

TRIBHUVAN UNIVERSITY

Faculty of Education

COLLABORATIVE RESEARCH PAPER

**Enrollment Trends and Academic Performance in Bachelor
of Education (B.Ed.):**

**A Comparative Analysis of Two Community Campuses in
Okhaldhunga District, Nepal**

(B.S. 2077/078 – 2082/083)

Prepared Jointly by:

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(Affiliated to Tribhuvan University since B.S. 2065)

— AND —

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(Established B.S. 2063)

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DECLARATION

We, the undersigned representatives of Gyan Jyoti Samudayik Campus and Gramodaya Yugkabi Siddicharan Campus, both located in Okhaldhunga District, Koshi Province, Nepal, hereby solemnly declare that this collaborative research paper titled "Enrollment Trends and Academic Achievement in Community Campuses of Okhaldhunga District: A Collaborative Comparative Study (2077/078 – 2082/083)" has been prepared jointly by both institutions on the basis of authentic institutional records.

We affirm that:

1. The data presented in this paper has been extracted from the official enrollment registers and examination result ledgers (Natija Lejar) maintained by each campus, and accurately reflects the academic records of the respective institutions.
2. This research paper is an original and authentic product of collaborative academic effort. It has not been submitted elsewhere for any other purpose.
3. All analyses, interpretations, findings, and recommendations are the joint intellectual product of the participating institutions.
4. All secondary sources consulted have been duly acknowledged in the References section.
5. This paper has been reviewed and approved by the management committees and academic staff of both institutions before publication.

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Any errors or omissions in this paper are the sole responsibility of the research team.

ABSTRACT

This collaborative research paper presents a comprehensive comparative analysis of student enrollment trends and academic pass rate patterns at two community-based higher education institutions in Okhaldhunga District, Koshi Province, Nepal: Gyan Jyoti Samudayik Campus (GJSC), located at Champadevi Rural Municipality-6, Ghorakhor, and Gramodaya Yugkabi Siddicharan Campus (GYSC), located at Likhu Rural Municipality-6. Both campuses are affiliated with Tribhuvan University's Faculty of Education and offer the Bachelor of Education (B.Ed.) programme. The study covers a six-year enrollment period from academic year 2077/078 to 2082/083 B.S., and a five-year pass rate analysis from 2077/078 to 2081/082 B.S.

The study is based entirely on primary institutional data sourced from official enrollment registers and examination result ledgers of both campuses. It employs a descriptive-comparative research design and uses quantitative methods including percentage calculations, trend analysis, and comparative analysis. Data are presented through tables, bar charts, line graphs, stacked charts, pie charts, and heatmaps.

Key findings reveal that Gyan Jyoti Campus enrolled a cumulative total of 260 students over the six years, with female students comprising 63.85% of enrollment. Gramodaya Campus enrolled 364 students, with 54.67% female. Both campuses exhibit significant year-to-year enrollment fluctuations, influenced by the COVID-19 pandemic in 2077/078–2078/079 and subsequent academic calendar disruptions. Janajati and Dalit students are enrolled at both campuses, indicating progress in inclusive education, though proportions remain modest.

Academic pass rate analysis reveals a consistent pattern of declining pass rates across years of study at both institutions. At Gyan Jyoti Campus, the overall aggregated pass rate across all years and all five academic periods stands at 47.4%, compared to 60.6% at Gramodaya Campus. First-year pass rates are the highest at both campuses, while fourth-year pass rates are the lowest. Gramodaya Campus consistently outperforms Gyan Jyoti Campus in all four years of study.

The paper concludes with a discussion of the factors underlying enrollment volatility and academic performance gaps, and offers targeted recommendations for both institutions and external stakeholders, including local government, Tribhuvan University, and the University Grants Commission. It emphasizes the critical role of community campuses in expanding higher education access in remote mountain districts and calls for sustained policy support and resource investment.

Keywords: *Community campus, enrollment trends, pass rate, B.Ed., Okhaldhunga, inclusive education, gender equity, rural Nepal, Tribhuvan University, academic achievement, comparative analysis.*

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LIST OF ABBREVIATIONS

Abbreviation	Full Form
B.Ed.	Bachelor of Education
TU	Tribhuvan University
GJ / GJSC	Gyan Jyoti Samudayik Campus
GM / GYSC	Gramodaya Yugkabi Siddicharan Campus
B.S. / V.S.	Bikram Sambat (Nepali calendar)
A.D.	Anno Domini (Gregorian calendar)
COVID-19	Coronavirus Disease 2019
UGC	University Grants Commission (Nepal)
MOE	Ministry of Education, Science and Technology (Nepal)
SDG	Sustainable Development Goal
GER	Gross Enrollment Ratio
R.M.	Rural Municipality (Gaunpalika)
Y1/Y2/Y3/Y4	First / Second / Third / Fourth Year of study
Part.	Participants (in university examination)
Pass	Number who achieved passing grade in examination
M	Male
F	Female

Abbreviation	Full Form
Jan.	Janajati (Indigenous nationality)
Dal.	Dalit (Historically marginalized community)
%	Percentage
Avg.	Average

CHAPTER 1: INTRODUCTION

1.1 Background and Context

Education is the most potent instrument for human development and social transformation. In a developing nation like Nepal — characterized by significant geographic diversity, pronounced socioeconomic disparities, and a large rural population — the equitable provision of quality higher education assumes particular urgency. Nepal's constitutional mandate and its commitments under the Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education, require not only the quantitative expansion of higher education but also the achievement of genuine equity in access and outcomes.

The geography of higher education in Nepal has historically been shaped by deep urban-rural inequalities. The Kathmandu Valley and major provincial cities host the overwhelming majority of degree-granting institutions, while remote hill and mountain districts remain severely underserved. Students from these districts face a compound disadvantage: the nearest colleges may be several days' travel away; the financial cost of relocating to attend higher education is prohibitive for most households; and the social and cultural expectations that constrain particularly female students from traveling far from home further restrict educational access. The net result is that young people from remote districts — often the first in their families to complete secondary school — routinely find the door to higher education closed despite their academic achievement and personal aspirations.

It is precisely to address this structural deficit that community campuses have emerged as the most important institutional innovation in Nepal's post-1990 higher education landscape. Community campuses are higher education institutions established, governed, and financially sustained primarily by local communities — through contributions of land, labor, funds, and institutional leadership — operating under affiliation agreements with Tribhuvan University (TU) or other national universities. Unlike constituent TU campuses, which are directly funded and administered by the state, or private colleges, which are profit-oriented and accessible primarily to urban fee-paying students, community campuses are non-profit, community-accountable institutions whose primary mandate is service to the local population.

Within this national context, two community campuses in the remote western sector of Okhaldhunga District, Koshi Province, have been engaged in the quiet but consequential work of bringing bachelor-level higher education to communities that had previously been entirely excluded from post-secondary education: Gyan Jyoti Samudayik Campus, established in 2065 B.S. at Ghorakhor, Champadevi Rural Municipality-6; and Gramodaya Yugkabi Siddicharan Campus, established in 2063 B.S. at Likhu Rural Municipality-6. Both campuses are affiliated with TU's Faculty of Education and offer the Bachelor of Education (B.Ed.) programme.

The present collaborative research paper has been jointly prepared by both institutions to provide a rigorous, data-driven comparative analysis of their enrollment and academic performance over the six-year period from 2077/078 to 2082/083 B.S. It is motivated by a conviction that transparent, evidence-based self-assessment — especially when undertaken collaboratively — generates richer insights and more actionable recommendations than either institution could produce alone.

Both campuses are operating in an era of significant flux: the disruption of COVID-19 has reshaped enrollment patterns and examination timelines; changing national teacher certification requirements are affecting demand for the B.Ed. programme; and the broader transformation of Nepal's higher education policy landscape creates both challenges and opportunities for community campuses. In this context,

systematic evidence about what is working and what needs improvement is not merely academically interesting — it is practically essential for institutional sustainability and improvement.

1.2 Profile of Gyan Jyoti Samudayik Campus

Gyan Jyoti Samudayik Campus (GJSC) is located in Ghorakhor village, Champadevi Rural Municipality Ward No. 6, approximately 36 kilometers west-southwest of the Okhaldhunga District headquarters at Siddhicharan Nagar. The campus was formally affiliated with Tribhuvan University's Faculty of Education on Magh 13, 2065 B.S., and was officially inaugurated on Falgun 29, 2065 B.S., by the then Finance Minister of Nepal. This inauguration marked the culmination of sustained community effort and advocacy, and established the campus as a pivotal milestone in the higher education development of the Champadevi-Ghorakhor-Likhu-Sunkoshi corridor.

The campus was established on the institutional and physical foundation of Gyan Prakash Higher Secondary School, which had previously served the community's secondary education needs. This institutional continuity provided GJSC with both a pool of potential students — recent Higher Secondary graduates from the local community — and a degree of physical infrastructure (classrooms, administrative facilities) on which to build. The campus is governed by a management committee composed of community representatives, which oversees institutional policy, financial management, and academic administration.

GJSC operates the B.Ed. programme with three optional subjects: Nepali Language, English Language, and Population Education. Students select one optional subject at the time of enrollment, and their selected subject pathway determines their fourth-year specialization. The campus has maintained consistent but modest enrollment since its establishment, serving primarily students from the catchment areas of Champadevi, Likhu, and Sunkoshi Rural Municipalities — areas that lack any alternative local higher education institution.

From the outset, the campus has been guided by an explicit social mission: to provide accessible, affordable higher education to the youth of the local community, with particular attention to students from poor households, girls, Dalit and Janajati communities, and other marginalized groups. Scholarship programmes have been established to provide financial support to eligible students, and the campus management has consistently prioritized community service over financial returns.

The physical and financial challenges facing GJSC are real and substantial. Resource mobilization is a persistent concern: fee revenue from a small student body in a low-income community provides limited operating capital; government grants are limited and uncertain; and community contributions, while generous in spirit, are constrained by the economic conditions of a remote mountain community. These resource constraints affect every dimension of campus operations, from faculty salaries to library collections to physical maintenance.

Despite these challenges, GJSC has maintained continuous operation for over 17 years. It has produced hundreds of graduates who have entered the teaching profession and other fields, contributing to the intellectual and professional development of the local community. Several alumni have risen to senior positions in government service, education administration, and civil society — a tangible demonstration of the long-term social returns on the community's investment in this institution.

Looking forward, the campus has identified five strategic priorities: stabilizing and modestly growing enrollment; improving academic quality and examination pass rates, particularly in the third and fourth years of the B.Ed. programme; strengthening inclusive access for Dalit and Janajati students; securing more stable financial resources; and deepening collaborative relationships with peer institutions including GYSC.

1.3 Profile of Gramodaya Yugkabi Siddicharan Campus

Gramodaya Yugkabi Siddicharan Campus (GYSC) is located at Likhu Rural Municipality Ward No. 6, Okhaldhunga District. Established in 2063 B.S. — two years before GJSC — GYSC is the older of the two institutions and holds the distinction of being named in honor of Yugkabi Siddicharan Shrestha, one of Nepal's most celebrated poets and a cherished cultural figure whose life and work are particularly closely associated with the Okhaldhunga region. This naming is not merely ceremonial: it connects the campus to a tradition of intellectual aspiration, cultural pride, and community identity that resonates deeply with the local population.

GYSC was established through a remarkable community mobilization effort, driven by the collective vision of local educators, intellectuals, community leaders, and public-spirited individuals who recognized that the absence of higher education in the Likhu-Okhaldhunga western corridor was both an educational injustice and a development deficit. The founders believed that creating a locally accessible institution for teacher education would simultaneously address the educational needs of local youth, strengthen the quality of schooling in the region by producing better-trained teachers, and contribute to the broader social and economic development of the community.

The campus operates under the same TU-Faculty of Education affiliation structure as GJSC, offering the B.Ed. programme with the same three optional subjects: Nepali, English, and Population Education. Like GJSC, it is governed by a community management committee and operates on a non-profit, community-service model. Its institutional motto — "Model Campus, Quality Education, Skilled Human Resources: Our Commitment" — encapsulates its aspirations.

Over its eighteen years of operation, GYSC has demonstrated a track record of producing graduates who have made significant contributions in diverse professional fields. Alumni have served as professors, teachers, administrators, security personnel, health workers, artists, writers, politicians, lawyers, engineers, archaeologists, communication professionals, journalists, and diplomats. The breadth of professional fields in which GYSC alumni have achieved distinction is a powerful argument for the transformative potential of community higher education.

GYSC has also shown greater enrollment capacity than GJSC, with an annual average of 60.7 students over the study period compared to GJSC's 43.3. This larger scale reflects a combination of factors: GYSC's longer history and greater institutional reputation; the larger catchment population of the Likhu area; and potentially more effective community outreach and awareness-raising about the value of higher education.

Financially, GYSC faces challenges similar to those of GJSC: limited fee revenue, uncertain government grants, and the need to continuously mobilize community resources to sustain operations. However, GYSC's somewhat larger enrollment base provides a marginally more stable financial foundation. The campus has been effective in securing contributions from alumni, local donors, and sympathetic external supporters.

GYSC's relationship with GJSC is one of collegial cooperation rather than competition. Both campuses serve overlapping catchment areas (students from communities between the two campus locations may choose either), and both share the overarching mission of expanding higher education access in the region. The collaborative research paper presented here is a manifestation of this cooperative spirit.

1.4 Statement of the Problem

Community campuses occupy a uniquely important but also uniquely vulnerable position in Nepal's higher education ecosystem. They serve populations that no other institution type would realistically serve — remote, rural, economically constrained populations for whom migration to urban higher education institutions is not a viable option. At the same time, they operate with resource levels that are a fraction of

those available to constituent TU campuses or private institutions, and their academic outcomes are often poor by national comparison.

The challenge of assessing community campus performance fairly — neither unrealistically comparing them to well-resourced urban institutions, nor excusing poor outcomes on the grounds of resource constraints alone — requires contextualized, evidence-based analysis. Too often, community campus academic data is collected and filed without being subjected to rigorous analysis; institutional challenges are identified in general terms without the specificity needed to guide targeted interventions; and the absence of comparative data makes it impossible to distinguish between institution-specific problems and sector-wide patterns.

At GJSC and GYSC, this data deficit has been particularly acute. Both campuses have maintained meticulous enrollment and examination records as required by TU, but have not previously subjected those records to systematic trend analysis or placed them in a comparative framework. As a result, management committees, faculty, local government, and other stakeholders have lacked the evidence base needed to make fully informed decisions about resource allocation, quality improvement, and strategic development.

The problem is compounded by the disruptions of recent years. The COVID-19 pandemic of 2076-2079 B.S. created a cascade of disruptions — campus closures, examination postponements, academic backlog, learning loss, economic hardship — whose full effects on enrollment and academic outcomes are still unfolding. Understanding the pandemic's impact on enrollment patterns and pass rates at both campuses is essential to distinguishing pandemic-related anomalies from underlying institutional trends.

This research paper addresses these gaps by conducting the first systematic comparative analysis of enrollment and academic performance at both campuses, covering the six most recent academic years for enrollment and five years for pass rates. It does so in a spirit of institutional transparency, mutual learning, and commitment to evidence-based improvement.

1.5 Objectives of the Study

The study is guided by the following specific objectives:

6. To analyze annual first-year student enrollment trends at GJSC and GYSC over the period 2077/078 to 2082/083, identifying patterns, trends, and anomalies.
7. To examine the gender-wise distribution of enrolled students at both campuses and assess trends in female enrollment over the study period.
8. To analyze the enrollment of students from Janajati and Dalit communities at both campuses, assessing the degree to which inclusive education mandates are being fulfilled.
9. To analyze year-wise academic pass rates at both campuses for the period 2077/078 to 2081/082, across all four years of the B.Ed. programme.
10. To conduct a systematic comparative analysis of enrollment and academic performance data between the two campuses.
11. To examine the impact of the COVID-19 pandemic and other contextual factors on enrollment and academic outcomes.
12. To generate evidence-based conclusions and recommendations for improving enrollment sustainability and academic quality at both institutions and in the broader community campus sector.

1.6 Research Questions

The study addresses the following key research questions:

- How have annual first-year enrollment figures at GJSC and GYSC changed over the period 2077/078–2082/083, and what factors appear to drive observed trends and fluctuations?
- What are the gender composition patterns in enrollment at both campuses, and how do they compare with each other and with national trends?
- To what extent are students from Janajati and Dalit communities enrolled at both campuses, and how has this evolved over the study period?
- How do academic pass rates compare across years of study, across academic years, and between the two campuses?
- What are the key institutional and contextual factors that explain observed similarities and differences in enrollment and academic performance between GJSC and GYSC?
- What evidence-based recommendations would most effectively improve enrollment sustainability and academic outcomes at both institutions?

1.7 Significance of the Study

This study is significant for several interconnected reasons. At the institutional level, it provides both GJSC and GYSC with a rigorous, data-driven self-assessment that can inform internal planning, resource allocation, quality improvement initiatives, and external reporting. The comparative dimension is particularly valuable: each campus can benchmark its performance against a peer institution operating in highly comparable conditions, generating insights that a purely internal self-assessment would miss.

