



TIKAPUR MULTIPLE CAMPUS

ANNUAL REPORT

2080/081 (2023-2024)

Tikapur, Kailali

Far Western University
Tikapur Multiple Campus

Annual Report 2080/081(2023/024)

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FOREWORDS BY CAMPUS CHIEF

It is with great pride and satisfaction that our campus has presented the *Annual Report of Tikapur Multiple Campus (TMC) for the Academic Year 2080/081[2023/024]*. This comprehensive document reflects our institution's firm commitment to academic excellence, operational transparency, and continual progress. The report provides a detailed overview of our academic programs, including *insights* into staff details, comparative analysis of student enrollment trends, pass rate trends, dropout rates, and the employment status of our graduates. It also highlights our physical infrastructure development, the enhancement of educational aids and furniture, and the financial status of the campus, including income and expenditure. Furthermore, it also outlines the outcomes of our efforts, the academic and institutional progress we have achieved, our contributions to social progress, and the challenges we face, along with our devotion to core values and norms.

Yet, the Annual Report is not merely a reflection of our achievements but also a vital tool for identifying areas of improvement, encouraging fairness, and setting benchmarks for the future. I extend my deepest appreciation to Mr. Nabraj Pandey and Mr. Shiv Charan Chaudhary for their untiring efforts and dedicated contributions to the preparation of this report, which ensures its accuracy and comprehensiveness. As we strive for continual improvement in all facets of our institution, I look forward to TMC achieving even greater heights in the years to come. Thank you all for your valuable support and enthusiasm to our shared mission.

Associate Prof. Dhavindra Rawal
Campus Chief

PREFACE

The Annual Report of Tikapur Multiple Campus for the Year 2080/081 fairly shows the academic, institutional, social, and financial accomplishments of the campus. This inclusive document reflects the collective efforts of the campus and community, foregrounding the key developments such as increased student enrollment, an encouraging pass rate trend, infrastructure advancements, and initiatives that promote social and institutional progress. Through in-depth data analysis and evaluation, we aim to provide a clear understanding of the current status of TMC and the challenges it faces while striving for excellence. One of the core objectives of this report is to assess and enhance the overall academic and institutional status of the campus, signifying the commitment to producing competent students who contribute meaningfully to society and the workplace.

We express our deep gratitude to the Campus Chief, Administrative Staff, EMIS Committee, RMC, Tracer Committee, Faculty Members, and various other units and committees of Tikapur Multiple Campus for their invaluable support to the preparation of this report. Their relentless contributions, and shared vision have been instrumental in documenting and analyzing the indicators achieved this year. We hope this report serves as a guiding document for future progress and continued success of TMC.

-Report Preparation Team

2081/2024

EXECUTIVE SUMMARY

Tikapur Multiple Campus (TMC), a nonprofit community institution and a QAA-certified constituent of Far Western University, was founded in 2001 A.D. (2058 B.S.) to offer accessible higher education to the people of the Far Western region of Nepal. Supported by the Tikapur Development Committee (TDC), which provided land, infrastructure, and initial funding, TMC has grown from a small institution with 70 students to a key educational hub serving 1,500 students from diverse backgrounds. TMC offers a range of academic programs, including bachelor's and master's degrees in Management, Humanities, and Education, as well as a BBA program, with plans to introduce a professional Education (one-year B.Ed.) program. Emphasizing quality education, innovation, and holistic development, TMC supports students with facilities like internet access, libraries, career counseling, and research opportunities. Its strategic plan focuses on faculty development, research promotion, and expanding technical education to address the needs of underserved communities.

Despite challenges such as limited government support, financial sustainability concerns, and student dropout rates, TMC continues to achieve academic excellence and institutional growth. It has secured grants under the National Higher Education Program (NEHEP) and achieved acceptance for a third cycle of QAA certification. By enhancing market-aligned curricula, strengthening national and international collaborations, and expanding student support systems, TMC aims to improve retention, employability, and academic outcomes. With strong community backing, ample resources, and a commitment to societal needs, TMC aspires to solidify its reputation as a leading higher education institution in Nepal.

ABBREVIATIONS

EMIS:	Education Management Information System
EPBF:	Extended Performance-Based Funding
ESP:	Entrepreneurship Support Program
FWU:	Far Western University
LOI:	Letter of Intent
NEHEP:	National Education Higher Education Program
QAA:	Quality Assurance and Accreditation
QE:	Quality Enhancement
RMC:	Research Management Cell
TDC:	Tikapur Development Committee
TMC:	Tikapur Multiple Campus
TOR:	Term of Reference
UGC:	University Grants Commission

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SECTION- A

1. BACKGROUND

Tikapur Multiple Campus (TMC), a QAA-certified constituent campus of Far-Western University was established in 2001 (2058 B.S.) as a nonprofit community institution. It is situated 14 kilometers south of the East-West Highway in the eastern part of Kailali district at Tikapur city. The campus was set up through the efforts of dedicated community members, including social workers, professionals, administrators, business leaders, and representatives from various groups. Their goal was to create a hub for quality education in the region. Moreover, since its inception, TMC has been offering higher-level academic programs and continues to provide excellent education to its students. TMC is a non-profit constituent campus established to provide accessible higher education to underserved communities. Founded by the Tikapur Development Committee (TDC) with the vision of making Tikapur an educational hub, TDC donated 80 bighas of land, constructed a 12-room building, and funded initial operations, including economic and manpower support. TMC began with 70 management students, 4 faculty members (2 full-time and 2 part-time), and 2 office assistants. With continuous support from TDC, TMC has grown into a self-sustaining institution driven by highly qualified faculty and a commitment to fulfilling social expectations.

Further, to meet the growing demands of stakeholders, TMC gradually introduced Bachelor's programs in education, humanities, and social sciences. However, the existing physical infrastructure proved insufficient to accommodate the increasing student population. Consequently, the construction of the first and second floors of the building was undertaken. Additionally, faculty members and administrative staff were recruited to manage the rising complexity in academic and administrative operations. Again, in 2062 B.S., TDC allocated an additional 300 bighas of land to ensure the institution's long-term sustainability.

However, Tikapur Multiple Campus (TMC) officially became a constituent campus of Far Western University on 1st Shrawan, 2075 (July 2018). This merger brought TMC under the university's regulations, ensuring that it adheres to established rules and policies while delivering high-quality education to its students. TMC has also been recognized by the University Grants Commission (UGC) for its commitment to academic excellence, achieving Quality Assurance and Accreditation (QAA) certification for a second term. As a key part of Far Western University, the campus offers a wide range of academic programs, aiming to provide students with a supportive and enriching learning environment. It focuses on fostering innovation, critical thinking, and practical skills, ensuring that its graduates are well-prepared to meet the challenges of the modern world. With a strong emphasis on academic standards and holistic development, it continues to play a significant role in shaping the educational landscape of the Far Western region of Nepal.

Besides, TMC has been offering bachelor's programs in Management, Humanities, and Education, as well as master's programs in Education, Humanities, and Management. Moreover, it provides a BBA program and plans to introduce a one-year B.Ed. program within academic year 2081/082. Serving around 1,500 students from diverse socio-economic backgrounds, the campus is the region's primary hub for higher education. The institution emphasizes practical knowledge and supports students with internet access, a library, career counseling, consultancy, research extensions, and organized tours and excursions.

Academic performance is monitored through regular mid-term exams each semester, and coaching classes are offered to students in need based on their performance.

TMC endeavors for excellence in teaching, research, and social mobilization by responsibly utilizing its resources to achieve quality and quantitative educational goals. The college plans to transition from local to regional and national competition, prioritizing quality over quantity. With ample land, dedicated faculty, and strong community and institutional support, TMC is well-equipped to fulfill its mission. Its strategic plan includes faculty development, research promotion, technical faculty expansion, and higher education access for underprivileged individuals in collaboration with stakeholders. As with the strategic action plan 2023 to 2027, the succeeding vision, mission and goals show the overall academic strength and plan of TMC.

Vision

TMC envisions becoming a leading educational destination, offering a comprehensive and integrated learning network that significantly contributes to the nation's intellectual, cultural, social, and economic development.

Mission

The mission of Tikapur Multiple Campus is dedicated to providing students, communities, and the region with high-quality, affordable, and accessible education. Through its diverse range of academic and career-oriented programs—encompassing technical, general, and research-focused initiatives—the campus aims to empower individuals with the knowledge and skills needed to lead enriched lives and achieve successful careers.

Goals

TMC adopts the following goals.

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

1.1 Academic Program

TMC currently offers a total of 28 academic programs across different levels and disciplines. At the bachelor's level, there are 14 programs, including 4 in BA (English, Sociology, Development Studies, Economics), 4 in B.Ed. (Nepali, Health, English, Mathematics), and 6 in BBS/BBA (3 each in Account, Finance, and Marketing). At the master's level, there are 10 programs: 3 in M.A. (Sociology, Development Studies, and English), 4 in M.Ed. (Nepali, Health, TESOL, CPL), and 3 in MBS (Account, Finance, and Marketing). Additionally, the institution offers a Professional Education (One-Year B.Ed.) program with 4 specializations (English Education, Nepali Education, Business Studies, Social Studies).

This diverse range of programs highlights the institution's focus on providing comprehensive academic opportunities across humanities, social sciences, education, and business disciplines. This all can be tabulated as below.

Table 1: Academic Program

Bachelor's			
S. N.	Faculty	Subject	No. of Subjects
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
Master's			
S. N.	Faculty	Subject	No. of Subjects
1	MA	Sociology, Development Studies, English	3
2	M.Ed	Nepali, Health, TESOL, CPL	4
3	MBS	Account, Finance, Marketing	3
4	Professional Education (One Year B.Ed.)	English Education, Nepali Education, Business Studies, Social Studies	4 Proposed
Total		28	

Source: EIMS Report 2080/081

1.2 Staff Details (Teaching & Non-teaching)

Tikapur Multiple Campus feels proud on having energetic and qualified teaching and non-teaching staff who play a pivotal role in shaping the institution's academic experience. The staff not only impart knowledge and substitute critical thinking but also mentor students and contribute through research and administrative task in their respective fields. The subsequent table shows details.

