

E-rural Camp

An Introduction to Labour Codes and Gender
Responsive Budgeting in India
September 21-23, 2021

NLI Research Studies Series
No. 156/2023

Dr. Shashi Bala



V.V. Giri National Labour Institute

E-rural Camp

An Introduction to Labour Codes and Gender Responsive Budgeting in India

September 21-23, 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: 978-93-82902-85-0

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

No. of Copies : 125

Year of Publication : 2023

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
Chapter 1 Introduction	1
Chapter 2 Profile of the participants of camp	7
Chapter 3 Infrastructural Facilities available in the village	13
Chapter 4 Problems Identified	18
Chapter 5 Capturing the Unpaid Work	23
Chapter 6 Case Studies	25
Chapter 7 Conclusion and Recommendations	27
Annexure 1 -Day 1 E-Camp	28
Annexure 1.1 – Introduction of VVG NLI	28
Annexure 1.2 – Understanding Yourself	32
Annexure 1.3 – Team Work	34
Annexure 2 -Day 2 E-Camp	42
Annexure 2.1 – Labour Codes 2020: An overview	42
Annexure 2.2 – Social Security Code, 2022	45
Annexure 3 -Day 3 E-Camp	46
Annexure 3.1 – Occupational Safety, Health and Working Conditions Code	46
Annexure 4 – Questionnaire of Problem Identifications	49
Annexure 5 – Questionnaire of Time Survey	55



List of Tables

Table No.	Details	Page No.
1.1	Sample Selection	1
2.1	Gender of the Participants	7
2.2	Highest Education of the Participants	7
2.3	Involvement of the Participants in Child Care	8
2.4	Awareness of Development Programmes of village	8
2.5	Land holdings of Participants	9
2.6	Banking Services availed by Participants	10
2.7	Employment Status of Participants	10
2.8	Documents owned by Participants	11
2.9	Participants' children attending school	11
2.10	Covid-19 vaccination status of Participants	12
2.11	Participants educated from ITI	12
3.1	Internet Connectivity in village	13
3.2	Device and Purpose of using Internet	14
3.3	Internet towers in village	14
3.4	Accessibility to Toilet facilities in Village	15
3.5	Availability of Drinking water	15
3.6	Educational Institutions available nearby Participant's house	16
3.7	Children's Access to Online Education	16
3.8	MSME and employment in village	17
4.1	Problem related to availability of water	18
4.2	Problem in commuting within and outside the village	18
4.3	Disputes regarding Land Holding	19
4.4	Problems regarding availability of Electricity	19
4.5	Domestic Violence	20
4.6	Child Labour	20
4.7	Difficulty in accessing the medical facilities available in village	21
4.8	Challenges related to Infrastructure	21
4.9	Problem in accessing the schemes of Government	22
4.10	Children Dropped out of School	22
5.1	Average time (in minutes) spent in different activities in a day per participant	23



List of Figures

Figures No.	Details	Page No.
2.1	Gender of the Participants	7
2.2	Highest Education of the Participants	8
2.3	Involvement of the Participants in Child Care	8
2.4	Awareness of Development Programmes of village	9
2.5	Land holdings of Participants	9
2.5.1	Land holdings Sizes of Participants	9
2.6	Banking Services availed by Participants	10
2.7	Employment Status of Participants	10
2.8	Documents owned by Participants	11
2.9	Participant's children attending school	11
2.10	Covid-19 Vaccination status of Participants	12
2.11	Participants educated from ITI	12
3.1	Internet Connectivity in village	13
3.1.1	Speed of Internet Connectivity in village	13
3.2	Device and Purpose of using Internet	14
3.3	Internet towers in village	14
3.4	Accessibility to Toilet facilities in Village	15
3.4.1	Type of Toilets accessible	15
3.5	Availability of Drinking water	16
3.6	Educational Institutions available nearby Participant's house	16
3.7	Children's Access to Online Education	17
3.8	MSME and employment in village	17
4.1	Problem related to availability of water	18
4.2	Problem in commuting within and outside the village	19
4.3	Disputes regarding Land Holding	19
4.4	Problems regarding availability of Electricity	20
4.5	Domestic Violence	20
4.6	Child Labour	21
4.7	Difficulty in accessing the medical facilities available in village	21



4.8	Challenges related to Infrastructure	22
4.9	Problem in accessing the schemes of Government	22
4.10	Children Dropped out of School	22
5.1	Average time (in minutes) spent in different activities in a day per participant	24



Preface

In the rural economy, women play a vital role. Women spend the major part of their time in unpaid activities whereas the men spend the most of their time in paid activities.

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. Women can contribute in a unique way to natural resource management.

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

The report aims to uncover the underpinning status of women in agriculture. The goal of this study is to understand Gender and its inter-linkages with productive employment/ contribution to the economy, to discuss the legal framework promoting Gender Parity, to discuss the strategies required to combat gender discrimination in the world of work, and to discuss Labour codes and Gender Responsive Budgeting in India. 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.

(Dr. Arvind)
Director General
V.V. Giri National Labour Institute, Noida



Acknowledgments

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

A special thanks to the entire project team of Ms. Nimra Khan, 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, my special thanks to my pillars of support, my family members who have always supported and encouraged me, especially when I extended my work beyond office hours. Their co-operations are a precious treasure to me.

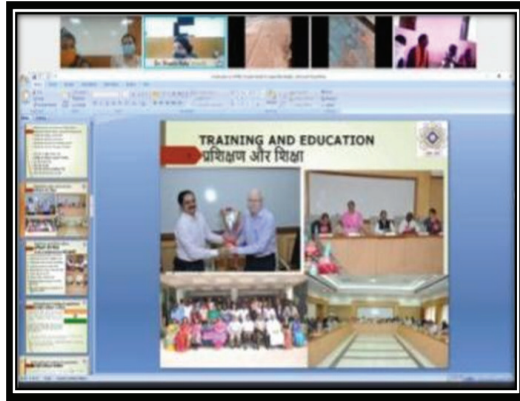
Dr. Shashi Bala
Senior Fellow

Preparation for the camp

We were able to highlight the challenges faced by the rural population in the village Undla Jagir in Bareilly district, 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. The participants and the local authorities were chosen and given advance notice of the e-camp' details. This e-camp gathered a total of 58 participants.

Conducting the camp

The method of organizing a camp differs from one to the other. The camp took place at the empty Gram Panchayat Bhavan. The location of the camp was in the middle of the village and was easy for the participants to gather. Because the camp was e-rural, the local enumerator provided internet access to the participants and used a laptop and speaker with a good internet connection to connect the institute and its participants. All precautions relating to social distancing, wearing a mask, and periodically washing hands were taken into consideration due to the COVID situation while keeping the COVID in mind.



The first day of the e-camp was initiated by the Project Director Dr. Shashi Bala who briefed about the camp and the Institute. Later the camp was inaugurated by the then Director-General of the Institute, Dr. H. Srinivas. In his address, Dr. H. Srinivas cited many examples of individual efforts and emphasised that if women are united they can achieve many important goals of their lives.



He further explained with the help of a proverb that one should not give a person fish but teach them fishing, so that it not only benefits them but helpful in the long-run. He requested the participants to ask questions, and

gain knowledge. At the end, he spoke about paying back to the society, and government, through their knowledge action and work.

After the Director General the addressed the session, the Pradhan of the village Shri Mushahid Khan addressed the participants and thanked the Institute for organizing this meaningful program. He also gave an overview of the village. Then, the first session of the camp was started by Dr. Shashi Bala, its objective was to know and understand oneself. The session included a 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 Independence, strength, Stitching skills, Hardworking skill, etc. Other questions were also discussed among the participants such as what did they want to be? Have they achieved it? What steps should be taken to achieve it? Apart from that SWOT Analysis of participants were also done.



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

The final session for this day was taken by Mr. Rajiv Hasija, which enhanced the concept of teamwork among the participants. The session outlined the importance of team work in working culture and how to improve their work efficiency apart from importance and benefits of team work. He also discussed the stages of team development and the effects of communication within a team.



The Local Enumerator registered the basic details of the participants.

On the second day, the camp resumed with Dr. Shashi Bala's session providing an overview of the labour codes. It highlighted all 4 labour codes and their importance.

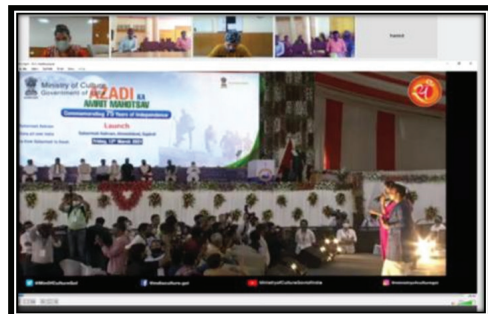


The second session of the half started by Dr. Paromita Mazumdaar, which was related to an Introduction to Gender Budgeting. Participants listened carefully and the session was very interactive.

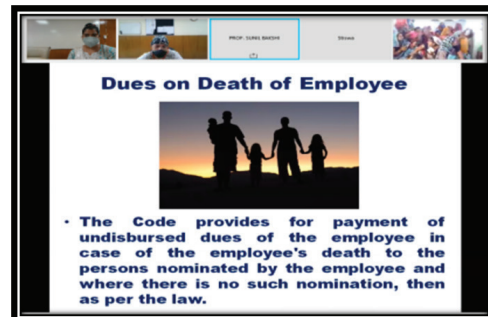


1-2 pm was kept as a break for the participants.

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



The second half was conducted by Professor Sunil Bakshi's which was regarding the 'Wage Code, 2019'. His session covered the various topics such as application of wage code, its definition, effects of wage code on salary, the difference between employee and workers, how does the Wage Code prohibit



discrimination on grounds of gender.

Dr. Shashi Bala took the final session of the day on the 'way forward'.

The Third day started with the session by Prof. Sunil Bakshi on the topics related to 'Occupational Safety, Health and Working Conditions (OSH) Code 2020'. His session was interactive and he answered the queries of participants regarding Health check-ups at the workplace, MGNREGA, OSH Code 2020, Anganwadi workers, etc.

