



# Spectrum

Colours of Development...

Issue 4: July 2010 - September 2010

## A Decade's Experience of Development Management Education

Early in August 2010, eight students graduated from the Tata-Dhan Academy to enter into their careers in the development sector. They represented our ninth batch of graduates. To date, more than one hundred students—117 students from 17 states to be precise—have moved on from the Academy to help to improve the lives of thousands of people throughout India. These graduates are working on diverse projects ranging from primary education to water management to self-help group promotion to environmental protection to... well... at the Tata-Dhan Academy, we like to think that our graduates would be able to handle anything that is put in front of them!

This flexibility is the result of a decade's worth of refinement of a curriculum that has grown from a one-year programme comprising 16 courses to a two-year programme comprising 32 courses and extensive field practice. The Programme in Development Management today is a unique and challenging learning experience.

Through a carefully selected range of courses, our students learn about the development theories and concepts that have shaped India's development sector, and understand the need

and processes of organizing communities to take charge of their own development. They improve their professional communication skills, learn how to apply research to improve development action, and study management-related courses like project management, economics, accounting, and human resource development. They develop personal leadership skills, and learn the value of introspection in ensuring ethical, reasoned development action.

However, lessons from the classroom comprise only about half of the time the students spend with us. The other half is spent engaged in field activities which prepare students for direct development action. In the process, they learn how to work in teams and learn about their own competence in logically designing and implementing community-based and community-oriented development projects.

The curriculum offered at the Tata-Dhan Academy is regularly evolving. We use an integrated feedback mechanism to ensure that the Programme in Development Management course is appropriately preparing students to do the type of work that will be demanded of them in the development sector. Some of the feedback processes include ongoing contact with our designated placement organizations to find out how well our graduates are performing, conducting trainings and workshops with other

NGOs during which emerging field-level challenges are identified, and undertaking original development-related studies to explore the changes in the sector.

All of these formal and informal efforts help the Tata-Dhan Academy make advances towards one of its missions: to build the capacity of the development sector by improving the quality of practitioners and development work.

Beyond what happens in the classroom and in the field, students engage themselves in other curricular and extracurricular activities. This newsletter is one of our student initiatives, first introduced a few years ago. Its production has been on a hiatus for some time, and we are glad to see the students taking responsibility for reintroducing the newsletter as one of the many activities that keep them busy during their two years with us. It is a great opportunity for students to express some of their development interests, interact with experienced development practitioners, and engage themselves with faculty in a non-classroom setting. We also hope that it is a good opportunity for you—the reader—to share your feedback with us to help us in our goal of improving our Programme in Development Management.

*A Umarani, Director,  
Tata-Dhan Academy*

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Spectrum is the result of a student initiative started with the seventh batch of PDM students. Each issue includes articles written by both students and faculty of the Tata-Dhan Academy. The Editorial Committee of each PDM batch is responsible for collecting, shortlisting, and reviewing articles for use in Spectrum.

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Painting of Vishvarupa, Krishna's universal form revealed to Arjuna in the Gita (page 7), retrieved from <http://bit.ly/bNtSzP>. Estimated date of painting: 1740.

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## Faculty Editor's Welcome

Welcome to the fourth issue of Spectrum, the student newsletter of Tata-Dhan Academy. This issue comprises student articles on a diverse range of development topics as well as two faculty reflections originating from the Academy's recent experience of working with the Kanyakumari district to prepare a district human development report.

The incoming PDM 11 batch has decided to retain many features of the earlier design that was prepared by PDM 7 students. They have also decided to extend the length of the newsletter and add a new "book review" feature. Additionally, this is the first issue that will be simultaneously published online to the student blog that was set up by PDM 8 students. One advantage of the online version is that readers can comment on the articles, and add their own reflection, criticisms, stories, links to relevant online articles, and so on.

The blog is hosted at <http://tdapdm.wordpress.com>. Please come and visit and share with us! And until then, we hope you enjoy this issue of Spectrum: Colours of Development.