At the local government level, the study provides Champadevi and Likhu Rural Municipalities — which are constitutionally mandated to support local higher education — with a comprehensive analytical picture of the higher education institutions they support. It provides a factual basis for discussions about resource allocation, quality improvement investment, and strategic support.

At the district and provincial levels, the study contributes to a thin but growing evidence base on community campus performance in Okhaldhunga and Koshi Province. It models the kind of collaborative, evidence-based institutional research that could productively be adopted more widely across the community campus sector.

At the national level, the study adds to the empirical literature on community campuses in Nepal and provides data that can inform policy discussions at TU, the UGC, and the Ministry of Education regarding the challenges and needs of community campuses in remote districts.

Finally, this paper is significant as a demonstration of what inter-institutional collaboration can achieve. By pooling data, conducting joint analysis, and publishing findings together, GJSC and GYSC have produced a research product that is demonstrably more valuable than either could have produced alone. This collaborative model can serve as an example for other community campus pairs and clusters.

1.8 Scope and Limitations

This study focuses on two specific institutions — GJSC and GYSC — in the western sector of Okhaldhunga District. It is limited to the B.Ed. programme at both institutions. The enrollment analysis covers academic years 2077/078 to 2082/083; the pass rate analysis covers 2077/078 to 2081/082. The study does not cover other higher education institutions in the district, other programmes, or other time periods.

Methodologically, the study relies exclusively on aggregate institutional data from enrollment registers and examination result ledgers. It does not include student surveys, faculty assessments, qualitative interviews,

or economic household data. As a result, the analysis can describe and contextualize patterns but cannot fully explain all causal factors underlying them. Gender-disaggregated pass rate data was not available, limiting gender-equity analysis of academic outcomes. Some pass rate data for the most recent examination sittings was incomplete at the time of data collection.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Higher Education in Nepal: Overview

Nepal's formal higher education system has its origins in the establishment of Tri-Chandra College in Kathmandu in 1918. For several decades, this single institution served as the sole provider of degree-level education in the country — a strikingly limited base for a nation of millions. The establishment of Tribhuvan University in 1959 represented a fundamental restructuring of Nepal's higher education architecture, creating a national university system within which colleges could affiliate and offer degree programmes under centralized academic standards.

The political changes of 1990 and the subsequent establishment of multiparty democracy opened a new era for Nepal's higher education sector. The lifting of restrictions on private educational investment, combined with a growing middle class with aspirations for credential-based social mobility, triggered a rapid multiplication of higher education institutions throughout the 1990s and 2000s. The number of TU-affiliated campuses grew from a few dozen in 1990 to over 1,300 by the early 2020s. New universities — Kathmandu University, Pokhara University, Purbanchal University, and others — added further institutional diversity.

Within this expanding system, community campuses emerged as a distinctively important institutional category: non-state, community-governed, non-profit institutions that filled access gaps that neither state-funded constituent TU campuses nor private colleges were motivated or positioned to address. By the early 2020s, community campuses numbered over 600 nationwide, serving a substantial portion of Nepal's higher education enrollment.

The quality of Nepal's higher education system has been a persistent concern, particularly in community and rural campuses. Multiple studies by the University Grants Commission (UGC), National Planning Commission reports, and academic researchers have documented challenges including overcrowded classrooms, inadequate physical infrastructure, poorly qualified or underpaid faculty, outdated curricula, high dropout rates, and examination pass rates that are significantly below the levels needed to ensure effective learning and professional competence. These challenges are compounded in remote community campuses, where resource constraints and geographic isolation interact to create particularly severe quality deficits.

National policy frameworks have increasingly recognized these challenges. Nepal's School Sector Development Plans, Higher Education Policies, and the ongoing implementation of the constitutional provisions on education have all included provisions for improving quality and equity in higher education. The SDG 4 framework — with its emphasis on inclusive and quality education for all — provides an important international reference point for national policy.

2.2 Community Campuses in Nepal

Community campuses represent a distinctive and important feature of Nepal's higher education landscape. Unlike community colleges in the United States (which are state-funded public institutions), Nepalese community campuses emerged primarily as bottom-up community initiatives, driven by local demand for higher education in areas not served by state or private institutions. They are established through community mobilization, governed by community management committees, and sustained primarily through student fee revenue, community contributions, and (more recently) government grants.

Research on community campuses in Nepal has highlighted both their remarkable achievements and their persistent challenges. On the achievement side, community campuses have dramatically expanded the geographic reach of higher education, bringing degree programmes to hundreds of district headquarters, hill towns, and rural areas that would otherwise be entirely without higher education. They have been particularly important in expanding female enrollment in higher education, as they allow women to remain in their communities while accessing degree programmes. The contribution of community campuses to training the teachers, civil servants, health workers, and local leaders who serve rural communities across Nepal is incalculable.

On the challenge side, research consistently identifies community campus quality as a serious concern. A study by Khaniya (2007) documented examination pass rates at community campuses that were significantly below those of constituent TU campuses and private colleges. The UGC's periodic reviews have repeatedly highlighted the need for systematic quality improvement in the community campus sector. The persistent challenges of financial sustainability, faculty quality and stability, physical infrastructure, and examination performance continue to constrain the realization of community campuses' educational potential.

The governance structure of community campuses — with management committees composed primarily of community members rather than academic professionals — creates both strengths and weaknesses. On the strength side, community governance ensures responsiveness to local needs and priorities and creates a sense of community ownership that sustains financial and moral support. On the weakness side, management committees may lack the expertise needed to make informed academic and administrative decisions, and political dynamics in local communities can sometimes distort institutional governance.

Financial sustainability is perhaps the most fundamental challenge facing community campuses. The combination of small enrollment numbers, economically disadvantaged student populations who can pay only minimal fees, limited government grants, and the need to maintain physical infrastructure and pay faculty salaries creates persistent financial pressure. Many community campuses operate at or near the financial margin, with limited capacity for quality improvement investment. Advocacy for more adequate and predictable government funding for community campuses has been a consistent theme in the higher education policy discourse.

2.3 Enrollment Trends in Nepalese Higher Education

Nepal's higher education enrollment has grown substantially over the past two decades. The Gross Enrollment Ratio (GER) in higher education increased from below 5% in the early 2000s to approximately 18-20% by the early 2020s, reflecting both population growth and genuine expansion in access driven by the multiplication of institutions and growing awareness of the economic returns to education. The UGC's Higher Education Review reports document this growth trajectory in detail.

However, aggregate national GER figures mask profound geographic, gender, socioeconomic, and ethnic disparities in enrollment. Students from the Kathmandu Valley and major urban centers have access to a rich and diverse array of higher education options; students from remote hill and mountain districts like Okhaldhunga face severe access constraints. Research using district-level data consistently shows that higher education enrollment rates in remote districts are a fraction of national averages, creating what has been described as a "higher education desert" in large parts of Nepal's mountain and high-hill regions.

Within this national pattern of growth and inequality, the enrollment trajectories of specific institutions are shaped by a combination of institution-specific factors (reputation, programme quality, tuition fees, scholarship availability), community-level factors (population size, economic conditions, social norms regarding education), and macro-level disruptions (political instability, natural disasters, pandemics). The COVID-19 pandemic of 2076-2079 B.S. represents the most severe recent disruption, having affected

enrollment continuity across the higher education system with particularly severe impacts on community campuses in remote areas.

Gender trends in enrollment have been one of the most striking features of Nepal's higher education expansion. The proportion of female students in higher education has grown dramatically over two decades, from approximately 30% in 2000 to approximately 50% nationally by the early 2020s. In many rural community campuses offering education and arts programmes, female enrollment now exceeds male enrollment — a pattern visible at both GJSC and GYSC. This feminization of enrollment in education programmes reflects changing social norms, growing recognition of teaching as an accessible and appropriate career for rural women, and the effectiveness of government scholarship programmes for girls.

2.4 Gender and Inclusive Access in Higher Education

Nepal's constitutional framework, enacted in 2072 B.S. (2015 A.D.), enshrines the right to free education as a fundamental right and contains explicit provisions for the promotion of education for women, Dalit communities, Janajati communities, Madhesi communities, and other historically marginalized groups. The successive National Education Plans have included targeted interventions — scholarships, quota provisions, outreach programmes, and institutional support — to translate these constitutional commitments into practice.

Research on gender equity in Nepal's higher education consistently documents significant progress in female enrollment alongside persistent gaps in outcomes. While female enrollment proportions have risen dramatically at the entry level, female students often face higher dropout rates than their male peers, influenced by household responsibilities, early marriage pressures, economic dependence, limited family support for continued education beyond secondary school, and social constraints on female mobility. The relationship between enrollment success and outcome equity is therefore not automatic: institutions committed to gender equity must address not only access but also the conditions that enable female students to complete their degrees successfully.

Research on Dalit and Janajati education in Nepal highlights the compounding effects of social exclusion, economic disadvantage, and geographic marginalization on educational access and achievement. Dalit students face particular challenges: not only are their families generally among the most economically disadvantaged, but the legacy of caste discrimination continues to create social barriers within educational institutions as well as in the broader community. Janajati students often face the additional challenge of instruction in languages that are not their mother tongue, which can disadvantage them in examinations conducted in Nepali.

Both GJSC and GYSC have implemented scholarship mechanisms to support Dalit and Janajati students, recognizing that financial barriers cannot be addressed in isolation from broader social and cultural factors. The enrollment data analyzed in this paper provides important evidence about the degree to which these scholarship programmes are translating into actual enrollment of students from marginalized communities.

2.5 Academic Performance in Community Campuses

Academic performance in Nepal's higher education system — commonly measured through examination pass rates — is shaped by a complex interaction of student-level, institutional-level, and contextual factors. Research consistently documents that examination pass rates in community campuses are lower, on average, than in constituent TU campuses and private colleges, reflecting the multiple disadvantages under which community campus students and institutions operate.

At the student level, factors affecting academic performance include prior academic achievement (secondary school grades), socioeconomic background, financial security, available study time (as opposed

to time required for paid work or household responsibilities), geographic distance from the campus, access to study materials, and motivation. Students at community campuses in remote districts are disproportionately likely to be from economically disadvantaged households, to have studied in under-resourced secondary schools, and to face daily practical challenges that compete with academic study.

At the institutional level, key determinants of academic outcomes include faculty quality and stability, teaching methodology, curriculum relevance and currency, availability of library and reference materials, adequacy of physical infrastructure, the quality of examination preparation and tutorial support, and the integrity of internal assessment. Community campuses, with their limited budgets and reliance on part-time faculty, are particularly vulnerable to shortfalls in these quality dimensions.

A notable feature of pass rate data from Nepalese community campuses is the consistent pattern of declining pass rates across years of study — with first-year pass rates typically highest and fourth-year rates typically lowest. This pattern reflects the compounding effect of accumulated learning deficits from earlier years, the increasing difficulty of examination content in upper years, financial attrition that reduces the academic commitment of surviving students, and the challenge of providing specialized teaching in fourth-year elective subjects with small class sizes. This pattern is clearly visible in the data from both GJSC and GYSC and is an important focus of the analysis presented in this paper.

2.6 COVID-19 and Educational Disruption

The COVID-19 pandemic, which reached Nepal in Chaitra 2076 B.S. (March 2020 A.D.), triggered the closure of all educational institutions and created what UNESCO described as the most severe disruption to global education in living memory. At its peak, the pandemic affected over 1.6 billion students in more than 190 countries. In Nepal, the impacts were particularly severe for community campuses in rural and remote areas, which lacked the infrastructure — internet connectivity, devices, electricity reliability — needed to shift to online or distance learning.

For both GJSC and GYSC, the pandemic created a cascade of disruptions. Campus operations were suspended for extended periods. Examinations were postponed multiple times, creating a growing backlog of cohorts waiting to sit for examinations. Students who had completed coursework could not progress to the next year without examination results, disrupting their academic trajectories. Some students, facing economic hardship during the pandemic, withdrew from their studies. The examination backlog created the unusual phenomenon of multiple cohorts from different academic years appearing for the same year-level examination simultaneously in 2078/079 and beyond, producing the inflated participant numbers visible in the pass rate data from those years.

Sharma (2021) documented the differential impact of COVID-19 on higher education students in Nepal based on socioeconomic status and geographic location, finding that students in remote rural areas were the most severely affected. UNESCO (2020) and UNICEF (2019) have both highlighted that education disruptions of this scale tend to have disproportionately severe impacts on female students, students from low-income households, and students from marginalized communities — precisely the populations that both GJSC and GYSC predominantly serve.

The pandemic's effects on the data analyzed in this paper are significant and must be kept in mind throughout the analysis. Academic years 2077/078 and 2078/079 were the most severely disrupted, while 2079/080 through 2081/082 reflect the gradual normalization process. Understanding this temporal context is essential to interpreting the enrollment and pass rate fluctuations visible in the data.

2.7 Theoretical Framework

This study is grounded in two complementary theoretical frameworks. The first is Human Capital Theory (Becker, 1964; Schultz, 1961), which conceptualizes education as an investment in human productive capabilities that generates returns both to individuals and to societies. From this perspective, the B.Ed. programme at GJSC and GYSC is an investment in the teacher human capital of the western Okhaldhunga region, with returns manifest in improved schooling quality, economic development, and social well-being. Enrollment trends and pass rates are interpreted, within this framework, as indicators of the efficiency and effectiveness of this human capital investment.

The second framework is the Social Ecology of Education (Bronfenbrenner, 1979), which emphasizes that educational participation and outcomes are shaped not by individual factors alone, but by the complex interaction of multiple systems: the individual student, the family, the institution, the local community, and the broader policy environment. This framework is particularly apt for analyzing community campuses in remote mountain districts, where the relationship between the campus and its community is exceptionally close, and where enrollment and academic performance are powerfully shaped by local economic, social, and geographic conditions.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

This study employs a descriptive-comparative research design. Descriptive research design is used to systematically characterize the enrollment and academic performance patterns at each campus over the study period, generating accurate and detailed descriptions of what the data shows. The comparative dimension involves the systematic juxtaposition and analysis of data from the two institutions, enabling identification of similarities, differences, and patterns that illuminate the functioning of community higher education in the Okhaldhunga context.

The study is primarily quantitative in nature, relying on numerical institutional data. However, the interpretation and discussion sections draw on contextual knowledge — awareness of the COVID-19 pandemic, local geographic and economic conditions, institutional histories, and national education policy dynamics — to provide qualitative depth to the quantitative analysis. The research thus embodies a mixed-methods logic in the analytical phase, even though data collection is purely quantitative.

A longitudinal comparative panel design is employed: the same institutions are tracked across multiple time periods, enabling identification of trends that would not be visible from a single cross-sectional snapshot. The six-year enrollment period and five-year pass rate period provide a sufficiently extended timeframe to distinguish meaningful trends from random year-to-year fluctuation.

3.2 Data Sources and Collection

All primary data used in this study was sourced from the official institutional records of GJSC and GYSC. Two categories of records were used:

- **Enrollment Data:** Official enrollment registers (Bharna Register) maintained by each campus and submitted annually to Tribhuvan University. These registers record the total number of students admitted to the first year of the B.Ed. programme, disaggregated by gender (male/female) and inclusive category (Janajati male, Janajati female, Dalit male, Dalit female). Data covers academic years 2077/078 through 2082/083 (six years).
- **Pass Rate Data:** Official examination result ledgers (Natija Lejar) maintained by each campus. These ledgers record, for each academic year and each year of study (first through fourth), the number of regularly enrolled students who appeared in the annual Tribhuvan University examination and the number who passed. Data covers academic years 2077/078 through 2081/082 (five years).

Data was extracted from these records by designated representatives of each campus following a jointly agreed standardized data template. Extracted data was cross-checked against available secondary records (annual reports, TU submission forms) to verify accuracy. Discrepancies were resolved through direct consultation with administrative staff.

3.3 Data Analysis Methods

The following analytical methods were applied:

- **Descriptive Statistics:** Calculation of enrollment totals, gender proportions, inclusive category proportions, examination participation totals, pass totals, and pass rate percentages for each campus in each academic year and year of study.

- **Trend Analysis:** Examination of year-on-year changes in enrollment and pass rates to identify directional trends over the study period, distinguishing underlying patterns from random fluctuation.
- **Comparative Analysis:** Systematic side-by-side comparison of key metrics between GJSC and GYSC across all available data points, to identify institutional similarities and performance differences.
- **Visual Presentation:** All key data sets are presented in both tabular and graphical forms. Fourteen figures are included: grouped bar charts, line graphs, stacked bar charts, pie charts, a two-dimensional heatmap, and multi-panel charts. Graphical presentation is intended to make patterns visible that might be obscured in tables alone.
- **Contextual Interpretation:** Quantitative findings are interpreted within the context of institutional histories, COVID-19 disruptions, national education system dynamics, and local geographic and socioeconomic conditions.

