

Information Brochure
for
Post-Graduate Diploma in
Water, Sanitation, and Hygiene (WASH)
2013–2014



Centre for Water Policy, Regulation, and Governance
School of Habitat Studies, and
School of Rural Development, Tuljapur
TATA INSTITUTE OF SOCIAL SCIENCES

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INSTITUTE TO BE A UNIVERSITY

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

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby 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)

IMPORTANT DATES

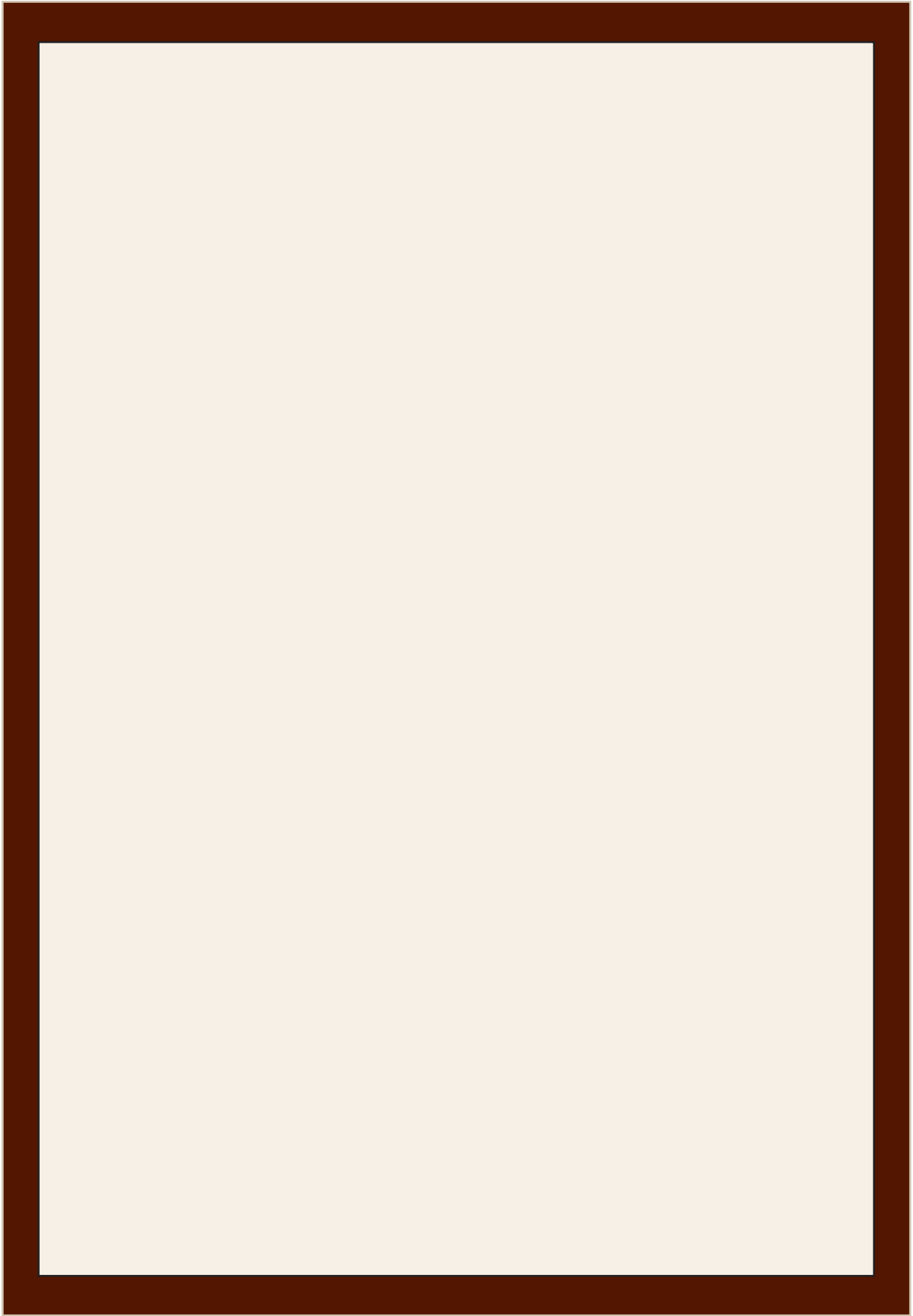
Last Date of Receiving Applications at the Institute in Person or by Post	February 28, 2013
Personal Interview	March 6, 2013
Announcement of Selected Candidates	March 8, 2013
Inauguration and Commencement of Programme	March 22, 2013





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TATA INSTITUTE OF SOCIAL SCIENCES

The Tata Institute of Social Sciences (TISS) was established in 1936, as Sir Dorabji Tata Graduate School of Social Work, a post-graduate school of social work of national stature to meet the emerging need for trained human service professionals. In 1944, it was renamed as Tata Institute of Social Sciences. It was accorded the status of deemed University in 1964.

Since its inception, the TISS has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice. It has earned recognition as an institution of repute from different Ministries of the Government of India (GoI); State Governments; international agencies, such as the United Nations; and the non-government sector, both national and international. A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination. In recognition of its social contribution and academic excellence, it was awarded a 5-Star rating by NAAC in 2002. In 2009, the NAAC re-accredited TISS and placed it in Grade 'A' with a score of 3.88 out of 4—the second highest amongst all universities accredited by NAAC until now.

