Placement Brochure 2013-2015

Tata-Dhan Academy
Madurai

Contents

From the Director

Tata-Dhan Academy aims at not only nurturing young development professionals for the sector, but also mentoring them for leadership, in long run, with clear development vision. Through two-year Programme in Development Management the young professionals are equipped with requisite attitude, development belief, skills and knowledge to work for the grassroots development. They are also imbibed with development values and ethics to practice while in the development action.

The Academy has envisaged the role of NGOs in the development sector in retaining the professionals for large scale development impact through mentoring, providing professional challenges and enabling environment so that the development professionals can unleash their hidden abilities through experimentation and innovation in the field to provide better solutions for the community problems.

The Academy teaches the students on the vital role of the community in the development process for sustainable impact. The professionals who choose development career need to be more comfortable and confident enough in working with communities and dealing with community issues with enabling process.

The Academy enables the students learn and practice the community skill during their study through field assignments. In addition to grooming of students through two-year education programme, it also extends its sensitization process by offering a ten-day "Development Immersion Programme", which has become a compulsory course for the management students in a few education institutions, to promote social concern in them in which the PDM students also take active role.

The Academy is interested to continue its collaboration with designate organizations to facilitate the large scale development process through campus placements and knowledge building and dissemination. The Academy invites placement organizations to facilitate the students taking active role in knowledge building and dissemination process through case studies, teaching materials and articles from their field experience by spending one-week for the Academy.

We are happy to introduce the students of PDM 14 and invite the designate organizations for the campus placement. The PDM 14 students are equipped with requisite knowledge and skills to serve the community by exposing them to different context through field assignments with communities. We hope that the placement organizations would be able to retain them in the sector through mentoring and by providing enabling environment.

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

With best wishes,

A. Gurunathan

About our Academy

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

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

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

The Academy is spread over a lush green campus 27 kilometres from Madurai city. The campus is an architectural marvel with separate teaching facilities, library, administrative section, dining section, and residential lounges for the students and guests. The eco-friendly architecture reflects the intensity with which Tata-Dhan Academy is dedicated towards its mission of promoting people's institutions and nurturing future development missionaries.

The broad purposes of the Academy are to:

- Induct and groom young graduates across India to become development practitioners, who can work directly with communities at the grassroots level through specially designed long duration programmes.

- Enable the world of development practice—both by practitioners and by those in the making—by disseminating knowledge to other organizations and educational institutions.

- Build knowledge through action reflection- action for its professionals who can master the art of participatory democratic development at the grassroots level and also adapt global knowledge to the Indian context.

In order to achieve these purposes, the Academy identified the following activities.

Programme in Development Management (PDM)

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

Sensitising Students'Communities on Development

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

Development Management Programme (DMP)

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

Research, Documentation, and Publication

The Academy contributes to the pool of 'development knowledge' in many ways. Research, especially in the arena of micro action and interrelationship of micro and macro realities,

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

Consultancy

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

Centres

The Academy gives thrust to high practice orientation with theoretical understanding, having extensive field labs for facilitating experimental learning and confining with exclusive focus on development. The Academy endeavours to provide specialized knowledge and practice on micro and mutual insurance through the Advanced Skill and Knowledge Centre for Micro Insurance (ASKMI) and on and disaster risks reduction through the Advanced Centre for Enabling Disaster Risk Reduction (ACEDRR). The Water Expertise and Training Centre (WETC) is another specialized centre works towards improved access to safe drinking water, sanitation and water for livelihoods. The Water Expertise and Training Centre (WETC) is another specialized centre established in Academy with the support of DHAN Foundation. The core objective is to improved access to safe drinking water, sanitation and water for livelihoods. The WET centre coordinates research studies, training, and education programme for the community based organizations.

Programme in Development Management (PDM)

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

- Broadening the understanding of the micro and macro realities and their interrelationships.

- Fostering research capabilities to identify development issues and interventions.

- Equipping appropriate managerial techniques and tools to build people organizations and livelihood development activities.

- Building 'people focused skills' for dealing with people, building teams and organizations and motivating people.

