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Contents

| | |
|---|----|
| 1. Implementation of Land Purchase and Land Distribution Scheme in Telangana- <i>A Study</i> ----- <i>U. Gangadhar</i> | 1 |
| 2. Seven Exodus of Kashmiri Pandits- <i>A Study</i> ----- <i>Anugandhula Srinivas</i> | 10 |
| 3. Important Forts of Telangana- <i>From the earliest times up to 18th C.A.D.</i> ----- <i>Prithvi Kumar Chavan. P</i> | 18 |
| 4. Industrial Workers' Education Programmes- <i>A Case Study in Bharath Dynamics Limited, Hyderabad</i> ----- <i>Alsingh Ajmeera</i> | 23 |
| 5. Public Distribution System in India- <i>An Overview</i> ----- <i>Devath Rambabu</i> | 39 |
| 6. Impact of Education on Tribal Life- <i>An Overview</i> ----- <i>Dr. Bhukya Srinivas Nayak</i> | 48 |
| 7. A Study of the Agricultural Indebtedness of Tribal Farmers With Special Reference to I.T.D.A. ----- <i>M.V. Kaleswara Rao</i> | 54 |
| 8. Political Influences in Judiciary- <i>A Study</i> ----- <i>Gundu Suresh</i> | 89 |



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INDUSTRIAL WORKERS' EDUCATION PROGRAMMES: A CASE STUDY IN BHARATH DYNAMICS LIMITED, HYDERABAD



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Abstract: *India is the second-largest populated country in the world and is rich in human resources. Where there are more human resources, more production and development should follow and the country is likely to emerge as a developed nation in all respects. But this has not happened in the Indian context. The large and illiterate workforce in India instead of being an asset to the nation became a burden to it and the country ended up in poverty unable to cater to the needs of its citizens. This paradox of India remaining a third world country when there were more resources and hands to work was a baffling situation for the policymakers. A critical survey of this pathetic situation pointed to the poor quality of the Indian workforce. The workers were largely illiterate, unrecognized and unaware of the modern training methods and quality improvement techniques. They were exploited in all walks of life and were made to their rights and responsibilities as members of society or the trade unions. They never felt involved in the nation's building process. Every scheme implemented requires a feedback analysis of its effectiveness to carry forward the schemes with more vigour. The Workers' Education Programmes are also conducted by the Bharat Dynamics Limited, Hyderabad for its workers, no in-depth study has been conducted to gauge its impact and its efficiency. The study is hence relevant in this context.*

Keywords: *Bharath Dynamics Limited, Workers Education Programme, Implementation, Impact*

Introduction

Industrialisation is becoming a sign of economic supremacy between nation and nation in the world. The contribution of industrialisation to the economic advancement

of the developed countries of the world needs hardly any mention. The equitation and aspirations of the countries belonging to the third world linked with industrialisation are full of hope to bring about economic progress, prosperity and self-sufficiency.

As a consequence of industrialization, the rapid technological changes everywhere, and with the increase in most of the under-developed countries, both management and workers have been faced with wider responsibilities and new problems. A primary factor in the development of constructive labour-management relations is the attitude of management and that of labour. To a very large extent, these attitudes are formed by education and experience and modified by the current pressures of the industrial and social situation in each country. This has placed an accent on adaptation and learning and has given considerable impetus to management development and Workers' Education, particularly in the industrially less advanced countries, where the needs are greatest and the problems are acute.

The International Labour Organization has been conscious of these needs and built up its service in the field of Workers' Education by launching the Workers Education Programme in 1956. During the same period, based on the observations of the Royal Commission of Labour, 1931 which viewed that the root cause of all industrial unrests was the then prevalent illiteracy among the industrial workers, the Indian Workers' Education Programme has evolved. But the Indian situation warranted driving illiteracy first and then the task of educating the workers about their requirements that change from time to time. The basic objectives of Workers' Education in India and that of ILO are more or less similar.

