

livelihoods

today and tomorrow

November 2011

'Dropouts' Livelihoods



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Vocational Education -17

Need For Vocationalisation of Education - 26



Happy Bakrid! Happy Kaarthika Purnima! Happy Children's Day!

There is some silence on anti-corruption. 'Telangana' is still persisting.

Let us be free. Let us be immunized. Let us be kind. Let us ensure that every one has access to safe and hygienic toilet facility. Let us love the children and let us be childlike. Let us celebrate increased communication facilities and learn to communicate with our innermosts too. Let us support the challenged to challenge life. Let us volunteer to work with the ones who need us. Let us be fair. Let us hope for corruption-free state. Let us know our rights and access them with responsibility.

The key learning of the month is we achieve multi-tasks with single task bites in sequence. Let us learn to focus and concentrate deliver the bite with efficiency and effectiveness. Then we can achieve more.

We are living in a funny milieu. If 100 children are born now, only 80-90 are entering the schools. A third of them drop out by the time they reach Class 10. A third of them drop out in Class 10. Only 30% continue in education funnel. A mere 10% may reach graduation. But, all of them are 'educated' and look for jobs and self-employment outside of the traditional occupations of their parents. They are not happy to be farmers, weavers, potters etc. Their parents want them nowhere near them. But, they are not educated enough to get into Government Jobs or so called white collar jobs. Many of them migrate to urban centres in search of employment and end up in not-so-remunerative and sometimes, not so decent, livelihoods. What can we do them? The numbers are huge – some 1 crore of them every year. We need to 'employ' at least half of them.

Some can get jobs in growth sectors if skilled. Some can be self-employed with skills, loan and nurturing. Some can take up jobs in the collectives of the people. Some can start enterprises that take some of them as employees or partners. All this can happen only if there is a clear projection of growth trajectories. Demand-supply situation of the skills is assessed futuristically. There is a need to have systems/mechanisms to prevent the drop outs in the first place; and if not counsel them for appropriate options that suit them; skilling with care including soft and life skills; stipends in training; placement and post-placement support etc. A national database and tracking is required. In this context, 'livelihoods' has focused on the livelihoods of the youth ejected/opted out of the education funnel early.

Dr Ram Dayal Munda is a scholar, cultural activist and an eminent champion of tribal rights. Aide et Action, an International non-Government Organization, and its founder-CEO, Pierre-Bernard Le Bas, focus on children, education, skills for jobs and livelihoods across the country. Milk Khova (Doodh Peda) Making is an entrepreneurial activity that feeds sweet shops, with all year demand. 'Revisiting the Informal Sector', by Sarabjit Chaudhari and Ujjainin Mukhopadhyay, discusses the dynamic role of the informal sector in reducing poverty. Livelihoods in the hinterlands of South India are discussed in 'Kshetram'.

With the appreciation that majority of the youth of the next generation needs to be equipped for absorption in the job and self-employment markets, I remain thinking of ways to augment and offer more alternative choices in a variety of domains and contexts to these young men and women.

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

G Muralidhar
the 'livelihoods' team

'livelihoods' team

Editor-in-Chief	G Muralidhar
Principal Editor	T Nirmala
Senior Editor	K Bharathi
Working Editor	T Venkateshwarlu
Edit Associates	G Bhargava
	M Lavanya
	S Laxman
	B Madhusudhan
	G Madhu Vamsi
	V Muralidhar
	Dr. D Narasimha Reddy
	M Nilendu
	B Ramya
	S Rekha
	B Sai Srinivas
	M Siddhartha
	M Vijaybhasker Srinivas

'Dropouts' Livelihoods : India is rapidly growing and is today 10 competing with developed countries in many respects. Despite its impressive growth, there are still some snags that it needs to address urgently. There are nearly 1.29 million schools running in the country. The current enrollment rate at the primary education level in the country is at about 85%. 15% of the students finish high school and just 7% become graduates.

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For enquiries contact:

AKSHARA Network for Development Support Services,

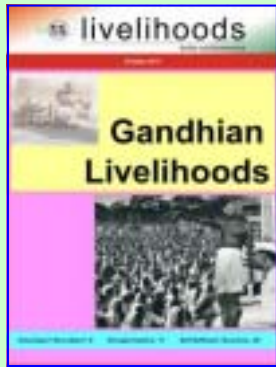
HIG II B-25 F-6, APHB Colony,
Baghlingampally, Hyderabad - 500044

Mobile: 09951819345

www.aksharakriti.org

www.livelihoods.net.in

akshara@aksharakriti.org



I received 'livelihoods October 2011'. In your magazine articles are good . Particularly sub-sector article on storage industry is very informative. Thanks for sending the magazine.

Gangadhar Gound
Jaheerabad,
Medak.

On Children

Your children are not your children. They are the sons and daughters of Life's longing for itself.

They come through you but not from you, And though they are with you, yet they belong not to you.

You may give them your love but not your thoughts. For they have their own thoughts.

You may house their bodies but not their souls, For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you. For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth. The archer sees the mark upon the path of the infinite, and He bends you with His might that His arrows may go swift and far.

Let your bending in the archer's hand be for gladness; For even as He loves the arrow that flies, so He loves also the bow that is stable.

- by Kahlil Gibran

14
November
Happy
Children's
Day



Tamil Nadu And Andhra Pradesh Are Top in MNREGA:

Tamil Nadu topped the list of States that provided jobs to rural households for 100 days as per the Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA) at the end of the second quarter of the financial year 2011-12. More than 11.02 lakh households benefited from the scheme in Tamil Nadu. Andhra Pradesh came second by providing jobs to 9.65 lakh households and Uttar Pradesh and Rajasthan stood third and fourth by providing employment to just over 6 lakh households and 4.96 lakh households respectively. Karnataka gave employment to just over 1.31 lakh households. Koppal district topped the list in the State (14,865 households). Bellary came second (13,361 households) and Davangere (9,963 households) stood at the third position. Udupi could provide jobs to just 55 households. Another feature in Tamil Nadu was that 82.59 per cent of those who availed of work were women. Same is the case with Dadra and Nagar Haveli (86.93 per cent) and Puducherry (80.41 per cent). Among States which provided more work to the Scheduled Castes (SC), Punjab topped the list (78 per cent). Tamil Nadu provided employment to 57.71 per cent people from the SCs. Almost all States, except Assam, Himachal Pradesh, Sikkim, Dadra and Nagar Haveli maintained the stipulated ratio of 60 per cent of spending on wages and 40 per cent of spending on materials and administrative expenditure.

Rajasthan Launches Free Medicine Scheme:

An ambitious scheme for distribution of free medicines at all government hospitals and health care institutions started here amid reports of insufficient supply of drugs at several

places and shortage of doctors, para-medical staff and pharmacists mainly at the primary health centres in villages. Long queues of patients were witnessed at the special counters opened for them. The scheme, involving the supply of medicines free of cost to everyone visiting the out-patient department (OPD) of government hospitals across the State, marked Mahatma Gandhi's birth anniversary. It has been widely acclaimed as a "bold and courageous" step set to benefit lakhs of poor and destitute people. Chief Minister Ashok Gehlot launched the scheme at a function in Sawai Madhopur, calling upon the Medical and Health Department officials, chemists and elected representatives to take part actively in the scheme's implementation. He said the scheme was a major step towards providing social security to citizens. The OPD patients would get 200 generic medicines in the first phase, while an identical number would be supplied during the second phase within the next three months.

Mobile-Enabled Kisan Card System Launched, Tamil Nadu:

A mobile-enabled Kisan card system to help the agricultural community engage in cashless transactions, especially with their input providers, was launched here to benefit farmers in Villupuram district of Tamil Nadu by Pallavan Grama Bank. Deputy Governor, Reserve Bank of India, who launched the pilot project, said there was nothing new about mobile banking. "But this is for the first time that structured launches involving the farming communities have been done." This would not only bring down the transaction cost but also the time involved. And it would be a 24X7 facility. This would be user-friendly, paperless and enable doorstep-banking transactions by farmers using their mobile handsets towards

purchase of farm inputs. To a questioner, he said this could be extended all over the country any time.

Krishi Mela To Be National-Level Event, Karnataka:

The annual Krishi Mela of the University of Agricultural Sciences, Bangalore, which has become a popular event among farmers of this region, is set to grow bigger this year both in size as well as stature. The Krishi Mela, which used to be a State-level event, will now be organised as a national-level programme with the participation of agricultural universities from other States and Central farm research institutions besides the Indian Council of Agricultural Research. The first national Krishi Mela will be held from November 16 to 20 on the GKVK campus of the university here.

Nabard's Loan Disbursement Crosses Rs.1 Lakh Crore Mark, India:

Loans disbursed to State Governments by the National Bank for Agriculture and Rural Development (NABARD) for creating rural infrastructure has crossed the Rs.1 lakh crore mark. Of that Rs.6,523 crore has been disbursed in Tamil Nadu. This is the fourth among the States that have availed of substantial financial support from NABARD. The other three are Andhra Pradesh (Rs.9,711 cr.), Uttar Pradesh (Rs.7984 cr.), Gujarat (Rs.7,324 cr.). According to a NABARD release, its disbursements stood at Rs.1,02,844 crore as on September 30 this year. This included loans disbursed to 28 States and Union Territory of Puducherry as well as to the National Rural Roads Development Agency to support the rural roads component of Bharat Nirman. The sanctions are for 4.48 lakh projects spread over 31 broad activities as per the

infrastructure requirements in the rural and agricultural sectors. Maximum funds were utilised for irrigation and agriculture (40 per cent), followed by rural roads (33 per cent), rural bridges, rural drinking water supply and social sector. These loans are for creating infrastructure conducive not only to boost demand for agricultural credit but also to enhance the productivity of credit.

Rajasthan A Favorite For Solar Power Projects:

The majority of proposals submitted this year by private entrepreneurs to the NTPC Vidyut Vyapar Nigam (NVVN) for establishing 350 MW solar power projects based on the solar photovoltaic technique are for Rajasthan. Of the 210 proposals received by the NVVN under the first phase of the Jawaharlal Nehru National Solar Mission, 145 were for Rajasthan, said Rajasthan Renewable Energy Corporation Director (Technical) here. The private sector proposals for solar power projects include 9 for Gujarat, 20 for Andhra Pradesh, 19 for Maharashtra, 12 for Tamil Nadu and 5 for Orissa. The private sector's inclination for Rajasthan was the result of the State Government's "liberal policies" promoting solar power production through a single window system, allotment of land on concession and strengthening of transmission network as well as the availability of sunlight throughout the year. He pointed out that the Union Government had earlier sanctioned projects for 500 MW capacities to Rajasthan from a total of 620 MW in the solar energy sector.

More Grain For 174 Backward Districts, India:

The Centre will provide an additional 19.80 lakh tonnes of subsidized food grains to 174 backward districts in 27 States and Union Territories. Of this, 12.21 lakh tonnes will be made available for the Below the Poverty

Line (BPL) population and 7.59 lakh tonnes, for Antyodaya Anna Yojna (AAY) beneficiaries under the Targeted Public Distribution System. The allocation, being made as per the orders of the Supreme Court, which is hearing a Public Interest Litigation petition on the PDS, will be for a year. The decision has been approved by Chairman of the Empowered Group of Ministers on Food Pranab Mukherjee. BPL wheat will be sold at Rs.4.15 a kg and rice at Rs.5.65. AAY beneficiaries will get them at Rs.2 and 3. The outgo of subsidy on this count will be about Rs.2,500 crore. The food



World's Seven Billionth Baby 'Nargis' Born in Uttar Pradesh, India.

subsidy for the fiscal is estimated at about Rs.70,000 crore. The additional outgo of 19.80 lakh tonnes will bring down the food stocks, which hover around 560 lakh tonnes. The buffer norm for October 1 is 212 lakh tonnes. This includes a strategy food security reserve of 30 lakh tonnes of wheat and 20 lakh tonnes of rice.

Rise In Fertilizer Prices Burdens Farmers, Andhra Pradesh:

Prices increase six times this kharif forcing farmers to spend an additional Rs. 1,000 crore. Increase in prices has added to the misery of farmers. Special arrangement increase in the prices of all fertilizers except urea six times during the current kharif season has burdened the farming community in the State. It is likely to add to the production cost heavily coupled with the increase in other input costs like seed, labour charges, diesel and pesticides. Scanty rainfall in about 350 mandals resulting in lesser crop

coverage by about 10 lakh hectares and erratic power supply during the last one month have also compounded the problems of farmers further this season. Decontrolled pricing policy for all fertilizers except urea under the Nutrient Based Subsidy (NBS) scheme from April 1, 2010 has almost doubled the prices of all complex fertilizers and DAP.

