



Management Education in India: Emerging Strategies in Distance Learning



11th Strategic Management
Convention

IIT Kanpur, 8-10 May 2008

Let me state that the remarks represent my own views
(based on limited information and knowledge) – *Ram*

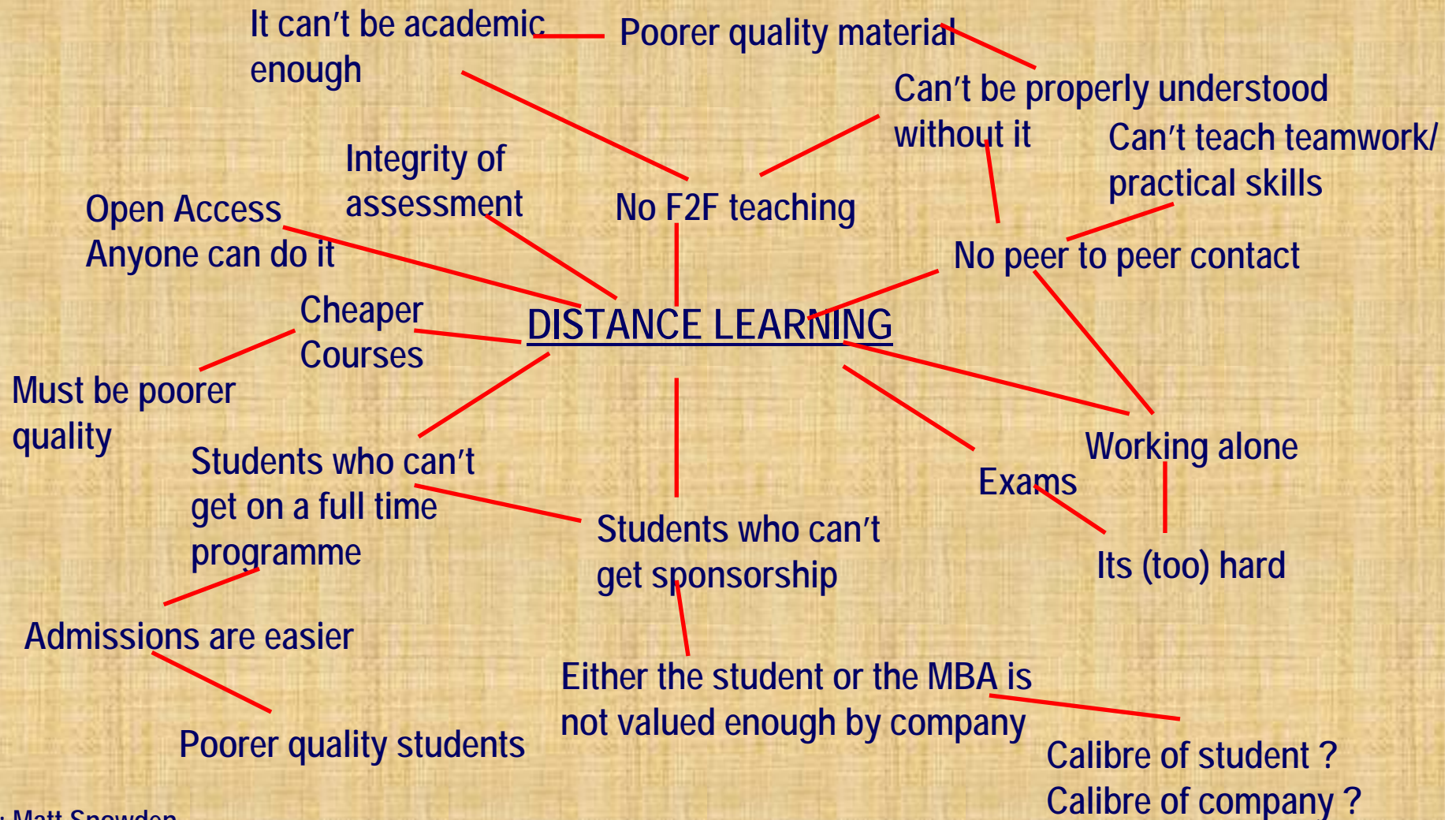
Kumar Kakani, Professor, XLRI Jamshedpur, India

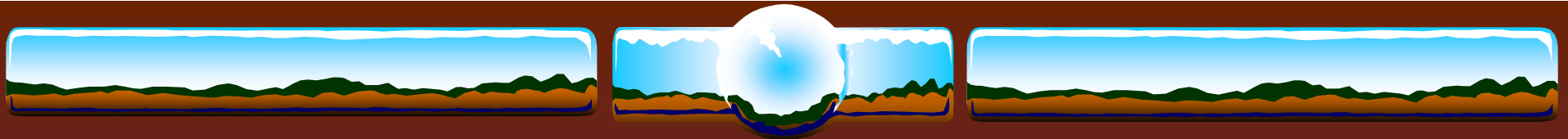


What is Distance Learning?

