INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

MASTER OF BUSINESS ADMINISTRATION

COURSE DESCRIPTOR

Course Title	**TRAINING AND DEVELOPMENT**
Course Code	**CMBB39**
Programme	**MBA**
Semester	**III**
Course Type	**Professional Elective-II**
Regulation	**IARE-R18**

Course Structure	**Theory**			**Practical**	
	Lectures	**Tutorials**	**Credits**	**Laboratory**	**Credits**
	4	-	4	-	-

Chief Coordinator	Ms. B.Swathi, Assistant Professor, MBA
Course Faculty	Ms. B.Swathi, Assistant Professor, MBA

I. COURSE OVERVIEW:

Human Resource Development practices plays crucial role in success of any organization and for any Manager. Especially for HR practitioner it is mandatory to understand and practice principles of Management of Training and Development. The aim of this subject is to develop students' understanding of the concepts of Training and Development. In particular the subject is designed to develop the underpinning knowledge and skills required to Manage, organize and conduct Training &Development. This subject introduces the student to the concepts in the Training and Development.

II. COURSE PRE-REQUISITES:

Level	Course Code	Semester	Prerequisites	Credits
PG	CMBB06	II	**Human Resource Management**	**4**

III. MARKS DISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
Training And Development	70 Marks	30 Marks	100

IV. DELIVERY / INSTRUCTIONAL METHODOLOGIES:

✔	Chalk & Talk	✔	Quiz	✔	Assignments	✘	MOOCs
✔	LCD / PPT	✔	Seminars	✘	Mini Project	✘	Videos
✘	Open Ended Experiments						

V. EVALUATION METHODOLOGY:

The course will be evaluated for a total of 100 marks, with 30 marks for Continuous Internal Assessment (CIA) and 70 marks for Semester End Examination (SEE). Out of 30 marks allotted for CIA during the semester, marks are awarded by taking average of two CIA examinations or the marks scored in the make-up examination.

Semester End Examination (SEE): The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into five units and each unit carries equal weight age in terms of marks distribution. The question paper pattern is as follows. Two full questions with "either" or "choice" will be drawn from each unit. Each question carries 14 marks. There could be a maximum of two sub divisions in a question.

The emphasis on the questions is broadly based on the following criteria:

50 %	To test the objectiveness of the concept.
50 %	To test the analytical skill of the concept OR to test the application skill of the concept.

Continuous Internal Assessment (CIA):
CIA is conducted for a total of 30 marks (Table 1), with 25 marks for Continuous Internal Examination (CIE), 05 marks for Quiz/ Alternative Assessment Tool (AAT).

Table 1: Assessment pattern for CIA

Component	Theory		Total Marks
Type of Assessment	CIE Exam	Quiz / AAT	
CIA Marks	25	05	30

Continuous Internal Examination (CIE):
Two CIE exams shall be conducted at the end of the 8th and 16th week of the semester respectively. The CIE exam is conducted for 25 marks of 2 hours duration consisting of two parts. Part–A shall have five compulsory questions of one mark each. In part–B, four out of five questions have to be answered where, each question carries 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

Alternative Assessment Tool (AAT):
Marks shall be awarded considering the average of two assignments for every course. The AAT may include seminars, assignments.

VI. HOW PROGRAM OUTCOMES ARE ASSESSED:

Program Outcomes (POs)		Strength	Proficiency assessed by
PO1	**Managerial Skills**: Apply knowledge of management theories and practices to solve business problems.	3	Assignments
PO3	**Ethics:** Ability to develop value based leadership ability.	2	Assignments

Program Outcomes (POs)		Strength	Proficiency assessed by
PO5	**Leadership skills:** Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.	2	Seminars
PO8	**Technology skills**: Inculcate and develop technical skills to face the competitive world successfully.	2	Seminars

3 = High; 2 = Medium; 1 = Low

VII.   COURSE OBJECTIVES :

The course should enable the students to:	
I	Understand the various trends in different organizations and know about the recent trends in training.
II	Able to recognize the importance of training and its needs to an employees working in an organization.
III	Analyze the differences between on the job and off the job training methods and its procedure.
IV	Able to implement and evaluate the training process and know about the different techniques of evaluation.

VIII.   COURSE OUTCOMES (COs):

CO Code	CO's	At the end of the course, the student will have the ability to:	PO's Mapped	Strength of Mapping
CMBB39.01	CO1	Describe the trends in training, career opportunities in training and important concepts of training.	PO1	3
CMBB39.02	CO2	Identify the importance of integrating organizational development, strategy, motivation, performance designing with learning process.	PO1	3
CMBB39.03	CO3	Demonstrate the concept of motivation, performance and aligning training design with learning process.	PO1	3
CMBB39.04	CO4	Discuss about the conduction of Training Need Analysis (TNA) model, different approaches to Training Need Analysis (TNA) and design.	PO3	2
CMBB39.05	CO5	Examine organizational constraints, developing objectives, facilitation of learning, and training transfer to job and analyze the training design theory.	PO3	2
CMBB39.06	CO6	Analyze the different types of training matching methods with outcomes, lectures and demonstrations.	PO3	2
CMBB39.07	CO7	Create the knowledge in games and simulations on the job training methods and computer based training (CBT).	PO5	2
CMBB39.08	CO8	Identify the development of training, implementation and transfer of training.	PO5	2

