विकास प्रबंधन संस्थान
Development Management Institute

Participatory Governance and Management

Resources - Institutions - Enterprises

Empowering Grassroots

Concept Note

About

Development Management Institute (DMI)

Sustainable Development Goals (SDG) and DMI

The Sustainable Development Goals (SDGs) call for **Prosperity** (which is an overarching goal); **Growth** (viz. sustainable consumption and production, sustainable lifestyles and livelihoods made possible with full and productive employment and decent work for all) within planetary boundaries (i.e. environmental limits); **Equity** (comprising gender equity, equity of resource access and distribution, wealth and income equity and inter-generational equity); **Means**(to have inclusive, safe, resilient and sustainable settlements, and combat adverse effects of climate change).The SDGs, therefore, support a view of development that is about enlarging people's choices - focusing broadly on the richness of human lives rather than narrowly on the richness of economies. Work is a major foundation for both the richness of economies and the richness of human lives but has tended to be conceptualized in economic terms rather than in human development terms. A holistic development addressing all the challenges is best

achieved through livelihoods-focused collective approaches, which aim at eliciting contributions from individuals and groups in the society at multiple levels. Thus, there is need for balancing the societal and individual orientations through a synergetic alliance among multiple stakeholders to ensure that development initiatives are planned, executed and owned by all concerned. Such an endeavour also requires competency creation, efficient resource management and governance effectiveness at all levels. Development Management Institute (DMI) strives to build such competencies through integral learning, professionalization, trans-disciplinary research and conscientisation.

Collective Approach

Society forms the bedrock for pursuits of individuals and groups to achieve the four-fold goal of peace, prosperity, harmony, and fulfilment. In these pursuits, the roles individuals or groups assume can be viewed as producers seeking prosperity; consumers seeking fulfilment of needs, desires and aspirations; citizens assured of peaceful coexistence and civilians nurturing goodwill in relations with others.
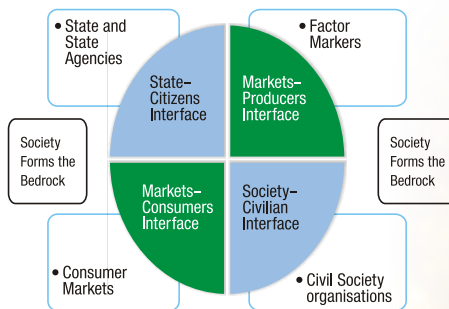

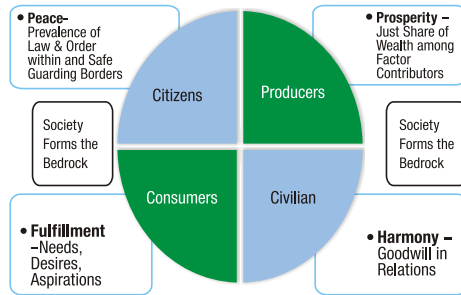*Figure-1   Individuals and Society*

Figure-2   Fourfold Goal

Figure -1 above depicts these fourfold goal. The urge of individuals in society gives the raison d'être for the emergence of government, factor markets, consumer markets, and civil organisations depicted in Figure - 2. Citizens need to work closely with government to establish peace in a state, region, country, or world, which is a pre-requisite for pursuit of the four-fold goal by the other three groups. Good governance at local, regional, national, international, and global levels is a necessary condition for establishment of peace. In the pursuit of prosperity, individuals and groups need to establish in their production relationships "Distributive Justice"[1]; without it, some individuals and groups may not prosper, despite making factors generate wealth by production of goods and services. In the pursuit of harmony, civilians need to experience goodwill in relationships among individuals and groups in the society. Individuals and groups need to acquire adequate purchasing power required to meet the needs, and fulfil desires and aspirations. The balanced pursuit of the four-fold goal by individuals and groups is thus desired and necessary. The balanced functioning of government, factor markets, consumer markets, and civil organisations providing checks

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[1] John Rawls

and balances against the excesses of one or the other, and complementing or supplementing the deficiencies of one by the others is desired.

Collective approach can be conceptualized as the degree of convergence and congruence between the functional results of four-fold arrangement for governance, production, consumption and relations in the society, and the expectations and aspirations of individuals and groups in the society. While a greater convergence and congruence will result in peace, prosperity, harmony, and fulfilment, lesser convergence and congruence, that is, greater divergence and incongruence, will result in conflict, poverty, dissonance, and frustration. There will be many forms, including violence, in which these will be manifested in the society.

The Institutions of the poor - Self-Help Groups (SHG), their federations and producers' collectives - provide them the platforms for collective action based on self-help and mutual cooperation. They become a strong demand system on behalf of the poor. They build linkages with mainstream institutions, including banks, and Government departments to address their livelihoods issues and poverty. These institutions provide savings, credit and other financial services to meet their priority needs, such as consumption needs, debt redemption, food and health security and livelihoods. They augment knowledge, skills, tools, assets, infrastructure, own funds and other resources for the members. They increase incomes, reduce expenses, increase gainful employment and reduce risk for their members. They also enhance their voice, space, bargaining power and change of policies in favour of their members. These structures work towards unleashing the innate potential of the poor and complement it with

capacities to: deal with external environment, enable access to finance and other resources, and with their own institutions at different levels. The institutions play the roles of initiating the processes of organizing them in the beginning, providing the livelihoods services and sustaining the livelihoods outcomes subsequently. The support structures need to work with the unemployed rural poor youth for skilling them and providing them employment, either in jobs, mostly in high growth sectors, or in remunerative self-employment and micro-enterprises.

