## IMPORTANT DATES

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Date of Application of Candidates</td>
<td>August 10, 2014</td>
</tr>
<tr>
<td>Declaration of Shortlisted Candidates</td>
<td>August 12, 2014</td>
</tr>
<tr>
<td>Entrance Test and Interview at TISS Mumbai</td>
<td>August 23, 2014</td>
</tr>
<tr>
<td></td>
<td>August 24, 2014</td>
</tr>
<tr>
<td>Declaration of Result of Entrance Test</td>
<td>September 01, 2014</td>
</tr>
<tr>
<td>Final Date for Payment of Fees</td>
<td>September 09, 2014</td>
</tr>
<tr>
<td>Course Commencement</td>
<td>September 15, 2014</td>
</tr>
</tbody>
</table>
M.A. in International Family Studies

(Online Programme)

THE TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI, INDIA

The Tata Institute of Social Sciences (TISS) is a Deemed University of national stature in the field of social sciences. It has pioneered social work education in India and offers post graduate degree programs in cutting edge areas. In recognition of its social contribution and academic excellence, TISS has been accredited with an A grade (with a CGPA of 3.88 points on a four point scale) by the National Assessment and Accreditation Council (NAAC) in December 2009. TISS is located at the top of all universities and colleges accredited by NAAC in the country. The Ministry of Human Resources Development, Government of India has recommended TISS to be declared as an institution of national importance. TISS faculty have played a leadership role in developing family support services, providing training in family and marriage counseling in India and conducting research in family studies.

The Tata Institute of social Sciences is a founding member of a Global Consortium of three Universities for International Family studies (GCIFS). There are hardly any university level departments in India which are offering Family Studies Programs which are geared to the changing perception of family structure, functions and needs. There is a lot of potential for an International post graduate program in Family Studies in India as there will be a growing demand for trained personnel in this field to work in governmental and non-governmental organizations, both within the country and internationally.

M.A. INTERNATIONAL FAMILY STUDIES

Introduction

Around the globe, families have long been recognized as basic units of society which perform essential functions and can serve as sources of stability, continuity and development. It has also been recognized that families are essential to the world's future as they provide the nurturing ground for the generations to come. However today, in every part of the world, families are experiencing the tremendous influences of the socio-economic-political changes brought about by globalization, technological developments and allied forces. These have posed new challenges to the family at two levels. At one level, they have affected the structure, functions and dynamics within the family system: the status, roles and power held by its members; and family norms and practices. At another level, these forces have adversely affected the family system’s interaction with other systems in its environment and its ability to access community resources.

These changes have also led to increasing mobility within countries and across countries which has no doubt generated new opportunities for many individuals and families and contributed to an improved quality of life. However, for many families around the world, these changes have also meant displacement from their roots and loss of the safety net provided by the kinship system and the ethnic community. It has created scattered families and weakened interpersonal relationships between family members.

However, in spite of the accelerated social change faced by contemporary families’ the world over, the family as a social system has in fact shown tremendous strength, resilience and capacity to change with changing times. Nevertheless, one must take cognizance of the fact that globalization has pushed a large number of families around the world into vulnerable situations, often leading to their marginalization and exclusion from social and welfare services. As a result, families today are in need of support to recognize their unique strengths and to bring a more equitable power balance within family relationships. They also need help in obtaining their entitlements from the larger systems in society.

That families warrant special attention and should be helped as much as possible, so that they can assume their responsibilities within the community was recognized by the architects of the Universal
Declaration of Human Rights decades ago while drawing up its provisions. Article 16(3) of the Declaration proclaims that “the family is the natural and fundamental group unit of society and is entitled to protection by society and the State”. The proclamation of 1994 as the UN international Year of the family and subsequently, the decade from 1994 to 2004 as the UN Decade of the Family has reflected growing international recognition of and concern for the precarious situation of families in today’s globalized world.

