CHAPTER VII

EDUCATION AND TRAINING
Enlightened and educated work-force is a pre-requisite for the success of labour participation in management. Besides the education and training of the members of the Works Committees and Joint Management Councils, education of rank and file is also necessary to arouse in them the desire for participation and the urge for self-expression, to awaken them to their responsibilities in the modern industrial system, to generate in them trade union consciousness and to enable them to organise and manage the affairs of their unions and to provide leadership from within. With the complexities of the present-day industrial structure and highly specialised character of industrial relations machinery and labour legislation, education of workers and training of their leaders in the art of organisation and management and negotiation and collective bargaining are essential for the healthy growth of trade union movement and smooth functioning of labour management relations, both of which are basic to the success of labour participation in India.

The progress in all spheres of labour-management relations and co-operation is based on the emergence of a committed labour force. It is estimated that by the end of Fifth Plan in 1975-76, there will be a four-fold increase in the number of industrial workers. This will mean an extraordinary increase in the total number of individuals
who will be taken away from agriculture and placed into industrial work-force. Fitting in these men into the new industrial environment will be a difficult social problem. Torn away from their traditional and ancient moorings, the new recruits feel completely lost and find it difficult to adjust themselves in this entirely new way of life. Much of the confusion in industrial relations may be attributed to the "initial sense of bewilderment of the Indian worker, drawn in from his village where life has moved sluggishly along grooves of custom and tradition for centuries and hurled into the vortex of factory life with its insistence on speed, precision and punctuality." Education can make the process of transition smoother and quicker. This will provide 'a sort of induction into a new way of life'.

With a tremendous increase in the number of industrial workers as stated above, trade union movement will also grow. At present, out of about 115 lakhs industrial workers, roughly 38 lakhs are organised into trade unions. This number is bound to increase rapidly in the coming years. Trade unions have a vital role to play in the country's economic and social democracy. Only strong and responsible trade unions can play this part effectively. The strength of a trade union, in the ultimate analysis, depends on the loyalty and devotion of its members. As it is, our workers do not know what union is, what it stands for and what it has

2. Modern Machinery industry depends in a particular degree on education and the attempt to build it up with an illiterate body of workers must be difficult and perilous. Report of the Royal Commission on Labour in India, p.27
contributed to modern life. If the worker is to be a responsible union member and just as important, responsible citizen, he must have a better understanding of the union, of its problems and the problems of management, of his community and the society in which he lives. It is, therefore, necessary to create among the workers the urge for trade unionism, a consciousness among them with regard to their responsibilities towards the union and build up their loyalty. Equally important is the task of finding persons, properly equipped to organise and run the trade unions. Workers must throw from among themselves adequate number of persons competent to manage the affairs of their unions. It is particularly important in India, as 'outside' leadership is a recognised major weakness of the Trade Union movement. The only effective method of preventing exploitation of working classes by 'outside' leadership and political parties is that trade union leadership must come from the working classes themselves. Both these are educational tasks.

The tripartite approach is gaining importance in India in regard to labour problems. All matters relating to labour policies and administration of labour laws are discussed and decided by representative groups of employers, employees and the Government. Indian Labour Conference and Standing Labour Committee are both tripartite bodies; so are

1. German Trade Unions and German workers' parties in the sixties of the past century had their origin in the circles of workers' educational groups. The emerging working class of industrialised Germany at that time marched forward under the slogan 'knowledge of power' - Indian Worker, Annual Number, June, 1962 'Workers Education in Germany' by Assistant Secretary General, I.C.F.T.U.
the Wage Boards and the Bonus Commission. If the workers have to make a fruitful contribution to the deliberations of these institutions, and serve the interests of labour, they must have adequate understanding of the problems under discussion. Low level of education, both general and in relation to industry limits workers' power of collective bargaining. Education will not only increase their capacity to put forward their case intelligently and forcefully but also give them greater confidence in the rightness of their stand and reasonableness of their demands. It will enable them to negotiate from a position of strength. "They will not have to negotiate out of fear. They will also never fear to negotiate."

Success of democracy, both in political and industrial fields, depends on intelligent participation by the members in its affairs. The worker is a part and parcel of the society, particularly the one sought to be built on the principles of democracy and social justice. If he has to play a more fruitful role in it his ideas and attitudes will have to undergo considerable change. He should be made to feel that he is, in his own way, "helping to build a progressive state." He should not always harp on the theme of 'Clash of interests and class conflict' but think more and more in terms of 'harmony of interests'. A reorientation of workers' outlook and their role in the new set up is the need of the hour. It is particularly necessary because, with the coming into power of the Congress, which has long

2. Second Five Year Plan, p. 572.
been the champion of the workers' rights, there has been a revolution in the expectations of these people, 'condemned' to poverty for centuries. It has not been possible to meet these expectations and there is uneasiness and inner discontentment. Only a well thought out plan of education can 'tame the turbulence of great expectations and turn it into a fervour for creative action.'

It will, thus, be seen that there are three aspects of 'Workers' Education' immediately relevant to the problem of labour participation in management, viz., (1) Education of rank and file, (2) Education of workers' representatives on the Works Committees and joint management councils, and (3) Training for trade union leadership.

Growth of Workers' Education in India.

Workers' education is a phenomenon allied to industrialisation and democratic ideas. As such, it is a recent development in India. Though, the need of workers' education was for the first time emphasized by the Royal Commission on Labour in 1930 and ten years later by the Bombay Textile Labour Enquiry Committee, yet till 1950's nothing worthwhile

1. The term 'workers' education' has been used here in a limited sense. It includes only those aspects of adult education which seek to help the worker to understand the problems of his environment and to solve his problems not as an individual but as a member of his social class, emphasis being placed upon group advancement. Technical education and general education are thus excluded from the scope of Workers' education.

2. "Mostly the whole mass of industrial labour is illiterate a state of affairs which is unknown in any other country of industrial importance .... precisely because of this, the education of industrial labour should receive special attention. Report of the Royal Commission on Labour in India - p. 27.