State in Partnership with Community

Under the community paradigm approach, the rationale for decentralization is a pragmatic one; local people are more familiar with a given area than outsiders (including the staff of central agencies which are located in the often distant capital city or district towns); local communities have a broader understanding of the environment and, in particular, of the specificities of the local ecosystems and natural resources they depend upon. Furthermore, it is frequently argued that local participation ensures self-interest, without which management efforts and investments are likely to fail. Collective approach consists of a unique partnership between the government and the community, and involves transfer of ownership of public resources and assets, transfer of control over service delivery, empowerment of community through delegation of governmental powers of management and supervision of day-to -day functioning of employees to village committees, and building capacity - all with the aim of improving the delivery of public systems. It also demands

accountability of government employees posted at the service delivery level to local communities, and control of government assets by village committees including the responsibility for maintenance, amelioration and augmentation of assets. As such, collective approach is based on triple "T" approach: Trust the user community; Train them to discharge their newfound responsibilities; and Transfer governmental powers and resources in respect of management. The co-mingling of the government and the user community leads to a new paradigm in governance, different from governmental management and privatisation[2].

Business Enterprises in Partnership with Community

Many business enterprises promote and/ or work with communities for various reasons. Examples of such partnerships include HLL working with milk producers in the erstwhile Etah project and using the learning from the project for internal training; MEADOW, involving women group for income generation activities, integrating with the TITAN group; FABINDIA integrating with artisan weaver groups for establishing market linkages; ITC e-Choupal integrating farmer producer groups with markets and intermediaries for providing remunerative prices; Shakti Sugars working closely with sugar cane producers and integrating them with supply chains; Mini Dairies promoted by Hatsun in Tamil

[2] Prime Minister Manmohan Singh recently released the book "Communitisation: The Third Way of Governance" written by Petroleum Secretary R.S. Pandey in which he has penned his experience with communitisation programme in elementary education, primary healthcare and power management in Nagaland. A recipient of the first Prime Minister's award for Excellence in Public Administration, Mr. Pandey is a Nagaland-cadre IAS officer of 1972 batch. The book presents a first-hand account of the success of communitisation programmes in elementary education, primary health care and power management undertaken in Nagaland. The book elaborates how the concept was implemented in the difficult environment of the State.

Nadu working in clusters for dairy production; and Jaipur Rugs Foundation integrating the activities of carpet weaver groups in the villages and introducing rural tourism for enhancing income generation activities.

Civil Society Organizations in Partnership with Community

It appears that the strong support which has been given to 'participatory approaches' stems from the same paradigmatic shift that supported the governance shift. Traditional 'top-down' management systems were perceived as inducing inertia, rent-seeking behaviour and corruption; and private markets supporting unequal asset distribution and monopoly power were recognized as exposing the poor to exploitative processes, low wage jobs or marginal forms of self-employment. In this context, participatory projects and methods were presented as a possible response to these problems. Indeed, where some stringent conditions are met, there is evidence that participatory approaches can help to reduce poverty and exclusion, by giving local communities direct control over some services and resources, and allowing them to exercise more influence over decision-making processes.

For instance, Ostrom's study of common-pool resource management demonstrated that user groups "can organize themselves voluntarily to retain the residuals of their own efforts" in order to manage collective water sources, fisheries, and forests, thus producing more efficient and equitable results than either the state or market system (Ostrom 1990, p.25). The positive influence of participation

was also confirmed by the World Bank through its water management study which found that participation in water management was crucial to "overall project effectiveness" and to "individual and community empowerment" (Narayan 1994, p.viii). Examples of such organizations include SEWA, that established women groups for production, marketing of products, engaged them in savings and credits for better productivity; Kala Raksha which engaged small artisans, art and craft activity groups and linked them to the market for remunerative prices; Saathi Sewi Sanstha, and Kala Mandir which engaged weaver groups, and coupled craft and art activities with rural tourism for continuous improvement of the livelihoods of the artisans and other inhabitants of the villages.

Community Business Enterprises

Examples of community-based business enterprises are many. A large successful organization is Kaira District Cooperative (Anand) Milk Union Limited, popularly known as AMUL, which brings together 2.12 million farmers engaged in dairying for processing milk and manufacturing milk products and selling them under the brand name AMUL through more than 500,000 retail outlets across the country. AMUL has invested in the development of suppliers and consumers. It employs well-educated and trained technocrats and mangers for taking care of its operations and coordinating the village level milk collection centers. Payments at regular intervals, pricing based on FAT and SNF, and support services such as feed and veterinary care have helped establish a firm backward linkage with the

community. In addition, the establishment of a separate marketing federation has led to the establishment of suitable forward linkages to reach the ultimate consumers; AMUL has, thereby, not only provided consumers with quality products at better prices, but, more importantly, takes care of producers who are the backbone of the industry.

