

Jindal Global Business School Course Outline

Course Title	Strategic Industrial Relations (SIR)
Core / Elective	Elective
Program and Batch	MBA 2024, IBM 2022
Semester & Academic Year	Spring 2026
Credits	1.5
Discipline/Area	HR & OB
Provide details, if this course is a Prerequisite for any course/specialization	PG level People Management and a broad understanding of Strategic HRM
Name of the Faculty Member/Course Instructor	Asim Talukdar
Contact Details of the Faculty Member	atalukdar@jgu.edu.in
Contact Details of Support Staff	TBD
Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

The course “**Strategic Industrial Relations**” is integral to people management (Human Resource Management). Industrial Relations relate to effective management, primarily but not exclusively of non-managerial human resources including an unorganized workforce. This course aimed to develop students’ deep understanding of strategically managing this largest workforce population, constituting over 93% of the non-agriculture national workforce and over 80% of employees in an organization. “Strategic Industrial Relations” refers to how a forward-looking company’s industrial relations philosophy, policies, and practices can be a source of competitive advantage.

Industrial Relations is a course based on applied social science. This course is designed to help in learning theories of industrial relations from the pluralistic perspectives of workforce and society; union organizations and structures; learning the labour legislations in India and its implications on business; negotiating and administering collective bargaining, and long-term wage settlement including productivity-linked wages; among other topics. The aim is to introduce the student to the complexities of the employee-employer management relationship and to explore various

techniques for successfully managing this critical area of business to make it a strategic initiative for creating competitive advantages.

Course Learning objectives (CLOs)

At the end of the course, students should be able to

- CLO1-Understand the workforce composition in India, its economic contributions, what “Industrial Relations” is in respect of managing this workforce, and how it has evolved over a period, locally and globally.
- CLO2- To recognize the different industrial relations (IR), systems, and frame of references and their implications in building IR strategy and practices as a source of competitive advantage
- CLO3- To understand collective voice, workforce organizations/trade unions, and the role of the state/government in workforce management
- CLO 4. Understand what workers’ participation and collective bargaining is and develop the skills of collective bargaining and long-term wage settlement
- CLO5- To learn the framework of labour legislation, the trends, and the ensuing labour code (2020);
- CLO6- To understand the global perspectives of Industrial Relations and the role of international labour federations /unions in local industrial relations

Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	Effective communication: Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
4	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	9. Use technology for effective communication
		10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
5	Leadership: Ability to take initiative, inspire and collaborate with others	14. Summarize and conclude
		15. Take initiative
		16. Contribute effectively in groups

Course Learning Objectives (CLOs)	Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
On successful completion of the course, students should be able to:	This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
CLO1-Understand the workforce composition in India, its economic contributions, what “Industrial Relations” is in respect of managing this workforce, and how it has evolved over a period, locally and globally	PCG2- PLO 3 and 5 PCG4- PLO10, and 11	PCG 2 PCG 4	A1, A2
CLO2- To recognize the different industrial relations (IR), systems,	PCG2- PLO 3 and 5 PCG4- PLO 10 and 11	PCG2 PCG4	A1, A2, A4, A5

and frame of reference and their implications in building IR strategy and practices as a source of competitive advantage people practices and organizational Strategy			
CLO3 To understand collective voice, workforce organizations/trade unions, and the role of the state/government in workforce management	PCG2- PLO5 PCG4- PLO10, 11, 12, 13 and 14	PCG2 PCG4	A2, A4, A5
CLO4- Understand workers' participation and collective bargaining and develop the skills of collective bargaining and long-term wage settlement.	PCG2- PLO 5 and 6 PCG4- PLO 10, 11, 12, 13 and 14	PCG2 PCG4	A1, A2, A3, A4, A5
CLO5- To learn the framework of labour legislation, the trends, and the ensuing labour code (2020)	PCG2- PLO 5 and 6 PCG4- PLO 10, 11, 12, and 13	PCG2 PCG4	A2, A3, A4