3. "...Nothing impressed us more than the almost complete absence of education among workers" - Bombay Textile Labour Enquiry Committee, 1940.
was done in the field of workers' education. Till then, educational work among workers was done mainly under "welfare" by the three principal parties, the State, the employers and the workers' associations. Model Welfare Centres, Bombay, organised for the first time in 1939 provided for 'community and social education'. Labour welfare scheme for the Uttar Pradesh Government included facilities for adult education. In Bengal, upto 1939-40 the Government only gave grants to private organisations for the benefit of labourers. In 1940, the Government took over the 'welfare work' and the welfare centres provided for elementary education of adults and education to workers in trade unionism and labour problems. The Government of Bihar granted scholarships to workers for training in social welfare. Welfare activities of other state Governments also made some provision for workers' education.

Some employers also provided funds for labour welfare which included education. Indian Jute Mills Association which had undertaken direct responsibility for organising welfare for its members provided facilities for reading rooms and primary education also. The Railways also made provision for the education of their employees by running schools and giving scholarships and boarderships. There are not many instances of welfare work by workers' organisations. Pioneering work had, however, been done by the Textile Labour Association, Ahmedabad, which organised a number of social and welfare activities including education for the benefit of its members. These educational facilities formed a part of larger labour welfare programmes. A study of labour welfare work in India clearly shows that education was the last
item in their programme and occupied the least importance. Welfare efforts were primarily directed towards provisions of medical facilities, recreation and housing.

**Seminars.**

It is in 1950's that real interest in workers' education was taken in India. During this period, a number of seminars were held which emphasized the importance of workers' education and provided guidance on various aspects of the problem. They attracted public attention to this most pressing and vital need. The first seminar was held under the auspices of I.C.F.T.U. Asian Trade Union College at Calcutta from October 21 to November 20, 1954. This was an international Seminar attended by 78 participants from 20 Countries. The Seminar discussed among other things, the definition, scope and content of workers' education, trade union education, methods and techniques and agencies and forms of organisation of workers' education. The Seminar laid stress on trade union education and observed that it was essentially education of trade unionists by other trade unionists and the best way to do it is through the organisational activities of the union. In December, 1957 a Seminar on workers' education was held under the auspices of Indian Adult Education Association in Habra near Calcutta. It was attended by workers in the field of adult education from all over India. In addition to the above topics, the Seminar discussed the role of the Universities in Workers' education, particularly trade union leadership training.

2. For details, see Report of the 8th National Seminar, 1958.
A Workers' Education Workshop meeting was held as part of the decennial session of the Indian Conference of Social Work in December, 1957. The subject of workers' education was discussed under the following heads:

1. Importance of workers' education.
2. Types and syllabus.
3. Levels of workers' education.
4. Teaching personnel and finances.

The Group came to the conclusion that the Universities should take the initiative and responsibility in sponsoring workers' education activities, and the Government, the unions and other agencies should provide the necessary assistance. It also recommended that a Worker Education Council should be formed, composed of representatives from unions, managements, Universities, Government and Social work agencies. The Group was unanimous in its opinion that the Indian Conference of Social Work was best fitted to shoulder the responsibility in initiating, organising, implementing and evaluating the work of Workers' Education.

International Seminars.

This was also the period of increasing interest in workers' education in the international field. The International Labour Office convened a meeting of Experts on Workers' Education in Geneva in December, 1957. The meeting discussed the scope and content of workers' education.

1. I.L.O - Recent Developments in Certain Aspects of Indian Economy - IV. pp 72 and 73.
and affirmed the great importance of workers' education under the changing conditions of social, economic and technological progress to-day. Mention may also be made for the International Seminar on Workers' education held in Copenhagen in August, 1957. It was Organised by International Labour Office in collaboration with the Danish National Committee on Technical Assistance and was attended by 24 trade union leaders from 13 countries. India was represented at the Seminar by the Treasurer of the Hind Mazdoor Sabha and the General Secretary of the Indian National Trade Union Congress in Mysore.

**Team of Experts.**

Realising the importance of workers' education and the immediate need for it, the Government of India constituted in early 1957, with the co-operation of Ford Foundation, a team of eight experts including four foreign experts to examine the question and submit concrete recommendations for the formulation of a scheme for India. The Team was specifically asked to suggest steps for:

1. Education of Union representatives in the principles and technique of trade union organisation.

2. Education of union members for intelligent participation in union affairs and for the better performance of their duties as citizens.

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3. Education of union representatives in responsible and effective participation in management, and

4. Other general aspects of workers' education.

The experts as a body went round the country and held discussions with all concerned. At the end of the visit, they held a three day Seminar in Delhi on March 20 - 22, 1957, under the Chairmanship of Dr. V.K.R.V. Rao. All interests were represented at the Seminar. On the basis of an exhaustive analysis of the materials and views thus gathered, the Team submitted a report to the Government of India containing detailed recommendations as to the lines on which a scheme of workers' education should be framed and operated in the conditions obtaining in India. With slight modification, these recommendations were endorsed by the Indian Labour Conference in July, 1957. They constitute the foundation of the workers' education scheme, sponsored by the Government of India.

Central Board For Workers' Education.

In accordance with these recommendations, an autonomous body known as Central Board for Workers' Education with Headquarters at Nagpur was constituted by the Government of India in September, 1958 and entrusted with the administration of the scheme. The Board consists of the representatives of Labour, employers, Government and other

2. See Appendix.
educational bodies and has been invested with full authority for the framing and execution of workers' education programme in co-operation with trade unions, educational institutions and others. The Governmental control is kept at the minimum necessary to ensure that the funds placed at the disposal of the Board are spent for the purpose voted by Parliament.

