

# **E-rural Camp**

## **Empowering Women in the Rural Economy through Labour Codes**

**17-19 August, 2021**

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**Dr. Shashi Bala**



**V.V. Giri National Labour Institute**



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## Preface

In the rural economy, women play a vital role. They are farmers, wage earners, and business owners. Indigenous women play a vital role as keepers of traditional knowledge, which is essential for their communities' livelihoods, resiliency, and culture. Furthermore, indigenous women can contribute in a unique way to natural resource management.

Female labor force participation (FLFP) has remained lower than male LFP, women account for the majority of unpaid labour, and when women are employed in paid work, they are overrepresented in the informal sector and among the poor.

The report aims to uncover the underpinning status of women in agriculture. The goal of this study is to develop an understanding of rural society and economic relations, to discuss the issue of empowerment, to develop skills for enhancing leadership potential and to acquaint with Labour Codes 2020 and labour legislation about women workers. The present study is an attempt to promote and implement a fair and equitable approach toward gender dimensions. We are hopeful that the present research will be beneficial for all the stakeholders in their endeavor to reduce the existing gender inequalities in the agricultural sector. I congratulate Dr. Shashi Bala, Fellow, and her team for their endeavors in these directions.

**Amit Nirmal**

**Director General**

V.V. Giri National Labour Institute, Noida







## Acknowledgments

We would like to express my deepest gratitude to Dr. H. Srinivas, Former Director General and Shri Amit Nirmal, Director General, V.V. Giri National Labour Institute, Noida for providing the opportunity to initiate and complete this study. I also express my gratitude to VVGNI team for its support to conduct and complete this important study.

A special thanks to the entire project team Ms. Nimra Khan and Dr. Bhoomika Batra (Research Associate) and Ms. Manju Singh (Computer Operator) along with Dr. M M Rehman for their continuous and tireless efforts in shaping this report.

Finally, to my pillars of support, my family, who has always illuminated me, especially when I extend my work beyond office hours. Their co-operations are a precious treasure to me.

**Dr. Shashi Bala**  
**Fellow**





## Chapter 1: Introduction

The Present e-rural camp conducted under the Centre for Agrarian Relations, Rural and Behavioural Studies to enhance the skills of the participants and provide awareness on labour codes.

### Methodology for Study Area

The study area was selected on the basis of their education background, employment details, and other societal parameters. All the information regarding the selection of parameters was taken from the study Decoding Agrarian Crisis: A Study of Production, Employment, and Emerging Challenges.

Based on the detailed survey conducted during 2021 in these villages the study area was selected for conducting e-rural camp. The local administration such as Sarpanch, Pradhan and the Local enumerator provided support in selecting a batch of participants. The selection of participants was limited to the district only. However, these participants represented diverse characteristics. Further online meetings with village Pradhan were held to ensure adequate support and participation from the administration before starting the camp. The Pradhan and his team was also present during the camp to ensure smooth delivery of the sessions.

### Objectives of the Study

- To develop an understanding of rural society and economic relations.
- To discuss the issue of empowerment.
- To develop skills for enhancing leadership potential.
- To acquaint with Labour Codes 2020 labour legislation about women workers.

### Limitations

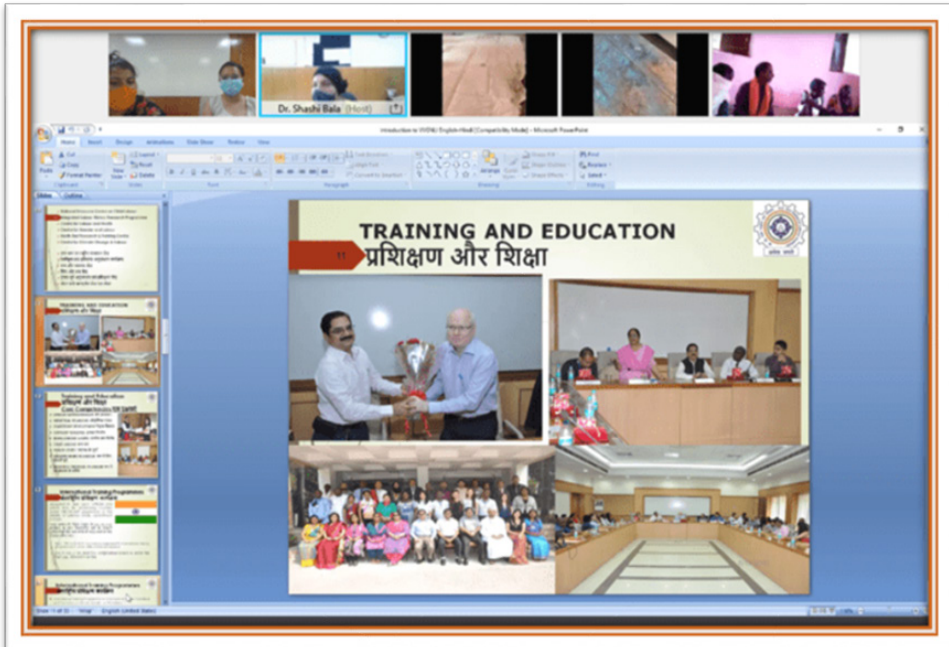
1. Difficulty in gathering participants.
2. Frequent Power cuts.
3. Difficulty in accessing high-speed internet.
4. Difficult to retain participants for longer durations.
5. Linguistics difficulties between the participants and facilitators. This was taken care by Local Anganwadi and Asha workers.

### Preparation for the camp

This e-rural camp was conducted in Dhaurhara village wherein, we were able to capture existing special problems of the participants. With the help of case studies and personal interviews, many different problems and grievances were observed, which were further analyzed in this report. The participants and the local authorities were selected and informed in advance regarding the details pertaining to the camps. The total number of participants were 63.

## Conducting the camp

This camp was conducted in the vacant Gram Panchayat Bhavan which had several of vacant rooms and fans running from a solar power. This place was located in the centre of the village so that participants could easily access it. Since the camp was e-rural, the local enumerator facilitated the participants with internet facilities and used a laptop and speakers for connecting the institute and the participants. While keeping in mind the protocols of Covid-19, all the precautions related to covid-19 protocols were followed to the extent possible.

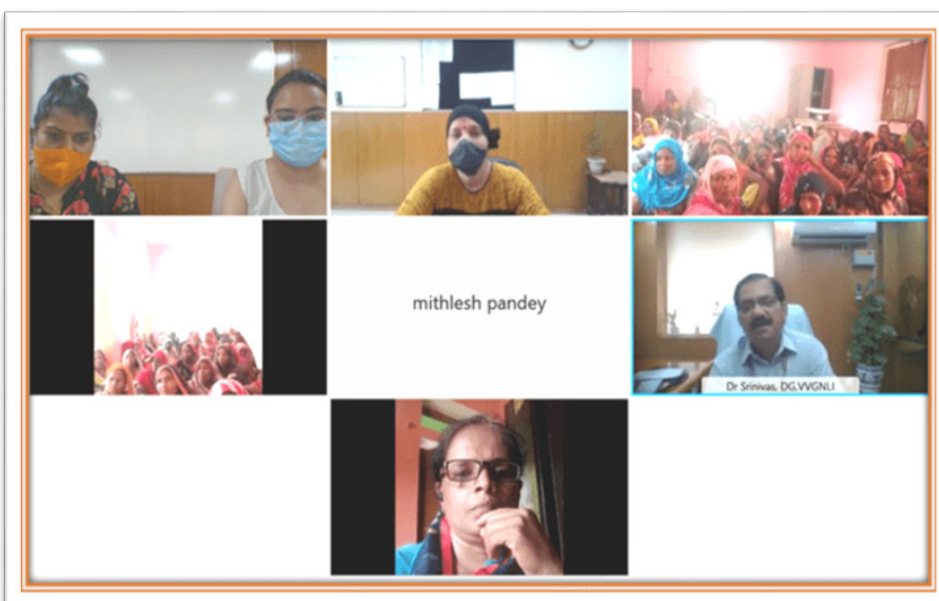


**The first day** of the camp was initiated by the Project Director Dr. Shashi Bala who started with an introduction to the Institute. Later the camp was inaugurated by the Director-General of the Institute, Dr. H. Srinivas. During his address, he explained the significance of the unity between men and women by a metaphor just like a cart cannot run without the support of its two wheels simultaneously. Human race will perish without the unity between women and men. He explained the importance of the camp to the participants. He further added that if we would know ourselves rather than knowing anyone else, we would be benefitted. He even described the importance of knowing one's wage. During the conclusion he requested that one should spread the knowledge learnt during the training and contribute towards the overall development of the society.





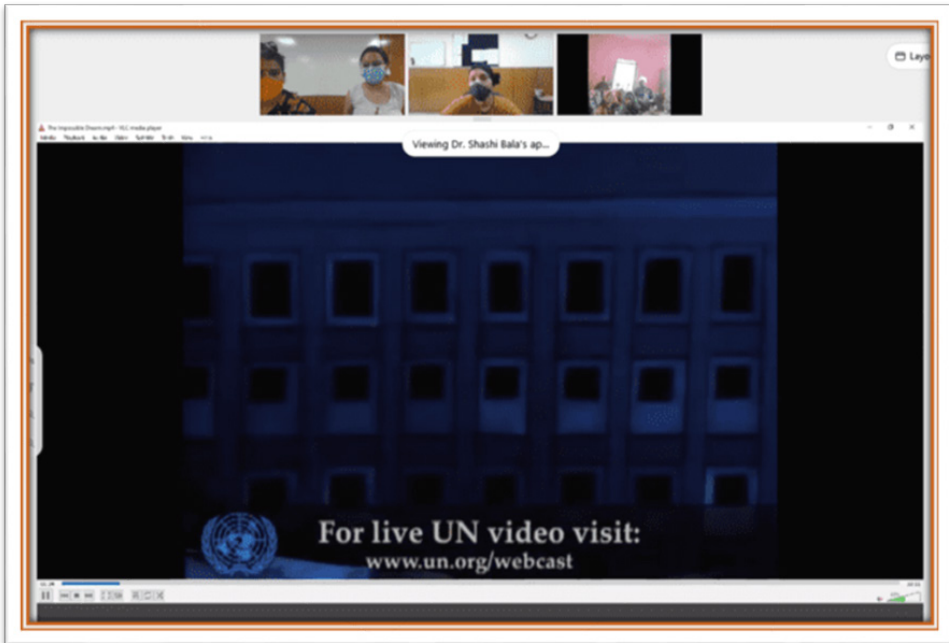
After the address of Director General, the Pradhan of the village Shrimati Geeta Yadav addressed the participants and requested them to patiently learn and apply the learnt knowledge of the camp into their lives. She also assured full support and co-operation towards the camp.



The camp then started its first session by Dr. Shashi Bala which aimed at knowing and understanding oneself. The session included the participatory approach using SWOT analysis and activities which made the participants think about themselves.

1-2 pm was kept as a break for the participants.

The camp resumed at 2 with a new session on understanding gender. The session was taken by the Project Director, Dr. Shashi Bala, used interactive videos to make the session more engaging and asked questions regarding it from the participants.



Day one concluded with the identification of problems and challenges faced by the participants.

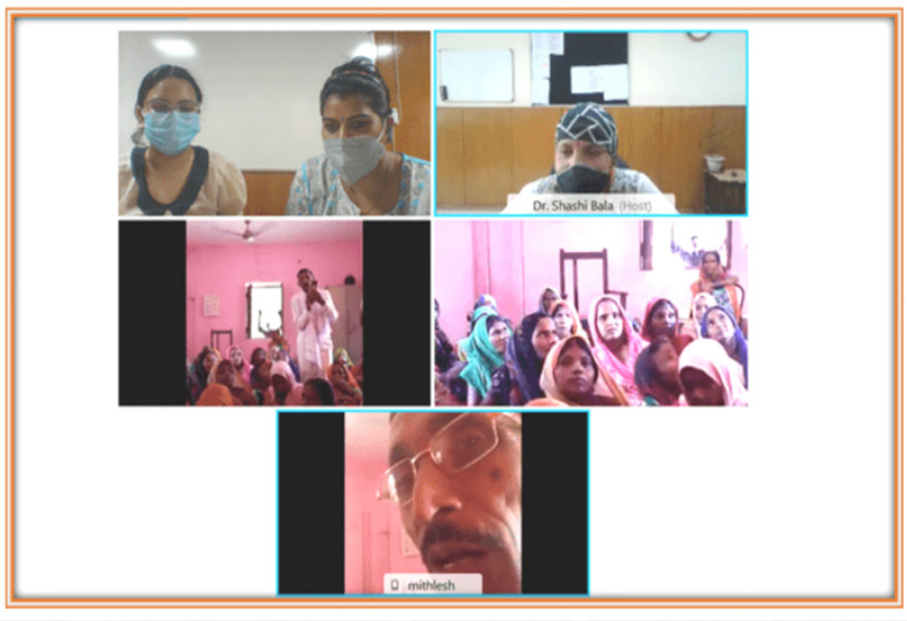
The Local Enumerator recorded the basic details of the participants.

**On the second day**, the camp resumed with Dr. Shashi Bala's session on overview of the labour codes, and their significance. The second session was taken by Professor Sunil Bakshi regarding the wage code, 2019. His session included coverage and application of Wage Code, its definition, effects of wage code on salary, the difference between employee and workers, how wage code prohibits discrimination on grounds of gender.



1-2 pm was kept as a break for the participants.

Dr. Shashi Bala's session was on developing the leadership skills of the participants. It was a participatory session and each participant was asked to define the qualities of a sound leader. The responses of the participants of a sound leader as a person who keeps everyone together and the one who values every member of his team equally, irrespective of his/her community.



The final session was taken by Shri Khemraj who defined the Code on Social Security 2020. He defined the importance of labour registration, Maternity Benefit Act, MET/ Supervisor's role in MGNREGA, Self Help Groups and concluded with the information related to Covid-19.



**The Third day** started with the session of Dr. Rashmi Maini explaining effective communication and interpersonal skills. She started her session with a story. She kept her session interactive by asking every participant their name, their

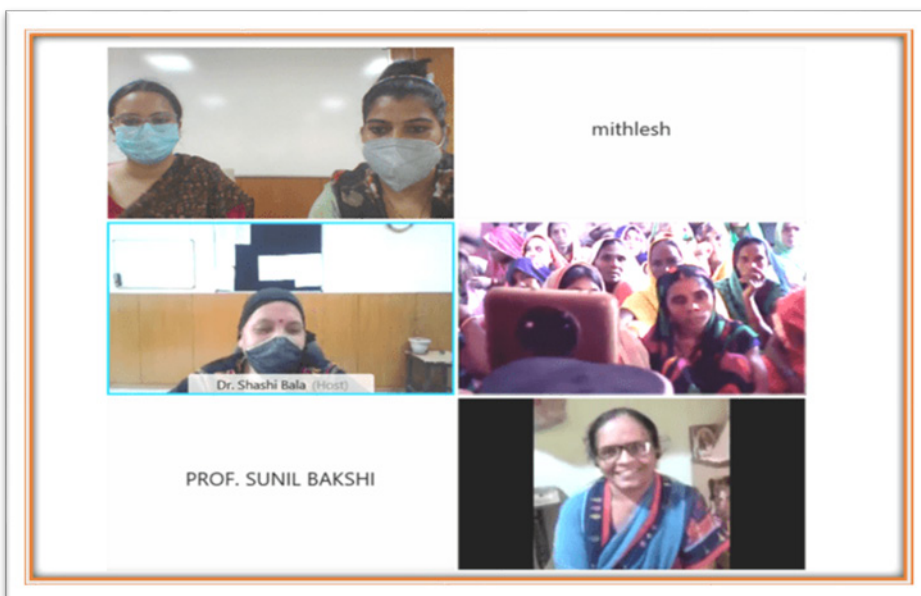


strength and asked them to relate themselves to one thing in nature. In her session, she focused on education, women's rights, household responsibilities, and empowerment of women. She emphasised on the importance of sharing good news and happiness with other. She concluded the session with some specific schemes of the Government.



