



livelihoods

today and tomorrow

July 2016

Skill Development



Happy Cooperatives!
 Happy Population!
 Happy Justice!
 Happy Learning for Liberation, Guru Purnima!
 Let us be together! Let us collectivize!

Improvement in the trinity - Knowledge, Skills, and Resources, apart from the context – guarantees improvement in lives and livelihoods for people in general and youth in particular. It is theoretically possible to work on one or more of the trinity to make a dent in the lives and livelihoods of the poor. Pragmatically, we need to work on all of the trinity. When we offer 'skills', we mean we offer improvements in all of the trinity. 'Skills' could be offered to improve the existing livelihood(s) of the person, to take up a new activity. This new activity could be as a job – to work with an employer; this could be to start a micro-enterprise alone or as a family or as a group; or this could be to take up activities as a skilled worker, service provider or a daily labour. Thus, skill development feeds the employment – daily wage, service, self-employed, job – continuum. These skills could include technical skills, soft skills, life skills and personality development and customer service skills. Government is pumping funds in a big way. Counselling, skills that have market, training rigour and hygiene, meta skills, quality, certification, placement, post-placement support etc., have to be improved significantly. In this context, 'livelihoods' has explored 'Skill Development'.

Please read Edward Hall's classic, 'Beyond Culture'.

The e-links include VCA - 'Dairy VCA, Panchalingala, AP'; subsector - 'Bamboo subsector study in Chattisgarh'; e-book – 'Beyond Culture'; and v-book – 'Recycling of clothes and woollen by handloom weaving'.

Supplements include Legendary Effort – BAIF – livestock development; and Kshetram- 'Vindhya Range'. Livelihoods Management Notes are on Community Cadre.

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

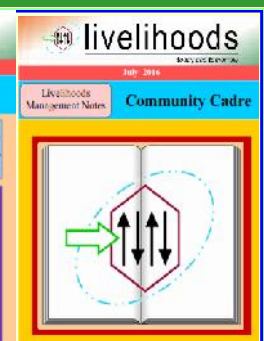
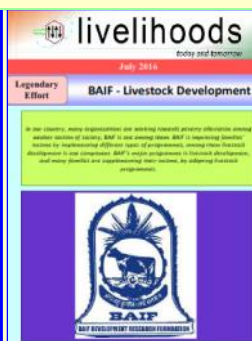
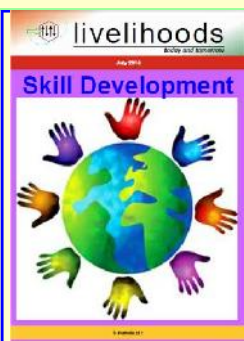
the 'livelihoods' team

The World Youth Report notes that, unemployment affects more than 73 million young people around the world, with the jobless rate exceeding 50 per cent in some developing countries.

(UN Department of Economic and Social Affairs)



How one deals with his/her own imperfections, is an inspiration for others



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Kshetram Vindhya Range
Livelihoods Management Notes Community Cadre
e- course e-livelihoods learning course Capsule No: 318 – 336



Dear Editor,

Book reviews are excellent. Very interesting to read and very informative to save.

Thanks for your very prompt delivery of magazine.

With regards

S.Dass



Can 'Mahatma Gandhi Pravasi Suraksha Yojana (MGPSY)' provide social security to all migrated Indian workers in foreign countries?

News

Telangana to monitor green drive near industries:

The state government will introduce a Green Book, an online system to monitor tree plantation in all the industrial areas in Telangana. The government, IT minister KT Rama Rao said, is determined to ensure green cover on one-third of land in all industrial areas in the state. As part of the monitoring system, a photogrammetric survey will also be introduced. This survey method uses photographs to determine exact surface location points of structures or objects that are being studied.

9 districts declared backward in Telangana:

A Central gazette, dated July 20, was notifying that 9 districts, except Hyderabad, are backward areas. The districts include Adilabad, Nizamabad, Karimnagar, Warangal, Medak, Mahbubnagar, Ranga Reddy, Nalgonda and Khammam. Incidentally, last year too, these districts were named as backward areas and were granted

Rs 50 crore each, totalling Rs 450 crores. With this year's extension, each of the districts would be entitled to another 450 crore. The Telangana government had sought Rs 100 crore to each of these districts, totalling 900 crore. The notification was issued by the ministry of finance under Sections 32 and 32AD of the Income-Tax Act, 1961.

42 Lakh LED Bulbs To Be Distributed In Andhra Pradesh:

Andhra Pradesh has targeted to distribute 2.32 lakh LED bulbs by this month-end. In order to save energy in power utilisation, 42 lakh more LED bulbs would be distributed in the state in addition to the 1.90 lakh bulbs already distributed, an official said. With the use of 1.90 lakh LED bulbs, nearly 1,500 million units were saved in energy utilisation, which in monetary terms is equivalent to Rs. 600-700 crore. The state has targeted to distribute 2.32 lakh LED bulbs by this month-end and the remaining 40 lakh would also be distributed. ❖



Floods in Uttarakhand

Residents prepare to be evicted at cost of their livelihoods:

Several workers at the Muara Angke Port and fish auction, North Jakarta were loading fish onto a truck, while others opened temporary stalls nearby, selling the newly netted fish. A strong stench of fish filled the air. While business ran as usual on that cloudy, residents in the nearby Kampung Baru felt anxious about their future after the Jakarta administration announced plans to further modernize the port. Kampung Baru is not an official name, nor is it registered with the Jakarta administration. Its name was given by the Muara Angke evictees. ❖

News From the States

UNICEF report shows results of integrated schools in Rajasthan:

The success of the newly-introduced transformative education programme, which has led to the establishment of an integrated school and an elementary one in each village panchayat of Rajasthan, was highlighted in the 'State of the World's Children' report for 2016 released by the United Nations Children's Fund (UNICEF). The preliminary results of the schools are encouraging, with a six per cent increase registered in enrolment in comparison with the last year. Moreover, vacancies for teachers have reduced from 60 per cent to 33 per cent in the same period. The two categories of schools, promoted by the State government's Education Department, are Adarsh Vidyalayas for classes I to XII and Utkrishta Vidyalayas for classes I to VIII.

President inaugurates smart model village pilot project:

President Pranab Mukherjee inaugurated a smart model village pilot project at Rashtrapati Bhavan. The President said in the last four years of his presidency this was the first time that he was having the privilege of interacting with several sarpanches and village-level functionaries at Rashtrapati Bhavan. He called it a landmark initiative to replicate the experience in transforming the President's estate into a smart model township in five selected villages in Haryana. The President had announced this pilot project on the occasion of the inauguration of the Intelligent Operations Centre (IOC) at Rashtrapati Bhavan and the launching of a Mobile App 'Monitor' for transformation of President's Estate into a smart township on May 19.

Assocham proposes to set up National Data Bank:

Industry body Assocham has offered to set up a National Data Bank containing information about electronic transactions, which can be used by the government for official purposes, like issuance of passports as well as protecting the country's strategic interests. The industry body wrote identical letters in this regard to the Prime Minister's Office (PMO) and the National Security Advisor. The proposal involves creation of a Central Co-ordination Committee, under guidance of National Security Council Secretariat (NSCS).

NDRF trains one lakh people in one month for better reach:

To ensure resilience and better preparedness against disasters, the National Disaster Response Force (NDRF) has trained over a lakh people across the country in one month on the do's and don'ts during man-made or natural emergencies. The feat was achieved between June 1 and 30 as part of a special initiative when instructors and trainers of the NDRF reached 482 villages, towns and cities

to sensitize people about disasters that occur specifically in those areas and also in general.

India to add 4,300 MW wind power capacity in 2016-17:

India's wind power capacity is set to grow 30 per cent or 4,300 MW in 2016-17, helped by capacity addition in Andhra Pradesh, Gujarat and Madhya Pradesh, among others, Suzlon Group Chairman Tulsii Tanti said. At present, the total wind power installed capacity in the country is around 27 GW, accounting for about 9 per cent of India's total installed capacity. "India is a very promising and demanding market. It is set to grow by 30 per cent annually. In 2016-17, the country will add about 4,300 MW of wind power," Tanti told reporters.

Modi to sign MOU on pulses import from Mozambique:

Ahead of Prime Minister Narendra Modi's Africa visit, the Union Cabinet approved India signing a Memoranda of Understanding (MoU) with Mozambique for pulses import and drug trafficking prevention, as well as with Tanzania for promotion of Indian traditional systems of medicine and homeopathy. The MoU will augment domestic availability of pulses in India and thereby stabilise its prices, an official statement said. The MoU includes targets for imports of red gram (tur dal) and other pulses from Mozambique for five financial years and aims at doubling the trade from one lakh tonnes in 2016-17 to two lakh tonnes in 2020-21.

