**Rajasthan Institute of Engineering & Technology, Jaipur**

**University Roll No. \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2nd Year MBA III Semester mid Term Examination, October – 2018

Subject: - T&OD SET-A

Time: - 2 Hrs. [Maximum Marks: -20]

 [Min. Passing Marks: 08]

Instructions to the Candidates:

Attempt any 4 questions from Section A and Section B is Compulsory.

**Section A**

1. **Define learning.**

Ans.Learning is defined as the acquisition of knowledge and skills though being taught. However I believe there is a wider spectrum of learning as we all learn in an individualistic way, this is because we all learn in different way and find the way that is best for us. There are so many vaired ways of learning, one student might be a spatial learner another student may be a kinesthetic learner. So as teachers we face a difficulty in this as we need to adapt to all types of learning to ensure that all students can learn in the way that's best for them to allow progression in their learning.

 I'd say that learning is the acquision of knowledge and/or skills (as, e.g. driving a car or speaking a different language is arguably more of a skill than 'knowledge' as such, but clearly there is still significant learning involved) .  The constuctivist theories of learning highlight the importance of the teacher/instructor as facilitating this process, and the best ways of going about this are subject to huge debate.  Neuroscience and experience tell us that individuals respond differently to different teaching methods and environmental factors and so I think one of the biggest challenges facing a secondary teacher is how best to meet the needs of a whole class of students.  Offering variety and choice seem to me to be quite crucial.  (But what do I know - I'm still learning!!)

1. **Write a note on learning theories.**

 1. **Behaviorism** is a view in which behavior can be explained by external factors and behavioral conditioning can be used as a universal learning process. In behaviorism, the ideas of positive and negative reinforcement are effective tools of learning and behavior modification, as well as a punishment and reward system.

 **Cognitivism** is a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. In this theory, students learn most effectively through reading text and lecture instruction.

 **Constructivism** is the idea that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. People use these experiences and new information to construct their own meaning.

 **Humanism** focuses on the individual as the subject and asserts that learning is a natural process that helps a person reach self-actualization. Scenarios and role modeling are important factors in humanistic learning, as are experiences, exploring and observing others.

 **Connectivism** is a relatively new learning theory, developed and based upon the idea that people process information by forming connections. This theory has developed with the digital and technology age, adapting to advances in these arenas. This new theory suggests that people no longer stop learning after formal education and continue to gain knowledge from other avenues such as job skills, networking, experience and access to information with new tools in technology.

1. **Explain training ?**

Ans. Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

 Dale S. Beach defines training as ‘the organized procedure by which people learn knowledge and/or skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization.

1. **What are training practices and strategic training?**

Ans. Training is an effective tool for improving performance, but it must be conducted with

careful attention to the needs of learners, the context in which learners perform and

current evidence about what makes training effective. This brief summarizes evidence

and best practices for making the most of training interventions. It is designed to help

program managers: (1) identify when training is appropriate to introduce a new job

responsibility or help improve performance, and (2) ensure that training is effective.

If you take into account the value of the executive team’s time, developing a strategic plan is an expensive endeavor. But, it’s even more costly if that plan is not executed, and the fact is that most plans are not. With so much at stake, why aren’t most plans implemented? Two reasons: either the plan is not executable or the organization lacks the capability to do so.

If a strategic plan is not executable that means it can’t be accomplished in the timeframe allotted, with the people and money that are available. To determine if a strategic plan is executable it has to be validated.

1. **Write short note on traditional training methods.**

Ans. **Presentation Methods**

One of the oldest and most traditional training methods is the lecture. Many of us are familiar with this form of learning, since it is a very common way to teach in today's school systems. Various support tools are used, from charts and blackboards to PowerPoint slides and virtual meetings. Human resource associates learn and take notes while instructors present information and administer examinations. Materials are provided for reference, and students often learn in traditional classroom settings.

**Hands-On Methods**

Hands-on methods require trainees to be actively involved in their own learning. Examples of hands-on techniques are role playing, on-the-job training, case studies, simulations, games and behavior modeling. With these methods, the student learns from following or watching the trainer and then performs the role play or simulation while the instructor observes. Immediate feedback and advice is given to the trainee and any corrective action is taken at that time. Participants ask questions at the end of the simulation and can immediately use their new skills.