The object of the scheme is "to create over a period of time, despite lack of general education, a well-informed, constructive and responsible minded industrial labour force capable of organising and running trade unions on sound lines without leaning heavily on outsiders and without lending themselves to exploitation by extraneous interests." It is a three-tier scheme, viz., (i) Education Officers' Training Course, (ii) Worker-Teacher Training Course and (iii) Unit Level Classes. The first stage is the training of an adequate number of organisers for field work, known as Education Officers (formerly designated as Teacher-Administrators) for service under the Board. Persons of postgraduate educational standards are selected from open competitions for this top level training which is spread over six months. Trade Unions and State Governments can also sponsor candidates for this training. The intention is that such trained personnel will enable trade unions to sponsor workers' education programme under their own auspices. This top level training programme includes subjects like Workers' Education, The Modern Industrial Community, General Labour Problems.

1. Indian Worker, May 7, 1962
Problems, Trade unions, Labour Legislation, Industrial Relations, Wages and Social Security, Employment and Training, Industrial Welfare, Industrial Discipline and Worker Participation Co-operative Movement, Productivity, Labour Statistics, Personnel Management, Five Year Plans and International Labour Movement. After the theoretical part of the training is over, the trainees are attached to trade unions and employers' organisations for gaining first hand knowledge of the problems for about a month. They are also given training in Creative Education.

On completion of the training, these teacher administrators are posted to different regional centres, where they conduct the whole-time courses for 13 weeks for selected workers known as worker-teachers. The subjects included in the syllabus are Trade Unionism, Social Security and Labour Welfare, Industrial Relations, Planning, Industrial Developments and Workers' Education etc. The course is open to whole time trade union officials also. This regional training constitutes the second phase. This training is a continuous process and each centre is expected to turn out about 75 to 100 worker-teachers in batches of 25 each, every year.

Worker-teachers, on the completion of their training, revert to the parent organisations where they

2. C.B.W.E - Syllabus, Worker-Teachers' training course.
conduct unit level classes for the rank and file of workers largely outside working hours. Worker-teachers are given a monthly allowance of Rs. 25/- by way of remuneration for this additional work. The syllabus of the workers' training course at unit level includes a study of five year plans, wage systems, trade unions and industrial relations. The contents of the training courses at all levels give emphasis to such methods of teaching as seminars, debates, skits and role plays, cultural programme, local excursions etc.

3. **Progress.**

The first training course for teacher administrators, embracing 57 trainees was held at Bombay from May to November, 1958. Forty three of the trainees were direct recruits for service under the Board and the remaining were sponsored by trade unions. The second course was held in Calcutta from November, 1959 to April, 1960. Forty three trainees including 19 trade union nominees, of whom 10 were from the public sector, participated. The third training course commenced in Bombay in the third week of July, 1961. It was attended by 36 candidates in all, of whom 16 were trade union nominees. Thus by the end of March, 1963, the Board had

1. The temptation to earn additional Rs. 25/- P.M. has tended to divert Trade Union workers to teaching. Workers who were formerly devoting a part of their spare time to trade union work are now keen to undergo worker-teacher training course and conduct unit level classes, on return. Then there is no time left for trade union work.
2. C.B.W.E - Syllabus of workers' training course.
trained 136 teachers administrators; only 77 were, however, serving the Board against the total requirement of 232 by the end of the third Plan.

By the end of March, 1963 there were 14 regional and seven sub-regional centres in existence. During 1961-62, 807 worker teachers were trained of whom 789, including 11 whole time trade union officials, qualified to conduct the classes. The number of worker teachers trained increased to 960 in 1962-63. From the very commencement of the scheme till March, 1963, 2847 worker-teachers were trained. As regards unit level classes, during 1959-60, 132 classes were conducted and 1800 workers trained. During 1962-63, the number of unit level classes increased to 609 and 29175 workers completed training in that year, bringing the total number of workers trained since the inception of the scheme to 53690. Under the Third Five Year Plan, a sum of Rs 2 crores has been provided for the workers’ education scheme. During the plan period it is proposed to train 100 additional education officers for service under the Board, 7500 worker-teacher and 2½ to 3 lakh workers at the unit level. Judging from the progress made so far, chances of achieving these targets are remote.

Assessment.

The Central Board could not achieve the expected measure of success. The progress has been slow in all directions. According to original programme drawn up by the Board, 20 regional centres should have been set up by the end
of the second plan. The actual number was only 12. As late as March, 1963 (end of the second year of the third plan) only 14 centres were functioning. The Third Plan target is 18 additional Regional Centres. The number of teacher-administrators trained consistently declined. From 57, who attended the first course, it declined to 43 in the second course and for the 3rd course there were only 36 trainees.

Another weakness of the scheme is that all the worker-teachers are not being utilised to conduct unit level classes. During 1962-63, out of 960 teachers trained, only 483 were utilised at the unit level. Employers are getting reluctant to send more trainees for the second stage on the plea that they have enough worker-teachers. If this fall continues and a large number of worker-teachers remain idle, the entire scheme may collapse.

Table I.

PROGRESS OF THE WORKERS' EDUCATION SCHEME ADMINISTERED BY THE CENTRAL BOARD FOR WORKERS EDUCATION (1959-63).

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Worker-teachers</th>
<th>Primary centres started</th>
<th>Workers trained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>regio-</td>
<td>Courses</td>
<td>train-</td>
</tr>
<tr>
<td>1959-60</td>
<td>10</td>
<td>20</td>
<td>480</td>
</tr>
<tr>
<td>1960-61</td>
<td>12</td>
<td>25</td>
<td>590</td>
</tr>
<tr>
<td>1961-62</td>
<td>12</td>
<td>24</td>
<td>817</td>
</tr>
<tr>
<td>1962-63</td>
<td>14</td>
<td>N.A.</td>
<td>960</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>2847</td>
<td>1287</td>
</tr>
</tbody>
</table>

* functioning at the end of the year.

Source: Compiled from the Annual Reports of the Board.
The number of workers trained at the primary centres is very inadequate. Even making allowance for 'teething troubles', it must be said that the progress is extremely slow. It is an irony that in a country with mass illiteracy and a shocking lack of education, worker-teacher should have to remain idle. This shows that there is some basic deficiency in the organisation and structure or operation of the scheme.

