



# Post-Graduate Diploma in Development Management

2006-2008

Tata-Dhan Academy  
Madurai

## Welcome

**A**re you a person seeking development challenges?

**D**o you measure success in terms of contributions to the society?

**D**o you want to work for the security of the downtrodden?

**A**re you willing to face hardships to bring down inequalities in the society?

**A**re you interested to equip yourself to work in the rural areas to bring the desired changes in the lives of poor people?

If **Yes**, explore with us.

**Chairperson**  
PDM

# Tata-Dhan Academy

The Academy is a joint venture of Sir Ratan Tata Trust (SRTT), and DHAN Foundation, a leading development organisation in India. The Academy is growing as a centre of excellence in development management education, training and research. The Academy is established to

- Induct and groom young graduates as development professionals with attitudes, values, empathy, knowledge and skills to work with disadvantaged communities.
- Train practitioners in the sector through short duration Development Management Programmes.
- Build knowledge through action-reflection and adapting global knowledge to the Indian context.
- Enable the world of practice, both practitioners and potential, to use and build this knowledge.

## Unique Features

### Practice Orientation

About sixty per cent of the curriculum involves fieldwork and development practice. The students are able to apply and assimilate the learnings of the classroom and acquire the operational skills of becoming a high quality dedicated development professional. Faculty members are drawn from among practitioners who are in the thick of development action, thus providing strong action orientation to knowledge and perspectives. This enables students to relate theoretical knowledge relevant to the context.

It is important for students to witness development action by being a part of a project implementation in order to gain hands-on experience. Such projects include the ones supported by national and international governments, donors and philanthropic institutions. Gaining experience

during internships with field organisations along with women and farmers working on large scale microfinance and natural resource development programs is a part of management training which emphasizes “Learning by doing” approach.

### Extensive field lab

Tata-Dhan Academy as an academic institute has the advantage of substantial field facilities of DHAN Foundation, and few select development organisations which has adequate infrastructure to support learning through Field Work and Development Practice Segments.

### Institute for development

It is the only academic institute in India dedicated to building professionals to initiate and strengthen the complex process of helping the poor in organising themselves and making them self-reliant.

# Programme in Development Management (PDM)

The PDM is designed to deal with a complex scenario impeding the development of livelihoods of the poor communities. It is a two-year programme starting in July 2006. The award is Post Graduate Diploma in Development Management (PGDDM).

The PDM aims to:

- Broaden your understanding of the micro (villages, livelihoods, rural social change, poverty) and the macro (government policy, macroeconomics, globalization, legal environment) realities and their inter relationships.
- Foster research capacity to identify development issues and interventions.
- Equip you with appropriate managerial techniques and tools to build people's organisations and livelihood development activities.
- Build your 'people-focused skills' - dealing with people, building teams, organisations, motivating people etc.

