

What is SQ3R in Learning ?

How often have you had to reread the same paragraph four or five times because none of the ideas seemed to "stick"? You were not actually attending to your reading; you did not have an active set to learn. A method for studying textbooks has been developed that helps establish an active set and, simultaneously, enables you to follow other principles of effective learning such as being familiar with what you will read in advance, making reading meaningful, or responding immediately.

This method of text-book study is called SQ3R and consists of five steps:

1. Survey. In order to gain an active learning set, it is useful to have an idea of what is ahead. Before taking a long automobile trip, you usually look at a map of entire route; similarly, you can survey the book you are going to read by skimming the material and reading the summary carefully.
2. Question. To encourage an active set, it is useful to be searching for something. If you look for the answer to a particular question in a book, you are more likely to have an active set than if you are only trying "to cover the pages assigned". Make up your own questions by turning each major heading into a question and writing this question down. If you are applying SQ3R to this text, you would jot down, "How can principles of learning help study?"
3. Read. You obviously need to read the material. With your question in the back of your mind, read actively to answer the question.
4. Recite. To complete the process, you need to answer the question. It is suggested that you first answer the question aloud, and then jot the answer down under your question in your notes. Once again, you are forced into activity so that you can better check your own reading adequacy.
5. Review. The previous three steps are repeated for each major heading, probably between four and eight per chapter. The final step, which is primarily repetition rather than active set, is to reread the summary and review your notes. Such repetition is useful in helping you see the entire chapter as a meaningful pattern, rather than as isolated segments.

Proper use of SQ3R will not only produce an active set for learning, but will also supply you with a brief chapter outline, enable you to recall the material longer, and reduce daydreaming.

MANAGEMENT BRIEF

Issued by the Tisco Management Development Centre, Jamshedpur

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September, 1975

MOTIVATING THE ADULT LEARNER

Proud parents who praise a good report card can keep a child motivated and eager to learn for a long time. Parents also see that their children get to classes on time and do their homework; in short, they do everything possible to help their children learn. But adult learners lack these advantages. They must be motivated in different ways - if only because they aren't school kids.

Every manager and supervisor at times involved in educating adults - whether in formal classroom instruction or in the informal teaching of procedures on the job. He or she will realize greater success by keeping in mind the special needs of an adult learner.

Adults are interested in the immediate consequences of learning. They don't want to wait several years to apply what they've learned; they want to put their new knowledge to work as soon as possible - say, the next day. The typical adult doesn't want to focus exclusively on the theories of behavioural science and motivation. He wants to know practically how to apply the principles on the job, tomorrow if not today.

Application now:

The adult likes to see immediate results that will give him greater satisfaction in his work, including an improvement in status and increase in income. The adult learner has been referred to as "anticipation-guided and consequence-bound." This realistic approach to the immediate application of learned material can be used to interest and create considerable enthusiasm amongst adult learners,

Often the instructor can suggest practical ways to implement techniques and then let the group apply these on the job. A discussion of what happened, and why the theories worked or did not work, can reinforce practical learning experiences. In a session on human relations for supervisors, for example, the following situations could be discussed from the point view of the practical principles underlying them:

1. A supervisor tells a subordinate: "I admit I made a mistake."
2. A supervisor praises a worker: "You did a good job."
3. A supervisor asks an employee: "What is your opinion?"

Providing realistic, job-related principles will give the adult learner workable methods of obvious value.

Learning is often defined as a change in behaviour resulting from three basic factors:

1. Knowledge, the what to do and how to do it.
2. Attitude, the desire to use what has been learned.
3. Skill, the ability to apply newly acquired knowledge.

Instructors of adults need to be sure that they are reaching the group on both the content level and the process level. Content is the body of intellectual material to be taught and the teaching methods and media being used. Process has to do with the attitudes, behaviour, and feelings of the group, as well as the group's commitment to reach certain goals and objectives.

### Stimulate self-motivation:

The adult must receive as much insight as possible into the relationship between theory and practical, on-the-job application. Sessions should be structured to enlarge the adult's perspective in viewing on-the-job problems so that he may look for solutions based on the theories he is learning.

This goal orientation of the adult student is a major motivating force. The instructor must capitalize on this force-primarily by relating what is to be learned to the student's goals. If the student fails to see that what he is learning will help him reach his goal, he may "tune out" the instructor.

For continuing motivation, the adult must also feel that he is successful. The course should include subgoals-directly related to his long-range objectives-that he can reach throughout the course. If the adult finds that he is learning, and that the learning is useful in reaching his goal, he will want to learn more.

Since the adult learner is an experienced individual, the instructor must recognize several psychological factors that can hinder his learning. These barriers can be grouped into three areas:

1. People's interests and opinions are formed easily in their lives, and they tend to prejudge new experiences in light of preconceived notions and past experiences.

2. Because adults have already formed many opinions, they are sometimes unable to examine new events objectively; often it is easy for them to become ego-involved and caught up in defense mechanisms.

3. Because each individual has a different set of experiences, he may not be able to learn what the instructor expects him to, from a new experience. Learning involves the process of association-relating new experiences to previous experiences.

The instructor must keep in mind the resistance to learning caused by these barriers. The forces of repetition formed from habit are very difficult to change because doing so would involve sacrificing the emotional involvements that have developed with old behaviour patterns. Since learning does involve risks, the outcome of learning is unknown and somewhat hazardous.

Boredom, confusion, irritation, and fear are frequently encountered learning obstacles. When an instructor advances many complex ideas without establishing a relationship among them, confusion results. Many times, an instructor's annoying mannerisms can delay the learning process. Fear of ridicule is not frequently encountered; but when it does occur, it too significantly blocks the learning process.

### Defence tactics

An alert instructor should watch for defences used by students to avoid learning. Here are some forms that such defences take:

1. Selective inattention: The student will ignore aspects of any subject that threaten his self-image or self-organisation.

2. Rationalization: Through an internal dialogue with self, the learner will develop plausible, if unsound, reasons to justify his attitude.

3. Projection: To resist changing his behaviour, the learner ascribes to the trainer or to others some undesirable aspect of his own behaviour. In the process of course, he reaffirms his own self-image.

4. Perceptual distortion: The learner distorts new learning so that it will not disrupt his present concepts.

These defences dilute or destroy the adult learner's personal motivation to learn. They can be overcome, however, and productive learning can take place. The instructor should systematically review the material being presented - varying his approach and methods in order to get ever and around student defences.

Basic Teaching Skills-General Description  
(Fr. E J Power S.J.)

1. Stimulating Variation.

This means that the teacher should be alert to vary the stimulus in presenting the material. It is based on the principle that variety in presentation holds the attention of the student. Monotony loses attention. A lecturer cannot hope to hold attention if he drops on and on, in the same monotonous way. To be effective he should be changing the classroom picture or situation or stimulus. The skill involves deliberate changing of various attention producing types of behaviour in order to keep the pupil's attention at a high level. Such behaviour includes teacher movement about the room or on the teacher's platform, focusing, changing style of interaction between teacher and pupil, shifting sensory channels, calling on students to read, calling on one or more students to come to the front of the room for some interchange, changing the tone and pattern of the voice.

2. Set Induction.

This means setting the stage for what is to come. It arouses the interest of the student and gets him involved in what you are going to teach. You key up the student's mind so that he is receptive, eager to learn and can understand what is going on. You whet his appetite. For example, use a map, a model, tell a story, relate an incident, show a film, put a good outline on the board, show an experiment, introduce an analogy or allegory.

3. Closer.

Closure comes at the end of a unit or class. It occurs after the students have grasped the principles and ideas of the lesson or portion which you have covered. From the word itself, it means putting the final touch on the lesson, rounding out the knowledge of the lesson, deepening the knowledge of the lesson, concluding, tying all the strings together.

In closure, you try to get the students to relate the new knowledge to their old knowledge, showing relationships, and thus consolidating their knowledge.

It is more than a quick summary of the portion covered, although sometimes it may just be tying everything together at the end in a unified whole, a good summation.

But a more successful closure is that mentioned above, where the teacher gets the students to think, connect the new knowledge to the old, and thus make the new knowledge their own. The more relationships you establish, the deeper the learning.

4. Silence and Non-verbal cues.

Deliberate silence has a place in teaching. The class should not be a mad rush from beginning to end, a race against time. There should be a certain rhythm in class as there is in life. We should alternate between activity and rest. The rest periods are short, a few moments pause in the activity, but they should be there. They should come especially at transition points, when you go from one point to a different one. These moments of silence help to give variety to the class and help the student to assimilate what has been said. If there is constant activity in class, without a break, the mind gets tired and is less effective.

Silence is especially used when you call on a student to answer a question. Give him time to think and respond before you go to another student or before you come to his rescue. This silence encourages more participation on the part of those students who usually take the easy way out by not answering. If you wait for him in silence, there is chance of his opening up.

Non-verbal cues means gestures of the head or hands, or facial expression that encourages or directs the student to go on.

Finally note that silence alerts the senses.

### 5. Reinforcing student participation

This simply means that when a student gives a right answer, you respond by showing approval or agreement. Students need encouragement to speak out, especially the silent ones. Use the positive approach by encouraging them. When they are right, give appropriate approval. When they are wrong, do not discourage them, although you have to point out their error. Reinforcement is done by simple things, such as saying: 'yes', 'good', 'that's right', 'fine', 'I like that idea', 'Now you are thinking', etc. Encouragement can also be given by a nod of the head or a smile or a pleasant look on the face. This is really a part of the friendly, warm atmosphere which the teacher should establish in his class. The classroom atmosphere should be personal, not cold.

### 6. Fluency in Questioning

This skill is clear from its name. It means using the maximum number of questions in a given period, i.e., during the time set aside for questioning at the beginning of a lesson or other time when you wish to question the students. However, no question is worthwhile unless it is followed by effective student answers.

Probably the best way to assure a successful question period is to have the questions written out beforehand with the answers.

### 7. Probing questions

By probing questions, the teacher forces the student to go more deeply into the point. It requires that the teacher asks questions that make the student go beyond the superficial, 'first answer' questions. This can be done in five ways:

- a. by asking the pupil for more information and/or to rephrase his answer
- b. by requiring the pupil to justify his response, giving reasons
- c. by re-focusing the pupil's attention on a related issue
- d. by prompting the pupil or giving him hints
- e. by redirecting the question to others

### 8. Recognizing attending behaviour

Teachers can be trained to become more sensitive to the classroom behaviour of students. The successful teacher, through visual cues, quickly notes indications of interest or boredom, comprehension or bewilderment. Facial expressions, direction of the eyes, the tilt of the head, and bodily posture offer commonly recurring cues which make it possible for the skilled teacher to evaluate his classroom performance according to the pupil's reactions. He can change his pace, vary the activity, introduce new instructional strategies as necessary and improve the quality of his classes.

