

# EMIS-REPORT

2079/080



Far Western University  
**Tikapur Multiple Campus**

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## 1. Introduction

Tikapur Multiple Campus (TMC) is one of the Quality Assurance and Accreditation (QAA) certified Constituent Campuses of Far Western University. It is located in the eastern part of Kailali district and is fourteen km south of East-West Highway. It was established in 2001 as a nonprofit community campus with initiatives from the members of the society, such as social workers, statesmen, administrators, professionals, businessmen, and representatives of different communal groups, to make it an educational destination for quality education. Since its inception, it has been running higher-level academic programs. Currently, the campus has been providing quality education to students and making higher education accessible to those who are cut off from it for one reason or another. It has been shouldered with the responsibilities for the promotion of the students' potentialities as per the social expectations and demands with its highly qualified, experienced, and professional faculties. To develop Tikapur as an educational city, the Tikapur Development Committee (TDC) established it on 80 bighas of land in 2058. Furthermore, TDC provided 300 bighas of additional in 2062 to ensure its easy expansion and sustainability. TDC also funded economic and manpower support to cover all the expenses in the previous phase.

On 1st Shrawan of 2075 (July 2018), Tikapur Multiple Campus (TMC) was officially merged with Far Western University as a constituent campus of Far Western University and is certified by UGC as a Quality Assurance and Accreditation (QAA) institution for the second term as well. As a constituent campus of Far-Western University, it withholds the university's regulations and rules and delivers quality education to students.

Tikapur Multiple Campus has been running bachelor programs in Management, Humanities and Social Sciences, and Education. Additionally, TMC offers BBA Program. Likewise, it has also offered Master's Degree programs in Education (Curriculum and Evaluation, English, Health, Nepali), Management, and Humanities and Social Sciences (Development Studies, Sociology, English) as part of key programs offered by Far-Western University. The institution caters to nearly 1,500 students of varying socio-economic backgrounds in the region who rely on it as their sole option for higher education. The campus has been providing the service to the target group in an innovative way. The learners have the facility of internet, library, career counseling, consultancy, research extensions, tours, and excursion activities.

TMC strives for excellence in its teaching, research, and social mobilization efforts by responsibly managing and enhancing its available resources. Its primary objective is to achieve both quantitative and qualitative educational accomplishments. The college aims to initially shift its focus from local to regional competition and later to national competition, focusing on quality rather than quantity. With sufficient land space, an energetic team of faculty members, and strong support from the community, the University Grants Commission, and other governmental and non-governmental organizations, TMC is well-positioned to fulfill its mission. The college is committed to enhancing the quality of its faculty, promoting research activities, and meeting the community's needs using its resources. The campus also has a strategic plan in collaboration with stakeholders, including adding various technical faculties and providing higher education opportunities to underprivileged individuals

## **1.1. Vision, Mission and Goal**

### ***Vision***

The vision of TMC is to make it an educational destination with its comprehensive and integrated learning network and be a major contributor to the nation's intellectual, cultural, social, and economic development.

### ***Mission***

The mission of Tikapur Multiple Campus is to serve the students, communities, and the region through quality, affordable, and accessible academic and career-oriented education by enabling them to lead more informed and skilled lives and to have enhanced careers with its competent, multi-faculty, technical and general programs coupled with research activities.

### ***Goals***

- Improve academic program quality and relevance to satisfy the demands of students, employers, and society.
- Improve student enrolment and retention rates to increase access to higher education.
- Increase research efforts and cooperation in critical domains to promote knowledge and innovation.
- Encourage a varied, inclusive campus community that values and embraces diversity while promoting equity and social justice.
- Improve strengthening connections with business, government, and non-profit organizations.

## **1.2. Core Values and Norms**

- Academic Excellency: The college prioritizes academic success and works to develop an atmosphere that encourages learning, critical thinking, and intellectual curiosity.
- Life-long Learning: Institutions of higher education emphasize the value of lifelong learning and actively promote the notion that students should persist in their educational and personal development throughout their lifetimes.
- Diversity and Respect: Colleges value diversity and establish an inclusive environment honoring and acknowledging individuals from varying backgrounds, cultures, and beliefs.
- Social Responsibility: Higher education institutions promote and foster student engagement in their respective communities and encourage them to contribute constructively to society.
- Collaboration and Teamwork: In academic and professional contexts, collaboration and teamwork are essential competencies higher education institutions emphasize.

