

PDM XVI

**Placement Brochure
2015-2017**

**Tata-Dhan Academy
Madurai**

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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 136th 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 with the support of Tata (SRTT). 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 classroom and buildings in Chettinad style architecture and student’s hostel, 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 designated 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 16 and invite the designated organizations for the campus placement. The PDM 16 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

...Development professionals are “seeds” not grains...

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 22 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.

Sensitizing 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. More than 1,000 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 Appreciation Programme (DMAP)

The Academy offers short-duration Development Management Appreciation Programmes to enable the world of practice. Through DMAPs, 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 DMAPs are Advanced Reflective Training on Scaling Up Microfinance; Social Development Research Capacity Building Programme; International Programme on Microfinance & Microinsurance; and Leadership for Development (LEAD) and Future Search (Visioning) 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 to 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.

Centers

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 disaster risks reduction through the Advanced Centre for Enabling Disaster Risk Reduction (ACEDRR). The Water Knowledge Centre (WKC) is another specialized centre that works towards participatory management of small scale water resources (tanks, ponds, etc), 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 that includes test, 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 questions 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.

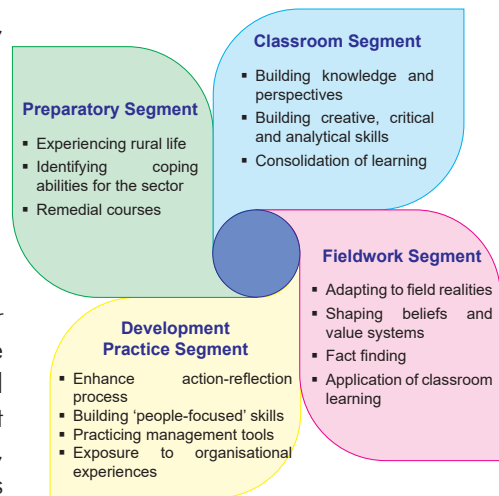
PDM Design

The PDM design consists four segments: Preparatory Segment, Classroom Segment (CRS), Fieldwork Segment (FWS) and Development Practice Segment (DPS) and INSPIRE.

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

- Basics of Development
- Technology for Development
- Leadership and Institution Building
- Management For Development
- Communication for Development

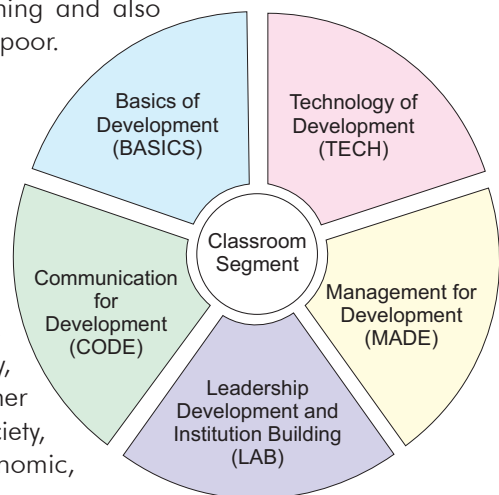
Here all the courses are compulsory. Four electives courses on Micro Insurance, Corporate Social Responsibility, Gender & Practice and Disaster Management, are also offered. Apart from regular classes, seminars and workshops, class based field visits, labs and exposure visits are organized in relation 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,



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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.

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 faculty includes leading practitioners from diverse geographic contexts and they are well experienced academicians / researchers from the development sector and

their expertise include rural management, agriculture, watershed management, microfinance, microinsurance, social sciences, panchayat & rural development, engineering, development finance, human resources management, livelihoods, development communication, etc as well as mathematics, statistics, accounts, legal, environmental and ICT. The faculty members are also engaged in training both national and international audience and some also advise NGOs & Government Organisations. There are about 10 full time faculty and another 20 part time faculty. Faculty Development is an ongoing activity at the Academy so as to give the best to the students. The Academy is under the leadership of Mr. A. Gurunathan who graduated from IRMA and has served AMUL in the 90's and has two decades of working, teaching and research experience at the Academy and is presently the Director. The Academy is mentored by Mr. M.P. Vasimalai, the Executive Director of DHAN Foundation who is also an alumni of IIM Ahmedabad and he also serves as a faculty and always is a source of inspiration for the students.