CLO6- - To understand the global perspectives of Industrial Relations and the role of international labour federations /unions in local industrial relations.	PCG2- PLO 3 and 5 PCG4- PLO 11 & 12	PCG2 PCG4	A1, A3, A4, A5
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Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Ongoing	PCG2- PLO 3 and 5 PCG4- PLO12, 13, and 14
A2: Quiz	25%	Individual	4 th and 7 th week	PCG2- PLO3 and 5 PCG4- PLO 10, 11, 12, 13, and 14
A3: Presentation and Case Analysis	15%	Team/ Individual	4 th and 6 th Week	PCG2- PLO 3, 5, & 6 PCG4- PLO 10, 11, 12, 13, and 14 PCG 5-PLO 15 and 16
A4: Team assignment	20%	Team	7 th Week	PCG2: PLO 3, 5, and 6 PCG 4- 10, 11, and 14 PCG 5-PLO 15 and 16
A5: End-Term Exam	30%	Individual	During End-term Examination	PCG2- PLO 3, 5, and 6 PCG4- PLO10, 11, 12, 13, 14

Description of Assessments:

A1-Participation in Class/Community

Students are encouraged to actively participate in class/community discussions, for which they would be assessed.

Class participation could be demonstrated by participating in the breakout group exercises, raising and responding to the relevant questions raised by faculty and peers using a mike or chat box, and/ or sharing experiences/posts relevant to the topic under discussion, etc.

A2. Quiz

Two short quizzes will be administered to assess the students' level of understanding and knowledge about the material covered. It will involve short written answers (one or two words or 3 words or one or two sentences) and not MCQ. This quiz will be taken in class.

A3- Presentation on Case Analysis

Students are expected to carefully analyze a case study and present their findings in a PowerPoint format. It is a team-based (maximum 4 members) collaborative learning. The presentation must carry a thorough problem identification, analysis, and recommendation (probable solution, and action plan). Students' presentation shall be assessed using the following rubric:

Criteria	Poor	Average	Proficient	Excellent
Understanding of problem(s) in the case study	Demonstrates superficial understanding of the problem(s) in the case study.	Demonstrates limited understanding of the problem(s) in the case study.	Demonstrates deep understanding of the problem(s) in the case study.	Demonstrates a clear and deep understanding of an issue/problem in the case study.
Analysis of Alternatives	At least one coherent alternative	Multiple alternatives and some analysis	Variety of clear alternatives with appropriate analysis	Variety of well-articulated alternatives; analysis well integrated in response
Recommendations	Addresses problem inappropriately	Addresses major problems	Addresses most problems appropriately	Comprehensive recommendations with realistic and

	with some substance and limited support from the information presented	appropriately with implementable plan of action, supported by the information presented	with deep understanding and realistic plan of action, clearly supported by the information presented	insightful plan of action, clearly supported by the information presented
Additional Reading and Research	Incomplete research and links between the problems and the theory.	Limited research and links between the problems and the theory.	Good research and documented links between the problems and the theory.	Excellent research with documented links to the theory and possibly additional material

A5. Team assignment:

- The students will have to submit a project report or scholarly paper on any subject covered in the course as per the deadline decided by the instructor. It will be a team project, with each group having a minimum of 3 and a maximum of 4 members. The topic will be decided by the team in consultation with the faculty. The project must encompass societal issues like the issues related to migrant or unorganized or contract labour. The assessment will be focused on competency goals like critical thinking, effective written communication, and leadership thought.

All graded assignments are intended to determine the student's individual skills, abilities, understanding, and knowledge as well as collaborating learning ability. If any student is having difficulty with the work/assignments it is important to seek help from your instructor rather than be tempted to use unfair means to gain marks. Cheating can be of different forms, although any form of cheating is strictly forbidden. These are but are not limited to-

- Submitting other people's work as your own - either with or without their knowledge.
- Impersonation - taking an assessment on behalf of or pretending to be another student, or allowing another person to take an assessment on your behalf or pretending to be you.
- Plagiarism - taking or using another person's thoughts, writings, or inventions as your own. To avoid plagiarism, you must make sure that quotations, from whatever source,

are clearly identified and attributed at the point where they occur in the text of your work by using one of the standard conventions for referencing. It is not enough just to list sources in a reference at the end of your essay or dissertation if you do not acknowledge the actual quotations in the text. Neither is it acceptable to change some of the words or the order of sentences if, by failing to acknowledge the source properly, you give the impression that it is your own work.