The UN International Year of the Family and the Decade that followed did achieve the goals of increasing awareness and understanding among both policy makers and civil society, about the unique role of families, the issues faced by them in contemporary times and the activities needed at the local and national levels to address these issues. It is also now recognized that despite the diversity of families, many of the issues faced by families and by the larger society are common to countries and regions. However, continued long term action includes reinforcing the relationship between family well-being and social development, facilitating societal conditions that are supportive of families, building families based on partnership and democracy and promoting family strengths and providing for family needs.

Over the years, across the world, the field of family research and interventions has changed considerably in terms of its perspectives, complexity of its scope and the variety of professional expertise needed. This field today needs the combined efforts from family counselors, academicians, researchers, policy makers and families themselves. The United Nation’s Year and the Decade for the Family also reaffirmed that international cooperation on family matters is valuable.

Initiation of the Global Consortium for International Family Studies (GCIFS):

The Family is a common theme of interest to many social science disciplines. Family Studies is today a recognised field of study in ‘applied issues related to relationships’ and the integration of ‘theory, research and practice’ (Olson & Defrain, 2003, p.69). Supporting families in their diversity of form and need is a priority in most countries and requires a skilled and highly educated human services workforce. As a discipline of study, Family Studies provides students with comprehensive multi-disciplinary knowledge and skills to undertake research, policy development and service delivery directed towards strengthening families and communities.

The past decade has seen significant growth in the internationalisation of higher education. Intercultural curriculum is a significant dimension of internationalization of higher education and involves much more than mere inclusion of information on other cultures and countries in the course content.

Since 2009, an international group of university teachers involved in Family Studies from Universities in USA, Australia, India, Greece, South Korea and China have been engaged in several meetings to discuss the possibility of developing a unique model of intercultural education in International family studies. These discussions have culminated in the establishment of the Global Consortium for International Family Studies (GCIFS) in 2011 by three Universities who are the founding members, namely,

- Tata Institute for Social Sciences, Mumbai, India
- University of Nebraska-Lincoln, Lincoln, Nebraska, USA
- University of Newcastle, Callaghan, New South Wales, Australia

The international team of educators forming the GCIFS has collaboratively designed a comprehensive and integrated M.A. program in International Family Studies primarily to be offered in online mode from September, 2013. The aim of the Consortium is to enable access to the specialist education that is required for policy, research and practice in human services work with families.

Unique Features of the Programme:

- The program will promote a rich intercultural learning experience through the participation of students from many countries in the courses, and through the opportunity for students to access international courses from their local base.
• The programme draws expertise from the partner Universities:
  • Tata Institute for Social Sciences, Mumbai, India
  • University of Nebraska-Lincoln, Lincoln, Nebraska, USA
  • University of Newcastle, Callaghan, New South Wales, Australia
• Students will get the opportunity to learn from the international faculty who are experts in the field of family studies in an invigorating online environment.
• This program will introduce students to the field of family studies from a global perspective.
• Students will gain an understanding of various theoretical and research approaches to the study of family, specifically, the eco-family systems perspective, the feminist perspective and the strengths perspective. Importantly, students will gain an understanding of the relevance and application of these various perspectives on family in varied cultural and national contexts.
• At the end of this course students will have an understanding of the way in which these theoretical perspectives and research on the family informs models of intervention in work with families.

The objectives of the M.A. program in International Family Studies are to provide students with opportunities to:
• Explore a global focus on family studies.
• Understand multiple theoretical perspectives on the family.
• Investigate the linkages between micro and macro analyses of the family.
• Enhance and apply their knowledge and skills in practice and policy advocacy in international family studies.
• Develop and expand their intercultural competencies in academic, professional and personal contexts.
• Apply non-judgmental approaches and critical thinking to specific academic, professional and personal contexts.

Pedagogy: Experience Based learning in the online Environment

All the courses in this program are organized around learning units that may span from one to two weeks to four to six weeks and focus on different themes. Some learning units begin with experiences (which might be a video, a story or a song) which aim to engage students emotionally as well as cognitively. Students are invited to become aware of their own history, both personal, and educational and work, which has been stimulated by a trigger. This awareness is built into the learning process as students begin to explore how previous experiences, values and one's own place in the world can help or hinder understanding and learning in Family Studies.

