STATUS, LEADERSHIP, AND ADMINISTRATIVE PRACTICES OF COMMUNITY COLLEGE IN NEPAL

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Громадські коледжі в Непалі, які субсидуються місцевою громадою, готують студентів, щоб вони стали продуктивними членами майбутнього нації. Роль громадських коледжів здається вирішальною у внеску в непальську академічну освіту з моменту її заснування. Метою цієї статті є представити поточний статус Непальського громадського коледжу в порівнянні з іншими азіатськими країнами. Це оглядове дослідження має на меті знайти рішення питання про те, коли громадський коледж Непалу матиме достатній фонд для задоволення потреб студентів та інших зацікавлених сторін, які мають прямий чи опосередкований зв'язок із навчальним закладом. У ньому також досліджується, чи достатньо методів керівництва та нагляду в університетському містечку для підготовки компетентних студентів, які можуть бути працевлаштовані в Непалі та за його межами. Ця стаття намагається визначити певні підходи до лідерства та управління, а також розвиток громадських коледжів. Крім того, цей матеріал базується на багаторічному досвіді, отриманому під час роботи викладачем громадського коледжу.

Introduction. The education system of any country needs to be well developed, especially the higher education as it is widely recognized as the most significant contributor which holds the socio-economic condition of a nation. In this note, *Joshi (2018) has* highlighted that the government of Nepal places a premium on higher education; thus, the

country has embraced the multi-university model. Various state governments have also started new academic institutions and initiatives. The need for community campuses in Nepal arose from Tribhuvan University's city-centric campuses failing to meet the aspirations of dalit, marginalized, and underprivileged students to pursue higher education. Communities in several districts have created community campuses since 2037 BC. There are currently 536 community campuses operating under the affiliation of several universities. In order to operate in cooperation with the community and the government, community campuses lack their own identity, which sparks conversations with the government about establishing their own community universities at the provincial level.

For this, the Nepal Public Association has been actively involved in the development of a public university in Nepal (Joshi, 2018). In this support, Neupane (2020) highlighted that the higher education in Nepal is not yet clearly governed by a distinct policy framework, legislation, or regulations. Through legislative measures, Parliament creates universities. Aside from official directives and the recommendations of national development plans, there is no one comprehensive structure or approach for addressing the development of higher education. Higher education should be approached comprehensively and methodically to offer the area a defined direction and speed up progress (Bank, 2015).

In Nepal, there are four types of higher education institutions. Constituent campuses can only be located in urban regions when the government is fully supportive. Various university public/community and private campuses are affiliated around the country (Neupane, 2020). The associated campus adheres to the same admission criteria, curriculum, and test as the affiliated institution. He further stated that Nepal also has some international colleges. The urban areas of Nepal typically house foreign colleges, which are offshoots of international universities (Mandal, 2016). They follow the admissions, instruction, and test policies of the foreign institution that supports

Status Of Community Campus

Community campuses in Nepal is renowned for its active involvement in higher education. There are usually many faculties in order to improve education for all needy students at the local level. Higher education entails much more than just receiving a certificate or graduation. In reality, greater education is associated with problem-solving abilities and learning new ways of thinking. In this instance, a question arises. When will Nepal's community campuses have adequate endowment to address the demands of students and other stakeholders who have a direct or indirect link to the campus? Whether Nepal's community campus leadership and administration techniques are sufficient to produce capable and inventive students in high demand globally. This article seeks to cover some of Nepal's and international leadership and administrative methods, as well as the history of community campuses.

Community colleges were established with the goal of educating and empowering individuals from poor and low-income backgrounds. Community campuses in Nepal are those that were established with the aid of public funding and materials, enjoyed wide-spread local support, and were overseen by a campus management committee without the benefit of financial compensation (Mandal, 2016).

Here, communities can play a variety of roles in the provision and management of education and learning processes. In this support, INEE (2004) claims that community engagement is one method for empowering individuals to participate in educational progress. As a result, Nepal began to administer higher education in conjunction with the community in order to improve education quality and provide access to higher education to all local students.

