

**Prospectus for
CERTIFICATE IN SOCIAL WORK
Two-Semester Evening Part-time Programme
(2007–2008)**



Centre for Life long Learning



TATA INSTITUTE OF SOCIAL SCIENCES

(A Deemed University)

Post Box No. 8313, V.N. Marg, Deonar
Mumbai 400 088

INSTITUTE DEEMED TO BE A UNIVERSITY

Number F, 11-22/62-U2,
Government of India
Ministry of Education
New Delhi, the 29th April, 1964

NOTIFICATION

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

Sd/-
(PREM KRIPAL)
Secretary

PROGRAMME SCHEDULE

<i>First Semester</i>	
Classes (15 weeks)	June 25 – October 04, 2007 (inclusive of orientation week)
Preparatory Leave	October 05 – 14, 2007
Examinations	October 15 – 24, 2007
Vacation	October 25 – November 23, 2007
<i>Second Semester</i>	
Field Work	November 24 – December 24, 2007
Classes (15 weeks)	December 31, 2007 – April 17, 2008 (inclusive of one-week Field Work Seminar)
Preparatory Leave	April 18 – 20, 2008
Examinations	April 21 – 25, 2008
CLASS TIMINGS The classes will be held at the Institute premises every week Monday to Thursday, except on public holidays between 5.30 p.m. and 7.30 p.m.	

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1 ABOUT THE INSTITUTE

The Tata Institute of Social Sciences (TISS) was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work. The first school of social work in India, the TISS was a pioneering effort, characteristic of the Sir Dorabji Tata Trust. The TISS subsequently influenced the direction of social work education and social research in India. The year 1964 was an important landmark in the history of the Institute, when it was recognised as a Deemed University by the University Grants Commission (UGC).

Since then, the TISS has been expanding continuously in terms of educational programmes and infrastructure. While responding to the changing needs of the social and educational system in the country, the Institute has gone far beyond the initial concern of social work education. Thus, what started as a small institution offering a post-graduate diploma in Social Work, grew into a Deemed University and, as a result, diversified its activities.

Since its inception, the TISS has never limited itself to the mandate of a conventional university; rather, it has worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice through:

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

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

Today, the TISS has earned recognition as an institution of repute from different Ministries of the Government of India (GoI), various State Governments, international agencies such as the

United Nations, and the non-government sector, both national and international. This is due to a positive work ethos and creativity in the Institute, strong linkages among education, research, field action and dissemination and the social commitment and responsiveness to varying social needs. The National Assessment and Accreditation Council awarded a 5 Star rating to the TISS in 2002.

II. CENTRE FOR LIFELONG LEARNING

The Centre for Lifelong Learning (CLL) was established on February 15, 2006, with the objective of providing training for adult learners in the areas of expertise in the Institute. The CLL was earlier known as the Department of Extra-Mural Studies, which was established in 1981.

The **vision** of the CLL is to be a centre that reaches out to adult learners in an endeavour to build their capacities to the fullest, thereby enabling them to fulfil their inherent potential as well as become aware as citizens of a society striving for equity and social justice. The CLL's **mission** is to primarily work with all types of adult learners, who, in turn, seek to work with the disadvantaged and vulnerable sections of society.

In addition to the Certificate in Social Work, the CLL conducts short-term training programmes of 10 weeks duration for volunteers in social work and professionals in counselling skills. It also holds seminars and workshops in different fields as well as refresher courses for personnel working in the field of social welfare and development. These may be in coordination with other Schools or Centres at TISS, as also with NGOs, government departments, and other universities. The Centre has contributed to the Training of Trainers at the national and international levels on skills for adolescence, and at the national level in participatory training methodology, management of NGOs, and youth leadership.

The CLL team comprises:

- Dr. Nasreen Rustomfram, Ph.D., Professor and Chairperson.
- Ms. Sabiha Vasi, M.A. in Social Work (TISS), Assistant Professor.
- Ms. Bharghavi Mohan Nair, Administrative Secretary.