Since its Independence, India is painstakingly striving to enlarge and broad-base its industrial activities to enter into a period of economic development. Besides the priority sectors, a lot of resources, both material and human, are being brought under the arena of planning to achieve this end. There is no dearth of material as well as of human resources in this country. The human resource factor is a blessing in disguise for quick industrialisation provided due attention is given to the quality of this factor.

The quality of manpower (labour-force) depends largely on the surroundings in which they have been brought up and the quality and quantity of education & training they have received. The National Commission on Labour in its Report emphasises the need for labour education in India for giving an impetus to the cause of industrialisation. The Commission points out some important changes that could occur in the field of labour. The labour policies of the central and state government may take a new turn to meet the developing situation and workers need to be educated about these things. The success of the labour policy in future will ultimately depend on how it is taken by those for whom it is meant.

Workers' education will have to play an important role in preparing labour for the social order characterised by expanding the public sector and social control for

shouldering new responsibilities. Soon joint consultation in the industry will no longer be a mere experiment and workers will have to be educated in their role, and be re-oriented to the socialistic objectives and attitudes reshaped to meet the growing challenge of the new pattern of industrial life. It can also be foreseen that the pattern of trade unionism in India will undergo significant changes and the trade union movement will mature itself into a healthy and powerful instrument of collective bargaining. In the foreseeable future, inter-union and union rivalries will be replaced by the realisation of having one union in one industry. A modest beginning in this direction has already been made by the three Trade Union Organisations in this country viz., Indian national Trade Union Organization (INTUC). All India Trade Union Congress (AITUC) and Hind Mazdoor Sabha (HMS) by their Unity accord of May 1972. Workers' Education will play an ever-increasing role in this field.

The Indian industrial setup necessitated labour education for a variety of reasons. Employers used to exploit industrial labour by denying them their legitimate rights such as wages, working conditions, promotions, working hours and leaves etc. The various facilities available to workers as per different Acts or legislation were refused by employers to their exclusive interests of profit. The workers, instead of any appreciation, were accorded penalties and they were victimised on small pretexts. The industrial workers of the pre-education era could not be united owing to illiteracy and hence, most of them were disciplined and frustrated, in general, they led mediocre lives and could not improve their standard of living. The realisation grew both among employers as well as industrial labour that an educated workforce would be beneficial to the industry, Literate workers conscious of their duties and responsibilities would work wholeheartedly and help create a peaceful industrial environment suitable for vigorous industrial activity with higher productivity and greater profits to industrialists. On the other side of the coin, industrial workers would be benefitted by themselves through more sustained earnings to bring about an improvement in the quality of their living.

As compared to general education, workers' education is limited in its scope. However, the scope of workers' education covers general, vocational, social, cultural and adult education. It also emphasizes the development of leadership from amongst the labour and discourages outside leadership. The broad framework of aims and objectives of workers' education hinges on the participation of industrial workers in the socio-economic transformation of the country with a sense of dutifulness towards society, trade unions and industry in general and their families in particular by evolving leadership from among the rank and file to have strong, united and more responsible trade unions for strengthening democratic processes and traditions in the Trade Union Movement and to shoulder ultimately the responsibility of Workers' Education through the union. The Workers' Education depends on several factors such as the content of education, managerial attitude, quality and efficiency of workers which differ from unit to unit and person to person in India.

To introduce and enlarge educational activity among Indian Industries, the Government of India on the recommendations of the Experts of the Study Team established in September 1958 a Semi-autonomous tri-partite board namely the Central Board for Workers' Education (CBWE) at Nagpur. For the sake of fulfilling the avowed aim of spreading education among industrial workers at the national level, the CBWE has established Bombay its training wing called the Indian Institute of Workers' Education (IIWE).

Several scholars from different disciplines have researched the programme of Workers' Education. A significant drawback of all these studies is they were limited in focus, aims, methods, the universe, worker-trainees, worker-teacher, sample, relevance, adequacy, syllabus, and covered public and private sectors, no study has done not focus on the implementation and impact of the Workers Education Programme concerning Bharath Dynamics Limited.

