Post Graduate Diploma in Development Management (PGDDM)

&

Post Graduate Diploma in Community Health Management (PGDCHM)

2019–2021

Learn well, live the learning

The DHAN Academy
Madurai
www.DHAN.org/tda

Vision

Centre of Excellence in Development Management Education and Research for facilitating Grassroots Development Innovation and Action at a large-scale.

Welcome

The DHAN Academy (TDA) is one of the premier development institutions in India. It is dedicated to grooming development professionals who strongly believe the development of society as the sole mission of their lives. Its graduates mainly work to improve the lives of the poor and to handle complex development processes by promoting and strengthening people institutions. Mahatma Gandhi said, "BE THE CHANGE YOU WISH TO SEE IN THE WORLD". The DHAN Academy which is working since inception on the lines of Gandhian principles & philosophies, Continuously work to nurture and groom Professional Students into Development Missionaries.

If you are interested in making a difference in the lives of the underprivileged, then explore to join The DHAN Academy's Programme in Development Management / Programme in Community Health Management by applying online or by post.

Director

Mission

- To induct and groom young graduates as development missionary,
- To build the capacity of practitioners in the development sector,
- To build and enable world of knowledge and practice through action-reflection-action and adapting global knowledge.

Unique Features

- 100% Free Fellowship assistance for selected candidates.
- 100% placement within designated non-government development organisations in India which give "High work satisfaction" to individuals.
- Pedagogy that enhances attitude skills and knowledge of Individuals.

Core Values

Excellence, Enabling, Equity, Creativity and Discipline inherent in every activity of TDA and thus are the core values. They serve as the vital thread in all programmes offered by TDA and by imbibing these values by all in TDA result in producing high-caliber dedicated human resources for the development sector.

1. PDM 20/PCM 2 Admissions Information Brochure

Established during December 2000 in Madurai as an autonomous institute to groom young and committed graduates with an aim to professionalize NGO/ CSO sector in India, The DHAN Academy (TDA) has got an "Unique" development space to empower and sustain growth of nation by alleviating poverty of under-privileged across the various parts of the country. With its noble funding support and handholding by Sir Ratan Tata Trust which later lend its "Tata" brand to the academy and become Tata-DHAN Academy in February 2003 while the third batch programme admission commenced with TDA as acronym. Initiated as one year Certificate Course and become full-fledged two year Post Graduate Diploma in Development Management (PDM) from the Seventh batch, TDA one of the pioneer development school has successfully produced and placed over 200 Alumni in India having their foot prints across multiple themes like Financial Inclusion, Natural Resources Management, Climate Change and Mitigation, Disaster Preparedness and Management, Sustainable Agriculture including Organic farming, education, health, governance, Information and Communication Technology and many more.

Programme in Development Management (PDM) / Programme in Community Health Management (PCM) – An Innovative Academic Programme for aspiring development Professionals:

The Post graduate Diploma Courses being offered by The DHAN Academy (TDA) fulfills the objectives as under:

▸ To inculcate values and attitudes besides required knowledge and skills to gain managerial excellence to govern and manage development organizations working in varied contexts;

▸ To contribute nation in the growth of Third Sector and serve the unserved with passion and dignity

▸ To become a highly focused and committed Social entrepreneurs to cater the needs of the community.

The Course curriculum being offered at TDA is divided into four broad segments namely Preparatory segment, Classroom segment, Field work segment and Development Practice segment, [see annexure] each of which was subjected to continuous refinement over time. The curriculum was organized into five disciplines consisting of a set of courses grouped together based on the distinctive logic of development context, the interventions and stake holders involved with a view to facilitate integrated learning.

 The primary mode of pedagogy is the **"case method"** which accounts for about 60% of the mix while lectures, discussions and games account for the rest. The faculties are primarily drawn from the practitioners working in the DHAN foundation in different levels who are expected to bring a strong practical dimension to the classroom. The intermingling of the classroom segments with the field work segment is aimed at promoting the cyclical process of action – reflection – action leading to progressively enriched engagements with the community at the field level and more enlightened interaction with the faculty and fellow students in the classroom.

1.1 Uniqueness of the course

Students who complete the course will have to

I. Accept and pursue challenging development career to work with disadvantaged communities and may be becoming life time development worker.

II. Be creative, conceptual, and critical in thoughts, action and take transformation of socio-economic condition of the poor as mission of their lives.

III. Have strong people-focused skills necessary for dealing with communities, building teams and organizations.

IV.   Have the research capabilities necessary to identify development issues, experiment & contextualize interventions and mainstream collaboration.

V.   Be equipped with managerial tools and techniques for building people organizations and promoting livelihood development activities.

VI.   Be a change agent for bringing equity and justice with actions involving honesty and integrity.

The Academy also undertakes knowledge building and management activities through

1. Full time Education Programmes
2. Internships on development issues for national and international students.
3. Research and Consultancy (poverty, human development, microfinance, micro insurance, leadership, water, health, education and disaster management, etc)
4. Training and Development Management Education Programmes for practitioners in the development sector at the national and international levels
5. Events through seminars, workshops and conferences; and Specialization in Micro Insurance, Disaster Risk Mitigation & Adaptation and Water for domestic & agriculture usage through the respective resource centers (Advanced Centre for Skill and Knowledge on Micro Insurance (ASKMI), Advanced Centre for Enabling Disaster Risk Reduction (ACEDRR) and Water Knowledge Centre (WKC) respectively). Advanced Centre for Women Empowerment (ACEWE) and DHAN Centre for Social Enterprises (DCSE).
6. Development / Rural Immersion Programme for academia / banks / interns.