Rise in food prices will stem demand, says FAO official:

Though the demand for most food commodities in India is set to grow by 2025, it would at a slower rate as compared to 2005-15, according to UN's Food and Agricultural Organization (FAO). A plausible factor is the rising food commodity prices whereby a small section of the population will find food unaffordable and thus decrease consumption. FAO India representative Shyam Khadka told The Hindu that in India, the scope for an increase in production area was limited in the case of food grains including wheat, rice coarse cereals.

India, South Africa vow to deepen ties in key sectors:

Ratcheting up their traditional ties, India and South Africa agreed to deepen engagement in key areas of defence production, manufacturing, mining and minerals while vowing to cooperate "actively" in combating terrorism and dealing with issues at multilateral fora. After extensive talks with South African President Jacob Zuma, Prime Minister Narendra Modi projected India as an attractive destination for manufacturing of defence equipment and platforms and said both countries can join hands in not only meeting needs of each other but also to respond to regional and global demand. ❖

Puducherry

Puducherry formerly known as Pondicherry. It is a Union Territory (UT) of India. It is located in southern part of India. It formed with four exclaves of former French India. The exclaves are Puducherry, Karaikal, Mahe and Yanam.

These had boundaries with different states, like Pondicherry and Karaikal bounded by Tamil Nadu, while Mahe and Yanam are enclosed with states of Kerala and Andhra Pradesh. Puducherry is 29th most populous and the third most densely populated state/UT in India. In 2013-14, it received highest GSDP growth rate of 10.69% among the all over states in India.

The Union Territory (UT) of Puducherry had been not connected with four small districts like Mahe on the Arabian Sea front, Puducherry, Karaikal and Yanam on Bay of Bengal. The territory has an area of 492 square kilometers (190 sq miles). From the demographic point of view majority of people belong to Hindu religion (87%), Christianity (6.2%) and Islam (6%). As per 2011 census, total population was 12,44,464. The literacy percentage is 85.8%. Most of the people use different regional languages like Tamil, Telugu and Malayalam and they are official languages on region-wise. French language lost its official status with the adoption of "The Pondicherry Official Language Act 1965".

Agriculture, fisheries and tourism are the key economy of Puducherry. Most of the populations are dependent on agriculture allied sector activities. They cultivate rice, pulses, sugarcane, coconuts and cotton and they are grown extensively in Pondicherry. Local population is engaged in various livelihoods and they are as agriculture labours, farmers, small household industry owners.

The other major livelihood is fisheries, as four districts are located in coastal line. It has the coastal, inshore water, inland water, brackish water, tanks and ponds. There are 27 marine fishing villages and 23 inland fishing villages, which host a fishermen population of about 65,000, of which 13,000 are actively engaged in fishing.

Tourism sector is another major economy of Puducherry. However, this UT ruled by the French has beautiful colonial monuments, coastal line, Aurobindo ashram, spas, amusement parks, hotels, cuisine, resorts and Auroville town. The tourism provides various types of livelihoods directly and indirectly.

Moreover, Puducherry have 5500 small scale industries. It provides employment to local people. Most of the industries are chemicals, textiles, metallic, engineering and food processing based industries as it has good transportation facilities. The UT is well developed and connected through the coastal area and tourism. The eco-tourism provides sustainable development to the local populations of UT. ❖



Konda Reddis

Konda Reddis, a Particularly Vulnerable Tribal Group (PVTG), inhabit the banks of the river Godavari and the forest tracts of Papi Hill ranges in East and West Godavari, and Khammam districts of Andhra Pradesh. The tribe has a very symbiotic relationship with forests.



The social institution of Konda Reddis is governed by their traditional institution "Kula Panchayat". The family as an institution is patriarchal and patrilocal. Monogamy is the rule, but polygamous families also are found among the Konda Reddis. The tribe is divided into exogamous septs for regulating matrimonial relations, and their surnames are prefixed to individual names. Each village of Konda Reddis is headed by a headman called "Pedda Kapu". The Konda Reddis worship forest, earth, village, river goddesses, and have most of the festivals centered around forests.

Their economy is subsistence-based, and the production is for self-consumption rather than for the market. Their main occupations are "podu" (shifting) cultivation, collection and sale of Non Timber Forest Produce (NTFP), and basket making, using locally available bamboo. In shifting cultivation, they cultivate jowar majorly, which is their staple food, and also grow ragi, red gram, bajra, beans, paddy and pulses. The tribe not only depends on flora and fauna of the forest for their livelihood, but also subsist on a variety of tubers, roots, leaves, wild fruits, etc.

The lives of Konda Reddis have been adversely affected after the setting up of a paper mill by Indian Tobacco Company (ITC) here in 1977, leading to depletion of bamboo forests. Due to the paper mill, the cropping patterns of Konda Reddis have also been disrupted along with shortage of drinking water; therefore, the tribe has been forced to change their traditional food habits. Moreover, as the native habitats of Konda Reddis have been notified as sanctuaries (Papikonda Wildlife Sanctuary) without the tribe's consent and approval of Gram Sabha, they are being deprived of their traditional rights over forests. The promotion of tourism around the river Godavari has led to serious pollution of the tribe's pristine habitats, thereby, affecting their lives and livelihoods.

Land alienation among Konda Reddis is rampant, as many non-tribal men marry tribal women and purchase land in the name of their tribal wives and later desert the women. Even though there are many Acts in place to prevent the tribe from getting exploited, it is happening at a large scale. The expansion of market economy into their subsistence-based life has become an important channel for communication and cultural change. Various governmental interventions for PVTGs have percolated to them, but they continue to remain vulnerable as they are unable to cope up with the rapid globalisation. ❖

Portfolio 25!

International Day of Cooperatives! World Population Day!

Mandela Day! Malala Day! Guru Purnima!

Theresa May becomes PM in UK. Trump and Clinton are the official nominees for US President from their parties. Judith is back home from kidnapping in Afghan.

Cabinet Reshuffle at the Centre is over. Reorganizing Departments and Ministries is still a work in process. Still many Secretary positions are to be filled.

Terror is in news more than anything else.

'Transforming our world: the 2030 Agenda for Sustainable Development', Sustainable Development Goals, or Global Goals have been adopted on 25 September 2015. The 17 Goals include -

1. No Poverty
2. Zero Hunger
3. Health and Well-being for all at all ages
4. **Inclusive** and **equitable** quality education and **lifelong learning** opportunities for all
5. Gender Equality
6. Clean Water and Sanitation for all
7. Access to affordable, reliable, sustainable and **clean energy** for all
8. Full and productive employment and **decent work** for all
9. **Resilient infrastructure**, inclusive and **sustainable industrialization** and **innovation**
10. Reduced Inequalities within and among countries
11. Sustainable Cities and Communities
12. Responsible Consumption and Production patterns
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

These Goals require all of us working hand-in-hand. We need several janaandolans. Towards contributing these goals in a small way, Akshara is making plans to work on a portfolio 2025 -

- 'livelihoods' (e-monthly, journal, info-portal/web-channel, tvchannel) including –
 - ♦ online/distance learning;
 - ♦ L-talks/conversations;
 - ♦ databases of LSIs, LSOs, LSEs, GPs, CBOs and Small CSOs
- Livelihoods Resources including –
 - ♦ Books/e-books;
 - ♦ Collection of Livelihoods Literature – Books, Articles, Stories, Case Studies, Songs, Videos;

- ♦ Livelihoods Resources Shop

- Livelihoods Support –
 - ♦ Visioning, Strategic Planning/Management, Institution Design/Building
- Livelihoods Learning –
 - ♦ Learning Programs, VLM Learning Programs, Immersions, Orientation;
 - ♦ Long-term programs in Partnerships with institutions;
 - ♦ Livelihoods Curriculum, Influencing students and teachers;
 - ♦ Graduated Fellowships: Young Interns to Distinguished Fellows;
 - ♦ Mentoring
- Implementation Support [Visioning, Planning, Leadership, Management, Implementation, Monitoring, and Learning] –
 - ♦ adoption (including training and handholding) of villages, CBOs, GPs, small CSOs, Schools, Anganwadis/PHCs, public services etc.;
 - ♦ Field Stations and Field Practice in LF;
 - ♦ Field Partnerships including Partnerships with Organizations working in remote, and neglected areas;
 - ♦ Long-term Support Partnerships;
 - ♦ Support to LSIs, LSEs and LSOs;
 - ♦ Awards to Grassroots workers and Organizations; Legends;
 - ♦ Congress(es)
- Talent Support [Counseling, coaching e-classes and material, tests, Placement, Selection, Induction]
- Skilling Value-chain, Development Sector Skill Council(s)
- National Network/Consortium of L-PR-D professionals for Support to Development Projects/Programs
- Campaign on and Support to New Thinking and Practice in Livelihoods Domain – Integrated TRUE Livelihoods Framework, LEAP Processes, Value-chains etc.
- Association/Forum of L-PR-D Professionals
- Union of L-PR-D Community Professionals
- Mission 10 Million [Leaders/Animators/Facilitators for Collectivization] ❖

Perspectives

G Muralidhar

Education and Growth...