1-2 pm was kept as a break for the participants

After the break, the final session was taken by Prof. Sunil Bakshi who provided information on Occupation, Safety, Health and Working Conditions Code 2020.





### Problems Identified from the Camp:

- After working a full day on someone else's farm and harvesting 10 kg of grains as part of the full day work, a worker receives only 1 kg of grains as their wages.
- Agricultural labourers are not treated properly by the landlord.
- Allotted house from Government scheme but have no toilet facility present in the house. It results in adults to children defecating open which in turn gives rise to diseases in the village.
- Not all the participants were allotted houses and they have to stay in temporary places. The temporary places are not safe and there is a leakage during rainy seasons.
- No public toilet facility is available in the village; the participants have to defecate in open.
- There is no Pakka/Concrete road for commuting in the village. This leads to difficulty in commuting to schools, workplaces, and markets.
- Requirement of generating employment in the village for better living standards as with current wage and employment opportunities, the participants were not even able to feed their families well.
- No work was available for MGNREGA workers during Covid-19.
- The wages received by MGNREGA workers was insufficient. Their earning was not enough.
- Every year, the village gets flooded and crops are destroyed by it.
- The health centres are available 3 km away from the village. As the roads are not properly constructed, no four-wheeler can take a patient to the hospital. Hence, an ambulance cannot reach the village during emergencies.





## Chapter 2: Profile of the participants of camps

In India's National Economy, rural women are crucial and productive employees. The underestimation of the importance of rural women in development is statistically biased. One of the cornerstones of the global gender equality movement is equal pay for equal effort. However, according to Labor Bureau data, there has been minimal development in India in terms of salary equity for men and women doing equal labour. Another fact is that while pay discrepancies have always existed in rural areas of the country, they have widened in particular categories of activity.

### Gender Profile

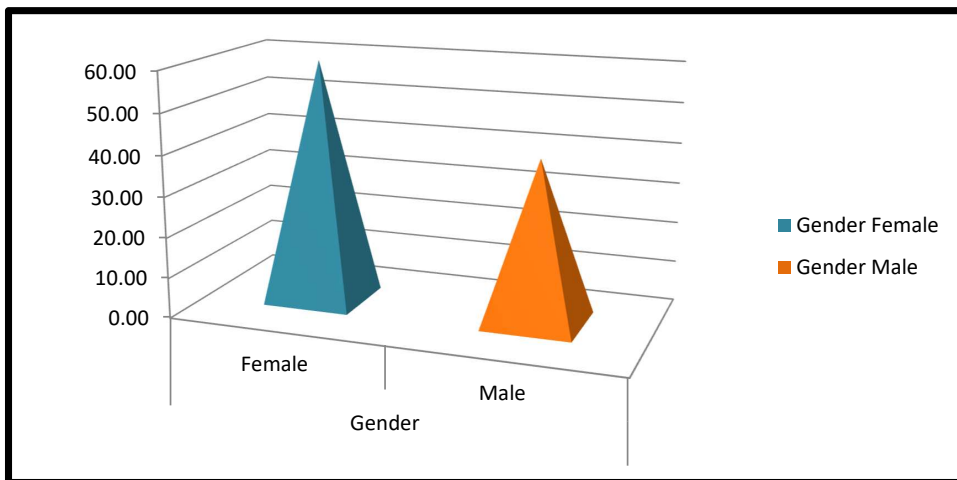
Table 2.1 shows the gender (sample) distribution of the present study. It was found that 60% were females and 40% were males.

**Table 2.1: Gender of the Participants**

Gender		Total
Female	Male	
60.00	40.00	100.00

Source-Field Survey

**Figure 2.1: Gender of the Participants**



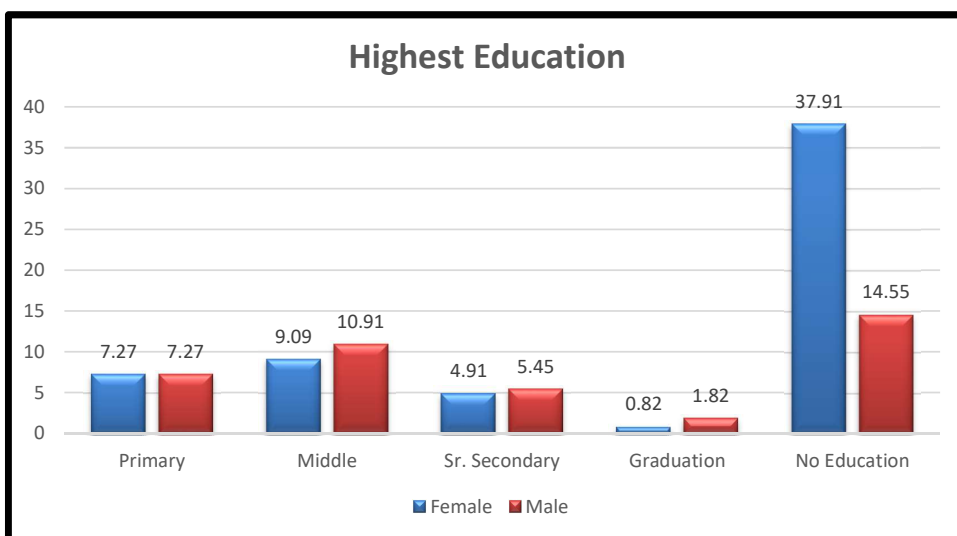
### Highest Education level

Table 2.2 shows the highest education of the participants of the present study. It was found that 7.27% women and 7.27% men studied till primary class while 9.09% women and 10.91% men studied up to middle classes, 4.91% women and 5.45% men studied Sr. Secondary school while only 0.82% women and 1.82% men graduated and 37.91% women and 14.55% men were not literate.

**Table 2.2: Highest Education level of the Participants**

Highest Education		Gender		Total
		Female	Male	
Highest Education	Primary	7.27	7.27	14.55
	Middle	9.09	10.91	20
	Sr. Secondary	4.91	5.45	16.36
	Graduation	0.82	1.82	3.64
	No Education	37.91	14.55	45.45
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 2.2: Highest Education of the Participants**

### Involvement of the Participants in Child Care

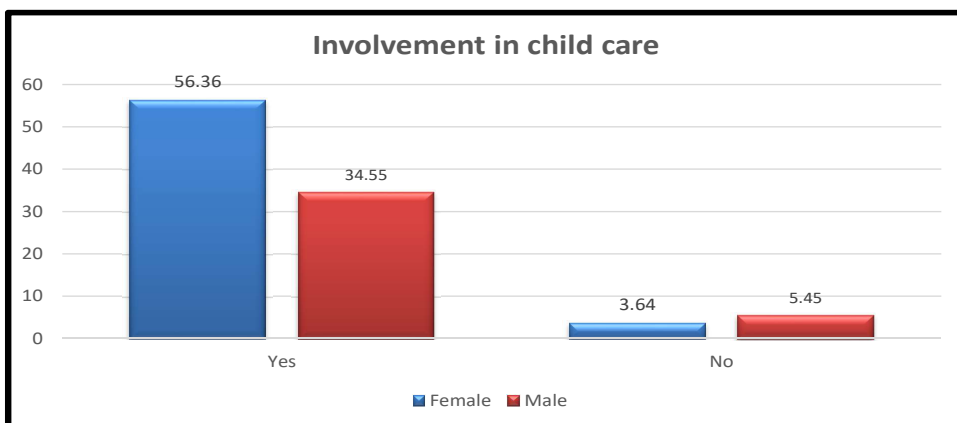
Table 2.3 shows the involvement of participants in the child care, and it was found that 56.36% women and 34.55% men were involved into child care compared to male members.

**Table 2.3: Involvement of the Participants in Child Care**

Involvement in child care		Gender		Total
		Female	Male	
Involvement in child care	Yes	56.36	34.55	90.91
	No	3.64	5.45	9.09
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 2.3: Involvement of the Participants in Child Care**



### Awareness of Development Programme

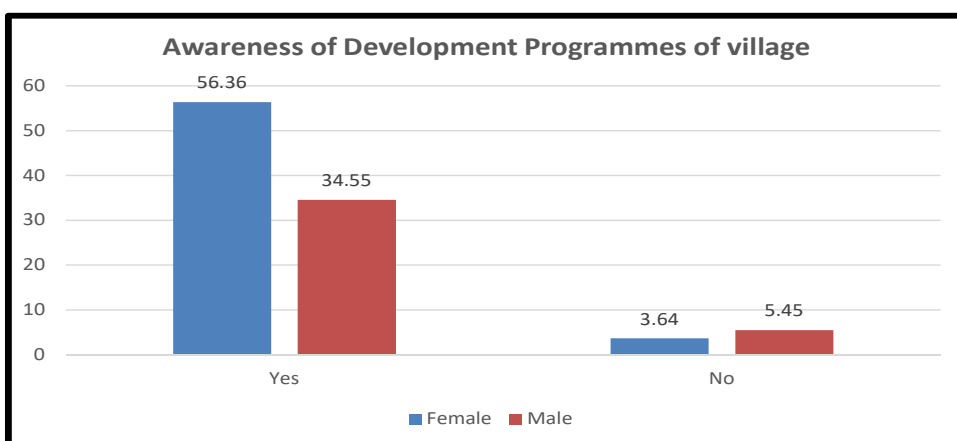
Table 2.4 depicts the awareness about development programmes of village and it was found that 56.36% women and 34.55% men were aware about the programmes compared to women's. The programs like MGNREGA, GRAM PRADHAN KE MADHYAM, and KAUSHAL VIKAS KENDRA.

**Table 2.4: Awareness of Development Programmes of village**

Awareness of development programs of your village		Gender		Total
		Female	Male	
	Yes	56.36	34.55	90.91
	No	3.64	5.45	9.09
	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Types of Program	Gram pradhan ke madhyam	1.82	3.64	5.45
	Kaushal Vikas Kendra	1.82	0.00	1.82
	MGNREGA	52.72	30.91	83.64
	<b>TOTAL</b>	<b>56.36</b>	<b>34.55</b>	<b>90.91</b>

Source-Field Survey

**Figure 2.4: Awareness of Development Programmes of village**





## Land holdings of Participants

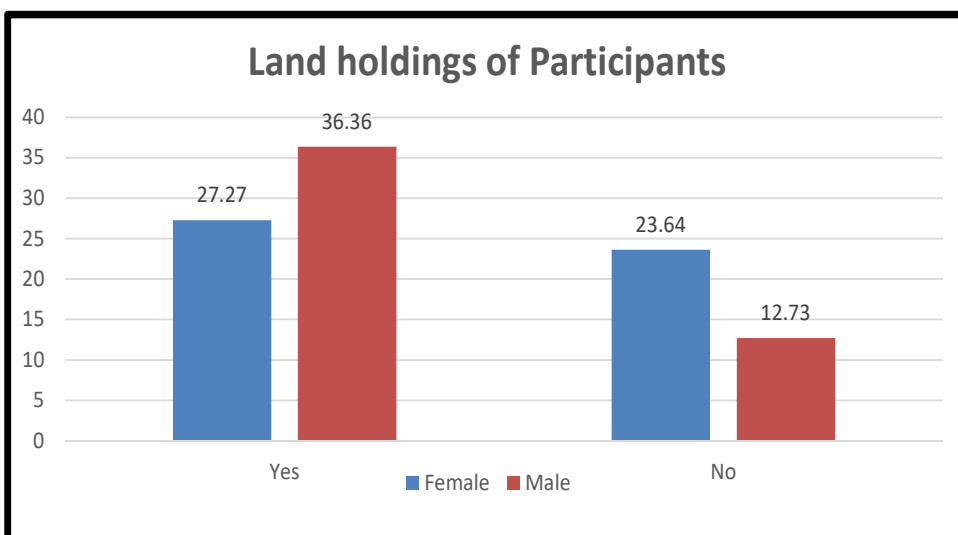
Table 2.5 shows the land holdings of participants, and found that 27.27% women and 36.36% men have owned land holdings sized starting from 0-2 bigha to 4-6 bigha.

**Table 2.5: Land holdings of Participants**

		Gender		Total
		Female	Male	
land holdings owed	Yes	27.27	36.36	63.63
	No	23.64	12.73	36.36
TOTAL		50.91	49.09	100.00
Sizes of Land	0-2	16.36	14.54	30.91
	2-4	9.09	18.18	27.27
	4-6	1.82	3.64	5.46
TOTAL		27.27	36.36	63.63

Source-Field Survey

**Figure 2.5: Land holdings of Participants**



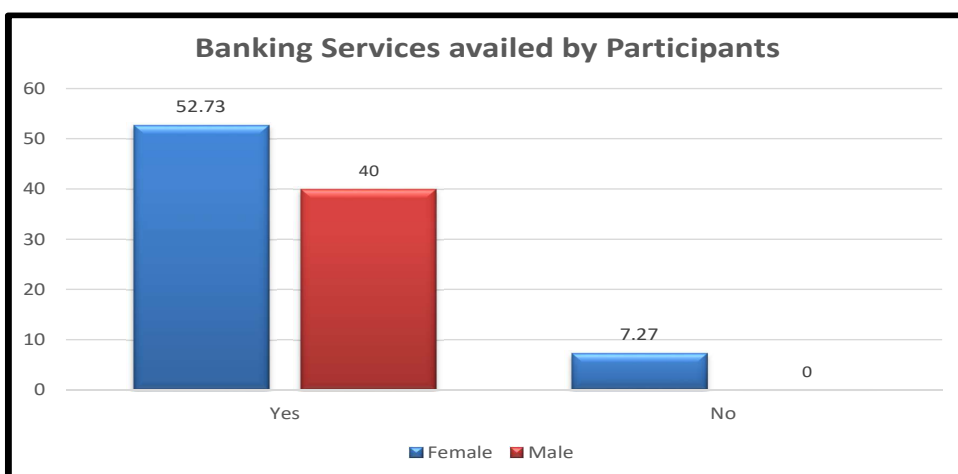
## Banking Services availed

Table 2.6 shows the banking services availed by participants, and it was found that 52.73% of women and 40.00% of men have availed the banking service like savings account.

**Table 2.6: Banking Services availed by Participants**

		Gender		Total
Availing Banking services		Female	Male	
	Yes	52.73	40.00	92.73
	No	7.27	0.00	7.27
<b>TOTAL</b>		<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Type of Banking Services availed	Fixed Deposits	0.00	3.64	3.64
	Savings Account	52.73	36.36	89.09
	<b>TOTAL</b>	<b>52.73</b>	<b>40.00</b>	<b>92.73</b>

Source-Field Survey

**Figure 2.6: Banking Services availed by Participants**


## Employment Status of Participants

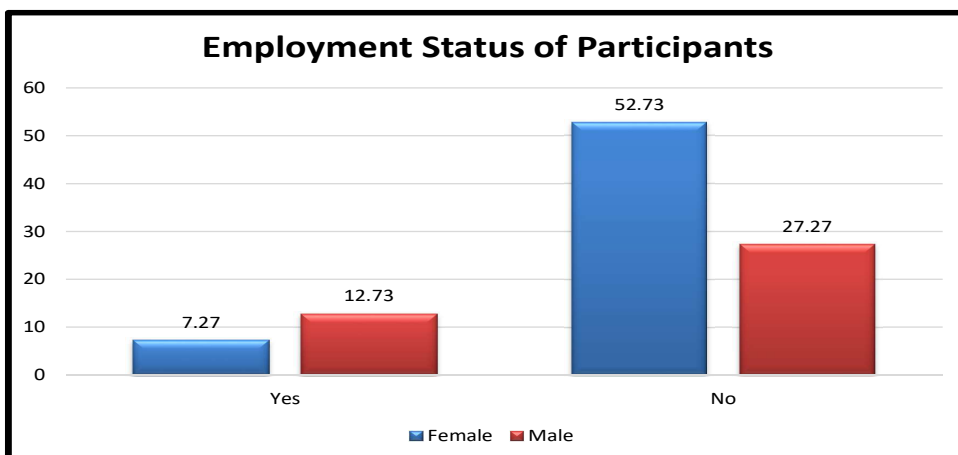
Table 2.7 shows the employment status of participants where 7.27% women and 12.73% men were employed ; 6% women and 10.43% men in agriculture, and 1.27% women and 2.30% men in allied activities of agriculture.