*Ananda Mahto, Faculty*

## The Role of Non-Government Organizations in Development

When many people hear the term "non-government organization" or NGO, the first thing that often comes to mind is an organization that works for the development sector. There has been huge growth in the number of NGOs not only in India, but throughout the world. But the history of social service goes back many years, whether it appeared in the form of social clubs, trade unions, charitable hospitals, education centers, or homeless shelters—throughout history, people have been working to help the poor in different ways. Today, many of these organizations come under the NGO umbrella. Peter F Drucker, a management guru, goes so far as to say that "all non-government organizations are human changes agents. Because their product is a changed human being."

The approach of NGOs can differ dramatically. For instance, some organizations might take it as their responsibility to directly address social or economic issues by, say, opening a hospital. Others prefer an approach in which the socially or economically disadvantaged communities are "enabled" to take responsibility for their own well-being, for instance by forming cooperatives or self-help groups. Because of differences in approaches, there is often difficulty in defining what exactly an NGO is. Nevertheless, there are some definitions. For example, the World Bank defines an NGO as a "private organization that pursues activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development."

There are many reasons that NGOs can perform better than other institutions. For starters, most of them are strongly attached to communities at the grassroots level. Their employees often have considerable field-based experiences, making their development approaches more practical. NGOs also often employ participatory methods which help communities to understand themselves more comprehensively while also helping to reinforce relationships between the NGO and the community with which it works. Recognizing the major role that NGOs can play, many governments, including the Government of India, have increased funding for such programs, have increased collaboration with NGOs, and have promoted the development of new NGOs.

In the development sector, there is often a lot of talk about the Government of India's "Vision 2020". The Government of India has been taking many steps to reach their vision, but are still behind their targets. NGOs can help bridge the gap between planned policies and ground realities. However, while NGOs do play an important role in development, there are many challenges. One of the

biggest challenges is human resources. Not only does the sector need professionally trained and highly skilled and experienced human resources, it also needs to capture the interest of the younger generation in committing themselves to working with people, for people. These changes can be seen, but there still needs to be a lot of improvement if we expect to reach the Government of India's "Vision 2020".

Anurag Asthana, PDM 11

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## Ensuring Food Security in India

India has had a very slow rate of progress towards food security. The condition is such that the highest population of hungry children in the world is from India, and India is number 34 on the list of most undernourished countries. The effect of this food crisis is seen in many different ways: at the time of birth, 30% of Indian infants are underweight (UNICEF); 50% of India's child deaths are because of malnutrition (UNDP).

What is surprising about these statistics is that India is the second largest producer of food grains in the world, and through the Green Revolution, India should have been able to achieve self-sufficiency in food production. Since it has not been able to do so, for each successive government of independent India, food security has been one of the top priorities. These include things like the National Food Security Mission, ration shops, and fair-price shops; Gram Panchayats also play an important role for the immediate supply of food grains to the poor.

To ensure food security in India is to overcome many challenges. The challenges range from improper policy design or application, decrease in the net sown area or use of agricultural land for non-agricultural purposes, land degradation, climate change, and increasing frequency and severity of extreme weather. A decentralized implementation of micro-level action plans in collaboration with Government departments might help to address food insecurity more rapidly.

Ravi Raj, PDM 11

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## The Question of Unemployment

Unemployment is one of the biggest problem for families, states, and countries. The measure of unemployment includes the idle population from the productive age group (15 to 65 yrs). There are also many different dimen-

sions of unemployment, for example underemployment and seasonal unemployment. Unemployment is not a problem only in underdeveloped or developing countries; the developed world also suffer from this situation, and events like the recent global recession increase unemployment levels. Additionally, this problem is not restricted to the illiterate population; many skilled and well-educated people find it hard to secure employment in today's economy.

