

# Enhancing Worker Well-Being Through Training Interventions: A Study Of DTNBWED Initiatives In India

Anindya Acharya, Tapas Bagdi & Amit Kumar Hazra

*Research Scholar, Department Of Lifelong Learning And Extension, Institute Of Rural Reconstruction, India - 731236*

*Professor, Department Of Lifelong Learning And Extension, Institute Of Rural Reconstruction, India-731236*

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## **Abstract**

*The sustainable development requires an integrated approach that combines individual well-being with broader socioeconomic progress. This study assesses the effects of the Training of Trainers (ToT) programs conducted by the Dattopant Thengadi National Board for Workers Education and Development (DTNBWED), an independent organisation under the Indian government's Ministry of Labour and Employment. The study is based on a purposively selected sample of 100 respondents, including supervisors, worker, and trainers, from the Mumbai and Barrackpore regions of DTNBWED. The findings show increased institutional effectiveness and participant empowerment, as well as statistically significant improvements in soft skills, leadership ability, and community involvement. The Well-being Wheel framework offers a conceptual framework for examining these changes. The program's long-term effects are further demonstrated by case studies of former worker-trainers rising to positions of civic and political leadership. In the Indian context, this research contributes to the academic discourse on the role of participatory training in fostering sustainable livelihoods and grassroots leadership, as well as inclusive labour development and adult education.*

**Keywords:** Worker Well-being, Training of Trainers (ToT), Adult Education, Participatory Training, Worker-Trainer

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## **I. Introduction**

The pursuit of sustainable development necessitates a holistic approach that integrates individual empowerment with broader societal progress. The importance of ensuring healthy lives, skill development, income generation, leadership opportunities, and promoting well-being for people of all ages is emphasised by SDG 3 (*Good Health and Well-Being*), SDG 4 (*Quality Education*), and SDG 8 (*Decent Work and Economic Growth*) of the 17 Sustainable Development Goals (SDGs) adopted by the United Nations (Fallah Shayyan et al. 2022). In the modern workplace, employee well-being has become a multifaceted concept that includes not just physical health but also social, emotional, financial, and career-related factors (Cervera, 2025). Thus, ensuring overall well-being necessitates focused capacity-building interventions that foster resilience, increase agency, and facilitate lifelong learning rather than just workplace safety measures or job incentives.

In the present scenario, the Dattopant Thengadi National Board for Workers Education and Development (DTNBWED) under the Ministry of Labour and Employment, Government of India, plays a pivotal role by implementing innovative peer-led training models. DTNBWED prepares employees to become trainers, facilitators, and community leaders in their socioeconomic contexts through its Training of Trainers (ToT) programs. This participative method allows workers, particularly those from marginalised or under-deprived backgrounds, to transition into more empowered roles, fostering their development and aiding in collective community advancement.

This study aims to analyse the influence of the Directorate of Training's (DTNBWED) ToT programs on the comprehensive well-being of worker-trainees, assessed across five principal domains: career, financial, social, emotional, and community well-being. The study objective is to investigate how the ToT model promotes skill development and personal transformation among participants, and to assess the degree to which it affects changes in their roles, responsibilities, and social status. Additionally, the study explores how training interventions impact their communities in both concrete and intangible ways. In the Indian context, the study uses a comprehensive analytical framework to make a significant contribution to the academic and policy discourse on lifelong learning, sustainable labour development, and inclusive growth strategies.