### 9. Using examples and illustrations

The use of examples, illustrations, analogies, comparisons, similarities, is basic to teaching. Examples are necessary to clarify, verify or substantiate concepts. Examples can be used in both induction and deduction. By induction a teacher can give a lot of examples and let the students try to discover the general principle. Or he can teach the theory with a few examples of his own, and then get the students to give their own examples to see if they have understood.

Effective use of examples requires:

- a. starting with simple examples and progressing to more complex ones
- b. using examples that are familiar to the students, within their experience, leading from the known to the unknown
- c. relating the examples to the principles or ideas being taught
- d. checking to see if the students have understood by asking students to give examples illustrating the point.
- e. using the inductive method

### 10. Skill in explaining

Skill in explaining means that the teacher can set out a complicated series of ideas in a systematic way so that they form a unified, intelligible whole, and make the matter clear. Positive rules for good explaining are:

- a. Have your ideas in correct order before you start - outline, plan
- b. Use appropriate words
- c. Stick to the point
- d. Take up one aspect at a time
- e. Have some outline and division of your matter
- f. Use link words to show transition or connection between parts of your lecture
- g. Have summaries at the beginning and end of each section or unit
- h. Repeat difficult ideas in different ways
- i. Have planned repetition of the main ideas
- j. Put questions now and then to see if you are getting across
- k. Above all, be prepared
- l. Memorising your points

The following are negative rules or 'don'ts' for good explaining:

- a. Avoid unnecessary digressions
- b. Avoid using words that are unknown without defining them
- c. Avoid using difficult words or phrases when simple ones will do
- d. Avoid jargon
- e. Avoid vague words or phrases
- f. Avoid hesitancy, hemming and hawing
- h. Avoid useless, habitual phrases such as 'You know', 'You see', 'It's worth mentioning in this context'.

The whole question of effective language comes in here. I would recommend for further study one of the many books on more effective English composition.

#### 11. Skill in increasing student participation

This skill involves integrating the four other skills which have been mentioned, namely,

- a. creating set
- b. questioning
- c. encouraging student participation by silence and pausing
- d. allowing the students to interrupt

#### 12. Skill in using the blackboard

This is a most important and neglected skill. A teacher should consider himself a failure if the blackboard is clean at the end of his lecture. He can almost be evaluate as a teacher by his use of the blackboard. It is axiomatic that a good teacher is one who makes skilfull use of the blackboard.

For good blackboard work you require the following:-

- a. a good, clear handwriting
- b. reasonable skill in drawing and draftsmanship
- c. Care in making letters distinct, accurately made, large enough to be seen by all, adequately spaced.
- d. blackboard work should be planned beforehand
- e. As far as possible it should be written on the board before the class begins, to save time and to make sure you have everything in intelligible order
- f. there should be no over-writing
- g. erase what you have finished with
- h. retain only that which is under attention at the time
- i. there should be continuity in your blackboard material
- j. do not just jot words on the board, exception
- k. your outline should be full enough to be intelligible

#### 11. Skill in classroom management

There are certain classroom activities such as collecting papers that have no educational value in themselves, but if they are not done systematically, they lead to confusion. These should be reduced to a systematic routine and done the same way every time. These routine activities should be

- a. Carefully determined
- b. Planned in detail
- c. Clearly explained
- d. Insisted on
- e. Made habitual and automatic

Some examples of such routine activities are:

- a. a system of taking attendance
- b. a definite way starting the period, e.g., by review questions, collecting the assignment; giving next assignment
- c. definite seating arrangement, at least until you know the students
- d. a method for commenting on and returning corrected assignments
- e. Routine ending and summing up
- f. setting students to take notes

14. Skill in using audio-visual aids : This is a whole course in itself.

15. Skill in giving assignments

An assignment is a task given by the teacher to an individual or to the whole class and it should be planned along with the planning of the daily lesson.

The assignment should be well thought out ahead of time. It should serve some useful purpose and should not be given on the spur of the moment or just out of routine.

Some rules for assignment giving:

- a. The assignment should be clear and definite
- b. The teacher should arouse interest in the assignment
- c. The assignment should be checked and evaluated soon after it is received
- d. Even if your assignment is just to read the next chapter, you should try to give some direction on what to look for and how to go about it. At least give a short preview of the chapter.

16. Skill in pacing a lesson

The pacing of a lesson means the variation in the speed of teaching. You have to go fast or slow according to:

- a. the difficulty or importance of the matter
- b. the ability of your class to follow you
- c. the amount of time at your disposal
- d. the amount of preliminary work that has been done. If the students have studied the matter at home on their own, you can go faster. If you have already laid the ground work, then your treatment can be faster because the students can finish the work themselves.

Rules for pacing the class:

- a. Vary your speed, now slow, now fast
- b. Budget your time and keep a close watch on the time
- c. Don't get side-tracked
- d. Know beforehand exactly how much you want to cover
- e. Don't try to cover too much
- f. Use the time effectively

All this depends on careful preparation and thought beforehand.

17. Use of higher order questions

These are questions which cannot be answered by memory alone or just by description or narration. They go deeply into the rules and principles behind the subject matter. It prompts students to use ideas rather than just remember them.

18. Use of divergent questions

Divergent questions are those to which there is no one single answer. They are questions on which there may be a difference of opinion. Their purpose is to get the students thinking creatively and originally to train them in the higher order skills that are involved in problem-solving.

19. Planned repetition

The purpose of this skill is to clarify and reinforce major ideas, key words, principles and concepts that have been given in any lecture or unit of work.

TISCO MANAGEMENT DEVELOPMENT CENTRE

Somayajulu's Dilemma

Mr Somayajulu was the Section Officer, Bills Section, of the Accounts Department of Kaveri Structural. There were eight clerks working in the Bills Section who were directly reporting to Mr Somayajulu.

Because of the nature of work involving speedy and timely payment of bills to a large number of suppliers, it was normally not possible for Mr Somayajulu to grant leave to more than two clerks at a time. Further, the authority vested in Mr Somayajulu did not permit him to grant leave to his subordinates for a duration of more than three days. No overtime was allowed and work had to be managed. The Company had also made a rule that leave applications should normally be submitted two days in advance.

Three clerks, Mr Moorthy, Mr Basu and Mr Prasad wanted leave on a certain festival day. As required, all three of them sent in their applications, two days in advance. Mr Somayajulu was prepared to release only two men. He looked up the leave records of the three applicants and found that Prasad on a previous occasion had absented without permission and further had already taken leave on three occasions during the last two months. The other two - Mr Moorthy and Basu - had not availed of leave during the last few months. Mr Somayajulu, therefore, decided not to grant leave to Prasad.

Prasad pleaded that he had invited his relatives to celebrate the festival with him and refusal of leave was going to upset all his plans. Somayajulu explained the difficulties to him and said that since the pressure of work was heavy, he was sorry his leave had to be refused.

The next day, Karim, another clerk, brought in his leave application. He wanted leave to attend on his sick father at home. He said he could not foresee this earlier and hence the delay in giving the leave application. Somayajulu, having already granted leave to Moorthy and Basu, was unhappy at this sudden request for leave. He casually asked another clerk, Abdul, who was also Karim's neighbour, if he knew anything about the health of Karim's father. Abdul replied that he had not seen the old man during the last two weeks or so and guessed he must be in a pretty bad state. Upon this information, Somayajulu decided to grant leave to Karim and lined up the work accordingly.

The next day when Prasad failed to show up for duty, Somayajulu was indeed very upset. He had to rush about from one place to another to keep the work going.



Subsequently, on the following day, when Prasad reported for work, Somayajulu accused him of absenting from work even though his leave was not granted. He asked Prasad to submit a written explanation immediately.

Prasad's explanation was rather annoying. He wrote "I had invited my relatives and had made elaborate arrangements to entertain them. I could not, therefore, report for work. I had taken my relatives to the riverside in the morning for a picnic. There I had seen Karim also gambling away with his friends. In the afternoon, when we had all gone to a cinema, I saw Karim again at the cinema also. I do not understand why action is being taken against me alone while Karim is being allowed to resume duty without a question".

Somayajulu made further enquiries about Karim and his father from the other clerks. He learnt that Karim's father was 80 years old and had been ailing for some months. Karim nor anyone else in the house took any notice of the old man.

Acting upon this information, Somayajulu confronted Karim and took him to task for obtaining leave on false pretext. Karim protested that he had done nothing of the sort. When shown Prasad's written statement, Karim at once took an entirely new line of defence. He said "Since I was granted leave, I am authorised to stay away from work. It is no business of yours how I spent my time when not on duty".

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COMMUNICATIONS IN INDUSTRY

Loudness						
Speed						
Clarity						
Punctuation						
Intonation						
Emphasis on certain words						
Pauses						
Unnecessary words						
Mannerisms						
Other things						

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Effective Presentation of Technical Subjects

CRITIQUE SESSION

In the process of learning by doing, critique sessions can serve a useful purpose. The purpose of a critique session is to bring out the good points of the demonstration and also suggestions for further improvement. The critique session is not for appraisal or merit rating. The points brought out can help to focus our attention on difficulties, problems and situations trainers are likely to face during the training sessions and how to handle them.

It will be better if the members offer constructive criticism and helpful suggestions. Instead of merely saying "Interest was not created in the trainees" they can say, "Interest might have been created in the trainees by mentioning advantages of learning this subject". They may also point out what were the strong points in the demonstration and what was done well.

The demonstrator can benefit by listening to the criticism and suggestions with an open mind and sporting spirit as these are meant to help one another.

For the maximum benefit to be derived from the critique session, the observers can watch the demonstration carefully and note down points they wish to comment upon later during the critique session.

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TISCO MANAGEMENT DEVELOPMENT CENTRE

Effective Presentation of Technical Subjects

A questionnaire for presentation  
(T K Bhanu)

Motivation of trainees

1. How was interest created?
2. How were the trainees involved?
3. Was there adequate rapport between the trainer and the taught?
4. Was it sustained throughout?

Presentation

5. Did the trainer work out according to a lesson plan?
6. Were the topics logically connected?
7. Were the essential points covered?
8. How was the build-up : Easy to Complex?  
Familiar to Unfamiliar?  
Concrete to Abstract?
9. Was the talk suited to the level of the audience?

Personal Attributes

10. Was the trainer's voice : too loud: just right: feeble?
11. Did he speak too fast or too slow?
12. Was there inflexion or monotony in the voice?
13. Did he have poise?
14. Did he have eye-contact with all sections of audience?
15. Were the gestures purposeful and effective?
16. Any distracting mannerisms?

Teaching Aids

17. What teaching or visual aids were used?
18. Where they used at the appropriate time?
19. Was the board work tidy and effective?
20. Could all the trainees view, see or read easily things which were exhibited?

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Any comments about the presentation as a whole?

Any suggestions for improvement?

TISCO MANAGEMENT DEVELOPMENT CENTRE

2-Day Training Course for Trainers  
(For faculty members at TMDC)

OBJECTIVE

To focus attention on different training methods and techniques with a view to further improving participants' skill in effective presentation of topics.

