

E-rural Camp
Strengthening Leadership Skills of the
Advocate of Women Labour on Labour Codes
September 1-3, 2021

NLI Research Studies Series
No. 153/2022

Dr. Shashi Bala



V.V. Giri National Labour Institute

E-rural Camp
Strengthening Leadership Skills of the
Advocate of Women Labour on Labour Codes
September 1-3, 2021

Dr. Shashi Bala



V.V. Giri National Labour Institute

NOIDA

(Ministry of Labour & Employment, Govt. of India)

Sector – 24, Noida

Email ID:-balashashi.vvgnli@gov.in



ISBN: 978-93-82902-89-8

Copyright © V.V. Giri National Labour Institute, Noida

No. of Copies : 150

Year of Publication : 2022

This document can be downloaded from the Institute's website at www.vvgnli.gov.in

Opinions expressed in the study are solely of the author and do not necessarily reflect the views of the Institute.

Printed and Published by V.V. Giri National Labour Institute, Sector-24,
Noida-201301, U.P.

Printed at: Chandu Press, D-97, Shakarpur, Delhi-110092



Content

Details	Page No
Preface	vii
Acknowledgment's	viii
Chapter 1 Introduction	1
Chapter 2 Profile of the participants of camps	8
Chapter 3 Infrastructure Facilities available in the village	18
Chapter 4 Problems Identified	22
Chapter 5 Capturing the Unpaid Work	30
Chapter 6 Case Studies	32
Chapter 7 Conclusion and Recommendations	34
Annexure 1-Day 1 Camp	
Annexure 1.1- Introduction of VVGNI	36
Annexure 1.2 - Understanding Yourself	38
Annexure 1.3 - Leadership Skills For Effective Communication	40
Annexure 2 -Day 2 Camp	
Annexure 2.1 - Labour Codes: An overview	44
Annexure 2.2 - Development programmes and schemes	46
Annexure 2.3 - Code on Social Security	48
Annexure 3 -Day 3 Camp	
Annexure 3.1 - Occupational Safety, Health and Working condition code	49
Annexure 3.2 - Understanding Gender	51
Annexure 4 - Questionnaire of Problem Identifications	53
Annexure 5 - Questionnaire of Time Survey	58



List of Tables

Table No.	Details	Page No.
1.1	Sample Selections	2
2.1	Gender of the Participants	8
2.2	Highest Education of the Participants	9
2.3	Involvement of the Participants in Child Care	9
2.4	Awareness of Development Programmes of village	10
2.5	Land holdings of Participants	11
2.6	Banking Services availed by Participants	12
2.7	Employment Status of Participants	13
2.8	Documents owned by Participants	13
2.9	Participant's children attending school	14
2.10	Covid-19 Vaccination status of Participants	14
2.11	Participants educated from ITI	15
3.1	Internet Connectivity, Speed, Device and Purpose of using Internet in village	16
3.2	Accessibility to Toilet facilities in Village	18
3.3	Drinking water Availability	19
3.4	Educational Institutions available nearby Participant's house	19
3.5	Access of Children's to Online Education	20
3.6	MSME and employment in village	20
4.1	Problem related to availability of water	22
4.2	Problem in commuting within and outside the village	23
4.3	Disputes regarding Land Holding	23
4.4	Problems regarding availability of Electricity	24
4.5	Domestic Violence	25
4.6	Child Labour	26
4.7	Difficulty in accessing the medical facilities available in village	26
4.8	Challenges related to Infrastructure	27
4.9	Problem in accessing the schemes of Government	28
4.10	Children Dropped out of School	28
5.1	Average time (in minutes) spent in different activities in a day per participant	30



List of Figures

Figure No.	Details	Page No.
2.1	Gender of the Participants	8
2.2	Highest Education of the Participants	9
2.3	Involvement of the Participants in Child Care	10
2.4	Awareness of Development Programmes of village	11
2.5	Land holdings of Participants	12
2.6	Employment Status of Participants	13
2.7	Participant's children attending school	14
2.8	COVID-19 Vaccination status of Participants	15
2.9	Participants educated from ITI	15
3.1	Internet connectivity in village	17
3.1.1	Speed of Internet connectivity in village	17
3.1.2	Purpose of using Internet in village	17
3.2	Accessibility to Toilet facilities in Village	18
3.3	Drinking water Availability	19
3.4	Access of Children's to Online Education	20
3.5	MSME and employment in village	21
4.1	Problem related to availability of water	22
4.2	Problem in commuting within and outside the village	23
4.3	Disputes regarding Land Holding	24
4.4	Problems regarding availability of Electricity	24
4.5	Domestic Violence	25
4.6	Child Labour	26
4.7	Difficulty in accessing the medical facilities available in village	27
4.8	Challenges related to Infrastructure	27
4.9	Problem in accessing the schemes of Government	28
4.10	Children Dropped out of School	29
5.1	Average time (in minutes) spent in different activities in a day per participant	31





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. Indigenous women can contribute in a unique way to natural resource management.

Female labour 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 impart knowledge and information about agriculture in women labours, to enhance interpersonal communication among the respondents, to discuss the legal protections in various labour legislations/Labour codes 2020 and to familiarize on the various aspects of welfare funds for 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

I would like to express our 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. To the VVG NLI team, I am very grateful for different support.

A special thank is to the entire project team of Ms. Nimra Khan and Dr. Bhoomika Batra (Research Associate) and Ms. Manju Singh (Computer Operator) along with Dr. M M Rehman for their concrete continuous 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 centre for Agrarian Relations, Rural and Behavioural Studies initiated this e-rural camp to train the rural leaders and their population to develop their skills and providing awareness on the labour codes.

Methodology

Study Area:

The study area was selected while keeping in mind the factors such as population of women, their education, employment details and other societal parameters. All the information regarding the selection of factors was taken from the study Decoding Agrarian Crisis: A Study of Production, Employment and Emerging Challenges.

Based on the detailed survey conducted in these areas the study area was selected, the local administration such as Sarpanch/Pradhyaan, Labour officers, etc and Local enumerator selected a batch of participants. The selections of participants were limited to the district only. However, such participants represented diverse characteristics. Further, meetings with village Pradhyaan were held to ensure adequate support and participation from the administration before starting of the camp. The Pradhyaan and key personnel were also present during the camp to ensure the smooth delivery of the sessions and solve the challenges occurring in the camp first hand.

Objectives of the Study

- To impart knowledge and information about agriculture in women labours.
- To enhance interpersonal communication among the respondents.
- To discuss the legal protections in various labour legislations/ Labour codes 2020.
- To familiarize on the various aspects of welfare funds for women workers.

1.1 Sample Size

As per Census 2011, following sample was collected (refer table 1.1) Pindara was chosen as village in the Bareilly area.

Table 1.1: Sample Selections

Sub-District		Population
Rural (Village)	Pindara	15,257

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. Linguistic difference between the language of the participants and facilitators (which was taken care by Local Anganwadi and Asha workers)

Preparation for the camp

We were able to capture the specific difficulties of poor peasants in the village Pindra, where an e-rural camp was held. Many various problems and grievances were discovered using case studies and personal interviews, and these were further examined in this paper work. The participants and the local authorities were chosen and given notice in advance about the camps' details. The total number of people who took part was 53.

Conducting the camp

The process of conducting camp varies from one camp to another. This camp was conducted in the vacant Gram Panchayat Bhavan. This includes number of vacant rooms and a fan running from solar power. The place was located in the centre of the village for the participants to easier access. Since the camp was an e-rural camp the local enumerator facilitated the participants with internet facilities and used laptop and speaker to connect the institute and participants together. While keeping in mind the Covid, all the precautions related to social distancing, wearing mask and regularly washing hands were taken care of.



The first day of the camp was initiated by the Project Director Dr. Shashi Bala who started with introducing the institute. Later the camp was inaugurated by the Director General of the institute, Dr. H. Srinivas. The Director General in his address highlighted



the importance of understanding the labour codes and the importance of technology. He gave an example of how women from Rajasthan learnt Agriculture with the knowledge gained from of mobile only. He further stated the importance of women empowerment and the equality between men and women. He requested the participants to gather knowledge from the camp and assured of the help from institute regarding the same. He further requested the participants to spread their knowledge with others for development of the country. He even added that they should not be afraid of hard work.

After the address, the brother of Pradhan's of the village Shri Kamlesh Kumar, addressed the participants and thanked the institute for sharing their knowledge. He also gave an overview regarding the situation and area of the village.



The camp then started its first session by Dr. Shashi Bala which aimed at knowing and understanding one-self. The session included the participatory approach by making a group of 5 and questioning them regarding their best quality. The Local Enumerator was instructed



to write their answers on board and discuss the same. The participants listed their best qualities such as self-independence, power, stitching skills, hardworking skill, etc. Other questions were also discussed among the participants such as what they wanted to do? Are they on the path to achieve that? And what steps they should have taken to become that? In addition, SWOT Analysis of participants was also done.

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

The camp resumed at 2 pm with a new session aimed at identifying the problems and challenges faced by the participants. The session was taken by the Project Director, Dr. Shashi Bala. She used interactive videos to make session more engaging and even asked questions regarding it to the participants.



The last session of the day was taken by Mr Rajiv Hasija, which aimed at enhancing the communication skills of the participants. The session outlined the importance of communication and relationship between leadership and communication.



The Local Enumerator registered the basic details of the participants.

On second day, the camp resumed with Dr. Shashi Bala's session which provided an overview to the labour codes. It highlighted all the 4 labour codes and its importance.





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

The concluding 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. The participants were also introduced to the E-Shram portal and the Local Enumerator and helped them to register in the portal.



Problems Identified from the Camp

- Children get education up to 8th standard as there is no senior secondary government school in the village.
- Only Private senior secondary schools are available in the village which it does not provide the opportunity for the financially weaker families to study.
- The schools are located far from the habitation.
- Some participants complained about having no houses to live in, they face difficulties in monsoon season due to no roof over their heads yet.
- Some participants have applied for houses under P.M. AwaasYojna, but haven’t been allotted any house.
- The wages of MGNREGA are low and the employment period is also short.

- The sewing skills of women are not valued; they should be encouraged and taught the same.
- There are no Pukka/Concrete roads in the village; it serves as an obstacle to commute within the village.
- Villagers requested for a statue of Bhim Rao Ambedkar and a Baraatghar (Marriage hall venue).



Chapter 2

Profile of the participants of camps

This chapter provides the information regarding the participant’s personal life and activities present in the camp for 3 days. It helped us to understand their backgrounds and their daily life cycle which further assisted in problem identification and solving.

Gender Profile

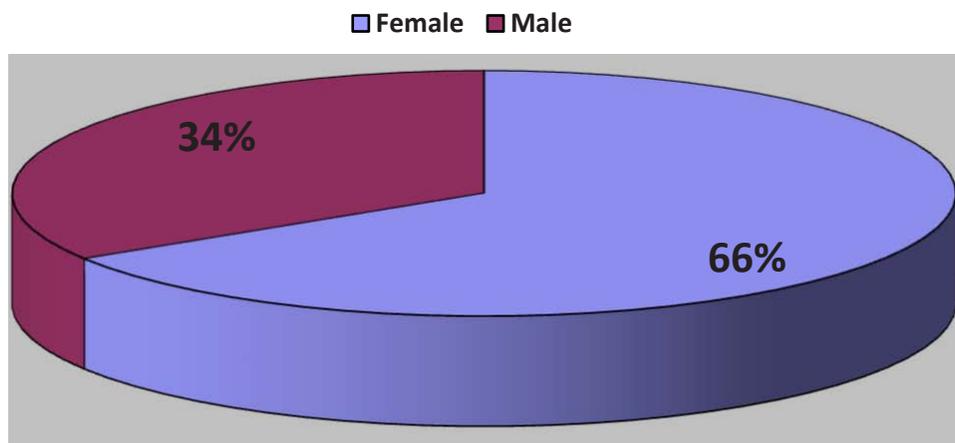
Table 2.1 show the gender distribution of the participants who actively participated in the current study, 66.04% were the women and 33.96% were men.

Table 2.1: Gender of the Participants

Gender		Total
Female	Male	
66.04	33.96	100.00

Source- Field Survey; M-Male; F-Female

Figure 2.1: Gender of the Participants



Highest Education Level

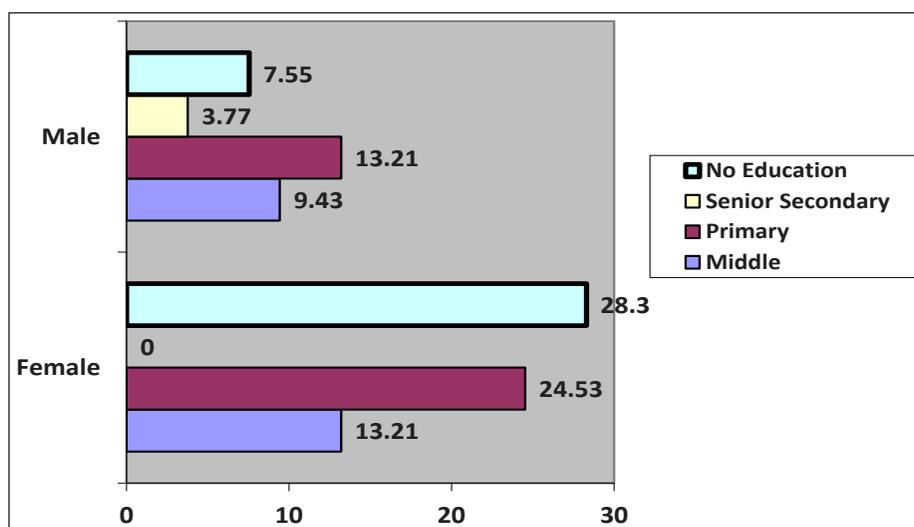
Table 2.2 depict the highest qualifications of the participants and found 13.21% women and 9.43% men respondents studied middle school, while 24.53% women and 13.21% men respondents studied only upto primary school, and only 3.77 % men respondents studied upto senior secondary.



Table 2.2: Highest Education Level of the Participants

		Female	Male	Total
Highest Education	Middle	13.21	9.43	22.64
	Primary	24.53	13.21	37.74
	Senior Secondary	0.00	3.77	3.77
	No Education	28.30	7.55	35.85
Total		66.04	33.96	100.00

Figure 2.2: Highest Education of the Participants



Source- Field Survey

Involvement of the Participants in Child Care

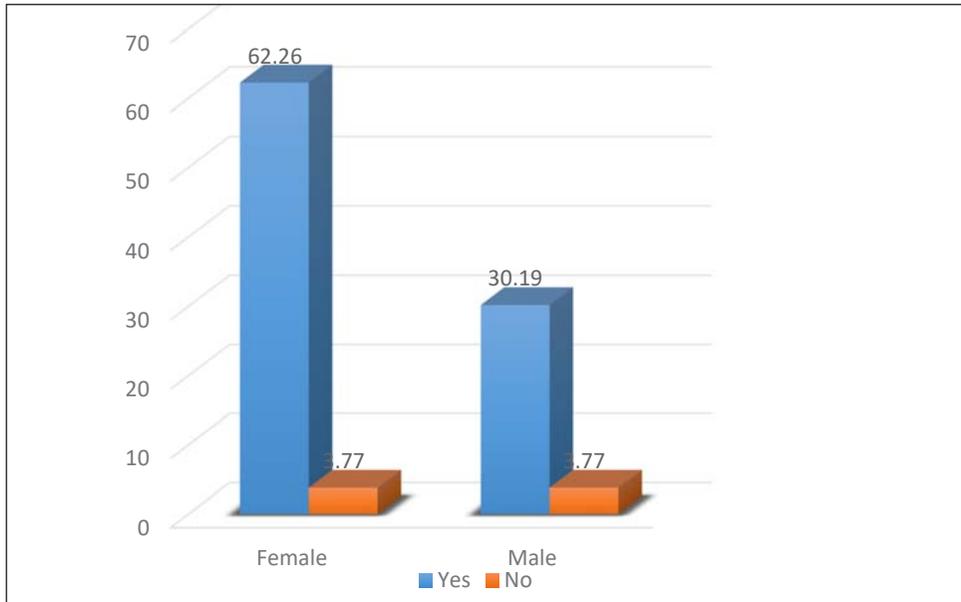
Table 2.3 show the involvement of the participant in child care and it is found that 62.26% women and 30.19% men are involved into the child care.

