

# E-rural Camp

## Labour Codes & Enhancing Sensitivity towards Gender Parity

September 7-9, 2021

NLI Research Studies Series  
No. 160/2023

Dr. Shashi Bala



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



# E-rural Camp Labour Codes & Enhancing Sensitivity towards Gender Parity September 7-9, 2021



Dr. Shashi Bala



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

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

Sector - 24, Noida

Email ID:-balashashi.vvgnli@gov.in



ISBN: 978-93-82902-97-3

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

No. of Copies : 100

Year of Publication : 2023

This document can be downloaded from the Institute's website at [www.vvgnli.gov.in](http://www.vvgnli.gov.in)

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

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

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



## Content

Details		Page No
Preface		vii
Acknowledgment		ix
Chapter 1	Introduction	1
Chapter 2	Profile of the participants of camp	12
Chapter 3	Infrastructural Facilities available in the village	21
Chapter 4	Problems Identified	28
Chapter 5	Capturing the Unpaid Work	36
Chapter 6	Case Studies	38
Chapter 7	Conclusion and Recommendations	40
Annexure 1	Day 1 E-Camp	41-45
	Annexure 1.1 – Introduction of VVG NLI	41
	Annexure 1.2 – Understanding Yourself	43
	Annexure 1.3 – Team Work	44
Annexure 2	Day 2 E-Camp	46-49
	Annexure 2.1 – Labour Codes: An overview	46
	Annexure 2.2 - Preventing Gender Harassment at workplace	47
	Annexure 2.3 – Wage Codes, 2019	49
Annexure 3	Day 3 E-Camp	50
	Annexure 3.1 – Occupational Safety, Health and Working Conditions Code 2020	50
Annexure 4	Questionnaire of Problem Identifications	51
Annexure 5	Questionnaire of Time Survey	54



## List of Tables

Table No.	Details	Page No.
1.1	Sample Selection	1
2.1	Gender of the Participants	12
2.2	Highest Education of the Participants	13
2.3	Involvement of the Participants in Child Care	13
2.4	Awareness of Development Programmes of village	14
2.5	Land holdings of Participants	15
2.6	Banking Services availed by Participants	16
2.7	Employment Status of Participants	17
2.8	Documents owned by Participants	17
2.9	Participants' children attending school	18
2.10	Covid-19 Vaccination status of Participants	19
2.11	Participants educated from ITI	20
3.1	Internet Connectivity in village	21
3.2	Internet towers in village	22
3.3	Accessibility to Toilet facilities in Village	23
3.4	Availability of drinking water	24
3.5	Educational Institutions available nearby Participant's house	24
3.6	Children's Access to Online Education	25
3.7	MSME and employment in village	26
4.1	Problem related to availability of water	28
4.2	Problem in commuting within and outside the village	29
4.3	Disputes regarding Land Holding	29
4.4	Problems regarding availability of Electricity	30
4.5	Domestic Violence	31
4.6	Child Labour	32
4.7	Difficulty in accessing the medical facilities available in village	32
4.8	Challenges related to Infrastructure	33
4.9	Problem in accessing the schemes of Government	34
4.10	Children Dropped out of School	35
5.1	Average time (in minutes) spent on different activities in a day per participant	36



## List of Figures

Figure No.	Details	Page No.
2.1	Gender of the Participants	12
2.2	Highest Education of the Participants	13
2.3	Awareness of Development Programmes of village	14
2.4	Land holdings of Participants	15
2.4.1	Size of Land Holdings Owned	15
2.5	Banking Services availed by Participants	16
2.6	Employment Status of Participants	17
2.7	Documents owned by Participants	18
2.8	Participant's children attending school	18
2.9	Covid-19 Vaccination status of Participants	19
2.10	Participants Educated from ITI	20
3.1	Internet Connectivity in village	21
3.1.1	Speed of Internet connectivity in village	22
3.2	Internet towers in village	22
3.3	Accessibility to Toilet facilities in Village	23
3.4	Availability of Drinking Water	24
3.5	Educational Institutions available nearby Participant's house	25
3.6	Children's Access to Online Education	26
3.7	MSME and employment in village	27
4.1	Problem related to availability of water	28
4.2	Problem in commuting within and outside the village	29
4.3	Disputes regarding Land Holding	30
4.4	Problems regarding availability of Electricity	30
4.5	Domestic Violence	31
4.6	Child Labour	32
4.7	Difficulty in accessing the medical facilities available in village	33
4.8	Challenges related to Infrastructure	34
4.9	Problem in accessing the schemes of Government	34
4.10	Children Dropped out of School	35
5.1	Average time (in minutes) spent on different activities in a day per participant	36







## Preface

In the rural economy, women play a vital role. They are farmers, wage earners, and business owners. Indigenous women play a vital role as keepers of traditional knowledge, which is essential for their communities' livelihoods, resiliency, and culture. 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.

This report aims to uncover the underpinning status of women in agriculture. The goal of this study is to understand the gender and its inter-linkages with productive employment/ contribution to the economy. It further emphasizes to explore the difficulties faced by the respondents and to discuss the legal framework, 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 efforts to reduce the existing gender inequalities in the agricultural sector. I congratulate Dr. Shashi Bala, Senior 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, 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 and to the VVGNI team for their support to conduct and complete this important study.

A special thanks to the entire project team, Ms. Nimra Khan and Dr. Bhoomika Batra (Research Associates) 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





## Chapter 1: Introduction

The Present e-rural camp was conducted under the centre for Gender and labour Studies for strengthening the skills of rural workers and providing them with awareness on the Labour Codes.

### Methodology for Study Area

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

Based on the detailed survey conducted in these areas, the study area was selected. The local administration such as Sarpanch, Labour officers, etc and Local Enumerator helped to select a batch of participants. The selection of participants was restricted to the district only. However, such participants represented diverse characteristics.

Further, meetings with village Pradhyaan were held to ensure adequate support and participation from the administration before starting of the camp. The Pradhyaan and key personnel were also present during the camp to ensure the smooth running of the e-camp and solve problem if any occurred during the e-camp.

### Objectives of the Study

- To study the gender and its inter-linkages with productive employment/ contribution to the economy.
- To explore difficulties faced by the respondents.
- To discuss the legal framework, Labour codes and Gender Responsive Budgeting in India.

### 1.1 Sample Size

Village Tisua was chosen in the Bareilly area. The figures given in table 1.1 are based on Census 2011.

**Table 1.1: Sample Selections**

Sub-District		Population
Rural Village	Tisua	7,590

#### Limitations:

1. Difficulty in gathering participants.
2. Frequent Power cuts.
3. Difficulty in accessing high speed internet.
4. Difficult to retain participants for longer durations.
5. Linguistic difference between the participants and facilitators (which was taken care by Local Anganwadi and Asha workers)



## Preparation for the camp

In the village Tisua of Bareilly district we conducted e-rural camp where we were able to capture the special problems of poor peasants. With the help of case-studies and personal interviews many different problems and grievances were observed which were further analysed in this report. The participants and the local authorities were selected and informed in advance regarding the details of the e-camp. The final number of participants was 65.

## Conducting the camp

The process of conducting camp varies from one camp to other. This camp was conducted in the vacant Panchayat Bhavan which had vacant rooms and fans running from solar power. The place was located in the centre of the village for easier accessibility of the participants. Since, the camp was an e-rural camp the local enumerator facilitated the participants with internet facilities, used laptop and speaker to bring the participants together. While keeping in mind the Pandemic situation, all the necessary precautions such as social distancing, wearing mask and regularly washing hands were taken care of.

**The first day** of the e-camp was initiated by the Project Director Dr. Shashi Bala who started with introduction of the institute. Later, the session was proceeded by the Director General of the institute, Dr. H. Srinivas. In his address, Dr. H. Srinivas emphasised the importance of understanding the labour codes and the importance of technology. He gave an example of how a woman started Agriculture activities with the help of Pomegranate seeds. Later, she realised that it was a special category of Pomegranate and quite famous. She made a nursery later with her skills. Hence, we can learn that simple thinking and initiation can lead you to somewhere big.

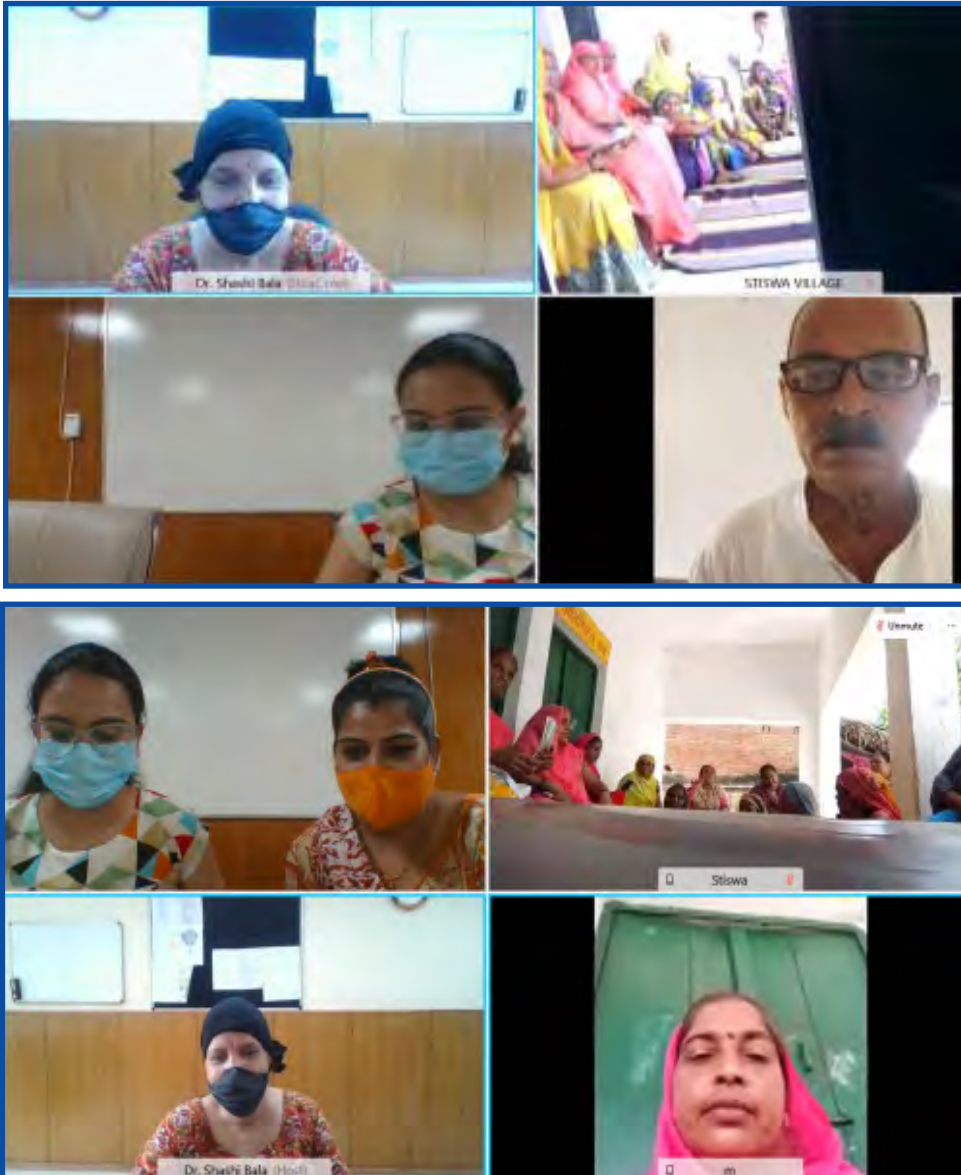




He further stated that all the women present in the camp right now can achieve their goals, if they come together. He explained this with the help of a proverb that one should not give a person fish but teach them fishing, so that it not only benefits them for present but for the future also. He insisted the participants to ask questions, get answers to their queries and gain knowledge. At the end he emphasised about paying back to the government, reflecting all the learning while going home to participants and not being afraid of hard work.



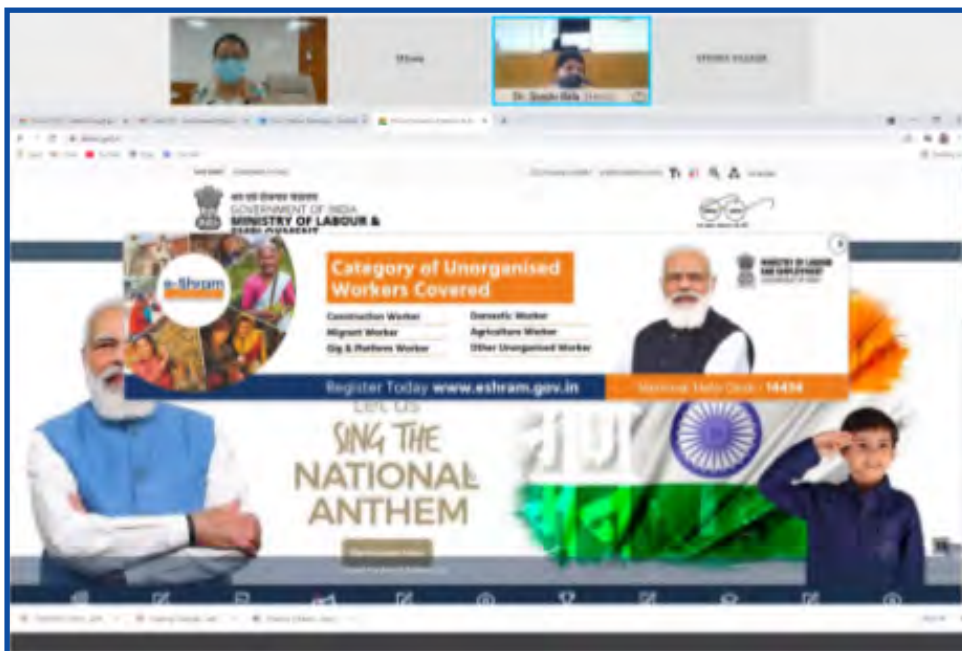
After the session addressal from Director General, The Pradhan of the village Shri Budhpal Singh, addressed the participants. He thanked the Institute for organising such a meaningful program and gave an overview of the village.



The first session of the camp was conducted by Dr. Shashi Bala who aims at knowing and understanding one-self. The session included a participatory approach by making a group of 5 and asking them to identify 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 etc. Other questions were also discussed among the participants such as what did they want to be in life? And what steps have been taken to be that? Apart from that SWOT Analysis of participants were also done.



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



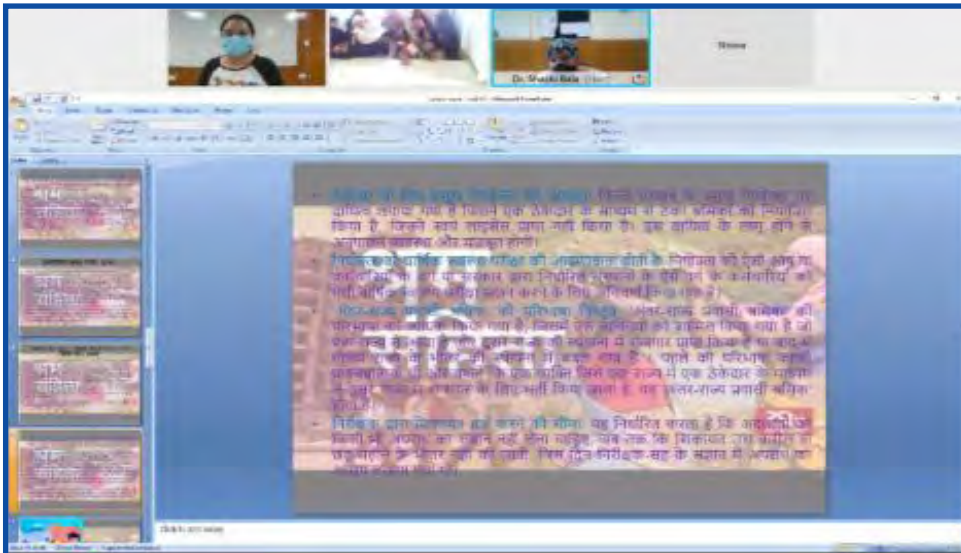
The camp resumed at 2 pm with a new session which aimed to identify the problems and challenges of the participants. The session was taken by the Project Director, Dr. Shashi Bala. She used interactive videos to make session more engaging and asked questions regarding to it from the participants.