- ❖ Teachers and students are physically separate from one another (Evans, 2001)
- ❖ Universities and programs we are aware of:
 - ❖ IGNOU Open University (offers even Ph.D.)
 - ❖ Dr Ambedkar Open University (offers even Ph.D.)
 - ❖ **Annamalai Univesity (Bachelors and Masters) 1979**
 - ❖ University of Madras (Bachelors)
 - ❖ Kamraj University (Bachelors)
 - ❖ University of Delhi (Bachelors)
 - ❖ Institute of Materials Management (Certificate Programs)

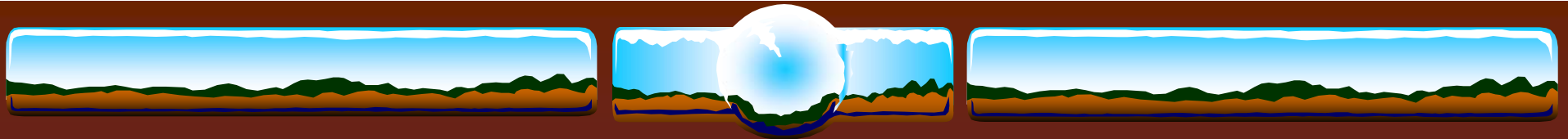
Negative associations in the marketplace





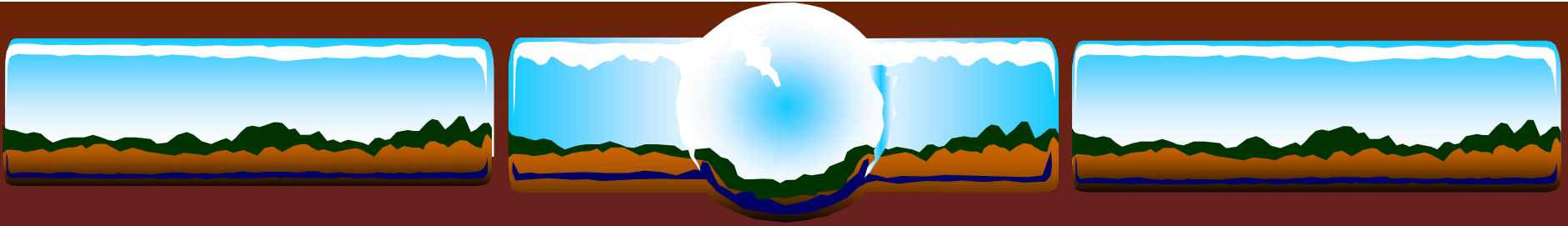
The Big Picture ...

- ❖ There have been a handful of inventions throughout human civilization (and related innovations within them) that have profoundly affected history.
- ❖ Take the case of transportation.
- ❖ Walking is essential, but, it was the invention of wheel that has been the most efficient and effective invention.
- ❖ The invention of the wheel gave a boost to travelling, trade, exchange of good and services to take place.
- ❖ The arrival of technology-based distance learning will probably have a similar impact on the field of education.



The Big Picture ...

- ❖ Travel by steam locomotive engine in 1814 at speed of 10 Kms per hour resulted in strong resistance
- ❖ Similarly, it is my personal opinion that technology based distance learning and the concept of virtual classrooms are significant inventions in the field of education and imparting knowledge.
- ❖ While they faced large scepticism among the society in early days, things are changing.
- ❖ Today, it faces pockets of resistance (probably by stakeholders having entrenched positions).