2. Teaching Methods

The Academy's faculty members are experienced development professionals, who provide valuable action-based lessons to improve the knowledge and perspective of the students. They use diverse and innovative teaching methods to ensure that students with varied learning styles acquire the skills necessary for enquiry, practical appreciation, and analytical reflections on real life problems.

The case method—which involves analyzing first-hand descriptions from development practitioners to identify problems and conceptualize solutions—is the most prominent method of teaching at the Academy. The case analysis experience is enriched by field exposure to NGOs which work with diverse groups including street children or physically or mentally challenged individuals and NGOs which work on themes such as HIV/AIDS, integrated farming, human rights management, gender issues, and livelihoods.

Guest lecturers are invited to speak on subjects including ecology, policy, and human resource management. These experiences help students "internalize" the development experience and understand the field realities, and also help them to reinforce motivation, values, and ethics necessary for development practitioners.

Other teaching methods include lectures, games, role-plays, simulation exercises, intensive micro labs on leadership development, field visits accompanied by classroom discussions, and seminars and group discussions, which help students understand social behavior and interpersonal behavior.

2.1 Performance Evaluation

The students would undergo formal performance assessment process through quiz, assignments, field project reports, project presentations, viva-voce, mid-term and term end examination.

2.2   Faculty

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, micro insurance, 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 Organizations. There are about 15 full-time faculty and another 10 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 and half 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. TDA also invites visiting faculty from institutions of reputes like IIM, ISB, IIT etc.

2.2   Financial Assistance And Placement

All students (about a maximum batch size of 25 graduates) selected for the course are provided full fellowship of few lakhs which covers the entire programme cost including tution fees, boarding, lodging and other living expenses. The option of an education loan was not considered because of the financial burden it entails after the graduation and also the idea that no eligible student willing to work for poverty alleviation should be denied access to a programme like this due to financial constraints. In return the students should work post PDM at least for a minimum period of three years in a designated NGO selected during campus placement keeping in view the preferences of the students and the requirements of the NGOS. The philosophy behind this arrangement is that the students acquiring a high calibre education uniquely geared to meet the needs of the development sector should not end up working in an entirely unrelated environment. Hence the TDA takes special care in inviting only those NGOS for the placement which are directly engaged in the service of communities at the grassroot level with attractive remuneration packages.

3. Placement

Three years direct action with poor communities through campus placement: Giving Back to the Society - the second phase of grassroots experience....

After successful completion of two-year PDM / PCM, the students are equipped to take up the career with the designated NGOs through campus placement considering the mutual interest of both the students and the NGOs, and commence working with poor in rural/ urban slum/ tribal / coastal contexts. Separate counseling will be given to the students for choosing the sector for their long term work.

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 organizations. Poverty being a complex phenomenon, the graduates would apply the learning and practical experience in implementation to ensure the poor moving out of poverty through gradual process. It is imperative to learn and unlearn according to the institutional demand and culture of the placed organization 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 model building and scaling up the models, and taking higher responsibilities in the organization by leading a team, theme and region. They would also actively participate in the knowledge building process from their field experience and contribute for policy making processes.

3.1 Designated Non-Governmental Organisations 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)
- CYSD (Centre for Youth and Social Development)
- DHAN Foundation
- FES (Foundation for Ecological Security)
- GDS (Grameen Development Services)
- Gram Vikas
- KMVS (Kutch Mahila Vikas Sangathan)

- Sanghamitra
- N.M. Sadguru Water & Development Foundation
- NDDB (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)
- Seva Mandir
- SIFFS (South Indian Federation of Fishermen Societies)
- SKDRDP (Shree Kshetra Dharmasthala Rural Development Project)
- SPARC (Society for the Promotion of Area Resource Centres)

3.2 Relationship with the Academy

They would also maintain an on-going relationship with the Academy through

1. Sending regular reflective report to the PDM / PCM Chairperson / Director of the Academy from the field experience with communities.
2. Participating in the 'retreat' organized by the Alumni of TDA to reflect on development experiences and shape the development mission and goals.
3. Contributing to knowledge building through writing case studies for PDM / PCM
4. Attending development seminars and workshops being organized by the Academy and
5. Handling sessions/courses for PDM / PCM students as guest/visiting faculty.
6. Facilitating and mentoring PDM / PCM students during their field works.

The PDM/PCM students are expected to cherish and express the imbibed values of Enabling, Equity, Excellence, Creativity and Discipline in their work and bring pride to the Academy.

Seventeenth batches of PDM graduates are involved in direct action with the community in various thematic areas such as microfinance, micro insurance, and information technology for the poor, water,

rain fed farming, education, health, livelihood promotion, conservation of bio-diversity, environment and natural resource management in different NGOs in India.

3.3   Graduating to higher responsibilities

At the end of third year of direct action, the students set clear goals and work agenda for the next phase of the career as development entrepreneur/leader for long term work and large scale impact. They also understand the communities' needs to integrate them in the development planning and implementation; and reinforce their belief that the community is the 'Fulcrum' of real development. Their work style and life style would get shaped, while staying with communities, from the real grassroots experience. They continue their professional services with the guiding philosophy of "Giving Back to the Society".