Course Schedule

Morning Sessions

1. 9.15 a.m. - 10.30 a.m.
2. 11.00 a.m. - 12.15 p.m.

Afternoon Sessions

3. 2.15 p.m. - 3.30 p.m.
4. 4.00 p.m. - 5.15 p.m.

DAY/DATE	TOPIC	FACULTY
WEDNESDAY 17.5.78	1. (a) Briefing (b) Process of Learning	SVR Murthy
	2. (a) Lecture Method - Demonstration by Participants (b) Critique Session	TMDC Faculty
	3. Lecture method, topic development and Discussion Leading	VS Vasani
	4. Case Study	SS Goel
THURSDAY 18.5.78	1. Audio-Visual Aids in Training Sessions Film-aided Discussion	TK Bhanu
	2. Syndicate Discussion	JA Panakal
	3. Use of exercises in Training Sessions	EN Chari
	4. How to make training sessions more effective - Panel	Ø JA Panakal Ø EN Chari

Tea Break between 10.30 & 11.00 a.m. and 3.30 & 4.00 p.m.

A. Vocabulary test

1. Give one word to convey the exact meaning of the following:-

- a) Understood without being definitely told
- b) Applicable to the past
- c) Lack all bearing on the subject under discussion
- d) Position midway between two opposite views
- e) Capable of more than one interpretation
- f) One who is authorised to act for another

2. Pair off correct equivalents to show that you know the meaning of the words:

Core	Council	Compliment	Beside	Confident
Corps	Counsel	Complement	Besides	Confidant
Corpse	Counsul			

- a) Friend trusted with secrets
- b) Advice
- c) Praise
- d) Trustful
- e) The centre
- f) A resident representative of a foreign state
- g) That which completes
- h) A dead body
- i) not only
- j) An assembly of persons
- k) A body of troops of soldiers
- i) By the side of

3. Doctors are sometimes inclined to keep patients in their place by using pompous phrases. What common misfortunes are concealed by these pomposites:

- a) nasal catarrh
- b) surface abrasion
- c) expectoration
- d) The deceased individual of masculine category.

4. Give a single verb with prefix re- meaning:-

- a) Check one who makes advances
- b) Give and receive mutually
- c) Bring back to mind
- d) Go quickly through again
- e) To keep in a fixed position

5. For the word 'OX' there is no adjective found directly from it. Instead the word 'Bovine' which comes from the Latin is used. Find similar adjectives for the following:-

- a) Body
- b) Cat
- c) Son
- d) Sun
- e) Name

6. A Kangaroo word is one which carries within its spelling (in normal order) a smaller word which is a perfect synonym for itself. For example, note how the word SALVAGE contains, in its natural sequence, the synonym SAVE. Find the synonyms hiding in each one below:-

- a) DECEASED
- b) OBSERVE
- c) SEPARATE
- d) RECLINE
- e) EXISTS

B. Spelling Test

1. Which of the given spellings is correct?

- a) EMBARASS, EMMBARASS, EMBARRASS, EMBERASS
- b) HARRASS, HARAS, HARRAS, HARASS
- c) DESSICCATE, DESICATE, DESSICATE, DESICCATE
- d) CEMATERY, CEMETARY, CEMATARY, CEMETRY
- e) NEUCLEUS, NUCLIEUS, NUCLEUS, NUCLEES
- f) AGREABLE, AGREEABLE, AGGREEABLE, AGREEBLE
- g) ACCOMADATE, ACOMMODATE, ACCOMMODATE, ACOMODATE
- h) OCURRENCE, OCCURANCE, OCCURENCE, OCCURRENCE

2. Fill up the missing letter with 'a', 'e', or 'i' :-

- a) Tax\_ ble
- b) Accept\_ ble
- d) Revers\_ ble
- e) Intoler\_ ble
- f) Elig\_ ble
- g) Inevit\_ ble
- h) Exist\_ nce
- i) Griev\_ nce
- j) Coincid\_ nce

C. Grammatical Corrections:

1. Tick the one correct word out of the two shown in brackets:

- a) How (is, are) your mother and father today?
- b) Is this the man (who, whom) you claim defrauded you?
- c) All except (she, her) have given their papers?
- d) Neither of the girls (are, is) here
- e) He is lot older than (I, me)

2. Correct the following sentences:-

- a) The rainy season has or is soon to arrive
- b) You can rely on me being there.
- c) When one hears of such things, you are disheartened
- d) Hurrying across the ground, my books fell in the mud
- e) Men whom I believed were honest have deceived me.

D. Punctuation

1. Punctuate the following in two ways to give different meanings:-

- a) The supervisor said the employee is a fool
- b) Far below the street was a mass of people
- c) George the porter is waiting outside
- d) What have you seen Raj
- e) They gave me a shilling more than I expected.
- f) Before leaving the girls clean up the office.

2. Punctuate the following:

- a) Grip the right knob pull to release the liquid.
- b) Every lady of the land has twenty nails upon each hand Five and twenty on hands and feet This is true without deceit.



FORMS FOR EVALUATION  
OF  
TECHNICAL REPORTS

Factors For Evaluation	POOR	MEDI- OCRE	GOOD	EXCE- LLENT
<b>A. <u>OBJECTIVE</u></b>				
1. Does the title say what the report is about, unambiguously & concisely ?				
2. Is the statement of purpose of study clear ?				
3. Is the background to the problem sufficiently explained ?				
<b>B. <u>GENERAL APPEARANCE</u></b>				
4. Is the layout like that of picture in a frame with well adjusted margins ?				
5. Does the material seem logically grouped into appropriate sections ?				
6. Does the report have appropriate guides & appendages ? (Title page, Table of Contents, Glossary, Index, Bibliography etc.)				
7. Is the report free from slipshod erasures, smudges & strike overs ?				
<b>C. <u>STYLE</u></b>				
8. Does the tone seem positive & pleasant ?				
9. Does it talk the reader's language ?				
10. Does the thought flow smoothly from beginning to end ?				
11. Are the paragraphs appropriate in length, with clear headings & sub-headings ?				
12. Are the sentences varied, coherent & easy to understand ?				
13. Are the words chosen with exactness ?				
14. Is the report free from punctuation, spelling & grammatical errors ?				
15. Has needless repetition been avoided ?				
16. Does it avoid worn-out & stock phrases ?				
<b>D. <u>PROCEDURES</u></b>				
17. Does the report mention the assumptions made & the limitations ?				
18. Does it define important terms ?				
19. Are all the facts & figures relevant & significant ?				
20. Is the selection & documentation of source material appropriate ?				
21. Are the findings stated clearly & comprehensively ? Are they clearly interpreted from the investigations ?				
<b>E. <u>CONCLUSIONS &amp; RECOMMENDATIONS</u></b>				
22. Do the conclusions indicate sound & logical reasoning ?				
23. Are the recommendations positive & practical ?				
<b>F. <u>TABULAR &amp; GRAPHICAL PRESENTATION</u></b>				
24. Has the data been presented accurately & clearly in tabular or graphical form ?				
25. Are the illustrations & sketches complete in every detail & can they be easily referred to ?				

## I N S T R U C T I O N S

1. Read the Report carefully & Evaluate it on the basis of questionnaire provided on the reverse.
2. Rating to be done for factors, which are applicable.
3. The grading system will be as follows :-

POOR	-	a
MEDIOCRE	-	b
GOOD	-	c
EXCELLENT	-	d

4. POINT RATING & TOTAL SCORE

GRADE	NO.	MULTIPLYING FACTOR	TOTAL POINTS
a		1	
b		2	
c		3	
d		4	
GRAND TOTAL			

oooOCooo

ENC: kka

A SPECIMEN REPORT FOR EVALUATION

PICKLING AT OUR SHEET MILLS

In the construction of a pickling tank which is used to pickle sheets at our sheet mills (not to be confused and confounded with mango pickles) one of the important items used to hold the wooden blocks in position - wood is used for pickling tanks - is monel metal tie rod. Great difficulty is being experienced to procure these tie rods from abroad as these are imported items. Further if the total cost of a pickling tank which is around Rs12000/- about Rs9000/- constitutes the cost of these monel metal tie rods. Of course once upon a time the whole pickling tank used to be imported. But the greatest defect of these wooden tanks is the leakage of acid through the joints of the tank. However much you may bind the blocks together the leakage is inevitable. And it only increases with the life of the tank. The cost of loss of acid because of the leakage is estimated to be about Rs20000 in the first year progressively increasing to as much as Rs 2 lakhs in the fourth year for all the pickling tanks in service in sheet mills. There are 8 tanks in service and each tank is replaced after every two years. So it means that every year 2 tanks are replaced. If these tanks are replaced by reinforced polyester tanks the loss of acid through the joints which occurring today in the wooden tanks can be minimised. It may be that there will be no leakage at all in reinforced tanks. Further the present wooden tanks are frequently repaired to reduce the acid leakage. At present wooden tanks are manufactured at our pattern shop. Haldee wood which it seems is locally and easily available is the material from which the wooden tank is fabricated. The cost of installation at sight is another Rs6000/-for each tank.

It is therefore recommended that the existing wooden tank which may appear cheap for their initial cost but incur lot of costs in service due to leakage of acid and repairs be replaced by the reinforced tanks. Eventhough the initial cost of such a tank may appear to be higher it has lots of advantages. The leakage of loss of acid can be completely saved. The leakage of acid comes to about Rs14000 per tank per annum. The polyester tank is definitely expected to give a higher life than compared to a wooden tank. It is surprising how sheet mills is continuing to use such crude type of wooden tanks with all its disadvantages of acid leakage so far. It might be that in the past no polyester tanks were available in the country but now it is understood that such tanks are available in the country. It is also understood that these tanks will give a very long life definitely not less than about 8 years. Even if the cost of each tank is a lakh of rupees it may be worth going for such tanks. It is suggested that enquiries be sent to various plastic manufacturers in the country.

...contd...

(2)

The average repairing cost of Rs4000/- per annum per tank can also be saved after change over. Another point against use of wooden tanks is the inherent limitation of wood to bear higher temperatures. With the result that the temperature of the acid bath cannot be increased beyond 115°F. But with polyster tanks it is possible to increase the temperature beyond 200°F. It is a well known/higher fact that/temperatures will permit a higher rate of pickling. This is another major advantage of using polyster tanks. Another factor in favour of polyster tanks is its light weight and so it is easy to handle. The increase in pickling rate due to higher temperature is expected to be 5%. This will be reflected in lower consumption of acid for pickling. If the estimated cost of acid consumed in pickling tanks per annum is estimated to be about ten lakhs of rupees the saving in acid consumption itself is expected to be 50,000 per annum. If any one can calculate and compute the advantages of polyster tanks in terms of rupees and paises, it may be observed that the initial high cost of the tank is more than offset by the savings in running costs.

