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| b.A., labour management |
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| **SYLLABUS** |
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| **from the academic year**  **2023 – 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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**Credit Distribution for UG Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem I** | **Credit** | **H** | **Sem II** | **Credit** | **H** | **Sem III** | **Credit** | **H** | **Sem IV** | **Credit** | **H** | **Sem V** | **Credit** | **H** | **Sem VI** | **Credit** | **H** |
| Part 1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | Part..1. Language – Tamil | 3 | 6 | 5.1 Core Course –\CC IX | 4 | 5 | 6.1 Core Course –  CC XIII | 4 | 6 |
| Part.2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | Part..2 English | 3 | 6 | 5.2 Core Course – CC X | 4 | 5 | 6.2 Core Course –  CC XIV | 4 | 6 |
| 1.3 Core Course – CC I | 5 | 5 | 2..3 Core Course – CC III | 5 | 5 | 3.3 Core Course – CC V | 5 | 5 | 4.3 Core Course – CC VII  Core Industry Module | 5 | 5 | 5. 3.Core Course CC -XI | 4 | 5 | 6.3 Core Course –  CC XV | 4 | 6 |
| 1.4 Core Course – CC II | 5 | 5 | 2.4 Core Course – CC IV | 5 | 5 | 3.4 Core Course – CC VI | 5 | 5 | 4.4 Core Course –  CC VIII | 5 | 5 | 5. 4.Core Course –/ Project with viva- voce  CC -XII | 4 | 5 | 6.4 Elective -VII Generic/ Discipline Specific | 3 | 5 |
| 1.5 Elective I Generic/ Discipline Specific | 3 | 4 | 2.5 Elective II Generic/ Discipline Specific | 3 | 4 | 3.5 Elective III Generic/ Discipline Specific | 3 | 4 | 4.5 Elective IV Generic/ Discipline Specific | 3 | 3 | 5.5 Elective V Generic/ Discipline Specific | 3 | 4 | 6.5 Elective VIII  Generic/ Discipline Specific | 3 | 5 |
| 1.6 Skill Enhancement Course SEC-1 | 2 | 2 | 2.6 Skill Enhancement Course SEC-2 | 2 | 2 | 3.6 Skill Enhancement Course SEC-4,  (Entrepreneurial Skill) | 1 | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 2 | 5.6 Elective VI Generic/ Discipline Specific | 3 | 4 | 6.6 Extension Activity | 1 | - |
| 1.7 Skill Enhancement -(Foundation Course) | 2 | 2 | 2.7 Skill Enhancement Course –SEC-3 | 2 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 2 | 5.7 Value Education | 2 | 2 | 6.7 Professional Competency Skill | 2 | 2 |
|  |  |  |  |  |  | 3.8 E.V.S. | - | 1 | 4.8 E.V.S | 2 | 1 | 5.8 Summer Internship /Industrial Training | 2 |  |  |  |  |
|  | **23** | **30** |  | **23** | **30** |  | **22** | **30** |  | **25** | **30** |  | **26** | **30** |  | **21** | **30** |
| **Total – 140 Credits** | | | | | | | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System**

**for all UG courses including Lab Hours**

**First Year – Semester-I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course SEC-1 | 2 | 2 |
| Foundation Course | 2 | 2 |
|  |  | **23** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 2 | 2 |
| Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
|  |  | **23** | **30** |

**Second Year – Semester-III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-4 (Entrepreneurial Based) | 1 | 1 |
| Skill Enhancement Course -SEC-5 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | - | 1 |
|  |  | **22** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| E.V.S | 2 | 1 |
|  |  | **25** | **30** |

**Third Year**

**Semester-V**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based | 22 | 26 |
| **Part-4** | Value Education | 2 | 2 |
| Internship / Industrial Visit / Field Visit | 2 | 2 |
|  |  | **26** | **30** |

**Semester-VI**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credit** | **No. of Hours** |
| **Part-3** | Core Courses including Project / Elective Based & LAB | 18 | 28 |
| **Part-4** | Extension Activity | 1 | - |
| Professional Competency Skill | 2 | 2 |
|  |  | **21** | **30** |

**Consolidated Semester wise and Component wise Credit distribution**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Parts** | **Sem I** | **Sem II** | **Sem III** | **Sem IV** | **Sem V** | **Sem VI** | **Total Credits** |
| **Part I** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part II** | 3 | 3 | 3 | 3 | - | - | 12 |
| **Part III** | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| **Part IV** | 4 | 4 | 3 | 6 | 4 | 1 | 22 |
| **Part V** | - | - | - | - | - | 2 | 2 |
| **Total** | 23 | 23 | 22 | 25 | 26 | 21 | **140** |

**\*Part I. II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

B.A., LABOUR MANAGEMENT

B.A. (Labour Management)

First Semester

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | Ins hrs | | credit |  |  | | total |
| Int | Ext | |  |
| Part-1 | Paper- I | Language - Tamil | 6 | | 3 | 25 | 75 | | 100 |
| Par-2 | Paper-II | English | 6 | | 3 | 25 | 75 | | 100 |
| Part-3 | Core paper I: | Principles of Management | 5 | | 5 | 25 | 75 | | 100 |
| Core Paper II: | Elements of Psychology | 5 | | 5 | 25 | 75 | | 100 |
| Allied Paper I | Principles of Economics | 4 | | 3 | 25 | 75 | | 100 |
| Part 4 |  | Non Major Elective NME :1- | 2 | | 2 | 25 | 75 | | 100 |
| Soft Skill English for Arts &Social Science - I | 2 | | 2 | 50 | 50 | | 100 |
| Total Credits | | |  | 23 | |  |  |  | |

Second Semester

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | Ins hrs | | credit |  |  | | total |
| Int | Ext | |  |
| Part-1 | Paper- I | Language Tamil | 6 | | 3 | 25 | 75 | | 100 |
| Par-2 | Paper-II | English | 6 | | 3 | 25 | 75 | | 100 |
| Part-3 | Core paper III: | Introduction to labour Economics | 5 | | 5 | 25 | 75 | | 100 |
| Core Paper IV: | Industrial Sociology | 5 | | 5 | 25 | 75 | | 100 |
| Allied Paper II: | Public Administration | 4 | | 3 | 25 | 75 | | 100 |
| Part 4 |  | Non Major Elective NME :II- | 2 | | 2 | 25 | 75 | | 100 |
| Soft Skill English for Arts &Social Science - II | 2 | | 2 | 50 | 50 | | 100 |
| Total Credits | | |  | 23 | |  |  |  | |

Third Semester

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | Ins hrs | credit |  |  | total |
| Int | Ext |  |
| Part-1 | Paper- I | Language Tamil | 6 | 3 | 25 | 75 | 100 |
| Par-2 | Paper-II | English | 6 | 3 | 25 | 75 | 100 |
| Part-3 | Core paper v: | Industrial Psychology | 5 | 5 | 25 | 75 | 100 |
| Core Paper VI: | Industrial Relation - I | 5 | 5 | 25 | 75 | 100 |
| Allied Paper III | Business Environment & Law | 3 | 4 | 25 | 75 | 100 |
| Part 4 |  | Soft Skill – Personality Enrichment: Level I |  | 1 | 25 | 75 | 100 |
| Environmental Studies & Labour Statistics | 1 |  |  |  |  |
| Total Credits | | |  | 22 |  |  |  |

Fourth Semester

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | | Ins hrs | | credit |  |  | | total |
| Int | Ext | |  |
| Part-1 | Paper- I | | Language Tamil | 6 | | 3 | 25 | 75 | | 100 |
| Par-2 | Paper-II | | English | 6 | | 3 | 25 | 75 | | 100 |
| Part-3 | Core paper VII: | | Industrial Relations- II | 5 | | 5 | 25 | 75 | | 100 |
| Core Paper VIII: | | Trade Unionism in India | 5 | | 5 | 25 | 75 | | 100 |
| Allied Paper IV | | Human Rights & Human Relations | 3 | | 3 | 25 | 75 | | 100 |
| Part 4 |  | | Soft Skill Personality Enrichment Level - II | 2 | | 2 | 50 | 50 | | 100 |
| Environmental Studies | 2 | | 1 | 75 | 25 | | 100 |
| Total Credits | | | |  | 25 | |  |  |  | |

Fifth Semester

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | | | Ins hrs | | | credit |  |  | | total |
| Int | Ext | |  |
| Part-3 | Core Paper IX | Training and development | | | 6 | | 3 | | 25 | 75 | | 100 |
| Core paper X: | Labour Welfare | | | 6 | | | 3 | 25 | 75 | | 100 |
| Core Paper XI: | Industrial Hygiene & Safety | | | 5 | | | 5 | 25 | 75 | | 100 |
| Core paper XII | Labour Legislation - I | | | 5 | | | 5 | 25 | 75 | | 100 |
|  | Observation Visit (p) | | | 3 | | | 4 | 25 | 75 | | 100 |
| Part- 4 |  | | Value Education | | 2 | | 2 | | 25 | 75 | 100 | |
| Total credits | | | |  | | 26 | | |  |  |  | |

Sixth Semester

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course components |  | Name of the paper | | | Ins hrs | | | credit |  |  | | total |
| Int | Ext | |  |
| Part-IV | Core paper XIII: | Human resource Management & Human resource Development | | | 6 | | | 4 | 25 | 75 | | 100 |
| Core Paper XIV: | Entrepreneurship Development | | | 6 | | | 4 | 25 | 75 | | 100 |
| Core Paper -xv | Labour Legislation - II | | | 6 | | | 4 | 25 | 75 | | 100 |
|  | ELECTIVE vii | | | 5 | | | 3 |  |  | |  |
|  | Elective VIII | | | 5 | | | 3 |  |  | |  |
|  |  | | |  | | |  |  |  | |  |
| Part-v |  | | Extension Activities | |  | | 1 | |  |  |  | |
| Credits | | | |  | | 21 | | |  |  |  | |
| **Total Credits** | | | | | | 140 | | |  |  |  | |

The students shall Observation Visit at least (i) 5 industries including

1. Engineering Industry
2. Hotel Industry
3. Petroleum & Oil Industry
4. I.T Industry
5. 2 Industries in other states

i) Office of the Commissioner of Labour (2 visits)

1. ESI Corporation (one visit)
2. EPF Office (one visit)
3. High Court / Tribunal (one visit)
4. Service / Social Organisation (one visit)
5. 2 Industries in other States

The performance of the student will be assessed both by the faculty and field work supervisor. This will facilitate the students to prepare a report not exceeding 75 pages at the end of the visits.

