GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)

Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)
Semester-III

Course Title: Human Resources Management
(Course Code: 4330002)

Diploma programme in which this course is offered	Semester in which offered
Plastics Engineering (Sandwich Pattern)	Third

1.   RATIONALE

Human relation and interpersonal skills are very crucial for effective achievement of changing goals of the organization. They have tremendous level of untapped potential which can be utilized by professional supervisor using human resources management abilities. In changing environment the role of supervisor and people becomes crucial to success. Working conditions may create stress and conflict which could be managed effectively using various tools and techniques related to training, guidance, counseling, mentoring and coaching. In the present era of globalization, human resource is considered as dynamic asset which in turn contributes for achieving the excellence and delighting the customers.

2.   COMPETENCY
The purpose of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:
- Manage people effectively to achieve organizational goals as well as personal goals by imparting human values.

3.   COURSE OUTCOMES (COs)
The practical exercises, the underpinning knowledge and the relevant soft skills associated with this competency are to be developed in the student to display the following COs:
a) Interpret importance of human resources and their effective management in organizations.
b) Forecast and plan human resources needs.
c) Manage employees effectively.
d)   Follow government regulations.
e)   Administer human elements of HRM.

4.   TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T/2+P/2)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	CA	ESE	CA	ESE	
2	0	0	2	30*	70	0	0	100

(*): Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken during the semester for the assessing the attainment of the cognitive domain UOs required for the attainment of the COs.

Legends: L-*Lecture;* **T** – *Tutorial/Teacher Guided Theory Practice;* **P** - *Practical;* **C** – *Credit,* **CA** - *Continuous Assessment;* **ESE** - *End Semester Examination.*

5.   SUGGESTED PRACTICAL EXERCISES

The following practical outcomes (PrOs) are the sub-components of the COs. *Some of the PrOs marked '*' are compulsory,* as they are crucial for that particular CO at the 'Precision Level' of Dave's Taxonomy related to 'Psychomotor Domain'.

Not Applicable

6.   MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

This major equipment with broad specifications for the PrOs is a guide to procure them by the administrators to usher in uniformity of practicals in all institutions across the state.

 Not Applicable

7.   AFFECTIVE DOMAIN OUTCOMES

The following **sample** Affective Domain Outcomes (ADOs) are embedded in many of the above mentioned COs and PrOs. More could be added to fulfil the development of this competency.
   a)   Work as a leader/a team member.
   b)   Follow ethical practices.
   c)   Practice environmental friendly methods and processes to avoid metal waste.

The ADOs are best developed through the laboratory/field-based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:
   i.   'Valuing Level' in 1st year
   ii.   'Organization Level' in 2nd year.
   iii. 'Characterization Level' in 3rd year

8.   UNDERPINNING THEORY

Only the major Underpinning Theory is formulated as higher level UOs of *Revised Bloom's taxonomy* in order development of the COs and competency is not missed out by the students and teachers. If required, more such higher level UOs could be included by the course teacher to focus on attainment of COs and competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at Application and above level)	Topics and Sub-topics
Unit I Introduction	1a. Appreciate importance of human resource	1.1 Need and scope of human resource management in industrial environment. 1.2 Impact of human factors on productivity and industrial harmony. 1.3 Qualities of a good supervisor.
Unit II Human needs, relations and values	2a. Identify human motivations.	2.1 Importance of human resources in Indian philosophy. 2.2 X and Y theory. 2.3 Maslow's hierarchy, its importance in managing human resources.
	2b. Appreciate values and ethics for relationships.	2.4 Need of human relations and human values in the industry, inter department and intra department. 2.5 Good relations with the suppliers and clients. 2.6 Desirable human values and their importance including ethics and morale values.
Unit III Behavioural dynamics	3a.Analyse self for interpersonal behaviour.	3.1 Need for interpersonal competence. 3.2 Determinants of interpersonal behaviour. 3.3 Concept of interpersonal orientation and attractions and its importance in human behaviour.
	3b. Develop team spirit and positive attitude.	3.4 Concept of group dynamics. 3.5 Dynamics of group formation. 3.6 Types of groups. 3.7 Role of group in organization. 3.8 Concept & importance of positive attitude and openness of mind. 3.9 Do's and don'ts for developing positive attitude. 3.10 Importance of mental health.
Unit IV Leadership Development	4a.Develop leadership qualities. 4b. Develop subordinates by motivations & training. 4c. Develop decision making ability.	4.1 Various definitions of leadership. 4.2 Situational approach to leadership. 4.3 Quality of a good leader. 4.4 Power, influence and compliance. 4.5 Techniques to deal people effectively. - Case studies. 4.6 Importance of resource management