- Collusion - except where written instructions specify that work for assessment may be produced jointly and submitted as the work of more than one student, you must not collude with others to produce a piece of work jointly, copy or share another student's work or lend your work to another student in the reasonable knowledge that some or all of it will be copied.
- Duplication - submitting work for assessment that is the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgment of the previous submission.
- Falsification - the invention of data, its alteration, its copying from any other source, or otherwise obtaining it by unfair means, or inventing quotations and/or references.

A5. End-term examination- It will be a case-based examination where students will be assessed how well they have learned the practical course learnings and are able to integrate it in providing solutions to case questions with the application of concepts and theories taught. Clear, logical, relevant, and in-depth analysis and inferences are expected in this summative assessment.

Teaching Method

The course will have a judicious mix of lectures, storytelling, case studies, and experiential and team-based learning with a global orientation. Here the onus of learning will be on the student and the instructor will be a facilitator. Instead of learning 'what to do', the lectures will also use examples of real-world phenomena where a particular issue or set of issues arises and good and bad practices are seen. The key to learning this way is to see many examples and many situations and learn inductively from the different experiences of student managers.

TEXT BOOK, COURSE PACKAGE, AND OTHER READINGS

There is no specific text book for the course. The course would be taught based on specific book chapters, mainly from the book by Bruce E Kaufman (2006). **The Global Evolution of Industrial Relations: Events, Ideas and the IIRA**, published by International Labour Organization (ILO), Geneva; and P R N Sinha, Indu Bala Sharma, and S P Shekhar (2017), **Industrial Relations, Trade Unions and Labour Legislation**, Pearson Publication and **Contemporary Reforms of Labour**

Market and Industrial Relations System in India Ease of Doing Business versus Labour Rights ,
 Editor K.R. Shyam Sundar (2019)

Besides, there will be several classical articles on the specific topics for the specific session. These articles will be provided by the instructor to students in advance

Session Plan

Session Details		PLOs Covered
Session 1	Workforce populations and composition in India and the critical aspects of People Management	PLO 3, 5, 10, 11
Objective of the session	At the end of this session, you will learn. a) Workforce composition and population in India and its social and economic implications b) The concept of industrial relations and its critical implications on people management	
Subtopics to be covered	<ul style="list-style-type: none"> Indian working population and key labor statistics HRM versus Industrial relations 	
Readings	1. Srivastava, R. (2012). Changing employment conditions of the Indian workforce and implications for decent work. <i>Global labour journal</i> , 3(1). 2. Kalyani, M. (2015). Unorganized workers: A core strength of Indian labour force: An analysis. <i>International Journal of Research</i> , 44. 3. Klerck, G. (2018). Industrial relations and human resource management. In <i>Human Resource Management</i> (pp. 311-334). Routledge. 4. Hayter, S. (2018). Industrial relations in emerging economies. In <i>Industrial Relations in Emerging Economies</i> (pp. 1-26). Edward Elgar Publishing.	
Case Title and Number	Caselet on migrant workers: (a) Fighting Starvation and Frustration; (b) Traumatized and Disheartened	
Pedagogy	Caselet discussion, Storytelling, Lecture	
Session 2	Evolution of Industrial Relations (IR) – Global Perspective	PLO- 3, 5, 10,, 11, 12

Objective of the session	<p>At the end of this session, the students should be able to</p> <ul style="list-style-type: none"> a) Understand how “Industrial Relations” has evolved over a period as a distinct field of management study in the global context. b) Understand the social issues as integral components of industrial Relations-Global context
Subtopics to be covered	<ul style="list-style-type: none"> • Roots of Industrial Relations (IR) • Emergence of IR as a special field of study
Readings	<p>1. Kaufman, B. E. (2010). The theoretical foundation of industrial relations and its implications for labor economics and human resource management. <i>ILR Review</i>, 64(1), 74-108.</p>
Pedagogy	Lecture, Class discussion
Session 3	Evolution of Industrial Relations (IR) – An Indian Perspective
Objective of the session	<p>At the end of this session, the students should be able to</p> <ul style="list-style-type: none"> a) Understand how “Industrial Relations” has evolved over a period as a distinct field of management study in the Indian context. b) Understand the social issues as integral components of industrial Relations-India context
Subtopics to be covered	<ul style="list-style-type: none"> • IR history of India - Pre-world war-I • IR history of India –Pre-independence period • IR evolution: post-independence- four phases and thereon
Readings	<p>1) Chapter 1 (Trade Unionism), 4 & 5 (Trade Union Movement in India before 1949 and 1950 onwards), Book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication</p> <p>2) Bhattacharjee D and Ackers P (2010), Introduction: employment relations in India—old narratives and new perspectives, <i>Industrial Relations Journal</i> , 41:2, pp 104–121</p>

