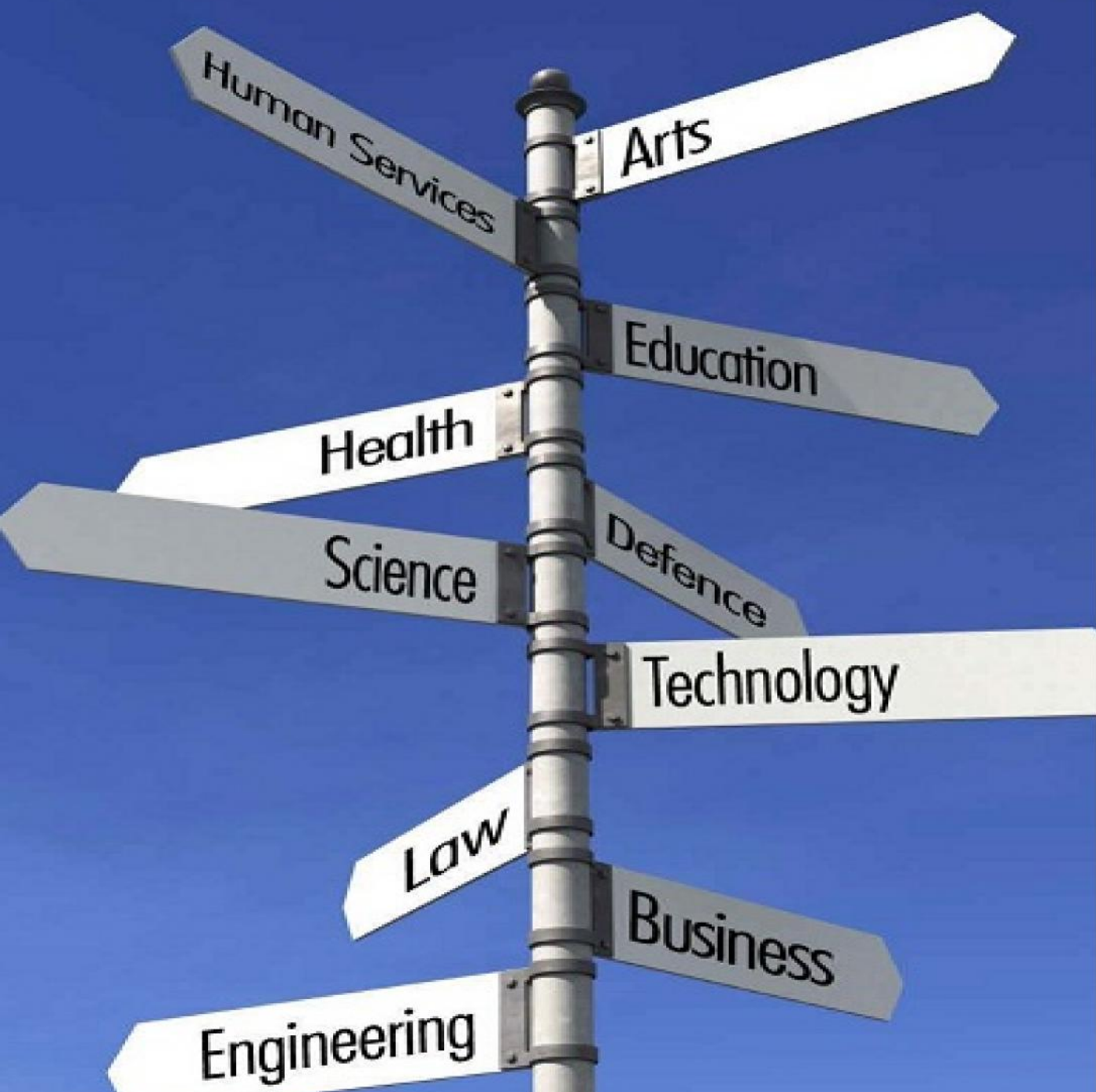


livelihoods

today and tomorrow

August 2016

Career After School



Happy Friendships!

Happy Independence!

Happy Raksha Bandhan!

Olympics are in the air. Let the sportsmanship thrive. Let Dipa serve as a model for all of us.

It is said Education is the surest way out of Poverty. But, many of our children do not reach the school. Many of them do not cross it. Those who cross do not know where to go. Should this be PhD? Should this be civil servant? A doctor? An engineer? A lawyer? A chartered accountant? A journalist? A manager? A social worker? A teacher? If these are choices available, can s/he access? Can s/he afford? Does s/he have the merit? Does s/he have it in her to do any one of these? Or is s/he wired differently? A polytechnic, a mechanic, a repairman, an assistant, an attender? Or is s/he fine with being a skilled labour? Casual labour? Or a farmer, weaver, traditional artisan? Or an entrepreneur? Or a burden on the family? Counselling has a big role. Early vision and preparation play their part. In this context, 'livelihoods' has explored 'Career after School'.

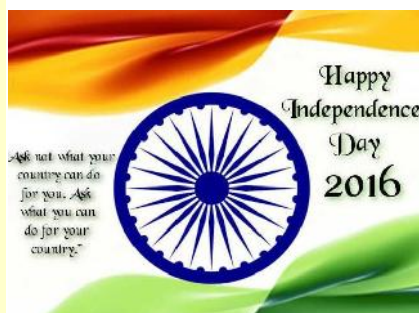
Please read 'Constitution of India', if you have not read it earlier.

The e-links include VCA - 'Tamarind VCA, Kondapur, Telangana'; subsector - 'The fisheries subsector, Liberia, West Africa'; e-book – EH Carr's 'What is History?'; and v-book – 'Beekeeping and Honey Extraction'.

Supplements include Legendary Effort – Egg Revolution; and Kshetram - 'Indo-Gangetic Plains'. Livelihoods Management Notes are on 'Learning and Visioning'.

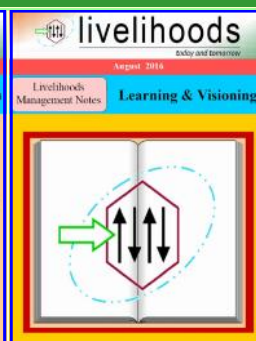
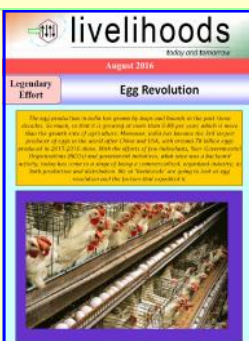
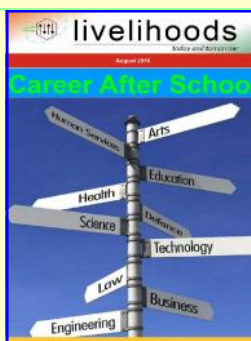
With the faith and hope that you find this issue useful, we remain.

The World Bank released estimates of global poverty from 1981 to 2012 based on 2011 PPP. The new poverty estimates combine Purchasing Power Parity (PPP) exchange rates for household consumption from the 2011 International Comparison Program with data from more than one thousand household surveys across 131 developing countries, and 21 high income countries. Poverty headcount ration at \$ 1.90 a day.



Many times, small things are not considered as important, but they make big difference.

Latest
Livelihoods



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Kshetram Indo - Gangetic Plain

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e- course e-livelihoods learning course Capsule No: 337 – 352



Thanks for the Livihoods July issue.

All the best.

With regards,
Felix Kerketta.

Dear sir thank you for sending the livelihood magazine to me, it is very useful to me. Mostly, I am going to implement cashew value

chain, palm by products, jack fruit value addition. Kindly send any information related to the products it will be great help to me. Thank you sir.

With regards

Victor

Pragati NGO



Can, Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) provide employment to all young people in rural areas?

News

Krishna Pushkaralu Begins in Telangana and Andhra Pradesh :

Krishna Pushkaralu, the once in 12 years river festival of Krishna, began in two Telugu states of Telangana and Andhra Pradesh with fanfare and religious fervour. Thousands took holy dip in the Krishna in the two states and offered prayers in temples located along the banks of the river. 'Pushkar ghats,' constructed by the authorities along the river course. More than six crore people are expected to take dip in the river in the two states.

Over six lakh acres to get water for kharif:

Over six lakh acres of agriculture lands in Nizamabad, Adilabad, Karimnagar and Warangal districts will get water in kharif, since the Sriramsagar project at Pochampad began to discharge water. Water in the project touched 1,078.0 ft against its full reservoir level of 1,091.0 ft, and impounding about 47 tmc, against the full capacity of 90 tmc. Over 13,000 cusecs are coming into the project and 4,300 cusecs are being discharged

through the main Kakatiya flood flow canal and Lakshmi canal.

Organic farming in AP on the lines of Sikkim:

The state government has come up with a comprehensive project on creating viable and sustainable farm livelihoods by promoting organic farming in the kharif season on the lines of that in Sikkim where more than 90% of the crops are produced with organic supplements. Towards that end, the state government has earmarked 130 out of 566 clusters in all the 116 mandals of 13 districts on a pilot basis to benefit nearly 10 lakh farmers over a period of three years.

Govt. sets up land acquisition authority:

The Andhra Pradesh government has notified the establishment of Land Acquisition, Rehabilitation and Resettlement Authority in line with the provisions under the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013. ❖



Mahasweta Devi
(14 January 1926 - 28 July 2016)

Tanzania: 70 % of Children Live in Poverty, Survey Shows

Seven out of every 10 children in Tanzania are living in poverty, according to a new report by the National Bureau of Statistics. The report released on Thursday details child poverty in the country on a monetary basis and gauges other parameters such as nutrition, sanitation, education, water, health, housing, protection and access to information. The Child Poverty in Tanzania 2016 survey shows that 26 per cent of children are from poor households, and are thus deprived of basic needs like health, education and sanitation. ❖

News From the States

Sakshi Malik and PV Sindhu's Achievements in Rio:

Our women athletes Sakshi Malik and PV Sindhu are front line in Rio 2016 Olympics. Sakshi got first medal and PV Sindhu is now near to gold medal.