Gambhira is a group farming society in Gujarat, formed in the 1950's with 290 farmer members cultivating 510 acres of land using the cooperative concept. It is largely focused on agricultural production and marketing. To facilitate the coordination of all farmers, Gambhira established a unique system in terms of crop to be sown, allotment of land to the 33 groups of farmers, supply of inputs, irrigation facilities, and work distribution during the cultivation season. If the farmers were to take up farming individually, they will not be able to reap as many benefits and as much income as they do by collective farming. Gambhira has managed to find a balance between individual member aspirations and collective goals. Due to this reason, it remains a successful cooperative even today.

Lijjat is another example where women are organized in a cooperative around papad making activity. Initiated in Maharashtra, it has spread to other neighbouring states. Interested women are trained in papad making and are given dough every day from the Lijjat centres established across cities. The processes are standardized across locations. Women members are taken care of through timely and regular payments and earned profit distribution. Agents supporting sales are carefully selected and are given their commission. Consumers all across the world receive same quality papads, which is a policy of the organization since

inception. This organization gives an opportunity to women who are not very educated or don't have freedom to work outside houses for earning income.

Dhruva, an NGO initiated by Bharatiya Agro Industries Federation (BAIF), has successfully established orchards (known as wadi producing cashew and mango) in the tribal villages in the Navsari, Valsad, and Dangs districts of Gujarat. It has established cooperatives and village level institutions to facilitate activities starting from establishing orchard to selling the final products through a producer company. In all 13,000 tribal families are covered in the state. The orchards are planted on wasteland not suitable for cultivation leading to additional income for the household. Due to the success of this intervention, it is being replicated with the support of NABARD in 83 locations across India.

PRADAN, another prominent NGO, has promoted Tasar silk production and reeling of yarn among the women of Jharkhand. The intervention helps 10,000 farmers to grow cocoon and tasar food plants. It has established a producer company for facilitating the Tasar production and yarn reeling. Each reeling and spinning group of 30 women is registered as a mutual benefit trust. The producer company focuses on technology transfer, skill and infrastructure development, input supply, and marketing. Yarn production supports 2000 families.

Mulukanoor women dairy cooperatives' Union is a promising community enterprise in enhancing livelihoods of its 15,000 members. In this unique initiative, women completely manage and govern a commodity-based community

enterprise. The union collects more than 6.5 million litres of milk in a year. Modelled on AMUL, Mulkanoor women also realise better price from marketing branded milk and limited range of milk products and benefit from production enhancing veterinary services from the union. Together with well-performing primary level societies, the union stands as an example of rural women coming together to establish and run an enterprise with guidance from Cooperative Development Foundation (CDF).

Action Research in Partnership with Community

Strong evidence also supports the efficacy of participatory research and action programmes designed to involve potential users in decision-making, monitoring and evaluation processes. According to Chambers (1995), these activities have shown that local people do understand the social and political conditions under which they live, and possess relevant technical knowledge for the solution of many local problems; that involving them in project development allows agencies to acquire better understanding of local needs than do traditional surveys; and that these methods can reduce dependence on outside experts and empower local people. In this paradigm, it is assumed that the existence of 'pro-social norms' (Bowles and Gintis 1998) shared by individuals within the community ensures the 'superiority' of local governance over other systems (see, for instance, Folke et al. 1998). In particular, it is asserted that local governance, through the 'moral economy' and social self-regulatory mechanisms, will guarantee

economic efficiency, social equitability and environmental sustainability of the system. Although these three aspects (efficiency, equitability, sustainability) are sometimes assumed to occur simultaneously[3], one central feature of this paradigm is the emphasis put on the capacity of the community to use and care for (in a 'sustainable' way) the surrounding natural resources: "The value and wisdom of [community-based management] lies in its recognition that communities, by whatever definition we use, are potentially the best resource managers, since they have the biggest stake in the sustainability of natural resources" (Rivera and Newkirk 1997, p.74)

Concept of DMI

Development efforts succeed to the extent that they elicit active participation of citizens in efficient management and effective governance of institutions and resources. Participation and the associated concept of "empowerment" lie at the centre of contemporary discourses on development. No longer limited to government reforms, participation has become a key element in the rhetoric concerning almost every major management and governance issue in the society and organizations. Management in all business and human organization activity is the act of getting people together to accomplish desired goals and objectives. Management in Follett's view begins with building a common

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[3] This is the so-called "three E's" of community dynamics: Economy, Ecology and Equity. Poffenberger,for instance, states: "In many countries, community involvement is proving to be a cost-effective, sociallyjust, and environmentally sound approach to stabilizing natural forests" (Poffenberger 1996, p.2). LikewiseDemuynck (1994, p.3) asserts: "Community-based management aims at resource preservation or stockrehabilitation, effectiveness to build a socially and economically more viable fisheries and equity to generateequitable returns for all members of the fishing community".

understanding (Vision) of what needs to be done and interleaving the interests of all responsible[4] ensued by coordinated effort and concerted action culminating in progressive realization of the vision. Governance is about politics and the way power is distributed between different actors within society and organisations. It is about how people share decision-making and how this affects their abilities to empower themselves and others.

