

PDM XV

# PLACEMENT BROCHURE

## 2014-2016



Tata-Dhan Academy  
Madurai

## **Vision**

*“Centre of Excellence in Development Management and Research for facilitating a grassroots development innovation and action at a large scale”*

## **Purpose**

*“Nurture and groom development professionals and development leaders (missionaries) in long run; professionalise development sector including all stakeholders of development process and be resource centre for advancing development action through knowledge building and dissemination”*

## From the Director

India, as per World Bank Reports stands third among nations in Purchasing Power Parity (PPP), but it is worrisome to know that the same nation stands at 136<sup>th</sup> place in Human Development Index (HDI). This urges the necessity to focus on "Inclusive Growth" in all spheres of India. Development management education, which provides an excellent opportunity to those interested graduates in pursuing meaningful career in third sector to work on "inclusive growth" as focus.



The Tata-Dhan Academy is an educational and Knowledge development institution promoted during 2001 by DHAN Foundation at Madurai. The Academy is an autonomous, non-affiliated development management school.

The Academy is established in a 50 acre in the foot hills of Nagamalai hills, in a pollution free serene campus. The campus has a student's hostel, student mess and playground.

The Academy's vision is to achieve the identity and standards of an international institute enjoying global recognition as a "*Centre of Excellence in Development Management Education and Research for facilitating large-scale development action at the grassroots level.*"

The Academy has envisaged the following purposes:

- ◆ **Nurture and groom development professionals for development action through specially designed long-duration programmes.** Equip participants not only with managerial abilities but also the skills, attitudes, values, empathy and knowledge to work with and enable poor communities to build their own self-managing, democratic organizations.
- ◆ **Be a resource centre for specialised knowledge to address development and poverty.** Academy will work as a resource center on indigenous body of knowledge that is being evolved through a combination of unique field activities and experiments resulting from the interpretation and adjustment of global knowledge to the Indian context.
- ◆ **Professionalize development action.** Practitioners today need to know how to make, use, and disseminate knowledge. The Academy builds the capabilities and perspectives of practitioners in the development sector by organizing short-duration development management programmes on various development themes.

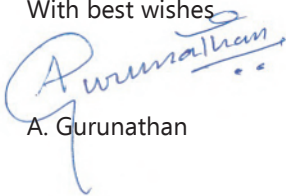
The Academy is very keen to continue its collaboration with designate organizations to facilitate the large scale development process by its campus recruitment programme, and

knowledge building and dissemination. **The Academy invites placement offers from designated NGOs to facilitate the students taking active role in social capital promotion, besides implementing sustainable development projects/programmes.**

We are happy to introduce the students of PDM 15 and invite the designate organizations for the campus placement. The PDM 15 students are equipped with requisite knowledge and skills to serve the community by exposing them to different context through field assignments with communities. We hope that the placement organizations would be able to retain them in the sector through mentoring and by providing enabling environment.

We look forward your organization to partner with the Academy in steering the large scale development process.

With best wishes



A. Gurunathan

## About our Academy

Tata-Dhan Academy is a pioneer institute in the field of development management education with a unique value framework. Its aim is to groom and mentor young graduates as development professionals with relevant attitudes, knowledge, and skills.

The need for professionals with the right kind of attitude, high social sensitivity, conviction, and commitment to work for the cause of the poor and disadvantaged community, with adequate multidisciplinary knowledge and quality techno-managerial competencies, has always been felt indispensable by the development sector.

To fill this void, DHAN Foundation, a prominent non-government organization headquartered at Madurai, Tamil Nadu, launched the education initiative of establishing Tata-Dhan Academy at Madurai in December 2000. Inspired by the mission and vision of the Academy, Sir Ratan Tata Trust (SRTT) extended its strategic seed support. SRTT joined hands with DHAN Foundation in this noble venture of positioning this Academy as a Centre of Excellence in development management. In recent years, the Academy has aggressively promoted research on various themes of development by inviting many research students from several European, Asian, and American countries.

The Academy is spread over a lush green campus 27 kilometres from Madurai city. The campus is an architectural marvel with separate teaching facilities, library, administrative section, dining section, and residential lounges for the students and guests. The eco-



friendly architecture reflects the intensity with which Tata-Dhan Academy is dedicated towards its mission of promoting people's institutions and nurturing future development missionaries.

### **Programme in Development Management (PDM)**

PDM is the flagship programme of the Academy. It is a two-year residential education programme on 'Post Graduate Diploma in Development Management'. It is designed for young graduates interested in exploring their career in the development sector to directly work with underdeveloped and poor community. This programme mentors young graduates in various dimensions and builds their competency to take up a career in development sector.

### **Sensitising Students' Communities on Development**

The "Development Immersion Programme" is yet another significant programme being offered by the Academy for final year students of professional colleges such as agriculture, engineering and management for the last three years. About 1000 students experienced rural life and got exposure to social issues through one-week to 10-day development immersion programme which could transform their attitude towards the underprivileged communities. The Academy would continue its efforts to reach many students in the coming years.

