Academic Performance Audit Report of Tikapur Multiple Campus 2080/81

Submitted to

Internal Quality Assurance Committee (IQAC)

Tikapur Multiple Campus,

Tikapur, Kailali

Submitted by

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Chapter I

Introduction

Background of the Study

University Grants Commission (UGC) is encouraging the higher education institutions by providing financial support for the academic nurturing and excellence of higher education in Nepal. The main purpose of this support is the promotion and maintenance of standards of higher education in Nepal. Academic performance of higher education institutions can be assessed through quality and academic audit by an external unit by evaluating the efficiency and adequacy of academic, administrative and support services offered by the institutions. Now quality matters more in this globalized competitive world. For this, educational institutions need to work committing quality education to be the globalized qualified manpower.

Now Nepal is facing the burning problem of brain drain. One of the causes of this trend is the lack of quality education in the country. There is high expectations in the students for academic quality and credibility. If the higher education institutions are not committed to provide quality and skillful education, there is the possibility that one day there will be the lack of students in many higher education institutions. Our higher education institutions should understand the need of the 21st century job market. The policymakers, administrators and politicians should have a combined effort towards providing quality education in the country so that we can retain students in the country to some extent. Only the unilateral effort of the higher education providing institutions may not be sufficient for quality and skillful education.

Context of the Campus

Tikapur Multiple Campus (TMC) stands as a distinguished institution of higher education in the southeastern region of Sudupashchim Province, Nepal. Established in 2001 through the initiative of the local community, TMC operates as a non-profit community campus. Initially affiliated with Tribhuvan University, Nepal, TMC transitioned in July 2018 (1 Shrawan 2075) to become a constituent campus of Far Western University (FWU), Nepal. This affiliation enables TMC to offer a comprehensive array of FWU programmes, adhering strictly to the university's regulations and standards. Through this alignment, TMC is committed to delivering high-quality education to its students, thereby contributing significantly to the academic and professional development of the region.

Tikapur Multiple Campus (TMC) has earned recognition from the University Grants Commission (UGC) as a Quality Assurance and Accreditation (QAA) institution, currently pursuing its third-term certification, highlighting its commitment to maintaining high academic standards. Since its establishment, TMC has provided quality education at affordable fees, making higher education accessible to students in Far West Nepal who might otherwise face geographical or financial barriers. The Tikapur Development Committee (TDC) has significantly supported TMC's growth by allocating 80 bighas of land in 2058 B.S. to establish Tikapur as an educational hub, followed by an additional 300 bighas in 2062 B.S. for expansion, although this latter allocation has faced encroachment challenges. Despite these issues, TMC's dedication to quality education and continuous improvement positions it as a pivotal institution, contributing substantially to the educational landscape of the region.

Academic Audit Criteria

This academic performance audit has been carried out in terms of the following criteria:

- Institutional Mission, Vision and Goals

- Management and Administration

- Infrastructures and Facilities

- Curricular Practices

- Students Enrollment, Dropout and Achievement

- Teaching and Learning Activities

- Student Support Services

- Research Activities

- Facilities and Equipment

- Community Engagement Faculty Development

- Ecology Friendly Programmes

Programmes, Faculty/Staff and Student Profiles

TMC is currently offering undergraduate and graduate level programmes. Undergraduate level programmes include B.Ed., BA, BBS and BBA. All these programmes are run under semester system of Far Western University. Similarly, the graduate level programmes include MA, M.Ed. and MBS. The subjects offered are shows as below:

Table 1

Academic Programmes Offered by TMC

Level	Faculty	Subjects Offered
Bachelor's Level	BA	English, Sociology, Economics, Development Studies
	B.Ed.	Nepali, English, Mathematics, Health
	BBS	Account, Finance, Marketing
	BBA	Account, Finance, Marketing
Master's Level	MA	English, Sociology, Development Studies
	M.Ed.	TESOL, Curriculum Planning and Leadership, Nepali, Health Education
	MBS	Account, Finance, Marketing

In addition to the major subjects, the campus offers other minor subjects. To teach all these subjects and manage all the programmes, there are forty faculties and twenty non-teaching staff including both full time and part time. The profile of faculties is presented in the table 2:

Table 2

Academic Profiles of the Faculty at TMC

Degree	Full Time		Part Time	Total
Teachers with PhD	3		1	4
Teachers with MPhil	7		1	8
Teachers with Masters	20		8	28
Total	**30**		**10**	**40**

The table illustrates the distribution of teachers at Tikapur Multiple Campus (TMC) based on their academic qualifications and employment status. Among the faculty, 4 teachers hold a PhD, with 3 serving full-time and 1 part-time. There are 8 teachers with an MPhil degree, including 7 full-time and 1 part-time. The largest group consists of 28 teachers with a Masters' degree, with 20 employed full-time and 8 part-time. In total, TMC employs 40 teachers, comprising 30 full-time and 10 part-time faculty members, underscoring the campus's dedication to maintaining a highly qualified teaching staff to provide quality education. Like the profile of the faculty, the table 3 shows the number of student enrollment in the year 2079/080.

Table 3

Number of Students Enrollment at TMC

Level	Semesters	Total
BBS	2nd, 3rd, 5th, Semster and 4th year	227
BBA	2nd, 3rd, 5th, 7th Semester	121
B.Ed.	2nd, 3rd, 5th, 7th, 8th Semester	217
BA	2nd, 3rd, 5th, 7th, 8th Semester	342
M.Ed.	2nd, 4th Semester	33
MA	2nd, 4th Semester	88
MBS	2nd, 4th Semester	22
Total		**1050**

(Source: EMIS Report 2079/080)

Similarly, the enrolment figure indicates the slight increment of students in both graduate and undergraduate levels. Table 4 shows the enrollment figure of both levels

Table 4

Enrollment Status of 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
Total		**335**	**771**	**659**	**53**	**1**	**2**	**390**	**1106**

(Source: EMS Report, 2080/081)

Objectives of the Study

The objectives of this academic performance audit are as follows:

- To evaluate the efficiency and adequacy of administrative and academic services offered by TMC

- To identify the areas of improvement for quality, academic and administrative enhancement of TMC

- To identify the strengths, weaknesses, opportunities and threats within the campus's academic and administrative structure of TMC

- To provide some recommendations for enhancing the overall quality and effectiveness of TMC's educational offerings and support services

Significance of the Study

The academic performance audit will be significant to the policy makers, administrators, department heads, teaching and non-teaching staff of TMC for the quality enhancement of the campus. Since the campus is established for the students, all the activities should be directed towards the welfare of the students as the main beneficiary body.