Development Management Institute (DMI) was set up on February 13, 2014 pursuant to a desire of the Government of Bihar to establish a High Performing Knowledge Institution (HPKI) and based on the view that active participation of citizens is a pre-requisite to efficient management and effective governance of institutions, enterprises and resources. The establishment of DMI was based on the firm belief that the livelihoods of small producers and marginalised people can be enhanced by organising them to form participation-based, democratically managed institutions that leverage the strengths of collectives and build enduring partnerships with professionals for reaping the benefits of technology and market integration. Inspired by and recognising the growing need for development management professionals, the visionary leadership of Government of Bihar grasped the initiative to establish DMI as an autonomous institution.

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[4] http://www.mgmtguru.com/mgt301/301_Lecture1Page11.htm

Vision and Mission of DMI

DMI embraces collective approaches and is envisaged with a mission of providing empowering education to achieve its vision. DMI has been designed to emerge as a pioneering Empowering Educational Institution that recognizes the need for synergetic combination of participation, management, and governance as interacting factors affecting society and all of its institutions including state, business, civil society, and community-based organisations. In the ultimate analysis, all these institutions and organisations are embedded in society and need to recognize and serve the goals of sustainable development.

Collective approach envisions striving for greater common good, good will, individual and collective gains, ecologically harmonious inclusive growth, and fulfilment of aspirations of all beings. This calls for community participation that combines the best of approaches to ensure individual participation with enlightened self-interest for improved governance effectiveness and efficient management of resources and institutions. The vision and mission of DMI emanate from this perspective and is stated as *"To empower and usher in participatory governance and management of institutions, enterprises and resources for enhancing livelihoods and generating sustainable development"*.

DMI endeavours to empower grassroots through:

- Creation of a cadre of Development Management Professionals, through post-graduate academic teaching programmes;
- Enhancement of competencies for Development

Management Praxis, through Competencies Enhancement Programmes (CEP);

- Orientation of Vision, Values and Leadership Practices towards Good Governance, by working with organisations and institutions at different levels; and

- Engagement in networked trans-disciplinary Action Research and Policy Advocacy, through its Collaborative Action Research and Education (CARE) centres.

Processes of DMI

Learning that develops understanding and personal meaning, build competence through mastery of skills and processes, enhances the learner's ability to articulate and share their knowledge, and enables the learner to transfer learning from one context to another inauthentic life situations will be empowering and more valued. Imparting such empowering education follows the four critical processes of:

a) Integral learning[5] encompassing reflective dialoguing,

b) Professionalisation[6] comprising creation of competencies,

c) Transdisciplinarity[7] involved in comprehending complexity, and

d) Conscientisation[8] resulting in critical consciousness.

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[5] Atkin, J (2000) An outline of integral learning,www.learningtolearn.sa.edu.au/Colleagues/files/.../IntegralLearning.pdf
Edwards, M (2000) The Integral Cycle of Knowledge, http://www.integralworld.net/edwards2.html

[6] Nilsson, Henrik (undated). "Professionalism, Lecture 5, What is a Profession?" (PDF). University of Nottingham. http://www.cs.nott.ac.uk/~nhn/G52GRP/LectureNotes/lecture05-4up.pdf. Retrieved 2007-08-05.
http://www.en.wikipedia.org/wiki/Professional

[7] http://en.wikipedia.org/wiki/Transdisciplinarity

[8] www.ukzn.ac.za/cae/pfi/essays/conscientization.doc

Integral Learning aims to leverage various forms of knowledge such as "conceptual knowledge, experiential knowledge, factual and procedural knowledge, and propositional Knowledge" to evolve a coherent world view and embrace the 4D cycle of appreciative enquiry consisting of Discovery, Dream, Design and Delivery phases. Figure - 3 presents integral learning.

Professionalization is the social process by which any trade or occupation transforms itself into a true "profession of the highest integrity and competence." Professionalization demands inculcating Academic qualifications; Expert and specialized knowledge in the field; Excellent manual/practical and literary skills; High quality work output; High standard of professional ethics; Reasonable work morals and motivation; and results in an individual who does not require supervision.

Transdisciplinarity connotes a research strategy that transcends many disciplinary boundaries to create a holistic approach. It applies to research efforts focused on problems that transcend the boundaries of two or more disciplines and helps comprehending the ever-growing complexities of the interdependent world.