Employment or Volunteer Possibilities for graduates of the program:
• Non-profit agencies that work with diverse families;
• Government agencies/departments involving family and communities needs (internationally or locally)
• International Schools/ centres having a Family Studies focus;
• Institutes or universities teaching family studies courses with an emphasis on international family studies;
• Join research teams studying families and communities anywhere in the world
• United Nations organizations;
• International business opportunities with a focus on family needs;
• Mission work in other cultures
• Refugee and immigration related employment in local or other communities
• Consulates/Embassies with outreach projects related to families and communities

**Campus and Programme Administration**

The M.A. International Family Studies 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.

**Structure of the Programme**

The online one year M.A. in International Family Studies will be offered from September, 2013 and will consist of 7 courses (all compulsory) and a field based special project in Family Studies. The year will be divided into three semesters of 15 weeks--semester 1 from September to December, Semester 2 from January to April and Semester 3 from May to August.

<table>
<thead>
<tr>
<th>M.A . International Family Studies (Online Programme)</th>
<th>Trimester Wise Listing of Courses and Credit Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td><strong>Course Title and Teaching Institution</strong></td>
</tr>
<tr>
<td>OIFS101 Foundations in Family Studies</td>
<td>Teaching Institution : UoN</td>
</tr>
<tr>
<td>OIFS102 Strengths and Challenges of Families Across the World</td>
<td>Teaching Institution : UNL</td>
</tr>
<tr>
<td>OIFS103 Families Across the Life Course</td>
<td>Teaching Institution : TISS</td>
</tr>
<tr>
<td>OIFS104 Families and Cultural Diversity</td>
<td>Teaching Institution : UoN</td>
</tr>
<tr>
<td>OIFS105 Family Centred Practice Approaches</td>
<td>Teaching Institution : UNL</td>
</tr>
<tr>
<td>OIFS106 International Perspectives on Family Policy</td>
<td>Teaching Institution : TISS</td>
</tr>
<tr>
<td>OIFS107 Program Design and Evaluation in Family Studies</td>
<td>Teaching Institution : UNL</td>
</tr>
<tr>
<td>OIFS108 Special Project in Family Studies</td>
<td>Teaching Institution : All Universities</td>
</tr>
</tbody>
</table>

**Total Credits and Hours**  
48  
1440

*Subject To Change

**UoN** : University of Newcastle, Callaghan, New South Wales, Australia  
**UNL** : University of Nebraska-Lincoln, Lincoln, Nebraska, USA  
**TISS** : Tata Institute of Social Sciences, Mumbai, India
COURSE DETAILS

OIFS101 Foundations in Family Studies
This course will enable students to develop a critical understanding of the diversity of family forms in different cultural contexts. Students will examine contemporary trends in families using a global perspective. The course will explore factors contributing to changes in cultures and families across the globe. Students will develop capacity to understand, respect and work with the diversity of cultures and family forms.

Learners Objectives:
• To demonstrate an understanding of the concept and meanings of culture.
• To demonstrate understanding of the intersection of economic, social and cultural factors on changes for families.
• To reflect and analyze changes within personal family context.
• To analyze different family forms in their cultural and global contexts.
• To analyze global factors contributing to changes in cultures and families.
• To apply reflexive practice to professional contexts.
• To understand, respect and work with diversity of cultures and family forms.

OIFS102 Strengths and Challenges of Families Across the World
The family is the oldest and most resilient institution in society. Historically, most of the research on families had focused primarily on the problems or weaknesses of families. However, over the last three decades, researchers have been studying families from a strengths based perspective which has widened our understanding of how families have succeeded in spite of life's inherent difficulties. This perspective does not ignore difficulties faced by families across the world but emphasizes the inherent capacities of families to cope with difficulties face by them in contemporary times.

