

livelihoods

today and tomorrow

June 2008



EDUCATION



It appears summer has started to retreat. First rains have touched Kerala and the monsoon is moving forward. People with plans are getting ready to implement them and people without plans are getting ready to continue their habituated activities. Now the effort will be on the field for the field expert!

After the Nargis cyclone in Myanmar, it was the earthquake in China. Together they have killed more than 2 lakh people and more than 3 million have been severely affected. All these may remind us the future of 'climate changes'! World Environment Day calmly passed by, without thinking about what could be the alternatives for all these impacts. A silver lining is that we have begun to think about zero-waste villages.

Schools are opening after summer shortly. Children come to schools. However, children have not given a break for their studies in this summer. They went to coaching centres, they went to tuitions, in anticipation of rainy 'studies' later. Everywhere we hear announcements – in TV channels, in Radio stations. Pamphlets and advertisements in newspapers! It is in this context, 'livelihoods' has explored Education as a sector.

From an individual perspective, 'education' begins at 2.5-3 years with nursery/play school and flows through primary, secondary schooling, higher education and so on. It stops when the person gets job or employment or activity to engage full-time.

Some do not join the school. Some do not study, although in school. Some do not have the text books. Some do not have ambience in school and some others do not have the ambience at home when they return home. Some drop out of school. Some others join work and study. Some go after professional education. Technical education. Vocational education. Some want distance education. Some study for the sake of studying. Some others study for employment/work. Yet, all agree that education is the only long-term solution to poverty. Economically backward but meritorious students are getting some benefit from residential schools, gurukulams, navodaya schools, scholarships, and of late – educational loans. More than two lakh students come out of these institutions every year. A much larger number is coming out from private schools and coaching centres. Amidst all this, sadly, the general government school is fading out.

Education sector has become the largest employing sector with more than 10 million in long-term employment - more than 2 million teachers, 1 million educators in higher education, 2 million in supporting roles in government, and equally large number in private domain.

People with some education/study, or after dropping out of schooling/education, more than 10 million young men and women are looking for jobs, employment, work etc., every year. 5-10% join in the education sector itself. Sadly, the various surveys and estimates across suggest that not even 10% of these 10 million meet the minimum standards of employment. Many graduates and post-graduates are not displaying the minimum 3R (Reading, Writing and Arithmetic) capacities. The greatest challenge before us, therefore, is how to increase the quality universally, quickly and surely. We have innumerable examples of these young men and women have lost their bearings in the absence of proper guidance and direction. Competence Assessment and Career counseling is their important need.

In the context of Globalisation, Privatisation, Liberalisation, expanding new livelihoods options, disappearance/marginalization of existing livelihoods, impending climate changes, etc., what is the kind of education that should be reaching our children – for their salvation, for their life, and for their livelihoods? Can't we think about offering quality and relevant universal education to all till the age of 15-16 years? Can they get meta-education? If good livelihoods education comes along with this quality universal education, then there is peace in our country and our globe. Otherwise, it is unrest and suffering everywhere.

It is nine months since the 'livelihoods' journey has begun. Our thanks to all of you who are with us in this odyssey! Your support and encouragement has made all the difference. And we hope to get the same as we get going.



G. Muralidhar

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'livelihoods' team

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Education!

India is home to 17 million child labour, only about 20 per cent of the graduates are employable in the market and in a country with huge occupational diversity there are only about 150 or so skill-based trainings. ... Is our education 'machine' contributing towards improving the quality of life and livelihoods of the people at large?

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Response

We present the readers' response here.

Putting together a variety of items in livelihoods is good particularly, development worker, legend, value chain are nicely presented. It will be useful if designing of interventions and insights in implementation are also covered in the magazine.

Venkanna, Pragathi

It is a very good description of the lives of the fishermen. The cover story and the value chain are well presented. I have a belief that this will be very useful to the people like me working in the livelihoods domain.

Kripa Rao, Livelihoods Associate

Over a period of time the quality of the magazine has improved. Articles have improved. Designing has improved. I am also interested to contribute some articles.

Yadagiri, Sangamitra

Contributions Solicited

If you would like to contribute an article or have something interesting to share, email or mail it to us. If it contains pictures or files please remember to attach them to the email. Please include your name, email, contact information such as phone number, location (nation) and area of expertise. If your article is accepted an editor will prepare the article for publication and may edit it for accuracy, grammar, style, and length.

Email address is akshara@aksharakriti.org ; please include "livelihoods Contribution" in the subject line .
Mailing address is: HIG-II Block 25 Flat 6, APHB Colony, Baghlingampally, HYDERABAD, India 500 044.

Many longitudinal studies reveal that education alone has contributed to poverty reduction in a sustainable manner

Global Monitoring Report 2008 -

According to the World Bank's Global Monitoring Report 2008, the rate of absenteeism among primary health care workers in India is the highest in the world, at 40 per cent. In small sub-centers the absenteeism is as high as 74 per cent.

Rajasthan Education Initiative -

The State Government of Rajasthan signed a memorandum of understanding with five private partners to enhance the quality and quantity of education in the schools of the State. The initiative is driven by four core partners - Confederation of Indian Industries, the Global e-Schools and Communities Initiative, Government of Rajasthan and the World Economic Forum. The partners felt the need to address the issue of out of school children and problems concerning mainstreaming in education.

To ensure educational opportunities for children among marginalized communities, the Government of Rajasthan and UNICEF signed an MoU under which 18000 children in 680 villages of 7 districts will be targeted.

Plant for the Planet: Billion Tree Campaign -

The campaign is launched by United Nations Environment Programme and World Agroforestry Center under which people, communities, business and industry, civil society organizations and governments are encouraged to enter tree planting pledges with the objective of planting at least one billion trees worldwide each year. The campaign has announced recently that it is raising its target from one billion trees to seven billion trees by 2009.

United Nations Committee on Economic, Social and Cultural Rights (CESCR) -

The CESCR reviewed the progress made by India towards realizing rights including health, housing, food, water, education, work, social security and gender equality. The review has come up after a gap of 17 years. The committee gave the verdict that progress is unsatisfactory on all the fronts. The committee appreciated the constitutional framework of India, laws enacted and policies formulated by India but expressed displeasure that implementation is poor. The committee

drew evidence from reports submitted by 350 civil society groups and countered information provided by the government. Agrarian crisis, large-scale evictions in rural and urban areas, state-sponsored violence, social discrimination, violation of rights of women and girls including declining sex ratio, high maternal mortality etc were highlighted.

UNESCO Survey -

According to UNESCO Survey conducted in 7600 schools in Argentina, Brazil, Chile, India, Malaysia, Paraguay, Peru, the Philippines, Sri Lanka, Tunisia and Uruguay, social inequality has a major impact on the kind of schooling children receive and poses a significant challenge to equal learning opportunities to all. The survey revealed that 27 per cent of village schools in India have electricity compared to 76 per cent of schools in cities and towns. Only half of the schools surveyed have toilets for girls and less than 4 per cent have a telephone. Sri Lanka is the only country to provide textbooks for free to all students.

Saving Water: From Field to Fork -

According to a new study released by the UN, 'More food is likely to come at a cost of more water use in agriculture'. The study states that the ongoing food crisis, characterized by growing shortages and rising prices of staple commodities has far reaching implications on the world's scarce water resources. The study is jointly authored by the Stockholm International Water Institute, International Water Management Institute and the Stockholm Environment Institute. According to the study 70 per cent of water extracted was going into agriculture. According to Bertell of SIWI, every calorie of food consumed translates into one liter of water. He pointed out that to produce one kilogram of beef takes up to 15 cubic meters of water as against 2 cubic meters to produce a kilogram of vegetables. The study reveals that the amount of water withdrawn to produce lost and wasted food could fill a lake of 1300 kilometers. According to the study, in the US people throw away 30 per cent of all food, which means 40000 billion liters of irrigation water which is enough to meet the household

needs of 500 million people.

Magazine in Braille -

Indian journalist, Swagat Thorat also a filmmaker brought out a magazine in Braille. The visually impaired students of Maharashtra can now keep themselves updated with the global happenings through Sparshgyaan, the Marathi fortnightly in Braille. The magazine is printed in Mumbai and has columns written by renowned litterateurs and columnists. like Nishigandha Wad, Dr Vijaya Wad, Supriya Mahajan, Raju Parulekar, Rajiv Khandekar etc. The unique feature of Sparshgyaan is complete exclusion of any negative news from its content. Apart from politics and journalism the magazine also has columns on poetry, theatre, films, music, literature, sports, personality development, general knowledge, short stories etc. Plans are on to convert this fortnightly into weekly and eventually into a daily. The only blocking factor according to Thorat is that the paper needed for printing in Braille is very expensive.

92 millions jobs by 2012 -

The International Labour Organization and Indian Ministry of Labour and Employment discussed national employment strategy and concluded that India needs over 92 million jobs by 2012. This means the employment growth per annum should be 3.9 per cent. The discussions stated that capital intensive growth in India did not throw people out of their employment but failed to create fresh jobs. Globally about one-third of 3 billion people of employable age are without jobs. Of the total number of working people about half are earning less than two dollars a day. The Ministry of Micro, Small and Medium Enterprises of India stated that presently 31 million people are employed in micro, small and medium enterprises and the sector is facing shortage of skilled manpower. The emphasis is therefore on skill development. SC and ST members will receive free training and a monthly stipend of Rs.500.

Combating Malaria in Assam -

A 3-day health fair was organized in predominantly tribal area of lower Assam, in Sonapur region by state health department under the National Rural Health Mission program. The objective of the fair was to make people

aware of availing government health care services. Malaria diagnosis was accorded priority in the fair. A group of Accredited Social Health Activists (ASHA) acted as intermediaries between the community people and health care providers. The fair received very good response. Assam is home to only 2.5 per cent of the country's total population but records 5 per cent of total malaria cases and over 20 per cent of the total malaria deaths in the country. Many districts have chloroquine resistant plasmodium falciparum.

Navratna for Rural Electrification Corporation (REC) - The Government of India conferred Navratna status to Rural Electrification Corporation for its untiring effort to finance and promote rural electrification projects across the country. REC provides loan assistance to State Electricity Boards and state power utilities for investments in rural electrification schemes. REC finances various schemes under six categories - projects for village electrification, intensive electrification, dalit basti electrification, hemlet electrification, pump-sets energisation and system improvement. REC is headquartered in New Delhi and has 17 field units in various states.

Lakshadweep Fishermen to be Insured - The Lakshadweep Administration has approved Group Janatha Personal Accident Insurance Scheme for insuring active fishermen of the fishing community of the Union Territory. In the first phase 1630 fishermen will be covered. The insurance scheme will give the affected Rs.2 lakh on permanent disability or death. In case of partial disability the insured sum will be subject to the percentage of the disability.

Karbi Anglong becomes ISO 9001:2000 compliant - Karbi Anglong is the first district in the North-East and the fourth in the country to have implemented quality management system in compliance with the ISO 9001:2000 standard. The ISO 9001:2000 is a standard for quality management system which ensures that the organization practices TQM, involving management responsibility, customer focus, periodical review of all activities, provision of human and technical resources, proper work environment, monitoring, analysis and

measurement and attempts at continuous improvement. It also ensures that these are properly documented. Karbi Anglong adopted e-governance to address public grievances. 'Citizen Centric' services are introduced at the district headquarters and now caste certificates, permanent residence certificate, legal heir certificate etc are computer generated. Karbi Anglong is linked to the information super highway.

Website on Public Health - The Government of India launched the Central Public Health and Environmental Engineering Organization website to provide requisite information to people related to urban water supply and sanitation. The pilot project was developed by National Informatics Center and MIS modules were developed by IIM Ahmadabad.

World's Biggest Census - India has begun preparing one of the world's biggest census. About million volunteers and thousands of officials are involved in the survey. India's population is projected to grow to 1.19 billion in 2011 from 1.13 billion in 2008. India produces 2.5 million graduates every year, but only about 15 per cent are suitable for jobs.

Niger's Highest Award for FAO Representative - FAO representative, Ms Maria Helena di Morais Semedo received Niger's highest award for her distinguished service to the field of agriculture and the enrichment of the rural population.

Rs.10,328 crore for Infrastructure Development in Educational Institutions - The central government has agreed in principle to allocate Rs.10,328 crore towards development of infrastructure in Central Universities and other Technology Institutions. From the current academic year, OBCs will have 27 per cent quota in Central Universities. The money from central government will also be spent for improving the facilities in the campus.

English Medium in 6500 schools - The state government of Andhra Pradesh decided to introduce English medium of education in 6500 high schools in the state. The decision was made to cater to the increasing interest of the parents to send their children to English medium schools. English as a

medium of instruction will be introduced from 6th class.

Co-payment from Central Government for Handloom Weavers

- The Central Government has finally released its contribution of Rs.30.59 lakh as a co-payment to the savings made by handloom weavers since 2002. More than 70000 handloom weavers made savings between 2002 and 2004 but no contribution came through from the central government for long.

World Bank money for Sarva Siksha Abhiyan

- The World Bank agreed to give a loan of Rs.2550 crore (60 crore USD) towards Sarva Siksha Abhiyan, education project undertaken by the Government. The project has been taken up by the government to provide quality education to children between 6 and 14 years of age. The World Bank loan will be utilized for the second phase of the project - 'Second Elementary Education Project'.

Immediate Medical Relief to Rural Areas

- The government of AP is taking measures to provide immediate medical help (first aid) for those injured in road and other accidents and emergency situations in rural areas. The plan is to recruit adequate number of social health workers towards providing immediate medical services. Community Paramedical Course will be instituted to train the social health workers in clinical and non-clinical aspects. The duration of the course will be one year. All those below 25 years of age and have completed Intermediate/+2 are eligible for joining the Community Paramedical Course. In the first phase however preference will be given to RMPs and PMPs.

National Urban Water Award, 2008

- 156 villages and 2 cities in Amaravati district of Maharashtra received the prestigious National Urban Water Award 2008 for their collective drinking water supply project. The project was designed by Nagarjuna Constructions Company which also took over the responsibility of maintenance. Under this project drinking water is supplied directly to the consumer without utilizing electricity. In 2005 this project found space in Limca Book of World Records and in 2006 the project received Energy Saving Award from Maharashtra Energy Development Authority. ☺

World Environment Day - June 5th

The theme of World Environment Day this year, is 'CO2 Kick the Habit'. The UNEP is asking countries, companies and communities to focus on greenhouse gas emissions and to figure out ways to reduce them. The World Environment Day was conceived in 1972 to mark global green issues and aims to give human face to environmental problems and solutions.