Table 2.3: Involvement of the Participants in Child Care

		Gender		Total
		Female	Male	
Are you involved in child care	Yes	62.26	30.19	92.45
	No	3.77	3.77	7.55
Total		66.04	33.96	100.00

Source- Field Survey

Figure 2.3: Involvement of the Participants in Child Care



Awareness of Development Programmes of village

Table 2.4 show the awareness of development programmes in the village, 56.60% women and 22.64% men villagers were aware of the same. The type of programs is “Gram pradhankemadhyam, Labour Court, and Kaushal Vikas Kendra”.

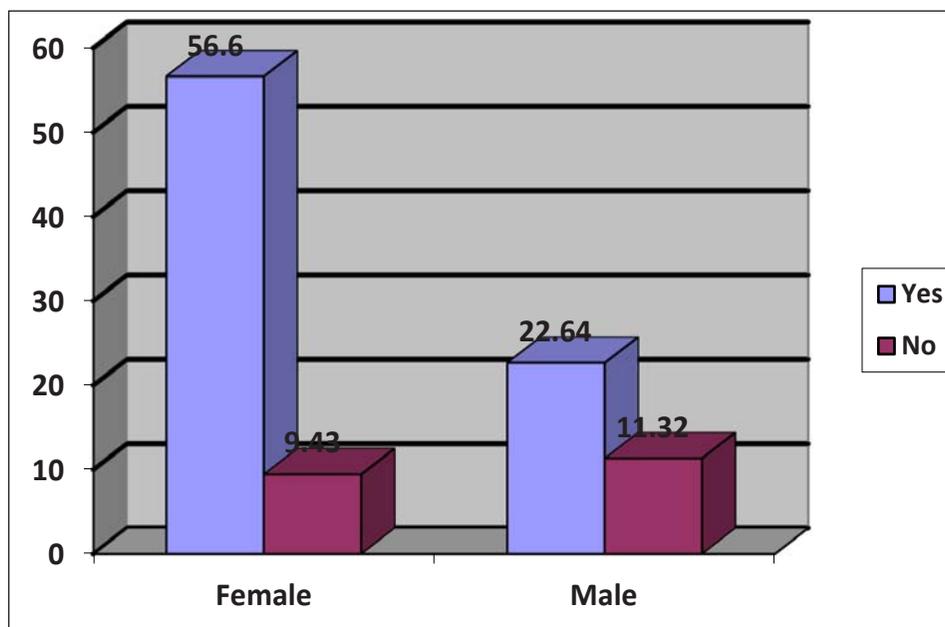
Table 2.4: Awareness of Development Programmes of village

		Female	Male	Total
Awareness of Development Programmes of village	Yes	56.60	22.64	79.25
	No	9.43	11.32	20.75
TOTAL		66.04	33.96	100.00
Types of Development Programmes	Gram pradhankemadhyam	1.88	0.00	1.89
	Labor court	0.00	1.89	1.89
	Kaushal Vikas Kendra	54.72	20.75	75.47
TOTAL		56.60	22.64	79.25

Source- Field Survey



Figure 2.4: Awareness of Development Programmes of village



Land holdings of Participants

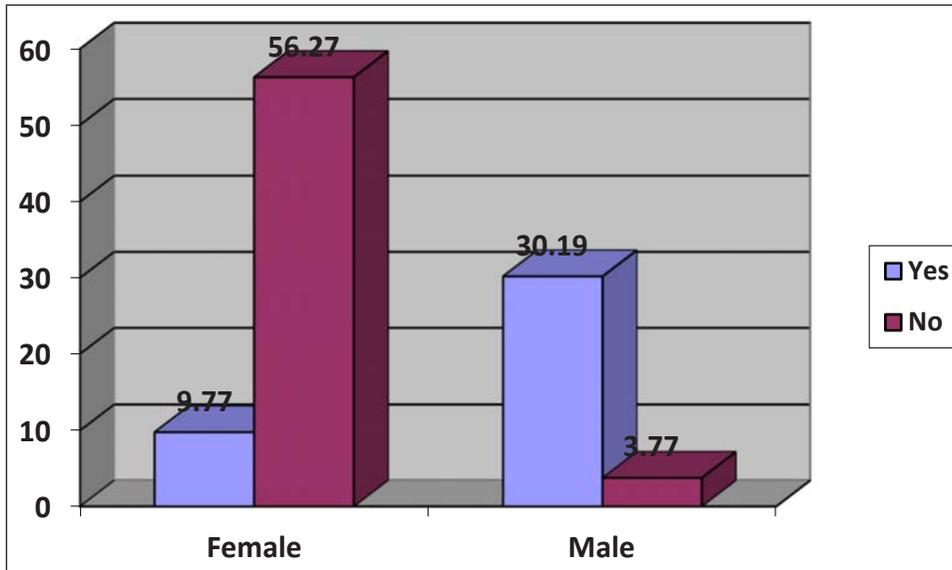
Table 2.5 show the land holdings of participants, 9.77% women and 30.19% men owned the land holdings, out of which 7.59% women and 27.23% men have 0-2 bigha size of land, 1.76% women and 2.19% men have 2-4 bigha land, and 0.42% women and 0.77% men have 4-6 bigha.

Table 2.5: Land holdings of Participants

		Female	Male	Total
land holdings Owned	Yes	9.77	30.19	39.96
	No	56.27	3.77	60.04
TOTAL		66.04	33.96	33.96
Sizes of Land	0-2	7.59	27.23	34.82
	2-4	1.76	2.19	3.95
	4-6	0.42	0.77	1.19
TOTAL		9.77	30.19	39.96

Source- Field Survey

Figure 2.5: Land holdings of Participants



Banking Services availed by Participants

Table 2.6 are about the banking services availed by the villagers and 66.04% women and 33.96% men of sample have availed the banking service like the savings account.

Table 2.6: Banking Services availed by Participants

		Female	Male	Total
Availing banking services	Yes	66.04	33.96	100.00
	TOTAL	66.04	33.96	100.00
Type of Banking Services availed	Savings Account	66.04	33.96	100.00
	TOTAL	66.04	33.96	100.00

Source-Field Survey

Employment Status of Participants

Table 2.7 shows the employment status of participants and 16.30% women and 24.53% men were employed, out of which 11.89% women and 16.32% men were into agriculture work and 4.41% women and 8.21% men were into non-agriculture work.

Participant’s children attending school

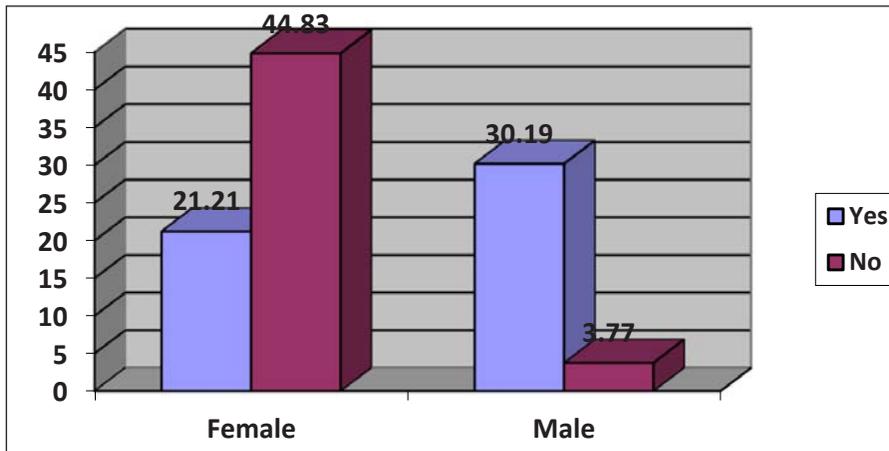
Table 2.9 shows participation of children in school. 21.21% women and 30.19% men villager’s reported that children attended school where 44.83% women and 3.77% men children were not attending school.

Table 2.9: Participant’s children attending school

		Female	Male	Total
Participant’s children attending school	Yes	21.21	30.19	51.40
	No	44.83	3.77	48.60
TOTAL		66.04	33.96	100.00

Source-Field Survey

Figure 2.7: Participant’s children attending school



Covid-19 Vaccination status of Participants

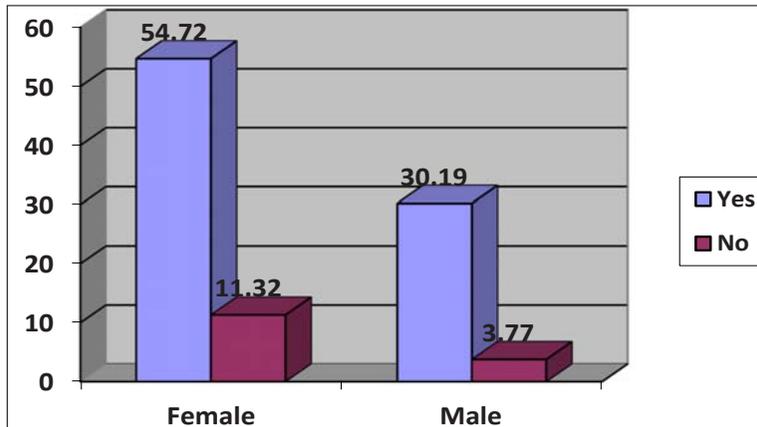
Table 2.10 shows the COVID-19 vaccination status of participants, 54.72% women and 30.19% men received the COVID-19 vaccination and they have reported to has fever after vaccination, 11.32% women and 3.77% men didn’t have the COVID-19 vaccination.

Table 2.10: Covid-19 Vaccination status of Participants

		Female	Male	Total
Received any of the COVID-19 Vaccination	Yes	54.72	30.19	84.91
	No	11.32	3.77	15.09
TOTAL		66.04	33.96	100.00
Difficulty in receiving Vaccination	Fever	54.72	30.19	84.91
TOTAL		54.72	30.19	84.91

Source- Field Survey

Figure 2.8: Covid-19 Vaccination status of Participants



Participants educated from ITI

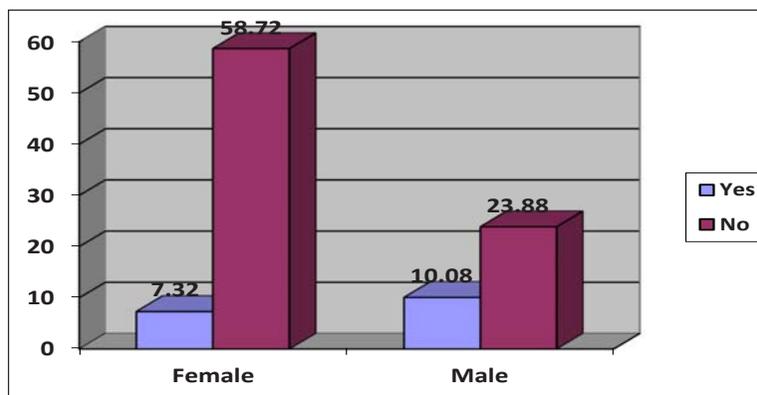
Table 2.11 shows the participants educated from ITI, and found 7.32% women and 10.08% men studied from ITI or any other technical institution out of which 5.43% women and 6.56% men got the employment opportunity after studying from ITI.

Table 2.11: Participants educated from ITI

		Female	Male	Total
Studied from ITI or any other technical institution	Yes	7.32	10.08	17.40
	No	58.72	23.88	82.60
Total		66.04	33.96	100.00
Employment opportunity after studying from ITI	Yes	5.43	6.56	11.99
	No	1.89	3.52	5.41
Total		7.32	10.08	17.40

Source- Field Survey

Figure 2.9: Participants educated from ITI





Chapter 3

Infrastructure Facilities available in the village

This chapter aims at analysing the infrastructure facilities of the village and the problems and challenges related to them faced by the participants.

Internet Connectivity, Speed, Device and Purpose of using Internet in village

Table 3.1 shows the internet connectivity, speed, device, purpose of using internet in village and numbers of tower in village. It is found that 60.38% women and 33.96% men had internet connection, 60.21% women and 33.96% men had 4G internet, 94.34% were using computer and mobile phone as a device to use internet for the purpose of communication, education and entertainment. 90.57% reported 3-4 internet towers in village and 3.77% villagers reported 1-2 internet towers.

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

		Female	Male	Total
Internet connectivity in village	Yes	60.38	33.96	94.34
	No	5.66	0.00	5.66
TOTAL		66.04	66.04	33.96
Speed	2G	0.17	0.00	1.21
	4G	60.21	33.96	93.13
TOTAL		60.38	33.96	94.34
Device to use Internet	Computer	2.17	1.88	8.72
	Mobile	58.21	32.08	85.62
TOTAL		60.38	33.96	94.34
Purpose	Communication	28.30	30.36	62.26
	Education	18.87	2.25	28.30
	Entertainment	13.21	1.35	3.78
TOTAL		60.38	33.96	94.34
Number of Internet Towers in village	1-2	0.82	5.66	3.77
	3-4	59.56	28.3	90.57
Total		60.38	33.96	94.34

