

# Confidence of MBA Students in DE System Regarding Standard and Status — A Case of BOU

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**Abstract:** *Lack of face-to-face interaction and absence of close monitoring of the learners' performance are considered as the barriers in DE system to provide any professional degree like MBA. Learners in DE system for professional degree are in confusion about their recognition, standard and status. Unique opportunities and features of the DE system can overcome the problems in suitable ways and in-service learners in DE system can become more competent professionals as compared to the regular students in on-campus system. The School of Business (SB) of Bangladesh Open University (BOU) launched its MBA programme in 1998 and students of the programme are now concerned about the standard, status and recognition of the programme in the job market. This study covers the views of concerned learners, faculties and employers towards analyzing the success of SB of BOU in offering professional degree in DE system. An effort has been made to find out the level of confidence of the existing MBA students in DE system, keeping in mind their needs and desires and that of their employers' in the job market and also to explore the possible ways to improve the quality of the programme.*

## Introduction

Over the last decade, in many countries, higher education has grown more rapidly than ever, faster than the economies that support it. Open and distance learning has been part of that expansion; today, in industrialized and developing countries alike, enrollments in ODL system forms between 6 to 15 per cent of the total in many cases and even over 25 per cent in a few (Keith Harry and Hilary Perraton, 1991). It was a misconception earlier that professional degree like MBA is unsuitable in distance education (DE) system. Now-a-days many renowned open universities in the world like IGNOU, Open University of UK, AI Open University of Pakistan are successfully offering MBA programmes. Besides, a large number of students are continuing their CMA (Cost and Management Accounting) degree through correspondence course system. Throughout the world, in higher education, there is an evident shift from *teacher-centered model* that requires attendance at an academic institution to a *learner-centered model* that is based on student initiative and access to learning resources (ICDE, 1996). Such a shift makes Open and DE systems popular for higher education.

Bangladesh Open University (BOU) was formally established by an Act of the Parliament in October 1992 (Bangladesh Gazette 1992) following a series of studies undertaken by the United Kingdom's Overseas Development Agency (ODA) between 1987 and 1989, and by the ADB between 1989 and 1991. Greville Rumble (1999) revealed; though the 1991 feasibility report indicated that BOU's main objective should be to provide flexible and need-based education to those unable or not willing to enter conventional educational institutions, an insistence was also there that BOU should also develop courses leading to tertiary level qualifications (Diploma, Bachelor's and Master's degrees).

It was a challenge for the School of Business (SB) of BOU to design and offer its MBA programme in distance mode. Eventually this highly potential programme was successfully launched in 1998 with great expectations. The programme is running well but it also faces some problems and bottlenecks typically associated with a new programme. While resolving these in order to streamline the whole process, the SB and BOU are not in a position either to upgrade the facilities of the programme or to do some field works for better promotion of the programme. It may become a threat to the programme where the existing and prospective learners would be demoralized in continuing their study joining this programme of BOU, as the symptom is reflected by decreasing number of interested applicants, though the number is still 10 times higher than the possible accommodation. In order to evaluate the confidence of the existing learners of the MBA programme of BOU, this study could be a very timely attempt.

### **Objectives**

It is very likely that learners may be interested in having an MBA Degree for getting more weight in their career development. However, it is not only the degree but the course contents and the delivery of this programme that actually enrich the capabilities of the successful degree holder. While continuing this programme, existing learners are becoming more competent to highlight the features of the programme towards achieving their expected outcome. Concerned faculties are continuously observing the performance of the learners in completing course content in DE system. Employers are the ultimate consumers of the output of this programme and their acceptability of the output is extremely important. This empirical study was attempted to explore views of these three groups towards achieving the following objectives:

- i) How successfully the professional degree / MBA programme is offered in distance education system?
- ii) How confident are the students (in DE system) with their understanding regarding the standard/status of MBA programme in DE system?
- iii) What are possible ways to improve the quality of the programme towards finding desired professional output?

### **Identifying the Considerable Factors**

Acceptance of a professional degree is generally linked to the placement of students in

the job market. It is therefore necessary to examine those areas, which are of concern to the stakeholders of distance education, which include students, employers, concerned faculties and the institutions providing the education. It is important to launch a distance programme with the highest government support as it signals to the populace a guarantee of intent. Distance education methods are certainly an appealing alternative for dealing with large demand.