This course first introduces the learner to the strengths perspective as a conceptual framework for studying global family strengths. It then provides a broad overview of the current socio-economic and political changes taking place in countries across the world as a result of globalization, technological change, new advances in science and technology which have impact family dynamics and family's interaction with its environment. It enables the learner to examine the role played by community and culture in building strengths within families in each of the countries. It discusses the manner in which families across the world use their family strengths, community strengths and cultural strengths as tools for meeting the many difficulties they are confronted with in these difficult times

Learners Objectives:
• To define family strengths, community strengths and cultural strengths.
• To locate the strengths perspective within the context of family studies.
• To analyze how family strengths are manifested in families in different countries and to differentiate the role played by community and culture in building strengths within families in each of the countries
• To examine the challenges faced by families in the context of the socio-economic and political changes taking place in each of these countries and its impact on family dynamics and the family's interaction with its environment.
• To gain a micro- familial perspective on factors that contribute or hinder the building of family strengths by individual families and the challenges faced by individual families as they cope with contemporary times.
OIFS103 Families Across the Life Course
This course emphasizes the need to understand the ways families across the world are growing and changing over time. The course makes a paradigm shift from describing families from the individual and family development stages perspective to understanding them through a life course analysis which provides a better understanding of the systematic and patterned changes experienced by families relating to norms, expectations about family roles and interpersonal interactions as they move through stages and events of their family life course.

Students will analyze the micro and macro factors which impact these transitions and compare the needs & issues which these diverse families across the globe face at different times in their life course. It will prepare students to develop and offer family enrichment programs to the family unit as well as to different members of the family.

Learners Objectives:
- To examine the diversities & structural variations present in contemporary families across the life course worldwide.
- To review how individuals and families across the world undergo transitions over the course of their lives.
- To analyze the needs & issues facing diverse families across the globe face at different times.
- To develop an understanding of skills needed in designing and offering family strengthening programs whilst ensuring each family system obtains its rights with reference to its environment.

OIFS104 Families and Cultural Diversity
This course will enable students to develop a critical understanding of the diversity of family forms in different cultural contexts. Students will examine contemporary trends in families using a global perspective. The course will explore factors contributing to changes in cultures and families across the globe. Students will develop capacity to understand, respect and work with the diversity of cultures and family forms.

Learners Objectives:
- To demonstrate an understanding of the concept and meanings of culture.
- To demonstrate understanding of the intersection of economic, social and cultural factors on changes for families.
- To reflect and analyze changes within personal family context.
- To analyze different family forms in their cultural and global contexts.
- To analyze global factors contributing to changes in cultures and families.
- To apply reflexive practice to professional contexts.
- To understand, respect and work with diversity of cultures and family forms.

OIFS105 Family Centred Practice Approaches
This course will provide students with conceptual and practice skills as well as experiential opportunities for family centered practice regardless of discipline. The course content emphasizes the family as the unit of observation, programming, and intervention. Collaboration with other helping professionals in engaging families and building family-friendly, family-supportive community structures that harness family strengths will be emphasized.
Course Objectives:

- To understand what it means to have a family centered approach.
- To demonstrate the need for family centered approaches across a wide variety of disciplines.
- To understand the status of family centered approaches in various countries and the cultural, political, economic, religious, and other factors that impact family centered approaches.
- To demonstrate skills for determining the facilitators and barriers of family centered approaches and the status of such approaches.
- To be able to engage families using an accepted family centered approach.
- To demonstrate conceptual mastery of how collaborating with other professionals facilitates an application of family centered approaches.
- To be able to collaborate with other professionals in a way that promotes family centered approaches.

OIFS106 International Perspectives on Family Policy
This course explores the values and goals of family policy in different political, economic and national contexts. Through a comparative analysis, students will be made aware of some of the relevant debates surrounding family policy, theoretical frameworks and about the political systems and processes, and their impact on families. Students will learn about the nature and impact of political philosophies on systems of policy content and processes. This course will be student-centered and problem-oriented and provides students a perspective to critically analyze policy and to engage in policy development processes.