Table 2: Staff Details

Teaching Staffs Record		Non-Teaching Staffs Record	
1. Academic Qualification		1. Post	
Ph.D.	4	Account Officer	1
M.Phill	8	Assistant Admin.	1
Masters	28	Head Assistant	2
2. Post		Assistant	2
Professor	1	Lab Assistant	1
Assoc.Prof.	17	Junior Assistant	2

Asst.Prof.	7
Asst. Lecturer	2
Teaching Asst.	13
3. Service Type	
Permanent	24
Contract (Full-Timer)	6
Contract (Part-Timer)	10
4. Subject	
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
Total	40

Peon	3
Watchman	1
Gardener	1
Electrician	1
Sweeper	2
Security Guard	3
2. Service Type	
Permanent	8
Contract (Full-Timer)	12
Total	20

Source: EMIS Report
2080/081

The table containing staff details of TMC highlight the composition of both teaching and non-teaching personnel. Among the 40-teaching staff, the majority hold Master's degrees (28), with 4 holding Ph.D., and 8 with M.Phil. degrees. In terms of position, there is one Professor, 17 Associate Professors, 7 Assistant Professors, 2 Assistant Lecturers, and 13 Teaching Assistants. Service types include 24 permanent staff, 6 full-time contract staff, and 10 part-time contract staff. The subjects taught span diverse fields, including English (6), Nepali (4), Sociology (4), and Finance (4), among others. Likewise, the non-teaching staff, totaling 20, comprises roles such as Account Officer, Administrative Assistants, Lab Assistant, Peons, and Security Guards. Service types show 8 permanent and 12 full-time contract staff. The distribution underscores a balanced approach to academic and operational support, ensuring smooth campus functionality.

2. ACADEMIC STATUS

The data received from TMC Administration reveals that a total student enrollment of 1,106, with significantly more females (771) than males (335). Across ethnic groups, *Janajati* students form the largest group (659), followed by "Others" (390), while *Dalit*, *Madhesi*, and Muslim representation remains minimal. The bachelor's level dominates enrollment with 895 students, nearly quadrupling the master's level enrollment of 211. However, in the comparison of previous years, the number of students has rather been decreased.

2.1 Comparative Analysis of Student Enrollment of last 4 years

Over the past four academic years, student enrollment at TMC has experienced significant fluctuations, as shown in the data for 2077/078 to 2080/081. Overall, the total number of students decreased steadily in the first three years, from 1,814 in 2077/078 to 1,524 in 2078/079 and further down to 1,050 in 2079/080. However, a slight recovery was observed in 2080/081, with the total enrollment rising to 1,106, indicating a potential reversal of the declining trend.

Table 3: Enrollment status (Comparison)

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
Total		1814	1524	1050	1106

Source: EMIS Report 2080/081

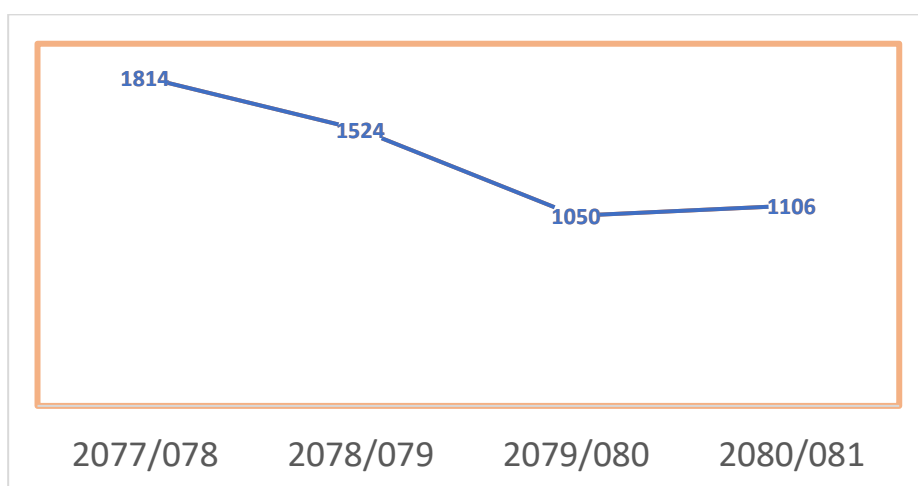
To be more specific, a program-wise comparison highlights varying patterns in enrollment across different academic offerings. The B.Ed. program saw a consistent decrease in student numbers, dropping from 331 in 2077/078 to 187 in 2080/081, reflecting a significant decline in interest or intake capacity. Similarly, the B.A. program experienced a sharp drop, peaking at 539 students in 2078/079 before falling to 276 in 2080/081. On the other hand, the BBS program showed a drastic decline from 686 in 2077/078 to 227 in 2079/080, followed by a modest recovery to 272 in 2080/081, suggesting a possible recovery in popularity.

In contrast, the BBA program displayed a consistent upward line, starting from 78 students in 2077/078 and reaching 160 in 2080/081. This steady growth indicates the program's increasing appeal or success in attracting students. At the postgraduate level, the M.Ed. program experienced minor fluctuations, with enrollment numbers declining from 42 in 2077/078 to 33 in 2079/080 but recovering to 54 in 2080/081. Similarly, the M.A. program showed a gradual decline from 117 in 2077/078 to 88 in

2079/080 before slightly increasing to 103 in 2080/081. Meanwhile, the MBS/MBM programs mirrored the trend seen in the M.Ed., falling from 43 students in 2077/078 to 22 in 2079/080, followed by a recovery to 54 in 2080/081.

The data reflects a mixed trend across programs, with some maintaining or recovering their student base while others continue to face challenges in enrollment. While the overall decline in the initial years could indicate external factors such as demographic shifts or institutional changes, the resurgence in 2080/081 suggests efforts to revitalize certain programs have started to yield results. Furthermore, the graph below illustrates the table more clearly.

Figure 1: *Student Enrollment Status*



2.2 Detail Enrollment of the Year 2080/081

The data relating to student's enrollment of the year 2080/081 of TMC shows that a total student enrollment of 1,106 students, with significantly more females (771) than males (335), highlighting gender disparities at both Bachelor's and Master's levels. Among ethnic groups, *Janjati* students constitute the majority (659), while Dalit and Muslim representation is minimal, indicating possible barriers to access for these groups. Bachelor's programs dominate with 895 students enrolled, reflecting higher interest or availability compared to Master's programs, which account for only 211 students. The details have shown in a successive way.

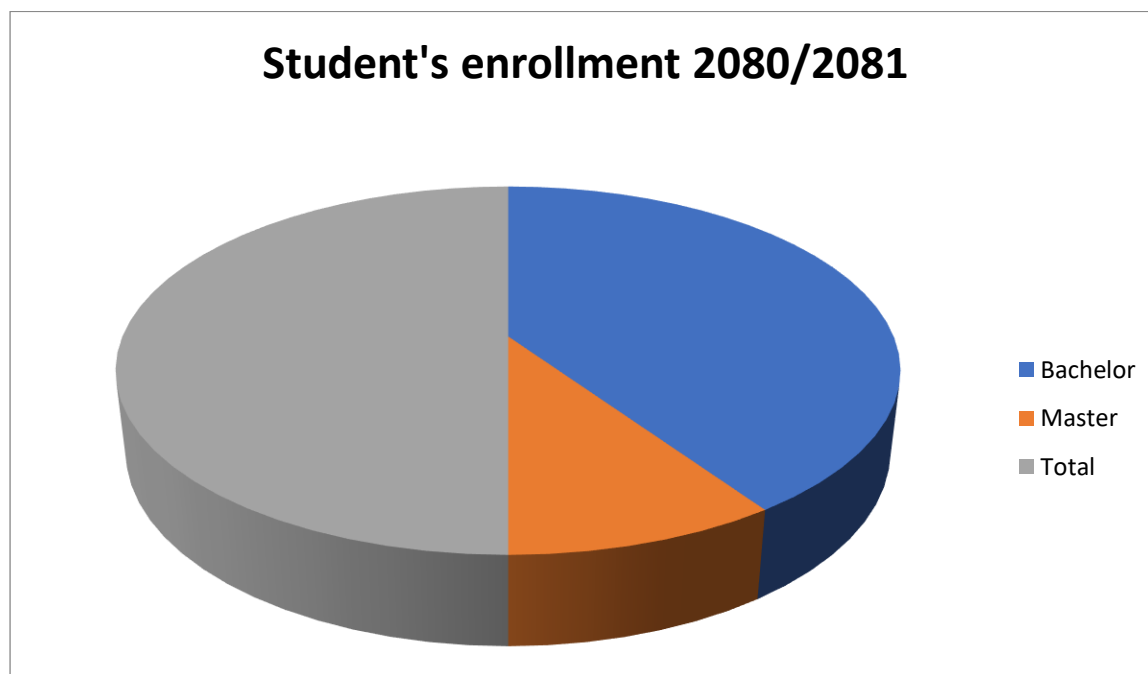
Table 4: Gender and Ethnicity-wise Student's Enrollment Detail (2080/81)

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: EMIS Report 2080/081

In detail, the enrollment data for the academic year 2080/81 as mentioned in the above table reveals significant gender and ethnic differences at both the Bachelor and Master's levels. Overall, female enrollment (771) far exceeds male enrollment (335), reflecting a shift towards greater female participation in higher education. Ethnicity-wise, *Janajati* students dominate with 659 enrollments, showcasing their strong presence in both levels, while Dalit, Madhesi, and Muslim representation remains critically low, collectively accounting for only 56 students. This disparity highlights ongoing challenges in achieving equitable access for marginalized communities. At the Bachelor's level, females outnumber males substantially, while the Master's level shows a more balanced gender ratio (115 males, 96 females). The high representation of "Others" (390) in ethnicity suggests a need for more granular data to assess inclusivity fully. These trends underscore progress in gender equity but emphasize persistent gaps in ethnic inclusivity, warranting targeted interventions to address underrepresentation among marginalized groups. The following pie chart also foregrounds in a more lucid way.

