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TOUCH AND FEEL

SEE AND ABSORB

Methods and Tools for Conducting Situation   
Analysis and Capacity Assessment by Disabled Persons   
Organisations (DPOs) in India

2 of 3

**Logo of Sightsavers
**

Contents

[4. TRAINING FOR BUILDING EFFECTIVE INSTITUTIONS/ DISABLED PERSONS ORGANISATIONS (DPOs) 206](#_Toc387225170)

[4.1 Workshop Design (Suggested) 207](#_Toc387225171)

[4. 2 Elements of an Organisation 209](#_Toc387225172)

[4.2.1 Understanding Organisations (Reading) 209](#_Toc387225173)

[i. Elements of an Organisation 209](#_Toc387225174)

[ Tasks and Activities 210](#_Toc387225175)

[ Formal Structure 211](#_Toc387225176)

[ Informal Culture 211](#_Toc387225177)

[ Human Resources 212](#_Toc387225178)

[ Leadership 214](#_Toc387225179)

[ii. Compatibility among Organising Elements 214](#_Toc387225180)

[iii. Participation in Decision-Making 215](#_Toc387225181)

[iv. Changing Organisations 216](#_Toc387225182)

[v. Frameworks for Organisational Behaviour 216](#_Toc387225183)

[vi. A Congruence Model of Organisational Behaviour 217](#_Toc387225184)

[ Inputs 218](#_Toc387225185)

[ Outputs 219](#_Toc387225186)

[ The Organisation as a Transformation Process 219](#_Toc387225187)

[4. 2.2 Session Plan and Facilitation Note – Elements of an Organisation 221](#_Toc387225188)

[4.3 Understanding Vision and Mission 223](#_Toc387225189)

[4.3.1 Vision and Mission - Reading 223](#_Toc387225190)

[4.3.2 Session Plan and Facilitation Note – Understanding Vision and Mission 226](#_Toc387225191)

[xxxiv. Vijaykumar’s Story for forming Vision and Mission (Handout) 230](#_Toc387225192)

[ Somnath’s Story – Script of a skit for forming Vision and Mission 234](#_Toc387225193)

[ Alpa’s Story – Script of a skit for forming Vision and Mission 237](#_Toc387225194)

[4.4 Session Plan and Facilitation Note – Collectivising the Vision and Mission of DPOs 250](#_Toc387225195)

[4. 5. Structure of an Organisation 254](#_Toc387225196)

[4.5.1 What is the Structure of an Organisation (Reading) 254](#_Toc387225197)

[ Forms of Organisations 255](#_Toc387225198)

[i. Functional Organisations: 255](#_Toc387225199)

[ii. Sectoral or Thematic Knowledge/ Skill-Based Organisations: 256](#_Toc387225200)

[iii. Constituency (Client/User)-Based Organisations: 257](#_Toc387225201)

[iv. Geography or Location Based: 258](#_Toc387225202)

[v. Multiple Foci or Matrix-Based Organisations: 259](#_Toc387225203)

[ Making Decision about Organisational Form 260](#_Toc387225204)

[4.5.2 Session Plan and Facilitation Note: Structure of an Organisation 261](#_Toc387225205)

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# 4. TRAINING FOR BUILDING EFFECTIVE INSTITUTIONS/ DISABLED PERSONS ORGANISATIONS (DPOs)

The training on ‘Building Effective Institutions’ aims to enable the DPOs to clarify the purpose of their institution or the reason for its formation. For this, it is first essential to understand the elements or the essential components of an organisation and then move on to understand that Vision and Mission define the purpose and the direction in which the organisation will work. Hence the second section focuses on enabling the organisation to develop an understanding of the difference between Vision and Mission and how to form the Vision and Mission statement through a case study method.

Once the participants understand this, they are slowly moved toward framing the Vision and Mission of their own organisations, and the process of collectivising this is demonstrated.

Lastly, the other essential component is the Structure of an Organisation and the various forms available that can be adopted by the DPO. Once the groups understand the relevance and function of a structure, they can examine their existing structure and make necessary changes or modifications, if need be.

# 4.1 Workshop Design (Suggested)

Recap of the previous workshop: It is necessary to do a detailed recap of the previous workshop. This may take up to 2 hours, depending upon the participants and how many are newcomers in this phase.

**Elements of an Organisation**

**Time:** 1 hour

**Method:** Large group discussion, lecture and interaction

**Material:** Flipcharts, whiteboard, markers, Reading on Understanding Organisations

**Objective:**

* The participants will be able to articulate the key elements of an organisation based on their experience of running a DPO

**Understanding Vision and Mission**

**Time:** 4 hours

**Method:** Case study analysis and group discussion

**Material:** Flipcharts, whiteboard, Reading on Vision and Mission and Handout xxxiii. Vijaykumar’s Story for forming Vision and Mission or Somnath’s Story – Script of a skit for forming Vision and Mission or Alpa’s Story – Script of a skit for forming Vision and Mission

**Objective:**

* The participants will be able to identify and demonstrate the difference between Vision and Mission
* The participants will be able to formulate the Vision and Mission statement of an organisation/DPO based on their experience

**Collectivising the Vision and Mission of a DPO**

**Time:** 4 hours

**Method:** Group discussion

**Material:** Flipcharts, markers

**Objective:**

* The participants will be able to collectively revisit and reformulate the Vision and Mission of their respective DPO drawing insights from the situation analysis/ current context
* The participants will be able to demonstrate the process of forming the Vision and Mission of the DPO collectively in consultation with the members of their respective DPO at the grass roots

**Structure of an Organisation**

**Time:** 1 hour

**Method:** Group discussion and lecture

**Material:** Flipcharts/whiteboard, markers, Reading on What is the Structure of an Organisation?

**Objective:**

* The participants will be able to articulate the benefits of the structure of an organisation based on their experience
* The participants will be able to work out suitable options for formulating or revisiting the various options for forming the structuring of their DPO and, if need be, make necessary changes

# 4. 2 Elements of an Organisation

## 4.2.1 Understanding Organisations (Reading)

### i. Elements of an Organisation

A group of like-minded persons with an ideological base comes together and forms an organisation. This group is supported by donors with a grant or seed fund to start the organisation. The donors or resource providers can be local people who provide a place for the organisation to begin work. There may also be other similar organisations that help and support the organisation’s objectives. All the supporters, be they individuals or organisations, become the ‘stakeholders’ in the process of supporting the organisation. Founder members primarily, and the resource providers secondarily, help define the mission, core values and vision of the organisation. The missions of organisations are stated in various ways like “to work for the oppressed and the poor people for their emancipation” or “to bring about social change and reduce discrimination and inequality”.

Different operational strategies are chosen to accomplish these missions. Some start economic activities for the poor and organise them in the process. Some organise the affected community first and then decide the next steps or course of action to be followed. Based on the needs and concerns identified by the target community or group affected, different activities like social forestry, agricultural development, adult education, income-generating programmes, forming self-help groups, awareness raising, reaching out basic services and rehabilitation of disabled persons or displaced population are drawn up. The activities and strategies are to achieve the mission and are primarily drawn up according to the needs of the area, the concerns expressed by the community and the understanding of the situation analysed by the founder members (and sometimes other stakeholders).

After formulating a specific strategy for accomplishing the stated mission, it is essential to create an organisation capable of implementing that strategy. The organisation provides detailed mechanisms for implementing the said strategy and take action. The vision indicates why ultimately the organisation exists, the mission explains what changes it promotes to achieve the vision, and the strategy defines how it will use its resources to accomplish those changes, and the organisation spells out the details of who, when, where, and by which activities the strategy will be carried out.

The organisation consists of five different elements: **tasks and programmes of activities, formal structure, informal culture, human resources, and leadership**. These elements may be developed in a greater or lesser degree. In the NGO sector or DPOs, for example, an organisation often has a strong leadership and highly committed human resources, but a less elaborated formal structure. These elements together divide the work among the staff and co-ordinate the activities of the different roles and departments. The different elements interact with each other, and depending on how well they ‘fit’ with each other, determine the effectiveness of the organisation in achieving or fulfilling its mission.

### Tasks and Activities

To carry out the mission the organisation implements programmes and activities designed to solve some social or development problem. An initial challenge in creating the organisation is to specify the tasks and activities critical to implementing the mission. In NGOs or DPOs the tasks may be broadly categorised under **basic tasks** and **inherent tasks**.

Basic tasks are directly linked to the organisational mission or objectives as, for example, organising people, conducting group discussions, training, etc. The inherent tasks are those which may not have direct bearing on the organisational mission or objectives, but are necessary for the fulfilment of the basic tasks. These are tasks like writing letters, preparing reports and proposals, accounts-keeping and financial reporting, typing, posting, etc.

For the purpose of effectively running an organisation, both types of tasks need to be performed with equal vigour. The important factor in the understanding of these two types of tasks and their relationship in the context of creation of structure is the inseparable nature of the two. The structure which is thus created should be able to respond to the inseparable nature of basic and inherent tasks. Any structure tending to separate the two will not be conducive to the organisation.

The nature of tasks carried out by organisations may vary. If a task is certain, simple and clear, then a rigidly specified structure may be required to ensure its implementation. On the other hand, if the task is uncertain, complex and ambiguous, then a more flexible structure may be needed. Thus, different types of tasks may necessitate different types of organising.

### Formal Structure

Formal structure includes roles, hierarchies, departmental divisions, rules, and formally-defined systems and procedures that guide behaviour. The issue of structure has been a sensitive one in the voluntary sector due to some politico-historical reasons. In recent years a sense of acceptance of structure as a necessary evil has emerged which needs to be further refined.

Organisations that are based on social commitment and are mission-driven need to develop a distinct attitude towards the issue of structure. The structure should serve the mission. It needs to be seen as a mechanism for the accomplishment of the mission. For this purpose it is essential to consciously evolve structures coherent with the organisational mission and objectives, instead of borrowing or adopting the models of structures already existing around us in the wider environment.