CO Code	CO's	At the end of the course, the student will have the ability to:	PO's Mapped	Strength of Mapping
CMBB39.09	CO9	Determine the major players in training and development, rational for evaluation, resistance to training evaluation and types of evaluation.	PO5	2
CMBB39.10	CO10	Explain the areas of organizational training like orientation training, diversity training, sexual harassment training and team training.	PO8	2

3 = High; 2 = Medium; 1 = Low

IX. MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES:

COs	Program Outcomes (POs)							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	3							
CO 2	3							
CO 3	3							
CO 4			2					
CO 5			2					
CO 6			2					
CO 7					2			
CO 8					2			
CO 9					2			
CO 10								2

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X. ASSESSMENT METHODOLOGIES – DIRECT

CIE Exams	PO 1, PO 3, PO 5, PO 8	SEE Exams	PO 1, PO 3, PO 5, PO 8	Assignments	PO 1, PO 3,	Seminars	PO 5, PO 8-
Laboratory Practices	-	Student Viva	-	Mini Project	-	Certification	-
Term Paper	-						

XI. ASSESSMENT METHODOLOGIES – INDIRECT

✔	Early Semester Feedback	✔	End Semester OBE Feedback
✘	Assessment of Mini Projects by Experts		

XII. SYLLABUS

UNIT –I	TRAINING ORGANIZATIONS
Trends in training, career opportunities in training, important concepts and meanings, integrating Organizational development, strategy and training, understand motivation and performance, aligning, training, design with learning process.	
UNIT -II	TRAINING NEED AND ANALYSIS
The training need analysis (TNA) model, training need analysis and design, organizational constraints, Developing objectives, facilitation of learning and training transfer to the job, design theory.	
UNIT – III	TRAINING METHODS
Matching methods without comes, lectures and demonstrations. Games and simulations, OJT, computer based training (CBT).	
UNIT –IV	IMPLEMENTATION AND EVALUATION OF TRAINING
Development of training, implementation, transfer of training, major players in training and development, Rational for evaluation, resistance to training evaluation, types of evaluation	
UNIT – V	AREAS OF ORGANIZATIONAL TRAINING
Orientation training, diversity training, sexual harassment training, team training, cross functional teams, cross cultural training, training for talent management and competency mapping.	
Text Books:	
1. P. Nick Blanchard, James W. Thacker, A. Anand Ram, "Effective Training", Pearson Education , 4th Edition , 2012. 2. Raymond A Noe, Amitabh Deo Kodwani, "Employee Training and Development", McGraw-Hill, 3rd edition .2012. 3. Rolf Lynton,Uday Pareek, "Training for Development "Sage, 7th edition.2012.	
Reference Books:	
1. Jean Barbazette, "Training Needs Assessment Methods, Tools, and Techniques"-Wiley, 5th edition.2014.	

XIII. COURSE PLAN:

The course plan is meant as a guideline. Probably there may be changes.

Lecture No	Topics to be covered	Course Outcomes (COs)	Reference
1-3	Trends in training Career opportunities in training, important concepts and meanings.	CO1	T1- 1.3-1.8
4-5	Importance of training ,process of training and also its objectives	CO1	T1-2.6-2.10
6-7	Integrating organizational development, strategy and training.	CO2	T1-3.1-3.18
8-9	Difference between training and development, Understand motivation and performance, Aligning training	CO2	T1-4.5-4.15
10-11	Training systems and its process, Design with learning process	CO3	T1- 5.2-3.2
12-13	Effective training strategies and basic phases in training strategy.	CO3	T1- 5.34-4.9

Lecture No	Topics to be covered	Course Outcomes (COs)	Reference
14-16	The training need analysis (TNA) model.	CO4	T1- 5.51-6.8
17-19	Training needs analysis and design.	CO4	T1-7.117.13
20-22	Organizational constraints, developing objectives, facilitation of learning and training	CO5	T1- 7.14-7.21
22-24	Transfer to the job, design theory	CO5	T1- 8.4-8.16
25-26	Matching methods without comes	CO6	T1- 8.19-8.25
27-29	Lectures and demonstrations. Games and simulations, OJT	CO6	T1-9.3-9.13
30-32	On the job and off the job training methods	CO7	T1-9.11-0.25
33-35	Computer based training (CBT).	CO7	T1-9.210.27
36-38	Development of training, implementation, transfer of training	CO8	T1-11.511.7
39-43	Major players in training and development	CO9	T112.512.29
44-45	Rational for evaluation, resistance to training evaluation.	CO10	T113.615.19

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XIV.   GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSION REQUIREMENTS:

S No	Description	Proposed actions	Relevance with POs
1	List of the required skills and competencies for each job role, assessment	Seminars	PO 2, PO 4, PO 8
2	On the job training methods and Off the job training methods differences	Seminars / Industrial Visit	PO 1, PO 7, PO 6
3	Competency mapping process and its uses in an organisation.	Seminars / Guest Lectures	PO6, PO 7, PO 8

Prepared by:
Ms. B.Swathi , Assistant Professor   **HOD, MBA**