The affiliated universities oversee the associated community campuses. The affiliating campuses teach courses created by the different institutions, whereas the affiliating university administers and grades exams administered by such campuses. The two types of affiliated campuses are private and community campuses. Community campuses are managed and maintained for non-profit purposes by community stakeholders in compliance with the rules and legislation of the relevant institution (Phyak & Ojha, 2019). Fees for community and constituent colleges are found to be lower than those for private colleges.

Status Of Higher Education Institutions in Nepal, 2020/2021

Currently, twelve full universities and five medical academies are providing higher education in Nepal. According to the Gandaki University official (2021), it is one of the full universities among twelve universities, is a provincial university and has started classes in 2021.

Table shows the number of campuses for each university. Altogether there are 1,440 campuses and 460,826 students. Among 1,440 campuses 150 are constituent, 537 are community and 753 are private. Only three universities: TU, PU and NSU have campuses of all three types. The number of students enrolling in community campus is greater than those enrolling in constituent campus and private campus due to the low-price structure and relative vicinity to the students' residences. It also indicates that the majority of campus affiliation is more than that of a constituent campus, indicating that the bulk of student enrolment and occupancy rates are located on community campuses.

UGC offers capital and recurrent grants to help higher education institutions with funding. According to established criteria, UGC awards funds to universities. Community campuses that have finished at least one academic year in a bachelor's or master's degree also receive grants to improve the quality of instruction. The Commission has established standards for grants to community colleges. The following table lists both the total number of students enrolled at both constituent and community campuses as well as the total amount of UGC funds awarded to universities that have granted community campuses affiliation.

The total investment release for the university is Rs 102,214,003,040 for 82 campuses and Rs 1,429,146,300 for 537 associated community campuses. The aforementioned investment amount also illustrates the UGC's per-student investment, which is 821,728 for member campuses and 10,661 for community campuses. Additionally, the total number of students enrolled in constituent campus and community campus, 124389 and 134044, respectively, is shown in the table. In comparison to constituent campuses, the investment in community campuses is very minimal, as shown in the table. Additionally, the student load is heavier on community campuses. Therefore, in the future days, the government should create a stronger policy for the investment in community campuses.

Practices Of Community Campuses/ Colleges

Community colleges can be found in many countries around the world, and their practices vary depending on the education system in which they operate. In general, community colleges offer a wide range of academic programs and support services to their student. Even in practices Community colleges often work closely with local businesses and industries to ensure that their programs are relevant to the needs of the local economy. Overall, the practices of community colleges around the world are focused on providing affordable, accessible, and high-quality education to their local communities.

These days, community colleges are heavily discussed in terms of policy. Community institutions are getting a lot of attention these days in the world of policymaking. State and federal

authorities are becoming more concerned with the possibility of community colleges to meet students' educational needs in a way that is both affordable and effective as the number of students interested in attending college rises (Phelan, 2000-Feb). Additionally, community colleges promote themselves as essential institutions to meet the training requirements of the growing sub-baccalaureate occupational structure segment (Grubb, 1996). The development of community colleges across time, starting in 1901 with the establishment of the first one in Jolliet, Illinois (Cohen, 2003) and concluding in the 1960s with the invention of the modern-day community college. The methods and procedures used to develop community colleges in other nations are obviously significantly different from those used in Nepal in light of this even so, many additional examples can be found as a practices in the history of community campus.

Indian education reformers began to consider introducing the community college model there when the Conference on International Education and the Community College was held in 1978. (Yarrington, 1978) Pondicherry University founded Madras Community College and the first community college in the country in 1995. Nearly all universities and

Table 1

Status Of Higher Schools in Nepal, 2020/2021

S.n	University	Campuses				Students			Total	Teachers
		Constituent	Community	Private	Total	Constituent	Community	Private		
1	TU	62	528	554	1144	120158	133362	93749	347269	7592
2	NSU	13	4	3	20	2236	425	167	2828	745
3	KU	9	0	15	24	8203	0	7843	16046	504
4	PU	7	5	106	118	1995	257	24644	26896	74
5	Poku	9	0	58	67	3754	0	30412	34166	133
6	LBU	3	0	9	12	482	0	341	823	23
7	AFU	10	0	7	17	3708	0	562	4270	109
8	FWU	16	0	0	16	10922	0	0	10922	491
9	MWU	12	0	1	13	10886	0	826	11712	345
10	NOU	1	0	0	1	2926	0	0	2926	212
11	RJU	1	0	0	1	417	0	0	417	45
12	GU	1	0	0	1	201	0	0	201	32

