

## **Role of community campus in Nepal with reference to Bardiya multiple campus, Bardiya**

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DOI: 10.6084/m9.figshare.20418462

### **Abstract:**

This paper presents an overview of the role of community campus in Nepal reference to Bardiya multiple campus, Laxmana, Bardiya that mirrors the framework and mission of Nepalese community colleges. The purpose of this study is to analyze public participation in governance of the community college. The local people established college in community in order to give and spread education among the students through their huge contribution and active participation. Community colleges help for the access of higher education in rural but not being able to fulfill desire of the local people. The study focuses on public participation in governance of community college. The study finds that community campuses are trying their best to facilitate the students in different ways. The motto of community campuses in Nepal is “all around development of students by uplifting them by the means of quality education and integrated approaches”.

**Keywords** Community college, student success, community participation; community impact; teaching and learning; governance

### **Introduction**

The present study focuses on the selected public campus Bardiya Multiple Campus, Laxmana, Bardiya for knowing and understanding the role of community campus for spreading education among the Nepalese students.

“With the Community campus or “community college”-shall mean the Students, faculty, and staff of the College, whether part-time, full time or temporary, the College Board of Trustees, visiting faculty, contractors and consultants performing work or performing services on College owned or leased property and all other invitees of the College.

### **Historical study of the community campus in Nepal**

The establishment of Tri-Chandra College opening of this college, I have hacked my own leg,” Chandra Shamsheer, then Rana Prime Minister of Nepal, reportedly made this remark at the 1918 inauguration of Nepal’s first institution of Tri-Chandra College, whose name, ironically, combines the first name of Shamsheer himself with an abbreviated form of the then King Tribhuvan. Tri-Chandra College was not accessible to the general public, as this college served only elites, mainly to produce bureaucrats for the government or to prepare some for advanced studies in India. Shamsheer, as a member of the autocratic ruling family of the time, was opposed to higher education for the masses because he saw it as a threat to himself and the other rulers of that time. In fact, his fear was warranted because a small number of educated people in Nepal did join hands with the other educated in India to topple the 104-year-old Nepalese aristocracy in 1951 (Gaulee2014).

The first university in Nepal, Tribhuvan University (TU), was established in 1959. A few years before, in 1951, the first public colleges and the first community colleges were opened. In Nepal, a public college, is usually funded by the community (e.g., from local taxes) and a community college is one that is funded privately. Unlike a community college in the US or Canada, a typical Nepali public college and a typical community college are satellite campuses of a larger university. Neither the public college nor the community college has an independent curriculum or degree-granting authority. Students enroll based on the university enrollment exam and receive a university degree if they pass the nationally administered examinations externally controlled by the affiliated university (in most cases Tribhuvan University). In addition, the terms colleges and campuses are synonymous in Nepal because all colleges are affiliated with a university for examination and degree granting purpose and while they are all satellite campuses, some like to call themselves colleges. Due to lack of an accreditation system, an independent degree-granting “college” did not exist.

By 1965, there were five public colleges with a total enrolment of 5,000 and 51 community colleges with a total enrolment of 10,000 students. In 1971, all community colleges were nationalized and became part of Tribhuvan University (TU). During the 2014/2015 academic year, there were over 384,499 students enrolled in Tribhuvan University academic programs; one third of the total students were from 60 constituent campuses and central departments, the other two third were from 1063 affiliated public colleges and/or community colleges (Tribhuvan University 2016). A constituent campus is one owned by the university itself while public or community colleges are considered to be affiliated in that they pay an affiliation fee to the university (somehow like a franchise). Currently, there are nine universities that offer a wide range of programs in natural sciences, social sciences, medical sciences, business and computer sciences, education, and other technical fields. The funding to all universities is channeled through the University Grants Commission (UGC) with the exception of B. P. Koirala Institute of Health Sciences, which receives grants from the Ministry of Health. It is important to note that the Nepal community colleges are not an integral part of the university, but nonetheless must follow the university syllabus, examination, and degree programs.

There are two types of non-affiliated colleges: (a) Public colleges: These are community funded and, therefore, are sometimes referred to as community colleges; (b) Private colleges, although are privately funded, otherwise operate in the same ways as do community colleges.

