

Roles and Responsibilities of College Management Committee (CMC) in Public Colleges of Nepal: A Critical Analysis

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Abstract	Article Info.
<p>The College Management Committee (CMC) plays a crucial role in the implementation, management, and performance of public colleges in Nepal. This study aims to identify the roles and responsibilities of the CMC in public colleges within the country. Utilizing a cross-sectional quantitative design, data were collected from 400 respondents across public colleges in the Rupandehi district of Nepal. A standardized survey questionnaire was employed for data collection, followed by statistical analysis to interpret the findings. The results underscore the importance of recognizing and addressing the diverse perceptions of both teachers and students regarding the CMC's roles in educational governance and management. A significant association was found between the perspectives of teachers/CMC members and students concerning various aspects of the CMC's functions in public colleges. Understanding these differences is essential for fostering effective collaboration and communication among stakeholders, ultimately ensuring the holistic development and improvement of educational institutions in Nepal. Future research could expand the scope by incorporating additional stakeholder perspectives, such as parents, administrative staff, or external education experts. A broader range of viewpoints would provide a more comprehensive understanding of the effectiveness of the CMC.</p> <p><i>Keywords:</i> College Management Committee (CMC), Nepal, public colleges, responsibilities, roles</p>	<p>Corresponding Author Chitra Bahadur K.C.</p> <p>Email chitrakc56@gmail.com</p> <p>Article History Received: 10 Aug. 2024 First Revised: 06 Sept. 2024 Second Revised: 22 Sept. 2024 Accepted: 10 Oct. 2024</p> <p>Cite K. C., C. B. (2024). Roles and responsibilities of college management committee (CMC) in public colleges of Nepal: A critical analysis. <i>International Research Journal of Parroha (IRJP)</i>, 3(1), 21–28. https://doi.org/10.5281/zenodo.13991488</p>

Introduction

The history of public colleges in Nepal is characterized by significant milestones in the development of higher education institutions. Tri-Chandra College, established in 1918, marked the beginning of higher education in Nepal. This was a crucial step in providing access to modern college education within the country, reducing the need for Nepali students to seek higher education in India. The establishment of Tribhuvan University in 1959 further solidified the foundation of higher education in Nepal, being the sole university in the country until 1986 when Nepal (then Mahendra) Sanskrit University was founded. This marked the transition to a multi-university system in Nepal,

with the establishment of several new universities in the early 1990s (Onta, 2023).

The development of public colleges and universities in Nepal has been instrumental in preserving and developing the historical and cultural heritage of the country (Upadhyay, 2018). Furthermore, the institutional future of academic history in Nepal has established history as a subject of academic study, contributing to the understanding of the country's educational evolution (Onta, 2003).

The plural histories of higher education in Nepal underscore the need for a comprehensive revisit and documentation of the diverse perspectives and narratives that have shaped the development of

higher education institutions in the country (Onta, 2023). This historical context provides valuable insights into the evolution of public colleges and universities in Nepal, reflecting the country's commitment to expanding access to higher education and preserving its cultural and historical heritage.

Education is the transformative journey of acquiring knowledge and information, paving the way for a prosperous future. It serves as the cornerstone of success, opening doors to a myriad of opportunities throughout our lives. The manifold advantages of education are evident, with its ability to enlighten minds and enhance critical thinking. Students, upon graduation from university, are equipped to chart their career paths or pursue advanced studies (Al-Shuaibi, 2014).

Moreover, education plays a pivotal role in shaping human personality, fostering intellectual growth, and honing interpersonal skills, thereby preparing individuals for the complexities of life. It bestows upon people a distinct status within their society and any community they inhabit, as noted by Al-Shuaibi (2014). Undoubtedly, education holds a paramount position in human existence, offering the means to make informed decisions by providing knowledge on specific subjects. It is an empowering force, promoting self-awareness of our surroundings and familiarity with the societal norms and regulations, as highlighted by Ahmad Bhat (2018). In essence, education is a crucial factor that not only imparts knowledge but also empowers individuals to navigate the intricacies of life with confidence and competence.