Note: (Comission, 2022)

Table-2

UGC Accredited University/Community Campus in Nepal 2020/2021

S.n	University	campuses				students		Investment	
		Constituent	Community	Budget release Constituent campuses (000)	Budget release Community campuses (000)	Constituent	Community	Per students of constituent campus	Per students of Community campus
1	TU	62	528	10,145,886.570		120158	133362	Total investment	
2	NSU	13	4	838,,116.47	1429146.3	2236	425	/ total number of	
3	PU	7	5	230,000		1995	257	student enrolled	
	Total	82	537	102214003.04	1429146.3	124389	134044	821.72	10.66

(Comission, 2022)

research institutions in India are public organizations. Even though there aren't many private undergraduate institutions, the majority of them are public university-affiliated engineering schools. The Indira Gandhi National Open University (IGNOU), a public "open" institution located in India, also has more than 4 million enrolled students and focuses primarily on providing online education (states, Retrieved 13 June 2015).

Similarly, Bangladesh has 43 public universities. Universities do not deal directly with the government, but rather with the University Grants Commission, which does so on their behalf. Similarly, practically all universities in Brunei are state institutions (Bangladesh, 2021).

In Japan, public universities are not controlled by national governments, but rather by local governments, either prefectural or municipal. According to the Ministry of Education, public universities have "provided an opportunity for higher education in a region and served as the central intellectual and cultural base for the local community in the region", and are "expected to contribute to social, economic, and cultural development in the region," in contrast to the research-oriented aspects of national universities. The number of public universities has increased significantly in recent years.

In the Philippines, a community school serves as an elementary or secondary school during the day and then transforms into a community college at night. Night classes at this kind of institution are overseen by the same principal as the daytime programs, and the same faculty members who are responsible for part-time college teaching obligations are also employed there. It was under the old Minister of Education, Culture, and Sports (MECS), which oversaw elementary education, secondary education, higher education, and vocational and technical education bureaus, that the concept of a community college was first conceived. In United stated America Public community colleges primarily attract and accept students from the local community and are usually supported by local tax revenue. They usually work with local and regional businesses to ensure students are being prepared for the local workforce (Danao, 2008).

After carefully examining foreign patterns on public campuses has made it clear that the government is actively involved and supports higher education, throughout most of the Asian countries. It also demonstrated the need for the sector to have its own curriculum and syllabus developed by a public institution of higher learning. The government also gives community colleges worldwide financial support as part of its commitment to advancing higher education. In Nepal, community campuses for higher education are not yet governed by a clear set of laws, rules, or policies. In order to reform higher education in Nepal and create a new curriculum, traditional programs should be modified or canceled and replaced with fresh, market-focused programs. As a result, graduates will be more likely to possess the skills, knowledge, and confidence required to meet the country's human resource demands and successfully compete in the labor market. The new initiatives should emphasize updating Nepal's traditional industries and professions in addition to preparing students for-and forging links with-the new, developing opportunities brought on by current development. The programs ought to concentrate on national issues like reducing poverty, generating economic activity that creates jobs, utilizing the nation's enormous hydropower potential, and promoting ecotourism and agroforestry (Bank, 2015).

The method of creating higher education at the international level is notably different from Nepal's community colleges/campuses. It demonstrates that community colleges around the world have various methods of obtaining accreditation for running community colleges, but in Nepal, we only have accreditation from a small number of universities, and even the community college is not more actively

involved in developing local curriculum needs, implying that community college is just a label given by a university without any rights to create syllabuses, which is one of the drawbacks of community campuses.

Problems Faced by the Community Campuses

Some community campuses are expected to have well-structured and well-managed committees, as well as qualified leadership, including a campus chief and an assistant campus chief, to help build a positive image on national and international platforms. In this note, Sharma (2008) stated that the university grant commission (UGC) has awarded QAA certificates of quality accreditation to a number of additional community campuses and work for the enhancing quality of campuses. However, in reality, the community campus encountered numerous issues, and the community campus itself lacks a national identity. Adequate funding is required for the development of high-quality higher education institutions. However, the government has yet to provide adequate funding for higher education in order to improve community campuses. Every year, approximately 35 percent of students receive quality higher education from community campus, but even community campus is in the shadow of the government. The issues listed below reflect the true image of Nepal's community.