Besides contributing to poverty, unemployment can also lead to domestic conflict, starvation, slow economic growth, increasing inequality, Naxalism, and terrorism. As such, the word "unemployment" is insufficient to show the intensity of the situation resulting from a lack of work.

Unemployment is a very big hurdle in India's growth, and because of India's huge population, the problem is difficult to address. The country is unable to provide employment to the entire productive age group, about 60% of whom are involved in agricultural work. Agricultural employment has its own problems including under employment and seasonal employment.

The problem of unemployment cannot be solved within a short period of time; it is like a parasite that needs to be eradicated. Which leads us to the question of unemployment: What can be done? Some may argue that globalization might also offer some respite for unemployment; countries which lack the human workforce required for their growth can absorb some of the unemployed workforce from other countries. However, equally valid are the counter-arguments that such migration can lead to deeper problems (including racial tension or bonded labour), or that it might lead to cultural loss. Some people question whether eradicating unemployment is even possible or desirable; others try to create self-employment opportunities.

What do you think should be done?

Pashupati Pandey, PDM 11

## Young Leadership for Young India

*"Man is like an infinite spring, coiled up in a small box, and that spring is trying to unfold itself" – Vivekananda*

Until the 1990s, India was famous as the second most populated country in the world. While India continues to hold this claim to fame, it now has a new identity: that of the "youngest country"—it has the largest youth group available as human resources—in the world. According to the World Bank, youth are the most valuable assets for developing countries in the next generation.

Youth leadership has been an interesting and challenging concern for Indian visionaries throughout history. Even in the Ramayana, Maharshi Viswamitra mentors Lord Rama. In the middle era, Chanakya guided Chandragupta for a united India. Now Dr Abdul Kalam enthuses immense faith on youth for vision India 2020.

But is it easy to utilize our human resources? For India's development, young leadership is required in every as-



pect of growth and in all democratic aspects including legislative, judiciary, and administrative branches. Resources are available, and opportunities are present, but so are challenges. Leadership calls for initiative and sacrifice, but today's youth seem lured by diversions which, in some cases, results in our youth becoming a liability rather than an asset. This lack of leadership is seen in many sectors. For instance, the Indian army is facing a shortage of more than 20,000 officers. Every year in India, more than 250 universities, 1,500 research institutions, and 10,428 higher-education institutes, produce 200,000 engineering graduates and another 300,000 technically trained graduates, but the demand for high-quality professionals is still unmet. Agriculture universities are producing thousands of graduates every year, but still we count the agriculture growth rate in decimals.

That alarming reminder is a major concern for policy makers because on one hand, there is a shortage of high-quality professionals while on the other hand, unemployment is a serious problem in India. This can be an indication that many sectors, agriculture in particular, is inefficient at utilizing youth power.

Another problem is that many Indian youth are doing a marvelous job in every field, but instead of working in India, they migrate abroad for work. Part of this results from a livelihood- or lifestyle-seeking nature; very few youth have the guts to face the challenges and adversities you can expect to find in the development sector. Yet, what developing India needs are people who can take initiatives to bring forth new dimensions in development, not youth who are quick to follow and easy to misguide.

India has a huge youth resource. Indian institutes, planners, policy makers, visionaries, and schools all need to take initiatives to mentor and support the young masses to transform them into the leaders we need to achieve Vision 2020. Making leaders is a challenging task, but it is not impossible. As the youth icon Vivekananda says, “*Arise, awake, and stop not till the goal is reached.*”

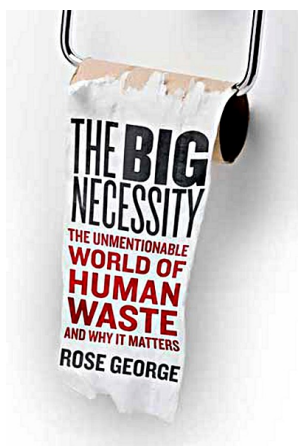
Yogesh Bhatt, PDM 11

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## The World Toilet Tour: A Review of “The Big Necessity”

**T**he *Big Necessity: The Unmentionable World of Human Waste and Why It Matters* is a picturesque “world toilet tour,” or so I call it. At just over 300 pages, the book enlightens the reader with various facts about the yellowish-brown matter that some civilizations flush (and some do not) in the morning and several times during the day. The book, authored by Rose George, a young British writer, talks about shit—literally—and also about sewers and sanitation: the 3-Ss. Nonetheless, the philosophy goes beyond the 3-Ss.



