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eJournal site: <https://aadikavicampus.edu.np/publication/journals>NepJOL Index: <https://www.nepjol.info/index.php/joaa>**Community Engagement and Local Development: A Qualitative Case Study of Outreach Programs at Aadikavi Bhanubhakta Campus**

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Abstract**Article Info/History:**

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The involvement of the community has been an important basis for higher education in community campuses. Along with the regular academic activities, these institutions should also be responsible for community development. Although many community campuses in Nepal conduct outreach programs nowadays, this still seems to be insufficient. This study focuses mainly on health awareness, improvement of livelihood, creating environmental awareness, and building campus-community relationships through outreach programs conducted by Aadikavi Bhanubhakta Campus, Tanauan. During the study, data were collected through interviews, group discussions, and records. The collected data were used for qualitative research along with a case study approach. The participants in the outreach program were campus administration, staff, students, and local community

members. The data were analyzed using the thematic analysis framework developed by Braun and Clarke (2006). The findings show that outreach programs have a positive impact on awareness of health and the environment. This is expected to help community members work toward a healthy and eco-friendly environment. Increasing awareness and developing skills create trust between the campus and the community.

Keywords: community outreach, local development, community campus, qualitative study, higher education

Introduction

Today, higher education institutions are expected to expand their scope on academic research, environmental issues, economic and societal issues. This widened requirement indicates in an overall focus on university-community engagement, which inspires shared partnership between academic institutions and the community engagement. Rather than working as centers of knowledge production, universities are now stimulated to apply their rational and institutional resources to support community development and social transformation. Boyer (1996) gave the concept of this commitment as the “scholarship of engagement”, stating that higher education institutions should become active in solving social problems and improving public well-being. Similarly, Bringle and Hatcher (2002) find that community engagement involves collaborative relationship where learning things, solving problems and sharing benefits, can be done collectively. In developing countries like Nepal, the importance of community involvement is not well practiced, where educational institutions frequently work on poverty, limited access to services, limited job opportunities, and social and economic inequalities. In higher education system of Nepal, community campuses have played important role in giving educational access to local people that and support in their career development. By the involvement of local community, the community campuses act as non-profit organizations and are expected to provide higher education for all and help in their social and economic development. The University Grants Commission (UGC) of Nepal take community campuses as important institution to develop higher education, institutional development, and conduct programs that support community and encourage overall progress of society. Thus, community campuses are encouraged to upgrade classroom activities, course content and classroom activities that address requirements and priorities of the locality (University Grants Commission (University Grants Commission [UGC], 2022).

Aadikavi Bhanubhakta Campus, situated in Vyas Municipality, Tanahun, is a leading institution that gives a high priority to community-based higher education. It also encourages and motivates local people to participate in community education programs which are expected to be beneficial for them. Since many years, the campus has conducted several outreach programs with an aim to promote community welfare and local development. Some of the activities are related to health and blood donation, environmental programs, trainings in poultry and fish farming, beekeeping, and entrepreneurship. These activities are categorized as non-credit courses, mainly designed for social welfare and development. These programs help to solve local problems by giving platform to share knowledge and make the community stronger. This is possible all because of active participation of faculty members, students, campus administrators, and community people who participate in such programs. These efforts show how higher education institutions can be useful to bring positive social transformation. Though some higher education institutions have given high priority in such community based programs and also included in their non-credit courses, many institutions are still giving less interest in this. This practice is still considered unusual in Nepal. Some of the programs that have been in some campuses now a days are mainly government projects, and very few are related to health issues, community forest management, vocational trainings as well as some

programs in collaboration of universities with community. It can be understood from several researches that such community based programs provide knowledge about common health issues and the ways to get rid of it. Vocational trainings conducted under such programs build the opportunity to earn and use the income in livelihood. It seems to be more beneficial to uneducated, less educated and marginalized people in society. Studies show that active participation of community makes any program effective and sustainable. However only the larger projects led by government and universities with larger fund are highlighted more. Very few studies have focused on the impacts of outreach programs led by community campuses, mainly designed for community members. In fact, very few studies show how outreach activities impact many aspects of local development including health awareness, environmental awareness, income generation, educational development, and campus-community relations.