Expansion of Enterprise...

Can you introduce yourself?

My name is Raju, and I am 38 years old. I am a native of Pochampally village, mandal, Nalgonda district, Telangana. I had completed my tenth standard and couldn't pursue further education due to my family's poor financial conditions. My father expired 15 years ago, I have a mother and two younger brothers. One of my brothers is working as a daily wage labourer in our village and the other one is working in an automobile company based in Hyderabad. We take care of our mother together. I am married and living with my wife and two children. My son is pursuing his Intermediate and my daughter is studying in eighth class and both are based in our village.

What are you doing?

I have been working as a handloom weaver at a master weaver's residence for the past two years. The master weaver's residence is near my residence. My wife also works as a weaver and together we earn Rs. 15,000/- per month, however, the amount earned by us is not sufficient for running my family. When my daughter had fallen sick, I had borrowed Rs. 70,000/- from my master weaver for treatment; moreover, I had also built a new house last year. Now, I am facing a financial crisis.

How and where did you learn handloom work?

Prior to completion of my schooling, I had worked as a clerk in a private shop in our village for many years and used to earn Rs. 1500 per month. Thus, I had learnt weaving skills a decade ago from my neighbours. I worked for a few years as a weaver, but the wages I earned were not sufficient; therefore, I was forced to shift from weaving work to labour work. Apart from labour work, I also worked in a tyre manufacturing company in Hyderabad and I used to shuttle on a daily basis. After a couple of years, the company was shut down due to lack of maintenance. Thus, I had to come back to weaving.

Do you face any problems?

Weaving and market fluctuations go hand in hand. So our wages are directly influenced by the market forces, if the market for our produce is good, then we get a good price, otherwise, we face financial problems.

Did you get any benefits from the government?

Yes, I availed ration, aadhar and election card.

What are your future goals?

I want to provide quality education to my children, clear my financial debt, and get my younger brothers married and settled in life. ❖

Can you introduce yourself?

My name is P. Ramulu, I am 45 years old, and I am an illiterate. I am a native of Venkatapuram village, Mudigonda mandal, Khammam district, Telangana state. I am a Person with Disability (PWD).

**How did you become disabled?**

At the age of 11, I lost my leg in a bus accident, and had received Rs. 40,000/- as compensation from the Government. Out of the compensation amount, I had to pay Rs. 15,000 /- towards lawyer's fee, and gave the remaining amount for running loan business to our village president; however, he cheated me of my money.

Can you tell us about your family?

I am married and have a son. My wife is afflicted with dwarfism. My son is studying intermediate in a Government social welfare hostel in Khammam.

What are you doing?

I have been working as a cobbler for the past six years. I learnt this skill from my neighbours, and as of today, I earn around Rs. 150/- to Rs. 200/- per day. The small shop that I own has been donated by a generous Muslim man named Lalla Saidulu on the occasion of Ramzan.

What did you do before this job?

Prior to becoming a cobbler, I had to resort to begging for my livelihood, and used to visit various places such as bus stands, railway stations etc.; moreover, I had even begged in Gujarat for nearly 15 years, but whatever I had earned was taken away by local police and thief gangs. Later, I came back to my native place and got married. By the time my son came to fifth grade, I had stopped begging and took to cobbling.

What problems are you facing?

My vulnerability and my wife's illness are the two problems that I am facing.

What benefits are you getting from the Government?

I have the Software for Assessment of Disabled for Access Rehabilitation and Empowerment (SADAREM) card (Disability Certificate-issued by the State Government), monthly disabled pension, voter card, aadhar card, ration card. Moreover, I am a member of a Disabled Self Help Group (DSHG). .

What are your future plans?

If the government helps me, I want to expand my cobbler business; moreover, I want to provide good education to my son, and lead a better life. ❖

Improving Our Life

Can you introduce yourself and your family?

I am Durgam Shivakka, and I am 25 years old. Currently, I am pursuing my graduation through distance mode. I am a native of Chinthagudem village, Eturnagaram mandal, Warangal district, Telangana. I am married and have two sons, who are in nursery. I am a housewife. Since a while, my husband is preparing for competitive exams and is staying in Hanamkonda. We own two acres of rain-fed land and one acre of wet land. We used to cultivate chillies and paddy. However, we have leased out our agriculture land.



What are you doing?

Since 2014, I have been working as a secretary of Eturnagaram Mandal Samakhya (EMS). Earlier, I have been the President of our Village Organization (VO) and also a Self Help Group (SHG) member. I have a lot of responsibilities as a secretary. I have to conduct meetings on the 4th of every month at the Mandal Samakya (MS) building, and prepare the meeting agenda along with office bearers and VO presidents. In the meetings, we discuss about the VOs and SHGs' payment, repayment of loans, savings, interest, Abhaya hastam insurance, Gender issues and ground level problems. We discuss and pass the resolution.

My job also entails: spreading awareness to SHGs, VO members about the savings and repayment of bank loans; imparting training on CB and IB activities, due to which our organization's performance has increased; resolving issues in case of any critical issues at the field, by involving VOs, MS and at Zilla Samakya level. Our MS comprises of a total of 54 VOs, 193 SHGs. The grading of my MS is C, VO is B, SHG is A.

Did you get any training?

Yes, I have received trainings in leadership, membership, role and maintenance of VO, financial transactions, book keeping, SHG development and related issues.

Do you face any problems in this field?

Yes, most of the SHG members are illiterate; therefore, they don't understand the concept easily, and there is a gap between SHG members and leaders.

Did you get any benefits from the government?

Yes, I have availed ration card, voter card, aadhar card and MGNREGS Job card.

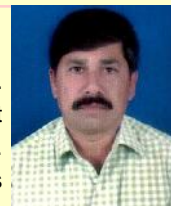
What are your future plans?

I want to provide services to SHG members to improve their life and reduce poverty. ❖

Poor and Self Sufficiency

Can you tell us about yourself?

My name is Ellappa, and I am 41 years old. I am a native of Perapalla, Narayanapet mandal, Mahabubnagar district, Telangana. My family consists of my wife, my parents and two brothers. Our family owns five acres of agriculture land in which my elder brother cultivates rain-fed crops, and also works as a daily wage labour during off-season; while my younger brother works in Mumbai. My father has been working as a bonded labour at a landlord's house, while my mother does agriculture labour in our land, along with doing household chores.



What are your educational qualifications?

I have studied only till Intermediate. As I could not pursue my education due to my family's poor financial condition.

What are you doing at present?

From 2012 onwards, I have been working as a Mandal Resources Person (MRP) in Operation Mercy India Foundation (OMIF). Currently, I am working in two mandals viz. Devarakadra and Chinna Chinthakunta. My job responsibility involves spreading awareness on the social evil of jogini system and its impact, as many jogini women are living in poor economic and vulnerable conditions. My job also entails identification of jogini women and noting down their cases and report them to the office. With the organization's support, we promote livelihoods and intervention activities for these women, and also provide them with credit with minimal interest. The credit is utilized by them to establish small livelihood enterprises such as flour mill, chill grinding units, vegetable shops, lady emporium shops, tea shops and small grocery shops. Moreover, we make jogini women meet Government officials, if are not in a position to avail various Government schemes.

Where did you work earlier?

Earlier, I had worked in the Ashray organization, Mahabubnagar, they too had focused on Jogini System.

Did you participate in any training?

Yes, I have received trainings on child rights, livelihoods, women empowerment, HIV/AIDS.

Do you face any problems in this field?

Yes, jogini women do not provide sufficient information and my salary is less.

What is your goal?

I want to provide my services to poor people and help them solve their own problems. ❖

To Be Development Worker..

Can you tell us about yourself?

My name is Moyya. Mahesh and I am 28 years old. I completed my Masters in Social Work (MSW). My native place is Kondapur, Mirdoddi mandal, Medak district, Telangana. Presently, I am staying in Eturnagaram mandal, Warangal district, Telangana.