Socio-Economic And Caste Census Launched in Assam:

Assam Chief Minister urged all Deputy Commissioners, additional Deputy Commissioners and other officials to ensure that genuine Below

Poverty Line (BPL) families found a place in the list of beneficiaries under the Socio-Economic and Caste Census 2011. He announced additional funds to those districts performing well in the implementation of the flagship programs. The Chief Minister said various welfare schemes initiated by the Central and State governments were aimed

at BPL families and, therefore, the new set of socio-economic indicators would help in fixing and achieving the targets of various schemes aimed at poverty alleviation and employment generation. He said that with the launching of the new census, households without shelter, destitute, manual scavengers, primitive tribal groups and legally released bonded labourers would get the 'highest priority' for inclusion in the BPL list.

Rs. 1,020 Crore Sought to Tackle Drought, Karnataka:

A delegation of zilla panchayat members from the district has appealed to Chief Minister (CM) to release Rs. 1,020 crore to tackle drought. The delegation led by Large and Medium-scale Industries Minister, who is in charge of the district, met the Chief Minister in Bangalore recently. ❖

Dr. Ram Dayal Munda

Dr. Ram Dayal Munda was a scholar and championed the cause of tribal rights. He was best known for his stint as the president of India Confederation of Indigenous and Tribal People (ICITP). He earned the title of being a “cultural activist” for he was an avid exponent of folk art, particularly music. In 2010 he was awarded the Padma Shri in recognition of his contribution to the field of art. Munda, a former vice-chancellor of Ranchi University was also MP in Rajya Sabha. He died of cancer on 30th September 2011 at the age of 72.

Dr. Munda was born in 1939 in the tribal village Diuri in Ranchi district, Jharkhand (*then Bihar*). He has been a member of various national and state government bodies as well as non-government organizations involved in development of the marginalized (especially Adivasi and Dalit) sections in the country. He was a regular participant at the UN Permanent Forum of Indigenous Issues and thereby lent his ideas and experience to the development of the deprived communities across the world.

He attended the Luther Mission School at Amlesa up to primary school. He did his secondary schooling at Khunti, 40 km away from his native. As the heartland of the historic Birsa Movement (for autonomy in the British Empire), the Khunti area attracted scholars, especially anthropologists, from all over the world. Dr. Munda, along with his friends, often went as guides to the visitors. The influence of diverse people early in life broadened the spectrum of his thought and was instrumental in Mr. Munda's leaning towards anthropology.

Dr. Munda went on study at the University of Chicago and was part of the Indic group of the Austro-Asiatic Languages under the directorship of Dr. Norman Zide. Munda obtained a Ph.D. from the University and was subsequently appointed as faculty at the Department of South Asian Studies. Later, he was offered an opportunity to start a Department of Tribal and Regional Languages by the then vice-chancellor Dr. Kumar Suresh. The department became the hub for socio-political activists engaged in the movement to free the aboriginal peoples of Jharkhand from the “internal colonialism” of the Indian state.

A number of students who passed out from the department, formed a student body named All Jharkhand Student's

Union (AJSU) which served as an intellectual base for the maintenance of the Jharkhand Movement which was already underway.

This contributed to Dr. Munda's appointment as Vice Chancellor of Ranchi University in 1985. Soon, he assumed the role of a mediator between the government and the people to solve the crisis.

The Committee on Jharkhand Matters was headed by Mr. Munda and the report that the committee submitted paved the way for the formation of Jharkhand.

Dr. Munda retired from active teaching in 1999 but his involvement with cultural mobilization continued. He represented the ICITP (a tribal led and managed movement) at the UN Working Group on Indigenous People at Geneva and the UN Forum of Indigenous Issues in New York which are key policy making bodies on tribal affairs.

He was also member in the Bhuria Committee which recommended the Panchayat Extension to Schedule Areas. Dr. Munda authored several books, his most popular being *Adigranta on Tribals*.

He believed strongly that the Adivasis would survive only if their culture would. “**Nachi se banchi** (Dance to survive)”, was his refrain to urge his people to keep their culture alive. Indeed, for him, the preservation of the tribal way of life, culture and languages along with fighting for their rights was integral to the process of their development.

He consistently sought to integrate traditional culture into modern-day life. Through his school and university days he was actively engaged in building dance troupes and his troupe led the Indian cultural contingent in the Festival of India in the USSR in 1987. In 1989, they toured the Philippines, China, and Japan. Thanks to his leadership, village akharas for dance and music were revived across Jharkhand.

Dr. Munda was honoured by the Sangeet Natak Akademi (for the year 2007) in recognition of his contributions to dance.

He was a Musician, linguist, writer, scholar, educationist, institution-builder, tribal activist and a key figure in the creation of Jharkhand state. It is his lifelong dedication and contribution to the cause of preserving tribal culture that will live on. ❖



Landlocked Areas of South India

Andhra Pradesh, Karnataka, Kerala and Tamil Nadu states in southern India have long coastlines, yet have vast expanses of landlocked areas. Almost half of the south Indian population in landlocked areas depends on agriculture as their primary livelihood. The main crops grown are paddy, jowar and ragi. In this article we are presenting the landlocked areas of livelihoods in Karnataka, Kerala and Tamil Nadu states.

Karnataka is situated on the western edge of the Deccan Plateau. The state has an area of 1,91,791 sq km and receives an average rainfall of 1139 mm per year. About 71% of its people are engaged in agriculture and related activities. The main crops are paddy, ragi, jowar, maize and pulses besides oilseeds and various other cash crops.

Karnataka is also one of the hubs for industrial development in the country. It has taken policy measures to attract investments, especially in the software industry. There are also number of cottage and small industries like handlooms which engage a large number of people across the state. There are also industries for processing of plantation products like tea, coffee, rubber, cashew etc.

There are a number of tourist destinations in Karnataka which enhance livelihood opportunities of the locals. It has diverse topography and history, scenic locations and ancient temples.

Kerala is predominantly agrarian in nature. In terms of per capita income and production it is lagging behind other states, but in terms of standard of living it is well ahead of most other states in India. It has 38.86 lakh hectares geographical area of which 54% is used for agriculture, and has a forest cover of 28%.

Agriculture contributes around 50 percent of the gross income of the state. It is the land of coconut-palms. For centuries, Kerala has attracted spice lovers all over the world especially for its pepper. Nearly eighty per cent of the cashew factories in India are located in Kerala and are

providing employment to more than 125,000 people.

The forests in Kerala are better stocked than most others in India. These forests are also a source of various livelihoods to the people.

Another major livelihood of the people in Kerala is cattle rearing. The Intensive Cattle Development Project in the state is functioning with four regional centers.

Like in Karnataka, tourism is a major industry in Kerala as well. Backwaters, temples, hills and wildlife sanctuaries are some of the main tourist attractions offered by Kerala. Further, there are spas in the state that offer traditional ayurvedic massages, thereby keeping the tradition alive in the modern age too.

Tamil Nadu covers an area of 130,058 sq km. The West and North of the state have lofty hills while the East and

South are coastal plains. Agriculture is the main livelihood in Tamil Nadu. It has historically been an agricultural state and is a leading producer of agricultural products in India. Tamil Nadu is India's fifth biggest producer of rice. The total cultivated area in the state was 56.10 million hectares in 2007-08. It accounts for 10% in production of fruits and 6% in vegetable production of the national total production. It is also a leading state in the production of flowers with the total production of horticulture crops standing at 99.47 lakhs in 2003-04.

The service sector contributes to 45% of the economic activity in the state, followed by manufacturing at 34% and agriculture at 21%. Tamil Nadu has a network of about 113 industrial parks and estates signifying considerable industrial activity.

Another important livelihood in non-coastal Tamil Nadu is livestock, poultry rearing. It has the second largest number of poultry rearers among the states and accounted for 17.7% of the total poultry population in India.

The tourism industry in Tamil Nadu is one of the largest in the country. The state has an ancient and colourful history to boast and is reaping rich revenues by developing these historical spots like Madurai, Tanjavur, Mahabalipuram, etc. ❖

South India



Collectives of Self-help And Food Production!

Happy Karthika! Happy Bakrid!

Happy Children's Day!

Many International Days just passed by – for instance - World Teachers' Day (5 October), World Smile Day (7 October), World Humanitarian Action Day (8 October), International Day of Rural Women (15 October), World Food Day (16 October), International Day for the Eradication of Poverty (17 October), World Development Information Day (24 October), and World Freedom Day (9 November). We await World Immunization Day (November 10), World Toilet Day (November 19), Universal Children's Day (November 20), World Hello and Television Day (November 21), International Day of Persons with Disabilities (December 3), International Volunteer Day for Economic and Social Development (December 5) and Human Rights Day (December 10).

7 billionth baby in the world! Do we have enough to feed more and more people? Do the demographic dividends continue to accrue to us?

The streams of thought and work that continued to dominate the month include Livelihoods, Livelihoods for the vulnerable, Leadership and Women Leadership, Value-chains and Supply Chains, ICT4D and Scaling-up.

We are in the midst of explosive scaling-up of SHGs and their federations meeting the credit needs of the poor. Banks play an important support role. Rural banks, cooperatives, and now post offices offer choices to them. MFIs have to remain relevant and be pro-poor with reasonable interest rates and diverse products. Yet we see major MFIs are declaring losses. We are not sure whether some of the MFIs will withstand and be useful to the poor for some more time.

Dr YV Reddy insists that it is important to recognize that money lenders constitute an important segment. There is a need for framework to bring them into somewhat formal sector and slowly into the formal banking sector. This would require strengthening of the moneylender legislation at the state level. For profit-MFIs undertaking financial activity can be divided into two categories, viz, financial intermediaries and money lenders. Each category has to be dealt with separately, one as any financial intermediary, and the other as any moneylender. With such clarity, we hope MFIs choose their activities accordingly with care.

Recently High Court of Kerala has ordered that the State Government cannot interfere in fixing the procurement price and/or the sale price of the milk (and other products). It is a judgment with important ramifications in the cooperative sector.

We hear that Seed Bill, Pesticide Bill, Bio-technology Regulation Bills etc., are in the pipeline. We hope they will not push the farmers further deep into poverty.

Land Acquisition has become an important threat livelihoods of the marginal farmers and landless depending on the commons. Farmers' groups are arguing - *It is important not to include lands/common lands and water bodies that support people's livelihoods and food security under any circumstances for land acquisition. Land acquired under 'public purpose' should not be privatized. However, there is a need for a more rigorous definition of public purpose in favour of the community. Dependent landless have to be provided with alternative livelihoods opportunities including employment. Consent of Gramsabha should be a must.*

Access to food is a basic human right. The process of ending hunger should not lead to the erosion of human dignity. We are hoping that the food security bill would ensure this, when enacted, as its aim is - "to provide for food and nutritional security, in human life cycle approach, by ensuring access to adequate quantity of quality food at affordable prices, for people to live a life with dignity." This would mean we must

ensure that every child, woman and man has physical, economic and social access to a needed balanced diet, micronutrients, as well as clean drinking water, sanitation and primary health care. A life cycle approach to food security would imply attention to the nutritional needs of a human being from conception to cremation. It would also mean universal access to the poor at no/low cost and to others at reasonable cost. It would also mean food production, cost-plus minimum support prices for food grains.

This may also mean we need to begin to look at our current food system, starting with basics – soil and water. We need to return at least as much as we take. All our pricing has to encourage this shift. We need to move from feeding to feeding well. Sustainable agriculture or the post-modern agriculture has to take over the food system through small and marginal farmers across the country.

Emerging through the support of the self-help collectives, collectives of the food producers would pave the way for reduced poverty of the producers, and secure the food needs of the poor consumers. Building and nurturing food collectives is hard work but needs to be pursued with all the vigor that is required.

Let us work on the movements of self-help, food systems and collective action by building leaders and mentors who in turn drive the movements.

Perspectives

G Muralidhar

‘Dropouts’ Livelihoods

India is rapidly growing and is today competing with developed countries in many respects. Despite its impressive growth, there are still some snags that it needs to address urgently. Illiteracy which is at 26% (as per the 2001 census), is a pressing concern that is preventing India from realizing its potential. There are nearly 1.29 million schools running in the country. The current enrollment rate at the primary education level in the country is at about 85%. Only 34.2% girls and 53.3% boys eventually finish primary education. 15% of the students finish high school and just 7% become graduates.



Dropouts are a universal phenomenon and are to be found in all sections of society. Nevertheless, the dropout rate is higher in backward regions, scheduled caste and scheduled tribes. In comparison with boys, the incidence of dropping out among girls is higher and the parity is even more obvious in SC and ST communities. On an average, 71 out of 100 girls in the ST community discontinue schooling without even completing their primary education.

The reasons that compel a student to drop out of school are many. Lack of quality education in government schools, scarcity of qualified teachers, teacher absenteeism, lack of infrastructure and facilities in schools, irrelevant curriculum, discouraging environment are leading causes. Besides, students who do not fare well at school do not have access to adequate additional support such as tutorials or remedial classes. Though even remote villages have primary schools, high schools are not so easily accessible. Students have to travel miles to attend secondary school and it is not a viable option for all. This causes many to discontinue education and results in irregular attendance for those who do continue at school.



school which incurs expenses in the form of fee, books, stationery, travel, uniform, etc. without providing any immediate results in the form of augmenting the financial position of the family.