The World Environment Day celebrations this year were held in New Zealand. The agenda included -

- ♦ Giving human face to environmental issues
- ♦ Empower people to become active agents of sustainable and equitable development
- ♦ Promote an understanding that communities are pivotal to changing attitudes towards environmental issues
- ♦ Advocate partnership which will ensure all nations and people have more safe and prosperous future

Four countries, Iceland, New Zealand, Norway and Costa Rica signed up to go zero carbon by joining the Climate Neutral Network. Iceland's main challenge comes from transport and industry including fishing. New Zealand's pollution comes from agriculture and that of Norway from oil and gas. Costa Rica being the developing country has special circumstances and plans to reach its goal by 2021. It relies heavily on planting trees. In 2007, Costa Rica planted a world record 5 million trees. The banana industry, the country's largest exporter has pledged to go carbon neutral.

CO2 is the most common greenhouse gas and atmospheric levels are at times measured as CO2 in parts per million



(ppm). Collectively all greenhouse gases can also be expressed as CO2 equivalent (CO2e). Research studies indicate that atmospheric CO2 has increased by an average of 1.5 ppm each year as more greenhouse gases are emitted. According to Mauna Loa observatory in Hawaii, the increase in 2002 and 2003 was more than 2 ppm.

World's top scientist and Britain's former chief scientific adviser, David King stated that **rich nations should cut per-capita greenhouse gas emissions to India's current levels by mid-century to avoid devastating climate change.**

King said that maintaining atmospheric CO2 levels at 450 ppm risked a 20

percent chance of global temperatures rising nearly 4 degrees Celsius. He said Europe needed to reduce its annual per-capita emissions by 80 percent, or from 11 tonnes of CO2e, to India's current level of 2.2 tonnes per person by 2050. The United States, emitting an average of 27 tonnes of CO2e per person every year should take significant measures as well.

India ranks in the bottom 10 among 70 world's largest carbon emitters. The current low levels of carbon emission is largely because of low access to electricity in India - 400 million do not have access to electricity. Rural electrification rates in the most populous states of Bihar and UP are considerably below the African average. India is set on an economic growth path. The country's energy policy will play a crucial role in determining future emissions. Any effort to slow down CO2 emissions should be matched by a strategy of giving poor people access to electricity. The country has a fair chance to set an example of rapid 'climate-responsible' growth. ☘

Carbon Facts from India -

- ♦ India being world's second most populous country and fourth largest economy, emits only one fifth of CO2 of that of United States and China
- ♦ India is one of the lowest intensity producers of CO2 among the large countries
- ♦ India's per capita emissions of CO2 is about one metric ton per person as compared to four as the world average, nine for the United Kingdom and twenty for the US
- ♦ In a group of seventy of the world's largest carbon emitters, India ranks in the bottom ten



On June 5th this year, Temple of Environment was inaugurated in Pune, Maharashtra. The temple is first of its kind in the world promoting environmental consciousness. Its located in Amanora Park Town in Pune. The tree encased in glass is made of 3.5 kilogram of gold.

P.V. Narasimha Rao - Father of Economic Reforms

Sri Pamulaparti Venkata Narasimha Rao, left behind an indelible imprint in the annals of Indian economic reforms. Popularly called 'Father of Economic Reforms', Rao is best remembered for launching India's free market economy that brought the nearly bankrupt nation back on track. A freedom fighter, statesman, visionary, scholar, promoter of Gurukulams and polyglot, Rao's life presents a smorgasbord of talents and achievements.

P.V. Narasimha Rao is the first Indian Prime Minister outside the Nehru family to complete his full term in office. His political career spanning four decades reveals a remarkable story of an ordinary individual with humble social origins who could climb the political ladder principally on his intellectual strength and modest style.



P.V. Rao was born into an agrarian family on June 28, 1921 to Rangarao and Rukminamma in Vangara village of Karimnagar district in Andhra Pradesh. In 1938 he was debarred from college for participating in a protest against the Nizam government's ban on singing Vande Mataram. He later continued his education at Fergusson College, Pune, and Nagpur University to earn his B.Sc and LL.B degrees with distinction. After acquiring law degree he practiced law in Hyderabad for sometime.

P.V. Rao's association with the congress party goes back to the pre-independence days. As he was growing up, he witnessed the Satyagraha Movement led by Gandhi and later he participated in the Quit India Movement. He became an active member in the Indian National Congress during the struggle for independence. After independence he became a full time politician. He became a member of the All India Congress Committee (AICC) in 1951 and a member of the AP State Legislative Assembly in 1957. As State Minister in 1962 he held the portfolios of Law and Information. He held various ministerial positions in the State until he became Chief Minister of Andhra Pradesh in 1971 which he served until 1973.

In 1969 there was a split in Indian National Congress. Then P.V. Rao stayed on the side of Indira Gandhi and remained loyal to her in the emergency period. He was elected to Lok Sabha in 1972 and held several cabinet posts between 1980-89 under Indira Gandhi and Rajiv Gandhi, including Foreign Affairs Minister and the Defense Minister. After Rajiv Gandhi's assassination in 1991, Rao was chosen to lead the Congress party, and when Congress won the elections that year, Rao became Prime Minister. Rao was elected from Nandyal with a record margin of 5 lakh votes and his win entered the Guinness Book of World Records.

When Rao assumed office as the Prime Minister of India, the country's economy was in a bad shape. The country was on the verge of international default. It was very difficult period to introduce new ideas, new philosophies, and to convince people to support him on something untested. But Rao dared to break the convention and led the nation into a new phase of economic liberalization. He appointed a non-political economist Dr. Manmohan Singh as his Finance Minister to spearhead the reforms. Reforms were introduced in the

areas foreign investment, capital markets, domestic business, and trade regime. The goals were reducing the fiscal deficit, privatization of the public sector, and increasing investment in infrastructure. Trade reforms and changes in the regulation of foreign direct investment were introduced to open India to foreign trade while stabilizing external loans.

Some of the major reforms introduced under Rao's leadership include - abolishing the Controller of Capital Issues, introducing the SEBI Act which gave

SEBI the legal authority to register and regulate all security market intermediaries, opening up of India's equity markets to investment by foreign institutional investors and permitting Indian firms to raise capital in international markets. A computerized National Stock Exchange was started, tariffs were reduced. To encourage foreign direct investment the maximum limit on share of foreign capital in joint ventures was increased. Procedures for FDI approvals were streamlined in at least 35 industries. All these reforms put the Indian economy on the growth trajectory.

P.V. Rao's reforms were not free of criticism. One major criticism is that the reforms fuelled the existing divide between the rich and the poor and the benefits of Western free-market ideas did not trickle down to the poor. The Government's role in welfare and development is shrinking.

Apart from leading the economic reforms, Rao led the country with sound policies on national security, foreign relations and crisis management. He launched Look East India policy which brought India closer to ASEAN.

P.V. Narasimha Rao was also responsible for starting Gurukulams, Navodaya Schools modeled after traditional Gurukulams catering to more than 2 lakh outgoing students per year.

A man of wide-ranging accomplishments, Rao besides being a politician, he was also a writer and a polyglot and could speak 13 languages including Urdu, Marathi, Kannada, Hindi, Telugu and English with a fluency akin to a native speaker. In addition to seven Indian languages, he spoke English, French, Arabic, Spanish and Persian. Along with his cousin Pamulaparathi Sadasiva Rao, Rao edited a Telugu weekly magazine called Kakatiya Patrika from 1948 to 1955. He did several translations. He wrote poetry in Telugu and Hindi. He lectured at various universities in the USA and Germany. P.V. Rao shared all his life experiences in his auto biography - "The Insider".

A scholar, a visionary and a politician P.V. Narasimha Rao breathed his last on December 23, 2004. The country continues to remember him as the Father of Economic Reforms and also as Modern Chanukya. ☺

LABS

While employment avenues are increasing rapidly in India's fast-growing economy, they are not being filled by people with compatible skill-sets. Dr. Reddy's Foundation (DRF) in Andhra Pradesh attempts to bridge the divide between those who have access to opportunities and those who are increasingly being marginalized.

DRF's Livelihoods Advancement Business School (LABS) addresses the needs of youth (18-35 years) who are constrained by low income levels, inadequate skills, irregular employment, absence of opportunities for training and development, family indebtedness and little bargaining power at the economic or social level.

To enable these youth to gain a foothold in the competitive job market, LABS gives them livelihood and soft skills in an environment of interactive learning and mentoring that develops their inherent strengths. The curriculum is constantly upgraded in tune with industry requirements. The aspirants are also put through intensive Communicative English, on-the-job training and work-readiness modules, to help them understand the workplace better.

The idea of providing sustainable livelihoods began on a modest note in 1996, with programs for guiding children at risk (Including child labour) into mainstream education through bridge schools. As these programs adversely impacted the family income of these children, DRF conceived the idea of providing vocational skills to their children having above 18 years of age.

Under a program titled 'Urban Neighborhood Sanitation Program', DRF trained a few young street dwellers in Hyderabad to become micro-entrepreneurs with responsibility for keeping individual colonies free of garbage. The municipality provided tricycles for garbage collection, while the colony dwellers paid the entrepreneurs for their services. The program was scaled up to 10 other cities/towns in AP in collaboration with the UNICEF.

With the success of this program DRF widened its skill development programs to include hospital health care workers, office assistants, domestic workers, home nurses, and computer operators. In 1999, all these programs were brought under one umbrella - Livelihoods Advancement Business School (LABS).

The LABS process begins with a livelihood mapping exercise, which gives an idea of an area's employability potential, based on the local economy, culture, natural resources, labor market and industrial profile. Courses for the local LABS centre are determined in consultation with industry professionals.

Every beneficiary who is taken into LABS fold is called an 'aspirant', and not just as a trainee or student. Even after he / she passed out of a training course and secured an entry level position, his/ her aspiration to climb higher is expected to remain insatiable.

Road shows are held to mobilize aspirants for the courses. Each aspirant is then administered an 'interest inventory', which helps in identifying the course most suited for him / her. After going through a life skills-oriented induction

program, the aspirants undergo classroom training, which includes on-the-job training and Communicative English. An Individual Youth Development Plan (IYDP) monitors their personality development through the course. They are finally put through a 'Work Readiness Module', which teaches them to prepare their resumes, face interviews, cope with workplace-related issues, and balance their personal and professional lives.

LABS training courses are of 3-4 months duration, in which the aspirants are given technical inputs prepared in consultation with industry experts and professionals. The classroom sessions are supplemented with practical training, for which appropriate equipment and teaching software is provided.

To enable the aspirants to face the world confidently, they are trained in various life skills such as positive thinking, self esteem, communication, team building, decision-making, SWOT analysis, goal setting, gender issues and time/ money management.

As the ability to speak in English is an important prerequisite at the work place, a 'Communicative English' module has been designed to give the aspirants practice in public speaking and interpersonal communication techniques based on real-life situations.

In order not to restrict an aspirant's employability in a limited range of skill sets, he/ she is given multi-dimensional training. For example, the options available to an aspirant include front office, billing, data entry and accounting software.

To be truly ready for the job market, the aspirants need to have, in addition to the requisite technical skills, a few other special skills, which are imparted through a 'Work Readiness Module'. The aspirants are taught how to prepare their resume and face an interview. They are briefed on work culture, coping with workplace and related problems, and striking a balance between personal and professional life.

The aspirants are put through a comprehensive apprenticeship training, which has the two-fold effect of helping them get an idea of real life work situations, as well as giving employers the advantage of orienting the aspirants to their organizational requirements before absorbing them.

Presently LABS is providing training in various skills such as Automobile Mechanism, BPO services, Bedside Patient Assistance, Customer Relation and Sales/ Retail, Hospitality, IT-enabled services, IT Essentials, Machine Operator, Micro-Irrigation, Multi-Skilled Technician, White Goods Services, Refrigeration and Air-conditioning and Pre-Primary Teachers Training etc.

The simplicity and effectiveness of the LABS concept has won wide acclaim, both in India and abroad. Its ability to quickly create sustainable livelihoods through market-savvy vocational training programs has attracted several socially oriented organizations, who desire to replicate the model and scale up further to cater to many more niche segments in the new economy. 🌱

Education-Life-Livelihoods

Hope you had nice time in Summer!

5th June is the World Environment Day. At least we should begin to think about environment now, given the early warnings of climate change. Personally, I am starting on a trip to explore ways and means to enhance livelihoods of the poor in Sunderbans.

We continued May like April, thinking about sustainability of people's institutions, going beyond meeting the credit needs of the poor, inducting-edge development workers into livelihoods and fine-tuning Management Information System for various players in the Cotton Textile Supply Chain. We began to think about baselines. We began to conceptualize livelihoods enhancement in eco-fragile and marginalized zones. We began to look at livelihoods beyond the soil and moisture conservation efforts in watersheds.

We have started approaching Universities and Management Institutes seeking them to introduce livelihoods thinking and livelihoods management in their curriculums. Simultaneously, we began to develop and offer self-learning livelihoods programs from Akshara Adhyayan.

However, summer has taken its toll on all of us. Many of us have fallen sick. The situation has forced many of us to take off for a while. We have also become less efficient and less effective for a while.



Perspectives

G. Muralidhar

Amidst all this, I could manage to take a three-day off traveling in Warangal and Karimnagar districts. Low-end tourism invariably boils down to visiting religious places broadly. Summer Holidaying and Tourism, as the children have holidays for school, is rising. I could see thousand plus visitors in a day to Ramappa Temple. Not even half of them visited nearby Ramappa Lake. A single Ramappa is providing a turnover of more than Rs.1 million/day. Transport, Food, Water, Soft Drinks, Priests, Photography, Security, Boat etc., are the key livelihoods that are being supported. With this reckoning, India might be talking of a whopping Rs.30-40 thousand crore low-end domestic summer tourism business. This would be supporting a whopping one million livelihoods in this summer.