## **II. Background Of The Research**

### *Institutional Framework and Mandate of DTNBWED*

The DTNBWED is an autonomous institution established in 1958 under the Ministry of Labour & Employment, Government of India, to enhance workforce education and empowerment. DTNBWED, which is registered under the Societies Registration Act of 1860, promotes knowledgeable, well-behaved, and competent workers in both the organised and unorganised sectors by raising awareness, fostering behavioural transformation, and facilitating active socioeconomic development. The board operates through a vast network of 50 regional directorates that are positioned strategically around the nation, with its headquarters being in New Delhi. The board regulates comprehensive workforce education policy and is governed by a committee that includes representatives from the Central Government, trade unions, employers' organisations, educationists, and state governments, among other stakeholder groups. In addition to awareness campaigns like *Shramik Chaupal* for rural labourers, DTNBWED offers organised workers specialised programs like Capacity Building and Modular Training. Regional Advisory Committees supervise implementation and efficacy, while the Ministry of Labour & Employment provides grants-in-aid to ensure constant financial support. Through these programs, DTNBWED is instrumental in equipping Indian workers with the information, abilities, and consciousness they need to make significant contributions to the economic and social advancement of their nation. The ToT initiative is one of its main initiatives, with the goal of converting regular workers into worker-trainers who can help spread knowledge throughout their communities and organisations.

### *Theoretical background*

The effectiveness of ToT programs in promoting individual and community well-being has been widely explored across disciplines such as adult education, workforce development, and global health. Kirkpatrick's paradigm was expanded upon by Bramley and Kitson (1994), who suggested a multifaceted assessment strategy centred on behavioural modifications and outcome-based evaluation. This paradigm is especially helpful for assessing how peer-led ToT initiatives affect changes at the community level. A well-known technique for assessing training effectiveness, Kirkpatrick's model evaluates programs on four levels: behaviour, learning, reaction, and results often face methodological challenges (Kirkpatrick & Kirkpatrick, 2006). This model remains relevant in assessing the personal and professional transformations that follow ToT participation. According to Mann and Robertson (1996), training does not always result in improved performance, even when knowledge gain improves. Their results highlight the necessity of looking beyond basic feedback in order to record long-lasting behavioural change and workplace integration. Similarly, Hashim (2001) urged against relying too much on reaction-level assessments, pointing out that although they are helpful in determining instant satisfaction, they frequently do not account for wider effects on the wellbeing of people as well as communities. According to Cushway (2004), training improves people's ability to assume increasingly challenging responsibilities, which promotes career advancement, which is a vital component of employee well-being from an organisational perspective. According to Virmani and Seth (1985), training programs also improve human relations and interdepartmental communication, which fosters a more harmonious and encouraging workplace. Phillips and Phillips (2009) introduced the Return on Investment technique, enabling the financial measurement of training outcomes. This method is particularly pertinent for evaluating the financial status of participants after the ToT, allowing institutions to validate training expenditures and track concrete economic advantages. Brelade and Harman (2001) further explain the function of training in knowledge management and personal development, highlighting its importance in enabling people to take charge of their own education and growth, which is essential for social and economic mobility. Similarly, case studies demonstrating that focused training resolves skills gaps, improves job satisfaction, and increases organisational performance were evaluated by Elnaga and Imran (2013), who were backed by Salas et al. (2012). The sustainability of ToT initiatives goes beyond basic information transmission, especially in global health environments. As essential components for successful and long-lasting capacity-building, Mormina and Pinder (2018) proposed the TRAIN framework, which consists of Talent, Resources, Alignment, Implementation, and Nurture. Their research highlights the significant influence of the larger institutional and socio-political environment on training results. Furthermore, Chitra and Karunanidhi (2021) revealed that organised training improves coping mechanisms and psychological well-being, both of which are critical for long-term retention and job satisfaction. Similarly, Ghosh et al. (2011) highlighted the importance of structured induction training in supporting staff performance and integration, emphasising that early training interventions increase productivity and engagement. The transforming impact of ToT programs is confirmed by a number of empirical research. For example, during the COVID-19 pandemic, Sahu et al. (2024) assessed a ToT effort among Indian nursing professionals and found statistically significant gains in knowledge, attitudes, and interpersonal skills. The cascading nature of the program demonstrated how effectively constructed ToTs can improve systemic capacity and resilience, especially during times of crisis.

Although there is plenty of evidence in the literature that ToT programs are beneficial in a variety of sectors, the main emphasis has been on results like organisational productivity and knowledge acquisition. However, the more comprehensive and complex well-being outcomes that the worker-trainers themselves experience are sometimes overlooked in these studies. Notably, there is still a lack of empirical research that critically analyses the ways in which peer-led training interventions, like those implemented by India's DTNBWED which is contribute to community, financial, emotional, and career aspects of holistic well-being. In order to close this gap, this study uses a multifaceted framework of worker well-being to assess the transformative potential of ToT programs.