## **1.3. Commitments**

- Our commitment is to strive for excellence in all our endeavors.

- Our approach involves the creation of dynamic environments that optimize teaching and learning experiences.
- Promoting collaboration, service, and community involvement is encouraged by cultivating collaboration, teamwork, and cooperation.
- Recognizing the contribution and worth of all individuals is crucial for achieving success in a global society.
- It is our stance to engage in the diversification of our financial resources as a means of ensuring economic sustainability.

#### **1.4. Strategic Areas and Priorities**

- Infrastructural development
- Quality improvement
- Fiscal sustainability
- Equity establishment
- Program growth
- Community connection/involvement

#### **1.5. Strategic Areas**

##### ***1. Infrastructural development***

- Construction/civil Work
- Procurement of Goods and Services
- Landscape Development

##### ***2. Quality improvement***

- Human resource developmet
- Students' performance enhancement
- Incorporation of technology

##### ***3. Fiscal sustainability***

- Provision of corpus fund
- Utilization and generation of resources
- Collaboration with Public and Private Organizations
- Cost Management

##### ***4. Equity establishment***

- Priority to females, Dalits, and EDJs
- Support to EDJs students
- Social Justice
- Establishment of Equal Opportunity Cell

### **5. Program expansion**

- Expansion of bachelor programs
- Expansion of Masters programs
- Upgrading of RMC as a national research wing

### **6. Community involvement**

- Provide financial and volunteer support to the public and governmental school
- Provide volunteer service to the victim of natural disaster Collaboration with local organizations
- Service to the community on a need basis
- Students-Teachers-Guardians Interaction.
- Provide consultancy services to local government bodies.

## **2. Institutional Performance**

The campus has been working towards quality enhancement from its inception. For this to be achieved, the campus has made policy provisions, reviewed, and revised to address the needs of the persisting context. The efforts towards improving the overall performance in line with the overarching mission and goals, the campus has taken the initiatives for the efficiency of academic programs, employability of the graduates in local and global markets, accessibility of minority community and disadvantaged groups in higher education, creation of conducive learning environment and promotion of research and innovation. The subsequent section briefly discusses how the campus has attempted to address the issues related to quality enhancement.

### **3. Efficiency**

Educational efficiency is an explicit indicator of quality enhancement. It has been the most focused and prioritized strategy of the campus. The strategic plan makes provision for quality improvement through human resource development, remedial classes, ICT-integrated pedagogy, periodical seminars and workshops for the students, etc. The students who need additional tutorials are provided with remedial classes. The remedial classes are especially demanded in the first few academic years of program tenure. The students are also provided orientation before they enter into the program, and the academic and career counseling service is available on the campus to scaffold their learning attempts. The departments analyze the results of the students and recommend additional support. In some cases, students demand remedial classes.

### **4. Academic Program**

The ratio of students to faculty plays a crucial role in quality enhancement. The campus maintains a ratio of 35:1 to ensure better interaction, engagement, and outcomes. All the programs are in semester modality. The students have easy access to their mentors. Regular attendance, interaction, project work, term papers, quizzes, note keeping, and mid-term examination are the criteria for overall performance evaluation of learning outcomes. The operational calendar, being aligned with the university academic

calendar, is prepared and disseminated to students during their entry into the program. Moreover, the campus encourages the students to do presentations and group work to learn from colleagues and promote collaboration. The students' learning endeavors are supported by introducing non-credit courses. The campus has prioritized the use of ICT and social media in teaching. All faculties are provided with a laptop for PowerPoint presentations, and students are connected by Messenger and Facebook groups. All the classrooms are equipped with projectors and internet connectivity. Currently, Tikapur Multiple Campus has been running bachelor programs in Management, Humanities and Social Sciences and Education. Likewise, it has also offered Master's Degree programs in Education (Curriculum and Evaluation, English, Health, Nepali) Management and in Humanities and Social Sciences (Development studies, Sociology, English) as part of key programs offered by Far-Western University. In brief, it has been catering to qualitative education in students at different levels. The table 1 shows the details of the programs offered by Tikapur Multiple Campus.