Unit	Unit Outcomes (UOs) (4 to 6 UOs at Application and above level)	Topics and Sub-topics
		(human, machine, material, method, money, time, information, etc.) 4.7 Need, importance & types of organizational Training. 4.8 Need and importance of Motivations. 4.9 Supervisor's role as Facilitator & Motivator. 4.10 Need, importance and use of guidance, mentoring, coaching and counseling. 4.11 Importance of problem solving and decision making 4.12 Factors affecting decision making. 4.13 Types and process of decision making. 4.14 Make the decisions for given case/situation- Case studies.
Unit V Change and stress management	5a. Identify need and barriers of change. 5b. Suggest strategies for any change. 5c. Manage resolution of conflicts.	5.1 Need for change. 5.2 Barrier to change. 5.3 Strategies and tool to manage change. (Effective implementation and management of change). - Case studies. 5.4 Trade unions and their objectives. 5.5 Constructive role of trade unions in goal setting, achievement and change management. 5.6 Causes of conflicts and techniques to resolve conflicts - Case studies. .
	5a. Identify need and barriers of change. 5b. Suggest strategies for any change. 5c. Manage resolution of conflicts.	5.7 Concept & Characteristics of stress. 5.8 Causes of stress. 5.9 Stress measuring techniques. 5.10 Techniques to relieve the stress-Case Study

Note: *The UOs need to be formulated at the 'Application Level' and above of Revised Bloom's Taxonomy' to accelerate the attainment of the COs and the competency.*

8. SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Introduction	02	02	03	00	05

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
II	Human needs, relations and values	04	05	05	00	10
III	Behavioural dynamics	08	06	07	07	20
IV	Leadership Development	08	05	05	10	20
V	Change and stress management	06	02	08	05	15
Total		**28**	**20**	**28**	**22**	**70**

Legends: *R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)*
Note: *This specification table provides general guidelines to assist student for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary slightly from above table.*

9.   SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should conduct following activities in group and prepare reports of about 5 pages for each activity, also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

1. Name the students with whom you have very good relations. Also list the reasons for that.
2. Name the students with whom you have very bad relations. Also list the reasons for that.
3. List the factors/situations which motivate you.
4. Identify the situations which cause stress to you. Also state reasons for that.
5. Visit institute's canteen, workshop and administration departments and identify the ways how people manage stress during peak hours.
6. Visit nearby hotels, hospitals, malls, workshops, industries and draw the organizational structure followed in these organizations. Also prepare a list of documents that are commonly used by them for effective and smooth working of these organizations.
7. Visit nearby hotels, hospitals, malls, workshops, industries and prepare a report on how they are dealing with day to day grievances and customer complaints.
8. Visit different organizations and prepare a report on various unions exist in these.
9. Each student should search the web and prepare biography of one leader from any field and try to identify the leadership traits he/she possesses.
10. Participate in team building exercises
11. Prepare a plan to develop yourself for achieving excellence

10.   SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

a) Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.

b) Guide student(s) in undertaking micro-projects.

c) **'L' in section No. 4** means different types of teaching methods that are to be employed by teachers to develop the outcomes.

d) About **20% of the topics/sub-topics** which are relatively simpler or descriptive in nature is to be given to the students for **self-learning**, but to be assessed using different assessment methods.

e) With respect to **section No.11**, teachers need to ensure to create opportunities and provisions for **co-curricular activities**.

f) Guide students on how to address issues on environment and sustainability.

Sr. No.	Unit	Strategies	Purpose
1	I	Live examples/movies on productivity and harmony.	Importance of productivity and harmony can be understood.
2	II	a: Group discussion for Maslow's hierarchy. b: Case study/ case movie which appreciate importance of values and ethics.	To identify human motivations and to appreciate values and ethics for relationships.
3	III	a: Presentation on self characteristics. b: Tasks assignments to deal in team. c: Case study/movie.d: Group discussion.	To analyze self for interpersonal behaviour and develop the ability to work in team. Also to develop self confidence and openness of the thoughts.
4	IV	a: Case study-leadership.b: Role play-leadership. c: Group discussion-case for decision making. d: Group discussion for the case which require solution.	To make students aware of the techniques to deal different types of people effectively. Also to develop the ability to identify the factors affecting decision making.
5	V	a: Case study/Movie. b:Group discussion.	To know the causes of conflicts and to find out the resolution techniques of conflicts. Also to know the techniques to manage the stress.

12. SUGGESTED MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based. However, in the fifth and sixth semesters, it should be preferably be **individually** undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. In special situations where groups have to be formed for micro-projects, the number of students in the group should **not exceed three.**

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than *16 (sixteen) student engagement hours* during the course. The student ought to submit micro-project by the end of the semester to develop the industry oriented COs.