ACADEMIC STRUCTURE

TISS moved to a new academic structure in February 2006. It currently hosts 9 Schools, 5 Independent Centres, and 3 Resource Centres as indicated below:

Schools

- School of Social Work 11 Centres in Community Organisation and Development Practice; Criminology and Criminal Justice; Disability Studies and Action; Equity for Women, Children and Families; Health and Mental Health; Social Justice and Governance; Livelihood and Social Entrepreneurship; Incubation of Social Work Initiatives; South Asia Centre for Studies Conflict Peace and Human Security; and Learning and Teaching Support Network for Enhancement of Social Work Education and Practice.
- School of Development Studies with 6 Centres in Study of Developing Economies; Public Policy, Habitat and Human Development; Study of Developing Societies; Population, Health and Development; Nutrition, Research Facility and Advanced Centre for Women's Studies.
- School of Management and Labour Studies with 6 Centres in Human Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; Public Policy and Governance; Labour Market and Research Facility and Incubation Centre for Social Entrepreneurship.
- School of Health Systems Studies with 6 Centres in Health and Social Sciences; Health Policy Planning and Management; Hospital Management; Public Health; India Health Observatory and Social Science Research Facility on HIV /AIDS.
- School of Habitat Studies with 5 Centres in Urban Policy, Planning and Governance; Science Technology and Society; Water Policy and Governance; Climate Change and Sustainability; Jamsetji Tata Centre for Disaster Management. school of habitat studies also hosts two facilities namely: Laboratory; and Urban India Research Facility.
- School for Media and Cultural Studies with 3 Centres in Critical Media Praxis; Study of Contemporary Culture; and Media Archive and Resource Centre.
- School of Law, Rights and Constitutional Governance with 2 Centres in Law and Society; and Nodal Centre for Excellence in Human Rights Education.
- School for Vocational Education which will implement training programmes in different trades through partnerships with various industrial and service sectors.
- School of Education with 2 Centres in Elementary Education; and Research and Development of Indian Languages in Higher Education.

Independent Centres

- Centre for Lifelong Learning
- Centre for Human Ecology
- Centre for Research Methodology
- Centre for Studies in Sociology of Education
- Centre for Study of Social Exclusion and Inclusive Policies

Resource Centres

- Computer Centre
- Publications Unit
- Sir Dorabji Tata Memorial Library

Teaching

The TISS offers 39 Master's Degree programmes in Social Work, Human Resources Management and Labour Relations, Health Administration, Hospital Administration, Education (Elementary), Development Studies, Disaster Management, Globalisation and Labour, Social Entrepreneurship, Media and Cultural Studies, Disability Studies and Action, and Public Health; a Bachelor's degree programme in Social Work, with specialisation in Rural Development; and an integrated M.Phil.–Ph.D. programme in Social Work, Social Sciences, Health Systems Studies, and Management and Labour Studies. Additionally, it offers Diploma and Certificate programmes in various fields of study. It also has a lively Study in India programme, which provides opportunities for international students to study and experience Indian social realities through a blend of theory and field experiences.

Research

The role of academic institutions like TISS in conducting pioneering research rooted in the context of societal realities, and aimed at influencing policy and practice for positive social change, is widely acknowledged. During 2011–2012, a total of 179 research and documentation projects were ongoing at the Institute. Of these, 21 research projects were in multi-disciplinary areas while the remaining were anchored in various Schools/Centres. The ongoing researches at the Institute are in various areas, including children and youth; climate change; community development; corporate social responsibility; dalits and tribals; disaster management; education; food security; governance; human rights; labour and migration; mental health; natural resources management; rural development; urban issues; and women and gender.

Extension and Field Activities

As a part of its extension activities, the TISS has been undertaking innovative Field Action Projects (FAPs) since the 1930s. These FAPs focus on the empowerment of marginalised groups, testing new approaches and strategies in response to changing social realities, facilitating development of field-based knowledge and practice– theory continuum, among others. They have always played an integral role in the curriculum of social work education. Many important institutional innovations — such as Child Guidance Clinics, social workers/ counsellors in Hospitals and Family Courts, Special Cells for Violence against Women in Police Stations, Child Helpline — began as FAPs of TISS and were later absorbed into public institutional structures.

Key Positions

Dr. S. Parasuraman M.Sc. (Pune), C.P.S. (IIPS), D.P.D. (ISS, The Hague), Ph.D. (Mumbai)	Director
Dr. Lina Kashyap M.A., Ph.D. (TISS)	Deputy Director (Mumbai Campus)
Dr. Neela Dabir M.A., Ph.D. (TISS)	Deputy Director, Administration (Mumbai Campus)
Dr. Lakshmi Lingam M.A. (Andhra), Ph.D. (IIT Bombay)	Deputy Director (Hyderabad Campus)
Prof. Xaxa M.A. (Poona University), Ph.D. (IIT, Kanpur)	Deputy Director (Guwahati Campus)
Prof. Peppin M.A. (Madras), M.Phil., Ph.D. (JNU)	Professor and Dean School of Rural Development, TISS Tujlapur
Dr. C.A.K. Yesudian M.A. (Madras), Ph.D. (TISS)	Professor and Dean, School of Health Systems Studies
Dr. S. Siva Raju M.Sc., M.A., Ph.D. (SVU)	Professor and Dean, School of Social Sciences
Dr. H. Beck M.A. (TISS), Ph.D. (Aurangabad)	Professor and Dean, School of Social Work
Dr. D.K. Srivastava M.Com., D.Phil. (Allahabad), F.D.P.M. (IIM-A)	Professor and Dean School of Management and Labour Studies
Dr. T. Jayaraman M.Sc., Ph.D. (Madras)	Professor and Dean, School of Habitat Studies
Dr. Anjali Monteiro M.A. (Pune), Ph.D. (Goa)	Professor & Dean, Centre for Media and Cultural Studies
Dr. Padma Sarangapani M.Sc. (IIT-Madras), M.Phil., Ph.D. (Delhi)	Professor & Dean, Centre for Education
Mr. Amir Sultan B.E. (Madras), M.B.A. (IIM-A) Ph.D. (Karnataka)	Professor and Chairperson, Centre for Vocational Education