The roles and responsibilities of college management committees in public colleges of Nepal are crucial for the effective governance and management of educational institutions. In Nepal, the management practices in higher education institutions involve various functions such as planning, organizing, staffing, leading, and controlling (Shrestha, 2008). Additionally, the School Management Committees (SMCs) have the responsibility to maintain good governance of public schools in Nepal (Dhungel et al., 2013). The

SMCs consist of members selected by the parents, local intellectuals, educationists, and school teachers, among others, to operate, supervise, and manage community schools. Furthermore, the decentralization of school management in Nepal has led to the engagement of SMCs in addressing the contextual needs of students, teachers, and the communities they serve (Bhattarai, 2022).

The roles and responsibilities of college management committees in public colleges of Nepal include: Delegating required authorities to senior staff to perform their roles and responsibilities (Shrestha, 2008). Maintaining good governance of public schools in Nepal (Dhungel et al., 2013). Operating, supervising, and managing community schools through the involvement of various stakeholders. Engaging in addressing the contextual needs of students, teachers, and the communities they serve (Bhattarai, 2022). College management committees are involved in decision-making processes related to resource allocation, infrastructure development, and academic planning (Shrestha, 2008). Besides that, they are responsible for mobilizing resources and means available for the operation of the college (Yonzon & Fowler, 2019). These responsibilities highlight the collaborative and participatory nature of educational management in Nepal, involving various stakeholders to ensure effective governance and management of public colleges and schools. In the case of Rupandehi district, there is lack of research to explore the role of CMC in public college so this study has selected this problem to fulfill this research gap. It will be the baseline study for the future researchers as well as it will support the college management committee to improve their roles and responsibilities for the betterment of college performance.

Materials and Methods

The study is based on the descriptive design which has described the roles of CMC in public college as well as it also analyzes the relationship between teacher/management and student's response regarding the role of CMC. It is cross-sectional study; data was collected from the field by using the standard survey questionnaire. It is

based on the quantitative design. The study area is the public colleges of Rupandehi district.

The required sample size for each area is estimated using the following expression (Kalton, 1983) with the assumption of 95 percent confidence level (z), 5 percent margin of error (e) and 50 percent prevalence rate (p).

$$No = \frac{z^2 p(1-p)}{e^2}$$

Where is the factor needed to achieve the 95 present level of confident (1.96), p is the prevalence

rate for the key indicator (0.5) and e is the margin of error to be tolerated (0.05). Under these assumptions, the total number of required samples turns out to be 384 and rounding in this figure up to 400, among them 112 were teachers/CMC, and 288 students. The Reliability Statistics test was done for survey data by using the Cronbach's Alpha test and the value is .878 (87.8%) which proves the quality of data.

Besides that, the study also calculated the factor loading value from the factor analysis. The statistical value of factor loading is as below Table 1.

Table 1

Rotated Component Matrix^a

Statements	Factor Loading Value
CMC makes sure that the professional development activities of teachers as per the teaching goals of the college.	.567
CMC ensures that teachers work according to the college's educational goals.	.725
CMC observes instruction in classrooms.	.770
CMC uses student performance results to develop the college's educational goals.	.673
CMC gives teachers suggestions as to how they can improve their teaching.	.575
CMC monitors students' work.	.563
When a teacher has problems in his/her classroom, CMC takes the initiative to discuss matters.	.556
CMC informs teachers about possibilities for updating their knowledge and skills.	.544
CMC checks to see whether classroom activities are in keeping with our educational goals.	.653
CMC takes exam results into account in decisions regarding curriculum development.	.659
CMC ensures that there is clarity concerning the responsibility for coordinating the curriculum.	.713
When a teacher brings up a classroom problem, CMC solves the problem together.	.786
CMC pays attention to disruptive behavior in classrooms.	.777
CMC takes over lessons from unexpectedly absent teachers.	.816
Extraction Method: Principal Component Analysis., Rotation Method: Varimax with Kaiser Normalization.	
a. Rotation converged in 6 iterations.	