Conscientisation means an awakening of consciousness, a change in a person involving a critical awareness of his or her own identity and situation in nature and in society; the capacity to analyse causes and consequences and to act logically and reflectively so as to transform reality. What Freire calls Praxis, or reflection-in-action, is essential to the process.
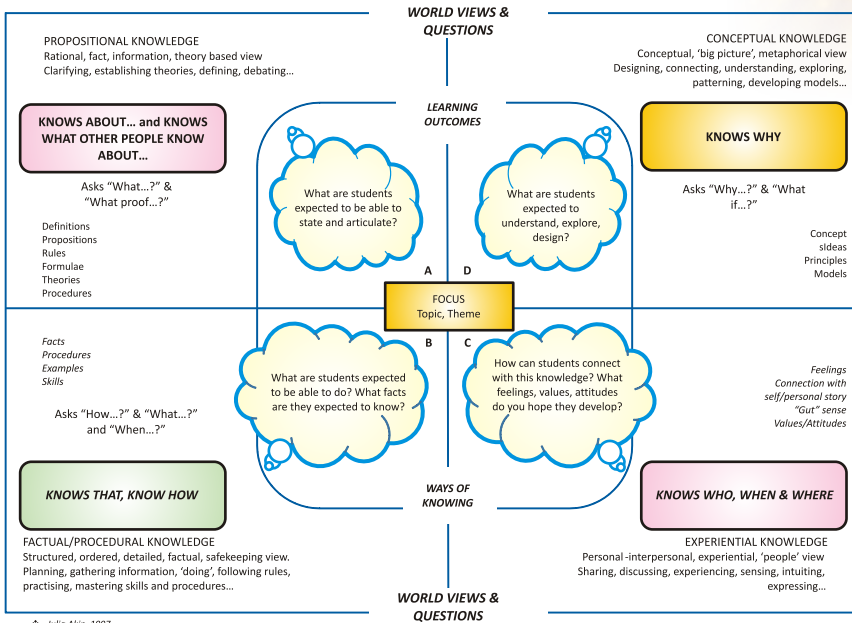
Figure 3: Four stages of Learning

DMI Values

DMI values Participation, Excellence, Innovation, and Integrity in all its endeavours.

Participation refers to integration of contributions of individuals as parts to achieve a common goal seamlessly and involves these individual parts in interface among themselves without losing their identity while acting in concert for the larger whole[9].

Excellence is the state or quality of excelling. Particularly in the field of business and organizations, excellence is considered to be an important value, and a goal to be pursued[10]. Excellence lies in the activities of individual, group,

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[9] The Total Systems Intervention: A Practical Face to Critical System Thinking- R L Flood and M C Jackson

[10] http://en.wikipedia.org/wiki/Excellence

community and society and is earned through continuous innovation, and engagement in processes to contribute incrementally to the overall goal. Excellence also needs benchmarking to indicate the degree and magnitude of achievements against plans[11].

Innovation is a new way of doing something or "new stuff that is made useful".[1] It may refer to incremental and emergent or radical and revolutionary changes in thinking, products, processes, or organizations. Following Schumpeter (1934), contributors to the scholarly literature on innovation typically distinguish between invention, an idea made manifest, and innovation, the successful application of ideas in practice. In many fields, such as the arts, economics and government policy, something must be substantially new and different from the existing to be innovative. In economic terms, the change must increase value for the customer or producer. The goal of innovation is positive change, to make someone or something better. Innovation leading to increased productivity is the fundamental source of increasing wealth in an economy[12]. Innovation management requires a cyclical treatment through four stages: "idea generation", "idea conversion", "idea diffusion" and "scale up". In each stage, strategic inputs with inter-disciplinary approach is essential. Innovations provide three views to understand and implement effectively: these are "resource view", "capabilities view" and "leadership view". These views need to be assessed in tandem for the overall improvement in entrepreneurship and sustainable development of the community[13].

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[11] Peter F Drucker, Innovation and Entrepreneurship

[12] http://en.wikipedia.org/wiki/Innovation

[13] Peter F Drucker, Innovation and Entrepreneurship

Integrity as a concept has to do with perceived consistency of actions, values, methods, measures, principles, expectations and outcome. People use integrity as a holistic concept, judging the integrity of systems in terms of those systems' ability to achieve their own goals (if any). A value system's abstraction depth and range of applicable interaction may also function as significant factors in identifying integrity due to their congruence or lack of congruence with empirical observation. A value system may evolve over time while retaining integrity if those who espouse the values account for and resolve inconsistencies[14]. Integrity emerges out of the demands generated through "systems thinking". Systems thinking provides necessary framework through which individual entities interact with others without interfering with their integrity. Each constituent has its role to contribute to the larger goal that the community sets for the group while meeting its own needs. Systems thinking also provides an ambience to measure the dimensions of integrity of individual entities and that of the community as a whole. This thinking couples all the inherent properties of systematic approach and systemic behaviour of various agencies involved in the overall design of the goal setting. Such collaboration is essential among all the stakeholders contributing through individual capabilities and learning from the knowledge repositories created for the purpose, minimizing mistakes and overcoming weakness so that systemic deliveries are reinforced[15].

