

livelihoods

today and tomorrow

September 2010

Human Resources



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Happy Krishnaasthami! Happy Ramzan! Happy Ganesh!

Moderation returns! Prices rule! Festival celebrations take a beating!

Let us be grateful to all our teachers and remember them, starting with the first teacher – mother, the next teacher – father, siblings, teachers in the school, the friends, the children, the inspirers ... the list can be long. We also remembered the world teachers. We also dwelt into literacy, particularly women literacy. Let us be these teachers, mentors, mentoring leaders and entrepreneurial mentors!

We all, including the poor amongst us, need service providers. We need self-employed service providers. We need teams of service providers. We need people working in our micro-enterprises, individual enterprises, collective enterprises, business enterprises and social enterprises. Public enterprises, Private Enterprises and Community enterprises! Education enterprises! Health Enterprises! We need people in the community organizations. We need people in the support organizations. In the funding organizations and public organizations and their projects, programs and missions! We need volunteers, resource persons, part-time workers, weekend workers, piece-meal workers, full-time workers, etc. We need a variety of workers with various levels of qualifications, experience, knowledge, skills, competencies and resourcefulness. We need them at various levels – individual, household, group, village, federal institutions, and high above. We need people who identify, induct, train and support them. We need them for various tenures - temporary, short-term and long-term, We need generic management, generic support personnel. We also need specialist workers and professionals. We need them for social mobilization, for animation, for writing their books, for e-book keeping, for audit, for veterinary care, for agriculture extension, for credit linkage, for insurance care, for collective procurement, local value-addition, for marketing, for childcare, for eldercare, for teaching, for nursing, for documentation, for showcasing, for training, for demonstration and for being role models, for handholding, for planning and for working the plan, for mobilising resources and optimising them, for policy advocacy, for articulating people's needs and concerns, for being the spokesperson for them and for representing them. So on. These workers could come together for their solidarity, learning, security and meeting their needs.

India needs them in huge numbers. A million of them professionals/year and ten million of them as community professionals/year! Contrast this with 25 million youth entering the employment market every year. Contrast this with lakhs of engineering seats, management seats going unfilled. Contrast this with 80-90% of the educated youth not having employable skills and 3R – reading, writing and arithmetic – skills. Contrast this with 1000-odd development professionals produced every year. Where are the training centres? Who holds the perspective? Who will take charge of this gigantic agenda? There are issues of low remuneration, mindset of expected volunteerism and freework, not a first option for most etc. Satisfaction, happiness, and possibility of becoming human being are on the higher side. In this context, 'livelihoods' explored 'human resources' for development.

Nobel laureate Amartya Sen, "the Conscience and the [Mother Teresa](#) of Economics" continues his campaign of idea of justice for world with less/no poverty. Human and Institutional Development Forum (HIDF) is innovating and supporting the processes to develop human and institutional capacity in the development sector. Using Community Resources as the fulcrum of building the community institutions and their capacities is working on scale. Poor are taking charge of themselves. Entrepreneurial Madhura Chatrapathi builds and mentors micro-entrepreneurs towards building entrepreneurial India. Bob Garratt's 'The Learning Organization: Developing Democracy at Work' discusses the learning of the leaders, staff and the clients. A seminal management work that is more relevant to development.

With deeper appreciation of each human being as a human resource and way forward for augmenting competent and resourceful human resources to the poor double quick, I remain thinking of your travelling with our flow. Flow is life in the life, nature and universe.

A handwritten signature in black ink, appearing to read 'M. G.', with a horizontal line underneath.

G Muralidhar
the 'livelihoods' team

'livelihoods' team

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Human Resources	It is now established that poor can meet most of their needs by coming together. It is with this conviction many institutions of the poor are being promoted by the institutions that are working for the poor. Human resource, with appropriate knowledge, skills, abilities and aptitudes, is very crucial for not only delivering the goods and services for poor but also for the sustainability of these institutions. In this context 'livelihoods' tries to understand the variety of human capital required and the scale in which it is required to work with/for the poor in meeting the needs of the latter.	
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Response



Thank you for mailing August 2010. All articles are informative and widen the out look of persons involved in elimination of rural poverty.

With best wishes;
P.V.Subbaiah Choudary.

The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind
-Khalil Gibran



Banana Growers Adopt Drip Irrigation:

For the first time, banana farmers are adopting drip irrigation systems for banana tissue culture, thanks to Pune-based Jain Irrigation which is promoting it among the farmers in Anantapur district of Andhra Pradesh. Jain Irrigation is promoting high-tech banana plantations of export quality in the Rayalaseema districts of Anantapur, Kurnool, Kadapa and Chittoor. Farmers are going for banana plantation and the extent of cultivation is 5,000 hectares. The total extent of banana cultivation is about 20,000 hectares in Rayalaseema districts. Quality banana is being produced due to adoption of drip irrigation which ensures continuous wetting pattern. Farmers can cultivate three crops within 30 months whereas traditional banana crop takes 15 to 18 months for harvesting of a single crop. The average yield with the drip irrigation facility is 35 to 40 metric tonnes per acre. The State government through the Department of Horticulture is encouraging farmers to take to banana cultivation. Jalgaon, Sholapur and Pune in Maharashtra have massive banana plantations, apart from those in Gujarat, Tamil Nadu and Andhra Pradesh, which have a share in exports.

Court to Decide on 100 percent Quota for STs in Tribal Areas:

The Supreme Court recently referred to a Constitution Bench for hearing an important question of law as to whether 100 per cent reservation in posts for teachers could be made in favour of Scheduled Tribes in schools in scheduled areas. The special leave petition (SLP) was directed against a Full Court judgment of the Andhra Pradesh High court that upheld a Government Order, which provided for 100 per cent reservation for tribals. The Constitution Bench will also decide whether such reservation is in consistent with the basic structure of the Constitution or not. It will also consider the scope of paragraph 5(1), Schedule V — whether the exercise of power conferred therein could override fundamental rights; does the power extend to subordinate legislation; and does the provision empower the Governor to make a new law. Andhra Pradesh created about

1,500 posts of primary school teachers under the control of the zilla parishad or mandal parishad in villages where there were no schools. It issued a G.O. that provided for 100 per cent reservation of such posts for Scheduled Tribes. Though the State Administrative Tribunal quashed the G.O., the High Court upheld it. The SLP is directed against this judgment. It was submitted in the SLP that the High Court judgment was contrary to the basic structure of the Constitution. It was also contended that the G.O. was discriminatory as it affected not only the open category candidates but also other reserved category candidates. It said reservation under Article 16 (4) should not exceed 50 per cent.

Training for Tribal Women: The Tribal Co-operative Marketing Development Federation of the Government of India (TRIFED) will impart training to 200 tribal women living in and around Gopanari tribal hamlet in Periyanaickenpalayam Range of Tamil Nadu State in making products/materials that are in demand by TRIFED. The training is being imparted to these tribal women by Avanashilingam Jan Shikshan. The products that would be manufactured by tribal women would be painted handkerchiefs, embroidery works, tribal ornaments and jewels made of non-timber forest produces and soft toys representing the species of Western Ghats.

Land Soon for 2,000 Tribal Families:

The Kerala government is taking steps to distribute 1,000 acres to landless tribal families in Wayanad district of Kerala State by November. The government has already notified the land meant for the purpose on the basis of a report of the committee constituted for the purpose. The notification has been issued under the Kerala Land Acquisition Act and rules to avoid legal tangles in future. The Scheduled Tribe Development Department has released Rs.50 crore for the purpose. The idea was to complete all paper work during the local body election period and go for actual land distribution at the rate of 50 cents a family by November, 2010.

NABARD Pilot Project in the State of Tamilnadu to Improve

Agriculture Efficiency: The National Bank for Agriculture and Rural Development (NABARD) has launched a three-year pilot project in six districts of Tamil Nadu to make agriculture more viable by reducing inputs and labour costs while increasing productivity. Implemented in collaboration with the State Government, non-governmental organisations and the local community, the project would focus on major crops of the districts. The project has begun at Villipuram, Krishnagiri, Coimbatore, Ramanathapuram, Thanjavur and would commence soon at Sivaganga. The best farmers in the locality would be identified and measures to enhance the productivity per acre of land would be introduced. The project aims to reduce inputs costs by replacing the chemical fertilizers and pesticides, the indiscriminate use of which reduces soil fertility, with organic farming. Another initiative was to ensure farmers have better price realisation for their produce by eliminating the middlemen. Structures that provide a direct interface for farmers with consumers for select crops would be established in these six districts. This pilot project also aims at reducing farmers' migration to the cities.

Migrant Tribals Ask for PM's Intervention for Status in Assam:

Migrant tribal workers in Assam have asked Prime Minister Manmohan Singh to find a solution to their demand for recognition as tribals by the State government. About 80 lakh tribals from Chhatisgarh, Orissa, Madhya Pradesh, West Bengal and Jharkhand migrated to Assam to work in tea gardens several years ago and settled there. But they have not been given tribal status in Assam yet.

Centre Allays Orissa's Fears Over Polavaram Project:

The Centre has justified in the Supreme Court the grant of clearance for the Polavaram project in Andhra Pradesh, and said protection against submergence would be ensured. In its response to the suit filed by Orissa seeking suspension of work on the Polavaram Indira Sagar Project, the Central Water Commission (CWC), in its affidavit filed recently, said the final award of the Godavari Water Disputes

Tribunal in 1980 had settled all issues of submergence. The Centre noted that the Environment and Forests Ministry had accepted the project proposal in January 2009, asking Andhra Pradesh to ensure that there was no submergence of any habitation or forest area in Orissa and Chhattisgarh. Andhra Pradesh would construct embankments with adequate drainage arrangements to prevent submergence from backwater effect as well as reservoir submergence and consequent displacement of people in the two neighbouring States. The Centre said the Polavaram project was conceived as a multipurpose scheme providing irrigation to 4.36 lakh hectares, water supply to towns and villages en route, and generating hydel power with an installed capacity of 960 MW. The project envisaged construction of an earth-cum-rockfill dam.

Employment Scheme to be Implemented in 3 Stages in Tamil Nadu:

Tamil Nadu State government has decided to carry out in three stages the employment scheme for unemployed youth, announced by Chief Minister on Independence Day. District-wise job fairs would be organised. On the basis of educational qualifications of candidates and requirements of private industrial establishments, candidates would be selected. They would be trained by the establishments concerned, which, on completion of training, would absorb the candidates, according to an order issued recently. Those who have completed 10th or 12th standard would be provided with ordinary job skill training, while those holding engineering degrees or arts and science graduates/post graduates would be given training for highly skilled jobs. This year, one lakh youth would be covered under the scheme that would be implemented on a mission mode. A sum of Rs. 50 crore was earmarked. As on August 31, about 66 lakh candidates were waiting on the live register of employment exchanges. The department's project of networking of all employment exchanges in the State, the government announced that the exchanges would suspend registration, renewal, data updating, address change and nomination till

September 14. From September 15, registration, either online or directly at exchanges, would resume.

Andhra Pradesh Sanctioned Four Tribal Development Projects:

The National Bank for Agriculture and Rural Development (NABARD) has sanctioned four tribal development projects – NABARD Maa Thota projects- to the Andhra Pradesh State. The projects sanctioned to Adilabad, East Godavari, Nellore and Ranga Reddy districts by the bank's State regional office will benefit a total of 3,000 tribal families directly. Of Rs.11.58 crore sanctioned to these projects from NABARD's tribal development fund includes Rs.11 crore grant and Rs.50 lakh soft loan. The projects would be implemented in the backward villages with predominant tribal population and each tribal family would be given an acre for raising small orchards known as 'wadi' or 'Ma Thota' for sustainable livelihood. The projects to be implemented for seven years would also address basic needs of tribals like health, safe drinking water, women development and other livelihood activities. Each orchard on completion of gestation period is expected to give an annual income of Rs.18,000. The tribals would get grant for maintaining the orchards till they get the yield.

NABARD Aids 653 Projects Under Central Subsidy Scheme in AP:

The National Bank for Agriculture and Rural Development (NABARD) has so far assisted 653 projects in the Andhra Pradesh State with an outlay of Rs.454.3 crore, under the Central subsidy scheme on development/strengthening of agricultural marketing infrastructure, grading and standardisation.

Domestic Workers Demand Social Security Cover:

Exclusion of domestic workers from the social security scheme has led to protests in the Bangalore city. Domestic workers' joint action committee, a coalition of Domestic Workers' Rights Union, Karnataka Domestic Workers' Movement, Karnataka Domestic Workers' Congress and Cooks and Domestic Workers' Association staged a protest at the labour commissioner's office recently demanding implementation of the

scheme for domestic workers. The Unorganized Workers Social Security Act was passed in 2008 to provide social security cover for the unorganized sector. However, domestic workers are not benefiting from this. "According to the National Sample Survey 2004-05, there are at least 4.75 million workers employed in private households. In Karnataka, though there are no formal statistics, domestic workers are estimated at about 10 lakh. The state government completely excluded domestic workers from the scheme, though they represented a significant segment of the unorganized sector. The scheme framed is only applicable to darjis, dhobhis, hamals, drivers (auto, taxi, bus, lorry), hotel workers, and also those working in workshops. However, three neighbouring states like Maharashtra, Kerala and Tamil Nadu have included domestic workers within the purview of the scheme. Their other demands are registering domestic workers under the state board; giving them medical insurance, pension, maternity benefit and children's education; convening an emergency meeting to review the issue of provision of social security to vulnerable domestic workers etc.

NABARD to Focus on Encouraging Rural Innovation:

Fostering rural innovation that could improve agriculture and the lives of rural masses will be a thrust area for the National Bank for Agriculture and Rural Development (NABARD). A revolving fund assistance of Rs. 4.8 crore has been sanctioned to Pan IIT Alumni Reach for rural Poor (PARFI), a group of IIT alumni which is working towards promoting innovations in rural India, to set up 20 low cost training centres called 'Gurukuls' across India. It would impart vocational training to rural youth with assured wage employment in partnership with corporates. PARFI delivered an expert lecture on 'Innovation for Rural Poor'. More than 260 rural innovations had been funded by NABARD in the most backward regions of the country with Eastern India being in the forefront of Innovation. Madurai had witnessed many innovations such as Rural Marts for self-help groups, artisan clusters and farmers' clubs, which were field tested by NABARD in the Madurai district of Tamil Nadu

State.

Free Power Scheme Almost Over in Five Districts:

The Tamil Nadu Electricity Board (TNEB) would be completing within this month the implementation of a Central Government scheme that provides free electricity connections to all below poverty line (BPL) families in the five southern districts of its Madurai region. Of the 18,452 connections targeted in the five districts under Rajiv Gandhi Grameen Vidyutikaran Yojana, only 298 service connections remain to be given. The scheme has been completed in Dindigul, Madurai and Theni districts with 296 connections pending in Ramanathapuram and two in Sivaganga. Execution of the project began in Madurai Region during March last year. The list of BPL families without electricity connections had been obtained from the respective district administrations. The scheme was being executed at an estimated cost of Rs. 72 crore. Financial support for the project was being provided by the Centre through the public sector funding company, Rural Electrification Corporation.

Cancer Care Centres Under Arogyasri:

Andhra Pradesh government will set up comprehensive cancer care centres in seven of its hospitals in the State, 16 palliative centres in as many districts and comprehensive trauma centres in six teaching hospitals, all under Arogyasri health insurance scheme.