(Drop-out Rates at Primary, Middle & Secondary Stages: Source: India, Department of Secondary and Higher Education. Abstract of Selected Educational Statistics: 2003-04)

Year	Primary (I-V)			Middle (I-VIII)			Secondary (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1960-61	61.7	70.9	64.9	75.0	85.0	78.3	N.A	N.A	N.A
1970-71	64.5	70.9	67.0	74.6	83.4	77.9	N.A	N.A	N.A
1980-81	56.2	62.5	58.7	68.0	79.4	72.7	79.8	86.6	82.5
1990-91	40.1	46.0	42.6	59.1	65.1	60.9	67.5	76.9	71.3
1992-93	43.8	46.7	45.0	58.2	65.2	61.1	70.0	77.3	72.9
1999-00*	38.7	42.3	40.3	52.0	58.0	54.5	66.6	70.6	68.3
2000-01*	39.7	41.9	40.7	50.3	57.7	53.7	66.4	71.5	68.58
2001-02*	38.4	39.9	39.0	52.9	56.9	54.6	64.2	68.6	66.0
2002-03*	35.8	33.7	34.89	52.28	53.45	52.89	60.72	64.97	62.58
2003-04*	33.7	28.5	31.47	51.85	52.92	52.32	60.98	64.92	62.69

Many a time financial constraints of the family force the parents to withdraw their children from school. This is rooted in the belief that the children can spend time earning and contributing to the family income rather than going to

Since independence with the breakdown of agriculture, artisanship and other traditional occupations, a large chunk has been struggling to find new livelihoods to sustain

themselves. Moreover, the available jobs in the economy were out of reach of most poor due to their lack of education. In a world that is getting increasingly competitive and where employment is becoming more and more specialized, those without fancy educational qualifications to their credit are left without the most lucrative opportunities. It is therefore important and interesting to look at livelihoods of those who do not complete secondary or even primary education. It is not uncommon to find most dropouts disinterested in the traditional occupations like agriculture and artisanship. The prevalent belief is that attending school, no matter till which class, does not warrant one to engage in labor-intensive occupations. With technical jobs in modern industrial sectors not favoring dropouts and the dropouts not favoring traditional occupations, they are left with little options to choose from. Most start their own enterprises or work in back-end operations of the secondary and tertiary sectors (like construction, auto driving, electrician, mechanical works, motor winding, driving, plumbing, house painting, running petty shops and enterprises, workers in industries near town, sales persons and assistants in shops and enterprises in nearby towns, resource persons for the various community based institutions, book keepers, tailoring, painting, designing works, salespersons in shops and enterprises in nearest towns and running small shops).

In the recent past, the policy in India has taken a leaning towards reaping the demographic dividend. In this regard the government is running and promoting various placement linked skills training programmes and self employment schemes at the state and national levels.

Swarnjayanti Gram Swarozgar Yojana (SGSY) aims at emancipation of the poor by supporting the creation of self-employment opportunities. Providing access to credit to start the enterprises is an important component of the SGSY scheme. Under the special project component of



SGSY, placement linked skill development program was taken up on pilot basis through public private partnership (PPP). SGSY was met with only marginal success across the country. Therefore, it is now being replaced by the **National Rural Livelihoods Mission (NRLM)**. The mission

The Andhra Pradesh state government formed the **Employment Generation and Marketing Mission (EGMM)** to make rural poor unemployed youth employable

and also provide them with employment opportunities in the organised sector. EGMM is driven by a private sector cell which evolves the strategy of implementation taking into account market realities. As part of the mission 191 training institutes have been set up in sectors ranging from services, construction to textiles, with a focus on tribal and remote areas. As of now 77,425 youth have been trained in the last two and half years and 17,500 youth are currently in the classrooms. 80% of the youth trained have been linked to entry level private sector jobs with annual salaries ranging from Rs.45,



000 upwards in metros and Rs.24, 000 upwards in semi-urban areas.

Banks, NGOs, CSR foundations also engage in skill development either in partnership with the government or independently. RUDSETIs, which are promoted solely by banks, offer more than 60 types of entrepreneurship development programs in various avenues. Usually, they provide training to any unemployed person in the age group of 18-45 years (irrespective of caste, creed, religion, gender and economic status) who has the aptitude to take up self employment. The course modules include practical experience, research and experiment to facilitate development of the necessary skills in a systematic manner in a short period of one to six weeks. RUDSETIs review their course modules

regularly and also revise and update them. The Entrepreneurship Development Program (EDP) for first generation entrepreneurs is classified in to four categories- Agricultural EDPs, Product EDPs, Process EDPs and General EDPs.

Dr. Reddy's Foundation (DRF) is driven by the belief that equity in education and livelihoods helps in building an inclusive society. Therefore, DRF strives to create opportunities in these two areas, particularly economically disadvantaged youth. It conducts a 3-month free training program for rural and urban unemployed youth. The courses it offers relate to BPO, nursing, IT Essentials (with Cisco), customer relations & sales, hospitality, IT-enabled Services (ITeS), appliance servicing, micro-irrigation sectors. Training in spoken English & basic computers is mandatory. After successful completion of the training program, placement assistance is provided.

The National Academy of Construction (NAC) is emerging as the apex body for construction including development of all types of construction resources, technologies and



methodologies. NAC has also established the Construction Technicians Training Institute (CTTI) to provide training to the rural and urban poor unemployed youth in construction engineering techniques like masonry, bar bending, plumbing, electrical wiring and repairing, house painting, carpentry, welding, driving etc. After training, it provides placement to its candidates in the construction sector.

National Skills Foundation of India (NSFI) NSFI is a not-for-profit foundation registered under the Indian Trust Act 1882 and is primarily focused on the objective of skill building and development of vocational opportunities for "unskilled" workforce. Its aim is to build a knowledge base through research and development leading to policy formation and/or reforms to address employability and sustainable livelihood concerns. NSF focuses on agriculture, food processing, warehousing, distribution & processing, rural distribution & services, rural accounting, hospitality and textiles sectors for skill building activities.

Smile Twin E- learning Programme (STeP) is an initiative of Smile Foundation that aims at creating a pool of young entrepreneurs and skilled persons who belong to the marginalized sections of society. It is an effort towards bridging the gap between demand and supply of skilled manpower in the fast emerging services and retail sectors of modern India. This national level program trains the urban underprivileged adolescent youth in English, basic computer and soft skills for enhancing their prospects of employment in the rapidly growing retail, hospitality and BPO sectors.

On the whole, present skill development schemes are faring better than earlier. This can attributed to the change in processes of implementing these programmes. In the present



system, market surveys have become a mandatory precursor to the training programmes. Based on the findings of the surveys, the courses are tailored to match market requirements, in other words. The selection process too has undergone changes and is more appreciative of the inherent skills of the candidates.

Dropouts and unemployed youth are the target group and their willingness to join the private sector is taken into account. As mentioned already, spoken English, computer skills and soft skills form an integral part of most skill development training programmes in order to ensure that the candidates are not left in the lurch in a market that pays high regard to all three components. Besides, the trainings focus particularly on motivating and moulding attitude of the candidates. The organizations conducting the trainings also invite the employer to their training institutes not only for recruiting candidates but also to give valuable inputs regarding course content.

Candidates who pass these courses are usually employed in the retail sector, textile industry, BPO sector and other booming sectors and some go on to become entrepreneurs. The percentage of candidates who opt to be entrepreneurs is relatively small at just 20% and those who prefer jobs is much higher at nearly 70%. In the post-placement tracking that is done by the training institutes, a worrying trend was observed that 70% to 80% of candidates quit their jobs within months of being placed and adding to the number of unemployed. The reasons for this are many. One would be that though skill development schemes are meant for BPL youth, most of the candidates do not belong to the POP or poor. Thus, not making the employment gained through the training the primary option for them. Sometimes, the candidate's aptitude does not match what requirements of her/his job. Moreover, most are placed in the towns and cities which are far away from their villages which causes problems in terms of adjusting



to the alien environment which may have adverse effects on their physical and mental health. Another possible explanation could be the salaries they are paid are not enough to make ends meet in large cities.

Though, skill development programmes have evolved for the better over the years, still more can be done on this front. The training programs have to be organized in a "process-oriented" method instead of a "target-oriented" method. The participation of CBOs and PRIs has to increase more in the identification of the target group and other avenues of implementation. Apart from jobs, in the towns and cities, candidates should be motivated towards entrepreneurship by providing the required financial assistance through bank linkages. For those who opt for jobs away from home, reasonable accommodation at affordable rates should be arranged for by the organization that rains them. Also, policies can be modified so as to ensure a spur in opportunities in towns and villages, village BPOs are an example. ✓



Pala Khova Making

Nayab Rasool belongs to Guvvala Cheruvu Village in Kadapa district. He is 50 and has a wife, two sons, and four daughters. He got two of his daughters and one son married. Previously, he worked as a wage laborer in his village since he has only one acre of dry land which cannot meet all his needs. Thirty years ago, a man named Sayab moved to the village from Maharashtra and started working as a daily wage labor. After a few days, Sayab decided to start producing Pala Khova. The business turned out to be a successful venture. Rasool was inspired by Sayab's success and decided to follow suit. His family was supportive of this move. In order to gain expertise, Rasool approached Sayab and learnt the methods and tips involved in making Pala Khova.

Rasool estimated that it would take an investment of Rs 40000/- to start the business. He had Rs 25000/- as savings at that time. He had to borrow the remaining amount of Rs 15,000 from his relatives at an interest rate of 24%. After a few days, he started making Pala Khova in his house. He developed a good rapport with dairy farmers in the surrounding villages (Nagarajupally, Gollapalli, Valibidigi, Mulapally, Gurramkonda), and buys approximately 50-60 liters of milk from these farmers everyday.

Process of Making Pala Khova: It takes almost three hours to complete the entire dish. Using a heavy bottomed pan, he boils the milk, and then puts it on a simmer. When the milk thickens, the color changes to light yellow and the consistency becomes sticky. Then, he adds sugar and stirs until it thickens further to form a thick dough. Then, he transfers the content to a greased plate and allows it to cool. Pala Khova can be consumed within 15 days from the day it is made.

S. No	Particulars	Amount
1	Capital (Bowls, Cans per Milk, Pans, Mug, vessels, weighing machine)	300000
	Monthly Expenditure	
2	Milk (50 ltr/day x Rs 12 = Rs 600 x 30 days=18000)	18000
3	Fuel wood (1tonne for week x Rs.800 x 4=3200)	3200
4	Sugar (6kg per day xRs.18x 30days = 3240)	3240
	Total Expenditure in Rs	24440
	Monthly Income	
1	14 kg Pala Khova (Per day) x Rs. 90 x 30 days=37800	37800
2	Monthly Income	37800
	Monthly Expenditure	24440
	Monthly Total Profit in Rs	13360

Rasool's business is going well right now. In the village, about 30 families are engaged in the Pala Khova business. ❖

Family Support is My Backbone

'Livelihoods' interviewed Yadagiri about his life and occupation.

Q: What is your name? How old are you?

A: My name is R.Yadagiri. I am 40 years old.

Q: Where do you live right now?

A: We are living at Baghlingampally in Hyderabad.

Q: What is your native place?

A: My native place is Wadiyaram village, Chegunta mandal, Medak district.

Q: When did you come to Hyderabad? Why did you come ?

A: We came to Hyderabad seven years ago. We took two lakhs from moneylenders to perform our daughter's marriage. I was managing a hotel, but the profits weren't sufficient. Our relatives migrated to Hyderabad under a similar situation, and advised us to do the same.

Q: How are you working right now?

A: I am working as a watchman in an apartment complex at Baghlingampally in Hyderabad.

Q: What is your monthly salary?

A: I receive Rs 2000/- per month for working as a watchman. In order to supplement my income, I clean owners' cars everyday and they pay me some money as well. I use that amount on personal consumption.

Q: How many members living in your family?

A: There are three members in my family excluding myself: two sons and a wife. The apartment owners have given us one room to live in.

Q: What are your wife and sons currently doing?

A: My wife is working as a sweeper in Big Bazaar at Kacheguda, Hyderabad. Our elder son completed his degree recently and is working as a courier boy in a post office. Our second son is studying his degree (final year) at Narayanaguda, Hyderabad.

Q: How long have you been working as a watch man in the apartment complex?

A: I have been working as a watch man in the apartment complex for the last four years.

Q: What type of work are you responsible for as a watch man?

A: Some jobs that I do as a watch man include cleaning the staircase and parking area, inform residents about drinking water and hours of availability, pass on mail to the owners, distribute electricity/water bills, look after residents' vehicles and flats, etc. My wife draws rangoli near the building during festivities.