3.4   About Alumni and their contribution

Over the past one and half decades, TDA Alumni are proven as new generation development professionals, who are always connected at grassroots with global thinking. So far 185 alumni have passed out from The DHAN Academy. PDM Alumni represents PAN India, from 17 States. Collectively, they are working with about 3 lakh poor and disadvantaged families through their projects and responsibilities. They also demonstrated their capacities in various development sectors namely, Conservation, Natural Resource Management, Micro – Finance, Institution Building, Livelihoods, Health, Education, Skill Building, Community Governance, Development studies, etc., They are continuing their contribution in nation building with value framework through their responsibilities.

Passed out alumni have gone places both at national and international levels. So far, the PDM alumni are working in 80+ national and international organizations. 78% of alumni continue to work in development sector in various capacities, which is appreciated as significant retention rate in the sector. Alumni of early batches have grown in the career ladder and occupy key, top management positions in various development organizations. Handful of Alumni have turned themselves as social entrepreneurs, started their own social development initiatives. The best part in PDM alumni is that, they are well connected with each – other and supporting alma mater positively. They are our proud brand ambassadors.

4. Admission to PDM XX/PCM II

4.1   Eligibility

1. Indian National is only eligible to enroll two year PG Diploma in Development Management / PG Diploma in Community Health Management offered by The DHAN Academy

2. Applicant must be any graduate of Arts / Science / Social or Bio-sciences / Commerce / Economics passed with a minimum 60% of marks (or equivalent) awarded by recognized Indian Universities / Colleges. Graduates waiting for the final semester results by end June 2019 could also apply. (or)

    Applicant must be any Professional graduates in Agriculture and Allied Sciences, Engineering and Technology, Medicine and allied courses passed with a minimum 55% of marks (or equivalent) awarded by recognized Indian universities and/or colleges.

3. Age of the applicant should not be more than 26 years as on 30th June 2019. No age relaxation is given at any circumstances.
4. Graduates / Post Graduates / Professional graduates working in Indian Non-government organizations / Civil society organizations those who fulfill all the above criteria should be eligible to apply.
5. Willing to work in designated Non-Government Organization for minimum three years to serve the poor people with a fairly decent monthly remuneration as per the norms of each NGOs.

(Successful graduates after two years of study will be awarded PG Diploma in Development Management / PG Diploma in Community Health Management along with the mark sheets after successful completion of three years of services without break)

4.2 How to Apply

The graduate and / or Post-graduate students who fulfill eligibility criteria should apply for enrolling to PDM XX / PCM II as follows:

1. The interested candidate could download application form online at http://dhan.org/tda and send the application duly filled in along with application fee(Non-refundable) of ₹ 750 either by Demand Draft in the name of Tata-Dhan Academy payable at Madurai or pay through NEFT transfer online amounting to ₹ 750 by NEFT / RTGS / IMPS to Tata-Dhan Academy A/C 601701014896, ICICI Bank, Kochadai Branch (IFSC: ICIC0006017) (or)
2. The Interested candidate could send request by post with application fee of ₹700 as Demand draft in the name of Tata-Dhan Academy payable at Madurai with complete postal address with pin code (or nearby Courier service) to the Admission Coordinator, The DHAN Academy, T.Malaipatti, Thenkarai (BO) Mullipallam (SO), Vadipatti Taluk, Madurai District 625 207. (or)
3. The interested candidate could come in person to the address given in Sec. 2 of above on all working days and remit ₹ 750 (Rupees Seven Hundred and Fifty Only) in cash to avail the application form.
4. In case of Clarification of any kind please call over phone +91 96775 83405 on all working days (between 9.30 AM and 5.30 PM)
5. The Application either downloaded or received by Post will be duly filled in along with Photograph (recent Color passport size of applicant), photo copies of degree or PG degree certificate, Valid ID Proof and send to "The Admission Coordinator, The DHAN Academy, T.Malaipatti, Thenkarai (BO), Sholavandan (via) Vadipatti Taluk, Madurai District 625 207. (or)
6. The application duly filled in with above details should be submitted in Electronic format and mailed to admissions.tda@dhan.org (or) tda@dhan.org
7. The last date for receipt of application in complete is **30th March 2019 (Saturday)**.

4.3 Selection Procedure

1. The applicants' application to admission will be scrutinized for all suitability, and intimation letter inviting the candidate will be sent by the Admission Coordinator to appear for Group Discussion, Village Visit and Personal Interview before selection panel appointed by the Director of The DHAN Academy in any one of the eight centres across the country (for details see application form) on the dates given against each centre.
2. The applicant should make his / her own travel and stay arrangement to appear for the selection by the admission panel to enroll into PDM XX / PCM II. No travel or logistics support will be provided by the Academy.

3. The selection interview will be two days process and the invited applicant should come prepared to undergo the selection process in full.

4.4 Offer of Admission

The results will be intimated individually through mail and a formal selection letter "Offer of Admission" will be sent to the selected candidates. Those who accept the "Offer of Admission" are expected to send caution deposit of Rs 15,000 as demand draft in the name of Tata-Dhan Academy, payable at Madurai, which is refundable after successful completion of two-year education in the campus. Students who opt out of the PDM / PCM after registering forfeit their caution deposit.

