Information Brochure for
M.A. Social Work in Child Rights
(Online Programme)
2013-2015
## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Advertising the Programme</td>
<td>June 3, 2013</td>
</tr>
<tr>
<td>Final Date of Application of Candidates</td>
<td>August 5, 2013</td>
</tr>
<tr>
<td>Declaration of Shortlisted Candidates</td>
<td>August 9, 2013</td>
</tr>
<tr>
<td>Entrance Test and Interview at TISS Mumbai</td>
<td>August 24–25, 2013</td>
</tr>
<tr>
<td>Declaration of Result of Entrance Test</td>
<td>September 5, 2013</td>
</tr>
<tr>
<td>Final Date for Payment of Fees</td>
<td>September 23, 2013</td>
</tr>
<tr>
<td>Course Commencement</td>
<td>September 30, 2013</td>
</tr>
</tbody>
</table>
CONTENTS

Introduction ......................................................................................................................................1
Objectives of the Programme .....................................................................................................2
E-library ...............................................................................................................................................3
Course Structure ..............................................................................................................................3
Admission to the Programme ....................................................................................................9
Student Intake...................................................................................................................................9
Eligibility Criteria .............................................................................................................................9
Application Process ........................................................................................................................9
How to Obtain the Application Form ..........................................................................................10
Application Fees .............................................................................................................................10
Computer Based Entrance Test ..................................................................................................10
List of Documents Required for Entrance Test and Personal Interview .............................10
Instructions for Payment .............................................................................................................11
How to Submit the Filled-in Application ..................................................................................12
After Selection Formalities .........................................................................................................13
Fee Structure* .................................................................................................................................13
M.A. Social Work in Child Rights
(Online Programme)

INTRODUCTION

India has around 440 million children who are below eighteen years of age which is the largest child population in the world. In India, traditionally children have been perceived as significant members of families and the need to nurture and protect them has been culturally woven into the fabric of the diverse Indian society. However, our current reality is that not all children receive the care and nurture they are entitled to from their family and society, as there is widespread and rampant neglect, abuse, exploitation and discrimination of many children both at the individual family level and at the systemic level. This is because such cultural perceptions about children has also promoted a dominant ideology that children are ‘receivers’ of knowledge who need to be guided and directed through adult notions of what is ‘good’ for them. Therefore, if we have to ensure that children obtain their rights, there is an urgent need to shift the adult perspectives on children as ‘receivers’ of beneficence, to children as ‘rights holders’ and as ‘participants’ and engaged human beings in their own development. This paradigm shift has to take place at the structural level primarily with adults first and next at the policy, legislation and programmatic levels both with adults, families and children.

India is a signatory to the United Nations Convention for Rights of Children (UNCRC). The Indian government has made several programmatic interventions related to health, education and child protection. Moreover, several pro-child legislations pertaining to specific and critical areas such as children without family or family support, juvenile justice, child rights, child labor, child marriage and sexual crimes against children have been passed to safeguard the rights of children; Despite all these efforts, the situation of children in India remains a matter of concern.

With the advent of neo-liberal globalization, children are the easy victims of individual, family, societal and systemic conflicts. Children face discrimination in securing their basic rights for survival, security, health, education and recreation, more so, the children from the marginalized sector. According to the Ministry of Women and Child Development, Government of India (2007), a sizable proportion that is, about 40 percent of Indian children are in need of care and protection. In certain situations, parents may also be themselves destitute, homeless, gravely ill or disabled, and therefore unable to care for their children without support. In today’s globalized world, families in India are facing increasing insecurities due to loss of livelihoods, displacement, migration and other social, political and economic processes.

The commitment of Government of India in meeting with the challenges of protecting children’s rights is evident in its move to create a new Ministry of Women and Child Development. Along with its reformative efforts in the existing policies and acts, the Ministry has initiated a comprehensive policy, ‘Integrated Child Protection Scheme’ (ICPS) that brings together all the government efforts of protecting children and preventing harm under one umbrella scheme. The ICPS is envisaged to create child-protective environment with government-civil society partnership. The ICPS functionaries are supposed to be appointed at state, district and regional levels to serve children efficiently. In addition, the family support services through family counseling centres and family courts are expanding substantially, spreading across the country.