Dr. Lata Narayan M.S.W., Ph.D. (Mumbai) Ph.D. (Karnataka)	Professor and Chairperson, Centre for Lifelong Learning
Dr. Sujata Sriram M.A., M.Phil. Ph.D. (Karnataka)	Associate Professor and Chairperson, Centre for Human Ecology
Dr. Madhushree Sekher M.A. (Bhubaneswar), Ph.D. (Bangalore), Post-Doctoral Research (World Bank-Robert McNamara Fellow)	Professor and Chairperson, Centre for Social Exclusion and Inclusive Policy
Dr. Anil Sutar M.A., M.Phil. Ph.D. (Karnataka)	Associate Professor and Chairperson, Centre for Research Methodology
Dr. Ranu Jain M.A., Ph.D. (Calcutta)	Professor and Chairperson Centre for Studies in Sociology of Education
Dr. Arvind Tiwari M.A., Ph.D. (Sagar)	Professor and Dean, Students' Affairs
Dr. G.G. Wankhede M.A., B.Ed., (Marathwada), M.Phil., Ph.D. (JNU)	Professor, School of Social Sciences, Liaison Officer (SC / ST Cell)
Dr. Satish Kanamadi	Librarian (Acting)
Prof. Nasreen Rustomfram M.A. (Mumbai), Ph.D. (TISS)	Chairperson Gender Amity Committee
Dr. Abdul Shaban M.A. (Delhi), M.Phil., Ph.D. (IIT-B)	Associate Professor and Chairperson International Students' Office
Mr. D.K. Shetty B.Com. (Ranchi), PGD in PM&IR (XIIS)	Deputy Registrar, Personnel
Ms. Rajee Menon B.Com. (Mumbai)	Deputy Registrar, Accounts

SCHOOL OF HABITAT STUDIES

The School of Habitat Studies (referred henceforth as the school) is a pioneering joint initiative of Tata Institute of Social Sciences, Mumbai. The initiative is focused on interdisciplinary studies in the arena of habitat studies, cutting across the boundaries of physical, technical, and social sciences.

Habitat is understood by the school as an inclusive term encompassing the space, location, physical environs of human settlements, as well as the inhabitants and social environs of these settlements in urban, peri-urban, and even rural areas. For the school, study of Habitat, thus, includes study of diverse factors and aspects of Habitat such as livelihoods activities, social composition, and rights of the inhabitants as well as the resources, infrastructure, and services needed by inhabitants of these habitats for conducting their lives and livelihoods and for satisfying their diverse needs. The school's scope also encompasses broader consideration of the relationships between science, technology, and innovation and society.

The current scene in the Habitat sector indicates a convoluted situation incorporating diverse and complex issues marked by the intersection of global and local dynamics. This situation calls for taking a broader approach focusing on 'habitat' and transcending the rural-urban duality. The situation also points at various limitations of the ongoing efforts to resolve the problems faced by the sector, especially in terms of knowledge and capability gaps. The sector, in the face of the diverse and serious problems it encounters, is in dire need of knowledge inputs in many crucial areas and themes, which cannot be provided through conventional discipline-bound work. It calls for an inter-disciplinary approach in a true sense, having an integrative and interactive framework for collaboration between and among theoreticians, planners, practitioners, activists, and people.

This has to be done through a proactive approach, grounded strategies, diverse activities, and requires special efforts to reach out to those substantive areas, sections of practitioners, and sections of people, which are in dire need of knowledge support. This leads to commitment of the school towards the needs and aspirations especially of the disadvantaged and vulnerable sections of society.

With this understanding, the school is planning and implementing its research and academic activities, drawing from the fields of urban studies, social sciences, physical sciences, environmental sciences, planning, engineering, finance, architecture, and management. The key agenda of the school involves five broad substantive areas from the Habitat Studies: (a) Social Processes and Theory, (b) Planning, Design, and Infrastructure, (c) Economics and Finance, (d) Governance and Law, and (e) Resources and Sustainability. The agenda also covers themes linking science, technology, and society such as: (a) Socio-economic Determinants and Impacts of Science, Technology, and Innovation and (b) Climate Change Impacts and Policy.

The school currently has five centres, representing the active research agendas of the school: (a) Centre for Water Policy, Regulation and Governance, (b) Centre for Urban Planning, Policy and Governance, and (c) Centre for Science, Technology and Society, (d) Center for Disaster management and (e) Center for climate Change and Sustainability Studies. In addition, the school plans to develop two 'Facilities', which are envisaged as permanent mechanisms providing

knowledge support and knowledge-related services to stakeholders, especially disadvantaged sections in the respective sectors. Urban India Research Observatory (UIRO) is the facility that has started research and training activities in the area of urban reforms. In the near future, there are plans to upscale activities of this facility through external funding. The school is also planning to establish 'Facility for Regulatory Analysis and Activities', which would work on independent regulatory agencies mooted in the water and housing sectors.

Courses Offered

At present the school is offering three masters programs, viz. Masters in Urban Policy and Practice, Masters in Climate Change and Sustainability Studies, Masters in Disaster Management. From next year (2013-2015), the school is launching two new master-degree programs in Water Policy and Governance and Regulatory Governance. These new programs would be administered by the Center for Water Policy, Regulation and Governance (CWPRG).

Center for Water Policy, Regulation and Governance

The Centre for Water Policy, Regulation, & Governance (CWPRG) is a path-breaking initiative of the School of Habitat Studies, Tata Institute of Social Sciences. This initiative is focused on facilitating interdisciplinary studies, teaching, training, and outreach activities in the field of governance of the water sector. It is the knowledge centre on policy, governance and regulation of water resources. It aims to adopt a multi-disciplinary approach and multi-sectoral approach to develop and promote an integrated and sustainable water management in the country.

SCHOOL OF RURAL DEVELOPMENT: TISS RURAL CAMPUS

TISS Tuljapur was conceived as a rural campus in 1986, as part of the Institute's Golden Jubilee initiatives towards holistic and sustainable development. The Government of Maharashtra donated 100 acres of barren land in Sindphal village, Tuljapur Taluka, Osmanabad District for this purpose. In the first phase commencing in 1988, community action projects were initiated and linkages built with rural communities. The nature of these projects—making the EGS work for the poor, mobilisation of women and marginalised communities to access services, demonstration of the watershed project, integrating gender and equity aspects, facilitation of community participation in reconstruction and rehabilitation of earthquake-affected people and training of police, block development and local level officials—provided TISS Tuljapur a solid base in the region. The sprawling Tuljapur campus is now a beautiful green campus with excellent infrastructure. It currently offers a five-year integrated master's degree programme in Social Sciences; and M.A., M. Phil. and .D. in Social Work with specialisation in Rural Development. TISS Tuljapur is poised for expansion of teaching, research and outreach programmes in the 12th Plan period.

The WASH Diploma is coordinated by CWPRG and conducted at the School of Rural Development, TISS, Tuljapur.