4.5 Registration

The students have to deposit their original certificates which includes - Transfer Certificate, Degree Certificate, and Mark sheets (10th, 12th, graduation and post graduation) at the time of registration.

4.6 Fellowship

All the students are eligible for fellowship as they commit to working with designated NGOs for at least three years after completing the two-year PDM / PCM. Students' education is supported by the poor communities, philanthropy, banks and CSR Foundation through their contribution towards fellowship with the spirit of "Giving Back to the Society". As the Academy endeavours to offer high quality education to prepare them for a larger cause, every student is responsible and accountable towards the societal development particularly the poor whom they serve after their two year campus based education. The fellowship covers the entire programme cost including tuition, boarding, lodging and all other costs relevant for the PDM/PCM.

In case the students opts out of PDM/PCM or the three years work in designated NGOs, then the student must repay the entire stipend amount received (fellowship including institutional subsidy) plus interest on the date of leaving and must forfeit the caution deposit if he or she leaves for any of the following reasons:

I. The student decides to discontinue the PDM / PCM according to her or his own decision.

II. The student is expelled from the Academy on disciplinary grounds.

III. The student is asked to withdraw from the Academy for failure in meeting the minimum academic performance standards.

IV. The student does not complete the minimum period of three-year service with designated NGOs after joining.

4.7 Agreement

Within a month of commencement of regular classes, the students will have to execute formal legal agreement with the Academy with one of the parents that they will work in the designated NGOs after completing the PDM / PCM for a minimum period of three years. In case, the student discontinue (or) expelled on disciplinary grounds the education fellowship should be refunded with 6% interest.

5. Campus life

The 50-acre campus is nestled in a serene location at the foot of Nagamalai hills. The campus is fully residential with students' hostel furnished with single / double occupancy rooms.

The Academy is equipped with infrastructure facilities that match with natural ambience, which include classrooms, faculty workstations, hostel and dining facilities, computer centre and a library. The students' hostel blocks are furnished with necessary facilities. Facilities for yoga, indoor and outdoor games are also available at the Academy. Well-maintained gardens, lush greenery around the campus and the good landscaping of the nature provides pleasure to all.

The library has a rich collection of books, reference books, and national and international journals in all branches of development management; the collection is ever increasing.

Students participating Grama Saba Meeting - Independence Day 2018

Yoga

Madurai City

Madurai, the "city of nectar", is the oldest and second largest city in Tamil Nadu. It is known all over the world for its famed Meenakshi Temple. The city is located on the banks of Vaigai River and has been a centre of learning and pilgrimage for centuries. The city of Madurai has become an industrial, commercial, and educational centre while retaining its spiritual heritage. Madurai is surrounded by several mountains. Madurai is famous for its rich temples, architecture, and sculptural works.

Madurai experiences both warm and sunny; the temperature ranges between 28–38 degree Celsius; enjoys only North-East Monsoon. Some notable institutions in Madurai include the Gandhi Museum, Aravind Eye Hospital, Meenakshi Mission Hospital and Madurai Kamaraj University. Madurai is very near to Rameshwaram, Kodaikanal, Kanyakumari and Munnar.

6. About Promoters

Sir Ratan Tata Trust

Sir Ratan Tata Trust set up in 1919, a year after the untimely demise of Sir Ratan Tata at the age of 47, is one of the oldest philanthropic institutions in India, and has played a pioneering role in changing the traditional ideas of charity and introducing the concept of philanthropy.

Through its grant making, the Trust supports efforts in the development of society, through institutional grants in areas of Rural Livelihoods & Communities, Education, Enhancing Civil Society & Governance, Health and Arts & Culture. Besides institutional grants, the Trust also makes individual grants for education and medical relief.

The uniqueness of the Trust is characterized by its practice of giving grants to individuals and organizations engaged in developmental and creative activities, rather than undertaking such activities on its own. Situated in Mumbai, it is part of the prestigious Tata Group and is one of the many philanthropic foundations of the Group, which has now become synonymous with creating wealth for the people.

DHAN Foundation

DHAN (Development of Humane Action) Foundation is the parent organisation promoted Tata-Dhan Academy with the aim of facilitating high quality professional services to the poor through producing development professionals and development missionaries. Presently DHAN Foundation mentors the Academy in realizing its vision and goals and extends its professional support in implementing academic and non academic activities.

DHAN Foundation is a professional NGO operates in 14 states in the country with its head office based at Madurai. DHAN Foundation focus is to reduce poverty through sustainable community organizations which can engage professionals for their services. The organization runs several field programmes including innovative programmes to help the poor. It works on themes such as microfinance that include savings, credit, and insurance to poor women through their own self-managed institutions; Tankfed Agriculture Development through rebuilding the small scale water reservoirs spread across the countryside for benefiting small and marginal farmers; Rainfed Agriculture to generate remuneration for marginal and small farmers; Taking Information Technology and other communication methods poor friendly; and building good governance through democratizing the Panchayat institutions. DHAN Foundation engages high quality human resources to work with the poor to avail their entitlements and run their services on a cooperative and self-help basis. DHAN collaborates government and banking institutions at large scale for the benefit of the poor. As on March 2018, DHAN operates its programme in 14 Indian States with 17.50 lakh poor families through its network of more than 400 offices and 800 full-time professional staff.