Apart from the ICPS, there are more than 250,000 NGOs in India, many of them offering services to vulnerable and destitute children and families, with or without government funding. Currently majority of the personnel working under the ICPS or with NGOs are quite motivated to work with children and families but do not have any formal training to work in this field and are mostly working through the welfare paradigm. There is now a worldwide recognition of the potential of the online environment to deliver instruction of the highest quality to people who would otherwise have limited access to higher education. As on-line courses provide an excellent method of course delivery unbound by time or
location allowing for accessibility to instruction at anytime from anywhere, this programme has been designed in a way to suit learners who are the practitioners working with children and families.

In the past, TISS has contributed significantly to creation of skilled human resources for provision of services in this important field of practice through its erstwhile Social Work Department of Family and Child Welfare. Trained social workers have played a significant role in understanding the new paradigm of reaching out to children, ensuring respect, protection, promotion and fulfillment of their rights. With the formulation of the new Integrated Child Protection Scheme, the expansion of Family Counseling Centres by the Central Social Welfare Board, and Family Courts, across the country and the large number of NGOs in this field, TISS has already taken cognizance of the fact that the field now requires the services of a large army of trained professionals to address issues faced by children and families in India. As a beginning effort on a small scale, courses in Child Protection and Child Rights at Diploma and Certificate level have been offered by TISS with the financial support from UNICEF and PLAN International. All these courses have been well received and there is a growing demand from other states like Bihar and M.P. to train child protection professionals for effective implementation of the proposed Integrated Child Protection Scheme.

In order to take these efforts to a higher level of education and training, TISS offers this on-line two year M.A. Social Work in Children’s Rights through the School of Social Work. This unique programme will be anchored by the Centre for Equity for Women, Children and Families.

Objectives of the Programme
To enable learners to:

• Make a paradigm shift from welfare to child rights based approach.
• Build theoretical understanding about children, families, other stakeholders and systems in their contextual environment.
• Comprehend and develop capacity to critique the diverse situations of children and families within their contextual realities.
• Build competencies for effective rights based social work practice at micro and macro levels.

Learning Outcomes
• This M.A. In Social Work will train students in social work with a specific focus on child rights. The programme will enable learners to:
• Gain a comprehensive understanding of child rights in the context of social work practice.
• Strengthen theoretical understanding about children, families, other stakeholders and systems.
• Comprehend and develop capacity to critically analyze the diverse situations of children and families from a child rights perspective.
• Build competencies for effective child rights based social work practice at the micro and macro levels.

This online Programme is for practitioners who:-
• Have at least two years of experience of working with children and families either in governmental or non-governmental organizations, but who have had no formal training in social work (at the M.A. level) or children’s rights.
• Are motivated to work in the area of children’s rights with years of work experience in this field
• Would like to upgrade their qualifications and become more professionalized in their practice but cannot leave their jobs to do so.
• Are adult learners who find the online environment a convenient way to fit education into their busy lives.
Campus and Programme Administration:
The M.A. Social Work in Child Rights-Online Programme will be offered through an “online” mode. The Secretariat of the programme will be located in TISS Mumbai Campus.

E-library
Students will receive their usernames and passwords allowing them log in to access to the course materials and other e-materials of Sir Dorabji Tata Memorial Library. They will be oriented on the ways to utilize standard e-materials from government or other reliable sources.

Course Structure and Outline

Course Structure
The online two year Master’s programme consists of 12 compulsory courses and a month-long Field Practicum at the end of the first year. As all the students will already be working in the field, all the courses will have field based assignments.

The two year programme will be divided into 6 semesters and two courses will be offered in each semester. Each course will carry three credits. Over the whole semester of 15 weeks, students are required to spend on an average 90 hours of Self Directed Learning effort for each course that is an average of 6 Hours per Week.

The first two semesters are compulsory and students will not be allowed to take a break before completion of the first two semesters. Over the whole semester of 15 weeks, students are required to spend on an average 90 hours of Self Directed Learning effort for each course that is an average of 6 Hours per Week. Student who has been enrolled for this programme will need to complete all the requirements for earning the Master’s degree in maximum of 5 years time, subject to fulfilment of all the terms and conditions.