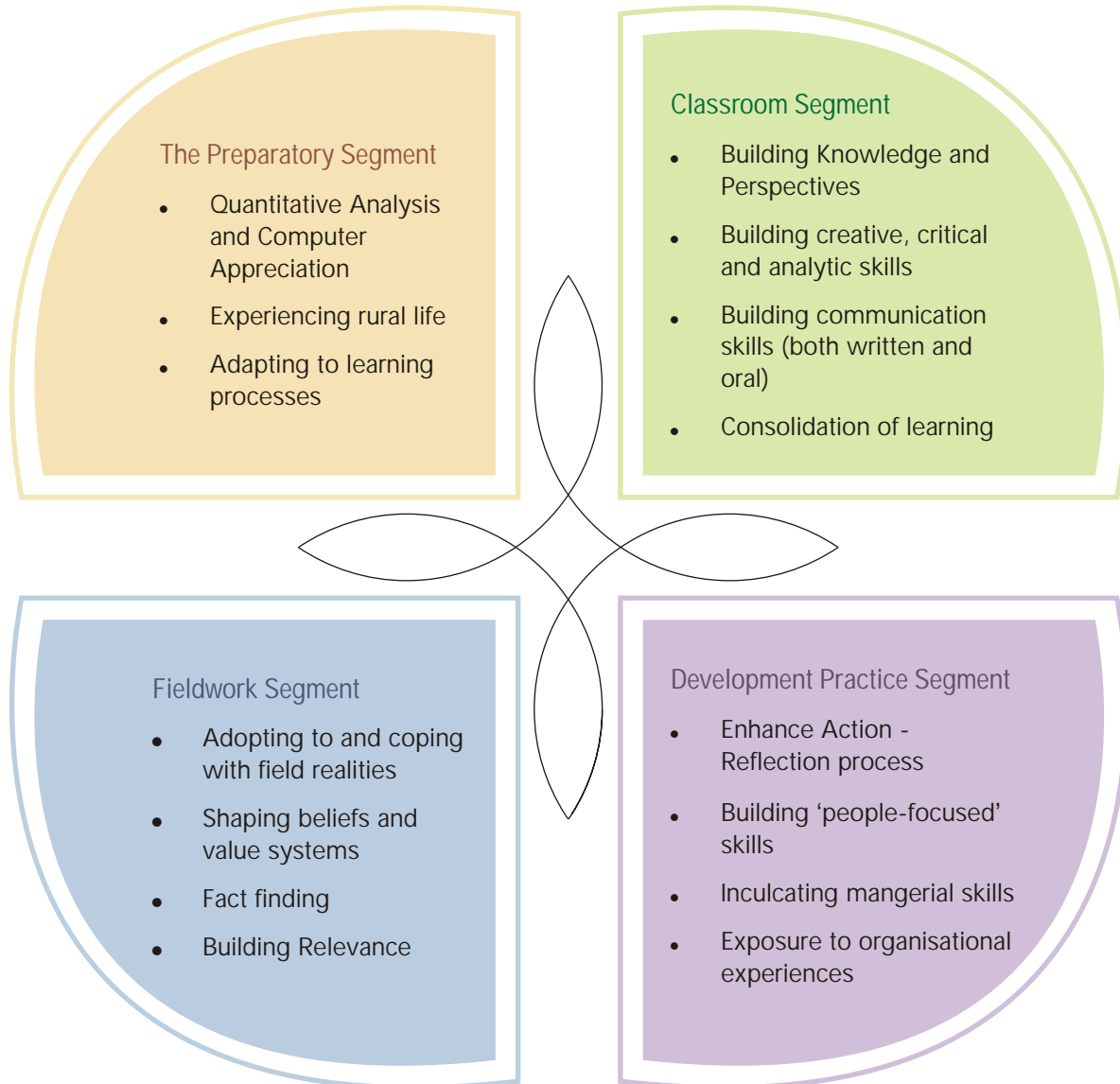
- Develop your creative, conceptual and critical abilities.

The PDM students are exposed to the realities at grassroots to understand livelihoods of the poor communities, the issues of poverty and social changes happening at micro level. Also, the macro realities such as government policies, globalisation, and macro economic and legal environment are unveiled to them. The students broaden their perspectives through understanding the interrelationships.

The core values of excellence, enabling, equity, creativity and discipline inherent in each of the different segments of PDM serve as the vital thread running through the entire programme. The PDM is thus committed to producing high quality dedicated development professionals with appropriate motivation, values and ethics, who would create and manage strong and vibrant people's organisations to effect significant impacts on the lives of the poor.

## Programme Structure

The Post Graduate Diploma in Development Management (PGDDM) is a two-year programme. It comprises of four segments: Preparatory Segment, Classroom Segment, Fieldwork Segment and Development Practice Segment.



## Preparatory Segment

The Preparatory Segment will precede the regular PDM curriculum. The segment attempts at raising the proficiency levels of the students in the following areas, to effectively participate in the PDM Programme:

- Experiencing the rural context and getting to know one's coping ability
- Quantitative Analysis
- Written and Oral Communication in English
- Computer Operation and Application skills
- Case Analysis and Class Participation
- Exposure to Learning processes

The duration of the preparatory segment is four weeks. It is compulsory for all the students. The preparatory segment endeavours to provide individual based learning.

This segment includes village stay, remedial classes in English, Mathematics, Computer Appreciation and Application, Case Analysis and Yoga Appreciation.



## Classroom Segment (CRS)

The CRS is organised into five disciplines through 35 courses providing 30 credits. All the courses of PDM are compulsory. The disciplines are broadly listed here:

**Basics of Development, 5.0 credits:** The discipline focuses on perspective building on development concepts, principles and theories. It will expose the students to new opportunities and challenges in development. Building an emotional bondage between the students and the sector by focusing elements on the social concern through what and why aspects are a part of the discipline.