World Bank Provides \$220 Million to Rebuild Kosi Flood-Affected Areas in the Indian State of Bihar:

The World Bank approved a \$220 million credit to support rebuilding efforts in areas affected by the 2008 Kosi floods in the Indian state of Bihar. The Bihar Kosi Flood Recovery Project will finance flood recovery efforts through the reconstruction of about 100,000 houses, 90 bridges and 290 kilometers of rural roads. It also aims to reduce future oriented risks by strengthening flood management capacity, restoring livelihoods, and improving the emergency response capability of the state of Bihar through a provision of contingency funding. The 2008 floods affected about 3.3 million people in five districts of Bihar. About one

million people were evacuated, 460,000 people were provided temporary shelter in 360 relief camps, and more than 500 people lost their lives. Thousands of families dependant on farming lost land due to siltation, and massive damage also occurred to housing and infrastructure. Overall, the vulnerability of the population greatly increased, in particular for those living below the poverty line and the landless. In fact even two years after the disaster happened, it is still an emergency situation. The project has five key components: Owner driven housing reconstruction, reconstruction of roads and bridges, strengthening flood management capacity, livelihood restoration and enhancement and improving emergency response capacity. The credit is from the International Development Association (IDA) – the World Bank's concessionary lending arm – which provides interest-free loans with 35 years to maturity and a 10-year grace period.

NABARD Assistance to SHGs in Marketing their Products:

In an effort to give a fillip to sale of products made by Self-Help Groups (SHGs) in the Tamil Nadu State, the National Bank for Agriculture and Rural Development (NABARD) helps the groups market their products at exhibitions and during festival seasons. Last three years, the NABARD has been organising exhibitions in Chennai during Navarathri festival. Last year, 28 stalls were put up by the groups and they had total sales of Rs. 10 lakh. At least one group participates from each district in the Tamil Nadu State. Shopping is high during festivals and this is an opportunity for the SHGs to market their products. The groups display any product made or marketed by them. Volume of sales depends on the marketing skills of the groups and their products. One of the groups that participated in the exhibition from Coimbatore registered nearly Rs. 1 lakh sales at one of these exhibitions. The NABARD also organises accommodation for the SHG members who participate in the event. The Small Industries Product Promotion Organisation, promoted by the NSIC and the TANSIDCO, has proposed a similar event (Coimbatore

Utsav 2010) this year. It proposes to have about 150 stalls to promote products made by SHGs supported by the NABARD. It has sought financial support from the bank for this. The NABARD also extends financial assistance to SHGs for skill training and to establish permanent outlets for their products.

Himachal to Get Agriculture Award:

Himachal Pradesh will be conferred upon the prestigious State Agriculture Leadership Award 2010 for its outstanding policy initiatives and performance in agriculture development. The Award would be presented on September 29 during the Agriculture Leadership Summit in New Delhi. The Award has been finalised by the National Awards Committee headed by former Haryana Governor A. R. Kidwai. The panel also included father of India's green revolution, Prof. M. S. Swaminathan.

Farmers in Drought Hit Districts to Get Diesel Subsidy:

Farmers in drought hit districts in this unusually heavy rains monsoon season will get a diesel subsidy of Rs 500 per hectare, agriculture minister Sharad Pawar announced recently. The Centre has earmarked Rs 500 crore for the spends on some 78 districts countrywide that are affected including 11 in West Bengal, 28 out of 38 in Bihar and all of 24 districts in Jharkhand.

Plan to Improve Infrastructure for Forestry Project:

The Rajasthan Government plans to improve infrastructure to facilitate effective implementation of second phase of an ongoing Japan-sponsored forestry and bio-diversity conservation project in the State. Community participation is also going to be a key ingredient of the project's new phase. The project's second phase would be crucial for livelihood of the local communities, while this year's good monsoon rains would set the tone for its successful implementation. The project structure into a local self body and implement it under the Rajasthan Societies Registration Act, 1958. The desert State will get a financial assistance of Rs.1,200 crore from the Japanese Government under the second phase of the ambitious project. ■

Finding Solutions to Poverty - Amartya Sen

A distinguished economist and Nobel laureate Amartya Sen needs no introduction. He is known as "the Conscience and the Mother Teresa of Economics" for his work on famine, human development theory, welfare economics, the underlying mechanisms of poverty, gender inequality, and political liberalism.....

Amartya Kumar Sen, an eminent Indian economist and philosopher, was born in Shantiniketan, West Bengal (then Bangladesh) on 3rd Nov 1933. Amartya hails from a distinguished family. His father Ashutosh Sen was a professor of Chemistry at Dhaka University who later became Chairman of West Bengal Public Service Commission. His maternal grandfather was a close associate to the poet Rabindranadh Tagore. Since he had such a diverse background, he was influenced a lot by all those who were near and dear to him.

Sen began his high-school education at St. Gregory's School in Dhaka in 1941. His family migrated to India after following the partition in 1947. Sen studied in India at the Visva-Bharati University School and Presidency College, Kolkata where he earned a first rank in his B.A (Honors) in Economics, and emerged as the most eminent student of the well known batch of 1953. He completed his PhD in Economics from Trinity College in Cambridge. When Sen came to India on a two year leave, he worked as a professor and Head of Department of Economics at Jadavpur University, Calcutta. It was his first appointment at the age of 23. After his two year leave, he returned to Cambridge to complete his PhD in 1959. Subsequently, Sen won a prize fellowship at Trinity College- which gave him four years of freedom to do anything he liked; during which he took the radical decision of studying philosophy. That proved to be immense help to his later research. At that time, Sen got the opportunity to meet economists, and was able to learn a lot from them.

He taught at Massachusetts Institute of Technology, Stanford, Berkeley and Cornell as a Visiting Professor between 1960 and 1961. He also taught economics at the University of Calcutta and at the Delhi School of Economics, where he was a Professor between 1961 and 1972. Then, he joined the London School of Economics as a Professor of Economics, where he taught until 1977. After that, he taught at the University of Oxford, where he was first a Professor of Economics at Nuffield College, Oxford. Then, he worked as the Drummond Professor of Political Economy and a Fellow of All Souls College, Oxford till 1986. Then, he joined Harvard as the Thomas W. Lamont University Professor of Economics. In 1998, he was appointed as Master of Trinity College, Cambridge. In January 2004, Sen returned to Harvard. He is also a contributor of the Eva Coloni Trust at the former London Guildhall University. In 2007 he was appointed as chairman of Nalanda Mentor Group to steer the execution of Nalanda University Project, which seeks to revive the ancient seat of learning at Nalanda, Bihar, India into an international university.

Sen's research papers in the late 1960s and early 1970s helped in developing the theory of social choice. In 1981,

Sen demonstrated in his book "Poverty and Famines: An essay on Entitlement and Deprivation" that famine occurs not only from lack of food, but also from inequalities built into mechanisms for distributing food.

In addition to his important work on the causes of famines, Sen's work in the field of development economics had considerable influence in the formulation of the Human Development Report, published by the United Nations Development Program. Sen's revolutionary contribution to development economics and social indicators refer to the concept of 'capability' developed in his article "Equality of What." He argues that governments should be measured based on the concrete capabilities of their citizens.



Sen devised methods of measuring poverty that yielded useful information for improving economic conditions for the poor. He did theoretical work on inequality and explained why there are fewer women than men in India and China; despite the fact that in the West and in poor but medically unbiased countries, women have lower mortality rates at all ages, live longer, and make a slight majority of the population. Sen claimed that this skewed ratio results from the better health treatment and childhood opportunities which afforded boys in those countries.

Governments and international organizations handling food crises were influenced by Sen's work. His views encouraged policy makers to pay attention not only alleviate immediate suffering but also to finding ways to replace the lost income of the poor.

As token of his achievements, he was honored with various prizes. His greatest accolades were a Nobel Prize in Economic Sciences for his work in Welfare economics in 1998, and the Bharat Ratna in 1999. Time magazine listed him among the 100 most influential persons in the world as of 2010. In the course of his life, he has received over 80 honorary degrees from various reputable universities around the world. He set up Pratichi India Trust and Pratichi Bangladesh Trust; both are aimed at specific deprivations of illiteracy, lack of basic health care, and gender inequality—especially at the child level.

Amartya Sen is an exemplary person who achieved much in the course of his life. Even today, at the age of 76, he continues his research on famine, poverty, gender inequality, political liberalism, etc. He strongly believes that there is no such thing as an age limit when it comes to important topics such as human resource development. With lots of hard work and effort, he succeeded in making significant changes to the contemporary world. ■

Community Resource Persons

Many voluntary organizations and foundations are implementing various poverty reduction programs across the country since many years. Sustainability of the results of these interventions depends on many issues in which the strategy of using Community Resource Persons (CRP) is considered as the best strategy by many organizations. The CRP strategy is extremely effective for social mobilization, as a CRP's experience-sharing has a huge –often life-changing -- impact on women since they speak from their personal experience.

During the course of various interventions and activities it was felt by the communities and the organizations to formulate certain strategy where people from the community and from outside needs to be identified and trained to support the community at various levels. It was thought that the people from the same community can easily understand the basic problem and also can convince the people. Poor people also rely on the own community people's words than others who come from outside. So selecting people from the same community and train those to make the projects succeed is the strategy that voluntary organizations and institutions are adapting. There after it had been developed as a strategy by several organizations across the country for sustainable rural development and make the community self dependent in long run. Gradually this has become an acceptable idea and seen as an intervention in the field of rural development.

CRP strategy is a community to community cross learning approach. The women, who came out of poverty by participating in SHGs, supported strengthening her own SHG and become as a role model to SHG/community share her own experiences/her group experiences with other women to bring positive changes in their life. CRPs are the members who were poorest of the poor earlier and came out of poverty and who are having good track record as a member of SHG and their federations. Also they should be able to devote their time and effort into inspiring, motivating and mobilizing other poor women into organizing themselves. This is a major strategy by which organizations can overcome the shortage of adequate professionals and can overcome the handicaps of the scale.

The strategy not only benefits the poor communities but also benefits the CRPs themselves by offering them attractive remunerations. The CRPs are generally paid on the basis of the number of days they worked. Their remuneration depends on area of their operation. There are CRPs who generally confine to a block or district while some other CRPs work in other districts and also in other states. There are CRPs who are considered as the best trainers in social mobilization across the country and are highly paid for their services.

One organization that is extensively using this CRP strategy is the Society for Elimination of Rural Poverty (SERP) of Andhra Pradesh. This government promoted society, which is implementing the major poverty reduction



program Indira Kranthi Patham, is using CRPs to take its various programs like building institutions of the poor, health and nutrition, marketing, food security etc. to the grassroots level effectively. SERP sends CRPs to the villages in teams of 2-5 members. The CRP teams stay in the villages for certain period of time and complete their prescribed agenda in the village. During their stay the CRP teams identify some local SHG women who have the potential to become CRPs and orient them towards the program who later become internal CRPs and continue the program in their respective villages.

Rajiv Gandhi Mahila Vikasa Prayojana is another organization that follows this CRP strategy. RGMVP's CRP strategy pinpoints Internal CRPs as the main agents of social mobilization in the new blocks and districts where it starts working. Internal CRPs have been inducted into the newer blocks to scale up the process of inclusion of the poorest of the poor into the SHG institutional model. Fully equipped with training material, each team spends 15 days in a village, trains the poor women on reasons for poverty, on formation of SHGs, opens bank accounts for the new SHGs, facilitates discussion on best practices, identifies internal animators and book-keepers, facilitates the formation of village level federations, and saturates the village before moving out.

The strategy of Community Resource Persons has become important to cover massive outreach, to build large social capital which is available within the communities, to develop sensitive support mechanism and to learn effective lessons from peers, to promote sustainability of people's institutions and to have multiplier effect on the quality of performance. ■

People's Professionals!

Now, it is time of festivals! Celebrations have been hit by increased prices!

People remembered their great teachers on Teachers' Day!

As we live the month, International Literacy Day (8 September), International Democracy Day (15 September), International Engineers' Day (15 September), International day of Preservation of Ozone Layer (16 September), and Peace Day (21 September) pass by.

Krishnaasthami, Ramzan, Ganesh Navaratri and Immersion! The festival livelihoods have been hit. We were told only half of the Ganesh idols were sold this time around. The sizes were small. The crowds were less. The days before immersion were far less than nine for many.

The month that went by continued to explore perspective plans. Employment continuum, Sustainable Agriculture, people's institutional architecture and dedicated support structures/institutions, Rural Development Management – Theory and Practice, Drifting Missions, Identifying Poor, Poorest and Vulnerable, Seeing impacts on them, Planning for them, for their organizations and for their support organizations, were all there in the month.

Being a teacher to young men and women helps to inspire and influence. Their achievements become the source of vicarious joy for the teacher. If some of them do not make it to the league first time, it could cause some initial pain. It is important that we remain available to get over the initial hurdles and ordeals.

The framework for implementation of National Rural Livelihoods Mission for it to be rolled out in the states and union territories has reached last mile. NRLM itself is expected soon, may be before Gandhi Jayanthi and the launch of Commonwealth Games. This expectedly flexible framework is being frozen with wide-ranging consultations over three months now. National management team for NRLM is coming in. Pool of national resource persons and resource centres/organizations is growing. States have, more or less, fielded their core teams for NRLM processes in their states. They have begun their work on drawing perspective plans based on their current situation analysis. The donors have begun to chip into NRLM effort. Support agencies are joining hands towards this gigantic effort. Convergence and Partnerships are being discussed widely across the stakeholders. A vision of a billion poor families being out of poverty in a decade with not less than Rs. one million million (1000 US billion), NRLM has generated deep hope and promise across the country. Delivery may not belie this hope and promise!

India needs to gear up. Between half-a-dozen of development programs/missions in the country, it needs a million+ development/livelihoods professionals over a

decade and a lakh of them every year. After the health professionals, education professionals, the next tribe that has to grow is this. Governments, can you enable them to grow? Of course, these are required in support structures, these are required in the people's organizations and these are required in social enterprises. Some of them need to become self-employed too.

Not enough. India needs 10 million community professionals/resource persons! A million every year! Some to work with community organizations, some to lead and/or govern the community organizations, some to be community paraprofessionals and some to be community resource persons, and at various levels. Some of them will be the future leaders of India.

Millions of institutions of the poor are emerging. They are getting strengthened. They are meeting the needs of the poor. Universalization and saturation is the mantra. Do not

leave anyone who needs should not be left out of mobilization. Participatory informal groups, direct democracy primary organizations and representative higher tiers, second generation collectives and collective enterprises ... augment own

collective funds through savings, increase access to credit at fair rates, increase incomes, reduce their expenditures, increase employment, increase proportion of consumer rupee for poor producers and risks diversified and managed with insurance coverage and mutuals. An organized new bottom of the pyramid, with bargaining power and solidarity! Owning their demand and owning most of the supply! **A silent movement is in the making!** Let us make it happen smoothly! Or get crushed and crumbled under it!

India needs to gear up. It requires training infrastructure. It needs trainers, trainers of trainers. It needs mentors and inspirers. It needs curriculum, material, processes. It needs to use physical, distant, and virtual methods. The recruitment and selection processes need to be fine-tuned and large-scale processes need to unfold. Competency-based selections have to become a necessary part of these. Immersions that call for staying with for long-periods of time, instituting de-selection methods, inductions that discusses theory and practice together, what, how and why with the inductees, exposure visits, audio-video-written documentation and dissemination of the best practices, handholding processes, piloting, review, learning and planning processes, leadership development and support processes etc., have to be done on scale and the resource persons for that need to be made available. Knowledge management and dissemination portal(s), books, magazines, radio and television channels that focus on development and livelihoods are also required.