The final session of this day was taken by Mr. Rajiv Hasija, which aimed at enhancing the team work among the participants. The session outlined the importance of team work at the work place and how to improve their efficiency. He also discussed about the stages of team development and 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 who provided an overview of the labour codes. It highlighted all the 4 labour codes and its importance.



The second session of the day was taken by the Dr. Shashi Bala, which aimed at making the participants aware about preventing gender harassment at workplace. Her session was interactive in nature and the participants asked questions regarding problem faced or witnessed of related to harassment at workplace. They put their valuable thoughts in this regards and shared coping mechanism to face immorality with morale.

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

The second half was started by Professor Sunil Bakshi, which was regarding the Wage Code, 2019. His session included application of wage code, its definition, effects of wage code on salary, difference between employee and workers, how does the Wage Code prohibits discrimination on grounds of gender.



The final session of the day was taken by Dr. Shash Bala with respect to way forward to the participants.

**The Third day** started with the session by Prof. Sunil Bakshi on the topics related to 'Occupation, Safety, Health and Working Conditions (OSH) Code 2020'. His session was interactive in nature and he answered all the queries of the participants regarding Health checkups at workplace, MGNREGA and Occupation, Safety and Health Codes, OSH Code 2020 and Anganwadi workers, etc.



1-2 pm was kept as a breakout session 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 Local Enumerator helped the participants to register with the portal.





The concluding session related to feedback and valedictory of this camp was taken by Dr. Shashi Bala.

### Problems Identified from the Camp

- There are no Pukka/Concrete roads in the village; it serves as an obstacle to commute within the village.
- The wages of MGNREGA is low and the employment period is also short.
- The sewing skills of women is not valued; they should be encouraged and taught the same.
- The students are educated till 8<sup>th</sup> class only as there is no government senior secondary school in the village.
- Only Private senior secondary schools are available in the village, it does not provide an opportunity for the financially constrained persons to study.
- The schools are located far from the houses which serves as an obstacle for students to commute to school.
- Some participants complained about having kachha houses to live, they face difficulties in monsoon season.
- Some participants have applied for subsidy for houses under Awaas Yojana.
- The villagers reported that the benefits from the schemes was not distributed in transparent manner.
- Villagers requested for a statue of Bhim Rao Amedkar and a Baraatghar (Marriage hall venue) since they have to get married in farms or in their houses.

## Glimpses of Village









## Chapter 2: Profile of the participants of camps

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

### Gender of the Participants

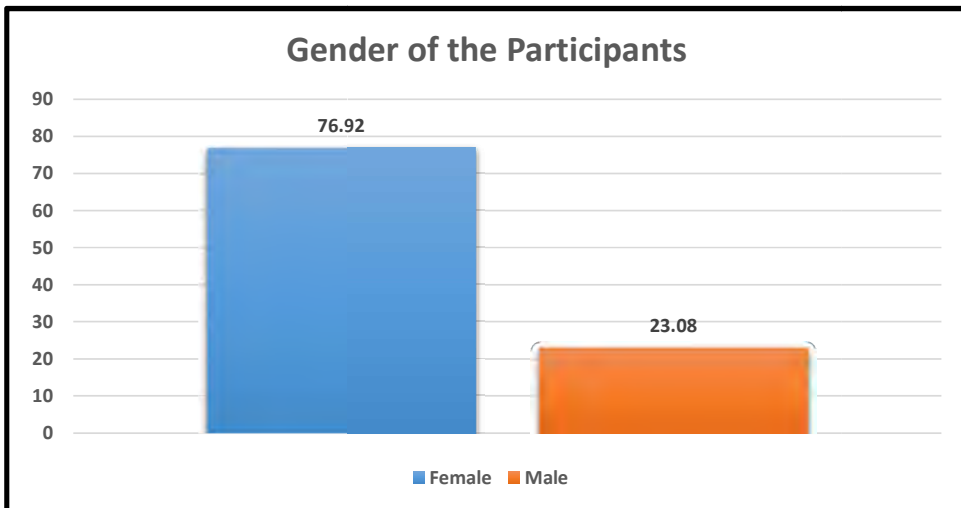
Table: 2.1 shows the gender distribution of the study and found that 76.92% of the participants were females and 23.08% were males.

Table 2.1: Gender of the Participants

Gender		Total
Female	Male	
76.92	23.08	100.00

Source- Field Survey

Figure 2.1: Gender of the Participants



### Highest Education of the Participants

Table 2.2 portrays that majority of the participants are uneducated. It was found that majority of the women participants are uneducated. However, 15.55% women studied primary compared from the men by 7.69%. The least proportion is from graduation by women 1.54% and men 2.94%.



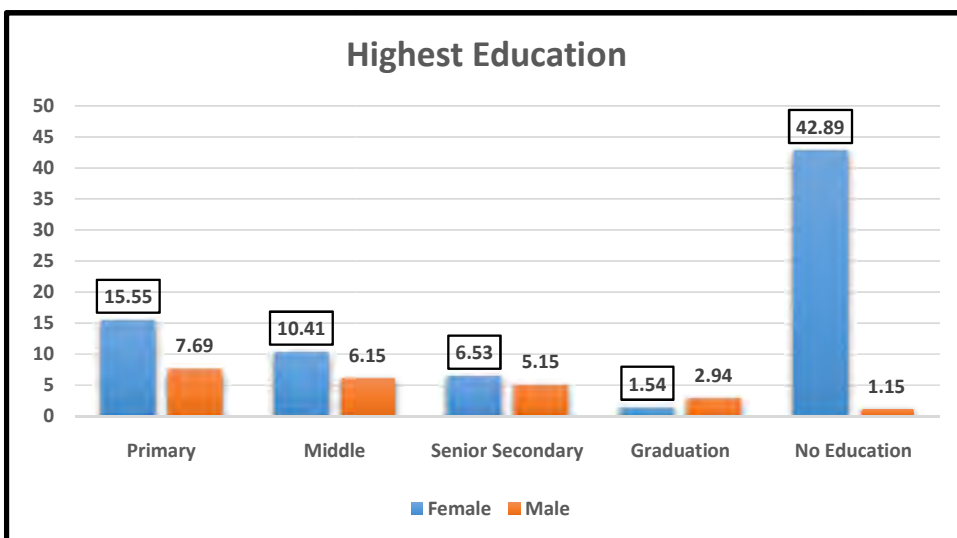


**Table 2.2 Highest Education of the Participants**

Highest Education	Gender		Total
	Female	Male	
Primary	15.55	7.69	23.24
Middle	10.41	6.15	16.56
Senior Secondary	6.53	5.15	11.68
Graduation	1.54	2.94	4.48
No Education	42.89	1.15	44.04
<b>Total</b>	<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

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 all the participants are engaged in child care.

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

Involvement in child care		Gender		Total
		Female	Male	
Involvement in child care	Yes	76.92	23.08	100.00
	<b>Total</b>	<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

### Awareness of Development Programmes of village

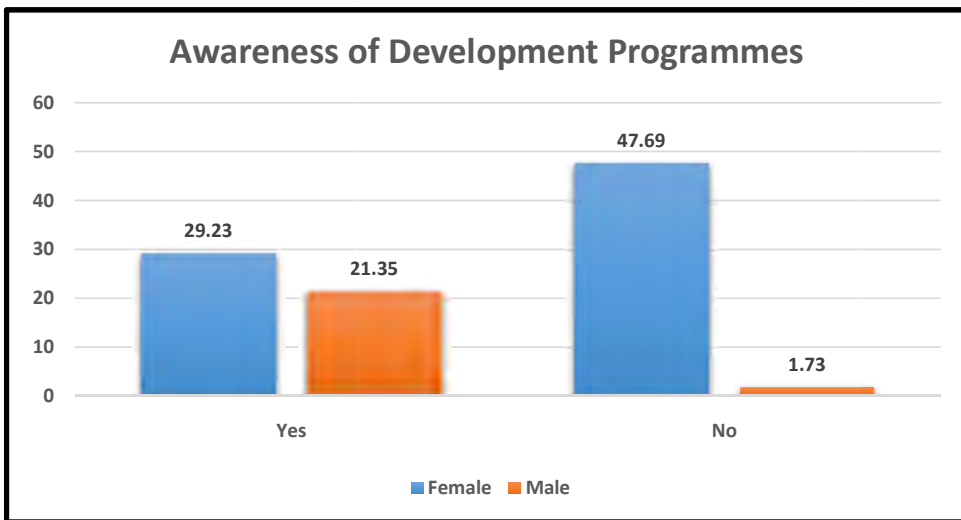
Table 2.4 describe the awareness of participants regarding the development programmes in their village and it can be seen that a little more than half of the participants were aware about the development programmes in the village. It was found that most of the male participants (21.35%) were aware of the development programs.

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

		Gender		Total
		Female	Male	
Awareness of development programs of village	Yes	29.23	21.35	50.58
	No	47.69	1.73	49.42
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 2.3: Awareness of Development Programmes**



### Land holdings of Participants

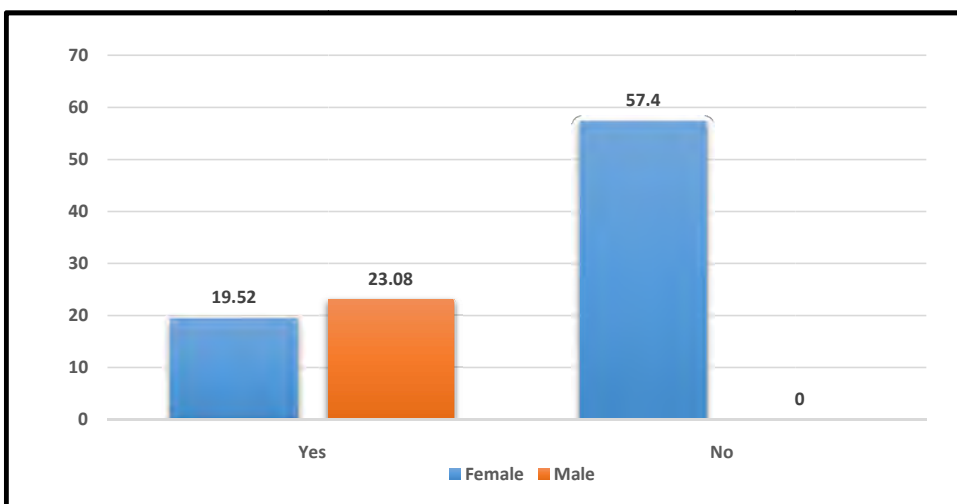
Table 2.5 illustrates the data regarding the land holding rights of the participants. It was found that more men had land rights in comparison to the females. It was found that 19.52% women and 23.08% men have owned land holdings sized from 0-2 bigha to 4-6 bigha and majority of land holders were small- marginal land holders.

**Table 2.5: Land holdings of Participants**

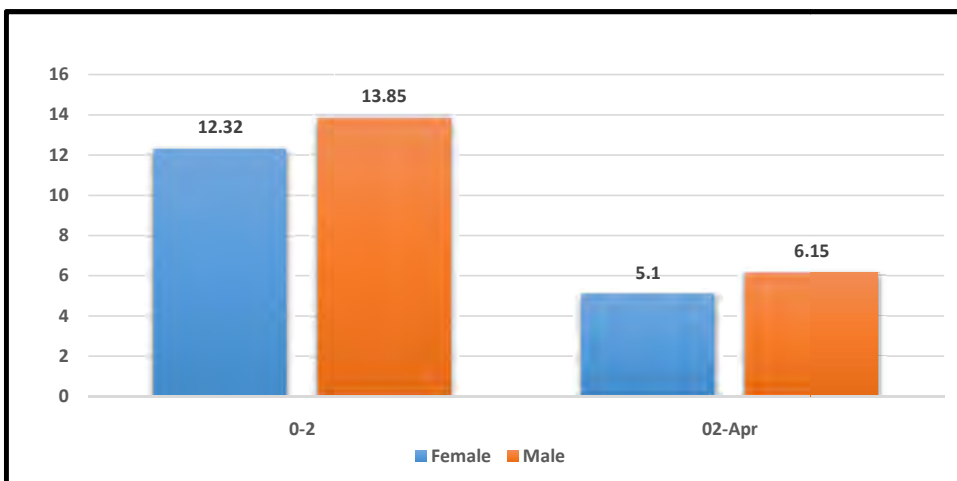
		Gender		Total
		Female	Male	
Land holdings of Participants	Yes	19.52	23.08	42.60
	No	57.40	0.00	57.40
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
Size	0-2 bigha	12.32	13.85	26.17
	2-4 bigha	5.10	6.15	11.25
	4-6 bigha	2.10	3.08	5.18
<b>Total</b>		<b>19.52</b>	<b>23.08</b>	<b>42.60</b>

Source- Field Survey

**Figure 2.4: Land holdings of Participants**



**Figure 2.4.1: Size of Land Holdings Owned**



### Banking Services availed by the participants

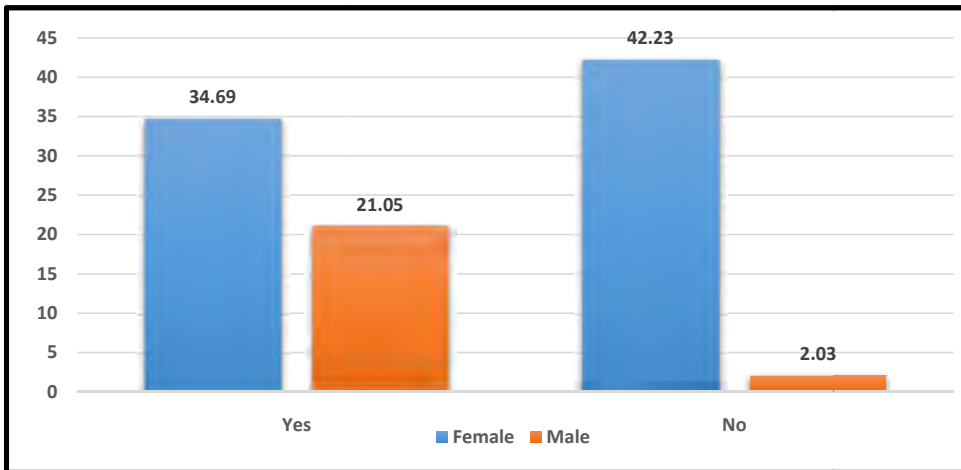
Table 2.6 delineates the banking services availed by the participants and it can be seen that 55.74% of participants avail banking services and savings account 50.42% is the most used banking service among the participants (50.42%).