Developing creative, conceptual, and critical abilities of the students. The Programme is designed considering the core principle of development professionals for grassroots action. The Academy endeavours to build development professionals, who:

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- 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) with well-specified focus.

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

i. Basics of Development

ii. Technology for Development

iii. Leadership and Institution Building

iv. Management For Development

v. Communication for Development

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

Basics of Development (BASICS)

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

Technology of Development (TECH)

This discipline focuses on the designing and implementation of development projects/ programmes at global level in general and national level in particular in different contexts such as rural, urban, tribal, and costal. 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 disciplines 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.Motivation, Values and Ethics in Development and Change I & II

Management for Development (MADE)

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

Communication for Development (CODE)

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

Teaching Methods at Tata-Dhan Academy

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

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

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

Besides these methods, seminars, group discussions, assignments, exposure trips, and documentaries are also adopted to build perspectives on various dimensions of development. The course follows a 'practitioners to teach' and 'learning by doing 'approach. Drawing on their experience as well as their intellectual rigour, the faculties are pursuing the mission to educate the next generation of leaders who will make a difference in the development sector.

Extra-Curricular Activities

The extra-curricular activities by students play a vital role in building their leadership and managerial skills. TDA provides a platform through organising different events such as ethnic dinner, sports week, budget discussion, interaction with other college students, development dialogue, and film club.

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, trekking, badminton, carom, and chess. All the activities go parallel with the class schedules; it gives an opportunity to show talents in other activities also.

Union Budget Watch and Reflections is one of the flagship events of the Academy helps students to understand nuances of nation's budgeting process and its components. It helps them building perspective on growth of nation's economy.

Several development dialogues are conducted throughout the programme where experts from different development sectors, students, faculties, and students from other colleges are encouraged to post their comments and views on a selected topic. After intensive discussion on the issue, students prepare a consolidation presentation and share this among all the participants.

About our Faculty

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

About the batch of PDM 14

The batch of PDM 14, are the 8 students from five states with different educational backgrounds such as arts, commerce and science, represent India culturally.

On the Journey of PDM 14

We, the batch of PDM 14, had an eventful two-year journey, at and away from the Academy. The highlight of our batch is conducting Saturday Afternoon Student Seminar (SASS) and plantation on environment day in Academy.

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

This is the new initiative from this year by PDM 14th batch. This seminar is mainly on development topic, which gives opportunity to develop students attitude skills, knowledge and presentation skills. It helps student to improve their presentation skill at the same time it enhances their confidence level to give presentation in front of large number of audience. The Theme for first Saturday Afternoon Student Seminar was "Water". Students of PDM 14 batch gave total eight presentations. By planting the trees on environment days we made this culture for coming batches also.

As part of the course on 'Communication with Community', we performed a street-play highlighting the need for hygiene and sanitation in urban area of Ambur, Tamilnadu. We were the part of the Madurai Symposium 2013 and participated in the annual budget dialogue conducted by the Academy in 2014. National festivals such as Republic Day and Independence Day were always conducted with the participation of the local community and in nearby villages. We attainted the Gram Shabha in nearby village.Apart from that, Pongal, Holi, and Diwali also were some of the festivals celebrated in the Academy by us.

Organizing 'Sports Week', SASS and participating in 'World Heritage and Culture' started by Dhan Foundation and pageant for Vaigai river restoration etc were some of the other activities we took part.

Lessons for Life Learnt in the Academy:

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

(i) Understanding a village or a slum or a tribal or a coastal area

(ii) Social research in issues related to development

(iii) Organizing the community around specific themes and

(iv) Project execution and project management

The Fieldwork segment I (FWS I) designed to study a village or slum or a tribal area, to characterize poverty, which is context specific, has given a broad understanding about four different contexts (rural, tribal, coastal) in a development perspective and helped us to experience life with village community.

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

The Development practice segment I (DPS I) has given us the space to learn the art and science of promoting groups/associations for the poor and building people institutions for a

common purpose, mainly on different themes of rainfed farming, and microfinance. We all together formed 37 groups with 547 members covering eight states- Jharkhand, Karnataka, Madhya Pradesh, Utter Pradesh, Bihar, and Maharashtra during the year of 2014 as part of DPS-I.