Teaching Methods

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 Heritage was organized by PDM 16 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 16 was successfully organised 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 16 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 and the students participated in with various topics.

Many initiatives has been taken by PDM 16 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.

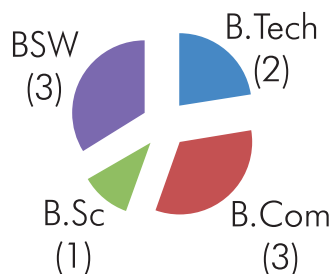
Spectrum week is a cultural programme in which one intra academy event is organised by the students in January month for one week. This culture event is initiated by PDM 16 students and the main purpose is to explore their talents and creativity and the students successfully organized two such events.

Another activity is initiated by PDM 16 students is the kitchen garden. The purpose of this initiative is to make the students gets hands on experience of vegetable gardening at their hostel premises. During youth week, the nine students voluntarily took part in the Blood donation camp at Madurai. The Foundation day of TDA is organized on 17th January every year. The reflection on Thirukural written by Thiruvalluvar was initiated as part of reflection in their daily prayer

About PDM 16

Multidisciplinary Student Intake PDM 16

The Sixteenth batch of PDM consists of nine students from five states and with different educational background like agricultural science, commerce, social work and engineering.





Journey of PDM 16th batch

The journey of the batch started with village stay programme where students got exposed to rural area, culture and tradition, poverty context, way of living, community needs and development issues. The students after the preparatory phase underwent the classroom sessions and field practical that includes field work & development practice segment and finally ending up with an inspirational tour & interaction with the development sector leaders.

Field Work Segments (FWS) and Development Practise Segments (DPS) were assigned to the students at the end of each class room segments. Cases and research topics were identified based on students area of interest and subjects covered in the class room segments in various contexts such as rural, semi-urban, urban, tribal and costal in different states of India. It helped them to develop their knowledge and understanding the problems at grass root level.

The students of PDM 16th batch went to various states like Andhra Pradesh, Assam, Bihar, Gujarat, Jharkhand, Maharashtra, Madhya Pradesh, Odisha, Karnataka and Tamil Nadu for the FWS and DPS. Students promoted 38 people's institutions with 718 members spread across sectors like microfinance, agriculture development and water conservation programme during the Development Practice Segment (DPS) I and II. The students were exposed to different development initiatives and had an opportunity to assess the impact of developmental projects and prepared detailed project report during DPS II.

Field Work Segment I

Field Work Segment I helped students to understand and develop the perspective about the different context as a living organization by linking social, economic, cultural and political dimensions with an analysis of the different dynamics that affect the people and the poor in particular context of the study area. The students were exposed to coastal, tribal and rural contexts in various states as mentioned in the table below. Students worked with people from different castes and religion, and studied about their culture, resource, infrastructure, agriculture, livelihood, political, health, education and economic dimension of the location.

Sl.No.	Name	Location
1	Anuradha M.B	Solapur, Maharashtra
2	Dinesh Kumar	Ranchi, Jharkhand
3	Jerome J	Kadalur, Tamil Nadu
4	Kinjal Satyapanthi	Solapur, Maharashtra
5	Manjunatha	Chittor, Andhra Pradesh
6	Narayan Hegde	Ramanagar, Karnataka
7	Naveen Kumar	Ranchi, Jharkhand
8	Paresh S Hegde	Mandya, Karnataka
9	Veerendra C	Yadgir, Karnataka

Through this FWS-I students gained knowledge and skills on application of tools and techniques learnt from the classroom sessions.

Field Work Segment II

The Field Work Segment II (FWS II) is designed to develop research skills of the students. It gave them understanding about specific social issues and applying various research tools. The areas of study includes Microfinance, Tank-fed agriculture, Fisheries, Micro-insurance, NTFP, Dairy, Education, Health and Rain-fed farming and the studies were done in states like Assam, Karnataka, Tami Nadu, Odisha, and Gujarat.