'Distance Learning' Experiment



XLRI Jamshedpur



Introduction

- ❖ Started in 2002

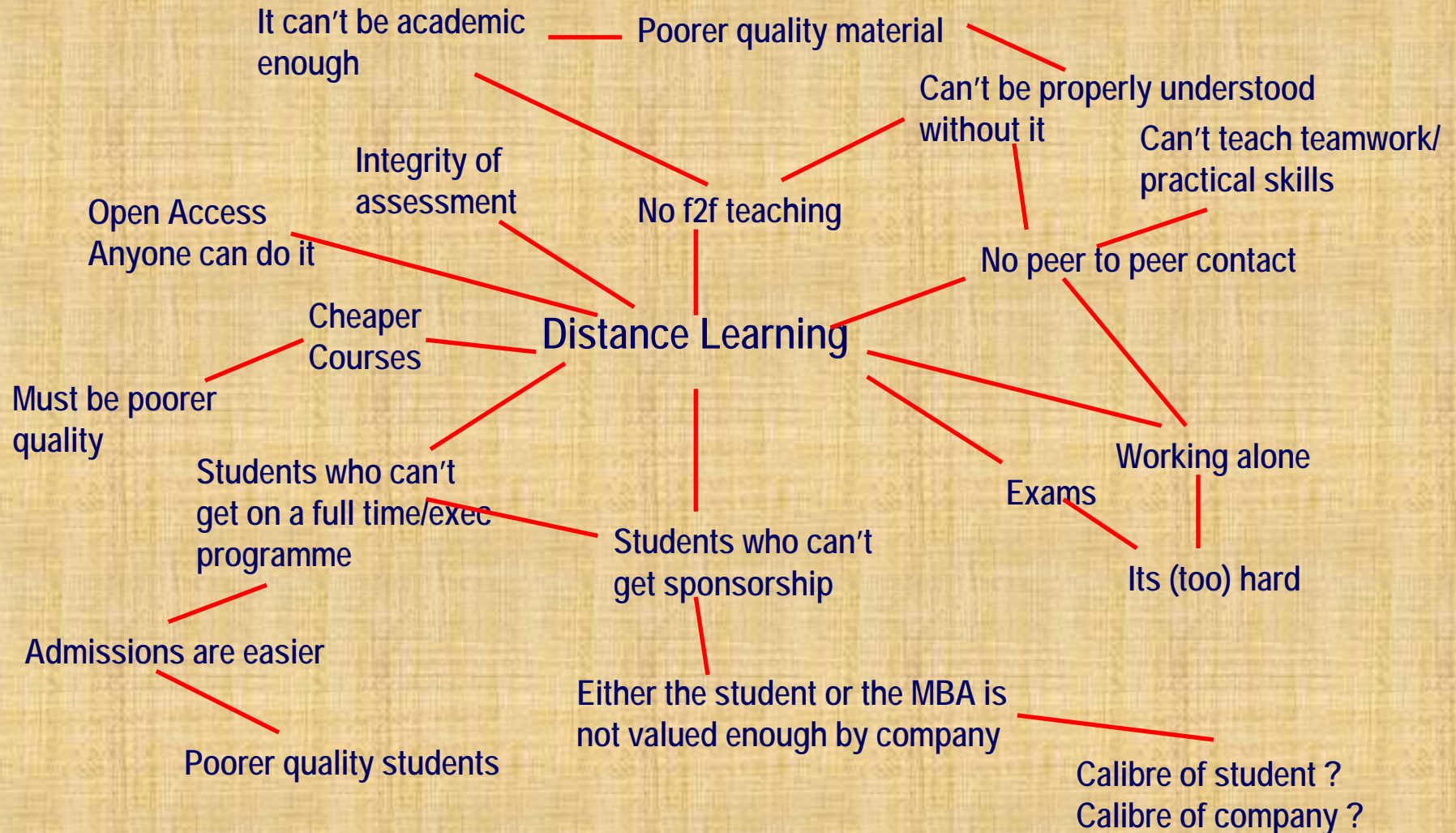
- ❖ Under Prof Ashis K Pani



- ❖ In a Partnership with HECL's DirecWay



Negative associations in the marketplace





How was the Progress?

- ❖ It was a loosely bound alliance
- ❖ XLRI launched two certificate programs ... PGCBM and PGCHRM ...
- ❖ There were a lot of positives (especially in terms of our reach, industry impact, and revenues)
- ❖ But, initially our brand was under threat
- ❖ Largely due to lack of control (and monitoring) over HECL's franchisees
- ❖ In 2003, XLRI launched a series of short term programs (Rural Marketing, Risk Metrics, FNFE, Competency Assessment, ...)