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

All these studies were done in the field locations of all national level designated organizations spread all over the country working for the community. The organizations which supported during those studies were, AKRSP, NDDB, and DHAN Foundation. This has helped us to capitalize the learning and to appreciate the ground level work that the organizations are performing.

The Development Exposure to various organizations in different parts of the country in the final term provided us an opportunity to understand organizations and about the inspiring personnel who built the organizations and their leadership style. Some of the organizations we have visited were the Kashturba Hospital, Gandhi Gram Ashram,Tribal Health Initiative, Key Stone Foundation, Puvidham, Auroville Foundation, Vivekananda Kendra Kanyakumari, South Indian Federation of Fishermen Society, and Amar Seva Sangam.

Placements

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

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

Previous Placements

Thirteen 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, Karnakata and Andhra Pradesh
- National Dairy Development Board (NDDB), Gujarat, Assam, Maharastra 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

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

After graduating from PDM, next three years

The Academy builds the PDM graduates as Development Professionals, who

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

After successful completion of two-year PDM programme in the Academy, they are equipped to take up the career with the designated NGOs through campus placement and commence working with poor in rural/urban slum/tribal contexts.

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

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

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

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

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

Student Profiles

Aashiyabanu Iqbalhusain Saiyed

Date of Birth	-	25 March 1990
Educational background	-	M.Sc Electronics (Gold Medalist)
Languages known	-	Hindi, Gujarat, English, Urdu
Area of interest	-	Livelihood, Natural Resource Management

Studies and Projects

- A Study to understand the Socio-economic Condition of a Sonipur village in Khera District, Gujarat

- A Research study on "Effect of climate change on Agriculture" with Dhan Foundation in Kumbakonam block of Thanjavur District, TamilNadu

- Preparing Inception document and promoting Women Self Help Group for under Kalanjiam Community Banking Program with DHAN Foundation in Dhar district of Madhya Pradesh

- A project on Business Practices Adopted by Milk Producers for National Dairy Development Board in Gujarat state

Anant B. Bangal

Date of Birth	-	04 November 1987
Educational background	-	BA(Political Sci. & Psychology)
Language	-	Marathi, Hindi & English
Areas of interest	-	Agricultural Livelihoods, Natural Resource Management & Microfinance

Studies and Projects

- A study to understand the Socio Economic condition in the rural context, of Amravati, Maharashtra.

- "A study on the cultivation, management of Paras Pimpal (Bhendi) tree on the farm bunds and its uses" in Rajur (area), of Akole Taluka, Ahmednagar District.

- Inception and Process document for Rainfed Farming development programme at Pusa block, Samastipur District, Bihar.

- Preparation of inception document and promoting the Microfinance (KCBP), groups in Solapur District, Maharashtra.

Charan Hansda

Date of Birth	-	11 March 1992
Education background	-	Bachelor of Computer Application
Languages	-	Odia, Santali, Hindi and English
Areas of interest	-	Natural resource management, Livelihoods promotion and education

Studies and projects

- Study on understand the poverty and development scenario of the Khetrapatna village, Betanoti block, Mayurbhanj district, Odisha under DHAN Foundation.

- Study on status of beedi workers and scope for alternative livelihoods activities in Hindoria Panchayat, Damoh districat, Madhya Pradesh with Sarda Foundation.

- Preparation of Inception Document and Promotion of women self-help groups under Costal Conservation and Livelihoods Programme with DHAN Foundation in Balasore, Odisha.

- Study on Explore the Potential and Prepare Action Plan for Kalanjiam Community Banking Programme (KCBP) for Kanker Block, Chhattisgarh under DHAN Foundation

Hussen Khalandar Saab

Date of Birth	-	26 December 1991
Education background	-	Bachelors of Commerce
Languages	-	Kannada, Hindi, Urdu and English
Area of interest	-	Livelihood Promotion, Agriculture Development, Microfinance

Studies and Projects

- A socio-economic study in rural context in Doddanalli village of Kolar district in Karnataka

- Research study on Understanding issue in relation with Basic needs of Kalanjiam SHG members for loan product development at Tribal context in Ratlam District Madhya Pradesh

- Preparation of inception document and organizing farmers associations under the

- rain fed farming development programme with DHAN foundation in Siddapur, Karnataka.