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Chapter II

Methodology

Conducting an academic performance audit of a higher academic institution involves a systematic evaluation to assess the effectiveness of its educational processes. The audit starts with defining clear objectives and scope, followed by developing criteria and standards against which performance is measured. Data collection encompasses both qualitative and quantitative methods, including interviews, surveys, and statistical analysis. Site visits and classroom observations provide additional context, while stakeholder consultations ensure a comprehensive understanding of the phenomenon.

For this study, information was collected from multiple sources. The main methods used to collect information were documents, observations, interviews and informal conversations. The documents like annual progress reports, minutes of the meetings, registers, and result analysis reports were consulted to collect necessary information. Similarly, observation was used as one of the main data collection methods to collect information necessary for preparing this academic audit report. Moreover, interviews were taken with the campus chief, librarian, teaching committee heads of Management, Humanities and Social Sciences and Education, and the students including Free Student Union (FSU) representatives. Apart from these, information collected from informal conversations with the teachers and students were also used for the analysis and interpretation.

The researcher spent two weeks in the campus in the months of Baisakh 2081. Every minute details of the information were gathered from both schedules and nonscheduled interviews and conversations. The researcher also visited the library, has

snacks in the cafeteria and observed the classes in order to get the first hand information.

Likewise, field note was prepared based on the document study and hands- on

conversations. The research ethics was maintained by using the pseudonyms of

participants in reporting their perspectives.

Chapter III

Key Findings

The findings of this academic audit are presented and discussed in terms of the criteria viz. institutional mission, vision and goals, management and administration, infrastructures and facilities, curricular practices, students enrollment, dropout and achievement, teaching and learning activities, student support services, research activities, facilities and equipment, community engagement faculty development , ecology friendly programmes. It also includes the position of the campus in forming the policy guiding the quality.

Institutional Mission, Vision and Goals

It is necessary that a higher education institution should have clear plan, mission, vision and goals for the effective, sustainable and credible implementation of the programmes. Regarding this, TMC has clear mission, vision and goals as presented in the Five-Year Strategic Plan of TMC (From July 2023 to June 2027).

The vision of TMC is to make it an educational hub thereby serving 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 programmes coupled with research activities (Strategic Plan of TMC 2023-2027). To achieve these vision and mission, the following goals have been set (Strategic Plan of TMC 2023-2027):

- Improve academic programme 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.

The goals set by the campus seem quite relevant and achievable. However, there is a dire need to have joint efforts of all the stakeholders, faculties, and non-teaching staff in order to achieve the desired goals as set in the policy documents.

Management and Administration

For the administrative purpose of the campus, there is the provision of Campus Chief and Assistant Campus Chief along with Teaching Committees (previously called Department Heads) of different academic programmes. There are both teaching and non-teaching staff for the effective implementation of the programmes. The administration calls staff at the end of each month. Similarly, Departments of Management, Education and Humanities and Social Sciences also call for meeting in the regular interval. The meeting agenda includes challenges of the classroom, academic calendar, departmental result analysis, annual work plan and teaching schedule. The meeting basically focused on the quality improvement, course completion status, departmental issues and the ways of improving teaching learning activities along with assigning term papers.

As the participant students revealed, there is provision of regular attendance of the students and they are evaluated on the basis of the result of mid-term examination, classroom activity, and student-engagement in class activities, presentation and project work. Another participant told that mid-term exam is not systematic because of the students not being regular in the class. Yet, another student claimed that they are given chances for presentation according to the norms of the semester system but students could not perform affectively for not having personal laptop. At the day of presentation, the students try to avoid the class. They believe that the students are to be encouraged for presentation by the faculty.

As revealed by one of the department heads, the campus in unable to recruit qualified faculty which has been vacant for several days due to the university policy for only part time faculty. The university does not allow the campus administration to appoint the faculty on the contract basis. Therefore, the qualified candidates are reluctant to apply for the post in the part time category. There is a duly managed library in the campus having the librarian and other staff. However, the librarian does not have academic qualification of library science. There is a provision of Library Management Sub Committee to deal with problems related to library operation. The campus administration demands for the trained librarian to manage the library system. Moreover, it is necessary to manage the books based on the principles of library science.

There is duly updated website of the campus. Necessary information can be found from it. It is the strength of the campus administration. In the library, there is provision of citizen charter indicating the code of conduct displayed at the entrance of the campus. It

is good to see and apply the rules given in the board when the students use the library for study purposes.

The campus administration conducts staff meeting at the end of every month to discuss the issues related to campus administration and management. There are more than two dozens of Sub- committees working towards the target of quality enhancement. The committees have terms of reference (ToR) and responsibilities. Table 4 below shows the number of meetings of campus administration and different bodies held during the academic year B.S. 2080.

Table 5
Meeting details of different bodies in the year 2080

S.N.	Name of Committee	No. of Meetings	Remarks
1	Campus Administration Meeting	17	
2	TMC Staff Meeting	10	
3	Humanities and Social Sciences Teaching Committee	04	
4	Management Teaching Committee	09	
5	Education Teaching Committee	05	
6	Teaching Practice Committee	06	
7	Research Management Committee	13	
8	Internal Quality Assurance Committee (IQAC)	06	
9	Self-Assessment Committee	06	
10	Scholarship Committee	11	
11	Education Management and Information System (EMIS) Committee	06	
12	Publication Committee	06	
13	Public Relation Committee	05	
14	Counseling and Placement Committee	06	
15	Library Management Committee	06	
16	Procurement Committee	05	
17	Youth Red Cross Circle	04	
18	Monitor Meeting	04	
19	Student Quality Circle	05	
20	Alumni Association	05	

As the table above shows, campus administration seems to be more active in terms of the meetings for making decisions from the side of the administration. Likewise,

Research Management Committee and Scholarship Committees are also active in their functions. There are the least number of meetings of the Student Quality Circle although it should be the top priority. It is not only necessary to increase the frequency of meeting but also prioritize on the agenda of quality enhancement.

Infrastructures and Facilities

Infrastructural assets and facilities are critical components that support the effective and seamless operation of academic programs. Tikapur Multiple Campus (TMC) possesses ample land to facilitate the expansion of its academic offerings, distinguishing it as the most land-endowed campus among all the constituent campuses of Far Western University (FWU). The campus is well-equipped with sufficient buildings, classrooms, furniture, and recreational spaces to meet the needs of its students.