Programme in Development Management (PDM/PCM) Structure

The PDM's curriculum is divided into five segments: the Preparatory Segment, the Classroom Segment, the Fieldwork Segment, the Development Practice Segment and INStitutional Pan-India for Reflective Exposure (INSPIRE).

Preparatory Segment (PS)

The Preparatory Segment is with four-week duration. The students experience life in the rural context by staying in villages for one-week and identify their own coping abilities; in the classroom get introduced to the case method of learning and other teaching methods used at the Academy; and partake in remedial courses in quantitative analysis, written and oral communication, and computer appreciation and application.

Classroom Segment (CRS)

The Academy's CRS comprises 38 courses categorised under five major disciplines. Regular classes, seminars, workshops, and class-based field visits will help students build perspectives on related subjects. In addition, elective courses are offered to enable specialisation among the students.

Preparatory Segment
▸ Experiencing rural life
▸ Identifying coping abilities for the sector
▸ Remedial courses

Classroom Segment
▸ Building knowledge and perspectives
▸ Building creative, critical and analytical skills
▸ Consolidation of learning

Fieldwork Segment
▸ Adapting to field realities
▸ Shaping beliefs and value systems
▸ Fact finding
▸ Application of classroom learning

Development Practice Segment
▸ Enhance action-reflection process
▸ Building 'people-focused' skills
▸ Practicing management tools
▸ Exposure to organisational experiences

Five Disciplines

Basics of Development (BASICS) builds perspectives on development concepts, principles, and theories and exposes the students to opportunities and challenges in the development sector. It also builds an emotional bond between the students and the sector covering 'what and why' aspects of development.

Technology of Development (TECH) helps students understand designing and implementation of various contextually sensitive development projects. Students analyse various development models and approaches and learn about the different factors which influence development.

Classroom Segment

Basics of Development (BASICS) — Technology of Development (TECH) — Management for Development (MADE) — Leadership Development and Institution Building (LAB) — Communication for Development (CODE)

Management for Development (MADE): The students learn different management tools, techniques, concepts, and principles most relevant to development.

Leadership Development and Institution Building (LAB) helps students to identify their leadership abilities, motivation, values, and ethics, and understand importance of the institution-building processes. The students also develop interpersonal skills and a better understanding of themselves while working in teams.

Communication for Development (CODE) enhances the written and oral communication skills of students, introduces theories in mass communication and participatory communication for development, and encourages to develop professional writing skills.
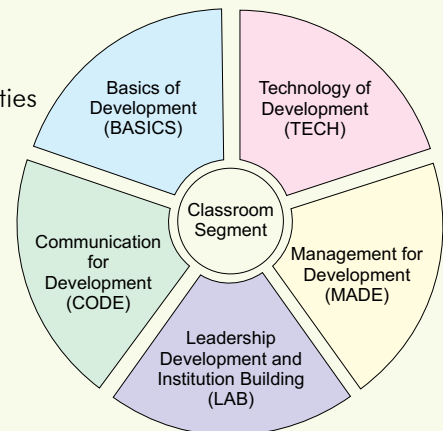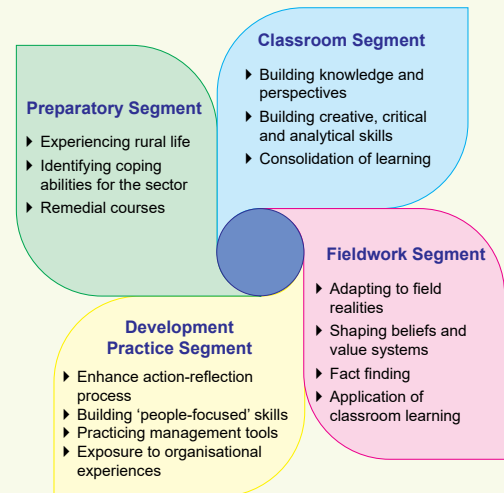
Fieldwork Segment (FWS)

The students take up study in rural, urban, tribal and coastal villages using participatory learning methods and systematic research tools and techniques to understand problems faced by the poor communities. It helps them adapt to different contexts and improve observational, analytical, and conceptual skills and develop a tolerance for the ambiguities and unstructured situations they encounter in the field. The students undergo the field work for a period of two seven weeks.

Development Practice Segment (DPS)

The DPS provides students with hands-on experiences in practicing people-focused development skills such as organising community, training and capacity building, accounting and financial management, planning, monitoring and evaluation, and project management. Students design, implement, and manage development projects by associating with development organisations (NGOs). The students undergo the DPS for a period of two ten weeks.

INStitutional Pan-India for Reflective Exposure (INSPIRE)

Students undertake Bharat Dharshan – Institutional PAN-India Reflective Exposure to mission oriented non-governmental organisations (NGOs) which have brought concrete changes in the lives of the deserving communities in different parts of the country to learn about specific development approaches to address poverty in India. Students spend time with Founders (development leaders) of those NGOs to get an inspiration and reinforce their commitment to work for the marginalised communities.

