

**Report of the Committee to Make
Recommendations for the Future
Roadmap and Reorganising the Training
Modules/Training Materials of the
Dattopant Thengadi National Board for
Workers Education and Development**



सत्यमेव जयते

**Ministry of Labour & Employment
Government of India**

February 2022

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Preface

We are privileged to submit the Report of the Committee constituted by the Ministry of Labour & Employment, Government of India, to make 'Recommendations for the Future Roadmap and Reorganising the Training Modules/Training Materials of the Dattopant Thengadi National Board for Workers Education and Development (DTNBWED)'.

We recognise the importance of positioning workers education and development at the centre of India's development journey. DTNBWED, which has been involved with workers education and development in the country for the last seven decades, is most suitably placed to fulfil this objective. However, given the massive transformations occurring in the world of work induced by mega trends like demographic transition, technological developments, globalisation and climate change, it is essential to redesign the professional activities of DTNBWED to meet the aspirations and needs of labour keeping the future in mind.

The Committee has extended a range of pragmatic recommendations with a vision of positioning DTNBWED as a globally reputed institution in the domain of workers education and development.

We sincerely hope that the Ministry of Labour & Employment will find these recommendations beneficial to evolve the future roadmap of the professional activities of DTNBWED.

We express our gratitude to the Ministry of Labour & Employment for entrusting this important professional responsibility upon this Committee.

Chairman



(Dr. S.K. Sasikumar)

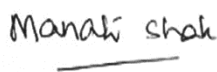
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Member Secretary



(Shri Atul Kumar Singh)

Under Secretary
Ministry of Labour & Employment

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Chapter 1

INTRODUCTION

1.1 Committee and TOR

The Ministry of Labour & Employment, vide Order No. Z-20025/01/2021-ESA (WE) dated 27 September 2021, constituted a Committee with the following composition to make recommendations for the Future Roadmap and Reorganising the Training Modules/Training Materials of the Dattopant Thengadi National Board for Workers Education and Development (DTNBWED), an autonomous body of the Ministry of Labour & Employment.

Dr. S.K. Sasikumar, Senior Fellow, V.V. Giri National Labour Institute	Chairman
Shri Sanjay Dabi, Welfare Commissioner (Central), Ajmer Region	Member
Ms. Manali Shah, National Secretary, Self Employed Women's Association	Member
Ms. Jyoti Mathur, Executive Director, Kailash Sathiyarthi Children's Foundation	Member
Shri Dharamvir Singh, Deputy Director, Employees' State Insurance Corporation	Member
Shri S.K. Roy, Deputy Director (Retd.), DTNBWED	Member
Shri Atul Kumar Singh, Under Secretary, Ministry of Labour & Employment	Convener

The Terms of Reference of the Committee were as follows:

1. The Committee will study the present training programmes being conducted by the Board/training materials and will suggest innovative changes to make it more relevant as per need of the workers, both organised and unorganised.
2. The Committee will also make their recommendations on the Board to become self-sustainable.
3. The Committee will also consider and suggest about use/application of digital platform and also application of such emerging technologies in their educational programmes to enhance the spread and reach of the Board among the workers.

4. The Committee will suggest the possibilities of space/institutions or any other organisations to leverage their facilities/infrastructure for the Board's programmes.
5. While making their recommendations, the Committee may take into account the best practices being followed by other similar organisations in the world.

1.2. Setting the Context and Approach

India in its 75th year of Independence is on the cusp of a historic transition to a higher level of economic and social development. The pandemic-induced interruption notwithstanding, India is well on its way towards the envisioned goal of inclusive economic growth and sustainable and equitable development. Powered by an ongoing demographic transition and a youthful workforce and propelled by rapid technological change and the accelerating digital revolution, India has demonstrated the capacity to squarely face the challenges of the present and future. In this qualitatively distinct phase of India's growth and to attain its manifest destiny, the role of labour will be central both as a catalyst and as the main instrument for attaining the goal of social and economic transformation. It is through the action of labour and its manifold social impacts that challenges will be translated into opportunities.

The challenges facing India arise both from global, i.e. external circumstances, and from internal causes. Climate change and transition from fossil fuel towards green energy are some of humanity's main challenges. At the same time, the irresistible force of technological change and the fear of obsolescence of human labour has to be faced head on. India's internal challenges come from the delayed structural transformation – slow movement of population from agriculture to industry, persistence of the informal sector and prevalence of unorganised labour. Growing polarisation in the labour market with widening of the skill gap and declining rate of women's labour force participation are major obstacles. While the youthful workforce is a precious asset, the visible trend towards an ageing population underscores the need for a more extensive social security. If India's recovery from the pandemic-induced economic slowdown underlined the fundamental resilience of the economy, it has also showed up certain enduring fault lines, such as between the organised and the unorganised sectors and gaps in the social security systems.

Converting these challenges to opportunities requires an appropriate transformation of the structure of the labour force keeping the future in mind. The widening gap between the high-skilled formal and protected labour force and the large low-skilled informal workers must be reduced. Policy measures directed towards increasing the labour force participation of women will have the most immediate and enduring impact on growth and equity. The young, educated and aspirational class among the workers must also be

equipped with employable skills. The challenge of slow structural transformation of the Indian economy can be addressed by raising productivity in the agricultural sector, which means making the sector attractive for young workers and enhancing skill levels to gear them towards a diversified and sustainable agriculture. Reduction of fossil fuel dependence and generation of employment in a sustainable manner require augmentation of skill and educational content of the labour force.

The qualitative and quantitative transformations of the workforce cannot be envisaged simply as a one-time equipping of workers with appropriate skills. Training needs to be integrated into the work process and career trajectory of the workers as a lifelong learning and acquiring of skills. Equally importantly, the existing skill/knowledge formation process in the vast informal sector must be integrated with that of the formal sector. Digital communication technology and digital literacy has had widespread dissemination within the country through mobile phones and must be harnessed for the wider purpose of skill formation for the future generations.

These considerations underscore the need for an institutional and coordinating initiative for workers education and development as an integral part of the structural transformation of the workforce. It is also important to recognise that in a rapidly transforming world of work, workers education and development should be conceived as a highly dynamic entity with strong, sustainable elements embedded in its basic structure to respond to the challenges of change.

Workers education has been seen as a necessary adjunct to the process of modernisation and industrialisation. DTNBWED was established in 1958 especially for the purpose of empowering and equipping the workers in the large industrial and formal sector to meet the novel challenges of industrialisation. However, given the enormous and multifaceted challenges outlined above, there is a need to reorient and modify the professional activities of this apex institution for workers education and development; these must meet the aspirations and needs of labour in a way that looks ahead to the future. DTNBWED must expand and rise to integrate technology in its mode of pedagogy and reach out to all relevant segments of our population: those in employment; those who are unemployed; and the potential labour force. This will be critical to positioning workers education and development at the centre of India's development journey.

This is the broad framework within which this Committee has worked to set out the roadmap for DTNBWED and reorient its training activities.

Apart from intense discussions among the Committee members who have rich and varied expertise in the field of workers education and development, the Committee also had detailed discussions with various stakeholders to elicit views and perspectives regarding the future professional role of DTNBWED. This included senior functionaries of DTNBWED, senior officials of the Ministry of Labour & Employment concerned with

workers education, senior trade union leaders and employers' representatives, and renowned academics. Additionally, the Committee members participated in DTNBWED's professional activities to gain deeper insights, particularly into the methodology adopted for imparting training to workers. The Committee also reviewed the training curriculum and training resources used in the various education camps organised by DTNBWED.

The Committee has extended a range of pragmatic recommendations with the vision of positioning 'DTNBWED as a globally reputed institution in the domain of workers education and development'.

Chapter 2

LABOUR AND EMPLOYMENT SCENARIO IN INDIA AND THE IMPLICATIONS FOR WORKERS EDUCATION AND DEVELOPMENT

In this chapter, we examine the contemporary and emerging labour and employment scenario in India in terms of certain major indicators and assess their implications for mainstreaming workers education and development – which is key to the improvement of employment outcomes and hence in India’s development journey. Such an analysis is critical to ensure that professional activities related to workers education and development undertaken by the DTNBWED are evidence-based interventions.

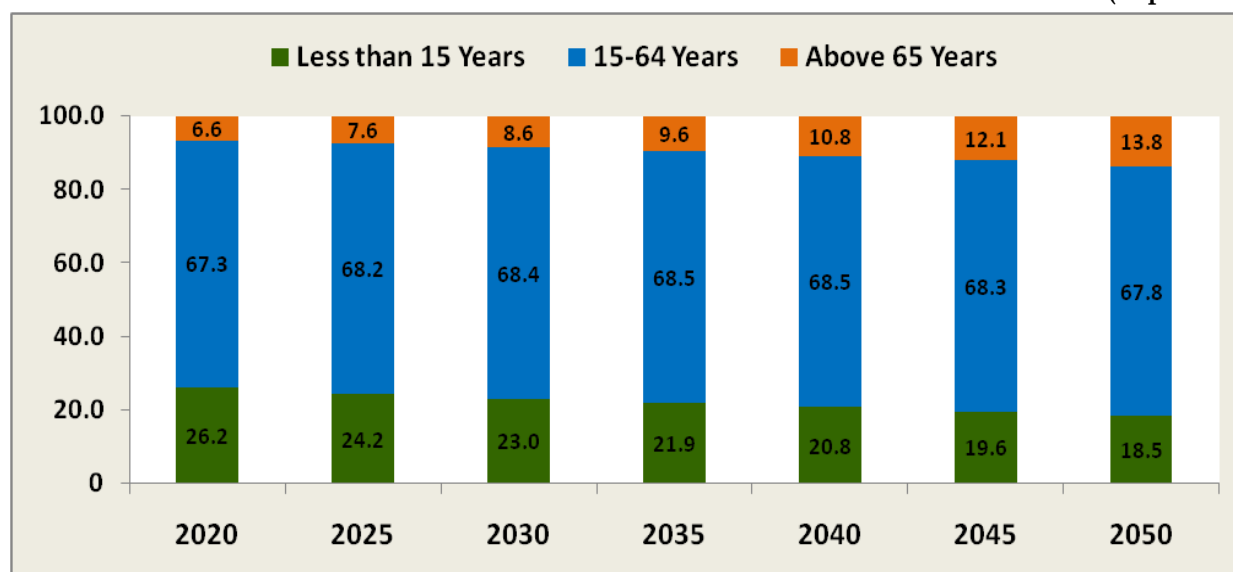
2.1. Demographic Transition

India is on the cusp of a historic demographic transition. More than two-third of India’s population presently belongs to the working-age group (15-64 years) (Figure 1). Importantly, India will continue to have more than two-third of its population in the working-age group for the next 30 years. In absolute numbers, this translates to 928 million in 2020 and is projected to be 1111 million in 2050. This large magnitude of our population should be conceived and utilised as a major resource for accelerating India’s development process and translating into reality the nation’s dream of emerging as a developed country.

India significantly has the world’s largest youth population (15-29 years) of 366 million in 2020, i.e. one in every five young persons in the world is an Indian. In 2020, youth comprised around 27 per cent of the country’s population and accounted for 40 per cent of the country’s working-age population (15-64 years). Although the proportion of youth population to the total population, and to the working age population, will experience decline in subsequent years due to a decline in India’s population growth rate in the last two decades, youth will continue to be significant in the country’s demographic structure for at least the next two or three decades due to this population group’s sheer magnitude. The significance of youth, an inherently dynamic and aspirational segment of the population, for India’s growth can be gauged from the fact that the National Youth Policy of India, 2014, estimates that nearly one-third of the country’s gross national income is contributed by the youth.

Figure 1: India's Population by Broad Age Group: 2020-2050

(in per cent)



Source: United Nations: Population Division.

One of the immediate implications of the present as well as the evolving demographic structure is that workers education and development initiatives should include youth-centred programmes and interventions. Customised programmes for youth – covering the youth in the labour force and those out of the labour force (potential labour force) – should essentially focus on facilitating employability and enabling information-driven job search assistance. These are central to improving the employment outcomes of our young generation. Such programmes should also be strongly linked to the various innovative schemes that the government, particularly the Ministry of Labour and Employment (MoLE), has initiated in recent years to improve youth employment. For instance, the workers education programmes can ensure that all the young persons attending the programmes are registered with the National Career Service (technology-enabled job portal of MoLE) and similar employment portals of the various state governments. This in itself will demonstrate the considerable impact of such programmes on improving the access of youth to quality job opportunities. Many reports and studies on youth employment highlight how lack of information about job opportunities and inadequate job search assistance stymie employment prospects, especially of those belonging to the disadvantaged sections and undeveloped areas.