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

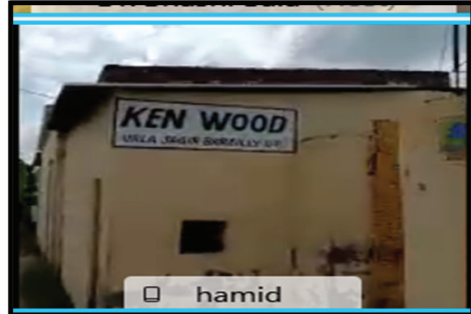
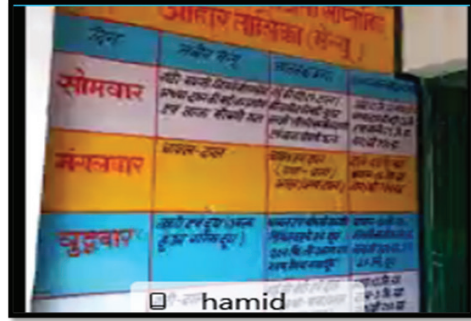
The next session was taken by Shri Khemraj defining the Code on Social Security 2020. He defined the importance of labour registration, Maternity Benefit Act, MET/ Supervisor's role in MGNREGA, Self Help Groups and concluded with the information related to Covid. The participants were also introduced to the E-Shram portal and the Local Enumerator helped the participants to register with the portal.



Problems Identified from the Camp:

- There is no Senior Secondary Government school in the village.
- Only Private senior secondary schools are available in the village.
- 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.
- The schools are far from the houses, it serves as an obstacle for students to reach towards education.
- There are no Pukka/Concrete roads in the village; it serves as an obstacle for commuting within the village.
- Some participants complained about having kaccha houses to live in, they face difficulties in monsoon season.
- Some participants have applied for subsidy for houses under Awaas Yojna
- The villagers reported that the benefits of schemes are not received transparently.

Glimpse of village



Chapter 2

Profile of the participants of Camp

Information about the Participants

This chapter includes the information about those participants' personal life and activities who were present in the e-camp for 3 days. It will help us to understand their backgrounds and daily life cycle which further assisted in problem identification and solving.

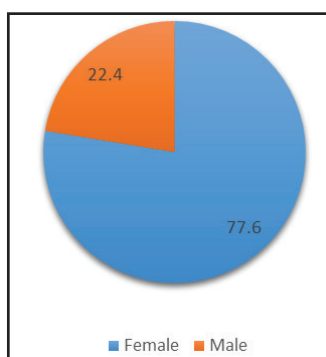
Table 2.1 depicts that female participants exceeds the number of male participants.

Table 2.1: Gender of the Participants

Gender		Total
Female	Male	
77.60	22.40	100.00

Source- Field Survey

Figure 2.1: Gender of the Participants



Highest Education of the Participants

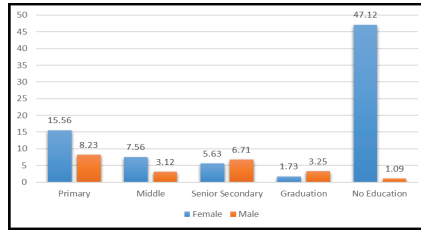
Table 2.2 portrays the highest educational qualifications of the participants and it can be noticed that majority of the participants held primary education.

Table 2.2: Highest Education of the Participants

		Gender		Total
		Female	Male	
Highest Education	Primary	15.56	8.23	23.79
	Middle	7.56	3.12	10.68
	Senior Secondary	5.63	6.71	12.34
	Graduation	1.73	3.25	4.98
	No Education	47.12	1.09	48.21
Total		77.60	22.40	100.00

Source- Field Survey

Figure 2.2: Highest Education of the Participants



Involvement of the Participants in Child Care

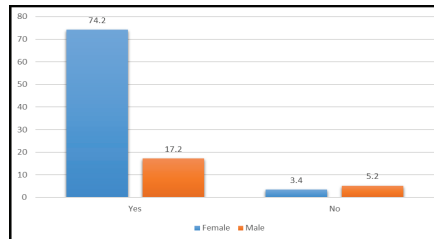
Table 2.3 represents the involvements of the participants in the child care activities and we can conclude that 91.40% of the participants were engaged in child care and 8.60% of participants were not engaged in child care.

Table 2.3: Involvement of the Participants in Child Care

		Gender		Total
		Female	Male	
Involvement in child care	Yes	74.20	17.20	91.40
	No	3.40	5.20	8.60
Total		77.60	22.40	100.00

Source- Field Survey

Figure 2.3: Involvement of the Participants in Child Care



Awareness of Development Programmes of Village

Table 2.4 depicts the awareness of the participants regarding the development programs in their village. It can be seen that majority of the participants were aware of the development programs in their village and knew maximum about MGNREGA 2005 and Kaushal Vikas Prashikshan.

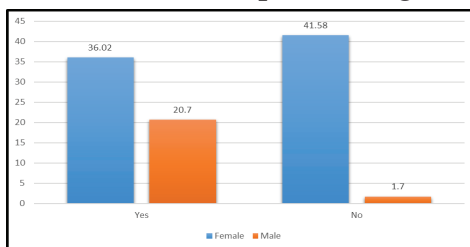
Table 2.4: Awareness of Development Programmes of village

		Gender		Total
		Female	Male	
Awareness of development programs of village	Yes	36.02	20.70	56.72
	No	41.58	1.70	43.28
Total		77.60	22.40	100.00
Type of Programs	Kaushal Vikas Prashikshan	16.52	15.26	31.78
	MGNREGA	19.50	5.44	24.94
Total		36.02	20.70	56.72

Source- Field Survey



Figure 2.4: Awareness of Development Programmes of village



Land holdings of Participants

Table 2.5 illustrates the data regarding the land holding rights of the participants. It was found that more women had land rights as comparison to the males' majority. It was found that 15.32% women and 21.05% men have owned land holdings sized from 0-2 bigha to 4-6 bigha and majority of land holders were small- marginal land holders.

Table 2.5: Land holdings of Participants

		Gender		Total
		Female	Male	
land holdings owned	Yes	15.32	21.05	36.37
	No	62.28	1.35	63.63
Total		77.60	22.40	100.00
size	0-2 bigha	7.34	8.33	15.67
	2-4 bigha	3.36	5.63	8.99
	4-6 bigha	4.62	7.09	11.71
Total		15.32	21.05	36.37

Source- Field Survey

Figure 2.5: Land holdings of Participants

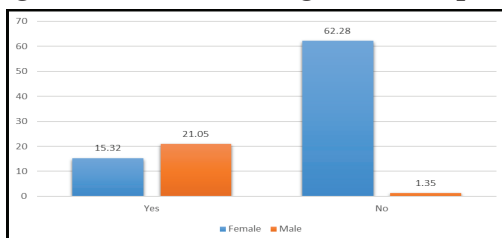
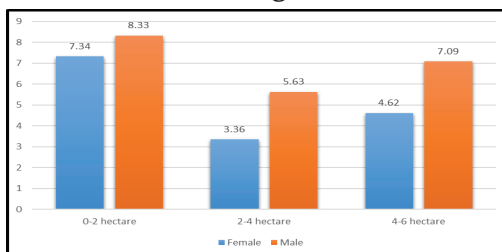


Figure 2.5.1: Land holdings Sizes of Participants



Banking Services availed by Participants

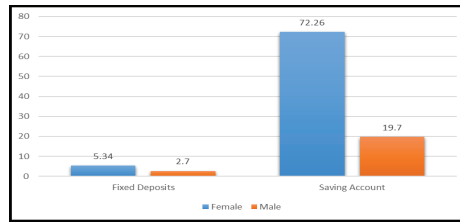
Table 2.6 delineates the banking services availed by the participants and it can be seen that all of the participants avail banking services and Savings Account were the most used banking service among the participants.

Table 2.6: Banking Services availed by Participants

		Gender		Total
		Female	Male	
Availing banking services	Yes	77.60	22.40	100.00
Type of Banking Services availed	Fixed Deposits	5.34	2.70	8.04
	Saving Account	72.26	19.70	91.96
Total		77.60	22.40	100.00

Source- Field Survey

Figure 2.6: Banking Services availed by Participants



Employment Status of Participants

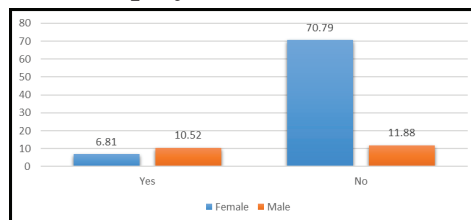
Table 2.7 outlines the employment status of the participants and it can be seen that the majority of participants were unemployed. Among the employed, majority of the participants were found to be engaged in agriculture related activities.

Table 2.7: Employment Status of Participants

		Gender		Total
		Female	Male	
Employment status	Yes	6.81	10.52	17.33
	No	70.79	11.88	82.67
Total		77.60	22.40	100.00
Nature of work	Agriculture	3.43	3.78	7.21
	Non- Agriculture	1.82	4.05	5.87
	Self Employed	1.56	2.69	4.25
Total		6.81	10.52	17.33

Source- Field Survey

Figure 2.7: Employment Status of Participants



Documents owned by Participants

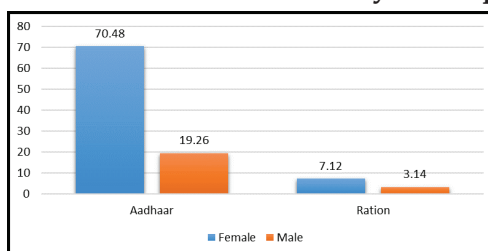
Table 2.8 depicts that the majority of the participants accounting for 89.74% owned an Aadhaar Card while the others own Ration Card.

Table 2.8: Documents owned by Participants

		Gender		Total
		Female	Male	
Documents owned	Aadhaar Card	70.48	19.26	89.74
	Ration Card	7.12	3.14	10.26
Total		77.60	22.40	100.00

Source- Field Survey

Figure 2.8: Documents owned by Participants



Participants' children attending school

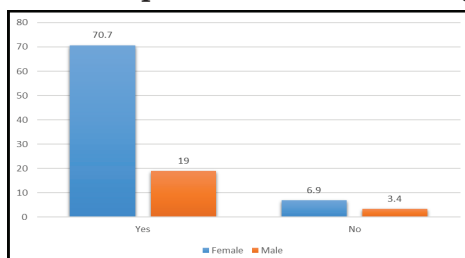
With the help of Table 2.9, it can be seen that the children of majority of the participants were attending the school.

Table 2.9: Participants' children attending school

		Gender		Total
		Female	Male	
Participants' children attending school	Yes	70.70	19.00	89.70
	No	6.90	3.40	10.30
Total		77.60	22.40	100.00

Source- Field Survey

Figure 2.9: Participants' children attending school



Covid-19 Vaccination status

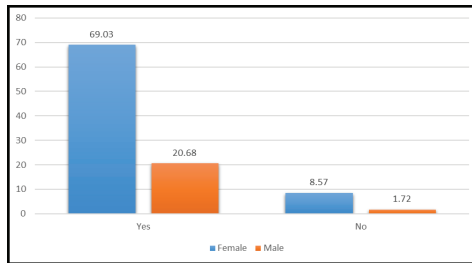
Table 2.10 presents the Covid-19 vaccination status of the participants and it can be noticed that majority of the participants have received the covid-19 vaccination.