Learning Objectives:

- To demonstrate an understanding of the dimensions of family policy
- To recognize and compare a range of political systems and processes, and their impact on policies relating to families across a number of countries
- To compare and analyze the role of international agencies and interventions and their impact on family policies in different national contexts and social milieu.
- To expand one's inter cultural competencies in academic and personal contexts
- To demonstrate the knowledge and the skills to engage in policy development processes

OIFS107 Program Design and Evaluation in Family Studies
An essential competency which family professionals need to have is the ability to design, implement and evaluate an evidence based program for strengthening families. This course will discuss the principles and methods of program design, implementation, and outcome evaluation of family programs taking account of specific cultural considerations in global contexts. This course will focus on hands-on tools of conducting strategic planning, designing program logic models, and developing a plan for evaluating the performance of a program in service delivery.

Learners Objectives:

- To identify various methods/models of program planning: strategic plans, action plans, and models.
- To describe the budget process; calculate income and expenses, and articulate strategies for reducing agency costs.
- To identify methods/sources for obtaining agency funding.
- To demonstrate the understanding of factors affecting the management of time, assess his/her own use of time management skills, build personal strategies to accomplish more through effective time management and avoid procrastination.
• To learn and demonstrate the application of employee management skills in the areas of training employees, supervise/employees, compensating/rewarding employees, motivating employees, and creating a positive work environment for employees.

• To define the purposes of evaluation and recognize various forms of evaluation design.

**OIFS108 Special Project in Family Studies**

The Special Project in a Family Service or related organization is a part requirement for successfully completing the program. The purpose of the project is to apply knowledge and skills developed in the other courses of the program to an area of interest related to Family Studies. The project can focus on policy or practice interventions in Family Studies. The Special Project in Family Studies will enable students to enhance skills in practice and/or policy advocacy and to develop or expand intercultural competencies in Family Studies. Students will apply skills in non-judgmental approaches and critical thinking in professional contexts.

**Learner Objectives:**

• To demonstrate a sound understanding of a selected area of interest in Family Studies.

• To use conceptual frameworks relevant to professional work in Family Studies.

• To demonstrate an ability to design, implement and evaluate an appropriate field-based project.

• To demonstrate an ability to critically reflect on a specific area of interest in Family Studies.

• To demonstrate cultural competence in Family Studies field work.

• To articulate the knowledge gained through the Special Project in Family Studies.

**ADMISSION TO THE PROGRAMME:**

**Student Intake: 10 (TISS)**

**Eligibility Criteria**

• A Master’s Degree of minimum 2 years duration or its equivalent from a recognised university, in Social Science or Social Work. ‘Pass Class’ in the Master’s Degree pursued by the applicant will be taken for determining his/her eligibility.

• Computer proficiency and knowledge of internet.

• English language ability to undertake a Master’s level programme.

• Willingness and enthusiasm to learn in a cross-cultural situation.

**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://www.tiss.edu](http://www.tiss.edu)
**Application Fees**

<table>
<thead>
<tr>
<th>Mode of Payment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Payment by Credit Card/Debit Card</td>
<td>Rs. 1,020/-</td>
</tr>
<tr>
<td>Online Payment by NetBanking</td>
<td>Rs. 1,020/-</td>
</tr>
<tr>
<td>Cash Deposit in any SBI Branch using the prescribed 900/- challan</td>
<td>Rs. 1,000/- + Bank Charges</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.
- Unemployed SC and ST candidates, whose parent’s/guardian’s income is less than Rs. 2.5 Lakh are exempted from paying the Application Fee. Candidates belonging to OBC(NC), whose parent’s/guardian’s annual income is less than Rs. 1 lakh (Rupees one lakh only) are also exempted from paying the Application Fee. They should apply through the E-application along with copies of Caste and Income Certificates attested by any School Headmaster or a Principal of College or a Gazetted Officer. Requests received without the above certificates will be rejected and no communication will be sent in this regard.

**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><strong>Total</strong></td>
<td></td>
<td><strong>100 Marks</strong></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: 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. 2.5 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 2013–2014 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.