Field Action Projects of the CLL

- Promoting Child's Right to Play through Community Involvement (completed in 1998).
- Developing a Training Package: Reaching out to Children of Alcoholics (completed in 2002).
- Monitoring Social Aspects of rehabilitation for Tata Relief Committee (completed 2002) (in collaboration).
- Humanity United in M Ward (ongoing) (in collaboration).

III. CERTIFICATE IN SOCIAL WORK

The part-time Certificate in Social Work programme is offered to those who cannot engage in full-time study in professional social work education. This course is also in response to the need for more front-line workers to work at direct service delivery levels in social welfare organisations.

This is a one-year part-time course which will begin in June 2007 and end in April 2008. The daily duration of the classes will be from 5.30 p.m. to 7.30 p.m., Monday to Thursday, i.e., 4 days a week.

IV. SYLLABUS

Credit Hours

The Total Credit Hours for this programme will be 22 as detailed below:

DISTRIBUTION OF CREDIT HOURS	
Credit Hours for Theory	16
Credit Hours for Field Work	06
Total Credit Hours	22

A student of this programme will be required to take 6 Basic Courses and opt for any 2 Optional Courses. Each course will carry 2 credit hours.

COURSE OUTLINE	
<i>Basic Courses (12 Credit Hours) (All Six)</i>	
BC 1	Work with Individuals and Families
BC 2	Work with Groups
BC 3	Work with Communities
BC 4	Social Development
BC 5	Human Growth and Behaviour
BC 6	Communication Skills for Effective Social Work Practice.
<i>Optional Courses (4 Credit Hours) (Any Two)</i>	
OC 1	Early Childhood Education
OC 2	Youth and Development
OC 3	Non-Formal Education
OC 4	Gerontological Social Work
OC 5	Working with Women
<p><i>Field Work (6 Credit Hours)</i></p> <p>Field work will cover a total of 180 hours at the beginning of the Second Semester as a one-month block. Students will be placed for field work in social welfare organisations and their work will be supervised, as far as possible, by the faculty of the Centre and the Institute.</p>	
<p><i>Field Work Seminar</i></p> <p>A one-week Field Work Seminar will be held during the Second Semester for orienting and exposing participants through various organisational visits to the scope, nature and implications of social work interventions being made.</p>	
<p><i>Assessment</i></p> <p>There will be an examination at the end of each of the two semesters. Evaluation of students will be based on assignments, classroom participation, project work and performance in semester examinations.</p>	

Course Details

BC 1: WORK WITH INDIVIDUALS AND FAMILIES

Learner Objectives

1. Understand the meaning, concepts and definitions of Case Work as a Social Work method of helping people,
2. Understanding clients from a bio-psycho-social perspective,
3. Develop capacities to enable clients to plan an eclectic case work intervention,
4. Develop appropriate values and attitudes required for individuals and family intervention, and
5. Develop essential skills in communication and interviewing at the individual and family levels.

Contents

- Case Work as a method of social work practice. Social Case Work: Definition, history, methods and scope.
- Self-concept, human needs, behaviour and problems.
- Factors affecting the individual's personality and behaviour.
- Problem-solving approach and methods of enhancing people's capacity to function better.
- Philosophical assumptions, principles, tools and techniques of helping Social Case Work process.
- 4 Ps in Social Case Work.
- The qualities of an effective Social Case Worker.
- Individual and Families.
- Recording: Types and uses.
- Interviewing and Communication Skills.

BC 2: WORK WITH GROUPS

Learner Objectives

1. Gain awareness about the nature, significance and relevance of groups in an individual's life,
2. Obtain an overview of Social Group Work and its scope in social work practice,
3. Inculcate an appropriate value-framework for working with groups effectively,
4. Develop the ability to use programme as a tool for effective intervention through groups, understand the stages of group development, group process and dynamics as well as develop skills to deal with the same, and

5. Learn the skills required for effective group work practice with an emphasis on interpersonal communication and relationship-building skills.

