

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

00701

**Term-End Examination**

**June, 2010**

**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.*

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**SECTION - A**

1. What are the characteristics of a Profession ? 20  
What factors determine the degree of professionalism of a management teacher ?  
Discuss.
2. Explain the different type of competencies 20  
required for a management teacher. Suggest methods of assessing and enhancing teacher competencies.
3. Examine the potential for introducing 20  
Information and Communication Technology (ICT) in teaching - learning transactions in management schools. What are the barriers you may encounter in ICT implementation ?

4. Examine the benefits and limitations of digital libraries. How do digital libraries enhance quality of Management Education ? 20
5. "The Curriculum in Business schools should be dynamic" - Discuss. What are the challenges in managing a dynamic Management Curriculum ? 20
6. Examine the need for partnership between management schools and business houses. Discuss ways in which you can facilitate a management school to have meaningful partnership with industries. 20

## SECTION - B

### (Compulsory)

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

Avinash a masters degree holder in business management from a reputed business school took up the profession of management teaching as he firmly believed that alternating from business to management teaching would be professionally rewarding. Avinash held the opinion that orientation of business education to the needs of business and society would require incorporation ethics in the Management curriculum. Of course the curriculum has paid lip-service to teaching of ethics by incorporating a half - credit course in Semester I of the Management Programme. The institutional culture was not much favourable to instill the spirit of transparent accountability among the prospective managers who graduated from the school. The focus of the curriculum was mostly on the functional aspects of business organisations and the decision makers believed that with such a curriculum the young graduates from their institution would be able to add value to the organisations. Even the senior faculty members were also of the opinion that Management Education imparted by them should

address to intellectual and practical skill requirements of students and should have enhanced value as far as employment prospects are concerned.

Avinash and a few others argued for introduction of ethics into the curriculum so that issues related to corporate social responsibility would be projected. Knowledge and Understanding, according to these faculty members, include a fuller understanding of ethics in management and the ability to view the tasks related to Management in a holistic and humanistic manner. Moreover, ethics should be taught because it involves a genuine moral concern. Opinions were divided. Doubts were raised as to whether ethical considerations would hinder realisation of firms objectives.

*Questions for Discussion :*

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- (a) In your opinion, should the business schools focus on ethics in the curriculum ?
- (b) How do you resolve Avinash's Dilemma ?
- (c) In what way can Avinash convince others about the importance of ethics to ensure moral reasoning capacity of students ?
- (d) Do you agree with the stand point taken by Avinash ?

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

Prof. Akshay was a bit suspicious when he saw Nirupama's case writing assignment on Gilleff's change management strategy. Nirupama happened to be the least diligent of all the students of class 2010 and has never been keen on doing good quality work.

While going through the submissions made by many more in the same class, Prof. Akshay found that many of them have submitted cases which are identical in many respects. They were apparently different because students have attempted cosmetic changes on them by changing people or place names or by adding or deleting a few sentences at the beginning or at the end. The same event got repeated for term papers, other submissions and student projects. It was also reliably learnt by Prof. Akshay that a few of them even went to the extent of buying academic papers sold on the internet. "This is being too clever", thought Prof. Akshay "I need proof for cheating on the part of the students". He spent nearly a week of his precious time to identify the internet sources from where the students have copied the submissions. Almost all the materials that students

had downloaded and reproduced were copyrighted. Are the students unaware of the moral and legal implications of such plagiarism ?

*Discussion questions :*

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- (a) What in your opinion, are the alternative courses of action open to Dr. Akshay ? Which action would you recommend ? How do you assess the students in the current semester ?
  - (b) Suggest ways in which students may be motivated to abstain from such acts of academic dishonesty ?
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