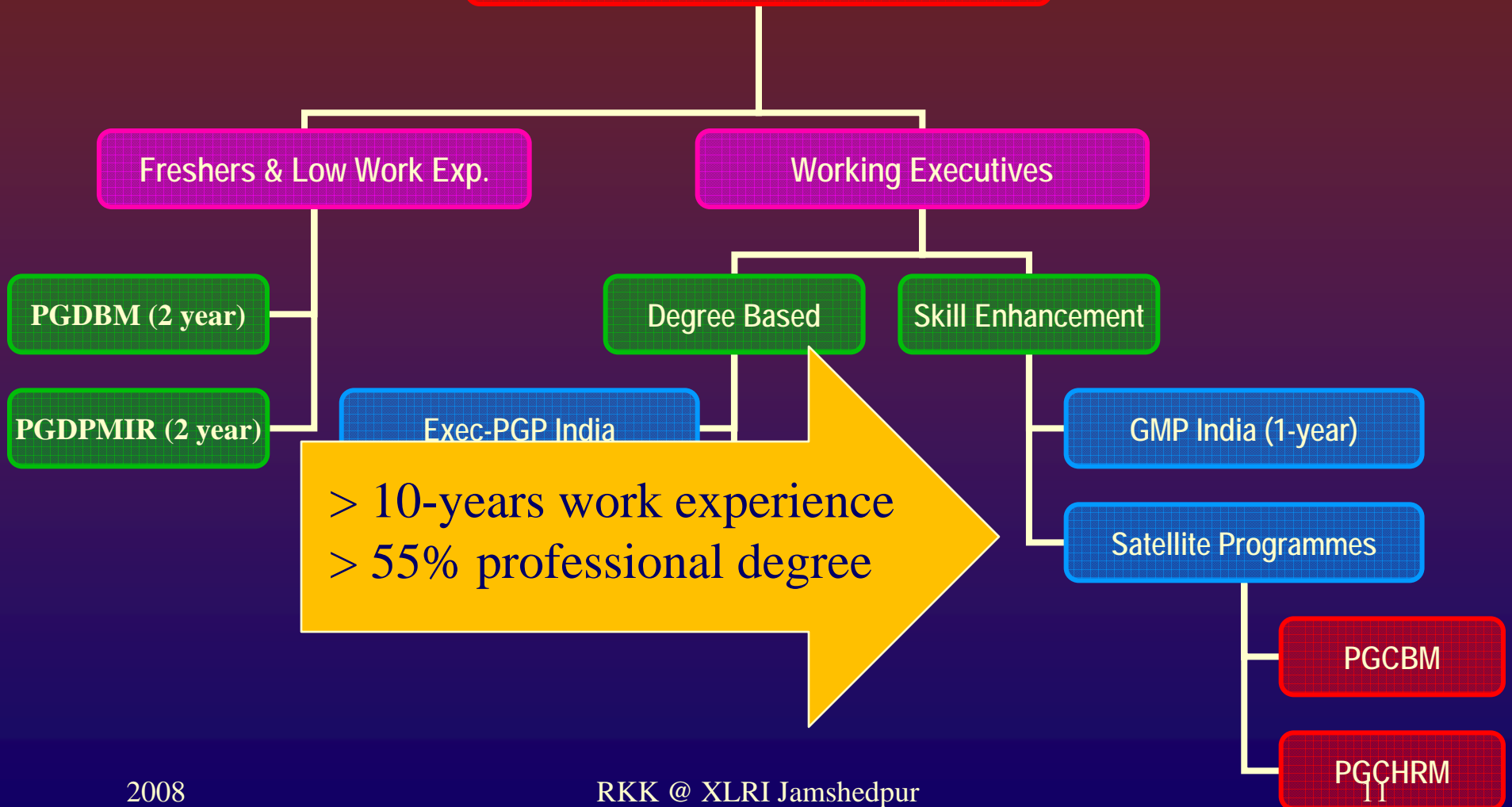


Virtual Classrooms ...

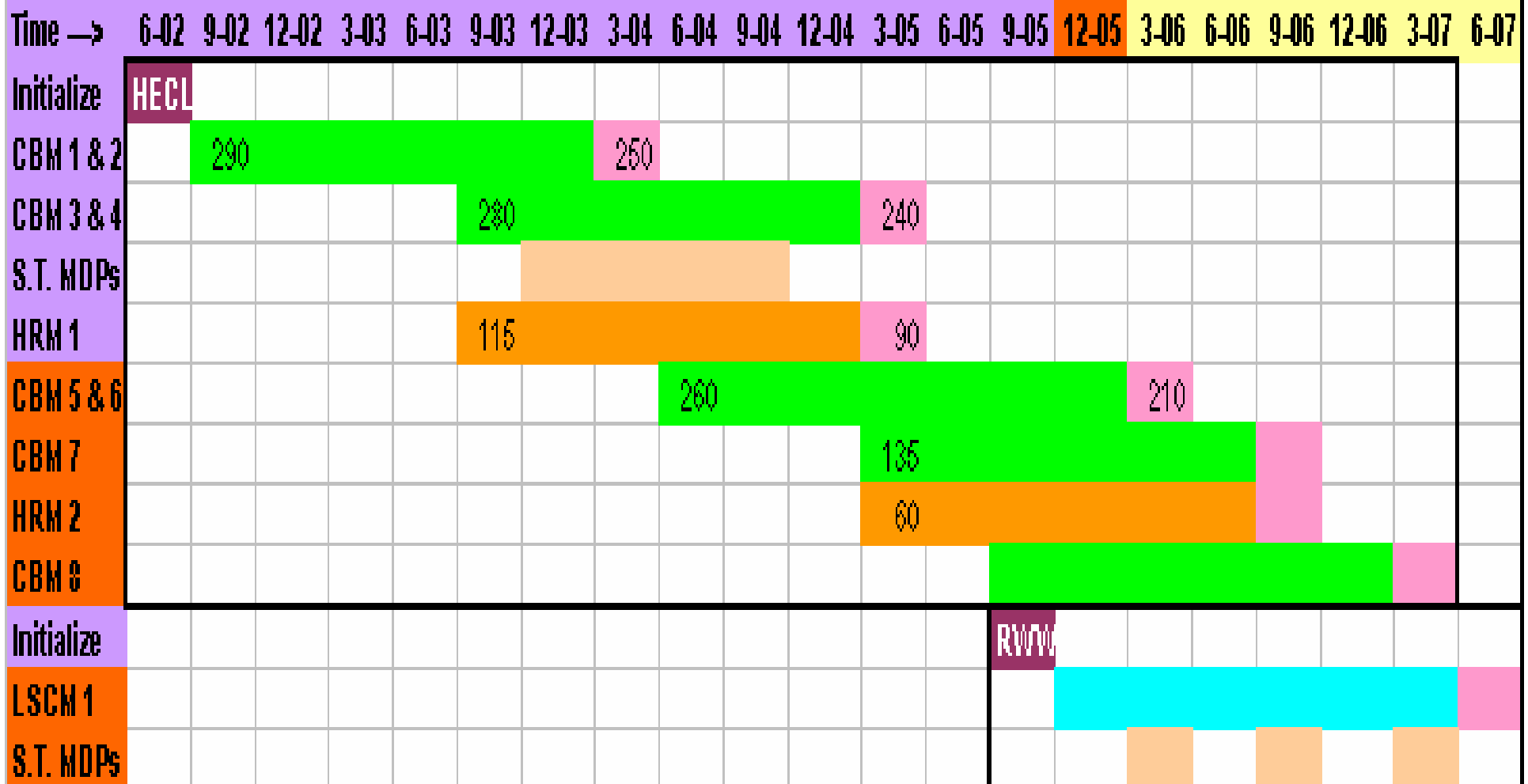
- ❖ Using satellite-based technology, it virtually brings together a community of learners into a virtual classroom where they can interact with each other.
- ❖ Uses methods ranging from video conference, audio interactivity, web, library, peer chat, and taking online tests
- ❖ These methods if used intelligently will engage the students in the learning process through an interactive environment involving the students, on-line materials and an instructor.
- ❖ At XLRI, these methods combined with a compulsory 'campus component' ensure that the student integrates into the XL culture and meets the faculty and peer students face-to-face.