### **Development Management Programme (DMP)**

The Academy offers short-duration Development Management Programmes to enable the world of practice. Through DMPs, the Academy envisages to build the capacity of the practitioners from NGOs, MFIs, banks, academia, government, and research institutions. It offers both generic and customized programmes as per the demand existing at both national and international levels. Some of the DMPs are ART of Up-scaling Microfinance; Development Management Appreciation Programme; Social Development Research, Capacity Building Programme; International Programme on Microfinance Insurance; and LEAD: Future Search Programme.

### **Research, Documentation, and Publication**

The Academy contributes to the pool of 'development knowledge' in many ways. Research, especially in the arena of micro action and interrelationship of micro and macro realities, and studies to help design successful development strategies and interventions, is a mandate of the Academy. The action research focuses on both experimentation and documentation. Through this, the Academy contributes to

knowledge creation for the development sector, and advances immediate development action. It focuses not only on the research projects but also on developing case studies for classroom teaching on the theme of small-scale water resources, sustainable farm and non-farm livelihood activities, microfinance, micro insurance, and disaster management. It is also seen as a means to widen the perspectives, skills, and knowledge of faculty and enhance their teaching process.

### **Consultancy**

The Academy takes up consultancy assignments to cater to the needs of the development sector by extending professional support in various themes like conceptualizing, designing and implementing development programmes, organizational development, and human resource development.

### **Centres**

The Academy gives thrust to high practice orientation with theoretical understanding, having extensive field labs for facilitating experimental learning and confining with exclusive focus on development. The Academy endeavours to provide specialized knowledge and practice on micro and mutual insurance through the Advanced Skill and Knowledge Centre for Micro Insurance (ASKMI) and on and disaster risks reduction through the Advanced Centre for Enabling Disaster Risk Reduction (ACEDRR). The Water Expertise and Training Centre (WETC) is another specialized centre works towards improved access to safe drinking water, sanitation and water for livelihoods.

## Programme in Development Management (PDM)

The Programme in Development Management (PDM) is a two-year residential programme meant for the graduates of any discipline who have been selected after rigorous process of selection, for instance, Development Management Admission Test (DMAT) followed by a two-day selection camp in villages, group discussion and personal interview. The Academy offers an award of Post Graduate Diploma in Development Management (PGDDM) on successful completion of the Programme. The PDM aims at:

- Broadening the understanding of the micro and macro realities and their interrelationships.
- Fostering research capabilities to identify development issues and interventions.
- Equipping appropriate managerial techniques and tools to build people organizations and livelihood development activities.
- Building 'people focused skills' for dealing with people, building teams and organizations and motivating people.
- Developing creative, conceptual, and critical abilities of the students.

The Programme is designed considering the core principle of development professionals for grassroots action. The Academy endeavours to build development professionals, who:

- Accept and pursue development work as the career to start with, later transforming into way of life by drawing inspiration from the poor and disadvantaged.
- Get disturbed and are able to question the status quo to bring appropriate changes and motion in action.
- Tirelessly pursue equity and justice by displaying higher standards of honesty and integrity.
- Seek excellence in action by setting internal standards. Continuously strive to do better than the previous best.
- Continuously experimenting and finding appropriate solution for context specific issues.
- Use their knowledge and skills rigorously towards the cause of humanity and have an urge to contribute significantly.



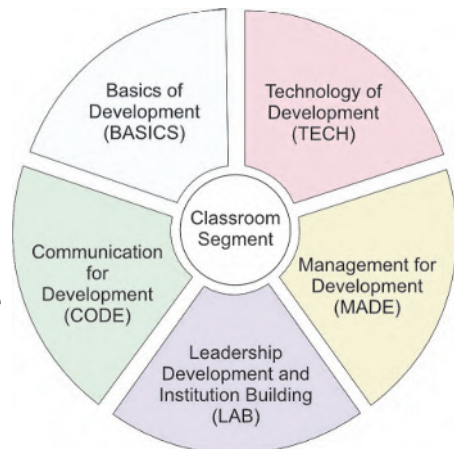
## PDM Design

The PDM design consists four segments: Preparatory Segment, Classroom Segment (CRS), Fieldwork Segment (FWS) and Development Practice Segment (DPS) with well-specified focus.

There are 40 courses carrying 70.5 credits, organized under following five disciplines:

- i. Basics of Development
- ii. Technology for Development
- iii. Leadership and Institution Building
- iv. Management For Development
- v. Communication for Development

Here all the courses are compulsory. Four elective courses on Micro Insurance, Corporate Social Responsibility, Gender and Practice and Disaster Management, are also offered. Apart from regular classes, seminars and workshops, class based field visits, labs and exposure visits are organized in relation to the above said disciplines to build perspectives on related subjects. FWS and DPS give a lot of opportunities to the students to practice the classroom learning and also help in reinforcing the concern to work with the poor.