About UNICEF

UNICEF works in more than 190 countries around the world to improve water supplies and sanitation facilities in schools and communities, and to promote safe hygiene practices. We sponsor a wide range of activities and work with many partners, including families, communities, governments and like-minded organisations. In emergencies we provide urgent relief to communities and nations threatened by disrupted water supplies and disease. Without WASH (water, sanitation and hygiene), sustainable development is impossible.

Post Graduate Diploma Programme in Water, Sanitation, and Hygiene (WASH)

The water and sanitation sector plays a key role in the human well being and overall development of any society across the globe. It is inherent part of the development agenda for developing countries like India where millions even today lack access to basic water and sanitation services. Achieving universal sanitation i.e. access to safe drinking water and basic sanitation services have been identified as one of the key targets according to the Millennium Development Goals (United Nations). Central Rural Sanitation Programme (CRSP) launched countrywide Total Sanitation Campaign (TSC) programme in the year 1999. For effective implementation of the programme the state governments have created special cells/units at state and district level. The primary aim of these institutional arrangements is regular monitoring and supervision of various sanitation programmes. Recently the Government of India has also introduced a Rural Sanitation and Hygiene strategy with the objective to create Nirmal Bharat by 2022 under Nirmal Bharat Abhiyan.

However, one of the reasons for poor progress of these programmes is inadequate availability of trained human resources at various levels of operationalisation of TSC programme. Poor capacity building of various stakeholders involved in the process is one of the critical reasons behind poor performance of some of the states in India. Today the available human resource in the WASH sector comprise of government officials, contractual staff working with government organisations, resource persons and experts working with civil society organisations as well as donor organisations, academicians, trainers and freelance consultants. Despite the presence of wide range of experts, the sector has a limited number of practitioners who have a comprehensive understanding of all issues concerning the sector. The practitioners in the programme now increasingly require soft skills such as participatory programming and appreciation aspects related to equity, gender and human rights.

TISS has been engaging with WATSAN sector in variety of ways, viz., training, capacity building programmes and extension activities in collaboration with central or state government(s) agencies as also with international agencies. It initiated Rural piped water supply schemes in three states, supported by DFID. It was a hosting secretariat for Planning Commission Working Group on Model for Water Regulatory System. It also undertook the Jalswarajya Project in Maharashtra wherein Gram Panchayat's performance in various sectors including WATSAN was assessed using Community Score Card (CSC) Methodology. Recently TISS has engaged in a MoU with the Jharkhand State Government's Jharkhand State Institute of Rural Development to enhance skills and commitment of personnel in WATSAN sector. TISS collaborated with Afro Asian Rural Development Organisation (AARDO) for organising International Workshop cum Training Programme on Rural Drinking Water.

UNICEF, in partnership with the Water Supply and Sanitation Department (WSSD), Government of Maharashtra, conducted a Training Need Assessment of District Sanitation Managers in the year 2010. The comprehensive assessment covered all 104 Total Sanitation Campaign (TSC) cell consultants working in the state of Maharashtra. The findings revealed that there is a need to train TSC consultants on almost entire range of technical skills. Other emerging training needs include specific inputs related to motivation, project management, documentation, planning and monitoring. The findings of TNA once again brought to the forefront the need for quality professionals having exposure to both technical and non-technical aspects. In the past UNICEF had actively supported the training programmes in the WASH sector, this led to a realisation that there is need to shift from routine training programmes to process driven education programmes for sustained capacity development. Accordingly UNICEF initiated discussions with TISS, WSSD and Civil Society Organisations. The findings helped reach consensus that it is difficult to achieve the goals of water and sanitation without creating a fresh cadre of WASH professionals and building commensurate capacities of the in-service officials in terms of skill, knowledge and attitude.

Based on this WASH section Mumbai and TISS jointly developed the curriculum of India's first course on PG Diploma on WASH. This diploma programme has been designed with the specific intention to fill this crucial gap which inhibits the progress of water and sanitation programmes in India. The broader objective of the course is to develop a cadre of professionals with scientific and social skills to effectively manage WASH sector and its services.

Course Structure

This is designed as a Full time Diploma programme of 36 credits spread over a year in a tri-semester format. The science-based courses are spread over all three trimesters. WASH activities are to a large extent multidisciplinary. Therefore while studying water & sanitation, basic knowledge about other relevant disciplines will establish a good foundation for understanding and implementing WASH activities. The breakup of the credits by subjects is given below.

Semester-wise Breakup of Credits*

Courses	Semester wise credits		
	I	II	III
Basic Sciences	2	1	–
Sanitation	2	3	3
Water	2	3	3
Health	2	1	2
Gender, Research, Communication, Project Management	2	2	2
Field Work	--	--	6
Total credits in each semester	10	10	16

*The distribution of credits across semesters is subject to change

Semester-wise and Component-wise Distribution of Credits

Semester	Course Title	Credits
I	Basic Sciences Unit1: Mathematics Unit 2: Physics and Chemistry Unit 3: Civil Construction	2
	Sanitation Unit 1: Introduction to Sanitation Unit 2: Management of Human Excreta	2
	Health Unit 1: Health, environment and Development Unit 2: Health Sciences	2
	Water Unit 1: Participatory Appraisal Unit 2: General introduction to water Unit 3: Assessment of available resources-drinking water sources, infrastructure and gaps Unit 4: Assessment of Demand Unit 5: Facility Design and implementation (2 day workshop)	2
	Social Sciences Unit 1: Gender, Equity and Human Rights Unit 2: Communication for Leadership	2
	Total Credits	10
II	Basic Sciences Unit 1: Ecology and Environment Unit 2: Hydrology and Geology	1
	Sanitation Unit 3: Solid Waste Management Unit 4: Liquid Waste Management	3
	Health Unit 3: Water and sanitation related Diseases	1
	Water Unit 6: Sustainability of Resources and Sources Unit 7: Water Quality Monitoring and Surveillance Unit 8: Operation and Maintenance of Schemes	3
	Social Sciences Unit 3: Basic Statistics Unit4: Communication for Leadership (2 day workshop)	2
	Total Credits	10

