Searching for Performance Accountability in Higher Education: A Case Study

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Abstract

Accountability is vital in ensuring universities to provide top-notch education to their stakeholders in higher education. Therefore, it is imperative to examine how universities can achieve intended performance accountability. The study analyzes the performance accountability of higher education, considering core, essential, and supporting components to meet stakeholder expectations. Based on the case study design, the data were collected through semi-structured interviews with stakeholders and secondary sources. The study sample was selected through the purposive sampling method, i.e., the University Authority, the Campus chief, three chairpersons of the subject committee, the president of the Professor Union Unit, the Coordinator of the Self-Evaluation Committee, and four faculties. After analyzing the data, it has been concluded that in order to achieve performance accountability in higher education, it is essential to manage the learning process effectively, have a strategic implementation plan, prioritize leadership, and adhere to accountability processes. These crucial elements are key to creating a successful learning environment, improving the quality of education, and ensuring accountability in the higher education sector. I claimed that the seed capital model is developed to enhance quality education by increasing higher education performance accountability. The study findings can help University officials and faculties improve education quality and policy formulation. Additionally, this study contributes to the existing literature on the institutional process and achieving accountability in all components of higher education.

Keywords: Performance accountability, learning process, faculties, seed capital, quality education

Introduction

With the establishment of the College of Education in 2013 BS and Tribhuvan University in 2016 BS, Nepal made significant strides towards developing its higher education system (Baral, 2016). Over the past decade or more, accountability in higher education has become a major national issue. This has been driven by the escalating costs of college, disappointing retention and graduation rates, employers' worries about graduates lacking the expected knowledge and skills in the workplace, and concerns about the value and learning provided by higher education to students. Recent research confirms that teachers' knowledge and skills are the most critical factors for successful student learning (Darling-Hammond, 1998; Rowe, 2003).

Accountability is being responsible and answerable for meeting established goals and expectations. Experts on accountability generally concur that it is the "answerability for performance" (Romzek, 2000, p.22) or "the obligation to report to others, to explain, to justify, to answer questions about how resources have been used, and to what effect" (Trow, 1996, p. 310). Both Romzek and Trow add to these definitions by asking: Who is accountable, for what, to whom, and how? It is the employees of an organization who contribute to its success through their hard work. When given tasks and authority, individuals become accountable for their work. Similarly, According to Bovens (1999), officials are held responsible for their behavior under the law or code of ethics. In a democratic government, accountability and transparency play a crucial role. Likewise, Pushpanadham (2020) claims that accountability involves ensuring that one's actions meet the standards and expectations set by a responsible body or agency. Likewise, Levin (1974) illustrated four concepts of accountability. Firstly, accountability is performance reporting, which focuses on the objective of education or institutions and outcomes. Secondly, accountability is a technical process that includes an educational delivery system and evaluation. Thirdly, accountability is a political process that indicates that the institution serves to fulfill the goals of particular groups. Finally, accountability is a modification in school operations and governance systems. My focus is on accountability as performance reporting, which is closely related to performance accountability. Romzek (2000) added that it offers an insightful analysis of accountability relationships, outlining four types: hierarchical, legal, professional, and political. It's exciting to explore these different types and understand their implications.

As Leveille (2006) emphasizes a new concept of accountability, the first focuses on performance, and others are regarding transparency and cultural evidence. The primary focus of institutional accountability is now results-driven, which is a significant change from the emphasis on inputs and processes of the past. This shift

in accountability aligns with the evolution of quality assurance in various fields, such as business and medicine. Accreditation has adapted to this change by prioritizing institutional performance. Many regions now emphasize the importance of presenting evidence of student learning outcomes during accreditation reviews. Likewise, Macheridis and Paulsson (2021) revealed five dynamic change categories discussed in the past two decades: efficiency, market orientation, governance, technology and quality. At the same time, the content, the focus and the direction of accountability in these categories have also changed during the period studied.

In the context of Nepal, the policy suggests forming a Quality Accreditation Assurance (QAA) Board to oversee QAA activities. While the University Grants Commission (UGC), Nepal currently performs this function, it is not mandatory. To obtain a QAA certificate, higher education institutions must submit a Self-Study Report (SSR) containing details about their institutional position, internal policies, management, curriculum, programs for teaching and research, and physical infrastructure (University Grants Commission Nepal, 2023). This study focuses on college performance accountability; the criteria given by the University Grants Commission (UGC) (2023) in the SSR (2023) form for the QAA certification in Higher Education Institutions (HEIs) and Bober (2004) are as follows: learning, curriculum, faculty, learning facilities, funding, research, management, and leadership. These components are further divided into three layers- core components (learning), Essential components (curriculum, faculty, learning facilities, funding, research), and supportive components (management and leadership).