The organisation does not exist in isolation and is affected by the various elements in the outside and inside environment. The first influence comes from the interaction with the wider environment, both statutory and non-statutory. If we choose a definite form of organisation made available to NGOs or DPOs, then the organisation is bound to the requirements of that particular statute. The forms which are popularly used are registered Society or Trust; and that requires some kind of defined structures like 'Governing Body' or 'Board of Trustees' and 'Chief Functionary' or 'Managing Trustees', etc.

### Informal Culture

Informal culture includes values, norms, shared beliefs and expectations, and implicit aspirations and understandings that shape and give meaning to action within the organisation. Staff and stakeholders join the organisation as they share a vision of 'the reality to be’ and a commitment to the mission. They bring with them commitments to core values and beliefs of the organisation, or they learn them shortly after joining the organisation. This shared set of beliefs helps to define both activities appropriate to the organisation's mission and actions that are consistent with the larger vision of society, and so informally guides many actions of the staff.

Particularly in new and small organisations it is common for informal understandings and cultural expectations to be the most important influence on staff/ volunteers’ behaviour. It may not be necessary to have formal and written rules and procedures when all the members have been parties to the negotiation of informal norms and expectations.

### Human Resources

The human resources of an agency are essential for carrying out both the basic and inherent tasks. In NGOs and DPOs, the human resources are often highly committed to the organisation's mission and willing to work long hours in difficult circumstances in the service of a vision for a better future.

In recent years many agencies have found that effective implementation of their missions requires upgrading the technical capacities of their human resources. By building in 'professionalism', is as if there is an inevitable contradiction between commitment to visions and high levels of professional training and competence.

Socio-Political Context

Ideological

Past Vision Perspective

Experience

Mission Constituencies

Demand

Strategy Opportunities

Constraints

Competence

Activities/

Tasks/

Programmes

Formal Informal

Structure Culture

Leadership

Human

Resources

Input

Output

CONSEQUENCES

Problems

Resources

Political Spaces

Social Change

Action

### Leadership

Leadership plays a major role in shaping organisations and the activities of their members. Many organisations take their visions, missions, and strategies directly from the commitments of their founders.

This reliance on leaders means that agencies can respond quickly to external and internal changes, because they need only await decisions by their leaders before they can act. On the other hand, dependence on leaders may lead to long delays for important decisions, if leaders are overburdened or their attention is elsewhere.

Besides, the dependence on a single leader or founder can present problems when the founder is ready to move on. If an organisation’s dependence on the founder has hampered the development of a second-line leadership, there may be no one available to take over the founder's role in the agency. All too often good agencies have collapsed or spent many years rebuilding after the departure of the founder because they relied too long on the leadership of a single person.

## ii. Compatibility among Organising Elements

Ideally, the different elements of an organisation – tasks and activities, formal structure, informal culture, and human resources – work together and support one another. The implementation of programme activities, for example, is facilitated by formal structures that divide and co-ordinate work, by informal expectations and understandings, and by appropriate energies and skills among the human resources of the agency. When the elements of an organisation work together, it can very effectively implement the strategies required to carry out its mission.

Often, however, there is tension among organising elements. In NGOs, for example, there may be tension between the expectations of the informal culture and the demands of a formal structure, especially when it has a formal structure imposed by external regulations or adopted without a process that leads to widespread internal acceptance. When informal and formal systems come in conflict, a great deal of talent and energy and time may be spent unproductively.

Many organisations have began as small units of 5-10 people who organised themselves largely through informal interactions and divisions of labour that required everyone to do a little bit of everything. As a result, all members have an overview of the challenges confronting theorganisation, and decisions are made with widespread participation.

When the organisation is successful, the demand for their work expands. They may want to add new services or extend their services to larger areas. In either case, the size of the agency will grow. When agencies grow, they inevitably experience difficulties in dividing and co-ordinating work for at least two reasons. First, the variety of work presses for more explicit specialisation and division of work. Each member may type his/her own correspondence when the volume is 3 letters a week, but it becomes a big drain of time when everyone has 15 letters a week and poor typing skills. It may be a better use of resources to hire a secretary to type the letters and free other staff to carry out basic tasks. So the growth of an organisation may encourage more specialisation for a better use of human and other resources.

Secondly, as the number of people in an organisation grows, the difficulty of making decisions in a participatory process that includes everyone increases rapidly. Decisions that can be made easily in a group of 6 become more difficult in a group of 10 and close to impossible in a group of 20. The sheer volume of relationships to be managed in decision-making in a large group makes participatory decision-making difficult. In addition, everyone may not have access to the same amount of relevant information, and information differences further complicate participatory decision-making in large organisations. In short, with growth there is inevitable pressure for more formal organisational mechanisms to guide activity, quite independent of the wishes of the organisation’s leaders or members.

## iii. Participation in Decision-Making

Participation in decision-making is a major issue for many organisations. Over the years, it may be helpful to identify different types of decisions that are required to be made in the organisation in order to distinguish appropriate kinds of participation. In general, the staff may want to participate in the decisions that affect them most and to which they can offer relevant inputs. In small organisations, it often means that all staff members participate in important decisions. In larger organisations, however, staff-wide participation in all important decisions can consume more time and energy and may produce low-quality decisions at the end.

## iv. Changing Organisations

Reorganising the need to deal with changing circumstances in which the organisation is currently operating in is common, particularly since NGOs or DPOs are committed to promoting social changes that alter the circumstances in which we must operate. Some changes emerge from learning at the operational level. As staff members find that tasks can be accomplished better by redefining roles or renegotiating expectations, they may introduce organisational changes that alter operations without any change at the level of strategy or mission. Changes in tasks or human resources will require alterations in structure and culture and vice versa, if the fit among them required for effectiveness is to be preserved.

In changing organisations, the fit among mission, strategy, and organisation needs continuous review and re-articulation. As external circumstances change and as organisational capacities evolve, agencies in our sector need to re-evaluate the ways they organise and use their resources. Since resources will probably always be in short supply in the social sector, we need to be as productive as possible in using them to carry out our missions and strategies.

It is especially important that we look with clear eyes at the advantages and disadvantages of different organising elements. We cannot afford to reject tools for organising, as some have rejected formal structure, without carefully examining how they might be adapted and used to achieve our missions.

## v. Frameworks for Organisational Behaviour

Enabling organisations to operate effectively is one important managerial task. Getting organisations to operate effectively is a challenge. We know that it is difficult to understand the behaviour of an individual and it is even more challenging to understand the behaviour of groups that are made up of different individuals. Comprehending the many relationships among these individuals is even more complex.

However, organisational behaviour must be managed in spite of this overwhelming complexity. Ultimately the organisation’s work is completed by people, individually or collectively, on their own or in collaboration with technology. This means that the leader or the key staff members, particularly the senior staff involved in the management or functioning of the organisation, need to develop the capacity to understand the behavioural patterns of individuals, groups, and organisations. They need to develop the ability to predict the behavioural responses that are likely to be elicited by various managerial actions and finally to use this understanding and these predictions to ensure the completion of the task in a timely manner while also contributing to the said mission.

Given their inherent complexity and enigmatic nature, appropriate tools are required to unravel the mysteries, paradoxes, and apparent contradictions that present themselves in the everyday life of organisations. One tool is conceptual framework or model. A model is a theory that indicates which factors (in an organisation, for example) are most critical or important. It also shows how these factors are related, that is, which factors or combination of factors causes other factors to change. A model is a roadmap that can be used to make sense of the terrain of organisational behaviour.

The models we use are critical because they guide our analysis and actions. In any organisational situation, problem - solving involves the collection of information about the problem, the interpretation of that information to determine specific problem types and causes, and the development of action plans accordingly. The models that individuals use influence the kind of data they collect and the kind they ignore; models guide people’s approach to analysing or interpreting the data they have; finally, models help people choose their course of action. The model’s major premise is that for organisations to be effective, their sub-parts or components must be consistently structured and managed – they must approach a state of congruence.

## vi. A Congruence Model of Organisational Behaviour

Nadler and Tushman describe a model that specifies the critical inputs, the major outputs, and the transformation processes that characterise organisational functioning. This model puts emphasis on the transformation process and stress on the interdependence of the various elements of organisations. It views organisations as made up of components or parts that interact with each other. These components exist in states of relative balance, consistency or “fit” with each other. The different parts of an organisation can fit well together and function effectively, or fit poorly and lead to problems, dysfunctions, or performance below potential. The *congruence* *model of organisational behavior* is based on how well components fit together. Put simply, we need to deal with questions of the inputs the system has to work with, the outputs it must produce, the major components of the transformation process, and the ways in which these components interact.

### Inputs

The first input is the *environment*, or all factors outside the organisation being examined. Every organisation exists within the context of a larger environment that includes individuals, groups, other organisations, and even larger social forces – all of which have potentially powerful impact on how the organisation performs. Specifically, the environment includes markets (clients or customers), suppliers, governmental and regulatory bodies, labour unions, competitors, financial institutions, special interest groups, and so on.

The environment has three critical features that affect organisational analysis. First, the environment makes demands on the organisation. For example, it may require certain products or services at certain levels of quality or quantity. Market pressures are particularly important here. Second, the environment may place constraints on organisational action. It may limit the activities in which an organisation may engage. These constraints range from limitations imposed by scarce capital to prohibitions set by government regulations. Third, the environment provides opportunities that the organisation can explore. When we analyse an organisation, we need to consider the factors in the organisation’s environment and determine how those factors, singly or collectively, create demands, constraints, or opportunities.

The second input is the organisation’s *resources*. Any organisation has a range of different assets to which it has access. These include employees, technology, capital, information, and so on. Resources can also include less tangible assets such as the perception of the organisation in the marketplace or a positive organisational climate. A set of resources can be shaped, deployed, or configured in different ways by an organisation. For analysis purposes, two features are of primary interest. One concerns the relative quality of those resources or their value in the light of the environment. The second concerns the extent to which resources can be reshaped or how fixed or flexible different resources are.

The third input is the organisation’s *history*. There’s growing evidence that the way organisations function today is greatly influenced by past events. It is particularly important to understand the major stages or phases of an organisation’s development over a period of time, as well as the current impact of past events – for example, key strategic decisions, the acts or behaviour of key leaders, the nature of past crises and the organisation’s responses to them, and the evolution of core values and norms of the organisation.

