



# **Education Management Information System (EMIS) Report 2080-2081**

**Submitted By:  
EMIS Committee  
Tikapur Multiple Campus**

**Submitted To:  
Far-Western University  
Tikapur Multiple Campus  
Tikapur Kailali**

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**Website: [tikapur.fwu.edu.np](http://tikapur.fwu.edu.np)  
Email : [tikapur@fwu.edu.np](mailto:tikapur@fwu.edu.np)**

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Thank you all for your continued support and collaboration.

**Campus Chief**  
**Tikapur Multiple Campus**

# Table of Contents

LIST OF TABLES	IV
LIST OF FIGURES	VI
CHAPTER I: INTRODUCTION	1
1.1 Background	1
1.2 Objectives of the Study	2
1.3 Core Values and Norms	3
1.4 Commitments	3
1.5 Strategic Areas and Priorities	3
1.6 Strategic Areas	4
1.6.1 Infrastructural development	4
1.6.2 Quality improvement	4
1.6.3 Fiscal sustainability	4
1.6.4 Equity establishment	4
1.6.5 Program expansion	4
1.6.6 Community involvement	4
1.7 Institutional Performance	5
1.8 Efficiency	5
1.9 Research, Development, and Innovation (RDI)	5
1.10 Digitalization System	6
1.11 Supporting Wings	6
1.12 Methodology	6
CHAPTER II : INSTITUTIONAL STATUS	8
2.1 Infrastructure	8
2.2 Educational Aids	9
2.3 Staff Details	11
2.4 Academic Programs	12
2.5 Student Enrollment Academic Year 2080-081	13
2.6 Enrollment Status	17
2.7 Dropout Status	18
2.8 Scholarship from UGC	20

2.9 Scholarship from TMC	21
CHAPTER III: RESULT ANALYSIS	22
3.1 Result Status Academic Year 2080-081	22
3.2 Result Status of Academic Year 2079-080	27
3.3 Academic Progress	28
3.4 Total Academic Progress	29
3.5 Student Passed out status	30
CHAPTER IV: CONCLUSION AND RECOMMENDATIONS	31
4.1 Conclusion	31
4.2 Recommendations	31

## **List of Tables**

Table 1: Educational Aids	9
Table 2: Staff Details	11
Table 3: Academic Programs	12
Table 4: Student Enrollment in B.Ed. of Academic Year 2080-081	13
Table 5: Student Enrollment in BA of Academic Year 2080-081	13
Table 6: Student Enrollment in BBS of Academic Year 2080-081	14
Table 7: Student Enrollment in BBA of Academic Year 2080-081	14
Table 8: Total Student Enrollment in Bachelor degree Academic Year 2080-081	15
Table 9: Student Enrollment in MBS of Academic Year 2080-081	15
Table 10: Student Enrollment in MA (Academic Year 2080-081)	16
Table 11: Student Enrollment in M.Ed. (Academic Year 2080-081)	16
Table 12: Total Student Enrollment in Master's Degree (Academic Year 2080-081)	16
Table 13: Total Student Enrollment (Academic Year 2080-081)	17
Table 14: Enrollment status	17
Table 15 : Admission and Dropout status of 2080	18
Table 16: Student Admission and Dropout status of 2077	19
Table 17: Student Admission and Dropout status of 2076	19
Table 18: Scholarship status from UGC	20
Table 19: Scholarship status from TMC	21
Table 20: Result Status of year 2080 Regular Student BBS	22
Table 21: Result Status of year 2080 Regular Student BBA	22
Table 22: Result Status of year 2080 Regular Student BA	23
Table 23: Result Status of year 2080 Regular Student B.Ed.	23
Table 24: Result Status of year 2080 Regular Student MBS	24
Table 25: Result Status of year 2080 Regular Student MA	24
Table 26: Result Status of year 2080 Regular Student M.Ed.	25
Table 27: Result Status of year 2080 Regular Student Bachelor Summary	25
Table 28: Result Status of year 2080 Regular Student Masters Summary	26
Table 29: Result Status of year 2080 Regular Student Bachelors Masters Summary	26

Table 30: Result of Bachelor - 2079	27
Table 31: Result of Master - 2079	27
Table 32: Result Status of year 2079 Bachelors and Masters Summary	28
Table 33: Result Status of year 2079-080 and 2080-081	28
Table 34: Result / Academic Progress	29
Table 35: Student Passed out status	30

## List of Figures

Figure 1: Student Enrollment Status	18
Figure 2: Admission and dropout status	20
Figure 3: Academic Progress	29

## Chapter I: Introduction

### 1.1 Background

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 land in 2062 to ensure its easy expansion and sustainability. TDC also funded economic and work force 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 1200 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.

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.

## **1.2 Objectives of the Study**

- i) To identify the position of students in academic program.
- ii) To analyze the situation of enrollment of the students.
- iii) To examine result of students in various program.

### 1.3 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.

### 1.4 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.

### 1.5 Strategic Areas and Priorities

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

## 1.6 Strategic Areas

### 1.6.1 Infrastructural development

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

### 1.6.2 Quality improvement

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

### 1.6.3 Fiscal sustainability

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

### 1.6.4 Equity establishment

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

### 1.6.5 Program expansion

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

### 1.6.6 Community involvement

- Provide financial and volunteer support to the public and governmental school
- Service to the community on a need basis
- Students-Teachers-Guardians Interaction.
- Provide consultancy services to local government bodies.

## **1.7 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.

## **1.8 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.

## **1.9 Research, Development, and Innovation (RDI)**

The campus has a duly formed body to promote research, publication, innovations, collaborations, and international linkage. Research Management Committee (RMC) formation is based on the University Guidelines. The Cell 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 thesis support. Moreover, students are encouraged to engage in research activities with faculties. The students engage in departmental seminars and workshops; and are included as co-researchers in faculty researches funded by RMC. RMC conducted three faculty researches including a student in each. Moreover, RMC 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 14 years. Likewise, the Journal of Tikapur Multiple Campus has been published since last six years. The campus has also initiated activities for the entrepreneurship development of young faculties and students. University Grants Commission has been supporting both technically and financially in this endeavor.

### **1.10 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 in campus, is given responsibility 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 that, front-line software and digital hardware will be employed.

During the pandemic, virtual classes and examinations were conducted using Zoom and Microsoft Teams software. Online classrooms have been utilized for remedial and extracurricular courses. For guest lecture, the campus has planned to employ online lectures. Similar to this, multimedia equipment (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.