Interestingly, Warangal and Karimnagar districts have been selling chilled Rs.1-2 per litre water (defluoridated) in stead of bottled water. This might be true all across. This is the new trend and tourists are happy with this. I have also seen the increase in affordable luxury hotels in second and third-tier cities. We also see the increased availability of air-conditioned transport. Most of the prominent temples have got face lift. And new temples are being discovered for their 'sacredness'. As part of our visit, we have been to Kaleswaram to see

Mukteeswara, and Dharmapuri to see Yoga Narasimha in Karimnagar, apart from Ramappa, Thousand Pillar temple and Fort in Warangal. In both the places, we also worshipped Yama, so that he will not come in the way of our Mukti. For starters, Yoga Narasimha and Balaji idols are from Salagrama.

Our visits to two watersheds to look at the watershed plus possibilities, from the livelihoods of the poor perspective, have confirmed that National Rural Employment Guarantee has really made a huge difference to the poor in terms of employment and incomes. Surely, the work is not at all qualitative. Possibilities for the poor are in collective purchases, sales and value-addition; skills for services within the village; collectives for the market; skills for jobs outside – these need to be explored and comprehensive village livelihoods plans need to be evolved and attempted with linkages and convergence. Again, the confirmation is that the funds are not the real issue. Real issue is ideas and institutions that handhold.

June is the time of admissions. We are forced to look at Education emerging as an industry and sector. This engages more than 20 million people in the country (2 million in AP). At one end, we have the fundamental issue of illiteracy – at least a third of the adults are illiterate. The standards of education, for a vast majority, are abysmal. Most graduates, if we go by my experience of recruiting cutting-edge professionals, have failed to clear the 3R – Reading, Writing and Arithmetic – Test satisfactorily. Then that larger question – is education for life or for livelihoods? It appears that there is no doubt to say that education has failed to make a mark



it was an agri-centric economy. Guruji, Ravindra Sharma, says we were a krushi-pradhan (industrial) nation. In due course, we are becoming a service-based economy. More than 50% of our GDP is from services now.

A moot question is – if the crisis looms large, what matters most is the air, water, and food. Can we forego the future food security (for all the people) in India for better economic prospects now, compromising this position?

From this perspective, we need to have standard education for life till certain age, say 16-18 years that prepares people for better lives. The education thereafter can focus on offering education for livelihoods including wage employment, self-employment, entrepreneurship, and providing services. Surely, the brightest minds have to be engaged for addressing the needs of the poor and vulnerable.

We have reckoned that we are in a fast paced world. Things change fast. The education has to offer the people meta (fishing) skills so that they have insights, skills and tools to identify the gaps and opportunities (as and when they unfold) and build up their capacities towards tapping them. In my humble estimate, **this is the true education**. The true education liberates. It makes them come together and stay together. It explains them why they are here now and what can take them forward. It guides their way forward.

After the cyclone in Myanmar killed more than a lakh people and severely affected more than a million people, the earth

in life. Now, the surveys have revealed most of our professionals are not employable. Employability index for many of them is a single digit percentage, except for medicine. **We are facing a GIANT paradox – there are jobs that are not finding suitable candidates and there are candidates without jobs.** We have children not going to school; we have children dropping out of schools; we have youth stuck at school education level; yet we have youth not willing to join/continue traditional livelihoods like agriculture, handlooms, etc. Of course, even if they want, these livelihoods are not able to offer decent earnings to them. There are not enough vocations in which training is offered. There are professional graduates on the road without satisfactory jobs.

Yet, education is a growing sector. We are talking about having a university in every district. We are also witnessing private universities. English Medium schools are growing. School chains are burgeoning. We are seeing takeovers and mergers. Teachers are increasing. Tutors are increasing. Coaching centers are growing. There are coaching centers to coach students to enter coaching centers. Foundation courses start as early as Class VI. Residential schools are growing. Concept schools are growing! In a school, we see both teachers and lowly-paid tutors. More ‘engineers’ are being produced. More ‘managers’ are being produced. More ‘computer’ boys and girls are being produced. They are quickly learning ‘accent’. They are getting ready to join ‘call centers’. They are getting ready to join ‘retail chains’. They are getting ready to sell cell phones, credit cards, insurance products, real estate plots/flats, etc, and are becoming sales men and women.

We hear that the richest of the world are from India. Their tribe is increasing. We also hear that Indian middle class is growing. They need services. They can afford services. It is clear that rest of the people have to service them and live or else they have to be outside of the ‘economy’ leading food-secure natural life in some corner. McCauley or otherwise, our education prepares us to service the ruling elite! Middle class is taking over the slot of truly ruling elite!

For long, I thought we are an agriculture economy. Actually,



quake in China did larger damage. Sad to hear a celebrity talking about Karma of the Chinese that has brought this earthquake! If that is the case, largest polluter of the world should face all the disasters. Unfortunately, it does not happen that way!

With this in context, Akshara continues its journey in livelihoods education. Livelihoods Education for the livelihoods workers! Livelihoods Education for the community leaders and facilitators! Livelihoods Education for the people! Livelihoods Education for the children! More and more people have to join in this pursuit. More and more spiritual, human, social and financial resources are required. The scope needs to be expanded. **Please join us in this pursuit.**



Education!

“Development as freedom, and literacy is the high road to freedom” - Amartya Sen.

India is home to 17 million child labour, only about 20 per cent of the graduates are employable in the market and in a country with huge occupational diversity there are only about 150 or so skill-based trainings. These statistics are not encouraging. If literacy, as it exists in today's India, has truly laid the path to freedom? Is our education 'machine' contributing towards improving the quality of life and livelihoods of the people at large?



Literacy is important, for any human being, to transact with the world. This would include 3Rs - Reading, Writing and Arithmetic. The United Nations Educational, Scientific and Cultural Organization (UNESCO) expands this further as the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to practice fully in the wider society. In this context, fortunately many a country has taken universal literacy seriously and achieved it as quickly as possible whereas India has taken more than 40 years after Independence to pick up some respectable speed. Still, after two more decades, we have to go a long way in our pursuit of total literacy.

We are slightly better on the enrollment of children into schools, boasting of a 90%+ enrolment ratio. Yet, child labour (defined children out of schools) is still prevalent at large in the country, both in rural and urban settings. The biggest casualty has been/is the lack of quality education for most. One of our experiences of recruiting a large number of cutting edge professionals in the order of tens of thousands has been revealing about the quality of education - the test was simple. It included just writing about self in a few words, reading a small paragraph and responding to straight questions from within, a simple problem involving addition, subtraction, multiplication and division and a translation of two small sentences into English. As you guessed, the results were painful. More than 90% candidates got less than 10% marks. You should know that most of them were post-graduates, mostly first class. While a vast majority continue to have low quality education, India has also produced thousands of world class professionals.

Thus, Education System in India is a system of deliberate paradoxes. High enrollment followed by drop outs and child labour, positive discrimination of fast learners and discrimination against others early on.

While, it may make sense for some getting into the echelons of higher education, all others should have access and benefit of a pre-defined standard of universal mandatory free education, at least for 10-12 years, i.e. till they attain majority (18 years). This 'literacy' will ensure better life, better citizenship, better livelihoods portfolio and 'freedom'.

While the public education system appears to be busting at seams, not able to cope with the growing number of children, private players have entered at all stages of education. Ironically, they are expensive but do not 'deliver' to vast majority despite payments. The quality remains poor. Regulation is weak to ensure minimum quality. Simultaneously, the State and Central Governments have built residential schools for the meritorious students catering to more than 250,000 - 500,000 outgoing students/year, catering to a mere 1-2% outgoing students/years. A student-teacher ratio of 25+ is prevailing as against a standard of 12 -15. The schools and facilities are grossly inadequate.

Thus, while the systems has failed in offering education for better life, it appears universal education is bypassed in the pursuit of livelihoods early on in life. Unfortunately, it appears that it is not doing a good job either for offering education for better livelihoods. The school going children need competency assessment, counseling and exposure to various options available, including options to continue in existing traditional livelihoods and avenues for skills. With

Country	Literacy Rate
Republic of Korea	99 %
Philippines	92.6 %
Thailand	92.6%
Singapore	92.5 %
China	90.9 %
Sri Lanka	90.7%
Indonesia	90.4 %
Vietnam	90.3 %
Myanmar	89.9 %
Malaysia	88.7 %
Cambodia	73.6%
Laos	68.7 %
India	61.0 %
Pakistan	49.9 %
Nepal	48.6 %
Bangladesh	47.5 %
Bhutan	47%

increasing globalization, liberalization and privatization together with increasing pace of life, the education cannot ignore offering metaskills early on. We have to move in this direction.

Further, 'Education' sector has turned out to be a largest employer in the services, providing livelihoods directly within the sector to 10% families in India. The set of livelihoods include teachers, tutors, coaching centers, service providers, education entrepreneurs, nurseries, etc. its contribution to GDP is more than 10%. In spite of all this, **quality education is still a distant dream.**

Higher education has become extremely unaffordable. A young man from Khammam district preferred to go for labour in NREGA, rather than go through the IIT Education, although he got a rank within 100. As a silver lining, many institutes are offering concessional fee structures, bank loans etc. The moot question is that there is a cost to get into



According to industry body ASSOCHAM, 450,000 Indian students spend over \$13 billion every year on higher education abroad. Over 150,000 students go overseas for university education every year which costs India a foreign exchange outflow of \$10 billion.



reputed higher education institutes in India and outside.

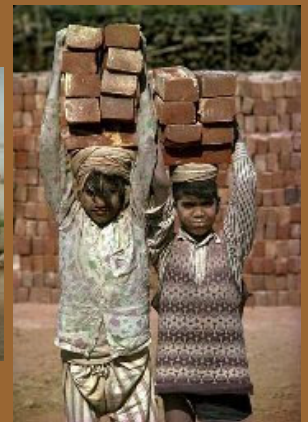
As the mindset of commercialization of education is a reality across including the parents, now the children, childhood has

Education and Employment among Disabled

- ◆ About 8% of Indian population is disabled.
- ◆ Children with disability are four to five times less likely to be in school than SC/ST children.
- ◆ According to National Sample Survey 58th round, a third of children with mild disability are out of school despite the fact that they need no aid/appliance to be able to attend the school.
- ◆ Female literacy among the disabled is 64% and male literacy 43%.
- ◆ Disabled adults have far lower employment rates than the general population - this figure fell from 43% in 1991 to 38% in 2002.
- ◆ Private sector employment incentives for hiring disabled people are few. In 1990s employment of people with disability among large private firms was only 0.3% of their workforce. Among multinational companies it was only 0.05%.

Source - World Bank Report ' People with Disabilities in India: From Commitments to Outcomes'

CONTRASTS



Literacy Scenario in India

Literacy Rate in India 1951 - 2001

Year	Persons	Male	Female
1951	18.33	27.16	8.86
1961	28.31	40.40	15.34
1971	34.45	45.95	21.97
1981	43.56	56.37	29.75
1991	52.21`	64.13	39.29
2001	64.84	75.26	53.67

Gender Disparity in Literacy Rate in India 1961 - 2001

Year	Age Group	Male (M)	Female (F)	M/F Difference in Literacy Rate
1961	5 and over	40.40	15.34	25.06
1971	5 and over	45.95	21.97	23.98
1981	5 and over	53.45	28.46	24.99
1981	7 and over	56.37	29.75	26.62
1991	7 and over	64.13	39.29	24.84
2001	7 and over	75.26	53.67	21.59

Urban-Rural Differential in Literacy Rates in India 1961 - 2001

Year	Age Group	Urban (U)	Rural (R)	U/R Difference in Literacy Rate
1961	5 and over	54.43	22.46	31.97
1971	5 and over	60.22	27.89	32.33
1981	5 and over	64.85	34.04	30.81
1981	7 and over	67.20	36.00	31.20
1991	7 and over	73.08	44.69	28.39
2001	7 and over	79.92	58.74	21.18

Literacy Scenario in Indian States & UTs

States/UTs with 80% and above Literacy Rate	States/UTs with Literacy Rate above National Average (65.4%)	States/UTs with Literacy Rate below National Average (65.4%)
Kerala, Mizoram, Lakshadweep, Goa, Delhi, Chandigarh, Pondicherry, Andaman & Nicobar Islands and Daman and Diu	Maharashtra, HP, Tripura, TN, Uttaranchal, Gujarat, Punjab, Sikkim, West Bengal, Manipur, Haryana, Nagaland, Karnataka	Chhattisgarh, Assam, MP, Orissa, Meghalaya, AP, Rajasthan, Dadra & Nagar Haveli, UP, Arunachal Pradesh, J&K, Jharkhand and Bihar

Skill Development in India

Globalization, competitiveness and the knowledge economy are the changing realities in India today. These changes demand a new generation of educated and skilled manpower. India needs to develop knowledge workers and knowledge technologists.

The current education system in India is not geared up to meet the challenge of the emerging knowledge economy in building adequate manpower both in terms of quality and quantity. Education has become increasingly alienated from the livelihood and survival needs of the people.

Though India is witnessing rapid growth, fears are that it might be witnessing jobless growth. In the 1990s economic growth accelerated but employment growth was less than half of the previous decade. While employers on one hand are facing severe shortage of skilled human resource in the market, on the other hand many youth are suffering unemployment. This is because India has failed to deliver appropriate and adequate post elementary and post middle school education. There is absence of continuing education opportunities which link literacy and education to self-development and skill training. Over 90 per cent of the labour force in India is working in informal sector and for majority of them secondary education and vocational education and training will be last stage of their formal schooling. Improving quality of secondary and vocational education will help improve their livelihoods prospects.

About 5 million students go for vocational training in public sector after 10th class. More than 60 per cent of them end up being not employed in the trade for which they are trained. The reasons identified include - limited growth of manufacturing sector, mismatch between skills attained and skills in demand and poor quality of skills attained. Many pass outs from ITI/ITC do not have practical knowledge and require significant on-the-job training. This means more investment by the employer on the human resource. The management of vocational training system is fragmented and this needs to change. Institutions have few incentives to respond to market needs.

Various attempts have been made to provide trainings in the informal sector through community polytechnics, Jan

Shikshan Sansthan etc but they could not deliver. Innovative public-private-NGO partnerships are needed to meet the diverse skill requirements of informal sector which should involve not only training but also support services such as running small business, marketing, information and technology support etc.