The final input is somewhat different from the others because in some ways it reflects some of the factors in the organisation’s environment, resources and history. The fourth input is *strategy.* We use this term in its broadest context to describe the whole set of decisions that are made about how the organisation will configure its resources against the demands, constraints, and opportunities of the environment within the context of its history. Strategy refers to the issue of matching the organisation’s resources to its environment, or making the fundamental decision of “What business are we in?” For analysis purposes, several aspects of strategy are important to identify. First, what is the core mission of the organisation, or how has the organisation defined its basic purpose or function within the larger system or environment? The core mission includes decisions about what markets the organisation will serve, what products or services it will provide to those markets, and how it will compete in those markets. Second, strategy includes the specific supporting strategies (or tactics) the organisation will employ or is employing to achieve its core mission. Third, it includes the specific performance or output objectives that have been established.

### Outputs

Outputs are what the organisation produces, how it performs, and how effective it is. There has been a lot of discussion about the components of an effective organisation. At the organisational level, three factors must be kept in mind when evaluating organisational performance: (1) goal attainment, or how well the organisation meets its objectives (usually determined by strategy), (2) resource utilisation, or how well the organisation makes use of available resources (not just whether the organisation meets its goals, but whether it realises all of its potential performance and whether it achieves its goals by building resources or by “burning them up”), and (3) adaptability, or whether the organisation continues to position itself in a favourable position vis-à-vis its environment, that is, whether it is capable of changing and adapting to environmental changes.

### The Organisation as a Transformation Process

So far, we’ve defined the nature of inputs and outputs of the organisational system. This leads us to the transformation process. Given an environment, a set of resources, and history, “How do I take a strategy and implement it to produce effective performance in the organisation, in the group/unit, and among individual employees?” In our framework, the organisation and its major components are the fundamental means for transforming energy and information from inputs into outputs. On this basis, we must determine the key components of the organisation and the critical dynamic that shows how those components interact to perform the transformation function.

**Reference:**

PRIA (undated). *Management of Voluntary Organisations*, New Delhi

David A. Nadler and Michael L. Tushman (1980). *Organisational Dynamics,* Autumn, by AMACOM, a division of American Management Associations.

## 4. 2.2 Session Plan and Facilitation Note – Elements of an Organisation

**Time:** 1 hour

**Method:** Large group discussion, lecture and interaction

**Material:** Flipcharts, whiteboard, markers, Reading on Understanding Organisations

**Objective:**

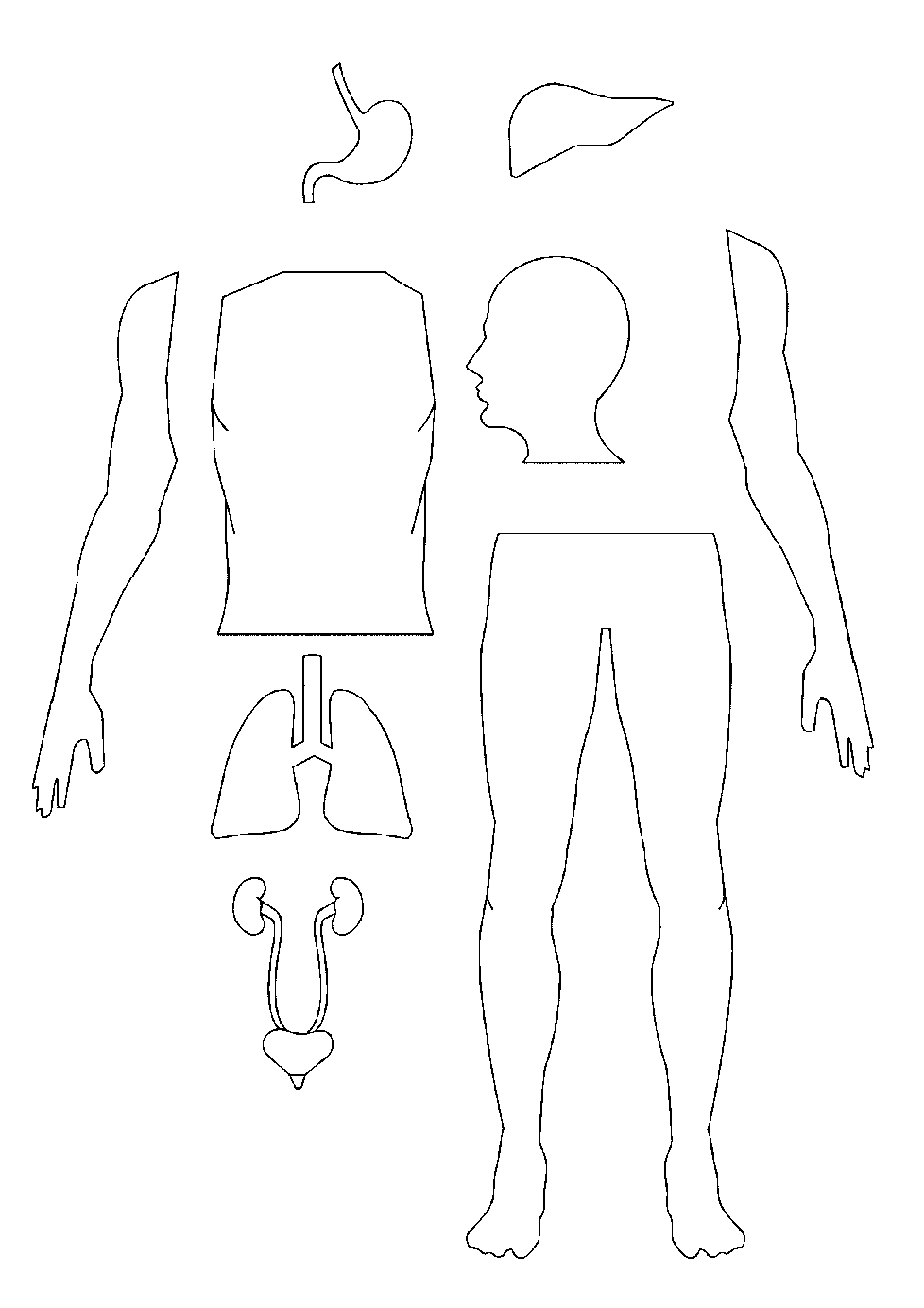
* The participants will be able to articulate the key elements of an organisation based on their experience of running a DPO

**Process:**

* Ask the participants to list the key elements of an organisation on the board / flipcharts. They could be: Vision and Mission, Memorandum of Association, activities, roles and responsibilities of members, rules and regulations, financial systems and resources, structure, formal and informal culture, human resources, leadership / leaders / working committee, staff / office bearers, norms / rules

**Facilitator’s note:**

* To initiate discussion show the illustration of parts of a body to help the hearing impaired and other persons with disabilities understand the elements of an organisation.
* Explain that like the human body, an organisation needs to perform its basic/ core tasks/ functions as well as carry out activities that can support its members to perform better (inherent tasks). While the former tasks are linked to the organisational vision and mission, the latter are essential for fulfilling the core tasks. These include tasks such as documentation, reporting, etc. Support can be sought from stakeholders in the external environment for the inherent tasks.
* Explain the various major elements of an organisation on the whiteboard/flipcharts and also read them aloud. Make sure to reiterate them and also write them out
* Ask them what the heart of the organisation is out of these elements? Most likely they will say Vision and Mission. Tell them that in the next session this aspect will be discussed in detail.



## 4.3 Understanding Vision and Mission

# 

## 4.3.1 Vision and Mission - Reading

This reading explores the role of Vision and Mission in the formulation of organisational strategy. A clearly articulated and shared Vision and Mission is the foundation on which effective organisational strategies are built.

**Background**

Most development organisations are committed to changing some aspect of the current social, political, or economic reality. For instance, an organisation may be formed to provide literacy training to village women. In time, however, the organisation may find itself involved in a wide variety of other activities such as non-formal education, advising on small business development, and organising campaigns to protect the rights of self-employed women.

These expanded activities usually result from people’s real needs and from the people’s trust in the organisation’s past successes. However, the new activities may have little to do with the organisation’s original purpose, or with the existing skills or capacities of the organisation. If this happens, the organisation’s energies may be spread very thin, effectiveness may suffer, and organisation members may begin to wonder about the usefulness of their work, or about what they should be doing.

So what are visions and missions, and how can they be of use in maintaining an organisation’s effectiveness?

**Organisational ‘Vision’**

An organisation’s vision often originates with an individual visionary founder, or with a group of people who have some ideas about how life could be better than it currently is. These ideas may spring from personal experience, or from a religious or ideological source. Whatever the source, visions are the lifeblood of effective development organisations in several ways.

A shared Vision is often the initial force that brings people together for collective action. People with visions of social or political change frequently decide they must join others who share their Vision if they are to have any hope of attaining it, and so join existing organisations or start a new one. Once joined together in an organisation, members may re-examine or refine their individual visions until a truly shared or collective one emerges. It is usually the role of the visionary founder or founding group to ensure that the Vision is kept alive, and stated in a way that it may be broadly shared by other organisation members.

Shared visions are vitally important throughout the life of a development organisation. Voluntary development work is often difficult, poorly paid, personally threatening, and results are sometimes invisible. A clearly articulated Vision can provide energy, momentum, and strength to individuals working in development organisations and can be continuing focus for their social commitment. A shared Vision can help bind an organisation together in times of crises, and provide the incentive to work through internal conflicts.

A Vision is only a starting point for building and maintaining an effective organisation. There are many ways in which a single Vision may be pursued, so it becomes necessary to decide more specifically what the organisation exists to do.

**Organisational Mission**

A statement of organisation Mission describes the organisation’s purpose for existing, given it Vision of the “reality to be.” It describes in general terms how the Vision is to be pursued. For example, one organisation whose Vision is to create “a world where no child ever dies of a preventable disease” has as its Mission “to reduce infant mortality by providing health services to women and children in underserved areas.” Another organisation with the same Vision might choose as its Mission to “engage in social mobilisation to change the economic conditions which foster malnutrition and disease.”

