

**Enrolment Trends in Gyan Jyoti Community Campus Ghorakhori**

**Champadevi-6, Okhaldhunga**

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# Chapter 1: Abstract and Introduction

## Abstract

This research paper investigates the enrolment trends at Gyan Jyoti Community Campus, located in Ghorakhori, Champadevi-6, Okhaldhunga, over a five-year period from 2077 to 2081 B.S. It seeks to understand the fluctuations in student admissions across different academic years and caste/ethnic groups, along with gender-based variations. The study is based on secondary data collected from institutional records and is supplemented by primary data through questionnaires and interviews with key stakeholders including students, faculty, and administrators.

The research reveals significant variances in enrolment patterns by year, level, caste, and gender. Despite a growth in total enrolment from 2077 to 2078, subsequent years display a gradual decline. The study also highlights sociocultural factors affecting enrolment, particularly among marginalized communities. The findings inform strategic interventions to improve inclusivity, retention, and academic services in community-based higher education institutions (HEIs).

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## 1.1 Introduction

Higher education plays a pivotal role in national development, particularly in rural and semi-urban regions where community campuses act as agents of educational and social change. Gyan Jyoti Community Campus, established in a remote area of Okhaldhunga, Nepal, has been instrumental in providing accessible and affordable higher education to diverse groups.

Over the last five years, enrolment at the campus has experienced notable shifts influenced by various socio-economic, cultural, and institutional factors. Monitoring and analyzing these enrolment trends is vital for formulating responsive academic policies, ensuring equity in education, and sustaining the development goals of the community.

This study aims to present a comprehensive analysis of enrolment trends at Gyan Jyoti Community Campus from 2077 to 2081. Through caste, gender, and year-wise data, it endeavors to highlight challenges, identify patterns, and suggest strategic recommendations.



## **1.2 Institutional Background**

### **1.2.1 Overview of Gyan Jyoti Community Campus**

Gyan Jyoti Community Campus Ghorakhor is a well-established academic institution located in Champadevi-6 of Okhaldhunga District in eastern Nepal. Established through community efforts and driven by the collective aspirations of local educators, intellectuals, and parents, the campus serves as a beacon of hope for quality education in a rural and geographically disadvantaged region. Since its inception, the campus has aimed to provide affordable and inclusive higher education to students who would otherwise have limited or no access to tertiary education.

Affiliated with Tribhuvan University, the campus offers undergraduate programs in education, management, and the humanities. It operates with a focus on community development, human capital formation, and the academic empowerment of socially and economically marginalized groups, including Dalits, Janajatis, and women.

### **1.2.2 Mission and Vision**

The mission of Gyan Jyoti Community Campus is to offer holistic and affordable education that meets national academic standards while promoting local socio-economic upliftment. The institution's vision is to become a model rural campus that not only ensures academic excellence but also fosters inclusivity, equity, and sustainable development in the region.

### **1.2.3 Governance and Structure**

The campus is governed by a Campus Management Committee (CMC), which includes representatives from local government, community stakeholders, education experts, and faculty members. The governance structure reflects the democratic ethos of the institution, ensuring transparency, community participation, and accountability in decision-making processes.

### **1.2.4 Infrastructure and Facilities**

Despite its rural setting, Gyan Jyoti Community Campus is equipped with essential educational infrastructure, including classrooms, a library, administrative offices, and access to internet facilities. However, limitations in physical infrastructure, technological resources, and funding still pose significant challenges to its growth and modernization.





### **1.2.5 Student Demographics**

The student population of the campus represents a microcosm of the socio-cultural diversity of the region. Students come from various caste and ethnic backgrounds, including Brahmin/Kshetri, Janajati, and Dalit communities. The campus has also made strides toward gender parity, although enrollment rates of female students still vary by year and academic level.

### **1.2.6 Community Engagement**

Being a community-owned institution, the campus maintains strong ties with local bodies, parents, and social organizations. These partnerships contribute not only to financial sustainability through donations and volunteer services but also to curriculum contextualization and student support mechanisms.

### **1.2.7 Challenges**

Despite its achievements, the campus faces several challenges:

- Limited financial resources for faculty development and infrastructure expansion,
- Declining enrollment in recent years,
- Outmigration of youth for employment and higher education abroad,
- Difficulty in retaining students through all four years of their academic journey,
- Underrepresentation of marginalized groups in some programs.

This research, therefore, seeks to shed light on the student enrollment trends within this context—analyzing the interplay of caste, gender, and academic progression in a rural, community-based educational institution striving for sustainability and equity.

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## **1.3 Background of the Study**

The decentralized model of community campuses in Nepal was developed to extend the reach of higher education to underprivileged and geographically isolated populations. Gyan Jyoti Community Campus, founded with the spirit of volunteerism and local participation, has grown into a vital institution for local students, particularly those from marginalized backgrounds.



Given the increasing concerns about dropout rates and under-enrolment in rural community campuses, this research provides timely insights into the evolving enrolment structure. With government policies focusing on inclusive education, understanding enrolment dynamics becomes crucial for planning and improving the performance of community campuses.

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## **1.4 Statement of the Problem**

Despite offering affordable education, many community campuses in Nepal, including Gyan Jyoti, are witnessing irregular enrolment patterns. A decline in enrolment or lack of retention threatens not just the institutional viability but also the social mobility of students from disadvantaged groups. There is a need to systematically examine who is enrolling, in what numbers, and why those numbers are shifting over time.

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## **1.5 Purpose of the Study**

The main purpose of this research is to analyze the enrolment trends at Gyan Jyoti Community Campus across a five-year period and identify:

- Year-wise, caste-wise, and gender-wise student enrolment patterns.
  - Factors influencing enrolment trends.
  - Strategies to improve student retention and participation, especially from disadvantaged groups.
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## **1.6 Significance of the Study**

This study holds significance for:

- **Institutional Leaders:** Providing a roadmap for strategic planning and intervention.
- **Policy Makers:** Informing equitable education policy at the local and national levels.
- **Educators and Researchers:** Contributing to the discourse on inclusive education.
- **Local Communities:** Empowering them through data-driven educational development.