Semester	Course Title	Credits
III	Sanitation Unit 5: School and Anganwadi Sanitation Unit 6: Institutional Sanitation Unit 7: Entrepreneurship Development	3
	Health Unit 4: Hygiene: Personal and Domestic Unit 5: Government Policies, Schemes and Programs on Health	2
	Water Unit 9: System sustainability Unit 10: Best Practices	3
	Social Sciences Unit 5: Project Management Unit 6: Communication for Leadership (3 day workshop)	2
	Fieldwork and Dissertation 30 days of field work based dissertation	6
	Total Credits	16

Course Outline

BASIC SCIENCES FOR WATER AND SANITATION

The activities associated with WASH are largely multidisciplinary in nature. From the point of view of operationalisation of the programme it is essential for the WASH professional to be acquainted with role of basic sciences associated with the sector. This is the key objective behind integrating a course on Basic Sciences in this diploma programme. The course will cover various units like physics, mathematics, chemistry, ecology and environment, hydrology and geology and an introduction to technical aspects of civil construction.

Learning Objectives: Basic Sciences

- To develop understanding about basic sciences related to water and sanitation.
- To understand the relevance of basic sciences in water and sanitation sector.
- To gain knowledge about application of basic sciences in water and sanitation sector.

SANITATION

This course will specifically focus on the Sanitation component of the diploma program. It will enable students to develop conceptual clarity about environmental sanitation and the important role it plays in achieving human well being. The course is spread over seven credit units which will range from the basics of sanitation to institutional and community approaches towards

sanitation. The course will focus on management of human excreta, solid and liquid waste, while also focusing on the importance of sanitation at institutional level through specific studies about school and Anganwadi sanitation. A unit on Entrepreneurship development will address the opportunities and avenues in the field of sanitation as a career through understanding of basic concepts behind commercialisation of sanitation sector and business opportunities in the sector.

Learning Objectives: Sanitation

- To develop understanding about various dimensions of sanitation
- To understand the basic components of sanitation and their technical dimensions in details.
- To build an understanding about possibilities of harnessing the economic gains by commercialising different sanitation activities.

WATER

The course helps the students to identify water as an essential commodity of life. The course starts by introducing the water science by understanding the various natural processes which affect water availability, water resources capacities and ultimately estimation of total available water for various anthropogenic purposes like domestic, industrial, agricultural, recreational etc. Course like Assessment of Demands focuses on the need to integrate various demands while planning a scheme or a project within the context of various constitutional provisions, present policies and priorities at National and State Level. Due to limited nature of the resource like water, it is essential to understand the various dynamics and interplay concerning the sustainability of the system within which the resource is available. The course will not only emphasise on water quantity but equal weightage will be given to the issue of water quality and its monitoring and surveillance.

Learning Objectives: Water

- Conceptual clarity on the quantity and quality aspects
- Understanding of the sustainability of the water resources along with drinking water sources
- Capacities in using different social and technical tools in preparing the water safety and security plans, O & M plans and their implementation
- An understanding of social dynamics of access and control over the resources
- To understand different management options
- To encourage participation of women marginalised groups.

PUBLIC HEALTH

The core objective behind a progressive water and sanitation sector is the one which is closely associated and strives for the positive health of the human beings in the society they inhabit. With this background, this course focuses particularly on the various aspects of public health right from understanding the concept of human well being, the role of environment and the

various factors which influence the general health of the human beings. For a further clarity, a unit is dedicated towards the understanding of the physiological and functional aspects of human body and the impacts of poor water quality and sanitation services on the body. Human settlements which receive poor drinking water and have improper sanitation services are vulnerable to various water borne diseases as well as diseases arising due to unhygienic conditions prevalent in the surrounding environment. The unit on Water and Sanitation related diseases focuses on developing understanding on the development, spread and preventive mechanisms of such diseases. It also focuses on WASH related epidemiology.

Learning objectives

- To increase the basic knowledge and level of understanding about position of health in development process.
- To orient the students on the inter-relationship between development, health and environment, and on issues in health promotion. To understand the significance of selection of appropriate technologies for health & sanitation promotion. To understand the sustainability aspect during selection.
- Orient the students on health, its relation to water and sanitation, basic facts and figures; statistics of health.
- Introduce them to the basics of health sciences and diseases related to sanitation, water, environment and health.
- Learning the basic human anatomy and physiology.

SOCIAL SCIENCE COMPONENT

Lack of soft skills and appreciation for aspects related to equity, gender and human rights has been an important limiting factor for progress of water and sanitation programmes in the country. The social science component of the programme focuses on four major courses which are spread over the trimesters.

- Gender, Equity and Human Rights
- Basic Statistics (Social Statistics)
- Project Management
- Communication for Leadership and Sustainable Change

GENDER, EQUITY AND HUMAN RIGHTS

This course introduces the students to understand gender as one of important basis for social stratification that creates differential access to household, community and social resource to men and women. Gender embedded within other social stratifiers like caste, class, ethnicity cumulatively operates to produce social inequalities, vulnerability, marginalisation and exclusion. Property relations, social interactions and cultural practices mediate various forms of inequalities,

which impinge on social institutions, markets, state, law, planning and policy making. The course attempts to uncover the aspects of gender and equip the students with the understanding of the principles of equity and human rights, and skills in using gender analytical frameworks to be able to actively intervene in WASH programmes.

Learning Objectives: Gender, Equity and human rights

- conceptual clarity on gender, equity and human rights
- an understanding of human rights and being cognisant of factoring in the same while working with people
- an understanding of prevailing situation in terms of gender disparities and exclusion
- capacities in using gender analytical frameworks at various stages of programs

BASIC STATISTICS

This course provides an understanding of quantitative methods and key concepts in statistics that enable students their utility in statistics. Statistical techniques provide tools for students of social sciences to systematically collect and analyse quantitative data in order to understand social realities and try to answer questions based on numerical data. The course in statistics aims to introduce the basic concepts and tools of statistical data collection and analysis. It also introduces students to basic computer packages like Excel and SPSS that facilitates data storage and analysis.