NDRF rescues 10,000 people: Over 10,000 people have been rescued from the flood-hit parts of the country, including Assam and Bihar, the National Disaster Response Force (NDRF) has said. "Forty-four self-contained rescue teams have been pre-positioned to assist the State governments in rescue and relief. Twelve flood rescue teams are engaged in relief and rescue in Assam," the NDRF said in a statement. So far, over 10,000 people had been evacuated nationwide this monsoon. "In addition to the rescue work, NDRF teams established medical camps in Assam and Bihar and provided medical care to 1,233 persons. The operation is in progress," it said. Eight teams were operating in the marooned areas of Bihar. A control room was monitoring the situation round the clock, it said.

27.5 lakh affected in Bihar floods: The flood situation remained grim in 12 districts of Bihar where an estimated 27.50 lakh people were affected though no fresh casualty was reported, with the toll standing at 26. Ghaghra is flowing above the danger mark at Darauli and Gangpur-Siswan district, Bagmati at Benibad in Muzaffarpur district, Koshi at Baltara in Khagaria district, Mahananda at Dhenraghat in Purnia district and Jhhawa in Katihar district. With several rivers in state, as many as 12 districts have been flooded, affecting over 27.50 lakh people spread over 200 lakh hectare area, the Disaster Management Department said in a statement.

Foreign funds pour in; 3,000 NGOs get over Rs. 22,000 cr.: A total of 3,068 non-governmental organisations (NGOs) received foreign funding above Rs. 22,000 crore in 2014-15, according to government data presented in response to a question in Parliament. These are NGOs who reported receiving more than Rs. 1 crore from foreign donors. This amount was 83.3 per cent (nearly double) more than the Rs. 12,000 crore received by 2,301 such NGOs during 2013-14. As much as Rs. 7,300 crore — or 33 per cent of the total — went to NGOs based in Delhi and Tamil Nadu alone. In fact, 80 per cent of this funding went to NGOs based in seven States — Delhi, Andhra Pradesh, Maharashtra, Kerala, Tamil Nadu, Karnataka and West Bengal. As of July 2016, 33,091 NGOs were registered under the Foreign Contribution Regulation Act, which regulates foreign

funding to these bodies.

GST Bill: green light for 'one nation, one tax': After being subject to months of haggling and histrionics, the Goods & Services Tax (GST) finally had its historic day in the Rajya Sabha with the passage of the Bill to amend the Constitution, paving the way for what is popularly referred to as the concept of "one nation, one tax." Barring the AIADMK, which staged a walkout on the plea that it violated federalism, all others, including the Congress, voted for the Bill. Led by the former Finance Minister P. Chidambaram, the Congress, supported by members of some other parties, made a valiant effort to extract an assurance from Finance Minister Arun Jaitley that as and when he would introduce the subsequent legislation to operationalise the GST, it would be as finance rather than money bills.

PMFBY: Enrolment date extended till August 10: The Centre has decided to extend the last date to August 10 for enrolling in Pradhan Mantri Fasal Bima Yojana, aimed at enabling farmers to avail insurance cover against crop loss due to natural calamities. The last date for enrolling as member of the Yojana was July 31 and it has been extended to August 10, Union Minister for Agriculture Radha Mohan Singh told reporters during a video press conference from New Delhi.

Over 2 lakh houses built under central schemes in the last two years: Govt tells Lok Sabha: Over two lakh houses have been constructed under Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Rajiv Awas Yojana (RAY) and Pradhan Mantri Awas Yojana Urban (PMAY-U) in various states in the last two years, Lok Sabha was informed. **presentational image.** Agencies "During the last two years, 2,23,814 houses have been constructed under JNNURM, RAY, PMAY-U by implementing agencies.

India's farm-produce losses at Rs 92,000 cr, thrice the agriculture budget: Harvest and post-harvest loss of India's major agricultural produce is estimated at Rs 92,651 crore (\$13 billion), according to data published by the ministry of food processing industries. The loss is almost three times as high as the new budget for the agriculture sector, which has seen an increase of 44 per cent from Rs 24,909 crore (\$4 billion) in 2015-16 to Rs 35,984 crore in 2016-17. About 16 per cent of fruits of vegetables, valued at Rs 40,811 crore (\$6 billion). ❖

Daman and Diu

Daman and Diu, one among the seven Union Territories (UTs) of India, is the second smallest UT in India. This UT has two districts, namely Daman and Diu, and Daman is the capital of the UT.



Daman and Diu are situated on the western coast of India. However, the most interesting thing about the UT is that Daman and Diu actually are two separate parts, that are at a distance of 700 km from each other by road. The total area of Daman and Diu is 112 sq km, with Daman's area being 72 sq km and Diu's area being 40 sq km.

Daman and Diu became part of the UT of Goa after liberation from Portuguese rule on 19 December 1961. After Goa became a full-fledged state on 30 May 1987, Daman and Diu were made a UT.

Daman district is situated nearly 200 km from Mumbai city and is surrounded by Valsad district of Gujarat in North, East and South. Ganga River passes through the middle of Daman district and divides it into two regions namely Moti Daman and Nani Daman. Diu district is an on the southern portion of Gujarat Peninsula. The UT is governed by an administrator appointed by the President of India.

The population of the UT is 2,42,911 as per 2011 census, with 618 females per thousand male; it is the lowest female to male ratio in India. Though Hindi is the official language, majority of the population speak Gujarati and few others speak Marathi and English. The predominant religion is Hinduism, with a few Christians and Muslims. People celebrate festivals based on their religion. Customs and traditions are predominantly Gujarati. The average annual rainfall is 1687 mm. Damanganga Project is a joint venture of Gujarat, Goa, Daman and Diu and Dadra and Nagar Haveli. In this UT, farmers cultivate crops such as paddy, ragi, groundnut, pulse, beans, wheat; and horticulture crops are banana, sapota, and mango. The total cultivated area is 3727 hectares. Through the provision of irrigation facilities, double cropping has been increasing and agriculture production is on rise. Fishing is the main economic livelihood in Daman and Diu. Government provides mechanical boats and other inputs to the fisheries community. Cattle, buffaloes, sheep and goats are the main livestock. Tourism is another important source of livelihood as Daman has a pleasant climate all round the year, and is a good place to visit in summer. The main industrial belts are Somnath, Dabhel, Bhimpore and Kadaiya. In Daman and Diu, 535 industrial units are registered as small scale industries. ❖

Dongria Kondh

The Dongria Kondh or Dongria Kondha tribe is a Particularly Vulnerable Tribal Group (PVTG) of Odisha, India. They are mainly found in the Rayagada, Koraput and Kalahandi districts of Odisha;



especially in and around Niyamgiri hill ranges. The tribe calls itself as "Jharnia" meaning "those who live by the Jharana."

The tribe holds a very close and symbiotic relationship with forests and is dependent on the integrity of their ecosystem. Therefore, the tribe worships the mountain god Niyam Raja and the hills he presides over, including the 4,000 meter Mountain of the Law, Niyam Dongar.

They have a very strong cultural integrity and the ability to survive as a distinct social group, which is evident in their language, kinship relations, expertise in agro-forestry and customary practices. The tribe speaks two languages, namely Kuyi and Kuvi, having a Proto-Dravidian structure and vocabulary. Their religious practices anchor them in the landscape of the Niyamgiri hills. The Dongria have distinctive jewellery, tattoos and hairstyles; women wear many rings through their ears and three through their noses. The tribe has an expert knowledge of their forests, plants and wildlife. They collect wild roots, tubers, etc., and rare medicinal herbs, which treat a number of ailments i.e., arthritis, dysentery, bone fractures, malaria, snake bites, etc.

The government is responsible for protecting the rights of Dongaria Kondh as it is a PVTG. The tribe is heavily dependent on forest produce for their livelihood. In the pristine environs that they inhabit, the government has brought in various developmental packages for the tribe. Though traditionally the tribe practiced and continues to practice shifting cultivation; nowadays, the government has introduced other types of cultivation to them. They are growing orange, lemon, ginger and banana, etc.; vegetables; and high yielding rice. This allows people enough opportunity to earn cash in addition to pursuing their traditional subsistence agriculture on the hill slopes. The tribe was also trained to raise bovine animals.

For the past one decade, the 8,000 plus Kondh have been living under the threat of mining by "Vedanta Resources", which is hoping to extract around \$ 2 billion-worth of bauxite that is lying under the surface of the hills. The mining operations will have adverse impacts on the livelihoods of the Kondh and will lead to the destruction of significant tracts of forests. The entire weaving of forests into the lives of Kondh will be permanently wiped out if mining operations are executed. ❖

Towards Rural Transformation!

Happy Friendships! Happy Independence! Raksha Bandhan!

GST Bill passed in Rajyasabha and Loksabha, and going through the motions in State Assemblies.

Rio Olympics 2016 are in progress. Dipa Karmakar makes us proud.

Curfew in Kashmir continues.

President Pranab Mukherjee spoke on the eve of Independence Day – “...As we build an India of hundreds of smart cities, towns and villages, we must ensure that ... compassionate society. ...”

PM spoke from ramparts of Red Fort – about skilling youth; about health/treatment scheme; about ODF; about enterprises, shops; about bank accounts to all; about Transformation etc. He should have talked about Poverty Free India by 2025/26. He should have talked about 150 million poor women in SHG network. He should have talked about merging NRLM and NULM into NLM. He should have talked about a single Livelihoods and Employment sub-mission, coupled with Core NLM sub-mission.

What is required for rural poverty reduction, livelihoods improvement and transformation?

