A Study on

Effectiveness of BBA and BIM Program Implementation

Final Report

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PREFACE

Management education under Tribhuvan University has prestigious history. Management education in Nepal was introduced to address the needs of closed economy, but after the entry in global community, competition became the part of economic life in the country. Moreover, competitive pressures on Nepal substantially increase with its entry into the WTO. Implication of these phenomena is that the country requires a smart management education program that addresses the needs of competitive markets and economy. All these require a sound strategic manager coupled with a global vision and understanding in different aspects of management and such need has become more important than ever. The managers, who can think globally, act locally and manage effectively, are the need of present day. Thus the needs for educated, professional managers in all sectors of Nepali economy are now greater than ever. With a view to response the current needs, TU/FOM introduced the BBA and BIM programs.

TU/FOM has already experienced some issues regarding the implementation of BBA and BIM programs. To resolve the issues, a research study on BBA and BIM was felt necessary and this centre was commissioned to execute the study. This report is an outcome of the study. The study reviews different facets of BBA and BIM implementation and examines their effectiveness. I hope the findings of this report will prove useful for improving and strengthening BBA and BIM programs run under TU/FOM.

I would like to express my special thanks to TU/FOM and the Dean for believing us in conducting this study. I acknowledge the cooperation of the Dean, Asst. Deans and experts of TU/FOM as well as the college principals, teachers, staff and students during the study. I would also like to extend my sincere thanks to the study team members to come with this critical report.

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Abbreviations Used

BBA:	Bachelor of Business Administration
BBM:	Bachelor of Business Management
BIM:	Bachelor of Information Management
CGPA:	Cumulative Grade Point Average
CMAT:	Central Management Admission Test
FOM:	Faculty of Management
FNCCI:	Federation of Nepalese Chamber of Commerce and Industry
GPA:	Grade Point Average
ICT:	Information Communication Technology
IT:	Information Technology
MOU:	Memorandum of Understanding
PPP:	Public Private Partnership
WTO:	World Trade Organization

Chapter 1

Introduction

Background

Management Education in Nepal was started in 1954 to cater the needs of trained human resources in the field of government organizations, banks, industrial and commercial sectors. The management education was then known as the commerce education and the structure was borrowed from foreign universities. Instructional process was very formal and lecture oriented. Students sit in the lecture halls and transcribe the lecture notes delivered by the faculty. Interaction between faculty and student was rare, almost non-existent. Management education tends to be theoretical. Emphasis was laid to a detailed, theoretical understanding of business discipline. In turn, examinations require students to repeat large blocks of theory. For the student, rote memorization becomes the primary means for the success in the examinations. In fact, there was a mismatch between knowledge and skills required for business needs and the skills of graduates. Since then, many changes occurred in the field of management education with the growth of economic and commercial sectors of the country. The expansion of business and industry in the country and entry of multinational corporations with the development of information, knowledge based industries, with the growing sophistication of Nepali business houses, and with the need of the reform in major sectors of the Nepali economy require graduates having skills and abilities to manage and conduct business and organizations in new setting and environment. As a result, Tribhuvan University reformed its management education program and introduced Bachelor of Business Administration (BBA) and Bachelor of Information Management (BIM) programs.

BBA program under Tribhuvan University was launched since 2002 with a view to educate the young men and women for getting managerial positions in business and public organizations. BBA graduates possess interpersonal skills and technical know-how of the recent trends in global business. Besides, the program also aims at preparing competent and qualified graduates for further education in business management. BBA is a four-year program and it has wider scope than the conventional three-year BBS program. In fact, the mission of BBA program is to develop socially responsive, creative and result oriented management professionals to fill up the middle level managerial positions in the rapidly growing business sector in Nepal and aboard. The program is expected to develop student's skill in object-oriented business management capable of understanding and solving practical business problems creatively. Four-year graduation helps the students to get 16 years of schooling, an internationally accepted standard of schooling to join the further education program in Nepal and abroad. Apart from management, it also covers important part of Information Technology (IT). The program usually includes general business courses and advanced courses for specific purposes. On the other hand, BIM blends management and IT stressing IT in business. BIM is also conducted along with BBA in various colleges. At present, 21 colleges run the program in the country. Of them, 18 are located in Kathmandu valley.

While one tries to see the BBA and BIM programs and its operation, one could not assure how the programs are running and what effect the programs yield, because no systematic effort has so far been made to assess the effectiveness of these programs. In this context, conducting a study on BBA and BIM implementation with the following objective is important for strengthening and consolidating the programs. Moreover, conducting such study is also timely as the higher education in Nepal is in the process of reform, and the study could provide necessary feedbacks to planners and policy-makers.

Objective

The main objective of the study was to assess the effectiveness of BBA and BIM implementation. Specific objectives of the study were as follows:

- to review the status of BBA and BIM program implementation.
- to analyze the perceptions and responses of major stakeholders such as students, parents, industry and FNCCI towards the programs.
- to suggest the relevant indicators for the monitoring of the programs.

Methods and Procedures

Even though the study was basically qualitative in nature, it used both qualitative and quantitative data. Qualitative data was generated through interview, discussions, observation and analysis of records. Quantitative data was gathered through the reports and records of FOM and colleges.

Indicators of the Study

Assessment of the effectiveness of the programs was made on the basis of following indicators (details of these indicators were developed during the study):

- Admission process and procedures
- Students and size of the classes
- Teacher's qualification and experiences
- Class operation and time on task
- Support system in colleges and support provided by FOM
- Internship
- Institutional practices (staff meeting, management meeting, review meeting, etc.)
- Monitoring system (institutional monitoring and monitoring by FOM)
- Assessment of students
- Graduation and Graduate employment

Review

This study tried to analyze the necessity, goal and objectives of the BBA and BIM programs. For the purpose, reports and records made available from FOM were gathered and reviewed.

Interview and Discussions

Interview and discussions were conducted with:

- The Dean and Assistant Deans of FOM
- Management Committee Members of the concerned Colleges
- Principle and teachers of Colleges
- Students and support staff (librarian, lab in-charge)
- Intern and the supervisors of industry where intern works
- Parents
- Industry and FNCCI

The following instruments were developed to generate and collect the required data for the study:

- Interview Schedules
- Discussion Protocols

- College Survey Form

Selection of the Colleges
For collecting the data, 18 colleges running BBA program in Kathmandu valley were selected. BIM program conducted by 4 colleges among these 18 colleges were studied. Principal, teachers, students and staff, and Management Committee Members of these colleges were contacted for interview and discussion.

In addition to the Dean, Asst. Deans and experts of FOM, the following persons from colleges and FNCCI were contacted for interview and interaction:

Persons	*Number*
Principal/Coordinator	18
Management Committee Members	31
Teachers	57
Students	123
Staff members	42
Parents	3
Interns	20
Industry Supervisors	2
FNCCI Representative	1

Observation of College Facilities
The research team observed the following facilities available in colleges:

- Land and building
- Classrooms and seminar halls
- Teacher's room
- Computer labs
- Library
- Network facilities and back-up
- Instruments and equipments
- Open space

Analysis of Records and Reports
The following records were analyzed:

- Curriculum of BBA and BIM programs
- Routine and attendance sheet
- Admission and examinations record/reports
- College brochures
- Other records

Experience Sharing Session
An experience sharing session was organized at the CERID after the preliminary analysis of the data. The session was organized with the participation of CERID Researchers, Dean and Assistant Deans of FOM.

Organization of a Workshop

The report was presented in a workshop organized at Hetauda School of Management, Hetauda on 2 and 3 August, 2013 for discussing the findings and consolidating them. Representatives from the colleges running BBA and BIM programs including Dean, Asst. Deans and experts of FOM participated in the workshop. Participants of the workshop discussed the findings and responded positively. Later, they met in the groups and presented their reports for improving the program operation. Their reports further reinforce the findings of the report. Workshop reports are attached in Annex A.

Organization of a National Seminar

The report of the study was disseminated by organizing one half day seminar. The persons participated at the seminar were as follows:

- TU Authorities
- Deans of Different Faculties
- Assistant Deans of FOM
- Principals and Management Committee Members of the colleges
- Representatives from industry where interns worked
- Representatives from Higher Education Project
- Representatives from University Grants Commission
- FNCCI

Delimitation of the Study

During the study visit, the team members encountered different problems that delimited the scope of the study. In fact, the following problems were occurred during the field work:

- Two colleges were reluctant to provide expected information.
- Parents could not be contacted, only 3 parents were interviewed.
- Industry supervisors could not be identified; only 2 persons were contacted for interactions.

Advisory Committee

An Advisory Committee was formed to steer the study activities. The members of the committee were as follows:

1.	Executive Director, CERID	- Chairperson
2.	Dean, FOM	- Member
3.	Assistant Deans, FOM (2)	- Member
4.	Representative from Higher Education Project	- Member
5.	Associate Researcher	- Member
6.	Researcher	- Member-Secretary

Chapter 2

Program and Course Structure

Nature of Management Education Program

Management education is applied in both business and organizations. Management courses provide functional and sectoral specializations. Since the management students come from wide range of backgrounds, they need to be put through carefully planned programs prepared for management education. Students coming from quantitative background should be given orientation to social science approaches and those coming from qualitative areas needs to be given orientations in quantitative techniques. In this sense, management education bridges for maintaining minimal competency and proficiency in students.

Management students should equip themselves with the knowledge, abilities and skills to perform their role as versatile managers. Besides understanding the various management functions, they should grasp socio-economic, legal and political environments and their effects on the business and organizations so as to enable themselves to cope with the challenges in the world of work. Therefore, students must learn core body of knowledge in full length.

Management education is best imparted through participative and interactive learning methodologies. So, management education requires adopting a range of learning methods such as lectures, case studies, individual and group exercises, class assignments, role play, management games, project works and presentations, etc. Students must be involved in these events during the process of learning. Moreover, visiting faculty from work organizations and industry should also be invited and utilized so as to bring the realities of work situation into the practice of learning. In addition, students must complete their placement in enterprises and industry. Management institutes and colleges must adopt these methods as the strategies of learning.

The management education programs needs to be organized in a spacious building and classrooms with adequate facilities and support services. Management institutes or colleges should be well equipped with modern teaching aids such as computers, multi-media projectors and the like. In fact, significance of emerging technology in every field of learning is immense. Presently, management institutes and colleges everywhere in the world adopt IT and ICT as part of the course as well as part of the teaching aids. These technologies need to be used in learning process that improves the efficiency of the colleges. Moreover, knowledge and skills in IT and ICT for the management students is also essential to best perform their functions, implying that the management education program should include IT and ICT as courses of study.

Library is an integral part of any educational process. Students must be encouraged to regularly use the library for the support in learning. Library in management institutes and colleges must have carefully selected books in all areas of management and in most areas of social sciences. In addition, library should also subscribe journals and periodicals from country and abroad so as to update in contemporary development in the area. Moreover, library should also have collection of audio/visual materials in management and related areas.

In the management education programs, student should be continuously evaluated. Therefore, the evaluation criteria should comprise as classroom participation, individual and group assignments, project works and presentations, term papers, mid and end-term evaluation. Evaluation should be transparent and records should be maintained for any inspection.

Faculty of Management and Its Goal

FOM assumes lead role and offers instructional leadership for conducting management-related several academic programs run under TU. The major goal of the Faculty of Management (FOM), Tribhuvan University is to educate students for professional pursuits in business, industry and government. FOM is, in fact, dedicated to contributing to an increase in the knowledge and understanding of business and public administration, and make effort to develop a networking with management institutes in the country and abroad to exchange new knowledge, technology, and methods of achieving higher level efficiency in management of business and public entities. It also aims to innovate and promote cost-effective, socially relevant, modern technology based management educational programs in the country. The goals of FOM are to:

- prepares professional managers capable of handling business in a dynamic global environment
- produce socially responsible and creative entrepreneurs capable of promoting business and industry for the socio-economic development of Nepal
- conduct research and management development programs for updating the knowledge and skill base of academics and practicing managers
- innovate and promote management programs catering to the various social and economic sectors of Nepal
- establish linkages with leading universities and management institutes abroad and collaborate with them in program development and implementation.

At present, FOM conducts several academic programs in constituent and affiliated colleges. BBA and BIM programs are among them. The programs seem well designed. Programs include each and every aspect that seems necessary for running the academic programs like BBA and BIM.

Strategic Priorities of FOM

Recently, FOM prepared its Strategic Plan. The plan prioritized as under:

- quality of teaching and learning
- responsive curriculum that ensures the needs of learners, employers, communities and the economy
- opportunity for faculty and staff members to upgrade their knowledge and skills and create an environment where they enjoy contributing together to achieve the goals of the FOM
- effective and efficient organization attracting students and resources to its relevant and job-focused learning environment
- learning and research activities through successful partnerships and strategic alliances

BBA and BIM Programs

FOM conducts both BBA and BBS programs. These are Bachelor's level program, and successful student could choose either to continue the further study or to enter into the job market. However, the Dean and experts of FOM opined that BBA and BIM programs were launched to cater the need of market. They viewed the BBA program is special one, and it differs from BBS on the following grounds:

- BBA is more systematic than BBS.

- BBA is practical; it is practice-based program.
- As the course cycle is 4 of years, BBA meets the international standards.
- BBA is the semester-based program.
- BBA meets the demand of market; it is demand-driven program.

The Dean explained that FOM made efforts to design and conduct market driven programs. Since 2000, financial market has grown in the country. In fact, BBA was designed to cater the needs of middle level managerial manpower. BBS program was conventional one that could not meet the needs of financial sector. In coming days, FOM attempts to diversify the management education in the country. FOM also plans to develop BBM program.

As regards BIM program, the Dean viewed it as the hybrid program and the product of BBA one. Those who could not get admitted in BBA, they choose to enter in BIM program. Even though students study the management related courses in the program, the core of BIM program was IT and its application in business and organizations.

Students of BIM experienced that the knowledge and skills they gained was inadequate compared to students from IT and engineering. So BIM students could not compete in market, it was barrier for BIM students. They thought that knowledge and skills need to be added in BIM to make BIM students as competent as students from engineering background. In their view, students need to be given opportunity to visit industry so that they gain practical knowledge and build link to employers.

