



RAMCO INSTITUTE OF TECHNOLOGY

Approved by AICTE, New Delhi & Affiliated to Anna University

NAAC Accredited with 'A+' Grade & An ISO 9001: 2015 Certified Institution

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 IV / Flipped Classroom

Course Outcome: CO 4

Topic Learning Outcome: TLO11

Activity Chosen: Career Development

Justification:

Flipped Classroom

- A flipped classroom approach was implemented for the topic Career Development in Human Resource Management (HRM) to promote active learning and self-paced study. In a flipped classroom, traditional lecture-based learning is reversed, with students being introduced to concepts at home (through videos, readings, or other resources) and class time used for discussion, activities, and problem-solving. This approach was chosen for its potential to increase student engagement and provide more opportunities for interactive learning on the important topic of career development in HRM.
- **Time Allotted for the Activity:** 40 minutes

Details of the Implementation:

- Before the actual class, students were asked to review websites and watch videos on the concept of career development in HRM, covering topics such as career planning, development programs, mentorship, and coaching.
- Students were encouraged to reflect on the materials and prepare questions or thoughts for discussion.
- The class was divided into small groups (7 to 8 members per team) for discussion.
- Each group was tasked with analyzing case studies related to career development in HRM, identifying best practices and challenges in implementing career development programs.
- After the session, students were asked to share what they had learned about career development methods, highlighting how they would apply these strategies in real-world HR scenarios.

Images / Screenshot of the practice:



Figure 1: Flipped Classroom activity by Students



Figure 2: Students discussing career development in HRM during the flipped classroom activity.

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 knowledge of career development strategies to design and implement effective HR policies.	Students were able to analyze career development-related issues and propose strategic solutions that aligned with organizational goals.	Students were able to develop and implement career development plans that motivated employees and ensured retention.	Students were able to investigate complex career development issues and recommend innovative solutions.	Students were able to collaborate with HR teams to design and implement effective career development strategies.	Students were able to communicate career development policies and decisions clearly to employees and stakeholders.

- **Reflective Critique:**

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

- Students reported that the flipped classroom allowed them to take charge of their learning, helping them engage more deeply with the content.
- Students appreciated the opportunity to come prepared for discussions, making the in-class sessions more interactive and meaningful.

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

- The flipped classroom encouraged active participation from students, making learning more engaging and interactive.
- The combination of pre-class preparation and in-class discussions helped students retain and internalize the material more effectively.

❖ *Challenges faced in implementation:*

- Not all students were equally prepared for the in-class discussions, which led to imbalanced participation.
- Some groups faced challenges in ensuring equal participation from all members, with a few students dominating discussions while others were passive.

References:

1. https://www.ritrjpm.ac.in/images/computer-science/2023-2024/IP/FC-RV-IV-CSE_CNS_23-24.pdf
2. https://www.ritrjpm.ac.in/images/computer-science/2023-2024/IP/FlippedClass_BDA_IGA23-24%20.pdf
3. https://www.ritrjpm.ac.in/images/computer-science/2023-2024/IP/5.KVS_23_24_CS3352_FL.pdf
4. <https://study.com/teach/flipped-classroom.html>
5. <https://ctl.utexas.edu/instructional-strategies/flipped-classroom>

Signature of Faculty Member

HOD