A clear Mission connects the Vision to a method for achieving that vision, and this has a number of benefits. A clear Mission can guide an organisation’s leaders in major policy decisions about alternative courses of action. It helps define both what the organisation will do and what it will not do. If understood broadly and shared, the Mission helps channel collective action in a common direction, so that people’s energy and organisation resources serve a common purpose. Otherwise, even people with a shared Vision may pursue individual paths to the Vision and the power of collective action would be lost. For people working on day-to-day operations, a shared Mission may provide meaning and motivation since it can help them see how their work contributes to attainment of the Vision.

The Mission is the starting point for keeping an organisation focused and effective. Shared Mission functions like a compass, bringing the organisation back on course despite constantly changing demands from constituents, shifting political and economic forces. As with the Vision, it is usually the role of an organisation’s leaders to articulate the Mission and help others understand it. But including other organisation staff, board members, and other constituents in formulating the Mission can be an effective way of building joint ownership and understanding of the Mission.

An organisation’s understanding of the social and political context is an important influence on its choice of Mission. This can be seen in the different missions of the two organisations described above. Different theories of social change and different understandings of the external context can lead to very different missions.

Only rarely, and usually after extreme organisational tension and pain, will an organisation change its Vision. Changing Mission is also a major shock to an organisation, and is a relatively unusual event. However, if there has been a big change in an organisation’s analysis of development problems, political space, or other constituent demands, re-examination of organisation Mission may be in order. A change in strategy is often sufficient to keep an organisation effective, even in the face of major shifts in its external context. But unless the Mission is occasionally tested against an analysis of the current situation, the organisation could cease to be an effective instrument for realising the Vision.

Source: Strategic Thinking, Institute of Development Research

## 4.3.2 Session Plan and Facilitation Note – Understanding Vision and Mission

**Time:** 4 hours

**Method:** Case study analysis and group discussion

**Material:** Flipcharts, whiteboard, Reading on Vision and Mission and Handout xxxiv. Vijaykumar’s Story for forming Vision and Mission or Somnath’s Story – Script of a skit for forming Vision and Mission or Alpa’s Story – Script of a skit for forming Vision and Mission

**Objective:**

* The participants will be able to identify and demonstrate the difference between Vision and Mission
* The participants will be able to formulate the Vision and Mission statement of an organisation/DPO based on their experience

**Process:**

* Form small groups of 5-6 members and ask them to read the case study / or watch the skit and discuss the following:
* Why did Somnath/ Vijaykumar/ Alpa leave his/ her job?
* What did they do after leaving the job?
* How did Somnath/ VijayKumar/ Alpa get the idea of specifically forming a group of persons with disabilities?
* What did they do to form this group of persons with disabilities?
* After the above exercise ask the participants which of the above questions relate to vision and mission?
* Ask the groups to form the Vision and Mission statements of the group formed by Somanth/ Vijaykumar/Alpa
* Ask each group to share its statements and ask the other groups to comment and provide feedback.
* Then ask the groups to reformulate/ sharpen the Vision and Mission statements of the case story based on the feedback provided by the others, including the facilitator, and again present it. Mostly the vision statement is easily formed.
* For sharpening the Mission ask the participants to revisit and reword the Mission statements. Tell them that to be able to formulate the Mission it needs to be identified what will be done, how it will be done and with whom it will be done and in which region/area.

**Facilitator’s note:**

* Ask a small group of participants / volunteers to prepare a skit from one of the skits provided for in the local language Handout
* Introduce every scene aloud and describe whatever is happening (e.g. now we will see what happened in Somnath’s office, Somnath is now doing a survey in a remote village, etc.) and all the written script used in the skit is to be read out loudly. This method is useful for the participants, including persons with visual impairment.
* After the presentation of the skit, ask all the characters to come again and explain their role to help the participants to understand the theme of the skit. This would be helpful for all the participants, especially for participants with hearing impairment. The Interpreter should use pictures, lip movement and gestures and sign language to explain whatever is happening in the skit.
* For persons with hearing impairment it is not easy to explain the concept of Vision and Mission. Draw a picture of a village where among the villagers, poor, homeless and illiterate people are also there, who are in need of support and development. Persons with disabilities are also present among the poor or homeless or illiterate.
* Then explain that in order to bring about a change in the existing situation of persons with disabilities, the situation of all villagers, including the poor, homeless and illiterate also need to change. If poor village people do not have a house, then how would persons with disabilities have one/ Similarly, if all children get admission to school then children with disabilities will get enrolled. So it is important to think about all the underprivileged people of the village / community.
* When the participants are asked to reformulate the Vision /Mission statement, draw examples from the case study / skit and explain how Vision is developed and emphasise that personal experience is important to bring about a change in society. Somnath /Vijaykumar/ Alpa had good experience at college with their disabled friends. At office he/she had a negative experience. In the next job during field visits, he/she came to know about the real situation of persons with disabilities, i.e. they are living in abject poverty with no education, no employment and no access to basic services to lead a life with dignity.
* If need be, share the Vision and Mission statements of different organisations for greater clarity and explain the difference between the two from the handout.
* Stress that personal experience is important as it leads to a deep desire to bring about change in the existing situation and it is a deep desire for change that becomes a Vsion. Vision is like fire and Mission is like the flame. Somnath/ Vijay kumar/ Alpa had fire within themselves to do something new.
* Emphasise that in the rights-based mode, persons with disabilities not only demand their rights and entitlements but as citizens they have certain obligations, duties and responsibilities to be fulfilled by participating actively in the development process.
* In this way they would then graduate from being mere beneficiaries to citizens and consumers and have rights on an equal basis with others.
* Discuss the meanings and implications of words like oppressor, oppressed and citizenship rights mentioned in the case study.
* Explain to the participants that the Vision and Mission statements cannot be changed too frequently.
* It also needs to be stressed that such discussions of Vision and Mission need to be discussed with all members of the DPO to increase their participation.
* For hearing impaired participants, explain the difference between Mission and objectives by citing examples from their lives. Ask them why they are studying. They may reply - to qualify in the school examination, then study in college and then work as a teacher to teach other hearing impaired children. Then clarify that the objective of studying is to qualify in the examination and the purpose of their life is to teach other hearing impaired children.
* Another example could be cited that one person may think of forming self-help groups in each village to develop a savings habit among women. Another person may think that all women should have a bank account; someone else may think that women should own a bank and someone else may think about putting pressure on the government to start a bank which will be run by women. All four persons are trying to bring about a change in the lives of women.
* It could also be that the Vision statement could be common but the Mission statements could be different as given below:

Example:

**Vision:** Economic empowerment of women

**Mission:**

“Every woman should have access to loan.” - Professor Yunus, Bangladesh

“Poor women will own a bank.” - Elaben Bhatt, Gujarat

“All nationalised banks will give loan to poor women without any collaterals.”

## xxxiv. Vijaykumar’s Story for forming Vision and Mission (Handout)

Vijay Kumar, a post graduate of Political Science from Durbhanga University, decided to start a group of young persons with disabilities in the eastern hilly regions of India in 2001. While studying at college he used to spend his spare time discussing politics with his college mates and also read aloud the textbooks, newspapers, local magazines for visually impaired students in the college. It was during his student years that the idea of starting a self-help group of visually impaired youth was conceived. After completing his master’s he got a job as a manager in a local tea estate. The salary package was decent and he had facilities of housing, etc. He stayed here for a while but was unhappy with the way the employers treated the workers and the working conditions extended to the daily workers who were employed as tea pickers. Distressed at not being able to improve the life conditions of the tea estate employees, he decided to quit this job after a year of service.

He moved on to join a national-level NGO that worked on Health and Nutrition. It had several outreach centres in the country and Vijay Kumar had the opportunity to travel around the country and meet several other NGOs, INGOs and government officials. While on tour, at times, he would suddenly come across a child with a disability, affected by polio or a child with visual impairment who, apart from belonging to poor families and facing malnutrition, had great difficulty in attending school due to long distances, unavailability of proper transport facilities, no learning material or teachers trained to teach especially children with visual impairment. Soon this began to bother him and he began to feel that perhaps children with disabilities were the most marginalised among the children from poor families.

During this period he read about the Rights of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 that aimed to protect the rights of persons with disabilities. He read that this was a landmark Act and would now be able to grant basic education and employment for persons with disabilities in the country.

Vijay Kumar began to think how he could be more useful to this marginalised lot of persons with disabilities for whom perhaps not many would be working. He got in touch with his old college friends who were persons with disabilities. He found that most of them were unemployed despite having struggled to complete their post-graduation. He was very much affected by this and he recalled that his friends could obtain jobs in the public sector as well as the government under 3% reservation provided by the PWD Act. He got together two of his friends, Ismail, a person with visual impairment, and Abraham, with locomotor disability, and they filled in applications for various government jobs available. With some effort Abraham was able to secure employment but Ismail found it very difficult as he was visually impaired and no one wanted to take the risk of employing a person about whom they were not sure how he would be able to accomplish his tasks. Ismail became very depressed and began to feel that he was a burden on his family and society.

While reading the PWD Act 1995, Vijay Kumar and Abraham figured out that they could seek the help of the court as there was 3% reservation of seats in all government institutions and no person could be denied a job on the basis of disability. They decided to follow up on the last 2 positions that Ismail had applied for and began to seek legal advice. They figured out that the best way was to file a case with the State or the Chief Commissioner for Persons with Disabilities. After putting up a fight for several months at last Ismail was able to get a job of his choice. But the battle did not end here. He began to face several other problems of accessibility, especially those related to access to technology, as by now all documentation work was being done with the aid of computers.