Specifically, TMC boasts 80 bighas of land, which is strategically utilized to enhance both academic and administrative functions. This extensive area accommodates academic and administrative buildings, a library, and other essential infrastructure. Additionally, 50 bighas of the land are leased for agricultural purposes, including a banana garden, fishery, paddy cultivation, and other agricultural activities. This utilization not only supports the academic environment but also fosters practical learning experiences and contributes to the campus's sustainability. Through these comprehensive facilities, TMC is well-positioned to conduct and expand its academic programs, thereby reinforcing its commitment to providing a robust educational environment.

Table 6

Status of academic and administrative logistics

SN	Particular	Quantity
1.	Laptops	64
2.	CCTV Cameras	20
3.	Desktop Computers	35
4.	Multimedia Projectors	18
5.	Tripod	1
6.	Computer Lab	1
7.	Smart Boards	5
8.	Seminar Hall	2
9.	LED TVs	2
10.	Telephones	3
11.	Video Camera	1
12.	Bench Desks	560
13.	Standard Chairs	38
14.	Motorcycle	1
15.	Drawers	18
16.	Camera	1
17.	Photocopiers	4
18.	Printers	10
19.	Filters	7
20.	Generator	1
21.	Inverters	4
22.	Air Conditioners (ACs)	9
23.	Water Motors	6
24.	Rack Drawers	54
25.	Revolving Chairs	14
26.	Lecterns	28
27.	Scanners	3
28.	Musical Instrument	1
29.	Sofa Sets	15
30.	Ceiling Fans	170

(Source: EMIS Report 2080/081)

Tikapur Multiple Campus (TMC) is well-equipped to support academic and administrative functions with a comprehensive range of technological and physical resources. The extensive provision of laptops, desktop computers, multimedia projectors, and smart boards facilitates interactive and engaging teaching methods, while a dedicated

computer lab supports computer-based learning and research. Security and monitoring are enhanced by numerous CCTV cameras, and the campus provides adequate seating and workspace, including bench desks and standard chairs, as well as comfort items like sofa sets and ceiling fans. Utility and support systems, such as a generator and inverters, ensure uninterrupted power supply, and air conditioners and water motors contribute to a comfortable environment. Additionally, various administrative and educational tools, including telephones, cameras, photocopiers, printers, and scanners, support effective communication and documentation. The inclusion of transportation options and facilities for extracurricular activities highlights TMC's commitment to a comprehensive educational experience, underscoring its dedication to maintaining a high-quality learning environment and operational efficiency.

Library is also resourceful in terms of books. All the books are recorded in the Pasthshala software. As the record shows, there are currently 13,553 books after the merging to FWU, and there are 19032 books while it was affiliated to TU. However, most of the books are based on the syllabus of the courses rather than the reference materials. Moreover, there is no online library and no journals. The library needs to be well managed with books keeping according to the subjects like English language, English literature, Psychology, Marketing, Finance, etc. When there are new books or journals, there needs to be a showcase so that students might know what is new in the library. New trained librarian has to be hired to manage the library systematically. It seems to be the urgent need at TMC.

The library faces several challenges that, if addressed, could significantly enhance its functionality and appeal. Firstly, the proximity of the restroom to the library is an

unconventional arrangement that detracts from the overall environment. Improving the management and organization of old books could also enhance the library's aesthetic appeal. Additionally, the current lack of a spacious and quiet reading room for students limits their ability to study effectively. The introduction of a photocopier would greatly benefit students by allowing them to easily obtain copies of thesis and other important materials. Furthermore, students have expressed a desire to increase the borrowing limit from two to three books, which would better support their academic needs. Addressing these issues would greatly improve the library's utility and the student experience.

The campus has well-functioning cafeteria offering varieties of food and snacks to the students and faculties in cheap cost. However, the updating its design and improving hygiene standards could significantly elevate the dining experience for students and staff. Meanwhile, the availability of drinking water and well-maintained restrooms are notable strengths of the institution. The students can get cold and pure drinking water in each block. To better support female students, it would be beneficial to place sanitary pads in easily accessible locations and create a dedicated changing room, ensuring all students are informed about these provisions. Installing a latch in the girls' restroom would further improve privacy and security.

The campus's free Wi-Fi access is a significant asset, facilitating academic and social activities. Additionally, the presence of CCTV cameras enhances safety, and the infrastructure and equipment are well-maintained to meet student needs. Addressing these opportunities for improvement will create an even more positive and supportive campus environment. The campus offers the accommodation to the guests within the

campus premise. The guests are provided with the accommodation in a building having five rooms with attached bathroom and adjoining kitchen.

Curricular Practices

Faculties of TMC are involved in curriculum designing, curriculum feedback, curricular refresher and other orientation programmes based on the curriculum of Far Western University. TMC itself has also developed non-credit courses of Computer, English and entrepreneurship for the students to make them skilled in market oriented subjects not given in the curriculum of the university. Five faculties from Mathematics Education, Education, Nepali Education, Health Education and TESOL have been involved curriculum development and revision process of Far Western University. Likewise, more than a dozen of faculties have been involved in publication of reference books and textbooks prescribed for different levels. However, there are very few consultation meetings with potential employers, students, and faculties for curricular feedback.

Students Enrollment, Dropout and Achievement

Higher education institutions aim to provide quality education, and student outcomes are a key indicator of their success. At TMC, the administration, faculty, and staff work diligently to enhance student performance through well-structured teaching and learning activities based on the university's predesigned curriculum. However, analyzing student enrollment, dropout rates, and achievement levels reveals critical insights into the state of higher education in Nepal. This evaluation is vital for TMC to identify areas for improvement, address the causes of student attrition, and implement

strategies to ensure the institution maintains its commitment to delivering quality education. The table 5 shows the enrollment and dropout rate of the students at TMC:

Table 7
Student Enrollment and Dropout Rate at TMC

Programme	Enrollment Year	Number	Completion Year	Number	Dropout %
BA	2019	83	2023	54	34%
BBA	2020	38	2023	33	13%
BBS	2019	162	2023	111	31%
B.Ed.	2019	67	2023	34	50%
M.Ed.	2021	24	2023	15	38%
MBS	2021	20	2023	7	65%
MA	2021	61	2023	38	38%

(Source: EMIS Report 2079/080)