Semester Wise Distribution of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Online Credits</th>
<th>Total Time Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCR101</td>
<td>Social Work and Child Rights : Contextualizing Practice</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>OCR102</td>
<td>Child , Childhoods and Family : Theories and Perspectives</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>OCR 103</td>
<td>Situation Analysis of Children in India</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>OCR 104</td>
<td>Policies and Programs for Children and Families</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>OCR 105</td>
<td>Child’s Right to Survival and Development : Challenges and Interventions</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td>OCR 106</td>
<td>Social Work in Child Protection and Family Support</td>
<td>6</td>
<td>180</td>
</tr>
<tr>
<td></td>
<td>Year 1 : Field Practicum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Online Credits (1 Credit = 30 hours)</th>
<th>Total Time Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCR 107</td>
<td>Field Practicum</td>
<td>6</td>
<td>180</td>
</tr>
</tbody>
</table>

**Year 2 : Trimester IV**

| OCR 108     | Communication and Counselling With Children     | 6                                    | 180                     |
| OCR 109     | Child Rights Programming, Monitoring and Evaluation | 6                                    | 180                     |

**Year 2 : Trimester V**

| OCR 110     | Mobilization and Advocacy for Rights of Children and Families | 6                                    | 180                     |
| OCR 111     | Child and Law Effectiveness                          | 6                                    | 180                     |

**Year 2 : Trimester VI**

| OCR 112     | Research for Practitioners                          | 6                                    | 180                     |
| OCR 113     | Competencies for Personal and Professional Effectiveness | 6                                    | 180                     |

| Total Credits = 39 | Total number of credit hours = 1170 |

*Subject to change

**Methodology of Online Learning**

The programme will be conducted through an ‘online mode’ and there will not be any contact classes in the programme. The programme has been designed to facilitate student learning in an online mode via use of Moodle as a learning platform. Methodology of online learning will be ‘learner centric’ and students will be able to interact with teachers and their peers via discussion forums, chats, wiki’s, question and answers. Various tools will be used to provide a space for continuous dialogue amongst learners and teachers which is an advantage of this mode of learning.

**Benefits for Learners**

- Opportunity for you to integrate your life, work, and educational experiences by enabling you to apply knowledge gained to the real world and draw connections between the learned concepts and your work experience;
- Never need to miss any important classes
- You can have space to accommodate their class room lessons with your work pressure
- You can secure qualification that is equivalent with any regular programme without disturbing your work and other commitments that limit your mobility
- As all the students will be in full time employment in work with children and families, it will offer you the opportunity to use your learning in practical, everyday work situations with children and families, with your agency and other stakeholders as well as at the systemic level, as all courses will have field based assignments.

**Assessment Process**

There will be no written examinations. Students will be assessed and graded on a continuous basis through combination of factors such as class participation through discussion boards, creating wiki
pages, creating blogs etc. Further, quiz, individual or group project and assignments will act as other modes of grading.

COURSES: M.A. SOCIAL WORK IN CHILD RIGHTS


Human rights represent one of the most influential concepts in contemporary debates and discussions in today’s world of globalisation, capitalism and individualism. They provide an important reference point for those who seek to reiterate and exercise the values of humanity and for that reason, are an essential integral part of social work practice. Therefore, this course starts with locating human rights within social work profession and considers the implications of such a perspective for the social work practice. In recent decades, there is an enhanced awareness of issues related to children, child abuse and the role of the State in ensuring child rights. However, there is still a lacuna in transforming this understanding strongly into social work practice and activism. A course that firmly positions social work practice within the framework of child rights is needed to engage the learners with its underlying concepts and norms related to working with children that has journeyed from managing the children to respecting their rights.

The establishment, growth and development of social work profession through centuries is an important aspect of understanding the contextual, socio-political and economic influences on the values that guided social work practice as well as the limits that were set on what social workers should do and should not do. The social work knowledge and praxis was built on a range of ideological stances through this journey. Understanding these ideologies and history of social work is essential while seeking to explore options for the future direction of the profession.

The child rights perspective is reflected on the values and principles of social work as well as the process of social work practice. An overview of empowering social work practice with individuals, groups, communities and systems will introduce the learners to various methods and roles of a social worker. Such an understanding will prepare them to analyse and engage in the reflective critique of the contextual realities of children, their rights, various national and international initiatives and instruments to protect child rights and child rights programming that will be covered in the other courses of the programme.

