



The Livelihood School

to impact the livelihoods of millions of poor of Bharat



Annual Report 2008-09



Acronyms

AFC	Agriculture Finance Corporation
APMAS	Mahila Abhivrudhi Society, Andhra Pradesh
ATI	Appropriate Technology India
BRLP	Bihar Rural Livelihoods Promotion Society
CARE	Cooperative for Assistance and Relief Everywhere
CCF	Christian Children's Fund
CESS	Centre for Economic and Social Sciences
CRS	Catholic Relief Services
CTDP	Chhattisgarh Tribal Development Programme
EDII	Entrepreneurship Development Institute of India
EFG	Extended Faculty Group
ELP	Engines of Livelihood Promotion
FALP	Functional Area of Livelihood Promotion
FDP	Faculty Development Programme
FLP	Fundamentals of Livelihood Promotion
ICT	Information and Communication Technology
IGS	Indian Grameen Services
IIBM	Indian Institute of Bank Management
IIFM	Indian Institute of Forest Management
ILRI	International Livestock Research Institute
IRMA	Institute of Rural Management, Anand
KUSP	Kolkata Urban Services for the Poor
LTF	Livelihood Triad Fund
MART	MART Rural Consultancy Organisation



MHWDP	Mid Himalayan Watershed Development Project
MoU	Memorandum of Understanding
MP	Madhya Pradesh
NABARD	National Bank for Agriculture and Rural Development
NREGA	National Rural Employment Guarantee Act
NTFP	Non-Timber Forest Products
PLR	Professional Learning Review
PPP	Public Private Partnership
PRADAN	Professional Assistance for Development Action
PRI	Panchayati Raj Institutions
PSI	People's Science Institute
RGVN	Rasthriya Grameen Vikas Nidhi
SDC-LTF	Livelihood Triad Fund supported by Swiss Agency for Development Cooperation
SDTT	Sir Dorabji Tata Trust
SIRD	State Institute of Rural Development
TLS	The Livelihood School
ToT	Training of Trainers
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNIDO	United Nations Industrial Development Organisation
WALMI	Water and Land Management Institute
WDC	Bihar Women Development Corporation
XLRI	Xavier Labour Relations Institute - Jamshedpur



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From the Dean's Desk

Today we all recognize that there is a need for a knowledge base, about the process of supporting livelihoods of large number of poor people, amongst professionals involved with such interventions. Many of them also recognize that there is a need of a large cadre of people, who are equipped to manage these interventions, which have been started by various concerned institutions. To address this dual need, BASIX, a premier livelihood promotion institution, set up The Livelihood School. After being incubated through a pilot phase for three years, the School started operating since April 2007 as an independent Society.



The School was ordained to focus on practice. We tried finding solutions to problems the livelihood practitioner encountered while intervening. As a part of this, in addition to documenting some of the best practices of livelihood interventions in India, we got engaged in developing instruments that could be used as handy tools by practitioners; record methodologies used by different people at different places, which in time could help those who would join this struggle, to find solutions to problems they face, without rediscovering wheels. These became the part of modules of knowledge dissemination programs offered by the School.

A mid-course review of the School pointed out that in its efforts to reach financial viability, the School had been somewhat weak in its own institutional systems. It had reached a large number, with little attention to the impact its education made on the livelihoods of the people. Therefore this year, we have focused more on strengthening the institutional systems of the School. We strengthened the faculty team. Many faculty members got engaged in issues of the School as an institution. Many of the members of the Board spent considerable time guiding the School team. We started the Professional and Personal Learning Review process to help the members of the School team focus on their learning. To pay attention to impact of the education programs, instead of offering too many open market programs, this year we started building collaboration with various livelihood promotion agencies and not only started training of their team members, but also start building knowledge from their experiences, providing intellectual accompaniment to their projects.

While working in collaboration with some of the large scale government livelihood programs our attention was drawn to a group of people who could play a critical role in supporting the livelihoods of the people, the Sarpanch, and other leaders of the local governance system. In a dialogue with them, it was also recognized that, both the Civil Society and the State in their efforts to promote livelihoods have created many producer organizations. Those managing these producer organizations at cluster or a sub-district level did not have the opportunity of building their management skills. In most cases, these organizations recruited local youth and made them deliver. The School recognized working with these two set of people, who were actually managing livelihood opportunities of large number of people as important tasks to be accomplished.

In this initial year of our work we were greatly supported by all the members of our Board. Many members of the BASIX family extended a helping hand every time we needed help. We were also helped significantly by many officers of our collaborating institutions. We owe our gratitude to the seniors in SIRD, Chattisgarh; WDC Bihar; UPASaC, Uttarakhand and of course, two major agencies without whose support the School would not be a reality, the Ford Foundation and Sir Dorabji Tata Trust.

This Annual report has captured an essence of this journey we traversed.

Dr. Sankar Datta
Dean

1. INTRODUCTION

1.1. Initiation

The Livelihood School was set up by BASIX, one of the premier livelihood promotion institutions in India, to impact the livelihoods of the poor, through research and training, for agencies/ organizations whose work affect the livelihoods of a large number of disadvantaged people, including the poor and women.

It started its pilot operations as a unit of Indian Grameen Services, a not-for-profit company of the BASIX Group in April 2004, with support from the Ford Foundation and Sir Dorabji Tata Trust. With close to three years of experience of developing and offering management education on Livelihood Promotion, it launched itself into an independent organization on the 18 th April 2007, the Bhoodan Day.



1.2. VISION

To impact the livelihoods of millions of poor and other disadvantaged sections of the society, especially of Bharat, in a sustainable, socially and economically equitable manner, by building knowledge about processes, methods and principles of livelihood promotion and disseminating the same to enhance the capacities of practitioners, whose work affects the livelihoods of a large number.