Learning Objectives: Basic Statistics

- To introduce students to basic quantitative methods used in social sciences
- To introduce students to the basic concepts in statistics and statistical data analyses
- To enable students to use computer applications in quantitative data analysis
- capacities in using gender analytical frameworks at various stages of programs

PROJECT MANAGEMENT

Project management is an important activity for all the projects which vary in content and scope. This course gives a comprehensive overview of the project planning procedure. The objective of this course is to introduce students to basic project management skills and techniques and develop knowledge on the application of those skills to diverse projects, for successful project management. The course presents the foundation needed to efficiently manage projects.

Learning Objectives: Project Management

- Comprehensive overview of the project planning procedure
- Introduce students to basic project management skills and techniques
- Develop knowledge on the application of these skills to diverse projects

COMMUNICATION FOR LEADERSHIP AND SUSTAINABLE CHANGE

This course is a non credit course and will be conducted in the form of workshops. The aim of this course is to build the capacity of officials to have a nuanced understanding of the broad dimensions of the problems people face; the potential of using communication to inform, empower and influence health — conscious behaviour in communities and to critically assess how communication has been used for water and sanitation issues. This course will enable students to approach the WASH programme from the perspective of making a transformative and sustainable change in the lives of people and to ensure inclusion and participation to build 'ownership' of WASH programmes by the people.

Learning Objectives: Communication for Leadership and Sustainable Change

- Sustainable difference in the communities they work
- Acquire basic knowledge about communication strategies and tools to strengthen WASH programmes and deliver results
- Ensure community participation, informed consent. Ownership and adoption of WASH interventions.
- Use communication materials to facilitate social and individual behavior change for community's well being with regard to water and sanitation.

Career Opportunities

After completion of this course, the candidates can be placed in government organisations, semi-government, non-governmental organisations, research organisations, policy-advocacy groups working the field of Water, Sanitation and Hygiene. They can become part of the Nirmal Bharat Abhiyan and National Rural Drinking water programme functional at state, district and block level.

Course Development Expert Team

The course development expert team comprised of officials and professionals from following organisations:

1. Tata Institute of Social Sciences, Mumbai
2. UNICEF, Mumbai
3. Nirmal Gram Nirman Kendra, Nashik
4. Appa Patwardhan Safai Wa Paryavaran Tantraniketan, Dehu, Pune
5. Water Supply and Sanitation Department, Government of Maharashtra

ADMISSION PROCEDURE

Eligibility

A Bachelor's Degree of a minimum 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 requirement of 15 years of formal education) from a recognised university, with minimum aggregate pass class. 'Pass Class' in the Bachelor's Degree pursued by the applicant will be taken for determining his/her eligibility.

The first, second and third year marks of the Bachelor's Degree examinations (if the degree is of 3 years duration) or first, second, third and fourth year marks of the Bachelor's Degree examinations (if the degree is of 4 years duration) of all the subjects taken including major/main, minor/subsidiary and languages, etc., must be shown by the candidates in the Application Form. Those marks will be taken into account, while calculating the overall average percentage of marks to determine the marks for Academic Background.

In case of candidates with a dual degree (5 years integrated degree after 12th), only the marks of first 3 years will be considered to determine the percentage. Rounding of marks for calculating the overall average percentage of marks is not allowed.

Candidates, whose marks are in grade or grade points, must convert the grade or grade points into marks and write them in the appropriate columns in the Detailed Application Form, to be submitted before appearing for Personal Interview (PI). Otherwise, the application will be treated as incomplete and rejected and the candidate will not be allowed to appear for Personal Interviews.

Age Limit: Candidates must be below the age of 40.

Preference would be given to working professionals from rural development sector.

Woman candidates are encouraged to apply.

Total No. of Seats: 25

Selection Procedure

The candidates satisfying the eligibility requirements will be called for interview by the selection committee. The list of the selected candidates will be notified on the Institute Notice Board (Mumbai and Tuljapur Campus) and on Institute website (www.tiss.edu and www.tuljapur.tiss.edu). The Institute does not take responsibility for information by post. Candidates may make inquiries through **Telephone no. 022-2552 5000 / 5253.**

Reservations

As per Gol rules, 15%, 7.5% and 27% seats are reserved for candidates belonging to Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) respectively.

3% seats are reserved for Persons with Disability (PwD) of which 1% each is reserved for (a) Low Vision/Blindness, (b) Hearing Impairment, and (c) Locomotor Disability/Cerebral Palsy.

Deputed Candidates

In the case of Government Officers/employees from Departments of water supply and sanitation/Groundwater Department/Water Supply and Sewerage Board(s), filled application forms may be sent via the relevant authority nominating the candidates. The selection of such candidates will be through a suitable screening process comprising documentary evidence of interest and motivation of the programme or/and interview. Officers for other programmes deputed by the Central and State Governments and autonomous organisations for studying any of the WASH-Diploma programme will have to appear for Personal Interviews, along with other candidates.

Scheduled Castes and Scheduled Tribes Cell

This office assists students from the SC, ST, OBC and PwD for improving their academic performance and optimising their development in their personal and social life at the institute. The Cell is headed by a Dean who facilitates the overall welfare of the students, staff and faculty belonging to these communities. There is a sub-cell at TISS Tuljapur Campus. For further details please contact:

Prof. G.G. Wankhede, Dean SPO Email: ggwan@tiss.edu;
Phone: 022 2552 5308

Mr. V.K. Shinde, Section Officer Email: shinde@tiss.edu;
Phone: 022 2552 5233

Dr. Sampat Kale; Mobile: 9423202202
Tuljapur Campus

Application Procedure

- The Information Brochure and Application Form can be obtained by paying Rs. 500 in person at the Cash Counter of the Institute. The information Brochure and Application form, along with the Application Fee Challan can also be downloaded from the TISS website www.tiss.edu. Please note that you have to pay application form fees of Rupees 500/- at any branch of State Bank of India along with the fee challan.
- The application will not be considered unless the form is complete and all relevant papers are received in time. Candidates should send only attested copies of their certificates along with the application.
- Last Date for Submission of completely filled Application form and other documents by Post or in Person is **28th February 2013**,

- Candidates should clearly note that the Institute will in no case be responsible for non-receipt of their applications or any delay in receipt thereof on any account whatsoever. They should, therefore, ensure that their applications reach the Institute on or before the prescribed last date.