Content

- Need for groups in an individual's life with an emphasis on the diversity of groups in India. Functional roles played by various groups in this context.
- Nature of social group work as a method of social work intervention: definition, evolution, models of practice, Types of groups and work with groups in different settings.
- Values and principles of group work practice.
- Application and use of programme for group work intervention: programme planning and intervention
- Stages in the life-cycle of group development: pre-group phase; initial phase; middle phase; termination phase.
- Changing nature of group processes, structures and dynamics as indicators of group growth and development.
- Group worker's role and skill in the effective management of the same in realising group goals.
- Group work: characteristics, roles and skills of planning (administrative), implementation, evaluation and documentation (Recording: process and summary).

BC 3: WORK WITH COMMUNITIES

Learner Objectives

1. Understand the concepts of a community, its structure and learn to analyse the same,
2. Identify needs and develop skills as community organisers to work upon these needs,
3. Develop a community organisation perspective to look at problems and issues at the micro-level and learn to apply it in varied settings, and
4. Understand the critical role of community participation and develop skills to involve communities in their own problem-solving processes.

Contents

- Understanding community as a concept, its structure and functions, community organisation as a method of social work practice.
- Definitions of community organisation values and principles.
- Identifying community needs and organising skills with community groups.
- Understanding dynamics and processes.
- Leadership, interest groups and working with these constituents.
- Issues of power, class, caste and gender.
- Scope for utilising community organisation in varied settings.
- Community Participation: concept and scope. Stages of community participation. Case studies of success and failure of community participation exercises in the Indian context.

BC 4: SOCIAL DEVELOPMENT

Learner Objectives

1. Understand and define basic concepts of social development,
2. Link problems/needs/issues in the local area with programmes at the national level, and
3. Understand the application and relevance of field-related problems, needs and issues to work in social work agencies and government departments.

Contents

- Understanding social development and concepts related to it.
- Components of social development.
- Different approaches to development.
- Brief history of developmental planning in India since 1947.
- Political Economy, i.e., social relations concerning production — social and economic indicators of the Indian developmental scene.
- Significant development issues arising thereof.
- Review of international bodies and role of UN Agencies.
- Understanding the social and economic implications of globalisation and liberalisation.

- Role/scope/functions of a social work practitioner in social development, role and place of a social work agency/ government department within a national social programme.
- Scope for social work practice to impact the larger environment.
- Case studies of success and failure.

BC 5: HUMAN GROWTH AND BEHAVIOUR

Learner Objectives

1. Develop an overall understanding of the principles of growth and its relevance to understand behaviour at various stages of life,
2. Understand the role of heredity and environmental influences in human growth and behaviour,
3. Explain the developmental tasks and critical development periods across life cycle,
4. Develop sensitivity to current contextual issues that influence growth and development, and
5. Identify areas of intervention for social work practice.

Contents

- Principles of growth and development.
- Life span perspective and ecological approach of Bronfenbrenner to understand human growth and behaviour.
- Role of heredity and environment: influence of social customs, traditions, values, socialising process, gender and deprivation on human development.
- Developmental tasks related to psychosocial development, moral development and personality development.
- Influence of family, school and community on accomplishing the developmental tasks.
- Current issues, related to globalisation, human rights and gender equality, and their implications on human development.
- Areas of intervention: issues related to education, health care, vulnerability, human rights, gender.

BC 6: COMMUNICATION SKILLS FOR EFFECTIVE SOCIAL WORK PRACTICE

Learner Objectives

1. Obtain a comprehensive understanding about the nature and scope of effective communication while working with people,
2. Be able to understand and internalise the principles and components of democratic communication methods,
3. Gain insight about the importance and use of programme media as a facilitative tool for effective communication,
4. Develop competency in the preparation and appropriate utilisation of media strategies to promote effective and goal-oriented communication in groups, and
5. Understand and develop the art of facilitating discussion in a group with the aid of media strategies.