Significance of the Study

India is the second-largest populated country in the world and is rich in human resources. Where there are more human resources, more production and development should follow and the country is likely to emerge as a developed nation in all respects. But this has not happened in the Indian context. The large and illiterate workforce in India instead of being an asset to the nation became a burden to it and the country ended up in poverty unable to cater to the needs of its citizens. This paradox of India remaining a third world country when there were more resources and hands to work was a baffling situation for the policymakers. A critical survey of this pathetic situation pointed to the poor quality of the Indian workforce.

The workers were largely illiterate, unrecognized and unaware of the modern training methods and quality improvement techniques. They were exploited in all walks of life and were made to their rights and responsibilities as members of society or the trade unions. They never felt involved in the nation's building process. Every scheme implemented requires a feedback analysis of its effectiveness to carry forward the schemes with more vigour. Though the Workers' Education Programmes are conducted by the Bharat Dynamics Limited, Hyderabad

Bharat Dynamics Limited (BDL), was incorporated on 16th July 1970 as a Public Sector Undertaking under the Ministry of Defence, Government of India. Over the years, BDL has evolved as one of few industries in the world having state-of-art facilities for the manufacture and supply of Guided Missiles, Underwater Weapons, Air-born products and allied defence equipment for the Indian Armed Forces. BDL also offers Product Life Cycle Support for all equipment supplied and also refurbishment/life extension of vintage Missiles already available in the inventory of the Indian Armed Forces. While fulfilling its basic role as a guided weapon system manufacturer, BDL has also built-up in-house R&D capabilities primarily focused on Design & Engineering

activities. In response to the Atmanirbhar Bharat, BDL is relentlessly working to contribute its part towards the creation of a self-reliant India in the area of Defence. The BDL is endeavouring to ally with foreign companies to take the Make in India mission further. Thrust is being given to exploring tie-ups with OEMs for new missiles and underwater weapons for potential Transfer of Technology.

Though the Workers' Education Programmes are conducted by the Bharat Dynamics Limited, Hyderabad, since its inception, no in-depth study has been conducted to gauge its impact and its efficiency. The study is hence relevant in this context.

Objectives of the Study

The overall objectives of the study are:

1. To evaluate and assess the effect of the Workers' Education Schemes by the Bharath Dynamic Limited in achieving its set goals.
2. To evaluate and assess the effect of the Workers' Education Schemes on the development of healthy mental attitude to work discipline, productivity, leadership and the intelligent participation of employees in social and economic development.
3. To review the achievements of the Workers' Education Programmes in Bharath Dynamic Limited.
4. To identify the problems involved in implementing Workers' Education Schemes.
5. To suggest suitable measures for the effective implementation of the Workers' Education Schemes in Bharath Dynamic Limited.

Hypothesis

The effective implementation of the Workers' Education Programme is ensured the inevitable impact on the organization and workers towards the development of the organization and welfare of the worker.

Research Design

To translate the theoretical framework and conceptual interrelationships into a research plan a descriptive research design was formulated. A descriptive research design was formulated to describe the perception of the workers toward the implementation effectiveness of the Workers Education Programme.

Research Setting

BDL has four manufacturing units, out of which three are located in Telangana State (Hyderabad, Bhanur and Ibrahimpatnam) and one in Andhra Pradesh (Visakhapatnam). As a part of its expansion plan, BDL is setting up one unit at Amravati in Maharashtra to cater to the growing demands of the Armed Forces. Hyderabad unit

has selected the study as it is the capital city of the Telangana and nerve centre of all economic activities in Telangana. It has so far trained 2000 workers.

Universe and Sampling

The workers play a significant role in spreading knowledge and imparting education to the workers in the BDL. The total number of workers trained under the Workers Education programme by BDL since its inception was 2000.

Sampling

The sample frame consists of 300 workers. As it was difficult to study all the workers owing to constraints of time and money, the study was confined to 15% of them. Therefore, a sample of 300 workers has been selected as sampling for the present study by following the random sampling method.