The report shall be valued by the Institute by constituting a committee headed by the Professor and Head / Faculty of the Department known as “Observation Evaluation Committee”. The marks shall be distributed as follows:

Internal : 25 marks (by the faculty/department supervisor)

External (a) Report : 50marks

(b) Viva voce : 25marks

**Total 100marks**

The marks shall be sent to the University, before the commencement of the University Examination. A candidate failing to secure the minimum for a pass shall be required to resubmit the report to the Institute/college.

1. **Field Work**:-

Each student is required to take up a field work in an industry for a period of 30 days or 150 hours and submit a report. The students would begin the field work activities in the beginning of the VI Semester and submit the report for evaluation to the Institute/college. The report shall not exceed 75 typed pages excluding tables, figures, bibliography and appendices.

The report shall be valued by the Institute/College by constituting a committee headed by the Professor and Head / Faculty of the Department known as VIVA VOCE Examination Committee. The marks shall be distributed as follows:

.

Internal : 25 marks (by the faculty/department supervisor)

External (a) Report : 50marks

(b) Viva voce : 25marks

Total **100 marks**

Necessary guidance will be given to the students for the completion of field work. Wherever the Committees are formed for external evaluation, an external examiner shall be appointed with the approval of the Head of the Department / Colleges.

## **B.A. DEGREE COURSE IN LABOUR MANAGEMENT**

**SYLLABUS**

**SEMESTER – I**

**PAPER - III - PRINCIPLES OF ECONOMICS**

**Objectives**: -

* To provide a theoretical base of principles and basic concepts in economics.
* To provide an understanding of the challenges of Economists in the decision making process.
* To enable the students to understand and apply the knowledge of economics to labour management.

**Learning Outcomes:-**

* To understand the fundamentals of economics & solve basic economic problems
* To know the fundamental techniques to think about a number of policy questions related to the operation of the real economy.
* To get an introduction to supply and demand and the basic forces that determine equilibrium in a market economy

**Unit - I:-**

Nature of Economics: Definition - Method nature of economic problem - Capitalism; Mixed economy - Socialism.

**Unit - II:-**

Theory of Demand and Supply: Law of diminishing Marginal utility - Demand schedule - Elasticity of demand - Elasticity of supply.

**Unit – III:-**

Production and costs: Production Function - law of diminishing constant - increasing returns - Nature and type of costs - costs in short run and long run.

**Unit – IV:-**

Market structure: Forms of business organisation - perfect competition - Monopoly -Oligopoly

**Unit – V:-**

Marginal productivity theory - Theories of rent, wages interest and profit.

National income - Circular flow of income - various classification of National income - National income trends.

**References**:-

Samuelson and Nardhams *Economics* Tata McGraw Hill (12th Edition).

Mithani D.M *Fundamental of Economic Analysis*: Mumbai, Himalyan publishing house.

Dowelt k.k *Economics (*1987), Prince Theory, New Delhi, syamlal charitable trust.

McConell and Gupta (1989), *Economics*-Part 1 Tata McGraw Hill.

Son K.I. *An Introduction to Economics*, S.Chand and Son, New Delhi.

Richard Lipsy and Posteniner *Positive economics*, Prentice Hall, New Delhi.

Mehta J.K and Mahesh Chand *A Guide to Modern Economics*, Somaya Publication, Bombay.

**WEB REFERENCES**:

<http://www.investopedia.com/university/economics/#axzz1XwhFTmtm>

<http://www.investopedia.com/university/economics/#axzz1XwhFTmtm>

<http://www.economicshelp.org/>

http://economics.about.com/

**PAPER - IV - PRINCIPLES OF MANAGEMENT**

**Objectives**: -

* To provide a comprehensive understanding of the principles of management.
* To familiarize students with the current management practices
* To emphasize the need for competence, trust and team work in the organization.

**Learning Outcomes:-**

* It helps students to recognize the role of a manager and how it relates to the organization's mission.
* It helps students to understand the management, its four basic functions and skills.
* Students recognize the concept of social responsiveness and its benefits.

**1. OVERVIEW OF MANAGEMENT:-**

Definition - Management – Roles and characteristics of managers - Evolution of Management thought - Organization and the environmental factors – Classical Management theories: F.W. Taylor’s Theory, Scientific Management, Henry Fayol’s Passive Management Theory-Neo-Classical Management theories: Behavioural Theory.

**2. Theories of Management:-**

comparison of Classical and behavioural theory, Abraham Maslow’s Need hierarchy theory, Herzberg’s Two factor theory, Theory X and Theory Y, Modern Management theories: Quantitative Techniques Approach, Systems Approach & Contingency Approach to Modern Management.

**3. PLANNING & DECISION MAKING:-**

Nature and purpose of planning - Planning process - Types of plans & Steps in planning – Objectives - - Managing by objective (MBO) Strategies - Types of strategies - Policies - Decision Making - Types of decision - Decision Making Process - Rational Decision Making.

**4. ORGANIZING:-**

Nature and purpose of organizing - Organization structure - Formal and informal groups *O*rganization - Line and Staff authority - Departmentation - Span of control - Centralization and Decentralization - Delegation of authority - Staffing - Selection and Recruitment - Orientation - Groups in Organization – Formal Vs Informal Groups.

**5. DIRECTING:-**

Staffing Need, Manpower Planning - Motivation and Satisfaction - Motivation Theories - Leadership Styles - Leadership theories – Communication Channels - Barriers to effective communication - Organization Culture - Elements and types of culture - Managing cultural diversity.

1. **CONTROLLING:-**

Process of controlling - Types of control - Budgetary and non-budgetary control techniques - Managing Productivity - Cost Control - Purchase Control – Maintenance Control - Quality Control - Planning operations.

**TEXT BOOKS:** 1. Stephen P. Robbins and Mary Coulter, 'Management', Prentice Hall of India, 8th edition. 2. Charles W L Hill, Steven L McShane, 'Principles of Management', McGraw Hill Education, Special Indian Edition, 2007.

**References**:-

Hellriegel, Slocum & Jackson, *Management - A Competency Based Approach*, Thomson South Western, 10th edition, 2007.

.Harold Koontz, Heinz Weihrich and Mark V Cannice, *Management - A global & Entrepreneurial Perspective*, Tata McGraw Hill, 12th edition, 2007.

Andrew J. Dubrin*, Essentials of Management*, Thomson South western, 7th edition, 2007.

**WEB REFERENCES**:

<https://books.google.co.in/books?id=08bAdAmZTRIC&printsec=frontcover&dq=website+link+address+for+management+concepts&hl=en&sa=X&ved=0ahUKEwiEwceM8rfnAhVbzDgGHQRaBw4Q6AEIYjAH#v=onepage&q=website%20link%20address%20for%20management%20concepts&f=false>

<https://books.google.co.in/books?id=m00EOqYkbcwC&pg=PA194&dq=website+link+address+for+management+concepts&hl=en&sa=X&ved=0ahUKEwiEwceM8rfnAhVbzDgGHQRaBw4Q6AEIdDAJ#v=onepage&q=website%20link%20address%20for%20management%20concepts&f=false>

**PAPER - V - ELEMENTS OF PSYCHOLOGY**

**Objectives**:

* To understand the dynamics of human development and behavior.
* To learn the relationship between psychology practices for serving employees in organization.
* To know the basic concepts in General Psychology for professional development in organization.

**Learning Outcomes:-**

* To understand Knowledge base in Psychology.
* To learn Scientific Inquiry and Critical Thinking.
* To Ethical and Social Responsibility in a Diverse World.

**UNIT 1**:- INTRODUCTION

Nature of psychology- definition, meaning and scope of psychology, stimulus and response behavior. Methods of psychology- Introspection method, observation, case history, experimental method, survey, questionnaire, school of psychology- behaviouristic, gestalt, psycho-analytic, cognitive and humanistic.

**UNIT 2**:- PERSONALITY

Personality and its assessment, Meaning and definition of personality, Approaches to personality, Measurements of personality, social learning theory.

**UNIT 3**:- INTELLIGENCE

Intelligence and its measurement, Definition and concepts of Intelligence, intelligence theories- spearman, Gardner multiple intelligence, Thurstone, Guilford Theories.

**UNIT 4**:-EMOTIONS

Meaning and definition, Emotions and Behaviour, Theories of emotions- James-lange theory, cannon-bard theory, Schasters – cognitive theory of emotions.

**UNIT 5**:-CONFLICT MANAGEMENT

Overview of conflict management, Anxiety and Index of Mental health.

**References**:-

1. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1986). *Introduction to psychology*. New York: McGraw-Hill.

**WEB REFERENCES**:

<http://nptel.ac.in/>

<http://www.vlab.co.in>

<https://www.socialpsychology.org/cognition.htm>

**SEMESTER - II**

**PAPER - VIII - INTRODUCTION TO LABOUR ECONOMICS**

**Objectives**:-

* To understand and integrate economic theory with labour economics.
* To know internal and external factors influence the business, and growth of Industries across the country.
* Over all view of Government economic policies viz., industrial policy, Migration trends.

**Learning Outcomes:-**

* Students understand the nature of labour demand and labour supply.
* Students know the use labour market models to explain the behaviour workers and firms.
* Students Identify and explain trends, patterns in the labour market and reasons for labour migration.

**UNIT - I**:-

Nature and scope of Labour Economics - Labour as a factor of production characteristics of Labour - Employment pattern.

**UNIT - II**:- LABOUR SUPPLY:

Size and compositions - Labour mobility - Labour turnover constraints on labour supply.

**UNIT - III**:- LABOUR DEMAND:

Sectoral demand determinants of elasticity of demand for labour impact of technological change.