I conducted a detailed study on the embodiment of accountability in higher education at the Constituent Campus of Nepal. This study aimed to assess the ability and dedication of HEIs to fulfill their commitments and achieve overall institutional performance. The study focused on the main components of accountability on campus with the following research questions: 1) How is performance accountability perceived and practiced in constituent Campuses of Nepal? 2) What is the status of performance accountability's core, essential, and supportive components? 3) How can the quality of higher education be increased through seed capital?

The main objective of this research study was to explore three vital aspects pertaining to performance accountability in universities. Firstly, to assess the accomplishment of performance objectives across multiple facets of the campus, such as the curriculum, faculty, learning infrastructure, funding, and research. Secondly, to analyze the attainment of the supportive components of performance, including management and leadership. Finally, to generate a model on seed capital through performance accountability for enhancing quality education in higher education.

Literature Review

In higher education, accountability systems involve gathering and analyzing input, process, and outcome data. This information is shared with educational leaders, policy makers, and other stakeholders to aid in decision-making within and outside the higher education community. The relationship between accountability and accreditation processes is being reevaluated to propose new approaches. In order to promote public confidence, policymakers and educators must prioritize accountability procedures and manage relationships among participants, objectives, resources, benchmarks, and consequences (Leveille, 2006).

Determining the responsible party for a program may appear insignificant, but the hierarchy of authority has a substantial influence. It is imperative to contemplate how performing management control placement will impact the result. One potential solution is to create a specialized department that administers program execution across all public entities (Peters, 2007).

Huisman and Currie (2004) conducted a study on the influence of accountability on higher education policies in Europe and the United States. The study examined how accountability was implemented in four universities and how it affected the quality of education. The authors found that a shift from professional to political accountability, which included softer mechanisms, positively impacted the quality of education. Further, Huisman (2020) stated that higher education institutions face greater scrutiny and are required to provide explanations for their actions and accomplishments. Governments rely on quality assurance and performance indicators, but these may not always be reliable or valid.

Abadie-Mendia (2013) explored how a Southeast US university holds itself accountable for the quality of its undergraduate professional programs and graduates' success. Through 16 interviews with program, college, and administrative participants, the study found that educational quality was substantiated based on performance measures specified by internal and external stakeholders. However, the accountability process varied from program to program, and meeting the demands was challenging due to conflicting demands and limited resources. Semyonov and Platonova (2017) studied the accountability of higher education institutions (HEIs) in five countries: Brazil, Canada, Italy, Portugal, and Russia. The study examined national frameworks and their implementation, focusing on performance-based evaluation and funding. The study reflected on the outcomes and provided recommendations to policy-makers, researchers, and practitioners.

Khanal (2019) studied Nepali community schools and provided evidence that a head teacher's accountability in managing resources can create paradoxes.

He argued that due to the focus on market-based accountability, the head teacher's responsibility could shift between two contradictory goals: providing service and promoting dominance over other school community members. Similarly, Pushpanadham (2020) classified into two main categories: Marco and Micro Accountability. Additionally, the author describes three types of accountabilities - Administrative, Financial, and Academic. For teaching faculty, academic accountability encompasses Professional, Legal, and Student Learning Accountability.

Accountability indicators have varying effects and are interconnected. Performance-based accountability systems are crucial for evaluating higher education teachers. These systems promote self-sustaining institutions and knowledge sharing. Teachers can use these indicators to adjust to the evolving needs of students, businesses, and society (Srivastava et al., 2021).

Similarly, Shrestha (2009) stressed strategic management to improve organizational performance at the university level. Furthermore, he added that higher educational institutions are facing problems in terms of financial constraints and managerial problems in obtaining the multiple goals of the institution. Likewise, Shrestha (2022) analyzed the managerial practices at constituent and affiliated colleges through a mixed-method design, including the leadership role of the campus chief. The Study showed the variability in managerial practices at both types of colleges; however, the practices were satisfactory.

Subedi et al. (2018) studied the discrepancies in the governance system at public campuses in Nepal and their legitimacy. Transparency and accountability, the vital components of good governance, are found to be poor due to a lack of financial constraints in higher education in Nepal. Similarly, Chaudhary (2014) concluded that the learning style preferences of the graduates of public campuses differ according to their studied program, such as management, education and humanities, and gender. Based on quantitative research, Chaudhary (2017) identified that the faculties of Nepal's public campuses are satisfactory in their performance. However, the experiences and gender of the faculties don't matter in job satisfaction.

