

00861

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

Term-End Examination

June, 2010

PGDTRM-02 : INSTITUTIONAL MANAGEMENT

Time : 3 hours

Maximum Marks : 100

- 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.*

SECTION - A

1. Describe the various stake holders interest and perspective to institutional management. Discuss the responsibilities of higher educational institutions to its stake holders. **20**
2. 'Higher educational system resembles to industrial activities in many respect'. Do you agree with the statement ? Applying the product concept, explain the major constituents of building an institution of higher learning. **20**
3. Examine the different dimensions of globalisation and the ensuing marketisation as well as the challenges they throw up on higher education. Discuss the possible impacts/implications of globalisation of India's educational sector. **20**

4. Compare and contrast performance management and performance appraisal. What are the benefits of performance appraisal on teacher quality and accountability. **20**
5. Write short notes on *any three* of the following : **20**
- (a) *x, y* and *z* Theories of Management
 - (b) Role of Teachers in change Management
 - (c) Common flaws in Academic branding
 - (d) Teams vs Groups
 - (e) TQM for Educational Institutions.

SECTION - B

A Director's Dilemma.

When Brigadier Menon was retiring from service, he had a number of options in front of him - and he chose the one which was close to his heart. While in the army, he had involved with a number of training programs for army personnel and he wanted to be in the teaching profession. So, when a new management institution offering MBA program near his native place was looking for a Director, he had no hesitation. That is how Brig. Menon joined as Director of National Business School. Here was an opportunity he was looking for. He joined one month prior to the starting of the new academic year when first batch was to commence. Before this, most of the faculty and staff had been recruited, but he had to establish other academic/administrative facility and necessary infrastructure. The management was reasonably co-operative. They had agreed to give a free hand to the Director and he was hoping to raise the institution to one of prominence in a short span of time. As the semester was in progress, he faced a problem - experienced and qualified faculty were short in supply and the people already taken had minimum experience and most had no exposure outside the state or industry. With academic and administrative tasks and infrastructure building in progress, he had limited

time to train the teachers. The institution was located in a remote place, and school and medical facility were not good. Teachers with families found it difficult to stay with families there. They had to leave early in the evening and were often late in the morning. Brig. Menon believed deeply in discipline instilled in him during the decades in the army and punctuality was an essential character trait. He expected teachers to be available during evening hours and spend more time with the students, mentoring and guide them.

Further, he was from the Harvard MBA thinking that considered case medium as the appropriate method of management learning. He preferred the students to follow text books of international authors, which he believed was essential to give the students better understanding and outlook. However, the faculty was not familiar with these concepts and were of the university mould-who considered local text book as the major source of learning. The student input quality was not very good and as the course progressed, he found the students were also favourable to the teachers thinking they considered university exam as the primary objective of MBA against the Brigadier's personality building concept. He pushed the case method in spite of poor response from the teachers and students. However, as the first semester exam

results came, the results were disastrous. Hardly a few students passed and many failed in multiple papers.

After nearly an year as Director, Brig. Menon was taking stock of the year that was. Though he had tried hard, he had nothing much to show. He was now not confident to the vision he had when he joined. He wanted to revamp the whole system. But how—that was the question he was searching answers for.

Discussion questions :

40

- (a) Is case methodology of management teaching appropriate in the university environment. How can this be made effective.
 - (b) What do you think is the primary role of teachers ? How effective can new teachers be in the role of mentors ? Or is it to be left to professional counselors ?
 - (c) What will happen if Brig. Menon takes strict action for bringing discipline ? Is there a better course of action ?
-