PLO- 3, 5, 10, 11, & 12

	3) Krishnan, T. N. (2011). Understanding employment relationship in Indian organizations through the lens of psychological contracts. <i>Employee Relations</i> , 33(5), 551-569.	
Pedagogy	Lecture, Class discussion	
Session 4	Industrial Relations (IR) System	PLO- 3, 5, 10,11, and 12
Objective of the session	At the end of this session, the students should be able to <ul style="list-style-type: none"> a) Learn the System concept of IR propagated by J T Dunlop b) Understand the Role of Employer or Employers 'association, Employees & Trade Union, and State/Government in IR management 	
Subtopics to be covered	<ul style="list-style-type: none"> • Dunlop's theory of the IR system • Criticisms of Dunlop's IR system theory • Role of State, employer and employees' association/trade union in Employee Relations 	
Readings	Chapter 10 of the textbook Industrial Relations, Trade Unions and Labour Legislation , Dunlop, J. T. (1977). Industrial Relations, Labor Economics, and Policy Decisions. <i>Challenge</i> , 20(2), PP 6-12	
Caselet	https://www.reuters.com/article/india-wistron-workers-idINKBN28P1U5 : Violence at Apple Supplier in India Fuels fear of further Worker Unrest (Reuters's report)	
Pedagogy	Lecture, discussion on the caselet.	
Session 5	Industrial Relations Perspectives / Frame of Reference	PLO: 3,5, 6, 10, and 11
Objective of the session	At the end of this session, the students should be able to Understand and develop critical thinking on <ul style="list-style-type: none"> a) Three perspectives of IR: Unitarian, Pluralistic, and Radical b) Implication of IR perspectives in making IR a strategic resource for competitive advantage 	
Subtopics to be covered.	<ul style="list-style-type: none"> • Three Types of IR Frame of Reference/Perspectives and its implications on IR • IR Frame of Reference/Perspectives and Strategic IR 	

Readings	<ol style="list-style-type: none"> 1. Brandl, J. (2022). Frames of reference in managing employment from the perspective of economics of conventions. <i>Industrial Relations: A Journal of Economy and Society</i>, 61(3), 290-302. 2. Budd, J. W., & Bhawe, D. (2008). Values, ideologies, and frames of reference in industrial relations. <i>The Sage handbook of industrial relations</i>, 92-112. 	
Case	Agitation on Employee Accident at Hindustan Textile	
Pedagogy	Lecture, discussion on the caselet.	
Session 5	Collective Bargaining and Long Term wage Settlement	PLO: 5, 6, 10, 11, 12,
Objective of the session	<p>At the end of this session, the students should be able to</p> <ol style="list-style-type: none"> a) Learn the concept of collective bargaining (CB) b) Understand the perspective of Collective Bargaining, a potential strategic tool for competitive advantage c) Develop the skills of doing collective bargaining as a strategic initiative 	13, and 14
	<p>What is collective bargaining? Types & natures of collective bargaining</p> <p>Collective Bargaining Power</p> <p>Long-Term Settlement between Union-Management</p>	
Readings	<ol style="list-style-type: none"> 1. Chapter 13 (Collective Bargaining Grievance Procedure) of the book Sinha, Sharma, and Shekhar (2017), <i>Industrial Relations, Trade Unions and Labour Legislation</i>, Pearson Publication pp 295-329 2. Doellgast, V., & Benassi, C. (2020). Collective bargaining. In <i>Handbook of research on employee voice</i> (pp. 239-258). Edward Elgar Publishing.. 3. Leap Terry L and Grigsby David W (1986), A Conceptualization of Collective Bargaining Power, <i>Industrial and Labour Relations Review</i>, 39 (2), pp 202-213. 	
Pedagogy	Lecture, Class discussion, Class exercise	
Session 6	Collective Bargaining and Long Term wage Settlement (continuation of the previous section)	PLO: 5, 6, 10, 11, 12, 13, and 14

Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> 1) Learn the concept of collective bargaining (CB) 2) Understand the perspective of Collective Bargaining, a potential strategic tool for competitive advantage 3) Develop the skills of doing collective bargaining as a strategic initiative 	
Subtopics to be covered.	<ul style="list-style-type: none"> • Long-Term wage settlement between Management and Trade union • Statutory Implications and Significance of Long-Term wage Settlement 	
Readings	<ol style="list-style-type: none"> 1) Chapter 13 (Collective Bargaining Grievance Procedure) of the book Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication pp 295-329 2) Doellgast, V., & Benassi, C. (2020). Collective bargaining. In <i>Handbook of research on employee voice</i> (pp. 239-258). Edward Elgar Publishing.. 3) Wares J P (1980), Bargaining Strategies, <i>Harvard Business School</i>, pp 1-14 	
Pedagogy	Lecture, Industry examples, Group exercise	
Week 7	Management of Industrial /Employee Relations: Case Analysis	PLO: 5, 6, 10.11. 12. 13. and 14
Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> 1) Management skills required to manage employee grievances. 2) How management could make mistakes in forcefully suppressing employees' collective voice 3) Lean the intricacies of HRM and IR interrelationship 	
Case	People Management Fiasco at Honda Motor Cycles and Scoter India Ltd.	
Pedagogy	Case analysis and presentation by students in teams (graded assignment)	
Session 8	Guest Lecture on Industrial Relations By Navneet Kaushik, Head HR (Global Services), Sterlite Technologies	PLO- 5, 11, 12, and 13

Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> Understand how IR management imperatives in the Indian context How good IR management can make People management a source of competitive advantage. 	
Session 9	Labour Law Framework on India: Occupational Safety, Health, and Working Conditions Code	PLO- 5, 10, and 11
Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> Learn the salient features of current legislation on the Occupational Safety, Health, and Working Conditions Code Lean the ensuing Codes (2020) on Occupational Safety, Health, and Working Conditions Code 	
Subtopics to be covered.	<ul style="list-style-type: none"> Indian Labour Law Framework and Reform of labour laws The salient feature of current labour laws related to : Occupational Safety, Health, and Working Conditions (OSHW) and the OSHW Code, 2020 	
Readings	<ol style="list-style-type: none"> Chapters 15 to 30 of the book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication. Guérin, I., & Srivastava, R. (2012). Labour regulations and labour standards in India: Decent work?. <i>Labour</i>, 2, 20-2012. Bare Act: Occupational Safety, Health, and Working Conditions Code (2020), Professional Book Publishers 	
Pedagogy	Lecture, Class Discussions	
Sessions 10	Labour Laws on Trade Union, Employment, and Industrial Relations with Industrial Relations Code (2020)	PLO- 5, 10, and 11
Objective of the session	At the end of this session, the students should be able to <ol style="list-style-type: none"> Learn the salient features of the Trade Union Act, 1926 and its amendments, 2001. Learn the ensuing Codes (2020) on Trade Union and Industrial Relations 	

	<p>3) Learn the types of legal provisions Employment types and standing orders, process of certification of Standing Orders</p> <p>4) Learn the ensuing labour Codes 2020 about provisions Employment types and standing orders.</p>	
Subtopics to be covered.	<ul style="list-style-type: none"> • The Salient Features the Trade Union Act, 1926, and amendments therein, 2001 • Labour Code 2020 on Trade Union and Recognition of Trade Union • The Salient Features of existing laws on Industrial Employment (Standing Orders Act, 1946) and related labour Code 2020 	
Readings	<p>1) Chapters 20 to 22 of the book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication</p> <p>2) The Industrial Relations Code (2020), Professional Book Publishers</p>	
Pedagogy	Lecture, Class Discussions	
Sessions 11	Labour Laws on Industrial Relations with Industrial Relations Code (2020)	PLO- 5, 10, and 11
Objective of the session	<p>At the end of this session, the students should be able to</p> <ol style="list-style-type: none"> 1. Learn the salient features of the Industrial Disputes Act, 1947. 2. Learn the ensuing Codes (2020) on Industrial Relations Code 2020 and its implication from employers' and employee's perspectives 	
Subtopics to be covered.	<ul style="list-style-type: none"> • The Salient Features The Industrial Dispute Act, 1947 • Industrial Relations Code 2020 	
Readings	<p>1) Chapters 20 to 22 of the book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication</p> <p>2) The Industrial Relations Code (2020), Professional Book Publishers</p>	