1.3. Salient Features

The School focuses on livelihood promotion, and works with people who manage livelihood interventions. These include grassroots activists, representatives of Panchayati Raj Institutions (PRIs) and managers of Producer Organizations. The salient features of the School are:

1. The School **does not have a brick and mortar campus**. The School faculty is located at 18 different locations. We take training closer to the participants.
2. The School uses **practitioner-oriented knowledge** bases to address the stumbling blocks faced by practitioners in their regular functions.
3. The School offers educational and trainings in **vernacular medium**.
4. The School has a **98-member** faculty team, 16 full time core faculty and 82 extended faculty who spend part of their time in practice and part with the School disseminating what they have learnt from the ground
5. The School offers **short duration modules**, usually of duration of a week.
6. The School follows a **mix of classroom and field based education process**, where participants get guidance from their faculty after they return to their field area/workplace.
7. The School works towards a **self-sustaining model** to meet its expenditure from the fees it charges.



1.4. Functions

Knowledge Building

The School undertakes following Knowledge Building activities:

- **Applied Research:** Reviews of existing literature, case studies, research studies, survey research for addressing questions being faced today.
- **Knowledge Consolidation through Mutual Exchange:** in Livelihoods Learning Groups and Practice Showcases.
- **Consulting:** The faculty works closely with livelihood support/ promotion agencies, keeping in touch with reality.
- **Instrumental Knowledge Development:** New tools and techniques are developed while the existing ones used by livelihood support/ promotion agencies are reviewed for improvisation.
- **Accompaniment and Action Research:** The faculty provides intellectual accompaniment while interventions are going on by livelihood promoting agencies, especially by School alumni.

Knowledge Dissemination

The School is offering a three-level modular programme of one-year duration called 'Programme in Livelihood Promotion' (PLP), in addition to some Customized Programs. These include:

- **Fundamentals of Livelihood Promotion (FLP):** This module covers the basics of livelihood promotion.
- **Engines of Livelihood Promotion (ELP):** management of specific drivers of livelihoods such as micro finance, natural resources, and animal husbandry.
- **Functional Areas of Livelihood Promotion (FALP):** consists of functional areas having vectors which cut across various drivers such as marketing, finance, and principles of sociology. This module includes intra modular assignments as well.
- **Customized Programmes:** These programmes are tailor-made to address the specific requirements of institutions involved in livelihood support/promotion.

Mid-Term Review: A review conducted in the third year of pilot operations by an external team of experts, Prof. KV Raju of IRMA and Achintya Ghosh, Programme Director, PRADAN, suggested that the School should strengthen its knowledge building processes and focus less on ensuring its financial sustainability in order to become a high performing knowledge institution. The reviewers also stated that participants in open programmes were quite satisfied with the training imparted but they were not able to make desired impact on the livelihoods of the deprived people or on the strategies of their respective institutions. The panel recommended that the training programmes should be only offered to selected strategic development institutions, and be supported with consulting and research.

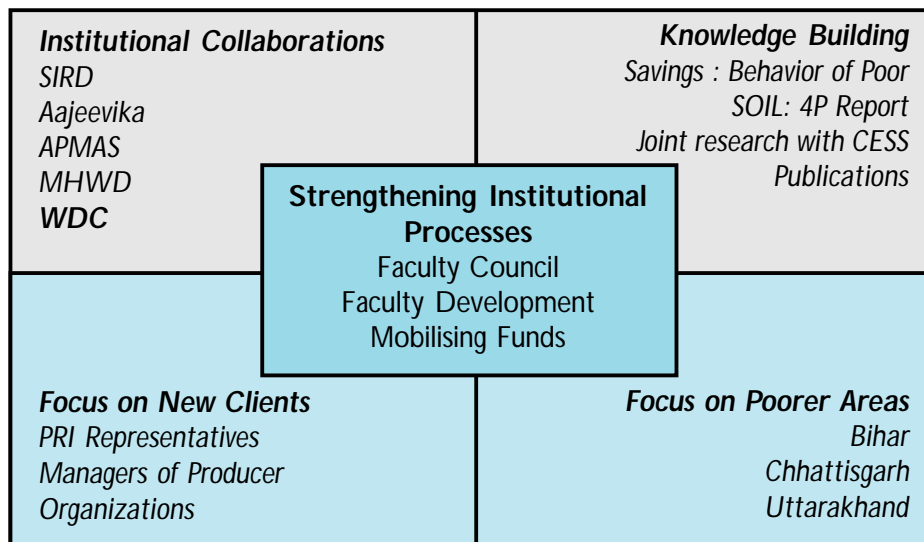


2. Milestones (2008-09)

Current Focus Areas

Based on the mid-term review, the School this year focused on:

1. **Strengthening Institutional Processes:** The School initiated improving upon its planning and review processes, investing in developing faculty skills, building systems for peer review, and making its work available in the public domain for critique.
2. **Building Collaborations with Major Institutions Engaged in Livelihood Promotion:** Participants from these institutions were trained and a knowledge base was built based on their approach to livelihood interventions after their training.
3. **Focus on Strengthening Knowledge Base:** Various research programmes were undertaken and the School also focused on public issues.
4. **Focus on New Clients:** The School provided trainings on livelihood promotion to grass root development activists, representatives of Panchayati Raj Institutions (PRI) and local level functionaries of producer organizations.
5. **Focus on Poorer Areas:** This year, focus was also on livelihood challenges faced by people residing in hilly terrains in Uttarakhand, Himachal Pradesh and North Eastern States and in resource poor areas of Bihar and Chhattisgarh States.





2.1. Strengthening Institutional Processes

2.1.1 Continued Board Guidance

The Livelihood School has a board of directors, the Council of Academics and Practitioners (CAP), comprising of eminent thinkers and practitioners. For providing better guidance to the School team, they have formed two committees: Academic Affairs Committee and Practitioner Engagement Committee. In addition, many Board Members also spend time with the School team.