The Board has also reported that the workers enter the unit level classes with great enthusiasm but after a month or two, it is difficult to sustain their interest. In order to overcome this inertia, the Board started an incentive scheme i.e. an award of Rs 5.00 per worker for regular attendance. The idea is good but the amount is too inadequate to make it effective. The main difficulty is that the workers look forward to immediate economic benefits as a result of this training, which the workers' education programme is obviously not intended to provide.

It is encouraging to note that employers and trade unions have evinced keen interest in the programme of workers' education. In general, employers have been readily releasing selected workers with full time wages for training at the regional level. Some employers went so far as to provide subsistence allowance to the trainees, or contributed to their study tours. They have also been providing accommodation for unit level classes. The trade unions have also been sponsoring candidates for training both at the first and the second stage. They have occasionally also provided financial assistance to the trainees. In some regions, e.g., Alwaye, Dhanbad, Calcutta and Madras, however, the attitude of employers was unhelpful.
They did not easily release workers for training nor did they provide any facilities for unit level classes, for example at Dhanbad even public sector undertakings released hardly one or two workers for training at the regional level. To accelerate the pace of progress, the Standing Labour Committee in its meeting held in April, 1961, urged the workers' and employers' organisations to extend their full cooperation in the working of the scheme and recommended that:

1. the trade unions should be more prompt in sponsoring trainees for the worker-teacher training course.

2. the employers should be more prompt in releasing workers selected for the purpose.

3. the employers should provide classroom facilities for unit level classes, and

4. the trade unions should take steps to ensure regular attendance of trainees.

Grants in Aid.

In addition to its own programme of workers' education, the Board has been giving grants in aid to trade unions and selected educational bodies to encourage them to institute workers' education programmes under their auspices. During 1961-62, a total amount of Rs 16625 was disbursed as grants in aid. The beneficiaries included: 1. Servants of

Training Of Works Committee And Council Members.

Training of workers' representatives on the Works' Committees and Joint Management Councils is a pre-requisite for the success of labour participation in management in India. Realising that the lack of such training and the deficiency resulting therefrom, could prove a serious bottleneck in the progress of labour participation, the Ministry of Labour and Employment prepared a draft scheme of Training for Workers' representatives, in January, 1960. Its main provisions were:

1. Separate Training programmes should be conducted for Works Committees and Joint Management Councils.

2. Both employers' and workers' representatives should participate in the training programmes. If separate arrangement had to be made for employers' representatives, the syllabus should, as far as possible, be the same.

3. Proper emphasis should be placed on the practical problems connected with the functioning of Works Committees and the Councils.

4. Each training course should have a homogenous group of workers of the same industry so that trainees may be given sufficient background knowledge of the structure and special problems of the industry.
5. The trainees should be drawn largely from among workers who had the benefit of attending the worker-teacher training course or the unit level classes and from among existing members of works committees or Joint Management Councils. The candidates should ordinarily be sponsored by the Trade Unions.

6. The course should be of four weeks' duration.

7. It would be advisable to make a start with the training course for Works Committee members.

Since there was no response from the employers and the trade unions, the Ministry of Labour and Employment directed the Central Board for workers education to take the initiative in the matter. At its instance, the Board prepared short-term courses for members of Works Committees and Joint Management Councils.

In accordance with the recommendations contained in the draft scheme, a start was made with the training of Works Committee members. The first course, lasting for a month, was held in Nagpur in December, 1960 for a group of manganese mines. About thirty five trainees of whom sixteen were employers' representatives participated in it. The Bangalore regional centre conducted a similar course for the representatives of Works Committees at the Indian Telephone Industries Ltd., Bangalore in August, 1961 and for the committee members of the Government Porcelain Factory in September, 1961. It may be of interest to note that none of the employers' representatives from these units - both of which are public sector undertakings - attended the course. A joint course for the representatives of Works Committees at the Jay
Engineering Works, Maya Engineering Works (P) Ltd., The Pankaj Industries Ltd and the Bharat Woollen Mills Ltd., was organised in Calcutta in August, 1961.

No course, so far, has been arranged for the members of Joint Management Councils. As between Works Committees and the Councils, more attention should, for the time being, have been paid to the latter in regard to the education and training of the members. The Joint Management Councils are still in an experimental stage and the success or failure of the existing Councils will ultimately determine the future of labour participation in management in this country. Moreover, the functions entrusted to the Councils require from the members a comparatively advanced knowledge of the managerial problems of business and in the absence of proper education and training in the various aspects of business, workers' representatives cannot be expected to effectively participate in the deliberations of the Council. Even from the organisational point of view, it would have been an easier task because very few Councils have so far, been set up and consequently training arrangements had to be made for a small number of workers' representatives. For all these reasons, priority given to the Works Committees in the draft scheme was misplaced.

Asian Trade Union College.

In the growth of workers' education in India, particularly trade union education, Asian Trade Union College
Calcutta has played an important part. It is the first institution set up in India for the training of trade unionists. The first Seminar on workers' education in this country was held at this college. It has created consciousness among employers and workers about the need for systematic education and training for workers and trade union leaders. It has helped in crystallising our ideas on workers' education and has provided guidance and direction in working out and executing workers' education programme.

One of the earliest international educational institutions ever to be founded by the International Trade Union Movement and the first international college established by I.C.F.T.U. in any part of the world, the College was inaugurated on November 5, 1952. The I.C.F.T.U. General Secretary described the occasion as 'the accomplishment of an ideal'. The aim of the college is 'to help the trade union workers of Asia to train themselves in the principles and practices of democratic trade unionism. Broadly two objectives have been laid down by the founders of the college viz.,

1. In the words of its Directors: "The college has succeeded in creating a sizeable group of adequately trained trade unionists in nearly every country of Asia. It has tested old methods, evolving new ways of using them and prepared some of the necessary literature and tools for the purpose. Signs are apparent not only for the growing awareness of the need for workers' education, but also of the keenness of a number of national trade union centres to start important programmes of work of their own in this field." (International Labour Review, June 1961, Workers' Education in Asia, article by V.S.Mathur.)
1. to bring together active and promising trade union workers from different countries of Asia and to help them understand and imbibe the principles and practices of democratic trade unionism and 2. to equip at the same time, a good number of trade unionists coming to the college, sufficiently to enable them to undertake educational work for their members on their return. To achieve these two objectives, the college has not only to be a training institute for trade union workers but also to be a Teachers' Training Centre for those likely to be engaged in Workers' Education.