Remuneration to the professionals and community professionals has to align with the recent increases in

Perspectives

G. Muralidhar

remuneration to law makers and earlier to government servants. Only then, we can think of talented individuals coming into development sector and stay put.

Amidst this buzz on mobilizing poor and supporting them, we cannot ignore simple life for all in general and non-poor in particular. Poor are requesting them, not to make the life complicated, boring, and sad and unhappy. Simple life includes:

- * earn hunger and eat local; earn sleep and sleep in fresh air; take enough rest and find variety in works; get up early to reach work fresh and active;
- * say no, if required; slow down and delegate/ outsource; have less; spread out big challenges;
- * focus on the day; worry about things you can do something about it; forgive and be kind; throw away the ego;
- * keep mouth shut and listen; find time to be alone; have friends; read books; smile, laugh and laugh more; be playful, at least a few minutes a day; listen to soft music;
- * plan and work the plan;
- * remember that you are not the general manager of the universe and be grateful to the universe for the life you have.

Richard Moron has listed many rules for success of the career professionals. Many of them are relevant for development professionals too. These include: Celebrate small victories too, as often as possible; Keep track of what you do - someone is sure to ask; Write down ideas; Assume no one can keep a secret; Know when you do your best— morning, night, under pressure, relaxed - schedule and prioritize your work accordingly; choose pay cheque, rather than the size of the office; When stressed, take a deep breath and ask - in the course of human events, how important is this? Deliver your work only when it is finished; and Visit a first generation entrepreneur first, if the urge catches up with you.

Recent NCAER study on earnings and spending reveals that high income households (47 million earning more than Rs.1.8 lakh per annum) outnumbering those in the low category (41 million earning less than Rs.40,000 per year) for the first time at the end of 2009-10. Interesting! As ever, the middle income class (140 million; 62%) continued to grow. That would mean we have people in income tax bracket exceed the poor. Over the past decade, high income group has more than tripled. The % of poor has decreased to 20% from the previous figure more than 30% +. Interestingly, middle class buys more than the upper class when it comes to household items. Further, poor are catching up faster with them. Juxtapose this with the Tendulkar's Committee report. In 2005, India has 42% rural poverty. India is gearing up for doing a poverty counting from 2011/12. It is fine-tuning the methodology,

may be a participatory methodology, for the same. Hope the process finalized catches the poverty of multi-dimensions with less scope for poor, poorest, marginalized and vulnerable being left out and non-poor paraded as poor.

Basix and Vijay Mahajan have reflected on the work done by them over the past 15 days. In some sense, it brings about the growth of microfinance sector in the country. Their contributions in demonstration and policy formulation in rural finance, micro-finance including SHGs, MFIs, Bank Linkages, financial inclusion, insurance, livelihoods are significant. Vijay continues to be a leading civil society leader and BASIX and Vijay are established as micro-finance leaders in the country. This reflection report can begin processes for honest and deep large scale reflection in the civil society on one hand and microfinance sector in India on the other. This is of big use in the light of discussions about convergence and partnerships for large-scale mobilization of the poor in the country.

Human resources being available with knowledge and skills are not enough. They need to lead and they need to give. They need to love. They need to work with the poor and become accountable to them.

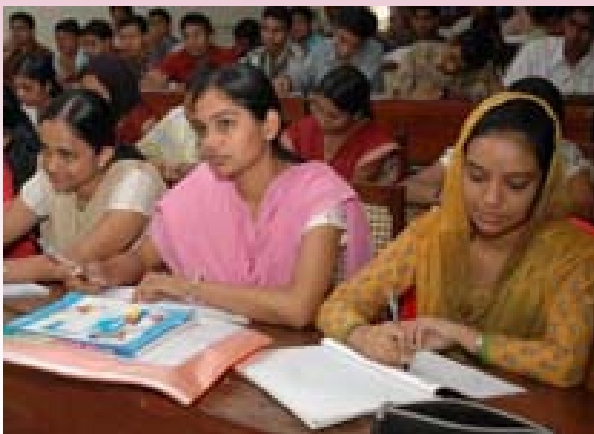
Human resources being available with knowledge and skills are not enough. They need to lead and they need to give. They need to love. They need to work with the poor and become accountable to them. Of course, they are knowledge workers. They need to combine people's knowledge, their own knowledge and the knowledge that is outside and offer it to the people to make choices. They need to listen and respond with needed knowledge that is authentic and relevant with care and love. We need mentors, teachers, guides and trainers with

skill and competence to build these professionals with care and love. These professionals are always aware of their existing current task soon. They need to leave a legacy of the continuity of their effort behind. They need to lead them into visioning and planning. They need to be resourceful to give resources with care and love. They need to help us change our contexts and the rules that govern us our contexts. They need to offer services with care and attention. They have to be happy people. Of course, they need money. But, they would not compromise on learning and giving with care and love. They need to be learning professionals. They need to be loving professionals. They need to be leading professionals. They need to be professional professionals. They need to be effective and efficient managing professionals who care to give time, energy and ability with care. Some of them need to be building them as the principal agenda.

Can we be them? We need to live to love. We need to love as long as we last. Till we live a legacy. Legacy of love! Let us inspire and persuade more and more best minds to be them. To love, care and give more and more. Let us together be the professionals of the people, and for the people. People deserve the best. Some of us can be the **leading leaders and professional leaders to ensure that loving caring giving collective servant leadership with professionalism works in the country. Let us lead to serve, love and care.** ■

Human Resources

It is now established that poor can meet most of their needs by coming together. It is with this conviction many institutions of the poor are being promoted by the institutions that are working for the poor. Human resource, with appropriate knowledge, skills, abilities and aptitudes, is very crucial for not only delivering the goods and services for poor but also for the sustainability of these institutions. But the gap between the demand and supply of human resource on this front is quite conspicuous. In this context 'livelihoods' tries to understand the variety of human capital required and the scale in which it is required to work with/for the poor in meeting the needs of the latter.



The achievement of sustainable and equitable development remains the greatest challenge facing the human race. Despite good progress over the past few generations, billions of people still live in acute poverty and suffer with grossly inadequate access to the resources—education, health services, infrastructure, land and credit, that are critical for improving the basic quality life. The essential task of development is to provide opportunities to these people and increase the reach of opportunities. David McClelland in his book “The Achieving Society” examined the factors contributing to the economic development of various countries in the early twentieth century. Based on his research he analyzed that the countries that have advanced economically, showed the evidence of human resource development activities as an integral part of the system. According to the World Development Report of 1980, the development of any country depends upon the quality of human capital and human development activities undertaken.

Developing the capacities of the people is the essence of any human resource development effort and it is an important goal of all other development activities like plans, policies and programmes. All forms of development i.e. social, economic, technological and agricultural are ultimately meant to serve the people in terms of improving their happiness through better standards of living. Human resource development holds the key for economic development through enabling people to become more productive. As economic development of any country depends upon the development of the population, many developing countries are becoming increasingly aware of the need to involve people through participation, empowerment and better access to opportunities. The objective of HRD is to develop competencies in individual, groups and collectives.

Developing competencies is a never-ending process because competency development is the driver of development for any nation. In economic terms, HRD in the early years (1950-60) was equated with human capital formation. The basic philosophy underlying this fact is that human resources are the most important assets and can be developed and increased to an unlimited extent. Currently, for most of the developing countries, HRD strategies are focusing on the alleviation of poverty to the most possible extent. For this purpose, investment in education and health services at the basic level and creation of employment and self-employment opportunities at the later become very critical. HRD is the need of any nation, which wants to be dynamic and growth-oriented to succeed in the fast changing environment. Countries can become competent in the global environment, only through the competency development of the human resources.

The interesting HRD paradox in the 21st Century in India is that it is the second most populous country in the world and yet facing manpower crunch in most areas of its activity. There must be something terribly wrong with the way we have been managing our human resources. Despite a population of over 1.2 billion, and the fact that India has the world’s youngest population with large number of people in the working age group, India is still



facing an enormous shortage of employable talent and skill. India’s public hospitals do not have adequate number of medical and paramedical personnel; there are not enough skilled engineers to build rail routes bridges, roads, or teachers in schools and colleges. Further, India’s rapidly growing IT enabled service sector, manufacturing sector and financial services sector are not able to hire as many people they would need. There is a shortage of technicians, mechanics, plumbers, electricians and the list goes on.

The human resource paradox of India has not left the Indian poor untouched. We need educated, skilled and affordable human resource in large numbers working towards delivering goods and services for poor and their organizations. But the gap between the demand and supply of human resource on this front is quite conspicuous. In this context it would be worthwhile to understand the variety of human capital required and the scale in which it is required to work with/for the poor in meeting the needs of the latter.

It is now established that poor can meet most of their needs by coming together. And hence many organizations are promoting institutions of the poor. Self Help Groups and Joint Liability Groups are growing around thrift and credit. There are tiers of collectives in their federal structures. We have occupation based collectives such as weavers’ cooperatives, fishermen cooperatives, dairy cooperatives etc. We have credit cooperatives, craft cooperatives and cooperatives under new Mutually Aided Cooperative Societies Act (and similar Acts). Trade unions, associations, trusts etc are there to meet the diverse needs of people. Producer companies are emerging. Whatever is the form and function of these institutions, the centrality is the member.

These institutions of the poor need professionals who can support them in the management of these institutions. Out of a total number of 25 crore households (approximately) in the country, if we assume that 10 crore households are in poverty (with an assumption of 40% of Indians are poor) we may require at least 4 lakh professionals (at a rate of one per 2500 families) to support these poor households in their efforts to coming out of poverty. We also need a minimum of 10 lakh internal animators (at a rate of one per 100 families) to help the poor and their institutions at grassroots level. Further, we need para professionals who can offer varieties of services that are required by the poor.



Various kinds of institutions of the poor are engaged in diverse activities such as health and nutrition, education etc. Currently many institutions are focusing on enhancing the livelihoods of the members by providing required support services. Unlike other activities, the livelihood activities are too large to attempt for any standardisation and systematisation. Then the moot question is do we have people who can support/ facilitate these diverse livelihood activities? There are hundreds of livelihoods that we can see in any village. There are people who cultivate different varieties of crops, who do horticulture/ floriculture, who are casual labour, who do stone cutting, who do weaving etc. Are there people who can appreciate and support these livelihoods in total? It is anybody's guess that no person can master the entire value chain of any livelihood including the experts and hence the institutions of the poor may not require experts/ specialists to support them in their livelihood activities. In fact, they may not afford them. Hence they need generalists (in lakhs of numbers) who can analyze the existing livelihoods of the poor by comparing their practices with best practices and identify the gaps and opportunities on which they can work on for betterment of their livelihoods. Further, there is a huge lacuna in the provision of support services for the livelihoods of the poor. Extension services are minimal to absent in many places for any kind of livelihood activity. The institutions can engage people who can provide these services for a fee.

Apart from this, these institutions need strong leadership for taking them forward so that the members of these institutions access the services of all other formal institutions to come out of poverty. Though many institutions are able to find suitable first generation leaders there is a huge gap in identifying and mentoring the second and third generation leaders which is hampering the progress of these institutions. The organizations that are promoting the institutions of the poor are also mostly focusing on building the capacities of these first generation leaders and are not focusing on identifying and nurturing the second and third generation leaders for these institutions which is a huge threat to the sustainability of the institutions.

On the other hand, there are NGO's and voluntary organisations (nearly there are 14000 NGO's registered under Foreign Contributions Regulation Act and in all 30000 in india) which act as intermediaries between donors and the poor, work on empowerment and help form CBOs to campaign for more rights from the state, and provide training and consulting services. Further, there are foundations generally registered under the Indian Trust Act or Bombay Public Trust Act. These foundations in India may be classified into two types: Grant making foundations and Operating or Service delivery foundations. Some of the foundations are:

The Ratan Tata Foundation, Birla Foundations, Nannadi Foundation, Reddy Foundation, Godrej Foundation, Azim Premji Foundation, etc. The organisations in the social and development sector have grown into leaps and bounds in the 21st Century. Therefore, there is an increasing demand for the human resource in the social and development sector. It has happened in spurts in the past. It has happened elsewhere in the world. But the trend is now strengthening in India. If one follows the recruitment patterns of the social and development sector in the country, one will see a perceptible change in its workforce profile. At least 0.3-0.5 per cent of the country's workforce is in this sector, and according to experts, there is significant increase in the number of engineering and management graduates opting to work for the not-for-profit organisations. This is apart from professional filmmakers, designers and mass communication graduates that constantly seek to satisfy their creative urges here. Further, the hiring pattern has changed both qualitatively and quantitatively due to the transformation to the increased flow of funds from donors to the voluntary sector and the Government and a stronger inclination of the Government to implement projects through NGOs and Community Based Organizations working for the poor. Therefore, the overall demand for people in this sector has gone up. On the flip side, the scope of work in these institutes has also enlarged to include more technical work, thus calling for absorption of technical graduates. But this trend also points to one niggling factor: Those institutes that are in a position to afford competitive remuneration to MBAs do hire their services and it is also true that they are hiring MBAs to inculcate professionalism as it exists in the corporate sector. However, one questions the quality of these professionals. Do MBAs from top business schools come to work for the poor? In most cases, they have the degree, but not the same level of expertise. At the same time, another development is taking place simultaneously: senior managers, having an MBA degree from top business schools, leaving their corporate job and opting for the institutes of the poor. However, doubts about top-class professionals opting for jobs in the social sector are answered by looking at the trend of past three year's summer placement preferences at the Indian Institutes of Management. About 20 students from the Institutes in Ahmadabad, Bangalore and Kolkata and the Indian Institute of Technology, Mumbai, have chosen to go for an internship at the National Kidney Foundation, an NGO based in





Singapore. Further, one can notice a trend that these organisations in the social and development sector has previously recruited students from top B schools in the US. In India, in the past, organisations such as Green Peace Foundation, Action Aid, Basix and Public Affairs Centre have approached the Institute for talent either for summer placement or lateral placements. For instance, CRY — which is in the field of consumer marketing — needs professionals with brand building skills and has recruited MBAs even in the early 1990s. Further, Joseph Thomas, Project Manager, Sustainable Access in Rural India (SARI), a project to bring Internet access to rural India using indigenous technologies, says this recruitment trend is nothing new. "They have been recruiting professionals and qualified people for quite some time now." Big business houses have promoted NGOs to work in different fields — science and technology, rural development, social development, energy, etc and they naturally look for qualified manpower.

Moreover, International funding agencies like World Bank, United Nations Development Programme (UNDP), International Fund for Agricultural Development (IFAD), are more comfortable with the autonomous societies or institutes that are especially established for implementing the various projects that have qualified people with high calibre. Even the flagship programmes of the Government of India like Swarna Jayanthi Gram Swarozgar Yojana (SGSY), National Rural Health Mission (NRHM), Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) and the ready to launch National Rural Livelihood Mission (NRLM) requires people who are committed, dedicated to work for the poor. So does this mean that voluntary work, which used to be a pastime for housewives with a philanthropic bent of mind, has changed into a pulsating new profession with lot of exciting growth possibilities, especially those that are technology-driven? What is their job role in the social and development sector? The work is primarily managing the affairs including implementation of projects. Experts say some also fit well with jobs in research areas, depending on their basic education and aptitude. Another emerging area is human resources management. Take the instance of the NKF, which is 'not run like an NGO'. In other words, it is managed like an efficiently managed company with a lot of fund raising activities. NKF has the largest fund

collecting outfits in this part of the world. And most of the funds are raised through TV shows and live events. These MBAs are expected to put together pretty much the same media, communication and a direct marketing plan, NKF is also looking at final placements from IIM, Bangalore. And career growth is unlimited with distinct possibilities of such professionals rising to the very top depending on their application, commitment and diligence. Some professionals work for the institutes of the poor in the beginning of their career and then move onto the corporate sector, and vice versa. This trend is expected to strengthen as many in the corporate sector are looking for people having background in the social and development sector as the meaning of public relations has changed considerably in recent times. Further, a number of professionals are also on sabbaticals for pro bono work. Even medium-sized companies now want to have a hand in social development — it could be through an employees' association, helping charity, or starting a school, or hospital or an extension agency for farmers.