Contents

- Communication Process: meaning, importance and scope.
- Nature of communication: models of communication – types of communication: verbal, written, gestures, hidden, mass communication versus interpersonal communication, one-way and two-way, communication styles, concept of democratic communication, barriers to effective, interpersonal communication.
- Pre-requisites for practising effective communication: Communicator attitudes, values and beliefs.
- Principles of effective communication.
- Communication Skills: effective listening and responding, understanding and using body language appropriately; using programme media strategies as a tool for promoting, healthy communication patterns.
- Facilitation Skills: effective techniques of addressing a group, management of a group, dynamics for realisation of a group, goals and growth, methods of facilitating a participatory discussion within a group to take it forward into concrete action.
- Media Strategies: types; print, visual, audio-visual, preparation and appropriate application of media, strategies to aid communication while working with people.

OC 1: EARLY CHILDHOOD EDUCATION

Learner Objectives

1. Get an understanding of the needs of young children and development of Early Childhood Care and Education (ECCE) Programmes,
2. Develop skills to work with children and develop learning materials for children and programme planning, and
3. Gain the ability to develop and supervise early childhood programmes in the community.

Contents

- Historical perspective on development of ECCE Programmes and Pedagogy. ECCE in today's socio-economic context.
- Policies and programmes that have emerged.
- Developing an understanding of the needs of children and evolving developmentally appropriate programmes.
- Childcare Programmes for children of working women.
- Developing appropriate programmes for childcare in terms of set-up, staff, programme.
- Innovative Projects in Childcare.
- Early Childhood Education forms and features.
- Quality of ECCE Programmes issues in quality cares methods of bringing in quality, indicators of quality.
- Integration of children with disability.
- Administrative aspects of Programme. Importance of Records.
- Role of Parent and Community in ECCE Programmes.
- Issues in Evaluation – Programme staff and children.
- Integrating ECCE Programmes with other community programme.
- The types of personnel needed, job descriptions and job performance.
- Current issues in field of ECCE (Regulation, Advocacy, Networking)
- Practicals of Programme Planning, Development of learning and play materials.
- Supervision its meaning, methods of supervision and what to supervise in ECCE Programmes.

OC 2: YOUTH AND DEVELOPMENT

Learner Objectives

1. Develop knowledge and understanding in the areas of demographic profile of the youth population in India and its implication,
2. Develop an understanding of physical, mental, sexual, emotional, economic, social aspects of youth and related emerging needs, and
3. Gain knowledge and analyse policy initiatives undertaken at the national and international levels in relation to youth issues.

Contents

- A perspective of youth and development. Youth in India. Current debates on youth and development. Approaches to the understanding of youth development issues (economic, political, psychological, social). Status of youth with regard to health, education and employment.
- Life span perspective with reference to the Eriksonian model, of youth. Special focus on psychosocial development, moral development, and personality development within the influence of the contexts of development.
- National youth policy. Related policies and plans for youth at the state, national and international levels.

OC 3: NON-FORMAL EDUCATION

Learner Objectives

1. Gain knowledge of the practice and precept of child education (pedagogy) and adult education (andragogy) with special reference to India,
2. Understand the learning needs and motivation patterns of child and adult learners, and
3. Acquire skills for teaching and facilitation for non-formal education(NFE) activities and imbibe knowledge and skills to supervise NFE classes and programmes at the agency level.

Contents

- NFE in the context of social development. Place of education in Indian society. Need for non-formal and adult education.

- Concept of formal, non-formal and informal education. Major concepts and approaches to NFE. Major government and non-government programmes in India since 1947.
- Components of NFE: the learners, the educator, and techniques for promoting effective learning. Motivation to learn, sustaining learner interest and involvement. Cultural, social-economic and physical factors which influence child as well as adult learners.
- Basic principles of learning, content, selection, planning and organisation of content for diverse groups such as children, women and special groups. Devising short NFE classes based on the above.
- Supervision and administration of NFE programmes in an agency.

OC 4: GERONTOLOGICAL SOCIAL WORK

Learner Objectives

1. Understand the demographic profile of the ageing population in India, and its implications,
2. Study the physical, mental, sexual, emotional, economic, social and spiritual aspects of ageing and emerging needs,
3. Develop the attitude to recognise that older persons have a right to meet their basic needs and participate in the management of their lives,
4. Understand different methods of working with older persons at the individual, family and community levels, and
5. Develop skills of working with and for older persons at the individual, family, group and community level.