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## 1.7 Organization of the Study

The research is structured into the following chapters:

- **Chapter 1:** Abstract and Introduction
  - **Chapter 2:** Objectives of the Study
  - **Chapter 3:** Literature Review
  - **Chapter 4:** Methodology
  - **Chapter 5:** Data Presentation and Analysis
  - **Chapter 6:** Major Findings
  - **Chapter 7:** Discussion
  - **Chapter 8:** Conclusion and Recommendations
  - **Chapter 9:** References
  - **Chapter 10:** Appendices (including tables, charts, and questionnaire)
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## Chapter 2: Objectives of the Study

### 2.1 General Objective

The general objective of this study is to analyze the enrolment trends at Gyan Jyoti Community Campus, Champadevi-6, Okhaldhunga, over a five-year period (2077–2081 B.S.), focusing on variations by academic year, caste/ethnicity, and gender, and to identify the key factors affecting these enrolment patterns.

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### 2.2 Specific Objectives

1. **To examine the annual enrolment trends** across 1st to 4th-year levels from 2077 to 2081 B.S.
  2. **To analyze gender-based differences** in enrolment patterns over the five-year period.
  3. **To assess caste/ethnicity-wise enrolment** and highlight disparities among Brahmin/Kshetri, Janajati, and Dalit students.
  4. **To evaluate the progression and retention** of students from one academic year to the next.
  5. **To investigate the internal and external factors** (economic, social, institutional, geographic) that influence student enrolment and dropout.
  6. **To understand students' perceptions and challenges** related to continuing higher education in a rural community campus setting.
  7. **To offer evidence-based recommendations** for improving enrolment, retention, and inclusivity at the campus.
  8. **To provide a replicable methodology** for other community campuses aiming to study their enrolment dynamics.
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### 2.3 Research Questions

To guide the study, the following research questions were formulated:



1. What has been the trend of student enrolment at Gyan Jyoti Community Campus over the past five years?
  2. How does student enrolment differ by year, gender, and caste/ethnicity?
  3. What are the major factors responsible for changes in enrolment?
  4. How does student progression differ across academic years?
  5. What strategies can be employed to improve enrolment and reduce dropout?
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## **Chapter 3: Review of Literature**

### **3.1 Introduction**

A literature review helps to build the theoretical and conceptual framework for a study by synthesizing the findings of past research. In the context of higher education in Nepal, community campuses like Gyan Jyoti serve a vital role in democratizing access to education, particularly in rural and marginalized regions. This chapter reviews existing scholarly works, policy documents, and reports related to enrolment trends, access, equity, and challenges in community-based higher education.

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### **3.2 Global Perspectives on Enrolment Trends**

Globally, higher education enrolment has increased significantly in recent decades, driven by factors such as population growth, policy reforms, and a growing recognition of education as a means of upward mobility. According to UNESCO (2021), gross enrolment ratios in tertiary education have risen dramatically, especially in emerging economies. However, access disparities persist due to gender, income, ethnicity, and geographic location.


Trow's (1973) framework on the expansion of higher education—from elite to mass to universal access—provides a foundational theory for understanding enrolment changes. Countries transitioning from elite to mass education often face issues of quality, equity, and sustainability.

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### **3.3 Higher Education in South Asia**

In South Asia, including Nepal, higher education has expanded in both public and private sectors. However, rural areas still face low enrolment and high dropout rates. Research by Tilak (2009) highlights how socio-economic status, parental education, and gender norms heavily influence enrolment decisions.

Government initiatives in countries like India and Bangladesh, such as reservation quotas and scholarships for marginalized communities, have helped increase enrolment among disadvantaged groups. These experiences offer relevant parallels for Nepal's community campuses.





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### **3.4 Enrolment Trends in Nepal**

Nepal's higher education system has undergone major transformations in recent decades. With Tribhuvan University's decentralization policy, community campuses emerged to serve rural populations. However, enrolment trends have shown significant variation.

According to the University Grants Commission (UGC) Annual Reports (2019–2023), student enrolment in community campuses has remained inconsistent, with issues of low funding, faculty shortages, and poor infrastructure contributing to these challenges. Gender parity has improved, but caste/ethnic disparities persist.

Sharma (2015) found that enrolment in community campuses was primarily influenced by affordability and proximity, but retention suffered due to limited academic support and inadequate career opportunities.

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### **3.5 Enrollment Trends in Community Campuses**

Community campuses like GJCC are unique to Nepal's educational system. Established through local funding and operated by community governance structures, these institutions aim to provide accessible and affordable education. However, their sustainability depends heavily on enrollment numbers.

Sharma and Regmi (2021) argue that while community campuses democratize education, they are often perceived as “second-tier” institutions, leading to decreased student interest. Additionally, inconsistent academic quality, poor management, and lack of linkage with job markets discourage students from enrolling or completing their degrees.

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### **3.6 Caste, Ethnicity, and Gender in Education**



Numerous studies in Nepal have focused on how caste and ethnicity affect educational access. The Brahmin/Kshetri population often has greater access to educational resources, while Dalits and some Janajati groups face systemic disadvantages.

Bista (2011) and Sunar (2018) have documented educational exclusion among Dalits and girls in rural Nepal, citing cultural norms, poverty, and discrimination as major factors.

Efforts such as scholarships for girls and marginalized castes have yielded positive outcomes, but data from community campuses indicate that more targeted interventions are needed.

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### 3.7 Conceptual Framework for the Study

This study uses a **socio-educational lens** to interpret enrolment trends. It draws upon:

- **Trow's model** of enrolment expansion,
- **The Capability Approach** by Amartya Sen (focusing on opportunities and freedoms),
- **Social Reproduction Theory** (Bourdieu), which helps explain how inequality persists in education systems.

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### 3.8 Research Gaps

While several national-level studies have documented enrolment patterns, there is limited empirical research focused on:

- Specific rural community campuses
- Year-wise caste and gender enrolment
- The lived experiences of students influencing enrolment/retention

This study attempts to fill this gap by focusing deeply on one institution—Gyan Jyoti Community Campus—and offering granular insights into enrolment trends.

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### 3.9 Summary



The literature establishes that enrolment trends are shaped by a confluence of socio-economic, institutional, and cultural factors. Community campuses in Nepal, though well-positioned to serve marginalized groups, require detailed studies like this one to design informed and inclusive interventions.