Sl.No.	Name	FWS II	
		Location	Study Topic
1	Anuradha M.B	Yadgir district, Karnataka	Study on feasibility of agriculture intervention in the members households of tank fed famers association
2	Dinesh Kumar	Balasore district, Odisha	Assessment of Dairy intervention by DHAN
3	Jerome J	Madurai district, Tamil Nadu	Feasibility study for Agni DHAN School
4	Kinjal Satyapanthi	Jhunagad district, Gujarat	Assessment of improved sanitation, health and hygienic practices of household under sanitation project

Sl.No.	Name	FWS II	
		Location	Study Topic
5	Manjunatha	Yeadgir district, Karnataka	Assessing the feasible intervention in rain fed farming
6	Narayan Hegde	Ramanagara district, Karnataka	Assessment of group life insurance schemes and utilisation of claims
7	Naveen Kumar	Baksa district of Assam	Study on expansion of house pond based fisheries
8	Pareesh S Hegde	Thunkur district of Karnataka	'Assessment and developing indicators for finding members from "Moving out of Poverty'
9	Veerendra C	Uttar Kannada District of Karnataka	Benefits of Non Timber Forest Products and its Contribution to livelihood of the household involved in NTFP

Development Practice Segment I

DPS I aims at providing learning opportunities through hands-on practice in the field about the management of development programmes. It provides sound experience in organising community, project management, finance and accounting, training, proposal preparation and feasibility studies to the students. Objective of the segment is to build attitude, knowledge and skills of the students to organise the community and building people's organisation.

The study took place from September to December, 2016 and four students did in Karnataka, one each in Telangana and Madhya Pradesh and two in Bihar. Out of nine students, five students have done their study under DHAN Foundation programmes namely Tankfed Agriculture Development Programme and remaining four in Kalanjiam Community Banking Programme. First part of the study was to prepare an inception document and second part focused on organising the community (promoting people's institution). Totally 282 poor women were organised into 18 Self Help Groups and 436 farmers were organised into 11 tank fed farmers associations and 9 Agriculture Finance Groups (AFGs) and thus reached 718 people of which 24% are ST, 21% are SC and 36% are OBC.

S. No	Name	DPS-I			
		Location	Program	Groups promoted	Coverage of members
1	Anuradha M.B	H.D Kotetaluk, MysoreDist, Karnataka	Kalanjiam	SHGs-02	32
2	Dinesh Kumar	Munger block, Dist.Bihar	Vayalagam	FA-03	129
3	Jerome J	Ramanathapuram, Tamil Nadu	Vayalagam	FA-1	34
4	KinjalSatyapanthi	Gadhwani block, Madhya Pradesh	Kalanjiam	SHGs-05	62

S. No	Name	DPS-I			
		Location	Program	Groups promoted	Coverage of members
5	Manjunatha	Julurpad MandalKammamDist, Andhra Pradesh	Vayalagam	FA-02	85
6	Narayan Hegde	Indi taluk,Vijayapuradist, Karnataka	Kalanjiam	08	133
7	Naveen Kumar	Tarapur block ,Munger Dist, Bihar	Vayalagam	FA-02	94
8	Paresh S Hegde	Yadgir taluk, YadgirDist, Karnataka	Vayalagam	FA-03	94
9	Veerendra C	Indi taluk,Vijayapura dist, Karnataka	Kalanjiam	03	55

Development Practice Segment II

In Development Practice Segment II (DPS II), students explored nine different areas in different parts of the country and undergone 60 days of field based study. All the students worked under the DHAN Foundation Programmes like Rain fed Agriculture Development Programme, Health and People Mutuals and the work was spread in Assam, Odisha, Bihar, Karnataka and Tamil Nadu. The main areas explored by the students was Social security, Feasibility of Community health, Maternal health, Market research on millets, Policy review of millets, Business plan for Farmer Producer Group, DPR for Integrated development, and Renewable energy. This segment facilitated students to apply the classroom learning into the field especially their management skills and confidence and inspiration for development work in the coming years.

S. No	Name	DPS-II	
		Location	Program
1	Anuradha M.B	Ramanagara and Tumkur districts, Karnataka	Feasibility study on promotion of secondary care hospital
2	Dinesh Kumar	Munger district, Bihar	Detailed Project Report in integrate development
3	Jerome J	Madurai district, Tamil Nadu	Design of advanced solar collector
4	KinjalSatyapanthi	Koraput district, Odisha	Study on 1000 days care
5	Manjunatha	Krishnagiri district,Tamil Nadu	Marketing research on appealing small millet production
6	Narayan Hegde	Tumkur district, Karnataka	Study on Single window Service Centres and Yeshasvini programs
7	Naveen Kumar	Baksa district, Assam	Preparation of inception document and business plan for promotion of FPO