Figure/Pie chart 2: Student's Enrollment 2080/081



2.2.1 Faculty and Level-wise Enrollment of the Year 2080/081

Enrollment of Bachelor Level

The following table shows the detail of Bachelor Level enrollment

Table 5: Enrollment in B.Ed.

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
Total			27	160	113	6	0	0	68	187

Source: EIMS Report 2080/081

The enrollment data for the B.Ed. program shows a significant gender difference, with 160 female students compared to 27 male students across all semesters. Ethnic diversity is evident, with *Janajati* students forming the largest ethnic subgroup (113), while Dalit, Madhesi, and Muslim representation is notably absent. The number of students increases in the middle semesters (Fourth and Sixth), peaking in the Sixth semester with 71 students, indicating higher retention or increased intake at this stage. Overall, the total enrollment stands at 187, with "Others" accounting for 68 students, reflecting a varied ethnic composition in the program.

Table 6: Enrollment of BA

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
Total			44	232	203	20	0	0	53	276

Source: EIMS Report 2080/081

The enrollment data for the BA program reveals a total of 276 students, with a higher female representation (232) compared to males (44). Ethnically, Janjati students dominate (203), followed by Others (53), while Dalit, Madhesi, and Muslim categories have no representation. Enrollment increases significantly in higher semesters, peaking at the Sixth semester with 109 students. The Eighth semester has fewer students, likely reflecting program completion. This pattern suggests both a gender and ethnic

imbalance, with the absence of certain groups highlighting potential areas for inclusive outreach and support.

Table 7: Enrollment of BBA

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
Total			61	99	67	6	0	0	87	160

Source: EIMS Report 2080/081

The enrollment data for the BBA program indicates a total of 160 students across various semesters, with a higher proportion of females (99) compared to males (61). Ethnic diversity shows significant representation from Janajati (67 students) and Others (87 students), while Dalit, Madhesi, and Muslim groups have little to no presence. The semester-wise distribution highlights a relatively consistent gender ratio but shows varying ethnic representation, with Janajati students being the most consistent subgroup. The data suggests a need to improve inclusivity for underrepresented groups (Dalit, Madhesi, and Muslim) and ensure balanced representation across all demographics.

Table 8: Enrollment of BBS

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
Total			88	184	170	12	0	1	89	272

Source: EIMS Report 2080/081

The enrollment data for the BBS program across various semesters and years shows notable gender and ethnic distribution patterns. Out of a total of 272 students, females (184) significantly outnumber males (88). Regarding ethnicity, *Janajati* students dominate with 170 enrollments, followed by 89 students categorized as "Others." There is minimal representation from Dalit (12) and Madhesi (0)

groups, while only one Muslim student is enrolled. Among semesters, the Fourth Year has the highest enrollment (97), with a marked increase in both male and female students compared to earlier years. As a whole, the data highlights gender parity in favor of females and a significant ethnic concentration in *Janajati* and Others, but stark underrepresentation in other ethnic categories, particularly Dalit and Madhesi groups.

Table 9: Overall Enrollment of Bachelor Level of (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
Total			220	675	553	44	0	1	297	895

Source: EIMS Report 2080/081

The enrollment data for Bachelor-level programs (2080-081) exposes substantial gender and ethnic gaps across faculties. A total of 895 students are enrolled, with females (675) outnumbering males (220) in every faculty. Among the faculties, Humanities and Social Sciences has the highest enrollment (276), followed by Management (BBS) with 272, Education with 187, and Management (BBA) with 160. Ethnic representation shows a strong presence of Janajati students (553), while Dalit, Madhesi, and Muslim categories have negligible or no representation. The "Others" category accounts for 297 students, suggesting a diverse but uneven distribution of ethnic groups in these programs. This highlights both gender inclusivity and potential ethnic disparities requiring attention.

Enrollment of Master's Level

Table 10: Enrollment of MBS

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
Total			32	22	22	4	1	0	27	54

Source: EIMS Report 2080/081

The enrollment data for the Master of Business Studies (MBS) program highlights a total of 54 students, with 32 males and 22 females. Among these, 39 students are in the first semester, and 15 are in

the third semester. In terms of ethnicity, *Janajati* students form the largest group (22), followed by "Others" (27), while Dalit (4), Madhesi (1), and Muslim (0) representation remains minimal. Gender distribution shows a relatively balanced ratio in the first semester but a significant male predominance in the third semester. The data suggests a need to address ethnic and gender disparities, particularly among Dalit, Madhesi, and female students in the later semesters.

Table 11: Enrollment of M.Ed.

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
Total			27	27	29	4	0	0	21	54

Source: EIMS Report 2080/081

The enrollment data for the M.Ed. program reveals a total of 54 students, evenly distributed by gender (27 males and 27 females). In terms of ethnicity, *Janajati* students form the largest group (29), followed by "Others" (21). Dalit, Madhesi, and Muslim groups are not represented. Among the semesters, the First Semester has significantly higher enrollment (38 students) compared to the Third Semester (16 students). This suggests a possible decline in retention or progression rates. The First Semester also shows a relatively balanced gender ratio (21 males, 17 females), while the Third Semester has more females (10) than males (6).

Table 12: Enrollment of MA

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
Total			56	47	55	1	0	1	45	103

Source: EIMS Report 2080/081

The data shows the enrollment of MA students across two semesters. In the first semester, there are 34 male and 28 female students, with the majority of students being from the "Others" ethnicity (23 students). The second semester has a slightly lower total enrollment, with 22 male and 19 female students. The majority of students in the second semester are from the "Others" ethnic group (22 students), with very few students from Janjati, Dalit, and Muslim ethnicities. Overall, the total enrollment consists of 103 students, with a higher proportion of male students (56) compared to females (47). The ethnic diversity is limited, with the majority of students falling under the "Others" category.

Overall Enrollment (2080/081)

Table No 13: Overall Enrollment

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: EIMS Report 2080/081

As a whole, the data shows the enrollment distribution across two academic levels: Bachelor and Masters. At the Bachelor level, there are significantly more female students (675) than male students (220), with the majority belonging to the 'Others' ethnicity category (297). In contrast, the Masters level has a more balanced gender distribution, with slightly more males (115) than females (96), and the 'Others' ethnicity group still leads (93). Overall, the total enrollment of 1,106 students comprises a diverse range of ethnicities, with 'Others' representing the largest group, followed by *Janjati*, Dalit, and Madhesi. The enrollment pattern indicates a higher proportion of female students at the Bachelor level.

2.2.2 Pass Rate Trend Analysis

The pass rate trend analysis for the academic year 2080–2081 includes the results of both graduate and undergraduate students from Tikapur Multiple Campus. Detailed information on the result status is presented in the following tables:

Table14: Pass Rate 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
Total		107	224	331	31	33	2	32	30	64	19.34

Source: EMIS Report 2080/081

The pass rate data for the year 2080 Regular Student BBS reveals a concerning trend in student performance, particularly in the earlier semesters. The overall pass rate across all semesters and years is 19.34%, with a significant variation between different semesters. The first semester shows the lowest pass rate at 8.33%, while the fourth year has a much higher rate of 41.44%. This difference highlights potential issues in earlier stages of the academic program, such as inadequate preparation or support during the first and third semesters. Additionally, the gender breakdown indicates that female students perform slightly better than their male counterparts, with a higher number of female passers across most semesters. Ethnic disparities are also evident, with Dalit and Janjati students having disproportionately low pass rates, raising concerns about possible systemic inequities in access to resources, support, or opportunities. So, the data points to a need for targeted interventions to improve pass rates, particularly in the earlier semesters and for students from marginalized ethnic backgrounds.

Table 15: Pass Rate 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
Total		53	92	145	39	60	3	36	60	99	68.28

Source: EMIS Report 2080/081

As in the table above, the pass rate data for Regular BBA students in 2080 shows a mixed performance across different semesters. The overall pass rate is 68.28%, with a higher percentage in later semesters. The First Semester has the lowest pass rate at 40%, while the Sixth Semester has the highest at 100%. Gender-wise, female students consistently outperform male students, particularly in the Second, Fourth, and Sixth Semesters. Ethnic breakdown shows notable variation, with Dalit students generally having lower pass rates, especially in the First and Fourth Semesters. The total number of Dalit, Janjati, and other ethnic groups passing shows improvement as the semesters progress.

Table 16: Pass Rate 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
Total		65	336	401	27	115	7	106	29	142	35.41

Source: EMIS Report 2080/081

The pass rate data for the year 2080 Regular BA students as mentioned in the table above shows the variability across semesters. The overall pass rate stands at 35.41%, with significant variation between semesters. The highest pass rate is observed in the Eighth semester (79.63%), while the First semester has the lowest (11.11%). Females generally outperform males in terms of pass rates across most semesters. The pass rates for ethnic groups reflect diverse performance levels, with Dalit students showing lower pass rates compared to Janjati and others. In terms of gender, the pass rate for females is consistently higher across all semesters, contributing to the overall higher success rate.