**Table 2.7: Employment Status of Participants**

		Gender		Total
Employment status		Female	Male	
	Yes	7.27	12.73	20.00
	No	52.73	27.27	80.00
<b>TOTAL</b>		<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Nature of work	Agriculture	6.00	10.43	17.70
	Allied Activities of Agriculture	1.27	2.30	2.30
	<b>TOTAL</b>	<b>7.27</b>	<b>12.73</b>	<b>20.00</b>

Source-Field Survey

Figure 2.7: Employment Status of Participants



### Document owned by Participants

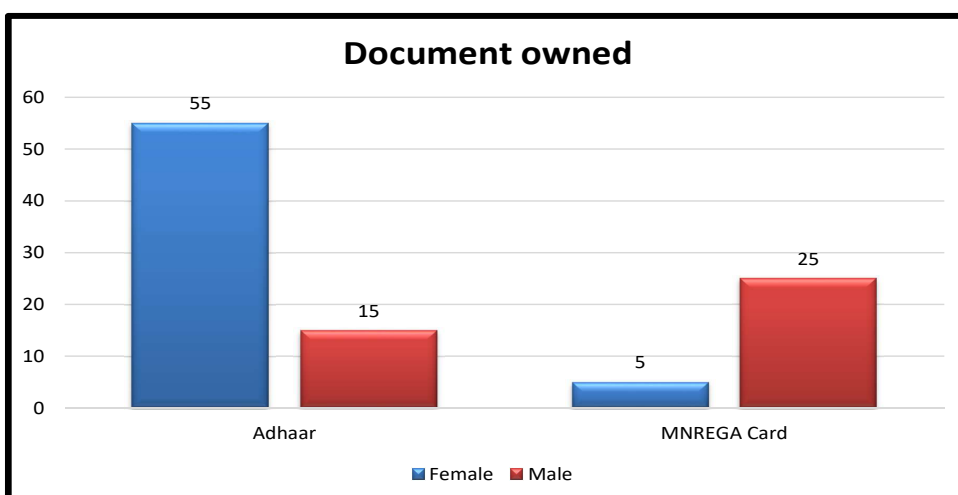
Table 2.8 shows the document owned by the sample participants. It was found that 55% of women and 15% men owned AADHAR card and 5% women and 25% men owned MGNREGA card.

Table 2.8: Document owned by Participants

		Gender		Total
		Female	Male	
Document owned	Adhaar Card	55.00	15.00	70.00
	MGNREGA Card	5.00	25.00	30.00
TOTAL		60.0	40.0	100.0

Source-Field Survey

Figure 2.8: Document owned by Participants



## Participant's children attending school

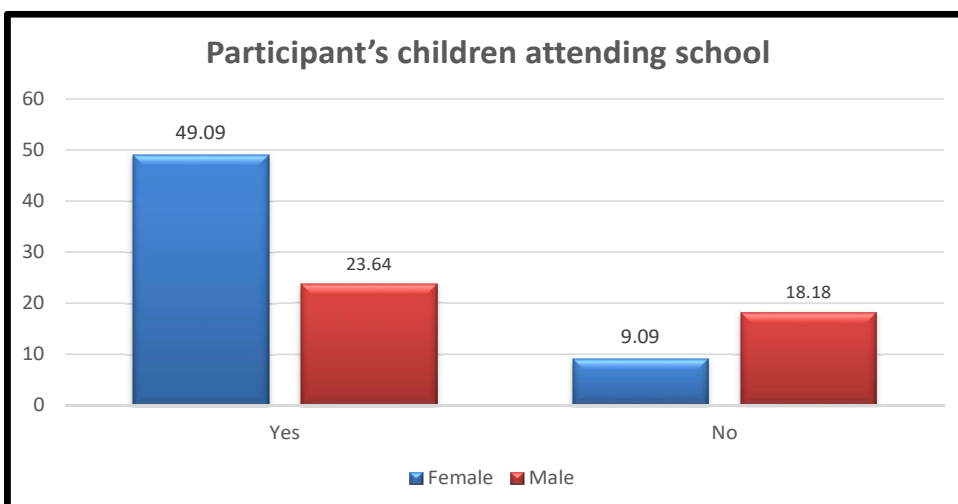
Table 2.9 shows the respondents' children attending the school and it was found that children of 49.09% women and 23.64% men respondents were attending the school.

**Table 2.9: Participant's children attending school**

		Gender		Total
		Female	Male	
All children attending School or any other educational institutions	Yes	49.09	23.64	72.73
	No	9.09	18.18	27.27
TOTAL		58.18	41.82	100.00

Source-Field Survey

**Figure 2.9: Participant's children attending school**



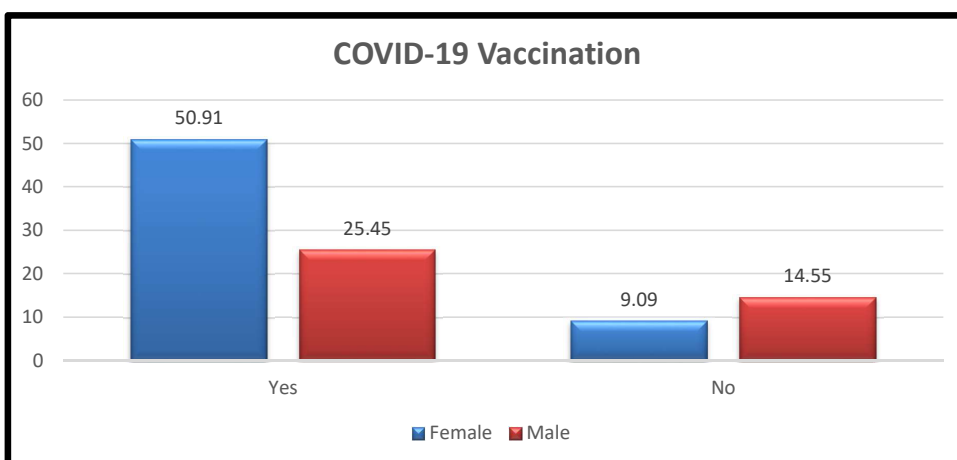
## COVID-19 Vaccination status

Table 2.10 shows how many people have taken the COVID-19 vaccination. It was found that 50.91% women and 25.45% men took the COVID-19 vaccination, out of which 40% females and 34.55% men faced difficulties during and after vaccination.

**Table 2.10: COVID-19 Vaccination status of Participants**

		Gender		Total
		Female	Male	
<b>Received any of the COVID-19 Vaccination.</b>	Yes	50.91	25.45	76.36
	No	9.09	14.55	23.64
<b>TOTAL</b>		<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
<b>Difficulty in receiving Vaccination</b>	Yes	40.00	34.55	74.55
	No	20.00	5.45	25.45
<b>TOTAL</b>		<b>60.00</b>	<b>40.00</b>	<b>100.00</b>

Source-Field Survey

**Figure 2.10: COVID-19 Vaccination status of Participants**

## Chapter 3: Infrastructure Facilities available in the village

Aside from empowering themselves, rural Indian women are going out of their private sphere and contributing to the village's infrastructure. The Indian government has rural women were given the opportunity to rural women to live with dignity and honour, on an equal footing with men.

### Internet Connectivity in village

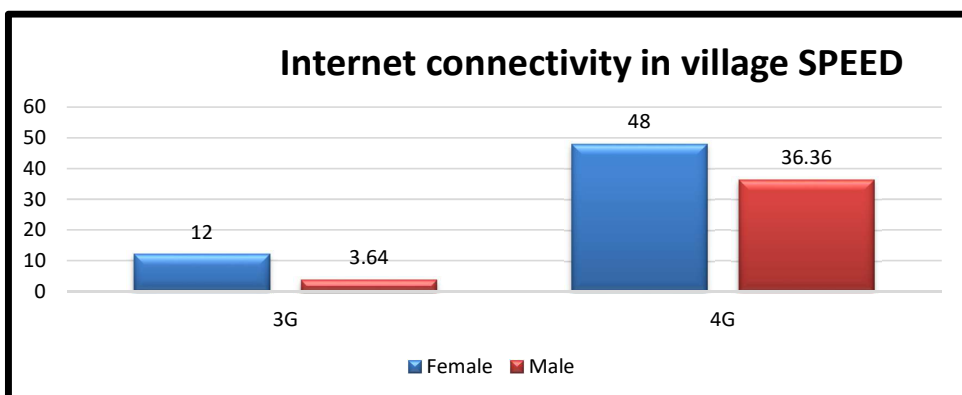
Table 3.1 shows the statistics on the infrastructure facilities available in the village and 60% female and 40% male said there was an internet connectivity in the village with 4G 48% female and 36.36% men, using the mobile phone for the various purposes like communication, education, entertainment, and to gather information.

**Table 3.1: Internet Connectivity, Device and Purpose of using Internet in village**

Internet connectivity in village		Gender		
		Female	Male	Total
Internet connectivity in village	Yes	60.00	40.00	100.00
	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Speed	3G	12.00	3.64	15.64
	4G	48.00	36.36	84.36
Speed	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Device to use Internet	Mobile	60.00	40.00	100.00
Purpose for using the Internet	Communication	47.27	30.91	78.18
	Education	5.45	3.64	9.09
	Entertainment	1.82	3.64	5.45
	Gathering information	5.45	1.82	7.27
Purpose for using the Internet	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>

Source-Field Survey

**Figure 3.1: Internet Connectivity in village**



## Internet towers in village

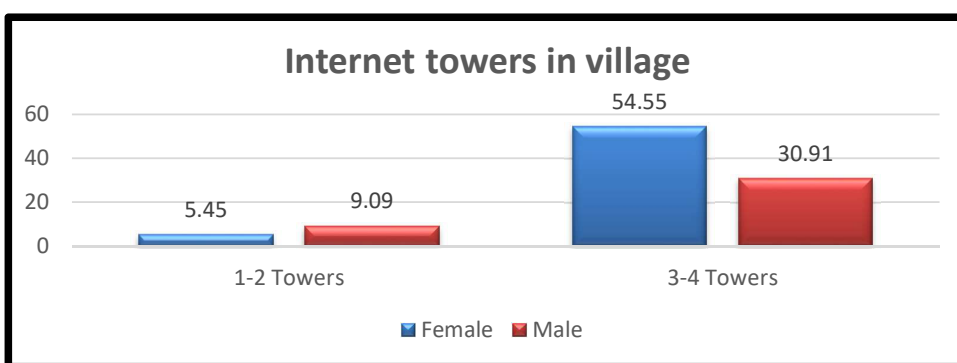
Table 3.2 shows the number of the internet towers in the village and it was found that 5.45% women and 9.09% men said 1-2 towers and 54.55% women and 30.91% men said 3-4 towers.

**Table 3.2: Internet towers in village**

		Gender		Total
		Female	Male	
Number of Internet Towers in village	1-2	5.45	9.09	14.55
	3-4	54.55	30.91	85.45
	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>

Source-Field Survey

**Figure 3.2: Internet towers in village**



## Accessibility to Toilet facilities

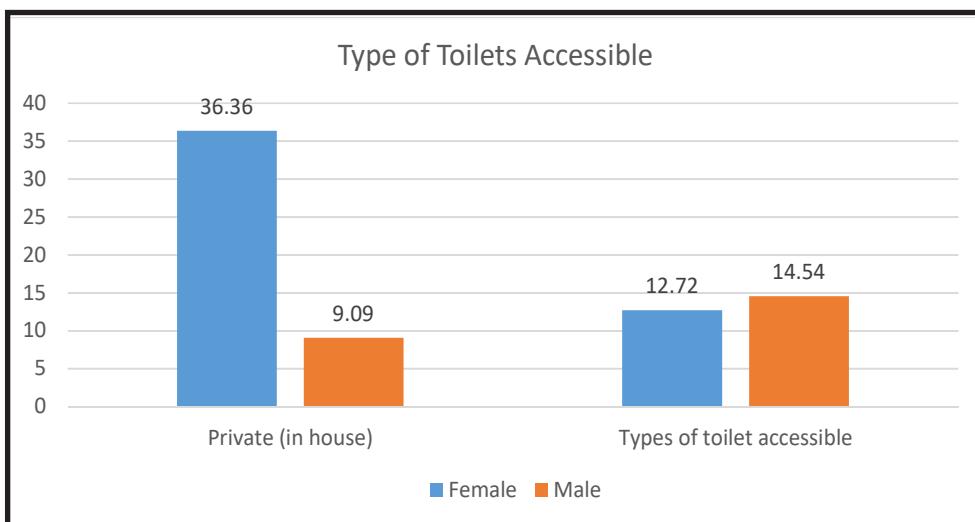
Table 3.3 provided the statistics of the toilets present in the villages and 49.09% women and 23.64% men said yes to its accessibility 36.36% women and 9.09% men were using private, and 12.73% women and 14.55% men using public toilets.

**Table 3.3 Accessibility to Toilet facilities in Village**

		Gender		Total
		Female	Male	
Accessibility to Toilet facilities	Yes	49.09	23.64	72.73
	No	10.91	16.36	27.27
	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
Type of Toilets accessible	Private (In house)	36.36	9.09	45.45
	Public Toilet	12.73	14.55	27.28
	<b>TOTAL</b>	<b>49.09</b>	<b>23.64</b>	<b>72.73</b>

Source-Field Survey

**Figure 3.3: Accessibility to Toilet facilities in Village**



### Drinking water Availability

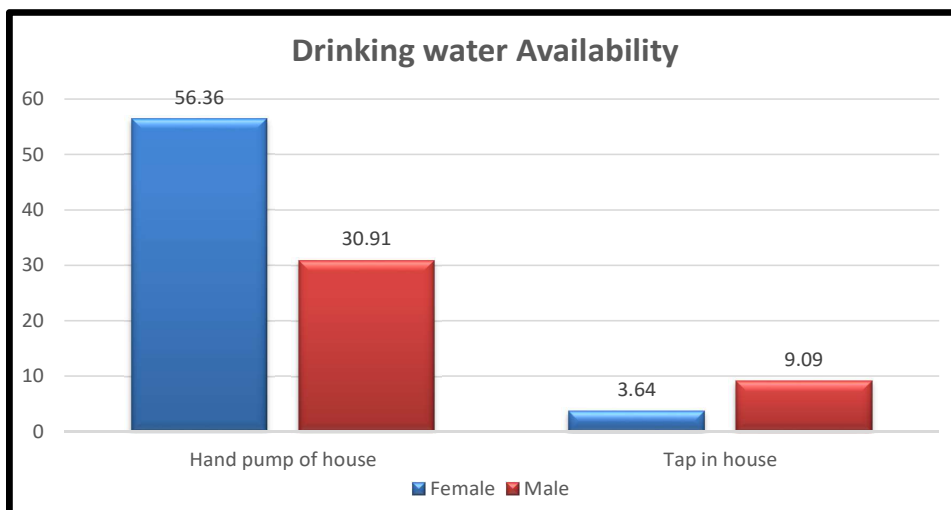
Table 3.4 shows the drinking water fetched from different sources like hand pumps (56.36% women and 30.91% men), and taps (3.64% women and 9.09%)

**Table 3.4: Drinking water Availability**

		Gender		Total
		Female	Male	
Drinking water fetched	Hand pump of house	56.36	30.91	87.27
	Tap in house	3.64	9.09	12.73
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 3.4: Drinking water Availability**





## Availability of Education Institutions

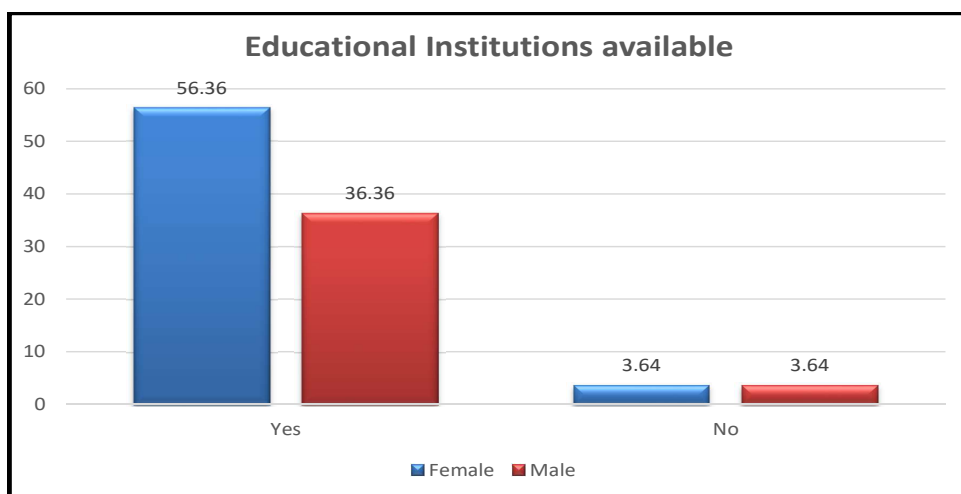
Table 3.5 shows that 56.36% women and 36.36% men reported that there was an availability of educational institutions near their habitation.