- Let us recognize this as a long-term agenda and our role is catalytic in nature.
- Let us form a group of mentors at the national and state levels, now.
- Let us place a fully inducted Rural Transformation Leader in each district/sub-district, with all the support that is required for her/him to function. Let him/her have access to some catalytic but flexible funds. S/he can also access other funds.
- Let us place 5-6 member spearhead teams (Team) in each sub-district/block with the task of being with people, understanding their situation and identifying local people with leadership and facilitation abilities, including 3R skills, from different hues with passion and drive, may be about 100. Majority of them will be women. [referred as Local Team of Mentors/Resource Persons]
- Let us induct and equip them. May be they would need some 5-6 months of inputs, immersion, exposure, apprenticeship and mentoring with task-based individual and team fieldwork. As part of this period, we get an in-depth understanding of select villages (10-15%) in the sub-district/block, support in inclusive saturated mobilization into generic IOPs, and identification of potential leaders, may be 5-6 per village (after screening several more). [referred as In-situ Animators-Leaders]

Let these leaders be provided Comprehensive Integrated Vision-Planning-Leadership-Management Module. They can help us to add more villages into our realm.

Gradually, over a year or so, we will be in all the villages in the sub-district/block.

By the beginning of the year 2, we will be seeing inclusive saturated mobilization of women initially, and all others subsequently (adolescent girls, youth, farmers, artisans, other stakeholders) and their capacity building on a full throttle.

Let the sensitization of PRI leadership and grassroots public service providers and government functionaries, civil society players begin soon after.

Let the people analyze their situation (in their personal life, family, group, village etc.). LEAPs and value-chain analysis may be initiated. Planning for the household, group, village begin. Vulnerability planning, Convergence planning etc., can also be taken up.

Let the institutions go through visioning and plan forward. Let them take responsibility for planning at household level, group microplans, village vulnerability plans, plans for vulnerable people, plans for convergence including MGNREGS, GPDP, Watersheds, NRLM, Skills, sustainable livelihoods (agriculture, dairy, livestock, fisheries, forestry and NTFP, artisanal livelihoods, micro-enterprises etc.), Banks, ST/SC/BC subplans etc.

Let the demand for livelihoods collective (s) and social collective (s) emerge and their business plans be developed. Can the % of consumer rupee realized by the producer go up significantly?

Let the collectivization – purchases, sales and value-addition, services etc., start.

Let them be supported through convergence and partnerships.

Let the villages make plans for Prosperity and realize them.

Let the youth be counseled for skills for jobs and/or enterprises.

Let there be authentic info-portal/web-channel and channel that disseminates authentic information/knowledge and analysis to various client groups within the community and making the videos, audios, pictures, charts, text etc., available in the village resource centres.

The villages/clusters (at least 50%) emerge as model poverty-free villages of rural transformation. ❖

Perspectives

G Muralidhar

Better Life for my Children...**Need Support in my Last Days...****Can you introduce yourself?**

My name is Dudyala Venkanna, and I am 40 years old. I am a native of Suryapet town and mandal, Nalgonda district, Telangana state. I could not pursue my education after fifth class due to financial problems in my family.

**Can you tell us about your family?**

My family consists of my wife and two children, my mother, and my sister. My wife is working as a cook in a local hotel and is earning Rs.7,000/- per month. My mother is working as a helper in marriages and other functions. My younger sister cannot work because her health is not cooperating her to do works. My children are studying; my elder son is doing his graduation, but also works as a barber (part time) in a saloon shop during holidays. My younger son is studying in tenth standard. My father died six years ago due to health problems.

What are you doing at present?

I am currently working in a hardware shop in Suryapet. My work timings are from 9 am to 8 pm, and I earn Rs.7,000/- per month. My job mainly involves loading and unloading of hardware materials, and helping customers purchase the hardware products. Apart from the above work, I also sweep the floor, arrange the hardware materials in the shop and pack products.

What did you do earlier?

I used to work as a painter earlier, but as I had met with an accident on site, I couldn't continue the job. After recovering from the accident, I availed a new job in the hardware shop.

Do you have any problems?

Yes, I have financial problems. I had taken a loan of Rs.1,00,000/- from my relatives for constructing my house at 36% interest rate per year. So far, I have paid back around Rs.60,000/- to the relatives, but have to pay the balance. Moreover, when my wife was suffering from multiple health problems, I had to incur a cost of Rs.30,000/- towards treatment which was a huge burden on our finances. Our earnings are not sufficient to run my family as the prices of essential commodities too have gone up.

Did you get any benefit from the government?

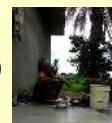
Yes, I have availed ration card, aadhar card and election card. Both my children are availing education scholarships, and I had also availed the housing scheme.

What are your future goals?

I want to provide better life to my children, and for that I have to solve my financial debts. ❖

Can you introduce yourself?

My name is Kuruva Narayanamma, and I am 70 years old. My native place is Paipad village, Waddepally mandal, Mahabubnagar district, Telangana. I am an illiterate. I have three sons and two daughters; my youngest son died from snake bite when he was 20 years old. All my children are married. My husband expired 38 years ago as he consumed contaminated toddy.

**Can you tell us about your family?**

I stay with my younger son. He is an agriculture farmer, and my daughter-in-law helps him in agriculture works, and also goes for agriculture labour. They have two sons who are studying in class X and class VIII respectively in a nearby village.

What are you doing at present?

Though I am an agriculture labour, I have taken a break from my work to tend to my elder son's daughter who recently delivered a baby boy. My day starts by helping finish the daily household chores in my younger son's house by 11 am, and going to my elder son's house to take care of my granddaughter and her new born. Later in the evening, going back to my younger son's residence and bringing water from nearby public tap, watering plants, cleaning vessels and home.

What did you do earlier?

Previously, I was engaged in agriculture works and worked as an agriculture labour. My activities included planting, sowing seeds, weeding, harvesting of cotton and chilies. My daily wage was around Rs.100/- to Rs.200/- based on the season.

Do you have membership in any SHG?

No, I used to be a member in a Self Help Group (SHG), but as I am 70 years old now, I am no longer a member.

Do you face any problems?

Yes, as I am old, my family is not taking care of me properly. I receive mental abuse from them. Also, poor health and financial conditions are a big trouble for me.

Did you get any benefits from the government?

Yes, I availed aadhar card, ration card, election card and old age pension. Presently, I am availing old age pension of Rs.1000/- every month. Earlier, I used to get only Rs.200/- per month.

What is your future goal?

I have no future goals, but I need support from my family till the last days of my life. ❖

I Work for SHGs...

I Want to Become an Entrepreneur ...

Can you introduce yourself?

My name is Rallabandi Manjula, and I am 31 years old. My native place is Aushapur village, Ghatkesar mandal, Ranga Reddy district, Telangana. I am Intermediate pass, and I want to pursue my education through distance mode.



Can you tell us about your family?

I stay with my husband and two sons in Aushapur village. My husband has a carpenter shop and undertakes carpentry works, my elder son is studying in class tenth and my younger one in eighth standard.

What are you doing at present?

I have been working as the President of our Village Organization (VO) since 2013, and also work as the Village Book Keeper (VBK). I have been a leader of Ramana Self Help Group (SHG) since 2008. My job responsibilities include conducting of VO meeting on the 4th of every month; preparation of agenda for meetings along with Office Bearers (OB); conducting meetings; documenting the proceedings after the meetings and passing resolutions and informing it to the members. I attend Ghatkesar Mandal Samakhya (GMS) meeting on the 22nd of every month as a representative of our VO. As a VBK, I update 30 SHG books per month and each group pays me Rs.100/- towards the same.

Can you tell us more about your VO and SHG?

In our village, there are two VOs. Our VO comprises of 30 SHGs with 345 members. Our VO was formed in 2013, and SHG was formed in 2008. The VO has four sub committees i.e. gender committee, Insurance committee, Streenidhi committee and bank linkage committee. The grading of our VO is B and SHG is A.

Did you get any training?

Yes, I availed trainings on leadership, membership, role and maintenance of VO, financial transactions, book keeping, SHG development and related issues at Ghatkesar MMS.

Do you face any problems in this field?

Yes, most of the SHG members don't understand the concept easily, and there is a gap between SHG members and leaders. Personally, I am not receiving any fee for my work and not even getting travelling charges.

Did you get any benefits from the government?

Yes, I availed ration card, voter card, and aadhar card.

What are your future plans?

I want to develop our VO and SHGs. ❖

Can you introduce yourself?

My name is Enugu Karunakar Reddy, and I am 27 years old. My native place is Narsapur village, Mulugu mandal, Medak district, Telangana. I completed my MBA in Finance from Mallareddy Institute of Management and Technology (MIMT) in 2012.



Can you tell us about your family?

I got married six months ago, I stay with my wife, mother and father in our village. My father is an agriculture farmer and my mother is supporting my father, and my wife is a housewife. We have ten acres of agriculture land and two poultry farms

What are you doing at present?

I have been working in an organization named "PRATHAM" as a Center Facilitator (CF) under Open School Online Programme (OSOP) for the past one year in Mulugu mandal, Medak district, Telangana. The above programme was initiated on September 2015.

My job mainly entails facilitation of High school centre in Banda Thimmapur village. We conduct online classes for class fifth to ninth standard students. We have 348 students in schools and have provided them with 22 laptops to teach Maths and English subjects online.

How were you selected as a centre facilitator?

I had seen the advertisement in a local daily newspaper and applied for the post of center facilitator. When I was shortlisted, the organization had conducted a written exam, followed by a personal interview. I cleared both and was selected.

Did you participate in any training programmes?

Yes, our organization imparts regular training to the staff members. So far, I have undergone training on content, technology, methods, class room management, reporting, etc., in this organization.

Do you face any problems?

Yes, my schedule and teachers' schedule clash many a times. We have to complete the subjects on time. In case of sports classes, they clash with festival holidays.

What is your future goal?

As I had done MBA, I want to use those skills in the future and become an entrepreneur. ❖

Knight of the Blind...

Can you introduce yourself?

My name is Boya Rajesh, and I am 39 years old. I pursued M.Com (Master of Commerce) and M.S.W (Master of Social Work) in year 2001. My native place is Kurnool town & district in Andhra Pradesh. Presently, I am staying in Hyderabad, Telangana state.