### **1.11 Supporting Wings**

Tikapur Multiple Campus has formed various supporting committees, sub-committees and cells. Administrative Committee, Internal Quality Assurance Committee (IQAC), 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 in campus. These committees and cells play vital roles in enhancing the quality of education in TMC.

### **1.12 Methodology**

This study employed a quantitative research methodology, primarily utilizing secondary data obtained from the administrative and examination sections of Tikapur Multiple Campus (TMC). The approach

ensures a comprehensive analysis of the available data, providing insights into various aspects of the campus's educational management system.

The research design for this study was descriptive and analytical. By leveraging secondary data, the study aimed to provide a detailed description of the current state of TMC and an analysis of its performance in various domains.

The data used in this study were collected from internal records maintained by the campus administration. This includes enrollment statistics, academic performance records, and institutional reports. The secondary data provided a robust foundation for understanding the trends and patterns in the academic and administrative functions of TMC.

The collected data were systematically organized and analyzed to identify key metrics and performance indicators. Statistical tools and software were employed to process the data, ensuring accuracy and reliability in the analysis. The analysis focused on several core areas:

- **Student Enrollment and Demographics:** Examining the enrollment patterns, demographic distribution, and diversity among students.
- **Academic Performance:** Analyzing the academic results, pass rates, and overall academic progress of students across different programs.
- **Infrastructure and Resources:** Assessing the availability and utilization of physical and educational resources, including facilities and technological aids.
- **Institutional Efficiency:** Evaluating the efficiency of administrative processes, resource management, and support systems.

## Chapter II : Institutional Status

### 2.1 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 on the next page.

- Land area 380 Bigah or 953185.19 Sq.m.
- **Main Building (Three Floor):-** 32 rooms, 1 hall, 1 seminar hall, 6 attached wash rooms (3 Ladies and 3 Gents).
- **Administrative and Library Building:**  
**Administrative Block :-**(6000 sq. feet) with Office Room (Campus Chief, Account, Administration, Examination, Store sections) and Incubation centre (Hall).  
**Library Block:-**Reading Room, Computer Lab, Reference Section, Textbook Section, Journal Section, Male and Female wash rooms.
- **Agricultural Science Building (Two Floor)-** 15 rooms with 4 attached wash rooms.
- Two-storied guest house.
- Tin-roofed blocks for Bike and Cycle Stand
- Tin Roofed Blocks for security accommodation-4 rooms
- Cafeteria (Tin Roofed)

## 2.2 Educational Aids

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 laptops to standardize their teaching tradition. The library, computer lab, lobby of administrative building and surroundings of the campus are under the surveillance of CCTV cameras.

The table below shows the existing condition of educational aids available in Tikapur Multiple campus.

**Table 1: Educational Aids**

<b>Educational Aids</b>	<b>Number</b>	<b>Remarks</b>
<b>Educational Equipment</b>		
Laptop	64	
CC TV	20	
Desktop computers	35	
Multimedia projector	18	
Tripod	1	
Computer lab	1	With 24 desktop computer
Smart board	5	
LED	2	
<b>Furniture and other equipment's</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	12	
Water motor	6	
Rack Drawer	54	
Revolving chair	14	
Lectern	28	
Scanner	3	
Musical instrument	1	
Sofa set	15	
Ceiling fan	170	

The above table interprets the strength of the institution.

## 2.3 Staff Details

**Table 2: Staff Details**

<b>Teaching Staffs Record</b>	
<b>1. Academic Qualification</b>	
Ph.D.	4
M.Phill	8
Masters	28
<b>2. Post</b>	
Professor	1
Assoc.Prof.	17
Asst.Prof.	7
Asst. Lecturer	2
Teaching Asst.	13
<b>3. Service Type</b>	
Permanent	24
Contract (Full-Timer)	6
Contract (Part-Timer)	10
<b>4. Subject</b>	
Finance	4
Economics	3
Health and Physical	3
Marketing	3
Nepali	4
English	6
Mathematics	2
Curriculum & Evalu.	2
Development Studies	3
Political Science	1
Population	1
Sociology	4
Computer Science & IT	1
Account	3
<b>Total</b>	<b>40</b>

<b>Non-Teaching Staffs Record</b>	
<b>1. Post</b>	
Account Officer	1
Assistant Admin.	1
Head Assistant	2
Assistant	2
Lab Assistant	1
Junior Assistant	2
Peon	3
Watchman	1
Gardener	1
Electrician	1
Sweeper	2
Security Guard	3
<b>2. Service Type</b>	
Permanent	8
Contract (Full-Timer)	12
<b>Total</b>	<b>20</b>

## 2.4 Academic Programs

The ratio of students-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 laptops for PowerPoint presentations, and students are connected through Messenger and Facebook groups. All the classrooms are equipped with projectors and internet connectivity. Currently, Tikapur Multiple Campus has bachelor level 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 Humanities and Social Sciences (Development studies, Sociology, English Literature) 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 below shows the details of the programs offered by Tikapur Multiple Campus.

**Table 3: Academic Programs**

<b>Bachelor's</b>			
<b>S. N.</b>	<b>Faculty</b>	<b>Subject</b>	<b>No. of Subjects</b>
1	BA	English, Sociology, Development Studies, Economics	4
2	B.Ed	Nepali, Health, English, Maths	4
3	BBS	Account, Finance, Marketing	3
4	BBA	Account, Finance, Marketing	3
<b>Master's</b>			
<b>S. N.</b>	<b>Faculty</b>	<b>Subject</b>	<b>No. of Subjects</b>
1	MA	Sociology, Development Studies, English	3
2	M.Ed	Nepali, Health, TESOL, CPL	4
3	MBS	Account, Finance, Marketing	3

## 2.5 Student Enrollment Academic Year 2080-081

Student enrollment details of bachelor and masters degree are shown below in tabular format

**Table 4: Student Enrollment in B.Ed. of Academic Year 2080-081**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	B.Ed.	First	9	20	13	3	0	0	13	29
2		Third	3	16	10	0	0	0	9	19
3		Fourth	4	25	15	1	0	0	13	29
4		Sixth	5	66	52	1	0	0	18	71
5		Eighth	6	33	23	1	0	0	15	39
<b>Total</b>			<b>27</b>	<b>160</b>	<b>113</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>187</b>

The table presents student enrollment in a B.Ed. program, broken down by semester, gender, and ethnicity. The total number of students is 187, with 27 males and 160 females. Ethnically, there are 113 Janjati, 6 Dalit, and 68 others. The Sixth semester has the highest enrollment at 71 students, while the Third semester has the lowest at 19 students.