#### *Conceptual Framework: The Well-being Wheel*

According to the evidence, well-organised context-sensitive training programs, particularly those that use peer-led ToT models, can significantly enhance a variety of aspects of well-being, such as community leadership, career advancement, financial stability, social integration, and emotional resilience. The study employs the Well-being Wheel as its conceptual framework (Figure. 1), which encompasses the following dimensions:

##### *Social Well-being – fostering a sense of community and belonging*

Social well-being represents a person's sense of connection and belonging within their community. This aspect is essential to mental health, as a sense of community belonging has been closely linked to favourable self-assessments of health and overall mental well-being across various age demographic trends (Michalski et al., 2020; Haim-Litevsky et al., 2023).

##### *Physical Well-being – promoting fitness, nutrition, and rest*

Physical well-being involves the maintenance of bodily health through consistent physical activity, a balanced diet, and adequate rest. Research indicates that these elements play a crucial role in maintaining energy levels, reducing the likelihood of disease, and enhancing mood, cognitive abilities, and overall efficiency (Kumar and Vinayakan, 2024).

##### *Financial Well-being – enabling control over current and future finances*

Financial well-being involves the ability to confidently navigate both current and future financial requirements. The research indicate that cognitive resources, including mental budgeting, financial literacy, and self-control, play a significant role in shaping subjective financial well-being (Bai, 2023).

##### *Environmental Well-being – creating supportive surroundings*

Environmental well-being includes living and working in environments that support the health of the individual and the community. Research have connected exposure to natural settings to improved mental performance, lower stress levels, and more physical activity—all of which are factors that affect general wellbeing (Jimenez et al., 2021).

##### *Emotional Well-being – managing stress and relationships*

The capacity to successfully control emotions, stress, and interpersonal interactions is known as emotional well-being. Healthy social relationships and improved stress-coping skills are two benefits of having high emotional intelligence (Fteiha and Awwad, 2020).

##### *Occupational Well-being – achieving job satisfaction and balance*

Occupational well-being refers to the feeling of personal fulfilment and purpose derived from one's work, including elements like job satisfaction, meaningful engagement, and work-life balance. Empirical studies indicate that individuals experiencing elevated job satisfaction consistently express enhanced subjective well-being and overall life satisfaction (Ryu, 2020).

##### *Aspirational Well-being – engaging intellectually and creatively*

This dimension involves intellectual stimulation and creative engagement, fostering personal growth. Meta-analytic evidence shows that creative activities can reduce anxiety, elevate mood, and promote higher life satisfaction (Acar, 2021).

##### *Spiritual Well-being – finding meaning and purpose in life*

The concept of spiritual well-being revolves around the quest for meaning, purpose, and harmony in one's life. This concept is deeply connected to eudemonic well-being, frequently improved by spiritual

practices that develop inner peace, moral clarity, and a profound sense of fulfilment and life satisfaction (Ryff, 2021).



Figure 1: Wellness Wheel (Myers, et al. 2000)

### III. Methodology

The present study utilised a mixed-methods approach to assess the effects of training interventions implemented by DTNBWED on the overall well-being of employees. Both qualitative and quantitative data collection methods, along with their respective analytical techniques, were employed. The changes observed among workers are illustrated through detailed narratives and organised feedback, demonstrating significant improvements in various aspects of well-being.

The study concentrated on three main groups: trainees involved in the ToT programs administered by DTNBWED, who subsequently served as Worker-Trainers; trainers, educators, and capacity builders tasked with implementing the ToT programs; and supervisors or managers in the workplaces where the trained Worker-Trainers utilised their acquired knowledge. The snowball sampling technique was used to purposively choose 100 respondents in order to ensure representation from the East Zone (Barrackpore Region) and the West Zone (Mumbai Region) of DTNBWED (Table 1). The DTNBWED organisational structure's operational viability, reach, and scope served as the guiding principles for participant selection.