What are you doing at present?

Since April 2016, I have been working as a Block Level Coordinator (BLC) in Eturnagaram. I am working for a project sponsored by Entrepreneurship Development Institute of India (EDII). My job entails creation of opportunities for entrepreneurship development, promotion of micro-enterprises in rural villages and to promote the spirit of entrepreneurship among the youth. We currently are implementing activities on ground by sharing resources, spread across three mandals, through the Cluster Resource Persons (CRPs). The mandals are Eturnagaram, Mangapeta, and Tadwai.

I am coordinating the CRPs. As per the survey data, we follow up and analyze, how many entrepreneurs are available and how much requirement is there and how can we promote entrepreneurship to change the villagers as an entrepreneurs. So that, we promote entrepreneurship to uplift the poor women, minorities, SC/STs and youth from the poverty. Promotion of the above activities, can develop sustainability of the community.

In the next phase, the CRPs has surveyed in 120 villages in respected mandals. Our CRPs have surveyed the through the mobile application. This technology has given accuracy information to us. We have identified 2400 shops with 80 types of different livelihoods in above mandals. The entrepreneurs like kirana, general stores, medical shops, fertilizer shops, tailor shops, mobile shops, TV mechanic etc. Most of these villagers have been depending upon their needs with nearby towns like Hanamkonda and Manuguru. In that situation, we have analyzed to huge demand of the entrepreneurship in this villages. So that, we want to target to establish the 1600 shops in upcoming four years.

Project main aim to empower the women and establish the Individual or social enterprises like business, handicrafts, agri enterprises, sanitation and gainful projects. Moreover, we promote the enterprise development, self-employment, livelihoods related work. Our organization is support to the Startup Village Entrepreneurship Programme (SVEP).

Can you tell us about your previous work?

From 2008- 2013, I had worked as a Master Trainer and project focused on Breast feeding, Girls Education,

Sanitation and HIV/AIDS.

Imparted training on health and education topics to the local anganwadi teachers, ANM, ASHA workers. Trained a total of 500 anganwadis, ANMs and ASHA workers in 12 batches in Dubbaka mandal. In 2014-2015, I had been working as coordinator in Navajyothi Organization in Karimnagar. The organization had Sankalp project in 15 mandals of the Medak district. This project was supported by the (Tuberculosis) TB alert of India.

I had coordinated with local volunteers, towards identification of TB cases. Then I had approached the patients and gave counseling and send to the referral hospitals.

After that project, I had been working as a Programme Executives in HelpAge India Organization from 2015- 2016. We had formed the Elder Self Help Groups (ESHGs). Pinapaka mandal in Khammam. mobilized the elders, to form groups, saving of sum amount regularly and opened bank accounts of them. I had conducted medical camp with support of Integrated Tribal Development Agency (ITDA) project director. I had formed the 56 ESHGS. .

What are your achievements?

When I had worked in the UNICEF project, I got the best Master trainer award and certificate from the Project Director of Medak.

What are the challenges and issues you face?

When I worked in Sankalp project, I had faced a lot of problems. However the TB patients were not supported to counseling. Moreover, TB is epidemic diseases. The working places were very backward, vulnerable conditioned areas in Medak. Especially in Kangti, Narayankhed and Zaheerabad.

Did you participate in trainings?

Yes, I had participated in different types of trainings i.e., Health and education awareness and child rights, UNICEF project, How to identify and counsel Tuberculosis patients and medication process in Sankalp project, form ESHGs in HelpAge India programme and how to develop Entrepreneurship of women and their empowerment through EDI. These trainings were held at various places like Bangalore, Hindupur, Hyderabad and Gujarat. These trainings have changed my life, to provide services to poor people.

What is your vision?

I want to get the best development professional award from the state government. ❖

Skill Development

Skill development is vital for the economic growth and social progress of any country. Particularly, globalization and technological revolutions have increased the importance of skill development. In India, nearly 12 million people per year are entering the working age, and only 21% of these people are accessing placements. Our country has one of the largest populations of working age people in the world, however, it is lagging behind in imparting skills. Only 10% of total workforce avails skill training, which includes 2% from formal institutions and 8% from informal institutions. Professionals are entering the job market with lack of required skills. Employment generation and skill development have become the most important agenda for our government. In this context, 'livelihoods' tries to explore and understand 'Skill Development'.



Skill development is vital for the economic growth and social progress of any country. Particularly, globalization and technological revolutions have increased the importance of skill development. In India, nearly 12 million people per year are entering the working age, and only 21% of these people are accessing placements. Our country has one of the largest populations of working age people in the world, however, it is lagging behind in imparting skills. Only 10% of total workforce avails skill training, which includes 2% from formal institutions and 8% from informal institutions. Professionals are entering the job market with lack of required skills. Employment generation and skill development have become the most important agenda for our government.

Our country's economy has been witnessing huge changes from the last six decades. Earlier, agriculture sector was the key contributor to economy and employment. Presently, changes are happening in agriculture, its contribution has been drastically decreasing and families dependent on agriculture are leaving the sector and shifting to other secondary, tertiary sectors and/or are migrating from rural to urban areas. These conditions are forcing people to avail new skills. Almost 90% of workers are engaged in informal sector, and have not availed skills training from formal institutions. There are three categories of workers in the country. They are skilled, semiskilled and unskilled workers. Majority of the people constitute the unskilled worker category.

The Government of India (GOI) has designed various initiatives to take forward the skill development agenda, such as formulation of national skill development policies; delivery of modular employable schemes; up-gradation of existing training institutions through World Bank (WB) fund and GOI fund; setting up of National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC); establishing 50,000 Skill Development Centers



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(SDCs) setting up of National Skill Development Mission (NSDM); and engaging several Ministries, departments and state governments in skill development.

As of now, only 2.5 million people out of 12 million people entering the job market every year are able to find employment. Only four million people are able to avail skill development opportunities. In our country, there are crores of people who are eagerly searching for jobs. On the other side, the paradox is that employers are unable to find employees with suitable skills, and are facing difficulty in filling up jobs with suitable persons. The difficulty to fill up jobs is around 48% in India, where as it is 34% as per global standards. Various studies have recognized that, lack of skills and knowledge are major issues. In our country, only 10% of workforce avails skill development trainings, where as in developed countries, 80% to 90% of workforce avails skill development training. World Economic Forum (WEF) report stated that, only 25% of professionals are considered employable in organized sector.



In India, around 90% of employees are in unorganized sector, and they are not provided with support structures from formal institutions i.e., trainings to up-grade their skills. These employees earn skills through informal ways i.e., getting trained through traditional family occupations or on- the-job training under master. In these kind of set ups, there is no linkage to formal education training and certification.

Only less than 5% of the workforce has undergone skills training through various formals institutions across the country. Skills development training requires both formal and informal channels. Formal structure includes many categories and they are given

below:

- Higher technical education through professional colleges
- Vocational education in schools
- Technical trainings in specialized technical institutions
- Apprenticeship training

Many agencies have been imparting vocational education and training at various levels. Nearly 3.1 million persons are taking vocational training per year. Most of the vocational formal trainings are going through various institutions, such as government-run Industrial Training Institutions (ITIs), private operated Industrial Training Centers (ITCs), vocational schools, special institutions for training and apprenticeship training method. Earlier, in skill development training, most of the trainings were imparted through government institutions, but since the past three decades, private sector taken their place.

Director General of Employment & Training (DGET) works on policies formulation, standard establishment, affiliation granting, testing and certification etc.

Under Ministry of Rural Development (MoRD), banks and Non-Government Organizations (NGOs) are imparting skills and promoting entrepreneurship through 2500 Rural Development and Self Employment Training Institutions (RUDSETIs). Entrepreneurship Development Institute (EDI) and other programs of the Ministry of Micro, Small and Medium Enterprises (MSME) train a minimum of one lakh persons per year. Many efforts were initiated in imparting training through Swarnajayanti Gram Swarojgar Yojana (SGSY), Prime Minister's Rozgar Yojana (PMRY), Khadi and Village Industries Commission (KVIC), Krishi Vignan Kendra (KVK), Jana Shiksha Sansthan (JSS), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyaya Grameen Kaushalya Yojan (DDU - GK) etc. GOI had rightly recognized importance of skill



development towards enhancing economic growth. The 12th Five Year Plan (FYP) suggests that skill development initiatives can foster inclusive and sustainable economic growth. GOI identifies key sectors for economic growth such as manufacturing, retail, construction, banking, health and tourism. There are 21 Ministries/ Departments including Ministry of Skill Development and Entrepreneurship (MoSDE), 35 state governments and Union Territories (UTs) and private sector involved in skill development in the country. Nearly 70 schemes were designed for skill development, with high subsidy to downtrodden people. Nearly 1120 courses have been approved as Modular Employable Skills (MES) for different sectors.