2.1.2 Professional and Personal Learning Review (PLR)

A three-day Professional and Personal Learning Review (PLR) process was conducted from 6-8 January in Gopalpur, Orissa with the entire School team. This process was facilitated by Sanjay Behuria, a well-known HR resource person. Various psychometric and group behavior tools were used here.

2.1.3 Capacity Building Programmes

As part of faculty development, the School organized following Faculty Development Programmes (FDPs) during 2008-09:

- Participatory Teaching Methodology
- Value Chain/Sub-Sector Analysis

The core faculty members also attended several training programmes conducted by other agencies in this year namely:

- Marketing for Livelihood Promotion organized by Parivartan;
- Rural Business Hubs at Panchayati-level in Delhi organized by Ministry of Rural Development;
- Public Private Partnership (PPP) in Delhi organized by MART with sponsorship from UNDP;
- Workshop organized by PRADAN on NREGA in Delhi and;
- The First National Conference on Social Entrepreneurship held at XLRI, Jamshedpur

A workshop was also organized to enhance/build competency levels of the faculty on different issues concerning livelihood improvements including research and instruction.

2.1.4 Strengthening Faculty Council

In 2008-09, the School strived to build itself as a knowledge institution. The Standing Committee of the Board on Academic Affairs conducted four meetings and undertook reviews of the School's processes with the Dean, Associate Dean and the Faculty



Coordinators. Various peer review systems were set up for the faculty team. Several meetings were also organized to discuss various long-term issues concerning the School and attempts were made to involve the complete School team to build the School as a knowledge institution.

2.1.5 Development of Systems for Planning and Review

The Board continued to meet every quarter. The Annual Action Plan and Budget, developed collectively by the Faculty, were approved by the Board after due deliberation. The School is in the process of preparing a five year plan (2009-2013) with active engagement of the Faculty Council members. In addition modification on the operational and human resource manual has also being done during this year.

The processes have helped in increasing the sense of ownership and also helped them in getting clarity on responsibility of tasks and systems. A new performance review system was developed by the Faculty Development Committee and put to use by the team, which would be reviewed during the next year.

The School also have started strengthening the systems of peer review, which now has referral not only by members of the School Faculty but also Faculty members from other institutions, like IRMA, IIFM and EDII. The School also is in the process of reviewing and revising the various systems related to recruitment and development of Faculty. Some beginning has been made in some of the critical academic and administrative system. These efforts are likely to help develop The School as a academic institution par excellence.

2.1.6 Participation in National Conferences / Workshops

The School faculty members participated and facilitated following national-level conferences and workshops:

- National conference on Sustainable Livelihoods India Initiative, held in Delhi, where the School was the knowledge partner with ACCESS Development Services.
- National Symposium on Systems of Rice Intensification, held in Coimbatore
- National Seminar cum Workshop on 'Inclusive Growth: India in Global Perspective' organized jointly with Vivekananda College, supported by University Grants Commission (UGC), in Kolkota.

These conferences gave ample of opportunities to the Faculty members to engage in knowledge exchange with other learned thinkers.

2.1.7 Mobilizing Funds

The School received fund support from Sir Dorabji Tata Trust, which would allow the School to invest further in evolving itself as a knowledge institution by building a knowledge base required for livelihood education and faculty development.

2.2. Institutional Collaborations

The School has decided to build collaborations with agencies engaged in livelihood promotion and train their participants for ensuring a better impact on the lives of deprived.

2.2.1. SIRD, PRIs in Chhattisgarh

The Livelihood School entered into collaboration with the State Institute of Rural Development (SIRD), Chhattisgarh.

A large-scale training programme for the representatives of PRIs and other government staff was conducted in association with SIRD, Chhattisgarh.

- The School is offering guidance to some alumni belonging to select Panchayats who will be putting into practice what they learnt from the School:
 - Identification of appropriate intervention opportunities
 - Project formulation and focused implementation

The School is also starting case documentation and several other research programmes in Chhattisgarh in collaboration with SIRD.

2.2.2. Aajeevika in Uttarakhand

The School has entered into an agreement with Aajeevika, Uttarakhand. A pilot programme has already been conducted for its staff. The capacity building of the field staff of the State Rural Livelihood Programmeme will be done after conducting studies and documenting field observations.





2.2.3. Seven Partners in Bihar

In Bihar, the School has entered into collaboration with APMAS to strengthen the organisations promoted by Women's Development Corporation, PRADAN, BRLP, and RGVN, some of which are working together with the support and guidance from SDTT.

- The Women Development Corporation would be the main local partner in this tripartite collaboration.
- The School is working with CARE, BRLP and NABARD.

2.2.4. DPIIP in Madhya Pradesh

In Madhya Pradesh, the School is working with DPIIP for developing education programmes based on issues of watershed and livestock for state field functionaries. The School has already had initial discussions with NABARD, UNDP, CTDP and CCF.

2.2.5. MHWDP in Himachal Pradesh

In Himachal Pradesh, Mid-Himalayan Watershed Development Project (MHWDP) has expressed willingness to take inputs from the School as their resource agency for strengthening the livelihood perspective in their ongoing projects.

2.2.6. Academic Institutions:

The School has entered into collaborations with some of the institutions engaged in academic pursuit. It has initiated a research project jointly with: Centre for Economic and Social Sciences (CESS), Indian Institute of Bank Management (IIBM) and Guwahati University. It also worked towards incorporating livelihood studies in the regular curriculum of MA (Sociology) at Kasturba Gram Rural Institute, Indore.

2.3 Strengthening Knowledge Building Processes

The School faculty has started focusing on building the knowledge base required for large-scale livelihood promotion.

2.3.1. Research Study on Savings Behavior of Poor

The year started with a national-level workshop 'Strengthening Savings Services to Poor' based on the research done on this topic last year. Reflective-Practitioners like Vijay Mahajan, Graham Wright and several other representatives of NABARD, MicroSave, BASIX, ING-Vysya, APMAS, ThinkSoft, ISB, participated in the workshop..