Table 1: Sampling distribution

Target Population	Total No. of samples	Mumbai Region	Barrackpore Region
Trainer/ Educator	60	30	30
Workers/Supervisors	40	20	20
Worker-Trainer	100	50	50

Source: Field survey

The impact of the ToT interventions was assessed across multiple dimensions of well-being. The analysis focused on shifts in self-perception, integration of work and personal life, and evolving social roles, thereby offering a comprehensive view of the training program's effects on holistic well-being.

The training approach implemented by DTNBWED prioritised participatory learning, which was founded on the principles of adult education. The programs implemented an andragogical, learner-centred approach that exceeded conventional pedagogy, promoting experiential learning, self-reflection, and active engagement. This method facilitated the internalisation of knowledge in a manner that was meaningful to the participants. The training intervention included 15 structured methods that were carefully chosen to accommodate the participants' varying cognitive levels and learning styles (Table 2). These included:

**Table 2: Training methods**

Major Methods Adopted	Number of Sessions
Lecture	55
Discussion Leading	51
Role Play	09
Games / Group Exercises	08
Guided Reading	08
Guided Practice	07
Distance Learning	06
Computer-Based Training	06
Demonstration	10
Brainstorming	04
Case Study	04
Lesson	05
Action Maze	02
In-Tray Exercises	02
Interactive Video	02
Total Structured Sessions	180

The approach used in the study was mainly qualitative, with some basic quantitative tabulations included for context. Personal interviews, group discussions, and case studies were used to gather data. The study was able to document the subtle changes in the participants' well-being after the training interventions because these techniques made it easier to examine their experiences and perceptions in-depth.

#### IV. Results

##### *Educational profile of the worker-trainees*

The educational background of DTNBWED's worker-trainers indicates a primarily low to moderately educated group (Figure 2). The findings indicate that 47% of trainees had not completed matriculation, implying a significant prevalence of people with restricted formal education. An additional 32% had obtained educational qualifications between matriculation and higher secondary (Class XII), and 15% had completed some college-level study up to graduation. While, Only 6% of the trainees held qualifications exceeding the undergraduate level. The significant percentage of non-matriculates underscores DTNBWED's effectiveness in engaging demographics frequently marginalised from formal education due to academic obstacles. Participants with greater education contributed cognitive diversity and enhanced facilitation skills, whereas those with lower education depended on experiential learning and verbal communication. Despite these disparities, successful knowledge acquisition and behavioural modification were apparent across all groups, indicating that the efficacy of training was influenced more by DTNBWED's participatory, learner-centred methodology than by formal educational attainment.