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

		Gender		Total
		Female	Male	
Availing banking services	Yes	34.69	21.05	55.74
	No	42.23	2.03	44.26
Total		76.92	23.08	100.00
Type of Banking Services availed	Fixed Deposits	3.29	2.03	5.32
	Savings Account	31.4	19.02	50.42
Total		34.69	21.05	55.74

Source- Field Survey

**Figure 2.5: Banking Services availed by Participants**



### Employment Status of Participants

Table 2.7 outlines the employment status of the participants and it can be clearly seen that only 21.64% of the participants are employed. Most of the participants (15.21%) are engaged in agriculture activities, whereas the remaining 6.43% are engaged in Non-Agricultural activities.

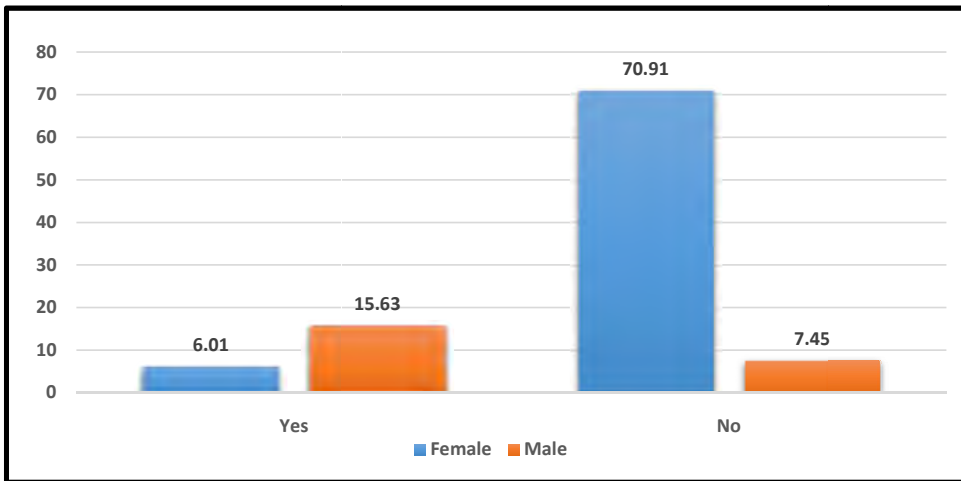


**Table 2.7: Employment Status of Participants**

		Gender		Total
		Female	Male	
Employment status	Yes	6.01	15.63	21.64
	No	70.91	7.45	78.36
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
Nature of work	Agriculture	3.52	11.69	15.21
	Non- Agriculture	2.49	3.94	6.43
<b>Total</b>		<b>6.01</b>	<b>15.63</b>	<b>21.64</b>

Source- Field Survey

**Figure 2.6: Employment Status of Participants**



### Documents owned by Participants

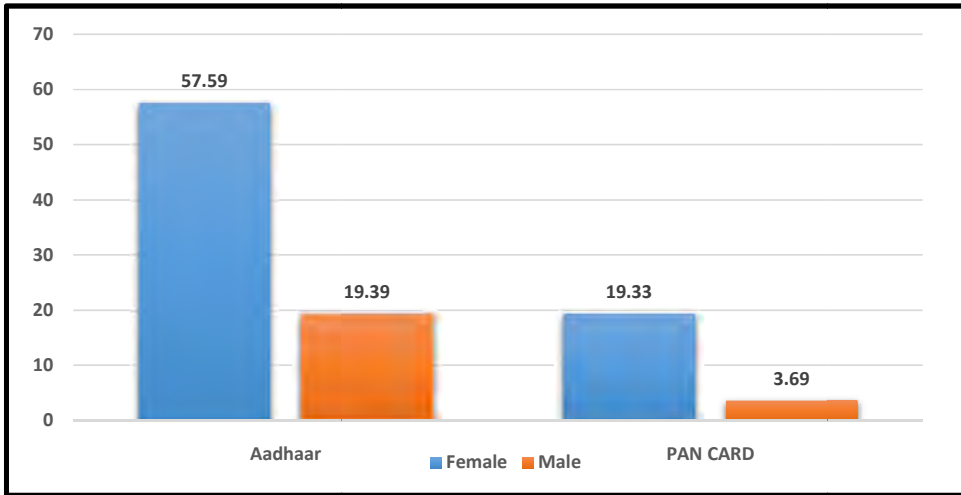
Table 2.8 depicts that all the participants present in the camp owned Aadhar Card and PAN Card.

**Table 2.8: Documents owned by Participants**

		Gender		Total
		Female	Male	
Documents owned	Aadhaar Card	57.59	19.39	76.98
	PAN CARD	19.33	3.69	23.02
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

**Figure 2.7: Documents owned by Participants**



### Participants' Children Attending School

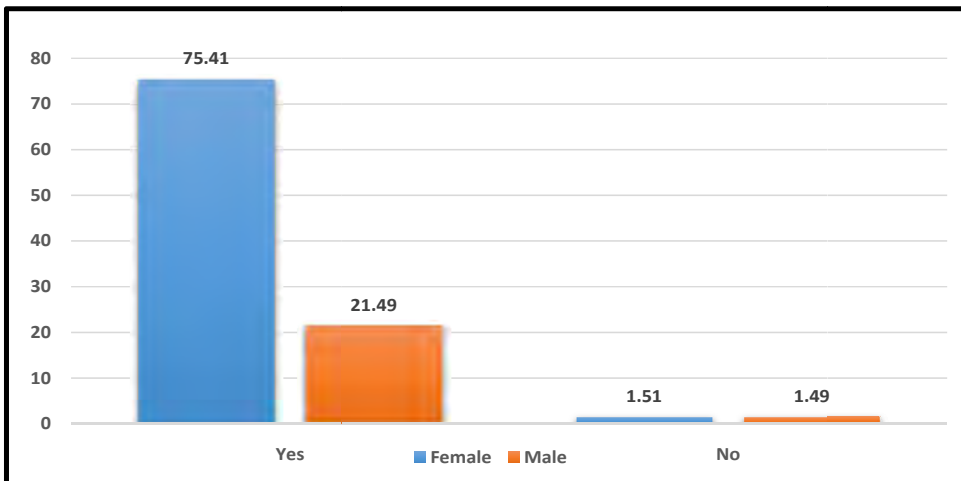
With the help of table 2.9 it can be found that the children of majority of the participants are attending school.

**Table 2.9: Participants' children attending school**

		Gender		Total
		Female	Male	
Participants' children attending school	Yes	75.41	21.49	96.90
	No	1.51	1.49	3.10
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 2.8: Participants' children attending school**





## Covid-19 Vaccination status

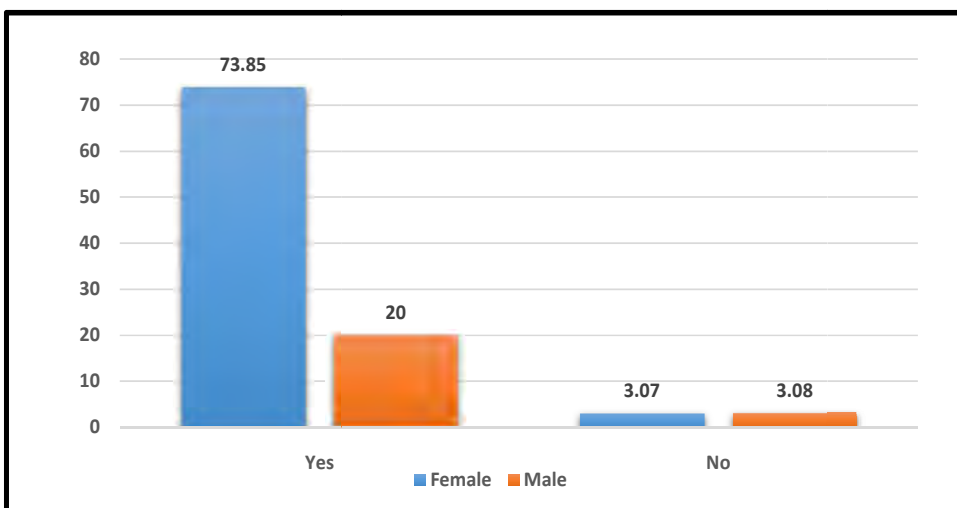
Table 2.10 presents the Covid-19 Vaccination status of the participants and it can be noticed that majority of the participants (93.85%) have received the Covid-19 vaccination.

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

		Gender		Total
		Female	Male	
Received any of the COVID-19 Vaccination.	Yes	73.85	20.00	93.85
	No	3.07	3.08	6.15
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 2.9: Covid-19 Vaccination status of Participants**



## Participants Educated from ITI

The participants educated from ITI of the village are represented in Table 2.11 and it can be seen that only a small percentage of participant has received education from ITI or any other technical institution and more number of the women have studied from ITI than men. Majority of the participants who passed from ITI or any other technical institution has received any employment opportunity.

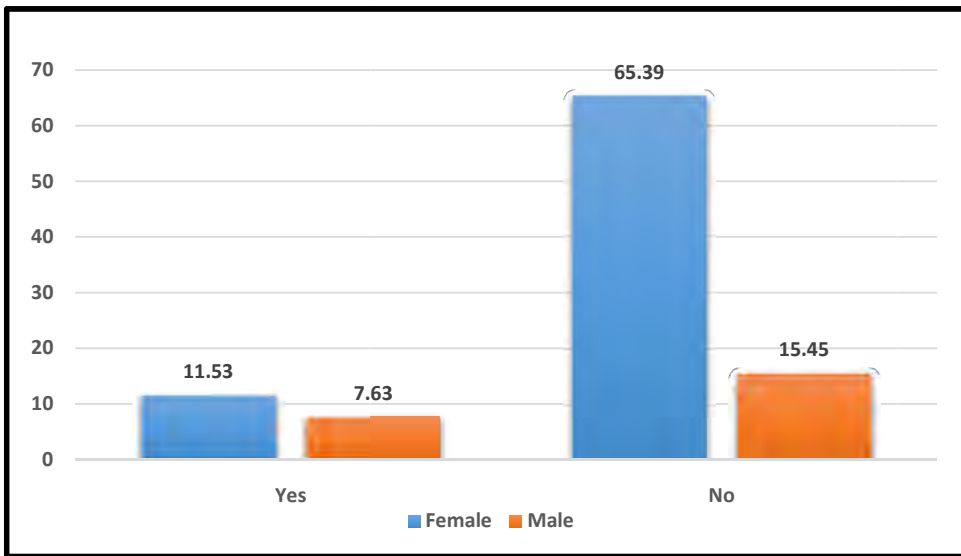


**Table 2.11: Participants Educated from ITI**

		Gender		Total
		Female	Male	
<b>Studied from ITI or any other technical institution</b>	Yes	11.53	7.63	19.16
	No	65.39	15.45	80.84
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
<b>Employment opportunity after studying from ITI</b>	Yes	7.56	4.69	12.25
	No	69.36	18.39	87.75
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

**Figure 2.10: Participants Educated from ITI**







## Chapter 3: Infrastructural Facilities available in the village

This chapter aims to analyse the infrastructure facilities available in the village. Further it emphasizes on identifying and the problems and challenges faced by the participants related to the infrastructure.

### Internet Connectivity

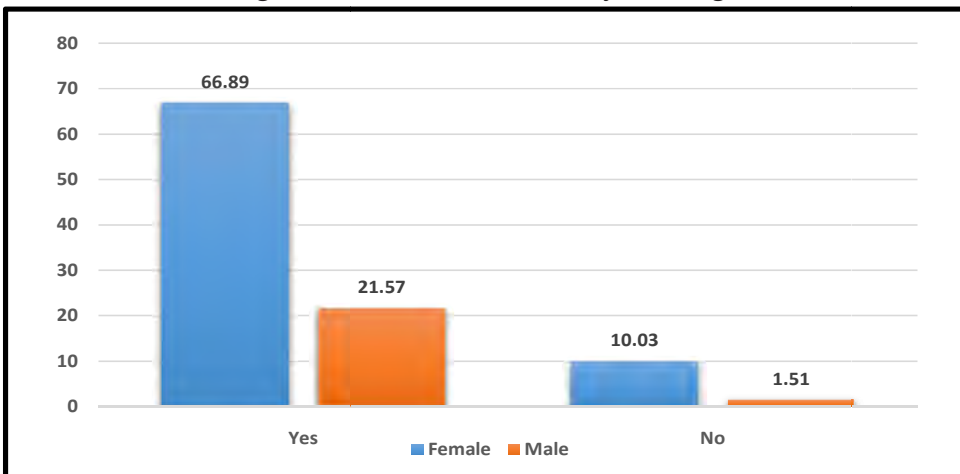
Table 3.1 illustrates the connectivity of internet to the village and it can be seen that the village has good internet connectivity. The speed of the internet provided in the village is majorly in 4G. Based on the responses received from the participants it can be said that majority of the respondent on a mobile phone. The devices are used for both education (31.17%) and entertainment purposes (57.29%).

**Table 3.1: Internet Connectivity in village**

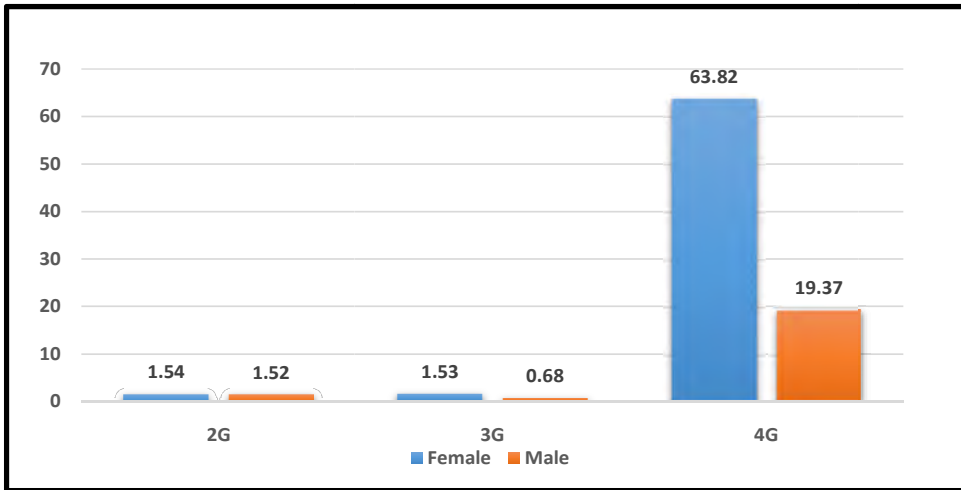
		Gender		Total
		Female	Male	
Internet connectivity in village	Yes	66.89	21.57	88.46
	No	10.03	1.51	11.54
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
Speed	2G	1.54	1.52	3.06
	3G	1.53	0.68	2.21
	4G	63.82	19.37	83.19
<b>Total</b>		<b>66.89</b>	<b>21.57</b>	<b>88.46</b>
Device to use Internet	Mobile	59.37	18.93	78.3
	Computer	7.52	2.64	10.16
<b>Total</b>		<b>66.89</b>	<b>21.57</b>	<b>88.46</b>
Purpose	Education	17.01	14.16	31.17
	Entertainment	49.88	7.41	57.29
<b>Total</b>		<b>66.89</b>	<b>21.57</b>	<b>88.46</b>

Source- Field Survey

**Figure 3.1: Internet connectivity in village**



**Figure 3.1.1: Speed of Internet connectivity in village**



### Internet Towers

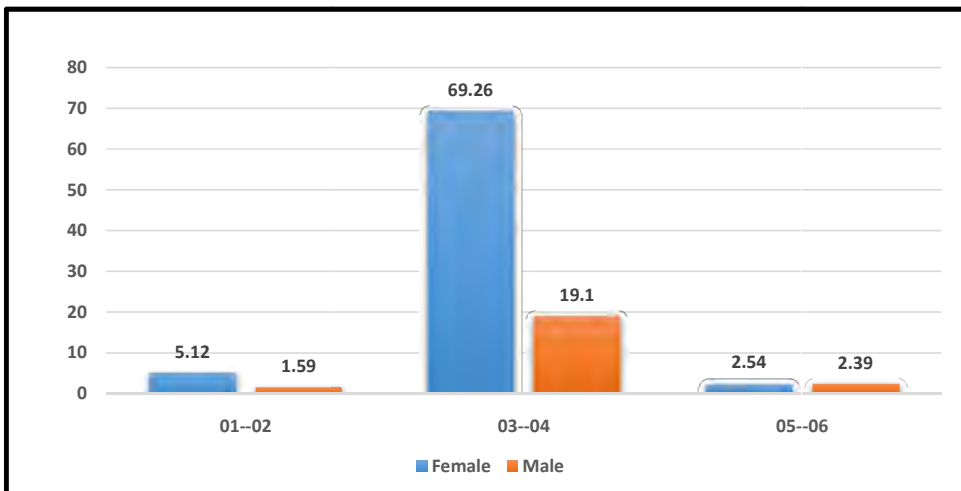
The number of Internet towers present in the village can be seen in Table 3.2. It was found that at the time of survey the village had 3-4 internet towers.