The present study has also taken into its purview the views of workers who are familiar with the Workers Education Programme was prepared and out of which 248 male workers and 52 female workers who belong to non-executive personnel were selected as samples for the study.

Method and Tools of Data Collection

The tools of data collection were finalized based on the knowledge and experience thus obtained the tools were improved upon by making necessary changes and techniques refined to serve the purpose of the enquiry more effectively.

The interview schedule was designed to elicit information on the structural, behavioural, motivational/evaluative and attitudes of workers on the various facets of the Workers Education Programme.

One interview schedule was prepared and administered for eliciting information from the workers and the questionnaire was designed for collecting data from the workers. As the main focus of the study is on workers to cover all the details of the Workers Education Programme. The interview schedule for workers consists of five parts. The first part of the interview schedule consists of questions seeking information on the demographic characteristics of the respondents. The second part of the schedule deals with the questions relating to workers about of Workers' Education Programme. The third part of the schedule contains questions seeking the views of the respondents about the types of Workers' Education Programme. The fourth part contains the questions seeking the views of the respondents in general and questions relating to the impact of the programme. The last part of the schedule includes the suggestions of the respondents.

In the field study for the collection of data, survey techniques were employed through the administration of interview schedules. However, they were not entirely relied upon. Observational methods were given due prominence in the collection of the data.

The secondary data has been collected through the annual reports of the Bharath Dynamics Limited, Central Board Workers Education, Libraries of the University of Hyderabad, Hyderabad; Kakatiya University, Warangal; Osmania University, Hyderabad; Indian School of Business, Hyderabad; National Bank for Agriculture and Rural Development, Hyderabad. Along with these sources, also approached Books, Journals, Research Works, and Reports.

Data Collection

After the finalization of the tools for the collection of data and the selection of the subjects to come under study is over, administered research tools to the sample population to collect data about the study. During the first visit, met the respondents during duty hours and explained to them the purpose of the study and informed them that the information obtained from them would be kept confidential. The subsequent visits were made after working hours and sometimes made home visits and collected data from workers. The average time taken to collect data from the worker is 2 hours. In the case of educated workers, circulated the questionnaires and collected them the next day. As the respondents were familiar with the programme and purpose of the study, the collection of data from the large sample took 6 months from January 2021 to July 2021.

Problems in Data Collection

The interview schedule was developed in the regional language, Telugu and in the case where the schedule happened to be a non-Telugu speaking person, such persons were assisted by oral translation and results were recorded on the schedules accordingly. Although a good number of people from each group were available to involve in the survey, a greater effort was made to convince the respondents to make them accept the schedule. Recovery of the circulated schedules needed special efforts and the information on the degree of effort made to recover the interview schedule from each of the questionees was used to express the motivation required by the questionee which indirectly indicated the general interest and awareness level of the sample in the programme. After the recovery of the interview schedule, the individuals were made to enter into a brief discussion, wherein some questions either related to those in the schedule or those that most the people hesitate to answer in writing. Some of the questions helped in the indirect assessment of some of the study's objectives.

Data Analysis and Presentation

The collected data are analysed by the use of simple percentage analysis and graphs.

Tools Applied

The horizontal percentage analysis is often used in data presentation to simplify numbers, reducing all of them to a 0 to 100 range. This tool is determining the percentage of respondents who favour a particular option and in contrast.