Q: How many flats are there in your apartment complex?

A: There are twelve flats in our building. Eight of them are used as residences, and the remaining four are utilized as offices.

Q: What are your working hours?

A: I technically work for the entire 24 hours in the day. Owners can call during the day or night since I do security work for vehicles.

Q: Who supports you in your work?

A: My sons support me in my work when I'm ill.

Q: Is your salary sufficient for your family expenses?

A: No, my salary is not sufficient for our family expenses in the present situation.

Q: How do you run your family with this salary?

A: My wife and sons are also working and supporting me in meeting family expenses. My children are paying their college fees by earning their own money.

Q: Are you facing any problems?

A: Yes, apartment owners gave us one small room for all four of us to live in. It is not sufficient, but we are adjusting. I am doing a lot of work, but I am not getting sufficient salary. So, I am asking to owners to increase my salary accordingly. In addition, the nature of my job causes me to have insufficient sleep.

Q: What is your future plan?

A: We will offer good education to our children until they get a job. After our son's marriage, I will retire to my native place with my wife.

Q: Tell us about your experience in Hyderabad so far?

A: We are living happily right now because we are earning with hard work. Earlier, we faced a lot of financial problems. But these problems were solved with family support. I believe that everyone should do hard work to make ends meet. ❖

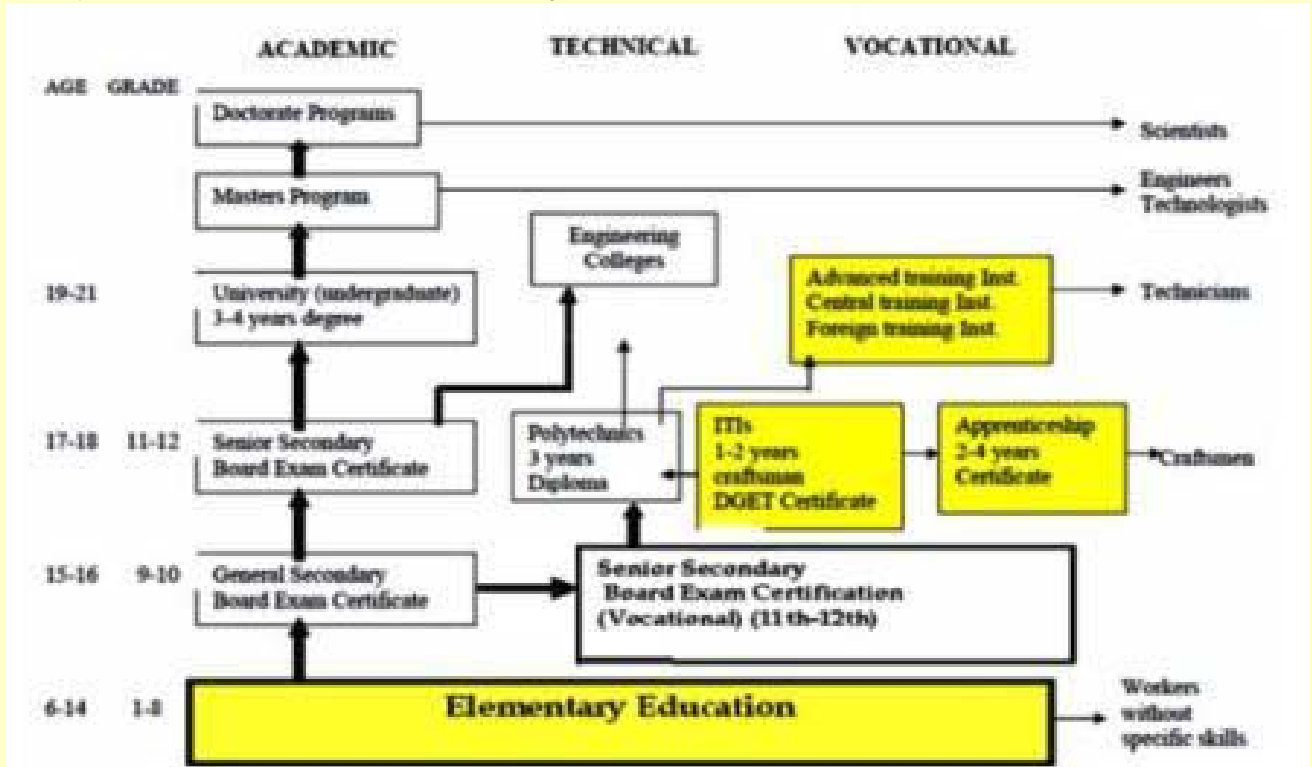
Vocational Education

Vocational education or vocational education and training prepare trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or *vocation*. It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular group of

in industries such as retail, tourism, information technology and cosmetics, as well as in the traditional crafts and cottage industries.

Current Scenario of VE in India:

Only about 2.5 million vocational training seats are



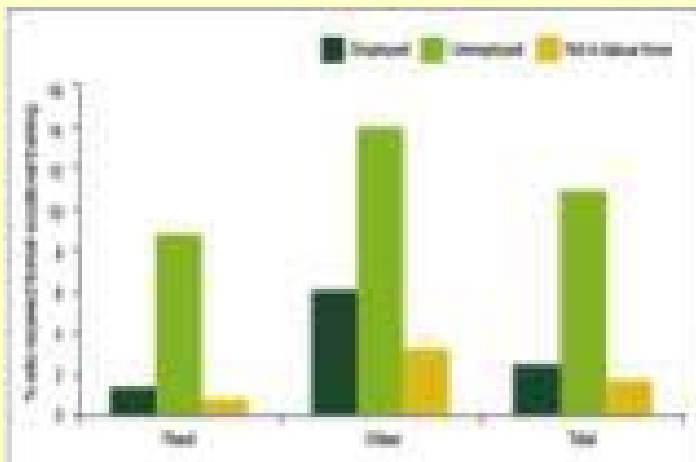
techniques or technology. Vocational education has diversified over the 20th century and now exists

available in the India whereas 12.8 million persons enter the labour market each year (Source – Meeting of State

Education Ministers on NVEQF 28th Jan, 2011 – Report from MHRD). The proportion of persons (15-29 years of age) who received formal vocational training was the highest among the unemployed. The proportion was around 3 per cent for the employed, 11 percent for the unemployed and 2 percent for persons not in the labour force. The activity of persons receiving vocational education is as shown below:-

VE Structure & Infrastructure:

In India vocational education is provided on a full time as well as part time basis. Full time programs are generally offered through industrial training institutes (I.T.I.). The nodal agency for grant the recognition to the I.T.I.s is NCVT which is under the



Source: Status of Education and Technical Training in India, 2004-05, NCVT, MHRD

Min. of labour, Govt. of India. Part time programs are offered through state technical education boards or universities who also offer full-time courses.

Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government.

In India, skill acquisition takes place through two basic structural streams – a small formal one and a large informal one. Details of major formal sources are listed in table below as on 1st April 2011.

Apart from above mentioned institutes there are 6 advanced industrial training institutes imparting latest technology trends education.

Government Initiatives:

In order to create a pool of skilled personnel in appropriate numbers with adequate skills in line with the employment requirements across the entire economy with particular emphasis on the twenty high growth high employment sectors, in 11th five year plan government launched “*skill development mission*” with an outlay of Rs.22800 crores.

Skill Development Mission:

Under this mission government initiated mammoth task of

(SGSY-SP/NRLM) and vocational training providers in public private partnership mode. Apart from this it has established- Prime ministers national council on skill development, National skill development coordination board & not for profit National skill development corporation/trust.

National Skill Development Coordination Board:

Vocational Education Schemes of Different Ministries:

This board is constituted to implement strategies developed by prime ministers council on skill development in our country. It is supposed to develop appropriate operational/practical strategies to meet the needs of skill development.

National skill Development Corporation/Trust:

NSDC is a not for profit trust that has been incorporated under section 25 Company Act with a seed capital of 1500 crore from Government of India. Till date it has funded 298 vocational education centres all over India. Its main role is bridging the gap between government initiatives and private industries.

National Vocational Qualification Framework:

To stimulate and support reforms in skill development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established

Ministries	Programmes/schemes/institutes providing VE
M/O Agriculture	Agriculture extension training, need based training at ICAR
M/O Food processing industries	Person power development in rural areas, CFTRI, 326 food processing & training centers
M/O health & family welfare	Basic training of multipurpose health worker
M/O heavy industries & public ent.	Counseling, retraining & redeployment of rationalized worker of CPSEs
M/O HRD	polytechnics, institutes of hotel management, open schools, community polytechnics
D/O information technology	DOEACC-O level, CEDTI
M/O labor (DGET)	CTS, ATS, CITS, women training institutes, supervisory training
M/O rural development	NIRD (150 trainings), SGSY/NRLM
M/O MSME	SDP, entrepreneurship development programme
M/O tourism	15 food craft institutes under state governments

upgrading & establishing I.T.Is, Polytechnics, RUDSETIs by the Central Government. Central Advisory Board of

Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework. The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NVQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards.

Private sector participation:

As part of their CSR activity or in partnership with NSDC number of private companies such as IL&FS, Educomp etc, are participating in imparting vocational education. Apart from private companies there are various chambers and associations contributing through various forums, activities such as CII, FICCI etc.

List of the same is given below-

ARUNIM, B-ABLE, CREDAI, Edubridge, EMPOWER, EVERONN, GLOBSYN, GOLDS, GRAM TARANG, GRAS, IAHV, IIGJ, IIJT, IISD, I-SKILLS, WORKSKILLS (Centum-Bharati group), i-STARS, Laurus Edutech, MERC, Pratham, Talentsprint, Technable.

International Organizations working for VE in India:

Apart from domestic entities there are international organizations working for the vocational education in India. It includes mainly *European Union* in participation with NGOs in India imparting vocational education to

marginalized/disabled/school drop out youths. Also IFAD, Canadian development agency, IVET etc. are some of the organizations working in India.

Informal Sector:

There is big chunk of school drop outs & marginalized youths who are getting VE through informal sources. These sources are mainly parental occupation, apprentice at unregistered micro/small enterprises, self employment, peer learning etc. These youths have enough skills for livelihood without any formal certification. Big part of school drop outs in rural areas is gaining skills through this sector and migrating towards cities/metros. Lack of certification is hampering their prospects of growth and consequently living of standard.

Conclusion:

Skills and knowledge are the driving forces of economic growth and social development of any country. They have become even more important given the increasing pace of globalization and technological changes provide both challenges that are taking place in the world. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. Also to rip the benefits of demographic dividend/25 year's window of opportunity we as a country must thrive to adapt innovative models of vocational education to impart qualitative skills to our workforce. Specifically we need to have certification program (s) for those youths getting VE through informal sector to enhance their earnings. ❖

Steven Paul Jobs (Steve Jobs)

(February 24, 1955 – October 5, 2011)

“ ...my mantras- focus and simplicity. Simple can be harder than complex: You have to work hard to get your thinking clean to make it simple... Once you get there, you can move mountains.”

- Steve Jobs



Human Development Report, 2011

The Human Development Index (HDI) in the country rose by 21% though that health, nutrition and sanitation remain key challenges for India. India Human Development Report, 2011, prepared under the auspices of Planning Commission of India, placed Kerala at the top for achieving highest literacy rate, quality health services and

Chhattisgarh, Orissa, Madhya Pradesh, Uttar Pradesh, Jharkhand, Rajasthan and Assam are those states which continue to lag behind in HDI and remain below the national average of 0.467. At the same time, the quantum of improvement in HDI in some of the poor states was higher than the national average

Montek Singh Ahluwalia in the presence of Rural Development Minister Jairam Ramesh. It said, as on today, two-thirds of the households in the country reside in pucca (cemented) houses and three-fourth of families have access to electricity for domestic use. According to the report, India's HDI has registered impressive gains in the last decade as the index increased by 21 per cent to 0.467 in 2007-08, from 0.387 in 1999-2000.

However, it noted that Chhattisgarh, Orissa, Madhya Pradesh, Uttar Pradesh, Jharkhand, Rajasthan and Assam are those states which continue to lag behind in HDI and remain below the national average of 0.467. At the same time, the quantum of improvement in HDI in some of the poor states was higher than the national average, the report said, citing the cases of Bihar, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Orissa and Assam. The overall improvement in the index was largely attributed to the 28.5 per cent increase in education index across the country.

It ranges from 0.92 in Kerala to 0.41 in Bihar. The improvement in the education index was the "greatest" in states like Uttar Pradesh, Rajasthan and Madhya Pradesh to name a few, the report said. The analysis also indicates that improvement in the health index, as compared to education, has been lower. It ranges from 0.82 in Kerala to 0.41 in Assam. It observed that despite the Right to Education Act, schools are still riddled with issues of quality and attendance of teachers and students alike. The report also said that despite improvements, health, nutrition and sanitation challenges are most serious.

consumption expenditure of people. Delhi, Himachal Pradesh and Goa were ranked second, third and fourth respectively.