**UNIT - IV**:-

Wages Differentials - Exploitation of Labour - Wage discrimination.

**UNIT - V**:-

Wages and Productivity - Wage Policy.

**References**:-

Tyagi, B.P: *Labour Economics and Social welfare* (1980), Jai Prakash Nath and Co.Meerut.

Desai and Rao: *Labour Economics and Labour Relations and Welfar*e, Prentice Hall of India Pvt, New Delhi.

Datar B.N: *Labour Economics* (1968), Allied Publishers, Madras.

**WEB REFERENCES**:

<http://www.investopedia.com/university/economics/#axzz1XwhFTmtm>

<http://www.investopedia.com/university/economics/#axzz1XwhFTmtm>

<http://www.economicshelp.org/>

http://economics.about.com/

**PAPER - IX - PUBLIC ADMINISTRATION**

**Objectives**:-

* The student will be familiar with the mechanisms operating in the major political institutions and agencies for the creation and implementation of public policies.
* The student will be familiar with the social forces that affect the creation of public policies.
* The student will be familiar with the predominant political, economic, and social actors that actively engage in the policymaking process, including expert communities, interest groups, the media, agency bureaucrats, and elected officials.

**Learning Outcomes:-**

# Students will be able to analyze, synthesize, think critically, solve problems, and make decisions.

* The student will be familiar with the dominant ideas presently used in the social sciences for understanding the impetus for the creation of public policy and the means for its successful implementation.
* The student will be able to apply this understanding of the various components of social policy making to effectively introduce new aspects to the existing consideration of a specific area of recent public policy interest.

**UNIT - I**:-

Public Administration - Nature and Scope of the subject - Approaches to the study of Public Administration - Relationship with other Social Sciences and Management - Public - vs - Private Administration - Development Administration.

**UNIT - II** :-

Principles of Organisation - Communication - Co-ordination - Hierarchy - Types of Organisation - Department - Company - Public Corporation. Relationships - Line - Staff - Auxiliary Agencies.

**UNIT - III**:-

Salient Features of Administration in India - President - Prime Minister - Council of Ministers - Supreme Court of India - Chief Justice of India, The NITI Ayog.

**UNIT - IV**:-

Main features of State Administration - Governor - Chief Minister - Council of Ministers - State Secretariat - High Court - Chief Justice of the High Court, The District Courts like CJM and Sessions Courts.

**UNIT - V**:-

District Administration - Collector - His(HG) powers, functions and responsibilities.

Panchayat Raj System - Jillapahishad - Panchayat - Village Panchayat.

Organisation and Functions of the Union Ministry of Labour - Ministry of Labour in the States - Organisation and Functions - Administrative Personnel of the Labour Department in the States – Labour & Employment Department, COL, Director of Industrial Hygiene & Safety, Labour Welfare Board & OMC.

**References**:-

Laxmikanth, M, *Public Administration*

Anupama Puri Mahajan, *Public Administration for civil services* Pearson.

Dwight Waldo : Ideas and Issues in Public Administration

New York, Mc. Graw Hill, 1953.

Rumki Basu : Public Administration: Concepts and theories, New Delhi, Sterling, 1986.

Paramatma Saram : Modern Public Administration, New Delhi

Meenakshi Prakasam, 1981.

A.R.Tyagi : Public Administration, Principles and Practice, Delhi, Atmaram & Sons,1989.

S.R. Maheswari : Local Government in India, New Delhi,

Orient Longman, 1971(I Ed.)

H.D. Pathaketal (Ed) : Bharat Labour Year Book, 1981-82

New Delhi, Central News Agency, 1982.

P.R. Dubasri : Essays in Public Administration, New Delhi NBO Publishers, 1985.

**WEB REFERENCES**:

<https://onlinelibrary.wiley.com/journal/14679299>

### PAPER – X - INDUSTRIAL SOCIOLOGY

**Objectives:-**

* To familiarize the student industrial organizations, labour welfare and industrial conflict.
* To enable them to understand the fundamental concept and problems affecting industrial society and to make them realize the importance of industrial development in India.
* The students are able to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.

**Learning Outcomes:-**

* To understand the organizational analysis of industry and labour.
* To realize the industrial conflict and also what are the measures to prevent and settlement of industrial conflict.
* To introduce students to the basic social processes of society, social institutions and patterns of social behavior.

**UNIT – I:- INTRODUCTION TO SOCIOLOGY AND INDUSTRIAL SOCIOLGY**

Meaning of Sociology and Industrial Sociology-Types of Productive Systems - Guild system, Putting-out or Domestic system and Factory system-History of Industrial Sociology-Approaches of Industrial Sociology – Unitary, Pluralistic, Marxist, Human Relation, Sociological and Gandhian Approach-Importance of Industrial Sociology.

**UNIT – II:- ORGANIZATIONAL ANALYSIS OF INDUSTRY**

Meaning of Organizational Analysis-Models for Organizational Analysis - Strategic Triangle, SWOT, The McKinsey 7s, Rational, Participative, Socio-Technical Model-Bureaucratic Model of Industrial Organization-The Executive in the Industrial Bureaucracy – Specialist, Foremen and Workers.

**UNIT – III**:-  **INDUSTRIAL ORGANIZATION**

Meaning of Industrial Organization-Formal and In-formal Organization-Line and Staff Organization-White Collar and Blue Collar Workers-Role and Relationship - Managers, Supervisors and Workers.

**UNIT – IV:-** **ORGANIZATION OF LABOUR**

Trade Union – Meaning, Origin and Growth of Trade Union in India, Types and Functions-Collective Bargaining – Meaning, Scope, Forms, and Conditions of Successful Bargaining.

**UNIT – V:- INDUSTRIAL CONFLICT**

Meaning of Industrial Conflict-Types of Industrial Conflict – Strike, Lock-out, Work-to-rule, Absenteeism, Sabotage-Causes of Industrial Conflict-Prevention and Settlement of Industrial Disputes-Preventive Machinery – Consultative Machinery, Code of Discipline 1958, Standing Orders 1946, Grievance Procedure 1958, Worker’s Participation in Management-Settlement Machinery – Negotiation, Conciliation and Arbitration.

**References**:-

* Gisbert, Pascaul., ***Fundamentals of Industrial Sociology*,** Tata McGraw Hill, New Delhi, 1972.
* Schneider, Eugene, V*.,* ***Industrial Sociology*,** McGraw Hill, London, 1978.
* Sharma, R.N., and Sharma, R.K., ***Introductory Industrial Sociology*,** Media Promoters and Publication, 1994.
* Tripathi and Gupta*.,* ***Industrial Relations and Labour Laws****.,* 3rd Edition., Sultan Chand

and Sons., New Delhi., 2001.

* Singh, Narendar, ***Industrial Sociology***, The Mc Graw Hill Education Private Ltd, New Delhi, 2012.

**WEB REFERENCES**:

[**https://www.sciencedirect.com/topics/computer-science/industrial-sociology**](https://www.sciencedirect.com/topics/computer-science/industrial-sociology)**.**

[**https://www.scribd.com/document/122193932/TYPES-OF-PRODUCTION-SYSTEMS**](https://www.scribd.com/document/122193932/TYPES-OF-PRODUCTION-SYSTEMS)**.**

[**https://corporatefinanceinstitute.com/resources/knowledge/strategy/organizational-analysis/**](https://corporatefinanceinstitute.com/resources/knowledge/strategy/organizational-analysis/)**.**

[**https://www.nickols.us/Organizational\_Analysis\_Model.pdf**](https://www.nickols.us/Organizational_Analysis_Model.pdf)**.**

[**https://unacademy.com/lesson/industrial-sociology-approach-industrial-relations-in-hindi/8Z0NGHME**](https://unacademy.com/lesson/industrial-sociology-approach-industrial-relations-in-hindi/8Z0NGHME)**.**

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[**https://www.britannica.com/topic/trade-union**](https://www.britannica.com/topic/trade-union)**.**

[**https://www.businessmanagementideas.com/trade-unions/trade-unions-objectives-functions-formation-regulations-rights-and-liabilities/2489**](https://www.businessmanagementideas.com/trade-unions/trade-unions-objectives-functions-formation-regulations-rights-and-liabilities/2489)**.**

[**http://www.yourarticlelibrary.com/industries/industrial-disputes-7-useful-methods-used-for-prevention-and-settlements-of-industrial-disputes/26086**](http://www.yourarticlelibrary.com/industries/industrial-disputes-7-useful-methods-used-for-prevention-and-settlements-of-industrial-disputes/26086)**.**

**SEMESTER III**

**PAPER –XI - LABOUR STATISTICS (C)**

**Learning Objectives:-**

* To provide skills in organizing and conducting social surveys.
* To make the students understand the role and significance of Statistics.
* Students will demonstrate competencies consistent with best practices in their discipline.

**Learning Outcomes:-**

* To understand the importance of statistical analysis and labour growth.
* To calculate measures of Central Tendency, Variation and Correlation co-efficient.

**UNIT – I:- INTRODUCTION TO STATISTICS**

Meaning of Statistics- Nature and Scope of Statistics-Functions of Statistics- Limitations of Statistics.

**UNIT – II:- CLASSIFICATION AND TABULATION**

Meaning of Classification -Rules of Classification-Types of Classification-Meaning and Objectives of Tabulation-Rules of Tabulation-Types of Tabulation.

**UNIT – III:- DIAGRAMMATIC REPRESENTATION**

Meaning of Diagram-General Rules for Constructing Diagram-One Dimensional or Bar Diagram – Simple, Multiple, Sub-divided, Percentage, Broken- Bar Diagram-Histogram and Cartogram-Pie-Diagram.

**UNIT – IV:- MEASURES OF CENTRAL TENDENCY AND VARIATION**

Mean:- Meaning, Computation, Merits & Limitations-Median: - Meaning, Computation, Merits & Limitations-Mode: – Meaning, Computation, Merits & Limitations.

**MEASURES OF VARIATION:**-

Range: - Meaning, Computation, Merits & Limitations-Mean Deviation: - Meaning, Computation, Merits & Limitations-Standard Deviation: - Meaning, Computation, Merits & Limitations.