Another very crucial dimension of the evolving demographic structure is the ageing of the Indian population. The proportion of those above 65 years will more than double during the next 30 years. Here again, in absolute terms – 90 million in 2020 and 225 million in 2050 – the populations involved are quite large. Workers education activities must factor in the ageing of the population and include relevant inputs for managing old age effectively in those programmes where a large proportion of the participants are above the age of 50 years. The objective must be to prepare the workers to respond to the

challenges related to ageing. Such programmes should focus on aspects like financial counselling, health and pension system in India, especially for the unorganised workers.

It is important to note that there are hardly any institutionalised interventions currently operational to address the training requirements of older workers in India. DTNBWED can provide a lead in this direction, by developing specialised training interventions related to ageing to fill this void. Globally, in many countries, especially developed countries which are experiencing significant ageing of their populations, a considerable portion of budgets on workers education, at the macro and firm levels, is earmarked for activities related to 'managing ageing', particularly targeting workers above 50. Considering that many large public and private organisations in India also have committed training budgets for workers, DTNBWED should explore launching of training interventions on managing ageing in as many establishments as possible. Incidentally, this can be an important activity to generate additional revenue. DTNBWED could forge a collaboration with the International Institute for Population Sciences (IIPS), Mumbai – the leading institution in India engaged in research and educational activities on various aspects related to demography, including ageing – to build the requisite technical competence of the Board's officers on demographic aspects.

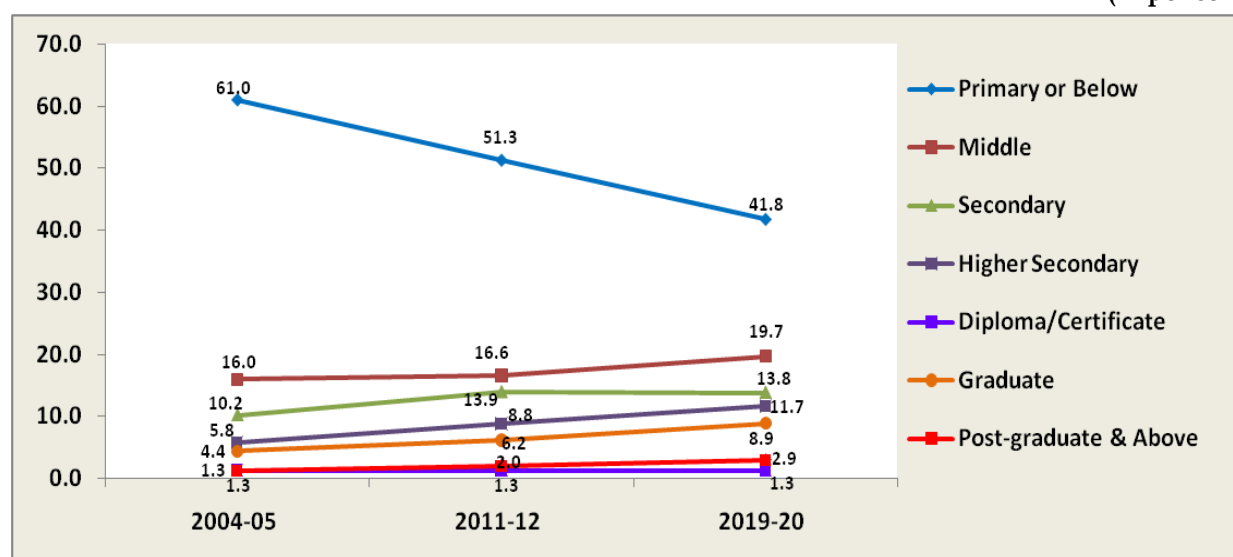
It is clear from the discussion on the emerging demographic structure in India that there is a vital need to look at workers education and development with a 'lifelong' perspective rather than only from a working-age angle.

2.2. General Educational Attainment

Analyses of the general educational attainment of youth (15-29 years) and of the labour force as a whole (15+ age cohort) provide important insights. It is quite clear that the overall level of educational attainment has improved significantly in the last two decades (Figures 2 and 3 and Appendix Tables 1 and 2). While the proportion of persons with education below middle school level has declined substantially over the last two decades, the proportion of those with secondary education and above has risen sharply.

Figure 2: Distribution of Population Aged 15+ by General Educational Level in India: 2004-05 to 2019-20

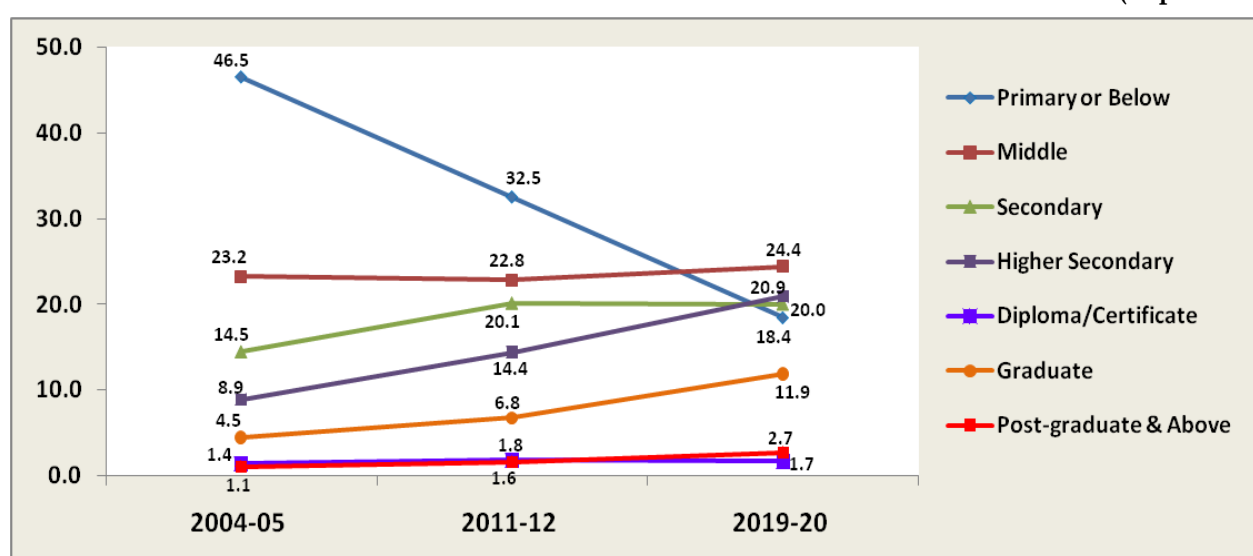
(in per cent)



Source: Unit Level Data of NSS Employment and Unemployment Surveys, 2004-05 and 2011-12, and NSO, Periodic Labour Force Survey, 2019-2020.

Figure 3: Distribution of Youth Population (15-29 Years) by General Educational Level in India: 2004-05 to 2019-20

(in per cent)



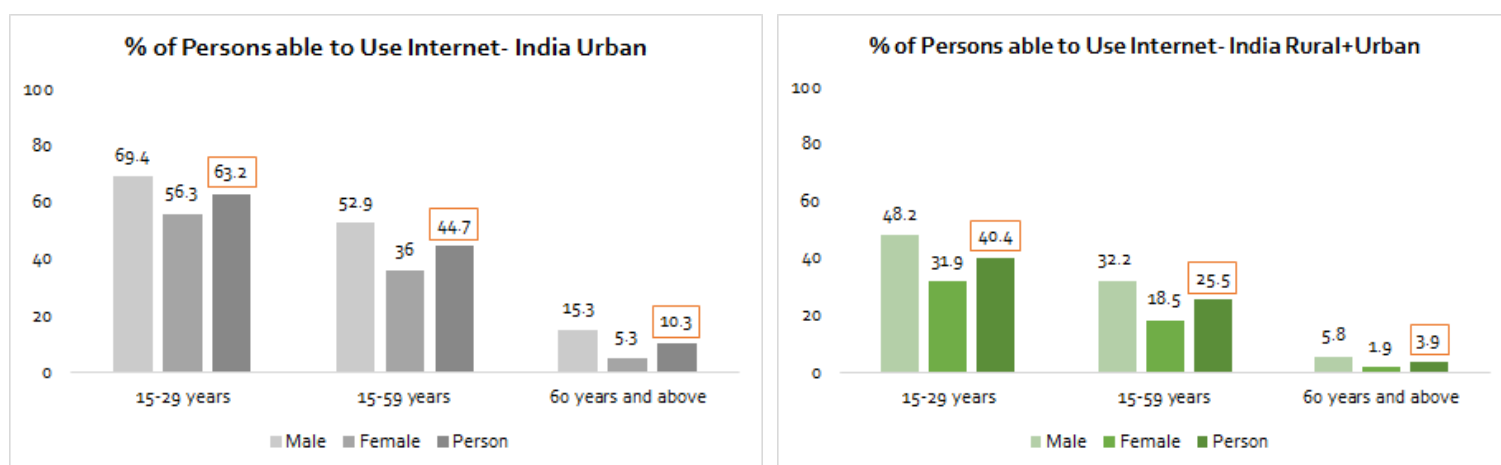
Source: Unit Level Data of NSS Employment and Unemployment Surveys, 2004-05 and 2011-12, and NSO, Periodic Labour Force Survey, 2019-2020.

The progress in education is more pronounced among youth, with nearly 55 per cent of young persons in 2020 reporting an educational attainment of secondary and above. In fact, nearly 15 per cent of the youth (50 million approximately) have an educational attainment of graduation or above.

Improvement in educational attainment and the growth and spread of the digital economy have vital implications for workers education activities. The Indian digital economy is pegged as a 'trillion-dollar digital opportunity', aiming for a USD 1 trillion

valuation by 2025 under the Digital India initiative. These aspirations are supported by the fact that 44.7 per cent of the average urban Indians in the working-age group (15-59 years) are digitally dexterous. The situation is even more promising in the youth demographic, with almost two-thirds of urban Indians adept at handling digital technologies (Figure 4). In the wider economy comprising both urban and rural sectors, a quarter of the working-age group and 40 per cent of the youth population are considered digitally adept. This proportion is expected to rise sharply in this decade given that digital outreach and access are surging in India.

Figure 4: Internet Usage Skills at Household Level in India across Age Groups, Genders and Regions

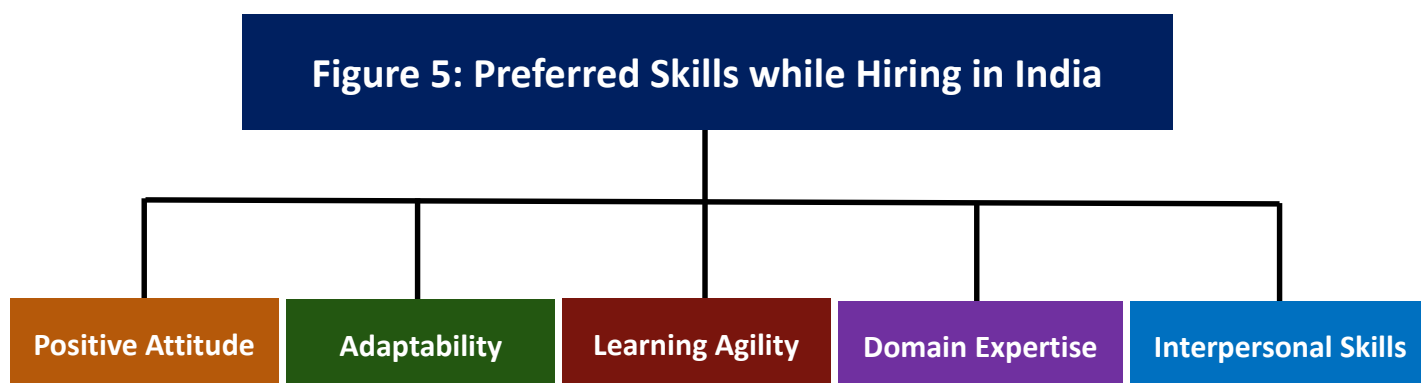


Source: NSS Report No. 585: Household Social Consumption on Education in India (MoSPI, 2018).