The table you provided is a Rotated Component Matrix, which is the key output of Principal Components Analysis (PCA). PCA is a statistical technique used to identify interrelationships between variables and reduce the dimensionality of the data (Displayr, 2021). The Rotated Component Matrix contains the Pearson correlations between items and components or "factors"². These correlations are known as factor

loadings and allow us to interpret which traits our components may reflect (Hassan, 2023).

The table shows the factor loadings for various aspects related to the College Management Committee (CMC) and its impact on teachers and students. The factor loadings range from 0.563 to 0.786, indicating the strength of the correlation between each aspect and the corresponding factor.

Results and Discussion

The table presents a comprehensive analysis of survey responses, delineating the perceptions of both teachers and students regarding the involvement of the College Management Committee (CMC) in various aspects of educational and professional development. Each row in the table corresponds to a specific statement or question, and the columns under "Responses" display the percentage distribution across different response categories, ranging from "Never" to "Always."

Regarding the first statement, which pertains to whether the CMC ensures that professional development activities align with the college's

teaching goals, the data reveals noteworthy patterns. Among teachers, the majority (40.2%) responded with "Often," indicating a substantial level of agreement with the notion that the CMC is actively involved in aligning professional development initiatives with teaching goals. On the other hand, students predominantly selected the response category "Sometime" (69.4%), suggesting a perception that the CMC's involvement in this aspect is intermittent. The overall chi-square test result for this statement is highly significant ($p = .000$), indicating that there are significant differences in responses between teachers and students.

Table 2
Roles of CMC

Statements		Responses					Total	Chi-Square Tests
		Never	Rarely	Sometime	Often			p-value
CMC makes sure that the professional development activities of teachers as per the teaching goals of the college.	Teacher/CMC	1.8%	18.8%	30.4%	40.2%	8.9%	100.0%	0.000
	Students	3.1%	14.9%	69.4%	10.4%	2.1%	100.0%	
	Total	2.8%	16.0%	58.5%	18.8%	4.0%	100.0%	
CMC ensures that teachers work according to the college's educational goals.	Teacher/CMC	3.6%	17.9%	33.0%	28.6%	17.0%	100.0%	0.000
	Students	15.6%	25.7%	41.7%	13.9%	3.1%	100.0%	
	Total	12.2%	23.5%	39.2%	18.0%	7.0%	100.0%	
CMC observes instruction in classrooms.	Teacher/CMC	8.9%	33.9%	44.6%	7.1%	5.4%	100.0%	0.09
	Students	22.6%	30.9%	40.3%	4.5%	1.7%	100.0%	
	Total	18.8%	31.8%	41.5%	5.2%	2.8%	100.0%	
CMC uses student performance results to develop the college's educational goals.	Teacher/CMC	10.7%	25.9%	28.6%	22.3%	12.5%	100.0%	0.000
	Students	18.4%	35.8%	33.3%	9.0%	3.5%	100.0%	
	Total	16.2%	33.0%	32.0%	12.8%	6.0%	100.0%	
CMC gives teachers suggestions as to how they can improve their teaching.	Teacher/CMC	10.7%	23.2%	37.5%	24.1%	4.5%	100.0%	0.000
	Students	17.7%	39.6%	29.9%	7.3%	5.6%	100.0%	
	Total	15.8%	35.0%	32.0%	12.0%	5.2%	100.0%	
CMC monitors students' work.	Teacher/CMC	11.6%	33.0%	31.2%	17.0%	7.1%	100.0%	0.002
	Students	21.5%	44.8%	20.5%	10.1%	3.1%	100.0%	
	Total	18.8%	41.5%	23.5%	12.0%	4.2%	100.0%	
When a teacher has problems in his/her classroom, CMC takes the initiative to discuss matters.	Teacher/CMC	10.7%	24.1%	37.5%	20.5%	7.1%	100.0%	0.037
	Students	21.5%	20.1%	41.0%	12.5%	4.9%	100.0%	
	Total	18.5%	21.2%	40.0%	14.8%	5.5%	100.0%	