The students from any discipline can get admission in BBA and BIM program. Colleges and students prefer BBA program. The first priority is BBA. BIM comes later. Those students who pass Central Management Admission Test (CMAT) but failed to join BBA get admission in BIM. BIM is ranked as second to BBA even if BIM is assumed as appropriate course to meet the business and organization's needs. Colleges also encouraged the students to choose BIM only when they did not get admission in BBA. Very few students showed BIM as first priority. Therefore, many colleges have more BBA students than that of BIM. According to teachers, principals and students, FOM made less effort to promote BIM. Very few people knew about BIM program. They viewed that FOM should make efforts to promote BIM and encourage students if they want to develop career in management with IT.

However, the Dean and experts of FOM perceived that the current BBA and BIM courses could not fully address the requirement of current business environment. They viewed that these courses could neither be restructured and reshaped entirely. So FOM planned to introduce the new course - BBM for catering the diverse needs of business. Dean expressed that the core course for BBM would be the same as BBA. But BBM would also include courses like Sociology of Business, Nepalese Society and Politics, Legal System of Nepal and the implications in business, etc.

Course Structure

As mentioned above, BBA was introduced to cater the needs of market. Credit hours assigned for BBA is 120, and BIM is 126. Dean expressed that timely refinement in the courses was made. BBA courses focus the sectoral needs. However, the courses could not be restructured. On the other hand, core area is also the same as BBA in BIM. But BIM focuses more on IT courses. Application of IT in business is the major focus in BIM.

Mission and Objectives

The mission of the BBA Program is to develop socially responsive, creative, and result oriented management professionals to fill up the middle level managerial positions in the rapidly growing business sector in Nepal and abroad. The objectives of the program are to:

- prepare students to take-up middle level managerial positions in the business sector
- develop students' skill in object-oriented business management capable of understanding and solving practical business problems creatively
- provide professional management education with a blend of computer and management information system
- prepare students to proceed onto postgraduate level study in business administration.

On the other hand, the mission of BIM program is to develop socially responsive, creative, and result oriented IT professionals. BIM program is designed to equip graduates with the skills and attributes required to be effective and efficient IT professionals. The objectives of the program are to:

- prepare IT professionals proficient in the use of computers and computational techniques in order to develop effective information systems to solve real life problems in the organizational milieu.
- develop students' skill in object-oriented software design methods and data management systems.
- provide professional training to students by combining information technology with managerial skills.
- prepare students to proceed on to postgraduate level study in information management within and outside the country.

The mission and objectives of these programs state that programs will not only be purely academic one that promotes the knowledge and concept, they also develop necessary skills in students so that they could work in the organizations and business enterprises confidently after the graduation. In fact, the programs intend not only to equip the students with the knowledge in business and computer disciplines, but also to cultivate required business and computer skills and attitudes in them.

Curricular Structure

In BBA and BIM programs, teaching is reckoned in terms of credit-based contact hours. The contact hour is sum of the lectures, tutorials and practical works. One lecture hour per week is rated as one credit; and two tutorial or two practical hours per week is rated as one credit. Based upon the structure of the courses, credits or contact hours are determined. If a course needs 3 hours lecture, 2 hours tutorials, 2 hours practical works in a week, the contact hours or credit is depicted as 3-2-2 (5 credits). Any course of 3-0-0 carries 3 credits; 3-2-0 carries 4 credits and so forth. In fact, this is the normal practice when learning process adopts the semester system.

BBA program requires the students to study a total of 120 credit hours. On the other hand, BIM program requires a student need to study 126 credit hours. The curricular structure of the program comprises of the 4 separate course components for BBA and 5 for BIM. The teaching is divided into 8 semesters, each having 16 working weeks with the targeted total duration of 180 working days. The course components and associated credits are given as under (details in Annex B):

Table 1: BBA and BIM Course Components

SN	BBA Program		BIM Program	
	Course Component	Credits	Course Component	Credits
1.	Management and Allied Courses	72	Management Courses	27
2.	Computer Courses	18	Analytical and Support Courses	27
3.	Specialization Course	24	Information Technology and Computing Courses	60
4.	Internship	6	Elective Courses	6
5.			Internship	6
	Total	120	Total	126

Source: TU/FOM. (2008). BBA program and curriculum. CDC/TU: Kathmandu.
TU/FOM. BIM program and curriculum (mimeographed).

These courses contain broader outlines and headings. Details of the course contents have not been included; they are developed in a workshop by the experts of FOM and disseminated to the colleges and faculty members at the beginning of each semester. Courses include each and every aspect that seems necessary for imparting knowledge and skills to the students in their respective courses. Courses of these programs look structured properly.

However, the contact hours for BBA and BIM courses have been given as 3 credits for each subject. It indicates 3 lecture hours per week for a course. Tutorial and practical works are not needed since contact hours for tutorial and practical works are not mentioned. This may lead teachers to base their teaching solely on lecture, even if these programs require tutorials and practical works. In 'teaching pedagogy', practical works as methods of teaching have been mentioned, but they are left to teacher's discretion, not included as contact hours for delivery.

Course Cycle

In each semester, students should register a minimum of 15 credit hours. The course components consist of Management and Allied Courses and Computer Courses for first six semesters for BBA program. Students registered specialization courses and internship for remaining two semesters. In case of BIM program, a student should register a minimum of 15 credit hours that consist of Management, Analytical and Support, Information Technology and Computing Courses. For remaining two semesters, students register for 18 credit hours. In the final semester, students register for ICT and elective courses and internship.

Entrance and Admission

BBA and BIM programs are selective ones. Only meritorious students could participate in these programs. In this regard, two criteria have been in practice: eligibility and entrance. In these programs, only eligible students (those who successfully completed a twelve-year schooling or equivalence from any university, board or institution recognized by Tribhuvan University, secured at least second division in the 10+2, PCL or equivalent program) could apply for the entrance. These applicants need to appear in the entrance test commonly known as CMAT conducted by FOM. The test follows the practice of the international testing

pattern and standards. The test includes verbal ability, quantitative ability, logical reasoning and general awareness. Student must secure a minimum of 40% marks in the CMAT to qualify for the interview. Only successful candidates in both CMAT and interview are selected and granted for admission.

Teaching Pedagogy

For both the programs, the general teaching methods include class lectures, group discussions, case studies, guest lectures, role play, research work, project work (individual and group), assignments (theoretical and practical), and term papers. However, the faculty has been entrusted the responsibility to determine the choice of pedagogy and methods of teaching knowledge and develop skills as per the need of the course.

The concerned faculty is expected to develop a detailed course outline and work plan at the beginning of each semester and to prescribe the basic text and other materials required for effective teaching-learning.

Internship

Internship is one of the features of the program. In fact, internship gives students practical knowledge of the courses. They could develop organizational and business skills and attitude required. A total of 6 credit hours are allotted for internship. In the final semester, each student is attached to organizations where they have to work for a period of eight weeks. Every student needs to prepare an individual project report of the respective organization in the prescribed format based on his/her work. Evaluation of the interns is based on the confidential report by the organization, project report and presentation of the student. Students must secure a minimum grade of *C* in the internship.

Student's Evaluation and Examinations

Both BBA and BIM programs are executed through the semester system. A regular student completes the program in 8 semesters. Students are evaluated internally by the colleges and externally by the FOM. Colleges conduct internal assessment of the students on regular basis, while FOM conducts terminal or semester examination at the end of each semester. Internal assessment carries 40% and semester examinations carry 60% of total marks weightage. The final grade of the student is determined on the basis of overall performance in the internal assessment and semester examinations.

In case of failure in one or more courses at the end of semester examinations, students can appear in make-up examinations in the subsequent semester. A student can appear only on two courses (6 credit hours) in the make-up examinations. If the student fails in the make-up examinations, he/she needs to re-register and repeat the course as per the course cycle. A student can re-register only two additional courses (6 credit hours) in a semester. The examinations of the re-registered courses are held as per the course cycle.

Grade and Grading System

A student is finally evaluated through the examination conducted by Tribhuvan University. A student must secure a minimum of grade 'C' or 2.0 in Grade Point Average (GPA) in the internal assessment to qualify for appearing in the semester examinations. Similarly, the student must secure a minimum of grade 'C' or 2.0 in the Cumulative Grade Point Average (CGPA) to pass the semester examinations. Student's grading scheme is designed as below:

Table 2: Grading Scheme for BBA and BIM

Letter Grade	Cumulative Grade Point Average (CGPA)	Divisions/Remarks
A	3.50 - 4.00	First Division with Distinction
B	2.50 - 3.49	First Division
C	2.00 - 2.49	Second Division
D	1.50 - 1.99	Pass in Individual Paper
F	below 1.50	Fail

Attendance Requirements
A student is required to attend regularly all theory and practical classes, assignments, study tour, field trip, seminars and presentations as required by the course. A student is required to attend at least 80 percent of such activities to qualify for the semester examinations.

Credit Transfers and Withdrawals
Both BBA and BIM programs allow students to transfer the credits earned by them in similar program of other universities recognized by Tribhuvan University. Similarly, a student who has partially completed the BBA or BIM program and would like to discontinue his/her studies is also allowed to withdraw from the program. In such cases, a certificate specifying the credit earned by the student in the program is provided.

Graduation Requirements
Both BBA and BIM programs extend over 8 semesters (four academic years). BBA or BIM degree is awarded upon the successful completion of the following requirements specified by the curriculum:

- The successful completion of 120 credit hours for BBA and 126 credit hours for BIM as prescribed with a minimum of passing grade in all courses with CGPA of 2.0.
- A minimum of grade *C* obtained in the internship.
- Completion of courses for the fulfillment of the requirements of the BBA and BIM programs must occur within seven years from the time of registration.

Norms and Standards
FOM, in fact, did not develop norms and standards for conducting the BBA and BIM programs. FOM only conducts CMAT-entrance exams for the admission in BBA and BIM program. Norms and standards concerning the teachers and their quality, classrooms, library and other facilities have not been developed yet. So far, norm regarding only land requirement for the colleges (3 Ropani) was developed. Dean and experts accepted that it was a weakness of FOM that norms and standards have not been developed yet.

Chapter 3

Status of Program Implementation

Before analyzing the effectiveness, current status of program implementers needs to be reviewed and analyzed. In this section, status of program implementers, i.e., management colleges is analyzed based on the information given by college authorities and staff. In this chapter, status of college in terms of facility available and support system is highlighted. In fact, the program needs proper facility and support system. The program implementers or colleges should manage the quality facility and support to meet the standard of learning. Moreover, program implementation in terms of entrance and admission, college leavers, graduates, and their employment are analyzed to assert the effectiveness of the program.

College Programs

Colleges run several kinds of program besides BBA and BIM. Many colleges conduct BBS programs along with BBA. There were colleges that run Bachelor programs on social sciences too. Some colleges also implement school programs (+2 programs). In fact, colleges run not only BBA and BIM programs, but also other programs. It indicates that colleges have much more students that require a large amount of facility and support system. Existing facilities were not only for BBA or BIM programs. Available facilities are also used for other programs. Thus, it may mislead if the existing facility and supports are compared only with the BBA and BIM programs. Moreover, it should also be considered whether or not the institutes that run school level programs to be granted permission or affiliation for conducting BBA and BIM programs.

Facilities Available in Colleges

Status of Physical Facility

Physical facility consists of land, building, classrooms, library and other facilities required for the implementation of the program. In many countries, required facilities and their norms are prescribed by those who assume the lead role in program operation. Unfortunately, FOM did not have any norms regarding physical facility requirement except land holdings (at least 3 ropani).

Out of the 18 colleges, only 7 colleges had their own building. Among them, 3 were constituent colleges. Rest of the 11 colleges run programs in leased building. Except one, these colleges did not have any plan for the construction of their own building even they were running program for more than 10 years.

Out of the 13 colleges, whose land holding records were available, 3 colleges did not meet the prescribed standards. They had less than 3 ropani of land. Three colleges had just 3 ropani of land. And remaining 7 colleges had more than 3 ropani.

All the colleges had Pakka buildings, but 2 of them also had Kachha Tahara. Most of the colleges run in leased or rented building. All they made agreements with the owners for a certain period. One college had the leased agreements for less than 5 years while another one made agreement for 5 years. Remaining 9 colleges made the agreement for more than 5 years.

The number of classroom in these colleges was enough. There were several classrooms that could be used to conduct classes for BBA and BIM courses. However, many colleges do not have standard classrooms. As several colleges run in the leased building, they turned the available rooms in classrooms. Some classrooms are big, some small. Therefore, many classrooms do not have appropriate lighting and ventilation.

As mentioned, many colleges run various programs like +2, BBS, BSW and so forth besides BBA or BBA and BIM. If these programs run simultaneously, many colleges could not meet the classroom requirements. However, they run the programs in shift basis; they fulfill the requirement of classrooms.

A few colleges did not have adequate facility regarding electricity supply with back up, play ground and canteen with space. Even if most colleges maintained electricity back-up for electronic devices operation, but the back-up (power generator) system was interrupted, because power generator was least used.

College Library

College library is an integral part of the academic program implementation. During the study, it was observed that each and every college had the library facility. College managed at least one staff as librarian for the library. Some colleges had library facility that could be said standard in terms of space, materials, internet facility, and teachers and students movement. However, the following problems were also observed:

- Most college libraries were not standard.
- Some libraries were not spacious, rather narrow and congested.
- Most libraries had course books; journal and periodical subscription was rather limited. Libraries did not have audio/visual materials.
- Libraries were also used as book bank in some colleges; hence students and teachers movement was limited in the library.
- Most libraries issued books manually.
- Library staff in most colleges did not have training in library management and operation.
- No norms and standards for library were developed and enforced.

Computer and Networks

Colleges established computer lab, because the courses require the same. The labs were for 30 students at a time. It seems that the number of students for lab class at a time is higher. Moreover, the lab facility in most colleges was not very spacious.