Pass rates are calculated as: $\text{Pass Rate (\%)} = (\text{Number Passed} \div \text{Number of Examination Participants}) \times 100$, rounded to one decimal place.

3.4 Ethical Considerations

The study was conducted in full compliance with applicable research ethics principles. Both institutions provided explicit institutional consent for the use of their data. All data used is aggregate institutional data; no individual student records or personally identifiable information have been used. Data is reported accurately and completely, including figures that reflect unfavorably on institutional performance. Both institutions reviewed and endorsed the manuscript before publication. Full details of the ethical framework governing this research are provided in Appendix G.

CHAPTER 4: ENROLLMENT TREND ANALYSIS

4.1 Overall Enrollment at Gyan Jyoti Samudayik Campus

Table 1 presents the complete first-year enrollment data for GJSC for the six academic years 2077/078 through 2082/083, disaggregated by gender (male/female), Janajati (male/female), and Dalit (male/female). Figures 1 and 2 provide graphical representations of the total enrollment and trend respectively.

Table 1: Student Enrollment Data – Gyan Jyoti Samudayik Campus (2077/078 – 2082/083)

Academic Year	Total	Male	Female	Janajati M	Janajati F	Dalit M	Dalit F	Female %
2077/078	68	17	51	7	5	–	2	75.0%
2078/079	42	14	28	7	8	2	3	66.7%
2079/080	49	26	23	4	5	4	1	46.9%
2080/081	36	15	21	1	1	–	4	58.3%
2081/082	25	12	13	3	7	–	1	52.0%
2082/083	40	10	30	5	15	2	3	75.0%
TOTAL	260	94	166	27	41	8	14	63.8%

Source: Official Enrollment Register (Bharna Register), Gyan Jyoti Samudayik Campus

The data in Table 1 reveals a highly variable enrollment trajectory at GJSC over the six-year study period. Enrollment reached its highest point of 68 students in the first year of the study (2077/078), before declining sharply over the subsequent three years to a low of 25 in 2081/082, and then partially recovering to 40 in 2082/083. The six-year cumulative total stands at 260 students, yielding an annual average of approximately 43.3 students.

The COVID-19 pandemic is the primary driver of the enrollment decline observed from 2078/079 onward. The 2077/078 cohort had applied before the pandemic's impact was fully felt in Nepal; subsequent cohorts were recruited during the period of maximum disruption, when academic calendar uncertainties, economic hardship, and concerns about campus operations created hesitancy among prospective students and their families. The gradual recovery in 2082/083 (40 students) suggests that enrollment is recovering as pandemic disruptions subside.

The gender composition of GJSC enrollment is strikingly female-dominant. Over the six years, 166 female students were enrolled (63.85%) compared to 94 male students (36.15%). This female majority was present in every year of the study period, though the proportion varied: female students constituted 75.00% of enrollment in both 2077/078 and 2082/083, dropping to a low of 46.94% in 2079/080. The consistent female majority reflects the strong social norm in rural Okhaldhunga that positions teaching as an appropriate and accessible career for women, combined with the fact that the B.Ed. programme at GJSC is accessible without requiring students to relocate from their family homes.

Inclusive category enrollment at GJSC includes Janajati students (27 male + 41 female = 68 total, or 26.15% of the six-year total) and Dalit students (8 male + 14 female = 22 total, or 8.46% of total). The Janajati enrollment is substantial, reflecting the significant Janajati community population in the Champadevi area. Dalit enrollment, at 8.46%, is more modest. Notably, in 2082/083, Janajati female enrollment was 15 — a

particularly high figure that may reflect the effectiveness of targeted outreach or scholarship programmes in that year.

Figure 1: Annual First-Year Student Enrollment (2077/078 – 2082/083)

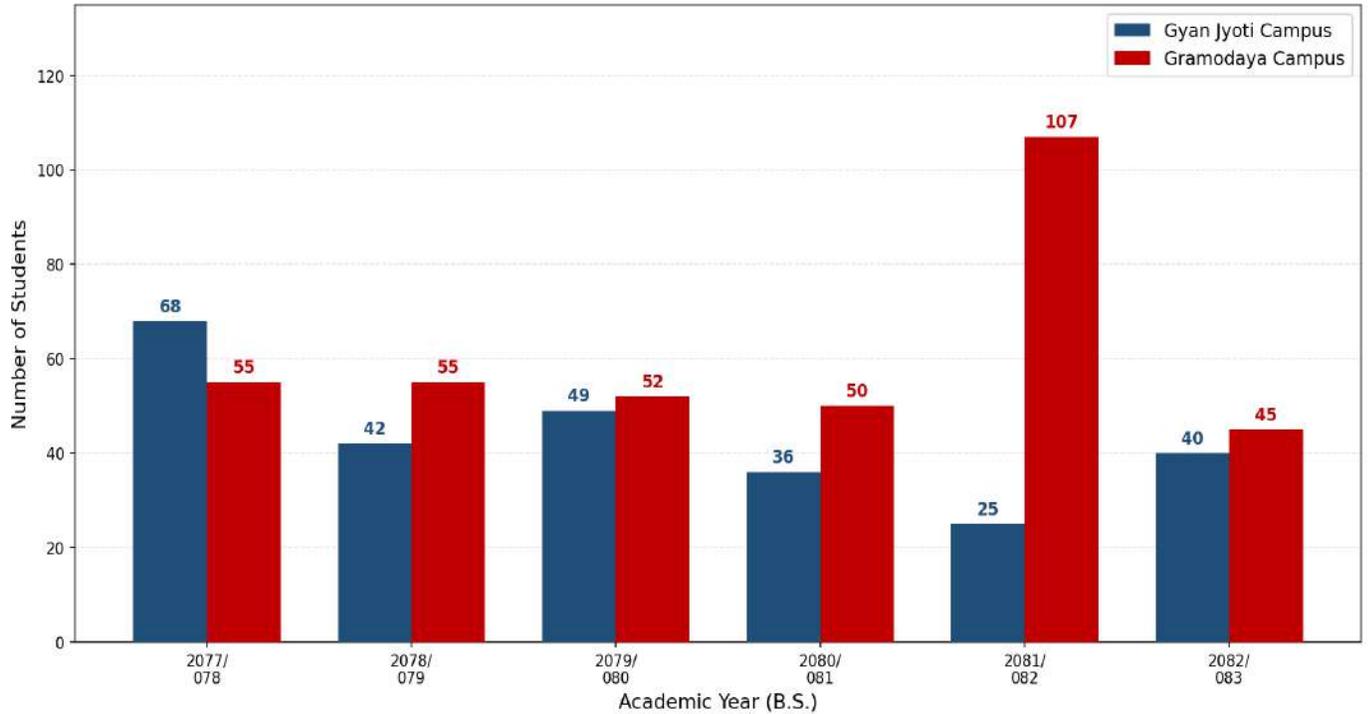


Figure 1: Annual First-Year Student Enrollment – Both Campuses (2077/078 – 2082/083)

Figure 2: Enrollment Trend Line (2077/078 – 2082/083)

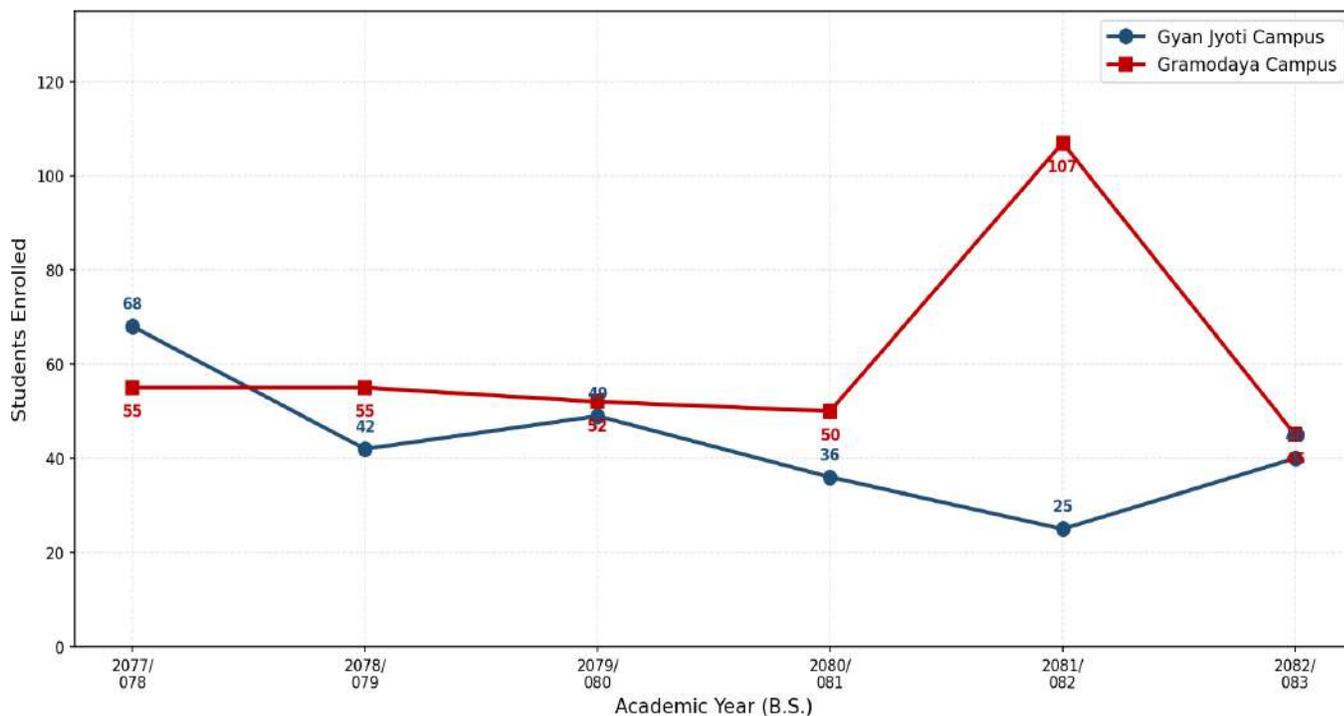


Figure 2: Enrollment Trend Line – Both Campuses (2077/078 – 2082/083)

Figure 1 provides a direct side-by-side visual comparison of annual enrollment at both campuses, making the consistent enrollment differential and the distinct peak-year patterns immediately apparent. GJSC peaked in 2077/078 while GYSC peaked in 2081/082 — a striking divergence that reflects different institutional dynamics and catchment area conditions. Figure 2 presents the enrollment as trend lines, highlighting the downward trajectory at GJSC and the more complex pattern at GYSC, including the dramatic 2081/082 surge.

4.2 Overall Enrollment at Gramodaya Yugkabi Siddicharan Campus

Table 2 presents the enrollment data for GYSC across the same six academic years. Figures 1 and 2 again provide graphical comparison with GJSC.

Table 2: Student Enrollment Data – Gramodaya Yugkabi Siddicharan Campus (2077/078 – 2082/083)

Academic Year	Total	Male	Female	Janajati M	Janajati F	Dalit M	Dalit F	Female %
2077/078	55	32	23	10	10	2	3	41.8%
2078/079	55	32	23	10	10	2	3	41.8%
2079/080	52	21	31	6	8	2	3	59.6%
2080/081	50	17	33	8	12	2	2	66.0%
2081/082	107	41	66	8	24	6	8	61.7%
2082/083	45	22	23	8	7	1	1	51.1%

Academic Year	Total	Male	Female	Janajati M	Janajati F	Dalit M	Dalit F	Female %
TOTAL	364	165	199	50	71	15	20	54.7%

Source: Official Enrollment Register (Bharna Register), Gramodaya Yugkabi Siddicharan Campus

GYSC's enrollment profile presents a distinctively different pattern from GJSC's. The campus maintained stable enrollment of exactly 55 students in both 2077/078 and 2078/079, then saw a slight decline to 52 in 2079/080 and 50 in 2080/081. The most dramatic feature of the GYSC enrollment data is the extraordinary surge to 107 students in 2081/082 — nearly double the previous year's intake and by far the highest single-year enrollment in the six-year period. This was followed by a return to 45 students in 2082/083.

The 2081/082 surge is a remarkable institutional event that warrants investigation. Several factors may have contributed: the clearing of pandemic-era application backlogs that had suppressed enrollment in previous years; changes in national teacher certification requirements (including the potential requirement for all practicing teachers to hold a B.Ed. degree) that dramatically increased demand for teacher education; effective institutional outreach and awareness campaigns; and possibly the simultaneous enrollment of students who had deferred applications in 2079/080 and 2080/081. The subsequent return to 45 students in 2082/083 suggests that the 2081/082 surge represented an exceptional year rather than a new enrollment baseline.

Over the six years, GYSC enrolled a cumulative total of 364 students, with an annual average of 60.7 — substantially larger than GJSC's 43.3. The gender composition is female-majority at 54.67% (199 female vs. 165 male), but the female proportion is notably smaller than at GJSC (63.85%). This difference may reflect variations in the social dynamics of the Likhu catchment area compared to the Champadevi/Ghorakhor area, with somewhat more male participation in teacher education in the Likhu area.

Janajati enrollment at GYSC is substantial: 50 male and 71 female Janajati students (121 total, 33.24% of the six-year total). This high Janajati proportion reflects the significant indigenous population in the Likhu area. Dalit enrollment totals 35 students (15 male + 20 female), representing 9.62% of the total — slightly higher than the 8.46% at GJSC.

4.3 Comparative Enrollment Analysis

Table 9 presents a comprehensive side-by-side institutional profile comparison, summarizing the key enrollment metrics for both campuses.

Table 9: Institutional Profile Comparison Summary

Indicator	Gyan Jyoti Campus	Gramodaya Campus
Campus Location	Champadevi R.M.-6, Ghorakhor, Okhaldhunga	Likhu R.M.-6, Okhaldhunga
Year Established	2065 B.S. (Falgun 29)	2063 B.S.
Affiliation	Tribhuvan University – Faculty of Education	Tribhuvan University – Faculty of Education
Programme	B.Ed. (4 years)	B.Ed. (4 years)
Optional Subjects	Nepali, English, Population Studies	Nepali, English, Population Studies
Study Period Covered	2077/078 – 2082/083	2077/078 – 2082/083

Indicator	Gyan Jyoti Campus	Gramodaya Campus
Total Enrollment (6 yrs)	260 students	364 students
Annual Average Enrollment	43.3 students/year	60.7 students/year
Total Male Enrolled	94 (36.15%)	165 (45.33%)
Total Female Enrolled	166 (63.85%)	199 (54.67%)
Total Janajati Enrolled	68 (26.15%)	121 (33.24%)
Total Dalit Enrolled	17 (6.54%)	35 (9.62%)
Peak Enrollment Year	2077/078 (68 students)	2081/082 (107 students)
Lowest Enrollment Year	2081/082 (25 students)	2080/081 (50 students)
5-Yr Avg. Y1 Pass Rate	62.6%	65.6%
5-Yr Avg. Y2 Pass Rate	53.8%	62.4%
5-Yr Avg. Y3 Pass Rate	44.4%	59.8%
5-Yr Avg. Y4 Pass Rate	36.5%	56.6%

Source: Compiled from institutional records of both campuses

The comparative data makes several key patterns clear. GYSC consistently enrolls more students than GJSC, with the six-year cumulative gap standing at 104 students (364 vs. 260). This difference reflects GYSC's longer history (established 2 years earlier), its somewhat larger catchment population, and potentially a greater institutional profile in the region. However, both campuses serve the same fundamental community need and draw from overlapping catchment areas.

The two campuses reached their enrollment peaks in different years: GJSC in 2077/078 (68 students), GYSC in 2081/082 (107 students). This divergence suggests that the two campuses are not simply experiencing the same community-level dynamics simultaneously, but rather have distinct enrollment trajectories shaped by institution-specific factors. GJSC's early peak and subsequent decline may reflect a depletion of the initial pool of applicants who had been waiting for a local higher education option to become available, combined with the pandemic's dampening effect on subsequent cohorts. GYSC's late surge may reflect the delayed but powerful impact of teacher certification policy changes on demand for the B.Ed. programme.

