

is commonly found in the inadequacy of the procedure".

As this is a text book, a brief mention should have been made to the concept of 'industrial relations system' after the first three chapters, in order to understand the subsequent topics in their proper perspective.

Despite these, the book is promising in so far as it introduces the reader systematically to the theory and practice of industrial relations in India and the authors deserve encouragement for their maiden collaborative enterprise.

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References

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Case Method in Management Development, John I. Reynolds; New Delhi, Oxford and IBH Publishing Co, pp. 264+VI; Rs. 40.

Despite the differences of opinion among management educators about exclusive use of case method of teaching as to its effectiveness, it has come to stay as an important tool of training. Even though the extent of reliance on this method may vary from institution it is used by a broad spectrum of institutions ranging from the one's who rely exclusively on this method to others who use it as a supplement to other methods of teaching.

Large number of management educators who had no formal training in case method are finding it increasingly necessary to use cases in their curricula in some form or other. Similarly the developing countries with their newly established management Institutes are finding it difficult to have sufficient number of cases written in their environment. It is these problems among others which make this volume of great importance to management educators generally and those in developing countries specially.

The volume under review is a guide for effective use of case method in management training. The Volume is divided into four parts. The first part is intended for the students of case method, guiding them as to how to study a case, participate in the case class and write a case analysis report. This part may be of immense help to students who are new to the system. This would also be helpful to teachers for introducing their students to case method.

The second part is a guide to teachers. This part systematically introduces the methodology of conducting a case class, developing case courses, and shows how to choose and sequence the cases for such courses. It also deals with the most difficult task many teachers might have

faced in using case method, the task of evaluating students' work.

Part three is devoted to case writing, where the author deals with mechanics of case writing. Where the author stresses the need for field research based cases especially for the developing world to fill in the teaching need for cases set in the environment of the developing world. The idea is to introduce new case writers to the "conventions" of case writing. The author himself admits that case writing must finally be learned through doing it.

Part four is devoted to the areas of development required for fostering case method. Here discussions are centred round how the institutions can adopt to case courses in their curricula and as to how case writing workshops should be organized so as to promote case method teaching. Discussion in this part also contains number of other considerations

and institutional supports required for popularising case method teaching.

The appendices contain eleven cases which can be effectively used in case writer's workshops. Further appendices dealing with sample information material for case writing workshops, sample case evaluation forms, cases and notes used in prior workshops, selected case clearing houses and selected bibliography on case study methods are of invaluable help to teachers and trainers interested in case method.

This volume is a thoughtfully drawn out guide on case method of teaching, which can be of immense help to students, teachers and trainers. This can be of great value to the institutions in developing countries striving to build up the necessary infrastructure for training managerial personnel at different levels.

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