Delors report (Delors J. et. al. 1996) indicates the massive scale of the educational problems facing the world, particularly the third world countries. DE offers one way of contorting the demographic and financial challenge being faced by educationists, if underprivileged people are to have access to educational opportunities.

Globally, completion rates in distance education are generally poor in comparison to conventional education. Keeping this in view two questions emerge: do DE programmes offer students reasonable chances of success and are the resulting qualifications of real value to students and to the country? (Tony, Evelyn and Jenny, 1999).

Distance education has weathered major changes to take advantage of new technologies and communications systems, and rise to the challenge of educating large numbers of people. The big question that lies in the mind of DE learners is the recognition and status of the programme. Few factors identified – which affect the recognition and status are government support, selection and enrollment, monitoring international standards, high standard for staff, relevant curricula, monitoring, independent status, mixed mode as an alternative and credit system (ADB, 1987). BOU has the recognition with the government support. The selection and enrollment in MBA programme is controlled through a screening process of providing opportunities to the most capable learners. Such an enrollment barrier in open learning system is blended to ensure maximum utilization of present limited capacity and resources of BOU with an intention to decrease the dropout rate. The respective curriculum committee and the School, review national and international standards of the programme for required updating. BOU has independent status under revenue budget of the government. Here the tutorial facilities involve face-to-face interaction. Its credit system is standard one, though the assessment and evaluation system needs improvements.

Greville Rumble (1999) says that BOU's texts are now being used as standard texts for students studying in the traditional system. Thus, for example, the texts produced by the School of Business are being used as standard texts in the Universities of Dhaka and Chittagong, while the School of Education's texts are used in the Teachers' Training Colleges.

Towards achieving the objectives of measuring the success of offering professional degrees in DE system, judging confidence of the learners in this system and exploring ways to improve the quality, this study covers the specific areas relating popularity, course contents, learning capability, media coverage, acceptability, development of professional attitude, enthusiasm and expectations among the concerned, wants and satisfaction of the learners, effectives use of teaching modes, quality maintenance efforts and promoting role of BOU and consistency with other programmes. This study ignores the sections relating to information gap prevailing in the system and existing support

from the staff, which are yet to be in a good position for continuous upgradation of the programme.

### **Methodology**

The study has been conducted with the data collected from both primary and secondary sources. A questionnaire consisting of 23 questions was administered to the present batch of MBA students. Another questionnaire consisting of 16 questions was designed for obtaining feedback from programme co-ordinators, tutors and employers. Secondary data was collected from the journals, and publications and information center of BOU. A total of 136 students (from a population of around 800), 16 concerned faculties and 21 stakeholders from the job market responded to the questionnaire and interview. Views of each group were analyzed first and the cross-examination of the views with other groups and secondary data were done later on.

### **Analysis and Findings**

On the basis of the analysis of 173 (69.2%) responses received from the respondents (comprising 136 students of the MBA programme of BOU, 16 concerned faculties and 21 stakeholders from the job market) and secondary data, following results were obtained.

#### ***Commitment and Achievement***

BOU has been communicating that the knowledge gained through its MBA programme will enable the students to become competent top level managers. The objective of the programme is to provide students – (i) with a thorough coverage of the theoretical concepts and principles; (ii) relate this theory and principles with the contemporary organizational environment; and (iii) address and develop integrated thinking for practicing the dynamic decision making to balance between all types of organizational environment for achieving the goal. Such claims are now subjected to evaluation by this study where 76.47% of the respondents believe that the coverage of the theoretical concepts and principles of different courses of the programme as sufficient. 97.06% of the respondents replied that the course content is at least just relevant to the practical application / environment (*fully relevant 17.65%, relevant 67.65% and just relevant 11.76%*). 79.41% of the respondents believe that their decision-making capability has been improved while studying MBA in BOU. It's a positive indication that BOU is in the process of maintaining its commitment.

#### ***Successful offering of the Professional Programme in DE Mode***

A professional degree like MBA requires a lot of face-to-face interaction with the teachers, analysis of the case studies relating to the real life problem solving and assignment preparation on the critical evaluation of the practical fields. Students' involvement in dealing with the case study is included in the assessment process of the MBA programme of BOU covering 30%-40% of the total grade point. Students have to submit a master paper at the end of the programme prepared after a detailed research work in the practical field and getting a pass grade in this master paper is a must to have

the MBA degree. At the same time, students have to submit two assignments for each course covering case studies and critical questions. However, SB is not maintaining a standard for the questions set for evaluating the academic attainment of the learners, whereas maintenance of such standards is emphasized for recognition and status of the programme (ADB, 1987). There is a good scope to change the pattern of assignments requiring the report on case studies mainly based on field work. It will be good for the in-service students to do an in depth study on the critical issues of their own organizations. Faculties of reputed on-campus Universities concerned with the admission, tutorial sessions and assessment procedures of the MBA programme of BOU are very much satisfied with the quality of input (enrolled students) and they really appreciate the tutorial sessions with the professional groups. This is a good indication of the successful offering of the professional degree in DE system by the SB of BOU.