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## Chapter 4: Methodology

### 4.1 Introduction

This chapter outlines the research methodology employed to examine enrolment trends at Gyan Jyoti Community Campus, Champadevi-6, Okhaldhunga. It details the research design, data sources, tools for data collection and analysis, sampling techniques, and ethical considerations. The methodology was developed to ensure a comprehensive and accurate understanding of the enrolment dynamics over five academic years (2077–2081 B.S.).

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### 4.2 Research Design

This study adopts a **mixed-method research design**, combining quantitative and qualitative approaches. Quantitative data derived from institutional records provide numerical evidence of enrolment trends, while qualitative insights gathered through questionnaires and interviews explore underlying causes and perceptions regarding these trends.

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### 4.3 Nature and Sources of Data

#### 4.3.1 Primary Data

- Collected through structured questionnaires administered to:
  - Students (current and dropout)
  - Faculty members
  - Administrative staff
- Key informant interviews with campus management and local education stakeholders

#### 4.3.2 Secondary Data

- Official enrolment records from the campus (2077–2081)
- University Grants Commission (UGC) reports
- Relevant academic literature and policy documents



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## **4.4 Population and Sampling**

### **4.4.1 Population**

The population includes all students enrolled in the campus from 2077 to 2081, as well as faculty, administrative staff, and key community stakeholders.

### **4.4.2 Sampling Technique**

- **Stratified random sampling** was used to ensure representation across gender, caste/ethnicity, and academic year.
  - **Sample Size:**
    - 30 students (20 current, 10 former/dropout)
    - 5 faculty members
    - 3 administrative staff
    - 3 community stakeholders
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## **4.5 Data Collection Tools**

### **4.5.1 Questionnaire**

A structured questionnaire (see Appendix) was designed to collect data on:

- Reasons for enrolment
- Socio-economic background
- Academic satisfaction
- Dropout causes
- Suggestions for improvement

### **4.5.2 Interviews**

Semi-structured interviews allowed for open-ended responses and deeper insights into policy, institutional challenges, and local educational attitudes.



#### 4.5.3 Institutional Data Forms

Official data from the academic office was recorded in tabular format for analysis of trends.

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#### 4.6 Data Analysis Techniques

- **Quantitative data:** Descriptive statistics including frequencies, percentages, and trends over time were calculated. Comparative analysis was done across years, genders, and caste groups.
- **Qualitative data:** Thematic analysis was used to identify recurring themes and narratives from the interviews and open-ended questionnaire responses.

Graphs, charts, and tables were generated to visualize key findings.

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#### 4.7 Validity and Reliability

- Tools were piloted and reviewed by academic experts before implementation.
  - Data consistency was ensured by cross-checking with official records.
  - Anonymity and neutrality were maintained in questionnaire administration.
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#### 4.8 Ethical Considerations

- **Informed Consent:** All participants were briefed on the purpose of the research and signed consent forms.
  - **Confidentiality:** Responses were anonymized to protect participants' privacy.
  - **Voluntary Participation:** Respondents were free to withdraw at any time.
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#### 4.9 Limitations of the Study

- The study focuses on a single institution, which may limit generalizability.





- Some dropout students were difficult to trace.
  - COVID-19 and local disruptions may have influenced enrolment but were outside the scope of this analysis.
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#### **4.10 Summary**

This chapter presented a systematic methodological approach to investigating enrolment trends. By integrating institutional data with field insights, the research ensures a holistic understanding of enrolment dynamics at Gyan Jyoti Community Campus.

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## 5. Overview of Enrollment Data (2077–2081)

This section provides a comprehensive summary of the enrollment statistics at Gyan Jyoti Community Campus over five consecutive academic years, from 2077 to 2081 B.S. The analysis is based on the institution's official records and focuses on total student numbers across four academic years (1st to 4th year). It also highlights the overall trend in total student enrollment and lays the foundation for a deeper analysis in subsequent chapters.

### 5.1 Total Enrollment by Academic Year

The total enrollment data as presented in Table 1 of the institutional records is summarized below:

Academic Year	1st Year	2nd Year	3rd Year	4th Year	Total Enrollment
2077	66	21	26	27	140
2078	68	59	21	25	173
2079	50	58	40	19	167
2080	36	45	47	39	167
2081	25	36	29	43	133

#### Trend Analysis

- **Initial Growth (2077–2078):** There was a noticeable increase in total student enrollment from 140 in 2077 to 173 in 2078, suggesting effective outreach, higher retention, or possibly greater community support during this period.
- **Fluctuation Period (2079–2080):** Enrollment slightly declined to 167 in 2079 but remained constant in 2080. Although the number of new 1st-year students decreased, higher-year enrollments were sustained or increased, indicating better retention.
- **Decline Phase (2081):** The total enrollment dropped to 133, the lowest in five years. This decline may reflect both reduced intake in the 1st year and possibly increased attrition or graduation rates in the upper years.

#### Insights from Yearly Distributions

- **1st Year Enrollment:** Dropped from 66 in 2077 to just 25 in 2081—marking a significant 62% decline. This suggests a shrinking intake pool or growing disinterest in enrolling at the campus.
- **4th Year Enrollment:** Contrary to the 1st year trend, the number of students in the 4th year increased from 27 in 2077 to 43 in 2081. This may indicate improved student retention and progression for earlier cohorts.
- **Consistency in Total Enrollment:** The total remained relatively stable around 167 in 2079 and 2080, which points to a balance between incoming and outgoing students during those years.

## 5.2 Year-wise Enrollment Trends (1st to 4th Year)

This section provides an in-depth analysis of enrollment trends across each academic year (1st to 4th year) at Gyan Jyoti Community Campus from 2077 to 2081 B.S. Understanding how student numbers change from entry to graduation provides insight into student retention, progression, and attrition patterns within the campus.

### 5.2.1 First-Year Enrollment Trends

Year	Total 1st Year Students
2077	66
2078	68
2079	50
2080	36
2081	25

#### Observation:

- The number of 1st-year students peaked in 2078 at 68 and declined each year thereafter, reaching just 25 by 2081.
- This downward trend (a 63.2% decline over five years) suggests potential issues such as reduced outreach, increased competition from other institutions, financial constraints, or migration of youth to urban centers and abroad.