### **Courses under five disciplines**

#### ***Basics of Development (BASICS)***

This discipline is about understanding the socioeconomic condition of poor, inequalities in terms of assets possessions and income distribution, and development. It deals broadly with various dimensions of poverty, measures of poverty, livelihood issues, and other development perspectives related to water, society, and environment; comprehension of social, economic, technological and cultural factors in shaping the development scenario. It aims at exposing students to new development opportunities and challenges.

#### ***Technology of Development (TECH)***

This discipline focuses on the designing and implementation of development projects/ programmes at global level in general and national level in particular in different contexts

such as rural, urban, tribal, and coastal. It deals with development approaches in different sectors like livelihoods, health, and education. Additionally it provides various analytical frameworks for the students to understand the interrelations between the factors influencing development and actors involved in the development process.

### ***Leadership Development and Institution Building (LAB)***

This discipline focuses on facilitating self-explorations and introspection in the students; helping them to identify their motivation, values and ethics and building them through practices and reflections; building interpersonal skills through micro lab processes for instance simulation exercises and, role play; helping them to identify and improve their leadership qualities; and making them to understand the importance of institution building processes.

### ***Management for Development (MADE)***

This discipline focuses on imparting knowledge and skills on various management concepts, principles, tools, and techniques, which are required to manage the development processes in different contexts. It aims at building quantitative and analytical skills in the students to understand managerial issues and make appropriate decisions through systematic analysis and interpretation of facts and act on them.

### ***Communication for Development (CODE)***

This discipline focuses on building skills of communication, both written and oral. It aims at imparting writing skills; for instance students are able to write analytically and without grammatical errors a report, a proposal, or any other communication. It also builds the oral presentation skills of the students by providing a variety of presentation scenarios and opportunities. Emphasis is given on communication for development exposing the students to various methods of communication with the community and other major actors in development.

## Teaching Methods at Tata-Dhan Academy

The teaching methods at Tata-Dhan Academy are diverse and accommodate learning styles of different students. It has been employing various methods of teaching to promote multidisciplinary enquiry, practical appreciation, and analytical outlook for real-life problems. One of the most prominent teaching methods at the Academy is the case method. This method involves analysis of cases (written description of real life situations from different areas of management that focus on the development context) to identify the problems and prepare action plan for resolving these problems. The case method helps to develop critical, analytical, and decision-making skills for appeals to the highest levels of learning domains.

Lectures and micro-labs offer an inter-related platform to understand different theories and perspectives. The lecture method of teaching is adopted to directly impart knowledge to the students, while the intensive micro-labs and field visits combined with classroom discussion give a first-hand experience to cross-check the practical application of the theories being studied.

A newly designed web-based learning method gives opportunities to students to participate in select courses throughout the day, and stimulates students to acquire advanced written skills and increased competence with modern technologies. Other web-based technologies help promote a platform for students to exchange their innovative ideas on different topics; these are also accessible even when students are in field. Games, role plays, and simulated exercises are adopted to build understanding of social behaviour, especially interpersonal behaviour, in group or organizational situations.

Besides these methods, seminars, group discussions, assignments, exposure trips, and documentaries are also adopted to build perspectives on various dimensions of development.

The course follows a 'practitioners to teach' and 'learning by doing' approach. Drawing on their experience as well as their intellectual rigour, the faculties are pursuing the mission to educate the next generation of leaders who will make a difference in the development sector.

## Extra-curricular Activities

The extra-curricular activities by students contribute to building their leadership and managerial skills from planning, execution and learning dimensions. Tata Dhan Academy provides a platform to all graduate students to involve them in organising different events such as Heritage, sports week, budget watch and discussion, development dialogue, ethnic dinner and SASS (Saturday Afternoon Students Seminar).

Heritage is a unique program, designed by the students to bridge the gap between rural Bharat and urban India. In this program, events are organized with the community in one village near the campus and also in the campus inter-collegiate events are convened. The fourth edition of Heritage was organized by PDM 15 students, which was rated as great success wherein more than 250 college students participated from more than ten colleges in and around Madurai.

Sports week is another attractive feature of TDA life. This is an annual sports activity which involves all the students, faculty, and staff members. It includes both indoor and outdoor sports like cricket, volley-ball, badminton, carom and chess. All the activities go parallel with the class schedules; it gives an opportunity to show talents of individual and as a team.

Budget watch and discussion is one of the flagship events of the Academy that helps students to understand nuances of nation's budgeting process and its components. It helps them building perspective on growth of nation's economy. The budget watch by PDM 15 was organised on 28 February 2015 and was very much appreciated by the participants.

The development dialogue is a discussion in which topics and lead questions are provided well in advance for the forum and later discussion and consolidation happens. This is organised by the students and the participants are students only. PDM 15 conducted four successful development dialogues during their course. This was basically to bring in new knowledge for the batch and habituate the formal discussion with facts in a forum.

SASS is a knowledge and managerial skill building activity where the students take up a topic, make presentation and discuss on it. PDM 15 has participated in this with various topics.

Many initiatives has been taken by PDM 15 students during their course like 7:30 PM discussion, spectrum week, kitchen garden, collective blood donation, thirukural reflection in prayer, Thiruvalluvar day celebration and youth day celebration.