**Table1:**  
***Current Number of Academic Programs Offered in the Institution***

<b><i>Academic Programs</i></b>	<b><i>Number of Program</i></b>
<b>Bachelor's</b>	
BA	4 (English, Sociology, Development Studies, Economics)
B. Ed	4 (Nepali, Health, English, Maths)
BBS	3 (Account, Finance, Marketing)
BBA	3 (Account, Finance, Marketing)
<b>Master's</b>	
M.A.	3 (Sociology, Development Studies, English)
M. Ed	4 (Nepali, Health, TESOL, CPL)
MBS	3 (Account, Finance, Marketing)
<b>Total</b>	<b>24</b>

## **5. Infrastructure**

Availability of proper physical facilities is one of the requirements for an institution to achieve desired academic goals. Well-developed physical facilities can only guarantee better educational achievement. Tikapur Multiple Campus has received kind support from different sectors to develop its physical facilities. Tikapur Development Committee, Indian Embassy, and University Grants Commission strongly supported to materialize the plan of physical development. The campus has enough physical facilities for both indoor and outdoor games. The campus has its own volleyball ground, table tennis court, badminton court. The construction of football ground, cricket ground, and basketball court has been completed with the support of UGC under matching grant. Besides, the campus allocates certain annual budget for sports activities.

The campus commenced its academic journey in the building of 12 rooms constructed in the financial support of Tikapur Development Committee. It did not have any physical property at that time. The campus needed more rooms for the accommodation of the increasing number of students. Therefore, other two buildings were constructed in the subsequent years. The details of the physical infrastructure have been presented the next page.

- Main Building (Double Storeyed)- 32 rooms (Including a seminar hall, 4 attached toilets) in Three Floor. Agricultural Science Class Running Building (Double Storeyed)- 15 rooms with toilets
- Library Building with Reading Room, Computer Lab, Reference Section, Textbook Section, Journal Section, Male and Female Toilets.
- Tin-roofed blocks for Bike and Cycle Stand
- Tin Roofed Blocks for security accommodation- 4 rooms
- Cafeteria (Tin Roofed)
- Two-storeyed guest house.
- Administrative block (6000sq feet) with Office Room (Campus Chief, Account, Administration, Examination, Store sections).

## 6. Educational Aids

**Table 2**

***Availability of Educational Equipment and Furniture***

The table 2 shows the existing condition of educational aids available on the Tikapur Multiple campus. It is the represent the strength of educational institution. Sufficient equipments are help to support the quality education.

<b>S.N.</b>	<b>Educational Aids</b>	<b>Number</b>	<b>Remarks</b>
<b>1.</b>	<b>Educational Equipment</b>		
	Laptop	64	
	CC TV	20	
	Desktop computers	35	
	Multimedia projector	18	
	Tripod	1	
	Computer lab	1	
	Smart board	5	
	LED	2	
<b>2.</b>	<b>Furniture</b>		
	Telephone	3	
	Video Camera	1	
	Bench desk	560	
	Chair (standard)	38	
	Motor Cycle	1	
	Drawer	18	
	Camera	1	
	Photo copier	4	
	Printer	10	



	Filter	7	
	Generator	1	
	Inverter	4	
	Air Conditioners	9	
	Water motor	6	
	Rack Drawer	54	
	Revolving chair	14	
	Lectern	28	
	Scanner	3	
	Musical instrument	1	
	Sofa set	15	
	Ceiling fan	170	

Above educational aids are fundamental to academic enhancement for all Higher Education Institutions (HEIs) like Tikapur Multiple Campus. Use of ICT based teaching learning methodologies has become the demand of the day. Being in line with this faith, Tikapur Multiple Campus has worked out for its better development. TMC encourages the teachers to use computer and ICT based pedagogy to standardize the teaching methodology. The teachers are provided with laptops to standardize their teaching tradition. The teaching learning activities are monitored through CCTV surveillance system.

## **7. Research, Development, and Innovation (RDI)**

The campus has a duly formed body to promote research, publication, innovations, collaborations, and international linkage. Research Management Committee formation is based on the University Guidelines. The C creates a research-conducive environment among the faculties and students. With 5% of the total operating budget, the cell provides seed money to the students as the thesis support. Moreover, students are encouraged to engage in research activities with faculties. The students engaged in departmental seminars and workshops and are included as co-researchers in faculty research funded by RMC. RMS awards three faculty research where a student must be included. Moreover, the Research Management Cell has a policy to collaborate with external agencies within and outside the university to research contemporary issues. We have signed MoU with RMC of Ghodaghodi Multiple Campus (TU) for a research collaboration. Similarly, the campus has organized industry-academia dialogue with the support of UGC in the past and has planned to institutionalize it as the regular campus program.