**Table 5: Student Enrollment in BA of Academic Year 2080-081**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BA	First	10	16	17	2	0	0	7	26
2		Third	3	17	13	4	0	0	3	20
3		Fourth	8	40	38	2	0	0	8	48
4		Sixth	12	97	83	9	0	0	17	109
5		Eighth	11	62	52	3	0	0	18	73
<b>Total</b>			<b>44</b>	<b>232</b>	<b>203</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>53</b>	<b>276</b>

The table summarizes the enrollment of BA students by semester, gender, and ethnicity, totaling 276 students. There are 44 male and 232 female students. Ethnically, there are 203 Janjati, 20 Dalit, and 53 others, with no Madhesi or Muslim students. The Sixth semester has the highest enrollment with 109 students, while the Third semester has the lowest with 20 students.

**Table 6: Student Enrollment in BBS of Academic Year 2080-081**

S.N	Program	Semester/Year	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBS	First	20	41	29	3	0	1	28	61
2		Third	11	21	18	2	0	0	12	32
3		Fourth	9	33	31	2	0	0	9	42
4		Sixth	13	27	31	3	0	0	6	40
5		Fourth Year	35	62	61	2	0	0	34	97
<b>Total</b>			<b>88</b>	<b>184</b>	<b>170</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>89</b>	<b>272</b>

The table provides enrollment details for BBS students categorized by semester, gender, and ethnicity, with a total of 272 students. Gender distribution includes 88 males and 184 females. Ethnically, there are 170 Janjati, 12 Dalit, 1 Muslim, and 89 others, with no Madhesi students. The First Year has 61 students, Third Year has 32 students, Fourth Year has 42 students, Sixth Year has 40 students, and the Fourth Year has the highest enrollment with 97 students. The overall distribution shows a significant female majority and a diverse ethnic representation.

**Table 7: Student Enrollment in BBA of Academic Year 2080-081**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	BBA	First	15	25	21	1	0	0	18	40
2		Third	5	18	7	2	0	0	14	23
3		Fourth	12	14	13	1	0	0	12	26
4		Sixth	15	23	18	1	0	0	19	38
5		Eighth	14	19	8	1	0	0	24	33
<b>Total</b>			<b>61</b>	<b>99</b>	<b>67</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>160</b>

The table outlines the enrollment of BBA students by semester, gender, and ethnicity, with a total number of 160 students. There are 61 male and 99 female students. Ethnically, there are 67 Janjati, 6 Dalit, and 87 others, with no Madhesi or Muslim students. The highest enrollment is in the First semester with 40 students, while the Third semester has the lowest with 23 students.

**Table 8: Total Student Enrollment in Bachelor degree Academic Year 2080-081**

S.N.	Faculty	Semester and Year	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education	Sem. 1, 3, 4, 6 and 8	27	160	113	6	0	0	68	187
2	Humanities and S.S.	Sem. 1, 3, 4, 6 and 8	44	232	203	20	0	0	53	276
3	Management (BBS)	Sem. 1, 3, 4, 6 and Fourth Year	88	184	170	12	0	1	89	272
4	Management (BBA)	Sem. 1, 3, 4, 6 and 8	61	99	67	6	0	0	87	160
<b>Total</b>			<b>220</b>	<b>675</b>	<b>553</b>	<b>44</b>	<b>0</b>	<b>1</b>	<b>297</b>	<b>895</b>

The table summarizes the enrollment data for four faculties from undergraduate level —Education, Humanities and Social Sciences, Management (BBS), and Management (BBA)—across various semesters and years, totaling 895 students. Gender distribution includes 220 males and 675 females. The ethnic breakdown consists of 553 Janjati, 44 Dalit, 1 Muslim, and 297 others, with no Madhesi students. The Faculty of Humanities and Social Sciences has the highest enrollment with 276 students, while Management (BBA) has the lowest with 160 students. The data highlights a significant female majority and diverse ethnic representation across all faculties and semesters.

**Table 9: Student Enrollment in MBS of Academic Year 2080-081**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	MBS	First	19	20	18	3	1	0	17	39
2		Third	13	2	4	1	0	0	10	15
<b>Total</b>			<b>32</b>	<b>22</b>	<b>22</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>27</b>	<b>54</b>

The table presents the enrollment data for the MBS program totaling 54 students. In the First semester, there are 19 males and 20 females, while the Third semester has 13 males and 2 females. Ethnically, there are 22 Janjati, 4 Dalit, 1 Madhesi, and 27 others, with no Muslim students.

**Table 10: Student Enrollment in MA (Academic Year 2080-081)**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.A.	First	34	28	37	0	0	1	23	62
2		Third	22	19	18	1	0	0	22	41
<b>Total</b>			<b>56</b>	<b>47</b>	<b>55</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>45</b>	<b>103</b>

The table provides enrollment data for the M.A. program, with a total number of 103 students, including 56 males and 47 females. Ethnic distribution includes 55 Janjati, 1 Dalit, 1 Muslim, and 45 others, with no Madhesi students. The First semester has 62 students, while the Third semester has 41 students.

**Table 11: Student Enrollment in M.Ed. (Academic Year 2080-081)**

S.N	Program	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	M.Ed.	First	21	17	22	4	0	0	12	38
2		Third	6	10	7	0	0	0	9	16
<b>Total</b>			<b>27</b>	<b>27</b>	<b>29</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>54</b>

The table details enrollment in the M.Ed. program, totaling 54 students, equally divided between 27 males and 27 females. Ethnically, there are 29 Janjati, 4 Dalit, and 21 others, with no Madhesi or Muslim students. The First semester has 38 students, while the Third semester has 16 students.

**Table 12: Total Student Enrollment in Master's Degree (Academic Year 2080-081)**

S.N.	Faculty	Semester	Gender		Ethnicity					Total
			Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Education	Sem. 1 and 3	27	27	29	4	0	0	21	54
2	Humanities and S.S.	Sem. 1 and 3	56	47	55	1	0	1	45	103
3	Management (MBS)	Sem. 1 and 3	32	22	22	4	1	0	27	54
<b>Total</b>			<b>115</b>	<b>96</b>	<b>106</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>93</b>	<b>211</b>

The table summarizes student enrollment data for three faculties from graduate level—Education, Humanities and Social Sciences, and Management (MBS)—across the first and third semesters, totaling 211 students. The gender distribution includes 115 males and 96 females. Ethnically, there are 106

Janjati, 9 Dalit, 1 Madhesi, 1 Muslim, and 93 others. The Faculty of Humanities and Social Sciences has the highest enrollment with 103 students, while both Education and Management (MBS) have 54 students each. The data highlights a diverse ethnic representation and a balanced gender distribution across these faculties and semesters.