It is very important to make policies to fill the gap between campus and community, and bring it in practice. Regular observation and evaluation of outreach activities give evidence of how community campuses can help in social development and make the stakeholders more accountable. If we could understand how the members of community think about the outcomes of such programs, it is easier to make plans for participating and engaging them more actively for their own benefits. To address this importance, the present study focuses on the possible impacts of community outreach programs realized by Aadikavi Bhanubhakta Campus on local community development.

This study tries to answer the following research questions.

- How do community members consider the impact of campus outreach programs on health awareness?
- In what ways have outreach programs contributed to educational development and skill development among participants?
- How have outreach activities influenced environmental awareness and environmental responsibility within the community?
- What livelihood and economic benefits have resulted from vocational trainings and skill developing programs?
- How has outreach initiatives contributed to make the relationships between the campus and the local community stronger?

Literature Review

Community Engagement in Higher Education

Community outreach program has become an important element of higher education these days. Previously, higher education institutions used to focus on teaching and academic research. But due to the growing public expectation, direct involvement of education institutions in solving social, economic, environmental and regional development issues has become important. Boyer (1996) described this change through the idea of scholarship of engagement. He also stated that higher education institutions should use their knowledge and resources to work together with communities in solving social problems. According to him, scholarship helps encourage community members for engagement and participation to build two-way partnership between

academic institutions and local communities. This makes the exchange of skills, ideas and resources easier. According to Bringle and Hatcher (2002), community engagement is a useful interaction that connects campus and local people to develop academic research, encourage learning, and improve community welfare.

The idea about engaged university is becoming more important all over the world today. It is because expectations of people from universities are more than just getting knowledge. They expect idea and support in sustainable development, social inclusion and community participation. This builds a strong bond between community and campus. As a result, community engagement has become widely recognized as the “third mission” of higher education where education and research is carried out side by side. Community outreach program is one of the most important program through which higher education institutions can work for community engagement. Outreach programs refer to the set of activities designed to extend educational, technical, social and developmental services outside campuses to address community needs. It includes health awareness campaigns, environmental conservation programs, vocational training, literacy classes, ideas of entrepreneurship, agricultural development, and other research projects. The main objective of outreach programs is to fill the gap between academic knowledge and community life. Through outreach activities, campuses use research findings and academic knowledge to solve practical problems faced by local communities. Outreach initiatives also help two-way learning, where communities can use institutional resources while educational institutions gain better understanding of local realities and developmental needs. In developing countries, outreach programs are more useful because they can give public services in areas such as health, education, agricultural development, and livelihood promotion. Studies have shown that community-based outreach initiatives help to improve knowledge of health, vocational skills, environmental awareness, and build social participation. So outreach programs have become an important component of higher education institutions to show their responsibility towards society.

Civic Responsibility of Higher Education Institutions

The concept of civic responsibility refers to the responsibility of campuses to contribute to the development of society and community. Universities and colleges are the social institutions that have responsibility to participate in solving community problems and promote social justice, and sustainable development. The primary function of these institutions is to provide academic knowledge and produce graduates. But the civic mission of higher education is beyond this. They are also responsible to develop the feeling of togetherness and work together with them for the welfare of community. Watson et al. (2011) has said that higher education institutions have unique knowledge and skills that can significantly contribute to solving social inequality and promoting community empowerment. Similarly, Benneworth (2013) states that universities play important roles in regional development through knowledge transfer, innovation, and community collaboration. According to them, community engagement and outreach activities should not be the optional works but main duties of higher education institutions. For community campuses in Nepal, civic responsibility is more applicable because these institutions

were established through community involvement and always depend upon community support. Therefore, their contribution to community is not only because of social responsibility, but it is also a way to build trust by the community.

