

STRATEGY PLAN FOR ONLINE MBA

About 90% of the learner group is working executives and potential entrepreneurs. They are extremely busy and engage in limited time for maximum learning.

1. **Learning Outcomes:** Program learning outcomes and course learning outcomes have been specified. During the selection process faculty capture the purpose of the candidate in pursuing the MBA. The course delivery elements are sought to be aligned with these goals. In the Orientation Program and initial sessions, the content preferences of the student are sought to be captured as their learning styles differ. They are counselled on which learning style to adopt.
2. **Curriculum:** The focus is on cafeteria approach to learning. While core and capstone courses are mandatory, elective courses promote a cafeteria approach. The strategy is to build interdisciplinary skills for real life problem solving and innovation.
3. **Content:** Various forms of content have been generated beyond what is statutorily needed. They cater to
 - a. Getting and retaining attention of learner: Videos are short and based on micro-learning principles- from two minute situational questions to 7-minute case videos to 15-minute concept videos. We use high engagement interactive digitized animated videos. Using the Story- Concept -Activity model to make video learning objects
 - b. Enhancing situation/ case based learning: In management education, case based learning is a dominant approach used to bring practice into the learning spaces. We use this approach in.
 - c. Different learning products cater to different types of learning. SLiM's serve as visual learning aids for important concepts. Workbooks serve for para based case learning for concept identification in real life settings. One page cases and Research Insights (PEP Notes) serve as short cases for problem identification and solution building. Glossary serve as reinforce
4. **Delivery:**
 - a. Synchronous sessions are classified as live sessions (based on credit structure of the course), tutorial sessions for focus on problem solving- qualitative and quantitative, feedback sessions which cater to giving feedback, gap identification and direction on formative assessments done by students.
 - b. Asynchronous learning takes place through discussion forums and mobile app. Individual need based learning occurs through queries to faculty on WhatsApp, query facility on LMS, mobile app and phone calls.
5. **Assessment:** Assessments are planned to test learning outcomes prescribed. The types of assessment used include

- a. **Types:** Section A type for concept identification in context. Section B type for short real life problem identification and scoping. Section C type for problem identification and solution building in a real life context. Thematic application based questions to explore conceptual theme implications in real life settings. Course projects based on workplace settings, contemporary developments connecting to course based conceptual themes.
 - b. **Choice:** Students have a choice on subjective assessments based on their work profile. They can choose between course projects and Sec B/C type of assessments. Being working executive's students who miss out on the regular end semester exam have the option of taking up a makeup exam within a week of completion of end semester exams without additional fee subject to priori permission.
 - c. **Rubrics:** The rubrics for assessment test the concept, context linkage and analytical connect thereby allowing students to work on gaps in specifics.
6. **Feedback:** Feedback processes are in place from students through impromptu and systematic and semester feedback, faculty feedback through periodic review meetings on participation and performance and university based feedback through CIQA, Board of Studies and Academic Council.