**Table 13: Total Student Enrollment (Academic Year 2080-081)**

S.N.	Level	Gender		Ethnicity					Total
		Male	Female	Janjati	Dalit	Madhesi	Muslim	Others	
1	Bachelor	220	675	553	44	0	1	297	895
2	Masters	115	96	106	9	1	1	93	211
<b>Total</b>		<b>335</b>	<b>771</b>	<b>659</b>	<b>53</b>	<b>1</b>	<b>2</b>	<b>390</b>	<b>1106</b>

The table provides a breakdown of student enrollment at Tikapur Multiple Campus, categorized by level of study, gender, and ethnicity. At the Bachelor's level, there are 220 male and 675 female students, with the majority being Janjati 553, followed by Dalit 44, Madhesi 0, Muslim 1, and Others 297, totaling 895 students.

At the Masters level, there are 115 male and 96 female students, with Janjati 106, Dalit 9, Madhesi 1, Muslim 1, and Others 93, resulting in a total number of 211 students. Overall, the campus has 335 male and 771 female students, with the largest ethnic group being Janjati 659, followed by Others 390, Dalit 53, Madhesi 1, and Muslim 2, totaling 1106 students.

## 2.6 Enrollment Status

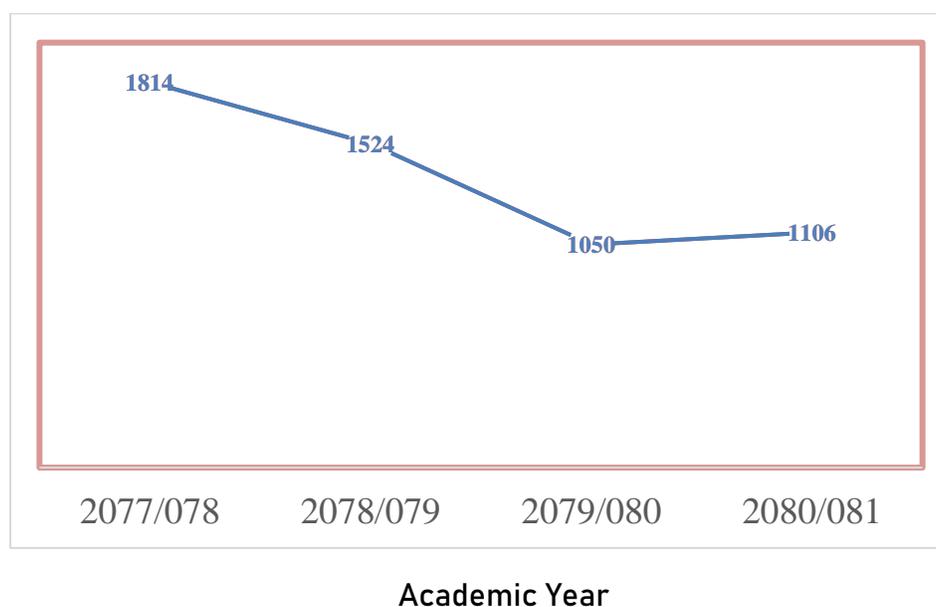
Total Student Enrollment of TMC in different four Academic Year is shown in the table below

**Table 14: Enrollment status**

S.N.	Program	Academic Year			
		2077/078	2078/079	2079/080	2080/081
1	B.Ed.	331	262	217	187
2	B.A.	517	539	342	276
3	BBS	686	432	227	272
4	BBA	78	115	121	160
5	M.Ed.	42	40	33	54
6	M.A.	117	102	88	103
7	MBS/MBM	43	34	22	54
<b>Total</b>		<b>1814</b>	<b>1524</b>	<b>1050</b>	<b>1106</b>

The table 14 shows the student enrollment status at Tikapur Multiple Campus across four academic years (2077/078 to 2080/081). It lists the number of students enrolled in seven different programs: B.Ed., B.A., BBS, BBA, M.Ed., M.A., and MBS/MBM. Enrollment numbers fluctuate across the years, with a noticeable decline from 2077/078 (1814 students) to 2079/080 (1050 students) before a slight increase in 2080/081 (1106 students). The graph below illustrates the table more clearly:

**Figure 1: Student Enrollment Status**



## 2.7 Dropout Status

Student admission and dropout detail of Bachelor and Master's degree is shown below in a tabular format.

**Table 15 : Admission and Dropout status of 2080**

S.N	Program	Admission First Sem	Current Sem (2081/3/31)	Exam attend First Sem	Dropout First Sem
1	B.Ed.	29	Second	26	3
2	B.A.	26	Second	23	3
3	BBS	61	Second	53	8
4	BBA	40	Second	34	6
5	M.Ed.	38	First	32	6
6	M.A.	80	First	57	23
7	MBS	39	First	35	4
<b>Total</b>		<b>313</b>		<b>260</b>	<b>53</b>

The table 15 presents data for the admission batch 2080 of Bachelor and Masters both level, detailing the number of students enrolled in various programs, their current semester, the number of students who attended exams in the first semester, and the number of dropouts.