Table 17: Pass Rate 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
Total		27	221	248	2	65	3	47	17	67	27.02

Source: EMIS Report 2080/081

The above data reveals a concerning trend in the pass rates for B.Ed. students in 2080, with significant gender disparities and low overall success rates across most semesters. The pass percentages are particularly low in the first, third, and fourth semesters (ranging from 6.90% to 26.92%), indicating possible difficulties in the curriculum or assessments. The seventh semester shows a notable

improvement at 35.90%, while the eighth semester demonstrates a high pass rate of 73.53%. Gender-wise, female students generally outperform male students, and ethnic minority groups, such as Dalits and Janjatis, have a smaller proportion of successful candidates. The overall pass rate for the entire cohort is just 27.02%, suggesting the need for targeted interventions in both the teaching methods and support systems to improve student outcomes.

Table 18: Pass Rate 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
Total		18	5	23	7	1	0	3	5	8	34.78

Source: EMIS Report 2080/081

The pass rate data for the year 2080 for Regular MBS students, as in the aforementioned table, indicates a significant variation across different semesters. The overall pass percentage is 34.78%, with the first semester showing a relatively low pass rate of 46.67%, followed by a steep decline to 12.50% in the third semester. The fourth semester saw an improvement with a pass rate of 71.43%. Gender-wise, the male students outnumber females, and the pass rates are higher among males compared to females across all semesters. Ethnically, the majority of passes are among the "Others" category, with very few Dalit or Janjati students passing. The data suggests areas for improvement, particularly in the third semester, and highlights potential disparities in gender and ethnic pass rates.

Table 19: 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
Total			96	87	183	40	36	0	32	46	76	41.53

Source: EMIS Report 2080/081

The data presents the performance of MA students in two subjects, MDS and Sociology, across four semesters in the year 2080. In MDS, the pass percentage fluctuates, with the highest passing rate in the Fourth semester (71.43%) and the lowest in the Third semester (25%). The pass rates for males are generally higher than females across semesters. In Sociology, the pass percentages are lower overall, with the highest rate in the Fourth semester (77.42%) and the lowest in the First semester (16.67%). Males generally outperform females in most semesters, but the number of passes is higher among the "Others" ethnicity in certain semesters, with Dalit and Janjati ethnic groups showing no pass rates in some semesters. The total pass percentage for both subjects stands at 41.53%, indicating that overall performance could be improved, particularly in earlier semesters.

Table 20: Pass Rate 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
Total		28	36	64	17	20	3	14	20	37	57.81

Source: EMIS Report 2080/081

The above table shows the pass rate for M.Ed. regular students in the year 2080 across four semesters. The total number of students is 64, with 28 males and 36 females. The pass rates improve across the semesters, starting from 22.22% in the first semester to 93.33% in the fourth semester, reflecting significant progress. Gender-wise, females generally perform better, with a higher pass rate in most semesters. Ethnicity-wise, students from Dalit and Janjati groups also show varied success, with the majority passing in the later semesters. The overall pass rate for the year stands at 57.81%.

Table 21: Overall Pass Rate Status of Regular Bachelor Students of the Year 2080

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
Total			252	873	1125	99	273	15	221	136	372	33.07

Source: EMIS Report 2080/081

The overall pass rate data for regular bachelor students in the year 2080 shows a diverse performance across faculties. The Management (BBS) faculty has a pass rate of 19.34%, with a total of 331 students, where male students account for a significantly lower pass rate than female students. In contrast, the Management (BBA) faculty performs notably better, with a 68.28% pass rate, demonstrating a higher success rate among both male and female students, with a strong performance among female students. The Education (B.Ed) faculty has a relatively low pass rate of 27.02%, although female students have a substantially higher pass rate than their male counterparts. The Humanities and Social Sciences (BA) faculty shows a pass rate of 35.41%, with female students again outperforming their male counterparts. Overall, the data reveals that male students in all faculties generally have lower pass rates compared to females, and there is considerable variation in pass rates across faculties. The total pass rate across all faculties is 33.07%, indicating room for improvement in overall student performance. Additionally, there is ethnic diversity in the pass rates, with Dalit and Janjati students having a comparatively lower success rate in all faculties.

Table 22: Overall Pass Rate Status of Regular Master's Students of the Year 2080

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
Total			142	128	270	64	57	3	49	71	121	44.81

Source: EMIS Report 2080/081

The data provided on the overall pass rate status of regular Master's students in the year 2080 reveals significant variation across faculties and gender. The Management (MBS) faculty shows the lowest pass rate at 34.78%, with male students having a higher pass rate than female students. This may reflect specific challenges faced by students in this field, potentially related to the nature of the curriculum or external factors. In contrast, the Education (M.Ed.) faculty has a much higher pass rate of 57.81%, with female students performing better than male students, suggesting that the curriculum may be more accessible or aligned with female students' strengths. The Humanities and Social Sciences (M.A.) faculty reports a pass rate of 41.53%, indicating that there may be issues that hinder student success, despite the overall higher total number of students. The ethnicity-based breakdown shows that Dalit students have the lowest pass rate across all faculties, which highlights possible socio-economic and educational challenges they face. The pass rate for Janjati and other ethnic groups is comparatively

higher, but still indicates room for improvement. The collective data points to gender and ethnic disparities in academic success, suggesting that additional support and targeted interventions may be needed for underperforming groups, especially in the Management and Humanities faculties.

2.3 Comparative Analysis on Pass Rate

Table 23: 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

Source: TMC Administration & EMIS Report 2080/081

The table above shows the comparative analysis of pass rates for the academic years 2079-080 and 2080-081. It reveals a notable difference in both bachelor and master's level results. For bachelor students, the pass rate increased significantly from 18.52% in 2079-2080 to 33.07% in 2080-2081, reflecting an improvement in student performance. The number of bachelor students also rose from 799 in 2079-2080 to 1125 in 2080-2081, suggesting a broader cohort in the latter year. Similarly, at the master's level, while the total number of students surged from 75 in 2079-2080 to 270 in 2080-2081, the pass rate improved from 34.66% to 44.81%. This upward trend in both levels indicates that the institution may have implemented strategies or interventions leading to better student outcomes in 2080-2081, particularly for bachelor students. However, despite these improvements, the pass rates at both levels remain relatively low, pointing to areas for further academic support and intervention. It can also be interpreted in the following bar diagram.

Figure 3: Result Status of year 2079-080 and 2080-081

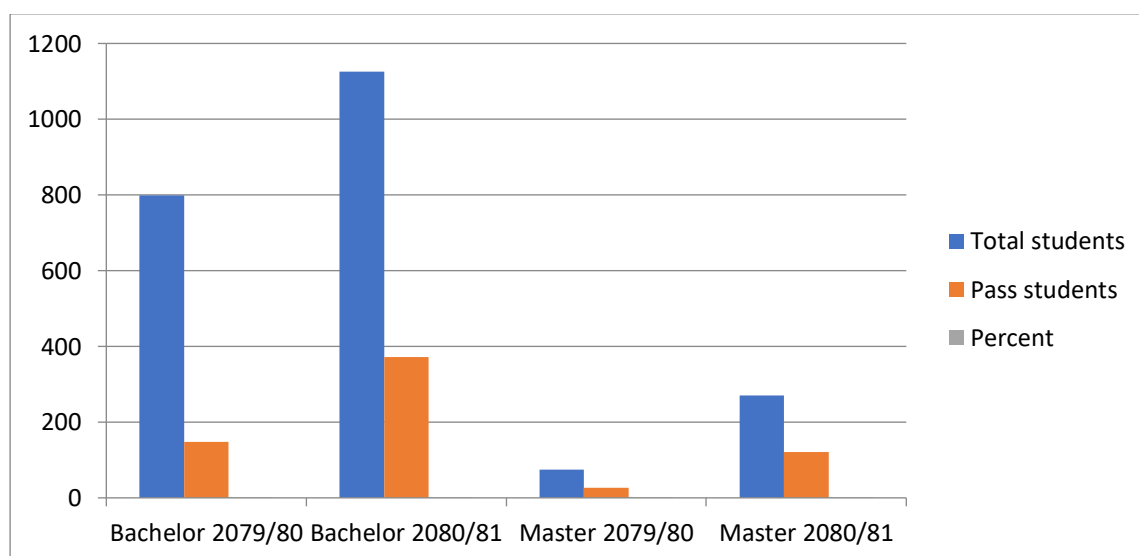


Table 24: Overall Pass Rate of the Year 2079/080- 2080/081

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

The comparison of the pass rates between the two academic years shows a significant improvement in the year 2080-2081. In 2079-2080, out of a total of 874 students, only 174 students passed, which resulted in a pass rate of 19.91%. This figure reflects a relatively low success rate. However, in 2080-2081, the total number of students increased to 1,395, with 493 students passing, leading to a much higher pass rate of 35.34%. This increase in the pass rate suggests a positive trend, indicating that more students were able to meet the required standards in the latter year, potentially due to improvements in teaching methods, student preparedness, or academic support. The increase in both total students and pass rate reflects a notable improvement in overall academic performance.

In addition to it, the bar diagram below provides a clear comparison between the total students and pass students for the given years.

