interacting with the social sciences. From this point on there have been attempts to denigrate those that treat history as a social science and particularly historians working on early India. Their work, where it questions the Hindutva version of Indian history, is dismissed either as "Marxist" and therefore ideologically tainted, or as is now becoming fashionable, as imitations of western historiography. However, to write the history of India through a literal reading of the epics and the Puranas has so many inherent deficiencies that, if it is to be pursued true to the original, it will undermine historical and social science research in India." Thapar, Romila, *Fallacies of Hindutva Historiography*, EPW, Vol - L No. 1, January 03, 2015. Discuss
- QJ6: Discuss the broad trajectory of the 'Arab Spring' and its implication for India's foreign relations

Programme K: Inclusive Development and Social Justice

- QK1: Does reservation policy empower the Dalits or perpetuate caste and enslave them?
- QK2: Inclusive development in the caste ridden India: Discuss the scope and

challenges?

QK3: Protecting the interest of Dalits in globalising India: Discuss?

QK4: Discuss two developmental deprivations facing Muslims in India?

QK5: Summarize the key findings of the Sachar Committee Report?

QK6: Discuss the consequences of communal violence on Muslims and how can these be mitigated?

Programme L: Rural Development

QL1: Discuss the possible impacts of climate change in India?

QL2: Elucidate major questions related to land in Rural India: ownership, control, and utilisation?

QL3: Outline the dynamics of transformation in Indian Rural socio-economy in recent decades?

QL4: Comment on tribal development: issues and approaches

QL5: Discuss some of the major changes in policy brought about by Ordinances by the Government of India recently

QL6: "Sustainable development strategies should meet the needs of the present generation without compromising the ability of the future generation to meet their needs" (HDR 1990). Examine the statement in the light of developments in last one decade.