**Table 3.2: Internet towers in village**

		Gender		Total
		Female	Male	
Number of Internet Towers in village	1-2	5.12	1.59	6.71
	3-4	69.26	19.10	88.36
	5-6	2.54	2.39	4.93
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

**Figure 3.2: Internet towers in village**





## Accessibility to Toilet facilities

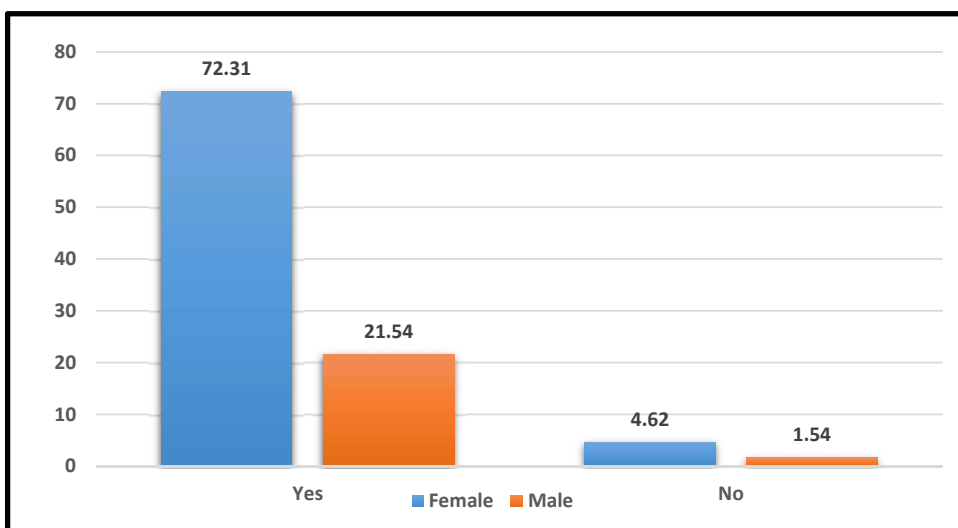
Table 3.3 delineates the Accessibility of participants to the toilet facilities which summarizes that majority of the participants has accessibility to toilet facilities; majority of participants uses Private (in house) toilets followed by public toilets.

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

		Gender		Total
		Female	Male	
Accessibility to Toilet facilities	Yes	72.31	21.54	93.85
	No	4.62	1.54	6.15
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
Type of Toilets accessible	Private (In house)	36.85	12.31	49.16
	Public Toilet	35.46	9.23	44.69
<b>Total</b>		<b>72.31</b>	<b>21.54</b>	<b>93.85</b>

Source- Field Survey

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



## Availability of Drinking water

Table 3.4 represents the availability of Drinking water among participants. It can be seen that majority of participants uses Hand Pumps present in their houses followed by Tap in the house.

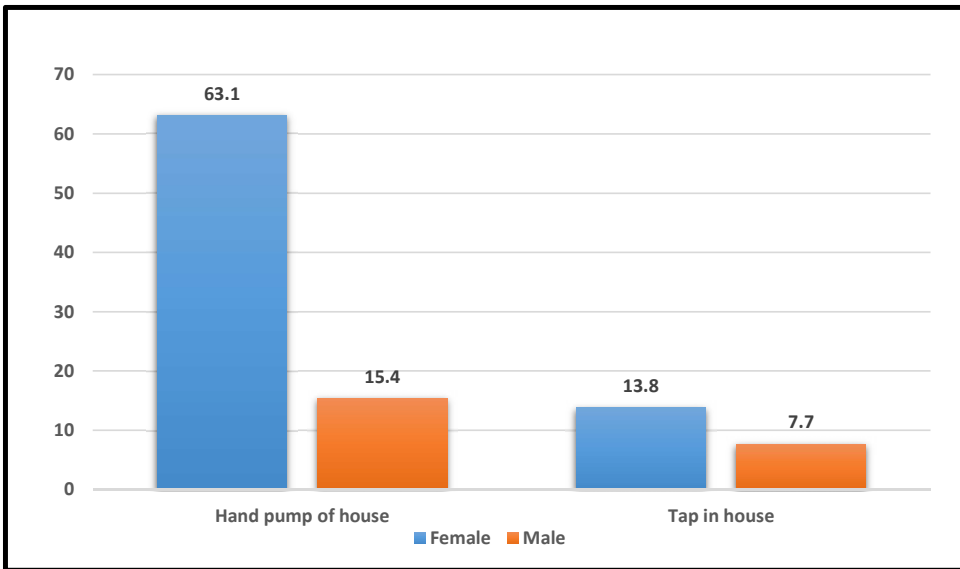


**Table 3.4: Availability of Drinking water**

		Gender		Total
		Female	Male	
Drinking water fetched	Hand pump of house	63.10	15.40	78.50
	Tap in house	13.80	7.70	21.50
<b>Total</b>		<b>76.90</b>	<b>23.10</b>	<b>100.00</b>

Source- Field Survey

**Figure 3.4: Availability of Drinking water**



### Availability of Educational Institutions

Table 3.5 constitutes the information regarding educational institutions available in the vicinity of the participants' house and it can be summarised that educational institutions are available nearby the homes of most of the participants.

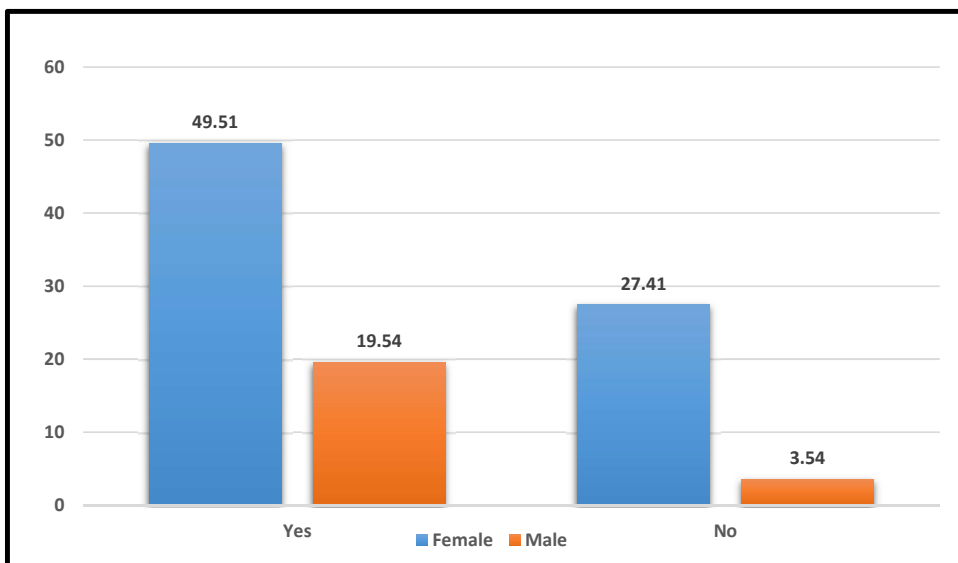
**Table 3.5: Educational Institutions available nearby Participants' house**

		Gender		Total
		Female	Male	
Availability of Educational institution nearby house	Yes	49.51	19.54	69.05
	No	27.41	3.54	30.95
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey



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



### Children's Access to Online Education

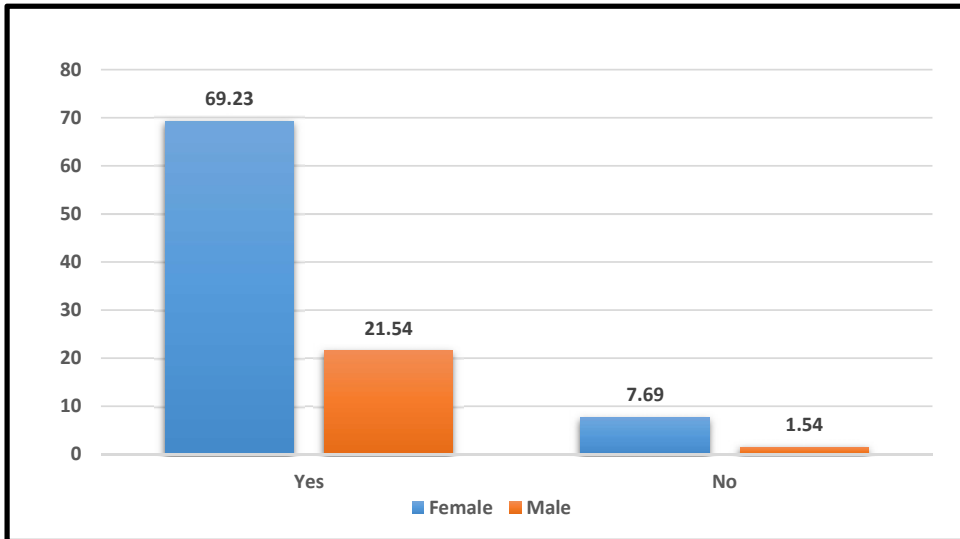
Table 3.6 outlines that majority of participant's children have access to online education and out of those who have access majority of them face difficulties while accessing it.

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

		Gender		Total
		Female	Male	
<b>Children have access to online education</b>	Yes	69.23	21.54	90.77
	No	7.69	1.54	9.23
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
<b>Faced difficulty while accessing</b>	Yes	55.38	14.92	70.30
	No	13.85	6.62	20.47
<b>Total</b>		<b>69.23</b>	<b>21.54</b>	<b>90.77</b>

Source- Field Survey M-Male F-Female

**Figure 3.6: Children’s Access to Online Education**



### MSME and employment

According to Table 3.7 Majority of the participants have responded that they witnessed MSMEs operating in their village. It was observed that majority of the respondent benefited from the MSMEs operating in the village as it helps in producing employment opportunities.

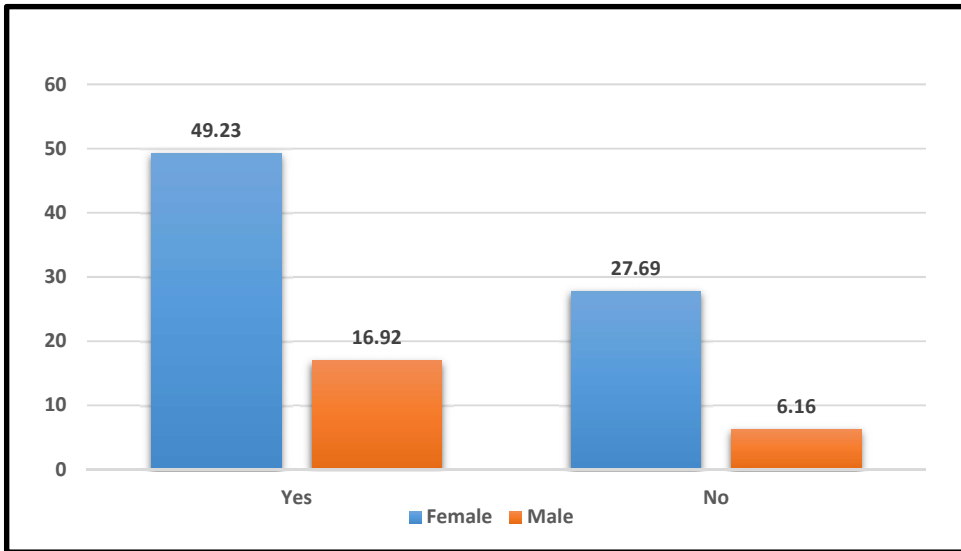
**Table 3.7: MSME and employment in village**

		Gender		Total
		Female	Male	
<b>Micro, Small or medium enterprise in Village</b>	Yes	49.23	16.92	66.15
	No	27.69	6.16	33.85
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
<b>MSME producing beneficial employment opportunities</b>	Yes	30.17	11.53	41.70
	No	19.06	5.39	24.45
<b>Total</b>		<b>49.23</b>	<b>16.92</b>	<b>66.15</b>

Source- Field Survey



**Figure 3.7: MSME and employment in the village**



## Chapter 4: Problems Identified

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

### Problem related to availability of water

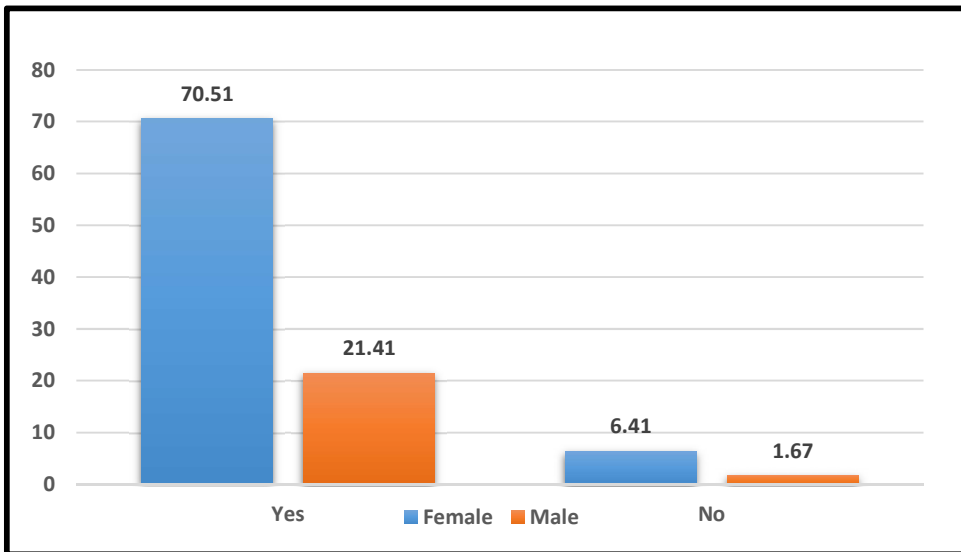
Table 4.1 draws the information related to the problem faced by the participants pertaining to availability of water. It can be said that majority of participants face problems regarding the availability of water.