In-service trainings in India are lower compared to Europe, East Asia and Latin America. Not more than 7 per cent employees receive training in a year and this number is only 4 per cent in the case of micro and small firms.

Service sector in India is providing for more than 50 per cent of employment and is demanding soft skills. The concept of employability is gaining momentum in the corporate world. Australian Chamber of Commerce and Industry has developed a framework of employability skills which include communication skills that contribute to productive and harmonious relations between employees and customers, teamwork skills that contribute to working relationships and outcomes, problem solving skills that contribute to productive outcomes, initiative and enterprise skills that contribute to innovative outcomes, planning and organizing skills that contribute to long term and short term strategic planning, self management skills that contribute to employee satisfaction and growth, learning skills that contribute to ongoing improvement and expansion in employee and company operations and outcomes and technology skills that contribute to effective execution of tasks.

Considering the diversity of occupations that thrive in India, there is need to increase the number of skill-based trainings in India. Currently we have only about 150 or so and this is far less and inadequate compared the west which is more homogenous in terms of occupation and still provides scope for 3000 + skill-based trainings.

The GOI has launched National Skill Development Mission which is expected to look at 20 areas of growth for skill development in manufacturing and services. About 70 million jobs are expected to be created during the 11th Plan and the hope is that the Mission will train people to make the best of these opportunities. ☺

Central Advisory Board for Education (CABE) Committee Report (on Universalization of Secondary Education)

Some of the key recommendations of the committee include -

- ◆ Private participation in management of institutions and curriculum design so as be in sync with labour market; effective medium to bring organizational and productive innovations
- ◆ Strengthening general education - providing basic knowledge in humanities and sciences, preparing students to work in various occupations, teaching them to solve problems and encouraging them to continue learning
- ◆ Funding and budget allocations should come from not only government but also private sector and student contributions
- ◆ Vocational education should create way for higher education for well performing students

Goal + Plan = Success

Young entrepreneur, Ravipati Nageswara Rao hails from a remote village in Andhra Pradesh. He faced several economic hurdles during his childhood and student life. But Nageswara Rao did not give up. He rather continued and his hard work paid off. He secured 2nd rank in IIT M.Sc (Physics) entrance examination in the year 2002. Today, Nageswara Rao runs an institute in Hyderabad that coaches students for examinations like GATE, CSIR etc. Nageswara Rao shares his success story with **Chinna Koteswara Rao**.

Question: Hello, Nageswara Rao, can you tell us about your back ground and your family.

Answer: Hello. I am from a remote village called Garikapadu of Kakumanu Mandal in Andhra Pradesh. I come from an agricultural family. My father owns 3 acres of land. I have two sisters and I am the youngest in the house.

Q: Did your father send all of you to school?

A: There is high school in our village but there is no college. So my sisters and I studied up to 10th class in our village. Later my sisters stopped education and soon after that my father got them married.

Q: Can you tell about your education?

A: As I said, I studied in my village itself up to 10th class. Later, in the year 1992 I joined Kakatiya Junior college in Vizayawada to pursue Intermediate. After completing Intermediate, due to economic problems in the family, I was forced to stop education. To share family burden I came to Hyderabad in the year 1995 and worked as a teacher in Navajyothi public school for 2 years. My grand father Thota Sankara Rao suggested me to pursue further studies with my own earnings. With his continuous encouragement I joined B.Sc in the year 1999. While studying graduation I worked as a part time teacher in Chanukya English medium school. Then I completed my M.Sc (Mathematics) from Osmania University through correspondence mode. In the year 2002 I got All India 2nd rank in IIT M.Sc Physics Entrance Test. I pursued M.Sc (Physics) in IIT, Rourkee from 2003 to 2005.

Q: What about your career?

A: In the year 2005, after completing my M.Sc I joined in Narayana IIT Academy as a lecturer. I also worked as part time lecturer in some other institutions in the morning and evening hours. Later in 2007, I started UV Physics Academy on my own to coach students in Physics.

Q: What do you suggest to students to succeed?

A: Every student should first identify his/her goal. Then he/she has to work hard in a planned way to reach that goal. Planning is most important to get success. Students may seek help/ suggestions from successful people in planning



their way to success.

Q: Are you helping poor students in any way?

A: Yes I help as much as I can. I faced lot of economic problems since my childhood. I can understand the problems of poor students well. Hence I am helping them by giving free coaching or giving concessions in the fee. Importantly, I encourage them a lot to study well and I give moral support when they are in depression. Today, banks are also helping students to pursue higher studies by giving educational loans. So every student has so many opportunities to reach his/her goal. Students should plan to utilize the opportunities well. So many institutions and individuals are encouraging poor merit

students in many ways.

Q: Who are the people that inspired you most in your life?

A: When I was in school my mathematics teacher Mr. Ramaiah inspired me most. With his inspiration only I selected teaching profession. One more teacher Mr. Ishwar Singh Tyagi encouraged me a lot when I was in IIT. He suggested me to start a coaching center on my own. I never forget these two people. Even if I am not in touch with them now, they continue to inspire me.

Q: Any success stories in your career other than IIT Rank?

A: There was Cognizance Tech Festival when I was in IIT, Rourkee. I got first prize in that festival and also received Rs.10,000 /- reward. This is the most memorable incident in my life.

Q: What are your future plans?

A: Today, for any family to have decent incomes both husband and wife have to work compulsorily. In these circumstances they are unable to take care of the elders in the house. Many elder people are living in pathetic conditions without having any body to look after them. They lack not only money, but also love and affection. So I want to start an old age home where these older people can live happily. I want to look after the destitute older people and give them moral strength and support.

Nageswara Rao concludes the conversation with his message that success is guaranteed if every student decides his/her goal and work towards it systematically. ☺

Education

The first education comes from the family and society an individual is born into. Later as the child grows institutions of learning - Gurukulams and/or Schools provide for formal methods of education. Apart from reading, writing and arithmetic the child/student learns discipline, the art of teamwork, the ability to communicate, the ability to comprehend the world around and the ability to make a living etc. Education when imparted in true sense builds a complete individual. However, the education system as we see in India today and the world at large is far from the true essence of learning/education. The low quality of education is a harsh reality today. Many cannot pursue education due to economic constraints. India is home to large number of child labour. Caste system in India traditionally denied access to education for all. Modern India adopted reservations to mitigate this but majority of the socially and economically backward communities still remain illiterate or drop-outs. The 'livelihoods' team attempts to bring about a comprehensive picture of education system as it exists in India, starting from pre-primary to post-graduation and beyond.

Pre-College Education

	Pre Primary	Primary	Upper Primary	High School
Activities	Joining in school Paying fees	Joining in school Purchase of books Purchasing uniform Purchasing shoe, tie etc Paying fees	Joining in school Purchase of books Purchasing uniform Purchasing Shoe, tie etc Paying school fees Paying examination fees	Joining in school Purchase of books Purchasing uniform Purchasing Shoe, tie etc Paying school fees Paying examination fees
Costs (Rs) Government Private	No fees 3000-5000	2000-3000 15000-20000	4000 20000	6000-8000 30000
Statistics	Nearly 47 lakh students in the country receive pre primary education	Approximate number of students is 13 crores Drop out ratio at this stage is 29	Approximate number of students is 5 crore Drop out ratio 50.84	Approximate number of students is 2.5 crore Drop out ration 61.92
Facilities	There are 63000 pre primary schools in India	Approximately 7 lakh schools 22 lakh teachers Teacher student ratio is about 1:46 Syllabus can be - State Syllabus or NCERT, CBSE, ICSE etc.	Approximately 3 lakh schools 15 lakh teachers Teacher student ration 1:35	Approximately 1 lakh schools 10 lakh teachers Teacher student ration 1: 32
Service providers	Government and Private schools	Government schools, Schools run by local bodies, Private aided and unaided schools, Schools run by NGOs and Tuitions	Government schools, Schools run by local bodies, Private aided and unaided schools, Bridge schools, Social welfare schools, Navodaya schools, Techno schools, Coaching centers and Tuitions	Government schools, Schools run by local bodies, Private aided and unaided schools, Bridge schools, Social welfare schools, Navodaya schools, Techno schools, Coaching centers and Tuitions
Opportunities		Free education facility in Government and NGO schools Mid day meals program in Government schools	1. Free education 2. Mid day meals 3. IIT coaching in some schools from this stage it self	IIT coaching from this stage Free education in some schools Student can join some professional courses like ITI

College & Post-College Education

	Intermediate (Arts, Science, Vocational and other courses)	Graduation			Post Graduation and beyond
		B.A, B.Com, B.Sc	Engineering, Medicine & other professional	Other courses	
Activities	Application to college Joining college Purchasing books Paying fees Tuitions if necessary	Application to college Joining college Purchasing books Paying fees Tuitions if necessary	Application to college Joining college Purchasing books Paying fees Tuitions if necessary	Application to college Joining college Purchasing books Paying fees Tuitions if necessary	As per the interest of the student they may join in various types of courses and fees will be dependent on the course.
Costs					
Government	6000-10000—Arts 10000-12000— Science	35000-40000	2-5 lakhs	As per the course	
Private	30000— Arts 50000— Science	50000-60000	15-20 lakhs		
Statistics	1.3 crores of students 7.5 lakhs in Technical, Industrial, Arts and Crafts courses 4 lakhs in Polytechnic	1. 65 lakh students	Engineering—7 lakhs Medicine—2.5 lakhs	B.Ed, B.T—50 Lakhs Teacher Training after inter—1.2 lakhs 3. 30 lakhs through distance education	
Facilities	More than 50000 colleges 10 lakh lecturers Teacher student ration 1:33 Approximately 5000 Technical, Industrial, Arts and Crafts colleges, 1200 polytechnic colleges	10000+ arts, science and commerce colleges 298 Universities, 96 Deemed Universities, 13 Institutions of National Importance	More than 1400 engineering colleges More than 800 Medical colleges	Nearly 1500 teacher training schools and 1000 teacher training colleges	
Service providers	Intermediate/ Secondary, Technical education boards, Government and Private colleges, Coaching centers and Tuitions etc	Universities, Colleges (Government and Private), Coaching centers, Tuitions, Libraries and Computer institutions			
Opportunities	Coaching for EAMCET, IIT Free education in Government Residential colleges Scholarships for SC, ST, BC and minorities	Many banks are providing educational loans Coaching centers to train students for admissions into Engineering and Medicine Scholarships for SC, ST, BC and minorities Opportunity to study in abroad Can study through distance mode while doing job			

Placements happen at any stage of education. At primary and upper-primary stages children in poor families may drop out of school to take up work to supplement their family incomes. After all the laws and efforts by various organizations India has 17 million child labourers, the highest in the world. Some children relatively better off pursue vocational courses and/or other trainings after completing 10th class or Intermediate and take up jobs either in corresponding fields or in totally unrelated ones. Individuals with 'Employability Skills' - including 3Rs (reading, writing, arithmetic), oral and written communication skills, logical reasoning, problem solving and decision making, are sought by employers. Students who hone up these skills are better placed. ♻️

Value chain analysis is examination of different stages in a good or service till it reaches the customer. In the value chain analysis, backward and forward linkages are studied for appropriate interventions. The idea is to identify gaps and possible

Four Arrows

A household has a livelihood – most have multiple livelihoods. These livelihoods have four characteristics or outcomes – income, expenditure, employment and risk. In the effort of the household to use six capitals to produce the four livelihoods outcomes, the four contexts act as conditioning variables. The four livelihoods outcomes in turn impact the household's ability to own/access and use the six capitals. This is the essence of the livelihoods framework (LF), depicted in the diagram.

The previous issues of 'livelihoods' brought out the elements in the six capitals and four contexts; as well as briefly touched upon the participatory tools (LEAP tools) that aid us in understanding livelihoods. In this issue, we look at the four arrows before taking up the example of a blacksmith to understand the livelihoods framework better.

Income

Income can be in the form of money or goods. Some income can come now and some in the future. Income could be variable, in amount and time. This variability in income could depend on the person (time rate or piece rate) or circumstances beyond the control of a person. A person has to invest (money, idea or energy) to get the income. A windfall income could result from winning a lottery or by some good luck in the market. Income could come in different streams, within the same vocation or from different vocations. Some times, a person could earn the income, but another person might receive it. Some people might receive income in advance, i.e., before putting in efforts. Some get income by way of transfers (like pensions, grants, charities, and money order economies). Some members might voluntarily accept production related relationships (that impose constraints) to get income.

In some cases, the value added by a person has a direct basis on the income that person receives. For some others, the income may be fixed and would not depend on the value added. In the case of the former, if the value added has to be shared with others, the sharing arrangements become relevant. Some sharing arrangements may be within the hands of the person, while others may be imposed on him. Those imposed on him may not be justifiable or could result in disadvantage to the person.

There are questions of deductions from the income earned. Some are compulsory under law, some may be forced by the employer. The deductions could be known or unknown to the person earning money.

Some times, the income earned by more than one person is combined as in the case of joint family. This could support the family in ways much different that if the incomes were not so combined. For example, where one of the two brothers worked in the town while the other took care of the family agriculture, the agricultural practices adopted would depend

on whether the brother working in the town combines his income with the family or not.

There could be two options – income now vs. income at some point of time in future, as in the case of farmer selling his produce. Selling later would give higher income, but could put pressure on him for labour payments at the present. Another consideration is the match between the income cycle and expenditure cycle. The choices exercised by a family would depend on whether it can access money when it requires it. The issues relating to morality and legality of income add more layers to the analysis.

Expenditure

Expenditure is to be looked in terms of money, time and energy. Monetary expenditure is a part of life, and is for different purposes. This is the most recognized expenditure. The expenditure of time, and energy is often not even recognized. Unable to recognize the expenditure in these terms, these resources are the most wasted ones.

In one way or the other, most expenditure is ultimately to earn income, survive or reduce risk. However, most of it may not appear to be directly related to earning income. Some of it could be to maintain the network that would assist in earning income or reducing risk. Some expenditure is incurred to enhance the comfort level, i.e., to make the body productive after rest (or to rest while working). In some rare cases, the expenditure may not add value.