**Technology for Development, 6.0 credits:** The discipline focuses on how the interventions are designed and implemented at macro and micro levels. This would help the students to contextualize various development models and analyse the existing approaches. Various analytical frameworks to understand the interrelations between the factors influencing the development and actors involved in development process are dealt in detail.

**Management for Development, 7.0 credits:** The discipline focuses on imparting knowledge and skills on various management tools and techniques, management concepts and principles which are relevant to development. The focus will be on learning the general management skills and the techniques applicable to the development programs and organisations.

**Leadership and Institution Building, 8.0 credits:** The discipline focuses on building interpersonal skills, self exploration through micro lab process, helping students to identify their motivation, values and ethics, building them through practices and reflections on the practices and helping them identify leadership qualities and making them understand the importance of institution building processes. It will have minimum two labs including yoga.

**Communication for Development, 4.0 credits:** The discipline focuses on building the written analysis capacity, oral presentation skills and use of modern communication tools. The students would also get an exposure to the various methods of communication being followed in development projects and use of communication as a tool projects and for development.

Apart from the regular classes, series of seminars and workshops will be organised in relation to various disciplines to build the perspectives on related subjects. Elective courses will also be offered.



## Field Work Segment (FWS)



The Field Work Segment (FWS) with 14 credits is designed to provide an indepth understanding on development issues and to find out appropriate intervention strategies through systematic and rigorous field studies and practice. This segment aims at

- Providing opportunity to apply classroom learning in the field practice to build the relevance
- Enhancing the students adaptability to the rural, urban, tribal and coastal environment
- Enhancing their understanding of development issues
- Facilitating them to understand inter-relationships of various aspects of social life of the community and their bearing on development
- Improving students' observation, analytical and conceptual skills through research
- Building their appreciation of constraints and possibilities in development

There will be two Field Work Segments (FWS) of Seven weeks duration each.

## Development Practice Segment (DPS)

The Development Practice Segment with 22 credits aims at providing opportunities for the students to practice community and organisational management skills. It provides hands-on experience in

- Community organising skills
- Applying Accounting and Financial Management skills
- Applying Project Management skills
- Understanding and Designing Human Resource Development and Management systems
- Training skills
- Planning document preparation
- Monitoring Information Systems
- Vision building for people's organisation

The students will be either placed singly or as a group in a people's organisation or in a development project under the able guidance of one of the senior executives of DHAN Foundation and select development organisations. One of the faculty members will be the guide during the assignment period to enhance the quality of the study as well as to build the requisite knowledge, attitude and skills to take up the development work in future. There will be two Development Practice Segments of 10-weeks duration each.



### Development Tour:

Students will visit several Government and Non Government Organisations (NGOs) at the end of the PDM. This is to expose them to various development approaches and models in addressing issues related to social development, organisations and their impact on the lives of the poor. It is of two-weeks duration and has 2 credits.

# Term wise courses, Fieldwork and DPS

## Term I (16.0 credits)

Basics of Development  
Social Environment, change and Effects on Development  
Principles of Economics - I  
Research Methods for Development - I  
Participatory Learning Methods  
Sustainable Livelihoods Development - I  
Quantitative Techniques for Development Management Research  
Accounting for Development Management - I  
Motivation, Values and Ethics in development and change - I  
Written Analysis and Communication - I  
Yoga - I  
Field Work Segment - I

## Term II (14.5 credits)

Principles of Economics - II  
Micro-Finance for Poverty Reduction  
Sustainable Livelihoods Development - II  
Research Methods for Development - II  
Social Development  
Accounting for Development Management - II  
Interpersonal Behaviour in Personal and Organisation Development  
Written Analysis and Communication - II  
Yoga - II  
Field Work Segment - II

## Term III (17.0 credits)

Ecology, Environment and Development  
Tank Rehabilitation for Agriculture Development  
Financial Management  
Building people's organisations for Development  
Human Resource Management  
Motivation, Values and Ethics in development and change - II  
Written Analysis and Communication - III  
Yoga - III  
Development Practice Segment - I

## Term IV (15.5 credits)

Legal Environment for Development  
Social Development  
Project Management  
Marketing of Development programmes and concepts - I  
Development Economics  
Management Information System & Information Technology for development  
Elective - I  
Written Analysis and Communication - IV  
Development Practice Segment - II

## Term V (7.5 credits)

Water and Development  
Marketing of Development programmes and concepts - II  
Strategic Management  
Leadership for Development  
Human Resource for Development  
Communication for Development  
Oral Communication  
Elective - II  
Development Tour

## Teaching methods

The teaching methods are diverse and accommodate innovative learning methods for different students.