WRITTEN COMMUNICATION

REWRITE the following by reorganising the material and making necessary corrections:-

REPEAT COURSE ON  
PRODUCTIVITY IMPROVEMENT IN OFFICES

The Jamshedpur Chapter of SAE is planning to arrange a repeat course on 'Productivity Improvement in Offices' from tuesday the 14th Oct. 1978 to Friday 24th Oct, 1978, at Jamshedpur Management Development Centre.

As mentioned in August, 1977 issue of CONTACT, we held a course of the same title during 4th to 15th Jan. 1977 in which we were forced to accommodate 38 participants and refused a few last minute entry. Mr. K.R. REGE-GM, JAMSHEDPUR CONSTRUCTION CO. LTD., was the Chief Guest in the valedictory function.

On repeated request from many corners we are again repeating the course as mentioned above. The participation fee has been kept same as last time, as follows:-

Nominees of Industries	.. Rs.150/-
Nominees of Industries (Inst.Members.of SAE)	.. Rs.125/-
Individuals	.. Rs.100/-

In addition, a limited number of seats has been kept reserved for members of SAE or those who have completed the part time courses conducted by our chapter in association with I.E.E., Jamshedpur. So far 6 batches of supervisors from various Industries have completed this course.

The participation fees for SAE members or alumni of the above mentioned courses of SAE are only Rs.50/- . The last date for accepting such concessional candidates is 6th October 1978.

PLEASE CONTACT QUICKLY YOUR CHAPTER COUNCIL  
MEMBERS TO AVAIL THIS OPPORTUNITY

2. A competent executive and Professional Industrial Engineer like Mr. John, representing us in the NHQ, we are confident that our activities will be more glamoured in future with further co-operation from NHQ.
3. He said that employees have stood by the company during the difficult times created by the last recession which is happily in offing now and earlier by shortage of raw materials and power which was mainly due to the willing co-operation and matured judgement of the employees and the management.
4. Mechanisation, improved technology and sophistication may create a fear of unemployment in large industry for a while but on the whole it generates much more employment in ancilliary industries. Apart from this mechanisation, improved technology, sophistication call for greater skills leading to higher wages to employees and consequently increase in demand for consumers goods which create more and more employment in other industries.

Office Supervisory Development Course(Refresher)  
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Extract from a minutes of a safety meeting  
-----

...

...

...

".11. It was decided that effective on or about March 1st all supervisors including Assistant Foremen would be required to make a weekly report very briefly in writing on the housekeeping in their departments. Generally speaking, this report should be brief and yet include all improvements or changes which have been made in the sections from the time of one inspection to the time of another inspection. "

Office Supervisory Development Course(Refresher)  
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Extract from a minutes of a safety meeting  
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...

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...

".11. It was decided that effective on or about March 1st all supervisors including Assistant Foremen would be required to make a weekly report very briefly in writing on the housekeeping in their departments. Generally speaking, this report should be brief and yet include all improvements or changes which have been made in the sections from the time of one inspection to the time of another inspection. "

The narration given on sheet No.2  
could be concised as follows:-

"11. weekly report on housekeeping

It was decided that from 1st March 1978,  
all supervisors should send a brief  
weekly report on housekeeping in their  
areas. The report should also indicate  
the improvements made between any two  
successive inspection dates.

- All supervisors"



Extracts from the  
 Minutes of the meeting held with the  
President, Tata Workers' Union, Jamshedpur

Meeting No. 16/78  
 Date: 13-2-78  
 Time: 3.00 p.m.  
 Place: G.M.(Op) & D's room

Present:

Shri D.P.Kharia	Shri K.C.Churian	Shri V.G.Gopal
" U.V.Fini	" S.N.Patel	" U.N.Prasad
Dr. J.J.Irani	" K.P.Verma	
Shri S.N.Mishra	" R.P.Sinha	

sl.	subject	action by
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Extracts from the  
Minutes of the meeting held with the  
President, Tata Workers' Union, Jamshedpur

Meeting No. 16/78  
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" U.V.Kini	" S.N.Patel	" U.N.Prasad
Dr. J.J.Irani	" K.P.Verma	
Shri S.N.Mishra	" R.P.Sinha	

sl.	subject	action by
-----	---------	-----------

3-Day Office Supervisory Development Course  
(Refresher)

AN AID TO MINUTES WRITING

TMDC - 23.2.78

1. What is a "minutes"
  2. Relevant to style of management
  3. Minutes - a tool for action; a record for future use; a document of interpretations
  4. Preparing for a meeting
    - 4.1. previous experience
    - 4.2. awareness of the subject
    - 4.3. better attend the first meeting as an Observer
    - 4.4. participants - who is who?
    - 4.5. formal agenda - makes task easy
    - 4.6. full background papers necessary
    - 4.7. subjectwise folders - in serial order
    - 4.8. use of a note book preferred instead of loose sheets
    - 4.9. Check whether participants have been informed
  5. Attending the meeting
    - 5.1. Choose a comfortable and necessarily, a seat of vantage
    - 5.2. seek introduction if this is the first meeting
    - 5.3. date/time/place/attendance
    - 5.4. Concentrate on discussion
      - (i) people like their own words being quoted
      - (ii) look for facts - missing a fact is risky
      - (iii) look for decisions
      - (iv) personal remarks to be excluded
      - (v) 'action by whom' should be stated
      - (vi) jot down associated words - no verbatim record
  6. Format
    - 6.1. standard format
    - 6.2. enumeration, indention, pagination
  7. Writing the minutes
    - 7.1. language - simple, understandable, brief
    - 7.2. Use of name depends upon the convention
    - 7.3. must write immediately after the meeting
    - 7.4. consult others when in doubt
    - 7.5. approval/confirmation of minutes (as per convention)
    - 7.6. signing of minutes (again convention)
  8. Typing
    - 8.1. generally single space
    - 8.2. legible copies/cyclostyling (care in stencilling)
    - 8.3. endorsement of copies
  9. Despatch
    - 9.1. clear instruction as to number of copies
    - 9.2. a good gesture if the minutes is sent side-punched (but exceptions)
    - 9.3. extra copies
  10. 'Follow up' action
  11. Indexing
-

Mr. B. Venkatesh

A GUIDE TO  
DOMESTIC ENQUIRY

BY  
S.S. AHMED

(Strictly for private circulation)

## INTRODUCTION

(Strictly for private circulation)

"The Guide Line to Domestic Enquiry" has been prepared in detail to ensure that the enquiry is conducted in a proper way so that the action based on the proceeding by the management is not challenged in the court of law and undesirable element is not thrust under the reinstatement order of the court which may create a problem of increasing indiscipline in the organisation affecting the efficiency of the industry. It has also to be borne in mind that by challenging the action of the management in the Tribunal/High Court/Supreme Court the discharged/dismissed employee is in a favourable position because the Tribunals are not strictly bound by the contractual terms between the employer and the employee but are guided also by the principles of equity - i.e. what is fair and right having regard to the interest of the community as a whole which requires industrial peace and ensures certain amount of security of service to the employee. It may be noted in this context that there is no specific code like Criminal and Civil Procedure Codes to regulate the proceedings of the domestic enquiry in our country. Of course, the Law Courts have expressed their views as to what should be done and what should be avoided in the domestic enquiry to ensure justice to the aggrieved employee and at the same time to protect the right of the management for administering the industry with efficiency and discipline.

Supreme Court in case of Indian Iron & Steel Co.Ltd. Vs. the Workmen 1958(1) - LLJ - 260 approved the jurisdiction of the Tribunal to interfere with the order of the management (discharge/dismissal) in the following circumstances :

- i) Where there has been want of good faith or
- ii) Where there is a violation of the principles of natural justice or
- iii) Where there has been victimization or unfair labour practice or
- iv) Findings of the enquiry is perverse or not supported by the facts/evidence adduced in the enquiry.

Further, in the case of Sur Enamel and Stamping Works Ltd. Vs. their Workmen 1963 LLJ - 367 the Supreme Court has outlined the procedures to ensure natural justice to delinquent employee. They are :-

- 1) The employee proceeded against has to be informed clearly of the charges levelled against him.
- 2) The witnesses are examined in presence of the chargesheeted employee.
- 3) The employee has been given fair opportunity to cross-examine the witnesses deposing against him.
- 4) He is given fair opportunity to examine/his witnesses including himself in his defence if he so wishes.

5) Enquiry Officer records the findings with reason for the same in the enquiry report.

The principles followed in formulating the guide lines are based on the above views of the Supreme Court in keeping with the fundamental rights of each individual employee and the management on one hand and the existing procedure being followed in our Company on the other.

**S. S. AHMED**

(S.S. AHMED)

DY. PERSONNEL MANAGER (EMPLOYMENT)

10 Mar 1978

7. The Enquiry should start with the Management Representative stating the Management case in brief.
8. After stating the Management case in brief, the Management Representative should present his witnesses one by one, and in each case, the charge sheeted employee should be allowed to cross-examine the witness.
9. After the Management's case is over, the witnesses of the charge sheeted employee should be examined in the same manner, and the Management Representative should be asked to cross-examine the charge sheeted employee's witnesses.
10. The statement of the charge sheeted employee should be recorded in the end. In the last E.O./C.E.C. must ask the delinquent employee whether he has to submit anything more. In case he has nothing further to submit, the same may be recorded at the end of the statement before closing the Enquiry.

But if the delinquent employee has admitted his guilt clearly without any inducement or fear, his statement may be recorded first and in this case the lengthy process of enquiry may be avoided. This view has been expressed by the Supreme Court in the case of Central Bank of India Ltd. Vs. Karunamay Banerjee - 1967(2) - I.L.J. - 739.

11. (a) The charge sheeted employee cannot cross-examine his own witnesses.
- (b) The charge sheeted employee can cross-examine his own witnesses only after declaring him hostile, if he is convinced that particular witness has been acting against his interest.
- (c) The charge sheeted employee will be allowed to examine his own witness to clarify any point if he so desires, during his examination.
12. (a) Witnesses may be recalled during the enquiry for re-examination/ seeking clarification by the either party but in such a case one opposite party may cross-examine him if he so desires.
13. Signatures of the members of the Enquiry Committee, Management Representative and charge sheeted employee should be taken on the statements of all the witnesses, along with the signature of the witness concerned. These signatures should be clear and legible and date of signing the statement must be mentioned.