Therefore there is ample opportunity for increasing use of digital tools in training interventions related to workers, especially those targeting youth. Along with digital tools, digital resources should also be developed so that those interested residing in any part of the country can access such information without much difficulty. It will be most useful if DTNBWED develops a digital handbook that incorporates the basic workers education modules for wider dissemination. At the same time, it is also equally important to note that as a sizeable proportion of India's population (especially those above 30) still are either below primary or have no education, the training methods and training resources for this category should be customised to meet their requirements. Visual images as a learning aid could be innovatively deployed for workers education and development activities among this population group. This implies that a diversified portfolio of tools, methods and resources must be developed to meet the aspirations of various target groups.

Studies show that though general educational attainment is rising, employability is not scaling up. This indicates that employers may not be finding the requisite qualities in many with higher levels of education. This results in a situation of high unemployment rates for the youth as well as among those with higher educational attainment. The latest data shows that more than one-third of those who are graduates and above in 2019-20 are

unemployed. We must reverse this trend immediately. Workers education and development activities can contribute significantly in enhancing the employability of jobseekers. India Skill Report (2020) published by the Confederation of Indian Industry identifies the following as preferred skills while hiring in India (Figure 5).



It is quite evident that domain expertise is only one of the factors determining employability. All other attributes influencing hiring decisions are behavioural in nature, which incidentally is still not a part of the general educational curriculum. This situation puts youth, especially in rural and disadvantaged groups who attain higher education while facing many constraints, in a position of low employability. The workers education programmes must factor in these behavioural skills as an important component of their training curricula and thus create an enabling environment for young jobseekers to enhance their employability. Infusing a greater synergy between general and vocational education will also be pivotal to improve employability on a sustained basis.

3.3. Vocational Training

Vocational training and certification are regarded as core strategies to improve the employability of jobseekers and entrepreneurship skills of potential self-employed people. Accordingly, a large number of initiatives have been taken in India to strengthen the skill development and vocational training system. However, in spite of such pronounced efforts, India still faces a major challenge in terms of formal vocational training. According to the latest available national estimates, only 4.1 per cent of youth and 3.2 per cent of those in the 15+ age cohort have acquired formal vocational/technical training in India (Table 1).

**Table 1: Persons Who Received Formal/Informal Vocational Training in India
(15+ and 15-29 years)**

(in millions)

Age Group	2011-12				2019-20			
	Formal	Informal	No Training	Total	Formal	Informal	No Training	Total
15+	22.9	65.2	669.3	757.4	27.7	92.4	743.3	863.4
	(3.0)	(8.6)	(88.4)	(100.0)	(3.2)	(10.7)	(86.1)	(100.0)
15-29	12.5	24.1	291.8	328.4	14.7	28.6	318.2	361.5
	(3.8)	(7.3)	(88.9)	(100.0)	(4.1)	(7.9)	(88.0)	(100.0)

Source: Unit Level Data of NSS Employment and Unemployment Survey, 2011-12, and NSO, Periodic Labour Force Survey 2019-2020.

This is quite low compared to the advanced and large and emerging economies where nearly 60-70 per cent of the youth on an average have received some formal vocational/technical training; 7.9 per cent of youth and 10.7 per cent of those in the 15+ age group report that they have skills through informal systems. Significantly, 88 per cent of youth in India (318.2 million) and 86.1 of those in the 15+ age group (743.3 million) report that they have no certified skills. This is a major challenge to be addressed from the perspective of improving employability. It is vital to keep in mind that among those who report the absence of any skill certification, a sizeable proportion would already be working and hence would have acquired some level of skills. What is important is to accord top priority for recognition of prior learning (RPL) and certification of informally acquired skills.

RPL is a process used to identify, assess and certify a person's knowledge, skills and competencies – regardless of how, when or where the learning occurred – against prescribed standards for a part (modular) or full qualification. RPL has the potential to improve employability, mobility, lifelong learning, social inclusion and self-esteem. Considering the huge potential of RPL for improving employability and employment outcomes, efforts have been initiated in India in recent years to expand RPL in a big way. However, given the huge pool of those who need to be provided such recognition, a large majority are still excluded from the RPL. The data on RPL in one of the major sectors of employment, construction, illustrates this point (Table 2).

Table 2: PMKVY 2.0 (CSCM), PMKVY 3.0 (CSCM, CSSM), Training Type (RPL), State-wise Update on Total Trained and Certified for Construction Sector from 1 April 2016 to 22 January 2022

State	Trained/Oriented	Certified
Andaman and Nicobar Islands	89	0
Andhra Pradesh	8855	6485
Assam	46,487	24,403
Bihar	37464	31786
Chandigarh	60	58
Chhattisgarh	7261	4309
Delhi	11,854	9381
Goa	36	12
Gujarat	11345	9232
Haryana	21,969	17,364
Himachal Pradesh	1733	1364
Jammu and Kashmir	14,607	9172
Jharkhand	5240	3818
Karnataka	14,057	9793
Kerala	5181	4372
Madhya Pradesh	9699	6731
Maharashtra	45,668	32,807
Meghalaya	100	0
Mizoram	34	0
Nagaland	9347	8923
Odisha	44,448	31,052
Puducherry	1406	1012
Punjab	4259	3435
Rajasthan	18,188	13,341
Tamil Nadu	4964	3726
Telangana	7849	5411
Tripura	23,570	15,353
Uttar Pradesh	32,027	24,122
Uttarakhand	3121	2313
West Bengal	9473	8167
Total	400,391	287,942

Source: Skill Vertical, NITI Aayog

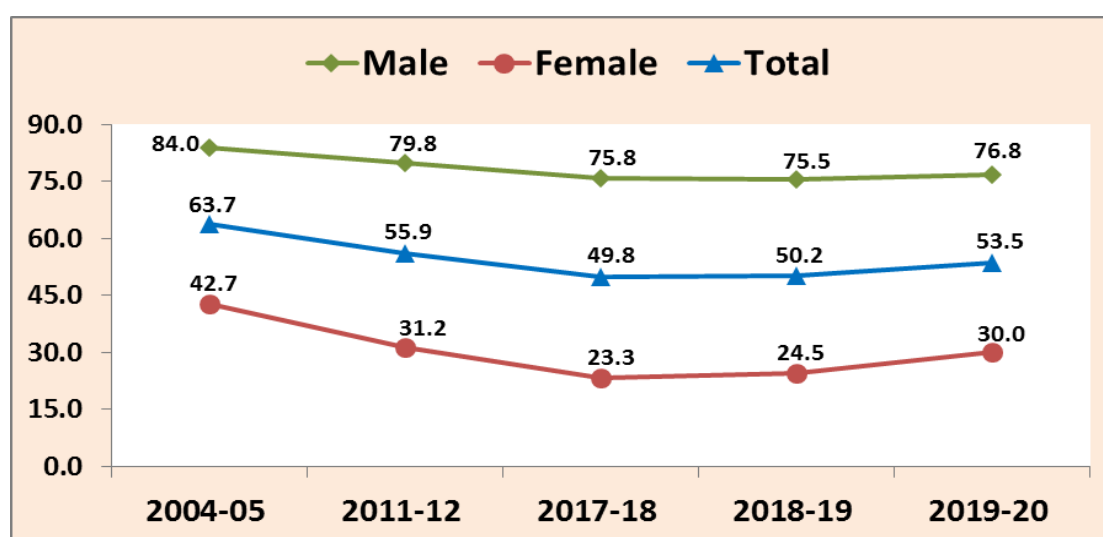
The construction sector in India employs nearly 500 lakh workers of whom around 90 per cent are estimated to be without any certified skills. The RPL coverage during 2016-2022 was nearly 4 lakhs, which is quite meagre in terms of the total RPL requirement. Considering that RPL can considerably scale up the development prospects of those in the informal sector, there is huge potential for DTNBWED to consider involvement in RPL as a part of its professional activities. With its expertise in working in the unorganised sector and also presence across the states, DTNBWED is equipped to undertake this important need of the workers which can be a game changer in workers

lives and livelihoods. DTNBWED should forge formal collaborations with the National Skill Development Corporation (NSDC), the apex institution driving RPL efforts in India, mainly to identify the specific type of professional responsibilities that can be assigned to DTNBWED and also imparting the requisite training among the Board's officers. Apart from directly contributing to workers' development, involvement in RPL should also be construed as an activity that can augment the internal revenue generation of DTNBWED as NSDC can be approached to fund the RPL activities to be undertaken by the Board.

3.4. Labour Force Participation

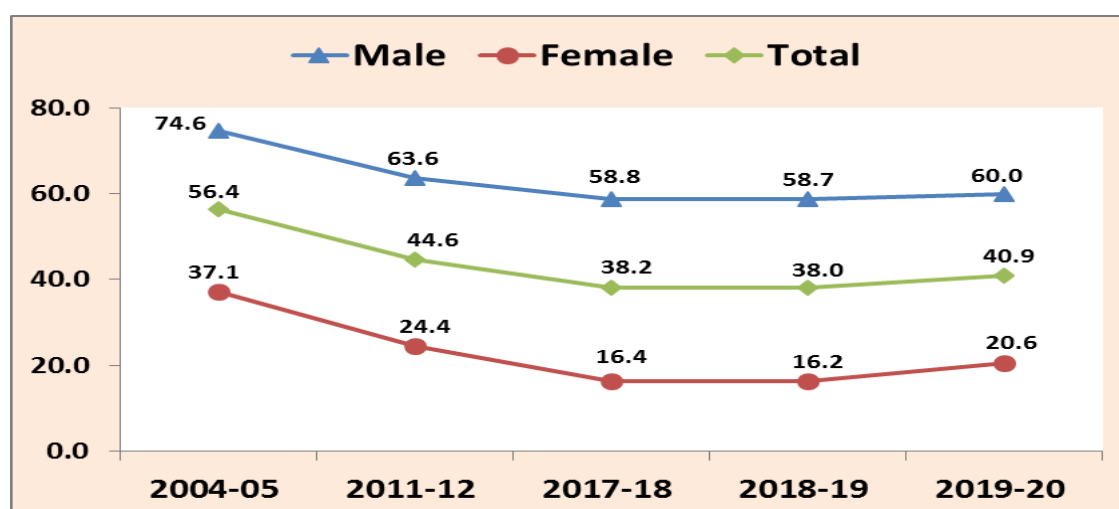
The dynamics of labour force participation rates (LFPRs) in India, particularly for youth, have shifted significantly in the last two decades (Figures 6 and 7).

Figure 6: Labour Force Participation Rates in India, 15 or above



Source: Unit Level Data of NSS Employment and Unemployment Surveys, 2004-05 and 2011-12, and NSO, Periodic Labour Force Surveys 2017-18, 2018-19 & 2019-20.

Figure 7: Labour Force Participation Rates in India, 15-29 Years



Source: Unit Level Data of NSS Employment and Unemployment Surveys, 2004-05 and 2011-12, and NSO, Periodic Labour Force Surveys 2017-18, 2018-19 & 2019-20.