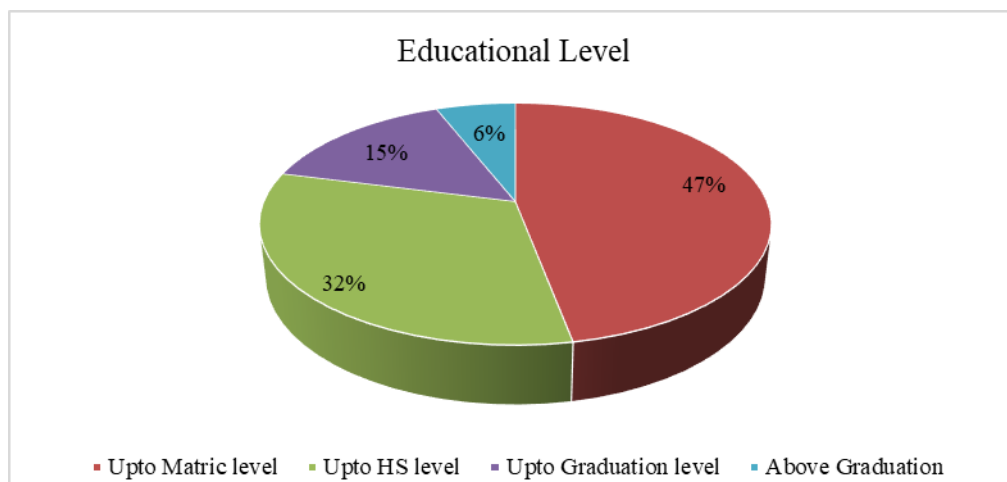


Figure 2: Educational level of the Worker-Trainees

*Pre- and post-training self-assessments of ToT participants*

A comparative analysis of pre- and post-training self-assessments indicates statistically significant enhancements in various essential skill domains among ToT participants (Table 3). Notable improvements were recorded in dispute resolution, which escalated from an average of 3.5 to 6.5, and public speaking, which progressed from 4.0 to 6.5. These modifications signify improved confidence and interpersonal skills in managing group dynamics and engaging with larger individuals, both essential for worker-trainers operating in community and organisational contexts. Leadership skills increased significantly from 5.0 to 7.0, indicating that participants gained more ability to motivate, influence, and direct their peers. Similarly, communication skills increased from 4.5 to 6.5, indicating higher participation and articulation during facilitation. The ToT model's efficacy in enhancing participants' preparedness to assume on peer leadership positions and function in real-world situations is supported by the consistency of these gains across key facilitation areas. In summary, the data show that the training greatly improved high-impact soft skills that are necessary for information transfer and behaviour change at the local level. The significant gains in critical soft skills, especially public speaking, communication, and conflict resolution, highlight how well the ToT program prepares trainees to be confident and competent peer educators and community leaders.

Table 3: Comparative analysis of self-assessed skill levels among TOT participants before and after training (10-Point Scale)

Skills Sets	Average scores on available skill sets before ToT	Average scores for developed skill sets after ToT
Leadership	5	7
Communication	4.5	6.5
Motivating individuals / Participants	4	6
Coordination	5	6.5
Crisis Intervention	4	6
Conflict Resolution with better insights	3.5	6.5
Public Speaking	4	6.5
Negotiation	3	5

Source: Field survey

*Development of New Training Competencies Post-ToT Intervention*

The average self-assessed scores (on a 10-point scale) for newly acquired competencies after the ToT training are shown in Table 4. The findings show that participants' ability to facilitate training has significantly improved. Significant improvements in facilitation techniques, relational dynamics, and learner-specific support such skills essential to successful adult education which were shown by the strong scores given in incorporating diverse training methods (7.0), interpersonal interactions (7.0), and individual coaching (7.0). In addition, competencies including resource mobilisation (6.0), group facilitation (6.0), and training planning and management (6.5) all received high scores, indicating that participants are more capable of organising, arranging, and delivering organised learning interventions. Despite its fundamental significance in reflective practice and continual growth, the comparatively low score for offering and receiving feedback (5.5) might indicate an area that requires further reinforcement. Overall, the information demonstrates that the ToT program helped trainees acquire a wide range of useful skills, increasing their preparedness to function as peer educators, trainers, and facilitators in a variety of socio-organisational settings.

Table 4: Newly Developed Skill Sets after the intervention of the ToT Program

Skills Sets	Avg. Scores (in 10 pt. Scale) for newly Developed Skill Sets after ToT
Planning and making presentations	6
Receiving and giving feedback	5.5
Using various training methods	7
Using group processes for facilitating participation	6
Interpersonal relationship	7
Mobilization of resources	6
Individual coaching	7
Planning and managing training	6.5

Source: Field survey

*Impact of ToT on Organizational Capacity and Workforce Development*

Table 5 provides a comprehensive summary of the tangible and intangible advantages gained by the ToT initiative. Notable enhancements in educator capacity, increased training delivery efficiency, and innovation in methods and strategies are among the tangible outcomes. Cost-effectiveness also became a significant benefit, as internalising training functions resulted in lower expenditures for human resource

development. Investing in organised trainer development is beneficial, as seen by the improved institutional image. The intangible effects are equally significant, demonstrating the program's profound influence on corporate culture and individual psychology. Participants indicated heightened job satisfaction, motivation, and a sense of empowerment. The development of a more certain, capable, and dedicated staff indicates enhanced preparedness for leadership and peer facilitation positions. The program enhanced communication and fortified team interactions, resulting in a more unified organisational atmosphere. Collectively, these results underscore the dual significance of the TOT program, improving both organisational efficiency and human welfare while affirming its contribution to fostering enduring institutional resilience and community-oriented transformation.