The report was released on October 21 by Deputy Chairman, Planning Commission

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It said 75% households in Madhya Pradesh, Rajasthan, Bihar, Chhattisgarh, Jharkhand, Orissa and Uttarakhand do not have toilet facilities. The report revealed that even villages that been recipients of Nirmal Gram Puraskar, toilets are being used for storing, bathing and washing purposes. On the issue of right to food and nutrition, the Report revealed that calorie consumption has been declining and the intake of calories by poor are way below the recommended norm.

The report said Gujarat fares the worst in terms of overall hunger and nutrition among the industrial high per capita income states. The report also noted that "India is the worst performer in terms of low birth weight, underweight and wasting among children in BRIC and SAARC countries".

Further, between 2002-03 and 2008-09, there has been an improvement in condition of people's housing with 66% population residing in pucca housing. In rural areas, share of household in pucca houses has increased from 36% to 55%. It said a greater

proportion of Muslims than the SCs and STs live in pucca houses due to their concentration in urban areas. The report revealed that three-fourths of all households had access to electricity, of which 75% have access to electricity for domestic use. Insofar as tele-density was concerned, the report said it increased at an "impressive pace" over time from 22% in 2008 to 66% till December 2010, largely led by growth in urban tele-density.

It said good governance and social mobilization by state governments was reflected by the fact that SCs and OBCs in Delhi, Himachal Pradesh, Tamil Nadu and Kerala were better off than even the upper castes in Bihar, Chhattisgarh and Uttar Pradesh in terms of various health indicators. The report also highlighted the fact that 60% of the poor were concentrated in states like Bihar, Orissa, Madhya Pradesh and Uttar Pradesh. It said though incidence of poverty declined over the years across states, the above mentioned states performed much worse than others in terms of poverty reduction. Further, asset ownership both in urban and rural areas continued to be highly unequal and concentrated among top five per cent of households. ❖

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Liquid Gold

The growth and development of a country's economy is directly proportional to the per capita consumption of energy. And this fact is reason enough for any country to enhance its energy resources and utilize them efficiently. Also, to fuel economic growth energy security is becoming a widely accepted truth across the globe. To attain energy security, it is essential to invest in technological advancement, innovation, discovering new sources of energy and maintaining strategic partnerships with the nations that have significant and potential energy resources.

At present the major energy sources are coal, crude oil, hydro electric power, wind, nuclear energy and bio-energies etc. Among them crude oil is considered superior due to its multiple uses. Crude oil gives gasoline and other byproducts like kerosene, diesel etc. which are used as fuel for vehicles. The significance of crude is evident in the numerous wars that have been fought to grasp control over crude reserves. When it comes to consumption of crude oil, India is no different from any other emerging economy; its dependency on the non-renewable energy is deep-rooted.

According to a report from Goldman Sachs, a rise in global oil prices by \$ 10 per barrel would reduce India's economic growth by 0.2 percent points and also affect the country's current deficit.

Increasing food and fuel prices have raised worries that India, Asia's third largest economy, may slow down more

than what was expected. The numbers indicate the Indian government's efforts to tame inflation in the past year have seen little success. The commerce ministry says food inflation last week was over 12 percent - the highest level in the past nine months. This was largely due to rising prices of meat, milk and vegetables. State-owned oil companies also increased gasoline prices by about 2.5 percent in October - the fourth increase in petrol prices this year.

The loss of economic momentum is primarily blamed on a series of interest rate hikes by the Reserve Bank in the past year. The hikes were meant to ease inflation by curbing consumer demand, but have had virtually no impact so far. Food prices are climbing due to changing patterns of consumption.

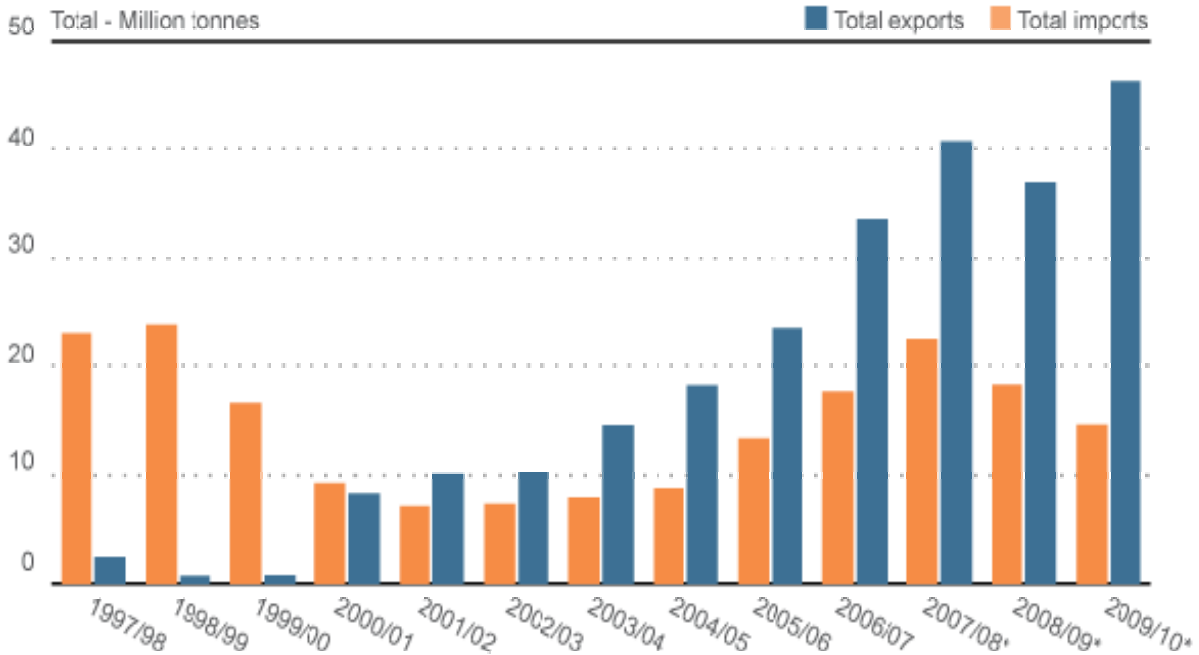
The rising fuel and food prices are also posing political problems for the Congress-led UPA government. UPA's allies and opposition alike have attacked the government for failing to curtail inflation. Several critics say the government is looking in the wrong direction. After the initiation of reform in 1991, the public sector firm oil and natural gas commission (ONGC) saw a sharp slide in its performance, largely as a result of systematic disinvestment. It should be noted that ONGC once had considerable experience and expertise in exploration, and had discovered the Bombay high field. Moreover during the 1990s, it had large cash reserves. Despite this, thousands of crores are lying idle in the bank and ONGC's investment in the decade after the initiation of reforms was abysmally

low. As a result not only did its crude oil production drop during 1990s but its exploration activities came to a virtual halt.

This was no coincidence. The policy changes are deliberately made in favour of the private firms. A recent example of this is cited in the CAG 2009 reports (leaked in June 2011) which show inflated



India's fuel exports / imports



Source: Petroleum Planning and Analysis Cell. * Provisional data



Reuters graphic/Catherine Trevelyan

prices put by Reliance Industries Limited (RIL) for nothing but unfair share of one entity in the nation's exploration of the Krishna-Godavari basin. It is obvious that resources, letting such practices go unchecked will hit the consequences would be setting high prices in the country hard in the long run. market so the company will make ample profits. This is

Government control and intervention is highly important in a predominantly agrarian country like India where the nearly 40,000cr loses in the farm sector can be partly accounted to poor transportation facilities which are dependent on fuel like petrol and diesel. Also, more than 50% of farm sector is highly dependent on machines that run on petroleum products. The increase in the fuel prices cause the inflation of food items, which will further affect the poor and common people than rich, creating further economic disparity. ❖

Nilendu Mukherjee

nilendumukherjee@rediffmail.com



Aide et Action

Aide et Action is an international NGO specializing in social development, with an emphasis on education. The organization currently reaches out to over 4,500 communities in 26 countries across Africa, Asia, Europe and Latin America & Caribbean, directly and also in partnership with local NGOs.

Aide et Action (AeA) was founded in 1981 by Pierre Bernard Le Bas as a secular and a political Non Governmental Organization (NGO) in Paris, France.

Aide et Action envisions a world where quality education will be accessible to all and serve as the basis for mutual understanding, personal empowerment, and equitable societies across the world.

Aide et Action is a development non-profit organization that seeks to further the cause of "Education for all", especially primary education, for vulnerable populations whose fundamental right to education is not respected or is vulnerable to externalities. Aide et Action is engaged in contexts that it considers necessary and relevant, including migrating populations or those facing crisis or emergency situations. To this end, public awareness is promoted, in particular through sponsorship which promotes cultural exchange and awareness between people. Aide et Action contributes to fostering a broad movement for education and acts upon different issues influencing the education sector.

In 2010, 72 millions of children did not have access to education. Girls, the most vulnerable children, children in a situation of handicap, children from the minorities or the poorest classes are the children who are mostly excluded.

Education contributes importantly to the development. It has a direct impact on the health of the communities. It allows improving the democratic participation, to fight against discriminations and to enhance the growth. Beyond those effects, education is a fundamental human right. As any human right, it has to be defended and extended.

The aims of Aide et Action in the world

1. Favoring the access to education and improving the conditions in which the children are welcomed: Aide et Action is committed to the youngest children but also to the discriminated or most vulnerable populations. The environment of the schools is improved with the development of school canteens, latrines, furniture, library and pedagogical material.

2. Improving the quality of education: Aide et Action

reinforces the skills of the teachers, in particular with training, the development of adapted pedagogical practices and the provision of didactic material. The association also encourages the communities in taking part actively to the life and management of the school.

3. Supporting the communities in the development of the educational plan: Aide et Action favours the autonomy of the communities in the respect of their cultures. All the actors (communities, State, local associations, pupils' parents, teachers...) are taking part in the projects. The Association backs them up, so that they can decide, create, implement and assess their own projects of development.

4. Favoring the social and professional integration of the most vulnerable:

With adapted training programs, Aide et Action encourages the social and professional integration of young people, mainly from disadvantaged classes. For example, it is the case of the iLead project in India. In other countries, such as China or Benin, Aide et Action provides literacy classes.

5. Heightening and mobilizing public awareness at world level for a fairer and more equal world:

Aide et Action uses education as their key tool for the prevention and resolution of conflicts. At the border between Haiti and the Dominican Republic for example, the association conveys values linked to a culture of peace and non-violence.

6. Guaranteeing an education in situation of emergency and post emergency:

During natural disasters in the countries where it is present, Aide et Action implements emergency programs to help the population who are the victims of these disasters and develops building projects. We intervened for example during the Tsunami of 2004 in Asia and more recently in Haiti after the earthquake of the 12th of January 2010.

The Organization works on 9 major themes:

1. Access to Quality Education:

2. Early childhood education:

(i.e. activities specifically oriented to the development of children between the ages of 0 and 6)

3. Education For Women And Girls:

4. Inclusive Education:

(i.e. integration of excluded children and young adults due to a social or economic condition, or a handicap, e.g. child laborers)

5. Education For The Development of Global Citizenship:

(i.e. human rights education, environment education, peace education, etc.)

6. Life Skills Education:

(i.e. literacy, professional training, entrepreneurship)

7. Health Education:

(i.e. public awareness and prevention of HIV/AIDS, nutrition, hygiene, etc.)

8. Migration:

(i.e. accompaniment of migrant populations)

9. Emergency And Post-crisis:

(i.e. education concerning risk prevention, emergency response and sustainable reconstruction)

These issue areas are critical for the advancement of education internationally. Aide et Action clusters its activities and expertise around these themes.

In India, Aide et Action International South Asia is working across 19 states and 3 union territories with the help of 36 local level NGO partners, 14 directly implemented projects on various issues of development and 121 skill based training centers across the country for livelihood generation. Aide et Action International has expertise in designing and successfully implementing projects related to improvement in general living condition of both rural and urban communities through support for integrated development programs that deal with range of issues including education, livelihoods, health and environment, disaster response, mitigation and preparedness with an emphasis on participation, training and capacity building of the communities and civil society organizations.

Aide et Action International-South Asia has a motivated team of more than 600 professionals having rich experience in research, capacity building, project formulation, design and implementation, monitoring and evaluation, participatory planning, financial review, as well as domain specialization in sectors like Education, Health and HIV/AIDS, Migration, Women's Education and Empowerment, Inclusive Education, Livelihoods and Policy Advocacy etc. The management function at field level is handled by major offices located in 9 different locations—Hyderabad, Chennai, Delhi, Ranchi, Bhopal, Rajkot, Guwahati, Patna and Jaipur.

