

NATURE AND IMPLICATIONS OF THE STRUCTURE OF LABOUR FORCE IN GUJARAT

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1. *Purpose of the Study*

Essentially, the structure of labour force illustrates the number of workers of different skills engaged in different sectors of the economy. In this paper an attempt is made to construct such a structure for Gujarat with whatever scanty data are available, or can be developed. The purpose of the exercise is to discuss the criteria about compiling the structure, analyse its implications and point out its uses.

The taste of the pudding is in eating it. For this, I must clarify in the beginning that I have only attempted to compile the structure and discuss its implications. It is beyond the scope of this paper to work out various problems, for which this analysis can be used. Nevertheless, I would first like to list few important areas in which the analysis can be used with advantage.

Compilation and analysis of the structure of labour force can help in determining several key issues regarding manpower planning and educational planning in the state: (a) The presentation of the structure gives an overall view of the distribution of the labour force industry-wise and occupation-wise. (b) The structure can be manipulated to analyse the effects of technological changes on manpower requirements in industries. This can help forecasting requirements of different kinds of skills in different industries. (c) The structure can also be manipulated to analyse the employment prospects for graduates with training in various disciplines. (d) Taking together the change in the demand for manpower in various occupations as determined by changing technologies and volume of production and the change in its supply as determined by number of fresh graduates in various disciplines, it can be worked out from the structure: (i) whether it is profitable to substitute workers for machinery, or vice-versa, in a particular industry, (ii) whether it is profitable to substitute one kind of workers for another kind of workers in a particular industry, (iii) in which occupations and by what extent there are economic incentives for wages and salaries to increase, and (iv) in which disciplines of education there are economic in-

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