Further, if one looks at Ma Foi Management Consultants Ltd., a Chennai-based manpower consultancy agency recruitment trend, NGOs typically look for someone with counselling skills, someone with a psychology or personnel management degree or masters in social welfare. Even in Ma Foi's London branch is headed by, Mustafa an XLRI graduate - who worked for some years with an NGO called Pradhan for quite some time. There are a few medical NGOs - that recruit doctors and nurses. One can point out that most institutes in the social and development sector operate with a skeletal core group and a large base of part-time volunteers. Working in social and development sector is not seen as a serious career option yet. It does require people with a different flavour and temperament. Although it involves sacrifices — one doesn't get corporate perks such as cars, housing etc — there is some attraction there is value seen in working for social causes. Besides many foreign-funded NGOs (Ford Foundation), World Bank, UNDP do pay fairly competitive remuneration — and there are other bonuses such as opportunities to go abroad, attend seminars/symposia, earn media recognition, etc. However, here are grey areas that could be useful pointers to the issue. One should remember that many institutes of the poor have burnt their fingers after hiring management graduates. The reason for this is that there isn't a fit most of the times. A management graduate does not have his finger on the pulse that's throbbing in the voluntary sector. What works in the corporate sector may work here but with differences. The hard and fast rules of buy and sell do not gel here. People who join such organisations may not be ideologically committed to empowering weaker sections. The primary motivation is to use their skills. It is incidental that it involves helping disadvantaged groups of some kinds. But perhaps there is nothing wrong with that since one has to have a lot of professionals available. On the other hand, the scenario has changed considerably in the social and development sector with profit no longer being word of taboo 10 years ago. Now sustainability is important. For this it's important to have the right personnel and perhaps management graduates could just fit into the jigsaw puzzle that had the 'profit' space vacant and gaping. Of course, the marginalisation is closing and the

polarisation is less pronounced. There's plenty of room for these professionals and there are opportunities for give and take from both sides. And we are also seeing the drying up of funds in the sector and realise we cannot depend on aid forever. Therefore, a career in cause related marketing is a very realistic option in the sector. However one points out that the fact that the foundation for this should be laid at the professional colleges itself. The courses should be made part of the curriculum. They should be made to understand the supply-demand mechanisms of the social sector. Though management courses at the IIMs do not boast of any special electives in voluntary work, they do some kind of orientation in one subject devoted to Indian society and spirituality. Some of the institutes that are actually training their students in the area as the scope of work of the voluntary sector have diversified; many professional schools offer special courses. Tata Institute of Social Sciences, Institute of Rural Management, Anand (IRMA) has a number of such electives as also Indian Institute of Forest Management (IIFM) and the Indian Institute of Health Management Research (IIHMR,) Jaipur. Even Ministry of Rural Development is offering PG Diploma in Rural Development through its premier research institute National Institute of Rural Development located in Hyderabad. Indira Gandhi National Open University (IGNOU) and NIRD in collaboration with Central University of Hyderabad are offering distance education courses in Sustainable Rural Development. Further one need to question, does it require a different kind of mindset to opt for a career in the voluntary sector and how many young professionals actually possess this inclination? Experts in this field say that the first and the most basic necessity is motivation, which often is the best compensation for the right person. Inclination to do voluntary work is helpful as the work involves extensive fieldwork, travelling and communicating with a wide cross section of people from diverse backgrounds. Some young professionals have it in them but some others view it as a stepping stone for greener pastures. This work requires a different kind of orientation which most of them have before they enter the Institute. Most of them have their career paths chalked out and come here for professional qualification. Remuneration is one area that needs a lot of bolstering in the social and development sector, but there are some who have started giving good salary to professionals, though not on par with corporate sector. Over the last decade, the voluntary sector in India has realised the meaning of the term: if you give peanuts, you will get monkeys. The remuneration is at par with the corporate sector as far as international donor agencies are concerned. Salary levels are not strictly comparable with what is available in the corporate sector but they come close enough to attract a certain kind of talent. For many NGOs, the Pay Commission recommendations are some sort of a guideline/baseline — especially because there are a number of government-funded projects also.

Further one need to question is this a committed career option or do some of them see it as a stepping stone to success in other areas? However, one need to note that those committed to voluntary work would get into the sector. If one is the sort who wants to move on to the



corporate sector, this experience may be seen as a deterrent. Further, some have the commitment; they feel the responsibility and a tinge of idealism. Some retain it and continues. Others do get attractive offers or move on if they think they are stagnating and not getting what they want. This is an exciting trend. What perhaps would be ideal is a successful match between the outcome-driven approaches of these professionals with the process driven approach of the social and development sector working for the poor.

Finally, concluding one must not forget the remarks of Voltaire who wrote in his Philosophical Dictionary, that God has bestowed two things on human beings as against beasts; one is a disposition to pity and the other, power to comprehend truth. These two gifts of God constitute the foundation of Civil Society. He further, pleads Fathers and Mothers to bestow on their children an education which will soon render them social, and further, this education which confers on them a conscience. Thus, one needs to comprehend the truth that poverty is a malady and further, one have to believe that the poor are capable to come out of poverty if necessary support is provided to them and those who support and work with them are to be the people with Conscience.

The enormity of poverty in India suggests that the need for a large number and variety of human resource, both within and outside, that is educated, skilled and cost effective is huge. We need logical and compassionate thinking minds in the governments, in the civil society, in research and educational institutions, in the corporate social responsibility wings that can form a resource pool of bright brains and deliver. It is critical to appreciate the fact that the social sector is steadily gearing up to match the remunerations offered in the mainstream sectors. This is a definite boost for the fresh and bright graduates seeking a promising career. Building/nurturing/mentoring quality human resource that can deliver effectively and efficiently for the poor should be the responsibility of every development stakeholder. We need sizeable number of educational institutions offering variety of generalized and specialized disciplines catering to development sector. We need seasoned development professionals come together and create number of platforms that can service as resource centers building and enriching the development human resource. More and more poor, their organizations and organizations supporting them are coming forward to buy professional services, are we ready to deliver? ■

I Have Become More Courageous Now

Savitri, a tribal NTFP collector who hails from East Godavari district of AP, is working as a Community Resource Person for an NGO called Kovel Foundation working for the betterment of tribal communities. As she hails from a very poor family, she was unable to continue her education beyond 10th standard. However, her passion to serve others drove her to work for the development of her own community.

Q: What is your name and age?

A: My name is Savithri. I am 30 years old.

Q: Where do you stay?

A: I stay at Regulapadu village, Addatheegala mandal, East Godavari district.

Q: How many members are there in your family?

A: I live with my husband and two children.

Q: What is your educational qualification?

A: I have completed 10th standard, our financial condition was not good at that time so I had to discontinue my studies.

Q: What does your husband do?

A: We have five acres of agriculture land. We use to grow paddy, black grams, red gram in that. But now we have leased it out as we incurred loss as rains failed. He now works as a labour.

Q: What is your children studying?

A: Yes, my elder son is studying 2nd standard and younger one is yet to go to the school.

Q: What do you do?

A: I have been working as Community Resource Person (CRP) in Kovel Foundation, an NGO based at Visakhapatnam of AP working for the cause of tribal development, from past six months for which I am paid Rs.200 a month. In addition to that I work as Asha volunteer which pays me another Rs.400 per month. In season, I gather forest produces like nallajeedi, thunikaku, Nuxvomica, Pongamia seeds, Amla and Adda leaves. In agriculture season I work as agriculture labour, when ever NREGS work is available I do that also.

Q: Have you always been doing this work?

A: No earlier I use to work for an NGO Girijana Deepika as community mobilizer. That is where I learnt about SHGs.

Q: Are you an SHG member?

A: Yes, for the past eight years.

Q: How were you selected as CRP?

A: As I was actively participating in SHG meetings a staff of Kovel foundation asked me if I would work as a leader of Common Interest Group and I agreed.

Q: Why did you take up this job?

A: I came to know that Kovel organization is giving trainings to SHGs on improving methods of collecting forest produce and selling them for a better price. As many people from my village are depending on forest produce to make a living, I felt it would be of use to all of us if we learn about it. So I underwent training and also become CRP.



Q: What do you and your villagers collect from the forest? Where do you sell them?

A: In summer we collect thippa theega, marking nuts, beedi leaves, nuxvomica, pongamia seeds, amla, adda leaves etc. from the forest. Some people sell them to Girijan Cooperative Corporation (GCC) and few sell the produce to middle men. I advice them not to sell to middle men, as the middlemen cheat them in terms of weights and measures and also pay lesser prices for the produce.

Q: what does your work as a CRP include?

A: As a CRP I go to villages and meet group leaders and ask them to arrange for a meeting with their members. In the meeting I give them information about prices of various products collected from forest and also about place (market) where they can get good price. I also tell them about how middlemen cheat them in weighing and prices.

Q: Do you feel you are benefited from this profession?

A: yes, financially I am benefited I am in a much better financial position now. More than this the satisfaction I get in helping others in uncountable. Trust and respect that group members have on me has encouraged me, I have become more courageous now. My passion now is to give good education to my children.

Q: At present how is your economic status?

A: It is stable now but not very good. We gave our land to lease. The prices of rice, dal and the vegetables are touching sky. Though we are able to earn better incomes than before, because of these skyrocketing prices we are unable to save anything.

Q: what do you want to do in future?

A: I studied up to 10th class. So I want to do nursing course. I had put an application in Government nursing college, but I didn't get admission. Studying in private college is expensive. I will not be able to pay so much of fee now; probably in future I might get a chance. We are also planning to grow cashew in our land, we might get more income from it and I might be able to do the course. ■

HR Value Chain

Human resource refers to availability of human beings with relevant physical/ bodily ability, skills, knowledge, attitudes, and aptitudes for work. These attributes in a human being are instrumental in contributing to the livelihoods of the individuals and also drive the progress of countries. It is these attributes that make human beings into human resource. Here the word 'relevant' is very important. For example a good carpenter, willing to work for long hours is of no use when the work to be done is sowing seeds in a field. Which means availability or non availability of human resources needs to be understood in the context of the work being done, or activity into which a particular human resource is put into use. If we look at human resource with this perspective, though India is having large number of population, large number of youth and large number of workforce, it is still lagging behind in terms of generating human resource required for the development of the country. Unemployment rate is very high in the country which can be mainly attributable not to the lack of employment opportunities but to the lack of skills and knowledge required to avail those opportunities.

As per the National Commission for Enterprises in the Unorganized Sector (NCEUS), the total employment in the Indian economy was 456 million, of which informal sector accounted for 393.2 million. This shows that the unorganized sector constituted 86 per cent of total workers in 2004-05 (as was the case in 1999-00 as well). Of the 393.2 million unorganized sector workers, agriculture accounted for 251.7 million and the rest 141.5 million are employed in the non-agriculture sector. Though there are many opportunities in the organized sector those are not utilized by many people as there is huge gap between the skills required and skills possessed.

Human resource plays an important role in the development of an individual as well as a country as it

converts all the other resources such as natural, physical, social, financial etc to produce livelihood outcomes. When it comes to skills and knowledge some of the skills are basic and help in pursuing all livelihoods activities. They are reading, writing and arithmetic. Apart from these, other skills are very specific to the task. To get transformed into human resource, a person needs to acquire both these type of skills. To increase the value of human resource, continuous up gradation of skills is required.

The soft skills of finding an acceptable solution to complex problems, directing others' efforts towards a goal and holding a group together are all required for livelihoods to prosper. The communication skills of making a representation, negotiation, arguing convincingly, apprising others of the situation in the least possible time etc enable several livelihood options.

These skills and the associated knowledge that goes along with the skill are acquired by human being (a) through formal schooling where they are taught these skills, (b) when they are passed down by the elders at home, and (c) in the work context, through learning by doing. A person can learn by actively working out problems himself or practicing a skill. Alternatively, a person may learn when others recount their experiences. Both these are important and skills to learn using both these means need to be developed.

Though learning skills are important for enhancing livelihoods, many individuals neither have the free choice to learn the skills nor knowledge to make an informed choice. People are often under pressure to learn those skills that have high market value at the given point of time. But as acquiring skills take some time, the skills acquired may turn out to be not so relevant by the time the skill is learnt and put into application. Opportunity to learn a skill may not exist in the area and the person may not have resources to

Inputs	Pre-recruitment	Recruitment	Placement	Post-placement
<ul style="list-style-type: none"> * Need assessment * Identifying job positions * Job analysis * Terms of reference 	<ul style="list-style-type: none"> * Giving notifications * Scrutinizing the applications received * Identifying potential candidates for the job * Calling them for further processes of selection 	<ul style="list-style-type: none"> * Testing the knowledge and time management skills of the candidate through objective written tests, descriptive written tests etc. * Testing the communication, analytical skills of the candidates through group discussions etc. * Testing the attitude and aptitude of the candidates through behavior event interviews and other interviews, immersions etc. 	<ul style="list-style-type: none"> * Inducting the selected candidates * Internship * Probation * Confirmation of the placement * On the job training 	<ul style="list-style-type: none"> * Preparation of the annual plans * Monitoring and evaluating the performance of the individuals * Refresher trainings to improve the performance * Promotions based on the performance



go out and learn the skills. Some skills may have to be learnt early on in life and if a person has not made appropriate choice at that time, the person may not be able to learn it at another point of time. In several cases, people involved may not be allowed by their elders to go out of their villages/towns to acquire newer skills. This is particularly the case of girls on whom several restrictions of movement are placed. Where the knowledge of options available is limited, several opportunities are not even considered.

Ability of the human being is another important aspect of human resource as it determines the extent to which the skills actually contribute to the livelihood outcomes. Ability means capacity of an individual to do an activity. A person needs both physical fitness and mental abilities to do any activity, however the extent to which each one is required changes according to the livelihood one is pursuing. For example if livelihood of a person is to build a house or plough a land he/she needs to have strong body as well as intelligent mind to pursue that livelihood and earn profits. Similarly if the livelihood is that of a teacher the work requires higher mental ability and a considerable physical ability. Even the most skilled goldsmith would not be able to turnout a good work if he cannot hold his hand steady or examine the finer aspects of a design on an ornament made by others. The ability to bring the mind to attention for a long time could be important not only for book keepers but also for data entry operators. As a general rule, a person who lacks energy and vigour (of both the body and mind) may not be able to accomplish much.

Most of the works these days involves team work, which involves certain way of thinking and feeling about the others. Human resource can be improved when these attitudes are inculcated among the human beings. The attitudes involved in farm-based vocations and those involved in newer/ industrial/ service based vocations are different. Though educated, a considerable percentage of

youth is not exposed to the attitudes required to take up the newer vocations. Hence, exposing them to these attitudes and mentoring them to cultivate these attitudes are important interventions for increasing employment opportunities for the youth. The inability of several youths to adjust to the constraints placed on them by the organizations leads to several costs, both to the individuals and the organizations.