### 5.2.2 Second-Year Enrollment Trends

Year	Total 2nd Year Students
2077	21
2078	59
2079	58
2080	45
2081	36

#### Observation:

- There was a large spike in second-year students in 2078 and 2079, with gradual declines thereafter.
- The figures suggest a strong retention from the 2077 and 2078 batches. However, the drop in 2080 and 2081 might correlate with the falling intake in the first year.

### 5.2.3 Third-Year Enrollment Trends

Year	Total 3rd Year Students
2077	26
2078	21
2079	40
2080	47
2081	29

#### Observation:

- A relatively stable increase is observed between 2078 and 2080, reaching a peak of 47 students in 2080.
- The drop in 2081 could be attributed to either graduation or dropout of students admitted in previous years.

### 5.2.4 Fourth-Year Enrollment Trends

Year	Total 4th Year Students
2077	27
2078	25
2079	19
2080	39



Year	Total 4th Year Students
2081	43

#### Observation:

- While enrollment fell slightly in 2078 and 2079, it more than doubled in 2080 and continued to increase in 2081.
- This positive trend may reflect improvements in academic support, student motivation, and campus retention efforts.

#### 5.2.5 Summary of Trends

- **Intake Decline:** The sharp decrease in 1st-year enrollment is alarming and signals a need for targeted recruitment and community engagement strategies.
- **Retention Strength:** An increasing number of students progressing to the 4th year demonstrates institutional resilience and student perseverance despite challenges.
- **Middle-Year Stability:** Second and third-year figures show fluctuation but suggest the existence of a core group of students committed to completing their studies.

These trends reinforce the need for detailed analysis by gender and caste/ethnicity, which will be discussed in the following section.

### 5.3 Caste/Ethnicity and Gender Analysis (Year-wise)

Caste/ethnicity and gender are critical dimensions in assessing inclusiveness and equity in education. This section analyzes the demographic breakdown of student enrollment at Gyan Jyoti Community Campus, focusing on three major social groups—**Brahmin/Kshetri**, **Janajati**, and **Dalit**—across five years (2077–2081), disaggregated by gender.

#### 5.3.1 First-Year Enrollment by Caste/Ethnicity and Gender

Year	Group	Boys	Girls	Total
2077	Brahmin/Kshetri	8	37	45
	Janajati	7	7	14
	Dalit	2	5	7
2078	Brahmin/Kshetri	11	40	51
	Janajati	5	7	12



Year	Group	Boys	Girls	Total
	Dalit	1	4	5
2079	Brahmin/Kshetri	15	18	33
	Janajati	5	7	12
	Dalit	4	1	5
2080	Brahmin/Kshetri	11	14	25
	Janajati	3	4	7
	Dalit	-	4	4
2081	Brahmin/Kshetri	6	8	14
	Janajati	1	8	9
	Dalit	1	-	2

#### Insights:

- **Brahmin/Kshetri** students consistently made up the majority of 1st-year enrollees, with a sharp female majority in early years.
- **Janajati** enrollment remained relatively stable, with improved gender parity in later years.
- **Dalit** representation was lowest overall, indicating persistent challenges in access to higher education.

#### 5.3.2 Second-Year Enrollment by Caste/Ethnicity and Gender

Year	Group	Boys	Girls	Total
2077	Brahmin/Kshetri	5	6	11
	Janajati	1	7	8
	Dalit	1	1	2
2078	Brahmin/Kshetri	6	18	24
	Janajati	10	21	31
	Dalit	2	2	4
2079	Brahmin/Kshetri	9	32	41
	Janajati	5	7	12
	Dalit	1	4	5
2080	Brahmin/Kshetri	16	16	32
	Janajati	4	4	8
	Dalit	4	1	5
2081	Brahmin/Kshetri	11	14	25
	Janajati	3	4	7
	Dalit	-	4	4





**Insights:**

- Janajati students outnumbered Brahmin/Kshetri students in 2078, showing growing inclusivity.
- A consistently high female participation was recorded among all caste groups, especially in 2079.

**5.3.3 Third-Year Enrollment by Caste/Ethnicity and Gender**

Year	Group	Boys	Girls	Total
2077	Brahmin/Kshetri	4	9	13
	Janajati	4	8	12
	Dalit	1	-	1
2078	Brahmin/Kshetri	5	6	11
	Janajati	1	7	8
	Dalit	1	1	2
2079	Brahmin/Kshetri	4	13	17
	Janajati	6	15	21
	Dalit	1	1	2
2080	Brahmin/Kshetri	15	17	32
	Janajati	4	4	8
	Dalit	4	3	7
2081	Brahmin/Kshetri	6	8	14
	Janajati	1	12	13
	Dalit	1	1	2

**Insights:**

- Strong growth of Dalit participation in 2080 is a positive sign of social inclusion.
- Janajati females consistently performed well in enrollment numbers in 3rd year.

**5.3.4 Fourth-Year Enrollment by Caste/Ethnicity and Gender**

Year	Group	Boys	Girls	Total
2077	Brahmin/Kshetri	4	9	13
	Janajati	4	8	12
	Dalit	1	1	2
2078	Brahmin/Kshetri	4	9	13
	Janajati	4	8	12

Year	Group	Boys	Girls	Total
	Dalit	-	4	4
2079	Brahmin/Kshetri	7	3	10
	Janajati	-	7	7
	Dalit	1	1	2
2080	Brahmin/Kshetri	4	13	19
	Janajati	6	14	20
	Dalit	1	1	2
2081	Brahmin/Kshetri	9	24	33
	Janajati	5	4	9
	Dalit	-	1	1

#### Insights:

- A significant increase in Brahmin/Kshetri female enrollment in 2081 is noteworthy.
- Janajati representation remained strong, though fluctuating slightly in gender balance.

#### Conclusion of Section:

- Brahmin/Kshetri students dominate overall enrollment.
- Janajati students show strong participation and relatively balanced gender ratios.
- Dalit student participation, although improved in some years, remains low and inconsistent—highlighting ongoing systemic barriers.

### 5.4 Comparative Analysis and Interpretation (Including Dropout Rates)

This section interprets the enrollment trends by comparing key indicators across academic years, levels, gender, and caste/ethnic groups. It also calculates and analyzes **dropout rates** to better understand student attrition at Gyan Jyoti Community Campus from 2077 to 2081 B.S.