The 7:30 PM discussion is an activity in which students share the knowledge on various topics at 7:30 PM on all working days. Some of the topics which was taken up in the discussion were sharing about respective states of students, scholars, schemes, apex institutions, Indian history, chronology in politics, facts, news, great personalities, English words, health and law.

Spectrum week is a cultural programme in which one intra academy event is organised by the students in January month for one week. This culture event is initiated by PDM 15 students and the main purpose is to explore their talents and creativity. It was organised by PDM 15 students twice during the course.

Another activity is initiated by PDM 15 student's i.e Kitchen garden. The purpose of this initiative is to make the students gets hands on experience of the vegetable gardening at their hostel premises. During youth week, the seven students of PDM 15 are voluntarily took part in the Blood donation camp at Madurai.

The foundation day of TDA is organized in the month of 17<sup>th</sup> January in every year. The reflection on Thirukular written by Thiruvalluvar was initiated during the course of PDM 15 as part of reflection in their daily prayer.

PDM 15 participated and own overall winner price as well as individual prices in the event called Archaeological Monuments of Tamil Nadu under Archaeological survey of India Chennai organized in Dhan Foundation Madurai.

## **About our Faculty**

Tata-Dhan Academy's faculty members are drawn from the pool of development practitioners with rich field experience. All the courses follow a "practitioners to teach" and "learning by doing" approach. The Academy focuses on strengthening the competencies of the faculty members to undergo faculty development programmes offered by reputed educational institutions. Many courses are taught by practitioners who are directly working with communities; this way, they enrich the classroom sessions through their experience from the field.

## **About the batch of PDM 15**

The Fifteen batch of PDM comprises of 13 students. Students from seven states represent the unity in diversity at the campus. This diversity provided them a unique opportunity to



understand the diversity within India and its cultural practices from different parts of the country. PDM 15 batch is academically also very diverse and students represent five educational backgrounds: Administration, Arts, Science, Commerce and Law.

### **Milestones of PDM 15**

The journey of the batch started with remedial class. Where we got orientation about development sector and the exposure to the field level realities. We started shaping ourselves with field experience and class room learning. First we learnt basics of development followed by learning of developing tools by searching facts at the practitioner level. Then combination of earlier learning utilized for grass root action. Where batch has organized 1809 communities into 76 Community Based Organizations from 34 villages and 17 Panchayat in different segments like Rainfed, Microfinance and Tank fed in different contexts. Later, we built managerial skills as value addition for earlier learnings. It helped in supporting different projects of various development organizations. We also acquired leadership qualities and got inspiration from many community leaders by visiting different organizations.

During field work practice segment we got experience from different contexts like rural, tribal, urban and coastal in different states like, Andhra Pradesh, Gujarat, Jharkhand, Maharashtra, Madhya Pradesh, Karnataka, Odisha, Rajasthan, Tamil Nadu and Uttar Pradesh.

Apart from class room segment we also had voluntary collective learning process in the hostel as mentioned in above initiative part.

### **Lessons for Life Learnt in the Academy**

Apart from the learning from Classroom segments, we have gained ample field exposure and acquired required competencies relevant for direct field action through fieldwork segments and development practice segments. This is the real field experience in the context of managerial aspects of the development and policy aspects of development'. Both the segments have built our Knowledge, Skill and Attitude in four different aspects of

- i. Understanding a village or a slum or a tribal or a coastal area in the dimensions of social, political and economical
- ii. Research study based on the issues related to development like water, microfinance, child-women development etc.
- iii. Organizing and mobilizing the community around specific themes and
- iv. Project execution and project management

### **Fieldwork Segment I (FWS I)**

It is designed to study a village or slum or a tribal area, to characterize poverty, which is context specific, has given a broad understanding about four different contexts (urban, rural, tribal and coastal) in a development perspective. It helped us to explore the various dimensions of poverty such as social, economic and political. It gave us the experienced of village life in development perspective.

### **Fieldwork Segment II (FWS II)**

It designed to develop research skills among the students. It has given us deep understanding about specific social issues and applying various analytical tools. The areas of study included microfinance, employment, agriculture, livelihood, child issues, education, migration and the study of marginalization of tribal people.

Apart from field research it gave us understanding on how to develop research design, how to right research paper etc.

### **Development Practice Segment I (DPS I)**

It is developed to learn the community mobilization for the development for various themes which includes community banking, rainfed agriculture and tankfed agriculture. It has given us the space to learn the art and science of promoting groups/associations for the poor and building people institutions for a common purpose, mainly on different themes of rainfed farming, and microfinance. Apart from promotion of group it has also given u space to utilized and strengthen our managerial and decision making skill. Moreover we got exposure and experienced of dealing with government official from District Collector to Village president.

We all together formed 76 groups with 1809 members covering eight states—Jharkhand, Karnataka, Madhya Pradesh, Tamil Nadu, and Maharashtra during the year of 2015 as part of DPS I.