Source- Field Survey



Figure 3.1: Internet connectivity in village

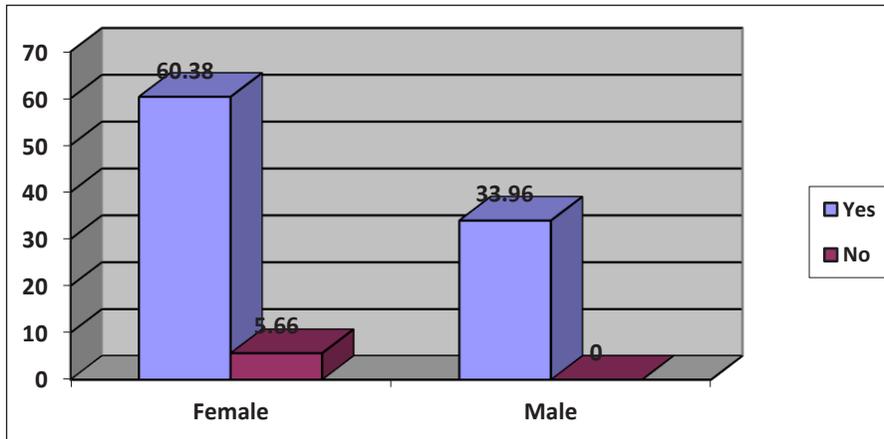


Figure 3.1.1: Speed of Internet connectivity in village

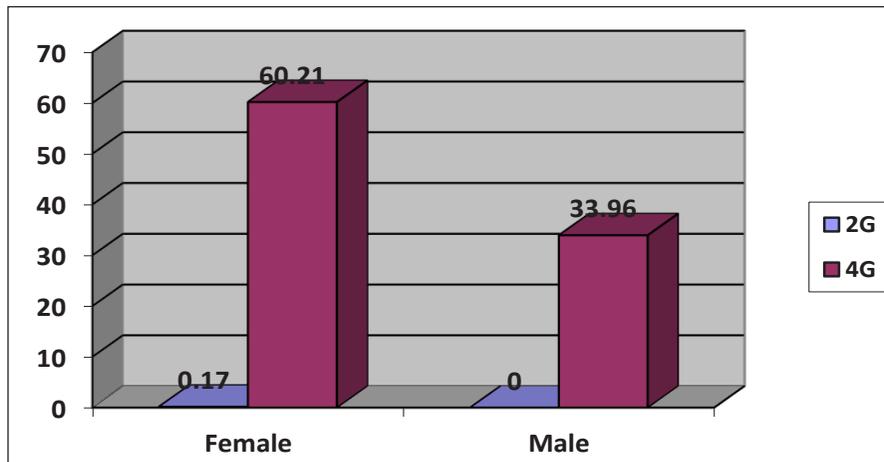
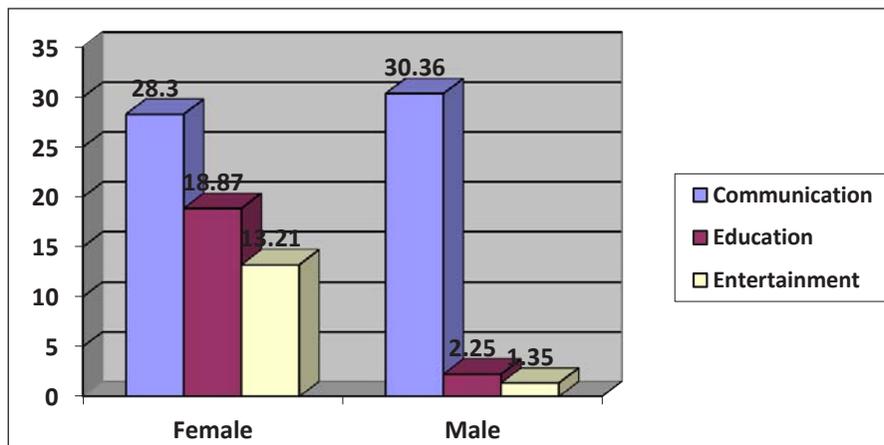


Figure 3.1.2: Purpose of using Internet in village



Accessibility to Toilet facilities in Village

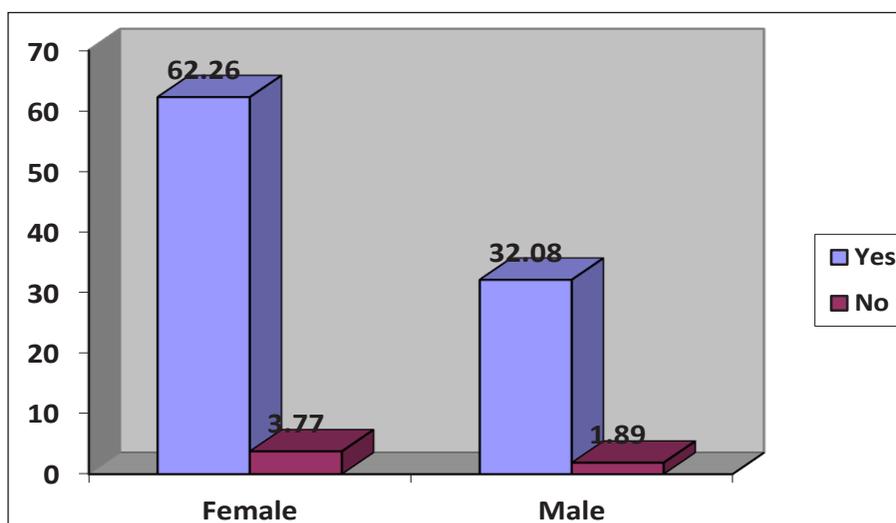
Table 3.2 shows the accessibility to toilet facilities in villages. 62.26% women and 32.08% men were able to use the toilets. Out of which 37.74% women and 26.42% men use the private toilet and 24.52% women and 5.66% men use the public toilet.

Table 3.2: Accessibility to Toilet facilities in Village

		Female	Male	Total
Accessibility to Toilet facilities	Yes	62.26	32.08	94.34
	No	3.77	1.89	5.66
TOTAL		66.03	33.97	100.00
Type of Toilets accessible	Private (In house)	37.74	26.42	64.15
	Public Toilet	24.52	5.66	30.19
TOTAL		62.26	32.08	94.34

Source- Field Survey

Figure 3.2: Accessibility to Toilet facilities in Village



Drinking water Availability

Table 3.3 shows the drinking water availability. It is found that 32.08% women and 20.75% men fetched the drinking water from the hand pump in house, 32.08% women and 13.21 men fetched the drinking water from taps in the house and 1.89% women fetched the drinking water from well.

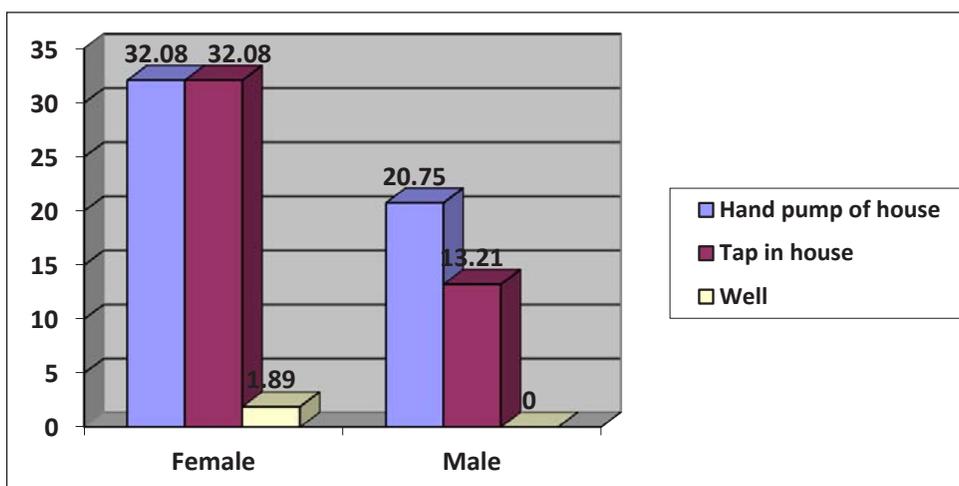


Table 3.3: Drinking water Availability

		Female	Male	Total %
Drink- ing water fetched	Hand pump of house	32.08	20.75	52.83
	Tap in house	32.08	13.21	45.28
	Well	1.89	0.00	1.89
TOTAL		66.04	33.96	100.00

Source- Field Survey

Figure 3.3: Drinking water Availability



Educational Institutions available nearby Participant's house

Table 3.4 shows the educational institutions available near to participant's house, it is found that 66.04% women and 33.96% men respondent's had the educational institutions.

Table 3.4: Educational Institutions available nearby Participant's house

		Female	Male	Total
Availability of Educational institution available nearby house	Yes	66.04	33.96	100.00
TOTAL		66.04	33.96	100.00

Source: Field Survey

Table 3.5 shows the children's access to online education and 41.51% women and 16.98% men reported that children's had access to online education, out of which 47.49% faced difficulties in assessing online education while 11% did not face any difficulty.

Table 3.5: Children’s Access to Online Education

		Female	Male	Total
Children have access to online education	Yes	41.51	16.98	58.49
	No	24.53	16.98	41.51
Total		66.04	33.96	100.00
Faced difficulty while accessing	Yes	32.40	15.09	47.49
	No	9.11	1.89	11.00
Total		41.51	16.98	58.49

Source- Field Survey

Figure 3.4: Children’s Access to Online Education

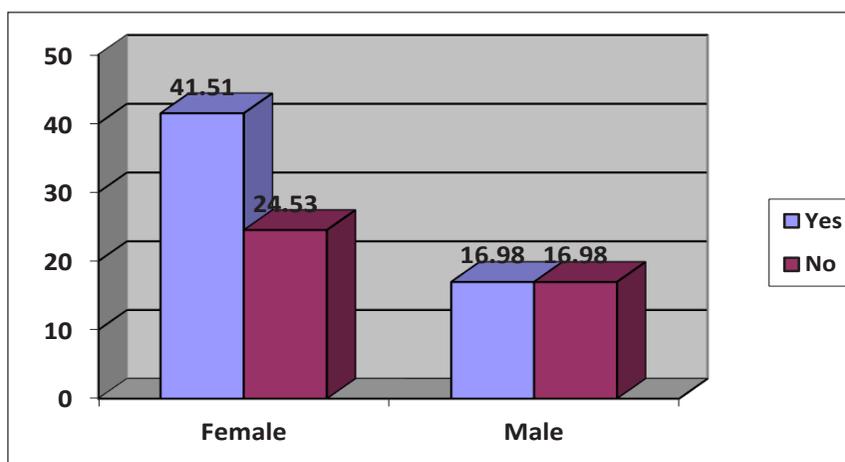


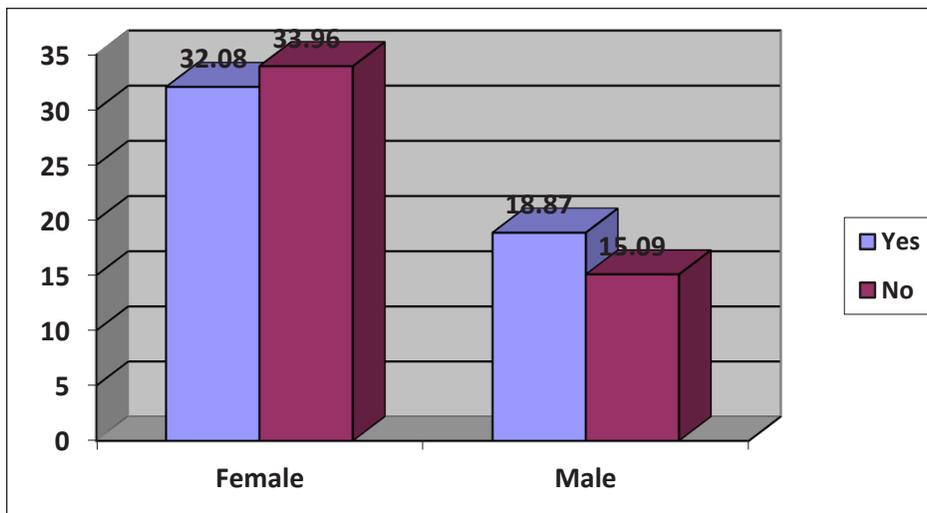
Table 3.6 shows the MSME and employment in village and the benefits received by villagers are getting from MSME. 32.08% women and 18.87% men have availed the micro, small or medium enterprise in village while 30.19% women and 15.11% men availed MSME producing beneficial employment opportunities and 5.64% did not receive any benefit from MSME.

Table 3.6: MSME and employment in village

		Female	Male	Total
Micro, Small or medium enterprise in Village	Yes	32.08	18.87	50.94
	No	33.96	15.09	49.06
TOTAL		66.04	33.96	100.00
MSME producing beneficial employment opportunities	Yes	30.19	15.11	45.30
	No	1.89	3.76	5.64
TOTAL		32.08	18.87	50.94

Source: Field Survey

Figure 3.5: MSME in village



Chapter 4

Problems Identified

This chapter aims at analysing the problems and challenges related to various aspects of the participant’s background, personal life, and infrastructure. This will help in understanding the nature and level of problems which will be guiding us to find the solutions for it.

Problem related to availability of water

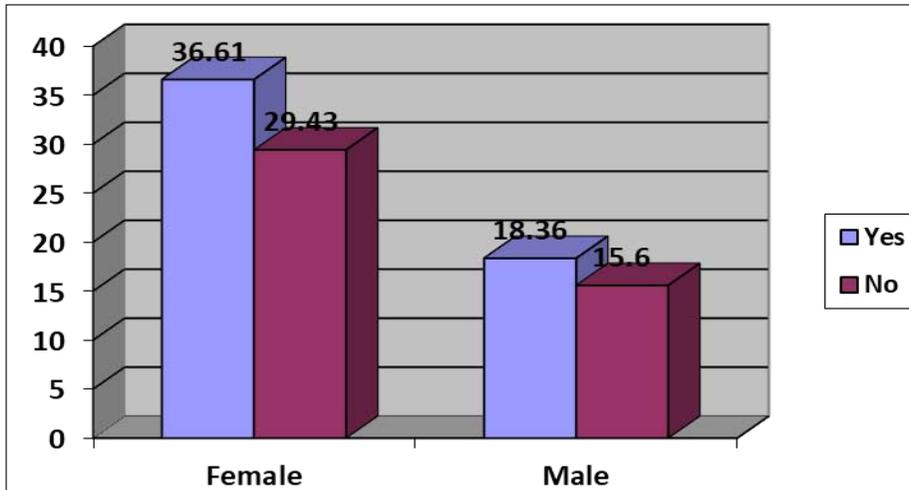
Problem related to availability of water is shown in the table 4.1 and 36.61% women and 18.36% men of respondents faced problem related to availability of water and 45.03% respondents did not face any problem in availing of water.

Table 4.1: Problem related to availability of water

		Female	Male	Total
Facing problem to availability of Water	Yes	36.61	18.36	54.97
	No	29.43	15.60	45.03
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.1: Problem related to availability of water



Problem in commuting within and outside the village

Problem in commuting within and outside the village is shown in table 4.2, 77.36% villagers were facing issues in commuting within and outside the village, out of which 54.72% were women and 22.64% were men.