According to the Ministry of Education (2015), there were 1,369 higher education campuses in Nepal. Out of these campuses, 98 (7.2%) are constituent campuses of universities, 839 (61.3%) are private, and 432 (31.5%) are community college campuses. In recent years, many private campuses have been established with foreign university affiliations. Tribhuvan University still has the largest share (83.8%) of the total higher education enrollment. The share of remaining universities and medical academies is less than 15% and below 1%, respectively. The enrolment proportion in terms of field of study is very high in the general programs (86.33% of the total) and low in technical programs (13.66%).

### Status of Higher Education Institutions in Nepal, 2015. Student Enrollment

Even though private colleges (many of which are affiliated with international universities) outnumber community colleges (i.e., satellite campuses of existing Nepal universities), a majority of students still attend public or community colleges and to constituent campuses. Enrollment wise, the share of community campuses is 32.8% while the share of constituent campuses is 31.4% and that of private campuses is 35.8%. Looking at the level of degree enrolment distribution, the vast number of students (82.52%) is at bachelor's level followed by 17.4 % at the master's level. These figures for M.Phil.andPh.D. are less than 1%. Enrolments in education, management, and humanities are 34%, 30.5%, and 20.02%.

#### **Merits of studying in the community for students**

1. It is easy access to students.
2. It is low tuition fee.
3. It offers homely environment.
4. There is a strong sense of humanity and cooperation in community campus for the learners.
5. Most of the community campuses of the selected area are in the lap of nature .Therefore, they are pollution free.

#### **Demerits of community campuses for the pupils**

1. There is a lack of exposure for them.
2. Community campuses lack of proper infrastructure.
3. They are not fully equipped with technological tools.
4. Lack of budget/fund in community campuses constrains the study of the students.
5. Lack of monitoring the students by the faculty pushes them into a problematic situation.
6. There is low participation of students in the national level education programme.

#### **Students' enrollment in community campuses (Universities)**

**Source:** Central Bureau of Statistics of Nepal (2021)

However, management and education are growing fields. There could be many reasons including accessibility and affordability, but obviously, humanities have low job prospects. Hence, the number has continued to decline. This illustrates the UGC-affiliated community colleges. UGC-affiliated community colleges in Nepal (2021)

#### **Need to create a Vision for a New Nepalese Community College**

As per the University Grants Commission, there are 425 community colleges (38.2%) of all higher education campuses in the country (UGC 2012). As previously mentioned, community colleges are affiliated with existing universities and all of them offer bachelors and master degrees conferred by that university. Most of these community colleges tend to operate like "ivory towers" in which the central university controls the curriculum and examinations. Credentials are seen to be more important than skills in these community-based colleges. As such, the framework and curriculum of these programs are different from the US community colleges in terms of structure, types of programs, entry requirements, community partnership, and collaboration, and autonomy of the colleges.

There are currently no colleges in Nepal that offer a US 2 year of college degree (Associate Degree) for students after completion of high school (grades 11 and 12). There is also no structure in which a student can attend a college and then transfer completed academic work to a university. Moreover, the existing Nepalese community college programs and courses do not suggest there are community colleges that help meet the workforce needs of the local communities. As such, the existing Nepal community colleges cannot be considered to be a global counterpart as identified in this book. However, there are two characteristics of the community colleges in Nepal that share characteristics with US community colleges. Noteworthy is that the University Grants Commission of Nepal (2016) listed 11 institutions as community campuses affiliated with Tribhuvan University as participating in the Secondary Higher Education Project (SHEP). The SHEP project aims to (a) enhance quality and relevance of higher education and research through a set of incentives for promoting effective management and financial sustainability of academic institutions; and (b) improved access for academically qualified underprivileged students, including girls, dalits, and educationally disadvantaged janjatis to higher education through financial assistance and enhanced capacity of higher secondary schools (World Bank 2014). The nontraditional student outreach of existing community colleges of Nepal and the location outside of major cities share commonalities with the US community colleges. There is also acknowledgement of the role that the US-style community college could play in reforming Nepal higher education. Nagasundaram and Deosthale (2013) suggest that “the establishment of community colleges could provide an opportunity for the youth to acquire tangible skills that are directly transferable to the marketplace” (p. 24) as well successfully complete the degrees. It remains possible that a new community college model, similar in style to the US or Canadian model, could facilitate changes to help higher education transformational approach to address unemployment and social and cultural disparities in Nepal.