National Policy on Skill Development (NPSD) was created in 2009 to formulate strategies for skill development. Its objective is to empower workforce by providing skills, knowledge and qualification to make Indian workforce competitive in national and global market. It targeted to train 500 million youth by 2022 including government and private sectors' initiatives. The policy states the roles and responsibilities of stake holders including government, industry, trade unions, local governments, Civil Society Organizations (CSOs) and all skill providers. The policy has many features and they are as follows:

- Institutional based ITIs / vocational schools, technical schools, polytechnics, professional colleges etc.
- Learning initiatives of sectoral skill development by various Ministries and departments.
- Formal and informal apprenticeship and other types of trainings by private sector.
- Training and entrepreneurship development.
- Informal training including training by CSOs.
- E-learning, web based learning and distance



learning.

- Adult learning, deskilling of retired or retiring employees.

National Skill Development Corporation (NSDC) was established in 2009 to promote skill development through establishment of large scale and high quality training institutions across the country through Public Private Partnership (PPP) model. NSDC works for quality assurance, information system, training of trainers' in academies by training providers. NSDC has put a target to train 150 million youth in private sector initiatives by 2022 in 20 potential sectors identified by GOI and they are given below:

- Auto and auto components
- Building and construction material
- Building and construction
- Real estate services
- Electronics and Information Technology (IT) and hardware
- Education and skill development services
- Food processing
- Gems and jewellery
- Health care
- Textiles
- Leather and leather goods
- Organized retail
- Tourism and hospitality
- Transportation and logistics
- Media and entertainment



- Banking, financial services and insurance
- Chemicals and pharmaceuticals
- Furniture and furnishing
- Information Technology (IT)
- Information Technology Enabled Service (ITES)

NSDC has developed a wide network for skill development. According to statistics, till July 2016, NSDC has developed 267 partners, 2,952 operational NSDC partner centers including 676 mobile centers covering across 471 districts in 28 states and five UTs in the country. NSDC has trained 80,33,299 persons through its network model. Currently, 59 corporate houses/ private players are associated with NSDC for imparting vocational education and technical training in the country. Funds are key for skill development and as of now its requirements are met by NSDC through National Skill Development Fund (NSDF). NSDC acts as an investment manager to NSDF. Finance Ministry has increased its allotment to



N • S • D • C

National
Skill Development
Corporation

Transforming the skill landscape

NSDF from Rs.15 billion to Rs. 25 billion. It also mobilizes funds from private companies for skill development.

NSDC has established Sector Skill Councils (SSCs), which are autonomous and led by industrial bodies. SSCs create occupational standards and qualification bodies, develop competency programs, conduct trainings on designing training programs, conduct skill gaps studies, assess and certify trainees. SSCs strive to match existing vocational education system and industry sector requirements. SSCs proposes three activities to match vocational education system and address skill gaps. They are as follows:

- Conducting research: Building up skill-wise and region-wise skill inventory data base for industry sector, conducting reviews on international trends in skill development, identifying lacunae in skills and introducing technology in teaching.
- Improving delivery mechanism: Making partnership with educational institutions to train trainers and upgrading skills in existing industrial employees.
- Building quality assurance: Setting up a robust and stringent certification and accreditation process for skill development institutes to ensure consistency in quality training.

National Skill Development Agency (NSDA) was established in 2013 to coordinate and harmonize all skill development programs across the country. NSDA is an autonomous body and is also a part of MSDE, and its functions are as follows:

- To take all possible steps to meet skill development targets designed in 12th FYP.
- To coordinate all Central Ministries/ Departments, state governments, UTs, NSDC and private sector efforts in skill development.



- To anchor and implement National Skills Qualifications Framework (NSQF) to ensure skill development trainings quality and standards to meet different sectors' specific demands.
- Work as nodal agency for State Skill Development Missions (SSDMs).
- Raise financial support for skill development from international agencies and private sector.
- Evaluate existing skill development programs and suggest correct actions to enhance efficiency. Create and maintain skill development database at national level including development of dynamic Labour Market Information System (LMIS)
- Ensure meeting the skill development needs of disadvantaged and marginalized sections such as Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Castes (OBCs), minorities, women and Differently-Abled People.
- Take affirmative action for advocacy.

NSDA is the main coordinating body in streamlining, rationalizing and integrating skill development trainings across various Ministries / departments and in center and states. Any skill development proposal has to be submitted through NSDA to Cabinet Committee. NSDA's Chairman is a permanent invitee to Cabinet Committee meetings on skill development. National Skills Qualification Framework (NSQF) was notified in 2013 to ensure consistency in measuring the outcomes of skill development trainings. By December 2016, NSQF will provide support to all government skill training programs.

In 2014, Ministry of Skill Development and Entrepreneurship (MSDE) was established to coordinate all stake holders, enhance evolution of skill development framework, remove gap between





demand and supply of skilled work force, skill up-gradation, building new skills and innovative thinking, and assuring availability of talents across the country.

National Skill Development and Entrepreneurship Policy (NSDEP), 2015 was designed 'to create an ecosystem of empowerment by skill development on a large scale and speed with high standards to promote entrepreneurship, which can generate employment and wealth to provide sustainable livelihoods to all people in the country. The main objective of the Policy is to empower individuals by enabling each person to recognize his/ her full potentialities through lifelong learning. It supersedes National Skill Development Policy, 2009.

Ministry of Skill Development and Entrepreneurship (MSDE) has established the National Skill Development Mission (NSDM) in July 2015 to create convergence across sectors and states in terms of skill development activities, consolidating and coordinating skill development efforts, speed - up the decision making in skill development activities to achieve scale with speed and quality. In this mission, three key institutions like NSDC, NSDA and DGT have been involved to facilitate smooth

functioning in skill development across the country. GOI is spending an average of Rs.3000/- per candidate in skill development.



Skill development training starts from pre-joining, counseling and ends with post-placement support to candidates. Training value is created through training programs' implementation. In pre-joining stage, trainers select suitable candidates and counsel candidates to select suitable courses according to their aptitudes. Trainers understand enrollment process and outcomes of the training program. Primary training value comes from course curricula, trainers' performance and infrastructure. After training, trainers provide support to candidates by the way of pre-placement support including facilitating in the preparation of resumes and providing coachings to take part in job interviews. Placement process is the next stage in the program, it is vital and reflects the training outcomes. The program ends with post-placement support, which is critical and



it includes understanding trainees' problems in placements and providing proper counselling and support to sustain in jobs. The training program Value Chain Analysis is as follows:

Placement is critical in skill development programs. We

and communication skills. Overall, attitude and traits take a larger place in employers' preferences.

Identifying jobs sourcing channels is one of the key element in getting placement. Presently, there are many jobs sourcing channels available to the candidates such as

Pre-joining	Training	Pre-placement	Placement	Post-placement
<p>Conduct market survey to design demand based courses.</p> <p>Ensure selection of eligible candidates.</p> <p>Understand social, cultural and financial situation of candidates.</p> <p>Understand candidates' skills, knowledge and aptitude and facilitate in selecting suitable course.</p> <p>Share course details and benefits.</p> <p>Share final outcomes of trainings and candidates' responsibilities.</p> <p>Provide information about nature of work after placed.</p>	<p>Ensure infrastructure including learning availability, accessibility and quality in trainings.</p> <p>Ensure structure, objectivity, completeness, relevance and execution of courses.</p> <p>Ensure trainers have subject knowledge and facilitation skills.</p> <p>Inculcate communication skills, spoken skills, personality development along with subject knowledge.</p>	<p>Invite employers to training centers and ensure interaction between employers and trainees.</p> <p>Interact with employers and give training information and enquire about placements in their enterprises.</p> <p>Help trainees to prepare resumes, guide students during preparation for interviews and provide placement information.</p>	<p>Design multiple strategies for placements like organizing placement events, inviting employers to training centers to address trainees, advocacy with different departments and industries, making collectives with trainees, contact entrepreneurs, promote self-employment and link with banks and welfare departments.</p> <p>Organize placement events for trainees.</p> <p>Provide logistical and hand-holding support for placement events.</p> <p>Assess placements' performance based on trainees placed.</p>	<p>Monitor trainees' satisfaction at placements.</p> <p>Conduct post-placement surveys and counsel trainers to adjust placement environment and requirements.</p> <p>Provide possible logistical support to the trainers in accommodation by designing collective networks.</p> <p>Peperformance tracking of trainees and guidance to further their journey in career path.</p>