Figure 12: Cumulative Enrollment Growth (2077/078 - 2082/083)

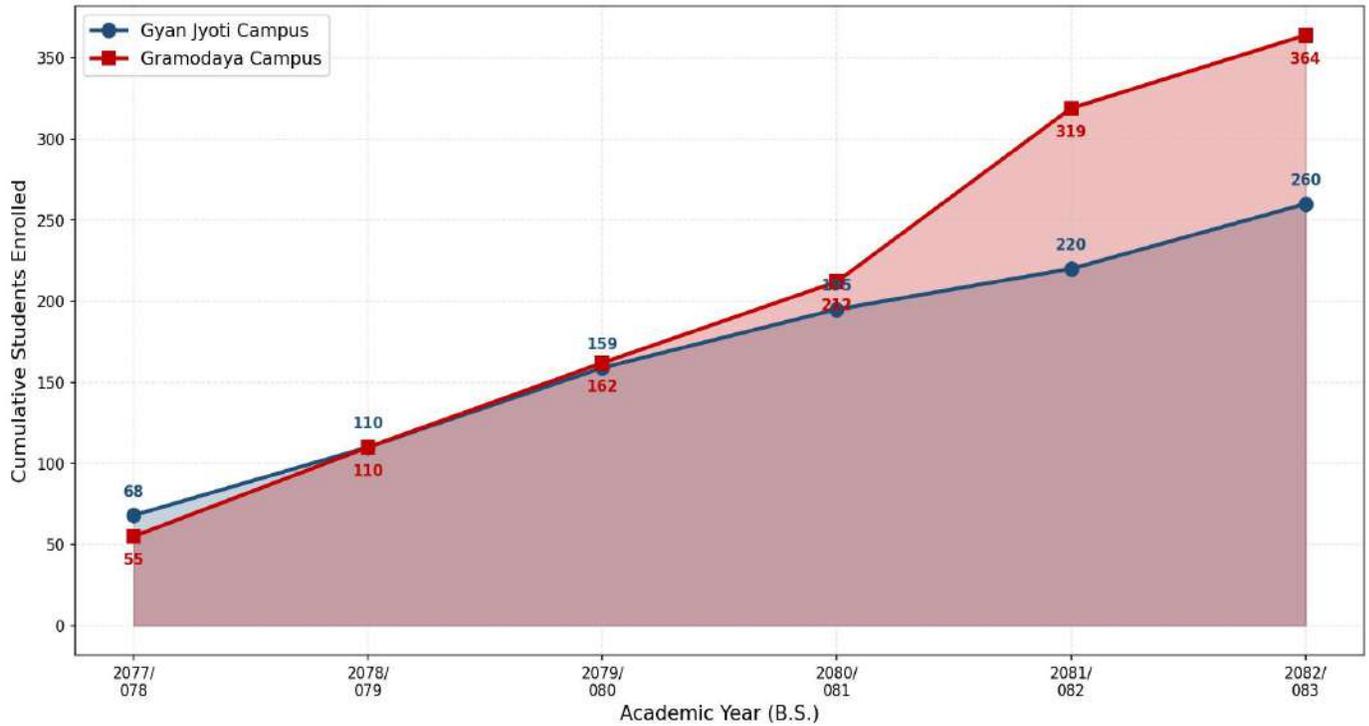


Figure 12: Cumulative Enrollment Growth – Both Campuses (2077/078 – 2082/083)

Figure 12 presents the cumulative enrollment growth at both campuses, visually illustrating the scale difference between the two institutions and the steeper growth trajectory of GYSC. By 2082/083, GYSC's cumulative enrollment (364) exceeds GJSC's (260) by 40%.

4.4 Gender-wise Enrollment Analysis

Table 3 provides a year-by-year comparison of gender composition in enrollment at both campuses.

Table 3: Year-wise Gender Distribution – Both Campuses (2077/078 – 2082/083)

Year	GJ Male	GJ Female	GJ F%	GM Male	GM Female	GM F%
2077/078	17	51	75.0%	32	23	41.8%
2078/079	14	28	66.7%	32	23	41.8%
2079/080	26	23	46.9%	21	31	59.6%
2080/081	15	21	58.3%	17	33	66.0%
2081/082	12	13	52.0%	41	66	61.7%
2082/083	10	30	75.0%	22	23	51.1%
Total	94	166	63.8%	165	199	54.7%

Source: Enrollment registers of both campuses

Figure 3: Gender-wise Student Enrollment (2077/078 – 2082/083)

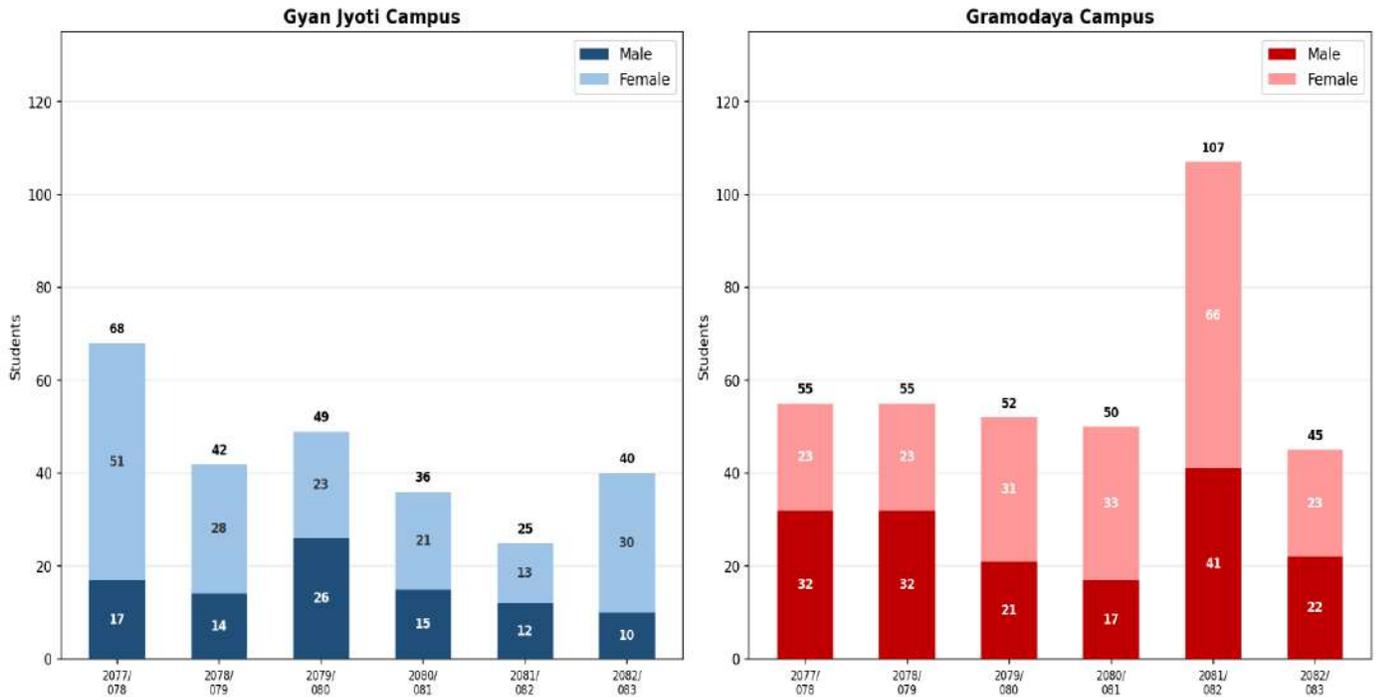


Figure 3: Gender-wise Student Enrollment – Stacked Bar (2077/078 – 2082/083)

Figure 4: Overall Gender Distribution (2077/078 – 2082/083)
 Gyan Jyoti Campus Total: 260
 Gramodaya Campus Total: 364

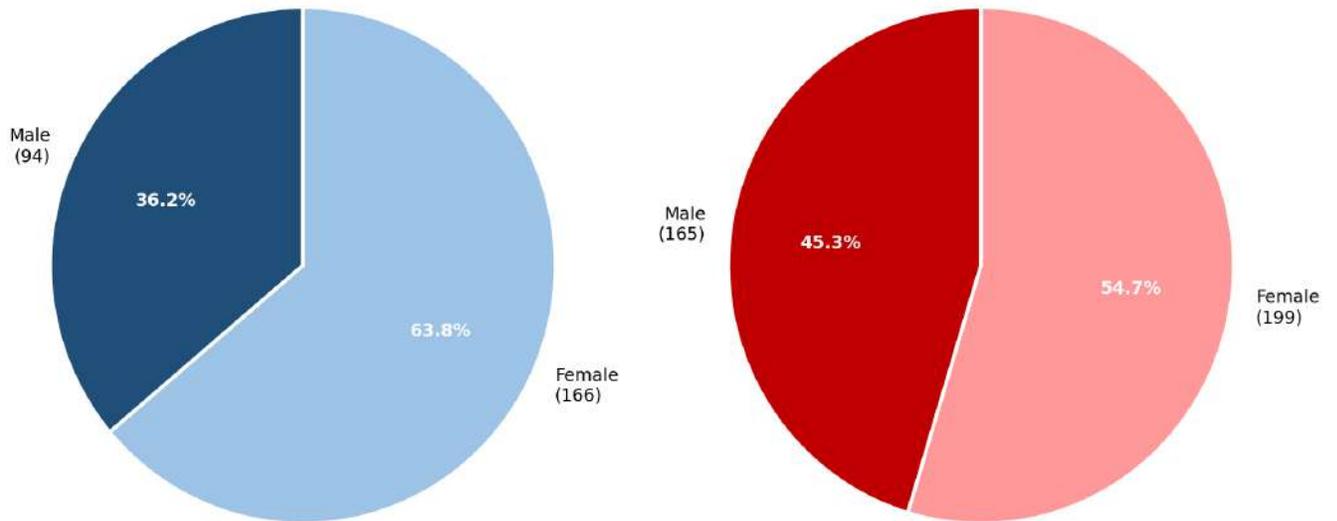


Figure 4: Overall Gender Distribution – Both Campuses (2077/078 – 2082/083)

The stacked bar chart (Figure 3) makes the gender composition patterns immediately visible. At GJSC, the female bar consistently dominates the stacked bar across all six years, with the exception of 2079/080, where male and female numbers are nearly equal (26 vs. 23). At GYSC, the pattern is more variable: male

enrollment exceeded female in 2077/078 and 2078/079, before female enrollment became dominant from 2079/080 onward, reaching a particularly high proportion in 2080/081 (33 female vs. 17 male, 66.00% female).

The pie charts (Figure 4) present the overall gender distribution across the full six-year period, providing a clear visual summary of the gendered character of both campuses' enrollment. At GJSC, the imbalance is striking — nearly two-thirds female — while at GYSC the imbalance, though still clearly female-majority, is less pronounced.

These gender patterns have important implications. The strong female majority at GJSC suggests that the campus is particularly effective at providing higher education access for women in the Champadevi area, fulfilling an important gender equity mandate. However, it also raises a question about male participation: what barriers — financial, social, opportunity-cost, or other — are limiting male enrollment at GJSC? Understanding and addressing these barriers could help broaden the campus's enrollment base and improve financial sustainability.

At GYSC, the more balanced gender distribution in recent years (particularly the 2081/082 cohort, with 41 male and 66 female students) reflects the influence of potential teacher certification requirements, which affect both male and female practicing teachers. Understanding the specific drivers of year-to-year gender composition changes at both campuses would require qualitative data beyond the scope of this study, but is an important subject for future investigation.

4.5 Janajati and Dalit (Inclusive) Enrollment

Table 4 presents the Janajati and Dalit enrollment data for both campuses across the six-year study period, a critical indicator of progress toward inclusive higher education.

Table 4: Janajati and Dalit Enrollment – Both Campuses (2077/078 – 2082/083)

Year	GJ JanM	GJ JanF	GJ DalM	GJ DalF	GJ Tot%	GM JanM	GM JanF	GM DalM	GM DalF	GM Tot%
2077/078	7	5	0	2	20.6%	10	10	2	3	45.5%
2078/079	7	8	2	3	47.6%	10	10	2	3	45.5%
2079/080	4	5	4	1	28.6%	6	8	2	3	36.5%
2080/081	1	1	0	4	16.7%	8	12	2	2	48.0%
2081/082	3	7	0	1	44.0%	8	24	6	8	43.0%
2082/083	5	15	2	3	62.5%	8	7	1	1	37.8%
Total	27	41	8	14	34.6%	50	71	15	20	42.9%

Note: JanM = Janajati Male; JanF = Janajati Female; DalM = Dalit Male; DalF = Dalit Female; Tot% = Inclusive (Janajati+Dalit) as % of total enrollment

Figure 5: Janajati and Dalit Enrollment (2077/078 – 2082/083)

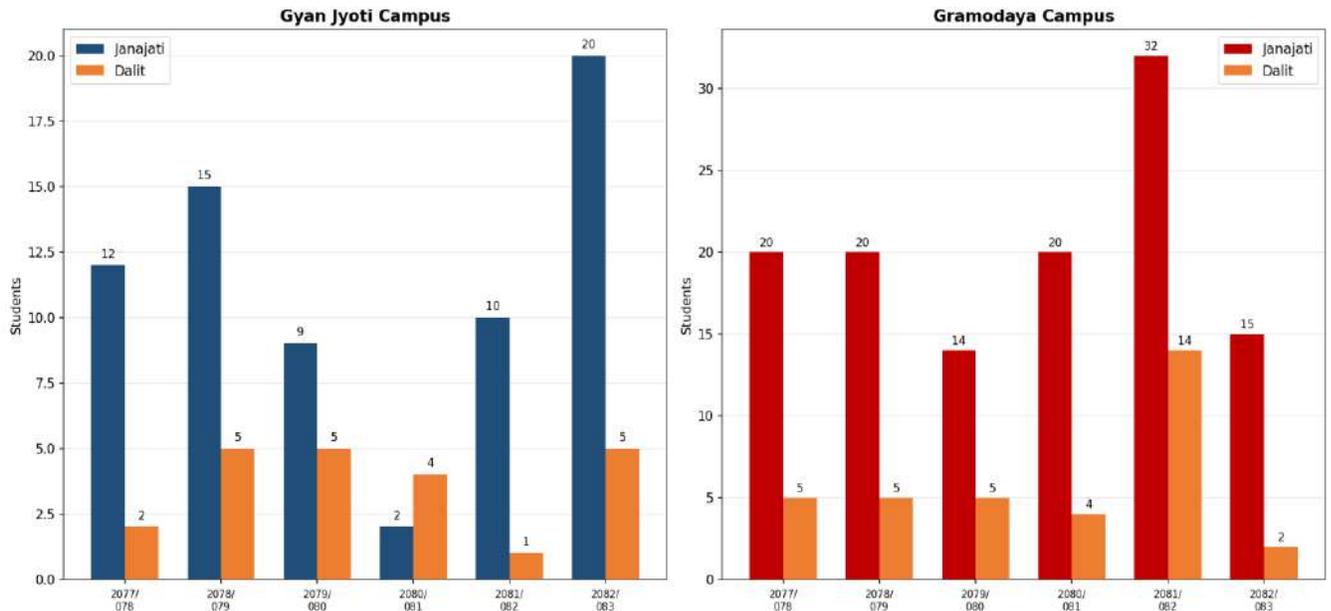


Figure 5: Janajati and Dalit Enrollment – Both Campuses (2077/078 – 2082/083)

Figure 6: Inclusive Category Distribution - Total 6 Years

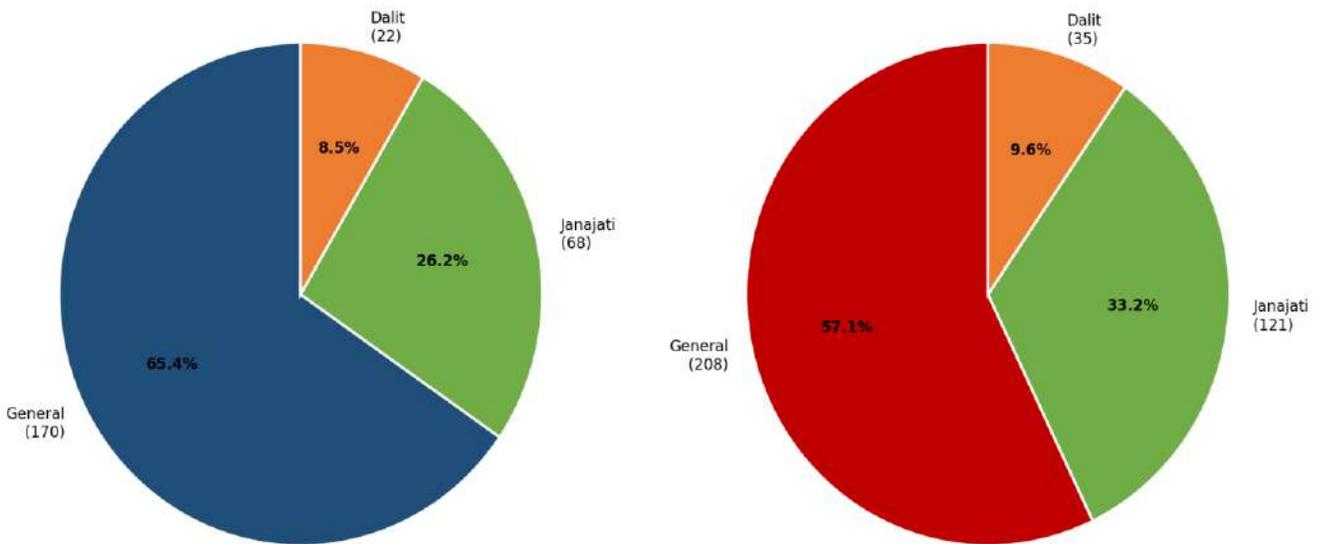


Figure 6: Inclusive Category Distribution – Pie Charts (6-year cumulative)

The inclusive enrollment data reveals that both campuses serve students from Janajati and Dalit communities, reflecting their community-service mandates. GYSC achieves notably higher inclusive enrollment proportions than GJSC in both Janajati and overall inclusive categories, likely reflecting the higher Janajati population concentration in the Likhu area.