The aforementioned literature shows that various scholars have studied vivid types of accountabilities regarding foreign Universities, such as Asian Universities, European Universities, and American universities. Al Kadri (2015) has studied performance accountability in Indonesian universities; however, university-level and college-level studies are lacking at the University level except at the school level regarding performance accountability in Nepal. Thus, I have adopted Kadri's components, including Bober (2004) and SSR indicators (2023) of the UGC, Nepal,
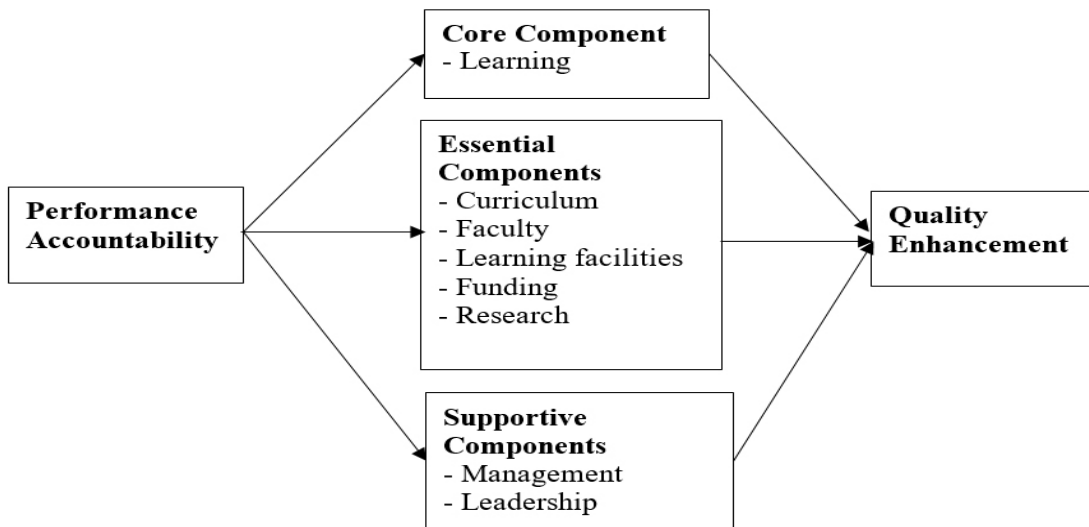
to explore the performance accountability situation in the constituent college of Nepal.

Methods and Procedures

Research on performance accountability in higher education suggests that educational administration can benefit from more in-depth studies to solve problems related to the performance of higher education institutions. A qualitative research method following the case-study design was considered the most appropriate approach to achieve this. In order to gain a more detailed understanding of performance accountability in higher education in Nepal, researchers reviewed the university's eight main components: learning, curriculum, faculty members, learning facilities, funding, research, management, and leadership. The researchers conducted a qualitative study using the case study method, which provided a detailed description and analysis of how the university adheres to the process and achieves the objectives of performance accountability in each of these components.

Figure 1

Conceptual Framework

Note: *Components of the performance accountability are adopted from (Al Kadri, 2015), (University Grants Commission Nepal, 2023) and (Bober, 2004).*

Sources of the data in this study were obtained through semi-structured interviews from primary subject items, namely stakeholders (official): University authority, the Campus Chief, Three Chairperson of the subject committees, four faculties, the president of the Teacher Union Unit, and the Coordinator of the Self-Evaluation Committee. Similarly, Subject Documents, i.e., some documentation

that corresponds. Before being analyzed, the data and information were classified according to the research question. Data analysis was performed through three stages: data reduction, data presentation, and conclusion and verification.

Results and Discussion

Until now, the University of Nepal has been strongly committed to education and education as a philosophical foundation. Moreover, the philosophical framework used in developing educational and non-educational personnel in university education is closely related and consistent with the philosophical foundations of national education because colleges are an integral part of national education.

Accountability in Core Component (Learning)

In the core components, accountability in the learning process is considered. For this, the University and constituent campuses have their own strategic plans in which clearly defined goals and objectives of the college are stated. In this regard, the newly appointed campus authority expressed that "our campus has formulated vision, mission, and goals through the rigorous and engaged workshop, seminar and interaction with stakeholders, feeder campus, teaching, and non-teaching staffs, students as well." The college has formulated a vision, mission, and goals as its guiding principles. The college makes plans on the basis of vision and mission and carries out the activities, stepping on the goals and objectives. The college prepares its strategic plan on the basis of a previously formulated Vision, Mission, and Goals. Each constituent college is guided by the principle of making it an educational destination with its comprehensive and integrated learning network. As Chaudhary (2014) indicates, there are four dimensions and six sub-dimensions of the learning preferences of college students and their faculty. Among them, 83% of students were active learners, whereas 17% were reflective learners. In addition to this, the teaching subject committees, the campus authority that governs the day-to-day affairs of the institution, frequently evaluate the pre-defined job responsibilities of departments, units, and individual staff. The teaching subject committee is responsible for evaluating the regularity and punctuality of its personnel, faculty, and non-teaching staff. The committee also evaluates the engagements of faculty members and students in research activities and extension programs.