The table presents enrollment, completion, and dropout rates for various programs at TMC over specified periods. The BA program, starting in 2019 with 83 students, saw a 34% dropout rate, with 54 students completing by 2023. The BBA program, enrolling 38 students in 2020, had a notably lower dropout rate of 13%, with 33 completions in 2023. Conversely, the BBS program had a significant enrollment of 162 students in 2019 but experienced a 31% dropout rate, leaving 111 completions in 2023. The B.Ed. program reported the highest dropout rate of 50%, with only 34 of the initial 67 students from 2019 completing by 2023. Among the master's programs, the M.Ed. program saw a 38% dropout rate from its 24 students enrolled in 2021, while the MBS program had the highest dropout rate at 65%, with only 7 of the original 20 students completing by 2023. The MA program also reported a 38% dropout rate, with 38 of the 61 students from the 2021 cohort completing by 2023. These figures highlight varying levels of student retention across programs, indicating a need for targeted interventions to improve completion rates, particularly in programs with higher dropout percentages. In the similar vein table 6 demonstrates the pass rate of the year 2080.

Table 8

Pass Rate of the Students at TMC (2080)

Level	Year	No. Exam Appeared Students	No. of Pass Students	Pass Percentage
B.Ed.	2080	209	53	25.36
BA	2080	328	125	38.11
BBS	2080	331	64	19.34
BBA	2080	122	80	65.57
MA	2080	104	22	21.15
M.Ed.	2080	33	16	48.48
MBS	2080	23	08	34.78

(Source: EMIS Report 2079/080)

The table provides data on the number of students who appeared for exams, the number of students who passed, and the pass percentage for various programs at TMC in the year 2080 (Nepali calendar). The B.Ed. program had 209 students appear for exams, with 53 passing, resulting in a pass rate of 25.36%. The BA program had a higher pass rate of 38.11%, with 125 out of 328 students passing. The BBS program had a low pass rate of 19.34%, with only 64 out of 331 students passing. Conversely, the BBA program exhibited a strong performance, with 80 out of 122 students passing, yielding a pass rate of 65.57%. At the master's level, the MA program had 104 students appear, with a pass rate of 21.15% as 22 students passed. The M.Ed. program saw a pass rate of 48.48%, with 16 out of 33 students passing. The MBS program had a pass rate of 34.78%, with 8 out of 23 students passing. These figures indicate varying levels of academic achievement across different programs, with the BBA program standing out for its notably high pass rate, while the BBS and MA programs show areas needing improvement in student performance.

Teaching and Learning Activities

Campus activities are fundamentally aimed at enhancing the student experience. However, students have expressed concerns regarding the inadequacy of resource

materials and the lack of a comprehensive semester plan by instructors. This absence of a structured plan can lead to challenges such as courses being completed either ahead of schedule or prematurely. For example, one student reported that a computer course concluded a month before the designated end date, resulting in a month without teaching activities. Additionally, another student noted that a course was completed less than halfway through the term, leaving insufficient time before the exams. These issues underscore the importance of developing and adhering to a well-defined semester plan to ensure consistent and effective teaching and learning. Implementing such plans will enhance the organization and delivery of academic activities.

Current teaching practices at the institution predominantly utilize traditional lecture methods, a point acknowledged by both students and some faculty members. The integration of interactive elements such as student presentations, group work, project-based learning, and problem-solving activities appears limited. While some instructors employ PowerPoint presentations, the overall reliance on lecturing suggests that teaching methods are not fully aligned with modern ICT and technology-based approaches, despite the availability of laptops and projectors in classrooms.

Additionally, short courses are often implemented as non-credit offerings, and although there are department heads assigned to oversee faculty-based programs in Management, Humanities, and Education, the BBA program lacks a dedicated program head. Notably, there has been a decrease in the number of students in the BBA program, with 10 students dropping out after the first semester, and concerns have been raised about the relevance of course content, such as basic typing skills in computer courses.

To enhance the effectiveness of the semester system, it is crucial to implement regular formative evaluations, as current practices show limited use of such assessments.

Students have expressed concerns regarding the absence of regular attendance tracking, term paper writing, and student presentations, which are integral to a robust semester system. Currently, internal assessment relies heavily on mid-term exams, constituting 40% of the evaluation, with attendance recorded on a semester basis rather than per subject. Addressing these areas by incorporating diverse assessment methods and improving engagement strategies will contribute to a more dynamic and supportive learning environment.

Student Support Service

To foster a supportive and conducive academic environment, it is essential for students to receive comprehensive support from campus administration, departments, and faculty. The Coordinator of Complaint Management and Counselling Centre (CMCC) plays a crucial role in this regard by addressing and managing student grievances related to administration, facilities, teaching, and other relevant issues. Established with clear guidelines to ensure effective operation, the CMCC provides students with various avenues for submitting their complaints, including a suggestion box and an online Google Form. Additionally, the CMCC offers counseling on placement and job opportunities, further supporting students in their academic and career pursuits.

Upon receiving complaints, the CMCC coordinator compiles and submits detailed reports to campus administration, recommending appropriate actions to address the issues raised. The center also actively gathers feedback from faculty members and parents or guardians to ensure a comprehensive understanding of student concerns. This proactive

approach demonstrates the institution's commitment to enhancing the student experience by creating a responsive and supportive academic environment.

The campus organizes the extra- curricular activities by organizing annual sports week. The students are encouraged to take part in both indoor and outdoor games. Likewise, they are encouraged to participate in oratory, poetry and quiz contest competition in that occasion. Besides this, the students reported that the volleyball, cricket and football team of the campus take part in the district, regional and national level tournaments. However, the campus does not have the provision of separate ECA responsible committee. The faculties of Health and Physical Education handle such activities except in annul sports week. In the annual sports week, all the faculties and student representative from Free Student Union, Monitor Group and Quality Circle are assigned with the responsibility of ECA. The observation and document study revealed the lack of literary clubs, music clubs, and ECA clubs. However, there is Free Student Union (FSU) working as a bridge between the campus administration and the students for their welfare.

TMC Alumni Association and Youth Red Cross Circle, Student Quality Circle, Monitor's Group committees are duly formed and functional in the campus. These student committees have been contributing to student welfare, social linkage and bridge the students with campus administration. There is a provision of health service for the students with the availability of the first aid room, basic medicine and sanitary pads for the girls. Needy and genius students get scholarship based on the university rules. Far Western University has the provision of providing 25% scholarship from the total enrollment.