Reflecting on their experiences of the everyday life difficulties faced in access to education and employment, by persons with disabilities, the three friends began to dwell on the thought that several other persons with disabilities would be facing similar difficulties and many more so if they belonged to poorer communities with limited access to basic services. They began to contact some of their friends and also met several institutions that worked for the rehabilitation of persons with disabilities. It was evident that access to basic services was a pressing need. Vijay Kumar began to explore in nearby areas and with great difficulty identified some persons with different kinds of disabilities – a middle-aged hearing impaired person who had never been to school, one visually impaired 8-year-old girl and several boys with locomotor disabilities. He found that the boys with locomotor disabilities were going to the village primary schools. Ismail and Abraham also took up villages near their homes and began to identify men, women and children with disabilities. Most of them resided in scattered locations and had not had any schooling. Some whiled away their time at home helping with the housework.

Seeing the secluded and isolated condition of persons with disabilities, the trio began to wonder how they could work with this deprived section of society and what they could do. The persons with disabilities and their families, with a strong belief in the theory of karma and fatalism, were not in a state of mind to do anything proactive. They were keener to get some benefits like a pension or concessions. But the three friends were keen to do something that would lead to finally restore the dignity of persons with disabilities.

At a Conference on Disability in New Delhi, Vijay Kumar happened to meet some academicians working on disability and while discussing with them he heard that India had signed a new international treaty – United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) in 2005, which has also been ratified by more than a hundred countries. This is a path-breaking convention that aims to restore the rights and dignity of persons with disabilities globally. In India, apart from the PWD Act 1995, there are other laws that aim to protect the rights of persons with disabilities – the Mental Health Act 1987, the Rehabilitation Council of India Act 1992, and the National Trust for Persons with Autism and Cerebral Palsy, Mental Retardation and Multiple Disabilities 1999. He was informed that apart from these Acts, as the country was a signatory to UNCRPD, all the existing laws would need to be aligned in consonance with the spirit enshrined in it. Also, if need be, new laws could be enacted, and in this light the Rights of Persons with Disabilities Bill 2012 has already been made and remains to be placed in Parliament.

While searching on the Internet, to historically understand the developments and shifts in approaches to disability, Vijay Kumar came across two books written by Michael Oliver, a British academician – ‘The Politics of Disablement’ (1990) and ‘Understanding Disability: From Theory to Practice’ (1996), that helped put in perspective the reasons for oppression of persons with disabilities. He clearly articulated that it is the disabling barriers in society – social, cultural, economic and physical - that limit the participation of persons with disabilities. While bringing to fore the denial of citizenship rights of persons with disabilities, Oliver questions the politics of oppression of persons with disabilities. This in many ways rang a bell in Vijay Kumar’s mind as in his student days he was very influenced by Paulo Frere’s theory, ‘Pedagogy of the Oppressed’ in which the efforts of a particular class (capitalist) or section of society is questioned to keep the majority in a sub-human position.

He shared these books with Ismail and Abraham too. The friends began to think seriously about what the self-help group formed of persons with disabilities could do in order to lead a life of dignity. Apart from access to basic services, education, employment, persons with disabilities had other needs and aspirations like being able to get married and have a family, participate in social and religious functions, participate in governance functions and contribute to decisions that affect their lives. In fact, he read on the Internet that the latest Guidelines on Community-Based Rehabilitation (2010) and the World Report on Disability (2011) emphasised the empowerment of persons with disabilities and their organisations.

### Somnath’s Story – Script of a skit for forming Vision and Mission

Characters

1. Somnath – non-disabled person
2. Boss - of MNC company
3. Rejina – woman with disability
4. Mother of a visually impaired boy
5. Amol – Somnath’s friend who is visually impaired
6. Kishore – Somnath’s friend who has locomotor disability

**SCENE I**

This year Somnath has passed M.A. He has got a job in a private company. One day something happened which made Somnath very sad and he left the job. Let us see what had happened.

**Somnath**: Good morning, sir!

**Boss**: Good morning! How are things going on? Within a short time you have picked up very well. If you want to know something, please don’t hesitate in asking me.

**Somnath**: OK, sir! Thank you very much for your support.

**Boss**: Rejina, what’s the matter? Have you finished your job?

**Rejina**: No, sir. It will take a little more time.

**Boss (grumbling)**: You always say that it will take “a little more time”. It is almost a year now. When will you finish the job? Because you are handicapped, I have given you the job. This does not mean that you should take advantage. If you don’t want to do this work, you can look for another job. I can’t waste money on you.

**SCENE II**

**Somnath (Speaks aloud to himself)**: It seems that the persons with disabilities are not human beings, they don’t have any respect. When I was in college, I had two friends Amol and Kishore. Amol was visually challenged whereas Kishore had difficulty in mobility. I used to read aloud the newspaper and books for Amol. No! Where people are not respected, it is not possible for me to carry on in this job.

When I was in school, persons with disabilities were not treated like this. Then why are they treated like this at the workplace?

**SCENE III**

(Somnath left this job and now works with a voluntary organisation working on women and child health. He is conducting a survey in Gongadharpur village)

Somnath visits a family on one of his field trips

**Somnath:** Sister, how many children do you have?

**Mother**: I have only one son and he is visually impaired.

**Somnath:** Does he go to school?

**Mother:** Sending him to school is beyond our capacity…we cannot even manage two square meals a day. Moreover, the school is located very far and we have limited access to public transport.

**Somnath**: Are there any other persons with disabilities in this village?

**Mother:** Yes, there lives a lame person at the end of the village.

Knowing the actual situation of the persons with disabilities, Somnath decided that he would discuss with his two friends, Amol and Kishore, and they would be able to decide how a change could be brought about in the lives of persons with disabilities.

**SCENE IV**

(Somnath is discussing with his two friends Amol and Kishore. He tries to understand the present situation of persons with disabilities)

**Kishore:** There is 3% reservation for the persons with disabilities in every field, but we are not able to get any benefits.

**Somnath:** Then what do you suggest?

**Amol:** Let’s do one thing. Let’s take the opinion of all other persons and children with disabilities and form a group.

**SCENE V**

(The three friends through a survey get the details of the number of persons with disabilities in the nearby villages. They discuss with them and prepare an action plan)

**Somnath:** Listen, through surfing on the Internet and reading books, I have been able to gather some data on the rights of persons with disabilities. Studying the United Nationals Convention on the Rights of Persons with Disabilities (UNCRPD), National Trust Act, Mental Health Act and PWD Act 1995, I came to know, that the persons with disabilities have the following rights:

- Right to marry and maintain a family

- Right to earn and lead a dignified life

- Right to education

1. Right to participate in religious and other social occasions.

The change in the society that we would like to see is an inclusive society, where every individual, especially the people from marginalised sections, get equal rights and opportunities. If this is our objective, how can we reach the goal?

**Amol and Kishore:** We shall go to the villages, form groups in each village of all the poor persons with disabilities and work to enhance their socio-economic condition and work towards ensuring their rights.

### Alpa’s Story – Script of a skit for forming Vision and Mission

Characters

1. Alpa – Non-disabled person
2. Pratap – a person with visual impairment
3. Daxa – a person with locomotor disability
4. Owner – owner of the tea garden
5. Director of non-government organisation
6. Commissioner of persons with disabilities
7. Director NAB, Mumbai

**SCENE I**

**(College Campus)**

**Daxa:** Good morning, Alpa. How are you?

**Alpa:** Good morning, Daxa. What is going on?

**Daxa:** Nowadays there is an election environment. Everyone is talking about politics.

**Alpa:** You are right. What do you say? Who will win?

**Daxa:** Seeing the environment I feel Bharatiya Janata Party (BJP) will win.

**(Pratap walks in singing a colloquial song)**

**Alpa:** Oh ho!….Pratap you seem to be in college mood.

**Daxa:** It is true. But, Pratap, how are your studies going on?

**Pratap:** Nothing special, if someone reads aloud then only will I be able to listen and prepare for the exams.

**Alpa:** Not like that, Pratap. Whenever you want to study let me know, I will read aloud for you.

**Pratap:** Thank you, Alpa. Could you read this magazine for me please!

**Alpa:** Yes, yes, why not? Let me read it for you. (Alpa begins to read out the magazine)

**Alpa:** Pratap, don’t feel shy! Next time when you want to listen please feel free to say so.

**Pratap:** Many many thanks, sister!

**Alpa:** There is no need to say thanks, this is my duty. Oh, yes! I forget to tell you one thing.

**Pratap:** Alpa, what is it about?

**Alpa:** There is a tea garden nearby and I have got a job there. I am joining it tomorrow.

**Daxa/Pratap:** (together) congratulations, sister!

**Alpa:** OK. Now please excuse me as I have to prepare for tomorrow. We will meet next Sunday…Good-bye…

**SCENE II**

**(Office of the owner of the tea garden)**

**Alpa:** May I come in, sir!

**Owner:** Come in! Please sit!

**Alpa:** Sir, I have come to join work from today onwards

**Owner:** OK, I will brief you about what you have to do. You will be provided accommodation and as per rules you will get a salary of Rs.20,000/- per month.

**Alpa:** Right, sir, what would be my role and responsibilities? Also let me know the company’s rules and regulations

**Owner:** You have to supervise the labourers in the tea garden, disburse the weekly wages and maintain their logs. The key points to be considered while disbursing the daily wages are:

1. If a woman comes with child/or children then pay only Rs.60/-
2. Rs.50/- to be paid for children below 16 years of age
3. If the person is absent then wages are to be deducted
4. No breaks should be given during working hours except for a brief one for lunch

If you have understood the rules properly then you may join us today.

**SCENE III**

**(A year passes and all friends meet once again)**

**Alpa:** Today is Sunday. So I thought that we could all meet.

**Alpa:** How are you Daxa and Pratap?

**Daxa/Pratap:** Yes, everything is fine. How is your job?

**Alpa:** Pratap, what should I say? I have no problem in my job, the salary is good with accommodation, but I feel very sad to see the condition of the labourers. Their situation is very pitiable.

**Daxa:** Why, what is the problem?

**Alpa:** What should I tell you, Daxa? Labourers are already being paid poorly and they are also not being paid the stipulated minimum wage.

**Pratap:** Then what is the confusion? Talk to the owner about the condition of the labourers and discuss how their situation could be improved.