2.3.2. State of India's Livelihoods: 4P Report 2008

The School developed 'State of India's Livelihoods: 4P Report 2008' along with ACCESS Development Services, for 'National Conference on Sustainable Livelihoods India Initiative, some of the key features of this report are:

- This is an extensively researched publication and also gives an overview of the livelihood situation in India.
- It explores potentials and opportunities of livelihood promotion in India.
- Necessary enabling policy environment and efforts made by different livelihood promotion agencies are captured in the report.
- Several members of the School faculty have authored chapters of this report.

2.3.3. Resource Book for Livelihood Promotion

The third edition of the 'Resource Book for Livelihood Promotion' is ready after revision. A three-day write-shop was organized in Hyderabad for finalization of its third edition after inputs for each chapter from various faculty members organized. Another two-day write-shop was organized after this to improve and finalize the write-ups and the case studies included in the resource book.

2.3.4. Seminar: on "Agriculture based Livelihoods Promotion"

The School conducted a one-day seminar on 'Agriculture based Livelihoods Promotion' in Kolkata, with support from NABARD, where five papers were presented. These papers captured livelihood interventions related to agriculture in Assam, West Bengal and Orissa. Fifty people from renowned academic institutions, such as Assam Agricultural University, Bidhan Chandra Krishi Vishwavidyalaya, Orissa University of Agriculture and Technology, NABARD, participated in it. A report with learning from the seminar has been published by the School.

2.3.5. Papers in National Workshops

Two members of the School faculty presented papers on:

- Challenges in Utopian Inclusive Growth authored by Braja S Mishra and Dhruv Sengupta
- Inclusive Governance: A Necessary Condition to Inclusive Growth authored by Rupam Mandal and Anindya Bhattacharyya.

in the workshop 'Inclusive Growth: India in Global Perspective,' jointly organized by the School and the Vivekananda College, Kolkata.



2.3.6. Documentation of Cases

- The documentation of seven cases was done for curriculum on 'NTPF based Livelihoods.' The case writing workshop was conducted in Bhubaneswar.
- Case writing for development of module on 'Rural Tourism based Livelihoods' is in progress. Professors from IIFM and IRMA have reviewed these cases. They also facilitated the case-writing workshops.

2.3.7. Assignments

- An organizational review of 'Understand the issues of livelihoods especially dairying in the hilly region of Uttarakhand' with reference to livelihood interventions made by the Appropriate Technology India (ATI), an Uttarakhand based NGO. This was conducted for SDTT.
- An assignment 'to identify the alternate livelihood opportunities for thousands of households engaged in stitching leather' in the football manufacturing cluster of Jalandhar was conducted.
- A review on 'knowledge building in enterprise promotion for sustainable livelihoods' was undertaken for CRS to help their partner Prajwla Enterprises, Hyderabad to develop a sustainability plan.
- A case study was done on the leather cluster in Madhyamgram, which is getting support from Kolkata Urban Services for the Poor (KUSP) project.
- A study was conducted on the coriander intervention at Agar.
- The School undertook a sub-sector study on 'Guar' (Cluster Bean) in Gujarat.

2.3.8. Curriculum Development

During the year 2008-09, the School initiated new modules. Case studies are being conducted in different parts of the country to be incorporated into these modules. These modules are:

- Micro-financing Livelihoods and Family Well-being
- Livestock for Livelihood Promotion
- NTPF Based Livelihood Promotion
- Rural Tourism Based Livelihood Promotion
- Marketing for Livelihood Promotion
- Customized module for Madhyam Foundation (sub-sector analysis, livelihood project preparation and management and business plan development)



- An integrated module on 'Fundamentals of Livelihood Promotion, suiting to the context of Northeast' was developed and offered in Sikkim.

2.3.9. Joint Research Studies

The School is proposing to undertake a research on 'Livelihood Opportunities and Challenges of Forest Dwellers in Upland Areas of North Eastern States' in collaboration with Centre for Economic and Social Sciences (CESS), Indian Institute of Bank Management (IIBM) and Guwahati University. The School plans to build this research into an understanding of livelihood challenges faced by the people living in hilly terrains.

2.3.10. Action Research

The School faculty members offered initial process documentation for the project implementers to reflect upon by visiting the field of action of various livelihood intervention action research projects. This was done for 33 action research sub-projects across the country supported under the Livelihood Triad Fund (LTF) of BASIX.

2.3.11. Papers Published

Several papers have been published and presented in workshops, by the faculty members of the School this year.

Author	Title	Publication
Braja Mishra	The Contract Farming of Potato	International Journal of Enterprise Development and Microfinance
Nabarun Sengupta and Atanu Thakur	Scaling SRI: Integrated triad services holds the key to success	3 rd National Symposium on SRI India 2008 at Tamil Nadu Agricultural University
Braja S Mishra and Sourindra Bhattacharya	The People: Their Livelihoods and Critical Challenges in State of India's Livelihoods: 4P Report	The Livelihood School and ACCESS Development Services
Sankar Datta and Preeti Sahay	Possibilities: Livelihood Opportunities and Potential in State of India's Livelihoods: 4P Report	The Livelihood School and ACCESS Development Services
Sankar Datta	Human Resource Implication of micro-Finance	Asian Micro Finance Forum – Hanoi (Vietnam) August 2008



2.4. Knowledge Dissemination

As part of Knowledge dissemination the School conducted various trainings to diversified stakeholders.