Case method is the prominent method of teaching. Case method involves analysis of cases (written description of real life situations faced by the practitioners) to identify the problem and suggesting measures for its resolution.

Lecture method of teaching is adopted to impart learning about theories and perspectives, which explain or assist in viewing the reality in particular ways.

Games and role-plays are adopted to build understanding of social behaviour especially inter-personal behaviour in group / organisational situation. Games are also employed to demonstrate basic concepts and perspectives in social sciences.

Intensive micro-labs for Leadership development and intermittent field visits with the classroom discussions form an important part of the teaching methods.

Besides these methods, seminars, group discussions, assignments etc. are adopted to build various knowledge and skills.



## Experience Sharing



**Janakiraman N**, PDM 3, Project Executive, Panchayat Development Programme, Batlagundu, TN

The course at TDA is a sort of rebirth of my mind, attitude and behaviour. It envisioned my way of life and belief systems. It catalysed vigorous change reaction in my thought process. The novel pedagogy and learners' focused curriculum brought lots of changes in me. I was a bit confused while joining the Academy about suitability of my Pharmacy background, but in course of time I was able to cope up and dissolve myself into the curriculum.

**Radha M**, PDM 4, Project Executive, Kalanjiam Community Banking Programme, Attur block, Salem district, TN



Each moment at TDA taught me something which is necessary for any individual to excel in dedicating themselves for social cause. The pedagogy of the course helped me in understanding issues in different perspectives. This created a space for experimentation and questioning our role in the society. The course guided us to search for appropriate solution for a given problem which gave a new definition to the word 'think'.



**Prakash Ranjan**, Student of PDM 5, Tata-Dhan Academy

While reading the book '*Village Swaraj*', I used to contemplate about the means of its attainment. TDA gave me the solution and showed me the way. The entire period at TDA helped me to reinforce my faith in relating and identifying myself with the community. My mind is now bestowed and enriched with the spirit of voluntarism, profound commitment and strong will, characteristics which are to guide me throughout my life. I am sure, the values, ethics and discipline that are inculcated in me at the Academy would ensure a dedicated professional in lines of '*Village Swaraj*'.

**Rameswari Pattnaik**, Student of PDM 5, Tata-Dhan Academy



The Academy provided scope to explore wide range of issues faced by the poor. The curriculum enabled me to identify such problems and understand the importance of community based approach in addressing them. The Academy instilled the ethics and values which are necessary for any development professional to work at the grassroots level. I am enthusiastic about the long career ahead in the development sector. I hope that I would be able to put to practice, whatever I had imbibed at the Academy for the betterment of the downtrodden.

# Academic Calendar: 2006-2008

Activity	Starting Date	Closing Date
Induction & Orientation	Monday, 3 <sup>rd</sup> July 2006	Wednesday, 2 <sup>nd</sup> August 2006
<b>Term I</b>		
Classroom Segment I	Thursday, 3 <sup>rd</sup> August 2006	Monday, 30 <sup>th</sup> October 2006
Term Break I	Tuesday, 31 <sup>st</sup> October 2006	Tuesday, 14 <sup>th</sup> November 2006
Field Work I	Wednesday, 15 <sup>th</sup> November 2006	Tuesday, 2 <sup>nd</sup> January 2007
<b>Term II</b>		
Classroom Segment II	Wednesday, 3 <sup>rd</sup> January 2007	Saturday, 17 <sup>th</sup> March 2007
Term Break II	Sunday, 18 <sup>th</sup> March 2007	Tuesday, 20 <sup>th</sup> March 2007
Field Work II	Wednesday, 21 <sup>st</sup> March 2007	Tuesday, 8 <sup>th</sup> May 2007
<b>Term III</b>		
Classroom Segment III	Wednesday, 9 <sup>th</sup> May 2007	Monday, 9 <sup>th</sup> July 2007
Term Break III	Tuesday, 10 <sup>th</sup> July 2007	Sunday, 22 <sup>nd</sup> July 2007
Development Practice I	Monday, 23 <sup>rd</sup> July 2007	Sunday, 30 <sup>th</sup> September 2007
<b>Term IV</b>		
Classroom Segment IV	Monday, 1 <sup>st</sup> October 2007	Tuesday, 11 <sup>th</sup> December 2007
Development Practice II	Wednesday, 12 <sup>th</sup> December 2007	Tuesday, 19 <sup>th</sup> February 2008
<b>Term V</b>		
Development Tour	Wednesday, 20 <sup>th</sup> February 2008	Wednesday, 5 <sup>th</sup> May 2008
Classroom Segment V	Thursday, 6 <sup>th</sup> March 2008	Wednesday, 21 <sup>st</sup> May 2008
Placement Programme	Thursday, 22 <sup>nd</sup> May 2008	Tuesday, 27 <sup>th</sup> May 2008