OCR102 Child, Childhoods and Family: Theories and Perspectives

This course provides a theoretical understanding of the evolution of ‘child’, and ‘childhood’ with particular emphasis on the Indian context. The learner is also introduced to a conceptual and critical understanding of ‘family’. The family as an important context for child socialization, development, and growth is analyzed. The course also delves into the changing structure and functions of family, extraneous factors impacting family and its implications on child. The course facilitates critical analysis of the plurality of ‘childhood’ and the different factors influencing or impinging upon child development and family processes.

OCR 103 Situation Analysis of Children in India

India has the largest child population in the world. The present scenario is critical, as the country’s young population is larger than China, which leads to the creation of demographic dividend. While the ‘young India’ has the potential to transform the country with benefitting economy, the emerging vulnerabilities are of grave concern. The ‘situation analysis’ with a high degree of strategic focus to understand the emerging contexts, throws light on the needs, priorities, policies to address inequalities and adversities against children. The demographic transition of declined child population, increased literacy levels, low skilled workforce, increased women’s participation in the labour market, forced migration and the impact of IMR, MMR, reproductive health on families, increased ageing population are some of the determinants that will be analysed as the emerging contexts for child protection and interventions.
This course aims at enabling the learners to understand and challenge the contextual realities of children in India by analysing the demographics and population dynamics. The learners will be equipped with skills of applying ‘situation analysis’, as a strategic framework to gain demographic understanding of Indian child population in their social, cultural, economic, political and institutional contexts. The learners will be guided to apply devinfo for field based demographic analysis to identify the vulnerabilities and priorities of children. The learners will be facilitated to critique and challenge the social, political and institutional mechanisms in response to children’s emerging needs.

**OCR 104 Policies and Programs for Children and Families**

The primacy of children in the present and future of our society has found a specific place in our Constitution. Following the directives of the constitution, various policies and programmes have evolved as a response to situation of children from time to time. States responsibility for/ towards children is best spelt out in the various policies, programs, schemes and legislations split among different departments according to ‘portfolios’ and among a myriad of government agencies at different levels of government. These need to be understood both in terms of intent of the state as well as the efficacy of the delivery of this intent. However, the reality of children is still grim. In fact, the reality has become more complex in the present neoliberal regime. In this light, protection and development of children with right based approach becomes imperative. One part of this course aims at understanding interventions in field of children. It will look into the specific children related policies, legislations and programmes with respect to implementation and practice. It will trace out various initiatives taken by government and NGOs for protection and development of children in the country. This course besides reviewing the states approach to children also situates the policies related to families over the past two decades, analyzes the trends and impact of current programs and policies. This course aims to critically evaluate policies from the different marginalisation lenses and thereby understand why policy development and service delivery to children and families are fragmented and often ad hoc. The inconsistent standards produced due to these complexities has impacted the treatment of children and families in many important areas, [such as care and protection, juvenile justice, health, education, access to resources and impact of violence] which varies widely, and at times inequitably, according to various vulnerabilities. The course elucidates how co-ordination between agencies is limited and, in consequence, duplications, omissions and shifting responsibilities between government agencies are common.

**OCR 105 Child’s Right to Survival and Development : Challenges and Interventions**

The Convention on the Rights of the Child, the main international instrument for the promotion and protection of the rights of the child, applies to all children in all circumstances. These Rights are also reiterated in the Millennium Development goals (MDGs), various Optional Protocols and the legislations in the state and the country. They need to be fulfilled by the State in collaboration with the Multi Stakeholders for each child, with specific focus on the vulnerable children. The course provides insights into the basic rights including right to life, development and participation, which form the requisite for the Right to Protection.

The Course starts with brief overview of the provisions and the structural determinants of deprivation which need to be addressed in order to design the interventions and then moves on to considering the concepts, issues and interventions with main focus on Right to Health, Nutrition, Early Childhood Care and Development (ECCD), Education, Recreation and Participation, including the programmes of the State.