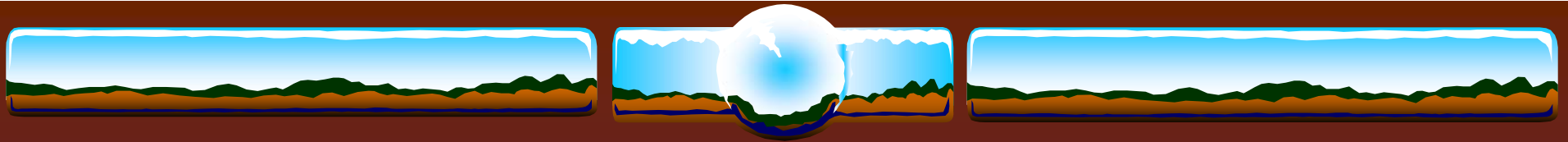
How was it pitched?

SEGMENTATION of Our Programmes



XLRI Satellite Programmes ...





Role of Satellite Staff (Team Members)

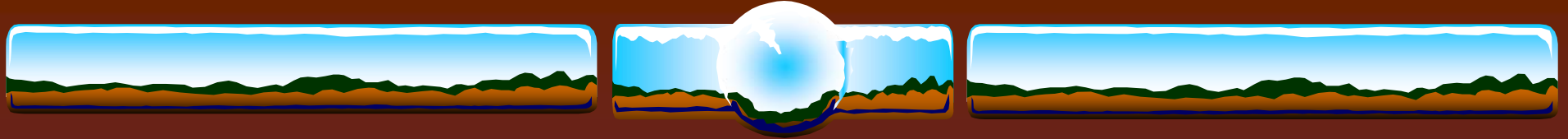
Their responsibility includes:

- ❖ Course Scheduling, Course Outline, Course Material
- ❖ Attending Satellite Classes (sessions)
- ❖ Course Assistance/ Evaluation of Class Participation, Examinations, Plus Assignments
- ❖ Plus Advertisements, Admissions, and Convocation
- ❖ Plus handling ... Student Queries, Partnership Issues, Grade related issue, Accounts-related Issues, etc.



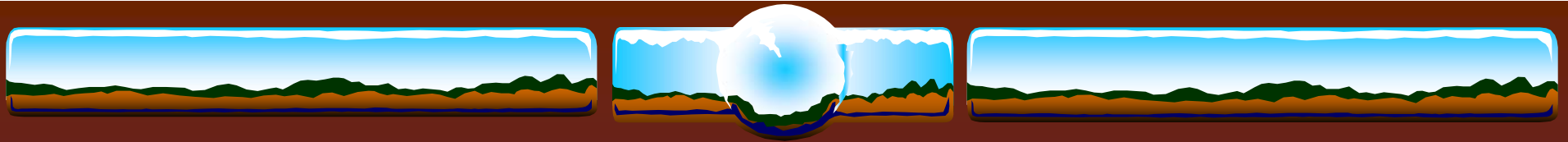
What were the Learning's?