**DATE FOR PERSONAL INTERVIEW
6TH MARCH 2013**

Announcement of Selection

List of candidates selected will be displayed on the Institute notice board and the TISS website www.tiss.edu on **8th March 2013**

Inauguration and Commencement of Programme: **22th March 2013**

After Selection Formalities

Verification of original documents

The verification of original documents will be carried out on the day of personal interview. The short listed candidates must produce the following documents for verification, in original. If a candidate has submitted his/her original documents like degree, marksheet, etc. to a College/ University for re-evaluation or for any other purpose, he/she is required to produce a letter from the college/university authority addressed to the Registrar of the Institute clearly indicating that the candidate's original documents, as stated below, have been retained by the college/ university for a specific purpose

1. Secondary School Certificate Mark-sheet (X/XI);
2. Higher Secondary Certificate Mark-sheet (XII);
3. First Year/I and II Semester Bachelor's Degree Mark-sheet;
4. Second Year/III and IV Semester Bachelor's Degree Mark-sheet;
5. Third Year/V and VI Semester Bachelor's Degree Mark-sheet (if passed and if the degree is of 3 years duration);
6. Fourth Year/VII and VIII Semester Bachelor's Degree Mark-sheet (if passed and if the degree is of 4 years duration);
7. A conversion table of grade points into percentage equivalents, in the case of grade card holders;
8. No Objection Certificate from the employer, if employed;
9. Certificate of Work Experience, if any.
10. Caste/Tribe Certificate (only for SCs and STs)

11. Caste and non-creamy layer certificate (for OBCs only)
12. Certificate of disability (if applicable);
13. Certificates of relevant extra-curricular activities, if any

Important

If any of the above documents in original are not produced for verification, or if the copies of the document attached to the Detailed Application Form do not tally with the original documents, provisional selection will be canceled immediately. Admission will be subject to the fulfillment of the eligibility requirements as confirmed through the verification of original certificates and mark-sheets, etc. Original documents for verification will not be accepted by post or courier service. They have to be presented by the candidate or by his/her authorised nominee. Original documents will be immediately returned to the candidate as soon as the verification is over.

FEES AND DEPOSITS

Fees	Amount
Admission Fee	1,000
Tuition Fees	30,000
Examination Fee	600
Identity Card	100
Certificate Fee	200
Field Practical	2,500
Hostel Charges	10,000
Dining Charges	26,400
Library Fee	1,000
Library Deposit (Refundable)	1,000
Institute Day	50
Students Support Development Fund	200
Total Fees	73,050

REQUIREMENTS FOR PASSING THE DIPLOMA

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 the disciplinary action including laying of fines, suspensions and/or revocation of registration as a student.

Attendance

Regularity: Every student is normally expected to maintain attendance in the classes as well as field work. Also the fulfillment 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.

Absence from Class: A student is allowed to sit for examinations provided he/she fulfills 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 the attendance in each subject. A student who fails to maintain 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.

Absence from the field work: A student, who is absent for more than two days in the field work for any reason, will have to compensate the days of his/her absence in consultation with the field work instructor concerned with the information to the Field Work Coordinator of CLL

Leave Sanctioning Authorities: Absence in the class up to 7 days will be considered by the chairperson, CLL, and beyond 7 days by the Director on the recommendation of the Chairperson.

Examination

Students must be regular in attendance and pass periodical tests as well as comprehensive examinations. A teacher may evaluate the student in the basis of attendance, classroom participation and written examination. In such a case, 20% weightage will be allotted to attendance and classroom 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 and written examination, and assignments. In such case, 10% of weightage will be allotted for attendance and classroom participation, 30% of weightage to the assignment and 60% weightage for 1 ½ hour written examination. If, in such an additional examination, the grade obtained is lower 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 fulfillment of the various requirements, the student must show an aptitude as well as professional fitness for his/her field of study.

Grading Scheme

An eleven point grading scheme consisting of letter grades and corresponding quantitative grade points (GP) from 0-10 are used for grading all assessment units/courses. The letter grades, grade points, grade equivalence to percentages and simple descriptors are as follows:

<i>Letter</i>	<i>Grade points (for GPA)</i>	<i>Equivalence</i>	<i>Qualitative description of Letter Grade</i>
A+	10	95 - 100%	Outstanding performance
A	9	85 - 94%	Excellent
A-	8	75 - 84%	Very Good
B+	7	65 - 74%	Good
B	6	55 - 64%	Overall Moderate Competence
B-	5	45 - 54%	Minimal to Moderate Performance
C+	4	35 - 44%	Minimal Competence
C	3	25 - 34%	Below Minimal Performance
C-	2	15 - 24%	Unsatisfactory
D	1	0 - 14%	Unacceptable and Blank Answers
Ab			Absence or withdrawal from a course is indicated by 'ab'

1. In order to retain a seat in programme, every student must successfully complete 2 courses (4 Credits) in Semester I. Students who fail to clear two courses may appear for the supplementary exams which will be conducted immediately after the results.
2. The grade point average is calculated to two decimal points.
3. The Overall Grade Point (OAGP) is computed based on weighted credits of each course, for a total of 36 credits.
4. Each student must secure a minimum OAGP of C+ (4.00) in order to be declared successfully completed the programme, and recommended to receive the degree.
5. Students desirous of improving his/her grade in a course can reappear for an examination in that course, during the period when supplementary examination for that semester is held.
6. If, in such an additional examination, the grade obtained is lower than that obtained earlier by the student, the better of the two grades will be the final in that course.
7. Student can spread his/ her studies over a maximum period of TWO YEARS, if he /she desires with the approval of the Programme Coordinator and the Director.
8. Mere completion of the prescribed units of work does not confer the right to continue as a student. In addition to satisfactory fulfillment of the various requirements, the student must show an aptitude as well as professional fitness for his/ her field of study.

Withholding Conferment of Diploma

Notwithstanding anything contained in these rules, the Academic Council may, on the recommendation of the Director, by a resolution passed with the concurrence of not less than two-thirds of the members voting withhold for such a period as they may deem fit, conferment of any diploma/certificate to any successful candidate at an examination of the Institute, for reasons, which, in their opinion, justify such withholding e.g. unruly or disorderly conduct, or violence on the Institute campuses, or conviction for an offense involving violence or moral turpitude.