14. In case the statement is recorded in English, which is not understood by the witness or the charge sheeted employee, the same should be read out and translated and explained to him in Hindi by the Enquiry Officer/Chairman, before obtaining his signature, and the same should be duly endorsed on the statement by the Enquiry Officer/Chairman.
15. During the enquiry when a witness is being examined, no other witness, either from the side of the Management or the charge sheeted employee, should be allowed to be present.
16. It is essential that the enquiry is completed expeditiously, and should be finished in minimum number of sittings, at a stretch. Care should be taken to see that all the persons involved in the enquiry, including the members of the Enquiry Committee and the Management Representative, should not normally be allowed to proceed on leave, to avoid delay in completing the enquiry. The enquiry can be postponed on the request of either the Management Representative or the chargesheeted employee only on reasonable grounds, provided the Chairman, Enquiry Committee/Enquiry Officer is fully convinced of the same. In short, long adjournments of the Enquiry should be avoided.
17. The Chairman of the Enquiry Committee or the Enquiry Officer shall conduct the enquiry ex-parte, provided he is satisfied that the chargesheeted employee is deliberately avoiding to appear before the Committee, on one pretext or the other, and he is fully convinced of the same.
18. The Enquiry Officer can disallow an irrelevant question mentioning proper reason for the same, but he should be discreet in doing so.
19. In case where an employee lodges a complaint against another employee and on which an Enquiry Committee is constituted, there is no need to appoint a Management Representative.
20. If any member of the Enquiry Committee is not able to attend the enquiry on a particular date due to unavoidable circumstances, the proceedings of the enquiry should continue.
21. Once the proceedings of an enquiry start, neither the Enquiry Officer/Chairman, Enquiry Committee, nor any member of the Committee can either be changed or replaced.
22. Once the proceedings of an enquiry is marked as closed, it should not be re-opened unless agreed by both the parties.
23. If the delinquent employee refuses to sign his own statement or the statement of any witness examined/cross-examined in his presence, the act of not signing the same should be mentioned by the E.O./C.E.C. certified by two independent witnesses.



ROLE OF THE CHAIRMAN, ENQUIRY COMMITTEE/ENQUIRY OFFICER

After being appointed the Chairman, Enquiry Committee, or Enquiry Officer, in writing, he may proceed as follows :

a) Intimate in writing to the charge-sheeted employee, other members of the Enquiry Committee, and the Management Representative, the date, time and place of enquiry. This should be followed for the subsequent dates of the enquiry so fixed, in case it gets adjourned. Where enquiry is postponed, to the next day or for a short period and the date and time is agreed upon by all concerned and recorded in the order sheet, this notice need not be given for subsequent sittings.

b) If the charge-sheeted employee requests the presence of the Union Committee Member or the representative of the Tata Workers' Union (in case there is no Union Committee Member in the section), an extra copy of the intimation letter with the date, time and place of the enquiry may be handed over to the charge-sheeted employee, to be delivered to the Union Committee Member or the Union Representative, as the case may be.

c) The Enquiry Officer shall maintain an order sheet in which he shall record in brief,

- (i) day-to-day proceedings,
- (ii) reason for postponing the enquiry on the date it is fixed, and
- (iii) attendance of the persons who attend the enquiry.

The order sheet shall be signed by the Enquiry Officer/Chairman after noting down the details and he shall also obtain the signatures of the Management Representative and the charge-sheeted employee on the same date.

d) The Enquiry Officer/Chairman shall open the proceedings of the enquiry in the following order. It is always preferable that the Enquiry Officer/Chairman should note the proceedings of the enquiry in his own handwritings. In case he takes the assistance of a stenographer in recording the statement, then in that case he should make an endorsement at the bottom of each statement recorded during the enquiry "dictation at my instance", and put his signature, along with the signature of the stenographer.

- (i) He should ask the Management Representative to state the case before all present and note down the details given by the Management Representative in his order sheet.
- (ii) After the Management Representative presents the case, the Management witnesses should be examined one by one. In each case, the charge-sheeted employee should be given opportunity to cross-examine the Management witnesses.

- (iii) On the conclusion of the evidence from the Management's side, the Enquiry Officer/Chairman should request the charge-sheeted employee to present his witnesses and evidences, if any.
- (iv) The Management Representative should be given opportunity to cross-examine the charge-sheeted employee's witnesses.
- (v) The Enquiry Officer/Chairman and/or the other members of the Enquiry Committee may put question to any witness of the Management or the charge-sheeted employee to seek clarification on any relevant point.
- (vi) The Enquiry Officer/Chairman should see to it that no irrelevant question is permitted in the enquiry.
- (vii) He should, if asked for, clarify any point raised either by the charge-sheeted employee, or by his Union Representative or Committee Member.
- (viii) On completion of the enquiry, the Enquiry Officer should prepare the enquiry report and pass it on to the punishing authority. The writing and submission of report is essential even if the enquiry officer is himself the punishing authority - Samunagar Jute Factory Co.Ltd. Vs. their workmen 1964(1) LLJ - 634.
- (ix) While preparing the enquiry report, the enquiry Officer/C.E.C. must submit his findings which should be supported by the evidence adduced in the enquiry and he must also mention his reason for arriving at the conclusion. It is not necessary that the charge alleged against the delinquent employee must be proved beyond all doubts. In other words, in a domestic enquiry, same degree of proof is not necessary which is required in criminal cases. The highest court in India in the case of Martin Burn Ltd. Vs. R.M.Banerjee (1958(1) LLJ-247) has observed "...a prima facie case does not mean a case proved to the hilt. It is to be seen whether on the evidence adduced in the case, it was possible to arrive at the conclusion drawn by the management".
- (x) The Chairman, Enquiry Committee/Enquiry Officer, should not recommend punishment to be given to the charge-sheeted employee while submitting his report.

ROLE OF MANAGEMENT REPRESENTATIVE

The Management Representative is appointed by the Management to present its case before the Enquiry Committee. In doing so, he has the following role to perform:

- i) At the very outset of the enquiry, he will state in brief, the case before the Enquiry Committee.
- ii) He will present and examine the witnesses and produce relevant documents on behalf of the Management.
- iii) He will clearly mention the names of the witnesses to be presented before the Enquiry Committee, on behalf of the Management.
- iv) He should cross-examine the charge-sheeted employee and his witnesses.
- v) He will remain present through out the enquiry.
- vi) The Management Representative will have the right to declare the Management witness hostile if he finds that the witness is giving inconsistent evidence to Management's case, and then cross-examine him.
- vii) The Management Representative, while examining a management witness, should not ask leading questions.
- viii) The Management Representative is allowed to put leading questions to the witnesses of the charge-sheeted employee, while cross-examining them. But this should be avoided as far as possible.

NOTE: Care should be taken that a witness in the case directly or indirectly, should not be appointed as a Management Representative.

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ROLE OF THE UNION COMMITTEE MEMBER

"At times the charge-sheeted employee wants the Committee Member of the Union to be present during the enquiry. In such cases, the concerned Union Committee Member is allowed to attend the enquiry as an observer. This is to clarify that as an observer his role is to assist the charge-sheeted employee in framing questions for cross-examination, seeking clarification and submitting to Enquiring Officer any such points relating to the procedure as he may consider appropriate. As an observer, he is not, however, expected to put directly or even help the delinquent employee in answering questions or directly cross-examine witnesses." - DPL/10177/73 of 30 Nov 1973.

For the benefit of our friends, it is necessary to know the legal views expressed by the Supreme Court on the issue of representation by the representative of the Union in the domestic enquiry. The Supreme Court in case of N.Kalindi Vs. Telco - 1960 II LLJ - 228 and Brooke Bond India Ltd. Vs. Subra Raman - 1961 II LLJ 417 observed that the employee against whom an enquiry has been held has no right to be represented by a representative of the Union. The same view has been reiterated clearly by the Supreme Court in case of Dunlop Rubber Co.Ltd., 1965 I - LLJ - 427 that the refusal to allow representation by any Union unless the Standing Orders confer such right did not vitiate the proceedings of domestic enquiry. However, the position of our Company has been explained in the above cited circular. Since our rules provide representation by the Union Officials as an observer with limited scope, it is proper to allow such representation by the Union executive committee member of the section in the enquiry as an observer.

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THE TATA IRON & STEEL COMPANY, LIMITED  
FORMAT OF ORDER SHEET

Proceedings of domestic enquiry relating to Charge-sheet No.  
dated \_\_\_\_\_ Issued \_\_\_\_\_  
(Designation) T.No. P.No. Department

Received MD's/GM's/GS's/Superintendent's Letter/Memo No.  
Dt. \_\_\_\_\_ appointing me as an Enquiry Officer to conduct the  
above enquiry.

Notice issued to parties concerned vide Memo No. \_\_\_\_\_ Dt. \_\_\_\_\_  
Issued on \_\_\_\_\_ intimating them that enquiry will be held on  
(say 5-4-74) at 9 a.m./2 p.m. in the office of the

Sd/- Enquiry Officer

The complainant/Management representative is present.  
The charge-sheeted employee is also present. The Complainant/  
Management representative has given a list of witnesses and  
Date fixed 5-4-74 for enquiry) documents. The chargesheeted employee has also/has not given  
list of witnesses and documents. At the outset the undersigned  
explained to both the parties about the procedure which would be  
followed during the enquiry. They did not raise any objection.  
In the beginning the Management witnesses were first examined and  
after that they were cross-examined by the charge-sheeted employee.  
The enquiry was then adjourned to 9-4-74 as agreed by both  
parties.

Signature of  
both the  
parties.

Sd/-  
Sd/-

9-4-74 Received an application dated \_\_\_\_\_ from the charge-sheeted  
employee that he would not be able to attend the enquiry due to  
his wife's illness. Time allowed till 12-4-74. Parties  
informed.

Memo No.  
Dt.  
Issued on  
Sd/-

12-4-74 The Complainant/Management representative is present.  
The charge-sheeted employee is also present. The charge-  
sheeted employee cited Sri 'R' as his defence witness.  
Sri 'R' was examined by him and after that he was cross-examined  
by complainant/Management representative. The charge-sheeted  
workman was examined in the last and cross-examined by the  
Complainant/Management representative.

Signature  
of the  
parties.  
Sd/-  
Sd/-

The enquiry report is enclosed.

Enquiry Officer

17-4-74 Enquiry Report submitted to Supdt./GS/GM/MD

Enquiry Officer.

List of documents produced by complainant/  
Management Representative.

Letter No.	Dated	This letter relates to
1. ....	.....	.....M-1
2. ....	.....	.....M-2
3. ....	.....	.....M-3

List of documents produced by  
Workmen/Opp. party Sri.....

1. ....	.....	.....W-1/E-1
2. ....	.....	.....W-2/E-2
3. ....	.....	.....W-3/E-3

## TISCO MANAGEMENT DEVELOPMENT CENTRE

## THE NEW TRUCK DILEMMA

(General Instructions)

You work for the telephone company and one of you will be the foreman while the others will be repairmen. The job of a repairman is to fix phones that are out of order, and requires knowledge and diagnostic skills as well as muscular skills. Repairman must climb telephone poles, work with small tools, and meet customers. The foreman of a crew is usually an exrepairman and this happens to be true in this case. He has an office at the garage location but spends a good deal of time making rounds, visiting the places where the men are working. Each repairman works alone and ordinarily does several jobs in a day. The foreman gives such help and instruction as are needed.