There are many items of expenditure for which the alternatives that reduce the expenditure are neither explored nor used. Cases in point could be using homoeopathy/ home remedies where possible to reduce the health costs, kitchen gardens to increase the vegetable intake, etc. Many studies pointed out that the consumer can get better nutrition by spending much less, but probably such nutritious food as prescribed by the dieticians is not palatable. However, there could be some scope to increase the calorie intake without actually increasing the expenditure.

Smoothing consumption (across time) appears to a major issue; as also is the match between income and expenditure cycles. Another major issue before the poor is deciding between the options of investing a lump sum amount at one time, vs. spending a low amount over time. Examples include spending to purchase dry cells (Rs.16) every fortnight, instead of purchasing rechargeable batteries (Rs.200, last many times over).

Employment

The parameters for analysis here include the timing and season of employment, match between a person's skills and employment, regularity of employment and process of search, payments to be made to search for employment, human toiling required and breaks for rest, local rules associated with employment. (eg., both wife & husband



The livelihoods of a household have four outcomes - income, expenditure, employment and risk. The household uses six capitals to produce the four livelihoods outcomes. The four contexts act as conditioning variables.



Application of LF: Example of blacksmith

The example of the livelihood of a blacksmith is used to illustrate how the LF can be applied to understand various livelihoods and design interventions.

A blacksmith earns income, but it is seasonal in nature unless he is able to tap the market in nearby town. Small income comes trickling every day during the season. There are several items on which the blacksmith has to incur expenditure, including the inputs required in production process, to procure the tools, and consumption. In addition to spending his time, blacksmith has to depend on the family members (or outside labour) for his vocation. Availability of these labour during the seasons determines whether he would be able to keep his delivery schedules. He faces several risks like injuries from the tools he uses, risk of fire accidents, risk from acids and muscle tear. These risks differ in intensity. He could be employing various risk coping mechanisms like maintaining good relations with the local doctor/landlord – money lender, subscribing to some savings, and preparing some rough items during his spare time.

The natural capital he depends include charcoal and water. The physical capital he requires include the approach road, blower, furnace, wind breakers/ directionals, grinding stone/paper, hammer, other tools, and acids. He requires skill, patience, persons to back him up during his absence, and persons with good physical energy to do heavy labour, which are all the human capital. Among the social capital, a guarantee that consumers will pay and that the sharp objects made by him are not used for illegal activities contribute to his continued business. He requires financial capital to purchase required iron, charcoal and other consumables, and wait for returns till his ware are sold/customers pay for him. He would be recognized for his work if he has the quest to do a good job despite time pressure and wants to be known for his workmanship. He should be willing to continue despite staying near the furnace for a large part of the day. These are elements of spiritual capital.

The ecological-environmental context that helps him includes a steady direction of wind and availability of soft-water that does not adversely impact iron. The techno-economic context involves availability of market for acids and demand for charcoal. The context should also be one where modern implements that are beyond the capacity of a blacksmith to produce or repair are not used. A distribution pattern where many households have iron implements and where not many blacksmiths are found helps. An investment and expenditure pattern where people spend on repairs and sharpening of tools, and where people purchase new tools often helps.

should come; repay present employer fully before taking any other employment.), rules associated with sickness, flexibility of timings/doing things at the person's own convenience.

On the social side, the issues include the help received from family members for the work, social status associated with employment, satisfaction out of employment, defined work that reduces uncertainty/ambiguity, recognition for work, scope to get returns from the work of higher quality, etc.

Some employments could provide opportunity to grow in the value addition ladder. In some, there could be pressure to learn newer technology to continue to be employed, as in the case of repair of newer bikes. Opportunities to learn such newer technology could them be critical.

Some vocations integrate well with the growth of the economy and the persons employed in such vocations benefit from the growth. The manner in which people following other vocations cope up with the situation could give us some insights.

There are some risks associated with every employment. The ways available to cover up those risks and the accessibility and use of those means are important. While some work could be available in the native town/village, people may have to migrate to other places in many cases. In such cases, the conditions of stay at the place of work (availability of shelter, water, security, primary health care) could be relevant.

Taking up a vocation could be need the support of service providers, like people who could attend to repairs, etc. Availability and access to such services could determine the extent to which the vocation can result in other arrows.

Some vocations would require use of tools. Ability to invest in, own or access these tools determines the impact of these vocations on the household. The rules involved and flexibility to use the tools could be important. For example, even vegetable vendors operating on a small scale require weights, which need to be periodically certified, which

involves certain hardships. In the absence of certification, they become vulnerable.

Risks

Risks could be peculiar to the individual/household or common to the entire community. A community with a certain history of risks in its area/vicinity and with memories of the manner in which the community coped with these risks could behave differently from others with no such history or memories.

The preparedness of the community and household to face the risk, to reduce the chances of the risk happening, to improve risk bearing capacity, more option of relief in the case of risk happening and resilience to re-evolve after the risk happening (rehabilitation) impacts the choices that the household or community exercises.

Risks associated with employment have been discussed above.

There are certain aspects that are beyond the sphere of the household and community that create faith in the household or community to exercise their options. For example, the poor in coastal areas find it difficult to keep the term deposit receipts and insurance bonds in safe places due to repeated onslaught of cyclones. They face a lot of difficulty in getting the benefits back (despite declarations of the government that direct the agencies to honour the commitments even in the absence of receipts/bonds).

We need to check the availability of and access to the capitals and the influence which the contexts have on the livelihood. We also need to know the current status of their four arrows.

Trying to understand the availability of capitals and factors influencing each vocation could be difficult. Hence, we use participatory tools (called livelihoods enhancement action plan – LEAP - tools) to know about the entire area (or a part of the area). These form the subject of next issue. ☺

National Academy of Construction

Construction sector is on the upswing in India. The demand for skilled construction workers at various levels is high. National Academy of Construction is set to build skilled manpower by providing quality and affordable education and trainings through various units.

Urban India is expanding. While the existing cities are getting a rapid face lift, new cities, second tier cities and towns are fast emerging. According to UN report '2007 Revision of World Urbanization Prospects' 55 per cent of India's population will be living in urban areas. This means more dwelling places, more places of work/businesses, more places of entertainment, more places to provide services and the like. Construction sector in India is reigning high, trying to catch pace with the demands of urbanizing India. It is also the growing sector in terms of providing more and more employment opportunities to the poor today. Indian construction industry is among top five largest construction industries in the world.

In the past, people who want to work in construction sector learnt the skills required from those who were already working in the sector. Most of the time these skills were passed on from parents to children as a traditional occupation. But the needs of the sector changed largely over a period of time. Construction is now looked beyond the framework of traditional occupation. Today's multistoried buildings, influence from the west, constructions requiring



trainings and activities relating to construction sector. NAC offers various up gradation courses to engineers, contractors, managers, supervisors and workers working in the construction sector. To provide high quality trainings NAC appointed qualified and experienced staff.

NAC is registered as a "Society" and incorporated as a "Public Charitable" institution in September 1998. It is managed by a Board of Governors and the Chief Minister of Andhra Pradesh is its Chairman. Spread over 62 acres of land in Cyberabad, allotted by the Government of Andhra Pradesh, NAC conducts all construction related training programs under one umbrella.

To meet diverse training needs NAC constituted various units and all these units work in line with the mission of NAC. The various units of NAC are Construction Technicians Training Institute (CTTI), Contractors development Institute (CDI), Housing Development Institute (HDI), Institute of Architecture and Design (IAD), Construction Methods and Materials Research Institute (CMRI) and Transport Infrastructure Training Institute (TITI).

The Construction Technicians Training Institute was established in November, 2002. It provides training to unskilled tradesmen of the construction industry. CTTI not only provides theoretical and practical training but also strives towards channelizing the potential of the youth as well as providing placement for them. It also tries to instill the value of time, cost and quality consciousness in the trainees. CTTI provides training in the trades of masonry, bar bending, plumbing and sanitation, form work carpentry, electrical and house wiring, operation earth moving/ excavating/ road construction equipment etc. All these training programs are meant for the poor youth who want to come in to the construction sector. CTTI also offers skill up gradation trainings to the people who are already working in the sector with out any formal training but by virtue of experience. If there is a specific demand from sponsors CTTI also provides



international standards all demand different skills and well trained people.

In this context, National Academy of Construction (NAC), Hyderabad has emerged as an apex body for development of all types of construction resources, technologies and methodologies. NAC has become a pioneering organization in training and building people in various skills required by the construction sector for a very lower fee. The mission of NAC is to develop a technologically advanced and competitive construction industry which serve's India's economic needs. To achieve this NAC conducts various

training in some additional trades such as welding, tile masonry, glazers and carpentry for joinery work etc.

Through Contractors Development Institute (CDI), NAC trains contractors and supervisors in managerial, financial, contractual and techno-commercial aspects which are aimed at improving quality, productivity and safety. It also conducts various workshops and seminars from time to time on the issues of sales tax, safety etc.

NAC constituted Housing Development Institute (HDI), with an aim to cater to the needs of the housing sector, especially in the low cost housing. It operates in the areas of mass production technology for low cost housing, low cost building material obtained from industrial wastes and locally available materials and innovative financing schemes. To achieve this HDI organizes different seminars and workshops. It also offers some regular training programs for general work supervisors, land surveyors and store keepers etc.

Another constituent unit of NAC is the Institute of Architecture and Design (IAD). It was established to promote architectural education and practice. It aims to impart knowledge and skills relating to architecture through training programs, research, workshops and seminars etc. IAD offers courses like architecture assistant, cabinet making and curtain making etc.

Construction Methods and Material Research Institute (CMRI) is another unit of NAC which has been established mainly to conduct research on the developments in construction materials and methods, which could help enhancement of quality of materials and methods used for construction. It is involved in the collection of technical papers, articles, books and manuals related to construction materials. As a part of dissemination of useful information on innovative methods and materials, CMRI organizes various training programs, workshops and seminars at national and international Level. Relating to construction materials it works in the areas of fly ash utilization in construction, blended and composite cements, strength and durability of concrete, high volume fly ash concrete, fly ash based building components, ready mix concrete, self compacting concrete, roller compacting concrete and newer building materials etc.

To impart training in Highway Technology, Transport Infrastructure and Transport System Management NAC established Transport Infrastructure Training Institute (TITI). TITI gives trainings to the engineers participating in Pradhan Mantri Gram Sadak Yojana (PMGSY) program which is meant for the development of roads in rural areas. It also imparts training to the engineers of Roads and Buildings (R&B) Department and for the engineers of TRICOR Department of Andhra Pradesh.

Apart from providing trainings National Academy of Construction also entered into the areas of offering specialized services required by the construction industry. It established a company called NAC Infrastructure Equipment Limited (NACIEL) in October, 2003. The objective of NACIEL is to provide high value, multi purpose, and specialized and general purpose infrastructure equipment on lease along with value added services such as trained operators and on-site repairs and maintenance. It maintains an infrastructure



equipment bank by depositing of idle equipment from various sources deploys them effectively and provides returns there on to the equipment owners on their idle assets. NACIEL also provides other services like advice on equipment suitable for contractor's requirement for a specific job, bid support and supply of genuine spares and supplies for the equipment.

For many of the said training programs of NAC there is no course fee but the trainee has to pay food and certification charges which are very less. Recently NAC started a process of providing 15 days free training to the people who are already working in the construction sector in different trades like electrical house wiring, plumbing and sanitation, masonry, bar bending and painting etc. without formal education and training. It gives certificate to these trainees after completion of the course and this certification is useful for those who want to work out side the country. It also announced training programs for store keepers and supervisors. People who passed SSC and having two years of experience are eligible for these two trainings. The fee for this program is only Rs 500/-. To make it convenient for those who are working to attend the training program it is conducting the program in the evenings from 6 pm to 9 pm.

NAC has also facilitated the establishment of the Hyderabad International Trade Exposition Center Ltd. (HITEX). Spread over 70.221 acres HITEX has been designed on the lines of the Düsseldorf Exhibitions as Public Private Participation under Build, Own and Operate (BOO) scheme.

The National Academy of Construction is doing a commendable job by preparing, on one hand, the poor youth as per the needs of the construction sector thus increasing their employability, and on the other hand it is bridging the gap of availability of skilled man power in the sector.

Non-availability of man power suited for the task is an issue looming large in various employment sectors in India. Also looming large is unemployment. There are many jobless youth frantically trying to get a breakthrough. The fundamental reason for this paradox is mismatch of skills. This paradox needs to be addressed. Education system and training institutes should gear up to impart employable skills. The diversity of occupations in India demand more trainings. Institutions like NAC have set a good precedent in this direction. ❁

Mindfulness Trainings

Openness - Aware of the suffering created by fanaticism and intolerance, we are determined not to be idolatrous about or bound to any doctrine, theory or ideology.

Non-attachment to Views - Aware of the suffering created by attachment to views and wrong perceptions, we are determined to avoid being narrow-minded and bound to present views. We shall learn and practice non-attachment from views in order to be open to others' insights and experiences. We are aware that the knowledge we presently possess is not changeless, absolute truth. Truth is found in life and we will observe life within and around us in every moment, ready to learn throughout our lives.

Freedom of Thought - Aware of the suffering brought about when we impose our views on others, we are committed not to force others, even our children, by any means whatsoever -- such as authority, threat, money, propaganda or indoctrination to adopt our views. We will respect the right of others to be different and to choose what to believe and how to decide. We will, however, help others renounce fanaticism and narrowness through compassionate dialogue.

Awareness of Suffering - Aware that looking deeply at the nature of suffering can help us develop compassion and find ways out of suffering, we are determined not to avoid or close our eyes before suffering. We are committed to finding ways, including personal contact, images and sounds, to be with those who suffer, so we can understand their situation deeply and help them transform their suffering into compassion, peace and joy.

Simple, Healthy Living - Aware that true happiness is rooted in peace, solidity, freedom and compassion, and not in wealth or fame, we are determined not to take as the aim of our life fame, profit, wealth or sensual pleasure, nor to accumulate wealth while millions are hungry and dying. We are committed to living simply and sharing our time, energy and material resources with those in need. We will practice mindful consuming, not using alcohol, drugs or any other products that bring toxins into our own and the collective body and consciousness.