1. In current age of research and technology, there are very few community colleges that provide science, BBA, BCA, and BICTE programs. "Approximately 88 percent of academic programs and student enrollment are in conventional and traditional disciplines such as education, management, law, and liberal arts and humanities, all of which have limited job opportunities" (Bank, 2015).

2. Because of non-academic activities on university campuses, the repeated regulations of education and the silence of the implementing bodies have had an impact on community campuses.

3. Because the majority of community campus faculty members hold permanent posts at other local government schools, school norms appear to be more appealing than university rules.

4. Only a small number of lecturers from a small number of community campuses have received only leave and money while studying Mphil/PhD, hence the professional progress of lecturers in community campuses appears to be quite inadequate as compared to lecturers working in Constituent campuses in Nepal.

5. Lack of timely change of curriculum,

6. Lack of regular monitoring.

7. Non-participation of teachers in the activities of academic practice and examination in the affiliated university.

8. Due to lack of students' adequacy, infrastructure, manpower, etc., the process of giving affiliation to those seeking campus approval is fast.

9. There is no standardization of teaching staff.

10. Insufficient financial support from the government.

11. Lack of adequate training for teaching staff.

12. Problems in financial management of service facilities.

13. Non-implementation of academic calendar.

14. In Nepal, there is a lack of consistency in the operation and management of all community campuses.

15. There are no defined criteria for faculty staff entrance, and there is increased sloppiness in performance.

Table-3

Number Of Community Campuses by Different Campus Sizes

Type	>2000	>500	>200	>100	<100
Community	6	59	105	112	237

(Commission, 2021)

The above table shows the number of community campuses by campus size; campus size is defined as the number of students enrolled in the campus in the academic year 2019/20, according to statistics provided by the University

Grant Commission. The number of pupils is divided into five categories: fewer than 100, more than 100 but less than and equal to 200, more than 200 but less than and equal to 500, more than 500 but less than and equal to 2000, and more than 2000 but less than and equal to 2000.It demonstrates that only six campuses have more than 2000 students, whereas the majority of community campuses have less than 100 students, and those community campuses are struggling financially. On the one hand, despite having a small number of students enrolled, it provides higher education to local students; on the other hand, it faces numerous financial challenges. As a result, the government should pay close attention to their management and provide more encouragement to those campuses with the highest enrollment.

Community campuses for higher education in Nepal continue to struggle with their credibility and quality. Few community campuses have been able to maintain competitive admissions standards, and the work produced by these institutions is more reputable. Other community colleges are unable to achieve this due to low student enrollment and a lack of government financing. Education quality suffers when admissions standards are compromised. Despite the fact that community campuses should be permitted to uphold stringent admissions policies in order to ensure a high caliber of student intake, this is still not practicable because more than 200 community campuses will have fewer students enrolled in 2019/20.

Community Campus Leadership and Administration

New theories of leadership in community colleges acknowledge the complexity of these modern-day colleges and the constant need to deal with chaos and change (Eddy, 2015). Now that organizational change was needed to make community colleges more democratic, diverse, and inclusive of all races and genders (Townsend, 1998). Researchers agree that there are positive relationships between different types of leadership styles and employee morale and job satisfaction. There are different styles of leadership and all have advantages and disadvantages (Kahn, 2015) some of the leadership style should be practices in Nepalese's community campuses to compete in international market are as following.

The Democratic Style

It encourages dialogue among peers about a problem, and then looks for a consensus to find a solution, as it is the most popular leadership style adopted in campuses for effective leadership practices, and it is popular among many colleges around the world as well as in Nepal. It is utilized by campus administrators whenever there is a problem that needs to be handled or when there is a decision that needs to be made regarding how the campus runs. The values of cooperation, communication, and teamwork can be fostered in a student's development when a teacher utilizes this approach of instruction. All of these characteristics are necessary for young people to be successful in their future lives, as are the attributes necessary for both teaching and non-teaching personnel to be motivated.