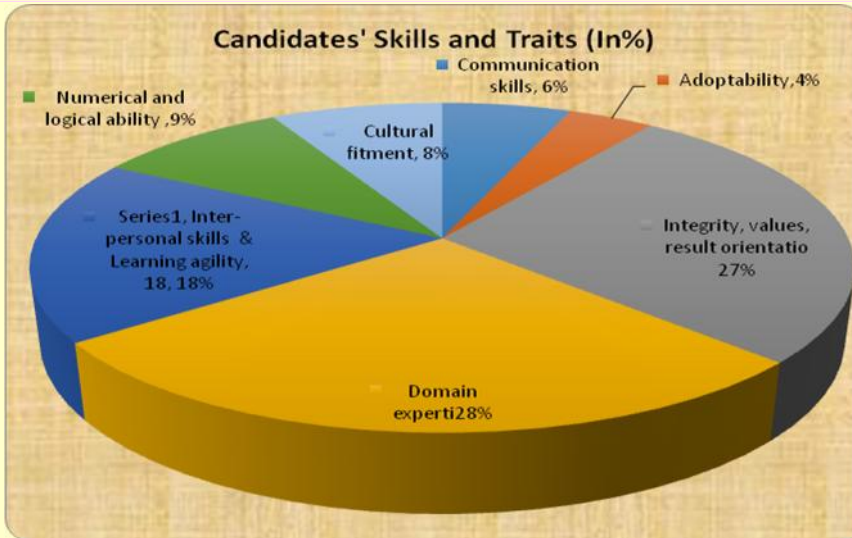
can say that overall skill development programs' performance can be decided by the number of trainees placed, become entrepreneurs, and their retention rate in the placements. Employers are willing to take candidates with multiple skills and traits. Candidates require many skills such as communication skills, adaptability, domain expertise, integrity, values, result orientation, interpersonal skills, learning agility, numerical and logical ability and cultural fitment.

According to India Skills Report, 2016 which is the outcome of interaction of 5,20,000 candidates across the country through Wellbox Employability Skill Test (WEST) across domains. According to the report, employers' preference is more on domain expertise, integrity, values

consultants, job portals, internal referral, mobile recruiting, video resumes, job fairs, company websites, campus hires, social media and others. Most of the placements are provided through internal referral, with job portals, consultants, social media and campus hires making up the other major job sourcing channels.

Problems and solutions

Skill development in India is facing various problems, issues and challenges related to awareness, perception, quality, cost and scale. Existing infrastructure both physical and human are very inadequate to achieve desired results. Human resources are an important element in skill development. For example, to train 1.7 million trainees at ITIs, around 85, 000 trainers are



public-private ventures for financial support. The notion that skill development requires huge investment and its outcome is low, needs to be challenged. With this assumption, government and private sectors are not interested in investing huge money in skill development. There is a gap between industrial sector's expectations and training centers' performance. Training quality is another issue, which relates to training infrastructure quality, trainers' skills and knowledge, curricula relevance and methodology. Lack of focus on continuous enhancement of trainers'

required, but we have only 4,438 trainers in ITIs.

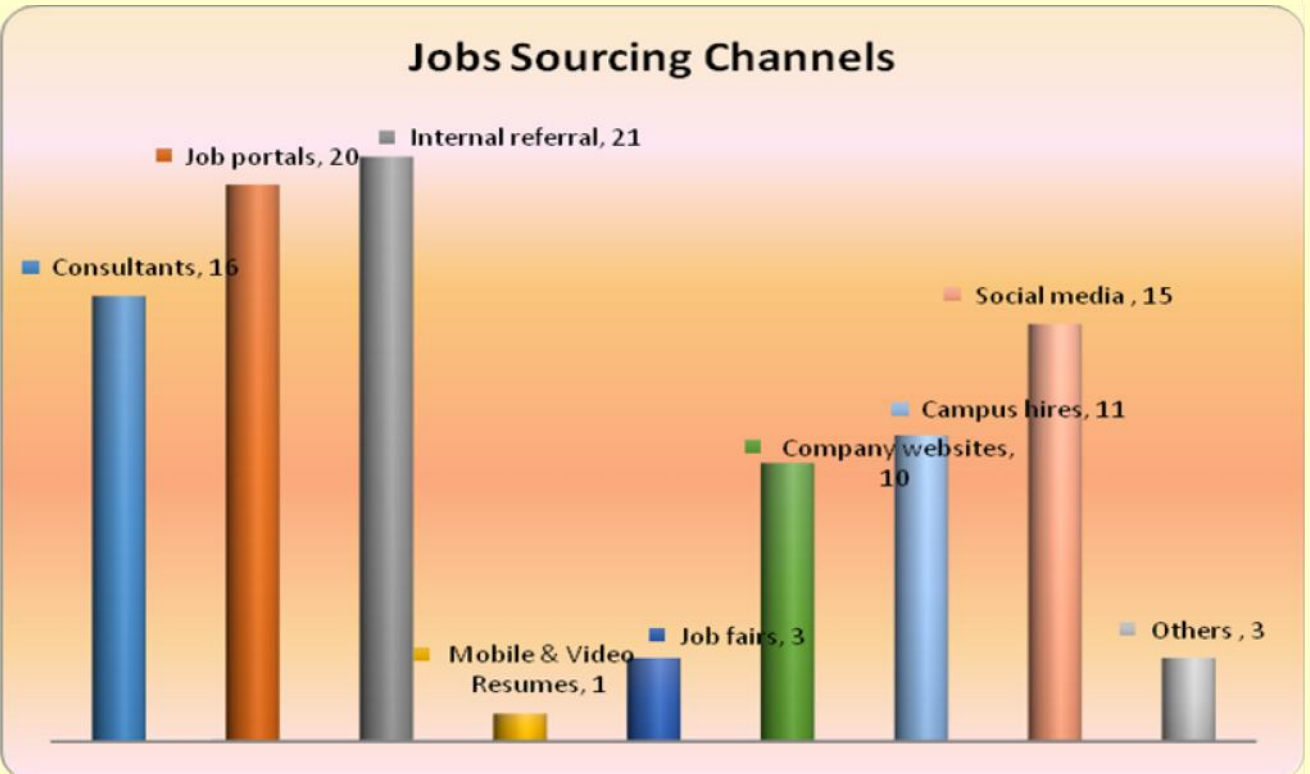
Awareness is a serious problem in skill development, as most of the candidates are not aware about various courses and their prospects. People consider skill development as the last resort, after recognizing that they are unable to pursue higher education. Existing stigma on some skills which are considered to be of 'low' level category; therefore, candidates don't take those courses even when they have good demand. For example, construction skills have huge demand, but people are reluctant to take construction courses.

Skill development initiatives depend on government and

skills and knowledge is a key concern in skill development.

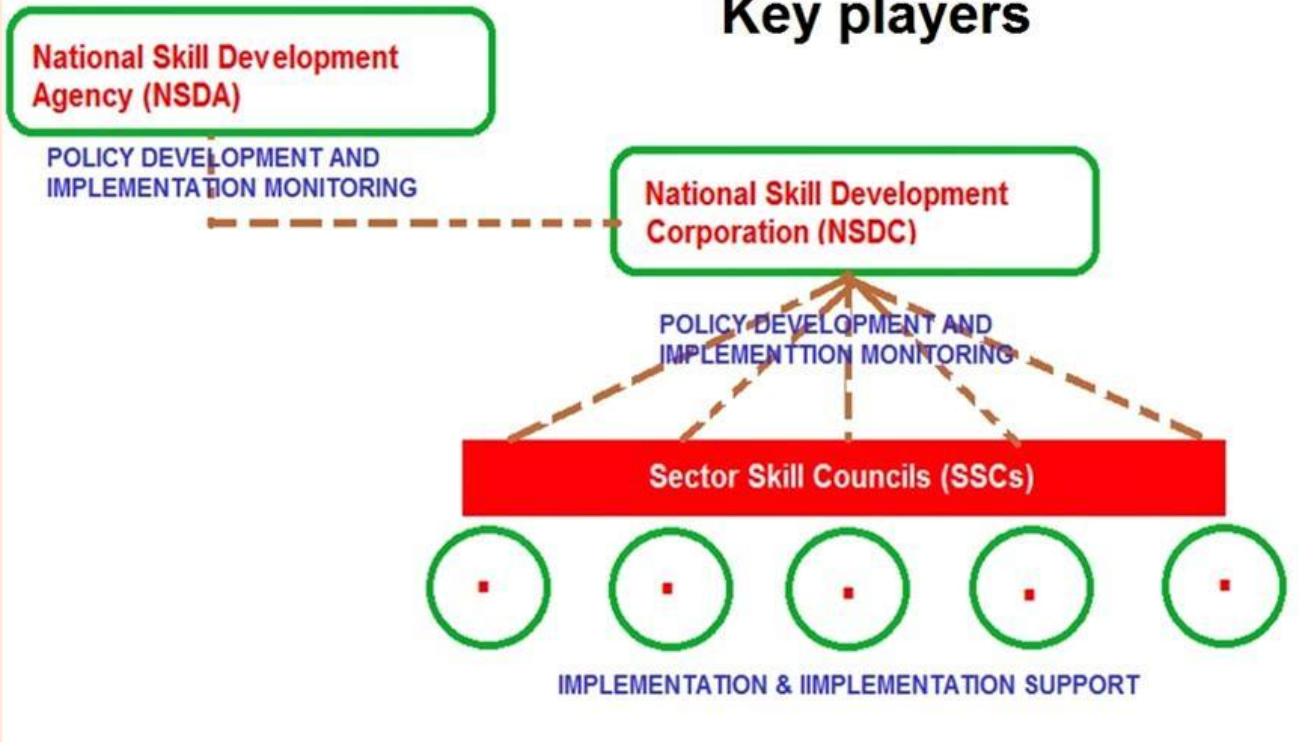
In skill development trainings, there is a strong gender bias. Women are mostly enrolled in science and secretarial skills related courses and men are enrolled in industrial skills.