A suggestive list of micro-projects is given here. This has to match the competency and the COs. Similar micro-projects could be added by the concerned course teacher:

a) Chart preparation for management tools
b) Discussion on role of supervisor
c) Role play on leader
d) Prepare a chart for factor affecting motivation
e) Debate on human safety and hazard management
f) Brain storming exercise
g) Group discussion on value and ethics
h) Debate on change in the system
i) Case study on stress management

13.   SUGGESTED LEARNING RESOURCES

Sr. No.	Title of Book	Author	Publication with place, year and ISBN
1.	Human Resource Management	Biswajeet Pattanayak	Publisher: PHI Learning Pvt. Ltd., 2018 ISBN: 8120349628
2.	Human Resource Management	K. Aswathappa	Publisher, Tata McGraw-Hill, 2005 ; ISBN, 0070599300, 9780070599307
3.	Human Resource Management	V. S. P. Rao	TAXMANN PUBLISHER 2nd Edition 2020 ISBN :9789390128396
4.	Seven Habits of successful people	Stephen R. Covey	Free Press 2013 New York : Rosetta Books
5.	Competency Framework for HRM	B.L. Gupta	Concept Publishing Company, New Delhi, First Edition 2011 ISBN: 9788180697388, 818069738X
6.	Designing and Managing human resources systems.	Pareek, Udai and Rao T.V.	Oxford and IBH Publishing ; 2015 ISBN 13, 9788120416104 ; Publisher, Oxford
7.	Behavioural processes in organisation.	Pareek, Udai and Rao T.V.	PublisherIndia Book House Pvt Ltd 2000 ISBN: 9788120400313
8.	Managing people at work.	Ahuja, Jain & Chhabra.	Edition 1977 Dhanpatrai and Sons.
9.	Human Resource Management	D.R.Patel, Y.R.Joshi	Atul Prakashan. Edition, 2021

14.   SOFTWARE/LEARNING WEBSITES

1.   www.cipd.co.uk/NR/rdonlyres/29D9D26D.../9781843982654_sc.pdf

2. www.slideshare.net/kumaravinash23/chapter-12-2634971
3. www.tutor2u.net/business/people/motivation_theory_mcgregor.asp
4. www.mindtools.com
5. kalyan-city.blogspot.com/.../maslow-hierarchy-of-needs-theory-of.html
6. www.enotes.com › Health
7. www.youtube.com/watch?v=RwZ4-GTSNUI
8. www.entrepreneur.com/article/204248
9. ceocommunity.ning.com/forum/attachment/download?id...
10. www.facultyfocus.com/...leadership/improve-your-decision-making-skill...
11. www.nap.edu/catalog.php?record_id=13188
12. nearyou.gwu.edu/hrdl-hr/hrd-ld-hr_brochure.pdf
13. www.hrinz.org.nz/Site/Resources/...Base/.../Change_Management_.aspx
14. http://www.youtube.com/watch?v=OD6-dBymmjk

15. PO-COMPETENCY-CO MAPPING

Semester I	Mould Fabrication Technology - I (Course Code: 4322302)									
	POs and PSOs									
Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/ developm ent of solutions	PO 4 Engineering Tools, Experiment ation &Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning	PSO 1 An ability to apply principles of material selection, product & mold/die design and development in plastic engineering.	PSO 2 An ability to conduct safe and environment friendly manufacturing and recycling of plastic products.	PSO 3 (If needed)
Competency Manage people effectively to achieve organizational goals as well as personal goals by imparting human values.	2	3	1	1	3	2	2	1	2	-
Course Outcomes 1. Interpret importance of human resources and their effective management in organizations.	2	1	2	2	2	1	2	2	2	-
2. Forecast and plan human resources needs.	2	1	2	2	2	1	2	2	1	-
3. Manage employees effectively.	2	2	2	2	2	2	2	2	1	-

4. Follow government regulations	1	1	2	2	2	1	1	1	1	-
5. Administer human elements of HRM	2	2	3	2	3	2	2	2	2	-

Legend: '**3'** for high, '**2**' for medium, **'1'** for low or **'-'** for the relevant correlation of each competency, CO, with PO/ PSO

16. COURSE CURRICULUM DEVELOPMENT COMMITTEE

GTU Resource Persons

Sr. No.	Name and Designation	Institute	Contact No.	Email
1	Shri Dharmendra M. Makwana Head of Plastic Engineering	G.P., Valsad	9426359006	1224dmm@gmail.com
2	Shri Jaymin R. Desai Lecturer in Plastic Engineering	G.P., Ahmedabad	9428159779	jayminrdesai@yahoo.com
3	Shri Dhrupatsinh M. Gadhavi Lecturer in Plastic Engineering	G.P., Ahmedabad	9426838975	dhrupat@yahoo.co.uk
4	Ku. Nisha V. Tank Lecturer in Plastic Engineering	G.P., Valsad	9662721174	tanknisha01@gmail.com