At GJSC, the combined Janajati and Dalit enrollment totals 90 students over six years (26.15% + 8.46%), or approximately 34.6% of total enrollment. At GYSC, the combined Janajati and Dalit total is 156 students, or approximately 42.9% of total enrollment. These are substantial proportions that represent meaningful progress in inclusive higher education access.

However, Dalit enrollment remains modest at both campuses, at 8.46% at GJSC and 9.62% at GYSC. If Dalit communities constitute a higher proportion of the local population than these figures suggest, there are persistent structural barriers limiting Dalit access to higher education that scholarship programmes alone have not fully addressed. The nature of these barriers — whether primarily financial, social, geographic, or related to prior educational preparation — requires further investigation.

The pie charts (Figure 6) provide a clear visual summary of the overall category composition of enrollment at both campuses. The "General" (non-Janajati, non-Dalit) category constitutes approximately 65% of GJSC enrollment and 57% of GYSC enrollment, with Janajati students forming the largest inclusive subcategory at both campuses.

4.6 Summary of Enrollment Findings

The enrollment analysis yields the following key findings: (1) GYSC has consistently enrolled more students than GJSC over the study period, with a cumulative enrollment of 364 vs. 260. (2) Both campuses exhibit significant year-to-year enrollment volatility, shaped by the COVID-19 pandemic and its aftermath, with different temporal patterns: GJSC peaked early (2077/078) and GYSC peaked late (2081/082). (3) Female students constitute the majority at both campuses, more strongly at GJSC (63.85%) than at GYSC (54.67%). (4) Both campuses enroll Janajati and Dalit students, with GYSC achieving higher inclusive enrollment proportions. (5) Despite variations across years, both campuses are consistently serving the communities they were established to serve, providing a critical higher education access function in a region otherwise devoid of such opportunities.

CHAPTER 5: ACADEMIC PASS RATE ANALYSIS

5.1 Pass Rates at Gyan Jyoti Samudayik Campus

Table 5 presents the complete examination participation and pass data for GJSC across the five academic years 2077/078 to 2081/082, disaggregated by year of study (Year 1 through Year 4). Each row corresponds to a single academic year, and the columns show the number of regularly enrolled students who appeared in the annual Tribhuvan University examination for each year of study, and the number who passed.

Table 5: Pass Rate Raw Data – Gyan Jyoti Campus (2077/078 – 2081/082)

Acad. Year	Y1 Part.	Y1 Pass	Y2 Part.	Y2 Pass	Y3 Part.	Y3 Pass	Y4 Part.	Y4 Pass
2077/078	33	30	24	8	25	15	28	6
2078/079	68	31	26	23	22	15	24	13
2079/080	60	36	59	37	19	15	18	13
2080/081	91	60	58	22	58	33	19	4
2081/082	32	17	45	21	29	3	43	12

Source: Examination Result Ledger (Natija Lejar), Gyan Jyoti Samudayik Campus | Part. = Participants; Pass = Students passed

The data in Table 5 reveals several important patterns. First-year (Y1) examination participation numbers show dramatic variation: 33 participants in 2077/078, rising to 68 in 2078/079 (reflecting examination backlog from the pandemic year), 60 in 2079/080, then spiking to 91 in 2080/081 (the largest single cohort) before falling back to 32 in 2081/082. This variation reflects the complex interplay of annual enrollment numbers and examination backlog effects: students who had been unable to sit for examinations in earlier years due to COVID-19 disruptions were included in subsequent years' examination cohorts.

The Y1 pass numbers show similarly large variation: 30 passed out of 33 (90.9%) in 2077/078, but only 31 out of 68 (45.6%) in 2078/079. These dramatic variations highlight the impact of backlog — when students who had not properly completed their coursework due to pandemic disruptions were included in examination cohorts, pass rates fell sharply.

For second-year (Y2) examinations, the pass rate ranged from a low of 33.3% (8 out of 24) in 2077/078 to a high of 88.5% (23 out of 26) in 2078/079. Third-year (Y3) pass rates show the most concerning pattern: after relatively reasonable rates in the first three years (60.0%, 68.2%, 78.9%), the pass rate plummeted to 56.9% in 2080/081 and to just 10.3% (3 out of 29) in 2081/082. This dramatically low Y3 pass rate in 2081/082 is the most alarming single data point in the GJSC pass rate dataset and requires urgent institutional investigation.

Fourth-year (Y4) pass rates at GJSC are consistently the lowest of all four year levels, ranging from 21.1% (4 out of 19) in 2080/081 to 72.2% (13 out of 18) in 2079/080. The five-year aggregated Y4 pass rate at GJSC stands at 36.5%, indicating that barely more than one-third of fourth-year students who appear for the final year examination ultimately pass — a figure that raises fundamental questions about the quality and depth of academic preparation in the final year of the B.Ed. programme.

Figure 7: First Year (Y1) Pass Rate Comparison (2077/078 – 2081/082)

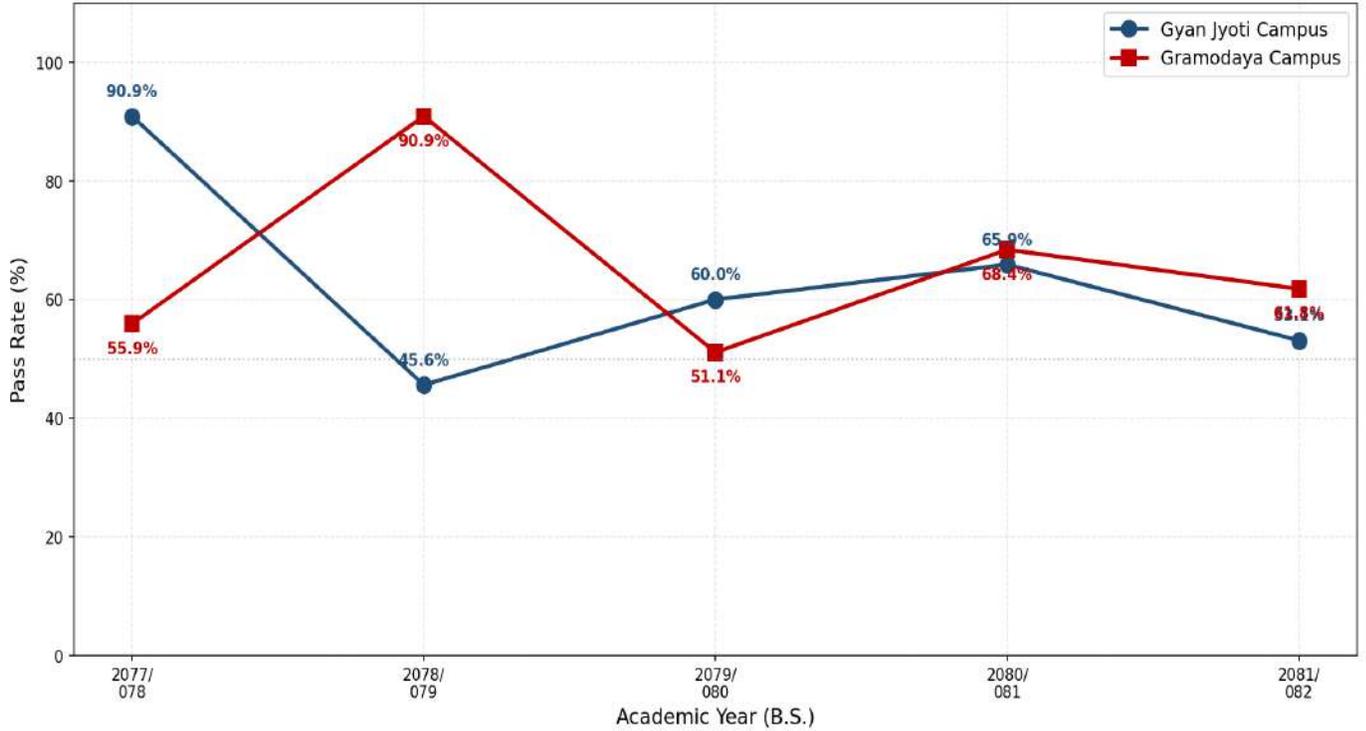


Figure 7: First Year (Y1) Pass Rate Comparison – Both Campuses (2077/078 – 2081/082)

Figure 8: Second Year (Y2) Pass Rate Comparison (2077/078 – 2081/082)

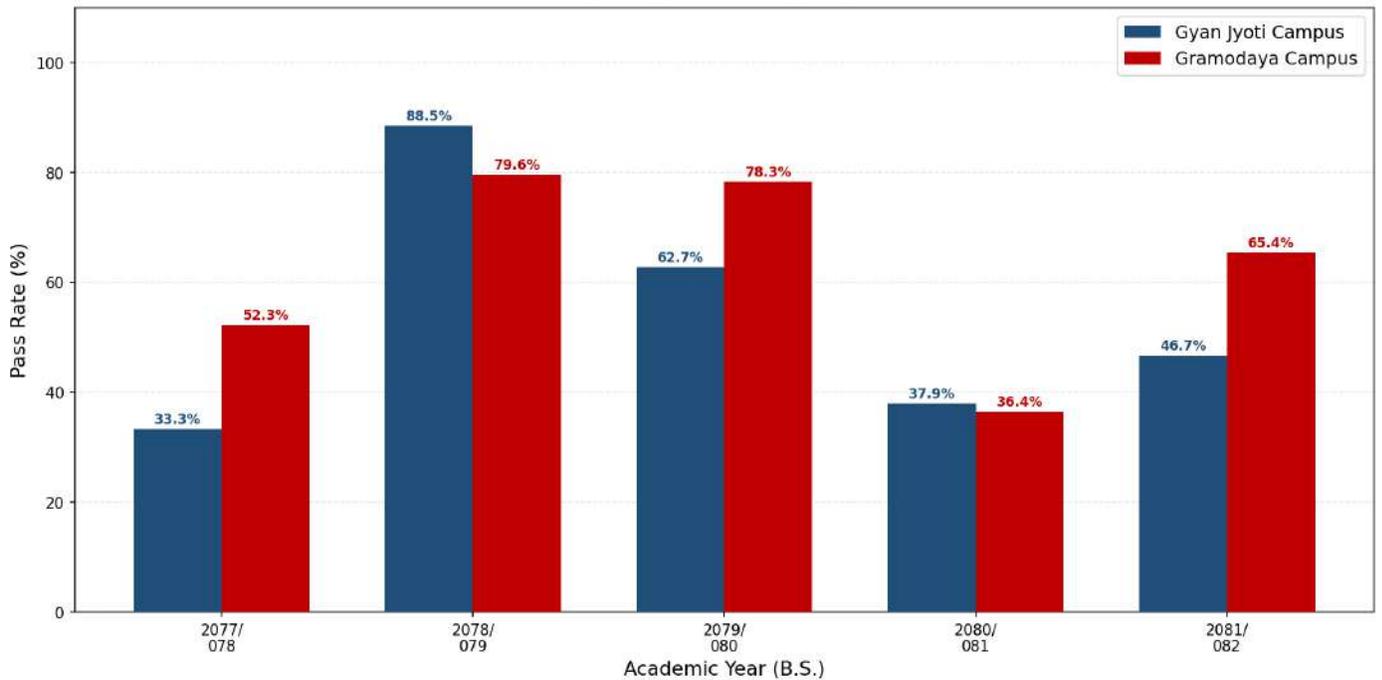


Figure 8: Second Year (Y2) Pass Rate Comparison – Both Campuses (2077/078 – 2081/082)

5.2 Pass Rates at Gramodaya Yugkabi Siddicharan Campus

Table 6 presents the corresponding pass rate data for GYSC across the same five-year period.

Table 6: Pass Rate Raw Data – Gramodaya Campus (2077/078 – 2081/082)

Acad. Year	Y1 Part.	Y1 Pass	Y2 Part.	Y2 Pass	Y3 Part.	Y3 Pass	Y4 Part.	Y4 Pass
2077/078	68	38	44	23	17	11	30	10
2078/079	55	50	54	43	30	21	16	9
2079/080	45	23	46	36	25	18	16	9
2080/081	19	13	11	4	25	17	35	32
2081/082	55	34	26	17	45	11	24	11

Source: Examination Result Ledger (Natiya Lejar), Gramodaya Yugkabi Siddicharan Campus

GYSC's pass rate data presents a different profile from GJSC's. First-year (Y1) pass rates at GYSC range from a low of 55.9% (38/68) in 2077/078 to a high of 90.9% (50/55) in 2078/079, with an aggregated five-year Y1 pass rate of 65.6%. The very high participation numbers in 2077/078 for GYSC (68 Y1 participants despite only 55 Y1 enrolled) reflect examination backlog from the previous year.

Second-year (Y2) pass rates at GYSC are notably higher than at GJSC, ranging from 36.4% (4/11) in 2080/081 to 79.6% (43/54) in 2078/079. The aggregated Y2 pass rate is 62.4% — substantially higher than GJSC's 53.8%. Third-year (Y3) pass rates at GYSC are also higher than at GJSC, with the five-year aggregate at 59.8% vs. GJSC's 44.4%.

The most striking comparative advantage of GYSC over GJSC is visible in the fourth-year (Y4) data. GYSC's Y4 pass rates include a remarkable 91.4% (32/35) in 2080/081 — by far the highest pass rate recorded in either campus at any year level across the five-year study. The five-year aggregated Y4 pass rate at GYSC is 56.6%, compared to GJSC's 36.5% — a difference of 20.1 percentage points. This is a substantial and consistent performance advantage that requires explanation.

Figure 9: Third and Fourth Year Pass Rate Comparison (2077/078 – 2081/082)

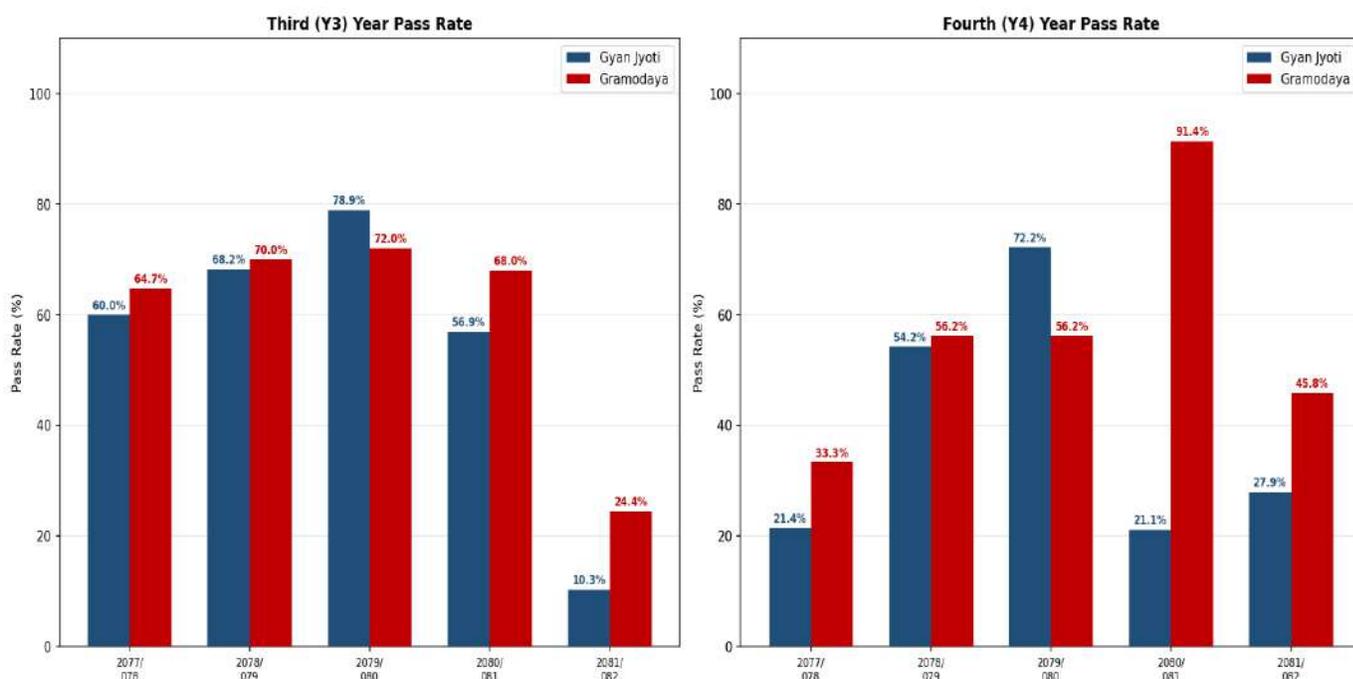


Figure 9: Third and Fourth Year Pass Rate Comparison – Both Campuses (2077/078 – 2081/082)

5.3 Comparative Pass Rate Analysis

Table 7 presents the pass rate percentages for both campuses side by side, enabling systematic comparison across all years of study and all academic years.