S. No	Name	DPS-II	
		Location	Program
8	Paresh S Hegde	Gulbarga district, Karnataka	Preparation of inception document and business plan for promotion of FPO
9	Veerendra C	Belgaum and Tumkur districts, Karnataka	Profiling study of policy measures in support of millets

INStitutional Pan-India for Reflective Exposure (INSPIRE)

The Development Exposure to various organisations in different parts of the country has provided us an opportunity to understand the organisation and about the inspiring leaders who built the organisation in development sector. We visited Christian Fellowship Hospital (Oddanchatram), ACCORD (Gudalur), Karuna Trust and VGKK (BR Hills). M.S. Swaminathan Research Foundation (MSSRF Wayanad), Gurukula Botanical Sanctuary (Wayanad) Wayanad Social Service Society, Shree Kshetra Dharmasthala Rural Development Project (SKDRDP) (Dharmasthala), South Indian Federation of Fishermen Societies (SIFFS) Trivandrum and Amar SevaSangam (Ayikudi). We interacted with the Developmental leaders like Dr.VeerendraHeggade (SKDRDP), Sri. S. Ramakrishnan (Amar Seva Sangam), Mr. BijoThomas (WSSS), Dr.Balakrishnan (MSSRF-CAbC) and Mr. Ramdas(ACCORD), Ms. Suprabha Seshan (Grurukula) and these NGOs work in the different sectors like Health, Education, Fisheries, Ecology, Livelihood, Microfinance, Rural development, Tribal development and Development of Differently abled.

The INSPIRE programme not only gave confidence to the students for development but were able to appreciate and understand different kinds of development work and also were inspired by the interaction with development leaders of these organisations. After the INSPIRE the students are now committed for their development work to transform India into a poverty free country.

S.No	Organization	Place	Key Skills
1	Christian Fellowship hospital	Oddanchatram, Tamil Nadu	Self-sustainability
2	ACCORD	Gudalur, Tamil Nadu	Community Ownership
3	Karuna trust and VGKK	BR Hills, Karnataka	Public Private Partnership
4	MSSRF-CAbC	Wayanad, Kerala	Professionalism
5	Gurukula Botanical Sanctuary	Wayanad, Kerala	Get back Nature
6	Wayanad Social Service society	Wayanad, Kerala	Collaboration with various stakeholders
7	SKDRDP	Dharmasthala, Karnataka	Holistic approach
8	SIFFS	Kovalam, Kerala	Activist for the community
9	Amar Seva Sangam	Ayikudi, Tamil Nadu	Resource management

Beyond Academics

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 organizing different events such as Heritage, sports week, budget watch and discussion, development dialogue, ethnic dinner and SASS (Saturday Afternoon Students Seminar).

Heritage

The HERITAGE event is an expression of “Educational Social Responsibility” of the students in the society. It is a platform where creative ideas will get space for facilitating the village development process and practices; creative and innovative ideas which would be recognized to identify the village culture and traditional knowledge, and community will also share their wisdom with new generation. The Heritage event has been conserved to create opportunities for youth to imbibe the culture, learn from it and work for preserving it.



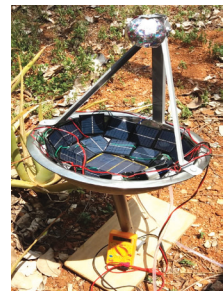
This program was organized by the PDM 16th students, on 12th and 13th of Aug 2016. More than 10 colleges from surrounding areas have participated in program. The programme has led the youths from different colleges to sensitize about culture and heritage of village.

Demonstration of organic manure

The main purpose of conducting this activity is to explore knowledge, skill and attitude of targeted farmers towards low cost/zero budget/ organic farming. Demonstration of organic liquid manure is mainly to focus towards the marginal and small farmers. The present scenario of agriculture is gradually going towards chemical fertilizers which is hampering the sustainability of farmers, so it is the time to resolve this problem of environment pollution and to bring the changes of ‘ever green revolution’ from ‘green revolution’ which will also fulfil the food security for community.

Demonstration of Solar Model

Solar Fabrication and Modelling of Dual Usage Parabolic Solar Dish Collector for Power generation. This system has made up for collection of power from Ultra Voltaic sunlight. Features of this system are to collect both electrical energy and heat energy from the sunlight light with compact model of system design. Solar Power Generation system is future alternative solution for non-renewable energy resources. This solar collector model is advanced than previous model of solar collectors. This system model can be usable for an individual household.



