



Department of Management Studies

Comilla University, Cumilla-3506

Bangladesh

Master of Business Administration (MBA) in Management Studies

Outcome-Based Curriculum

(Session: 2026-27, 2027-2028 & 2028-2029)

INTRODUCTION

The Comilla University (Bangla: কুমিল্লা বিশ্ববিদ্যালয়, কুমিল্লা-৩৫০৬) is a public university located at Kotbari, Comilla, Bangladesh. The university was constructed on 244.19 acres of land at Shalban Vihara, Moynamoti. Comilla University is affiliated by University Grants Commission, Bangladesh.

Golam Mowlah is the founder vice-chancellor of Comilla University who served until he was removed on 30 July 2008. Zulfikar Ali, a professor of mathematics, was given the charge as acting vice-chancellor. The next vice-chancellor of Comilla University, A.K.M. Zehadul Karim declared his resignation on 7 October 2009. Amir Hossen Khan, a professor of Physics department of Jahangirnagar University, was appointed as Vice-Chancellor on 22 November 2009. After expiration of the duration of Amir Hossen Khan then Dr. Ali Ashraf, a professor of Economics department and Ex-President of Chittagong University Teachers Association has been appointed as the 5th Vice-Chancellor of Comilla University. He joined the university on 3 December 2011. Professor Dr. Emran Kabir Chowdhury on Wednesday, Jan 31, 2018 joined as the 6th Vice Chancellor of Comilla University. Professor Dr. A F M Abdul Moyeen, the 7th Vice Chancellor has been working in Comilla University since 31st January, 2022.

It started with 7 functional departments. Now there are a total of 19 departments Under 6 faculties including Management Studies, Accounting & Information Systems, Marketing, Finance and Banking, Information & Communication Technology, Computer Science & Engineering, Pharmacy, Physics, Chemistry, Statistics, Mathematics, , Mass Communication & Journalism, Law, Economics, Public Administration, Archeology, Anthropology, Bengali, and English.

TITLE OF THE ACADEMIC PROGRAM

MBA in Management Studies

NAME OF THE UNIVERSITY

Comilla University, Cumilla-3506

VISION OF THE UNIVERSITY

Comilla University is committed to empowering society, advancing development, promoting human welfare and sustainable planet.

MISSION

MIS-1: To educate a wide variety of students through effective teaching-learning to achieve academic excellence.

MIS-2: To create an ambience for creative and innovative academic exercise through high quality research.

MIS-3: To undertake actions regarding collaboration which entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace.

MIS-4: To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

CORE VALUES

Comilla University is committed to nurture:

Integrity: The highest level of sincerity and moral, ethical, and professional conducts.

Intellectual Curiosity: Insatiable thirst for knowledge to expand intellectual horizon, go beyond the comfort zone, and bring back wonders for development.

NAME OF THE PROGRAM OFFERING ENTITY

Department of Management Studies, Comilla University

VISION OF THE DEPARTMENT OF MANAGEMENT STUDIES

To be a centre of excellence of management education by creating the business leaders for the nation and the globe.

MISSION OF THE DEPARTMENT OF MANAGEMENT STUDIES

Mission-1: Inculcating skills- To inculcate managerial and entrepreneurial skills with zeal to attain excellence in business studies;

Mission-2: Motivating to gain professional competence- To motivate students gain professional competence through constant knowledge update, empathetic leadership qualities, and fostering strategic relationships with the industry and practitioners;

Mission-3: Cultivating values- To cultivate personal integrity, ethical consciousness, care for environment and society among future managers.

Mission-4: Sustainability- To practice the business activity by maintaining the environmental and socio-economic sustainability.

OBJECTIVES OF THE DEPARTMENT OF MANAGEMENT STUDIES

The main objective of MBA program is to create efficient and effective graduates with the special reference to the intellectual and behavioral competencies in the context of competition throughout the world leading to the future personal and professional development and success. It, therefore, aims at providing the students with generic skills and business knowledge for their development so as to enable them to undertake further studies in business

with a view to meeting the requirements and challenges of the business workplace at professional level locally and globally. Finally, the objective of the department is to produce the graduates that will be highly responsive to the needs of hyper-competitive global environment of the 21st century.

NAME OF THE DEGREE

Master of Business Administration (MBA) in Management Studies

DESCRIPTION OF THE PROGRAM

Comilla University is one of the premier public universities of Bangladesh. It is a Public University established in 2006 and located in Cumilla district at Kotbari. Comilla University is the 26th Public University in Bangladesh. Everybody might have known Kotbari is considered as Education Zone in Cumilla. The campus is purpose built and compact to provide excellent facilities-communication and interaction. The campus is surrounded by hills and excellent natural beauty. It is constantly updating its academic curriculum in response to changing demands.

Management education offers all the necessary tools to equip one with the essential techniques for successfully handling various business and management-related issues. In the real world of business, only some people can be expected to solve a problem themselves. The value of multiple inputs in reaching a better solution is widely recognized. And management education enhances managerial skills by sharing ideas, accepting others' ideas and having many healthy discussions.

Graduates need to plan to differentiate themselves in the marketplace. A critical element of this differentiation involves a commitment to continuous learning and a willingness to accept personal challenges. Considering the importance of management studies, Comilla University started the Department of Management Studies in its initial journey in the year 2006. The Department is placed its bachelor program under the Faculty of Management and Business Administration from 2006-2007 session, subsequently the name of faculty was changed as Faculty of Business Studies. The department started its MBA program from 2010-11 session. Now four departments are functioning under this faculty: Department of Management Studies, Department of Accounting and Information Systems, Department of Marketing and Department of Finance & Banking.

In line with the changing domestic and global demands, the Department of Management Studies of CoU introduced 1.5-year MBA in Management (Master of Business Administration in Management) at postgraduate program with having 45 credits. Additionally, the Department is offering MBA (Weekend) program having 54 credits. There is a fundamental change in course curriculum based on the experience and knowledge gained over a period of time by the faculty members. In MBA Program, the students have the opportunity to enroll them in major of Human Resource Management and International Management. Department of Management Studies is continuously providing a learning environment which enables students who will guide future competitive advantage to access knowledge and skills that will keep them at the forefront of management theory and practice. We hope that this program would be able to play a pivotal role in the development of a new generation of managers, researchers corporate leaders, innovators and entrepreneurs.

Professional management experts must have excellent interpersonal skills, including leadership, teamwork, negotiation, decision-making, and more. Effective communication is vital for the success of any business. In management, student must establish strong streams of communication. Department of Management Studies provides several opportunities for students to come out of their shells to develop these skills through conducting class, seminars, workshops, skill development programs, and extra-curricular activities. Semester duration: 06 months.

The total 45 credits in the MBA program are distributed as follows:

**MBA Program
Taught Program (1 Years)**

Year/Semester	Course	Credit	Total credit
1 st Semester	6	3	18
2 nd Semester	6	3	18
Year Ending Viva-voce			2
Project Report + Defense			4+2
Total Credit			44 Credit

**MBA Program
Mixed Mode (Dissertation) Program (1.5 Years)**

Year/Semester	Course	Credit	Total credit
1 st Semester	6	3	18
2 nd Semester	6	3	18
Year Ending Viva-voce			2
3 rd Semester: Dissertation (Report: 9+ Defense: 3)			12
Total Credit			50 Credit

GRADUATE ATTRIBUTES

Comilla University is committed to lead through providing effective teaching, research and culturally enriched educational experience that will transform the lives of its students. Aspiration of the university is to produce graduate through developing knowledge, skill and attitudes to equip them to promote growth and welfare of the rapidly changing world.

In addition, to their subject specific expertise (Mastery of Subject Knowledge) the university graduates will have the following attributes:

- Critical thinking, authentic learning, innovation, creativity and sustainability;
- Communication-Language Proficiency and & Digital Literacy;
- Professionalism and Ethical;
- Entrepreneurial and Leadership;
- Community Engagement and Social responsibility-Cross cultural Communication;

- Lifelong learning.

PROGRAM EDUCATIONAL OBJECTIVES (PEO)

PEO-1: Application of Managerial Knowledge and Skills: To nurture the managerial skills, integrate and apply the conceptual knowledge in areas of business;

PEO-2: Developing Traits and Communication Skills: To develop the managerial traits and effective communication skills among the budding managers;

PEO-3: Efficiency in Business Decision-making: To encourage efficient use of strategic analysis and decision making skills, supported by appropriate quantitative & qualitative methods and computing skills;

PEO-4: Corporate Governance & Responsibility: To provide a holistic view of present day business, and practice Corporate Governance & Social Responsibility;

PEO-5: Professional Development: To gain strategic relationships with industry as a means of providing professional development and training opportunities.

PEO-6: Out-come Based: To provide students with outcome-based management education to help them understand real life managerial situations and acquire the ability to handle different challenges both in the national and international scenarios.

PEO-7: Competitive Advantage: To develop students' capability for producing sustainable organizational competitive advantages.

PROGRAM LEARNING OUTCOMES (PLO)

PLO-1: Apply theoretical, managerial knowledge and skills for decision making to solve diverse environmental business problems.

PLO -2: Foster analytical and critical thinking for advancing business.

PLO-3: Develop the understanding of value based leadership and motivation connected with real life to analyze global, socio-economic, legal and ethical aspects of business.

PLO-4: Explore the strategic thinking in a variety of complex organizational scenario and environmental perspectives.

PLO -5: Transform the society with utmost sensibility, innovativeness and practice the entrepreneurial trait from their own perspective to managing their startups successfully.

PLO - 6: Appreciate the development of human resources at a large as survival of the fittest.

PLO -7: Create the dynamic leadership role for key business forces and to manage different modern enterprise.

MAPPING MISSION OF THE UNIVERSITY WITH PEOs

PEOs	MIS-1	MIS-2	MIS-3	MIS-4	Remarks
PEO-1	3	2	-	-	
PEO-2	-	2	2	-	
PEO-3	2	-	-	-	
PEO-4	-	-	3	-	
PEO-5	-	3	2	-	
PEO-6	-	3	-	3	
PEO-7	3	-	-	2	

MIS= Mission; 1= Less connected; 2= Moderate connected; 3= More connected.

MAPPING PLOs WITH THE PEOs

PLOs	PEO-1	PEO-2	PEO-3	PEO-4	PEO-5	PEO-6	PEO-7	Remarks
PLO-1	3	-	1	-	-	-	2	
PLO-2	-	-	3	2	2	-	-	
PLO-3	-	2	-	-	-	-	-	
PLO-4	-	-	3	-	-	3	-	
PLO-5	3	-	-	-	-	-	-	
PLO-6	-	-	-	-	5	-	-	
PLO-7	3	-	2	-	-	2	2	

MAPPING COURSES WITH THE PLOs

Courses		Credit	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
1 st Semester (Core Courses)	0413 HRM 511 /IM 511	3			3				3
	0413 HRM 512 /IM 512	3		2					3
	0413 HRM 513/IM 513	3	3				2		
	0413 HRM 514/IM 514	3	2						
	0413 HRM 515/IM 515	3	3	3					
	0413 HRM 516/IM 516			3		2		2	
2 nd Semester (Major in Human Resource Manageme nt)	0413 HRM 521	3	3						3
	0413 HRM 522	3	3						3
	0413 HRM 523	3	3						3
	0413 HRM 524	3			3			3	
	0413 HRM 525	3	3	3					
	0413 HRM 526			3		3		2	

2 nd Semester (Major in Internation al Manageme nt)	0413 IM 521	3	3			2			
	0413 IM 522	3	3				2	2	
	0413 IM 523	3	3			2			
	0413 IM 524	3		3					
	0413 IM 525	3		3			3		
	0413 IM 526	3		3			2		

COURSE STRUCTURE

Program Duration	: 1 Years (Taught Program), 1.5 years (Mixed Mode)
Number of Semester	: 2 (Two for Taught), 3 (Three for Mixed)
Duration of Each Semester	: 18 Weeks [Class: 14 Weeks, Break before Semester Final Examination: 1 Week, Examination: 3 Weeks]
Credit hours to be earned	: 44 Credits (Taught), 50 (Mixed)
Class hour per course per week	: 3 Hours
Total class hours per course	: 42 Hours
Total credit per course	: 3 (Three)