Figure 4: Academic Progress

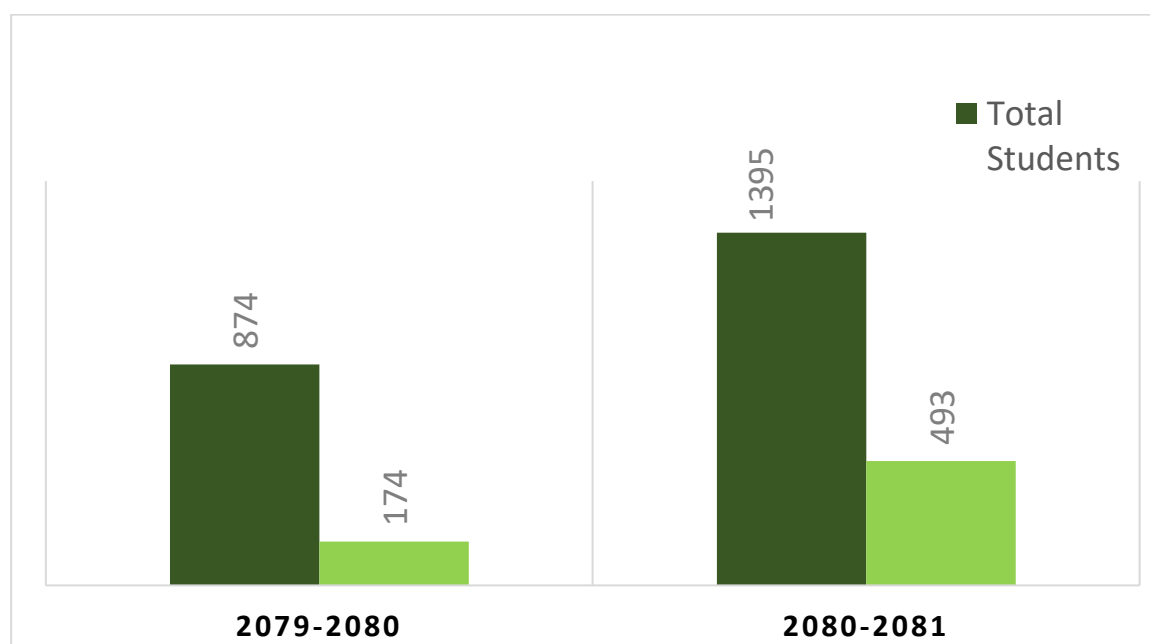


Table 25: Gender-wise Pass Rate Status

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
Total		10	3	13	30	21	51

The data reveals a breakdown of pass rates by gender for various academic programs across two academic years (2079-080 and 2080-081). In the Bachelor's level, the total number of male and female students who passed is higher in 2080-081 across all programs. The BBS program had 34 total passes in 2080-081, with more female students passing than male students. The BA program saw an increase in the number of female students passing from 7 to 16, while male pass rates remained low. The B.Ed. program had very few passes, with only female students passing in the second year (8 total). At the Master's level, the MBM program had a higher number of male passes (5 in 2079-080 and 9 in 2080-081) compared to female passes. The MA program experienced a notable gender balance, with a slight increase in the number of female passes (from 10 to 9) and male passes maintaining a steady rate. The M.Ed. program showed a higher number of passes for both males and females in 2080-081, with male pass rates increasing from 5 to 11. As a whole, the data highlights that female pass rates in several programs, particularly at the bachelor's level, are steadily increasing, while male students show more consistency across years in some programs.

2.4 Dropout Status

In general, dropout refers to students who leave their educational institution before completing their course or program. Regarding TMC, the reasons for student dropout include financial difficulties, lack of academic preparedness, or social pressures such as family expectations and earning money from foreign countries. Additionally, limited access to resources, and the inability to find relevant career opportunities can activate students to the high dropout rate. The exact dropout rate of the admitted students in the academic year 2080/081 has been tabulated as below.

Table 26: 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
Total		313		260	53

Source: EMIS report 2080/081

The above data reveals the admission and dropout trends across various programs for the academic year 2080, with a total of 313 students admitted in the first semester. The total number of students attending exams in the first semester was 260, suggesting a dropout rate of 53 students by the end of the semester. Among the programs, the M.A. program experienced the highest dropout with 23 out of 80 students, followed by the B.A. program, where 3 out of 26 students dropped out. The B.Ed. program saw a relatively moderate dropout rate of 3 out of 29 students. In terms of exam attendance, BBS had the highest attendance at 53 out of 61 students, with the dropout rate also higher at 8. In contrast, the M.Ed. and MBS programs had lower dropout rates, 6 and 4 respectively. To sum up, the dropout rate across all programs averaged around 16.9%, with a notable variation among individual programs.

2.5. Employment Status of the Graduates

The employment status of the graduates of 2023/024 is still under tracing. So, as the tracer report 2022, it has shown in the following table.

Table 27: Employment Status of the Graduates of 2023/024

S.N.	Name	Faculty	Institutions\Address	Designation	Types
1	Uma Kumari Bhagoriya	BA	Sathi Hospital and research center PLT. Tikapur	HA	Private
2	Ashok Chaudhry	BA	Garden English Boarding School Tikapur	Asst. Principal	Private
3	Sabita Chaudhary	BA	Garden English Boarding School Tikapur	Teacher	Private
4	Rima Chaudhry	BA	Tikapur Municipality	Assistant	Contract
5	Hikamt Bahadur Dhami	BA	New Light Vision English Boarding School Tikpur Kailali	Principal	Private (Appointment letter yet to get)

6	Dipak Bahadur Suad	BA	Ghattedanda Basic School Mellekh Achham	Teacher	Government
7	Surya Prakash Tharu	BBS	Unique Nepal Laghubitta Bardiya	Field Asst.	Private
8	Bishnu Prasad Chaudahry	MA	Nepal Bidhut Pradhikaran Tikapur	Meter Reader	Government
9	Suman Chaudhray	MA	High Court Tulshipur	Nayab Subba	Government
10	Karam Bir Kathariya	MBS	Janata secondary school Kaialai	Teacher	Government
11	Birendra Prasad Joshi	MBS	Siddhnath higher secondary school Kanchanpur	Teacher	Government
12	Dhan Bahadur Chaudhary	MBS	Tikpaur Multiple Campus	Parttime Teacher	Contract
13	Karishma Bam	MBS	Ganesh Baba School Tikapur	Accountant	Private
14	Nirpa Raj Bhandari	M.Ed	Bhrikuti Lower secondary school Kaiali	Teacher	Government
15	Ganesh Chaudhary	M.Ed	Social Development office, Bajura	Bini	Government
16	Pawan Pant	MBS	Dolkha Higher Secondary School, Dolkha	Teacher	Government (appointment letter yet to get)
17	Jung Bahadur Tharu	BA	Tikapur Polytechnique Institutes Tikapur Kaialli	Store Keeper	Government (Appointment letter yet to get)
18	Riju Chukaha Chaudhary	MA	Bhajani Municipality	Ward Sachip	Gov. (Appoint letter yet to get)
19	Tapendra Aidi	BBS	New Light Education Home, Tkikapur	Teacher	Employed
20	Manju Neupane	BBS	Sathi Hospital, Tikapur, Kailali	Accountant	Appointment letter yet to get

Source: Tracer Study Report 2022

The employment status of the graduates, as mentioned in the aforesaid table, from Tikapur Multiple Campus (TMC) reflects a mix of private, government, and contract positions. Among the 20 listed individuals, a significant portion has secured positions in government institutions, with roles such as teachers, assistants, and meter readers. Notably, some individuals have received government appointments, though several are still awaiting official appointment letters. Private sector employment is also prevalent, with roles such as teachers, principals, and accountants in various schools, hospitals, and institutions. Furthermore, there are a few graduates employed on a contract basis, including positions in municipalities and schools. In nutshell, the graduates show a blend of stable government and private sector employment, although some are still in the process of finalizing their appointments.

3. PHYSICAL STATUS

3.1 Infrastructure Development

Infrastructure development is vital for any academic institution as it forms the backbone for effective learning, teaching, and research. A well-developed infrastructure should encompass essential facilities such as modern classrooms, libraries, laboratories, technology centers, and recreational spaces, alongside robust digital infrastructure for online and hybrid learning. TMC feels proud on having 380 Bigha or 953185.19 Sq. m of land. Moreover, infrastructure investments should aim to enhance accessibility, promote sustainability, and align with the institution's vision for academic excellence and community engagement.

The details of the physical infrastructure of Tikapur Multiple campus excluding land area have presented as:

Table 28: Buildings & Room Profiles

Building	Classroom	Restroom	Administrative	Program Hall	Staff	Store	Unit (Cell) (Teacher s'/Students'/First Aid)	Library	Lab
Block - A	26	6	5	2 (Dalphin & Karnali)	1 Faculty/Study Room	2	5	-	-
Block - B	6	4	2	-	-	-	-	-	6
Block - C	-	5	6	1 (Chure)	-	2	-	2	1
Total	32	15	13	3	1	4	5	2	7

Note:

- Block- A:** Three storied main building of the campus
- Block- B:** Two storied building constructed as with the support of Embassy of India (Gandhi Bhawan)
- Block- C:** Two storied library cum administrative building

4. **Unit/Cell (Teachers'/students:** The rooms that address teachers research cell, TMC Teachers' Association, Free Student's Union and so on

Besides, the other building and infrastructures are as:

- Two-storied guest house.
- Tin-roofed blocks for Bike and Cycle Stand
- Tin Roofed Blocks for security accommodation-4 rooms
- One Cafeteria (Tin Roofed)

As a whole, the campus possesses three main blocks, each serving distinct purposes and facilities. **Block A**, the three-storied main building, has 26 classrooms, 6 restrooms, 5 administrative offices, and 2 program halls named Dalphin and Karnali. It also includes 1 faculty/study room, 2 stores, and 5 units dedicated to teachers' research cells, the TMC Teachers' Association, the Free Student's Union, and other purposes. **Block B**, constructed with support from the Embassy of India (Gandhi Bhawan), is a two-storied building featuring 6 classrooms, 4 restrooms, and 2 administrative offices and 6 labs. **Block C**, a two-storied library cum administrative building, contains 5 restrooms, 6 administrative offices, 1 program hall named *Chure*, 2 stores, 2 library spaces, and 1 laboratory. Additional campus facilities include a two-storied guest house, a tin-roofed blocks for bike and cycle stands, tin-roofed security accommodation with 4 rooms, and a cafeteria with a tin roof. These buildings collectively support the various academic, administrative, and extracurricular activities of the campus community.