**Alpa:** Pratap, the owners are exploitative and not willing to hold a dialogue. I feel uncomfortable to see the labourers in this condition. I feel very sad for them and I may leave this job soon. I have applied at other places. I have received a call for an interview, if I get that job I will leave this. OK then, bye, see you. (All the friends say bye to each other)

**SCENE IV**

**(Office of the NGO)**

**Alpa:** May I come in, sir?

**Director:** Yes, come in! Please take a seat.

**Alpa:** Thank you. Sir, I have applied in your organisation and so I have come to meet you.

**Director:** After seeing the resume I see that you have some work experience. But here the work is different. You have to work on health and nutrition. Our branches are all over India, so you have to visit various cities like Kolkata, Mumbai, Ahmedabad, Delhi, Bangalore, etc. We may not be able to give you a high salary. If you are willing then you can join tomorrow.

**Alpa:** OK sir! I will join tomorrow. Thank you, sir.

**SCENE – V**

**(All friends meet after a week)**

**Alpa:** Daxa and Pratap, how are you? Are you fine?

**Daxa:** Yes, Alpa, I am fine but you look very happy today

**Pratap:** True, Daxa. Alpa, did you get a new job?

**Alpa:** Yes, I have got a new job and it is very nice. I am able to visit several cities in the country. During these visits I meet government officials, people in the community and I also come across several persons with disabilities.

**Pratap:** That sounds good. Now which city will you be visiting, Alpa?

**Alpa:** Oh, it is good that you reminded me. Tomorrow I have to visit Mumbai so I need to prepare for that. OK then, see you, to…bye….

**SCENE – VI**

**(Crossing the street in Mumbai)**

**Alpa:** (Reading a hoarding on the roadside) Looks like the office of the National Association for the Blind (NAB). This organisation must be working for the blind. I should go and visit it.

**Alpa:** (Goes inside) Sir, may I come in!

**Director:** Please come in, what brings you here?

**Alpa:** Sir, my name is Alpa. I want to know more about your organisation. Your organisation works for the visually impaired persons. What does it do?

**Director:** Firstly, you are welcome. Secondly, the name of our organisation is National Association for the Blind (NAB). We work for all types of persons with disabilities. First, we conduct a survey of children with disabilities residing in a particular area, then arrange for their certification. We then provide them with basic assistive devices and work out a plan for their education.

**Alpa:** But, sir, all these facilities are easily available to children with disabilities in the city. But the condition is pitiable for poor children with disabilities in the villages. Why is this so?

**Director:** Look, sister, there are limited resources at the village level. There are no skilled teachers. Because of this poor persons with disabilities are denied access to education and live in a pitiable condition.

**Alpa:** Sir you are right, but after the child is educated who will provide it with employment?

**Director:** Sister! You may read the PWD Act 1995, where 3% reservation is provided for persons with disabilities in education and employment.

**Alpa:** Sir, you have shared very useful information about the Act, I was unaware of this. Thank you for this and may I now take your leave?

**SCENE – VII**

**(The friends meet 15 days later)**

**Daxa:** Oh….It is 10 o’clock, why haven’t Pratap and Alpa come?

**Pratap:** Please forgive me, Daxa, as I am little late today.

**Alpa:** I am also late as I got stuck in the traffic, but I have some good news for you.

**Pratap:** Good news? Tell us fast!

**Alpa:** I had visited NAB Mumbai where I got information about the PWD Act 1995 under which there is 3% reservation for jobs for persons with disabilities in the government. Therefore both of you could apply for relevant posts and attach your disability certificate with it.

**Daxa:** Sister, I have applied at many places but have not yet been able to get a job. But as you are insisting I will apply.

**SCENE VIII**

**(The friends meet after a month)**

**Alpa:** Did you apply Daxa, Pratap?

**Pratap:** No, sister, still we haven’t got a chance. Let us apply to the District Education Officer, Collector and Sachivalay (State Government Offices located in State headquarters).

**SCENE IX**

**(After one month)**

**Daxa:** Pratap, I have got the job. What about you?

**Pratap:** No, sister I have not yet got a job anywhere. Alpa, you were saying one can get employment according to the PWD Act.

**Alpa:** Pratap, don’t get disappointed, have faith.

**Pratap:** What? Faith?

**Alpa:** Yes, Pratap! We will go with an application and meet the Commissioner who is specially appointed for persons with disabilities.

**Pratap:** Sister, will you accompany me?

**Alpa:** Why not, Pratap? Let us also include a few other persons with disabilities and meet the Commissioner of Persons with Disabilities.

**SCENE X**

**(Office of the Commissioner for Persons with Disabilities. Pratap and Alpa enter the office with several other persons with disabilities)**

**Pratap:** sir, good morning! May we come in?

**Commissioner:** Yes, please come in. Please have a seat. What makes you visit us?

**Alpa:** Good morning, sir! My name is Alpa and this is my friend Pratap. There was an advertisement regarding 3% reservation in government jobs. He has applied for it but he has not got a job till date. So we all persons with disabilities request you to file his case and ensure that Pratap gets a job.

**Commissioner:** I will note down the details and keep you informed.

**Pratap:** OK, sir thank you!

**SCENE XI**

**(Pratap gets a job after 2 months and the 3 friends meet again)**

**Alpa:** Pratap, many congratulations to you!

**Daxa:** Many congratulations, Pratap. We must have a party now!

**Pratap:** Why not, definitely! I will give a party when we meet next time. Don’t worry Daxa.

**Alpa:** OK, bye, we will meet next time.

**SCENE XII**

**(All three friends meet again after a week)**

**Daxa:** Pratap, you have not forgotten the party?

**Pratap:** No way, sister, today’s lunch is from my side.

**Alpa:** Good, Pratap. This all will continue. But first both of you let me know if any of you are facing any problems in your job.

**Daxa:** There is no specific problem. But because of my leg I find it very difficult to climb the stairs for taking classes.

**Pratap:** Sister, I am not able to see, even then I am asked to work on the computer. I also face a problem while going from one office to another.

**Alpa:** Pratap and Daxa, we face problems even though we are aware about the Acts and our legal rights, but the persons with disabilities who live in remote areas and are from poor families are completely ignorant about their rights. I feel very sad when I think of them.

**Daxa:** Sister, then let us work together for them. What should we do so that they face less problems and humiliation.

**Pratap:** Yes, sister, what you say is true. Brothers and sisters like us should live a dignified life. Let us try to work together.

**Daxa:** I feel that first we have to identify such individuals in the community.

**Pratap:** True! First we should find persons with disabilities from our taluka/block/province. Let us find out what problems they face.

**Alpa:** OK! Let us begin working from tomorrow onwards. We will meet again on Sunday with our findings.

**SCENE XIII**

**(All the friends meet after a week)**

**Alpa:** Welcome, Pratap, please come Daxa, tell me what you were able to find out. Were you able to identify other persons with disabilities during the week?

**Pratap:** Sister, I found a girl with hearing impairment. She is not going to school.

**Daxa:** I also found an 8-year-old girl with visual impairment and 2 other children with cerebral palsy who are going to school.

**Alpa:** I also found 3-4 persons. Most of them are not going to school and work at home only.

**Daxa:** When I see these children I feel very sad. Let us do something about this.

**Alpa:** You are correct. We feel sad to see persons with disabilities being isolated and confined to the house. The family is interested in getting some benefits from them but is not interested in improving their condition.

**Pratap:** We should think of a way by which persons with disabilities are able to lead a dignified life in society.

**Alpa:** I feel happy that the two of you are committed to this issue. Don’t be disappointed. I have to attend a conference in Delhi after two days. This conference is on disability. I will get more and new information then we will discuss further.

**Daxa:** OK, we will meet once again, bye….

**SCENE XIV**

**(All friends meet after the Delhi conference)**

**Pratap:** How are you, Daxa? How are you Alpa?

**Daxa:** Good, Alpa. How was your conference at Delhi? What new things did you learn?

**Pratap:** Yes, sister, we will talk about what all I learnt.

**Alpa:** Be patient, I will share everything. The PWD Act 1995 is for persons with disabilities and is ratified. Also India has signed an international treaty called the United Nations Convention on Rights of Persons with Disabilities (UNCRPD). Over 150 countries have ratified this.

**Pratap:** Sister, what is the benefit of this UNCRPD?

**Alpa:** This is a unique convention that has changed the understanding about disability. Disability is no more considered a disease to be cured. It is as a result of social, cultural, political, physical and environment barriers in society.

**Daxa:** You have provided useful information.

**Alpa:** Listen, I found some more information on the website about Prof. Michael Oliver who has written two books called ‘The Politics of Disablement’ and ‘Understanding Disability from Theory to Practice’. Through these books we get a new understanding on the issues faced by persons with disabilities. They are not recognised as the citizens of the country are denied the right to vote due to barriers in the environment. As they remain confined within the home they are not considered a vote bank.

**Pratap:** You have collected very good information. Please give these books to us to read also.

**Alpa:** Sure, I have brought these books for you too. Please read them carefully.

**SCENE XV**

**(All meet again on the following Sunday)**

**Pratap:** Alpa, are you fine? Come in, Daxa.

**Daxa:** Yes, I am alright. Alpa, we read the books given by you and have come to know many things. I feel that if persons with disabilities find it difficult to get employment then we should work on employment.

**Pratap:** I feel that people are finding it difficult to get married and set up a family. We should set up a marriage bureau.

**Alpa:** What you say is correct but, first their basic needs should be fulfilled. They should be able to go to school, be gainfully employed and be able to live independently. Together they will be able to demand their rights and be accepted /respected in society.

**Daxa:** For this we should start from the home

**Pratap:** What if we gather some persons with disabilities?

**Alpa:** I agree with both of you. I feel first, we should register an organisation for children with disabilities and understand their problems, review them collectively and then plan for their rehabilitation.

**Pratap:** This sounds perfect. Let us make preparations to call the parents of children with disabilities.

**Alpa:** But we must also remember that the final aim is to empower persons with disabilities so that they can demand their rights and lead a dignified life.