The sampled constituent college has been carried out to maintain consistency of teaching and learning with the academic goals and objectives, such as the conduction of all the classes based on the operational calendar and work plan of the university, but in case of weak students need based classes are also managed by the college. However, internal evaluations of the semester-based programs do

not address the norms and values of the semester system effectively. For the Staff meeting, the Internal Quality Assurance Committee (IQAC) and the provisions of Monitors and sub-monitors in the college shows the strengths but all these wings are not accountable in the quality enhancement of education in terms their terms of references provided by the college and University. Moreover, all the supportive wings created for the quality improvement takes time for the institutionalization as prescribed by the UGC.

Accountability in Essential Components

Curriculum

Five years ago, sampled college provided no input or feedback on the university's curriculum. After becoming the constituent campus, faculty members are involved in the draft committee of the curriculum development and the revision of the curriculum. As the Campus Authority claimed, " I am working as a coordinator of the subject committee of marketing subject for Bachelor's degree." Similarly, the chairmen of the subject committees added, "Three faculties are the coordinators of the draft committee of curriculum development, and some other faculty members are working as a member of that committee."(Personal Communication, 2023 a translated version). Some courses, like English in the first and second semester of the Bachelor's degree, are new, and others are revision only. The faculties of the sampled College write the textbooks of the courses of many semesters as co-authors and single authors. Phuyal (2023) claims that a market-focused program with revised courses and curriculum is necessary to reform higher education in Nepal.

None of the data is recorded in the official records. However, the campus IQAC is the central mechanism to monitor and control academic activities within the institution. They occasionally hold meetings to discuss the feedback received from academic peers and employers. Similarly, departments under each Faculty/Institute have meetings to critically discuss the feedback of its faculty, students, and experts. Some were obtained from the complaint boxes placed at different locations of the institutions, but they are rare.

The campus has maintained good networks with industries, financial institutions, law firms, and local government agencies as prescribed in the curriculum. The campus sends its students to these institutions for internship programs. For instance, the campus works closely with the Banks and other local financial institutions. This network has provided college students with hands-on training for future placements. Besides, the Curriculum of B.Ed. provides practice teaching in the eighth semester by which the college and feeder school have good relations. The college called the head-teachers of the particular schools selected by

the students in the college for the interaction on practice teaching of the students. Faculty A emphasized that "There is the provision of Practice teaching head who coordinates with the head-teachers of the schools and the student-teacher of the college for practice teaching." In this way, the students get the opportunity to learn practical knowledge in the schools during six weeks. As Chaudhary (2017) claims, the faculties of the community campuses are generally satisfied with their job, and 70% of teachers consider teaching as an exciting job. Thus, the aforementioned networking activities provide evidence of performance accountability in terms of the component i.e., curriculum.

Additionally, imparting moral and ethical values is one of the campus' mottos. Yoga is a complete teaching that maintains physical, mental, and emotional balance. It also teaches how to live a blissful life. The students are engaged in Yoga in collaboration with local organizations. Students participate voluntarily in such programs. The campus conducts some programs in collaboration with different governmental and non-governmental organizations.

Besides various elective options, sampled college proposes running supplement programs for particular faculty and subjects. Computer Training, Marketing and Salesmanship Training, Leadership Training, and Entrepreneurship Training are the proposed focused programs of the campus from 5 years before. However, today, a curriculum for non-credited computer courses has been developed and implemented in the institution.

The college has realized the necessity of civic responsibility among the students. Therefore, the campus has been conducting different activities to enhance civic awareness as a Faculty of Humanities and education since its establishment in various forms of entertainment. The campus authority stated, "We have a sub-committee, named 'public relation center,' launched following programs in the scheduled action plan in collaboration with various institutions." The college practiced some activities regarding co-curricular and extra-curricular activities according to the annual plan, such as the students and faculties involved in the flood victims support program, Blood donation program, involvement in various social organizations and participation in social welfare and development program. However, many other huge funding programs can't be conducted by the college due to the financial constraints. Such type of activities conducted by the sampled college clarifies the degree of performance accountability regarding the one component i.e., curriculum.