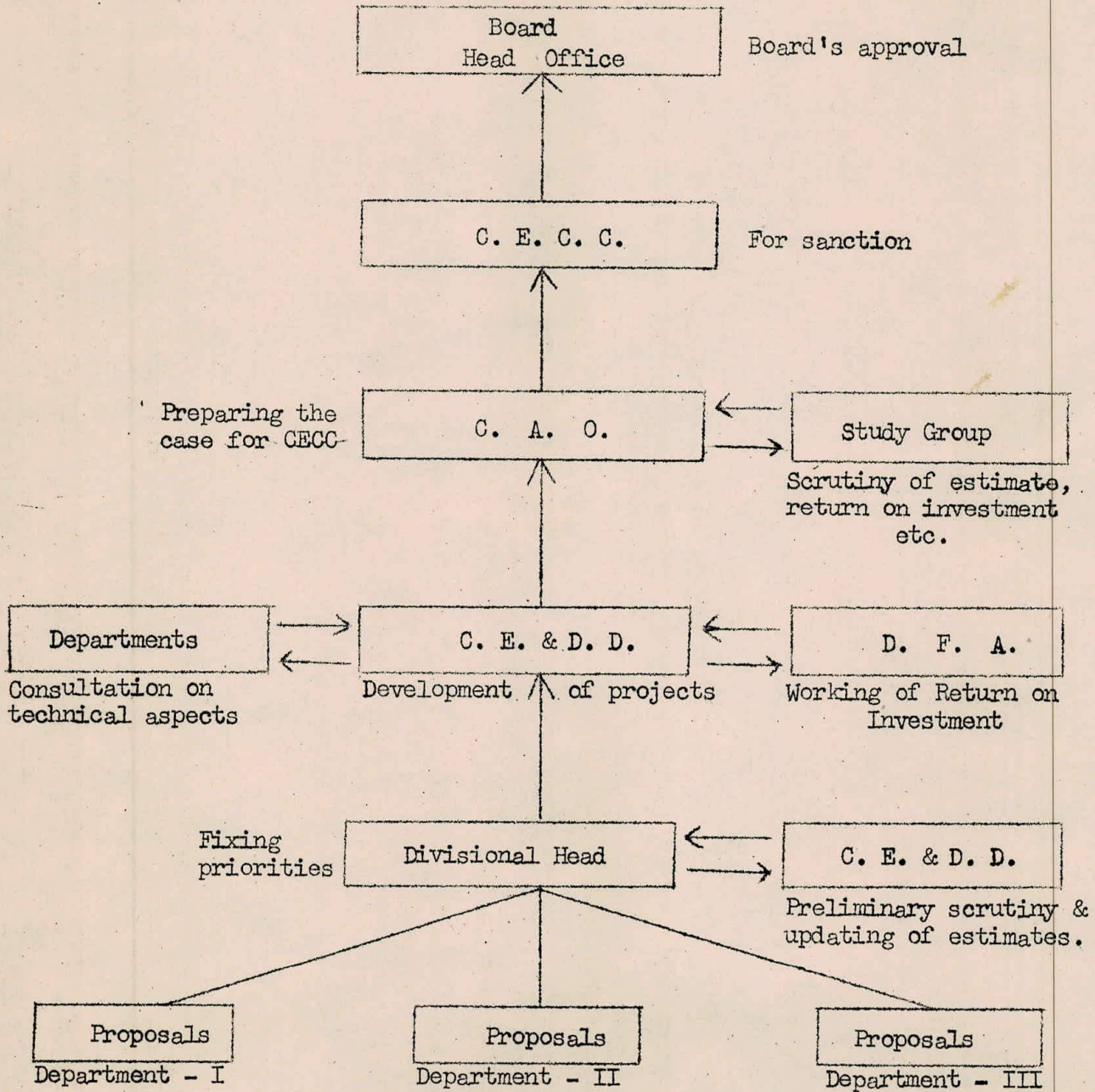
The repairmen drive to the various locations in the city to do repair work. Each of them drives a small truck and takes pride in keeping it looking good. The repairmen have a possessive feeling about their trucks and like to keep them in good running order. Naturally, the men like to have new trucks too, because a new truck gives them a feeling of pride.

Here are some facts about the trucks and the men in the crew that report to Walt Marshall, the supervisor of repairs.

George	17	years	with	the	company,	has	a	2-year-old	Ford	truck
Bill	11	"	"	"	"	"	"	5-year-old	Dodge	"
John	10	"	"	"	"	"	"	4-year-old	Ford	"
Charlie	5	"	"	"	"	"	"	3-year-old	Ford	"
Hank	3	"	"	"	"	"	"	5-year-old	Chevrolet	"

Most of the men do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

CAPITAL PROJECT DEVELOPMENT





SOURCES AND UTILISATION OF FUNDS

(Rupees in crores)

	1974/75	1973/74	1972/73	1971/72	1970/71	Total for 1970/71 to 1974/75
<u>SOURCES OF FUNDS</u>						
1. Cash generated from operations						
(a) Profit after taxes	15.18	9.77	5.52	6.17	7.42	44.06
(b) Depreciation	15.11	16.63	17.51	16.07	16.10	81.42
(c) Other income*	0.60	0.32	1.44	0.67	0.80	3.83
(d) Total	30.89	26.72	24.47	22.91	24.32	129.31
2. Net increase in borrowings	13.96	1.46	4.23	7.70	-	27.35
3. Net decrease in working capital**	--	--	2.62	--	3.26	5.88
	44.85	28.18	31.32	30.61	27.58	162.54
<u>UTILISATION OF FUNDS:</u>						
4. Capital investment	18.21	19.66	26.05	20.27	20.67	104.86
5. Net decrease in borrowings	--	--	--	--	1.64	1.64
6. Dividends	5.11	3.29	5.27	5.27	5.27	24.21
7. Net increase in working capital**	21.53	5.23	--	5.07	--	31.83
	44.85	28.18	31.32	30.61	27.58	162.54

\* Including reserves created by a charge to operation, tax refunds etc.

\*\* Stocks and stores, book debts, advances and cash balances less trade creditors, provisions etc.

## Budget and Budgetary Control

The formulation of Budgets - setting out targets for achievement, priorities in spending is an attempt at self-discipline and serves as a guideline for the future. In fact it is not enough to-day to budget on a short time basis. Perspective planning is necessary to achieve results. Our capital budget projections to-day cover periods of 10/15 years.

### CAPITAL BUDGETS:

Following the broad category of divisions, there are five capital budgets covering activities of the Company.

- i) Works Capital Budget;
- ii) Town Capital Budget;
- iii) Mines Capital Budget;
- iv) Collieries Capital Budget;
- v) Miscellaneous Capital Budget (Administrative offices outside the Works, stockyards etc.)

Capital budgeting is a continuous process and in any capital budget there will be one part covering the 'carry-over' i.e. the projects sanctioned in the past years and in course of execution. In the allocation of funds priority has to be given for the carry over items which have to be completed to earn a return.

The second part of the budget will be the new items proposed for the year. The proposals originate at the departmental level and in case of diversification, improvements, modernisation etc., at higher levels.

There is a format for presentation of a proposal, the major factors to be put forward being the essentiality, the priority to be accorded, estimate and a working of the return on the investment. The Divisional Head will screen the proposals and give priority according to the available finance. The selected items are then forwarded to the Engineering Division for processing into comprehensive schemes with first stage estimates and financial studies by the Accounts Division expressing the expected return. These schemes are further scrutinised by the Study Group and placed before the Capital Expenditure Control Committee, on whose approval they are then forwarded to the Head Office for taking Board's approval. This exercise in respect of schemes pertaining to renewals and replacements is done in four quarterly instalments. Major schemes i.e. those costing above Rs.25.00 lakhs are not bound by the procedure for quarterly submission.

The detailed processing schedule has been shown in the chart which has been distributed to the participants of the course.

After receiving the Board sanction before expenditure is incurred, it is obligatory that the Executing authority obtains an executive sanction from the competent Sanctioning authority. The sanction request will relate the expenditure to of the first stage estimate of the scheme, which is the first control at source. The Data Processing Department later submit a quarterly

report of the recorded costs, and the undischarged commitments to the Divisions, from which the progress of expenditure will be available to the executing authority. Corrective action in case of potential over-run is to be taken when such over-run is detected by submitting a revised estimate.

Project control is important for timely execution and control of costs. The conventional Status Reports etc. are being replaced by more sophisticated techniques such as PERT and CPM.

The project completion is granted only after a "Make-Good Report" is made out by the Accounts Division, so as to display the results against objectives set out.

#### REVENUE BUDGETS:

The producing departments are controlled through operation budgets. Departments rendering general services both inside and outside the Works, are controlled through a number of Revenue Budgets. There are 9 major revenue budgets as follows:

- i) Town Revenue Budget.
- ii) Medical Revenue Budget.
- iii) Technical Institute Revenue Budget.
- iv) Welfare Revenue Budget.
- v) Community Development Revenue Budget.
- vi) Public Relations Department Revenue Budget.
- vii) Tisco House Revenue Budget.
- viii) St. John Ambulance Brigade Revenue Budget.
- ix) General Administration & General Works Expenses Budget.

The revenue budgets are compiled on the basis of historic actuals of the past up-dated by any special features pertaining to the current period. A large bulk of the provision under revenue budgets relate to wages and salaries, which is already controlled through the fixing of the standard force. The control on other items has to be achieved by keeping commitment registers for each item and watching the balance available before making further commitments. An expenditure statement prepared by the Accounts Division is sent to the various divisions from which over-runs may be detected and corrective action taken.

In administering the Revenue Budget, re-appropriations are allowed to certain extent between one head and another, so long as the total budget is not exceeded.

THE FACTORIES ACT, 1948  
(Summarised Version by IIMB)

Object

The object of this Act is to regulate health, safety, welfare and working hours of the factory workers, so that the workmen can have a safer healthier and pleasant environment. The Act has special provisions relating to employment of women and children.

Sec. 2(m) Factory means any premises including the precincts thereof

(i) Whereon ten or more workers are working or were working on any day of the preceding twelve months, and in any part of which a manufacturing process is being carried on with the aid of power, or is ordinarily so carried on, or

(ii) Whereon twenty or more workers are working or were working on any day of the preceding twelve months, and in any part of which a manufacturing process is being carried on.

Sec. 2(k) Manufacturing process means any process for:-

(i) making, altering, repairing, ornamenting, finishing, packing, ciling, washing, cleaning, breaking up, demolishing or otherwise treating or adapting any article or substance with a view to its use, safe transport, delivery or disposal, or

(ii) Pumping oil, water, sewerage, or any other substance, or

(iii) generating, transforming, or transmitting power, or

(iv) composing types for printing, printing by letterpress, lithography, photogravure or other similar process or book-binding or

(v) Construction, reconstructing, refitting, finishing or breaking up ships or vessels

(vi) Preserving or storing any article in cold storage

Sec. 2(1) Worker means a person employed, directly or by or through any agency (including a contractor) with or without the knowledge of the Principal Employer whether for remuneration or not whether for wages or not, in any manufacturing process, or in cleaning any part of the machinery or premises used for a manufacturing process, or in any other kind of work incidental to, or connected with the manufacturing process, or the subject of the manufacturing process but does not include any member of the armed forces of the union.