Statements		Responses					Total	Chi-Square Tests
		Never	Rarely	Sometime	Often	Always		p-value
CMC informs teachers about possibilities for updating their knowledge and skills.	Teacher/CMC	10.7%	30.4%	39.3%	13.4%	6.2%	100.0%	0.551
	Students	9.4%	31.9%	44.4%	11.1%	3.1%	100.0%	
	Total	9.8%	31.5%	43.0%	11.8%	4.0%	100.0%	
CMC checks to see whether classroom activities are in keeping with our educational goals.	Teacher/CMC	17.9%	39.3%	27.7%	13.4%	1.8%	100.0%	0.001
	Students	29.9%	40.3%	25.0%	4.9%		100.0%	
	Total	26.5%	40.0%	25.8%	7.2%	0.5%	100.0%	
CMC takes exam results into account in decisions regarding curriculum development.	Teacher/CMC	18.8%	41.1%	24.1%	11.6%	4.5%	100.0%	0.058
	Students	31.2%	38.2%	19.4%	5.9%	5.2%	100.0%	
	Total	27.8%	39.0%	20.8%	7.5%	5.0%	100.0%	
CMC ensures that there is clarity concerning the responsibility for coordinating the curriculum.	Teacher/CMC	17.9%	50.0%	19.6%	7.1%	5.4%	100.0%	0.192
	Students	26.4%	41.7%	19.4%	4.2%	8.3%	100.0%	
	Total	24.0%	44.0%	19.5%	5.0%	7.5%	100.0%	
When a teacher brings up a classroom problem, CMC solves the problem together.	Teacher/CMC	14.3%	22.3%	34.8%	23.2%	5.4%	100.0%	.000
	Students	8.3%	13.5%	40.3%	12.2%	25.7%	100.0%	
	Total	10.0%	16.0%	38.8%	15.2%	20.0%	100.0%	
CMC pays attention to disruptive behaviour in classrooms.	Teacher/CMC	12.5%	42.0%	24.1%	13.4%	8.0%	100.0%	.017
	Students	16.0%	31.6%	36.1%	6.2%	10.1%	100.0%	
	Total	15.0%	34.5%	32.8%	8.2%	9.5%	100.0%	
CMC takes over lessons from unexpectedly absent teachers.	Teacher/CMC	14.3%	38.4%	29.5%	10.7%	7.1%	100.0%	.460
	Students	15.3%	44.8%	28.5%	7.6%	3.8%	100.0%	
	Total	15.0%	43.0%	28.8%	8.5%	4.8%	100.0%	

Note. Field Survey 2022

In the response on second statement- 'CMC ensures that teachers work according to the college's educational goals' indicates the percentage of respondents within each category for both "Teacher/CMC" and "Students." For instance, among "Teacher/CMC" respondents, 3.6% never believe CMC ensures teachers work according to educational goals, 17.9% rarely believe, 33.0% sometimes believe, 28.6% often believe, and 17.0% always believe. The Chi-Square Tests, with a p-value of .000, signify a highly significant association between respondent type and their responses to the statement about CMC and teachers' alignment with educational goals. This low p-value suggests that the observed differences in responses between "Teacher/CMC" and "Students" are unlikely due to random chance. Therefore, the results imply that there are significant variations in perceptions between teachers and students regarding the role of CMC in ensuring alignment with educational goals, emphasizing the need for a nuanced understanding of these perspectives.

The third statement in the table addresses the extent to which CMC observes instruction in classrooms. The frequency distribution reveals that among Teacher/CMC respondents, 8.9% never believe CMC observes instruction, 33.9% rarely believe, 44.6% sometimes believe, 7.1% often believe, and 5.4% always believe. In contrast, among Students, the corresponding percentages are higher, with 22.6% never, 30.9% rarely, 40.3% sometimes, 4.5% often, and 1.7% always. The total distribution combines both groups, with 18.8% never, 31.8% rarely, 41.5% sometimes, 5.2% often, and 2.8% always. The Chi-Square Test for this statement yields a p-value of .009, indicating a significant association between respondent type and their responses. This suggests that the perception of whether CMC observes instruction in classrooms varies significantly between Teacher/CMC respondents and Students.