**Table 3.5: Educational Institutions available nearby Participant's house**

		Gender		Total
		Female	Male	
Availability of Educational institution available nearby house	Yes	56.36	36.36	92.73
	No	3.64	3.64	7.27
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 3.5: Educational Institutions available nearby Participant's house**



## Access of Children's to Online Education

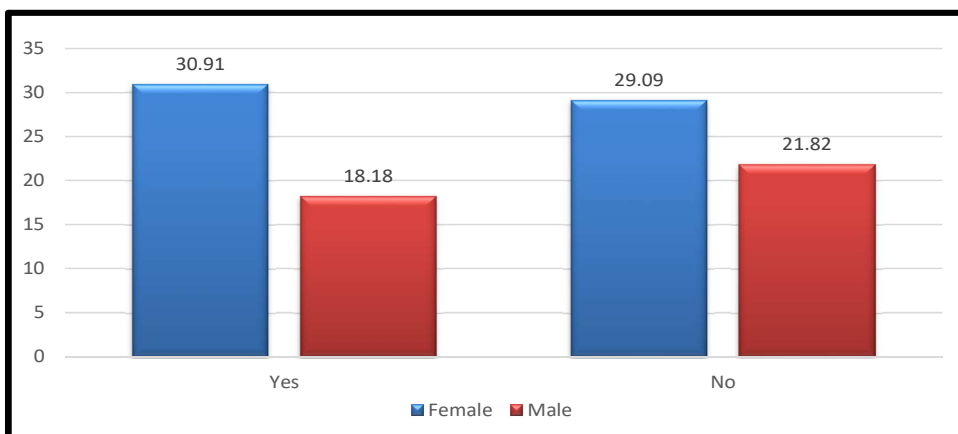
Table 3.6 depicts the accessibility to online education by respondent's children. It was found that children of 30.91% women and 18.18% men respondents have the access to online education and children of 10.25% women and 5.12% men faced difficulties during its accessibility.

**Table 3.6: Access of Children's to Online Education**

		Gender		Total
		Female	Male	
Children have access to online education	Yes	30.91	18.18	49.09
	No	29.09	21.82	50.91
	TOTAL	60.00	40.00	100.00
Faced difficulty while accessing	Yes	10.25	5.12	15.32
	No	20.66	13.06	33.72
	TOTAL	30.91	18.18	49.09

Source-Field Survey

**Figure 3.6: Access of Children's to Online Education**



### MSME and employment in village

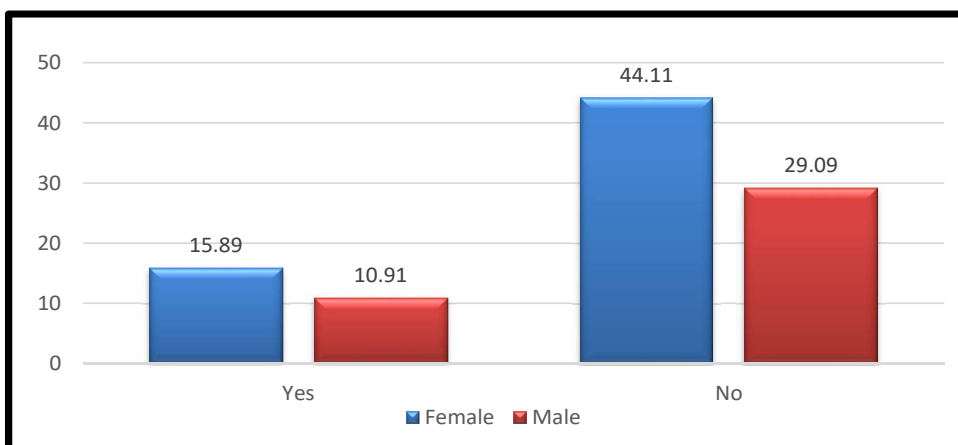
Table 3.7 shows the usage of MSME and employment in the village. It was found that 15.89% women and 10.91% men are using MSME and 5.98% women received the benefits from MSME whereas 8.63% men received the benefits from MSME.

**Table 3.7: MSME and employment in village**

		Gender		Total
		Female	Male	
Micro, Small or medium enterprise in Village	Yes	15.89	10.91	26.80
	No	44.11	29.09	73.2
	<b>TOTAL</b>	<b>60.00</b>	<b>40.00</b>	<b>100.00</b>
MSME producing beneficial employment opportunities	Yes	5.98	8.63	14.61
	No	9.91	2.28	12.19
	<b>TOTAL</b>	<b>15.89</b>	<b>10.91</b>	<b>26.80</b>

Source-Field Survey

**Figure 3.7: MSME in village**



## Chapter 4: Problems Identified

### Problem related to availability of water

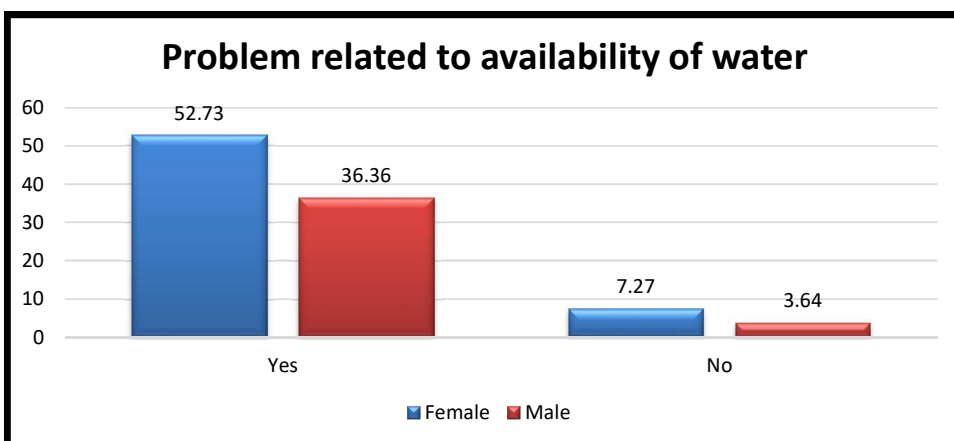
Table 4.1 shows the problems faced by the villagers in terms of availability of water. 52.73% women and 36.36% men were facing this problem of availability of water.

**Table 4.1: Problem related to availability of water**

		Gender		Total
		Female	Male	
Facing problem to availability of Water	Yes	52.73	36.36	89.09
	No	7.27	3.64	10.91
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 4.1: Problem related to availability of water**



### Problem in commuting within and outside the village

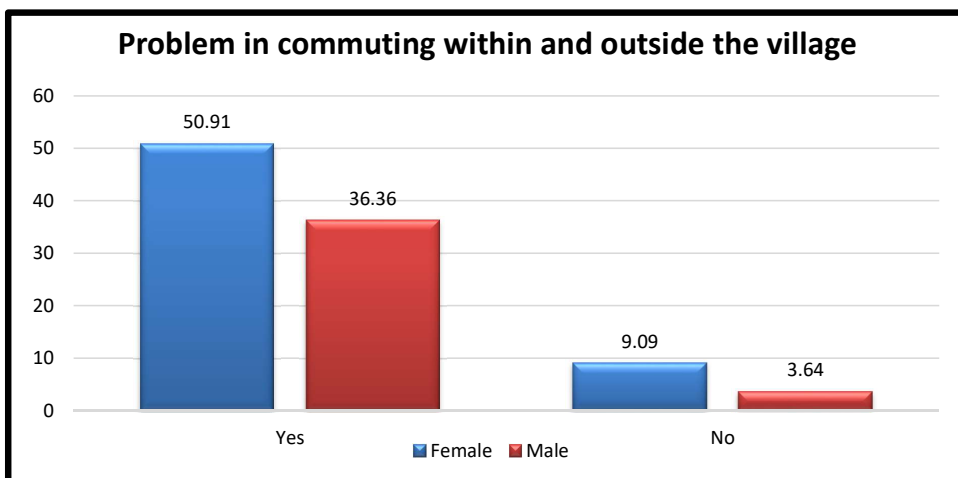
Table 4.2 shows the problems faced by villagers in commuting within and outside the village 50.91% women faced this issue compared to 36.36% males.

**Table 4.2: Problem in commuting within and outside the village**

		Gender		Total
		Female	Male	
Problem in commuting within and outside the village	Yes	50.91	36.36	87.27
	No	9.09	3.64	12.73
	TOTAL	60.00	40.00	100.00

Source-Field Survey

**Figure 4.2: Problem in commuting within and outside the village**



### Disputes regarding Land Holding

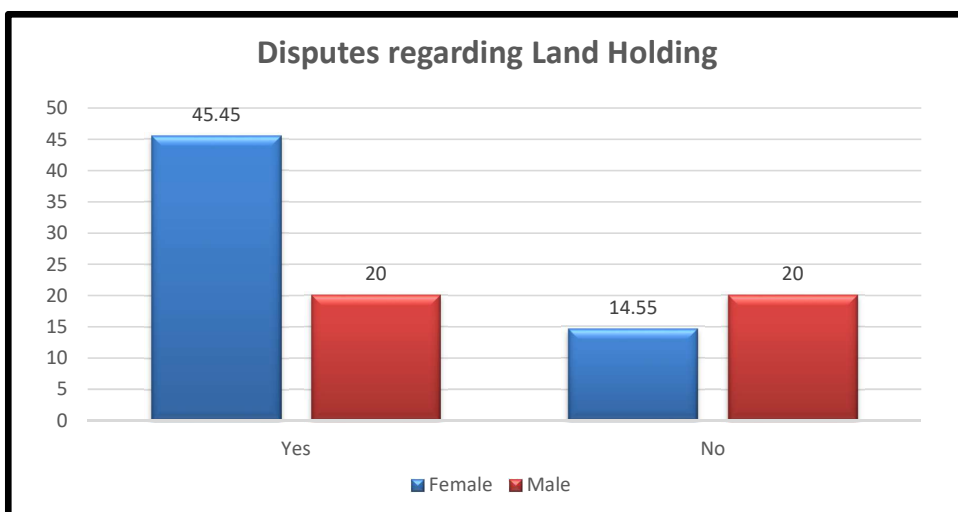
Table 4.3 shows the disputes faced by villagers regarding the land holding and 45.45% women and 20% men faced such disputes.

**Table 4.3: Disputes regarding Land Holding**

		Gender		Total
		Female	Male	
Faced any dispute regarding land holdings	Yes	45.45	20.00	65.45
	No	14.55	20.00	34.55
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 4.3: Disputes regarding Land Holding**



## Problems regarding availability of Electricity

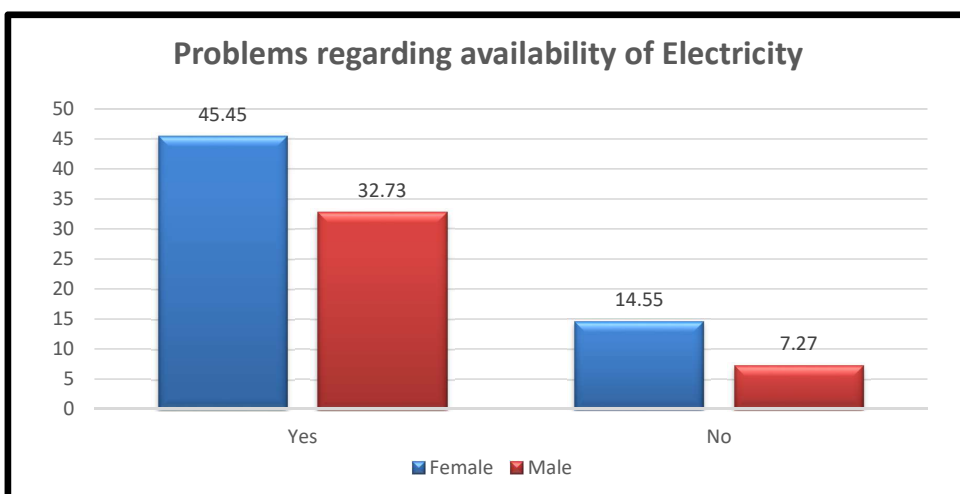
Table 4.4 shows the problems regarding the availability of electricity, and 45.45% women and 32.73% men faced this issue.

**Table 4.4: Problems regarding availability of Electricity**

		Gender		Total
		Female	Male	
Faced any problem regarding availability of Electricity	Yes	45.45	32.73	78.18
	No	14.55	7.27	21.82
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 4.4: Problems regarding availability of Electricity**



## Domestic Violence

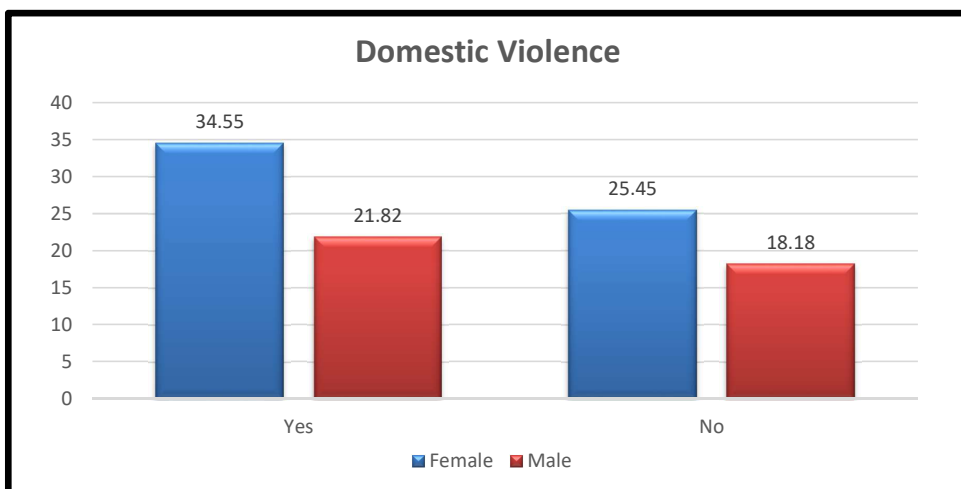
Table 4.5 shows the domestic violence faced by villagers and found 34.55% women and 21.82% men were faced domestic issues and 27.27% women and 14.55% men have reported to the authority.