By Rose George  
304 pages, Rs. 339  
Metropolitan Books  
ISBN: 978-0805082715

The book makes it clear that from Mumbai to Milan to Manhattan to Moscow, there are serious problems of sanitation. Villagers in China and India deposit huge loads of night soil every year around their farms and houses, and residents of New York City and London become infuriated when the sewers overflow after half-an-inch of rainfall. Approximately, 2.6 billion people in the world have no access to sanitation; by an estimate, each of them ingests 10 grams of excrement every day, exposing themselves to 10 million viruses, 1 million bacteria, 1,000 parasites, and 100 worm eggs. This happens despite evidence that an investment of Rs 45 on sanitation results in over Rs 300 worth of economic productivity and that provid-

ing access to proper sanitation can add 20 years of life to an individual.

“Unmentionables,” a clever word to replace the 3-Ss, appears early in the introductory chapter, which is stuffed with facts, figures, and examples about the unmentionables, from across continents, throughout history, and even through the development of language. It even traces where people practice the unmentionable, sharing insights such as that only 60 years ago, open defecation was commonplace in Japan—the country that today has “intelligent” modern toilets installed in homes throughout the country.

But despite the advances in toilet designs, proper sanitation is still inaccessible to many, especially those in the developing world. Does the number of people without sanitation stand firm at 2.6 billion or is it growing? It is very unwelcoming that the Millennium Development Goals announced by United Nations Development Program does not include the direct mention of the issue of sanitation (Editor’s note: *The third target of Goal 7, Ensure Environmental Sustainability, is to “halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation.”* The point here is that the problem is so severe that one wonders why it is not a separate goal.) but perhaps this is directly in response to the taboo nature of the topic, which even leads to lower volunteerism towards improving sanitation.

George’s book also highlights several successes, for example the Sulabh Sauchalaya founded by a vibrant upper-caste rebel, Dr Bindeshwar Pathak who was disturbed by the inhumane treatment of a particular caste in India which was supposed to have been created to clean the excrement of others. Today, he continues on his mission to provide public toilets wherever needed. His story is one of several

which describe the innovations that have developed around the world to tackle the problem of human waste disposal, ranging from developing fertilizers to generating fuel. To understand the diverse innovations, George also spends some time elaborating on the methods used in different countries for treating human waste.

Ultimately, a reader would feel satisfied and kindled after reading the *Big Necessity*. The book may not be recommended for those who are uncomfortable imagining the 3-Ss, but even for such readers, the humor installed at various points can keep the discomfort at bay. The language is easy to follow, the chapters tactfully address the taboo, and thoughtful pictures are interspersed throughout the book.

The worst thing about the book, which can prove to be the best thing too, is that it lacks a single central idea. As such, the chapters can be read independently of each other, and when put together, they can give the reader a diverse picture of managing human waste around the world. There

may also be some bias in the book. In the chapter “Open Defecation-Free India,” the tone of appreciation for the Community-Led Total Sanitation (CLTS) and the tone of critique for the Total Sanitation Campaign (TCS) seems unjustified; perhaps George liked one approach over the other, but they both bear their share of problems. TCS has been found to not be very effective and CLTS has been questioned on ethical grounds of treating the subjects with insufficient dignity.

The book does not offer any recommendations, but it leaves the reader with information to be able to look at sanitation issues from a cross-cultural perspective with the hope of learning and building upon these experiences. It is strongly recommended for those who are interested in following the likes of Dr. Pathak of Sulabh and Joe Madiath of Gram Vikas in addressing the issue of sanitation.