What are you doing at present?

Since 2012, I have been working as a Manger in Rukmini Govinda Rao Charitable Trust (RG Rao Trust) under Rural Educational Development Programme in Karimangar district, Telangana state. This programme was started in 2012 in eight mandals viz., Chandurthi, Konaraopet, Vemulawada, Yellareddypet, Sircilla, Musthabad, Manakondur and Thimmapur mandals in Karimnagar district.

My job involves selecting merit students in a scientific manner i.e. conducting Trust examination for those who completed Secondary State Certificate (SSC) examination, and based on SSC marks and Poverty assessment to give educational support to them. We are supporting only poor students who are studying in government schools. I conduct monthly review with colleagues on students' progress. We recruit volunteers to teach in primary schools. We are providing study material in Maths, Science and English every month for 150 high schools. I am monitoring the utilization of the materials and record verification in the schools. I am also facilitating in the formation of Elders Self Help Groups (ESHGs) and also supporting those ESHGs in Vemulawada mandal. I am regularly coordinating with two mandal coordinators and 25 volunteers who are working in primary schools as part of my work. We do door to door survey to know poor status in the villages. I am liaising with educational department to spread awareness about educational schemes. Personally, I am interested in working with elders.

Can you tell us about your previous work?

From 2000 to 2002, I worked as a Sales Executive in Thiruvallur Thattai Krishnamachari (TTK) Healthcare Limited for Woodward's gripe water. From 2002 to 2005, I worked as a warehouse manager in Coca Cola C & F in Kurnool district. In 2005, I established a Non Government Organization (NGO) called Society for Integrated Development. The objective of NGO to support the cause and care of the victims of Rayalaseema paper mills and industrial effected area in Kurnool district. In 2007, I joined a six months Programme and Livelihoods Management (PLM) course in Akshara Gurukulam, Hyderabad. After that I worked as a Team member of the project Network of Dynamic Labour Mart Associations assigned to ALCI BY YSEI Program of Global Knowledge Partnership, Hyderabad, (Organization based in Kaulalumpur,

Malaysia). I worked as CCF consultant in part of south Karnataka. After that, from October 2007 to 2012, I joined as a Social worker in "AASARA-1253" Elders Helpline in Greater Hyderabad Municipal Corporation (GHMC) under HelpAge India Project.



What are your achievements?

I formed volunteers' network with 2500 volunteers in Hyderabad while working in GHMC. I formed about 250 Senior Citizen Associations and 100 Day Care Centers in Andhra Pradesh. I created a Data Bank for all Referral services for senior citizens in GHMC. I provided counselling for people. I trained volunteers on creating support system for Elders. I supported in adopting of the 132 slums with the support of NGO's and Senior citizens associations in GHMC. I provided shelter assistance in Old Age Homes. I gave support in networking with Elders Related Organization like APSCON/FAPSCO/ THODU NEEDA and Oldage Homes in Andhra Pradesh.

What are your experiences?

When I was working in Elders Helpline project, as it was first of its kind of project in India, we had to work really hard to implement the project. Slowly, stakeholders were involved as volunteers and given important positions, and began participating actively in the debating and meeting of elders' association. Updated my knowledge among the elders' issues in the international and national level. Every time, I share our developments in the elders field all over India.

What are the challenges you face?

In present organization, RG RAO Trust, as I am working with academic development of rural government schools, it was very tough to work with government teachers and the community.

Did You Participated Any Trainings?

I participated in Young Entrepreneur training under Ministry of Commerce and Industry, Government of India in 2001. I participated in Dementia training programme, and in Care Givers training programme, organized by HelpAge India.

Did you get any awards?

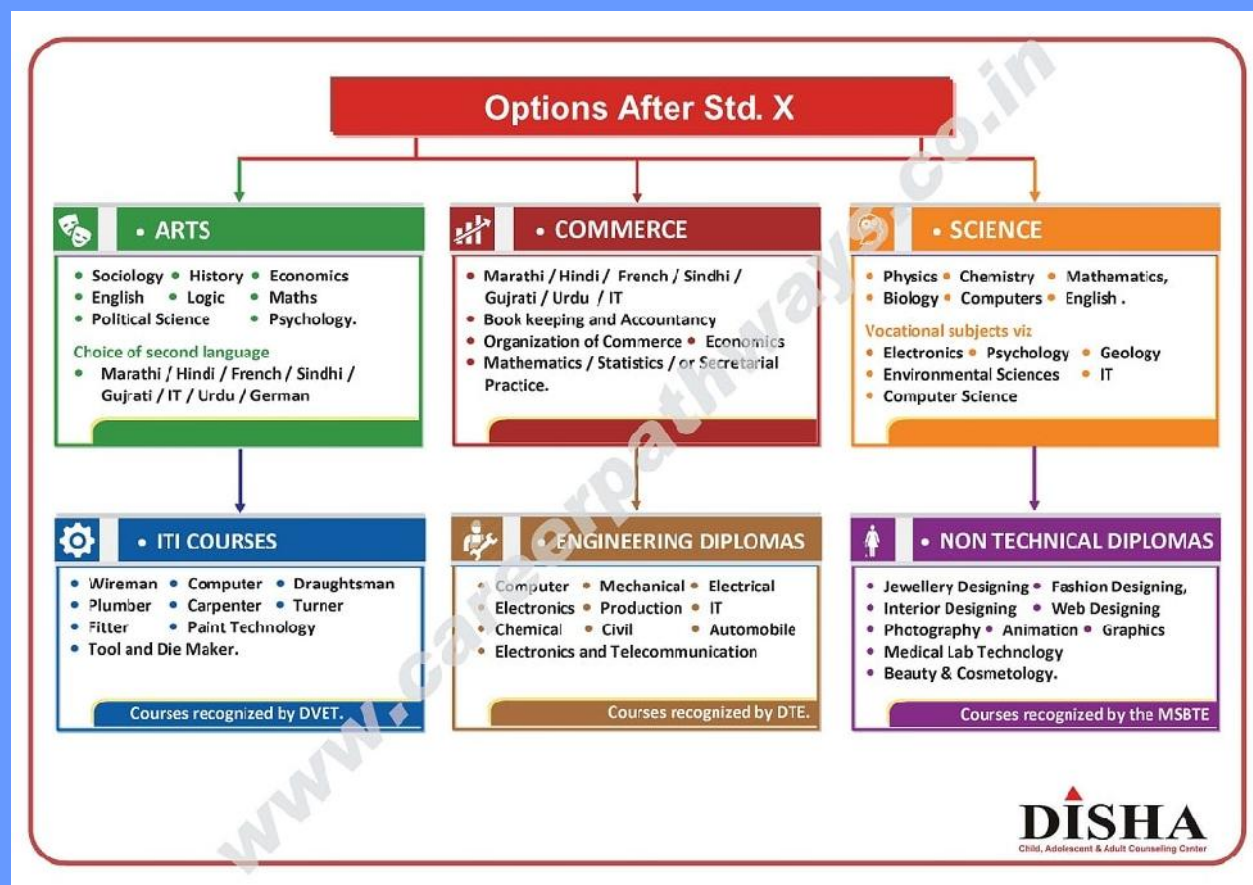
Yes, I was awarded as "Knight of the Blind" Award in the year 2008 by Lion's Club. Moreover, people have started calling me as Aasara Rajesh since I began working in Aasara Programme.

What is your vision?

I want to become a role model as a development worker, and wish my work can facilitate common man's needs and development. ❖

Career After School

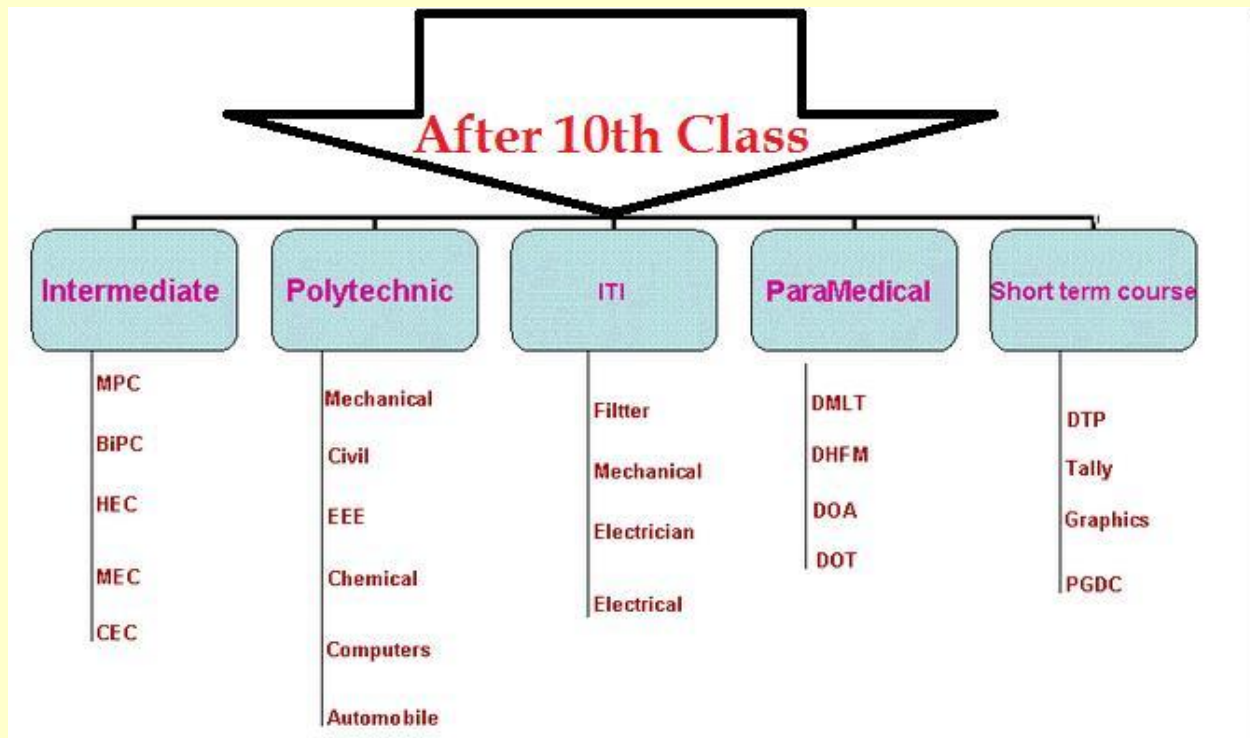
We see many students after completion of their 10th standard, are confused about deciding a right career path. As selection of right course after class X is not an easy task and for successful career, careful planning and following it up, with a workable plan is needed. For successful career planning, career exploration, knowledge about one's own self, decision making ability, future goals are some among the essential elements needed. As for deciding a potential career, one has to attend to educational fairs, career guidance seminars, which would allow you to get in touch with several institutes and courses. The students need to have a persistent focus towards his or her goal and should seek the help of their teachers, parents and elders. In this context 'livihoods' has explored 'Career After School'