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Sports week

PDM 16 has organized one week Sports week from 20th January to 26 January of 2017 for the students of Tata-Dhan Academy. It has led the academy students to develop their skills in sports activities. It involves all students, faculties and staff members of academy. It includes both indoor and outdoor sports activities. It gives an opportunity to express student's talents in Sports.

Budget watch

Union Budget watch and dialogue on union budget is one of the unique activity of Tata-Dhan Academy. In the year 2016 this programme was arranged and conducted by PDM 16, where students presented previous year union budget allocation to find out the annual financial variations. Through this programme more than 150 students of 20 colleges, faculties from various colleges, scholars, bankers and community people participated. All the participants gained sound knowledge through the budget watch.

Heritage Lecture Series

PDM 16 students have participated in Heritage lectures organized by DHAN Foundation on second Sunday of every month. Dr. Venkatraman, retired professor, (Madurai Kamarajar University) from Madurai is the resource person for this lecture series. It has given a fair idea about the cultural heritage of India.

Artist of PDM 16



There are many paintings which brought good appreciation from others. In which these two paintings are important. Bharatmatha paintings which was made for creating awareness among the people related to social issues.

The second painting was done during the Retreat -2016 conducted in Bangalore "The Art of Living" and focus was on the Search Conference (Visioning Exercise) for DHAN. It was four days conference by exchanging their

ideas and innovativeness in a group where opportunity was there to conceptualize the entire discussion through paintings. This painting express present status and future vision of DHAN with various projects at grassroots levels. Many paintings made for creating awareness among the people about ecosystem development, importance of water, women in poverty and urbanization.

Placement

Three years of direction action with poor communities through campus placement: Giving Back to the Society – the 2nd phase of grassroots experience of PGDDM

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 Placement (2001-2016)

Fifteen 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
- Sahabhagi Vikash Abhiyan (SVA), Odisha
- Tribal Health Initiative (THI), Tamil Nadu

...Development professionals are “seeds” not grains...

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

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 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.

Student Profiles

Anuradha Manjunath Bhandari

Date of Birth	- 09/04/1994	
State	- Uttar Kannada, Karnataka	
Educational Background	- B.Com	
Language Known	- Kannada, Konkani, Hindi, English, Marathi and Tamil	
Strength	- Communication Skill, Adoptability, Computer skill, Training skill	
Recognition	- Master Leader award in 2013 by Deshpande Foundation, Best volunteer award in NSS 2012, Yoga awarded in state level	

Studies and Projects

- Report on socio economic study undertaking on DhalePimpagaon, Solapur district Maharashtra
- Study on Feasibility of agriculture intervention in the member households of Tank-Fed Farmers Association in Yadgir block, Karnataka
- Inception and process document on Kalanjiam Community Banking Program (KCBP), Mysore Region, HeggadaDevanaKote Location
- Report on feasibility study on promotion of secondary care hospital in Kudur in Ramanagar and Tumkur district Karnataka

Area of Interest: - Health, Micro finance, Education, Tank-fedAgriculture

Preferred State: - Karnataka, Maharashtra

Dinesh Kumar

Date of Birth	- 18 Dec 1990	
State	- Dumka, Jharkhand	
Educational Background	- B. tech (Mechanical), PGDDM	
Language Known	- Hindi, English, Bhojpuri, Bengali, Oriya, Marathi, Santali	

Studies and Projects

- Underwent socio-economic study to understand the tribal poor and tribal context in Lapser village, Ranchi district, Jharkhand, under DHAN Foundation
- Underwent Assessment of effect of dairy intervention by DHAN in Balasore district of Odisha under DHAN Foundation
- Underwent To prepare Inception Document and Forming Aahar-Pyne Association with agriculture finance groups under theWater and Livelihood Security: Reviving Traditional and Ahar Pyne System Irrigation in Asarganj block, Munger District of South Bihar under DHAN Foundation.
- To prepare the integrated development detailed project report in H.khargpur block, Munger district south Bihar, under DHAN Foundation

...Development professionals are "seeds" not grains...