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

		Gender		Total
		Female	Male	
Facing problem to availability of Water	Yes	70.51	21.41	91.92
	No	6.41	1.67	8.08
Total		76.92	23.08	100.00

Source- Field Survey

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



### Problem in commuting within and outside the village

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

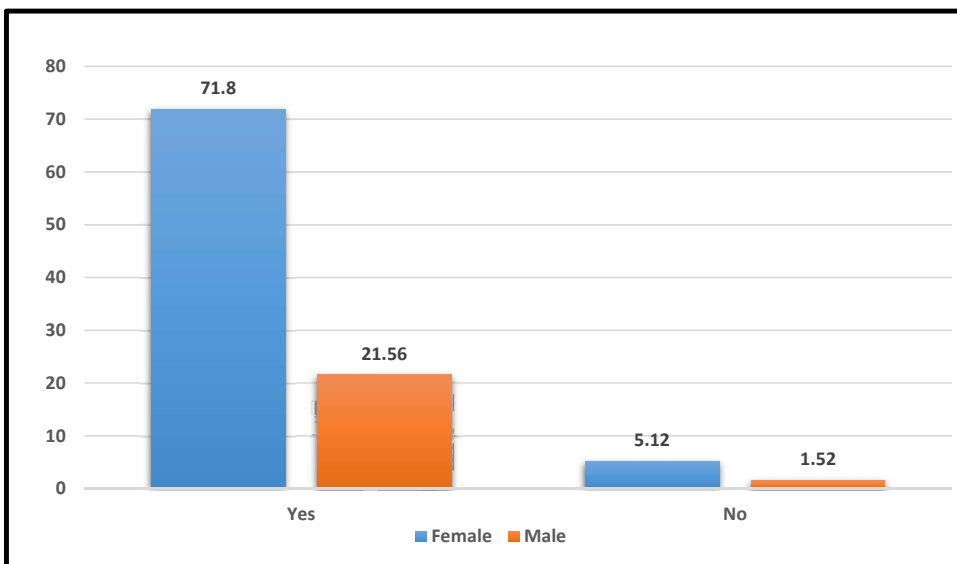


**Table 4.2: Problem in commuting within and outside the village**

		Gender		Total
		Female	Male	
Problem in commuting within and outside the village	Yes	71.8	21.56	93.36
	No	5.12	1.52	6.64
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

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



### Disputes regarding Land Holding

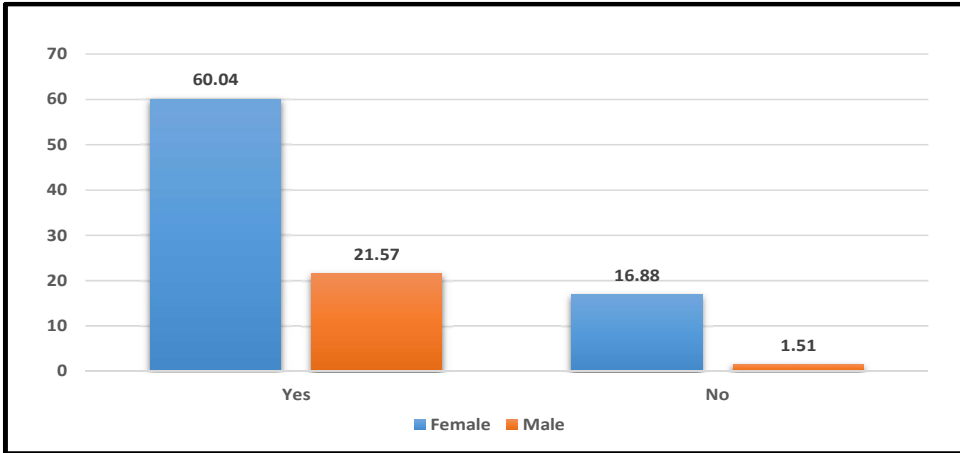
Table 4.3 defines the disputes of participants regarding their land holdings and it can be noted that majority of respondents has reported that they have faced disputes regarding their land holdings they own.

**Table 4.3: Disputes regarding Land Holding**

		Gender		Total
		Female	Male	
Faced any dispute regarding land holdings	Yes	60.04	21.57	81.61
	No	16.88	1.51	18.39
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

**Figure 4.3: Disputes regarding Land Holding**



### Problems regarding availability of electricity

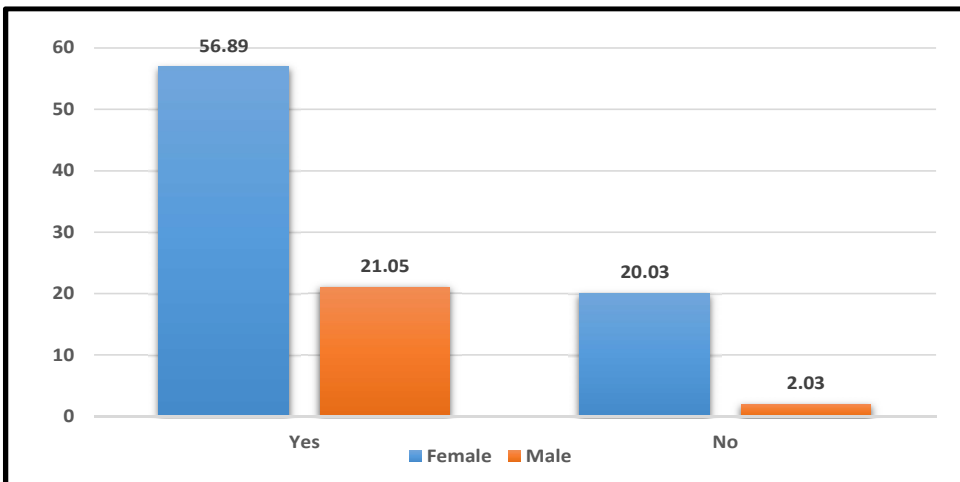
It can be narrated from Table 4.4 that majority of the participants has faced problem regarding availability of electricity in their village.

**Table 4.4 Problems regarding availability of electricity**

		Gender		Total
		Female	Male	
Problem regarding the availability of electricity	Yes	56.89	21.05	77.94
	No	20.03	2.03	22.06
Total		76.92	23.08	100.00

Source- Field Survey

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



## Domestic Violence

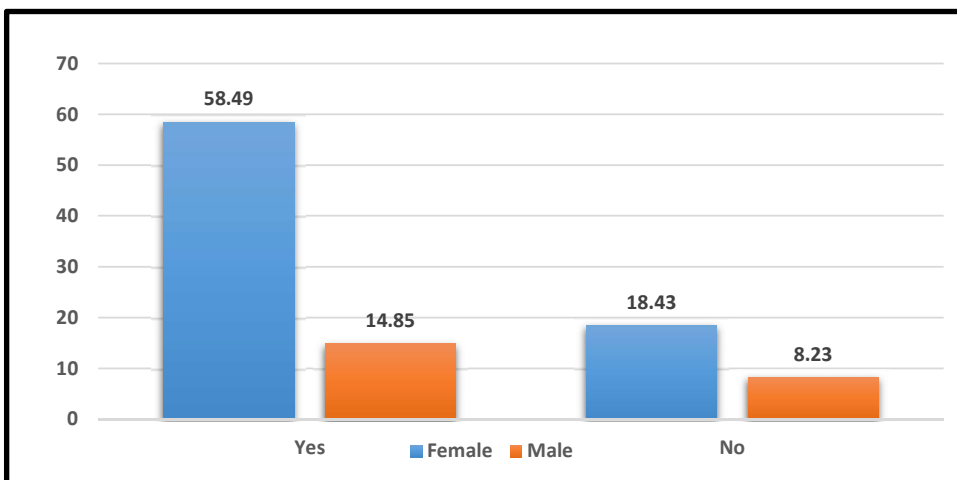
Table 4.5 presents the details regarding the participants facing and reporting cases of domestic violence. It can be said that majority of the participants have faced some kind of domestic violence at some point in their life. Another noteworthy aspect is that majority of participants chose to report the violence.

**Table 4.5: Domestic Violence**

		Gender		Total
		Female	Male	
<b>Faced Domestic violence</b>	Yes	58.49	14.85	73.34
	No	18.43	8.23	26.66
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
<b>Reported the same</b>	Yes	42.67	8.62	51.29
	No	15.82	6.23	22.05
<b>Total</b>		<b>58.49</b>	<b>14.85</b>	<b>73.34</b>

Source- Field Survey

**Figure 4.5: Domestic Violence**



## Child Labour

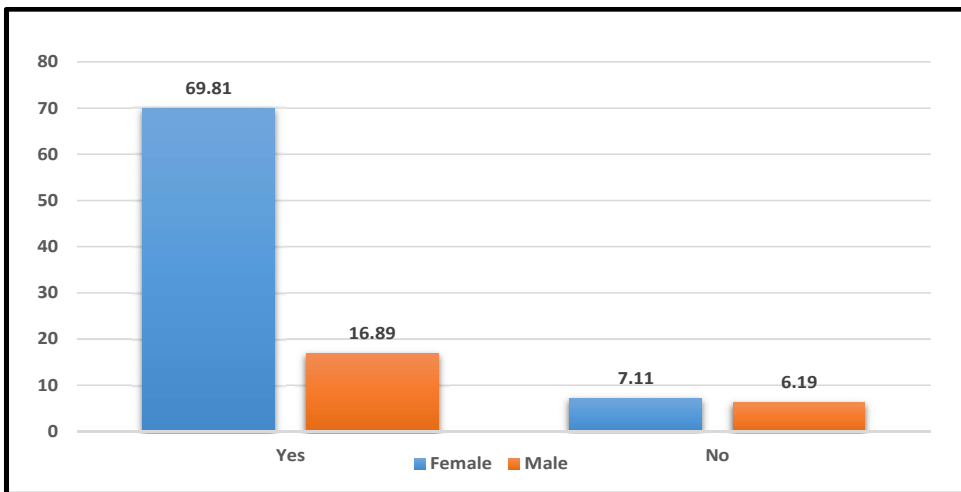
From Table 4.6 it can be deduced that majority of the participants in the camp have witnessed child labour in their village. It should also be noted that majority of them chose to report the unethical practices of child labour.

**Table 4.6 Child Labour**

		Gender		Total
		Female	Male	
<b>Witnessed child labour in village</b>	Yes	69.81	16.89	86.70
	No	7.11	6.19	13.30
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>
<b>Reported the same</b>	Yes	49.93	10.38	60.31
	No	19.88	6.51	26.39
<b>Total</b>		<b>69.81</b>	<b>16.89</b>	<b>86.70</b>

Source- Field Survey

**Figure 4.6: Child Labour**



### Difficulty in accessing the medical facilities

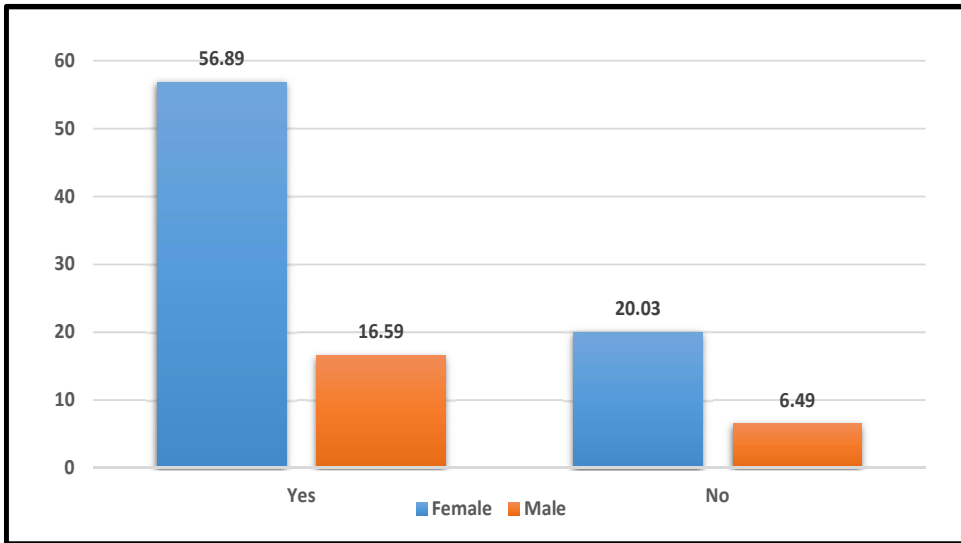
According to Table 4.7 majority of the participants of the camp have reported that they have faced difficulties while accessing the medical facilities available in the village.

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

		Female	Male	Total
<b>Difficulty in accessing medical facilities available in the village</b>	Yes	56.89	16.59	73.48
	No	20.03	6.49	26.52
<b>Total</b>		<b>76.92</b>	<b>23.08</b>	<b>100.00</b>

Source- Field Survey

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



### Challenges related to Infrastructure

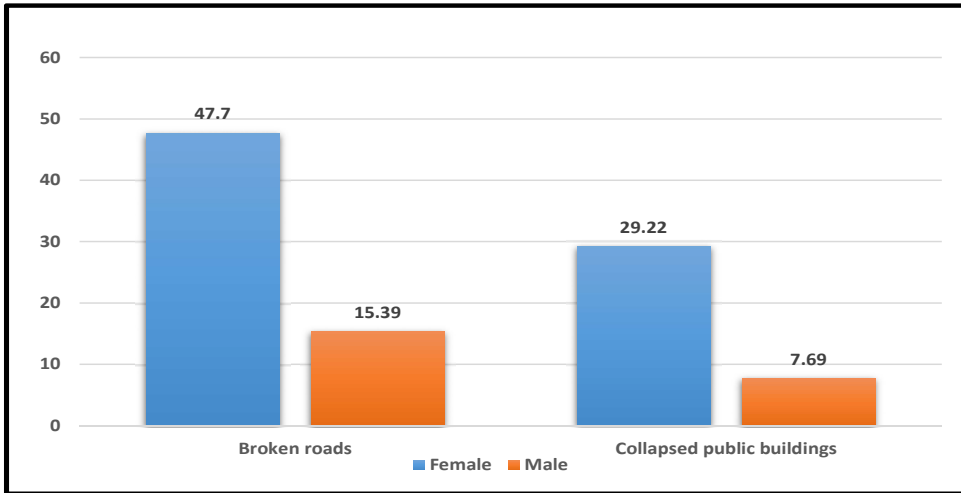
Table 4.8 represents the information regarding the infrastructural challenges faced by the participants of the camps. It can be seen that majority of the participants have reported that they face infrastructural challenges due to damaged roads and collapsed public buildings

**Table 4.8: Challenges related to Infrastructure**

		Gender		Total
		Female	Male	
Infrastructural Challenges faced	Broken roads	47.70	15.39	63.09
	Collapsed public buildings	29.22	7.69	36.91
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 4.8: Infrastructural Challenges faced**



### Problem in accessing the schemes of Government

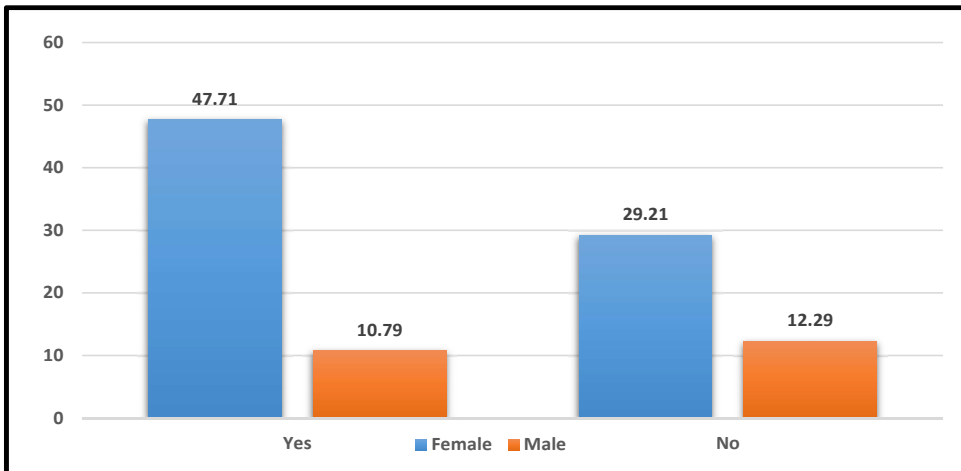
Table 4.9 shows the problems faced by the participants while accessing the schemes of the government and it can be said that majority of the participants faced the problem in accessing the schemes of the government.