Empirical Review

Several researches around the world show that the positive contributions of higher education engagement lead to community development. Boyer (1996) found that universities that actively engage with communities create stronger links between academic knowledge and social problem-solving. Bringle and Hatcher (2002) similarly observed that community engagement strengthens partnerships while enhancing educational outcomes for students. Watson et al. (2011) reported that university-community collaborations contribute significantly to social inclusion, civic participation and local development. In a study about civic engagement programs in many higher education institutions, Saltmarsh et al. (2009) found that community engagement strengthened how well colleges listen and respond and improved relationships with marginalized populations. Research conducted by the World Health Organization (2016) also suggests that community-centered health education initiatives improve health literacy, preventive healthcare practices, and behavioral change among rural populations. Similarly, UNESCO (2021) describes the role of educational outreach and lifelong learning programs in promoting sustainable development, social equity, and community resilience. All these international studies show that community engagement initiatives can generate positive outcomes in different areas of community development when worked together with local people.

Evidence from South Asia also shows how outreach helps local development. In India, University extension programs helped improve agriculture, entrepreneurship and community empowerment. Studies about rural engagement initiatives have also showed that universities directly help local development by transferring knowledge and skill. Research conducted in Bangladesh has shown that community-based educational activities improve literacy, health awareness, and income-generation in rural communities. Similarly, studies from Sri Lanka suggest that university outreach initiatives develop awareness in local governance and environment conservation. In South Asia, results show that successful outreach initiatives are characterized by active participation of community, commitment of education institutions, and effective mechanisms of monitoring.

In Nepal, research about community participation and outreach activities has increased in about ten years. Bhandari et al. (2015) found that community-based health interventions improved awareness of maternal and child healthcare services and increased utilization of preventive health practices. They found that local awareness programs help change community habits. Dhakal (2014), in a study of participatory governance in community forestry initiatives found that active community involvement increased local ownership and made programs more sustainable. Similarly, Gautam (2017) pointed out that poor monitoring reduces the success of many development-oriented programs in Nepal. Shrestha and Wagle (2018) examined vocational education and training involvements for rural women and reported significant improvements in income-generation activities, self-employment opportunities, and economic

empowerment. Their findings conclude that skill-based outreach initiatives improved local livelihoods. The University Grants Commission (2022) has also stressed that community campuses play a vital role in local development. Recent studies of higher education institutions of Nepal indicate that many community campuses have conducted health awareness campaigns, environmental programs, literacy programs, and entrepreneurship trainings. But these studies mainly explain how programs run but do not measure their actual impact. There are very few researches which focus on community campuses and their impacts on community. Presentday studies often focus on governance, quality assurance, financing and institutional sustainability rather than community impacts. As a result, there is still a clear evidence on how community-campus programs are effective.

From the past studies, we can see that community engagement and outreach programs can really contribute to promote health, educational development, improve livelihood, create environmental awareness, and help in social development. Several studies provide important idea about the possible benefits of university-community partnerships and community-based programs. But still, there exists some gap. Most of these studies have focused on universities and government-led extension programs. Very few researches have assessed the impact of community-campus outreach initiatives in Nepal, mainly in sub urban municipalities such as Vyas Municipality, Tanahun. Existing Nepalese studies have also focused on few sectors like health, forestry, vocational training, and governance, rather than studying the impact of community outreach outcomes. There is also limited evidence about how community members understand and take the effectiveness and impact of outreach activities conducted by campuses.

To overcome these drawbacks, this study observes the impacts of community outreach programs implemented by Aadikavi Bhanubhakta Campus on local community. By using a qualitative case study approach, we can test how such programs influence health awareness, educational and skill development, environmental awareness, livelihood opportunities, and campus-community relationships. This can be an important finding about researches on community collaboration in Nepalese higher education.