**Table 4.5: Domestic Violence**

		Gender		Total
		Female	Male	
Faced any kind of domestic violence in your life	Yes	34.55	21.82	56.36
	No	25.45	18.18	43.64
TOTAL		60.00	40.00	100.00
Reported the same	Yes	27.27	14.55	41.82
	No	32.73	25.45	58.18
TOTAL		60.00	40.00	100.00

Source-Field Survey

Figure 4.5: Domestic Violence



### Child Labour

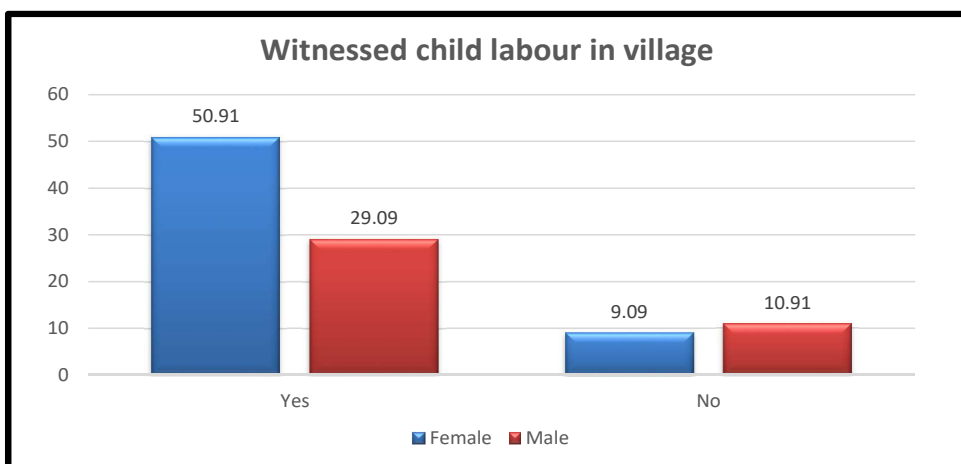
Table 4.6 shows the statistics on child labour and found 50.91% women and 29.09% men reported incidence of child labour in the village.

Table 4.6: Child Labour

		Gender		Total
		Female	Male	
Witnessed child labour in village	Yes	50.91	29.09	80.00
	No	9.09	10.91	20.00
TOTAL		60.00	40.00	100.00
Reported the same	Yes	21.82	18.18	40.00
	No	38.18	21.82	60.00
TOTAL		60.00	40.00	100.00

Source-Field Survey

Figure 4.6: Child Labour



## Difficulty in accessing the medical facilities

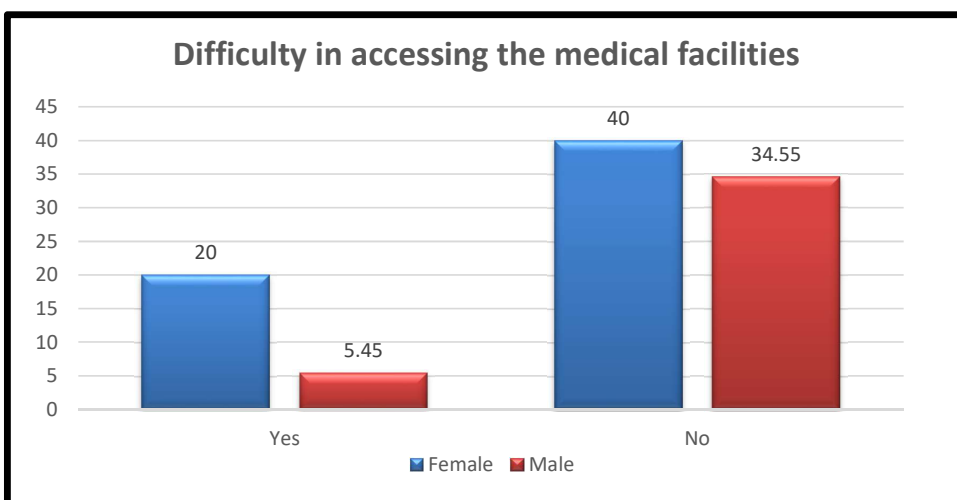
Table 4.7 shows the difficulties in assessing the medical facilities in the village and found 20% women and 5.45% men faced the issue.

**Table 4.7: Difficulty in accessing the medical facilities available in village**

		Gender		Total
		Female	Male	
Difficulty in accessing the medical facilities available in village	Yes	20.00	5.45	25.45
	No	40.00	34.55	74.55
TOTAL		60.00	40.00	100.00

Source-Field Survey

**Figure 4.7: Difficulty in accessing the medical facilities available in village**



## Chapter 5: Capturing the Unpaid Work

This chapter aims at understanding the daily activities and specifically the time spent by the participants in various activities around the clock. This chapter includes every minute details of the participants to understand and capture the work they perform for which they do not get paid. We have used a time survey to keep a track of activities and time spent by the participants and analysed the same for the results.

**Table 5.1: Average time (in minutes) spent in different activities in a day per participant**

Nature of Activity	Female	Male
Cleaning Activities	159	138
Cooking Activities	155	44
Field and Farm work	326	425
Taking care of children and Elders	91	76
Any other Household work	27	0
Sleeping	425	458
Travelling time	18	68
Crop farming, kitchen gardening, etc	40	22
Animal Husbandry	47	22
Fishing, Forestry, Horticulture, Gardening	33	19
Fetching of fruits, water, plants, wood, etc.	13	5
Construction work	0	19
Social and Cultural Activities, Mass Media, etc	67	65
Personal Care and Self-Maintenance	102	82
<b>TOTAL</b>	<b>1440</b>	<b>1440</b>

Note: Figures may not add up to 1440 due to rounding

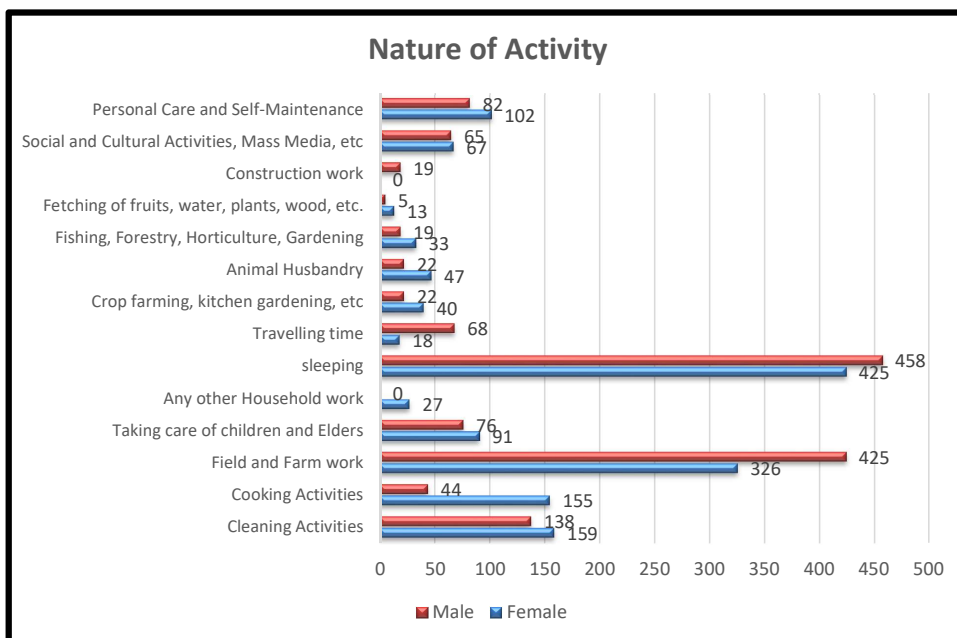
Source: Field Time Survey

From Table 5.1, it can be seen that apart from sleeping women spent an average 326 minutes on “Field and farm work” and 159 minutes on “Unpaid cleaning activities” whereas the average time spent by males was 425 minutes per day and 138 minutes per day respectively on the same activities. Women's average participation in "Unpaid cooking activities" is 155 minutes while men spend on average only 44 minutes for the same. On an average 91 minutes were spent in per day on “Unpaid taking care of Children and elders” by females while only 76 minutes were spent by males on the same activity.

Other activities such as “Animal Husbandry” and “fetching of Fruits, Water, Plants, Woods, etc” witnesses more female participation than men. Hence, It can be said that women spend more time in unpaid activities than man, or in other words women’s work remains more unpaid than men’s. Men spend the most of their time in paid activities and hence receive the title of the sole breadwinner of the family.



**Figure 5.1: Average time (in minutes) spent in different activities in a day per participant**



## Chapter 6: Case Studies

<b>Preliminaries</b>	<b>Rural camps help at taking a glance at the development and view the challenges more vividly. It provides an insight into the social, economic, and cultural forces operating in the village.</b>
<b>Introduction &amp; Background</b>	The basic objectives of this e-rural camp were to develop an understanding of rural society and economic relations. The camp aims to identify and diagnosis the challenging areas and seeking solutions for them. Thus to address the challenges faced by the participants, specific session was organized.
<b>Methodology</b>	In each session of the rural camp, the participants were taught to use their skills, which helped them to understand all 4-labor codes. An attempt made to look into the problems and challenges of the participants through the case studies, collected through an in-depth participatory approach during the e-camp by the Local Enumerator on ground zero. The participants were encouraged to identify their problems and find even alternative strategies, which can be undertaken on this subject and cases described.
<b>Case 1</b>	<p>Meena Devi is from Dhaurhara Village, Varanasi. She belongs to the ST category and her husband is the sole breadwinner of the family. He works as an MGNREGA worker. He does not get work easily. The Dhaurhara village is situated on the bank of a river, and it is affected by the flood every year. Due to flood, employment and education of the villagers are affected. The village has infrastructural challenges such as lack of pakka/ Concrete road, which hampers in movement from one place to another (Transportation). The problem has been taken to the pradhan but due to the process of Chakbandi the roads can-not made in the village. Her Husband earns 202 rupees per day as an MGNREGA worker, but it is not adequate for their everyday consumption.</p> <p>Source: Mithlesh Pandey (Local Enumerator)</p>
<b>Case 2</b>	Varmila Devi, is a resident of Dhaurhara village. She enrolled herself into MGNREGA but does not have enough employment for the last 2 years. The reason is COVID-19, workers have gone back to their native villages and the competition has increased. The village lacks factories, and so the employment opportunities are low. She uses a Gas cylinder scheme from Ujjwala Yojna but other expenses are difficult to cover.



<b>Results</b>	It was observed from the above-mentioned cases that in the absence of literacy, training, and employment opportunities the people of Dhaurhara are finding it difficult to feed their families and themselves. If provided the opportunities and support is provided to them they can earn and help run their families.
<b>Summary &amp; Evaluation</b>	Residents of Dhaurhara village experiences many difficulties such as: <ul style="list-style-type: none"> <li>• Fewer employment opportunities</li> <li>• Flood every year</li> <li>• Infrastructural Challenges</li> </ul>
<b>Conclusion</b>	Issues related to landholdings, low employment opportunities, oppression of weak sections, acute poverty, etc came forward while analyzing the above case studies. It is important to create awareness regarding the labour codes in the rural masses as the codes and legislation alone cannot fix the complex problems of rural India.
<b>Recommendations for the future</b>	Rural poor should be able to organize themselves. The prevailing poverty in rural India could be an output of pressure on limited resources available in the areas. The problems of employment can be tackled by creating MSMEs or other organizations/factories and shifting the burden over the Allied-Agriculture sector of the Rural areas. The resources available in the rural area should also be utilized in an organized way.
<b>End Matter</b>	The progress of rural India lies with the rural population and their ability to skill themselves. Rural organizations are very important for our country's economy and even for strengthening the country.

## Chapter 7: Conclusion and Recommendations

- Majority of the participants were found to be unemployed and uneducated specially the women. The participants own basic documents like Aadhaar and MGNREGA Card, which many of them had utilised in the banking services and majority was aware about the development programmes of the village. Majority of the male participants owned land and were also involved in Child care.
- The Dhaurhara village of Varanasi District of Uttar Pradesh had good internet connection with 3-4 internet towers.
- The majority of participants have access to toilet and drinking water facilities. The majority of participants reside near educational institutions but the access to online education was critical during the COVID-19.
- The problem identification played a major role in the e-camp. The problems and challenges of the participants were noted using two techniques one being the Problem Identification Questionnaire and the other through problem identification sessions that continued throughout the three days of the camp.
- It can be concluded that the major problems of the participants that were identified were non-availability of drinking water, difficulty in commuting within and outside the village as the Pukka/Concrete roads were not built, land holding and Chakbandi disputes among the villages and within the families, long power-cuts, domestic violence, difficulty in accessing the medical facilities available in the village, the occurrence of flood in the village every year and destruction of crops, rude behaviour of landlords towards the peasants, people living in temporary/Kaccha houses, etc.
- But the major problem among all is the lack of employment and MGNREGA employment opportunities during Covid-19 pandemic.
- It can also be concluded that women spend majority of their time in unpaid activities whereas the men spend majority of their time in paid activities.
- In order to have in-depth understanding a post camp meeting with the Gram Pradhan was also conducted. A discussion took place to understand the problems which were discussed throughout the three days. Hence, with the effort of all the key personnel of the e-camp it was recommended to have transparent Chakbandi process in the village which would divide the land officially, and will resolve and settle the disputes among the villages and the excess land could be used by the village administration to construct concrete roads for facilitating the commuting within and outside the village.
- Lack of employment opportunities has been a persistent problem among the participants. Hence, participants were introduced to “e-Shram” and National Career Service portal to institute the participants with new opportunities in the world of work.
- The camp also included sessions describing various schemes of Government which were helpful in overcoming the challenges which they were facing such as Awaas Yojna for provision of housing to the poor, UJJAWALA Yojna for rehabilitation and re-integration of victims of trafficking for commercial sexual exploitation, Beti-Bachao-Beti-Padhao Yojna to generate awareness and improve the efficiency regarding the welfare services of girl child. Those children who have dropped out of school were linked with National Open School for their further studies with the support of the Gram Pradhan.

## Annexure 1- Day 1 E-Camp

### Annexure 1.1

#### HEARTY WELCOME

हार्दिक स्वागत



**V.V. GIRI NATIONAL LABOUR INSTITUTE**  
NOIDA, INDIA  
वी.वी. गिरि राष्ट्रीय श्रम संस्थान नोएडा, भारत



**V.V. GIRI NATIONAL LABOUR INSTITUTE**  
वी.वी. गिरि राष्ट्रीय श्रम संस्थान  
A Profile प्रोफाइल

**V.V. GIRI National Labour Institute**  
वी.वी. गिरि राष्ट्रीय श्रम संस्थान

- Premier Institution involved with Research, Training, Education, Publication and Advocacy related to various aspects of Labour.
- श्रम के विभिन्न पहलुओं से संबंधित अनुसंधान, प्रशिक्षण, शिक्षा, प्रकाशन और वकालत से जुड़े प्रमुख संस्थान।

- Established in 1974, the Institute was renamed in 1995 in honour of the former President of India, Late Shri V.V. Giri, an eminent visionary in the area of labour movement.
- 1974 में स्थापित, संस्थान का नाम 1995 में भारत के पूर्व राष्ट्रपति, स्वर्गीय श्री वी.वी. गिरि, श्रमिक आंदोलन के क्षेत्र में एक प्रख्यात दूरदर्शी।

**INSTITUTE'S MANDATE**  
संस्थान का जवाबदेही

- Undertake and promote research
- Organise training and education programmes
- Organise seminars, workshops and lectures
- Undertake publication of journals and research papers
- Collaborate and network with similar national and international institutions
- Acquire and develop library and information system
- अनुसंधान करना और प्रचारित करना
- प्रशिक्षण और शिक्षा कार्यक्रम आयोजित कर
- सेमिनार, कार्यशाला और व्याख्यान आयोजित कर
- सीधियों और नेटवर्क बनाना राष्ट्रीय और अंतराष्ट्रीय संस्थानों के साथ सहयोग और जानकारी
- ग्रंथालय और सूचना प्रणाली को बचत करना और विकसित करना

**INSTITUTE'S STRUCTURE**  
संस्थान की संरचना

General Council, the apex governing body of the Institute, with Union Labour Minister as its President lays down the broad policy parameters for the functioning of the Institute.