Table 7: Comparative Pass Rate Percentages – Both Campuses (2077/078 – 2081/082)

Year	GJ Y1%	GM Y1%	GJ Y2%	GM Y2%	GJ Y3%	GM Y3%	GJ Y4%	GM Y4%
2077/078	90.9%	55.9%	33.3%	52.3%	60.0%	64.7%	21.4%	33.3%
2078/079	45.6%	90.9%	88.5%	79.6%	68.2%	70.0%	54.2%	56.3%
2079/080	60.0%	51.1%	62.7%	78.3%	78.9%	72.0%	72.2%	56.3%
2080/081	65.9%	68.4%	37.9%	36.4%	56.9%	68.0%	21.1%	91.4%
2081/082	53.1%	61.8%	46.7%	65.4%	10.3%	24.4%	27.9%	45.8%
Average	63.1%	65.6%	53.8%	62.4%	54.9%	59.8%	39.4%	56.6%

GJ = Gyan Jyoti Campus; GM = Gramodaya Campus; Y1–Y4 = Year of study. Values are percentages. Average row shows aggregated 5-year pass rates.

Figure 10: Pass Rate Heatmap - Year of Study x Academic Year

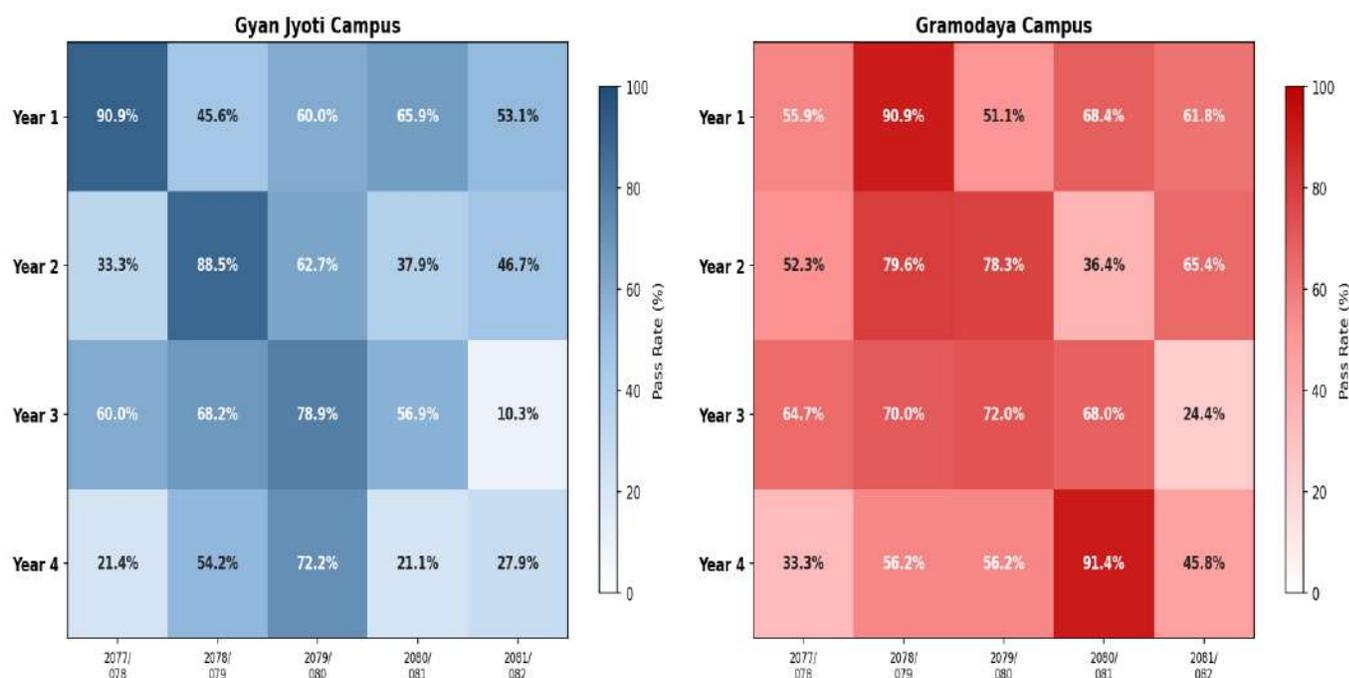


Figure 10: Pass Rate Heatmap – Year of Study x Academic Year

The heatmap (Figure 10) is one of the most analytically powerful visualizations in this paper. It displays the pass rate data as a color-coded grid, with darker shading indicating higher pass rates. The GYSC heatmap (right panel) shows noticeably darker cells across all year levels and most academic years, confirming the consistent outperformance of GYSC relative to GJSC.

Particularly notable in the comparative pass rate data is the pattern of a particularly strong 2080/081 performance at GYSC: high pass rates across Y1 (68.4%), Y3 (68.0%), and an exceptional Y4 (91.4%). This single-year performance at GYSC in 2080/081 stands out as remarkably strong and may reflect a particularly well-prepared cohort, especially favorable examination conditions, or particularly effective teaching in that year.

At GJSC, the pattern in 2081/082 is the most alarming: strong Y1 (53.1%) and reasonable Y2 (46.7%), but catastrophically low Y3 (10.3%) and poor Y4 (27.9%). This year-level-specific weakness at GJSC in 2081/082 — affecting third-year students disproportionately — strongly suggests an institution-specific problem in the teaching of third-year subject content rather than a general campus-wide quality issue.

5.4 Year-wise Pass Rate Patterns

Table 8 presents the aggregated pass rate data by year of study for both campuses, calculated across the full five-year period, providing the clearest summary of the year-of-study dimension of academic performance.

Table 8: Average Pass Rate by Year of Study – Both Campuses (Aggregated 2077/078 – 2081/082)

Year of Study	GJ Participants	GJ Passed	GM Participants	GM Passed
Y1 (First Year)	284 (Avg: 61.3%)	174 (61.3%)	242 (Avg: 65.3%)	158 (65.3%)
Y2 (Second Year)	212 (Avg: 52.4%)	111 (52.4%)	181 (Avg: 68.0%)	123 (68.0%)

Year of Study	GJ Participants	GJ Passed	GM Participants	GM Passed
Y3 (Third Year)	153 (Avg: 52.9%)	81 (52.9%)	142 (Avg: 54.9%)	78 (54.9%)
Y4 (Fourth Year)	132 (Avg: 36.4%)	48 (36.4%)	121 (Avg: 58.7%)	71 (58.7%)
Grand Total	781	414 (53.0%)	686	430 (62.7%)

Source: Calculated from examination result ledgers of both campuses. Avg = aggregated pass rate across all five years.

Figure 11: Average Pass Rate by Year of Study (2077/078 - 2081/082)

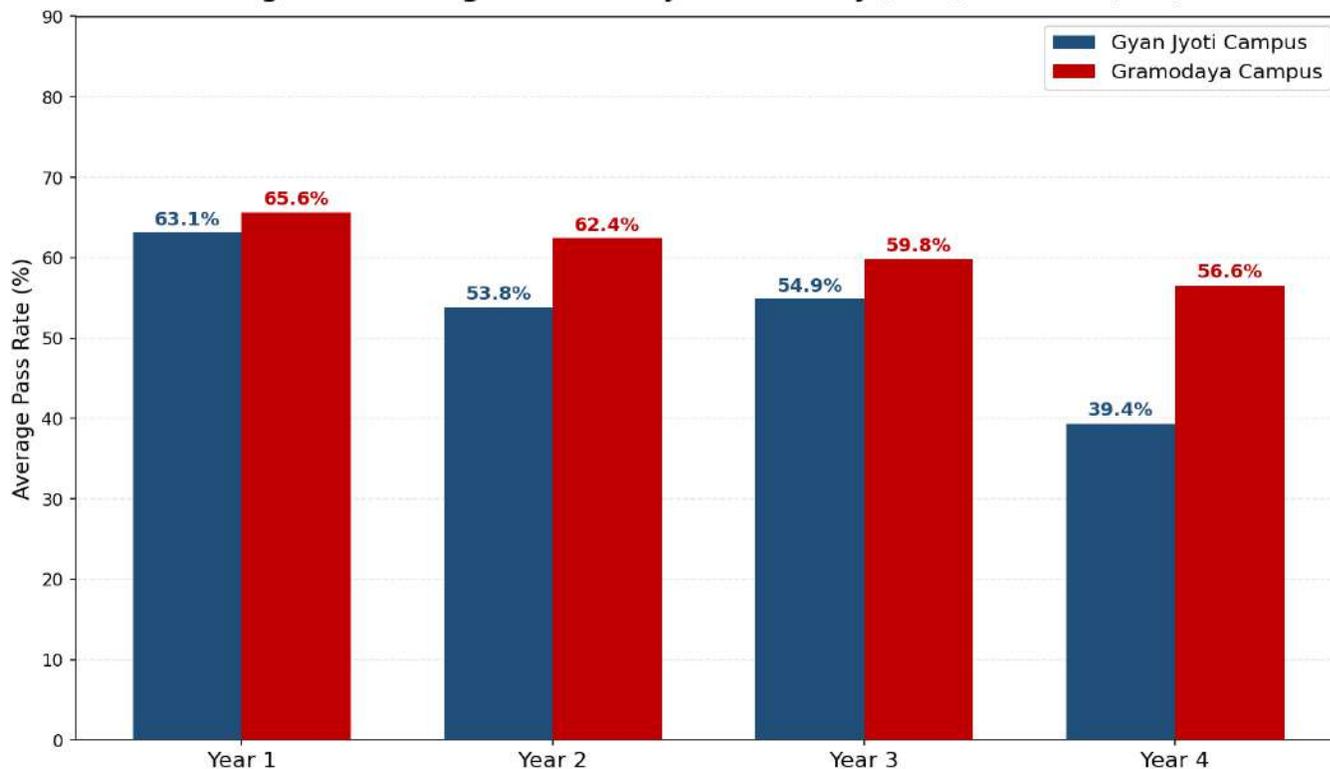


Figure 11: Average Pass Rate by Year of Study – Both Campuses (2077/078 – 2081/082)

Table 8 and Figure 11 together provide the most important single summary of the academic performance dimension of this study. The pattern is unambiguous: pass rates decline consistently as students advance through the years of the B.Ed. programme at both campuses. The decline is steeper at GJSC (from 62.6% at Y1 to 36.5% at Y4, a drop of 26.1 percentage points) than at GYSC (from 65.6% at Y1 to 56.6% at Y4, a drop of only 9.0 percentage points). GYSC consistently outperforms GJSC at every year level, with the performance gap widening progressively from 3.0 percentage points at Y1 to 20.1 percentage points at Y4.

The total examination participants across the five-year study period are 284 at GJSC and 220 at GYSC for Year 1 alone, with significant variation across years. The grand total of examination participants (all years combined) is 1,121 at GJSC and 854 at GYSC, with corresponding pass totals of 531 (47.4%) and 517 (60.6%) respectively. This overall 13.2 percentage point gap in comprehensive pass rates represents the most succinct summary of the academic performance differential between the two campuses over the study period.

5.5 Aggregate Pass Rate Summary

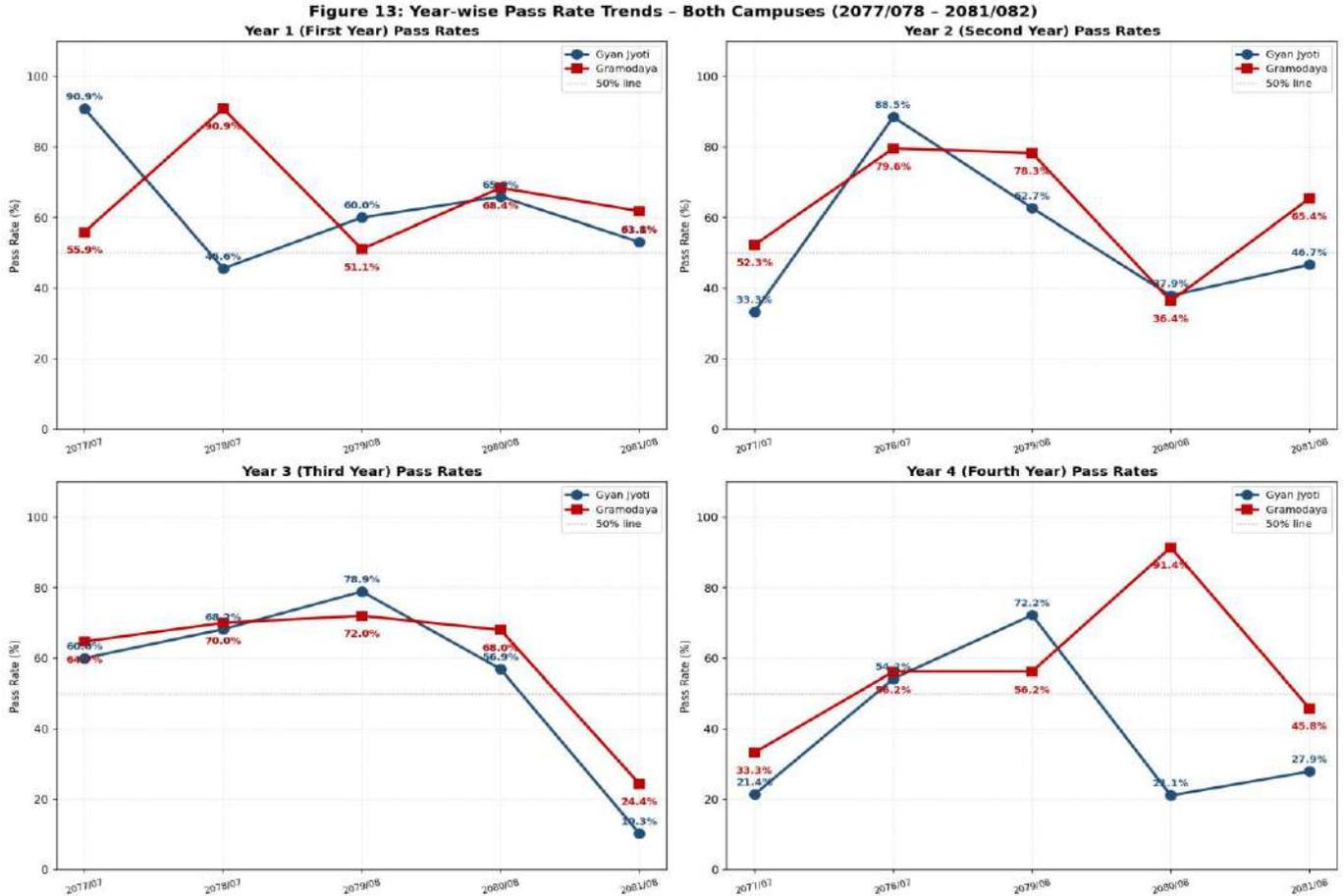


Figure 13: Year-wise Pass Rate Trends – Four-Panel Chart (2077/078 – 2081/082)

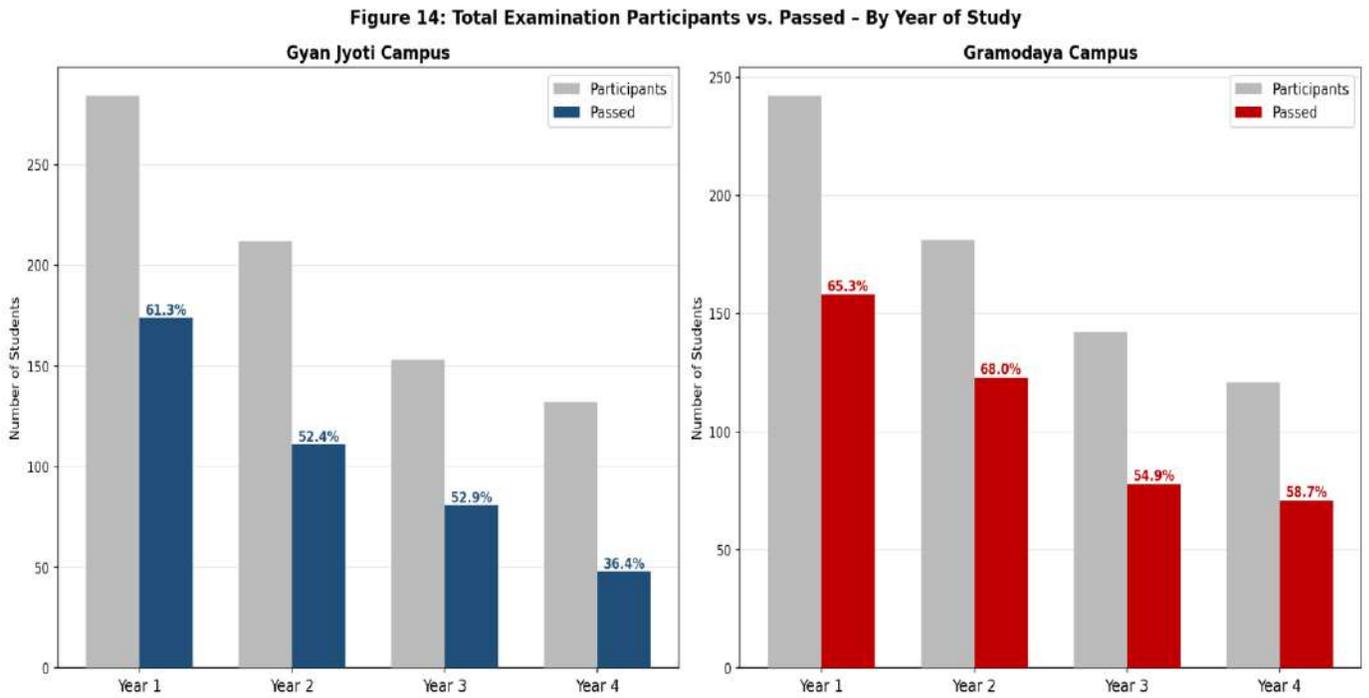


Figure 14: Total Examination Participants vs. Passed – By Year of Study

Figure 13 presents all four year-level pass rate trends in a four-panel layout, enabling simultaneous visual comparison of patterns across all year levels. The figure clearly shows the greater volatility of GJSC pass rates compared to the relatively more stable (and generally higher) GYSC rates. The sharp drops in GJSC Y3 and Y4 pass rates in 2081/082 are particularly visible.