Source: TMC Administration

3.2. Educational Aids & Furniture

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

Table 29: Educational Aids

Educational Aids	Number	Remarks
Educational Equipment		
Laptop	64	
CC TV	20	
Desktop computers	35	
Multimedia projector	18	
Tripod	1	
Computer lab	1	With 24 desktop computers
Smart board	5	
LED	2	

Furniture and other equipment's		
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	

Source: TMC Store Section 2080/081

To sum up, Tikapur Multiple Campus has established a robust physical and educational infrastructure to support its academic and operational goals. Ranging a vast land area of 380 bighas (953,185.19 sq.m.), the campus boasts comprehensive facilities, including a three-story main building with modern amenities, an administrative and library block, a dedicated agricultural science building, a guest house, and various support structures such as bike stands and a cafeteria. These facilities are complemented by educational aids like laptops, desktops, multimedia projectors, smart boards, and a fully equipped computer lab. Moreover, the campus has invested in essential furniture, audiovisual tools,

and utility equipment to ensure a conducive learning and working environment. This extensive infrastructure not only reflects the institution's commitment to academic excellence and technological integration but also underscores its dedication to fostering a sustainable, accessible, and innovative educational ecosystem.

4. FINANCIAL STATUS

4.1 Income

Tikapur Multiple Campus is one of the constituent campuses of Far Western University. The institution has regular support from Far- Western University and it also generates its other income from various sources. The greater proportion of its income is generated from student fees. Besides this, bank interest, land lease, wood sale, UGC grants are the other topics of income generation. The major income sources and expenditure titles of F/Y 2080/081, as mentioned above, are included within the table below:

Far Western University Tikapur Multiple Campus

Table 30: Income (2080/081)

कोड नं.	आम्दानी शिर्षक	अनुमानित आम्दानी	यथार्थ आम्दानी	कैफियत
०३१००१	प्रवेश शुल्क	५००००००.००	१३३९३५०.००	
०३१००२	शिक्षण शुल्क	१२५०००००.००	८२१४०४४.१६	
०३१००३	रजिष्ट्रेशन शुल्क	३०००००.००	२६९५००.००	
०३१००४	परिचय पत्र शुल्क	३०००००.००	१६२५००.००	
०३१००५	पुस्तकालय शुल्क	३०००००.००	१९२४५८.००	
०३१००६	परिक्षा शुल्क	३००००००.००	८८६४९४.९१	
०३१००७	प्रयोगात्मक शुल्क	३०००००.००	६८७००.००	
०३१००८	खेलकुद शुल्क	२०००००.००	१६११००.००	
०३१००९	छात्रवास शुल्क			
०३१०१०	विद्यार्थी कल्याण कोष शुल्क	२०००००.००	१६२१५१.००	
०३१०११	क्याम्पस युनियन शुल्क			
०३१०१२	संस्थागत विकास शुल्क	२५०००००.००	४६००००.००	
०३१०१३	बैंक ब्याज आम्दानी			
०३१०१४	प्रमाण पत्र शुल्क	२०००००.००	१७८२५०.००	
०३१०१५	प्रकाशना अन्य वस्तु विक्री आय			
०३१०१६	सेमिनार । समारोह । उत्सव शुल्क			
०३१०१७	पुनरयोग शुल्क	५००००.००	१०००.००	
०३१०१८	विलम्ब शुल्क	-	-	
०३१०१९	परिक्षा केन्द्र शुल्क	-	-	
०३१०२०	अस्पताल सम्बन्धि आय	-	-	
०३१०२१	कृषि सम्बन्धी आय	१५०००००.००	२७३२३०४.९०	

०३।०२२	सेवा शुल्क	-	-	
०३।०२३	शिक्षण अभ्यास शुल्क	२०००००.००	-	
०३।०२४	स्थानान्तरण शुल्क	२००००.००	-	
०३।०२५	विविध आय वा शुल्क	२०००००.००	४७२२२०.००	
	आम्दानी जम्मा	२६७७००००.००	१४३०००७२.९७	
	०६ अनुदान आय			
०६।००५	सरकारी नियमित अनुदान	४०००००००.००	३५१२६५४९.००	
०६।००६	स्वदेशी सरकारी अनुदान	-	३३३८३९९.००	
०६।००७	स्वदेशी शैरसरकारी अनुदान	-	-	
०६।००८	वैदेशीक सरकारी अनुदान	-	-	
०६।००९	वैदेशिक गैरसरकारी अनुदान	-	-	
०६।०१०	चन्दादान दातव्य तथा उपहार	-	-	
०६।०११	विशेष अनुदान	-	-	
०६।०१२	विविध अनुदान	-	-	
	अनुदान जम्मा	४०००००००.००	३८४६४९४८.००	
	कुल जम्मा	६६७७००००.००	५२७६५०२०.९७	

Source: Internal Audit Report

4.2. Expenditure

The expenditure record of TMC for Fiscal Year 2080/081 includes various categories such as direct expenditure, operational expenditure, staff expenditure, and other expenditures. Moreover, this can be tabulated as below.

खर्च (२०८०/२०८१)

Table 31: Expenditure (2080/081)

ब.ख. .	बजेट शिर्षक	आ.ब.२०८१।८१ को स्वीकृत बजेट	तीन महिनाको यथार्थ खर्च	कैफियत
	पूँजिगत तर्फ			
०१।००१	जग्गा खरिद खर्च	—	—	
०१।००२	भवन निर्मात तथा खरिद खर्च	२५०००००.००	१३६५५.६७	
०१।००३	सवारी साधन खर्च	—	—	
०१।००४	फर्निचर तथा फिकचर खर्च	११०००००.००	४७९६४३.७५	
०१।००५	पाठ्यपुस्तक तथा ईलाइव्रेरी खर्च	७०००००.००	२८९६२२.००	
०१।००६	मेसीनरी औजा खर्च	६०००००.००	४५६७४०.८१	
०१।००७	सफ्टवेयर निर्माण खर्च	—	—	
०१।००८	अन्य निर्माण खर्च	८०००००.००	७८६२७६.६८	
०१।००९	पूँजीगत प्राविधिक परामर्श सेवा	२०००००.००		
	जम्मा	६३५००००.००	२४१००९५.७१	

	संचालन तर्फ	—	—	
०२।००१(क)	तलब शिक्षण	२३५१५९७३.००	५१८३२८१.५०	
०२।००१(ख)	अतिरिक्त तलब शिक्षण	८९०००००.००	२९५५६९७.९०	
०२।००२	तलब प्रशासन	७३३६८३३.००	१९०७४३४.४५	
०२।००३	भत्ता	२१८५८००.००	५३००५०.००	
०२।००४	संचयकोष अनुदान	२५६३१०३.००	५१४५९१८०.००	
०२।००५(क)	निवृत्ति भरणअनुदान	—	—	
०२।००५(ख)	विशेष औकाशअनुदान	—	—	
०२।००६	अतिरिक्त पारिश्रमिक अनुदान	६०००००.००		
०२।००७(क)	उपदान तथा निवृत्तिभरण	२५६३१०३.००	५१४५९१.८०	
०२।००७(ख)	उपदान तथा निवृत्तिभरण कोष	—	—	
०२।००८	भ्रमण खर्च	३५००००.००	५६३४१.००	
०२।००९	विद्युत तथा पानी खर्च	३५००००.००	१०६०१२.६६	
०२।०१०	इन्धन खर्च	७५०००.००	४१२४२.५०	
०२।०११	छपाइ तथा मशलन्द	४३००००.००	१०३३२४.५०	
०२।०१२	पत्रपत्रिका खर्च	१५०००.००	३६००.००	
०२।०१३	प्रकाशन खर्च	१४००००.		
०२।०१४	परिक्षा खर्च	९०००००.००	७२३७३३.००	
०२।०१५	विज्ञापन तथा प्रचारप्रसार	२७००००.००	४७३४०.००	
०२।०१६	मर्मत सम्भार खर्च	४०००००.००	१२६५५४.७५	
०२।०१७	सवारी साधन खर्च	—	—	
०२।०१८	कानुनी खर्च	२००००.००	—	
०२।०१९	सेवा शुल्क खर्च	२५००००.००	१२२९४९.९८	
०२।०२०	लेखा परिक्षण खर्च	—	—	
०२।०२१	विमा खर्च	१००००.००	—	
०२।०२२	उत्सव तथा समारोह खर्च	२०००००.००	—	
०२।०२३	अतिथि सत्कार खर्च	२५००००.००	५६११५.४७	
०२।०२४	बैठक भत्ता तथा खर्च	१७००००.००	४९०००.००	
०२।०२५	अध्ययन अनुसन्धान खर्च	२६६०२४०.००	९५९४७७.३४	
०२।०२६	इनाम तथा पुरस्कार खर्च	५००००.००	—	
०२।०२७	तालिम सेमिनार तथा गोष्ठी खर्च	३०००००.००	२३०२८.००	
०२।०२८	विद्यार्थी कल्याण खर्च	३५००००.००	२२७८५.००	
०२।०२९	शैक्षिक सामग्री	५००००.००	४८९७६.००	
०२।०३०	छात्रवृत्ति खर्च	५०००००.००	२९४१५०.००	
०२।०३१	पाठ्यक्रम निर्माण खर्च	—	—	
०२।०३२	घरभाडा खर्च	—	—	
०२।०३३	कार्यालय विविध खर्च	४०००००.००	२२०१५७.००	
०२।०३४	हसकट्टी	—	६२६४१४९.७१	

०२।०३५	जम्मा	५५८६५०५२.००	२०९७३०८४.३६	
	पूँजीगत तथा संचालन जम्मा	६२२९५०५२.००	२३३८३९८०.०७	

Source: *Internal Audit Report*

SECTION-B

1. OUTCOMES

TMC has achieved significant milestones under the National Education Higher Education Program (NEHEP) up to the fiscal year 2080/081. Notably, it secured grants for various activities, reflecting its commitment to enhancing academic excellence and institutional development. Furthermore, the acceptance of the Letter of Intent (LOI) for the third cycle of Quality Assurance and Accreditation (QAA) by the University Grants Commission (UGC) Nepal through NEHEP on July 1, 2024, highlights TMC's ongoing dedication to maintaining high standards in education. These outcomes highlight TMC's proactive approach to academic improvement and its continued efforts toward institutional growth and quality assurance. To be more specific, the following tables show detail outcomes up to now.