Tikapur Multiple Campus has two annual publications. TMC Saugat, the publication of general articles and campus information, has been regularly published for the last 13 years. Likewise, the Journal of Tikapur Multiple Campus has been published in the last six years. We have invited the submissions for Vol. 7, 2024, to be published in February. The campus has also initiated activities for the entrepreneurship development of young faculties and students. University Grants Commission is supporting both technically and financially in this endeavor.

## **8. Digitalization System**

The campus has been utilizing the program "*Pathshala*". It has a website with a strong internet system. Furthermore, it has adopted e-banking and e-library systems. Every record, including the personal information of students, the lending of library books, the collecting of fees, etc., is digitally stored and handled by software. The EMIS unit, established on campus, is in charge of digitizing data. The EMIS unit has been operational for the previous five years. The campus has plans to build a digital library where students may check out books on their own. For such, front-line software and digital hardware will be employed.

During the pandemic, lessons were delivered online. Microsoft Teams was utilized later after first using Zoom software. Online classrooms have been utilized for remedial and extracurricular courses. For guest lecture classes, the campus has planned to employ online lectures. Similar to this, multimedia equipments (projectors) are installed in every classroom. In TMC, digitalization is a regular component of teaching and learning. We also disseminate notices and other information via our website and social media.

## **9. Supporting Wings**

Tikapur Multiple Campus has formed various supporting committees, sub-committees and cell. Administrative Committee, Internal Quality Assurance (IQAC) Committee, Self-Assessment Committee, Research Management Committee, Information & Publication Cell, Suggestion & Grievances Management Committee, Exam Committee, Scholarship committee, EMIS Committee, Library Management Committee, Procurement Committee, First Aid Unit, Youth Red Cross Circle, Monitor Forum, Student Quality Group, Alumni, and other cells have been established on campus. These committees and cells play vital roles in enhancing the quality of education in TMC.

## **10. Gender Equity**

Equality establishment is one of the strategic areas and priorities of Tikapur Multiple Campus. The present student enrollment status reveals an excellent representation of female students. More than 60% of students are females in all streams. The campus has a policy to privilege students from minorities such as Dalits, Badi, EDJs, Raji, Mukta Kammaiya, Mukta Kamlari. The campus has prioritized the support to the Educationally disadvantaged and Janajatis. Above 80% of students are from Tharu ethnic community backgrounds. The girls are supported with scholarships to ensure their equitable participation in higher education. The campus has a policy and practice to privilege female candidates in the recruitment of faculties. The principles of inclusion, equity, and social justice are adopted in recruitment, professional development, and promotional opportunities of faculties.

## **11. Teaching and Non-teaching Staff**

Tikapur Multiple Campus has energetic, qualified and dynamic faculties that offer their expertise and play pivotal role in shaping the educational experience and academic experience of the institution. The

faculty is responsible for imparting knowledge, fostering critical thinking and mentoring students. They are typically experts in their respective fields, possessing and conducting research in their disciplines.

**Table 3**

***Number of Full Timer/Part Timer Teaching Staff and Non-teaching Staff***

Particulars	Disadvantaged / Janajatis		Others		Total
	F	T	F	T	
Full Time Teachers (Total)					
No. of teachers with PhD	-	-	-	2	2
No. of teachers with MPhil	-	1	-	07	8
No. of teachers with Masters	-	5	1	23	29
Part-Time Teachers (Total)					
Part-time teachers with PhD	-	-	-	-	-
Part-time teachers with MPhil	-	-	-	1	1
Part-time teachers with Masters	-	4	1	5	10
Grand Total (Fulltime and Parttime Teachers)					40
No. of non-teaching staff	2	-	-	18	20
Total Staffs					60

## **12. Student Profile**

### **12.1 Student Enrollment**

The status of student enrolment in a campus is a critical indicator of an institution's health and its ability to fulfill its educational mission. Enrolment numbers reflect the demand for education and attractiveness for Tikapur Multiple Campus to prospective students. However, as the table given below show, several factors seem to have affected the status of student enrolment in this institution. The tables 4 show the previous and current year status of student's enrollment in Tikapur Multiple Campus.