**SCENE XVI**

**(Meeting with parents of children with disabilities)**

**Alpa:** I welcome you all in today’s meeting, with all of your children, family and friends. Let us all discuss the difficulties / issues faced by you. We will definitely try and guide you.

**Parent no.1:** Whatever you say is true but my child is blind and if we go to work who will take care of our child?

**Pratap:** Look, brother, even I am not able to see but still I am working. You can see that I have a walking stick to see the whole world with its support and we will provide your children with mobility training so that they can go out alone and come back home from school

**Parent no.1:** But, sir, when he is not able to see how will he write his exams?

**Pratap:** Look, there is no problem if he can’t see, he can speak so he will get the facility of a writer/scribe with 30 minutes extra to finish his paper.

**Parent no.1:** All this is fine. If my child will be able to study then it will be beneficial but what is the benefit of so much of expense on education.

**Alpa:** Listen brother, what you are thinking is incorrect. Do all able bodied persons get a job? For persons with disabilities there in 3% reservation provided in the public sector and government jobs and if he/she is educated then he will get a job, or he can stand on his own feet by undertaking vocational training.

**Parent no.2:** My son has difficulty in his leg, how will he go to school?

**Daxa:** Look, brother, I have difficulty in my leg but I have studied and today I also do a job and I fulfil all the needs of my family members. If your child has some problem in his legs we will provide calipers and there are many hospitals that will be able to do surgery free of cost. So we could seek medical advice.

**Parent no.3:** Well, it is fine for these children but what about my son? He is deaf and dumb? What will he do by going to school?

**Alpa:** Sister, your son is not able to hear and speak. So it does not mean that he doesn’t have a brain. Hearing machines/aids are available for people who are not able to listen. If training in sign language and speech therapy is given to him then he will be able to communicate.

**Parent no.4:** My son is teased in school and everyone calls him mad.

**Daxa:** See, sister, for this also we begin from our house. First, we need to change our perspective. The necessary things in life should be taught according to the needs of the child.

**Parent no.5:** Sister, the doctor has said that my daughter has cerebral palsy, she can’t hold her pen also. How can she read or write?

**Pratap:** Sister, doing daily exercise will be beneficial. There is a pen available to write fast. With this a good grip will be there. And nowadays in this computer age objective-type questions are asked which are required to be ticked only.

**Parent no.1:** Brother these are our fingers and they are like eyes to us. We can write with Braille, can read Braille books, do mathematics problem through this mathematics slate, can do science experiment, we can learn through C.D players, we get a writer to write papers. We only need to speak while a writer will write for us.

**Parent no.3:** You are suggesting that persons with disabilities should study. But what after their education?

**Alpa:** Your non-disabled children may not be able to get a job but persons with disabilities may easily get a government job as per 3% reservation. They can be self-employed by undertaking vocational training.

**Parent no.5:** Sister, we all are thankful to you all for providing this information for our children; we will definitely send our children to school. If any guidance is required, we will approach you. Thank you very much.

**Alpa:** I thank you all for being present and participating in this meeting. Thank you all very much. We will be conducting such meetings in the future and will also try and address the various issues faced by children/adults with disabilities. Together we will try to find a way out. I hope that we meet again. (The group disperses)

(Alpa, Pratap and Daxa decide to continue meeting the parents of children with disabilities and also meet other persons with disabilities and evolve concrete activities of intervention)

**Meaning of VISION and MISSION**

|  |  |
| --- | --- |
| **Explanation of Vision**  Vision is the dream or the deepest desire to bring change in the existing situation e.g.  - A totally self-reliant and autonomous village community  - Every child has a happy childhood  - A new society with equal partnership of men and women  - A world where children should be enabled to achieve greater control over their lives | **Explanation of Mission**  Mission is the purpose of existence of an organisation |
| It affects every one | It may be specifically targeted to a particular group |
| It is pro development | Mission articulate for whom? With whose support? By which strategies? |
| It represents the common problems | It is a way to achieve the vision and also states essential changes required for the dream to come true |
| It is a dream | It fulfils the dreams OR explains the directions for reaching towards the vision |
| A broad dream of change in the society | It is narrower and specific |
| Dream or Concept – of how the society would be in future | It is about how to achieve the vision in a specific time frame |
| It aims to change the current situation | It leads to a desired situation |
| Vision should not be limited and should reflect the larger dream | Mission statement should be related to and help in achieving the vision |
| It is very broad | It is narrow |

**Examples of vision and mission statements from the case study above**

|  |  |
| --- | --- |
| **Vision Statements** | **Mission Statements** |
| Empowering persons with disabilities | Persons with disabilities network with other groups / other stakeholders to advocate and lobby for equal rights and access to health, education, livelihood and social inclusion within the family, community and government |
| A disabled friendly society where all persons have access to government services and live a respectful and barrier free life | Groups of persons with disabilities claim their citizenship rights and entitlements |
| A progressive and economically empowered marginalised section including disabled persons enjoy their rights and entitlements. | Promotion of access to inclusive primary education, access to employment opportunities and space for political participation for persons with disabilities and other marginalised sections of society |
| Equal opportunity, equal rights and equal participation for person with disabilities to lead a dignified life. | The situation of persons with disabilities is improved by organising groups and access to basic services of health, education and employment to lead a dignified life |
| Barriers in society are eliminated so that persons with disabilities lead a dignified life. | Associations of persons with disabilities collectively participate in the processes and decisions that affect their lives. |
| Persons with disabilities lead a life free of discrimination | Participation of persons with disabilities in education, employment, religious, social and cultural aspects is enhanced |
| Persons with disabilities (male and female) get equal right to live in the community without discrimination | Persons with disabilities are rehabilitated and their social and religious status is enhanced |
| All disabled are alleviated from poverty, injustice, exclusion and discrimination | Organisations of persons with disabilities are empowered to collectively demand their rights and entitlements |
| Persons with disabilities are self-reliant | Enable persons with disabilities to fight against injustice and access equal opportunities |
| Persons with disabilities have equal rights on an equal basis with others | Capacity building of groups of all types of persons with disabilities in rural areas at gram panchayat level to collectively demand for their rights and entitlements |
| All persons with disabilities lead a respectable life | Create disabled friendly learning environment and employment opportunities for all persons with disabilities |
| Each and every person with disability enjoys citizenship rights to lead a happy and responsible life. | Enable persons with disabilities to be self-reliant through training and capacity building |

# 4.4 Session Plan and Facilitation Note – Collectivising the Vision and Mission of DPOs

**Time:** 4 hours

**Method:** Group discussion

**Material:** Flipcharts, markers

**Objective:**

1. Collectively form the Vision and Mission of the DPO

2. Understand the process of forming the Vision and Mission of the DPO with the members at the grass roots

**Process:**

* Based on the inputs given in the previous session divide the groups into small groups of 4-5 persons and ask them to form the Vision and Mission statement of their DPO
* Provide them 30 minutes and remind them about the difference between Vision and Mission discussed in the previous session
* After the groups finish discussing the 1st round, ask them to come back and share the statements formed by the sub-groups
* Ask other groups to comment, discuss and ask questions to the presenting group
* Ask the groups to go back to these respective groups and reframe the statements and then come back to the larger group and share them
* Several rounds of discussions may be allowed till the groups are clear
* To help them get a greater clarity, list the specific activities against each Vision and Mission statement formed by the groups. Ask them if it contains all that they would like to do. This process will enable the groups to develop comprehensive Vision and Mission statements.
* Ask the sub-groups to collectivise their statements and form one statement for the DPO
* Tell the participants to finalise the Vision and Mission statement of their DPO after discussing and following a similar process with the other members at the grass roots.

**Facilitator’s note:**

* Explain the need to form a Vision. An organisation works on activity mode. Vision sets the goal where we want to reach. In our personal lives we have a Vision for ourselves. Where we would like to see ourselves down the line. Ask each participant to close his/her eyes and dream for himself/herself 10 years down the line. Then ask the participants to share their personal dream. The responses could be to become a teacher, a professor in university, head of an organisation, in government job, a well-settled family, good health and economic conditions, etc.
* After the participants share this individual dream, ask them to refresh the Vision and Mission of the DPO. Explain that when we talk and dream about any organisation, we decide to work on a particular issue/direction and in this process we dream about a new society with a new perspective. Our efforts are guided by our Vision and directions. The Vision is our destiny and a dream of desired future reality.
* To finalise the Mission statement of any DPO, importance needs to be given to each member’s views. It is also important that all members of the group should agree with the final Mission statements. Otherwise, some may leave if their opinion is not included in the Mission. If all agree, then the group becomes strong and united because Mission binds all group members.
* At least 6 months is needed to finalise the Mission. Once the Mission statement is finalised, none can change it. But before that members can discuss as many times as they want. Once the Mission is built, all members must take responsibility to fulfil the Mission. Mission should be in written form; otherwise the group may not achieve it.

**Examples of Vision and Mission Statements of DPOs**

**Karnataka Angavikalara Rajya Okkuta (KARO)**

**Vision:** In a democratic set-up all the citizens with disability have access to holistic development, opportunities; lead a dignified life on an equal basis with others

**Mission:**

* Organisations of persons with disabilities in Karnataka raising awareness about their rights and responsibilities and work toward being self-reliant and productive citizens.
* Constructively and consistently engage with the government for rights-based policies and its effective implementation for inclusive development

**Annai Theresa Disability Development Trust**

**Vision:** All persons with disabilities enjoy their citizenship rights on an equal basis with others to lead a dignified life.

**Mission:** Groups of persons with disabilities to network and advocate with other Community-based Organisations (CBOs) and stakeholders access to inclusive education, health, employment along with their citizenship rights in Pudukottai district of Tamil Nadu.

**Uttar Pradesh Viklang Manch**

**Vision:** A barrier-free, equitable society, wherein persons with disabilities have equal opportunities to education, health, livelihoods and are mainstreamed in society.

**Mission:** Empower persons with disabilities through capacity building at the State level so that they are able to advocate their rights and entitlements.