The College offers varied educational opportunities to trade unionists in Asia. It arranges national and international courses for members of affiliated of the I.C.F.T.U. in Asia. International courses are of 12 weeks' duration and are held twice a year. Four week courses are arranged in Hindi, Urdu and Bengali for trade unionists from Indian and neighbouring countries. On the request of national centres affiliated to I.C.F.T.U., the college arranges short courses in different Asian Countries in the local languages. The college also arranges, from time to time, international and national seminars on problems of labour and trade union movement.

By the end of 1962, the college had arranged 20 international courses to which participants from 11 countries had come. It had arranged 6 international seminars attended in all by 177 participants from 21 countries and three regional seminars attended by 115 participants from 5 countries. In addition it had arranged 64 local courses in 11 countries with a total participation of 1995 trade unionists.
as well as helped some of the affiliated organisations to arrange courses of their own.

India has sent the largest number of trade unionists to the college. Upto the 15th International course, out of a total of 383 students 140 had come from India (37%) as against 16 from Ceylon, 9 from Hong Kong, 41 from Japan, 61 from Malaya, 44 from Philippines and 17 from Pakistan for the similar period. Out of 140 Indians, information is available about 93 and they are all actively working in their unions. After watching the work of their associates, the college felt that ten out of them were sufficiently advanced to help in conducting courses in the college. Even Indian trainees have started specific projects for workers' education. The performance of Indian students shows that not only that the trainees took interest in the training and were enthusiastic about it but also that the sponsoring unions gave them ample opportunity to make use of that training.

The college has devoted sufficient time and energy to the selection of proper methods and techniques. As a process of trial and error, the college found the seminar method as most suitable for the purpose. Although most of the teaching is now done through seminar methods - also known as cumulative group discussion technique - other methods such as forum and penal discussions, role playing, wall newspaper,

exhibition, industrial visits etc. are also availed of. Considerable stress is laid on participation by the candidates in the teaching process. After a good deal of experimentation, the college has come to the conclusion that in trade union education, methods and techniques which offer greater opportunities of participation to the trainees should be preferred. The College has amassed a considerable store of experience and evolved its own teaching methods. The Central Board for Workers' Education and its regional centres can learn a lot from their experience.

Trade Unions.

The Trade Unions are alive to the need for workers' education and in recent years, some good institutes have been set up by them. Particular mention may be made of the Workers' Training College, Indore. It was organised by Hindustan Mazdoor Sewak Sangh in November, 1958 and is working efficiently since then in close collaboration with I.N.T.U.C. The main object of the college is "to mobilise and train enthusiastic and deserving youngmen for national service through the labour movement on Gandhian lines." The College trains two types of workers - field organisers and executives. The first training is for six months and the latter is a two year course. Among the subjects taught are: Social Sciences and Philosophy of Labour movement, Industrialisation, Labour movement, Trade Unions, Labour Economics and International Labour Movement. The Southern Railways Employees Sangh has started a Trade Union College in Madras. It was inaugurated on July 17, 1962 and is busy in providing training to prospective and present
trade union officials. Speaking on the occasion, Shri Ramanujam Vice-President, I.N.T.U.C. made a strong plea for co-education in the new sense i.e. workers and employers receiving education together. The Indian National Sugar Mill Workers Federation, Lucknow and R.M.S.S. Bombay are also conducting courses for training in Trade unionism and had trained 342 and 147 members respectively by the end of August, 1963. Ahmedabad Textile Labour Association also runs special weekly classes for imparting training in trade unionism and citizenship.

In addition to these regular courses, ad-hoc short-term courses for Trade union workers have also been organised by various trade unions from time to time. Mention may be made of the following courses run by them in recent years :- (i) A three week course organised by Textile Labour Association, Kanpur in August, 1961 (ii) a short term course by National Union of Sea-farers of India in Bombay in January 1961 (iii) a seven day Trade union Training class organised by Andhra Pradesh Branch of the I.N.T.U.C. in June-July, 1961, (iv) a Trade union training course for iron and steel workers

1. R.M.S.S. conducts four classes a year to train workers in Trade union activities and citizenship training. - Indian Worker, May 9, 1962.
3. The Training was organised to give the steel workers' representatives a compact but comprehensive theoretical background in the field of trade unionism and industrial relations to stream line the practical experience already possessed by them and thus help them contribute effectively to a healthy and democratic trade union movement. (Indian Workers, November 12, 1962).
in Jamshedpur in October, 1962 under the joint auspices of Indian National Iron and Steel Workers' Federation and International Metal Workers Federation.

The I.N.T.U.C. is seriously considering to launch a comprehensive education programme in the near future. A committee has been set up to go into the details of the programme and chalk out a model syllabus which should not only concentrate in educating the workers as responsible citizens but to project the ideology of the I.N.T.U.C. in the trade union field. The All India Trade Union Congress has also taken steps to establish an institution to be known as N.M. Joshi School of Trade Unions for trade union education and training. The Central Board has given a grant of Rs 10,000 for the purpose.

Other Agencies.