2.4.1. Customized Trainings for National level Institutions

- In 2008-09, 18 Livelihood Education Programmes were organized. Of these, 10 open programmes were organized at Hosur (2), Kolkata (2), Hyderabad, Dahod, Konark, Madurai, Chennai and Gangtok.
- A two-day ToT on 'Micro-financing Livelihoods' was conducted for the partner organizations of PSI Dehradun.
- Seven customized programmes were organized for client institutions and had a total of 184 participants

<i>Institution</i>	<i>Place</i>
International Livestock Research Institute (ILRI)	Guwahati
Deshpande Foundation	Hubli (Karnataka)
NABARD officers in collaboration with BASIX Academy	Hyderabad
Agriculture Finance Corporation (AFC)	Hyderabad
Indian Grameen Services (BASIX) and Oxfam	Talegaon (Maharashtra)
Orissa Forest Department officials	Bhubaneswar
CCF partners	Dahod (Gujarat)

2.4.2. Trainings of PRIs

The School conducted a livelihood orientation programme for representatives of PRIs in Chhattisgarh in collaboration with the State Institute of Rural Development.

- Orientation programme for 54 zilla panchayat members in the districts of Kanker and Dhamtari and a four-day programme for over 6,500 Sarpanches and Secretaries was organized.

The School plans to support some selected panchayats in the practical use of the learning. It is formulating the project for government's approval and implementation.

2.4.3. Livelihood orientation program to the PRIs

Ajeevika is the main livelihood promotion project in Uttarakhand. In near future, the School team would train the staff of Ajeevika to deliver the livelihood orientation programme to the PRIs. For this 6 ToTs, will be conducted supported by refresher training and monitoring of the delivery process.

A demonstration programme has already been organized in Tehri district for representatives and staff of PRIs Organized. This project would help the School to understand how to broaden its r

2.4.4. Orientation Program for Partner NGOs of CRS

A two-day livelihood orientation programme was organized at Ajmer for partner NGOs of CRS in Rajasthan. . After this, each of the partner NGOs was visited by a School faculty member for two days.





2.4.5. Orientation for Sa-Dhan Partners

A livelihood training-cum-field visit to the Sa-Dhan partners from different partner agencies was conducted. It was appreciated well and the School has already received another request for a similar programme which may graduate to a regular annual or six-monthly joint programme.

2.5. Focus on New Clients and Poorer Area

In the first three years of School pilot operations, the School had focused on developing the capacities of functionaries working with various development organizations, NGOs, and donor agencies, which were getting engaged in livelihood promotion. However, School as a part of its work identified several other functionaries whose work affected the livelihoods of a large number, but who did not have access to high quality training. These included

- The representatives of *Panchayati Raj Institutions* (PRIs) and local level functionaries.
- The functionaries managing producer organizations at the village or cluster levels

This year the School also focused its attention to some of the poorer areas on the country: Bihar, Chhattisgarh and Uttarakhand.



Current status of Programmes of Livelihood Promotion as on 31 March' 2009

School Regional Centers	Programmes & Participants					Partners for Customized programmes	Venus
	General Program	Number of Participants	Customized Programmes	Number of Participants	Total Participants		
WIRC Indore	10	200	13	426	626	DPIP-Rajasthan, Ajeevika-Uttaranchal, MPRLP,CGDPRP,CTDP (AFAD), UPSaC and CCF	Udaipur, Vansda, Dahod (7), Jaipur, Bhopal. Dehradoon, (2) Chinoni, Indore, Jabalpur, Raipur(5) Sayla and Beed
Livelihood Orientation Program			155	6,873	6,873	Chhatisgarh State Institute of Rural Development , People science Institute and Ajeevika	Sixteen District of Chhatisgarh, Dehradoon and Tihri district of Uttrakhand
EIRC Ranchi	18	264	7	167	431	DANIDA, PACS-Bihar, Development Alternatives,IGSSS, SABUJ SANGHA (GOAL) and Sutra Consulting	Ranchi (8), Bhubneshwar(2), Kolkata(4), Lucknow, Jhansi, Deoghar(2)Jamshedpur, Konark(3),Jatni Patna, Guwahati and Gantok
SIRC Bangalore	16	325	4	99	424	World Vision & Deshpande Foundation	Bangalore(4), Tirupathi (2), Kodaikanal(2), Madurai, Anantpur and Chennai(2) Hosur (2) Hyderabad(2), Madurai and Hubli
HO Hyderabad	0	0	19	590	590	Statragic Business Units of BASIX	Hyderabad (6),Khammam(2), Bhubneshwar (4), Jabalpur, Mahbubnagar, Anantpur, Nanded, Ranchi, Latur, Nizamabad
TOTAL	44	789	198	8,155	8,944		

Total Programs: 242 Total Participants: 8,944





2.6. Livelihood Learning Groups

The Livelihood School has initiated a process of organizing deliberations amongst Livelihood Learning Groups (LLGs), comprising experienced practitioners and academicians concerned with livelihood issues, around various themes critical for various livelihoods and livelihood promotion. These workshops provide a forum for exchange of knowledge and its distillation on specific issues of concern for livelihood practitioners and for knowledge dissemination across the country.

Issues such as Market-based Livelihood Interventions, Micro-Finance and Role of Credit plus Services for Promotion of Livelihoods, Livelihood Challenges in the North East states of India, and Effectiveness of Livelihood Intervention have already been dwelled upon. The School along with Indian Grameen Services has conducted nine such LLGs so far. This forum has helped to generate knowledge and also refined and sharpened concepts related to livelihoods.





