

POST GRADUATE DIPLOMA IN TEACHING
AND RESEARCH IN MANAGEMENT

Term-End Examination

December, 2012

PGDTRM-01 : TEACHING SKILLS FOR
MANAGEMENT TEACHER

Time : 3 hours

Maximum Marks : 100

- 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.

SECTION-A

1. What are the different competencies required for facilitation of learning in the context of Management Education? Explain the need for specific teacher competencies in technology based instructional environment. 20
2. What are the common barriers to introduction of ICT in Management Education? What are the technical barriers which you are likely to encounter when you introduce on-line learning facilities? 20
3. Explain the different e-learning methods. Describe the role of a teacher in e-learning. 20

4. What are the factors affecting curriculum implementation ? Discuss the role of teacher in curriculum implementation. 20
5. Write short notes on *any three* : 20
- (a) Curriculum Evaluation
 - (b) Digital library
 - (c) Industry-Academia Interface
 - (d) Management Pedagogy
 - (e) Group Learning Methods.

SECTION-B
(Compulsory)

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

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Ashok Srivasthava has done his Masters in Business Administration from a reputed Business School in India. Unlike many others who graduated from this school, he had a burning ambition to become a good teacher. After a brief stint in industry Srivasthava decided to pursue his long cherished desire to be teacher. With his brilliant academic record, it was very easy for Srivasthava to join a self- financing institute of Management. Ashok Srivasthava with his specialization in operations Management, was passionate about teaching Operators Research.

There was a very high degree of Variability among the students of the school in terms of culture, language, temperament, social and interpersonal skills and above all in their knowledge of and appititude in quantitative techniques.

Mr. Srivasthava devoted the first few days to get to know the students and establish report with them. His instructions in communication lessons were highly appreciated by the students. However, he felt that student's interest in the classes was deteriorating as he started teaching Operations Research. As the lessons turned more

and more mathematical, the students became increasingly non-cooperative. The rate of absenteeism among students increased. Many were not motivated and committed learners and it was very difficult for Srivasthava to adapt to individual learner needs. He also found that the number of students in each class was more than what a teacher could average, given the complexity of the subject taught.

There were also disruptive behaviour and expression of lack of respect. Srivasthava was feeling dismayed as he found that his belief and assumptions about teaching Management students were satisfied. Srivasthava could gather from his colleagues that the state of affairs had been continuing in the school for quite some time, but the authorities were slow in taking action for fear of loss of reputation.

Questions

- (a) What are the probable reasons for the pattern of behaviour exhibited by Srivasthava's students ?
- (b) Comment on Mr. Ashok Srivasthava's situation as an Operations Research teacher. What intervention do you think can be made to improve the situation?
- (c) Suggest a classroom Management strategy for Srivasthava. What are the Constraints? What solutions do you suggest ?