Almost all the colleges installed computer and network facility. Most colleges installed the following facilities:

- computers and networking
- multimedia

- email and Wi-Fi

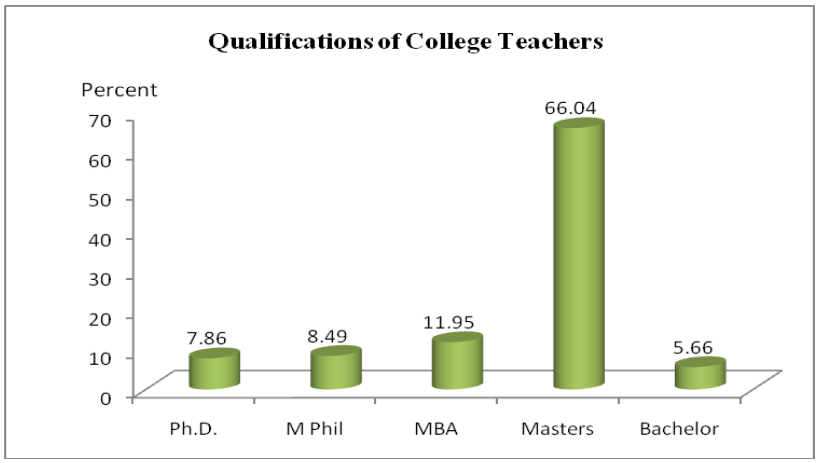
However, these facilities were used for personal purposes. Teachers and students had their personal IDs, but lecture notes and learning materials were rarely shared. Computers were used in Administration and Account for record keeping, but their use of creating data base for teachers, students and college inventory was very limited. College library also used computers, but most of libraries used computers for recording books. Computer technology was hardly used for book cataloguing and issuing. In fact, use of computer technology is limited.

Teachers

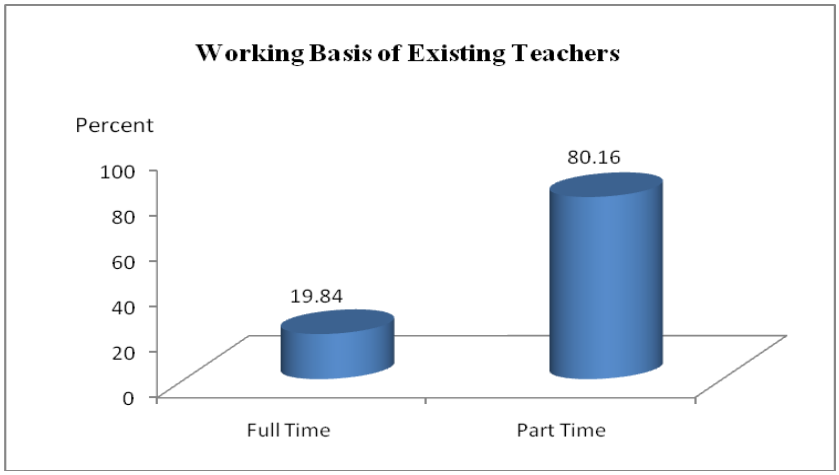
The number of teachers in colleges varies from 6 to 55. Most colleges have around 20 teachers that conduct the program.

The observation showed that colleges have faculty members with long University experience and academic excellence. There were junior teachers (recently graduated). In fact, the colleges had 3 categories of teachers: senior and experienced University teachers, new or fresh graduates, professionals associated with various corporate sectors.

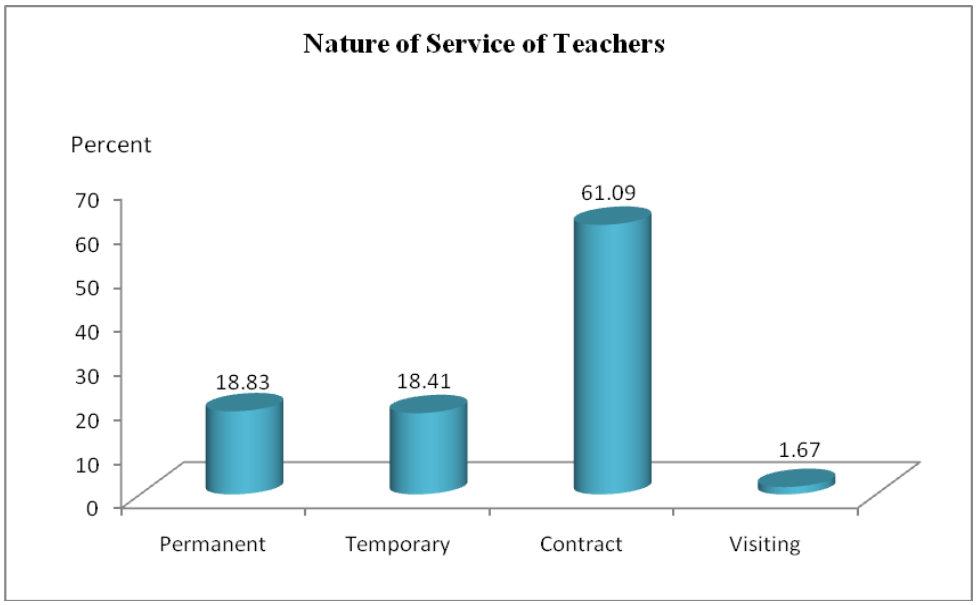
The proportion of teachers who had Ph.D. and M. Phil was around 16%, whereas the teachers having MBA was nearly 12%. For the program, the teacher having Masters Degree in other than management stream was significantly higher-more than 66%. In the colleges, there were teachers having Bachelors degree (around 6%). These teachers conduct classes on Business Law, Computer applications and the like.



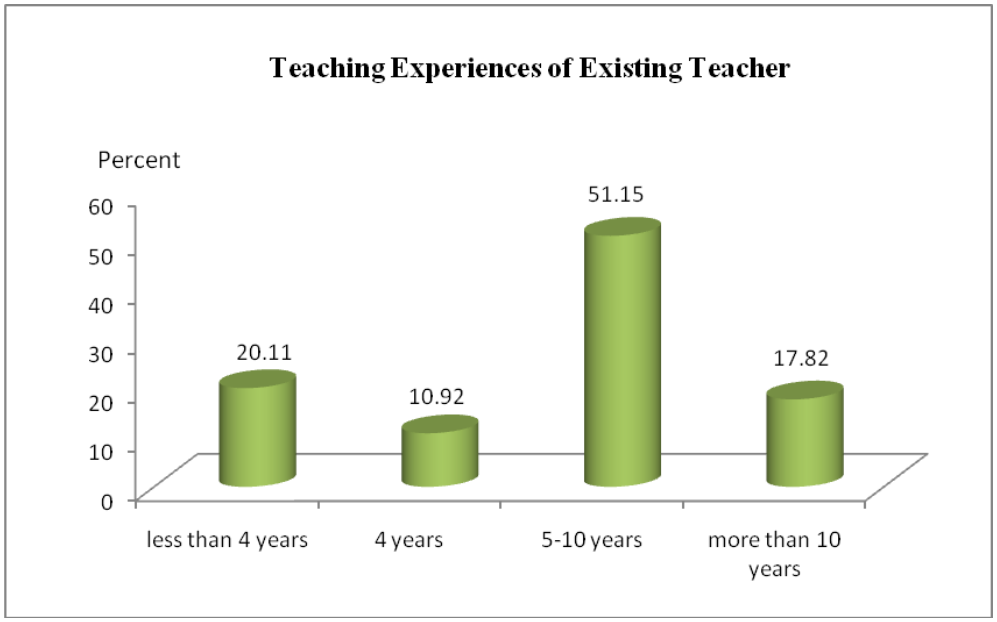
However, most of the teachers in colleges were working as part time teachers at present. The proportion of part time teachers was more than 80 percent.



Similarly, teachers working on contract basis were also significant in colleges. Share of these teachers in total was 61 percent.



Most of the teachers' teaching experiences were 5 to 10 years (51%). The proportion of teachers having less than 4 years teaching experiences was more than 20 percent. Around 18% teachers taught for more than 10 years.



Principals of colleges mentioned that teachers have been appointed through personal contacts. For the appointment, their curriculum vitae were evaluated based on their qualifications in particular subject, experiences at university level teaching.

According to the Program Coordinators, teachers' role is important in colleges. Quality cannot be compromised. To increase the quality of teachers, qualifications and experiences are not enough; various types of exposure for teachers in related subjects need to be provided along with the teaching learning aids (multimedia, adequate back up, reading materials, e-library, on-line/internet facilities, computer and books). Moreover, their level of work satisfaction, morale, etc. should also be considered. Teachers said that there should be facilities of individual and group email ID to share with students, teachers and college administration.

But senior teachers of colleges viewed that experiences of the teachers in particular subject alone was not sufficient for quality teaching, his/her teaching methodology was important and vital for motivating student towards learning. That is why; college must give priority in the art of teaching methodology while hiring teachers. Good teaching methodology encourages the students in active participation in learning and develops learning attitude.

There was very few number of colleges that hire full time and permanent teachers for BBA and BIM program. According to principals of the colleges, teachers were reluctant to join colleges as full time faculty. On the other hand, teachers viewed that colleges did not appoint minimum number of full time and permanent teachers based on number of students. Most colleges have been run by part time teachers. Colleges hired teachers on contract based on the time as 3-4 hours per day, not for whole day and provided remuneration accordingly. At present, teachers preferred to spend mostly 2 periods or 2 hours in a college. Therefore, senior and experienced teaches did not want to retain in colleges as full timers. Even if newly graduate, junior and un-experienced teachers preferred to be full time teachers, colleges have to evaluate their performance based on students' final result percentage. Moreover, teachers of private colleges felt their job was not secured because there was no job guarantee. Any time, college may ask them to quit the job. If there is one month to start classes; teachers will be on financial trouble since they work on contract basis. As a result, teachers tried to seek options and shift to permanent job. Thus, most colleges did not have full time experienced teachers.

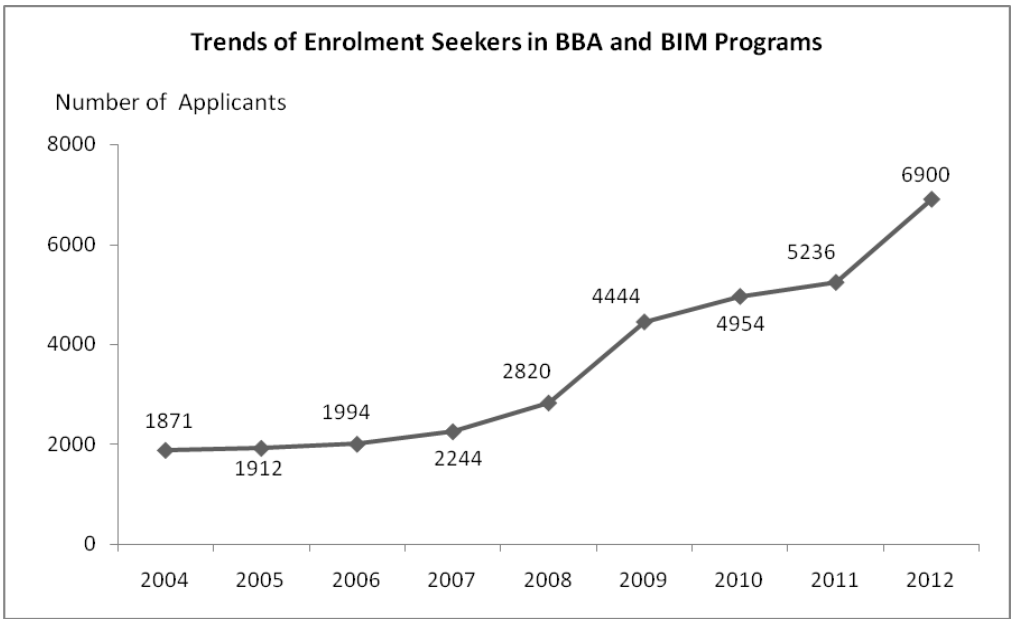
According to college principal/coordinator, teachers' turnover was not remarkably high since the colleges had very few full time teachers. Most experienced and senior teachers worked on course contract basis as part time teachers. Every year, colleges made increment in remuneration by certain percent. So teachers hardly left the college. Teachers were also satisfied in course contract, however, they asked for the increment in salary every year. They also added that their remuneration was less compared to that of other universities. They viewed that remuneration should not be less than other universities. They felt that other universities paid higher remuneration to the teachers. They experienced that even a college did not implement uniform pay scale as it varies from Rs. 45000 to 70,000. Timely payment of remuneration was another problem. As a result, there was greater chance of high turnover of experienced, senior and qualified teachers. Teachers viewed that college should create friendly working environment for teachers to retain them in colleges

Admission and Enrolment

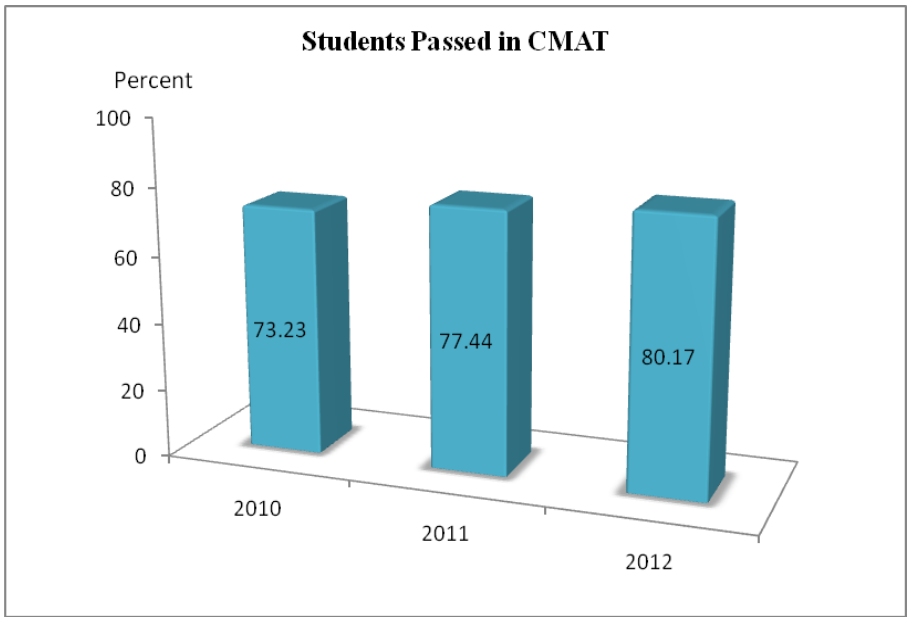
The program - BBA and BIM - is selective one. All the students passed +2 or equivalent could not qualify for admission. In order to get admission in BBA and BIM programs, a student must face an entrance test and subsequent interview, i. e. CMAT. Only successful candidates in CMAT will qualify. CMAT is arranged by FOM. Previously, respective colleges also conducted their own test. The colleges had practices of taking written test to measure competencies and take interview to measure attitudes of those who formally passed the CMAT. In this regard, different criteria were followed by different colleges. Some colleges evaluated candidates based on 50% from CMAT, 40% from +2 marks and remaining 10% from interview. Some other college evaluated applicants based on 50% from CMAT, 50% from +2 marks, whereas some colleges evaluated 40% from CMAT and 60% from written test and interview. On account of the manipulation, students obtained even higher marks in CMAT could not be able to admit. Some teachers experienced the cases that students who secured 40% in CMAT get admitted and some could not get admitted they even secured 80%. They opined that the current CMAT practice could not ensure students admission. They viewed that CMAT needs to be improved. The colleges also complained that FOM called for the admission after other universities. So they did not get quality intake.