3. High Points At A Glance (as on March 31, 2009)

1	Established as an SBU of IGS	18 April 2004
	Registered as a Society	18 April 2007
2	Offices: Regional Centers	3
	Offices: Deanship	2
3	Faculty Members	98
	Internal Faculty Members	16
	Extended Faculty Members	82
4	Knowledge Building	
	Cases Developed	67
	Published Papers in Journals/ Books	8
	Papers/ Cases/ Monographs Published by School	18
	Livelihood Learning Groups Consultation	10 c
	Total number of Practitioners attended LLG	350
	SDC-LTF Action Research Accompaniment	33
5	Faculty Development Programs	
	Training of Trainers Program (FDP)	20
	Case writing workshops	9
	Case teaching Workshop/Write shop	6
	Research Methodology for non researchers	2
6	Knowledge Dissemination –PLP	
	Total Number of Programs	245
	Held in Number of Towns	48
	Total Number of Participants	8,994
7	Annual Income FY 2008-09	R. 22.6 mn
	Fees, Service Charges	32%
	Grant Support	68%



4. Governance

The Livelihood School is governed by a Board, which is elected by a General Body, known as the Council of Academics and Practitioners (CAP). The CAP meets at least once a year. The nine-member Board is a mix of academics and practitioners from the development sector. Board members participate in quarterly Board meetings and contribute to the strategic direction and policy making of the School. There are two Standing Committees of the Board – one on Academic Affairs and the other on Practitioner Engagement. Both of them deliberate on their respective focus areas in detail for one half of a day, while the full Board meets for the other half of the day to review overall institutional performance and attend to statutory matters.



**Mr. Vijay Mahajan
(Chairman)**
Chairman, BASIX group



**Mr. Deep Joshi
(Director)**
Co-founder, PRADAN



**Dr. Somnath Ghosh
(Director)**
Director - KBS Bank



**Mr. Sanjiv Phansalkar
(Director)**
Team Leader, Sir Dorabji
Tata Trust, Mumbai



**Dr. Sudarshan Iyengar
(Director)**
Vice Chancellor, Gujarat
Vidyapeeth, Ahmedabad



**Dr. R. Balakrishnan
(Director):**
Executive Director
(retired) NABARD.



**Mr. Lalit Mathur
(Director)**
DG(retired), NIRD



**Dr. Vidya Rao
(Director)**
Professor (Social Work),
TISS, Mumbai



**Mr. N. V. Ramana
(Director)**
Director, BASIX Group

5. Core Faculty



Sankar Datta B.Sc (Ag. & A.H.), PGDRM, Ph.D (**Dean**)

Datta has over 25 years of experience in development sector. He worked with the Indian Institute of Management, Ahmedabad (IIM-A), before joining Institute of Rural Management, Anand (IRMA) as a member faculty in 1989-1996. He was one of the founding members of PRADAN and BASIX. He also headed the operations in BASIX in its initial years.



Suresh C. Sharma, B.V.Sc. & A.H., PGDRM (**Associate Dean**)

Sharma has about 23 years of experience in the development sector. He has worked with Haryana Dairy, Indo-Gulf Fertilizers, Bharat Gyan Vigyan Samiti (BGVS), Save the Children (UK) and ARAVALI. He is also coordinating knowledge dissemination activities of the School.



Nabarun Sengupta, MSW (TISS) (**Faculty Coordinator**)

Sengupta has over 15 years of experience in development sector. He worked as a faculty at Entrepreneurship Development Institute of India, Ahmedabad, where he managed the Post Graduate Programme in NGO Management. He coordinates Knowledge Building activities of the School.



Akhilesh Parey, M.Tech, CC in DM (UK) (**Faculty Coordinator**)

Parey has 13 years of experience in Livelihood Promotion and Rural Development. He has worked with DFID, UK Project. He is leading the team at Western India Regional Centre (WIRC) of the School in Indore.



S. Srinivas, MSW, Ph.D. (**Faculty Coordinator**)

Srinivas has over 12 years of experience in Livelihood Promotion and has dealt in Micro-finance, Natural Resource Management and Skill Building of youth through his engagement with the government and APMAS. He has expertise in the area of capacity building and research. He is presently leading the team at Southern India Regional Centre (SIRC) of the School in Bangalore. He also coordinates curriculum development activities in the School.



Dhruv J. Sengupta, PGDRM (XIIS), M.Phil. (IIFM) (**Faculty Coordinator**)

Dhruv Sengupta has over 16 years of experience in NRM and Micro-finance. He is currently engaged in strengthening livelihood interventions of various people organisations in Bihar. He also coordinates faculty development activities in the School.



Braja S. Mishra, MSW, PGDHRM, Ph.D. (**Faculty Coordinator**)

Braja Mishra has over 14 years of experience in development sector (both as a practitioner and as a teacher). He is presently leading the team at Eastern India Regional Centre (EIRC) of the School and is based in Kolkata.



Srinu Babu M, M.Sc (Social Anthropology) (Senior Faculty Associate)

Srinu Babu has experience of over 10 years in Panchayati Raj Institutions, PRA, training and capacity building for livelihood improvements. Presently, he is part of WIRC team.



B.B. Panda, MBA (Senior Faculty Associate)

Panda has over 10 years of experience in Natural Resource Management, Livelihood and Rural Self Governance. Presently, he is part of the EIRC team and is based in Kolkata.



S Nirmala, MSW (Senior Faculty Associate)

Nirmala has over 11 years of experience in community based Micro-finance and livelihood. She has expertise in Community Organization, SHG federation, proposal writing, and training etcetera. Presently, she is part SIRC team and is based in Bangalore.



B.N. Dhananjaya, M.Sc. (Ag. Economics) (Senior Faculty Associate)

Dhananjaya has over 11 years of experience in water supply, training, and watershed development. He has worked in research, project implementation and training. Presently, he is part of the SIRC team and is based in Bangalore.



Radha Thakur, MBA (Faculty Associate)

Radha is an MBA in Rural Management from XIDAS, Jabalpur. She has over 4 years of experience in the development sector. She is presently working as a part of WIRC team and is based in Indore.



Rajendra S. Gautam, M.Phil, Ph.D (Faculty Associate)

Rajendra Gautam has over four years of experience in development sector. He is presently working as a part of WIRC team and is based in Indore.



Poonam Bhide, Masters in Curriculum and Instructions (USA) (Faculty)

Poonam Bhide has vast experience in supporting various instructional technologies including a learning management system and synchronous classroom environments. She is involved in designing and implementation of ToTs and technology based learning environments with the SIRC team and is based in Hyderabad.



