

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

Term-End Examination

June, 2012

00281

PGDTRM-02 : INSTITUTIONAL MANAGEMENT

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, each carry 20 marks*
(iii) *Section B is Compulsory and carries 40 marks.*
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SECTION - A

1. (a) What are the major considerations to be kept while designing faculty development programmes ? **20**
- (b) Explain the organisational and individual barriers to effective implementation of Faculty Development programmes.
2. (a) Explain the concept of strategy and strategic management? **20**
- (b) Describe the different levels of leadership with specific reference to the role of strategic leadership in Institutional Development.

3. (a) What are the different stages in Team Development? 20
- (b) Explain the role of a Team Leader in each of the stages.
4. (a) What are the different theories of management relevant to managing educational institutions? 20
- (b) How these theories are implemented in practice in a management Institute
5. Write short notes on *any four* of the following. 20
- (a) Types of Institutional Collaborations
- (b) 360 degree method of performance appraisal
- (c) Benefits of Academic Audit
- (d) Impediments to change management
- (e) Concept of Academic Branding

SECTION - B

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

The crisis at the Global Management Institute

Global Educational Services (GES) is a Society set up by a group of entrepreneurs who had realized the need for establishing educational institutions that provide quality education at affordable cost. It had a modest beginning with the setting up of a High School in a place to which the promoters of the Society originally belonged, where there were only government run-primary schools and the children had to go out for higher studies to the nearest high school which was more than 5 kilometers away. For these entrepreneurs, who had made success in their businesses, starting of an institution that impart quality education at affordable cost was not just an act of philanthropy, but a demonstration of their social responsibility and a culmination of their desire to give something back to the society that made them what they are today.

The school started in 1975 was different in many respect, not only in its emphasis on value-based education, but also in the quality of teaching and focus on all-round development of students. Very

soon, the School added plus two course also. Later, in the year 1995, the Society started an Arts college in the same campus, which was upgraded to post graduate level in 2000. Five years later, realizing the need for job oriented courses, it was decided to start specialized courses in management stream also at graduate and post graduate levels. As part of this decision, an institute for management education called "Global Management Institute" (GMI) was established. The courses offered in the management stream were BBA and MBA, both affiliated to the University to which the Arts college was affiliated.

The core faculty at GMI were drawn from among the most efficient faculty of related departments of the Arts College, guided mainly by the desire of the Society management to make MBA at GMI as the flagship programme of the Society. Availability of experienced faculty enabled the Management Institute coming on stream in the shortest possible time. All the management subjects were handled by these experienced faculty, with years of teaching experience at the Arts College, supported by three junior level faculty members recruited with MBA qualifications. The senior faculty members were not MBAs, but were post-graduates in Commerce

and Economics with two of them having Ph.Ds with research experience also in their respective disciplines.

In view of the good name earned by the Arts College over the years in the academic and cultural fields the GMI could attract very good students for its MBA programmes in the year of its launching itself. For a total of 60 seats for the MBA programme, there were 300 applicants with more than 500 marks in the MAT score. There was no problem for good students in the second and third batches also. More emphasis was placed on class room teaching with more of monthly tests and evaluations from the examination point of view. As regards electives, the choice was made by the faculty members, considering the areas in which they are strong, with a view to avoid dependence on external/guest faculty. The GMI also followed the same academic calendar as that of the Arts College and was for all practical purposes an extension of Arts College, in its timings, teaching methodology, assignments and project studies. The performance of the first batch in the University examination was also encouraging with 100% pass in all the subjects, justifying the intensive coaching given on each subject and the time and effort put in the faculty for conducting regular monthly tests and

evaluation. However, there was a sharp decline in the number of students applying for the MBA course in the later years, as the employability of students passing out from GMI was perceived to be much less compared to other Management schools. In the views of recruiters, the GMI students lacked certain essential skills and an industrial orientation needed to become a successful manager. Since the institute had the advantage of having a stream of BBA students from the same college itself, the Management of the Society thought that the MBA programme would continue without any difficulty. However, the fact was that even those who had completed BBA from the same college was not interested to join the MBA programme at GMI. Further, competition from the new generation management Schools which also started during the same period threatened the very existence of GMI. Just four years after the start of the Management institute, the Society had landed in a crisis situation which, it had not faced in the last three decades of existence. The MBA programme at GMI had become one of the least sought after one, though the post graduate programmes in other disciplines at the Arts College continued to maintain its competitiveness and attracted good students.

The dismal performance of GMI was an area of serious concern to the Managing committee members. What worried them most was that in spite of having very senior faculty with good academic record and teaching experience and the backing of a highly rated Arts College and its vast library and infrastructure, the Management Institute has not been able to build up an identity and name of its own. Further, though the Institute was one among the few that ensured full pass for its MBA course at the University level examinations, its students were rated very low in their employability skills. What had then gone wrong? The Management Committee felt that unless something is done to correct the situation, the good image built up by the Arts College will also be lost soon.

Discussion Questions :

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- (a) If you are appointed as a consultant to set things right, how will you go about ?
- (b) What are your suggestions for enhancing the image of the GMI in the eyes of students and prospective employers ?
- (c) Is it necessary for a management Institute to have a Marketing Plan? If you are given the responsibility of co-ordinating the marketing of GMI, what initiatives will you suggest to expand its reach and visibility ?

- (d) How will you prepare a scheme for rebuilding and rebranding GMI and what changes do you suggest in the teaching methodology to make the MBA at GMI responsive to the industry needs ?
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