The candidates are required to submit the caste certificate and income certificate issued by a competent authority (i.e., Tahsildar, Naib Tahsildar, Block Development Officer, Sub-Divisional Officer, District Magistrate or Collector) in prescribed format. (Note: Salary/Pension Slip, Form No.16/ITVR Form, Employer Certificate, etc. will not be treated as valid income certificate).
(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. 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, 2013**, 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 using printed-copy-based form*</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></td>
<td></td>
</tr>
<tr>
<td>Cash Deposit in any State Bank of India (SBI) Branch using the prescribed challan</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>1. Use the prescribed challan format sent to you along with the application form.</td>
</tr>
<tr>
<td></td>
<td>2. Print the challan displayed by clicking the Print button.</td>
<td>2. Fill in the details.</td>
</tr>
<tr>
<td></td>
<td>3. Deposit the cash amount along with the printed challan in any SBI branch.</td>
<td>3. Deposit the cash amount along with the completely filled challan in any SBI branch.</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>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>
</tr>
<tr>
<td></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>5. Enter the required information from the challan in the payment details section of your form.</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>6. Enclose the “TISS Copy” of the challan along with the rest of your application according to instructions mentioned below.</td>
</tr>
<tr>
<td></td>
<td>7. Preserve the “Student Copy” of the Challan till the PIT and PI gets over.</td>
<td>7. Preserve the “Student Copy” of the Challan till the PIT and PI gets over.</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://www.tiss.edu">http://www.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>
<tr>
<td>Candidates need to upload their passport size photo while filling out the application form in soft copy format</td>
<td>–</td>
</tr>
</tbody>
</table>

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

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**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 10, 2014**
- 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.
RESERVATION POLICY FOR THE YEAR 2014-2015 OF SEATS IS AS PER GOVERNMENT OF INDIA REQUIREMENTS

(a) **Scheduled Castes (SC)** : 15% of the total seats.

(b) **Schedule Tribes (ST)** : 7.5% of the total seats.

(c) **Other Backward Classes (OBC) [Non-Creamy Layers]** : 27% of the total seats.

(d) Persons With Disability: (supernumerary quota): As per Government of India requirement: the provisions under section 39 of Persons with Disabilities Act, 1995, 3% seats are reserved for persons with disabilities in admission requirements. The three categories of disabilities are: (a) low-vision/blindness, (b) hearing impairment, and (c) locomotor disability/cerebral palsy. This provision is applicable if the candidate suffers from any of the listed disabilities to the extent of not less than 40% as certified by medical authority as prescribed and explained in the said Act. Persons with visual impairment will be given an option to have a Scribe to assist them to complete the test. The Scribe should be an undergraduate student and should bring a valid ID proof at the time of the test.

(e) **Kashmiri Migrants**: Subject to the GoI directives.

(f) **Armed Forces**: Reservation of 5% seats (supernumerary quota) for Children/widows of personnel Armed/Paramilitary Forces killed/disabled in action during the hostilities in the following priority:-

**Priority I**: Widows/wards of Defense personnel/Para-Military Personnel killed in action.
*Required Certificate*: Proof in Original.

**Priority II**: Wards of serving Defense Personnel and ex-servicemen/Para-Military personnel disabled in action.
*Required Certificate*: Original disability certificate clearly indicating the disability is attributable to Military Services.

*Required Certificate*: Original death certificate clearly indicating the cause of death is attributable to Military Services.

*Required Certificate*: Original disability certificate clearly indicating the disability is attributable to Military Services.

**Priority V**: Wards of serving Defense Personnel and ex-servicemen Para-Military/Police Personnel who are in receipt of Gallantry Awards.
*Required Certificate*: Proof in Original.

**Priority VI**: Wards of Defense Ex-servicemen.

**Priority VII**: Wards of serving Defense Personnel.
*Required Certificate*: Original Service Identity Cards and Dependant Card/Certificate issued by the Competent Authority.

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>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>4000</td>
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<tr>
<td>Fees for eight courses at INR 3000 per course</td>
<td>6000</td>
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<tr>
<td>ID Card</td>
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<tr>
<td>Library Charges</td>
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<tr>
<td>Computer Charges</td>
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<td>Development Fund</td>
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<tr>
<td>Convocation Charges</td>
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<tr>
<td><strong>Total Per Term</strong></td>
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<tr>
<td><strong>Total Per Program</strong></td>
<td><strong>45,500</strong></td>
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</table>

*Subject to change