Some State Governments have also been taking interest in the programme of workers' education. For example, in July, 1957, the Government of Uttar Pradesh organised a special course of three weeks' duration for trade union representatives. Trainees were provided free lodging, boarding and Transport. Since then, there courses are being regularly held; the seventh course was held from February 6 to 18, 1961 in Lucknow and was attended by 31 trainees. The State Government has also started a scheme of Trade Union Seminar

2. The State Governments have largely confined themselves to providing technical education to the workers.
at regional and state levels. The first seminar for Meerut region was held at Hardwar from October 22 to 30, 1961. Among other agencies, workers’ Education Association Bombay is doing useful work in this sphere. It was set up in September, 1957, with the following aims and objectives:

1. To organise classes for education in Trade Unionism and Labour Problems.
2. To assist Trade unions and other organisations in the development of educational activities, and
3. In general, to take other measures to stimulate and promote the development of workers’ education.

Labour Education Service, Bombay also provides for education and training of trade union workers. Activities of the Service include the following:

1. To organise training classes for trade union workers.
2. To help trade unions to develop their training and educational activities and conduct classes for them.
3. To organise lectures, discussions, symposia etc. for the consideration of trade union problems.
4. To collect, produce and supply educational and technical materials for trade union classes.
5. To prepare, publish and sell or distribute booklets, pamphlets, leaflets etc. for the education of Trade union and workers.
6. To organise and help the development of workers' organisations.

1. Social Service League, Bombay, started in 1910 is perhaps the first institution in India which has to its credit educational activities among workers but it is mainly interested in technical education, important among its programmes are, Pre-employment and post-employment training for Textile workers.
education movement.

The Indian Adult Education Association, New Delhi is also interested in workers' education but it has primarily concerned itself with adult education. The administrative staff college of India, Hyderabad, which provides education and training in the skills and techniques of higher management and leadership to senior business executives, offers to the nominees of Trade Unions admission to these courses free of all charges. It is, indeed, a privilege to attend these courses but unfortunately, no trade union has so far availed of it. Limited facilities for training of trade union leaders abroad also are available under the Colombo Plan. Five I.N.T.U.C. leader attended such a course in U.K. in 1961 (March to June).

It will thus be observed that but for the Government of India's scheme administered by the Central Board for Workers' Education, there is no systematic workers' education programme in the country. The Central Board is the only agency covering all the three aspects of workers' education, mentioned above; it is again the only agency providing for education of rank and file workers and specialised training for workers' representatives on Works Committees and Joint Management Councils. It is only in the field of trade union education that other agencies like trade unions, State Governments and private

1. No training course has so far been held for the Council members but it is included in the Boards' programme.
2. The Asian Trade Union College, Calcutta has been included in this category because it is run by the International Confederation of Free Trade Unions (I.C.F.T.U.).
organisations have done some useful work. Viewed as a whole, the progress has been extremely slow in all directions. It is a sad conclusion that the worker-education programme has not yet taken the form of a workers' Education movement in India. The expectation, that the snowball effect of the Government's workers' education programme will be discernible among working classes soon and that the agencies already in the field will redouble their efforts, has been belied. What has been done so far is only a fraction of what requires to be done. To give some idea of the dimensions of the problem it may be observed that-

1. In 1961, the number of industrial workers was about 115 lakhs. Assuming a 50% increase - which is the minimum if targets of industrialization have to be achieved - this number will exceed 172 lakhs by 1971. Even if 25% of these workers have to be covered by the workers' education scheme, by 1971 provision will have to be made for the education of 43 lakh workers during the next eight years, which works out to about 5.5 lakhs per year. As against this the number of workers trained at the unit level during four years 1959-63 was only 53690.

2. Similarly the number of trade unions may increase from about 11000 to 16000 by 1971. Assuming that every trade union will have at least two office bearers - President and Secretary - arrangement for the training of 32000 trade union leaders will have to be made by 1971.

3. The number of works committees at present is about 3000. Assuming five workers' representatives on each committee, 15000 Works Committee members have to be provided for, to cover the existing Works Committees.
Choice Of A Suitable Agency.

Trade Unions.

What should be the proper agency for imparting workers' education is a question which deserves serious consideration. It is almost unanimously agreed that the ideal situation would be for the trade unions to arrange for the education of their members. The role of trade unions is particularly emphasized with regards to education and training of trade unionists. I.C.F.T.U. Seminar referred to above had clearly stated that "trade union education is an essential part of workers' education and trade union education is essentially education of trade unionists by other trade unionists". The Seminar went so far as to suggest that it was necessary for the trade unions to have more direct influence in all primary education so that there may be a closer link between primary school curricula and realities of life. Similarly in adult education institutions, the same influence was considered essential in order to bridge the gap between the workers' life at his work and his life as citizen.

In U.S.A., U.K., and other European Countries trade unions have

1. The I.L.G.W.U. is a leader among American unions in Workers' education; its education department was set up as early as 1915. During 1955 it spent $ 654486 on education. The U.A.W. maintains full time educational staff at union head quarters and in each of the regional offices. In 1955 more than 4000 students were registered in its 3p resident schools. The A.F.L., C.I.O. also maintains a separate department of education. It also gives assistance to unions in their educational programmes. Its monthly publication 'Education - News and Views' covers the whole field of workers' education.
been discharging their responsibilities in this sphere conscientiously and effectively. In India the trade unions have so far neither found time nor money for undertaking workers' education programmes. They are said to be busy with their organisational problems. These excuses are no more regarded valid. Trade unions education is an indispensable part of the activities of any trade union organisation and the trade unions must find resources for this purpose. It is not necessary to launch on ambitious projects. Educational work need not, by its nature, be expensive. Then, there is no clash between educational work and organisational activity because the growth of the unions depends on enlightened and devoted working class. What may appear to be organisational problem can be solved adequately and satisfactorily by the tools of education. Educational work can help to generate a spiral leading to ever rising strength and resources for a union. The unions in India have gradually begun to realise it but it is too early to expect any worthwhile results.

Employers.

Should the employers be asked to shoulder the responsibility? That is not possible either. Employers in India still have that paternalistic outlook; the unions are still regarded as outcast, at best they are tolerated but they are not regarded as a necessary part of the industrial society and an essential ingredient of industrial democracy.