**UNIT – V:- CORRELATION ANALYSIS**

Meaning of Correlation-Types of Correlation- Karl Pearson’s Co-efficient of Correlation - Meaning, Computation, Merits & Limitations-Spearman’s Rank Correlation - Meaning, Computation, Merits & Limitations.

**References**:-

* Ahuja, Ram, ***Research Methods***, Rawat Publications, 2006.
* Gupta, S.P., ***Statistical Methods***., Sultan Chand & Sons., New Delhi., 2007.
* Gupta, C.B., ***An Introduction to Statistical Methods***., Vikas Publishing House., New

Delhi., 1977.

**WEB REFERENCES**:

<https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php>

<https://www.investopedia.com/terms/c/correlationcoefficient.asp>

<https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient-statistical-guide.php>

## **PAPER – XII - INDUSTRIAL PSYCHOLOGY(C)**

## **Objectives:-**

## The objective of Industrial Psychology is to discover the ideal conditions in which the best mental and physical health of worker can be maintained.

## The main aim of Industrial Psychology is to study the human behaviour and to suggest various ways and means lo improve the efficiency of workers in industries.

* To demonstrate the ability to think critically, to analyze complex and diverse concepts, and to use reason and judgment.

**Learning Outcomes:-**

* Students will interact effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.
* Students will utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.
* Students will demonstrate readiness to pursue life-long learning through continuing education, scholarship, service, and participation in professional organizations.

#### **UNIT - I**:-

**INTRODUCTION TO INDUSTRIAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES:-**

Nature, Definition, Objectives, Sub-fields, scope of Industrial Psychology, Role of Psychologist in industry. Individual differences:- Areas of individual differences - Human ability - measurement - Mental abilities, Mechanical abilities, Psychomotor abilities, Visual skills, Personality Tests, Belief and attitude of aworker.

**UNIT - II**:- MOTIVATIONAL THEORIES RELATED TO WORK BEHAVIOUR

Motivation - Financial and Non financial motives - Theories of Motivation - Maslow, Herzberg, Mcgregor, Argyris, Mcclelland, Vroom, Stacy Adams, Porter - Lawler theories - Reinforcement Theory - Morale and Job Satisfaction.

**UNIT - III**:-WORKING CONDITIONS, WORK CLIMATE, ACCIDENTS AND SAFETY

Importance of working condition - Illumination, Atmospheric conditions, Noise, Music, Work schedule, Rest period, Work climate - Physical, Sociological and Psychological climates. ACCIDENTS AND SAFETY:- Definition and causes of accidents in industry - Situational and Individual factors related to accidents, Accident proneness, Reduction of accidents and Safety Measures.

**UNIT - IV**:-PERSONNEL TRAINING & COUNSELLING:-

Need for training, training methods - Lecture, Audio - visual aids, conference methods, case study method, Human Relations Laboratory training, Role play and Management games.

Meaning, definition and objectives of counseling - Types of counseling - Need for industrial counseling. Behaviour Modification - Frustration and aggression cycle.

**UNIT - V**:- PERFORMANCE AND JOB EVALUATION:

Job description, job analysis and job evaluation, steps in job evaluation and methods of job evaluation. Performance evaluation - meaning and purpose, performance evaluation system and Assessment centre.

**References**:-

McCormick & Tiffin *Industrial Psychology*, Prentice Hall of India.

Harrell *Industrial Psychology*, Oxford & IBH Publishing Company Maier.

Norman, R.F*. Psychology in industry*, Oxford &IBH Publishing Company

Girish Bala Mohanty *Industrial Psychology*

Ghorpade M,B. *Industrial and Organisational Psychology*

Lowrence L. Steinmetz *Human Relations: People and Work*, New York.

**WEB REFERENCES**:

<https://www.socialpsychology.org/io.htm>

## **PAPER - XIII - BASICS OF COMPUTER EDUCATION (C)**

## **Objectives:-**

* To demonstrate a basic understanding of computer hardware and software.
* To demonstrate problem-solving skills.
* To apply logical skills to programming in a variety of languages.

**Learning Outcomes:-**

* To utilize basic skills in computer and technologies.
* To present conclusions effectively, orally, and in writing.
* To demonstrate basic understanding of HRM with computer..

**UNIT I:-** Evolution of Computer – Generations, Types of Computer, Computer System Characteristics, Basic Components of a Digital Computer – Control Unit, ALU, Input/ Output Function and Memory, Memory unit and types. Computer Classification. MS-Windows: Operating System - Definition & Functions, Basics of Windows. Basic Components of Windows, Icons, Types of Icons, Taskbar, Activating Windows, Using Desktop, Title Bar, Running Applications, Exploring Computer, Managing Files and Folders, Copying & Moving Files and Folders.

**UNIT II:-** Documentation using MS-Word – Introduction to Office Automation, Creating & Editing Document, Formatting Document, Auto-text, Autocorrect, Spelling and Grammar Tool, Document Dictionary, Page Formatting, Bookmark, Advance Features of MS-Word-Mail Merge, Macros, Table, File Management, Printing, Styles, Linking and Embedding Objects, Template.

**UNIT III:-** Electronic Spread Sheet using MS-Excel - Introduction to MS-Excel, Creating & Editing Worksheet, Formatting and Essential Operations, Formulas and Functions, Charts, Advance Features of MS-Excel- Pivot Table & Pivot Chart, Linking and Consolidation. Sorting, Filtering, Table, Validation, Goal Seek, Scenario. What- if Analysis.

**UNIT IV:-** Presentation using MS-PowerPoint: Presentations, Creating Manipulating & Enhancing Slides, Organizational Charts, Excel Charts, Word Art, Layering Art Objects, Animations and Sounds, Inserting Animated Pictures or Accessing Through Objects, Inserting Recorded Sound Effect, In Built Sound Effect. Computer *Networks* – Internet Explorer – components; www – working, browsing, searching, saving – Bookmark – favorite, create, delete – Printing a web page; email – creating, receiving, reading and sending messages.

**UNIT V:-** Information - Need - uses - use of computer in HRM - Time keeping, wage and salary administration, man power planning - Application of Window based DTP, simple CBT and CD packages - Structure of Human Resource Information System - Problems and prospects.

**REFERENCES**:-

1. *Microsoft office complete reference*. BPB Publication.

2. Rajaraman V. (Feb. 2010). *Fundamentals of computers*. PHI.

3. Stultz, Russell A. *Learn Microsoft office.* BPB Publication.

4. Taxali, Ravi Kant. (2014). *Computer course windows 7 and office 2010.* India: McGraw Hill

Education.

**WEB REFERENCES**:

### <https://www.tutorialspoint.com/basics_of_computers/basics_of_computers_introduction.htm>

1. <https://www.vfu.bg/en/e-Learning/Computer-Basics--computer_basics2.pdf>
2. <http://download.nos.org/coa631/ch1.pdf>
3. <https://testbook.com/blog/basics-ms-office-notes-pdf/>

## **PAPER - XIV - INDUSTRIAL RELATIONS - I (C)**

**Objectives**:-

* The objectives of industrial relations are to facilitate production;
* To safeguard the rights and interests of both labour and management by enlisting the cooperation of both
* To achieve a sound, harmonious and mutual beneficial relationship between employers and employees.

**Learning Outcomes:-**

* Students will be able to aware of the present state of Industrial relations in India.
* To be acquainted with the concepts, principles and issues connected with trade unions,
* Collective bargaining, workers participation, grievance redressal, and employee discipline and dispute resolution. Understand the various processes and procedures of handling Employee Relations.

**UNIT – I**:- Introduction to Industrial Relations – Definition – Concept, Nature and Scope of Industrial Relations, Composition of Industrial Relations, Importance of Industrial Relations – Socio-Economic and Political Ideologies and Industrial Relations – Limitation of Industrial Relations in India – Positive Industrial Relation.

**UNIT – II**:- Industrial Relations in India – Historical Perspective – Pre-independence Period – Independence period and after – Liberalization, Privatization and Globalization in India post 1991 – Impact of Globalization on Industrial Relations in India.

**UNIT – III**:- Four Pillars of Industrial Relations, their role – Approaches to Industrial Relations:- Psychological, Sociological and Economical.

Agencies and Departments of Government connected with Industrial Relations – Changing dimension of Employer-Employee relations in modern industries.

**UNIT – IV**:- International Labour Organization (ILO) and its objectives – Structure of International Labour Organization – International Labour Conference – Studies, Conventions, Recommendations, Ratifications etc – Role of ILO in promotion of Labour Standards with particular reference to India.

**UNIT – V**:- Labour Participation in Management – Meaning and Scope – Different forms of Labour Participation in India – Works Committees – JMC – Shop Councils – Unit Councils etc. – Workers involvement in Management – Productivity – Participative Management.

Labour Legislation has been converted into Code on Occupational Health & Safety, Industrial and Social Security Code. On 01.08.2019 , wage code has been notified by the Parliament.

National Labour Commission – I, Indian Labour Conference & State Level Advisory Board are to studied

**References**:-

Michael V.P.*Industrial Relations in India and Workers Involvement in Management,* Himalaya Pub. House, Bombay

Ramanujam G. *Indian Labour Movement,* SterlingPublishers,Bangalore.

GiriV.V *Labour Problems in Indian Industry*, (Asia,Bombay)

PUNEKAR,*DEODHAR Labour Welfare, Trade Unionism andIndustrial Relations,* Himalaya Publications,Bombay

Sankaran N.P.C,*Industrial Relations - A ManagerialGuide*, National Productivity Council, NewDelhi

AgarwalA.N. *Indian Labour Problems*, Kitabistan,Allahabad

Agarwal D. *Industrial Relations and CollectiveBargaining*Deep Publishers, New Delhi.

**WEB REFERENCES**:

<https://labour.gov.in/industrial-relations>

## **PAPER – XV - BUSINESS ENVIRONMENT AND LAW (A)**

#### **Objectives:-**

#### To analyze the overall business environment and evaluate its various components in business decision making.

#### Provides an analysis and examination of significant contemporary ethical issues and challenges existing throughout the professional business arena.