Inculcating all the skills required for improving the employability of the individuals so that they can have a decent quality of life is the main goal of education. However, our education system is grossly failing in achieving this goal of making people employable. Majority of our youth who are coming out of the system are lacking even the basic skills required for the jobs even after completing their graduation. Majority of our post graduates lack communication skills, problem solving skills etc which are required for any kind of job. There is not much focus on the vocational education in the country. The number of vocations in which our vocational institutions offer trainings is limited. The number and variety is not at all

matching with the emerging opportunities in the changing livelihoods scenario of the country.

Further, there is no appreciation of the fact that all youth do not require the same set of skills. There are youth who need jobs. There are youth who want to be entrepreneurs. Some of the youth want to be service providers. These youth with different bent of minds need to be mentored and nurtured differently. The skills that are offered to them should be different and should be specific to what they want to be. Moreover, 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. Also there is a huge need of research with regard to the skills required by organizations of different sectors. It is evident from many surveys that the skills of our youth are not matching with the requirements of the organizations. It is because of this fact though many vacancies are there with the organizations many of our youth are staying unemployed which is hampering the progress of not only the individuals and organizations but also the development of the country as the vast potential of its human resource going unused.

The human resource paradox of the country should be addressed by providing opportunities for the people of this country to develop knowledge and skills required for the emerging livelihood options. Unless this is done, the vast human resource potential of the country continues to go unused which continues to hamper the progress of the nation. Our education system should be completely revived so that it can produce not only graduates and post graduates but also the human resource with relevant physical abilities, skills, knowledge, attitudes and aptitudes for work which is an important pre requisite for the development of the country and also for achieving the goal of eradicating poverty. ■

Human and Institutional Development Forum

Continuously being engaged in organization building processes that strengthen the overall alignment towards its vision, structure, systems and programmes is crucial for any organization to develop into robust institutions. In this context assisting organizations and its staff, to reflect on their performance and identify needs of the organization as well as enhancing their capacities as required is necessary. It is to fulfill this need to develop human and institutional capacity that Human and Institutional Development Forum (HIDF) was conceived in the year 2000.

HIDF is a development organization working towards enhancing the competencies of individuals, groups and people's organizations working for social change. Though based in Bangalore it offers its services across India. During the initial phase of development, HIDF started working with individuals, small groups and organizations in Karnataka and Andhra Pradesh to build Human and Institutional Development (HID) competencies. This period helped HIDF to show the need for HID, design, facilitate and accompany organizations on various themes like mainstreaming gender, moderation, OD and ID. This process also helped HIDF to build a critical number of partnerships in these two states.

It works both with individuals working in development sector as well as the institutions. At the individual level the focus is on enhancing their competencies with relevant knowledge, skills and attitudes. At institutional level the focus is to help them create learning environment, put in place democratic system of functioning. It networks with other support organizations in offering competency-building programmes at a very reasonable cost. HIDF works with development workers, OD practitioners, organizational leaders, citizen leaders, NGOs, CBOs/ Federations, networks and alliances, trade unions of the unorganized sector workers, CSR (Corporate Social Responsibility) and donor organizations involved in building a just, gender sensitive, democratic society. It has identified three domains of work: *Providing Organizational Change and accompaniment support, Building people's competencies towards enhancing efficiency and effectiveness of social change work and Research and knowledge building* to explore themes and methodologies related to institution building processes, such as leadership, gender mainstreaming and others in different contexts. Over 10 years the organization has expanded its work to other southern states. More than 100 organizations have been benefited from the support provided by HIDF.

In its endeavor to increase the number of individuals who can facilitate institution building process HIDF has started a Fellowship program. The program provides opportunities for young and enthusiastic individuals associated with the development sector to develop competencies, often in HID, through hands-on experiences. So far, HIDF has provided fellowships to 37 individuals mostly from the four states of South India and few from other parts of north India.

Capacity building training programs is yet another forte of HIDF. Its strength is in offering capacity building programs on institutional building process such as leadership, gender, main streaming, methodologies in organizational change facilitation and management. It has experience of working with several fields like education, tribal livelihoods and health in HID issues. It conducts both short term and long term program. During the short term programs the focus is on enabling participants with skills of moderation for better management, developing process sensitivity, Communication and Cooperation, Appreciative Inquiry for Organizational Development, Documentation and Communication, changing development perspective, Process Documentation, Group relations, Leadership for transformation, People centered advocacy and others.

HIDF has offered support to long term capacity building processes like training community activists on advocacy and leadership skills for Community Learning Movement program of National centre for advocacy studies (NCAS) Pune, training SHG groups to develop competencies required to work as Paralegals with special focus on addressing domestic violence issues in the community. HIDF is now working specially with unorganized sector to strengthen union workers.

To share experiences, promote a body of learning and also extend HID support to the development sector HIDF facilitation centre network has been created. Organizations working in the area of HID in different regions are members of this network. The network facilitates vision building, systems development, organizational change, planning, monitoring and evaluation and supports institutional processes that bring collaboration between organization and individuals.

As a consolidation of its expertise in HID, a framework for assessing the impact of HID interventions in development organizations has been developed. It has also published several books, discussion papers and study reports in this regard.

Though development sector is growing rapidly and different kinds of people's institutions are being built, there are not many organizations that can help them to develop institutional processes that can enable better impact. HID forum is therefore unique as it is one of the pioneering organizations to identify this need in the development sector and respond to it. With the growth of development sector more organizations like HID Forum have to come into being and play more important role so that the sector fulfills the promise it has made to the people. ■

Common Schooling System

It has been the endeavour of the Government since independence to provide free and compulsory education to all the children till they attain 14 years of age as enshrined in the Directive Principles of the Constitution of India. The 'right' perspective got legitimized when the Supreme Court of India in 1993 (Unnikrishnan Judgement) gave a verdict declaring right to education as a fundamental right of children until the age of 14 years. In the years that followed, the decision of the Supreme Court became a catalyst for political advocacy and public debate over the state of elementary education in India. The Parliament responded by amending the Constitution to introduce a new article 21A: 'The State shall provide free and compulsory education to all children of age six to fourteen years in such manner as the State may, by law, determine.' The amendment also introduced a new article 51A which imposed a duty on parents and guardians to provide their children with educational opportunities. This further led to a nationwide debate on the issue. The Central Government fulfilled an important commitment to the people of the nation on 27th August 2009, when Indian Parliament passed a landmark Bill providing for free and compulsory education to all children aged 6-14. The notification to enforce Article 21A in the Constitution and the corresponding legislation as 'Right of Children to Free and Compulsory Education Act 2009' has come into effect from 1st April 2010.

It is believed that if our country nurtures the children and young people with the right education, India's future as a strong and prosperous country is secure. The Act makes it incumbent on Government to provide free and compulsory education to all children of 6-14 years of age; ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years. It also makes it mandatory for the State to ensure availability of a neighbourhood school within three years of the commencement of the Act. The Act stipulates that the State needs to provide infrastructure including school building, trained teaching staff and learning equipment as well as ensure good quality elementary education according to the standards and norms specified. Seeking the cooperation and partnership of the private sector in fulfilling the target of Universal Elementary Education, the Act mandates unaided private schools to reserve up to 25 percent of the seats for students from weaker sections. The Act clearly prohibits donation or capitation fee on admission; and interviewing the child or parents as part of the screening process. As teachers are the pillars of the education system, the Act lays down that teachers ensure that the children complete elementary education with requisite learning competencies. The Act clearly prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief.

However, the provisions of the act created ambiguity and confusion among various private schools and their management on their enforceability especially with regard to 25% reservation to children of economically weaker

sections without any screening and on the basis of random selection through a draw of lots, and for the remaining 75% as to how to devise a rational system of categorisation and children of that category to be given admission without any screening test through a draw of lots. On the other hand public schools especially the central government managed schools like Kendriya Vidyalayas, Navodaya schools are confused regarding the admission process into these schools. Even the HRD ministry had sought the views of the law ministry following a query by the Karnataka government about screening in the model schools. Out of the proposed 6,000 model schools, 3,500 will be set up by the Centre while the remaining 2,500 will be in the Public-Private Partnership (PPP) mode. These schools will be modelled on the highly successful Navodaya Vidyalayas. Admission to Navodaya Vidyalayas, running in 540 districts, in class VI is through an entrance examination designed by the CBSE. If the law ministry's views are accepted by HRD, it will also mean that Navodaya Vidyalayas will have to admit students without any entrance exam. Further, HRD ministry has already received a query from the Navodaya Vidyalaya Samiti seeking guidance on screening. NVS had sought the ministry's views after it was issued a notice by the National Commission for Protection of Child Rights that the screening was violation of the Right to Education Act, especially section 13 that clearly prohibits screening of the child or the parent.

If this is the case with the NVS which is run by the Ministry of HRD, then what about various school institutes run by autonomous societies established by State governments like Andhra Pradesh Residential Educational Institutional Society in Andhra Pradesh which admits pupils in VI through an entrance test conducted by the society and imparts quality education to children by following certain special norms like limiting the class to 30, maintaining teacher pupil ratio of 1:20, employing high qualified teachers, and emphasising physical discipline, moral values and co-curricular activities with are even better than the norms specified under SSA. Moreover, since 1972, APREIS and its schools could able to produce more than 2 lakhs of best and talented minds in the country who are now settled in various places and professions. Further, with 93.3 percent results and twelve pupils in the first 10 ranks during the recent Secondary School Certificate public examination, these residential schools have outdone other central schools performances in the state.

A stroke of a pen has shattered the autonomy, legacy, and reputation that these societies and schools enjoyed till now. Does one need to think that way or is there any rationale behind bringing commonness in the school education system throughout the country? Answer to this question would be revealed if one dug out the reports of the commissions established on education from 1968. Khotari Commission on education (1968) envisaged for establishing common school system in India. The report broadly defines a Common School System (CSS) means a system of education providing education of an equitable quality to all children irrespective of their caste, creed,

community, language, gender, economic condition, social status and physical or mental ability.

The commonness of the Common School System derives from the fact that it calls for the application of common minimum norms of quality education by all schools in the system. Further, the system should be maintained at an adequate level of quality and efficiency so that no parent would ordinarily feel any need to send his child to the institutions outside the system - -The Commission conveys the same concept in a somewhat different way when it calls upon the State Governments to ensure that "the minimum conditions necessary for the successful working of educational institutions are provided in every institution within the common system of public education".

The most fundamental among the minimum norms is the principle of equality and social justice enshrined in the Indian Constitution, which the CSS in India must respect and promote. In addition, the system must provide the following:

Minimum infrastructure consisting of land and building; number, size, design and furnishing of class rooms; drinking water and toilets; playgrounds and sports facilities; libraries, laboratories, provision for education in performing and fine arts, teaching aids; and easy access and other facilities to students suffering from disabilities; Well-qualified and trained teachers and optimal teacher-student ratios; Common Curriculum Framework with a core component, with comparable syllabi applicable to all schools but with adequate flexibility relating to textbooks, teaching aids, teaching-learning process, evaluation parameters, assessment procedures and school calendar;

A pedagogy which is holistic and child-friendly and which has a liberating influence; the syllabi and pedagogy should be designed to derive maximum educational advantages from the presence of and provide the fullest opportunity for socialisation to the children coming from a variety of socio-economic, cultural and other backgrounds, including the dalits, tribals, religious and linguistic minorities and physically and mentally challenged children;

A decentralized school management with adequate autonomy and representation of parents: Decentralized school management is a goal worth pursuing on its own merits, as it improves opportunities and outcomes for students, satisfies parental and societal expectations, harnesses community resources and stimulates innovation and experimentation. Besides, after the 73rd and 74th amendment to the Indian Constitution, it has become obligatory to assign proper role to the Panchayati Raj Institutions in the running of schools; and a common language policy

This has become one of the forgotten policies of the Indian education system. No measures were announced either in the Programme of Action (POA), 1986 or the modified POA, 1992 to implement the policy on the common school system. The CABE committee had called for neighbourhood schools, qualitative improvement of education in public sector and identification of the target areas. While reviewing the implementation of the 1986 policy the Ramamurti Committee (1990) considered the development of Common School System to be a Very vital component of the overall strategy for securing equity and social justice in education.' The Committee had had made

three very significant recommendations, which could address the issue of equity in the Indian education system.

1. It called for the 'essential minimum legislation, particularly to dispense with early selection process, tuition fee, capitation fee etc
2. 'It suggested, 'Exploring ways of including the expensive private schools into the common school system through a combination of incentives, disincentives and legislation.'
3. It called for ensuring that instruction for all is given through the medium of mother tongue at the pre-primary and primary levels.

These recommendations did not find any place when the 1986 National Policy was modified in 1992. Instead a system of multiple tracks' has come up providing different types of schooling opportunities to different sections of population. Poor and the disadvantaged *have been* going to government schools and the well off students have been going to the private schools; some going to formal schools, but those for whom the formal system is not 'suitable' have been going to the 'informal' or non-formal educational centres. There is a hierarchy of schools catering to the different groups. Some such school groups are:

- Growing number of elite schools offering international certifications
- Private fee charging schools for upper middle and rich classes
- Schools for the children of central govt., public undertakings and the defence staff (heavily subsidized)
- Schools for 'talented' rural children
- Low fee private schools in rural areas
- Govt. and municipal schools for lower middle classes
- NFE, EGS, SSA, alternative schools for the poor and disadvantaged
- Schools for child labour (non-formal type) and schools for the scheduled tribe (residential but sub-standard)
- Special schools for children with disabilities outside the mainstream education system

Most of these systems have developed in the name of social justice, equal opportunities and deficiency in resources. The absence of a Common School System carries crippling opportunity cost. For one thing, in its absence there is a danger of national fragmentation because of societal segregation. There is no country which faces this danger as seriously as India, with all its diversities and heterogeneity.

The enduring efforts made by various commissions in the past has been consolidated and materialised into the present Right to Education Act for a greater common good. It may take some time to establish a common schooling system in India. So that the children of this country, of whatever parentage should be educated together as Indians as made of one blood and citizens of the same free country – educated to be one harmonious people. ■

Ravala Vijay Kiran

Development Intervention Worker

One must check the adequacy of one's innate qualifications for this most demanding of professions, namely of development. There is no doubt that there are certain essential characteristics that anyone who wants to be successful development professional must have, at least potentially in order to help you assess yourself regarding this basic question, a few questions are listed for you to answer for your self.

The basic question you are trying to answer yourself is : Am I cut to be a development professional ?

The list of questions are.

1. Is your limit of physical endurance abnormally high?

What has physical endurance to do with development profession ? A hell of a lot. There are several obvious links. One is that even the best organized of the professional frequently finds himself in the middle of a crash programme that originated in something beyond his ability to control or predict. It means agile thinking, quick action, and long, long hours for the development professional.

The most important demand on his physical endurance, apart from considerable travel that takes energy, cuts into sleeping and family time, is perhaps the least understood. Meetings often are contentious because real people get committed on important issues; and then they get aggressive, antagonistic, enthusiastic, defiant, and simply bloody-minded. If he wants the respect and not the sympathy or pity, he would better be seen to be fresh and full of spirits.