This study judges the success of the programme on the basis of its (a) popularity, (b) understanding the DE system, (c) acceptability of the course content, (d) effectiveness of the methods used to ensure learning, (e) standard of the assessment procedure towards judging academic attainment and maturity of the learners, and (f) quality maintenance efforts by BOU. The responses from the different stakeholders like learners, faculties and employers concerned are as follows:

**a) Popularity:** DE is a new concept in Bangladesh and, at the very beginning, most of the students were not confident and proud enough to say that they are continuing their study in DE system. This scenario has changed in the case of MBA students of BOU and 61.76% of the respondents replied that they feel proud of their present association with BOU. They also appreciate the efforts of SB for such an opportunity. On the other hand, 71.43% of the employer respondents had heard about the MBA programme of BOU. 28.57% of them have students of the MBA programme of BOU in their organisation. The concept of DE system is now spreading in Bangladesh and it is reflected by the following findings from the learner respondents:

- *Initial information about MBA programme of BOU from family members/relatives/friends: 44.12%*
- *Having friends/colleagues/someone else who are very enthusiastic about the programme: 76.47%*
- *Known existing students encouraged respondents towards enrolling into this programme: 44.12%*

**b) Understanding the DE system:** It is obvious that the success of the learners in the DE system is highly dependent on the clear understanding about the learning goals, objectives and the procedures of the DE system. While 64.71% of the respondents perceive that they clearly understand such learning goals and objectives; 20.59% do not understand them clearly and 14.71% understand only a little. Whereas 41.18% of the respondents are not yet confident enough to continue their study fully in self-learning system, 35.30% of the respondents are able to understand their text through self-learning process, while 58.33% are confident of managing the course content by themselves, if more time can be devoted. It seems that in many cases learners are getting enrollment due to their need of a professional degree and they are not fully aware of the DE system.

In order to have effective tutorial sessions it is essential to have tutors having clear understanding of the DE system. Necessary communication with the tutors before appointing them is a must and training of such tutors through seminars or workshops should be organised.

**c) Acceptability of the course content:** Besides internal urge of the learners towards having a professional degree, they have a good number of desires in their mind to gain from the study of MBA. Only 8.82% of the respondents are studying MBA to continue their regular education. The following table shows the expectations of the respondents and their satisfaction level towards achieving them with the courses of the MBA programme of BOU:

**Table 1: Want and Satisfaction Matrix of the MBA Students of BOU**

Desire/Wants of the MBA students	Total	Satisfaction Level in terms of sufficiency of the MBA Programme towards achieving the desires of the learners				
		Fully Sufficient	Sufficient	Just Sufficient	Not Sufficient	Not Sure
To have better career in future	73.53%	–	44.00%	28.00%	24.00%	4.00%
To increase managerial skills	67.65%	–	47.83%	30.43%	21.74%	–
To enrich academic attainment	50.00%	5.88%	35.29%	29.41%	29.41%	–
To be more professional	47.06%	–	62.50%	12.50%	25.00%	–
To have better job placement	32.35%	–	54.55%	18.18%	27.27%	–
To get promotion in the present job	17.65%	–	83.33%	–	16.67%	–

It is evident from the above table that the learners of the MBA programme are quite satisfied with the courses of the programme, which are sufficient to fulfill their desires. The confidence level of learners is quite high. 81.25% of the faculty respondents found the courses of the MBA programme of BOU least relevant to the practical application/environment and 75.00% of them found the courses least just sufficient towards developing the professional attitude of the learners. On the other hand, 71.43% of the employer respondents found the courses suitable and sufficient for practical application in any concern. However a large number of students are of the view that BOU is not properly promoting its programme in the job market.