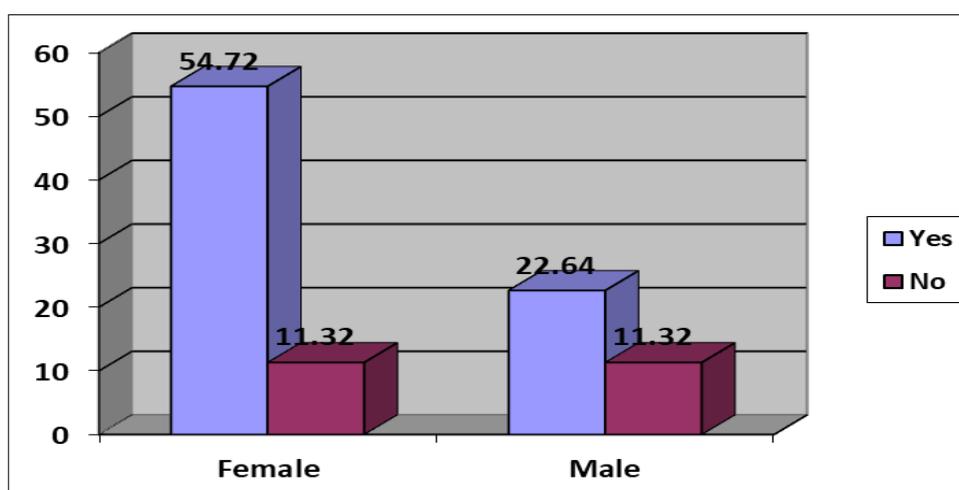


Table 4.2: Problem in commuting within and outside the village

		Female	Male	Total
Problem in commuting within and outside the village	Yes	54.72	22.64	77.36
	No	11.32	11.32	22.64
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.2: Problem in commuting within and outside the village



Disputes regarding Land Holding

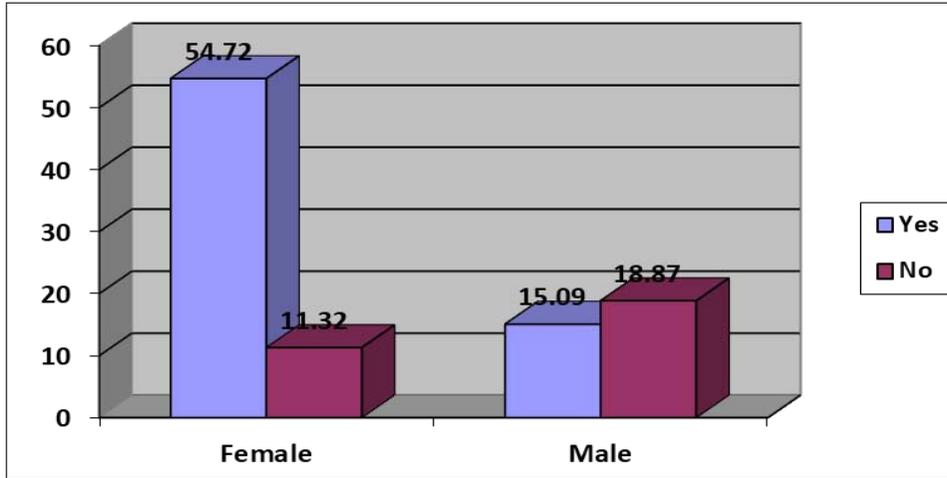
Disputes regarding Land Holdings are given in table 4.3 where 54.72% women were facing the disputes and 15.09% men were facing the disputes respectively.

Table 4.3: Disputes regarding Land Holding

		Female	Male	Total
Faced any dispute regarding land holdings	Yes	54.72	15.09	69.81
	No	11.32	18.87	30.19
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.3: Disputes regarding Land Holding



Problems regarding availability of Electricity

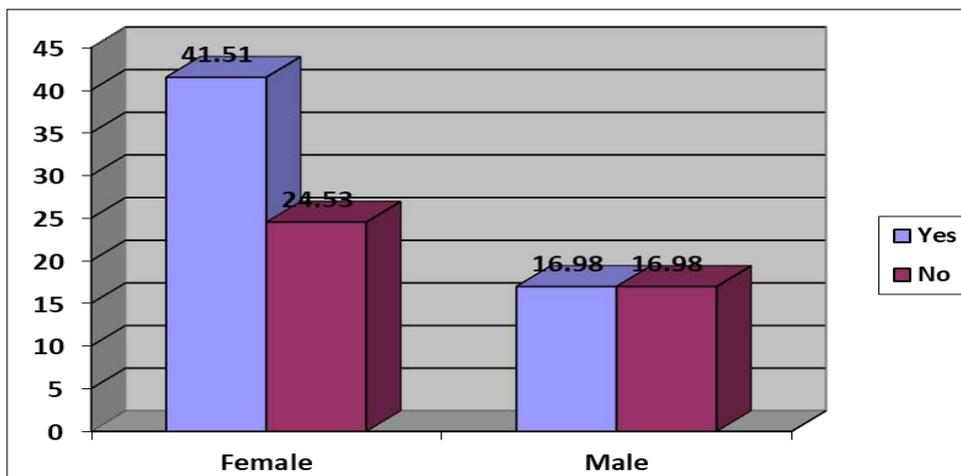
Table 4.4 depicts the problems regarding the availability of electricity and 58.49% villagers faced this issue. Out of which 41.51% were women and 16.98% were men.

Table 4.4: Problems regarding availability of Electricity

		Female	Male	Total
Faced any problem regarding availability of Electricity	Yes	41.51	16.98	58.49
	No	24.53	16.98	41.51
TOTAL		66.04	33.96	100.00

Source: Field Survey

Figure 4.4: Problems regarding availability of Electricity





Domestic Violence

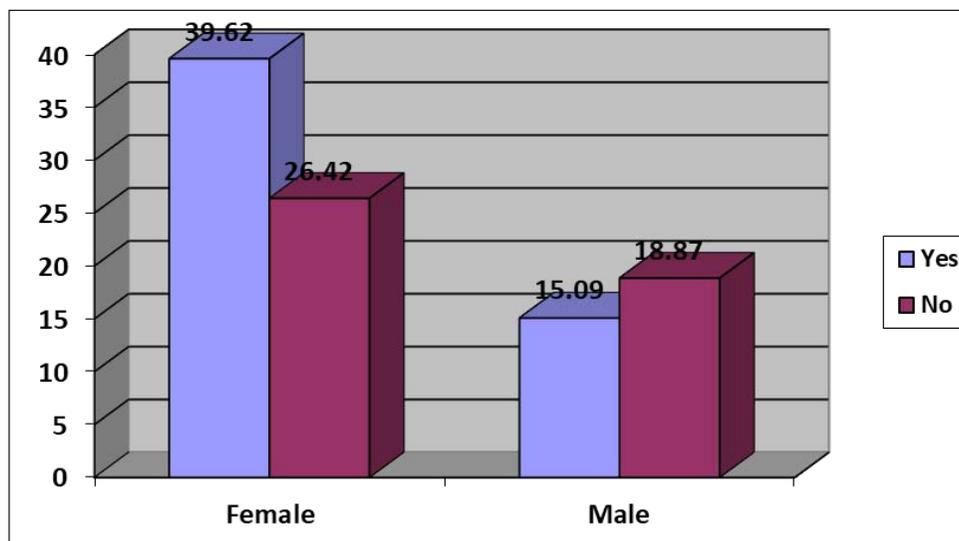
Table 4.5 shows the domestic violence among the villagers. 54.72% villagers faced this violence and out of which 39.62% were women and 15.09% were men, out of which 32.08% women and 13.02% men reported the same and 7.54% women and 2.08% men did not report to police.

Table 4.5: Domestic Violence

		Female	Male	Total
Faced any kind or domestic violence in your life	Yes	39.62	15.09	54.72
	No	26.42	18.87	45.28
Total		66.04	33.96	100.00
Reported the same	Yes	32.08	13.02	45.10
	No	7.54	2.08	9.62
Total		39.62	15.09	54.72

Source: Field Survey

Figure 4.5: Domestic Violence



Child Labour

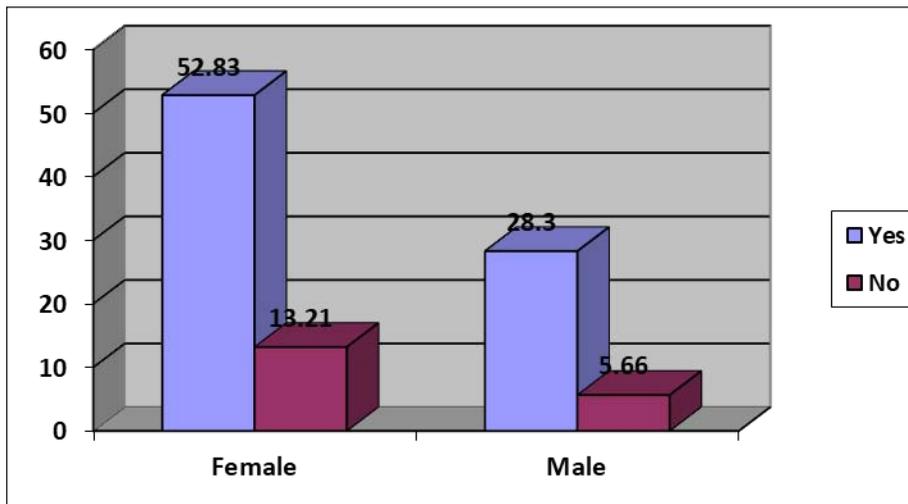
Table 4.6 shows the incidence of child labour where 52.83% women and 28.30% men had witnessed child labour in village, out of which 33.96% women and 13.21% men had reported the same and 18.87% women and 15.09% men chosen not to report the child labour practices.

Table 4.6: Child Labour

		Female	Male	Total
Witnessed child labour in village	Yes	52.83	28.30	81.13
	No	13.21	5.66	18.87
Total		66.04	33.96	100.00
Reported the same	Yes	33.96	13.21	47.17
	No	18.87	15.09	33.96
Total		52.83	28.30	81.13

Source: Field Survey

Figure 4.6: Child Labour



Difficulty in accessing the medical facilities available in village

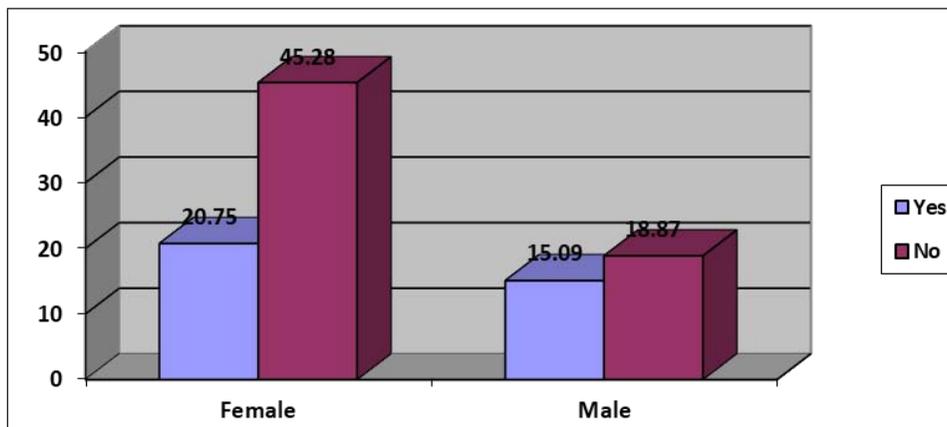
It can be seen from table 4.7 that 20.75% women and 15.09% men participants reported that they faced difficulty in accessing the medical facilities available in village.

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

		Female	Male	Total %
Difficulty in accessing the medical facilities available in your village	Yes	20.75	15.09	35.85
	No	45.28	18.87	64.15
Total		66.04	33.96	100.00

Source: Field Survey

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



Challenges related to Infrastructure

Table 4.8 show the challenges related to Infrastructure where 41.51% women and 18.87% men reported the broken roads, and 24.53% women and 15.09% men reported the collapsed public buildings.

Table 4.8: Challenges related to Infrastructure

		Female	Male	Total
Infrastructural Challenges faced	Broken roads	41.51	18.87	60.38
	Collapsed public buildings	24.53	15.09	39.62
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.8: Challenges related to Infrastructure

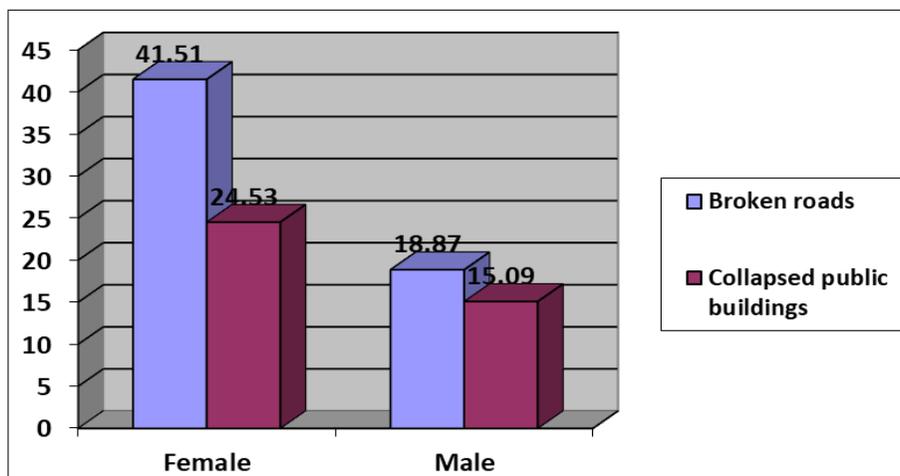


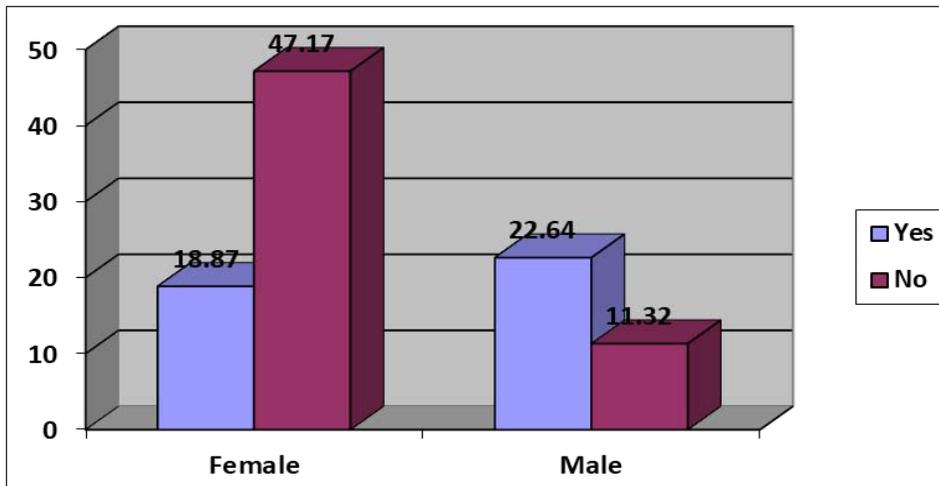
Table 4.9 show the problem in accessing different schemes of the government. 18.87% women and 22.64% men faced the problems in accessing the Government schemes. It is found that majority of 47.17% women and 11.32% men did not face the problem in accessing the schemes of government.

Table 4.9: Problem in accessing the schemes of Government

		Female	Male	Total
Problems in Accessing the schemes of Government	Yes	18.87	22.64	41.51
	No	47.17	11.32	58.49
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.9: Problem in accessing the schemes of Government



Dropout of Children from School

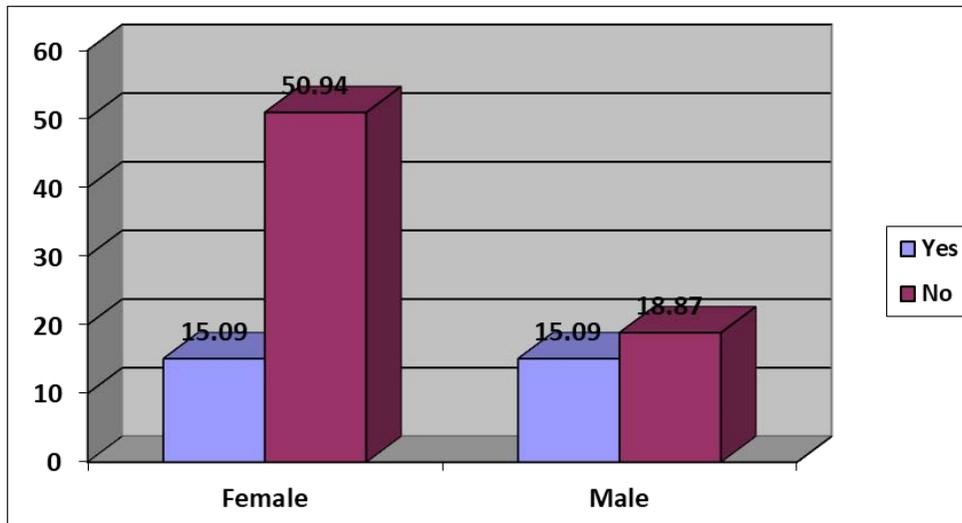
15.09% women and 15.09% men reported that children dropped out of school. (see table 4.10)

Table 4.10: Children Dropped out of School

		Female	Male	Total %
Children Dropped out of School	Yes	15.09	15.09	30.19
	No	50.94	18.87	69.81
Total		66.04	33.96	100.00
Reason of Leaving	Arthiksthitikamjor hone ke karan	0.00	3.77	3.77
	Money problems	66.04	30.19	96.23
Total		66.04	33.96	100.00

Source: Field Survey

Figure 4.10: Children Dropped out of School





Chapter 5

Time Survey

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's details of time spent by the participants in order to understand and capture the work they perform which they do not get paid for. 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.