Table 32: Selection for various program under the NEHEP in F/Y 2080/081

Name	Program	Remarks
1.	Quality Enhancement (QE)	
2.	Entrepreneurship Support Program (ESP)	
3.	Extended Performance-Based Funding (EPBF)	
4.	Equity Grants	
5.	Digitalization Performance Grants	

Source: TMC Administration

Table 33: Receiving Different Grants from UGC, Nepal in F/Y 2080/081

In the fiscal year 2080/081, TMC received various grants from the University Grants Commission, Sanathimi, Bhaktapur, as outlined in the accompanying table.

S. n.	Program/ Activities	Supported By	Amounts (Rs.)
1.	Quality Enhancement (QE)	UGC, Nepal	10,38,399/-
2.	Entrepreneurship Support Program (ESP)	UGC, Nepal	15,00,000/-
3.	Equity Grants	UGC, Nepal	8,00,000/-
4.	Repair and maintenance of TMC Canteen	Tikapur Municipality	5,00,000/-
Total			38,38,399/-

Source: TMC Administration

Overall, the achievements under the NEHEP and the various grants received in fiscal year 2080/081 reflect TMC's firm commitment to academic excellence and institutional growth. Programs like Quality Enhancement, Entrepreneurship Support, and Equity Grants, coupled with infrastructure support from Tikapur Municipality, emphasizes the campus's proactive efforts in quality assurance, capacity building, and equity promotion. These indicators collectively signify TMC's success in aligning with its strategic goals and advancing its academic and institutional development.

2. ACADEMIC & INSTITUTIONAL PROGRESS

The institution has made remarkable progress and achieved several indicators during recent years (2080/081), focusing on both infrastructure development and academic enrichment. Key accomplishments include inaugurating new infrastructures like the guest house and administrative building, initiating programs such as computer classes and staff proficiency development, and organizing various events like educational tours, sanitation drives, and competitions. These efforts highlight a strong commitment to encouraging growth, engagement, and excellence within the institution. In detail, the subsequent progresses and achievements can be noted.

- Inauguration of newly constructed Guest House and Administrative Building
- Gravelling to motorcycle parking
- Plantation Program -2080/04/15
- Inauguration of first aid room 2080/4/29
- Running computer classes as noncredit course – 2080/05/3
- Formation of Nepal Redcross Society Youth Group TMC Unit – 2080/05/18
- Orientation Program to the students of Undergraduate Level– 2080/08/24
- Educational Tour of students of both Graduate and Undergraduate Level -2080-09-2 to 2080-9-6
- Sanitation Program- 2080-8-29
- Quiz Contest – 2080-10-12
- Speech & Poetry Contest- 2080-10-19
- Completion of Annual Function- 2080-10-22
- Arrival of UGC Chairperson- 2080-11-21
- Completion of M.Ed. Teaching Practice External Observation- 2080-12-29 &30
- Sanitation Program by Students' Monitor within Campus Premises- 2081- 1-7m
- Convocation Program and Students' involvement form TMC-2081-1-9
- Completion of *Bastu Puja* (worshipping ceremony of building/house) of Guest House- 2081-1-14
- Participation of Faculty Member of TMC in GMC for training- 2081-1-4
- Proposal Presentation of ESP- 2081-1-28
- Organizing Establishment Day of FWU- 2081-3-3

To substantiate clearly, the outlined initiatives and achievements as mentioned above significantly contributed to the institutional and academic progress of Tikapur Multiple Campus (TMC). The *inauguration of the new Guest House and Administrative Building* and the completion of infrastructure projects such as *motorcycle parking gravelling* and the *first aid room* improved campus facilities, creating a conducive environment for learning and administration.

Programs like the *Plantation Program* and *Sanitation Drives* emphasized environmental consciousness and community responsibility among students and staff. Non-credit courses, such as *computer classes*, along with initiatives like the *Nepal Red Cross Society Youth Group*, diversified learning opportunities, developing holistic student development. Academic-oriented events, including *orientation programs*,

educational tours, and *quiz and speech contests*, enriched students' learning experiences and raised a culture of intellectual curiosity and engagement.

Activities such as the *arrival of the UGC Chairperson*, *annual function completion*, and *convocation ceremonies* highlighted the campus's growing recognition and celebration of academic excellence. Faculty development activities, including participation in *proposal writing workshops*, *research presentations*, and *teaching practice observations*, strengthened the academic foundation and research culture at TMC. Lastly, events like the *Establishment Day of FWU* and spiritual practices such as the *Bastu Puja* reinforced institutional identity and cultural values, ensuring a balanced approach to modernization and tradition. These collective efforts have positioned Tikapur Multiple Campus as a progressive and academically sound institution.

a) Research & Development

In the year 2080/081, the TMC Research Management Cell (RMC), in coordination with the campus administration, forwarded significant efforts in proceeding research and development for both the institution and its faculties. The RMC organized various academic and research-oriented programs, including a *Thesis Orientation Program* on 2080/10/14 and a *Proposal Writing Program for Master's Students* on 2081/12/13, *Faculty Research*, and so on aiming to enhance the research capacity of students and faculty. Besides, it (RMC) pioneered in devising *Students' Feedback Report*, *Teachers' Self Evaluated Report*, *Academic Audit and EMIS Report*. Moreover, Faculty Members were actively involved in research activities such as journal publication and participated in workshops and training programs, both at TMC and external institutions like Ghodaghodi Multiple Campus, Sukhad, Kailali Multiple Campus, Central Campus of FWU and so forth. Yet, TMC faculty contributed to and benefited from national and international seminars, further advancing their academic expertise. These initiatives not only strengthened the research culture within TMC but also supported faculty development by broadening their academic exposure and enhancing their skills in research and professional growth.

b) Publication

The publications by TMC, including journals, pamphlets, bulletins, banners, and postcards, played a significant role in maintaining institutional and academic development while bridging students and the community. Academic journals like the Journal of TMC, Volume 7, 2024 and TMC Saugat, 2080 (Year 15, Number 14) reflected the institution's commitment to research and knowledge dissemination. These publications provided a platform for scholars, educators, and students to share innovative ideas. Furthermore, the involvement of the Research Management Cell (RMC) and TMC Administration ensured that the publications were well-coordinated and aligned with the institution's vision, strengthening its reputation as a hub of academic excellence. By showing the institution's scholarly

achievements, these publications also motivated students to actively participate in research and contribute to their academic growth.

At the same time, the distribution of pamphlets, bulletins, and banners enhanced the institution's outreach and engagement with the wider community. These materials served as effective communication tools, promoting admission opportunities and events while keeping the public informed about TMC's initiatives and accomplishments. Moreover, by maintaining coherence in messaging and quality in presentation, TMC demonstrated its organizational competence, creating trust and a positive image among stakeholders. Therefore, these publications not only supported the academic pursuits of students but also established TMC as an institution that values the integration of education with societal development.

c) Scholarship

In the academic year 2080/081, as in the previous year, scholarships from TMC and the University Grants Commission (UGC), Nepal, were awarded to students based on the established criteria set by both organizations. To be more specific, as the *source received from EMIS TMC 2080/081*, the detailed of the scholarships can be enumerated as follows.

❖ Scholarship by UGC

For the academic year 2080/081, the University Grants Commission (UGC) provided scholarships to support first-semester Bachelor's and Master's level students, targeting underrepresented and disadvantaged groups, including the poor, disabled, Muslims, *Dalits*, and *Sahid Dwandapidit* families. A total of 58 scholarships were awarded across various faculties, with Bachelor's programs in Management receiving the highest number (43 scholarships, including allocations for all target groups). The Education and Humanities faculties received 4 and 6 scholarships, respectively, at the Bachelor's level. At the Master's level, 1 scholarship was allocated for a Muslim student in Management, while Education and Humanities received 2 scholarships each. This initiative reflects the UGC's commitment to promoting equitable access to higher education for marginalized communities.

❖ Scholarship by TMC

Tikapur Multiple Campus (TMC), fairly being within the provision of 25% as full scholarship, has established its commitment to promoting inclusivity and supporting underrepresented groups by providing scholarships for the first semester of Bachelor's and Master's level programs across various faculties. A total of 89 scholarships were distributed, benefiting students from diverse categories, including *Jehendaar* (laborious), Women, *Aadibasi/Janjati*, Backward, Poor, *Dalit*, Helpless/Orphan, *Madhesi*, *Sahid* (student from martyr family), and *Dwandapidit* (War Victim) families. Among the recipients, the highest number of scholarships were awarded to Women (26), followed by

Aadibasi/Janjati (22) and *Jehendaar* students (16). Faculty-wise, the Bachelor of Business Studies (BBS) program received the highest number of scholarships (21), while the Master of Arts (M.A.) program followed with 19. Notably, categories like Dalit, Madhesi, and *Dwandapidit* saw relatively fewer beneficiaries, reflecting potential areas for increased focus. This initiative emphasizes TMC's dedication to addressing educational disparities and empowering marginalized communities.

d) Unit for Grievance

And The Grievance Unit of TMC, known as *Sujhab Sankalan, Pramarsa tatha Sabalikaran Kendra*, operates with three members under six defined Terms of Reference (TOR) to address student grievances and disseminate essential and constructive information. To update grievance management, the unit, in coordination with TMC administration, installed two suggestion boxes—one in Block 'A' and another in Block 'C' (Administrative Block). Besides, the committee implemented modern approaches such as training students to use the *Mero Job Apps* for academic and job-related information and CV preparation. They further developed a *QR code system* and email technology to efficiently collect grievances and feedback from students. This integration of conventional tools and digital technology has facilitated the effective collection of information and ensured students have access to job-related opportunities. The committee consolidates its activities and findings into a comprehensive report, which is submitted to the administration, mentioning its commitment to transparency and responsiveness.

