

Jindal Global Business School
Course Outline

Course Title	Training and Development
Core or Elective	Elective
Program and Batch	BBA 2023
Semester & Academic Year	Fall 2025
Credits	3
Discipline/Area	Organizational Behavior and Human Resource Management
Provide details if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member/Course Instructor	Sainath Srikant Karthik Bhuvanagiri
Contact Details of the Faculty Member	Saianth.bhuvanagiri@jgu.edu.in
Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	Every Monday and Wednesday from 7 00 PM to 9 00 PM

Introduction to the Course

In a dynamic and fast-changing business landscape, organizations increasingly recognize that the development of human capital is critical for sustained competitive advantage. Beyond recruitment and selection, the ability to effectively train and develop employees is central to organizational growth, employee engagement, innovation, and long-term success. This course on *Training and Development* introduces students to the strategic, operational, and behavioral aspects of employee learning in organizations. It explores how organizations assess training needs, design and deliver effective training programs, evaluate their impact, and foster a culture of continuous learning. Drawing on theoretical frameworks, empirical research, and practical case studies, the course prepares students to critically evaluate and apply training models in diverse organizational contexts. The course goes beyond traditional classroom training to include contemporary practices such as e-learning, simulations, gamification, mobile learning, and learning analytics. Students will also explore areas like onboarding, career development, coaching, mentoring, and succession planning. Through interactive sessions, real-world cases, guest lectures, and group presentations, students will gain practical insights and hands-on experience in designing, implementing, and evaluating impactful training and development initiatives. By the end of the course, students will be equipped to contribute meaningfully to learning and development functions in organizations and support employee performance and growth.

Course Learning Objectives (CLO)

At the end of the course, students should be able to

- 1) CLO1. Explain key concepts, theories, and models of training and development, and evaluate their relevance in different organizational contexts.
- 2) CLO2. Conduct a systematic training needs assessment and use the results to design effective training interventions.
- 3) CLO3. Develop, implement, and adapt training programs using instructional design principles, appropriate delivery methods, and relevant learning technologies.
- 4) CLO4. Critically analyze and apply methods to evaluate the effectiveness and impact of training initiatives using both qualitative and quantitative measures.
- 5) CLO5. Demonstrate the ability to integrate training with broader human resource functions such as performance management, career development, and organizational change.

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues 2. Understand global business issues 3. Demonstrate sensitivity towards ethical issues 4. Demonstrate sensitivity towards social issues
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity 6. Write in a coherent manner 7. Use technology for communication
3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems 9. Examine information from different sources 10. Draw inferences from analysis
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups 12. Contribute effectively in groups

PLO–PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PCG2 – PLO1	PCG2	A1
PCG2 – PLO2	PCG2	A1
PCG3 – PLO8	PCG3	A2, A3, A5

PCG4 – PLO11	PCG4	A4
PCG4 – PLO12	PCG4	A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Continuous	PCG2 – PLO1 & PLO2
A2: Quiz	20%	Individual	Pre & post Mid Term	PCG3 – PLO1
A3: Midterm	20%	Individual	Midterm Week	PCG3 – PLO8 & PLO10
A4: Group Presentation	20%	Group	Week 13	PCG4 – PLO11 & PLO12
A5: Endterm Examination	30%	Individual	Last Teaching Week	PCG3 – PLO8, PLO9 & PLO10

Description of Assessments

A1- Class Participation (10%) Students are expected to actively participate in class discussions, share relevant experiences or insights, and engage respectfully with peers. This component evaluates attentiveness, preparedness, contribution to class dialogue, and overall participation in collaborative learning activities.

A2- Quiz (20%) A quiz will be administered to assess students' conceptual understanding of foundational topics covered in the initial sessions. It will include multiple-choice questions, short answers, and application-based questions that test theoretical and practical knowledge of training and development.

A3-Mid-Term Examination (20%) The midterm examination will be of 20 marks of 1.5 hours duration. This will be a pen and paper invigilated exam held on the JGU campus. This individual assessment will take place during the midterm week and will evaluate students' grasp of core theories, frameworks, and processes discussed in the course. The exam will include case-based and analytical questions to assess both conceptual clarity and application skills.