For the purpose of easy financial transaction, the campus has made the provision Deposit Counter of NMB Bank within the campus premise. Students can get regular notices through the messenger group and website updates. The campus administration and faculties update the essential notices in the messenger group of respective level and stream. The campus prepares students feedback and evaluation report annually for the improvement of pedagogy. The tracer study report is prepared to trace the graduates and their employability in the job market every year. The table 8 and 9 show the number scholarship receiving students from the campus and the University Grants Commission.

Table 9

List of scholarship awarded from UGC in FY 2080-081

S.N	Level	Faculty	Scholarship Type					Total
			Poor	Disable	Muslim	Dalit	Sahid Dwandapidit	
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
Total			51	1	1	4	1	58

(Source: EMIS Report, 2080 -81)

This table outlines the distribution of 58 scholarships awarded across different levels of study (Bachelor and Masters) and faculties (Management, Education, and Humanities) categorized by scholarship types: Poor, Disabled, Muslim, Dalit, and Shahid Dwandapidit. At the Bachelor level, the Management faculty received 43 scholarships (39 Poor, 1 Disabled, 1 Muslim, 1 Dalit, 1 Sahid Dwandapidit), the Education faculty

received 4 scholarships (2 Poor, 2 Dalit), and the Humanities faculty received 6 scholarships (all Poor). At the Masters level, the Management faculty received 1 scholarship (Poor), the Education faculty received 2 scholarships (Poor), and the Humanities faculty received 1 scholarship (Poor). Overall, 51 scholarships were awarded to Poor students, 1 to a Disabled student, 1 to a Muslim student, 4 to Dalit students, and 1 to a Shahid Dwandapidit student.

Table 10

List of scholarship awarded from the campus in FY 2080-081

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
Total			16	26	22	5	12	3	2	1	2	89

(Source: EMIS Report, 2080 -81)

The table presents a detailed breakdown of 89 scholarships distributed across various levels of study (Bachelor and Masters) and faculties (BBA, BBS, B.Ed., B.A., MBS, M.Ed., M.A.), categorized by different scholarship types: Jehendar, Women, Aadibasi/Janajati, Backward, Garib, Dalit, Ashaye/Tuhura, Madhesi, and Sahid Dwandapidit. At the Bachelor level, the highest number of scholarships were awarded in the BBS faculty (21), followed by BBA (15), B.Ed. (12), and B.A. (5). In the Masters level, the M.A. faculty received the most scholarships (19), followed by MBS (10) and

M.Ed. (7). The distribution across scholarship types shows the highest numbers awarded to Women (26), followed by Aadibasi/Janajati (22), Garib (12), Jehendar (16), Backward (5), Dalit (3), Ashaye/Tuhura (2), Madhesi (1), and Sahid Dwandapidit (2). This distribution indicates a strong emphasis on supporting women, Aadibasi/Janajati, and economically disadvantaged students (Garib) across both Bachelor and Masters levels.

Research Activities

TMC has duly formed and functional Research Management Cell (RMC) to promote research activities, publication, innovations and collaborative work with other similar institutions. There is the provision of a coordinator and two members in the committee. RMC has signed MoU with RMC of Ghodaghodi Multiple Campus (TU) for collaboration in research activities. It has also a policy to collaborate with external agencies within and outside the university to research on contemporary issues. RMC publishes a journal named Journal of Tikapur Multiple Campus annually. It is a multidisciplinary journal. In 2024, it has published its 7th volume.

Moreover, RMC conducts different workshops and seminars including course and thesis writing orientation programmes. RMC has also involved the students in the faculty research programmes from 2024. In the last three years, RMC has been able to conduct workshops – three workshops in 2078 B.S., a workshop in 2079 B.S. and two workshops in 2080 B.S. The table 11 shows title of the workshops conducted by RMC in ten years.

Table 11

Details of the seminars, workshop conducted by RMC in last ten years

SN	Events	Year	Beneficiaries
1.	Advanced Level Research Methodology Training	2065	Faculties and students
2.	Establishment of RMC	2066	
3.	Academic-/industria dialogue	2066	Faculties, local industries,
4.	Culture of Enquiry	2067	Faculties
5.	Regional Seminar on Learned Society	2069	Faculties (TMC and other neighboring campuses
6.	E Resource Training for Teachers	2070	Faculties
7.	First International Symposium on Healthy Society for Healthy World	2070	Faculties, Health professionals, Educators and local level health workers
8.	Training on STATA and Eviews	2073	Faculties
9.	A Scientific Research Communication and Publication (5 days)	2074	Faculties and Graduate level students
10.	A workshop on Student Evaluation Procedure in Semester System of FWU	2076	Faculties of all constituent campuses of Far Western University
11.	Training cum Workshop on Advanced qualitative Research Methodology	2078	Faculties TMC and other neighboring campuses
12.	A Seminar cum Workshop on Citation and Referencing using EndNote with special reference to APA (Blended mode)	2078	Faculties TMC and other neighboring campuses
13.	Workshop on Creating, adding, storing, managing and analyzing qualitative data using Atlas.ti (online)	2078	Faculties TMC and other neighboring campuses
14.	Training cum Workshop on Scientific Writing	2079	Faculties TMC and other neighboring campuses
15.	Training on Enhancing the Efficiency of Non-Teaching Staff	2079	Non-teaching staff of Far Western University and constituent campuses
16.	Curriculum Dissemination of English for Undergraduate and Graduate Levels	2080	Teacher Educator of English Language Education

(Source: RMC Progress Report, 2080)

Similarly, Research Management Cell has been providing research grants to the faculties and students conduct research activities and have them published. The research

support is awarded to mini research and faculty research activities. Likewise, the students are provided with thesis support every year. The program of awarding mini research to the faculties was started in 2069. In the first year of program initiation, three Research proposals were accepted. Five proposals were awarded with mini- research grants each year till 2075. After the adjustment to Far Western University in 2075, the campus could not continue the program due to not having such provisions in the university regulations and directives.

The RMC has been providing support to thesis students of Graduate level from 2069. A research scholar from each subject of each stream was selected. They have been provided with 5000 (Five thousand) as the support for their research activities. More than 40 students have taken the benefit of this support. Likewise, RMC has initiated funding to faculty research from this year. Three proposals have been awarded in this area this year. We have also assured the students' participation in faculty research by the mandatory engagement of at least a student in faculty research process. The table 11 shows the details of the faculty research awarded to faculties in the year 2080/81.

