

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

00670

Term-End Examination

December, 2010

**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 attributes and roles of Management teacher. Discuss the responsibilities of a Management teacher in a global environment. **20**
2. What are the different group learning techniques that you can introduce in Management schools? Explain the challenges in class room management in the context of Management education. **20**

3. Discuss the challenges of management teacher may face in ICT enabled teaching - learning environment. What are the major changes in the roles of teacher and student in a Technology enabled learning environment ? 20
4. What are the different stages of curriculum planning and development ? Explain the need for context specific Management Curriculum. 20
5. What are the specific roles a management teacher can play in initiating and sustaining association with industry ? Discuss the pre-requisites for industry academia co-operation. 20
6. Identify the scope for bringing innovative pedagogical practices in a Management school. What are the possible barriers that you may encounter ? 20

SECTION - B

(compulsory)

7. Read the following case and answer the questions given at the end:

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Dr. Sridhar is a middle-aged visiting professor of Marketing in Renton Business Academy. Unlike what he was accustomed to in his previous teaching assignments, he found that a good number of students in the Renton Business Academy were quiet and did not actively participate in these group discussions. Most of them were good listeners and appreciated the points of view put forth by others.

The class composed of students from different cultural and ethnic backgrounds. Male students outnumbered female students. The school was renowned for its excellent infrastructural facilities. The educational background of students were also diverse and most of them were residents of the school's hostel.

Learning components included a large number of team projects as well. It was reliably learnt by Dr. Sridhar that though some of the quiet students were very active, in contributing to team projects, when it came to presentation, their participation was not forthcoming. Dr. Sridhar believes in participatory learning and has strong faith in the innate capacity of students for discovering meaning through case discussions.

students were not aware of even the fundamental concepts of finance and accounting. They can hardly appreciate the practical uses of these concepts. Vijay, despite being dynamic, found that there is no single style of teaching that can address the mounting challenges of diversity.

Questions for discussions:

- (1) What are the different options available to Vijay? Should he quit because his expectations were not fulfilled ?
 - (2) How can Vijay overcome skepticism on the part of students ?
 - (3) Comment on the skill requirements necessary for addressing diversity in students.
 - (4) Do you think that the wide range of interests, skills experiences and perspectives offered by diversity can be an opportunity for Vijay ?
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Dr. Sridhar contacted few students in person and they appeared good at personal level conversations. It was highly surprising for Dr. Sridhar to learn that one such quiet student was an active member of an NGO which raised its voice against exploitation of local resources by multinational companies. However, Dr. Sridhar was convinced of the fact that the efficiency with which management teaching could be done by him, as well as the overall learning outcomes were adversely affected by the presence of non-participating students.

Questions for discussion :

- (1) Suggest ways to ensure participation from non-participating students.
- (2) Should Dr. Sridhar change his method of teaching ? If yes, how ? If no, why ?

8. Read the following case and answer the questions given at the end.

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Vijay is an enterprising finance professional who has entered into management teaching. He has excellent academic credentials and is highly positive about the prospects of the profession of Management teacher. He is also well versed in research methodology and quantitative techniques. With the backing of the practical insights he has gained in his previous positions in

banks, he believes that he can make an impact in the field of Management teaching, research and consultancy. Vijay is also confident about meeting the expectations of management students.

Within the first few days of his teaching, Vijay was taken a back by the diversity in the profile of students attending his classes. They came from different disciplines such as engineering, law, economics, English literature, sociology, political science, accountancy, business and so on. The task of getting students understand financial Management was laborious. The time allotted for the subject would not simply permit to start from scratch and he can not limit his teaching to basic introduction of the subject.

Right from the initial sessions Vijay could sense frustration in many students. Vijay also noticed that the students come from diverse cultural backgrounds as well. Some of the students severely lacked communication and computing skills Despite the fact that Vijay is highly motivated to become a teacher par excellence, the problem of combating this diversity was daunting him.

Case study sessions were the most difficult ones to handle. Vijay, himself an extrovert, found it difficult to elicif participation because many