- ❖ Need to control & monitor the programme continuously (even at extra cost) ...
- ❖ Steps were taken ...
- ❖ Need to ensure that the faculty understands the difference of handling a course on the satellite ...
- ❖ Steps were taken ...
- ❖ Need to keep in touch with the students and care for them ...
- ❖ Some steps ... but ...
- ❖ Need to change with time ... steps were taken ... but ...



Where is XLRI going?

- ❖ Focus on Skill Enhancement Programs
- ❖ And be the # 1 player
- ❖ A larger issue was realised ...
 - ❖ Conventional classroom-based learning will not be capable of meeting the escalating demand for higher education!!



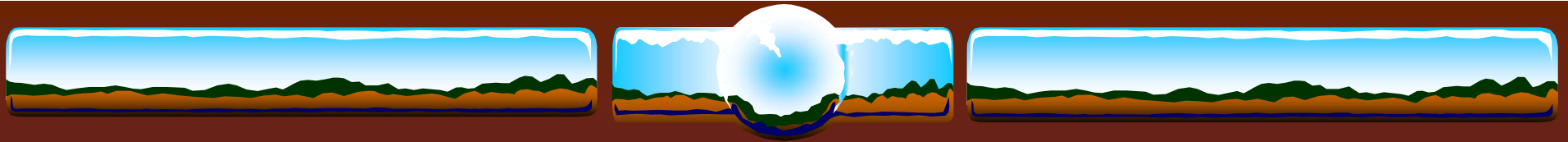
How does XLRI plan to go from here?

- ❖ One Suggestion ... for Executive Education ...
- ❖ Module Based MBA ...
- ❖ Have some modules system ... reward a candidate if he fulfills a pre-specified set of modules ...
- ❖ But ... there are large number of
 - ❖ implementations issues to be resolved, and
 - ❖ issues related to mindset (internal acceptance) to be cleared



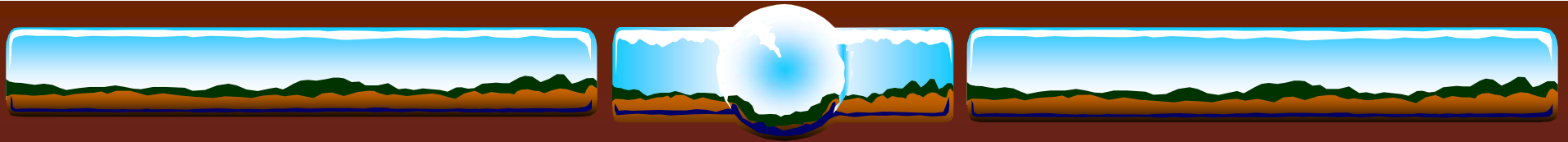
Best Practices

- ❖ In India?
- ❖ Probably, there are not many other available best practices
- ❖ In Asia?
- ❖ There are no such programs
- ❖ We searched ... NUS, AIT, AIM, etc.
- ❖ Across the globe?
- ❖ There are a few of them in
 - ❖ Australia
 - ❖ Europe (EQUAL)
 - ❖ U.S.A.



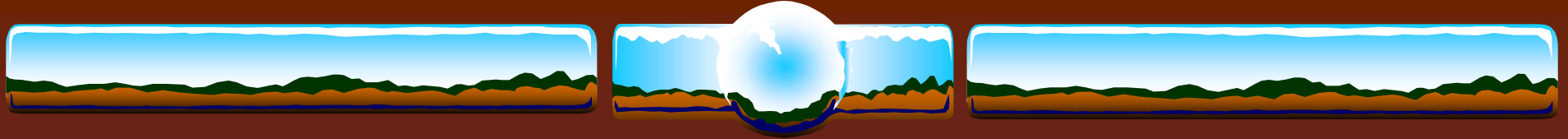
Some international universities were game ...

- ❖ Places offering distance learning based MBA include ...
- ❖ Lehigh University, University of Southern Queensland, Cambridge University, Rushmore University, University of Liverpool, Colorado Technical University, University of Phoenix, Cardean University, Capella University, Everglades University, Walden University, Baker College, Strayer University, Keller University, Kennedy Western University, Canyon College, Tulane University, George Washington University, Indian University Kelley School of Business, Dallas, Utah, Great Plains, ...