3. SOCIAL PROGRESS

TMC emphasizes a strong bond between the institution and society, striving to achieve shared goals through mutual engagement. Guided by the belief that "the campus is for the community, and the community is for the campus," TMC embraces its role as a vital social entity. Recognizing the interconnectedness of higher academic institutions, students, and society, TMC aligns its academic objectives with societal needs while actively participating in outreach and extension programs. Initiatives such as blood donation drives, fundraising for those in need, and health awareness campaigns exemplify its dedication to fostering a meaningful connection with the community. Moreover, the campus values and rewards students for their accomplishments, strengthening the spirit of collaboration and service. Some social cum institutional progresses as occurred during the years 2080/081 have note as:

- Formation of an authorized Public Relations Centre with an allocated annual budget to plan and implement regular social activities.
- Assembly of TMC Almunia- 2080/04/27
- Welcoming the ambassador of India-2080-5-31

- Arrival of Ambassador of Israel- 2080 8-26
- Visit of Chief Minister of Province No 7, Kamal Bahadur Shah- 2080-05-22
- Leader & Ex- Pri-minister Madhav Nepal Visited- 2080/6/26
- Interaction with Prof. Dr. Katak Malla regarding campus and society- 2080- 6-21
- Interaction with Sumana Shrestha, member of parliament of Rastriya Swotantara Party-2080-06-4
- Welcome Program to Scientist Mahabir Pun- 2080-11-9
- Running ESP Program- 2080/12/24
- Conducting an Eye-test Program at Khadak Smriti Secondary School in Tikapur- 2080-12-26
- Blood Donation Program by Youth Redcross Unit TMC-2081-1-26
- Organization of many interactive programs based on community demand.
- Installation of boards with eco-friendly quotes within the campus premises.

To wrap up, the aforementioned social progress initiatives outlined reflect Tikapur Multiple Campus's commitment to promoting community engagement and societal development. The establishment of a Public Relations Centre and allocation of an annual budget demonstrate a structured approach to organizing impactful social activities. Notable events, such as interactions with prominent figures like ambassadors, political leaders, and scientists, emphasize the campus's focus on knowledge exchange and collaborative growth. Programs like the Eye-test initiative, blood donation drive, and installation of eco-friendly boards highlight the campus's dedication to health, sustainability, and community welfare. These endeavors reinforce the role of Tikapur Multiple Campus as a hub for education and societal betterment.

1) Role of Society for Campus Development

Tikapur Multiple Campus (TMC), a constituent campus of Far-Western University, has earned society's trust through the unwavering support of stakeholders, community leaders, and the collaborative efforts of staff and students. This collaboration and involvement has enabled TMC to achieve Quality Assurance and Accreditation (QAA) and maintain strong community ties through interactive programs and activities. Guided by its Strategic Development Plan (2023–2027), TMC actively collaborates with local institutions and engages in social initiatives like supporting feeder schools, non-formal education, and volunteer services, demonstrating its dedication to fulfilling societal needs. To be more specific, the following key points hint up on society's contribution for the betterment of TMC.

- **Building Strong Trust:** The society has placed strong trust in Tikapur Multiple Campus, enabling it to become a constituent campus of Far-Western University.
- **Stakeholder Contributions:** Key stakeholders, including social workers, political leaders,

businesspeople, and journalists, have made consistent contributions to the campus's progress.

- **Quality Assurance and Accreditation (QAA):** Collaborative efforts of the community, along with campus staff and students, have helped TMC achieve QAA status.
- **Participation in Campus Activities:** Society actively engages with the campus by participating in interactive programs and other campus activities.
- **Collaboration with Local Institutions:** The campus collaborates with local institutions such as schools, clubs, banks, hospitals, and the Red Cross, with society's involvement facilitating these partnerships.
- **Support for Feeder Schools:** The campus and society work together to support feeder schools, enhancing the educational ecosystem.
- **Social Initiatives:** Society participates in non-formal education programs and volunteer services tailored to community needs, strengthening the campus's societal role.
- **Strategic Development Planning:** Society contributes to the implementation of the Strategic Development Plan (2023–2027), particularly under the focus area of Community Involvement.

Thus, the remarkable progress of Tikapur Multiple Campus is a proof to the strong trust and unwavering support from society, which has been instrumental in its journey as a constituent campus of Far-Western University. The active contributions of stakeholders, along with collaborative efforts between the campus and the community, have adopted quality education, impactful social initiatives, and healthy participation. By implementing its Strategic Development Plan (2023–2027) with community involvement at its core, TMC continues to bridge societal needs with academic excellence. This harmonious synergy between the campus and society ensures sustainable growth and lasting contributions to the educational environment.

4. CHALLENGES OF THE CAMPUS

Despite efforts to implement policies, the campus faces several challenges, including a lack of new, market-aligned courses; student dropouts and migration for overseas studies; difficulties in building and sustaining national and international linkages; land encroachment issues; negative impacts of party and student politics; academic and financial sustainability concerns; geographical constraints; inadequate government support and investment; and inconsistent adherence to the Annual Operation Calendar by FWU. The representative challenges are enlisted in the following way:

- Lack of new and applied courses in line with national and international job market.
- Drop out of students and out flow of students for abroad studies
- Challenge of establishing and maintaining national and international linkage
- Problem of land encroachment
- Negative impact of party and student politics

- Challenge of academic and financial sustainability
- Challenge of geographical location
- Lack of government enthusiasm and sufficient investment
- Lack of strict implementation of Annual Operation Calendar by FWU

Thus, the campus is facing multilayered challenges that hinder its growth and development, including outdated courses, student outflows, political interference, and insufficient government support. Addressing these issues requires coordinated efforts in policy implementation, improved academic and financial management, and enhanced external partnerships.

a. Measures to Mitigate the Challenges

The challenges can initially be addressed by implementing a strategic development plan. Besides, the following steps can be taken to overcome the issues.

- The campus needs to work out for earn and learn program in campus to address dropout problems.
- The campus has to focus on student scholarship.
- Campus has to make initiations to bolster community support and involvement.
- There is acute need of focusing on technical education.
- Financial and physical resources need to be strengthened as per requirement.
- Human resource trainings and research extensions should be organized on regular basis.
- The campus needs to work out with governmental/ non- governmental institutions for its sustainable development.

Therefore, mitigating these challenges will significantly enhance the overall quality of education and campus life, raising a more supportive, inclusive, and resource-rich environment. By addressing dropout rates, enhancing student scholarships, strengthening community involvement, and focusing on technical education, the campus will see improved retention, academic success, and long-term sustainability. Strengthened resources, both financial and human, along with consistent training and research opportunities, will promote innovation and capacity building, ensuring the institution thrives and continues to contribute positively to its community and beyond.

5. CORE VALUES AND NORMS

The core values of TMC include academic excellence, fostering a culture of learning and critical thinking; lifelong learning, encouraging continuous personal and educational growth; diversity and respect, creating an inclusive environment that values all backgrounds; social responsibility, promoting community engagement and constructive societal contributions; and collaboration and teamwork, emphasizing these essential skills in academic and professional contexts

To be more specific, they are enlisted as follows:

- Academic Excellency:*** The college prioritizes academic success and works to develop an atmosphere that encourages learning, critical thinking, and intellectual curiosity.

- ii. ***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.
- iii. ***Diversity and Respect***: Colleges value diversity and establish an inclusive environment honoring and acknowledging individuals from varying backgrounds, cultures, and beliefs.
- iv. ***Social Responsibility***: Higher education institutions promote and foster student engagement in their respective communities and encourage them to contribute constructively to society.
- v. ***Collaboration and Teamwork***: In academic and professional contexts, collaboration and teamwork are essential competencies higher education institutions emphasize.

b. Commitments of TMC

TMC is committed to excellence, developing dynamic teaching and learning environments, promoting collaboration and community engagement, valuing individual contributions, and diversifying financial resources to ensure sustainability. Further, the followings are details.

- 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.

6. CONCLUSION

Tikapur Multiple Campus (TMC) has attempted to make significant strides in academic excellence and institutional development during the academic year 2080/081. Through its commitment to quality assurance, TMC secured grants under the National Higher Education Program (NEHEP) and received acceptance for the third cycle of Quality Assurance and Accreditation (QAA). Despite challenges such as limited government support, financial sustainability concerns, and increasing dropout rates, the campus remains a cornerstone of the community, promoting academic and social contributions. Its dedication to societal needs is evident in various outreach programs like blood donation initiatives and health awareness campaigns. Moreover, the financial practices and audit observations of TMC ensure transparency and accountability, reflecting its institutional integrity.

To enhance its pass rates, employability, and retention, TMC must take strategic steps, including providing suggestions to revise curriculum to university authorities so as to align with market needs, strengthening national and international linkages, and expanding student support systems. Initiatives such as targeted academic interventions, career counseling, and full-bodied extracurricular activities can play a key role in developing student success. Addressing issues like land encroachment, improving adherence to operational calendars, and diversifying income sources will further strengthen the campus's foundation. By proactively tackling these challenges and employing innovation, TMC aspires to raise its

academic standards and reinforce its existing reputation as a hub of excellence in higher education of this area.
