Each syndicate has to design a T&D Program as taught.
Apply ADDIE and other steps therein.

Your T&D program proposal should be proper with all essential details (ex. Reason for choosing the title/topic, Budget, Itinerary, Measurement of program effectiveness, feed back form etc.). Kindly refer to contents taught in class.

Submit the ppt of the syndicate, mention each group member's name on the front slide. The ppt can have as many slides as required to include all essentials in the T&D Program's ADDIE.

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This evaluation is innovative as it assesses students through the design and development of a complete Training & Development program using the ADDIE model, integrating experiential learning, teamwork, outcome-based assessment, and industry-relevant competencies, thereby moving beyond traditional examination methods.

1. Design-Based and Experiential Assessment

Instead of answering predefined questions, students are required to design a complete Training & Development (T&D) program. By applying the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) and related steps, students actively engage in learning-by-doing, which is a core element of innovative evaluation.

2. Application of Classroom Learning to Real Organizational Contexts

Students must justify the choice of training topic, identify organizational needs, and align the program with business objectives. This ensures direct application of T&D concepts taught in class, transforming assessment into an authentic managerial task rather than a theoretical exercise.

3. Integration of Multiple Managerial Competencies

The evaluation assesses a wide range of competencies simultaneously, including:

- Training needs analysis

- Instructional design

- Budgeting and resource planning

- Program scheduling and logistics

- Measurement of training effectiveness (ROI, feedback mechanisms)

Such multidimensional assessment is innovative because it evaluates holistic managerial capability, not isolated knowledge.

4. Collaborative and Syndicate-Based Learning

The syndicate-based approach evaluates students' ability to work in teams, share responsibilities, coordinate roles, and deliver collective outcomes. Team-based program design mirrors professional HR and L&D environments, making the evaluation realistic and industry-aligned.

5. Outcome-Based and Competency-Oriented Evaluation

The assessment focuses on clearly defined outcomes, such as the ability to design, justify, implement, and evaluate a training program. This aligns with Outcome-Based Education (OBE) principles by emphasizing demonstrable skills and competencies rather than rote memorization.

6. Incorporation of Measurement and Feedback Mechanisms

Requiring students to include program effectiveness metrics and feedback forms introduces a data-driven evaluation mindset. Students learn to assess learning outcomes, behavioral change, and organizational impact—an essential but often under-evaluated aspect of training programs.

7. Technology-Enabled and Professional Presentation

Submission of the PPT format, email-based submission, and individual uploads promote digital literacy and professional documentation standards. The format also enhances clarity, visual communication, and executive-level presentation skills.

8. Authentic Industry Simulation

The entire task simulates the role of an HR/L&D professional designing a training proposal for management approval. This real-world relevance enhances student engagement and ensures that evaluation reflects industry expectations and practices.

Mapping of T&D Program Design Evaluation with Program Outcomes (POs)

PO1: Apply knowledge of management theories and practices to solve business problems

The evaluation requires students to apply training and development concepts, learning theories, HRD practices, and the ADDIE instructional design model to create a structured T&D program. By identifying training needs, defining objectives, and proposing implementation strategies, students demonstrate the practical application of management theories to address organizational performance gaps and business challenges.

PO2: Foster analytical and critical thinking abilities for data-based decision making

Students engage in systematic analysis while designing the program, including training needs analysis, budget estimation, selection of training methods, and identification of evaluation metrics. Decisions related to resource allocation, scheduling, and effectiveness measurement require critical evaluation of alternatives and data-based reasoning, thereby strengthening analytical and decision-making skills.

PO3: Ability to develop value-based leadership ability

The T&D program design encourages students to incorporate ethical training objectives, inclusive learning practices, employee development, and organizational values. Through collaborative syndicate work and responsible program planning, students cultivate leadership qualities such as accountability, integrity, empathy, and commitment to human capital development—key elements of value-based leadership.

PO4: Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business

While designing the T&D proposal, students consider budgetary constraints, legal compliance (training norms, labor laws, workplace ethics), diversity and inclusion, and global best practices in

learning and development. Presenting the proposal through a professional PPT enhances their ability to communicate complex managerial, economic, and ethical considerations effectively.

PO5: Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment

The syndicate-based structure evaluates students' ability to work collaboratively, assign roles, manage timelines, and integrate individual contributions into a cohesive training proposal. The activity promotes self-leadership, shared leadership, and teamwork, mirroring real organizational settings where collective effort is required to achieve strategic objectives.

Program Outcome Alignment through Evaluation

PO1	Application of HRD theories and ADDIE model to real organizational needs
PO2	Analytical decision-making in program design, budgeting, and evaluation
PO3	Ethical, inclusive, and developmental leadership orientation
PO4	Consideration and communication of economic, legal, and ethical factors
PO5	Teamwork, leadership, accountability, and goal-oriented collaboration