#### Emphasis will be placed upon the manager’s social and environmental responsibilities to a wide variety of stakeholders, including employees, customers and the public.

**Learning Outcomes:-**

#### Familiarize with the nature of business environment and its components.

#### The students will be able to demonstrate and develop conceptual framework of business environment and generate interest in international business.

#### Understand the definition of ethics and the importance and role of ethical behavior in the business world today.

#### **UNIT – I**:- Introduction:-

Historical background of Indian Business, Concept, Significance & native of business environment, professional management vs family management, corporate culture, value system, managerial ethics - managerial education in India.

**UNIT – II**:- Political Environment:-

Forms of Government Administration, federal, united systems, Indian political philosophy towards business enterprises, business policies, public control on business and evolution of Government control in India - Government and business relationship.

**UNIT – III:-**  Legal Environment & Business Laws:-

Industrialization –The CompaniesAct1956 and its amendments. Foreign Exchange Management Act 1992, Law of Contracts, Intellectual Property Rights, Consumer Protection Act.

1;The Indian Contract Act,1872

2.The Consumer Protection Act,1986 & The Consumer Protection Act,2019

3.The Companies Act,1956 & The Companies Act,2013

4.The Foreign Exchange Management Act,1992 & The Foreign Exchange Management Act,1999

5.The Intellectual Property Rights

* **The Legislations covering IPRs in India**:-
* a).Patents: The Patents Act, 1970 as amended in 1999, 2002 and 2005.
* b). Design: The Designs Act, 2000 Trade Mark: The Trade Marks Act, 1999.
* c). Copyright: The Copyright Act, 1957 as amended in 1983, 1984 and 1992, 1994, 1999.
* d). Layout Design of Integrated Circuits: The Semiconductor Integrated Circuits Layout Design Act, 2000.
* e). Protection of Undisclosed Information: No exclusive legislation exists but the matter would be generally covered under the Contract Act, 1872.
* f). Geographical Indications: The Geographical Indications of Goods (Registration and Protection) Act, 1999.
* g). Plant Varieties: The Protection of Plant Variety and Farmers’ Rights Act, 2001.

.

**UNIT – IV**:- Economic Environment:-

Industrial concentration - Industrial sickness - reasons - MRTP, IRB, etc. Economic Liberalization, privatization, new industrial policy, economic prosperity - Role of GATT, IFCI, LIC, UTI, IDBI, ICICI, IMF

**UNIT – V**:- Social, Cultural and Technological Environment:-

Concept and impact of social, cultural and technological environment - Role of WTO, TQM, zero defects, social audit and social responsibility of business.

**References**:-

1. Wilson *The Business Environment of the seventies*, Dunkel Road
2. Kapoor N.D*, Elements of Company Law*.
3. Fancis Cherunilam *Business Environment and Policy*, Himalayan
4. PeterF.Drucker *Technology, Management and Society,* Tata Mc GrawHill
5. KuchhalS.C*.Industrial Economy in India,* Chaitanya Publishing Allahabad
6. Das GuptaA. and Sengupta N.K *Govt. and Business* - Vitas Publishing House Pvt. Ltd., NewDelhi

# Business Law Paperback – 1 Jul 2017by [P C Tulsian](https://www.amazon.in/P-C-Tulsian/e/B00K2E4A1Y/ref=dp_byline_cont_book_1)  (Author), [Bharat Tulsian](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Bharat+Tulsian&search-alias=stripbooks)

# Alabama Business and Law Exam: 2019 Study Review & Practice Exams

**WEB REFERENCES**:

<https://www.icsi.edu/media/webmodules/BUSINESS%20ENVIRONMENT%20AND%20LAW.pdf>

##### SOFT SKILL - PERSONALITY ENRICHMENT: LEVEL - I

**Objectives**:-

* + To make students understand the concepts and components of personality, thereby to apply the acquired knowledge to themselves and to march towards excellence I their respective academic careers.
  + To enable students to keep themselves abreast of general knowledge and current information.
  + To bring out creativity and other latent talents with proper goal setting so that self-esteem gets enhanced.
  + To sharpen memory skills and other study skills which are vital for academic excellence.
  + To give training for positive thinking which will keep the students in a good stead at the time of crisis.

**Learning Outcome:-**

* Develop and exhibit and accurate sense of self
* Develop and nurture a deep understanding of personal motivation
* Develop an understanding of and practice personal and professional responsibility
* Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment
* Learn to balance confidence with humility
* Assert strengthened personal character and further, an enhanced ethical sense
* Applying the comprehensive set of skills and knowledge for life success (of self and others) gained from each other.

##### Unit I:- Introduction

Definition of Personality-Components of Personality – structural and functional aspects- Determinants of Personality- biological, psychological and socio-cultural factors-Assessment of Personality – observation, interview and psychological tests-Misconceptions and Classifications-Need for personality development.

##### Unit II:- Self-Awareness and Self Motivation

Self analysis through SWOT and Johari widow-Elements of motivation-Seven rules of motivation-Techniques and strategies for self-motivation-Motivation checklist and Goal setting based on the principle of SMART-Self motivation and life.

##### Unit III:-General Knowledge and current affairs

Regional, National and International events-Geographical, political and historical facts-Information on sports and other recreational activities-Basic knowledge with regard to health and health promotion.

##### Unit IV:- Memory, decision making and study skills

Definition and importance of memory-Causes of forgetting-How to forget (thought stopping), how to remember (techniques for improving memory)-The technique of passing exams-The rational decision making process-Improving creativity in decision making and components of creativity.

##### Unit V:-Power of positive thinking

Thinking power- seven steps for dealing with doubt-Traits of positive thinkers and high achievers-Goals and techniques for positive thinking-Enhancement of concentration through positive thinking-Practicing a positive lifestyle.

##### PRACTICAL TRAINING:-

The course would include the following practical exercises-Ice-breaking, Brainstorming and stimulation exercises-Thought stopping-Memory and study skills training.

**References**:-

1. Mile, D.J. *Power of positive thinking.* Delhi: Rohan Book Company.
2. Pravesh Kumar. *All about self-motivation*. New Delhi: Goodwill Publishing House.
3. Dudley, G.A. *Double your learning power*. Delhi: Konark Press. Thomas publishing Group Ltd.
4. Lorayne, H. *How to develop a super power memory*. Delhi: Konark Press. Thomas publishing GroupLtd.
5. Hurlock, E.B. *Personality Development*, 28th Reprint. New Delhi: Tata McGrawHill.

**WEB REFERENCES**:

<https://www.personalitydevelopmentworld.com/2008/12/personality-development.html>

##### SEMESTER - IV

**PAPER - XVI – HUMAN RESOURCE MANAGEMENT (C)**

**Objectives**:-

1. To understand the organizational Human Resource Management principle, functions and practices
2. To understand particularly the Human Resource Management functional areas and explain its relationship with various other activities of the organizations.
3. To Impart knowledge and enhanced the skills to handle various other activities of the organizations

**Learning outcomes**:-

1. The students will acquaint with Human Resource Management process, functions and will know the importance of sustaining employee interest.
2. Students will develop, implement, and evaluate organizational development strategies aimed at promoting organizational effectiveness.
3. Manage own professional development and provide leadership to others in the achievement of ongoing competence in human resources professional practice.

**UNIT – I**:-  **Perspectives in Human Resource Management and HR role and policies**

Personnel Management as a field of study and practice – Nature and Scope & Objectives of Personnel Management – An overview of activities under the Personnel Management function. Personnel Department in an organization – Planning and Organizing the personnel unit– Controlling the Personnel Unit – Role of a Personnel Manager – Concept of Labour and personnel policies, - Functions of HRM.

**UNIT – II**:-  **Concept and Components of Job Analysis**

Job analysis – Human Resource requirements – quality of personnel – job terminology – job classification – job description – job evaluation job Design

**UNIT – III**:-  **Recruitment and Training – Principles and Practices**

Recruitment and Hiring – Sources of supply – Recruitment evaluation – Hiring process – Interminuing – Induction – Training – Principles of Training – System of operative training – evaluating the training – Compensation.

**UNIT –IV**:-  **Sustaining Employee Interest and Promotion Procedures**

Career Advancement – Lines of promotion – Incentives - Formal bases for promotion – merit, seniority – Merit vs. seniority – Promotion of managers – Personnel out placement.

**UNIT –V**:-  **Performance Evaluation and Control Process**

Performance appraisal – Traditional and modern systems of appraisal – Ranking – Grading – Scales – Critical incidents method – Management by objectives – Discipline and Morale - Grievances Handling – Disciplinary action procedure – Development people – Personnel Research.

**References**:-

1. Mamoria CB & Mamoria S *PM*, Himalaya Publishing Company, 5th edition 2011
2. C.B Gupta *Human Resorce Management Text and Cases* published by sultan chand & sons
3. Gary Dessler “*Human Resorce Management”*, Pearson Education

**WEB REFERENCES**:

<https://guides.library.stonybrook.edu/c.php?g=324505&p=2281466>

<https://strategichrinc.com/links/>

**PAPER - XVII - INDUSTRIAL RELATIONS - II (C)**

**Objectives**:-

* Demonstrate descriptive knowledge of the field of industrial relations.
* Apply the essential concepts of industrial relations and their interrelationship at the personal, organisational and national levels.
* Recognise and consider the social, historical and equity issues within industrial relations.

**Learning outcomes**:-

* To demonstrate descriptive knowledge of the field of industrial relations.
* To learn to apply the essential concepts of industrial relations and their interrelationship at the personal, organisational and national levels.
* To investigate solutions to industrial relations problems based on research and assessment of current practices.

**UNIT – I**:-

Collective Bargaining – Definition – Concept, Scope and Principles of Collective Bargaining – Pre requisites of Collective Bargaining - Process Do’s and Don’ts in Collective Bargaining – Coverage of Collective Bargaining – Forms of Collective Bargaining – Advantages and Disadvantages of Collective Bargaining - Importance of Collective Bargaining in Industrial Relations.

**UNIT – II**:-

Settlement – Bipartite settlements (Sec.18(1) and tripartite settlements (sec.12(3) of Industrial Disputes Act – Consent Awards - Binding effects on the parties.