Findings

The major finding of the study given below:

1. The majority of the workers are males, in the age group 51-60 years with a good service about 30-35 years in the BDL.
2. The majority of the workers were having educational qualifications beyond ITI, Diploma and Under Graduation. Very few of the workers have higher education. However, there were no illiterates or neo-illiterates in the workers.
3. An average of 243.79 (81%) of the workers have attended their classes, and 19% of respondents' attendance in their classes was very poor and highly irregular due to the domestic responsibilities and unsuitable times were the common reasons for irregularity.
4. The methods preferred for teaching include discussions, seminars, lectures, debates, role-plays and audio-visual teaching. However, most programmes are adopting lecturer and audio-visual teaching only.
5. It is found that most of the workers (19%) were not successful in impressing their activities of learning at the unit level and also during the industrial visit.
6. It is found that the cooperation of the management in promoting the facilities and the cooperation of CBWE in supervising and guiding the programmes was satisfactory.
7. Results of the present study indicate problems of discipline, wastage of time and resources, and work ethics have improved after the involvement of the Workers Education Programme.
8. An analysis of the results of the present study reveals that the participation of the management, workers unions, and CBWE in the conduct of the Workers Education Programme is effective as required in extending their cooperation.
9. Even though the majority of the respondents (81%) are nominated and sent by the organization, for the training, several factors motivate workers to undergo Workers Education Programme to gain knowledge.
10. It is observed that lower and higher age respondents are not well disposed towards productivity education, compared to the middle-aged group of 31 to 40 (17%) years respondents.
11. In terms of punctuality, it is found that 90% of the respondents have followed good Disciplinary Consciousness.
12. In the case of getting knowledge to use the machinery, 72% of the respondents got the knowledge to use the machinery.
13. In the case of productivity, 85% of the respondents have improved their production/productivity capacity.

14. In the case of Social Security Act aspects, 83% of the respondents are aware of the social security Act.
15. In the case of utilization of the latest technology, 72% of the respondents, knowledge has improved in this concern.
16. In the case of work-life balance, 72% of the respondents are awesomely managing their work-life balance.
17. It found that 82% of the respondents
18. It is found that 82% of the respondents are aware of women's empowerment aspects.
19. It is found that 84% of the respondents' behaviour regarding organisational culture has improved.
20. It is found that 85% of the respondent's awareness has improved in the aspect of Industrial relations/Employee Relations.
21. It is found that 85% of the respondents are aware of occupational health and safety.
22. It is found that 90% of the respondents' awareness regarding their health care has improved.
23. It is found, that 72% of the respondents, creativity regarding work performance has been improved.
24. It is observed that 72% of the respondents are aware of the work ethics.
25. It is observed that 72% of the respondents are fractionated regarding accidents at the workplace.
26. It is observed that 72% of the respondents have control over the utilization of the resources during production.
27. It is observed that 82% of respondents succeeded in managing /coping with work stress.
28. It is observed that 82% of the respondents are aware of the labour insurance programmes/programme aspects.
29. It is observed that 82% of the respondents are aware of the workers' welfare aspects.
30. It is observed that 82% of the respondents' work efficiency has improved.
31. It is observed that 83% of respondents' relations between co-works aspects have been improved.
32. It is observed that 83% of the respondents are aware of employee standing orders.
33. It is observed that 88% of respondents' attitudes have favoured organization development.

34. It is observed that 93% of the respondents' performance regarding work safety has been improved.
35. It is observed that 82% of the respondent's savings are improved.
36. The results of the research show that the Workers' Education Programmes are not able to attract white-collared, educated and young workers.

It can be concluded that the various Workers' Education Programme sponsored by the BDL and CBWE show satisfactory results. These programmes not only help raise production and productivity in the BDL units by imparting technical know-how among workers but are also a source of prosperity both to management and workers by improving their standard of living. The happy and prosperous workers are assets not only to their organizations but they are good citizens, conscious of their socio-economic responsibilities toward a society in general and their families in particular. The working of Workers Education Programmes discloses that the literate workforce easily understands the language of peace and harmony and does not indulge in uncalled for activities detrimental to industrial peace. The net impact of the Workers' Education Programme on the workers of BDL, manifests itself in the form of increased discipline consciousness, healthy relations between co-workers, improvement in working efficiency, organizational behaviour, reduction in wastage of resources, precautioned regarding accidents in the workplace, improvement in occupational health and safety, awareness regarding the aspects industrial relations/employee relations, social security acts, employee order, utilization of new technology and machinery, improvement in savings, personal health, performance, productivity, etc.