Teachers and principals of the college viewed that quality of CMAT needs to be improved and the cut off points to be increased from 40% to 60%. They further added that interview needs to focus on assessing the attitudes and behavior of students since written exams could not measure student's classroom behavior and learning attitudes. CMAT notice should be published before the admission notice of other universities. Presently, FOM assumes all the responsibility with regard to CMAT.

However, the students seeking admission in the programs are increasing every year, since the programs have greater employability prospects. The following figure shows the number of admission seekers in the program:



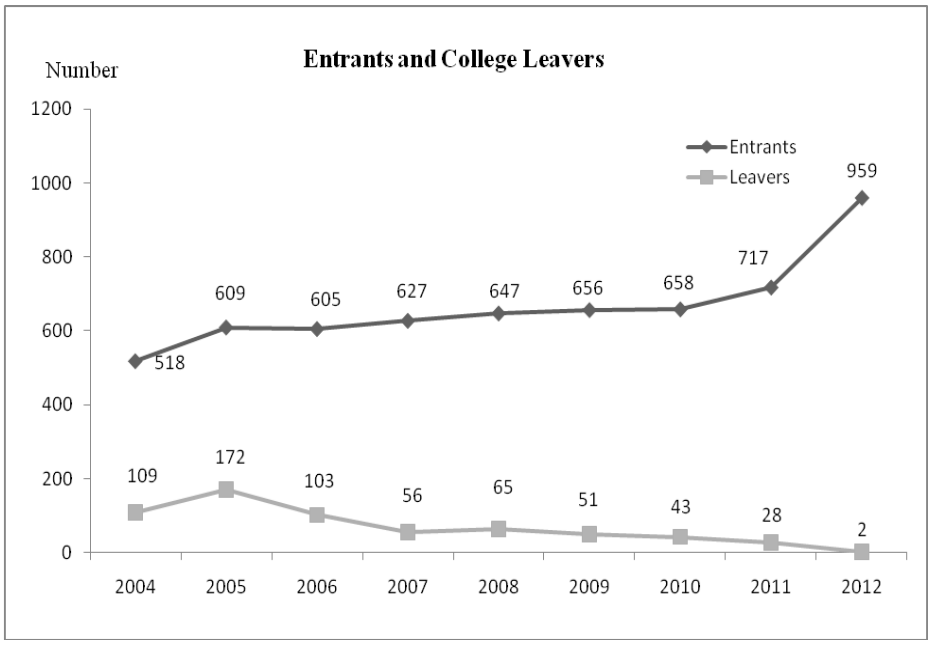
All the admission seekers could not qualify for the admission. The proportions of entrants were around 80%. This also indicates that the program is selective.



College Leavers

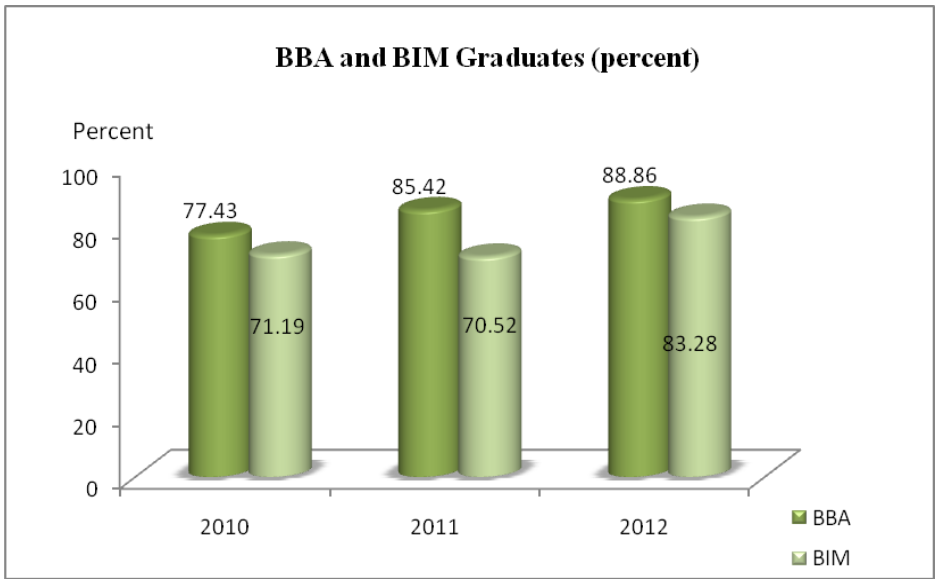
It is expected that students complete the cycle once they enter into the system. If students leave the system without completing the course cycle, the system could not be considered as efficient, and the quality of services will be questioned.

While the data of colleges was compared, it looks that the system is not fully efficient since students left the colleges without completing the course cycle. The magnitude of leavers in initial years was higher, and then it gradually declined. In the year 2004, proportion of leaver was more than 21% compared to the entrants. In the year 2012, it became less than one percent. These figures show that the system is gradually approaching towards operational efficiency.



Graduates of the Program

While the outcomes of program are considered, the program has been able to yield desired results. Out of the total entrants, the proportion of graduates in BBA was nearly 89% and BIM is more than 83%. Based on the results, Dean and experts of FOM asserted that these programs are effective.



Graduate Employment

Many students and college management viewed that there was problem for job placement for graduates. Since job market is very much limited, individual effort and higher GPA alone could not help graduates place in job in the country. Moreover, students and teachers also confessed that students did not gain skill and practical know-how required for placement in industry. Industry also did not prefer fresh graduates at first for the recruitment. If graduates prefer to develop career in bank and financial sector, they need to get additional training besides BBA completion certificate. This indicates that the programs needs to be refined, and internship should be properly organized.

However, the Dean and experts of FOM seem satisfied with the employment status of the graduates. They viewed that the graduates were competent enough and they got job in private sectors as supervisors and middle level managers. However, FOM and colleges had not conducted any kind of tracer study yet that assures the view of the Dean and experts.

Chapter 4

Learning Process

As mentioned earlier, management education is skill-oriented program that require participative and interactive learning methodologies and strategies such as tutorials, practical works, case studies, individual and group exercises, class assignments, role play, project works and presentations, and so forth. In this chapter, attempt was made to analyze the learning strategies the colleges adopted for the delivery of knowledge and skills prescribed the curriculum and FOM.

Expected Learning Practices

FOM has clearly mentioned about teaching pedagogy that includes class lecture, group discussions, case studies, guest lectures, role play, research work, project work (individual and group basis), term papers and assignments on theoretical and practical works. The faculty members have liberty to choose any method of teaching as per course requirements. Faculty also needs to develop a semester wise detailed instructional planning and materials for effective teaching learning of the course modules.

Pedagogy or teaching method for BBA and BIM has been expected to be practical. The weightage in this regard has been given as under:

- Theory - 40%
- Practical work - 40%
- Attitude - 20%

The division of weightage indicates that students should be engaged in practical work besides theory so that they could be familiar and knowledgeable in how the business takes place, how the business organizations run, what problems the businessman and enterprises face. To become familiar with these matters, the pedagogy must focus on problem solving, case studies, project works and so forth. Visit to the industry also creates attitude towards the various facets of business operation.

Current Learning Practices

Study showed that colleges focused more on lecture methods. Teachers delivered lectures from 45 minutes to 1 hour in classroom. There was less practice of case based learning and exploring new business environment. The learning process depended more on practice of note-based teaching. Students have not got enough opportunity to do project work, writing mini research or term paper, review works, and explore tour application, feasibility study, etc. Tutorial was ignored as teaching pedagogy and most teachers were not aware of tutorial class and learn-practice in teaching activities.

Dean and experts of FOM experienced that the colleges hardly adopted the given pedagogical methods. Lecture was still a major method of delivery for the programs. Even if FOM conducted course orientations to the teachers of the colleges several times, teachers rarely followed the prescribed methods of course delivery.

The study further shows that teachers carried out 80- 90 lectures of 1 hour class, and at least 2 classes in a day. Students complained that teachers focused more on lectures; they did not get work on case studies, project work, presentation etc. As a result, students did not get enough time for learning, they engaged in note taking and memorizing. According to students, lecture should be confined only for 40-45 days for a semester. For the rest of the time, teachers should focus on case studies, project work and presentation. They viewed that teachers should deliver lecture for 3 days in a week, and arrange project and discussion sessions. This helps students involve in project work, field work, case studies, doing assignment and report

writing. Students complained that teachers followed lectures even 6 hours in a week for completing the courses.

Teachers reported that they also used case studies, audio visual aids, group discussion in related course topic, project work in specified areas, sharing some notes and so forth. Use of group and web sharing was very little. Teachers of some colleges stated that they used news based and article based discussion and review as course requirement. Students viewed that teachers were more focused on completion of course and few insisted on case studies, current issues in corporate sectors, presentation, industrial visits, organization of seminar and workshop. However, the quality of delivery in other than lecture method did not reached to the desired level as most of the teachers were rarely trained and experienced in these methods. Students had the views that some teachers have done few cases, presentations and project work, but there were not any uniform and standard methods and format, structure and patterns. These methods varied in teachers to teachers and semester to semester, so that students get confused.

Tutorials were rare in colleges. No teachers conduct tutorials even if tutorial is assumed as necessary for broaden the horizon of students and impart the skills. Study shows that colleges have less focus on guest lecture, very few colleges arranged guest lecture. Students in some constituent colleges complained that the colleges have not yet arranged guest lecture in any semester. In this regard, the college coordinator informed that college has limited budget for guest lecture. Guests should be paid more, and current TU provisions could not allow. Therefore, college could not invite guests from the industry and corporate sector.

All the respondents-students and teachers raised issue on little provision of guest lecture. They viewed that guests from business world should be invited at least once in each subject in each semester. Since, BBA and BIM are professional courses; they should be linked with real field of business sector. Teachers felt that students must have exposures in various important business concerns and events such as business crisis and its impact, business failure, conflicts, various investment decisions, marketing specialization in sales, etc. Different personalities, who have experiences in various field of business need to be invited for guest speakers. This would be beneficial for students and teachers to link their knowledge with business world and help reduce gap between knowledge and practice.

Even if teachers were aware of several teaching methodology, they identified three major drawbacks for adopting effective delivery strategy in BBA and BIM programs. The drawbacks they identified were as follows:

- lack of update knowledge in teachers
- separate credits and contact hours were not allotted for methods given in teaching pedagogy such as case studies, project works, presentation, etc.
- lack of necessary skills in teachers in linking theory and knowledge to real field and work situation

Teachers mentioned that there was no adequate time to design and arrange case studies and follow other teaching pedagogies rather than lecture methods. They stated that teachers and students faced several problems in getting organization related current issues for cases. They complained that organizations did not want to share information about their business activities for cases; teachers and students have to beg for information. That’s why students were compelled to do web-based or artificial cases. Furthermore, contract-based teachers tried to complete the course, rather than design the cases. However, teachers arranged case studies, presentation, project work and group discussion, but these exercises depend on teachers own knowledge and plan. There were no any guidelines.

Teachers had the view that FOM should make guidelines for the different methods of learning, insist teacher's development plan that helps teachers to be familiar and skillful in different teaching-learning strategies, and monitor teachers' activities.

Teachers' Support

Teachers' major responsibilities, as they described, were delivering lecture, assessing assignments, support project work and case studies, and conducting internal assessment. Teachers sometimes arranged academic counseling for students as per requirement. Teachers also attended meeting organized by respective college and provided required suggestions and feedbacks.

It is experienced that significant support to the teachers from college and FOM as well was not available to execute their responsibilities. Teachers maintained that they did not receive either guidelines or orientations of curricular activities and syllabus so far. Teachers prepared their own mental plan and delivered lectures. Marketing teacher of one of the colleges complained that book on Service Marketing of BBA course was scarce and not available in the market. He reported that he completed course without getting course book. He suggested that there should be at least one textbook and it needs to be photocopied.

For updating knowledge and technologies in teaching learning process, training and regular orientation for the teachers are essential. Teachers need to adopt up-to-date teaching methodology and technique to meet learning needs of students. BBA and BIM programs are practical and more professional, they ask for innovative teaching methodology to develop competent and proficient human resources that fulfill needs of business enterprises and corporate sector. Teachers and principals realized that training for teachers was crucial to adopt new technology. However, very few teachers received such kind of supports. Teachers further complained that very few teachers got opportunity to participate in training and workshops organized by FOM. Mostly college principals, coordinators and full time teachers got such opportunities to participate in. Colleges did not nominate part time teachers even if many teachers need to get knowledge on case studies, research methodology, project work, presentation skills and report writing. They also opined that FOM could conduct short term programs on these areas on cost sharing basis not only for full time but for part time teachers too.