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[14] http://en.wikipedia.org/wiki/Integrity

[15] General Systems Theory – Ludwig Von Bertalanffy

DMI Functions

The processes and values outlined above govern all the functions that DMI is engaged in, viz. Development Management education, Competencies Enhancement Programmes, Knowledge Co-creation, and Empowering Leadership.
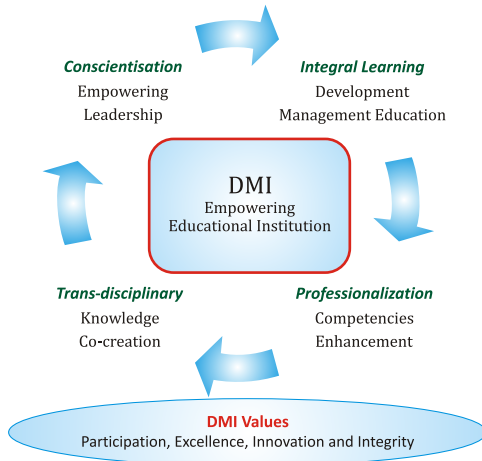
DMI PEDAGOGY PROCESS

Figure 4 - DMI Functions

DMI is establishing a network of existing or new institutions for conduct of training and development education programmes, providing capacity-building support related to managerial, technical, financial and organisational activities for achieving the goals and objectives of sustainable development. DMI is also involved, either by itself or in collaboration with others, in conducting action research, documentation, monitoring and evaluation studies, knowledge co-creation and sharing. The functions DMI is engaged in are more fully described in the following sections.

Post Graduate Programme in Development Management (PDM)

The pioneering activity of DMI is its two-year full-time Post-graduate Programme in Development Management (PDM) which aims at preparing its graduates to achieve:

■ Personal growth by widening perspectives through Interactive Learning from perspective-building, foundational, functional and integrative courses, and enriched by learning by doing and reflective dialoguing process; and

■ Transformation into Development Management Professionals by exposure to contextual realities during immersion, enterprise learning and apprenticeship modules, mediated by Experiential Learning from first-hand living and working in situ.

PDM curriculum primarily focuses on imparting competencies necessary for participatory governance and management of resources, enterprises, institutions and interventions. The curriculum is a fine mix of Interactive Classroom Learning and hands-on Experiential Learning distilled in the crucible of praxis in the diverse institutional partner network of DMI, by interspersing mutually reinforcing classroom and experiential learning at regular intervals.

The programme also offers opportunity to working executives and officials sponsored by DMI's associate organisations. They can complete the programme over a period of two continuous years. Alternatively, they may opt for Certificate in Development Management (CDM) at the end of the first year. If sponsored to continue, the CDM holders

will have the option to rejoin DMI within three years and complete the second year of the programme to obtain PGDM (DM).

DMI focuses on praxis-oriented interactive learning through a faculty team of a perfect blend of career academics, practicing professionals and practitioner-turned academics endowed with domain expertise and experience.

PDM Programme Design
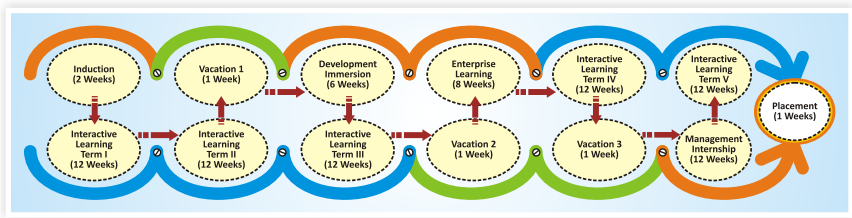
Competencies Enhancement Programmes (CEP)

Competencies Enhancement Programmes (CEP) constitute another important activity of the Institute for realisation of its mission and vision, and are of two categories.

The first category of programmes are organisation-specific / client-specific, and are designed and delivered as per the special requirements of individual organisations for their promoters, members, employees, and others identified by the organisations. DMI has already started working on CEPs for three of its major partners.

The second category of programmes are designed by the faculty of DMI, based on their interests and initiative to meet the needs of organisations associated with DMI. Such open

programmes are communicated months in advance of their planned dates, to help the organisations sponsor the people to participate in them.

The CEPs range in duration from a few days to a few weeks, depending upon their scope, and may be conducted in-house at DMI or at a venue chosen by its client organisation.

Collaborative Action Research and Education (CARE) Centres

In pursuit of its mission and vision, DMI is establishing three **Collaborative Action Research and Education (CARE) Centres** in the following areas:

- Livelihoods and Well-being
- Collectives and Commons
- Leadership and Governance

These centres serve as hubs for innovation and incubation. The broad activities of the above centres revolve around:

- Knowledge Management including co-creation, and establishing eco-system for propagation of best practices;
- Life Cycle Management Guidance and Support for institutions, programmes, and projects;
- Multi-stakeholder Interactive Learning; Collaborative Action Research; and Evidence based Policy Advocacy; and
- Certificate Courses in collaboration with leading academic / research institutions.

CARE Centre- Livelihoods and Well-being

The success of sustainable livelihood interventions is critically dependent on well-functioning institutional platforms of the poor and marginalised. The centre envisages several programmes and tasks to strengthen the support structures and institutions for the poor and marginalised in India and other countries, and to catalyse communitisation by playing the stewardship role in the transformational process. The activities of this centre will revolve broadly around themes like Participatory Governance and Management of Natural Resources; Primary Health Care, Child Nutrition and Protection; Drinking Water and Sanitation; access to Education; Skills for wage and self-employment; access to Financial and Information services; and enhancing productivity of Farm and Non-Farm activities.