Contents

- Theories, concepts and perspectives in gerontology. Changing demography of older persons. Vulnerability for abuse in old age. Guiding principles of work with older persons. Psychodynamic, ecological and advocacy approaches in gerontological social work. Longevity and physical health, mental and emotional health, ill health, disabilities and care-giving. Interaction of older persons with partner, spouse, children, children's in laws, grandchildren and others.
- Care-giving roles between older persons and the family.

- Issues of division of property, housing and social security, Issues of neglect, abuse, violence and abandonment.
- Review of laws for inheritance and protection from abuse, Intervention needs.
- Raising family awareness and family and bereavement counselling.
- United Nations Principles for Older Persons – 1991, National Policy for Older Persons, 1999.
- Scheme for the Welfare of the Aged: Institutional Care, Day Care and Mobile Medicare Units, and Laws affecting older persons.

OC 5: WORKING WITH WOMEN

Learner Objectives

1. Develop a perspective to understand women's issues,
2. Critically look at popular notions, myths and biases in daily life, in planning, policy-making vis-à-vis women,
3. Understand the conditions of globalisation, privatisation and liberalisation and their impact on the status of women in India, and
4. Obtain information for the action programmes.

Content

- Women's Movement and Women's Organisations. Sharing of experiences of patriarchy and conscious socialisation practices to defy patriarchal influences.
- The concept of work employment, workforce participation, formal and informal work. Invisibility of women's work. Feminisation of poverty. Impact of environmental degradation on women's work. Impact on their self-esteem and gender construction. Sex ratios, mortality patterns, family planning policies, inadequacies of health programmes, determinants of health.
- Vulnerability of women to violence at different stages of their lifecycle. Gender biases in law.
- Women as victims.
- Personal Law and Uniform Civil Code.
- Programmes for Women: Institutional and Non-institutional. Laws and Policies.

Field Work Instruction

One of the major functions of formal social work education is to prepare and equip students for making relevant, meaningful and professionally sound interventions in the field.

Field instruction is the learning-by-doing aspect of social work education and an integral part of the total curriculum. Field work plays a pivotal role and provides the experiential basis for the student's academic programme. It offers a protective environment within which students are given an opportunity to develop a coherent framework for social work practice by integrating and reinforcing the knowledge acquired in the classroom with actual practice. It enables students to acquire and test relevant practice skills.

Organisation of Field Work

Field work carries 6 credit hours. It will consist of 180 hours, i.e., 30 working days of 6 hours each. This will be undertaken in the month of December or at the beginning of Second Semester. In the case of working students, they will be encouraged to take a placement in an organisation, other than the one they already work with. In addition,

- *Group Laboratory* sessions as part of field work orientation will be offered in the first week in the first semester.
- *A field work seminar* of 5 working days will be organised during the Second Semester. This is a compulsory, non-graded academic activity.

Method of Evaluation

The block field work will be recorded and documented in the form of recordings and/or journal writing. These 180 hours of fieldwork will be evaluated for the final grade.

As far as possible, students will be supervised by the faculty of CLL. Suitable organisations for field work have been identified and field assignments will be planned out by the Fieldwork Coordinator of the CLL and the agency personnel.

V. ELIGIBILITY

A Bachelor's Degree (under 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), in any discipline and minimum age of 25 years. Priority would be given to those who are working in social work organisations.

RESERVATIONS

Scheduled Caste and Scheduled Tribe Candidates

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

Persons with Disability

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

VI. SELECTION

Those satisfying the eligibility requirement will be called for an interview by the selection committee. The names of selected candidates will be displayed on the Institute's Notice Board. The Institute does not take responsibility for informing by post. Candidates may make enquiries through the telephone.

VII. APPLICATION PROCESS

Application for admission must be made on a prescribed form available at the Institute for Rs. 75/-. A registration fee of Rs. 50/- should accompany the completed application. Those satisfying the aforesaid eligibility requirement will be called for an interview in the month of June.