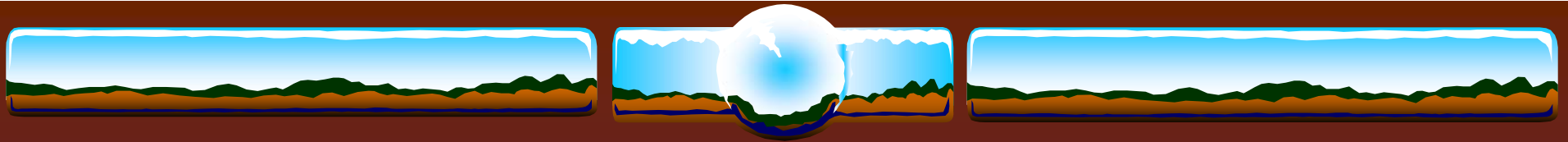
Best Practices at San Diego State Univ.

- ❖ Executive-MBA
- ❖ Classes are capped at 12 students to ensure development of strong working relationship
- ❖ Successful applicants generally have 10 years of work experience (incl. 3 managerial)
- ❖ Fees are all inclusive (\$43,600) ... no grants
- ❖ Courses are taught by SDSU regular faculties along with the visiting faculties from the industry
- ❖ All courses use Blackboard™ an online course management environment



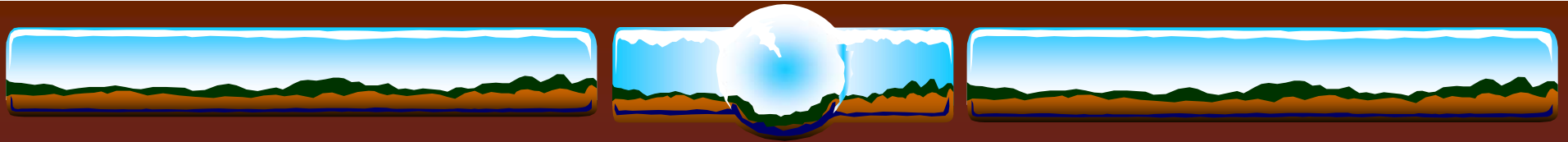
Best Practices at University of Phoenix

- ❖ Online MBA
- ❖ Programme Fees: \$30,000
- ❖ Teaching Methodology: Asynchronous simulations, one-course-at-a-time for 5-6 weeks each. The maximum size of the class is 20. Students have access to campus-based and online libraries; academic advising; mentoring; tutoring. 100% of the curriculum can be completed online; absolutely no classroom attendance is required.



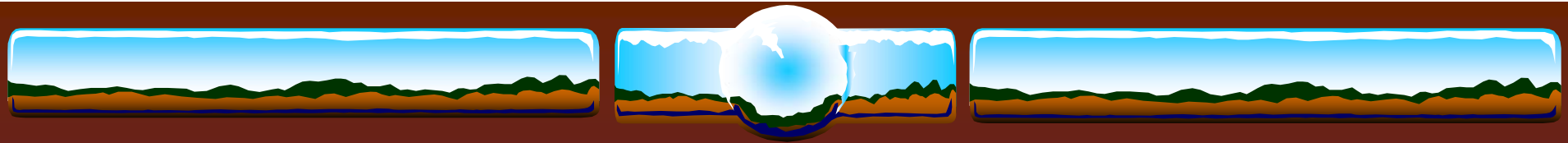
Cambridge e-MBA

- ❖ In Sep. 2001, Cambridge University's business school joined forces with Financial Times (Pearson plc), to offer this new degree.
- ❖ 791 years ago Cambridge University passed a rule requiring all students to reside in the town of Cambridge, England. In 2000, that rule was revoked. The 800 year-old rulebook had to be altered to make way for the university's first Internet-enabled program, the global e-MBA.
- ❖ In Mar. 2003, Cambridge decided to stop this initiative and not pursue it. So there are examples of failure also ...



Evolution of Technology and Instruction

- ❖ Use of lecture notes and blackboard
- ❖ Use of overheads and videos
- ❖ In-class use of powerpoint and network based technologies
- ❖ Out of class interfaces – emails, links to websites
- ❖ Faculty web pages with syllabi, links, assignments
- ❖ Advanced interfaces – audio, video, chatrooms
- ❖ Technology driven courses



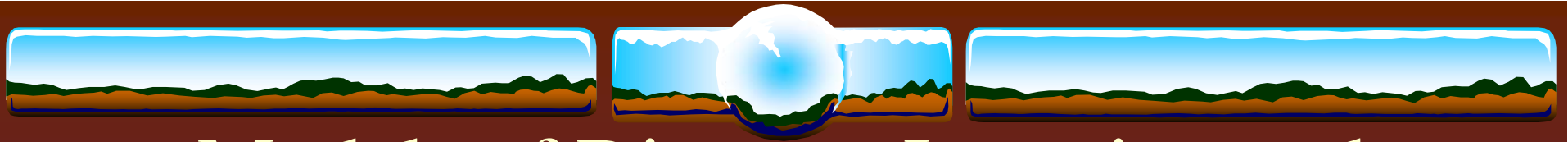
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**Traditional
Classroom**