Sec. 2(n) Occupier of a factory means the person, who has ultimate control over the affairs of the factory, and where the said affairs are entrusted to a managing agent, such agent shall be deemed to be the occupier of the factory.

The Inspecting Staff

The State Government has conferred powers on the Inspectors, who are specially appointed to enforce the provisions of this Act and other

industrial laws. These inspectors visit factories periodically.

### Health

This Act contains provisions to ensure that cleanliness is maintained in the factories and that suitable arrangements are made for the disposal of wastes and effluents. There are also provisions for providing adequate ventilation, maintaining a comfortable temperature, preventing over crowding by providing a minimum space of 350 to 500 cubic feet per worker, adequate lighting, provision of drinking water, latrines, urinals and spittons.

### Safety

This act makes a provision for fencing of machinery. Women and young persons are not allowed to lubricate or adjust any machines while they are operating. There are provisions to ensure precautions against dangerous fumes, explosives or inflammable gas and fire hazards.

### Welfare

Provisions are also made for welfare purposes like washing, storing and drying facilities, first aid appliances, ambulance room, canteens, shelters, rest room, lunch rooms and creches.

### Working Hours

Working hours are specified in the Act as not more than 48 hours in a week, not more than 9 hours a day but not more than 5 hours continuously after which a person is entitled to half an hour's rest. Overtime wages are specified as double the ordinary rate of wages.

### Special Provisions

Some of the special provisions under the Act make it obligatory for the manager of a factory to report to the authorities fatal accidents and injuries which keep the workers away from his work for more than 48 hours. Under these provisions the State Government has armed itself with the power to appoint any competent person to enquire into the causes of any accident occurring in a factory or of a notifiable disease.

### Penalties

Penalties for contraventions of any provisions of the Act on the part of occupier and the manager, punishable with imprisonment upto 3 months or with fine upto Rs.2000 or with both. Continued contravention attracts an additional fine of Rs.75/- per day. Repeated convictions may result in imprisonment upto 6 months and fine which may extend up to Rs.5000 or with both.

INDUSTRIAL EMPLOYMENT (STANDING ORDERS) ACT, 1946

(Summarised Version by IIMB)

The purpose of the Act is to remove a certain number of the causes of Industrial Disorder and is to require the employers to make the conditions of employment precise and definite. The Act intends to prescribe the conditions in the form of standing order governed statutorily. The best introduction of this Act is to read the schedule to the Act, which lists of matters which are to be provided for in standing orders. They are:

1. Classification of workmen, e.g. whether permanent, temporary, apprentices, probationers, or badlies.
2. Manner of intimating to workmen periods and hours of work, holidays, pay-days and wage rates.
3. Shift Working
4. Attendance and late coming
5. Conditions of procedure in applying for, and the authority which may grant leave and holidays.
6. Requirement to enter premises by certain gates and liability to search.
7. Closing and reopening of sections of the industrial establishment and temporary stoppages of work and the rights and liabilities of the employer and workmen arising therefrom.
8. Termination of employment, and the notice thereof to be given by the employer and workmen.
9. Suspension or dismissal for misconduct and acts or omissions which constitute misconduct.
10. Means of redress for workmen against unfair treatment or wrongful exaction by the employer or his agents or servants.
11. Any other matter which may be prescribed.

The Act applies to every Industrial Establishment as defined in Payment of Wages Act, wherein one hundred or more workmen are employed or were employed on any day of the preceeding twelve months. Appropriate Government will be competent to extend the Act to other classes of Industrial Establishments or grant exemption where necessary by notification in the official gazette after two months notice.

The Act provided that any establishment to which the Act applies or becomes applicable must draft standing orders concerning all the matters listed in the schedule and within six months five copies of draft standing orders should be submitted to certifying officer or labour commissioner. This must be accompanied by a statement giving prescribed particulars of the workmen employed in the Industrial Establishment including the name of the trade union to which the workmen belong pending the certification of the standing orders model standing orders must be applied in the establishment and it is not necessary that the draft standing orders conform perfectly with the model standing orders. However they should not be in conflict with it. In the certifying process, the certifying officer will hear the worker's objections, if any, and must determine whether all the

matters provided in the schedule are properly covered.

Once the certified orders came into operation they may not be modified for a period of six months except by mutual consent. After the lapse of six months they may be modified at the request of either side by another application to the certifying officer.

As per the provisions of the Act, an employer who fails to submit draft standing orders, as required by the Act or who modifies his standing orders contrary to the provisions of the Act shall be punishable with fine which may extend to upto Rs.5,000/- and in case of continuing offence with a further fine up to Rs.200/- per day. Any employer who does any act in contravention of standing orders finally certified under the Act shall be punishable with fine extending up to Rs.1000/- and in case of continuing the offence with a further fine up to Rs.25/- per day. But before the prosecution government sanction should be obtained.

-IIPM Annual Conference Souvenir  
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TISCO MANAGEMENT DEVELOPMENT CENTRE

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INDUSTRIAL DISPUTES ACT, 1947

(Summarised Version by IIMB)

The purpose of The Act is to harmonise the relations between the employer and employee. It affords a machinery to settle disputes that arise between the management and workers which, if not settled would undermine industrial peace and cause dislocation and even collapse of business essential to the life of the community.

'Industrial Dispute' means any dispute or difference between employees and employers, or between employers and workmen, or between workmen and workmen, which is connected with the employment or non-employment or the terms of employment or with the conditions of labour, or any person.

'Workman' means any person employed in industry to do manual, clerical, technical or supervisory work but excludes supervisors drawing wages exceeding Rs.500 P.M. and managerial administrative staff.

Under the Act Works Committees are required to be constituted in industrial establishments employing 100 or more workmen. The committee should consist of equal number of representatives of employers and workmen.

The works committees are charged with responsibility of promoting measures for securing and preserving amity and good relations between employer and workmen, and to that end to comment upon matters of their common interest or concern or to endeavour to compose any material difference of opinion in respect of such matters. The committee is not intended to supplant or supersede the unions.

**Conciliation:** The appropriate Government may appoint such number of conciliation officers charged with the duty of mediating in and promoting the settlement of industrial disputes. For such purposes Boards of conciliation also may be constituted. Conciliators, if not successful, have to report the failure of conciliation to the Government based on which the Government may decide to refer or not to refer a dispute for arbitration or adjudication. The agreements entered in conciliation are binding on all parties while agreements entered directly between parties bind only the parties concerned.

**Arbitration:** The appropriate Government may refer an industrial dispute to an Arbitrator who will hear both parties on the matter and give an award (without judicial proceedings) which is binding on parties. The voluntary reference to arbitration normally before adjudication, mutually agreed arbitrator decided by agreement between the parties is also provided under the Act.

**Adjudication:** The appropriate Government may refer any dispute on matters connected with a dispute to a Labour Court, court of Inquiry or tribunal for adjudication and determination of the dispute through an award or report to the Government. Awards are binding on parties.

**Strikes & Lockouts:** Special provisions are made relating to strikes and Lockouts relating to public utility services. Notice is mandatory before resorting to strikes or lock-outs. There is a general prohibition of strikes and lock-outs during conciliation, arbitration and adjudication proceedings and for a further period of seven days in the former case and two months in the later two cases. So also during the period in which a settlement or award is in operation the workmen cannot strike or or the employers cannot lock-out in respect of any of the matters covered by the settlement or award. Strikes and lock-outs against the statutory provisions are illegal. A lock-out declared in consequence of an illegal strike or a strike declared in consequence of an illegal lock-out will not be illegal. Financial aid to illegal strikes or lockouts is prohibited.

**Lay off:** The provisions of the Act in respect of lay-off will not apply to an industrial establishment (not being an establishment of a seasonal character in which work is performed only intermittently) in which not less than hundred workmen were employed on an average per work-



THE NATURE OF GROUPS

1. A group is different from an aggregate of people.
2. The difference is qualitative. An aggregate of people becomes a group if there is:
  - a. a common task
  - b. interdependence amongst the members
  - c. interaction
3. The conversion of an aggregate of individuals into a group does not happen at a point. It happens on a continuum. In other words, there are degrees of 'groupness'.
4. Degree of 'groupness' depends on the amount of cohesion within the group. Cohesion is determined by valence.
5. Valence is the attraction a member of the group feels for the group. Valence is increased by:
  - a. greater prestige within the group
  - b. valued members are likely to be more attractive
  - c. co-operative relationship rather than competing relationship
  - d. heightened interaction
  - e. size - smaller units more likely to be cohesive
  - f. similarity of interest
  - g. events outside the group, i.e. danger
  - h. if position of the group is improved in respect of other groups
6. Valence is decreased:
  - a. when members disagree about the way to solve the problem
  - b. if one has unpleasant experience in it, i.e.,
    - i. not being able to take responsibility for own roles
    - ii. not being able to make a contribution
  - c. when a group makes excessive and unreasonable demands on its members
  - d. when other members are too dominating
  - e. low status of the group in the community
  - f. competition within the group
7. Consequences of cohesion:
  - a. members who are highly attracted to the group exhibit behaviour beneficial to it
  - b. they are more willing to take on responsibilities
  - c. they participate more readily in discussion
  - d. they persist longer in working towards difficult goals
  - e. they remain members longer
  - f. they more readily try to influence others
  - g. they are more willing to listen to others
  - h. they are more ready to accept others' opinions
  - i. they more often change their minds to take the views of their fellow members
  - j. they place greater value on group roles
  - k. they adhere more closely to group standards
  - l. they are more eager to protect group standards by exerting pressures upon or urging persons who transgress them
  - m. they are less likely to be jumpy or nervous in group activities
  - n. release from tension in membership activities

PEER RATING FORM

1. Participation:
  
2. Talkativeness:
  
3. Acceptance:
  
4. Influence in the group:
  
5. Positive contribution to decisions:
  
6. Function in the group (task or maintenance role):
  
7. Contribution to group atmosphere:
  
8. Feelings expressed in the group:
  
9. Other comments, if any:

## TISCO MANAGEMENT DEVELOPMENT CENTRE

### COMMUNICATION IN TATA STEEL

Communication in Tata Steel is not just a matter of giving and receiving orders. Aware of the benefits of good communication as well as of the dangers resulting from its absence, the Company management has evolved a multi-lateral system suited to its needs. With more than 36,000 persons under its employ at Jamshedpur, Tata Steel relies for communication mostly on its 3,000 and odd supervisors and executives. It is these men who form the most vital link between top management and the employees. To facilitate their task in maintaining effective communication, they are continuously fed with information on Company's policies and programmes as well as on matters of interest to employees not all of whom know English or Hindi, the two languages used in the Company for written communication.