2. Do people believe you shall do what you say you shall do ?

In the first place, a development professional has to have demonstrable integrity. It is a deadly sin to say one is going to do something just for the sake of getting off the hook. If you do not know what you are going to do, say you do not know, avoid half promises like the plague. But set the date when you expect to have a commitment ready-and keep that date.

In the second place, if you have promised something (or even only given someone reason to think you have promised something), then carry it out, if you possibly can. At the very least, recognise that you are under an obligation and if there is a sound reason for changing your mind, ask to be released from that obligation. Otherwise a couple of things will happen. You will lose respect, the respect of your customers, your workers, your colleagues etc., Respect is something, a development professional has to have. Moreover, the people you deal with will learn to discount what you say and figure out their own ways of deciding what you intend to do.

3. Are you intuitively able to establish unspoken two-way communication with others ?

If, whether you are meeting someone for the first time, or talking to someone you know quite well, you sense what he or she is thinking and feeling, irrespective of the actual words being used; if, in addition you can let him know that

you have this knowledge and can project to him a suitable interpretation of your own thoughts, then and only then, you are equipped to be a good development professional.

There is only one way to become, if you are not already. It can only be by mixing with people openly and without prejudice or bias. It is not necessary to like the people, but you must learn to enjoy the contact itself. It seems to imply extroversion but it is not, it is facility for human contact, which a basically quiet, shy person can also develop. This is not interpreting other people's behavior in terms of your own and predicting other people's behavior in terms of your own reactions.

4. Do you get satisfaction out of letting someone else take the credit for something that was 90% of your doing ?

This is what you are going to have to do if the people who work for you (or for whom you work) are going to grow and develop. And if they do not grow and develop under you, then either they are not going to make an effective team or they are going to go away and grow under someone else. Either way means more demands on your time and energy. So when you have been leading and guiding one of your people to create and develop an idea, and it's a great success, you have not only got to let him take the bow, you have got to enjoy watching him taking them. The idea is not that you should be basking in the reflected glow of his achievement. It is your achievement and he gets credit for it. And that's tough. But you have to do it and like it. Otherwise you will not be a great development professional.

5. Can you listen ?

St. Augustine said: Hear the other side. He said it more than 1500 years ago. You would better do so. The other guy is probably wrong, but fairness demands he is heard through and answered, or you shall take the heart out of him. And he might just be right. This point has been made time and time again, of course, and everybody says that he can do it. So be honest: when you are hot on an argument, and you are making your case, and you can see it all so clearly, and the other person is too thick to understand you, and keeps opening his mouth do you really hear what comes out ?

6. Can you loose your temper when you are not angry ?

Conversely, can you keep your temper when you are angry ? You have to be in control of your emotions. Do not ignore them, or try to suppress them, they are often a better guide than your brain. But stay in control.

A person who has lost his temper is the one who has started thinking with his guts. In the environment in which we live, like it or not, the person who descends to visceral reactions loses out. Expressing anger is selfish indulgence at best, bad theatre at worst.

But on the other hand, a deliberate display of bad temper can be very efficacious in showing people very clearly just where the limits lie.

By and large, disciplinary action is either destructive, punitive, or corrective. Destructive discipline is the act of an insecure person in getting even, in making the other man feel like an ape, in destroying his self-respect. Performed, usually, in the heat of anger, its effect is to lower morale generally and to build in the target individual a hot, lasting resentment which he must curb until his chance comes to square things-usually on the sly.

Punitive discipline is, unfortunately, occasionally necessary and here comes the person's ability to appear angry. Justification must be obvious and the whole thing must be performed quickly, then dismissed. Not only certain acts must be punished in proportion to their gravity and in fairness to those around who behave correctly, but another common phenomenon is familiar: the quiet masochist. He simply can not work happily or effectively unless he is beaten, figuratively, at regular intervals. This places an extra demand on your time and energy, but it is worth it, if he is worth it.

Corrective discipline may be so delicately applied that it hardly causes a twitch in the harmony without involving 'bawling out and making others lose face'.

7. Can you dispense with popularity ?

Development professional needs to have sufficient confidence in his own assessment of what is appropriate, not to need the approbation of others except to the extent that he is dependent on it for his effectiveness.

In the long term, public respect and celebrity are powerful motivators for development professionals. But to bow to the rather fickle and shifting winds of public opinion and morality is the quickest way to get blown off course (and even end up sailing round in circles). And, unfairly enough, no one respects you for it.

On the other hand, one should not get emotionally upset by other people's reactions and opinions. One should care about them, in the sense that they are considered and are guarded against or used.

8. If you do not have a problem, do you go out and find one to work ?

For a start let's make it clear what when we say 'find' we mean find and not 'create'. People who go round creating problems where there are not any are death to any organization, unlucky enough to have them on the pay roll. Almost as dangerous are the people who brush problems under the carpet and hope they shall go away. Sometimes they do, but more often than not they lie around accumulating until the carpet has so many lumps under it, someone trips.

But the people this question is trying to sort out are not actively dangerous at all, at least in the short term. Just inadequate. When a problem is put to them, they work on it, solve it, and then wait for the next one. As long as they keep up with the inflow of problems, from the organization point of view, that is ok. The job is being done. If the crisis level stays low enough to keep within their competence, they get by. But they will never hit the top.

A person must become a little uneasy without having a problem to work on. He should not wait for the next problem to come along, he must go out and find it. Problems that

are at the root of potential crisis, uncovered early, have not had enough time to grow and are easier to solve. They have not had a chance to get into channels and therefore, can be tackled informally using up the time of fewer people. Handled this way, they never reach full-pledged crisis status with committees, position papers and all the associated panoply that wastes time and kills good management.

9. Are you a big organization or a small organization man ?

It is in self-limitation that a master first shows himself. Goethe Essentially you are big organization man if you: Like to feel there are a lot of people working around and about you, and all on the same side; Like the feeling that your employer is immortal, impersonal, and a long way away, but still looking after you; Are satisfied (or more secure) with contributing one piece to a large whole; Like the stability of carrying out one well-defined job, instead of a multiplicity of varying tasks.

Yes, then, by and large, you are a big organization man. And that is where you ought to be. If none of these criteria fits you, but you still want to know that your decisions are going to affect thousands of people, or win or lose millions, then what you may be is a small organization man with big ambitions.

On the other hand, you are clearly a small organization man if you: Want to get responsibility early; Like to do a bit of everything; Are prepared to face the fact that bankruptcy may be just around the corner; Do not want to be a cog in an impersonal machine; Want to know the boss, and have the boss know you.

If you are really ambitious to be a big wheeler-dealer, but your personality seems to be that of small organization man, then the road up for you is probably through at least one small organization. So take small organization, build it up, make yourself an essential component of its success. It is a faster way than the internal ladder, it is a more effective way and for you it is going to be more fun.

10. Do you want to rely on yourself, or one others ?

There are two qualities that are normally looked on as aspects of a job, but which are much more functions of the man himself. They are security and independence and for many people the greater of these is security.

If a man is insecure; he is insecure: and no kind of iron-clad contract is going to stop him feeling that way. Conversely, if he is secure, he is secure: he does not worry that the job may fold under him because he is confident enough of his own ability to always make a living somehow. Security, to rub it in, is not an attribute of the job, but of the man.

It is obviously important to know which type you are. Because even if you are doomed to be perpetually worried about what future has in store, you are obviously going to be far happier if you are in a stable organization. On the other hand, if you are the secure type, it can not make much difference where you are, so you can afford to go for the high payoff, high risk areas. ■

Adopted from the Reading Material to PRM Students at IRMA

Rural Development/Management Institutions

Rural development as a career has gained much importance in the recent years. While rural development is still a mission for development agencies, it has become a profession for young graduates who give them dual satisfaction of earning livelihood as well as undertaking social service.

On the other hand, opportunities in development sector are also increasing. With the government increasing budget of rural development and other ministries extending their shares of schemes, with the large-scale intervention of Public Sector Undertakings as a part of their social obligation in the field of rural development many programs and schemes aimed at rural development are coming up into which many young people are getting absorbed.

With the changing face of rural India as a consequence of the crisis in agriculture many voluntary organizations are coming forward to implement new programs in the rural areas and many new organizations are emerging. With the success of self help movement many Community Based Organizations in many forms such as Cooperatives, Societies, Mutually Aided Cooperative Societies, Producer companies etc are emerging. Many corporates are also coming forward to implement rural development programs as a part of their social responsibility. These corporates are either supporting other voluntary organizations in their efforts or starting their own foundations. These various kinds of institutions are implementing diverse programs because of which many opportunities are being created for people with diverse skill set.

Keeping this demand for development professionals in view, many universities and institutions are offering courses in rural development management for the people who want to pursue a career in development sector. The following are some of the institutions that are offering rural development courses in India.

Tata Institute of Social Services (TISS)

Tata Institute of Social Services (TISS) is working with the guiding principles of appreciation of and respect for freedom of expression and cultural, ideological and intellectual diversity, equal opportunities for all, development of inter linkages across teaching, research and extension etc. Over the years, the Institute has made consistent contributions to civil society and the development sector, through its education, research, field action and extension. TISS offers courses in diverse aspects of development.



The institute offers both bachelor and masters programs in social development management. The B.A. (Hons.) in Social Work of TISS, with Specialisation in Rural

Development, programme aims to build commitment and competency in facilitating participatory change and transformation in rural areas at the level of individuals, groups and communities; in government and non-government organisations (NGOs); and in law and policy.

The institute offers Masters Programs in Health Administration, Hospital Administration, Globalization and Labour, Human Resource Management and Labour Relations, Social Entrepreneurship, Development Studies, Disability Studies and Action, Social Work and Disaster Management, Women Studies etc. It also offers fellowships to the students who want to do research in the issues pertaining to development.

Xavier Institute of Social Services (XISS)

XISS was established as an extension department of St. Xavier's College, Ranchi, in 1955 with the objective of



training young men and women in Rural Development, Personnel Management and Industrial Relations. In 1973 the institute was registered as a separate educational society under the

Societies Registration Act, 1860. XISS was established with the mission to develop human resources for various sectors such as industries, business, rural development, health care etc in the Chota Nagpur region.

The institute offers various courses such as Post Graduate Diploma in Personal Management (PGDRM), Post Graduate Diploma in Rural Development (PGDRD), Postgraduate Diploma in Information Management (PGDFM), Post Graduate Diploma in Business Management (marketing), Post Graduate Diploma in Business Management (finance) etc.

The institute is known in the corporate world for its MBA program in Human Resources with leading multinationals and Indian companies coming for campus interviews. The alumni of the institute are working in many corporate companies such as IBM, Punj Lloyd, Honda Motors, GE, Pepsi, Coke, Cisco, TCS, Alstom, Kotak Mahindra Bank, ICICI Bank, ICICI Prudential, Ernst and Young, Lehman Brothers, Citibank, DELL, Infosys, Wipro etc.

Institute of Rural Management, Anand (IRMA)

IRMA was established in 1979 at Anand, Gujarat with the support of the Swiss Agency for Development Cooperation (SDC), the Government of India, the Government of Gujarat, erstwhile Indian Dairy Corporation and the National Dairy Development Board to provide management education, training, research and consultancy support to co-operatives and rural development organisations in India.



IRMA is founded with the belief, borne out by Dr.Kurien's work in the dairy co-operatives which revolutionised the dairy industry in the country, that the key for effective rural development is

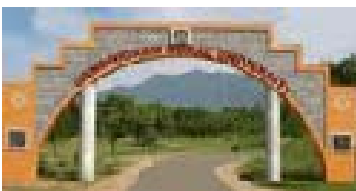
professional management. Professionalising the management of rural organisations calls for matching the specific but unmet needs of the sector with the formal techniques and skills of management professionals. Linking the two are the 'rural managers' prepared by IRMA through its two-year diploma (PRM) in rural management.

The institute also recognises that there is a dearth of talented pool for imparting quality education with sectoral focus and therefore, the institute has initiated Fellow Programme in Rural Management to contribute to this important cause.

IRMA has been closely working with its client organisations to integrate their emerging needs into the programme by periodically revising the curriculum of both post graduate and fellow programmes. These programs reflect adequately the growing need of partnering the institute with its member organisations.

Gandhigram Rural University

Gandhigram Rural University, which is located in Tamilnadu, was founded in 1956. With undying faith and deep devotion to Mahatma Gandhi's revolutionary concept of 'Nai Talim' system of education, Gandhigram Rural Institute has developed academic programmes in Rural



Development, Rural Economics and Extension Education, Rural Oriented Sciences, Cooperation, Development Administration, Rural Sociology, English and Communicative Studies,

and, Tamil and Indian Languages. Students who emerge from its portals tend to meet the personnel needs for rural development under various governmental and non-governmental schemes.

Started in a small way, the Institute has developed into a big educational complex, comprising seven different faculties, offering in all about fifty different programmes. It awards Doctoral, Master's and Bachelor's Degrees, Diplomas and Certificates through its seven academic faculties: Rural Development, Rural Social Sciences, Rural Oriented Sciences, English and Foreign Languages, Tamil, Indian Languages & Rural Arts, Rural Health & Sanitation, and, Agriculture & Animal Husbandry.

Indian Institute of Rural Management (IIRM, Jaipur)

IIRM is nationally recognized as a Centre of Excellence in Management Training, Research and Education. The institute organizes numerous short-term management

training programmes and research studies sponsored by Central/State Governments and the UN/International Agencies. It is recognized by AICTE, Ministry of HRD, and Government of India. It is being ranked A+ among the Top 20 Business Schools of India during the past 5 years and ranked 8th among the Best Sectoral Business Schools in India. The institute offers Post Graduate Diploma in Business Management with specialization in rural marketing, finance, HRD, rural development etc.



National Institute of Rural Development (NIRD)

National Institute of Rural Development is a national level rural development research organization under Ministry of Rural Development, GOI which is established with a mission of examining and analyzing the factors contributing to the improvement of economic and social well-being of people in rural areas on a sustainable basis with a focus on the rural poor and the other disadvantaged groups through research and consultancy efforts.

NIRD also facilitates the rural development efforts with particular emphasis and focus on the rural poor by improving the knowledge, skills and attitudes of rural development officials and non-officials through organizing training, workshops and seminars.



NIRD offers a one year PG Diploma course in Rural Development Management which aims to develop a committed and committed and competent cadre of Rural Development Management Professionals in the country. It is also offering a distance education program in Sustainable Rural Development for the people who want to pursue a career in development.

There are many other institutions in the country that are offering courses in the issues related to rural development such as IIFM, XLRI etc. All these institutions are providing required skills and knowledge to gear the professionals to suit the needs of development sector. Some of them are also providing placement assistance to the students of these courses.

As far as remuneration is concerned, the pay packages may not be as lucrative as in some other management professions. But there is tremendous amount of satisfaction achieved in the field of rural work. So, if you have a penchant for working in the rural development sector and want to do something for the downtrodden, a career in rural development would be ideal. You can avail both satisfaction and social acceptability, which is very important in one's life. You would set examples for others and others can also follow suit.

A career in rural management would also give you the opportunity to travel along the length and breadth of the country and mix with a large cross-section of people with whom you can share your joy and aspirations. ■

Sixth Pay Commission

The Pay Commission is an administrative system/mechanism that the government of India set up in 1956 to determine the salaries of government employees. The First Pay Commission was established in 1956, and since then, every decade has seen the birth of a commission that decides the wages of government employees for a particular time-frame. The second Pay Commission was set up in August 1957 and gave its report in two years. The third Pay Commission, set up in April 1970, submitted its report in March 1973. The recommendations of the Fourth Pay Commission covered the period between 1986 and 1996. The Fifth Pay Commission covered the period between 1996 and 2006.