**Table 4*****Tikapur Multiple Campus Student's Enrollment Detail (2077/078)***

<i>Faculty</i>	<i>Program</i>	<i>Level</i>	<i>Number of male students</i>	<i>Number of female students</i>	<i>Total</i>	<i>Remarks</i>
Management	BBS	Bachelor	266	420	686	
Education	B.Ed	Bachelor	51	280	331	
Humanities	B.A.	Bachelor	120	349	469	
	BA LLB	Bachelor	19	29	48	
Management	MBS	Master	31	12	43	
Education	M. Ed	Master	20	22	42	
Humanities	MA	Master	60	57	117	
<b>Total</b>			<b>567</b>	<b>1169</b>	<b>1736</b>	

Table 4 has shown the student's situation of Tikapur Multiple Campus in 2077/078. The data provided for student enrollment at Tikapur Multiple Campus for the academic year 2077/78 reveals several interesting trends and raises some critical points for analysis. There is a noticeable gender disparity in enrollment, with a significantly higher number of female students (1,169) compared to male students (567). While this indicates a positive trend in female participation in higher education, it is crucial to investigate the reasons behind this imbalance. The data suggests that the Bachelor of Business Studies (BBS) program in the Management faculty has the highest enrollment (686 students), followed by Bachelor of Arts (B.A.) in the Humanities faculty (469 students). Understanding the reasons for these program preferences can help the institution tailor its offerings to meet student demands.

Table 5 and 6 show the student's status of Campus in 2078/079. The figure has demonstrated the decreasing trend of the students than previous year. Numbers of the male students are more than female students in Masters level.

**Table 5*****Tikapur Multiple Campus Student's Enrollment Detail (2078/079)***

<b>S. n.</b>	<b>Faculty</b>	<b>Program</b>		<b>Male</b>	<b>Female</b>	<b>Total</b>
1	Management	MBS	Master	27	7	34
2	Education	M. Ed	Master	15	25	40
3	Humanities	M.A	Master	61	41	102
	Grand Total			103	73	<b>176</b>

Table 6

**Tikapur Multiple Campus Student's Enrollment Detail (2078/079)**

S.N.	Faculty	Semester	Subjects	Male	Female	Sum	Total	Grand Total			
		BA. LLB 1 <sup>st</sup> BA. LLB 2 <sup>nd</sup>		7 19	10 29	17 48	17 48				
1	Humanities	First	English	5	4	9	95	539			
			Sociology	22	71	93					
			Development Studies	16	70	86					
			Economics	1	1	2					
		Second	English	17	19	36	214				
			Sociology	46	163	209					
			Development Studies	32	137	169					
			Economics	5	9	14					
		Fourth	English	10	22	32	106				
			Sociology	8	46	54					
			Development Studies	23	83	106					
			Economics	5	15	20					
		Sixth	English	6	6	12	59				
			Sociology	7	40	47					
			Development Studies	13	46	59					
		2	Education	First	English	5	7		12	49	262
					Health	4	33		37		
Second	English			4	11	15	124				
	Health			4	63	67					
	Nepali			4	38	42					
Fourth	English			4	13	17	51				
	Health			1	17	18					
	Nepali			0	16	16					
Sixth	English			1	4	5	38				
	Health			0	15	15					
	Mathematics			2	1	3					
	Nepali			2	13	15					
3	Management	BBA First Sem.		20	17	37	115	547			
		BBA Second Sem		15	26	41					
		BBA Fourth Sem		18	19	37					
		BBS First Sem		25	39	64	432				
		BBS Second Sem		47	76	123					
		BBS Third Year		48	68	116					
		BBS Four Year		48	81	129					
								= 1348			

The provided data on student enrolment at TMC for the academic year 2078/079 offers insights into the distribution of students across faculties, semesters, subjects, and genders. The data demonstrates varying gender distributions across faculties and subjects. For example, in Humanities, Sociology and Development Studies have more female students, whereas in Management have more male students. The provided data represents the student enrolment statistics at an unspecified institution across various faculties, programs, and levels.