- Study on strategic plan expansion document of RFDP at Siddapur location of rural context at Uttar Kannada District Karnataka.

Jitendra Kumar Rai

Date of Birth	-	27 October 1988
Education background	-	Bachelor in Arts (Economics) PG Diploma in Foreign Trade
Language known	-	Hindi, English, Bhojpuri, Sanskrit
Area of interest	-	Natural Resource Management, Livelihood & Human Resource Development

Studies and Projects

- A study to understand the socio-economic condition of rural people of Latehar block in Latehar district, Jharkhand.
- A research study on the effect of Climate Change on agriculture in Cauvery delta region of Kumbakonam block in Thanjavur district, Tamilnadu.
- Preparation of Inception Document and Organizing the Mango formers groups for Rainfed Forming Programme in Malihabad block of Lucknow district, Utter Pradesh.
- Base line Survey for Integrated Watershed Renouncement Management in Kukshi block of Dhar district, Madhya Pradesh

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Mane Prashant Ramchandra Suvarna

Date of Birth	-	28 January 1989
Educational background	-	Bachelor in Commerce
Languages known	-	Marathi, Hindi and English
Areas of interest	-	Tribal Development

Studies and Projects

- A study to understand the socio-economic condition in the rural context, in Yawatmal, Maharashtra
- Study on Status of Beedi workers and scope for promoting alternative livelihood activities in Lakhani, Bhandara district, Maharashtra
- Preparation of the inception document and promoting the Microfinance (KCBP,
- DHAN) groups in Madupur Block, Assam
- Situation assessment of women SHG's for programme intervention at Deoli block of Wardha District, Maharashtra.

Muhammad Zuber Y. Saiyad

Date of Birth	-	27 March 1993
Education background	-	B.S.W
Languages known	-	Gujarati, Hindi, Urdu, English
Area of interest	-	Livelihood, Natural Resource Management and Health

Studies and Projects

- A study to understand the Socio-economic condition of the poor at Deroliya village Ta. Thasra, Dist. Kheda, Gujarat. Under (Charutar Aarogya Mandal, Anand)
- Study on availability of safe drinking water and toilet facility at Sakat village, Vairag block, Solapur District, Maharashtra. under (DHAN Foundation)
- Preparation Of Inception Document And Promotion Of Farmers Group At Dighiya Panchayat, Bero Block, Ranchi District, Jharkhand under (DHAN Foundation)
- Study and analysis of baseline data for forming Farmers Producer Company at Pusa, Samastipur and Muraul, Muzaffarpur, Bihar under AKRSP(I).