Ragging

Ragging in any form is strictly prohibited on all campuses of TISS, within the Institute premises or any part of the Institute system, as well as on public transport.

STUDENT SUPPORT SERVICES

Students' Affairs Office

The well being of students is central to the life of Tuljapur TISS campus. In order to enable the students to meet their academic and leadership challenges and psycho-social needs, a separate office has been set up. The Students' Welfare Office acts as a link between students, faculty and staff. It strives to provide an enabling environment so that the students are able to manage their own affairs independently with high level of responsibility, accountability, mutual respect and tolerance. However, all possible support is provided to the students to develop problem-solving skills and help them take full advantage of the academic, social and the rich ecological environment that exists in Tuljapur Campus.

The Office also looks into the physical and mental well-being of students through services such as counselling, sports and games, gym and promoting cultural activities. Maintaining tolerance and respect for cultural diversity and plurality is an essential cornerstone of student life at Tuljapur TISS Campus. Several well-established committees for Student Aid, Gender Amity, Support Facilities for Students, Medical Health Services, and also a team of professional counsellors and male and female wardens — all coordinated by the faculty at Tuljapur TISS — form the backbone of this Office.

It is expected that all student members of this community assume responsibility for their conduct. However, when they infringe on the rights of others, the Institute may intervene through the laid down established procedures.

Accommodation/ Hostels

In order to promote group living and learning, dormitory type accommodation is provided by the Institute. It is mandatory for the students admitted in the course to stay in the hostel. The hostel gates get closed by 12.00 midnight. Students are strictly prohibited from alcoholic drinks, smoking and consuming any type of tobacco products in the hostel as well as within the Campus. If any student is found guilty of this, he/she shall be expelled from the programme.

Dining Hall

The Dining Hall serves both vegetarian and non-vegetarian meals. It has been run on a no profit and no loss basis and has been managed by the Dining Hall Working Committee and Dining Hall Management Committee with student representatives as members and with the support of faculty and staff. The Chairperson of the Dining Hall Management Committee is a faculty and the Dining Hall Working Committee is chaired by a student representative.

It is open for all the students, staff, participants of all the short-term courses/training programmes and seminars held at Tuljapur TISS Campus. Default in the payment of dining hall charges will result in penalties and cancellation of dining hall membership and even hostel residence. Re-admission as a fresh candidate may be considered on payments of all dues. The Dining Hall will be closed by 9.00 PM. Recently, we have started a canteen to cater to the needs of the students, faculty and staff.

Health Care

The institute has appointed a Medical Officer of Tuljapur. Medical services are available from Monday to Saturday from 10.00 am to 9.00 p.m. The Institute provides free medical consultation service only. The medical officer also provides referrals as and when required. Round the clock Ambulance Service is available to attend serious and emergency cases.

Counselling Services

The TISS Tuljapur Campus has a Counseling Centre (CC). There is a full-time trained professional Counselor to provide counseling services in the Campus. The counselor helps the students with their day to day concerns as well as catering to their overall well being. The CC conducts workshops regularly on topics relevant to increasing the capacities of the students viz; "Time management", "Stress management", "Building emotional resilience", "Dealing with relationship issues" and "Enhancing inter-personal relationships". The counselor also works in collaboration with the Career Guidance and Placement Cell in preparing the students for placement interviews.

The CC maintains a notice board where posters, charts, write-up, useful information and cartoons pertaining to various psycho-social issues are exhibited. The email is yet another medium of communication for the students and the Counseling Centre wherein students can write to the counselor for appointments or asking for help. The email service is also used to inform students about workshops, to send articles and even communicate for follow ups.

Sports, Music and Recreation

The TISS Tuljapur Campus is fully equipped with along with the infrastructure for several out-door sports like football, basketball, cricket, badminton, volleyball, etc. Indoor games like table-tennis, Carom, Chess are also available for the students. All Sports and Gym activities are conducted under the guidance and supervision of a qualified and experienced Physical Instructor appointed at Tuljapur TISS Campus. There is a three storied Gymkhana Building in Tuljapur Campus. The Gym is located on the ground floor of the Gymkhana Building and is well equipped with all the latest equipments.

The students organise friendly sports and games (both outdoor and indoor) and the Annual Sports Day is a much awaited day which is organised by the sports committee. A separate music room equipped with various musical instruments has been made available for the students. Interested students can learn music under the supervision of trained/competent musicians. There is an Amphitheatre with seating capacity of 500 students where students organise cultural activities, debates, film shows, academic discussions etc.

LOCATION, ACCESS AND COMMUNICATION

Location

The Tuljapur Campus of the Tata Institute of Social Sciences is situated on the North-West hills of the Tuljapur town on Apsinga Road. Tuljapur town is in Osmanabad district of Marathwada region in Maharashtra. It is spread across on 100 acres of land filled with numerous varieties of trees, plants and birds. The Campus is situated on hill plateau and at its one end, there is a valley (Ramdhara Dam) and at its other end, there is forest cover. One can find rare species of birds, peacocks, rabbits, and deer in this picturesque environment.

Access

It is on the National Highway No. 211. State Transport buses from Mumbai, Aurangabad, Sholapur, Pune, and other cities (and buses from Karnataka and Andhra Pradesh) pass through Tuljapur town. The nearest railway stations are Osmanabad and Solapur. Most trains from Mumbai and Pune towards the south pass through Sholapur. Some of the major trains are: Siddeshwar Express, Udyan Express, Konark Express, Karnataka Express, Hutatma Express, Jayanti Janata Kanyakuamari Express, Chennai Express, Hussain Sagar Express, Kurla Coimbatore Express, etc.

Communication

Postal Address : Tata Institute of Social Sciences
Tuljapur Campus (School of Rural Development),
Apsinga Road, P.B. No. 9, Tuljapur-413 601,
District-Osmanabad, Maharashtra, India.
Tel. No : (02471) 242061,
9270105222 /3 /4 /5 /6 (Board Number)

Fax No : (02471) 242061

E-mail : info.srd@tiss.edu

Website : www.tiss.edu