1. For details see V.S. Mathur - Organisational and educational activities of unions.
They are reluctant to incur this avoidable expenditure. Employers also take up the position that any programme started by them may be a suspect in the eyes of the workers. As one of the employers said "the trade unions might think that we are indoctrinating their members." Due to lack of education among workers and absence of communication between the union and management, there is no doubt, room for suspicion and distrust. Some union leaders do not subscribe to this view. For example, an I.N.T.U.C. leader at Ahmedabad told the author:

"It is just an excuse to evade the responsibility. We shall be happy if the employers provide for workers' education. We are not afraid of any 'indoctrination.'

The Crux of the matter is that the employers do not want the workers to be educated. They are also reluctant to incur this avoidable expenditure."

Government.

With trade unions and employers kept out of the field, for the time being at least, the Government had no choice but to step in. The unions are, however, not quite satisfied with the Government's programme of workers' education. Apathy among the workers to the trade unionism is attributed to a lack of ideological training to the office bearers and active workers. At the Annual session of I.N.T.U.C. held in April, 1962, the President observed that the workers' education programme by the Government could not meet all the requirements of the workers specially the ideological content that they should have received. Writing in the Indian Worker, S. G. Lal observed: "Now after fours years of working of the scheme it has been the general feeling that the basic spirit with which the scheme was

1. Personal Interview.
2. Ibid.
started to create trade union consciousness amongst the workers, making them steadfast members of the unions concerned, is missing in the schedule of educational programme conducted by the Central Board. The shortcomings of the programme are attributed to the two main factors, viz., 1. Government officials cannot transmit that missionary zeal and devotion among trainees because they themselves do not belong to the working class, and 2. the Government cannot inject ideological content in the syllabus as the programme caters to different trade unions with widely differing ideologies. At the annual meeting of the Board held in October, 1963, AITUC representative, criticising the functioning of the Board and its scheme observed: "No useful purpose would be served in continuing the scheme in the present form. The 1957 Seminar had stressed the need for giving prominence to trade unions in implementing the scheme but in practice it has come to be that the official apparatus, has taken over the functions of trade unions. This is wholly against the spirit of the scheme".

We thus find ourselves in a strange predicament. The employers are indifferent and apathetic; the trade unions are no doubt enthusiastic but do not have the resources to programme step in, in a big way and the Government does not satisfy those for whom it is essentially meant. The only solution is cooperation among various agencies; the unions should primarily take the responsibility for organising workers' education in all spheres, the Government should provide the funds and other

1. Indian Worker, June 25, 1962.
2. Trade Union Record, October 20, 1963.
resources and the employers should offer all facilities at the factory level. It would be inexpedient for the Government to withdraw completely from the field at this stage, but more active association of the trade unions in the programmes of the Central Board may be advisable. National Productivity Council can also play a very useful part in the field of workers' education, particularly, training of members of Works Committees and Joint Management Councils. It has adequate resources for such specialised courses. The draft scheme, referred to above, had expressed its preference for a joint training programme for workers' and employers' representatives. The N.P.C. can conveniently meet this requirement, as it is already regularly holding a number of training courses, seminars etc. for business executives.

Role Of The Universities.

So far, Universities in India have not realised their obligation in the field of workers' education, and practically nothing has been done by them. Opinions are divided about the role of the Universities in this particular

1. Bombay University is an exception. Extension courses were started by it in 1956. There are two types of courses - type one is designed for persons who had not the benefit of University education but are able to follow lectures delivered in English on current problems. The second one is in the nature of tutorial classes for the benefit of members of working classes and is conducted in Hindi and Marathi. It is spread over 12 weeks.
sphere. There are many who hold that the Universities are not properly equipped to cater to the needs of workers' education and that the University teachers, both by tradition and temperament, are not qualified to teach and train trade unionists. In some advanced countries, however, workers' education, right from the beginning had the support of individuals on the Faculties of the Universities. For example, in United States, in December, 1951, eight American Universities became associated in the Inter-University Labour Education Committee, the purpose of which was "to establish and promote the facilities for labour education in world affairs, community relations and economic understanding". About 100 American Universities and Colleges offer programmes for labour, of which special mention may be made of Harvard University Trade Union Programme.

In India, the present view is that the Universities can, of course, not participate directly in workers' education programmes but they cannot be completely written off. They can promote and conduct short time courses, seminars etc. for workers through a well organised inter-University agency in

1. For example, Albert Mansbridge, who founded Workers' Education Association in U.K. expressed dissatisfaction with the University extension courses and "insisted that the workers needed a distinctive kind of education that would stimulate in them an understanding of the world around them and so increase their sense of mastery of their environment." - Recent Developments in certain aspects of Indian Economy-IV, p.53.

   At the Seminar organised by Adult Education Association, some members felt "that the essential part of such training was training in the practical problems which trade unions had to face.........The teachers from the Universities or constituent colleges were hardly likely to have necessary experience of or knowledge in these matters... Many a time the approach of lecturers was more theoretical." - Report, op.cit. p.23.

2. For details see, 'Workers' Education in United States' by Amy Hewes - International Labour Review November, 1957, p.16.
collaboration with National Federations of Trade Unions.

Dr. Rap had also observed that "educationists in the Universities are an agency which should be of the greatest value from the point of view of teaching trade union courses — teachers can and should be used; inspiration is useful but it is not sufficient for teaching. Educationists are the source from which neutral expositors can be found". The consensus of opinion at the Adult Education Seminar also was that "the Universities could not obviously undertake the task of trade union training all by themselves, they could certainly give valuable help and co-operation to the trade union movement in this work". It is in this perspective that we may view the policy of the Central Board for Workers' Education to associate universities with its programmes. University Grants Commission has been given representation on the Board. Members of Educational organisations are consulted in framing syllabi and selecting trainees etc. They are also invited to give talks to the trainees. The Team of Experts had expressed the hope that the universities may conduct specific programmes on workers' education and adapt their methods of instructions to the needs of the workers. The Board is exploring the possibilities of short term refresher courses for teacher administrators by the Universities. It is hoped that in course of time, Universities will persuade themselves to give a helping hand in meeting a vital need of the society.