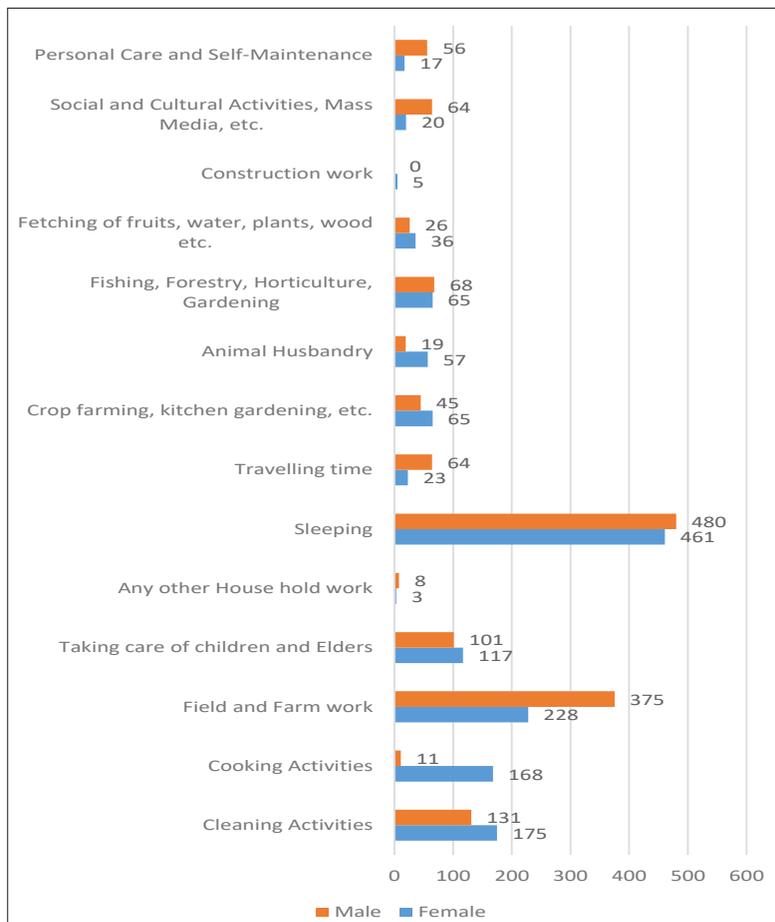
Table 5.1: Average time (in minutes) spent in different activities in a day per participant

The Nature of Activities	Female	Male
Cleaning Activities	175	131
Cooking Activities	168	11
Field and Farm work	228	375
Taking care of children and Elders	117	101
Any other Household work	3	8
Sleeping	461	480
Travelling time	23	64
Crop farming, kitchen gardening, etc.	65	45
Animal Husbandry	57	19
Fishing, Forestry, Horticulture, Gardening	65	68
Fetching of fruits, water, plants, wood etc.	36	26
Construction work	5	0
Social and Cultural Activities, Mass Media, etc.	20	64
Personal Care and Self-Maintenance	17	56
Total	1440	1448

Note: Figures may not add up to 1440 due to rounding, Source: Time Survey

From the Table 5.1 it can be seen that apart from sleeping, women spent an average 228 minutes per day on “Field and farm work” and 175 minutes on “Unpaid cleaning activities” whereas average time spent by men was 375 minutes per day and 131 minutes per day respectively on the same activities.

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



Women's average participation in "Unpaid cooking activities" is 168 minutes while men spend on average only 11 minutes for the same.

On an average 117 minutes were spent in a day by women for "Unpaid taking care of Children and elders" against 101 minutes spent by men on the same activity.

Other activities such as "Unpaid Animal Husbandry" and "Unpaid fetching of Fruits, Water, Plants, Woods, etc" witnesses more female participation than male.

Hence, It can be said that women spend more of their time in unpaid activities than man or in other words women's work remain more unpaid than that of men. Men spend majority of their time in paid activities and receives the title of sole bread winner of the family.



Chapter 6

Case Studies

Preliminaries	E-rural camps help different stakeholders to interact and impart knowledge to the participants. It aims at describing various schemes, codes, programmes, etc for the benefit of the participants.
Introduction & Background	The basic objectives of this e-rural camp were to describe the schemes in detail followed by attempts to capture the problems faced by the participants and finding their cause. The camp aims at identifying and diagnosing the challenging areas and seeking solutions for it. Thus to address the problems of the participants, specific session were organized where challenges faced by participants were discussed.
Methodology	In the each session of the rural camp the participants were taught to use their own skills and we helped them to understand all the 4 labour codes. An attempt had been made to look into the problems and challenges of the participants through the case studies, collected through in-depth participatory approach during the e-camp by the Local Enumerator on the ground zero. The participants were encouraged to identify their own problems and find the alternative strategies of or which can be undertaken on this subject and cases described.
Case 1	Dharam Singh is, a resident of Pindara village in Varanasi. He works at Eit-Bhatta (Brick-klin) and owns no land rights. He works day and night to feed his family. In times of Covid-19 he struggled for employment, though with the help of Sarpanch ji he had got his MGNREGA card made. But since last 2 years the work of MGNREGA has been reduced. He added that due to poverty wife's stitching skills cannot bring in money since they have no money to buy the machine. He wants to buy the machine so that both the husband and wife can start earning. Source: Mithlesh Pandey (Local Enumerator)
Case 2	Anita Devi, a resident of village Pindara of Varanasi is a widow. Few years ago her husband died in a road accident. She has two children to feed and a household to run. She was separated from the joint family of her husband. Now she lives alone with her children. To continue living she receives the ration through Government scheme and with pradhan's help she has made a MGNREGA card to receive work. She claims that she receives the work occasionally from MGNREGA which is insufficient to run a household and to support her children's needs. Source: Mithlesh Pandey (Local Enumerator)



Results	It is noticed from the above-mentioned cases that residents of Pindra village have learned skills to earn and become self-dependent but they lack the capital to start their own business. They require opportunities and capitals to become self-independent and feed their families.
Summary & Evaluation	Residents of Pindra village experiences many difficulties such as: <ul style="list-style-type: none">• Less employment opportunities• Lack of capital to start their own business• Infrastructural Challenges
Conclusion	Issues related to low employment opportunities came forward while analyzing the above case studies. The camp assisted the participants to consider and explore different alternatives of income generation.
Recommendations for the future	The discussion in the camp between the officials and the participants helped them to evaluate and understand different schemes available for them by government and how they can get benefit from it.
End Matter	The discussion in the camp helps the participants to start planning for their future. The procedure is specified and identifies concrete action/steps that are required to achieve them. Individually, the identified participants purchased sewing machine, manufacturing soap, weaving handloom equipment etc.



Chapter 7

Conclusion and Recommendations

- Both men and women were among the participants in the e-rural camp (approximately 6:4 ratios). The majority of them were unemployed and were educated only up to the primary level. The majority of the women who took part in the study were uneducated.
- The participants have basic documentation such as Adhaar and MGNREGA cards, have used financial services, and are aware of the village's development programmes. The majority of participants own landholdings.
- The Pindara village of Varanasi District of Uttar Pradesh had good internet connection and 3-4 internet towers. The majority of participants had access to clean toilet and clean drinking water facilities. The majority of participants did not have their home near educational institutions but had quality access to online education in the COVID-19 pandemic. The participants had informed that despite MSMEs in the village they did not generate sufficient employment opportunities.
- 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 three days of the camp.
- It can be concluded that the major problems of the participants that were identified are difficulty in commuting within and outside the village as the Pakka/Concrete roads were not built, domestic violence, Child labour practices, non-availability of senior secondary schools in the village, schools being far away from houses and no houses etc. But the major problem among all was the lack of employment and lack of MGNREGA employment opportunities during Covid-19 pandemic.
- It can also be concluded that women spends majority of their time in unpaid activities whereas the men spends majority of their time in paid activities.
- While discussing the problems with the participants in the sessions the suggestions and causes were identified by the experts and speakers present in the camp. A post camp meeting with the Gram Pradhyaan was also conducted to understand the problems in-depthly which were discussed throughout the three days. Hence, with the effort of all the key personnel of the e-camp it was recommended to build more schools in the village especially Senior Secondary schools.



- A plot of land should be located and made available for the construction of a public park and there should be a wedding venue for the entire hamlet, which should be easily accessible to the marginalised section. In light of the constant numerous employment opportunities, the participants were introduced to "e-Shram" and the National Career Service portal in order to provide them with new job options.
- The camp included sessions on various schemes of Government which were helpful in overcoming the challenges they were facing such as Awaas Yojna for provision of housing to the poor, UJJAWALA Yojana for rehabilitation and re-integration of victims of Trafficking for commercial sexual exploitation, Beti-Bachao-Beti-PadhaoYojna 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 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, प्रवचन 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 प्रभावशाली दूरदर्शी।

INSTITUTE'S MANDATE
संस्थान का जन्मदेश

- Undertake and promote research
- Organize training and education programmes
- Organize seminars, workshops and lectures
- Undertake publication of journals and research papers
- Collaborate and network with similar national and international institutions
- Maintain and develop library and information systems

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 शक्ति विधाय, जिसके अध्यक्ष के रूप में केंद्रित श्रम मंत्री संस्थान के सार्वजनिक नीति व्यापक नीतिगत मानदंड प्रेषित 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 कार्यकारी परिषद, संस्थान की गतिविधियों की निगरानी और मार्गदर्शन करते हैं।

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 विभिन्न 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

- अंतर्राष्ट्रीय नेटवर्किंग केंद्र
- श्रम बाजार अध्ययन केंद्र
- रोजगार संबंध और विनियमन केंद्र
- ग्रामीण संबंध, शहरी 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
- पश्चिम और श्रम केंद्र
- उत्तर-पूर्व अनुसंधान एवं प्रशिक्षण केंद्र
- सैदा और क्लाइमेट चेंज 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 प्रशिक्षण
- RURAL LABOUR CAMPS ग्रामीण श्रम शिविर
- CHILD LABOUR श्रम बाल
- 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
अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

Designed to help Govt., Officials and others from the developing countries under TECO/CAMP programme of the Ministry of External Affairs, Government of India.

भारत सरकार के विदेश मंत्रालय के TECO/CAMP कार्यक्रम के अंतर्गत विकासशील देशों के सरकारी अधिकारियों और अन्य लोगों को सहायता के लिए डिज़ाइन किया गया।

From 1999 to 2018-19, the Institute organized 91 International training programmes in which 2054 officials participated.

1999 से 2018-19 तक, संस्थान ने 91 अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रमों को आयोजित किया जिसमें 2054 अधिकारियों ने भाग लिया।

International Training Programmes
अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

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

International Training Programmes
अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

- International Training Programme on Gender Issues in the World of Work
- कार्य के दुनिया में लैंगिक मुद्दों पर अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम
- International Training Programme on Health, Security and Protection of Workers
- स्वास्थ्य सुरक्षा और श्रमिकों की सुरक्षा पर अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

International Collaborations अंतर्राष्ट्रीय सहयोग

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

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

Publications प्रकाशन

Publications

- Work & Development:** Bi-annual Academic Journal dedicated to advancing the understanding of various aspects of labour through theoretical analysis and empirical investigation
- श्रम और विकास: वार्षिक शोध और अनुभवजन्य ज्ञान के क्षेत्र में श्रम के विभिन्न पहलुओं की समझ को बढ़ाने के लिए समीक्षात्मक अकादमिक जर्नल
- Analysis Digest:** Bi-monthly Journal reflecting on the latest case laws in the field of labour and industrial relations
- अनुभवपूर्ण संक्षेप: श्रम और औद्योगिक संबंधों के क्षेत्र में नवीनतम कानूनों को दर्शाता है

- Shram Vidhan:** Bi-monthly Hindi Journal containing gist of Supreme Court and High Court Cases
- श्रम विधान: द्विमासिक हिंदी जर्नल जिसमें उच्च न्यायालय और उच्च न्यायालय के मामलों का सार है
- VVGNLU Andhashavash:** A bi-monthly Newsletter reflecting the activities of Institute in all areas (launched in January 2010)
- वी.वी.जी.एन.एल.आई. न्यूज़लेटर: सभी क्षेत्रों में संस्थान की गतिविधियों को दर्शाता है (जनवरी 2010 में शुरू किया गया)

Publications प्रकाशन

- Child Link:** 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
- बाल श्रम को समाप्त करने के लिए समाज के विभिन्न वर्गों को प्रेरित करने के लिए प्रकाशित होने वाले मासिक पत्र हैं। समाज के विभिन्न वर्गों को प्रेरित करने के लिए प्रकाशित होने वाले मासिक पत्र हैं। समाज के विभिन्न वर्गों को प्रेरित करने के लिए प्रकाशित होने वाले मासिक पत्र हैं।
- Key Research Studies Series:** The Institute is also publishing a series entitled, Key Research Studies Series, to disseminate the findings of the research activities of the Institute.
- मुख्य शोध अध्ययन श्रृंखला: संस्थान की शोध प्रतिक्रियाओं के निष्कर्षों का प्रसार करने के लिए संस्थान द्वारा प्रकाशित अध्ययन श्रृंखला नामक एक श्रृंखला 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
- संस्थान 1990 में सेक्टर-24, नोएडा में अपने स्वयं के परिसर में स्थानांतरित हो गया
- Campus spread over an area of 15.00 acres, with lush green lawns, the green and open environment, free from noise and pollution, provides positive atmosphere for training and research.
- परिसर में 15.00 एकड़ का क्षेत्र है, जो हरी घास के मैदानों और शोर और प्रदूषण से मुक्त है, प्रशिक्षण और शोध के लिए सकारात्मक वातावरण प्रदान करता है।
- Infrastructure consists of following blocks:
 - Administrative Block, प्रशासकीय ब्लॉक
 - Library Block 50000+ books
 - Residential Block आवासीय ब्लॉक
 - Seminar Block संगोष्ठी ब्लॉक
 - Hostel Block छात्रावास ब्लॉक

Administrative Block प्रशासनिक ब्लॉक

The Institute has an administrative block for faculty and administrative staff

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

Seminar Block संगोष्ठी ब्लॉक

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

संस्थान में सात वायुमय प्रशिक्षण हॉल हैं जो एक ही समय में लगभग 250 प्रशिक्षणार्थी को Accommodate कर सकते हैं। प्रत्येक हॉल में ऑडियो-विजुअल सुविधा है।

Hostel Block छात्रावास ब्लॉक

The Institute has excellent hostel building with 99 fully furnished rooms with attached bath with independent balconies, dining hall, internet centre and recreational & gym facilities. Hostel rooms are air-conditioned and equipped with colour TVs and telephones.