Suggestions and Proposals

For the effective result of the Workers' Education Programme, based on the observations in the present study, a few suggestions were made below.

1. Emphasized the brochures in the regional language to supply enough reading material.
2. Involvement of Universities and Institutions dealing with the Workers' Education Programme is a must for better orientation.
3. It is also described to have at least one objective type test after unit level classes batch.
4. Management should provide worker teachers with special time off to enable them to attend the classes.
5. Modification of syllabus to create the needs specific to their profession and extension of Workers' education period from 15-20 days.
6. Proper legislation should be made to make the Workers' Education compulsory during the first year of service in any industry and senior

1. worker-teachers are to be employed exclusively for the purpose, who will be continuously organized the programme for the untrained workers.
7. Provision of accommodation for classrooms, study rooms, study tours, teaching aids, supply of textbooks and stationery in gratis.
8. That the government should pass legislation for the compulsory participation of each worker in the Workers' Education classes and link up with the career advancement.
9. The CBWE and the management should co-operate in developing high use of audio-visual aids for effective teaching and also improve the classroom conditions.
10. The course syllabi should be revised.
11. The entire cost of the programme should be borne by the CBWE, and the concerned management and release the grants well in advance to the trade unions so that the work of the Workers Education Programme will not be hampered.
12. The location of the classroom, provision of space, and transport facility.
13. The management should link the programme with the career advancement of the workers and provide at least one additional increment to those who have successfully on additional increment to those who have successfully undergone the programme.
14. The trade unions should co-ordinate with the management to develop work discipline through the Workers' Education Programme and thereby contribute to the better industrial relations and healthy productivity.
15. The Worker teachers should have an experience of at least 10 years of service.
16. The worker-teacher educational qualifications should be greater than at least 60% of the workforce.
17. The worker-teacher should have a strong aptitude for learning and learning and teaching
18. The worker-teacher should have above 35 years of age.
19. There is a need for increased co-operation from the management side as well as unions and the CBWE.
20. To motivate workers by providing incentives or increments, and allowances during the training.
21. Efforts must be made to encourage women to participate in the Workers Education Programme. Separate full-time unit level classes of one-week duration for women be organized to facilitate their involvement in the

programme as the present timings of unit-level classes are not convenient to them. Improved participation of women in the programme will go a long way in achieving the objectives of equality, justice and empowerment of Women.

22. Efforts must be made to stimulate interest among dissatisfied workers by making the programmes more attractive, catering to their needs and interests. Participation of educated white-collared and young workers in the training programme will improve the quality of teaching in the unit level classes and sustains the programme.
23. It is suggested that a separate worker-teacher training programme be offered to the workers based on similar education, job, and experience, to ensure homogeneity and made the training effective.
24. It is suggested that the present system be dispensed with and in its place, full-time unit level classes of one-week duration are organized by the management itself by roping the service of worker-teacher. It is also suggested that full-time unit level classes were favoured by the respondents.
25. The objectives of the worker's education programme are modified and capacity building among workers is given prominence.
26. Library facilities in the BDL should be upgraded and quality books of the good standard are acquired and be made available to the workers.
27. The classroom in the BDL needs to be provided with all facilities. Internet facility is to be provided at BDL.
28. The current procedures and rules for aid to trade unions for workers' education should be simplified and adapted to the structure and needs of the unions, on the one hand, and to the accountability of public funds, on the other, to make the transition towards this goal smoother.
29. The employers should co-operate with the unions by giving them the facilities that are given by the CBWE.
30. The board should be put continuously in respect of its tenure.
31. Union officials and organisers at the senior level should receive functional education suited to their respective roles. For this purpose, the national trade union centres, in collaboration with universities and research institutions, should draw up a suitable programme.
32. The literature produced by the CBWE should not only be increased but also improved qualitatively.
33. For its wider acceptance, the Programme requires more publicity, particularly among the management staff. Their initiative, interest and involvement in

implementing the Programme more effectively are essential to a great extent. The shopfloor supervisors are to be closely associated with the actual operation of the Programme on the shop floor.