SEMESTER WISE COURSE OUTLINE

Semester	Course No.	Course Title	Credit
MBA 1 st Semester (Core Courses)	0413 HRM 511/IM 511	Leadership in Organizations	3
	0413 HRM 512/IM 512	Organizational Development	3
	0413 HRM 513/IM 513	International Management	3
	0413 HRM 514/IM 514	Advanced Research	3
	0413 HRM 515/IM 515	Contemporary Issues in Global Economy	3
	0413 HRM 516/IM 516	Conflict Management and Negotiations	3
MBA 2 nd Semester (Major in Human Resource Management)	0413 HRM 521	Human Resource Planning	3
	0413 HRM 522	Human Resource Development	3
	0413 HRM 523	Compensation Management	3
	0413 HRM 524	Human Resource Analytics	3
	0413 HRM 525	Strategic Human Resource Management	3
	0413 HRM 526	International Human Resource Management	3

MBA 2 nd Semester (Major International Management)	0413 IM 521	Management of MNCs	3
	0413 IM 522	International Economic Integration	3
	0413 IM 523	Global Logistics	3
	0413 IM 524	International Marketing	3
	0413 IM 525	International Financial Management	3
	0413 IM 526	International Human Resource Management	3

TEACHING, LEARNING AND STUDENTS' ASSESSMENT STRATEGY

Class lecture
 Individual presentation
 Group presentation
 Case study presentation
 Internal evaluation
 Quiz test, assignment and examination
 Class room discussion
 Collaborating
 Debriefing
 Group Discussion
 Field Work/Industry Visit/Excursion

DESCRIPTION OF ALL COURSES IN THE MASTER OF BUSINESS ADMINISTRATION (MBA) IN MANAGEMENT STUDIES

Course Outline: (Outcome-Based Curriculum)

Course Outline

1. Course Code : 0413 HRM 511
2. Course Title : Leadership in Organizations
3. Course Type : Elective Course
4. Year/Semester : MBA 1st Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed
7. Pre-requisite (If any) : Principles of Management
8. Credit Value : 3
9. Contact Hours : 42
10. Total Marks : 100

11. Rationale of the Course

Leadership is the process of leading individuals as a group to achieve a common objective. Leadership in organizations is a multi-faceted job requiring experiences with planning, time management and an understanding of the company values and goals. Organizational leaders always bolster teamwork, promote cooperation and set reasonable goals by making the most of the unique skill set found in the team. Hence,

leadership in Organizations always remains at the focal point of all types of organizations.

12. Course Objectives

- Organizing employees;
- Pursuing common goals;
- Maintaining organizational cohesiveness;
- Energizing employees through empowerment and motivation; and
- Upholding team integration.

13. Course Learning Outcomes (CLOs)

At the end of the course, the student will be able to-

CLOs	LT	LD	Learning Outcome Statements
CLO1	C1	FS	learn the concepts, nature, traits, influencing power and skills of leadership
CLO2	C2	TS	Understand ethics, values, behavior and attributes of leadership
CLO3	C3	FS	Explain the motivation, satisfaction and performance of followers in a group or a team.
CLO4	C4	TS	Analyze the situations prevailing within a organization and outside the organization.
CLO5	C5	TS	Evaluate strategic leadership and situations affecting strategic leadership
CLO6	C6	TS	Create cross-cultural leadership and diversity in the organization
CLO7	C3	TS	Ensure proper practices of ethical, spiritual and authentic leadership

IT: Learning Taxonomy and LD: Learning Domain

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	2	-	3	-	-	1	-
CLO 2	-	-	3	-	-	1	2
CLO 3	-	1	-	2	3	-	-
CLO 4	-	3	-	-	2	-	1

CLO 5	-	-	1	3	-	-	2
CLO 6	3	-	-	-	1	-	2
CLO 7	2	-	3	-	1	-	-

14. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategies mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction: Nature, meaning and traits of leadership; Review of managerial functions like direction, motivation, communication, coordination and decision making as a process of leadership.	Lecturing and Student Activities	Quiz (Formative)	CLO1
2	Introduction: Leader development; and Skills for developing one as a Leader.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO1
3	Focus on the Leader: Power and influence; Leadership, ethics and values; Leadership attributes; Leadership behavior; Skills for building personal credibility and influencing others.	Lecturing and Visual Presentation	Quiz (Formative) and Final Exam (Summative)	CLO2
4	Focus on the Followers: Motivation, satisfaction and performance.	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO2
5	Focus on the Followers: Groups, teams and leadership.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO3
6	Focus on the Followers:	Lecturing and	Quiz (Formative)	CLO3

	Skills for developing Followers.	Question-Answer Session	and Final Exam (Summative)	
7	Focus on the Situations: Analysis and interpretation of situation; Contingency theory of leadership.	Student Activity and Group Discussion	Midterm and Final Exam (Summative)	CLO4
8	Focus on the Situations: Leadership and change; The dark side of leadership; and Skills for optimizing leadership as situations change.	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO4
9	Strategic Leadership in Organizations: Nature, meaning and definition of strategic leadership; Choice of a strategic leader; Characteristics and roles key managers in strategic leadership; Leadership style and climate; Determinants of organizational performance; and Influence of leaders in organizational performance	Lecturing and Question-Answer Session	Quiz (Formative) and Final Exam (Summative)	CLO5
10	Strategic Leadership in Organizations: Situations affecting strategic leadership; Organizational culture; Research on effects of strategic leadership; Executive teams; Emerging concepts of organizational leadership; Key responsibilities for top executives; and Charismatic and transformational	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO5

	leadership			
11	Cross-Cultural Leadership and Diversity: Meaning, types and importance of cross-cultural leadership; Cultural influences on leadership behavior.	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO6
12	Cross-Cultural Leadership and Diversity: Cross-cultural research; Cultural value dimensions and leadership; Evaluation of cross-cultural research; Gender and leadership; and Managing diversity.	Student Activity and Group Discussion	Quiz (Formative) and Final Exam (Summative)	CLO6
13	Ethical, Servant, Spiritual and Authentic Leadership: Concepts of ethical leadership; Dilemmas in assessing ethical leadership.	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO7
14	Ethical, Servant, Spiritual and Authentic Leadership: Determinants and consequences of ethical leadership; Theories of ethical leadership; Servant leadership; Spiritual leadership; and Authentic leadership.	Lecturing and Discussion	Final Exam (Summative)	CLO7

15. Assessment and Evaluation

1) Assessment Strategy

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit and distinction are indicative of the level of achievements of the learning outcomes. Assessment methods would be consisted with both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation and more.

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution

a) Continuous Assessment:	40%
(i) Quiz/Class Test (Formative)	05%
(ii) Assignment and its presentation	10%
(iii) Attendance	05%
(iv) Mid-terms (Summative) 10+10	20%
b) Semester Final Examination (Summative):	60%

Course	Assessment					
Learning Outcomes	CA (Formative): 20%				SMEF (Summative): 80%	
	Attendance	Quiz	Assignment	Presentation	Midterm	Final Exam
	05%	05%	05%	05%	20%	60%
CLO1	0.72%	Q1	Assign..1	Present..1	Midterm1	FEQ
CLO2	0.72%					FEQ
CLO3	0.72%	Q2	Assign..2	Present..2		Midterm2
CLO4	1.05%				FEQ	
CLO5	0.35%	Q3	Assign..3	Present..3	FEQ	
CLO6	0.72%				FEQ	
CLO7	0.72%				FEQ	

16. Learning Materials

1) Text Books:

- Gary Yukl, Leadership in Organizations, 8th Edition, Pearson Education Inc., USA;
- Peter G. Northouse, Leadership, 7th Edition, Sage, Western Michigan University, USA; and

2) Reference Books:

- Richard L. Hughes, Robert C. Ginnett & Gordon J. Curphy, Leadership, 7th Edition, McGraw Hill Education Private Limited New York, USA
- James K. Beggan, Scott T. Allison & George R. Goethals, The Hazards of Great Leadership, Latest Edition, Cambridge University Press, UK;
- Michael D. Mumford, Tanner R. Newbold, Mark Fichtel & Samantha England, Leading for Innovation, Latest Edition, Cambridge University Press, UK;
- Monique Cikaliuk, Ljiljana Erakovjc, Brad Jackson, Chris Noonan & Susan Watson, Corporate Governance and Leadership, Latest Edition, University Press, University of Auckland, New Zealand;

Course Outline

Part A- Introduction

1. Course Code	: 0413 HRM 512/IM 512
2. Course Title	: Organizational Development
3. Course Type	: Core Course
4. Year/Semester	: MBA1 st Semester
5. Academic Session	: 2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100
11. Rational of the Course	:

Rationale: This course has been designed to introduce the students to which changes take place in organizations. Due to technological change, it becomes essential for organizations to bring changes through innovation in organizational culture, and redesign jobs so that organizational productivity is improved. It will help students to know about various change programs, ideation, and creativity, paradigms of innovation at macro and micro levels. They will also understand the innovation framework and the strategic context of innovation.

12. Course Objectives

- The main objective of the course is to familiarize the students with organizational change issues.
- To study the nature of change, and how to develop the organization to increase its productivity.
- To Identify change programs, ideation, and creativity, a paradigm of innovation at macro and micro.
- To predict innovation systems; various improvement programs; and Implementation of successful Innovation Systems and their improvement
- To examine Corporate Tools of Innovation; Manager's Individual Projects; industries, Manager's Systems, and Practices that impact innovation performance; Management Systems applicable to bring Change.

13.Course Learning Outcomes (CLOs)

After completion of the Course, the Student will be able to –

CLOs		Learning Outcome Statements
CLO1		Articulate the prospective organizational change, dimension of change and growth, innovation process, and framework.
CLO2		Determine the change programs, ideation, and creativity, the paradigm of innovation at macro and micro.
CLO3		Apply Theories of Change, Innovation Process and its Influences on Corporate Management.
CLO4		Analyze the types of Resistance to Change; Way of Overcoming Resistance to Change, and the strategic context of innovation.
CLO5		Evaluate Corporate Tools of Innovation for managing ideas; Managers Individual Projects; Across industries, Managers Systems and Practices that impact innovation performance; Management Systems applicable to bring a Change.
CLO6		Predict innovation systems; various improvement programs; and Implementation of successful Innovation Systems and their improvement.

LT: Learning Taxonomy (Appendix-1); LD: Learning Domain (Appendix-2)

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	-	-	-	-	-	-	-	-	-
CLO2	3	-	3	-	-	-	-	-	-	-
CLO3	3	-	-	-	-	-	-	-	-	-
CLO4	3	-	-	3	-	-	-	3	-	-
CLO5	3	-	-	2	-	-	-	-	-	-
CLO6	-	-	2	-	2	-	-	-	3	

Part B

14. Course plan specifying content, CLOs, co-curricular activities (if any), teaching-learning, and assessment strategies mapped with CLOs.