Capacities of Local Actors:

Aide et Action accompanies local actors in planning, developing and evaluating their own development projects. For each project, Aide et Action teams made up of locally recruited individuals collaborate with Aide et Action's local partners. Giving responsibilities to all actors—village

communities, parents, teachers, community-based organizations, state or national government actors—Aide et Action guarantees the relevance and sustainability of its education projects by encouraging the autonomy of communities and respecting local cultures.

In AeA in India there are two types of interventions like 1. Partnership Projects 2. Directly implemented projects

Partnership Projects : Tsunami Projects – Disaster: In India "**Participatory disaster proofing of tsunami affected target villages**" project is being implemented in 80 villages in Cuddalore and Nagapattinam districts of Tamil Nadu state implemented with 3 local NGO partners and one directly and In Sri Lanka "**Participatory disaster proofing of tsunami affected war torn villages**" has been implemented in 25 villages with two partners. Major activities in these two projects are – land/water reclamation, promotion of eco-friendly agriculture and other natural resource management activities, capacity building and organisation of communities for disaster preparedness and mitigation, provision of multi-purpose disaster shelters along with required infrastructure, coastal belt plantations, emergence of schools as eco-centres of villages and introduction of disaster preparedness/mitigation modules in schools and communities etc.

Directly implemented projects:

The organization implementing 11 projects directly in India those are

iLead:

Institute for Livelihood, Education and Development (iLEAD) is a major program of Aide et Action for promoting market oriented employability and entrepreneurship training targeted at youth from economically weakest category. The flexibility and demand driven approach ensures that the program is modified to suit local context. It is not the unavailability of employment opportunities but the lack of skills amongst the drop out youth which leads to unemployment. iLEAD bridges the gap between the Market demand and the unemployed drop out youth.

Education Institute:

EduAction is the technical wing of Aide et Action - India. It aims to emerge as a high quality resource centre for enhancing the quality of education in India.

Back 2 Basics:

Back 2 Basics is AeA's intervention to enhance quality of education among primary school children.

DIP-Satyamangalam:

The project covers 72 villages in Sathyamangalam block, reaching 3281 children from Dalit and tribal communities. The project has facilitated 28 primary schools, 7 middle

schools and 5 early child care centers.

Early Childhood Care & Education (ECCE):

AeA visualizes ECCE interventions in two inter linked components. One, to address communities and build awareness on the need for early childhood care through improved care giving practices at home that would enable children to attain growth and development milestones of children from birth to three years. Secondly, to support comprehensive childhood education at childcare centers (Balwadis, Anganwadis etc) for children of 3-5 year age. These two require strategies that are complimentary in nature.

DIP Kodaikanal:

The primary aim of the project is to ensure the participation of marginalized communities (scheduled tribes, scheduled castes and other backward communities) in the area, in development processes which will in turn ensure them a dignified life

Liberate School:

The Liberate School focuses on promoting learning communities in an attempt to reduce dependency points of the communities, and motivate people to empower them to take charge of their learning processes. AeA partners with Lokpanchayat and Yuvamitra in Maharashtra in Ahmednagar and Nasik districts covering 40 villages to implement the Libera

ECTMC :

Aide et Action implements "Education of Children of Telugu Migrants in Chennai" in order to cater to the educational needs of children of Telugu Migrant workers living in settlements in Chennai. Due to inadequate livelihood opportunities, landless laborers belonging to Scheduled Castes, Scheduled Tribes and other Backward Castes from Srikakulam, Vijayanagaram, Prakasam and Nellore districts of Andhra Pradesh, migrate to various parts of the Tamil Nadu in search of employment. They are mainly involved in construction work. Most of these laborers migrate with their families but are unable to pay much attention to their children. They are not covered under any form of education. The out of school children have either dropped out from Telugu medium schools in their native places or they have never been enrolled in schools. A detailed survey was conducted by Aide et Action in 21 settlements to understand the education scenario of the children of Telugu migrant workers in Chennai city.

Arumbu Child Development Project:

It is a direct intervention project located in Chennai. The Project carried out in conjunction with the Chennai City Police serves the urban underprivileged populations of the city of Chennai. The project, through its boy's and girl's clubs, aims to provide a positive and enabling atmosphere

where children from weaker sections of the society are "given equitable and sustainable opportunities for their learning, development and growth."

HIV/AIDS Project:

DIP-Harda: AeA began a project called *Community Owned and Promoted Education (COPE)* in Harda district of Madhya Pradesh with the aim of strengthening the community to become self reliant. The project started in 2002 and focused on building the community's ability to act collectively and critically analyze the prevalent elementary education system. The primary goal of this project is to promote universal elementary education by adapting the system to the immediate educational needs of the community.

In 1978, Pierre-Bernard Le Bas graduated from the French Hautes Etudes commerciales (HEC). In 1981, he founded, in France, Aide et Action, an international development organization caring for children and was its Chief Executive for 11 years. Between 1991 and 2001



he led Fundraising and Marketing teams with UNICEF (United Nations Children's Fund), and from 2001 to 2006 he was Head of Private Sector & Public Affairs for UNHCR (United Nations High Commissioner for Refugees), all based in Geneva, Switzerland. Pierre-Bernard is married with 3 children and was ordained as a Catholic deacon in 2002. He has been Vice-President Fundraising and Communication for CBM since July 2006.

Awards: The AeA honored two awards **1.India NGO Award 2007.** AeA India received "The Best NGO Award" instituted by Resource Alliance and Nand and Jeet Khemka Foundation among the category of large NGOs working in South India. This award promotes professionalism, good practices and standards in the NGO sector, especially on resource mobilization, accountability and transparency. **2. Crystal Award:** AeA has been awarded the Crystal Award twice presented by the National Society of Statutory Auditors in France to reward NGOs for the most transparent management of funds.

AeA India focuses on thrust areas such as Quality Education, Livelihood Education, Inclusive Education, Women's Empowerment and Education, Disaster Preparedness and Mitigation, and HIV/AIDS and Health. AeA establishes partnerships with NGOs to support the educational component of integrated development programs. This gives latitude to its interventions and creates space to develop common approaches with partner organizations. ❖

Need For Vocationalisation of Education

Vocational Education and Training (VET) is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative.

Problem Areas in present Vocational Education and Training System

1. There is a high drop out rate at Secondary level. There are 220 million children who go to school in India. Of these only around 12% students reach university. A large part of the 18-24 years age group in India has never been able to reach college. Comparing India to countries with similar income levels – India does not under perform in primary education but has a comparative deficit in secondary education.

2. Vocational Education is presently offered at Grade 11, 12th – however students reaching this Grade aspire for higher education. Since the present system does not allow vertical mobility, skills obtained are lost. Enrollment in 11th & 12th Grade of vocational education is only 3% of students at upper secondary level. About 6800 schools enroll 400,000 students in vocational education schemes utilizing only 40% of the available student capacity in these schools.

3. International experience suggests that what employers mostly want are young workers with strong basic academic skills and not just vocational skills. The present system does not emphasize general academic skills. The relative wages of workers with secondary education are increasing.

4. Private & Industry Participation is lacking. There are no incentives for private players to enter the field of vocational education.

5. Present regulations are very rigid. In-Service Training is required but not prevalent today. There is no opportunity for continuous skill up-gradation.

6. There is a lack of experienced and qualified teachers to train students on vocational skills. In foreign countries Bachelors of Vocational Education (BVE) is often a mandatory qualification for teachers. However, in India no specific qualifications are being imparted for Vocational Education teachers.

7. Vocationalisation at all levels has not been successful. Poor quality of training is not in line with industry needs.

8. There is no definite path for vocational students to move from one level / sector to another level / sector. Mobility is not defined and hence students do not have a clear path in vocational education.

9. No clear policy or system of vocational education leading to certification / degrees presently available for the

unorganized / informal sector. No Credit System has been formulated for the same. Over 90% of employment in India is in the Informal sector. JSS offers 255 types of vocational courses to 1.5 million people, Community Polytechnics train about 450,000 people within communities annually and NIOS offers 85 courses through 700 providers. None of these programs have been rigorously evaluated, till date.

10. Expansion of vocational sector is happening without consideration for present problems.

Trends related to Labour Market:

1. Labour market requirement for skilled workers without general education skills is declining.

2. Labour force participation is declining while student participation is increasing. Thus more students are joining higher secondary education and looking for vertical mobility.

Recommendations regarding Vocational Education

1. A national level Board for vocational education should be established, called as National Board for Vocational Education. a) developing a national TVET system and national strategies with respect to vocational education b) ensuring close interaction between industries and TVET providers c) developing effective training market for public and private needs d) enhancing efficiency and productivity of TVET providers

2. A National Vocational Policy should be formulated. The policy should establish equivalence for degrees, diplomas and certifications in the vocational education sector for lateral and vertical mobility across various learning sectors that is, secondary, vocational and higher education.

3. National Vocational Assessment & Accreditation Council should be established to formulate a regulatory and quality/standards framework.

4. SSC (vocational) or its equivalent 10th grade certification in vocational stream should be created on similar lines as HSC (Vocational) at both national and state level. Vocational Stream should be introduced at 8th Grade through Bivalent Schools which may provide both conventional and vocational stream of education at secondary level. Presently, in India only sporadic courses as electives are being offered to students under bifocal scheme. However, a separate vocational stream offered by means of bivalent schools does not exist. Statistics reveal that employers prefer students with some general education skills in addition to vocational skills. Thus, in all schemes related to SSC (Vocational) general education courses should be emphasized.

Credit Banking and Accumulation

In ITI's and ITC's or other vocational education providers, a credit banking system can be established to accumulate required credits in order to grant SSC certificate. This will be especially useful for non-formal and unorganized sectors

who do not have any prior formal education. These students in non formal sector may be allowed to take courses worth requisite credit points to obtain SSC Vocational.

5. To ensure vertical mobility, ITIs, MSBVs, Community Colleges and other State Vocational Education Institutions may be granted recognition and accreditation from the respective State Board for Vocational Education to award SSC (Vocational) certification. Vocational Education Providers, Community Colleges, JSS, CP's, Vocational Junior Colleges may also be allowed to award Diplomas and Associate Degrees in addition to HSC (Vocational) certification. Students from Vocational Institutions can be given opportunity for lateral mobility into conventional stream by providing bridge (preparatory) courses. The proposed mobility structure is as indicated below:-

7. Private Participation from Industry and other players must be encouraged and is critical for the success of the vocational education growth in India. Industry participation must be at all levels especially in Governance, Curriculum Design, Placements and Funding, Monitoring Outcome. Industry participation is also required for creating production oriented Research and Innovation Labs. A PPP Model can be also created where GOI and Industry can come together to invest in infrastructure and train students in latest skills

In India, National Skill Development Corporation India (NSDC) is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions.

.8. Teachers training is an important aspect for ensuring quality education in vocational stream. Vocational Educational Qualifications should be insisted (eg. BVE). Higher salaries must be offered to attract skilled teachers. Additional income incentive can also be given through in-service training programs which can be conducted by teachers for industry employees. Continuous skill development and up-gradation of teachers can be done through Teachers Training Programs conducted by Teacher Training Centers

Salient Features of a Vocational University

1. A Society registered under the Societies Registration Act, 1860 (Central Act No. 21 of 1860); or Any Public Trust registered under the State Public Trusts Act, or the Indian Trusts Act, 1882 (Central Act No. 2 of 1882) or under the relevant laws in any other State or Union Territory or a Company registered under Sec 25 Companies Act 1956. The University may be established by State Government or by Private players (self-financed)

2. Land, construction and infrastructure requirement may focus on the need for creation of production oriented labs, training centers, innovation/testing labs, latest industry specific equipment etc.

3. Authorities of the University shall have active Industry participation. The administrators of the University must have industrial experience.

4. Vocational University will offer all kinds of degree and diploma programs in vocational higher education sector (Bachelor, Masters, Doctoral) – New Degrees should be created eg. Bachelors in Vocational Studies

5. Vocational University will emphasize on a different teaching – learning pedagogy with a special focus on skill based and hands-on learning and training. Vocational University may offer vocational programs through online, distance and life-long learning mode.

6. Vocational University Curriculum will emphasize life coping skills and general educational skills such as Liberal arts subjects, English competency, entrepreneur skills, problem solving, team work, leadership, management courses etc.

7. Vocational Education Junior Colleges offering HSC (Vocational), Agencies / Community Colleges offering Associate Degrees or Diplomas may be given affiliation to the Vocational University to provide entry into the Bachelors Programs.

8. The University shall have a well defined Credit Banking and Transfer System. The Credit System will allow multi-entry and multi-exit to students. The Credit System will also enable students to pursue opportunity for life-long learning and skill development.

9. Industry participation shall be sought on the Board of Management. Industry representatives will be involved in governance and curriculum design. Production oriented Research and Innovation Labs will be setup in collaboration with Industry to promote regional economic growth. Industry collaboration shall be sought for funding, placements and apprenticeship for students. Department of In-Service Training shall be setup to encourage industry to send employees for regular skill development and up-gradation (this will also gain additional income for teachers).