### **Development Practice Segment II (DPS II)**

It has been designed according to our area of interest with an objective to help us to learn and acquire project management skills through different projects in different areas including, livelihood promotion, education, agriculture, natural resources management and microfinance. This has built our knowledge and skills of managing projects and programmes. This also helped us in putting the classroom learning into practice.

All these studies were done in the field locations of all national level designated organizations spread all over the country working for the community. The organizations which supported during those studies were, AKRSP, Pratham, GDS, FES, and DHAN

Foundation. This has helped us to capitalize the learning and to appreciate the ground level work that the organizations are performing.

### **INStitutional Pan-India for Reflective Exposure (INSPIRE)**

The Development Exposure to various organizations in different parts of the country in the final term provided us an opportunity to understand organizations and about the inspiring personnel who built the organizations and their leadership style. This time we have selected a theme of community leadership and we explored community leadership in the organizations. Some of the organizations we have visited were the Vivasaya Sangham, Kutumbashree, Vivekananda Kendra Kanyakumari, South Indian Federation of Fishermen Society, Mitraniketana, Peermade Development Society, PWD etc.

## **Placements**

Graduates are placed in designated NGOs, where they are required to work for a minimum period of three years. The Academy defines a designated development organisation as an organisation which:

- has adequate space for working with poor communities i.e. field based programmes and projects.
- is able to nurture and groom individuals by providing a challenging and professional work environment.
- is able to provide reasonable remuneration to the graduates at par with the best in the sector. As the placement of students in the right kind of organisation is indispensable to motivate, inspire, and retain them in the development sector, the Academy takes utmost care in designating organisations. The placement is facilitated considering the mutual interest of both the graduates and the identified organisations through a process of campus placement. The responsibilities of the graduates in the organisations placed involve planning and implementing development programmes for the poor.

### **Previous Placements (from 2001 to 2015)**

Fourteen batches of PDM graduates were placed in designated development organisations:

- Aga Khan Rural Support Programme (AKRSP), Bihar, Gujarat and Madhya Pradesh
- Charutar Arogya Mandal, Gujarat
- Child In Need Institute (CINI), West Bengal
- DHAN Foundation, Tamil Nadu, Andhra Pradesh, Karnataka, Madhya Pradesh,



- Odisha, Rajasthan, Assam, Jharkhand, Bihar, Maharashtra and Kerala
- Foundation for Ecological Security (FES), Gujarat, Odisha, Karnataka and Andhra Pradesh
  - National Dairy Development Board (NDDB), Gujarat, Assam, Maharashtra and Uttar Pradesh
  - PRATHAM, Rajasthan and New Delhi
  - Prayatn, Rajasthan
  - Sanghamitra, Tamil Nadu
  - Society for Assistance to Children in Difficult Situation (SATHI), Karnataka
  - Shramik Bharti, Uttar Pradesh
  - South Indian Federation of Fishermen Societies (SIFFS), Kerala
  - Srijan, New Delhi
  - Sahabhazi Vikash Abhiyan (SVA), Odisha
  - Tribal Health Initiative (THI), Tamil Nadu

All graduates are involved in direct action with the community in various thematic areas such as microfinance, microinsurance, information technology for the poor, water, rainfed farming, education, health, livelihood promotion, conservation of bio-diversity, environment and natural resource management.

## **After graduating from PDM, next three years**

The Academy builds the PDM graduates as Development Professionals, who

- accept and pursue development career of working with disadvantaged communities towards becoming life time development worker
- work at the grassroots to enable poor for setting their development agenda and evolved solutions
- be a change agent for equity and justice with actions involving honesty and integrity
- accept challenges and strive for excellence
- understand the field issues and research on the changes to experiment contextualised interventions with mainstream collaboration
- build experiential knowledge base on development and poverty reduction and strive for its dissemination to different development stakeholders

After successful completion of two-year PDM programme in the Academy, they are equipped to take up the career with the designated NGOs through campus placement

and commence working with poor in rural/urban slum/tribal contexts.

During three years of the working period requirement, each graduated student is expected to work with a minimum of 3000 poor families and implement different poverty reduction programmes by building communities and promoting people organisations. Poverty being a complex phenomenon, the graduates would apply the learning and practical experience in implementation to ensure moving out of poverty. It is imperative to learn and unlearn according to the institutional demand and culture of the placed organisation and contribute.

During this three-year working period, they would shape their vision and mission and enhance their leadership qualities as well as facilitate large scale development processes through policy advocacy efforts.

They would also maintain an on-going organic relationship with the Academy as alumni in building and disseminating the knowledge through different activities which include:

- Participating in the annual retreat to reflect on their development experiences and shape their development vision and mission.
- Building the knowledge from their experience and contribute the same through case studies for PDM
- Attending development seminars and workshops being organised by the Academy and
- Handling sessions/courses for PDM students as guest/visiting faculty.

They would cherish and express the imbibed values of Enabling, Equity, Excellence, Creativity and Discipline in their work and preserve and bring pride to the Academy.