Table 12

Details of faculty research supported RMC

SN	Title of the research	Faculties involved
1.	Educational Governance: Descriptive Analysis of the Feedback Mechanism in Higher Education	Min Bahadur Shahi Nathuram Chaudhary Bhim Chaudhary (Student)
2.	Graduates Survey of Tikapur Multiple Campus: Tracing on Employability, Further Study and Feedback	Krishna Prasad Jaisi Nabraj Pandey Hikmat Kumar Dhami (Student)

(Source: RMC Annual Report, 2080)

In addition to disseminating the research findings through publication, RMC has prioritized in- person dissemination through seminars. The table below indicates the dissemination programme organized by RMC with the aim of extending the research findings to the concerned stakeholders

Table 13

Details of research dissemination supported RMC

SN	Name of disseminated research	Year and place of dissemination
1.	Level of consumer Awareness among the college students	2023/ TMC Seminar Hall (Students of all stream)
2.	Pedagogical accountability of teachers in community schools of Nepal: Lesson from a case study	2014/ TMC Seminar Hall Teachers of Tikapur and Janaki Municipality

(Source: RMC Annual Report, 2080)

The students in the phase of writing their dissertation at graduate level are provided with thesis orientation workshop. The students of management, Humanities and Social Sciences, and Education are directly benefited by this program. Likewise, the students of both undergraduate and graduate levels are exposed with experiences of other universities from home and abroad through guest lectures occasionally. In the same vein, we have executed guest lecture session of Prof. Dr. Katak Malla, Stockholm University, Sweden in the same year. RMC has planned to execute more guest lecture sessions in successive years.

We have initiated collaborations for research activities from this year. In this endeavor, Tikapur Multiple Campus has signed MoU with the Research Management Cell of Ghodaghodi Multiple Campus, Kailali. With this initiation, we have planned to execute a collaborative research project within this year. Moreover, RMC attempts to collaborate with local level governments in the agenda of research, extension and consultancy.

Tribhuvan Multiple Campus (TMC) boasts a distinguished faculty with both MPhil and PhD holders who have made significant contributions to academic research. Seventeen faculty members across various disciplines, including English, Economics, Mathematics Education, Management, Development Studies, Education, and Nepali, have successfully published their research in peer-reviewed journals and book chapters. According to data from the Research Management Cell (RMC), five out of six faculty members in the English department have published their research work. In the Nepali department, all three faculty members (100%) have published their research. Additionally, two out of three faculty members in the Economics and Development Studies departments have published their work. In the Management department, two out of six faculty members have published their research articles. Furthermore, both faculty members in the Mathematics department and one out of two faculty members in the Education department have published their research. This robust publication record underscores the strong research culture prevalent at TMC. The records related to publication shows that 57% faculties have had their papers published in the journals.

Moreover, faculties of TMC have also carried out mini-research funded by UGC, provincial government and the university. The faculties from this campus are invited as the experts for the workshop by other campuses and schools. Moreover, the campus regularly publishes TMC Saugat collecting the general articles and institutional information and up to now it has published 15 volumes.

Community Engagement

Community engagement is one of the parts of a higher education institution to reach the public through various activities that engage the community people. In this

regard, TMC has duly formed and functional Public Relation (PR) Committee. The committee organized different programmes in the community to make the campus-community relationship strong. The committee organized an Eye Camp for the students. The one day camp was organized in technical support of Shree Krishna Eye Hospital. More than two hundred students got benefit from the camp. Similarly, one day health camp was organized for the senior citizens and Badi community. The committee also coordinated relief distribution to flood victims, fruit distribution to patients in the hospital. Envisioning the good relationship with the stakeholders, the campus supported the local schools in professional development of their teachers by collaborating in professional development workshops.

The community engagement is also enhanced by engaging the students in social activities. The Youth Red Cross Circle organizes blood donation programme, sanitation programme and social welfare activities. The Red Cross cadres have volunteered in Health Camp organized by Tikapur Hospital where they contributed in name registration and other managements. Similarly, TMC alumni have also supported campus-community relationship by organizing IQ test program for the students of public and community schools in Tikapur. Likewise, alumni contribute by sanitation programme, plantation programme within and outside the campus. In this way, it is involved in social services including interaction with the community on certain issues. The majority of the students studying at TMC are from the Tharu community and so, it is also necessary to do some social activities to preserve and promote the Tharu culture.

Additionally, the campus's endeavor to community engagement is supported by its vision to introduce entrepreneurship programme for the students. The campus has

recently established an incubation center in the support of University Grants Commission with the vision to scaffold students unrevealed business plans. This programme has also connected local entrepreneurs. Likewise, Tikapur Multiple Campus has been selected under Nurturing Excellence in Higher Education Programme (NEHEP) and has been working in Equity programme, Extended Performance Based Funding (EPBF), Quality Enhancement (QE) programme, Entrepreneurship Support Programme (ESP) and Digitalization Programme.

Faculty Development

Teaching and non-teaching staff are integral to the effective implementation of campus programs. The success of these programs hinges on the efficiency and dedication of the staff. It is essential for faculty members to remain committed to their profession by continually updating their knowledge. Job satisfaction plays a pivotal role in enabling them to work with full devotion and effort. During my observations and informal discussions with several faculty members, it became evident that their enthusiasm for the profession has diminished compared to the period when TMC was affiliated with Tribhuvan University. However, by addressing their concerns and enhancing job satisfaction, we can reignite their passion and commitment to their roles, thereby fostering a more positive and productive academic environment

TMC encounters challenges in recruiting new teaching and non-teaching staff due to the requirement of obtaining permission from the university office for filling vacant positions. The campus employs full-time, contract, and part-time teachers. While these educators demonstrate high performance and dedication in their roles, there is currently no established system of rewards or incentives to further motivate and recognize their

efforts. Faculty members engage in research-based sharing with peers who have an interest in research. However, there is a need to enhance subject-specific and discipline-based sharing and learning among all faculty members. Developing a strong community of practice (CoP) would foster a culture of collaborative learning and professional growth, ultimately benefiting the entire academic community at TMC.

TMC has the policy to prioritize the faculty development through trainings , workshop and refresher training. For this, the campus organizes such programme in the campus and exposes the faculties and non-teaching staff in such programmes. Moreover, the campus sends its faculties and non- teaching staff to the training programmes organized by other institutions. Table 13 shows the number of participation in professional development programmes.