**OCR 106 Social Work in Child Protection and Family Support**

Currently, there is a realization that Family Support and Child Protection work should not be polarized but should be seen as mutually supportive and complementary activities. As a result, the worldwide trend in the child protection field is to move towards engaging family support and other non-governmental services in meaningful case management partnership, by engaging even with families suspected of abuse and neglect.
This course first focuses on the manner in which social workers can constructively engage families availing child welfare services using the human rights and family strengths perspectives, so as to, not only promote and protect the child’s right to family but to also assist families in taking responsibility for the wellbeing of their children.

This course also discusses the social structural factors which place children in vulnerable situations leading to (1) their placement in residential institutions or in family based substitute care services, (2) or in employment or (3) putting children on the streets or (4) or them becoming victims of physical/sexual abuse or exploitation. It then enables child rights practitioners to understand and use a variety of strategies for intervening with each of these groups of vulnerable children and wherever possible, their families using the child rights and strengths perspectives.

OCR 108 Communication and Counselling With Children

This course is concerned with the “how” of understanding and communicating effectively with vulnerable children in their various contexts as well as enabling children to communicate. Development of children is closely linked to child rights. Every child has a right to grow up with dignity. Voices of children need to be heard and respected. Social workers working with children can effectively enable children to assert themselves and build their competencies for life.

This course first gives an understanding of the factors that push children and families into vulnerable situations and discusses a tool for assessing child vulnerabilities. It then focuses on enabling child rights practitioners to understand and use a variety of theoretical approaches, and skills in combination with the use of a variety of expressive and creative arts. Such experiential interventions will enable both the practitioner and the child to move beyond “talk therapy” which is required for effective rights based practice with children and adolescents whether they are living with families they are on their own.

OCR 109 Child Rights Programming, Monitoring and Evaluation

The Government of India ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1992. In the child rights approach, the state parties are the major duty bearers in protecting and fulfilling the rights of children and accountable to the right-holders, who are children themselves. In this context, the Monitoring and Evaluation (M&E) of the state parties involved in protecting, fulfilling and promoting children’s rights become utmost important to ensure effective implementation of the state’s initiatives. Ensuring State’s initiatives reaching out to children, is the collective effort of the individuals in society, civil society and non-governmental organisations and other partners with the active participation of children, the right holders of the process.

The major concern in achieving child rights depends on the efficiency of Monitoring and Evaluation (M&E) of national policies, programmes and schemes. Involving children at every phase of programmes proves efficiency in managing the outcomes. The child led indicators, developed by children are important in the process of M&E in achieving competency with time bound goals. The process of child centred M&E facilitates rights based approach, creating space for children’s voices being heard and promoting well-being of children based on their own perception.

Monitoring and evaluation involve a wide range of skills in administering it in a systematic and sustainable manner. Acquiring skills of monitoring and evaluation are a mandate for social workers to efficiently deal with the issues of marginalisation, exploitation, abuse and vulnerability of children from various sectors. The course aims at broadening the knowledge base on marginalisation of children, programmes and policies to address the issues and the M&E mechanism towards achieving efficiency in such programmes from the perspectives of children. The course will include skill building in micro planning and constructing child led indicators for M&E process and applying it in various settings, enabling child participation at all levels. The course will include assessing and analysing various situations to identify the issues and design efficient M&E strategies in the child centred rights based approach.
OCR 110 Mobilization and Advocacy for Rights of Children and Families
Social action and advocacy for the rights of the child has emerged as a critical part of Social Work practice. There is a need to locate child specific processes within development practice and policy making. Development programmes largely locate children's issues either as one part of the larger domain or they are completely ignored. The various specificities of different children and their rights often get lost within a 'adult' world of policy and programmatic interventions. This course seeks to build capacities among students to influence the policy making processes, programmatic interventions and ensure greater child centric accountability and transparency within governance structures. Social action and advocacy course will locate theories, strategies, skills and techniques of mobilisation, participation and empowerment of children and families. This course will enable students to develop praxis through theory and practice for organising, mobilising and developing pro-child action and advocacy processes.

The core components of the course will be to understand nature and genesis of social movements and their interconnectedness to children's issues, the democratic structure and functions of the Indian state, processes of legislative decision making, techniques and methods of interacting with the systems of governance and institutions.