Awards passed by Labour Courts, Industrial Tribunals and Arbitrators -. Procedure for implementation of the Awards - Compare Settlement with Award - Binding effects on the parties

**UNIT – III**:-

Indian Labour Conference – 15th Indian Labour Conference Code of Discipline – Principles of the code – Salient Features – Objectives of the Code of Discipline – Code of Discipline in Industry. –.

Conflict – Origin of Industrial Conflict – Industrial Disputes – Causative Factors – Dispute Resolution Machineries – Conciliation – Voluntary Arbitration – Adjudication.

**UNIT – IV**:-

Grievances – Meaning – Genesis of grievances – Grievance Settlement procedure – Code of Discipline – Model Grievance Settlement machinery – National Commission on Labour and its view.

**UNIT – V**:-

Misconduct – Causes of Misconduct – Forms of Misconduct – Disciplinary Actions – Charge Sheets – Domestic Enquiry – Notice of Enquiry – Enquiry Officers – Enquiry Proceedings – Finding and Conclusion – Punishment.

Labour Legislation has been converted into Code on Occupational Health & Safety, Industrial and Social Security Code. On 01.08.2019 , wage code has been notified by the Parliament.

National Labour Commission – II, Indian Labour Conference & State Level Advisory Board are to studied

**References:-**

1. N. D. Kapoor, *Handbook of Industrial Laws,* S Chand, 2010

*2. Industrial Labour Laws*-Taxman Publications, 2012

3. P.R.N.Sinha, Indu Bala Sinha, Seema Priyadarshini Shekar, *Industrial Relations, Trade Unions and Labour Legislations,* Pearson Publication, 2011

*4. Industrial Disputes* Act 1947 along with the Central rules, Bare Act (with short comments) Commercial Law Publishers India Pvt., Ltd., Delhi, 2012

**WEB REFERENCES**:

<https://labour.gov.in/industrial-relations>

**PAPER - XVIII – TRADE UNIONISM IN INDIA (C)**

**Objectives**:-

* The primary objective of trade unions is to promote and protect the interests of its members.
* To make students understand that trade union has also to accomplish certain social responsibilities.
* To learn about the objectives of important trade unions in India.

**Learning Outcomes:-**

* To improve the economic lot of workers by securing them better wages.
* To secure for workers better working conditions.
* To secure bonus for the workers from the profits of the enterprise/organization.

**UNIT – I**:-

Introduction to Trade Union, Types of Trade Union, Reason of Joining Trade Union and Functions of Trade Union, Labour in Ancient Society – Evolution of the Concept of Master and Servant - Industrial Revolution in England and other European countries - Industrialization and evaluation of Organization of Indian industry – Political, Economic and Sociological aspects of Indian Labour prior to independence and in modern India.

**UNIT – II**:-

Labour Movements in England - Origin and growth of Trade Union Movement in India.

Trade Unionism and Industrial Relations – Role of Trade Unions in Industrial Relations – Typology of Trade Unions – White Collar TU – Managerial Associations – Employers Associations - Central Organisation of Trade Unions. (unit IV of IR-I)

Major Trade Unions in India and their ideologies – Major Trade Unions in Tamilnadu and their ideologies.

**UNIT – III**:-

Employee expectations – Industrial Policy, Labour Policy &Wage Policy during Plans and employees’ reactions and part played by the Government.

**UNIT – IV**:-

Role of Trade Unions and Management in settlements, agreements and consent awards- Merits and Demerits of agreements – Role of Conciliation Officer in arriving at Settlements - Techniques of negotiation.

Role of Trade Unions and Management in giving effect to the Awards by Labour Courts, Industrial Tribunals and Arbitrators.

**UNIT – V**:-

Structure of Trade Union – Labour Movement& Trade Union Movement – Problems of Indian Trade Unions and suggested solutions – Emerging Challenges to Indian Trade Unions.

Trade Union Act - Procedure for Registration of Trade Union – Recognition of Trade Unions – Trade Union Funds – Rights and duties of members and Office bearers of TU – Disqualification of members and Office bearers.

**References:-**

1. N. D. Kapoor, *Handbook of Industrial Laws,* S Chand, 2010

*2. Industrial Labour Laws*-Taxman Publications, 2012

3. P.R.N.Sinha, Indu Bala Sinha, Seema Priyadarshini Shekar, *Industrial Relations, Trade Unions and Labour Legislations,* Pearson Publication, 2011

*4. Industrial Disputes* Act 1947 along with the Central rules, Bare Act (with short comments) Commercial Law Publishers India Pvt., Ltd., Delhi, 2012

**WEB REFERENCES**:

<https://labour.gov.in/industrial-relations>

## **PAPER - XIX - HUMAN RIGHTS AND HUMAN RELATIONS (A)**

**Objectives**:-

* To understand the historical growth of the idea of human rights& human relations
* To demonstrate an awareness of the international context of human rights& human relations.
* To analyze and evaluate concepts of human rights& human relations.

**Learning Outcomes:-**

* The programme provides the student with the capacity to identify issues and problems relating to the realization of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems.
* It also develops investigative and analytical skills
* Students understand the importance of the Human Rights Act, 1998.

**UNIT – I**:- Introduction

Definition of Human Rights and Human Relations - Scope of Human Rights - Need for the study of Human Rights

**UNIT - II**:-Categories of Human Relations and Human Rights

Civil and Political rights - Economic Relations and Human Rights - Social Relations and Human Rights, The Fundamental Duties as in the Constitution of India

**UNIT - III**:-Human Rights Institutions - International and National

United Nations Human Rights Commission - National Human Rights Commission - State Human Rights Commission, The Directive Principles of State Policy.

**UNIT - IV**:-Instruments

UDHR, International Covenant on Civil and Political Rights, International Covenant on Economic and Social Rights, National Human Rights Act - National Commission for Minorities, S.C./S.T. and Women.

**UNIT - V**:-Students Activity

Assignment/Case study/Term paper, etc. relating to the above including Right to Information Act.

**References:-**

1. UNHDP - Programme - Annual Reports, OUP
2. Aravind Kumar (ed*), Human Rights and Social Movements*, Anmol Publishers
3. Mehta Meena Urma P,L. *Human Rights under the Indian Constitution*
4. Arun Kumar Palai, *National Human Rights Commission of India*, Atlantic Publisher.

**WEB REFERENCES**:

<https://mhrd.gov.in/>

##### SOFT SKILL - COMPUTING SKILLS – BASIC

**Objectives**:-

* The major objective in introducing the Computer Skills course is to impart training for students in Microsoft Office which has different components like MS Word, MS Excel, MS Access, Power point etc., at two levels based on their knowledge and exposure.
* It provides essential skills for the user to get adapted to any work environment, as most of the systems in any6 work place have MS Office installed for their day to day activities.
* The course is highly practice oriented rather than regular class room teaching.

**Learning Outcomes:-**

* Thorough knowledge of curriculum.
* More effective computational skills & Improved problem solving techniques.
* Enhanced creative, critical thinking & better teamwork, efficiency, and productivity.

**Unit I**:-

*Introduction to Computers* – Classification of Computers; Role of Computers in society; Inside the Computers – Hardware (processing, memory, i/o, storage), Software (systems, application), CPU, OS, (DOS, Windows, Unix, Linux), Storage Devices; Programming – Overview, need for languages, skills; Networking Basics; Virus; Hacking.

**Unit II**:-

*Word Processing* – Open, Save and close word document; Editing text – tools, formatting, bullets; Spell Checker; Navigating in word – keyword, Mouse; document formatting – paragraph alignment, indentation, headers and footers, numbering; printing – preview, options.

**Unit III**:-

*File Management* – Understanding the importance of file management; backing of files, navigating thru My Computer and Windows Explorer; Files and Folders – editing, retrieving, deleting, renaming, subfolders – manipulate windows – maximize, minimize; Power point basics – terminology, templates, viewing.

**Unit IV**:-

*Spreadsheets* – MS Excel – opening, entering text and data, formatting, navigating; Formulas

– entering, handling and copying; Charts – creating, formatting and printing, header and footer, centering data, printing.

**Unit V**:-

*Networks* – Internet Explorer – components; www – working, browsing, searching, saving – Bookmark – favorite, create, delete – Printing a web page; email – creating, receiving, reading and sending messages.

Note: Unit II: to Unit V needs exposure through Practical*.*

**References:-**

* 1. Peter Norton *- Introduction to Computers* –, Tata McGraw-Hill.
  2. Jennifer Ackerman Kettel, Guy Hat-Davis, Curt Simmons, *Microsoft 2003* Tata McGraw-Hill.

**WEB REFERENCES**:

* 1. <https://www.studocu.com/en/document/kca-university/information-technology/lecture-notes/ms-word-2007-practical-notes/1854650/view>
  2. <http://computinga2z.blogspot.com/2012/11/learn-ms-excel-2007practical.html>
  3. <http://web.mef.hr/web/images/pdf/ms_o_exc.pdf>

##### SEMESTER - V

## **PAPER - XX - TRAINING AND DEVELOPMENT (C)**

**Objectives:-**

* To orient the student on the concepts of training, development and learning.
* To develop skills in planning and organizing training programs.
* To know the significance of Training for HRD and HRM practice.

**Learning Objectives:-**

* To identify skills which are transferable from teaching to training identify and describe learning styles
* Training analyze problems and provide solutions to enable effective presentation of
* To evaluate training materials for trainees of different experiential levels

**Unit - I**:-

Meaning, Definition, Objectives, Need and Importance of Training and Development - Distinction between Training and Development, education. Training as a Learning process. MDP - Objectives, needs and its importance. Training and Development in Indian Scenario.

**Unit - II**:- Policies and Approaches:

Training policy - steps in training programmes - identifying training needs - Evolving training policy preparing to instruct - preparation of the learner, training courses, training period, support materials, Follow up - training aids.

**Unit III**:-

Preparing to instruct: Display summaries, visual aids - boards, projected aids, charts, tele-visual aids, models, on the job aids.