संस्थान में उत्कृष्ट छात्रावास की इमारत है जिसमें 99 पूर्ण रूप से सुसज्जित कमरे हैं, जो अलग-अलग बाल्कनी, खाने की हॉल, इंटरनेट केंद्र और मनोरंजन और जिम सुविधाएं हैं। छात्रावास के कमरे वायुमय हैं और रंगीन टीवी और टेलीफोन से सुसज्जित हैं।

Residential Block आवासीय ब्लॉक

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

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

Library Block पुस्तकालय ब्लॉक

- Institute's Library is one of the most endowed resource centres on Labour Information
- संस्थान का पुस्तकालय श्रम सूचना पर सबसे समृद्ध संसाधन केंद्रों में से एक है।
- 65,000 books and bound volumes
- एन.आर. पुस्तकें और बंधन वॉल्यूम

- पुस्तकें, पत्रिकाएं, क्लिपिंगें
- संस्थान का पुस्तकालय श्रम सूचना पर सबसे समृद्ध संसाधन केंद्रों में से एक है।
- 65,000 पुस्तकें, बंधन वॉल्यूम
- एन.आर. पुस्तकें और बंधन वॉल्यूम

Faculty

The faculty of the Institute comprises of a large number of distinguished academic personalities, including faculty, labour studies, research, public administration, etc. The Institute provides the best facilities for quality research work in research, training and education. The faculty members are given various incentives, facilities, etc. to ensure that they work with all their heart and mind to the best of their capacity and contribute to the growth and development of the Institute.

Dr. K. Srinivas, BPS	Director General
Dr. S.S. Venkatesh, M.A., Ph.D.	Senior Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Senior Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor
Dr. S.S. Venkatesh, M.A., Ph.D.	Professor

OFFICERS

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

VISION AND MISSION OF THE INSTITUTE

संस्थान का विजन और मिशन

"A globally reputed institution and centre of excellence in labour research and training committed to enhancing the quality of work and work relations"

"एक विश्व प्रसिद्ध संस्थान और उत्कृष्टता की गुणवत्ता और कार्य संबंधों को बढ़ाने के लिए प्रतिबद्ध बन आगे बढ़ने और विश्व में उत्कृष्टता का केंद्र"

Thank You

Understanding Self

स्वयं को समझना

Shashi Bala
शशि बाला

हार्दिक स्वागत!

स्वागत

हमें खुशी है, आप यहां हैं।

“घेहरे के भावों का ध्यान से पढ़ने की अपनी फायदेमंद आदत बना लें। आप एक घेहरे में सारा मानव नाटक देख सकते हैं।”

“आप इसके मालिक का इतिहास बता सकते हैं।”

“वर्तमान संवर्द्ध द्वारा “द मिस्टिक पाथ टू क्रास्मिक पावर”

“आप जो कुछ भी चाहते हैं, आपके पास उसे प्राप्त करने की शक्ति है। वह पुरुष या महिला जो शांति से और वास्तविक रूप से अपने स्वयं की अहमियत को स्वीकार करता है, जल्द ही खुद को अनोखी उपलब्धियों से कहीं अधिक प्राप्त कर पाएगा, जिसका उसने पहले सपना देखा था।”

“वर्तमान संवर्द्ध द्वारा “द मिस्टिक पाथ टू क्रास्मिक पावर”।

आप
द्वितीय पाठ में
आप स्वयं इस
विषय पर
आप
MHO VBE

1. अपने जुनून की सीज करें

को देखें आप प्रेरणा का प्रस्ताव प्रस्तुत करें

Define Success

सफलता को समझाएँ -

Know your personality style

अपने व्यक्तित्व को जानें

WHAT IS YOUR PERSONALITY TYPE?

Set goals लक्ष्य बनाना

Think विचार करना

Operate with Integrity ईमानदारी के साथ काम करें

Execute कार्य को करना

Give back वापस देना

5 साल पहले

1 साल पहले

चार वर्ग

1 साल से अब तक

5 साल से अब तक

Smart goals लक्ष्य में समझदारी

- S** - Specific विशिष्ट: अगर अपने लक्ष्य के बारे में क्या इतिहास मिलेगा?
- M** - Meaningful अर्थपूर्ण: यह क्यों आपके लिए महत्वपूर्ण है?
- A** - Action Oriented: इसे इतिहास करने के लिए, आप क्या करण चाहते हैं?
- R** - Realistic वास्तविक: अगर यह संभव है तो, आप इसे क्यों जी पाएंगे और क्यों?
- T** - समय अनुज्ञान: अगर इस समय को अब तक प्राप्त करना चाहते हैं?

SWOT Analysis

Strengths शक्ति

Weaknesses कमजोरियाँ

Opportunities अवसर

Threats डर

स्वोट विश्लेषण

एक स्वोट विश्लेषण ऐसी जानकारी उत्पन्न करता है जो किसी व्यक्ति/संगठन/या समूह के लक्ष्यों, कार्यक्रमों और क्षमताओं को इस परिवेश से मिलाने में सहायक होती है जिसमें वे काम करते हैं।

शक्ति

कमजोरियाँ

अवसर

डर

Annexure 1.3



ABOUT ME

RAJIV KUMAR HASIJA

FREELANCE SOFT SKILLS TRAINER PAN INDIA

MOB NO: +919811483213

EMAIL ID: hasjakumara@v@gmail.com

ABOUT ME

- ALUMNI OF ST. COLUMBA'S SCHOOL, NEW DELHI.
- BA, TOURISM FROM DELHI UNIVERSITY.
- MBA IN MARKETING FROM SIMU, GANGTOK.

TRAINING PROGRAMS FOR SKILL DEVELOPMENT

- FELLS FROM MO'S LEARNING INTERNATIONAL-EMISA
- TEACHER TRAINING COURSE FROM MA'S BRITISH COUNCIL, NEW DELHI.
- SOFT SKILLS & PERSONALITY DEVELOPMENT TRAINING FROM NET UTTAKHANSHI & NET TRICHURAPPALL.

ABOUT ME

- Extensive experience of over Two Decades in the Corporate world, more than seven years in the Education Industry amongst which he has been a committed, professional Freelance Soft Skills Trainer PAN India. 3 years in distance learning.
- Design customized modules for the overall grooming and improvement of individuals from all walks of life to transform their lives in a way that they manage their lives more effectively, work more efficiently, and ensure their physical, emotional and mental well-being.
- His interactive sessions are a pure bliss of motivation and inspiration, his believe that everything is possible in this world if we identify our strengths at the right time, in the right direction and with the right approach.

ABOUT ME

- FREELANCE SOFT SKILLS TRAINER PAN INDIA
- SUCCESS COACH
- MENTOR
- MOTIVATIONAL SPEAKER
- CONDUCTED 200+ WORKSHOPS & HAVE TRANSFORMED LIVES OF MORE THAN 10,000 PEOPLE TILL DATE.
- TRAININGS IMPARTED IN PAN INDIA IN SCHOOLS, GOVERNMENT & PRIVATE COLLEGE, IT INDUSTRY, HOSPITALITY INDUSTRY.
- PART OF BRITISH COUNCIL AND BRUNNICE PROJECTS AS WELL.

JOURNEY : 23-08-2018 VGNLI: TEAM BUILDING



Objectives

- What is a Team?
- What is Team Work?
- Importance of Team Work.
- Benefits of Team Work.
- Stages of Team Development.
- Examples of some Team Work.
- Characteristics of a Team.
- 10 lessons about Team Work.
- Communication within Team.
- Communication Do's & Don'ts.
- Closing Thought.



WHAT DO YOU MEAN BY THE WORD TEAM?

Team

We define a team as "A group of people, who have a commitment to produce a result".

Concept of a Team

Team = Common Goal + Working Together



Team Work

"The ability to cooperate and communicate effectively with others to achieve a common goal."

THERE IS NO "I" IN TEAM WORK

Why?

- Teams are a part of everyone's life. You're a member of a family team.
- So it's appropriate that you understand how to function effectively as a team member.

IMPORTANCE OF TEAMWORK

Together

Everyone

Achieves

More

BENEFITS OF TEAMWORK

CAREERCLIFF.COM

1. A Team Makes You Happier
2. Innovation Coming from Diverse Perspectives
3. Sharing Workload
4. Increasing Productivity With Recognition
5. Less Stress for Employees
6. More People = Greater Ideas
7. Inspiring Your Creativity
8. Making Risky Less Scary
9. Growing as an Individual
10. Learning from Others

Stages on Team Development

- Stage 1: Forming
- Stage 2: Storming
- Stage 3: Norming
- Stage 4: Performing
- Stage 5: Adjourning

Stage 1: Forming

- Determining individual roles.
- Develop trust and communication.
- Develop norms.
- Task.
- Define problems and strategy.
- Identify information needed.

Stage 2: Storming

➤ During this stage team members:

1. Realize that the task is more difficult than they imagined.
2. Have fluctuations in attitude about chances of success.
3. May be resistance to task.
4. Have poor collaboration.

Stage 3: Norming

➤ During this stage members accept:

1. Their team.
2. Team rules and procedure.
3. Their roles in the team.
4. The individuality of fellow members.

➤ Team members realize that they are not going to crash and – burn and start helping each other.

Stage 4: Performing

➤ Team members have:

1. Gained insight into personal and team processes.
2. A better understanding of each other's strengths and weaknesses.
3. Gained the ability to prevent or work through group conflict and resolve differences.
4. Developed a close attachment to the team.
5. Commitment to shared goals.

Stage 5: Adjourning

➤ During this stage :

1. It is important to achieve closure for the group on a positive note.
2. It is therefore important to recognize the group members for their accomplishments and celebrate the group's overall success.



Team characteristics

- Work Effortlessly
- Trust
- Good Communication
- Supportive
- Participation
- Innovative
- Motivation



Lesson 1: First of All, Knowing Your People

First of all, you need to have a good understanding of your people. Spend time with them. Talk to them. This way, you will come to understand what they care for individually. You will also discover what makes them come alive. That is very important if you wish to see them ever used outside an organization that uses teamwork to its fullest potential!

TEAMWORK



Coming together, sharing together, working together, succeeding together.

TEAMWORK

Lesson 3: Having one common goal

Success. There must be one common goal for the group and each individual not should compromise the interests of the other members of the team and vice versa. Each member of the team must be able to sacrifice whatever personal views and interests for the interest and efficiency of the team. Making the team more effective goes beyond whatever you can achieve individually.

When we have a sense of community and focus, we create trust and can help each other to achieve our goals.

Lesson 4: Developing teamwork requires commitment

If it is two-way street. The managers and leaders have to take the lead and the employees have to respond. This only, there will be collaboration and better harmony in the organization. When that is done, the employees can simply come together, talk and pursue the goals of the organization. They can also become more loyal to the organization in this way.

"Individual commitment to a group effort - that is what makes a team work a company work, a society work, a civilization work."

- Vince Lombardi (1913-1970)

Lesson 5: Sharing Information

When a team has reached this stage in its development, it can handle even greater levels of pressure and performance and should be shifted to higher levels of achievement. The management of this stage of the team's development should push for even more opportunity and information sharing and should create even more important roles/projects for the team to work on.

A team is more than a collection of people. It is a process of give and take.

- Barbara Johnson & Emily Roberts II

Lesson 6: Empowering the team

Empowering your employees that they are an integral part of the team. Everyone needs to receive positive feedback at all times so that they understand that they are an important, contributing team player. It will create a world of difference and if done right, you will receive 100% increase and enhance the strength of your team member which in turn improves the whole team.

"An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success."

Lesson 7: Facilitating open communication

Imagine a team whose members communicate? Sure, they talk during team meetings and then work afterwards but they fail to operate each other and fail to work together. Such a team is on the verge of failure. When there is openness and free communication in the team, it is easier to get things done. It is therefore the job of the leader to facilitate open communication.

Had human communication leaves us less room to grow.

- Rowan D. Williams

Lesson 8: Creating problem solving environment

A problem solver can help a team when they are in a bind. A problem solver can come up with resources when a business is out of funding to buy more. He or she can find ways to use the current resources within a company. They can think of ways to handle and deal with problems in a creative way. A problem solver is a good asset for business teamwork.

Thomas Edison, when asked why he had a team of twenty-one assistants, "If I could solve all the problems myself, I would."

Lesson 9: Measuring teamwork performance continually

Teamwork performance has to be measured regularly so as to ensure that these teams are truly working for the benefit of the organization. You have to work toward protecting the interests of the team members while delivering excellent results that is the sure way to excellent teamwork performance.

"It is an immutable law in business that words are words, explanations are explanations, promises are promises but only performance is reality."

- Harold S. Gorench

Lesson 10: Sharing the outcomes together

Being a team means sharing the responsibility. That is why it is also important to share both losses and victories. A team has to remain a team whether they are winning or losing. It is in the support of one another that you can all learn the experience and grow together as a team. Understanding teamwork is necessary for any and every business that hopes to benefit from it.

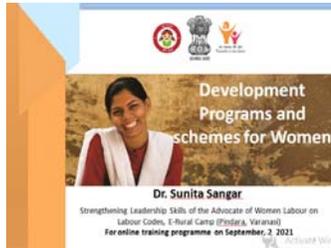
Teams share the burden and divide the grief. - Doug Smith

Communication within Team

When the team doesn't work, 99 out of 100 times there is a communication break.

Effective communication is a vital part of any team.

<p>To create a successful team, effective communication methods are necessary for both team members and leaders.</p> <p>Clear Job description</p> <ul style="list-style-type: none"> ✓ Team goals ✓ Who in that team responsible for what. ✓ Timelines or SLA ✓ Performance Matrix. 	<p>Communication – Do's</p> <ul style="list-style-type: none"> ✓ Support Group Member's Ideas. ✓ If there is a problem, talk. ✓ Listen actively. ✓ Get involved. ✓ Be proactive, than reactive. ✓ Give and take feedback. ✓ Be open. ✓ Have fun. 	<p>Communication – Don'ts</p> <ul style="list-style-type: none"> ✓ Do not blame others. ✓ No Braggings. ✓ Do not take credit for what others are doing. ✓ Being unprepared. ✓ Do not speak poorly of those in authority. ✓ Do not make others look bad. ✓ Don't cheat. ✓ Don't lie. ✓ Don't steal.
<p>TEAMWORK</p> <ul style="list-style-type: none"> • Working together to achieve common goal • Everyone has to 'play the game' to win • Everyone in the team is important. • Communication is essential for team to succeed • Good group cohesiveness • Rest and Recreation 		<p>TEAM</p> <p>T <u>TOGETHER</u></p> <p>E <u>EVERYONE</u></p> <p>A <u>ACHIEVES</u></p> <p>M <u>MORE</u></p>
<p>Closing thought</p> <p>The strength of the team is each individual member...</p> <p>The strength of each member is the team.</p>	<p>Please Remember</p> <p>Individually, we are one drop</p> <p>Together, we are an ocean.</p>	<p><i>Thank you</i></p>



CONTENTS

- Women in Development
- Approach
- Status of Women- Development indicators
- Government Efforts
- Gender Responsive Policies
- Legal framework
- Schemes /programmes
- Institutional Mechanisms
- Key Impediments/Challenges
- Way forward- operational strategies

Women and Development

- Women constitute 48.33% of the country's population (Census, 2011)
- Play significant role in every aspect of functioning of the country, be it economic, social or cultural.
- Equally valuable human resource, as recognized by Constitution- conferred equal rights to men and women in every sphere of life
- Participation in development processes not duly recognised- reflected through various approaches
- In-depth approach consolidated women's position a holistic and forward the national development and welfare agenda women's issues arise.
- Besides all the past effort, women, lag behind men on most social indicators from health, education, to economic opportunities and workforce participation.
- Women warrant special attention due to their vulnerability and lack of access to resources.