**Technology-
Enhanced
Classroom**

**Technology-Based
Distance Education**



Models of Distance Learning and Associated Delivery

1. The correspondence model (print)
2. The multimedia model (print, audiotapes, videotapes)
3. The telelearning model (broadcast tv/ radio, audio /video conferencing)
4. The flexible learning model (interactive multimedia online, internet based resources, computer mediated communication)
5. The intelligent flexible learning model (computer mediated communication using automated response systems, campus portal access to institutional processes and resources)



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Flexibility

**Interactive
Delivery**

**Flexibility +
Interactive +
Refined Material**

Towards Technology Based Distance Learning



Technology-Enhanced Classroom Education

- | | | | | |
|----------------------------|-------------------------|--------------------------------|-----------------------------|---------------------------------------|
| 1. Lectures and blackboard | 2. Overheads and Videos | 3. In-class powerpoint, excel, | 4. Audio, Video, Chat Rooms | 5. Technology-Based Distance Learning |
|----------------------------|-------------------------|--------------------------------|-----------------------------|---------------------------------------|

1. Correspondence

2. Multimedia

3. Tele-learning

4. Flexible learning

Towards Technology Based Distance Learning

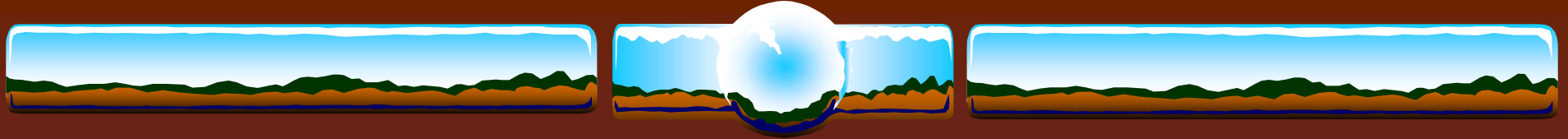
Traditional
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1. ...
and ...
black

Audio,
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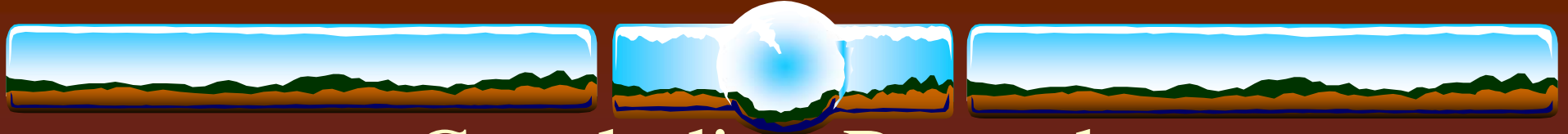
Institutional Capacity for Change!

- ❖ B-schools and universities are generally regarded as being stubbornly resistant to change as a result of the typically conservative and reactionary pressures both internal and external to the organization. (Taylor, 2005)
- ❖ In most b-schools, the development of technology-based distance learning initiatives are not systemic, but often the result of random acts of innovation initiated by risk-taking individual academics.



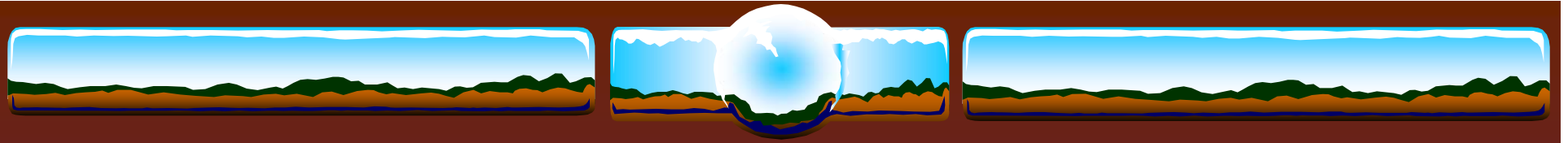
Concluding Remarks

- ❖ I would like to note my belief that technology is the key component of an efficient distance learning mechanism.
- ❖ Most b-schools are yet to take the path from 'technology-enhanced classroom learning' to 'technology-based distance learning'
- ❖ Ideally, the implementation of technology-based distance learning needs to be strategically planned, systematically integrated and institutionally comprehensive.
- ❖ Expect haphazard change to continue working with b-schools and regulators in the future to ensure that the distance learning is sufficiently established



Concluding Remarks

- ❖ Distance learning deserves to share a higher spotlight with the residential programs (to ensure wider reach and impact)
- ❖ It can be done by increasingly adapting to new technology and giving individual students the tools they need to become active participants (in the classroom).
- ❖ I believe that increasing control (by b-schools) could reinforce distance learning's integrity and, ultimately, result in increased industry confidence and ensure that the distance learning becomes strong and vibrant.



Thank You ... ☺