Technical project

- To developed the product concept "AUTOMATIC GEAR CHANGER" in two stroke engine on final year project under Dr. MGR educational and research institute, Chennai- Tamil Nadu.

Experience

- One year experienced as a "PRODUCTION PLANNER" in "KINETIC TAIGENE ELECTRICAL COMPANY PRIVATE LTD". In PUNE: August 2014 to May 2015.
- One year experienced as a GRADUATE TRAINEE ENGINEER in Dept. of Molding in MAGNETI MARELLI MOTHERSON AUTO-SYSTEM LTD." In PUNE: August 2013 to July 2015 (On Contract).

Extra Curricular Activities

- Master Diploma in Mechanical Cad
- Two days' workshop on "EMERGING TRENDS IN RENEWAL ENERGY".
- Underwent Training at "STEEL AUTHORITY OF INDIA LIMITED" (SAIL), Bokaro.
- Underwent Training at "Integral Coach Factory Indian Railway" (ICF), Perambur
- Attended Seminar of new Education policy discussion in Gandhi gram rural development university in Dindigul, Tamil Nadu.

Strength: Project Management, Research Design, Community Mobilization, Area-adoption, Project Design, Writing Skill, Analytical Software Access, Good Communication and Presentation Skill, Interaction with others, Self-learner and punctual

Area of Interests - Watershed development, Microfinance and Livelihoods promotion, Environment.

Preferred state to work - Anywhere in India

Jerome J

Date of birth : 20/06/1992
State : Tamil Nadu
Education background : Bachelor of Engineering Electrical and Electronics Engineering
Language known : English, Tamil



Studies and Projects

- A Report on Socio-Economic study undertaken in Kalkunam village of Cudalore District in Tamil Nadu State.
- Feasibility study for Agni-Dhan school in malaipatti village of Madurai district in Tamil Nadu state.
- Promotion of vayalagam Tank Farmer Association Urathure village of Ramanadapuram District in Tamil Nadu State.
- Modeling of solar dish collector for electricity power generation.

Area of Interest: - Education, Information Technology, Renewable Energy

Preferred State: - TamilNadu

KinjalSatyapanthi

Date of birth	- 11/12/1992
State	- Anand, Gujarat
Education background	- Bachelor of social work (BSW) Master of Social Work (MSW)
Language known	- Gujarati, English, Hindi, Marathi
Strength	- Communication & Convincing skill, Self-confident, Amicable nature



Studies and Projects

- A study on Socio-Economic study undertaken in PimpalDeshmukh village of Solapur District in Maharashtra State
- Assessment of Improved Sanitation, Health and hygienic practices of households under Sanitation Project
- Inception Document and Process Document of SHGs promotion for Kalanjiam Community Banking Programmers in Gadhwani block, Dhar district, Madhya Pradesh
- Assessment of 1000 days care in Koraput Block, Koraput District, Odisha
- First AID training, NSS camp

Area of Interest:	- Health, Agriculture, Livelihood, micro finance
Preferred State:	- Gujarat, Madhya Pradesh

Manjunatha

Date of birth	- 25/10/1992
State	- Ananthapur, Andhra Pradesh
Educational Background	- Bachelor of Social Work
Language known	- Telugu, Kannada, English, Tamil, Hindi
Strength	- Mobilizing and motivating community, Analytical & Managing skill



Recognition

- State level drawing competition on Nature for development-2006
- Passed & awarded Karnataka higher grade drawing exam as state 2nd place-2012
- Attended State level drawing competition on Culture of India-2015 and appreciated
- Awarded APJ Abdul Kalam sketch award by Chief Minister of Karnataka-2015

Studies and Projects

- A Report on Socio-Economic Study from Marasanapalli Village, Chittoor District, A.P.
- Assessing the feasible interventions in Rain-fed farming of Yadgiri district, Karnataka
- Preparation of Inception Document and Organizing Community under Vayalagam Agriculture Development Programme in Khammam district of Telangana
- Marketing Research on Appealing Small Millet Products in Tamil Nadu, India (Covering consumer acceptance, Profiling, Segmentation and communication and strategies)

Area of Interest:	- Agriculture, Microfinance, Education, Livelihood
Preferred State:	- Andhra Pradesh, Karnataka