A4-Group Presentation (20%) In teams, students will develop and present a training intervention or analysis of a real-world training and development program. This assessment focuses on teamwork, critical thinking, use of training models, clarity of communication, and the ability to connect theory with practice.

A5-End-Term Examination (30%) The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE. The end-term exam will comprehensively assess the entire course content. It will include theoretical and practical components, case scenarios, and structured questions that examine the students' ability to synthesize concepts, critically evaluate training systems, and propose solutions to workplace training challenges.

Rubrics for Assessments

A1: Class Participation (10%)

Criteria	Excellent	Good	Satisfactory
	Participates in every class; initiates discussion	Participates regularly	Participates occasionally
	Insightful, adds value, connects with course content	Relevant, but lacks depth	Basic understanding
	Actively listens and responds constructively	Listens and responds sometimes	Minimal engagement
Frequency of Participation			
Quality of Contribution			
Engagement & Listening			

A2: Quiz (20%)

Criteria	Excellent	Good	Satisfactory (2)	Needs Improvement
Accuracy of Responses	90–100% correct answers	75–89% correct	60–74% correct	Less than 60% correct
Application of Concepts	Applies concepts to practical scenarios	Partial application	Basic recall	Fails to apply or recall

Clarity	Responses are clear and well-articulated	Mostly clear	Acceptable clarity	Poor articulation
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A3: Mid-Term Examination (20%)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Conceptual Clarity	Strong grasp of core concepts	Good understanding	Basic understanding	Lacks conceptual clarity
Case/Scenario Analysis	Thorough and insightful	Adequate with gaps	Basic attempt	Incomplete or irrelevant
Organization	Logically structured	Mostly organized	Some structure	Disorganized

A4: Group Presentation (20%)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content Depth	Rich content, applies frameworks	Good content	Basic coverage	Superficial content
Teamwork & Coordination	Seamless, shared roles	Some coordination	Uneven contribution	Lack of effort
Delivery & Engagement	Confident and engaging	Clear but flat	Basic delivery	Unclear or unengaging
Visual Aids & Structure	Professional and clear	Good design	Acceptable visuals	Poor or missing visuals

A5: End-Term Examination (30%)

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Comprehensiveness	Covers full course content	Covers most content	Covers limited content	Misses major areas
Critical Thinking	Evaluates and synthesizes well	Some analysis	Limited analysis	Lacks critical thinking
Relevance of Responses	Answers align with questions	Mostly relevant	Partially relevant	Off-topic responses

Teaching Method

The *Training and Development* course adopts an engaging, application-oriented teaching approach that blends conceptual grounding with experiential learning. Classes are delivered through interactive lectures that emphasize discussion, reflection, and the integration of real-world organizational examples. Case studies drawn from diverse

industries help students apply theories to practical situations, encouraging analytical thinking and problem-solving. Simulations, role plays, and team-based activities provide hands-on experience in designing and evaluating training interventions. The course also includes guest lectures by industry professionals to bridge academic insights with current corporate practices. Group presentations and projects further reinforce learning by fostering collaboration and critical engagement with course material.

Textbook/Other readings

1. Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.
2. Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Wadsworth.
3. Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Annual Review of Psychology*, 63, 445–474. <https://doi.org/10.1146/annurev-psych-120710-100902>
4. Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual Review of Psychology*, 43, 399–441. <https://doi.org/10.1146/annurev.ps.43.020192.002151>
5. Holton, E. F., & Naquin, S. S. (2005). A critical evaluation of training needs assessment. *Human Resource Development Quarterly*, 16(1), 93–97. <https://doi.org/10.1002/hrdq.1120>
6. Saks, A. M., & Haccoun, R. R. (2019). *Managing performance through training and development* (8th ed.). Nelson Education.