**Table 4.9: Problem in accessing the schemes of Government**

		Gender		Total
		Female	Male	
Problems Accessing the schemes of Government	Yes	47.71	10.79	58.50
	No	29.21	12.29	41.50
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 4.9: Problem in accessing the schemes of Government**





## Children Dropped out of School

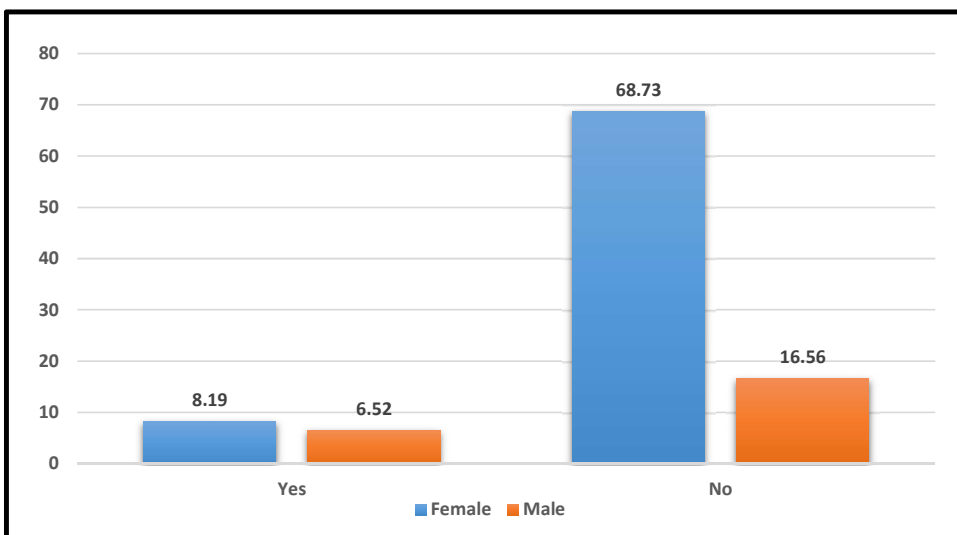
Table 4.10 depicts the participants' children who dropped out of school. It can be analysed that children of some of the participants dropped out of schools and the reason for an increase in drop out number is financial constraints.

**Table 4.10: Children Dropped out of School**

		Gender		Total
		Female	Male	
Children Dropped out of School	Yes	8.19	6.52	14.71
	No	68.73	16.56	85.29
Total		76.92	23.08	100.00

Source- Field Survey

**Figure 4.10: Children Dropped out of School**



## Chapter 5: Capturing the Unpaid Work

This chapter aims at understanding the daily activities and specifically the time spent by the participants in various 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.

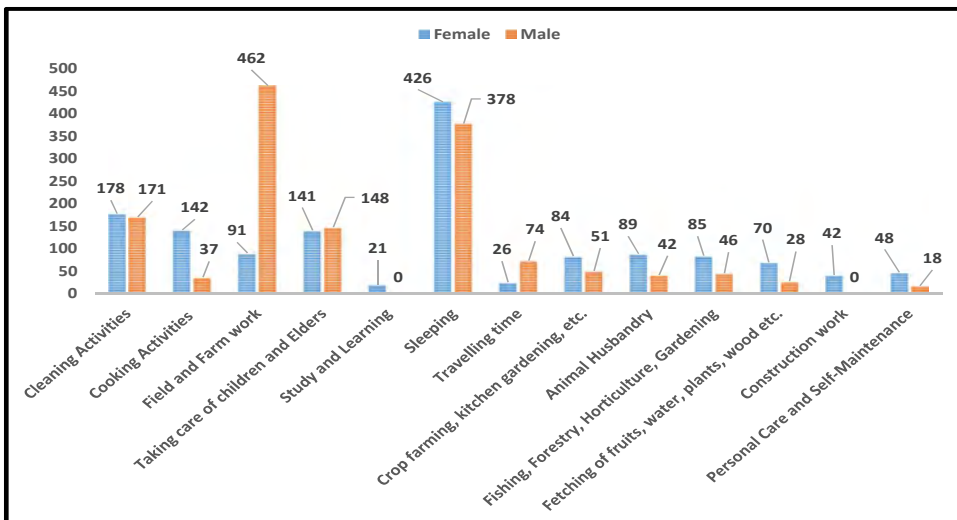
**Table 5.1: Average time (in minutes) spent in different activities in a day per participant**

The Nature of Activities	Gender	
	Female	Male
Cleaning Activities	178	171
Cooking Activities	142	37
Field and Farm work	91	462
Taking care of children and Elders	141	148
Study and Learning	21	0
Sleeping	426	378
Travelling time	26	74
Crop farming, kitchen gardening, etc.	84	51
Animal Husbandry	89	42
Fishing, Forestry, Horticulture, Gardening	85	46
Fetching of fruits, water, plants, wood etc.	70	28
Construction work	42	0
Personal Care and Self-Maintenance	48	18
<b>Total</b>	<b>1443</b>	<b>1455</b>

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

Source: Field Time Survey

**Figure 5.1: 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 91 minutes on “field and farm work” and 178 minutes on “Unpaid cleaning activities” whereas average time spent by males was 462 minutes per day and 171 minutes per day respectively on the same activities.

The average time spent by women on “Unpaid cooking activities” is 142 minutes, whereas men spend only 37 minutes on the same task.

On an average 141 minutes were spent in a day by females for “Unpaid taking care of Children and elders” against 148 minutes spent by males on the same activity.

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

Hence, it can be concluded that women spend more time in unpaid activities than men. Men spend majority of their time in paid activities and receive the title of sole bread winner of the family.



## Chapter 6: Case Studies

<b>Preliminaries</b>	E-rural camps help at taking a glance on the development and view the challenges more vividly. It provides an insight to the social, economic and cultural forces operating in the village.
<b>Introduction &amp; Background</b>	The basic objectives of this e-rural camp was to develop the understanding of the rural society and economic relations. The camp aims at identifying and diagnosis of the challenging areas and seeking solutions for it. Thus to address the problems of the participants, specific session were organized where challenges faced by participants were discussed.
<b>Methodology</b>	In the each session of the rural camp the participants were taught to use their own skills to help them understand all the 4 labour codes. An attempt was made to look into the problems and challenges of the participants through the case studies, collected through in-depth participatory approach during the e-camp by the Local Enumerator on the ground zero. The participants were encouraged to identify their own problems and find even alternative strategies which can be undertaken on this subject and cases described.
<b>Case 1</b>	Sajida Bano, is a resident of Tisua village of Bareilly, she explained that her husband is the sole bread winner of the family and has four daughters in her family. The husband works as a MGNREGA worker and earns money which is completely utilized in food and running the household. Her family has no savings to marry their daughter. Sajida Bano, is keen to know schemes and programmes through which she can get some benefit to marry her daughter easily. She also looks forward to schemes through which her husband can receive more work and earn well to fulfill their needs. Source: Mithlesh Pandey (Local Enumerator)
<b>Case 2</b>	Shehnaaz, is a resident of Tisua village of Bareilly district. She is a student of B.A third year and dreams to work as a Government officer one day. In her family her father works as a MGNREGA worker, mother takes care of home, three younger sisters and two younger brothers. Her father works hard to ensure that all her children's needs are met. Shehnaaz being the eldest of all children feels the responsibility to share the burden of her father. She added that they have not even received any shelter even after applying for Housing Scheme of Government. Shehnaaz says that the village follows a patriarchal system and gender discrimination is prominent but her father has never differentiated between her and her siblings. Source: Mithlesh Pandey (Local Enumerator)



<b>Results</b>	It is observed from the above-mentioned cases point towards absence of literacy, training and employment opportunities the people of Tisua are finding it difficult to feed their families and self. If provided the opportunities and necessary support they can earn and help to run their families.
<b>Summary &amp; Evaluation</b>	It was found that there was lack of employment opportunities, Infrastructural challenges were also identified such as pukka road in the village.
<b>Conclusion</b>	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.
<b>Recommendations for the future</b>	Rural poor should be able to organize themselves. The prevailing poverty in rural India could be an output of pressure on limited resources available in the areas. The problems of employment can be tackled by creating MSME's or other organization/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.
<b>End Matter</b>	The progress of the population lies in ability to skill themselves. The rural organizations are very important for the economy and strengthening the country.



## Chapter 7: Conclusion and Recommendations

- The group of participants in the labour camp consisted of both men and women (approximately in the ratio of 3:1). Majority of them were unemployed and had primary education while most of the women participants were uneducated.
- The participants had basic documents like Adhaar card and MGNREGA, all of them utilised the banking services and were aware of the development programmes of the village. Majority of the women participants have their own land.
- The Tisua village of Bareilly District of Uttar Pradesh had good internet connection with 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 had MSMEs and these generate 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; first one being the Problem Identification Questionnaire and the other through problem identification sessions that were conducted throughout three days of the camp. It can be concluded that the major problems of the participants identified are 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 problem among all is the lack of employment and MGNREGA employment opportunities during Covid-19.
- It can also be concluded that women spends majority of their time in unpaid activities whereas the men spends majority of their time in paid activities.
- In order to have in-depth understanding a post camp meeting with the Gram Pradhaan 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, specially 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 the as a persistent problem in the village, the participants were introduced to "e-Shram" and National Career Service portal to inform them new opportunities in the world of work. The camp included sessions describing various schemes of Government which are helpful in overcoming the challenges they are facing such as Awaas Yojna for provision of housing to the poor, UJJAWALA Yojna for rehabilitation and re-integration of victims of Trafficking for commercial gender exploitation, Beti-Bachao-Beti-Padhao Yojna to generate awareness and improve the efficiency regarding the welfare services of girl child. Those children who had dropped out of school were linked with National Open School for their further studies with the support of the Gram Pradhan.

# Annexure 1- Day 1 E-Camp

## Annexure 1.1

<p><b>HEARTY WELCOME</b> हार्दिक स्वागत</p> <p><b>V.V. GIRI NATIONAL LABOUR INSTITUTE</b> NOIDA, INDIA वी.वी. गिरि राष्ट्रीय श्रम संस्थान नोएडा, भारत</p>	<p><b>V.V. GIRI NATIONAL LABOUR INSTITUTE</b> वी.वी. गिरि राष्ट्रीय श्रम संस्थान A Profile प्रोफाइल</p>	<p><b>V.V. Giri National Labour Institute</b> वी.वी. गिरि राष्ट्रीय श्रम संस्थान</p> <ul style="list-style-type: none"> <li>Premier Institution Involved with Research, Training, Education, Publication and Advocacy related to various aspects of Labour.</li> <li>श्रम के विभिन्न पहलुओं से संबंधित अनुसंधान, प्रशिक्षण, शिक्षा, प्रकाशन और वकालत से जुड़े प्रमुख संस्थान।</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> <li>1974 में स्थापित, संस्थान के नाम 1995 में भारत के पूर्व राष्ट्रपति, स्वर्गीय श्री वी.वी. गिरि, श्रमिक आंदोलन के क्षेत्र में एक प्रखर दूरदर्शी।</li> </ul>	<p><b>INSTITUTE'S MANDATE</b> संस्थान का जन्मदेश</p> <ul style="list-style-type: none"> <li>Conducts and promotes research</li> <li>Organize training and education programmes</li> <li>Organize seminars, workshops and courses</li> <li>Develops public relations and research programs</li> <li>Establishes and networks with similar national and international institutions</li> <li>Maintain and develop library and information system</li> <li>अनुसंधान करने और प्रचार देने</li> <li>शिक्षण और शिक्षा कार्यक्रम आयोजित करें</li> <li>सeminars, workshops और पाठ्यक्रम आयोजित करें</li> <li>समाज सेवा और शोध कार्यक्रम आयोजित करें</li> <li>समान राष्ट्रीय और अंतरराष्ट्रीय संस्थानों के साथ नेटवर्क और संबंध</li> <li>ग्रंथालय और सूचना प्रणाली को बनाए रखना और विकसित करना</li> </ul>	<p><b>INSTITUTE'S STRUCTURE</b> संस्थान की संरचना</p> <p>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.</p> <p>संस्थान परिषद, संस्थान का सर्वोच्च शासी निकाय, जिसका अध्यक्ष के.एम.जे. खन्ना हैं, संस्थान के कार्यों के लिए एक व्यापक नीतिगत ऋणधर्म निर्धारित करते हैं।</p> <p>Executive Council with Secretary (Labour) as Chairman, monitors and guides the activities of the Institute.</p> <p>प्रमुख के.एम.जे. सोनिया (श्रम) के अध्यक्ष का कार्यवाही परिषद, संस्थान की गतिविधियों को निगरानी और मार्गदर्शन करता है।</p>
<p>Director General of the Institute is the Principal Executive and is responsible for its management and administration.</p> <p>संस्थान के मुख्याधिकारी प्रमुख कार्यकारी हैं और इसके प्रबंधन और प्रशासन में लिए जिम्मेदार हैं।</p> <p>Faculty consisting of 15 professionals representing a wide range of disciplines.</p> <p>संकाय जिसमें 15 पेशेवर शामिल हैं जो विविध विषयों का प्रतिनिधित्व करते हैं।</p>	<p><b>RESEARCH ACTIVITIES</b> अनुसंधान गतिविधियाँ</p>	<p><b>Research Centres</b></p> <ul style="list-style-type: none"> <li>Centre for International Networking</li> <li>Centre for Labour Market Studies</li> <li>Centre for Employment Relations and Regulations</li> <li>Centre for Agrarian Relations, Rural Labour and Behavioural Studies</li> <li>अंतरराष्ट्रीय नेटवर्किंग केंद्र</li> <li>श्रम बाजार अध्ययन केंद्र</li> <li>रोजगार संबंध और विनियमन केंद्र</li> <li>ग्रामीण संबंध, ग्रामीण श्रम और व्यवहार अध्ययन केंद्र</li> </ul>
<ul style="list-style-type: none"> <li>National Resource Centre on Child Labour</li> <li>Integrated Labour History Research Programme</li> <li>Centre for Labour and Health</li> <li>Centre for Gender and Labour</li> <li>North-East Research &amp; Training Centre</li> <li>Centre for Climate Change &amp; Labour</li> <li>श्रम पर राष्ट्रीय संसाधन केंद्र</li> <li>एकीकृत श्रम इतिहास अनुसंधान कार्यक्रम</li> <li>श्रम और स्वास्थ्य केंद्र</li> <li>लिंग और श्रम केंद्र</li> <li>उत्तर-पूर्व अनुसंधान एवं प्रशिक्षण केंद्र</li> <li>वातावरण परिवर्तन और श्रम केंद्र</li> </ul>	<p><b>TRAINING AND EDUCATION</b> प्रशिक्षण और शिक्षा</p>	<p><b>Training and Education</b> प्रशिक्षण और शिक्षा</p> <p><b>Core Competencies मूल दक्षताएं</b></p> <ul style="list-style-type: none"> <li>LABOUR ADMINISTRATION AND SUPERVISOR</li> <li>INDUSTRIAL RELATIONS जीविकीय संबंध</li> <li>LEADERSHIP DEVELOPMENT नेतृत्व विकास</li> <li>CAPACITY BUILDING क्षमता निर्माण</li> <li>RURAL LABOUR CAMP'S श्रमिक शिविर</li> <li>CHSD LABOUR WORK SHOP</li> <li>HEALTH ISSUES स्वास्थ्य के मुद्दे</li> <li>GENDER ISSUES IN LABOUR श्रम में लिंग संबंधित मुद्दे</li> <li>RESEARCH RESEARCH IN LABOUR श्रम में अनुसंधान के मुद्दे</li> </ul>
<p><b>International Training Programmes</b> अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</p> <p>Integrated in the Govt. Office and since been the developing countries under ILO/ICMCA/ organizations of the Ministry of External Affairs, Government of India.</p> <p>भारत सरकार के विदेश सचयन के ILO/ICMCA/ संस्थाओं के अंतर्गत विकासशील देशों में अंतरराष्ट्रीय प्रशिक्षण और श्रम संबंधों में अग्रणी भूमिका निभा रहा है।</p> <p>From 1999 to 2016, the institute organized 77 international training programmes for developing countries.</p> <p>1999 से 2016 तक, संस्थान में 77 अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम आयोजित किए गए थे।</p>	<p><b>International Training Programmes</b> अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</p> <ul style="list-style-type: none"> <li>International training programmes on International Labour Research and Promotion of Gender Equality at Workplace</li> <li>अंतरराष्ट्रीय श्रम शोध और प्रचारण पर कार्यक्षेत्र में लिंग समता के अंतरराष्ट्रीय कार्यक्रम</li> <li>International training programmes on ILO Investment and Employment Generation</li> <li>अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम ILO निवेश और रोजगार सृजन पर</li> <li>International training programmes on Enhancing Gender Role participation in Labour &amp; Employment in Global Economy</li> <li>अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम लिंग भूमिका को बढ़ावा देने पर अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</li> <li>International training programmes on Health, Safety and Protection of Workers</li> <li>अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम स्वास्थ्य, सुरक्षा और रक्षकों की सुरक्षा पर अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</li> </ul>	<p><b>International Training Programmes</b> अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</p> <ul style="list-style-type: none"> <li>International training programmes on Gender issues in the World of Work</li> <li>अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम कार्यक्षेत्र में लिंग समता के अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</li> <li>International training programmes on Health, Safety and Protection of Workers</li> <li>अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम स्वास्थ्य, सुरक्षा और रक्षकों की सुरक्षा पर अंतरराष्ट्रीय प्रशिक्षण कार्यक्रम</li> </ul>
<p><b>International Collaborations</b> अंतरराष्ट्रीय सहयोग</p> <ul style="list-style-type: none"> <li>MoU with Korea Labour Institute</li> <li>कोरिया श्रम संस्थान के साथ समझौता ज्ञापन</li> <li>SAARC Workshop on Child Labour</li> <li>शांल श्रम पर सांके कार्यवाही</li> <li>MoU with Govt. of Afghanistan to organise specialised training programmes for Afghan Officials</li> <li>अफगान सरकार के साथ समझौता ज्ञापन अफगान अधिकारियों के लिए विशेष प्रशिक्षण कार्यक्रम आयोजित करने के लिए अफगानिस्तान के</li> </ul>	<ul style="list-style-type: none"> <li>MoU with National Institute of Labour Studies, Sri Lanka</li> <li>राष्ट्रीय श्रम अध्ययन संस्थान, श्रीलंका के साथ समझौता ज्ञापन</li> <li>MoU with ILO's International Training Centre, Turin</li> <li>ILC के अंतरराष्ट्रीय प्रशिक्षण केंद्र, टूरिन के साथ समझौता ज्ञापन</li> </ul>	<p><b>Publications</b> प्रकाशन</p>