**Disability Rights Group**

**Vision:** An inclusive society with equal rights, opportunities and respect for all

**Mission:** All people have the right to accessible transportation, aids and appliances, employment and civic facilities

**National Association for the Blind**

**Vision:**

* An inclusive society, where persons with disabilities have equal opportunities, lead a dignified life without discrimination
* Persons with disabilities participate fully in the development of society.

**Mission:**

* Inclusive development and comprehensive rehabilitation of persons with disabilities in education and employment.
* A membership-based organisation of persons with disabilities, with respect for all, commitment to issues and concerns, work in coordination, and make use of Information Communication Technologies (ICTs) and other resources in the interest and development of persons with disabilities.

**Rajasthan Viklang Manch**

**Vision:** An inclusive society where persons with disabilities lead a life free of injustice, poverty and exclusion.

**Mission:** Create awareness on citizenship rights among persons with disabilities and mobilise them to fight against injustice, exclusion and poverty in Rajasthan

**Madhya Pradesh Viklang Manch**

**Vision:** Persons with disabilities become independent and lead a dignified life.

**Mission:** Form associations of persons with disabilities by building their capacities, raise awareness about citizenship and mainstream disability through a political process in Madhya Pradesh

**Disability Advocacy Group, Gujarat**

**Vision:** Persons with disabilities are living a life of dignity at all the levels in society

**Mission:**

* Protect the rights and increase the participation of persons with disabilities for holistic development in Gujarat
* Collaborate / network with different stakeholders and support advocacy processes for an inclusive society

# 4. 5. Structure of an Organisation

## 4.5.1 What is the Structure of an Organisation (Reading)

An organisation’s structure describes its formal framework or system of communication and authority. Just as humans have skeletons that define their shapes, organisations have structures that define their shape. Structures are designed in organisations so that the stated goals are effectively achieved.

As a structure the organisation is the network of horizontal and vertical relationships among the members of a group designed to accomplish some common objectives. The horizontal dimension depicts differentiation of jobs into departments or divisions. The vertical dimension reflects the hierarchy of authority relationships with a number of levels from top to bottom.

A sound organisation structure design and practice has the following advantages:

* Facilitates administration
* Facilitates growth and diversification
* Permits optimum use of technological improvements
* Encourages use of human resources and
* Stimulates creativity.

### Forms of Organisations

### Functional Organisations:

Functional organisation puts individuals to work on the same function. For example, all the service delivery extension workers, or researchers, or administrative staff can be grouped together to form a work unit (Fig. 1).

**FUNCTIONAL**

**ADMINISTRATION**

**SERVICE**

**RESEARCH**

**EXECUTIVE   
DIRECTOR**

Fig. 1

### Sectoral or Thematic Knowledge/ Skill-Based Organisations:

Sectoral or thematic knowledge/skills-based organisations put individual to work on the same sectoral or thematic knowledge/skills/and or discipline. For example, an organisation working on health, education and natural resource management can group all the individuals working on health in one work unit and likewise the education, natural resource management and so on (Fig. 2).

**THEMATIC or SECTORAL**

**EDUCATION**

**NRM**

**HEALTH**

**EXECUTIVE   
DIRECTOR**

Fig. 2

### Constituency (Client/User)-Based Organisations:

People who are performing different activities and producing different output might be grouped together because they all service the same constituency or user or client. Different clients may use a service in different ways or require different types of services. For example, an organisation working on health may group its work units for children or women or men (Fig. 3).

**CONSTITUENCY/CLIENT/USER**

**CHILDREN**

**MALE**

**WOMEN**

**EXECUTIVE   
DIRECTOR**

Fig. 3

### Geography or Location Based:

The organisation can group its resources by geographic location, i.e. where the target group is located. For example, an organisation can do similar kinds of function in different geographical locations (Fig. 4).

**GEOGRAPHY/LOCATION**

**A**

**S**

**R**

**EXECUTIVE   
DIRECTOR**

**NORTH**

**SOUTH**

**EAST**

**A**

**S**

**R**

**A**

**S**

**R**

***R: Research***

***A: Administration***

***S: Service Delivery*** Fig. 4

### Multiple Foci or Matrix-Based Organisations:

Organisations with multiple foci are sometimes labelled as matrix organisations. Some competitive environments or organisation strategies require focus along several dimensions simultaneously. For example, an organisation might choose to organise the work unit by function and by sectoral/ thematic discipline. In this fashion, the organisation could maximise sectoral/ thematic competence as well as functional integrity. (Fig. 5).

**MULTIFOCUSED or MATRIX ORGANISATION**

**EXECUTIVE DIRECTOR**

#### EDUCATION

**HEALTH**

**NRM**

**RESEARCH**

**SERVICE   
DELIVERY**

**ADMIN**

Fig. 5

### Making Decision about Organisational Form

There is no optimal organisational form; each has its own strengths and weaknesses. How, then, does one make the decision about organisational form? The most central function of an organisation’s structure is to help the organisation attend to and deal with critical contingencies, and the primary factor in choosing organisation form is an organisation’s strategy.

At the organisational level of analysis, the choice of form should be based on critical strategic contingencies and key success factors. Strategy needs to drive the choice of organisation form. The organisation’s strategy should set the focus for all grouping decisions. Strategy should be derived from an assessment of competitive environments, organisational resources, and the organisation’s unique history. Strategy sets organisational priorities and dictates which issues and concerns need to be managed most closely. For example, if environment is uncertain, competition stiff, and fundamentally different client needs are identified, one might organise around user/client. If, on the other hand, innovation in certain service niches is of utmost concern, then it might be most effective to organise around output. If the most pressing strategic issues are cost and efficiency, then grouping by activity or function might be most appropriate. For any one strategy, management must weigh the strengths and weaknesses of the several choices of organisation form and choose that organisational form option that is most congruent with organisation’s strategy.

At the sub-unit level, choice of unit form must be driven by unit objectives. Again, the choice of sub-unit objectives should reflect competitive contingencies and environmental uncertainties. The choice of unit form should be consistent with the organisational strategies.

While the number of basic grouping options is limited, many combinations of forms can exist in one organisation. For example, the top level of an organisation might be organised by sector/theme, the next level by function, and the third level by user/client. The grouping decisions made at the top of the organisation are most critical because they constrain the configuration of the rest of the organisation. The complexity in organisational form will hinge on the complexity of the organisation’s strategy and its competitive environment. The greater the strategic and competitive complexity, the more complex the organisation must be to handle the different strategic contingencies.

\*This write-up is an abstract from the article prepared by PRIA (New Delhi) adapted from Nadler, David and Tushman, Michael. 1988. Strategic Organization Design: Concepts, Tools, & Processes; Scott, Foresman and Company, Glenview, Illinois; London, England.

## 4.5.2 Session Plan and Facilitation Note: Structure of an Organisation

**Time:** 1 hour

**Method:** Group discussion and lecture

**Material:** Flipcharts/whiteboard, markers, Reading on What is the Structure of an Organisation

**Objective:**

i. Understand the benefits of the structuring of an organisation

1. Enable the participants to understand the various options for forming the structuring of an organisation
2. Examine the existing structure of this DPO and, if need be, make necessary changes

**Process:**

* Initiate a discussion with the participants about the need and relevance of a structure of any organisation. Help them enumerate the required function in an organisation, e.g. co-ordination, undertaking activities, fund raising, reporting
* Ask the group to examine their existing structure in a small group and make a presentation
* Ask others to give feedback

**Facilitator’s note:**

* After initiating a brief discussion by recalling the elements of an organisation from the 1st session share the options available from the reading and other examples given below
* Encourage sub-groups to question the presenting group of how exactly the presented structure would function. Guide and give comments based on experience citing examples from other organisations
* The sign language interpreters should first understand what is being explained and then communicate
* If tactile diagrams could be made available for persons with visual impairments, it would be useful

**Example of Structure 1**

State-Level Unit of the Federation

Health

Livelihood

Social

Empowerment

Education

District Units

(5 staff)

District Units

(5 staff)

District Units

(5 staff)

District Units (5 staff)

**Note:** Each district unit will have one Director, one Coordinator and three field workers

Note: To run such a huge structure, a lot of money is needed and group members have to think from where the Federation will arrange this amount. It has been found that this group considered the first two points, i.e. coordination and reporting but if needs to think about the use of limited resources and manpower.

**Example of Structure 2**

**Health**

**Education**

**Head Office (State Level)**

**District Units**

**Note:**

1. There will be one coordinator at the district level who will represent and report at the State level
2. Members of the State-Level Federation will work in 7 areas and inform the District Coordinator about the progress of their work and challenges faced (if any). These will comprise the members of the DPO who will put in this time voluntarily.
3. Support of specialised people will draw at the State level to guide district units and coordinate with them to work on seven areas through an advisory body.

**Example of Structure 3**

Chief Coordinator

(State Level)

Health

Livelihood

Social

Empowerment

Education

Accessibility

Health

Livelihood

Social

Empowerment

Education

Accessibility

Block Level

Health

Livelihood

Social

Empowerment

Education

Accessibility

District Level

**Note:** All this will run on a voluntary basis

**SCOPE AND APPLICABILITY**

In this module, stress has been laid on how to collectivise the process of formation of the Vision and Mission of an organisation or a DPO. The Vision and Mission define the purpose of the organisation. In this module too the case study method has been used for enabling the participants to define Vision and Mission statements and conceptually understand the difference between the two. The case study has been adapted into simplified versions and scripts of two skits have been prepared as this would be useful for persons with visual impairment. The case study could be explained to the hearing impaired by breaking down certain words with day-to-day example. The case study and skits have been prepared in the Indian cultural context hence, region-specific case studies and scripts of skits could be evolved once the concept and principle is clear. For persons with visual impairment familiar with Braille, the print formats of the case and skits will be relevant.

Examples of Vision and Mission statements from study as well as of various DPOs that have emerged out of this process have been inserted to enable other DPOs or disability organisations to develop and define the purpose of their organisation.

There are some flow charts in this module and tactile prints of these could be taken with the text in Braille. The text of the boxes could be inserted separately by numbering the boxes so that persons with visual impairment are able to comprehend the components of an organisation as well as different forms of the structure of an organisation.