# Placement, Cost, Other Programmes

## Programme Cost

The cost of the programme is Rs.2,00,000/- per student, both direct and indirect. Every student admitted is provided with a Fellowship of Rs.1,25,000 and an Institutional subsidy of Rs.75,000. The total amount will be enough to meet the entire cost of the programme including tuition fees, boarding, lodging, and out of pocket expenses. The candidates who opt for self financing or other sponsorships can also apply.

The fellowship is subjected to the following agreement:

- The graduate upon completion has to serve designated organisations for a minimum period of three years.
- All the minimum academic performance standards as prescribed in the PDM handbook have to be met.

The student has to repay the entire fellowship amount and the subsidies received upto the date of leaving the campus when he / she opts out of the programme during its course or does not complete the minimum period of service on completion of course.

Each selected candidate has to pay Rs.5,000/- as 'Caution Deposit'. It will be refunded to the students on successful completion of the Programme. The amount will not be refunded when the student opts out of the Programme during its course or is expelled by the Academy on disciplinary ground.

## Placement

The candidates who graduate successfully would be placed in designated development organisations. The responsibilities might involve planning and implementing livelihood development programmes for the poor. The remuneration for the graduates is expected to be over Rs.1.25 lakhs per annum and is expected to grow.

## Other Programmes

The Academy conducts short duration courses on Development Management for practitioners from NGOs, academicians and researchers. The duration of these programmes vary from one to three weeks and the participants are from different countries across the globe representing field organisations, government departments and donors.

The Academy regularly offers two-week Development Management Appreciation Programme; and a three-week programme in building Social Development Research Capacity for practitioners, academicians and researchers. The academy offers a specialized program on ART of up-scaling microfinance for international clients. It also envisaged to offer a one-week international programme on microinsurance.



# Admission Process

## Entry Requirements

- Graduates or postgraduates in any discipline with minimum 50% marks or equivalent. Those appearing for the final examination of the qualifying degree and would be able to complete all their course requirements on or before 30<sup>th</sup> June, 2006 can also apply.
- Professionals, first time graduates from families, candidates working in development organisations are encouraged to apply.
- Age as on 30<sup>th</sup> June, 2006 should not be more than 26 years.
- High motivation and enthusiasm to work for and with the poor communities.

## Admission Procedure

Candidates will be short listed on the basis of written test DMAT (Development Management Admission Test) to be held at various centres in India on 23<sup>rd</sup> April, 2006. DMAT will be of objective type, testing the following abilities:

- English language and comprehension
- Quantitative ability
- Analytical reasoning

Performance in all the three areas will be taken into account in short listing the candidates for Group Discussion and Personal Interview (GD & PI) which will follow DMAT.

## Test Centers

Ahmedabad	Bhopal	Dharwad	Kolkata	New Delhi
Allahabad	Chennai	Guwahati	Lucknow	Patna
Bangalore	Cochin	Hyderabad	Madurai	Pune
Bhubaneswar	Coimbatore	Jaipur	Mumbai	Ranchi

Candidates can appear for the DMAT at anyone of the centres of their choice provided sufficient number of candidates opt for it. Otherwise the candidates can take the exam at their second choice of centre.

## How to Apply?

- Send requests for application materials (Application form and Brochure) to Tata-Dhan Academy with a payment of Rs.100/- as a Demand Draft favouring Tata-Dhan Academy, payable at Madurai.
- Fill in the application and submit it by post / person before 31<sup>st</sup> March, 2006 along with registration Fee of Rs.200/- as a Demand Draft, favouring Tata-Dhan Academy, payable at Madurai.
- Send the requests for application / filled in application forms to:

The Admissions Coordinator

Tata-Dhan Academy

Boys Town Campus, Pulloothu Post, Madurai - 625 016 Tamilnadu, INDIA.