Education and efficient teaching is key to promoting academic excellence, raising standards of living and reducing poverty. The role of teacher and his/her ability to motivate students are extremely important factors for improving the quality of education substantially, and teachers have to show the necessary initiative to make the courses interesting and keep themselves apprised of latest developments in their disciplines. Today, our education system has raised many concerns, as there has been deterioration in quality, resource crunch, poor infrastructure, serious problems of governance caused by both quantitative expansion and the workings of the administration. Moreover, the biggest challenge that we are facing is that of employability of our young capital, which is closely linked to quality of education and relevance of courses that are being offered to meet the current needs of the economy and our country. Given this scenario, many students are not able to capitalize on their full potential. Lack of sufficient knowledge and information on what are the career options available after high school is leading to confusion. Thus, in this context, we need to understand as to why and how students fail, and what broad career options the failed students have, to capitalize on their inherent qualities and to excel in their

respective fields and contribute to our economy. Students may fail or get less marks due to many factors, such as lack of awareness, lack of attention paid during exams time, or the student's mental approach towards studies in itself. Other factors include attendance in lectures, method of preparing for exam, tactics in exam taking and strategies, making good and helpful notes, direction of study, method of learning, concentration, memorizing, confidence, study related extra-curricular activities, etc., make the students pass or fail in exam.

What happens to students if they fail? Sometimes it leads to serious consequences if untreated and can result in losing confidence, decreased effort, and discouragement, finally its impact is on students adverse mental health and/ or are likely to get engaged in bad habits as adolescents including smoking, drinking and drug abuse. Not only the above, as grade failure causes the children to be in the same class again, leading to them being older than their same-grade peers, it would eventually affect their self-esteem negatively; moreover, older school students are more likely to report smoking regularly among other high-risk behaviors. This calls for us to understand "why do students fail or get less marks in exam?".



As early as 1909, the ratio of children in developing world attending school had increased, whereas earlier there used to be only a small minority of boys who attended the school; however, by the start of 21st century, majority of all children in most regions of the world are attending school. As we are well aware that universal primary education is one of the eight international Millennium Development Goals (MDG), towards which the progress has been made in the past decade, but in spite of that barriers still remain. Polarization of education has been happening in the areas of accountability and achievement. In the area of accountability, we have moved our concern to grades; where the teachers are cheating in order to save their jobs and lost in all this is the student's accountability. On the achievement front, the gap is real, polarization on how the school is to be run, where the education system is focused on "command and control" and not on students' learning.

The society at large does not see social problems, as we keep witnessing attacks being made on school either for overreaching or for failure. Schools are failing to make children good citizens. The system is polarized on teaching and on assessment "measuring what counts" and not counting whatever we are able to measure.

Looking back at the history of education in our country, it dates back to teaching of traditional elements, primarily in the area of Indian religions, Indian mathematics, Indian logic were taught at early Hindu and Buddhist centers of learning i.e., Taxila and Nalanda, before the common era. As Islamic religion expanded, the Islamic education became ingrained with establishment of the Islamic empires in sub-continent through the Middle Ages, and the coming of Europeans later brought western education to colonial India and a series of measures continuing throughout the early half of the 20th century ultimately laid the foundation for education in India.

Though early education in India commenced under the supervision of gurus and initially education was open to all and seen as one of the methods to achieve "moksha" in those days or so called enlightenment; as time progressed, education system became caste based. The system was



closely related only to religion. With the advent of Islam in India, the traditional methods of education increasingly came under Islamic influence and various institutions were set up to impart religious knowledge. During this phase, there was rise of private tuition in India and mobility among professions. Gradually, during colonial era, the British made education in English, a high priority hoping, that it would speed modernization and reduce the administrative charges.

Education during colonial era helped integrate the diverse elements in Indian society, and thus came in establishments of Universities. The dense educational network with a western curriculum based on instruction in English was established and many ambitious upper class men with money went to England to obtain legal education at the Inns of Court. It was during colonial era, that engineering colleges were established and the growing awareness for the need of technical education in India gave rise to establishment of institutions i.e., Indian Institute of Science. By 19th century, the British rule took adequate measures to develop science and technology in India and development of sciences took prominence.

Today, in 21st century, our education system has huge gaps, although economy is rising rapidly, we cannot take this as an indicator that everything is going on well on all fronts. The decline in quality of education system is mainly due to promotion of the rat race concept, as most of the parents in our country want children to score good marks and in that process they mug up the text written and do not even try to understand their meanings and sit in exam hall and write the exam. The child is

unable to acquire any analytical skills through whatever he/she has studied. Student's personality is not improved, as the education system insists on marks and grades, while personality is given a miss in academics. Analysis and assessment is not emphasized, as the system lays emphasis on pre-established views and students fail to develop their own perspective towards anything. Sadly, too much of nationalism is taught in our education system, as our systems fail to develop global outlook among students, thus confining them to just their own country. Teachers are not

efficient and children learn the character traits of the person that they are in contact with! Followed by medium of teaching, parents in India do not understand that students; irrespective of medium of instruction, should be able to learn as what is being taught to them. The worst case is that of market related information is not given or shared, so there is lack of employment opportunities and lack of awareness on the existing opportunities. Innovation and creativity is missing in education system, as our system does not encourage innovative ideas. The students are not encouraged to become entrepreneurs, as our education system teaches them to get a high paying job, no matter, if they have to work under someone lifelong and followed by social disparity, which has not yet come to an end and over the years social disparity has gone up instead of going down, and education system has not been able to reach the poor and deprived groups. With poor educational system in place and with 480 million plus workforce, with the sheer size, our country can be the driving force behind a global skills-based economy; ironically, we are constantly facing the challenge of acute shortage of skilled workers in our country.

A decade ago, India's huge population was perceived to be the biggest problem, but today we have a different perspective of these teeming masses, as close to 600 million are below the age of 35, and there is a need to effectively capitalize on this "demographic dividend" and there is chance for us to bring great returns, economic growth and prosperity. This is only possible if we can successfully put in place and execute a



countrywide vocational or skills education strategy. According to various international studies, by 2020, the west will be deficient in skilled manpower to the tune of 50 million people, and India will have excess and our export should be pushed towards skilled human capital. We are aware that there is a huge gap between what can be and what is. And most / many people lack relevant skills to do their jobs effectively at their workplace.

According to National Service Scheme (NSS) data, India's youth severely lacks vocational training. As it is necessary to "catch them early and prepare in depth for a profession", which essentially refers to skills based education within the mainstream system geared towards enabling an individual to acquire skills alongside knowledge. Many parents and students are not aware about various career options available, and we see many students after completion of their 10th standard confused about deciding the right career path. As selection of right course after class 10th is not an easy task and for successful career, careful planning and following it up with a workable plan is needed. For successful career planning, career exploration, knowledge about one's own self, decision making ability, future goals are some among the essential elements needed. As for deciding a potential career, one has to attend educational fairs, career guidance seminars, which would allow one to get in touch with several institutes and courses.

The students need to have a persistent focus towards their goals and should seek the help of their teachers, parents and elders. It is important

to obtain a strong foundation for further studies like graduation and post-graduation, a good option after 10th is to study 12th class or PUC. As we are aware that selection of the streams in plus two depends upon the students' aptitude, grade and marks, but the most important factor is one's keen interest in the subject and purpose for selecting the course.

The various options available after completion of tenth standard are as follows: Industrial Training Institutes (ITIs) and Industrial Training Centers (ITCs), which were constituted under Ministry of Labour, Union Government of India, Government-run ITIs and privately-run ITCs, which are providing training in the technical field.

The courses are designed to impart basic skills needed for specified occupations such as for becoming electricians, machinists, fitters, plumbers, turners, welders, etc.. Depending on the trade, the duration of courses vary from one year to three years and after passing the course, the individual may opt to undergo practical training in his trade in an industry. It is the National Council for Vocational Training (NCVT) that gives a National Trade Certificate (NTC) in the concerned trade, and to obtain the certificate one has to qualify the All India Trade Test (AITT). The job opportunities can also be found in both government as well in private sectors too. For getting jobs in Indian Railways, telecom departments etc., you have to qualify in a written examination.

Indian Army is another option for many of them, after matriculation, one can join in Indian Army to the posts of soldiers in technical trade through written exams through Indian Army Soldier Clerks Examination, Indian Army Soldier General Duty (N.E.R) Examination, Indian Army Soldier Technical (M.E.R) Examination, Indian Army Soldier Nursing Assistants (M.E.R) Examination and so on. Similar is the case with Indian Navy, as the various job opportunities available are as Dock Yard Apprentices, Sailors, Artificer Apprentices, etc., on basis of written examination. Police Force, is another area, where based on physical

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test and written test, one can join as constable (tradesmen) in Central Reserve Police Force (CRPF). Staff Selection Commission (SSC) is another career option, Staff Selection Commission (SSC) conducts clerks grade examination for those who passed matriculation.