Dealing with Anger - Aware that anger blocks communication and creates suffering, we are determined to take care of the energy of anger when it arises and to recognize and transform the seeds of anger that lie deep in our consciousness. When anger comes up, we are determined not to do or say anything, but to practice mindful breathing or mindful walking and acknowledge, embrace and look deeply into our anger. We will learn to look with the eyes of compassion on those we think are the cause of our anger.

Dwelling Happily in the Present Moment - Aware that life is available only in the present moment and that it is possible to live happily in the here and now, we are committed to training ourselves to live deeply each moment of daily life. We will try not to lose ourselves in dispersion or be carried away by regrets about the past, worries about the future, or craving, anger or jealousy in the present. We will practice mindful breathing to come back to what is happening in the present moment. We are determined to learn the art of mindful living by touching the wondrous, refreshing and healing elements that are inside and around us, and by nourishing seeds of joy, peace, love and understanding in ourselves, thus facilitating the work of transformation and healing in our consciousness.

Community and Communication - Aware that lack of communication always brings separation and suffering, we are committed to training ourselves in the practice of compassionate listening and loving speech. We will learn to listen deeply without judging or reacting and refrain from uttering words that can create discord or cause the community to break. We will make every effort to keep communications open and to reconcile and resolve all conflicts, however small.

Truthful and Loving Speech - Aware that words can create suffering or happiness, we are committed to learning to speak truthfully and constructively, using only words that inspire hope and confidence. We are determined not to say untruthful things for the sake of personal interest or to impress people, nor to utter words that might cause division or hatred. We will not spread news that we do not know to be certain nor criticize or condemn things of which we are not sure. We will do our best to speak out about situations of injustice, even when doing so may threaten our safety.

Right Livelihood - Aware that great violence and injustice have been done to the environment and society, we are committed not to live with a vocation that is harmful to humans and nature. We will do our best to select a livelihood that helps realize our ideal of understanding and compassion. Aware of global economic, political and social realities, we will behave responsibly as consumers and as citizens, not investing in companies that deprive others of their chance to live.

Reverence for Life - Aware that much suffering is caused by war and conflict, we are determined to cultivate nonviolence, understanding and compassion in our daily lives, to promote peace education, mindful mediation and reconciliation, within families, communities, nations and in the world. We are determined not to kill and not to let others kill.

Generosity - Aware of the suffering caused by exploitation, social injustice, stealing and oppression, we are committed to cultivating loving kindness and learning ways to work for the well-being of people, animals, plants and minerals. We will practice generosity by sharing our time, energy and material resources with those who are in need. We are determined not to steal and not to possess anything that should belong to others. We will respect the property of others, but will try to prevent others from profiting from human suffering or the suffering of others beings.

- *Extracted from the Tradition of THICH NHAT HANH* ☸

Greenhouse in Arid Areas to Improve Yields

A team from IIM Ahmedabad conducted experiments in Kutch area to check the control over the environment that could be achieved through a new design in greenhouses, the costs involved and the improvement in the yields. Prof. G. Sharan reported the results of the experiment after five rounds of cropping in a working paper published by IIM Ahmedabad.

Greenhouses protect crops from too much heat or cold, shield plants from dust storms and blizzards, and help to keep out pests. Light and temperature control allows greenhouses to turn in-arable land into arable land. Greenhouses can feed starving nations where crops can't survive in the harsh deserts and Arctic wastes. Greenhouses are increasingly important in the food supply of high latitude countries.

The largest greenhouse complex in the world is in Arizona, USA where 262 acres of tomatoes and cucumbers are entirely grown under glass. The closed environment of a greenhouse has its own unique requirements, compared with outdoor production. Pests and diseases, and extremes of heat and humidity, have to be controlled, and irrigation is necessary to provide water.

While a greenhouse is generally regarded as necessary to provide a warm environment in cold climates, with properly designed cooling systems, it is possible to improve plant growing conditions under extensively hot conditions. However, the cooling requires lot of water as evaporative cooling. In hotter conditions, protected cultivation under greenhouse leads to increase in opportunities for production of high value plants and materials. Protected cultivation also has the potential benefit of substantially increasing plant productivity per unit water consumption. Thus, greenhouse technology can stabilize and improve yields.

Arid areas are the areas where rainfall is very low. In the lay man's terms, this area is under continuous drought. In these areas water is scarce. Even though water is available in coastal arid areas, it is salty and cost-effective desalination technology is still a distant dream. Due to low and erratic rainfall in the arid areas, the yields are usually low and unstable. The temperatures are often very high. Vast areas of land remain uncultivated.

While the greenhouse technology can be of great help in these areas, its adoption is impeded by the requirement of large amounts of water for cooling. Experiments were conducted in Kothara (Kutch, Gujarat) to study the effects of

an alternative design of greenhouse technology which combines both Earth Tube Heat Exchanger (ETHE) that uses less water and static ventilation.

Greenhouse is designed for winds of 180 km/hr. There are three continuous closable vents - two along the base of long sides and one along the ridge. A retractable shading cover is provided over the roof. The greenhouse stands above an ETHE which is buried at 3m depth. The two are coupled in closed-loop mode. The greenhouse has a fertigation system, overhead foggers and environmental sensors. ETHE is made of eight pipes arranged in two tiers. Hot air is drawn from the greenhouse, cycled through the buried pipes and returned to the greenhouse. ETHE moves air equivalent to 20 air changes in the greenhouse per hour.

ETHE was able to heat the greenhouse easily from 9°C to 22 -23°C in half hour in the cold winter nights. Static ventilation along with shading was effective for day time control till February keeping the temperature about 34°C inside. Subsequently, ETHE was operated. It limited the greenhouse temperature to 36-37°C with top shaded and crop inside. If grid supply is steady it is operated for five-six hours in the day. House is closed in May-June.

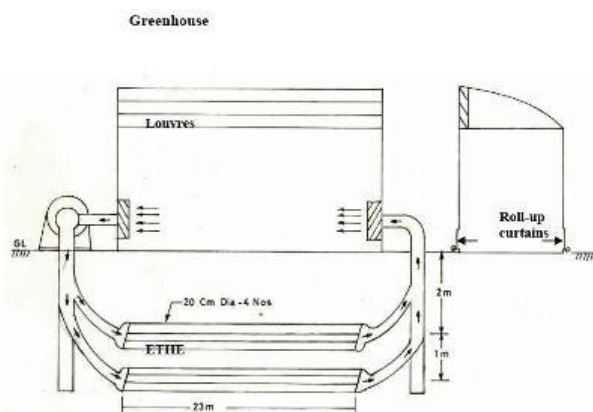
Environmental control involves heating in winter nights, cooling in hot days. Heating is achieved by the ETHE alone. Cooling is achieved as much as possible by each of the following procedures. Opening the side vents is done first. Ridge vents are also opened if needed. Shading the top by a retractable net is done next. Finally cooling is done by operating the ETHE. Foggers are used occasionally to help cooling but more to improve humidity levels.

In the first round, tomato was cultivated in the greenhouse. Tomato yield was close to 2 times that of the best yields in open-fields in the area. Water used for irrigation 44% of that used in open-field. The water used was mostly for plants, only a small part was for supplementary cooling using foggers.

In the second round, capsicum was grown. The yield was 1.4 times that of the control bed outside. The proportion of healthy fruits in the greenhouse was 90% as against 60% in the control bed.

The experiment indicated that by providing static ventilation and ETHE of suitable capacity, environmental control can be achieved to permit cropping till the end of April or for ten months in a year.

As arid areas are hubs of poverty, technology that make agriculture possible for 10 months can use the land resource optimally and improve wage-labour availability. Increased incomes to the owners of land and the labour can go a long way in improving the availability of services, empowering the poor and thus contributing to further decrease in poverty. However, there is a need to continue experimentation to reduce the costs of installation of ETHE. ☉



National Policy on Education

India is progressing technologically and economically. To derive the benefits of development by all, qualitative universal education is the key. Towards achieving universal education in the country Indian government formulated its National Policy on Education in the year 1986. It enunciated a comprehensive framework to guide the development of education in its entirety.

The National Policy on Education (NPE) aims to promote national progress, a sense of common citizenship and culture and strengthen national integration. The stress is on radical reconstruction of education system, improve quality of education at all levels, give greater attention to science and technology, cultivate moral values and bring education closer to the life of people. In 1990 a committee was set up under the chairmanship of Acharya Ramamurti to review NPE and make recommendations for its modifications. In 1992 another committee under the chairmanship of Janardhan Reddy made recommendations for more comprehensive NPE.

The NPE recognized education as a unique investment in the present and for the future. It envisaged that the education has to motivate the younger generations for international cooperation and peaceful co-existence. The policy laid emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far like women, SCs and STs. It made certain provisions towards this end such as emphasizing women's participation in vocational, technical and professional education at all levels, incentives to the parents to send their children to school, pre-metric scholarships, encouraging educated tribal youth to take up teaching in tribal areas, setting up of anganwadis, non formal and adult education centers in tribal areas etc.

To integrate physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence, NPE suggested certain measures such as special schools to the severely handicapped children, making arrangements to give vocational training to the disabled, reorientation of teachers training programs keeping in view the special needs of disabled children etc.

NPE recognized the need for continuing education to the neo literates and the youth who have received only primary education and made certain provisions accordingly. In its opinion, universal elementary education has three aspects. universal access and enrolment, universal retention of children up to 14 years of age, and a substantial improvement in the quality of education to enable all children to achieve essential levels of learning. It suggested to adopt a child centered, activity based process of learning at the primary stage. NPE also stated that there should be at least 3 teachers in every school and the at least 50 percent of the teachers recruited in future should be women.

NPE recognized the secondary education stage as the appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. It

stated that access to secondary education will be widened with emphasis on enrollment of girls, SCs and STs. To enhance the quality of secondary education, NPE stated that the, Boards of Secondary Education will be reorganized and vested with autonomy.

Vocational education is emphasized in NPE as it enhances the individual employability and reduces the mismatch between demand and supply of skilled man power. It fixed the responsibility of establishing vocational institutions on the government as well as the employers in public and private sector. It also recommended to make non-formal, flexible and need based vocational programs available to the neo literates, school drop outs, youth who have completed primary education, persons engaged in work, unemployed and partially employed persons.

NPE felt higher education as the major contributor to the nation's development as it disseminates specialized knowledge and skills. It suggested to redesign courses and programs to meet the demands of the specialization better. It also mentioned that there should be increasing flexibility in the combination of courses. It is the responsibility of Councils of Higher Education to plan and coordinate higher education at state level. NPE gave emphasis on enhancing support to the researches in the universities and suggested steps to enhance the quality of researches.

According to NPE, it is essential to look at the streams of Technical and Management Education together in view of their close relationship and complementary concerns. It mentioned certain measures to increase the efficiency and effectiveness at all levels of providing technical and management education such as promoting active interaction between technical and management institutions and the industry, encouraging institutions to generate resources using their capacity and adopting effective procedures in recruiting the staff, recognizing and rewarding the excellence in performance of institutions and individuals, establishing network systems between technical education and industry, R&D organizations, programs of rural and community development and with other sectors of education etc.

The policy felt a strong need to motivate and inspire teachers on constructive and creative lines. It opined that the teachers should have the freedom to innovate, to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.

NPE recommendations if considered and implemented with integrity has the potential to transform the education system in India. Affordable and quality education significant for life and livelihoods to all will no longer be a distant dream.



Volunteers for Non-Profits

As stated earlier in this column, not enough research has been done on leadership in nonprofits. Though some research has been done on management of volunteers, the literature takes into consideration only two kinds of volunteers – the Board, and educated full time volunteers – and ignore the rest. But experience indicates that the other volunteers are also very important for proper management of nonprofits.

The first task, therefore, in effectively managing the volunteers would be to understand the different kinds of volunteers that can be engaged in the development work. Each category can then be analysed to understand their needs and effective strategies for leading the volunteers could be based on this understanding.

Broadly, volunteers can be divided into two kinds: full time and part-time. Either full-time or part-time, the volunteers can be classified as (a) persons with professional education/achievements, and (c) persons with not much education.

Persons with professional qualifications/achievements approach a non-profit for full-time volunteer opportunity at various stages during the life of the person. These volunteers approach the non-profit having been impressed by its mission/track record, having been recommended by a respected person, or due to charismatic influence of the leader(s) of non-profit.

Some mid-career professionals volunteer to get a fresh perspective on the deeper problems facing the mankind. These people want to handle works that gives them adequate interaction with the people, and also exposure to a wider area. They seek to understand the reasons for certain behaviours of the common people, and hence interaction with other practitioners to understand their view point is also important for them. Yet others want to check the applicability of the solutions they designed. These would want to be able to work on their idea, without being distracted by organizational procedures. However, such expectations are only utopian and the leadership of the non-profit needs to make adequate efforts to sensitize the volunteers that organizations would always have to come with some systems, and even volunteers will have to work within the boundaries of organizational systems. Many a time, the idea developed by the volunteer would be new to the organization and a program within which the idea can be experimented may not exist. In such circumstances, the leadership also needs to think of the way in which it can continue the idea taken up by the volunteer after the volunteer leaves the organization.

Some mid-career professionals come forward to volunteer after a career characterised by quick growth and success. They are either motivated by a desire to give back to the society that contributed to their success or want to de-stress by working in an environment that is entirely different from their earlier career. They would apply themselves to the task at hand, but in a manner that is relaxed and enjoying what they are doing. They want some field interaction, but work based on extensive fieldwork and tight deadlines may not be liked by them. They limit themselves mostly to managing the

field operations from the office. They often try to use their mental models that helped them succeed in their earlier careers as they are in development work. Without proper induction, they could continue to be task oriented managers, with little regard for processes that lead to empowerment of CBOs and grassroots staff. The leadership of the non-profits need to make sure to orient such persons to new work ethics and models that work for the nonprofits. The quicker the induction, the better is for the non-profit lest its culture be rocked by the enthusiasm of such persons to achieve their targets.