## Students' Profile

### ABHISEK PANDA

Date of Birth: 8 May 1993  
Educational Background: Bachelor of Science (Honors. Botany)  
Language Known: Odia, Bengali, Hindi and English  
Areas of interest: Natural Resource Management, Biodiversity Conservation, Dairy/Livestock Development, Irrigation Management



#### Studies and Projects

- A socio-economic study in tribal context in Chaumukh village of Baliapala Panchay at Balasore district in Odisha.
- Research study on Livelihood of forest dwellers by making Sal leaf and Sabai grass products and marketing in Betnoti block, Mayurbhanja district, Odisha.
- Development planning and community organizing for small and marginal Rainfed Farmers in Awali Panchayat, Kukshi block, Madhya Pradesh for DHAN Foundation.
- Scoping study of small millet value chain interventions at Southern Odisha, for Rainfed Farming Development Programme, DHAN Foundation

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### ANKUR C BODALKER

Date of birth: 26 April 1990  
Educational background: Bachelor of Social Work  
Language: Hindi and English, Gujarati  
Area of interest: Education, Health (Women, Child) Livelihood (Dairy), Natural Resource Management



#### Studies and Projects

- Socio economic study of Narayanpur village, Balasore, Odisha Dhan foundation
- Knowledge and practice of safe drinking water and sanitation, AKRSP
- Preparation of inception document and promotion of self-help group at chama panchayat, chanho block, ranchi district, Jharkhand, Dhan foundation
- Need assessment and goal establishment for Sanitation programme to needy people through Kalanjiam federation in Osmanabad district, Maharashtra, Dhan foundation

#### Previous experience

- Free health check-up camp organized in village
- Rally, skit play, awareness programme and poster exhibition de-addiction
- ASER Survey on education

#### Job experience

- Having one year experience as instrument technician (Gujarat alkalize and Chemical Ltd)

### **BHARATI NARAYAN BHAT**

Date of Birth	21 July 1992
Educational Background	Bachelor of Commerce
Language known	Kannada, English, Hindi
Areas of interest	Agriculture and Natural Resource Management



#### **Studies and projects**

- Study to understand the socio economic condition of rural people of Bangarpet block in Kolar district, Karnataka.
- A research study on Contribution of Internal and External Input in Farming Activity in Narayanpur block of Telangana State.
- Preparation of Inception Document and Organizing the farmers for Rain fed Farming Development Programme in Kanakapura block of Ramanagar district in Karnataka.
- Study on Value Chain of Red Gram in Gulbarga(Kalburgi) district Karnataka.

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### **T N BHARATI**

Date of Birth	06 July 1993
Education	Bachelor of Commerce
Language Known	Kannada, English, Hindi
Area of Interest	Natural Resource Management, education, agriculture



#### **Studies and projects**

- Socio-economic study in a tribal village (Nrusinghpur) of Odisha state Balasore district of Nilgiri Block.
- Research on A study on social status and accessing government entitlements by differently abled people and widow women's in Maharashtra state of Beed district Dharoor block.
- Preparing inception document and Organizing the unorganized under vayalagam Programme (Tank fed agriculture) Dhan Foundation in Karnataka state of Kolar district bangarpete Block
- Developing a business plan for FPO in Pavagada and Sira block of Tumkur district of Karnataka state.

## **PRAVIN MARUTI BHIKALE**

Date of Birth 13 June 1989  
Educational Background Bachelor of Commerce, LLB  
Language Known Marathi, Hindi and English  
Areas of interest Education, Child rights



### **Studies and Projects**

- Socio-economic study in tribal context in Kethakijhuri village of Balasore district in the state Odisha.
- Study on effect of parental alcoholism on unmarried children in the Ghatanji Taluk of Yavatamal District in the state of Maharashtra.
- Preparation of the inception document and promoting the Microfinance (Kalanjiam Community Banking Programme, DHAN) groups in Jategaon Panchayat of Vaijapur Taluk of Aurangabad district, Maharashtra.
- Study on the different dimensions of learning camps being conducted in the schools and suggest a model for coming academic year in West Singhbhum District, Jharkhand

### **Work Experience**

- July 2012 to June 2014: Work as data analyst in CMC Ltd.
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## **DIKSHA SINGH**

Date of birth 30 June 1991  
Educational background B.Sc (ZBC), B.Ed  
Language Hindi and English  
Area of interest Natural Resource Management, Health-care, education and Livelihood (dairy, agriculture)



### **Studies and Projects**

- Study of socio-economic condition in a tribal village Sali, Madhya Pradesh with DHAN Foundation. (Village Study and Participatory Rural Appraisal)
- Study on health care services including ANC and PNC of mother and Child in Odisha with DHAN Foundation. (Health)
- Preparing inception document and organizing community in a Panchayat, Jharkhand with DHAN Foundation. (Micro finance)
- Study undertaken to understand and develop the process of transition package from home language to school language in selected districts of Jharkhand with PRATHAM Education Foundation. (Education)

### **Additional information**

- Scout Guide certificate in 2013
- Member of Welfare Society "Utkarsh Shikshan Prashikshan Seva Sansthan" and working with this NGO since 2012
- Attended NCC camp in 2008 (Cadet for 1 year)
- Certificate from Science Club Azamgarh