10. Teachers training will be given special emphasis by the University. The Vocational University will setup a separate department for Teachers Training and Development in order to build teaching resources and research component. Continuous teacher training programs shall be emphasized by the University Management. A separate degree called Bachelor in Vocational Education (B.V.Ed) or B.Ed with specialization in vocational education is proposed to be introduced. This would be a mandatory requirement for hiring teachers for vocational education and training.

Conclusion:- The industrial and labour market trends clearly indicate the necessity of strengthening of vocational education in India. The introduction of vocational education at secondary level through bivalent schools and SSC (vocational) will enable us to broaden the vocational education base at secondary level of education. A clear pathway for vocational students to enter higher education streams is the way to move forward. Through this concept note we have made an endeavour to provide some of the possible solutions to address these issues. Framing of vocational qualification framework, introduction of vocational degrees and setting up of a Vocational University with polytechnics, community colleges, CPs and other VEPs as affiliated colleges are some of the recommendations which require further deliberation at National and State level.

(By Ms. Swati Mujumdar, is currently the Director of Symbiosis Centre for Distance Learning and Principal Director of Symbiosis Open Education Society)

The Educational Tribunal Bill, 2010

India has gained a widespread reputation of being oblivious to many of her problems, the most challenging of which is the education system. Education alone is the foundation on which a progressive, prosperous society can be built. A number of policy initiatives and program have been undertaken in this country over the last decade.

In view of rapid growth in the higher education sector, which has resulted in increased litigation involving students, teachers, employees, managements of higher educational institutions and universities and others, there is an urgent need to provide for a mechanism for speedy resolution of their disputes to maintain and to improve the quality and efficient functioning of institutions of higher education. In this context The Educational Tribunals Bill, 2010 prepared.

The proposed Educational Tribunals Bill, 2010, *inter alia*, provides— For establishment of the State Educational Tribunal consisting of a Chairperson, who is or has been a Judge of the High Court and two other Members, who have the ability, integrity and standing, and have adequate knowledge and experience of at least twenty years in dealing with matters relating to higher education, public affairs or administration in educational matters or is, or has been, a Vice Chancellor or a person who is, or has been, of the rank and equivalence of a Chief Secretary of the State Government;

(b) That the State Educational Tribunal shall exercise powers and authority in relation to—

(i) Service matters of any teacher or any other employee of a higher educational institution;

(ii) Matters relating to affiliation of any higher educational institution (not being an University) with the affiliating University;

(iii) matters relating to use of unfair practices, by any higher educational institution, which has been specifically prohibited under any other law for the time being in force;

(iv) matters as may be assigned to it by any other law for the time being in force;

(c) for establishment of the National Educational Tribunal consisting of a Chairperson and upto eight other Members of which two shall be Judicial Members who are, or have been, a Judge of the Supreme Court; three shall be Academic Members who are, or have been, a Vice Chancellor of any University, or Director of an institution of national importance; and three shall be Administrative Members who are, or have been, a Secretary to the Government of India or equivalent rank;

(d) that the National Educational Tribunal shall exercise powers and authority in relation to—

(i) any dispute between any higher educational institution and any appropriate statutory regulatory authority; 19

(ii) any reference made to it by any appropriate statutory regulatory authority amongst Statutory Regulatory Authorities;

(iii) any matter of affiliation between any higher educational institution (other than an University) and the affiliating University, where such University is a Central Educational Institution having powers of affiliation in two or more States;

(iv) matters relating to any constituent unit of an institution deemed to be University or Central Educational Institution located in a State other than the State in which such institution deemed to be university or Central Educational Institution is located; and

(v) matters as may be assigned to it by any other law for the time being in force;

This Bills seeking to reform the higher education sector in the country, this Bill establishes Educational Tribunals at the national and state levels to expedite adjudication of disputes in the education sector. These include disputes involving teachers and other employees of higher education and other stakeholders such as students, universities (including foreign education providers) and statutory regulatory authorities.

The Bill seeks to set up Educational Tribunals at the national and state level to adjudicate disputes involving teachers and other employees of higher educational institutions and other stakeholders such as students, universities and statutory regulatory authorities.

Presently, disputes between educational institutions and students or staff are adjudicated by internal dispute redress mechanisms. The idea of setting up educational tribunals to adjudicate education related disputes was first mooted by the National Policy on Education, 1986.

Current Education trends & Scenario: The formal education system has often been described as being ill designed, not responsive to the needs of the working children, irrelevant in terms of converting children to socially productive elements and a poor alternative to children of families engaged in traditional crafts.

The law shall not be applicable to minority educational institutions to the extent of the powers of the National Commission for Minority Educational Institutions.

The tribunals will act as forums for fast-track and speedy resolution of issues in institutions in order to build an effective system of checks and balances in higher education.

Conclusion: As India moves forward in education, more and more of children are going to go into higher educational institutions. Currently there are 504 universities and 25,951 colleges. By 2020 there will be a need for another 800 universities and another 35,000 colleges.

There is no way that the Central Government can build these colleges and set up these universities. The players and the stakeholders of the future are different. The nature and the extent of disputes are going to increase exponentially. So, this bill will serve to all stakeholders and will result in fast redress of disputes. ❖

New Methods Settled Problems...

Obaiah belongs to Ananthapuram Village, Lakkireddy Pally Mandal, Kadapa District. Obaiah is 45 years old. He has a wife (35), a daughter (9), and two sons (4 & 1). He sends his children to a private school near the village. Obaiah has five acres of dry land in his village. There is a well on the land, but it has dried up. It is full only during the rainy season. The only source of irrigation to land is rainwater.

Previously, he and his wife used to be daily wage labor. But he was unable to meet expenses such as children's education, health problems etc.

Obaiah's wife, Nagamani, is the 2nd leader of her SHG, executive member in VO, and member of NPM (Non Pesticide Management) committee at the VO. The couple learnt the techniques of NPM and they decided to take a loan of Rs 15,000 from the SHG. After taking the loan, they began to cultivate the land they had. In the five acres of land, they cultivated paddy on one acre. Instead of using

Name: Obaiah

Age: 45 Years

Occupation: Farmer

fertilizer and pesticides, Obaiah applied NPM practices on the crop. For the execution of NPM, they used the method of **Jeevamrutham**, made of Neem leaves, Cattle Urine, Jaggery, Bengal atta, etc which formed an organic fertilizer. Obaiah was observed that whenever Jeevamrutham (Organic fertilizer) was used on paddy, the crop yield increased. Previously, Obaiah cultivated paddy with chemical fertilizers and pesticides, but the output was only 20-25 bags of rice from one acre of land. When Jeevamrutham (Organic fertilizers) was applied, the yield increased to 35-40 bags of rice from one acre of land. Consequently, their financial situation took a turn for good.

Some of the other farmers in the village also started to show interest in cultivating with help of NPM method. Obaiah offers suggestions to farmers on the NPM method. Obaiah shared that of the remaining four acres of land, two acres are cultivated during the monsoon to cultivate red gram, pulses, and green gram.

Presently, Obaiah family is relatively well-off. Obaiah's future plans are to settle well in life and educate his children. ❖

The Effects of Being Stubborn

Anjaneyulu belongs to Shanthinagar, Waddepally Mandal of Mahabubnagar district. He is 46 years old. He studied only up to 8th class and currently owns four acres of land. The land's primary source of irrigation is rain water and have limited access to a bore well. Most of his time is consumed in cultivating his own land. Both his sons, daughter and mother live with him. His wife died due to cancer three years ago and his mother has been taking care of the children for the last three years. His elder son completed his diploma in civils and is looking for a job. His younger son is in third year of graduation and his daughter is studying intermediate (first year). Four years ago, Anjaneyulu borrowed money for his wife's treatment, agriculture, childrens' education, and the construction of his house.

Anjaneyulu and his family didn't have any economic problems because his wife ran a kirana shop while he focused on agriculture. She used to take good care of the entire family. Her death shook the family not just

Name: Anjaneyulu

Age: 46 Years

Occupation: Farmer

emotionally but also financially.

Anjaneyulu borrowed money for his wife's treatment from moneylenders. He spent a lot of money on his wife's health, but to no avail. Money lenders started demanding him to repay his debts. Immediately, he repaid their money and borrowed money from family and friends at 2% interest rate and also on the condition that he would repay within two years. As desperate as he was to save his wife, he put his land at stake as surety.

He took another loan from his relatives for building a bore well. He cultivated vegetables and other miscellaneous crops, but didn't get significant profits because he did not follow proper methods of cultivating. He failed to take care of the crops properly during their growth and didn't periodically water them or spray the required fertilizers. His mother and neighboring famers suggested methods to increase the yield but he didn't follow their advice.

Anjaneyulu family members have been living in a rented house for the last one year because the construction of his house remained incomplete due to lack of funds to complete the construction. His mother feels that Anjaneyulu has lost interest and the will to provide a secure life to his children. ❖

I am Confident in My Performance...

Q: What is your name? How old are you?

A: My name is M.Laxmi. I am 24 years old.

Q: What is your educational qualification? Also, which village do you come from?

A: I studied up to 10th class in a government high school at Narayanakhed. I live in Banapur village, Narayanakhed mandal in Medak district right now.

Q: Have you had the disability since birth?

A: Yes, I was born with disability. I receive a disability pension of Rs 500/- per month from the Gram Panchayat.

Q: How many members are in your family?

A: My family consists of my mother, father, three brothers, two sisters-in-law who have one child each and me. In total, there are ten people in my family.

Q: Do you have agricultural land?

A: Yes, we have 12 acres of dry land. We cultivate red gram, millets, Bengal gram, and green gram. We have no dependable water sources and depend entirely on rainwater.

Q: What are your family members occupied with?

A: My parents retired after working as agriculture labor for many years, my brothers are involved in agriculture, and my sister-in-laws are supporting my brothers.

Q: What are you currently doing?

A: I work as a village volunteer in our village.

Q: Who selected you as a volunteer?

A: "Sadhana" selected me as a volunteer in their Samisti project in November, 2007. Samisti project is one of the projects which are being implemented by Sadhana at Narayanakhed mandal. Samishti was started in 2005.

Q: What is the Samishti project's objective?

A: The project's main goal was to reduce infant and maternal mortality rate in Medak district. Infant mortality rate in Andhra Pradesh at 60 infants per 1000 infants is relatively high. The maternal mortality rate is also dismal. It is estimated that out of every lakh mothers, 200-300 mothers die during the childbirth.

Q: How were you selected as a volunteer?

A: Sadhana's staff came to my village for micro-planning. They conducted micro-planning seminars for five days in our village while staying with us. They selected those who eagerly participated in their planning process. The minimum requirement was to pass 7th-12th classes.

Q: Have you participated in a training program? If yes, for

how long?

A: Yes, I participated in a training program for five days. MEDVAN (Medak District Voluntary Agencies Network) conducted this training program in Sangareddy.

Q: What did you learn in the volunteers training program?

A: We had an orientation on 16 indicators, health, nutrition, sanitation, education, safe drinking water, HIV/AIDS, communication skills, the project objective's, and micro-planning program, among others.

Q: Are you aware of how to implement the methods?

A: Yes, UNICEF (United Nations International Children Emergency Fund) gave financial support and MEDVAN was monitored in the district level by 14 NGOs.

Q: At present, are you working in the Samishti project?

A: Samishti project has achieved its goals recently. But we are still working as village volunteers.

Q: Are you getting paid?

A: No, we don't receive salaries since we are volunteering, but MEDVAN gave us Rs 250/- during the training period for travel. They also gave us a certificate.

Q: What do you do as a volunteer?

A: We meet Anganwadi teachers for collecting attendance data of students, serve as Auxiliary Nursing Midwife (ANM) for immunization and IFA tablets, secretary for birth certificates and toilets scheme information, and school teachers for dropout students. We also meet villagers to orient them on 16 indicators. We also attend monthly review meetings. Sadhana used to conduct volunteer monthly review meetings.

Q: Are you facing any problems as a volunteer?

A: Yes, in the beginning we faced a lot of problems when we talk about the 16 indicators as nobody understands us. After several days though, villagers started to understand us. But I continue to face personal problems when I go to new places. Children and sometimes adults, comment on my disability. But I'm not too bothered by that. It is not a barrier in my job.

Q: What is your future goal?

A: I will do some work in order to live on my own income instead of depending on my parents and brothers. I'm confident that I can perform well in whatever I do. ❖



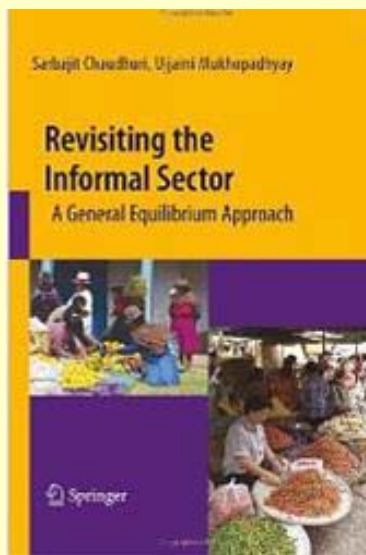
Books

Book Summary

Name of the Book: Revisiting the Informal Sector

Name of the Author: Sarbajit chadhuri and Ujjaini Mukhopadhyay

Publisher: Springer



The last 50 years have seen unprecedented population growth and urbanization, particularly in developing countries. However, economic development in these countries has failed to generate adequate employment and income opportunities in the modern sector. This imbalance has compelled the surplus labor force to generate its own means of

employment and survival in the informal sector.