**Unit IV**:-

Training & Development Methods, Methodology: Lecture, Group discussion, case studies, communication exercises, Inbasket, transaction analysis (T.A) Programmed instructions, Coverdale, Festalt, Transcendental Meditation (T.M) Erhard Seminar Training (EST), Brain Storming,

**Unit V**:-

Typology: On the job training (OJT), Off the job training, supervisory; Managerial Training - Objectives, advantages, disadvantages appropriate tools and techniques.

**References**:-

1. 1. [Rolf P Lynton](http://www.flipkart.com/author/rolf-p-lynton), [Udai Pareek](http://www.flipkart.com/author/udai-pareek) ( 2011):Training For Development , 3 Edition , (Paperback), Sage Publications India Pvt Ltd
2. [Raymond A Noe](http://www.flipkart.com/author/raymond-a-noe) (2008): Employee Training and Development, 4th. Edition , (Paperback), Publisher: Tata McGraw - Hill Education
3. : [Deb](http://www.flipkart.com/author/deb), ( 2012): Training and Development Concepts and Applications 01 Edition, Publisher: ANE BOOKS INDIA
4. Pandu, Naik, G (2007): Training and Development – Text, Research and Cases, Excel Books, New Delhi.
5. Rosemary Harrison (2005): Learning and Development, 4th Edition, the Chartered Institute of Personnel and Development, London.

**WEB REFERENCES**:

<https://managementhelp.org/training/>

### PAPER - XXI - LABOUR WELFARE (C)

**Objectives**:-

* Labour welfare improves the morality and efficiency of worker and ultimately the productivity of industrial worker and organization.
* It also helps to reduce the chances of industrial dispute like strikes and lockouts.

**Learning Objectives:-**

* To make analytical study and the interpretation of the labour welfare schemes introduced by the various companies.
* To find out the facts regarding the labour welfare in the selected public & private limited companies
* To study the role of labour welfare officers appointed by the Companies, their duties and responsibilities for the implementation of labour laws and labour welfare.
* To study the Acts and Regulations regarding the labour welfare schemes.
* To find out whether there is any relation in labour welfare and efficiency and productivity of the labour as well as organizations.
* To find out relation between the labour welfare schemes and labour absenteeism in companies

**UNIT – I**:-

## Concept of Labour Welfare - Need, Scope - Historical Development Types of Labour Welfare - Statutory and non statutory Labour Welfare

**UNIT – II**:-

Agencies for Labour Welfare - employer, union, State - Labour Welfare office functions and role - Labour Welfare practices in Indian Industries.

**UNIT - III**:-

Approaches to Labour Welfare by employer and State - Welfare for special categories of employees child labour, women labour, handicapped, etc.

**UNIT - IV**:-

Labour Welfare Funds - functions, finance and Administration in various States in India - Tamilnadu Labour Welfare Fund Act 1972 - Labour Board in Tamilnadu.

**UNIT - V**:-

Social and Community Development - Socio economic problems of Indian Workers - Social and Community Welfare - Community Projects - Visit to community centres and NGOs and presentation of reports.

**References**:-

A.M.Sarma A.M *Aspects of Labour Welfare and Social Security*–Himala Publishing House, Ramdoot,Bombay

K.R.Bulchandani K,R *Labour Welfare'*, Himalaya Publishing House, Bombay - 4.

Tyagi B.P.NathCo*. Labour Economics and Social Welfare,* Meerut,

Jai Prakash

Datar B.N. *Labour Economics* Allied Publishing, Chennai

SaxenaR.C*. Labour Problems and Social Welfare* - K. Nath and Co. Publishers, Meerut(UP)

Punekar, Deodhar 'Labour *Welfare Trade Unions &Industrial Relations'* Himalaya Publishing House, Bombay - 4.

**WEB REFERENCES**:

<https://labour.gov.in/labour-welfare>

## **PAPER – XXII - INDUSTRIAL HYGIENE AND SAFETY (C)**

**Objectives**:-

* This paper aims to provide an understanding application and interpretation of the various labour laws and their implications and industrial hygiene and safety.
* To expose the students to understand the legal frame work which is important for the efficient decision making relating to man management and industrial relations.
* Apply a broad educational background to effectively lead, influence, and achieve the OSHA goals and objectives of their employers.
* Effectively communicate and collaborate inside a diverse work environment
* Work in an ethical and professional manner
* Engage in professional development to continue to grow throughout their careers.

**Learning Outcomes**:-

* To apply knowledge of mathematics, science, and occupational safety and health;
* To use techniques, skills, and modern scientific and technical tools necessary for professional practice of occupational safety and health;
* To design a system, process, or program to meet occupational safety and health needs;
* To identify and solve occupational safety and health problems;
* To understand professional and ethical responsibility in occupational safety and health;
* To design and conduct experiments/ investigations, as well as to analyze and interpret data in the field of occupational safety and health;
* To communicate effectively in a professional environment;
* To demonstrate knowledge of the contemporary issues surrounding occupational safety and health;
* function on multidisciplinary teams;
* To recognize the need for and an ability to engage in professional development in pursuit of life-long learning;
* To understand the impact of occupational safety and health solutions in a global and societal context.

**UNIT – I**:-

The scope of organisational safety - communicating safety message - Economics - Skin care and eye protection.

**UNIT – II**:-

Sewage disposal and treatment. Refuse sanitation - importance - refuses collection and disposal; water pollution and air pollution.

**UNIT – III**:-

Health and Environmental safety - Industrial hazards - Protective equipment - Plant lay-

out.

**UNIT – IV**:-

Safety concepts - Symptoms vs causes - safety policy - safety committee - accidents and other operational problems, accident investigation records.

**UNIT – V**:-

Accident prevention and first aid - fire prevention and control - Industrial hygiene - common occupational diseases - Malaria etc. - Practical Training (Self supporting) in first aid.

**References**:-

Cmer Bin Sayeed "*Correlates of organisational health productivity and effectiveness".* Himalaya Publishing House, Ramdoot, Dr.Phalerai Marg, Girigaon, Bombay - 400004.

William Handley "*Industrial Safety Handbook*" Second Edition, Mc Graw Hill - Book Company(U.K) Ltd.,London.

K.N.DIGGAL *'Elements of Public Health Engineering'* S.Chand & Company Ltd., Ram Nagar, New Delhi 110 055.

'Principles for First Aid for the infured' London - Hoston. Dr.A.N.SAZEN *'Industrial Safety'* - Training Manual -4.National Productivity Council Productivity House, Lodi Road, New Delhi-3.

SR.BANARJEE &*' Modern Industrial Security'*Volume-1K.M.DAS Firma KLM Private Ltd., Calcutta.

DAVIDL. BERGER *'Industrial Security*' Security World Publishing Co., Inc. 2639 S.La Cienega Bivd./Los

Angeles CA 90034.

DANPETERSEN *'Techniques of Safety Management'* Hill Second Edition. McGraw Kogakusha Ltd., Tokyo.

**WEB REFERENCES**:

<https://www.sgsgroup.in/en-gb/environment-health-and-safety/testing-services/product-types/industrial-hygiene-testing>

# PAPER - XXIII - LABOUR LEGISLATION - I (C)

**Objectives:-**

* Training the students on statutory compliance for the industrial establishments.
* To make the students strong in Labour Law practices and proceedings.
* To strengthen students ability to solve industrial disputes and compliances legally.

**Learning Outcomes:-**

* To know the development and the judicial setup of Labour Laws.
* To learn the salient features of welfare and wage Legislations.
* To learn the laws relating to Industrial Relations, Social Security and Working conditions.

UNIT- I-Factories Act, 1948 and new amendments

UNIT- II-The Plantation Labour Act1951-The Tamilnadu Shop and Establishment Act, 1947 and new amendments

UNIT- III-The Contract Labour (Regulation and Abolition) Act, 1970 and new amendments

UNIT-IV-The Employee's Compensation Act1923 and new amendments

UNIT-V-The Employee's Provident Fund and Miscellaneous Provisions Act, 1952, The Employees' State Insurance Act, 1948 and new amendments

\*Students should study the new amendments in the afore-said Acts to keep up to date and abreast to enhance their knowledge.

**References**:-

K.D.SRIVASTAVA : Commentaries on 'Employees Provident Funds &

Miscellaneous Provisions Act, 1952 4th Edition. Eastern Book Company, Law Publishers and Booksellers, Lucknow.

K.D.SRIVASTAVA : Commentaries on 'Workmen's Compensation Act'

- Third Edition. Eastern Book Company, Lucknow.

G.SARAN : Commentaries on 'Contract Labour (Regulation & Abolition) Act, 1970 - Third Edition. Eastern Book Company, Lucknow.

K.D.SRIVASTAVA : Commentaries on 'Payment of Gratuity Act,1972

- Second Edition. Eastern Book Co., Lucknow.

R.Venkataraman, : 'Labour Law Journal Digest' C.R.P.Raman, Volumes I to III Agra Wadha and Company, S.Viswanathan & Nagpur.

B.R. Dolic

K.D.Srivastava : Commentaries on 'Employees State Insurance

Act' - Second Edition, Eastern Book Company, Lucknow.

D.P.MALHOTRAAND : 'The Law of Industrial Disputes' Volume I & II K.R.MALHOTRA N.M. Tripathi Pvt. Ltd.,Bombay.

K.D.SRIVASTAVA : 'Industrial Disputes Act' Fifth Edition.Eastern

Book Company, Lucknow.

**PAPER - XXIV - OBSERVATION VISIT (C)**

**Objectives:-**

* Industrial visits offer a great source to gain practical knowledge.
* Students can observe and learn as to how theatrical concepts are put to into action, thereby aiding their practical learning.
* Students are exposed to real working environment and shown how things are done in an organisation

**Learning Objectives:-**

* To obtain first hand information about a place & to have real life situation experience
* To consolidate classroom learning and practicalize theoretical concept Field Observation Visit
* To create teaching situation for enhancing skills like: observation, keenness, discovery, evaluation and writing evaluation reports.

