



JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA

PGDM / PGDM (M) / PGDM (SM)

FIFTH TRIMESTER (Batch 2024-26)

END TERM EXAMINATIONS, JANUARY 2026

SET-2

Course Name	Learning and Development	Course Code	20329
Max. Time	2 hours	Max. Marks	40 MM

INSTRUCTIONS:

- All questions are Compulsory
- Answer the questions with proper justifications.

Case-let A

In the IT services industry, organizations frequently hire fresh engineering graduates and train them for project deployment. A large IT services firm introduced a six-week technical training program to prepare new hires for client assignments. The program covered programming concepts, internal tools, and software development processes. Training objectives emphasized understanding system architecture and learning programming syntax. Instructional methods primarily included lectures, demonstrations, and guided walkthroughs. However, final assessments required trainees to debug complex code, design functional modules, and solve real-world client scenarios under time constraints. A significant number of trainees struggled during assessments and early project deployment. While they could recall concepts and explain definitions, they faced difficulty applying knowledge to unfamiliar problems. Managers observed that trainees lacked analytical thinking and problem-solving skills required for live projects. Internal reviews revealed a misalignment between learning objectives, instructional strategies, and assessment expectations. Training content targeted lower cognitive levels, while evaluations demanded higher-order skills. Management sought justification on how learning design could be improved to ensure readiness for complex project work.

Question

Justify how the application of Bloom's Taxonomy would help align learning objectives, training activities, in this training program (10 Marks)

Case-let B

Nitin Deshpande is the Operations Manager at PrimeBuild Constructions, a mid-sized infrastructure company handling residential and commercial projects. Due to rapid project expansion, the company hired a large number of site engineers and supervisors within a short period. Many of them were fresh graduates with strong theoretical knowledge but limited field exposure. To prepare new hires quickly, management decided to conduct a centralized training program at the head office. The program lasted five days and consisted mainly of classroom lectures on construction standards, safety rules, quality norms, and project documentation. External experts delivered sessions using presentations, manuals, and videos. Attendance was compulsory, and participants were assessed using a written test at the end of training. Once deployed to project sites, Nitin began receiving complaints from senior engineers. New hires struggled to interpret drawings on-site, failed to follow safety practices under real conditions, and depended heavily on supervisors for routine decisions. Several minor safety incidents occurred, and project timelines were affected. New employees expressed that while training covered “what should be done,” it did not prepare them for “how things actually happen” on-site. Nitin realized that the training focused heavily on theoretical understanding and did not adequately simulate real job conditions. There was no structured mentoring, job rotation, or supervised practice at sites. Management questioned whether the chosen training approach was appropriate for operational roles and asked Nitin to justify the issue.

Question

Examine the extent to which the training methods used have contributed to operational readiness, safety compliance, and performance effectiveness at project sites.. **(15 Marks)**

Case-let C

Meera Joshi is the Head of Learning Design at InfoWave Technologies, a software services firm onboarding fresh engineers every quarter. The organization introduced a technical training program to prepare new hires for client projects. The program covered programming concepts, tools, and company-specific frameworks over six weeks. Meera noticed that learning objectives in the training documents emphasized “understanding concepts” and “learning system features.” Training sessions primarily involved lectures, demonstrations, and reading material. However, assessments at the end of training required trainees to debug live code, design solutions, and handle complex project scenarios. Despite completing training, many new hires failed assessments or performed poorly during initial project assignments. Trainees complained that the training did not adequately prepare them for problem-solving tasks expected during evaluation. Managers felt that training outcomes did not match job requirements. Meera realized there was a mismatch between learning objectives, instructional methods, and assessment levels. While objectives targeted lower-level learning, assessments demanded higher-order cognitive skills. Senior management asked Meera to justify how a structured cognitive framework could address this misalignment.

Question

Critically examine how applying the ADDIE instructional design model could address the misalignment between learning objectives, and assessment practices in this training program **(15 Marks)**