Table 14
Details of the participation in professional development

SN	Name	Designation	Programme organized by
1.	Dhavindra Rawal	Associate Professor	University Grants Commission
2.	Tilak Dev Giri	Associate Professor	Ghodaghodi Multiple Campus
3.	Chitra Raj Upadhyay	Assistant Professor	Ghodaghodi Multiple Campus
4.	Bhanubhakta Bhandari	Head Assistant	Ghodaghodi Multiple Campus
5.	Krishna Prasad Jaisi	Assistant Professor	Ghodaghodi Multiple Campus
6.	Shivcharan Chaudhary	Teaching Assistant	Ghodaghodi Multiple Campus
7.	Prem Prasad Bhandari	Assistant Professor	Central Campus, FWU
8.	Ram Prasad Tiwari	Associate Professor	Central Campus, FWU
9.	Lal Singh Karki	Assistant Professor	Kailali Multiple Campus
10.	Shankar Prasad Sharma	Associate Professor	Kailali Multiple Campus
11.	Indra Lal Chaudhary	Teaching Assistant	Durga Laxmi Multiple Campus
12.	Umakanta Bhandari	Teaching Assistant	Birendra Bidhyamandir Multiple Campus
13	Chudamani Baidhya	Teaching Assistant	Birendra Bidhyamandir Multiple Campus

(Source: TMC Administration Section)

Moreover, TMC often organizes trainings about the use of ICT, EndNote in research and other refresher trainings including curriculum orientation and faculty development support. As a part of faculty development, one faculty Assistant Professor

Jnanu Raj Paudel visited Chandigarh University, India in an international faculty exchange programme. Likewise, TMC has the policy to invite guest professors to deliver lecturers on certain issues. More than half a dozen of guest lectures have organized in the last two years. The guest professors include Prof. Dr. Katak Bahadur Malla, Stokeholm University, Sweden, Prof. Dr. Tara Dutta Bhatta, Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Bhoj Raj Aryal from Tribhuvan University.

Faculty members get study leave from the campus as a positive point of the institution for faculty development. The campus encourages the faculties for research level studies by providing study leaves.Table15 shows the number of faculties who received study leave and fellowship for MPhil and PhD in the last few years

Table 15

Details of study leave and fellowship receiving faculties

SN	Name	Level of higher study	Nature of support received
1.	Jagat Bahadur Singh Rawal	PhD (Completed)	Study leave from Campus
2.	Keshar Bahadur Kunwar	PhD (Completed)	Study leave from Campus
3.	Dhana Krishna Upadhyay	PhD (Completed)	Study leave from Campus
4.	Laya Prasad Khatiwada	PhD (running)	Study leave from University
5.	Dev Raj Joshi	PhD (running)	Study leave from University
6.	Kedar Bhattarai	PhD (running)	UGC fellowship (Faculty)
7.	Nathu Ram Chaudhary	PhD (running)	UGC fellowship (Faculty)
8.	Min Bahadur Shahi	PhD (running)	UGC fellowship (Faculty)
9.	Khem Raj Subedi	PhD (running)	Study leave from Campus
10.	Bal Kumar Chaudhary	PhD (running)	Study leave from University
11.	Chabi Sharma	PhD (running)	Study leave from University
12.	Damodar Kandel	PhD (running)	Study leave from University
13.	Jnanu Raj Paudel	PhD (running)	Study leave from University
14.	Dhavindra Rawal	MPhil (completed)	Study leave from Campus
15.	Tilak Dev Giri	MPhil (completed)	Study leave from Campus
16.	Athma Ram Adhikari	MPhil (completed)	Study leave from Campus
17.	Shankar Prasad Sharma	MPhil (completed)	Study leave from Campus

(Source: TMC Administration Section)

Ecology Friendly Programmes

Ecology friendly campaign is one of the global issues that have to be undertaken by the higher education institutions. In this regard, TMC is doing a great contribution by planting trees, and making greenery in the campus premises. The Alumni often plants trees. There is a provision of a gardener to manage and maintain the garden of the campus. Waste is managed with dustbins in different places in the campus premises. Monitor group of the campus organizes sanitation programmes at the end of each month. To protect the environment, there is the slogan "Clean Environment, Green Environment" including 'No Plastic Zone' campaign. Moreover, TMC has appointed two sweepers to maintain sanitation in the campus premises and to response climate change issue. The campus also has the provision of prioritizing sustainable energy including solar power in the campus. As risk reduction, the buildings of the campus are earthquake resistant. The campus has the policy to promote greenery within the campus premise. The campus planted three hundred trees (mangoes and litchi) within the campus premise. It was organized in collaboration with University Teacher's Association, Campus Unit.

One positive aspect of the campus staff in this regard is that even some non-Tharu teachers speak Tharu language with the Tharu community students and Tharu people. It is also the part of language ecological protection. Moreover, students of TMC occasionally organize cultural programmes like Tharu food festival, Holi and Deuda though it is not regular and systematic. Such cultural programmes support balancing the cultural and language ecology.

Chapter IV

SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis

Based on the discussion under findings above, the following strengths, weaknesses, opportunities and threats can be pointed out:

Strengths

- Tikapur Multiple Campus (TMC) is well-endowed with sufficient land to facilitate the expansion of various programs.

- The campus offers ample space for playgrounds, providing students with excellent recreational facilities.

- TMC has developed a comprehensive five-year strategic plan for 2023-2027, demonstrating its commitment to long-term growth and improvement.

- A good number of faculty members are actively pursuing MPhil and PhD degrees to enhance their efficiency and capacity development.

- There is a growing culture of research and innovation among the faculty members, contributing to the academic excellence of the institution.

- The campus environment is characterized by abundant greenery, creating a serene and conducive atmosphere for learning.

- Students benefit from the convenience of having NMB bank counter for depositing fees and other dues.

- The campus offers a good access to clean drinking water in all buildings and blocks.

- TMC's infrastructure includes earthquake-resistant buildings, ensuring the safety and security of its occupants.

- The campus provides guest house facility to the guest within the campus premise.

- The campus has provisions for a generator to address power needs.

- The rich library, stocked with syllabus-based books, supports the academic needs of students and faculty.

- TMC has implemented a system of quality circle monitors and class monitors to promote continuous improvement and excellence in education.

- The Campus has well-formed and functional committees to deal with specific issues.

- The campus has well updated website for disseminating the information.

Weaknesses

- Departmental meetings are conducted occasionally, mainly at the time of finalizing routines and mid-term examinations.

- There is a lack of interdepartmental sharing to address issues and improve teaching and learning activities.