Table 2.10: Covid-19 Vaccination status of Participants

		Gender		Total
		Female	Male	
Received any of the COVID-19 vaccination.	Yes	69.03	20.68	89.71
	No	8.57	1.72	10.29
Total		77.6	22.4	100.00
Any Difficulty in receiving Vaccination	Fever	33.35	9.06	42.41
	Weakness	35.68	11.62	47.3
Total		69.03	20.68	89.71

Source- Field Survey

Figure 2.10: Received any of the COVID-19 Vaccination



Participants Educated from ITI

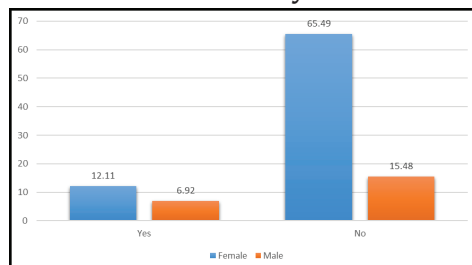
It can be seen from table 2.11 that only a small percentage of participants have received education from ITI or any other technical institution. It can be seen that more women have studied from ITI compared to men. It was found that majority of the women participants who passed from ITI or any other technical institution did not receive any employment opportunity.

Table 2.11: Participants Educated from ITI

		Gender		Total
		Female	Male	
Studied from ITI or any other technical institution	Yes	12.11	6.92	19.03
	No	65.49	15.48	80.97
Total		77.6	22.4	100.00
Employment opportunity after studying from ITI	Yes	5.05	4.46	9.51
	No	7.06	2.46	9.52
Total		12.11	6.92	19.03

Source- Field Survey

Figure 2.11: Studied from ITI or any other technical institution



Chapter 3

Infrastructural Facilities available in the village

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

Internet Connectivity

Table 3.1 illustrates the connectivity of internet to the village and it can be summarised that village has good internet connectivity and speed of internet provided in the village is 4G.

Table 3.1: Internet Connectivity in village

		Gender		Total
		Female	Male	
Internet connectivity in village	Yes	65.23	19.68	84.91
	No	12.37	2.72	15.09
Total		77.6	22.4	100.00
Speed	3G	9.62	3.45	13.07
	4G	55.61	16.23	71.84
Total		65.23	19.68	84.91

Source- Field Survey

Figure 3.1: Internet Connectivity in village

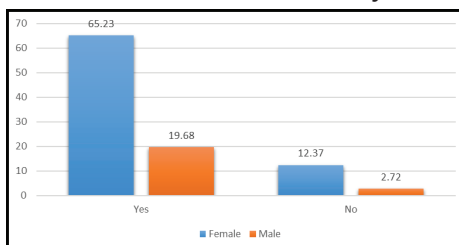
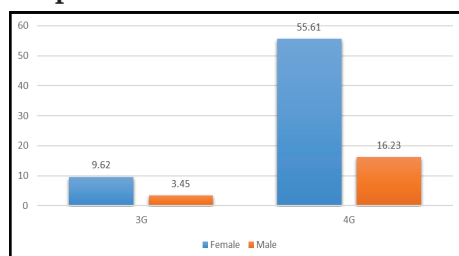


Figure 3.1.1: Speed of Internet Connectivity in village



Device and Purpose of using Internet

Table 3.2 illustrates the devices and purpose of using the internet. It can be seen that majority of the participants use mobile phones and few percentage

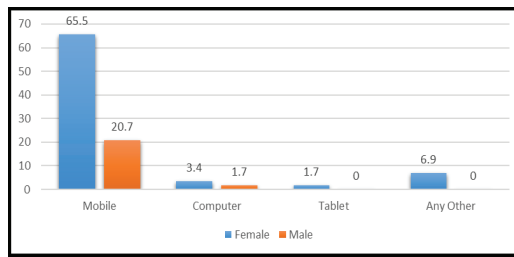
of participants use computer and tablet for using the internet. It can also be seen that majority of the participants use the internet for education followed by communication.

Table 3.2: Device and Purpose of using Internet

		Gender		Total
		Female	Male	
Device to use Internet	Mobile	65.50	20.70	86.20
	Computer	3.40	1.70	5.20
	Tablet	1.70	0.00	1.70
	Any Other	6.90	0.00	6.90
Total		77.60	22.40	100.00
Purpose	Communication	29.30	6.90	36.20
	Education	36.20	13.80	50.00
	Entertainment	8.60	1.70	10.30
	No Response	3.40	0.00	3.40
Total		77.60	22.40	100.00

Source- Field Survey

Figure 3.2: Device to use Internet



Internet towers in the village

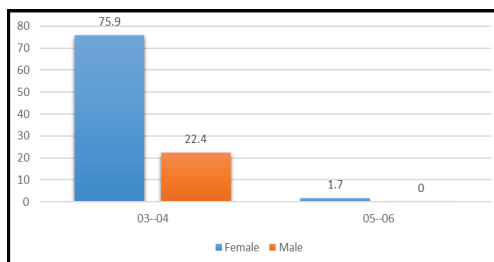
The number of internet towers present in the village can be delineated from Table 3.3 and it can be said that the village has 3-4 internet towers.

Table 3.3: Internet towers in the village

		Gender		Total
		Female	Male	
Number of Internet Towers in village	3-4	75.90	22.40	98.30
	5-6	1.70	0.00	1.70
Total		77.60	22.40	100.00

Source- Field Survey

Figure 3.3: Number of Internet Towers in village



Accessibility to Toilet facilities

Table 3.4 delineates the Accessibility of participants to the toilet facilities which summarizes that the majority of the participants have accessibility to toilet facilities; the majority of participants use private (in-house) toilets followed by public toilets.

Table 3.4: Accessibility to toilet facilities in Village

		Female	Male	Total
Accessibility to Toilet facilities	Yes	74.11	22.40	96.51
	No	3.49	0.00	3.49
Total		77.60	22.40	100.00
Type of Toilets accessible	Private (In house)	53.40	17.20	70.60
	Public Toilet	20.71	5.20	25.91
Total		74.11	22.40	96.51

Source- Field Survey

Figure 3.4: Accessibility to Toilet facilities in village

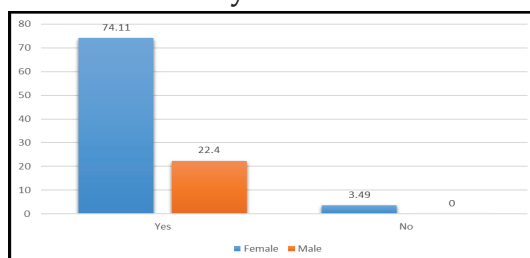
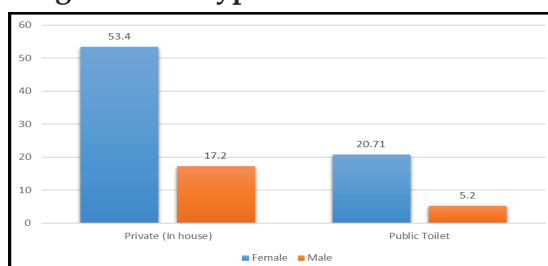


Figure 3.4.1: Type of Toilets accessible



Availability of Drinking water

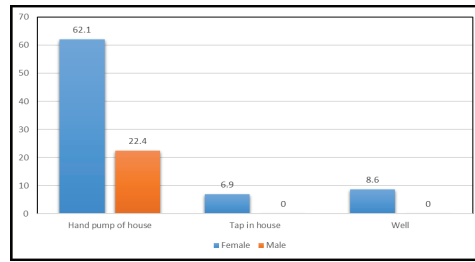
Table 3.5 represents the availability of drinking water for the participants. It can be seen that the majority of participants use hand pumps present in their houses followed by Tap in the house.

Table 3.5: Availability of Drinking water

		Gender		Total
		Female	Male	
Drinking water fetched	Hand pump of house	62.1	22.4	84.5
	Tap in house	6.9	0.0	6.9
	Well	8.6	0.0	8.6
	Total	77.6	22.4	100.0

Source- Field Survey

Figure 3.5: Availability of Drinking water



Availability of Educational Institutions

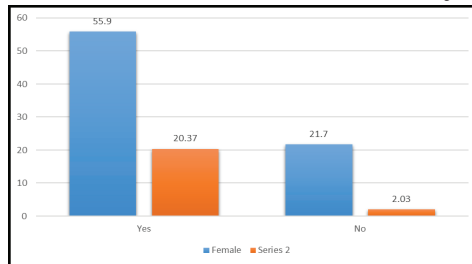
Table 3.6 constitutes the information regarding the educational institutions available nearby the participant’s house and it can be summarised that educational institutions are available nearby the homes of most of the participants.

Table 3.6: Educational Institutions available nearby Participant’s house

		Gender		Total
		Female	Male	
Availability of Educational institution nearby house	Yes	55.9	20.37	76.27
	No	21.7	2.03	23.73
Total		77.6	22.4	100.00

Source- Field Survey

Figure 3.6: Educational Institutions available nearby Participant’s house



Children’s Access to Online Education

Table 3.7 outlines that the majority of Participant’s children have access to online education and out of those who have access majority of them faces difficulties while accessing it.

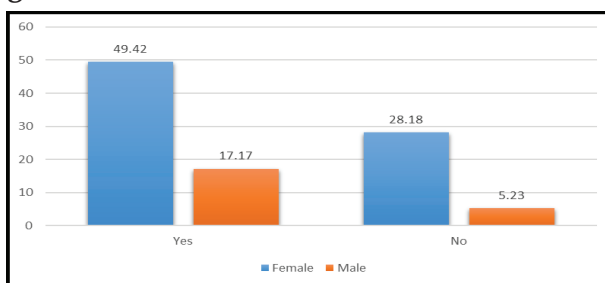
Table 3.7: Children’s Access to Online Education

		Gender		Total
		Female	Male	
Children having access to online education	Yes	49.42	17.17	66.59
	No	28.18	5.23	33.41
Total		77.60	22.40	100.00
Difficulty faced while accessing	Yes	31.11	11.06	42.17
	No	18.31	6.11	24.42
Total		49.42	17.17	66.59

Source- Field Survey



Figure 3.7: Children’s Access to Online Education



MSME and employment

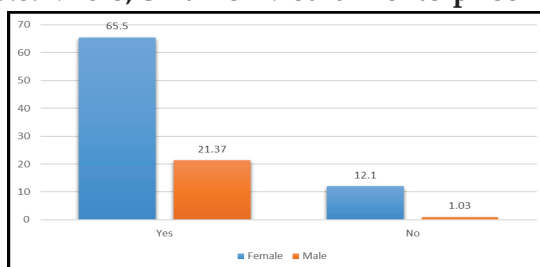
According to Table 3.8 majority of the participants have responded that they have witnessed MSMEs operating in their village and majority has responded that they produce beneficial employment opportunities for the villagers.