Narayan Hegde

Date of birth	- 09/04/1994
State	- Uttara Kannada, Karnataka
Education background	- Bachelor of Commerce (B. Com)
Language known	- Kannada, English, Hindi, Tamil
Strength	- Communication, Community mobilisation, Project management, Analytical ability and Taking initiatives



Studies and Projects

- A study on Socio-Economic study undertaken in Adarangi village of Kudur block, Ramanagara District in Karnataka State
 - Assessment of group life insurance schemes and utilization of claims in Kanakapura central Kalanjiam federation, Ramanagara district of Karnataka
 - Inception Document and Process Document of SHGs promotion for Kalanjiam Community Banking Program in Indi Taluk, Karnataka state
 - Assessment of Social Security Programs Offered through Single Window Service Centers and Co-operative Societies in Pavagada taluk of Tumkur District, Karnataka state
- Area of Interest: - Microfinance, Health, Agriculture and allied sector, natural resource conservation
- Preferred State: - Karnataka

Naveen Kumar

Date of birth	- 09/01/1996
State	- Sisai block of Gumla district, Jharkhand
Education background	- Agriculture Rural and Tribal Development (B.Sc in ARTD)
Language known	- Nagpuri, Hindi, English
Strengths	- Communication skill, Mobilizing community, Project management, Motivating community in organic aspects.



Studies and projects

- A study on Socio-Economic study undertaken in Bejang village of Ranchi District in Jharkhand State.
 - "A scoping study on expansion of House Pond Based Fisheries (HPBF) in Barama block, Baksa District in Assam.
 - Inception Document and Process Document of Village level Association (VLA) and Agriculture Finance Group (AFG) promotion for Vayalagam Tank Foundation in Padhwara panchayat, Tarapur Block, Munger District, Bihar state.
 - Preparation of Livelihood Inception document and Business Plan for Farmers Producer Organization, Barama Block, Baksa District, Assam state.
- Area of Interest: - Agriculture (Organic Farming) & Allied, Water conservation, Natural Resource management, Micro-finance
- Preferred State: - Jharkhand

Paresh S Hegde

Date of birth	- 18/05/1994
State	- Uttar Kannada district of Karnataka
Education background	- Bachelor of Commerce (B.Com)
Language known	- Kannada, English, Hindi
Strengths	- Project management, Analytical and Managerial skill and Listening



Studies and Projects

- A study on Socio-Economic study undertaken in Hangrapur village of Malavalli block, Mandya District in Karnataka State
- Assessment and developing indicators for finding members from “Moving out of Poverty” in Tumkur, Kanakapura state.
- Inception Document and Process Document of Village level Association promotion for Vayalagam Tank Foundation in Yadgir Taluk Karnataka state
- Preparation of Livelihood Inception document and Business Plan for Farmers Producer Organization, Sedam taluk, Karnataka state.

Area of Interest:	- Microfinance, Agriculture and allied sector
Preferred State:	- Anywhere in India

Veerendra

Date of birth	- 26/05/1994
State	- Shimoga, Karnataka
Education background	- Bachelor of Social Work(BSW)
Language known	- Kannada, English, Hindi, Tamil
Strength	- Research skills, Communication with community, Management and Organising skills
Recognition	- Gold medal in Bachelor of Social work From MangaloreUniversity,Karnataka