Persons with professional qualifications/experience also come forward to volunteer after retirement. The motives of such persons can be broadly divided into two: (a) those who want to extend their working period by accepting employment (b) those who want to guide others using the experience they gained and thus contribute to the social development. Persons with the first motive can also be considered as volunteers despite their motive being full-time employment, as they are generally paid much less than their remuneration before retirement. Those with the first motive take up administrative tasks and event management responsibilities, given their experience. Some, like teachers, doctors, nurses, offer professional services. Only a very limited number of persons are willing to go to the field and inspire the workers and volunteers at the grassroots. Much less are willing to take up interactions with the community. On the other hand, persons with the second motive are more involved in developing organizational systems, and governance roles. The leadership of non-profit needs to make an effort to expose these people to the various facets of work of the organization at various levels. Otherwise, there is a chance that these people would selectively concentrate on functions that they have been more accustomed to work with or like. The leadership may have to stand tall and stick to the mission and values, despite the reverence they have for the retired persons with good achievement record.

Some professionals join the nonprofits immediately after their education to gain the required experience before pursuing higher education in disciplines like development economics, public policy, cooperation studies, women studies, etc. They want to quickly climb the experience ladder, while also deepening the knowledge of their specialized subjects. The desire to learn at a faster pace makes them impatient of processes related to empowerment and organizational processes. They continue to live in their theoretical mould and consider other employees as below their dignity to talk and interact with. Despite these shortcomings, these volunteers contribute by improving the theoretical orientation of all the staff of the organization (or the unit in which they are placed), by imbuing new energy into the system, and in many cases by improving the method of doing the work.

The task of non-profit leadership is to mentor the young professionals to develop attitudes appropriate for development sector, while retaining all the advantages. ☛

Brick Making going Strong!

Construction is on the upswing both in urban and rural India. India is seeing real estate boom. Cities are quickly giving space for high-rises for companies, factories, technology parks, multi-storey housing etc. In fact Hyderabad is going to have its first 30 storey buildings in a residential complex.

Housing and other construction works kick started big time in rural areas as well. May it be works under NREGA or governing housing schemes or renovations to schools, construction is seeing its hey day.

Shining Livelihoods The basic building block - Brick is in high demand. The number of brick making units have been increasing in recent days to meet the demand both in public and private sectors. In fact, some constructing works has been temporarily halted or getting delayed due to scarcity in the supply of bricks.

There are two kinds of bricks available in the market - cement bricks and clay bricks. Also experiments are on to make environmental friendly bricks using fly ash and bricks that can resist natural disasters like earthquakes, tsunami etc.

Cement bricks seem to be the favorite. Much of the real estate industry want to use cement bricks in their constructions. Cement brick units range from small factories to marginal cement bricks factory and fully equipped large

establishments. Small units are characterized by the need for less labour and machinery. Many a time the family makes up for the labour in small units. In marginal cement brick factories, the quantity of labor required is higher than small units but still not huge. On the other hand large cement brick factories demand huge quantity of labor and machinery. The basic ingredients that go into making a cement brick include - cement, fly ash and broken hard rocks. Cement bricks result in more solid constructions and also reduction in expenditure by 10 to 15 per cent. The time that goes into construction is also considerably reduced.

The demand for clay bricks increased dramatically as well. Some constructions need exclusive clay bricks. Even in the clay brick sector there are small, marginal and big units operating.

Brick industry is providing employment to thousands of labour force. Currently 1000 cement bricks cost about Rs.8000 to Rs.8500. The price of clay bricks is around Rs.2500 to Rs.3000.

There is immense scope for the government and development organizations to provided needed support to many unemployed youth to undertake trainings in this sector. Credit facilities can be made available to set up small brick units. ❁

Disappearing Traditions!

Traditionally in India, the knowledge of folklore, history, epics etc were passed on from generation to generation in the form of songs and stories. In times of festivals and fairs, jatharas and village celebrations the traditional song and story tellers and performers would perform the themes from

Declining Livelihoods Indian puranas and epics in the villages.

Some of these would be night long performances.

Even in times of marriage and death in the family and anniversaries, people from some communities are designated to come and perform, narrating the lineage of the family, linking the lineage to mythological and historical civilizations etc.

These traditional song and story tellers comprised a significant part of the village culture. However these kind of traditional livelihoods are rapidly disappearing from the villages of India. The livelihoods of the people depending on

these age old aspects of culture are on the brink.

Some of the nomenclatures given to these various traditional performances are - BurraKatha, HariKatha, Jamukulu, Oggukatha, GollaSuddhulu, Dasulu etc. Not long ago some of these were even broadcasted in the radio and telecasted in some TV channels and people had fun listening to them.



In Andhra Pradesh the number of families engaged in these livelihoods were in thousands at some point of time. But now the erstwhile patronage is lost. Their numbers have shruk to hundreds. The electronic revolution occupied major entertainment space. Movies are in the center stage of entertainment.

Those still continuing in traditional song and story telling are not depending on this art alone for livelihood. They have taken up employment elsewhere. Sparse attempts are being made to keep these arts alive but the future as of today do not look promising for these art forms. ❁

Dr Anil Sadgopal - Social Educationist

Education is one of the most powerful tool for reducing poverty and inequality in the country. Ensuring access to quality education for all is central to the economic and social development of India. It is the indispensable duty of the government to provide free elementary education to all the children. **Dr. Anil Sadgopal**, social educationist is striving to reshape the education milieu so that elementary education will be recognized as a fundamental right.



Anil Sadgopal is from the state of MP. He is a multifaceted personality - an excellent academician, a social worker and educational activist. He obtained his Ph.D in Bio-Chemistry and Molecular Biology in 1968 from California Institute of Technology, U.S.A. After obtaining Ph.D degree, he joined Tata Institute of Fundamental Research (TIFR) in Mumbai as a fellow and worked there for some years. He resigned the job in order to organize a rural education and development program.

Anil Sadgopal established the Kishore Bharathi Center for Rural Development and Education along with a group of like minded people. The objective is to encourage the community to avail their rights and entitlements. Efforts were made to check the seasonal distress migration of agricultural labour and to improve agriculture and cattle breeding. He also experimented with the low-cost, high-intensity Hoshangabad Science Teaching Program (HSTP) and initiated that program in 16 government upper primary schools in 1972 which was later expanded to all the 270 plus upper primary schools of the district. He persuaded Scientists at TIFR and Professors at the IIT to come to the villages and towns of MP and disseminate knowledge. Every summer during the 1970s and early 1980s, the Scientists and Professors sat with personnel from the Regional Colleges of Education, the National Council for Educational Research and Training (NCERT) and government middle school teachers to find new ways of teaching experimental science.

Anil Sadgopal facilitated the setting up of EKLAVYA in 1982 which later extended HSTP to almost 1,000 schools in 15 districts of MP wherein more than one hundred thousand children learned science through an inquiry-oriented, experiment-based and environment-related pedagogy. From the teaching of science, HSTP expanded into social science teaching and, in the process, language teaching began to be looked at in a more creative way.

"Prayog" (experiment) and "Avalokan" (observation) became catchwords at the annual HSTP teachers' workshops in Hoshangabad, where they actually performed the same experiments they would teach to the children. The whole debate on pedagogy rose to new levels. Out of that experience, have emerged some statewide programs in MP on the HSTP model, as well as Ekalavya, a noteworthy centre for educational research and training.

After Bhopal gas disaster in 1984, he joined actively in the

struggle of gas victims for obtaining scientific medical treatment and rehabilitation from the government as well as justice from the Union Carbide. Later he became interested in the people's movements and related struggles and participated in worker's struggle in Chhattisgarh. In early 1990's he made a protest against the replacement of education with literacy as a national priority. For him awareness of the need for social justice begins with a child's experience of school. Sadgopal resigned from the Acharya

Ramamurthi Commission in protest against the government's backtracking on universalization of elementary education.

Anil Sadgopal calls attention to the unfair system of parallel schools and coaching sub-systems that exist in India while at the very bottom of the education system lie funds-starved and bureaucracy-choked government schools. He envisages a common school system - the Lokshala or People's School - funded by the State, with each local community at the administrative block level running its own complex of elementary and high schools within a guaranteed framework of equal rights for all children.

Anil has undertaken numerous assignments in his life time such as Professor of Education, Head of Department of Education and Dean in the Faculty of Education in the University of Delhi; Member of the National Commission on Teachers, the National Policy on Education Review Committee or the Acharya Ramamurti Committee and Central Advisory Board of Education, CABE, Member of three CABE committees respectively on (a) Free & Compulsory Education Bill; (b) Girls' Education and Common School System; and (c) Universalization of Secondary Education; Member, National Steering Committee for Review of National Curriculum Framework, NCERT); Chairperson, NCERT's National Focus Group on 'Work and Education'.

He is a recipient of numerous awards and honors including the Jamnalal Bajaj Award (1980) and Shantiniketan's Rabindra Puraskar (1984) for application of science and technology to rural areas; Vikram Sarabhai Memorial Lecture (1981) and UGC National Lecturer (1988).

Anil wrote two books in Hindi - "Sangharsh aur Nirman" on the trade union movement led by Shankar Guha Niyogi in Chhattisgarh and "Shiksha mein Badlav ka Sawal" on education policy and the need for social intervention in education. He also wrote many articles on various issues like impact of globalization, policy analysis etc.

Anil believes that the government schools in India are like squalid crèches where parents can leave their children when they go to work; that too, only for a few years, until the children themselves go to work. Going to a government school is perceived as an utter waste of a child's time, and with reason. He calls for a change in this situation. Government should not just focus on literacy; rather it should focus on providing quality education to all the children. Then only the nation can progress. 🌱

Books

Book Summary

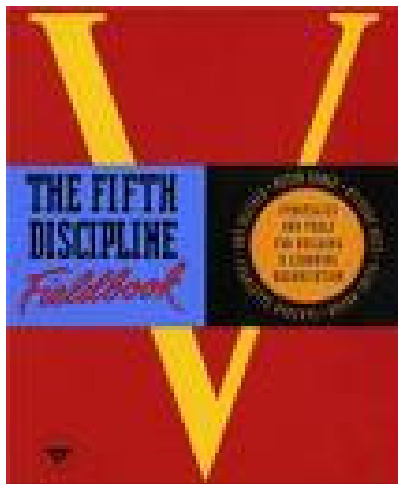
Name: **The Fifth Discipline *Fieldbook***

Authors: **Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross, Bryan J. Smith**

Publishers: **Nicholas Brealey Publishing, London**

In his previous book *The Fifth Discipline – The Art & Practice of The Learning Organization*, Peter M. Senge introduces to the reader what Learning Organization is all about. Learning Organization is where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. The author talks about the core disciplines of learning organization – Personal Mastery, the discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience and of seeing reality objectively. Personal Mastery is the spiritual foundation of any learning organization; Mental Models are deeply ingrained assumptions, generalizations that influence how we understand the world and how we take action. It is important to look within and bring internal pictures to rigorous scrutiny; Building Shared Vision which involve the skills of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance; Team Learning starts with dialogue where team members suspend assumptions and think together; Systems Thinking helps understand the forces and interrelationships that shape the behavior of systems and how to change systems more effectively and to act more in tune with the larger processes of the natural and economic world.

In *The Fifth Discipline-Fieldbook*, Peter Senge, brings together a collection of notes, reflections and exercises from the field in building learning organizations. The book describes tools and methods, stories and reflections, guiding ideas and exercises and resources which people are using effectively.



The deep learning cycle which the authors refer to as the Domain of Enduring Change constitutes the essence of a learning organization. Team members develop new skills and capabilities which change the way they do and understand. New awareness and sensibilities develop. New beliefs and assumptions will form.

The deep learning cycle cannot happen in isolation or vacuum but takes place within a shell of architecture which the authors refer to as the Domain of Action (organizational architecture). The components of this domain include - guiding ideas, innovations in infrastructure and theory, methods and tools. While the Domain of Action presents the most tangible form of efforts, the Domain of Enduring Change presents subtle underlying discipline-based learning cycle. Both continuously affect and influence one another.

Learning in an organization involves continuous testing of experience and the book gives a checklist of how to judge one's own learnings. Answering questions like - Do you continuously test your experiences? Are you producing knowledge? Is the knowledge shared? Is the learning relevant?, is important.

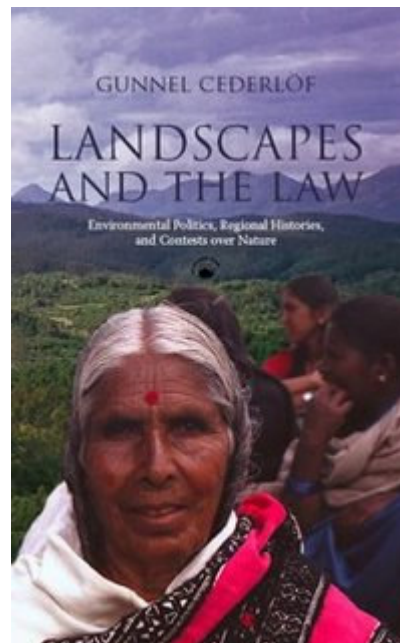
The book, *Fifth Discipline - Fieldbook* makes a great read, giving insights into both theory and practical side of learning organizations. It is the best guide for those wanting to build communities of common purpose, collective action and continuous learning. ☺

New Books

Name: **Landscapes And The Law**

Author: **Gunnel Cederlof**

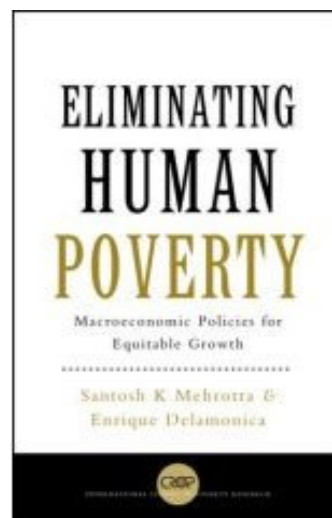
Publishers: **Permanent Black**



Name: **Eliminating Human Poverty, Macroeconomic Policies for Equitable Growth**

Authors: **Santhosh K. Mehrotra, Enrique Delamonica**

Publishers: **Zed Books**



Livelihoods Trainings & Opportunities

Central Leather Research Institute

This institute is based in Chennai. The institute offers courses like, Diploma in Leather processing, Diploma in Leather goods, Diploma in Leather garments, Diploma in footwear etc. Also offered is PG Diploma in leather processing. The prerequisites for joining the Diploma courses include 50 per cent of marks in 12th or equivalent. The prerequisites for joining the PG Diploma course include at least 50 per cent in Bachelor's Degree in Science with Chemistry as one of the subjects. The maximum age should not be more than 30 years and this limit is relaxed in deserving cases.

