

IMPROVING QUALITY OF MANAGEMENT SCIENCE

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Abstract

This article attempts to point out history, development and problems of management science in the Faculty of Management. The quality of management science in most management campuses has deteriorated to the worst level which may be attributed to the lack of the faculties of management science, non-existence of the department of management science, traditional curriculum, lack of conducive environment for research, teaching, publication, dissemination as well as lack of faculty development programs. Improving quality of education in the management science is not an impossible dream but it requires strong commitment, cooperation and effort from all stakeholders.

Key words

Management science; curriculum; dissemination; faculty; statistics

Introduction

Established in 1959 AD, Tribhuvan University being the first, largest, pioneer and eldest university of Nepal, is composed of four research centers, four faculties, five institutes, 60 constituent campuses and more than 900 affiliated campuses spread over the country. Before the establishment of Tribhuvan University, Trichandra College, the first college of the country launched the Intermediate of Commerce (I. Com.) and Bachelor of Commerce (B. Com.) in 1954. The purpose of introducing management education was to cater the needs of trained manpower to

banks, governments, agencies, industrial and commercial sectors in Nepal (Koirala, 2005). It gained popularity in short span of time luring other colleges to these programs as well. Public Commerce College (Kathmandu), Nepal Commerce College (Lalitpur), Thakur Ram College (Birgunj) remained some prominent colleges to name in this context (Acharya, 2009). The Commerce Department was formally established in TU in 1961 to run Post Graduate classes in Commerce (Koirala, 1999). In the earlier years, I. Com., B. Com., and M. Com. were popular in Nepal. Since the inception, there have been several changes in the degrees, academic programs and curricula

structures in the FOM. At present, the FOM aims to innovate and promote cost effective, socially relevant, modern technology based management educational programs in Nepal (T.U. 2010). Now the FOM has emerged as one of the biggest faculties in terms of student enrollment and constituent campuses in T.U.

Management programs are running in 26 campuses out of 60 constituent campuses of TU where 11502 (23.99%) students belong to FOM out of total students of TU (TU 2011/12). The FOM has running various academic programs such as BBS, BBA, BIM, BHM, BTTM, BPA, PGDPS, MBS, MPA, MBA, MTTM, M. Phil. and Ph.D. to cater needs of skilled manpower in the country. Under FOM, there are nine subject committees for subject areas namely, general management, sectoral management, accountancy, finance, marketing, business economics, management science, public administration and business administration. There are two central departments: Management and Public Administration. At campus level, there exist departments for each subject for effective running of the programs.

Management science: past to present

The Faculty of Management introduced statistics as an integrated subject in the business studies during the middle of 1950s. This was the first attempt to acquaint with statistics subject among the academicians of Nepal (Singh et al., 2001). The aim of course was however, not to acquaint theory of statistics, rather aimed at serving the purpose of business studies through application of statistical tools. With the passage of time, operations research and research methodology were also integrated into statistics. In the early years, when the manpower in statistics was lacking in the country, management teachers started to teach statistics. Tribhuvan University has been continuously producing middle and high level manpower in statistics. Now Nepal has sufficient number of qualified

manpower in statistics to cater the needs of overall development of the country. The integrated courses of statistics was revised and standardized periodically to meet the global needs. The integrated courses of statistics in FOM are today recognized as the management science. Management science came into existence in the FOM because of greater realization for quality education in statistics, increasing demand of research, immense use of statistics in management decisions, sharp use in total quality management, forecasting, planning, control and so on.

What went wrong?

The quality and relevance of higher education are of great concern to the students, parents and employers. It has been expressed that quality of education in the FOM has deteriorated day to day. The major challenges confronting the quality in management science are follows:

Status of teaching

Management science is one of the nine subject committees under the FOM. Quality of higher education, although multidimensional concept, mainly depends on the quality of teachers. Long term viability and effectiveness of any organization critically depends on the quality of the human resources. According to TU Act, a minimum qualification of a teacher for teaching management science is masters of statistics. Contrary to this rule, many teachers especially with other masters' degree are teaching management science. Many teachers teach research methodology courses without basic skill of research. Very few colleges are fortunate enough to have skilled teacher for teaching research methodology.

Non-existence of management science department

The department of management science is responsible for teaching, learning and research activities in management science as well as conduct and supervision of implementation of

the curriculum. However, many management campuses neither have faculties available nor the department of management science exists in actual practice.

Lack of Publication and dissemination

The publication and dissemination of research work are ongoing phenomena of any live academic institution. It is the forum where faculties regularly share and discuss their experience and make the findings open to the readers. This makes the reader abreast with the latest trends in the specific discipline. Unfortunately, publication and dissemination are neither regular nor qualitative. Despite the huge resources available in the FOM, there is a need of publication of journal for management science.

Conclusion

The quality of higher education is multidimensional concept. The quality of management science in most campuses has deteriorated gradually mainly because of traditional way of teaching, non-existence of the department of management science,

traditional curriculum, lack of conducive environment for research, publication and dissemination.

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