CARE Centre - Collectives and Commons

The sustainability of collective enterprises depends on their contribution to economic and social values in a balanced manner. This is possible when all stakeholders collaborate in the overall value chain in order to meet individual aspirations and livelihood security requirements. It is, therefore, important to establish a level playing field for fair transactions, and efficient management and good governance practices across the value chain. The centre envisages conducting value chain scoping studies for collective enterprises at multiple levels for significantly enhancing the livelihoods of the poor and marginalised. The broad themes proposed to be pursued at this centre are:

Participatory Governance and Management of Collective Enterprises; Promotion of Structures for significant Value Addition and Market Integration to ensure sustainability.

CARE Centre - Leadership and Governance

Peace, prosperity, harmony and fulfilment require convergence and congruence between the functional result of government, market, civil society and community. While a fair degree of convergence and congruence will result in peace, prosperity, harmony, and fulfilment, divergence and incongruence are likely to lead to conflict, marginalisation, dissonance, and frustration. There may be many forms of manifestation of the divergence and incongruence, including violence in societies. The Centre for Leadership and Governance aims at enhancing the effectiveness and efficiency of governance systems and structures; increasing citizen participation and collaboration; reducing information asymmetry; and transparent and accountable implementation. The Centre plans to impart leadership and governance competencies for firmly establishing participatory governance and management practices at multiple levels.

Academic Events

DMI organises on a regular basis several workshops, symposia, seminars and similar events on a variety of topics and issues relevant to its mission. Such academic events are either a part of its CEPs and CARE centres, or are integrative and bring together concerns of several CEPs and CARE

centres. The academic events are attended by leading academics, practicing Development Management professionals and thought leaders in the arena of Development Management.

Research, Consultation and Publications

DMI is engaged in the pursuit of academic research, supported by its consulting activities that it provides to its client organisations. Apart from helping the clients in solving their critical managerial and organisational issues, the consulting activities provide a rewarding experience for its faculty members in handling live management problems, and form the basis for many cases, research articles and other publications that feed into and, in the process, add to the richness of its PDM and CEPs.

DMI Framework

The work of "Easman and Blaise" outlines the guiding concepts for building a High Performing Knowledge Institution (HPKI). The recent work of "Tushaar Shah" also critically analyzes and identifies the factors that go into making of a high performance knowledge institution. The framework of "Norton and Kaplan"[16] indicates that there are various barriers such as vision, people, management and resource barriers, that affect the implementation strategies as depicted in Figure 5 below.
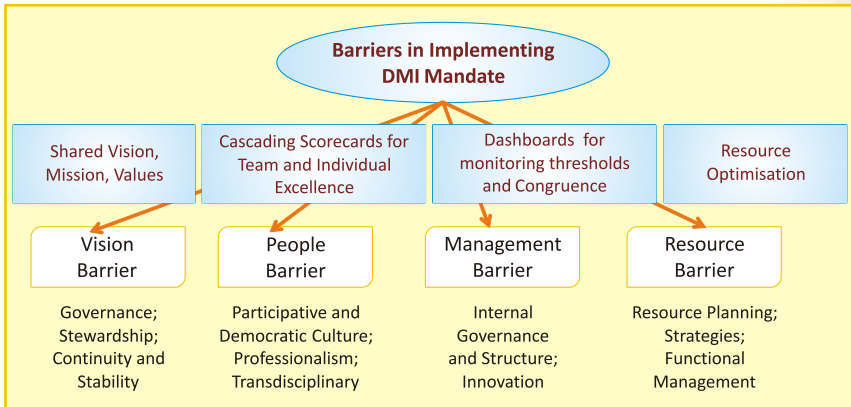
Figure 5: Addressing Barriers in Implementing DMI Mandate

The performance differentiating factors that DMI is striving to adopt towards the objective of emerging as a HPKI are presented in the following table:

Performance Differentiating Practices [17]

Barriers	Factors	Differentiating Practices	
		DMI strives towards	**DMI avoids**
Vision Barrier	Organizational Culture	Self-regulating Style[18]	Command and Control Style
		Internality of locus of control	Externality of locus of control
		Peer-driven pursuit of excellence with an urge to transcend thresholds beyond short term orientation.	Compliance with minimum required level of performance
		Democratic and Participative	Authoritarian and Restrictive
	Governance Approach	Strategic Approach and Initiatives for meeting goals	Insensitive to the goal and impact of work
		Multiple High impact activities	Rule-bound and rigid targets
		Sensitivity to the current developments	Insensitivity to the current developments
People Barrier	Participant Selection	Open Search	Vitiated by other considerations
		Inherent Merit and Innate Capacities more important than narrowly construed suitability	Suitability more important than Inherent Merit and Innate Capacities
	Faculty Selection	Open Search; need and competence-based through a fair and transparent process	Unrelated to needs. Accommodating and compromising leading to progressive reliance on guest faculty.
		Inherent Merit and Innate Capacities for valued contributions coupled with deep commitment to vision	Pretence and ornamental value become more important
	Faculty Development	High and continuous; Adaptable and Professional	Low priority
	Reward Structure and Growth	Competitive in Academia	Uncompetitive and limited
		Performance and potential contribution coupled with definite growth path	Little or no linkage with performance and potential contribution
		Recognition for good performance and valued contributions, growth incentives to transcend pecuniary rewards.	Growth incentives largely confined to monetary gains