Those who are interested in teaching field can undergo training in diploma course for nursery and primary teachers conducted by the departments of primary education in various States. Students can join for three year engineering diploma courses in polytechnics. Several job oriented short term courses are available in IT sector and other fields like web designing, animation, fashion designing etc. Apart from these, there are so many options, specially self employment opportunities for the school dropouts depending upon their expertise. Some of the career options after tenth class are animation, beauty care, jewellery designing, video editing, call centers, modeling, video jockey, air man in IAF, Radio Jockey. This is a crucial and transition period for students as choosing the right stream in the right college decides their future, and there are numerous options available for students who are planning to get ahead in studies.

There are other tests that a commerce pursuer can do and they are competitive examinations, which can be appeared by a student after passing 10th examination, which are mentioned below: C.S Foundation course, ICWA Foundation course, Business Studies Science Stream; these courses offers lucrative career options to students after 12th standard. There are a number of job opportunities for students with poor academic performances. There are various options available for students as they can start their own

business, as they can kick start off with small size business with the help of elders like provision store, restaurant, tea or coffee stall with paan or cigarettes, bakery or condiment shop etc., job as sales representative, which does not require any high educational qualifications, and they can sell products to customers and selling could be door to door, where products can be delivered to customers at the door step and big companies like Reliance, Airtel, McDonald, require sales representatives and the job opportunities are always available, irrespective of any season. Data Entry Operator (DEO), is among many other job opportunities and this job is suited for college dropouts, as there is demand and constant recruitment.

Many small and medium size companies required data entry operator. As the skill requirement is only good typing speed, which is around 40-50 words per minute. Working at a Call Centre is another good option for many dropouts, as local knowledge is key to this career option, as many outsourcing call center jobs are available in abundance! Network marketing is another form of marketing, but in it one has to build a team and form an umbrella network, and as members grow they earn more. Mail Posting Jobs have opportunities for 10+2 failures and college dropouts, and in fact it is not only just for them, but housewives could also start it, as it is home based and it needs some basic investment in stationery like envelope, creating letters and posting expenditure. Jobs in Indian Army and BSF Jawan are also there and it comes under defence sector. Blogging is another area where one can have career, as blogging does not require any educational qualification. As writing and creating things calls for passion and dedication only.

We need to understand that skill based education must be initiated early to help address the problems of school dropout, and this can encouraged with deeper participation from students. A crucial apparatus of this is not only motivating learners, but refinement of the education impacting apparatus. As we are aware that quality of curricula in our education system any stream is very low. Moreover, curricula is hardly in sync with the demand of Indian Industry, forcing these industries to retrain the workforce that they hire.

Our education system must focus equally on knowledge and skills, and a shift from telling “what I know” to show “what I can do” and the idea of demonstration of learning rather than “vocalizing knowledge”.



The education system should focus on teaching academics through career-based training and schools should focus on career areas, such as healthcare, visual arts and others, so that students from young age can participate in various internships centered around the career. Our education system needs major revamping. We need to bring in innovative methods of teaching, as the focus of children on rote learning without understanding should be discouraged and teachers should learn innovative methods of teaching that encourages practical and action oriented thinking and not merely focusing on memorizing subjects. There is a lacunae in quality learning, as meritorious students fail to apply concepts to different situations, as they are used to memorizing concepts rather than understanding it. It's time for us to align the students to higher order skills which students will require in years to come.

We have to move away from memory based system and introduce students to critical thinking, complex reasoning, good expression, thinking in inter-disciplinary manner, rational evaluation system. Human capital is the competitive edge of our country, but we have to convert this important capital into intellectual skill capital by revamping the current education system and focus on broad careers, especially skill based education for securing livelihoods for future and move families out of poverty's vicious cycle. Education system should have courses relevant to our economy and country. ❖

The Mines and Minerals (Development and Regulation) Amendment Act, 2016

Mines and Minerals are the national property of any country, and to provide equal benefits and opportunities to people in India, the Government of India (GoI) had decided to bring in legitimacy and facilitate legitimate business transactions through an Act.

Earlier, the Mines and Minerals (Development and Regulation) Act, 1957 was brought in for the development and regulation of mines and minerals under the control of the Union. It extended to the whole of India, and came into force on 28 December 1957. The Act was enacted to regulate the mining sector in India and formed the basic framework for mining regulations in India. It declared that 'it is expedient in the public interest, that the Union should take under its control the regulation of mines and the development of minerals to the extent here in after provided'.

Thus, the Act, put into place definitions for some technical terms of minerals and mining, "minerals: include all minerals except mineral oils; mineral oils: include natural gas and petroleum; mining lease: means a lease granted for the purpose of undertaking mining operations, and includes a sub-lease granted for such purpose; mining operations: means any operations undertaken for the purpose of winning any mineral; minor minerals:

For mining and prospecting in forest land, prior permission is needed from the Ministry of Environment and Forests (MoEF). The Act had been under criticism due to lack of transparency in allocation of mining licence process by auctions; therefore, the Mines and Minerals (Development and Regulation) Amendment Act, 2015 was proposed. The draft of the bill was released for public comments in November 2014. On 12 January 2015, Mines and Minerals (Development and Regulation) Amendment Ordinance, 2015 was approved by the President of India, and it was the 7th ordinance by the National Democratic Alliance (NDA) government.

The new Bill was to replace the ordinance that was earlier introduced in the Parliament on 23 February 2015. The main aim of the amendments was to bring in transparency and in light of this, on 16 May 2014, Supreme Court of India, had cancelled licence of 26 mines in Odisha state, as these mines were being operated, even though the state has not given them renewal leases.

The amendments in the Bill sought to introduce a system of auctions to allocate mining licenses, and allocated a fixed percentage of the revenue of a mine for the development of the area around it and to be called a District Mineral Foundation (DMF). The amendments also seek to set the

rates, and it will be in addition to the royalty.

A National Mineral Exploration Trust (NMET) will be set up to explore and promote non-coal minerals and will have a starting fund of Rs. 500 crore. It will be funded by a 2% levy from mining licence holders and it will have a validity of 50 years, when compared to the previous act of 30 years.

There will not be any renewal of licences and only re-auction and the bill will contain a new license for prospecting-cum-mining, replacing a two-stage process. This mining and prospecting-cum-mining licence may be transferred to another party by notifying the state government and the state government may charge a fees for such transfers.

It also stated that notified minerals like iron ore, limestone, manganese and bauxite will not be required for a prospecting licence and the mining licence will be auctioned and for non-notified minerals, a prospecting-cum-mining licence will be required and the bill clearly marked for making illegal mining, trespassing and violation of norms, cognizable offences punishable by two years imprisonment and or fine, and the state government will be allowed to set up special courts for such trails.

The proposed bill has seen criticism on many fronts, the key ones include:

(a) Society of Geoscientists and Allied Technologists (SGAT), a mining industry felt that the prospecting-cum-mining licence was not useful, as there would be no takers for licence, unless they had found a proven reserve by the prospecting first, this was observed in January 2015; **(b)** In March 2015, when the bill was tabled, the central government did not accept the changes proposed by some MPs, as they felt that the bill infringed upon the rights of the state governments and that the bill gave no thought to tribals, who were displaced due to mining; **(c)** The period of validity of licences was criticized as being too long at 50 years.

The amendments were passed in the Lok Sabha in March 2016, and later in Rajya Sabha in May 2016. The key areas being: allowing for merger and acquisition of companies with captive mining leases, and it had defined the leased area, as the area within which mining operations can be undertaken.

Thus, In the process of regulating the mining sector in India, the government has exposed the increased vulnerability of native dwellers living in pristine habitats, having rich mineral resources. The battle between the exploiter and exploited continues. ❖

Bhadradri Village Organization

Bhadradri Village Organization (Bhadradri VO) is located at Kottagumpu village in Janampeta Grama Panchayat in Pinapaka mandal, Khammam district, Telangana. It was established in 2005, and was registered under Mutually Aided Cooperative Societies Act (MACs) in 2009. It has 26 Self Help Groups (SHGs) and two Elder Self Help Groups (ESHGs) under its purview, with a total membership of 273 members.

Office-bearers: The VO has a three-member Office Bearers (OB) committee consisting of President, Anitha; Secretary, Ameena; and Treasurer, Padma. The Village Organization Assistant (VOA) is Shivaleela maintains accounting records, does mobile book keeping and writes meeting minutes; the VO pays Rs. 800 per month to the VOA.

Meetings: The VO conducts its meeting on the 11th of every month at the Anganwadi Building with Executive Committee (EC) Members. The General Body meeting is conducted depending on the need.

Financial dealings:

Each SHG pays Rs. 100 for membership in the VO. Every month each SHG saves Rs.100 in the VO. The VO has a Community Investment Fund

(CIF) of Rs. 3, 00,000, and Streenidhi amount of Rs. 6, 40,000. It has got Rs. 3,00,000 as loan from Mandal Samakya (MS).

The VO has bank linkage with Manuguru SBH bank and Pinapaka APGVB. The VO has a joint bank account which can be operated by two of the OB members. Currently, the VO is disbursing loans to SHGs on Rs. 1 interest, and in return earning an interest of Rs. 1800; the amount is utilized for paying VOA remuneration and for the travel charges of office bearers for MS meetings. The SHGs avail loans from Tribal Rural Inclusive Growth Project (TRIGP) and KRUSHE.

Committees: The VO has four committees, which are:

Insurance Committee (IC): It works for Abhayahastam, Aam Admi Bheema Yojana claims;

Capacity Building Committee (CBC): It promotes savings and pays loan amounts to SHGs.

Recovery Committee (RC): It collects amount from the loan defaulters in SHGs.

Gender Committee (GC): It works on gender-related issues within the VO. ❖

Scheme

Facility

MGNREGS Kottagumpu

The Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) was initiated in April 2006 in Kottagumpu village, Janampeta panchayat, Pinapaka mandal Khammam district, Telangana. There are a total of 15 Srama Shakthi Sangham (SSS) with 250 cardholders.