**Table 16: Student Admission and Dropout status of 2077**

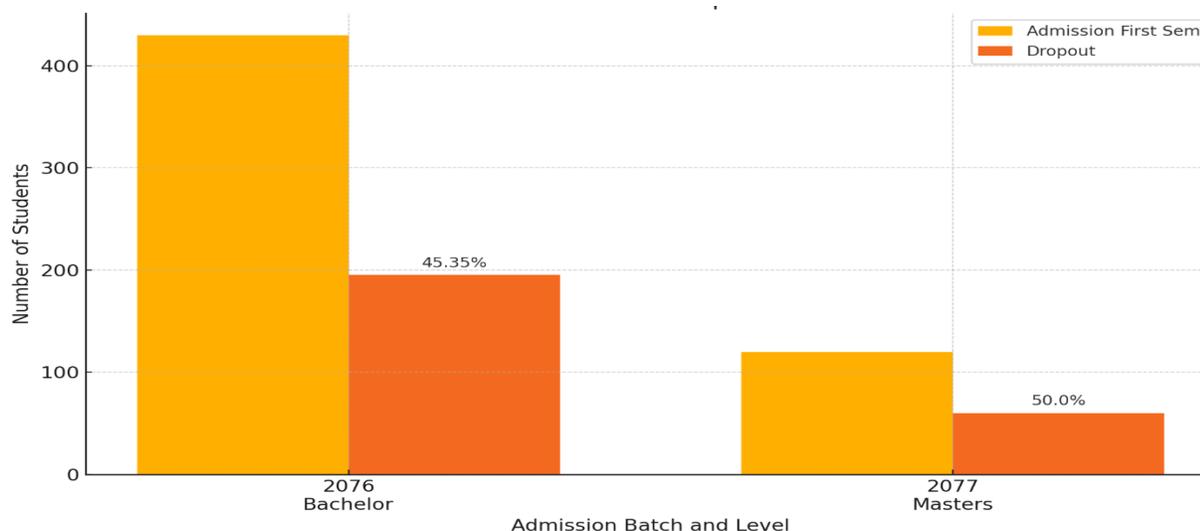
S.N	Program	Admission First Sem	Current Sem (2081/3/31)	Exam attend Fourth Sem	Dropout
1	M.Ed.	25	Fourth	15	10
2	M.A.	68	Fourth	38	30
3	MBS	27	Fourth	7	20
<b>Total</b>		<b>120</b>		<b>60</b>	<b>60</b>

The table shows data for the admission batch 2077 of Masters level, detailing the number of students admitted in the first semester, their current semester status as of 2081/3/31, the number of students who attended exams in the final semester, and the number of dropouts. There were a total of 120 students admitted initially, 60 attended the final-semester exams, and 60 students dropped out.

**Table 17: Student Admission and Dropout status of 2076**

S.N.	Admission Batch	Program	Admission First Sem/Year	Current Sem (2081/3/31)	Admission Eighth Sem	Dropout
1	2076	B.Ed.	82	Eighth	38	44
2		B.A.	148	Eighth	73	75
3		BBS	160	Fourth Year	93	67
4		BBA	40	Eighth	31	9
<b>Total</b>			<b>430</b>		<b>235</b>	<b>195</b>

The table shows data for the 2076 admission batch of Bachelor level, detailing the number of students admitted in the first semester/year, the number of students admitted in the eighth semester or fourth year, and the number of dropouts. The programs listed are B.Ed., B.A., BBS, and BBA. Initially, 430 students were admitted across all programs. Currently these students are in their eighth semester or fourth year, with 195 students having dropped out.

**Figure 2: Admission and dropout status**

The bar chart represents the admission and dropout data for the 2076 and 2077 admission batches at the Bachelor and Masters level respectively. The yellow bars show the number of students admitted in the first semester, while the orange bars represent the number of dropouts. The Bachelor batch of 2076 had a dropout rate of 45.35 percent, and the Masters batch of 2077 had a dropout rate of 50 percent.

## 2.8 Scholarship from UGC

The UGC provides scholarships for First semester of Bachelor and Masters level students. This initiative aims to support students from underrepresented and disadvantaged groups, including the poor, disabled, Muslims, Dalits, and Sahid Dwandapit families. The following table provides an overview of scholarships granted by UGC Nepal to students of TMC from various faculties and levels, categorized by scholarship type.

**Table 18: Scholarship status from UGC**

S.N	Level	Faculty	Scholarship Type					Total
			Poor	Disable	Muslim	Dalit	Sahid Dwandapit	
1	Bachelor	Management	39	1	1	1	1	43
2		Education	2	0	0	2	0	4
3		Humanities	6	0	0	0	0	6
4	Masters	Management	0	0	0	1	0	1
5		Education	2	0	0	0	0	2
6		Humanities	2	0	0	0	0	1
<b>Total</b>			<b>51</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>58</b>

The table shows the status of student scholarships granted by UGC Nepal for Academic year 2080-081 across different levels and faculties, categorized by scholarship type. For Bachelor programs, Management students received 43 scholarships, Education students received 4 scholarships, and Humanities students received 6 scholarships. For Masters Programs, Management received 1 scholarship, Education received 2 scholarships, and Humanities received 2 scholarships. In total, 58 students were awarded scholarship, with the majority being for students classified as Poor.

## 2.9 Scholarship from TMC

Tikapur Multiple Campus provides scholarships for First semester of Bachelor and Masters level programs. This initiative aims to support students from underrepresented and disadvantaged groups, including the Jehendaar, Women, Aadibasi/janjati, Backward, Garib, Dalit, Asahaye/Tuhura, Madhesi families. The following table provides an overview of scholarships granted by TMC from various faculties and levels, categorized by scholarship type.

**Table 19: Scholarship status from TMC**

S.N.	Level	Faculty	Scholarship Type									Total
			Jehendaar	Women	Aadibasi/janjati	Backward	Garib	Dalit	Asahaye/Tuhura	Madhesi	Sahid Dwandapidit	
1	Bachelor	BBA	3	3	3	1	3		2	0	0	15
2		BBS	0	8	5	2	4	1	0	0	1	21
		B.Ed.	2	4	3	1	1	1	0	0	0	12
3		B.A.	1	3	1	0	0	0	0	0	0	5
4	Masters	MBS	2	1	2	1	2	1	0	1	0	10
5		M.Ed.	1	3	2	0	1		0	0	0	7
6		M.A.	7	4	6	0	1	0	0	0	1	19
<b>Total</b>			<b>16</b>	<b>26</b>	<b>22</b>	<b>5</b>	<b>12</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>89</b>

The table presents the distribution of various scholarship types among different faculties and levels (Bachelor's and Master's). It lists the number of students in each faculty receiving scholarships under categories like Jehendaar, Women, Aadibasi/janjati, Backward, Garib, Dalit, Asahaye/Tuhura, Madhesi, and Sahid Dwandapidit, summing up to a total of 89 scholarships.

## Chapter III: Result Analysis

### 3.1 Result Status Academic Year 2080-081

Result analysis of academic year 2080-081 comprises the result published in this year of both graduate and undergraduate students of Tikapur Multiple Campus. The detail information of the result status has been shown in the following tables:

**Table 20: Result Status of year 2080 Regular Student BBS**

S.N.	Semester/Year	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First Sem	10	26	36	0	3	1	1	1	3	8.33
2	Third Sem	9	32	41	2	3	0	4	1	5	12.20
3	Fourth Sem	16	30	46	1	0	0	0	1	1	2.17
4	Third Year	35	62	97	4	5	0	4	5	9	9.28
5	Fourth Year	37	74	111	24	22	1	23	22	46	41.44
<b>Total</b>		<b>107</b>	<b>224</b>	<b>331</b>	<b>31</b>	<b>33</b>	<b>2</b>	<b>32</b>	<b>30</b>	<b>64</b>	<b>19.34</b>

The above table summarizes pass rates of BBS students based on gender and ethnicity. Out of 331 students (107 males and 224 females), 64 students passed. The pass rates are broken down by gender (31 males and 33 females) and by ethnicity (2 Dalit, 32 Janjati, and 30 others), resulting in an overall pass percentage of 19.34 percent.