Experience

- Municipal corporation Anand, Urban Community Development(UCD) – 1 YEAR
- PRATHAM Education Foundation, Anand – 6 Months
- SANDHYADEEP NGO – 6 Months
- Mogri Village Gram Panchayat, Anand – 6 Months
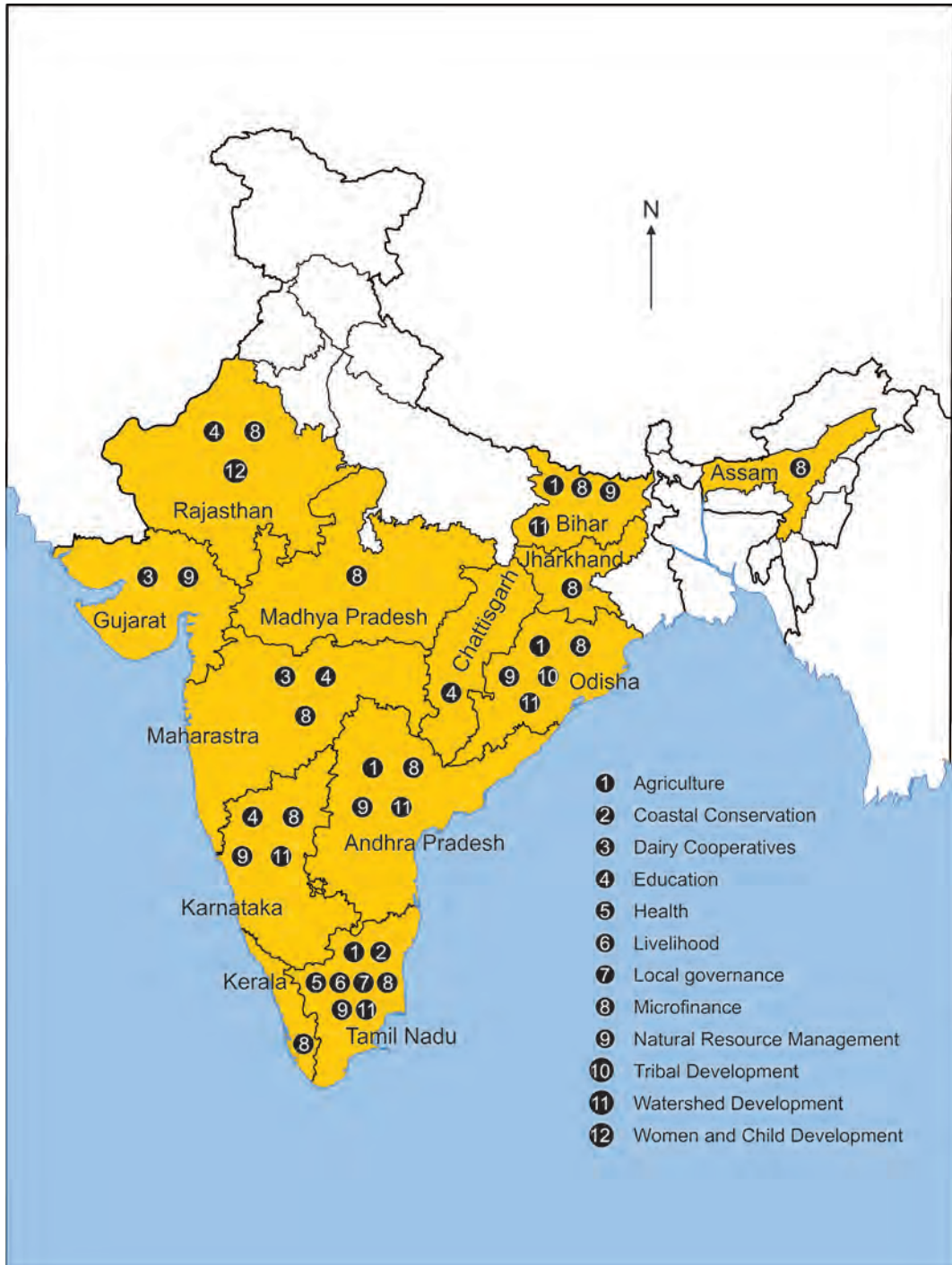- Indian Red-Cross Society (IRCS) – 6 Months