The most common objectives of Tata Steel's communication policy are:

- \* To maintain effective transmission and reception of orders and instructions;
- \* To ensure adequate upward reporting;
- \* To encourage ideas and suggestions from all levels and to redress grievances;
- \* To make available such facts and opinions as will assist employee development and advancement;
- \* To provide adequate formal communication and thus to eliminate rumours.

For the fulfilment of these objectives the Company employs the following media for (a) upward and (b) downward communication.

#### ORAL

##### Media common for both (a) & (b)

Meetings  
Dialogue Sessions  
Open Interviews  
Telephones  
Social Functions & Picnics

##### Downward

Personal Instructions  
Counselling  
Programmes at TMDC  
Films & Slides  
Canteen Broadcast

##### Upward

Face-to-face Reports  
Union Representation

#### WRITTEN

##### Media common for both (a) & (b)

House Journals

##### Downward

Letters and Circulars  
Notice Boards  
Works Standing Orders  
Annual Reports  
Handouts

##### Upward

Reports  
Grievances  
Suggestions  
Surveys

## MEETINGS

### Heads of the Departments:

A meeting of the heads of departments under the General Superintendent is held once a week. Other Divisional Heads, too, meet every week the officers reporting to them. The Managing Director also holds his daily noon meeting with Divisional Heads and others. All these meetings are held with the objective of gathering information, discussing problems which arise every week, giving necessary information to the heads of departments and following-up pending items.

### Personnel Officers:

Every Saturday, all officers of the Personnel Division discuss before the Chief Personnel Manager problems of the departments to which they are attached inside or outside the Works. In addition, they also report on the achievements made by the departments, accidents taking place there, and any other worthwhile information.

### Departmental Meetings:

The heads of departments hold regular meetings with their supervisors who, in turn, meet workmen to acquaint them with matters affecting them or the plant in any way. At all the above meetings the views and reactions of every one are noted and transmitted to the next higher level of management.

Information of an urgent nature like new wage structure, annual bonus, etc., are given at special meetings of heads of departments called by the Managing Director.

### Dialogue Sessions:

In a large organisation, communications get distorted when they travel down the line. Many employees have suggestions to offer on company policies and practices, besides improving the effectiveness of company operations. In order to meet these requirements, a series of dialogue sessions are being held in the organisation with profit. They are:

1. MD's monthly dialogue session with about 100 senior executives;
2. MD's quarterly dialogue session with the first three levels of officers in each department, numbering about 1300.
3. Divisional Head's quarterly dialogue session with his officers; and
4. Departmental Head's mini-dialogue session with his supervisors.

At each dialogue session, action taken or proposed to be taken on each issue raised at the previous session, is reported. Thereafter, there is a 'free for all' question-and-answer session at which questions on all matters are discussed.

### Open Interviews:

Apart from the formal 3-Tier Grievance Procedure, a system of open interview has been established with the object of allowing the

aggrieved employees to voice their grievances. This helps in the redressal of grievances at the lowest possible level. The Deputy Personnel Manager (Employment) holds an open interview every week to meet employees to hear problems relating to employment. At open interviews held by the General Manager (O) & Director, representatives of the Personnel Division process all grievance cases.

MD has earmarked an hour in the morning, when he is in Jamshedpur, for employees at all levels with problems and grievances to meet him at TMDC. Such interviews give considerable satisfaction to each interviewee in as much as he has a patient hearing of his problems by the chief executive of the Company. This also helps to bridge the wide hierarchical gap in the organisation. MD also signs and sends a reply to each interviewee within 15 days.

#### Telephone:

Most of the officers have been provided with P & T and Tisco telephones in their offices and homes to facilitate the process of communication. Outside general shift duty hours, instructions are passed and reporting done through telephone.

#### Social Functions and Picnics:

Social functions provide ample opportunities for officers and men to freely interact and exchange information regarding the Company.

Picnics, held by the various departments from time to time, also allow ample opportunities for free and frank discussions between workers and supervisors. Since picnics have established their usefulness as an important medium of communication, they are encouraged by management.

#### Personal Instructions:

Another tool of communication in Tisco is face-to-face exchanges. Such dialogues mostly during supervisors' round in their respective sections, offer opportunities for knowing each other's views and also for talking them over. Since not all employees can read and write, oral communication assumes great importance. That is why much reliance is placed in all departments and sections on this method.

#### Counselling:

Employees often approach their supervisors or personnel officers either to relate their domestic problems or to seek clarifications about departmental procedures and actions. Such meetings provide the supervisors opportunities to educate workers and to know their minds. This kind of counselling is adopted in all departments.

#### Programmes at TMDC:

The various training programmes at TMDC provide yet another forum for participants to establish a two-way communication between the various levels of management. It provides a forum for the supervisors to get acquainted with the policies and practices of the Company in their proper perspective. At the same time, it inculcates in the supervisors a sense of belonging and responsibility, besides a feeling of participation in management.

Problem-oriented courses offered to supervisors at TMDC give them a better idea of the inter-relationship and inter-dependence of of each section in a department and each department in a division.

Dialogue sessions regularly held with senior executives at these courses help participants to understand and appreciate current issues and problems facing the Company from time to time, as also the action taken thereon. Another special feature of training sessions is to elicit participants' suggestions on departmental problems during the course and at special syndicate sessions. Later, a reporting back session is arranged to intimate to participants the action taken or proposed to be taken on their suggestions. All these serve as effective channels of communication in the company.

#### Films and Slides:

Audio-visual aids are also employed to educate employees about steel making, joint consultation, community development and other subjects. The Company has even produced films on these subjects and these are occasionally screened at TMDC, clubs and other organisations.

#### Central Broadcasting in Canteens:

A very effective and reliable system of communication with employees is maintained by canteen broadcasts. Known as the Central Communication System, these broadcasts, originating from a small room in the G.S Office, are heard in all the central canteens inside the Works. Besides keeping the workers posted with important Company circulars, notices and achievements of the different departments and individuals, these broadcasts seek to spread the messages of safety, family planning, small savings. In addition, international and national news, based on news agency reports, are also featured.

#### Face-to-Face Reports:

Workmen's instructions down the line and their reports to supervisors on the day's activities are instances of upward channel of communication. Meetings of 39 Joint Departmental Councils, where matters relating to production, safety and welfare are discussed, help to maintain a vital link with the higher management.

#### Union Representations:

Union representatives in each department keep meeting departmental heads to discuss problems connected with production and personnel. Such meetings are a good source of information about happenings in the plants. Whenever anything important is reported at these meetings, the matter is communicated to the higher levels of management.

#### Written Communication:

The media of written communication are also varied and multilateral.

#### House Journals:

Tisco News and Tisco Samachar, which are brought out by the Public Relations Department every month, keep employees and supervisors informed of achievements and important events in the various departments inside and outside the Works.

Supervisor's Newsletter prepared by the Joint Consultations Section every month, is distributed free to all supervisors and above. This Newsletter publicises policies of management, organisational changes from time to time, promotions, appointments and other matters. For technical personnel, the Company brings out Tisco (quarterly), Technical Bulletin (monthly) and Information Bulletin (monthly).

Reports:

Heads of departments submit to G S reports on production every day. Other heads of departments submit monthly reports to their divisional heads. Personnel Officers also report to Chief Personnel Manager daily events of significance, if any. CPM in turn, submits a summary to General Manager (O) & Director and Director of Industrial Relations. These regular reports help in maintaining uninterrupted communication between the workers and the supervisors on the one hand and between different levels of management on the other.

Grievances:

Voicing of grievance is another method by which information travels upwards. The reaction of employees to the various practices followed in departments is measured through grievances. By knowing employees' minds, management takes steps for improving faults in the administrative system, and by removing their grievances, it helps in keeping industrial peace.

Suggestions:

One of the most effective media for upward written communication is the system of submitting suggestions. The Suggestion Box Scheme, introduced in Tisco in 1945, has evoked excellent response from employees and led to greater production, productivity, better work methods, lower costs, and the like.

Circulars and Annual Reports:

Other media of written communication which help in keeping employees in touch with management are notices, circulars, letters, standing orders, Company's annual reports and the reports of various departments. Through a net-work of notice boards, notices and circulars are displayed in all departments for the information of employees.

Surveys on various matters affecting the Company are conducted from time to time. Information thus gathered helps management in formulating new policies and in removing communication gaps.

(Adapted from "Man Management in Tata Steel" published on the occasion of the Silver Jubilee Celebration of Tisco's Personnel Division, 1973. Pp 89 - 93)

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STAFF TRAINING INSTITUTE

QUESTIONNAIRE ON ASSESSMENT OF TRAINING NEEDS

Kindly read all the questions under three groups and tick five under each group which you feel are most important as a supervisor in Tisco.

GROUP-I: PROBLEMS YOU FACE

- Absence of clearly laid down policies
- Inconsistencies in practices
- Frequent changes in decisions by higher level(s)
- Absence of adequate authority to take decision(s)
- Frequent interference in work by superior(s)
- Inflexible rules acting as deterrent effective and speedy decisions
  
- Apathy of subordinate(s) to assume responsibility
- Lack of competence on the part of subordinate(s)
- Lack of involvement of superior(s)
- Lack of guidance on the job
- Absence of an objective reward system to encourage better performance
  
- Lack of trust and openness amongst peers
- Interdepartmental/Intersectional Conflicts
- Interpersonal conflicts
- Lack of team spirit
- Poor morale among middle and junior level supervisors
  
- Indiscipline amongst workers
- High rate of absenteeism among workers
- Absence of a well-planned strategy to meet emergency in work
  
- Any other important problem(s)

GROUP-II: SKILLS YOU NEED

- Administrative skill
- Skill in organising for results
- Analytical skill
- Decision making skill
- Communication skill
  
- Interpersonal competence
- Human Relations skill
- Leadership skill
- Motivational skill
- Conflict Management skill
  
- Planning skill
- Skill in administering changes
- Skill in developing subordinate(s)
- Skill in delegation
- Skill in Committee work
  
- Skill in instruction
- Skill in methods improvement
- Skill in interviewing
- Skill in counselling
- Any other skill(s)



GROUP-III: TRAINING YOU WISH TO UNDERGO

- Principles of Management
- Administrative Management
- General Management
- Personnel Management
- Industrial Relations and Labour Laws
- Discipline and Morale
- Domestic Enquiry
- Group Dynamics
- Effective Communication (oral and written)
- Quantitative Management Techniques
- PERT/CPM
- OR
- Target Setting and Evaluation
- Work Planning
- Finance Management
- Marketing Management
- Materials Management
- Inventory Control
- Production Management
- Quality Control
- Cost Control/reduction
- Systematic Maintenance
- Office Organisation and Methods
- Government Relations
- Computer Management
- Systems Management
- Industrial Engineering
- Official Correspondence/Report writing
- Any other training needs.