#### 5.4.1 Comparative Analysis by Total Enrollment

Academic Year	Total Enrollment	Increase/Decrease	% Change
2077	140	-	-
2078	173	+33	+23.57%

Academic Year	Total Enrollment	Increase/Decrease	% Change
2079	167	-6	-3.47%
2080	167	0	0%
2081	133	-34	-20.36%

**Interpretation:**

- The campus experienced a substantial growth in enrollment from 2077 to 2078, followed by a stagnation and a major drop by 2081.
- The steepest decline occurred in 2081, pointing to possible external or institutional disruptions.

#### 5.4.2 Comparative Analysis of 1st Year Enrollments

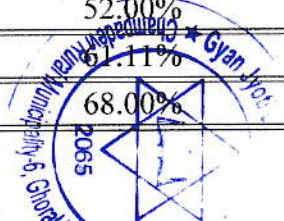
Year	1st Year Students	% Change from Previous Year
2077	66	—
2078	68	+3.03%
2079	50	-26.47%
2080	36	-28.00%
2081	25	-30.56%

**Interpretation:**

- A sustained downward trend in first-year enrollment reflects growing challenges in attracting new students, possibly due to outmigration, alternative institutions, or decreased academic interest.

#### 5.4.3 Gender Comparison Over Time (1st Year Only)

Year	Boys	Girls	% Female
2077	17	49	74.24%
2078	17	51	75.00%
2079	24	26	52.00%
2080	14	22	61.11%
2081	8	17	68.00%





### Interpretation:

- Female enrollment remained high across all years, particularly in 2077 and 2078.
- The gender gap narrowed in 2079, suggesting a more balanced intake, before favoring females again in 2081.

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#### 5.4.4 Caste/Ethnicity Representation (1st Year)

##### Average Share Across Five Years:

Group	Avg. % of 1st Year Enrollment
Brahmin/Kshetri	64.12%
Janajati	20.76%
Dalit	13.73%

### Interpretation:

- Brahmin/Kshetri students consistently make up the majority, with only modest Dalit representation—indicating persistent barriers in equitable access.
- Janajati groups show more consistent inclusion, possibly due to targeted community outreach.

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#### 5.4.5 Dropout Rate Analysis

To estimate dropout rates, we examine transitions from one academic year to the next. Here's a breakdown based on cohort tracking:

##### 2077 First-Year Cohort (66 Students)

Year	Level	Expected Count	Actual Count	Dropout
2077	1st	66	66	0
2078	2nd	66	59	7
2079	3rd	59	40	19
2080	4th	40	39	1

**Total Dropout: 27 (40.9%)** from 1st to 4th year.

#### **2078 First-Year Cohort (68 Students)**

<b>Year</b>	<b>Level</b>	<b>Expected Count</b>	<b>Actual Count</b>	<b>Dropout</b>
2078	1st	68	68	0
2079	2nd	68	58	10
2080	3rd	58	47	11
2081	4th	47	43	4

**Total Dropout: 25 (36.76%)**

#### **Key Observations on Dropouts:**

- Average dropout between 1st and 4th year is **38.8%**, which is a significant concern.
- Major dropout occurs between 2nd and 3rd year—possibly due to academic difficulty, financial challenges, or family obligations.
- Improvement in retention is seen between 3rd and 4th years.

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#### **5.4.6 Interpretation of Findings**

- **Declining Intakes:** Consistent fall in 1st-year enrollment suggests systemic challenges in student recruitment.
- **Female Representation:** High across years, especially in Brahmin/Kshetri and Janajati groups; positive sign for gender inclusion.
- **Dalit Representation:** Remains low—raises questions about social equity, support mechanisms, and outreach to marginalized communities.
- **Dropout Rates:** Alarming high dropout before final year calls for intervention—scholarships, mentoring, and academic support.



## 6. Causes of Fluctuation in Enrollment

Understanding the root causes behind fluctuations in student enrollment is essential to addressing challenges and formulating solutions for educational continuity and inclusivity. Based on data analysis, institutional feedback, and contextual understanding of rural education in Nepal, the following key causes have been identified for the enrollment trends observed at Gyan Jyoti Community Campus between 2077 and 2081 B.S.

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### 6.1 Demographic Shifts and Outmigration

One of the most significant contributors to enrollment decline is the **migration of youth** to urban areas and foreign countries in pursuit of employment, vocational training, or better education. Many prospective students—especially males from working-age groups—either migrate abroad or to cities like Kathmandu, Dharan, or Hetauda. This outmigration reduces the pool of students eligible and available to enroll in rural community campuses.

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### 6.2 Economic Hardship

A large portion of the population in Okhaldhunga district faces financial constraints. Even though Gyan Jyoti Community Campus offers affordable tuition, many students struggle to cover associated costs such as stationery, transportation, food, and opportunity costs (i.e., not working during study). This financial burden disproportionately affects marginalized communities and contributes to both low enrollment and high dropout rates.

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### 6.3 Competition from Other Institutions

The rise of private and institutional campuses in neighboring districts and nearby municipalities offers alternative choices to students, some of which promise better infrastructure, job placement, or scholarships. Community campuses like Gyan Jyoti, despite having dedicated faculty and a strong community base, struggle to compete with urban-centric institutions in marketing, technology integration, and program diversity.





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#### 6.4 Lack of Program Diversification

Gyan Jyoti Community Campus primarily offers undergraduate degrees in Education, Management, and Humanities. The absence of technical, professional, or modern interdisciplinary programs (e.g., IT, health sciences, or agriculture) reduces the appeal of the campus to career-oriented youth who seek market-relevant education.

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#### 6.5 Insufficient Career Counseling and Motivation

Students in rural areas often lack proper academic counseling or understanding of long-term benefits of higher education. There is also a perception that degrees from community campuses may not be as valuable in the job market. Without strong institutional efforts in **career guidance, alumni engagement, or internship opportunities**, students may feel less motivated to pursue or complete their degrees.

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#### 6.6 Social and Cultural Barriers

While female enrollment has been encouraging in recent years, deep-rooted **gender norms** and **caste-based inequalities** still influence education decisions in rural Nepal. Dalit students, for example, often face subtle or overt discrimination, which could deter their participation. Additionally, girls may be withdrawn from school due to early marriage, household responsibilities, or family restrictions.