*Kunj Bihari Pratap, PDM 10*

## A Problem of Development: An Emerging Dimension of Ageing Population in Kanyakumari District, Tamil Nadu

Development is not always good for everybody. Sometimes it is called as the destitute of development (Baverstock, n.d.), and the problem of development (Jena and Pandey, 2004). In both of these cases, development takes place at the cost of a section of population in the society, most often people from backward regions. But, the problem of development in an overall prosperous region like Kanyakumari district is hardly discussed in the development literature.

Considering the life expectancy in India, the population at the age of 60 or above is considered as ageing. Taking care of this ageing population is seen as the moral responsibility of the respective family members and the society. But given the socio-economic limitations of the family or society, the role of the government as a welfare state to protect the ageing population is very important. While a higher life expectancy is generally considered as an indicator of development, this does not ensure a healthy and active life. Other things remaining the same, a higher growth of ageing population, would increase the load on government in terms of

providing social security to them. Moreover, it creates the potential economic problems such as effects on productivity (Jones, 2005), innovation, savings, and health spending.

One issue about the ageing population is that after a certain age (around 60 years) productivity appears to decline (Jones, 2005). The extent of this inverse relationship depends on the nature of their work.

The share of ageing population in Kanyakumari (9.81 percent) was comparatively higher than the state (8.83 percent). It might be due to the presence of the following development aspects in the district: (1) lower fertility rate, (2) sluggish population growth rate, (3) better health services, and (4) higher life expectancy at birth. However, the work participation rate (WPR) among the ageing population in Kanyakumari was much lower (28.18 percent) than Tamil Nadu as a whole (43.08 percent) (Table 1).

The higher ageing population share with lower WPR reveals that there might be a need of higher social security expenditure. Moreover, the rate of social security expenditure needs to be increased if the above trend of ageing population and WPR continues. However, it is found that the share of expenditure on social services (which includes social security expenditure) to total expenditure (through the treasury) in the district has declined during 2004-05 and 2009-10 (Table 2). Unfortunately, the data on age wise pro-

Table 1: Ageing population and dependency in Kanyakumari and Tamil Nadu

| ITEMS   | KANYAKUMARI | TAMIL NADU |
|---|-------------|------------|
| % of ageing (60 years and above) population                                     | 9.81        | 8.83       |
| % of working age (15-59 years) population                                       | 65.01       | 63.71      |
| WPR among working age (15-59 years) population                                  | 45.64       | 62.69      |
| WPR among ageing (60 years and above) population                                | 28.18       | 43.08      |
| Ratio of working age population and ageing population                           | 6.62        | 7.22       |
| Ratio of workers in working age population and non-workers in ageing population | 4.21        | 7.95       |
| Decadal population growth rate during 1991-2001                                 | 4.73        | 11.20      |

Note: WPR = work participation rate, calculated as per the Census of India (total workers divided by total population, multiplied by 100). All data, from 2001.

Source: Calculated from Census of India 2001.

Table 2: Percentage of social sector expenditure to total expenditure in Kanyakumari district

| ITEMS                                 | 2004-05                       | 2009-10                        |
|---------------------------------------|-------------------------------|--------------------------------|
| Expenditure on social services (Rev.) | 50.21                         | 50.20                          |
| Total expenditure                     | 100.00<br>(Rs. 4,390,318,037) | 100.00<br>(Rs. 12,032,791,101) |

Notes:

1. Figures in parentheses show the respective total expenditure in the district.
2. Rev. = Revenue expenditure. Capital expenditure in social services is negligible.
3. The expenditure data used for this table are at current prices and made through the district treasury only. It includes both plan and non-plan, and revenue and capital expenditure.

Source: Office of the District Treasury Officer, Kanyakumari, Nagercoil.



ductivity is not available. However, based on the above facts, necessary steps have to be taken to increase the WPR of ageing population with their confidence and comfort.