**Table 7**

***Tikapur Multiple Campus Student's Enrollment Detail (2079/080)***

Level	Male	Female	Sum	Total
BBS 2 <sup>nd</sup> Semester	10	25	35	227
BBS 3 <sup>rd</sup> Semester	11	37	48	
BBS 5 <sup>th</sup> Semester	17	30	47	
BBS 4 <sup>th</sup> Year	35	62	97	
BBA 2 <sup>nd</sup> Semester	7	18	25	121
BBA 3 <sup>rd</sup> Semester	12	14	26	
BBA 5 <sup>th</sup> Semester	14	23	37	
BBA 7 <sup>th</sup> Semester	14	19	33	
B.Ed 2 <sup>nd</sup> Semester	3	22	25	217
B.Ed. 3 <sup>rd</sup> Semester	4	33	37	
B.Ed 5 <sup>th</sup> Semester	5	74	79	
B.Ed. 7 <sup>th</sup> Semester	6	35	41	
B.Ed. 8 <sup>th</sup> Semester	4	31	35	
BA 2 <sup>nd</sup> Semester	8	19	27	342
BA 3 <sup>rd</sup> Semester	11	50	61	
BA 5 <sup>th</sup> Semester	13	105	118	
BA 7 <sup>th</sup> Semester	14	68	82	
BA 8 <sup>th</sup> Semester	12	42	54	
M.Ed. 2 <sup>nd</sup> Semester	6	12	18	33
M. Ed 4 <sup>th</sup> Semester	8	7	15	
MA 2 <sup>nd</sup> Semester	26	19	45	88
MA 4 <sup>th</sup> Semester	23	20	43	
MBS 2 <sup>nd</sup> Semester	13	2	15	22
MBS 4 <sup>th</sup> Semester	4	3	7	
Total	280	770	1050	<b>1050</b>

Above table 7 showcases a comprehensive snapshot of student enrollment at the institution, revealing significant diversity in terms of programs, levels, and gender distribution. In the Management faculty, the Bachelor of Business Studies (BBS) program has the highest enrollment students, and a fairly balanced gender ratio. The figure shows the continuously decreasing trend of enrollment student in Tikapur Multiple Campus.

## 12.2 Categorical Status of Students and Left Out

Table 8

*Categorical Status of Student's in Tikapur Multiple Campus (2079/080)*

### BBS 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	7	11	18
Madhesi	0	0	0
Muslims	0	0	0
Others	3	12	15
Total	10	25	35

Left out			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	3	9	12
Madhesi	0	0	0
Muslims	0	0	0
Others	2	2	4
Total	6	11	17

### BBS 3<sup>rd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	10	26	36
Madhesi	0	0	0
Muslims	0	0	0
Others	1	9	10
Total	11	37	48

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	8	3	11
Madhesi	0	0	0
Muslims	0	0	0
Others	4	3	7
Total	12	6	18

### BBS 5<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	4	4
Janjati	13	23	36
Madhesi	0	0	0
Muslims	0	0	0
Others	4	3	7
Total	17	30	47

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	8	13	21
Madhesi	0	0	0
Muslims	0	0	0
Others	0	3	3
Total	8	16	24

### BBA 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	3	3
Janjati	2	6	8
Madhesi	0	0	0
Muslims	0	0	0
Others	5	9	14
Total	7	18	25

Left out (None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

### BBA 3<sup>rd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	8	4	12
Madhesi	0	0	0
Muslims	0	0	0
Others	4	9	13
Total	12	14	26

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	3	1	4
Madhesi	0	0	0
Muslims	0	0	0
Others	4	2	6
Total	7	3	10

### BBA 5<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	7	10	17
Madhesi	0	0	0
Muslims	0	0	0
Others	7	12	19
Total	14	23	37

Left out (None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

### BBA 7<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	1	7	8
Madhesi	0	0	0
Muslims	0	0	0
Others	13	11	24
Total	14	19	33

Left out (None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

### B. Ed 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	3	10	13
Madhesi	0	0	0
Muslims	0	0	0
Others	0	12	12
Total	3	22	25

Left out			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	1	0	1
Madhesi	0	0	0
Muslims	0	0	0
Others	1	2	3
Total	3	2	5



### B.Ed. 3<sup>rd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	2	19	21
Madhesi	0	0	0
Muslims	0	0	0
Others	2	12	14
Total	4	33	37