It is a two-week module with two credits. Some of the noted development leaders whom the students have interacted with are Shri Baba Amte, Shri Anna Hazare, Shri M S Swaminathan, and Shri Jockin Arputham, Mrs Irene Almedha (Lijjat Papad), Mr. Ashok Mhatarba Dumbre (Dabbawala), Dr. Abhay Bang and Dr. Rani Bang (SEARCH, Gadchiroli), Ms. M. Laxma Reddy (Mulkanoor Cooperative Rural Bank and Marketing Society Ltd.,) and Leaders in Sevagram, Wardha. These development missionaries have made a difference in the lives of millions and continue to motivate the students of the The DHAN Academy and thus adding value to the nurturing and grooming the students as Development Missionaries.

States in which the Students Took Up FWS, DPS and INSPIRE
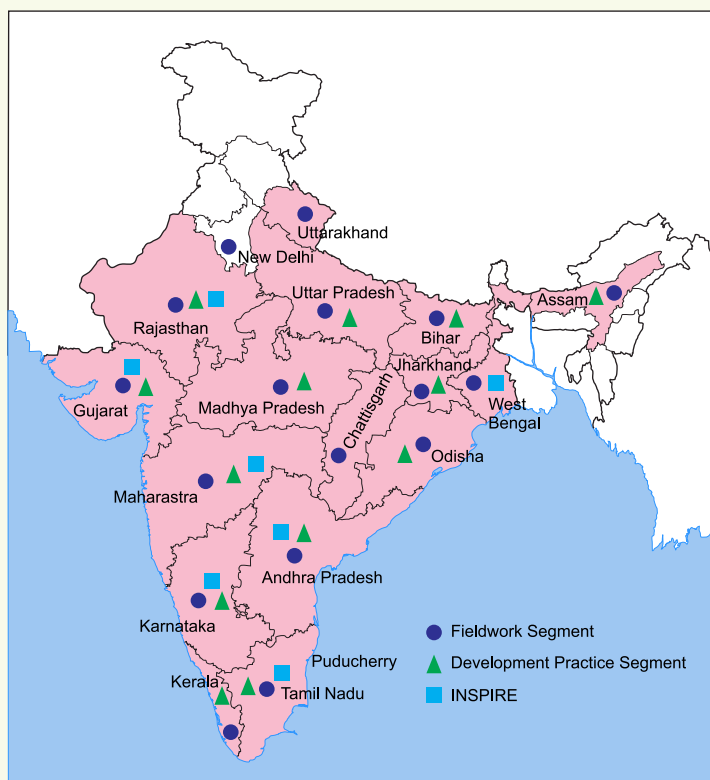
Annexure: 2

Programme in Development Management (PDM)

Term wise courses and credits

PDM	No.	PDM Courses	Code	Term	Credit(s)
	1	Accounting for Development Management 1	MANAC 1	1	0.5
	2	Basics of Community Health	BCH	1	0.5
	3	Basics of Development	BOD	1	1.0
	4	Communication for Development 1	CD 1	1	0.5
	5	Managerial Economics	ECON 1	1	1.0
	6	Motivation, Values and Ethics in Development and Change 1	MOVE 1	1	0.5
	7	Participatory Learning Methods 1	PALM 1	1	0.5
	8	Quantitative Techniques for Management Research	QTMR 1	1	1.0
	9	Research Methods for Development 1	RMD 1	1	0.5
	10	Social Environment, Change and Effect on Development	SEED	1	1.0
	11	Sustainable Livelihoods Development 1	LH 1	1	1.0
	12	Written Analysis and Communication 1	WAC 1	1	0.5
	13	Yoga 1	Yoga 1	1	0.5
		Fieldwork Segment 1	FWS 1	1	7.0
		Term I Total			**16.0**
	1	Accounting for Development Management 2	MANAC 2	2	0.5
	2	Building People's Organisations for Development 1	BUD 1	2	1.0
	3	Communication With Communities	CWC	2	0.5
	4	Interpersonal Behaviour in Personal and Organisation Development	IBPOD	2	1.0
	5	Legal Environment for Development 1	LED	2	0.5
	6	Macroeconomics	ECON 2	2	1.0
	7	Microfinance for Poverty Reduction	MFPR	2	1.0
	8	Participatory Learning Methods 2	PALM 2	2	0.5
	9	Research Methods for Development 2	RMD 2	2	0.5
	10	Social Development 1	SD 1	2	1.0
	11	Sustainable Livelihoods Development 2A	SLH	2	0.5
	12	Written Analysis and Communication 2	WAC 2	2	0.5
	13	Yoga	Yoga 2	2	0.5
		Fieldwork Segment 2	FWS 2	2	7.0
		Term 2 Total			**16.0**