Central Footwear Training Institute

This institute is based in Chennai and offers courses in footwear technology. The courses offered include 1-year fulltime course in Advanced Footwear Technology and 2-year Diploma course in Footwear Design and Production. The eligibility criteria include 12th class appeared or passed and age between 17 to 25 years. For SCs and STs there is upper age relaxation of up to 5 years.

Mann Deshi Business School for Rural Women

This school is launched by Mann Deshi Mahila Bank. The school provides trainings in technical, financial and marketing skills to women with no formal education and to girls who have dropped out of high school. This education allows the women and girls to start and improve their own small enterprises.

Indian Institute of Packing

This institute is located in Mumbai and offers Certificate Program in Packaging. The duration this year is from 1st September 2008 through 28th November 2008. The eligibility criteria include Diploma or Degree holder in any discipline. The fee is Rs.22,000 and hostel facilities are available for an additional cost. The admission is done on the basis of first-come-first-serve. For more details one can visit their website,

www.iip-in.com. Email can be sent to meiip@iip-in.com

Prime Minister's Rozgar Yojana (PMRY)

PMRY is operational since 1993. The program is devised to provide self-employment opportunities to educated unemployed youth among economically weaker sections. The scheme assists eligible youth in setting up self-employment ventures in industry, service and business sectors. The scheme covers both rural and urban areas.

The parameter for eligibility include - 18 to 35 years of age for all educated unemployed and 18 to 40 years of age for all educated unemployed in North Eastern States, Himachal Pradesh, Uttarakhand and Jammu & Kashmir. The educational quality should be 8th class pass. Preference will be given to those who have been trained for any trade in government recognized/approved institution for at least a period of 6 months. The family income (that of the beneficiary along with the spouse nor the income of the parents of the beneficiaries) should not exceed Rs.100,000 per annum. The beneficiary should be a permanent resident of the area for at least a period of 3 years. This rule is relaxed for married men in Meghalaya and married women in rest of the country. The beneficiary should not have defaulted to any bank or financial institution or cooperative bank. A person already benefitting from other subsidy linked government schemes will not be eligible for PMRY scheme. The activities covered under the scheme include all economically viable activities including agriculture and allied activities but excluding direct agricultural operations like crop raising, purchase of manure etc. For an individual beneficiary the loan component will be Rs.2 lakh for business/service sector and Rs.5 lakh for industry sector. In case two or more persons want to start a partnership venture the loan component can go up to Rs.10 lakh.

SHGs are also considered under PMRY with some conditions.

Subsidy is limited to 15 per cent of the project cost subject to a ceiling. Banks can take some margin money from the entrepreneur. Some collateral is required and varies with the loan money and venture involved. Normal rate of interest is charged and repayment schedule ranges from 3 to 7 years. Preference is given to women, SCs and STs and OBCs. ☺

Decision Making

The dilemmas of decision making are always there both within and without. Hasty decisions can be costly, can be unethical, can be unreasonable, can be biased. This interesting story is shared by our colleague and fellow development worker [L.B. Prakash](#)



A group of children were playing near two railway tracks, one still in use while the other disused. Only one child played on the disused track, the rest on the operational track.

The train is coming, and you are just beside the track interchange. You can make the train change its course to the disused track and save most of the kids. However, that would also mean the lone child playing by the disused track would be sacrificed. Or would you rather let the train go its way?

Let's take a pause to think what kind of decision we could make.....

Most people might choose to divert the course of the train, and sacrifice only one child. You might think the same way, I guess. Exactly, I thought the same way initially because to save most of the children at the expense of only one child was rational decision most people would make, morally and emotionally. But, have you ever thought that the child choosing to play on the disused track had in fact made the right decision to play at a safe place?

Nevertheless, he had to be sacrificed because of his ignorant friends who chose to play where the danger was. This kind of dilemma happens around us everyday. In the office, community, in politics and especially in a democratic society, the minority is often sacrificed for the interest of the majority, no matter how foolish or ignorant the majority are,

and how farsighted and knowledgeable the minority are. The child who chose not to play with the rest on the operational track was sidelined. And in the case he was sacrificed, no one would shed a tear for him.

The great critic [Leo Velski Julian](#) who told the story said he would not try to change the course of the train because he believed that the kids playing on the operational track should have known very well that track was still in use, and that they should have run away if they heard the train's sirens. If the train was diverted, that lone child would definitely die because he never thought the train could come over to that track! Moreover, that track was not in use probably because it was not safe. If the train was diverted to the track, we could put the lives of all passengers on board at stake!

And in your attempt to save a few kids by sacrificing one child, you might end up sacrificing hundreds of people to save these few kids.

While we are all aware that life is full of tough decisions that need to be made, we may not realize that hasty decisions may not always be the right one.

"Remember that what's right isn't always popular... and what's popular isn't always right." 🌀

Market Yards

While marketing is very important for the viability of agriculture, not many farmers appear to be choosing to sell at the regulated markets. A report of National Commission on Farmers indicated that in spite of better prices in the Regulated Markets, nearly 71% of the farmers choose not to sell at the regulated markets. The reasons for not choosing regulated markets are:

S.No.	Reason cited	Percentage of farmers <u>not</u> selling through regulated markets
Reasons related to markets/marketing practices		
1	Distance	31.2
2	No knowledge of regulated market	8
3	Payment delay	7.8
4	No provision for paddy sale	5.4
5	Harassment by Hamalis/Coolies/cheating in the weighing/ removing 4-5 kgs	3.1
6	Long wait for weighing	1.4
Reasons not related to the regulated markets		
7	Good price at the local market	18.4
8	Small quantity	12.7
9	Advance taken	9.0
10	Others	3.0

The facilities/amenities at the regulated market yards are highly inadequate, and contribute to the woes of the farmers further. The table below (source - report of National Commission on Farmers) gives information on the inadequacy of facilities in the market yards.

S.No.	Facility/Amenity	% of Regulated Market Yards <u>not</u> having the facility/amenity
1	Common auction platform	33
2	Price display boards	39
3	Common drying yards	74
4	Grading equipment	70
5	Agriculture inputs shop	71
6	Drinking water taps	72
7	Seating benches	72
8	Pledge financing	83
9	Public address system	66
10	Drainage system	45
11	Storage godown	26
12	Weighing equipments	15
13	Toilets	12
16	Internal roads	11

Out of Poverty

Education, Ladder to Success

L.V. Ramana Reddy comes from a poor family in a small village of very backward district, Mahabubnagar in Andhra Pradesh. He studied very hard on his own and worked his way up to reach his goal. Today he successfully runs an educational institution in Hyderabad.

Ramana Reddy was born in Gummadam village of Peberu mandal of Mahabubnagar district in A.P. His father was a small farmer. Ramana has 3 brothers. He is the youngest in the house. He showed keen interest in education since childhood. Their village had no electricity facility in those days. Their economic condition also was not good. But still he was able to read well and stood first out of 27 members of Gummadam School in 10th class examination.

Later he finished his Intermediate with Maths, Physics and Chemistry in first class. He strongly desired to pursue further education. However the economic constraints in the family would not allow him to pursue his desire. Ramana's father expressed his inability to support his son in education. He wanted his son to find a job and supplement the income.

However Ramana did not give up. His passion for studying made him convince his father. Ramana decided that he will not depend on his father for education but will struggle on his own. He worked hard to get admission into Engineering School. While studying Engineering he worked in a private



college as part time lecturer and earned money that could help him complete his college.

After finishing Engineering, Ramana joined Masters in Technology. He spent his leisure time coaching students in IIT - JEE entrance examinations in a private college. He quickly earned good reputation as a teacher. Later Ramana, along with some friends, started new Generation Educational Institution in Hyderabad. Presently, this institution is running successfully under the name new Era.

Coming from a small village, his journey to become leader of an educational institution was turbulent. Ramana strongly believes that his education helped him to come out of all difficulties and therefore he strongly supports education for all.

Going forward, Ramana wants to adopt the high school in his village and provide all the modern facilities required. He wants to see all the poor children receive quality education in that school. Currently Ramana encourages poor students of Era by giving them concessions in fees.

Ramana Reddy believes that every person who has a strong desire to reach the goal will definitely reach there. His story is an inspiration to many to dream, desire and work hard to reach the goal come what may! ☺

Broken Lives

Burden of Large Family

Neelaiah belongs to a small tribal hamlet of Nakarikallu mandal of Guntur district in Andhra Pradesh. Rajamma is his sister's daughter. Their relatives convinced both of them to get married. They believed that more number of children is an asset and they may look after them in their old age. They have seven children. Delivering seven kids made Rajamma physically very weak. She became chronically sick. She cannot work. The children are also not healthy. The expenditure on health mounted with one or the other in the family being sick all the time.

The entire burden of earning fell on Neelaiah. He works in his one acre land to feed his entire family of 9 members. In times of leisure from agricultural works, he used to work as daily labour. Entire year he used to work hard with out taking a single holiday except in emergencies. But still all his earnings were just barely enough for the family to survive. They are unable to save even small amount. Whenever his wife or children become sick, he has to take loan from a local money lender at high interest rate as they are not having sufficient savings. As a result, whatever little he saved were

spent towards paying interest on the loans.

With many mouths to feed, Neelaiah is not able to provide nutritious food to his children. All the children go to the government school for studies though the education standards in the school are very low.

As Neelaiah was barely swimming with head above the water, tragedy struck his life. Neelaiah got sudden paralytic attack. One of his leg and hand became dysfunctional. He could not work. Rajamma joined him in a hospital in Vijayawada. The family had to sell of their one acre of land to meet the medical expenses of Neelaiah. Neelaiah recovered a little and doing small works. His elder son stopped education and is going to work in fields as agricultural labour.

Neelaiah and Rajamma realized that they made a huge mistake by having more number of children. They are not able to give good life to their children. They themselves suffer from economic and health problems. Neelaiah and Rajamma want others to learn from their experience. They suggest people to have not more than one or two children. ☹

Disaster after disaster! After the devastating Nargis cyclone in Myanmar, the earth quake in China have taken lakhs of lives and severely affected millions of lives.

There were elections in Karnataka and bye-elections in AP. Strangely, all our summer travels and work were also in Karnataka and AP (Telangana)! Yediyurappa has been sworn in as Chief Minister heralding BJP getting power in a South Indian state. While Telangana sentiment has been endorsed more or less by all political players, Telangana Rashtra Samiti and its chief KCR have to take back most of their words. For an independent observer, it is clear that at least 33% of the votes polled are in favour of Telangana. Such a break-up was not available in 2004 elections as the elections were fought jointly at that time. Everyone now openly admits that there is groundswell of Telangana sentiment. A new party – Lok Satta could get more than 10% of the votes polled, indicating trouble for the big two in the next year elections. The party of Chiranjeevi, is inching towards its launch soon. We are entering into transition times. Hesitant times! Yet exciting times!

We are already into two months of rising prices. Government of India has contemplated for long and hiked fuel prices. This fuelled the inflation further up. Manmohan is suggesting us to wait for the monsoon for inflation to cool off on its own! Still the subsidies on fuel including LPG continue. However people are unhappy as the transport costs are going to shoot up. India is witnessing bandhs all over the country protesting the hike in fuel prices.

As Indian Premier League has managed a collective business of more than Rs.1000 Crore in two months, between eight franchisees and BCCI, Amethi has managed to conduct a mega rural cricket league involving 2000 teams in 2000 matches in seven weeks. Lots of business! Lots of sponsorships! Lots of advertisements! Lots of livelihoods! And lots of entertainment! However, all these are short-lived. I was told this even would be there twice a year. Then, there is a prospect of livelihoods for four months a year. How many such livelihoods – not less than a million (0.5% of families in India)! And per capita income will be - not less than Rs.10000 per month!

Entire quarter has been reminding us that micro-finance and SHG movement is heading towards saturation. Collateral-free funds (on loan) are being made available. From one

end, the micro-finance domain is slowly adding micro-finance plus dimensions – like savings, insurance, loan in kind, repayment in kind, flexible installments, food security etc., all towards clear livelihoods domain. Thus, the progression is to the right on the micro-finance – livelihoods continuum. In view of this, there is a need to match this with a deep, broad and intense coalition of ideas in the livelihoods domain that enhance this thinking on the continuum. A livelihoods congress where various practitioners come, meet, share, learn and build workable coalitions of ideas, on a periodic basis is the need. For this, we need to intensify livelihoods orientation campaigns, livelihoods yatras, increase print and electronic information availability, induct volunteers, source funds and importantly enhance the value for participating in such efforts for development workers within and outside government and development sector.

We need to rope in print media, TV channels, e-portals, e-groups, schools and teachers in the schools, community leaders, youth, community-based organizations, volunteer groups, spiritual masters, religious influencers, business leaders and philanthropists. We can not ignore the ‘achieved’ and the frustrated and/or restless.

G Muralidhar

We also need to organize. When we think the solution to the poor is ‘collectivization’, the same has to be practiced and demonstrated by the development workers – livelihoods workers including micro-finance workers, for learning, security and solidarity.

Yoga offers two ways of going forward. One - become everything. Other – become nothing. All of us are in between – in large number of hues. As we are Karma yogis, we keep trying to become one or two. As we try and do x,y,z to become, we get tired. With tiredness, we become ‘everything’ or ‘nothing’. Till we are dead tired, this will not happen. Therefore, our pursuit in practicing universal values has to continue till we are dead tired. May be this is ‘professionalism’ we should be after.

To practice yoga, one needs to know and remain committed, with spirit, thought, feel, word, and action domains, to the purpose. Honestly, it is possible, for all of us.

Come with us into the world of yoga – the practice of action with knowledge and wisdom - for living our lives naturally, when us and they disappear and become ‘us’. ☺

Kindness in words creates confidence, Kindness in thinking creates profoundness, Kindness in giving creates love - Lao-tse

*If you are planning for a year, sow rice,
if you are planning for a decade, plant
trees, if you are planning for a lifetime,
educate people.*

- Chinese proverb