**Table 21: Result Status of year 2080 Regular Student BBA**

S.N.	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First	7	18	25	4	6	0	4	6	10	40.00
2	Second	5	18	23	4	15	1	7	11	19	82.61
3	Third	12	14	26	12	13	1	12	12	25	96.15
4	Fourth	15	23	38	5	7	0	5	7	12	31.58
5	Sixth	14	19	33	14	19	1	8	24	33	100.00
<b>Total</b>		<b>53</b>	<b>92</b>	<b>145</b>	<b>39</b>	<b>60</b>	<b>3</b>	<b>36</b>	<b>60</b>	<b>99</b>	<b>68.28</b>

The table 21 presents students of BBA pass rates by gender and ethnicity for a group of 145 students (53 males and 92 females). A total of 99 students passed, with a gender breakdown of 39 males and 60 females. The ethnic distribution of those who passed includes 3 Dalit, 36 Janjati, and 60 others. The overall pass percentage is 68.28.

**Table 22: Result Status of year 2080 Regular Student BA**

S.N.	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First	8	19	27	0	3	0	2	1	3	11.11
2	Third	7	41	48	3	7	0	8	2	10	20.83
3	Fourth	13	104	117	3	22	3	17	5	25	21.37
4	Sixth	14	68	82	6	38	2	33	9	44	53.66
5	Seventh	11	62	73	4	13	1	13	3	17	23.29
6	Eighth	12	42	54	11	32	1	33	9	43	79.63
<b>Total</b>		<b>65</b>	<b>336</b>	<b>401</b>	<b>27</b>	<b>115</b>	<b>7</b>	<b>106</b>	<b>29</b>	<b>142</b>	<b>35.41</b>

The table shows the pass rates of BA students. The table shows 401 students categorized by gender and ethnicity. Among the students, 65 are male and 336 are female. 142 students passed, with 27 males and 115 females passing. The ethnic breakdown of pass rates includes 7 Dalit, 106 Janjati, and 29 others, resulting in an overall pass percentage of 35.41.

**Table 23: Result Status of year 2080 Regular Student B.Ed.**

S.N.	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First	3	23	26	0	7	0	3	4	7	26.92
2	Third	4	25	29	0	2	1	1	0	2	6.90
3	Fourth	5	74	79	0	12	0	10	2	12	15.19
4	Sixth	6	35	41	0	7	0	6	1	7	17.07
5	Seventh	6	33	39	1	13	1	10	3	14	35.90
6	Eighth	3	31	34	1	24	1	17	7	25	73.53
<b>Total</b>		<b>27</b>	<b>221</b>	<b>248</b>	<b>2</b>	<b>65</b>	<b>3</b>	<b>47</b>	<b>17</b>	<b>67</b>	<b>27.02</b>

The table 23 shows the pass rates of B.Ed. students. The table shows 248 students categorized by gender and ethnicity. Among the students, 27 are male and 221 are female. A total of 67 students passed, with 2 males and 65 females passing. The ethnic breakdown of pass rates includes 3 Dalit, 47 Janjati, and 17 others, resulting in an overall pass percentage of 27.02.

**Table 24: Result Status of year 2080 Regular Student MBS**

S.N.	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First	13	2	15	6	1	0	3	4	7	46.67
2	Third	5	3	8	1	0	0	0	1	1	12.50
3	Fourth	4	3	7	3	2	0	3	2	5	71.43
<b>Total</b>		<b>18</b>	<b>5</b>	<b>23</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>34.78</b>

The table shows the pass rates for students of MBS faculty. In total, 34.78 percentage of students passed.

**Table 25: Result Status of year 2080 Regular Student MA**

S.N.	Subject	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
			Male	Female		Male	Female	Dalit	Janjati	Others		
1	MDS	First	5	4	9	1	2	0	1	2	3	33.33
		Second	5	4	9	3	3	0	2	6	6	66.67
		Third	4	4	8	0	2	0	1	1	2	25.00
		Fourth	3	4	7	3	2	0	2	3	5	71.43
2	Sociology	First	21	15	36	4	2	0	1	5	6	16.67
		Second	17	15	32	12	7	0	7	12	19	59.38
		Third	24	27	51	6	5	0	4	7	11	21.57
		Fourth	17	14	31	11	13	0	14	10	24	77.42
<b>Total</b>			<b>96</b>	<b>87</b>	<b>183</b>	<b>40</b>	<b>36</b>	<b>0</b>	<b>32</b>	<b>46</b>	<b>76</b>	<b>41.53</b>

The table 25 presents the gender and pass distribution of students in two subjects, MDS and Sociology of MA faculty, across the first, second, third and fourth semesters. It shows the total number of students by gender, with 96 males and 87 females, making a total number of 183 students. The pass gender and pass ethnicity columns detail the number of males and females who passed, and their respective ethnicities (Dalit, Janjati, and Others). The overall pass rate is calculated for each category, with a total number of 76 students passing, resulting in an overall pass percentage of 41.53%.

**Table 26: Result Status of year 2080 Regular Student M.Ed.**

S.N.	Semester	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	First	6	12	18	0	4	0	2	2	4	22.22
2	Second	6	10	16	2	5	1	1	5	7	43.75
3	Third	8	7	15	7	5	1	3	8	12	80.00
4	Fourth	8	7	15	8	6	1	8	5	14	93.33
<b>Total</b>		<b>28</b>	<b>36</b>	<b>64</b>	<b>17</b>	<b>20</b>	<b>3</b>	<b>14</b>	<b>20</b>	<b>37</b>	<b>57.81</b>

The table shows the pass rates for students of M.Ed. faculty. In total 57.81% of students passed.