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction to management of change: Basic Concepts, Meaning, Features, Types, Levels of change, Forces, Resistance to change, Reactions to change,	Lecturing and Student Activity	Quiz (Formative)	CLO1

	overcoming resistance to change. Three steps model of change proces,			
2	Organizational Culture and management of change, Change and HR management: Concepts and applications: Issues relating to HR process in managing change, Issues relating to HR functions in managging cgange, HRD, role of HRD leaders and professionals in managing change.	Lecturing and Discussion		CLO1
3	Change and strategy in organizations: Role of strategic planning in organizational Change, current trends in strategic planning, types of organizational strategies, three types of diversification, Growth strategy, retrenchment, stability, combination, portfolio strategy, BGC matrix, Business level strategy, differentiation, Function level strategy, Strategy implementation.	Lecturing and Discussion	Quiz (Formative) (Midterm and Final Exam)	CLO3
4	Organizational development & applications: Characteristics, objectives, theory, process, interventions: Job related-technical-structural interventions, role of OD consultant.	Lecturing and Discussion	Midterm and Final Exam	CLO2
5	Work process and management of change: Work process models, Benchmarking-JIT, Improvement and change management, MRP ERP, essentials for the effective management of change, guidelines/specifications for designing a new process.	Lecturing and Visual Presentation	Midterm and Final Exam	CLO4
6	Management by objective (MBO), Total quality management (TQM), Business	Lecturing and Visual Presentation	Quiz (Formative) Midterm and	CLO4

	process re-engineering (BPR): Focus, Implementing BPR, Best practices in reengineering.		Final Exam	
7	Basic Concepts of Innovation: Meaning, Features, and Objectives of Innovation; Innovation versus Invention; Innovation Process and its Influences on Corporate Management.	Lecturing and Discussion	Midterm and Final Exam	CLO3
8,9	Corporate Tools of Innovation: Corporate level tools for managing ideas; Managers Influence on Individual Project; Managers Systems and Practices that impact innovation performance; What Management Systems to Change first; How to Change them; and Who to Involve in the Process.	Lecturing and Discussion	Semester Final	CLO5
10, 11	Innovations across Industries: Differentiation of Idle Innovation Systems across Industries; How Managers should take Industry Difference into Account as they Work to Improve their Innovation Systems.	Lecturing and Discussion	Semester Final	CLO5, CLO6
12	Management of Innovation Systems: Management of an innovation system; Improvement program; and Implementation of Innovation Systems.	Student Activity and Group Discussion	(Midterm	CLO6
13	Open innovation framework	Student Activity and Group Discussion	Semester Final	CLO1
14	The strategic context of innovation	Student Activity and Group Discussion	Presentation	CLO4

Part-C

15. Assessment and Evaluation

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit, and distinction is indicative of the level of achievement of the learning outcomes. Assessment methods would have consisted of both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

➤ Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks distribution:

a) Continuous Assessment:	40%
(i) Quiz (Formative Assessment)	10
(ii) Assignment/Presentation	05
(iii) Attendance	05
(iv) Midterm (Summative Assess.)	20

b) Semester Final Examination (Summative): 60%

Course Learning Outcomes (CLOs)	Assessment				
	SMEF(Summative) 80%		CA(Formative) 20%		
	Midterm (20%)	Final Examination (60%)	Quiz (10%)	Assignment (5%)	Presentation (5%)
CLO1:	Midterm-1	FEQ	Q1		
CLO2		FEQ	Q2		
CLO3		FEQ			
CLO4	Midterm-2	FEQ	Q3	Assignment-1	
CLO5	Midterm-2	FEQ		Assignment-2	Presentation
CLO6		FEQ		Assignment-3	Presentation

Part

-D

16. Learning Materials

Text Books:

- 1) Nilanjansengupta, Mousumi S. Bhattacharya and R.N. Sengupta, Managing Change in Organizations, PHI Learning Private Limited, Delhi (Latest Edition).
- 2) Vinnie Jauhari&SudhanshuBhushan, Innovation Management, Oxford University press, New Delhi.(Latest edition).

Reference Book:

V.G. Kondalkar, Organization Effectiveness and Change Management, PHI Learning Private Limited, Delhi (Latest Edition).

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code	: 0413 HRM/IM 513
2. Course Title	: International Management
3. Course Type (GEEd/Core Course/Electives/...):	
4. Year/Semester	: MBA 1 st Semester
5. Academic Session	: 2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

This course provides a comprehensive understanding of international management which refers to the management of business operations for a company. It is used to conduct business in more than one country and requires familiarity with the business regulations and the ability to carry out transactions that may involve multiple currencies. Students will analyze the activities of various industries, organizations, and business scenarios to develop strategic thinking, decision-making, and implementation skills in international perspectives. By studying International management, students will learn international economics, leading change in international corporations and creating global business strategies.

12. Course Objectives:

- To understand the concepts, modes, phases, roles and qualities of international manager;
- To evaluate organizational structure, globalization social responsibility;
- To identify relationship between MNC and host government;
- To know the critical issues for strategic decision in international perspectives.
- To take necessary steps in formulating HR policies.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
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CLO-1	C2	FS	Interpret the modes, phases of international manager; Globalization, Localization and IM.
CLO-2	C2	FS	Explain Environmental foundations such as political, legal and economic aspects
CLO-3	C6	TS	Create different types of organizational design and interpret types of change; identify the relationship with host countries and MNC.
CLO-4	C5	TS	Appraise the relationship between the headquarters and subsidiary with staffing patterns, evaluate the government relations and alliances
CLO-5	C5	TS	Evaluate the human resource management aspect in international perspectives

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Creat, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill,

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO-1	3	-	-	2	-	-	-
CLO-2	-	-	3		-	-	2
CLO-3	-	-	-	-	3	-	-
CLO-4	-	-		-	3	2	-
CLO-5	-	-	2	-	-	-	3

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1,2,&3	L-1,2&3: Fundamentals to International Management: Definition, importance, modes, phases and of international management; Internationalization; Attitudes of international managers to IM; Environment; Roles and qualities of an	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 4

	international manager; Globalization, Localization and IM.			
	L-4,5&6: Environmental foundation: Globalization, localization and IM; Political, legal and technological environment; Ethical and social responsibility.	Lecturing and Group Discussion	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2
4&5	L-7,8,9&10: Organization Design for International Management: Evolution of organization structure (OS); Types of global organization design; Issues in global organization design; Globalization and OS: Reasons for change; Types of change.	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 1 CLO 2
6&7	L-11,12,13&14: Subsidiary-Host Country Relation: History of MNCs relations with host government- Politicization for relations between MNCs and host governments- Financial dimensions of the conflict- A code of conduct for decisions in the conflict matrix.	Lecturing and Demonstration	Formative and Summative (Mid-2 and Final Exam)	CLO 3
8&9	L-15,16,17&18: Headquarter and Subsidiary: Relation between the headquarters and subsidiary- Cultural control-Communication between the headquarters and subsidiary-Critical issues and issues of decision making- Staffing the Subsidiary-Issues of staffing policies-Issues relating to expatriate managers.	Lecturing and Demonstration	Assignment, Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4

10&11	L-19,20,21&22: International Strategic Management: Strategy formulation and implementation, entry strategies and organizational structures, managing political risk, government relations and alliances, managing decisions and control.	Lecturing, demonstration and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
12&13	L-23,24,25&26: International Human Resource Management: Types of employee in multin, Key questions regarding local employees, Approach of staffing decisions, Key success factors for expatriate assignments, Factors that affect the selection criteria of expatriate manager, Performance appraisal for the expatriates, Steps to improve performance appraisal, IHRM orientation	Lecturing	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
14	L-27: Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program.

Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i) Quiz (Formative Assessment)	05
ii) Assignment (Formative Assessment)	05
iii) Term-paper Presentation	05
iv) Class Attendance	05
v) Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ	Q3			Presentation
CLO5		FEQ				Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Text Books:

1. Hodgetts, Richard M., Luthans, Fred, and Doh, Jonathan P., International Management.
2. Michael & Brooke, International Management: A Review of Strategy & Operation. Hutchison.
3. Ricky W Griffin and Michael W Pustay, International Business: A Managerial Perspective. California: Addison Wesley.

Reference Book:

Richard Mead, International Management: Cross Cultural Dimensions. Blackwell Business.

Course Outline: (Outcome-Based Curriculum)**Part: A – Introduction**

1. Course Code	:0413 HRM 514
2. Course Title	:Advanced Research
3. Course Type	:Core Course
4. Year/Semester	: MBA 1 st Semester
5. Academic Session	: 2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	:Business Research Methods
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

This course is designed to equip students with advanced research skills and techniques required for conducting in-depth and impactful research in their respective fields. The course emphasizes hands-on experience, critical thinking, and the application of advanced research methodologies.

12. Course Objectives:

- i. Formulate complex research questions that contribute to the current body of knowledge.
- ii. Design and implement advanced research methodologies appropriate to their chosen field.
- iii. Evaluate and critique existing research literature to identify gaps and opportunities.
- iv. Apply statistical and analytical techniques to analyze research data effectively.
- v. Communicate research findings clearly through written reports and presentations.
- vi. Demonstrate ethical considerations in all stages of the research process.
- vii. Collaborate effectively in interdisciplinary research teams.
- viii. Adapt research strategies to evolving technological advancements.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C1	FS	Recall and define key concepts related to advanced research methods accurately.
CLO2	C2	FS	Explain the principles behind various research methodologies and their applications.
CLO3	C3	FS	Apply statistical and analytical techniques to analyze research data effectively.
CLO4	C4	FS	Analyze and critique existing research literature to identify gaps and areas for further exploration.
CLO5	C5	FS	Evaluate the validity and reliability of research findings through critical assessment.
CLO6	C6	FS	Formulate innovative research questions and design comprehensive research proposals that contribute to the advancement of knowledge in the field.

LT: Learning Taxonomy: C1- Remember; C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6 Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	3	-	-	-	-	-
CLO2	-	-	1	-	-	-	
CLO3	3	3	-	-	-	-	-
CLO4	-	-	-		3	-	2
CLO5	-	-	-	-	3	-	-

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Contents	Teaching Strategy(s)	Assessment Strategy	Alignment with CLO
1	Introduction to Advanced Research L- 1: Understanding the research landscape L- 2: Differentiating between exploratory, descriptive, and explanatory research	Lecture, Interactive Discussion	Feedback (Formative)	CLO1
2	Formulating Research Questions and Objectives	Lecture, Interactive	Quiz (Formative)	CLO1 CLO2

	L-3: Crafting research questions that drive impactful research L-4: Setting clear research objectives and hypotheses	Discussion		
3	Advanced Research Design L-5: Experimental, quasi-experimental, and non-experimental designs L-6: Sampling techniques and sample size determination	Lecture, Constructive Discussion	Assignment, Summative (Final Exam)	CLO1 CLO2
4	Data Collection Methods L-7: Surveys, interviews, observations, and case studies L-8: Ethical considerations in data collection	Lecture, Constructive Discussion	Assignment, Summative (Final Exam)	CLO1 CLO2
5	Literature Review and Gap Analysis L-9: Searching and evaluating scholarly literature L-10: Identifying research gaps and justifying the research's significance	Lecture, Article Review, Discussion	Mid-term I (Formative Assessment)	CLO5
6	Quantitative Analysis L-11: Inferential statistics: ANOVA, regression, factor analysis L-12: Inferential statistics: ANOVA, regression, factor analysis	Lecture, Lab, Discussion	Assignment, Summative (Final Exam)	CLO5
7	Quantitative Analysis L-13: Inferential statistics: ANOVA, regression, factor analysis L-14: Using statistical software for data analysis	Lecture, Lab, Discussion	Assignment, Summative (Final Exam)	CLO3
8	Quantitative Analysis L-15: Using statistical software for data analysis L-16: Using statistical software for data analysis	Lecture, Lab, Article Review	Assignment	CLO3
9	Qualitative Data Analysis L-17: Thematic analysis, L-18: Content analysis	Lecture, Article Review	Quiz, Mid-term II Summative (Final Exam)	CLO2 CLO3
10	Qualitative Data Analysis L-19: Grounded theory L-20: Validity and reliability in qualitative research	Lecture, Article Review	Assignment	CLO4
11	Citations and Referencing L-21: Learning different styles L-22: Using referencing software (Mendeley, Endnote, Zotero)	Lecture, Lab	Assignment	CLO3

12	Finalizing Research Papers L-23: Synthesizing research findings, drawing conclusions, and discussing implications L-24: Synthesizing research findings, drawing conclusions, and discussing implications	Lecture, Article Review	Mid-term II Summative (Final Exam)	CLO5
13	Finalizing Research Papers L-25: Formatting research papers according to academic standards L-26: Formatting research papers according to academic standards	Lecture, Article Review	Assignment	CLO6
14	Research Paper Presentations and Wrap-up L-27: Final research paper presentations by students L-28: Reflection on the research journey and lessons learned	Article Critique	Formative Assessment (Presentation)	CLO6

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

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2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%			CA(Formative) 20%		
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Text Books

- (a) Uma Sekaran, Research Methods for Business: A Skill-Building Approach
- (b) "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell
- (c) "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Reference Books:

- a. "Case Study Research and Applications: Design and Methods" by Robert K. Yin
- b. "Mixed Methods Research: A Guide to the Field" by Vicki L. Plano Clark and Nataliya V. Ivankova

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

- 1. **Course Code** : 0413 HRM 515
- 2. **Course Title** : Contemporary Issues in Global Economy
- 3. **Course Type (GE/Ed/Core Course/Electives/...)** : Core Course
- 4. **Year/Semester** : MBA 1st Semester
- 5. **Academic Session** : 2026-2027

6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	: Strategic Management
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

This course provides a comprehensive understanding of strategic management through a combination of theoretical frameworks and real-world case studies. Students will analyze various industries, organizations, and business scenarios to develop strategic thinking, decision-making, and implementation skills. By studying both classic and contemporary cases, students will learn to apply strategic concepts in dynamic business environments.