Theoretical Frameworks

Community Engagement Theory

Community Engagement theory provides the theoretical basis for this study. The main focus of this theory is on collaboration, mutual sharing, mutual learning, shared responsibility, and active participation between higher education institutions and local communities. It helps us to understand about the framework to study how outreach programs implemented by Aadikavi Bhanubhakta Campus contribute to health awareness, educational development, livelihood improvement, environmental awareness and build stronger relationship between the campus and the community. Meaningful engagement helps higher education institutions to understand and work on local necessities, and contribute in community development and social transformation. According to Boyer (1996), meaningful engagement occurs when higher education institutions actively tackle social issues instead of focusing only on generating academic research. Similarly, Bringle and Hatcher (2002) emphasize reciprocity, where institutions and community

both are benefited from their partnership. In this process campus provide knowledge, skill, and human resources, while communities provide local knowledge and practical experiences that may be helpful in teaching and learning. The theory is related to the present study because outreach programs at Aadikavi Bhanubhakta Campus aim to form useful partnership with local communities and support in health awareness, environmental awareness, education, and livelihood development.

Methodology

A qualitative case study design was used to explore the community members' perception for the development of community. A qualitative approach was selected because a way to capture how participants was desired. It helps to understand the outcomes of a program rather than test numerical variables. Qualitative inquiry provides researchers with in-depth information about social processes by interacting with them directly participants. The single-case study approach enabled in-depth analysis of the local outreach within its real-world setting. As mentioned by Yin (2018), case study methodology is suitable for investigations. When there is overlap in context and in phenomenon particularly with the answer to "how" and "why" questions. The goal of this study was to understand the impact of campus-led outreach on health literacy, blood donation, climate change environmental activities, vocational training, livelihood training and non-credit educational initiatives. The study will also cover educational development, environmental consciousness, economics and public confidence at a local level. The design that worked out best was to adapt it.

Aadikavi Bhanubhakta Campus was chosen as the case. Because it is a community based higher educational institution that is actively carried out various outreach programs for community. In order to maintain the quality of the research, the guideline by Lincoln and Guba (1985) credibility, dependability, confirmability, and transferability was used. Credibility was maintained by triangulation of data obtained from interviews, focus group discussions and campus documents. Some of the participants were also provided with the opportunity to check the summaries of their answers to ensure that the answers reflected their own views. Participants were divided into four key groups, which are as:

Table 1: Research Participants

Participant Category	Number
Campus Chief	1
Faculty Members Involved in Outreach Activities	5
Students Volunteers	6
Community Beneficiaries (Interview Participants)	15
Community Members Participating in FDGs	12
Total	39

Campus chief, faculty members and students volunteers were selected for the study because

they are actively involved in planning, co-ordination and implementation of these programs. Proper participant were selected on the basis of direct participation in campus for outreach program, minimal involvement in one year, readiness for participation and so on. We gathered data by different methods like audio records, video making, and by writing in paper. Individual interviews lasted between 35 and 60 minutes and were conducted in locations convenient to participants.

For research quality assurance, we followed Lincoln and Guba's (1995) which provides guidelines for credibility, dependability, confirmability and transferability. We also followed data collection and data analysis, as well as the training and supervision of the student. For transparency, we maintained cross-checking from participants, reflexive comments and grounding interpretations solely on participant's comments. Ethical clearance was taken from Aadikavi Bhanubhakta Campus before collecting data. During the collection of data informed consent was obtained from all participants with an explanation of the study. It was their rights to withdraw at any time and their voluntary nature of participation and their purpose. Reports were anonymized by neglecting names and identity details. Research records and audio files were safely stored and only accessible for the researcher team. Finally, the cultural value, community norms and local cultural values were respected throughout the research time.

Findings of the Study

By analyzing the interviews, group discussions and campus documents, six main themes were found out. The themes reflect the perception of the people about the effect of outreach activities conducted by this Aadikavi Bhanubhakta Campus. They include better health awareness, improved education and skill development, livelihood support, environmental care and trust of community and difficulty to maintain sustainability of outreach program.