OCR 111 Child and Law Effectiveness
Law has been one of the main tools in the construction of child and childhood and for grant of special status to children. Law has been instrumental in both the grant of certain immunities to children as in the case of exemption of children below a certain age from both civil and criminal liability and from work and also in the grant of protection and special welfare measures for children such as right to education. Over the last century and half, the child has come to be recognized as a special subject in law and laws have been framed keeping the child's developmental requirements in mind. This is true of both the general law where the child has been recognized as a special category requiring differential treatment and in the framing of special laws for children. The legal treatment of the child is an area of law which has been pioneering in its recognition of the need for multi-disciplinary approach to intervention and in the development of law as an inter-discipline. This apart, it has led to innovative methods of legal processing in what is traditionally an adversarial system of justice where the court is a neutral arbiter which merely interprets the law and sees itself as being nonpartisan. The innovation of the principle of "welfare of the child" and the "best interest of the child" as a legal doctrine which informs all cases relating to children has been a departure from this principle with the judiciary being called upon to play a role not of neutral arbiter but a protector of the rights of the child even against its guardian. The recognition of the need for differential treatment to certain classes requiring special protection has led to the development of human rights jurisprudence. Thus law is an important strategy in intervention on behalf of the child and crucial area of study for any course designed to this end.

OCR 112 Research for Practitioners
Social work practitioners and people who are engaged in the development sector accumulate invaluable knowledge from the field during their practice. To ensure the application of this knowledge to improve practice, to inform policy, and for policy advocacy, it is crucial to encapsulate such knowledge in a systematic framework. Thus, social work research as a method enables practitioners to build on their knowledge and the profession. The strength of research by practitioners is that their research would enrich the practice as well as theory. Akin to the conventional or mainstream form or research, research by practitioners is about generating practice-based knowledge by applying same types of research techniques. The research by practitioners will be that the orientation, approach and methods of research are guided by the nature and demands of field of practice. For instance, the social work practitioners of anti-oppressive or feminist field of practice, would challenge the liberal thought of positivism and objectivity in research (Brown and Strega, 2005). This would mean that the type of philosophical assumptions of research they would adhere and the type of approach to inquiry they would choose will
differ according to the stance taken by them. Thus, the research for practitioners will equip them with knowledge, philosophy and competency in conducting research which in turn strengthen their practice skills and brings in effective outcomes in their field of practice.

This course aims at sharpening the understanding, skills and competencies of the practitioners in social care and development sector in conducting and disseminating research in the context of their field of practice. The course covers the essence of the practitioners' engagement with research methods, their strengths in conducting research as well as the application of methods in carrying out research in their field of practice. As an application-based course, to build on their existing competencies in relation to their practice as mentioned below:

1. Conceive and develop a researchable topic, conduct the study, analyze, interpret the data and disseminate the findings to influence the practice and for policy advocacy.
2. Develop policy briefs and press releases as outcomes of the research project taken up by the students.

**OCR 113 Competencies for Personal and Professional Effectiveness**

This is primarily an overarching course that will focus on the special skills required to work with children with a focus on the child rights worker. The issue of whether and how much to treat children similar to adults raises various ethical and practical issues and problems, which need a specialised approach and sensitivity for best results. It will give learners an opportunity to develop critical thinking on issues, debates and dilemmas with regard to work with children. An important aspect of the child rights worker is the self itself, both professional and personal dimensions. This has scope for reflection regarding one's own values, ideologies and locating it within existing realities and practice. There is a need to address issues of self vis a vis ethical dilemmas, conflicts and self growth thus acknowledging the holistic identity of the individual. This interface of the personal and professional is crucial to sustain interest in social work as a profession itself. The course will focus on a mix of personal and professional competencies required within the context of working with children.

**ADMISSION TO THE PROGRAMME**

**Student Intake : 30**

**Eligibility Criteria**

- A Bachelor’s Degree of a minimum of 3 years duration or its equivalent (under the 10+2+3 or 10+2+4 or 10+2+2+1 year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education) from a recognised university, in any discipline. ‘Pass Class’ in the Bachelor’s Degree pursued by the applicant will be taken for determining his/her eligibility.
- Minimum two years of work experience in the field of working with children and families.
- Currently in active employment with Government, Non-government organizations, educational institutes and other relevant organizations in the field of children and families.
- Computer proficiency and knowledge of internet.
- English language ability to undertake a Master’s level programme.
- **Important Note:** Eligibility, once determined on the basis of the information given by the candidate in the Application Form, shall be final for the purpose of test/interview/selection. However, in case it is found that the information furnished by a candidate is incorrect or misleading or ineligibility being detected before or after the test/interview/selection/admission, his/her candidature will be cancelled.