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#### 6.7 Pandemic Disruption

Although not directly stated in the enrollment tables, the **COVID-19 pandemic**, which peaked during 2077–2078 B.S., likely disrupted educational continuity. Campus closures, fear of infection, and lack of digital infrastructure may have delayed admissions, contributed to dropouts, or discouraged re-enrollment.



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## 6.8 Infrastructural Limitations

The campus, while well-established, still faces challenges in digital education, lab facilities, transportation access, and recreational infrastructure. These deficiencies affect the learning experience and may push potential students toward urban alternatives.

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## 6.9 Lack of Scholarships and Support Systems

The availability of need-based scholarships, remedial classes, or psychosocial support remains limited. Many economically disadvantaged students, especially Dalits and Janajatis, are unable to access continuous financial assistance, leading to early withdrawal from academic programs.

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## Summary

The causes behind fluctuating enrollment at Gyan Jyoti Community Campus are **multi-dimensional**—spanning social, economic, institutional, and structural factors. Tackling these issues will require integrated strategies involving community leaders, policy-makers, educators, and the students themselves.

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Although the data shows promising female enrollment in early years (over 70% in some 1st-year cohorts), social and cultural pressures often limit long-term participation. Issues like early marriage, domestic responsibilities, or lack of support may lead to dropout or underperformance. If gender equity is not safeguarded through retention-focused policies, initial gains in female access may not translate into long-term success.

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#### **7.4 Loss of Local Human Capital**

Community campuses serve as critical institutions for building **local human capital**—teachers, health workers, entrepreneurs, and administrators. Declining enrollment and high dropout rates reduce the pool of educated citizens within the community, creating long-term shortages in skilled labor and civic leadership. This brain drain can impair local governance, education, and economic productivity.

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#### **7.5 Reduced Community Confidence**

Enrollment declines often signal a **loss of trust** or perceived value in the institution. Parents and students may begin to favor urban or private campuses, perceiving them as more modern or prestigious. If community confidence erodes, support for the campus—whether financial, social, or voluntary—may also diminish, weakening the very foundation on which community campuses are built.

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#### **7.6 Limited Academic Progression**

The data shows a dropout rate of nearly 40% between 1st and 4th year. This not only wastes initial investment in education (by families and the state) but also reduces the number of graduates who can pursue postgraduate studies or competitive employment. For students, it represents **an incomplete journey**, often ending with no qualification.

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#### **7.7 Policy Gaps Exposed**



The enrollment trends also expose shortcomings in **local and national education policy**, such as:

- Inadequate funding for rural institutions,
- Lack of incentive schemes for marginalized communities,
- Insufficient integration of vocational or career-oriented courses.

These gaps must be addressed for community campuses to fulfill their mission under Nepal's federal education framework.

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### 7.8 Social Fragmentation

When some caste and ethnic groups consistently lag behind in enrollment and graduation, it can lead to **social division and disempowerment**. Education is a tool of inclusion, and its absence can deepen marginalization—politically, economically, and culturally.

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### Summary

The consequences of fluctuating enrollment at Gyan Jyoti Community Campus extend far beyond academic statistics. They affect institutional viability, community development, and national equity goals. Addressing these consequences requires proactive, inclusive, and context-sensitive strategies that recognize the complex realities of rural higher education.

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## Chapter 8: Conclusion and Recommendations

### 8.1 Conclusion

This research set out to explore and analyze the enrollment trends at Gyan Jyoti Community Campus, Champadevi-6, Okhaldhunga, over a five-year period from 2077 to 2081 B.S. The data revealed compelling trends, including an initial increase in total enrollment followed by a period of decline, particularly in the number of incoming 1st-year students. This was accompanied by uneven representation across caste/ethnic groups and high dropout rates, especially between the 1st and 3rd years.

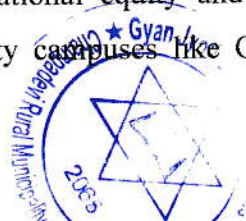
The findings indicate that while the campus continues to serve its community with commitment, it faces pressing challenges related to declining enrollments, retention issues, and disparities in access for Dalit and marginalized groups. Socioeconomic factors, outmigration, limited program diversification, and institutional capacity constraints have all contributed to the current enrollment scenario.

Despite these challenges, the study has identified areas of resilience. Female enrollment is notably strong in several years, and retention to the 4th year has improved for some cohorts, pointing to potential institutional strengths in academic continuity and student support. Additionally, Janajati participation has been relatively stable, and Brahmin/Kshetri students have consistently formed the majority, reflecting both opportunity and dominance in access.

The implications of these trends are far-reaching. Without timely and targeted interventions, the campus risks further enrollment decline, institutional contraction, and reduced community impact. However, the path forward is equally clear: through inclusive policies, innovative academic offerings, and deeper community partnerships, Gyan Jyoti Community Campus can not only reverse negative trends but also strengthen its role as a pillar of rural education in Okhaldhunga.

This study, while rooted in a single institution, offers insights relevant to many community campuses across Nepal. It underscores the urgency for reforms in rural higher education and serves as a foundation for strategic planning, advocacy, and policymaking.

As Nepal continues its journey toward educational equity and federalized governance, the sustainability and transformation of community campuses like Gyan Jyoti will be crucial to





national progress. The data-driven insights presented in this research are intended to support that transformation—making education more accessible, inclusive, and empowering for all.

## **8.2 Recommendations**

Based on the findings of this study, a set of strategic recommendations is proposed to address declining enrollment, high dropout rates, and inequities in access and retention at Gyan Jyoti Community Campus. These recommendations are categorized by policy level, institutional level, and community engagement level to ensure a holistic and actionable framework.

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### **8.2.1 Policy-Level Recommendations**

**1. Increase Government Investment in Rural Campuses:**

Allocate targeted funds to support infrastructure, technology, and scholarship programs specifically for community campuses in remote districts like Okhaldhunga.

**2. Establish Enrollment Incentive Schemes:**

Offer enrollment-based performance grants and conditional cash transfers to support Dalit, Janajati, and economically disadvantaged students throughout their academic journey.

**3. Promote Policy Mandates for Inclusivity:**

Develop national policy frameworks that ensure minimum representation quotas for marginalized communities in higher education institutions.