Drop-out in placements is one of the vital issues in skill development. Nearly 33% of the candidates are reluctant to join in placements, or leave within a month after joining. Trainees are full of dreams that skill development will pave way for good placements with better off conditions with their existing skills and knowledge base. However, placement time employers' promises and the job conditions are completely different leading to the



SKILL ECOSYSTEM IN INDIA

Key players



employees leaving. In urban areas, with low wages, candidates are unable to meet minimum needs. Moreover, candidates have to migrate to a distant places from their native place for placements.

Government has to initiate new key initiatives in skill development such as establishing new ITIs, polytechnics and up-gradation, expansion of vocational educational from 9500 schools to 20,000 schools, establishment of 600 RUDSETIs, set up skill development resource network with 50,000 Skill Development Centers (SDCs)

and exempting service tax to vocational education institutions. In informal sector, training needs are highly diverse and multi - oriented.

Skill development lays its focus on placements in private enterprises, instead of promoting and providing support to entrepreneurship, providing placement in collective enterprises and processing centers. The focus has to be emphasized on value chain in skill development and mobilize human resources who are in need for post placement support and establishment of enterprises. ❖

Individual Enterprise



Selling Mint Juice

Collective Enterprise



Bulk Purchasing by ESHG in Purulia, West Bengal

The Payment of Bonus Act, 2015

The Payment of Bonus (Amendment) Act, 2015 was passed by the Parliament on 8 January 2016. The Act, which otherwise is also known as Bonus Act, was recently amended to bring about certain crucial changes. Earlier this Act of 1965 was designed to provide for payment of bonus to persons employed in certain establishments on the basis of profits or on the basis of production or productivity and for matters connected therewith, and is extended to the whole of India. It shall be applicable to every factory and to every other establishment in which twenty or more persons are employed on any day during an accounting year.

The key amendments have been a) revision of wage threshold for eligibility; as the wage threshold for determining eligibility of employees was revised from INR 10,000 to INR 12,000 per month, covering a large pool of employees; b) change in the wage ceiling used for calculation of bonus; as previously the maximum bonus payable was 20% of INR 3500 per month and the minimum bonus payment was also capped at 8.33 % of INR 3500 per month or INR 100, as whichever was higher. Thus, the calculation ceiling of INR 3500 was now doubled to INR 7000 per month or “the minimum wage for the scheduled employment, as fixed by the appropriate government, whichever was found higher. Therefore, the cost associated with the bonus payments could double or be greater still, as depending on applicable minimum wages, based on organization’s performance; c) retrospective effect; the amendment has been brought into effect from 01st April 2014.

The Bonus Act applies to every factory and every establishment that employs 20 or more persons, and unlike other performance linked incentives offered by companies, the bonus payable under this law is not linked to the performance of the employee. As all the employees earning up to the wage threshold (increased to INR 21,000 by the Amendments) and who have worked in the establishment for not less than 30 working days in the year are eligible to receive this statutory bonus.

Therefore, the Amendments could have a significant financial bearing for establishments, especially those in the medium and small scale sectors. The Bonus Act has its share of potential challenges in implementation. The first being that the Act also contains a separate definition of wage, which is that it includes all guaranteed components of an employees salary and specifically excludes certain allowances and concessions. As the salary structures adopted by organizations these days

can be fairly complex, with multiple allowances and incentives built into the compensation structure; therefore, with the increase in the wage threshold, the employers would have to undertake a more detailed assessment to determine as to which components of their existing salary structure would fall into the definition of “wages” under the Bonus Act, and accordingly can determine which employees are eligible to receive the statutory bonus.

Secondly, the insertion of reference to the minimum wage under the MW Act to calculate bonus payments has also created an additional challenge for companies, as the respective governments (state governments) fix different minimum wages for various scheduled employments, and even within a particular scheduled employment, different minimum wages are notified for different categories of employees. Thus, the employers would have to carry out an assessment of the applicable wage rates for different categories of employees in order to calculate the statutory bonus payable.

The crux of the problem would be that offices in multiple states and employers have to struggle, since the minimum wages for the same scheduled employment could vary from one state to another and the variation can sometimes be quite significant. The other challenge is that of including the reference to minimum wages is that, it creates an additional level of unpredictability in the calculation of bonus amount. As many companies, with reference to MNCs, follow a practice of calculating the maximum statutory bonus and paying this to employees on a monthly basis through the year and there being no reference to MW Act, and the minimum wages being updated on a periodic basis, which could be once or twice a year, there would be an increased variability in the bonus amount and it would be therefore difficult for employers to predict the maximum bonus payable under the Act.

There also would be complexities in paying the bonus retrospectively and most companies have to already determine the allocable surplus for the financial year. There would be an increase in the financial burden and greater accounting complexities for employers, and in some cases, there may be issues around recovery of amounts from employees. Thus, proper implementation of the Act with the amendments is going to be a time-taking process, with small and medium scale businesses finding it especially difficult to implement. ❖

A Young Girl And Her Father

A young girl and her father were walking along a forest path. At some point, they came across a large tree branch on the ground in front of them.

The girl asked her father, "If I try, do you think I could move that branch?" Her father replied, "I am sure you can, if you use all your strength."

The girl tried her best to lift or push the branch, but she was not strong enough and she couldn't move it.

She said, with disappointment, "You were wrong, dad. I can't move it."

"Try again with all your strength," replied her father.

Again, the girl tried hard to push the branch. She struggled but it did not move.

"Dad, I cannot do it," said the girl.

Finally her father said, "Young lady, I advised you to use 'all your strength'. You didn't. You didn't ask for my help."

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Some reflections on this story..



Our real strength lies not in independence, \*but in interdependence.\*

\*No individual person has all the strengths, all the resources and all the stamina required for the complete blossoming of their vision.\*

\*To ask for help and support when we need it is not a sign of weakness, it is a sign of wisdom. ❖

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(Source: <http://www.stretchtosucceed.com/2016/07/a-young-girl-and-her-father.html>.)

## Social Enterprise



Eye Camp by HelpAge India

## Important Day



28 July - World Nature Conservation Day

## Beyond Culture

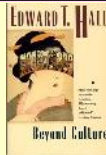
Book name: Beyond Culture

Author: Edward T. Hall

The book 'Beyond Culture' was written by Edward T. Hall, and it explains how culture had been created and maintained; how it shapes our worldview and how it represents us via customs, languages and history. It describes the role of culture in deciding how we are and how we act? The book narrates how people face difficulties in understanding different cultures, races and nations, and how they can understand their surrounding world much more effectively. This book provides important insights on various issues that curb us from understanding the surrounding world.

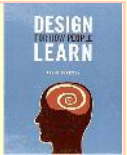
The book explains how contexts influence human behavior, and examines differences between high-context and low-context, its effects on language, speech patterns and communication. It describes basic human functions and many other topics, such as paradox of culture, man as extension, consistency and life, hidden culture, rhythm and body movement, context and meaning, why context, actions and chains, imagery and memory etc..