**Application Process**

Candidates will have to apply to the programme through TISS Online Application System. After submission of completed application forms, candidates will undergo Computer Based Entrance Test and Personal Interview at TISS – Mumbai Campus.
How to Obtain the Application Form

Candidates are required to apply online through the E-application only, available on the Institute's website: http://admissions.tiss.edu

Application Fees

<table>
<thead>
<tr>
<th>Mode of Payment</th>
<th>Online Payment by Credit Card/ Debit Card</th>
<th>Online Payment by NetBanking</th>
<th>Cash Deposit in any SBI Branch using the prescribed 900/- challan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 1,020/-</td>
<td>Rs. 1,020/-</td>
<td>Rs. 1,000/- + Bank Charges</td>
<td></td>
</tr>
</tbody>
</table>

Important Notes

• In case of payment by cash deposit in an SBI branch, please note that the SBI will charge Rs. 50/- as their processing fee for each deposit, which cannot be adjusted against the application fee.
• Payments made via demand draft, pay order or any made other than the above modes is not acceptable and the application will be rejected. No communication to this effect will be sent to such candidates.
• Employed SC, ST and OBC(NC) candidates have to pay the application fee.

COMPUTER BASED ENTRANCE TEST

The test will comprise of following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>No. of Questions</th>
<th>Marks Allotted</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective type questions</td>
<td>30</td>
<td>30</td>
<td>1 Hour 30 Minutes</td>
</tr>
<tr>
<td>Essay type question</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>-</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100 Marks</td>
<td></td>
</tr>
</tbody>
</table>

LIST OF DOCUMENTS REQUIRED FOR ENTRANCE TEST AND PERSONAL INTERVIEW

(a) One passport-sized photograph.
(b) **Bank Challan**: Portion of challan marked for TISS (stamped by the SBI branch where the processing fee was paid).
(c) **Income Certificate**: All candidates should compulsorily send their income certificate in the form of salary certificate issued by their employer OR previous year’s income tax return filed by self or Income Certificate issued by the employer on the company’s letterhead. Applications received without proof of income will not be considered and the processing fee will not be refunded. Candidates belonging to SC and ST categories and whose income is below Rs. 2 Lakh and OBC (NC) whose annual income is below 1 lakh need not send the challan, but should send the attested copy of income certificate for the year 2012–2013 and the caste certificate. The Income Certificate should have been issued by a Revenue Officer of the respective state government. Certificates issued by the Talati or MLA or MP or any official who are not from the Revenue Department will not be accepted.
(d) **Detailed Application Form**: After being shortlisted for the Entrance Test and Personal Interview, candidates are required to download the detailed application form from TISS website and bring the duly filled up application form along with them at the time of Entrance Test and Personal Interview.
(e) OBC (NC) Certificate: OBC candidates from the creamy layer are treated as general candidates.

(f) Candidates belonging to OBC (non-creamy layer status) should send the community and non-creamy layer certificate issued by an official of the Revenue Department of the respective state government. They should also enclose their income certificate/income-tax return filed. All OBC (NC) candidates have to attach a declaration with regard to their status, and applications received without any of the above mentioned documents, will be rejected. Please note that the non-creamy layer certificate issued before March 31, 2012, will be treated as outdated and such candidates will be treated as general candidates, even though they may belong to OBC (NC).