Session Plan

Session 1	Introduction to Training and Development	PLOs Covered
Objective of the session	Introduce the concept and relevance of training and development in modern organizations.	PLO1, PLO2, PLO3
Subtopics to be covered	Definition of training and development; evolution; learning vs. training; T&D as a strategic function.	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Goldstein, I. L., & Ford, J. K. (2002). *Training in Organizations: Needs Assessment, Development, 	

	and Evaluation* (4th ed.). Wadsworth.	
Case Title & Number	—	
Pedagogy	Lecture, discussion, video snippets, short quiz	
Session 2	Strategic Role of Training	PLO1, PLO5
Objective of the session	Understand how training is aligned with organizational strategy and goals.	
Subtopics to be covered	Strategic T&D model; corporate universities; learning organization; high-leverage training.	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). Chapter 2. • Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations. *Annual Review of Psychology*, 63, 445–474. 	
Case Title & Number	—	
Pedagogy	Caselet discussion, framework mapping, paired groupwork	
Session 3	Needs Assessment	PLO3, PLO10
Objective of the session	Explore how to identify training needs at organizational, task, and individual levels.	
Subtopics to be covered	Organizational analysis; person and task analysis; data collection methods; role of SMEs.	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). Chapter 3. • Holton, E. F., & Naquin, S. S. (2005). A critical evaluation of training needs assessment. *HRD Quarterly*, 16(1), 93–97. 	

Case Title & Number	—	
Pedagogy	Needs assessment simulation, role-play interviews	
Session 4	Learning and Transfer of Training	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of learning and transfer of training and apply it in training contexts.	
Subtopics to be covered	Adult learning theories, reinforcement, expectancy theory, cognitive theory, transfer of training	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 5	Program Design	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of program design and apply it in training contexts.	
Subtopics to be covered	Course design steps, course objectives, lesson plans, motivation and engagement strategies	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 6	Training Evaluation	PLO3, PLO4, PLO10

Objective of the session	Develop understanding of training evaluation and apply it in training contexts.	
Subtopics to be covered	Kirkpatrick model, ROI analysis, evaluation data collection methods	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	Relevant Case Centre Case	
Pedagogy	Lecture, discussion, activity-based	
Session 7	Traditional Training Methods	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of traditional training methods and apply it in training contexts.	
Subtopics to be covered	On-the-job training, apprenticeships, case studies, role plays	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 8	Technology-Based Training Methods	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of technology-based training methods and apply it in training contexts.	

Subtopics to be covered	E-learning, simulations, blended learning, mobile learning	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 9	Case Study: Pacific Gas & Electric	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of case study: pacific gas & electric and apply it in training contexts.	
Subtopics to be covered	Analysis of training practices and evaluation in energy sector	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 10	Employee Development and Career Management	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of employee development and career management and apply it in training contexts.	
Subtopics to be covered	Coaching, mentoring, career paths, psychological contracts	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and 	

	Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 11	Succession Planning and Talent Development	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of succession planning and talent development and apply it in training contexts.	
Subtopics to be covered	High-potential programs, pipeline development, leadership growth	
Readings	• Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 12	Legal and Ethical Issues in Training	PLO3, PLO4, PLO10
Objective of the session	Develop understanding of legal and ethical issues in training and apply it in training contexts.	
Subtopics to be covered	ADA, harassment, compliance training, ethical content delivery	
Readings	• Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	

Case Title & Number	Relevant Case Centre Case	
Pedagogy	Lecture, discussion, activity-based	
Session 13	Diversity and Inclusion Training	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of diversity and inclusion training and apply it in training contexts.	
Subtopics to be covered	Bias awareness, cross-cultural competencies, inclusive behavior	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Guest Lecture	
Session 14	Case Study: Walmart Training Ecosystem	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of case study: walmart training ecosystem and apply it in training contexts.	
Subtopics to be covered	Walmart's integrated training and development systems	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Student Presentations	
Session 15	Guest Lecture: L&D Best Practices in Industry	PLO1, PLO5, PLO7

Objective of the session	Develop understanding of guest lecture: l&d best practices in industry and apply it in training contexts.	
Subtopics to be covered	Insights from corporate L&D leader	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 16	Student Group Presentations: Training Analysis	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of student group presentations: training analysis and apply it in training contexts.	
Subtopics to be covered	Evaluation of training strategy, outcomes, and delivery	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 17	Cross-Cultural and Global Training	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of cross-cultural and global training and apply it in training contexts.	