Nurturing & Grooming Professionals as Development Missionaries

PDM	No.	PDM Courses	Code	Term	Credit(s)
	1	Building People's Organisations for Development 2	BUD 2	3	0.5
	2	Ecology, Environment and Development	ECOD	3	0.5
	3	Financial Management	FM	3	1.0
	4	Human Resource Management	HRM	3	0.5
	5	Managerial Oral Communication	MOC	3	0.5
	6	Marketing of Development Programmes and Concepts 1	MODE 1	3	0.5
	7	Sustainable Livelihoods Development 2B	LH 2	3	0.5
	8	Tank Rehabilitation and Tank fed Agriculture	TRTA	3	1.0
	9	Legal Environment for Development 2	LED	3	0.5
	10	Yoga	Yoga 3	3	0.5
		Development Practice Segment 1	DPS 1	3	10.0
		Term 3 Total			**16.0**
	1	Communication for Development 2	CD	4	0.5
	2	Development Economics	DE	4	0.5
	3	Disaster Preparedness, Mitigation and Management	DPMM	4	0.5
	4	Human Resource Development	HRD	4	1.0
	5	Management Information Systems for Development	MIS4D	4	1.0
	6	Marketing Of Development Programmes and Concepts 2	MODE 2	4	0.5
	7	Microinsurance for Poor	MIP	4	0.5
	8	Project Management	PM	4	1.0
	9	Quantitative Techniques for Management Research 2	QTMR 2	4	0.5
	10	Social Development 2	SD 2	4	0.5
		Development Practice Segment 2	DPS 2	4	10.0
		Term 4 Total			**16.5**
	1	Audio-Visual Communication for Development	AVCD	5	0.5
	2	Corporate Social Responsibility for Development	CSR	5	0.5
	3	Gender and Practice	GAP	5	0.5
	4	Leadership for Development	LEAD	5	1.0
	5	Motivation, Values and Ethics in Development and Change 2	MOVE 2	5	0.5
	6	Strategic Management	SM	5	0.5
	7	Water and Development	WAD	5	0.5
		INStitutional Pan-India for Reflective Exposure	INSPIRE	5	2.0
		Term 5 Total			**6.0**
		Total			**70.5**

Annexure: 3

Programme in Community Health Management (PCM)

Term wise courses and credits

No.	PCM Courses	Code	Term	Credit(s)
1	Accounting for Development Management 1	MANAC 1	1	0.5
2	Basics of Community Health	BCH	1	0.5
3	Basics of Development	BOD	1	1.0
4	Communication for Development	CD 1	1	0.5
5	Managerial Economics	ECON 1	1	1.0
6	Motivation, Values and Ethics in Development and Change 1	MOVE 1	1	0.5
7	Participatory Learning Methods 1	PALM 1	1	0.5
8	Quantitative Techniques for Management Research	QTMR 1	1	1.0
9	Research Methods for Development 1	RMD 1	1	0.5
10	Social Environment, Change and Effect on Development	SEED	1	1.0
11	Sustainable Livelihoods Development 1	LH 1	1	1.0
12	Written Analysis and Communication 1	WAC 1	1	0.5
13	Yoga 1	Yoga 1	1	0.5
	Fieldwork Segment 1	FWS 1	1	7.0
	Term I Total			**16.0**
1	Accounting for Development Management 2	MANAC 2	2	0.5
2	Building People's Organisations for Development 1	BUD 1	2	1.0
3	Communication With Communities	CWC	2	0.5
4	Interpersonal Behaviour in Personal and Organisation Development	IBPOD	2	1.0
5	Legal Environment for Development	LED	2	0.5
6	Macroeconomics	ECON 2	2	1.0
7	Microfinance for Poverty Reduction	MFPR	2	1.0
8	Participatory Learning Methods 2	PALM 2	2	0.5
9	Research Methods for Development 2	RMD 2	2	0.5
10	Social Development 1	SD 1	2	1.0
11	Sustainable Livelihoods and Health	SLH	2	0.5
12	Written Analysis and Communication 2	WAC 2	2	0.5
13	Yoga	Yoga 2	2	0.5
	Fieldwork Segment 2	FWS 2	2	7.0
	Term 2 Total			**16.0**

No.	PCM Courses	Code	Term	Credit(s)
1	Building People's Organisations for Health	BUD 2	3	0.5
2	Health Policy		3	0.5
3	Financial Management	FM	3	1.0
4	Human Resource Management	HRM	3	0.5
5	Managerial Oral Communication	MOC	3	0.5
6	Marketing of Development Programmes and Concepts 1	MODE 1	3	0.5
7	Demography	DEM	3	0.5
8	Community Epidemiology	CED	3	1.0
9	Counselling Skills	CS	3	0.5
10	Yoga	Yoga 3	3	0.5
	Development Practice Segment 1	DPS 1	3	10.0
	Term 3 Total			**16.0**
1	Management Skills	MS	4	0.5
2	Health Project Evaluation	HPE	4	0.5
3	Disaster Preparedness, Mitigation and Management	DPMM	4	0.5
4	Human Resource Development	HRD	4	1.0
5	Management Information Systems for Development	MIS4D	4	1.0
6	Marketing Of Development Programmes and Concepts 2	MODE 2	4	0.5
7	Health insurance	HI	4	0.5
8	Health Project Planning	HPP	4	1.0
9	Quantitative Techniques for Management Research 2	QTMR 2	4	0.5
10	Health Project Evaluation	HPE	4	0.5
	Development Practice Segment 2	DPS 2	4	10.0
	Term 4 Total			**16.5**
1	Society and Health	SH	5	0.5
2	Introduction to Communication	IP	5	0.5
3	Health behavioural pattern & changes as individuals, households and community	HBP	5	0.5
4	Leadership for Development	LEAD	5	1.0
5	Motivation, Values and Ethics in Development and Change 2	MOVE 2	5	0.5
6	Strategic Management	SM	5	0.5
7	BCC as an intervention strategy	BCC	5	0.5
	INStitutional Pan-India for Reflective Exposure	INSPIRE	5	2.0
	Term 5 Total			**6.0**
	Total			**70.5**

Academic calendar (2019 - 2021)