**Instructions for Payment**

<table>
<thead>
<tr>
<th>Mode of Payment</th>
<th>For Applicants applying Online</th>
<th>For Applicants applying offline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Payment by Credit Card/Debit Card</td>
<td>1. Please follow the step-by-step instructions displayed on your screen after selecting this payment option.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Online Payment by NetBanking</td>
<td>1. After filling in your payment details in the online form, you will be able to view the challan with the correct details filled in.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Print the challan displayed by clicking the Print button.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Deposit the cash amount along with the printed challan in any SBI branch.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The bank will return two parts of the challan (Student Copy and TISS Copy) along with bank seal, signature and SBI journal number.</td>
<td></td>
</tr>
<tr>
<td>Cash Deposit in any State Bank of India (SBI) Branch using the prescribed challan</td>
<td>5. Log in to the online application website again and enter the SBI journal number from the challan in the Challan Details section of your form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Scan the “TISS Copy” of the challan and upload it according to the instructions in the Upload Documents section of the online application website.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Preserve the “Student Copy” of the Challan till the PI gets over.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Use the prescribed challan format sent to you along with the application form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Fill in the details.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Deposit the cash amount along with the completely filled challan in any SBI branch.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The bank will return two parts of the challan (Student Copy and TISS Copy) along with bank seal, signature and SBI journal number.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Enter the required information from the challan in the payment details section of your form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Enclose the “TISS Copy” of the challan along with the rest of your application according to instructions mentioned below.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Preserve the “Student Copy” of the Challan till the PI gets over.</td>
<td></td>
</tr>
</tbody>
</table>

Note: This option is only for candidates not having access to the Internet or from remote areas. Please contact TISS CARE Helpline before using this option.
How to Submit the Filled-in Application

<table>
<thead>
<tr>
<th>For Applicants applying Online</th>
<th>For Applicants applying using the Printed Copy of the Application Form*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please visit the online application website: <a href="http://admissions.tiss.edu">http://admissions.tiss.edu</a> and follow the step-by-step instructions listed on the website</td>
<td>The filled-in application form (printed copy) should be sent to “The Assistant Registrar (Academic), Tata Institute of Social Sciences, V.N. Purav Marg, Deonar, Mumbai 400 088” along with two passport size photographs</td>
</tr>
</tbody>
</table>

Candidates need to upload their passport size photo while filling out the application form in soft copy format

Note: *This option is only for candidates from remote areas. Please contact TISS CARE before using this option.

DECLARATION/UNDERTAKING BY OBC CANDIDATES ONLY

I, __________________________, son/daughter of Shri/Smt. ___________________________, resident of village/town/city ___________________________ district ___________________________ in the state of ___________________________ hereby declare that I belong to the community of ___________________________ which is recognised as a Backward Class by the Government of India** for the purpose of reservation in education as per orders obtained in Department of Personnel and Training Office Memorandum No. 36012/22/93-Estt. (SC/ST), dated 8th September, 1993. It is also declared that I do not belong to persons/sections (Creamy Layer) mentioned in Column 3 of the Schedule to the above referred Office Memorandum dated 8th September, 1993, which is modified vide Department of Personnel and Training Office Memorandum No. 36033/3/2004, Estt. (Res.) dated 9th March, 2001.

Signature of the Candidate

Place:

Date:

** Please refer to the website of National Commission for Backward Classes (NCBC) and confirm whether the community that you have mentioned is listed in your respective state list and mention the code number of the community in parentheses for the purpose of speedy scrutiny.

Important Notes:

• The last date for submission of application at the Institute is August 05, 2013
• Reservation Policy: TISS follows Government of India norms regarding reservation of seats.
• Candidates should submit their E-application only once Applications complete in all aspects will receive a process completion report. Do not submit multiple copies of the e-application.
• Processing fee paid by the candidates will not be refunded if they are found ineligible for any programme.
• Make sure that your application is complete with all required information, including fee payment details before submitting it. Incomplete application forms will be rejected.
• Applications received after the due date will not be considered and the processing fee paid will also not be refunded.
After Selection Formalities
Details will be notified on the TISS website at the time of declaration of results.

Fee Structure*

<table>
<thead>
<tr>
<th>Components</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Fees</td>
<td>4,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fees for two courses at INR 3000 per course</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Computer Charges</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>ID Card</td>
<td>300</td>
<td>0</td>
<td>0</td>
<td>300</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Charges</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Field Practicum</td>
<td>0</td>
<td>0</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Development Fund</td>
<td>5,000</td>
<td>5,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Convocation Charges</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20,700</td>
<td>11,400</td>
<td>11,400</td>
<td>11,700</td>
<td>6,400</td>
<td>7,400</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>69,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Subject to change