Left out			
Category/Gender	Male	Female	Total
Dalit	2	0	2
Janjati	2	9	11
Madhesi	0	0	0
Muslims	0	0	0
Others	0	4	4
Total	4	13	17

### B.Ed 5<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	3	53	56
Madhesi	0	0	0
Muslims	0	0	0
Others	2	20	22
Total	5	74	79

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	11	11
Madhesi	0	0	0
Muslims	0	0	0
Others	0	1	1
Total	0	12	12

### B.Ed. 7<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	3	20	23
Madhesi	0	0	0
Muslims	0	0	0
Others	3	13	16
Total	6	35	41

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	1	0
Total	0	1	1

### B.Ed. 8<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	1	2
Janjati	0	22	22
Madhesi	0	0	0
Muslims	0	0	0
Others	3	8	11
Total	4	31	35

Left out(None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

### BA 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	4	4	8
Janjati	3	12	15
Madhesi	0	0	0
Muslims	0	0	0
Others	1	3	4
Total	8	19	27

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	1	2	3
Madhesi	0	0	0
Muslims	0	0	0
Others	7	0	7
Total	8	2	10

### BA 3<sup>rd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	3	3
Janjati	9	38	47
Madhesi	0	0	0
Muslims	0	0	0
Others	2	9	11
Total	11	50	61

Left out			
Category/Gender	Male	Female	Total
Dalit	0	8	8
Janjati	7	10	17
Madhesi	0	0	0
Muslims	0	0	0
Others	5	3	8
Total	12	21	33

### BA 5<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	2	8	10
Janjati	10	77	87
Madhesi	0	0	0
Muslims	0	0	0
Others	1	20	21
Total	13	105	118

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	6	12	18
Madhesi	0	0	0
Muslims	0	0	0
Others	1	2	3
Total	7	14	21

### BA 7<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	6	7
Janjati	10	44	54
Madhesi	0	0	0
Muslims	0	0	0
Others	3	18	21
Total	14	68	82

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	1	1
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	1	1

### BA 8<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	10	33	43
Madhesi	0	0	0
Muslims	0	0	0
Others	2	8	10
Total	12	42	54

Left out (None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

### BBS 4<sup>th</sup> year

Present			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	24	38	62
Madhesi	0	0	0
Muslims	0	0	0
Others	11	22	33
Total	35	62	97

Left out			
Category/Gender	Male	Female	Total
Dalit	0	2	2
Janjati	8	2	10
Madhesi	0	0	0
Muslims	0	0	0
Others	6	2	8
Total	14	6	20

### M.Ed. 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	1	6	7
Madhesi	0	0	0
Muslims	0	0	0
Others	5	5	10
Total	6	12	18

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	1	1
Madhesi	0	0	0
Muslims	0	0	0
Others	1	3	4
Total	1	4	5

### M.Ed 4<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	4	3	7
Madhesi	0	0	0
Muslims	0	0	0
Others	3	4	7
Total	8	7	15

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	1	1
Madhesi	0	0	0
Muslims	0	0	0
Others	0	1	1
Total	0	2	2

### MA 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	11	9	20
Madhesi	0	0	0
Muslims	0	0	0
Others	14	10	24
Total	26	19	45

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	2	0	2
Madhesi	0	0	0
Muslims	0	0	0
Others	4	3	7
Total	6	3	9

### MA 4<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	8	8	16
Madhesi	0	1	1
Muslims	0	0	0
Others	14	11	25
Total	23	20	43

Left out			
Category/Gender	Male	Female	Total
Dalit	0	1	1
Janjati	4	1	5
Madhesi	1	0	1
Muslims	0	0	0
Others	1	0	1
Total	6	2	8

### MBS 2<sup>nd</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	1	0	1
Janjati	3	1	4
Madhesi	0	0	0
Muslims	0	0	0
Others	9	1	10
Total	13	2	15

Left out			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	2	0	2
Madhesi	0	0	0
Muslims	0	0	0
Others	8	3	11
Total	10	3	13

### MBS 4<sup>th</sup> Semester

Present			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	2	2	4
Madhesi	0	0	0
Muslims	0	0	0
Others	2	1	3
Total	4	3	7

Left out (None)			
Category/Gender	Male	Female	Total
Dalit	0	0	0
Janjati	0	0	0
Madhesi	0	0	0
Muslims	0	0	0
Others	0	0	0
Total	0	0	0

Table 8 shows the categorical data underscores the institution's commitment to offering a diverse array of programs, catering to a broad range of academic interests, and fostering gender diversity among its student body. The total enrolment comprises of greater proportion of females and educationally disadvantage group and Janajatis. The overall enrolment data shows that the students are not interested to get general education. It is pressure to TMC to prevent students from moving to Kathmandu and other cities to pursue higher education. Also, the data also show that the dropout rate in the preceding year is remarkable which is also justified the flowing table 9.