The students shall visit at least (i) 5 industries including

1. Engineering Industry
2. Hotel Industry
3. Petroleum & Oil Industry

4.T Industry

5. Industries in other states

1. Office of the Commissioner of Labour (2visits)
2. ESI Corporation (one visit)
3. EPF Office (one visit)
4. High Court / Tribunal (one visit)
5. Service / Social Organisation (one visit)

The performance of the student will be assessed both by faculty and field work supervisor. This will facilitate the students to prepare a report not exceeding 75 pages at the end of the visits.

The report shall be valued by the Institute by constituting a committee headed by the Professor and Head of Faculty/Department known as “Observation Evaluation Committee”. The marks shall be distributed as follows:

Internal : 25 marks (by the faculty/department supervisor) External(a) : 50 marks ( by the University)

Report(b) : 25 marks (by field work evaluation (committee)

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**Total :100 marks**

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The marks shall be sent to the University, before the commencement of the University Examination. A candidate failing to secure the minimum for a pass shall be required to resubmit this report to the Institute/college.

**Value Based Education**

**It is submitted that for above mentioned subjects in B.A.(L.M), there is no need to revise the existing syllabus.**

**SEMESTER VI**

**PAPER XXV - HUMAN RESOURCE DEVELOPMENT (C)**

**Objectives:-**

* To gain a deep insight into the subject matter so that the students are able to develop suitable understanding on the topic.
* To build knowledge based appropriate to Human Resource Development.
* To enable the students to develop the competencies and attitude required for the successful application of Human Resource Development in industries.

**Learning Outcomes**:-

* To contribute to the development, implementation, and evaluation of employee recruitment, selection, and retention plans and processes.
* To develop, implement, and evaluate employee orientation, training, and development programs.
* To develop the understanding of the concept of human resource development and to understand its relevance in organizations.

**Unit – I**:- Concept, scope and objectives of HRD at the macro level - Human being as a source of unlimited potential - HRD as a source of nation building, To Understand the Evolution of HRD, - The outcomes of HRD, - Relationship between HRM and HRD, - Roles of HRD Professionals, - The Competencies of HRD Professionals.

**Unit – II**:- Problems and issues in the educational system of India - Concept of lifelong education - Human Resource Development Policy and social change, Competency Mapping / Building, - Balance Score Card (BSC), Skill Based Pay (SBP) - HR Metrics and Measurement, - Emotional Intelligence, - Strategic Management Tools and Steps.

**Unit - III**:- Concept, nature, scope and objectives of HRD at the micro-level - HRD and traditional personnel functions - Activities of HR Department - HRD Audit - Role of HR managers, Knowledge Management – MC Elory Model, - The Framework of HRD Process, - Methods of Strategic and Organizational Analysis, - The Phases of HRD Evaluation, - Comparing Evaluation Frameworks.

**Unit - IV**:- Mechanisms of HRD: Career planning and Development - Potential & Performance Appraisal - Feed back and counseling - Organisational Development - Human Resource Information System (HRIS), HRD Applications, - Stages of Life and Career Development, - Models of Career Development, - The Developmental Program, - The Career Plateau.

**Unit - V**:- Impact of globalization on HR Practices, Global Assignment Management, - Expatriate and Repatriate Support and Development, - Work Force Reduction, Re-alignment and Retention, - Diversity of Work Force.

**References:-**

1. B.L. Mathur, *‘Human Resource Development*: Strategies,’ Approaches and Experiences, Arihand, Jaipur, 1989.

2. Beach D.S. Personnel: ‘*The Management of People At Work’s*, Mac Milan, Publishing Company, New York 1989.

3. Bhattacharyya, D.K. Corporate Body Builder, ‘*The Emerging Role of HRD Professionals, A Prescriptive Model for Success’*, Indian Journal for Training and Development, April-June 1995, New Delhi.

**WEB REFERENCES**:

<https://study.sagepub.com/mcguire>

### PAPER - XXVI - ENTREPRENEURIAL DEVELOPMENT (C)

**Objectives:-**

* To develop the spirit and culture of entrepreneurship among students.
* To foster entrepreneurship skills in them and to enable them to start and manage their own business units.
* Students advance their skills in customer development, customer validation, competitive analysis, and iteration while utilizing design thinking and process tools to evaluate in real-world problems and projects.

**Learning Outcomes:-**

* The expected Student Learning Outcomes for the Entrepreneurship and Innovation Program
* To understand the nature of entrepreneurship
* To understand the function of the entrepreneur in the successful, commercial application of innovations

**Unit I**:- Conceptual framework:

Meaning and definitions - Scope - Difference between Intrapreneur and Entrepreneur - Entrepreneur and Manager, Entrepreneur and Inventor, Entrepreneur and Promoter Types of Entrepreneur, Characteristics of Entrepreneur, Social Entrepreneur, Entrepreneurial Managers.

**Unit II**:- Functions of Entrepreneur

Idea generation, Planning, Organizing, Motivation - Types of motivation, Project Identification - Project classification - Project evaluation - Problems and constraints - Role of Government, Financial Institutions, IFCI, IDBI, ICICI, SIDBI, SISI, IFCI, SBI.

**Unit III**:- Entrepreneur Development Programme (EDP)

Concept - Objectives - Important features - factors influencing entrepreneurship. Internal, external and socio economic factors. Programmes - Education, Training, consultancy, skill development, information, marketing, Role of Government and Non Governmenta gencies.

**Unit IV**:- Management of Projects

Capital required - working and fixed - sources of funds - cost and benefit analysis BEP Sickness of small scale industries - Measures to prevent. Government protection - Role of IRCI, BIFR, IDBI, SIPCOT etc.

**Unit V**:- Developing Entrepreneurial Skill

Dialogue with industrial promotion agencies - Preparing Model Projects - Diagnostic Study - Panel discussion.

**Suggested Reading**:-

1. Dr.V.Balu*Entrepreneurial Development* - VenkateswaranPublication, Chennai - 4.

|  |  |  |
| --- | --- | --- |
| 2. P. Saravanavel | *Entrepreneurial Development* | Kay Ess Pee Kay |
|  | *Principles, Policies and* | publishing house |
|  | *Programmes* |  |

1. Dr. G.B.Gupta *Entrepreneurship Development -* Sultan Chandand

*in India* Sons

1. *Innovation and Entrepreneurship -Affiliated* EastWest PracticeandPrinciples
2. PeterF.Drucker Press Ltd Publication of SISI Govt of India

**WEB REFERENCES**:

<https://www.ediindia.org/>

<https://www.entrepreneur.com/>

### PAPER - XXVII - LABOUR LEGISLATION - II (C)

**Objectives:-**

* To review the concept of Labour Legislations.
* To understand the Industrial harmony and industrial conflict
* To review the importance of collective bargaining
* To assess the functioning of departments related Labour Legislation

**Learning Outcomes:-**

* To demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations.
* To apply those concepts, and substantive institutional knowledge, to understanding contemporary developments related to work.
* To demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
* To demonstrate an understanding of how to apply knowledge necessary for effective work performance.
* To provide students with the tools for further study of employment law.

**Unit – I-** The Industrial Disputes Act, 1947 and new amendments

**Unit – II -**The Industrial Employment (Standing Orders) Act, 1946-

**Unit – III -**The Trade Unions Act, 1926- and new amendments.

**Unit – IV-**The Payment of Wages Act, 1936. The Minimum Wage Act, 1948- and new amendments.

**Unit – V-**The Payment of Bonus Act, 1965. The Payment of Gratuity Act, 1972- and new amendments.

\*Students should study the new amendments in the afore-said Acts to keep up to date and abreast to enhance their knowledge.

**References**:-

1. Srivastava K.D., *Commentaries on 'Employees Provident Funds & Miscellaneous Provisions* Act 1952
2. Srivastava K.D, : *Commentaries on 'Workmen's Compensation Act* -Third Edition. Lucknow: Eastern Book Co., Law Publishers & BookSellers.
3. Saran. G. *Commentaries on 'Contract Labour (Regulation & Abolition) Act 1970* - Lucknow: Eastern Book Company
4. Srivastava K.D. *Commentaries on 'Payment of Gratuity Act'1972* -Lucknow: Eastern Book &Co.
5. Venkataraman R.*Labour Law Journal Digest*' (1966-1975)
6. Malhotraand O.P. *The Law of Industrial Disputes* Vol. I &II K.R.Malhotra N.M. Tripathi Pvt. Ltd.,Bombay
7. Srivastava K.D: *Industrial Disputes Act'* Eastern Book Lucknow.co.,

**WEB REFERENCES**:

<https://labour.gov.in/labour-law-reforms>

### PAPER - XXVIII - FIELD WORK (C)

**Objectives:-**

* Fieldwork provides an 'unparalleled opportunity' to study the real world;
* Student perceptions of field work tend to be overwhelmingly positive;
* Fieldwork provides the opportunity to reinforce classroom-based learning; and.
* It increases students' knowledge, skills and subject understanding.

**Learning Outcomes:-**

* To gain exposure to and responsibility for varied practical situations under qualified supervision.
* To gain knowledge and competence in working with individuals and groups in a structured program setting.
* To develop an in depth understanding of organizational policy, procedure, environments, culture and quality of work life.
* To demonstrate through actions a level of competence in leadership, programming, and administrative abilities, as well as a commitment to human values and ethics.
* To demonstrate analytical and research abilities by means of written reports on the organizational structure and administrative functions.

Each student is required to take up a field work in an industry for a period of 30 days or 240 days and submit a report. The students would begin the field work activities in the beginning of the VI Semester and submit the report for evaluation by the Institute/college. The report shall not exceed 75 typed pages excluding tables, figures, bibliography and appendices.

The report shall be valued by the Institute/College by constituting a committee headed by the Professor and Head of Faculty/Department known as VIVA VOCE Examination Committee. The marks shall be distributed as follows:

Internal : 25 marks (by the faculty/department guide)

External : 50 marks (by the University)

Report : 25 marks by the VIVA VOCE Exam Committee

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**Total**:**100 marks**

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Necessary guidance will be given to the students for the completion of field work. Wherever the Committees are formed for external evaluation, an external examiner shall be appointed with the approval of the Head of the Institute/Colleges.

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