US community colleges play a role in workforce training, open access, and flexible pathways (Hartenstine 2013). The influence of US community colleges is strong as Mellon and Heelan (2014) noted that “America as we know it today would not exist without her community colleges. The inclusive, democratic, and meritocratic impulses of the community colleges, and the transparent boundaries between college, work, and social life, have kept alive a promise of advancement and opportunity unlike any other institution in the United States” (p. xiii). Looking at history of America’s higher education, it becomes clear that US adopted a policy of democratizing education to propel the economy forward (Brown 2012). Mellon and Heelan (2014) argued that community colleges focus on multiple constituencies within the community, identify the community needs and provide increased opportunities for education for larger numbers of both new, traditional-aged students, and older incumbent workers. Hence, “...the community college model may form a powerful example for developing countries ... which will need to educate an increasing percentage of their populations” (Mellow and Heelan 2014, p. 3). Refining this argument more contextually, Raby and Valeau (2009, 2012, 2016) observe that multiple systems of colleges around the world are conforming to the globalized concept of a community college by offering flexible postsecondary education to underserved students in a local context. US community colleges are also known as learning-centered colleges as they put

students' learning first. The learning-centered college offers educational programs and experiences available for learners based on individual needs. Whatever is done in the learning college is done for learners (Bista2011). This as well can benefit the students and the emerging local Nepal economy.

A few forms of the US community college can be applicable for a developing country like Nepal to strengthen workforce education in Nepal. Traditional universities (Tribhuvan University, Kathmandu University, Mid-Western University, and other affiliated campuses) do not have precise programs and resources to address the workforce need of the entire country. Existing Nepalese college degrees also do not support workforce development. Nepalese colleges offer numerous humanities courses, which could be transformed into or supplemented with technical and vocational types so that students can hit the ground running with such income generating courses. Today, there is a dire need of technical, vocational, and workforce suitable degrees in the Nepalese labor market.

A new version of Nepalese community-based colleges can offer more practical job-oriented associate degrees and make a pathway to university education. In collaboration with the university, CTEVT, and the US Agency for International Development (USAID), Nepal has a high potential to develop strategy for career suitable program, faculty recruitment, and professional development. Similar to Hartenstine's (2013) recommendation, a government level policy and a strong strategic plan would help in developing a meaningful outcome. As an example, Panwar (2013) explained how Indira Gandhi National Open University established a large Indian community college system (includes more than 540 colleges) in collaboration with National Knowledge Commission, Distance Education Council, and other government parties.

Based on Alphonse (2013) advice to consider the need of the communities and people, a new version of the Nepalese community college curricula can include as many components as life coping skills, international relations, computer skills, developmental English, work skills, internship, and preparation for employment. These elements are important to make the system applicable to community people. As seen in American community colleges, Nepalese community colleges can also offer courses a wide range of associate degrees and certificates. Valeau( 2013) believed that the aim of these community colleges is to empower disadvantaged groups through skills development leading to gainful employment. Bearing in mind, Nepal has a growing agro-based economy, social stratification based on caste and cultural variations, low literacy rate, and high unemployment, education received by the US-style community college could provide a successful bridge between quality life and social transformation. Based on people's experience and teaching in both the US and Nepal, they strongly believe that the US or Canadian model of the community college could play a key role in reinforcing skills, knowledge, and workforce manpower of the country.

Another application is increasing access. A new version of Nepalese community colleges could be a global counterpart of community colleges had they not been parts of comprehensive university. The missing part is community engagement in economic sense. As mentioned above, these "community colleges" in Nepal are serving as satellite campuses for universities to further education serving as instructional centers. However,

the decentralization of colleges is reducing the burden on Tribhuvan University and independent-style community colleges could help in that process.

The final application is to apply the US community college feature of flexibility to select the courses of their interests or individual needs. Currently, students do not have an option to select the courses that suit individual needs in their degree programs. However, adoption of the US or Canadian model community college education would allow working individuals to take classes that coincide with their schedules, and financially support themselves and their families. Since there is no credit transfer system in any college degrees in Nepal, the new version community college model could be a practical gateway to help students not only to earn a college degree but also later transfer credit to another college or university in Nepal or elsewhere. Having developed such credit transfer process, Nepalese students coming from community college can pursue future education in the United States, Canada, and elsewhere.