Women in planning process

- Initiative plan prior did not recognise women an important actor in the development process of the country that is subject of studies.
- Planning process evolved over the years from purely "male" oriented growth when women were regarded as objects of welfare in the development "programmes and accordingly become "beneficiaries"
- Shift from the past towards the women's active participation and space in the national plans and planning process primarily with thrust on health, education and employment of women.
- A paradigm shift towards the rights based empowerment of women as recognized and adopted as a direct strategy.
- Impetus for substantial growth in women's programmes was received with the realisation of the concept of women's Corporate Plans in the third five year plan where identified women were required to undertake the flow of funds to the women's group and schemes (MSPS, 2005)

Development indicators for women

- Women comprise half the population (48.3%), but suffer deprivations in a life cycle continuum.
- UNDP's HDI 2012, India ranks 122nd of 187 countries on Gender Inequality Index (Palma Pinaros, Wharton, 9/11/2012)
- Global Gender Gap Report, 2012 benchmarks 153 countries and India has a rank of 113 with lowest score in economic participation and opportunity (ranking 145 out of 153 countries).
- Decline in HDI from 0.67 in 2001 to 0.74 in 2011
- HDIWY reduced from 0.02 in 2000-01 to 0.22 in 2012-17
- 8% of all cases 0-100 31.49 age are women (MSPS, 4)
- Though Gender parity in Primary & Secondary education, gender gap remains at tertiary level.
- 60-65% female literacy rate compared to over 80% male literacy.
- Declining trend of workforce participation rate for females since 1990s: 29.93% against 59.26% for males with most women in informal sector
- Avg. earnings of casual labour in urban areas is Rs.432/day for women, Rs. 742/day for men
- Only 28% of women have land ownership rights
- 80% increase in the number of single women in India between 2001 and 2011
- Participation: Panchayats- 43.58%, Lok Sabha- 11%, Assemblies- 9%, State Councils- 6%

Women's in decision making positions

- Though, number of women contesting elections has increased to above 700 (724 in 17th Lok Sabha elections and 648 in 16th Lok Sabha elections), representation of women in the Central Council of Ministers is only 05.5% in the 17th Lok Sabha in 2019 (Women & Law in India, 2019)
- Women judges in the High Courts Supreme Courts is only 9% (2 out of 32 judges). Percentage of female judges in High Courts of new states is also low as compared to male judges. (Dept of Justice, Ministry of Law & Justice on 02.03.2020)
- We have only 7.02 % of women police officers in the country.
- (Data on Police Organizations, Bureau of Police Research & Development)
- Proportion of Women in Managerial positions per 1000 persons engaged in Managerial positions in listed companies has declined to only 90 in 2017. 18 from 173 in 2015-16.

Women's in decision making positions

- Though, number of women contesting elections has increased to above 700 (724 in 17th Lok Sabha elections and 648 in 16th Lok Sabha elections), representation of women in the Central Council of Ministers is only 05.5% in the 17th Lok Sabha in 2019 (Women & Law in India, 2019)
- Women judges in the High Courts Supreme Courts is only 9% (2 out of 32 judges). Percentage of female judges in High Courts of new states is also low as compared to male judges. (Dept of Justice, Ministry of Law & Justice on 02.03.2020)
- We have only 7.02 % of women police officers in the country.
- (Data on Police Organizations, Bureau of Police Research & Development)
- Proportion of Women in Managerial positions per 1000 persons engaged in Managerial positions in listed companies has declined to only 90 in 2017. 18 from 173 in 2015-16.

Government Efforts

- Gender responsive policies
- Legal framework
- Schemes and programmes
- Relevant institutional mechanisms

Constitution- principle of equality

- The principle of equality has been enshrined under Article 14 of the Constitution of India which provides that the State shall not deny to any person "equality" including women, equality before the law or the equal protection of the laws.
- Article 15 of the Constitution explicitly prohibits discrimination on the basis of gender, stating "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them"
- Article 14, 15, 19 and 21 (enshrining the right to equality before law, prohibition against discrimination, fundamental freedoms, and the right to life and personal liberty, respectively) of the Indian Constitution forms the framework for laws, policies and judicial decisions to introduce and implement measures which seek to level the playing field, not just between men and women, but also across various inter-sectional areas (including caste and class) which are elongated in the rest of the report.

International Commitments

- India is also a signatory to a number of UN and other international Conventions.
- Convention on Elimination of All Forms of Discrimination against Women (CEDAW)
- Beijing Platform for Action and UN Convention on Rights of the Child where the commitment of the nation to protect and empower its women and girls is evident
- The endorsement by India, of the ambitious 2030 Sustainable Development Goals (SDGs) for addressing key challenges such as poverty, gender equity, good health, quality education, decent work conditions etc. which are critical for the local and global success of the goals.

Legislative framework- few legislations

Legislation	Year	Key Provisions
Equal Opportunity Act, 1981	1981	Prohibits discrimination on the basis of sex in recruitment and promotion in public sector.
Equal Remuneration Act, 1946	1946	Prohibits discrimination on the basis of sex in payment of wages.
Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2019	2019	Provides for the prevention, prohibition and redressal of sexual harassment at workplace.
Maternity Benefit Act, 1947	1947	Provides for the benefit of women employees during their maternity leave.
Maternity Benefit (Amendment) Act, 2017	2017	Increases the duration of maternity leave from 12 weeks to 26 weeks.

Schemes for women affected by Violence

- A comprehensive scheme to combat trafficking, with the aim of preventing trafficking and providing support for rescue, rehabilitation, and reintegration of victims of trafficking for commercial sexual exploitation, the scheme is implemented through NSRF.
- Recognising the need for addressing the requirement of women in difficult circumstances, the objective of the scheme is to comprehensively address various aspects of their lives, such as education, health, and employment.
- The scheme provides support for legal and medical counselling, mental health and other services.
- Recognising that women in difficult circumstances require immediate access to shelter and may not have resources to inform about the availability of such support services, the scheme provides to reach through various women's helpline.
- NSRF- CSC scheme aims to facilitate access to an integrated range of services including medical and other services, legal aid services, government counselling, temporary support services to women affected by violence.

Girl Child Protection Schemes

- Child Protection Scheme (CPS) is a flagship scheme of the Government of India, aimed at providing protection and care to vulnerable children, especially girls, who are at risk of trafficking, child labour, and other forms of exploitation.
- CPS is implemented through the Department of Child Development and Women Empowerment, Government of India.
- CPS is implemented in all states and union territories of India and represents one of the world's largest and most comprehensive programmes for child protection and care.
- CPS is implemented in all states and union territories of India and represents one of the world's largest and most comprehensive programmes for child protection and care.
- CPS is implemented in all states and union territories of India and represents one of the world's largest and most comprehensive programmes for child protection and care.

Education

Scheme	Year	Key Provisions
Pradhan Mantri Balika Kalyan Yojana (PMBKAY)	2015	Provides financial assistance to girls for education and skill development.
Pradhan Mantri Kaushik Sevika Yojana (PMKSY)	2015	Provides financial assistance to women for skill development and employment.
Pradhan Mantri Ushakanya Yojana (PMUKAY)	2015	Provides financial assistance to girls for education and skill development.
Pradhan Mantri Aardram Mission (PMAM)	2015	Provides financial assistance to women for skill development and employment.

Health

- To reduce maternal, neonatal mortality and infant mortality rate by promoting institutional delivery among poor/low income pregnant women. For details see [http://www.govinfo.in/servlets/govinfo.nsf/\(open?uri=/india/health/health%20services/health%20services.html\)](http://www.govinfo.in/servlets/govinfo.nsf/(open?uri=/india/health/health%20services/health%20services.html)
- To provide maternity benefits and partial compensation for wage loss as that a woman is not under compensation to work in the last stage of pregnancy. A cash incentive of Rs. 5000 is provided directly in the account of pregnant women and lactating mothers for first living child of the family, and remaining cash incentives towards maternity benefit after institutional delivery. For details see [http://www.govinfo.in/servlets/govinfo.nsf/\(open?uri=/india/health/health%20services/health%20services.html\)](http://www.govinfo.in/servlets/govinfo.nsf/(open?uri=/india/health/health%20services/health%20services.html)
- To provide benefits to pregnant women who access government health facilities for their delivery. In order to attract pregnant women admitted in public health institutions to free delivery including caesarean section, free drugs and consumables, diagnostics, diet, blood and transport. [http://www.govinfo.in/servlets/govinfo.nsf/\(open?uri=/india/health/health%20services/health%20services.html\)](http://www.govinfo.in/servlets/govinfo.nsf/(open?uri=/india/health/health%20services/health%20services.html)



Livelihoods, Skill Development and Financial inclusion

Scheme | **Objectives**

Pradhan Mantri Aardram (PM-Aardram)
 - Provide relief to people who are poor and provide them with the right livelihood options to ease the distress. www.pmaardram.gov.in

Pradhan Mantri Kisan Samriddhi Yojana (PM-KISAN)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Pradhan Mantri Ujjwala Yojana (PMUY)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Pradhan Mantri Aardram (PM-Aardram)
 - Provide relief to people who are poor and provide them with the right livelihood options to ease the distress. www.pmaardram.gov.in

Pradhan Mantri Kisan Samriddhi Yojana (PM-KISAN)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Pradhan Mantri Ujjwala Yojana (PMUY)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Livelihoods, Skill Development and Financial inclusion

Scheme | **Objectives**

Pradhan Mantri Aardram (PM-Aardram)
 - Provide relief to people who are poor and provide them with the right livelihood options to ease the distress. www.pmaardram.gov.in

Pradhan Mantri Kisan Samriddhi Yojana (PM-KISAN)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Pradhan Mantri Ujjwala Yojana (PMUY)
 - To ensure financial security of households in rural areas by providing an additional ₹10,000 per year to small and marginal farmers.

Social Security

- National Social Assistance Scheme (NSAS) to ensure minimum national standard for social assistance in addition to the benefits that states are currently providing or might provide in future. NSAP at present, comprises of India's Social Security Pension Scheme (ISAPS), India's Social Security Pension Scheme (ISAPS), India's Social Security Pension Scheme (ISAPS), India's Social Security Pension Scheme (ISAPS) and Annuity. For details see <http://www.nsas.gov.in>
- Provision for women under National Food Security Mission to encourage farmer producer organisations (FPOs) and marketing support for value chain integration including marketing support to unorganised farmer groups, SAGs of women, SHG federations etc. for local marketing of pulses and millets. <http://www.nfsm.gov.in>

Housing and Shelter

- Pradhan Mantri Aardram (PM-Aardram) to provide assistance for the construction of houses for people below the poverty line in rural areas, with priority extended to widowed and divorced women. Houses are to be allotted in the name of female head of the household or alternatively, in the joint names of husband and wife. Online application can be submitted through Common Service Centre (CSC). Area specific details can be found at the local Panchayat. For details see the link: <http://www.pmaardram.gov.in>
- Pradhan Mantri Ujjwala Yojana (PMUY) to provide LPG connections to the name of women from BPL households. It helps in providing various health benefits and also in reducing air pollution. It also creates job opportunities for rural women in the supply chain of LPG gas distribution. Applications can be submitted to local LPG distributors. For details see the link: <http://www.pmyojana.gov.in>

GRAM SWARAJ ABHIYAN

- Pradhan Mantri Aardram (PM-Aardram) to provide assistance for the construction of houses for people below the poverty line in rural areas, with priority extended to widowed and divorced women. Houses are to be allotted in the name of female head of the household or alternatively, in the joint names of husband and wife. Online application can be submitted through Common Service Centre (CSC). Area specific details can be found at the local Panchayat. For details see the link: <http://www.pmaardram.gov.in>
- Pradhan Mantri Ujjwala Yojana (PMUY) to provide LPG connections to the name of women from BPL households. It helps in providing various health benefits and also in reducing air pollution. It also creates job opportunities for rural women in the supply chain of LPG gas distribution. Applications can be submitted to local LPG distributors. For details see the link: <http://www.pmyojana.gov.in>

Ministry of Women & Child Development

- In 1985, the Department of Women and Child was created as a part of the Ministry of Human Resource Development, with a minister in charge.
- In 2006, the department became an independent Ministry with a Minister of State with independent Charge. It was only in 2014, that MWCD was upgraded, and the minister given Cabinet rank.

National Commission for Women (NCW)

- In January 1992, NCW was set up as a statutory body under the National Commission for Women Act (1990) (Act No. 20 of 1990 of GOI).
- It is an independent institution for the rights of women in India. NCW About Us. Available at: <http://www.ncw.gov.in>

OBJECTIVES

- Investigating and examining all matters relating to the safeguards provided for women under the Constitution.
- Making recommendations for the effective implementation of the Constitution and other laws affecting women and recommending amendments and
- Taking up cases of violation of the provisions of the Constitution and other laws relating to women.

National Institute of Public Cooperation and Child Development (NIPCCD)

- The NIPCCD assists the MWCD in areas of training and research.
- Objectives**
 - Development and promotion of voluntary work in social development through training and capacity building of government and non-government staff.
 - Taking a comprehensive view of child development through research and advisory help/aid for supporting implementation of government schemes and programmes.
 - Coordinating meetings of NIPCCD with stakeholders under different schemes (SAP, Aardram and others) for furthering the objectives and providing feedback to the related entities (Schemes, Anganwadis and Government) in a regular manner.
- Effect of NIPCCD Training on Functioning and <http://www.nipccd.gov.in> implement on of NGOs. Available at: <http://www.nipccd.gov.in>

National Mission for Empowerment of Women (NMEW)

- The NMEW is a centrally sponsored scheme (CSS) from the 12th Five Year Plan. It has been approved for continuation in the 13th Plan with modifications.
- Launched on International Women's Day in 2015.
- Stipulates the mission aims to strengthen inter-sectoral convergence and facilitate the process of coordinating all the women's welfare and socio-economic development (SDG/2017/2030) across ministries and departments.
- It was to provide a single window service for all programmes for women run by the government under the aegis of various central ministries.
- Create additional machinery at State/Union Territory level for women development.
- NMEW sub-scheme under Mahila Shakti Kendra Scheme, on November 2017 as one of the sub-schemes under the Umbrella for protection and Empowerment of women under MWCD.

Gender Budgeting efforts

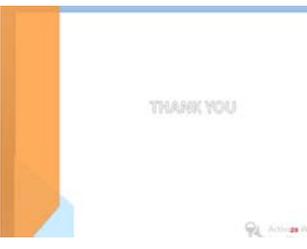
- Gender Budgeting was adopted as a budgetary strategy at the national level in 2008-09 with the introduction of the Gender Budget Statement as part of our national budget.
- The Ministry of Women and Child Development as the nodal agency for Gender Budgeting has been following a three pronged strategy to pursue the process of Gender Budgeting in the country:
 - Institutional mechanisms and practices in all Ministries/Departments of the Government.
 - Capacity Building for Gender Budgeting
 - Gender Audit Initiatives
- GOI has required to facilitate the Ministries and Departments to decide on whether adequate resource allocations have been made for the implementation of the gender mainstreaming systems in the cost estimates of the proposed projects and schemes.