The officials who supervise the scheme here are – Field Assistant (FA) Sarveswar Rao, Technical Assistant and Additional Programme Officer (APO) Jyothi. The FA supports workers under this project.

Each family gets 100 days of work per year. Each individual earns a maximum wage of Rs. 150/- 160 per day depending on the work done. The FA collects the work measurement and gives payment receipt. The labourers' wage is directly deposited in their respective bank accounts. The major season for MGNREGS is January to May; during the summer season, the work timings are from morning 7 am to evening 11 pm.

In this village, many works have been completed i.e., preparation of kuccha roads, de-siltation of irrigation tanks, cleaning of feeder channels, construction of water storage ponds, plantation of teak saplings, etc., through MGNREGS. ❖

Kottagumpu Gram Panchayat

The Kottagumpu hamlet is located in Janampeta Grama Panchayat (GP) in Pinapaka mandal, Khammam district, Telangana. It is located 1 km away from Gram Panchayat (GP), which has a total of 14 wards and a population of 1200. Kottagumpu has 150 households having a total population of 450, and has a heterogeneous mix of population i.e., SCs, BCs, and other caste groups.

The village Sarpanch Sujatha and other ward members are actively engaged in development of the village. During working hours, the Panchayat provides services such as giving birth and death certificates, residential, local status certificate. Moreover, it also strives to work towards improving other services like electrification of the village, Government Primary School (GPS), potable drinking water, concrete cement roads, drainage system, Anganwadi, ANM, ASHA services, Sub Primary Health Centre (Sub-PHC), veterinary services, postal services and public transport system etc..

The Panchayat provided 100 aasara pensions for elders, widows and disabled persons, 250 Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS) job cards, 150 Public Distribution Scheme (PDS) Cards, Aadhaar Cards, Voter Identity Cards etc. ❖

Pochampally Primary Agriculture Cooperative Society

The Pochampally Primary Agriculture Cooperative Society (PPACS) is located in Pochampally mandal, Nalgonda district, Telangana.

The PPACS provides subsidized certified crop seeds, fertilizers, & tractor loans, and provides credit to farmers on lower interest rates, compared to public and private sector banks. During the agriculture season, PPACS provides agriculture inputs i.e., seeds and fertilizers to farmers who have land pass books (Patta).

As all the villages in the area lie on the banks of the river Musi, the farmers here predominantly cultivate paddy. The PPACS has 16 villages under its ambit, and has around 6500 members.

There are 3 Office Bearers (OB) and 11 Directors in the PPACS. The current OB are — President: M. Narsi Reddy; Vice President: S. Ramulu; Secretary: Bal Reddy. The OB are elected every 5 years. The General Body (GB) meeting is held by the OB twice a year in March and September.

The PPACS operates a Paddy Procurement Center (PPC) in the PPACS premises under the monitoring of District Civil Supply Corporation (DCSC). In the Rabi season of 2015-16, it had purchase 1,01,000 Quintals of paddy, and

in Khareef season, it had purchased 1,04,000 Quintals. The local farmers get the money in their bank account through online banking from the DCSC and Cooperative Bank of Bhongir. As this is a transparent method, it has ensured in improving accountability between farmers and PPACS. The PPACS gets Rs. 30 per quintal from the farmers as commission, and last year it has got Rs. 1, 60, 00,000 from commissions from the procurement center. This income is used by PPACS for the benefit of farmers, such as for giving loans to the farmers.

The PPACS acts as a mediator between the farmers and Government. In the last two years, as the farmers had lost their crops due to unexpected rains, PPACS had provided compensation to the farmers. The OB take support from Agriculture Extension Officer (AEO) and technicians.

The PPACS provides insurance services to registered member farmers; it provides Rs. 10,000 for natural death and Rs. 1, 00,000 for accidental death. Till now, PPACS has provided insurance claim amount to the families in the case of one normal death and two accidental deaths of members. Thus, PPACS has been successful in providing good service to the farmers, and is promoting agriculture and allied activities. ❖

Support Organization

People's Cultural Centre

People's Cultural Centre (PECUC) is a Non Government Organization (NGO) established in 1990 in Odisha. It follows the principles of equity, gender justice, and human rights, and conducts various intervention programmes in the areas of:

Child rights: PECUC supports child rights and provides advocacy to children's groups. It has established the Shradha Abhiyan, which promotes child education in super cyclone areas of Khordha district. Presently, there are around 84 Shradha Bhavan, which are imparting preschool education; later, the children are admitted into formal schools. It provides bridge courses to reduce the dropout rates among children. It promotes Sisu Sabhas, which are formed with children between ages 6-18.

Livelihoods: PECUC provides technical, financial and managerial support, and promotes various types of livelihoods i.e., agriculture and its allied sectors (livestock, horticulture, agriculture, land and water management).

Emergency management: As Odisha is prone to frequent cyclones, PECUC conducts regular relief, rehabilitation work and restoration of livelihoods.

Age Care: It works towards care of elders and protection of their rights, and creates an enabling environment for them.

The organization is implementing ASTITVA programme for elders through HelpAge India (HI); it is operational in Patana block, Keonjhar district. There are a total of 1126 elders who were identified across 12 operational villages. Till date, a total of 75 ESHGs have been formed.

Women's empowerment: PECUC supports women on social, political and economical fronts through SHGs. The SHGs are strengthened through Capacity Building (CB) activities. As these SHGs advocate and support women's rights and gender equality, women's decision-making powers have shown improvement. PECUC is also imparting training to women in areas of livelihoods i.e., livestock promotion, management, pisciculture, poultry, dairy management and bamboo crafts.

Achievements:

PECUC was awarded the "National CSO Award 2015" by the Election Commission of India (ECI) for its campaign "My Vote MY Country". ❖

Mobile Food Vending

Mobile Food Vending (MFV) are a new business model in the global market.

Advantages: The MFV provides food services to the consumers on the go, and can put their carts in places convenient for customers, while the consumers avail tasty and good quality food at minimum prices from the vendors. The consumers, who are too busy to cook for themselves, such as students, office-goers, travellers, cab drivers, auto drivers, private employees and labourers etc., find the MFV attractive, as tasty food is almost guaranteed; additionally, most of the common people cannot afford to eat out from hotels and restaurants as their income earning capacity is much lower.

As the MFV don't have the burden of needing to pay rents, taxes and electricity bills, they can sell their food at low prices, which is a boon for the customers. Moreover, to find authentic local cuisine, people from other places also prefer tasting the street food. MFV can generally be found near railway stations, bus stations, college institutions, schools, industrial belts and at public junction places.

The vendors sell meals, curries, tiffins and snacks, juices, coffee and tea, etc., thereby, the varieties of the food sold assures the business vendors of multiple income sources.



Livelihoods: The MFV provides a variety of livelihoods to mobile cart manufactures, grocery shops, vegetable vendors, farmers, butchers, shepherds, fish vendors, fisherman communities, fire wood suppliers, leaf paper plates manufacturers, old paper sellers, drinking water suppliers, fiber sitting chair suppliers, fiber table supplier, cooking dishes manufactures, chief cooks, assistant cooks, cashier, cleaners, parking agents and rentals. As this livelihood is from the unorganized sector, it provides employment to lakhs of people in India.

Technicalities:

The vendors sell one plate veg meals for Rs. 40 and non-veg meals for Rs. 60 to Rs. 80. The food vendor gets a profit of Rs. 300 to 600, depending on the consumers' numbers, hygiene, quality and taste of food. Generally, MFV runs from 12:00 p.m to 3:30 p.m. and 7:30 pm to 9:00 pm.

The vendors run the business at the place where they get the permission to do business from corporation, municipalities or panchayats, as these carts generate a lot of garbage, and large customer bases can create traffic jams, causing hindrance to people. Thus, the MFV is facilitating employment to a large number of the people, providing food facility to poor people, and sustainable opportunity to would-be entrepreneurs. MFV is giving a tough competition to mini hotels. ❖

Individual Enterprise



Sea Shell Selling

Collective Enterprise



Coir Rope Making by SHG in Shriroor

The Dream That Came True

I have a friend named Andrew Levis who owns a horse ranch in Los Angeles. He has let me use his house to put on fund-raising events to raise money for youth at risk programs.

The last time I was there he introduced me by saying, "I want to tell you why I let Jack use my horse. It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to ranch, training horses. As a result, the boy's high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

"That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

"He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read, 'See me after class.'

"The boy with the dream went to see the teacher after class and asked, 'Why did I receive an F?'

"The teacher said, 'This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later

you'll have to pay large stud fees. There's no way you could ever do it.' Then the teacher added, 'If you will rewrite this paper with a more realistic goal, I will reconsider your grade.'

"The boy went home and thought about it long and hard. He asked his father what he should do. His father said, 'Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you.' "Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all.

He stated, "You can keep the F and I'll keep my dream." Andrew then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace." He added, "The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week."

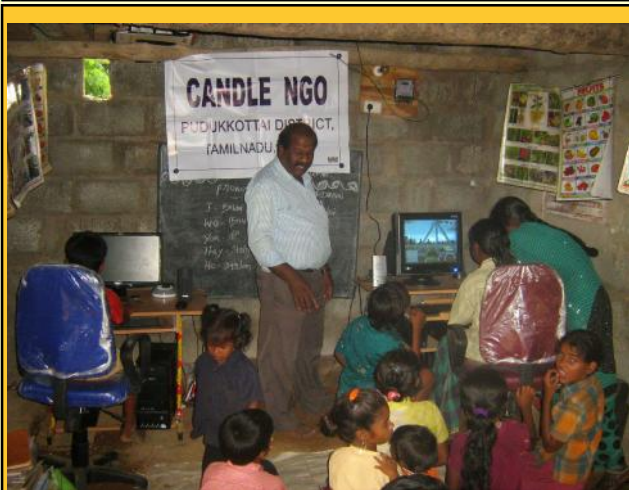
When the teacher was leaving, he said, "Look, Andrew, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up on yours."