Transformational Leadership

Leaders who use transformational leadership can establish a strong impact within in their organization by being inspirational and influential. Germano (2010) mentioned that transformational leaders provide the most valuable form of leadership because the followers are given the chance to change, transform, and develop themselves as contributors. These leaders are team oriented. People who are more team-player oriented would have a positive response and be able to adapt to this type of leadership. Transformational leaders help develop their followers while recognizing their individual needs. These leaders see each person as a whole person, not just as an employee. This leadership method should be familiar to campus leaders since it is a very successful approach to not only teach, but also to govern a campus in an efficient manner. In regard to educational leadership

styles and a new leadership strategy, this leadership method should be familiar. It places an emphasis on role-modeling, in which leaders develop an innovative culture on campuses. This is essential in changing students' cultural habits of studying what they learnt in secondary school and inspiring instructors. Because of how decisions are made at this educational institute, the people who run it have a sense of purpose, and they are given the opportunity to have their opinions considered during the process of decision-making.

Invitational Leadership

Invitational leaders attempt to develop policies that make campuses more hospitable to those who work and learn there because they believe in a holistic approach to education. Invitational leaders facilitate opportunities for lecturers to integrate theories, research, and practice in both creative and ethical ways, creating a favorable environment for students to strive for and experience achievement. Because they firmly believe that the atmosphere and culture of the learning environment directly affects student accomplishment, invited leaders aim to improve everything about the campus environment. Invitational leaders support the notion of shared dedication to a bigger goal. Invitational leaders encourage their coworkers, staff, and students to not only fulfill their potential but to aspire to exceed it because they are aware of the value of morality, ethics, and shared goals in development. When used on community colleges, this leadership approach has the ability to help the entire school reach its objectives. Most of the community colleges in our area are not familiar with the ideas and guidelines of leadership.

Emotional Leadership

The huge percentage of community college students are struggling as a result of technological advancements, the rising popularity of playing video games on mobile devices, a lack of financial resources, and the unnecessary use of social media, which contributes to a high rate of student dropouts from campuses each year.

Campus leaders can establish a welcoming environment on community campuses by having a clear understanding of their needs and psychological considerations.

A high level of emotional intelligence is necessary for effective emotional leadership, a leadership style utilized in education to draw information from students' emotions. An inclusive society, a feeling of moral purpose, and motivation are the goals of emotional leaders. The general feelings of other people are very important to practitioners, who also recognize the importance of emotions and support the idea that they can influence a person's decisions and personal growth. These leaders use common experiences to promote cooperation among staff, professors, and students through charismatic and deliberate actions. Understanding emotional intelligence and putting those skills to use to improve the community at large are the keys to success in this leadership style of teaching.

Leadership Challenges

However, In the term of leadership community colleges in Nepal also face a number of challenges in their operation. Community campus leadership is unable to meet the aforementioned challenges in order to enhance institutional excellence.
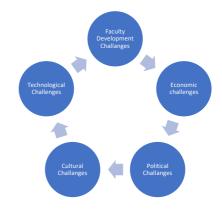

Fig. 1. leadership challenges of the community campuses

Faculty development challenges

The challenge facing community campuses in Nepal is lack of qualified

faculty or faculty development. Many community colleges in Nepal struggle to attract and retain high qualified faculty member, which can limit the quality of education that they are able to offer to their students. For the development of factuality, improper training, intimidation, and other motivating factors exist. The majority of campus leaders are not interested in investing any money to support faculty development.

Economic challenges

One of the major challenges facing community colleges in Nepal is lack of funding and recourses. Economic concerns are the most important ones. Many community colleges in Nepal rely on government funding, but this funding is often inadequate to meet the needs of the college. As a result, community colleges may struggle to provide high-quality academic programs and support services to their students. Because most community colleges have extremely low student enrollment and little direct government participation. Only 4 to 6 percent of investment goes toward community campuses run by the Nepali government. Only a small percentage of campus leadership are somehow handling the difficulties.

Political challenges

It is important to note that political challenges can vary significantly depending on the specific community campus as well as the larger political intervention can be found in major community campuses. Political challenges are also significant when it comes to hiring teaching and non-teaching staff and forming campus management groups, with the majority of the local population supporting the appointment of a politically active individual as chairperson so that there will be easy access of appointing their favor staffs in campuses.