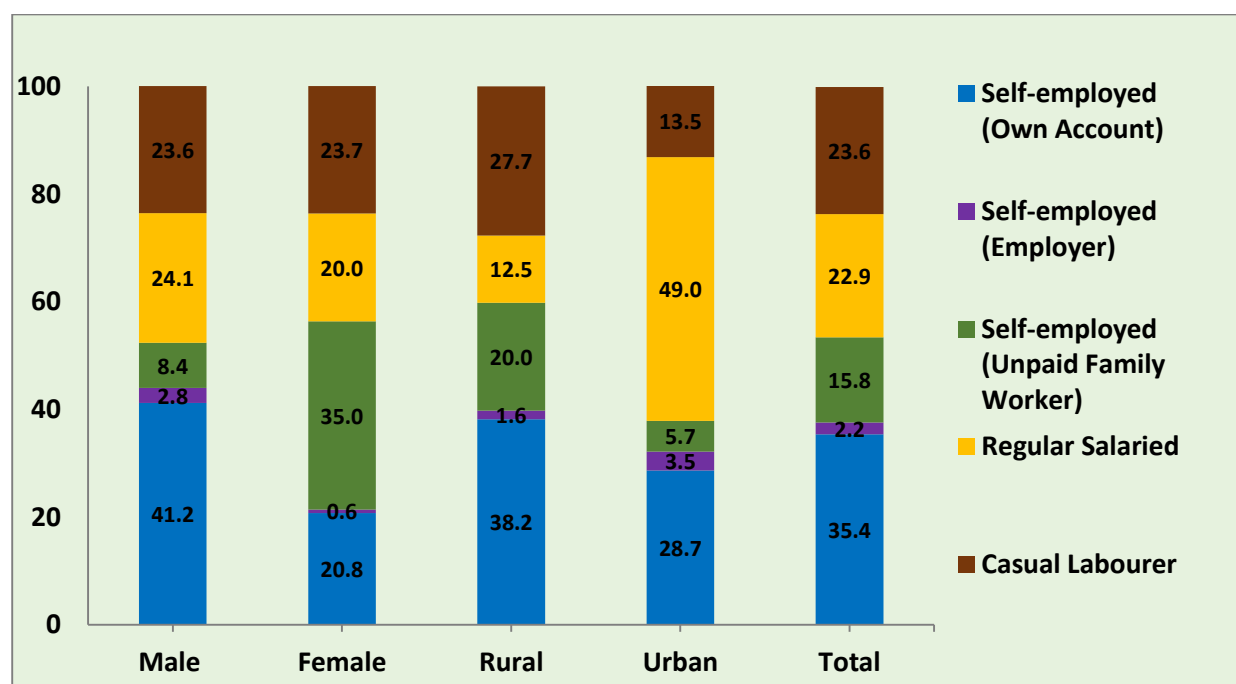
At the national level, there has been a persistent decline in the proportion of persons/youth in the labour force, i.e. those who are either employed or unemployed. The overall participation rates (15+ age cohort) has declined by nearly 10 percentage points between 2004-2005 and 2019-2020, with the drop in the female LFPR being more acute (12.7 percentage points) compared to the male LFPR (7.2 percentage points). A similar trend is visible in terms of the youth LFPR (15-29 years) with a decline of 15.5 percentage points in the overall rate, and drops of 14.6 percentage points and 16.5 percentage points for male and female participation respectively. It is also important to note that gender differentials in LFPR are persisting in India. Continuing low female participation rates and the consequent gender gap have been noted as key factors hampering India's growth potential. Several reports, such as the McKinsey report *The Power of Parity: Advancing Women's Equity in India Gender Parity* (2015), note that merely by halving the gender gap in the LFPR, India can achieve 1.4 per cent addition to the annual GDP growth rate.

Workers education activities can contribute to increasing the LFPR, especially among women. It is imperative to organise women-centred programmes both in urban and rural areas as the participation rates are low across the board. The SEWA model of empowering women and thus contributing to enhanced employment outcomes and employability of women can provide significant pointers for DTNBWED to design customised education programmes for women, particularly in terms of the method of delivery and curriculum.

3.5. Status of Employment

The status of employment of the workers is a key factor influencing the quality of earnings and social protection. One of the distinctive features of employment in India is that the majority of the workers are self-employed (53.4 percentage). In fact, India is one of the few large economies where the proportion of self-employed is higher than that of those engaged in wage and salaried employment (Figure 8). Wage and salaried workers comprise 46.5 of the employed, with 50.8 percentage among the wage workers being casual wage workers and the others being regular workers.

Figure 8: Percentage Distribution of Workers by Employment Status, 2019-20



Source: NSO, Periodic Labour Force Survey, 2019-2020.

What is significant is that an overwhelming proportion of those in self-employment are either own account workers or those who work as helpers in households. Given such a situation, improving the income earning of the self-employed and providing basic social protection to these workers need to be positioned as key objectives of policy interventions in India.

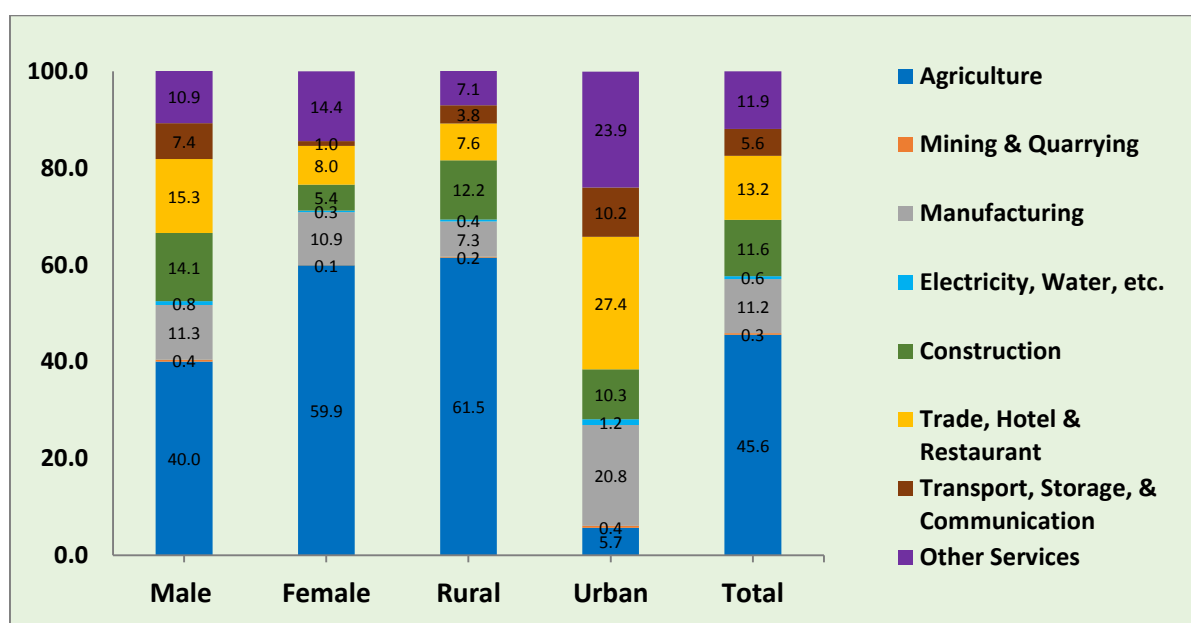
There is a tendency for training and education programmes relating to labour to focus more on the requirements of wage workers. While this needs to be continued, it is equally important to recognise that as a majority of workforce is self-employed and a significant proportion of the self-employed may be vulnerable, workers education and development programmes must also focus on the requirements of the self-employed, especially because this structure of the labour market is not likely to undergo significant changes in the next two or three decades. What is needed is workers education and development programmes which can facilitate the scaling up of income earning potential of the self-employed workers, particularly own account workers.

The existing structure of employment reiterates the need for customised programmes for different categories of workers and also certain directions in terms of the curriculum of such programmes. For instance, while the programmes for casual wage workers should focus on the recent labour codes, especially the Wage Code, the programmes for own account self-employed workers should necessarily provide information on recent schemes related to micro entrepreneurship launched in India.

3.6. Employment by Sectors

Sector-wise estimates of the workforce clearly show that agriculture continues to be a major source of employment in India, with a large majority of workers in rural areas still engaged in it (Figure 8). It is obvious that the workers education and development activities should continue to address the requirements of the agriculture sector, focusing more on information and with an orientation towards agricultural productivity-enhancing strategies as the productivity levels are low and have to be raised considerably as a means to increase farmers' income.

Figure 9: Percentage Distribution of Workers by Broad Sectors, 2019-20



Source: NSO, Periodic Labour Force Survey, 2019-2020.

It is important to acknowledge that the sectoral specificities and employment characteristics across different industrial groups are distinctively different and hence workers education activities should adopt variegated methodologies and content. While there may be some common modules in the curriculum, sector-specific requirements must be appropriately factored in to make customised interventions effective and sustainable. Analysis of employment patterns and vulnerabilities indicates that employment-intensive sectors like construction, beedi, plantation, fishing etc. must be accorded top priority in terms of workers education activities. One of the outcomes of such customised training programmes must be enhanced access for workers to the various schemes currently operationalised in different sectors. For instance, it must be ensured that every worker attending a training programme for the construction sector is registered with the Construction Welfare Boards constituted by the different state governments. Such outcome-oriented workers education activities are also important from the perspective of enhancing the visibility of interventions and ensuring their sustainability. Outcome indicators must be made integral to all major interventions of DTNBWED.

3.7. Formal and Informal Employment

An overwhelming proportion of workers in India are engaged in the unorganised sector and in informal employment. Out of the total workforce of 513 million in 2019-20, 80 per cent are in the unorganised sector (in those enterprises/ activities which employ less than 10 workers) and 89.7 per cent are in informal employment (those with informal employment relations and not having access to social security benefits) (Table 3).

Table 3: Formal and Informal Employment in India, 2019-20

	Numbers (in million)					Percentage	
	Informal Sector Employment	Formal Sector Employment	Total Informal Employment	Total Formal Employment	Total Employment	Informal Sector	Informal Employment
Male	297.9	71.1	327.9	41.2	369.1	80.7	88.8
Female	115.7	28.4	132.4	11.8	144.1	80.3	91.8
Total	413.8	99.6	460.4	52.9	513.3	80.6	89.7

Source: NSO, Periodic Labour Force Survey, 2019-2020.

Workers education and development activities should contribute in facilitating the transition of informal to formal employment. Considering that access to social security benefits is the key differentiator between formal and informal employment, workers education programmes should not only provide information pertaining to all the major social security schemes targeting unorganised sector workers but also equip the workers to access the social security benefits to which they are entitled. One of the major tasks in this regard is to prepare simple pamphlets, including e-pamphlets, preferably in the major regional languages, on key social security schemes being implemented by MoLE. Special focus should be given to e-Shram so that all the unorganised sector workers are registered in this portal, the first of its kind in India. DTNBWED should also be actively involved in analysing and preparing precise analytical reports based on the enormous and valuable data being generated in the e-Shram portal. Such analysis can also guide in the planning and execution of customised workers education and development activities for the unorganised sector, thereby ensuring that every activity is rooted in credible information.

Chapter 3

REVIEW OF DTNBWED's TRAINING ACTIVITIES

Training constitutes the most important professional work undertaken by DTNBWED. Training is a highly dynamic activity and should always respond to the challenges of change. The objectives of the training, the methodology of the training, the training curriculum, training resources, professional competencies of the trainers, and the training needs of the target groups need to be monitored on a continuous basis. These must be attuned to the aspirations of the target groups in order to maximise the training outcomes. Therefore, there is a strong requirement to undertake a thorough review of the training activities of any training institution from time to time to facilitate reorientation of training interventions according to the current need. It is with this perspective that the Committee undertook a review of the training activities of DTNBWED.

Ever since its inception in 1958, DTNBWED has been organising various kinds of training for both the organised and unorganised sector workers. This review focuses only on the training programmes and activities undertaken by the Board in the last 10 years. We believe the outcome of this review is critical from the perspective of evolving the future roadmap of DTNBWED's training activities.

Present Training Structure

The training activities of DTNBWED are situated at three broad levels:

- **Organised Sector Programmes:** The focus is capacity building of the workers, supervisors and middle-level management. The specific themes for such programmes are finalised in consultation with the management/unions. These programmes are also a source of internal revenue for the Board.
- **Unorganised Sector Programmes:** Empowerment of the workers and their representatives is the major thrust of these programmes.
- **Rural Programmes:** These programmes focus mainly on spreading awareness about welfare schemes and workers' entitlements.

While participants for the organised sector programmes are nominated by the management/trade unions, those attending the unorganised and rural programmes are identified and selected by the Board with the help of trade unions, civil society organisations, Panchayat Raj Institutions and other grassroots-level organisations.

Profiles of the training programmes currently organised by DTNBWED are encapsulated in Box 1.