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Muralidhar Das

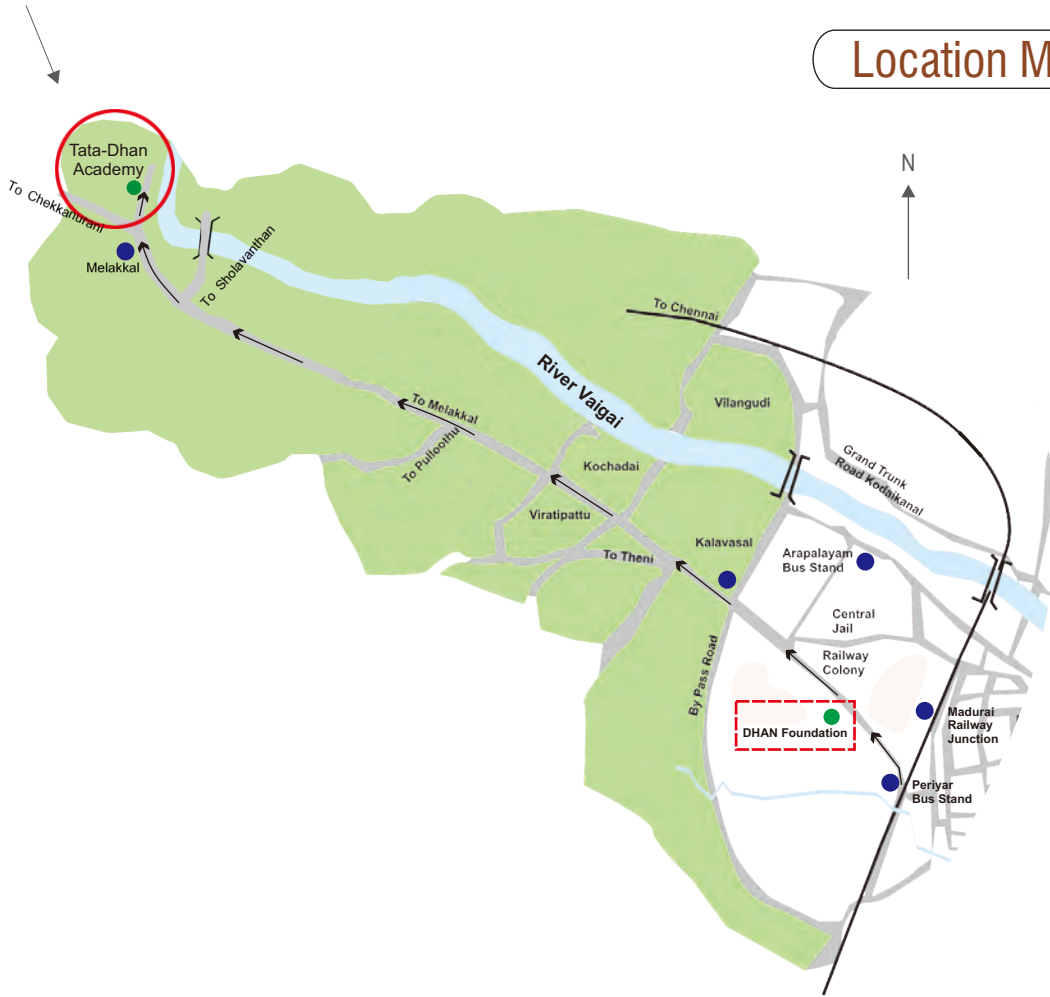|		
Date of Birth	-	2 May 1992
Educational background	-	Bachelor of Business Administration (Specialization: Marketing)
Languages known	-	Odiya, Hindi and English
Area of interest	-	Microfinance & Farm based livelihood

Studies and Projects

- A study to understand socio-economic condition in rural context, in Unapura village, Betnoti Block, Mayurbhanj in Odisha
- Understand the effect of Phailin/ Disaster and Developmental issues of Poor families in Baliapal block of Baleswar district in Odisha.
- Preparation of inception document and promotion of Kalanjiam groups at Nahara, Balim and Kusuda panchayat, Bhograi block, Balesore district in Odisha for Dhan Foundation.
- A study on potential assessment and action plan for Kalanjiam programme in Charama block, Kanker district of Chhattishgarh.

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

TDA Alumni working in Thematic Development Areas

Legend:
1. Agriculture
2. Coastal Conservation
3. Dairy Cooperatives
4. Education
5. Health
6. Livelihood
7. Local governance
8. Microfinance
9. Natural Resource Management
10. Tribal Development
11. Watershed Development
12. Women and Child Development

Location Map

N

Tata-Dhan
Academy

To Chekkanurani

Melakkal

To Sholavanthan

River Vaigai

To Chennai

Vilangudi

Grand Trunk
Road Kodaikanal

To Melakkal

To Pulloothu

Kochadai

Viratipattu

To Theni

Kalavasal

By Pass Road

Arapalayam
Bus Stand

Central
Jail

Railway
Colony

DHAN Foundation

Madurai
Railway
Junction

Periyar
Bus Stand

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."

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