

Printed Pages: 6

MAM-405/MAM-404 (A)

(Following Paper ID and Roll No. to be filled in your
Answer Books)

Paper ID : 293405

Roll No.

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M.A.M.

Theory Examination (Semester-IV) 2015-16

CUSTOMER RELATIONSHIP MANAGEMENT

Time : 3 Hours

Max. Marks : 100

**Note : Attempt questions from all sections as per directions.
The figures in the right-hand margin indicate marks.**

Section-A

1. Attempt all parts.

(2×10 = 20)

- (a) Define relationship marketing.
- (b) Define Collaborative CRM.
- (c) What is e-CRM?
- (d) What are the component of customer satisfaction?
- (e) What do you mean by 'Concept of equity ratio'?

(1)

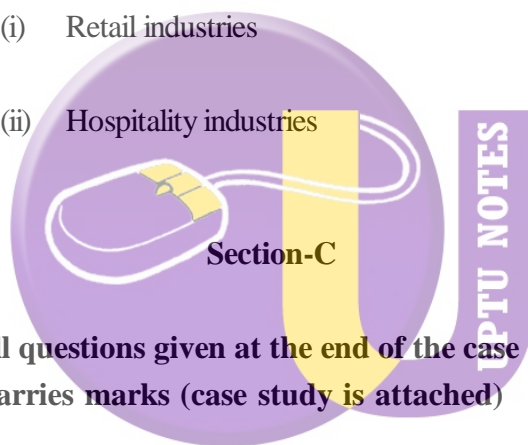
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- (f) What is service quality?
- (g) What is quality standard gap?
- (h) What do you mean by 'Zone of tolerance'?
- (i) What is service recovery?
- (j) What do you mean by employee-organisation relationship?

2. Attempt any five questions: (10×5 = 50)

- (a) What are the stages of relationship? Explain the various issues of relationship.
- (b) Write detailed note on "Emergence of CRM practice."
- (c) What is customer satisfaction? Discuss the various customer satisfaction models in detail.
- (d) Discuss the theoretical perspectives of relationship.
- (e) Discuss the significance of CRM and also discuss the stakeholders in CRM.

- (f) What are the various phases of measuring of customer satisfaction? Discuss in detail.
- (g) What are the various types of service failure? Explain each of them in detail.
- (h) Discuss the implementation of CRM in following industries:
- (i) Retail industries
 - (ii) Hospitality industries



Attempt all questions given at the end of the case study. Each question carries marks (case study is attached) (15×2=30)

Case :- Student Relation Management in Management Institutions

In India, management education started in the 1950s and the Indian Institute of Social Welfare and Business Management (IISWBM) is the first institution that was set up for imparting formal management education. Quickly thereafter, in the early 1960, two Indian Institutes of Management (IIMs) were set up, one at Kolkata and the other at Ahmedabad at the initiative of the Indian Government. To meet the

increasing demand of professional managers, a few more institutions were set up at Government initiatives.

In recent years, there has been a proliferation of management institutes in the country. Seeing the response these courses received from the students and the industry, there has been an unprecedented growth in the number of technical and management institutions since the early 1990s mostly through private capital. In the field of management education, India now has over 2000 Business Schools providing management education at undergraduate or postgraduate level courses.

Modern management education has been the following structural changes:

1. There has been huge proliferation of management institutions.
2. Majority of these new management institutions are in private sector.
3. Management education has become Lucrative business option.
4. Entry of foreign institutions has now been permitted by the Government of India.
5. Huge stake for the society has been in terms of students studying, money being invested by their families, the output has great bearing on the industrial performance and consequently performance of the national economy.

The solution of majority of the problems of management education lies in ensuring the quality of education. And quality being “conformance to standards.” Students’ expectations became the performance measurement parameter for management institutions. This approach changed the very status of students in these institutions and hence came the concept of students’s relationship management.

Defining students as customers of the academic institutions has received different comments and explanations in literature. Downey et al. (1994) note that the primary customer in an education institution is the student, who is both an internal and an external customer. While in the institution, the student is an internal customer participating in the learning process, he or she becomes an external customers when they leave the institution. They then become the ultimate external customer, and function effectively in the society.

Keeping with the newer demands that have been placed on the management institutions especially the newly opened ones by various stakeholders, care and concern for students have become the driving force in policy formation. Growth and survival of management institutions have become fully dependent on the competitive working styles, opinion of the students about their performance and general level of satisfaction with the overall experience of the student with his/her two-year stay with the institute. It is increasingly recognised that high satisfac-

tion with the products is associated with the satisfaction of customers and they are the key points for survival of any organisation whether educational or otherwise.

Questions

3. How do you see the students being treated at par with the customers of any service business?
4. What other dimensions of student needs special care in management institutions?

