

**Far Western University
Tikapur Multiple Campus
Tikapur, Kailali**

**Guideline To
Reduce Drop-Out Rate and Increase Pass Rate**



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1. Background

Tikapur Multiple Campus, as a constituent campus of Far Western University, has been playing an important role in providing higher education opportunities to students from diverse and low socio-economic backgrounds. However, like many higher education institutions in Nepal, the campus has been facing challenges related to student drop-out and unsatisfactory pass rates in several academic programs. These challenges negatively affect students' academic progression, campus reputation, and overall educational outcomes.

Tikapur Multiple Campus is committed to supporting student success; however, many students continue to face difficulties that affect their ability to remain enrolled and complete their programs on time. Students often struggle due to weak academic preparation, irregular class attendance, financial pressures, limited access to academic guidance, and the absence of a consistent system to monitor progress and provide timely support. These challenges not only increase the risk of dropout but also negatively affect overall academic performance. Since the strength of an academic institution lies in its ability to guide students through to successful program completion, there is a clear need for a structured, student-centered, and sustainable approach that can effectively reduce dropout rates and improve pass rates at Tikapur Multiple Campus. Improving retention and pass rates will:

- Enhance students' academic confidence and employability
- Improve institutional credibility and public trust
- Strengthen internal academic culture
- Contribute to the overall quality assurance of the campus

Therefore, this guideline is essential to ensure equitable access, continuity, and academic success for students of Tikapur Multiple Campus.

2. Objectives

General Objective:

- i. To reduce student drop-out rates and improve pass rates through systematic academic support, monitoring, and student engagement mechanisms

Specific Objectives:

- i. To identify academically and socially at-risk students at an early stage
- ii. To improve regular attendance and classroom engagement
- iii. To provide academic counseling, mentoring, and remedial support



- iv. To strengthen exam preparation and evaluation practices
- v. To reduce drop-outs caused by financial and personal difficulties

3. Identified Problems

Based on campus observation and experience, the following are the major problems:

- i. Incoming students often enter the campus with weak academic preparation.
- ii. Irregular class attendance negatively affects students' learning continuity and performance.
- iii. An increasing tendency among students to pursue higher education abroad disrupts program continuity.
- iv. Students have limited access to consistent academic guidance and mentoring.
- v. Financial constraints compel the students to discontinue their studies.
- vi. Many students demonstrate weak skills in examination preparation and academic performance.
- vii. The campus lacks a formal and systematic student monitoring and support mechanism.

5. Proposed Strategies and Guidelines

5.1 Early Identification and Monitoring System

- i. Maintain a Student Academic Tracking System for each semester or year
- ii. Monitor attendance, internal assessments, and assignment submission
- iii. Identify students with attendance below 80% or poor internal performance
- iv. Share at-risk student lists with teachers, coordinators, and administration
- v. Maintain the student-friendly environment

5.2 Academic Support and Remedial Programs

- i. Conduct remedial and support classes for weak students
- ii. Arrange exam-oriented coaching sessions before final examinations
- iii. Establish peer learning and group study programs involving senior or diligent students

5.3 Attendance and Student Engagement Improvement

- i. Enforce minimum attendance requirements with provisions for genuine cases
- ii. Conduct attendance counseling for irregular students
- iii. Promote interactive teaching methods such as discussions, presentations, and problem-solving activities



- iv. Introduce recognition for regular attendance and active participation
- v. Focus on extracurricular activities and non-credit courses

5.4 Student Counseling and Mentorship System

- i. Assign responsibility for effective student monitoring to faculty members, subject committee heads, coordinators, and administrators
- ii. Provide regular academic and personal counseling sessions
- iii. Conduct the attractive program to address stress, fear of failure, and personal challenges
- iv. Ensure confidentiality and a supportive environment
- v. Take the feedback from students and their groups

5.5 Exam Preparation and Evaluation Reform

- i. Conduct model tests and pre-board examinations
- ii. Share past examination question patterns and answer-writing techniques
- iii. Improve transparency in internal assessment and marking
- iv. Organize feedback sessions after internal or midterm examinations
- v. Conduct analysis and evaluation of examination results in each semester

5.6 Financial and Administrative Support

- i. Increase awareness of available scholarships and financial aid programs
- ii. Provide flexible fee installment facilities for needy students
- iii. Coordinate with local government bodies, NGOs, and alumni for financial assistance
- iv. Provide the prize (incentive) to merit students in each semester
- v. Support and promote the students for an internship program in various organizations

5.7 Teacher Capacity Building and Accountability

- i. Organize training and workshops on effective teaching-learning practices
- ii. Encourage use of ICT and student-centered pedagogy
- iii. Conduct subject-wise performance reviews and reflective teaching practices



6. Roles and Responsibilities

Stakeholder	Responsibilities
Campus Chief	Overall leadership, financial and administrative policy approval, and monitoring
Assistant Campus Chief	Leadership, assistance in administrative policy approval and monitoring
Teaching Committee Heads and Coordinator	Preparation of academic schedule, attendance monitoring, examination result analysis and student progress tracking
Faculties	Academic mentoring, remedial teaching and student evaluation
Research Management Committees	Manage the Research training, workshop, seminar, and orientation class
Incubation Center	Assign and manage the noncredit course and extracurricular activities
IQAC	Maintain the quality of education
Student Grievance Management and Counseling Cell'	Provide counselling to the students and resolve the grievances
Administration Department	Student records, scholarships, and logistical support
Student Monitors Forum, Student Quality Circle	Provide feedback, maintain the relationship and support to increase the quality of education
Students	Regular attendance, participation, and academic commitment

7. Implementation Plan

The proposal shall be implemented in three phases:

- Short-term (First Semester): Student tracking system, mentoring assignment, remedial classes
- Mid-term (Within One Year): Counseling system, exam preparation programs, attendance reform
- Long-term (2–3 Years): Sustainable academic culture, improved retention and pass rates



8. Monitoring and Evaluation

Monitoring will be conducted through:

- i. Monthly attendance and academic progress reviews
- ii. Semester-wise analysis of pass rates and drop-out data
- iii. Annually student feedback and teacher evaluation reports

9. Expected Outcomes

- i. Reduction in student drop-out rate
- ii. Improvement in subject-wise and overall pass rates
- iii. Improved attendance and academic engagement
- iv. Strengthened teacher-student relationships
- v. Enhanced academic reputation of Campus