Support to Learning Activities

Observation showed that colleges have adequate space for 30 students in each class. Colleges have library. They mostly had text materials. Library issued 2 to 5 textbooks to the students. Library also had reading and reference books. But students complained that library was not well equipped. Library lacked with adequate space for reading, photocopy facilities for students, etc. They also added that books available were old. Books written by foreign writers were limited. Students viewed that there should be adequate books related to courses including a large number of reference materials. Library should subscribe newspaper, periodicals and journals. In one college, there was no separate library for BBA students; they should share with BBS students. Therefore, the library seems crowded and has shortage of materials. Library was also closed when class ends. Interaction with teachers, students and observation reveals that most college libraries were not standards. Most libraries did not subscribe journal and periodical. So libraries could not provide expected support in learning process.

Almost all colleges installed computers and network facility, however, backup was limited. Some colleges used multi-media for instruction. Some colleges provided free Wi-Fi facilities to teachers and students. Some colleges made laptop available to each student on cost basis. One of the colleges had e-library facilities with whole day back up facilities. Some colleges

have started installing modern technology such as I-board and I-technology, but the shortage of required software did not allow them to use them. However, these facilities were used for personal purposes. Teachers and students had their personal IDs, but lecture notes and learning materials were rarely shared. College library also used computers, but most of them used computers for recording books. All these indicate that colleges installed computer technologies, but their use was limited in learning process.

Observation of college environment shows that teachers and students interaction was confined to classrooms. Small group discussion outside the classroom was not observed. In fact, there was no culture of group discussion in colleges.

Student's counseling is one of the important activities that enhance the performance of students. Some colleges arranged students counseling but there was no separate counseling cell and counselor. Academic Director, Coordinator and Principal conduct counseling in academic matters. Teachers also help conduct counseling in related subject matters. Colleges did not have professional counselor. In case of weaker students or class bunk, Academic Director conducted counseling. During discussion, counselor of one of the colleges reported that BBA was professional course, so students need to develop required attitude and behavior for the future career. Present courses did not address these needs and requirement. Students may have study pressure sometimes; as a result they may depress and their performance could not show desired quality. So regular counseling by counselor is needed for decreasing stress in students and improving their performance.

College Calendar

Most colleges published calendars but contents of the calendar varied from college to college. Most colleges included holidays, examinations etc. Case studies, project work and other schedule were found in footnotes. Specified time for these activities was not mentioned. For example, calendar included at least one workshop will be organized within the semester, guest lectures will be arranged on different subjects, field visit and report presentation will be conducted according to the teacher's suggestions. Calendar did not mention specified date for these activities. They were left for teachers convenient. However, teachers made lesson plan for each subjects and each semester in written format in one college.

College Meeting

After the observation and review of college calendar and discussions with faculty members and Director, colleges organized meeting as per necessity. Meeting was organized before the starts of session, examination, internal assessment, etc. There was no scheduled plan for meeting. Mostly the meeting was organized to decide non-academic matters such as construction, admission, etc.

Support by FOM

FOM was assumed as leader in implementing management education. FOM was expected to provide required support to the colleges and teachers whenever necessary. College management and teachers viewed that FOM confined its role in conducting CMAT and end-term or semester examinations. FOM also disseminated schedules for exams. However, teachers and colleges did not get expected support from FOM on academic matters. According to teachers, FOM should revise courses as per necessity but FOM included limited number of teachers and experts for revision of curriculum and other works. They viewed that FOM should organize faculty development program, since faculty is in the core of program operation.

Internship

Internship is an industrial attachment. The students of the 8th semester have to work for a period of eight weeks during the end of courses, and they have to prepare a report in prescribed format based on their work in the respective organization. It has been also mentioned that intern students were evaluated on the basis of confidential report by organization, quality of report and report presentation. To be successful, a student must secure at least C grade in internship.

In fact, internship is one of the features of the program. Since students work in the industry as intern, they would get exposure on various aspects of business administration, operation and organizations. So students would be able to link their concepts and theory in real work situation. However, it was experienced that internship has not been implemented as expected. Dean and experts of FOM explained that no systematic efforts have so far been made in implementing internship by the colleges. On the personal contacts, colleges sent interns to the industries. In many colleges, students search industry for working as intern. If students placed in industry, he or she hardly get opportunity to work as staff of the industry. The intern was assigned for photo copying and other utility kinds of job. Most banks sent intern to field for contacting people to open new accounts. Interns were not invited to share the industry's problems, operation, and management, etc. In fact, internship is an opportunity to earn academic credits through organized and planned work experience in particular career area where students must gain practical knowledge in connection to the knowledge gain in classroom. However, internship has not been institutionalized even the colleges run programs for more than 10 years.

> ***An intern wrote***
>
> Initially it is hard, but we can learn many things by doing basic jobs. It is useful to know the environment, but not opportunity of permanent employment. There is no level dignity in Nepal. The course can be seen implemented practically in the bank.
>
> According to the county's situation, there is no prospect in any of the field but due to the internship facility from the 1st semester we, the students of ……. go for internship, it will be easy for us. We will be known face to the organization. So, internship is beneficial for the students.
>
> Opportunities should be given by government as competition has increased so much. Similarly, all faculties are inter-related. We can also join in other organizations also, not at financial institutions only.

Director of FNCCI did not have positive notion about the current internship program. He expressed that the industry should place the intern of all universities, not only interns from FOM of TU. He estimated that more than 10 thousand student interns came every year, and explained that Nepalese industries do not have capacity to absorb all of them at present. He suggested that university should consider this problem of industry while granting affiliation or increasing quota of entrants.

Teachers and college management, and intern students reported that normally students contact industry for the placement. Very few interns were placed in industry through college contact. The current process is that students proposed company and college prepared request letter to that company to place the intern. If the student gets approval from the company, college sends a letter of thanks to that company. In fact, there was lack of formal relationship between college and industry, so that students always faced problems in placement.

Students felt that once they were placed, nobody cared them what they were doing in the industry. Students complained that college did not provide supervisors so that they could guide students and monitor their activities. Moreover, industry also did not assign special staff so as to supervise them. On account of this problem, students could not focus on particular working areas in the organizations during the placement. They felt that relationship

among industry, FOM and college to be maintained at least for improving the performance of interns.

At present, more students seek banking and financial sector for internship, since most of the colleges offered banking and finance and students chose such area of specialization. Naturally, the number of interns in this area was higher compared to other specialization areas. As a result, banking and financial industry became overcrowded from interns. Banking and financial industry alone could not absorb such a high number of interns. Since banking industry did not want to disclose their information, strategy and secrets to outsiders, they hardly allow interns to work as regular staff members, and refused to include them in usual operation, thus students became frustrated and de-motivated. In this concern, students mentioned that orientation to students and industry as well needs to be organized so that industry would also be familiar with intern's activities and role. College and industry supervisors should also continuously monitor intern's activities and performance. According to the teachers and Director of a college, students did not get opportunity to get in as intern in trade houses that is why FOM should initiate to organize seminar inviting different trade houses and develop linkage with them and business enterprises. They also viewed that FOM must develop criteria for intern students supervision and guidance. Moreover, supervisors should also be provided incentive for regular support to interns.

Students viewed that internship should be well defined by FOM in particular areas. Job and task of interns need to be defined before going to industry. Students further added that internship program should be conducted in other semester too. Some teachers and students viewed that the duration of internship at present was not enough. An intern could not complete assignments, write report and make presentation within 8 weeks.

Experience of an intern

I am doing my internship at …….. I am placed at micro-finance sector of the credit department. This is my 7th week running here. It is a nice experience to be working as an intern and learn how the organization works in a real scenario. I've learned many things during my service here. Some of them are listed as follows:

- Filing and Book Keeping.
- Preparation of Financials.(Bank Format)
- Using various electronic equipment's such as photocopy, fax and scanner.
- Preparation of offer letter, loan agreement and repayment letter. (Nepali font)
- Basic format of Credit Memorandum and Diary Notes.
- I also went on Stock inspection assisting my senior RO and collected the necessary documents and took photographs.
- I went on site visit to micro-hydro project site and collected necessary documents.
- I helped clients to open accounts and fill up KYC forms.

I am having a nice time at my internship but some of the faults I've found are:

- We have to do works which don't benefit us on any aspects.
- Our work gets monotonous.
- We are not paid anything. A small amount would motivate us.
- The employees are too busy. So they don't have time to teach us new things. So, source of knowledge is limited to observation.

Further, I think an internship during the middle of the course would be more beneficiary because we will be more clear about our goal in future and select our specialization. Hope my feedback helps u.

Few experiences that an intern collected during internship

It's Very Hard to Define what actually college and university calls as 'INTERNSHIP'. For me internship is the special period where a college's would be graduate should go to the market and try to do some related jobs under some person's supervision or taking their own initiatives. I feel like it's all about recollecting the book's knowledge into the real life world for some corporate house.

Very difficult to find the expected level of internship.

Since I was searching for such an internship where I can excel my knowledge into the real world. Expected to learn some new things that will help me step a new step into the corporate world but couldn't find it.

Corporate world of IT field wants the job holders not the interns.

Most of the corporate houses were ready to take me as an employee rather than the intern. They wanted me to work for them in some particular things I already know. And they do not want to waste their time in training me. Offered me a job with low salary scale.

Tried to give the IT based solution to one of the biggest corporate house.

After facing some rejections for intern I was linked to one corporate house through some referral. Currently I work in an organization as a System Analyst and the IT Department Head.

Current Job Responsibility

Currently I am holding an IT department of an organization. My major responsibility is as follows:

- Monitor all the IT activities.
- Manage the Website, daily activities in website.
- Optimize the IT infrastructures.
- Major responsibility is to keep the database of more then 14000 +2 passed students.
- Analyses system development for students performance in various aspects like result, weekly test etc. [web based system]
- Optimization of Network for 2 buildings each with 8 floors.
- Optimization of CCTV and monitoring of more than 64 CCTV.
- Monitoring more than 5 employees for my department whom I hired for different tasks.
- Accomplish different run time projects.

Few Problems that I collected in this period:

Difficult to get adjusted in the organization.

Being new to the particular organization, it was difficult to get adjusted with the new staffs. And the major difference was I was from IT department, the way I think and the way other think is completely different.

Client doesn't know WHAT IS THEIR EXACT REQUIREMENT.

Oh my goodness, the biggest problem faced and m facing is they don't know what they exactly want. They don't have the exact system of data keeping. There is too many mouth to speak and too less hands to work. I make a system that leads to standardization for future but the old staff feels it difficult to use n they complain to boss….

Lack of resources.

Being in an IT department, first I demanded a room where I can setup my systems for working, but it took about a week for the office to give me a space inside that office. When I got a room, I demanded for a computer system. And it again took about 1.5 weeks for them to get me a computer. Then I started working. Hired one of my students who was a programmer. We started developing a system. At the mean while I was in need of few more employees. I put the vacancy but to my surprise I got none. I contacted more them 20 ppl whom I thought to be free but they denied working in a corporate house as they were earning about 40,000 a month being inside a home doing some outsourcing jobs. I realized it's very hard to find an employee in IT field [programming and designing]. Then I demanded for other resources in the organization but I never get it…. And in few interval of time the boss comes and says what is the UPDATE.

NON IT corporate house doesn't know what system is. I can see every table in the whole office is furnished with a PC but the staff working there doesn't know how to use it properly.

The funniest thing that happened was their first trouble shooting for the system failure is the formatting of the computer.

Most staffs don't even know how to use the simple things like MS Word, MS Excel etc.

On the other hand, BIM students got very little chance to practice as intern. According to students of BIM, they faced difficulties during internship because they did not get opportunity to practice work on web technology. Moreover, BIM students have very little scope in general companies. Since they could not work in pure IT industry they need special industry for internship. Software industry preferred students from engineering discipline to BIM students.

Linkage with Industry and Employers

Establishing linkages foster cordial relation with industry that could help intern placement and graduate employment. Linkage with the employers such as FNCCI and industries is essential for the following reasons:

- to revise and refine the courses according to the needs of industry
- to integrate concept and theory in real work situation
- to place the intern in the industry
- to generate the employment opportunity for the graduates

In fact, linkage with employers helps improve the effectiveness of the program. Unfortunately, efforts to establish and maintain linkage with industry and employers were very weak. FOM and even colleges did not establish any formal linkages with the employers. Dean of FOM stated that FNCCI was involved as member in subject committee, but presence of FNCCI during meeting was very less. Director of FNCCI confessed that they could not attend meeting organized by FOM. The Director further added that FNCCI representatives so grossly involved in their business that they could not spare time to attend meetings. Moreover, most businessmen did not have exposures on academic programs, so they rarely contribute to these programs.

Dean felt that colleges should maintain the relations with employers, because college graduate needs employers' support for placing the interns and getting the job for graduates. But colleges were indifferent in such matter. However, some colleges started developing linkage with industry. For example, Everest College and Campaign College established relationship with Nepal Merchant Bank, Chaudhary Group and other organizations.

Monitoring of Program and Colleges

Since BBA and BIM are relatively new programs, periodic monitoring and feedbacks to colleges is essential to correct the weaknesses and improve the operational efficiency. FOM is supposed to be responsible for monitoring of the colleges and program.

During the study, systematic monitoring of the program, college and learning could not be found. In fact, monitoring did not exist. According to college principal and coordinator, officials from FOM visited the colleges sometimes but they confined their discussion on college administration and operation parts, rather than student’s performance, pedagogical aspects, learning support system and so forth. Teachers also had the similar kind of notion about monitoring.

Students complained that colleges and teachers did not conduct programs as stipulated in the curriculum. Colleges and teachers stressed on lecture as main method of learning. Monitoring by FOM was necessary to guide college and teachers to conduct classes and other learning strategies properly.

Unfortunately, FOM did not have any mechanism for periodic or regular monitoring of the program and colleges. Dean and experts of FOM maintained that mostly FOM monitored informally. So far, colleges were monitored only for two times during ten years. After

monitoring, FOM did not provide any feedbacks to the colleges. They accepted that lack of monitoring was one of the weaknesses of the program. In fact, FOM did not institutionalize the monitoring system yet.

Assessment and Evaluation Practices

Students in BBA and BIM programs were continuously evaluated. The evaluation criteria consist of internal and end-term evaluation. Internal assessment is mandatory and the assessment is expected to include classroom participation, individual and group assignments, project works and presentations, term papers, etc. besides formal tests. It is also expected that internal assessment is transparent and the assessment records are maintained by the colleges.