A new system of community colleges would be complimentary to what exists because the existing universities operate without much community engagement or industry partnership. While they behave like the “ivory towers,” they complain that they have to admit too many students. They cannot focus on quality education and scholarship due to a growing pressure of higher education access. A new system of community college could therefore address the issues of access, as well as employability while allowing the university system to be “selective” as they would like to be and also focus their attention more on research. During one of the coauthor’s visit to Nepal in the summer of 2015, numerous higher education leaders talked about new options for higher education. A new community college model could support these ideas.

### **Background of Bardiya Multiple Campus**

Education is an essential part of human life. It makes people conscious as well as teaches them to live as rational beings. Nepal, a small nation within the continent of Asia, has not had a long history of taking steps in the field of education. Although there are options for basic education for all the tribal tribes, Dalit women and men living in Bansgadhi municipality of Bardia district, which is known as a new country, there was always a lack of higher level education. For the purpose of filling this shortage, a community campus established and running in Tribhuvan secondary school Kakaurain 2064B.S. (2007A.D.) as the adviser decided to go through the necessary process to conduct the graduation level towards the Faculty of Education. To give momentum to this campaign, on 10.8.2064, a gathering of intellectuals, social workers, and political personalities of the region formed an ad-hoc committee for campus management under the chairmanship of Shyam Prasad Dhakal. It was held on 2065.10.23 due to the continuous initiative and activity of the said committee. Through the meeting of the executive council, the legal door has been opened for Bardia Multiple Campus to conduct undergraduate classes at the Faculty of Education. In this way, the campus has now completed its twelfth year and is moving forward on its thirteenth year journey. In this context, all the intellectuals, social workers, teachers, students, politicians, etc., who played an important role in establishing the campus deserve special thanks.

In order to organize the management aspect of this Bardiya multipurpose campus, a 19-member campus management committee was formed under the chairmanship of ShyamDhakal and vice president Devaki Nandan Tripathi from the second meeting on 12.30.2069. In view of the activities of the said committee, physical management and other activities of the campus are progressing on date 2076/06/10 again under the chairmanship of ShyamDhakal, vice president Devaki Nandan Tripathi, members respectively Devi Prasad Bhusal, Chandrika Prasad Tharu, BaliramChaudhary, Kaliram Tharu, Chandravati Neupane, Bodhraj Gautam, Lakshmi Prasad. Sharma Adhikari, Bholanath Bhattarai, Nidhulal Chapagain, Shrikrishna Devkota, Krishna Prasad Subedi, Sitaram Tharu, KarnaBahadur Rokaya, Ex-officio Member City Chief Shri Shalikram Adhikari, Ward President Tul Prasad Gautam, T.U. Representative Navraj Rizal, Professors Association President Chandra Prasad Paudel, chairman of free student union A board of directors of 21 people was formed including president Sagar Paudel and campus head Tuknath Bhusal. In addition, an internal audit committee of 3 members was formed including the coordinator Mr. Nilakantha Bhusal, member Krishna Prasad Bhusal and Umanath Paudel. In this way, construction and educational activities of this campus are proceeding efficiently from the committee formed under the leadership of Chairman Mr. Shyam Dhakal.

In the campus at that time, it was felt that it was difficult to fully manage the teaching and learning of the students in the building that was built by collecting funds from the honorary members, life members, ordinary members, community forest, all the businessmen, intellectuals, education lovers and general public of this campus. In order to solve this problem, under the leadership of the Chairman of the Campus Management Committee, Mr. Shyam Prasad Dhakal, I went to the University Grants Commission and asked for a grant for the construction of the building, and for the first floor, Rs. 25,00,000. (fifty five lakhs) and Rs.12,50,000 for the second floor. (twelve lakhs and fifty thousand) and regular grants were also released and internal resources of the campus were mobilized and a two-storied building was constructed. Apart from the construction of the above mentioned building, the University Grants Commission has provided Rs. 4,00,000. (Aksharupi lakhs only) is expected to solve the problem of benches and desks for students. Similarly, A.V. In 2075-076, the University Grants Commission gave the same grant as a regular grant. 6,90,350. It has been received and spent under the specified title. Similarly, Rs.2,50,000 for the purchase of books in this campus as per the program of A.W.075÷076 from the University Grants Commission. (literally two hundred and fifty thousand only) has been allocated and the campus board of directors has formed a procurement sub-committee to manage the library from that grant amount in the last financial year and the work has been completed under the specified title according to the process

### **The present status of the selected Campus of the study**

At present, there are 5 female teaching staff out of 18 lecturer, 1 accountant, and 2 office assistants.