Box 1: Profiles of the Training Programmes Organised by DTNBWED

Organised Sector			
A. Regional Level			
S. No	Title	Duration	Target Groups
1.	Training of Trainers	10 days	Trade union/workers' representatives from public sector/private sector
2.	Personality Development Programme	5 days	Workers from public and private sector industries
3.	Refresher Course for Worker Trainers	1 week	Workers who have conducted at least one unit-level training in their respective union in the last three years
B. Plant Level			
1.	Joint Educational Programme	1/2/3 days	Trade union/management representatives
2.	Need-based Seminar	2 days	Industry/service sector organisations from which nearly 20-25 employees participate in a batch
3.	Workers' Participation in Management	3 days	Trade union/management representatives
4.	Programmes on Quality of Life of Workers and Spouses	2 days	Employee along with his/her spouse
5.	SGF	1/2/3 days	Industry/organisations
Unorganised Sector			
S. No	Title	Duration	Target Groups
1.	4-day Empowerment Camp for Unorganised Workers/Weaker Sections	10 days	Workers from different unorganised sector activities
2.	Special Programme for Unorganised Workers	2 days	Workers from the unorganised sector
3.	Special Programme for Women Workers	2 days	Women workers from the unorganised sector
4.	Special Programme for SC/ST Workers	2 days	Scheduled Caste and Scheduled Tribe workers
5.	Special Programme for Parents of Child Labour	2 days	Parents of child labour
6.	Special Programme for SC Workers (SCSP)	2 days	Scheduled Caste workers
7.	Special Programme for ST Workers (TSP)	2 days	Tribal workers
8.	Special Programmes on Labour Welfare & Development	2 days	Workers from the unorganised sector

9.	Special Programmes for Panchayati Raj functionaries	2 days	Elected Panchayati Raj functionaries (PRI members)
10.	Special Programmes for Construction Workers	2 days	Workers from the unorganised sector
11.	Special Programmes for Stone Quarry Workers	2 days	Workers from the unorganised sector
Rural Sector			
S. No	Title	Duration	Target Groups
1.	Rural Awareness Camp	2 days	Workers from different unorganised sector activities
2.	Empowerment Camp for Rural Labour	4 days	Workers from different unorganised sector activities
3.	Retraining for Rural Sector	1 day	Workers already trained
4.	Village-level Programme on MGNREGA	2 days	MGNREGA workers
North East Special Programme			
S. No	Title	Duration	Target Groups
1.	State-level Programme	3 days	North East workers
2.	Rural Leadership Development Programme	10 days	North East workers

Table 4 presents data on the number of programmes organised by DTNBWED and the number of participants attending these programmes during the past one decade.

Table 4: DTNBWED Training: Programmes and Participants

Year	Number of programmes	Male			Female			Total
		Organised	Unorganised	Rural	Organised	Unorganised	Rural	
2011-12	9793	30,364	24,430	39,213	5726	135,482	147,423	382,638
2012-13	10,809	34,904	39,115	19,234	6179	242,595	71,208	413,235
2013-14	11,470	41,976	41,058	14,877	8318	244,934	76,865	428,028
2014-15	9630	39,622	34,614	11,214	7432	202,594	55,350	350,826
2015-16	12,837	39,764	47,307	12,283	6069	289,792	71,413	466,628
2016-17	9436	48,201	27,914	7874	8060	188,646	50,862	331,557
2017-18	8968	42,800	26,931	5481	8089	182,783	45,628	311,712
2018-19	7184	33,848	19,504	4594	5729	150,358	37,649	251,682
2019-20	6001	48,334	13,464	1626	10,405	95,797	17,312	186,938
2020-21	6489	15,881	17,810	4392	5449	140,984	33,837	218,353

Key inferences that can be drawn on the basis of the data on the DTNBWED trainings are highlighted below:

- DTNBWED has trained 3.34 lakh workers on an average per annum during 2011-12 to 2020-21. There is a strong need and potential to expand the number of both programmes and participants who can benefit from such programmes.
- Nearly 13 per cent of the workers trained through these programmes are engaged in the organised sector. Considering that training activities in the organised sector have relatively higher potential to generate revenue, there is a need to expand such training activities, especially in new and emerging domains related to employment and employment relations in the organised sector.
- Of the 87 per cent workers who had participated in the training activities related to the rural/unorganised sector, an overwhelming proportion are women. This is a very positive trend and needs to be reinforced. What is of significance is to ensure that the participation of women in such training programmes not only increases their awareness about schemes and programmes targeted at them, but also boosts the labour force participation of women.
- There has been a fairly sharp drop in the number of training programmes and of participants since 2016-17. Lack of adequate human resources – especially the shortage of education officers who form the fulcrum of the training activities of DTNBWED – may be one of the major reasons for the decline. It is a trend that needs to be revised immediately. The relevance and visibility of the institute at the national level may suffer considerably if this declining trend continues.

Our interactions with the senior officials of the Board, participants and other stakeholders concerned with the training activities of DTNBWED as a part of our evaluation exercise highlight certain qualitative aspects related to the institute's training activities.

- DTNBWED is a major national-level training institution engaged in providing education and awareness to workers, mainly at the grassroots level, across the entire nation.
- Training activities primarily address the requirements of those engaged in the unorganised sector, who constitute an overwhelming proportion of the workforce in the country.
- The training interventions of the Board over the past seven decades have undoubtedly contributed towards empowering workers and disseminating information about their welfare entitlements. Such empowerment has

significantly improved the lives and livelihoods of the workers and their families.

- The training activities of DTNBWED assume added significance in the context of major transformations in the world of work brought about by mega trends such as demographic transitions, technological advancements, globalisation processes and climate change.
- The training programmes of the Board have tended to be 'static' in terms of their broad design, curriculum and training resources over a period of time. The course materials, which form one of the most critical components of training programmes, are not being updated on a regular basis. While individual initiatives by some of the officers to update the training resources are evident, what is strikingly missing is an institutionalised system to continuously evaluate and update the training curriculum and resources. Considering that the world of work is witnessing unprecedented transformations induced primarily by technological advancements, the training activities ought to have been more dynamic. This is true in respect of both the organised sector, where the human capital content of the work processes is rising sharply and new forms of labour-management relations are emerging, and the unorganised sector, where the overall educational attainment of the worker households is increasing significantly and aspirations of young jobseekers are rising. We need to infuse a new dynamism into DTNBWED training.
- Selection of participants also needs to be reviewed. Many a time, participants attend multiple programmes irrespective of whether the content of the programmes is relevant to them or not. Currently, there is no database maintained by DTNBWED on the participants' profiles.
- The themes covered under various training programmes have also not undergone necessary changes. Changes are introduced abruptly without examining the sustainability of the themes or assessing the competencies of the trainers to impart training on those themes. Whenever any new domain of training theme or training *per se* is introduced, it should be based on proper training needs assessment and the trainers equipped with the requisite professional competence to conduct such training.
- While the officers of DTNBWED are highly committed and are doing exemplary work, particularly in terms of undertaking training programmes for the disadvantaged groups and in difficult regions, training processes and training outcomes are rarely documented. Such a situation makes most of the

training interventions of DTNBWED one-off exercises with limited possibilities for any follow-up.

- While there is a practice of obtaining feedback from the participants in every training, systematic analysis of the feedback is missing.
- Impact assessments have not been factored in as an integral part of the DTNBWED training programmes. In fact, there are no documents covering the impact assessment of the training activities undertaken by DTNBWED.

The last two decades have witnessed the dawn and rapid advance of the digital revolution in India. However, the use of digital tools and digital resources in DTNBWED training is minimal.

- DTNBWED does not publish its training calendar in advance. When training programmes are not planned well in advance, the education officer conducting the programme does not get sufficient time to complete various activities involved in training, such as selection of the participants, finalising the design, arranging the resource persons, etc., which in turn adversely affects the quality of the training.
- Training infrastructure with DTNBWED is quite limited. The available training infrastructure has also not been renovated and modernised.
- One of the major limitations of DTNBWED's professional activities is the insufficiency of professional training imparted to the officers/trainers of the Board. Training is an extremely dynamic entity, as we have noted, and it is crucial that the trainers are continuously updated on aspects such as developments in training methodology, new frontiers in learning processes, recent developments with respect to major domains of labour studies, etc. through capacity-building initiatives.
- This is the age of collaboration and networking. However, DTNBWED has not forged very many collaborations with other leading training institutions, including those of MoLE.

While it may not be possible for DTNBWED to address all the issues relating to training programmes all at once, it definitely needs to make a start at reorienting the training and education activities: the programmes must become dynamic, participant-centric, methodologically sound, rich in terms of content and sustainable. It is with this perspective that the Committee has made its recommendations for the training and education activities of the Board.

Chapter 4

INDIAN INSTITUTE OF WORKERS EDUCATION (IIWE): A REVIEW

The Indian Institute of Workers Education (IIWE), the apex training institution of DTNBWED, was established in 1970.

The IIWE is mandated to undertake the following core functions:

1. Build the competence of the officers of the Board to conduct national-level training programmes
2. Develop stronger and more responsible trade unions
3. Promote the growth of democratic process in trade union administration
4. Equip labour to achieve its rightful place in a democratic society

In order to fulfil its mandate, the IIWE organises primarily two types of training programmes: (i) in-house training programmes for officers of the Board; and (ii) specialised training programmes and seminars for the representatives of Central Trade Union Organisations/Federations and their affiliated associations.

Over the past five decades, IIWE has made vital contributions in terms of the education and training activities of DTNBWED. Several leading trade union leaders have benefitted from the various professional activities organised by IIWE aimed at developing a strong and informed trade union movement in the country.

This role of IIWE needs to be further augmented as it is one of the very few national-level institutions concerned with the development of effective trade union leadership. Apart from this, a professionally strong IIWE will be critical for injecting new dynamism in DTNBWED's grassroots-level programmes, particularly in making them more evidence based, rich in content and methodologically up to date.

Table 5 provides an overview of the training and related activities organised by IIWE during 2009-10 to 2018-19 and the level of participation in these activities.

Table 5: IIWE: Training Performance, 2009-10 to 2018-19

S.No.	Position	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
1	Chairman/Chairperson		1	20	35	31	4			1	
2	Vice Chairman	6	6	48	47	48	2		3		
3	President	72	62	47	44	70	73	49	49	29	19
4	Vice President	34	34	56	52	70	51	32	38	1	32
5	General Secretary	43	38	63	71	55	60	53	44	34	38
6	Secretary	80	74	52	51	76	102	77	49	19	75
7	Treasurer	17	17	50	51	30	26	21	19	12	20
8	Members	303	290	397	612	421	375	202	491	204	218
9	Office Bearers	2	2	67	76			39	1	129	2
10	In-house Participants	83	78	195	161	149	38	132	59	48	
11	Others	133	134	409	365	195	63	282	197	251	153
	Total	773	736	1404	1565	1145	794	887	950	728	557
	Male	593	596	969	1235	848	637	786	801	570	433
	Female	180	140	435	330	297	157	101	149	158	124
	Programs	38	31	50	50	46	37	37	38	32	27

- IIWE has been organising on an average 39 programmes per annum. However, the number of programmes has been declining since 2014-15 with only 27 programmes being organised during 2018-19.
- In fact, the dilapidated condition of the IIWE Shramik Bhawan had forced IIWE to suspend its programme temporarily since 2018-19. Subsequently, during the pandemic period, IIWE has shifted to mainly organising online training activities.
- One of the major obstacles in expanding the professional activities of IIWE has been its poor infrastructure. It goes without saying that modern training infrastructure is central to professional training activities, particularly of an apex national-level training organisation.
- It has not been possible for IIWE to respond to the training/professional needs of the officers of the Board in a continuous manner. This has had two effects. One, DTNBWED officers have not been exposed to major new developments in training methodology, curriculum development, etc. for a long time. Second, the competence and effectiveness of IIWE and its activities have become static.
- IIWE is expected to perform the central role in reviewing, developing and standardising training modules and training resources to be used by the Board in various training interventions. Here again, the performance has been

unsatisfactory. The curricula used in the Board's training programme have not been reviewed and updated on a regular basis, and hence have become outdated in many cases.

- The contribution of IIWE in developing and strengthening the trade union movement has been significant. However, at a time when trade unions are facing major challenges in responding to the massive transformations in the world of work, IIWE, being the apex organisation for training trade union leadership, should have stepped up a big way to develop the requisite competencies among trade unions.
- As an apex institution, it needs professionals to steer its activities. However, IIWE has not seen any expansion in terms of its professional strength. In fact, even existing professional positions have remained vacant for long.
- Training programmes, especially for senior practitioners, are more effective when they are organised in a residential set-up as a lot of learning and experience sharing occur outside the classroom. However, the hostel accommodation facilities of IIWE have not been upgraded over a period of time, adversely impacting residential programmes.
- There is a strong need to strengthen IIWE considerably so that it functions more professionally and effectively as the 'apex institution of workers education and development' in India. Specific recommendations of the Committee in this regard are highlighted in Chapter 5 of this report.

Chapter 5

RECOMMENDATIONS

India is at a historical juncture in its development journey. In a quarter of a century, the nation will be celebrating 100 years of its Independence. Labour will be pivotal in transitioning India from an emerging economy to a developed country when we celebrate this historic moment. Importantly, a dynamic and inclusive workers education and development system will be crucial in determining labour's capacity to be a catalyst in the growth and development process of the country, especially at a time when the world of work is witnessing massive transformations induced by demographic changes, technological advancements, changing contours of globalisation processes, and climate change.