Accordingly, the Union Cabinet, under the stewardship of Prime Minister Manmohan Singh, appointed the 6th Pay Commission to revise the pay scales of central government employees in July 2006. The 6th Pay Commission which was headed by its Chairman Justice B N Srikrishna, and Ravindra Dholakia, J S Mathur and Sushama Nath as its other members submitted its report to the Finance Minister on 24th March, 2008. After due debates and deliberations the cabinet approved the Sixth Pay Commission on 14 August, 2008. The Pay Commission recommendations relating of pay scales and revision of pensions are proposed to take retrospectively from 01.01.2006.

The highlights of notification on the Sixth Pay Scales are as follows:

- * Four Pay bands have been accepted comprising 20 pay scales:
 - Pay Band-1 : Rs. 5200 - Rs. 20,200
 - Pay Band-2 : Rs 9300 – Rs. 34,800
 - Pay Band-3 : Rs. 37,400-Rs. 67,000
 - Pay Band-4 : Rs. 75,500-Rs. 80,000 (with an annual increment of 3%)
- * An annual increment of 3% in the salary of defence and civil employees
- * Three promotions have been assured in 10, 20, and 30 years of service on performance criteria for civil employees, while for the defence personnel it will be 8, 16, and 24 years.
- * Minimum basic pay of the employees will be Rs.7000 which would exceed Rs. 10,000 after including the allowances.
- * The chairpersons and members of five regulatory authorities (TRAI, ITDA, CERC, SEBA, and CCI) will get a salary in the range of Rs. 2.5 lakh to Rs. 3 lakh per month.
- * The Union Cabinet Secretary will get Rs. 90, 000/- while other top secretaries will get Rs. 80,000 per

month.

- * Pension applicable for only 20-years of job tenure.

However, the Govt. Rejected the proposal to provide a liberal severance package to those employees who wish to leave service between 15 years and 20 years without taking pension. Further, the recommendations relating to reduction of government holidays to only 3 and providing flexible duty hours for women and disabled persons are also rejected.

The Pay Commission apart from financial benefits recommends systematic changes for

I) Transforming the Central Governments in to modern, professional and citizen friendly entities which are dedicated to service to the people,

II) Matching functioning of the Central Government organizations with the demands of emerging global economy. The Pay Commission recommends rationalizing the government structures to improve the delivery mechanism for providing better services to the common man.

This implementation of the Sixth Pay Revision (SPR) will benefit over 5-millions of Central government employees. Further, the pay revision would put additional burden on central government an amount of Rs. 15.700-crores. On the contrary most of the poor people are working in the unorganized sector, and their salaries/ incomes are dependent on the vagaries of market. Further, the poor are paying the price of continuous prices hike due to the liquidity in the market. Even, the Twelfth Finance Commission, headed by former Reserve Bank of India Governor, C. Rangarajan, disfavoured SPR as the Fifth Pay Commission's report, when implemented in 1996-97, plunged most of the States in serious financial crisis and the burden was so heavy that the then Finance Minister had no other option but to come out with a financial bailout package. Further, the spill over effect of the SPR was also witnessed in the Parliament when Members of the Parliament (MPs) irrationally, demanded 300% hike in their wages and emoluments.

The demand of the MPs in particular and the periodical pay revisions may be justified on the ground that the wages and allowances of the public functionaries are one of the lowest in the world and may not suffice in the era of globalization where the functionaries in the private sector are handsomely paid. But the government should also exercise restraint and caution before commissioning them and implementing them as it would increase the burden on the state, and the latter may not realise the goal of reducing the fiscal deficit. Moreover, a country like India should also keep in view of the inflationary trend and existing global economic scenario where it is still recovering from recession and its implications on India. ■

Nursery Raising



Shining Livelihoods

Palm Leaf Mat Weaving

Declining Livelihoods



Entrepreneurs' Madhura

A distinguished entrepreneur herself, Madhura Chatrapathi, has been working with the missionary zeal, entrepreneurial vision and institutional commitment to foster an entrepreneurial society. Through her organization AWAKE, she is making a difference in the lives of hundreds of women and men through entrepreneurship development.

Madhura Chatrapathi is a graduate in Science. After completing her graduation she has done her diploma course in journalism first and postgraduate diploma in marketing & advertising later. She also did a course in dehydration of foods in Central Food Technological Research Institute (CFTRI).

She imbibed the spirit of enterprise and volunteerism, working for the larger good and public cause from her illustrious father Sri M C Rajamannar. Innovation has been a hallmark of her public and profession career. She is a distinguished entrepreneur herself, obtaining a simple technology from CFTRI and building on it to be an industry leader in the area of dehydrated food ingredients.

She started a company, Food Associates Bangalore. It was emerged as a leading customised food ingredient manufacturers for both domestic and international markets. She was the first woman to obtain know how from Defence Food Research Lab and supply precooked dehydrated foods to defence forces. As a business person she set up her business of a de-hydration plant in 1981 with know-how from CFTRI for Tamarind Powder. After two years of struggle she diversified into a range of de-hydrated food ingredients that today meet international standards and caters to international markets like North America, Europe, Australia and Japan and also domestic market that includes multinationals. Today, Food Associates Bangalore is a leading customized food ingredients producer and a sourcing agent for a range of ingredients for its very discerning customers. FAB's B2B operations mean - processing against order, no inventory pile up and no major problems with marketing. She received the Outstanding Entrepreneur Award from Rotary in 1982.

Madhura is the founder President of AWAKE (Association of Women Entrepreneurs of Karnataka), a premier Association of Women Entrepreneurs in the country. Its mission is to empower women through entrepreneurship development to improve their economic condition. It supports both start up level & growth level women entrepreneurs from the urban as well as rural areas. To achieve its objectives AWAKE has formulated a module which includes Through Awake she conducts need based skill development programs in specific sectors, like food, floriculture, vermiculture, pottery, handicrafts, eco-friendly products etc, for the people who want to be entrepreneurs.

Madhura founded Asian Centre for Entrepreneurial Initiatives (ASCENT) in 1996 through which she has been working in group enterprise, clustering, incubation process



and entrepreneurship development in Asian and African region, and in other developing countries. She has also established Association of Food Scientists and Technologists (AFST). Her work in the field of Entrepreneurship Development has earned her a special place in the International Agencies and Development Organisations. She is an internationally sought after resource person. She has been providing expert advice and leading workshops in over 40 countries, for variety of International organizations including UNDP, ILO, UNIDO, World Bank, Economic Commission for Africa.

World Bank, Economic Commission for Africa.

Madhura serves on the Governing Bodies of Institute of Social and Economic Change; Centre of Entrepreneurship Development, Madurai; Entrepreneurship Development Institute of India (EDI), Ahmedabad and the State Bank of Mysore. Of the several first to her credit, it must be mentioned that she is the first woman Rotary District Governor (1998-99) in South Asia. She is also serving on the Advisory Committees of SIDBI and IDBI. She served as a member on the National Entrepreneurship Development Board, Government of India.

With her vast experience both in the fields of business entrepreneurship and social entrepreneurship, Madhura authored 3 handbooks and a training manual on entrepreneurship. She has given over 150 talks on radio on entrepreneurship. She has delivered over 1000 talks motivating, inspiring and educating hundreds of young boys and girls in schools and colleges, women, youth and entrepreneurs. she finds time to provide business and career counselling always.

Her efforts have been recognised by both State and Central agencies. NSIC 40th Anniversary Award was presented by the President of India for her outstanding contribution to small scale industries, the Kempegowda Day Award from the Mayor of City of Bangalore for her contribution in self-employment in the city, Government of Karnataka Rajyothsava Award etc. Apart from receiving the highest Award of the Rotary International, "Service Above Self", she recently received the A.R. Bhat Award from Entrepreneurs International for her outstanding contribution in entrepreneurship development. She has also received US State Department's "Distinguished International Visitor Alumni Award".

Madhura Chatrapathi is continuing in the field of entrepreneurship development with the same missionary zeal with which she started her career and is widely recognized as a successful business and social entrepreneur. ■

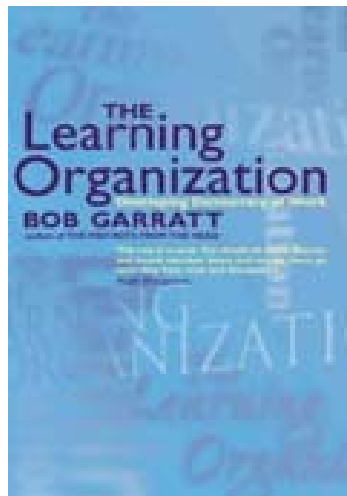
Books

Book Summary

Name: **The Learning Organisation: Developing Democracy At Work**

Author: **Bob Garratt**

Publisher: **Harper Collins Business**



Bob Garratt is one of the first authors who used the term 'learning organization' in which he intends to provide a management system which could integrate different management concepts that were a part of management studies. Further, according to the author, some problems were not addressed by top managers of an organization. In his opinion, in most companies, there was no open debate mechanism for reflecting on policy and strategy and for integrating feedback from business projects and the outside world. Top managers who were in charge of what he called as "brain less organizations", an unthinkable machine, which was doomed to a long and painful organizations death as it becomes estranged from its environment and the knowledge, good will, and commitment of its workforce. For him, one important factor in brain less organizations was that managers did not take a true directing role in the companies and not really engaged in continuous learning.

Garratt's basic presumption is "that organisations can only be effective and efficient if there is conscious and continuous learning between three

distinct groups--the leaders who direct the enterprise, the staff who deliver the product or services and the customer". He claims that large and disparate companies such as BP Amoco, GE, Xerox, and Harley Davidson, have adopted practices to make them "learning organisations". Like a shark which must constantly swim to survive, an organisation must constantly be on the lookout for new ideas. The Board of Directors must initiate practices which reward good learning and growth for the company.

According to Garratt there are three types of learning: "policy", which refers to "organisational effectiveness"--how well the company's activity is perceived by its customers; "operational" which refers to how well the company performs its activity; and finally, "strategic" which refers to understanding how and why organisational failures occur. The Learning Organisation cautions managers in drives for efficiency that they will "downsize, then right size, and finally capsized". Having convinced us that organisational learning matters, Garratt sets out the organisational pre-conditions to make it happen before finally explaining some nitty-gritty details about concrete steps a company can employ.

Practical and provocative, this book by one of the world's experts in management education offers fresh perspectives on the way organizations work. Bob Garratt proposes a theory of organizations as learning systems in which success depends on the ability of managers to become direction-givers and on the organization's capacity for learning continuously. As well as considering the work of other business thinkers, Garratt employs a wide range of experimental models and graphic illustrations to demonstrate both the stagnation which results from the absence of these skills, and the dramatic effects of their positive implementation. The Learning Organization is a seminal work exciting, informative and a challenge to all directors, management educators and the business community at large. ■

New Books

Name: **New Social Learning**

Author: **Tony Bingham , Marcia Conner**

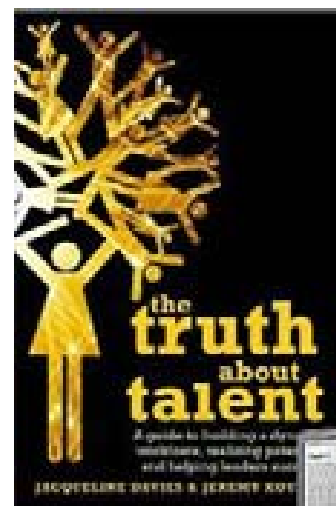
Publisher: **Berrett-Koehler**



Name: **The Truth About Talent**

Author: **Jacqueline Davies , Jeremy Kourdi**

Publisher: **Wiley**



Books on Management

Advancement in career is something that everyone desires. It gives a sense of satisfaction and motivation to strive hard and achieve further growth. However, growth of an individual depends on his/her ability to continuously improve their knowledge and skills. This is particularly true with respect to development sector. As the conditions of the society are changing at a faster pace, one needs to be extremely dynamic to cope with those changes. Also, there is a huge need to bring in professionalism in the work of community development. As the number of institutions for the poor and the institutions of the poor is increasing, the need for people who manage them is also increasing. However, all the people who are joining these institutions may not come with these management skills. But they need to manage people, manage institutions and manage projects. All these require certain level of management skills. The following books provide a basic understanding of the concepts of management and these books are a must read for the people who are in the business of managing in any field.

Book: Basic Managerial Skills For All

Author: E.H. McGrath, S.J.

The emphasis in this book is on the very basic but always perfectible skills of management and leadership: reading, writing, learning, speaking, listening, interviewing, being 'real', teaching, training and managing. If all these skills cannot be called in the strictest sense 'managerial', certainly they represent fundamental skill 'of the manager'. The basis assumption of this book is that management training should form an integral and essential part of every man, woman and child's education, or in other words, management training is for everyone. The book argues that the concept of management is not and should not be tied to the business enterprise, a privileged class, or a particular socio-economic system. Management is a practice, specifically human and singularly humane, that is required by all people, in any organization, under any socio-political system. Management can even be used to change social systems and social relations.

Book: Project Management

Author: Michael Greer

This book is a set of worksheets, guidelines, checklists, and other tools for use by novices to perform specific project management tasks in a step-by-step fashion. It's not necessary to read through the entire book to apply a particular tool. Divided into three major sections, each part corresponds to one of the "big picture" chores project managers face when setting up and managing a project. This book allows those new to project management to quickly acquire broad knowledge and skills related to the project management processes, terminology, tools and techniques.

Book: Framework for Human Resource Management

Author: Gary Dessler

A Framework for Human Resource Management provides students and practicing managers with a concise yet thorough review of essential HR management concepts—including fundamental practices, methods, topics, and relevant legal findings—in a highly readable and accessible format. Managing Human Resources Today; Managing Equal Opportunity and Diversity; Personnel Planning and Recruiting; Testing and Selecting Employees; Training and Developing Employees; Performance Management and Appraisal; Compensating Employees; Ethics and Fair Treatment in Human Resource Management; Managing Labor Relations and Collective Bargaining; Protecting Safety and Health Intended for practicing human resource and line managers who want to update their HR skills.

Book: Project Management for Dummies

Author: Stanley E. Portny

Reading *Project Management For Dummies* could help a diverse group of people, some of which include the following:

- * Senior managers and junior assistants (the senior managers of tomorrow)
- * Experienced project managers and people who've never been on a project team
- * People who've had significant project management training and people who've had none
- * People who've had years of real-world business and government experience and people who've just entered the workforce

By reading this guide, one can gain insight into beginning a project, supporting it throughout its life, and bringing it to a successful closure. We can discover how to manage the uncertainties surrounding a project, and uncover the definitions to the most common project management terms. And we will figure out how to handle some of the more common project management situations we encounter, from dealing with the people involved to organize the mountains of paperwork. ■

The Story of Two Yogis

A person who does anything that he does to utmost perfection, without being involved in its materialistic aspects and benefits is called a Yogi. However, since it is very difficult for a person to attain such a state, principled ways like vaanaprastham, sanyaasam have been suggested, to train a person to be detached from the materialistic world. The following story shows the importance in maintaining the central idea of vairagyam.

Once upon a time, there was a sanyaasi. He used to visit all the kingdoms and used to preach the people "for attaining moksham one needs to give away everything he owns. He should not have any vyamoham or desire on anything. He should not think of the next minute. He should not store anything for future. He should not tell who he is to anyone and should do dhyaanam with peace and no desire. Then he can achieve moksham".