**d) Effectiveness of the methods used to ensure learning:** BOU is now providing printed text (one specially designed text book and a guide book for each course), TV and radio programmes on selected topics and tutorial facilities of eight hours per course. 50% of the respondents identified the text of BOU as standard and 38.24% considered the text as average. 11.76% responded that the quality of the text is not up to mark and such arguments came to the school basically for its failure to maintain a consistent quality of all textbooks. Effectiveness of the tutorial facilities in solving problems faced in self-study is fully accepted by 50% of the learner respondents, whereas other 8.82% responses were 'not clear' and 41.18% said 'a little' help from the tutorial facilities. It must be noted here that the learners getting 'not clear' and 'a little' help from the tutorial facilities,

are requesting to increase the tutorial facilities, which are not related to the concept of DE system. It is also noticeable here, that, from the very beginning of launching different programmes of BOU, it is a common phenomenon among the students for a continuous demand to increase the number of tutorial classes, but when properly briefed about the use and effectiveness of limited tutorial classes, they respond positively. 55.88% of the learner respondents believe that the interaction with professionals in the tutorial sessions is effective for enriching the professional experience and 67.65% of the respondents replied that the tutorial sessions are effective for analyzing case studies in group-discussion. BOU is still far away to produce effective and necessary audio and video programmes to telecast for the MBA students, and students are continuously asking for such programmes.

50% responses from the faculties in respect of the quality of the printed text materials for the MBA programme of BOU indicate standard and 31.25% responded as average. Most of the faculty respondents found the tutorial sessions effective in resolving the problems faced by the learners in self-study of the text, for analyzing case studies in group-discussion and also for enriching professional experience. Full responses from the employers have been found also in this respect. It has been urged by all respondents that the media support for the learners must be implemented immediately. BOU is now in the development phase towards developing a large number of effective audio-video programmes for the MBA students and no doubt such addition in the teaching mode would strengthen the support to the learners.

**e) Standard of the assessment procedure towards judging academic attainment and maturity of the learners:** 79.41% of the learner respondents considered the assessment procedure as standard. 44.12% of the respondents pointed out the assessment procedure as quite sufficient to judge their academic attainment and 17.65% claimed that the evaluation and assessment procedure is not clearly judging their academic attainment, 20.59% find it as a little. On the other hand, responses from the concerned faculties show that 56.25% found the assessment procedure quite sufficient to judge the academic attainment.

**f) Quality maintenance efforts by BOU:** 44.12% of the respondents are sure that BOU is making strong efforts towards maintaining the quality of the programme. 35.29% believe that the effort of BOU is not strong and 11.76% considered the effort of BOU as inadequate. 62.50% of the faculty respondents believe that such effort of BOU is strong.

### ***Confidence of the Distance Learners of Professional Programme regarding the Standard and Status***

In this study, confidence of the learners of professional degree in DE system has been judged on the basis of their (a) wants and satisfaction, (b) increasing applicability of new knowledge, (c) encouragement from the organizations / relatives / colleagues, (d) understanding the course content on their own, (e) getting more professional ideas through interaction with the in-service people at the tutorial centers, (f) consistency with other MBA programmes offered in Bangladesh, and (g) the promoting role of BOU for its programme.

**a) Wants and satisfaction:** It is found that a common expectation among the respondents is that the MBA degree will help them to have a better career in future and most (73.53%) of them have got the enrollment with such expectation. *Wants-satisfaction Matrix* in Table 1 discussed earlier shows that more than 70% of the respondents are getting their satisfaction from the courses of the MBA programme. Though 73.53% of the respondents are getting admission with a desire to have a better career in future, it is still very early to judge their achievement after completing the programme. However, as most of the students believe that the MBA degree of BOU launched through distance mode will help them to have a better career, it proves their confidence in the DE system.

**b) Increasing applicability of new knowledge:** As the students having an MBA degree from BOU are yet to be in the job market, the confidence cannot be measured by their post degree achievement from the job market. However, it's remarkable that 79.41% of the respondents, who are continuing the programme, have already got at least a little benefit/advantage in their own organizations or in the job market. The beauty of this finding is that 94.12% of the respondents find it possible to apply the new knowledge gathered from the courses of the MBA programme and they are all in service. The rest of the respondents are not in a position to apply their new knowledge fully but they do believe that their analytical ability has increased. It is mentioned earlier that 71.43% of the employer respondents agreed with the statement that the course curriculum and course contents (which were provided to them with the questionnaire) are sufficiently relevant for the job requirements in their concerns and they believe that the learners are supported by sufficient course contents towards practical application. 81.25% of the faculty respondents found the courses of the MBA programme of BOU at least relevant to the practical application/environment.