Dean and experts of FOM viewed that internal assessment practice was not so fair. Colleges did not assess student's performance properly. In fact, FOM provided authority to course teachers to evaluate the students, and provide up to 40 marks to students by assessing their performance. Dean and experts doubted that proper evaluation of students was made. Colleges hardly maintained assessment records. Even in theory subjects, many students secured more than 36 marks, some achieved 40. When the achievement of the same students in same subject was compared with that of end-term or semester exams, the difference was unexpectedly wider. The variation in these two tests explained that internal assessment has not been conducted as expected.

The nature and practice of internal assessment of the students was observed different in different colleges. FOM did not develop any criteria for internal assessment yet, the assessment guidelines given in curriculum are indicative only. College management and teachers expressed that internal assessment was conducted based on tests, assignments, discipline, regularity, presentation, classroom interaction, group discussion, etc. but mostly written tests were arranged for the assessment. On the other hand, marking procedure varied by colleges. Teachers and students experienced that college management had high hands and influenced providing assessment marks since there was not any strict rules and procedures. In some colleges, even teachers did not know how a student was assessed and awarded marks in internal assessment. Moreover, marking procedures and internal assessment system as well in colleges were not transparent and college did not maintain any records of students' progress and performance. Teachers also accepted that there was variation in marks awarded in internal assessment and end-term or semester examinations. The variation was wider, that should not be more than 20%. They suggested that FOM should enforce necessary rules and guidelines on internal assessment. Students also viewed that they must be familiar with the methods, procedures and components of internal assessment, so assessment criteria should be explained in advance, during the time of admission.

Chapter 5

Stakeholders' Satisfaction

Satisfaction of students, parents, employers and faculty members from the program offer a richer range of effective measures useful for identifying strength of the programs and areas that need improvement. The analysis of satisfaction is further useful in policy revision and refinement. In this chapter, satisfaction of these stakeholders was analyzed based on their reaction on the program design and operation.

Student's Satisfaction

Students look satisfied in choosing BBA/BIM because they felt that BBA/BIM program is good career oriented courses which combine both theoretical knowledge and practical skills. They fulfill the requirement of management and information technology courses. These courses were recognized internationally. Students see scope of BBA/BIM in abroad too. However, strategies adopted for the delivery did not satisfy them, as the strategies stressed more on lectures. Students enjoyed if strategies include participatory and interactive learning methods and guest lectures.

The students in the college that managed high facilities seem more satisfied than those students who studying in the colleges that did not have such kind of facilities. Normally, students joined in the colleges having fewer facilities and less equipped did not satisfy. Thus, student's satisfaction relates with the modern and proper facilities such as building, space, library, labs, technology, etc. in the colleges. The policy implication is that colleges should manage appropriate facilities and equipment, and FOM should develop and enforce norms and standards regarding college facilities.

Students felt that internship has been a major activity of BBA and BIM program since internship helps students integrating knowledge and practice. Students sensed that internship is valuable as it contributes to put academic knowledge and practice together, assists learning as how their works relate to larger business goals, provides greater understanding of business system, increases professional and communication skills, improves their capacities and abilities, and helps choose appropriate career path. However, they expressed several problems of internship program. They did not feel the environment appropriate for internship. Industry normally did not allow them to work as interns even if they request. College did not established and maintained relationship with industry. They did not get proper support from college and industry, as they did not get helps from supervisors. So students get frustrated and humiliated. Students also sensed that there was lack of appropriate industry that they could choose to work as interns. Most of them did not find option except banking and financial organizations. They like to work in event management, hospitality and other new areas of management. There were not any criteria and guidelines. They felt that internship has reduced to a mere formality. There was crowd of interns in industry as many universities and colleges run BBA and BIM types of programs.

Job market in Nepal is very much limited, so very few graduates get job and some graduates go to abroad for further study. The colleges did not have job placement cell, even some of the colleges have started to link with business houses. Colleges provided graduates' curriculum vitae. As per requirement of industry, the students are called for interviews and recruit.

Students had grievances on the evaluation procedures too. They were dissatisfied with examination center allotment, question setting and distribution of admission card. Students complained that questions asked in the exams did not match with the curriculum; they were out of curriculum because question setters were not familiar with revised curriculum. Moreover, questions were not set properly as weightage of course content was not

considered. Long questions came from sub-contents. Students faced difficulty to attempt them.

In some colleges, teachers gave hint on important questions and provided model questions to students, and the same were found in end-term examinations. It reduced the trustworthiness of examinations system. Sometimes, examination hall did not have enough space and students had to wait for to enter in the hall.

Students had expectation that college needs to focus on job oriented internship, personality development and leadership training, communication skill training, career counseling, development of corporate relations with the reputed business houses in Nepal and abroad, keep vacancy advertisement at the college campus and website, publish short list for job placement, short-run skills training for graduates in area of interest.

Students asked for standard and digital classroom and readymade slide presentation. They added for internal access with strong backup system. College should arrange sports activities that help student to develop skills such as team building and team work. Several co-curricular and extra-curricular activities need to be organized. Students should be equipped with entrepreneurship and leadership quality and foreign language for overseas job placement.

Students look that they were satisfied with the nature of the program because the programs includes both theory and practical works. But they were hardly satisfied with the implementation of the program. Colleges did not managed necessary support for the implementation of the program. Lectures were the major strategy of learning. Moreover, colleges did not have placement cell, so internship was not systematic, and their job was not ensured. Students hardly learn from internship since it became a ritual. Even interns were not satisfied with the current internship practices. They have grievances on present evaluation procedures and complaints on trustworthiness of evaluation.

Parent's Satisfaction

Parents were aware of the study of their children. Parents viewed that their children chose BIM they could not get admitted in BBA. In fact, BBA was the first choice. However, the parents felt that the job of their children is ensured if they graduated in BIM.

Parents came to the college to get information about the progress of their children and the colleges. They viewed that colleges maintained the support services for student's learning. But they complained that the teaching focused more on the lectures, practical work was less even in the BIM. They also added that teachers were not very experienced.

Based on the parent's observation, it could be concluded that parents were not fully satisfied with the program operation, because BIM program was less preferred, colleges had less experienced teachers, and they arranged practical classes less.

Teacher's Satisfaction

Teachers perceived that BBA and BIM programs maintain standards internationally. The programs covered every aspect needed to be standard programs. However, on account of lack of guidelines, teachers were confused; they did not understand the depth of the course contents. This creates problems in the delivery of courses. They felt that BIM has not been duly considered. BIM seems as less prioritized program. Admission criteria for BIM was the same as BBA, however, students without mathematics and computer background encountered with several kinds of difficulties and gradually left the course without completing the cycle.

Colleges managed several facilities but did not have permanent backup system, they had to work seeing load shedding schedule. Moreover, college library did not have new edition of books written by foreign writers.

Teachers expressed that delivery methods were solely based on lectures. Since there were no proper guidelines for delivery, and teachers have very little knowledge and skills on other methods, they hardly followed required delivery methods. They had grievances that either the college management or FOM helped them in this problem. Capacity development of teachers was hardly organized. Teachers were well experienced but have lack of orientation and exposures. Even if teachers were aware of their professional development, this aspect was little considered in both FOM and college agenda. They complained that FOM did not care teachers' development activities, FOM organized program for only college management. In fact, teachers asked for training/orientation on regular basis in the subject they taught. They also asked for FOM should include credit or contact hours for project work, guest lecture, case studies, and industrial visits, etc. They envisioned that FOM should plays role as facilitator to provide support to the teachers in updating delivery knowledge and skills.

Teaches were not satisfied in the remuneration the colleges provide. They complained that there was discrimination among junior and senior teachers. There was sharp gap between the salary scale of junior and senior teachers. Course contract teachers did not feel friendly environment and have social respect. Teachers did not get remuneration timely in some colleges. Different colleges had different salary scales. Teacher's job was not secured. Some teachers complained that they were treated as low level labors. So teachers were little motivated.

Based on the teacher's observation, it seems that they were satisfied with the nature of the program because the programs are standard while compared internationally. But they were hardly satisfied with the implementation part. Colleges did not managed necessary support for effective implementation of the program, and FOM did not prepare and enforce guidelines and norms for learning. So, only lectures became the major strategy of learning. Moreover, their remuneration was not enough, and their job was not secured.

Employer's Satisfaction

Employer has greater role in creating job opportunity for graduates. So, proper coordination between FOM, colleges and employers is a need. Director General of FNCCI, which is leading business supporting agency in Nepal, perceives that business skills are required for both employers and employees. He assessed that even employers did not have knowledge what kind of staff are essential for their enterprises. They could not specify the quality of staff and skills they need. On the other hand, job market is limited in Nepal. Industry is running in the mismatch of such situation.

The Director General experienced that graduates having business skills are most needed by employers for job, but most graduates did not posses required skills even in communication. Graduates showed a little quality in making priorities in decisions and solving problems intelligently. Graduates were less assertive; they could not assume leadership role. They could not perform well while arranging events such as trade fair, NRN conference, and the like. On account of all these, employers preferred foreign employees to the graduates of Nepalese Universities. He suggested that FOM needs to work hard to improve these traits in the graduates.

He complained that colleges did not have tradition to invite industry person for guest lecture, so that business knowledge and work situation could be integrated. He felt that teachers had lack of real exposure of business world. According to the Director General there are several limitations in the graduates from various universities. They were as follows:

- more theoretical knowledge than the practical and professional skills
- lack of commitment

- lack of innovative ideas and attitudes
- weak in accepting challenges
- less sense of organizational ownership
- frustrated from very beginning
- more negative attitude even in working professionals
- lack of corporate culture
- lack of zeal to go ahead in organization (very much feeling of trade unionism rather than dedication and devotion to works)

He suggested that FOM should improve BBA and BIM programs considering the following aspects:

- creative learning process (create awareness in students, and make students curious, critical, analytical, and assertive)
- development of communication and interpersonal skill in students
- development of multi skills such as integrated ideas, linking, connecting and association with various areas of disciplinary field
- development of quality of assertiveness
- possession of enthusiasm and knowledge of innovation
- development of research-minded students (give problem solving assignments)
- knowledge in current market dynamics

The Director General added that employers have their own expectation from the graduates. So, FOM should make dialogue with industry and revisit the courses accordingly. To meet the employers' expectations, teachers must have capacity to map present business situation, and have practical business knowledge.

He marked that there is no any guarantee of gaining professional skills from internship because there was huge number of students come each year for internship. FOM needs to collaborate with industry to place interns, to invite guest lectures, to link learning with work, to improve courses. FOM should also develop standard indicators to assess the performance of colleges and grading them. He also asked for involving independent business organizations to assess the college performance.

Employers, especially FNCCI did not seem satisfied with the program because the program could not prepared graduates in terms of quality in making priorities in decisions and solving problems intelligently. Moreover, the graduates did not show the quality of assertiveness and leadership, and have required communication skills. Student's contribution was limited while FNCCI arranged business events. Graduates possessed theoretical knowledge rather than practical skills; they have lack of innovative ideas and attitudes, and weak in accepting challenges and organizational ownership. FNCCI did not find mechanism how a business college and teacher make link learning with work.

Chapter 6

Discussions and Findings

Popularity of the Program

By nature, BBA and BIM programs are professional and skill-oriented programs that lead to the employment. Therefore most students opted for these programs. In fact, BBA and BIM programs are popular, and popularity of these programs is increasing day-by-day, because

- more institutes requested FOM for granting affiliation to run these programs.
- applicants in CMAT were increasing every year.

Effectiveness of the Program

The programs seem to be effective and relevant considering the magnitude of the college leavers, graduation rate and graduate employment.

- Size of college leavers were less, and decreasing.
- Graduation rate in BBA and BIM was higher considering the number of the entrants.
- As the graduate employment was higher, the stakeholders satisfied with the employment status of graduates.

Physical Facility of the Colleges

Availability of physical facilities has been one of the factors that influence the program operation. Appropriate college building, spacious classrooms and computer labs, library, open space, seminar halls, etc. required for conducting the program. Most colleges, except constituent colleges, run in the leased buildings, physical facility did not seem appropriate for running colleges and academic institutes. Even if most colleges fulfill the land requirement criteria the buildings did not look like college buildings. These buildings were constructed for other purposes. In fact, FOM did not have norms and standards for college buildings and other requirements. Therefore, colleges run the programs without considering the facility requirements. College buildings have the following features:

- As the buildings have limited space, these hardly fulfill the college requirements.
- Most colleges have congested classrooms, ventilation and natural lights were rare.
- Colleges have computer labs, manageable for 30 students at a time.
- Library room was not spacious in most colleges.
- Most colleges did not have any plan for construction of college building of their own, despite they were running program since last 10 years.
- FOM has not developed norms for physical facility yet.

Learning Practices

It is expected that teachers follow the prescribed methods of delivery in the classroom that fulfill the requirement of practical courses like BBA and BIM. But teachers hardly follow the methods like project work, case studies, problem solving etc. Lecture became the major method of delivery and linkage of learning with real work situation was rare. Such practice could not help students to became familiar with real business and business problems and acquire necessary skills. The reasons behind such problem may be as follows:

- Colleges do not have fulltime teachers; they recruited teachers on contract basis, especially course contract teachers. In fact, most colleges have part-time teachers. These teachers try to complete the course on given time solely with lectures.
- Most teachers engaged in several colleges on contract basis. After finishing the class in one college, they run for another college. They did not spare time to develop cases and projects. Thus, teaching method is confined in lecture one.
- In course structure, contact hours for tutorials, practical works, etc. were not given. These methods were included in teaching pedagogy and teachers could choose the appropriate methods in their discretion. This may lead teachers to confine the learning strategy in lecture only.
- Guest lecture was invited less.
- Support system was not adequate and standard.
- May be teachers were not attuned with the pedagogy required for conducting the practical courses, because most of them did not have exposure on how to conduct practical classes that could help students acquire necessary skills.
- Teachers may not have knowledge and skills to integrate theory with work situation, so lecture becomes the main strategy of teaching.