There are lots of differences in different cultures and every culture has its own values/ morals. Generally, we have taken life in our own ways for granted and are reluctant to understand our surroundings. We must understand our surroundings to enhance our knowledge about ourselves and fellow human beings in the world, and must find new ways and methods to understand the surrounding world. This is a good book to those who want to understand humankind's relationship to its extensions, institutions, ideas, and relationships among individuals and groups in the world. ❖



Author: Julie Dirksen

The book 'Design For How People Learn' explains how to use key principles in learning, memory and attention, and how to share skills and knowledge with audience. It stresses the importance of using accessible visual metaphors, concrete methods and examples in sharing, and also expounds on how fundamental concepts and designing methods improves facilitators' learning and enhances audience participation. It helps to identify gaps in skills, environment and knowledge, and design suitable solutions to those problems. It explains nine things to instructors such as 1. Where to start? 2. Who are the learners? 3. What is the goal? 4. How to remember? 5. How to get the attention of the audience? 6. Design for knowledge 7. Design for skills 8. Design for motivation and 9. Design for environment. It is a good book for resource persons to design the best learning programs. ❖

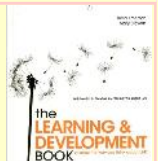


## The Learning &amp; Development Book

Authors: Tricia Emerson, Mary Stewart

The book 'The Learning and Development' provides simple ideas and concepts to professionals by showing and explaining needs in learning and development efforts. It explains things in a clear cut way in short chapters.

The chapters asks and answers questions such as, why should learning be more like playing? Is the culture of your organization working against you? Should you really measure the effects of your training program? Have you ever thought that learning begins when trainings ends? In the book, each chapter provides wisdom on different subjects, and also provides tips, tools, and big ideas to the trainers. It describes learning principles in nice illustrations which are very interesting to read. ❖



e-links

- VCA** : [http://www.aksharakriti.org/magazines/doc\\_download/555-dairy-vca-panchalingala-ap](http://www.aksharakriti.org/magazines/doc_download/555-dairy-vca-panchalingala-ap)  
**Sub-sector** : [http://www.cgsird.gov.in/CG\\_Bamboo%20Subsector%20Study%20Report%20by%20HVR.pdf](http://www.cgsird.gov.in/CG_Bamboo%20Subsector%20Study%20Report%20by%20HVR.pdf)  
**e-book** : [https://monoskop.org/images/6/60/Hall\\_Edward\\_T\\_Beyond\\_Culture.pdf](https://monoskop.org/images/6/60/Hall_Edward_T_Beyond_Culture.pdf)  
**v-book** : <https://www.youtube.com/watch?v=SvM4BikTLaU>

Supplements

- Legendary Effort** : [http://www.aksharakriti.org/magazines/doc\\_download/557-supplementlegendary-effortbaifjuly-2016](http://www.aksharakriti.org/magazines/doc_download/557-supplementlegendary-effortbaifjuly-2016)  
**Kshetram** : [http://www.aksharakriti.org/magazines/doc\\_download/558-supplementkshetramvindhya-rangejuly-2016-](http://www.aksharakriti.org/magazines/doc_download/558-supplementkshetramvindhya-rangejuly-2016-)  
**Livelihoods Management Note** : [http://www.aksharakriti.org/magazines/doc\\_download/559-supplement-livelihoods-management-note-july-2016](http://www.aksharakriti.org/magazines/doc_download/559-supplement-livelihoods-management-note-july-2016)

**e-course; e-livelihoods learning course : Capsule No: 318 - 336**

e-course

[http://www.aksharakriti.org/magazines/doc\\_download/556-e-coursejuly-2016-capsule-no-318-336](http://www.aksharakriti.org/magazines/doc_download/556-e-coursejuly-2016-capsule-no-318-336)

# 'Yoga'kshemam

*Doctors' Day! Mandela Day!*

*Population Day!*

*Cooperatives Day! Guru Purnima!*

*Let us be thankful to the Gurus who have/are helping us to get light into our lives.*

My tenure with UNDP-NRLM has been concluded on 1 July 2016. My journey with NRLM began in 2010 as a trickle, with the work on evolving Framework for Implementation. And what a journey! It has been a roller-coaster drive for a livelihoods, poverty reduction and development life worker. The Framework has been approved in December 2010 and NRLM itself was formally launched in June 2011. Meanwhile, Planning Commission's Working Group on NRLM was constituted in March 2011 and I supported the working group as its anchor. Its recommendations were presented in November 2011 and accepted. My full-time tenure with UNDP/NRLM, as Lead, Capacity Building, NRLM, has begun in 2012.

The brief was simply stated - build the capacity of NRLM (including SRLMs and Community) and strengthen the hands of the Mission Director. Gradually this meant building the team, increasing competent HR in NRLM, and supporting in establishing processes and systems in NMMU/NRLPS; supporting across verticals; integrating the support to states; working with NROs; CBAs; NRLM Cells; Resource Persons etc. It meant creating learning platforms/forums – writeshops. It meant evolving, appraising and supporting/facilitating annual action plans. It meant expanded base, faster and deeper inclusion and saturation, universalization/ mainstreaming. It meant HR Rationalization and Communitization. It meant community taking over the mission fully. It meant community institutions and mission units having vision and working to the vision. It meant mature inspired servant leadership for transformation in the hands of the community. It is meant to be a Janaandolan by the Community, across the country. We are almost there, with National Resource Group, 1000+ Resource Persons at the state level and 100,000+ Community Resource Persons in the Blocks, may be in 3 months from now. We are already in 3000+ Blocks and are ready to reach all the Blocks in 2 years flat from now.

MoRD's NMMU of NRLM has been subsumed in NRLPS, integrating/lead technical support agency of NRLM. Skills has become a separate division. NMMU/NRLPS has been servicing both. Reaching down to 50 numbers and managing with 50 professionals for both RL and Skills has been a constant struggle in NRLPS.

My base has been changed twice – Delhi à Hyderabad à Delhi. I lost my mother – she succumbed to stomach cancer in just about 3 months of initial diagnosis, leaving my father alone in my village. NRLM has let me cope with all this with ease.

Senior Management's silent but sure faith and subtle

inspiration has made all the difference. Being part of the core of the Mission Leadership, one was intrinsically part of/ linked to many concentric and overlapping circles - CBT, NMMU, NRLM; NMMU, MoRD RL Team, Skills Team, MoRD, NRMC Team, CARE Team, WB Team, UNDP Team; National Team in NMMU, NIRD NRLM Cells, NROs, SRLMs, SAPs in SRLMs, Resource Centres, Resource Persons, Resource Agencies, CRPs, Cadres, Leaders, Institutions. Their synergetic response and support helped in integrating the whole and going forward.

UNDP Team, BMGF-CARE Team and WB Team have played their part, in their own ways, nudging and inspiring us forward. NRLM Fellows have made a huge difference, in their special ways. MoRD Team and NMMU have more or less merged. NRMC Team has supported to their best ability.

NRLM Cells in NIRD, NROs, NRPs etc. have made the task easier. They taught me servant leadership and led learning facilitation. Many an SRLM has given us ways forward, may be even without their full knowledge. Apart from the staff of SRLMs, 100+ colleagues have walked/been walking with me during this period, learning, integrating the core, and being useful to the community at large, in their own ways, but within the broad NRLM framework and contours.

## G Muralidhar

They have expanded learning and joy to me, to one another, to the team, to the mission and to the community. Community Leaders and Cadres have shown that they

are better learners and superior leaders of transformation. Communities across the states have given so much love, I have become a better human being today. My liberation and mukti is now guaranteed.

It has been a wonderful journey that reached a high note. Thanks a lot to all who have been part of this yatra. I have no choice but to continue in this journey, may be using a different vehicle or a different mode of transport. It has been a blessing in disguise. I needed this break, to go on in my own way, in the service in the L-domain. The cardinal values - Hope, Faith and Promise - continue to drive me. I continue to be an integral part of L-Janaandolan.

We seek togetherness in being, flowing, doing, celebrating and celebrating life, living, livelihoods, linkages, leadership, learning and love. We live the spirit of life together, for enhancing identity, solidarity, capacity, access to rights, lives and livelihoods (well-being) and freedom and choices for the people, for the universe. This is Janaandolan. This is janayogam.

Can we be there? **Yes, if we pursue Atma Yoga.** If we focus! If we practice! If we believe! If we trust! If we are willing! If hope, faith and promise drive us! Krsna confirms we are already there and we need to get going.

Join us in the world of yoga –for transformation and liberation–towards krsnakrsnayogasiddhi. You will not regret it. ❖



***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**

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