DTNBWED, the apex national-level institution that has been attending to workers education and development in India during the last seven decades, is the ideal institution to infuse the requisite dynamism into capacity building of the country's workers. The emerging labour and employment scenario and the desired outcome – of improving the qualitative and quantitative dimensions of all aspects of work and work relations – set the framework for mainstreaming DTNBWED's professional activities.

A strong, dynamic workers education and development system can be a major contributory factor for realising important labour and employment outcomes such as: enhancing the employability of the youth; preparing workers to manage challenges related to the ageing; increasing the participation of women in the labour market; equipping the workers with requisite cognitive and behavioural skills to respond to the challenges and opportunities engendered by technological advancements; accelerating the process of skill recognition of the country; addressing the vulnerabilities encountered by workers in employment-intensive sectors; transitioning from informal to formal sector employment; and contributing to developing a strong and informed trade union movement in the country.

It is critical to recognise that the qualitative and quantitative transformations of the labour force cannot be envisaged simply as a one-time equipping of workers with appropriate education and skills. Workers education and development needs to be integrated into the career trajectory of the workers as a lifelong learning exercise. Further, in a rapidly transforming world of work, the programme for workers education and development should be conceived as a highly dynamic entity with strong, sustainable elements embedded in its basic structure to respond to the challenges of change. Given the huge and varied opportunities and challenges outlined in this report, it is obvious that DTNBWED's professional activities need to be reworked: these must meet the aspirations and needs of labour in a future-oriented manner.

It is with this perspective that the Committee has formulated its recommendations for the roadmap of the professional activities of DTNBWED.

Training Programmes: Structure, Themes, Modules

Organised Sector Programmes

- Programmes addressing the requirements of the organised sector workers should necessarily target the plant-level workers/workers' representatives from public sector and large private sector undertakings. Considering that DTNBWED has a presence in all the regions of the country and that many states in India do not have dedicated institutes to address the training requirements of workers, it is important to target state-level enterprises with relatively large workforces, such as Electricity Boards, for organising such training programmes.
- These programmes should be theme based rather than generic in nature.
- Some of the major themes on which training programmes may be developed and organised include: Technological Changes and Industrial Relations; Managing Ageing; Labour Codes; New Horizons in Labour Management Relations; Trade Union Leadership Development for Young Workers; Gender Issues at the Workplace; and Digital Literacy.
- Theme-based programmes for the organised sector could be structured based on the following modules.
 - Module 1 – Setting the context of the programme: Overall economic and labour scenario in relation to the particular sector with which the establishment is involved.
 - Module 2: Behavioural skills (like time management, problem solving, learning agility, etc.)
 - Module 3: Comprehensive coverage of the specific themes of the programme.
 - Module 4: Interactions with senior managers from major verticals of the organisation like finance, human resource management, marketing, on the opportunities and challenges for the firm.
- It may be most appropriate for DTNBWED to specialise in limited, contemporary themes rather than expanding to more domains, at least for the next five years. The obvious advantage of focusing on selected themes is that it will lead to competency building within the officers of the Board, which would contribute to promoting the demand for the programmes.

- The duration of theme-based programmes for the organised sector should be four to five days.
- It may be better to organise such programmes within the premises of the establishment if training facilities already exist there or within the same town or district where the establishment is located. This will facilitate the involvement of senior management as resource persons.
- Such programmes could be given catchy titles. For instance, all the plant level-based programmes to be organised by DTNBWED during the next three years could be titled 'Jagriti', to be followed by the theme (e.g. Jagriti: New Horizons in Labour Management Relations). Such titles are likely to enhance the brand value of DTNBWED's organised sector programmes.
- All organised sector programmes should be fee based and viewed as a major source for raising internal revenue.
- While finalising the Training Calendar of the Board in subsequent years, 20- 25 per cent of the programmes could be earmarked for the organised sector.
- Once the specific theme-based programmes to be organised during a financial year are identified, attractive brochures should be developed and circulated well in advance to the public and private sector organisations seeking nominations.

Unorganised Sector Programmes

The training programmes conducted for the unorganised sector can be situated at different levels.

Capacity Building Programmes on Labour and Development

These programmes should primarily target workers, trade union leaders and civil society organisations associated with the unorganised sector. The modules for such a training programme can be more generic in nature.

- **Module 1 – Personal Development and Health:** This module should focus on the overall development of the personality of the participants and health-related aspects. Developing a positive attitude, and awareness about recent developments in the society, politics and economy should form the thrust areas. Aspects like the significance of personal hygiene and modalities to deal with common diseases should form the part of this module. In fact, DTNBWED's existing training already imparts training on several of these aspects. The requirement might be only to reassess the training curricula and incorporate the latest developments in the

concerned areas. For instance, the recent pandemic has highlighted the significance of maintaining personal hygiene.

- Module 2 – Constitution, Labour Law and Welfare Entitlements: The key features of India's Constitution, various labour regulations and different welfare schemes being operationalised for the benefits of the workers and their families will form the core of this module.
- Module 3 – Opportunities and Challenges in the Unorganised Sector: The content of this module can be flexible, depending on the profile of the participants as well as the characteristics of the region. For instance, if the training programme is being organised in a region from where large number of workers migrate to other regions, the emphasis of the programme could be on the key do's and don'ts related to labour migration. A major topic can be the utilisation of remittances by migrant workers, stressing the need for prudence in this matter. Although all the participants may not be migrant workers, several participants attending such a programme may be potential migrants.
- Module 4 – Digital Literacy and Financial Inclusion: Considering that this is a generic programme for the unorganised sector, the discussion should centre around basic digital literacy. Some essential elements of the formal financial system should also form part of this module.

Customised and Target-centric Training Programmes

- Such programmes will primarily be organised for identified targeted groups such as: women in the unorganised sector; youth in rural areas; youth in urban areas; employment-intensive sectors (construction, beedi, textile, etc.). In such programmes, the modules will have to be target centric.
- For instance, **Training Programmes for Women Workers in the Unorganised Sector** should primarily aim at empowering women which can, *inter alia*, improve the participation of women in the labour market. Experiences of national trade unions like SEWA and civil society organisations like the Kailash Satyarthi Foundation, which conduct customised training programmes for women workers, tell us that the modules for such programmes should be developed very prudently and delivered in a gender-sensitive manner. Some of the specific learnings that provide key pointers to developing training programmes for women workers are highlighted below:
 - Training Programmes for Women Workers in the Unorganised Sector should essentially aim to contribute towards ensuring: work security; income security; social security (encompassing health care, child care, and insurance);

and food security. The programmes should provide the requisite education and skills to make women workers self-reliant – that is, ensuring individual and collective autonomy.

- SEWA has adopted an integrated approach in its training programmes encompassing: Organising; Capacity Building through Trainings; Social Dialogue for Workers' Rights; and Livelihood and Social Security. The training activities fundamentally aim to make women workers aware of their identity and rights as workers and thus increase and encourage the unionisation of women workers in the informal sector to promote collective bargaining.
 - While it may not be possible for DTNBWED to be involved in all these processes, it can collaborate with SEWA at least in respect of a major component of the empowerment process, Capacity Building through Trainings.
 - SEWA has identified 124 trades in which women workers are largely involved and has grouped them into four broad categories to facilitate 'Trade Specific Training and Activities': Labour and Construction: those who earn income by selling their labour or service (construction workers, factory workers, casual workers, diamond workers, waste recyclers, etc.); Street Vendors: those who vend on the roads/streets (fruit and vegetable, eatables, household utilities); Home-based Workers: those who work in their homes (incense stick rollers, beedi rollers, embroidery workers, etc.); and Small and Marginal Producers: those workers who are into animal husbandry or small farms and are also agriculture workers. Such a trade-centred approach can be followed by DTNBWED while designing and organising workers education and development activities for women workers.
 - Other key learnings from field-level training interventions organised for women workers in the organised sector include: training should be organised within the community of the workers; the curriculum and delivery should be simple and visually attractive; significance of being part of unions/collectives should be highlighted; basic digital literacy should be an integral part of the curriculum; training activities should facilitate interface between workers and concerned government functionaries to arrive at pragmatic solutions on issues confronting the women workers; training activities should be for a shorter duration; and payment of adequate financial compensation should be ensured.
- One of the major outcomes of training programmes organised for different categories of unorganised sector workers, including women workers, should be to ensure that all the participating workers are registered under the relevant government schemes so that the intended benefits reach them.

Theme-based Training Programmes for the Unorganised Sector

- Such programmes should focus on the most important issues confronting the unorganised sector, and target workers, trade union leaders and civil society organisations working in the unorganised sector.
- Some of the themes to focus on include: Social Security; Behavioural Skills (soft skills which are critical for developing leadership at the grassroots level); and Digital and Financial Literacy.
- A programme on social security should essentially provide information about social security entitlements of the unorganised sector workers (covering central government schemes and those initiated by the relevant state governments) and also the modalities for accessing the benefits from such schemes.

Training Programme for Agricultural Workers

- Agriculture continues to be a major sector of employment in India. Although there has been a decline in the percentage of employment in agriculture during the last two decades, agriculture employment still accounts for about 45 per cent of the total employment (2019-20), underlining the importance of the sector as a livelihood option. The agriculture sector contributes nearly 15 per cent of the GDP.
- The overall productivity levels of this sector are very low. Such low levels of productivity are primarily due to the small size of land holdings and overcrowding. Lack of appropriate irrigation facilities and poor mechanisation in several agricultural regions compound the issue.
- All reports on agricultural employment in India clearly indicate that unlike many developed countries, where the percentage of employment in agriculture reduced substantially during the process of development, such a trend is not expected in India. The lack of expansion of manufacturing is considered one of the primary reasons for this.
- Hence the need of the hour is to make agricultural sector more vibrant, productive, technologically superior and attractive to workers.
- The programmes for agricultural workers should be developed taking these facts into consideration. Here again, DTNBWED has over the years gained experience in organising similar programmes in rural areas. We need to review the course designs and infuse fresh impetus into such programmes. The Board should collaborate with the National Institute of Agricultural Extension Management (MANAGE) (an autonomous organisation of the Ministry of Agriculture and

Family Welfare, Government of India) for developing the design and content of training programmes targeting agricultural labour. MANAGE has developed specialised modules for small and marginal farmers, which can be of great value for DTNBWED training.

Specific Scheme-based Advocacy Programmes

- The focus of such programmes should be to facilitate national-level advocacy of a specific scheme or a set of schemes. They may even be in the form of organising an exhibition on the scheme(s) in a district in collaboration with the district administration. If a national-level advocacy of a particular scheme is being planned, the Board should consider seeking funding for this activity from the Ministry/organisation responsible for the implementation of the scheme. That way, the advocacy activities can also be conceived as a possible source for generating internal revenue.
- One of the major advocacy activities to be undertaken immediately by the Board is to disseminate information about the benefits of e-Shram.
- Simple indicators, such as the number of workers registered in e-Shram subsequent to the advocacy programme, will serve as an important outcome indicator of DTNBWED interventions.

Training of Trainers Programme on Trade Union Leadership Development

- One of the fundamental objectives of DTNBWED is to develop strong and informed trade union leadership in the country. DTNBWED has been organising trade union programmes for a long period and has developed requisite expertise in this domain.
- This is the appropriate time to introduce a reoriented Training of Trainers Programme on Trade Union Leadership Development. It should essentially target middle- and senior-level leadership of Central Trade Unions. The training should be done in a minimum of three phases covering different requirements falling under the broad rubric of: training methodology; leadership skills; organising strategies; emerging developments in economy and sectors; key labour and employment trends; technology and new forms of work; labour regulations; welfare entitlements of labour; case studies; data analytics; and impact assessment.
- The focus should be to develop the capacity of trade union leaders to evolve as trainers rather than simply disseminating information.

- DTNBWED should explore collaboration with the Bureau for Workers' Activities (ACTRAV), ILO, for organising this training. Such a collaboration could immediately organise a Training Workshop involving senior trade union leaders to identify the training needs of middle- and senior-level leadership. The outcomes of the Training Workshop can be the basis for designing a comprehensive Training of Trainers Programme for Trade Union Leaders.