12. Course Objectives:

- To comprehend the foundational theories and concepts of strategic management;
- To analyze external and internal factors affecting strategic decisions;
- To formulate effective strategies based on case analysis and theoretical knowledge;
- To implement and evaluate strategies to achieve competitive advantage;
- To apply critical thinking to address complex business challenges;
- To communicate strategic insights through written and oral presentations.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Demonstrate a comprehensive understanding of fundamental concepts, theories, and models in strategic management, and apply them to analyze complex business scenarios and formulate strategic solutions.
CLO2	C3	FS	Develop the ability to critically analyze and evaluate real-world business cases, identifying key strategic issues, assessing competitive environments, and proposing well-justified strategic recommendations.
CLO3	C5	FS	Evaluate strategic decision-making frameworks to assess various strategic options, considering internal and external factors, and make informed decisions that align with organizational goals and enhance long-term competitiveness.
CLO4	C3	FS	Conduct thorough environmental scans to identify emerging trends, opportunities, threats, and industry dynamics, and incorporate these insights into the strategic planning process.
CLO5	C5	FS	Evaluate and design effective strategic planning processes, including goal setting, strategy formulation, implementation planning, and

			performance measurement, ensuring coherence between different organizational levels and functions.
CLO6	C4	FS	Analyze resource allocation strategies, including financial, human, and technological resources, to support the successful execution of chosen strategies and achieve sustainable competitive advantage.
CLO7	C6	FS	Explore innovative approaches to strategic thinking and innovation, fostering creativity and adaptability to address dynamic and disruptive business environments.
CLO8	C4	FS	Examine the ethical dimensions of strategic decisions and the integration of corporate social responsibility, demonstrating an understanding of how responsible strategic choices can contribute to long-term organizational success and societal well-being.
CLO9	C6	TS	Develop effective communication skills by articulating complex strategic ideas and recommendations clearly and persuasively, both in written reports and oral presentations, suitable for diverse audiences including executives, stakeholders, and peers.
CLO10	C6	TS	Collaborate effectively within diverse teams to analyze complex business situations, generate innovative solutions, and engage in constructive debates that enhance the quality of strategic decision-making.
CLO11	C5	FS	Recognize the impact of globalization on strategic management, understanding the challenges and opportunities presented by international markets, cultural diversity, and geopolitical dynamics.
CLO12	C6	TS	Cultivate a commitment to continuous learning and professional development in the field of strategic management, staying updated with emerging trends, theories, and practices, and adapting strategies accordingly.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	-	2	-	-	-	-
CLO2	-	3	-	2	-	-	-
CLO3	-	-	-	2	-	-	2
CLO4	-	3	-	-	-	-	2
CLO5	-	-	-	-	-	-	3

CLO6	-	2	-	-	3	2	-
CLO7	-	-	-	-	-	-	-
CLO8	-	-	2	3	-	-	-
CLO9	-	2	-	-	-	-	3
CLO10	-	2	-	-	-	-	-
CLO11	-	-	-	3	-	-	-
CLO12	-	-	2	-	-	-	-

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: Orientation & Course Overview - Understand the founding basics of the university and the department. - Comprehend the nature of the course: Strategic Management-Text and Case. - Grasp the flow of contents, policies, teaching methods, and assessments for this course.	Lecturing and Demonstration	Feedback (Formative)	CLO 1
	L-2: Chapter 1: Module 1: Introduction to Strategic Management Contents: - Defining Strategic Management - Importance and Benefits of Strategic Management - Historical Evolution of Strategic Management	Lecturing and Group Discussion	Mid-Semester-1 (Formative Assessment)	CLO 1
2	L-3: Learning Case Study Analysis: - Analyzing Real-World Business Cases - Applying Strategic Concepts to Practical Scenarios - Formulating and Justifying Strategic Recommendations	Demonstration and Case Base Study	Case Analysis (Formative Assessment)	CLO 2 CLO 9 CLO 10

	L-4: Case Analysis of Chapter 1	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
3	L-5: Chapter 2: External Analysis and Environmental Scanning: Contents: - Industry Analysis and Competitive Forces - PESTEL Analysis for Macro- environmental Scanning - Competi tive Intelligence and Market Trends	Lecturing and Demonstration	Formative and Summative (Mid-1 and Final Exam)	CLO 3 CLO 4
3	L-6: Case Analysis of Chapter 2	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
4	L-7: Chapter 3: Internal Analysis and Organizational Resources Contents: - Resource-Based View of the Firm - Core Competencies and Unique Value Proposition - SWOT Analysis and Strategic Fit	Lecturing and Group Discussion	Formative and Summative (Mid -1 and Final Exam)	CLO 3 CLO 4
	L-8: Case Analysis of Chapter 3	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
5	L-9: Chapter 4: Strategic Formulation: Business- Level Strategies - Differentiation, Cost Leadership, and Focus Strategies - Competitive Advantage and Value Creation	Lecturing	Mid -1 (Formative Assessment)	CLO 7

	Building Sustainable Competitive Advantage			
	L-10: Case Analysis of Chapter 4	Demonstration with Slide Presentation	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
6	L-11: Mid-Term 1 Exam		Summative Assessment	CLO 1 CLO 2 CLO 3
6	L-12: Chapter 5: Strategic Formulation: Corporate-Level Strategies - Diversification Strategies and Portfolio Management - Integration Strategies: Vertical and Horizontal Integration - Global Expansion and International Business Strategies	Demonstration with Slide Presentation	Formative and Summative (Mid- 2 and Final Exam)	CLO 7
7	L-13: Case Analysis of Chapter 5	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
	L-14: Chapter 6: Strategy Implementation and Execution - Organizational Structure and Design - Leadership and Change Management - Performance Metrics and Control Systems	Slide Presentation	Formative and Summative (Mid-2 and Final Exam)	CLO 8 CLO 10
8	L-15: Chapter 7: Corporate Level Strategy Contents: Corporate-level strategy, levels of diversifications, three primary reasons firms diversify Related diversification strategy.Unrelated diversification strategy, incentives and resources that encourage diversification,	Lecturing and Group discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3

	managerial motives behind over diversification.			
	L-16: Chapter 8: Cooperative Strategy Contents: Cooperative Strategy, major types of strategic alliances, business-level cooperative strategies.	Lecturing and Group discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO 3
9	L-17: Chapter 8: Cooperative Strategy Contents: Corporate-level cooperative strategies, cross-border strategic alliances, cooperative strategies' risks, management of cooperative strategies.	Demonstration and Case Base Study	Formative and Summative (Mid-2 and Final Exam)	CLO 2 CLO 3
9	L-18: Mid-Term 2 Exam		Summative Assessment	CLO 2 CLO 5
10	L-19: Chapter 9: Corporate Governance Contents: Corporate governance, separation of ownership and managerial control, agency relationship, product diversification,	Lecturing and Group discussion	Summative (Final Exam)	CLO 2 CLO 3
	L-20: Chapter 9: Corporate Governance Contents: Agency cost and governance mechanism, ownership concentration, board of directors, executive compensation, Market For corporate control. International corporate governance, Corporate governance in Germany, Japan and China, Global Corporate Governance, governance mechanism and ethical behavior.	Demonstration and Case Base Study	Summative (Final Exam)	CLO 2 CLO 3
11	L-21: Case Analysis of Chapter 6	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
	L-22: Chapter 7: Innovation and Disruptive Strategies Managing Innovation and	Lecturing and Demonstration	Formative and Summative, Final Exam	CLO 11

	▪ Technological Change ▪ Disruptive Innovation and Industry Transformation ▪ Open Innovation and Collaboration			
12	L-23: Case Analysis of Chapter 7	Demonstration and Case Base Study	Case Analysis (Formative Assessment) Summative (Final Exam)	CLO 2 CLO 9 CLO 10
	L-24: Chapter 8: Ethics, Social Responsibility, and Sustainability ▪ Ethical Decision-Making in Strategic Management ▪ Corporate Social Responsibility and Stakeholder Engagement ▪ Sustainable Business Practices and Long-Term Viability Case Analysis of Chapter 8	Lecturing and Group discussion	Formative and Summative, Final Exam	CLO 8 CLO 2 CLO 9 CLO 10
13	L-25: Global Perspectives and Emerging Trends ▪ Globalization and Strategic Challenges ▪ Cross-Cultural Considerations in Strategic Decision-Making ▪ Emerging Trends in Strategic Management	Lecturing and Group discussion	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 11
	L-26: Strategic Leadership and Change ▪ Strategic Leadership and Visionary Thinking ▪ Leading Organizational Change and Adaptation ▪ Managing Resistance and Facilitating Change	Lecturing and Group discussion	Presentation (Formative Assessment) Summative (Final Exam)	CLO 12
14	L-27: Chapter 11: Future of Strategic Management ▪ Digital Transformation and Technology's Role ▪ Strategic Agility and Navigating Uncertainty ▪ Anticipating and Responding to Industry Disruptions	Lecturing and Group discussion	Summative (Final Exam)	CLO 11
	L-28: Presentation	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 9 CLO 12

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3		FEQ				
CLO4		FEQ	Q2			
CLO5	Midterm-2	FEQ				

CLO6		FEQ			
CLO7		FEQ			
CLO8		FEQ	Q3		
CLO9		FEQ			
CLO10		FEQ			
CLO11		FEQ			Presentation
CLO12		FEQ			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16.Learning Materials:

(a) Text Books:

- Theory of Strategic Management with Cases; *Hill, Charles W. L., Jones, Gareth R., Schilling, Melissa A.*; 12th edition; South-Western Cengage Learning.
- Strategic Management: Competitiveness and Globalization, Concepts and Cases; *Hitt, Michael A., Ireland, R. Duane, and Hoskisson, Robert E.* [H.I.H] 12th Edition; South-Western Cengage Learning.

(b) Reference Book:

- Strategic Management: Concepts and Cases; *David, Fred R and David, Forest R.*; 15th edition; Pearson Education, Inc.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code : 0413 HRM 516
2. Course Title : Conflict Management and Negotiation
3. Course Type (GE/Ed/Core Course/Electives/...): Core Course
4. Year/Semester : MBA 1st Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed

7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course: this course is designed to improve students' skills in all phases of a negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations. Conflict management is professionals develop the insights and tools that help encourage groups, societies, and entire cultures to move beyond the potentially destructive and violent aspects of conflict in order to maximize and embrace its positive, creative potential. When taking a look at what conflict management and negotiation are all about. Student will find that it covers negotiating terms and treaties to stop ongoing conflict and bring peace to an area. Conflict management and negotiation degree teaches student how to identify the issue at hand, get to the root of the problem, and bring the heads of the warring factions to the negotiating table.

12. Course Objectives:

- to understand the nature of conflict and its components;
- to state the relationship between conflict and performance,
- to articulate the nature of interpersonal conflict and intrapersonal conflict;
- to discuss techniques to resolve the interpersonal conflict and intrapersonal conflict;
- to explain the factors that are responsible for managing conflict in negotiation successful;
- to understand the nature of industrial conflict;
- to state the procedure of resolving industrial conflict in Bangladesh;
- to determine collective bargaining agent in Bangladesh;

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	A practical understanding of how negotiation works, including what power and trust mean in the context of negotiation.
CLO2	C2	C	Identify the causes of conflict issues mentioned by different schools of thought;
CLO3	C4	TS	Personal skill development to analyze conflicts and find out the ways of negotiation.