Currently, there are two faculties running smoothly. The total number of students is 282. Out of it 145 students are enrolled in education stream where 137 students are enrolled

in management stream. Out of total students the majority can be seen of female ( 195 female out of 282 students)

The core objective of Establishment of this campus is for the convenience of the poor, helpless, Dalit, tribal students of this region. The campus has been conducting the examination since the academic session 2067 B.S. The neighboring campuses are benefited from it. These are Bansgadhi Multiple Campus (Bansgadhi), Janseva Multiple Campus (Barbardia, Baidi) and Mainapokhar Sharda Multiple Campus (Badhaiyatal, Mainapokhar), having an examination center in this campus. It will bring ease to these campuses as well as increase the dignity of this campus.

## **Faculties**

### **Faculty of Education**

#### **English**

1. Chandra Prasad Jaisi (Co-ordinator)
2. DilrajBasyal (Member)
3. KhimBahadur KC (Member)

#### **Nepali**

1. HariSubedi(Coordinator)
2. PremlalBhandari (Member)
3. SitaKumariPaudel (Member)
4. RasmikaSubedi (Member)

#### **Health**

1. Rachana Chand (Coordinator)
2. Vijay Kumar Tharu (Member)

### **Faculty of Management**

1. Bhim Prasad Sharma (Coordinator)
2. Narayan Prasad Subedi (Member)
3. Prakash Khanal (Member)
4. Narayan Kafle (Member)
5. Priya Pandey (Member)
6. Indraraj Puri (Member)

### **Teaching method**

Since this campus is running the Faculty of Education, the final year students have participated in the practical teaching program towards the end of the academic session by adopting the experimental method in the daily teaching and learning activities.

Similarly, according to the nature of the curriculum, modern technologies such as projectors, computers, etc. are being used in teaching and learning activities. The teaching teachers have been discussing the current issues of language and language in meetings and discussions with the students according to their needs. In the same way, the students of the faculty of management have also been made to participate in internships in various



financial institutions operating in their local area in addition to regular teaching activities. However, traditional methods are being used for maximum teaching and learning activities in this campus.

### **Major Achievements:**

#### **□ Educational Achievement**

This campus has been emphasizing on quality education since its inception. A total of 21 human resources including 13 male professors and 5 female professors including 18 professors and 3 employees are involved in the teaching and learning activities of the campus. In this campus,

studies are being taught in 2 faculties of undergraduate level. Out of a total of 282 students studying in this campus, a total of 145 students including 38 male students and 107 female students are studying in the Faculty of Education and a total of 137 students are studying in the Faculty of Management consisting of 49 male students and 88 female students.

This campus has been emphasizing on quality education since its inception. Although the situation is not satisfied with the exam results, it is improving. In the coming years, it seems that teachers, students, campus administration and management should take necessary initiatives for result-oriented education.

### **Challenges of Nepalese Community College**

It's a long list: Decreased state funding, increased competition for private funding, increased need for professional fundraisers, increased regulations with no additional funds, lack of long-term sustainability plans, increased need for competitive and innovative student programs, non-academic food and familial disparity issues, technology deficits, and staff/faculty turnover.

### **Conclusion**

Role of education and educational institutions are very significant for the development of the students as well as nation. Participation and involvement of the students in governance of community colleges is of many types it may be involvement through mere use of services by sending their children to the college or any other educational institutions and providing the college uniform college fees, stationery and other materials, involvement through contributions of physical things and donations of money and land from the very beginning of the establishment of the college, involvement through attendance in programs and meetings conducted by the college, participation in real decision making, etc. Some parents, social workers and benevolent people come forward to aid the college but they send their children other than community college, some community members did not provide land, money or other materials which they promised earlier. The present study shows that there are many problems seen at community campuses of Nepal like lack of infrastructures and fund which must immediately be addressed to empower the students and the society. The biggest role of the community campus is to educate and train students well and eradicate social evils for making a better world for all.

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