Foundational Skills

- It is quite clear that in the age of technology, the nature of skills demanded is very dynamic. Hence, a key focus must be on imparting foundational skills to the labour force; this can be an important pathway towards a brighter future of work.
- Recent research by the McKinsey Global Institute (in 2021) on identifying the skills that people will need in the future to thrive in the world of work has zeroed in on 56 foundational skills (Box 2).
- An analysis of these skills clearly highlights that a large majority of the skills are extremely relevant for all workers irrespective of the level and sector of their employment. Some skills, such as software use and development, will of course be applicable only in the context of high-skilled workers.
- The Board could select certain specific skills from this set of foundational skills to be part of the course curricula of the training programmes depending on the training needs of the target groups and the profile of the participants. For instance, while several skills under 'self-leadership' – such as self-confidence, self-development, etc. – will be very relevant for all the workers, skills under the rubric 'interpersonal' – such as collaboration and coaching – may be more relevant in the case of workers in medium and large establishments.
- It will be of great value if DTNBWED can develop concise training material centred on all the foundational skills.

Box 2: Foundational Skills to Ensure a Brighter Future of Work

Cognitive		Interpersonal	
Critical thinking <ul style="list-style-type: none"> • Structured problem solving • Logical reasoning • Understanding biases • Seeking relevant information 	Planning and ways of working <ul style="list-style-type: none"> • Work-plan development • Time management and prioritisation • Agile thinking • Ability to learn 	Mobilising systems <ul style="list-style-type: none"> • Role modeling • Win-win negotiations • Crafting an inspiring vision • Organisational awareness 	Developing relationships <ul style="list-style-type: none"> • Empathy • Inspiring Trust • Humility • Sociability
Communication <ul style="list-style-type: none"> • Storytelling and public speaking • Asking the right questions • Synthesizing messages • Active listening 	Mental flexibility <ul style="list-style-type: none"> • Creativity and imagination • Translating knowledge to different contexts • Adopting a different perspective • Adaptability 	Teamwork effectiveness <ul style="list-style-type: none"> • Fostering inclusiveness • Motivating different personalities • Resolving conflicts • Collaboration • Coaching • Empowering 	
Self-leadership		Digital	
Self-awareness and self-management <ul style="list-style-type: none"> • Understanding own emotions and triggers • Self-control and regulation • Understanding own strengths • Integrity • Self-motivation and wellness • Self-confidence 		Digital fluency and citizenship <ul style="list-style-type: none"> • Digital literacy • Digital collaboration • Digital learning • Digital ethics 	
Entrepreneurship <ul style="list-style-type: none"> • Courage and risk-taking • Driving change and innovation • Energy, passion and optimism • Breaking orthodoxies 		Software use and development <ul style="list-style-type: none"> • Programming literacy • Computational and algorithmic thinking • Data analysis and statistics 	
Goals achievement <ul style="list-style-type: none"> • Ownership and decisiveness • Achievement orientation • Grit and persistence • Coping with uncertainty • Self-development 		Understanding digital systems <ul style="list-style-type: none"> • Data literacy • Cyber security literacy • Smart systems • Tech translation and enablement 	

Methodological and Logistical Issues

Some key methodological and logistical aspects which should be considered to enhance the outcomes of the workers education and development activities include:

- The interventions should be held in community clusters for more effective and wider participation, especially in relation to the unorganised sector activities.

- Gender issues should be an integral component of the workers education and development system. One of the key objectives in this regard should be to recognise and promote the autonomy of women workers, individually and collectively.
- The training activities should adopt flexible timings based on the working hours of the workers.
- Daily subsistence should be paid to all the unorganised sector workers attending the training activities and the allowances should be revised on a periodic basis.

Documenting Outcomes of Training and Developing Case Studies

- Over a period of time, DTNBWED has undertaken a significant number of training programmes and this would have resulted in major learnings in terms of workers education activities. However, the outcomes of these training programmes are not being documented systematically.
- It is important to document the training outcomes and develop the major learnings as case studies. Such case studies should be widely disseminated as well as used as key inputs in relevant DTNBWED training activities.
- It may be worthwhile to consider publishing a 'Compendium of DTNBWED Case Studies' on an annual basis to give visibility to the outcomes of DTNBWED training.
- Such outcome-based publications would be useful when DTNBWED approaches other organisations for funding and collaborations.

DTNBWED Training Calendar

- DTNBWED must prepare its Training Calendar well in advance. Hence there is an immediate requirement to formulate a Training Calendar for the year 2022-2023. Here, IIWE should take the lead role and coordinate with the Regional Directorates to formulate this Training Calendar.
- While it may not be possible to plan all the training programmes ahead of time, it is important to have at least 75 per cent of the training programmes announced well in advance. This will considerably help the Regional Directorate and Education Officers to plan different activities like preparation of training modules, selection of participants, preparation of presentations, preparation of impact assessment tools, etc. in a more professional manner.

- Every training programme to be included in the Training Calendar should clearly specify objectives, expected outcomes, methodology, contents, targeted participants, duration, venue and date.
- A well-conceived Training Calendar will be pivotal to enhance the visibility of the professional training being imparted by DTNBWED.
- The Training Calendar should form an integral part of the website of the Board.
- To begin with, the Training Calendar could be bilingual (English and Hindi); over a period of time it can be issued in local languages too.

Redesigning and Strengthening IIWE

The Indian Institute of Workers Education (IIWE), the apex training institution of DTNBWED established in 1970, has over the past five decades, made important contributions in terms of education and training activities of DTNBWED. Several leading trade union leaders have benefitted from the various professional activities organised by IIWE towards developing a strong and informed trade union movement in the country. As noted in Chapter 4 of the report, of late, it has not been possible to scale up its professional work to the desired standards. A professionally strong IIWE will be critical for bringing about new dynamism in DTNBWED's training programmes, particularly in terms of making them more evidence based, rich in content and methodologically up to date.

The activities of the IIWE may be redesigned and anchored in three core verticals.

- Training and Skilling
- Curriculum and Resource Development
- Research and Monitoring

Vertical on Training and Skilling

Some of the specific activities to be carried out by the Training and Skilling Vertical include:

- Induction and Orientation Programmes for the officers and staff of DTNBWED.
- Training of Trainers Programmes for Trade Unions.
- Considering that most of the participants at IIWE are trainers, it is important that the IIWE collaborates with other leading specialised institutions Indian Institutes of Management (IIMs), Xavier Labour Relations Institute (XLRI), V.V. Giri National Labour Institute (VVGNI) in conducting the training programmes. It will be appropriate if such collaborations are institutionalised.

Vertical on Curriculum and Resource Development

The main activities of this vertical will be as follows:

- Develop training and course modules and materials for the programmes being organised by the Board. An attempt should be made to standardise the curricula for different groups of training activities. However, standardisation does not mean that there will be absence of flexibility for the Regional Directorates/Education Officers to incorporate variations in training modules to attune it to the needs of the specific target group/specific regions.
- Review of training design and curriculum at regular intervals.
- Develop visually attractive materials that can be used especially for the training programmes for the unorganised sector.
- Generate short pamphlets on major programmes/schemes of the government for wider dissemination.
- Create digital resources for key areas of labour and employment, e.g. digital resources for social security schemes for the unorganised sector.
- Develop training modules and materials through continuous consultation with Regional Directorates/Education Officers so that the regional specificities are factored in appropriately and grassroots-level feedback is suitably addressed.

Vertical on Research and Monitoring

This vertical could focus on the following activities:

- Undertake training needs assessment. This can be done on the basis of certain target groups to whom the Board is imparting training and also themes on which the programmes are to be organised. Such training needs assessment should be seen as a prerequisite by the Board for developing any training activity.
- Undertake impact assessment of the Board's training. Here, the Board should first develop a set of impact indicators for different groups of training programmes it organises.
- Undertake publication. DTNBWED used to publish one of the important labour journals in India, *Workers Education*, which has been discontinued. While it may not be feasible for a grassroots-level training institute to sustain an academic journal, what the vertical can consider is publishing of best practices case studies on training interventions for workers education and development.
- Manage the database of the training programmes of DTNBWED. There is a strong need to create a database of the participants: this is critical to undertake tracing surveys and follow-up impact assessment of the training programmes.
- Use the data generated by e-Shram for workers education and development activities such as selection of the participants, selection of regions to organise the programmes on a priority, identification of the occupational categories, organising programmes on an urgent basis, etc.

Human Resources at IIWE

- The IIWE presently does not have the requisite professional competence to manage the activities generally undertaken by an apex institution. Creation of a strong professional human resource base to undertake the various functions of IIWE is critical. While some of the positions in IIWE can be manned by existing officers of the Board, it is necessary to take on subject/domain experts at least on a contractual basis. It may be worthwhile to conduct a detailed assessment of the manpower requirements for the proposed activities for the next five years.

Digitising the IIWE Library

- IIWE has a rich library with invaluable references volumes related to labour. Although they have great value, limited use has been made of these resources. It is important for IIWE to digitise the important reference volumes and other books so that they become more accessible. The library and information system should also be networked with the libraries of other leading institutions in labour studies so that there is possibility for exchange of resources.

Role in Recognition of Prior Learning (RPL)

RPL is one of the most important requirements in India and can yield host of benefits, including:

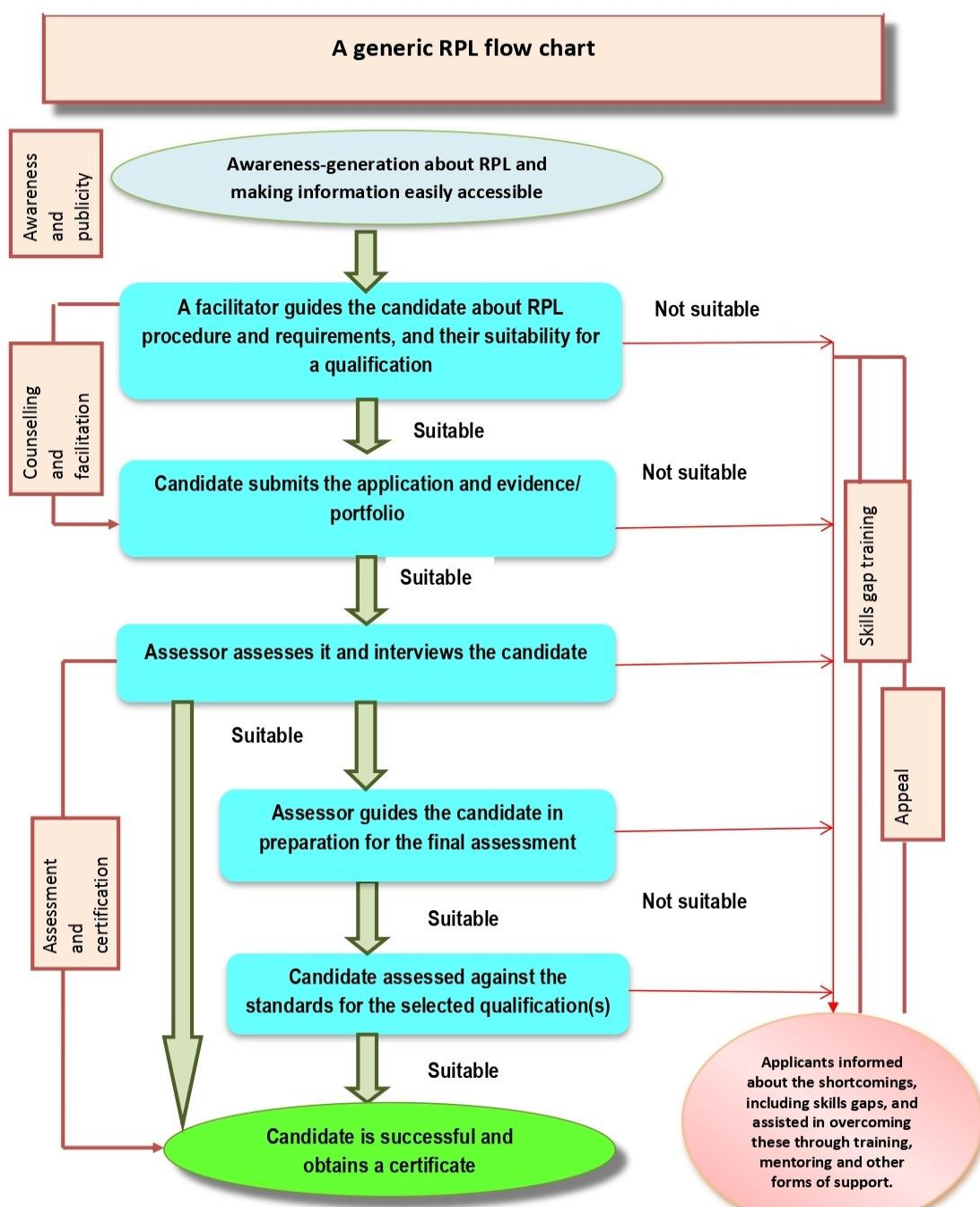
- Encouraging lifelong learning.
- Promoting social inclusion of disadvantaged groups like early school leavers by valuing experiential learning and providing opportunities to obtain certified qualifications.
- Fostering employability and thus ensuring decent jobs.
- Contributing to transitioning from informal to formal.