Moving to the fourth statement regarding CMC's use of student performance results to develop the college's educational goals,

the frequency distribution for Teacher/CMC respondents indicates that 10.7% never believe CMC uses student performance, 25.9% rarely believe, 28.6% sometimes believe, 22.3% often believe, and 12.5% always believe. Among Students, the percentages are 18.4% never, 35.8% rarely, 33.3% sometimes, 9.0% often, and 3.5% always. The total distribution shows 16.2% never, 33.0% rarely, 32.0% sometimes, 12.8% often, and 6.0% always. The Chi-Square Test for this statement yields a p-value of .000, indicating a highly significant association between respondent type and their responses. Therefore, there are substantial differences in perceptions regarding whether CMC utilizes student performance data for educational goal development, with Teachers/CMC respondents and Students exhibiting distinct views. The finding is supported by the study of (Al-Amri, 2021).

The fifth statement provides a detailed overview of responses regarding whether CMC offers teachers suggestions for improving their teaching. Among Teacher/CMC respondents, 10.7% never receive such suggestions, 23.2% rarely do, 37.5% sometimes do, 24.1% often do, and 4.5% always do. Students exhibit different patterns, with 17.7% never, 39.6% rarely, 29.9% sometimes, 7.3% often, and 5.6% always receiving suggestions. The total distribution emphasizes differences between the groups, with 15.8% never, 35.0% rarely, 32.0% sometimes, 12.0% often, and 5.2% always. The Chi-Square Test with a p-value of .000 indicates a significant association between respondent type and the frequency of receiving suggestions, highlighting diverse perceptions between Teacher/CMC and Student groups.

The sixth statement delves into the extent to which CMC monitors students' work. Among Teacher/CMC respondents, 11.6% state that CMC never monitors, 33.0% rarely, 31.2% sometimes, 17.0% often, and 7.1% always monitors. Students display a different distribution, with 21.5% never, 44.8% rarely, 20.5% sometimes, 10.1% often, and 3.1% always monitored. The total distribution underscores these differences, with 18.8% never, 41.5% rarely, 23.5% sometimes, 12.0% often, and 4.2% always. The Chi-Square Test yields a p-value of .002, indicating a significant association between

respondent type and the level of CMC monitoring, suggesting distinct perspectives between Teacher/CMC and Students.

Continuing to seventh statement, which focuses on whether CMC takes the initiative to discuss matters when teachers have problems in their classrooms, the frequency distribution among Teacher/CMC respondents indicates that 10.7% feel CMC never takes the initiative, 24.1% rarely, 37.5% sometimes, 20.5% often, and 7.1% always does. Students present different percentages, with 21.5% never, 20.1% rarely, 41.0% sometimes, 12.5% often, and 4.9% always. The total distribution highlights these differences, with 18.5% never, 21.2% rarely, 40.0% sometimes, 14.8% often, and 5.5% always. The Chi-Square Test yields a p-value of .037, indicating a significant association between respondent type and the perceived initiative of CMC in addressing classroom problems.

The eight statement which focuses on CMC informing teachers about possibilities for updating their knowledge and skills. The frequency distribution table for Statement 8 shows the percentage of responses across different categories for both teachers/CMC and students. In the teacher/CMC category, the majority of responses fall into the "Sometimes" category (39.3%), followed by "Rarely" (30.4%). For students, the highest percentage of responses is also in the "Sometimes" category (44.4%). The chi-square test results indicate that there is no statistically significant association between the statements and responses, with a p-value of 0.551.

Similarly, the ninth statement focuses that whether classroom activities were in keeping with educational goals or not. The frequency distribution table reveals that for teachers/CMC, the most common response is "Rarely" (39.3%), while for students, "Never" and "Rarely" are the predominant categories. The chi-square test, however, reveals a statistically significant association between the statements and responses (p-value = 0.001), suggesting that the distribution of responses is not random.