Cultural challenges

Cultural challenges in community campuses in Nepal could include a range of issues related to the diverse cultural backgrounds of students, faculty, and staff, as well as the broader culture of the society in which the college/campus

is located. For example, there may be differences in values, beliefs, and customs that can create misunderstandings or conflicts within the college community. There may also be challenges related to language and communication, as well as issues of inclusion and representation.

Technological challenges

Campus chiefs of Nepal's community campuses face particularly difficult technological challenges during the pandemic, when the majority of campus chiefs were not tech-savvy and many were unable to utilize email or other applications or link classroom instruction with ICT. Community colleges in Nepal have the most difficulty with faculty development.

As with more general notions of leadership, models and theories of what it means to be a campus leader follow similar historical trends in Nepal's community colleges. Every community campus has an own identity when it comes to leadership and administration. Only a small number of campuses in Nepal have effective administration and transparent leadership, and only small number of community campuses leadership able to tackle with above challenges as result and small number have been awarded a QAA certificate by the University Grant Commission. There are now total 78 institutions that are accredited out of 1440 campuses which is almost 5.42% (Comission, 2022).QAA is only available to institutions of higher learning that have outstanding leadership and administrative practices. The UGC awards accreditation to community colleges that successfully complete the Quality Assurance and Accreditation (QAA) process, which includes an extensive assessment of the campus against eight different criteria, policy and procedure benchmarks, curricular aspects, teaching-learning and evaluation, research, consultancy and extension, infrastructure and learning resources, student support and guidance, information system, and public relations.

The majority of community colleges have hailed permanent teacher of school as campus chief while neglecting full-time campus lectures. This is because most campuses are governed by school policies

and are operated on school property by permanent teachers. As a result, the leadership style they implement on campuses is the same as that of the institution. This is also one of the reasons why leaders lack the time necessary to create effective plans and vision for enhancing campus quality.

Community colleges have ties to universities and are granted liberty without any set rules. In order to compete for academic greatness while working with limited resources, these community institutions educational leaders must be able to differentiate the activities that take place on a community campus, a leader needs to have both the vision and the ability to put that vision into action. The following questions must be addressed in order for a leader to be successful in improving total quality management, and in doing so, to the extent that they may distinguish an institution.

To differentiate themselves, what strategic vision do they implement on campus?

What leadership styles or approaches are associated with effective leadership in higher education?

What strategic activities help them promote continuous quality improvement through collaboration?

What challenges and opportunities do they face in their leadership roles?

What method did they use to improve educational quality?

How do they look for donors to help with infrastructure development?

How do they come up with innovative quality-improvement strategies?

How do they motivate all of the stakeholders in the campuses' overall development?

What are the HR practices for appointing teaching and non-teaching staff?

How do they deal with difficult situations when leading?

How do they enlist the help of their peers?

Developing a positive learning environment on community campuses is one of the most important jobs, as well as one of the most difficult jobs, for campus chiefs, as well as teaching and non-teaching professionals. Additionally, it plays a significant role in instilling self-assurance and inspiration in young minds, as well as in inspiring all teaching and non-teaching employees, as well as students, to achieve success in their personal and professional lives. Because of this, it is absolutely necessary to have an understanding of effective leadership methods that can be used on community campuses in order for these campuses to function in an effective and efficient manner.

Conclusion. The article outlines the problems of the Nepalese community campuses now in operation. It also provides statistical data on these campuses and demonstrates the need for numerous modifications for them to operate to their full potential. Even yet, the low-cost community institutions are able to improve higher education in the surrounding area. Government, the local area, and academic members ought to pay more attention to the improvement of community campuses. To improve the quality of higher education and increase students' readiness for the global marketplace, higher education delivery models and administrative procedures need to alter. Government should invest more seriously in expanding Nepal's community campuses. Therefore, in the future days, the government should create a stronger policy for the investment in community campuses. Since most campuses are more akin to tuition centers than colleges, all of the aforementioned factors should be carefully considered, and there should be an emphasis on international collaboration to improve community campuses. There are many challenges that are unique to community campuses, the most significant of which is the model of leadership that is utilized on the campuses. It is possible that some leadership styles will be outlined in this article in order to address the problem that was described earlier and to assist in the learning of some leadership-related topical areas that can be used in the future on community campuses.

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