**Table 9**

***Drop-Outs of Students by Programs (Last three Years) (arrange semester-wise dropouts – (appeared in semester-end examination against of admitted in the semester)***

Program	Year of Enrolment	Enrolment Number	Completion year	Completion Number	Completion % = Graduate within postulated time (Cohort Year) / Enrolment of Cohort year *100	Drop-out % = 100 - (number of students appeared in the Final semester or Year exam / Enrolment number of Cohort Year *100).
BA	2019	83	2023	54	-	34
BBA	2020	38	2023	33	(Appeared in the 7th Sem. Examination, Cycle not completed)	13
BBS	2019	162	2023	111	-	31
B.Ed.	2019	67	2023	34	-	50
M.Ed.	2019	59	2021	48	-	17
M.Ed.	2020	53	2022	31	--	42
M.Ed.	2021	24	2023	15	-	38
MBM	2019	18	2021	13	-	28
MBM	2020	21	2022	18	-	14
MBM	2021	20	2023	07	-	65
MA	2019	52	2021	42	-	09
MA	2020	55	2022	50	-	20
MA	2021	61	2023	38	-	38

### 12.3 Pass Percentage of the Students

**Table 10**

**Information on Pass Percentage (Last Three Years) (end of the program/level)**

Faculty	Program	Semester/ Year / Batch	Number of students Appeared in Exam	Number of students Passed the Exam	Pass Percentage
Management	BBA	2020	33 (in the 6th Sem.)	33	100
Management	BBS	2019	111	46	41.44
Education	B.Ed.	2019	34	26	76.47
Humanities & Social Sciences	BA	2019	54	43	79.62
Management	MBM	2019	13	10	76.92
Education	M.Ed.	2019	48	42	87.5
Humanities & Social Sciences	MA	2019	42	37	88

Table 12.3 presents the end-term results of Tikapur Multiple Campus, Far Western University. It shows the variation in the pass results over the years and it is found satisfactory. The Campus has been following various efforts to improve the results in the coming academic sessions.

### 12.4 Territorial Profile of Student Enrollment

**Table 11**

*Territorial Profile of the Students Enrollment (2079\80)*

No of the Students Enrolled	Bachelors'		Masters'		Total
	Male	Female	Male	Female	
From the same district where the institution is located	139	612	62	58	871
From other districts	33	131	18	11	193
Same province	133	599	71	64	867
From another province	6	56	8	4	74
From other countries					

According the table 11, more students are enrolled from the same district (Kailali) where the Tikapur Multiple campus has been located. Some students (193) are enrolled from another district, namely, Bardiya, Achham, Doti, Dailekh, Surkhet etc. Comparatively, more students are admitted from Sudur-Pashchim Province than from other provinces in the institution. Foreign students are not found in the institution.

## 12.5 Student Placement and Progress

**Table 12**

***Student Placement and Progression Records (Last Three Years)***

Career / Job	Year I (2018) (Tracer study report 2018, total traced graduates 136)		Year II (2019) (Tracer study report 2019, total traced graduates 112)		Year III (2020) (Tracer study report 2023, total traced graduates 52)	
	Male	Female	Male	Female	Male	Female
Civil Service	2	1	2	3	1	-
Security Service					-	-
Private Sector \Cooperative\NGOs	21	8	6	14	1	1
Self-employed / Entrepreneurship	3	1	3		2	
Progression to further study (level-wise: Masters / MPhil. /PhD/ beyond the country/ within the country)	20	16	19	26	7	13

Table 12 represents the status of student job placement and progress of three years. The tracer study of the campus has found poor settlement situations of graduates in the job positioning. The Campus has conducted tracer studies up to 2020 and is continuously conducting. Therefore, the data of the later years (2020 onwards) has not been included here. The details of it are in the tracer study report of Tikapur Multiple Campus.