Library and Its Uses

For the implementation of BBA and BIM programs, it was expected that colleges should have efficient library and documentation services. Faculty members and students are also expected to constantly use the library facilities for the support in their teaching learning activities. Even if the colleges have the library facilities, the use of library facility for the purpose of teaching-learning was minimal. The reasons behind the limited use of library were as follows:

- Most college libraries were not spacious that limits the movement of students and faculty members in library.
- Most college libraries did not have adequate number of books and required materials compared to the number of students.
- Very few college libraries subscribed limited number of journals, periodicals and other materials.
- College libraries did not have electronic materials. On-line books and journals were rare in these libraries.
- Libraries in some colleges function as book bank. During the beginning of the semester, students got required book sets and returned them at the end of the semester. This did not encourage students to visit library frequently and consult reference materials.
- Most college libraries did not have electronic book cataloguing and issuing system. These libraries did not have required software for the purpose.
- In most libraries, librarians were not trained in library management.

Use of Technology

It was expected that colleges would adopt modern technologies such as computer system, internet, multi-media etc. in implementing the program and providing the facilities to the students. It was also assumed that all college members would link through a network. During the study, it appeared that very few colleges made attempts to use the computer technology in the process of program implementation. No doubt, colleges have the computer labs, but they were confined in conducting computer classes, especially computer practical classes. Use of

these modern technologies in the learning process was limited on account of following reasons:

- Power point presentation in classrooms was limited.
- Very few teachers used internet for sharing the lecture notes and other information with the students.
- Very few students used internets for academic and instructional purposes.
- College libraries did not have barcode software's for book cataloguing and book issue.
- Most colleges did not have database for their teachers, students, management, staff members and college inventory.
- Most colleges did not have their own MIS.
- Use of computer technology was limited in admission and fee, test recording and result issuing system.
- Power back-up system in most colleges was not smooth, power interruption was frequent.

Teacher Development

Since the BBA and BIM are relatively new courses, teachers need to have capacity and exposures for the delivery of these courses. Moreover, these are skill-oriented courses; teachers must be equipped with the required knowledge and skills for delivering the courses. Therefore, teachers should receive required training and exposure in time to time. At present, college did not arrange and manage capacity development of its faculty members. In fact, colleges did not have any kind of teacher development plan. The following reasons may be responsible for this problem:

- Colleges hired mostly part-time teachers, so college management did not think on capacity development of faculty members.
- Teacher development require money, college management may not want to spend money on the capacity development of contract-based part-time teachers.
- Teachers and college management may not have idea about faculty development.
- May be, the idea of profit not allow college management to develop the plan and implement it, since plan implementation requires additional resources.
- FOM conducted very few training and orientation programs on teacher development.

Internship

Internship is supposed to be a basic tool to provide practical business skills and exposures to the students. Separate credit hours have been assigned for the internship. However, internship has not been conducted as expected in the program. The following factors were found responsible for poor implementation of internship program:

- Colleges did not establish and maintain linkages and relationship with industries formally. In fact, the institutional relationship was still lacking.
- Students were placed in industries based on the personal contacts of college management or even students.
- The industries also did not assign the actual job to the interns. Intern's job was confined in utility services like photocopying, message delivery, and seeking new costumers for industry and so forth. So, interns rarely get business exposures and skills. Industries hardly give responsibility to interns.

- Interns are mostly confined in banks and financial institutions. Other industries such as manufacturing industries, construction industries, hotels and hospitals, shopping malls, transportation and warehouses, sports and entertainment industries, small enterprises, religious and philanthropic organizations, government agencies, local bodies and NGOs, etc. were rarely considered for the placement of interns.
- Supervision of interns and their performances was rarely made, because nobody either from industry or colleges was made responsible for the purpose. Even if industry supervisors could award up to 25% of marks, the marking criteria was not transparent. College supervisors merely helped intern students in preparing report, not evaluating their performance.
- College teachers have not been entrusted responsibility for the evaluation of intern's performance and the internship report. FOM itself assumed responsibility for evaluating the internship report.
- Interns were evaluated based on their reports and report presentation not on their actual performances.
- No norms, criteria and guidelines have so far been developed for the implementation of internship.

Monitoring of the Program

Monitoring of the program implementation is one of the crucial aspects. At present, FOM could not monitor the implementation of the program, so that both FOM and colleges could receive necessary feedbacks for improvement of program operation. FOM could not conduct monitoring on account of the following reasons:

- Monitoring of the colleges may not be regarded as an important tool for program implementation. In fact monitoring has not been emphasized in program.
- FOM may not have adequate human resources for the purpose. Available human resources were grossly engaged in their routine works.
- Existing structure of FOM may not allow conducting monitoring of the colleges since FOM did not create separate Cell that looks after BBA and BIM operation.

Internal Assessment

Internal assessment of student has been one of the features of program operation. Teachers were given authority to assess students in the colleges. However, internal assessment did not seem property conducted, because the marks obtained by students in internal assessment seem higher. Moreover, the marks obtained in internal assessment and terminal or semester exams did not match. Discrepancy in the marks in these two tests was relatively high. The following reasons may be responsible in this case:

- Teachers may not be oriented about the internal assessment and marking procedures.
- FOM did not develop norms and standards regarding internal assessment, and teachers assess students based on their own experience and intuition.
- Records of student’s progress in the semester were not maintained, so that one could not see how the students obtained the mark in internal assessment. Teachers may memorize the student’s activities and give the marks accordingly.
- Students may pressure teacher and management for providing high marks.
- Written tests may be the only method for student’s assessment.
- May be teachers assessed students on the basis of theory, not the skills a student need to acquire.

- Lack of uniformity in marking in different colleges
- College management may influence the marking procedure or manipulate the marks obtained by the students.

Communication Skills

Communication skill is regarded important in every field, including business organizations. Students could sell themselves if they have proper and adequate skill of communication. However, it is felt that most BBA and BIM students were poor in communication skills. The following factors may be responsible for this problem:

- English is the medium of communication. Since most students' language background is not English, they could not fluently express their views and ideas in English.
- Teaching-learning practices in colleges were not interactive; rather they were lecture-focused.
- Little emphasis is laid on teaching methods like case-studies, project work and term-paper writing and presentations in colleges.
- Colleges did not promote establishing student's club or other social organizations that could help improving leadership and communication skills in students and their personality development.
- Students may have little opportunity and exposure in participating in trade fairs and business events.

Stakeholder's Satisfaction

To ensure the effectiveness of the program operation, stakeholders such as students, parents, teachers, employers, etc. should be satisfied with the program design, operation and output or outcomes. Continuation of the program will be problematic with unsatisfied stakeholders. However, stakeholders did not seem satisfied to the level desired with program implementation even if they experienced that the program is standard and job-oriented. The reasons behind the stakeholders' dissatisfaction may be as follows:

- Programs were not implemented as accordance with prescribed guidelines.
- Practical aspects of learning were ignored during program implementation.
- Colleges could not manage quality teachers, required facilities and expected support.
- FOM could not provide expected support to the teachers.
- Industrial placement became formality; interns could not learn required skills.
- Program failed to produce quality graduates.

Role of FOM

Under TU, FOM assumes entire responsibility for facilitating and controlling management education system. Facilitation requires more visits of colleges, interaction and dialogues with management and faculty members, hearing their grievances and problems, undertaking necessary actions, guiding them, etc. During the study, it was experienced that FOM did not facilitate the colleges and program as expected. The following factors look responsible for the problem:

- FOM confined its role in preparing courses of study, granting affiliations, conducting exams and other routine works.

- The current organizational structure of FOM may not help in facilitating the colleges and programs.
- FOM may not have adequate human resources in performing its role as facilitator.

Strengths of the Program

Despite the program has several weaknesses and limitations, as mentioned above, this study traced the following strengths of the program:

- BBA and BIM programs are demand driven program. These programs meet the needs of market.
- Since the programs involve private sector for the management and implementation, the programs promote the very idea of liberal economic policy.
- As BBA and BIM are 4-year long programs, they meet the international standards.
- BBA and BIM program have the practical courses. These programs not only impart theoretical knowledge, but also insist on skill and attitude development in students.
- BBA program is popular among the students, as the number of admission seekers is increasing every year.
- The program followed the scheduled time. Program starts and ends at time. Similarly, examination starts at time and result publishes on time.
- Since program has the facility for credit transfer and withdrawal, students could leave in the middle of the courses and join another university. Similarly, students from another university could join in the middle of the course.
- Since the program run in a manageable size of the class -at most 32 students, individualized instruction is possible.
- Graduate rate in BBA and BIM is relatively high - more than 80 percent.
- Graduate employment seems satisfactory.
- With the implementation of BBA and BIM program, TU has been able to generate and mobilize additional resources.

Chapter 7

Conclusions and Recommendations

Conclusion

By nature, management education program in general and BBA and BIM in particular are practical courses. Knowledge on management concept and theory alone could not help students get into the job market. Students must possess skills, abilities and attitudes needed for handling the issues and problems of business and organizations. Thus, management learning process must adopt the methods and strategies that help students learn skills and develop attitude along with the necessary concept and theory of management. This asks for management education to be participatory and interactive.

No doubt, the programs are popular in the sense that they attract students every year, relatively a high proportion of students graduated and employed. However, the current strategies adopted by the colleges did not seem contribute enough for imparting required skills and developing abilities and attitudes of the students. The efforts are clustered around teaching, not learning. Since the teaching practices mostly used lectures as main strategy, the students handicapped with learning. Even if students learn, their learning is confined to learning theoretical knowledge, rather than practical skills. Some students asked for additional training is required after graduation for getting into the job. This indicates that learning does not happen at present, no matters the students promoted and graduated.

As a matter of fact, management institutes or colleges should have skillful plan for promoting learning. They have qualified, experienced and fulltime faculties that have wisdom and dedication for arranging quality learning programs with the use of appropriate teaching-learning strategies and methods. Before entering the classroom for 1 hour, they have to spend several hours for preparation. In addition, smart, standard and quality support system in terms of library and documentation services, labs and workshops, computers and network facilities, physical infrastructure and human resources, etc. must be constantly available for faculty and students that help advancing required learning strategy. At present, management colleges running BBA and BIM did not seem to manage the quality faculties and support services required for promoting quality learning. Moreover, internship is poorly managed and effort to invite guests from industry and work organization for lecture was almost non-existence.

On the other hand, FOM that assumes leading role could not facilitate and provide enough support to colleges and faculties for promoting quality learning. FOM confines its role in conducting CMAT and end-term examinations along with curriculum development. FOM organized very few orientation and training to faculty members. Monitoring of program and college activities was rare. FOM did not develop any norms, standards and guidelines for the program operation. Neither it published supportive documents like internship guidelines, handbooks of teaching pedagogy, handbooks for faculty members and college management, etc. that help improving the quality of learning.

All these problems and limitations did not have supportive impacts on program implementation. As a result, quality learning did not happen, learning became mere teaching. So, management colleges could not evolve as learning organization, they appeared as mere teaching institute.

Finally, it could be concluded that the program is effective in the sense that it is popular, graduation rate is higher and graduate's employment is satisfactory. But it is difficult to assert that the program is effective to the level desired while the learning process or implementation of the program is considered.

Recommendations

Based on the findings and conclusion, the study suggest following recommendations for both FOM and colleges for the promotion of learning:

Recommendations for FOM

1. FOM should restructure its organizational set-up and create a Cell that looks after the BBA and BIM program. The Cell should be equipped with responsibility, resources and required staff.
2. FOM should arrange CMAT timely so that colleges could get quality student intake.
3. FOM should revise course structure and separate credit or contact hours for tutorials, practical works, etc. to be included in each course.
4. FOM should develop and enforce norms and standards on the following areas:
    - teaching learning practices
    - teacher-student ratio (for theory, tutorials, practical and lab works)
    - physical facilities (building, open space, classrooms, library, seminar halls, computer labs, etc.)
    - internal assessment
    - internship
5. FOM should develop handbooks for conducting tutorials, practical works, case studies and so forth and disseminate to teachers and colleges.
6. FOM should conduct workshop on teaching pedagogy for faculty members at least once in a year.
7. FOM should develop guidelines for internship.
8. FOM should develop monitoring plan and constantly monitor the college activities and functions. The monitoring of college should focus on how colleges maintain the norms and standards prescribed by the FOM, and terms and conditions of affiliation. Regular feedbacks should be provided to the colleges after monitoring. (Proposed Monitoring Plan is given in following chapter).
9. FOM should organize following events to ensure the efficiency of the program implementation and improve the program's effectiveness:
    - Annual conference of college principals
    - Occasional meeting with college management
    - Course orientation to teachers during the beginning of each semester (focus of the orientation: course descriptions, required learning practices, student evaluation, internal assessment and marking procedures, etc.)
    - Orientation to colleges and teachers for implementing internship
    - Annual seminar including prospective employers, FNCCI, college management and teachers on the matters of use of skills in workplace, further employment prospects of the graduates, and placement of student interns, etc.
    - Orientation and workshops for teachers and college management on semester examinations
10. College teachers' role should be enhanced in internship program. College teachers should be made intern supervisors and his/her marking should be regarded by FOM.

11. FOM should include courses that help students to improve leadership quality, communication skills and personality development. Colleges should conduct these courses as co-curricular and extra-curricular activities.
12. For the reference, FOM should make necessary endeavour to develop a model college among constituent colleges.
13. FOM should conduct tracer study at least once in every five years to assert the effectiveness of the program in terms of graduate employment, use of skill in workplace, etc.
14. FOM should prepare a concept paper including all these suggestions, and develop short and long-term action plan based on the recommendations of the study.
15. FOM should revisit its affiliation policy and procedures, terms and conditions, and make necessary revision for ensuring learning.

Recommendations for Colleges

1. Colleges should make available the materials, equipments and facilities whatever necessary for conducting the program, and ensuring the efficiency and quality of program operation.
2. Colleges should maintain spacious library and documentation facilities with adequate books, journals, periodicals and other relevant materials and equipments. Librarians should be provided training opportunity.
3. Colleges should install modern technology in its premises to provide efficient services to teachers, students and other stakeholders, and ensure the use of these technologies in classrooms, seminar halls, library, labs and administration for enhancing operational efficiency.
4. Colleges should prepare the facility development plan and implement it accordingly.
5. Colleges should have full time teachers at least in core areas of the courses. These teachers should lead and guide other teachers in teaching learning, case development, project works, student’s evaluation and other academic areas.
6. Colleges should arrange faculty meeting regularly and the decisions of meeting should be implemented. Besides other things, the agenda of the meeting should be as follows:
    - issues and problems in learning
    - delivery methods
    - student's evaluation
    - student's participation in classroom activities
    - preparation of case studies
    - practical works for students
    - project works and term paper for students
    - use of library and documentation services in learning
    - internal assessment
    - internship
7. Colleges should develop teaching, learning and student evaluation strategies based on the prescribed curriculum and FOM guidelines, and implement these strategies accordingly.