34. The study tours organised under the Programme mostly boil down to a sightseeing affair. Most of the workers join the classes because of the attraction of study tours. The study tours need to be well-planned and organised with definite objectives in view and should be made more purposeful.
35. Usually, the trade unions are indifferent towards the working of the Workers Education Programme. They are seldom seen making concrete proposals for its effective implementation. They leave the workers to take the benefit of the programmes their way. It should be the responsibility of the trade unions to take more initiative in organising the classes and compel the employers to extend necessary facilities to the workers.
36. The syllabus for Worker Teachers Training Course and Unit Level Classes should be simplified and made flexible to suit the needs of the particular group of workers or industry. The emphasis should be more on industry-wise training of worker Teachers.
37. The present quantitative approach of the Programme should be replaced with that of a selective and qualitative approach with particular emphasis on improving the skill of the participants. The programme efforts at all levels should be used in this direction to get better results.
38. The Workers Education Programme should be provided with higher status, better emoluments and attractive service prospects, if they are to deliver the goods.
39. The effectiveness of the programme at the unit level depends upon the worker teachers. Therefore, workers with the right attitudes, abilities and intelligence should be sponsored for the Worker Teacher's Training courses. But unfortunately, unions often sponsor candidates for training on different considerations. So, a minimum educational qualification, work experience, trade union background and aptitude for training should be laid down as criteria for the selection of worker-trainers. Hence it is desirable that the whole process of selection of workers for worker teachers training course, its implementation, the conduct of in-depth surveys to evaluate its impact, follow-up programmes etc., should be entrusted to a bi-partite committee consisting of representatives of workers and management of an undertaking.
40. The trade union should be given a wider role in the implementation of the Programme and wherever possible organisation of unit-level classes are to be entrusted to them. The Grants-in-Aid Programme should be further liberalised so that unions could utilise the same to the maximum possible extent.

41. The CBWE and the Regional Centres are functioning like administrative departments of the Government. The educational atmosphere is very much lacking. The typical bureaucratic functioning of the Board should be done away with. The Regional Centres and the Indian Institute of workers. Education should be staffed with an adequate number of experts for the development of Workers' Education Programmes, Research, Consultancy, etc.
42. Efforts should be made by the Board and BDL at their highest level to secure full involvement and cooperation of the State Governments for the implementation of the Programme in their respective regions.
43. The CBWE should seek necessary cooperation and collaboration from certain educational institutions, universities and also from the University Grants Commission for undertaking in-depth surveys and evaluation projects on Workers' Education. 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 Programme.

It can be concluded from some of the past studies and also from the present that the Programme is not altogether perfect. There is enough scope as well as the need for improving it. The success of the Programme 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. Therefore, all-out efforts are to be made to secure sincere cooperation and involvement of the parties concerned to make it more successful. In this regard, various reasons for non-cooperation and indifferent attitude by some of the employers and the trade unions are to be explored and suitable, timely, corrective action is to be taken to put the Programme on a sound footing.

It is acknowledging several limitations in this research study and suggests related opportunities for future research. First, examined only limited to Workers Education Programme and its impact. Second, if focused on non-executive workers, so it cannot compare our results. Limited research, however, has focused on the actual topic and pointed out some significant interconnections, that should be taken into consideration.

The field of workers' education offers many areas for research. Impact studies based on experimental design, study education officers and their status, working conditions, and problems, working of the trade unions with trained workers, the contribution of trained workers in improving the labour-management relations education and training programme of unions, workers education and voluntary retirement scheme and assessment of the programmes in all units of BDL Further

studies are needed to test the level of participation, implementation and impact regard with executive and non-executive. Future research should include more detailed forms of training, supplemented by perceptions of new digital competencies and the new role of human resources in organizations. These areas need to be further investigated.

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