[17] Adopted from Easman and Blaise (1963) "Institution Building Research: The Guiding Concepts" Pittsburgh: University of Pittsburg;
Shah, Tushaar (2004) "Launching Knowledge Institutions of Excellence: Learning from 50 years of Indian Experience in Institution Building"

[18] The importance of which can be gauged from the interviews of Prof. Ravi J Mathai, Founder Director, IIMA.

Barriers	Factors	Differentiating Practices	
		DMI strives towards	DMI avoids
Management Barrier	**Activity Mix**	Strategic mix of teaching, training, research and consultation activities	Institutional output is just sum of individual outputs or less
		Core Academic Programs that create powerful synergy drawing on the core competencies of all and contributing to institutional excellence;	Missing Core academic program; Non-core activities that require joint ownership of all faculty.
		Relevant field-based Quality Activities	Dominance of low-end, low-impact recurring activities, revenue-driven rather than goal-driven
		Activities that contribute towards advancement of subject knowledge	Dominance of low-end, low-impact recurring activities, revenue-driven rather than goal-driven
	Organization Structure	Functionally Autonomous	Functionally constrained to limit services to specific client groups
		Self-perpetuating governance structure	Limited period term of office for entire governance structure
		Board/Advisory Council with members drawn from stakeholders including faculty and interested academics and professionals	Uninterested and withdrawn
		Non-hierarchical, Matrix type; high adaptability	Hierarchical; Bureaucratic and Authority oriented; Low adaptability
		Faculty-driven	Power with administrators
		Cross-disciplinary learning and performance-oriented, team approach	Disciplinary learning and individual approach
		Financially self-reliant	Financially dependent
	Infrastructure	Good to Excellent	Poor, or Excellent but Under-utilized and poorly maintained
		Well-used and well-maintained	
	Support Services[19]	Adaptable and professional	Rigid and boundary-oriented
Resource Barrier	**Resource Planning**	Core Grants; Project Grants; Fee from Programmes	Dependence on continuous and regular grants
		Other avenues such as corpus funds, endowments aligned with vision	Goal-compromised revenue -based activities leading to goal-diffusion and displacement

[19] Academic Programs Office; Placement Cell; Competence Building Programs Office; Academic, Research and Secretarial Assistance; IT Services; Learning Aids Unit includes Library, TAU & AVU; Estate & logistics; Administration & Accounts.

About Logo

DMI
सुविद्या सुविनियोगात् सुविकासः

The geometric approach signifies the rigour and discipline essential for any kind of development and growth. At the Centre is a solid square which portrays the institute and its strong inter-linkages with the external world, as seen by the four connecting routes to the outer octagonal shape. Four honeycombed shapes surrounding the solid square represent the key stakeholders - State, Civil Society, Markets and Community.

The leaf-like structures on all four corners signify an open book, strengthening the perception of an academic institution. The circles along with the leaves represent the blossoming of empowered graduates with an integrated learning of perspectives, operational competencies, and contextual understanding. The sharp yet dynamic form represents discipline, excellence, and mindful alertness.

Set in an earthly terracotta colour, the symbol portrays rootedness and humility with commitment to impart good education, applied right, ushers in progressive well-being.

DMI has been set up in 2014 with the active support of the Rural Development Department Govt. of Bihar, Bihar Rural Livelihood Promotion Society (BRLPS), The Bihar State Milk Co-Operative Federation Ltd. (COMFED) and other prominent national and international development support agencies are associated with DMI .

Government of Bihar (GoB) especially Rural Development Department, Planning & Development Department, Finance Department, Panchayati Raj Department, Urban Development and Housing Department, Animal & Fish Resources Department, Cooperatives Department.

JEEViKA - Bihar Rural Livelihood Promotion Society (BRLPS) is an independent society set up by the Government of Bihar and supported by the World Bank. The BRLPS is implementing JEEViKA - Bihar Rural Livelihoods Project with the objective of enhancing the social and economic empowerment of the rural poor in Bihar. BRLPS is the designated State Rural Livelihoods Mission (SRLM), Bihar.

COMFED

The Bihar State Milk Co-Operative Federation Ltd. (COMFED) was established in 1983 as the implementing agency of Operation Flood programme of dairy development on "Anand" pattern in Bihar.

Currently Sudha has 11638 daily cooperative societies with 6,29,200 member under 11 milk unions / project / units. As on date nine out of ten dairy plants are ISO: 9001:2000 certied and Sudha has CCP:IS:15000:1998 certicate.

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