VIII. REQUIREMENTS FOR PASSING THE CERTIFICATE IN SOCIAL WORK

Discipline

Candidates admitted to the Institute will be under the discipline of the Director and other concerned officers. The Director will have the power to take disciplinary action including laying of fines, suspensions and/or revocation of registration as a student.

Attendance

- (i) *Regularity:* Every student is normally expected to maintain full attendance in the class as well as field work. Also, the fulfilment of required assignment(s) is expected of all students. Any

irregularity in this regard or absence without prior permission will affect the evaluation of the student concerned and may entail disciplinary action.

- (ii) *Absence from Class:* A student is allowed to sit for examinations provided he/she fulfils the attendance requirements. In exceptional cases and whenever possible with the prior permission of the course teacher/Chairperson, CLL, a student may be allowed a maximum absence of 25% of the total periods of class instructions in a semester. In the case of those who exceed 25%, but are within 33%, the Director may do so in consultation with the Chairperson, CLL. This decision would be based on the genuineness of the reasons of absence as considered by them. However, the student should maintain 50% of attendance in each subject. A student, who fails to meet the minimum attendance requirements in a semester will not be allowed to appear for the examination in that semester. He/She will be permitted only in the next academic year.
- (iii) *Absence from Field Work Training:* A student, who is absent for more than two days in field work for any reason, will have to compensate the days of his/her absence in consultation with the field work instructor concerned.
- (iv) *Leave Sanctioning Authorities:* Absence in the class upto 7 days will be considered by the Chairperson, CLL, and beyond 7 days by the Director on the recommendation of the Chairperson, CLL. Late Registration will be permitted upto one week. The absence will be treated as leave of absence.

Examination

Students must be regular in attendance and pass periodical tests as well as comprehensive examinations. A teacher may evaluate the students on the basis of attendance, classroom participation and written examination. In such a case, 20% weightage will be allotted to attendance and class room participation and 80% of weightage for a 2-hour written examination.

A student may also be evaluated on the basis of class attendance, classroom participation, a written examination as well as assignment(s). In such a case, 10% of weightage will be allotted for attendance and classroom participation, 30% of weightage for assignment(s) and 60% of weightage for a one-and-half hour examination.

If, in such an additional examination, the grade obtained is lower than that obtained earlier by the student then the better of the two grades will be the final grade in that course.

The mere completion of the prescribed units of work does not confer the right to continue as a student. In addition to satisfactory fulfilment of the various requirements, the student must show an aptitude as well as professional fitness for his/her field of study.

Requirements for Passing

- (i) A student’s work will be evaluated in grade points under the seven-point scale fixed by the UGC. The grades, their grade point average and percentage equivalents are as follows:

Grade Point Average Percentage Equivalent

<i>Grade</i>	<i>Grade Point</i>	<i>Percentage Equivalent</i>
‘O’ = Outstanding	5.50 – 6.00	75 – 100
‘A’ = Very Good	4.50 – 5.49	65 – 74
‘B’ = Good	3.50 – 4.49	55 – 64
‘C’ = Average	2.50 – 3.49	45 – 54
‘D’ = Below Average	1.50 – 2.49	35 – 44

The Grade Point Average is calculated to two decimal points.

- (ii) *Grading for each Semester:* The grade points obtained for each course completed by the student, are multiplied by the credit hours given to that particular course, and the sum total of the products of the grade points and credit hours thus obtained is divided by the total number of credit hours for the courses, for which the students have fulfilled all the requirements in the semester.
- (iii) *Grading for the Total Programme:* The grade point average obtained, for each course offered during the programme multiplied by the credit hours given to the course in the relevant semester, are added up and divided by the total number of credit hours for the entire programme.

A student, who is awarded ‘E’ or ‘F’ grade in an individual course, will be considered to have failed in the course.

A student, who fails in one or two courses, will be allowed to take a supplementary examination. If he/she fails in the

supplementary examination, he/she will have to take the examination as and when it is offered next.