**Table 27: Result Status of year 2080 Regular Student Bachelor Summary**

S.N.	Faculty	Semester and Year	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
			Male	Female		Male	Female	Dalit	Janjati	Others		
1	Management (BBS)	Sem. 1, 3, 4, Third and Fourth Year	107	224	331	31	33	2	32	30	64	19.34
2	Management (BBA)	Sem. 1,2, 3, 4 and 6	53	92	145	39	60	3	36	60	99	68.28
3	Education (B.Ed)	Sem. 1, 3, 4, 6,7 and 8	27	221	248	2	65	3	47	17	67	27.02
4	Humanities and S.S.(BA)	Sem. 1, 3, 4, 6,7 and 8	65	336	401	27	115	7	106	29	142	35.41
<b>Total</b>			<b>252</b>	<b>873</b>	<b>1125</b>	<b>99</b>	<b>273</b>	<b>15</b>	<b>221</b>	<b>136</b>	<b>372</b>	<b>33.07</b>

The table 27 shows the results of a student pass rate analysis of bachelor level. It has four main sections, each representing a different faculty: Management (BBS), Management (BBA), Education (B.Ed), and Humanities and S.S. (BA). A total number of 252 male and 873 female students were enrolled. Out of these, 372 students passed, including 99 male, 273 female and 15 Dalit, 221 Janjati and 136 from Others ethnic group. The overall pass percentage of Undergraduate level is 33.07 percent.

**Table 28: Result Status of year 2080 Regular Student Masters Summary**

S.N.	Faculty	Semesters	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
			Male	Female		Male	Female	Dalit	Janjati	Others		
1	Management (MBS)	Sem 1,3 and 4	18	5	23	7	1	0	3	5	8	34.78
2	Education (M.Ed.)	Sem 1,2,3 and 4	28	36	64	17	20	3	14	20	37	57.81
3	Humanities and S.S.(M.A.)	Sem 1,2,3 and 4	96	87	183	40	36	0	32	46	76	41.53
<b>Total</b>			<b>142</b>	<b>128</b>	<b>270</b>	<b>64</b>	<b>57</b>	<b>3</b>	<b>49</b>	<b>71</b>	<b>121</b>	<b>44.81</b>

The table shows the results of a student pass rate analysis of Masters level. It has three sections, each representing a different faculty: Management (MBS), Education (M.Ed), and Humanities and S.S. (MA). A total number of 142 male and 128 female students were enrolled. Out of these, 121 students passed, including 64 male, 57 female and 3 Dalit, 49 Janjati and 71 from Others ethnic group. The overall pass percentage of Graduate level is 44.81 percent.

**Table 29: Result Status of year 2080 Regular Student Bachelors Masters Summary**

S.N.	Level	Gender		Total	Pass Gender		Pass Ethnicity			Total Pass	Percent
		Male	Female		Male	Female	Dalit	Janjati	Others		
1	Bachelor	252	873	1125	99	273	15	221	136	372	33.07
2	Masters	142	128	270	64	57	3	49	71	121	44.81
<b>Total</b>		<b>394</b>	<b>1001</b>	<b>1395</b>	<b>163</b>	<b>330</b>	<b>18</b>	<b>270</b>	<b>207</b>	<b>493</b>	<b>35.34</b>

The table 29 shows the result analysis of level (Bachelor's and Masters). The data shows that out of 1395 students, 493 passed. The pass rate is slightly higher for Masters students (44.81%) than Bachelor Students (33.07%) and the overall pass percentage is 35.34.

### 3.2 Result Status of Academic Year 2079-080

**Table 30: Result of Bachelor - 2079**

S.N.	Faculty	Total Student	Pass Students	Percent
1	BBA	133	54	40.60
2	BBS	195	21	10.76
3	BA	291	48	16.49
4	B.Ed.	180	25	13.88
<b>Total</b>		<b>799</b>	<b>148</b>	<b>18.52</b>

The aforementioned result analysis of academic year 2079-080 comprises the result of undergraduate students. It analyzes the result fairly including the faculties of BBA, BBS, BA and B.Ed. of different semesters. The total pass number of students out of 799 is 148.

**Table 31: Result of Master - 2079**

S.N.	Faculty	Total Student	Pass Students	Percent
1	MBS	7	0	0
2	MA Sociology	41	19	46.34
3	MDS	10	4	40.00
4	M.Ed.	17	3	17.65
<b>Total</b>		<b>75</b>	<b>26</b>	<b>34.66</b>

The above table gives the result status of academic year 2079-080 comprises the result of graduate students. It analyzes the result fairly including the faculties of MBS, MA Sociology, MDS and M.Ed. of different semesters. The total pass number of students out of 75 is 26.

**Table 32: Result Status of year 2079 Bachelors and Masters Summary**

S.N.	Level	Total Student	Pass Students	Percent
1	Bachelor	799	148	18.52
2	Masters	75	26	34.66
<b>Total</b>		<b>874</b>	<b>174</b>	<b>19.91</b>

The above table shows the result analysis of level (Bachelor's and Masters). The data shows that out of 874 students, 174 passed. The pass rate is slightly higher for Masters Students (34.66%) than Bachelors Students (18.52%).

### 3.3 Academic Progress

In this section student pass rates for Bachelor and Masters levels across two academic years, 2079-2080 and 2080-2081 is shown. The following table provides data on student pass rates for Bachelor and Masters levels across two academic years, 2079-2080 and 2080-2081.

**Table 33: Result Status of year 2079-080 and 2080-081**

S.N.	Academic Year	Level	Total Student	Pass Students	Percent
1	2079-2080	Bachelor	799	148	18.52
2	2080-2081	Bachelor	1125	372	33.07
3	2079-2080	Masters	75	26	34.66
4	2080-2081	Masters	270	121	44.81

The above table shows result status of year 2079-080 and 2080-081. In 2080-2081, the Bachelor level had 1125 students with a 33.07% pass rate, while the previous year had 799 students with an 18.52% pass rate. For the Masters level in 2080-2081, there were 270 students with a 44.81% pass rate, compared to 75 students with a 34.66% pass rate in 2079-2080. The data indicates an increase in student numbers and pass rates.

### 3.4 Total Academic Progress

In this section Result or academic progress of TMC is presented.