Faculty (Members of Faculty)

Faculties are encouraged to create work plans, unit, and lesson plans during

staff meetings, department meetings, and subject committee meetings. The college evaluates teachers' performance based on their academic activities, including their teaching plan. Creating a work plan has proven helpful in ensuring that courses are completed on time. During staff meetings, department meetings, and subject committee meetings, teachers are encouraged to create semester-wise work plans, unit and lesson plans. The college evaluates teachers' performance based on their academic activities, including their teaching plan. Creating a work plan has proven helpful in ensuring that courses are completed on time. The Chairperson of teaching subject committee 'A' said, " Most of the faculties of our department submit the work of their subjects to this committee, but 2/3 of the faculties are not sincere on this provision." Further, he added, "Those faculties who don't make work plans complete their course in additional time." Faculties are observed and monitored by the subject committees and Campus authority.

The campus follows the teaching calendar of the university. The teachers must follow the University's calendar and complete the course on time. The college also prepares its own operational calendar based on the University calendar every semester. The administration monitors the implementation of the academic calendars and corrects them if needed. If the teaching hour allocated in the institution's academic calendar is insufficient, the campus runs extra classes to complete the course on time. The campus offers incentives for extra classes. However, Subedi et al. (2018) concluded that the perception of teachers toward their career development is gloomy due to workload variations and their recruitment process among public campuses in Nepal.

The campus believes that the lecture method still dominates the classrooms, but things have changed since the institution started working on the QAA cycle. The campus has now realized that the teachers should be encouraged to use other teaching methods, especially using technologies and newer methods that are learner-oriented, such as using multimedia and social media, team teaching, group discussion, seminar presentations, demonstrations, field visits, and so on as chairperson of the teaching subject committee 'B' expressed, " All the faculties have laptops provided by the college for the capacity enhancement of the faculties and for the teaching-learning phenomena. Also, we have created a semester-wise messenger group for providing our teaching notes." Similarly, faculty 'C' added, "I provide my lecture notes to the students through a messenger group I created." The teaching-learning strategy using social media in the college is increasing daily. However, teachers were not trained in technology and their uses in classroom teaching in 2015 (Chaudhary, 2015). The faculty members who aren't literate in technology are also beginning to learn basic technology.

The college follows the University's policy and regulations for recruiting teaching and non-teaching staff. However, Bhattarai et al. (2021) concluded that there is a lack of accountability, transparency, and professional mentors in selecting and promoting the faculties in higher education in Nepal. The sampled college has no formal and written provision about the self-appraisal method to evaluate the performance of the faculties; however, the teachers prepare and administer a set of questionnaires to be fulfilled by the students to get information about his/her teaching. It has been done at the end of each academic program. The respective teacher analyzes information received from the students, and the final report is submitted to the campus chief. The finding becomes one of the criteria for evaluating performance and rewarding. Besides this, the college follows the self-appraisal method to evaluate the performance of the faculty teaching, research, and publication in addition to the education qualification. Thus, faculties are loyal to their academic performances.

Learning Facilities

After new intake students get admitted into the academic programs, they are given orientation programs on the nature, objectives, and contents of the courses and academic programs offered to them. Even at the time of admission, the students are given counseling individually regarding the scope of the course as per their academic record and background. Usually, the elective courses are offered in the second year or semester onwards, so the students are advised of their classes. Overall, the student counseling and consultancy services under the counseling division look after the case of assessing the student's needs and aptitudes for the selection of courses. The sampled college has appointed one of the faculty members as a counselor to assess students' needs and aptitudes for a course.

The college has provided package classes to prepare for the final examination, especially for academically weak and disadvantaged students. University Grants Commission has been supporting this package. The respective departments analyze the results of internal and final examinations and recommend extra classes after the internal examination.

Besides other materials, faculties use audio-visual teaching aids to promote teaching-learning activities. The college has 40 laptops, 18 projectors, and a tripod to present audio-visual classes using PowerPoint. The college pays the bill if the teachers buy other teaching aids besides the usual ones.

The students are oriented to the program evaluation system, codes of conduct and other relevant institutional provisions and requirements with the help of a prospectus and annual calendar distributed at the time of admission. All teachers are involved in orientation classes in the first day of the new classes. Sometimes,

external experts are also invited to take orientation and motivational classes. A separate counselor is appointed for the purpose of orienting the students. General and specific orientation programs are given to the students.