A student, who has failed in more than two courses in a semester will be deemed to have failed in all the courses of that semester. Such a student will have to reappear for the examinations of all the courses except for those in which he/she has obtained the grade point average of 4.50 or more. However, he/she need not attend the classes of that semester again and will be allowed to proceed to the next semester.

A student who has obtained 'D' grade and is desirous of improving his/her grade in a course can reappear for an examination in that course when the supplementary examinations for that semester are held.

In all genuine cases of illness and emergencies, the Director and the Chairperson, CLL, may consider condonement of the student's absence, provided the total record of the student's regularity is satisfactory.

- (iv) *Award of Certificate:* The students who have successfully completed all the requirements will be awarded the Certificate in Social Work.

IX. FEES AND DEPOSITS (Likely to be revised)

<i>Fees & Deposits</i>	<i>Semester I</i>	<i>Semester II</i>
Admission Fee	50	-
Tuition Fee	1,000	1,000
Identity Card	50	-
Examination Fee	100	100
Certificate Fee	-	200
Field Placement Expenses	500	500
Library Fee	100	100
Library Deposit (Refundable)	1,000	-
Institute Day	-	10
Alumni Day	55	-
Field Work Seminar	2,000	-
Total (Rs.)	4,855	1,910

Fees once paid will not be re funded. Crossed Cheques should be drawn in fa vour of the TATA INSTITUTE OF SOCIAL SCI-

ENCES. If the payment of fees is to be made in cash, it should be paid to the Cash Counter only. Cash timing are from 10.30 a.m. to 1.00 p.m., and 1.30 p.m. to 3.00 p.m., Monday to Friday

X LOCATION AND ACCESS

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

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

The BEST bus stop nearest TISS is the Deonar Bus Depot.

<i>Locations</i>	<i>Bus Routes</i>
From Dadar Station	92, 93, 504, 506, 521 (all Ltd.)
From Chhatrapati Terminus	6.
From Bandra Station	355, 358, 505 (all Ltd.) and 371
From Kurla Station	362 and 501 Ltd.
From Sion	352

XI. ENQUIRIES

For further information, please contact or write to :

1. The Section Officer
Short Term Programmes Section
Tata Institute of Social Sciences
Post Box No. 8313, Deonar, Mumbai – 400 088.
Tel. No.: 25563290-96 Extn: 252
Fax: 91-22-25562912
E-mail: stp@tiss.edu
2. The Chairperson,
Centre for Lifelong Learning
Tata Institute of Social Sciences
Post Box No. 8313, Deonar, Mumbai – 400 088
Tel. No.: 25563289-96 Extn:682/ 680/689
Fax No.: 91-22-25562912
E-mail: sabiha_v@tiss.edu, nasreen_r@tiss.edu, cfl@tiss.edu

LIST OF HOLIDAYS FOR 2007

<i>Sl. No.</i>	<i>Holidays</i>	<i>Date</i>	<i>Day of the Week</i>
1	Idu'l Zuha (Bakrid)	1st January	Monday
2.	Republic Day	26th January	Friday
3.		30th January	Tuesday
4.		16th February	Friday
5.	Padva	19th March	Monday
6.	Mahavir Jayanti	31st March	Saturday
7.	Id-E-Milad (Birthday of Prophet Md.)	1st April	Sunday
8.	Good Friday	6th April	Friday
9.	Buddha Purnima	2nd May	Wednesday
10.	Independence Day	15th August	Wednesday
11.		4th September	Tuesday
12.	Mahatma Gandhi's Birthday	2nd October	Tuesday
13.	Fitr	14th October	Sunday
14.	Dushehra (Vijaya Dashami)	21st October	Sunday
15.	Diwali (Deepavali)	9th October	Friday
16.	Guru Nanak's Birthday	24th November	Saturday
17.	Idu'l Zuha (Bakrid)	21st December	Friday
18.	Christmas	25th December	Tuesday

*The dates of these occasions are subject to change depending on the decisions of the State Government in regard to the dates of these occasions. Changes, if any, made by the State Government in these holidays will be followed by the Institute. The students and staff members are requested to note the changes, if any, made by the State Government and observe them except on a day when examination is scheduled.