### Publications

- Journal of Management** - Bi-annual Academic Journal dedicated to advancing the understanding of various aspects of labour through theoretical analysis and empirical investigation.
- कार और विकास** - द्वैमासिक विचारधारा और अनुभवजन्य ज्ञान के अन्वेषण हेतु श्रम के विभिन्न पहलुओं की समझ को अपने दायरे के तहत दृष्टिकोण दिनांकिक प्रकाशित करता है।
- Anglo-Indian** - Bi-monthly Journal reflecting on the latest case laws in the field of labour and industrial relations.
- समकालीन इन्डस्ट्रियल रिलेशन्स** - द्वैमासिक जर्नल कार और औद्योगिक संबंधों के क्षेत्र में नवीनतम केस लाइनों को दर्शाता है।

- Journal of Labour** - Bi-monthly Hindi Journal containing gist of Supreme Court and High Court Cases.
- कार विचार** - द्वैमासिक हिंदी जर्नल जिसमें उच्चतम न्यायालय और उच्च न्यायालय के फैसलों का सारा है।
- Anglo-Indian** - A bi-monthly Newsletter reflecting the activities of Institute in all areas (launched in January 2010).
- श्री.जी.वी.गिरि नेशनल लैबर इंस्टीट्यूट ऑफ स्टडीज** - सभी क्षेत्रों में संस्थान की गतिविधियों को दर्शाते जर्नल को द्वैमासिक प्रकाशित कर (जनवरी 2010 में शुरू किया गया)।

### Publications प्रकाशन

- Journal of Management** 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, monitoring their efforts in this direction.
- कार और विकास** - द्वैमासिक प्रकाशन पर है। समाज के विभिन्न वर्गों तक पहुंच कर श्रम को समाप्त करने के लिये समाज के विभिन्न वर्गों को प्रेरित करने में सहायता करने के लिये प्रकाशित किया जा रहा है।
- Anglo-Indian** (Bilingual Edition) - The Institute is also publishing a series entitled, IGI Research Studies Series, to disseminate the findings of the research activities of the Institute.
- समकालीन इन्डस्ट्रियल रिलेशन्स** - द्वैमासिक जर्नल कार और औद्योगिक संबंधों के क्षेत्र में नवीनतम केस लाइनों को दर्शाता है।

### CAMPUS AND INFRASTRUCTURE परिसर और बुनियादी ढांचा

### Campus and Infrastructure परिसर और बुनियादी ढांचा

- The Institute moved to its own campus at Sector-24, Noida in 1991.
- संस्थान 1991 में क्षेत्र-24, नोएडा में अपने प्राचीन से स्थानांतरित हो गया।
- Campus spread over an area of 145.02 acres with both green lands, the open and open environment, free from noise and pollution, provides a better atmosphere for training and research.
- हरी भूमि के साथ 135 एकड़ के क्षेत्र में फैला हुआ है। धूल और धुंध से मुक्त, शोर और प्रदूषण से मुक्त, शान्त और आरामदायक है। यह अनुभवदायी वातावरण प्रदान करता है।
- Infrastructure consists of:
  - Seminar Block
  - Hostel Block
  - Administrative Block
  - Library Block
  - Residential Block

### Administrative Block प्रशासनिक ब्लॉक

### Seminar Block सभागृही ब्लॉक

### Hostel Block छात्रावास ब्लॉक

### Residential Block आवासीय ब्लॉक

### N.R. De Resource Centre on Labour Information एन.आर. दे संसाधन परिसर परिसर केंद्र

- 246 Professional Journals / Periodicals
- 245 विदेशी पत्रिकाएं / पत्रिकाएं
- Fully computerized पूरी तरह से कंप्यूटरीकृत
- Major technical services for the users, like also, include उपसहानुभावपूर्ण है कि प्रमुख तकनीकी सेवाओं में अन्य सेवाएं शामिल हैं।
- Current Awareness Bulletin हरितार प्रकाशित करता है कि स्पष्ट।
- Article Alert सेवा शुरू की

### Faculty

- Dr. H. Srinivas, IAS, Director General
- Dr. G. Srinivas, IAS, Joint Director General
- Dr. S. Srinivas, IAS, Joint Director General
- Dr. K. Srinivas, IAS, Joint Director General
- Dr. M. Srinivas, IAS, Joint Director General
- Dr. N. Srinivas, IAS, Joint Director General
- Dr. P. Srinivas, IAS, Joint Director General
- Dr. Q. Srinivas, IAS, Joint Director General
- Dr. R. Srinivas, IAS, Joint Director General
- Dr. S. Srinivas, IAS, Joint Director General
- Dr. T. Srinivas, IAS, Joint Director General
- Dr. U. Srinivas, IAS, Joint Director General
- Dr. V. Srinivas, IAS, Joint Director General
- Dr. W. Srinivas, IAS, Joint Director General
- Dr. X. Srinivas, IAS, Joint Director General
- Dr. Y. Srinivas, IAS, Joint Director General
- Dr. Z. Srinivas, IAS, Joint Director General

### OFFICERS

- Harsh Singh Rawal - 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 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 परिसर और श्रम की शोध और प्रशिक्षण के क्षेत्र में उत्कृष्टता के लिए प्रतिबद्ध एक अग्रणी और अग्रणी संस्थान।"

### Thank You

### Understanding Self

स्वयं को समझना

Shashi Bala  
शशि बाला

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

• आप इसके मासिक का इतिहास बता सकते हैं।

• वर्नाई हावर्ड द्वारा "द मिस्टिक पाथ टू कॉस्मिक पावर"

### हार्कि वेवागत!

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

• वर्नाई हावर्ड द्वारा "द मिस्टिक पाथ टू कॉस्मिक पावर"

### स्वागत

हमें खुशी है, आप यहां हैं।

WHO ARE YOU?  
Think about it

आप कौन हैं?  
इसके बारे में सोचो

1. अपने जूट की धीज करो

यह होकर आप हमारा क्या प्रस्ताव सकते हैं?

Define Success

सफलता को समझिए -

Know your personality style

अपने व्यक्तित्व को जानें

WHAT IS YOUR PERSONALITY TYPE?

Set goals लक्ष्य बनाना

Think विचार करना

Operate with Integrity ईमानदारी से काम करने के

Execute कार्य को करना

Give back वापस देना

5 साल पहले 1 साल पहले

चार वर्ग

1 साल से अब तक 5 साल से अब तक

Smart goals लक्ष्य में समझदारी

SWOT Analysis

Strengths शक्ति Weaknesses कमजोरियाँ

Opportunities अवसर Threats खतरा

स्वीट चिक्किपन

एक स्वीट चिक्किपन ऐसी जानकारी उत्पन्न करता है जो किसी व्यक्ति/संगठन/या समूह के लक्ष्यों, कार्यवाही और समताओं को उस परिवेश से मिलाने में सहायक होती है जिसमें ये काम करते हैं।

शक्ति कमजोरियाँ

अवसर खतरा

STRENGTHS शक्ति

- पूरा समय देना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- पूरा करने में जोर देना जारी है।

WEAKNESSES कमजोरियाँ

- पूरा करने में देर लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- पूरा करने में जोर देना जारी है।

OPPORTUNITIES अवसर

- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।

THREATS खतरा

- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।

STRENGTHS शक्ति

- पूरा करने में देर लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- पूरा करने में जोर देना जारी है।

WEAKNESSES कमजोरियाँ

- पूरा करने में देर लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- पूरा करने में जोर देना जारी है।

OPPORTUNITIES अवसर

- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।

THREATS खतरा

- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।
- जो भी निर्णय लेना है उसे लेना जारी है।

### ABOUT ME

**RAJIV KUMAR HASJIA**  
**FREELANCE SOFT SKILLS TRAINER PAN INDIA**

MOB NO: **+919811483213**

EMAIL ID: **hasjiamr@gmail.com**

### ABOUT ME

→ ALUMNI OF V.V. GIRI NATIONAL SCHOOL, NEW DELHI.  
 → AN ALUMNI FROM IIT DELHI (CAMPUS).  
 → MBA IN MARKETING FROM IIMU (LAKHNOTI).

**TRAINING EXPERIENCE AND ACHIEVEMENTS**

→ PULL FROM SIX LEARNING INTERNATIONAL SCHOOLS.  
 → TEACHER TRAINING COURSE FROM IAS BRITISH COUNCIL NEW DELHI.  
 → SOFT SKILLS & PERSONALITY DEVELOPMENT TRAINING FROM IIT DELHI (CAMPUS) & IIT DELHI (DELHI).

### ABOUT ME

→ FREELANCE SOFT SKILLS TRAINER PAN INDIA.  
 → SUCCESS COACH & MENTOR.  
 → INDIVIDUALISED UPDATES.  
 → CONDUCTED 100+ WORKSHOPS & HAVE TRANSFORMED LIVES OF MORE THAN 1000 PEOPLE'S LIVES.  
 → TRAININGS IMPARTED BY PAN INDIA IN SCHOOLS, COLLEGE & PRIVATE COLLEGE, IIT DELHI (CAMPUS) & IIT DELHI (DELHI).

**JOURNEY - 22.08.2018 VVGI NLI TEAM BUILDING**

### ABOUT ME

→ FREELANCE SOFT SKILLS TRAINER PAN INDIA.  
 → SUCCESS COACH & MENTOR.  
 → INDIVIDUALISED UPDATES.  
 → CONDUCTED 100+ WORKSHOPS & HAVE TRANSFORMED LIVES OF MORE THAN 1000 PEOPLE'S LIVES.  
 → TRAININGS IMPARTED BY PAN INDIA IN SCHOOLS, COLLEGE & PRIVATE COLLEGE, IIT DELHI (CAMPUS) & IIT DELHI (DELHI).

**JOURNEY - 22.08.2018 VVGI NLI 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 Day 1 & Day 2
- Closing Thought

### WHAT DO YOU MEAN BY THE WORD TEAM?

### Team

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

### Concept of a Team

Team = Common Goal + Working Together

### WHAT DOES TEAMWORK MEAN?

### Team Work

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

### THERE IS NO "I" IN TEAM WORK

### Why?

"A team is a part of a system. It is a combination of a family team."  
 "It is a requirement that one must not focus on themselves individually as a team member."

### IMPORTANCE OF TEAMWORK

T	ogether
E	veryone
A	chieves
M	ore

### BENEFITS OF TEAMWORK

CAUSE/EFFECT LINK

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

### 5 Stages Of Team Development

### 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 strategies.
- 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 resistant 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.

### Great example of Teamwork

### TEAMWORK IN THE WORLD

The flocks of birds fly in a precise, seamless shape in wing. The formation goes from one place to the other in a group and stays close. The lead goes forward and the flock stays in formation. The flock of birds has been called to encourage the leader to keep pace. It is essential to follow them from the ground up to be able to make the flock. A bird leaving the formation quickly returns.

### Teamwork is dividing the tasks and multiplying the success.

COMING TOGETHER IS A BEGINNING. KEEPING TOGETHER IS PROGRESS. WORKING TOGETHER IS SUCCESS.

### Team characteristics

- Work Ethically
- Trust
- Good Communication
- Supportive
- Participative
- Innovation
- Motivation



### TEN LESSONS ABOUT TEAMWORK

#### Lesson 1: First of All, Knowing Your People

Working in groups is hard if you don't know your fellow workers. Before you get down to work, you will want to understand what they can do for themselves. You will also want to know what they can do for you. It is important to get to know them well and make an impression that you are interested in their interests.