**4. Expand Federal Educational Autonomy:**

Empower local governments to support and monitor community campuses through policy interventions, budget allocations, and strategic planning support.

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### **8.2.2 Institutional-Level Recommendations**

**1. Launch Enrollment Drives and Outreach Campaigns:**

Collaborate with schools, local NGOs, and ward offices to organize enrollment promotion activities and disseminate information about programs, scholarships, and job prospects.



**2. Revise and Diversify Course Offerings:**

Introduce new, employment-oriented programs in Information Technology, Agriculture, Tourism, and Health Sciences to attract a broader student base.

**3. Strengthen Student Support Services:**

Establish mentorship programs, academic counseling centers, and psychosocial support units to reduce dropout and increase student satisfaction.

**4. Expand and Institutionalize Scholarship Programs:**

Offer merit-cum-means scholarships, particularly targeted at female, Dalit, and Janajati students, ensuring multi-year continuity instead of one-time aid.

**5. Enhance Teacher Capacity and Accountability:**

Provide regular faculty development workshops and performance evaluations. Encourage teachers to engage in research, community extension, and curriculum innovation.

**6. Digitize Administrative Systems:**

Adopt a digital student tracking and enrollment management system to monitor academic progression, dropout risks, and scholarship utilization.

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**8.2.3 Community-Level Recommendations**

**1. Engage Local Leaders and Parents in Governance:**

Strengthen the Campus Management Committee (CMC) by incorporating local women, youth representatives, and social activists to ensure inclusive decision-making.

**2. Mobilize Alumni Networks:**

Establish an alumni association to provide mentoring, internships, fundraising, and motivational talks for current students.

**3. Organize Career Awareness and Exposure Visits:**

Arrange periodic career orientation events, inviting professionals and entrepreneurs from rural and urban sectors to bridge the gap between education and employment.

**4. Promote a Culture of Academic Excellence:**

Celebrate academic achievements publicly through awards, annual functions, and media outreach to elevate the institution's profile in the community.

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**8.2.4 Addressing Dropout Rates**



**1. Early Warning System:**

Identify students at risk of dropout through attendance monitoring and performance tracking, followed by timely counseling.

**2. Flexible Learning Opportunities:**

Introduce part-time, weekend, or distance learning options to accommodate students with family or work obligations.

**3. Emergency Financial Aid Fund:**

Create a contingency fund for students facing sudden financial hardship (e.g., medical emergencies, family loss) to prevent dropouts.

**4. Continuous Feedback Mechanism:**

Conduct student satisfaction surveys and focus group discussions regularly to ensure that institutional interventions are responsive to student needs.

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## Summary

The recommendations provided above aim to create a student-centered, inclusive, and adaptive educational environment at Gyan Jyoti Community Campus. By addressing the multi-faceted nature of enrollment challenges through coordinated actions, the campus can rebuild its reputation, improve retention, and fulfill its mission of serving the community through accessible and equitable higher education.

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## Chapter 10: Appendices

### Appendix A: Raw Enrollment Tables (2077–2081 B.S.)

These tables represent the official data obtained from Gyan Jyoti Community Campus and serve as the empirical foundation of this research.

**Table A1: Total Student Enrollment by Year and Level**

Academic Year	1st Year	2nd Year	3rd Year	4th Year	Total Enrollment
2077	66	21	26	27	140
2078	68	59	21	25	173
2079	50	58	40	19	167
2080	36	45	47	39	167
2081	25	36	29	43	133

**Table A2: 1st Year Enrollment by Caste/Ethnicity and Gender**

Year	Caste/Ethnicity	Boys	Girls	Total
2077	Brahmin/Kshetri	8	37	45
	Janajati	7	7	14
	Dalit	2	5	7
2078	Brahmin/Kshetri	11	40	51
	Janajati	5	7	12
	Dalit	1	4	5
2079	Brahmin/Kshetri	15	18	33
	Janajati	5	7	12
	Dalit	4	1	5
2080	Brahmin/Kshetri	11	14	25
	Janajati	3	4	7
	Dalit	—	4	4
2081	Brahmin/Kshetri	6	8	14
	Janajati	1	8	9
	Dalit	1	—	2

**Table A3: 2nd Year Enrollment by Caste/Ethnicity and Gender**



Year	Caste/Ethnicity	Boys	Girls	Total
2077	Brahmin/Kshetri	5	6	11
	Janajati	1	7	8
	Dalit	1	1	2
2078	Brahmin/Kshetri	6	18	24
	Janajati	10	21	31
	Dalit	2	2	4
2079	Brahmin/Kshetri	9	32	41
	Janajati	5	7	12
	Dalit	1	4	5
2080	Brahmin/Kshetri	16	16	32
	Janajati	4	4	8
	Dalit	4	1	5
2081	Brahmin/Kshetri	11	14	25
	Janajati	3	4	7
	Dalit	—	4	4

## Appendix B: Enrollment Trends Charts (2077–2081 B.S.)

To visually interpret the enrollment trends at Gyan Jyoti Community Campus, the following charts have been developed based on official data.

### Chart B1: Total Enrollment by Year (All Levels)

*A line chart showing the overall trend in total student enrollment from 2077 to 2081.*

Year	Total Students
2077	140
2078	173
2079	167
2080	167
2081	133

### Chart B2: 1st-Year Enrollment Decline

*A bar chart showing the downward trend in 1st-year intake.*





Year	1st Year Students
2077	66
2078	68
2079	50
2080	36
2081	25

**Chart B3: 4th-Year Enrollment Growth**

Year	4th Year Students
2077	27
2078	25
2079	19
2080	39
2081	43

**Chart B4: Gender-wise Enrollment in 1st Year**

*A stacked bar chart showing male vs. female enrollment in 1st year (2077–2081).*

Year	Boys	Girls	Total
2077	17	49	66
2078	17	51	68
2079	24	26	50
2080	14	22	36
2081	8	17	25

## Appendix C: Dropout Analysis Table

This appendix presents a detailed cohort-wise analysis of student dropout from 1st to 4th year, based on year-over-year enrollment data.