Entrance test is conducted at the beginning of each academic year. Prospectus and annual calendars are distributed to the students at the time of filling out the form for the entrance test. Students are informed at the time of the entrance test about the fee structure, provision of scholarships, sent-up test, internal assessment, class time, uniform, the compulsion of bringing identity cards every day, and other college conduct codes.

The college invites scholars/experts of different subjects from different universities to provide wider exposure to students. Although inviting the guest faculty is not regular, they are invited after need analysis of the teachers and students. As the college has been running a master's degree in Education, Management, and Humanities, the teachers need more exposure and resources. Therefore, as chairperson of the teaching committee 'C,' "I noticed that experts are invited frequently to fulfill the needs of the teachers and students. Faculty members agreed with these facts as described in the written document of the College". Inviting guest lecturers from other universities is not enough to develop the learners. In this regard, Phuyal (2023) suggests that after the reformation of a focused curriculum, graduates will be more competent and market-demanded manpower in the near future.

Funding

The University distributes funds to its constituent colleges, allocating budgets across various sectors such as teaching and learning facilities, research, curricular and extracurricular initiatives, and infrastructure development. The college contributed to academic research, pedagogical, and infrastructure funding based on the allocated budget. The college has installed software in the library, administration, exam, and account sections, i.e., Pathshala software. The institution's chief said, 'We are also in the process of installing software for e-library.' Besides this, the College provides easy access to the internet through high-speed Wi-Fi service from the budget allocated in the pedagogical funding.

The college allocated budgets for each faculty to conduct department workshops for five years. Individual departments carried out workshops where students presented their mini-research findings, and the subject teachers provided the necessary guidance. Besides, the president of the Professors Union Campus Unit indicated that "the students of different faculties and levels are taken to educational excursions, industrial tours, and banking internships to enhance their practical knowledge" from the allocated budget in academic funding.

Moreover, the college provides study leave and certain financial support to the teachers studying for MPhil and PhD degrees. There is the budgetary provision of inviting visiting faculties and conducting exposure visits for faculties and students. As Phuyal (2023) identifies, "UGC offers capital and recurrent grants to help higher education institutions with funding." In the matching fund of UGC and the institution, all the teaching staff have laptops, and projectors are installed in all classrooms, too, with the proper utilization of the learning facilities. However, the Chairperson of the subject committee said that "the monitoring and the evaluation of the faculties regarding the utilization of the laptops is weak in the institution." Both Faculty 'A' and the chairperson of the subject committee 'B' claimed that "there is the lack of the initiation of the coordination with the donor agencies like local and provincial government agencies." They have provided grants to manage drinking water and the first floor of the library building, where all the administrative bodies are functioning. In this way, the community campuses depend upon donor agencies for infrastructure and other developmental activities because of poor financial sustainability policies in Nepal's public campuses (Subedi et al., 2018).

Research

The University has allocated the budget for research funding, based on which the college's efforts have promoted the research culture among faculties and students. Apart from the engagement of faculty and students in research activities, the Bachelor's and Master's students have to be involved in project reports and thesis writing as a part of the curricular requirements of the university. The concerned departments of the campus are responsible for conducting the proposal call, proposal defense, and viva defense for the students who opt for project work and thesis writing.

The college has formed the 'Research Management Cell (RMC)' to promote teacher and student research activities. It organizes different seminars and workshops to encourage the students in research work. The Research RMC encourages teachers to conduct action research on teaching issues through a research program. Each year, the cell invites applications from the faculties for mini-research. The research findings are summarized through the seminar and published in its own research journal. The research management cell has been allocated a budget every year to carry out mini research by the faculties of the College. RMC coordinator, as well as the faculty of the College, has emphasized the 'conduction of the workshop funded by the University Grants Commission." Further, he added that "in our request, the faculties are focused on the research-based activities for the preparation of the publication."

Out of the total teaching staff, 41.66% (15/36) staff have been guiding the dissertation of Masters level in different departments. Moreover, teachers are also actively involved in research activities by donating to one or other organizations. The campus faculty members regularly publish the articles in local newspapers and magazines. RMC has made a policy to award faculty research projects to enhance professional development.

Accountability in Supportive Components

Management

The college has been conducting an internal assessment as policies of the University. An internal assessment was conducted for the students at the bachelor's level to monitor their overall performance periodically. The college has formed the Examination and Record Management Cell to conduct an internal examination and analyze the results. The campus administration has initiated summative as well as formative evaluation.

In the past, the analyzed data were kept in the manual form only. However, the campus has maintained a database system (Pathshala) using computers. So, the analyzed data are kept in the centralized database management system of the campus for academic purposes. The above-analyzed information is disseminated in the public domain through a website.