**c) Encouragement from the organizations/ relatives / colleagues:** Encouragement plays a vital role for the adult and in-service learners to continue the academic programme willingly and it also creates some bindings to complete the programme. A high percentage (76.47%) of the respondents have got friends, colleagues and/or somebody else known to them who are very enthusiastic about the MBA programme of BOU and 44.12% of the respondents have got both, encouragement and motivation from the known existing students to get enrollment and to continue this programme. 17.65% of the respondents felt that they received only a little encouragement from their own circle and 5.88% are fully self-motivated. On the other hand, only 8.82% of the respondents are doing this degree for continuing education, as they find it difficult to continue with other institutions. 87.50% of the faculty respondents found the tutorial sessions enjoyable with the working, matured learners and 28.57% of the employer respondents are quite satisfied with the works of the students of the MBA programme of BOU. This is really encouraging for the MBA learners in DE system.

**d) Understanding the course content by own:** In most of the cases learners are getting admission into the programme especially for their need for a professional degree and at that time most of them do not even consider the mode of teaching of DE system and their own capability of self-learning. It could be the failure of BOU to inform prospective learners clearly about the philosophy of the DE system before their enrollment. Though 64.71% of the learner respondents claim that they clearly understand the learning goals



and objectives of DE system, 35.30% of the respondents have a strong belief that if they can allocate more time for study besides their hectic schedule with the job and family, they will be able to overcome the problems of the text. Here it becomes necessary to support the learners to cover the course contents through providing facilities of the tutorial classes and media programmes besides their own effort. Media programme for the MBA students of BOU is far away to be an effective support. Due to lack of provision for all sorts of support of DE system to the learners, only 62.50% faculty respondents believe that the learners can understand the course content through self-learning.

**e) Getting more professional ideas through interaction with the in-service people at the tutorial centers:** It is really astonishing that all the employer respondents strongly supported the idea of interaction with professionals in the tutorial sessions for effective enrichment of the professional experience of the learners. The stakeholders' opinion in this respect is that the lack of face-to-face interaction in DE system may not equip the professional degree seekers at a desired level with a possibility of having gap and/or defects in the knowledge gathered and they may not be quick in responding to solve the business problems. All the employer respondents believe that the interaction with the in-service, professional group in the tutorial sessions helps non-professional learners to have a reasonable idea about the practical field. Furthermore, 57.14% of the employer respondents strongly believe that the experienced, in-service, self-motivated learners in DE system can gain more from a professional degree. As mentioned earlier, most of the faculty respondents found the tutorial sessions effective for enriching professional experience.

**f) Consistency with other MBA programmes offered in Bangladesh:** In the context of the curriculum of other MBA programmes of the national and international universities, BOU is providing a lengthy programme of 66 credits including 22 courses (17 core plus 5 specialized). It is basically designed in a lengthy way with a view to overcome the problems of less face-to-face interactions of the distance learners. However, 88.24% of the learner respondents, 57.14% of the employer respondents and 62.50% of the faculty respondents found the duration, in terms of course contents and total credit hours, of the programme as acceptable. Of the total respondents, 47.06% learners, 42.9% employers and 37.50% faculty have said that the MBA programme of BOU is consistent and more comprehensive as compared to the other MBA programmes of the country.

**g) Promoting role of BOU:** Being a publicly owned university, BOU is doing very little to promote its programmes and stakeholders are almost ignorant about the courses of the MBA programme of BOU. There is a lack of enthusiasm and effort from BOU to produce excellent MBAs for the job market. It is creating pressure in the mind of the DE learners and, of course, affecting their confidence with the programme. Though 71.43% of the employer respondents had heard about the MBA programme of BOU, only 28.57% of them have the idea about DE system of BOU and 42.86% have only a little idea. As a pioneer of DE system in Bangladesh, BOU has the responsibility towards promoting its MBA programme, especially in the job market.