**Table 5: Benefits Accrued by the ToT program**

Tangible	Intangible
Increased capacity development of trainer	Increased job satisfaction and moral
Increased efficiency in the training process	Increased employees' motivation
Lower cost of training – savings in HRD head of expenditure	Empowerment of employees
Innovation in methods/strategies	Confident, Competent & Committed workforce
Enhanced company image	Team work

*Conceptual Framework: Well-being Outcomes of the ToT Program*

In addition to measurable skill development and organizational gains, the ToT program led to substantial improvements in participant well-being across multiple dimensions (Figure 3):

*Career Well-being:* The career paths were greatly improved by the ToT program. Numerous participants made the shift from supportive or passive roles to more independent roles as resource people and trainers. Increased accountability, greater exposure, and a more robust feeling of professional purpose were all benefits of this career elevation.

*Social Well-being:* Participants' social well-being increased as a result of improved communication skills and stronger interpersonal networks. They gained more social status and influence in their communities as a result of these advancements, which aided in their personal development and improved their capacity to lead and facilitate.

*Financial Well-being:* Participants' job performance improved as a result of learning new and improved abilities, opening doors to better career prospects and more stable income. The economic empowerment ingrained in skill-based interventions such as the ToT program is reflected in these outcomes.

*Physical and Emotional Well-being:* Participants reported a better work-life balance, less stress, and increased self-confidence. These improvements in mental and physical health were facilitated by the program's emphasis on holistic development, especially in the areas of communication, crisis management, and motivating techniques.

*Community Well-being:* Participants reported a healthier work-life balance, reduced stress, and enhanced self-confidence. The program's emphasis on comprehensive development, particularly in the areas of communication, crisis response, and motivational skills, was a contributing factor to the positive changes in physical and emotional health.



*Figure 3: Conceptual Framework – Well-being Outcomes of the ToT Program*

*Case studies: transformative journeys through worker education*

The experiences of people such as *Amiya Mukherjee* and *Shabir Sekh* eloquently demonstrate how worker education can encourage leadership and social mobility among grassroots participants. Their transformation from industrial workers to public leaders serves as an example of how worker education and Training of ToT programs can foster leadership, boost self-esteem, and create opportunities for civic and political participation.

*Shabir Sekh – Transition from mobilizer to state legislator*

Shabir Sekh, who was born in 1944, was dedicated to public service and subsequently became a worker-trainer in 1985. His leadership qualities rapidly propelled him to key positions, including State Secretary of *Bharatiya Kamgar Sena (BMS)* in 1988 and its President by 1989. This serves as an example of how ToT programs can cultivate grassroots leadership and civic engagement. The long-term impact of capacity-building programs is exemplified by Shabir Sekh's trajectory from labour organising to electoral politics. He was elected as an MLA from Ambernath, Maharashtra, in 1990 and re-elected in 1995 and 1999. He has served three consecutive terms. The potential of worker-education programs to catalyse leadership at the highest levels of state governance is exemplified by his appointment as Cabinet Minister for Labour and Employment in 1995 under Chief Ministers Manohar Joshi and Narayan Rane. Shabir Sekh is a renowned Muslim face of the Shiv Sena who ascended to prominence as a close associate of Balasaheb Thackeray. He represents the power of grassroots leadership and political inclusion. He passed away on October 15, 2014, leaving behind a legacy of commitment to community representation and labour rights.