CLO4	C3	P	Determine the pre-requisites and tactics to be followed for successes of collective bargaining
CLO5	C5	A	Develop the effective techniques to resolve existing conflict and minimize the upcoming issues.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	1	-	1	-	2	-	-	-
CLO2	-	1	2	1	1	-	-	-	-	-
CLO3	1	2	-	2	-	2	2	-	-	-
CLO4	1	2	-	2	-	1	-	-	-	-
CLO5	-	-	3	-	-	1	1	-	-	-

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: - To acquire general idea about the course Conflict Management and Negotiation To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1
	L-2,3,4 & 5:Chapter 1:Introduction: introduction, nature of conflict management, different schools of thought on conflict, causes of conflict, components of conflict, sources of organizational conflict, functions of conflict, perspectives of conflict, types of conflict, functional and dysfunctional conflicts and levels of conflict.	Lecturing and Group Discussion	Feedback (Formative Assessment)	CLO 1 CLO2

2	L-6 ,7,8 & 9:Chapter 2: Individual Conflict: Nature of interpersonal conflict, types of interpersonal conflict, principles of interpersonal conflict, managing interpersonal conflict, sources of interpersonal conflict, intervention strategies for managing interpersonal conflict	Lecturing and Demonstration	Mid-1 (Formative Assessment)	CLO 2 CLO5
3	L- 10, 11,12, 13 & 14:Chapter 3 : Group Conflict: Nature of intragroup conflict, types of group, sources of intragroup conflict, intervention for managing intragroup conflict, nature of intergroup conflict, causes of intergroup conflict, consequences of intergroup conflict, managing intergroup conflict,	Lecturing and Demonstration with video presentation	Formative and Summative (Mid - 2 and Final Exam)	CLO 2 CLO 5
4	L-15, 16,17, 18 & 19:Chapter 4: Negotiation: Nature of negotiation, types of negotiation, features of negotiation, the negotiation process, factors responsible for making negotiation successful, tricks negotiating tactics, principles of negotiation,	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 3 CLO 4
5	L- 20,21, 22, 23 & 24: Chapter 5: Industrial Conflict and Collective Bargaining: Forms of industrial conflict, causes of industrial conflict, unfair labor practices by management, unfair labor practices by union/employee, methods of building union- management co-operation, challenges to management, nature of collective bargaining, objectives of collective bargaining, collective bargaining activities, characteristics of collective bargaining, collective bargaining process, importance of collective bargaining, pre- requisites for success in collective bargaining, tactics to be followed in collective bargaining, impact of collective bargaining.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 4

6	L=25, 26 Review class	Group Discussion	Feedback (Formative)	CLO
6	L-27,: Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Assignment (Formative Assessment)	05
ii. Term-paper Presentation	10
iii. Class Attendance	05
iv. Mid-Semester (Summative Assessment)(10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	SMEF(Summative) 80%		Assignment (5%)	Attendance (5%)	Presentation (10%)
	Midterm (20%)	Final Examination (60%)			
CLO1	Midterm-1	FEQ	Assignments	Class Attendance Marks,	
CLO2		FEQ			

CLO3	Midterm-2	FEQ	Based on 28 Classes.	
CLO4		FEQ		Presentation
CLO5		FEQ		Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a. Text Book:

- Dr. Abdul Awal khan, *Conflict Management and Negotiation*: ABIR Publication

b. Reference Books

1. Afzal A. Rahim, *Managing Conflict in Organizations*. Connecticut: Quorum Books.
2. Dr. M Ataur Rahman, *Conflict Management*, Latest Edition, Brothers' Publications.
3. Eirene Leela Rout, *Corporate Conflict Management-Concept and skill*, Latest Edition, Published by Asok K. Ghosh, PHI learning Private Limited.
4. Ury, William. *Getting Past No: Negotiating with Difficult People*. Bantam, 1992.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. **Course Code** :0413 HRM 521
2. **Course Title** :Human Resource Planning
3. **Course Type (GEEd/Core Course/Electives/...)** :Core Course
4. **Year/Semester** : MBA 2nd Semester
5. **Academic Session** : 2026-2027
6. **Course Teacher** : To be appointed
7. **Pre-requisite (If any)** :
8. **Credit Value** : 3
9. **Contact Hours** : 42
10. **Total Marks** : 100

11. Rationale of the Course:

This course presents fundamental human resource planning ideas, techniques, and policies. It is concerned with managerial decisions and activities that affect an organization's effective performance and staff retention rate. This course covers the following topics: the reasons and importance of human resource planning, various forecasting techniques for manpower planning, human resource demand and supply methods and availability, methods of calculating manpower needs for future requirements, approaches to manpower monitoring and controlling, HR auditing, International HRM, career development issues, and the role of succession planning in human resource planning.

12. Course Objectives:

- To understand the various dimensions of Human Resource Planning in today's organizational setting;
- To identify all the possible ways how organization forecast their manpower demand and supply for ensuring maximum productivity and creating efficient and profitable organizations;
- To understand the usefulness of HRP in organization's plan for their manpower recruitment and selection and thus enhance productivity;
- To apply some of the concepts and skills, first in obtaining a place in the professional world, and second, to achieve better result and attain organizational goal as a future HR manager.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2 C3	FS	Identify and apply Human Resource Planning concepts and forecasting methods to estimate employee demand and supply for an organization.
CLO2	C3	FS	Articulate the importance of job analysis, job evaluation, different methods of Human Resource Accounting and Audit in overall human resource planning program.
CLO3	C4	FS	Analyze different Human Resource strategies and its relationship with other organizational strategies to develop reliable career planning, fair transfer and promotion policies for organizational workforce with following ethical obligations.
CLO4	C4 C5	FS	Analyze and critically evaluate contemporary issues and challenges related to outsourcing and downsizing strategies to adopt the suitable strategies and implement them for improving organizational performance.
CLO5	C6	TS	Disseminate and communicate effectively Human Resource Planning theories, strategies, applications, and recommendations in oral,

			written, and visual forms along with appropriate IT applications through real-world case analysis.
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LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	2	-	-	-	-	-	-
CLO2	3	-	-	-	-	2	-
CLO3	-	3	2	-	-	-	-
CLO4	-	-	-	3	-	-	2
CLO5	-	-	-	2	-	-	3

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: - To acquire general idea about the course Human Resource Planning. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1 CLO 4
	L-2:Chapter 1: Human Resource Management: Definition of Human Resource Management (HRM), HRM vs Personnel Management, Human Resource Development (HRD), Components of HRD, Focus of the HRD system, Roles of HRD Manager, Line managers & HRD.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1 CLO 3

2	L-3 & 4:Chapter 2: Human Resource Policies and Strategies, HR strategies: Defining Strategy, The Reality of the Strategic Process, Strategic types, Role of HR strategy in Strategic Management, Linking with HR process to Strategies, The Importance of Strategic HR Planning. HR strategy factors HR policies: Defining Policy, HR policies and procedures, Considerations in developing HR policies.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 2 CLO 5
3	L-5 & 6:Chapter 3 & 4: Human Resource Planning Human Resource Planning and Strategic Human Resource Planning, Benefits of Strategic HR planning, Activities required for HRP, HRP at Macro level, and HRP at Micro level.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO 3 CLO 5
4	L-7 & 8:Chapter 5: Human Resource Planning Process Human Resource Planning process, Assessing & Forecasting HR Requirements: Determining net HR Requirement, HR Surplus & HR Shortage, Time scale of HRP forecasts, Analysis of Workload Factors, Time series analysis, Difficulties in using quantitative tools, Qualitative models.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 1 CLO 3
5	L-9 & 10: Chapter 5: Human Resource Planning Process: Analysis of Manpower supply: Wastage analysis, Different methods of wastage analysis (Labor Turnover Index, Stability Index and Cohort Analysis), Manpower Planning model: Markov Chain model, Monte Carlo Simulation, Replacement Theory.	Lecturing	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 3

6	L-11 & 12: Chapter 6: Productivity, Technology and HRP Defining productivity, Technology and HRP, Improving productivity, Factors that affect productivity, Productivity Measurement.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO 1 CLO 2 CLO 3
7	L-13 & 14: Chapter 7: Job Analysis, Description and Job Evaluation Job analysis and HR planning, Problems associated with job analysis, What should be analyzed, Job description, Should employees see their job description?	Lecturing and Demonstration		CLO 1 CLO 2 CLO 3
8	L-15 & 16: Chapter 8: HRP, Recruitment, Selection, & Induction Planning for recruitment function, Recruitment policy, Review of Applications Blanks, Psychological Testing, Planning for interview, Planning for employee socialization.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 2 CLO 3
9	L-17 & 18: Chapter 9: Career Planning, development and Succession Planning Definition of Career, Important elements of career, Significance and advantages of Career development, Objectives of Career development, Stages or Cycle of Career Development Process, Issues in Career Development Process, Career Development and Employee Empowerment, Skill inventory, Succession Planning, Succession Management.	Lecturing and Demonstration	Summative (Final Exam)	CLO 2 CLO 3
10	L-19 & 20: Chapter 10 : Downsizing and Restructuring Defining Downsizing and Restructuring, Reasons for Downsizing, The Downsizing Decision, The “Survivors” of Downsizing, Consequences of Downsizing, Effective Downsizing strategies	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 3 CLO 4
11	L-21 & 22: Chapter 12: HRP, Transfer, Promotions and Job Rotation Objectives of Transfer, Types of	Lecturing and Group discussion	Summative (Final Exam)	CLO 2 CLO 3

	Transfer, Transfer policy Limitations of Transfer, Promotion, Forms of Promotion, Elements of Promotion, Objectives of Promotion, Promotion policy, Basis of Promotion.			
12	L-23 & 24: Chapter 13 Outsourcing Defining Outsourcing, Outsourcing HR Functions, The rationale for Outsourcing, Management of Outsourcing.	Lecturing and Group discussion	Summative (Final Exam)	CLO 3 CLO 4
13	L-25: Chapter 14 & 15: Human Resource Costs, Human Resource Accounting and Audit Developing an HR costs checklist, Defining HR Accounting, Various Methods for valuation of Human Resources, Advantages of an HR Audit, Prerequisite of an HR audit, HR Audit Questionnaire.	Demonstration and Case Base Study	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2 CLO 3
	L-26: Chapter 17: Strategic International HRM Strategic International Human Resource Management, Strategic IHRM Fits with Corporate International Business Strategies.	Demonstration and Case Base Study	Summative (Final Exam)	CLO 1 CLO 2 CLO 4
14	L-27: Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 5

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

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2) Marks Distribution:

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i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16.Learning Materials:

(a) Recommended Readings

Text Book: Strategic Human Resources Planning, Monica Belcourt, 5th Edition

(b) Reference Book:

- Human Resource Planning, Dipak Kumar Bhattacharyya, 2nd Edition, Excel Books, New Delhi, 2002.

Course Outline

1. Course Code	: 0413 HRM 522
2. Course Title	: Human Resource Development
3. Course Type	: Elective Course
4. Year/Semester	: MBA 2 nd Semester
5. Academic Session	: 2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	: Human Resource Management
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course

Human Resource Development (HRD) is a series of organized activities designed to produce behavioral changes of people available in the organization. It is the framework for helping employees develop their personal, professional and organizational knowledge, skills and abilities. HRD is needed by any organization that wants to be dynamic and growth oriented in a fast-changing environment. Organizations can become dynamic and grow only through the efforts and competencies of their human resources. Employee capabilities must continuously be acquired, sharpened and used for the sustainable development of the organization. In doing so, an enabling organizational culture is essential. When employees use their initiative, take risks, experiment, innovate and make things happen, then the organization may be said to have an enabling culture. Hence, HRD is a must for the sustainable development of any organization.

12. Course Objectives

- To develop a variety of employee competencies;
- To align the goals of employees with the objectives of the organization;
- To create positive work environment in fostering continuous learning and development;
- To provide opportunities for career development of the employees;
- To enhance knowledge, skills and abilities of employees in meeting the changing demands of the society;
- To improve the performance of employees in enhancing their productivity; and
- To facilitate systematic generation of information in attracting, motivating and retaining the talented employees.