Table 3.8: MSME and employment in the village

		Gender		Total
		Female	Male	
Micro, Small or medium enterprise in Village	Yes	65.5	21.37	86.87
	No	12.10	1.03	13.13
Total		77.60	22.40	100.00
MSME producing beneficial employment opportunities	Yes	50.00	20.34	70.34
	No	15.50	1.03	16.53
Total		65.50	21.37	86.87

Source- Field Survey

Figure 3.8: Micro, Small or Medium enterprise in Village



Chapter 4

Problems Identified

This chapter aims to analyse the problems and challenges related to various aspects of the participant’s background, personal life, and infrastructure. This will help to understand the nature and level of problems and it will guide to find appropriate solutions for it.

Problem related to the availability of water

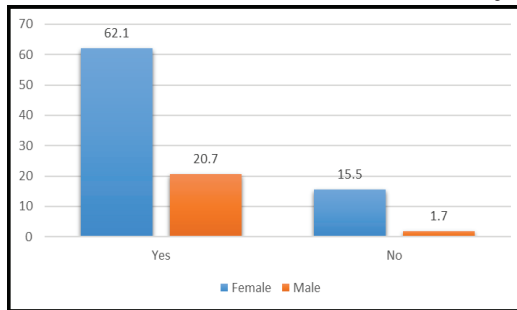
Table 4.1 draws the information regarding the problem faced by the participants related to the availability of water and it can be said that majority of participants face problems regarding the availability of water.

Table 4.1: Problem related to the availability of water

		Gender		Total
		Female	Male	
Facing problem to availability of Water	Yes	62.10	20.70	82.80
	No	15.50	1.70	17.20
Total		77.60	22.40	100.00

Source- Field Survey

Figure 4.1: Problem related to the availability of water



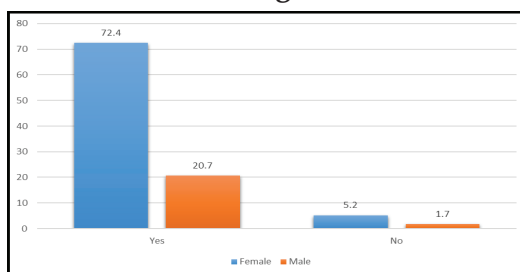
Problem in commuting within and outside the village

Table 4.2 describes the problems of the participants in commuting within and outside the village. It can be seen that majority of the participants have responded that they have problems while commuting within and outside the village.

Table 4.2: Problem in commuting within and outside the village

		Gender		Total
		Female	Male	
The problem in commuting within and outside the village	Yes	72.40	20.70	93.10
	No	5.20	1.70	6.90
Total		77.60	22.40	100.00

Source- Field Survey

Figure 4.2: Problem in commuting within and outside the village

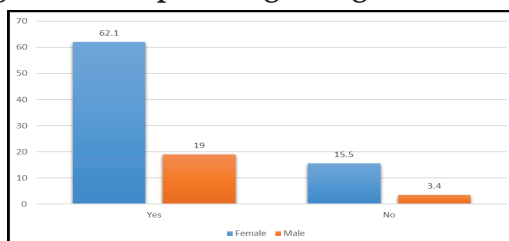
Disputes regarding Land Holding

Table 4.3 defines the disputes of participants regarding their land holdings and it can be noted that majority of the respondents has reported that they have faced disputes regarding their land holdings.

Table 4.3: Disputes regarding Land Holding

		Gender		Total
		Female	Male	
Faced any dispute regarding land holdings	Yes	62.10	19.00	81.00
	No	15.50	3.40	19.00
Total		77.60	22.40	100.00

Source- Field Survey

Figure 4.3: Disputes regarding Land Holding

Problems regarding availability of electricity

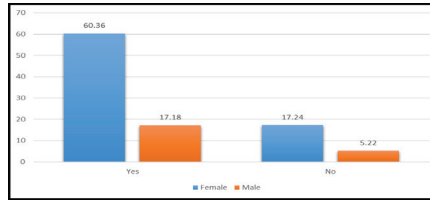
It can be narrated from Table 4.4 that the majority of the participants have faced a problem regarding the availability of electricity in their village.

Table 4.4: Problems regarding availability of electricity

		Gender		Total
		Female	Male	
Problem regarding the availability of electricity	Yes	60.36	17.18	77.54
	No	17.24	5.22	22.46
Total		77.6	22.4	100.00
If Yes, Please Describe	Light Problem	19.13	12.07	31.2
	Shortage of Electricity	41.23	5.11	46.34
Total		60.36	17.18	77.54

Source- Field Survey

Figure 4.4: Problem regarding the availability of electricity



Domestic Violence

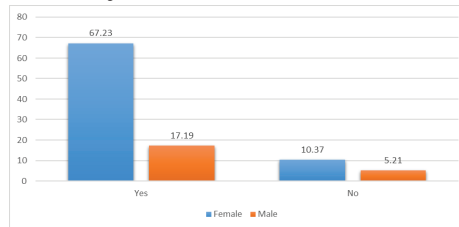
Table 4.5 presents the details regarding the participants facing and reporting domestic violence. It can be said that the majority of the participants have faced some kind of domestic violence at some point in their life and it should be noted that majority of the participants chose to report cause it violence.

Table 4.5: Domestic Violence

		Gender		Total
		Female	Male	
Faced Domestic violence	Yes	67.23	17.19	84.42
	No	10.37	5.21	15.58
Total		77.60	22.40	100.00
Reported the same	Yes	55.12	11.88	67.00
	No	12.11	5.31	17.42
Total		67.23	17.19	84.42

Source- Field Survey

Figure 4.5: Faced any kind of domestic violence in your life



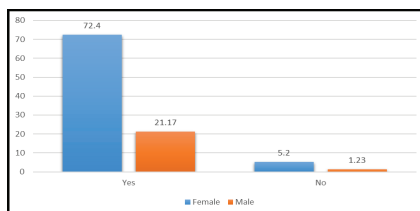
Child Labour

It can be seen in from Table 4.6 that majority of the participants in the camp have witnessed child labour in their village. It should also be noted that majority of them choose to report the child labour practices.

Table 4.6: Child Labour

		Gender		Total
		Female	Male	
Witnessed child labour in the village	Yes	72.4	21.17	93.57
	No	5.2	1.23	6.43
Total		77.60	22.40	100.00
Reported the same	Yes	65.79	17.42	83.21
	No	6.61	3.75	10.36
Total		72.40	21.17	93.57

Source- Field Survey

Figure 4.6: Witnessed child labour in the village

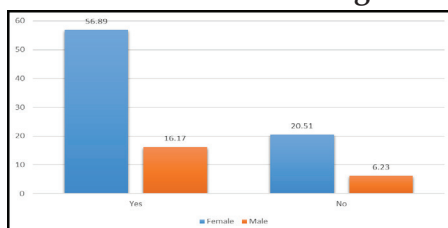
Difficulty in accessing the medical facilities available in the village

According to table 4.7 majority of the participants of the camp have reported that they have faced difficulty while accessing the medical facilities available in the village.

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

		Gender		Total
		Female	Male	
Difficulty in accessing medical facilities available in the village	Yes	56.89	16.17	73.06
	No	20.51	6.23	26.74
Total		77.40	22.40	100.00

Source- Field Survey

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

Challenges related to Infrastructure

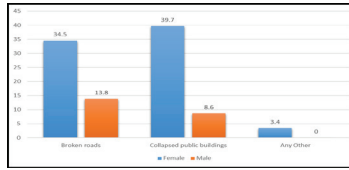
Table 4.8 represents the information regarding the infrastructural challenges faced by the participants of the camp. It can be seen that majority of the participants have reported that they face infrastructural challenges due to broken roads and collapsed public buildings.

Table 4.8: Challenges related to Infrastructure

		Gender		Total
		Female	Male	
Infrastructural Challenges faced	Broken roads	34.50	13.80	48.30
	Collapsed public buildings	39.70	8.60	48.30
	Any Other	3.40	0.00	3.40
Total		77.60	22.40	100.00

Source- Field Survey

Figure 4.8: Challenges related to Infrastructure



Problem in accessing the schemes of Government

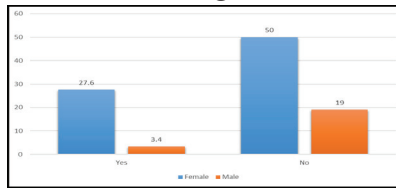
Table 4.9 portrays the problems participants faced while accessing the schemes of Government and it can be said that majority of the participants did not face the problem in accessing the schemes of government

Table 4.9: Problem in accessing the schemes of Government

		Gender		Total
		Female	Male	
Problems Accessing the schemes of Government	Yes	27.60	3.40	31.00
	No	50.00	19.00	69.00
Total		77.60	22.40	100.00

Source- Field Survey

Figure 4.9: Problem in accessing the schemes of Government



Children Dropped out of School

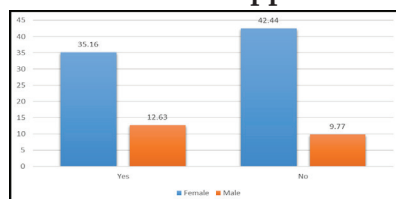
Table 4.10 depicts the participant’s children who dropped out of school. It can be analysed that children of some of the participants dropped out of schools and the reason for the same is due to financial constraints.

Table 4.10: Children Dropped out of School

		Gender		Total
		Female	Male	
Children Dropped out of School	Yes	35.16	12.63	47.79
	No	42.44	9.77	52.21
Total		77.60	22.40	100.00
Reason of Leaving	Income problem	35.16	12.63	47.79

Source- Field Survey

Figure 4.10: Children Dropped out of School





Chapter 5

Capturing the Unpaid Work

This chapter aims to understand the daily activities and specifically the time spent by the participants in various activities day to day activities. 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.