Pedagogy	Lecture, Class Discussions.	
Sessions 12	Labour Laws on Wages and Contract Labour with Wage Code and labour code related to contract labour (2020)	PLO – 5, 10, 11
Objective of the session	At the end of this session, the students should be able to a) Learn the salient features of wages-related legislation. b) Learn the provisions of ensuing Wage Codes (2020) c) Learn the implications of ensuing Wage Code 2020 on employers and Employees. d) Learn the existing legal provision on regulation and Prevention of Contract Labour e) Learn the implications of ensuing labour codes on regulation and Prevention of Contract Labour	
Subtopics to be covered.	<ul style="list-style-type: none"> • The Salient Features of labour law provisions related to Wages and Bonus • The Salient Features of labour law provisions related to the Regulation and Prevention of contract labour • Labour Code 2020 implications on Wages and employment of contract labour 	
Readings	1) Chapters 23 to 30 of the book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation , Pearson Publication 2) The Wage Code (2020), Professional Book Publishers 3) Industrial Relations Code 2020	
Pedagogy	Lecture, Class Discussions, Class exercise	
Sessions 13	Labour Laws Related to Social Security and Social Security Code (2020)	PLO- 5, 10, and 11
Objective of the session	At the end of this session, the students should be able to 1) Learn the salient features of Social Security-related legislation. 2) Learn the ensuing Codes (2020) on Social Security 3) Learn the implications ensuing Social Security Codes 2020 on the employers and Employees	

Subtopics to be covered.	<ul style="list-style-type: none"> • The Salient Features of labour law provisions related to Social Security • Social Security Code 2020 	
	<p>4) Chapters 23 to 30 of the book: Sinha, Sharma, and Shekhar (2017), Industrial Relations, Trade Unions and Labour Legislation, Pearson Publication</p> <p>5) The Social Security Code (2020), Professional Book Publishers</p>	
Pedagogy	Lecture, Class Discussions	
Sessions 14	Global Industrial Relations Scenario	PLO – 3. 5, 10, 11
Objective of the session	<p>At the end of this session, the students should be able to learn</p> <p>a) The International Industrial Relations federations and their influences on country-specific I.R. environment</p> <p>b) The effect of globalization on Industrial Relations: Some nation wise Comparative scenarios</p>	
Subtopics to be covered.	<ul style="list-style-type: none"> • Globalization and Its Impact on country-specific Industrial Relations • The International Industrial Relations federations and their local influence 	
Readings	<p>1) Ford, M., & Gillan, M. (2015). The global union federations in international industrial relations: A critical review. <i>Journal of Industrial Relations</i>, 57(3), 456-475.</p> <p>2) Hammer, N. (2005). International framework agreements: Global industrial relations between rights and bargaining. <i>Transfer: European Review of Labour and Research</i>, 11(4), 511-530.</p>	
Pedagogy	Lecture and Class Discussions	
Objective of the session	<p>At the end of this session, the students should be able to learn</p> <p>1) The International Industrial Relations federations and their influences on country-specific I.R. environment</p>	PLO – 3.5, 10, 11

Subtopics to be covered.	2) The effect of globalization on Industrial Relations: Some nation wise Comparative scenarios	
	<ul style="list-style-type: none"> • Globalization and Its Impact on country-specific Industrial Relations • International comparison of the impact of globalization on industrial relations and employment 	
	Readings Mills, M., Blossfeld, H. P., Buchholz, S., Hofäcker, D., Bernardi, F., & Hofmeister, H. (2008). Converging divergences? An international comparison of the impact of globalization on industrial relations and employment careers. <i>International Sociology</i> , 23(4), 561-595.	
Pedagogy	Lecture and Class Discussions	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, sessions and/or readings may be revised during the semester if such need arises.