- The campus faces challenges with a lower pass rate among students.

- The semester system does not consistently include daily attendance of students.

- There is no regular system for assigning term papers to students as the internal assignment.

- Students are reluctant for class presentations and the faculties are less likely to enforce the presentation, which are essential for developing their presentation skills and overall performance.

- There is an absence of formative evaluation practices.

- The predominant use of the lecture method indicates a reliance on teacher-centered pedagogical approaches.

- The campus lacks literary, sports, and music clubs to foster students' potential and creativity.

- There is a deficiency in regular extracurricular activities (ECAs) and cultural programmes.

- There are no hostel facilities for students with poor economic capacity or those from remote areas.

- Books in the library are not managed systematically and lacks digital library.

- The library does not have sufficient journals and other reference materials, relying mostly on textbooks or course materials.

- The furniture in the cafeteria is not standard.

- The faculty and administrative body lack inclusivity in terms of ethnicity and gender

Opportunities

- As a QAA certified institution for the second term in higher education, TMC demonstrates a strong commitment to academic quality and continuous improvement.

- TMC is the largest constituent campus of the university in terms of land, offering significant potential for future development and expansion.

- There is ample space to introduce new academic programmes, such as those focusing on tourism and cultures, which can enrich the educational offerings.

- The campus has the potential to be developed into an autonomous academic institution due to its extensive area, ensuring long-term sustainability.

- TMC's capacity allows for the addition of new infrastructures to support its growing academic and administrative needs.

- The campus can initiate earn-and-learn programs utilizing its own land, providing students with practical work opportunities alongside their studies.

- There is an opportunity to explore networking with local employer institutions, enhancing student employment prospects and industry connections.

- Strengthening the Alumni network can significantly contribute to institutional exposure and excellence, leveraging the experience and support of former students..

Threats

- The decreasing enrollment rate of students, attributed to the semester system and a lack of syllabus-based materials, poses a significant threat to the campus.

- The high dropout rate of students undermines the institution's efforts to retain and graduate students.

- There is a noticeable lack of interest in learning among students, which threatens the academic environment and student outcomes.

- Student irregularity, even within the semester system, challenges the effectiveness of the educational process.

- The overuse of social media for entertainment and time-wasting, rather than for educational purposes, detracts from student engagement and learning.

- Regaining the community's trust towards TMC, comparable to the past, is a critical challenge that needs to be addressed to strengthen community relations and support.

- Land encroachment represents a serious threat to the campus's physical resources and future expansion potential.

Chapter V
Conclusion and Recommendations

Conclusion

The quality academic audit report has been prepared by going through the documents, observations, informational conversations and discussions with the campus administration, faculties, staff and students including the FSU representatives.

After the analysis of the results, it has been found that academic performance of TMC is satisfactory despite some challenges it has been facing after the merge to FWU as a constituent campus.

Recommendations

In order to better improve the academic performance, the following recommendation can be made:

1. Since TMC has wider land area, it is necessary to expand sustainable programmes and labor market driven programmes obtaining the greater support from the university.

2. As far as possible, TMC can be developed as an autonomous institution in higher education launching earn and learn programmes with maximum utilization of its land and physical resources.

3. Given the discovery of, it is imperative to reclaim this encroachment of 300 bighas of land. This can be achieved through coordinated efforts involving political parties, the provincial and local governments, local social leaders, journalists, and the university administration.

4. To address the observed decline in faculty satisfaction following the merger with FWU, it is recommended to implement measures that motivate and support faculty

members. This includes offering incentives and organizing refresher programmes, such as opportunities for faculty to visit other higher education institutions both domestically and internationally.

5. To restore the community's trust in TMC, which has diminished since its merger with FWU, it is recommended to undertake efforts to rebuild this trust. This can be achieved by engaging in open dialogues and interactions with the community, expanding community engagement programs, and conducting positive attitude development campaigns. These initiatives should aim to reestablish the strong relationship TMC previously enjoyed when affiliated with TU.

6. To address the high dropout rates, it is recommended to foster positive attitudes towards the semester system and highlight its benefits to students.

7. It is advisable to enhance library resources by increasing the proportion of reference materials through the integration of an online library system and installing a display board for new arrivals of books, journals, and other reference materials.

8. To optimize library book management, it is suggested to update the collection, dispose of outdated materials, and appoint a trained librarian. Additionally, the toilet attached to the library should be removed promptly due to sanitation concerns.

9. It is recommended to beautify the campus premises by utilizing the rich land and natural resources. This can be achieved by planting flowers and adding other decorations to create a learner-friendly environment and enhance the campus's greenery.

10. To enhance the effectiveness of teaching and learning, it is recommended that faculty members stay updated with the latest developments in their respective fields. This will enable them to employ innovative and technological pedagogies.

11. In the context of the semester system, it is advisable for faculty members to adhere to a structured work plan, ensuring that all chapters are covered within the allocated time. Faculty should submit their work plans to the teaching committee heads prior to the start of sessions. The Teaching Committees should review these plans and monitor the progress to ensure that courses are completed within the designated timeframe.

12. To improve student achievement and increase pass percentages, it is essential to analyze examination results and implement remedial teaching as needed.

13. Student feedback on teaching and learning should be actively solicited and utilized to enhance performance and address areas for improvement.

14. To foster a robust research culture on campus, it is recommended that each faculty member be encouraged to conduct at least one research project with publication annually.

15. Additionally, appointing a coordinator for the Master's level program, which operates in the evening shift, is necessary to ensure effective management and support.

16. It is recommended to establish provisions for student hostels and teacher quarters to enhance accommodation and support for both students and faculty.

17. The appointment of an ECA (Extra-Curricular Activities) head is advised to oversee and coordinate extracurricular programs effectively.

18. It would be beneficial to provide a staff nurse to offer health services and first aid, ensuring that health and safety needs are adequately addressed.

19. Immediate appointment of two vacant positions, specifically in health and physical education and finance, is essential to ensure the smooth operation of teaching and learning activities.

20. The recruitment of a librarian and a forestry guard is necessary to support library management and the maintenance of campus natural resources.

21. An inquiry section should be added to provide information about the campus, thereby improving communication and support for students and visitors.

22. Faculty exchange programs are recommended as they can provide valuable opportunities for professional development and enhance the academic experience.

23. The library should be updated with recent and relevant books to ensure that students and faculty have access to current and high-quality resources.

24. Provision for indoor games is advisable to promote recreational activities and overall well-being among students.