Enhanced Health Awareness and Behavioral Change

One important result was the positive impact of outreach programs on the community health practices. Participants after attending health campaign organized by campus mentioned that he/she learned a lot about maternal health, nutrition and personal hygiene. According to one local participant, "Before attaining the health awareness program, many of us only visited hospital when serious illness occurred. Now we know how necessary it is to have regular health check-up and preventive care". Women also began to purpose themselves of health services more frequently, particularly for: Advice on Child care and pregnancy. Faculty and campus chief also saw a change for the better hygiene habit in their daily routines. Like sanitation issues that was once seldom talked about was now common. As it was explained, the main goal was not only to cure the disease, but to impart knowledge to people on how to prevent it. As campus chief advocated that these programs will be regular in future which provide community member easy health services. Overall, the activities had a positive impact on the people of the community. It also access easier health service for community people and make a better trend on health habits.

Improved Educational Opportunities and Skill Development

Another important finding was the increase in learning opportunities and practical skills. Participants found a short course and orientation session was really fruitful. Emphasizing this benefit, one of the participants said that “This vocational training program is really skillful to us who we do not normally learn elsewhere we've been able to get this in our community”. Student volunteers also shared their experience that they were able to impart academic knowledge to locals while they were developing their own speaking with leadership skill. The practical training approach was encouraging in the improvement of the number of students. Some students and locals demand so for additional courses. The message was particularly encouraging to women and young people/students to keep learning vocational and skills. Campus reports were good with a consistent schedule of orientation programs and skilled workshop targeting various groups. In overall, these efforts enabled residents to pick up new skills and encourage for skillful for lifelong.

Livelihood and Economic Empowerment

Another significant discovery was on the subject of enhancing the livelihood and income of the local community. Participants shared the training in poultry farming, beekeeping, and fish farming skills really a major outcome of outreach programs. How to train in poultry farming, bee keeping, and fish farming is really supported them with practical assistance. Many reported that these sessions helped them to gain confidence and productivity. One of them began a small poultry farm that added additional source of income to the family. Other mentioned that farming techniques are easy to use at home. Women are really happy and pride as they were able to work, earn and provide for their families financially which is a major issue. It is important to highlight that “transition towards self-earning is best part of life and felt proud” said one of them”. Another said that “during the training, we not only gained the knowledge but also we got to think about the self-employment concept and possibilities of skills.” These skill workshops have also been confirmed in the campus records only and it is done on a regular basis

Environmental Awareness and Responsibility

People's view of changes in the area of environmental protection was also clear. After joining the training, local communities were aware of these topics, such as “climate change, global warming, pollution” and “waste management” and were also interested in other environmental issues much better. Many said that previously, “people didn't talk much about the environment matters of their surrounds. However, these campaigns made them aware of the importance of protecting nature. As armed with this, people in the community began to participate in community clean-up programs. Reflecting on this one respondent pointed that “now we take plastic waste more seriously because we learned about its negative impact on the environment.” As the student volunteers observed, more locals were adopting green activities over time. Faculty members felt that these sessions opened up good discussions between campus staff and the community. Campus documents showed that environmental events were held frequently. In general, these activities led to locals' more responsible and eager to care of environment.

Strengthened Campus-Community Trust and Collaboration

After attaining the outreach programs on locals began to view the campus as a genuine partner in community development, rather than as a school or academy for pupils. More interaction between the residential and campus communities was conducted than previously. This is also noticed by faculty members that these activities fostered greater communication and knowledge sharing process between communities and campus. This institutional commitment is “Community engagement has become one of our institutional priorities because it strengthens mutual trust and social responsibility.” stated by the Campus Chief. During discussions participants mentioned that community members are now more likely to attend campus activities and community development initiatives. These trends were supported, with increased local involvement in recent years. Overall, these outreach activities were seen by participants as effective tools to build trust, which increased their relationship and partnerships with campus.

Challenges and Sustainability Concerns

Although the feedback was mostly positive, participants noted a number of challenges with the program, such as: effectiveness and sustainability of the program. Many in the community thought that while the training sessions were helpful, follow-up support was lacking. They explained that having to learn new skills was not the only thing they needed; they had to also get additional technical assistance and support to do. So for the increment of campus/community trust and collaboration it is required to monitor and follow up. Faculty member observed that “Sustaining outreach programs requires resources, funding and regular monitoring which can sometime be difficult to maintain.”. The Campus Chief identified the lack of monitoring systematically and valuation of outcome as a major issue, make it quite difficult to measure. Learners from vocational training similarly highlighted the need for post-training supports and resources to use their skills successfully which is one of institutional priorities as it contributes to. During discussions participants mentioned that community members are now more likely to attend campus activities and community development initiatives. Overall, these outreach activities were seen by participants as effective tools to build trust. Overall participants shared their relationship and promoted ongoing partnerships as well as collaboration with campus.