Rupam Mandal M.Sc. Zoology (specialisation in Fisheries Science) (Senior Faculty Associate)

Rupam Mandal has over 14 years of experience with different Government and Non-Government Organisations. He is presently attached with EIRC team based in Kolkata.



Mahua Roy Choudhury, B.Sc, PGDRD (XISS, Ranchi) (Senior Faculty Associate)

Mahua Choudhury has over 10 years of experience in development sector. She is presently attached with EIRC team and is based in Patna

6. Partnerships

Funding Partners

SIR DORBJI TATA TRUST

ff The Ford Foundation



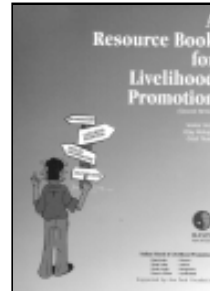
APMAS



MP-DPIP



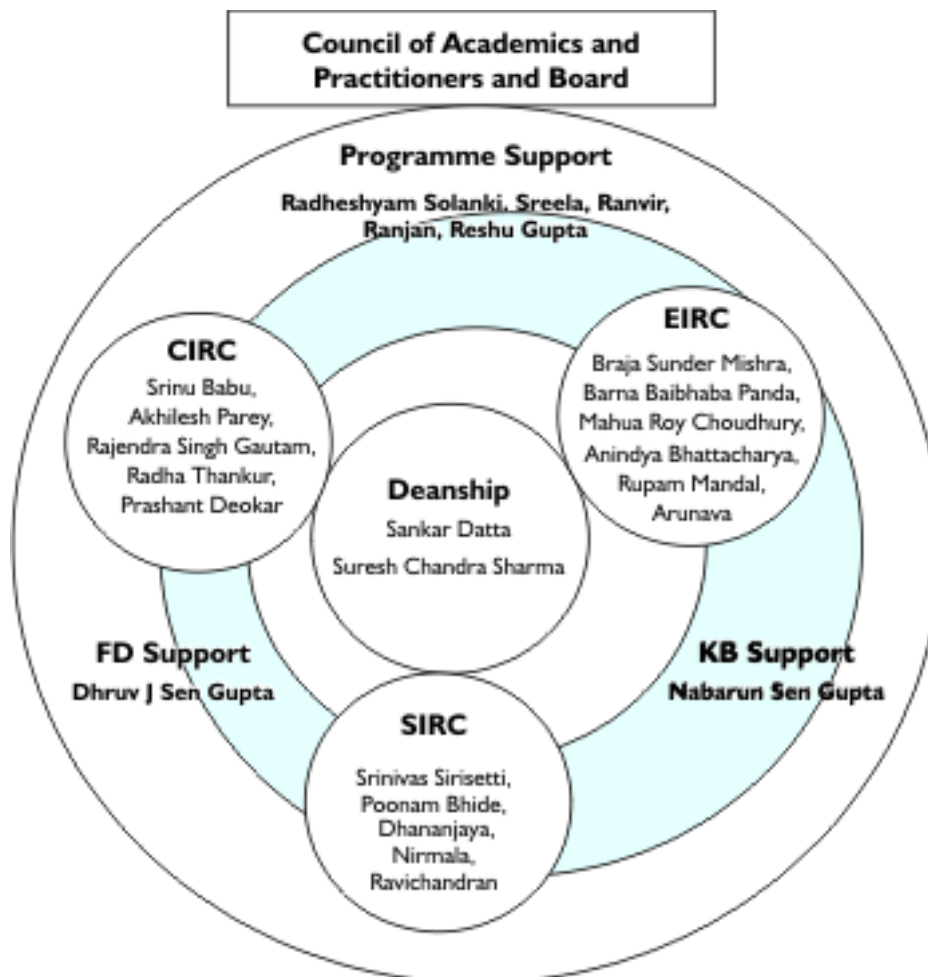
7. Publications and ICT material



Sl.No	Title of the Publication	Author	Price (Rs)
1	The Master Weaver with a Difference	Nikhil Mathur	25/-
2	An Experience of BAIF – RRIDMA	Deepak Sharma	25/-
3	From Leaf to Livelihood	Deepak Sharma	25/-
4	Crafting the Livelihoods	Suresh C. Sharma	25/-
5	Community Participation in Livelihoods Promotion	Sunil Choudhary	25/-
6	Harnessing the Shakthi The Women Power	Annapurna	25/-
7	Chilika Bachao Andolan	Mihir Sahana	25/-
8	TRIAD - An Effective Livelihood Promotion Strategy	Deepak Mathur et.al	25/-
9	Effectiveness of Different Livelihood Interventions	The Livelihood School	25/-
10	Cluster Development Project of Chanderi	Suresh C. Sharma	25/-
11	Case Studies on Dairy Interventions	Mihir Sahana et.al	100/-
12	Case Studies on Micro Finance Intervention	Sachin Mardikar, et.al	100/-
13	Market-led Livelihood Intervention: Empowerment & Economic Tasks	The Livelihood School	100/-
14	Cases on Watershed Interventions	Radhika Desai, et.al	100/-
15	State of India's Livelihoods: The 4 P Report	Sankar Datta and Vipin Sharma	690/-
16	A Resource Book for Livelihood Promotion	Sankar Datta, Vijay Mahajan and Gitali Thakur	600/-
17	Agriculture based Livelihood Promotion (Experiences from Eastern India)	The Livelihood School	100/-
18	Experiences of Livelihood Promotion Learning from the field: Cases of MYRADA in Action	The Livelihood School and MYRADA	100/-

For more details, please contact K. Sreela, (M) 9347272681 E.mail: sreela@thelivelihoodschool.org

8. Organogram



All functions of the School are implemented through the Regional Centres, SIRC, EIRC, CIRC with support of Faculty Development committees, Knowledge Building Committee and Program Support