 **Team-Building Methods**

Team-building methods also are traditional training techniques for human resource associates. The goal of these methods is to build team relationships, ensuring greater success for the department and the trainee. Activities include games, simulations and challenges created for group interaction. Using a skilled facilitator, participants learn and interact together, forging important and lasting relationships. Associates learn how to work in teams and transfer this knowledge back to the workplace. Variations of team-building methods also extend to outdoor wilderness adventures and trust-building games.

**Selecting a Method**

Choosing a traditional training method requires weighing several options. Cost, of course, determines many decisions. Travel expenses and time away from the job are among the greatest expenses to consider when choosing a training method. Expected outcomes for the training are also important to consider. If greater team effectiveness is a goal, then team-building training is the best choice. If speed of learning is critical, then hands-on learning is the method which delivers. Weigh your options and choose the learning method that most closely meets your needs.

1. **Tell about basic principles of learning?**

Ans. Organizing for Effort:

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students.

Clear Expectations:

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn.

Fair and Credible Evaluations:

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible.

Recognition of Accomplishment:

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is a hallmark of an effort-based school.

**Section B**

1. **E-learning and use of technology in training?**

Ans.

In the early days of e-learning, some people were concerned that bringing computers into the classroom would remove the human element that many learners benefit from.

But technology has developed, and smartphones and tablets are now widely embraced in both the classroom and office. We also use a wealth of interactive designs that ensure distance learning is both an engaging and valuable lesson delivery medium.

By building partnerships with quality training providers, and combining this with a dedicated and experienced team, Virtual College provides the perfect blended learning environment.

**Types of e-learning**

E-learning programmes can take many different forms. Here are just a few examples:

* Active learning
* Bite-size learning
* Blended learning
* Distance learning
* Online training
* Rapid e-learning

**What are the benefits of e-learning?**

There are many benefits to e-learning, whether you choose to use it on its own or to enhance your existing in-house training:

**It's cost-effective and saves time**

By reducing the time taken away from the office, removing travel costs and doing away with printed materials, online learning helps you to save money and increase workplace productivity.

It also means your staff will be happier and more focused, as you'll be showing you care about their personal development.

**Learning 24/7, anywhere**

By allowing staff to complete a course when and where they like, you can make sure disruptions to your busy working schedule are minimised.

**Tracking course progress is a breeze**

With a well-implemented Learning Management System (LMS), it is easy to track and monitor progress for your staff and learners. This can be essential for our most popular courses, which are often undertaken so people have proof they have taken part in mandatory training when pursuing future opportunities.

**It's discreet**

Not everybody feels comfortable learning in a large group, but e-learning allows everyone to tackle the subject at their own pace, with interactive tasks ensuring a thorough understanding throughout each module.

1. **Transfer of training - explain?**

Ans. **Transfer of training**, influence the [learning](https://www.britannica.com/science/learning) of one skill has on the learning or performance of another. Will knowledge of English help a person learn German? Are skillful table-tennis (Ping-Pong) players generally good court-tennis players? Can a child who does not know how to add learn to multiply? Such questions represent the problems of transfer of training.

 Basically three kinds of transfer can occur: positive, [negative](https://www.britannica.com/topic/negative-transfer-of-training), and zero. The following examples from [hypothetical](https://www.merriam-webster.com/dictionary/hypothetical) experiments, purposely uncomplicated by distracting detail, illustrate each. Suppose a group of students learn a task, B, in 10 [practice](https://www.britannica.com/science/practice) sessions. Another group of equivalent students, who previously had learned another task, A, is found to reach the same level of performance on task B in only five practice sessions. Since the average number of practice sessions required to learn B was reduced from 10 to five, transfer of training from task A to task B is said to be positive (10 − 5 = +5). Many successful training aids, such as those that simulate the cockpit of an airplane and that are applied to teach people how to use instruments for flying blind without leaving the ground, produce positive transfer; when students who have preliminary training in such trainers are compared to those who do not, those with preliminary training almost invariably require less practice in achieving the desired level of skill.

Sometimes the effect of transfer of training is to hamper effectiveness in subsequent activity. If after learning task A a group of people need 15 practice sessions to learn task B whereas only 10 sessions are required for those without any previous training in task A, then task A is said to lead to negative transfer of training on task B (10 − 15 = −5). Having learned to drive on the right side of the road often is observed to produce negative transfer for the tourist from Japan or continental Europe or [North America](https://www.britannica.com/place/North-America) when he is travelling in Great Britain, where cars are to be driven on the left-hand side of the road.

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**Section A**

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