Studies and Projects

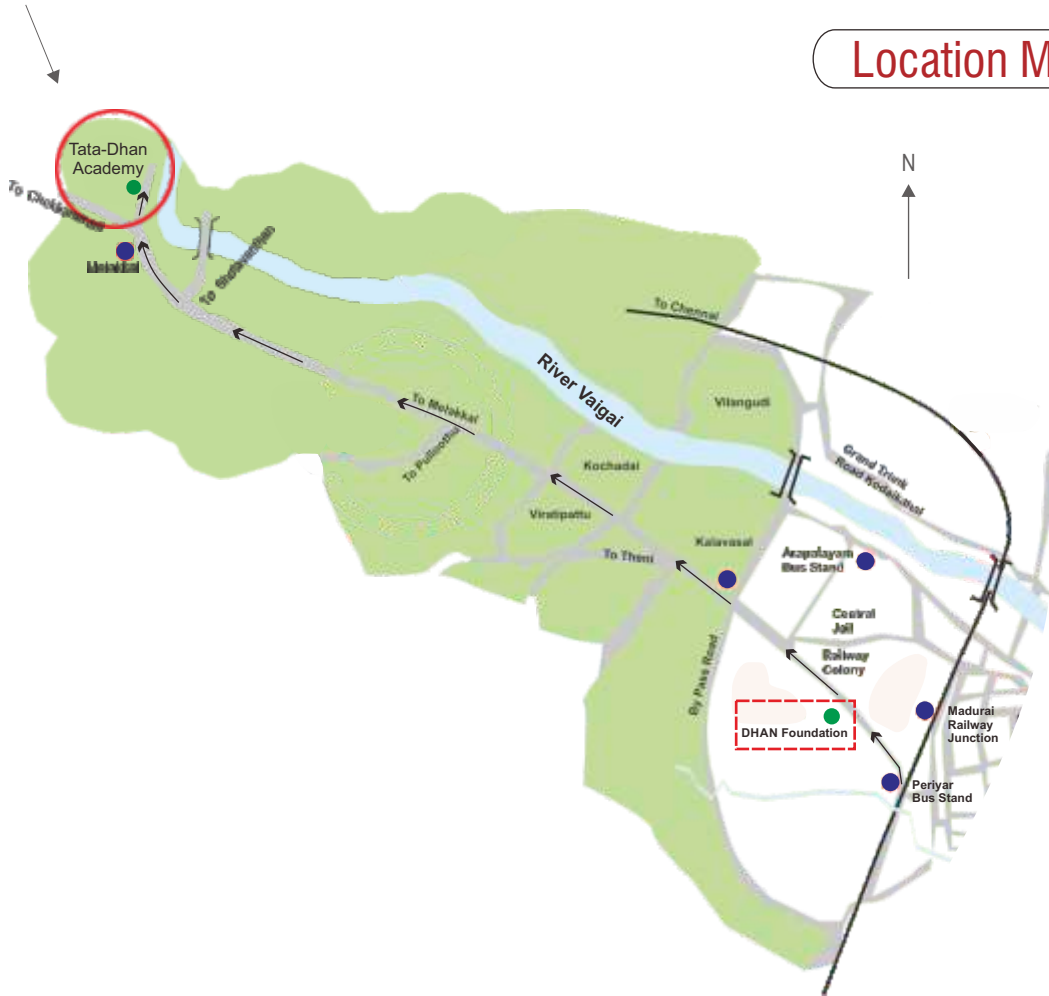
- A report on Socio-Economic study undertaken in Koilure village of Yadgir District in Karnataka State
- Benefits of Non Timber Forest Products and its Contribution to livelihood of the household involved in NTFP in Sirsi block of Karnataka
- Inception Document and Process Document of SHGs promotion for Kalanjiam Community Banking Programme in Indi Taluk, Karnataka state
- Profiling Study of Policy Measures in support of Millets in Karnataka

Area of Interest:	- Social research, Microfinance, Education, Livelihood
Preferred State:	- Karnataka

Designated Non-Governmental Organizations offering field projects and placements

- AKRSP (Aga Khan Rural Support Programme)
- Akshara Foundation
- Amar Seva Sangam
- BAIF Development Research Foundation
- BIRD-K (BAIF Institute For Rural Development, Karnataka)
- Charutar Arogya Mandal
- CHETNA (Centre for Health Education, Training and Nutrition Awareness)
- CHEA (Central Himalayan Environment Association)
- CYSO (Centre for Youth and Social Development)
- DHAN Foundation
- FES (Foundation for Ecological Security)
- GDS (Grameen Development Services)
- Gram Vikas
- KMVS (Kutch MahilaVikasSangathan)
- Sanghamitra
- N.M. Sadguru Water & Development Foundation
- NDDDB (National Dairy Development Board)
- NSDF (National Slum Dwellers Federation)
- NBJK (Nav Bharat Jagriti Kendra)
- PRATHAM
- Prayatn
- PRADAN (Professional Assistance for Development Action)
- RDT (Rural Development Trust)
- RCDC (Regional Centre for Development Cooperation)
- SevaMandir
- SIFFS (South Indian Federation of Fishermen Societies)
- SKDRDP (Shree KshetraDharmasthala Rural Development Project)
- SPARC (Society for the Promotion of Area Resource Centers)

Location Map



Distance: From Periyar Bus Stand / Railway Junction to Tata-Dhan Academy : 22 km

“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.”

Tata-Dhan Academy

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