The sermons of the sanyaasi were all very good, however, were very difficult for people to understand. One day Magadha raaja was inspired by the teachings of the sanyaasi. He gave away his kingdom and went to the forest for daiva-



dhyaanam. In the same manner, Kaambhoja raaja was also inspired and went to the forest for daiva-dhyaanam. He also had given away everything he had.

Both the kings met each other in the forests, but they did not tell to each other that they were kings. They both used to go for bhiksha for their food. According to the rules, they used to eat the food that day itself without storing it for future. One day, they got only ganji (rice starch or rice soup). Kambhoja raaja commented to Magadha raaja that it would be better if there was some salt for the taste. Then the Magadha raaja told that he had some. The Kambhoja raaja questioned him "where did you get the salt from?".

The Magadha raaja replied that he had picked small amount of it from the vindu bhojanam to which he was called. He had taken some with him in case he needed in the journey. Then the Kaambhoja raaja told Magadha raaja that he has given his whole empire but was unable to keep up the rule that they should not store anything for future. The Magadha raaja replied that Kambhoja raaja who also left his kingdom with ease was not able to control his taste. Both were shocked realizing that they broke the rules.

They then realized the true meaning in the teachings of the sanyaasi and returned to their duties as kings and ruled with love, peace and harmony. But because of the learning from the forest, they were never involved in the bhogas of a king and were totally detached. They got the unattainable moksham in the end.

Morals in the story:

There is no need to go to the forest and to do the daiva-dhyaanam for moksham. One can achieve it while doing all his duties, but being a viraagi. Even Lord Krishna says in the Bhagavadgita:

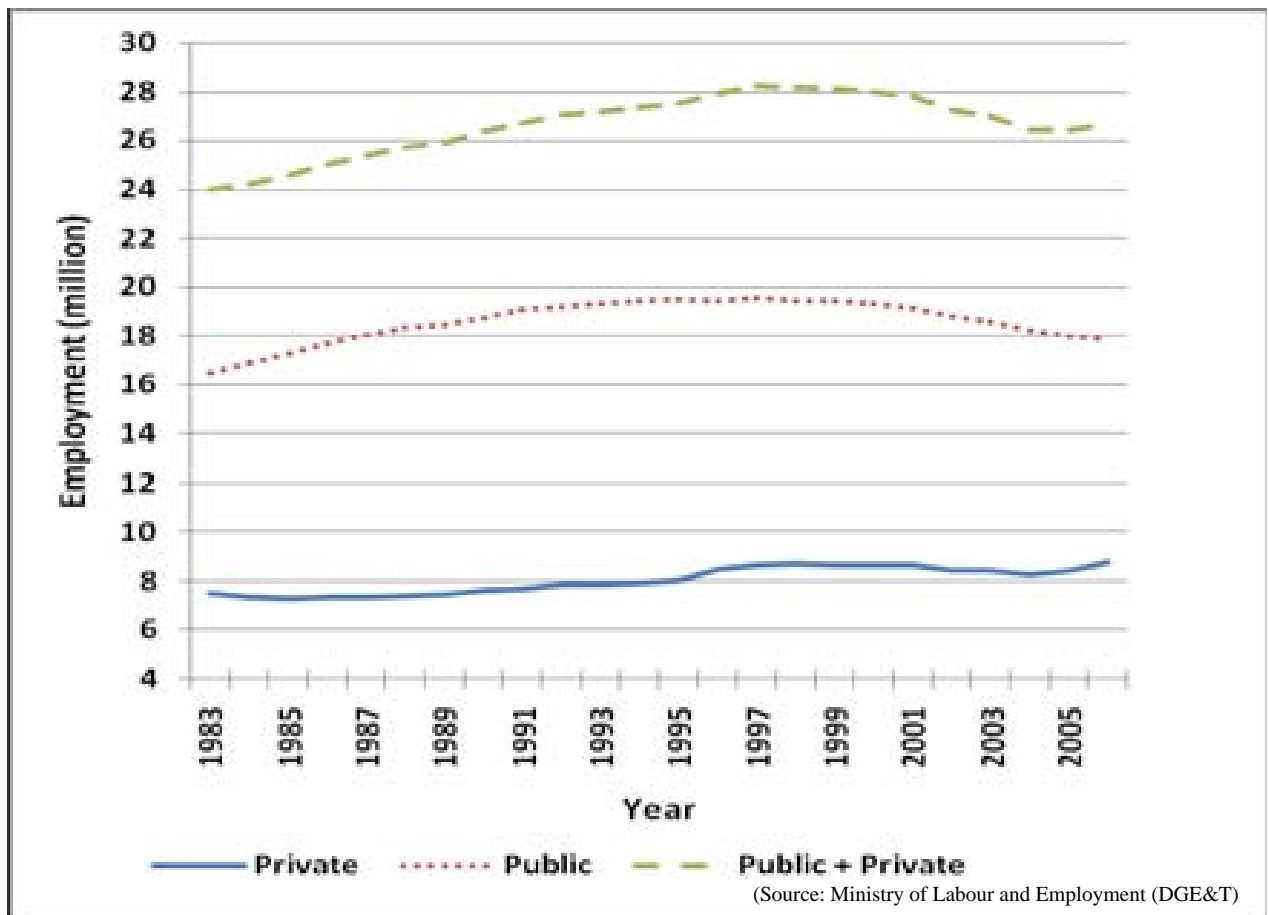
"He who does his duty without expecting the fruit of action is sanyasi and yogi both, and not the one who has simply renounced the fire or given up all activity."

The easiest way is to do nishkaama karma and surrender everything to God. Then one will not be attracted to the benefits of karma, whether good or bad. ■

Employment by Public and Private Sector

(Between 1983 and 2006)

As per the date of Directorate General of Labour and Employment (DGET), there has been a gradual shrinkage of the share of the organized sector employment in India. Total organized sector employment was estimated at 24.01 million in 1983 and this increased to 27.18 million in 1993. It then reached a peak of 28.24 million in 1997 but then started declining and reached a low of 26.64 in 2006, the latest year for which data are available. As a share of the total work force in the economy the formal sector employment reported by the DGET works out to 7.9 percent in 1983, 7.3 percent



in 1993-94 and 5.8 percent in 2004-05. Although public/ government sector employment has witnessed a greater decline (from 5.4 % of the workforce in 1983 to 5.2 percent in 1993-94 and then to 3.9 percent in 2004- 05), private organized sector employment also shrank as percentage of the total workforce (from 2.5 percent in 1983 to 2.1 percent in 1993-94 and just 1.8 percent in 2004-05). In absolute terms, the public sector added 2.87 million between 1983 and 1993 but shed 1.46 million between 1993 and 2006. As against this the private sector added just 30 thousand jobs during 1983 and 1993 and another 92 thousand during 1993 and 2006.

The graph reveals that in relative terms, the organized public sector continues to be twice as important as the private sector and the latter constituted less than two percent of the workforce by this estimate. Compared to the policy attention and preferred treatment accorded to the organized private sector (e.g. cheaper credit, greater and easy access to external borrowing, export incentives, special treatment via SEZs, privatization of public enterprises and a host of other measures), its contribution to employment, as reported by the DGET, is indeed miniscule, to say the least. ■

Out of Poverty

The Strength of Self Help

Hoktu bai and Manik Rao are the residents of Ullipiutta village, Tiryani mandal, Adilabad district of AP. They have three children, a daughter and two sons.

Twenty years ago wage labour was their only source of income. Though they had a strong desire to give their children minimum education they could send only their daughter to school due to poverty.

At that time Self help groups were being formed in their village. Learning about its benefits from her neighbors, Hoktu bai joined the group in 1995. Because of her leadership qualities she was selected as first leader in her group.

Though she joined the group she was finding it difficult to pay savings amount every month as well as take part in the meetings regularly at that time. Because of her determination and commitment to the group she stayed on.

After eight years of being in the SHG, she took a loan of Rupees 70,000 from the group and bought a second hand auto for her husband. Her husband Manik Rao used to drive the auto and others in the family continued to work as wage labourers.

Manik Rao was able to earn 4 to 5 thousand rupees per month. Income from auto helped in improving the economic condition of the family. The loan which was taken from the group was repaid in few years. Because of her sincerity towards group and regular repayments, bank was willing to give another loan to her.

This time she thought of buying auto for her son and took a loan of Rupees 70,000 again and bought an auto. Within three years the family was able to repay the entire amount and also was able to save quite a good amount of money.

In the course of time, the family has slowly came out of the poverty. They also built a house in the village using some of their savings amount and also by taking a small loan from SHG.

Decision of joining self help group and making use of benefits available in them was a turning point in Hoktu bai's life. It has helped them to increase their family income ten times than it was before. Hoktu bai has stopped working as a labourer now, she spends time in managing her group well and in encouraging new people to joint it. ■

Broken Lives

Visionless Endeavour

Ayilamma and Krishnaiah are wife and husband. They stay in L.B.nagar, Hyderabad. They have two daughters. Both wife and husband are not educated but they know minimum writing and reading.

Krishnaih was an auto driver and Ayilamma used to sell children's garments and plastic vessels. Both put together they were able to earn enough income to lead a descent life. They worked hard and built a house and put both their children to school.

Krishnaih's income was adequate for their family needs including children's education. Krishnaih felt that now that they have built the house there is no need for his wife to work anymore and should take care of children. Ayilamma agreed to this and gave up her business. His elder daughter studied B.Sc and the younger daughter did a beautician course.

As their daughters completed education, they thought of getting them married and Krishnaiah looked for alliance for his elder daughter and finalized wedding. But they had to pay huge amount of money as dowry and also had to spent so much money on the wedding occasion. Krishnaiah did not have enough savings and at the same time he did not want to loose the alliance as he thought his

daughter will be happy if she gets married to that boy. As his savings were not enough for the wedding and also he has no other asset to sell Krishnaiah sold his auto and completed the wedding ceremony. As there was no other source of income to them the economic condition of the family worsened.

At that point Krishnaih thought of starting cloth business. He borrowed one lakh rupees from his relative and started a small cloth shop at Nagol, Hyderabad.

Though he started the shop, he knew nothing about this business. He didn't know where good quality clothes are available, how to mark up prices and convince customers to buy. He was able to earn only an amount sufficient to pay shop rent.

Naturally the business incurred losses. Then Krishnaih had no alternative rather than closing the shop. But there was nobody to buy his business; he had to give it away at Rupees 50,000 which is less than what it was worth for.

Without having the knowledge that multiple livelihoods help, Krishnaiah's family started depending on a single livelihood which has reduced their risk bearing capacity as well as made them unable to bear any unforeseen expenses. ■

'Yoga'kshemam

Regular and normal rains after a long time! People say it is three decades now.

Of course, Teachers' Day on 5 September is celebrated. Some of us talk about International Literacy Day (8 September). Then, we lost track of International Democracy Day and International Engineers' Day (15 September), International day of Preservation of Ozone Layer 16 September), and Peace Day (21 September). We await World Tourism Day, Elders' Day, Smile Day, Animal Day, Teachers' Day (World), so on ... of course, our big day – 2 October!

Ramzan and Ganesh Chaturthi on the same day! Less number of idols, small idols, less crowds mark Ganesh this year! Is the rising prices that caused this? We also hear that another recession is on its way in US. What is in store than for us? Bihar is going to polls. Nitish?

US declares that India is the third most powerful nation in the world, next only to US and China. We also hear mixed comments on Common Wealth Games; so much for the power! Ability without intent cannot become power.

This has been a month of getting ready to see the roll-out of National Rural Livelihoods Mission. Framework for implementation is emerging. Deeply into it! With time, energy, intensity!

Institutional architecture for the poor, Farming System, Agriculture, Employment continuum, Induction, Building Human Resources, Resource Centres, Consortiums, Planning for 2017, ... continued to dominate our thinking and working space, as always, in this month also. Getting deeper into understanding poverty and level of living! Now is the time for planning, convergence and partnerships across the country. Towards building and leveraging the institutions of the poor for their better livelihoods and lives over the coming 7 years!

Also, back with students! Their rivers are flowing; their books are published; they are opening up to plan for themselves and plan for the poor. Interesting discovery, rather an endorsement, during the month: Deeper learning and better learning results come with mixing study environments, mixing content, spacing sessions, self-testing or all the above, and not from spending continuous hours on one issue. Mix and learn is the message. Let us ignite the flame in our souls to learn and be useful, learn while being useful and be useful while learning.

Inching on L-units has slowed down. Need to press the accelerator. I realize deep down, it has picked up speed.

Missed and need to catch up on some rest, some variety, some nutrition, some sleep, some flows to get flow in and merge!

When lost in two or three pursuits, when you miss water, food, sleep and care for long spells, it appears 'thought silence' comes in on its own. As you blank out. As you stare into the distance. Then, the innermost lets you lose in and take you into the purpose of being useful. Intense and deep processes of reflection, exploration, arguments and dialogues, conspired jointly by the universe and the

innermost, unfold in their own way. Let the innermost see, feel, touch, and appreciate you, your each and every cell; let the innermost take care of you; then the innermost takes charge, deep within.

Many endorsements during the month – take care of the small things. They take care of the big things. Some small things include – Give and give cheerfully; Say sorry, looking the person in the eye; first impression lasts long; dream and let others dream; love is the only way to live life completely; fight fairly; do not judge people by their families; think on feet; do not lose the lesson, even if you lose; value relationships and friendships; Smile, and smile even on phone; spend some time alone. Then these small things take you in the flow of being useful.

Wallace Wattle suggests in his 'The Science of Being Well', being well is a function of how we do our voluntary functions of life, beginning with mental actions – thinking and use of will – so that we form a conception of ourselves in perfect shape/fitness/health, and think only those thoughts which are in harmony with that conception; We need to eat only when we have an earned hunger, and then take the best foods of the healthy people in the zone in which we live, i.e. local food; Of course, we need to enjoy eating; Keep your spine straight and your chest flexible, and breathe pure air; we need some grateful meditation; we need to earn sleep and sleep in an environment of fresh air. In a nutshell - make yourself one with Health in thought, word, and action. Then we live restfully

physically, emotionally, mentally and spiritually, to be useful.

As Krish Radhakrishna puts - Here is a 'quickest way' to create a new mindset: internal reality. Experience new things! Do different to be different. Change comes from doing. Doing something you have never done. Minor, major does not matter. If you do the same old things, you get the same results.

Here are three suggestions from Deepak Chopra on applying the law of giving in daily life: gift; gratefully receive gifts that life has to offer; keep wealth circulating through giving and receiving precious of caring, affection, appreciation, and love.

In the confluence of the souls, and through the flows of universe, we are in the 'yogapravaahasangamam' seeking [aikyayoga](#) to be one with 'innermost' and 'universe'.

Can we be there? **Yes, if we pursue Atma Yoga.** Atma Yoga seeks knowledge, reflection, exploration, devotion, and surrender to being useful. In relentless pursuit of being in praanayogasudha!

Krishna confirms – when there is union of the innermost with the universe, there is nothing in between, except a veil of doubts, dilemmas and internal conflicts. This veil disappears with the yoga triad– jnaana, karma and bakthi. We see viswaroopam and become one with viswaatma.

Join us in the world of yoga – for the union with the innermost and universe in all dimensions of our being - towards praanayogasudhasiddhi. You will not regret it. ■

G Muralidhar

Important Days in September



September 5
Teachers' Day

September 8
World Literacy Day



September 16
World Ozone Day



September 27
World Tourism Day