The frequency distribution of Statement 10 (CMC takes exam results into account in decisions regarding curriculum development) illustrates that

for both teachers/CMC and students, the most frequent response is "Rarely" (41.1% and 38.2%, respectively). The chi-square test yields a p-value of 0.058, indicating that there is no statistically significant association between the statements and responses at the 0.05 significance level.

Examining Statement 11, the frequency distribution table indicates that, for both teachers/CMC and students, "Rarely" is the most common response. The chi-square test produces a p-value of 0.192, suggesting that there is no statistically significant association between the statements and responses, and the distribution of responses may occur by chance.

The frequency distribution table for Statement 12 – 'When a teacher brings up a classroom problem, CMC solves the problem together' indicates the distribution of responses among teachers/CMC and students. Among teachers/CMC, the most common response is "Sometimes" (34.8%), followed by "Often" (23.2%). For students, the highest percentage of responses falls under "Sometimes" (40.3%) and "Always" (25.7%). The chi-square test reveals a highly significant association between the statements and responses (p-value = 0.000), suggesting that the distribution of responses is not random.

In the context of Statement 13 - CMC pays attention to disruptive behavior in classrooms, the frequency distribution table shows that for both teachers/CMC and students, the most common response is "Rarely" (42.0% for teachers/CMC and 36.1% for students). The chi-square test yields a p-value of 0.017, indicating a statistically significant association between the statements and responses. This suggests that the distribution of responses is not occurring randomly.

Examining Statement 14 - CMC takes over lessons from unexpectedly absent teachers, the frequency distribution table reveals that for both teachers/CMC and students, "Rarely" is the most common response. The chi-square test produces a p-value of 0.460, suggesting no statistically significant association between the statements and responses at the 0.05 significance level. This implies that the distribution of responses may occur by chance, and the statements are not strongly related.

Education quality in Nepal faces numerous challenges that impact its effectiveness and accessibility. According to Mishra (2022), while institutions like Pokhara University strive to enhance teaching and research operations, systemic issues remain prevalent, including inadequate infrastructure and limited resources. The shift towards digital education has introduced new opportunities, yet it also presents challenges in terms of access and equity, particularly in rural areas (Mishra, 2023; Mishra & Nepal, 2022). Furthermore, the emergence of quality assurance and accreditation processes is critical for improving educational standards; however, these initiatives are still in their infancy and require robust implementation to be effective (Mishra & Jha, 2023). Overall, addressing these challenges is essential for fostering a more equitable and high-quality education system in Nepal (Mishra, 2024). The data elucidates a nuanced landscape of opinions regarding the CMC's involvement in different aspects of educational management. While teachers and students exhibit variations in their perceptions, the chi-square tests consistently highlight statistically significant distinctions between the two groups. These findings underscore the importance of recognizing and addressing divergent viewpoints in formulating strategies for educational leadership and development.

Conclusion

The findings presented reveal significant disparities in the perceptions of teachers and students regarding the roles and responsibilities of the College Management Committee (CMC) in Nepal. The data indicates noteworthy patterns in the responses, highlighting the differing perspectives of teachers and students on various aspects related to the CMC's involvement in educational governance and management. The statistically significant differences underscore the need for targeted efforts to enhance communication and understanding between these stakeholder groups. Such insights can inform evidence-based decision-making processes aimed at fostering a collaborative and effective educational environment within the college.

Future researcher can expand the scope of research by including additional stakeholder

perspectives, such as parents, administrative staff, or external education experts. Understanding a broader range of perspectives can provide a more holistic view of the effectiveness of the CMC in educational administration. Besides that, future researchers should delve deeper into the reasons behind the significant discrepancies in perceptions between teachers and students. Conducting qualitative research, such as interviews or focus groups, could provide more insights into the underlying factors contributing to these differences. Understanding the root causes will contribute to more targeted and effective strategies for addressing any issues that may arise.

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