3 It has been suggested that a full-fledged Workers' University may be set up for industrial workers and a permanent organisation, namely, University Labour Education Council

may be instituted as an autonomous body to implement the scheme. A separate University to cater to workers' education is too ambitious and expensive a project to be taken up in the near future. The existing universities can conveniently take up specialised programmes of workers' education such as training for Works Committee members or training in financial or marketing aspects of business in collaboration with Regional Centres of the Central Board. University Labour Education Council, as suggested above is unnecessary; the Central Board of Education with a network of Regional Centres spread all over the country can effectively co-ordinate the workers' education programmes organised by different universities.

Management Training

Besides the education and training of rank and file workers, trade union leaders and members of the Works Committees and Joint Management Councils, training of management at all levels - top, middle and junior - is very necessary for the success of labour participation in management. The existing framework of management training in India has been developed during the last decade and within such a short span of time, a number of institutions catering to varied requirements of management training have sprung up, filling to some extent the vacuum in the institutional framework required for management training. The Administrative Staff College, Hyderabad, set up

Reference from previous page:
3. Indian Worker, October 28, 1963 - Role of Indian Universities in promoting Workers' Education by Mohammed Arif Khan.
in 1957 as a joint venture of the Central Government and private industry, provides three month residential course in principles and techniques of organisation, administration and leadership, for 50 top level managers sponsored by the Central and State Governments and public and private enterprises. During the first 4½ years of its working, 172 industrial and commercial concerns have sent 580 members to the College. The establishment of two All-India Institutes of Management at Calcutta and Ahmedabad in 1961 has opened new frontiers in the field of management training. Working in collaboration with American institutes and aided by foreign experts and know-how, the institutes provide for training for higher managerial personnel, required for industry and commerce. The International Labour Organisation Management Development Training Programme, commenced in 1960 at the instance of the Government of India, aims at developing "a broader conception of responsibilities in regard to training of personnel and other labour aspects of higher productivity, a knowledge of techniques of modern management, a better understanding of personnel administration needs and methods and a progressive out-look towards labour-management relations". In November 1960, I.L.O. conducted a four week Advanced Management Seminar at Bangalore for senior executives. Similar Seminars were held at Nainital and Coonoor in 1961 with the participation of U.S. International Co-operation Administra-

1. The Institute at Ahmedabad has been set up in collaboration with Harvard University Graduate School of Business Administration and that at Calcutta under the sponsorship of M.I.T School of Business Administration.
tion. In August 1962, Special Advanced Management Programme was held in Bombay for directors of State Transport Organisations. The National Productivity Council organises short-term courses in industrial engineering, work methods and management development. Since its inception in 1958, the N.P.C. has organised 429 training courses through 45 Local Productivity Councils in which 8652 managers, technicians and supervisors have taken part. In addition to this, it also organised some Advanced Management Programmes for senior executives, Top Management Seminars and Foreign Training Programmes. The All India Management Association, set up in 1957, also organises Executive Development Programmes for its members on full time, fortnightly and weekly basis. The professional managers, generally of second and third levels, take keen interest in such programmes to improve their prospects. The Ahmedabad Textile Industry Research Association has played a pioneering role in management training in India. To start with ATIRA organised management development programmes for all levels of management, but in later years more attention has been given to training programmes meant for senior level managers.

Similarly South India Textile Research Association organises Executive Development Programmes for supervisors and managers. In view of the diversified growth of management in India, some companies provide their own training programmes, known as 'In-company Programmes'. Though, they tend to become broader in content, they are mainly company-oriented, with emphasis on the managerial objectives and philosophy of their company.

1. Tatas have their own broad-based programmes for Executive Development with a company information course for supervisors, Tata Staff College for residential courses to create 'Tata Approach' annual Tata Management Conferences as well as other sectional meetings and Tata Institute of Social Services for research.
In the context of labour participation in management, supervisory training deserves particular attention. Standing at the dividing line between the management and the operative, the supervisor occupies the key position in modern industry. For the men who work with him, the immediate supervisor is the "boss" and his attitude to them is the attitude of the company. Larger organisations in India have undertaken elaborate supervisory training programmes. They vary from meeting lasting a couple of hours with a specific subject for discussion to comprehensive residential courses. Special mention may be made of Training Within Industry (T.W.I.) programme started in India in 1953 with the assistance of I.L.O. experts in 1953. The objective of the scheme is to develop the ability of supervisory staff in industrial establishments in (a) the skill in leading (b) the skill in instructing and (c) the skill in improving methods. The scheme comprises training programmes in Job Relations, Job Instruction and Job Methods. There is nothing which covers the basics of supervision so adequately and yet so concisely as the three "J" programmes of TWI. The TWI programme was introduced in India with the assistance of two foreign experts obtained under the Technical Assistance Programme, who visited India in 1953 and 1954. The first training course was conducted for the Ahmedabad Textile Industry Research Association. The persons trained under the programme were expected to introduce T.W.I. methods in their respective organisations and train the required number of supervisory staff. The organisation of these courses was therefore not an end in itself but was a beginning of the process of developing a team
of effective supervisors in an organisation. "Follow up" courses were therefore, necessary. Both the I.L.O. experts paid follow-up visits to the industrial centres where the scheme had been introduced. When the experts left in the summer of 1956, after completing their assignment, they had trained officers for about 100 establishments in various industries. Some 5000 supervisors had been trained in the programmes of TWI. An organised follow-up programme had been taken up in more than 50 firms. The Ministry of Labour set up a TWI Centre at Bombay, in 1954, which is now responsible for the introduction and development of the TWI programmes in the country. It may be of interest to note that since the beginning of 1958, the Ministry of Labour and Employment has launched an experiment in training the supervisory staff in Government offices, on the lines of T.W.I.