Moral: **Work hard, dream big! Life isn't about finding yourself. Life is about creating yourself.** ♦

Source: <http://www.stretchtosucceed.com/2016/03/the-dream-that-came-true.html>

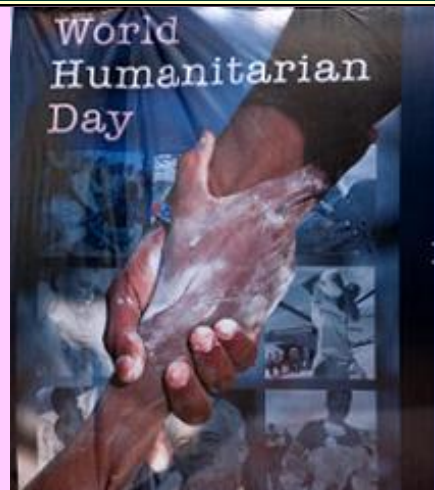


Social Enterprise



Free Computer Education to Tribal Children by Candle NGO

Important Day



19 August International Humanitarian Day

The Constitution of India

Book Name : "The Constitution of India"

The Constitution of India is the largest written liberal democratic constitution of the world. It provides for a mixture of federalism and unitarianism, flexibility and rigidity. Since its inauguration on 26th January 1950, the Constitution India has been successfully guiding the path and progress of India.

The Constitution, in its current form (September 2012), consists of a preamble, 25 parts containing 448 articles, 12 schedules, 5 appendices and 100 amendments.

The book is divided into different parts each dealing with a different topic and aspect, such as territory of India; citizenship; the fundamental rights; duties which should guide the Union in its administration and the laws to be made by the parliament; duties citizens should follow as their obligations; rules of administration such as composition of the executive, President and his Council of Ministers, appointment of Attorney General (AG), the composition of parliament, presidential powers to issue Ordinances, appointment of Comptroller and Auditor General, convening of joint session of the parliament; the organisation and administration of the States and Union territories; administration of Union Territories (UT) which are directly ruled by the president; recent devolving of substantial powers to the panchayats and Municipalities and fulfill the object of establishing Panchayat Raj (PR) in rural and urban areas to the extent of their local needs; provisions relating to the administration in tribal areas, finance, property, contracts and suits; trade, commerce and intercourse; services; services' redressal mechanism through Tribunals; special provisions regarding S.Ts. and S.Cs. and OBCs; name of the Constitution and its commencement. It is a very useful book for people interested in understanding the Indian constitution. ♦



Forge Your Future

Name of the book: Forge Your Future

Author : APJ Abdul Kalam



The book contains Dr. Kalam's interactions with people through emails, face-to-face meetings and on Facebook, who discussed their problems and sought solutions from him. Dr. Kalam felt that what we call problems may be a result of the way we 'process' events and situations in our lives and everything that happens in our world. 'Process' means the way we perceive, think or react about them. And by changing the 'process', you will get the solution. He stated, "It does not matter where you start from or what you have achieved till date, the important thing is that, from this point onwards, you decide what you want and work towards creating your own future". It is a great self-improvement guide, and is as interesting as the man himself was. ♦

Building Golden India

Name of the book: Building Golden India

Author : Shail Kumar



The book "Building Golden India" derives from the author's experiences from his student life, alumni leadership, professional experiences and conducting over a hundred interviews in across four continents. It is about the future of India and unleashing the potential of its 1.3 billion people. It explains that the interests of students, society, industry, and the nation are connected through the higher education system. Further, in the next 35-50 years, India must educate and prepare 700 million to 1.3 billion young men and women for their lives and careers. The author shares a vision, provides stories, anecdotes, and data, and then lays a roadmap that takes us to a brighter future for India. This book is an inspiring read for everyone who dreams of a better India. ♦

e-links

VCA : http://www.aksharakriti.org/magazines/doc_download/564-value-chain-analysis-of-tamarind-kondapur-village-1

Sub-sector : <http://www.fao.org/3/a-ai563e/ai563e04.pdf>

e-book : <http://www.trfa.org.uk/sixthform/wp-content/uploads/2014/07/HISTORY-What-is-history-E.H-Carr.pdf>

v-book : <https://www.youtube.com/watch?v=yVBR7fU8k5w>

Supplements

Legendary Effort : http://www.aksharakriti.org/magazines/doc_download/565-supplementlegendary-effortegg-revolution-august-2016-

Kshetram : http://www.aksharakriti.org/magazines/doc_download/567-supplementkshetramindo-gangetic-plain--august-2016

Livelihoods Management Note : http://www.aksharakriti.org/magazines/doc_download/568-supplement-livelihoods-management-note-august-2016

e-course; e-livelihoods learning course : Capsule No: 337 - 352

e-course

http://www.aksharakriti.org/magazines/doc_download/566-e-coursecapsule-no-337-to-352-august-2016

‘Yoga’kshemam

*Independence! Raksha Bandhan! Friendships for life!
Pramukh Swam: Rest in Peace.*

If I have to choose 3 items for priority focus, in poverty reduction-livelihoods-development domain, they will be Communitization, Visioning and Leadership.

Key directions for reducing rural poverty in the country include -

- Reach all Target HHs by 2020/21 – enter all Blocks intensively by 2018/19.
- Position thoroughly inducted key Mission leadership in the states, about 500 nationally
- Support in recruiting, inducting and positioning NFs, at least 500/year
- Roll-out Community Operational Manuals and HR Manuals immediately
- Establish Performance Management System and roll-out HR Audit
- Develop Expansion, Inclusion and Saturation Architecture – Community Resource Persons and Trainers - quickly; use apprenticeship models
- Ensure Inclusion, Gender, Social Action, Food, Nutrition, Health, Water, Sanitation and Hygiene and Social Development becomes part of the foundation work
- Implement 18-month protocols of Expansion, Inclusion and Saturation in Blocks
- Develop Community Cadres (one per 10 members of SHG) to meet various needs
- Build Community Training Centres and State/Regional Resource Centres
- Build a strong pool of multi-thematic State Resource Persons immediately
- Augment the National Pool
- Develop and Deploy 40+ multi-thematic Block Resource Persons to deliver Block CB
- **Start COMMUNITIZATION on Day 1** of entry in the Block
- Take community into Mission positions
- Handover Mission agenda, including mobilization, capacity building etc., to Community immediately
- Capitalize all the institutions as quickly as possible
- Initiate and roll-out Vulnerability Reduction Planning, Convergence Planning and their dovetailing and implementation
- Initiate and roll-out village level livelihoods and employment planning
- Position dedicated **State Anchor Team Leads** in the **regional locations**, without any specific thematic responsibility; and let SATLs build their multi-thematic teams; provide access to a mentor (a senior professional) to each state
- Let SA Teams spend at least 10 days a month in each state/UT to support the state on the ground, including field stays
- **Conduct Visioning of States**
- **Conduct State Workshops on Visioning of CLFs and BLFs**
- **Conduct National Workshop for State Mission Leadership at the earliest**
- **Conduct State Workshops on federation registration,**

byelaws and books quickly

- **Take up demonstration of PIP-PPA, VRP and Convergence Plans** initially
- Conduct Learning workshops on various themes/aspects
- Document and share successful experiences (Best Practices)
- **Institute 3-5 member Missions (with SA, NMMU members, NRPs, NIRD Cell members) to states half-yearly**
- Conduct National Writeshop, Regional /State level writeshops
- Institute mechanisms for **tracking progress** in the states -
- Expansion: Blocks/Clusters; Saturation: Villages
- Communitization: Blocks
- COM adaptation and roll-out: States
- HR related: Grievance Redressal Mechanism, Anti-sexual Harassment Committees, HR Manual, Performance Management System; HR Numbers in States
- Capacity Building: Staff and Community, Calendars and Expenditure
- Community Training Centres and Trainers at Block level
- Cadres In multiple themes at various levels, including Community Resource Persons and Trainers
- Trainings to Members, Leaders, Cadres, Staff and Resource Persons
- Institutions: Formation and Registration
- Funds to Community
- Institute a system of making and submitting **Quarterly Reports** on various verticals
- Develop a mechanism to **integrate** plans at HH, Village, Block and State levels, and facilitate the realization of the plans
- Seek funds, in sync with Poverty Reduction Goals of India and SDG; Build bureaucratic and political constituency for Rural Poverty Reduction
- **Work closely and ensure synergies with urban poverty reduction effort** at National and State levels

This effort - let us term it as Portfolio 25. If we add the urban dimension, we can term it as TRUE Portfolio 25. It has 7 elements – knowledge channel(s) with micro-insights and macro-perspectives; livelihoods learning and resources; talent support and fellowships; mentoring and supporting individuals, organizations and enterprises; visioning and long-term partnering; consulting; and national networks, associations, and forums. Integration is by a group of mentors.

We need more and more of us to be in TRUE Portfolio 25 together flowing, doing, celebrating and living life. Our spirit of life, living, livelihoods, leveraging, leading, learning, and love here and now takes people to fight for enhancing identity, solidarity, capacity, access to rights, lives and livelihoods (well-being) and freedom and choices for themselves. This is a fight by the universe. This is Viswaaandolan. This is krsnayogam. Can we be there? **Yes, if we pursue Atma Yoga.** If we reflect! If we figure out! If we start! If we include! If we practice! If we trust! If we are willing! Krsna confirms we are just his instruments; and we are him.

Join us in the world of yoga – for becoming one with the universe and its instrument (s) - towards viswasaakshaatkaarayogasiddhi. You will not regret it. ❖

G Muralidhar

Note: We are requesting our partners to take over bringing out 'livelihoods' in local languages, with effect from October 2016. As part of this policy, we will not be attempting to give 'Jeevanopadhulu' from October 2016 directly on our own. Kindly note.

ALPL invites interns for six months in livelihoods and development sector. Interested candidates may please send your Curriculum Vitae to following e-mail id:

venkat.kolagari@gmail.com

aksharkriti@gmail.com