8. College should made internal assessment transparent. So every student's portfolio in each course should be maintained so that student's progress could be traced whenever necessary. The portfolio should be used for awarding marks to students in internal assessment.
9. Colleges should prepare and enforce teacher or faculty development plan. Besides other aspects, the plan must include the following components:
    - Higher study (M. Phil, Ph. D) schemes for faculty members
    - Training opportunity for faculty members on various aspects of teaching-learning and student's evaluation
    - Seminar and workshop for teacher on courses, learning process and student's evaluation
    - Availability of journals and on-line materials for teachers
    - Regular faculty meeting
    - Publication of college journal
10. Colleges should establish and maintain links formally with business organizations and prospective employers for the placement of interns and employment of graduates. For the purpose:
    - colleges should create placement cell in the colleges to liaise with industry
    - colleges should make effort to sign MOU with these industry
11. Emphasis should be laid on improving the communication and leadership skills in students. Therefore co-curricular and extra-curricular activities of the colleges should be arranged regularly.
12. Colleges should conduct tracer study of their graduates to assert the effectiveness of college program.

Chapter 8

Proposed Monitoring Plan

Need for Monitoring

Monitoring is the continuous or periodic review of the implementation of activities to ensure inputs deliveries, work schedules, targeted outputs. Monitoring aims at achieving efficient and effective performance of program and organization. It provides feedback to management to improve operational plan and take timely corrective actions in case of shortfalls and constraints. Monitoring is thus a part of management system and an integral component of management function.

Normally, monitoring is undertaken to find out how a scheme or organization performs or has performed. In usual sense, monitoring serves as the primary mechanism for generating activity-related, functional and management information. The most common notion of the monitoring is the current assessment of the implementation of planned works. More concisely, monitoring refers as frequently routine-wise collection and analysis of and reporting on information about the performance of the program and organization, and comparison of this with the set plans, terms and conditions, objectives and so forth. Monitoring is generally conducted for three purposes:

- Monitoring is conducted for frequent assessment of planned work and the result of that work. In this sense, monitoring is routine generation of and reporting on information about the performance of program, its comparison with the program plan, and suggesting corrective actions. Thus, monitoring aims at meeting information needs.
- Monitoring is conducted for analyzing the organizational performances. For this purpose, monitoring covers aspects of finance, quality and quantity of inputs and outputs as well as actor and time use in implementation. It also includes regular assessment of relatively direct changes that are brought by the program and address other related matters. Monitoring is conducted by the organization that is responsible for the program operation. Occasionally, monitoring is conducted by the other organization or upper layers of the organization.
- Monitoring is carried out for the assessment of environmental factors that influence the performance or change in the relevant part of the environment. Monitoring focuses on environment scanning, and it known as strategic monitoring of program or organization.

Thus, monitoring of BBA and BIM programs is an on-going system to collect data on a programs activities and outputs, designed to provide feedback on whether these programs are fulfilling its functions, addressing the need of students, and producing those services desired. Monitoring is important elements of program implementation, and helps ensure that the implemented activities are moving in the right direction by identifying strengths and deviations. In fact, effectiveness and quality of the college programs largely depends upon the effective monitoring system established within and the institution itself. Any institution can be monitored from higher authorities. Monitoring carried out from within the institutions will have powerful impact for improving the functioning of the system.

Objective of Monitoring

The main objective of monitoring is to assure whether college achieved the quality learning. The specific objectives are as follows:

- to improve teaching and learning practices

- to increase organizational efficiency of colleges in implementation of the programs.

Focus of Monitoring

While conducting monitoring activities, FOM focuses on the following aspects:

- quality of education provided by college
- quality and standards achieved in college
- quality of facility and support services available in college
- quality of teachers, leadership and management in college

Norms and Standards

Before conducting monitoring, FOM must develop norms and standards on program and program implementation so that monitoring results could be compared with set norms. So, as suggested by the study, FOM immediately develops the norms and standards on the following areas:

- teaching learning practices
- teacher-student ratio (for theory, tutorials, practical and lab works)
- physical facilities (building, open space, classrooms, library, seminar halls, computer labs, etc.)
- internal assessment
- internship

Indicators of Monitoring

The following indicators are set for monitoring of colleges:

1. Availability and Use of Support System
    - Building and space
    - Classroom/seminar hall
    - Space available for co-and extra-curricular activities
    - Audio/visual aids
    - Library and documentation services (availability of books, journals, issue system, etc.)
    - Computer and networks
    - Student's counseling
2. Teachers
    - Current number of teachers
    - Qualifications and experiences of teachers
    - Subject teaches
    - Nature of service (part time/full time, temporary/permanent, contract basis)
    - Teacher training, orientations, etc.
    - Support to the teachers
    - Activities of teachers besides teaching
3. Teaching-Learning Practices
    - Methods of delivery (lecture, tutorials, case study, field work, project work, guest lectures, industry visits, and so forth)
    - Task of teacher and time allotment
    - Teaching aids
        - Multimedia

        - Video show
        - Other interactive tools and methods
    - Teacher-Student Interaction
        - On-campus
        - Off-campus

4. Class Operation/Working Calendar
    - Classes run in a semester
    - Time allocated for a class
    - Class operation routine
5. Co- and Extra-curricular activities
6. Internship
    - Linkage with industry
    - Placement of intern
    - Supervision of intern (by industry and colleges)
    - Performance of intern
    - Efforts made by college to institutionalize internship
        - Formation of placement cell in college
        - Relations with industry (roster of industry, correspondence, etc.)
        - MOU signed with industry
        - Industry and college visits
        - Joint review, workshops and seminars
7. College Plan
    - Annual or semester-wise teaching/learning plan of colleges
    - Facility Development Plan prepared and implemented
    - Faculty/Teacher Development Plan prepared and implemented
    - Tracer study conduction plan
    - College journal publication plan
8. Internal assessment
    - Policy of internal assessment
    - System of internal assessment
    - Methods of internal assessment
    - Aspects of internal assessment
    - Student's portfolio maintained
9. College Meeting
    - Faculty meeting
        - Agenda
        - Frequency
        - Implementation of decision
    - Management meeting
        - Agenda
        - Frequency
        - Implementation of decision

Sources of Data

Sources of information and data for monitoring are as follows:

- Discussion and interaction with college management, principal, students, teachers, staff, interns and intern supervisors

- Observation
    - Facility
    - Support system
    - Teaching /learning practices
    - Student's portfolio
- College records review
    - Minutes
    - Routines
    - Letters
    - Annual reports
    - Status reports
    - Progress report
    - Review reports
    - Management reports
    - Brochures
    - Other reports and records

Comparison of Monitoring Result

As mentioned above, monitoring results are compared with the set norms and standards. Besides, monitoring results are also compared with the objectives of the programs and terms and conditions of affiliation.

Feedback

Monitoring report is shared with the colleges and faculty members, and feedback is provided to respective colleges. College will make necessary changes and refinement in their action after the monitoring feedback.

Monitoring Period

FOM conducts college monitoring at least once in every year.

Steps or Processes of Monitoring

- Identify the different stages.
- Think about what makes a good college.
- Present data and discuss other potential sources of data
- Establish a strategy (individuals, groups, others) for assessing each indicator.
- Display, present and share the diagnosis or results of monitoring with supporting evidence.
- Interact with colleges and build consensus.
- Find out the strengths and challenges.
- Provide feedback to colleges.

References

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Annex A

Report of the Workshop Organized at Hetauda

(2 and 3 August, 2013)

Role of FOM

- College affiliation criteria needs to be developed by FOM, and affiliation to be granted based on the criteria.
- FOM should conduct monitoring and feedback to be given to colleges.
- FOM programs should be timely evaluated.
- IT and Management Cell should be separated from each other.
- FOM should conduct its plans and programs based on the model of public private partnership (PPP).
- Well performing colleges should be granted affiliation to run additional programs.
- FOM should conduct programs for strengthening Industry-Academia relations.
- FOM should have parental role without discriminating constituent and affiliated colleges.

Curriculum

- Curriculum should focus on 3 perspectives- local, national and international.
- Faculty members of colleges should discuss the curriculum before finalizing it.
- Think upon balance of courses.
- Instruction should be on English medium.
- There is duplication in courses, and courses are theory focused. Course should be made specific.
- Research methodology should be included in curriculum.
- Digital Logic course in BIM is ambitious.
- Curriculum should focus on need and skill-oriented contents.

Infrastructure

- Colleges should have their own building, and FOM should play parental role in this regard.
- A fund should be created, and the charges FOM takes from the colleges should put in it.
- Colleges should develop classes that have e technology, and e learning to be promoted.
- e technology should be used in learning process.
- Library should have reference materials, and provision of reading hour should be made.

Teaching Pedagogy

- Colleges should execute faculty development plan. FOM should help in developing the plan.
- Field works for experiential learning should be started from the very beginning of the course.
- Audio-visual aid to be included in classroom instructions.

- Teachers should be made experts in the use of IT.
- Student counseling should be included as non-credit course, and orientation to be given in it.

Internship

- Purpose of internship is not clear. Objective should be made clear.
- Both FOM and colleges work for tie up with industry for the placement of intern.
- After evaluating the intern's report, what college learns should be identified.
- Success indicator for internship (employment, marks or what?) should be identified.
- Internship is appropriate or not in BBA and BIM?

Evaluation

- There was unfair competition among colleges.
- Evaluation was not uniform in colleges.
- Criteria are needed to maintain uniformity in internal assessment.
- Inter-college exchange of evaluator for internal assessment is stressed.
- Written test should also be taken for internal assessment.
- Teachers should be made responsible for internal assessment.
- Transparency should be maintained in internal assessment.
- Provision of re-assessment should be made while there is sharp deviation in internal and external or end-term assessment.
- Question paper design to be changed.
- Test of IT to be revisited.
- CMAT should help producing competent candidates; colleges should have authority to select candidates.

Annex B

Description of Courses for BBA and BIM Programs

SN	BBA Program		BIM Program	
	Course Components	Credits	Course Components	Credits
1.	Management and Allied Courses	72	Management Courses	27
	English	*9*	Management	*21*
	Mathematics and Statistics	*6*	Account	*6*
	Management	*24*	Analytical and Support Courses	27
	Account	*6*	English	*3*
	Finance	*6*	Mathematics and Statistics	*9*
	Marketing	*6*	Economics	*6*
	Economics	*6*	Critical Thinking	*3*
	Critical Thinking	*3*	Sociology	*3*
	Sociology	*3*	Psychology	*3*
	Psychology	*3*	Information Technology and Computing Courses	60
2.	Computer Courses	18	Elective Courses (Any two)	6
3.	Specialization Course (any one group)	24	Internship	6
	Management Information System			
	Travel and Tourism Management			
	Banking and Finance			
	Industrial Management			
	Marketing Management			
4.	Internship	6		
	Total	120	Total	126

Source: TU/FOM. (2008). BBA program and curriculum. CDC/TU: Kathmandu.
TU/FOM. BIM program and curriculum (mimeographed).

Annex C

Tables

Students Seeking Enrolment in BBA and BIM Programs

Year	No of Applicants	Percent increased
2004	1871	100.00
2005	1912	102.19
2006	1994	106.57
2007	2244	119.94
2008	2820	150.72
2009	4444	237.52
2010	4954	264.78
2011	5236	279.85
2012	6900	368.79

Source: Faculty of Management/TU

CMAT Records

Year	Applicants	Passed	Percent
2010	4954	3504	70.73
2011	5236	4055	77.44
2012	6900	5532	80.17

Source: Faculty of Management/TU

Entrants and Graduates of the Program

Year	BBA			BIM		
	Entrants	Graduates	Percent	Entrants	Graduates	Percent
2010	957	741	77.43	177	126	71.19
2011	1008	861	85.42	268	189	70.52
2012	1041	925	88.86	287	239	83.28

Source: Faculty of Management/TU

Note: Entrants indicate students enrolled in the first semester and graduates refer entrants passed out after 8th semester

Description of BBA/BIM Teachers

S No.	Total	Sex		Qualifications					Basis of Work		Nature of Service				Teaching Experience (in years)			
		Male	Female	Ph.D.	M. Phil	MBA	Masters	Bachelors	FT	PT	P	T	C	Visiting	Less than 4	4	5 -10	10+
1	55	44	11	1	6	6	35	7	16	39								
2	28	23	5	1	7	6	13	1	10	18								
3																		
4	36	42	2	2	1	1	30	2	0	36								
5	21	20	1	2	0	7	11	1	6	15	19	2	0	0				
6	6	4	2	0	0	0	6	0	0	6	0	0	6	0	6	0	0	0
7																		
8	22	19	3	1	2	3	15	1	1	21	1	0	21	0	3	3	12	4
9	13	11	2						0	13	0	13	0	0				
10	2	18	2	1	1	5	13	0	10	10	0	10	10	0	1	3	15	1
11	19	18	1	0	0	0	18	1	2	17	2	0	17	0	2	3	11	3
12	20			4	0	0	16	0	10	10	10	6	4	0				
13	23	22	1	5	0	1	17	0	3	20	3	0	16	4	14	3	6	0
14	43	37	6	6					2	41	1	0	42	0	0	5	19	19
15																		
16	24	20	4	0	5	1	18	0	2	22	2	0	22	0	6	0	17	1
17	21	19	2	2	3	5	9	2	6	15	2	1	8	0				
18	17	14	3	0	2	3	9	3	5	12	5	12	0	0	3	2	9	3
Total	350	311	45	25	27	38	210	18	73	295	45	44	146	4	35	19	89	31

Based on the data provided by the respective colleges.

Note: DOB= Date of Birth, PT= Part Time, FT= Full Time, P= Permanent, T= Temporary and C= Contract