There is tremendous potential for DTNBWED to be partners in the RPL system at the national and state levels in India.

The specific roles and responsibilities that DTNBWED can undertake may be finalised in consultation with the National Skill Development Corporation, the apex organisation concerned with RPL in India.

A typical RPL flow chart (Chart 1, as developed by ILO) illustrates the different processes involved in RPL, and DTNBWED in consultation with NSDC can identify key roles that can be undertaken by the Board.

Chart 1: RPL Flow Chart



Once the specific responsibilities that DTNBWED can undertake as a part of RPL is firmed up, officers of the Board should be trained thoroughly on the designated roles.

Involvement in the RPL process is another area where DTNBWED can make significant contributions to the employability and employment outcomes of the unorganised sector on the one hand and generate internal revenue on the other.

Generating Additional Internal Resources

DTNBWED has primarily been engaged in undertaking training activities for workers in the unorganised sector. The training activities of the Board serves an important public purpose: empowering the unorganised sector labour through education. Currently, more than three-fourth of the beneficiaries of the Board's educational activities are women, which clearly demonstrate its efforts to address vulnerable sections of the workforce. A limited number of the activities of the Board caters to the organised sector of the workforce.

Such a pattern of activities over the decades has limited the capacity of DTNBWED to raise additional internal revenue. However, considering that internal revenue generation will become very significant for the sustenance of the Board over a period of time, this is the most suitable time for the Board to consider options to raise revenue without significantly departing from its basic mandate of empowering workers. Accordingly, the strategies identified for revenue generation should achieve a fine balance between the mandate of the Board on the one hand and raising financial resources on the other. In this context, the Board may consider the following strategies to raise the revenue:

- There is a potential to generate income through activities in both the organised and unorganised sectors.
- For the organised sector, as noted earlier, DTNBWED should develop core competencies and specialisation in organising training programmes with contemporary relevance and also where the institutional training interventions are limited. Accordingly, themes like Managing Ageing, Labour Codes, New Horizons in Labour Management Relations, Gender Issues at the Workplace should be considered top priority.
- At least 20-25 per cent of the training interventions should be customised to meet the needs of the organised sector.
- All training programmes targeting the organised sector workers should be fee based.
- The programme duration may be four to five days.
- The fees should be fixed according to whether the programme is residential or non-residential. Though the final fees may be fixed based on the basis of proper revenue-expenditure assessments, the minimum fee for a residential programme should be Rs. 30,000 per participant and that for for a non-residential programme should be Rs. 20,000 per participant.
- Apart from the Board's own officers who are competent to handle such programmes, DTNBWED should also involve experts as resource persons. Considering that they are fee-based programme, the possibility of paying an ample honorarium for the resource persons should be considered.

- The Board should be allowed to receive funds under CSR for carrying out training activities in collaboration with leading public sector and private sector organisations.
- There are two ways in which revenue generation can be made possible for programmes conducted for the unorganised sector. One is entry into new dimensions like Recognition of Prior Learning. As highlighted in the report, RPL is one of the most important requirements in India and the Board should consider associating with this process. The specific modalities of involvement can be worked out in collaboration with NSDC. Considering that the institutions engaged with RPL obtain fees for their involvement, this could become one of the Board's major activities within the unorganised sector to raise revenue. This definitely can be a game changer for DTNBWED's revenue generation.
- The Board is engaged in disseminating information on various schemes of the different Ministries of the Government of India. Wider dissemination would certainly enhance the impact of the schemes. Thus, any Ministry/organisation launching the scheme would consider the Board's intervention at the grassroots level important. The Board should consider organising customised scheme-based interventions at the grassroots level. For instance, if there is a particular programme launched by the Women and Child Development Ministry, and if the Board is involved in spreading awareness of the programme by way of an intervention, the Board must enter into a formal collaboration with the concerned Ministry and charge a professional fee for this advocacy activity.

Professional Training for DTNBWED Officers

One of the major limitations of DTNBWED's professional activities is the lack of importance accorded to professional training to the officers of the Board. Training being dynamic in nature requires the trainers to be continuously updated on aspects such as advances in training methodology, new frontiers in learning processes, developments in different domains of specialisation/themes, etc. Such competency building is critical not only for enriching the professional competence of the officers of the Board but also to enhance the outcomes and impacts of training interventions.

A detailed Training Plan for the professional development of different levels of DTNBWED officers must be developed by the Board. Some of the broad contours that may be considered while drawing up such a plan are highlighted below:

- The training programmes for the officers of the Board may be situated at three levels: (i) Induction Programme for newly recruited/young officers of the Board; (ii) Orientation Programme for the middle-level officers; and (iii) Advanced Programmes for higher-level officers.

- The training should be imparted in the most reputed national and international institutions. Some of the institutions to be considered in this regard include: IIMs, International Training Centre of ILO, etc.
- It is also important that the Education Officers of DTNBWED are trained by sister institutions of MoLE. For instance, officers can be trained at the V.V. Giri National Labour Institute on themes like training methodology, curriculum development, leadership development, etc.; the National Institute for Career Service (NICS) on the National Career Service and other state job portals; Pandit Deendayal Upadhyaya National Academy of Social Security on various aspects related to providing social security both in the organised and unorganised sectors; Employee State Insurance Corporation (ESIC) National Training Academy on schemes and benefits of ESIC ; and Directorate General, Factory Advice and Labour Institutes (DGFASLI) on occupational safety and health.
- The Training Plan should be evolved in such a manner that every officer attends at least four to five capacity building programmes in a career span of 25-30 years.
- The specific training to be imparted with respect to different training programmes should be based on a systematic training needs assessment undertaken among the officers of the Board.

International Training Programme on Workers Education and Development

DTNBWED is one of the very few institutions in the world that has been engaged in workers education and development continuously for a period of seven decades. The rich experience of DTNBWED can be of great service to other countries, especially emerging economies, with similar labour and employment characteristics. Accordingly, DTNBWED should consider launching an International Training Programme on Workers Education and Development in collaboration with ILO. Such a programme would probably be the first of its kind, and can serve as a useful platform for the expansion of ideas, methods and best practices related to contemporary workers education. This international programme could be developed under the framework of 'South-South Cooperation'.

Training Facility and Infrastructure

- DTNBWED does not possess its own training facilities and infrastructure except in a few regional and zonal centres. Developing modern infrastructure in every region is a difficult proposition. Hence, the most appropriate way to overcome this limitation of lack of adequate training infrastructure is to collaborate with other institutions/organisations, particularly government organisations.
- Two major social security organisations under MoLE, ESIC Corporation and Employees Provident Fund Organisation (EPFO), have excellent training facilities which can be used for DTNBWED training in different parts of the country.

- A distinct advantage of having such collaborative arrangements is that senior officers/experts of the concerned organisations can also be involved as resource persons in the training activities of the Board. For instance, if the training programme is organised in the premises of ESIC, doctors or other senior officers can impart training on aspects related to health education.
- DTNBWED should also explore the possibility of using the training infrastructure of large public sector and private sector organisations for imparting training. If the Board is conducting a fee-based programme in a public sector undertaking using the PSU's training infrastructure, the Board could propose a reduction in the training fee so that it acts as an incentive for the public sector to share its training infrastructure.
- One of the prerequisites for using the existing infrastructure is to map the available training infrastructure at the regional/state levels.

Expanding Digital Infrastructure

- Use of digital resources and digital tools should become an essential component of the training activities of the Board. As suggested earlier, Board should also develop the competencies to organise training activities around digital literacy.
- The current level of digital infrastructure is not equipped to undertake these important professional responsibilities.
- The Board needs to carry out a detailed digital audit to identify the requirements for providing basic digital infrastructure in all its regional directorates and digital support to all the officers. Such an audit may examine the needs and modalities for setting up an IT Cell at DTNBWED and explore how far digital expansion at the Board can benefit from and also partner with major national-level programmes/platforms like National Digital Literacy Mission, Pradhan Mantri Gramin Digital Sakharata Mission and Swayam.

Augmenting Human Resources of DTNBWED

- The capacity of DTNBWED to expand and diversify its professional activities will crucially depend on its ability to augment its human resources.
- Presently, the Board faces a major shortage of human resources and this has adversely impacted the performance of the organisation.
- There is an urgent need to fill up the existing Education Officer vacancies.
- Since recruitment for filling up vacancies can be a time-consuming process, it is proposed that, at least as a short-term arrangement, the Board should engage retired DTNBWED officers on a contractual basis as consultants. Since these individuals have the requisite competence, they are most suited to supplement the existing the human resource base. They can be appointed on contract in the regions

from where they retired to avoid any language problem in conducting training programmes.

- Guest faculty is a strategy used by most reputed institutions to obtain relevant expertise as well as augment human resources available for training activities. The present rate of honorarium paid by DTNBWED is too low to attract competent resource persons. There is an imperative need to raise the honorarium for guest faculty. The minimum honorarium for a session (90 minutes) should be Rs. 2500. As noted earlier, the honorarium for guest faculty for fee-based programmes must be fixed at a higher rate and also made somewhat flexible. Once the honorarium is fixed at a higher level, the Board can also make it mandatory for the resource persons to prepare short PPTs of the sessions, which will enhance the quality of training resources.

Forging Professional Collaborations

- This is the era of professional collaborations. Reputed institutions globally forge collaborations for ensuring professional excellence and expanding the outreach and impact of their activities. DTNBWED has lagged behind in forging professional collaborations.
- Possibilities for forging professional collaborations in several areas have been outlined in many of the recommendations. The process of forging collaborations should be set rolling immediately and the initial collaborations can be established with the training institutions under MoLE (V.V. Giri National Labour Institute; National Institute for Career Service; Pandit Deendayal Upadhyaya National Academy of Social Security; ESIC's National Training Academy; and DGFASLI).
- Such inter-institutional collaboration among the training institutions of MoLE – which is currently not in place – will lead to several benefits: promoting specialisation in the core training areas; avoiding duplication in training activities; optimum utilisation of human, financial and physical resources; and enhancing the visibility of the flagship activities of the Ministry.

APPENDIX TABLES

Appendix Table 1: Distribution of Population Aged 15 or Above Years by General Educational Level

Educational Level	Million			Percentage		
	2004-05	2011-12	2019-20	2004-05	2011-12	2019-20
Primary or Below	442.8	440.1	420.0	61.0	51.3	41.8
Middle	116.4	142.2	197.9	16.0	16.6	19.7
Secondary	73.8	119.7	138.9	10.2	13.9	13.8
Higher Secondary	42.3	75.8	117.2	5.8	8.8	11.7
Diploma/Certificate	9.1	10.7	12.6	1.3	1.3	1.3
Graduate	31.9	52.8	89.6	4.4	6.2	8.9
Post-graduate & Above	9.2	16.9	29.1	1.3	2.0	2.9
All	725.5	858.3	1005.4	100.0	100.0	100.0

Appendix Table 2: Distribution of Youth Population (Age 15-29 Years) by General Educational Level

Educational Level	Million			Percentage		
	2004-05	2011-12	2019-20	2004-05	2011-12	2019-20
Primary or Below	134.6	106.9	62.1	46.5	32.5	18.4
Middle	67.3	74.8	82.3	23.2	22.8	24.4
Secondary	41.9	66.1	67.5	14.5	20.1	20.0
Higher Secondary	25.9	47.4	70.3	8.9	14.4	20.9
Diploma/Certificate	4.0	5.9	5.9	1.4	1.8	1.7
Graduate	12.9	22.3	40.1	4.5	6.8	11.9
Post-graduate & Above	3.1	5.4	9.1	1.1	1.6	2.7
All	289.7	328.7	337.4	100.0	100.0	100.0



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Ministry of Labour & Employment
Government of India