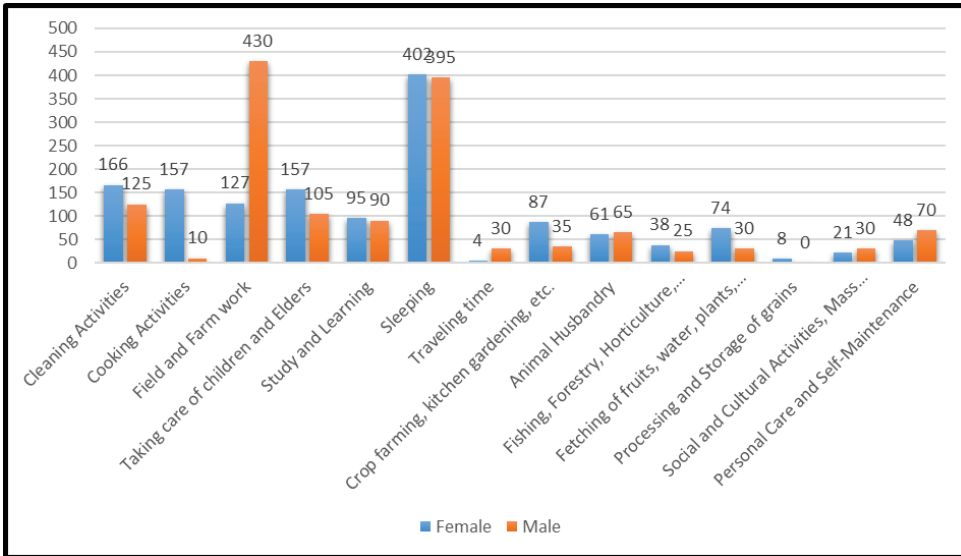
Table 5.1: Average time (in minutes) spent in different activities in a day per participant

The Nature of Activities	Gender	
	Female	Male
Cleaning Activities	166	125
Cooking Activities	157	10
Field and Farm work	127	430
Taking care of children and Elders	157	105
Study and Learning	95	90
Sleeping	402	395
Travelling time	4	30
Crop farming, kitchen gardening, etc.	87	35
Animal Husbandry	61	65
Fishing, Forestry, Horticulture, Gardening	38	25
Fetching of fruits, water, plants, wood, etc.	74	30
Processing and Storage of grains	8	0
Social and Cultural Activities, Mass Media, etc.	21	30
Personal Care and Self-Maintenance	48	70
Total	1444	1440

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

Source: Time Survey

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



From the Table 5.1, it can be seen that apart from sleeping/taking nap, women spent on an average 127 minutes on “Field and farm work” and 166 minutes on “Unpaid cleaning activities” whereas the average time spent by males was 430 minutes per day and 125 minutes per day respectively on the same activities.

The average time spent by women on “cooking activities” is 157 minutes, whereas men spend only 10 minutes on the same task. On average 157 minutes were spent in a day by females for “Unpaid taking care of Children and elders” against 105 minutes spent by males on the same activity.

Other activities such as “Animal Husbandry” and “Fetching of Fruits, Water, Plats, Woods, etc” witnesses more female participation than men.

As a result, it can be concluded that women spend more time in unpaid activities than men. In other Men spend the majority of their time in paid activities and are often the family’s primary breadwinner.



Chapter 6

Case Studies

Preliminaries	E-rural camps help different stakeholders to interact and impart knowledge to the participants. It aims to describe various schemes, codes, programmers, etc for the benefit of the participants.
Introduction & Background	The basic objectives of this e-rural camp was to describe the schemes in detail followed by attempts to capture the problems faced by the participants and finding their cause.
Methodology	In each session of the rural camp the participants were taught to use their skills which helped them to understand all 4 labor codes. An attempt was made to look into the problems and challenges of the participants through the case studies. The information was collected through an in-depth participatory approach during the e-camp by the Local Enumerator on ground zero. The participants were encouraged to identify their problems and find alternative strategies which can be undertaken on this subject and cases described.
Case 1	<p>My name is Sukhiya, and I live in Undla Jagir with my husband, who has a fruit cart and comes from a very poor family. We have not received any comfort facilities from the village chief, such as proper electricity, a road, or hand pumps. The government should devise a system that will benefit people directly and transparently. We live in a hut and have a lot of problems during the rainy season when water drips from our roofs, we have to sit and wait for the night to pass. In context to the government-provided housing, we asked the village chief if there are any projects that can provide homes to the poor, to which chief of the village did not respond positively. It was said that it would be provided to the people, but we have not received any basic services from any village head in the last ten years. We hope that if the government or this camp offers any programmes or advantages to impoverished people, we will be able to assist you. The camp managers told us that you can apply for a labour card, and that whatever schemes result from it would be communicated to you personally, and that you will be provided with the job you are eligible for.</p> <p>Sukhia, Undla Jagir, Bareilly, Uttar Pradesh</p>



Case 2	<p>My name is Ashima, and I live in Undla Jagir, which is part of the Bareilly area. My husband works in handloom factory, but since Covid-19, we've had a lot of issues, and our financial condition is deteriorating day by day. My family consists of eight members, and only my husband works. He earns only 470 INR per day, thus the entire family is unable to make the ends meet on his salary. We would like to propose that the Government of India provide such training to our girls and women so that they can become self-sufficient and are capable of supporting their families. We took part in this programme, which was organised by V V Giri National Labour Institute, and received all the information from all of the organisers. We weave embroidery at our Undla mansion, and all the women who are involved in it labour from their homes. Zari work is also being done at a large scale our village. You will be given with employment through the Zari card, but we have yet to receive any benefits from that Zari work. As a result, we are requesting that the government gives programmes and its benefits in a transparent manner.</p> <p>Ashima, Undla Jagir, Bareilly</p>
Results	<p>It is observed from the above-mentioned cases that in the absence of literacy, training and employment opportunities the people of Undla Jagir are finding it difficult to feed their families and self. If provided with opportunities they can earn and support their family.</p>
Summary & Evaluation	<p>It was found that there was lack of employment opportunities, Infrastructural challenges were also identified such as pukka road, street lighting, educational centers etc. in the village.</p>
Conclusion	<p>Issues related to land holdings, low employment opportunities, oppression of weak sections, acute poverty, etc came forward while analyzing the above case studies. It is important to create awareness regarding the labour codes in the rural masses as the codes and legislations alone cannot fix the complex problems of rural India.</p>
Recommendations for the future	<p>Rural poor should be able to organize themselves. The prevailing poverty in rural India could be an output of pressure on limited resources available in the areas. The problems of employment can be tackled by creating MSME's or other organizations/factories and shifting the burden to Allied-Agriculture sector of Rural area. The resources available in the rural area should also be utilized in an organized way.</p>
End Matter	<p>The progress of the population lies in ability to skill itself. The rural organizations are very important for the economy and strengthening the country.</p>



Chapter 7

Conclusion and Recommendations

- The group of participants in the labour camp consisted of both men and women (approximately 6:4 ratio). Majority of them were unemployed and had primary education whereas majority of women participants were uneducated.
- The participants own basic documents like Adhaar card and MGNREGA Card, all of them utilised the banking services and are aware of the development programmes of the village. Majority of the women participants have their own land.
- The Undla Jair village of Bareilly District of Uttar Pradesh had good internet connection and 3-4 internet towers. Participants had access to toilet and drinking water facilities. They didn't have access to offline educational institutions but had good access to online education during the COVID-19 era. The village has MSMEs but does not generate sufficient employment opportunities.
- The problem identification played a major role in the e-camp. The problems and challenges of the participants were noticed 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 identified are like difficulty in commuting within and outside the village as the Pukka/Concrete roads are not built, domestic violence, no pukka house, non-availability of senior secondary schools in the village, schools being far away from houses, etc. But the major concern is the lack of employment and MGNREGA employment opportunities during Covid-19.
- It can also be concluded that women spend majority of their time in unpaid activities whereas the men spend the majority of their time in paid activities.
- To have in-depth understanding a post-camp meeting with the Gram Pradhyan was also conducted to discuss and understand the problems discussed throughout the three days more explicitly. Hence, with the effort of all the key personnel of the e-camp it is recommended to build more schools in the village especially the Senior Secondary schools. A land should be identified and provided to build a public marriage hall for the entire village. Lack of employment opportunities was a persistent problem in the village, the participants were introduced to "e-Shram" and the National Career Service portal to inform the participants of new opportunities in the world of work.
- The camp included sessions describing various schemes of Government that help overcome the challenges they are facing such as Awaas Yojna for provision of housing to the poor, UJJAWALA Yojna for rehabilitation and re-integration for the victims of trafficking for commercial sexual exploitation, Beti-Bachao-Beti-Padhao Yojna to generate awareness and improve 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, प्रकाशन और वकालत से जुड़े प्रमुख संस्थान।

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

INSTITUTE'S MANDATE
संस्थान का जन्मदेश

- Undertake and promote research
- Organise 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 system
- अनुसंधान करना और बढ़ावा देना
- प्रशिक्षण और शिक्षा कार्यक्रम आयोजित करें
- सेमिनार, कार्यशालाएं और व्याख्यान आयोजित करें।
- पत्रिकाओं और लेखों का प्रकाशन करना।
- समान राष्ट्रीय और अंतरराष्ट्रीय संस्थानों के साथ सहयोग और नेटवर्क
- पुस्तकालय और सूचना प्रणाली को बनाए रखना और विकसित करना

INSTITUTE'S STRUCTURE
संस्थान की संरचना

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

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

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

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

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

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

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

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

RESEARCH ACTIVITIES
अनुसंधान गतिविधियाँ



Research Centres

- Centre for International Networking
- Centre for Labour Market Studies
- Centre for Employment Relations and Regulations
- Centre for Agrarian Relations ,Rural Labour and Behavioural Studies

- अंतर्राष्ट्रीय नेटवर्किंग केंद्र
- श्रम बाजार अध्ययन केंद्र
- रोजगार संबंध और विनियम केंद्र
- कृषि संबंध, ग्रामीण श्रम और व्यवहार अध्ययन केंद्र

National Resource Centre on Child Labour

- Integrated Labour History Research Programme
- Centre for Labour and Health
- Centre for Gender and Labour
- North-East Research & Training Centre
- Centre for Climate Change & Labour

- बाल श्रम पर राष्ट्रीय संसाधन केंद्र
- एकीकृत श्रम इतिहास अनुसंधान कार्यक्रम
- श्रम और स्वास्थ्य केंद्र
- लिंग और श्रम केंद्र
- उत्तर-पूर्व अनुसंधान एवं प्रशिक्षण केंद्र
- गैरकृषि क्षेत्रों में जलवायु परिवर्तन और श्रम

TRAINING AND EDUCATION प्रशिक्षण और शिक्षा

Training and Education प्रशिक्षण और शिक्षा

Core Competencies मूल दक्षताएं

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

International Training Programmes अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

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

अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रमों के माध्यम से अंतर्राष्ट्रीय प्रशासकों और अन्य लोगों को अंतर्राष्ट्रीय प्रशिक्षण प्रदान किया जाता है।

From 1999 to 2016-17, the institute organized 71 International training programmes in which 2086 officials participated.