Activity	Start Date	End Date
Induction and Orientation	18 July 2019 (Thu)	20 July 2019 (Sat)
Inauguration and Introduction to Term 1	22 July 2019 (Mon)	22 July 2019 (Mon)
Term I		
Classroom Segment I	23 July 2019 (Tue)	15 November 2019 (Fri)
Term Break	16 November 2019 (Sat)	30 November 2019 (Sat)
Field Work I	1 December 2019 (Sun)	16 January 2020 (Thu)
Term II		
Classroom Segment II	17 January 2020 (Fri)	30 April 2020 (Thu)
Term Break	1 May 2020 (Fri)	4 May 2020 (Mon)
Field Work II	5 May 2020 (Tue)	20 June 2020 (Sat)
Term III		
Classroom Segment III	25 June 2020 (Thu)	1 September 2020 (Tue)
Term Break	04 September 2020 (Fri)	18 September 2020 (Fri)
Development Practice I	19 September 2020 (Sat)	25 November 2020 (Wed)
Term IV		
Classroom Segment IV	28 November 2020 (Sat)	29 January 2021 (Fri)
Term Break	04 February 2021 (Thu)	07 February 2021 (Sun)
Development Practice II	08 February 2021 (Tue)	14 April 2021 (Wed)
Term V		
Classroom Segment V	15 April 2021 (Thu)	30 April 2021 (Fri)
INSPIRE	3 May 2021 (Mon)	15 May 2021 (Sat)
Classroom Segment V, Placement and Consolidation	17 May 2021 (Mon)	12 June 2021 (Sat)

Nurturing & Grooming Professionals as Development Missionaries

Alumni Testimonials

Almost after a decade since I graduated from TDA, I believe that as you head out from TDA, what probably matters the most in life is how you manage not only yourself but also your ecosystem around you. While being at TDA, I have always wondered about why I was staying in villages, facing difficult situations and how it is going to help me in future. But staying attached to the basics and patience developed throughout the adversities has made me what I am today and helped me build my world around me. My humble suggestion to all of you is to be connected with people, try and understand what do they have, how do they live, what is their ecosystem. As a social manager each one of us need to create our own sub-culture within the larger organization culture wherever we work. People working with you read your ecosystem to understand you professionally and personally. It is so important to continue to stay connected with the very basics. It is the quality of the ecosystem you create that will determine your effectiveness, your fulfilment, the joy of your co-workers and ultimately empowering the underprivileged.

Sandeep Bharti (PDM VIII)

I would describe the TDA life is as exciting and dynamic. The best thing about being a student here is the number of additional opportunities that are available. The best thing about is having the freedom to think of an idea and test its practical application. I feel extremely lucky to be in an environment that allows me to conduct research on what interests me the most, so in all my time here I have never felt bored.

The professors here make the Academy what it is today. With an attitude of being ever ready to help, and not only delivering classroom teachings, but also providing the students with real-time case studies and hands-onfield experience with field, they are the pillars of the learning gained from this Academy The Academy provides us with real-world examples of how the concepts we are learning in class are being applied in the Development sector. The teachings I learnt will be helpful for all days henceforth

Birajaprasad Singh (PDM XIII)
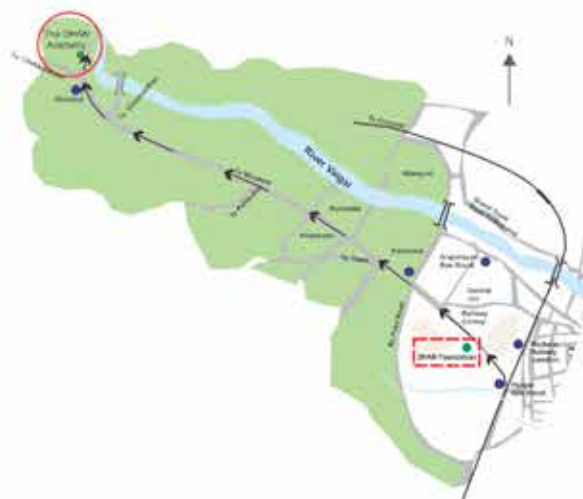
Distance: From Periyar Bus Stand / Railway Junction to The DHAN Academy : 22 km

About The DHAN Academy

The DHAN Academy was incorporated as a trust under Indian Trust Act, 1882. Besides teaching students, the Academy undertakes research and consultancy activities on poverty, human development, insurance, microfinance, leadership, water, health, education and disaster management with state and central government, NGOs, and funding organisations.

It offers short duration education and training programmes for practitioners in the development sector at the national and international levels. It also offers internships on development issues for national and international students.

It has taken up specialization in micro insurance, disaster risk mitigation and management and water for domestic and agriculture uses through its resource centres: (i) Advanced Centre for Skill and Knowledge on Micro Insurance (ASKMI), (ii) Advanced Centre for Enabling Disaster Risk Reduction (ACEDRR) (iii) Water Knowledge Centre (WKC), (iv) Advance Center for Enabling Women Empowerment (ACEWE) and (v) DHAN Center for Social Enterprise (DCSE)

The Academy offers one-year Post Graduate Development Executive Education Programme (DEEP) for those who are working in NGOs for more than three years with age of less than 35 years to build their conceptualization skills with management perspective. It was commenced in 2014.

Faculty, students and guests with Dr. Harsh Kumar Bhanwala, Chairman, NABARD during fourth convocation ceremony of The DHAN Academy