Subtopics to be covered	Cultural dimensions, expat preparation, language considerations	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 18	Onboarding and Orientation	PLO3, PLO4, PLO10
Objective of the session	Develop understanding of onboarding and orientation and apply it in training contexts.	
Subtopics to be covered	Designing onboarding programs, socialization tactics	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	Relevant Case Centre Case	
Pedagogy	Lecture, discussion, activity-based	
Session 19	Leadership Development Programs	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of leadership development programs and apply it in training contexts.	
Subtopics to be covered	Executive coaching, 360 feedback, leadership training design	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). 	

	McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 20	Case Study: IBM Leadership Academy	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of case study: ibm leadership academy and apply it in training contexts.	
Subtopics to be covered	Developing future leaders at IBM	
Readings	• Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	
Session 21	Training for Change Management	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of training for change management and apply it in training contexts.	
Subtopics to be covered	Managing resistance, change tools, trainer roles in change	
Readings	• Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic.	
Case Title & Number	–	
Pedagogy	Lecture, discussion, activity-based	

Session 22	Gamification and Microlearning	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of gamification and microlearning and apply it in training contexts.	
Subtopics to be covered	Use of game elements, modular content delivery	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 23	Measuring Training Effectiveness with Analytics	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of measuring training effectiveness with analytics and apply it in training contexts.	
Subtopics to be covered	Dashboards, LMS metrics, feedback tools	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 24	Guest Lecture: Digital L&D Platforms	PLO3, PLO4, PLO10
Objective of the session	Develop understanding of guest lecture: digital l&d	

	platforms and apply it in training contexts.	
Subtopics to be covered	Learning Experience Platforms, AI-based tools	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	Relevant Case Centre Case	
Pedagogy	Lecture, discussion, activity-based	
Session 25	Creating a Learning Culture	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of creating a learning culture and apply it in training contexts.	
Subtopics to be covered	Knowledge sharing, communities of practice	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Student Presentations	
Session 26	Knowledge Management Systems	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of knowledge management systems and apply it in training contexts.	
Subtopics to be covered	KM tools, organizational learning models	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed 	

	article or textbook chapter depending on session topic.	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 27	Case Study: Infosys KM Model	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of case study: infosys km model and apply it in training contexts.	
Subtopics to be covered	Evaluating training-KM integration	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 28	Mobile and Just-in-Time Learning	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of mobile and just-in-time learning and apply it in training contexts.	
Subtopics to be covered	Push learning, microlearning apps, learner autonomy	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	

Session 29	MOOCs and Open Source Learning	PLO1, PLO5, PLO7
Objective of the session	Develop understanding of moocs and open source learning and apply it in training contexts.	
Subtopics to be covered	Curating open content, peer learning, certification	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Lecture, discussion, activity-based	
Session 30	Student Group Presentations: Final Projects	PLO3, PLO4, PLO10
Objective of the session	Develop understanding of student group presentations: final projects and apply it in training contexts.	
Subtopics to be covered	Capstone presentation on T&D innovation	
Readings	<ul style="list-style-type: none"> • Noe, R. A. (2020). *Employee Training and Development* (8th ed.). McGraw-Hill Education. • Relevant peer-reviewed article or textbook chapter depending on session topic. 	
Case Title & Number	—	
Pedagogy	Student Presentations	

Guest lectures

- 1) Neha Sahni – Learning and Development Manager APAC, Amazon India
- 2) Tanvi Sinha – Senior Manager, Learning and Development, Amazon India

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at [**https://jgu.edu.in/disability-support-committee/**](https://jgu.edu.in/disability-support-committee/)

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [**disabilitysupportcommittee@jgu.edu.in**](mailto:disabilitysupportcommittee@jgu.edu.in)