1999 से 2016-17 तक, संस्थान ने 71 अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रमों का आयोजन किया जिसमें 2086 अधिकारियों ने भाग लिया।

International Training Programmes अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम

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

- International Training Programme on Gender Issues in the World of Work
- कार्य की दुनिया में लिंग संबंधी मुद्दों पर अंतर्राष्ट्रीय प्रशिक्षण कार्यक्रम
- International Training Programme on Health Security and Protection of Workers
- स्वास्थ्य सुरक्षा और बर्तियों 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 सार्क कार्यशाला
- MoU with Govt. of Afghanistan to organise specialised training programmes for Afghan Officials
- सर्वकार के साथ समझौता ज्ञापन अफगान अधिकारियों के लिए विशेष प्रशिक्षण कार्यक्रम आयोजित करने के लिए अफगानिस्तान के

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



**Publications
प्रकाशन**

Publications

- Labour & Development:** Bi-annual Academic Journal dedicated to advancing the understanding of various aspects of labour through theoretical analysis and empirical investigation
- श्रम और विकास: सैद्धांतिक विश्लेषण और अनुभवजन्य जांच के माध्यम से श्रम के विभिन्न पहलुओं की समझ को आगे बढ़ाने के लिए समर्पित द्विमासिक अकादमिक जर्नल
- Analysis Digest:** Bi-monthly Journal reflecting on the latest case laws in the field of labour and industrial relations
- अनुभवजन्य डाइजैस्ट: द्विमासिक जर्नल श्रम और औद्योगिक संबंधों के क्षेत्र में नवीनतम कस कानूनों को दर्शाता है

- Shreev Vaidika:** Bi-monthly Hindi Journal containing gist of Supreme Court and High Court Cases
- श्रम विधान: द्विमासिक हिंदी जर्नल जिसमें उच्चतम न्यायालय और उच्च न्यायालय के मामलों का सार है
- VVGIU Indrasambhavi:** A bi-monthly Newsletter reflecting the activities of Institute in all areas (launched in January 2010)
- सिद्धीदीपसम्भवि: अर्धवार्षिक बुलेटिन: सभी क्षेत्रों में संस्थान की गतिविधियों को दर्शाने वाला एक द्विमासिक समाचार पत्र (जनवरी 2010 में शुरू किया गया)

Publications प्रकाशन

- Child Worker:** 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
- बाल्य श्रम संस्थान का एक त्रैमासिक समाचार पत्र है। समाज के विभिन्न वर्गों तक पहुंच कर बाल श्रम को समाप्त करने का आगे बढ़ाने के लिए इस दिशा में उनके प्रयासों को गति प्रदान करने के लिए जन्मा जा रहा है।
- NIJ Research Studies Series:** The Institute is also publishing a series entitled, NIJ Research Studies Series, to disseminate the findings of the research activities of the Institute.
- अनुभवजन्य अध्ययन श्रम संस्थान की अनुभवजन्य गतिविधियों के निष्कर्षों को प्रसार करने के लिए संस्थान द्वारा प्रकाशित अनुभवजन्य अध्ययन श्रम संस्थान का एक श्रम संस्थान की 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 of Sector-24, NOIDA in 1990
- संस्थान 1990 में सेक्टर-24, नोएडा में अपने परिसर में स्थानांतरित हो गया
- Campus spread over an area of 12.60 acres with lush green spaces. The green and open environment, free from noise and pollution, provides positive atmosphere for learning and research.
- हरे-भरे और खुले क्षेत्र 12.60 एकड़ के क्षेत्र में परिसर फैला हुआ है। शान्त और स्वच्छ वातावरण, शोर और प्रदूषण से मुक्त, शिक्षण और अनुसंधान के लिए सकारात्मक वातावरण प्रदान करता है।
- Infrastructure consists of इमारतों के होते हैं।
 - Administrative Block, प्रशासनिक ब्लॉक
 - Library Block पुस्तकालय ब्लॉक
 - Residential Block आवासीय ब्लॉक
 - Seminar Block सैमिनार ब्लॉक
 - Hostel Block छात्रावास ब्लॉक

Contd. next

**Administrative Block
प्रशासनिक ब्लॉक**

The Institute has an administrative block for faculty and administrative staff

संस्थान में शिक्षक 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.

इंस्टीट्यूट में सात वायुमंडलीय शर्तियाँ वाले हैं जो एक हॉल में लगभग 250 छात्रों को संभाल सकते हैं। हर हॉल में ऑडियो-विजुअल सुविधा है।

Hostel Block छात्रावास ब्लॉक

The Institute has excellent hostel building with 19 fully furnished rooms with attached bath with independent bathroom, sitting hall, internet centre and recreational & gym facilities. Hostel rooms are air-conditioned and equipped with colour TVs and telephones.

इंस्टीट्यूट में उत्कृष्ट संरचना की इमारत है जिसमें 19 पूरी तरह से युक्तिमान कमरे हैं जिसमें स्वतंत्र बाथरूम, स्वतंत्र हॉल, इंटरनेट केंद्र और मनोरंजन और जिम सुविधाएं हैं। छात्रावास के कमरे वायुमंडलीय हैं और रंगीन टीवी और टेलीफोन से युक्तिमान 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 अग्रणी संसाधन केंद्रों में से एक है।
- 65,000 Books and Bound Volumes
- 65,000 पुस्तकें और बंधन बंध

- 345 Professional Journals / Periodicals
- 345 पेशेवर जर्नल / पत्रिकाएं
- Fully computerised पूरी तरह से कंप्यूटराइज्ड
- Major technical services for the users, inter alia, include:
 - सर्वोत्तम तकनीकी सेवाओं में अन्य बातों के समान-समान शामिल हैं।
 - Current Awareness Bulletin प्रसारण जानकारी बुलेटिन
 - Guide to Periodical Literature आवधिक साहित्य के लिए गाइड
 - Article Alert सेवा चेतावनी

Faculty

The faculty of the Institute represent a wide range of disciplines covering accounts, marketing, finance, labour law, statistics, public administration, etc. This diversity provides the basis for inter-disciplinary work in research, training and consultancy. The list of faculty is given below:

इंस्टीट्यूट के अध्यापक अर्थशास्त्र, वित्त, वसाह, सांख्यिकी, और संसाधन आदि में एक बड़ी और विविधता के साथ विभिन्न क्षेत्रों में कार्यरत हैं। यह विविधता अनुसंधान, प्रशिक्षण और सलाह के क्षेत्र में अंतः-अनुसंधान-आधारित कामों के लिए एक अच्छे आधार प्रदान करती है।

Dr. H. Sarvesh, BPhD	Director General
1. Dr. J. J. Sankaranarayanan, M.A., Ph.D.	Senior Fellow
2. Dr. G. S. Sankaranarayanan, M.A., Ph.D.	Senior Fellow
3. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Senior Fellow
4. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
5. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
6. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
7. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
8. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
9. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Fellow
10. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Associate Fellow
11. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Associate Fellow
12. Dr. S. S. Sankaranarayanan, M.A., Ph.D.	Associate Fellow

OFFICERS

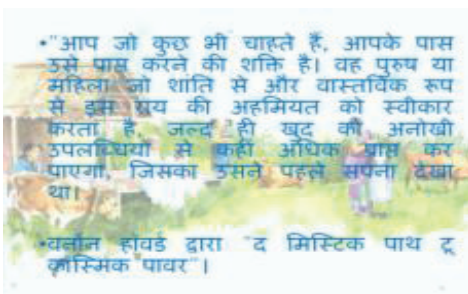
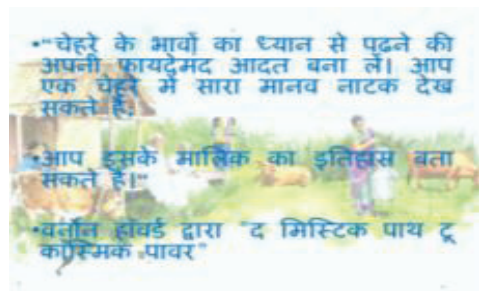
- Harsh Singh Rawat Administrative Officer
- S.K. Verma Asstt. Library Information Officer
- V.K. Sharma Asstt. Administrative Officer
- Shalish Kumar Accounts Officer
- J.K. Kaul Consultant (Programme)

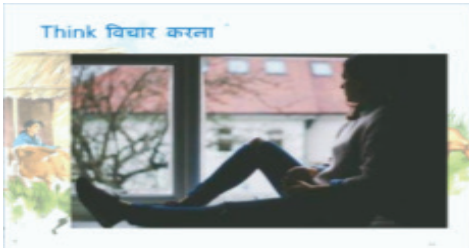
VISION AND MISSION OF THE INSTITUTE संस्थान का दृष्टिकोण और मिशन

"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 के केंद्र जो श्रम शोध और प्रशिक्षण में अग्रणी है और कार्य-संबंधों की गुणवत्ता को बढ़ावा देने के लिए प्रतिबद्ध है।"







Smart goals लक्ष्य में समझदारी

S	• Specific विशिष्ट	आप अपने लक्ष्य के बीच में क्या हासिल करना चाहते हैं?
M	• Meaningful अर्थपूर्ण	क्या लक्ष्य आपको फिर प्रेरित करने का है?
A	• Action Oriented क्रियान्वित और लक्ष्य	इस हासिल करने के लिए आप क्या प्रयत्न कर सकते हैं?
R	• Realistic वास्तविक	आप इसे जतने ही कि आप इस लक्ष्य को प्राप्त कर सकते हैं?
T	• समय अनुमान	आप इस लक्ष्य को कब तक प्राप्त करना चाहते हैं?