There is a mechanism to receive comments or feedback on the published data relating to academic and financial activities. However, the accountability and transparency of Nepal's public campuses are poor (Subedi et al., 2018). The data are published in the campus bulletin every year and the feedback and comments are collected from the stakeholders. Feedback on published data is collected by the Public Information Cell. The Public Information Cell designs questionnaires to collect responses from readers. The public information cell also collects information through the website and the Facebook comment box. The Public Information Cell collects the responses, prepares a report based on collected responses, and submits it to the Campus Chief for implementation. As Shrestha (2022) indicates, "Colleges monitor their educational activities by managing problems as they occur and after they have arisen." In the context of managing the internal fund resources, the coordinator Self Evaluation Committees and the president of the Professor Union Unit noted: "The college has managed the resources obtained from many funding resources, like grass-cutting activity, construction activities funded by NGos and INGos, province government, and so on." The sub-committee internally evaluates the management of internal sources, but funds from outside internal sources are utilized according to the contract between the two parties.

Leadership

The college gathers the students' experiences about the institution by developing a set of questionnaires. The questionnaire consists of both open and close-ended questions. The campus has a mechanism to evaluate the students' institutional experience while on the campus. The feedback obtained from the students is used in the future plan of the college. Recently, the campus has conducted a tracer study of its graduates.

Besides academic knowledge, the college imparts other skills for the all-round personality development of the learners. Different sports, quiz contests, poetry competitions, debates, and essay writing competitions are conducted on different occasions. Besides these, the college sends students with bachelor's degrees on an educational tour. The annual function of the campus is also celebrated. The campus sports team is sent to different local, regional, and national tournaments. All personnel, including the campus chief, agreed, "Our Campus has adopted a decentralized way of functioning as a body for various purposes." However, it has not played a lead role in any sector regarding establishing the relationship with the local and neighboring communities and local government wings. The college has formulated a 'public relations center' for societal leadership. As Shrestha (2022) indicates, "College leadership also shows emotional maturity- the ability to appreciate others' ideas- and initiative- being a self-starter." Thus, the leadership role of the campus plays a vital role in the quality of education. Similarly, Shrestha (2009) suggests that internal and external management enhances the entire quality of education in higher education.

## Developing a Model for Performance Accountability in Higher Education

The researcher has analyzed the performance accountability of the institution depending upon criteria provided by Al Kadri (2015) and the University Grants Commission Nepal (2023). The essential components of performance accountability are curriculum, faculty, learning facilities, funding, and research, whereas the supportive components are management and leadership. Both components are responsible for the quality of the institution. Moreover, the performance of students and faculty members is influenced by various factors. As the aforementioned analysis, the sustainability of institutional performance accountability needs a sustainable plan. For the institutionalization of performance accountability, the researcher developed a model of a 'seed money plan.' According to the University authority, "the teachers should provide the seed money for the better performance in academic activities inside and outside of the classroom." Similarly, Clark (2021) states that creating a seed funding program can enhance research productivity in

institutions, especially for scholars who require preliminary data to secure external funding and assess project feasibility. When establishing a seed funding program, it is crucial to consider the recipients, their expected contributions, and how to monitor and evaluate funding outcomes. Being mindful and intentional in setting up the program is essential for its success.

Herber et al. (2017) denoted that the seed funding for this technology was obtained from the academic institution where it was invented. These benefits include expanded funding opportunities, the hiring and retaining of top entrepreneurial faculty, goal setting, entrepreneur development, economic development, and university engagement. On the basis of field study and secondary literature, the following model will be the foundation for performance accountability in higher education.