सामान्य परिषद, संस्थान का सर्वोच्च शासी निकाय, जिसके अध्यक्ष के रूप में केंद्रीय श्रम मंत्री संस्थान के कार्यों के लिए व्यापक नीतिगत मानदंड निर्धारित करते हैं।

Executive Council with Secretary (Labour) as Chairman, monitors and guides the activities of the Institute.

अध्यक्ष के रूप में सचिव (श्रम) के साथ सर्वकारी परिषद, संस्थान की गतिविधियों की निगरानी और मार्गदर्शन करती है।

Director General of the Institute is the Principal Executive and is responsible for its management and administration.

संस्थान के महानिदेशक प्रमुख कार्यकारी हैं और इसके प्रबंधन और प्रशासन के लिए जिम्मेदार हैं।

Faculty consisting of 15 professionals representing a wide range of disciplines.

संकाय जिसमें 15 पेशेवर शामिल हैं जो विविध विषयों का प्रतिनिधित्व करते हैं।

**RESEARCH ACTIVITIES**  
अनुसंधान गतिविधियाँ



**Research Centres**

- Centre for International Networking
- Centre for Labour Market Studies
- Centre for Employment Relations and Regulations
- Centre for Agrarian Relations, Rural Labour and Behavioural Studies
- अंतराष्ट्रीय नेटवर्किंग केंद्र
- श्रम बाजार अध्ययन केंद्र
- रोजगार संबंध और विनियम केंद्र
- कृषि संबंध, ग्रामीण श्रम और व्यवहार अध्ययन केंद्र

- National Resource Centre on Child Labour
- Integrated Labour History Research Programme
- Centre for Labour and Health
- Centre for Gender and Labour
- North-East Research & Training Centre
- Centre for Climate Change & Labour
- बाल श्रम पर राष्ट्रीय संसाधन केंद्र
- एकीकृत श्रम इतिहास अनुसंधान कार्यक्रम
- श्रम और स्वास्थ्य केंद्र
- लिंग और श्रम केंद्र
- उत्तर-पूर्व अनुसंधान एवं प्रशिक्षण केंद्र
- संघर्ष और जलवायु परिवर्तन केंद्र

**TRAINING AND EDUCATION**  
प्रशिक्षण और शिक्षा



**Training and Education**  
प्रशिक्षण और शिक्षा

**Core Competencies मूल दक्षताएं**

- LABOUR ADMINISTRATION श्रम प्रशासन
- INDUSTRIAL RELATIONS औद्योगिक संबंध
- LEADERSHIP DEVELOPMENT नेतृत्व विकास
- CAPACITY BUILDING क्षमता निर्माण
- RURAL LABOUR CAMPS ग्रामीण श्रम शिविर
- CHILD LABOUR बाल श्रम
- HEALTH ISSUES स्वास्थ्य के मुद्दे
- GENDER ISSUES IN LABOUR श्रम में लिंग संबंधी मुद्दे
- RESEARCH METHODS IN LABOUR श्रम में अनुसंधान के तरीके

**International Training Programmes**  
अंतराष्ट्रीय प्रशिक्षण कार्यक्रम

Designed to help Govt. Officials and others from the developing countries under ILO/ICAP arrangement at the Ministry of External Affairs, Government of India.

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From 1993 to 2018-19, the Institute organised 71 International training programmes to which 204 officials participated.

1993 से 2018-19 तक, संस्थान ने 71 अंतराष्ट्रीय प्रशिक्षण कार्यक्रमों का आयोजन किया जिसमें 204 अधिकारियों ने भाग लिया।

**International Training Programmes**  
अंतराष्ट्रीय प्रशिक्षण कार्यक्रम

- International Training Programme on International Labour Standards and Promotion of Gender Equality at Workplace
- अंतराष्ट्रीय श्रम मानकों पर अंतराष्ट्रीय प्रशिक्षण कार्यक्रम और कार्यस्थल पर लिंग समता को बढ़ावा देना
- International Training Programme on Skill Development and Employment Generation
- अंतराष्ट्रीय प्रशिक्षण और कौशल विकास पर अंतराष्ट्रीय प्रशिक्षण कार्यक्रम
- International Training Programme on Enhancing Leadership Skills
- अंतराष्ट्रीय प्रशिक्षण कार्यक्रम पर नेतृत्व कौशल को बढ़ावा देने में अंतराष्ट्रीय प्रशिक्षण कार्यक्रम
- International Training Programme on Labour and Employment Relations in a Global Economy
- अंतराष्ट्रीय प्रशिक्षण कार्यक्रम पर श्रम और रोजगार संबंधों में अंतराष्ट्रीय प्रशिक्षण कार्यक्रम

**International Training Programmes**  
अंतराष्ट्रीय प्रशिक्षण कार्यक्रम

- International Training Programme on Gender Issues in the World of Work
- कार्य के दुनिया में लिंग संबंधी मुद्दों पर अंतराष्ट्रीय प्रशिक्षण कार्यक्रम
- International Training Programme on Health, Safety and Protection of Workers
- स्वास्थ्य, सुरक्षा और रक्षकों के मुद्दों पर अंतराष्ट्रीय प्रशिक्षण कार्यक्रम



### International Collaborations अंतर्राष्ट्रीय सहयोग

- MoU with Korea Labour Institute
  - कोरिया श्रम संस्थान के साथ समझौता ज्ञापन
  - SAARC Workshop on Child Labour
  - श्रम श्रम पर सार्क कार्यशाला
- MoU with Govt. of Afghanistan to organise specialised training programmes for Afghan Officials
  - अफगानिस्तान के साथ समझौता ज्ञापन अफगान विशेष प्रशिक्षण कार्यक्रम
  - आयोजित करने के लिए अफगानिस्तान के

- MoU with National Institute of Labour Studies, Sri Lanka
- राष्ट्रीय श्रम अध्ययन संस्थान, श्रीलंका के साथ समझौता नापन
- MoU with ILO's International Training Centre, Turin
- ILO के अंतर्राष्ट्रीय प्रशिक्षण केंद्र, टूरिन के साथ समझौता नापन

## Publications

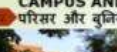
- Journal of Labour & Development:** Bi-monthly Academic Journal dedicated to advancing the understanding of labour through theoretical analysis and empirical investigation
- भाषा और विकास:** वार्षिकी विवेचन और अनुसंधानजन्य ज्ञान के आदान-प्रदान से भाषा के विभिन्न पक्षों की समझ को आगे बढ़ाने के लिए समर्पित विचारधारा आधारित जर्नल
- Publics Digest:** Bi-monthly Journal reflecting on the latest laws in the field of labour and industrial relations
- समाधान दिग्दर्शक:** विज्ञान ज्ञान भाषा और औद्योगिक संबंधों के क्षेत्र में नवीनतम कानून को दर्शाता है

- **Journal : Mishra:** Bi-monthly Hindi Journal containing gist of Supreme Court and High Court Cases
- **बना विमान:** द्विमासिक हिंदी जर्नल जिसमें उच्च न्यायालय और उच्च न्यायालय के मामले का सारा है
- **व्यक्ति : इन्द्रावत:** A bi-monthly Newsletter reflecting the activities of Institute in all areas [launched in January 2010]
- **जीविकी/सामाजिक अनुभव:** सभी क्षेत्रों में संस्थान की गतिविधियों को दर्शाने वाला एक द्विमासिक समाचार पत्र (जनवरी 2010 में शुरू किया गया)

## Publications प्रकाशन

- **Chandrasekhar** is a quarterly Newsletter of the Institute. It is being brought out to pave way for ending child labour by reaching out to different sections of society, mobilising their efforts in this direction.
- **विश्वविद्यालयी कर्मचारी संघ** या एक वार्षिकिका प्रकाशित हो रही है। समाज के विभिन्न वर्गों का सहयोग कर बच्चों को श्रमज से मुक्त करने का मार्ग प्रशस्त करने के लिए हम इस दिशा में सक्रिय प्रयत्न कर रहे हैं।
- **संशोधन प्रकाशन** *Chandrasekhar* - The Institute is also publishing a journal entitled, *Chandrasekhar Studies Series*, to disseminate the findings of the research activities of the Institute.
- **संशोधन की अनुसंधान अध्ययन** *Chandrasekhar* संस्थान की अनुसंधान परिशोधन के विषयों पर प्रकाश करने के लिए संस्थान प्रकाशित अनुसंधान अध्ययन शृंखला तैयार एक शृंखला में प्रकाशित कर रहा है।

**CAMPUS AND INFRASTRUCTURE**  
परिसर और बुनियादी ढांचा



**Campus and Infrastructure**  
**परिसर और बुनियादी ढांचा**

- The institute moved to its own campus at sector-24, NOIDA in 1990
- परिसर (Area) 12,500-एकड़ है जो अब स्वयं के परिसर में स्थानांतरित हो चुका है।
- Campus spread over an area of 12,500 acres with lush green lawns, green and apple environment, free from noise and pollution, pro-positive atmosphere for studying and research.
- परिसर (Area) 12,500-एकड़ है जो अब स्वयं के परिसर में स्थानांतरित हो चुका है। परिसर में पर्यावरण और प्रदूषण से मुक्त, स्वस्थ और अनुसंधान के लिए सकारात्मक वातावरण प्रदान करता है।

**Infrastructure consists of:** बुनियादी ढांचा के हिस्से हैं :-

- Administrative Block: प्रशासनिक ब्लॉक
- Library Block: पुस्तकालय ब्लॉक
- Residential Block: निवासीय ब्लॉक
- Seminar Block: सेमिनार ब्लॉक
- Hostel Block: छात्रावास ब्लॉक
- Convent.

**Administrative Block**  
प्रशासनिक ब्लॉक

The Institute has an administrative block for faculty and administrative staff.

संस्थान में प्रोफेसर और प्रशासनिक स्टाफ के लिए एक प्रशासनिक ब्लॉक है।



### Seminar Block

#### संगोष्ठी ब्लॉक

The Institute has seven air conditioned, heated halls, which can accommodate approximately 250 inmates at one time. Every hall has audio-visual facility.

इंस्टीट्यूट में सात वायुमय और गर्म हॉल हैं, जो एक साथ लगभग 250 कैदियों को Accommodate कर सकते हैं। हर हॉल में ऑडियो-विजुअल सुविधा है।





### Hostel Block छात्रावास ब्लॉक

The Institute has excellent hostel building with 11 fully furnished rooms with attached bath with independent bathroom, running water, electricity, internet centre, indoor recreation and gym facilities. Hostel rooms are well-furnished and equipped with colour T.V and telephones.




### Residential Block आयसीय ब्लॉक

- The Institute has 26 residential units for staff, faculty and Director General
- संस्थान में स्टाफ, फैकल्टी और महाविदेशिक के लिए 26 आवासीय इकाइयां हैं।



**N.R. De Resource Centre on Labour Information**  
**एन.आर. डी. श्रम सूचना पर संसाधन केंद्र**

**Library Block पुस्तकालय ब्लॉक**

- The library is one of the most advanced resource centres on labour information.
- संग्रहालय श्रम सूचना पर सबसे उन्नत संसाधन केंद्रों में से एक है।
- 45,000 Books and Bound Volumes
- 45,000 पुस्तकें और बंधन वॉल्यूम

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## OFFICERS

- Harsh Singh Rawat Administrative Officer
- S.K.Verma Asstt. Library Information Officer
- V.K. Sharma Asstt. Administrative Officer
- Shalesh Kumar Accounts Officer
- J.K.Kaul Consultant (Programme)



**VISION AND MISSION OF THE INSTITUTE**  
**संस्थान का दृष्टिकोण और मिशन**

- "A globally reputed institution and centre of excellence in fostering research and training committed to enhancing the quality of work and work environment"
- "To be a leading research and training institution in the field of research and training, and to be a centre of excellence in the field of research and training"

**Thank You**



## Annexure 1.2





<b>STRENGTHS</b> शक्ति <ul style="list-style-type: none"> <li>• कुछ संसाधन कम लागते हैं।</li> <li>• अगर फिर अतिरिक्त संसाधनों की आवश्यकता पड़ेगी है।</li> <li>• बुनियादी संरचना के काम की जरूरत है।</li> </ul>	<b>WEAKNESSES</b> कमजोरियाँ <ul style="list-style-type: none"> <li>• कुछ काम बुनियादी बनते हैं।</li> <li>• अगले चरण के संसाधन नहीं हैं जो दूसरे के पास हैं।</li> <li>• बुनियादी की आवश्यकताओं की पूर्ति की जरूरत है।</li> </ul>	<b>STRENGTHS</b> शक्ति <ul style="list-style-type: none"> <li>• सीमा</li> <li>• लक्ष्य - जैसा हुआ</li> <li>• परिणाम प्रमुख</li> <li>• प्रत्यक्ष प्रभाव</li> <li>• काम के प्रति ईमानदारी</li> <li>• व्यक्तिगत जल्द की सुरक्षा</li> </ul>	<b>WEAKNESSES</b> कमजोरियाँ <ul style="list-style-type: none"> <li>• असाधारण दृष्टि</li> <li>• काम में जो लोग जो संसाधन होना चाहते हैं</li> <li>• प्रत्यक्ष के लक्ष्य के लक्ष्य</li> <li>• असाधारण काम की जरूरत</li> </ul>
<b>OPPORTUNITIES</b> अवसर <ul style="list-style-type: none"> <li>• अगर फिर लोग के अवसर कम हैं।</li> <li>• अगर फिर प्रभावों का काम कम करने हैं।</li> <li>• अगर अपनी संसाधन को बढ़ावा देने के लिए काम करने हैं।</li> </ul>	<b>THREATS</b> खतरा <ul style="list-style-type: none"> <li>• अगर फिर अपनी बुनियादी प्रमुख काम हैं।</li> <li>• अपनी परिस्थिति कम हो गई है।</li> <li>• अपनी कमजोरियों अपनी फिर बढ़ती हो सकती हैं।</li> </ul>	<b>OPPORTUNITIES</b> अवसर <ul style="list-style-type: none"> <li>• अगर मैं प्रत्यक्ष परिणाम प्रमुखता की जरूरत</li> <li>• सीमाओं के प्रतिभाव का प्रमुख या</li> <li>• अनुभव के लिए प्रभाव</li> <li>• प्रभाव, प्रभाव या प्रभाव के प्रभाव</li> </ul>	<b>THREATS</b> खतरा <ul style="list-style-type: none"> <li>• अगर मैं काम का परिणाम</li> <li>• जो</li> <li>• अपनी काम अपनी संसाधन</li> <li>• जो काम अपनी की जरूरत</li> </ul>



## Annexure 1.3

### Understanding Gender

### लिंग को समझना

V.V. Girl National Labour Institute, Noida  
बो. सी. गिरि राष्ट्रीय श्रम संस्थान, नोएडा

बो. सी. गिरि  
बो. सी. गिरि राष्ट्रीय श्रम संस्थान, नोएडा

Women give birth to babies, men don't.  
महिलाएँ बच्चों को जन्म देती हैं, पुरुष नहीं।

Care of babies is the responsibility of women because they can breastfeed them.  
बच्चों की देखभाल करना महिलाओं की जिम्मेदारी है क्योंकि वे उन्हें स्तनपान करा सकती हैं।

Men's voice break at puberty; women's do not.  
पुरुषों की आवाज बचन जाती है, महिलाओं की नहीं।

Men have moustaches.  
पुरुषों की सूँढ़ें होती हैं।



Women cannot carry heavy loads.  
महिलाएँ भारी बोझ नहीं उठा सकती हैं।

Women are scared of working outside their home at nights.  
महिलाएँ घर से बाहर काम करने से डरती हैं।

Women are emotional and men are rational.  
महिलाएँ भावुक होती हैं और पुरुष तर्कवादी होते हैं।



Most of the women have long hair and men have short hair.  
अधिकांश महिलाओं के बाल लंबे होते हैं और पुरुषों के बाल छोटे होते हैं।

Most scientists are men.  
अधिकांश वैज्ञानिक पुरुष हैं।

Cooking comes naturally to women.  
अभियांत्रिकी को बताना पुरुषों को आता है।

Only women can breastfeed.  
केवल महिलाएँ ही स्तनपान करा सकती हैं।

Girls are gentle, boys are rough.  
लड़कियाँ कोमल स्वभाव की होती हैं, लड़कों का व्यवहार कड़ा होता है।



"One is not born, but rather becomes, a woman"  
Simone de Beauvoir's formulation distinguish sex from gender and suggest that gender is an aspect of identity gradually acquired.