#### Lesson 2: Choosing the right team members

Good people do not give up easily. They are willing to work hard. They are willing to work in any part of the work being done. They are willing to work in any part of the team. They are the kind of people that you should look for when you are choosing team members. They are the kind of people that you should look for when you are choosing team members.

Teamwork: Simply stated, it is less me and more we.

#### Lesson 3: Having one common goal

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

#### Lesson 4: Developing teamwork requires commitment

It is a long way ahead. The toughest part of the job is to be able to do the job. It is a long way ahead. The toughest part of the job is to be able to do the job. It is a long way ahead. The toughest part of the job is to be able to do the job.

#### Lesson 5: Sharing Information

When a team has shared the stage in its development, it can handle any amount of pressure and performance that it might face. It is important to share information with your team members. It is important to share information with your team members.

#### Lesson 6: Empowering the team

Empowering employees has the effect of a catalyst part of the team. Empowering employees has the effect of a catalyst part of the team. Empowering employees has the effect of a catalyst part of the team.

#### Lesson 7: Facilitating open communication

Open communication is the key to a successful team. Open communication is the key to a successful team. Open communication is the key to a successful team.

#### Lesson 8: Creating problem solving environment

A problem solving environment 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 9: Measuring teamwork performance continually

Teamwork performance is the result of the team's ability to work together. Teamwork performance is the result of the team's ability to work together. Teamwork performance is the result of the team's ability to work together.

#### Lesson 10: Sharing the outcomes together

Sharing the outcomes together is the key to a successful team. Sharing the outcomes together is the key to a successful team. Sharing the outcomes together is the key to a successful team.

#### Communication within Team

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

#### Communication – Do's

- Support Group Member's ideas.
- If there is a problem, talk.
- Listen actively.
- Get involved.
- Be proactive, don't react.
- Give and take feedback.
- Be open.
- Have fun.

#### Communication – Don't's

- Do not blame others.
- No bragging.
- Do not take credit for what others do.
- Being unprepared.

#### TEAM

T TOGETHER  
E EVERYONE  
A ACHIEVES  
M MORE

#### 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 characteristics: Trust and Respect.

#### TEAMWORK

Teamwork: Divides the Task and Multiplies the Success.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.

#### 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 characteristics: Trust and Respect.








Annexure 2.3

<p><b>सामाजिक सुरक्षा कोड 2020</b></p> <ul style="list-style-type: none"> <li>• कर्मचारी कतिपयों अधिनियम, 1923</li> <li>• कर्मचारी राज्य बीमा अधिनियम, 1948</li> <li>• कर्मचारी अधिव्यय विधि और विविध व्यवधान अधिनियम 1952</li> <li>• रोजगार कर्मचारी (विशेष) की अधिव्यय अधिनियम) अधिनियम, 1959</li> <li>• आरक्षण विनियम अधिनियम, 1961</li> <li>• उपदान सुरक्षा अधिनियम, 1972</li> <li>• विशेष अधिव्यय व्यवधान को अधिनियम, 1981</li> <li>• भवन एवं अन्य संनिर्माण अधिव्यय व्यवधान उपकरण अधिनियम, 1959</li> <li>• असंगठित अधिव्यय सामाजिक सुरक्षा अधिनियम, 2008</li> </ul>	<ul style="list-style-type: none"> <li>• भवन एवं अन्य संनिर्माण अधिव्यय अधिनियम</li> <li>• पंजीयन आवश्यक</li> <li>• आधार अनिवार्य</li> <li>• उपकरण 1% से 2% तक</li> <li>• विस्तृत परिभाषा शामिल अकुशल, अद्वैतस्थान व कुशलस्थान अधिनियम</li> <li>• आवासीय व वाणिज्यिक भवनों पर कई योजनाएँ लागू हैं।</li> </ul>
<ul style="list-style-type: none"> <li>• EPFO के दायरे में वृद्धि</li> <li>• वर्तमान में अनुसूची में शामिल संस्थान।</li> <li>• अब हर संस्थान : 20 या 20 से अधिक कामगार ।</li> <li>• 20 से कम कामगार रखने वाले संस्थानों को भी EPFO में जुड़ने का विकल्प।</li> <li>• स्व- नियोजित के लिए सरकार योजना बनायेगी।</li> <li>• असंगठित क्षेत्र के अधिव्ययों के लिए सरकार कई योजनाएँ बनायेगी।</li> </ul>	<ul style="list-style-type: none"> <li>• ESI के दायरे में वृद्धि</li> <li>• स्वास्थ्य सुरक्षा अधिव्यय अधिनियम अधिनियम को वर्तमान में 566 जिलों SSC में सभी 740 जिलों ।</li> <li>• संस्थान, Hazardous क्षेत्र में काम करने वाले को ESI में जोड़ना, केवल एक अधिव्यय पर भी।</li> <li>• ESI के साथ असंगठित क्षेत्र व GIU कामगारों को जोड़कर उनके लिए योजना बनाएंगे।</li> <li>• कामगारों के अधिव्ययों को उनके अधिव्ययों को ESI में जोड़ने का विकल्प।</li> <li>• 10 से कम अधिव्ययों को मिलाकर दायरे संस्थानों को भी ESI के दायरे में लाने का विकल्प।</li> </ul>
<p><b>मातृत्व हित लाभ</b></p> <ul style="list-style-type: none"> <li>• प्रसूति के बाद 4 सप्ताह तक कार्य करने/संभालने की अवधि है।</li> <li>• अवकाश जहाँ 10 या 10 से अधिक नियोजित अधिव्यय है या पिछले 12 माह के जिलों में हित कायम है।</li> <li>• सभी दुग्ध, संभाल, बरफ़ाल, खान, बालन में कार्यरत अधिव्यय को मातृत्व लाभ।</li> <li>• अधिव्यय मातृत्व लाभ - 26 सप्ताह का अवकाश अवकाश/ जिलों में 8 सप्ताह अनुसूचित जिलों में 10 सप्ताह।</li> <li>• स्वरुप 3500/- प्रतिमास का होगा।</li> <li>• अधिव्यय को 10 सेक (कर्मचारी 15 सप्ताह तक) देखाएंगे हेतु (द्वय के विचारों की अधिव्यय के अधिव्यय)</li> <li>• जहाँ 10 या अधिक अधिव्यय ही- केस की अधिव्यय, 4 दिवस की सुविधा।</li> </ul>	<ul style="list-style-type: none"> <li>• कर्मचारी एवं मातृत्व लाभ- अधिव्यय रूप में देय।</li> <li>• जोड़ने नहीं देते पर भी लाभ देय है।</li> <li>• स्वरुप 3500/- की अधिकतम सीमा का होगा।</li> <li>• (रूपरेखा) अधिव्यय जमावटी करवाते पर 2 सप्ताह का अवकाश अवकाश मिलेगा।</li> <li>• हर संभाल जिल पर यह अधिव्यय लागू है, हर अधिव्यय को परामर्श में करके पर रखते समय अधिव्यय में और इन्फ़ोर्मेटिविटी मिलने वाले मातृत्व हितलाभों के बारे में बताएंगे।</li> <li>• कर्मचारी भी अधिव्यय को मातृत्व हितलाभ अधिव्यय में विस्तारित करवा अधिव्यय है।</li> <li>• मातृत्व हितलाभ अधिव्यय में अधिव्यय परिश्रमिक पर काम करते पाए जाते तो इस अधिव्यय का मातृत्व हितलाभ नहीं मिलेगा।</li> </ul>
<ul style="list-style-type: none"> <li>• 40 करोड़ का सामाजिक सुरक्षा कोष ।</li> <li>• असंगठित अधिव्यय, GIU कामगारों व प्लेटफ़ॉर्म कामगारों हेतु।</li> <li>• SSC में प्लेटफ़ॉर्म कामगारों को शामिल।</li> <li>• उपदान का प्रावधान- Fixed Term नियमित अधिव्यय कामगारों के लिए भी।</li> <li>• असंगठित अधिव्ययों का ऑनलाइन पोर्टल पर रजिस्ट्रेशन होगा।</li> <li>• विविधों को ऑनलाइन पोर्टल पर कामगार अधिव्यय- जहाँ 20 या अधिक कामगार संस्थान में काम करते हैं।</li> <li>• Migrant (पंजीयन) अधिव्ययों की सम्बन्धी के सम्बन्धित हेतु हेल्पलाइन भी अनिवार्य सुविधा।</li> <li>• 240 दिन के बजाय 180 दिन का काम करने पर प्रति 20 दिन पर एक दिन के अवकाश का Accumulation ।</li> <li>• जॉबलाओं को सभी मामलों में पर्यवेक्षी</li> </ul>	

# Annexure 3- Day 3 E-Camp

## Annexure 3.1

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



**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
- Intra-State Migrant Workers Act, 1979
- The Dock Workers Act, 1988


### Three Labour Codes - Hindi



### Definition of Factory

Definition of Factory changed...

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



### Hazardous Working Conditions


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




### Contract Employees

All Contractors employing 50 or more employees covered under this Code

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




### Letter of Appointment



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

### Hours of Work

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



Overtime to be paid above 48 hours / week


### Hours of Work

- Work 8 hours for 8 days and get 1 day off
- Work 10 hours for 9 days and get 2 days off
- Work 12 hours for 6 days and get 3 days off



### Medical Check Up


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



### Women Employees

Women can work in any shift

Employer is responsible for providing adequate safety...



### Migrant Workers

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



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

### Migrant Workers

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

They will have access to ration shops across India

They will be entitled to PF, ESI, etc.



### Statement By Labour Secretary



### Advantage of These Codes

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

### The 4 New Labour Codes Deferred

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

### The 4 New Labour Codes Deferred

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

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



**Hindustan Times**

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

The law firm reviews industrial relations, wages, and social security and employment benefits under OHS, and working conditions and automation. It notes that new laws, the government has said.



### Thanks You

Any Questions?

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



**Problem Identification Questionnaire**

**समस्या पहचान की प्रश्नावली**

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

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

1. Name/ नाम	
2. Age/आयु	
3. Sex/लिंग	1. Male/पुरुष 2. Female/महिला 3. Transgender/ट्रान्सजेंडर
4. Date / दिनांक	
5. Highest education/ उच्चतम शिक्षा	1. Primary/प्राथमिक 2. Middle /माध्यमिक 3. Senior Secondary/उच्च माध्यमिक 4. Graduation/स्नातक 5. Post-Graduation /परा-स्नातक 6. Diploma/डिप्लोमा 7. Degree/उपाधि 8. No Education/अनपढ़ 9. Any Other / अन्य कोई
5.1 If Any, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें	
6.Village/गाँव	
7. Does your village have internet connectivity? क्या आपके गाँव में इंटरनेट कनेक्टिविटी है?	Yes हाँ / 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/कम्प्यूटर 3. Laptop/लेपटॉप 4. Tablet/टबलेट 5. Any other/ कोई अन्य
10.1 If Any, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें	
11. For what purpose you use your internet for? आप अपने इंटरनेट का उपयोग किस उद्देश्य के लिए करते हैं?	1. Education/शिक्षा 2. Entertainment/ मनोरंजन 3. Communication/ संचार 4. Availing information/जानकारी प्राप्त करना 5. Any other/ कोई अन्य
11.1 If Any, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें	
12. How many towers of internet your village holds? आपके गाँव में इंटरनेट के कितने टावर हैं?	1. 1-2 2. 3-4 3. 5-6
13. Are you involved in child care? क्या आप बच्चे की देखभाल में शामिल हैं?	Yes हाँ / No नहीं
14. Do you have access to Toilet facilities? क्या आपके पास शौचालय की सुविधा है?	Yes हाँ / No नहीं
15.If yes, Whichयदि हाँ, तो कौन सा	1. Public toilet/ सार्वजनिक शौचालय 2. Private (In house)/निजी (घर में) 3. Open defecation/ खुले में शौच 4. Any Other / कोई अन्य
15.1 If Any, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें	
16. Do you face any problem regarding availability of Water? क्या आपको पानी की उपलब्धता के संबंध में किसी समस्या का सामना करना पड़ता है?	Yes हाँ / No नहीं
16.1 If Yes, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें	



17. From where do you fetch drinking water? पीने का पानी कहाँ से लाते हो?	1. Tap in house / घर का नल 2. Hand pump of house / घर का हैंड पंप 3. Well / कुआँ 4. Ponds / तालाब 5. Lake / झील 6. Bore well / बोरेवेल 7. Any Other / कोईअन्य
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 गाँव 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।	1. 0-2 bigha/ बीघा 2. 2-4 bigha/ बीघा 3. 4-6 bigha/ बीघा 4. Above 6 bigha/ बीघा 5. Any Other / कोईअन्य
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	1. Savings Account/ बचत खाता 2. Fixed Deposits/ सावधि जमा 3. Recurring Deposits/ आवर्ती जमा 4. Any Other / कोईअन्य
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/ कोई अन्य
23.1 If Any Other, Please Describe /यदि कोई अन्य हो, तो कृपया उल्लेख करें।	
24. Do you have any problem for commuting within and outside the village? क्या आप को गाँव 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? यदि हाँ, तो क्या आपने इसकी सूचना दी है?	Yes हाँ / No नहीं
30. Have you ever witness child labour in your village? क्या आपने कभी अपने गाँव में बालश्रम देखा है?	Yes हाँ / No नहीं





## E-rural Camp: Labour Codes & Enhancing Sensitivity towards Gender Parity

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 गाँव में कोई सूक्ष्म, लघु या मध्यम उद्यम है?	Yes हाँ / No नहीं
31.1 If yes, Do they produce beneficial employment opportunities? यदि हाँ, तो क्या वे लाभकारी रोजगार के अवसर पैदा करते हैं?	Yes हाँ / No नहीं
32. Have you ever faced any difficulty while accessing the medical facilities available in your village? क्या आपको अपने गाँव में उपलब्ध चिकित्सा सुविधाओं का इस्तेमाल करने में कभी किसी कठिनाई का सामना करना पड़ा है?	Yes हाँ / No नहीं
32.1 If Yes, Please Describe /यदि हाँ, तो कृपया उल्लेख करें।	
33. Do all of your children attend School or any other educational institutions? क्या आपके सभी बच्चे स्कूल या किसी अन्य शिक्षण संस्थान में जाते हैं?	Yes हाँ / No नहीं
33.1 If No, please provide the reason. यदि नहीं, तो कृपया कारण बताएं।	
34. Have you received any of the COVID-19 Vaccination? क्या आपने कोई COVID-19 टीकाकरण प्राप्त किया है?	Yes हाँ / No नहीं
34.1 If Yes, did you 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 हाँ, तो कौन सा	1. Saving Account / बचत खाता 2. Current Account / चालू खाता 3. Fixed Deposit / सावधि जमा 4. Credit Facility /उधार की सुविधा 5. Any Other / कोई और
35.2 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 गाँव में किन ढाँचागत 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।	



### 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 हाउस होल्ड 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, पोथे, 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

<b>India</b>	<b>Individual</b>	<b>₹ 150.00</b>
	<b>Institutional</b>	<b>₹ 250.00</b>
<b>Foreign</b>	<b>Individual</b>	<b>US \$ 15</b>
	<b>Institutional</b>	<b>US \$ 25</b>

### 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:	05970200001131
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

ISBN: 978-93-82902-97-3



9 789382 902973

**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](http://www.vvgnli.gov.in)