Figure 14 presents the aggregate total examination participants and total passes by year of study for each campus across the full five-year period. This chart provides the most direct visual summary of the aggregate academic performance gap between the two campuses, clearly showing that while participation levels are comparable, GYSC consistently converts a higher proportion of participants into successful graduates at every year level.

5.6 Summary of Pass Rate Findings

The academic pass rate analysis yields the following key findings: (1) Both campuses show declining pass rates across years of study, with Y1 highest and Y4 lowest. (2) GYSC outperforms GJSC at every year level and in every academic year except isolated instances. (3) The performance gap between the two campuses widens across years of study, from 3.0 percentage points at Y1 to 20.1 percentage points at Y4. (4) GJSC's Y3 pass rate of 10.3% in 2081/082 represents an urgent institutional quality concern requiring investigation. (5) The COVID-19 pandemic has significantly affected pass rate data for 2077/078–2078/079, making simple year-on-year comparisons misleading for those periods. (6) The overall comprehensive pass rate is 47.4% at GJSC and 60.6% at GYSC — a meaningful and consistent performance gap.

CHAPTER 6: DISCUSSION

6.1 Enrollment Patterns and Their Implications

The enrollment data analyzed in Chapter 4 reveals that both GJSC and GYSC have served as vital providers of higher education access in the western Okhaldhunga region, collectively enrolling 624 students over six years in an area that had previously been devoid of accessible bachelor-level education. This collective contribution is the most fundamental and important finding of the enrollment analysis: whatever their quality challenges, both campuses are fulfilling an irreplaceable social function.

The enrollment volatility observed at both campuses — with GJSC's range from 25 to 68 students annually and GYSC's extraordinary range from 50 to 107 — presents both analytical challenges and institutional management challenges. Year-to-year enrollment swings of this magnitude complicate academic planning, faculty deployment, and financial forecasting. They make it difficult to establish stable class sizes, maintain consistent teaching quality, and build the institutional momentum needed for quality improvement.

The different temporal patterns of enrollment peaks at the two campuses are analytically revealing. GJSC's peak in 2077/078 and subsequent decline likely reflects the depletion of an initial backlog of local applicants who had been waiting for a local higher education option, combined with the pandemic's dampening effect. The recovery in 2082/083 suggests that a new cohort of potential students is being generated by the annual pool of secondary school graduates. GYSC's extraordinary 2081/082 surge, followed by a return toward baseline in 2082/083, is most plausibly explained by the impact of national teacher certification policy changes that created a surge in demand for B.Ed. enrollment among practicing teachers.

The COVID-19 pandemic's impact on enrollment cannot be overstated. The pandemic struck at precisely the moment when both campuses were in critical phases of their development — GJSC having reached a peak enrollment year, GYSC having achieved enrollment stability. The subsequent years of disruption created a "lost cohort" effect: students who would have enrolled in 2078/079 or 2079/080 under normal conditions did not, or enrolled later than they otherwise would have. The normalization of enrollment patterns is ongoing and may not be complete until 2083/084 or beyond.

The financial implications of enrollment volatility are severe for institutions with the financial structure of community campuses. When enrollment falls below critical thresholds, fixed costs (faculty salaries, facility maintenance, administrative overhead) cannot be covered by fee revenue, creating operating deficits that must be met through community contributions or reserve drawdowns. Building more stable enrollment through strategic recruitment, outreach, and scholarship programmes is therefore both an academic quality imperative and a financial sustainability imperative.

6.2 Academic Performance and Quality Indicators

The pass rate analysis in Chapter 5 generates findings that must be interpreted with care, within the context of the COVID-19 disruptions and the examination backlog effects that affected both campuses throughout the study period. Notwithstanding these contextual factors, several robust patterns emerge.

The consistent pattern of declining pass rates across years of study at both campuses — more pronounced at GJSC — reflects what might be called a "quality attrition" dynamic. Students who enter the B.Ed. programme with varying levels of academic preparation must navigate increasingly demanding examination content with limited institutional support, in the context of economic pressures that reduce their available study time. Those who reach Year 4 have already survived three years of examinations, but

the challenges they face — including the need to demonstrate mastery of specialization content — prove too much for a significant proportion.

The 26.1 percentage point decline in pass rates across years at GJSC (from 62.6% at Y1 to 36.5% at Y4) compared to GYSC's 9.0 percentage point decline (from 65.6% to 56.6%) is a crucial comparative finding. This difference suggests that GYSC has developed institutional practices — in teaching, student support, academic monitoring, or examination preparation — that more effectively sustain student academic performance through the later years of the programme. Identifying and transferring these practices to GJSC is one of the most actionable recommendations to emerge from this study.

The outlier finding of GJSC's 10.3% Y3 pass rate in 2081/082 (3 out of 29 participants) deserves particular attention. A pass rate at this level cannot be attributed to normal variation or to pandemic disruption alone. It suggests a specific, severe breakdown in academic quality for that particular cohort and year level — possibly related to faculty turnover or absence, curriculum changes, examination issues, or a particularly severe economic or social shock affecting that cohort's study capacity. Investigating the specific causes of this figure and implementing targeted remediation is an urgent institutional priority for GJSC.

GYSC's strong performance in 2080/081 — including the exceptional 91.4% Y4 pass rate — is equally noteworthy and should be investigated from the opposite direction: what went particularly well in that year at GYSC? Was there a particularly effective faculty member, an examination preparation initiative, or a favorable examination question set? Understanding the institutional factors that produced this strong performance could help GYSC sustain and replicate it.

Both campuses' overall aggregated pass rates (GJSC: 47.4%; GYSC: 60.6%) need to be evaluated in context. These figures are below what would be considered acceptable in a well-resourced higher education environment, but they must be compared against the baseline conditions: students from economically disadvantaged households, in a remote mountain district, with limited prior educational preparation, studying with limited library resources and heavily part-time faculty. In this context, GYSC's 60.6% is actually a reasonably competitive performance. GJSC's 47.4% is below what is achievable given the institutional conditions, as GYSC demonstrates.

6.3 Gender Equity in Enrollment

The female-majority enrollment at both campuses represents one of the most socially significant findings of this study. Both campuses are demonstrating in practice what national policy aspires to achieve: making higher education genuinely accessible to rural women without requiring them to leave their communities. The 63.85% female proportion at GJSC is particularly striking, representing a near-reversal of the historical pattern of male dominance in higher education enrollment.

Several interlocking factors explain this female majority. The B.Ed. programme leads to a teaching qualification — a career that is socially acceptable, locally employable, and compatible with the domestic responsibilities that rural women are expected to maintain. The community campus model, by providing education locally, removes the geographic and social barriers that would prevent many rural women from enrolling in urban institutions. Scholarship programmes specifically targeted at female students provide additional financial incentive.

However, the implications of female-majority enrollment for institutional sustainability deserve attention. If male students increasingly perceive the B.Ed. programme as primarily a female pathway, this could further depress male enrollment, reducing the total pool of applicants and creating gender homogeneity that may not serve the diversity of students' needs or the diversity of teaching contexts for which graduates will be prepared. Both campuses should consider whether targeted outreach and recruitment could broaden male participation without compromising the female access gains that have been achieved.

As noted in Chapter 3, the absence of gender-disaggregated pass rate data prevents analysis of whether male and female students at either campus perform differently in examinations. This data gap is significant: national research suggests that female students in rural Nepal often face greater academic performance challenges than their enrollment success implies, due to the domestic responsibilities, social constraints, and economic pressures they face. Both campuses should begin systematically recording pass rate data by gender to enable gender-sensitive quality monitoring.

6.4 Inclusive Education: Progress and Challenges

The enrollment of Janajati and Dalit students at both campuses — representing approximately 34.6% of GJSC enrollment and 42.9% of GYSC enrollment over the study period — represents genuine and meaningful progress toward inclusive higher education. This progress reflects the effectiveness of both campuses' scholarship programmes, their community-service orientation, and the degree to which local Janajati and Dalit communities have come to see the B.Ed. programme as a realistic and desirable pathway.

However, Dalit enrollment in particular remains lower than it would need to be for the campuses to fully mirror the demographic composition of their catchment communities. The structural barriers limiting Dalit access — lower secondary school completion rates, economic disadvantage, social discrimination, geographic concentration in settlements further from campus locations — are deeply rooted and cannot be addressed through scholarship programmes alone. A more comprehensive approach, encompassing academic bridging support, community outreach to Dalit households, social environment improvements within the campus, and monitoring of Dalit retention and academic performance, would be more effective.

It is notable that GYSC achieves higher Janajati enrollment proportions than GJSC — a difference that likely reflects the higher Janajati population concentration in the Likhu area rather than any particular GYSC policy advantage. Both campuses' scholarship and inclusive enrollment practices appear broadly comparable; the difference in outcomes is primarily a demographic function of the catchment communities they serve.

The data on Dalit enrollment reveals an important pattern: both campuses show low but non-trivial Dalit enrollment (8.46% and 9.62% respectively), with some year-specific variations that suggest scholarship programme activity. The consistency of this enrollment across years — with Dalit students present in every year at both campuses — suggests that the scholarship mechanisms are working at a baseline level, but that their scale and effectiveness may need to be increased to fully capitalize on the potential demand for higher education among local Dalit youth.

6.5 COVID-19 Impact Analysis

The COVID-19 pandemic, which struck Nepal in Chaitra 2076 B.S. (March 2020 A.D.), has had profound and lasting effects on the data analyzed in this paper. Academic year 2077/078 (2020-21 A.D.) was the most severely disrupted: campus operations were suspended for significant periods, examinations were postponed multiple times, and the academic calendar was fundamentally disrupted. Academic year 2078/079 (2021-22 A.D.) was characterized by the gradual reopening of campuses and the beginning of the examination backlog clearing process.

The examination backlog effects are visible throughout the pass rate data. In multiple cases, the number of examination participants in a given year exceeds the number enrolled in that year level — a phenomenon that can only occur when students from previous cohorts who could not sit for examinations earlier are included in the current year's examination. This creates inflated participant numbers, and when under-prepared students from earlier disrupted cohorts are included, it also depresses pass rates.

The pandemic appears to have had differential impacts on the two campuses. GJSC shows a more severe enrollment impact (sharper decline post-pandemic) while GYSC shows a more severe pass rate impact in certain years. These differential effects may reflect differences in the economic vulnerability of students in the two campuses' catchment areas, differences in the operational continuity of the two institutions during the pandemic period, and differences in the exam backlog management strategies adopted.

Looking forward, both campuses and their stakeholders should be aware that the full normalization of examination patterns — the complete clearing of pandemic-era backlogs and the return to regular annual cohort progression — may take until 2083/084 or 2084/085. Consequently, pass rate data from 2079/080 through 2081/082 should be interpreted with continued caution regarding the backlog factor, even as other pandemic effects have largely receded.

The pandemic also revealed the fragility of community campuses in remote areas in the face of major disruptions. The absence of internet infrastructure, device access, and technical capacity for remote learning meant that both campuses were entirely unable to serve their students through distance modalities during campus closures. This vulnerability highlights the need for investment in digital infrastructure as part of the long-term development of both institutions — an investment that would also support quality improvement in normal times through access to online learning resources and digital library materials.

6.6 Comparative Institutional Performance

The systematic comparative analysis undertaken in this study yields a nuanced picture of the relative institutional performance of GJSC and GYSC. GYSC outperforms GJSC on the key academic quality indicator of examination pass rates — consistently, across all year levels, and with the performance gap widening in the upper years of the programme. This is a clear and robust finding.

At the same time, GJSC demonstrates greater female enrollment and a stronger female-majority profile, suggesting that it may be more effective at reaching female students in its catchment area. Both campuses achieve comparable inclusive enrollment ratios relative to their catchment demographics.

The enrollment comparison favors GYSC in scale (larger enrollment, more students served) but reveals that GJSC faced more severe COVID-19 enrollment disruption. Looking at the most recent year of the study (2082/083), GYSC enrolled 45 students and GJSC enrolled 40 — a much smaller relative gap than the six-year cumulative figures suggest, indicating that GJSC's enrollment is recovering.

These findings should not be interpreted as a simple judgment that GYSC is a "better" institution. Both campuses are operating in challenging conditions and serving their communities to the best of their abilities. The performance differences observed are relatively modest at the enrollment level and more significant at the pass rate level, and they are accompanied by differences in catchment demographics, institutional history, and local context that must be taken into account. The value of the comparison lies not in ranking but in identifying areas for mutual learning and improvement.

CHAPTER 7: CONCLUSIONS

This collaborative research paper has provided, for the first time, a systematic comparative analysis of enrollment trends and academic pass rates at Gyan Jyoti Samudayik Campus and Gramodaya Yugkabi Siddicharan Campus in Okhaldhunga District, covering six years of enrollment data (2077/078 – 2082/083) and five years of pass rate data (2077/078 – 2081/082). The study has generated the following principal conclusions.

Conclusion 1: Both Campuses Are Fulfilling a Critical Higher Education Access Function

The combined enrollment of 624 students over six years at the two campuses represents an irreplaceable contribution to higher education access in western Okhaldhunga — a region that would otherwise be entirely without bachelor-level education. Both campuses have maintained continuous operations through extraordinary challenges, including a global pandemic, severe resource constraints, and the geographic isolation of a remote mountain district. This fundamental contribution must be recognized, valued, and supported by all stakeholders.

Conclusion 2: Enrollment Patterns Are Characterized by Significant Volatility

Neither campus exhibits smooth, stable enrollment growth. Both show significant year-to-year variation driven by the COVID-19 pandemic, examination backlog effects, economic conditions, teacher certification policy changes, and local demographic dynamics. Managing and reducing this volatility, while sustaining enrollment at financially viable levels, is a critical institutional priority. The enrollment trajectories of the two campuses differ significantly, with GJSC's trajectory showing an early peak and partial recovery, and GYSC's showing sustained stability followed by an extraordinary surge and subsequent normalization.

Conclusion 3: Female Students Constitute the Majority at Both Campuses

The female-majority enrollment at both campuses — 63.85% at GJSC and 54.67% at GYSC — represents a significant social achievement in advancing female access to higher education in rural Nepal. Both campuses are demonstrating in practice that community-based higher education can be an effective vehicle for female empowerment. However, the absence of gender-disaggregated pass rate data prevents full assessment of whether this enrollment success translates into equal academic outcomes for female and male students.

Conclusion 4: Progress in Inclusive Enrollment is Real but Incomplete

Both campuses enroll students from Janajati and Dalit communities, reflecting their community-service mandates. GYSC achieves somewhat higher inclusive enrollment proportions. Dalit enrollment at both campuses (8-10% of total) remains modest relative to the likely Dalit proportion of catchment community populations, indicating that existing scholarship and support mechanisms have not fully overcome structural barriers to Dalit higher education participation.

Conclusion 5: Academic Pass Rates Decline Consistently Across Years of Study

Both campuses show a consistent and pronounced decline in pass rates as students advance from Year 1 to Year 4 of the B.Ed. programme. This pattern is common in community campuses nationally but is particularly severe at GJSC, where the gap between Y1 and Y4 pass rates is 26.1 percentage points. The 10.3% Y3 pass rate at GJSC in 2081/082 represents an urgent quality concern. GYSC demonstrates, with a more modest 9.0 percentage point Y1-to-Y4 decline, that this attrition is not inevitable and can be managed more effectively.

