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**Dr. D. Suresh**



**SOCIETY FOR PUBLIC WELFARE AND INITIATIVES**

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### CENTRAL BOARD FOR WORKERS EDUCATION SCHEME– A STUDY



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**Abstract:** *This paper briefing the origin and working of the Central Board for Workers Education Scheme which is aimed to empower the workers in various public and private sector organizations in India.*

**Keywords,** *Workers Education Scheme, Central Board of Workers Education, Working.*

#### Introduction

The Central Board for Workers Education (CBWE) is an autonomous body under the Ministry of Labour & Employment, Government of India. It is registered under the Societies Registration Act, 1860. Started in 1958, the Workers Education Scheme in India has been playing a very significant role in our national development; creating an enlightened and disciplined workforce and bringing about desirable behavioural changes in our workforce in the organized, unorganized and rural sectors. It gets grants-in-aid from the Ministry of Labour & Employment to operate its activities. The Scheme of Workers Education aims at achieving the objectives of creating and increasing awareness and educating the workforce for their effective participation in the socio-economic development of the country.

#### Aims and Objectives of CBWE

The aims and objectives of the CBWE are:

1. To develop amongst the workers a greater understanding of the problems of their social and economic environment, their responsibilities towards the family and their rights and obligations as citizens.

2. To develop the capacity of workers in all aspects to meet the challenges of the country.
3. To develop strong, united and more responsible Trade Unions.
4. To empower the workers as employees of the organization.
5. To equip all sections of workers, for their intelligent participation in the socio-economic development of the nation.
6. To meet the needs of workers to have access to ways of acquiring and continuous up-gradation of knowledge and skills.
7. To strengthen among all sections of the working class a sense of Patriotism, National Integrity, Unity, Amity, Communal Harmony, Secularism and pride in being an Indian.

### **Administrative Setup of CBWE**

To achieve these objectives, various training programs are conducted by the Board for the workers of formal and informal sectors at national, regional and unit levels through a network of 50 Regional and 09 Sub-Regional Directorates spread all over the country and an apex Training Institute viz. Indian Institute of Workers Education (IIWE) at Mumbai. To supervise the training activities of the Regional Directorates there are six Zonal Directorates at Delhi, Kolkata, Chennai, Mumbai, Bhopal, and Guwahati.

### **Activities of CBWE**

The Central Board for Workers Education focuses special attention on the workers of North-East. The region is covered by the CBWE through its four regional Directorates situated at Guwahati, Imphal, Tinsukia, and Siliguri. Besides regular training programmes, special programmes on topics such as HIV/AIDS, Human Rights, National Integrity and Communal Harmony etc. are also conducted for workers of tea garden. A Zonal Directorate to monitor the worker's education activities of the North-East Region has been established by the Board at Guwahati.

### **Role CBWE is Performing in Promoting Harmonious Industrial Relations**

The CBWE aims to inculcate awareness among the working class about their rights and obligations for their effective participation in the socio-economic development of the country. To change the mindset to facilitate the promotion of harmonious industrial relations many programmes are conducted by the Board such as:

1. Advanced Training Programme for Activists of Trade Union Organizations/ Federations
2. Joint Educational Programme for New Members of Joint Councils at Enterprise Level

3. Joint Educational programme on Participative Management
4. Personality Development Programme
5. Programme for Training of Trainers
6. Need-based seminars

### **Services are Rendered by the CBWE**

The Board imparts training to the different segments of workers. The training programmes cover workers from the following sectors:

1. Organised Sector
2. Unorganised Sector
3. Rural Sector

### **Organized Sector**

1. First level – training is given to the candidates selected through a country-wide advertisement for employment as Education Officers under the Board. After successful completion of training at IIWE, Mumbai, these Education Officers are posted at different Regional Directorates.
2. The second level, workers from different establishments, sponsored by the Trade Unions and released by employers, are trained at the Regional Directorates. The workers so trained are called Workers Trainers.
3. The third level, which is the most important level, the Workers Trainers conduct classes for the rank and file of workers in their respective establishments.

### **Unorganized Sector**

The Board has taken the task of educating the workers of the unorganized sector to develop awareness about their problems. The workers of the following units are covered under these programs:

1. Beedi Industries
2. Coir Industries
3. Handicrafts
4. Handloom
5. Industrial Estates
6. Khadi and Rural Industries
7. Power loom
8. Sericulture

9. Small Scale Industries
10. Other Categories

### **Rural Sector**

The Board has launched the rural worker's education scheme in 1977-78 with the objectives to:

1. Promote among rural workers, awareness of the problems of their socio-economic environment and their privileges and obligations as workers, as members of the village community and as citizens;
2. Educate rural workers to enhance their self-confidence and build up a scientific attitude;
3. Educate the rural workers in protecting and promoting their individual and social interests'
4. Educate rural workers in developing their organizations through which they can fulfil socio-economic functions and responsibilities in the rural economy and strengthen the democratic, secular and socialist fibre of rural society; and
5. Motivate rural workers for family welfare planning and to combat social evils.

### **Conclusion**

Workers Education, no doubt, is essential for a new orientation in trade union training and strategy and to make the workers aware of their rights and responsibilities. But the investments made in workers education must bring proper returns if it has to remain viable. Cost-benefit analysis alone will show the rate of return on investment made in the Workers Education Scheme. There is enough scope as well as the need for improving it. The success of the Scheme depends to a great extent on responsive co-operation from the unions and the management, and also active and enthusiastic participation from the worker teachers and rank and file workers.

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