कोई पैदा नहीं होता है, बल्कि एक महिला बन जाती है।

सिमोन डी ब्योवुवर का सूत्रीकरण लिंग को लिंग से अलग करता है और सुझाव देता है कि लिंग पहचान का एक पहलू है जिसे धीरे-धीरे हासिल किया गया है।

### Impossible Dream नामुमकिन सपना

<https://www.youtube.com/watch?v=t2JBPIER2Y>



### Power Walk Exercise

### शक्ति से टहलना व व्यायाम



Boy's don't cry लड़के रोते नहीं हैं

<https://www.youtube.com/watch?v=ONj99epLFqg>



हमारे पुस्तकालयों की कोमार बाढ़ जो भी हो, एक अनजानी राह की तुलना में यह बेमाल सरसती है।

वाल्टर कैपलवुड

### The Story of the Praying Hands

### प्राथना करने वाले हाथों की पेंटिंग की कहानी



संस्कृति सदस्यी में, नृत्यनर्तक के पास एक छंद से नाच में अलग-अलग करने वाला एक परिवार रहता था। अलग-अलग नृत्य नृत्य के लिए केवल श्रम पर खास करने के लिए, फिर और घर के मुखिया, दोहरे से एक सुख, अपने व्यापार में लगभग अलग-अलग करते हैं और पारस्परिक में मिलने वाले किसी भी अन्य काम को करते हैं। उनकी विरासतनाम विधि के वादचाल से बने बच्चे, अलग-अलग और अलग-अलग एक सपना देखा। वे दोनों काम के लिए अपनी प्रतिभा को लाने बढावा चाहते थे, लेकिन वे अच्छे तरह से जानते थे कि उनके पिता क्यों भी अधिक रूप से उन दोनों में से किसी को भी अलग-अलग में पढ़ने के लिए नृत्यनर्तक नहीं भेज पाएंगे।

राम ने अपने मोह मोह विचार पर कई लंबी घण्टाओं को बसा, दोनो लड़कों ने। अभिव्यक्ति एक समझौता कर लिया। वे एक शिवका-उत्सवों। अपने वाला काम की बढावा में घबरा जाते थे और अपनी कमाई से अलग-अलग में भाग लेते थे। दोनो अपने भाई को समर्थन करते थे। फिर जब वह भाई जिसने दोनो लड़कों अपनी पिछड़ी पूरी की, धार साम में वह अलग-अलग में दूरे भाई को समर्थन करने, या तो अपनी कल्पनाओं को पिछड़े के साथ का, यदि आवश्यक हो, तो ब्यापारी में बम कारो भी।



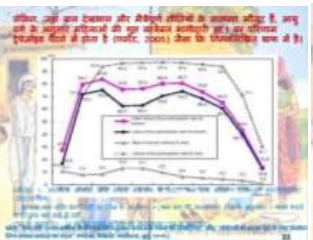
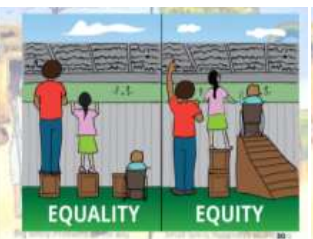
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Need to look beyond what is visible  
जो दिख रहा है उससे आगे देखने की जरूरत है

A photograph of an iceberg floating in the ocean. The small tip of the iceberg is visible above the water surface, while the much larger, submerged part is visible below the surface, illustrating the concept of seeing beyond the visible.

**अवैतनिक कार्य में प्रति दिन वितरणा गया औसत समय, लिंगद्वारा**

Country	Women	Men
Australia	2 hours, 11 minutes	2 hours, 34 minutes
Canada	2 hours, 46 minutes	2 hours, 28 minutes
France	2 hours, 48 minutes	2 hours, 15 minutes
Germany	4 hours, 2 minutes	2 hours, 36 minutes
India	2 hours, 12 minutes	2 hours



१. विश्व भर में विश्व में निम्निक समाजवाद की प्रथा में प्राथमिक परिवर्तन :  
 २. विश्व भर में व्यवस्था के संबंध में समान अवस्था और  
 ३. विश्व भर में समाज के विकास के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ४. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ५. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ६. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ७. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ८. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 ९. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :  
 १०. विश्व भर में प्रगति के लिए प्रयत्न करने वाले लोगों के समान करने :







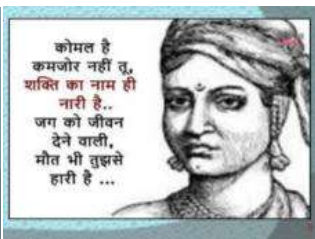
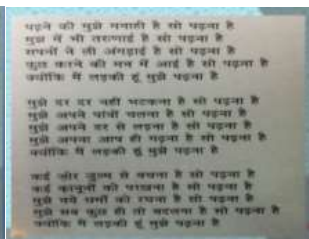
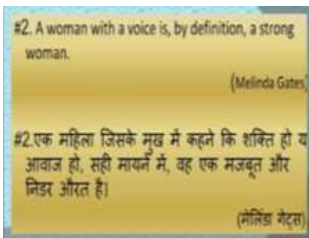
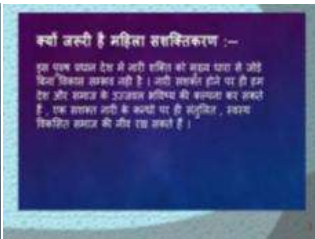
[illegible]

## Annexure 2.1

<p>सामाजिक सुरक्षा कोड 2020</p> <ul style="list-style-type: none"> <li>कर्मचारी शक्तिद्वितीय अधिनियम, 1923</li> <li>कर्मचारी राज्य बीमा अधिनियम, 1948</li> <li>कर्मचारी शक्तिव्यवस्था अधिनियम, 1952</li> <li>राज्य सरकार अधिनियम (विशेषीय की अतिरिक्त अधिनियम) अधिनियम, 1959</li> <li>मजदूर विनियम अधिनियम, 1961</li> <li>उपग्रह मजदूर अधिनियम, 1972</li> <li>विशेष शक्तिव्यवस्था अधिनियम, 1981</li> <li>मजदूर एवं अन्य संगठित शक्तिव्यवस्था अधिनियम, 1996</li> <li>असंगठित शक्तिव्यवस्था अधिनियम, 2008</li> </ul>	<ul style="list-style-type: none"> <li>भवन एवं अन्य संनिर्माण शक्तिव्यवस्था</li> <li>पंजीयन आवश्यक</li> <li>आधार अनिवार्य</li> <li>उपकर 1% से 2% तक</li> <li>विस्तृत परिभाषा शामिल अकुशल, अर्द्धकुशल व कुशल शक्तिव्यवस्था</li> <li>आवासीय व वाणिज्यिक भवनों पर कई योजनाएँ लागू हैं।</li> </ul>
<ul style="list-style-type: none"> <li>EPFO के दायरे में वृद्धि।</li> <li>वर्तमान में अनुसूची में शामिल संस्थान।</li> <li>अब हर संस्थान : 20 या 20 से अधिक कामगार।</li> <li>20 से कम कामगार रखने वाले संस्थानों को भी EPFO में जुड़ने का विकल्प।</li> <li>स्व-नियोजित के लिए सरकार योजना बनायेगी।</li> <li>असंगठित क्षेत्र के शक्तिव्यवस्था के लिए सरकार कई योजनाएँ बनायेगी।</li> </ul>	<ul style="list-style-type: none"> <li>ESIC का दायरा बढ़ेगा।</li> <li>स्वास्थ्य सुरक्षा अधिकतम शक्तिव्यवस्था को वर्तमान में 566 जिले SSC में सभी 740 जिले।</li> <li>संस्थान, Hazardous क्षेत्र में काम करने वाले को ESIC में जोड़ना, केवल एक शक्तिव्यवस्था पर भी।</li> <li>ESIC के साथ असंगठित क्षेत्र व GIG कामगारों को जोड़कर उनके लिए योजना बनाना।</li> <li>वाणिज्य के मासिक को उनके शक्तिव्यवस्था को ESIC से जोड़ने का विकल्प।</li> <li>10 से कम शक्तिव्यवस्था को लगाने वाले संस्थानों को भी ESIC के सदस्य बनने का विकल्प।</li> </ul>
<p>मातृत्व हित लाभ</p> <ul style="list-style-type: none"> <li>प्रसूति के बाद 6 माह तक कार्य करते/कराने की मंजूरी है।</li> <li>संस्थान जहाँ 10 या 10 से अधिक नियोजित शक्तिव्यवस्था है या पिछले 12 माह के किसी भी दिन कार्यरत थे।</li> <li>मौखिक दुर्घटना, संस्थापन, करवाते, छान, कागज में कार्यरत शक्तिव्यवस्था को मातृत्व लाभ।</li> <li>अधिकतम मातृत्व लाभ- 36 माह का संस्थापन अवकाश/ जिसमें 6 माह अनुसूचित शक्तिव्यवस्था है या नहीं।</li> <li>रकम 3500/- शक्तिव्यवस्था को।</li> <li>शक्तिव्यवस्था को 15 दिन (एकमात्र 15 माह होने तक) देवता देना (रकम के विधिवत की अवधि के अनुसार)</li> <li>जहाँ 50 या अधिक शक्तिव्यवस्था है- केस की अतिरिक्त, 4 दिवस की सुविधा।</li> </ul>	<ul style="list-style-type: none"> <li>किसीको पूर्ण मातृत्व लाभ: अधिक रकम में देना।</li> <li>नॉटिफिकेशन जारी करने पर भी लाभ देना है।</li> <li>रकम 3500/- की शक्तिव्यवस्था को देना।</li> <li>(ट्यूबवेल/मै) शक्तिव्यवस्था कागज पर 2 माह का संस्थापन अवकाश मिलेगा।</li> <li>हर संस्थापन जिस पर वह आवास है, हर शक्तिव्यवस्था को घर/रकम में कार्य पर रखने का विकल्प है और ट्यूबवेल/मै, जिसमें कार्य मातृत्व हितव्यवस्था के बाद में कार्यरत।</li> <li>किसी भी शक्तिव्यवस्था को मातृत्व हितव्यवस्था अवधि में विस्तारित करना अवधि है।</li> <li>मातृत्व हितव्यवस्था अवधि में अत्यंत पारिश्रमिक पर काम करने वाले जहाँ तो 500 अवधि का मातृत्व हितव्यवस्था मिलेगा।</li> </ul>
<ul style="list-style-type: none"> <li>40 करोड़ का सामाजिक सुरक्षा कोष।</li> <li>असंगठित शक्तिव्यवस्था, GIG कामगारों व प्लेटफॉर्म कामगारों हेतु।</li> <li>ESIC में प्लेटफॉर्म कामगारों को शामिल।</li> <li>उपग्रह का प्रावधान- Fixed Term नियमित अवधि कामगारों के लिए भी।</li> <li>असंगठित शक्तिव्यवस्था का ऑनलाइन पोर्टल पर रजिस्ट्रेशन होगा।</li> <li>विशेषीय को ऑनलाइन पोर्टल पर डालना अनिवार्य- जहाँ 20 या अधिक कामगार संस्थापन में काम करते हैं।</li> <li>Migrant (प्रवासी) शक्तिव्यवस्था की समस्याओं के समाधान हेतु दस्तावेजों की अनिवार्य सुविधा।</li> <li>240 दिन के बजाय 180 दिन का काम करने पर प्रति 20 दिन पर एक दिन के अवकाश का Accumulation।</li> <li>मजदूरों की सभी समस्याओं में बराबरी।</li> </ul>	

## Annexure 3- Day 3 E-Camp


### Annexure 3.1





## Annexure 3.2

### Occupational Safety, Health, & Working Conditions Code



**Prof. Sunil Bakshi**

Occupational Safety, Health, and Working Conditions Code, 2020

Code on Wages, 2019

Industrial Relation Code, 2020


Code of Social Security, 2020

### Occupational Safety, Health, and Working Conditions Code, 2020

The Code replaces 13 labour laws such as

- The Factories Act, 1948
- The Contract Labour Act, 1970
- Inter-State Migrant Workers Act, 1979
- The Dock Workers Act, 1986


### Three Labour Codes – Hindi



### Definition of Factory


Definition of Factory changed...

- With Power – 20 Workers
- Without Power – 40 Workers



### Hazardous Working Conditions


Manpower limit on hazardous conditions removed. ESI mandatory even if one person is employed




### Contract Employees

All Contractors employing 50 or more employees covered under this Code

Contract workers employed through staffing firms, shall be treated at par with regular employees and shall enjoy the benefits of PF, ESI, & Gratuity




### Letter of Appointment



No employee shall be employed in any establishment without an Appointment Letter


### Letter of Appointment



No employee shall be employed in any establishment without an Appointment Letter


### Hours of Work

Flexibility to extend daily working hours to 12, with a weekly cap of 48 hours



Overtime to be paid above 48 hours / week


### Hours of Work



- Work 8 hours for 6 days and get 1 day off
- Work 10 hours for 5 days and get 2 days off
- Work 12 hours for 4 days and get 3 days off

### Medical Check Up


Annual health check-up of every worker over 45 years of age. Cost to be borne by the employer



### Women Employees


Women can work in any shift

Employer is responsible for providing adequate safety...




### Migrant Workers

Any worker working outside his home state, and drawing wages of less than Rs.18000/- pm, is a migrant workers



Central / State Govt. to maintain records of interstate migrant workers

### Migrant Workers




Migrant workers shall be provided tickets to travel to their home town once a year, by the employer;

They will have access to ration shops across India;

They will be entitled to PF, ESI, etc.

### Statement By Labour Secretary



### Advantage of These Codes

- The Codes shall increase the ease of doing business in India, thus making it attractive to foreign investors;
- The Codes shall bring the major chunk of unorganised labour force within the ambit of the social security network;
- The Codes shall give the much needed boost to the in-house entrepreneurs to enter into the market;
- The Codes shall reduce the Inspector Raj and move Indian industry towards self regulation & compliance;

### The 4 New Labour Codes Deferred

- Since labour is a concurrent subject, both the Union and the state governments need to frame rules, and only after notification of the new rules could the already notified codes be implemented.
- Although the Central Govt. is ready with the rules for the four codes, many state are not yet ready with the rules for their domain.
- Only J&K, UP, Bihar, Uttarakhand, MP and Karnataka have prepared rules for some of the codes.