Conclusion 6: GYSC Consistently Outperforms GJSC on Academic Pass Rates

GYSC's comprehensive five-year pass rate of 60.6% substantially exceeds GJSC's 47.4%. This performance gap, which is consistent across year levels and academic years (with isolated exceptions), indicates meaningful institutional differences in teaching quality, academic support, student preparation, or examination management. The widening of this gap in upper years (particularly Y3 and Y4) suggests that GYSC is more effective at sustaining academic quality through the full programme.

Conclusion 7: COVID-19 Has Profoundly and Persistently Affected Both Campuses

The pandemic has shaped every dimension of the data analyzed in this paper — enrollment patterns, examination participant numbers, and pass rates. Its effects are still unfolding in 2082/083 and beyond, as the examination backlog continues to clear and the academic calendar gradually normalizes. Any assessment of both campuses' academic performance over the study period must be made with full awareness of this extraordinary contextual disruption.

Conclusion 8: Collaborative Research Generates Added Value

The comparative analysis made possible by this collaborative study has generated insights that neither campus could have produced from its own data alone. The identification of GYSC's stronger upper-year pass rates — and its implication for GJSC's institutional improvement priorities — depends entirely on the comparative framework that collaboration made possible. This finding validates the collaborative research model and argues for its institutionalization.

CHAPTER 8: RECOMMENDATIONS

Based on the findings and conclusions of this study, the following evidence-based recommendations are offered to both campuses, their external stakeholders, and the broader community campus sector.

8.1 Recommendations for Gyan Jyoti Samudayik Campus

8.1.1 Urgent Academic Quality Investigation

The 10.3% Y3 pass rate in 2081/082 represents an institutional emergency that requires immediate investigation. The campus management committee should commission a focused internal review of: the academic preparation and teaching for third-year subjects in that year; faculty continuity and qualification for the relevant subjects; the examination participation profile of the affected cohort; and any external factors (economic, social, health-related) that may have affected that specific cohort's study capacity. The findings of this review should guide specific remediation measures.

8.1.2 Academic Support Programme for Upper-Year Students

Given the consistent and pronounced decline in pass rates from Y1 to Y4, GJSC should establish a systematic academic support programme specifically targeting second, third, and fourth year students. This programme should include regular tutorial sessions for challenging subjects, peer mentoring by advanced students or recent graduates, structured examination preparation workshops in the months before annual examinations, and a monitoring system that identifies at-risk students early and connects them with additional support.

8.1.3 Enrollment Stabilization Strategy

GJSC should develop and implement a multi-year enrollment stabilization strategy that includes: systematic outreach to secondary schools in its catchment area, including career counseling about the B.Ed. programme; community awareness campaigns targeting families with recent Higher Secondary graduates; expansion of scholarship availability to remove financial barriers; and targeted outreach to under-represented groups including male students, Dalit students, and students from the most remote communities.

8.1.4 Inter-Campus Learning Initiative

GJSC management and faculty should initiate a structured learning partnership with GYSC specifically aimed at understanding and adapting the institutional practices that contribute to GYSC's stronger upper-year pass rates. This should include: reciprocal faculty visits and classroom observations; sharing of teaching materials and examination preparation strategies; joint faculty development workshops; and regular management-level dialogue about comparative institutional performance.

8.1.5 Gender-Disaggregated Data Collection

Beginning from academic year 2082/083, GJSC should record and maintain gender-disaggregated examination participation and pass rate data. This data should be analyzed annually and used to monitor gender equity in academic outcomes, ensuring that the campus's strong female enrollment performance is matched by equitable academic success.

8.1.6 Dalit Student Support Enhancement

GJSC should review and strengthen its scholarship and support programme for Dalit students, moving beyond financial assistance to include academic bridging support, mentoring, and community outreach

specifically targeting Dalit households in its catchment area. The campus should track the enrollment, academic performance, and retention of Dalit students annually.

8.2 Recommendations for Gramodaya Yugkabi Siddicharan Campus

8.2.1 Enrollment Volatility Management

The extraordinary enrollment swing from 50 students in 2080/081 to 107 in 2081/082 and back toward baseline in 2082/083 represents a significant management challenge. GYSC should develop strategies to smooth enrollment patterns across years, preventing extreme spikes that create resource management and quality delivery challenges. This includes maintaining regular contact with secondary schools, providing consistent admission information, and using scholarship availability as a tool for managing demand.

8.2.2 Document and Share Best Practices

GYSC's consistently stronger upper-year pass rates — and particularly the remarkable 91.4% Y4 pass rate in 2080/081 — represent institutional knowledge of high value. The campus should systematically document the pedagogical approaches, examination preparation strategies, student support mechanisms, and institutional practices that contribute to this performance, and share this documentation with GJSC through the recommended inter-campus learning initiative.

8.2.3 Fourth-Year Quality Consolidation

GYSC's strong Y4 performance is not uniformly sustained: the 2081/082 Y4 pass rate of 45.8% represents a significant decline from the 91.4% achieved in 2080/081. The campus should investigate the factors that differentiate strong and weak Y4 performance years and develop strategies to ensure more consistently strong Y4 outcomes across cohorts and years.

8.2.4 Capitalize on Janajati Enrollment Strength

GYSC's strong Janajati enrollment proportions (consistently 25-40% of annual intake) provide an opportunity to develop culturally responsive pedagogical approaches that draw on Janajati cultural knowledge, languages, and community experience as educational assets. The campus should explore whether Janajati students face particular academic challenges that culturally adapted teaching methods or learning support could address.

8.2.5 Gender-Disaggregated Data and Equity Monitoring

Like GJSC, GYSC should implement systematic collection and analysis of gender-disaggregated examination performance data. GYSC's more variable year-level gender composition — including years of near-gender-balance and years of stronger female majority — provides an interesting dataset for understanding how gender composition interacts with academic outcomes. This analysis should be a component of the campus's ongoing quality monitoring system.

8.3 Joint Recommendations for Both Campuses

8.3.1 Formalize the Collaborative Institutional Framework

The collaborative research paper presented here should be the first product of a permanent inter-institutional cooperation framework. Both campuses should formalize their collaborative relationship through a Memorandum of Understanding (MoU) that establishes: annual joint data sharing and analysis; rotating joint research projects; joint faculty development programmes; joint student academic competitions and activities; and joint advocacy to external stakeholders. This institutionalization will ensure that the collaboration is sustained beyond the current leadership of both institutions.

8.3.2 Annual Collaborative Report Publication

Both campuses should commit to publishing a joint annual academic report — covering enrollment trends, pass rates, inclusive access indicators, and quality improvement initiatives — to be submitted to their respective management committees, local municipalities, Tribhuvan University, and the UGC. This annual reporting will create accountability mechanisms, build evidence over time, and strengthen the credibility of both institutions with external stakeholders.

8.3.3 Digital Infrastructure Development

Both campuses lack the digital infrastructure that would enable remote learning, access to digital library resources, and administrative efficiency. A joint advocacy campaign — targeting local municipalities, the UGC, and provincial government — for investment in broadband connectivity, computing facilities, and digital learning platforms would be more likely to succeed than individual campus advocacy, and would enable both campuses to benefit from the growing ecosystem of online educational resources available nationally and globally.

8.3.4 Joint Faculty Development Programme

Both campuses rely heavily on part-time or visiting faculty for a significant portion of their teaching. Joint faculty development initiatives — including subject-specific pedagogical workshops, research skills training, and examination preparation methodology workshops — organized collaboratively would be more cost-effective and would expose faculty from both campuses to a wider range of perspectives and approaches. Both campuses should explore partnerships with nearby Teacher Training Colleges and the Faculty of Education's Central Department for faculty development support.

8.3.5 Community Engagement and Alumni Networks

Both campuses have produced graduates who have gone on to serve in diverse professional roles. Developing active alumni networks — through which successful graduates can contribute to the campus community through mentoring, career guidance, guest lectures, and financial contributions — would strengthen institutional culture, support current students, and improve graduate employment outcomes. Alumni engagement events organized jointly could be particularly effective in building a sense of shared regional identity and mutual support.

8.4 Recommendations for External Stakeholders

8.4.1 Local Municipalities: Champadevi and Likhu Rural Municipalities

Champadevi and Likhu Rural Municipalities should increase their annual budget allocations for GJSC and GYSC respectively, recognizing that these institutions are the most cost-effective mechanism for providing higher education access to their residents. Dedicated multi-year funding commitments would enable both campuses to plan with greater financial certainty. Both municipalities should also provide support for physical infrastructure improvements, digital connectivity, and student scholarship programmes through their annual development budgets.

8.4.2 University Grants Commission and Tribhuvan University

The UGC should recognize the specific challenges of community campuses in remote hill and mountain districts and develop a targeted support programme — including quality improvement grants, faculty development funding, digital infrastructure investment, and enhanced institutional capacity building — for this category of institution. The TU Faculty of Education should provide additional academic support to faculty at GJSC and GYSC, including orientation workshops on the B.Ed. curriculum revisions, examination preparation guidance, and access to central library and digital resources.

8.4.3 Koshi Provincial Government

The Koshi Provincial Government should develop a province-level community campus strengthening programme that uses data-driven assessments (such as this research paper) as the basis for targeted institutional support. Special consideration should be given to campuses serving remote populations in districts like Okhaldhunga, where the access deficit is most severe and the potential social return on investment is highest.

8.4.4 National Education Policy

At the national level, this study contributes to the evidence base supporting the conclusion that community campuses in remote districts require sustained, institutionalized government support to fulfill their access and quality mandates simultaneously. Policy frameworks should recognize the specific challenges of remote community campuses — including financial constraints, faculty recruitment difficulties, and examination backlog management — and provide regulatory flexibility and support mechanisms tailored to these realities. Any national teacher certification policy changes that affect demand for the B.Ed. programme should be accompanied by support for community campuses to manage the enrollment impact without compromising quality.

CHAPTER 9: REFERENCES

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CHAPTER 10: APPENDICES

Appendix A: Raw Enrollment Data – Gyan Jyoti Samudayik Campus

The following table presents the complete raw enrollment data for Gyan Jyoti Samudayik Campus as recorded in the official enrollment registers submitted to Tribhuvan University.

Appendix Table A: Complete Enrollment Data – Gyan Jyoti Campus

Academic Year	Total	Male	Female	Janajati M	Janajati F	Dalit M	Dalit F	Female %
2077/078	68	17	51	7	5	–	2	75.0%
2078/079	42	14	28	7	8	2	3	66.7%
2079/080	49	26	23	4	5	4	1	46.9%
2080/081	36	15	21	1	1	–	4	58.3%
2081/082	25	12	13	3	7	–	1	52.0%
2082/083	40	10	30	5	15	2	3	75.0%
TOTAL	260	94	166	27	41	8	14	63.8%

Source: Official Enrollment Register, Gyan Jyoti Samudayik Campus

Appendix B: Raw Pass Rate Data – Gyan Jyoti Samudayik Campus

The following table presents the complete examination participation and pass data for Gyan Jyoti Samudayik Campus as extracted from the official examination result ledgers.

Appendix Table B: Complete Pass Rate Data – Gyan Jyoti Campus

Acad. Year	Y1 Part.	Y1 Pass	Y2 Part.	Y2 Pass	Y3 Part.	Y3 Pass	Y4 Part.	Y4 Pass
2077/078	33	30	24	8	25	15	28	6
2078/079	68	31	26	23	22	15	24	13
2079/080	60	36	59	37	19	15	18	13
2080/081	91	60	58	22	58	33	19	4
2081/082	32	17	45	21	29	3	43	12

Source: Examination Result Ledger (Natija Lejar), Gyan Jyoti Samudayik Campus

Appendix C: Raw Enrollment Data – Gramodaya Yugkabi Siddicharan Campus

The following table presents the complete raw enrollment data for Gramodaya Yugkabi Siddicharan Campus.

Appendix Table C: Complete Enrollment Data – Gramodaya Campus

Academic Year	Total	Male	Female	Janajati M	Janajati F	Dalit M	Dalit F	Female %
2077/078	55	32	23	10	10	2	3	41.8%
2078/079	55	32	23	10	10	2	3	41.8%
2079/080	52	21	31	6	8	2	3	59.6%
2080/081	50	17	33	8	12	2	2	66.0%
2081/082	107	41	66	8	24	6	8	61.7%
2082/083	45	22	23	8	7	1	1	51.1%
TOTAL	364	165	199	50	71	15	20	54.7%

Source: Official Enrollment Register, Gramodaya Yugkabi Siddicharan Campus

Appendix D: Raw Pass Rate Data – Gramodaya Yugkabi Siddicharan Campus

Appendix Table D: Complete Pass Rate Data – Gramodaya Campus

Acad. Year	Y1 Part.	Y1 Pass	Y2 Part.	Y2 Pass	Y3 Part.	Y3 Pass	Y4 Part.	Y4 Pass
2077/078	68	38	44	23	17	11	30	10
2078/079	55	50	54	43	30	21	16	9
2079/080	45	23	46	36	25	18	16	9
2080/081	19	13	11	4	25	17	35	32
2081/082	55	34	26	17	45	11	24	11

Source: Examination Result Ledger (Natija Lejar), Gramodaya Yugkabi Siddicharan Campus

Appendix E: Data Collection Template

The following standardized template was used for data extraction from both campuses, ensuring consistency and comparability of data.

Data Field	Description / Instructions
Institution Name	Full official name of the campus
Academic Year (B.S.)	Format: YYYY/YYY (e.g., 2077/078)
Y1 Enrollment – Male	Number of male students admitted to Year 1
Y1 Enrollment – Female	Number of female students admitted to Year 1
Y1 Enrollment – Janajati Male	Janajati male students in Year 1 intake
Y1 Enrollment – Janajati Female	Janajati female students in Year 1 intake
Y1 Enrollment – Dalit Male	Dalit male students in Year 1 intake
Y1 Enrollment – Dalit Female	Dalit female students in Year 1 intake

Data Field	Description / Instructions
Y1 Examination Participants	Regular students appearing in annual Y1 TU examination
Y1 Examination Passed	Students who passed the annual Y1 TU examination
Y2 Examination Participants	Regular students appearing in annual Y2 TU examination
Y2 Examination Passed	Students who passed the annual Y2 TU examination
Y3 Examination Participants	Regular students appearing in annual Y3 TU examination
Y3 Examination Passed	Students who passed the annual Y3 TU examination
Y4 Examination Participants	Regular students appearing in annual Y4 TU examination
Y4 Examination Passed	Students who passed the annual Y4 TU examination
Data Source	Enrollment Register / Natija Lejar (specify)
Verified by	Name and designation of verifying official

Appendix F: Glossary of Key Terms

Term	Definition
Academic Year (B.S.)	Annual academic cycle in the Bikram Sambat calendar, typically Shrawan–Ashad
B.Ed.	Bachelor of Education: a 4-year undergraduate degree qualifying graduates as teachers
Community Campus	A TU-affiliated higher education institution established and managed by local communities
COVID-19	Coronavirus Disease 2019, first detected in 2019, caused global pandemic 2020–2022
Dalit	Historically marginalized communities subjected to untouchability under Nepal's caste system
Enrollment Register (Bharna Register)	Official institutional record of student admissions maintained per TU norms
Examination Backlog	Accumulation of students who have not sat for examinations due to pandemic postponements
Gaunpalika (R.M.)	Rural Municipality: the lowest tier of local government in Nepal's federal structure
GER (Gross Enrollment Ratio)	Total enrollment in higher education as % of the relevant age population
Janajati	Indigenous nationalities of Nepal with distinct languages and cultural traditions
Natija Lejar (Result Ledger)	Official campus record of examination participation and pass numbers, year by year
Pass Rate	$(\text{Passed} \div \text{Participants}) \times 100$; percentage of examination takers achieving a passing grade

Term	Definition
Regular Examination	Annual TU examination for students enrolled in a given year of study
SDG 4	Sustainable Development Goal 4: Quality Education for All by 2030
Tribhuvan University (TU)	Nepal's largest national university, established 1959, headquartered in Kirtipur
UGC	University Grants Commission (Nepal): statutory body overseeing higher education quality
Y1/Y2/Y3/Y4	First/Second/Third/Fourth year of the B.Ed. programme respectively

Appendix G: Ethical Statement

This study was conducted in full compliance with the following ethical principles:

13. **Voluntary Participation:** Both institutions voluntarily consented to participate in this collaborative research and to share their institutional data.
14. **Informed Institutional Consent:** Management committees and campus chiefs of both institutions provided explicit informed consent for data use in this paper.
15. **Data Privacy:** All data is aggregate institutional data. No individual student records, names, or personally identifiable information were used or disclosed.
16. **Data Accuracy and Integrity:** Both campuses committed to providing accurate data. Figures are reported as they appear in official records, including figures that reflect unfavorably on institutional performance.
17. **Transparency:** Methodology, data sources, and analytical procedures are documented transparently to enable replication and verification.
18. **Mutual Review and Approval:** Both institutions reviewed the complete manuscript and endorsed its accuracy and fairness prior to publication.
19. **No Conflict of Interest:** This research was conducted for institutional improvement purposes. No financial or other benefit was received by any party in exchange for participating in or endorsing this study.