

**POST GRADUATE DIPLOMA IN TEACHING
AND RESEARCH IN MANAGEMENT**

Term-End Examination

June, 2012

00610

**PGDTRM-01 : TEACHING SKILLS FOR
MANAGEMENT TEACHER**

Time : 3 hours

Maximum Marks : 100

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- Note :** (i) *There are two Sections A and B.*
(ii) *Attempt any three questions from Section-A.*
All questions carry 20 marks each.
(iii) *Section-B is compulsory.*
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SECTION-A

1. Explain the different types of competencies required for a management teacher. Discuss methods for assessing and enhancing competencies of management teacher. 20
2. Explain the need for integrating ICT into Management Teaching. What are the advantages of ICT in the teaching learning process in Management Education? 20
3. Discuss the role of e-learning in Management Education. Explain the advantages, challenges and problems of e-learning. 20

4. What do you understand by the term Management Curriculum? Describe the need for relevant and context specific Management Curriculum. 20
5. Explain the concept of academia - industry interface. What are the prerequisites for sustainable industry academia co-operation? 20

SECTION - B

(Compulsory)

6. Please read the case and answer the questions given at the end.

Mr. Anil Sharma, who has a Bachelors degree in technology and Masters in Business administration from a reputed Management School, is new to management teaching. Earlier, he had a lucrative career for three years with a firm which manufactured control valves, level instruments and accessories for energy and process industries. However, due to personal reasons, Mr. Sharma had to shift to his home town and before long, he could find a teaching job in a newly established business school.

The school was ambitious in its mission and was determined to use case method of teaching. Mr. Sharma has had some exposure in case method of learning management but teaching with cases was a daunting task for him as he had never obtained any systematic training in case method of teaching and learning. Sharma found the method too demanding as the students who came from diverse academic backgrounds lacked the basic theoretical knowledge and practical exposure to problem solving and decision making. Moreover, the students were habituated into traditional methods of teaching and therefore, lacked the necessary motivation to prepare,

participate, contribute and to learn from each other. There were also problems associated with the cases supplied by the school. These were mainly foreign ones and pertained to situations and problems which were rather strange for the students. Altogether, Mr. Sharma and the students found the whole exercise of case study method time-consuming and totally unproductive.

Questions :

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- (a) Explain the basic issues involved in the case. Based on these issues point out methods of skill development for students and teachers which may be relevant to case teaching and learning
- (b) Given the facts of the case. What suggestions do you have for achieving greater effectiveness in case teaching and learning ?

7. Please read the case and answer the questions given at the end.

Competition is the hallmark of modern times and nearly all organizations are devising ways by which they can survive in a world which values quality. Management education is no exception. This was a soft reminder to the stakeholders of SRK Business School and to Mr. Keerti Dalal who was inducted as the new director. The school was

all set to wear a new garb of modernity in its infrastructure and practices and Mr. Dalal the new incumbent was a veteran in the art of change management. Very soon, the management teachers of the school found it imperative to innovate on more effective teaching methods, materials and skills.

As teachers of a progressive business school, they were required to constantly focus on general as well as discipline specific aspects of contextually relevant management education. The tasks associated with teaching called for case teaching, case writing, classroom management with greater student participation, curriculum design and development, student evaluation, mentoring, feedback etc. There were also demands in other fields such as consultancy, research, integration of IT into teaching learning process, project based education, institution development and branding and general administration. There were commitments to be filled by the school towards the local communities and industries. All these threw up greater challenges and responsibilities in the professional lives of the teacher.

Questions :

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- (a) Appraise the skills required for the faculty of SRK Business School for the multiple roles which they need to play.

- (b) Suggest strategies by which the school can ensure professional development of its teachers.
 - (c) What are the possible issues and challenges of change management in SRK Business School ?
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