## The 4 New Labour Codes Deferred

- However, states such as Maharashtra, Delhi, Tamil Nadu, Punjab have done nothing in this regard.
- Fearing a “legal void” in case of implementation of the four central new labour codes from April 1, 2021, the Central Government has deferred it for “some time”, until at least some of the major industrial states frame rules.



**New Codes May Be  
Implemented  
w.e.f. 1<sup>st</sup> Oct, 2021**



**Thanks You**

**Any Questions?**


**Facilitator:**

**Prof. Sunil Bakshi  
Chief Mentoring Officer  
Arc Associates**

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 **Hindustan Times**

By [hindustantimes.com](https://www.hindustantimes.com) | Written by Ayshee Bhaduri | Edited by Sohini Goswami,  
Hindustan Times, New Delhi

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### **New labour rules with change in work hours, pay to come into effect from Oct 1?**

The four new codes on industrial relations, wages, social security and occupational health safety (OSH), and working conditions will rationalise 44 central labour laws, the government has said



## Annexure 4

### Problem Identification Questionnaire

### समस्या पहचान की प्रश्नावली

Your precious responses are required for this research study. Please tick at appropriate box in the given grid or circle and provide your appropriate response. Some questions may have multiple responses. The data provided will be kept confidential and will be used solely for the purpose of research.

इस शोध अध्ययन के लिए आपकी कीमती प्रतिक्रियाओं की आवश्यकता है। कृपया दिए गए ग्रिड में उपयुक्त बॉक्स पर टिक करें या उचित प्रतिक्रिया दें। कुछ सवालों के कई जवाब हो सकते हैं। प्रदान किया गया डेटा गोपनीय रखा जाएगा और अनुसंधान के उद्देश्य के लिए पूरी तरह से उपयोग किया जाएगा।

1. Name/ नाम	
2. Age/ आयु	
3. Sex/ लिंग	1. Male/ पुरुष 2. Female/ महिला 3. Transgender/ ट्रान्सजेंडर
4. Date / दिनांक	
5. Highest education/ उच्चतम शिक्षा	1. Primary/ प्राथमिक 2. Middle / माध्यमिक 3. Senior Secondary/ उच्च माध्यमिक 4. Graduation/ स्नातक 5. Post-Graduation / परा-स्नातक 6. Diploma/डिप्लोमा 7. Degree/उपाधि 8. No Education/ अनपढ़ 9. Any Other / अन्य कोई
5.1 If Any, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	
6. Village/ गाँव	
7. Does your village have internet connectivity? क्या आपके गांव में इंटरनेट कनेक्टिविटी है?	Yes हाँ / No नहीं
8. If yes, describe the speed यदि हाँ, तो गति का वर्णन करें	1. 2G/ 2 जी 2. 3G/ 3 जी 3. 4G/ 4 जी 4. Any Other / अन्य कोई
8.1 If Any, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	
9. Do you use Internet? क्या आप इंटरनेट का उपयोग करते हैं?	Yes हाँ / No नहीं
10. In which device do you use your internet on? आप इंटरनेट का उपयोग किस डिवाइस में करते हैं?	1. Mobile/ मोबाइल 2. Computer/ कम्प्यूटर 3. Laptop/ लैपटाप 4. Tablet/ टबलेट 5. Any other/ कोई अन्य
10.1 If Any, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	



11. For what purpose you use your internet for? आप अपने इंटरनेट का उपयोग किस उद्देश्य के लिए करते हैं?	1. Education/ शिक्षा 2. Entertainment/ मनोरंजन 3. Communication/ संचार 4. Availing information/ जानकारी प्राप्त करना 5. Any other/ कोई अन्य
11.1If Any, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	
12. How many towers of internet your village holds? आपके गांव में इंटरनेट के कितने टावर हैं?	1. 1-2 2. 3-4 3. 5-6
13. Are you involved in child care? क्या आप बच्चे की देखभाल में शामिल हैं?	Yes हाँ / No नहीं
14. Do you have access to Toilet facilities? क्या आपके पास शौचालय की सुविधा है?	Yes हाँ / No नहीं
15. If yes, Which यदि हाँ, तो कौन सा	1. Public toilet / सार्वजनिक शौचालय 2. Private (In house) / निजी (घर में) 3. Open defecation / खुले में शौच 4. Any Other / कोई अन्य
15.1If Any, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	
16. Do you face any problem regarding availability of Water? क्या आपको पानी की उपलब्धता के संबंध में किसी समस्या का सामना करना पड़ता है?	Yes हाँ / No नहीं
16.1If Yes, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें	
17. From where do you fetch drinking water? पीने का पानी कहाँ से लाते हो?	1. Tap in house / घर का नल 2. Hand pump of house / घर का हैंड पंप 3. Well / कुआँ 4. Ponds / तालाब 5. Lake / झील 6. Bore well / बोरवेल 7. Any Other / कोई अन्य
17.1If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
18. Are you aware of any development program of your village? क्या आप अपने गांव के किसी विकास कार्यक्रम से अवगत हैं?	Yes हाँ / No नहीं
18.1If yes, name them यदि हाँ, तो उनका नाम बताएं।	
19. Do you own land holdings? क्या आपके पास भूमि जोत है?	Yes हाँ / No नहीं
20. If yes, describe its size. यदि हाँ, तो इसके आकार का वर्णन कीजिए।	1. 0-2 Bigha/बीघा 2. 2-4 Bigha/बीघा 3. 4-6 Bigha/बीघा 4. Above 6 Bigha/बीघा 5. Any Other / कोई अन्य

20.1 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
21. Do you avail banking services क्या आप बैंकिंग सेवाओं का लाभ उठाते हैं	Yes हाँ / No नहीं
21.1 If yes, which one. यदि हाँ, तो कौन-सा एक	<ol style="list-style-type: none"> <li>1. Savings Account/ बचत खाता</li> <li>2. Fixed Deposits/ सावधि जमा</li> <li>3. Recurring Deposits/ आवर्ती जमा</li> <li>4. Any Other / कोई अन्य</li> </ol>
21.2 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
22. Are you employed? क्या तुम नौकरीपेशा हो?	Yes हाँ / No नहीं
22.1 If yes please describe the nature of work: यदि हाँ, तो कृपया कार्य की प्रकृति का वर्णन करें	<ol style="list-style-type: none"> <li>1. Agriculture/ कृषि</li> <li>2. Non- Agriculture/ गैर-कृषि</li> <li>3. Self- employed/ स्वरोजगार</li> <li>4. Allied Activities of Agriculture/ कृषि की संबद्ध गतिविधियाँ</li> <li>5. Any Other/ कोई अन्य</li> </ol>
22.2 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
23. Do you own any of these documents? क्या आपके पास इनमें से कोई भी दस्तावेज है?	<ol style="list-style-type: none"> <li>1. Adhaar Card/ आधार कार्ड</li> <li>2. Ration Card /राशन कार्ड</li> <li>3. PAN Card /पैन कार्ड</li> <li>4. Any Other/ कोई अन्य</li> </ol>
23.1 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
24. Do you have any problem for commuting within and outside the village? क्या आपको गांव के भीतर और बाहर आने-जाने में कोई समस्या है?	Yes हाँ / No नहीं
24.1 If Yes, Please Describe / यदि हाँ, तो कृपया उल्लेख करें	
25. Are Educational institution available nearby your house? क्या आपके घर के पास शैक्षणिक संस्थान उपलब्ध हैं?	Yes हाँ / No नहीं
26. Are you facing any dispute regarding your land holdings? क्या आप अपनी भूमि जोत के संबंध में किसी विवाद का सामना कर रहे हैं?	Yes हाँ / No नहीं
26.1 If Yes, Please Describe / यदि हाँ, तो कृपया उल्लेख करें	
27. Do you face any problem regarding availability of Electricity? क्या आपको बिजली की उपलब्धता के संबंध में किसी समस्या का सामना करना पड़ता है?	Yes हाँ / No नहीं
27.1 If Yes, Please Describe / यदि हाँ, तो कृपया उल्लेख करें	
28. Does your children have access to online education? क्या आपके बच्चों की ऑनलाइन शिक्षा तक पहुंच है?	Yes हाँ / No नहीं



28.1If Yes, Do they face any difficulty while accessing it? यदि हाँ, तो क्या उन्हें इस तक पहुँचने में किसी कठिनाई का सामना करना पड़ता है?	Yes हाँ / No नहीं
29. Have you ever faced any kind of domestic violence in your life? क्या आपने अपने जीवन में कभी किसी प्रकार की या घरेलू हिंसा का सामना किया है?	Yes हाँ / No नहीं
29.1If Yes, Have you reported the same? यदि हाँ, तो क्या आपने इसकी सूचना दी है?	Yes हाँ / No नहीं
30. Have you ever witness child labour in your village? क्या आपने कभी अपने गांव में बाल श्रम देखा है?	Yes हाँ / No नहीं
30.1If Yes, Have you reported the same? यदि हाँ, तो क्या आपने इसकी सूचना दी है?	Yes हाँ / No नहीं
31. Does your village have any Micro, Small or medium enterprise? क्या आपके गांव में कोई सूक्ष्म, लघु या मध्यम उद्यम है?	Yes हाँ / No नहीं
31.1If yes, Do they produce beneficial employment opportunities? यदि हाँ, तो क्या वे लाभकारी रोजगार के अवसर पैदा करते हैं?	Yes हाँ / No नहीं
32. Have you ever faced any difficulty while accessing the medical facilities available in your village? क्या आपको अपने गाँव में उपलब्ध चिकित्सा सुविधाओं का इस्तेमाल करने में कभी किसी कठिनाई का सामना करना पड़ा है?	Yes हाँ / No नहीं
32.1If Yes, Please Describe / यदि हाँ, तो कृपया उल्लेख करें।	
33. Do all of your children attend School or any other educational institutions? क्या आपके सभी बच्चे स्कूल या किसी अन्य शिक्षण संस्थान में जाते हैं?	Yes हाँ / No नहीं
33.1If No, please provide the reason. यदि नहीं, तो कृपया कारण बताएं।	
34. Have you received any of the COVID-19 Vaccination? क्या आपने कोई COVID-19 टीकाकरण प्राप्त किया है?	Yes हाँ / No नहीं
34.1If Yes, did you faced any difficulty, please mention? यदि हाँ, तो क्या आपको किसी कठिनाई का सामना करना पड़ा, कृपया उल्लेख करें?	
35. Do you have access to bank facilities? क्या आपकी पास बैंक सुविधाओं तक पहुँच है?	Yes हाँ / No नहीं
35.1If yes, Which one यदि हाँ, तो कौन सा	1. Saving Account / बचत खाता 2. Current Account / चालू खाता 3. Fixed Deposit / सावधि जमा 4. Credit Facility / उधार की सुविधा 5. Any Other / कोई और
35.2If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	



36. Have you studied from ITI or any other technical institution? क्या आपने आईटीआई या किसी अन्य तकनीकी संस्थान से पढ़ाई की है?	Yes हाँ / No नहीं
36.1 Did you receive any employment opportunity after studying from ITI? क्या आई टी आई से पढ़ने के बाद आपको रोजगार का कोई अवसर मिला ?	Yes हाँ / No नहीं
37. What are the infrastructural challenges you are facing in your village? आप अपने गांव में किन ढांचागत चुनौतियों का सामना कर रहे हैं?	1. Broken roads / टूटी सड़कें 2. Collapsed public buildings / ढह गए सार्वजनिक भवन 3. Ruptured Pipelines / टूटी पाइपलाइन 4. Any other / कोई दूसरा
37.1 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
38. Do you have any problem in accessing the schemes and programmes of Government? क्या आपको सरकार की योजनाओं और कार्यक्रमों तक पहुंचने में कोई समस्या है?	Yes हाँ / No नहीं
38.1 If Yes, Please Describe यदि हाँ, तो कृपया वर्णन करें	
39. Have your kids completed their schooling? क्या आपके बच्चों ने अपनी स्कूली शिक्षा पूरी कर ली है?	Yes हाँ / No नहीं
39.1 If no, please mention the reason. यदि नहीं, तो कृपया कारण बताएं।	

## Annexure 5

### Time Survey

#### समय सर्वेक्षण

Your precious responses are required for this research study. Please tick at appropriate box in the given grid or circle and provide your appropriate response. Some questions may have multiple responses. The data provided will be kept confidential and will be used solely for the purpose of research.

इस शोध अध्ययन के लिए आपकी कीमती प्रतिक्रियाओं की आवश्यकता है। कृपया दिए गए ग्रिड में उपयुक्त बॉक्स पर टिक करें या उचित प्रतिक्रिया दें। कुछ सवालों के कई जवाब हो सकते हैं। प्रदान किया गया डेटा गोपनीय रखा जाएगा और अनुसंधान के उद्देश्य के लिए पूरी तरह से उपयोग किया जाएगा।

1. Name/ नाम	
2. Age/ आयु	
3. Sex/ लिंग	1. Male/ पुरुष 2. Female/ महिला 3. Transgender/ ट्रांसजेंडर
4. Date / दिनांक	

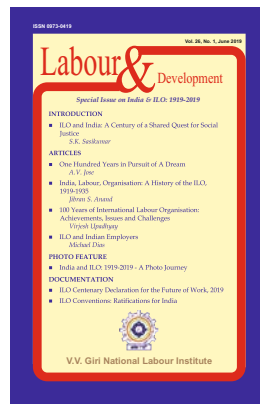
Please give an account of your daily activities (Upto to 24 hours).

1. Cleaning Activities	1 hour, 2 hours, 3 hours..... 24 hours
2. Cooking Activities	1 hour, 2 hours, 3 hours..... 24 hours
3. Field and Farm Work	1 hour, 2 hours, 3 hours..... 24 hours
4. Taking care of children and Elders	1 hour, 2 hours, 3 hours..... 24 hours
5. Any other Household work	1 hour, 2 hours, 3 hours..... 24 hours
6. Study and learning	1 hour, 2 hours, 3 hours..... 24 hours
7. Sleeping	1 hour, 2 hours, 3 hours..... 24 hours
8. Travelling time	1 hour, 2 hours, 3 hours..... 24 hours
9. Crop farming kitchen gardening, etc.	1 hour, 2 hours, 3 hours..... 24 hours
10. Animal Husbandry	1 hour, 2 hours, 3 hours..... 24 hours
11. Fishing, Forestry, Horticulture, Gardening	1 hour, 2 hours, 3 hours..... 24 hours
12. Fetching of fruits, water, plants, wood etc.	1 hour, 2 hours, 3 hours..... 24 hours
13. Processing and Storage of grains	1 hour, 2 hours, 3 hours..... 24 hours
14. Construction work	1 hour, 2 hours, 3 hours..... 24 hours
15. Manufacturing Activities	1 hour, 2 hours, 3 hours..... 24 hours
16. Trade and business related activities	1 hour, 2 hours, 3 hours..... 24 hours
17. Services private or Government Service	1 hour, 2 hours, 3 hours..... 24 hours
18. Household Maintenance Management and shopping for own Household	1 hour, 2 hours, 3 hours..... 24 hours
19. Community service and Help to other	1 hour, 2 hours, 3 hours..... 24 hours
20. Community service and help to other household	1 hour, 2 hours, 3 hours..... 24 hours
21. Social and Cultural Activities, Mass Media, etc.	1 hour, 2 hours, 3 hours..... 24 hours
22. Personal Care and Self Maintenance	1 hour, 2 hours, 3 hours..... 24 hours
If Any Other Activity, Please Describe	



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