Damodar Jena, Faculty

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## No to Plastic Bags: A Thought for Action

Although saying “no” to plastic bags might seem like a simple task, to achieve a plastic-bag-free environment truly requires social change. It necessitates a change in me, you, and everyone. But all of us today are caught in an era of consumerism, and many aspects of our modern lifestyle is full of plastic. This article is based on the field insights that I gained while collecting data for the preparation of Kanyakumari’s district human development report.

The District Administration of Kanyakumari, Tamil Nadu, estimates that the extent of plastic carry bag use in the district is about 10 bags per person per week. Just imagine the number of plastic bags used in Kanyakumari district with its population of 18.5 lakhs!

What happens to these plastic bags after they have served their initial purposes? Most often, they are reused to collect household garbage and then disposed of on the sides of streets or in garbage dumps. Typically, we tie our household waste tightly in the plastic carry bags, but this hinders the process of natural decomposition.

Julie Burtinshaw (2007) in her article on the facts about polyethylene bags has stated that plastic (polyethylene)

bags take around 1,000 years to break down; as it breaks down, toxic substances are leached into the soil. Sometimes, in order to quickly clear an area, these plastic bags are burnt, further threatening human beings by releasing dioxin and furon, two carcinogenic agents. Often we find people getting meat and fish in carry bags, entirely unaware that the higher fatty oils of the flesh can dissolve the plastic chemicals, posing further health hazards. Today, as both of the spouses in a family are often employed, the dependency on parcelled foods is increasing. If more people were aware that packing hot food in plastic bags and plastic containers is detrimental to our health, perhaps we would discourage the use of such packing materials.

Sadly, many animals are also killed because of our use of plastic. Many animals ingest plastic bags mistaking them for food, and as a result suffer a painful death. According to Burtinshaw (2007), approximately one billion animals die every year because of ingesting plastic.

It seems easy to blame the municipal corporation for the unsanitary and unattractive condition of our own cities without realising that we are to blame: the plastics improperly disposed of by all of us have choked the drainage points. Until we take responsibility for our actions, it would be a challenge for any municipal corporation to properly manage the waste we generate each day.

Can we stop for a minute and think seriously? Should we cause inconvenience and irreparable loss to our earth just for the convenience and comfort of using plastic carry bags? Can we think of saying “no” to plastic bags?

Saying “no” is simple. I have been pondering on this challenge since my last visit to Kanyakumari district when Sri Rajendra Ratnoo (District Collector, Kanyakumari) and Sri Kripanandarajan (Assistant Executive Engineer, Tamil Nadu Pollution Control Board, Nagercoil) briefed us on their plastic-avoidance campaign; their campaign has proven to be successful in making the people of Kanyakumari district to say no to plastic bags, but there is still much more to do to address the problem throughout the country.

R Sangeetha,  
Faculty

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Unfortunately, not everywhere is able to see the same success as Kanyakumari has. The sign in this picture declares this area a “Plastic Free Zone” and explains (in Tamil and in English) why plastics are harmful. Yet, meters away, goats and birds are eating from a pile of garbage that includes a lot of plastic waste. In the background we can see the ocean, where the plastics will eventually get blown or washed into, where it enters the food chain for aquatic animals too.

## An Interview with Dr G Paran Gowda



*Dr G Paran Gowda visited the Tata-Dhan Academy to inaugurate the Programme in Development Management course for PDM 11. We had a chance to follow-up with him and ask him a few questions.*

**Tell us something about your present development and projects.**

My present endeavor is to realize the Self through service to humanity. This requires a blend of spiritual and professional characteristics.

I have done research and development in the field of renewable energy, in particular on biogas, which enabled Vivekananda Kendra, Kanyakumari, to

receive the Ashden Award. While there, I also explored appropriate technology in the field of housing and restoration of traditional water bodies. Now, I am working in the field of livelihood activities, promoting rural development projects through CAPART, DST, MNES and others, and above all invoking spiritual goodness among the people, organizations, and institutions to serve man in the spirit of Karma Yoga.