Discussion

The results show that outreach programs really helped to boost health awareness and motivated people to make lifestyle changes for good health. The local resident gave the following report of the situation: better understanding of hygiene, sanitation, maternal care, nutrition, preventive care and why it is important for regular medical check-ups. People started go to hospital before they became ill and adopting preventive health behavior. This indicates outreach program was not limited to teaching theory but helpful for actual change of behavior in real life. These results are consistent with the ‘Community Engagement Theory’ which had declared that the real partnership between schools and local communities is possible when both parties are willing to cooperate. It is easier for collaboration and knowledge sharing between institutions and community for social progress (Boyer, 1996; Bringle & Hatcher, 2002). Aadikavi started

organizing health camps and awareness drives, interactive sessions, etc. Aadikavi Bhanubhakta Campus served as a link which was used to take the specialized health knowledge directly to community needs. Learning is concrete and tangible, as theory predicts. Practical and more likely to be accepted and influence people's behavior, providing clear real world evidence to support this. concept.

These results also agree with the findings of Bhandari et al. (2015), which revealed that maternal and child health and hygiene practices among rural populations in Nepal. Awareness of maternal, child health and hygiene practices among rural Nepal. Similarly, World Health Organization (2016) states community-level health education improves health literacy and promotes preventive behavior. The study builds upon the evidence with respect to the ability of local community colleges to serve as key centers for health promotion in semi-urban and rural areas in Nepal.

Education Opportunities and Skill Development: Community Learning Through Engagement

It can be explained by community engagement theory which emphasizes on cooperation and exchange of knowledge between educational institutions and local communities. The Vocational training program conducted by Aadikavi Bhanubhakta Campus provided the ground experience of the locals with what they needed. After participation who joined these activities said that they felt more confident and had improved productivity and more interest in generating income. This indicates that meaningful community engagement supports local economy by providing opportunities for hands-on learning. These findings are similar to the findings of Shrestha and Wagle (2018) who remarked that, self-employed and economic independence of students of vocational schools has been strongly increased in rural women in Nepal. This was also true of the subjects in this study who are associated with their new skills that are directly translated into better livelihoods and increased economic confidence. This was also true that who are associated their new skills that are directly translated into better livelihoods and increased economic confidence. Actions that individuals can take these findings are similar to the findings of Shrestha and Wagle (2018) who remarked that, the self-employed and economic independence of students of vocational schools has been strongly increased in rural women in Nepal.

Livelihood and Economic Empowerment: Through community engagement

It can be explained by community engagement theory which emphasizes cooperation and exchange of knowledge between educational institutions and local communities. The Vocational training programs conducted by Aadikavi Bhanubhakta Campus provided the on the ground experience of the locals with what they needed. After participants who joined these activities said that they felt more confident and had improved productivity. More interest in generating income and more interest for guiding others too. This indicates that meaningful Community engagement supports local economy by providing opportunities for income generation practices. These findings are similar to the findings of Shrestha and Wagle (2018) who remarked that, the

self-employed and economic independence of students of vocational schools has been strongly increased. This was also true of the subjects in this study who associated their new skills that are directly translated into better livelihoods and increased economic confidence.

