



RAMCO INSTITUTE OF TECHNOLOGY

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NBA Accredited UG Programs: CSE, EEE, ECE and MECH

Department of Computer Science and Engineering

Academic Year 2024 – 2025 (Odd Semester)

Degree, Semester & Branch: VII Semester B.E. CSE

Course Code & Title : GE3754 Human Resource Management

Name of the Faculty member (s): Mrs.S.Manjula

Innovative Practice Description

Unit / Topic: Unit I / Role of human resource manager

Course Outcome: CO 1

Topic Learning Outcome: TLO3

Activity Chosen: Role Play

Justification:

Mind Map

- Role-playing is a dynamic and interactive teaching method designed to enhance students' understanding of the responsibilities, challenges, and decision-making processes of a Human Resource (HR) Manager. The activity fosters experiential learning and improves practical skills like communication.
- **Time Allotted for the Activity:** 30 minutes

Details of the Implementation:

- Students were provided with a brief overview of the HR manager's roles and responsibilities, including recruitment, performance management, grievance handling on 21.08.2024.
- Students were divided into groups (5 members per team), with one student acting as HR managers and others taking on roles such as employees, team leads.
- Each group received a scenario and 10 minutes to discuss and prepare their solution.
- The role-play was conducted, where the HR representative from each team presented and discussed their assigned scenario. Similarly, all the teams participated and explained their respective scenarios.
- The faculty acted as a moderator, providing guidance, posing questions, and offering feedback to ensure a constructive learning environment.

Images / Screenshot of the practice:



Figure 1: Role play by Sundara Mahalingam P



Figure 2: Role play by Muthusamy A



Figure 3: Role play by Gomathi Lakshmi M

CO – PO / PSO mapping:

CO	PO1	PO2	PO3	PO4	PO9	PO10
CO 1	2	2	1	1	1	1

(1 – Low 2 – Moderate 3 – High)

PO / PSO mapped:

Innovative practice	PO1	PO2	PO3	PO4	PO9	PO10
	2	2	1	1	1	1
Justification for correlation	Students were able to apply engineering knowledge to understand the complexities of human resource management (HRM).	Students were able to analyze HRM challenges and formulate solutions through effective recruitment and selection strategies.	Students were able to design solutions in HRM by applying effective recruitment and selection strategies that met industry standards.	Students were able to define and investigate complex HRM issues related to recruitment and selection processes, identifying areas for improvement in HR roles.	Students were able to develop teamwork skills necessary for collaborating in recruitment teams and implementing HR strategies effectively.	Students were able to demonstrate effective communication skills in HR roles.

- **Reflective Critique:**

- ❖ *Feedback of practice from students and other stakeholders:*

- Students informed that they increased understanding of the HR manager's role and gained practical insights
 - Some students noted that the activity might require more time than was allocated.

- ❖ *Benefit of the practice:* (E.g.: Outcome attainment would have increased due to innovative practice over conventional practice)

- The interactive nature of role-playing made learning more engaging and enjoyable.
 - Encouraged students to work collaboratively and understand different perspectives in a workplace setting.

- ❖ *Challenges faced in implementation:*

- Some students were lacked confidence to actively participate in role-playing activities.
 - The instructor found it challenging to provide personalized feedback to all participants due to time constraints.

References:

1. <https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml>
2. <https://games4esl.com/role-play-ideas/>
3. <https://www.shrm.org/in/topics-tools/news/managing-smart/art-role-playing-developing-management-proficiency>
4. https://www.ritrjpm.ac.in/images/computer-science/2023-2024/IP/SM_GE3151_23-24_RolePlay.pdf
5. https://www.ritrjpm.ac.in/images/computer-science/2023-2024/IP/RolePlay-RV-IV-CSE_CNS_23-24.pdf