## **DUBEY CHETAN RAMREKHA BHAGYAWANI**

Date of Birth	10 February 1994
Education background	B.com
Languages Known	Hindi, English, Marathi, Bhojpuri
Area of interest	Natural resource management, Agriculture Livelihood and Water



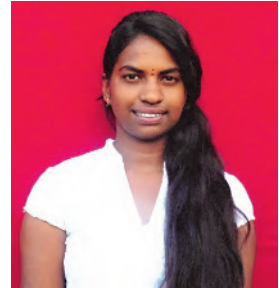
### **Studies and Projects**

- A study to understand the Socio-economic condition and poverty in the rural context of Ghoti ki todi village, Sajjangarh block, Banswara district, Rajasthan with DHAN foundation
- A research study on The Impact of watershed project on farmers and landless in the Dharmsagar watershed, IGWDP, Indervelly Mandal, Adilabad district, Telangana with DHAN foundation
- Preparation of the Inception document and promotion of the women self help group at Patoda Block, Beed district, Maharashtra with DHAN Foundation
- A study on the Climate Change and Resilience Development(CCRD) at Gogunda block, Udaipur district with FES Organisation

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## **GOWRI A**

Date of birth	8 February 1991
Educational background	M.com (Accounting and Taxation)
Language	Kannada, Tamil, Hindi, Telugu and English
Area of interest	Child welfare and Development, Education (Elementary) and Natural Resource Management



### **Studies and Projects**

- Study on cash management at Bangalore Metropolitan Transport corporation, Bangalore (Finance)
- Study of socio-economic condition in a Padasalehatti village, Madhugiri taluk, South Karnataka with DHAN Foundation. (Village Study and Participatory Rural Appraisal)
- Study on problems of old age people in the old age home and in family, in Madurai, Tamilnadu, with DHAN Foundation. (Social development)
- Preparing inception document and organizing community in a Panchayat, Pudhucherry with DHAN Foundation. (Micro finance and water development)
- Feasibility study for initiating the schools in Kolli hills, Namakkal district in Tamilnadu, with DHAN Foundation. (Education)

### **JOSHI JAYKAR B**

Date of birth	26 February 1992
Educational background	B.B.A (Bachelor of Business Administration)
Language	English, Gujarati and Hindi
Area of interest	Livelihood (Agriculture), Disaster management, Child care, Women literacy



#### **Studies and Projects**

- Socio economic study of Ghanewa village, Bagidora block of Rajasthan
- Study on cultivation and marketing practice of organized and unorganized farmers in the Maharajganj district of Uttar Pradesh
- Preparation of inception document and promotion of self-help group at Gandhwani block, Dhar district, Madhya Pradesh
- Study on the potato value chain analysis in the Maharajganj & Balarampur district of Uttar Pradesh

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### **NAMITA HEGDE**

Date of birth	24 August 1993
Educational background	B.Com
Languages known	English, Kannada, Hindi and Tamil
Area of interest	Education, Microfinance, Agriculture

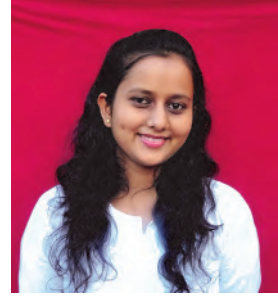


#### **Studies and projects**

- A study to understand the Socio Economic condition in the rural context, Mitha Thipandampalli village of Yadgir district, Karnataka.
- Community based study on reasons for children dropout in slum area of Hyderabad.
- Preparing Inception document and promoting Women Self Help Group for under
- Kalanjiam Community Banking Program with DHAN Foundation in Shirur block of Beed district, Maharashtra.
- Feasibility study for initiating schools at Nammiyampattu, Kanamalai and Melselambadi panchayats in Jawadhu hills area of Thiruvannamalai district, Tamil Nadu

## **RANJANA KUMARI**

Date of birth 10 October 1992  
Educational background B.com (Accounts Hons)  
Language Hindi and English  
Area of interest Education, livelihood and Natural Resource Management

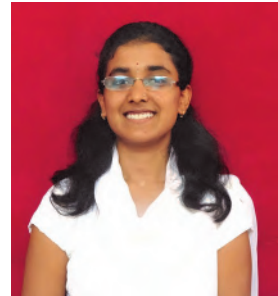


### **Studies and Projects**

- Socio economic study of a tribal village Murkatti in Bero block of Ranchi district, Jharkhand with Dhan Foundation.
  - Study on occupational drudgery of poor women in Nilagiri block in Balasore district, Odisha.
  - Preparing inception document and organizing community in Kukshi block of Dhar district, Madhya Pradesh.
  - Study undertaken to understand and develop the process of transition package from home language to school language in 5 districts of Jharkhand with PRATHAM education foundation.
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## **SHWETHA M**

Date of birth 14 April 1994  
Educational background B.com (Accounts Hons)  
Language Hindi, English, Kannada  
Area of interest Children welfare and Development, Education, Agriculture