Environmental Awareness and Collective Responsibility: Through Community Engagement

These findings are also consistent with Community Engagement Theory, where a sense of community is emphasized, collaborative working and engagement between local communities and colleges, based on problem-solving. The campus environmental programs have facilitated and generated productive conversations and learning experiences and community engagement about climate change, global warming, environmental protection and waste management. These sessions enabled members of the community to learn more about addressed local environmental issues and had positive attitude towards environment-friendly habits. The results highlight the potential for community engagement to be an effective way to Educate and inspire the conservation of local environmental issues in relation to academic knowledge. In addition, these outcomes reflect the UNESCO's (2021) understanding of education as a process that is an important instrument for promoting environmental responsibility and sustainable development. Previous studies of community-based environmental programs have also demonstrated that participatory shared responsibility for nature is accomplished through learning. This study further shows that community campuses can be vibrant community and environmental education hubs.

Campus-Community Trust and Collaboration through Community Engagement

Another finding was how trust and collaboration grew between the campus and local communities. Continually participants spoke of the provision of a clear space provided with outreach events to talk and building strong relationship. Over the time, the view locals turned into one of; as campus a local developmental partner and no more an educative institution. These positive changes can be described by the Community Engagement Theory. The theory highlights that both parties can benefit from shared responsibility and collaboration between colleges and communities (Bringle & Hatcher, 2002). Participants shared improved communications, active involvement and enhanced collaboration. The results demonstrate that the long-term engagement makes a trust and contributes to the resolution of common issues. Moreover, the activities were beneficial forenhanced understanding and respect for the institution and established strong foot- stepsfor future projects. Our results are in mark with Watson et al., (2011) who demonstrated that gaining stakeholder trust and responsiveness to colleges is strengthened by community involvement. Overall, this study confirms that community campuses play an important role in enhancing social unity and promoting community involvement.

Sustainability Challenges and Institutional Constraints

Most of the participants admired the outreach program; some of them point out about serious challenges in concerning of sustainability, limited funding and very few of follow up/ monitoring. Many of community people expressed one-time training is not sufficient for life

long which reveals the limitation of Community Engagement Theory. While outreach programs purpose a good opportunity for learning and its actual success can be counted on continuous budget, commitment of institution well as regular monitoring. All these findings match with Gautam (2017), who noted that weak evaluations and monitoring systems reduce the impact of educational and development programs Nepal. The trainees also highlighted the financial and human resources limit that campuses constantly facing. Successful community engagement requires more reliable institutional system for long term monitoring, regular evaluations and follows up.

Conclusion and Recommendations

In all aspects, the community outreach programs launched by Aadikavi Bhanubakta Campus have contributed to a significant role in increase in health awareness, environmental protection, climate change, practical skill development and campus-community relations –development. However, effective monitoring and periodic evaluation is required for more benefits to continue overtime. To create a more influential outreach effort and continue to have a positive impact, there are a few practical steps that can be taken. The campus should establish a strong monitoring program. Find the effectiveness and areas to focus on. Need to active involvement on planning process and programs must be directly geared to the needs of the local community's priorities. Lastly, community outreach should be institutionalized as part of university policies and Not only running occasional events, but annual budget plans as well.

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Appendices

Semi-structured questions for interview;

For Campus chief;

- What are the primary objectives that stimulated Aadikavi Bhanubhakta Campus to initiate the running of a community outreach programs?
- What steps do you take to ensure that these outreach programs serve the community's specific needs?
- What kind of moves has been taken during 2080/081 B. S.?
- How does the campus know if these outreach activities are achieving the results they are supposed to achieve or not?
- What real-life issues have arisen in conducting outreach programs?

For community people;

- How you know first about the outreach programs organized by Aadikavi Bhanubhakta Campus?
- What are the changes you have noticed in your knowledge, skills, or livelihood/health after participating in the programs?
- What challenges were you faced while participating in these outreach activities?
- Do you feel that the programs have addressed the most important needs of you and your community? Why or why not?
- What suggestions do you want to give for future outreach programs to make more effective or relevant for your community?

For campus faculties;

- What were the motivations you to participate in the campus's community outreach programs?
- Can you describe your role and responsibilities on the outreach activities?
- What outcomes or changes have you observed among community members as a result of these programs?
- What kinds of challenges did you face on conducting outreach programs, and how did you manage them on the spot?
- How you think participating in these outreach activities has contributed to your own professional and personal development?