**Table C1: Estimated Dropout for 2077 First-Year Cohort**

Year	Academic Level	Enrolled	Progressed	Dropout
2077	1st Year	66	—	—
2078	2nd Year	66	59	7
2079	3rd Year	59	40	19



Year	Academic Level	Enrolled	Progressed	Dropout
2080	4th Year	40	39	1
	<b>Total Dropout</b>			<b>27</b>
	<b>Dropout %</b>			<b>40.9%</b>

**Table C2: Estimated Dropout for 2078 First-Year Cohort**

Year	Academic Level	Enrolled	Progressed	Dropout
2078	1st Year	68	—	—
2079	2nd Year	68	58	10
2080	3rd Year	58	47	11
2081	4th Year	47	43	4
	<b>Total Dropout</b>			<b>25</b>
	<b>Dropout %</b>			<b>36.8%</b>

**Table C3: Summary of Dropout Trends (1st to 4th Year)**

Cohort Year	Initial Enrollment	4th Year Completion	Dropout	Dropout %
2077	66	39	27	40.9%
2078	68	43	25	36.8%

## Appendix D: Gender and Caste Distribution Pie Charts

This appendix includes visual pie charts that depict the proportional distribution of student enrollment in the 1st year across five academic years (2077–2081), categorized by gender and caste/ethnicity. These charts help to visually identify representation patterns and imbalances in enrollment at the entry level.

**Chart D3: Caste-wise Gender Composition (1st Year Average)**

Group	Male %	Female %
Brahmin/Kshetri	30.3%	69.7%
Janajati	48.1%	51.9%
Dalit	43.5%	56.5%





## Appendix E: Sample Data Interpretation Forms

To support future analysis, reporting, and monitoring of enrollment trends, this appendix provides sample forms that can be used by Gyan Jyoti Community Campus faculty, administrators, and researchers for data collection, evaluation, and interpretation.

### Form E1: Annual Enrollment Analysis Form (By Level and Gender)

Academic Year	Level	Male	Female	Total	% Female	Remarks
	1st Year					
	2nd Year					
	3rd Year					
	4th Year					
	<b>Total</b>					Overall gender trend summary

### Form E2: Enrollment by Caste/Ethnicity (1st Year Only)

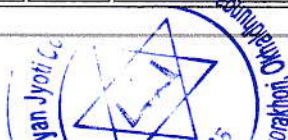
Academic Year	Caste	Male	Female	Total	% of Total	Notes
	Brahmin/Kshetri					
	Janajati					
	Dalit					
	<b>Total</b>				100%	Caste diversity status

### Form E3: Dropout Monitoring Sheet

Cohort Year	Year	Level	Expected Students	Actual Students	Dropouts	Dropout %	Possible Causes
							(e.g., migration, illness)

### Form E4: Student Feedback Summary (Optional Tool)

Year	Indicator	Excellent	Good	Average	Poor	Remarks
	Teaching Quality					
	Learning Materials/Facilities					
	Campus Environment					
	Inclusiveness & Equity					
	Counseling/Support Availability					





### Form E5: Enrollment Trend Dashboard (Summary View)

Year	1st Yr	2nd Yr	3rd Yr	4th Yr	Total	Female %	Dalit %	Janajati %	Brahmin/Kshetri %

### Appendix F: Research Questionnaire

**Title:** *Perceptions and Factors Affecting Student Enrollment Trends at Gyan Jyoti Community Campus (2077–2081)*

#### Section 1: Demographic Information

1. Name (optional): \_\_\_\_\_

2. Gender:

- ☐ ☐ Male
- ☐ ☐ Female
- ☐ ☐ Other

3. Age: \_\_\_\_\_

4. Ethnic Group:

- ☐ ☐ Brahmin/Kshetri
- ☐ ☐ Janajati
- ☐ ☐ Dalit
- ☐ ☐ Other: \_\_\_\_\_

5. Academic Role:

- ☐ ☐ Current Student
- ☐ ☐ Former Student
- ☐ ☐ Faculty Member
- ☐ ☐ Parent/Guardian
- ☐ ☐ Staff/Administrator

6. Year of Study (for students only):

- ☐ ☐ 1st Year
- ☐ ☐ 2nd Year
- ☐ ☐ 3rd Year
- ☐ ☐ 4th Year



- ☐ Graduate/Former

---

## Section 2: Enrollment Experience

7. Why did you (or your child) choose to enroll at Gyan Jyoti Community Campus? (Check all that apply)
- ☐ Affordable tuition
  - ☐ Close to home
  - ☐ Good reputation
  - ☐ Friends/family recommendation
  - ☐ Lack of other options
  - ☐ Scholarship availability
  - ☐ Other: \_\_\_\_\_
8. How satisfied are you with the campus's overall academic environment?
- ☐ Very satisfied
  - ☐ Satisfied
  - ☐ Neutral
  - ☐ Dissatisfied
  - ☐ Very dissatisfied
9. Do you feel the campus is inclusive of all caste/ethnic groups?
- ☐ Yes
  - ☐ No
  - ☐ Not sure
- If no, please explain: \_\_\_\_\_
10. Do you think gender discrimination affects student enrollment or retention at this campus?
- ☐ Yes
  - ☐ No
  - ☐ Maybe
- Please provide any remarks: \_\_\_\_\_

---

## Section 3: Causes of Dropout (For Students and Faculty)



11. Have you noticed or experienced students dropping out before graduation?

- ☐ Yes
- ☐ No

12. What are the top 3 reasons for student dropout in your opinion? (Rank from 1 to 3)

- ☐ Financial hardship
- ☐ Migration for work or abroad
- ☐ Lack of interest or motivation
- ☐ Health or family issues
- ☐ Academic difficulty
- ☐ Early marriage
- ☐ Institutional problems
- ☐ Other: \_\_\_\_\_

13. What support services would reduce dropout rates? (Check all that apply)

- ☐ Scholarships
- ☐ Career counseling
- ☐ Flexible class timings
- ☐ Mentorship or peer support
- ☐ Emergency financial aid
- ☐ Learning support programs
- ☐ Others: \_\_\_\_\_

---

#### Section 4: Recommendations

14. What improvements would you like to see at Gyan Jyoti Community Campus?

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15. Would you recommend this campus to others?

- ☐ Definitely
- ☐ Maybe





- ☐ Not likely

Please explain why: \_\_\_\_\_