### **Studies and Projects**

- Socio economic study of a coastal village Vijayanagar in Balasore block of Balasore district, Odisha with Dhan Foundation.
- Behaviour pattern of SHG women in savings and borrowing in Dhani block of Maharajganj district, Uttar Pradesh with Grameen Development Services
- Preparing inception document and organizing community in Gandhwani block of Dhar district, Madhya Pradesh.
- Documentation of various reasons caused for children to run away from the home in Bangalore with SATHI Organisation



## **VIJAY PRAKASH**

Date of Birth	2 March 1992
Educational Background	B.Sc. (Chemistry)
Language known	Bhojpuri, English, French, Hindi, Magahi, Oriya
Areas of interest	Diary, Natural Resource Management, Education and Environmental management



### **Studies and Projects**

- A Report on Socio-economic Study of Jamira Village from Latehar District under DHAN Foundation in Jharkhand state
- Factors contributing towards graduation of Kalanjiam members in tribal context of Mayurbhanj, Odisha under DHAN Foundation
- Preparation of Inception Document and Promotion of Groups in Chanho, Jharkhand with DHAN Foundation
- A Study on Climate Change and Resilience Development with Foundation for Ecological Security (FES) at Udaipur, Rajasthan
- SAAS: Food Waste and Water

### **Previous experiences**

- May 2009 to March 2011: Teaching physics to the engineering aspirant
- April-October 2013: Worked as marketing executive in Tata Motors Ranchi.

## TDA Alumni working in Thematic Development Areas



## Core Values of Tata-Dhan Academy

Core Values	Expression	Explanation
Equity	Justice	<ul style="list-style-type: none"> <li>- Even handedness</li> <li>- Being sensitive to injustice and the need to redress it</li> </ul>
	Equality	<ul style="list-style-type: none"> <li>- Treating fellow human beings equal and behaving accordingly</li> <li>- Fostering and preserving collegiate culture</li> </ul>
	Fairness	<ul style="list-style-type: none"> <li>- Being fair-minded</li> <li>- To do the right thing</li> <li>- Fair-play</li> <li>- Sportsmanship</li> </ul>
	Impartiality	<ul style="list-style-type: none"> <li>- Being dispassionate</li> <li>- Unbiased – not according special favour to any person / group</li> </ul>
Enabling	Team Building	<ul style="list-style-type: none"> <li>- Sharing knowledge, ideas and experiences</li> <li>- Sharing tasks, roles, responsibilities according to one's aptitude, capabilities, and skills</li> <li>- Interdependence</li> </ul>
	Confidence / Capacity Building	<ul style="list-style-type: none"> <li>- Nurturing</li> <li>- Helping others to fulfill their tasks / role</li> <li>- Leading by example</li> </ul>
Excellence	Quality	<ul style="list-style-type: none"> <li>- Outstanding quality in performance / achievements</li> </ul>
	Recognition	<ul style="list-style-type: none"> <li>- Acknowledgement by others of the outstanding quality of contributions/ performance / achievements</li> </ul>
	Dedication	<ul style="list-style-type: none"> <li>- Persevering / persisting in one's efforts towards attaining outstanding quality</li> </ul>
	Originality	<ul style="list-style-type: none"> <li>- Being unique</li> <li>- Imaginative</li> </ul>
Creativity	Innovative	<ul style="list-style-type: none"> <li>- Creating something novel and useful</li> <li>- Experimenting</li> </ul>
	Discovery	<ul style="list-style-type: none"> <li>- Exploring and finding new ways of doing / performing / achieving</li> <li>- Simple, cost effective way of doing</li> </ul>
	Value addition	<ul style="list-style-type: none"> <li>- Knowledge building</li> </ul>
	Dutiful	<ul style="list-style-type: none"> <li>- Always doing what one is expected to do</li> <li>- Discharging one's duties without any violation / deviation whatsoever</li> </ul>
Discipline	Cleanliness	<ul style="list-style-type: none"> <li>- Keeping yourself as well as the things around you clean and hygienic</li> </ul>
	Orderly and meticulous	<ul style="list-style-type: none"> <li>- Orderly means "to be organised in a sensible or neat way" while meticulous means to be "very careful about all details, whether big or small, and always making sure that everything is done correctly"</li> </ul>
	Timely	<ul style="list-style-type: none"> <li>- Punctual</li> <li>- Completion of assigned tasks / activities on time</li> </ul>
	Self-regulating	<ul style="list-style-type: none"> <li>- One who observes the duties, norms and code of conduct on her / his own rather than waits for or depends on someone else directing, supervising, compelling her / him to do so</li> </ul>

"Every day, on hundreds of occasions, I remind myself that my mental and physical life depends on the toil of other persons - living and dead. The food that nourishes me is grown by other people. My dresses are all made by other people. Likewise whatever knowledge that I have gathered since my childhood days - has been acquired from other people. So I must try and repay whatever I have received and am receiving."

Albert Einstein

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**Tata-Dhan Academy**

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