13. Course Learning Outcomes (CLOs)

At the end of the course, the student will be able to-

CLOs	LT	LD	Learning Outcome Statements
CLO1	C1	FS	learn concepts, purpose, scope, functions and challenges of HRD
CLO2	C2	TS	understand theories and learning of HRD
CLO3	C3	TS	explain the framework of HRD
CLO4	C4	TS	analyze employee training and management development
CLO5	C5	TS	evaluate performance, career development and HRD audit
CLO6	C6	TS	create organization development and changes in the organization
CLO7	C3	TS	ensure knowledge management, employee counseling and workforce diversity in the organization

IT: Learning Taxonomy and LD: Learning Domain

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
CLO 1	-	-	3	-	-	2	1
CLO 2	-	2	-	3	-	1	-
CLO 3	2	3	-	-	1	-	-
CLO 4	-	1	-	-	2	3	-
CLO 5	-	-	-	1	2	-	3
CLO 6	-	-	-	-	2	3	1
CLO 7	-	-	1	-	3	-	2

14. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategies mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	Introduction: Meaning, definition, purpose, scope and functions of Human Resource Development (HRD); Need, trend, climate	Lecturing and Student Activities	Quiz (Formative)	CLO1

	and essential conditions of HRD; Approaches to HRD; and Evolution of HRD			
2	Introduction: Roles and competencies of HRD professionals; Challenges to HRD professionals; and HRD Core Beliefs; Planning and organization for HRD; Impact of liberalization and globalization on HRD; and HRD strategies to deal with global competition.	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO1
3	Theories of HRD: Disciplines of HRD, and their contributions and limitations; Psychology and the discipline of HRD; System theory as a foundation of HRD; Economics and human capital theories and HRD; and Theories of transfer.	Lecturing and Visual Presentation	Quiz (Formative) and Final Exam (Summative)	CLO2
4	Learning of HRD: Learning strategies and styles; Forces influencing learning; Individual differences in the learning process; Learning theories; and Implications of learning theories for effective HRD programs.	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO2
5	Framework for HRD: HRD Process and mechanisms; Steps involved in HRD process and mechanism; Needs assessment process; and Systematic approach to	Lecturing and Discussion	Midterm and Final Exam (Summative)	CLO3

	needs assessment.			
6	Framework for HRD: Human resource planning; and Designing, evaluating and implementing HRD programs.	Lecturing and Question-Answer Session	Quiz (Formative) and Final Exam (Summative)	CLO3
7	Employee Training: Meaning, definition, objectives, principles, importance and methods of training; Designing programs for training; and Evaluating training outcomes.	Student Activity and Group Discussion	Midterm and Final Exam (Summative)	CLO4
8	Management Development: Definition, needs, objectives and process of management development; Management roles, manager's job and competencies; Management education and executive education programs; Designing effective management development programs; and Environment for management development.	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO4
9	Performance Management: Meaning, definition, objectives and methods of performance appraisal; Definition, functions, principles and concerns of performance management; and Skills necessary effective coaching.	Lecturing and Question-Answer Session	Quiz (Formative) and Final Exam (Summative)	CLO4
10	Career Development and HRD Audit: Definition of	Lecturing and Discussion	Midterm and Final Exam	CLO5

	career and career development; Stages of life and career development; Models of career development; Process and roles of career management; HRD audit, reasons for HRD audit, methodology and limitations of HRD audit.		(Summative)	
11	Organization Development: Definition, assumptions and benefits of Organization Development (OD); Essential conditions for effective OD; OD interventions; OD theories; Relationship between HRD and OD.	Presentation and Lecturing	Midterm and Final Exam (Summative)	CLO6
12	Planned Changes: Nature, level and importance of change; Models of planned change; Resistance to change; and Ways of overcoming resistance to change.	Student Activity and Group Discussion	Quiz (Formative) and Final Exam (Summative)	CLO6
13	Knowledge Management: Definition of knowledge and knowledge management (KM); Factors affecting KM development; Challenges and benefits of KM; KM and HRD.	Lecturing and Question-Answer Session	Midterm and Final Exam (Summative)	CLO7
14	Employee Counseling and Workforce diversity: Meaning, definition, characteristics and objectives of counseling; Essential conditions for	Lecturing and Discussion	Final Exam (Summative)	CLO7

	effective employee counseling programs; Psychological counseling; Definition of culture and cultural diversity; Managing diversity; Managers roles in diversity management; Cross-cultural education and training; and Orientation and socialization.			
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15. Assessment and Evaluation

1) Assessment Strategy

Assessment will measure the achievement of learning outcomes. Students are required to achieve all learning outcomes in order to gain a pass mark. The use of grades or classifications, such as credit, merit and distinction are indicative of the level of achievements of the learning outcomes. Assessment methods would be consisted with both formative and summative assessments.

Formative assessment refers to tools that identify misconceptions, struggles and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation and more.

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution

- | | |
|--|-----|
| a) Continuous Assessment: | 40% |
| i. Quiz/Class Test (Formative) | 05% |
| ii. Assignment and its presentation | 10% |
| iii. Attendance | 05% |
| iv. Mid-terms (Summative) 10+10 | 20% |
| b) Semester Final Examination (Summative): | 60% |

Course	Assessment					
Learning	CA (Formative): 20%				SMEF (Summative): 80%	
Outcomes	Attendance	Quiz	Assignment	Presentation	Midterm	Final Exam
	05%	05%	05%	05%	20%	60%
CLO1	0.72%	Q1	Assign..1	Present..1	Midterm1	FEQ
CLO2	0.72%					FEQ
CIO3	0.72%	Q2	Assign..2	Present..2		Midterm2
CLO4	1.05%				FEQ	
CLO5	0.35%	Q3	Assign..3	Present..3	FEQ	
CLO6	0.72%				FEQ	
CLO7	0.72%				FEQ	

16. Learning Materials

3) Text Books:

- Randy L. DeSimone & Jon M. Werner, Human Resource Development, Latest Edition, Nelson Education Limited, Canada; and
- Pace, R Wayne, Smith Philip. C and Mills Gordon E, Human Resource Development, Latest Edition, Prentice Hall, Indiana University, USA.

4) Reference Books:

- Ram Kumar Balyan & Suman Balyan, Human Resource Development: Text and Cases, Latest Edition, Himalaya Publishing House, New Delhi, India;
- R. Krishnaveni, Human Resources Development: A Researcher's Perspective, Latest Edition, Excel Books, India; and
- Jim Steward & Jim McGoldrick, Human Resource Development: Perspectives, Strategies and Practices, Latest Edition, Pitman, India

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code : 0413 HRM 523
2. Course Title : Compensation Management
3. Course Type (GE/Ed/Core Course/Electives/...): Core Course
4. Year/Semester : MBA 2nd Semester
5. Academic Session : 2026-2027
6. Course Teacher : To be appointed

7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

Compensation Management is planned to examine the strategic practice of compensation systems by authority or management to attract, engage, and retain top talent through competitive compensation plans that align with the company budget, corresponding job market, and government regulations. This course will discover the functions of Human Resource Management such as job analysis, job description, and job evaluation to make compensation strategy. The students will be able to develop their skills in making equitable compensation decisions.

12. Course Objectives:

- To understand the various dimensions of compensation and its impact on business and employee performance.
- To understand how the pay structure of an organization has been designed considering internal and external environmental factors.
- To analyze compensation management with different behavioral theories and evaluation methods of compensation management.
- To realize the basic ideas about various strategies of compensation management.
- To learn some of the implications for strategic compensation and possible employer approaches to managing legally required benefits.
- To apply some of the concepts and skills, first in obtaining a place in the professional world, and second, to achieve better result and attain organizational goal as a future HR manager.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the basic concepts of compensation and the context of compensation practice.
CLO2	C2 C4	FS	Articulate the importance of compensation Management and the terminologies related to compensation Management.
CLO3	C5 C6	FS	Develop a clear link between work required, performance demonstrated, and pay provided to each employee.
CLO4	C3 C5	FS	Develop incentive and indirect compensation programs to recognize achievement of individual, group and organizational objectives, improving the organization's ability to attract and retain quality employees.

	C6		
CLO5	C3 C4	FS	Understand the relationships among job requirements, employee knowledge, skills and abilities, job performance, motivation and job satisfaction.
CLO6	C3 C6	FS	Disseminate and communicate effectively on compensation management, strategies, applications, and recommendations in oral, written, and visual forms through real-world case analysis.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:**Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	2	-	1	-	-	-	-
CLO2	1	-	3	-	-	-	-
CLO3	-	-	2	-	-	1	2
CLO4	-	-	-	1	-	-	2
CLO5	2	-	-	-	2	-	-
CLO6	-	1	-	-	2	-	1

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assesment Strategy	Corresponding CLOs
1	L-1 & 2: - To acquire general idea about the course Compensation Management. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO 1
	L-3, 4, 5 & 6: Chapter 1: Compensation Management: Some Meaning of Money, Compensation and Compensation Management; Types of Compensation; Factors affecting compensation; Prerequisites for effective compensation; Objectives and principles of Compensation; Over compensation and under compensation; Consequences of pay dissatisfaction; lifestyle and Compensation; Lifestyle and social class in Bangladesh.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO 1 CLO 2

2	L-7 & 8: Chapter 2: The reward system: Reward and reward system; Classification of Rewards; Criteria on which reward can be distributed; Incentive and its objectives; Incentive Systems; and Non-compensation dimensions.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO 4
3	L- 9, 10 & 11: Chapter 3: Compensation management and Employee Benefits and Services: Introduction to Wage Determination Process; Industrial and labor laws related to salary and wages administration-wages and its payment; Team-based pay; Skilled based pay, Knowledge-based pay, Competency-based pay; Benefit and its classification; Objectives of benefits; Principles of employee benefits / fringes.	Lecturing and Demonstration with video presentation	Feedback and Mid-1 (Formative Assessment)	CLO 3 CLO 4
4	L-12, 13 & 14: Chapter 4: The world of pay and compensation: Functions and Responsibilities of Compensation Program; Components of compensation; Factors that influencing to the rate of pay of an employee; Compensation dimensions; Total Compensation Package; The factors that influence to design of different pay structure.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -1 and Final Exam)	CLO 2 CLO 3 CLO 4
5	L- 15 & 16: Chapter 5: Job Analysis and Job Description: Job analysis; Problems associated with job analysis; Techniques for designing job; Techniques and methods of Job analysis; Job description; Elements of job description; and Job Specification.	Lecturing and Group Discussion	Formative and Summative (Mid-2 and Final Exam)	CLO 5
6	L- 17, 18, 19 & 20: Chapter 6: Job Performance, Motivation and Job Satisfaction: Performance Appraisal; What is to be appraised? The process of PA; Features in an effective PA; Factors that can distort Appraisal; Motivation; Importance of motivation; Theories of motivation (Need Hierarchy & Equity theory); Core phases of Motivation Process; Job satisfaction; Components of job satisfaction; Importance of job satisfaction; Indicators of job satisfaction.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO 4 CLO 5
7	L-21, 22 & 23: Chapter 7: Health, safety and environmental issues: Health, safety and environment; Why	Lecturing and Demonstration	Summative (Final Exam)	CLO 1 CLO 4

	HSE are considered in Compensation? What should be focused on HSE? Provisions regarding the health of Industrial workers in Bangladesh; Provisions regarding the safety of Industrial workers in Bangladesh; welfare of Industrial workers in Bangladesh; Problems of safety and health of Industrial employee in Bangladesh; Means to overcome safety and health of Industrial employee in Bangladesh.			
8	L-24, 25 & 26: Chapter 10 : Challenges of Compensation Management Practice: The problems/challenges of compensation management; How can we overcome the challenges of compensation management; Comparison of job satisfaction private sector and public sectors ; and Your suggestions against this comparison.	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO 1 CLO 2
09	L-27: Presentation-III	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 6
	L-28: Presentation-IV	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO 6

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D**16.Learning Materials:****(a) Text Book:**

- Strategic Human Resources Planning, Monica Belcourt, 5th Edition.