Figure 2

Model of Performance Accountability based on Seed Capital in Higher Education
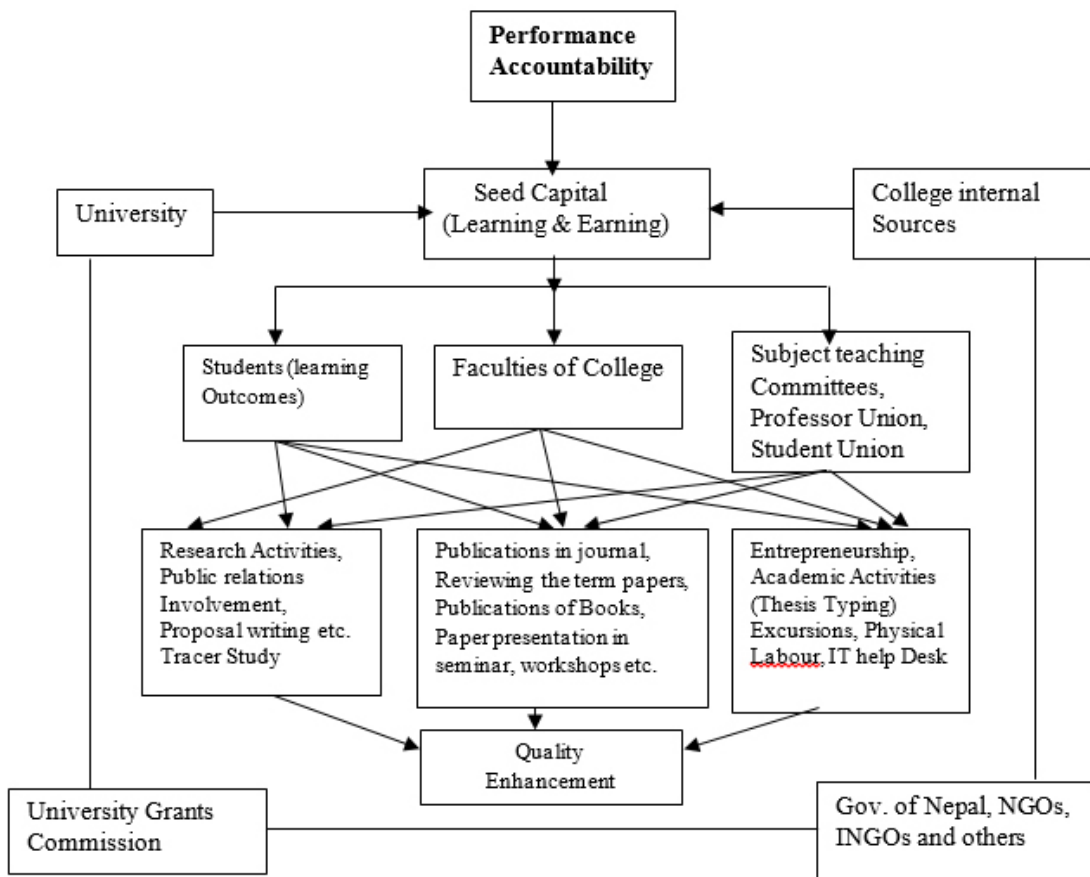
Conclusion

Accountability's performance of the learning process components in college appears on student achievement (academic and non-academic), the quality of graduates, and absorption of graduates in their respective fields. Creative culture and the culture of self-learning students learned early. However, there are still problems in the process of mentoring by faculty members of the Chairperson of the teaching subject committee, which is still not running optimally, and assessment processes ignore the assessment process. In the curriculum components, Constituent has many fundamental changes. However, there are inconsistencies between the development and implementation of the curriculum; the curriculum is not entirely relevant and appropriate to the demands and needs of the user. The curriculum focuses on graduates' professional competence and new entrepreneurial education. The performance accountability component of faculty members at a sampled college is relatively effective in terms of the number and qualifications of faculty members. Accountability learning facilities at the sampled college are relatively good. Relatively adequate infrastructure, although still not ideal when viewed from the ratio of students and learning facilities. The college continues to develop human resources for intensive education personnel to manage learning facilities relative to optimal. Not all academicians obtain optimal access to learning facilities.

In addition, coordination is also required so that learning facilities can be used optimally. The college has shown high accountability in terms of funding. The status of the funding management process includes planning, admission, allocation, implementation, monitoring and evaluation, reporting and accountability, and auditing with an explanation. University financing plan self-evaluation and analysis of internal and external environmental factors based on the time series of indicators and performance data accomplished in college for a certain period. The constituent campus has already applied the principle of integrated, efficient, effective, one-door policy, control, and transparency in the financing component. Accountability performance on the research component at higher education institutions is still not optimal, judging from the size of funding and lack of productivity of faculty members in conducting the research. The number of studies has relatively increased from year to year, but there is no community service involving all faculty members.

The support component consists of components of management and leadership. Performance accountability in the management component at higher education institutes steadily improved in a better direction. This is demonstrated by the high management support in the learning process, curriculum development, development of faculty members, research development, and resource allocation. The constituent college has a high commitment to aspects of leadership, regardless of the

leadership style, which shows high performance in the accountability aspect of this leadership. This is indicated by high leadership support for the component learning process, curriculum, faculty members, learning facilities, funding, and research. For this, a model on seed capital for performance accountability can enhance the quality of education at the college level by utilizing seed capital obtained from the University, internal sources, the University Grants Commission, and other agencies. It is recommended that the result of this study be applied in policy formulation at the university level and administrative body for quality education.

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