**What are the basic qualities for budding development professionals?**

The basic qualities of development professionals are the 3 Ps: purity, patience, and perseverance. Above all, however, is love. I have seen these qualities among the great people who have contributed for the well-being of humanity irrespective of different fields of work. Sri Vasimalai believes that 12 lakh villagers should one day stand on their own with the guidance and support from DHAN Foundation; in this direction he has already achieved his goal to a large extent.

Now the question before you is, as a trainee development professional can you replicate him?

**What is your message for the new generation?**

Who am I to give anyone a message? So much has already been said by our great saints. I quote of Swami Vivekananda: "Take up one idea. Make that one idea your life—think of it, dream of it, live on that idea. Let the brain, muscles, nerves, every part of your body, be full of that idea, and just leave every other idea alone. This is the way to success."

You may be tempted by many offers in the field of development but you should not forget that your purpose is poverty alleviation. It requires great sense of determination and commitment to stand the test of temptation of money, family, and assets. You should use your intellect and knowledge for the well-being of humanity and not to justify your materialistic pursuits.

## Lessons from the Gita

The Gita can be interpreted as a message from the creator that communicates what a man should do in this world. Many of our everyday troubles can be answered by referring to ancient literature such as the Gita. Below are some of the messages that can be learned from reading the Gita.

- Do not be distracted by what is happening in front of you; everything happens for a reason.
- Concentrate on your work. Do not worry about the results; eventually the rewards of the work will return to its original owner.
- There is no inequality in God's eyes, just as a mother cannot tell between her two sons whom she loves the most. Whenever we do something, our main concern should be that our actions will not bring harm to anyone.
- Happiness is not obtained through the accumulation of material goods or economic wealth. Never engage in taking bribes or stealing from others.
- Without a sense of clarity, people will waste most of their time chasing after unnecessary things. A good guide or teacher can help to enlighten us and bring focus and direction to our lives.
- Take responsibility for your actions. People are not substitutable, so perform the tasks that have been assigned to you and do not blame others for your inability to do your duty correctly.



## TDA News

### PDM Alumni

Three PDM alumni, Mr Subhadarshee Nayak (PDM 5), Mr Alok Kumar Dubey, and Ms Shaktiprava Maharana (PDM 6) have been selected as recipients of the Ford Foundation's International Fellowships Program.

### PDM 9

PDM 9 recently completed the two year Programme in Development Management and have been placed. Three of the graduates joined DHAN Foundation, four joined the Foundation for Ecological Security (FES), and one joined Sahabghi Vikash Abhiyan. Mr Rajkumar Gupta coauthored a paper titled "Food Insecurity among the Tribals of Madhya Pradesh: Causes and Consequences" that was presented at a national seminar at IIMB.

### PDM 10

After completing their third term, the PDM 10 students went to the field for their first Development Practice Segment. The students are working in four states (Madhya Pradesh, Orissa, Bihar, and Andhra Pradesh) and are working on community projects with both Kalanjiam Community Banking Programme and DHAN Vayalagam (Tank) Foundation.

### PDM 11

PDM 11 celebrated Independence Day at the new Tata-Dhan Academy campus. The chief guest, Prof. Venkatraman, spoke on some interesting facts about India's independence and the students presented a brief cultural show depicting the struggle made by the heroes and freedom fighters who brought our country closer to independence. At the end of the event, the students planted trees in their new campus.





In late July, 2010, the PDM 9 students had an opportunity to make themselves heard across a different "spectrum": the radio broadcast spectrum!

As part of their course in Communication for Development, the students visited a community radio station in Nagapattinam where they learned about DHAN Foundation's experience with community radio, copyright issues, the licensing process, and program creation and broadcasting. At the end of the day, some of the students also had a chance to record a few songs for a public broadcast.

## Spectrum

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