(b) Reference Book:

- Human Resource Planning, Dipak Kumar Bhattacharyya, 2nd Edition, Excel Books, New Delhi, 2002.

Course Outline: (Outcome-Based Curriculum)**Part: A – Introduction**

1. Course Code : 0413HRM 524
2. Course Title : Human Resource Analytics
3. Course Type (GEd/Core Course/Electives/...) : Core Course

4. Year/Semester	: MBA2ndSemester
5. Academic Session	: 2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	: Not Required
8. Credit Value	: 3.00
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

HR Analytics is an emerging field in human resource management that focuses on collecting, measuring, analyzing, and interpreting workforce-related data to support effective managerial and strategic decision-making. It helps organizations improve HR practices by transforming raw employee and organizational data into meaningful information for recruitment, training, performance management, talent development, reporting, and business alignment.

This course is designed to provide learners with a comprehensive understanding of HR Analytics concepts, tools, techniques, and applications. It introduces key areas such as HR metrics, data quality, reporting, dashboards, scorecards, predictive modeling, data visualization, and return on investment in HR. The course also emphasizes the role of HR Analytics in aligning human resource functions with organizational goals and improving business performance through evidence-based decision-making.

12. Course Objectives:

12. Course Objectives:

The main objective of the course is to introduce students with the basic methodology of doing research in business and social arena and to

- 1) Explain the concept, scope, importance, and role of HR Analytics and HR measurement in organizational decision-making.
- 2) Analyze the alignment between HR functions, business strategy, organizational objectives, and overall business performance.
- 3) Identify, interpret, and apply HR data, metrics, and scorecards in key HR areas such as recruitment, training, talent acquisition, and performance management.
- 4) Apply HR research tools, statistical techniques, and analytical frameworks to examine workforce issues and support evidence-based HR decisions.
- 5) Develop and interpret HR reports, dashboards, and data visualizations to communicate HR information effectively and improve managerial decision-making.
- 6) Evaluate predictive models, software tools, cost-benefit measures, and return on investment (ROI) to assess the strategic value of HR Analytics initiatives.

Part: B

13. Course Plan:

Unit No.	Course Contents	Teaching Methods
Unit 1	Introduction to HR Analytics: Definition of HR Analytics, meaning of HR measurement, decision-making, advantages and disadvantages of HR Analytics, and three domains of HR analysts.	Lecture, interactive discussion, concept explanation, class discussion
Unit 2	Aligning HR with Business: Process of HR Analytics, HR value chain, HR effectiveness, organizational objectives, business performance, talent management functions, and pillars of talent management systems.	Lecture, case study, discussion, assignment
Unit 3	Steps for Alignment of HR Analytics with Business: Data and metrics, relationship between metrics and analytics, meaning of HR measurement, framing query, sources of data in a company, and benefits of HR metrics.	Lecture, practical exercise, group discussion, classwork
Unit 4	Framework and Models in HR Analytics: Importance of predictive models, building a better HR Analytics framework, top predictive analytics models, significance, and implications of predictive analytics.	Lecture, case analysis, presentation, problem-solving exercise
Unit 5	HR Research Tools and Techniques: Types of correlational research, characteristics of correlational research, conducting correlational studies, parametric and non-parametric tests, and illustrated examples.	Lecture, practical exercise, workshop, assignment
Unit 6	HR Metrics: Recruitment metrics, training metrics, employee training metrics, scorecards, HR scoreboards, difference between HR scorecard and balanced scorecard, and HR balanced scorecard.	Lecture, numerical exercise, case study, class discussion
Unit 7	HR Dashboards and Scorecards: Introduction to HR dashboards, dashboards overview, scoreboards, creating HR scorecards, use of HR scorecards, benefits of HR scorecards, balanced scorecard, critique of HR scorecard, and HR Analytics for decision-making.	Lecture, demonstration, practical exercise, presentation
Unit 8	HR Data: Introduction to HR data, data quality, importance and characteristics of data quality, data collection, measurement of data quality, big data for HR, converting HR data into information, and relationship with people analytics.	Lecture, discussion, practical exercise, assignment
Unit 9	HR Reporting: Introduction to HR reporting, employee information, benefits of HR reports, preparation of HR reports, recruiting report, performance management report, HR administrative report, compensation report, reporting pitfalls, and application of HR reporting by	Lecture, report analysis, practical work, case study

	companies.	
Unit 10	HR Data Visualization: Introduction, importance, need, goals, types of data visualizations, line charts, histograms, scatter plots, heat maps, tree maps, bar charts, root cause analysis, and skills in data visualization.	Lecture, lab practice, software demonstration, presentation
Unit 11	Datafication of Human Resources: Understanding the datafication of HR, transforming data into information, and tools for data transformation.	Lecture, discussion, assignment, practical demonstration
Unit 12	Phases of HR Predictive Modeling: Introduction to predictive modeling in HR, HR measurement, decision-making, scope of predictive analytics, and domains of HR Analytics.	Lecture, case study, workshop, project work
Unit 13	Data for HR Predictive Analysis: Process of HR Analytics, HR value chain, effectiveness, organizational objectives, business performance, talent management functions, and pillars of talent management systems in predictive analysis.	Lecture, data analysis exercise, discussion, assignment
Unit 14	Predictive Analysis Tools and Techniques: Data and metrics, relationship of metrics and analytics, HR measurement, framing query, sources of data, and benefits of HR metrics in predictive analysis.	Lecture, workshop, practical exercise, project work
Unit 15	Software Solutions: Importance of predictive models, building HR Analytics frameworks, predictive models, significance, and implications of predictive analytics through software tools.	Lecture, lab session, software demonstration, hands-on practice
Unit 16	HR Analytics Applications: Application of HR Analytics using research techniques, correlational studies, statistical tests, and data-based problem-solving.	Case study, project work, interactive discussion, presentation
Unit 17	HR Analytics in Talent Acquisition: Recruitment metrics, training-related metrics, scorecards, scoreboards, and balanced scorecard in talent acquisition and workforce planning.	Lecture, case analysis, practical exercise, assignment
Unit 18	HR Cost-Benefit Metrics Valuation: Process of HR Analytics, HR value chain, effectiveness, organizational objectives, business performance, and valuation of HR initiatives.	Lecture, numerical exercise, class discussion, case study
Unit 19	Return on Investment in HR Analytics: Definition of HR Analytics, HR measurement, decision-making, advantages and disadvantages of HR Analytics, and domains of HR analysts in ROI evaluation.	Lecture, analytical exercise, assignment, presentation

Part: C

14. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment. Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In contrast,

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-

take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

17. Learning Materials:

- A. Dhand, Shivani. *Human Resource Metrics and Analytics*. 1st ed. Lovely Professional University, Jalandhar Delhi GT Road, Phagwara - 144411. ISBN: 978-81-19334-38-4.
- B. Martin R. Edwards, Kirsten Edwards, and Daisung Jang — *Predictive HR Analytics: Mastering the HR Metric* (3rd ed., Kogan Page, 2024).
- C. Fermin Diez, Mark Bussin, and colleagues — *Fundamentals of HR Analytics: A Manual on Becoming HR Analytical* (2019).

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code	: 0413 HRM 525
2. Course Title	: Strategic Human Resource Management
3. Course Type	: Core Course
4. Year/Semester	: MBA 2nd Semester
5. Academic Session	:2026-2027
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

This course is designed to provide students with an understanding of the principles and practices of strategic human resource management. Students will be introduced to key frameworks, theories, and constructs in the field. We will examine current issues and debates in the field to identify how human resource practices can increase both employee well-being and organizational effectiveness.

12. Course Objectives

- To develop students' abilities to analyse modern organizations' human resource systems from a strategic perspective.
- To describe how HR strategies can be informed by knowledge of labor markets and product markets locally, nationally and internationally.
- To be familiar with key strategic human resource theories and practices.
- To examine the fit between theories and practices that influence strategic decision making within an organization.

13. Course Learning Outcomes (CLOs)

On successful completion of the course, it is expected to get the following outcomes:

CLOs	LT	LD	Learning Outcome Statements
CLO1	C2 C3	FS	Understand and discuss the value of key strategic human resource management concepts.
CLO2	C3	FS	Analyze the SHRM practices across contexts and evaluate the strengths and weaknesses of those practices.
CLO3	C4	FS	Apply critical thinking skills in analysing theoretical and applied perspectives of strategic HRM
CLO4	C4 C5	FS	Establish the linkage between firm strategy and HR practices of the firm through Resource-based view of Competitive Advantage and Sustained Competitive Advantage.
CLO5	C6	TS	Demonstrate the application of problem solving and evaluation skills in SHRM through exercises and case study work

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create, (Appendix-1); **LD:** Learning Domain: FS-Fundamental Skill; TS-Technical Skill, (Appendix-2); **C:** Cognitive; **P:** Psychomotor; **A:** Affective.

Mapping of CLOs with Program Learning Outcomes (PLOs):

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	-	-	-	-	-	2
CLO2		3	-	2	-	-	-
CLO3	-	-	2	-	3	-	-
CLO4	-	-	-	2	-	-2	-
CLO5	3	3	-	-	-	-	3

1 = Less Connected; 2 = Moderately Connected; 3 = Highly Connected

Part-B:

14. Course Plan

	Topic	Teaching Learning Strategy	Assessment Strategy	Corresponding CLOs
	L-1: Business Strategy: An Introduction to Market Driven Strategy: Introduction, Formation of Market Driven Strategy.Valuation of Assets	Lecture ring and Discussion	Feedback Quiz (Formative Test)	CLO 1
	L-2: Understanding and Measuring Human Capital,HRMetrics, Factors Influencing Investment Oriented organisations			
	L-3: The Evolving/Strategic Role of Human Resource Management: Introduction, Strategic HR Versus Traditional HR	Lecturing and Group Discussion	Mid-Semester-1 (Formative Assessment)	CLO 1
	L-4: Barriers to Strategic HR, Outsourcing and Revamping HR			
	L-5: Strategic Management of Human Resource: Human resource-based competitive advantages and role of line manager, Tangible and intangible assets as sources of competitive advantage, objectives of strategic HR management	Lecturing and Demonstration	Quiz (Formative) and Summative (Final Exam)	CLO 2
	L-6: Human resource system, organizational culture and strategicmanagement of the human resource, Human resource strategy			

	options			
	L-7: Strategic Workforce Planning: Introduction, Objectives of Strategic Workforce Planning, Types of Planning, Mentoring	Demonstration with Slide Presentation	Summative (Final Exam)	CLO 4
	L-8: Activities Related to Strategic HR Planning, Techniques of HR Planning			
	L-9: Significance of Human Resource Planning in Bangladesh Industries	Demonstration with Slide Presentation	Formative and Summative (MidSemester-2 and Final Exam)	CLO 3
	L-10: Design and Redesign of Work Systems: Introduction, Design of Work Systems, Strategic Redesign of Work Systems, Mergers and Acquisitions			
	L-11: Impact of Technology, HR Issues and Challenges Related to Technology, Understanding Change, Managing Change	Lecturing	Summative (Midterm and Final Exam)	CLO 3
	L-12: Strategic Approach to Manpower Acquisition: Strategic Recruitment, Location-Based Employee Market Segmentation: Internal Market Versus External Market, HR Strategy-Driven Employee Market Choice, External Market: Advantages and Disadvantages			
	L-13: Business Strategy-Driven Employee Market Choice, Segmenting Employee Market, Segmenting External Market, Segmenting the job seekers, Developing Knowledge Stock for Future Use	Lecturing and Discussion	Summative (Final Exam)	CLO 3