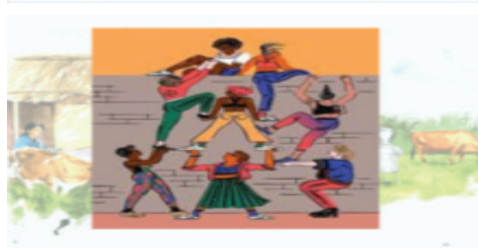


स्वोट विश्लेषण

एक स्वोट विश्लेषण ऐसी जानकारी उत्पादन करता है जो किसी व्यक्ति/संगठन या समूह के लक्ष्यों, कार्यकर्मों और क्षमताओं को उस परिवेश से मिलाने में सहायक होती है जिसमें ये काम करते हैं।

शक्ति	कमजोरियाँ
अवसर	डर

STRENGTHS शक्ति <ul style="list-style-type: none"> तुम अपना काम करते हो। आप फिर अधिकृत संसाधनों को उपयोग कर सकते हैं। दुसरे आपकी लक्ष्य के साथ भी काम कर सकते हैं। 	WEAKNESSES कमजोरियाँ <ul style="list-style-type: none"> तुम काम चुनकर सकते हो। आपके पास कम संसाधन हैं जो दुसरे के पास हैं। दुसरे जो आपकी कमजोरियों को देखते भी काम कर सकते हैं।
OPPORTUNITIES अवसर <ul style="list-style-type: none"> आपके पास और से अवसर खुले हैं। आप फिर प्रतिक्रिया कर काम कर सकते हैं। आप अपनी लक्ष्य को अवसरों में ढेर कर सकते हैं। 	THREATS डर <ul style="list-style-type: none"> आप अपने आपकी तुलना कर सकते हैं। आपकी प्रतिस्पर्धी काम कर रही हैं। आपकी कमजोरियाँ आपको फिर बनने में बाधा कर रही हैं।



STRENGTHS शक्ति <ul style="list-style-type: none"> वीरता सहयोग / जबरन परिष्कार उपकरण समय प्रबंध लक्ष्य के प्रति ईमानदारी प्रतिक्रिया करने की क्षमता 	WEAKNESSES कमजोरियाँ <ul style="list-style-type: none"> असहायक बुद्धि लक्ष्य में डर लगे से लक्ष्य हासिल नहीं हो समय से लक्ष्य को नजरि सहायक करने की क्षमता
OPPORTUNITIES अवसर <ul style="list-style-type: none"> लक्ष्य में उपकरण परिष्कार उपकरणों की उपकरण वीरता/जबरन से परिष्कार का प्रयुक्त समय प्रबंध समय प्रबंध का उपयोग लक्ष्य, लक्ष्य का अधिकतम अवसर 	THREATS खतरा <ul style="list-style-type: none"> लक्ष्य में काम कर प्रतिस्पर्धी लक्ष्य समय प्रबंध करने की क्षमता लक्ष्य पर प्रतिक्रिया की क्षमता



Annexure 1.3




ABOUT ME

RAJIV KUMAR HASIJA

FREELANCE SOFT SKILLS TRAINER PAN INDIA

MOB NO: +919811483213

EMAIL ID: hasjakumarrajiv@gmail.com



ABOUT ME

- ALUMNI OF ST. XAVIER'S SCHOOL, NEW DELHI.
- BA, TOURISM FROM DELHI UNIVERSITY.
- MBA IN MARKETING FROM SMU, GANOTOL.

TRAINING PROGRAMS FOR SKILL DEVELOPMENT

- PGDIPLOMA FROM M/S LEARNING INTERNATIONAL-EMEA
- TEACHER TRAINING COURSE FROM M/S BRITISH COUNCIL, NEW DELHI
- SOFT SKILLS & PERSONALITY DEVELOPMENT TRAINING FROM IIT UTTARAKHAND & IIT TRIRUCHIRAPPALLI.



ABOUT ME

- Extensive experience of over **Two Decades** in the Corporate World, **more than seven years** in the Education Industry alongside which he has been a committed, professional **Freelance Soft Skills Trainer** till date. **9 years** in exclusive training.
- Design **tailored modules** for the overall **grooming and regeneration** of individuals from all walks of life to **transform them** into 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 **push** into of motivation and inspiration. He believes that everything is possible in this world if we channelise our energies **at the right time, in the right direction and with the right approach.**



ABOUT ME

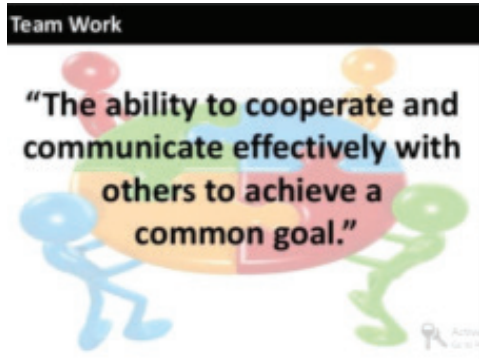
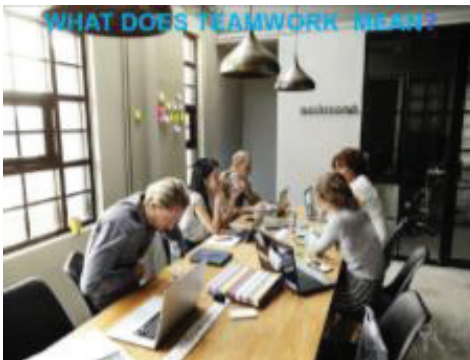
- **FREELANCE SOFT SKILLS TRAINER PAN INDIA**
- **SUCCESS COACH**
- **MENTOR**
- **MOTIVATIONAL SPEAKER**
- **CONDUCTED 200+ WORKSHOPS & HAVE TRANSFORMED LIVES OF MORE THAN 10,000 PEOPLE TILL DATE.**
- **TRAININGS IMPARTED IN PAN INDIA IN SCHOOLS, GOVERNMENT & PRIVATE COLLEGES, IT INDUSTRY, HOSPITALITY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

JOURNEY : 23-08-2018 VVGNLI: 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.





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

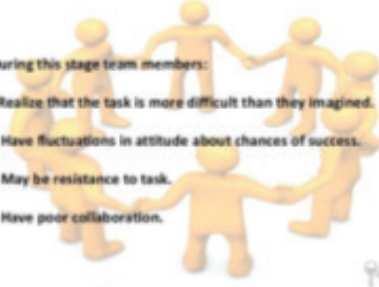
- Determining individual roles.
- Develop trust and communication.
- Develop norms.
- Task.
- Define problems and strategy.
- Identify information needed.



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:

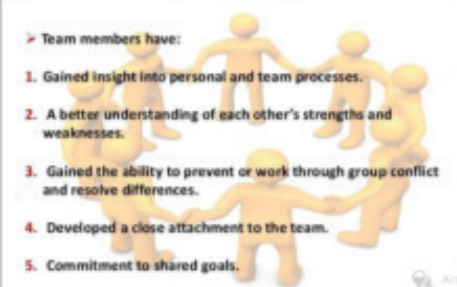
1. Their team.
2. Team rules and procedures.
3. Their roles in the team.
4. The individuality of fellow members.

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



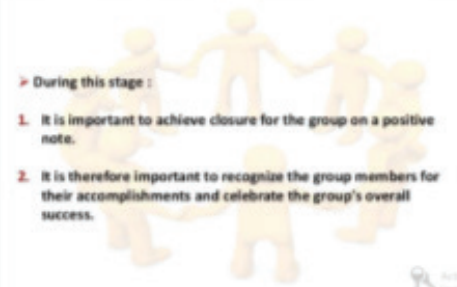
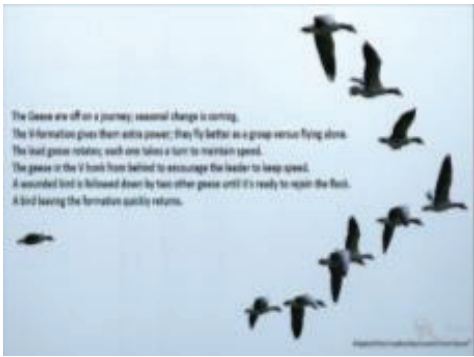
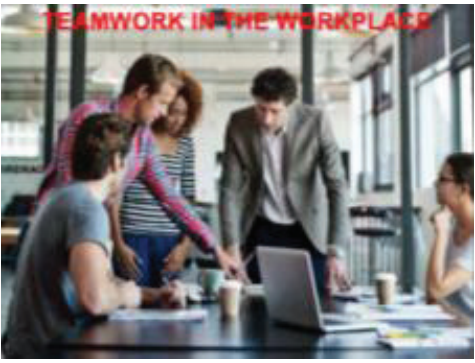
Stage 4: Performing

- 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.



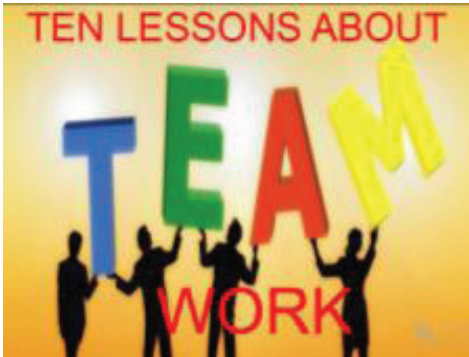
Stage 5: Adjourning

- 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

- 1 Work Effortlessly
- 2 Trust
- 3 Good Communication
- 4 Supportive
- 5 Participation
- 6 Innovative
- 7 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 win them over and build an organization that uses teamwork to its fullest potential.




Lesson 2: Choosing the right team members

Each person should be given the responsibility for handling a proper situation. If all members will interfere in every aspect of the work being done, then it may lead to ruin the output of the team. There are the facts that you should look at while considering about teamwork or else your team work can lead the way to downward. So be careful while choosing good team members.




Lesson 3: Having one common goal

There must be one common goal for the group and each individual self should comprehend the actions of the other members of the team and also vice versa. Each member of the team must be able to sacrifice whatever personal ideas and interests he may have for the interest and efficiency of the team. Making the team more effective goes beyond whatever you can do/learn individually.




Lesson 4: Developing teamwork requires commitment

It is a two-way street. The managers and leaders have to take the lead and the employees have to respond. This way, there will be cohesiveness 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 stretched for 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 sales projects for the team to work on.



"A team is only as good as the weakest member."
- William Somerset Maugham, *Of Human Bondage*



Lesson 6: Empowering the team

Making your employees feel like they are a valuable part of the team. Everyone needs to receive positive feedback of times so that they understand that they are an important, contributing team player. It will make a world of difference and if anything, you will find that it only increases and enhances 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 update each other and fail to work cohesively 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.



Bad 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 help them. 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."



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



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



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.



Lesson 10: Sharing the outcomes together

Being a team means sharing the responsibility. That is why it's 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 by experience and grow together as a team. Understanding teamwork is necessary for any and every business that means to benefit from it.



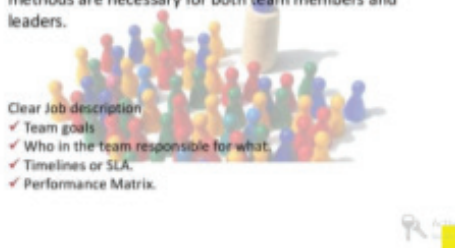
Communication within Team



To create a successful team, effective communication methods are necessary for both team members and leaders.