Key impediments in improving Status of women

- Patriarchal Mindsets
- Safety and security of women
- Care responsibilities
- Lack of adequate opportunities
- Lack of skills for greater employability
- Wage discrimination and gender wage gap
- Lack of public facilities/infrastructure

Way forward

- Need to improve access and utilization of Schemes meant for women
- Monitoring and evaluation of Schemes /programmes from women's perspective.
- Implementation of legislations/laws/act to ensure safety and security of women.
- Gender disaggregated data will help – address gender inequality and planning.
- Requires not only public policies by government, but also on the existence of an enabling environment where women are seen as equal citizens.



सामाजिक सुरक्षा कोड 2020

1. कर्मचारी कतिपय अधिनियम, 1923
2. कर्मचारी राज्य बीमा अधिनियम, 1948
3. कर्मचारी भविष्य निर्धि और विधि प्रावधान अधिनियम 1952
4. कर्मचारी कल्याण (विधियों की अनिवार्य अधिव्यवस्था) अधिनियम, 1959
5. मातृत्व हितनाम अधिनियम, 1961
6. उपदान सुलभता अधिनियम, 1972
7. कर्मचारी भविष्य कल्याण कोष अधिनियम, 1981
8. प्रथम एवं अन्य संशोधन अधिनियम, 1996
9. असंगठित श्रमिक सामाजिक सुरक्षा अधिनियम, 2008

- भवन एवं अन्य सन्निर्माण श्रमिक।
- पंजीयन आवश्यक।
- आधार अनिवार्य।
- उपकर 1% से 2% तक
- विस्तृत परिभाषा शामिल अकुशल, अर्द्धकुशल व कुलशाल श्रमिक।
- आवासीय व वाणिज्यिक भवनों पर कई योजनायें लागू हैं।

- EPFO के दायरे में वृद्धि।
- वर्तमान में अनुसूची में शामिल संस्थान।
- अब हर संस्थान : 20 या 20 से अधिक कामगार ।
- 20 से कम कामगार रखने वाले संस्थानों को भी EPFO से जुड़ने का विकल्प।
- स्व- नियोजित के लिए सरकार योजना बनायेगी।
- असंगठित क्षेत्र के श्रमिकों के लिए सरकार कई योजनायें बनायेगी।

- ESIC का दायरा-बढ़ेगा।
- स्वास्थ्य सुरक्षा अधिकतम श्रमिकों को वर्तमान में 566 जिले SSC में सभी 740 जिले ।
- संस्थान: Hazardous क्षेत्र में काम करने वाले को ESIC में जोड़ना, केवल एक श्रमिक पर भी।
- ESIC के साथ असंगठित क्षेत्र व GIG कामगारों को जोड़कर उनके लिए योजना बनाया।
- वागानों के मालिकों को उनके श्रमिकों को ESIC से जोड़ने का विकल्प।
- 10 से कम श्रमिकों को लगाने वाले संस्थानों को भी ESIC के सदस्य बनने का विकल्प।

मातृत्व हित लाभ

- प्रसूति के बाद 6 सप्ताह तक कार्य करते/करवाते की मनाही है।
- सम्मान जहां 10 या 10 से अधिक नियोजित श्रमिक है या पिछले 12 माह के किसी भी दिन कार्यरत थे।
- सभी दुकान, संस्थागत, कार्यवाहते, खाता, वागान में कार्यरत महिला को मातृत्व लाभ।
- अधिमानत मातृत्व लाभ- 26 सप्ताह का संयतत अवकाश/ जिसमें 9 सप्ताह अनुमानित किस्मिती दिन से पहले।
- रुपये 3500/- में अधिक होना।
- महिला को दो बच्चे (बच्चा 15 माह होने तक) देखभाल हेतु (स्वयं के विश्राम की अवधि के अलावा)
- जहां 50 या अधिक श्रमिक हैं- क्षेत्र की अनिवार्यता, 4 दिवस की सुविधा।

- किस्मिती पूर्व मातृत्व लाभ: अग्रिम रूप में देना।
- लोडिंग ली टेरे पर भी लाभ देना है।
- रुपये 3500/- की में अधिक होना का हक।
- (ट्यूबवेली) महिला तस्वी करवाते पर 2 सप्ताह का संयतत अवकाश मिलेगा।
- हर संस्थान जिस पर यह अध्याय लागू है, हर महिला को प्रारम्भ में कार्य पर रहते समय विधित में और इलेक्ट्रोनिकी, मिलने वाले मातृत्व हितनामों के बारे में बतायेगा।
- किसी भी महिला को मातृत्व हितनाम अवधि में किस्मिस करना अर्थ है।
- मातृत्व हितनाम अवधि में अग्रिम पारिश्रमिक पर काम करने पाये जाये तो उस अवधि का मातृत्व हितनाम ली मिलेगा।

- 40 करोड़ का सामाजिक सुरक्षा कोष - ।
- असंगठित श्रमिकों, GIG कामगारों व प्लेटफॉर्म कामगारों हेतु।
- SSC में प्लेटफॉर्म कामगारों को शामिल।
- उपदान का प्रावधान- Fixed Term- निश्चित अवधि कामगारों के लिए भी।
- असंगठित श्रमिकों का अनिलान्दत पोर्टल पर रजिस्ट्रेशन होगा।
- रिक्रिय को अनिलान्दत पोर्टल पर डालना अनिवार्य- जहां 20 या अधिक कामगार संस्थान में काम करते हैं।
- Migrant (घरासी) श्रमिकों की समस्याओं के समाधान हेतु हेल्पलाइन की अनिवार्य सुविधा।
- 240 दिन के बजट 180 दिन का काम करने पर प्रति 20 दिन पर एक दिन के अवकाश का Accumulation ।
- महिलाओं को सभी मामलों में बराबरी



Annexure 3 – Day 3 E-Camp

Annexure 3.1

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

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;

16

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.

17

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.

18

New Codes May Be Implemented w.e.f. 1st Oct, 2021

19

Hindustan Times

By hindustantimes.com | Written by Apoorv Bhadani | Edited by Sushen Goswami, Hindustan Times, New Delhi
 URL: <https://www.hindustantimes.com/india/story/new-labour-codes-10311251794-607>

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



20

Thanks You Any Questions?

Facilitator:
Prof. Sunil Bakshi
 Chief Mentoring Officer
 Arc Associates
 Mobile: 9868215916
 Email: sunil.bakshi@hotmail.com

21

Annexure 3.2

<p>Understanding Gender लिंग को समझना</p> <p>V.V. Giri National Labour Institute, Noida वी.वी. गिरि राष्ट्रीय श्रम संस्थान, नोएडा</p> <p>डॉ. ललिता कान्त डॉ. वी. जी. जे. जे. एन. एन. एन.</p> <p>Big Family Problems (BFP) 10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000</p>	<p>Women give birth to babies, men don't. महिलाएँ बच्चों को जन्म देती हैं, पुरुष नहीं।</p> <p>Care of babies is the responsibility of women because they can breastfeed them. बच्चों की देखभाल करने महिलाओं की जिम्मेदारी है क्योंकि वे उन्हें स्तनपान करा सकती हैं।</p> <p>Men's voice break at puberty; women's do not. पुरुषों की आवाज बदल जाती है, महिलाओं की नहीं।</p> <p>Men have moustaches. पुरुषों की मूँछें होती हैं।</p>	
<p>Women cannot carry heavy loads. महिलाएँ भारी बोझ नहीं उठा सकती हैं।</p> <p>Women are scared of working outside their home at nights. महिलाएँ रात में अपने घर से बाहर काम करने से डرتी हैं।</p> <p>Women are emotional and men are rational. महिलाएँ भावुक होती हैं और पुरुष तर्कवादी होते हैं।</p>		<p>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।</p> <p>Most scientists are men. अधिकांश वैज्ञानिक पुरुष हैं।</p> <p>Cooking comes naturally to women. महिलाओं को खाना बनाना स्वाभाविक रूप से आता है।</p> <p>Only women can breastfeed. केवल महिलाएँ ही स्तनपान करा सकती हैं।</p> <p>Girls are gentle, boys are rough. लड़कियाँ कोमल स्वभाव की होती हैं, लड़कों का व्यवहार रूखा होता है।</p>
	<p>"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.</p> <p>कोई पैदा नहीं होता है, बल्कि एक महिला बन जाती है। सिमोन डी ब्योवर 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।</p>	<p>Impossible Dream नामुमकिन सपना</p> <p>https://www.youtube.com/watch?v=t2JBPIER2Y</p>
	<p>Power Walk Exercise शक्ति से टहलना व व्यायाम</p>	
<p>Boys don't cry लड़के रोते नहीं हैं</p> <p>https://www.youtube.com/watch?v=ONj99epLFqg</p>	<p>हमारे पुस्तकालयों की कीमत घाटे जी भी हो, एक अगली राह की तुलना में यह कीमत सस्ती है।</p> <p>वास्टर कोलकाटा</p>	<p>The Story of the Praying Hands Painting प्राथना करने वाले हाथों की पेंटिंग की कहानी</p>
	<p>भद्रहोती शांतीमें मैं, नूनूर्धन के पास एक छोट्टे से गाँव में, अठारह बच्चों वाला एक परिवार रहता था। अठारह। इस भौंड के लिए केवल मंगल पर खाना लाने के लिए, पिता और घर के मुखिया, घोड़े से एक सुनार, अपने व्यापार में लगभग अठारह घंटे काम करते थे और पत्नीस में निज्जले वाले चिल्ली भी अन्य काम को करते थे। इसकी निराशाजनक स्थिति के बावजूद, दो छोटे बच्चों, अल्बर्ट और अल्बर्ट में एक सपना देखा। वे दोनों कला के लिए अपनी प्रतिभा को आगे बढ़ाना चाहते थे, लेकिन वे अच्छे तरह से जानते थे कि उनके पिता कभी भी आर्थिक रूप से उन दोनों में से किसी को भी अल्पदमी में पढ़ाने के लिए नूनूर्धन नहीं भेज पाएंगे।</p>	<p>रात में अपने भौंड मरे विस्तर पर कई लंबी चर्चोंकी के बाद, दोनों लड़कों ने आधिकारिक एक समझौता कर लिया। वे एक शिक्का अउरनेगे। हरने वाला घर की बटानी में चला जाता था और अपनी कमाई से अल्पदमी में भाग लेने के दौरान अपने भाई के समर्थन करता था। फिर जब वह भाई जिसने ठोस जीवन अपनी छोड़ें पूरी की, चार साल में वह अल्पदमी में दूसरे भाई का समर्थन करेगा, या तो अपनी कलाकर्म की किराई के साथ या, यदि आवश्यक हो, तो बटानी में श्रम करके भी।</p>



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/ लैपटॉप 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
11.1 If 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
15.1 If 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
16.1 If 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
17.1 If 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
18.1. If 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।	<ol style="list-style-type: none"> 1. 0-2 Bigha 2. 2-4 Bigha 3. 4-6 Bigha 4. Above 6 Bigha 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"> 1. Savings Account/ बचत खाता 2. Fixed Deposits/ सावधि जमा 3. Recurring Deposits/ आवर्ती जमा 4. Any Other / कोई अन्य
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"> 1. Agriculture/ कृषि 2. Non- Agriculture/ गैर-कृषि 3. Self- employed/ स्वरोजगार 4. Allied Activities of Agriculture/ कृषि की संबद्ध गतिविधियाँ 5. Any Other/ कोई अन्य
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"> 1. Adhaar Card/ आधार कार्ड 2. Ration Card/ राशन कार्ड 3. PAN Card/ पैन 4. Any Other/ कोई अन्य
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
28.1 If Yes, Do they face any difficulty while accessing it? यदि हाँ, तो क्या उन्हें इस तक पहुंचने 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
29.1 If 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
30.1 If 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
31.1 If 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
32.1 If 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
33.1 If 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
34.1 If Yes, did you face 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 पहुंच है?	Yes हाँ / No नहीं



<p>35.1 If yes, Which one यदि हां, तो कौन सा</p>	<p>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</p>
<p>35.2 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।</p>	
<p>36. Have you studied from ITI or any other technical institution? क्या आपने आईटीआई या किसी अन्य तकनीकी संस्थान से पढ़ाई की है?</p>	<p>Yes हाँ / No नहीं</p>
<p>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 ?</p>	<p>Yes हाँ / No नहीं</p>
<p>37. What are the infrastructural challenges you are facing in your village? आप अपने गांव में किन ढांचागत चुनौतियों का सामना कर रहे हैं?</p>	<p>1. Broken roads / टूटी सड़कें 2. Collapsed public buildings / ढह गए सार्वजनिक भवन 3. Ruptured Pipelines / टूटी पाइपलाइन 4. Any other / कोई दूसरा</p>
<p>37.1 If Any Other, Please Describe / यदि कोई अन्य हो, तो कृपया उल्लेख करें।</p>	
<p>38. Do you have any problem in accessing the schemes and programmes of Government? क्या आपको सरकार की योजनाओं और कार्यक्रमों तक पहुँचने में कोई समस्या है?</p>	<p>Yes हाँ / No नहीं</p>
<p>38.1 If Yes, Please Describe यदि हाँ, तो कृपया वर्णन करें</p>	
<p>39. Have your kids completed their schooling? क्या आपके बच्चों ने अपनी स्कूली शिक्षा पूरी कर ली है?</p>	<p>Yes हाँ / No नहीं</p>
<p>39.1 If no, please mention the reason. यदि नहीं, तो कृपया कारण बताएं।</p>	

**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/ ट्रान्सजेंडर
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	

LABOUR & DEVELOPMENT

Labour & Development is a biannual journal published by the V.V. Giri National Labour Institute, a premier Institute of labour studies. The Journal is dedicated to advancing the understanding of various aspects of labour through theoretical analysis and empirical investigations. The Journal publishes articles of high academic quality in the field of labour and related areas with emphasis on economic, social, historical as well as legal aspects and also publishes research notes and book reviews on them particularly in the context of developing countries.



ANNUAL SUBSCRIPTION RATES

India	Individual	₹ 150.00
	Institutional	₹ 250.00
Foreign	Individual	US \$ 15
	Institutional	US \$ 25

Modes of Payment:

a. Online Payment

Name of the Payee :	V.V. Giri National Labour Institute
Name of the Bank :	Indian Overseas Bank
Bank Branch :	Nithari Branch, Sector-31, Noida, Uttar Pradesh
Bank Account Number:	059702000001131
Type of Bank Account :	Current Account
IFSC Code :	IOBA0000597
MICR Code of Bank :	11002029

or

b. By DD in favour of **V.V. Giri National Labour Institute** payable at **Noida**

For all editorial/business correspondence, please contact:

Editor

Labour & Development

V.V. Giri National Labour Institute

Sector-24, Noida-201 301, U.P., India

E-mail: labouranddevelopmentvgnli@gmail.com

V.V. Giri National Labour Institute is a premier institution involved in research, training, education, publication and consultancy on labour and related issues. Set up in 1974, the Institute is an autonomous body of the Ministry of Labour and Employment, Government of India. It is committed to establishing labour and labour relations as a central feature in the development agenda through :

- Disseminating knowledge, skills and attitudes to major social partners and stakeholders concerned with labour and employment;
- Addressing issues of transformations in the world of work;
- Undertaking research studies and training interventions of world class standards; and
- Building understanding and partnerships with globally respected institutions involved with labour.



V.V. Giri National Labour Institute

(An Autonomous Body of Ministry of Labour and Employment, Government of India)

Sector 24, NOIDA-201301

Uttar Pradesh, India

Website: www.vvgnli.gov.in