	L-14:Strategic Development of Human Resource: Macro-level Plan for Strategic Development of Manpower, Micro Part of Strategic Development of Human Resources			
	L-15:Assessing Employee Career Goals, Identifying Employees for Development, Setting the content of Human Resource Development Plan	Lecturing and Discussion	Assignment and Presentation (Formative Assessment)	
	L-16:Tools of Development, Methodology of Development: Managerial Actions in Stage, Maximizing Benefits from an Off-the-job Learning Program			
	L-17: Limitations of Internal HR Development Strategy, Developing Knowledge Resource from Management of Manpower, Development Program	Lecturing and Discussion	Summative (Semester Final)	
	L-18: Strategic Management of Performance: Introduction: Strategic Management of performance, Linking Strategy to Results at Different Levels			
	L-19: Assessing Performance at Different Levels, Assessing the performance of Organizations Human Infrastructure, Correcting Performance Gaps	Demonstration and Case Base Study	Summative (Final Exam) Case Study Report (Formative Assessment)	

	L-20: Strategic Approach to Compensation and Benefits: Introduction, Employee Compensation			
	L-21: Generic Approach to Strategic Compensation, Strategic Approach to Compensation	Lecturing and Discussion	Summative (Semester Final)	
	L-22: Strategic Approach to Industrial Relations: Introduction, Why workers Join Union?, Why Employers Dislike Employee Union?, Structure of Trade Union in Bangladesh			
	L-23: Resource Driven and Institutional Perspective to Human Resource Practice, Advantages in Union Involvement in Company Strategic Plan, Potential Problems From Union Involvement, Trade Union Concern for involvement in Company Strategic Decision	Demonstration and Case Base Study	Summative (Final Exam) Case Study Report (Formative Assessment)	CLO3, CLO4
	L-24: Structure and Framework of Collective Bargaining in Bangladesh, Collective Bargaining as a Source of Competitive Advantage, Development of Better Industrial Relations			
	L-25: Review of the course	Response to Student's query and Discussion	Tutorial Performance (Formative Assessment)	CLO1- CLO5
	L-26: Solve Class			
	L-27: Presentation session –I	Evaluate student's	Formative Assessment	CLO1- CLO5

	L-28: Presentation session -I	presentation	(Presentation)	
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Part-C

15. Assessment and Evaluation

1. Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2. Marks distribution:

Assessment Techniques	Marks (100)
a) <i>Continuous Assessment (Formative)</i>	40%
(i) Quiz (Formative Assessment)	05
(ii) Assignment/Presentation	10
(iii) Class Attendance	05
(iv) Mid-Semester (Summative Assessment)	20
(b) <i>Summative Assessment</i>	60%
Semester Final Examination	60

Course Learning Outcomes (CLOs)		Evaluation				
		SMEF(Summativ e) 80% CA(Formative) 20%				
	Midterm (20%)	Final Examinati on (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO 1	Midterm-1	FEQ		assignment	Class Attendance Marks, Based on 28 Classes.	
CLO 2		FEQ	Quiz 1			
CLO 3	Midterm-2	FEQ				
CLO 4		FEQ	Quiz 2			Presentation
CLO 5		FEQ				Presentation

(3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.)

Part-D

16. Learning Materials

(a) Text Books:

- ❖ Das, P., Strategic Human Resource Management, 2nd Ed., Cengage Learning India Pvt. Ltd, 2011.
- ❖ Jeffrey A Mello. (2019). *Strategic human resource management*. [Fifth edition].Australia; Boston, MA; Cengage

(b) Reference Book:

- ❖ Storey, J., Ulrich, D., & Wright, P. M. (2019). *Strategic human resource management: A research overview*.Routledge, London.

Course Outline: (Outcome-Based Curriculum)

Part: A – Introduction

1. Course Code	: 0413 HRM 526
2. Course Title	: International Human Resource Management
3. Course Type	: Core Course
4. Year/Semester	: MBA 2 nd Semester
5. Academic Session	: 2023-24
6. Course Teacher	: To be appointed
7. Pre-requisite (If any)	:
8. Credit Value	: 3
9. Contact Hours	: 42
10. Total Marks	: 100

11. Rationale of the Course:

Human Resource Management has undergone extraordinary changes in the past generation. The exact nature and direction of these changes are difficult to predict. With the extent of the globalization of business, the role of human resource management in sustaining this increase in international business activity is a central theme of this course. In this regard, this course has been designed to provide comprehensive knowledge to the students about HRM practices of different countries, multinational companies and international business organizations.

12. Course Objectives:

- To explore domestic and international HRM
- To learn about the international HRM models and their implementations
- To understand recruitment, selection, training and development, compensation management, performance management and industrial relations of international staff and expatriate
- To learn the HRM practices of different countries,
- To comprehend the recent trends and challenges of international HRM.

13. Course Learning Outcomes (CLOs):

After completion of the Course, the Student will be able to –

No.	LT	LD	Learning Outcome Statements
CLO1	C2	FS	Understand the key concepts and theories of international human resources
CLO2	C2	FS	Identify the challenges and opportunities associated with managing human resources in global context.
CLO3	C6	TS	Develop skills in managing cross-cultural differences and diversity in the workplace
CLO4	C5	FS	Understand the impact of globalization on HRM practices and

			policies.
CLO5	C4	TS	Learn how to design and implement global HR strategies that align with organizational goals.
CLO-6	C4	TS	Analyze the complexities of expatriate management, including selection, training, and support.
CLO-7	C2	FS	Understand the legal and ethical considerations in managing international HR
CLO-8	C6	TS	Develop an understanding of international compensation and benefits practices,
CLO-9	C6	TS	Discover the best practices for managing global teams and virtual workforce.

LT: Learning Taxonomy: C2-Understand; C3-Apply; C4-Analyze; C5-Evaluate; C6-Create,
LD: Learning Domain: FS-Fundamental Skill; TS-Technical Skill

Mapping of CLOs with Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO-1	2	-	-	-	-	-	-	-	-	1
CLO-2	-	-	2	-	-	-	-	-	-	2
CLO-3	-	2	-	-	-	-	-	-	-	2
CLO-4	-	-	2	-	-	-	-	2	-	1
CLO-5	-	2	-	-	-	-	-	-	2	-
CLO-6	-	-	-	-	-	-	2	1	-	-
CLO-7	-	-	-	3	-	-	-	-	-	-
CLO-8	-	-	-	-	-	-	2	-	-	-
CLO-9	-	-	2	-	-	-	-	-	-	3

1 = Less Connected; **2** = Moderately Connected; **3** = Highly Connected

Part: B

14. Course Plan:

Week	Topics	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1	L-1: - To acquire general idea about the course International Human Resource Management. To grasp the content of the course and policies for the class.	Lecturing and Group Discussion	Feedback (Formative)	CLO-1

2	L-2& L3:Chapter 1: Introduction: Definition- Domestic human resource management vs. international human resource management- factors that moderate the difference between DHRM and IHRM- Context of IHRM.	Lecturing and Group Discussion	Feedback and Mid-1 (Formative Assessment)	CLO-1
3	L-4 & L5:Chapter 2: IHRM Model: Recent developments in theories and empirical researchAdler and Ghadar's phases of internationalization model- De-Cieri and Dowling model, Path to global status-Control mechanismsMode of operation.	Lecturing and Demonstration	Quiz and Mid-1 (Formative Assessment)	CLO-2
4	L-6, L-7 & L-8:Chapter 3: InternationalStaffing: Approaches to the staffing of MNCsDeterminants of staffing factors influencing the choice between HCNs and PCNs- International assignment-reasons- types- the role of expatriate-The role of non-expatriate- The role of non-expatriates, The myth of the global manager regarding recruitment and selection- Causes of expatriate failure- Factors moderating performance of expatriateSelection criteria- Selection tests-Expatriate selection in practice.	Lecturing and Demonstration with video presentation	Formative and Summative (Mid -2 and Final Exam)	CLO-3 CLO-6
5	L-9 & L-10:Chapter 4: Training and Development of Expatriate: The role of expatriate training components of effective pre-departure training programs- Phases of cross culture training program- TCN and HCN expatriate training- The effectiveness of pre-departure training developing staff thorough international assignment- individual development- developing international team	Lecturing and Group Discussion	Formative and Summative (Mid- 2 and Final Exam)	CLO-6

6	L-11&L-12: Chapter 5: Compensation Management for International Staff: Objectives of international compensation- Variables influencing international compensation strategy- Key components of an international compensation program- Approaches to international compensation.	Lecturing and Group Discussion	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-6
7	L-13&L-14:Chapter 6: Industrial Relations for Expatriate: Definition- Factors-Caused for structural difference of trade union-Key issues in international industrial relations- trade union and international industrial relations- The response of trade unions to multinationals.	Lecturing and Visual Presentation	Summative (Final Exam)	CLO- 4 CLO -7
8	L-15 & L-16:Chapter 7:Performance Management of International Staff: Performance management- Characteristics of performance management Performance appraisal of international employees- Performance criteria-Who conduct performance appraisal- Standardized or customized performance appraisal form- Frequency of appraisal performance feedback- Appraisal of HCN employees.	Lecturing and Demonstration		CLO-8
9	L-17&L-18: Chapter 8: RM Trends and Future Challenges: Challenges facing IHRM International business ethics and HRM- Trend- of ownership pattern and production caused new thinking of IHRM- Research and theoretical developments in IHRM field	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment)	CLO-5 CLO-9
10	L-19&L-20: Chapter 9: HRM in Europe: Introduction. Features of Europe- USA model of HRM European Challenge- Difference within Europe.	Lecturing and Demonstration	Summative (Final Exam)	CLO 2 CLO 3

11	L-21& L-22: Chapter 10 : HRM in Developing Countries: Introduction-issues of HRM in developing countries- Challenges of HRM in developing countries- developing of HRM in emerging countries- approaches to managing people in emerging countries	Demonstration with Slide Presentation	Assignment and Presentation (Formative Assessment) Summative (Final Exam)	CLO-9
12	L-23 & L-24: Chapter 11: Strategic International Human Resource Management: What is SHRM Features and elements of SHRM- strategic fit of IHRM practices approaches of SIHRM strategic	Lecturing and Group discussion	Summative (Final Exam)	CLO-5
13	L-25 & L-26: Chapter 13: Management of an International Workforce: managing diversity managing transfers- A challenging agenda for IHRM strategists- mergers and acquisitions.	Lecturing and Group discussion	Summative (Final Exam)	CLO-9
14	L-27: Presentation-I	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-2
	L-28: Presentation-II	Student Activity and Group Discussion	Formative Assessment (Presentation)	CLO-1 CLO-2

Part: C

15. Assessment and Evaluation:

1) Assessment Strategy:

Assessment will measure the achievement of learning outcomes. Assessment methods would be consisted with both formative and summative assessment Students are required to attain all learning outcomes of the course. Summative assessment can be used to great effect in conjunction and alignment with formative assessment.

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more.

In contrast, **summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

2) Marks Distribution:

a) Continuous Assessment (Formative):	40%
i. Quiz (Formative Assessment)	05
ii. Assignment (Formative Assessment)	05
iii. Term-paper Presentation	05
iv. Class Attendance	05
v. Mid-Semester (Summative Assessment) (10+10)	20
b) Semester Final Examination:	60%
Summative Assessment	60

Course Learning Outcomes (CLOs)	Assessment					
	SMEF(Summative) 80%		CA(Formative) 20%			
	Midterm (20%)	Final Examination (60%)	Quiz (5%)	Assignment (5%)	Attendance (5%)	Presentation (5%)
CLO1	Midterm-1	FEQ	Q1	Assignments	Class Attendance Marks, Based on 28 Classes.	
CLO2		FEQ				
CLO3	Midterm-2	FEQ	Q2			
CLO4		FEQ				Presentation
CLO5		FEQ	Q3			Presentation

3) Make-up Procedures:

No make-up test will be arranged for a student who fails to appear in his/her in-course test/tests. Absence in any in-course test will be counted as zero for calculating the average in-course test for that course. However, a student can request special permission for re-take of in-course test if recommended by the course teacher through the academic committee of the Department only under extraordinary circumstances (e.g., accident, death of a close-relative, etc.).

Part: D

16. Learning Materials:

a. Text Book:

- Peter J. Dowling- Denice E. Welch, International Human Resource Management- Managing people in a multinational context (Latest Edition), Cengage Learning.

b. Reference Book:

- Dennis R. Briscoe and Randall S. Schuler, International Human Resource Management: Policy and Practice for the Global Enterprise (Latest Edition), Psychology Press.