The informal sector is economic activity that is neither taxed nor monitored by a government. Its main characteristics are: easy entry for new enterprises, reliance on indigenous resources, family ownership of enterprises, small scale operations and low productivity, labor-intensive and adapted technology, reliance of workers on informal sources of education and skills, unregulated and

competitive markets and lack of governmental support.

This timely, comprehensive book provides insight into the diverse aspects of the informal sector, its role in the context of unemployment, child labor, globalization and environment, as well as its multi-faceted interaction with the other sectors of the economy. It outlines previous doctrines that portray the informal sector as a sector of last resort, and elucidates newer approaches that see the informal sector as dynamic and instrumental in ameliorating unemployment and propelling the developing economies towards growth and prosperity.

Finally, the book critically reviews the contradictions within both to trace the nature and direction of desirable policy parameters. It is an invaluable reference for academics and students in development and international economics. The book's findings will also be useful to policymakers for application to development projects. ❖

New Book

Name of the Book: : The Unorganized Sector

Name of the Author: Renana Jhabvala and R.K.A.Subramanya

Publisher: SAGE Publications



Resources

1. Dr. Reddy's Foundation: It has been offering vocational training programs and giving placement support for poor and unemployed youth across the country.
E-mail: info@drreddysfoundation.org Website: <http://drreddysfoundation.org>
2. National Academy of Construction (NAC): The NAC is providing training in construction related courses and giving placement assistance to the unemployed youth.
E-mail : info@nac.edu.in Website: www.nac.edu.in
3. Rural Development & Self Employment Training Institute (RUDSETI) : It is a unique initiative in mitigating the problem of unemployment by providing skill development trainings unemployed youth.
E-mail:- rudseti@sancharnet.in www.rudsetitraining.org
4. Aided at Action: Promoting market oriented employability and entrepreneurship training targeted at youth from economically weakest category.
Email : archive@aea-southasia.org www.aide-et-action.org

The Secret of Happiness

A shopkeeper sent his son to learn about the secret of happiness from the wisest man in the world. The lad wandered through the desert for 40 days, and finally came upon a beautiful castle, high atop a mountain. It was there that the wise man lived.

Rather than finding a saintly man, the boy, upon entering the main room of the castle, saw a hive of activity: traders came and went, people were conversing in the corners, a small orchestra was playing soft music, and there was a table covered with platters of the most delicious food in that part of the world. The wise man conversed with everyone, and the boy had to wait for two hours before it was his turn to be given the man's attention.

The wise man listened attentively to the boy's explanation of why he had come, but told him that he didn't have time just then to



explain the secret of happiness. He suggested that the boy look around the palace and return in two hours.

"Meanwhile, I want to ask you to do something", said the wise man, handing the boy a teaspoon that held two drops of oil. "As you wander around, carry this spoon with you without allowing the oil to spill".

The boy began climbing and descending the many stairways of the palace, keeping his eyes fixed on the spoon. After two hours, he returned to the room where the wise man was.

"Well", asked the wise man, "Did you see the Persian tapestries that are hanging in my dining hall? Did you see the garden that it took the master gardener ten years to create? Did you notice the beautiful parchments in my library?"

The boy was embarrassed, and confessed that he had observed nothing. His only concern had been not to spill the oil that the wise man had entrusted to him.

"Then go back and observe the marvels of my world", said the wise man. "You cannot trust a man if you don't know his house".

Relieved, the boy picked up the spoon and returned to his exploration of the palace, this time observing all of the works of art on the ceilings and the walls. He saw the gardens, the mountains all around him, the beauty of the flowers, and the taste with which everything had been selected. Upon returning to the wise man, he related in detail everything he had seen.

"But where are the drops of oil I entrusted to you?" asked the wise man. Looking down at the spoon he held, the boy saw that the oil was gone.

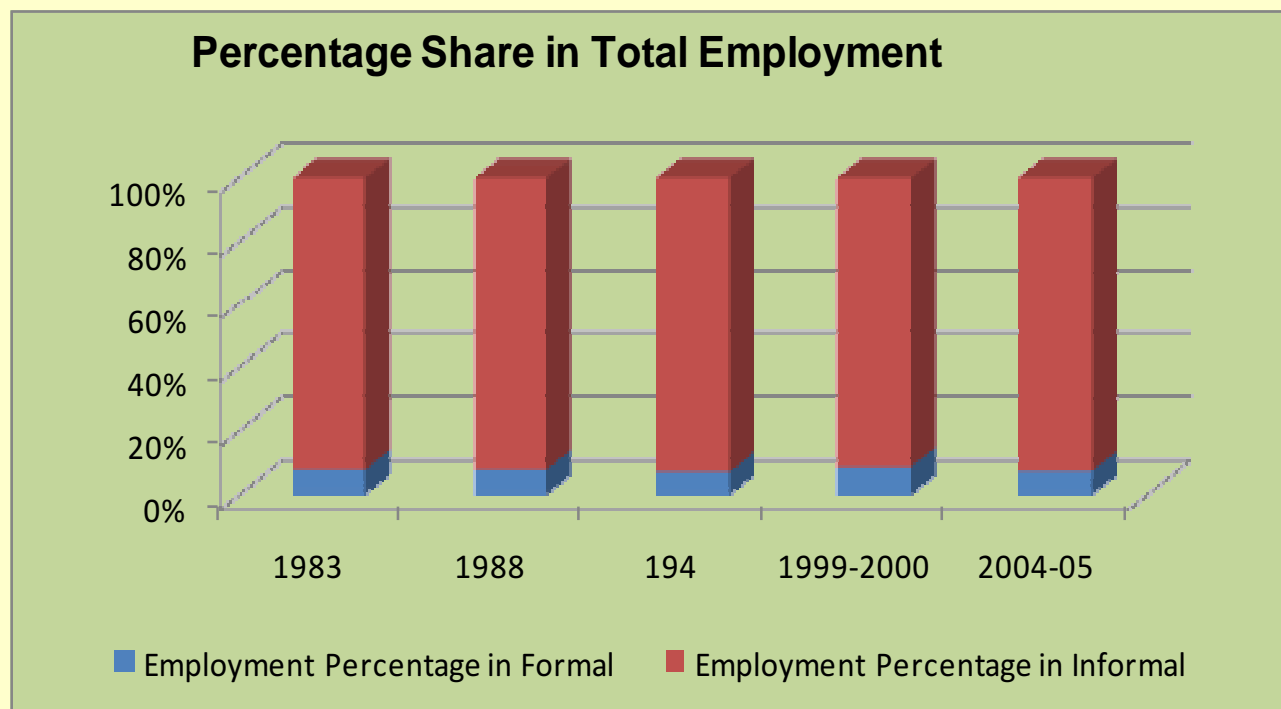
"Well, there is only one piece of advice I can give you", said the wisest of wise men. "The secret of happiness is to see all the marvels of the world and never to forget the drops of oil on the spoon". ❖

(Author: Paul Coelho in "The Alchemist")

Formal And Informal Employment in India

Year	1983	1988	1994	1999-2000	2004-05
Estimated Population (in million)	718.21	790.00	895.05	1004.10	1092.83
Labour Force	308.64	333.49	391.94	406.05	--
Employed	302.75	324.29	374.45	396.76*	457.46*
Unemployed	5.89	9.2	7.49	9.74	--
Formally Employed	24.01	25.71	27.37	35.02*	34.85*
Informally Employed	278.74	298.58	347.08	361.74*	422.61*

(Source: Various rounds of employment-unemployment survey of NSSO, Expert committee of population projection, DGE&T and for the „*“ National Commission for Enterprises in the Unorganized Sector (NCEUS, 2008).



The above table and figure shows that employment in the informal sector has been increasing over time along with the estimated population and labor force, while employment in the formal sector has decreased in recent years(2004-05). The informal employment has the higher share (more than 90%). Though there was a slight increase in the percentage share of employment in the formal sector in the year 1999-2000, it decreased again. ❖

Taxi

Shining Livelihoods



Metal Craft Making



Declining Livelihoods

'Yoga'kshemam

We are now 7 billion. Let us welcome the 7 billionth baby (Nargis?) into this world!

Happy Winter! Happy Karthika! Happy Bakrid!

'Telangana' goes on. 42 days of strike by employees ends. An ex-minister is on an indefinite fast since 1 November. 97-year Konda Lakshman Bapuji observes 7-day fast in New Delhi. Mayawati hints at splitting UP into 4 states.

Today is World Freedom Day (9 November). Where is the freedom? Freedom seems to be missing.

No respite from inflation and rising prices.

As usual, other International Days passed – World Vegetarian Day (1 October), World Habitat Day (3 October – First Monday of October), World Animal Day (4 October), World Teachers' Day (5 October), World Smile Day (7 October) and World Humanitarian Action Day (8 October), International Day for Natural Disaster Reduction (12 October – Second Wednesday of October), International Day of Rural Women (15 October), World Food Day (16 October), International Day for the Eradication of Poverty (17 October), United Nations Day (24 October), and World Development Information Day (24 October) without much ado.

We await World Immunization Day (November 10), World Kindness Day (November 13), World Toilet Day (November 19), Universal Children's Day (November 20), World Hello and Television Day (November 21), International Day of Persons with Disabilities (December 3), International Volunteer Day for Economic and Social Development (December 5), International Day against Corruption (December 9) and Human Rights Day (December 10).

Ad Infinitum Pursuit of Collectivization, Knowledge Assimilation and Dissemination, Reduced Intermediary Chains, Equity and Empowerment and Care of the Vulnerable sums up our key focus! Larger outreach, Scaling-up, Empowering women leaders, Working on Producer-Consumer Value Chains, Young professionals, Distance learning and e-knowledge and e-accountability, apart from Livelihoods Management, are engaging us right now.

We continue to live our resolutions - observe introspective silence of at least one minute a day; write at least one page on topic/theme of interest every day; read at least one book a month; and spend at least a day in a month in the field, with the poor. It is exhilarating!

We miss Steve Jobs, a visionary of the world! In the words of his sister – *He worked at what he loved. He worked really hard. Every day. Love was his supreme virtue. He lived simple. He was humble. He liked to keep learning. He*

treasured happiness. Death did not happen to him. He achieved it.

I gather some principles to achieve success (and excellence) at work, in relationships and in prosperity – desire success; know what you want; do not give up; believe in yourself; do not stop learning; do what you love; and find happiness at every instance. Whatever we think, human mind works to make it real and return in kind.

Dr Henry Jekyll sums them up as '48 Laws of Excellence'. Select laws include –

Make Trustworthy Friends; Be Relentlessly Open About Your Intentions; Always Say Exactly Enough To Be Understood Perfectly; Cultivate Self-Discipline; Learn to Inspire Independence; Cultivate an Air of Dynamism; Commit to yourself; Do not Hide Your Talents/Gifts; Concentrate/Focus; Get Your Hands Dirty; Make Specific, Contingent Plans; Create Options; Discover Each Man's Excellence; Focus on Results, not on problems; Connect with Others; Accept help; and Claim Excellence, as it is your Birthright.

Steve Jobs again. He says: *You have to trust that the dots will somehow connect in your future. Only way to do great work is to love what you do – keep looking until you find it. Do not settle. Have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Remembering that you are going to die soon helps to take right and big decisions. Stay Hungry. Stay Foolish.*

Frustration, depression, loneliness and boredom cannot drive life. Life is about discovering a new possibility in each moment. Its beauty is transforming the 'difficult' moments into small inspirations into our life. The joy of life is in pursuing unleashing of the potential in every moment. The joy of life is in expressing love through acceptance of all that is, has been, will be and will not be.

As we pursue living in love with the soul of the universe, we live a 'life' of useful living every time and everywhere. In the confluence of the souls, we are in 'aksharakaarthikam' seeking and relishing [amritadamodarayogam](#).

Can we be there? **Yes, if we pursue Atma Yoga.** Keep surrendering, with rejuvenated vigour, to being useful! Relentlessly! Till it becomes effortless! In getting dissolved together in practice of usefulness! Krishna confirms – antaraatma gets the 'charge' of leading viswaatma when antaraatma pursues usefulness in thought, knowledge and action.

Join us in the world of yoga – for the intense joy of togetherness of the innermost and viswaatma - towards aksharaamiritayogasiddhi. You will not regret it.

G Muralidhar