Tel: +91- 452 - 2475318/219, Fax: +91 - 452 - 2602247

Email: tatadhanacademy@satyam.net.in, Website: <http://www.dhan.org>

## Campus Life

The campus is nestled in a serene spot at the foot of Nagamalai hills near Pulloothu, 12 kms from Madurai city. Madurai is one of the oldest, historically famous Temple City.

The campus is fully residential with students' hostel furnished with single /double occupancy rooms.

There are adequate lecture halls with modern gadgetry, a computer lab and mess facilities for the students.

The campus also has a library with growing collections in development, management and other relevant subjects.

The campus has sports and recreation facilities. There is a multi purpose plaza for practicing yoga, attending classes and for cultural events.



# Core Values

Students of Tata - Dhan Academy are expected to conduct themselves with grace, dignity and decorum; maintain high standards of discipline, and imbibe and practice the following Core Values:

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

## Sir Ratan Tata Trust

Set up in 1919, a year after the untimely demise of Sir Ratan Tata at the age of 47, the Sir Ratan Tata Trust 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. Since inception, the Trust has disbursed nearly Rs.1650 million (US\$ 36.66 million) till March 2004 to various institutions in the above mentioned themes, besides individuals.

The uniqueness of the Trust is characterized by its practice of giving grants to individuals and organisations 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 Foundation is a Development Organisation working towards bringing significant changes in the lives of the poor through innovative themes. The organisation runs several field programs and activities to help the poor.

DHAN's Community Banking Programme is building on the self help and collective action of the poor. It has an emphasis on creating access to microfinance services that include savings, credit and insurance to poor women through their own self managed institutions. These institutions would help address their other development needs. The tankfed agriculture program aims at rebuilding the small scale reservoirs spread across the countryside for benefiting small holder agriculture and drinking water. The experimentation projects and activities are on making rainfed agriculture more remunerative; making information technology to serve the poor; and democratizing the Panchayats through local action.

The salience of the programs of DHAN are placing high quality human resources to work with the poor, organising them into self managed organisations to avail their entitlements and run their services on a cooperative and self help basis. DHAN always works in collaboration with individuals and organisations including the government and businesses.

Till March 2005, DHAN operates its programs in various parts of the country benefiting around 3.26 lakh families through its network of more than 142 offices and 495 fulltime staff, of which most of them are trained in professional studies.

# Location Map



## Important Dates

- |   |   |                                |
|---|---|--------------------------------|
| 1. Last date for submission of application      | - | March 31, 2006                 |
| 2. Development Management Admission Test (DMAT) | - | April 23, 2006                 |
| 3. Group Discussion & Personal Interview        | - | May 3 <sup>rd</sup> week, 2006 |
| 4. Registration                                 | - | July 3, 2006                   |

## Tata-Dhan Academy

Tata-Dhan Academy aims at becoming a Centre of Excellence in Development Management. It nurtures, grooms and educates young graduates, both boys and girls, as Development Professionals cum Development Entrepreneurs possessing multi-disciplinary knowledge including applied technologies relevant to the 'context'. Equally high is the emphasis on 'practitioners to teach', 'learning by doing' and 'building knowledge' through action-reflection-action. Side by side the focus is on building high quality techno-managerial competencies supported by appropriate motivations, values and attitudes to work with people, the disadvantaged in particular, with a view to "building people's organisations to build people".

The process of promoting the Academy was initiated in December 2000 by DHAN Foundation. Sir Ratan Tata Trust (SRTT) extended "strategic seed support" to enable the Academy to take roots.

The support of DHAN Foundation and SRTT has been crucial in promoting the Academy, attracting young graduates to its flagship: Programme in Development Management (PDM), and developing the internal capacity of the faculty to nurture and manage the Programme.

The transition from 'DHAN Academy' to 'Tata-Dhan Academy' reflects the cementing of this relationship between and across the Academy, DHAN Foundation and Sir Ratan Tata Trust (SRTT). It also emphasizes the process underlying the making of a unique educational institution devoted to 'development' and 'building people's organisations to build people, the disadvantaged in particular'.

### **Tata-Dhan Academy**

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Website: <http://www.dhan.org>