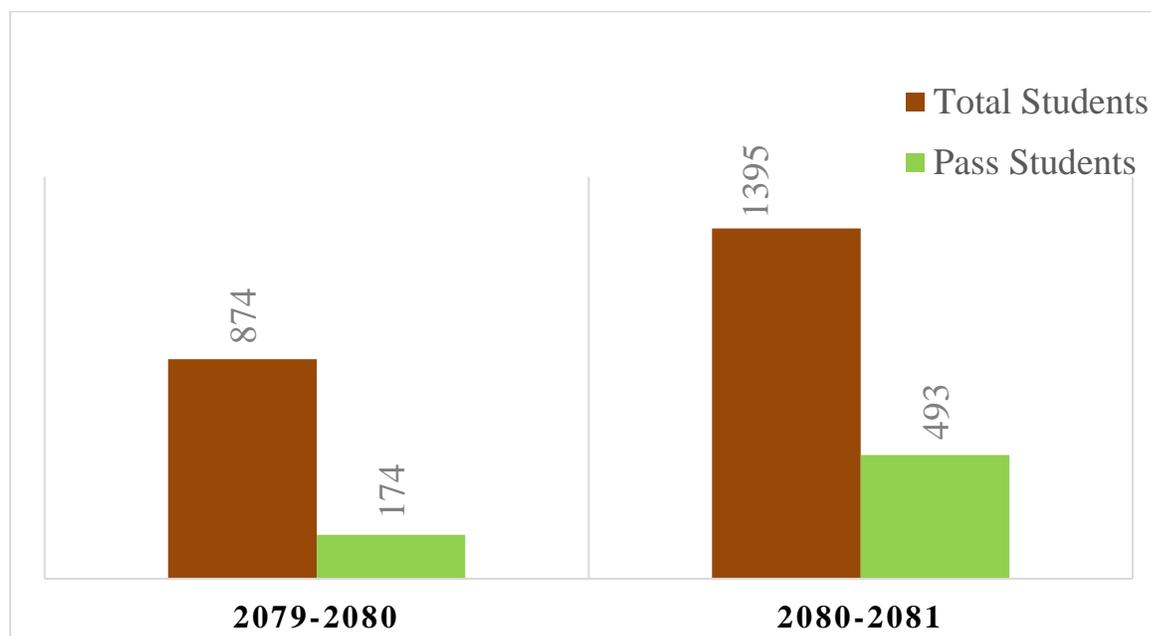
**Table 34: Result / Academic Progress**

S.N.	Academic Year	Total Student	Pass Students	Percent
1	2079-2080	874	174	19.91
2	2080-2081	1395	493	35.34

The table summarizes student pass rate of TMC for two academic years, 2079-2080 and 2080-2081. In the academic year 2080-2081, there were 1395 students, with 493 passing, resulting in a pass rate of 35.34%. In contrast, the academic year 2079-2080 had 874 students, with 174 passing, yielding a pass rate of 19.91%. This data indicates a significant increase in both the total number of students and the pass rate in the 2080-2081 academic year compared to 2079-2080.

The bar diagram below provides a clear comparison between the total students and pass students for the given years.

**Figure 3: Academic Progress**



The bar diagram illustrates the academic progress of Tikapur Multiple Campus over two academic years. The data indicates significant growth in both student enrollment and the number of students passing exams. The improvement in academic performance is notable over the two-year period.

### 3.5 Student Passed out status

In this section passed out students of TMC is presented. The detail information of the passes out status is shown in the following table:

**Table 35: Student Passed out status**

Level	Faculty	Academic Year 2079-080			Academic Year 2080-081		
		Male	Female	Total	Male	Female	Total
Bachelor	BBS	-	-	-	15	19	34
	BA	-	-	-	7	16	23
	B.Ed.	-	-	-	0	8	8
Masters	MBM	5	2	7	9	4	13
	MA	-	-	-	10	9	19
	M.Ed.	5	1	6	11	8	19
<b>Total</b>		<b>10</b>	<b>3</b>	<b>13</b>	<b>30</b>	<b>21</b>	<b>51</b>

The table provides the number of students who graduated from Far-Western University Tikapur Multiple Campus across different faculties and academic years. In the academic year 2079-080, a total of 13 students graduated, with 10 males and 3 females, all from Masters programs. In the academic year 2080-081, 51 students graduated, including 30 males and 21 females, spanning both Bachelor and Masters programs. For Bachelor's degrees, BBS had 34 graduates, BA had 23, and B.Ed. had 8. For Master's degrees, MBM had 13 graduates, MA had 19, and M.Ed. also had 19 graduates.

## **Chapter IV: Conclusion and Recommendations**

### **4.1 Conclusion**

The report highlights several key achievements and areas for improvement. Over the academic years 2079-080 and 2080-081, TMC saw significant growth in student enrollment, with a notable increase in female students, demonstrating progress toward gender equity. In the academic year 2080-081, total student attend in exam rose to 1,395 from 874 in 2079-080, reflecting the campus's efforts to expand its reach and accessibility. The pass rates also improved significantly, from 19.91% in 2079-080 to 35.34% in 2080-081, indicating enhanced academic performance and effective student support systems. The campus has implemented strategic initiatives to improve academic quality, student retention, research activities, and inclusivity, with a focus on supporting disadvantaged groups, particularly the Tharu community, and providing scholarships to ensure equitable access to education. The collaboration with various stakeholders, including the University Grants Commission and non-governmental organizations, has been crucial for TMC's growth and sustainability. This community support ensures that educational programs are relevant and beneficial to the local region. TMC's efforts to promote social equity through education for underprivileged and minority groups, as well as its emphasis on female education, underscore its commitment to social justice. Moving forward, sustained focus on these strategic areas, coupled with enhancements in academic support and research capabilities, will further solidify TMC's role as a leading educational institution in the region. The upward trends in enrollment and pass rates reflect the campus's dedication to academic excellence and inclusivity, positioning it as a major contributor to the nation's intellectual, cultural, social, and economic development.

### **4.2 Recommendations**

Based on the Education Management Information System (EMIS) report of Tikapur Multiple Campus (TMC) for the academic year 2080-081, the following recommendations are proposed to improve various aspects of the institution:

- Implement targeted academic support programs to improve pass rates in underperforming faculties. This could include additional tutoring, mentoring, and resources focused on students struggling with specific subjects.
- Increase investment in research facilities and opportunities for both faculty and students. Encourage collaborations with other institutions and industry partners to foster innovation and practical application of research findings.

- Introduce more technical and vocational programs that align with the regional economic needs. This will provide students with practical skills and improve their employability.
- Continue to support female students and ethnic minorities through scholarships and other financial aid programs. Ensure that recruitment and retention policies are inclusive and promote diversity.
- Enhance community engagement initiatives to ensure that the campus remains responsive to the needs of the local population. This could include community education programs, public seminars, and partnerships with local businesses.

These recommendations aim to strengthen the academic performance, inclusivity, and community involvement of Tikapur Multiple Campus, ensuring it remains a pivotal educational institution in the region.

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