*Amiya Mukherjee: Worker-Teacher to Municipal Chairman*

Amiya Mukherjee, who was born in 1945, commenced his professional career as a factory worker at Bangla Cotton Mills, Serampore in 1971. He transitioned to the position of a worker-teacher in the Barrackpore region in 1975 after acquiring supervisory experience at Bangalaxmi Mill in 1973. In 1976, he was awarded the Best Worker-Teacher award for his exceptional performance in this role. Amiya Mukherjee's involvement in the worker education movement evolved into trade union activism. He was appointed as the Local Secretary of INTUC (Indian National Trade Union Congress) in 1985 and subsequently served as the Vice-President of the Hooghly District INTUC in 1991. Amiya Mukherjee was elected to public office because of his reputation at the grassroots level. He was elected to the Serampore Municipality's council in 1995 and again in 2010. He was promoted to the role of Chairman of Serampore Municipality in 2015 in appreciation of his continuous dedication and leadership in the community.

These case studies serve as excellent examples of how organised training and worker empowerment programs may create the groundwork for civic leadership, allowing people from low-income beginnings to rise to important positions of influence in labour representation and governance.

## V. Discussion

The findings of the ToT programs analysed in this study highlight the significant impact of grassroots, peer-led education models in the fields of labour and social development. The DTNBWED's methodology is a paradigm transition from traditional top-down training to a participatory, empowerment-oriented approach, which is consistent with the global literature on lifelong learning, adult education, and sustainable workforce development. This model redefines the role of workers, highlighting them as both recipients and catalysts of transformation in their workplaces and communities. A notable observation is the robust connection that exists between skill development and multi-faceted well-being. Participants indicated significant enhancements in essential soft skills—communication, leadership, conflict resolution, and planning—relevant in both professional and social settings. These competencies promoted increased autonomy, heightened social recognition, and higher employability, especially for persons with minimal formal schooling. The program's inclusive approach facilitated extensive outreach to marginalised populations, addressing persistent disparities in educational and developmental access.

Importantly, the outcomes align with several United Nations Sustainable Development Goals (SDGs):

SDG 3 (Good Health and Well-being): Participants demonstrated enhanced emotional resilience, self-confidence, and civic participation.

SDG 4 (Quality Education): The program promoted continuous learning and life-skill enhancement among adult learners.

SDG 8 (Decent Work and Economic Growth): Beneficiaries reported improvements in job performance, income-generating potential, and leadership opportunities.

These findings indicate that training, when integrated into participatory and context-sensitive frameworks, exceeds simple economic results. It serves as a potent instrument for whole human development—



promoting dignity, self-esteem, and democratic participation. Case stories, including those of *Shabir Sekh* and *Amiya Mukherjee*, exemplify how worker education may stimulate social mobility and promote enduring leadership in public and political domains. The DTNBWED approach provides a reproducible and adaptable framework for inclusive, community-based skill development. It encourages policymakers and practitioners to reframe workforce training as a multifaceted process essential for equitable and sustainable development.

## VI. Conclusion

This study presents compelling evidence of the extensive and enduring effects of the peer-based ToT program executed by DTNBWED. The results confirm that these interventions surpass traditional skill development, promoting significant improvements in various aspects of well-being. The program plays a crucial role in enhancing career well-being by allowing participants to take on independent roles as trainers and resource individuals, which in turn boosts their professional identity, visibility, and sense of purpose. The development of communication skills, the expansion of interpersonal networks, and increased social recognition all contribute positively to social well-being, enhancing participants' abilities as community facilitators. Enhancements in financial well-being are clearly observable, with improved job performance and income stability present out as significant results of the training. Furthermore, participants indicate enhancements in physical well-being due to an improved work-life balance, alongside heightened emotional well-being, marked by increased self-confidence, diminished psychological stress, and enhanced personal agency. At the community level, the program enhances collective well-being, as worker-trainers develop into locally acknowledged catalysts for change, encouraging civic engagement, mutual support, and grassroots mobilisation. The program's long-term potential to promote inclusive development and facilitate upward social mobility is underscored by the trajectories of select participants, some of whom have ascended to significant leadership positions in the public sphere. The ToT model, which is based on empowerment-driven and participatory pedagogies, is an example of a workforce development strategy that is both scalable and contextually flexible. It has great potential to address enduring skill gaps, lessen systemic injustices, and develop a workforce that is resilient, inclusive, and prepared for the future in response to the ever-changing needs of the economy and society if it is replicated across various socioeconomic circumstances.

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