9. Audit Report



V. NAGARAJAN & CO.,

Chartered Accountants

AUDITOR'S REPORT TO THE MEMBERS OF
THE LIVELIHOOD SCHOOL

(A Society registered under Andhra Pradesh Societies Registration Act, 2001)

We have audited the attached Balance Sheet of "THE LIVELIHOOD SCHOOL" as at March 31, 2009 and the Income and Expenditure account for the year ended on that date annexed thereto. These financial statements are the responsibility of the Society's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We have conducted our audit in accordance with auditing standards accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes, examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principals used and significant estimates made by management, as well evaluating the overall financial statement presentation. We believe that our audit provides reasonable basis for our opinion. On the basis of our audit we report that :

- a) We have obtained all the information and explanations, which to the best of our knowledge and belief, were necessary for the purposes of our audit;
- b) In our opinion, proper books of accounts as required by the law have been kept by the Society, so far as appears from our examination of the books maintained at the Head Office and all the Regional Centres of the Society;
- c) The Balance Sheet and the Income and Expenditure account dealt with by this report are in agreement with the books of accounts.
- d) In our opinion, the Income and Expenditure Account and the Balance Sheet comply with the accounting standards issued by the Institute of Chartered Accountants of India.
- e) In our opinion and the best of our information and according to the explanations given to us, the Balance Sheet and the Income and Expenditure Account read together with the notes on accounts attached thereto.
 - i. In the case of the Balance Sheet, of the state of affairs of the Society as at March 31, 2009 and
 - ii. In the case of Income Expenditure account, the excess of Income over Expenditure for the year ended on that date, except the following :
 - The grant based receipt and its associated expenses have been accounted directly in Balance Sheet under "Committed Funds Livelihood Education Program' as per new Accounting policy and accounting method adopted by the Society. The net impact on surplus comes out is Rs. 35.30 lacs. (Refer para : 2 notes on accounts)

for **V. NAGARAJAN & Co.,**
(Chartered Accountants)

Hyderabad
May 16, 2009

V. NAGARAJAN
Partner
M.N. 019959



THE LIVELIHOOD SCHOOL

BALANCE SHEET AS AT 31st MARCH		2009	2008
SOURCES OF FUNDS			
FUNDS & RESERVES			
COMMITTED FUNDS	1	8,039,807	4,800,000
Livelihood Education Programs			
UNCOMMITTED FUNDS			
General Reserve		456,709	603,179
Assets Acquisition Fund		489,408	-
TOTAL		8,985,924	5,403,179
APPLICATION OF FUNDS			
FIXED ASSETS (At cost)	2	489,408	
CURRENT ASSETS, LOANS AND ADVANCES			
Cash and Bank Balances	3	7,848,093	5,956,183
Interest Accrued on Term Deposits (with baks)		191,499	15,288
Advances and Other Recoverable	4	1,059,757	197,713
		9,099,350	6,169,184
LESS : CURRENT LIABILITES AND PROVISIONS	5	602,834	766,005
NET CURRENT ASSETS		8,496,516	5,403,179
TOTAL		8,985,924	5,403,179

Fund Based Receipt and Payment Accounts 12

Accounting Policies and Notes to Accounts 13

For **THE LIVELIHOOD SCHOOL**

As per our report of even date
for **V.NAGARAJAN & Co.,**
Chartered Accountants

Hyderabad
May 16, 2009

(V.NAGARAJAN)
Partner
M.N. 019959

Chairman

Dean

Audited Financial Statements for the year ended March. 31,2009



THE LIVELIHOOD SCHOOL

Rs.

**INCOME AND EXPENDITURE
ACCOUNT FOR THE YEAR ENDED**

INCOME :

Fees on Livelihood Education Programs / Courses		3,351,940	1,231,000
Consultancy Fees	6	3,349,977	943,396
Interest on Bank Deposits		15,098	25,322
Other Income	7	140,474	56,000
Earlier year provisions written back	8	98,621	- - -
TOTAL		6,956,110	2,255,718

EXPENDITURE :

Direct Programme / Course Expenditure		658,622	523,479
Professional and Consultancy		2,245,079	411,824
Salaries and other benefits	9	1,831,725	- - -
Travelling and Conveyance	10	1,250,237	483,696
Other Administrative Overheads	11	918,277	233,540
TOTAL		6,903,940	1,652,539

Surplus for the year		52,170	603,179
Balance brought forward - previous year		603,179	- - -
Transfer to Balance Sheet		655,349	603,179

Fund Based Receipt and Payment Accounts 12

Accounting Policies and Notes to Accounts 13

As per our report of even date
for **V.NAGARAJAN & Co.,**
Chartered Accountants

For THE LIVELIHOOD SCHOOL

Hyderabad
May 16, 2009

(V.NAGARAJAN)
Partner
M.N. 019959

Chairman

Dean

Audited Financial Statements for the year ended March. 31,2009



10. Reach us

Head Office: Hyderabad

The Livelihood School
Dean's Office, 3rd Floor, Surabhi Arcade,
Bank Street, Koti
Hyderabad – 500 001
Ph – 040 – 30512500/01
E.mail: info@thelivelihoodschool.org

Eastern India Regional Centre - Kolkata

The Livelihood School
BE-315 (Ground Floor)
Sector-1, Salt Lake City
Kolkata- 700 064
Ph -033 – 40040503
E.mail: eirc@thelivelihoodschool.org

Southern India Regional Center – Bangalore

The Livelihood School
219, 1st Floor, 4th “C” Cross,
III Block, H.R.B.R Layout,
Kalyan Nagar, Bangalore - 560 043.
Phone: 080-25437848
Email: sirc@thelivelihoodschool.org

Central India Regional Centre – Bhopal

The Livelihood School
D-1 Machna Colony, Near 6 No. Stop,
Shivaji Nagar, Bhopal- 462016
Ph.no.0755-4209040.
Email: circ@thelivelihoodschool.org