**h) Possible Ways to Improve Quality of the Programme**

This study finds a good number of suggestions from the learners, faculties and employers

to improve the quality of the programme towards finding desired professional output. May be some of these are contradictory to the learning goals, objectives and procedures of DE system, but these are the reflections of the stakeholders towards the development of the programme. Findings in this regard are shown below in ascending order of the maximum responses in each case:

- a) Quickening the evaluation and assessment process and publication of results;
- b) Increasing the tutorial session;
- c) Reducing the total credits of the programme;
- d) Increasing the frequency of assessment;
- e) Increasing promotional activities;
- f) Increasing media coverage;
- g) Increasing the interaction with the stakeholders;
- h) Maintaining the standard in the assessment system; (
- i) Managing the programme more efficiently;
- j) BOU's involvement in maintaining quality should be emphasized;
- k) Involving more professionals in the tutorial sessions;
- l) Increasing the study works on the practical field through researches related to each course.

### **Recommendations**

Despite threats of failure in providing professional degree like MBA in DE system the SB of BOU has been successfully continuing its MBA programme with very enthusiastic students. Responses from the prospective learners is encouraging and level of satisfaction of the concerned learners and faculties is remarkable. SB has to go a long way to provide all the committed facilities to its students and, not doubt, such fulfillment will make the MBA programme as the most successful programme of BOU. Students' confidence level is growing and they feel really proud to continue with this programme. It is interesting that students and concerned faculties like this programme and they are really thinking for the betterment of the programme. The suggestions proposed by the students, faculties and employers are almost in the same direction and most of which are very much constructive towards development of the programme.

Following specific recommendations have been suggested after analyzing the findings of this study towards developing the confidence of the MBA students in DE system:

- a) It is necessary to reach the prospective learners with very clear written material, and also with a wide range of media coverage, narrating the learning goals, objectives, procedures and philosophy of DE system. It must be ensured that students getting enrollment in the DE system are fully aware of the approach of DE system beforehand.

- b) Equivalent level of quality of every text used in the MBA programme must be ensured and necessary reviews should be arranged to ensure its suitability for self-study and applicability in the practical field. Burden of irrelevant theory and concepts should be excluded from course contents of the MBA programme. High variations in the quality between different texts used in the MBA programme must be removed.
- c) It is a must to arrange necessary workshops for new tutors involved in the system to make them familiar with the approaches of DE system. Being more selective in appointing appropriate tutors is vitally emphasized. Fluctuating standard and lack of clear idea in DE system of the tutors are to be prevented.
- d) School of Business of BOU has to continue the quality maintenance effort for its MBA programme. In order to maintain the commitment of the SB to the MBA students and to consider the desires of the learners from the programme, school should preset an average maintainable standard for the assignments and questions used to evaluate the performance of the MBA students. MBA is a professional degree and the SB must have a certain expected level of standard for this programme. It must be ensured that the people involved in the assessment process are all properly communicated with that set level of standard and the concerned committee should ensure that the target level of standard is properly maintained.
- e) Facilities required for DE learners must be ensured and required quantity of audio and video programmes must be produced and telecast regularly for the students. Quality text material along with effective audio-video programmes will reduce their demand for and dependency on the tutorial facilities.
- f) The duration of the programme in respect of its number of courses and total credit hours should be reduced at a reasonable level to make it consistent with the other MBA programmes of the country.
- g) Courses should be designed in a way to develop the professional views of the learners. Only the interaction with the learners in the tutorial facilities should not be used in this respect.
- h) BOU has to use various media to promote its programme and frequent interaction with the learners is must to remove the confusions existing in the mind of the learners about the standard, recognition and status in DE system. BOU has to take over the responsibility to promote its programme to the stakeholders.

Information gap, delay in delivery of material, lack of promotional activities, sub-standard assessment procedures, delay in examination result publication and all sorts of mismanagement are acting as the de-motivating factors among the MBA students of BOU. Such de-motivating factors causing frustration among the learners, have to be removed very urgently. There is a good scope for BOU to offer the best MBA degree in the country with government support, high access to the national media, good quality of the text and involvement of best faculties of the universities throughout the country. The term dynamic should not remain in slogan only, system must be dynamic in every process.

## Conclusion

BOU is still not in a position to provide the audio-video conferencing facilities to its learners. MBA students are not getting any audio-video programmes as the development of the programmes is in its first phase. Presently they are getting specially designed text materials, sometimes not in time, and limited tutorial facilities to continue their study. The responses from the learners are positive about the programme, may be due to eagerness to get the degree. Concerned faculties and responding employers are very enthusiastic about the programme and they are very satisfied with the quality of the learners. In order to maintain this, encourage learners and other stakeholders in the programme, the School of Business of BOU should continue their efforts to remove the barriers and bottlenecks of the system.

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