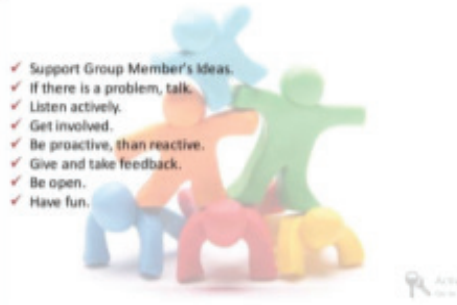
Clear Job description

- ✓ Team goals
- ✓ Who in the team responsible for what.
- ✓ Timelines or SLA.
- ✓ Performance Matrix.



Communication – Do's

- ✓ 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.




Communication – Don'ts

- ✓ Do not blame others.
- ✓ No Bragging.
- ✓ 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.



TEAMWORK

- 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



Teamwork Divides the Task
and Multiplies the Success

TEAM

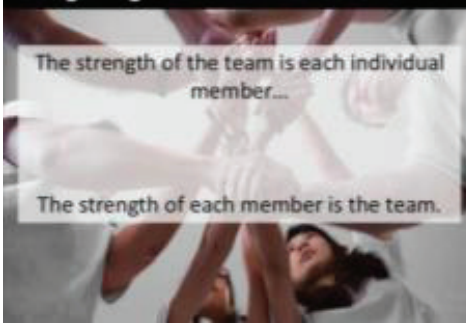
T TOGETHER
E EVERYONE
A ACHIEVES
M MORE



Closing thought

The strength of the team is each individual member...

The strength of each member is the team.



Please Remember

Individually, we are one drop
Together, we are an ocean.



Thank you





Annexure 2.2

सामाजिक सुरक्षा कोड 2020

1. कर्मचारी कतिपयति अधिनियम, 1923
2. कर्मचारी राज्य बीमा अधिनियम, 1948
3. कर्मचारी भविष्य निधि और विविध प्रायोजन अधिनियम 1952
4. रोजगार कर्षोन्नय (रिक्तियों की अनिवार्य अधिसूचना) अधिनियम, 1959
5. मातृत्व हितवाक अधिनियम, 1961
6. उपदान सुरक्षा अधिनियम, 1972
7. सिरोमा श्रमिक कल्याण कोष अधिनियम, 1981
8. भवत एवं अन्य संनिर्माण श्रमिक कल्याण उपकर अधिनियम, 1996
9. असंगठित श्रमिक सामाजिक सुरक्षा अधिनियम, 2008

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

- EPFO के दायरे में वृद्धि।
- वर्तमान में अनुसूची में शामिल संस्थान।
- अय 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 बड़ेगा।
- 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।
- बागलों 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 नाम

- प्रकृति के बाद 6 माह तक कार्य करते/करवाने की मजदारी है।
- संस्थान जहाँ 10 या 10 से अधिक निर्बंधित श्रमिक है या पिछले 12 माह के किसी भी दिन कार्यरत थे।
- सभी दुकान, संस्थान, कारखाने, चाल, बागान में कार्यरत महिला को मातृत्व लाभ।
- अधिकतम मातृत्व लाभ- 26 माह का संवेतन अवसर/ जिसमें 8 माह अनुमतिरित किसेवरी दिन से पहले।
- रुपये 3500/- मैथिलन बीसक।
- महिला को दो डेक (बच्चा 15 माह होने तक) देखभाल हेतु (रुपय के विधायन की अधि के अवसर)।
- जहाँ 50 या अधिक श्रमिक हैं- केस की अनिवार्यता, 4 विजिट की सुविधा।

- किसेवरी पूर्व मातृत्व लाभ अधिन रूप में देय।
- तंदिस लही देते पर भी लाभ देय है।
- रुपये 3500/- की मैथिलन बीसक का हक।
- (दृष्टेवटी) महिला तसवटी करवाने पर 2 माह का संवेतन अवसर मिसेगा।
- हर संस्थान जिस पर यह अध्याय लागू है, हर महिला को धारकम में कार्य पर रखने समय लिखित में और इनेक्टारिकसे, मिनेने वाले मातृत्व हितवाक के बारे में बतासेगा।
- किसी भी महिला को मातृत्व हितवाक अधि में किमिस करत अधि है।
- मातृत्व हितवाक अधि में अचय पारिश्रमिक पर काम करते पाये जाये तो उस अधि का मातृत्व हितवाक लही मिसेगा।

- 40 करोड़ का सामाजिक सुरक्षा कोष" ।
- असंगठित श्रमिकों, GIG कामगारों व प्लेटफॉर्म कामगारों हेतु।
- SSC में प्लेटफॉर्म कामगारों को शामिल।
- उपदान का प्रायधान- Fixed Term "निश्चित अवधि कामगारों के लिए भी।
- असंगठित श्रमिकों का ऑनलाइन पोर्टल पर रजिस्ट्रेशन होगा।
- रिक्तियों को ऑनलाइन पोर्टल पर इतना अनिवार्य- जहाँ 20 या अधिक कामगार संस्थान में काम करते हों।
- Migrant (प्रवासी) श्रमिकों की समस्याओं के समाधान हेतु हेल्पलाइन की अनिवार्य सुविधा।
- 240 दिन के बजय 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




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 |  | [ivante](#)

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 |  | [ivante](#)

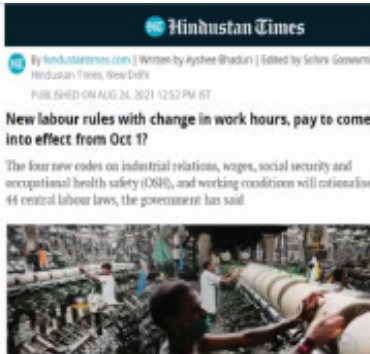
The 4 New Labour Codes Deferred

- 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 |  | [ivante](#)

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

19 |  | [ivante](#)




Hindustan Times

By [hindustantimes.com](#) | Written by Ayshee Bhaduri | Edited by Sohni Gowari, Hindustan Times, New Delhi

PUBLISHED ON AUG 24, 2021 12:52 PM IST

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 |  | [ivante](#)

Thanks You Any Questions?

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

21 |  | [ivante](#)



Questionnaire on Problem Identification

समस्या पहचान पर 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 गाँव में इंटरनेट कनेक्टिविटी है?	Yesहाँ / No नहीं
8. If yes, describe the speedयदि 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/ कंप्यूटर 3. Laptop/लैपटाप 4. Tablet/ टैबलेट 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?	Yesहाँ / 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. 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?	<ol style="list-style-type: none"> 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 उन का 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 इस के आकार का वर्णन कीजिए।	<ol style="list-style-type: none"> 1. 0-2 Bigha/ बीघा 2. 2-4 Bigha/ बीघा 3. 4-6 Bigha/ बीघा 4. Above 6 Bigha/ 6 बीघा से ज्यादा 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 नौकरी पेशा 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	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?	1. Adhaar card / आधार कार्ड 2. Ration card / राशन कार्ड 3. PAN card / पैन कार्ड 4. Any Other card / कोई अन्य
24. Do you have any problem for commuting within and outside the village? क्या आप को 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 or 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? यदिहाँ, 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 बालश्रम 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 हां, 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 faced any difficulty, please mention? यदि हाँ, तो क्या आपको किसी कठिनाई का सामना करना पड़ा, कृपया उल्लेख करें?	
35. Do you have access to bank facilities? क्या आपकी पास बैंक सुविधाओं तक पहुंच है?	Yes हाँ / No नहीं
35.1 If yes, Which one यदि हां, तो कौन सा	<ol style="list-style-type: none"> 1. Saving Account / बचत खाता 2. Current Account / चालू खाता 3. Fixed Deposit / सावधि जमा 4. Credit Facility /उधार की सुविधा 5. Any Other / कोई और
35.2 If Any Other, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें।	



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

Questionnaire on 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।

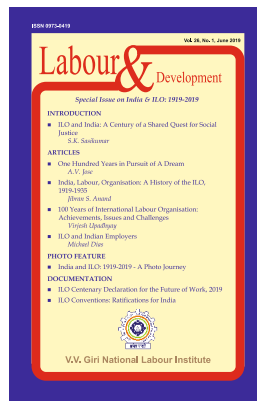
1. Name/ नाम	
2. Age/आयु	
3. Sex/लिंग	1. Male/ पुरुष 2. Female/ महिला 3. Transgender/ ट्रान्सजेंडर
4. Date / दिनांक	
Please give an account of your daily activities (Upto to 24 hours). कृपया अपनी दैनिक गतिविधियों (24 घंटे तक) का लेखा-जोखा दें।	
1. Cleaning Activities/ सफाई गतिविधियाँ	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
2. Cooking Activities / खाना पकाने की गतिविधियाँ	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
3. Field and Farm Work / खेत और कृषि कार्य	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
4. Taking care of children and Elders/ बच्चों और बड़ों की देखभाल करना	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
5. Any other Household work / कोई अन्य घरेलू कार्य	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
6. Study and learning / अध्ययन और सीखना	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
7. Sleeping / सोना	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
8. Travelling time/ यात्रा का समय	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
9. Crop farming kitchen gardening, etc. / फसल की खेती किचन गार्डनिंग आदि।	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे



10. Animal Husbandry / पशुपालन	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
11. Fishing, Forestry, Horticulture, Gardening/ मत्स्य पालन, वानिकी, बागवानी, बागवानी	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
12. Fetching of fruits, water, plants, wood etc. / फल, पानी, पौधे, लकड़ी आदि प्राप्त करना।	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
13. Processing and Storage of grains / अनाज का प्रसंस्करण और भंडारण	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
14. Construction work / निर्माण कार्य	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
15. Manufacturing Activities / विनिर्माण गतिविधियाँ	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
16. Trade and business related activities / व्यापार और व्यवसाय से संबंधित गतिविधियाँ	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
17. Services private or Government Service / सेवाएं निजी या सरकारी सेवा	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
18. Household Maintenance Management and shopping for own Household / घरेलू रखरखाव प्रबंधन और अपने घर के लिए खरीदारी	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
19. Community service and Help to other / सामुदायिक सेवा और दूसरों की मदद	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
20. Community service and help to other household / अन्य परिवारों को सामुदायिक सेवा और सहायता	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
21. Social and Cultural Activities, Mass Media, etc./ सामाजिक और सांस्कृतिक गतिविधियाँ, मास मीडिया, आदि।	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
22. Personal Care and Self Maintenance / व्यक्तिगत देखभाल और स्वयं रखरखाव	1 hour, 2 hours, 3 hours..... 24 hours 1 घंटा, 2 घंटे, 3 घंटे चौबीस घंटे
If Any Other Activity, Please Describe / यदि कोई अन्य गतिविधि है, तो कृपया वर्णन करें	

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	:	110020029

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